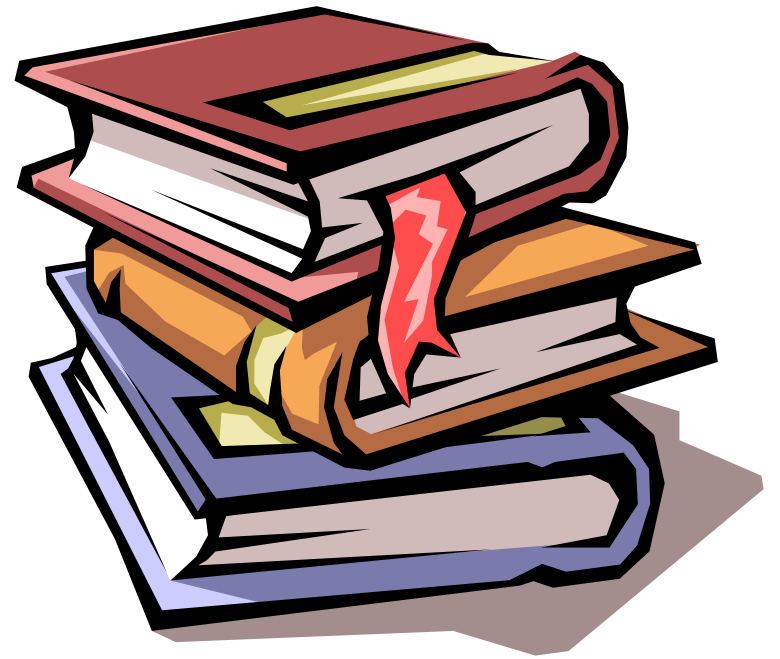


Spectrum Survey

Winter 2005

Advanced Learning
March 2005



Overview

- Demographics
- Spectrum Importance
- Three Principles
- Waitlists
- Program Proximity
- Option Ratings

Definitions

- “DI” – District-identified students who have gone through the testing process and found eligible as academically gifted or highly gifted and eligible for official enrollment in a Spectrum program
- “TI” – Teacher-identified students who are identified as being able to benefit from the rigor and acceleration of the Spectrum curriculum and are identified to create classes that meet teacher contract requirements
- Two types of classrooms
 - Those attended only by “DI” students
 - Those attended by “DI” and “TI” students

Survey Demographics

School	# Surveys (% of surveys)	# of District-Identified Students	School	# Surveys (% of surveys)	# of District-Identified Students
Broadview*	26 (4%)	88	North Beach	36 (6%)	32
High Point	1 (1%)	3	View Ridge*	46 (8%)	58
Lafayette*	50 (8%)	103	Wedgwood*	54 (9%)	97
Lawton	22 (4%)	16	Whittier*	74 (12%)	138
Leshi*	16 (3%)	18	Wing Luke	8 (1%)	17
Muir	8 (1%)	28			

*Classroom Composition is mostly “DI” only

Survey Demographics

School	# Surveys (% of surveys)	# of District-Identified Students	School	# Surveys (% of surveys)	# of District-Identified Students
Aki	4 (1%)	23	McClure	25 (4%)	67
Denny	17 (3%)	26	Mercer	27 (4%)	13
Eckstein*	38 (6%)	297	Washington*	67 (11%)	173
Hamilton	45 (7%)	41	Whitman*	21 (3%)	202

*Classroom Composition is mostly “DI” only

Survey Demographics

School	# Surveys (% of respondents)		School	# Surveys (% of respondents)	
Stanford	4 (1%)		Stevens and Hawthorne [@]	1-2 each	
Montlake	6 (1%)		Greenlake and Alki	1-2 each	
Hay [@]	16 (3%)				

