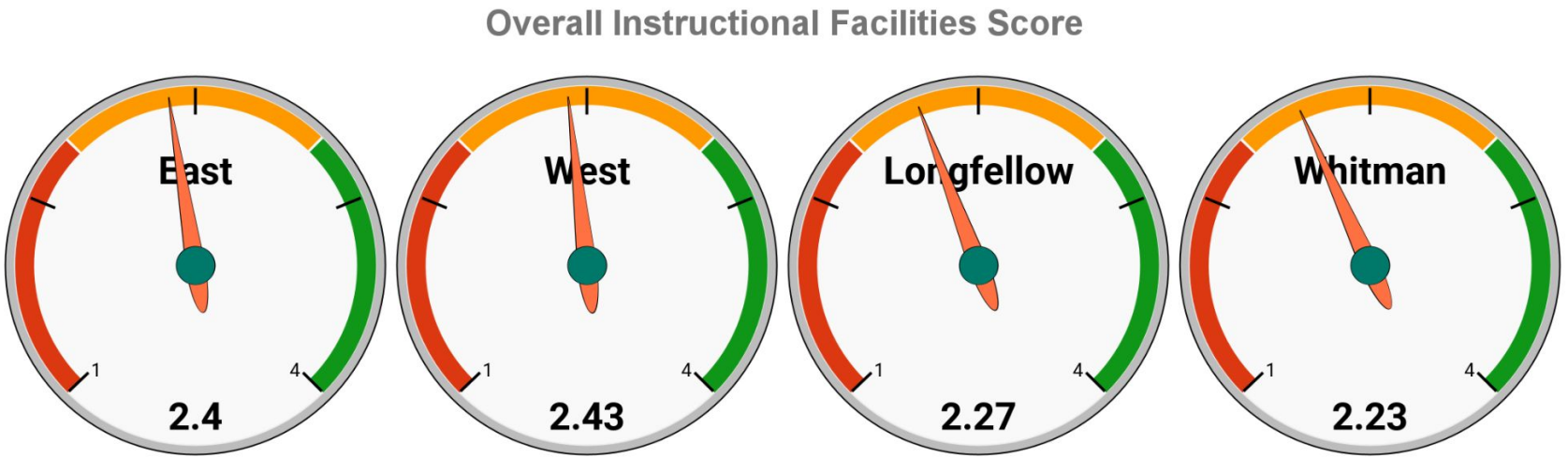
Secondary Ad Hoc Committee Academic Presentation

September 23, 2025

Introduction

- Dr. Nicole Marble - Chief Academic Officer
  - National Board Certified Teacher
  - Masters - Curriculum & Instruction (Concordia University - WI)
  - Masters - Educational Leadership & Policy Analysis (UW-Madison)
  - PhD - Educational Leadership & Policy Analysis (UW-Madison)
  - 17 years in education (Teacher, HS AP, Elementary Principal, DO)
  - Action Research - General Features of Quality K-12 Educational Facilities and Impact on Student Outcomes (WSD ALS Report)
  - EDmarket Certified Learning Place Specialist (in progress)

Current State



Greatest Challenges

- **High School**
  - Poor circulation access - low square footage in some spaces
  - Limited access to natural daylight
  - Limited small group collaboration spaces
  - Programmatic space (e.g. Culinary Arts, Robotics)

- **Middle School**
  - Noise pollution
  - Flexibility in furniture arrangement
  - Circulation access - low square footage in some spaces

Greatest Risks If Not Addressed

- Inability for educators to execute evidence-based, impactful instructional practices - could be a variable in teacher retention
- Limited opportunities for students to explore passions in pursuit of potential post-secondary pathways due to lack of industry standard learning environments

Model Analysis

No Educator Travel	This refers to teachers needing to travel from high school to high school or high school to middle school to maximize their full time equivalency (FTE).
Optimal Teacher Course Loads	At the secondary level, it is ideal when teachers have no more than 2 'preps'; meaning that a single teacher is not preparing for and subsequently instructing more than 2 different classes (e.g. English 9 and AP Language and Composition)
Consistency in Course Offerings	Niche programs such as AP Physics C, AP Art History, (Education Courses) to name a few annual have student interest, but do not always have enough student interest at each school to justify running the class.
Programming Integrity	Program integrity manifests most in world language classes outside of Spanish. For languages other than Spanish levels are typically combined, thus compromising the integrity of the programming and learning experience.
Equality of Programming	This refers to all students having access to the same programming (e.g. manufacturing and construction)
School Transitions	Research notes that the number of transitions between schools impacts student growth and achievement. The less number of school transitions, the better.
Regular Vertical Teaming	Educators often advocate for opportunities for vertical teaming. For example, teachers of English 7, 8, 9, 10 are able to collaborate together to know how to support students from one level to the next.
Regular Course Alike Teaming	It is critical that all teachers of the same courses regularly collaboratively plan together, reflect on instructional delivery, calibrate on student assessments, and review student data
Educator Availability	Whether it is for extra help, to serve as a club advisor, athletic coach, or simply to serve as a supportive adult, it is important for students to be able to have access to the adults in the school.
Efficiency in Educator Support	One way in which educators are supported is through job-embedded instructional coaching. Instructional coaches meet with course-alike teams when they meet. Instructional coaches also observe and coach teachers in their instructional delivery.
Pathway to HS Graduation	A student's physical presence in school sets a tone for their learning. When it comes to earning high school credits, it is important that the students earning them are in an environment that represents and reinforces the high stakes towards high school graduation.
Talent Development Access (Math)	All students have gifts and talents that are nurtured by their classroom teachers. One area in which there is a need to move students into different courses to serve them is math. The ideal state would provide students with access to these services under the roof of the school that they attend.

Model Analysis Cont.

	Model A1	Model A2	Model B	Model C	Model D	Model E	Model F
No Educator Travel							
Optimal Teacher Course Loads							
Consistency in Course Offerings							
Programming Integrity							
Equality of Programming							
School Transitions*	1	1	2	2	2	2	2
Regular Vertical Teaming							
Regular Course Alike Teaming							
Educator Availability							
Efficiency in Educator Support							
Pathway to HS Graduation							
Talent Development Access (Math)							

Highly Likely

Likely

Unlikely

Highly Unlikely

School Transitions = # of Transitions for Students

Professional Recommendation - Academic Lens

	Model A1	Model A2	Model B	Model C	Model D	Model E	Model F
No Educator Travel							
Optimal Teacher Course Loads							
Consistency in Course Offerings							
Programming Integrity							
Equality of Programming							
School Transitions*	1	1	2	2	2	2	2
Regular Vertical Teaming							
Regular Course Alike Teaming							
Educator Availability							
Efficiency in Educator Support							
Pathway to HS Graduation							
Talent Development Access (Math)							

Key Takeaways

- **Programming**: Equal access to programming, including niche programming, and attention to program integrity (e.g. language classes)
- **Instructional Quality**: Less teacher preps = sounder instructional planning and delivery

Questions for You

- As you deliberate on options consider the following question from an *academic lens*:
    - In keeping your own child(ren) front and center, what type of learning environment would you desire for them - either in the future or if you could do it again?