

Federal Way Public Schools – Academic Acceleration

League of Education Voters
Education Activist Training

A World Class Education – Federal Way Public Schools

WE SHALL NOT FAIL TO ADOPT AND DEVELOP CULTURALLY RESPONSIVE PREPARATORY PROGRAM(S) THAT ENABLE ALL STUDENTS TO ACHIEVE THE *BOARD'S ENDS POLICIES*.

Why did we take this action?

- Internationally, we are not competitive in the education levels of our graduates.
- The current state standards are too broad and are not linked to international and national standards.
- A new system will streamline the placement of our students into this advanced course work and break down any institutional barriers that under-represented populations have faced in the past.
- Teaching will be more effective and efficient for staff because they will have clear indicators of which standards each student has met prior to entering these courses.

Ends - Global End

Each student will graduate with the skills and academic knowledge to succeed as a responsible, contributing member of a global society.

Research shows that students strongly benefit by taking advanced classes. They are better prepared for college course work, and tend to earn better grades. They are more likely to graduate than students with similar SAT scores who did not take advanced classes. Better colleges are more likely to admit students who have taken advanced courses and to offer academic scholarships to them.

Ends - Student Achievement

Each student at every grade level will perform at or above the state or district standard in all disciplines. Each student's progress shall be measured annually by academic growth.

Federal Way Public Schools offers advanced programs and course work for all students. In order to encourage eligible students to participate in advanced classes, they are automatically enrolled in the appropriate advanced classes when they have demonstrated the capabilities and skills to be successful in such a class.

Ends - Responsibility

Each student will take responsibility for their academic success; exhibiting positive and ethical personal behaviors; treating others with respect, courtesy, and dignity.

We know that many more students can be successful in advanced programs with focused support and a partnership between home and school. We also know that advanced courses will better prepare students for educational opportunities beyond high school.

Ends - Parent Engagement

Each student will benefit from the relationship each school will establish with each parent, guardian or advocate.

It is the Family's Choice - Parents can choose to opt out by completing the Advanced Program Refusal Form and returning it to the school.

What does “Academic Acceleration” look like in practice?

- Open door policy – any student can self-select.
- Upon meeting standard, students will be automatically enrolled in “Advanced Course” work and will have to opt out with parent/guardian permission.
- Defined learning targets that we agree upon for students in kindergarten through 12th grade.
- Learning targets that align with state and federal standards as well as requirements for advanced international classes.
- Multiple opportunities to demonstration of meeting standard.
- District-wide commitment.

What actions do we take?

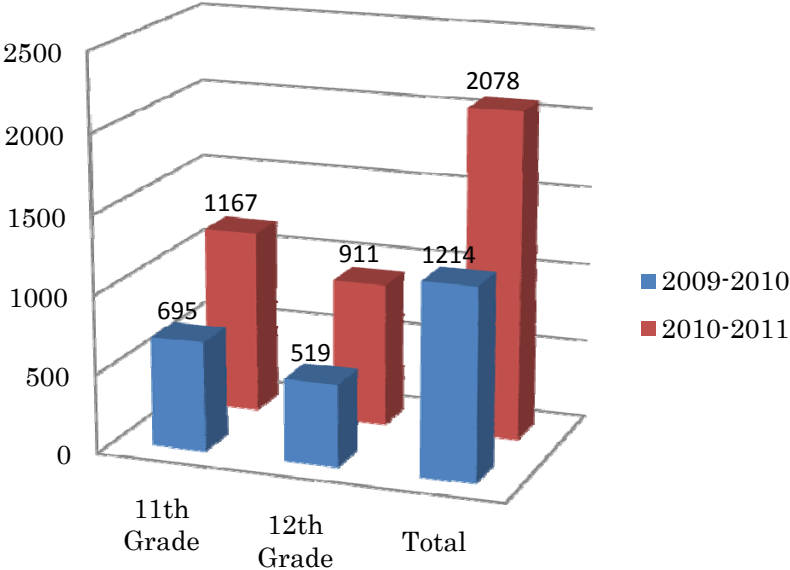
- The Superintendent/designee will establish standards for advanced program enrollment from one grade level or grade span to the next.
- Identify a communication plan, that communicates these enrollment standards to students, parents, school staff, and community at the beginning of each school year.
- Develop support programs for students to ensure they are successful in the programs.
- Identify support staff will need—training, ongoing professional development, technology/resources and data.
- Measure Progress - Develop system to measure # of students opting out and how they are doing in courses.

Who and How Many?

