



Minutes
Highly Capable Learners (HCL)
Parent Advisory Committee (PAC)

Tuesday, Dec. 4, 2018
11:00 a.m. – 12: 30 p.m.

In attendance:

- Dawn Christiana, Director, Teaching and Learning – Highly Capable Learners
- Pam Pottle, Principal: Northern Heights Elementary School
- Carrie, Lucia, Vicky, Sara, Melissa, Pam, Thomas, Brian, Parent representation
- Brian Pahl, Educational Technology Coach
- Lucy Cantu, Early Childhood Family Engagement Coordinator
- Stephanie Korn, Director, Teaching and Learning – Title I / LAP
- Mike Copland, Deputy Superintendent

This was the second HCL PAC meeting of the 2018-19 school year. Goals for the meeting were to start the internal program review. The leadership team, Melissa, Sara and Pam will move forward with the next steps from this group.

Dawn Christiana welcomed the group, reminded everyone that the role of the PAC is to help review program information that the HCL steering team can move forward on.

Group Norms

Dawn reminded the group that they decided to use the 7 norms of collaboration. Norms of focus for the meeting were: presuming positive intentions, pursuing a balance between advocacy and inquiry, and pausing to process and provide space between advocacy and inquiry.

Data discussion.

- The group reviewed previously-seen achievement data for students who qualify for HCL services in verbal (SBA ELA) and quantitative (SBA Math), both those who did and did not meet standard. Dawn explained that for each student who did not meet standard, counselors and teachers have been contacted.
- New data: Student Growth Percentiles. Dawn explained how Student Growth Percentile is calculated by the Office of the Superintendent of Public Instruction (OSPI) using a comparative look of students who scored similarly one year on the Smarter Balanced Assessments (SBA) and how much growth they made to the next year. The group discussed parent-teacher communication regarding Student Growth Percentile. Dawn will

send a link to teachers to the OSPI video explaining SGPs. The group discussed what numbers represent a year's growth.

- District Student Growth Percentile Data for HCL- Prior to sharing data, Dawn talked about how data is very personal in education and asked participants to be thoughtful of responses to the data and reminded them of the norm about balancing between advocacy and inquiry.
 - HCL Verbal SBA ELA SGPs were looked at first for 5-8th grade. Participants asked about when Bellingham Public Schools' HCL program model changed. Fifth graders are portfolio, Sixth and seventh graders are universal screen and eighth graders were previous model.
 - The group shared observations, questions about, and actions to take based on the data.

Observations	So what? Wonders?	Now what? Actions?
<ul style="list-style-type: none"> • Feels like the new system is working, we are dialing in identification and meeting their needs- 29 have typical or high in 5th and 2 with low 	<ul style="list-style-type: none"> • Very important to properly identify and not overly identify, when they are misidentified it has a negative impact on that student • With a bell curve, there are always 50% below the median, so we should expect to have students in low growth, so zero is not a realistic expectation for low growth • Look at students who were in the low end and see if the teacher needs some sort of support, and if they were low, can you put them with a teacher who was trained the next year to catch them up. 	<ul style="list-style-type: none"> • Are student identified HCL growing at the same rate/percentile as the rest of the district? • Look at patterns for the teachers who were trained vs not. • Look at the supports that have been in place for the low growth students and analyze if that is correct. Look over time at the supports.

HCL Quantitative SBA Math SGPs:

Observations	Wonders	Now what
<ul style="list-style-type: none"> • A lot fewer kids in high growth band in 6-8th than in ELA • Highest number of kids in low growth in 7th grade reflects the growth they made in 6th 	<ul style="list-style-type: none"> • Easier to stretch kids in ELA than it is in math • What classes are the kids in in middle school and how are they performing in growth? • Does the math adoption have an influence on these scores? 	<p>Look at which classes students are in</p>

Dawn explained what the SBA test is like: it is a computer-based test with multiple choice type problems and a performance task.

Student Learning Plans (SLP):

Dawn let the PAC know that she is checking all learning plans, which will be sent to parents this month. She outlined requests for changes to the Student Learning Plans (SLP), including:

- where is the student on the continuum of support? The goals in the SLP should pertain to the student's tier and include the family and the students. Plans need to name the intervention approach.
 - Tier 1 - differentiation
 - Tier 2 - clustered for support
 - Tier 3 - something different
- Teachers requested relevant and current assessment scores, including student growth percentiles.
- The notes on the plan will describe what the student is doing and also serve as a documentation of communications about the student learning plan.
- The group discussed high school students and their high school and beyond plans as well as counselors' check-ins on social-emotional needs of students.

Internal program review.

Based on prior PAC meeting work, the internal program review will focus on four categories: district communication, professional development, continuum of services, and student learning plans.

Dawn recommended from the resource guiding her work: program design, curriculum and instruction, professional development, program effectiveness, and affective domain for students.

Dawn asked committee members to read the chapter from Gifted Program Evaluation: A Handbook for Administrators & Coordinators by Kristie Speirs Neumeister and Virginia H. Burney about the affective domain, because SEL is our district focus, and every conference is highlighting SEL needs.

At the next meeting, the group plans to focus on the four domains for the internal program review as well as the structure and plan for getting feedback for the program review (e.g. survey, focus group) to implement over 2 months.

The next PAC meeting will be Wednesday, Feb. 20 from 9:30 - 11:30 a.m.