
An Opportunity to Investigate Accelerated Academic Programming at Elementary

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Board Discussion Overview

- Review of Recent History-Budget and Structure for Accelerated/Honors in Lakeview
- Snapshot Summary of Options-Elementary
- Key Events Timeline
- Should Administration Investigate Further?
- Guidance and Suggestions

Questions are welcome at any time.

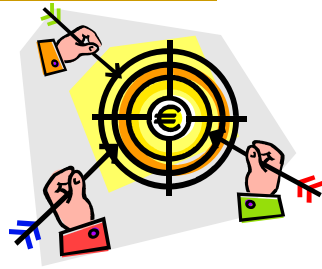
Recent History-Budget and Structure

- Up Thru 2003-2004
 - ½ Time Gifted/Talented Coordinator (elementary)
 - Operated like a “pull-out” one day per week
 - Students missed part of regular class routine
 - Spring 2004-position cut for 2004-05 Budget
- From 2004-05 to 2007-08, there was no formal accelerated programming for students except in offering Advanced Placement sections at the HS
- Teachers were encouraged to offer extensions to the brightest students by using technology, extra credit, and/or challenges in individual classrooms
- A few students were “moved up” at the request of parents and/or staff (overt demonstration of ability)

Recent History-Budget and Structure

- In fall 2008, an Accelerated Algebra section was piloted at JMS
- Also in fall 2008, the IAM opened for 9th grade (Chippewa Valley)
- In fall 2009, an Accelerated 7th and 8th math sequence was piloted at JMS (one section each)
- In fall 2010, Accelerated offerings in Language Arts were piloted and mathematics was finalized for all grades at JMS
- Also in fall 2010, Accelerated Algebra II was offered at LHS
- In fall 2011, accelerated courses were added in science and social studies content at JMS
- Also in fall 2011, AP Statistics and WSU courses were added to the offerings at LHS
- The Board supported the development and implementation of these course offerings and changes (textbooks, supplies, etc.)

What's Missing For Our Target?



■ Elementary Student Opportunity

- ❑ Begin to push students forward early who demonstrate ability by 3rd grade
- ❑ “Learn to read” vs. “Read to learn”
- ❑ Provide broader experience at 4th & 5th to support accelerated programs at JMS and LHS
- ❑ Expanded scholarship opportunities
- ❑ College credit in high school (2 years complete?)
- ❑ Expanded university options (more students at highly selective universities)

Snapshot Summary-Potential Options

- Option 1-Part Time Pull Out During Day
- Option 2-Before or After School Enrichment
- Option 3-Summer Extended Enrichment
- Option 4-Relocation for Specific Content Delivery (varying intensity)
 - A. One Content Area (Ex: mathematics)
 - B. Multiple Content (Ex: math and science)
 - C. Multi-grade single classroom (All activities)
 - D. All Content Areas (Ex: All classroom activities)

Option 1-Part Time Pullout

■ Pros

- ❑ Provided at each school (social/family)
- ❑ Limited cost (like “specials” staffing)

■ Cons

- ❑ Low academic intensity
- ❑ Students “miss” something else during day

Option 2-Before/After School

■ Pros

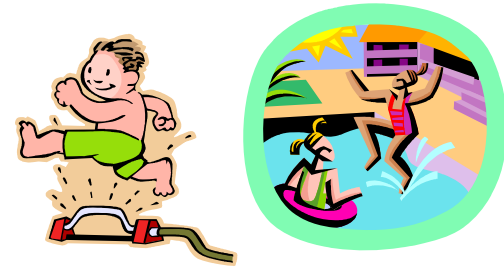
- ❑ Provided at each school (social/family)
- ❑ Limited cost (similar to current tutoring)

■ Cons

- ❑ Limited academic intensity
- ❑ Students may “miss” or “choose” among sports, music, dance, etc.
- ❑ Feeling of “penalty” to be smart



Option 3-Summer Extension

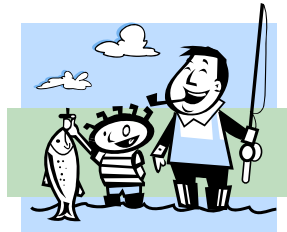


■ Pros

- ❑ All students housed together (four buildings attend at one site)
- ❑ Length can allow for some intensity
- ❑ Limited cost (similar to summer school)

