

Advanced Programs-AP, IB, CiHS, Highly Capable



ACADEMIC EXCELLENCE

PURPOSE STATEMENT

Issue: “Tacoma Public Schools believes all students should have access to accelerated programs or courses” (Policy 2406). Automatic student enrollment in accelerated programs and courses based on state assessment in reading, writing, math, and science are used as an initial screener to determine placement. Student performance on the College Board Readistep and PSAT, and Grade Point Average are also utilized to place students in accelerated programs or courses. However, students may also self-select to be included in advanced placement or accelerated courses. To ensure all classes are “taught to the same standards” (2406), ongoing professional development must be provided. To “ensure student success” (2406), ongoing academic support and access to quality resources must also be provided, aligning with Tacoma Public School’s commitment to foster an educational environment that recognizes and nurtures the unique talents and abilities of each student and promote the development of a positive attitude toward self and others. Likewise, the Highly Capable Services Policy 2190, ensures that students identified for Highly Capable services receive an education that meets their distinct academic needs”, which, in some cases, requires supplemental resources.

Vision:

- To provide high quality opportunities for educators to improve practice and build/foster healthy relationships among staff members and students from diverse learning populations.
- To increase overall enrollment and academic achievement in rigorous courses as evidenced in a combination of completed projects, assessments, and grades, and decreased opportunity gap.
- To provide students with access to textbooks approved by the College Board and other educational resources to support the implementation of program and state standards and practices.

Approach: Create a pipeline of support for teachers and students in high quality teaching and learning practices by providing both Advanced Placement College Board authorized training and in-district professional learning opportunities. Monitor the ordering, rotation, and distribution of updated textbooks to remain within budget but also provide students with the appropriate texts necessary to access the curriculum content in meaningful ways.

STAKEHOLDERS

- Advanced Placement students, Grades 8-12
- Advanced Placement teachers, coordinators, principals
- Parents of Advanced Placement students, and community organizations that support Tacoma Public School children, colleges and universities

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HOW WILL YOU MEASURE YOUR OUTCOMES?

- Student Feedback
- Parent Feedback
- # of students with a C or better in Advanced Programs/Courses
- # of college level assessments taken
- # of college level assessments passed

WHAT SPECIFIC BOARD ADOPTED BENCHMARKS WILL BE INFLUENCED?

1. All students will perform at, or above grade level and we will eliminate disparities among all groups.
2. The percentage of students taking at least one rigorous course.
3. The percentage of students failing one or more (rigorous) courses.

SCOPE OF WORK

INPUTS	OUTPUTS	OUTCOMES
• Registration coverage	• Professional development-advanced placement summer institute- PLU or Bellevue high school, professional learning communities/content collaboration, engagement strategies	• Teachers will have the opportunity to improve their practice through college board approved training to increase effective lesson planning and delivery, how to access and assign free online teacher and student resources, and student engagement strategies to support diverse, unique learners.
• Extra work pays for teachers, materials/supplies, food, and transportation	• Student academic support- extended learning opportunities, ap test prep, mentorship	• Additional academic supports provided to promote success in rigorous courses. A toolkit of strategies to use in all academic subject areas to help students organize, analyze, and articulate content information. These supports are

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		beyond the classroom in the form of extended learning- evenings, weekends and summer learning opportunities.
Textbooks	Monitoring, ordering, distributing ap approved textbooks.	Each school with advanced placement courses requires college board approved texts. Likewise, the CiHS auditing process requires specific texts. These texts align with program standards and practices linked to the advanced course. Each year, we monitor the need for new or additional textbooks based on the following criteria: new course offering, additional texts needed due to increased number of sections offered, replacement texts (lost, stolen, unrepairable, or expired), new texts for courses that have undergone a major re-design, or outdated books (particularly in history or social studies).
Annual college board membership fee	Pay college board a membership dues	College board membership fee allows members to receive a discounted rate to attend key college board events, including national and regional forums, and

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		conferences, trainings on curriculum development and instruction, and college counseling. Membership allows educators to connect with education leaders at over 6,000 local, regional, and worldwide member organizations through their online membership community.
Exam fees (shared with assessment office)	TPS pays for AP/IB and NNAT exams for all students	Barriers removed for student participation in ap exams. Students who pass the exam are eligible for college level credit.

BUDGET DETAIL

Total FTE	Salaries & Benefits	Supplies	Contractual Services	Travel	Capital Outlay	Total