



## Advanced Learning Task Force Fact Pack

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Last updated: 9/13/2019

Recent updates are labeled with \*\*\* and in green text

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# \*\*\*Glossary

**Accelerated Progress Program (APP):** former term for Highly Capable Cohort (changed 2013).

**Advanced Learner:** any students in Seattle Public Schools who performs above or well above standard, both identified and non-identified.

**Advanced Learning (AL):** (1) services, structures, policies, and procedures that comprise the department of advanced learning; (2) teaching and learning experiences for students demonstrating performance or potential for performance “above” or “well-above” standard.

**Advanced Learning Task Force (ALTF):** a group selected and charged to make recommendations to policy and procedure that impact systems and services of advanced learners.

**Building Leadership Team (BLT):** The Building Leadership Team is directed by the Collective Bargaining Agreement between Seattle Schools and SEA to provide shared governance of school planning and decision making. The BLT is responsible for working with the school leadership and staff constituency to approve budget, inform master scheduling, align fiscal resources to school need, and approve the building level professional development plan.

\*\*\***Cluster Grouping:** the intentional placement of a group of high achieving or gifted students in an otherwise heterogeneous classroom with a teacher who has both the background and willingness to provide appropriate challenges for these students.

**Continuous School Improvement Plan (CSIP):** an action plan for each school that identifies the areas a school plans to focus on in the current and coming school year, the performance goals they want students to achieve, and how the school plans to collaboratively meet these goals.

\*\*\***Curriculum Compacting:** a process to "streamline" and modify the grade-level curriculum by eliminating material that students have previously learned.

**Dually Qualified:** students who are eligible for more than one service. Examples of services are Special Education, Advanced Learning, English Language Learners.

**English Language Learners (ELL)** – students and adults who approach teaching and learning with English as a 2<sup>nd</sup> (or more) language.

**Highly Capable (HC):** Term used by Washington state to distinguish students identified as in need of “accelerated learning and enhanced instruction” and who are formally identified by school districts.

**Highly Capable Cohort (HCC):** schools and configurations designated to provide accelerated instruction and progress to students designated as Highly Capable.

**IDEA:** The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education (FAPE) to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

**IEP:** The Individualized Education Program (IEP) is a written record of the special education services a student will receive for one calendar year. The organization and contents are highly standardized by law to maintain consistency from state to state and district to district. Seattle Public Schools uses online computer software, IEP Online, to compile all IEPs.

\*\*\***Inclusive Setting:** a place where children with all abilities learn together. In an inclusive setting, children with disabilities learn alongside with children with both average (typically developing) and exceptional abilities

**Multi-Tiered System of Support (MTSS):** The district's process identifies students' challenges early and provides appropriate instructions by ensuring students are successful in the general education classroom. In implementing the MTSS process, the district shall apply: A. Data-driven academic and behavioral interventions in the general education setting; B. Measure the student's response to intervention; and C. Use multiple assessments and progress monitoring to inform instruction.

\*\*\***Problem Solving Teams/System:** a collaborative team that meets to evaluate student data and create an action plan, develop interventions.

**Racial Equity:** to provide access, opportunities and resources for every child by recognizing and eliminating historical barriers and the predictability of success based on race, background and circumstance

\*\*\***Response to Intervention (RTI):** is a multi-tier approach to the early identification and support of students with learning and behavior needs.

**Self-contained:** denotes a configuration and approach to delivery of instruction (teaching and learning) by grouping learners of like ability

**Smarter Balanced Assessment:** Washington State requires all districts to administer the Smarter Balanced assessments each spring. These tests: Measure how well students are meeting College and Career Readiness Standards, help teachers and districts identify which students need more support, cover Math and English Language Arts (ELA), take about 2.5-4 hours per subject, are given to students in grades 3 to 8 and 10, are required for federal and state accountability.

**Spectrum:** a program designed to serve the needs of advanced learners; known historically as self-contained and accelerated delivery of instruction in neighborhood schools

\*\*\***Strengths Based Programming:** developing a child-centered programming that is "strengths-based." Strengths-based is defined as curricular and instructional approaches that are differentiated to align with student's strengths, learning/cognitive styles and profiles of intelligences.

**Twice Exceptional:** A learner identified as eligible for Special Education services and also considered gifted. However, there are multiple combinations that characterize services a child may qualify for and could include qualification for services in Special Education and Highly Capable Services, Advanced Learning services, English Language Learner services, etc. Thus, we want to be careful to not define any child based in services they receive.

# \*\*\*Demographic Participation Data

## Identified Highly Capable Learners, grades 1-12

Data shows 2017-18 students.

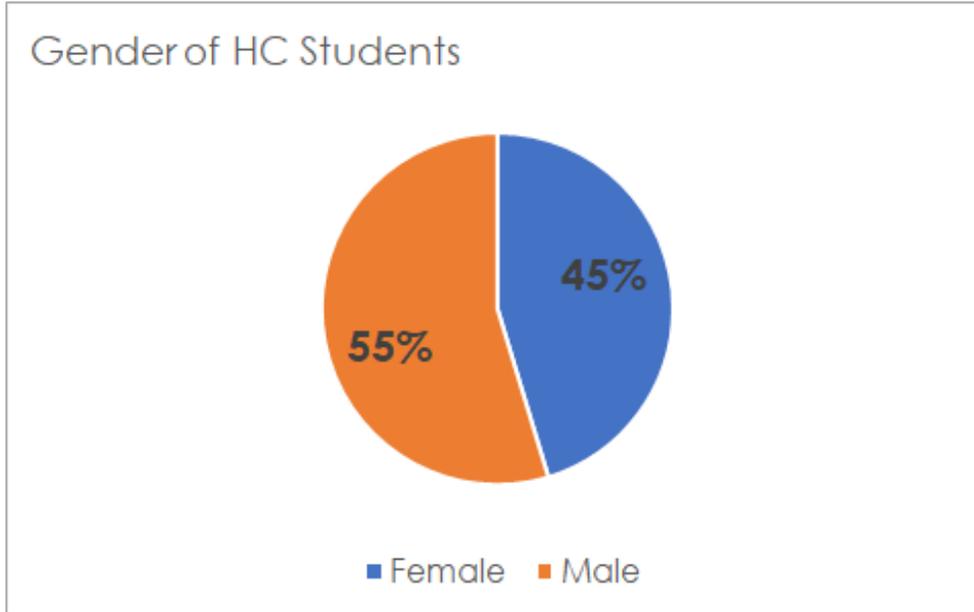


Figure Description: More males than females are Highly Capable students. 45% of Highly Capable students are female compared to 55% male.

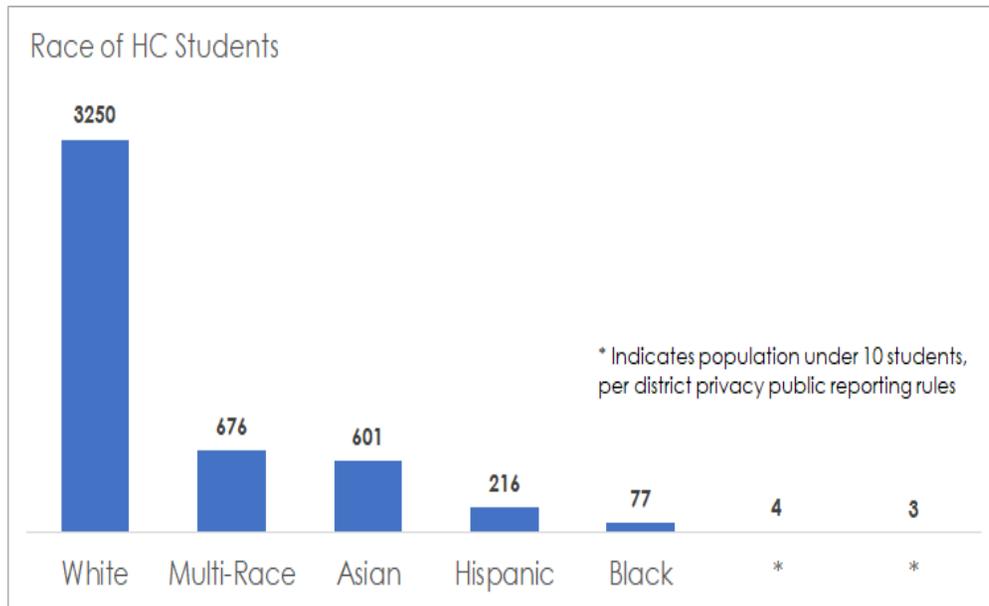


Figure Description: The numbers of Highly Capable students varies significantly by race. White students are the highest at 3250 students, followed by Multi-race at 676, Asian at 601, Hispanic at 216, and Black at 77 students.

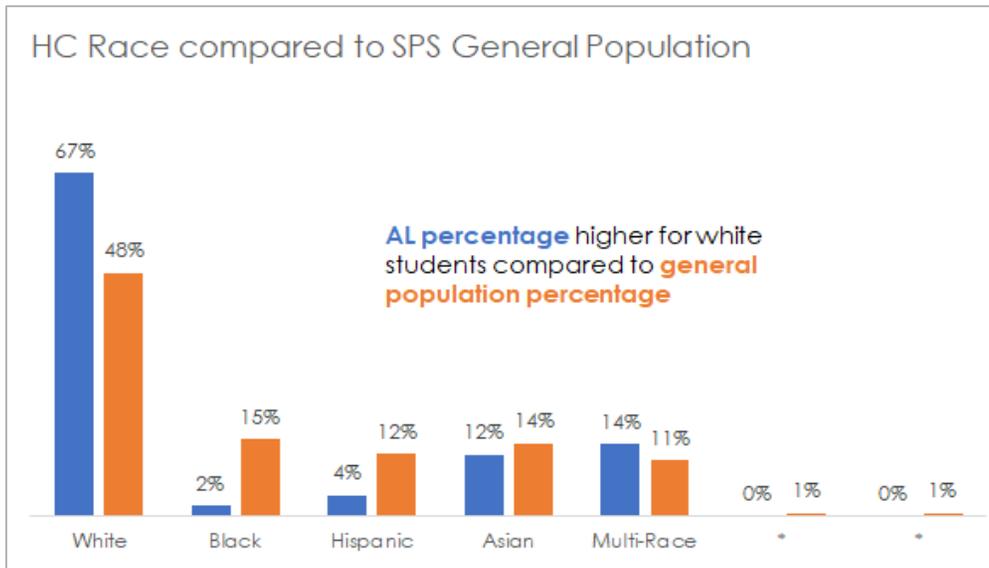


Figure Description: Racially White students are over represented within the Highly Capable population. They account for 67% of identified students and 48% of the general student population. In contrast, the percentage of Black, Hispanic, and Asian Advanced Learning students are under-represented compared to the percentage of general student population. At the extreme, 2% of Highly Capable students are Black while accounting for 15% of the general student population. 14% of Highly Capable students are Multi-race while accounting for 11% of the general student population.

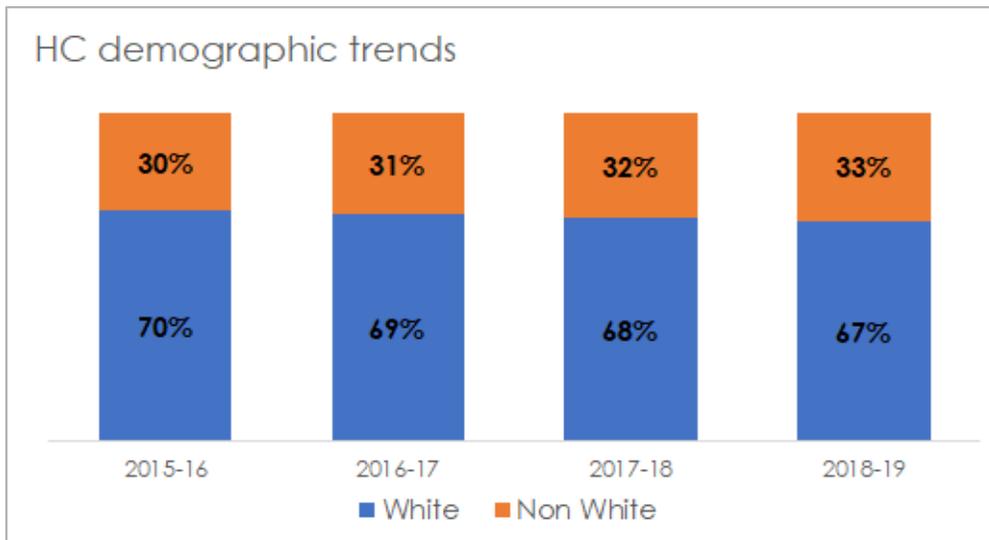


Figure Description: The percentage of non-white Highly Capable students has trended upwards from 2015-16 to 2018-19. Non-Whites accounted for 30% in 2015-16, 31% in 2016-17, 32% in 2017-18, and 33% in 2018-19. Whites accounted for 70% in 2015-16, 69% in 2017-17, 68% in 2017-18, and 67% in 2018-19.

