



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

## November 13, 2023, Meeting Minutes

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](mailto:advlearn@seattleschools.org)

Meeting minutes and notes from the HC/RESA meeting on November 13, 2023. Meeting agenda:

- Welcome & Connections
- Racial Equity Centering
  - Homework Sharing
  - Advice for AL Team
- Identification & Eligibility
- Clarifying Questions about topic
- Small Group discussion & whole group sharing
- Homework assignment

# Seattle Public Schools, Highly Capable Racial Equity Services Advisory (HC/RESA)

Meeting Date: Monday, November 13, 2023, Microsoft Teams

## Welcome & Connections

Through Microsoft Teams, the HC/RESA meeting commenced as of 5:00 PM on Monday, November 13, 2023, and welcomed by Deenie Berry, Program Manager of the Advanced Learning Department. The AL Team shared the Land Acknowledgement, made available by our Native Education Department, and then introduced each member of the Advanced Learning Department, as well as our two partners from the Department of Racial Equity Advancement (DREA).

The presentation continued along by sharing the HC/RESA meeting dates, the HC/RESA Meeting Structure for 2023-24, and finally the agenda for our meeting today.

## Racial Equity Centering

Our DREA partners walked the group through using a Racial Equity Lens to evaluate the data obtained through the homework: *What would it look like if Advanced Learning Services created Racial Equity for every student?*

## Identification & Eligibility

The AL Team presented information on the November TOPIC of Identification/Eligibility.

Identification/Eligibility from the Service Delivery Framework was developed from the ALTF Recommendations, specifically, *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*. Numerous steps that are part of the Identification and Eligibility Process were presented, including the stage where the Advanced Learning Department collect Teacher and Staff input (DPT) as well as information from parents and family shared through a Family survey.

Historical data was presented that showed the impact that the shift is currently having with students at SPS, as well as a presentation that explained the Universal Screening for Identification/Eligibility RCW. (RCW 28A.185.030 – The Universal Screening is a complete review of current and available student educational record data matched to specific criteria and benchmarks. It is structured to provide a holistic evaluation of each student's strengths and a pattern of high academic achievement.) Shift #2 is to move from Cut Score eligibility to identify multiple pathways for students to receive services.

HC/RESA members received asked Clarifying Questions about topic.

## Small Group discussion & whole group sharing

The Advisory Members broke out into groups, and the guests/visitors broke out into another, and were asked to discuss information on Identification/Eligibility. As the various groups had robust conversations, they submitted their thoughts on a Note Catcher, with the intention of informing the Advanced Learning Department in accordance with the ALTF 2018 recommendations.

## Homework

Once the groups returned to the main meeting room, they were presented with the homework due at the upcoming meeting on December 4<sup>th</sup>: Survey parents and guardians about what they know and how they interpret the website page along with sharing what you have learned in today's presentation (11/13/23).

## Closing / Adjournment

The meeting adjourned just past 7:00 pm. The next meeting of the Racial Equity Services Advisory will be Monday, December 4<sup>th</sup>, 2023, 5:00 – 7:00 PM.

## Addendum A: RESA Note Catcher, 11/13/2023

	Additional Questions about Identification	How will this process impact eligibility for students FFEJ?	What would you advise the AL department to think about as they improve communication with families?	Other?
Group 1	<i>Trends – Growth rate.</i> <i>Are the assessments brought in from the outside?</i>	<i>Will have a strong impact. This began to happen a few years ago in middle school. The demographics and work on belonging shifted and it helped.</i>	<i>Opting out is a good thing.</i> <i>Even with Flash, there is an opt out.</i> <i>Let's hear if families have a better idea.</i>	<i>Asking why families don't want their kids identified let's hear from the families.</i>
Group 2	<i>How are students with "advanced cognition" identified?</i> <i>Are nonverbal assessments used?</i> <i>What assessments replace the CogAT?</i> <i>For educators who don't have the opportunity to collect all the data, how can they present it to show that a student (who may not demonstrate it on the standardized</i>	<i>Not discussed; the topic of identifying "cognitively different" students dominated discussion time.</i>	<i>How to emphasize that the alternative pathways, may, in part, consider students who do not show their AL/HC need through standardized tests (i.e., baseline data).</i>	<i>Advanced cognition? -if not demonstrated through academics, how are they identified?</i> <i>What about kids who don't achieve "academically?"</i> <i>"Highly motivated" and "high achieving" doesn't necessarily connect to "advanced cognition."</i> <i>Once they are identified, what services are we providing? -As a teacher, I will be providing</i>

