WPS Equity Goal and TOA 2019

Equity Goal

To assess and restructure the school's processes to increase the number of minority students and maintain a balanced distribution across gender, who enroll in and successfully complete Honors and Advanced Placement coursework, which will result in making them more competitive in their post-graduation options.

Theory of Action

When barriers are removed to participation in Honors and Advanced Placement courses and when the necessary supports are created, all students will be given the opportunity to enroll in them and be supported to be successful within them, resulting in an increased participation of minority students and a more balanced distribution across gender.

Data used to analyze and support the selection of the district's Equity Goals

- Historical enrollment data for AP/Honors
- Overall demographics of student population and those enrolled in AP/Honors
- Most recently, performance on the new matrix of criteria for AP/Honors.
    - English Language Arts Writing Benchmarks
    - Scholastic Reading Inventory
    - Running Record
    - Algebra 1 Assessment
    - IXL Diagnostic
    - PARCC Scores
    - Multi-Year Classroom Grades
    - Renzulli Scale
    - Teacher Recommendation
    - Professional Learning Communities

2019 Strategy for Entry in AP/Honors

Measurement ELA	SRI	7th Grade ELA Score	8th Grade ELA Score	7th Grade PARCC	Writing Benchmark	Running Record	Renzulli Scale	Teacher Recommendation
Score (3)	>1100				3	>8	62+	
Score (2)	1050-1100			>750	2	8	59-61	
Score (1)		A/B	A/B	735-749		7	54-58	Yes
Score (0)	<1050	C/D/F	C/D/F	<734	1	<7		No

Measurement Math	7th Grade Math Score	8th Grade Math Score	7th Grade PARCC	IXL	Algebra Assessment	Renzulli Scale	Teacher Recommendation
Score (3)				>900	>75%	62+	
Score (2)			>750	800-899	50%-74%	59-61	
Score (1)	A/B	A/B	735-749			54-58	Yes
Score (0)	C/D/F	C/D/F	<734	<800	<50%		No