[@] ALO site

Percent of Respondents

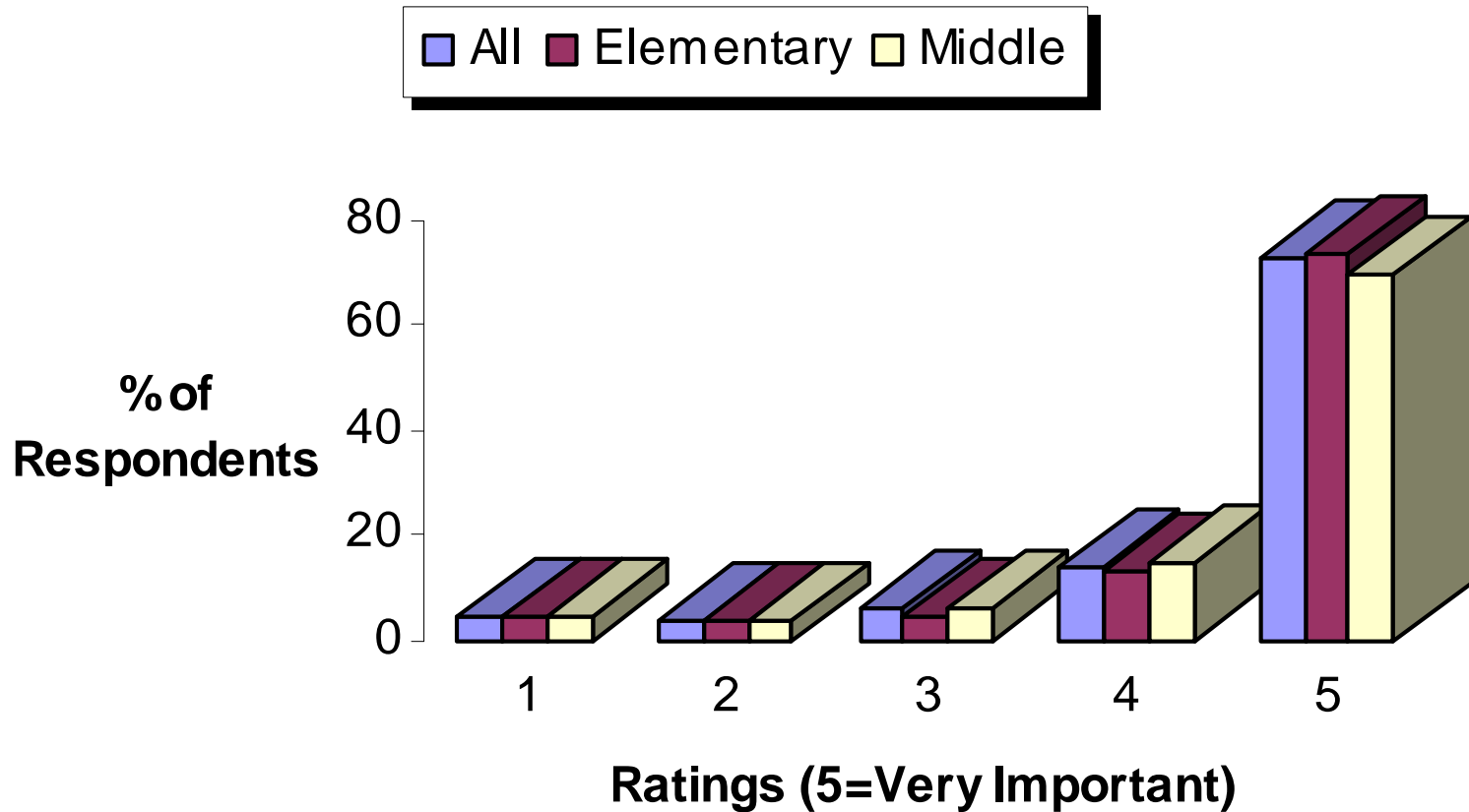
Eligibility	Highly-Gifted ("DI")	Gifted ("DI")	Teacher-Identified ("TI")
	8%	83%	9%

Program Enrollment	Spectrum	ALO	Other
	93%	3%	4%

Grades	Primary (1-2)	Intermediate (3-5)	Middle (6-8)
	19%	41%	40%

Classroom Composition	"DI" Only	"DI" + "TI"	
	392 (64%)	225 (36%)	

Spectrum Availability & Staying in SPS



How important is the availability of the Spectrum program in your decision to keep your child in Seattle Public Schools?