	tests) may need AL/HC services?			<p>differentiation even if they are not identified; "I'm looking at the student, not the identification."</p> <p>What does the 'continuum' look like? Is it AL and HC and some other things? Or what?</p>
<p>Group 3</p> <p>(Statements transcribed from chat for this group)</p>	<p>Are the teachers recommending the students and informing their progress to lead to the program because I feel most of the bilingual or multilingual families did not get the opportunity to know how the student is doing.</p>	<p>How do we amplify and support kids with learning disabilities for identification? I talked to a family whose child was diagnosed with dyslexia but was not eligible for AL</p>	<p>Be transparent about the barriers SPS AL department has withing SPS District office to learn who is authorized with decision power.</p> <p>What does AL mean in schools? IOW: The kids who stay in their neighborhood schools, what does that mean if they are identified learners? If there are barriers? What do they need in order to succeed?</p> <p>Parent resource page on the SPS website when the school does not provide enough enrichment: what can be done at home?</p>	<p>A visual roadmap for middle school and high school</p> <p>How are IEPs addressed?</p> <p>Additionally, what does the advanced learning students in grades 1-8 apply to or change about when transitioning into high school courses</p>
<p>Group 4</p>	<p>If the student is identified as HC or AL, what services do they receive? What does AL/HC look like/mean in Elementary, Middle, and High school? What are the services/curriculum?</p>	<p>In Rainier Scholars we would help by sending scores which in the past would help identify students beyond our program. This is now changing (SPS no longer doing CogAT).</p> <p>Were there parts of the</p>	<p>I think that multiple forms of communication are necessary. Emails can be overwhelming and confusing with the amount received on a daily basis. Translation is important – making sure the home language is used so they have all</p>	<p>- Calibrate and Publish Benchmarks</p> <p>What does it mean? Does it change yearly?</p>

		<p><i>old system that could have been advantageous for students FFEJ? (For instance, private testing may have helped students of color who weren't identified through former testing)</i></p>	<p><i>the information they need, even the small things.</i></p> <p><i>This was a lot of information for me – what about the families?</i></p> <p><i>How will they know what to look at on tests? Maybe give examples of where to look on tests. They may not understand where percentile information/ The criteria that help them be eligible is</i></p>	
Group 5	<p>Was really pretty specific and clear!</p> <p>What is the process for folks using an Alternative Pathway – what's the deadline and is that only initiated by parents?</p>	<p>The changes have especially shown an increase in ML representation.</p> <p>Overrepresentation of white students is reduced.</p> <p>Students of color must have a college prep pathway that lets them hit benchmarks and go through gates – not just telling kids and families they're doing great/fine without giving them the opportunities they need to get into college.</p>	<p>Mythology and how do we combat that?</p> <p>The grapevine is on fire in like 2 minutes and those narratives can be hard to combat once they have gelled. "There is no AL in Seattle" We need to rewrite those narratives, not just start fresh.</p>	<p>Is someone tracking the impact of drops in enrollment on the RCDI?</p>
Visitor Group	<p><i>Guest- has two kids as a parent. It was not clear. What the combination. Too much voice to the teacher. Parents need to</i></p>	<p><b>Guest</b> - implicit biases for students. The subjective criteria.</p> <p><b>Guest:</b> Communication with the teachers is</p>		

