# Highly Capable Program Technical Working Group Recommendations

## Report to the Legislature

***Randy I. Dorn***
State Superintendent of
Public Instruction

November 2010

# Highly Capable Program Technical Working Group Recommendations

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## About This Document



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## Executive Summary

In the 2009 legislative session, the House and Senate passed ESHB 2261, which expanded the program for basic education to include programs for highly capable program students (HCPS). The Legislature found that "for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education."

In 2010, legislators under ESSB 6444, Section 501, required OSPI to form the Highly Capable Program Technical Working Group (HCPTWG). The group was tasked with defining what constitutes a basic education program for highly capable students by addressing the following topics:

- Standardized state-level identification procedures, standards, criteria, and benchmarks, including the definition(s) of a HCPS. Must address students who are both highly capable and are students of color, poor, or have a disability.
- An appropriate state-level funding structure.
- Appropriate programs and services that have been shown by research and practice to be effective with HCPSs but maintain options and flexibility for school districts, where possible.
- Program administration, management, and reporting requirements for school districts.
- Self-evaluation models to be used by school districts to determine the effectiveness of the program and services provided by the school district for HCPs.
- Appropriate educator qualifications, certification requirements, and professional development and support for educators and other staff who are involved in programs for HCPSs.
- Other topics deemed to be relevant by the working group.

## Highly Capable Program Technical Working Group Findings

The state's HCP has been focused on students who excel in an academic content area or at advanced cognitive levels. HCP students have been identified by using assessments that measure the knowledge of those students in content and by cognitive abilities. This traditional system of identifying students has often left out many students who possess or have the potential as being identified for HCP services. The inequities of a static identification system were consistently part of the discussions. The HCPTWG focused on building a state HCP that would be inclusive. The focus was on maintaining high standards while providing districts with the flexibility in identification processes to focus on their student demographics.

The state's HCP also focused on the diversity of needs of districts across the state. Of the state's 295 school districts, many of those districts are considered small or rural. How to build a state HCP

so that the smallest district to the largest district in the state had the resources needed to provide services for 1 or 4,000 students was central to their discussions.

Throughout this document many other areas of concern were addressed and recommendations are made that the HCPTWG believes will strengthen the state's HCP.

**Highly Capable Program Technical Working Group Recommendations**

The HCPTWG recommendations are based on the information provided by national and state HCP experts, HCP educators, parents of highly capable students, HCP advocates, representatives from the federally recognized tribes; and representatives of cultural, linguistic, and racial minority groups and the community of persons with disabilities. The recommendations presented provide direction to school districts as they serve their HCPSs and defines the role of OSPI in ensuring that the HCP legislation is implemented across the state's 295 school districts. The recommendations addressed in this report are as follow:

- **Definition of a Highly Capable Program Student**
  - After reviewing many possible definitions of a HCPS, the HCPTWG proposes a definition for these students who require supports and services beyond general education. The definition acknowledges the role that schools, parents and communities provide to nurture high potential in our state's children and youth.

- **Identification Procedures**
  - Procedures for identifying HCPSs are based on the belief that all students in Grades K-12 must have equitable access to a comprehensive assessment system to qualify to receive Highly Capable Program services. Processes exist to systematically search for high potential among diverse students and districts must use them to reduce bias.

- **Program Services**
  - A great variety of evidence-based program models show sizable academic gains for HCPSs. Districts will match such program design elements as instructional groupings, differentiation strategies, and acceleration choices to the identified strengths and needs of their HCPSs.

- **Evaluation Model - Program and Student**
  - Because of the wide range of individual HCPS needs, student plans must set goals with measurable outcomes tied to these identified student needs. Districts will conduct purposeful self-study of broad program areas, and include student growth as a significant measure of program effectiveness.

- **Educator Qualifications, Certification Requirements and Professional Development**
  - Key knowledge and skills are required for effective teaching and administration of HCPs. The vision is all teachers working with HCPSs will have basic understandings of their unique nature and needs.

- **Program Administration**
  - The districts and OSPI share responsibility for ensuring the effectiveness of programs for HCPSs. Districts must implement policies and procedures that identify and provide for the needs of their HCPSs. OSPI must provide technical assistance to districts to implement best practices and monitor districts' self-study processes.

- **Further HCPTWG Recommendations**
  - Specific direction was given about special circumstances and program needs.

- **Funding Structure**
  - HCP funding within the prototypical school model is addressed as well as requirements for districts and OSPI to provide increased access, monitoring, professional development and other supports.