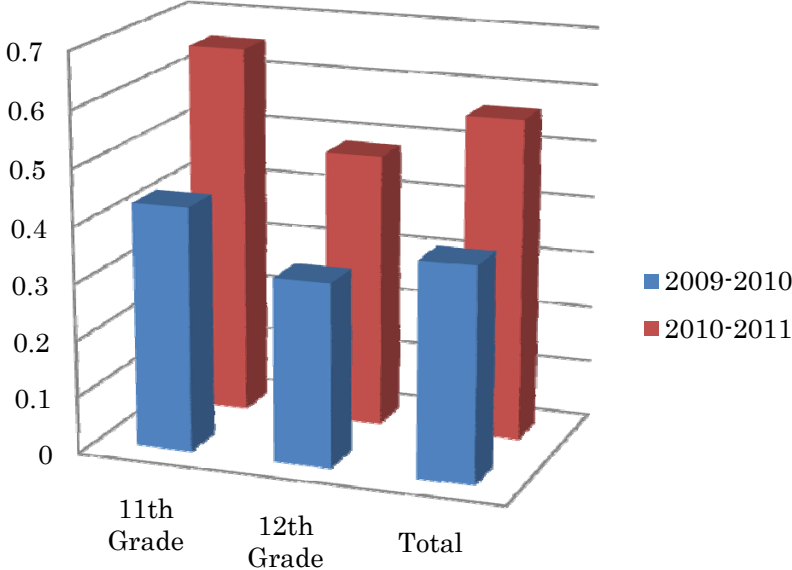
ENROLLMENT DATA

Enrollment

Students Enrolled in Advanced Programs

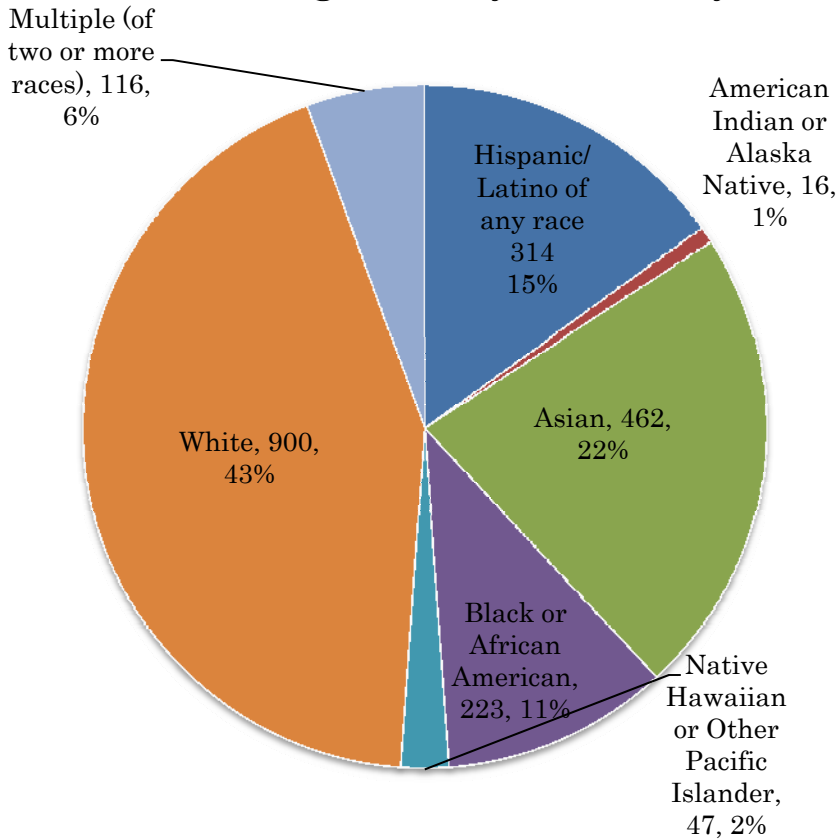


Percent of Students Enrolled in Advanced Programs

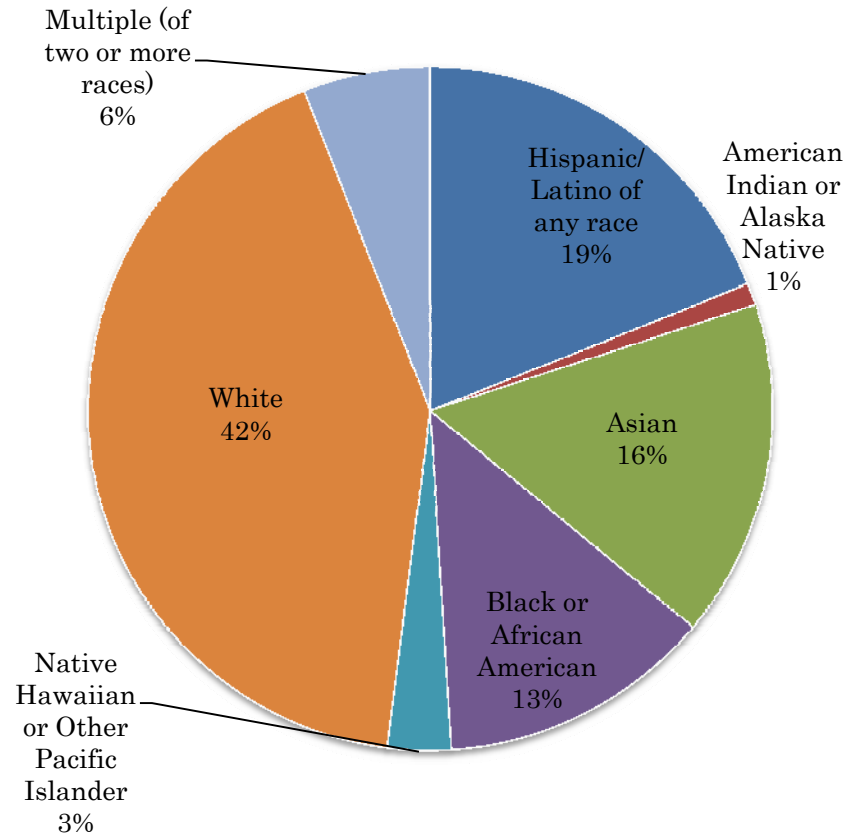