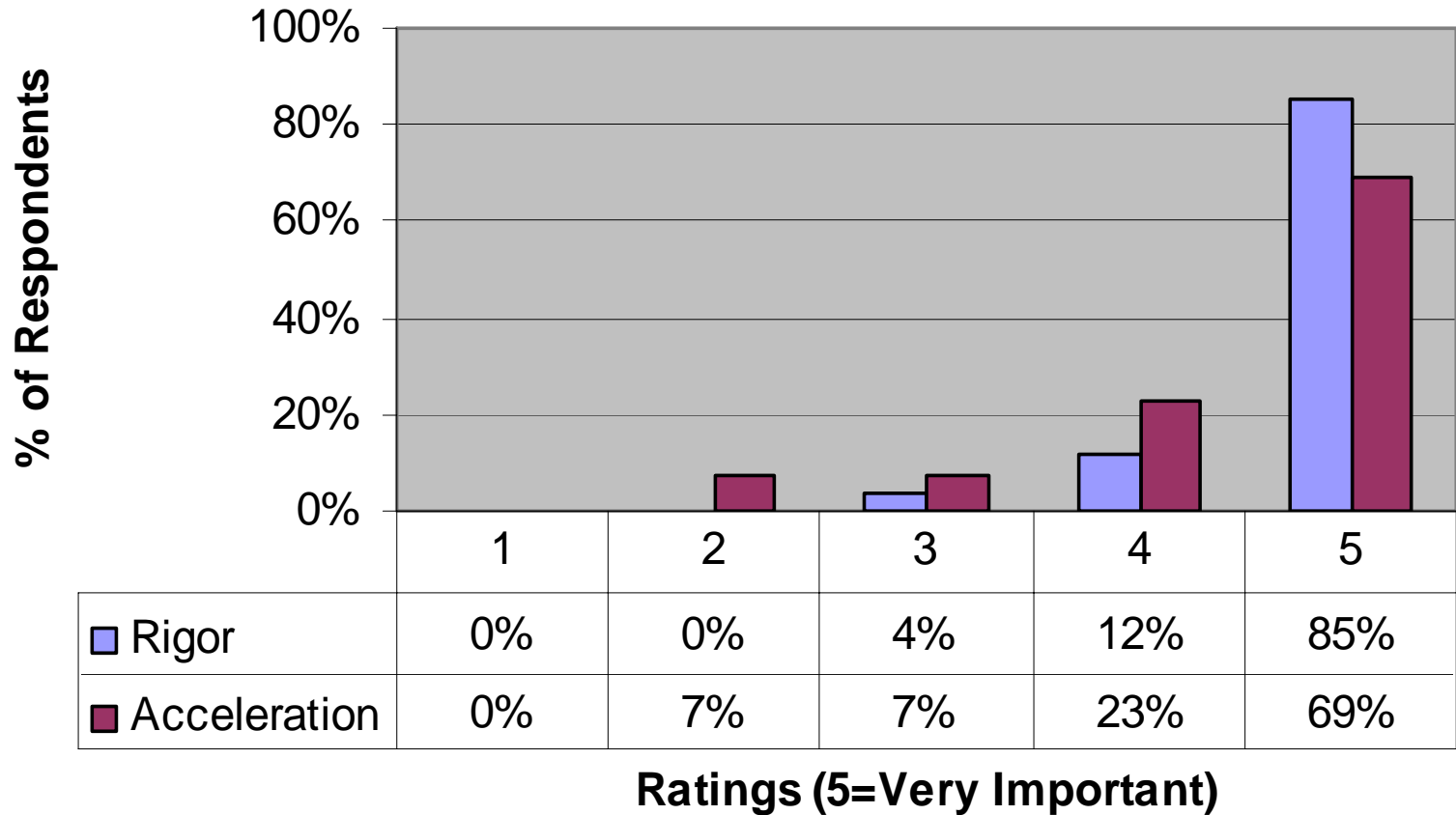
Summary: Program Availability

- Availability of the Spectrum program is key to family decision-making concerning enrollment in Seattle Public Schools
- Most people will follow the Spectrum program if within general vicinity
- Provision of Advanced Learning services is key to school choice

Spectrum Three Principles

- Rigorous curriculum
- Accelerated curriculum
- Classes formed by clustering all district-identified Spectrum students (“DI”), and when necessary, selecting teacher-identified students (“TI”) to complete the classroom roster.

Principles 1 & 2: Rigor and Acceleration



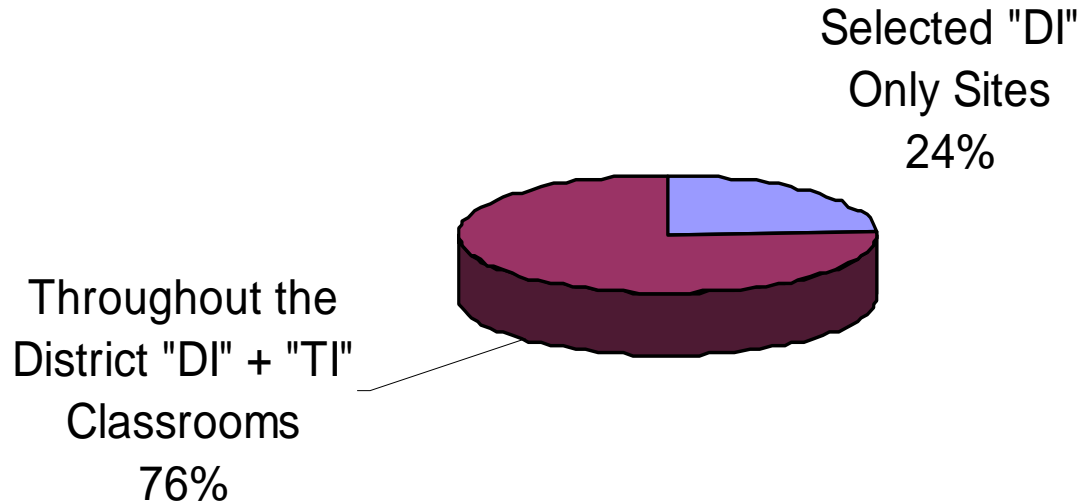
How important is it that Spectrum programs provide (a) a rigorous curriculum and (b) accelerated curriculum in reading and math?

