



Executive Summary

Extended Services Program Report, 2018-2019

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Rationale: In 2015, an Extended Services Program Evaluation was conducted by a team of professionals from the University of Virginia. Led by Dr. Tonya R. Moon and Dr. Catherine Brighton, the team analyzed various program elements related to the evaluation process: program philosophy and definition, student identification, learning environment, curriculum planning/instruction/assessment, programming, and professional development. Both *commendations* and *areas to note* were shared with the Extended Services Team and the community in the spring of 2015.

This report serves as a summary of the current state of the program in response to the 2015 evaluation.

Background: The Extended Services (ES) Program serves to support students in grades 3-8 (math extends to grade 9) with a unique profile of strengths, talents, and/or abilities whose needs exceed the core curriculum; students at or above the local 90thile. The Extended Self-Contained (ESC) Program serves students at or above the local 98thile, in grades 3-5, and is centrally located at Hough Street School.

Upon joining the Extended Services Team as the director in July of 2015, the Barrington educators and I drafted a Five-Year Action Plan to outline our goals pertaining to the aforementioned program elements. Thoughtful consideration has gone into our research and executed program revisions over the past two and a half years.

Extended Services Program, Update Report Topics Include:

- Five-Year Action Plan
- Extended Services Program Philosophy
- Operational Definition of Extended Services
- Students Served (Dec. 2018 data)
 - Total of 830 students are identified and served district-wide in ES, Grade 3-9
 - 25 students are in the Extended Self-Contained Program, Grades 3-5

- Student Demographics & Students Served
- Student Performance
 - English Language Arts (ELA)
 - Math
- Extended Educators
- Program Evaluation Highlights
 - Commendations
 - Areas to Note & Responsive Action Taken

Completed Goals of the Five-Year Action Plan:

- Established an operational definition of the Extended Services Program.
- Revised the program philosophy and rooted our methodology in the Levels of Service Model (LoS).
- Studied and researched contemporary means to identify students.
- Broadened the identification targets; more inclusive parameters to reflect Article 14A. Gifted and Talented Children, Illinois Compiled Statutes (ILCS).
- Identified student talent development opportunities across the district (that work in conjunction with extended services): e.g. Early Entrance K-1, Chinese Immersion Program, Dual Language Program, Support through MTSS, STEM (gr. K- 4), Fresh Inc. (gr. 5), Colt Time (gr. 6-8), Incubator Program (gr. 11). Additional after school and before school programs at various schools, contests, clubs, athletics, field trips, and summer school.
- Updated and added policies to reflect the Acceleration Act: policies 6:130, 6:135 (new 2019), 7:50.
- Updated Extended Services Handbook (Jan. 2019).
- Reviewed and updated Extended Science materials. Implemented Extended Science at grade 6 (2016-2017). Curriculum mapping continues to be completed and is aligned with the Next Generation Science Standards (Gr. 6, 2016-17; Gr. 7, 2017-18; Gr. 8 2018-19).
- Allowed for Extended Visual Arts students to enroll in Drawing or Painting II as freshmen

at Barrington High School (2016-2017).

- Analyzed most appropriate Extended Math curriculum for grades 6-9. Team has implemented fully the *Elements of Mathematics Foundations* course in grade 6 (blended learning approach), (Gr. 6, 2017-18; Gr. 7, 2018-19; Gr. 8 2019-20; Gr. 9, 2020-21). Curriculum mapping continues to be completed and is aligned with advanced Common Core State Standards (2016-2021); grade-level acceleration of one year in grades 3-5, grade-level acceleration of two years in grades 6-9.
- Revised and implemented Performance-Assessment Tasks and Scale for Identifying Gifted Students (SIGS) for Extended Services Spring Review (2018).
- Revisions have been made to the Early Entrance Screening for Kindergarten and First Grade to bring consistency to the process that aligns with protocol for grade-acceleration (2017, 2019).
- Professional development and planning with the Extended Services Team: SEL Needs of High Ability Learners; Meeting the Needs of a Diverse G&T Population (low-SES and ethnic diversity); Fountas and Pinnell Assessment Training for Elementary Teachers; Jennifer Serravallo Reading Assessment Training for Elementary Teachers. Parent University Offerings: Middle School Extended Mathematics; Living with Asynchrony—Tips and Tools; Mindfulness.

Extended Services Program Philosophy: We believe the purpose of the Extended Services Program is to support children with a unique profile of strengths, talents, and/or abilities whose needs exceed the core curriculum.

We support the needs of all students in the district with high aptitude or competence in academics and/or the visual arts who require specialized instruction when compared to peers of their age, experience, and environment. Through a continuum of services, varying levels of challenge are designed to match student needs by differentiated, accelerated, and/or enriched instruction.

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Program placement is fluid, with appropriate opportunities to move within the continuum to transform student potential into performance.

Operational Definition of Extended Services: Students identified for Extended Services demonstrate exceptionality in cognitive ability and achievement, or talent in the academics and/or the visual arts. Student identification is based on multiple sources of locally normed achievement data (MAP), cognitive data (CogAT, WISC, Stanford-Binet) and qualitative data (SIGS) in grades 3-8. Identified students experience differentiated, accelerated, and/or enriched instruction. The curriculum is distinguished by the depth, breadth, and pace of instruction in the following subject areas: reading/language arts, mathematics, science, and the visual arts.

Student Demographics & Students Served: It is important to recognize that all students in the district are screened for Extended Services each Spring in grades 2-7 for placement at the start of the following school year. Additionally, a Fall Review allows the educators to identify new students to the district, and current targeted students, for a late fall placement in grades 3-8. Achievement data is paired with cognitive data and a teacher rating scale to determine student placements.

The ES Program serves a diverse group of learners, which closely mirrors the district population. Figure 1 reports the racial makeup of the district juxtaposed with the racial makeup of the ES Program. It is evidenced that Asian American students comprise of 17% of the student population in grades 3-9 throughout the district, whereas they comprise of 32% of the students identified in the ES Program in grades 3-9. Since collecting demographic data in 2015-2016, the Hispanic/Latino population in the district has remained consistent (17.4%-18%), however, the ES Program Hispanic/Latino demographics in grades 3-9 have increased slightly from 7.5% to 9%.

Additional data below (see fig.2) reflects the number of students in the district and in the ES

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Program: free/reduced (low socioeconomic status), special education and twice-exceptional (504 Plans and Individual Education Plans), and gender composite of the district and ES Program for students in grades 3-9. Twice-exceptional students have dual exceptionalities; i.e. gifted with a learning disability; gifted and ADHD; gifted and autistic. Figure 2 data also illustrates that female students (48%) and male students (52%) are represented near equally within the overall ES Program. A deeper dive, does show that more males are identified for extended math and science, however.

High school students may pursue advanced curriculum through course selection.

***Note:** Eligibility criteria may change over time based on student needs, adjustments to the program, research, and best practices in education.

Summary: The Extended Services Team has worked hard to enhance the program based on the 2015 Program Evaluation. The identification process for students has been improved and the process and criteria has been made transparent to the staff and the community we serve. We continue to partner with experts in the field to be reflective and maintain a rigorous program with high standards. Curriculum mapping is the focus of our work moving forward, as will be establishing a cycle of program evaluation. The Acceleration Act and changes to policy and the Extended Services Handbook have been important revisions this school year.