

# WSD Secondary Accelerated Programming

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# Acceleration vs Honors

What's the difference between an accelerated and honors program?

A student enrolled in an **accelerated program** has access to content area standards earlier than their grade level peers to best match their advanced abilities. A student enrolled in an **honors program** has access to the same standards in the same amount of time that are found in a traditional course.

**Accelerated programs** afford students greater access to higher level courses earlier in their educational careers. The accelerated program provides Waterford students more opportunity to enroll and be successful in AP and/or dual enrollment courses while in high school.

# What does research tell us is best practice?

The Waterford School District honors program is defined in educational literature in research as “ability grouping” or “tracking” where the accelerated program currently in place is defined as “acceleration”.

In recent years, many studies have been conducted across the globe to determine which of the two instructional practices has a greater effect on student achievement.

Findings of the studies conclude that students enrolled in accelerated programs perform at the same or greater level in a mixed ability grouping in a course at their advanced level than they would if placed in an honors level classroom. Findings also state that lower achieving students perform at a higher level when enrolled in mixed ability classrooms with the accelerated students.



As a result of current research findings the NEA and NASSP support eliminating ability grouping/tracking opportunities for students in reading, writing and mathematics.

# Additional Research

Forum Journal (2013): Jo Boaler - Ability and Mathematics

NCTM - Catalyzing Change in High School Mathematics (2018)

Why We Can't Talk About Honors Programs Without Talking About Race (2015)

Gifted Classes May Not Help Talented Students Move Ahead Faster (2019)

Review of Educational Research (2016) - What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students' Academic Achievement: Findings of Two Second-Order Meta-Analyses

# An Important Consideration in ELA - AP

The number of students enrolled in an AP ELA course that then took the assessment and earned a score of 3 or higher averaged 31% in AP LA III and 21% for AP LA IV.

High school standards in Michigan are no longer aligned with a separate set of standards for each individual grade level; instead grades 9 & 10 are grouped together in one level and grades 11 & 12 make up the highest level of each standard. An accelerated student who takes LA I in 8th grade and LA II in the 9th can then have exposure to grades 11 & 12 standards as a sophomore before enrolling in any AP courses. By doing this, they will be exposed to higher level texts, greater complexity in their writing, and deeper levels of analysis, all for which are critical to success in an AP course - all before their junior year.

# ELA Course Offerings for Students

## 2015-2016 Course Catalog

English Language Arts Options			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
LA I or Honors LA I	LA II or Honors LA II	LA III or AP Language and Composition	LA IV or AP Language and Composition

## 2019-2020 Course Catalog

English Language Arts Options				
Option	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Path I: Traditional sequence for students to fulfil ELA graduation requirements.</b>	LA I	LA II	LA III or AP Language and Composition	LA IV or AP Literature and Composition
<b>Path II: Students must have successfully earned credit in LA I during their 8th grade year. Recommended path for preparation for Advanced Placement courses</b>	LA II	LA III	LA IV or AP Language and Composition	AP Literature and Composition Or AP Language and Composition or Dual enrollment or Electives

# WSD Data

As we phased in the change, during the 2016-2017 school year we had both Honors LA II courses running as well as a freshman cohort of students accelerated in LA II.

More freshman students, that were accelerated into LA II, demonstrated growth on NWEA in both reading and language usage than our sophomore students enrolled in Honors LA II.

In some cases, 15% more students in the freshman LA II cohort demonstrated growth than their sophomore counterparts in the honors class.

# Teacher Support

## Documentation (FAQ)

## Processes

## Professional Learning:

PLC meetings, Teacher Labs and Professional Learning day sessions

### Accelerated ELA FAQ Waterford School District

**Q: What's the Difference between accelerated and honors?**  
**A:** Accelerated classes mean that a student is moving at a faster pace than traditional course offerings, but honors courses teach the same materials in the same amount of time. A student in our accelerated program will be able to start earning high level credits in the 11<sup>th</sup> grade and will progress through the required ELA courses a year ahead of time once.

**Q: Why Accelerated?**  
**A:** Since colleges don't typically take into account whether a course is honors or not, offering an option to accelerate your study offers some advantage.

