# Highly Capable/Racial Equity Services Advisory 2023
## January 12, 2023, Meeting Presentation

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Advanced Learning, Seattle Public Schools
advlearn@seattleschools.org

The HC/RESA 2023 presentation is an introduction to the 5 components of the Service Delivery Framework developed from the Advanced Learning Task Force. The AL department is committed to Ensuring Racial Equity, Equitable Learner Identification, Support and Accountability, Family Engagement and Tiered Supports and Services. Practitioner work groups lead by Dr. Kristina Henry Collins focused on Identification and Eligibility Shifts and the New Service Delivery Model.

# Highly Capable/Racial Equity Services Advisory 2023 (HC/RESA)

January 12, 2023

3

"*We must understand, first and foremost, that the system is not broken ... it is operating in the exact way that it was designed - embedded with racist ideology, implicit biases, exclusionary intent, and inequitable desired outcomes.*"
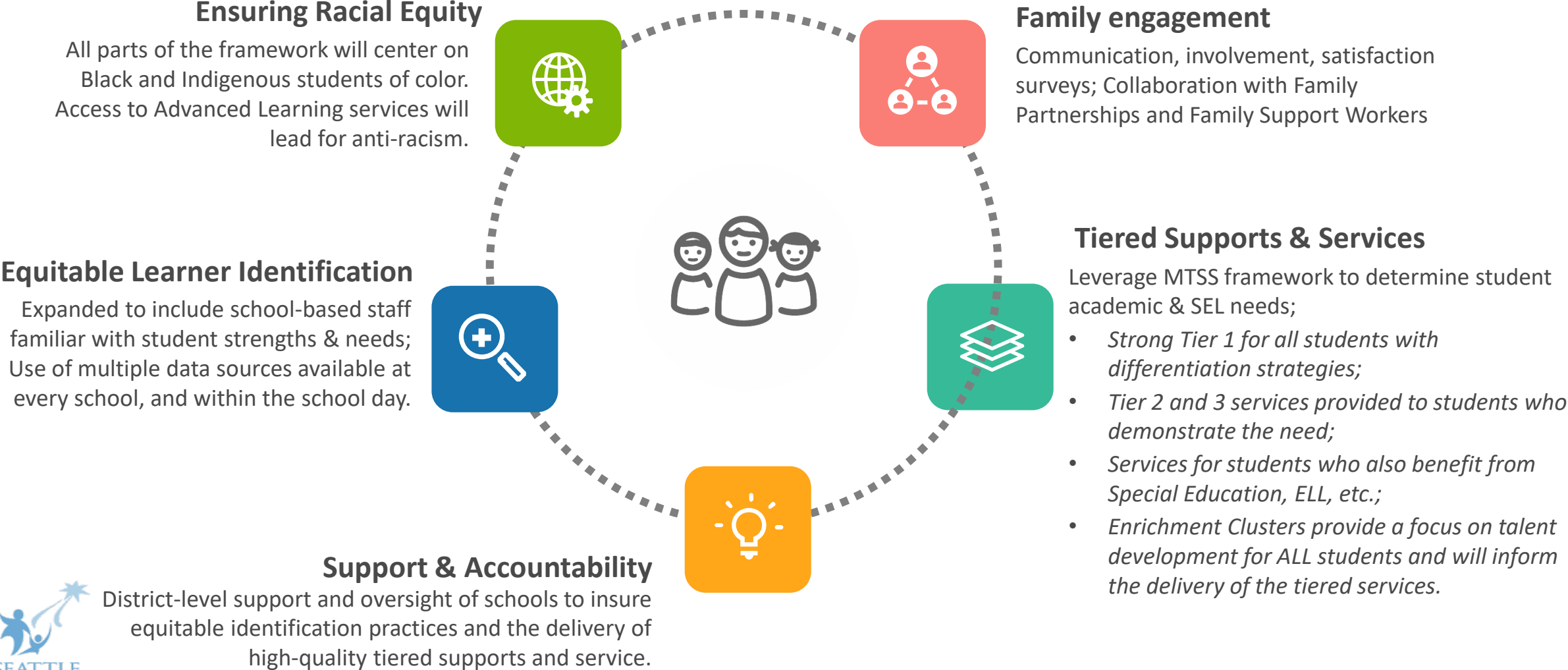
- Dr. Kristina Henry Collins
- Associate Professor of Talent Development, Dept. of Curriculum & Instruction, Texas State University
- Co PI, NASA STEM EPDC (Educator PD Collaborative)
- President, Supporting Emotional Needs of the Gifted (SENG)
- Board of Directors, National Association for Gifted Children (NAGC)
- 2020 2021 National Award Winner for pioneering work in Gifted Education, 2e, and Equity & Access.
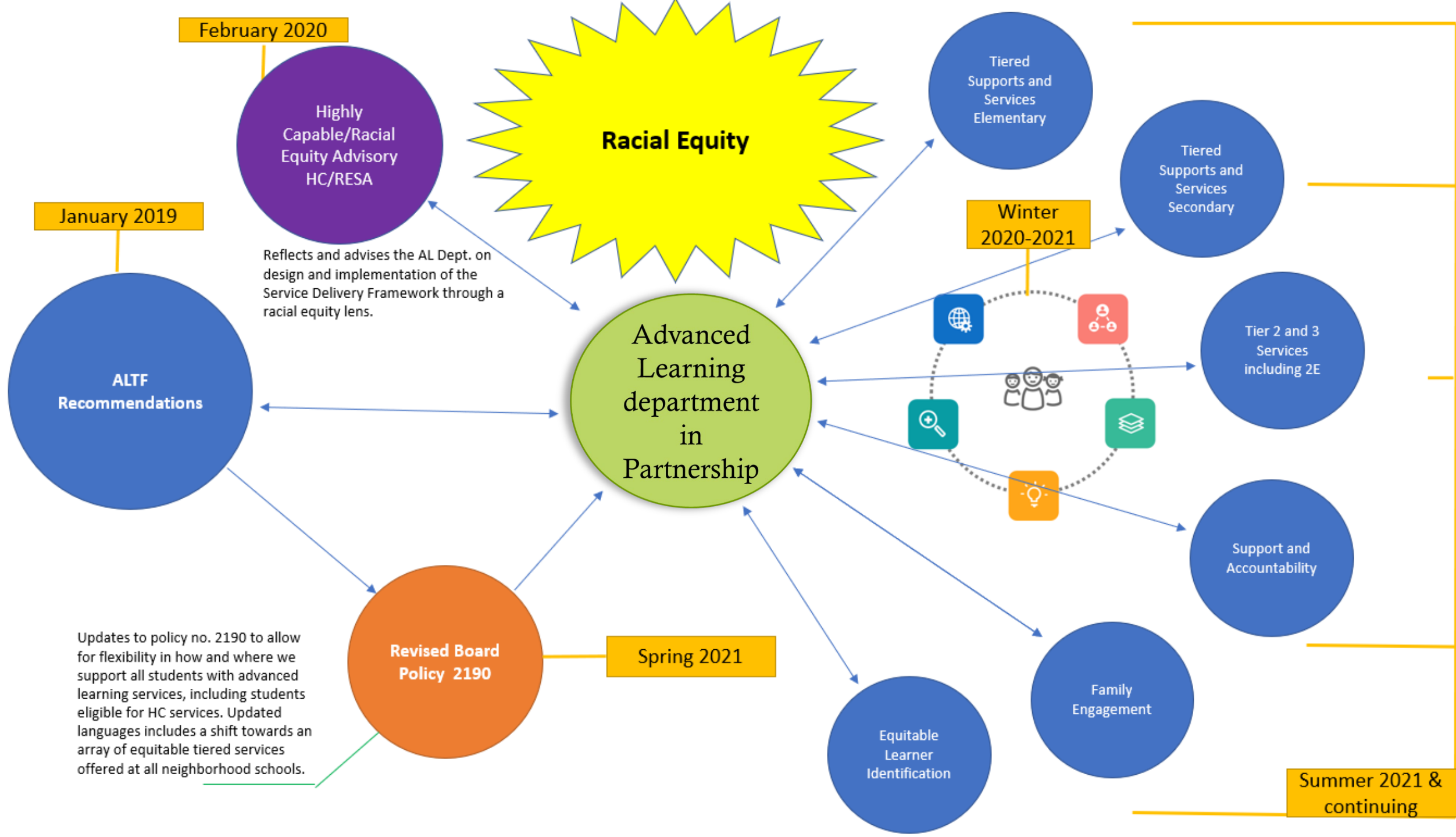
ou Failed Us': Teen author asks 40
udents of color to share their
xperiences at Seattle schools

