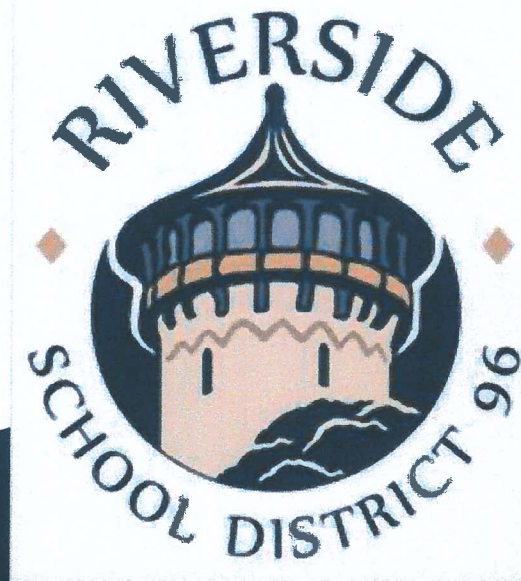


District 96 Advanced Learning Update



Committee of the Whole Presentation
May 6, 2026



Review of March 4th Presentation

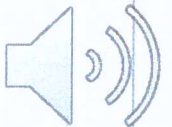


Identification Profile Taking Shape

- **Automatic Qualifiers** (2 of last 3-4 assessments): MAP percentile score -OR- CogAT Quantitative/Nonverbal (math) or Verbal (ELA)
- **Plus Indicators** (near threshold MAP or CogAT score triggers profile review): iReady Diagnostic, IAR Level 4, ACCESS (EL), iXL, teacher checklist
- **CogAT & teacher checklist as includers, not excluders:** these data points inform, they do not disqualify

Service Models Discussed

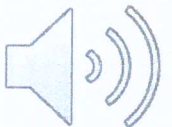
- **Elementary:** Move to 5-day/week ELA pull-out; combine 4th/5th Advanced ELA at smaller schools; 4th grade Advanced Math is full acceleration of 5th grade curriculum
- **Middle School:** Widen identification net with support structures; align MAP assessment to course content students are actually learning
- **Equity Focus:** "Supporting students into Advanced Learning, not locking them out of it"



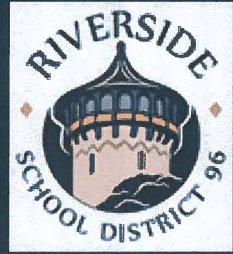
Advanced Learning Progress: March – May



- Two half-day meetings with Advanced Learning Committee & Northwestern Center for Talent Development Consultants
- Two consultation/planning meetings with Northwestern Center for Talent Development
- Ongoing communication with committee members, teachers, instructional coaches, and school principals



Advanced Learning Enhancements

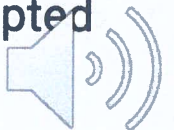


Enhancements 2026-27:

- Expanded Student Qualification Profile with multiple *Plus Indicators* for both elementary and junior high
- Change in Delivery Model to reflect the MTSS Diamond
- Pilot *Total School Cluster Grouping* in specific classrooms
- Year-long Acceleration Model for 4th Grade Mathematics
- Enrichment ELA five days a week during the intervention block for 4th & 5th grade
- Math enrichment for 3rd grade 5 days a week

Enhancements 2027-28:

- Aligned advanced curriculum for ELA Enrichment and ELA Enrichment Plus
- Enrichment Plus ELA becomes full replacement program (90 minutes, five days a week)
- Enrichment lessons/activities/projects embedded in general education classroom
- Total School Cluster Grouping adopted across all 3rd, 4th and 5th grade classrooms

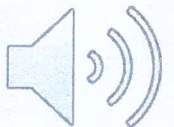


Elementary Profile & Plus Indicators

Subject	Automatic	Needs (+1) Indicator	Needs (+2) Indicators
Math or ELA	MAP 95% or higher on 2 of the last 4 assessments	MAP 90% or higher on 2 of the last 4 Assessments	MAP 88% or higher on 2 of the last 4 Assessments
Math or ELA	CogAT 95% or higher on Quantitative or Verbal	CogAT 90% or higher on Quantitative or Verbal	CogAT 88% or higher on Quantitative or Verbal

Plus Indicators:

NV CogAT, Teacher Feedback (rubric), Math or ELA Performance Task (rubric), Access Testing (EL), IAR, Student Work Samples, Writing Prompt (rubric)