**Are better prepared for AP classes**  
High standards in Michigan are no longer aligned with a separate set of standards for each individual grade level. Grades 9-10 are grouped together in one level and grades 11 & 12 make up the highest level of each course. A student who takes LA II in the 11<sup>th</sup> grade and LA III in the 12<sup>th</sup> grade has more exposure to the rigor and depth of AP courses. By doing this, they will be prepared to enter most AP courses. If you do this, they will be prepared to enter most AP courses. If you do this, they will be prepared to enter most AP courses.

**Dual Enrollment**  
If a student can demonstrate that he or she is ready for AP courses after the LA II course, they may enroll in AP courses in the sophomore and junior years. This means the opportunity to dual enroll is a senior. Combined with the benefit of earning credits through AP course credits in Language Arts through AP courses.

**Q: How do I get involved?**  
**A:** Students show readiness for an accelerated course of study in English Language Arts by demonstrating that they are working above the grade-level PSAT scores, ELA grades, and teacher recommendation. If you're not sure if this is right for you, ask your student's counselor or ELA teacher.

**Q: What are the accelerated ELA opportunities in Waterford?**

**Middle School**  
Both Phoenix and Farmington Accelerated 6 and 7 Language Arts classes. There are classes that combine Spanish and math from the regular LA I & II, and classes in some subjects through of five years of content condensed in two years of study. Students in Accelerated 6, 7, 8, and 9 are eligible for AP courses in the 11<sup>th</sup> and 12<sup>th</sup> grades. Students in Accelerated 6, 7, 8, and 9 are eligible for AP courses in the 11<sup>th</sup> and 12<sup>th</sup> grades. Students in Accelerated 6, 7, 8, and 9 are eligible for AP courses in the 11<sup>th</sup> and 12<sup>th</sup> grades.

**High School**  
Class members get in Place or Katering, they can enroll in LA II during their 11<sup>th</sup> grade year. Also LA II with supplements, they have some options.

### AP ELA Enrollment Process Waterford School District Spring 2017

- AP teachers may travel to LA II, LA III/AP Language classes to present overview and expectations of AP course. Alternatively, LA II, III, and AP Language teachers may present to classes.
- Interested students must submit signed recommendation form by date to be determined at the building together with counselors, ELA teachers, and administrators.
- Any students who are borderline or recommended with reservation will be scheduled for an opportunity to write an on-demand prompt to demonstrate skill readiness. We may also consult the AP Readiness report from the PSAT domain prompts and applications submitted.
- A team of ELA teachers (including AP teachers) will meet to review the on-demand prompts and applications submitted.
- Final recommendations will be given to counselors for schedule adjustments by date to be determined at the building together with the counselors, ELA teachers, and administrators.
- Any students who are still considered to be "borderline" may have schedule adjustments made as a result of PSAT "AP Potential" reports and/or non-attendance at summer reading assignment.

### November 2016 - Professional Learning Day Choices for Secondary ELA Teachers

**Challenging Higher-Level Learners in ELA Classrooms**  
This session will explore ways to challenge higher-level learners in ELA classrooms. Participants will learn about various strategies and techniques to engage these students and provide them with meaningful learning experiences.

**Collaborative Strategies for ELA Classrooms**  
This session will explore collaborative strategies for ELA classrooms. Participants will learn about various techniques and strategies to engage students and provide them with meaningful learning experiences.

**10 Minutes and Book Clubs**  
This session will explore 10-minute strategies and book clubs for ELA classrooms. Participants will learn about various techniques and strategies to engage students and provide them with meaningful learning experiences.

**Pushing Past 3 Paragraphs: What does it look like to make students willing to write?**  
This session will explore strategies to push students past the 3-paragraph writing model. Participants will learn about various techniques and strategies to engage students and provide them with meaningful learning experiences.

**Writing Instruction**  
This session will explore various writing instruction strategies for ELA classrooms. Participants will learn about various techniques and strategies to engage students and provide them with meaningful learning experiences.

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### High School ELA Learning Lab

**Differentiation & Feedback in Writing Instruction**  
Capitalize on instructional moves to help ALL students meet the demands of your rubric.  
A writing rubric may tell us what "good" looks like, but how do we get our students there when we have a large number of students? Join us for a one-day professional learning lab to learn the many ways to differentiate instruction and feedback to engage all our students.

Who?  
Anyone who teaches ELA classes for high school students in Waterford is welcome to attend.

When?  
April 20, 2017  
8:00 - 1:00  
Sign up for the dates and location on the form attached. Further details regarding location and rooming will be provided.