

THE WOODSTOCK ACADEMY
BOARD OF TRUSTEES
NOTICE OF MEETING

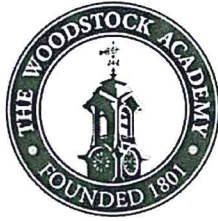
ACADEMIC COMMITTEE
AGENDA

Date: Monday, March 18, 2019
Time: 5:30 p.m.
Location: AH 119 - South Campus

1. Call to Order
2. Citizen's Comments
3. Secretary's Report – Minutes of January 14, 2019
4. AP Capstone Course Proposals
5. Liaoyuan High School Partnership
6. ACT Magnet School Partnership
7. AP Update
8. 8th Grade Recruitment & Registration Update
9. Next Generation Accountability System Results
10. Other
11. Citizen's Comments
12. Adjournment

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

MINUTES OF THE MEETING
THE WOODSTOCK ACADEMY
BOARD OF TRUSTEES
ACADEMIC COMMITTEE
January 14, 2019



These minutes are for
informational purposes only.

PRESENT: Child, Barbara; Musumeci, Joseph; Young, Scott; Harten, Michael; May, Val; Musko, Jason; Sandford, Chris; Singleton, Holly; Walley, David; Pan, Jingy
ABSENT WITH NOTIFICATION: Paquette, Philippa; Chen, Yilin (alternate); Eaton, Mackenzie;

1. Call to order

The meeting was called to order by Joe Musumeci at 5:28 p.m.

2. Citizen's Comments – None.

3. Secretary's Report—Minutes of December 10, 2018

MOTION: (Harten/Musko) To approve the minutes of December 10, 2018. All voted yes except for B. Child and S. Young, who abstained. Motion passes.

4. Course Proposals

a. AP Psychology—This was previously offered as an independent study, but there is interest in it becoming a regular offering. The Committee supports this.

b. Weight Training I—Because many students elect to take this course more than once, the department proposes a sequence of classes. The Committee supports this.

c. Outdoor Pursuits—The goal is to provide a hands-on experience of various athletic activities. The Committee supports this.

d. Sports Management—This class could be another option for students to learn about the sports management field. It will not meet P.E. requirements. The Committee supports this.

e. AP Computer Science Principles—This class will be piloted this spring alongside computer science. There is high need and student interest. The Committee supports this.

f. Multicultural Food—This introductory class will also provide cultural knowledge and could be an every-other-day scheduling option. The Committee supports this.

g. Advanced Pastry and Baking—This would be a second course in Pastry and Baking which could also provide some business experiences and some Safe Serve training. The Committee supports this.

5. Semester 2 Campus Usage Update

Changes have been made to reduce costs. Some teachers have moved back to North from South, although seven will stay. No breakfast or lunch will be served on South; five lunch waves will be scheduled on North. Three shuttles will be used instead of four.

6. NEASC Program Report Draft Review

Standard 4 was reviewed, and some feedback was provided to the Program Chair.

7. Other – The Science Honor Society has been established. Sixty-eight students are qualified to apply; thirty-five applied and will be accepted. The induction will occur this spring.

As a reminder: The Academic Committee meeting for February has been cancelled. The next meeting is in March.

8. Citizen's Comments – None.

9. Adjournment

MOTION: (Child/Harten) To adjourn the meeting at 6:28 p.m.
Unanimous

Respectfully submitted,

Holly G. Singleton

Holly G. Singleton

Associate Head of School

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

PROPOSAL FOR CURRICULUM CHANGE

Course Title: AP Capstone: Seminar

New X Change

Target Population: Grade(s) 9 10 11 X 12 X 13

Level(s) ST CP H ACC X

Core Elective/Supplemental X Pilot X

Duration: One semester X One year

Credits: $\frac{1}{4}$ $\frac{1}{2}$ 1 X 2

Description of course objectives, essential questions, content, and student skills (*include 21st Century skills*):

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP Seminar Course Content

Students engage in conversations about complex academic and real-world issues through a variety of lenses, considering multiple points of view. Teachers have the flexibility to choose one or more appropriate themes that allow for deep interdisciplinary exploration based on:

- Concepts or issues from other AP courses • Student interests
- Local and/or civic issues
- Academic problems or questions
- Global or international topics

Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues. Teachers should encourage students to explore a topic through several of the following lenses:

- Cultural and social
- Artistic and philosophical • Political and historical

- Environmental
- Economic
- Scientific
- Futuristic
- Ethical

Pedagogical Framework

Throughout the program, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Capstone program provides students with a framework that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives.

