Davis Joint Unified School District
AIM Motions: Action and Progress Update Summary
June 8, 2018

Introduction
On April 6, 2017 the DJUSD Board of Education discussed and passed six motions with the purpose of evaluating and improving services to students in the DJUSD AIM program. The direction of these motions has guided the focus and work of the Instructional Services Department during the 2017-18 school year.

Motion 1: Direct staff to use appropriate assessments for students who are English learners, low income, learning disabled, or from historically disadvantaged minorities and other underrepresented groups, for the purpose of ensuring the identification for these at risk student groups to ensure equal access to a challenging curriculum.

DJUSD Process
The Instructional Services team has been working toward this motion by continuing our universal and rescreening process. Universal administration of the OLSAT assessment was completed in September, 2017. Once scores were received, the AIM Assessment Team met to discuss each student's score and to decide if a student should be rescreened and with which appropriate tool. Any student who scores in the 99th or 98th percentile on any assessments was qualified as AIM-identified. Of the over 600 third grade students, 245 students, were rescreened using the assessments noted below for the identified factors.

- Standard Error of Measure: Slosson or CogAT
- Low Socioeconomic status, parent education level less than college, and English Learners (Intermediate-Advanced Level): Naglieri
- English Learners (Basic-Early Intermediate): TONI

Fifty-one (51) students were AIM-identified during the original universal screening process and thirty-five (35) were AIM- identified through the rescreening process. The rescreening assessments produced the following results:

- CogAT: 47 rescreened / 13 identified
- Naglieri: 111 rescreened/ 4 identified
- Slosson: 18 rescreened / 11 identified
- TONI: 69 rescreened / 7 identified

Rescreening will continue through the summer.

<u>Related Assessment Research</u>
Our team contacted twenty (20) school districts to determine assessment practices that could support the identification of English learners, low income, learning disabled, or students from historically disadvantaged minorities or other underrepresented groups. Based on our research, we identified three broad findings:

1) Districts with self-contained classrooms or schools often use a cut score with sliding scales for equity factors (such as poverty, language, parent education).

2) Districts with GATE-identified students enrolled in general education classrooms generally use a formula and/or committee for identification. They often consider a variety of assessments, including State, cognitive, local benchmarks, teacher input, and broader modalities (creativity, leadership, visual/performing arts, etc) to inform differentiated instruction for GATE-identified students.

3) Districts that do not have GATE programs do not have assessments, but have a focus on differentiation for all students.

Motion 2: Those AIM identified students who choose not to be placed in a self-contained AIM classroom will have their specific educational needs met in their neighborhood or traditional school classroom through an alternative instruction plan, in consultation with an AIM–certified teacher, tailored to meet their specific abilities utilizing various models for program delivery, that may include but not be limited to, math ability rotations, flexible grouping, or other pull out or push-in services.

To assess and meet the needs of AIM identified students who choose not to be placed in a self-contained AIM classroom, this year our Instructional Services Differentiation Specialist (a GATE-certified teacher) offered individualized support and consultation in developing enrichment curriculum, completing formative assessments for the purpose of flexible grouping, and differentiation to teachers of every AIM-identified student, who was not enrolled in an AIM self-contained or cluster classroom. Examples of the innovative support for AIM-identified students include the development of a Google classroom to share with intermediate (grades 4, 5 and 6) teachers at Birch Lane and Korematsu elementary schools that offers enrichment lessons and activities for students who have demonstrated mastery of content standards. These lessons and activities push student thinking to deeper levels and engage them deeply in the Standards for Mathematical Practice.

Perhaps most notably, as we work toward individualizing student instruction, the Instructional Services team developed a Student Learner Profile for AIM students and disseminated it to all elementary teachers of AIM-identified students.   These teachers completed the profile for each AIM student. The profile first asked teachers to identify conditions of learning in which the student thrives, including working in small groups, taking leadership, receiving constructive feedback. In addition, the profile asked the teacher to identify other areas of perceived giftedness, including visual/performing arts, music, psychomotor, leadership, interpersonal abilities, and cultural literacy. Finally, the teacher was asked to set a personal learning goal for the student. The Student Learner Profiles were loaded into the Illuminate System and a report will be provided to each student's teacher in the Fall of 2018.

In addition to the systems and techniques we are already employing to reach all AIM students in the classroom, we are also expanding our capacity among our instructional team. Our professional development offerings in the area of differentiation are robust; in 2017-18 we offered 77 workshops with differentiation as a focus, which totaled 490 training seats for DJUSD educators.

Motion 3: For the 2017-18 school year, and each year thereafter, when the number of children identified for the AIM program does not equal a full classroom, the remaining seats may be filled in accordance with the program's design.