rfield High School student Azure Savage illuminates comm
uggles with identity and mental health faced by marginali

Brazile / September 5, 2019 / Updated September 10 at 3:16 p.m.

# Service Delivery Framework developed from the ALTF Recommendations

## Ensuring Racial Equity

All parts of the framework will center on Black and Indigenous students of color. Access to Advanced Learning services will lead for anti-racism.

## Family engagement

Communication, involvement, satisfaction surveys; Collaboration with Family Partnerships and Family Support Workers

## Equitable Learner Identification

Expanded to include school-based staff familiar with student strengths & needs; Use of multiple data sources available at every school, and within the school day.

## Tiered Supports & Services

Leverage MTSS framework to determine student academic & SEL needs;

- *Strong Tier 1 for all students with differentiation strategies;*
- *Tier 2 and 3 services provided to students who demonstrate the need;*
- *Services for students who also benefit from Special Education, ELL, etc.;*
- *Enrichment Clusters provide a focus on talent development for ALL students and will inform the delivery of the tiered services.*

## Support & Accountability

District-level support and oversight of schools to insure equitable identification practices and the delivery of high-quality tiered supports and service.

SEATTLE PUBLIC SCHOOLS

4

February 2020

January 2019

**Racial Equity**

Highly Capable/Racial Equity Advisory HC/RESA

Reflects and advises the AL Dept. on design and implementation of the Service Delivery Framework through a racial equity lens.

ALTF Recommendations

Tiered Supports and Services Elementary

Tiered Supports and Services Secondary

Winter 2020-2021

Tier 2 and 3 Services including 2E

Advanced Learning department in Partnership

Support and Accountability

Updates to policy no. 2190 to allow for flexibility in how and where we support all students with advanced learning services, including students eligible for HC services. Updated languages includes a shift towards an array of equitable tiered services offered at all neighborhood schools.

Revised Board Policy 2190

Spring 2021

Equitable Learner Identification

Family Engagement

Summer 2021 & continuing

# Feedback from June Session & How Applied

| Questions/Comments | Response | Application for 2022-23 |
| --- | --- | --- |
| I am concerned about the persistent gender imbalance. I'm not actually demanding labor of Marquita, but there may be girls who only have a test score and are under the radar of the teacher due to cultural differences and the patriarchy | Important data to include in overviews. Our team will include this data for the overview data in the future. Gender Report 2021-22 Results 2021-22 | This report will continue to be prepared and analyzed each year. This is critical to include in training as we work to see the strengths of each student. |

# Feedback from June Session & How Applied

| Questions/Comments | Response | Application for 2022-23 |
|---|---|---|
| We are still relying on test scores and grades as primary indicators.<br><br>1.Do I understand correctly that the family surveys were used only if you just needed to look deeper?<br><br>2.What made evaluators need to look deeper?<br><br>3.What were the criteria or rubric used to evaluate and score children?<br><br>4.What was the cut off score?<br><br>5.I just don't think I'm clear on what made a child "talented" and another "not so much." What am I missing? | 1. Yes. To clarify, if the student assessment data and demonstrated performance data did not meet the criteria, then additional data was used to see if students were in need of AL or HC services. (Family Survey, Language Acquisition, Report card comments, Assessments and notes in IEP online).<br><br>2. 2. If there wasn't enough data in the initial student assessment data and demonstrated performance data.<br><br>3. Detailed rubric was used that calibrated MSC members around the multiple criteria. HC – Academic Assessments 95-99 percentile + Demonstrated Performance or level 4 (above standard) performance or grade marks of A (Both contents required for HC. AL – Academic Assessments 88-99 percentile in reading, math or both subjects. (Single domain)<br><br>4. See # 3<br><br>5. The shift in paradigm in the new model is that we are looking for students who need services rather than looking for students who are "gifted". All students have talents to be developed. | Adjustment of criteria and rubric to better illustrate the needs of students. |

# Feedback from June Session & How Applied

| Questions/Comments | Response | Application for 2022-23 |
|---|---|---|
| - 2E parent: This process completely overlooks gifted underachievers, the kind of students that are very hard to get an IEP because giftedness allows them to perform at average level. | *To address the question about kids who don't have IEPs and are underachievers, the goal is to meet the needs of all students.  The new model, as it rolls out and teachers build their skills in Universal Design for Learning, will embrace all kids.*<br><br>*This past year, our focus waThe increase in identification and eligibility for students with IEPs was encouraging.*<br>*2020-2021 9% of new eligibility decisions were students with IEPs (52-AL, 60-HC)*<br>*2021-22 17% of new eligibility* | We will continue to partner with our colleagues in Student support services to keep searching for ways to see the strengths and needs of each student.<br><br>To address the question about kids who don't have IEPs and are underachievers, the goal is to meet the needs of all students.  The new model, as it rolls out and teachers build their skills in Universal Design for Learning, will embrace all |

# Feedback from June Session & How Applied

| Questions/Comments | Response | Application for 2022-23 |
|---|---|---|
| **Visitors shared frustration around transparency of identification and eligibility criteria as well as the desire to be partners to avoid having students fall through the cracks** | Last year, the AL team pushed the limits by reviewing the data of all K-8 students. Over 31,000 students were reviewed. We acknowledge the challenge we faced with communicating the details of the process. | This year, our website has clear criteria for both Universal Screening that is in process for all K-8 students. Then after permissions from families are collected, the MSC will make eligibility decisions in the Final Assessment Process. https://www.seattleschools.org/departments/advanced-learning/ |

