**Purpose:** To share information about the future transformation of Advanced Learning Services with a focus on access, equity, high-quality services and talent development.

**For:** Families across Seattle Public Schools

** Tonight:** To begin to build a partnership with parents of students in pathway schools and provide answers to your questions.
Agenda

• What led to proposed changes?
• Who was involved in creating the developing model for Highly Capable Services?
• What is the new Service Delivery Framework?
• What are the changes?
• When might this happen and will my child currently receiving services at a pathway school be affected?
• How do I follow the work of the Advanced Learning Department and the Highly Capable/Racial Equity Services Advisory in the days and weeks ahead?
## Current HC Eligible Student and District Enrollment by Race, 2020-2021

*Data Pull October 2020*

<table>
<thead>
<tr>
<th>Race</th>
<th>HC Eligible</th>
<th>District Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>92 (1.8%)</td>
<td>8,130 (15.0%)</td>
</tr>
<tr>
<td>American Indian</td>
<td>0 (0%)</td>
<td>227 (0.4%)</td>
</tr>
<tr>
<td>Asian</td>
<td>663 (13.4%)</td>
<td>7,100 (13.1%)</td>
</tr>
<tr>
<td>White</td>
<td>3118 (63.2%)</td>
<td>24,670 (45.6%)</td>
</tr>
<tr>
<td>Latinx</td>
<td>259 (5.25%)</td>
<td>7,085 (13.1%)</td>
</tr>
<tr>
<td>Multicultural</td>
<td>799 (16.2%)</td>
<td>6,625 (12.2%)</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1 (0.02%)</td>
<td>218 (0.4%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4932</strong></td>
<td><strong>54,090</strong></td>
</tr>
</tbody>
</table>
The Advanced Learning Department’s new journey began in the Summer of 2019 with Azure Savage.

‘You Failed Us’: Teen author asks 40 students of color to share their experiences at Seattle schools

Garfield High School student Azure Savage illuminates common struggles with identity and mental health faced by marginalized youth.

by Liz Brazile / September 5, 2019 / Updated September 10 at 3:16 p.m.
Certain student groups are not getting the services they need to succeed

“Acceleration-only” is not the best method for a robust, well rounded education

Current processes for advanced learning opportunities allow for racial bias

Identification and access to Advanced Learning services is inequitable

Existing practices are not inclusive

Students are being segregated

We’re upholding systemic & institutional racism.
Dr. Kristina Collins a National Leader in Gifted Education tells us...

“Recognize that the solution does NOT lie in fixing a system that is broken.”

“Understanding, first and foremost, that the system is operating in the exact way that it was designed, embedded with racist ideology, implicit biases, exclusionary intent, and inequitable desired outcomes.”
Changes must be made to meet the instructional needs of ALL students

– with a focused priority on students furthest from educational justice

DISTRICT ALIGNMENT

- School Board Policy #0030
- 2019-24 SPS Strategic Plan
- Multi-Tiered System of Support (MTSS)
- Department mission & commitments

Implement a framework & model that supports educational engagement and enthusiasm

Enhance/improve learning environments for all students to achieve success

Create equitable opportunities and remove barriers to promote advanced learning

Develop and maintain inclusive practices
OPPORTUNITY
- Flexible and multidimensional identification process
- Eligibility that is transparent and clear

ACCESS
- Identification of more gifted learners
- Reduction of racial disproportionality

INCLUSIVE PRACTICES
- Emphasis on anti-racist practices, problem-solving, and creative thinking
- School-wide program offerings

STRENGTHS-BASED APPROACH
- Consideration of individual characteristics
- Improved student satisfaction & intellectual self-confidence

SUPPORT
- Educational, social, emotional & behavioral support for all students
- Engaging & challenging curriculum for learners with atypical needs

Every student graduates prepared for college, a career, and community participation.
Why a New Service Delivery Framework?

Response to Board Policy #0030

Align with the 2019 – 2024 Seattle Public Schools Strategic Plan

Actualize the Advanced Learning (AL) Mission & Commitments

Equitable Access to Advanced Learning Services

Focus on ensuring racial equity in our educational system and unapologetically address the needs of students of color furthest from educational justice

The AL department will actively disrupt the institutional racism that limits access to advanced learning opportunities
Advanced Learning Task Force (ALTF)

**ROLE OF THE ALTF**

- Review and make recommendations to the Superintendent and School Board related to the policies, procedures, and practices of advanced learning programs and highly capable services.
- Support the District’s efforts toward equitable access to advanced learning as directed in School Board Resolution No. 2017/18-10.
- Provide SPS with parental and community perspectives on advanced learning programs and highly capable services

**RECOMMENDATIONS – December 2019**

- Shift from a model of accelerated-only teaching and learning
- Implement a model that is accessible to all students who need services
- Add a common model to support talent development
**CURRENT SERVICES:**

Elementary Highly Capable Pathway Schools

- “Subject Acceleration” practices
- 2 Years Acceleration in Math
- 1 Year Acceleration in Reading and Writing

Elementary Neighborhood schools

- Services determined by the school.

