

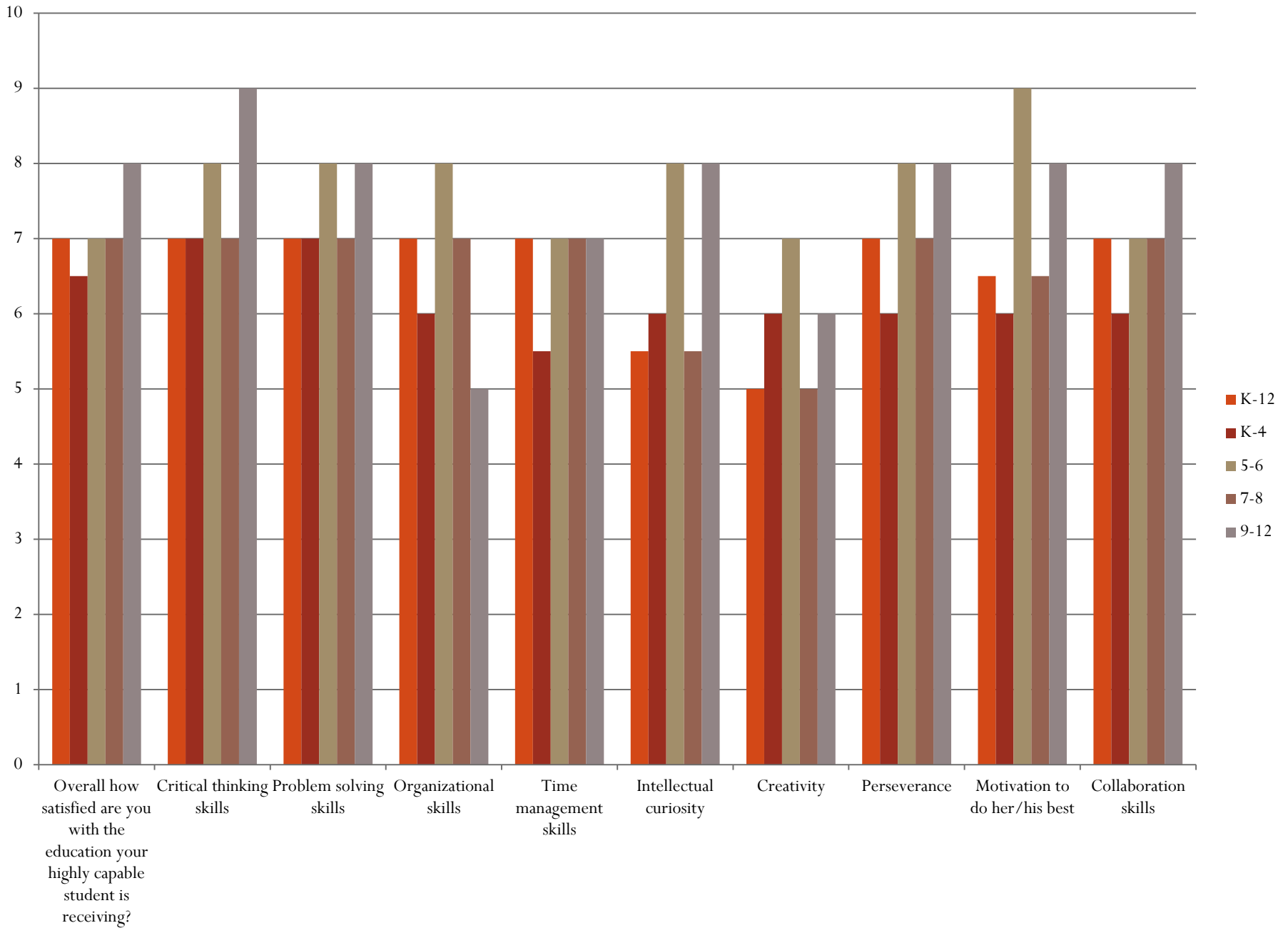
# Highly Capable Advisory Meeting

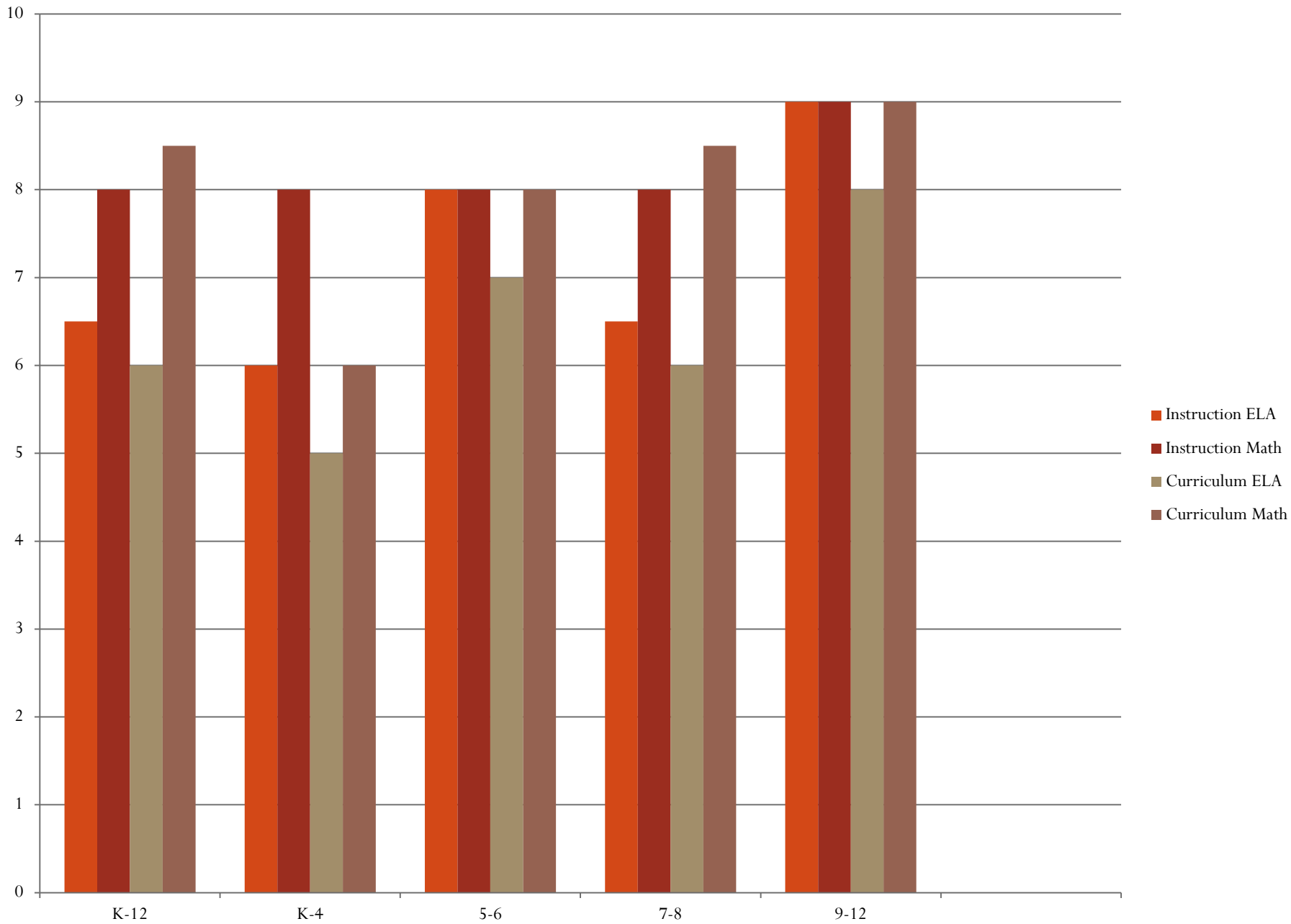
April 21, 2016

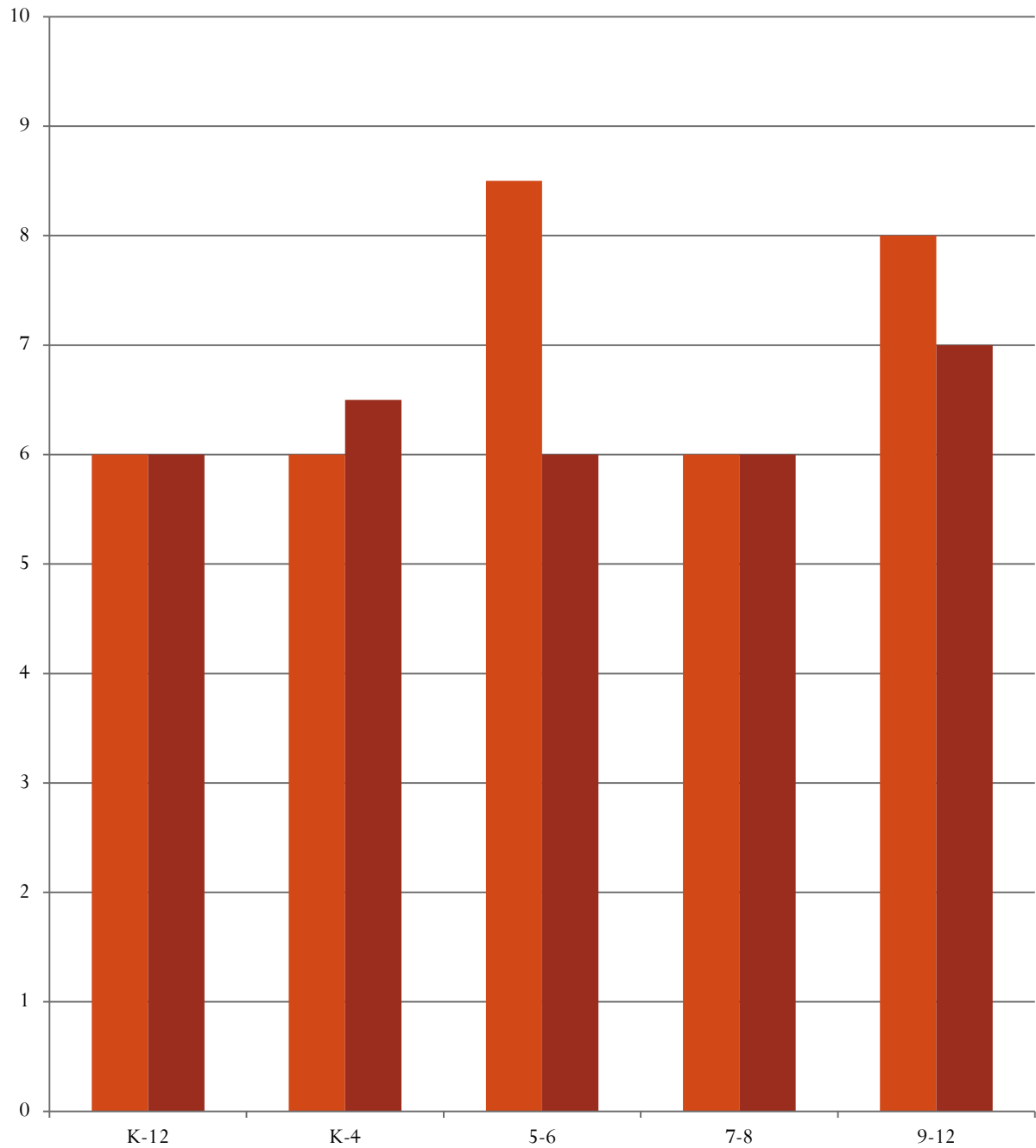
# Parent Input

# Notes about the responses

- 102 surveys were returned
  - K-4—31
  - 5-6— 24
  - 7-8— 16
  - 9-12— 21
  - Multiple schools/or unknown grade band— 11
- Respondents could submit multiple surveys
  - Duplicate responses were removed.
- Median scores are presented in the results

