Fulfilling the FWCS Moral Purpose

Board Report

February 26, 2018
Mission

Fort Wayne Community Schools *educates all students to high standards* enabling them to become productive, responsible citizens.

Vision

Fort Wayne Community Schools will be the school system of choice and a source of community pride.

*Adopted by FWCS Board of Trustees, April 14, 2008*
Core Values

We value:

– student achievement as the heart of our work.
– equity in educational opportunities.
– the diversity and uniqueness of our district and community.
– the accountability of the school board, the administration, employees and teaching professionals.
– open and honest communication with our community, parents, and students.
– partnerships with business, governmental, and community agencies.
– our community’s support, sacrifice, and contributions.
– the ability to change and meet all challenges.
– facilities that are clean, safe, and well-maintained.

 Adopted by FWCS Board of Trustees, April 14, 2008
Definition of Educational Equity

Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, despite race, gender, ethnicity, language, disability, family background, or family income.
Equity Commitments

1. **Prioritize Equity**: Set and Communicate and Equity Vision and Measurable Targets

2. **Start from Within**: Focus on the State Education Agency

3. **Measure What Matters**: Create Accountability for Equity

4. **Go Local**: Provide Tailored and Differentiated Support

5. **Follow the Money**: Allocate Resources to Achieve Fiscal Equity
Equity Commitments

6. Start Early: Invest in the Youngest Learners


8. Value People: Focus on Teachers and Leaders

9. Improve Conditions for Learning: Focus on School Culture, Climate, and Social-emotional Development

10. Empower Student Options: Ensure Families Have Access to High-quality Educational Options that Align to Community Needs
MORAL PURPOSE

Educate all students to high standards enabling them to become productive, responsible citizens.

Personalization

Professional Learning

Precision
The FWCS Pyramid for Success™ is a district-wide system of proactive actions and progressive responses that provide value added support and challenge for all students for their Academic and Readiness to Learn needs.
FWCS Vision for Learning
21st Century Skills

Fort Wayne Community Schools educates all students to high standards enabling them to become productive, responsible citizens.

- Core Subjects and 21st Century Themes
- Life and Career Skills
- Learning and Innovation Skills
- Information, Media and Technology Skills

STANDARDS
CURRICULUM, INSTRUCTION AND ASSESSMENTS
PROFESSIONAL LEARNING
PYRAMID FOR SUCCESS™
Indiana Proposed Graduation Pathways

Effective Fall of 2018*

*current 7th graders
## Graduation Requirements

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>Graduation Pathway Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) High School Diploma</strong></td>
<td>Meet the statutorily defined diploma credit and curricular requirements.</td>
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</tbody>
</table>
| **2) Learn and Demonstrate Employability Skills¹**  
(Students must complete at least one of the following.) | Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one the following:  
- Project-Based Learning Experience; OR  
- Service-Based Learning Experience; OR  
- Work-Based Learning Experience.² |
| **3) Postsecondary-Ready Competencies³**  
(Students must complete at least one of the following.) | • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR  
• ACT: College-ready benchmarks; OR  
• SAT: College-ready benchmarks; OR  
• ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR  
• State- and Industry-recognized Credential or Certification; OR  
• State-, Federal-, or Industry-recognized Apprenticeship; OR  
• Career-Technical Education Concentrator: Must earn a C average or higher in at least 6 high school credits in a career sequence; OR  
• AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a C average or higher in at least three courses; OR  
• Locally created pathway that meets the framework from and earns the approval of the State Board of Education. |
SB177 and HB 1426 boil down to 12 provisions. The two bills share the same four provisions:

1. Establishes one Indiana diploma for individuals who successfully complete high school graduation requirements.

2. Each diploma must include one of the following designations: general, Core 40, Core 40 with academic honors, Core 40 with technical honors.

3. Provides the state board shall consider math course requirements other than Algebra II. Any math courses adopted must align with postsecondary preparation difficulty. The state board may establish math course requirements and science course requirements for the Core 40 curriculum.

4. Repeals the requirement of State Board to design a school fast track program and establish a subcommittee regarding diplomas.
Diploma Bills

HB 1426 contains an additional eight provisions:

1. Proposes a study committee to study the adequacy of funding for counseling of students, the workload of career counselors, the impact of multiple grad pathways on career counselors, and fiscal impact of multiple grad pathways on schools to provide career counseling.

2. A charter school may limit new admissions to allow each student who qualifies for free/reduced lunches to receive preference for admission if the preference is provided for in the school’s charter and is approved by the authorizer.

3. Replace the graduation requirement of taking an end of course assessment with a nationally recognized college entrance exam.

4. Replaces the graduation test with the completion of a postsecondary readiness competency established by the state board.
Diploma Bills

HB 1426 contains an additional eight provisions: (continued)

5. Establishes a waiver from the postsecondary readiness competency requirements. Sets standards to receive the waiver.

6. Requires the State Board to create an alternate diploma for students with cognitive disabilities.

7. Provides a statewide assessment, other than the college entrance exam, must use a scale score comparable to the ISTEP scores.