	<p>know. Lack of communication for teachers. There can be good.</p> <p>Guest- How the system is set up. Higher level of performance.</p> <p>The ALTF report, single domain.</p>	<p>important. What happened when students must wait another year?</p> <p>what happens if the system misses a student due to process issues (e.g., some key input missed by the sequence) rather than the student not being ready. Would waiting another year and potentially losing the edge due to additional systemic issues be fair; rather should an alternative non-subjective measuring method be offered.</p>		
--	---	--	--	--

#### Addendum B: Summary of Racial Equity Analysis considerations, Student belonging, homework from the Member Orientation.

Summary of student responses about *belonging*: What makes you feel you belong in your academics, classroom, or school?

HC/RESA members collected responses from 107 students of a mix of racial and ethnic identities.

in grades 1- 8:

- Almost a third of students mentioned friends in their answer: 32 students said **friends** make them feel they belong.
- About one quarter of students, 27, said **teachers** or their teacher make them feel they belong.
- Fifteen students said that **learning** gives them a sense of belonging, mentioned specific learning activities, or cited being acknowledged for their learning and academic work.
- Twelve students described a **welcoming classroom community** characterized by respect, inclusiveness, and supportiveness in their responses, such as:
  - *"Making friends, having an accepting environment, being able to ask questions, and being included in projects."*
  - *"It mostly has to do with the environment created by the teacher and the curriculum. The ideal teacher makes sure that my ideas are heard and understood, as well as everyone else's, and pushes all the students to engage with each other in constructive ways, trying to build a space where everyone is heard."*

- *“Accessible and easy to work with teachers and fellow students as well as a safe environment.”*
- Ten students described **culturally responsive teaching**, in which the teacher knows their students, incorporates their strengths and interests into instruction, and provides support to help each student succeed, such as:
  - *“When my teachers connect personally with me about my interests and culture.”*
  - *“When my teachers understand me and can adjust to my speed of learning.”*
  - *“When teachers take time to get to know you personally and tailor assignments to your level of learning.”*
- Other responses mentioned the importance of being in class with those that share marginalized identity (race, culture, gender), clubs & activities, and having common interests with peers. Addressing mental health, getting the academic and other support they need, recess/free time, and being heard/treated fairly and equally were also mentioned.

Summary of Racial Equity Analysis considerations based on student responses about *belonging*:

**How should the AL department define racially equitable outcomes related to student belonging? \***

We will have student belonging when:

- Every student is seen, heard, and valued (6)
- Students can get help, support, and services at school (5)
- We understand each other's cultures (2)
- Instruction is relevant to students (2)
- We celebrate all forms of diversity (2)
- Students have relationships with other students and with teacher (2)
- Feelings of belonging are racially proportionate (2)
- Our teaching staff is culturally and ethnically diverse.
- Students who receive special education services feel they belong.
- Each student is actively engaged in school activities.
- Schools work in partnership with communities.

**What actions should schools and the AL department take to promote student belonging? \***

- Provide teacher training for culturally responsive teaching (5)
- Build student-student and student-teacher relationships (4)

- Teacher training for differentiated instruction, including cooperative learning and independent projects (3)
- Center student voice, especially students of color (2)
- Teach what belonging means (2)
- Provide teacher training on racial equity literacy
- Leaders set a tone of encouragement, inspiration, and inclusivity

**When taking these actions, we need to guard against unintended consequences** of “othering” groups that already feel less sense of belonging and putting too much work on teachers. We also need to be sure that the focus stays on student learning.

HC/RESA participants who completed the homework & the racial equity analysis each noted lack of diversity by race and age in the students who they collected information from, although as a group there was racial and age diversity.

\*Numbers in parentheses represent the number of responses that included this idea. Total number of responses for these questions was 11. *Add number of students who responded?*

Addendum C: RESA Meeting Chat, 11/13/2023

[AL Staff]

As you arrive, please add the following in the chat:

*Hope:*

*What is one thing that brings you hope?*

[RESA Member] - The kids bring me hope. They are so awesome and have so many gifts.

