

Spectrum Task Force: Program  
Design in Light of Potential  
School Consolidation & Revision  
of Student Assignment

Plan

Advanced Learning

January 18, 2005

# Purpose of the Meeting

- To discuss potential options for serving Spectrum-eligible students if the District moves to school consolidation and/or a change in the student assignment plan

# Agenda

- Ground Rules (5 minutes)
- Spectrum Principles and Framework (5 minutes)
- Overview of options (20 minutes)
- Small group discussion (N=4) of these options while completing a thinking map to allow everyone a chance to express their ideas (20-25 minutes)
- Large group discussion around each option (40 minutes)
- Individual identification of the top 4 options to get a sense of people's initial thoughts (10 minutes)
- Next meeting: February 8 @ Whittier – to synthesis recommendations

# Ground Rules

- Focus on discussion of options
- Focus on the “big picture” of delivery for the entire District; this is not the time to identify potential sites or “crunch” numbers
- Allow the agenda to unfold to provide different formats in which people can express their opinions
- Be open to ideas

# Three Guiding Principles of Spectrum

- Accelerated Standards (GLEs are accelerated in reading and math, with the expectation of demonstration of proficiency in grade level GLEs and working toward proficiency of GLEs one grade level above grade assignment)
- Rigorous Curriculum (as defined by Strong et al.)
- Clustering of district-identified students (working toward self-contained model)

# Advanced Learning's Discussion Framework

- Spectrum is a program valued by the District and the community
- Spectrum attracts families to Seattle Public Schools
- Spectrum serves students who are gifted and benefit from a rigorous reading and math curriculum matched to their accelerated learning pace
- When possible, elementary district-identified Spectrum students are served in a self-contained delivery model (i.e., classroom attended by all district-identified Spectrum-eligible students); for sites with smaller numbers of district-identified, Spectrum eligible students, students are clustered together when forming classrooms
- At the middle school level, at a minimum, district-identified Spectrum students are served in a self-contained LA course (sometimes combined with Social Studies); math is generally performance based; delivery of science and social studies courses vary across the schools
- Student needs are different at the elementary, middle, and high school levels, so service delivery should also be different
- Spectrum is not a pull out model

# School Consolidation/Student Assignment

## Board Work Session, Dec. 13, 2004

- Base Model
  - Neighborhood schools
  - All schools will provide bilingual, SPED, and advanced learning services/program models
  - Students with special needs that cannot be met in the neighborhood school will be assigned to a school that meets those needs
- Plus Option 1 (addition of alternative schools)
  - Transportation to neighborhood schools and options for enrollment in alternative schools (alternative school enrollment based on lottery)
- Plus Option 2 (addition of alternative schools and nearby schools through pods)
  - Transportation to neighborhood school, alternative school, or nearby schools (pod configuration of 2-4 schools)

# The Models & Spectrum

- **Base Model**
  - Advanced Learning Opportunities (ALO) programs could be available in every neighborhood school
  - Spectrum-eligible students, as students with special needs, could be assigned to a school that offers the Spectrum program (much as what is done currently with Spectrum in every cluster)
- **Plus Option 1 (Neighborhood + Alternative)**
  - Would not change delivery from what is provided under the Base Model
- **Plus Option 2 (Neighborhood + Alternative + Pods)**
  - Pods (2-4 schools) could offer a Spectrum program for students living in the pod region

# Options Under “Plus Option 1”

- Elementary

- 1A: Spectrum provided in a school closest to home for a group of students that allows for the forming of self-contained classrooms at the site (may be pulling students from 3-5 schools near one another to reach needed enrollment numbers)
- 1B: Spectrum provided in every building, with class configuration based on student enrollment and each building developing a plan for serving the students

- Middle School

- 1C: Spectrum services in LA provided in each middle school; provision of Spectrum in other curricular areas would be optional
- 1D: Spectrum services in LA would be provided in identified Spectrum schools, with draw area configured to ensure numbers to support a self-contained experience; provision of Spectrum in other curricular areas would be optional

- High School

- 1E: Each high school would offer a minimum number of honors and AP classes to serve the needs of Spectrum-eligible students

# Options Under “Plus Option 2”

- Elementary
  - 2A: Spectrum would be provided at one site within a pod with numbers managed to work toward the formation of self-contained classrooms
  - 2B: Two or more pods would be formed into a “zone” to serve Spectrum-eligible students living within the zone, with numbers managed to work toward the formation of self-contained classrooms
- Middle School
  - 2C: Each pod would identify a middle school to serve Spectrum-eligible students
- 1-8 Model
  - 2D: Two or more pods would be formed into a “zone” to serve Spectrum-eligible students, grades 1-8, with numbers managed to work toward the formation of self-contained classrooms at the elementary level, and for the formation of LA (and potentially other) Spectrum classes at the middle school level
- High School
  - 2E: Each pod would identify one high school that would provide set-aside seats for Spectrum-eligible students

# Options in the Context of No Changes

- Elementary
  - 3A: Expand the number of Spectrum seats or sites within elementary clusters to ensure seats for every eligible student
- Middle School
- High School
  - 3B: Identify two high schools, with set-aside seats for Spectrum students
  - 3C: Ensure that each high school offers a minimum number of honors and AP classes to serve this student group

# Small Group: Thinking Map

<b>Options</b>	<b>Benefits</b>	<b>Concerns</b>
<b>“Plus Option 1”</b>		
1A: Elementary–Spectrum provided in a school closest to home for a group of students that allows for the forming of self-contained classrooms at the site (may be pulling students from 3-5 schools near one another to reach needed enrollment numbers)		

# Large Group Discussion

- What did you identify as potential benefits associated with an option?
- What are your biggest concerns associated with an option?

# Top Four Options

- Find a marker
- You can make FOUR marks to indicate your preference
  - You can give an option between 1 and 4 marks, but you can only make a TOTAL of FOUR marks
- This information will be used, along with the thinking maps, as discussion points for the February 8<sup>th</sup> meeting at Whittier
- Will work to post information on the website