SALT LAKE CITY
SCHOOL DISTRICT
Your Best Choice

Magnet G/T – DLI Specific

Family Night, March 27, 2024

Dr. Alex Parsons, Supervisor, Extended Learning Programs

Agenda

- Magnet/DLI model from next school year and beyond
  - Format & District Expectations
  - Rationale for Changes
  - Thinking and Talking Points
- Q&A Time

Magnet/DLI: Future Format

- Next year's first grade classroom is the last class of Magnet/DLI combo that will have students assigned by the ELP Department
  - Yes, current kindergarteners are being assigned to the 1st grade classroom

- In conjunction, recruitment has begun to have a State Model DLI classroom
- Starting the 25-26 school year, no new Magnet/DLI classrooms will be recruited for
  - Already existing Magnet/DLI classrooms will still have students added (as appropriate)
  - There is no plan to collapse or condense current Magnet/DLI classrooms – the plan is to let those classes continue until those students join middle school
  - All freshly formed classrooms will be a State Model DLI program

2024-25		
Grade 1	Magnet	Open
Grade 2	Magnet	Open
Grade 3	Magnet	
Grade 4	Magnet	
Grade 5	Magnet	
Grade 6	Magnet	

2025-26		
Grade 1	Open	Open
Grade 2	Magnet	Open
Grade 3	Magnet	Open
Grade 4	Magnet	
Grade 5	Magnet	
Grade 6	Magnet	

2026-27		
Grade 1	Open	Open
Grade 2	Open	Open
Grade 3	Magnet	Open
Grade 4	Magnet	Open
Grade 5	Magnet	
Grade 6	Magnet	

2027-28		
Grade 1	Open	Open
Grade 2	Open	Open
Grade 3	Open	Open
Grade 4	Magnet	Open
Grade 5	Magnet	Open
Grade 6	Magnet	

2028-29		
Grade 1	Open	Open
Grade 2	Open	Open
Grade 3	Open	Open
Grade 4	Open	Open
Grade 5	Magnet	Open
Grade 6	Magnet	Open

2029-30		
Grade 1	Open	Open
Grade 2	Open	Open
Grade 3	Open	Open
Grade 4	Open	Open
Grade 5	Open	Open
Grade 6	Magnet	Open

Table 1: Sample development of open enrollment DLI program.

District Expectations

If it is a Magnet/DLI classroom:

- Differentiation to meet gifted needs in the following ways:
  - *Increased* Depth or Complexity
  - *More* Independent Problem Solving and Projects
  - Data Supported Acceleration
- Adherence to the English and target language (in this case, Spanish) percentages prescribed by the Utah DLI program

If it is a State Model DLI classroom:

- Full adherence to State Guidelines for admittance, language percentages, and instructional enrichments
- Differentiation to meet the varied needs of their students (including, but not limited to, giftedness)

Overall:

The expectation is that there will be differences between the Magnet and State Model classrooms. Some days that difference will be larger than others, depending on the needs and readiness of the specific content, standards, and skills

District Expectations - Personnel

- As always, the expectation for personnel is to have, or actively working on, gaining the appropriate endorsements and trainings for the classroom they are assigned to
- For Magnet/DLI, that is:
  - English as a Second Language (ESL)
  - Dual-Language Instruction (DLI) & Bilingual/Target Language
  - Gifted & Talented (G/T)
- SLCSD & USBE offers courses or supports for teachers to gain all the endorsements needed

Rationale - Magnet/DLI model vs State DLI Model

- The current model is grandfather approved by USBE because it already existed when the current DLI requirements and state support guidelines were created
- Since that point, the Magnet/DLI program has had variable fulfillment the requirements, including:
  - Admission procedures
  - Two teacher model – one English and one target language
- The conditional USBE approval has always been complicated and USBE is enthusiastic about the changes

Rationale – Recruitment vs Need

- Realistically, in the declining enrollment environment, any program that has multiple layers of qualification will struggle with recruitment.
- Most parents that reach out to the ELP office about the Magnet/DLI program want DLI, and see gifted as the hoop they must jump through for the opportunity to be part of the program
- Those who are proficient in Spanish and could benefit from gifted services are not always interested in this Magnet/DLI service
- Magnet enrollment (including Magnet/DLI) represents about 5% of SLCSD's elementary enrollment
  - This is the top of the range of nationally recommendations for gifted identification (3-5% of the population)
- Increasing recruitment and identification procedures may increase enrollment, but it will also erode from neighborhood programs, inflate our gifted percentage, and decrease the time I have to offer service support
- As is, I am insufficiently supporting the instructional needs of our Magnet teachers and students