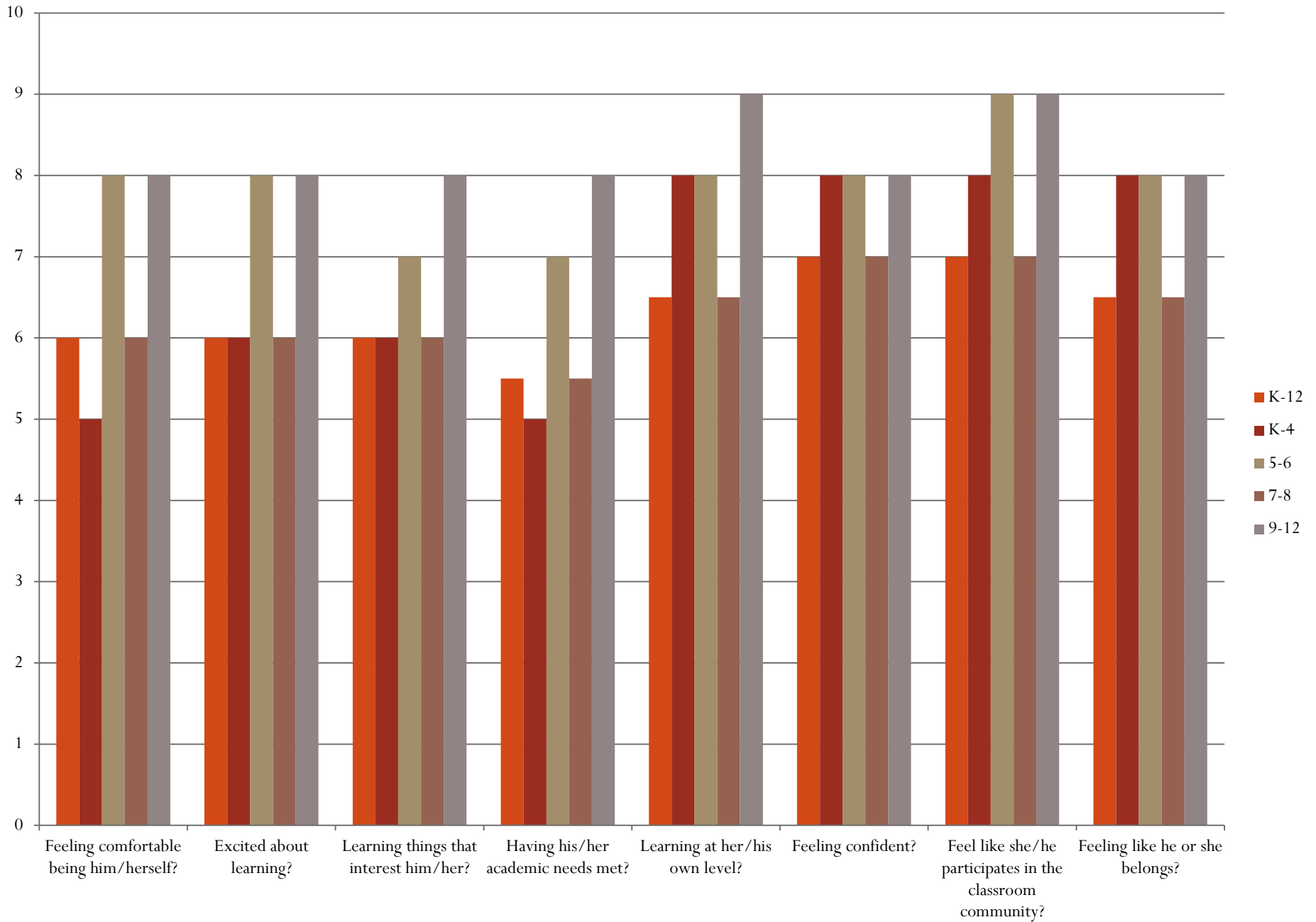






■ To what extent do you feel your student is feeling safe, supported, and challenged?

■ How satisfied are you with communication from your student's teacher(s) this year regarding your student's progress and what they are learning in school?



# Parent Comments

What is working well

- Cluster grouping— students grouped with others of similar skills
- Course selection at the HS (challenging classrooms)
- Support for students
- Small group pullouts at the elementary schools
- Accelerated math—faster paced
- Differentiation specialists in the building—making connections with students
- Challenge in all classrooms
- Access to Redbird