## Identified Advanced Learners, grades K-8

The following charts are reflective of identified Advanced Learners (AL), and do not include identified Highly Capable (HC) students. Data shows 2017-18 AL-identified students.

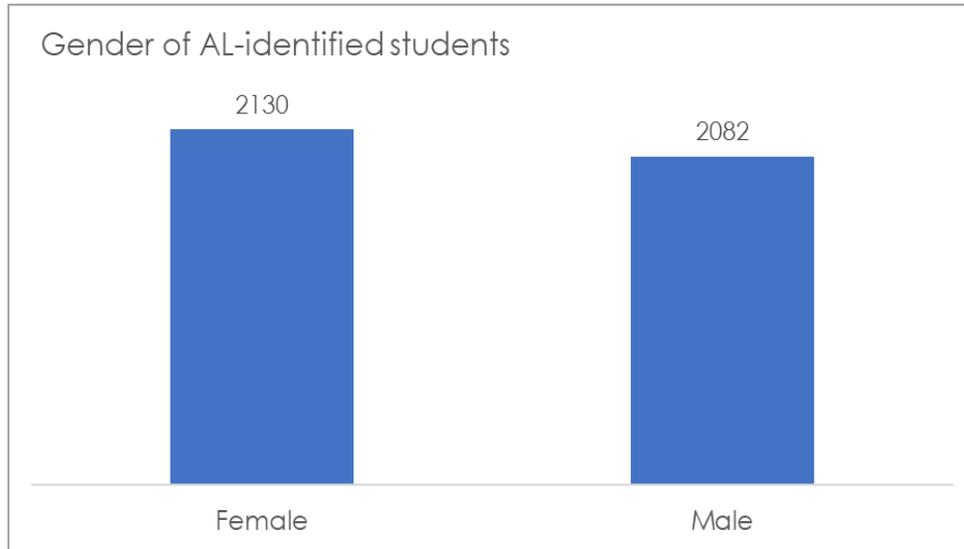
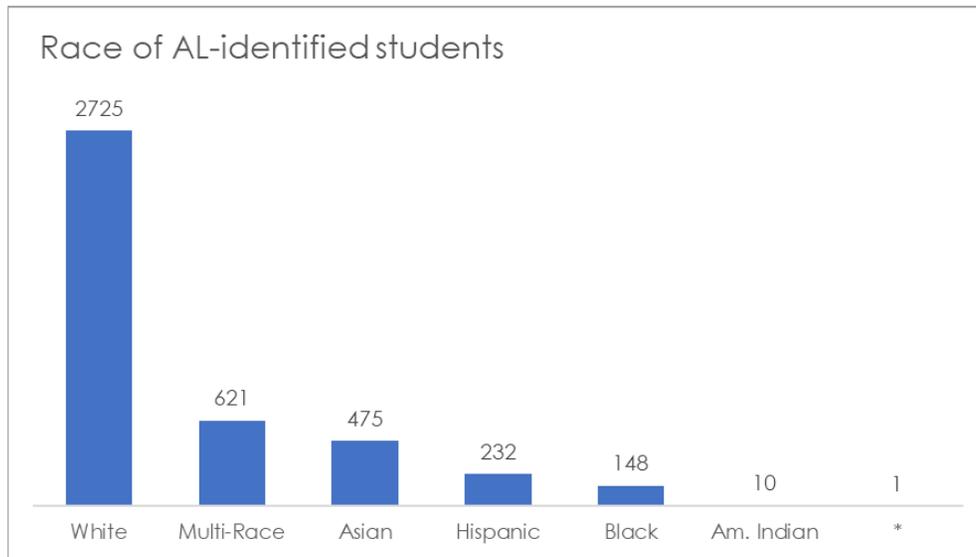


Figure Description: Slightly more females than males are identified as Advanced Learning students. 2,130 students are female compared to 2082 male students.

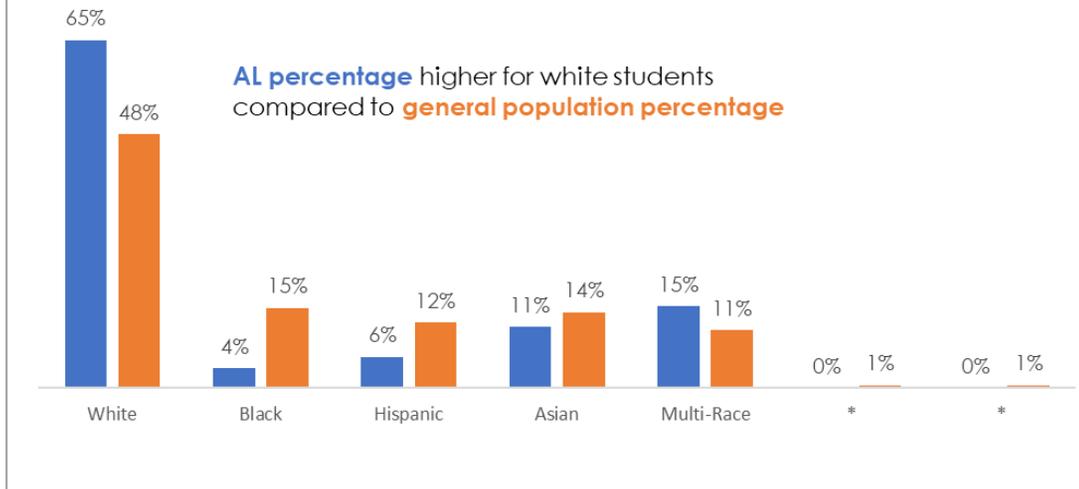


\* Indicates population under 10 students, per district privacy public reporting rules.

Multi-race students have increased approximately 15% since 2014-15.

Figure Description: The numbers of Advanced Learning Identified students varies significantly by race. White students are the highest at 2725 students, followed by Multi-race at 621, Asian at 475, Hispanic at 232, Black at 148, and American Indian at 10 students.

## AL-identified race compared to general population



\* Indicates population under 10 students, per district privacy public reporting rules

Figure Description: Racially White students are over-represented within the Advanced Learning Identified population. They account for 65% of identified students and 48% of the general student population. by contrast, the percentage of Black, Hispanic, and Asian Advanced Learning students are under-represented compared to the percentage of general student population. At the extreme, 4% of Advanced Learning Identified students are Black while accounting for 15% of the general student population. 15% of Advanced Learning Identified students are Multi-race while accounting for 11% of the general student population.

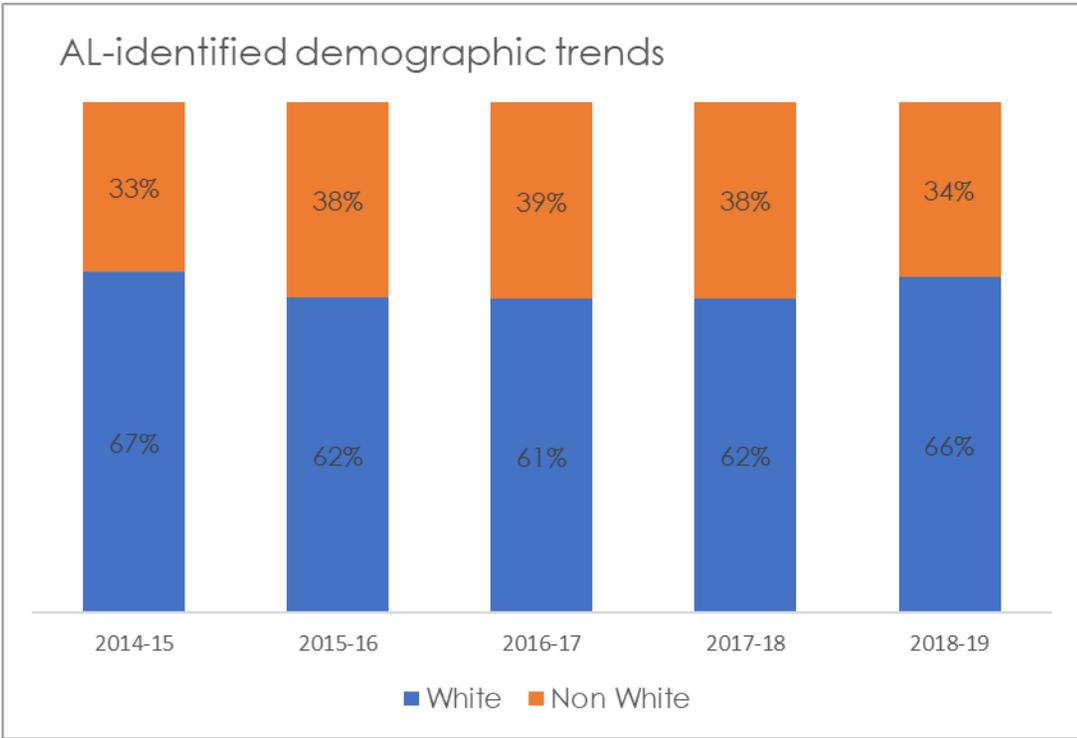


Figure Description: The percentages of racially white and non-white advanced learning identified students have varied slightly from the 2014-15 to the 2018-19 school years. Non-whites accounted for 33% in 2014-15, 38% in 2015-16, 39% in 2016-17, 38% in 2017-18, and 34% in 2018-19. Whites accounted for 67% in 2014-15, 62% in 2015-16, 61% in 2017-17, 62% in 2017-18, and 66% in 2018-19.