Enrollment Gap

Enrollment in Advanced Programs by Ethnicity

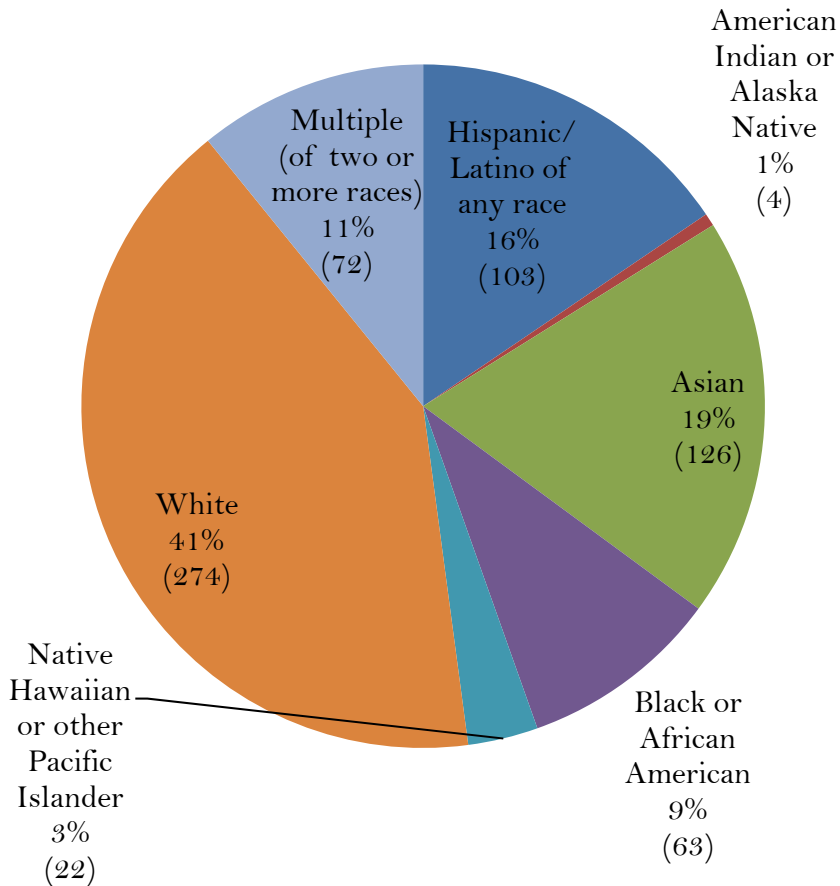


District Enrollment by Ethnicity

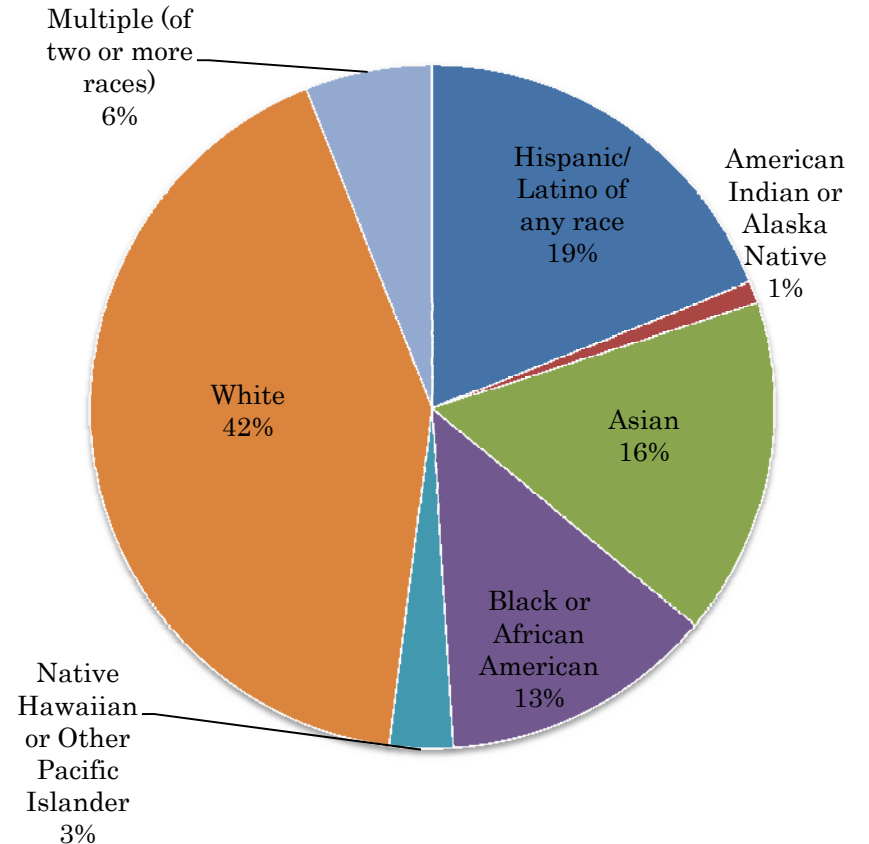


GATE Enrollment

GATE Ethnicity Distribution

