

Neighborhood Elementary School Services Description – Current (English Language Arts)

HQ Tier One for all students

- Highly collaborative
- Inquiry opportunities
- Student voice and frequent engagement
- Monitored by data to inform next steps
- Intentional based in student need (routines, well-managed)
- SEL and academic balance

Flexible groups for Tier 2 support

- Ability w/acceleration, daily, single domain or both
- Interest based groups

**Can students who are identified Highly Capable attend a neighborhood school and experience typical or high growth?
Can high achieving (Level 4) students experience typical or high growth in a neighborhood school?**

Schools	% Typical/ High Growth (5 th gr) ELA		Race and Equity Analysis																								
	HC	Non ID L4**																									
K-5 Neighborhood School “A” (NE region) 5th grade: 91 students total <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Gen Ed</th> <th>HC</th> </tr> </thead> <tbody> <tr> <td>American Indian/ Native Alaskan</td> <td></td> <td></td> </tr> <tr> <td>Asian</td> <td>*</td> <td></td> </tr> <tr> <td>Black/African American</td> <td>*</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>*</td> <td></td> </tr> <tr> <td>Native Hawaiian/ Other Pacific Islander</td> <td></td> <td></td> </tr> <tr> <td>Two or more races</td> <td>*</td> <td>*</td> </tr> <tr> <td>White</td> <td>59</td> <td>12</td> </tr> </tbody> </table>		Gen Ed	HC	American Indian/ Native Alaskan			Asian	*		Black/African American	*		Hispanic	*		Native Hawaiian/ Other Pacific Islander			Two or more races	*	*	White	59	12	14 students; 85% making typical/ high growth	42 students; 67% making typical/ high growth	<p>Inclusion: Any student performing at an advanced level may access.</p> <p>MTSS Moves: Assessment for students who WTR (1st grade.) MTSS decisions inform who the interventionist works with and how often.</p>
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K-5 Neighborhood School "D" (SE region) 5th grade: 71 students total <table border="1" data-bbox="193 521 1012 889"> <thead> <tr> <th></th> <th>Gen Ed</th> <th>HC</th> </tr> </thead> <tbody> <tr> <td>American Indian/ Native Alaskan</td> <td></td> <td></td> </tr> <tr> <td>Asian</td> <td>35</td> <td>*</td> </tr> <tr> <td>Black/African American</td> <td>*</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>16</td> <td>*</td> </tr> <tr> <td>Native Hawaiian/ Other Pacific Islander</td> <td></td> <td></td> </tr> <tr> <td>Two or more races</td> <td>*</td> <td></td> </tr> <tr> <td>White</td> <td>*</td> <td>*</td> </tr> </tbody> </table>		Gen Ed	HC	American Indian/ Native Alaskan			Asian	35	*	Black/African American	*		Hispanic	16	*	Native Hawaiian/ Other Pacific Islander			Two or more races	*		White	*	*	7 students; 100% making typical/ high growth	26 students; 96% making typical/ high growth	Access: Small flexible grouping in-class.
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<p>K-5 Neighborhood School "E" (SW region) 5th grade: 61 students total</p> <table border="1"> <thead> <tr> <th></th> <th>Gen Ed</th> </tr> </thead> <tbody> <tr> <td>American Indian/Native Alaskan</td> <td>*</td> </tr> <tr> <td>Asian</td> <td>*</td> </tr> <tr> <td>Black/African American</td> <td>45</td> </tr> <tr> <td>Hispanic</td> <td>*</td> </tr> <tr> <td>Native Hawaiian/Other Pacific Islander</td> <td>*</td> </tr> <tr> <td>Two or more races</td> <td>*</td> </tr> <tr> <td>White</td> <td>*</td> </tr> </tbody> </table>		Gen Ed	American Indian/Native Alaskan	*	Asian	*	Black/African American	45	Hispanic	*	Native Hawaiian/Other Pacific Islander	*	Two or more races	*	White	*	0	11 students; 81% making typical/high growth	<p>Inclusion: Strong tier one instruction— not a lot of grouping except for those with HC eligibility. Differentiation at tier one.</p> <p>MTSS Moves: Multi-Tiered System of Support - Academics (MTSS-A) meetings determine goals for individual students and access the strength of Tier 1 instruction. MTSS targets students who may need interventions to meet grade level standards; or students who are exceeding grade level standards and would benefit from Advanced Learning Opportunities (ALO).</p> <p>For students identified as HC: Schedule for these students where part of their day is spent in a higher-level classroom. Introduce AL to more challenging supplemental or core curriculum in their classroom with alternative assignments. School may make modifications to their mode of instruction (PBL – Project Based Learning) to compliment class work.</p>
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Black/African American	45																		
Hispanic	*																		