# Parent Comments

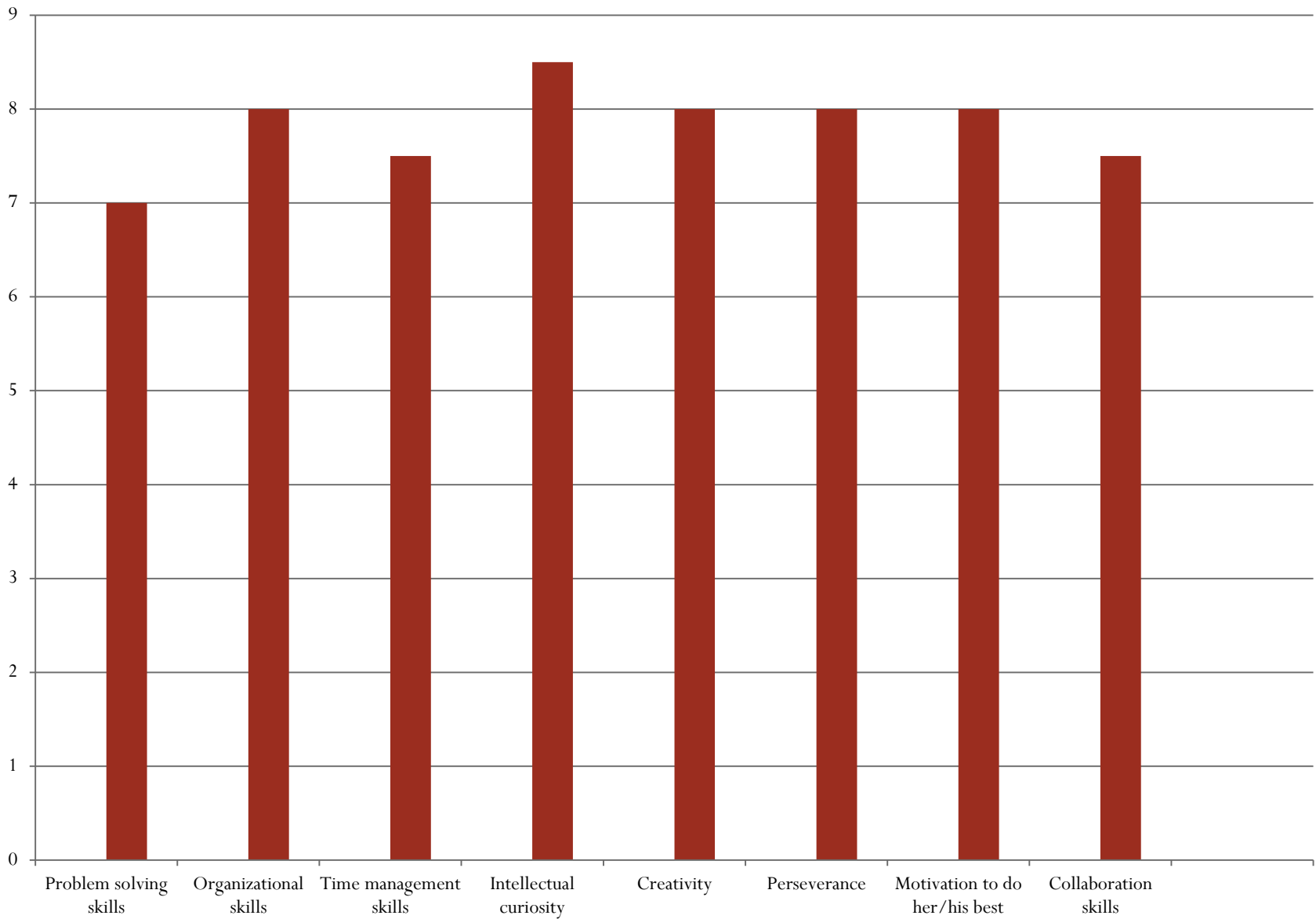
What changes or adjustments would you like to see.

- **Communication**
- ELA differentiation
  - Increased depth of material and faster pace
- More opportunities for HC students to work together on problem solving activities
- More use of Redbird expected
- More support for underperforming HC students
- Suggestions for specific course offerings at the high school
- More homework
- Less homework

# Staff Input

# Notes about staff responses

- 60 certificated staff members responded
  - 27 with clusters of HC students
  - 14 without clusters but HC students in class
  - 9 without any HC students assigned to their classes
  - 6 case managers/differentiation specialists
  - 4 unsure or did not indicate



All staff responses

# Staff Input

## What is working well

- Accelerated math—walk to math
- Additional support of case managers differentiation specialists
- Embedded honors in English 9
- Choice is assignments
- Challenging extension activities
- Flexible and more choice for students in their assignments
- Consistent services for small group instruction (elementary)
- Clustering

# Staff Input

What changes or adjustments would you like to see.

- More support (time, money, coaching/PD)
- Increased communication between differentiation specialists as well as other content teachers (additional time to do this)
- Additional time to collaborate
- Greater expansion to the course selection underclassmen can take in HS
- Greater differentiation in ELA—pathways for students
- More clustering/less clustering
- Concerns with labeling students as HC.
- More differentiating without tracking

# Staff Input

## Professional development topics

- Designing extensions
- Use of menus
- Social emotional needs of students
- Curriculum compacting
- Modifying content, process, and product
- Use of formative assessment to develop flexible groups