**What Constitutes a Basic Education Program for Highly Capable Students?**

> The National Association for Gifted Children (NAGC) has been at the forefront of developing national standards for HCPSs' education. They note that: *While gifted students do have an extraordinary level of potential and ability, their high aptitude for learning can easily go to waste if it is not fostered properly. The facts clearly show that gifted students need teachers who will challenge them. According to a 1991 study, it found that between 18 and 25 percent of gifted and talented students drop out of school. Gifted dropouts were generally from a lower socio-economic status family and had little or no access to extracurricular activities, hobbies, or technology.*
>
> *NAGC further notes: All children have strengths and positive attributes, but not all children are gifted in the educational sense of the word. The label "gifted" in a school setting means that when compared to others his or her age or grade, a child has an advanced capacity to learn and apply what is learned in one or more subject areas, or in the performing or fine arts. This advanced capacity requires modifications to the regular curriculum to ensure these children are challenged and learn new material. Gifted does not connote good or better; it is a term that allows students to be identified for services that meet their unique learning needs.*
>
> *Finally from NAGC: Gifted education programs are meant to help all high-ability students. Gifted learners are found in all cultures, ethnic backgrounds, and socio-economic groups. However, many of these students are denied the opportunity to maximize their potential because of the way in which programs and services are funded and/or flawed identification practices. For example, reliance on a single test score for gifted education services may exclude selection of students with different cultural experiences and opportunities. Additionally, with no federal money and few states providing an adequate funding stream, most gifted education programs and services are dependent solely on local funds. This means that in spite of the need, often only higher-income school districts are able to provide services, giving the appearance of elitism.*

National gifted education experts Dr. Mary Ruth Coleman, Dr. Carolyn Callahan, and Dr. Karen Rogers, worked with the Highly Capable Program Technical Working Group (HCPTWG) and provided the group with research-based information and documents. These resources provided the HCPTWG with information about the academic and social/emotional needs of HCPSs. They also reviewed NAGC's 2010 Pre-K–Grade 12 Gifted Programming Standards (See Appendix B) which form the basis for many of the HCPTWG recommendations.

In almost every definition reviewed by the HCPTWG, the HCPS is defined as a student who performs, or shows potential for performing, at significantly advanced levels when compared with others of their age. For these students a basic education program must be built to address HCPSs' academic and social/emotional needs.

As cited by Dr. Carolyn Callahan, "HCPSs will go beyond the regular curriculum and state standards and that the Highly Capable Program (HCP) must provide the opportunities for HCPSs to participate in appropriate curriculum and instructional opportunities." As Dr. Karen Rogers's research concludes, HCPSs must have time to work together in their areas of giftedness and must be provided with opportunities to be accelerated in the content areas in which they are highly capable. (See Appendix C)

Washington State's academic achievement standards that are based on grade level proficiencies may or may not challenge HCPSs. Many HCPSs have met the state's standards well before their grade level peers. HCPSs often work from two to five grade levels beyond their age peers and have met or exceeded the state's academic standards before they enter their age-predicated grade. This does not mean that HCPSs do not need to meet state standards; it means that HCPSs must be provided the opportunity for flexible progression through the regular curriculum and state standards. This will take a shift of belief and practice on the part of educators and administrators. They must see that HCPSs have different academic needs than mainstream or lower-achieving students. As supported by Dr. Callahan's research, HCPSs must be provided appropriately differentiated curriculum and instruction opportunities that accelerate their learning and provide them time to work with their intellectual and academic peers for learning and for socialization/affective support.

Dr. Karen Rogers provided the HCPTWG with research data that demonstrated that HCPSs who were grouped with other HCPSs made greater academic gains than when HCPSs were placed in mixed-ability groups. Student academic gains were also contingent on the content knowledge of the HCP teacher and the teacher's ability to appropriately differentiate curriculum and instructional strategies. (See Appendix D)

The HCPTWG based their recommendations on the belief that HCPSs express their giftedness in multiple forms and that no single program model fits all HCPSs. An array of services must be instituted to build and develop potential into high performance and these services must be integrated into the school day. As cited by Dr. Carolyn Callahan, "Not every HCPS will fit into each of the services in the array, but there will be at least one service that will be a perfect match."