■ Cons

- ❑ Limited academic intensity-back to class in fall
- ❑ Summer break interrupted (family/social)
- ❑ Students may have to “miss” or choose (feeling of penalty for being smart)



Option 4-Relocation (part or full day)

■ Pros

- ❑ Students come together to one location-challenge of peers and atmosphere (also could be one site)
- ❑ Higher academic intensity, depending (length)
- ❑ Limited to no cost (part of normal staffing)

■ Cons

- ❑ Students come together to one site (loss of academic strength at home school)
- ❑ Partial day format could include travel time/cost
- ❑ Not at home school (family/social)

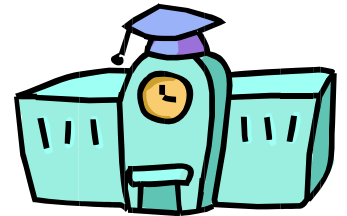
Option 4-Relocation (partial day with grade/classroom specific)

■ Partial Day in Home School

- ❑ Content specific time (every day, another location)
- ❑ Multiple contents (every day, another location)
- ❑ Could be “on-line”? Staffing?

■ Partial Day at Another School

- ❑ Travel by bus (at least one way)
- ❑ Content specific time (every day)
- ❑ Partial staffing? AM/PM grade level split?



Option 4-Relocation (All day)

- Full Day at Home School
 - Numbers don't support staffing
 - On-line?
- Full Day at Another School-most intense
 - Grade level specific section (all 4th together, etc.)
 - Multi-grade level section(s) (mix 4th and 5th)
- Could develop 4th, 5th, 6th at same site
 - Assist in facility limitations
 - Continuum of curriculum/teaching strategies
 - Help with transition issues with students

Key Events Timeline

- Preliminary Data/Review Potential Options
- Board Presentation-Guidance/Direction (now)
- Further Research (Oct-Nov)
 - Develop Pros/Cons with student needs
 - Select options that appear most realistic/desirable
 - Examine Logistics / Cost
 - Budget Capacity vs. Option
 - Parent/Student Interest
- Location of Program May Require Additional Considerations

Key Events Timeline-Potential Additional Considerations

- Location Issues (Nov-Dec)
 - Level of interest defines demand for space
 - Classroom space vs. current use
 - Support roles such as office, counseling, etc.?
 - Relocation of administration?
- Draft Report to Administration (Dec)
- Report to Board (Dec)
- Budget Planning (Jan-Feb)
- Space renovation begins-if needed (Feb)

Budget Update 2011-12

■ Projection and Near Year End Plan

Anticipated additional 200 students

- 2011-12 Budget Projection \$34,100,000 revenue/expenses
- Transfer \$1,200,000 (2011) and \$600,000 capital projects (2012)
- \$2,900,000 fund balance (7.5-8%) (slightly decline fund balance)

■ New Status (Oct 2011)-we have 300 more students

- \$34,800,000 revenue but slightly less in expenses
- \$3,500,000 fund balance (10%-slight increase at June 30, 2011)
- Higher cut per pupil (\$470 vs. \$300) and higher retirement
- Project to “grow” fund balance from General Fund surplus (2012)
- These updates do NOT include the “bonus money”
- Lakeview is financially strong

Formative Assessment-Thumbs up/down

- Do we need to provide something for elementary accelerated students? **YES**
- Do you believe providing accelerated learning options for elementary will improve student opportunities at Graduation? **YES**

Formative Assessment-Thumbs up/down

- Option 1? (weekly pull-out)
- Option 2? (before/after school)
- Option 3? (summer)
- Option 4? (relocation)

Further

- Option 4? (partial day)
- Option 4? (full day)



Closing Comments

- Guidance and Direction

- Option 1-3?
- Option 4

At the conclusion of the meeting, the Board provided direction to administration for further investigation on Option 4.

- Research Team Members Might Include:

- Representation from elementary & middle school
- Parents of students who might qualify
- Administration