



ACCELERATED ADVISORY

September 13, 2011

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www.sterlingpublicschools.org ■ R. Tad Everett, Superintendent of Schools

1. Review SMART goals

Accelerated/Enrichment Advisory

- The Sterling Public Schools Accelerated/Enrichment Advisory will research various options for accelerating students in 5th-8th grade and make a decision regarding delivery of instruction, including structure and materials, by May of 2012.
- The Sterling Public School Accelerated/Enrichment Advisory will refine the process and documents for entrance into the Enrichment and Accelerated programs in regards to teacher checklists (Tier 2+, 3+) by May of 2012.
 - Guiding Questions:
 - Do we need a teacher checklist for Enrichment as an intervention? As we move through Tiers 2 and 3 we have problem solving meetings for teacher input. Do we need a venue for teacher input for Tiers 2+ and 3+?
 - If a teacher checklist is needed, do we need a common checklist for both Enrichment and Accelerated?

The advisory discussed the priorities and decided to begin with the SMART goal relating to the accelerated structure, delivery of instruction and materials. Due to the extensive time it took last year to discuss Enrichment options, the group wanted to ensure ample time.

2. Advisory vs Committee

Sara Dail discussed the difference between a committee and an advisory. A committee is a decision making group and an advisory advises a decision making group. Accelerated is an advisory group and will make recommendation.

3. Communication Plan

Each member of the advisory is part of a larger communication plan and is responsible for taking the information discussed back to their staff. Sara Dail is always willing to visit with your staff and help disseminate information if needed.

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4. Current Practice
 a. Accelerated 5-8

5 th Grade Current Practice	
<ul style="list-style-type: none"> • Students are identified in May of their 4th grade year for the 5th grade accelerated program. • Students use 6th grade reading materials • Students use 5th and 6th grade math materials • Students use 5th grade social studies and science materials • Students are self-contained in an inclusionary setting. All students in self contained classroom qualified. • Students qualify based on a rubric using their 3rd grade ISAT scores, other local assessments and teacher checklists. 	
PROS	CONS
As a result of the structure...	As a result of the structure...
<ul style="list-style-type: none"> • In the other 5th grade classrooms there often become new student leaders. 	<ul style="list-style-type: none"> • Students are accelerated for both reading and math although some may only be academically ready to be accelerated in one or the other.
<ul style="list-style-type: none"> • The self contained accelerated students learn from other students, they are now not always the top student in their class. 	<ul style="list-style-type: none"> • In order to balance class sizes, the program needs 30 students regardless of academic ability.
<ul style="list-style-type: none"> • Students are challenged in all areas (although students use 5th grade social studies and science curriculum, can adjust pacing, add enrichment activities) 	<ul style="list-style-type: none"> • Due to the identification of the students in May of their 4th grade year, 3rd grade ISAT scores are used because their 4th grade scores do not get released until June/July.
<ul style="list-style-type: none"> • Attendance seems to improve (Wash data) because the students feel that bc of the higher level of challenge, they cannot miss instruction. 	
As a result of the accelerated program...	As a result of the accelerated program...
<ul style="list-style-type: none"> • Students are accelerated in math, which helps them reach AP classes at SHS. 	<ul style="list-style-type: none"> • Almost all students that are in the 5th grade accelerated program are put directly into the 6th grade accelerated program in both reading and math.
<ul style="list-style-type: none"> • Boosts student's self-esteem 	<ul style="list-style-type: none"> • Students often stay with the same group of accelerated students through the years.
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<ul style="list-style-type: none"> • Teacher is able to compact and increase the pace of the curriculum by having all students together. 	

- At the November meeting, the team will discuss which of these pros/cons are results of the self-contained structure and/or the accelerated program.