8. Provides standards for secondary schools to identify when a student requires remediation.

SB 177 and HB 1426 will be combined
Step 1:
We need to ask ourselves:

- Who do we teach?
- What do we teach?
- How do we teach?
- How do we measure the effectiveness of students and adults?
Who Do We Teach?
2017-18 Facts at a Glance

2017-18 ENROLLMENT
- 14,862 students in Pre-K through grade 5
- 6,349 students in middle school
- 8,387 students in high school

50 SCHOOLS
- 2 early learning centers (Pre-K -K)
- 30 elementary schools (K-5)
- 1 intermediate school (1-8)
- 10 middle schools (6-8)
- 5 high schools (9-12)
- 1 alternative school (6-12)
- 1 career and technical school (9-12)
2017-18 Facts at a Glance

STUDENT DEMOGRAPHICS

• 42% Caucasian
• 24% Black
• 17% Hispanic
• 10% Multi-racial
• 6% Asian

• 66% eligible to receive free or reduced priced meals
• Over 70 languages spoken
2017-18 Facts at a Glance

**STAFF**
- 4,078 employees
- 1,818 teachers
- 2,625 full-time employees
- 1,453 part-time employees

**FWCS OPERATIONS**
- 145 square miles covered
- 3.1 million miles traveled by bus in a year
- 15,980 students riding the bus
- 22,960 lunches served daily
- 14,634 breakfasts served daily
What Do We Teach?
### Overview of State Changes to Standards/Accountability

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td>2017-18</td>
<td>New Graduation Pathways announced; Changes to A-F; Last year for ISTEP</td>
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<tr>
<td>2016-17</td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>Changes to A-F/10th-grade ISTEP/NCLB ends-ESSA begins/ Pearson becomes ISTEP vendor</td>
</tr>
<tr>
<td>2014-15</td>
<td>New CCR Standards/New ISTEP+/Last year for ECA</td>
</tr>
<tr>
<td>2013-14</td>
<td>Changes to A-F</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>A-F begins; Common Core standards</td>
</tr>
<tr>
<td>2010-11</td>
<td>IREAD begins</td>
</tr>
<tr>
<td>2009-10</td>
<td>ECA begins/Race to the Top</td>
</tr>
<tr>
<td>2008-09</td>
<td>ISTEP twice - fall and spring/ Last year for GQE</td>
</tr>
<tr>
<td>2007-08</td>
<td></td>
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<tr>
<td>2006-07</td>
<td>New graduation rate calculation</td>
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<td>2005-06</td>
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**Fort Wayne Community Schools**
A comprehensive, rigorous curriculum will ensure all students have equitable access to quality teaching and learning to meet college and career readiness expectations.
Dana Center & CenterPoint will facilitate district-wide professional learning necessary to:

• Develop a comprehensive PK-12 curriculum
  – Scope and sequence
  – Model units and lesson design
  – Instructional and supplementary materials

• Create an assessment plan to inform curricular and instructional decisions

• Timeline: October 2017 - September 2020
What Do We Teach?

FWCS Course Progressions

Language Arts & Math
2018-19

Science
2019-20

FORT WAYNE COMMUNITY SCHOOLS
Advancing Academic Excellence for ALL

What Do We Teach?

- Raising the bar for all
- Provide consistent criteria for determining mastery for students across the District
- Expectation that all adults will improve their learning to accomplish these goals
# Timeline for Implementation

## ELA

<table>
<thead>
<tr>
<th>Current Students</th>
<th>ELA Impact for 18-19</th>
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<tbody>
<tr>
<td>Class of 2018-Seniors</td>
<td>Graduating</td>
</tr>
<tr>
<td>Class of 2019-Juniors</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; ELA, Honors, AP, IB, Dual Credit</td>
</tr>
<tr>
<td>Class of 2020-Sophomores</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; ELA, Honors, AP, IB, Dual Credit</td>
</tr>
<tr>
<td>Class of 2021-Freshman</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; ELA, Honors</td>
</tr>
<tr>
<td>Class of 2022-8&lt;sup&gt;th&lt;/sup&gt; Graders</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; ELA</td>
</tr>
<tr>
<td>Class of 2023-7&lt;sup&gt;th&lt;/sup&gt; Graders</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; ELA</td>
</tr>
</tbody>
</table>
**Secondary MATHEMATICS Course Progression & Alignment**

### 2018-19

- **6th grade**
  - Blended 6th-7th

- **7th grade**
  - Blended 7th-8th

- **8th grade**
  - Algebra 1

  - Algebra 1 or Algebra 2

- **Freshman**
  - Algebra 2 or Geometry

### 2019-20

- **6th grade**
  - Blended 6th-7th

- **7th grade**
  - Blended 7th-8th

- **8th grade**
  - Algebra 1

  - Algebra 2

- **Freshman**
  - Geometry

- **Sophomore**
  - Algebra 2

- **Junior**
  - Options Below (Must choose 1 or more below)

### Credit Option (Recovery and/or Acceleration)

- **Senior**
  - Options Below (Must choose 1 or more below)

### Mathematics Workshop as needed for identified students

- **Senior**
  - Options Below (Must choose 1 or more below)

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**Options Below (Must choose 1 or more below):**

