

# Advanced Learning

Student Learning Committee

May 23, 2005

# Purpose of the Presentation

- Brief the Committee in preparation for the introduction of the Highly Capable 05-06 State Grant in June
- Brief update on Advanced Learning accomplishments and activities

<b>Programs &amp; Services</b>	<b>Purpose</b>	<b>Adv. Learning Activities</b>	<b>Budget</b>
<b>Early Entrance: Kindergarten</b> (200 applicants annually)	Determine readiness for kindergarten enrollment of parent-identified students who do not meet WAC age entrance requirements	Orchestrate testing process and provide follow-up of admitted students	Baseline (\$9,120) Revenue Generating Account (\$)
<b>Advanced Learning Opportunities (ALO)</b> (Grades 1-8) (13 programs)	Provide accelerated and rigorous curriculum for district-identified academically gifted and highly gifted students and teacher-identified students in inclusive, heterogeneous settings	Provide professional development, curriculum development, instructional support & coaching, program certification	Title II (\$30,000 shared with Spectrum) Baseline (\$109,025 shared with Spectrum)
<b>Spectrum</b> (Grades 1-8) (1,425 students (3% of population) served @ 19 sites)	Provide accelerated and rigorous curriculum for district-identified students who are academically gifted/highly gifted in classrooms in which students are clustered for instruction Three principles: (a) rigorous curriculum, (b) accelerated curriculum, (c) clustering of students for instruction.	Provide professional development, curriculum development, instructional support & coaching, assessment support, program certification	Title II (\$30,000 shared with ALO) Baseline (\$109,025 shared with ALO)
<b>Accelerated Progress Program (APP)</b> (Grades 1-12) (1,185 students (2.7% of population) served @ 3 sites)	Provide accelerated and rigorous curriculum for district-identified students who are academically highly gifted in self-contained classrooms Four principles: (a) rigorous, accelerated curriculum, (b) student cohorts, (c) quality teachers, (d) social/emotional development	Provide professional development, curriculum development, instructional support & coaching, assessment support, program certification	Highly Capable Grant (\$169,580)
<b>International Baccalaureate</b> (Grades 9-12)	Provide rigorous, college-preparatory curriculum for highly motivated students	Support building-based activities	Baseline (\$50,000 provided directly to the school)
<b>Eligibility Testing for Gifted/Highly Gifted</b> (3,000 students tested annually)	Determine student eligibility as students who are academically gifted/highly gifted for eligibility to enroll in APP and/or Spectrum	Provide testing program for the district	Highly Capable Grant (\$125,140 ) Revenue Generating Account (\$15,000)
<b>Advanced Placement Examinations</b> (2,000 exams administered annually)	Determine student placement in/credit for college level courses and help students demonstrate rigorous preparation for college application/admission process	Provide testing program for the district	Revenue Generating Account (see budget analysis) 3

# Highly Capable State Grant

- Appropriation based on 2% of the District annualized average FTE (\$352,662 projected for 05-06) (RCW 28A.185)
  - Projected District enrollment of 44,619 and \$353.09 per 2% of AFTE (represents a \$8.57 increase per AFTE)
  - Dollars do not follow students
  - 1263 eligible students, grades 1-12, are projected to participate in APP, representing 2.7% of AFTE
    - Eligible students score in the 98/99<sup>th</sup> percentile on standardized cognitive ability and achievement tests
    - We do NOT serve the top 2% of students in Seattle – we serve students who score in the top 2% on standardized cognitive ability and achievement tests

# Primary Use of Highly Capable Grant \$

- Nomination and Testing **\$125,140**
  - Duplication, translations of nomination forms
  - Test coordination (1.0 Clerical FTE)
  - Testers + benefits (20-25 hourly employees, 19 hours a week October through January)
  - Testing materials
- Program Administration + Program Support **\$168,239**
  - Manager (.30) + Consulting Teacher (.65)
  - Central clerical support (0.8)
  - Instructional assistant for buildings (0.5)
  - Professional development substitutes/extra time (45+ teachers)
  - Curriculum materials
- Reserve **\$ 21,742**