Thinking and Talking Points

The State Model DLI program is highly rigorous and adaptable to meet the needs of students

- By nature, any opt-in program will attract those who want the challenge. No matter the admission eligibility requirements
- Multiple studies show that the DLI program increases both academic cognitive skills (compared to same demographic peers that did not participate in the DLI program)
- The increase is most seen in mathematics
- When DLI students continue into the middle school DLI, then the HS Bridge program, they are only a few classes shy of a minor in the target language before they graduate from high school

Thinking and Talking Points

- Phasing out the gifted portion of the program is not intended to diminish the impact or desirability
- It will increase the amount of support for teachers and students
- And rigorous and compelling activities will still happen
- Including some great community partnerships, who are planning some collaborations to start next school year

Q&A Time

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Magnet G/T Information Night

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Agenda

- Magnet G/T Identification
  - Assessment & Eligibility Procedures
  - Biggest change moving forward – Area Assignments
- Gifted & Talented Services Information
  - How Gifted & Talented fits and changes depending on goals, interests, strengths, needs of the student
  - Middle, high school, & higher education context
  - Math
- Q&A Time

Assessment

The goal is to provide two screening opportunities to SLCSD students.

Assessments are given to:

- District-wide K and 3rd (no sign up needed)
- Prospective middle school students (sign up)
- New-to-district in the other grades (no sign up needed)

The assessments used:

- CogAT (screener for younger grades, full for older grades)
- Ravens2

Eligibility Notification

- Score profiles are populated to Parent Portal for all students who took the assessment no matter their Magnet qualification
- The ELP Department notifies parents directly if their student met Magnet criteria
- We do not notify those who did not meet criteria
  - With district-wide testing that does not require sign up, it feels mean to tell parents that their student does not qualify for something they weren't actively seeking
  - We are open to suggestions of how to improve this

What if my student isn't in K or 3rd?

- If they are new-to-district, they will be assessed in that testing window
- If not, we do not offer a district-wide opt-in window. However, that does not mean there are no options
  - Submit an appeal, found on the ELP website under 'Forms'
  - Answer the four prompts, providing the information you have that can justify Magnet inclusion
  - Supplementary Recommendation Form is available for those who can provide a recommendation (like a teacher)
- Appeals are also available to freshly assessed students who did not meet Magnet criteria