## From a Gifted Child Paradigm to a Talent Development/Differentiation Paradigm.

Limited ID & Static HC Labels for Isolated Cohorts – intentionally created

**Dynamic Services:**

All students have unique needs and talents that are developed and supported through differentiated instruction and enrichment
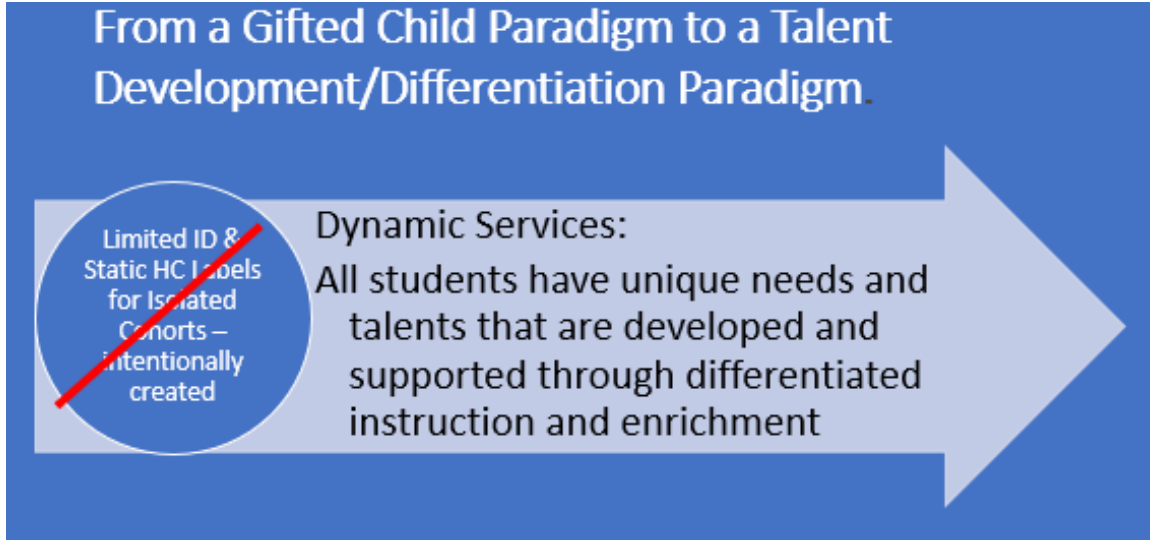
|  | Gifted Child Framework | Talent Development Framework | Differentiation |
|---|---|---|---|
| Assumptions | Essentialism, exclusive categorical assumption, status definition, permanent context-free exceptionality with regard to general ability assumed | Developmentalism, talent diversity assumption, malleable status, increasingly differentiated aptitudes for a particular domain, exceptionality not assumed | Individuality assumption, emergent needs for differentiation, context-dependency of exceptionality |
| Purpose | Serving the gifted, thinking and leadership qualities as the goal | Supporting domain excellence and innovation, modeling after authentic professions and creativity | Diagnostic focus, responding/serving manifested individual needs within the confines of schooling (e.g., main school subjects) |
| Who | Classification based on measures of superior mental qualities | Selection/placement based on aptitudes for a particular domain | Diagnosis of strengths and needs for educational purposes in a particular educational context |
| How | Programs assumed to be uniquely suited for the gifted, pullout and self-contained programs major as service models | Various enrichments, authentic learning, and mentorship across school, home, college, and community as service models | Appropriate pacing of learning progression, school-based curricular and instructional adaptations and other interventions as service models |

Albemarle County Public Schools

The AL Department is committed to finding opportunities to build on each student's potential. By changing the way we provide services for each student we can develop the whole child and provide learning opportunities that extend and enhance the curriculum in ways that challenge advanced learners and address students' unique educational needs.

# Identification and Eligibility Shifts

From Cut Score Eligibility to

Multiple Criteria of Evidence.

Students receive HC eligibility based on a few limited assessments (Achievement and Intellectual Ability)

Students need for services are determined by evidence from multiple sources Achievement, Demonstrated Performance, and additional criterial such as observed behaviors, language acquisition, parent information on student strengths, etc.)

### Standardized Achievement

Highly Capable: Range of 95-99% both reading and math on norm-referenced or criterion referenced standardized tests.

Advanced Learner: Range of 87-94% on both reading and/or Math on norm-referenced or criterion referenced standardized tests.

### Demonstrated Performance

Above grade level curriculum performance on classroom based assessments that illustrate the need for Highly Capable services (two or more years above grade level curriculum in both reading and math) or Advanced Learner services (one or more years above grade level curriculum in reading or math.

(F&P, unit tests, exit tickets, end of course exams, student portfolios, curriculum based assessments, grades, reading level)

**Multiple Criteria**
(WAC 392-170-040)

### Strengths, Talents, Interests

Observation of strengths that indicate a need for above level services.

