

WHAT 
STARTS
HERE
CHANGES
EVERYTHING.

ACCESS TO RIGOR

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Student Achievement Committee

02.24.2020

To examine equity in access to formal structures
for rigorous coursework in WCPSS

- The issue is part participation, part preparation
- It's a long-standing, national issue
 - Ex.: [recent study](#) using US Dept. of Ed. Office of Civil Rights data
- We are not yet where we need to be - progress in some areas, but not in others

Why does ensuring access to rigorous learning experiences for all students matter?

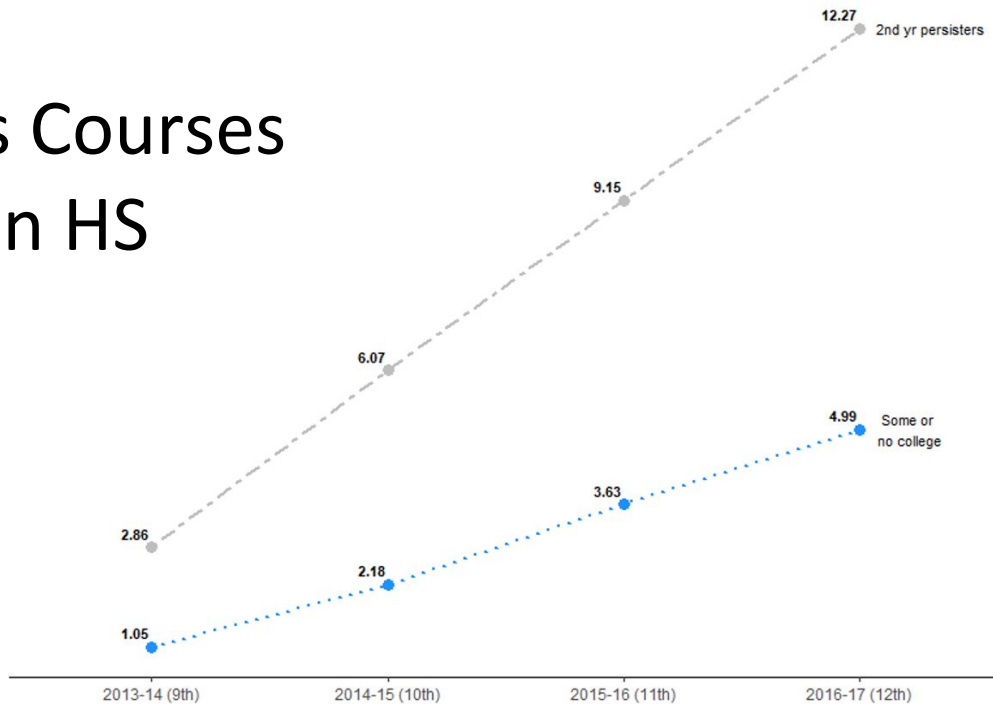
#1 Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.

#2 Every student is expected to learn, grow, and succeed while we eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