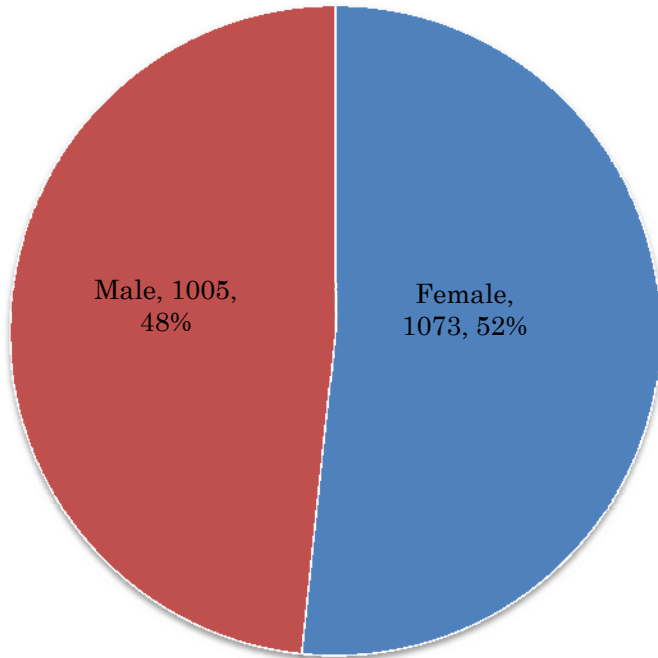


District Enrollment by Ethnicity

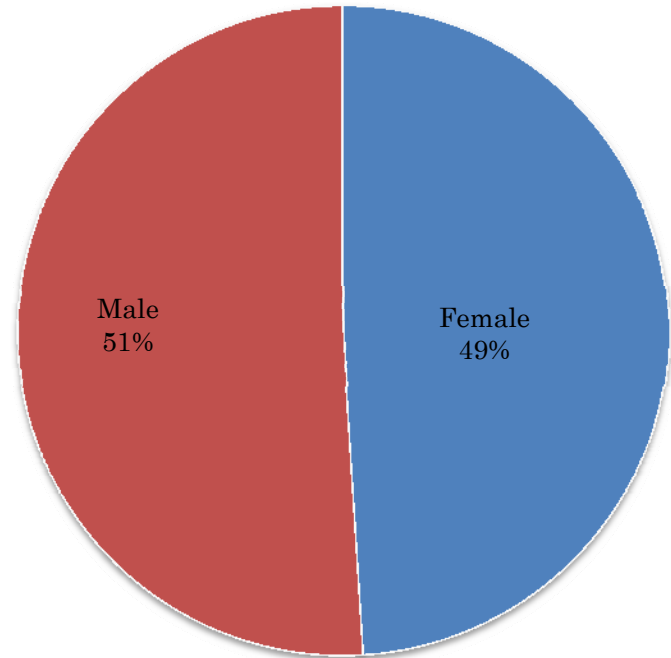


Gender

Enrollment in Advanced Programs by Gender

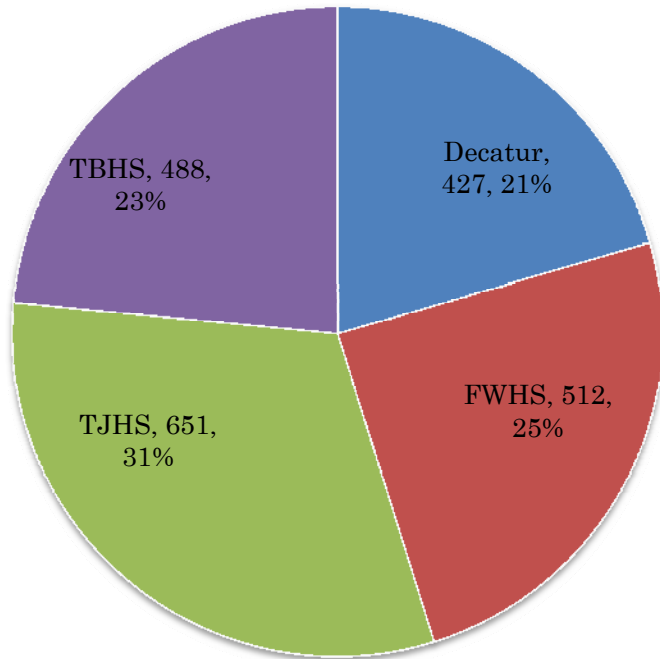


District Enrollment by Gender