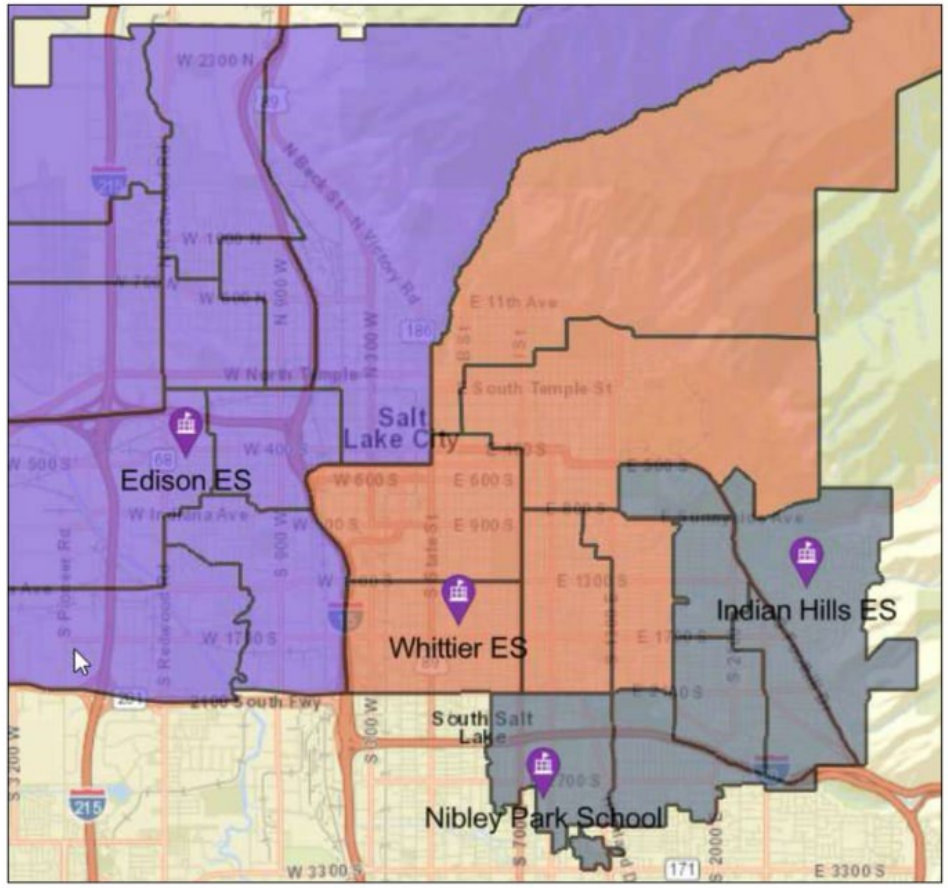
Area Assignment - Rationale

- The neighbor school area model is new to SLCSD but is an established practice in our neighboring districts.
- Parents and students benefit from the predictability and stability offered by assigned school areas.
- Families know which school their child will attend based on their residence, reducing uncertainty and facilitating long-term planning. Identifying school areas also supports transportation planning and efficient bus routing.

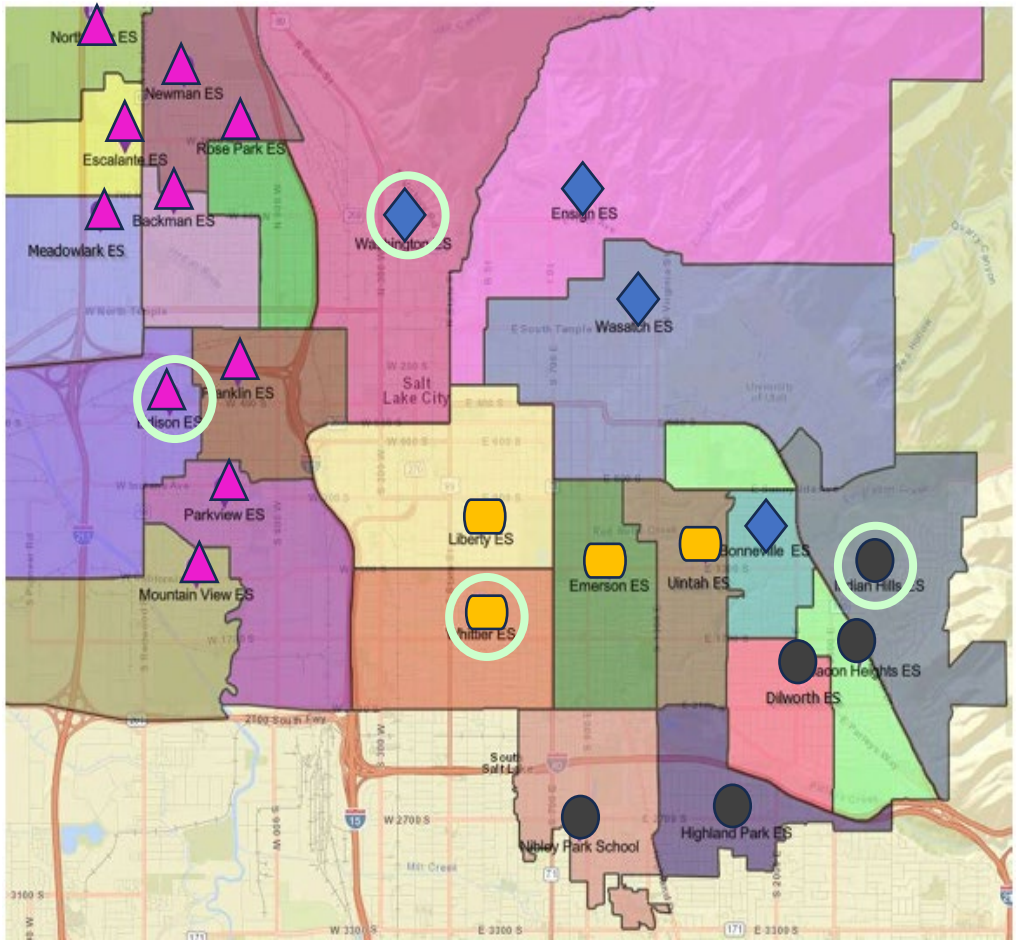
- Because of the differential of identification in younger elementary versus intermediate elementary (more 3rd graders qualify than kindergarten), SLCSD requires two area maps for Magnet
- Transfer requests are available (under 'Forms' on the ELP Website) for those not in the area they prefer. If granted, transportation will not be available.

