

DAVIS JOINT UNIFIED SCHOOL DISTRICT AIM

April 6, 2017

My Research



Mission Statement

The mission of Davis Joint Unified School District, a leading center of educational innovation, is to **ignite a love of learning** and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world, through a system characterized by:

- **Optimal conditions and environments** for **all students to learn**
- A team of talented, resourceful, and caring **staff**
- **Transforming teaching, learning,** and operations in our **continuing pursuit of excellence**
- Resourceful, transparent, and responsible **fiscal planning**, and
- A **diverse and inclusive culture**



Recap of Board Directives

1. Place students in Willett and Pioneer self-contained, create waitlist
2. Continue to systematize differentiation in AIM program for all AIM-identified students
3. 98th percentile threshold for 2017-18
4. Use of same testing menu
5. Collect data from HOPE as potential tool (pilot)

2017 Identification Results

1. No wait list for 43 students at Willet and Pioneer
2. Differentiation is underway
3. 58 students were identified for 2017-18
4. Diversity was not an outcome produced by our current menu of tests
5. Hope Scale did not identify giftedness in underserved populations any better than standardized tests

2017 Identification Results

Number of students
represented by
race/ethnicity AIM-
identified by test

	American Indian/Alaskan Assessment	African American	Asian	Pacific Islander Hispanic	White	Intentional Blank	Total	% of Total	
OLSAT	0	0	13	1	0	9	2	25	43%
CogAT	0	0	10	2	0	4	0	16	28%
Naglier	0	0	0	0	0	0	0	0	0%
Slossen	0	0	5	2	0	4	2	13	22%
WISC	0	0	0	0	0	0	0	0	0%
TONI	0	0	2	0	0	2	0	4	7%
Total	-	-	30	5	-	19	4	58	
Total %	-	-	51.72%	8.62%	-	32.76%	6.90%		100%

2017 Identification Results

Number of
underserved students
AIM-identified by test

Assessment	Low Socio-Economic	EL Not Hispanic	EL Hispanic	Migrant	Special Education	Section 504	Total	% of Total
OLSAT	2	0	0	0	2	0	25	43%
CogAT	0	1	0	0	0	0	16	28%
Naglieri	0	0	0	0	0	0	0	0%
Slossen	1	0	0	0	2	0	13	22%
WISC	0	0	0	0	0	0	0	0%
TONI	1	2	0	0	0	0	4	7%
Total	4	3	-	-	4	-	58	100%
Total %	6.90%	5.17%	-	-	6.90%			

2017 Identification Results

Number of students
represented by parent
education level AIM-
identified by test

Assessment	Not HS Grad	HS Grad	Some College	College Grad	Graduate Sch/Post Grad	Total	% of Total
OLSAT	0	0	0	3	22	25	43%
CogAT	0	0	0	2	14	16	28%
Naglieri	0	0	0	0	0	0	0%
Slossen	0	0	0	1	12	13	22%
WISC	0	0	0	0	0	0	0%
TONI	0	0	0	1	3	4	7%
Total	-	-	-	7	51	58	
Total %	-	-	-	12.07%	87.93%		100%

Review

- Resources and Budget
- Focus
- Identification Process
- Achievement
- District and Student Goals
- Social-Emotional Health

Resources and Budget



Focus



DHS Madrigal Singers: Bogoroditse devo (Rachmaninoff)