(Parent survey, Teacher/IA observation of student strengths)

### Additional Sources of Information

Pre-existing individual assessments and psychological reports, completed as part of the Special Education process that resulted in an IEP, are included in the multiple criteria of evidence.
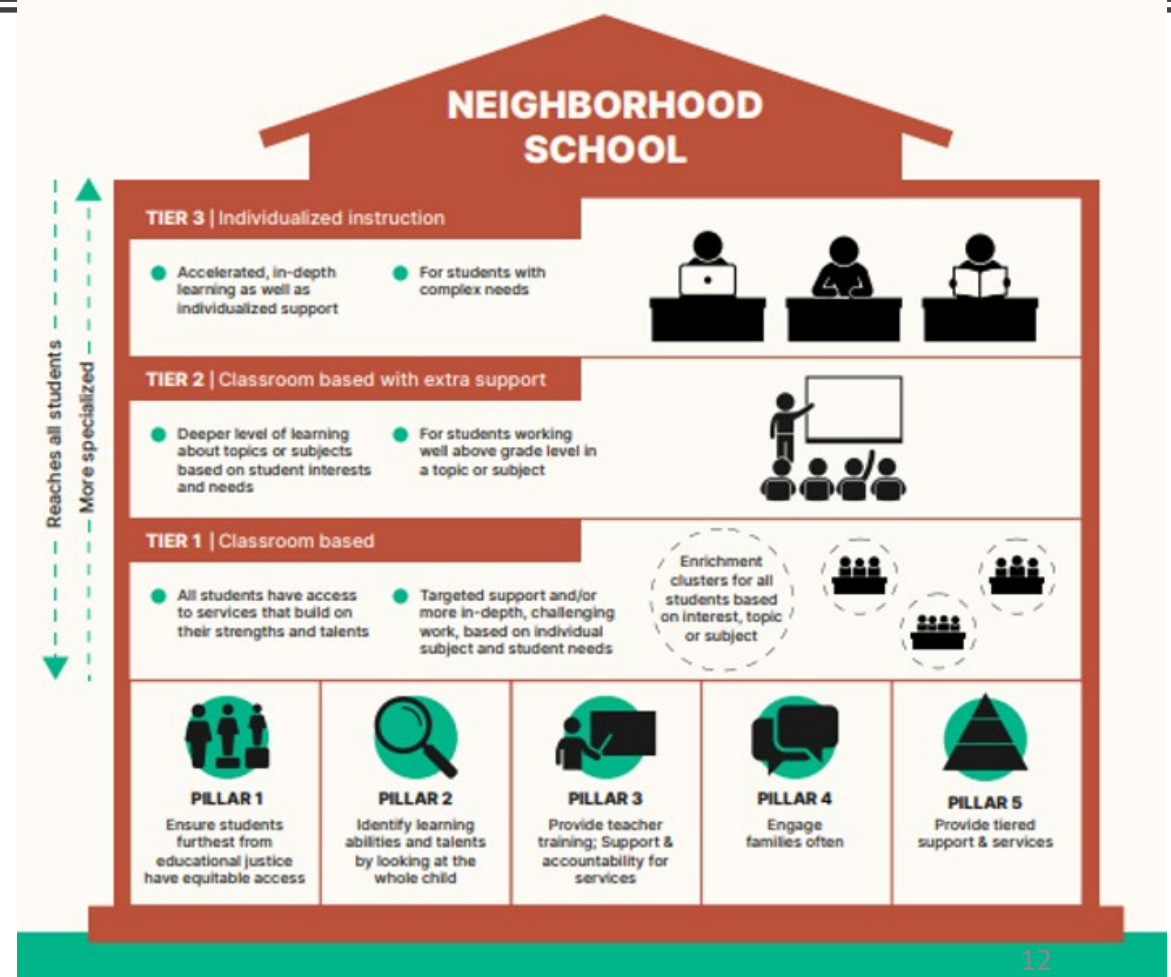
(Language acquisition assessments, OTHER? Dyslexia, 504?

# New Service Delivery Model



From Segregated Programs to Neighborhood School Tiered Services.

