Austin Public Schools

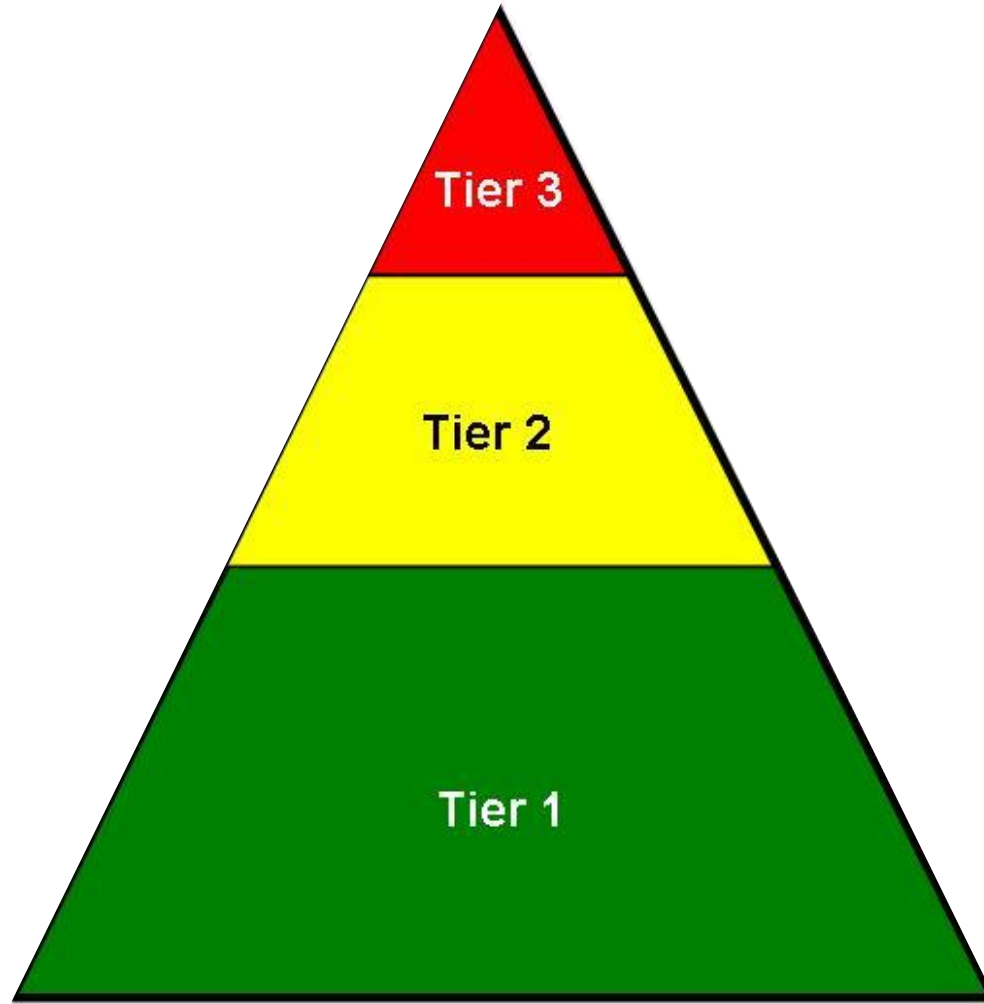Engaging and empowering ALL learners for life!