Questions 1 & 2

Clustering

Question 15

Forced Choice: "DI" or "DI" + "TI" Classroom Configuration

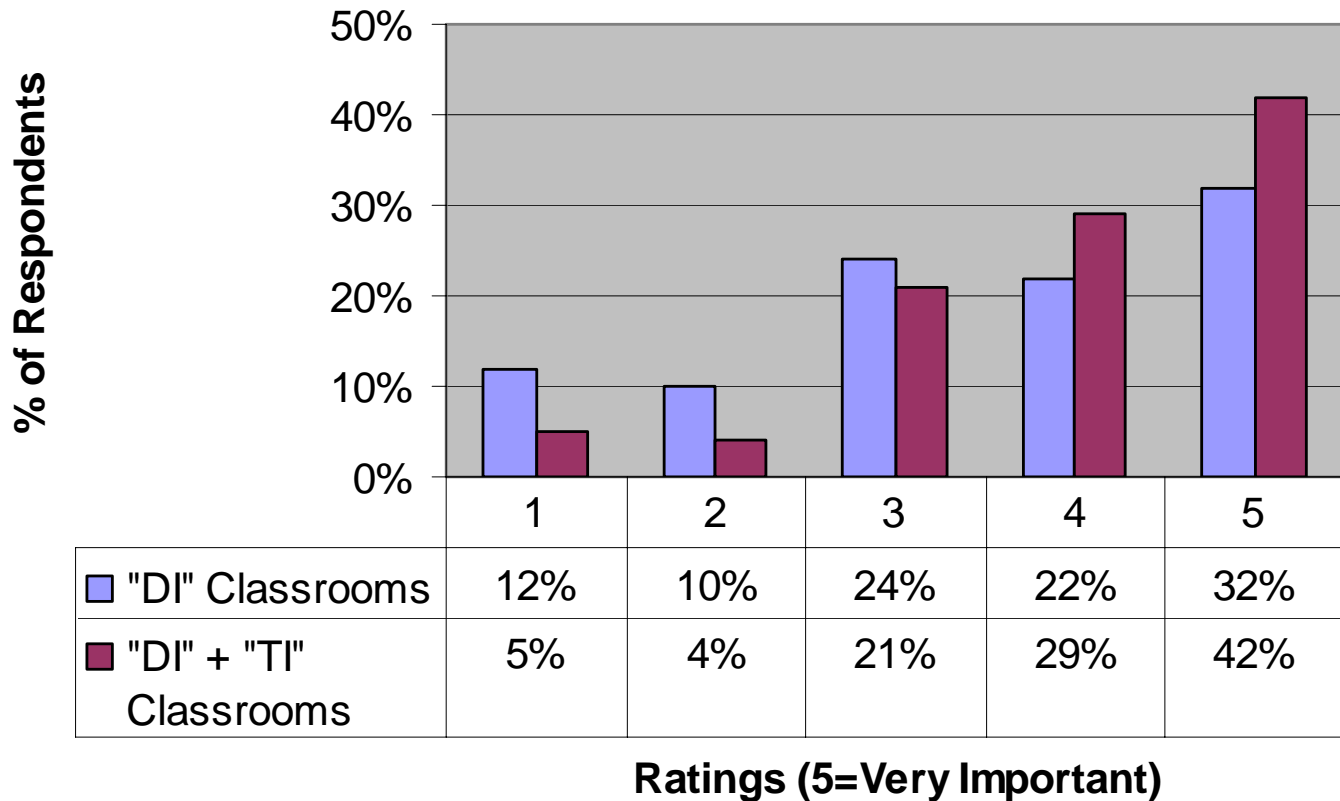


Which is MOST important:

Selected “DI” Only Sites: offering Spectrum programs only in those areas of the district in which there are sufficient numbers of “DI” student to support the formation of classes attended ONLY by “DI” students; other “DI” students living outside those areas would be transported to these sites to receive services

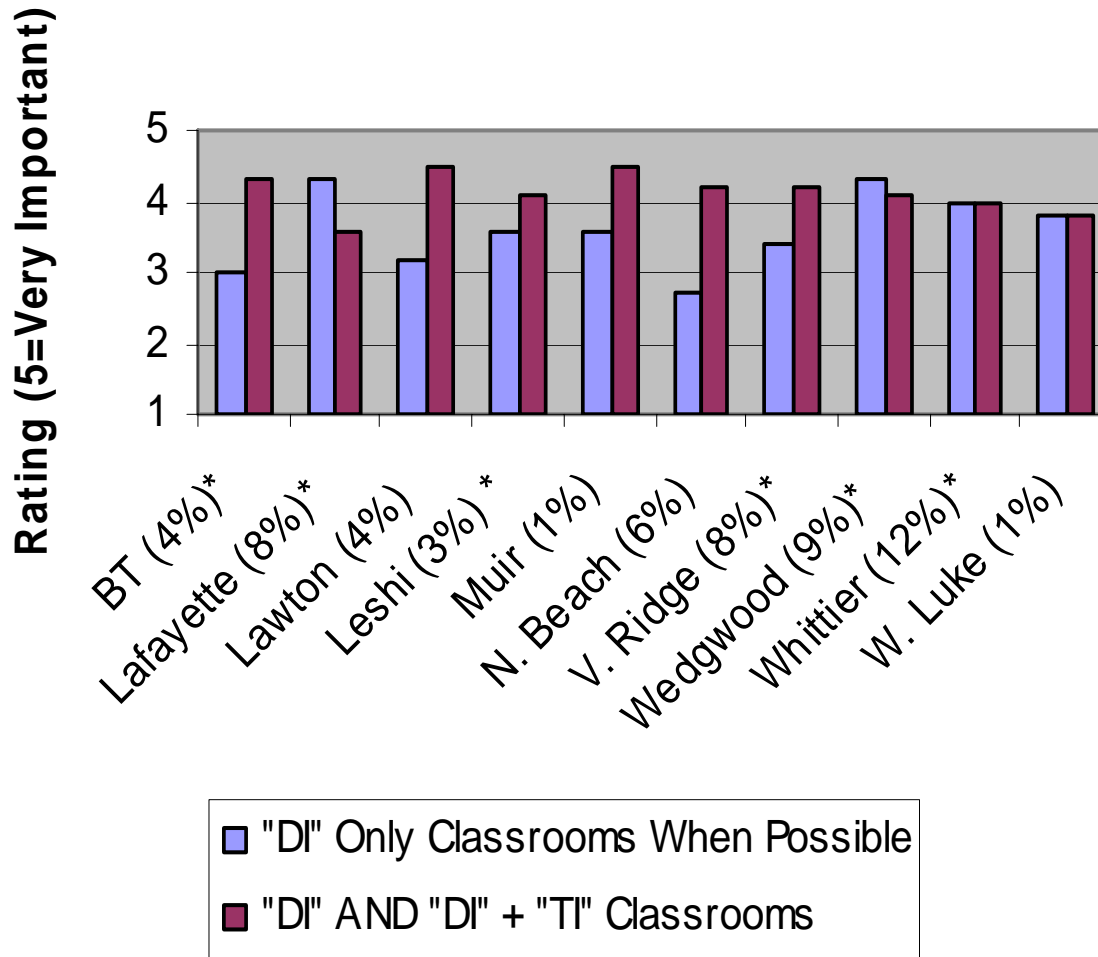
Throughout the District: offering Spectrum programs throughout the district to ensure program availability in proximity to a child’s home, even if that means that some programs may include classes attended by “DI” students AND “TI” students

Principle 3: Clustering



- How important is it that, when possible given student numbers, students are clustered to form classes attended ONLY by “DI” students? (“DI” Classrooms)
- How important is it to provide Spectrum programs throughout the district even if that results in some sites providing class attended by ONLY “DI” students and others providing classes attended by “DI” + “TI” students? (“DI” + “TI” Classrooms)