Students with HC eligibility are taught in programs designed in the 70s for white flight and segregation

- Students receive services within their neighborhood school within a Tiered Services ELA leading the content extensions work for the K-2 pilot model
- From One-dimensional Acceleration Focus for Core Academics to Multi-tiered Service Model for Talent Development

NEIGHBORHOOD SCHOOL

Reaches all students / More specialized

TIER 3 | Individualized instruction
- Accelerated, in-depth learning as well as individualized support
- For students with complex needs

TIER 2 | Classroom based with extra support
- Deeper level of learning about topics or subjects based on student interests and needs
- For students working well above grade level in a topic or subject

TIER 1 | Classroom based
- All students have access to services that build on their strengths and talents
- Targeted support and/or more in-depth, challenging work, based on individual subject and student needs

Enrichment clusters for all students based on interest, topic or subject

PILLAR 1
Ensure students furthest from educational justice have equitable access

PILLAR 2
Identify learning abilities and talents by looking at the whole child

PILLAR 3
Provide teacher training; Support & accountability for services

PILLAR 4
Engage families often

PILLAR 5
Provide tiered support & services

12

# Identification/Eligibility Practitioners Work Group 2022-23

## Purpose

To design a system for Highly Capable Identification/Eligibility that will remove barriers and provide access for every student, with a focus on students furthest from educational justice (Students with disabilities, students who are multilingual, students who have not experienced economic advantages, and students of color; all of whom have experienced barriers to access for Highly Capable services.)

*(ALTF Recommendations, 2020; SPS Board Policy 2190; )*

## Goals

1. Evaluate & improve Process for Identification with tools that identify strengths of students

2. Articulate what students are selected for and how

3. Identify and implement the use of metrics to inform services and each part of the process

*(OSPI - Guidance and Resources for Educators and Families - https://www.k12.wa.us/student-success/learning-alternatives/highly-capable-program/guidance-and-resources-educators-and-families;HiCapPLUS Professional Learning Modules for Educators)*

## Responsibilities

Chairs:

- Provide a forum for sub-committee members to learn about Identification/Eligibility process shifts aligned to the ALTF Recommendations & WA State Law

- Provide opportunities for members to build the multiple criteria of evidence and metrics for continuous improvement.

Members

- Participate in the learning opportunities with Dr. Collins.

- Work together to expand the multiple criterial of evidence using research-based tools and strategies.

- Develop metrics to continuously improve the process and outcomes for Advanced Learning Identification and Eligibility.

-

## 2021-22 Eligibility Decisions

| Row Labels | Sum of SOCFFEJ Flag | Sum of HomelessFlag | Sum of ELLServedFlag | Sum of Section504Flag | Sum of SPEDFlag |
|---|---|---|---|---|---|
| AL - Advanced Learner | 1510 | 64 | 390 | 188 | 411 |
| CAL - Continuing as Advanced Learner | 454 | 12 | 78 | 83 | 140 |
| HC-Highly Capable | 275 | 5 | 51 | 72 | 117 |
| NE - Not Eligible at this time | 8520 | 1078 | 4515 | 558 | 4025 |
| **Grand Total** | **10759** | **1159** | **5034** | **901** | **4693** |

| Decision | SOCFFEJ Flag | HomelessFlag | ELLServedFlag | Section504Flag | SPEDFlag | Total |
|---|---|---|---|---|---|---|
| AL - Advanced Learner | 28.47% | 1.21% | 7.35% | 3.55% | 7.75% | 5303 |
| CAL - Continuing as Advanced Learner | 18.54% | 0.49% | 3.18% | 3.39% | 5.72% | 2449 |
| HC-Highly Capable | 21.79% | 0.40% | 4.04% | 5.71% | 9.27% | 1262 |
| NE - Not Eligible at this time | 37.83% | 4.79% | 20.05% | 2.48% | 17.87% | 22523 |
| Grand Total | 34.12% | 3.68% | 15.96% | 2.86% | 14.88% | **31537** |

*50.2% of new decisions (AL & HC) for SOCFFEJ

**17% of new decisions (AL & HC) for Students with Sped services

22% of HC new decisions for SOCFFEJ

## Decisions by Race 2021-22

| Count of RaceEthnicityAggregateName Row Labels | American Indian | Asian | Black | Hispanic | Multiracial | Pacific Islander | White | Grand Total |
|---|---|---|---|---|---|---|---|---|
| AL - Advanced Learner | 13 | 682 | 491 | 655 | 652 | 13 | 2797 | 5303 |
| CAL - Continuing as Advanced Learner | 5 | 350 | 192 | 160 | 378 | 2 | 1362 | 2449 |
| HC-Highly Capable | 1 | 196 | 69 | 128 | 276 | 6 | 586 | 1262 |
| NE - Not Eligible at this time | 98 | 2335 | 4052 | 3256 | 2779 | 103 | 9900 | 22523 |
| **Grand Total** | **117** | **3563** | **4804** | **4199** | **4085** | **124** | **14645** | **31537** |

| Row Labels | American Indian | Asian | Black | Hispanic | Multiracial | Pacific Islander | White | Grand Total |
|---|---|---|---|---|---|---|---|---|
| AL - Advanced Learner | 0.25% | 12.86% | 9.26% | 12.35% | 12.29% | 0.25% | 52.74% | 5303 |
| CAL - Continuing as Advanced Learner | 0.20% | 14.29% | 7.84% | 6.53% | 15.43% | 0.08% | 55.61% | 2449 |
| HC-Highly Capable | 0.08% | 15.53% | 5.47% | 10.14% | 21.87% | 0.48% | 46.43% | 1262 |
| NE - Not Eligible at this time | 0.44% | 10.37% | 17.99% | 14.46% | 12.34% | 0.46% | 43.96% | 22523 |
| Grand Total | 0.37% | 11.30% | 15.23% | 13.31% | 12.95% | 0.39% | 46.44% | 31537 |

