NORTH THURSTON PUBLIC SCHOOLS

ADMINSTRATIVE OFFICES ◆ 305 COLLEGE STREET NE, LACEY, WASHINGTON 98516
TELEPHONE: (360) 412-4400 ◆FAX: (360) 412-4410◆ WWW.NTHURSTON.K12.WA.US

Monitoring Report

Report Date: January 23, 2024

Policy Type: Ends

Strategic Plan Goal 4: **Continuous Growth – All Students, All Subjects**
Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

Outcome d: Increased participation and proficiency in accelerated, higher-level and specialized course options (e.g., Advanced Placement, Honors, Dual Credit).

Interpretation:
Equitable access and greater opportunity and success for students to participate in Highly Capable, CTE Dual Credit, College in the High School (CiHS), and Advanced Placement programming and coursework.

Rationale:
All NTPS students deserve to be challenged and given opportunities to explore and nurture their unique talents and interests. Higher-level coursework allows students to gain academic skills needed for success in postsecondary pursuits and can provide them with the confidence that they are career and college ready. Evidence suggests that increasing opportunities for advanced courses will contribute to greater student opportunity and success in their postsecondary lives. Therefore, our focus has been on expanding offerings and increasing the diversity of participation to better align with our student population.

Data:
We have analyzed identification, enrollment and course offering data over time for Highly Capable, Advanced Placement, CTE Dual Credit, and College in the High School. This is made available through district highly capable identification data, district enrollment data in Skyward, monthly CTE reports to OSPI, the College Board, and proportionality data in our Homeroom Data system. Below is a summary of current data measuring progress toward Goal 4, outcome d.

Highly Capable Data:
Over the last 5 years, the number of students identified to receive highly capable services grew 142.3% from 630 in 2018-19 to 1527 in 2023-24. In addition to this growth, we have also met our goal of providing more equitable access as measured by increased diversity in the student population receiving services. For example, over the last 2 years 16 of the 18 identified low-income and 19 of the 25 identified students from previously underrepresented ethnicities/races in 1st grade qualified as a direct result of new components in the 1st grade identification process. These components, a non-verbal universal screener, designed to reduce barriers for gifted identification for all and the HOPE Teacher Rating Scale, which aims to help identify giftedness among low-income and ethnically diverse students, have already made a significant impact. The

results of the actions taken are that our K-2 population of highly capable identified students has grown from 26 to 86 and it is a more diverse group of students than previously identified.

CTE Dual Credit Data:
As a result of expanding course offerings and partnerships with regional colleges and intensive teacher training over the last two years, the percent of high school students enrolled in CTE Dual Credit courses has increased from 38.6% to 41.1%. This year offerings have increased from 64 to 101 putting us on target to see significant increases again.

College in the High School and Advanced Placement Data:
During the 2022-2023 school year, the percentage of students enrolled in an advanced level course increased from 24.1% to 27.4% and enrollment increased in 4 out of 5 previously underrepresented groups of students. This increase in enrollment also represents a diversification of the participants accessing CiHS and AP courses with 5 of the 7 ethnicity/race groups now either mirroring the overall high school student population or making progress in closing that gap. Additionally, 5 new CiHS Courses and at least 1 new Advanced Placement Course will be added between this year and next, further expanding opportunities for all students.

Analysis and Conclusion:
We are in compliance with our goal of providing more equitable access and greater opportunity and success for students to participate in Highly Capable, CTE Dual Credit, College in the High School, and Advanced Placement programming and coursework.

Our proposed new goal moving forward is to maintain current Advanced Placement course offerings and increase by at least one additional AP or CiHS course at each high school to ensure underrepresented students have relevant and interesting course options by the 2025-2026 school year.