The HCPTWG believes that districts must implement a variety of program options as each district's identified HCPSs' academic and social/emotional needs will vary. The options must be selected from those that demonstrate that they effectively accelerate the learning of the HCPS. The HCPTWG asks the Legislature to require the Office of Superintendent of Public Instruction (OSPI) to develop a HCP Handbook that provides information on program options from which districts may select those that best meet the academic needs of their identified HCPSs.

Accountability is the key to ensuring that HCPSs are supported through basic education services, and that those students who have highly capable abilities or show highly capable potential receive a basic education designed to address their academic and social/emotional needs. As districts implement HCP services, safeguards must be put into place to ensure that districts follow the state law (RCW 28A 185.020) that states that basic education for HCPSs is "access to accelerated learning and enhanced instruction is access to a basic education." Districts must develop a plan that clearly defines how they will provide this basic education for their HCPSs. The plan must define student achievement goals and an evaluation system the district will use to demonstrate that HCPSs are meeting the HCP learning goals that have been listed in the student's HCP Accelerated Learning Plan. Districts must also provide an end-of-year report on academic achievement of their HCPSs and overall program success.

The HCPTWG asks the Legislature to continue to support the state's HCPSs. HCPSs are our state's future leaders in all areas of human endeavor. If we do not provide HCPSs with educational opportunities that challenge them to meet their potential, we have failed this population of students.

**Acronyms**

| | |
|---|---|
| CEC | Council for Exceptional Children |
| ES | Effect Size |
| HCP | Highly Capable Program |
| HCPS | Highly Capable Program Student(s) |
| HCPTWG | Highly Capable Program Technical Working Group |
| NAGC | National Association for Gifted Children |
| NCATE | National Council for Accreditation of Teacher Education |
| OSPI | Office of Superintendent of Public Instruction |
| QEC | Quality Education Council |

## State Highly Capable Program Background

The Highly Capable Program provides services to Kindergarten through twelfth grade students who have been identified as highly capable. HCP students are those students, who have been assessed to have superior intellectual ability or demonstrate exceptional creativity, possess unusual leadership abilities and/or excel in specific academic areas. The HCP was designed to provide educational opportunities to this population of students to address their unique academic and social/emotional needs.

Washington has supported the state's Highly Capable Program for more than 30 years. Over this time, district programs have provided identified students with educational opportunities that range from placement in full- time HCP classrooms - to participating in a HCP pull-out opportunity - to taking Advanced Placement courses.

Over the past ten years, legislators have supported the HCP by providing funds to school districts to implement their programs. Since 1997, the allocation has more than doubled to over nine million this current school year. In addition to state funds, districts have also set aside funds to help support their HCPs.

In the Fall of 2011, the state has written legislation that will move the HCP under "Basic Education."

## Basic Education

"The instructional program of basic education provided by each school district shall include…programs for highly capable students under RCW 28A.185.010 through 28A.185.030." (See Appendix E)

## Law Goes Into Effect September 2011.

RCW 28A 185.020 (1) The Legislature finds that for highly capable program students, access to accelerated learning and enhanced instruction is access to a basic education. There are multiple definitions of highly capable, from intellectual to academic to artistic. The research literature strongly supports using multiple criteria to identify highly capable students, and therefore the legislature does not intend to prescribe a single method. Instead, the legislature intends to allocate funding based on two and three hundred fourteen one thousandths percent of each school district's population and authorize school districts to identify through the use of multiple, objective criteria those students most highly capable and eligible to receive accelerated learning and enhanced instruction in the program offered by the district. Access to accelerated learning and enhanced instruction through the program for highly capable students does not constitute an individual entitlement for any particular student.

The Legislature finds that:

- For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.
- There are multiple definitions of highly capable, from intellectual to academic to artistic.

- The Legislature does not intend to prescribe a single method to identify students.
- Instead, the Legislature intends to allocate funding based on 2.314 percent of the district's population and authorizes districts to identify those most highly capable through multiple, objective criteria.
- Access to the program does not constitute an individual entitlement for any particular student.

**National Experts**

Three national experts with extensive background in gifted education research worked with the HCPTWG. Each of the experts presented information in their areas of expertise and worked with the HCPTWG to develop the recommendations for this report.