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K-5 Neighborhood School "F" (SE region) 5th grade: 44 students total <table border="1" data-bbox="193 521 1012 922"> <tr> <td></td> <td>Gen Ed</td> </tr> <tr> <td>American Indian/ Native Alaskan</td> <td></td> </tr> <tr> <td>Asian</td> <td>15</td> </tr> <tr> <td>Black/African American</td> <td>20</td> </tr> <tr> <td>Hispanic</td> <td>*</td> </tr> <tr> <td>Native Hawaiian/Other Pacific Islander</td> <td></td> </tr> <tr> <td>Two or more races</td> <td>*</td> </tr> <tr> <td>White</td> <td>*</td> </tr> </table>		Gen Ed	American Indian/ Native Alaskan		Asian	15	Black/African American	20	Hispanic	*	Native Hawaiian/Other Pacific Islander		Two or more races	*	White	*	0	17 students; 100% making typical/ high growth	<p>Access: Up to one-year advanced content using weekly small group lessons in reading and integrated literacy units.</p> <p>Inclusion: Only for student with AL designation</p> <p>MTSS Moves: Uses Block Scheduling in order to meet student needs in intervention and acceleration. Family Support Workers recruit volunteers to work with students in small groups and to support students in the classroom. Consistently share progress with families: share data and strategies during conferences and Family Engagement Action Team (FEAT) Goal-Setting events.</p>
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American Indian/ Native Alaskan																			
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Black/African American	20																		
Hispanic	*																		
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Two or more races	*																		
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HC Pathway Elementary School Services Description – Current (English Language Arts)																			
HQ Tier One for all students <ul style="list-style-type: none"> • Highly collaborative • Inquiry opportunities • Student voice and frequent engagement • Monitored by data to inform next steps Intentional based in student need (routines, well-managed) SEL and academic balance		Flexible groups for Tier 2 support <ul style="list-style-type: none"> • Ability w/acceleration, daily, single domain or both • Interest based groups • One-year acceleration supported by school-specific strategies 																	
Schools	% Typical/ High Growth (5th gr) ELA		Race and Equity Analysis																
	HC	Non ID L4																	
K-5 HC Pathway School “G” 5th grade: 135 students total <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">HC</th> </tr> </thead> <tbody> <tr> <td>American Indian/ Native Alaskan</td> <td></td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">18</td> </tr> <tr> <td>Black/African American</td> <td style="text-align: center;">*</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">*</td> </tr> <tr> <td>Native Hawaiian/Other Pacific Islander</td> <td style="text-align: center;">*</td> </tr> <tr> <td>Two or more races</td> <td style="text-align: center;">21</td> </tr> <tr> <td>White</td> <td style="text-align: center;">92</td> </tr> </tbody> </table>		HC	American Indian/ Native Alaskan		Asian	18	Black/African American	*	Hispanic	*	Native Hawaiian/Other Pacific Islander	*	Two or more races	21	White	92	135 students; 82.96% making typical/ high growth	0	
	HC																		
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<p>K-5 HC Pathway School "I" 5th grade: 89 students total</p> <table border="1"> <thead> <tr> <th></th> <th>Gen Ed</th> <th>HC</th> </tr> </thead> <tbody> <tr> <td>American Indian/ Native Alaskan</td> <td></td> <td></td> </tr> <tr> <td>Asian</td> <td>17</td> <td>11</td> </tr> <tr> <td>Black/African American</td> <td>13</td> <td>*</td> </tr> <tr> <td>Hispanic</td> <td>*</td> <td>*</td> </tr> <tr> <td>Native Hawaiian/ Other Pacific Islander</td> <td></td> <td></td> </tr> <tr> <td>Two or more races</td> <td>18</td> <td>15</td> </tr> <tr> <td>White</td> <td>34</td> <td>31</td> </tr> </tbody> </table>		Gen Ed	HC	American Indian/ Native Alaskan			Asian	17	11	Black/African American	13	*	Hispanic	*	*	Native Hawaiian/ Other Pacific Islander			Two or more races	18	15	White	34	31	<p>62 students;</p> <p>75.8% making typical/high growth</p>	<p>19 students;</p> <p>100% making typical/high growth</p>	<p>Access: Using CCC for reading and writing. Beginning next year, school will be using Math in Focus/Envision for math. There is not one set curriculum for social studies. Each grade has developed own curriculum based on the state standards.</p> <p>Inclusion: For Social Studies, HCC classrooms mix with general education classrooms.</p> <p>MTSS Moves: Our teachers do not reassess whether individuals belong in the program. Once accepted into the program, students stay in the program. However, teachers continually assess students' progress to inform instruction. This does help with grouping.</p>
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Neighborhood Elementary School Services Description – Current (Math)

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- Inquiry opportunities
- Student voice and frequent engagement
- Monitored by data to inform next steps
- Intentionally based in student need (routines, well-managed)
- SEL and academic balance

Flexible groups for Tier 2 support

- Ability w/acceleration, daily, single domain or both
- Interest based groups
- Grouped by strategy
-

Can students who are identified Highly Capable attend a neighborhood school and experience typical or high growth?