Global Mean Ratings of "DI" and "DI" + "TI" Classroom Composition by Elementary Site



- How important is it that, when possible given student numbers, students are clustered to form classes attended ONLY by “DI” students? (“DI” Classrooms)

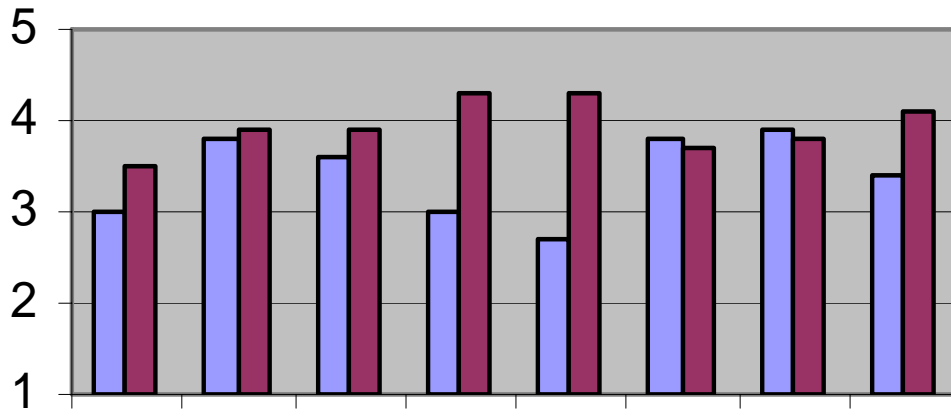
- How important is it to provide Spectrum programs throughout the district even if that results in some sites providing class attended by ONLY “DI” students and others providing classes attended by “DI” + “TI” students? (“DI” + “TI” Classrooms)

(%) = % of respondents * = mostly “DI” only classroom composition

Questions 3A
and 3B

Global Mean Ratings of "DI" and "DI" + "TI" Classroom Composition by Middle School Site

Rating (5=Very Important)



- "DI" Only Classrooms When Possible
- "DI" AND "DI" + "TI" Classrooms

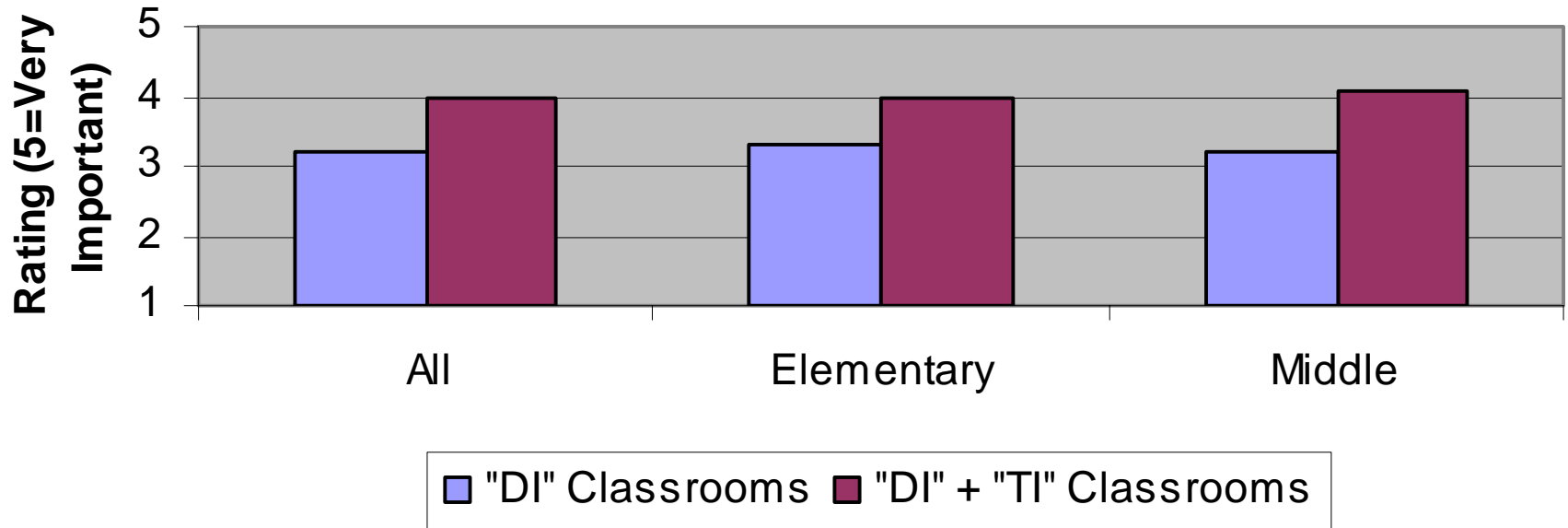
- How important is it that, when possible given student numbers, students are clustered to form classes attended ONLY by “DI” students? (“DI” Classrooms)

- How important is it to provide Spectrum programs throughout the district even if that results in some sites providing class attended by ONLY “DI” students and others providing classes attended by “DI” + “TI” students? (“DI” + “TI” Classrooms)