START WITH WHY

ADVANCED COURSES AND COLLEGE-GOING

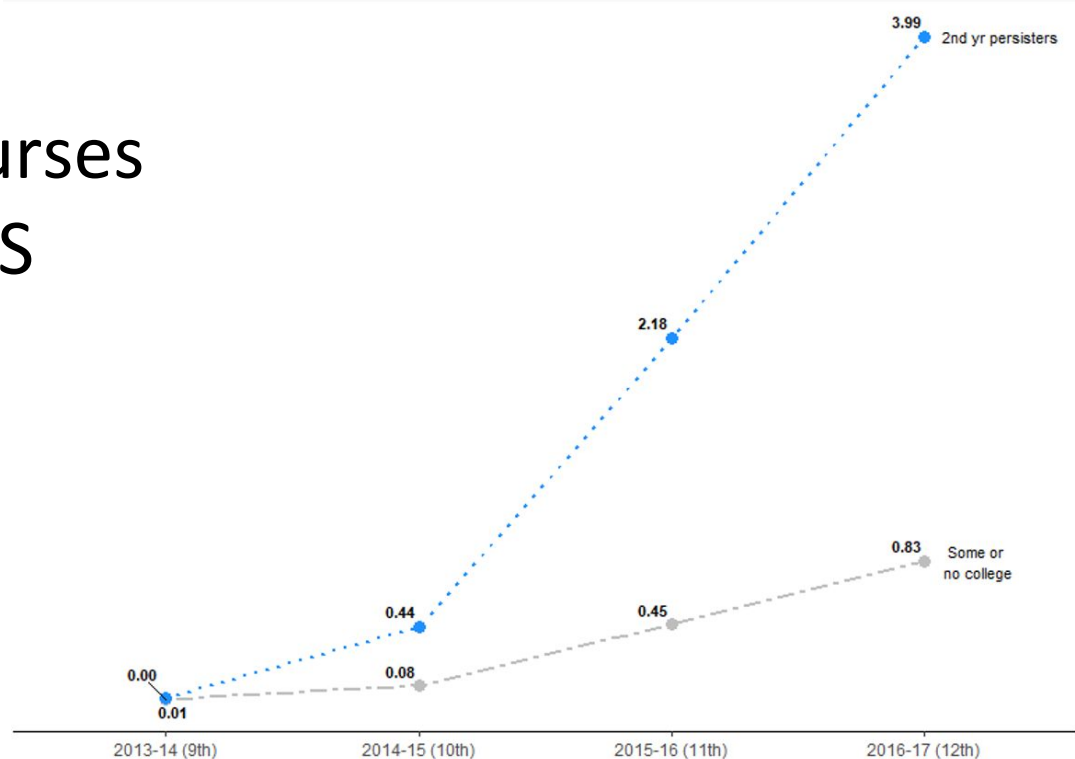
of Honors Courses Taken in HS



START WITH WHY

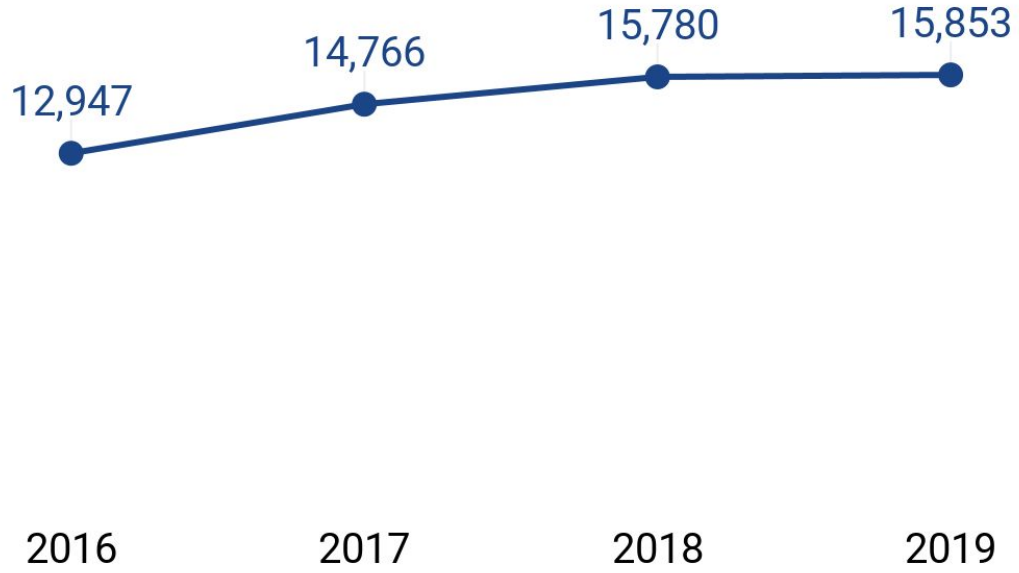
ADVANCED COURSES AND COLLEGE-GOING

of AP/IB Courses Taken in HS



AP COURSE ENROLLMENTS ARE INCREASING...

