


## HC/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	<p><i>Trends – Growth rate. Are the assessments brought in from the outside?</i></p>	<p><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></p>	<p><i>Opting out is a good thing. Even with Flash, there is an opt out. Let's hear if families have a better idea.</i></p>	<p><i>Asking why families don't want their kids identified let's hear from the families.</i></p>
Group 2	<p><i>How are students with "advanced cognition" identified?</i></p> <p><i>Are nonverbal assessments used?</i></p> <p><i>What assessments replace the CogAT?</i></p> <p><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 tests) may need AL/HC services?</i></p>	<p>Not discussed; the topic of identifying "cognitively different" students dominated discussion time.</p>	<p><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></p>	<p><i>Advanced cognition? -if not demonstrated through academics, how are they identified?</i></p> <p><i>What about kids who don't achieve "academically?" "Highly motivated" and "high achieving" doesn't necessarily connect to "advanced cognition."</i></p> <p><i>Once they are identified, what services are we providing? -As a teacher, I will be providing differentiation even if they are not identified; "I'm looking at the student, not the identification."</i></p> <p><i>What does the 'continuum' look like? Is it AL and HC and some other things? Or what?</i></p>
Group 3 (statements transcribed from chat for this group)	<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><i>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</i></p>	<p><i>Be transparent about the barriers SPS AL department has withing SPS District office to learn who is authorized with decision power.</i></p> <p><i>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?</i></p>	<p><i>A visual roadmap for middle school and high school</i></p> <p><i>How are IEPs addressed?</i></p> <p><i>Additionally, what does the advanced learning students in grades 1-8 apply to or change about when transitioning into high school courses</i></p>

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			<i>Parent resource page on the SPS website when the school does not provide enough enrichment: what can be done at home?</i>	
Group 4	<i>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?</i>	<p><i>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).</i></p> <p><i>Were there parts of the 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>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 the information they need, even the small things.</i></p> <p><i>This was a lot of information for me – what about the families? 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>	<p>- Calibrate and Publish Benchmarks</p> <p>What does it mean? Does it change yearly?</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 know. Lack of communication for teachers. There can be good.</i></p>	<p><b>Guest</b> - implicit biases for students. The subjective criteria.</p> <p><b>Guest:</b> Communication with the teachers is important. What happened when students must wait another year? what happens if the system misses a student</p>		

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	<i>Guest- How the system is set up. Higher level of performance. The ALTF report, single domain.</i>	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.		
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