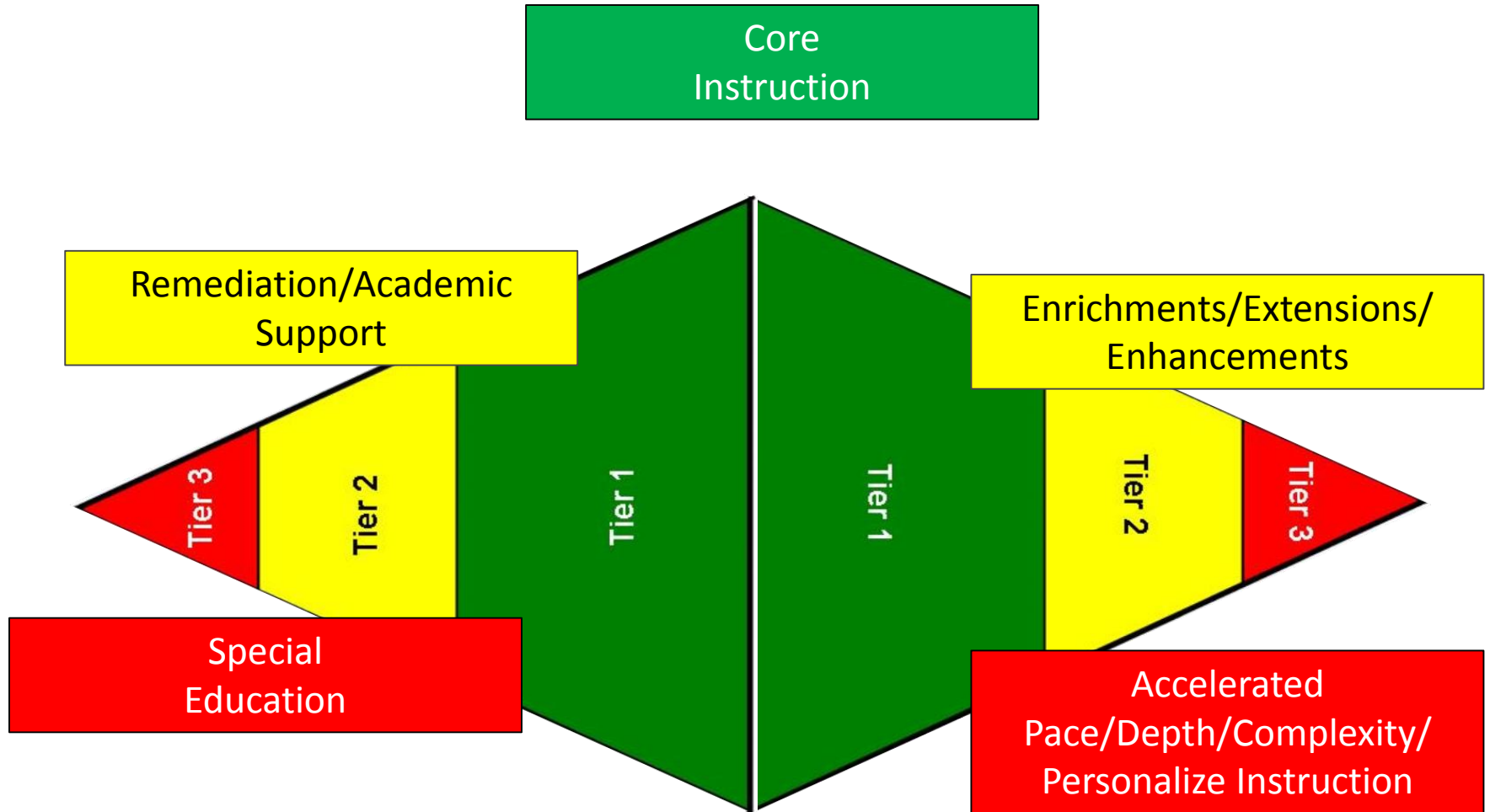
IJ Holton Intermediate School Total School Clustering Model

