



Seattle Public Schools



Photos by Susie Fitzhugh

University of Washington Equity Summit on Gifted Education Working Lunch

February 9, 2017

Menu for a Working Lunch

- Equity / Equality
- RCW
- WAC
- Policy 2190
- Procedures 2190
- Equity initiatives in Your District
- Tomorrow at 9:00

Stephen B. Martin

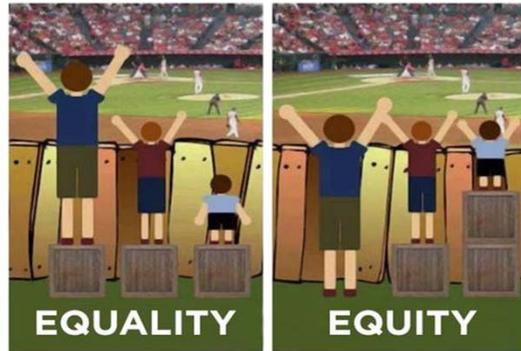
Supervisor, Highly Capable Services

and Advanced Learning Programs

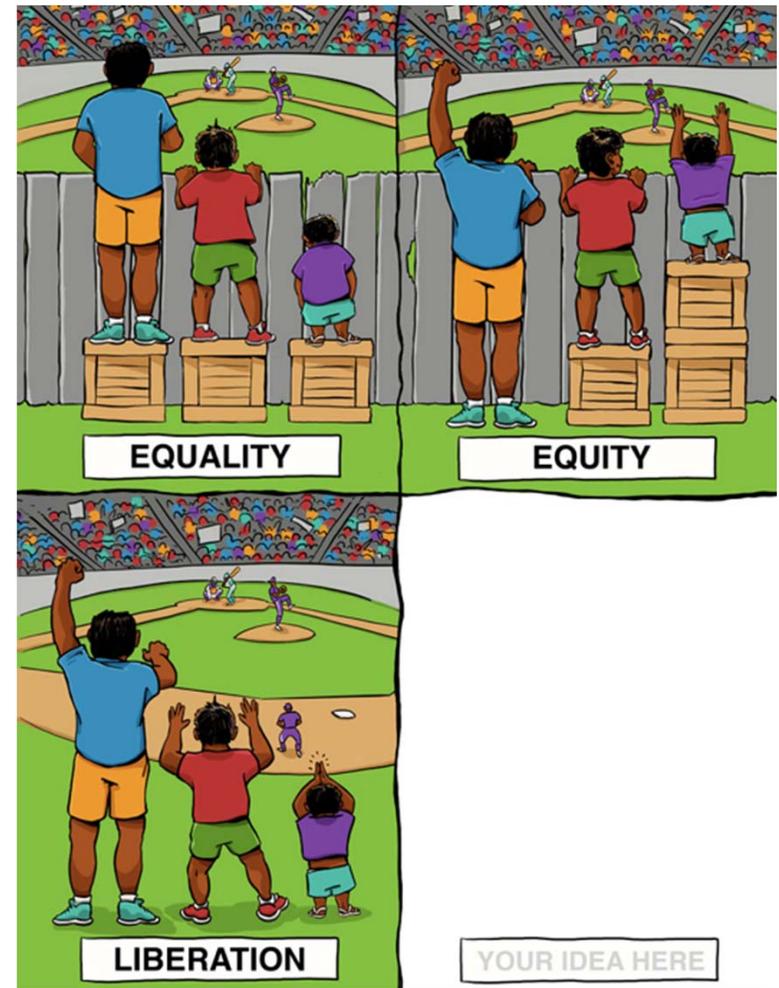
sbmartin@seattleschools.org



The problem with that equity vs. equality graphic you're using



Equity and equality are two strategies we can use in an effort to produce fairness. Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equality aims to promote fairness, but it can only work **if everyone starts from the same place and needs the same help.**



HCP

**R
C
W**

**W
A
C**

**P
O
L
I
C
Y**

**P
R
O
C
E
D
U
R
E**

Revised Code of Washington (RCW)

28A.185.030

Programs—Authority of local school districts—Selection of students.

(2) When a student, who is a **child of a military family in transition**, has been assessed or enrolled as highly capable by a sending school, the receiving school shall initially honor placement of the student into a like program.

28A.185.050

Program review and monitoring—Reports to the legislature—Rules.

. . . the process used by the district to **identify and reach out to highly capable students with diverse talents and from diverse backgrounds**, assessment data and other indicators to determine how well the district is meeting the academic needs of highly capable students

Washington Administrative Code (WAC)

Chapter 392-170 WAC (6/23/2015)

392-170-010
Purpose.