● # WCPSS HS Students Taking 1+ AP Courses



...YET INEQUITIES ARE PERSISTENT

Figure 21: 2015-16 WCPSS High School Population Compared to the AP® Program Population

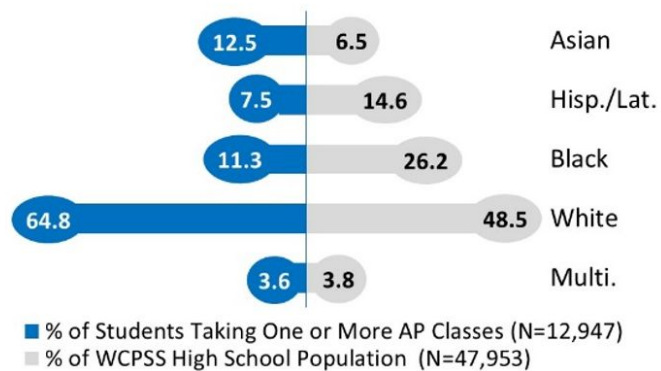
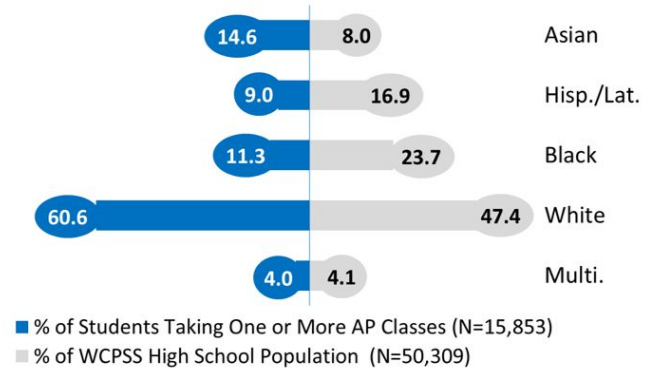


Figure 24: 2018-19 WCPSS High School Population Compared to the AP® Program Population



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MILLBROOK HIGH SCHOOL
Denver
Expectations



