



Executive Summary

Extended Services Program, Update Report 2017

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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 mentioned 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 (Sept. 2017 data)
 - Total of 809 students are identified and served district-wide in ES, Grade 3-9
 - 33 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 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; integrated the Scale for Identifying Gifted Students (SIGC).
- Broadened the identification targets; more inclusive parameters to reflect Article 14A. Gifted and Talented Children, Illinois Compiled Statutes (ILCS).
- Updated Extended Services Handbook. Release date of January 2018.
- 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 Performance-Assessment Tasks for Extended Services Spring Review (2018).
- Monthly professional development and planning with the Extended Services Team.

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. 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. This detail is important to note since is will be included in the new

requirements under the Illinois Report Reform (July 2018). Additionally, a Fall Review allows the educators to identify new students to the district for a late fall placement in grades 3-8.

Achievement data is paired with cognitive data to determine automatic 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 16% 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 10%. 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 updated Extended Services Handbook will be posted and released to the public in January, 2018.

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