The purpose of this chapter is to establish policies and procedures for administration of programs for the education of **K-12 students** who are highly capable.

392-170-035

Definition—Students who are highly capable.

As used in this chapter, highly capable students are **students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments.** Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. **These students are present not only in the general populace, but are present within all protected classes**

392-170-045

Referral process for highly capable students.

. . . procedures shall permit **referrals based on data or evidence from teachers, other staff, parents, students, and members of the community.**

A district's referral procedure for students who are highly capable may include screening procedures to eliminate students who, based on clear, current evidence, do not qualify for eligibility under WAC [392-170-055](#).

392-170-060

Nondiscrimination in the use of tests.

All tests and other evaluation materials used in the assessment shall have been **validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure.** If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon **evidence of cognitive ability and/or academic achievement.** This professional judgment shall be documented in writing.

392-170-075

Selection of most highly capable.

Each school district's board of directors shall adopt a selection policy and school district shall establish written procedures for the **selection of the most highly capable students by the multidisciplinary selection committee**. Such policy and selection procedures:

- (1) Shall **not violate federal and state civil rights laws** including, without limitation, chapters [28A.640](#) and [28A.642 RCW](#);
- (2) Shall be based on **professional judgment as to which students will benefit the most from inclusion in the district's program**; and
- (3) Shall be based on a selection system that **determines which students are the most highly capable** as defined under WAC [392-170-055](#), and other data collected in the assessment process.

392-170-076

Process for appeal.

Each district shall have a clear and written procedure for appealing the multidisciplinary selection committee's decision and disseminate this procedure to the public.

Policy 2190 Procedures 2190

Highly Capable Programs

Washington State School Directors' Association

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

- A. Expansion of academic attainments and intellectual skills;
- B. Stimulation of intellectual curiosity, independence and responsibility;
- C. Development of a positive attitude toward self and others; and
- D. 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 nomination, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.

Policy 2190

Highly Capable Services & Advanced Learning Programs

December 3, 2014

It is the policy of the Seattle School Board that all students will be afforded the opportunity to reach their potential and graduate from high school ready for college, career, and life. As such, all **Highly Capable students and Advanced Learners will have equitable access to academically challenging and appropriate programs and services.** The Board also recognizes, consistent with the definition of basic education under state law, that **students capable of performing at significantly advanced academic levels require specialized services in order to meet their basic educational needs.**

Highly Capable Students

Consistent with state law, the District identifies and provides instructional programs and services for students identified as Highly Capable who perform or show potential for performing at significantly advanced academic levels **when compared with others of their age, experiences, or environments.** Outstanding abilities are demonstrated through students' general intellectual aptitudes, specific academic abilities or achievements, and/or creative productivities within a specific domain.

Advanced Learners

The District identifies and provides appropriate instructional programs and services for students who demonstrate high academic achievement, but who do not meet the definition of Highly Capable. Such students are identified as Advanced Learners.

Programs for Advanced Learners

Advanced Learning instructional programs **will** include differentiation, content acceleration, and deeper learning opportunities. Delivery mechanisms **may** include: differentiated instruction, groupings of Advanced Learning students to work together in subjects or on projects, self-contained classrooms, or accelerated pacing.

Procedures 2190 SP

Highly Capable Services & Advanced Learning Programs

Evaluation

NOTE: If a student demonstrates cognitive ability in verbal, quantitative, or non-verbal reasoning AND **qualifies for free or reduced lunch, English Language Learner services, and/or Special Education services**, the student may warrant further consideration by the Multidisciplinary Selection Committee (MSC) if there is **strong teacher/educator input to do so.** (WAC) Section 392-170-060