Students use the following framework as they explore issues and topics:

- Question and Explore
- Understand and Analyze Arguments
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

AP Seminar Assessment Structure

Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

Format of Assessment

Team Project and Presentation | 20% of AP Score

- Individual Research Report
- Team Multimedia Presentation and Defense

Individual Research-Based Essay and Presentation | 35% of AP Score

- Individual Written Argument
- Individual Multimedia Presentation
- Oral Defense

End-of-Course Exam (2 Hours) | 45% of AP Score

- Understanding and analyzing an argument (3 short-answer

questions); suggested time 30 minutes

- Synthesizing information to develop an evidence-based argument (evidence-based argument essay); suggested time 90 minutes

Description of how the course fits into the philosophy and programs offered by department:

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

Prerequisites: None to take the course; in order to receive the AP Capstone Diploma, students must earn a score of 3 or higher on AP Seminar, AP Research, and 4 other AP courses.

Rationale for proposal (*to include relevance to the school mission, identified student need, and supporting data*):

The Woodstock Academy's mission is to "prepare all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens." To that end, we have continued to expand opportunities and access for students to challenging courses in a variety of areas in order to provide students many avenues. In addition to our 100% graduation rate over the last two years, we have been expanding access through AP courses. In 2014, 147 students took 199 exams; in 2018, 227 students took 379 exams.

Beginning in sophomore year, students have access to 3 AP courses—Government and Politics, Biology, and Computer Science Principles. In junior year and senior year, their options expand to over 20 AP courses. With our block scheduling model, students take four different courses each semester, which allows students to double up on courses in a year, especially in math, sciences, and world languages. We plan to offer the AP Seminar course to all interested juniors

and seniors as a way to make connections among their disciplinary subjects and to significantly develop skills in research, analysis, and communication. Any students who complete Seminar would then be able to continue to the AP Research.

Interdisciplinary connections/opportunities:

Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. This will provide many opportunities for students to collaborate.

Technology Integration:

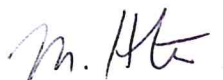
The philosophy of AP Seminar and Research fits into the direction our curriculum has moved in recent years. Our 1:1 student iPad program begun in 2015 has put access to research and information the hands of all our students, and since then, all of our courses have increased student experiences with inquiry, analysis, discussion, problem-solving. We view the AP Capstone program as an extremely valuable culminating experience for many of our students.

Resources required (e.g. new text, materials, staffing, classroom requirements, professional development, etc.): **Summer Training of at least 2 faculty members; \$2000 per person (training includes preparation to teach both AP Seminar and AP Research)**

Timetable for implementation: Pilot in Fall 2019

Plan to assess the *success/effectiveness* of the proposed new course/course change
(*Completed assessment plan to be submitted to Woodstock Academy Leadership Team on May 1*): Course surveys completed; AP test results analyzed.

Signatures of teachers proposing the course:



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APPROVAL PROCESS

Dept. of _____:

Consensus _____ Disapproval _____ Date _____

Woodstock Academy Leadership Council:

Approval ☒ Disapproval ☐ Date 2/27/19.

Academic Committee:

Approval _____ Disapproval _____ Date _____

PROPOSAL FOR CURRICULUM CHANGE

Course Title: AP Capstone: Research New X Change

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Core Elective/Supplemental X Pilot X

Duration: One semester X One year

Credits: $\frac{1}{4}$ $\frac{1}{2}$ 1 X 2

Description of course objectives, essential questions, content, and student skills (*include 21st Century skills*):

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question.

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

AP Capstone Research Course Content

Although the topic of each research study will vary, the course requires students to plan and conduct a study or investigation.