# Staff Input

## Ideas to maximize collaboration

- Clearer district expectations about roles of case managers and differentiation specialists
- Time to share strategies between teachers
- A list of students identified as hc
- Leadership from the district level administrator
- Regularly scheduled meeting times
- Regularly scheduled written communication
- **Several teachers commented that communication with case manager has been very supportive and collaborative.**



# Staff Input

## Other supports

- Online extensions
- Paid time
- Additional training/conferences
- Specific content
  - Non-fiction leveled text
  - Math problem solving/reasoning
- Sample lesson plans and enrichment activities
- Appreciated last summer's training. Looking forward to more.
- Smaller class size

# Academic Growth

Student Growth Percentiles

# What are Student Growth Percentiles?

A student growth percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations for SGPs are complex, information can be shared in percentile terms that are familiar to most teachers and parents. This measure was introduced by OSPI in March 2013.

We now have three years of comparative data.

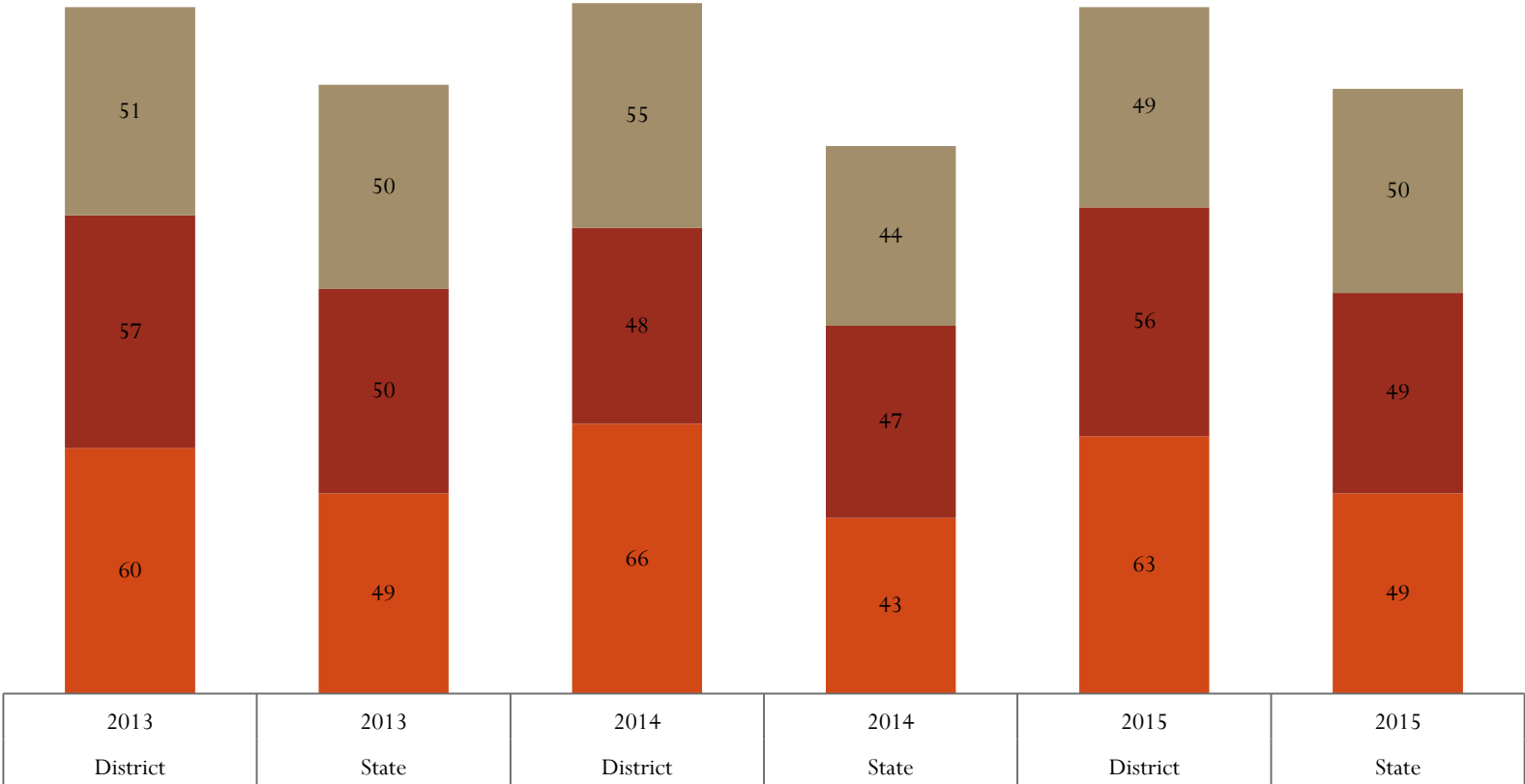


# Can high scoring students still demonstrate growth?

- Yes. Students that typically have high scores on state assessments will be compared to all other students in the state that also have high scores. The data show that even students that score at the top of the scale will have varied performance the next year, so the model allows us to identify growth for students at the upper end of the scale.