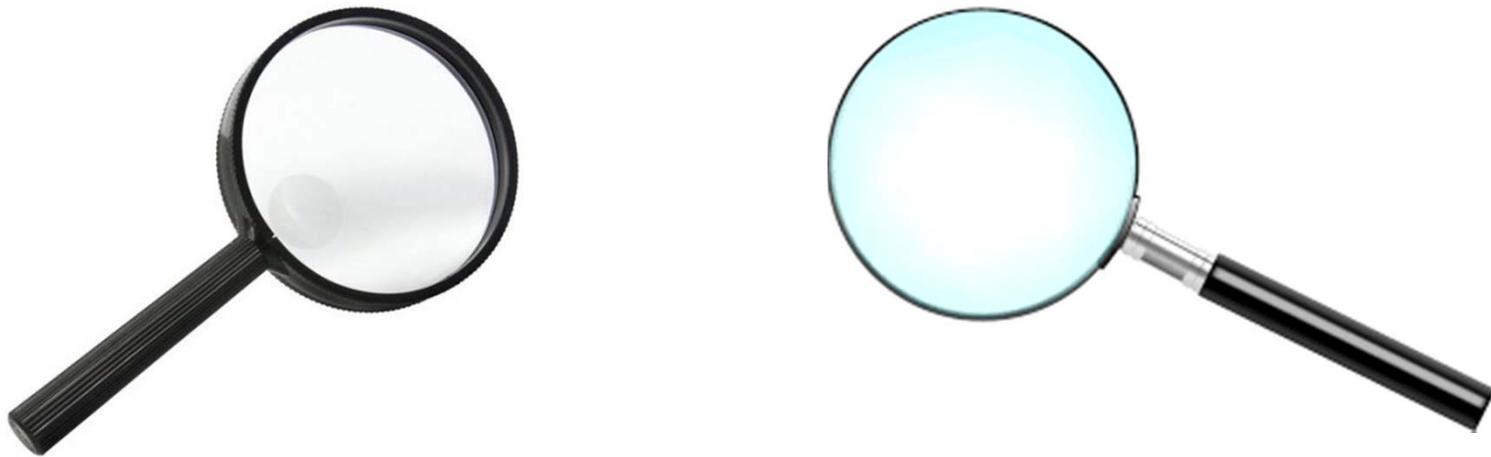
Identification

The MSC reviews each candidate's test scores and supporting documentation to determine eligibility. SPS's **established eligibility thresholds are not absolute qualifiers or disqualifiers**; teacher and parent input are also important considerations. In order to provide equitable opportunities for all students and to uphold the intent of WAC language regarding protected classes [WAC 392-170-035], the MSC will give **special consideration** to and assess the impact of the following factors: **cultural diversity, socioeconomic status, linguistic background, and identified disability.**

Appeals

For families who choose to appeal and who **qualify for the free or reduced lunch program, SPS will provide in-house testing during the appeals process free of charge.**

Most Highly Capable Lens / Equity Lens



Advanced Learning Opportunities (ALOs) are school-based programs for students identified as needing more academic challenges. All students who are District-identified as Highly Capable or Advanced Learners, as well as teacher-identified students at all SPS schools, may participate. These services represent interventions contained in the **Multi-Tiered System of Supports (MTSS)** model. These students are typically served within General Education classrooms through appropriate differentiation, flexible grouping and/or acceleration.

Other Services

Other services for Highly Capable students are available from identification to graduation. These may include **social and emotional counseling** as well as **support for twice exceptional students' learning needs**.

Equity Initiatives Summary

The Advanced Learning Office at is currently implementing an array of approaches to address disproportionality in Advanced Learning programs. The focus of these efforts is to enhance equitable access to underrepresented student populations, most especially low income, ELL, and students of color. As in most urban districts, the demographics of the city of Seattle are not reflected in the programs for Gifted students due to the underrepresentation of students of color.

IDENTIFICATION

- Each and every student can test for eligibility; there are no longer any pre-qualifications
- 2nd grade **targeted universal testing** using the CogAT Screening Form at all Title One elementary schools
- **Individual invitations** for accelerated eligibility extended directly to parents of students in Title I schools who demonstrated high potential on the CogAT Screening Form
- Parent rating scale added as an added “data point” in eligibility process
- **Special considerations** “In order to provide equitable opportunities for all students and to uphold the intent of WAC language regarding protected classes [WAC 392-170-035], the MSC will give special consideration to and assess the impact of the following factors: cultural diversity, socio-economic status, linguistic background, and identified disability.”