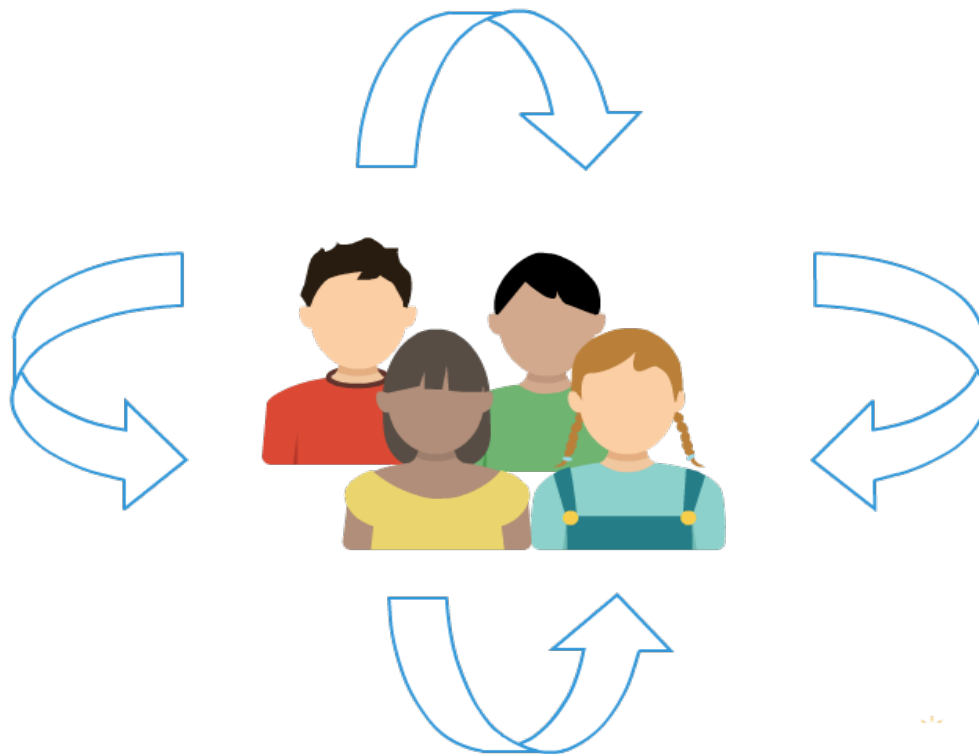


The lack of a focus on the AIM instructional program has stymied us from celebrating the talents that lay within each child.



Our gifted
**Identification
Process** limits
ourselves and
our students

Equity and Excellence



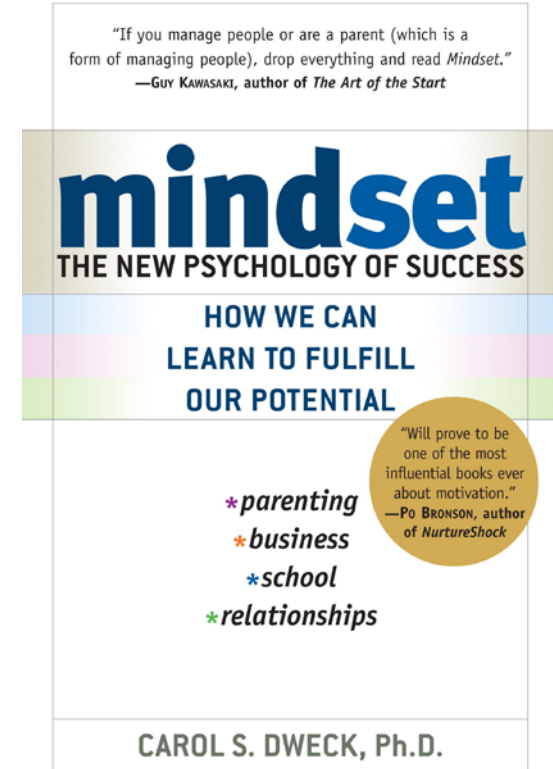
Achievement

What it takes to
move all
students to
“Davis Blue”

Graduation Performance Categories

		Graduation Change				
Graduation Status	Level	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
	Very High 95.0% or greater	N/A	Blue	Blue	Blue	Blue
	High 90.0% to less than 95.0%	Orange	Yellow	Green	Green	Blue
	Medium 85.0% to less than 90.0%	Orange	Orange	Yellow	Green	Green
	Low 67.0% to less than 85.0%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 67.0%	Red	Red	Red	Red	Red

District and
Student Goals
are our drivers



Social-
Emotional
Health is a top
priority



3 Key Assumptions for Future

- Serve as many AIM-identified students as possible in a revamped program that expands services to neighborhood programs.
- Recognize talents within our diverse student population to ensure our gifted program includes and is advanced by students across the socio-economic and parent education spectrum.
- Strategic Goals 3 and 4 will be supported by developing high expectations for all students and the use of formative assessments.

Recommendations and Discussion