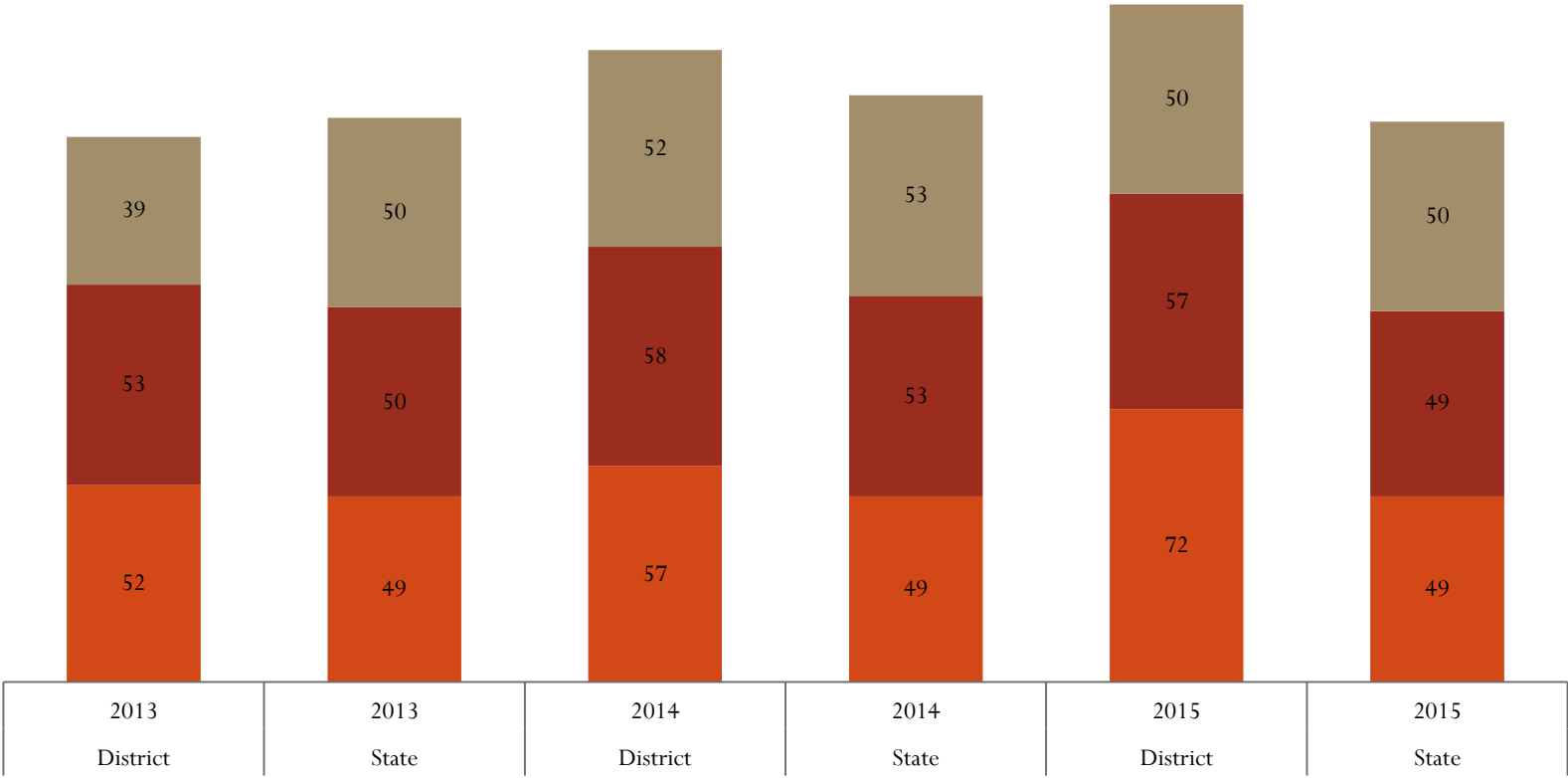
# SPG Gifted Reading

■ Grade 4
 ■ Grade 5-6
 ■ Grade 7-8



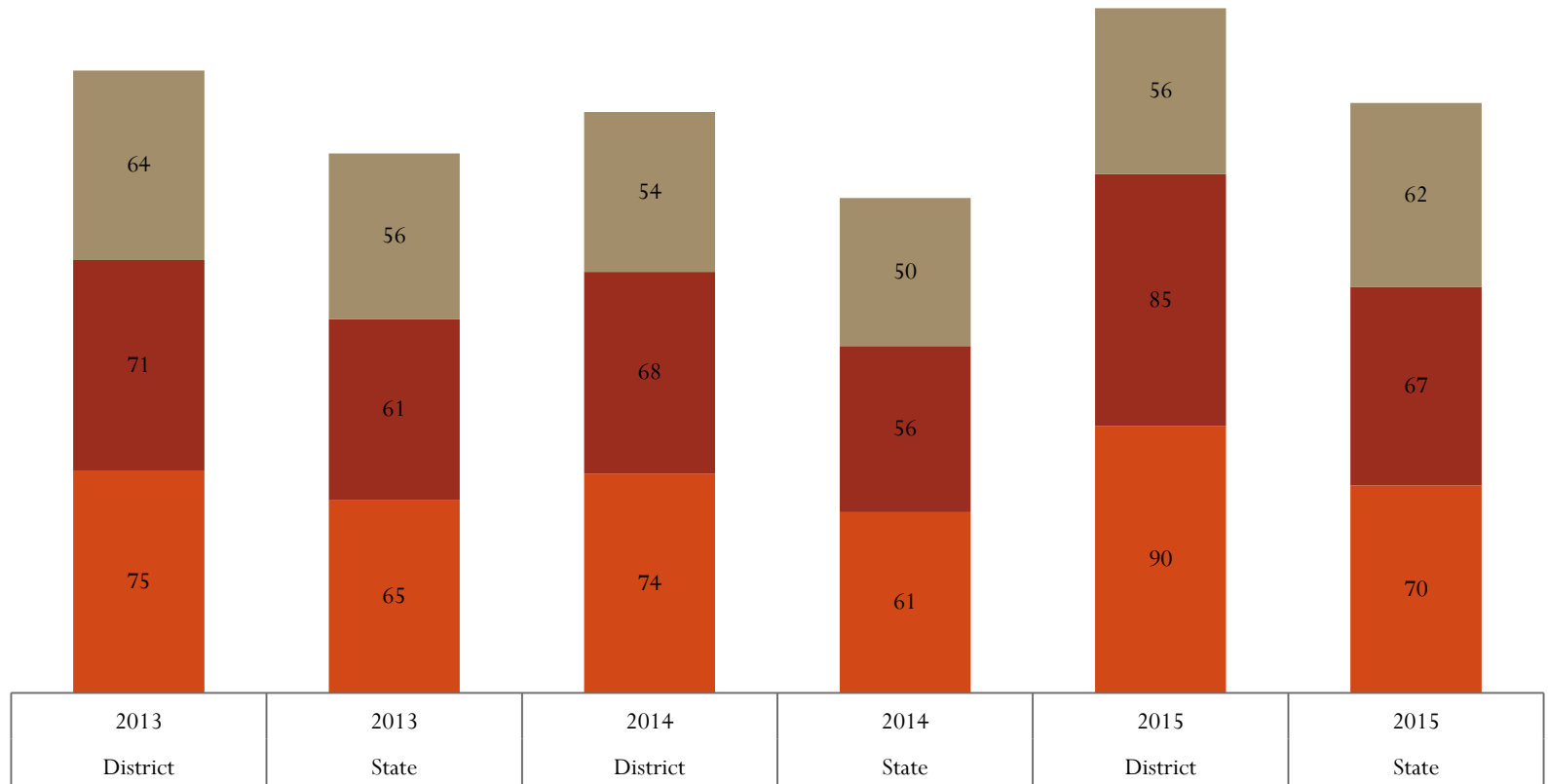
# SGP Non-Gifted Reading

Grade 4 Grade 5-6 Grade 7-8



# SGP Gifted Math

Grade 4 Grade 5-6 Grade 7-8



# SPG Non-Gifted Math

Grade 4 Grade 5-6 Grade 7-8