20.8% of all enrolled K-8 students (2021-22 SY)have new decisions

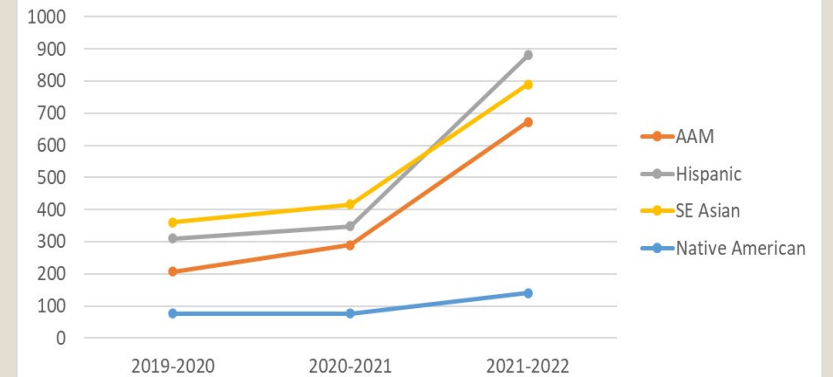48.5% new decisions are students of color
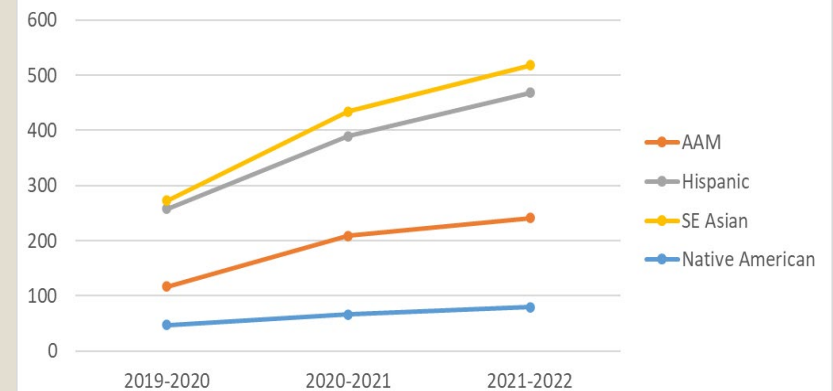
54.5% of new HC are students of color



AL Students Count



HC Students Count

# Family and Community Engagement PWG

## Purpose

To provide an inclusive and authentic family and community engagement for student and families of color. Accomplish this by:

- listening to family voices

- learning from their experiences and cultural wealth and

- building trust by amplifying their voices and incorporating their proposed changes and improvements

## Proposed Goals 22-23

Increase partnership and collaboration with families of color.

1. Provide a clear, concise, and culturally driven information to families of color about advanced learning services and the different options available for their student in the neighborhood and pathway schools.

2. By June 2023, involve at least 10 families of color in making key decisions about the Identification and Eligibility process communication, with at least X families who are part of the SW, SE, Central region....

*Procedural and Practice Recommendations #2. And Structural Recommendations #6 and #7*

## Responsibilities

### Facilitators/Chairs:

- Recruit and partner with diverse SPS educators, leaders, CBOs to co-design opportunities to empower families.

- Organize and facilitate monthly subcommittee meetings.

### Members:

- Willing to bridge communication and advocate for multilingual families.

- Provide input for recruitment and enrollment process that historically only benefits certain social groups.

**Purpose**

- To foster the mindset changes needed to successfully transition into a CR-MTSS that effectively utilizes the tiered services delivery model **[PWG Meeting, March 2022]**

**Goals**

- Design a process for identifying and sharing current evidence-based practices that serve as exemplars for students who are in need of advanced learning services. **[ALTF Recommendation: Services #3, #5, #7, 8; )**

**Progress**

- Drafted project plan

- Identified 3 specific barriers to address

    - Time available for differentiating

    - Knowledge of or access to curriculum-based enrichment

    - Confidence to differentiate and adjust to meet the needs of students receiving AL

- Recruited educators to draft resources and support documents and tools

- Coaching from Dr. Collins to come

# Elementary Services PWG, 2022-2023

# Tiered Support Practitioner Work Group 2022-2023 (Formerly Special Populations PWG)

## Purpose

To develop and implement a system that will remove barriers and provide access for every student, with a focus on students furthest from educational justice (Students with disabilities, multilingual, who have not experienced economic advantages, and/or students of color; all of whom have experienced barriers to access for Highly Capable services.)