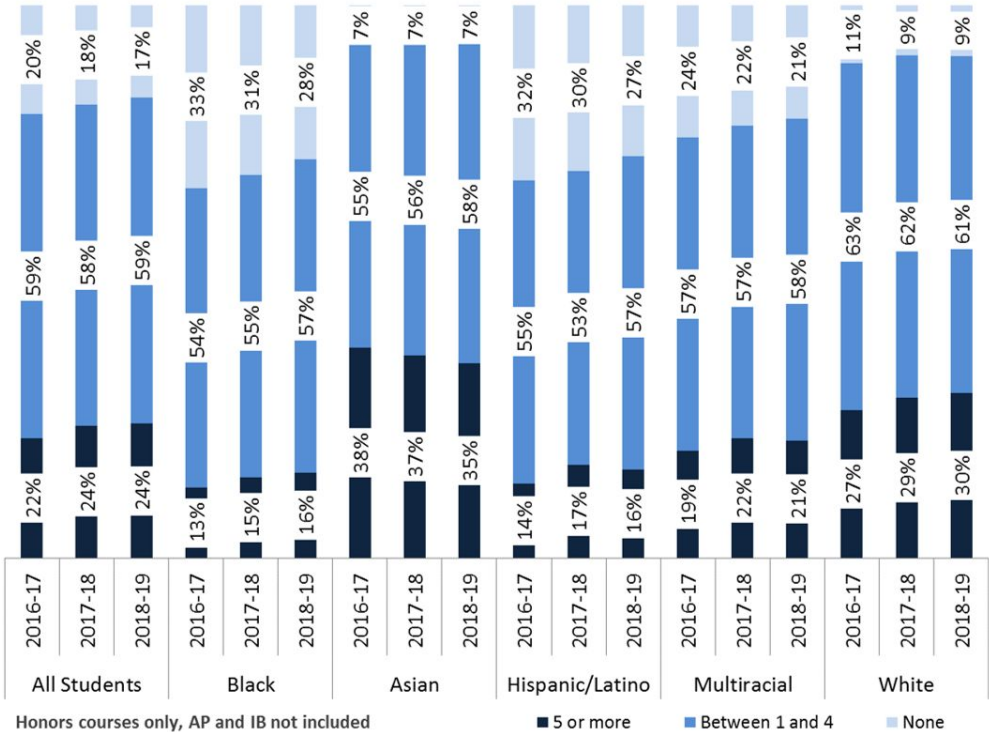
WELCOME TO G
MR.G

GETTING TO GRADPOINT
MILLBROOK HOME PAGE →

STUDENT LOG-IN:
USERNAME: VAILGANT →
PASSWORD: STUDENT →

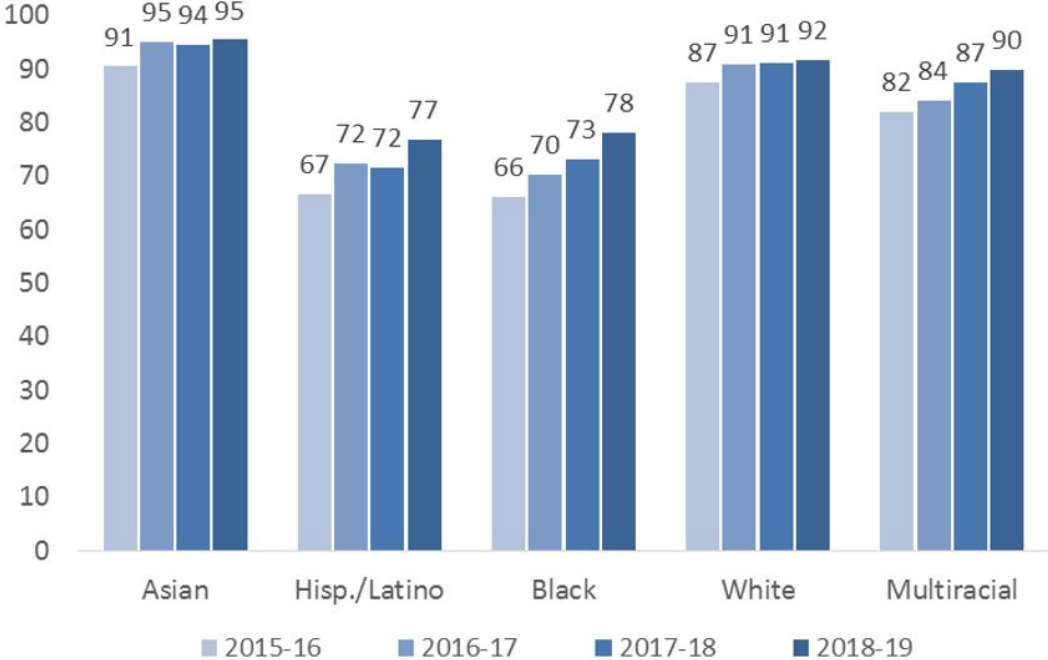


HONORS COURSE ENROLLMENT

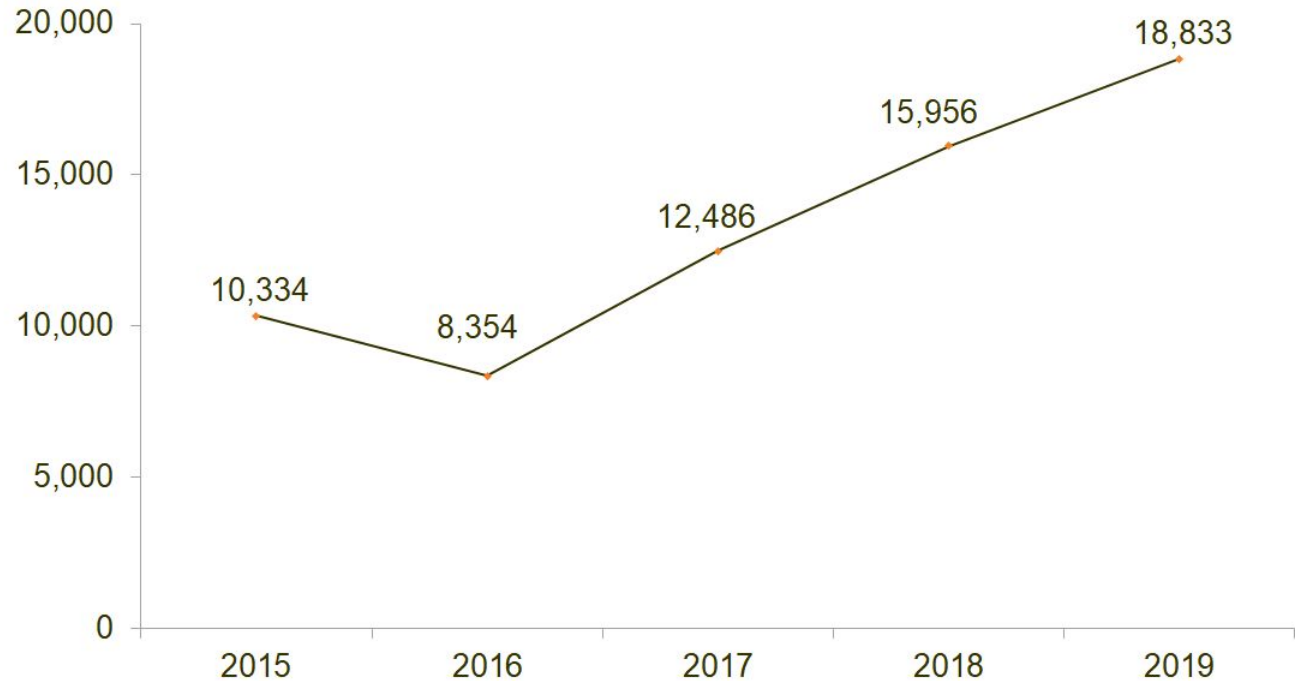


HONORS COURSE ENROLLMENT

% of Eligible Students Who Are Placed - Honors English I

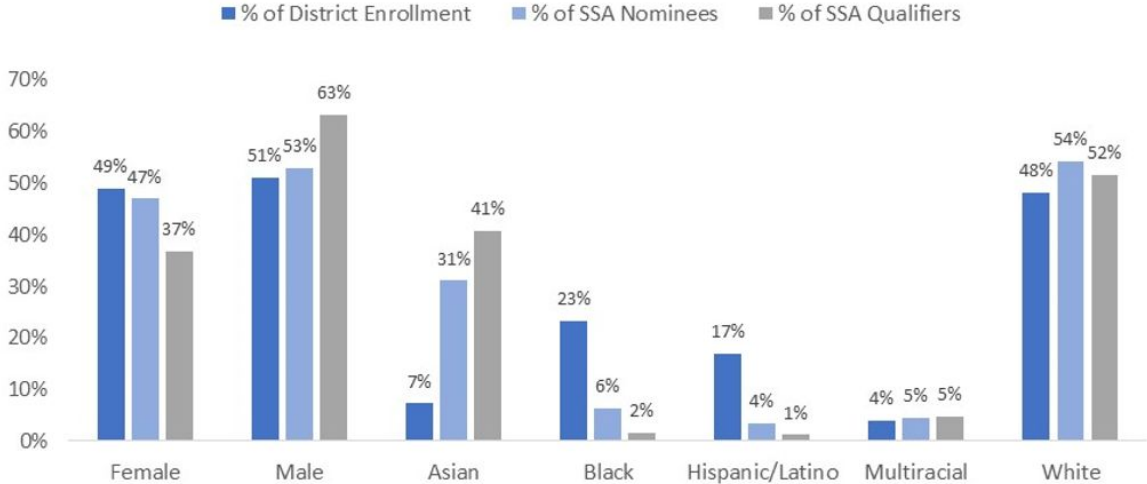


INDUSTRY CREDENTIALS/CERTIFICATIONS EARNED BY WCPSS STUDENTS



SINGLE SUBJECT ACCELERATION (SSA)

SSA Nominees and Qualifiers by Subgroup, 1st - 7th Grade (Spring 2014)



Note: Subgroup totals may not match “Total” numbers or percentages due to missing subgroup data or mismatched identifiers across data sources.



RECOMMENDATIONS

- Reinforce and closely monitor processes to ensure equitable access to all students who meet the criteria to be placed into advanced level courses when transitioning to 9th grade and ensure that support is available for students who may need it
 - Focus on Transition from Grade 8 to Grade 9
 - 9th Grade Placement Guidelines for Honors Courses
 - Translating Successes of 9th Grade to Grades 10-12 with focus on multiple avenues of rigor (AP, IB, Internships, Apprenticeships, CTE Credentialing, Fine Arts & CTE Pathways of Study, etc.)



RECOMMENDATIONS

- Identify measurable goals and evidence-based strategies to expand access to rigor with a focus on underrepresented student groups
 - K-8 Focus of AIG Plan
 - K-2: Nurturing Program
 - Grade 3: Explorers Program
 - Grades 4-8: Talent Development Supports
 - AP Credential Reports to inform high school scheduling work related to accessing rigorous content
 - Implementation of a strong core curriculum across the district

QUESTIONS