# Advanced Learning Activities

Activity	Purpose & Rationale	Outcomes	Next Steps	Budget
Curriculum Development	<p><b>Purpose:</b> To develop and implement Spectrum math curricular map, grades 1-8</p> <p><b>Rationale:</b> need enhanced focus on grade-level expectations and eliminate overlap of curricular materials grade-to-grade</p>	<ul style="list-style-type: none"> <li>•Math map for Spectrum, grades 1-5, is completed, being posted, and shared with teachers</li> </ul>	<ul style="list-style-type: none"> <li>•Map for grades 1-5 piloted 05-06; final version ready for system-wide adoption 06-07</li> <li>•Map for grades 6-8 to be developed 05-06, with piloting 06-07</li> </ul>	Title II
	<p><b>Purpose:</b> To develop and implement APP math curricular map, grades 1-8</p> <p><b>Rationale:</b> need enhanced focus on grade-level expectations and eliminate overlap of curricular materials grade-to-grade</p>	<ul style="list-style-type: none"> <li>•Math map for APP, grades 1-5, is drafted and being shared with teachers</li> </ul>	<ul style="list-style-type: none"> <li>•Map for grades 1-5 piloted 05-06; final version ready for system-wide adoption 06-07</li> <li>•Map for grades 6-8 to be developed 05-06, with piloting 06-07</li> </ul>	Title II
	<p><b>Purpose:</b> To develop a general education and honors language arts courses at Garfield</p> <p><b>Rationale:</b> Need to systematically address the wide range of language arts needs at grades 9 and 10 to better serve all students at Garfield</p>	<ul style="list-style-type: none"> <li>•Met with LA team on several occasions to discuss curriculum and course development</li> <li>•Providing assistance in developing core syllabi for grades 9 &amp; 10 regular and honors LA courses</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to meet with teachers and support them in their development of the regular and honors LA courses for grades 9 and 10</li> </ul>	Highly Capable
Instructional Assessment	<p><b>Purpose:</b> develop an exit math test for APP and Spectrum fifth graders moving to sixth grade</p> <p><b>Rationale:</b> need a valid and reliable tool to determine math levels of students in programs and means for using that information when planning for transition to middle school</p>	<ul style="list-style-type: none"> <li>•Teachers and experts met and developed the test; test was piloted</li> <li>•Tests are being administered this week</li> <li>•Elementary APP students, grades 1-4 taking exit math exam as well</li> </ul>	<ul style="list-style-type: none"> <li>•Collect, score, and interpret tests</li> </ul>	Highly Capable Title II  6





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Professional Development: Program Teachers	<p><b>Purpose:</b> To enhance teachers' understanding of the nature and needs of this student population and provide them basic interventions for addressing those needs</p> <p><b>Rationale:</b> Program teachers have not had district-supported instruction in gifted education for years</p>	<ul style="list-style-type: none"> <li>•All teachers of ALO, Spectrum, and APP programs attended a 1-day session on the nature and needs of students who are gifted</li> <li>•Spectrum and ALO primary teachers attended a 1-day session on early literacy</li> <li>•Spectrum teachers attended math mapping meetings</li> </ul>	<ul style="list-style-type: none"> <li>•Survey teachers concerning their professional development needs and build a professional calendar 05-06 based on input</li> </ul>	Title II
Professional Development: Administrators	<p><b>Purpose:</b> To enhance understanding of the needs of this student population and administrators' roles in referral and service delivery</p> <p><b>Rationale:</b> Need enhanced communication about and understanding of this student group</p>	<ul style="list-style-type: none"> <li>•Brief presentation to School Leaders meetings</li> <li>•Brief presentations to T&amp;L</li> <li>•Met with each Cluster administrators to discuss issues of referral, assessment, curriculum, and instruction for this student population</li> </ul>	<ul style="list-style-type: none"> <li>•Plan activities for 05-06 to deepen this conversation</li> </ul>	Highly Capable Baseline
Professional Development: General Education Teachers	<p><b>Purpose:</b> To assist teachers in the referral process</p> <p><b>Rationale:</b> GE teachers need basic information on nature/needs of these students to guide their referrals for testing</p>	<ul style="list-style-type: none"> <li>•Three, after school mini-trainings for GE teachers on referral processing being held week of May 23, 2005</li> </ul>	<ul style="list-style-type: none"> <li>•Provide follow-up</li> <li>•Expand website information in this area</li> </ul>	Highly Capable Title II
Professional Development: Central Staff	<p><b>Purpose:</b> To continue central-staff professional development in gifted education</p> <p><b>Rationale:</b> Importance of national networking and learning of best practices</p>	<ul style="list-style-type: none"> <li>•Manager and consulting teacher attended the National Association for Gifted Education conference in Salt Lake, Utah</li> </ul>	<ul style="list-style-type: none"> <li>•Attend next year</li> </ul>	Highly Capable Title II