## Schools with over 50 AL-identified students

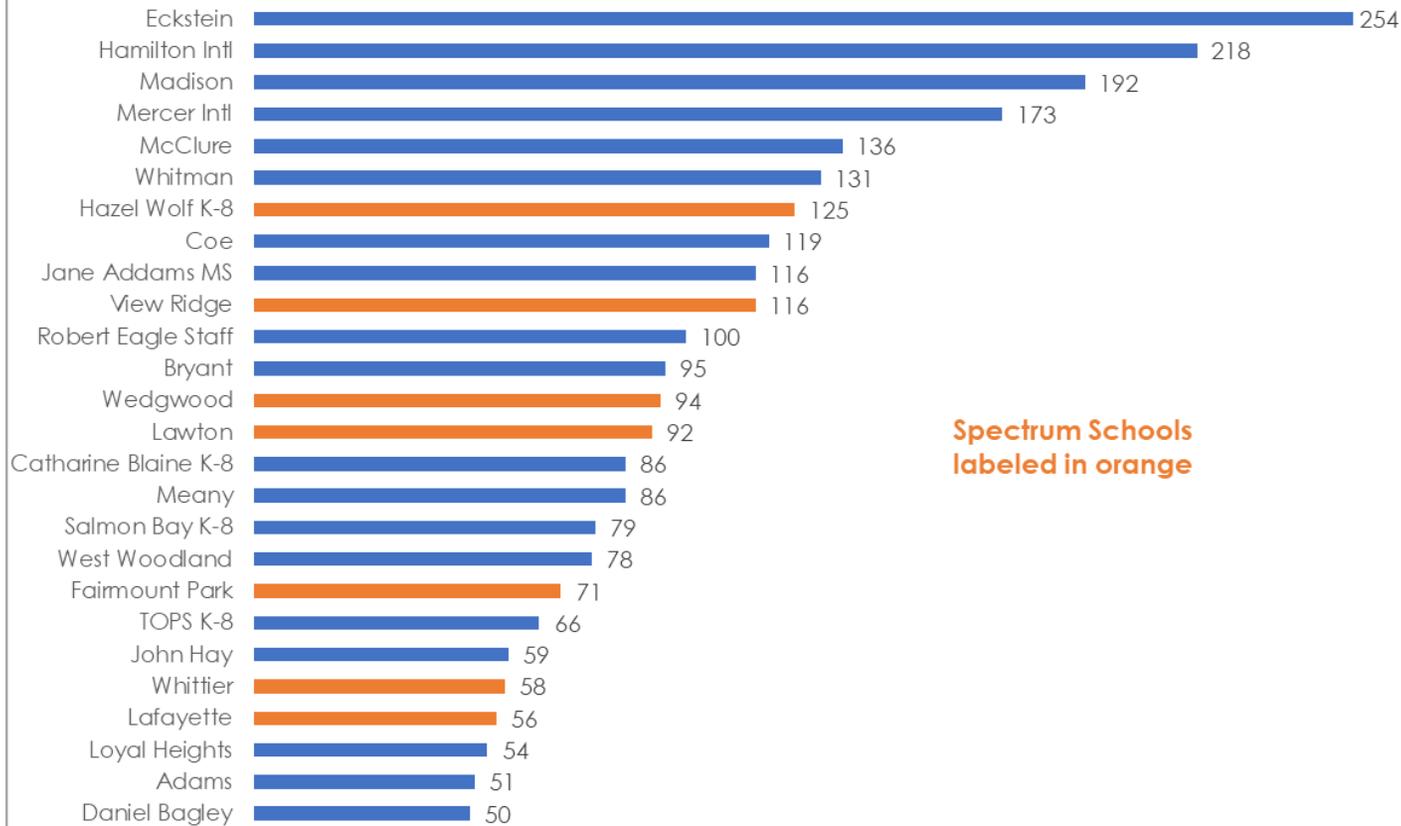


Figure description: There are 26 schools with more than 50 advanced learning identified students. Eckstein is on the high end with 254 students. Daniel Bagley is on the low end with 50 students. The following schools fall in-between, from highest to lowest: Hamilton Intl, Madison, Mercer Intl, McClure, Whitman, Hazel Wolf K-8, Coe, Jane Addams MS, View Ridge, Robert Eagle Staff, Bryant, Wedgwood, Lawton, Catharine Blaine K-8, Meany, Salmon Bay K-8, West Woodland, Fairmount Park, TOPS K-8, John Hay, Whittier, Lafayette, Loyal Heights, and Adams. Hazel Wolf K-8, View Ridge, Wedgwood, Lawton, Fairmount Park, Whittier, and Lafayette are Spectrum schools.

## Schools with 25-49 AL-identified students

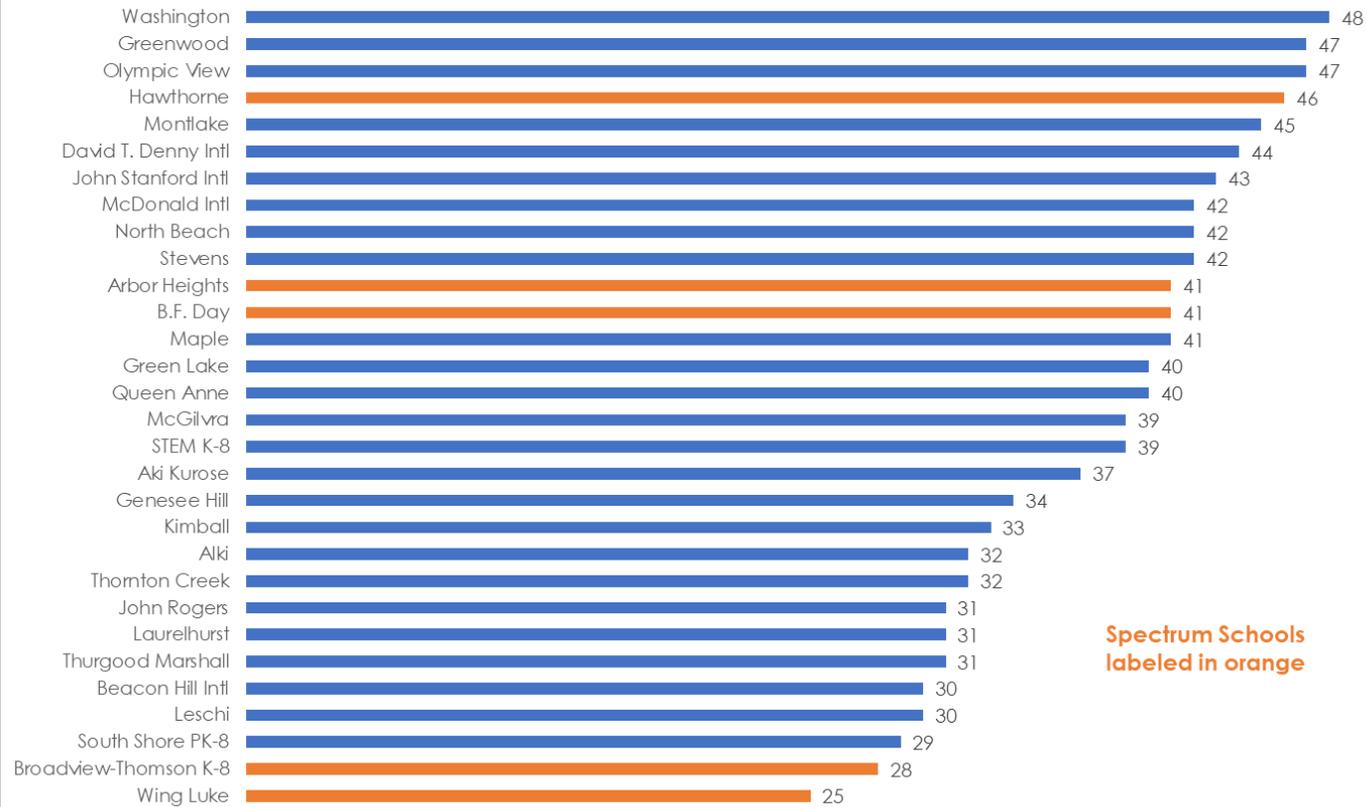


Figure description: There are 30 schools with 25 to 49 advanced learning identified students. Washington is on the high end with 48 students. Wing Luke is on the low end with 25 students. The following schools fall in-between, from highest to lowest: Greenwood, Olympic View, Hawthorne, Montlake, David T. Denny Intl, John Stanford Intl, McDonald Intl, North Beach, Stevens, Arbor Heights, B.F. Day, Maple, Green Lake, Queen Anne, McGilvra, STEM K-8, Aki Kurose, Genesee Hill, Kimball, Alki, Thornton Creek, John Rogers, Laurelhurst, Thurgood Marshall, Beacon Hill Intl, Leschi, South Shore PK-8, and Broadview Thompson K-8. Hawthorne, B.F. Day, Maple, Broadview Thompson K-8, and Wing Luke are Spectrum schools.

## Schools with under 25 AL-identified students

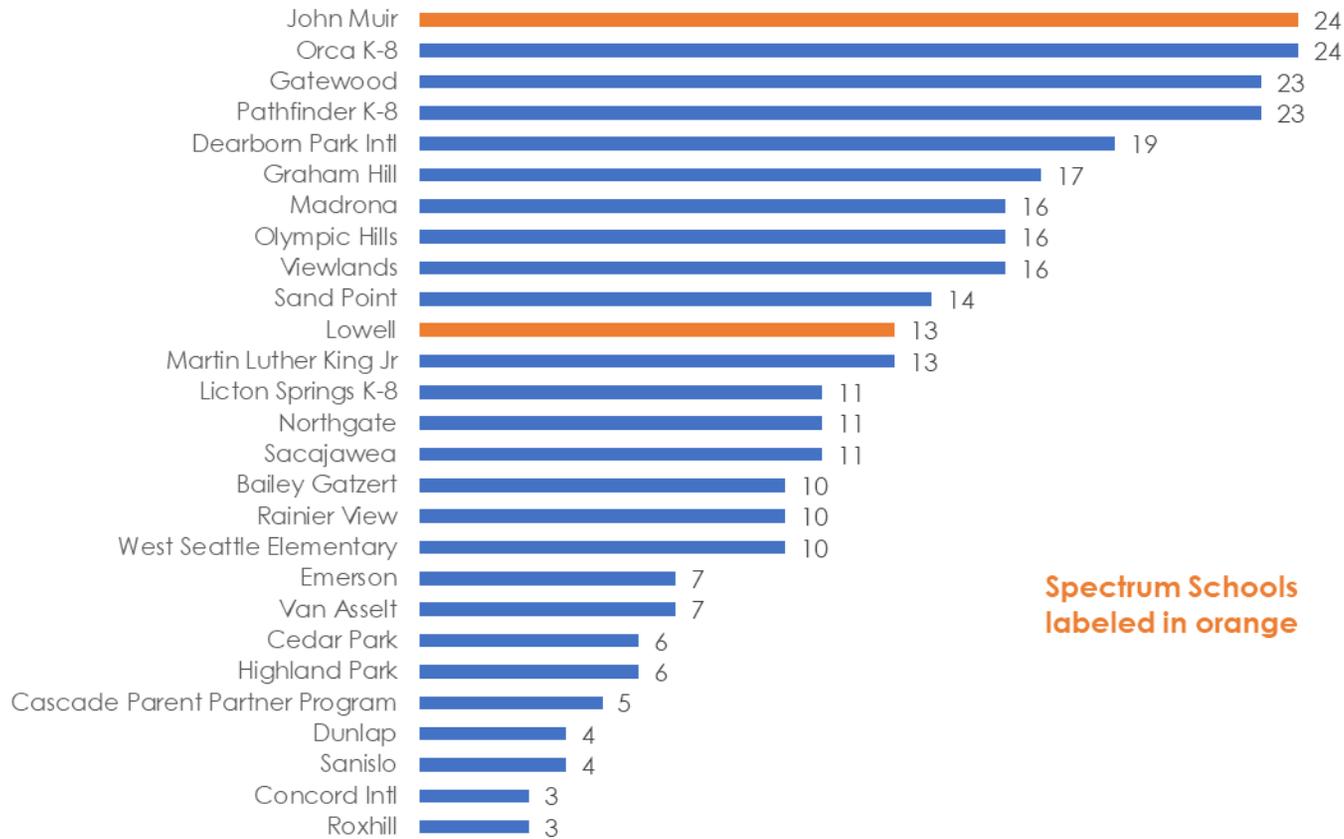
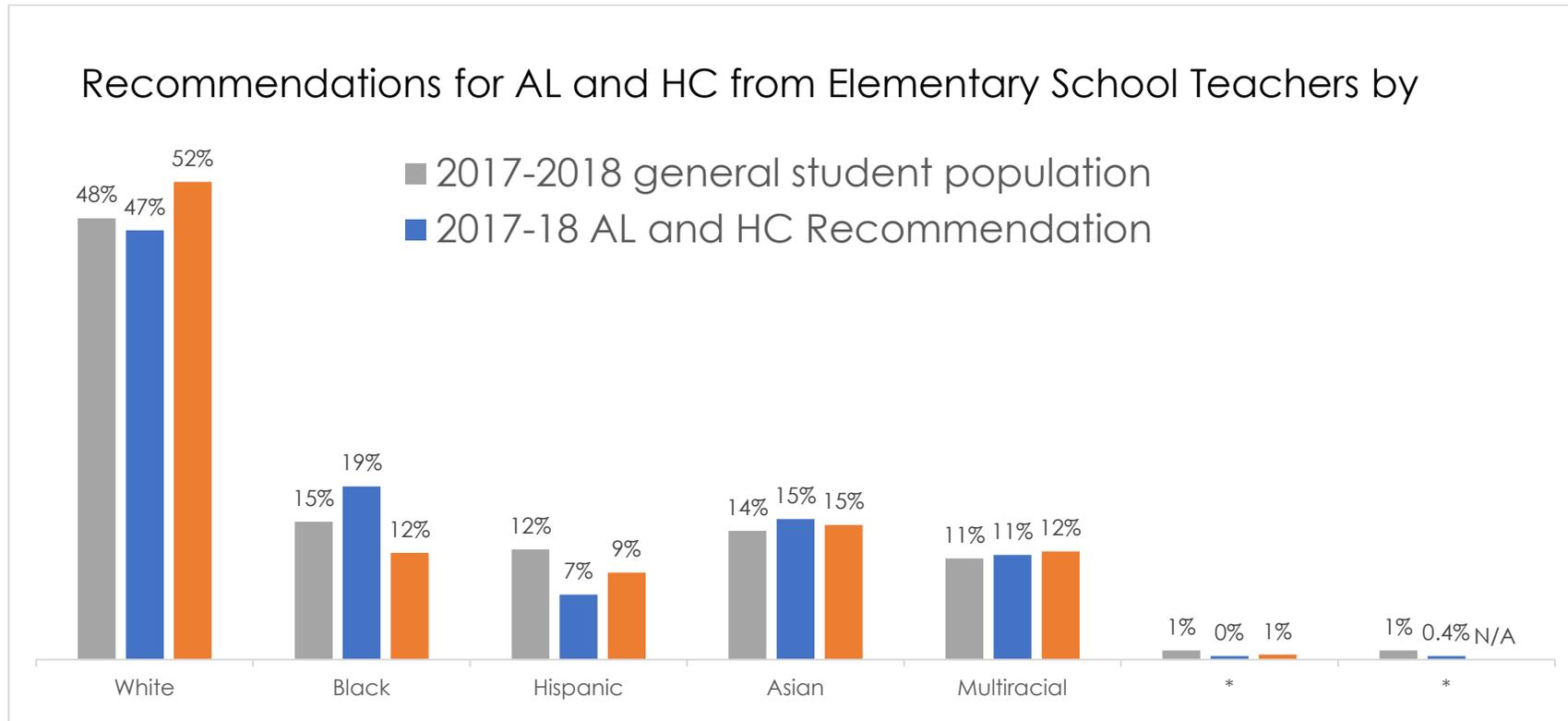


