
Summa Report/Open Enrollment

During the February 25, 2013 School Board Meeting, Superintendent Rose asked for a report on the Summa Program as well as the open enrollment policy, as it relates to the Summa program, to be reviewed for the Board. Included in this report are the Summa philosophy, the District's long-term plans, teacher criteria, the history of the Summa program, the program vision and agreements, teacher staff development support and the result of the program expansion. Below is an explanation of the District's Open Enrollment policy.

Beaverton School District Policy JECC (Open Enrollment) allows parents an opportunity to apply for admission to schools whose program they feel will be best for their students. At the same time, it is important that the District "maintains balanced enrollments and staffing among schools."

Each year, as per Administrative Regulation JE-AR – Attendance, administrators from Teaching and Learning work collaboratively with the building principal and the District Facilities Department to determine which schools have sufficient space to allow for Open Enrollment.

Projected enrollment for each school is weighed against available capacity. Permanent Capacity is defined as permanent classroom space, while Available Capacity also includes portable classrooms. 100% occupied capacity is not a desired condition for any building. Instead, our target capacity is 85-90% for all schools, which leaves space for unanticipated fluctuation in enrollment within the school's attendance area.

Principals may declare that a grade level(s) is full and not available to Open Enrollment transfers. In the event that a grade level is unavailable, the principal must notify the Teaching and Learning Department no later than the second Monday in December.

SUMMA
March 18, 2013 Board Report

Summa Philosophy

The Summa program provides a differentiated, challenging curriculum that meets the cognitive, emotional, and social needs of highly gifted students, while being sensitive to their developmental level.

In a classroom environment surrounded by their intellectual peers, Summa students challenge, support, and empower one another to reach new heights in their educational experience.

Summa students are united by their inquisitive nature and their strong ability to acquire and reflect upon their learning. The Summa program seeks to meet the unique and challenging needs of the highly gifted student in the following ways:

- Depth and complexity through the infusion of higher order thinking into daily lessons
- Intellectual peer stimulation
- Curriculum differentiation, including freedom to be creative with open-ended assignments and activities
- A dynamic classroom learning environment which integrates the affective and cognitive domains

District Long Term Summa Plans

- The District will support the five current Summa programs with professional development, collaboration time, resource and curriculum support.
- There are no plans for opening additional sites.
- When funding is available, a Portfolio of Evidence Summa eligibility process will be developed and implemented based on recommendation from the 2011 summer work of a small team of Beaverton T&L staff, TAG facilitators and Summa teachers. The team identified the following steps for an alternative point system pathway to identify Summa students:
 - BSD staff provides testing data for teachers (OAKS, Aprenda, TAG testing)
 - Teachers identify students who meet the criteria of highly gifted students based on Kingore and TAG profile information and a student list is create
 - Teams of teachers (T&L TOSA, TAG facilitator, Summa staff) conduct performance tasks and interviews with students at school sites
 - Data for each student is reviewed by team and a placement recommendation is made

Criteria - Teachers of Summa Students

- Desire to work with exceptional students
- Capacity to integrate the affective and cognitive domains
- Mastery of content
- Comfort with open-ended assignments and activities while providing strong instructional guidance
- Desire to go deeper with grade level targets through the use of Bloom's Taxonomy, William's Model, Depth and Complexity and other models
- Skill with interactive curriculum through labs, projects, simulations
- Strong verbal and written communication skills
- Enthusiasm for collaboration

(Note: There is no specific endorsement/licensure for teachers of talented and gifted students.)

History of Summa

Summa opened in 2004-05. The program initially designated to reside at Whitford Middle School expanded to Meadow Park when the number of qualified students warranted an additional site. The posting, recruiting and hiring process was handled centrally. The District supported teacher planning together to establish a consistent program. There were high levels of collaboration initially, but this collaboration and thus consistency diminished over the course of time. Due to limited Summa sections in each building, teachers established a spiraling curriculum. In the early years, the two schools held joint Summa information nights, but as time passed and the programs evolved, these nights became site-based.