The course provides opportunities (activities/assignments) for students to

- Understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed).
- Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student's own interest, culminating in a 4000–5000 word paper (accompanied by an additional piece of scholarly work — where applicable — to be performed or exhibited).
- Present (using appropriate media) and defend the research design, approach, and findings to a panel.
- Document their processes and curate the artifacts of the development of their scholarly work in a portfolio.

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AP Research Assessment Structure

Students are assessed on the academic paper and presentation and oral defense of research. The academic paper is 4,000–5,000 words, and the presentation and defense take approximately 15-20 minutes.

Assessment Overview

- Academic Paper — 75% of score
- Presentation and Oral Defense — 25% of score

Description of how the course fits into the philosophy and programs offered by department:

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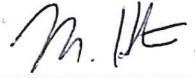
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Approval ☒ Disapproval ☐ Date 2/27/19.

Academic Committee:

Approval ☐ Disapproval ☐ Date _____

AP Update

2017-18: 377 tests

2018-19: AP Enrollment as of 11/1/18: 442 tests

March 2019 Update”

- 405 tests paid for
- 25 outstanding—counselors have contacted students
- Final deadline for ordering: March 29

8th Grade Recruitment & Registration (D. Walley)

2019-20 Class of 2023	Registered Students
Woodstock MS	118
Pomfret Community	48
Baldwin MS	17
Eastford Elem	11
Union School	9
Brooklyn School	62
Other	11
Class of 2023 Total	276

Current Enrollment:

Grade 9: 238

Grade 10: 261

Grade 11: 290

Grade 12: 302

Next Generation Accountability Results

No	Indicator	2017-18	2016-17	2015-16	Target	Points 17-18	Points 16-17	Points 15-16	Max Points
1a	ELA Perf. Index--All Students	61.8	65.3	62.3	75	82.5	87.1	83.1	100
1b	ELA Perf. Index--High Needs	.	47.3	47	75	.	63.1	62.7	100
1c	Math Perf. Index--All	60.5	61.3	61.9	75	80.7	81.8	82.6	100
1d	Math Perf. Index--High Needs	.	43.5	40.4	75	.	58	53.9	100
1e	Science Perf. Index--All	.	59.6	64.5	75	.	79.5	86	100
1f	Science Perf. Index--High Needs	.	49.8	43.8	75	.	66.4	58.4	100
4a	Chronic Absenteeism--All	7.00%	6.70%	6.30%	<5	46	46.6	47.4	50
4b	Chronic Absenteeism--High Needs	16.00%	15.30%	14.50%	<5	28.1	29.4	31	50
5	Preparation for CCR % Courses	59.00%	64.40%	46.80%	75	39.4	42.9	31.2	50
6	Preparation for CCR % passing exams	55.80%	56.90%	46%	75	37.2	37.9	30.7	50
7	On-Track to Graduation	97.20%	96.90%	3.50%	94	50	50	1.9	50
8	4-Year Graduation All (2017)	94.10%	98.40%	98.60%	94	100	100	100	100
9	6-Year Graduation High Needs (2014)	100.00%	94.70%	86.50%	94	100	100	92	100
10	Postsecondary Entrance (2017)	79.80%	81.10%	76.80%	75	100	100	100	100
11	Physical Fitness (Part. Rate/fitness rate)	42%/79.8%	82.7%/81.1%	54.9%/72.6%	75/75	0	25	12.1	50
12	Arts Access	56.10%	59.80%	44.40%	60	46.8	49.8	37	50
	Accountability Index					710.6/850	1017.6/1250	910/1250	1250
	Overall % Points Earned					83.60%	81.40%	72.80%	

Achievement Gap

	2017-18 Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev
ELA Performance Index Gap	62.8	.	.	15.9
Math Performance Index Gap	61.9	.	.	18.2
Science Perf. Index Gap
Grad. Rate Gap (2014 cohort)	94	100	-6	12.7
SATs Three-year Trend				
	15-16	16-17	17-18	
ELA All	540	555	536	
ELA HN	426	447	469	
Gap	114	108	67	
Math All	538	535	531	
Math HN	401	416	425	
Gap	137	119	106	