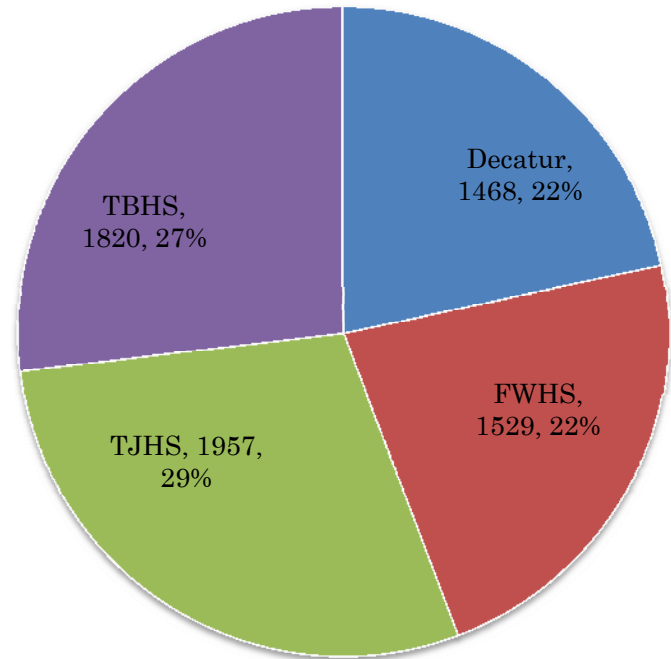


Across the District

Enrollment in Advanced Programs by Building



Building Enrollment Distribution



Resources and Commitment

SUPPORT

Resource Allocation

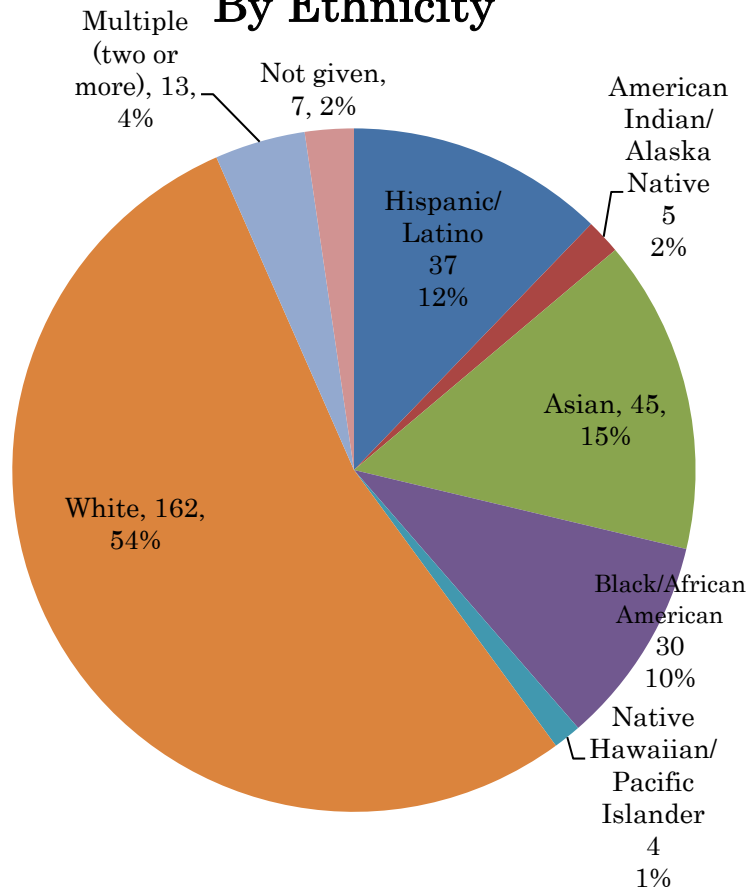