Jean McDermott & David Wolff
Panel Discussion with C. Matt Futage
October 20, 2014

Prepared by:
David Wolff
District Coordinator of Gifted & Talented Services
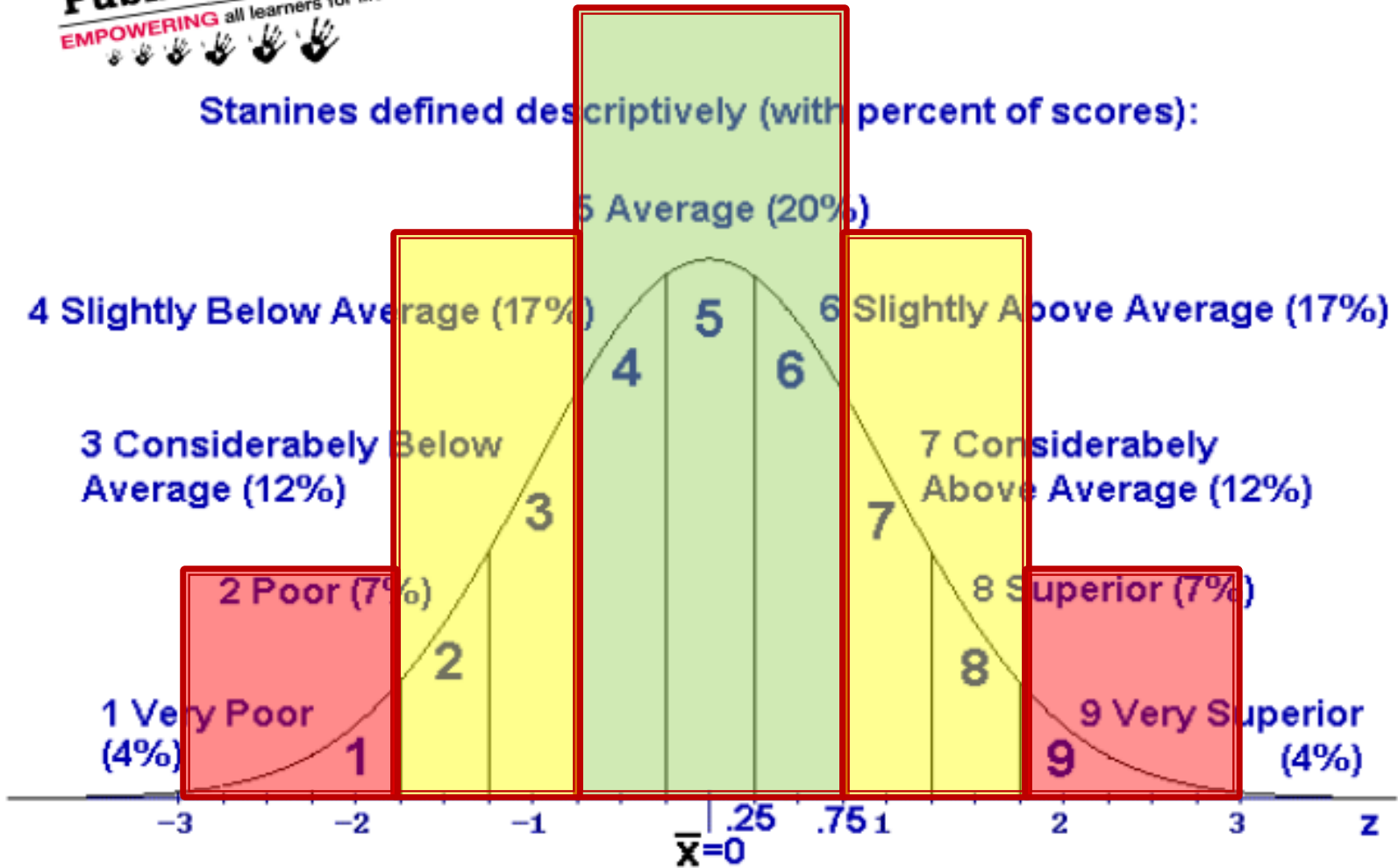*Austin Public Schools*

RtI Model [Visual]

RtI Model for ALL Learners

Core Instruction

Remediation/Academic Support

Enrichments/Extensions/Enhancements

Tier 3

Tier 2

Tier 1

Tier 1

Tier 2

Tier 3

Special Education

Accelerated Pace/Depth/Complexity/ Personalize Instruction

Stanine's Defined...

Stanines defined descriptively (with percent of scores):

5 Average (20%)

4 Slightly Below Average (17%)   6 Slightly Above Average (17%)

3 Considerabely Below Average (12%)   7 Considerabely Above Average (12%)

2 Poor (7%)   8 Superior (7%)

1 Very Poor (4%)   9 Very Superior (4%)

Austin Public Schools
EMPOWERING all learners for life!