Can high achieving (Level 4) students experience typical or high growth in a neighborhood school?

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			grade level.) Interventionist pulls both above grade level and approaching grade level groups.
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Schools	% Typical/ High Growth (5 th gr) Math		Race and Equity Analysis																
	HC	Non ID L4																	
<p>K-5 Neighborhood School “E” (SW region) 5th grade: 59 students total</p> <table border="1"> <tr> <td></td> <td>Gen Ed</td> </tr> <tr> <td>American Indian/Native Alaskan</td> <td>*</td> </tr> <tr> <td>Asian</td> <td>*</td> </tr> <tr> <td>Black/African American</td> <td>44</td> </tr> <tr> <td>Hispanic</td> <td></td> </tr> <tr> <td>Native Hawaiian/Other Pacific Islander</td> <td>*</td> </tr> <tr> <td>Two or more races</td> <td>*</td> </tr> <tr> <td>White</td> <td>*</td> </tr> </table>		Gen Ed	American Indian/Native Alaskan	*	Asian	*	Black/African American	44	Hispanic		Native Hawaiian/Other Pacific Islander	*	Two or more races	*	White	*	0	15 87% making typical/ high growth	<p>Inclusion: Strong tier one instruction—not a lot of grouping except for those with HC eligibility. Differentiation at tier one.</p> <p>MTSS Moves: Multi-Tiered System of Support - Academics (MTSS-A) meetings determine goals for individual students and access the strength of Tier 1 instruction. MTSS targets students who may need interventions to meet grade level standards; or students who are exceeding grade level standards and would benefit from Advanced Learning Opportunities (ALO).</p> <p>For students identified as HC: Schedule for these students where part of their day is spent in a higher-level classroom. Introduce AL to more challenging supplemental or core curriculum in their classroom with alternative assignments. School may make modifications to their mode of instruction (PBL – Project Based Learning) to compliment class work.</p>
	Gen Ed																		
American Indian/Native Alaskan	*																		
Asian	*																		
Black/African American	44																		
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Native Hawaiian/Other Pacific Islander	*																		
Two or more races	*																		
White	*																		

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K-5 Neighborhood School “F” (SE region) 5th grade: 44 students total		0	7 100% making typical/ high growth	Access: One-year advanced math content based on ability using whole group walk-to-math groupings and weekly small group lessons.																
<table border="1"> <tr> <td></td> <td>Gen Ed</td> </tr> <tr> <td>American Indian/ Native Alaskan</td> <td></td> </tr> <tr> <td>Asian</td> <td>15</td> </tr> <tr> <td>Black/African American</td> <td>20</td> </tr> <tr> <td>Hispanic</td> <td>*</td> </tr> <tr> <td>Native Hawaiian/ Other Pacific Islander</td> <td></td> </tr> <tr> <td>Two or more races</td> <td>*</td> </tr> <tr> <td>White</td> <td>*</td> </tr> </table>					Gen Ed	American Indian/ Native Alaskan		Asian	15	Black/African American	20	Hispanic	*	Native Hawaiian/ Other Pacific Islander		Two or more races	*	White	*	Inclusion: Any student may participate.
	Gen Ed																			
American Indian/ Native Alaskan																				
Asian	15																			
Black/African American	20																			
Hispanic	*																			
Native Hawaiian/ Other Pacific Islander																				
Two or more races	*																			
White	*																			
		MTSS Moves: Uses Block Scheduling in order to meet student needs in intervention and acceleration. Family Support Workers recruit volunteers to work with students in small groups and to support students in the classroom. Consistently share progress with families: share data and strategies during conferences and Family Engagement Action Team (FEAT) Goal-Setting events.																		

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HC Pathway Elementary School Services Description – Current (Math)

HQ Tier One for all students

- Highly collaborative
- Inquiry opportunities
- Student voice and frequent engagement
- Monitored by data to inform next steps
- Intentional based in student need (routines, well-managed)
- SEL and academic balance

Flexible groups for Tier 2 support

- Ability w/acceleration, daily, single domain or both
- Interest based groups
- Two-year acceleration supported by school-specific strategies

Schools	% Typical/ High Growth (5 th gr) Math		Race and Equity Analysis
	HC	Non ID L4	

