Engagement Summary

Lake Washington School District
January 26, 2024

What would you like to make sure the K-8 Highly Capable Program Review Committee knows or considers?

PARTICIPATION

Breakdown of Participation

1,464 Participants	**1,293** Thoughts	**45,250** Ratings

PARTICIPATION

Breakdown of Participation

My role is:

1386
Responses

%		Answer *(Multi-select)*
78%	(1085)	Parent/Guardian
17%	(234)	Staff Member
7%	(100)	Student
2%	(30)	Community Member

PARTICIPATION

Breakdown of Participation

My race/ethnicity is:

%		Answer
0%	(2)	American Indian/Alaskan Native
35%	(489)	Asian
1%	(19)	Black/African American
2%	(23)	Hispanic/Latino of any race(s)
0%	(5)	Native Hawaiian/Other Pacific Islander
5%	(63)	Two or More Races
36%	(490)	White
21%	(288)	Prefer not to answer

PARTICIPATION

Breakdown of Participation

My student qualifies for the following services:

%		Answer *(Multi-select)*
7%	(99)	Special Education
4%	(59)	Multilingual Learning
1%	(19)	Low Income
48%	(645)	Highly Capable Services
20%	(268)	None of the above
15%	(208)	Question does not apply to me
12%	(156)	Prefer not to answer

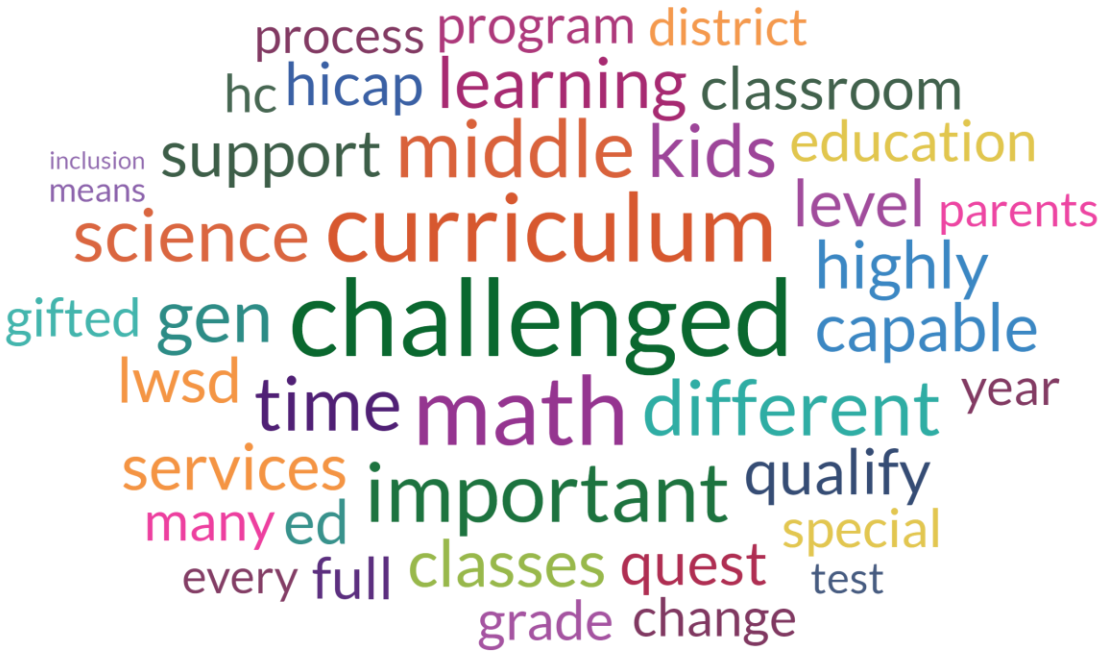
1354
Responses

Important Considerations of ThoughtExchange

- Thoughts were not removed based on inaccuracy
- No filter for accuracy in laws or compliancy
- Respondents can skip thoughts
- AI filtering constraints – can only filter into two categories
- Only one question can be asked on a TE
- Weighted average for thoughts
  - Highest rated thoughts are both those with the highest ratings and most ratings