Department of Informational Services

	LoS Level 1 RtI Tier 1 "ALL Students"	LoS Level 2 RtI Tier 2 "MANY Students"	LoS Level 3 RtI Tier 3 "FEW Students"	LoS Level 4 RtI Tier 3 "FEW Students"
Means		What is our process for inclusion? • Formative Assessments • Pre-Assessments	What is our process for inclusion? Students scoring at the top 5-7 Percent in Ability and Achievement	Based on Discretion of the G/T Interventionist, G/T Coordinator, & Building Administrator
Grades 5 & 6 @ Holton Intermediate School	• Classroom Teacher Differentiation • Clustering by Achievement or Ability • With-in Class Flexibly Grouping • Instructional Coach Support • Specialist Support in Art, Gym, P.E., Computer, IMC, Counselor • School-wide STEaM focus • Academic Competitions and Programs: Eberhart Poetry Contest, YAYA, Geography Bee, Spelling Bee, Math Masters,	• Symposium Math & STEM Camps • Cross-Grade Options in all Core Content Areas • Project E^3	• Full-Time Grouped Exceptional Advanced / Gifted Cohort • Compaction and Accelerated Pace for Expressions and Holt Curricula • Math Extensions with M^3 and Zacarro curricula • MONDO replacement with William and Mary curriculum • Social & Emotional Lessons with Counselor • Leadership lessons • Rochester UMTYMP [U of M Talented Youth Mathematics Program]	• Subject Acceleration • Grade Acceleration • Early Entrance • Independent Study/Contracts • Educational Learning Plans • Talent Searches like NUMATS

Clustering Model in Gen Ed Classrooms [Heterogeneous Grouped]

◦ Use the 5 TSCM Groups

- High Achieving

- Above Average Achieving

- Average Achieving

- Low Average Achieving

- Low Achieving

◦ Within-Team Grouping Options for Reading and Math

◦ Within Class Differentiated Small Groups
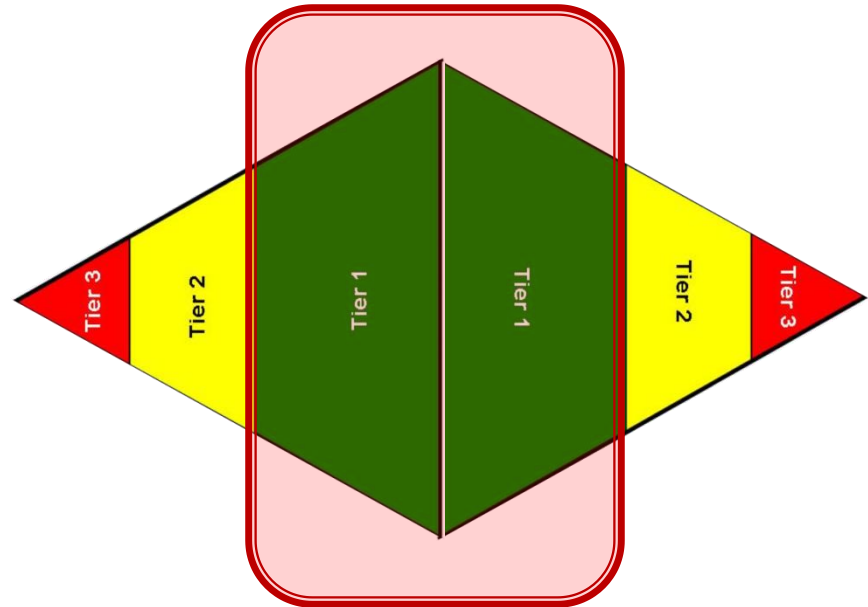
Full-Time Grouped Cohort [Homogeneous Grouped]
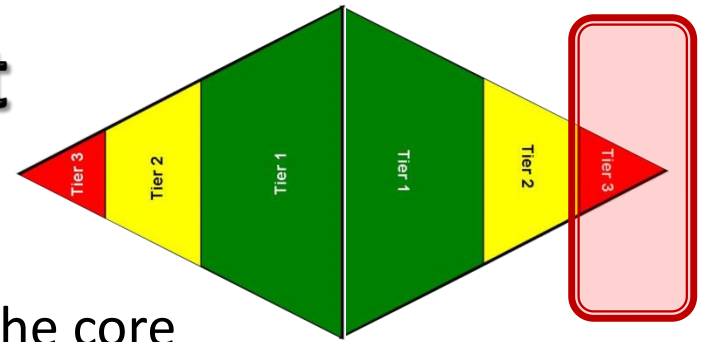
◦ Cohort is 'platooned' – walks through the core content areas together

◦ Cohort includes students of 1. Exceptionally high-ability and 2. Exceptionally high-achievement

◦ Certified Teachers in Gifted and Talented Education; one or more on the team when available

◦ With grade-alike peers in Lunch [5 & 6], EiE Projects [5 & 6], Grade-level Field Trips [5 & 6], Music/Gym/Art [6], and Exploratory Course [6]