- AP Calculus AB (2 Semesters)
- AP Calculus BC (2 Semesters)
- Adv. Math CC: Analytic Geometry & Calculus (2 Semesters)
- Adv. Math CC: Elem Stats (2 Semesters)
- Adv. Math: Trigonometry & Pre-Calculus (1 Semester)
- Adv. Math: Pre-Calculus & Personal Finance (1 Semester)
- Adv. Quantitative Reasoning (2 Semesters)
- AP Statistics (2 Semesters)
- College Preparatory Class
- CCR Bridge: Math (2 Semesters)
- Finite (1 or 2 Semesters)
- Personal Finance (1 Semester)

**Courses:**

- Pre-Calculus (1 Semester)
- Probability & Statistics (1 Semester)
- Quantitative Reasoning (2 Semesters)
- Trigonometry (1 Semester)
- Economics (1 Semester)
## Timeline for Implementation

### Math

<table>
<thead>
<tr>
<th>Current Students</th>
<th>Math Impact for 18-19</th>
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</thead>
<tbody>
<tr>
<td>Class of 2018-Seniors</td>
<td>Graduating</td>
</tr>
<tr>
<td>Class of 2019-Juniors</td>
<td>Pre-Calculus, Calculus, Econ, Finance, Other options</td>
</tr>
<tr>
<td>Class of 2020-Sophomores</td>
<td>Algebra II, Honors, Pre-Calculus,</td>
</tr>
<tr>
<td>Class of 2021-Freshman</td>
<td>Algebra II or Geometry, Honors</td>
</tr>
<tr>
<td>Class of 2022-8(^{th}) Graders</td>
<td>Algebra I or Algebra II</td>
</tr>
<tr>
<td>Class of 2023-7(^{th}) Graders</td>
<td>Algebra I</td>
</tr>
</tbody>
</table>
How Do We Teach?
Performance + Equity = Excellent Results!

PEER Grant
PEER Grant
Supported Projects

- Dana Center/CenterPoint
- Discovery Education
- Secondary E/LA and Math Course Progression and Alignment
- Integrated Classroom
- Support for Focus & Priority schools - TBD
- Human Capital Management (HCM)
Dana Center/CenterPoint
Work Plan Overview

• Identify and develop elements necessary in a comprehensive curriculum
• Provide a draft model scope and sequence
• Provide draft unit plan frameworks and lesson plan templates
• Support District leaders to design and implement curriculum writing professional learning
• Provide technical assistance for developing a District assessment plan
Discovery Education
STEAM / STEM

• A system of professional learning to develop administrator and teacher capacity in creating student-centered learning STEM/STEAM environments

• Job embedded coaching to integrate project-based learning and transdisciplinary teaching in the classroom

• Teachers use digital tools and techbooks to teach students to think critically and ask questions about the content they use, see, and experience
K-12 ELA and Math Course Progressions

- Equity and Access
- Internalize the Teaching Learning Cycle
- Meet the Pathways - Rigor
Integrated Classroom

How Do We Teach?

Fort Wayne Community Schools
Human Capital Management

- Differentiate professional learning for principals
- Expand professional learning to support certified and non-certified staff
- Comprehensive HCM system
- Develop abilities for all staff
- HCM University window July 9-27, 2018
How Do We Measure the Effectiveness of Students and Adults?

- Balanced Scorecard
- School Improvement Plan
- Department Strategic Plan
- Community Engagement Dashboard (2018)
What is **NOT** Changing

- Honors Distinction
- Programs of Study
- Magnet Programs
- Fine Arts & Extracurricular
- AP, IB, Dual Credit, CTE
What IS Changing

- Expectation for **content** of Language Arts and Math and 21\textsuperscript{st} Century Skills
- Provide Professional Learning for adults
- Strengthening academic and emotional supports for students
Step 2: Change Theory Process

1A Innovation/Vision (Cabinet)
1B Innovation/Vision (Building)
2 KASAB
3 Theory of Change Questions
4A Professional Learning Cycle of Continuous Improvement (District)
4B Cycle of Continuous Improvement (Create Your Own)
5 Logic Model
6 12-month Plan/Professional Learning Plan
7 Logic Model Monitoring

How Do We Measure?
Theory of Change Questions

1. What is the current situation that we intend to impact?
2. What will it look like when we achieve the desired results?
3. What do we need to do to achieve that?
4. What behaviors need to change for that outcome to be achieved?
5. What knowledge or skills do people need before the behavior will change?
6. How will we measure our effectiveness?
7. How would we differentiate our work to meet their individual needs?
Step 3

- State needs to finalize expectations and guidelines
- Determine staffing allocations and schedules
- Engage students and teachers in formulating details of plans
- Communicate to parents and community progress toward goals
Topics for Future Board Meeting/Work Sessions

- Alignment of SpEd, Title I, ELL, General Funds resources
- Programs/Allocations to strengthen the Pyramid for Success (Readiness to Learn)
  - Full Day Pre-K
  - Elementary Counseling
- Alignment of Programs of Study (PreK-12)
- Updates on PEER Grant
Let’s go invent tomorrow rather than worrying about what happened yesterday.

-Steve Jobs