

**Accelerated Progress Program (APP): Service Delivery Option Considerations**

Below are options for serving APP eligible students under potential school consolidations and/or a revised student assignment plan.

Currently, APP-eligible students have three options related to enrollment: (a) attend their neighborhood school, (b) participate in a Spectrum program, or (c) participate in the APP program.

The options below are focused on how to serve students who participate in the APP program. The APP Task Force Leadership Team met and reviewed options. This discussion led to the exclusion of some options because they were either deemed not desirable or not feasible. (Considered and then excluded: (a) The elementary APP program is reconfigured into one, all city-draw for grades 1 through 3 at one central site, and one, all city-draw for grades 4-5 at one central site. (b) APP students, grades 9-12 would go through the regular assignment process when selecting their high school.)

The remaining options will be discussed at the upcoming APP meeting (January 20<sup>th</sup> at the John Stanford Center Auditorium). Please review and come prepared to share your insights and suggestions into these options, and any others that you believe should be considered. We will be meeting again on February 3<sup>rd</sup> to put together a list of recommendations and issues as generated by the group. This information will be presented to Advanced Learning, who will share the information with the Program Placement Committee.

**Options that Includes Separate Elementary and Middle School Experiences**

<b>Options (not in order of preference)</b>	<b>Rationale</b>
A. The entire community of elementary special education and APP students and teachers currently housed at Lowell (grades 1-5) move to a new facility that will house them and allow for increased enrollment.	The combination of the special education programs for students with significant disabilities and the APP program has been highly successful. Parents and staff would like the program to remain as a whole because (a) of the stability it provides students and staff; (b) of the opportunities it presents for students and staff in terms of professional development, collaborative planning, teaming, and curriculum development; and (c) it allows for horizontal and vertical curriculum alignment and articulation across grades.
B. The elementary APP program is divided to form two programs, one north/one south or one east/one west, with grades 1-5 at both sites.	This would result in the creation of two Lowell-type programs of APP and special education students. This plan would decrease transportation time by bringing the program closer to students' homes. It would provide (a) stability for students and staff, (b) opportunities for students and staff in terms of professional development, collaborative planning, teaming, and curriculum development, and (c) for horizontal and vertical curriculum alignment and articulation across grades. One potential drawback is that the two sites could offer different programs, thus creating a sense of inequity between the two (e.g., academics, diversity, resources).
C. The APP middle school program, grades 6-8, is placed at a shared middle school that has capacity for program growth.	This plan would allow for the continuation of the program as a student cohort in a site with capacity for growth.
D. A grade 6-8 or 5-8 Lowell-type service delivery model is created for APP and special education students.	This plan would relieve overcrowding at the current site and potentially provide more curriculum options for fifth grade students. It creates an environment that supports curricular and instructional planning and articulation across grades 1-8 and a learning community for this student group that allows for maximum flexibility in planning and program delivery.

	Potential drawback is that it alters the overall middle school experience for students by isolating them from typical peers and eliminating an experience on a regular education middle school campus, as may result in numbers too low to support an array of electives and extracurricular activities.
E. The elementary APP program is reconfigured into two, all city-draw programs for grades 1 through 3 (placed north/south, or east/west), and one, all city-draw for grades 4-8 (central location).	This plan would decrease transportation time for many students, potentially increasing enrollment for those families hesitant to have their very young student on the bus for the ride to the Lowell building. Grades 1-3 tend to have smaller enrollment so potentially two to three classrooms at each grade level at each of the sites would be sufficient and allow the program to be housed at a neighborhood school site. Bringing all students together at grades 4- would allow for more extensive teaming and collaborative planning at these grades, and would ease pressure other sites experience when having to serve this large number of APP students. One potential drawback is that the two 1-3 sites could offer different programs, thus creating a sense of inequity between the two sites (e.g., academics, diversity, resources).
F. The program reconfigured into one central 1-4 site and one central 5-8 central site, following the current Lowell-model of jointly housing APP and special education students.	This plan would relieve overcrowding at the current sites, would not add an additional school transition for the students, and provide more curriculum options for fifth grade students. One potential drawback is that it alters the overall middle school experience for students by isolating them from typical peers and eliminating an experience on a regular education middle school campus, as may result in numbers too low to support an array of electives and extracurricular activities..

### Option of a 1-8 Program

G. The program is reconfigured into a 1-8 school following the current Lowell-model of jointly housing APP and special education students.	This plan would relieve overcrowding at the current sites, would remove one school transition for the students, and provide more curricular options for intermediate grade students (grades 4-5). It could create an environment that supports curricular and instructional planning and articulation across all grades 1-8 and a learning community for this student group that allows for maximum flexibility in planning and program delivery. Potential drawback is that it alters the overall middle school experience for students by isolating them from typical peers and eliminating an experience on a regular education middle school campus.
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### High School Options

H. Preference 1: APP students, grades 9-12, continue to move as a cohort on to a high school campus.	Movement as a cohort is essential due to the learning needs of this student group. This plan provides a critical mass/number needed to support the offering of an extensive array of true honors and AP classes which constitutes the core of this student group's high school course of study and provides the type of high school experience for which they have been preparing during the 1-8, accelerated program experience. It allows the further development of the honors and AP options for these students. Market share would be maintained and /or increased if SPS assured parents that the district was providing a high school program that meets the needs of this student group as they prepare for college admission.
I: Preference 2: APP students, grades 9-12, move as a cohort into <u>two</u> high school campuses, with a north/south or east/west configuration.	Forming of two cohort groups could potentially result in numbers that would support the providing of true honors and AP courses at two high school campuses, but care would need to be taken to ensure that the numbers were robust enough at each of the sites to prevent loss of students and a perception of inequity between the two sites. With careful planning, this could increase the number of AP courses provided at these sites that could be accessed by all students. However, if the numbers of APP students at the building are small, APP students would not be equitably served because the building would not be able to provide the courses the students require, which could result in loss of market share.