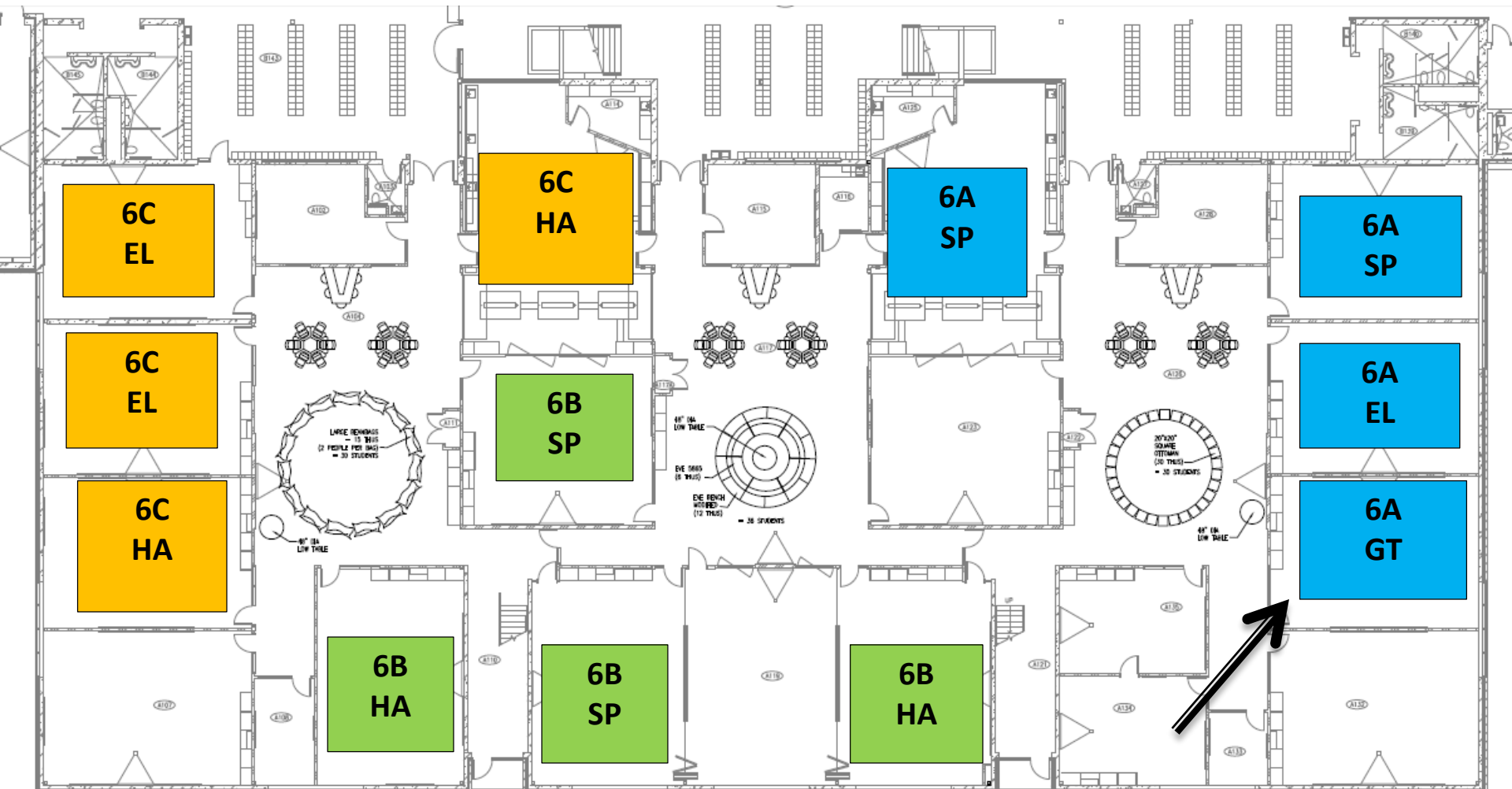# Holton Service Model for High Ability Students