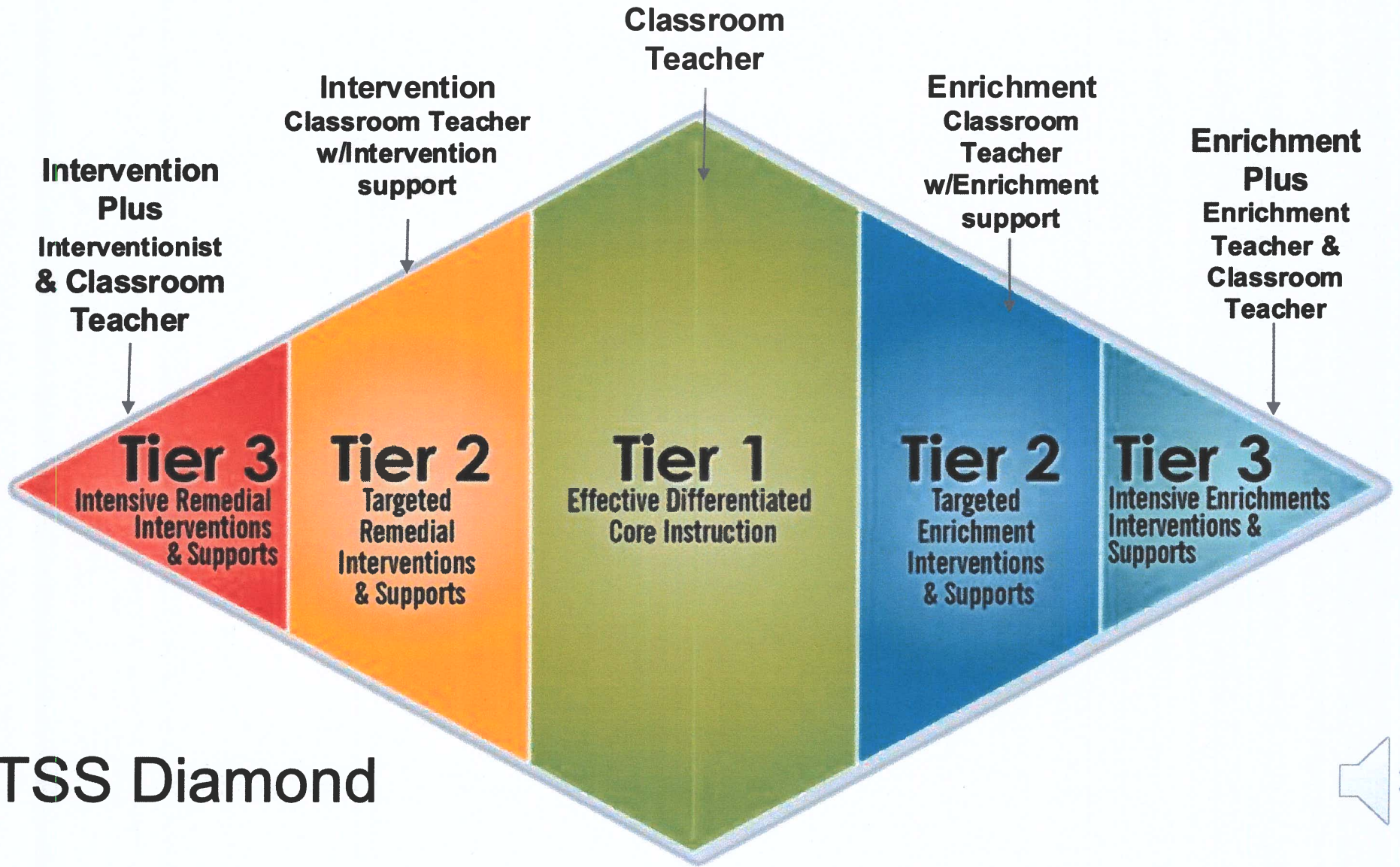


Hauser Profile & Plus Indicators

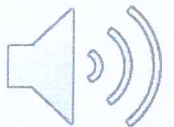
Subject	MAP	Automatic	Needs one plus indicator	Needs Two plus indicators
Math	2 of the last 4 Assessments	92nd percentile	90-91st	88th and 89th
ELA	2 of the last 4 Assessments	92nd percentile	90-91st	88th and 89th

Plus Indicators:

CogAT, IAR Assessment, Teacher Feedback (rubric), Writing Samples (rubric), Access Testing (EL), Algebra assessment (short-hand/written)



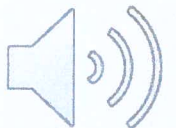
MTSS Diamond



What is Total School Clustering Grouping?



- ❑ A service delivery model
- ❑ A strategic way to organize classrooms so that every teacher can better meet the specific needs of their students.
- ❑ Students are placed in purposeful clusters based on their current learning profiles. This narrows the instructional band of students.
- ❑ Creates equity in instruction, supports all students, and provides additional opportunities for students to emerge as leaders



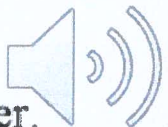
Sample Classroom Configuration



ID Category	4 th grade Clsrm 1	4 th grade Clsrm 2	4 th grade Clsrm 3	4 th grade Total grade
High-Achieving	6	0	0	6
Above-Average	0	7	6	13
Average	10	10	10	30
Low-Average	8	0	6	14
Low	0	8	0	8
Sp. Educ.	1*	0	3**	4
Total	25	25	25	75

*note. This student is twice-exceptional.

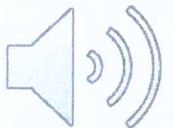
**note. These students see the same teacher consultant who also helps the classroom teacher.



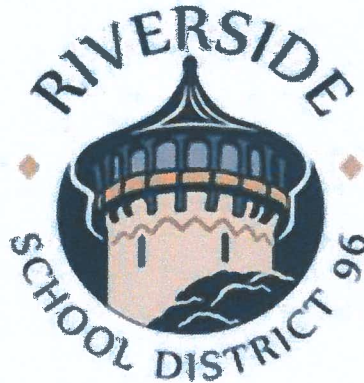
Communication Plan



- Overview of enhancements presented to all staff on May 4 Professional Learning
- Overview to BOE during COW Meeting May 6
- Program Overview Review to staff during Opening Institute Days
- Description of identification profile and service model on district website (Summer '26)
- In-person Presentation to Parents/Families & recording of presentation on district website (Fall '26)
- Professional development for staff on instructional practices for gifted learners and high-achieving students (SY26-27)



Questions?



Thank you!