- Texts
- Training
- Stipends
- Testing Support of Program
- Salary Support of Program
- Supplies
- In classroom support and outside of classroom support

Who and Why?

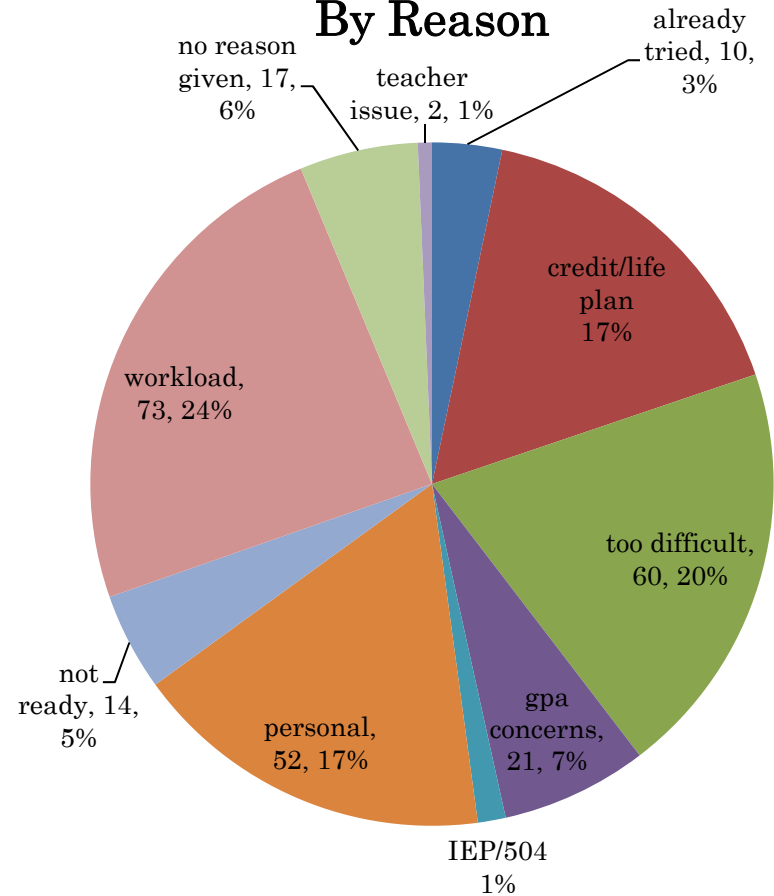
OPTING OUT

Opting Out...