Per this motion, during the 2017-18 school year, site teams filled seats in six of the eight fourth through sixth grade AIM classrooms where the number of AIM-identified students did not equal a full classroom. Particular attention was paid by teachers and site principals to create balanced classrooms, which took into consideration gender, language ability, special services, and interpersonal relationships. When filling AIM cluster classrooms, school site teams were mindful of the teacher's task to differentiate. To that end, the high academic abilities of AIM-identified students was taken into consideration and teams were intentional in not building classrooms with an excessively large band of learning abilities.

Should current enrollment numbers remain steady, three of the six intermediate AIM classrooms in the 2018-19 school year will be cluster classrooms, with remaining seats filled in a balanced classroom approach.

Motion 4: Explore alternatives for identifying talents and gifts from a wider range of domains beyond language arts and mathematics.

The Instructional Services team spent the year reaching out to over 20 school districts around the state and nation. In this research, we found a variety of assessment and identification models (see Related Assessment Research from Motion 1 above).

Looking beyond language arts and mathematics, we found two districts doing interesting work. Boulder, CO and Elk Grove, CA use comprehensive information for gifted identification. Both these districts have a process of collecting a "body of work" that highlights a student's academic, creative, leadership, and/or artistic giftedness. This work is evaluated by a site team to determine gifted identification. In Boulder, services are delivered through the creation of an "Advanced Learner Plan" that is created in collaboration with a teacher and overseen by a site TAG (Talented and Gifted) coordinator. In Elk Grove, services for academic giftedness are provided in the mainstream classroom through differentiated instruction and flexible grouping for academic subjects. In addition, enrichment for giftedness in the areas of art, creativity, or leadership is provided in after-school programming options.

Motion 5: **Work to ensure that current staff includes a GATE certified teacher at each elementary school and will try to augment that number in each successive school year.**

Much work has been done to build capacity of our teachers who support AIM-identified students, which include expanding services to AIM students in neighborhood classes and ensuring a GATE-certified teacher at each elementary site. At the beginning of the 2017-18 school year, DJUSD had nine teachers with GATE certification at the elementary level.

During this year, we again hosted a year-long professional development series, taught by instructors certified through CAG (California Association of the Gifted). Eleven teachers participated in the course this year. When complete, DJUSD will have more than doubled the amount of GATE-certified teachers in one year and with the exception of one recent transfer we are on track to have a GATE-certified teacher at all but one elementary school. The GATE certification course will run again in 2018-19 and we will continue to work toward the stated objective in this motion. GATE certification classes are open and encouraged for all elementary teachers and we see participation from educators who teach AIM classes and from those who teach neighborhood classes.

Motion 6: Reaffirm, through this agenda item, our commitment to formative assessments and student goal-setting.

DJUSD continues its commitment to implementing formative assessments and student goal setting opportunities per our Strategic Plan goals. In the 2017-18 school year, primary grade teachers continued the foundational reading assessments universally conducted to guide report card marking and early reading intervention for students in grades K-2. Third through sixth grade classrooms all conducted interim assessments three times this year using our newly adopted English Language Arts curriculum, Benchmark. In addition, teachers in grades 3-6 administered the CAASPP Math Interim Assessment Blocks twice this year. This data was used to inform instruction, flexible groupings within grade levels and classrooms, and in preparation for our spring State CAASPP assessments.

At the secondary level, the ninth and tenth grade writing assessment was conducted in the fall and the spring using a shared prompt and scoring rubric across the district. Junior High math teachers also administered the MDTP (Mathematics Diagnostic Testing Project) within the first ten days of school to evaluate strengths and needs within each student and class.   For 2018-19, Junior Highs are purchasing and administering the Gates-Macginitie assessment, which will inform reading instruction and support in grades 7-9. We know that several sites have committed to using the Interim Assessment Blocks within the Smarter Balanced system as common assessments in their site plans for 2018-19.

Student Learner Profile
Setting goals for students was a component of the Student Learner Profile for AIM students, and please see Motion 2 above. Our objective is to expand the use of this tool to give all teachers a "head-start" on knowing and serving all AIM students. Because the data is housed in our Information system, Illuminate, we will be able to compile date for grade levels and/or classrooms to help teachers build impactful, meaningful lessons and instruction.

This system of identifying every student by name, strength and need will not happen in one discreet year, but will now be shared with teachers in each consecutive year.   When we share these details of strengths and gifts with future teachers, we will tailor and change instruction to make it richer, targeted, and impactful.   Also, when teachers become more skillful in gathering diverse student data and using it to set goals, they will be able to assist students better in setting their own goals. As we continue to develop a more robust learner profile system for AIM, we can use this vision and systems for the benefit of all students.