Figure description: There are 27 schools with less than 25 advanced learning identified students. John Muir and Orca K-8 are on the high end with 24 students. Concord and Roxhill are on the low end with 3 students. The following schools fall in-between, from highest to lowest: Gatewood, Pathfinder K-8, Dearborn Park Intl, Graham Hill, Madrona, Olympic Hills, Viewlands, Sand Point, Lowell, Martin Luther King Jr, Licton Springs K-8, Northgate, Sacajawea, Baily Gatzert, Rainier View, West Seattle Elementary, Emerson, Van Asselt, Cedar Park, Highland Park, Cascade Partner Program, Dunlap, and Sanislo. John Muir and Lowell are Spectrum schools.

**\*\*\*Elementary School Teacher recommendations submitted for Highly Capable and Advanced Learning**



\* Indicates population under 10 students, per district privacy public reporting rules

Figure Description: The percentages of students recommended by elementary school teachers for Advanced Learning and Highly Capable services have varied slightly by race from the 2017-18 to the 2018-19 school year. Recommendations appear to match closely to the general population percentage for all races except Hispanic. Hispanic students were referred at 7% and 9% for each school year, below the 12% representation in the general student population.

# Past Recommendations/Proposal Links

## Advanced Learning/Spectrum Program Review: June 2017

The Advanced Learning / Spectrum Program review was covered in depth at the August Retreat. A summary is included on the SPS website: [https://www.seattleschools.org/departments/rea/rea\\_newsletters/program\\_review\\_advanced\\_learning](https://www.seattleschools.org/departments/rea/rea_newsletters/program_review_advanced_learning)

“The Spectrum program was launched by SPS as a second-tier program for advanced students who did not meet the eligibility criteria for Highly Capable (HC). Originally designed to mimic the format of HC services, Spectrum students were offered self-contained services at regional Spectrum sites and all middle schools. As reflected in the 2016-17 Advanced Learning Program Review, the regional Spectrum elementary and K-8 sites no longer offer full time self-contained classrooms for identified students.

The Advanced Learning/Spectrum study contained two phases. Phase 1 explored descriptive enrollment and achievement data for students that qualify for Advanced Learning. Key findings from Phase 1 include:

- Districtwide, nearly one in five SPS students were identified as Advanced Learning eligible in 2016-17, with 9.7 percent of students eligible for Spectrum and 9.3 percent for Highly Capable services. 81 percent of students were Not Eligible, meaning they were either not tested or were tested but did not meet the required benchmarks for identification.
- White students comprise approximately two-thirds of AL eligible students, but less than half of enrolled students in the district. Conversely, historically underserved students of color comprise less than 10 percent of AL eligible students despite representing almost 30 percent of total district enrollment.
- In a survey of principals, over two-thirds (68 percent, 46 principals in total) said they did not think the district should continue to designate certain schools as “Spectrum schools,” while 28 percent were unsure, and only 4 percent said that the Spectrum designation should continue although no mention was made that the self-contained model, or other recommendation for a designated service would be associated with the Spectrum designation.

Phase 2 explored best instructional practices for students who are already above or well above standard. This research included a comprehensive literature review by researchers from the University of Washington College of Education, and findings from site visits at seven SPS schools. Key findings from the UW literature review include:

- The quality of instruction and instructional resources matters greatly for improving the academic growth of advance learners. A great deal of research supports the use of deeper inquiry learning pedagogies that elevate critical thinking and authentic problem solving.
- Advanced learners sometimes might not benefit adequately from instruction in mixed ability classrooms due to a lack of clear strategies, resources, and teacher training to support effective differentiation.
- A variety of instructional strategies, from inquiry-based learning to adaptive or personalized learning should be available to teachers. Technology can support students who've mastered content and need opportunities to work on more advanced topics and tackle more difficult problems.
- Advanced learners, like all students, need to feel competent, connected to others, and have a sense of autonomy and develop self-efficacy in their learning.

Based on site visits at SPS schools,

- Advanced Learning students in SPS reported they often do not feel challenged or engaged in class, but this problem is more pronounced in some schools than others. Common concerns expressed by AL students was spending too much time on a topic they already mastered, excessive, repeated use of worksheets and generally non-interactive lessons.
- Advanced learners in every school expressed interest in more hands-on, interactive learning opportunities. Teachers reported however a lack of resources and training for effective differentiation strategies and deeper inquiry learning that is rigorous and standards-aligned.

Read the [full reports](#), including the presentation at the October School Board work session and a literature review conducted by UW research partners.

# Advanced Learning Task Force Report & Recommendations: August 2014



## Report & Recommendations

August 2014

The Advanced Learning Task Forces met for more than 50 hours during the 2013-2014 school year to study identification and service delivery models for Highly Capable students. They found that many aspects of our Highly Capable/Accelerated Progress Program work well and do not require changes. The task forces believe the current delivery model should remain in place with the recommendations below providing additional opportunities and direction to enhance equity of access to Highly Capable services.

This task force was not asked to address Advanced Learning programs beyond those for Highly Capable students. The task force recognizes, however, that Spectrum and ALOs are a valued aspect of Advanced Learning, and the District should continue to address the opportunities for advanced learners beyond students identified as Highly Capable. Enhancing those opportunities will ultimately benefit all students.

### **RECOMMENDATION 1: Maintain existing delivery model.**

The District should maintain the fundamental elements of the delivery model, which were affirmed by the task forces, including self-contained classrooms for Grades 1-5; self-contained LA/SS and science classrooms in Grades 6-8; guaranteed pathways to regional sites with a concentration of students to form minimum cohort sizes; guaranteed seats at designated high schools for those who are identified as Highly Capable by eighth grade; and significantly advanced and accelerated learning opportunities. Additionally, the District should maintain the APP/Highly Capable Advisory Council.

### **RECOMMENDATION 2: Define the Advanced Learning Office's role in services, programs and curricula.**

The Advanced Learning office should provide guidance and oversight on: (1) consistent alignment of scope and sequence, curriculum and instructional materials for Highly Capable sites ; (2) specific mechanisms for evaluating AL programs and services, with metrics and checkpoints; and (3) programs and services that emphasize rigorous and fast-paced instruction that is deep and appropriately accelerated, providing differentiation without a ceiling. The District should provide adequate staffing and funding to allow AL to fulfill this recommendation.

### **RECOMMENDATION 3: Enhance the Advanced Learning Office's role in professional development.**

The Advanced Learning office should ensure that teachers and principals receive (1) professional development on the academic and social/emotional needs of Highly Capable learners, including twice-exceptional children, with appropriate recognition and validation for the training that staff receives; (2) regularly

scheduled time for teacher collaboration across Highly Capable sites; and (3) professional development for secondary counselors on the academic and social/emotional needs of HC students.

**RECOMMENDATION 4: Improve communication from the Advanced Learning office.**

The Advanced Learning Office should review its communication strategies with SPS families, teachers and administrators. This could include: streamlining and clarifying existing communications; finding additional ways to reach out to the families of all students who demonstrate potential (especially those from under-represented groups) about Advanced Learning; and giving increased emphasis to communicating the application, testing and appeals processes to ensure that all families understand all Advanced Learning opportunities.

**RECOMMENDATION 5: Enhance equity in access to Highly Capable and Advanced Learning services and programs.**

The District should provide additional pathways for identification of students who need Highly Capable services at all grade levels. In addition to teacher nomination and parent nomination, the District should investigate testing all kindergarten and/or second-grade students with an unbiased, non-verbal, cognitive screener (such as the CogAT screening form). In addition, the District should design and implement plans to support students who demonstrate potential for high achievement, especially those from under-represented groups (including special education and high-poverty students), through talent development initiatives. Details of administration and implementation would be developed jointly by the Advanced Learning office and the Equity and Race Relations department.

**RECOMMENDATION 6: Expand Advanced Learning opportunities.**

**Elementary:**

The District should ensure that all elementary schools have a Highly Capable plan, offering clear and consistent options and supporting teachers (through professional development and appropriate curriculum) in their implementation of these plans districtwide. Those services will be provided to those Highly Capable-identified students who elect to stay in their neighborhood schools. The District should ensure all HC-identified kindergartners receive services beginning mid-year in their neighborhood schools.

**Middle school:**

The District should investigate strategies for allowing students demonstrating advanced performance in a single subject area to be placed in advanced classes. Further, the Advanced Learning office will guide implementation of the aligned HC Humanities curriculum in HC middle schools.

**High school:**

The District should consider, in addition to the current high school programs: 1) developing and/or expanding college-level options, such as Advanced Placement (AP), International Baccalaureate (IB), Running Start, independent study, and early graduation at more neighborhood high schools. 2.) reviewing the IBX program at Ingraham with the potential to expand it to other IB schools; 3) examining additional internship or mentorship opportunities.

**RECOMMENDATION 7: Rename the Accelerated Progress Program.**

The District should change the name of the Accelerated Progress Program (APP) to Highly Capable Cohort (HCC), within Highly Capable Services. Students identified as eligible for HCC should be designated as "Highly Capable" rather than the current "Academically Highly Gifted." This change would align with state language and eliminate the acronym confusion between APP and AP. The name change would also align with Superintendent Procedure #2200, which defines Service as "a supplementary support to basic education that is required by federal, state, or local law and/or regulations." It specifies, "Required services are Special Education, English Language Learners, and Highly Capable students, as defined by the state." Procedure #2200 specifically defines Program as an educational opportunity that is *not* mandated.

**NOTE:** Consider HCC to designate the self-contained Highly Capable Cohort. And HCC/APP for use in transitional documents (web site, forms, etc.)

- *Report submitted by Stephen Martin, Supervisor of Highly Capable Services, on behalf of the second Advanced Learning Task Force after the 16 attendees of the August 8, 2014, meeting reviewed and unanimously approved the document.*

# District Guidance to Schools: CSIP

Seattle Public Schools provides guidance to all schools in the district regarding Advanced Learning, and holds the expectation that every school speak to meeting the needs of Advanced Learners in its Continuous School Improvement Plans (CSIP).

A CSIP is an action plan for each school that identifies the areas a school plans to focus on in the current and coming school year, the performance goals they want students to achieve, and how the school plans to collaboratively meet these goals.

The plans are updated regularly to reflect the strategies being used at each school. This document also serves as the school-wide improvement plan for our Title I schools.

“Seattle Public Schools provides intentional programming and services for all students designed to promote academic growth and achievement through the MTSS approach to instruction. Instructional practices targeting the unique needs of the advanced learner (87<sup>th</sup>+ percentile)<sup>i</sup> in classrooms should be aligned to evidence-based practices and include frequent assessment functions designed to monitor and respond to progress and growth.”