[RESA Member] - community and staff I have hope because we are trying to make things better.

[RESA Member] - Hope: the feeling that helps you push forward even when you have no guarantee of success.

[AL Staff] - Something that brings me hope is walking outside in the early morning and watching kids learn new things.

[RESA Member] - I have hope that in all of the committees there are people like us, who want to make changes for all.

[RESA Member] - students give me hope, every day.



[RESA Member] - Hope: Seeing student voices be heard and how their actions matter.

[RESA Member] - young people bring me hope too!

[RESA Member] - I am here.

[RESA Member] - Hope: our capacity to serve as helpers - even in the worst of times!

[RESA Member] - I have hope that in all of the committees there are people like us, who want to make changes for all.

[RESA Member] - Love it! That IS hopeful!

[AL Staff] - Hope is elevating students voice to action.

[Visitor]- NE Parent. Hope that sharing our perspectives produces understanding.

[RESA Member] - Hope: The kids bring me hope. They are so awesome and have so many gifts.

Something I love to remember is that adults are also awesome and have so many gifts -- we have just often forgotten!

[RESA Member] - Hope for me is making things better for the next generation.

[AL Staff] - welcome to those coming in. Hello Welcome

[AL Staff] - Woo-Hoo, Dream Team!!

[AL Staff] - Hi [Guest]! Welcome. We are reviewing the homework that was given in last meeting. Please click on the link shown on the screen or in chat above

[RESA Member] - I cannot open this.

[AL Staff] - [RESA Member], do you feel comfortable sharing your answers to the questions on the slide in the chat?

[RESA Member] - sure

[AL Staff] - I'm also emailing the slides to you [RESA Member].

Thank you so much! We'll copy and paste your responses in the doc.

[RESA Member] - My answers from children were always belonging meant friends and teachers supporting them.

2. Give teachers more training to be more tuned in to the needs of their students

3. Teachers are all well-meaning, but they need to make sure ALL kids have what they need. More training could help with this.

[RESA Member] - I wish I would have had more diversity with kids I interviewed. Five children that I spoke with felt very secure when they had the support of their teachers.

[AL Staff] - Welcome [Visitor].

We are currently reflecting on the homework assigned to us last session.

[RESA Member] - Hi, I was able to open it on email, but I already did the answers!!!

[AL Staff] I enjoyed reading your responses. thanks for your flexibility.

[RESA Member] - thanks for YOUR flexibility!!

[AL Staff] - Welcome to those who have just arrived, please use our sign-in form.

[RESA Member]- I can't edit via phone view.

q2: promote: friend connections and teacher support were the main themes. So, I think an environment where those friendships and connections can happen between peers.

[AL Staff] - Thank you!

[AL Staff] - Would you like us to add your chat info to your boxes?

[RESA Member] - Q3: unintended... If the attempts to encourage those relationships are not framed from a social/emotional lens, it could create a harmful dynamic and pressure on underrepresented groups in that school.

[RESA Member] - Yes please! Our Internet is down and I'm frantically typing on my phone I may need boxes, just filled out my form

[AL Staff] - Do you mean you need slides? There is an extra set at the end.

Extra set that just says "Name" you can edit that

[RESA Member] - 3 more mins

[RESA Member] - 2 minutes

[RESA Member] - 3min

[RESA Member] - Q4a:

Trans voices, Black voices, disabled voices (visible and invisible)

Q4b:

The question was very broad, and many kids froze. It was hard for me to approach kids without their

parents present. It just felt uncomfortable to be. I wish I could have promoted the survey to the whole school via Talking Points or similar.

[AL Staff] - Hello new visitors to the meeting! Please sign-in

[RESA Member] - Q1: A feeling of community and safety.  
[AL Staff]

Welcome to our visitors this evening. We appreciate your time as you view the work of this advisory!