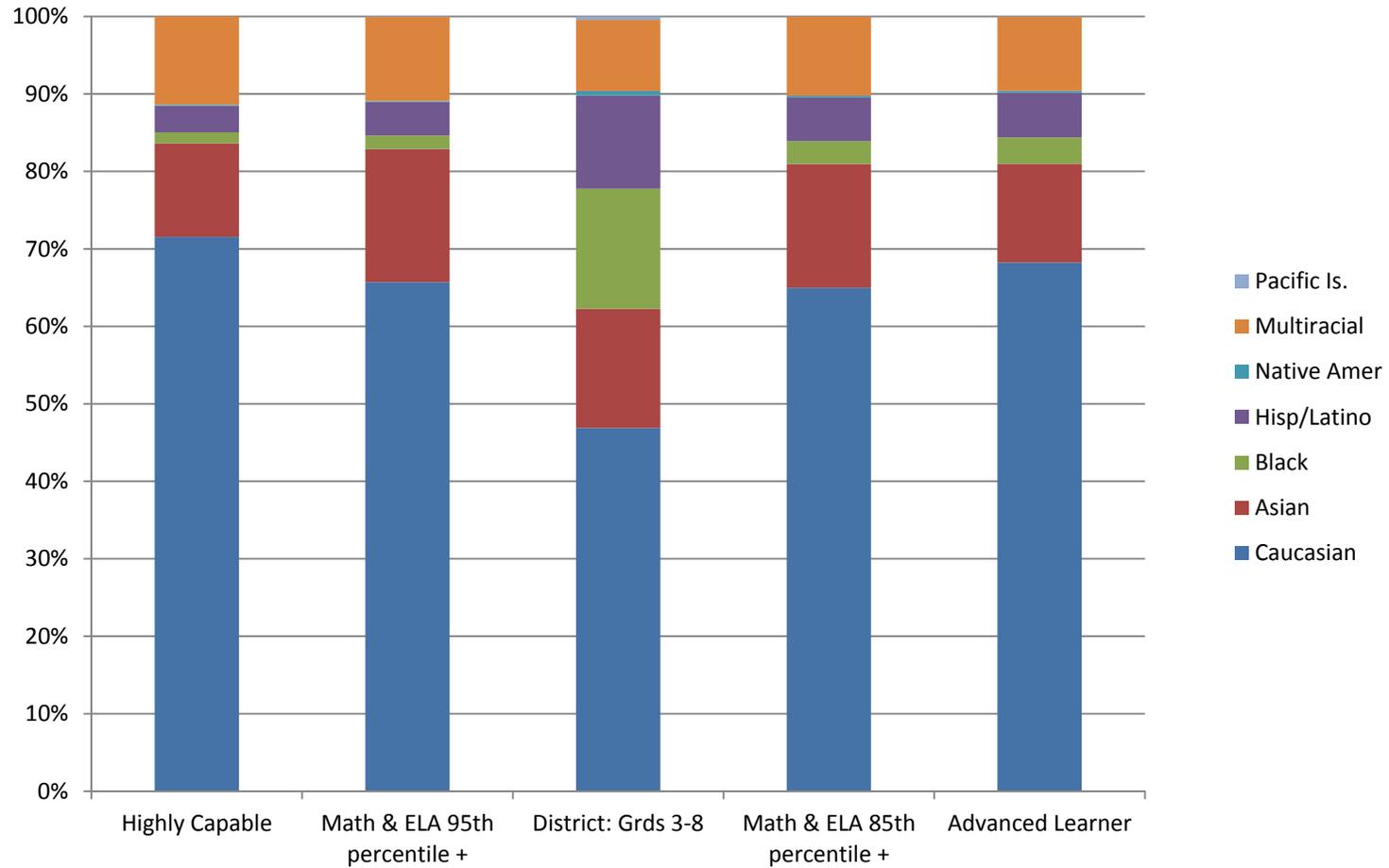
Professional Development

- **Differentiation and culturally responsive teaching workshops** at the central office, and at satellite sites
- Outreach to school principals and teachers through **workshops** and conferences to familiarize them with the characteristics of gifted students
-
- Direct assistance through **curriculum alignment and planning** sessions with teachers at schools who request these services
- Presentations on the relationship between **social justice** and the Advanced Learning programs offered and implemented at the building level based on **collaboration** with the SPS Dept. of Equity and Race Relations
- Site visits and PowerPoint presented to Title One schools re identification and referral of students for AL services

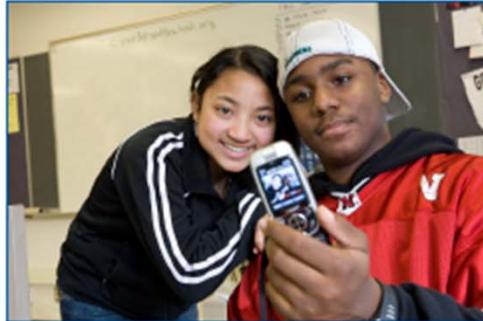
OUTREACH

- Referral information disseminated to all schools, local media, and social media
- Eligibility forms and first day packet announcement (translations in 7-9 languages)
- Outreach to school principals and teachers through **workshops** and conferences to familiarize them with the characteristics of gifted students
- Collaboration and data sharing with the **Rainier Scholars Program** to generate referrals of previously unidentified high potential students of color
- Advanced Learning representation on the Equity and Race Advisory Committee (ERAC)
- Advanced Learning representation on the Southeast Seattle Education Consortium (SESEC)

Ethnic Distributions in AL Programs, on S.B.A, and Districtwide Spring 2016, Grds 3-8



Tomorrow at 9:00



RACIAL EQUITY ANALYSIS TOOL

FACILITATOR'S GUIDE

