

# Woodbridge High School

## Model Programs and Practices

*Promoting inclusion and using co-teaching to support equity and access to college preparatory and AP/Honors course offerings.*

### **Description**

Since the 2012-2013 school year Woodbridge High School (WHS) has made significant efforts to support equity, inclusion, and access in our college preparatory and AP/Honors course offerings. The transition has been incremental, with changes each year over the last 6 years. The programs and practices have been multi-faceted, with equal focus on embedding co-teaching support across the core disciplines, removing non-college preparatory course offerings, adding AP/Honors courses, and increasing access and enrollment in AP/Honors course offerings. With each step in this process, WHS student performance data has either increased or stayed consistent in nearly every category, even with the Free and Reduced Lunch percentage of the school simultaneously increasing from 13.7% in 2012, to 22.7% in 2018. Additionally, graduation rates and D/F marks have remained consistent throughout the process. These efforts align with the Irvine Unified School District's LCAP Goal #1: Ensuring all students attain proficiency in the current content standards, and Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.

### **Implementing and Monitoring**

#### **Co-Teaching:**

Woodbridge High School has developed and used a co-teaching program to support at-risk, special education, and English learner inclusion in our college preparatory course offerings. These partnerships range from two general education teachers, one general education teacher and one Ed Specialist providing SAI support, and one general education teacher and one ELD teacher providing literacy support. Each year WHS has supported both external and internal professional development to build and develop the efficacy of the co-teaching instructional model. Over the last 5 years we have supported and developed co-teaching options in the following course offerings; Math 1AB, Math 1, ELD 2, ELD 3, English 1, English 2, American Literature, World Literature, World History, US History, Political Science, Economics, Biology, Living Earth, and Chemistry. During the 2018-2019 school year WHS has 17 different co-teaching pairings throughout the schedule involving 30 teachers, the most in the history of the school.

#### **Elimination of Non-College Preparatory Options:**

WHS has also eliminated the following non-college preparatory course offerings in the same time frame; Pre-Algebra, Math 1CD, Applied Communications 1, Applied Communications 2, Basic Science 1, Basic Science 2, and Applied Biochemistry. This process occurred concurrently with our transition to the Common Core State Standards and Next Generation Science Standards and supports the "all students, all standards" spirit of both of those transitions. The class of 2021 will be the first class in WHS history

that will not have an option to take a non-college preparatory course offering, unless designated to do so in an IEP. The co-teaching program outlined above has supported the inclusion of students originally designated for non-college preparatory course offerings inclusion in college preparatory options.

**Addition and Growth of AP/Honors Course Offerings:**

WHS has also added the following Advanced Placement or Honors course offerings in the same time frame; AP Calculus AB, AP English Language, AP Human Geography, AP World History, AP Psychology, AP Environmental Science, AP Computer Science Principles, AP Computer Science, Advanced Data Structures. These courses were deliberately selected to add viable options for all students to access AP/Honors course offerings, not just those already enrolled in AP/Honors courses previously. Our focus on inclusion has resulted in a significant increase in the number of students enrolled, and experiencing success in AP and Honors courses. Each of the last six years WHS has seen growth in AP enrollment, the number of students taking examinations, the number of students passing examinations, all with a consistent passage rate above 85%. This trend continues across all courses and grade levels, with the number of total students during the 2017-2018 enrolled in at least one honors or AP course offering being at 56% (48.1% of freshman), up from 51% (44.3% of freshman) just three years prior. Using data provided through our partnership with Equal Opportunity Schools (EOS), courses like AP Human Geography, AP Psychology, AP Physics, and AP Spanish have also increased enrollment of student identified as SED and/or within our ethnic and racial minority subgroups.

**Results and Outcomes**

**Comparative Data Across all IUSD High Schools**

During the 2012-2013 school year Woodbridge High School was the lowest performing high school in the Irvine Unified School District, per the Academic Performance Index (API) Growth. As a result of our efforts, Woodbridge High School’s 2018 SBAC scores show a marked improvement. The percentage of students who meet or exceed expected performance levels in ELA is now the highest in the district, and our math scores are uniquely, and continually, trending upwards.

Comparative IUSD High School Data			
IUSD School	2012-2013 API Growth	2018 SBAC Math*	2018 SBAC ELA*
Woodbridge HS	877	71	81
Irvine HS	878	61	67
University HS	913	74	77
Northwood HS	921	74	75

*\*% of Students who Met or Exceeded Expected Performance Level*

**Advanced Placement (AP) Testing:**

Our focus on inclusion has resulted in increases in the total numbers of students enrolled in Advanced Placement (AP) course offerings, the total number of students taking the AP test each year, the total number of examinations given each year, the total number of students with a score of 3 or higher, every year for the last 6 years. We have also seen a steady increase in our Equity and Excellence Percentage from 41.4% in 2012, to 54.2% in 2018. This occurred with our passage rate staying consistently above 85%.

Total AP Students Tested						
Year	2013	2014	2015	2016	2017	2018
Total Students Tested	648	808	848	909	928	978
Total AP Exams Given						
Year	2013	2014	2015	2016	2017	2018
Total Exams Given	1249	1449	1572	1593	1682	1803
Total AP Students with 3+						
Year	2013	2014	2015	2016	2017	2018
Total Students with 3+	545	690	745	803	802	855
Percentage of Total Students with a 3+						
2012	2013	2014	2015	2016	2017	2018
88.5	81.3	85.6	87.9	88.3	86.4	87.4
Equity and Excellence Percentages						
2012	2013	2014	2015	2016	2017	2018
41.4	41.3	44.4	49.4	50.4	54.5	54.2

#### SAT/ACT Data:

Coinciding with this increase of inclusion and access is continued growth in both ACT and SAT scores for each of the last five years, in nearly **every sub-category**. WHS SAT and ACT scores are well above both state and national averages.

SAT DATA					
	2014	2015	2016	2017*	2018
Critical Reading	559	571	575	621	631
Math Mean	609	614	621	639	679
Writing Mean	571	577	581	*	*
Math 75%ile	680	700	710	*	*
Crit. Reading 75%ile	640	640	640	*	*

\*New SAT exam score data

ACT DATA					
	2014	2015	2016	2017	2018
English Average	26	26.2	27.3	27.7	28.3
Math Average	27.5	27.7	28.2	28.7	28.1
Reading Average	25.9	26.1	27.2	27.5	28.1
Science Average	25.4	26.1	26.7	27.1	27.2

<b>Composition Average</b>	26.3	26.6	27.5	27.9	28.0
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### Graduation Rates, D&F Mark Analysis

In spite of eliminating the non-college preparatory course offerings, and increasing enrollment into AP/Honors courses, graduation rates at WHS have remained consistent for the last five years. Additionally, the overall percentage of D's and F's for all students in the four core subjects (English, Math, Social Science, Science) has remained stable over the past five years.

<b>Four Year Cohort Graduation Rate*</b>					
Year	2014	2015	2016	2017	2018
Grand Total	98.89%	100.00%	100.00%	99.65	99.32

*\*The Four Year Cohort data is representative of students who began 9<sup>th</sup> grade at WHS, but does not include students who enrolled after the first semester of their 9<sup>th</sup> grade year.*

School Year	D Total	D%	F Total	F%	Total Student Marks
2013-2014 Sem 1	644	7.30%	324	3.70%	Unable to verify
2014-2015 Sem 1	669	4%	407	2.40%	16,638
2015-2016 Sem 1	597	3.60%	438	2.60%	16,574
2016-2017 Sem 1	618	3.80%	445	2.70%	16,425
2017-2018 Sem 1	609	3.9%	475	3.0%	15,673