Combination of Cluster and Full Group
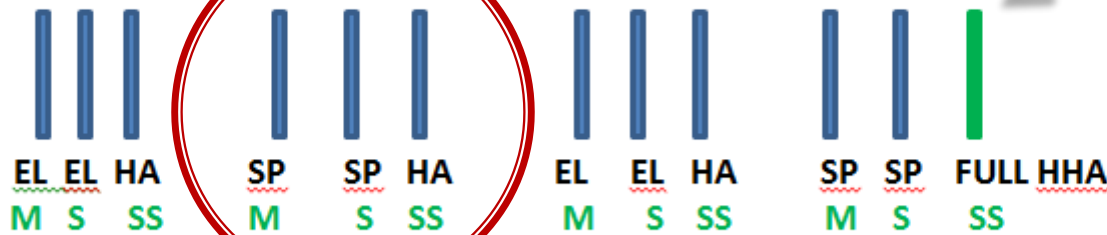
Data Driven Decisions

▶ Clusters are based on achievement data

   ◦ Math & Reading Achievement data [Scantron Performance Series]

   ◦ WIDA scores for ELs

▶ Full-Time Grouped GT Cohort

   ◦ Combination of Achievement & Ability data

   • Math & Reading Achievement data [Scantron Performance Series]

   • CogAT

Data to Determine Criteria:

- Using the Lohman & Renzulli Scale, 2007
- Using multiple criteria – ability data
  - achievement data
- "An inclusive model" – McBee, M.; Peters, S.; Waterman, C. (2014) Combining Scores in Multiple Criteria Assessment Systems: The Impact of Combination Rule. *Gifted Child Quarterly*. 69-89.

Local Percentile Rank [LPR]	Points
80, 81, 82, 83	1
84, 85, 86, 87, 88	2
89, 90, 91, 92	3
93, 94, 95	4
96, 97	5
98	6
99	7

Data to Determine Criteria:

Points are given to the:

▸ CogAT Verbal Battery [V]

▸ CogAT Quantitative Battery [Q]

▸ CogAT Nonverbal Battery [N]

▸ Scantron Mathematics [M]

▸ Scantron Reading [R]

Local Percentile Rank [LPR]	Points
80, 81, 82, 83	1
84, 85, 86, 87, 88	2
89, 90, 91, 92	3
93, 94, 95	4
96, 97	5
98	6
99	7

Algorithm:

[Q+N/2] + M + V + R = Total Scaled Points

Full-Time Grouped Student Day

5th Grade
Homeroom (25min)
Reading (90 min)
Math (60 min)
Science (60 min)
Social Studies (60 min)
Lunch (30 min)
Quarterly Exploratory (45 min)
1. Computer Keyboarding
2. Art
3. Design Lab-Lego Robotics
4. Personal Wellness
Music/PE (45 min)
Physical Ed – 2 days
General Music – 2 days
Study Hall – 1 day

6th Grade
Homeroom (25 min)
Language Arts (65 min)
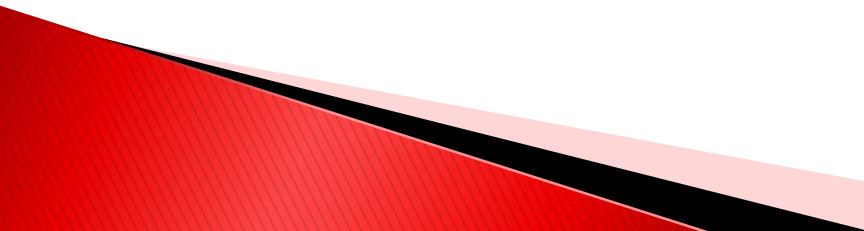**Math** (65 min)
Science (65 min)
Social Studies (65 min)
Lunch (30 min)
Quarterly Exploratory (45 min)
1. Computer Literacy
2. Art
3. Design Lab-Woods
4. Personal Wellness
Music/PE (45 min)
Physical Ed – 2 days
Band, Orchestra, Choir –3 days
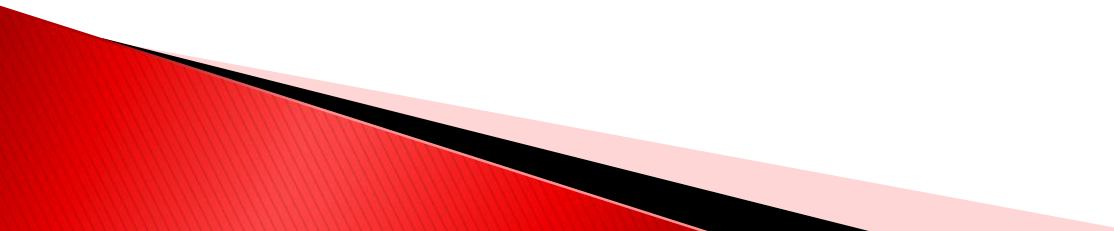 or
General Music – 2 days
Study Hall – 1 day

TSC Special considerations:

- **ELL students** are present across the achievement levels. ELL students will be clustered into classrooms based on language proficiency levels, overlaid on the achievement groupings.