**PROPOSED SERVICES:**

All elementary schools

**Tier 1:** For all students
- Culturally responsive teaching
- Problem solving
- Critical thinking
- Strength-based focus for accessing and delivering services
- Assessment practices conducive to ALTs to include: pre and post assessments, ongoing, responsive and timely multi-modal assessment
- Differentiation of core curriculum for all and targeting advanced learners
- Enrichment
- Enhanced pacing
- In-class flexible grouping re-grouping
- Project Based Learning
- Mentorship

**Tier 2 & Tier 3:** Services available to some students with General Education
- Responsive learning experiences to asynchronous development
- Curriculum compacting
- Enrichment
- Flexible and cluster grouping
- Independent projects
- Content acceleration
- Supplemental instruction in area of interest
- Curricular compacting
- Individual Learning Plan (Tier 3 only)

**Tier 3:** Services available to a few students: Unique, accelerated services
- Alternative Setting available only to these students (i.e., Self-contained, Exclusive Pull-out)
- Individual learning plans required
  - Including addressing asynchronous
  - Responsive learning experiences to asynchronous development
- Unique or Non-traditional services including but not limited to:
  - Services provided through cooperative arrangement with ESD or other districts

*Example of Tiered Services provided by the ALTF.*
## Multi-Tiered System of Support (MTSS) Model for serving ALL students’ educational needs

### Tier III
- **INTENSIVE SUPPORT**
  - Learners who need intensive interventions

### Tier II
- **ADDITIONAL SUPPORT**
  - Learners who need additional time and intensity to succeed

### Tier I – Core Instruction
- **UNIVERSAL SUPPORT**
  - Learners showing difficulties with some concepts
  - Learners showing average achievement
  - Learners showing high achievement and/or motivation
  - Learners showing ability to grasp concepts quickly

### Tier II
- **ADDITIONAL SUPPORT**
  - Learners who need increased pace, depth and/or complexity; identified high ability/potential

### Tier III
- **INTENSIVE SUPPORT**
  - Learners who need intensive interventions and/or acceleration

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**TARGETED INTERVENTION**

- **Tier III**
- **Tier II**
- **Tier I – Core Instruction**
- **Tier II**
- **Tier III**

**PROGRESS MONITORING**

- To ensure each student is learning at the level of challenge

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1-5% of students
- Rigorous individualized intervention in order for students to access core curriculum

5-15% of students
- Supplemental small group instruction
- Aligned to core curriculum
- Targeted to a specific need
- Research-based instruction aligned to the Instructional Framework of teaching and learning for all students.
- Differentiated student support driven by ongoing evaluated assessment results.

85-90% of students
- Supplemental small group instruction
- Aligned to core curriculum
- Targeted to a specific need

5-15% of students
- Supplemental small group instruction
- Aligned to core curriculum
- Targeted to a specific need

1-5% of students
- Rigorous individualized intervention in order for students to access advanced core curriculum

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Differentiated instruction, culturally responsive and inclusionary practices at all levels of support for the implementation of high-quality tiered services that includes above level services.
Components of Service Delivery Framework

**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.

**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.

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

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

**Tiered Supports & Services**
Leverage MTSS framework to determine student academic & SEL needs;
- Available to all students;
- Tier 2 and 3 services provided to students who demonstrate the need;
- Services for students who also benefit from Special Education, ELL, etc.;
- The Schoolwide Enrichment Model (SEM) provides a focus on talent development for ALL students and will inform the delivery of the tiered services along with subject differentiation strategies.
HC/RESA advises on whether the new framework and policy updates accurately reflect and will lead to the actualization of the recommendations with a racial equity lens.

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 language includes a shift towards an array of equitable tiered services offered at all neighborhood schools.

Components of the Advanced Learning Service Delivery Framework Decided

Winter 2020-2021

Support and Accountability

Tiered Supports and Services

Ensuring Racial Equity

Family Engagement

Equitable Learner Identification

December 2019

ALTF Recommendations

Updates to Policy no. 2190

Spring 2021

Summer 2021

Tiered Supports and Services

November 2019

HC/RESA Advises

Support and Accountability

Tiered Supports and Services

Ensuring Racial Equity

Family Engagement

Equitable Learner Identification

Tiered Supports and Services
Possible Elementary Implementation Timeline

**SY 2020 – 21**
- Engagement Plan
- Communication Plan
- Website Updates
- Field study
- DI content work in Math
- Policy Revisions 2190

**SY 2022 – 23**
- K-1 Tiered Services in all schools
- 1-5 Cohort
- Site Based MSC
- School-wide enrichment
- Continue Engagement
- Training Platform for staff

**SY 2024 – 25**
- Boundary Changes for students in K-2
- K-3 Tiered Services
- 3-5 Cohort
- Site Based MSC
- School-wide enrichment
- Continue Engagement
- Training Platform for staff

**SY 2026 – 27**
- Boundary Changes K-4
- Grade 5 cohort
- K-5 Tiered Services
- MSC at site
- School-wide enrichment
- Continue Engagement
- Training Platform for staff

**SY 2021 – 22**
- 5 Implementation schools launched
  - K-1 Tiered Services
  - School-wide enrichment
  - Site Based MSC
  - Continue Engagement
  - Training Platform for staff

**SY 2023 – 24**
- K-2 Tiered Services
- 2-5 Cohort
- Site Based MSC
- School-wide enrichment
- Continue Engagement
- Training Platform for staff

**SY 2025 – 26**
- Boundary Changes K-3
- K-4 Tiered services
- 4-5 Cohort
- Site Based MSC
- School-wide enrichment
- Continue Engagement
- Training Platform for staff

**SY 2027 – 28**
- Continuous improvement of systems & Accountability in Service Delivery Framework
Resources

- Seattle Public Schools HC Data 2019-20
- Addressing Underrepresented Students
- Schoolwide Enrichment Model
- National Center for Research of Gifted Education
- Schoolwide Enrichment Model Research Studies
- Underrepresentation in gifted education: How did we get here and what needs to change?
- Beyond deficit thinking: Providing access for gifted African American students
- Universal screening increases the representation of low-income and minority students in gifted education
- SENG: Supporting Emotional Needs of the Gifted; Equity, Diversity & Inclusion Articles Library
- Read the ALTF Final Report 2018-2019
Thank you!

www.seattleschools.org | 206-252-0130 | Advanced Learning