WORDCLOUD

Top Rated

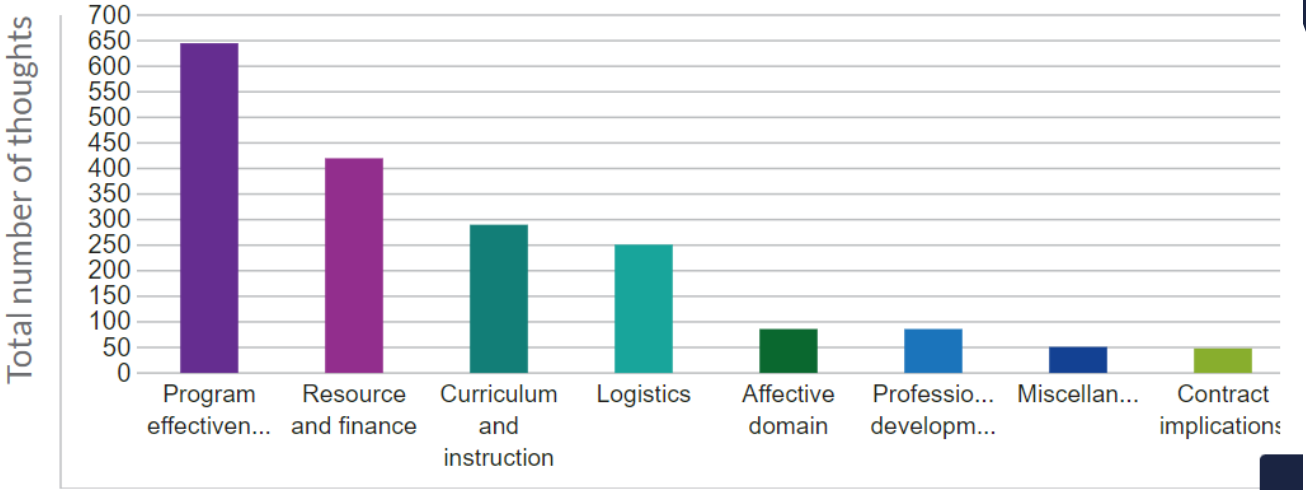


Top Thoughts by Highly Capable Themes

- Affective Domain
- Curriculum and Instruction
- Professional Development
- Program Effectiveness
- Contract Implications
- Logistics
- Miscellaneous
- Resources and Finance

HIGHLY CAPABLE THEMES

Top Themes by Total Thoughts



Ensure education is kept enjoyable & interesting for kids with different abilities and skills. Child shouldnt loose interest in education because they are not appropriately challenged in school. It is important to ensure long term success of chi

4.2 ★★★★☆ (48)

My child was getting unhappy and disruptive in his original school and had behavior issues. He is now thriving in quest and happy to be in school! This is a good example of how an advanced student just needed challenging content to thrive and by his lack of disruption, other kids are also learnin

4.0 ★★★★☆ (44)

Highly capable students need to be challenged and around similarly capable peers. By being challenged by similar minded peers they can continue to get better and remain focused.

4.0 ★★★★☆ (37)

More challenging options in regular classrooms My child is consistently bored in non high cap class and his teacher is not receptive to change

3.9 ★★★★☆ (49)

Affective Domain
(Social and Emotional Programming)

Options for harder work to be possible in all classrooms More kids can be challenged if there are opportunities in regular classrooms as well. 4.1 (50)

Teachers should have flexibility to adapt curriculum within their own class to ensure they have materials for highly capable students. Students learn at different speeds, allowing teachers to move individual students to highly capable material in a subject encourages learning. 4.1 (49)