- Students who are both **gifted and ELL** are placed in Group 1.

- Students who have **learning disabilities** or challenges that significantly compromise their learning ability are generally placed in Group 5, as are students who are scoring well below proficiency levels on standardized tests.

- Where possible, group **special education** students in no more than 2 classrooms. No more than 4 or 5 special education students should be in one classroom.

TSC Special considerations:

- **Gifted students who are nonproductive students** with high academic ability are placed in Group 1 as are **twice-exceptional** gifted students- those identified as gifted who also have a learning difficulty.

- A maximum of 6-8 **gifted students** should be clustered together. In grades with more than 8 gifted students, 2 classes should have clusters of gifted students evenly distributed, preferably according to subject strengths.

- Ideally, Groups 2 and 5 are placed in classrooms that do *not* have a Group 1 cluster.

- Students who have **behavior issues** are evenly distributed across the grade level

- Students who were **exceptional high in one content area** [math or reading] but not in both were clustered together in the same room.

Both Models Support:

- Faster Pace [breadth of concepts]

- Compacted Core Curriculum [breadth of concepts]

- Inquiry-based projects [depth of concepts]

- Research based enrichments [depth of concepts]

- Supportive learning environment that understands individual strengths and interests and needs
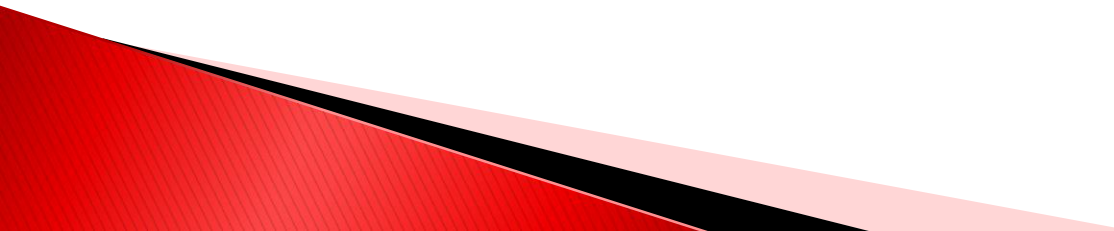
Scheduling

- Benefits
  - Students receive services to meet learning needs → Specialists & Interventions Schedules
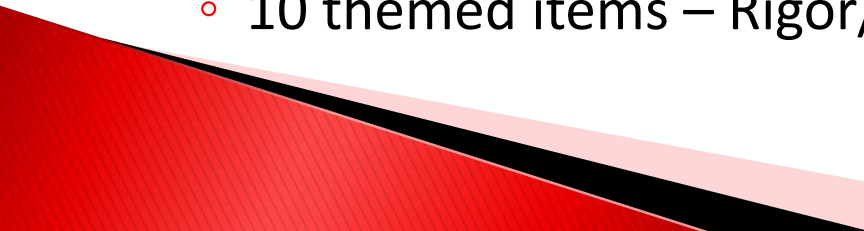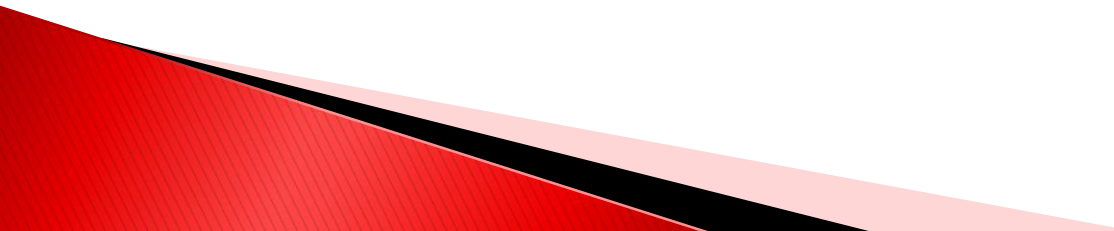
- Hurtles
  - Cross Team Groupings