[RESA Member] - If you would like to share more thoughts or have had any trouble accessing the document, please email your ideas to me.

We would also love your feedback on if you like this mode of sharing your ideas (independent writing) or need something different!

[AL Staff] - What does MSC stand for in Step 6?

[AL Staff] - MSC is Multi-Disciplinary Selection Committee. This is the group of educators who come together to make eligibility decisions.

[RESA Member] - this is blank for me.

I do not see any data on the picture.

[AL Staff] - A "Flag" is a special consideration

- The goal with this formula is to get below 20

[Visitor] - Are these discrete buckets?

[Visitor] - Is there data on FRL students?

[Visitor] - i.e., what if someone doesn't exactly fit in one of these columns

[RESA Member] - thank you

[RESA Member] - Thank you

[AL Staff] - There is FRL data

We are also disaggregating data aligned with new state requirements.

We have to go with what our families tell us.

[Visitor] - Sounds great. So, the FRL data -- it is not in these terrific charts because?

[AL Staff] - Thank you!

[AL Staff] - Also, FYI: The SPS definition for student of color furthest from educational justice (SOCFFEJ) includes:

1. Hispanic/Latino
2. American Indian/Alaskan Native
3. Southeast Asian (Cambodian/Khmer, Cham, Filipino, Hmong, Indonesian, Lao, Malaysian, Mien, Thai, Vietnamese)
4. Black/African-American
5. Middle Eastern and North African
6. Native Hawaiian/Other Pacific Islander
7. Multiracial (two or more race) students who identify as any one of these listed groups above

[Visitor] - Thanks!

[AL Staff]-

"The purpose of universal screening is to include students who traditionally are not referred for highly capable programs and services. Students discovered during universal screening may need further assessment to determine whether the student is eligible for placement in a program for highly capable students. Districts must consider at least two student data points during universal screening, which may include previously administered standardized, classroom-based, performance, cognitive, or achievement assessments, or research-based behavior ratings scales." directly from RCW28A.185.030

[AL Staff] – What is RCW?

[AL Staff] - RCW stands for the Revised Code of Washington. The RCW is the compilation of all permanent laws now in force in Washington State. It is a collection of Session Laws (enacted by the Legislature and signed by the Governor or enacted via the initiative process) and arranged by topic.

Revised Code of Washington

The Revised Code of Washington (**RCW**) is the compilation of all permanent **laws** now in force. RCW 28A.185.030 directly from OSPI

RCW 28A.185.030: Programs—Authority of school districts—Selection of students—Equitable enrollment practices.

[AL Staff] -

AL Public Website about Identification and Eligibility Process

<https://www.seattleschools.org/departments/advanced-learning/identification-and-eligibility/>

Identification and Eligibility – Seattle Public Schools

At SPS we are committed to honor each student's strengths while implementing a holistic evaluation of the existing and available data and information. In the past two years, we have improved the [...]

[Visitor] - How do parents access the DiBels data? I don't see it in the Source.

[AL Staff] - So is that 3 scores of any combination (e.g., 2 math and one reading)? Or 3 scores in one area? For 3rd grade baseline data

For HC: 3 in Math and 3 in ELA - all in the 95%ile+

AL: 3 in 88%ile+ in math and/or 3 in 88%ile+ in ELA

Students can receive AL services in one or both of the subject domains.

Thanks!

[RESA Member] How do parents access the DiBels data? I don't see it in the Source.

[AL Staff] - Your student's teacher can tell you. DIBELS is only at primary grades.

[AL Staff] - For the first bullet point, "Achieving 2 years' worth of growth of more than two years on standardized tests (MAP) compared to peers," is that kind of a typo, or does that mean 2 years in a row of high growth? Such as 4 years' growth over 2 years?

[RESA Member] - Are the teachers recommending the students and informing their progress to lead to the program because I feel that most of the bilingual or multilingual families did not get the opportunity to know how the student is doing?