Schools are asked to indicate their delivery of evidence-based services in the following areas:

“Please indicate: 1) the instructional approaches, services or methodologies your teachers and teams develop and implement for students you identify as on/above standard; 2) instructional strategies in place for students enrolled at your school and identified at Highly Capable; 3) a description of systems and plans within a Multi-tiered System of Support (MTSS) to screen, progress monitor and redesign instruction to ensure academic growth for all students.

Evidence-based Practices designed to promote academic growth for students at/above standard and students identified as Highly Capable<sup>ii</sup>:

<input type="checkbox"/> Differentiation	<input type="checkbox"/> Cluster grouping (walk to math/reading, ability grouping, etc.)
<input type="checkbox"/> Flexible Grouping	<input type="checkbox"/> Curriculum compacting based in assessment
<input type="checkbox"/> Independent Study opportunities	<input type="checkbox"/> Enrichment opportunities (specify approach)
<input type="checkbox"/> Pacing adjustments	<input type="checkbox"/> Independent projects
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Content Acceleration (walk to math/reading, tier I, tier II groupings, online programs, etc.)
<input type="checkbox"/> Supplemental materials in area of interest (extensions, advanced manipulatives, etc.)	<input type="checkbox"/> Other: Describe

The chart below illustrates Advanced Learning strategies noted in 2018 CSIPs

<b>Strategies</b>	<b>Elementary 62 Schools</b>	<b>K-8 13 Schools</b>	<b>Middle School 12 Schools</b>
Differentiation	55	7	6
Flexible Grouping - small grouping	52	9	3
Independent Study Opportunities	5	3	0
Pacing Adjustments	8	3	4
Supplemental Instruction - interest	7	1	0
Supplement materials in area of interest (Extensions, manipulatives, etc.)	6	1	0
Cluster grouping (Walk to math/reading, ability grouping)	23	2	0
Enrichment opportunities Independent projects	35	5	3
Content Acceleration - walk to, tier 1,2 groupings, online programs, etc.	12	2	2

For a 'per school' view of services provided per the Advanced Learning Plans embedded in school C-SIP:

[Summary CSIP identified HC-AL Strategies by school 2018.xlsx](#)

CSIPs area available to the public on the District website, and should be available on each individual school's website:

[https://www.seattleschools.org/district/district\\_scorecards/continuous\\_school\\_improvement\\_plans](https://www.seattleschools.org/district/district_scorecards/continuous_school_improvement_plans)

## \*\*\*District-Wide Communications

### \*\*\*New Strategic Plan

On March 27, 2019, the Seattle School Board unanimously approved SPS's 2019-24 Strategic Plan. The new strategic plan sets the course for the district for the next five years and helps us focus our resources, work, and initiatives. The plan includes a short list of high-impact priorities and measurable goals focused on improving outcomes for students. The plan can be found here:

[https://www.seattleschools.org/UserFiles/Servers/Server\\_543/File/District/Departments/strategic\\_plan/2019-24-ApprovedStratPlan.3.27.19.pdf](https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/strategic_plan/2019-24-ApprovedStratPlan.3.27.19.pdf)

## November 2018 Board Work Session

Kari Hanson presented to the SPS Board of Directors via a Board Work Session. The full meeting materials are available at: [Advanced Learning Work Session PPT](#), with Advanced Learning materials beginning on page 20.

## Superintendent Listening and Learning Tour

Superintendent Juneau conducted a comprehensive listening and learning tour. A report of the findings is available at:

<https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=59293875>

Across all stakeholders, including parents, students, partners, staff, and the broader community, there were nine priority themes:

- **Racial Equity/Equity:** Equity came forward as a strong theme, but while SPS has Board Policy 0030: Ensuring Educational and Racial Equity, which identifies “eight commitments to the success of every student in each of our

schools”, there appears to be an inconsistent understanding of the commitments in the policy, variation in how equity is defined, and a wide range of viewpoints on what SPS should prioritize in order to address existing equity challenges and gaps.

- **Inclusion and Meeting the Needs of All Students:** There is an opportunity to support teachers, administrators, and staff in better understanding and meeting the needs of all students across the district including, but not limited to race, gender identity, sexuality, home language, and learning needs and create more inclusive and welcoming environments that support student success.
- **Dual Language and Heritage Language Access:** There is a deep appreciation of and belief in Dual Language immersion programs from those students, families, teachers, and administrators who have been able to be involved with them.
- **Improvements in Special Education:** There is a perception that there is high variability in the quality of Special Education services and instruction across Seattle Public Schools.
- **Enhanced Student Supports:** Increasing complexity of student needs across the district require more intensive and targeted supports and counseling, especially in the areas of social-emotional wellness, mental health, trauma, and homelessness.
- **Improved District Core Operations:** There is a clear desire for more consistency and predictability from core district operations so that students, families, and school staff can plan for and deliver high-quality instruction. This includes school staffing, especially once the school year begins, transportation, food services, safety, and cleanliness within buildings and on school grounds.
- **Community Partnership Alignment:** There is an opportunity to develop or improve partnerships with community organizations and Seattle city agencies to strengthen ongoing communication, feedback, and better utilize resources available to students and families through these partnerships.

## \*\*\*Washington State School Directors' Association Model Policy 2190

The following is guidance provided to Seattle Public Schools for the development of a model policy 2190 for Highly Capable service provision to comply with state mandates:

In order to develop the special abilities of each student, the district will offer a highly capable program that provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that accelerate learning and enhance instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The board will annually approve the district's highly capable plan including: the number of students the district expects to serve by grade level; the district's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for referral, assessment, and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude, and creative or productive thinking. These include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways for identification; use of local norms, unless more restrictive than national norms; use of subjective measures only to support identification; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

Legal References:, RCW 28A.185.030 Programs — Authority of local school districts — Selection of students

WAC 392-170 Special service program — Highly capable students

# Racial Equity Analysis Tool

These questions, taken from Seattle Public School's Racial Equity commitments, will be used to inform and strengthen Task Force recommendations:

- Who are the racial/ethnic groups affected by this decision/recommendation; and what are the potential impacts on these groups? Who benefits?
- Does this decision/recommendation ignore or worsen existing disparities or produce other unintended consequences?
- How have you intentionally involved stakeholders who are also members of the impacted communities by this decision/recommendation? Can you validate your assessment?
- What are the barriers to more equitable outcomes (e.g. mandated, political, emotional, financial, programmatic or managerial)?
- How will you mitigate the negative impacts and address the barriers identified above?

Link: [https://www.seattleschools.org/departments/department\\_of\\_racial\\_equity\\_advancement\\_drea/racial\\_equity\\_analysis\\_tool](https://www.seattleschools.org/departments/department_of_racial_equity_advancement_drea/racial_equity_analysis_tool)

# Task Force Question Bank

## Advanced Learning Services

**Are spectrum schools not accepting students due to capacity?** K-5 grade students who apply to an AL program designated school (Spectrum) are not guaranteed a seat at within the spectrum program. Seats are based on space available this includes the school they are already attending. Most students with an AL designation remain in their neighborhood school and are served within MTSS.

Note: The 2016 Program Review of Advanced Learning Services, available in the Task Force collection of supporting documents, provides descriptive evidence that the instructional programming offered at a 'Spectrum' sites and neighborhood schools were indistinguishable; with perceived differences only in the quality of instruction. All Spectrum sites, (middle and elementary) have discontinued the use of a self-contained model for delivery of instruction.

**Did HCC always exist in the current format? How/why were HCC sites chosen?**

*The Highly Capable Cohort (HCC) was formerly known as the Accelerated Progress Program (APP). The system of delivery, acceleration within a self-contained system has been the same from the 1980's to the present. Originally, there was one centrally located elementary, Madrona and then later Lowell; One middle school, Washington, and one designated high school, Garfield.*

*As capacity issues necessitated expansion, more schools were added as designated APP/HCC Pathway schools. We now have eleven sites distributed around the city.*

*The sites are approved by Board action when the Student Assignment Plan is revised each year.*

**Re: HC budget - At a high level, how is the 1.2 million spent? What is the funding (aside from the \$1.2 million from state) and breakdown for use for hicap? Does demand outstripping funding ever have an influence on testing thresholds?** *The largest part of the HC budget is dedicated to identification for the purpose of purchasing testing materials, hiring test administrators and site coordinators, fees for building rental, and funding needed to support processes for scoring, MSC decision making, appeals, and program staff. Some funds are designated for conference attendance for interested staff.*

*SPS has always supported Advanced Learning beyond the state allocation.*

*There has been no adjustment of eligibility criteria based on building capacity or HC-related expenses. All students found eligible are to be granted services in the neighborhood setting and/or have a guaranteed seat at an HC Pathway site.*

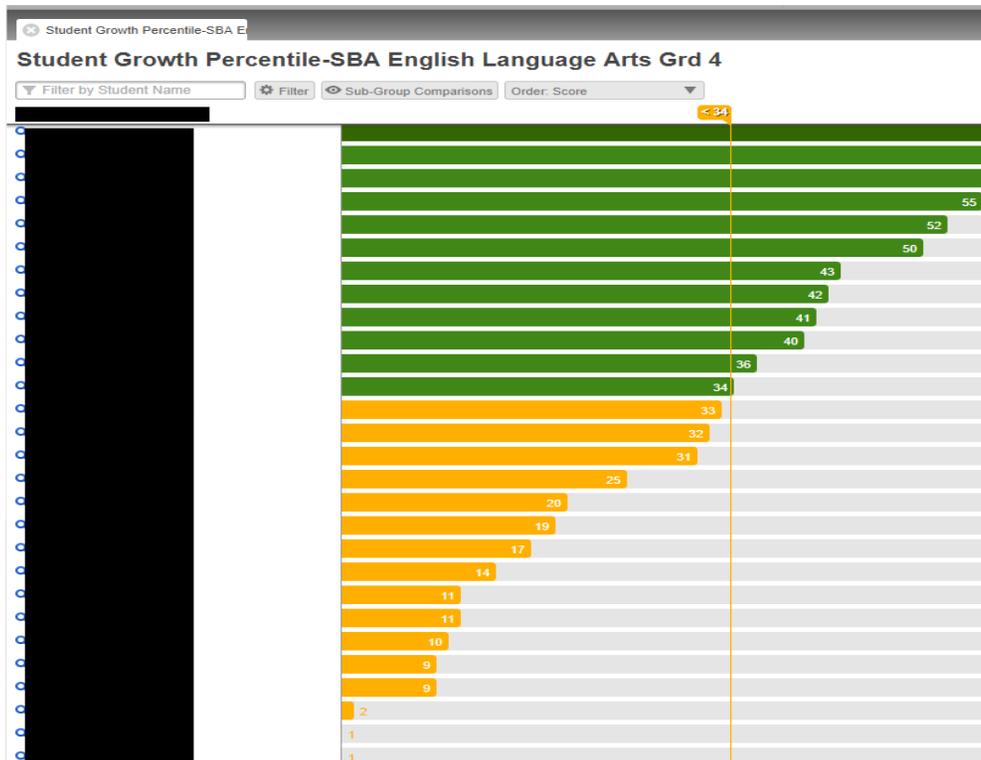
**Does the law require a roster of enrolled students in an HC program?** *Districts are required to report HC participation to the state in order to access the funding allocation. Students are flagged in PowerSchool as HC or AL. Teachers can see only the students in their class, and school administrators have access to the names of identified students at their building. There is no public student-level roster due to confidentiality considerations.*

**How can HCC identify kids with “asynchronous” development or who are exceptional in some subject areas but not others?** *The degree of asynchronous development varies from student to student on a continuum of need. Current identification processes do not allow CogAT scores and results to be shared with the building staff. Thus, the classroom staff may know and be able to recognize exceptional skills in one subject area based on classroom-based assessments or other MTSS assessment processes, but the “potential” to perform might be hard to capture within the current practices.*

**WAC defines HC students as students “who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experience or environment” –how does using a 98% target account for this? How are “experience” or “environment” accounted for?** *The 98th percentile cognitive target conforms with the traditional concept of “most highly capable”. The eligibility decisions are made by a committee of qualified professional educators using a protocol for consistent consideration of cognitive, achievement, and other performance data including teacher and parent input. Cognitive data is age-normed, and achievement data is grade-normed. Special consideration is given to low-income and ELL students.*

**Have we tracked or looked at - how are kids doing once they get into the program? What growth do identified kids experience?** *As of the 2016-17 school year, new data portal tools now provide schools and central office instant access to available data for all students. Growth metrics using the Smarter Balanced Assessment (SBA) and the Measures of Academic Progress (MAP), are available to review progress. It is important to note that achievement and growth should be reviewed using multiple data points. The team is currently reviewing school determine school of high, medium and low growth. Plans for support will align to the schools based in learning from the strengths of our high growth schools, evidence-based practices as demonstrated in classrooms and schools meeting medium to high growth standards, and then will be shared as we support schools demonstrating lower or less consistent growth patterns.*

MTSS approach practices in schools inform and guide the school toward systems and structures for teachers, teams and leaders to develop appropriate and shared assessment practices, review data on a consistent basis in collaborative teams, consider the academic and SEL needs of students, and respond to the data through timely and data-based decision making. Evidence-based, MTSS practices are expected to be implemented in every school as described and outlined in the Formula for Success.