By Ethnicity

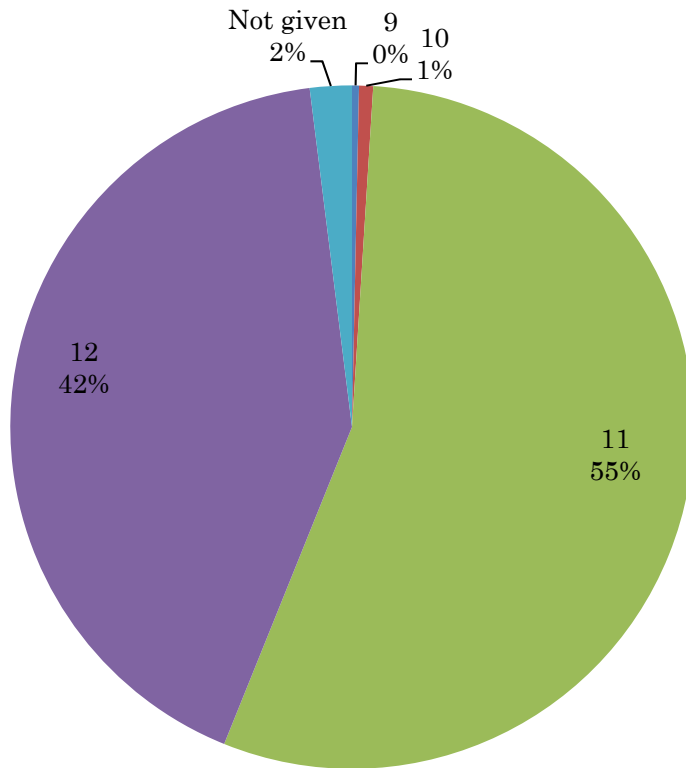


By Reason

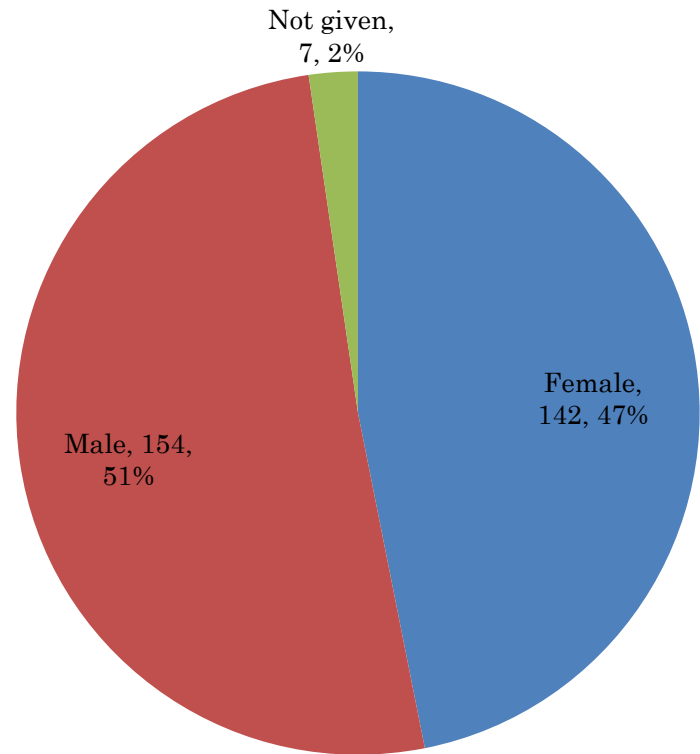


Opting Out...

By Grade Level

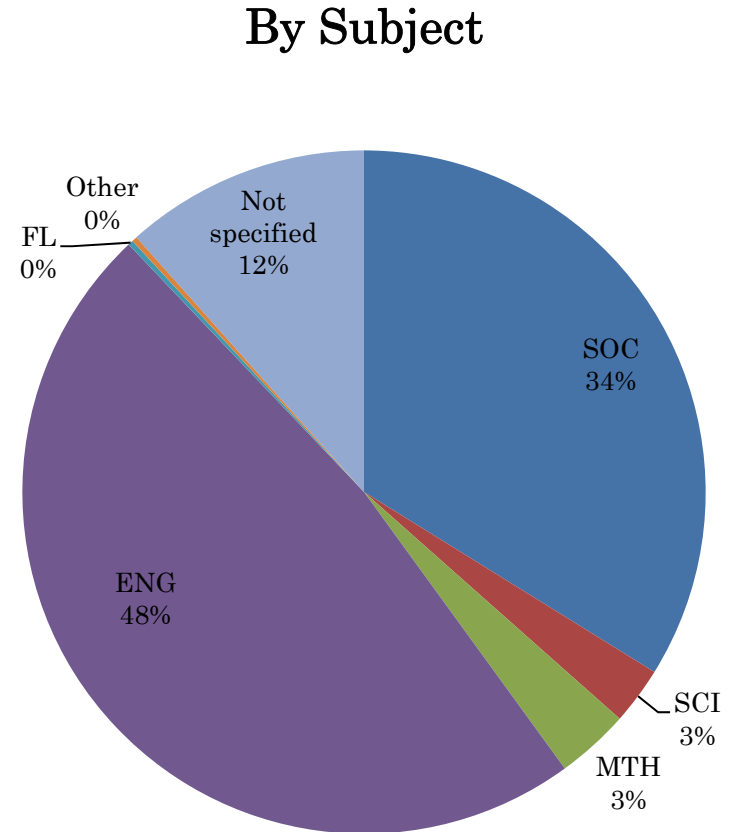


By Gender



Opting Out...