Questions 3A and 3B

(%) = % of respondents * = mostly “DI” only classroom composition

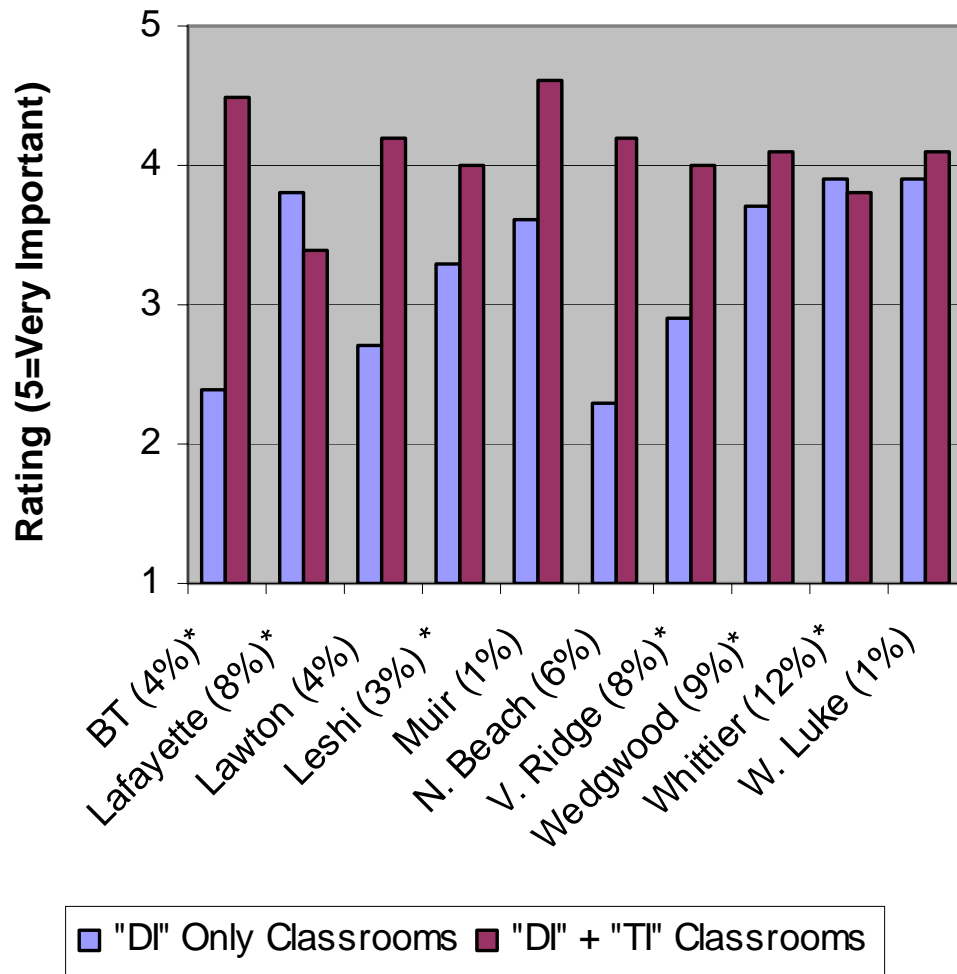
Your Child: Classroom Composition



- In deciding which Spectrum program would be the best match for your child, how important is it that classrooms in that program consist ONLY of “DI” students?
- If there are not sufficient numbers of “DI” students to form “DI” only classrooms, a Spectrum program is offered by clustering “DI” + “TI” students to form classrooms?

Questions 7 & 8

Your Child: Mean Ratings of "DI" and "DI" + "TI" Classroom Composition by Elementary Site