Area Assignment Maps

1-3 Area Map



4-6 Area Map



Gifted & Talented Services Information

- Service supports are what I wish I did more of – I feel a deep urgency to shift my workload towards service support
- Magnet is a service model for gifted & talented students – it is not the only model
- Choosing not to join Magnet does not diminish your student's gifts. There are many ways to support gifts & talents

Misconceptions about G/T (and thus, Magnet)

- Magnet is not an elementary college prep program
- Magnet is not just a grade level ahead
- Magnet participation is not required for any advanced high school opportunity, including:
  - IB
  - AP
  - Concurrent Enrollment (CE)
- Magnet participation is not required for a student to be successful in advanced high school opportunities

How Gifted & Talented fits and changes depending on goals, interests, strengths, needs of the student

- The goal of gifted education is to increase the likelihood of eminent, transformative adults
- This is a tough goal, and achieving it can take many forms and students can do many things – including exploring topics and ideas to figure out what they want to invest in
- There are multiple nationally acknowledged domains of giftedness, not just academics
- Per USBE's Handbook on Gifted & Talented, academic supports include:
  - *Increased* Depth or Complexity
  - *More* Independent Problem Solving and Projects
  - Data Supported Acceleration

Acceleration

- Acceleration is advancing content learning beyond what is expected for the chronological age
- In gifted research, full acceleration is the top cited strategy for the *profoundly gifted*
- However, there are assumptions within the research of acceleration that are frequently overlooked for the quick tag line of its effectiveness
  - There is a continuum of acceleration options, & the data and needs of the child should dictate where in the continuum is best for the student
  - There is no singular acceleration strategy that is right for all gifted students

More on Acceleration

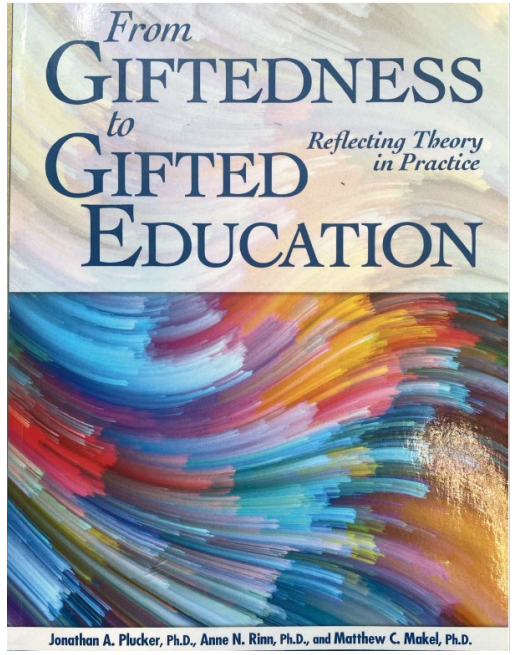


TABLE 1.1

Forms of Acceleration (Southern & Jones, 2015) Indicated in the Pyramid of Accelerative Opportunities

Forms of Grade-Skipping: a. Early admission to kindergarten b. Early admission to first grade c. Grade-skipping d. Acceleration in college e. Early graduation from high school or college f. Early entrance into middle school, high school, or college g. Accelerated/honors high school or residential high school on a college campus
Forms of Subject Acceleration: h. Subject-matter acceleration/partial acceleration i. Advanced Placement j. Continuous progress k. Self-paced instruction l. Combined classes m. Telescoping curriculum n. Distance learning courses o. Concurrent/dual enrollment p. Credit by examination
Less Accelerative Opportunities: q. International Baccalaureate program r. Extracurricular programs s. Mentoring t. Curriculum compacting (the time saved by compacting the curriculum is typically used to provide enrichment)

International Baccalaureate (IB)

- Just because IB is a less accelerative option does not mean it is *easy*
- It is a well-respected program that successfully provides a rigorous education. Everyone agrees that it is a substantial, difficult program that contributes so much to a student's education
- Why is it less accelerative?
  - Because it is only for 11th and 12th grade
  - Another assumption in acceleration research and recommendations: if a student needs acceleration, especially as early as elementary school, then we shouldn't drag out their high school experience to wait for IB to be available

Math

- The main indicator used in Federal grants for college readiness is the amount of students accelerated one grade level ahead in math by 8th grade, which is what college-ready
- The return on investment of math acceleration plateaus after only two grade levels of acceleration in math (Fordham Institute, 2009; Slavin, 1987; Xui, et. al, 2021)
- If the traditional 4-year high school experience – including joining the IB program – is your student's goal:
  - then deep math acceleration prior to high school will have an adverse effect on that goal.
- If continuous challenge, focusing on academic achievement – including early high school graduation and college entry – is your goal:
  - then deep math acceleration prior to high school would help with that goal.
  - However, the scope of magnet is too wide to fully address or focus on that need.
  - There are processes and procedures to provide that acceleration through subject area advanced.

Q&A Time