<p>K-5 HC Pathway School “G” 5th grade: 135 students total</p> <table border="1"> <tr> <td></td> <td>HC</td> </tr> <tr> <td>American Indian/ Native Alaskan</td> <td></td> </tr> <tr> <td>Asian</td> <td>18</td> </tr> <tr> <td>Black/African American</td> <td>*</td> </tr> <tr> <td>Hispanic</td> <td>*</td> </tr> <tr> <td>Native Hawaiian/Other Pacific Islander</td> <td>*</td> </tr> <tr> <td>Two or more races</td> <td>21</td> </tr> <tr> <td>White</td> <td>92</td> </tr> </table>		HC	American Indian/ Native Alaskan		Asian	18	Black/African American	*	Hispanic	*	Native Hawaiian/Other Pacific Islander	*	Two or more races	21	White	92	<p>135 students;</p> <p>76% making typical/ high growth</p>	<p>N/A</p>	<p>Access: 1-3rd are using SPS scope and sequence, 4th and 5th using Envision2.0. The 4th and 5th do so more for each unit. 1-3 grade does pre-assessment at the beginning of the year. Though they often use entrance tickets and with the change away from walk to math next year are planning on doing more pre-assessment regularly. Everyone uses math curriculum 2 years ahead.</p> <p>MTSS Moves: Some are kids with executive functioning challenges or slower processing speeds, but there are others with those challenges who excel in math. Teachers differentiate for them, often slowing down and reteaching concepts to help gain mastery. The vast majority of students benefit from the acceleration in math. This year our walk to math</p>
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American Indian/ Native Alaskan																			
Asian	18																		
Black/African American	*																		
Hispanic	*																		
Native Hawaiian/Other Pacific Islander	*																		
Two or more races	21																		
White	92																		

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			classrooms had 1 class in each 2 nd and 3 rd that went through things slower. Those two classes were the lower enrollment classes, 16 (78 total enrollment) and 20 (114 total enrollment) respectively.																
K-5 HC Pathway School “H” 5th grade: 61 students total <table border="1"> <tr> <td></td> <td>HC</td> </tr> <tr> <td>American Indian/ Native Alaskan</td> <td></td> </tr> <tr> <td>Asian</td> <td>13</td> </tr> <tr> <td>Black/ African American</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>*</td> </tr> <tr> <td>Native Hawaiian/ Other Pacific Islander</td> <td></td> </tr> <tr> <td>Two or more races</td> <td>*</td> </tr> <tr> <td>White</td> <td>37</td> </tr> </table>		HC	American Indian/ Native Alaskan		Asian	13	Black/ African American		Hispanic	*	Native Hawaiian/ Other Pacific Islander		Two or more races	*	White	37	61 students; 84% making typical/ high growth	0	Access: Students are working two grade levels ahead in math (Teachers are following the scope and sequence). Teachers are reassessing students as needed or as prescribed in the curricula they are using. MTSS Moves: Students with slower processing struggle in HCC. Some students receive IEPs if appropriate. Some students who we have chosen to leave because it’s too hard and the student isn’t accessing the curriculum. We use TIER 2 (MTSS) supports to help kids who are struggling in math or reading. Students who are well below grade level because they’ve missed two grade levels of math, this is more prevalent in primary grades (1-3).
	HC																		
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Black/ African American																			
Hispanic	*																		
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Schools	% Typical/ High Growth (5 th gr) Math		Race and Equity Analysis																								
	HC	Non ID L4																									
K-5 HC Pathway School "I" 5th grade: 89 students total <table border="1" data-bbox="130 526 701 964"> <thead> <tr> <th></th> <th>Gen Ed</th> <th>HC</th> </tr> </thead> <tbody> <tr> <td>American Indian/ Native Alaskan</td> <td></td> <td></td> </tr> <tr> <td>Asian</td> <td>17</td> <td>11</td> </tr> <tr> <td>Black/African American</td> <td>13</td> <td>2</td> </tr> <tr> <td>Hispanic</td> <td>*</td> <td>*</td> </tr> <tr> <td>Native Hawaiian/ Other Pacific Islander</td> <td></td> <td></td> </tr> <tr> <td>Two or more races</td> <td>18</td> <td>15</td> </tr> <tr> <td>White</td> <td>34</td> <td>31</td> </tr> </tbody> </table>		Gen Ed	HC	American Indian/ Native Alaskan			Asian	17	11	Black/African American	13	2	Hispanic	*	*	Native Hawaiian/ Other Pacific Islander			Two or more races	18	15	White	34	31	62 students; 84% making typical/ high growth	19 students; 70% making typical/ high growth	MTSS Moves: Teachers use the scope and sequence for CCC. For math, this school has only been using Envision. However, beginning next year, this school will be using Math in Focus up until 3 rd grade (5 th grade math). The upper grades will continue to use Envision. Teachers do not reassess whether individuals belong in the program. Once accepted into the program, students stay in the program. However, teachers continually assess students' progress to inform instruction. This does help with grouping. Every student can benefit from acceleration. In some cases, teachers might need to use various strategies to encourage and help ignite certain students.
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