Equity in education does not mean every students gets the same thing, it means every student has the opportunity to learn HiCap kids are not given the opportunity to learn in GenEd classrooms, they are ignored. 4.0 (42)

Do not disband Middle School Quest without replacing it with an honors option. Other districts offer middle school honors to anyone who wants that challenge. It puts them on the path for HS honors/AP. 4.0 (41)

Curriculum and Instruction

Hi-cap program needs to do more to find hi-cap students and help them. More Hi-cap classrooms. More help for regular teachers who have some hicap No one helps advanced learners.They sit in boredom while the teacher focuses on underachieving and average learners. They are told to help their peers

4.2 ★★★★☆ (37)

Just because a student is not in the program does not mean they do not need challenging curriculum. We seemed to have made the non-capable track so unchallenging so that every kid can pass, when in reality, many students are much more capable.

4.1 ★★★★☆ (38)

I think you need to look at kids who may not test quite as high to qualify for the program that may still need the resource. I see a lot of kids who are getting lost between highly capable and regular classroom.

4.0 ★★★★☆ (36)

The district needs to provide classroom teachers with accelerated coursework for differentiated instruction to meet the needs of all learners. GenEd teachers want to teach accelerated content and can do so with the right resources. That would improve instruction for students all day vs POQ.

3.9 ★★★★☆ (33)

Professional Development

Gifted programs often emphasize critical thinking, problem-solving, and creativity. Encouraging students to explore complex subjects and engage in open-ended projects, they nurture the development of skills essential for globalization

4.2 ★★★★☆ (46 👤)

I would prefer that process changes be communicated clearly. The process has changed year after year it seems

4.1 ★★★★☆ (48 👤)

Gifted students may become disengaged and unchallenged in a regular classroom setting, leading to boredom and potential underachievement. A dedicated gifted program provides an environment where these students can thrive, maintaining their interest and enthusiasm for learning.

4.1 ★★★★☆ (46 👤)

The full time quest has been really valuable for my kid. Full time quest kids get to interact with kids of similar abilities and hence, enjoy their time at school.

4.1 ★★★★☆ (38 👤)

Program Effectiveness

Teachers should be able to submit imput on a student they believe would do well in the Highly Capable Program. Some students slip through the cracks. 3.9 (49)

Smaller Class Sizes Would Allow for Greater Differentiation. If teachers had fewer students, perhaps they could meet each child where he/she is at instead of teaching to the mean. 3.8 (49)

Equity doesn't mean equality Bring back Learning Centers. Keep High Cap programs. We should be giving students what they need rather than what sounds good on paper and budget cuts 3.7 (49)

Shrinking class sizes in general will help teachers be able to differentiate for their students, whether they need extra help or extra challenge. Lots of money is going toward special classes for the elite few rather than for the majority of students. 3.6 (49)

Contract Implications

Part of equity issues stem from bussing and transportation. Some days the bus comes late or misses students, so families have to drive. Families who do not have access to transportation will not have equitable access to their Pull-out Quest services. 4.0 ★★★★☆ (30)

Gifted students should not be excluded from their home school. 3.8 ★★★★☆ (47)

Lack of inclusion causing our family to want to homeschool or private school. Poor differentiation in gen ed classroom for ALL learners. I have a SPED and a Hicap child; both neglected. Need better staff/training for inclusion. 3.8 ★★★★☆ (47)

More opportunity within neighbourhood schools Reducing the need for kids to travel to other schools 3.8 ★★★★☆ (47)

Logistics

Provide neighborhood schools with more tools how to challenge high cap kids. These kids are above the class in academics and need addl material to fulfill their full potential

4.2  (36)

There needs to be equity in our district at both ends....Highly Capable students and students that need support due to not being at standard. Support services have been cut and there are many students that are not receiving support because of it. District needs to take care of both ends.

4.1  (49)

Incorporate More Challenging Material in Every Classroom There are many kids above grade level in regular classes. Offer more upward differentiation and make it consistent throughout LWSD.