[AL Staff] - Thank you so much team for the in-depth questions. we appreciate your voice.

[AL Staff] – [Visitor] if you add your last question here, I will add it to the document.

[AL Staff] - Will put our discussion notes in the note catcher by tomorrow. We had a socratic/chat style.

[Visitor] - Thanks. The question was going to be about what happens if the system misses a student due to process issues (e.g., some key input missed by the sequence) rather than the student not being ready. Would waiting another year and potentially losing the edge due to additional systemic issues be fair; rather should an alternative non-subjective measuring method be offered.

[RESA Member] - what is a reasonable amount of people to talk with?

[Visitor] - do we get the homework doc link if we filled out the sign in form?

how do we get this doc

[Visitor] - Thanks. The question was going to be about what happens if the system misses a student due to process issues (e.g. some key input missed by the sequence) rather than the student not being ready. Would waiting another year and potentially losing the edge due to additional systemic issues ...

[Visitor] - did this question get answered?

[Visitor] - thank you everyone

[RESA Member] - how could I as a student exactly do this hw?

[Visitor] - did this question get answered?

[AL Staff] - It was captured as an open question, we ran out of breakout time

[AL Staff] - all assessments are culturally biased

[Visitor] - i was just curious what the answer was. . .

[RESA Member] - I would love an example of a form

[RESA Member] - I'd like the option for the homework in Forms as well

[RESA Member] - thanks!

[AL Staff] - You'll also find the Note catcher in Teams with popcorn icon.

[RESA Member] - it looked a little different for some reason

[AL Staff] - and no problem: I will send the MS Forms tomorrow. I'll send it to everyone. Thank you for your feedback.

[RESA Member] - Would it be preferable to focus on families who have expressed interest in AL/HC and existing families already a part of it, or genius who may not qualify?

[RESA Member] - so like making it almost like into a handout that would make an easier time for students to share this info. with their parents? Would I still write down the responses back from parents(somehow), or is my hw just to change it so that it is student friendly?

[AL Staff] - [RESA Member] you say it looks different...do you mean the HW?

[RESA Member] - oh the folder in teams looked a little different from the what was presented in the screen.

[RESA Member] - put the new worked

[AL Staff] - YAAASSS [RESA Member] WE LOVE that IDEA. Thank you so much for your thinking and advocating for students voice!

[AL Staff] - [RESA Member] sometimes the desktop app versus the online app will make the document look different.

[RESA Member] - Would it be preferable to focus on families who have expressed interest in AL/HC and existing families already a part of it, or genius who may not qualify?

Or families who may not qualify

[AL Staff] - [RESA Member] are you good with your idea in making the modification you suggested?

[RESA Member] - so like making it almost like into a handout that would make an easier time for students to share this info. with their parents? Would I still write down the responses back from parents(somehow), or is my hw just to change it so that it is student friendly?

[RESA Member] if you need support of access - my student is at SPS - so I can help you and your community.

[AL Staff] - Reminder also to anyone who wants to add more thoughts about the student belonging HW, you can keep working on the Google Doc for at least 24 hours, or you can email me your thoughts and I'll get them into the document.

HC RESA Nov 13 Racial Equity Analysis of Student Belonging HW

[RESA Member] - Q4a: Whose voices are missing in the information you were able to gather? I was absent from the first meeting due to illness. So, I did no homework. I will say that paren...

[RESA Member] - I have to go to another meeting! Thank you!

[AL Staff] - are you good with your idea in making the modification you suggested?

[RESA Member] - yes! I'll ask my friends as well to see if my changes to the questions in the document make this information easier to share with their parents.

[RESA Member] - I have to head out. Thanks everyone!

[RESA Member] - Can you please list the HC/RESA meeting dates in the chat?

[AL Staff] - yes

- November 13
- December 4
- January 29
- March 11
- May 13

like 1

[11/13 7:10 PM]

11/13 7:10 PM Meeting ended: 2h 42m 57s