6 th -8 th Grade Current Practice	
MATH	READING
<ul style="list-style-type: none"> 6th grade uses 7th grade curriculum 	<ul style="list-style-type: none"> 6th grade students use 6th grade Springboard and adjust the pacing during the first ELA block and uses above grade level reading materials for the 2nd ELA block and differentiated based on product, content and process.
<ul style="list-style-type: none"> 7th grade uses 8th grade curriculum -Pre-Algebra 	<ul style="list-style-type: none"> 7th grade students use 7th grade Springboard and adjust the pacing during the first ELA block and uses above grade level reading materials for the 2nd ELA block and differentiated based on product, content and process.
<ul style="list-style-type: none"> 8th grade uses 9th grade curriculum - Algebra 	<ul style="list-style-type: none"> 8th grade students use 8th grade Springboard and adjust the pacing during the first ELA block and uses above grade level reading materials for the 2nd ELA block and differentiated based on product, content and process.
PROS	PROS
<ul style="list-style-type: none"> There are currently 90 students in the accelerated math program taking Algebra. Student entrance is based on data. Working in the grade above curriculum so they can potentially reach AP courses Group projects bring out all students to participate and be leaders instead of groups where the “smart” kid has to do all the parts and is usually the only one that worries about his/her grade We can go a lot deeper on the content We have better conversations We can go faster on concepts because the students seem to have a general knowledge of the skills Better background knowledge or personal experiences to build upon GENERALLY less behavior problem Overall, better homework completion Seems to bring the students (as a group) to a higher level – teachers can teach to the top instead of a middle level The accelerated students seem to challenge one another and as a group they are way more motivated 	<ul style="list-style-type: none"> Group projects bring out all students to participate and be leaders instead of groups where the “smart” kid has to do all the parts and is usually the only one that worries about his/her grade We can go a lot deeper on the content We have better conversations We can go faster on concepts because the students seem to have a general knowledge of the skills Better background knowledge or personal experiences to build upon Generally less behavior problem Overall, better homework completion Seems to bring the students (as a group) to a higher level – teachers can teach to the top instead of a middle level The accelerated students seem to challenge one another and as a group they are way more motivated We can move at a quicker pace We can teach beyond the “normal” content Students are able to find and meet their potential We are able to better challenge each student Teachers are able to provide input in the entering and exiting of students in

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	<p>the accelerated program</p> <ul style="list-style-type: none"> We are able to have discussions and thinking is at a higher level
CONS	CONS
<ul style="list-style-type: none"> Student achievement levels span a wide range due to AVID/Accelerated students Content is differentiated for various levels and is often “watered down” to meet the needs of all students. Concerned that the students are placed in accelerated because of reading scores without considering math comprehension levels and scores Math students are being recommended for accelerated based on 3rd grade ISAT scores, which can not be a clear picture of what kind of math student they are We feel the 5th grade math teachers need to be following the same agenda as our 6th grade regular teachers. More time to better communicate between 5th and 6th grade math teachers 	<ul style="list-style-type: none"> Positive role models are gone from other classes. Negative stigma for non-accelerated students Mobility is a long process if we spot another student that needs to be put into the program or taken out. Students in accelerated in 5th grade are automatically put into reading and math in 6th grade although some students are only strong in one areas. This causes 6th grade teachers to have to exit students and involves more paperwork, conferences with parents, and the possibility of moving a student to a new class after the year has already started (very hard on the kids). There are huge gaps between 5th and 6th grade Accelerated Language Arts. Could this be due to the fact that 5th grade teachers are not teaching the 6th grade curriculum (springboard). Students are not accelerated using the next grade level curriculum. For example, 5th is not using 6th grade curriculum (Springboard), 6th is not using 7th grade Spingboard, etc. LA has to use the same Springboard book for every student while math gets to move up a level. LA also has to use different novels for accelerated while using the same “textbook” A lot more students being placed into accelerated = watering down content No RTI process for top tier students (accelerated students) Lack of communication about exit and entrance procedures No meeting time for all accelerated teachers to discuss consistency on those procedures Only math has differentiated classes (can go up to 8th and hs) but LA doesn't

NOTES:

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- Teamed discussed the option of using the entrance rubrics each year for all students grades 5-8. This would ensure correct placement and identification of students.
- Questions arose regarding students in 8th grade math and making sure they are prepared for 9th grade (AVID, Accelerated students show a large gap in achievement and therefore the content is differentiated).

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