Screen shot depicting 'medium go low' growth for 4<sup>th</sup> grade, AL Identified students. Growth data is determined using results from 2 years of SBA. This data represents one 'data point' schools and central teams can use to determine instructional effectiveness.

- **Are kids in the program having a positive and equitable experience?** A 'program' in and of itself would not provide a positive and equitable experience. All programs must be accompanied by evidence-based, high quality instruction based in data and supported with ongoing and frequent data-based decision making by teachers. Given that Spectrum programs no longer exist in schools, there would be no measure or access to data to determine an answer to this question.

- **Can schools request assistance (financial or otherwise) when they file their CSIP and acknowledge, without punishment, that they can't or are not providing an adequate level of services?** Schools can always request assistance for consultation and support in designing and providing services to students including services to Advanced Learners. We do receive questions and requests for support from schools – however, not for C-SIP Design alone. There is currently no Centrally provided fiscal support for such requests. As a Site-based Decision Making district – funding (designated as 'discretionary') for professional development, extra time, supplemental materials, etc., is provided to each school with their annual allocation of funds. So, should a school desire support that required resources, the school's Building Leadership Team and staff, in our current system, would have to authorize use of funds for that purpose.
- **What are the current costs associated with the Spectrum program?** The Transportation Department reports that the district is able to use existing routes to pick up most AL Identified students who attend a Spectrum Site. There are up to 3 routes that run for Spectrum only, which costs the district approximately \$290,000.00 for the bus and fuel.
- **What's the difference between AL and HC and how do they overlap?** Highly Capable is a higher threshold of testing and AL learning services are not governed by the RCW 28A, but only the school district. All schools prepare an Advanced Learner Plan to be included in the school's annual C-SIP.

Per the WAC, provision of accelerated or enhanced instruction is considered basic education for the student identified as Highly Capable. For students who elect to remain in their neighborhood school, services are provided to these students within the designed programming provided at the school. These services vary by school, are based in student data, and are monitored by the teachers and leadership at the school through professional learning communities, data teams, and MTSS Leadership Teams.

Each school staff and leadership respond to the needs of students and the provision of a multi-tiered system of support (MTSS) which includes the growth needs of the advanced learner. The screenshot below provides an overview of the overall growth percentile for identified Advanced Learners and identified Highly Capable Learners for a sampling of schools in each region across the district.

- **Why does SPS have a two-tiered system (HC + Spectrum) when surrounding districts Renton (Discovery) or Highline (Challenge) only have one?** This was the will of the Board at the time Policy 2190 was created in December 2014. The two-tiered approach grew organically over the years. Spectrum classes (87<sup>th</sup> percentile) were originally self-contained where possible. This model fell increasingly into disfavor as divisive and pedagogically unsound for students who were simply above average in academic performance. There was no mention of Spectrum in the old Board Policy D12.00 (Sep 1993). The new Policy 2190 was

approved in 2014, which combined Highly Capable Services and Advanced Learning Programs in one policy at the direction of the Board.

- **Are there conflicts in the overlapping implementation of Highly Capable programs and Advanced Learning services?** Schools are expected to meet the needs of individual students in their building through applying practices consistent with achieving a Multi-tiered System of Support (MTSS) which includes: Regular assessment of individual students, reviewing data in collaboration with others, making instructional decisions to ensure students demonstrate growth, and monitor effectiveness of instruction frequently to ensure growth and achievement sustain. As a system of MTSS is applied with fidelity, and the needs of the individual student are met, there is no conflict in delivery of services any more than there would be conflict in delivery of services for students approaching standard.
- **Are there examples of other districts innovating in AL, especially in the face of fixed budgets?** Seattle Schools is the only district in the state that includes identification of Advanced Learners and the subsequent prescription of services for identified Advanced Learners. Procedure 2190 states:

*“The District also supports Advanced Learning Programs (Spectrum/ Advanced Learning Opportunities) in grades 1-8 for students identified as Advanced Learners to provide advanced curriculum in reading/ELA and mathematics. Spectrum/ Advanced Learning Opportunities are open to students who have been identified as Advanced Learners, as well as to students identified as Highly Capable.”*

SPS is unique in combining Highly Capable (state mandated under WAC 392-170) and Advanced Learners (District mandated) under the same Policy and Procedures. The District supports Advanced Learning Programs (Spectrum/ Advanced Learning Opportunities) in grades 1-8 for students identified as Advanced Learners to provide advanced curriculum in reading/ELA and mathematics. Spectrum/ Advanced Learning Opportunities are open to students who have been identified as Advanced Learners, as well as to students identified as Highly Capable. Every district sets its own rules, and there are significant differences among them in identification practices and service models employed.

Spectrum schools are identified for students who are Advanced Learners to enroll. [This chart](#) indicates the number of Spectrum seats provided to students identified as AL. According to the [2016.17 Program Review](#) (Advanced Learning/Spectrum Program Review comes after the DLI Program Review)– schools report that Spectrum services do not differ from services made available to all students who are capable of advanced learning. Policy #0030, specifically the district's commitment to *multiple pathways* for learning as well as *barrier free* access should be considered as we review the practices of Spectrum sites.

- **What are the specific efforts the district has already taken to increase access and equity? -what has come of those?**  
See [Advanced Learning Equity Initiatives](#)



## Parent/Family Engagement

- **How are parents supposed to know that they need to seek out this kind of information to make informed decisions? In my experience, the families that I work with don't know that this information is out there and that they should be looking for it. I recently spoke with a family who didn't even know that they could choose a school other than their neighborhood school...I know this information is on-line but these are the same families who don't know what The Source is and have limited access to computers and internet.** Currently, it is not known if there is a district *push* of information that invites families to review school C-SIPs, and directs them to where the CSIP plans are located, etc. All mass communication is owned and overseen by our District Communications team. That is, no one department may mass communicate without guidance and partnership/permission from the Communications Department. Given that the ongoing feedback from families even as recently as the Listen and Learn Tour with the Superintendent continues to indicate families do not know enough about the identification, testing, eligibility and services for Advanced Learners, this continues to be an ongoing problem to solve for the AL Team in partnership with Communications Team. Even as improvements have been made, this is still a concern and remains a top priority for us – we will be bringing our most current plans for how we can/should enhance communication that will reach all families to the TF for feedback as early as our December meeting. The AL Team is currently developing new Advanced Learning Communications Plan and are looking forward to TF input and help in this area.
- **How are new policies and initiatives communicated to parents?** The Advanced Learning website at [www.seattleschools.org/advlearning](http://www.seattleschools.org/advlearning) is updated frequently with news and calendar announcements. Communications sends out social media updates of newsworthy AL initiatives. In addition, parents who have referred students get updates via email, the Source, and robocalls as needed. Current practices are not meeting the full need as expressed by families. A revised and refreshed Communication is under development by the AL Team for the Task Force review in December, 2018 for implementation beginning with 2019 notification and ahead through the testing, eligibility and services cycle throughout the year.
- **Has there been any feedback from folks as to which forms are useful or not and whether there are other ways to communicate that might be more efficient or effective?** Communication from the AL office focuses on three general audiences.
  - The broad Seattle community in order to publicize the annual eligibility testing opportunity. This is done with the help of the Communications Office to coordinate school calendars, website updates (SPS, Advanced Learning, all school websites), first day packets, social media, and outreach to community groups during the year.

- Families of students who have been referred are contacted by email, robocalls, phone, and sometimes letter to arrange and remind about testing. Secure contact via the Source is used for communicating eligibility decisions and test scores.
- Families of students already in program receive occasional updates regarding opportunities for parent groups such as SENG and programs of interest for students on weekends and summer such as the Robinson Center programs. These are sent from our office to schools for distribution at their discretion.

## Compliance

- **What policy guides access to a student's need for “tiered” intervention?** [Superintendent Procedure 2163](#) initiated by Dr. Enfield began the work of MTSS in Seattle Schools in 2012. Much of the nation was beginning to explore MTSS as a reliable framework to ensuring all students have instruction designed based in data and that instructional decision making, based in frequent review of data, was aligned to the need of the individual student.

In 2016, Seattle Schools developed the Formula for Success which formally included MTSS as the framework and approach to meeting the needs of all students including students performing above standard. Current definitions of MTSS as well as the Seattle Schools Implementation Guide provide guidance to schools as they work to implement MTSS practices designed to meet the need of the individual student. Currently, every school is expected to design instruction, review data, and deliver services to ensure the needs of the advanced learner and highly capable students are met as demonstrated in growth data. Proficiencies on the part of teachers and schools vary in their ability to design and deliver services resulting in social, emotional, and academic growth of these students. School staff across the district also vary in their ability to recognize and respond to giftedness across cultures. Support for schools in identification and tiered support is a primary focus of the improvement efforts currently under way within the Advanced Learning Department.

- **How does consistency/availability vary by school?** A description of offerings for advanced learners is a required field on the Continuous School Improvement Plan (CSIP) at each school. CSIPs can be found [here](#).
- **Who is left out of the current model and how can we ensure opportunities for AL services among all populations?** The current identification model identifies students whose families refer them for testing, per the WAC. Schools, however, work to serve students whether identified or not based on the child's assessment data, SEL and behavioral needs, etc. within the MTSS approach to decision-making and delivery of service. So, ideally, no child is left out of being served if schools use data to inform decision-making and instruction and MTSS teams align resources to the needs of students. However, if you consider who is 'identified', and build delivery models for students only as identified, then students in every school would be 'left out'. Thus, schools work to serve the individual needs of students through MTSS to ensure all children receive what is needed to meet or exceed their potential through consistent, systematic progress monitoring and adjustment to instruction throughout the school year.

## Services Delivery for Students

- **What steps are taken to meet ELL needs?** ELL is one of the special considerations reviewed by the MSC in making eligibility decisions. ELL students who are found to be HC may receive both HC and ELL services. Every school, by law, must provide access to EL services for students who qualify. This includes all of our Highly Capable Cohort Schools, as well. Beginning in 2018, children who speak English as a second language and/or who are not proficient in English will be provided Interpretation services for highly capable eligibility testing. As children qualify, EL service providers in the schools where a child has dual qualification in EL and HC will be notified and prepared to serve these unique learners. The Advanced Learning Department is working in partnership with our ELL Department to coordinate decision making regarding eligibility as well as coordination of services and delivery of training and support to teachers.

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## Professional Development for Teachers

- **What kind of professional development do teachers receive?** Offered to teachers centrally and at school sites. Past presentations include: Culturally Responsive Teaching and Differentiated Strategies, Working with Advanced Learners at Your Site, MTSS and the Advanced Learner (Gifted 101), Preparing for Testing of 2<sup>nd</sup> Graders at Your Site, Social Justice and Differentiated Instruction, Advanced Learning Policy in 2190SP, Creating a Socially Just Learning Environment, Twice Exceptional Learners and SPS, etc.