*(ALTF Recommendations, 2020; SPS Board Policy 2190; )*

## Goals

1. Create by June 2023 a districtwide procedural guide for all schools to implement when identifying students who need intensive services (ALTF Services Recommendation #9)

## Responsibilities

**Chairs:**
- **Contribute**: by facilitating discussions
- **Engage**: by providing direction during planning and for outcomes
- **Advocate**: by assisting PWG members in their broader school community toward the goal

**Members:**
- **Contribute**: Provide strategic insight and data based on their engagement within their network and/or school community
- **Engage**: offer voice/perspective for who they represent in the process toward achieving the goal
- **Advocate**: share the work within the broader community.

# Secondary Services Practitioner Work Group

## 2022-2023

## Purpose

In alignment with the **Revised Board Policy 2190** and **ATLF Recommendations** the purpose of the Practitioner Work Group (PWG) Secondary Services is to support central office alignment, coordination, and support in co-designing tiered services for differentiated instruction, culturally responsive teaching and learning, and inclusionary practices with an intentional focus on students furthest away from educational justice to ensure racial equity in the general education classroom.

The PWG Secondary Services will collaborate to support stakeholder alignment, to appropriate differentiation in instruction and programs, and to support the creation of systems for consistent and predictable school procedures for equitable access.

*SPS Revised Board Policy 2190)*

## Goals

- **By June of 2022, the PWG middle school and/or high school groups will provide input on district guidance internal and external documents for course alignment**

  *Completed*

  - Review of Math Guidance Documents
  - Discuss possibility of high school credits in middle schools

- **By June of 2023, the PWG middle school and high school will create**

  - Define Talent Development via SPS lenses using research and evidence based best practices, frameworks, and service delivery models.
  - Build community and synthesize tangible resources that support our calibrated definition of Talent Development. Resources reintroduced are Dr. Collins Blooms/Banks Framework & Frasier TABS. PWG members' resources welcomed to share for synthesis process (e.g. HRL, UDL, SPS Integrated Honors Framework).
  - Processes to understand tiered services at respective levels
  - By the end of our meeting series, we will have created a rubric to measure equitable differentiation for Talent Development based on our collective definition, resources voted upon, and processes for tiered service roll-outs.

## Responsibilities

**Chairs:**

- **Attend** Dr. Collins meetings and Middle School and High School PWG committees to facilitate the work.
- **Engage** with members and **contribute** research, data, and alignment for our work
- **Advocate** for students furthest away from educational justice, whole child, and all learners, and talent development

**Members:**

- **Attend** monthly meetings with Dr. Kristina Henry Collins
- **Engage** in MS & HS PWG committee meetings to **contribute** toward the goals outlined for 2022-2023.
- **Advocate** the work we co-create in your broader communities

# PRODUCT ROADMAP

REC stands on four key elements to accomplish this work:

- Awareness – expanding an understanding of our own biases, assumptions and racialized behaviors.
- Knowledge — Developing knowledge of institutional racism, historical oppression and the experiences of marginalized groups.
- Skills — Building capacity to engage in cross-cultural communication and the ability to interrupt white supremacy.
- Advocacy — Elevating the voices and concerns of traditionally marginalized communities.

**OBJECTIVES** for Meeting #1:

- To reacquaint ourselves and introduce new participants
- To revisit our intentions, purpose, and principles as a committee
- To hear updates on the progress of the Department and the practitioner groups
- To provide feedback to the practitioners, with an antiracist lens

| MILESTONE | MILESTONE | MILESTONE | MILESTONE |
|---|---|---|---|
| Intentions, purpose, principles | Updates | Practitioner Work Groups | Feedback |

# Support & Accountability Practitioners Work Group 2022-23

## Purpose

To create systems of support and accountability in every school and department across the district.

*(ALTF Recommendations, 2020; SPS Board Policy 2190; )*

## Goals

TBD

## Responsibilities

Chairs:

◦ Provide a forum for sub-committee members to learn about Identification/Eligibility process shifts aligned to the ALTF Recommendations & WA State Law

◦ Provide opportunities for members to build the multiple criteria of evidence and metrics for continuous improvement.

Members

◦ Participate in the learning opportunities with Dr. Collins.

◦ Work together to expand the multiple criterial of evidence using research-based tools and strategies.

◦ Develop metrics to continuously improve the process and outcomes for Advanced Learning Identification and Eligibility.

◦

# How can the HC/RESA support the work to provide services to every student needing them

- Commit to attend all remaining meetings

- Complete Homework so we have all information needed to provide advice at each meeting

- Share what you are learning with people in your community and gather their feedback and questions

# Thank you!