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APP Task Force	<p><b>Purpose:</b> To provide a public forum and network for parents who have students eligible for/participating in the APP program to work alongside district staff and to provide feedback concerning the program</p> <p><b>Rationale:</b> There is an on-going need for sharing program information with parents across grades 1-12</p>	<ul style="list-style-type: none"> <li>•Have held monthly meetings</li> <li>•Have held “emergency” community meetings around potential closures and revised student assignment plan</li> <li>•Have met numerous times with Leadership Team</li> <li>•Have collaboratively completed an APP parent survey</li> </ul>	<ul style="list-style-type: none"> <li>•Formulate schedule and priorities for next year’s activities</li> </ul>	Highly Capable
Spectrum Task Force	<p><b>Purpose:</b> To provide a public forum and network for parents who have students eligible for/participating in the Spectrum program to work alongside district staff and to provide feedback concerning the program</p> <p><b>Rationale:</b> There is an on-going need for sharing program information with parents across grades 1-8</p>	<ul style="list-style-type: none"> <li>•Have held monthly meetings</li> <li>•Have held “emergency” community meetings around potential closures and revised student assignment plan</li> <li>•Have met with Leadership Team</li> <li>•Have collaboratively completed an Spectrum parent survey</li> </ul>	<ul style="list-style-type: none"> <li>•Formulate schedule and priorities for next year’s activities</li> </ul>	Baseline
Advanced Learning Opportunities Consortium	<p><b>Purpose:</b> To provide a public forum and network for parents who have students eligible for/participating in ALO programs</p> <p><b>Rationale:</b> There is an on-going need for sharing program information with parents across grades 1-8</p>	<ul style="list-style-type: none"> <li>•Have two meetings this year</li> </ul>	<ul style="list-style-type: none"> <li>•Formulate schedule and priorities for next year’s activities</li> </ul>	Baseline

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Enrollment Guide	<p><b>Purpose:</b> To provide parents and community members information concerning Advanced Learning programs</p> <p><b>Rationale:</b> Is important to be visible in the district document supporting application to Seattle Public Schools</p>	<ul style="list-style-type: none"> <li>•Programs descriptions are now included in school descriptions</li> <li>•Page describing programs and basic activities is up-to-date and accurate</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to work with Enrollment on the development of the Guide</li> </ul>	Baseline
Website	<p><b>Purpose:</b> To provide extensive information about our programs to parents and the community</p> <p><b>Rationale:</b> Is one powerful and readily accessible medium for distribution of information; need to develop other mechanisms as well for those families not able to access the internet</p>	<ul style="list-style-type: none"> <li>•Have vastly expanded information on the website to include program descriptions, standards descriptions, referral and testing processes descriptions, certification process description, and enrollment and other data connected with programs</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to update information</li> </ul>	Baseline

# Eligibility-Related Activities

Purpose: To examine current eligibility/testing practices to address underrepresentation of students of color and students who are bilingual in our Advanced Learning programs

Activity	Actions	Outcomes
Eligibility Review Committee	03-04: Inclusion of a bilingual expert on the committee; data entry and consistent review of teacher-input information; in-house appeals for students eligible for free/reduced lunch 04-05: Multiple phases of review with team members and individual attention given to students with factors (i.e., bilingual and limited English, free/reduced lunch, students of racial/ethnic diversity)	
Eligibility Criteria	04-05: Adjusted cognitive ability criteria to 2 out of the 3 areas to be considered: verbal, nonverbal, quantitative; set the threshold for academically gifted at the 87 <sup>th</sup> percentile 05-06: Considering changing academic level for academically highly gifted to the 95 <sup>th</sup> percentile; considering changing to cognitive-only criteria for academically gifted at primary grades (notion of a Young Scholars program)	<ul style="list-style-type: none"> <li>•Did identify more students of color and more students who are bilingual</li> </ul>
Assessment Tools	03-04: Implementation of the WJ-III for individual achievement 05-06: Considering use of curriculum-based assessment for those students with factors who fail to achieve achievement thresholds on standardized achievement measures for eligibility as a student who is academically gifted; revision of the teacher-input form 05-06: Conducting intensive review of available standardized group administered cognitive ability measures	<ul style="list-style-type: none"> <li>•Kindee achievement data are more reliable and valid indicators</li> </ul>

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Activity	Actions	Outcomes
Assessment Timeline	04-05: Made applications available prior to school closure; made grades 1-7 due end of September	•Supports teacher referral
GE Referral Training	05-06: Providing mini-workshops for general education teacher on the referral process 05-06: Brought referral information to administrative cluster meetings	
Testing Process	05-06: Providing a brief tutorial for students new to the testing process prior to test administration 05-06: Considering providing an additional opportunity to take an alternative cognitive measure for students with factors who fail to meet criteria as students who are academically gifted	
Appeal Process	03-04: in-house appeals for students eligible for free/reduced lunch 04-05: on-going collaborative relationship with Rainier Scholars program	