**Is Professional Development mandatory for AL/HC teachers? How often is it offered? Who chooses the content of the classes offered?** Professional Development is not mandatory for HC/AL teachers. It is offered to teachers centrally and at school sites throughout the year. The following information has been excerpted from the Collective Bargaining Agreement between SEA and Seattle Schools:

1. SEA-represented staff assigned to buildings/programs will decide by consensus, or at a minimum by a 2/3 vote, to schedule and use days for Professional Development including use of 2 TRI days, 5 ½ early release days and 3 calendar waiver days.
2. School-embedded professional development will continue to be decided by staff using their site-based plans. Required professional development will be offered during school time as well as after school hours and during the summer
  - a. These days may be used for scheduled activities like training, seminars, working together as collaborative teams in support of the CSIP or to incorporate the focus of training into delivery of instruction or support of students.
3. The district developed a Professional Development Plan to ensure employee accessibility to differentiated integrated high-quality professional development offerings that are aligned with SPS' Strategic Plan.
4. Employees will not be obligated to take more than 24 hours of SPS-required professional development in a school year. SPS will pay for all SPS-required professional development courses. When funding is not available, employees will be notified and will not be required to fulfill this requirement.

# \*\*\*Task Force Retreat Data

## Results from the 7/20/19 ALTF Retreat Questions

The following questions were presented to the Task Force for direct input in preparation for determining agreements and recommendations. The content was developed by individual Task Force members and subsequently polled for agreement and disagreement

### Identification and Selection (ID&S)

#### **ID&S.1 What should schools be looking for [regarding students who would potentially benefit from advanced learning services]?**

##### FOUR OR MORE IN AGREEMENT

- **Responses to engaging, relevant, enriching curriculum & Instruction**
- **Look for behavioral "issues" linked to giftedness, boredom, restlessness, inappropriate humor**
- **And among students who are served by Sped, especially black and brown look at ELL, FRL**
- **Use a consistent process school-to-school (while still maintaining site-specific considerations)**
- **Teacher training to overcome cultural bias.**

##### FEWER THAN FOUR IN AGREEMENT

- Potential means "not yet" - Observing student (who is observing?) play, peer-to-peer, groups interactions student responses to other students
- Look for strengths vs. what students don't know.
- Local based norms (sub-level i.e. among black & POC ELL, FRL)
- Look for markers of asynchronous development
- Schools to be familiar with giftedness traits
- Look out for students who exhibit single-domain giftedness (not across the board "Giftedness")
- Talk to families/community members/cultural brokers/peers (either broadly or for specific students)
- "Smart" students who fail tests/assessments - daydreaming/inattentiveness

- Form small groups and "teach high", see how students respond
- Teach study/organizational skills to remove those barriers to success
- Provide opportunities for students to display un-tested skills (discussion, creative products)
- Teacher conferences w/individual students
- Student who learn & process primarily kinesthetically/tactile - not auditory or visual.

#### **AT LEAST ONE DISAGREEMENT**

- Notice students with specific areas of knowledge/expertise that may not be valued by schools (tech, video games, sports) not playing them but designing/coding.

## **ID&S.2 Once schools identify students as having potential how should they respond?**

#### **FOUR OR MORE IN AGREEMENT**

- **Process to intentionally engage parents/guardians**
- **Teachers immediately provide appropriate instruction and @ students level of proximal development/learning**
- **Make a plan/learning goals for Student**
- **Focusing on challenging students - Teach to interests, strengths**
- **Inquiry-based instruction that allows for open-ended responses, projects, etc.**
- **cultural/environmental support within identified services provided**

#### **FEWER THAN FOUR IN AGREEMENT**

- Proceed to identification stage for HC
- Schools direct info-student case to AL regional/school-based specialist
- Check in with other relevant support staff
- Talk to the student and assess their needs and preferences (academic & SE)
- Continue to refine identification process (ongoing) to find more
- Connect with other allies (caregivers/parents, coaches, community members...) to get input & support for plan design
- Making sure they have services that nurture potential

#### **AT LEAST ONE DISAGREEMENT**

- Evaluate whether the students they have identified as having potential, in aggregate, reflect the diversity of the school.
- Capacity cannot be a limitation (or resources)
- (# of students served is not finite)

## **ID&S.3 Describe the kids we need to select for designation as HC:**

### **FOUR OR MORE IN AGREEMENT**

- Review total group of ID'd students for diversity across race, SES, neurotypicality, etc. and if not diverse, look again!
- Students who show aptitude/potential in a specific area
- Student who learn very quickly like the first time they are exposed.
- Students who are always seeking context and integration of mastery across subjects/domains.
- Students who know the material before it is presented (acing the pre-tests)
- Students who show discrepancies in class performance vs. achievement or cognitive testing.
- Students with intense interests in topics/subjects

### **FEWER THAN FOUR IN AGREEMENT**

- Students who are bored/not challenged
- Student who think/process differently - original thinkers
- Students who do not have outside sources of support/enrichment - the only way they will get these services is from the school.
- Students who's advanced abilities are not reflected in standardized tests.
- Kids who have demonstrated (any/or all sources of input) need for above level curriculum/instruction
- Students who think about a topic more deeply but may not have interest in other topics.
- Students who identify new/different methods to explain/teach the material

### **AT LEAST ONE DISAGREEMENT**

- Students who aren't making growth from year to year in general ed. (including students with some skill deficit holes in or academic knowledge
- Students who show a lot of ambition, self-direction - highly motivated
- Student who take on mention/teaching of other students (autistic kids may never do this) peers.
- Fact spouters
- Student who correct their teachers (Hard to find root cause - why? no material mastery or not motivated or kids staying high achievement year over year)
- Students with strong vocabulary/exceptional speaking skills
- Students who "want in" strongly motivated, interest and dedicated (autistic kids won't)
- Classroom leader

## **ID&S.4 What data can and should be used to select students for services?**

### **FOUR OR MORE IN AGREEMENT**

- **Test scores - growth (incl. social component in assessment/evaluation)**
- **Summative assessments**
- **cross-check (central office) with FRL/other demographics (housing stability, divorced, single-parent homes, etc.**
- **English proficiency Scores & rate of acquisition.**
- **Diversity at school/class level**
- **Ongoing curriculum-based assessments**
- **Developmental history**
- **Recommendations from family/community/teacher**
- **Discrepancy between achievement scores, class performance, cog. scores, report cards, etc.**
- **Option for out-of-level (no ceiling) test to ID outliers if suspected**
- **Student self-report of needs**

### **FEWER THAN FOUR IN AGREEMENT**

- Cognitive assessment
- FAST LEARNER
- REPORT CARDS

### **AT LEAST ONE DISAGREEMENT**

- SBA - Top 2% at every school
- Checklist of traits of gifted students (different ones for different needs groups)
- School-based norm

## **ID&S.5 What do school staff need to know and be able to do to partner with central office and families in the designation (selection) process?**

### **FOUR OR MORE IN AGREEMENT**

- Overcome cultural/racial bias
- training/awareness of traits of giftedness, including 2E/underserved populations, w/criteria & accountability
- Intentionally seek ELL/FRL/underrepresented/2E students, including collaborating with staff who work directly with those students (IA, ELL, Sped, Family support, counselor
- shift burden of advocacy & process management from parents to the school/staff
- Written, clear (in many languages) information given to families
- Appoint person at each school to enable/coordinate the process (drives & feels ownership)
- That identifying students for advanced learning is just as important as identifying under-performing students, and that they have central office support.
- Clarify who drives/has ownership of each step of the referral process.
- Barriers to MS/HS choices in Math/Science because students did not have access to acceleration in elementary school
- They need to know they are looking for students who need advanced and/or accelerated learning. They are not making decisions on who is gifted and who is not
- Pay attention to programs, procedures, processes, policies, and practices. How they are administered. Who is administers, who benefits, when they need updating.

### **FEWER THAN FOUR IN AGREEMENT**

- have open communication with families including cultural brokers where necessary
- consistent/equitable/faithful implementation btw. Schools
- what about student who aren't performing?
- Know the limits of their ability to provide appropriate services and not set unrealistic expectations.
- Have ways to identify and assess the most effective methods of communicating with individual families according to their specific needs.
- District oversight for sci/math curriculum

### **NO DISAGREEMENT**

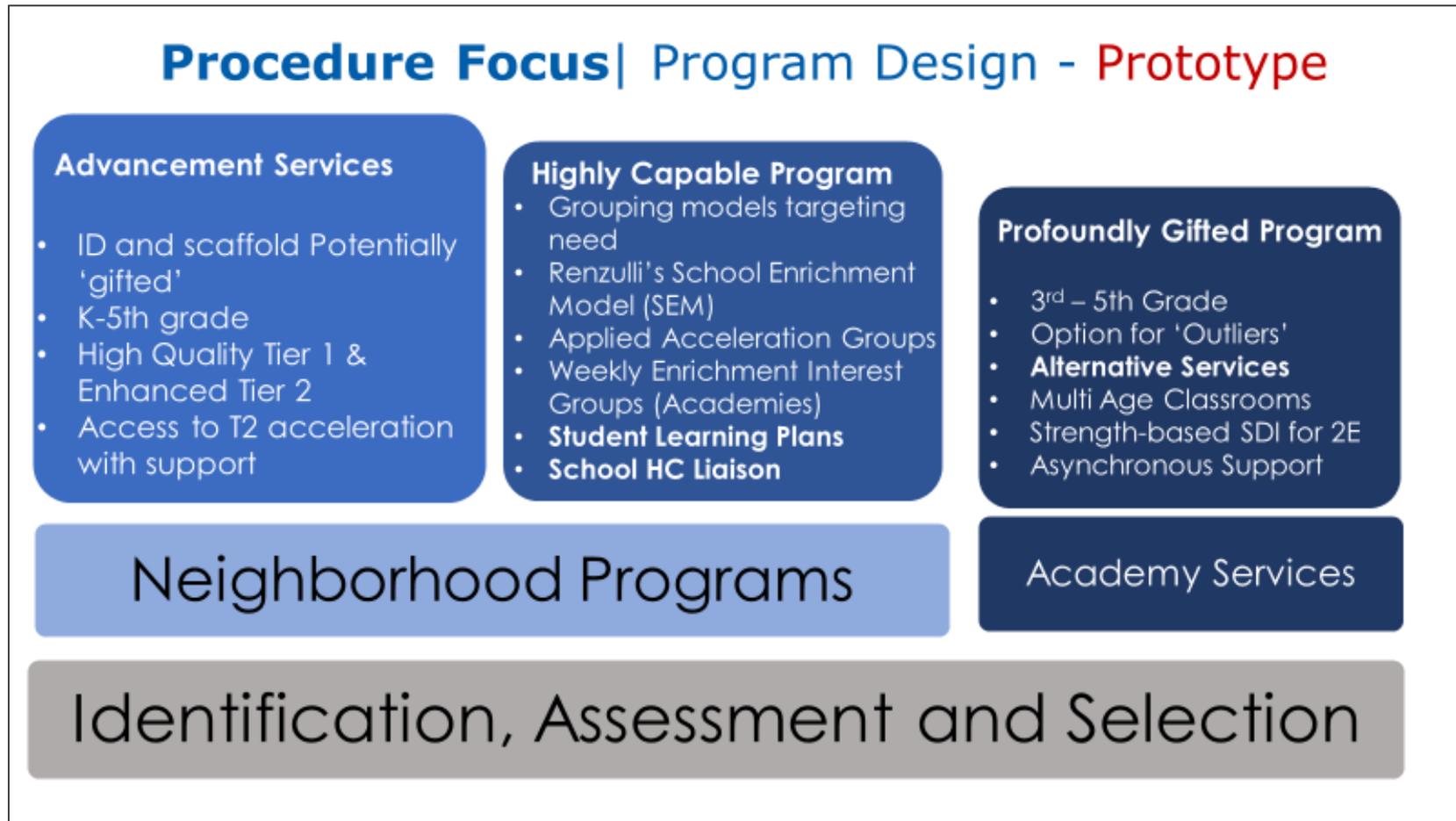
**ID&S.5a What do school staff need to know and be able to do to partner with central office and families in the designation (selection) process, specifically from the perspective of parents/guardians of a 2E/outlier?**