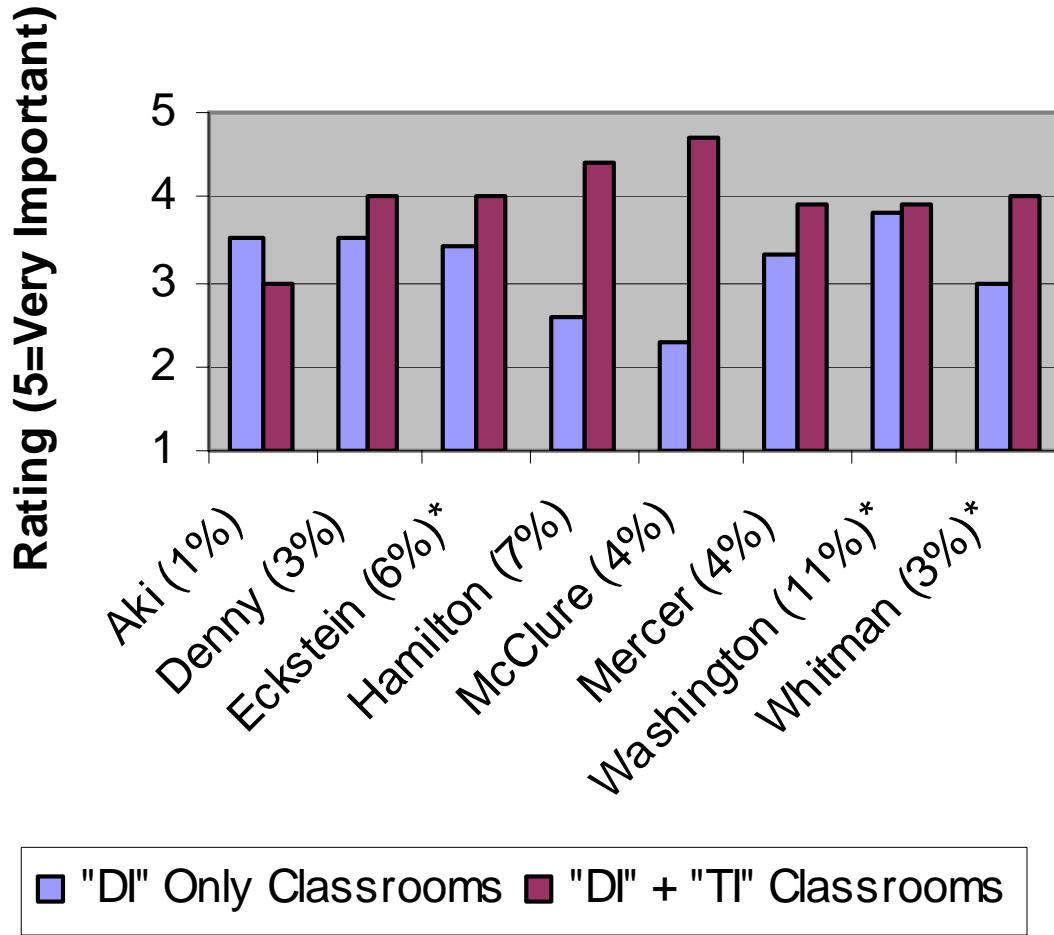


- In deciding which Spectrum program would be the best match for your child, how important is it that classrooms in that program consist ONLY of “DI” students?

- If there are not sufficient numbers of “DI” students to form “DI” only classrooms, a Spectrum program is offered by clustering “DI” + “TI” students to form classrooms?

(%) = % of respondents * = mostly “DI” only classroom composition

Your Child: Mean Ratings of "DI" and "DI" + "TI" Classroom Composition by Elementary Site



- In deciding which Spectrum program would be the best match for your child, how important is it that classrooms in that program consist ONLY of "DI" students?

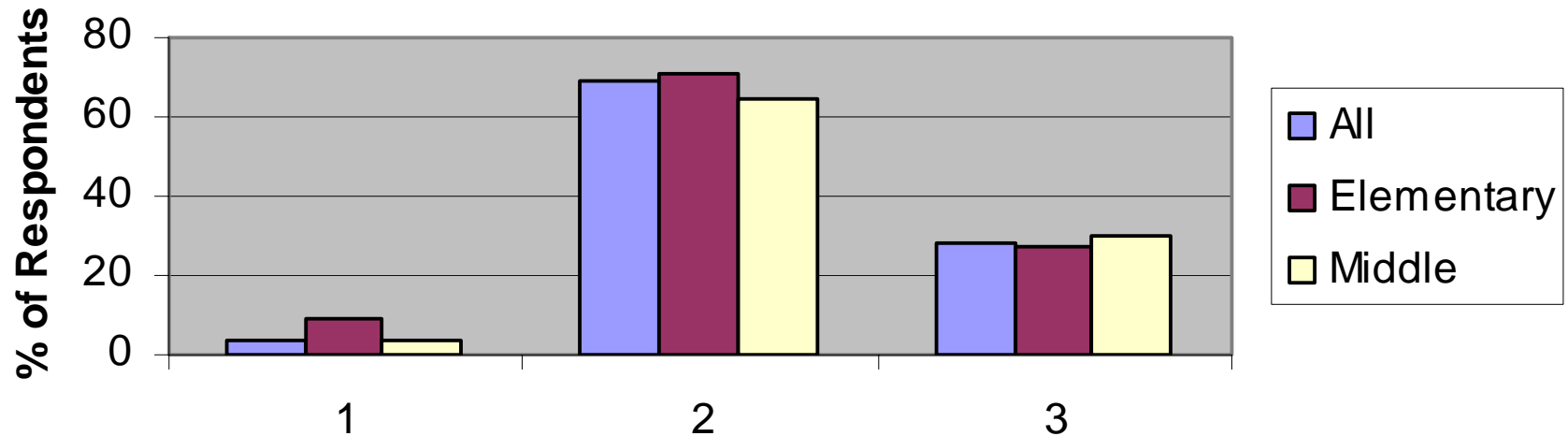
- If there are not sufficient numbers of "DI" students to form "DI" only classrooms, a Spectrum program is offered by clustering "DI" + "TI" students to form classrooms?

(%) = % of respondents * = mostly "DI" only classroom composition

Summary of Clustering

- It is important to form classes attended by “DI” only students when possible.
- It is more important that the program is offered throughout the district, even if some classes are attended by “DI” only students and other classes are attended by “DI” AND “TI” students when there are insufficient numbers to form “DI” only classes.
- When making decisions about their individual student, the same typically applies
 - Exceptions were most pronounced at Lafayette, with Lafayette respondents preferring the “DI” only configuration more strongly than other respondent groups