Hurtles

- Professional Development
- Mobility Rate
- Gifted & EL
- 2E Students
- Parent & Teacher Perceptions

Program Evaluation

- **STEAM Habits of Mind Attitudinal Survey**
  - Approximately 30 items
  - Coded to STEAM habits of mind
  - Delivered to all students electronically through IC
- **Science and Engineering Content Survey**
  - Based on released TIMSS and NAEP test items
  - Delivered to all students electronically through IC
  - 1:1 individual student interviews of science reasoning
- **GT Full-Time Grouped Cohort Survey**
  - Surveyed students, parents, teachers
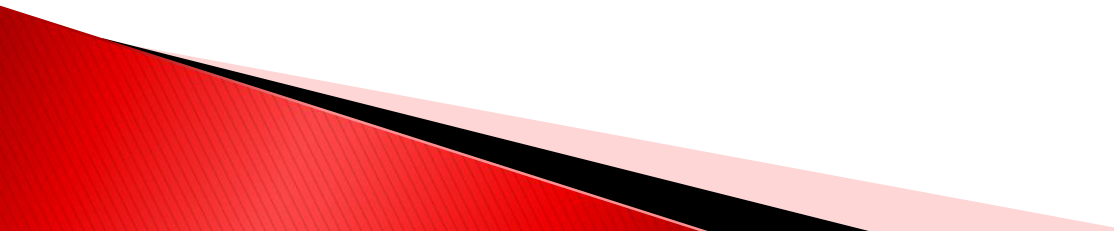 - 10 themed items – Rigor/Engagement/Choice

Academic Rigor

Parents

- 96.29% of parents report their child's teachers provide rigorous/challenging tasks and a project to meet their child's learning needs

- 92.0% of parents report that their child's teachers have been attentive to their child's learning needs

- 88.89% of parents report their child is challenged in Math; 77.78% in Science; 74.07 in Social Studies; 66.67% in Reading/Language Arts
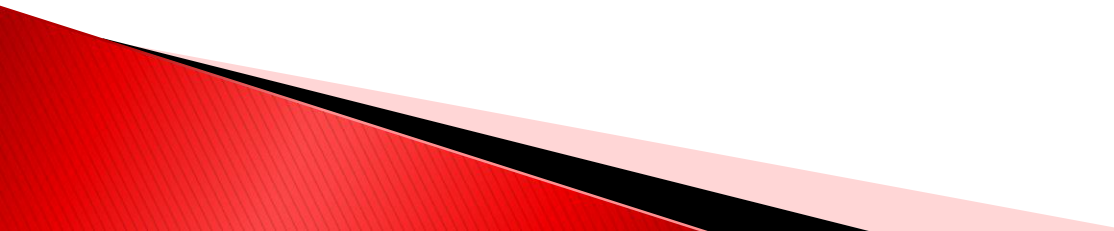
Academic Rigor

Students

- 96.15% of students report that they have to think to solve problems in Math; 82.69% in Science; 75% in Design Lab; 69.23% in Reading/Language Arts

- 64% of students report challenging themselves to by trying new things

- 92.3% of students report that they are challenged to do their best in Math; 78.84% in Social Studies; 73.08% in Science; 71.16% in Reading/Language Arts; 70.0% in Design Lab

- 90.47% of students report that what they do in Design Lab fits their abilities; 88.24% in Math; 80.39% in Reading/Language Arts; 80.39% in Science; 82.35% in Social Studies; 68.18% in Art

Choice & Interests

Parents & Teachers

- ▸ 88.89% of parents report their child has opportunities to engage in topics of high interest to them

- ▸ 100% of teachers report their students have opportunities to engage in topics of high interest to them

- ▸ 100% of parents report their child has a positive attitude toward school

Choice & Interests

Students

- ▸ <mark>71.16%</mark> of students report what they do in Science give them new and interesting ideas; 68.63% in Reading/Language Arts; 68.42% in Design Lab

- ▸ <mark>73.07%</mark> of students report what they study interesting topics in Science; 70.59% in Social Studies

- ▸ <mark>71.15%</mark> of students report that Science has helped them explore their interests; 67.31% in Reading/Language Arts

- ▸ <mark>70.45%</mark> of students report looking forward to Art; 69.23% for Reading/Language Arts; 65.0% for Design Lab; 67.30% for Science; 66.67% for Social Studies