After 2004-05, staff hiring and assignment for Summa sections was completed at each site. During some periodic intervals when Meadow Park reached capacity, there was a lottery for placement at Whitford. The enrollment increase is key reason that the program expanded to Stoller Middle School in 2009-10. Stoller teachers were selected from within Stoller's teaching staff to teach Summa sections. There was minimal collaboration across sites.

In 2010-11, after two years of research and School Board direction, the Summa eligibility criteria changed to 99/97, resulting in increased student population.

In 2011-12, families were notified that two additional Summa sites would be opening at Cedar Park and Highland Park, expanding the Summa sites to five. The opening of these two additional sites allowed students to stay in or closer to their neighborhood schools, supporting the social and emotional needs of students that had been advocated by many parents. In addition, this expansion will eventually allow the Summa programs to have the same start and end time as all other middle school students. The timing of the decision led to concern by families who had already enrolled, toured, and shadowed at either Whitford or Meadow Park. Many parents who were supportive of the current structure of the Summa programs were concerned about this decision; others shared their support. Several additional students entered Summa classrooms as a result of the neighborhood school Summa expansion.

Program Vision and Agreements

The Teaching and Learning Department is committed to a high quality program at all sites. Plans are being developed regarding professional development, material selection and acquisition, collaboration time and other opportunities to calibrate and align the programs with a focus on excellence. With the help of principals and teachers, a common vision and core agreements has been developed among the Summa schools.

- Teachers of Summa science will utilize grade level targets aligned with Common Core State Standards at high levels of depth and complexity with a strong emphasis on research, inquiry, & engineering. *This model will be phased in to replace previous "Summa Science" targets.*
- Teachers of Summa humanities will teach grade level targets aligned with Common Core State Standards at high levels of depth and complexity. Teachers will create a menu of supporting resources that is published and used consistently.
- Math will be taught according to course title targets aligned with Common Core State Standards at high levels of depth and complexity. District-wide, "Pre-Algebra" will no longer be used to describe a course.
- Our fundamental belief is that students at each grade level of the Summa program should be engaged with the targets and course topics designated for that grade level. However, due to scheduling constraints in some buildings, allowances are made to "spiral" curriculum in some cases.
- All schools will continue to have access to the following enrichment opportunities: Science Fair, Chess Club, Math Counts, Pentagames, Band, Drama, Choir, and Art.
- All schools will discuss the implementation of a service learning project that could potentially be shared across sites.

Teacher Support: Staff Development Plan for Teachers of Summa Students, 2012-14

August, 2012 (two days)	<ul style="list-style-type: none">• Social-emotional needs of gifted students/Who are "twice-exceptional" students?• Habits of Mind• Six Thinking Hats• Bringing cohesion and consistency to Summa as a district-wide program• Depth & Complexity• Bloom's Taxonomy• Curricular work in grade-level content groups
October, 2012 (one day)	<ul style="list-style-type: none">• Current enrichment activities for Summa students

	<ul style="list-style-type: none"> Brainstorming future all-Summa events Curricular work in content-like groups
November, 2012 (one day)	Junior Great Books training – Humanities teachers only
March, 2013 (one morning)	Calibration of student work
April, 2013 (two days)	Jann Leppien, Gifted Education Expert Topics: Developing curriculum for advanced learners, developing thinking skills to enhance student learning, inquiry
Spring, 2013 (one day, date to be determined)	<ul style="list-style-type: none"> Continued curricular work by content High school articulation to promote greater consistency across District
Spring, 2013 (one day, date to be determined)	Socratic Seminar Professional Development
Summer, 2013 (two days, dates to be determined)	Common Core State Standards, Instructional Practices for English Language Arts
Summer, 2013 (four days, dates to be determined)	Common Core State Standards Mathematical Practices
2013-14 School Year	Future staff development for new and existing teachers of Summa students, 2013-14 and beyond, will include the topics listed above. Additionally, feedback will be gathered each year to pinpoint additional professional development needs.

Results of Expansion

Positives

- Students attending neighborhood schools
- Start time change (when fully implemented) will provide more opportunities for Summa teachers to collaborate with other teachers in the building, attend staff meetings etc.
- Increased integration of students into the total school population
- Increased central support for professional development, collaboration and alignment

Negatives

- Challenge to provide math options
- Teachers may have more course preparations per day
- Parent concerns about the addition of two new sites