4.1  (48)

LWSD should actually increase support for highly capable programs instead of diluting it it is easy for kids to get bored when not challenged academically at school

4.1  (32)

Resources and Finance

Top Themes Ordered By Relevance

(As determined and summarized by AI based on responses)

#1: Program Evaluation

#2: Inclusion and Equity

#3: Curriculum and Challenge

#4: Program Accessibility

#5: Program Structure

#1: Program Evaluation

Many participants expressed a need for a thorough review of the Highly Capable Program. They highlighted the importance of considering the program's effectiveness, inclusivity, and alignment with the district's commitment to equity. Some suggested that the program should be revisited entirely, while others emphasized the need for more challenging curriculum. There were also concerns about the program's testing and identification process, with some participants suggesting it favors families with the resources to prepare for the tests.

#2: Inclusion and Equity

Inclusion and equity were major concerns among the participants. They pointed out that the current program may not be inclusive, with some students being left out due to strict acceptance criteria or lack of resources. There were also concerns about the lack of diversity in the program, with some participants suggesting that it disproportionately serves students. Many participants suggested integrating highly capable students into general education classrooms to promote inclusion and diversity.

#3: Curriculum and Challenge

Participants emphasized the need for a challenging curriculum that meets the needs of highly capable students. They suggested that the current curriculum may not be sufficiently challenging. Some participants suggested offering advanced or honors classes at the K-8 level, while others suggested providing more opportunities for project-based learning and group work. There were also suggestions to offer higher-level math classes and to reintroduce the middle school quest science curriculum.

#4: Program Accessibility

Accessibility of the program was another concern among the participants. They pointed out that the current testing and identification process may exclude some students who could benefit from the program. Some participants suggested lowering the acceptance criteria or offering more support for students with single subject qualification. There were also concerns about the lack of transparency in the screening process and the potential for test prep to skew the results.

#5: Program Structure

Participants had various suggestions for improving the structure of the Highly Capable Program. Some suggested integrating highly capable students into general education classrooms, while others suggested offering separate classes for different subjects. There were also suggestions to provide more classroom supports for students with special needs and to offer more opportunities for advanced learning. Some participants expressed frustration with the current structure of the program, suggesting that it may not be meeting the needs of all students.

Thoughts Summary

The responses indicate a variety of perspectives on the K-8 Highly Capable Program. Some respondents believe that the program should continue, but with modifications such as a more challenging science curriculum and more project-based learning. Others suggest that the program is not inclusive and does not align with the district's commitment to equity. There are concerns about the lack of interaction between highly capable students and their peers, the need for better staff training, and the need for higher education standards for all students. Some respondents also express dissatisfaction with the current testing and selection process, suggesting that it favors students from families with more resources. There are also suggestions for more transparency in the selection process and for the inclusion of special education students.

Gathering Voices and Perspectives: Next Steps

Targeted surveys will run March 19th – 28th:

- Teachers:
  - HiCap Teachers (MSQ, FTQ, POQ, K5HC)
  - General Education Teachers
- Families:
  - Students receiving services
  - Families of students not receiving services

Focus Groups will occur in March and April

The Context of Processing

Things to think about:

- Reflect and recenter (use the compass!)
- ThoughtExchange is program that provides us with perspectives that will assist our thinking and considerations, however...
- More information and context will come from surveys and focus groups
- Voices in TE provide context; key summary points will be provided
- Many positions will be mentioned, but these positions do not determine our recommendations

- **Stay engaged**
- **Speak your truth**
- **Experience discomfort**
- **Expect and accept non-closure**



Analyzing the Data

Use the ACCA graphic organizer to add details from community members that could be considered when developing interests.

https://my.thoughtexchange.com/report/3420938277e5b2b868eefc7ade7ef835

Questions? Please add them the notecards and we will stop by to grab them!

