

School Board Action Report

“Every student achieving, everyone accountable”



DATE: 6/08/2009

FROM: Dr. Maria Goodloe-Johnson, Superintendent

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**STRATEGIC THEME/
FOCUS AREA:** Improving Academic Achievement
Curriculum/Program Evaluations

TITLE AND BRIEF DESCRIPTION

Highly Capable Students Program State Grant: Annual approval of the grant application provides on-going support for the Accelerated Progress Program (APP) for grades 1-12 and our gifted eligibility identification process for grades K-7. Seattle Public Schools has received the Highly Capable Students Program State Grant since its inception, with the Accelerated Progress Program being in existence for over 27 years. The grant is an apportionment based on 2.314% of the District's annualized student full-time equivalent (AEFT). This is an annual grant.

TIMELINE FOR IMPLEMENTATION/EVALUATION

Highly Capable Students Program State Grant	For Introduction:	June 17, 2009
	For Action:	July 1, 2009
	Application due:	July 1, 2009
	Funds available:	September 1, 2009
	Program ends:	August 31, 2010

RECOMMENDED MOTION

I move that the Board approve the Highly Capable Students Program grant as submitted to support the Accelerated Progress Program and the District's gifted eligibility identification process.

ISSUE

Students identified as academically highly gifted are a nationally recognized group of special needs learners who require significant curricular modifications in order to achieve educational benefit. The grant supports District activities for identifying eligible students and for appropriately serving them as Seattle Public School students.

BEST PRACTICES

The Accelerated Progress Program and our District's procedures for identifying and serving highly gifted students are regularly reviewed by the Office of the Superintendent of Public Instruction for compliance with WAC 392-170. Best practices recommendations from a review by national experts from the University of Virginia reported to the Board in November 2007 are currently being implemented.

RESEARCH AND DATA SOURCES

- Robinson, Ann, Shore, Bruce M., and Enersen, Donna L. Best Practices in Gifted Education: An Evidence-Based Guide, Prufrock Press, Inc. 2007.
- Sternberg, Robert E., and Davis, Janet E. Conceptions of Giftedness. Cambridge University Press, 2005.

POLICY IMPLICATION

D 12.00 Highly Capable Student Programs supports this grant application.

FISCAL IMPACT/REVENUE SOURCE

Estimated State revenues of \$398,453 based on projected enrollment. This expenditure has been previously approved in the current budget.
Expenditure: One-time Annual

COMMUNITY ENGAGEMENT PROCESS

The Highly Capable Student Programs Grant and the management of programs are regularly discussed with representatives of an advisory committee charged by the Superintendent. The committee includes parents, teachers, and administrators. Changes in program placement of the Accelerated Progress Program were extensively discussed this winter in many public meetings and written about in local papers.

CONCLUSION/RECOMMENDATION

Approval of the Highly Capable Students Program State grant supports the District's Strategic Plan by bringing needed money into the District to identify and then support the learning needs of students qualified as academically highly gifted. By facilitating the identification of academically advanced students across the district, the grant helps insure that our many advanced students are encouraged to highest levels of academic accomplishment including college readiness, broad participation in AP and IB classes and exams, graduation in 4 years, meeting 4-year college admissions standards, and enrolling in post secondary educational programs. To accomplish these and related strategic objectives, the grant budget is allocated to test materials and to salaries for one supervisor, one consulting teacher, one support analyst, one office specialist, and many temporary hourly workers, primarily retired teachers, who proctor tests for 6300 students from pre-kindergarten through 12th grade. In addition to identification and outcome testing, the supervisor and consulting teacher work with programs and schools to facilitate differentiation for high achievers and to align curriculum to enable accelerated academic outcomes.