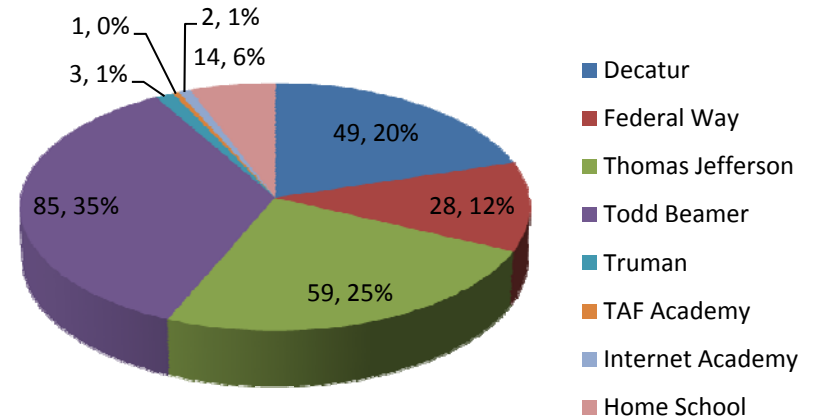
- Redesign registration process to provide better support and clarity.



Running Start

- Our data collection is beginning to expand to running start programs.
- Future examining college in the high school programs UW, CWU, etc.

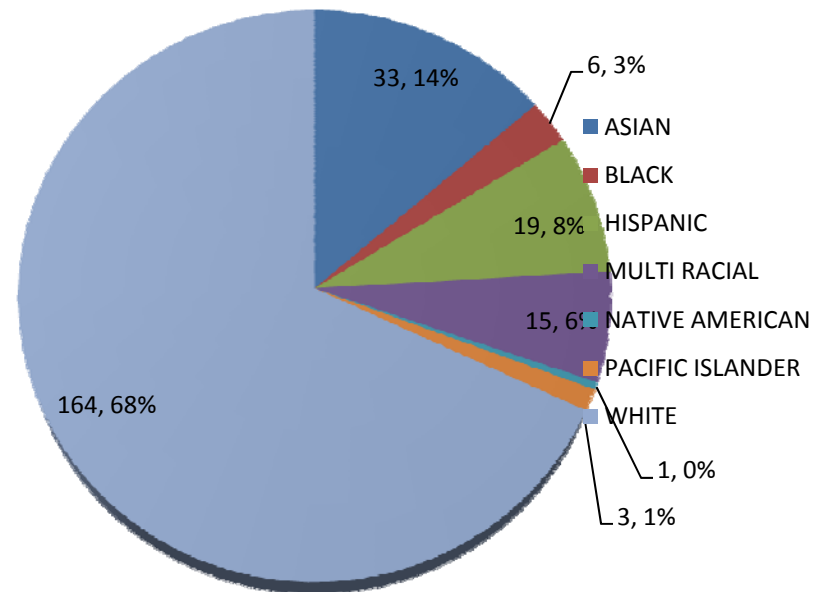
FULL TIME RUNNING START BY SCHOOL



Running Start

- Approximately 6.5% of 11th graders are full time enrolled (*approx. 72%*)
- Approximately 8.0% of 12th graders are full time enrolled (*approx. 56%*)

FULL TIME RUNNING START BY FEDERAL REPORTING ETHNICITY



What Have We Learned

- What have we heard?
 - I/we don't want our students to be with "those kids".
 - "Those kids" are slow/not ready.
 - Students are willing to stay in these classes.
 - Staff are accepting responsibility for student success.
- Next Steps:
 - One-on-one conversations to meet each child's needs (admin and counselors).
 - Identification of "those kids"?
 - Data Driven Decisions and Support.

What is Next?

- Building specific support programs for currently enrolled students.
- Redesign of the Registration Process (We have identified students not enrolled or with Opt Outs).
- Ongoing resource support (training, technology and instructional materials).
- Ongoing monitoring and support of the program.
- Continued Learning and Education.
- Continued expansion and support of the programs K-12.

A Special Thanks

- Our Students (Courage)
- Our Assessment and Accountability Office (Measuring Value –Added)
- Our Communications Department and school staff (Outreach)
- Our Equity & Achievement Office and ESC Staff (Support)
- Our K-12 Staff (Preparation and Commitment)

Our Community (Courage and Commitment to do the ethical and just work for ALL students)



Questions or Comments