Benefits	Concerns
<p><b><u>FOUR OR MORE IN AGREEMENT</u></b></p> <ul style="list-style-type: none"> <li>• MTSS process can identify students who would benefit from a referral to services</li> <li>• Can receive appropriate Services</li> <li>• Not just relying on test scores from 1 period of time</li> <li>• Can be instructed @ their level of proximal development</li> </ul> <p><b><u>FEWER THAN FOUR IN AGREEMENT</u></b></p> <ul style="list-style-type: none"> <li>• Teacher/family connection/discussion</li> <li>• Student already with IEP-504 is receiving this process.</li> </ul> <p><b><u>NO DISAGREEMENT</u></b></p>	<p><b><u>FOUR OR MORE IN AGREEMENT</u></b></p> <ul style="list-style-type: none"> <li>• They might recognize the student needs services but don't trust the system</li> <li>• Staff is not properly trained</li> <li>• Implicit bias</li> <li>• No clear understanding of twice exceptional</li> <li>• No process for students not showing achievements/academic performance</li> </ul> <p><b><u>FEWER THAN FOUR IN AGREEMENT</u></b></p> <ul style="list-style-type: none"> <li>• School-based norms could ID white students disproportionately</li> <li>• Inconsistently served</li> <li>• Stigma of being identified</li> <li>• Notification: equitable for ELL, FRL, families not online.</li> <li>• Privacy concerns</li> <li>• Distrust of school staff by Sped parents</li> </ul> <p><b><u>NO DISAGREEMENT</u></b></p>

**ID&S5.b What do school staff need to know and be able to do to partner with central office and families in the designation (selection) process, specifically from the perspective of parents/guardians of an underserved student?**

Benefits	Concerns
<p><b><u>FOUR OR MORE IN AGREEMENT</u></b></p> <ul style="list-style-type: none"> <li>• Closer relationship with school vs. district: more likely to see your child</li> <li>• Classroom teacher, counselor, etc. may advocate for the student.</li> </ul> <p><b><u>FEWER THAN FOUR IN AGREEMENT</u></b></p> <ul style="list-style-type: none"> <li>• Closer proximity to student &amp; family</li> <li>• Family/parents/guardians might feel more validated</li> </ul> <p><b><u>AT LEAST ONE DISAGREEMENT</u></b></p> <ol style="list-style-type: none"> <li>i. Using school staff, interpreters, liaisons builds more trust for families.</li> <li>ii. Parents could be empowered to educate educators.</li> </ol>	<p><b><u>FOUR OR MORE IN AGREEMENT</u></b></p> <ul style="list-style-type: none"> <li>• If racial biases are not addressed, might create more barriers</li> </ul> <p><b><u>FEWER THAN FOUR IN AGREEMENT</u></b></p> <ul style="list-style-type: none"> <li>• School might not have capacity for this model - sets up unattainable goal for parents</li> <li>• Still might not help parents who are unable to "engage" like other families</li> <li>• Depends on schools' ability/willingness to represent interests of FoC.</li> <li>• Inconsistency among schools</li> </ul> <p><b><u>AT LEAST ONE DISAGREEMENT</u></b></p> <ol style="list-style-type: none"> <li>i. School staff disproportionately white, may refer white kids</li> <li>ii. Teachers may not want to refer out high SBAC scores.</li> </ol>

## Programs and Services Design Model



Programs and Services Design Prototype Version 3; July 20/19

**P&S.1a** What are the strengths this program design model?

#### FOUR OR MORE IN AGREEMENT

- Includes unidentified students
- Meets the needs of a large number of students on a wide HC spectrum, with more personalized services.
- Offers option for HC identified & potential students to stay in their neighborhood & still be adequately serviced.
- Acceleration/Specialization/differentiation in one content area (i.e. math, reading)
- Enrichment in ALL K-2 classrooms
- Differentiation Coach - at least 1 for K-2 classes in each building.

#### FEWER THAN FOUR IN AGREEMENT

- Specific services for kids with extraordinary needs.
- Increased offerings at neighborhood schools.
- Could eliminate "HC" label that is detrimental to gen ed students self-esteem, etc.
- Counseling/parents/student groups - SEL

#### AT LEAST ONE DISAGREEMENT

- Keep accountability and responsiveness at local school level
- Magnet Schools (South Seattle) (and North Seattle)
- Differentiation in the classroom

## **P&S.1b. What is not in this design that would make it better?**

### **FOUR OR MORE IN AGREEMENT**

- **Culturally responsive teaching**
- **Culturally competent family liaisons/family support**
- **Advanced options for all students at middle & high school level, not tied to HC designation**
- **SEL support for issues common to gifted students**
- **AL support teacher at every school**

### **FEWER THAN FOUR IN AGREEMENT**

- Pull out program (gifted)
- Not just acceleration and grouping, but add curriculum compacting, subject-based acceleration, cluster grouping, enrichment (or a combination)

### **AT LEAST ONE DISAGREEMENT**

- Self-contained as an option
- multiple/more self-contained schools & geographical diversity.

## P&S.2 Which Students will likely need service delivery outside of neighborhood schools?

### FOUR OR MORE IN AGREEMENT

- College level learners who are 11 years old
- Students who have exhausted all possible services at their school and are not thriving academically or socially/emotionally

### FEWER THAN FOUR IN AGREEMENT

- Classroom leaders
- What about elementary students who need middle/high school?
- Gifted vs. Accelerated
- Use LRE concept.

### AT LEAST ONE DISAGREEMENT

- 2E (Some, not all. see next)
- Students performing well above grade level in several subjects.
- Asynchronous development – including exceptional needs/abilities in one specific area/domain
- under-represented populations including sped, immigrants
- Only students who need college access (running start, university on-line classes, or univ. early entrance.
- Dyslexia, Dysgraphia, Dyscalculia
- Behavioral
- Anxiety
- For MS but can apply to ES I"like" minded social acceptance for kids who thrive with academic rigor/rigor it is inspiration and drives higher growth. Not singled out.
- Profoundly gifted e.g. above 99.5/99.9 %ile cognitive
- Students who need "like peers" to have an appropriate education.
- Students who need a large amount of small group instruction.

### **P&S.3 What are potential gaps in the design of an effective service delivery model?**

#### **FOUR OR MORE IN AGREEMENT**

- Label the needs & services, not the students (Fix the identification)
- Identity caucusing/ Affinity groups for HI Cap SOCs
- Individual service/Edu plans for some (outliers/2E) IEPs to include advanced ed. needs.
- Professional Development (\$\$\$\$)
- Mentors/Counselors - All grade levels
- Pre-K-grade 2 has needs (or whatever you wanna call it)

#### **FEWER THAN FOUR IN AGREEMENT**

- Student and Parent education/advocacy/advisory board
- Consideration of unequal resources schools & neighborhoods
- Explanation or specific description of what happens in middle school.
- Academic Advising/Counseling (SLP should be the same & the same # for all schools.)
- Catch up program for newly identified students.
- Approach needs to be racially conscious

#### **AT LEAST ONE DISAGREEMENT**

- Can we consider racially equitable cohort?
- Why Multi-age classrooms?

## \*\*\*Task Force Recommendations

### Advanced Learning Vision and Mission

The task force passed the following vision, mission and commitments for SPS advanced learning:

**Vision:** All students receive the academic challenge and whole child support needed to develop their full potential.

**Mission:** The Advanced Learning Department actively disrupts the institutional racism and other systemic inequities that limit access to advanced learning opportunities. The Advanced Learning Department ensures that students who need, or show potential to benefit from, enhanced and/or accelerated instruction within, and across, disciplines are served according to their unique strengths and needs, with a focus on those furthest from educational justice.

In the Advanced Learning Department, we will:

- Eliminate racial disproportionality in all facets of advanced learning services, from eligibility to participation to outcomes.
- Design services and processes to reveal potential and remove barriers to accessing advanced learning offerings.
- Apply advanced learning opportunities equitably to establish consistent practices and minimum offerings across all schools.
- Offer engaging and challenging curriculum delivered with high-quality, effective instruction.
- Provide a variety of accelerated and enhanced instructional models that serve learners with atypical needs.
- Support social-emotional needs of students accessing advanced learning offerings.
- Deliver high-quality professional development for relevant staff to achieve these commitments.

Foundational Recommendations- relative to Policy 2190

**The following is the final wording of the foundation recommendation, passed with 12 yay, 0 nay, and 1 abstention**

- A. To realize the vision, mission, commitments and recommendations of the Task Force, the District must commit to establishing procedures consistent with state guidelines as well as Policy #0030, and prioritization of equitable access to advanced learning services, including but not limited to:
- Using multiple sources of data to identify student needs for advanced learning services (Align to #2080 - Assessment)
  - Delivery of an array of equitable services framed within a Multi Tiered System of Support (MTSS) at every elementary, middle, and high school and alternative placements, as needed to meet the needs of students. (Align to #2163 - Supports & Interventions)
  - Use of equitable assessment practices that are accessible to and evaluate the needs of all students (Align to #2080 Assessment and #0030 - Race/Equity)
- B. We recommend prioritizing equitable identification of low-income students and students historically underserved (fed 7, 2E, single domain, outliers) in Seattle's approach to advanced learning services and eliminating racial disproportionality in all facets of advanced learning services.
- C. We recommend procedures and practices designed to support and hold every school accountable for providing a consistent array of equitable advanced learning services

## \*\*\*Task Force Bibliography

In addition to the materials included above, Task Force members have reviewed the following materials:

### **Law, Policy, and Procedure**

SPS Strategic Plan / Formula for Success

Policy and Superintendent Procedure 0030: Ensuring Educational and Racial Equity

Policy and Superintending Procedure 2163: Multi-Tiered System of Support

Policy and Superintendent Procedure 2190 and 2190 SP: Highly Capable Services & Advanced Learning Programs

Resolution No. 2017/18-10: Ensuring equitable access to advanced coursework in all high schools

Materials are available via: [https://www.seattleschools.org/families\\_communities/committees/advanced\\_learning](https://www.seattleschools.org/families_communities/committees/advanced_learning)  
<https://www.seattleschools.org/cms/one.aspx?pagelD=21919856>

### \*\*\*Racial Equity

- OSPI "Addressing Under-representation of Student Populations in Gifted Programs"
- <https://www.k12.wa.us/sites/default/files/public/highlycapable/pubdocs/2010/underrepresentationgiftedprograms.pdf>
- "Mindsets and Equitable Education" <http://eschs.weebly.com/uploads/2/5/1/7/25174886/mind-sets-and-equitable-education.pdf>
- "Willing to Be Disturbed" <https://www.ode.state.or.us/opportunities/grants/saelp/willing-to-be-disturbed.pdf>
- Analyzing Racial Bias in Selecting Students for Gifted Classes: <http://chicagopolicyreview.org/2017/04/21/analyzing-racial-bias-in-selecting-students-for-gifted-classes/>
- "What Our Movements Can Learn from Penguins" <https://www.youtube.com/watch?v=TQ707s2Xi7Q&t=110s>
- "FAKEQUITY – Let's Not Confuse 'Access and Inclusion' with Racial Equity: An Interactive Post – Part I" <https://fakequity.com/2018/04/06/lets-not-confuse-access-and-inclusion-with-racial-equity-an-interactive-post-part-i/>

### \*\*\*Advanced and twice-exceptional Learners

- Twice-Exceptional Learners – the journey toward a shared Vision: Baldwin, Lois ; Baum, Susan ; Pereles, Daphne ; Hughes, Claire Coleman, Mary Ruth (Editor) ; Roberts, Julia Link (Editor)- Gifted Child Today, October 2015, Vol.38(4), pp.206-214
- An Operational Definition of Twice-Exceptional Learners: Implications and Applications: Reis, Sally M ; Baum, Susan M ; Burke, Edith - Gifted Child Quarterly, July 2014, Vol.58(3), pp.217-230
- Characteristics commonly associated with advanced learners: <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>
- Twice exceptional Kids: Both Gifted and Challenged : <https://childmind.org/article/twice-exceptional-kids-both-gifted-and-challenged/>

### \*\*\*Programing and Services

- Student Growth Comparisons Across Elementary Schools – September 2019
- Advanced Learning in Secondary School Summary for the ALTF – August 2019

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[Superintendent Procedures for Highly Capable/Advanced Learning](#)

Seattle Public Schools Policy & Procedures for Highly Capable Students & Advanced Learners

ii [Classroom Instructional Practices for the Gifted Student](#)

Source: National Center for Gifted Education. This document provides an overview of inclusive practices designed to meet the needs of the on/advanced and Highly Capable student within an inclusive and/or self-contained setting.