Spectrum Waitlists



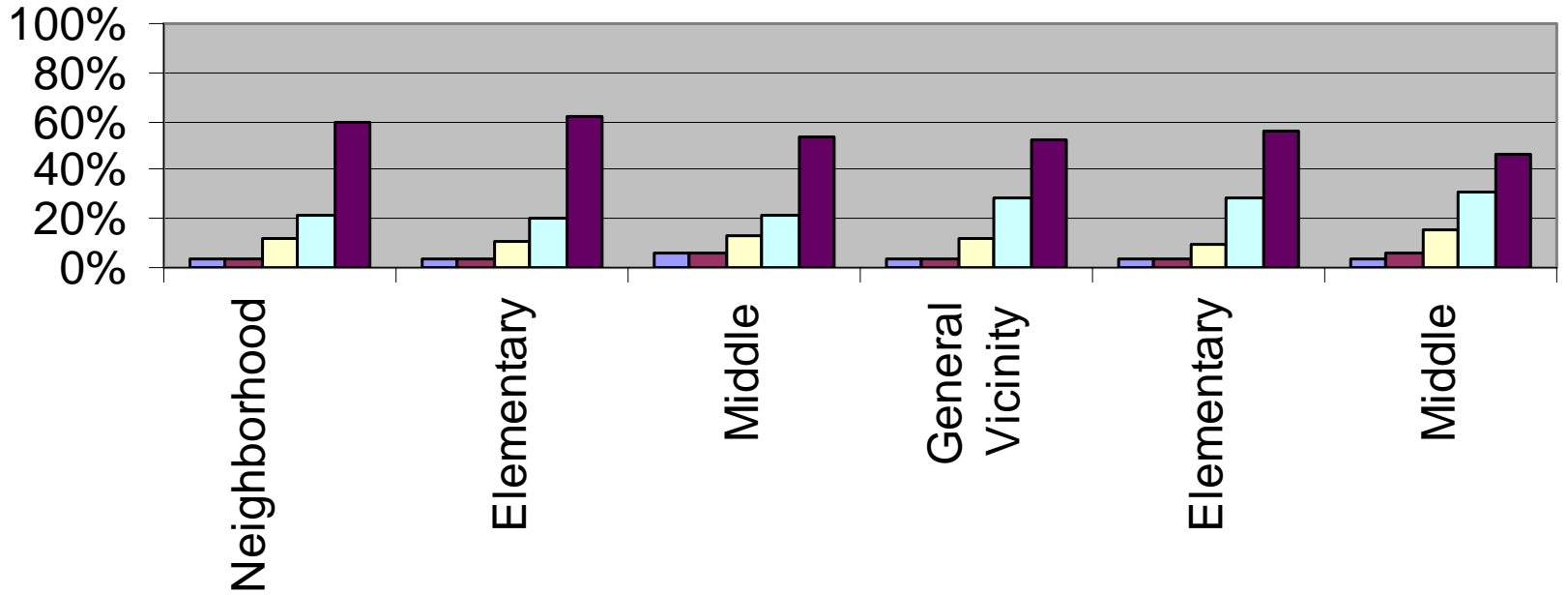
Choice 1: waitlist be continued as they exist now

Choice 2 : additional programs be developed to reduce the number of waitlisted students

Choice 3 : students on waitlists be provided transportation to the nearest Spectrum site with available seats

Program Proximity

% of Respondents

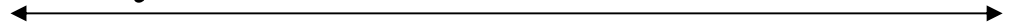


Distance Variable



Elementary: “How satisfied would you be if:

Question 17 a-f



Elementary Respondents

Not at all satisfied

Very satisfied

	1	2	3	4	5
Spectrum was offered at one school within a group of schools that includes sufficient numbers of “DI” students to form self-contained classrooms whenever possible?	7 %	10 %	14 %	24 %	44 %
APP + Spectrum only elementary school with transportation?	23 %	14 %	28 %	18 %	18 %
Spectrum-only, 1-8 school with transportation?	20 %	19 %	22 %	20 %	20 %

Middle School: “How satisfied would you be if:

Question 17 g-n

Middle School Respondents

Not at all satisfied

Very satisfied

	1	2	3	4	5
Spectrum LA was offered at selected middle schools, providing classrooms that were self-contained whenever possible?	7%	6%	23%	28%	35%
Spectrum LA was offered at every middle school regardless of the number of “DI” students per building?	5%	5%	19%	21%	51%
Services were offered at a Spectrum-only middle school with transportation?	10%	13%	27%	20%	30%
Services were provided at a Spectrum + APP –only middle school with transportation?	12%	13%	22%	22%	31%
Services were provided at a Spectrum-only 1-8 school?	13%	14%	29%	18%	27%

High School: “How satisfied would you be if:

All Respondents

← Not at all satisfied

→ Very satisfied

	1	2	3	4	5
Each high school offered sufficient numbers of Honors and AP courses to meet student needs?	2%	1%	5%	13%	79%
Your child had the option to attend a high school that offered set-aside seats for Spectrum students and transportation?	9%	9%	22%	32%	28%
Your child had the option to attend a Spectrum +APP-only high school with transportation?	15%	11%	23%	23%	28%

Option Preference

- Elementary
 - Strong support for Spectrum-designated sites
 - Low to moderate support for separate elementary sites or grades 1-8 separate sites
- Middle
 - Strong support for Spectrum LA courses at selected sites but strongest support for Spectrum LA courses at every middle school
- High School
 - Very strong support for each high school offering sufficient number of Honors and AP courses to meet student needs

Global Summary

- Spectrum is highly valued by families
- The 3 principles of Spectrum are highly valued by families
- Offering “DI” only classes is important, but more important is the offering of the program across the district
- Current service delivery models are seen as satisfactory
- Waitlists should be changed to expand program offerings in high-demand areas
- Proximity is important for most families

Global Summary

- Spectrum is highly valued by families
- The 3 principles of Spectrum are highly valued by families
- Offering “DI” only classes is important, but more important is the offering of the program across the district
- Current service delivery models are seen as satisfactory

Recommendations

- The Spectrum program should continue to be provided.
- The Spectrum program should continue to focus on curricular rigor and acceleration of at least one year in reading and mathematics.
- “DI” students should continue to be clustered for instruction; when there are not sufficient numbers for “DI” only classrooms, provide “DI” + “TI” classrooms.
- Spectrum elementary students should continue to be served in the cluster model with additional seats/sites added to minimize waitlists.
- Spectrum middle school programs should be provided at all sites to minimize waitlists.
- All high schools should offer a core menu of Honors and AP courses to meet “DI” students needs and the needs of other students at the site.

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THANK YOU