**Dr. Mary Ruth Coleman**
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**Dr. Carolyn M. Callahan**
Commonwealth Professor of Education, Associate Director
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Curry School of Education
University of Virginia
Charlottesville, Virginia

**Highly Capable Program Response Group Members**

There was tremendous interest in the work of the HCPTWG and many people asked to be a part of HCPTWG. OSPI could not accommodate all of those interested a place on the HCPTWG, so a response group was set up. This group was provided with all information and resources that were presented to the HCPTWG and with the DRAFT of the HCPTWG recommendations. (See Appendix F)

**Highly Capable Program School District Administrators**

OSPI also sent out information on the work of the HCPTWG to HCP school district administrators. Their feedback was collected via email response and provided information on the recommendations. (See Appendix F)

**OSPI Highly Capable Program Webpage and Public Response**

OSPI also set up a webpage where anyone interested could view the presentations, resource documents and work of the HCPTWG. A section was set up for public response. (See Appendix F)

## Recommendations

### I. Definition of a Highly Capable Program Student

Dr. Mary Ruth Coleman focused the HCPTWG on the issues surrounding identification of HCPSs, in particular, the writing of a definition that addresses the under-representation of certain populations of students and how students with potential should be considered for identification. In one of the documents that she provided to the group, she stated: "Few areas in the education of children with exceptionalities are as controversial and critical as appropriate identification of children who are gifted. The controversies involve all the pros and cons of labeling children as well as a variety of political issues. Yet, identification remains critical to ensuring that children receive the services they need to thrive in school."

Dr. Coleman reviewed the 1993 Federal definition of who is a gifted student:

> These children and youth exhibit high performance capability in intellectual, creative and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services not ordinarily provided by the schools. Outstanding talents are present in children and youth from across all cultural groups, across all economic strata, and in all areas of human endeavor.

The HCPTWG also reviewed the current state definition:

> WAC 392-170-035 "… the term highly capable student shall mean a student who has been assessed to have superior intellectual ability as demonstrated by one or more of the multiple criteria specified in WAC 392-170-040. These students exhibit high capability in intellectual and/or creative areas, possess an unusual leadership capacity, or excel in specific academic fields, thereby requiring services beyond the basic programs provided by schools. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor."

Finally, the HCPTWG reviewed the NAGC proposed definition which assisted them as they addressed the varied issues that the group wanted to ensure were covered in their recommendation. (See Appendix G)

### Recommendation for Highly Capable Program Student Definition

HCPSs perform, or show potential for performing, at significantly advanced levels when compared with others of their age, experience, or environments. Outstanding capabilities are seen within students' general intellectual aptitudes, specific academic abilities, creative productivities within a specific domain, and/or leadership skills. HCPSs (K–12) are present in all cultural and linguistic groups, across all socio-economic strata, co-exist with all manner of disabling conditions both visible and invisible, and manifest across all areas of human endeavor. No

single criterion should prevent a student's identification as highly capable. However, any single criterion, if strong enough, can indicate a need for services.

The basic education of HCPSs requires supports and services that often go beyond those ordinarily provided as part of general education.

Further, the nurturing of potential and social/emotional well-being of HCPSs is a lifelong process and is a shared responsibility among educators, families, and community members.

## II. Identification Procedures

Dr. Coleman worked with HCPTWG members to write the recommendations for the identification of HCP students. In their work, the group reviewed the current identification procedures and also reviewed the NAGC 2010 Pre-K–Grade 12 Gifted Programming Standards (See Appendix E and Appendix B) HCPTWG members pulled information from both documents to build the identification recommendation. These recommendations are based on the premise:

> *All students in Grades K–12 must have equitable access to a comprehensive assessment system to qualify to receive HCP services.*

### Recommendations for Highly Capable Program Identification

**A.** Districts must develop written procedures for the identification of HCPSs, that must address the following:

- Universal screening (tools may be qualitative or quantitative in nature, standardized and/or normative).
- Annual public notification (in appropriate languages, using appropriate child find strategies and outreach) to parents and students must be made before any major identification activity. The notice must be published or announced in school publications, newspapers, and/or other media, with circulation adequate to notify parents and students throughout the district.
- Involvement of qualified professionals in the identification process. (WAC 392-170-070)
- Use multiple criteria:
  - Multiple types of information.
  - Multiple sources of information.
  - Multiple time periods (reflecting the developmental nature of abilities).
- Single criterion may indicate a need for supports and services, at any point in time, and no single criterion may eliminate a child from consideration. The intent is to create multiple opportunities to see a student's strengths.
- Additional formal identification and services procedures must be included for early recognition and nurturing of young children (K–3) who demonstrate high potential in comparison with others of their age, experience, and/or environment.
- Students may be identified and served as highly capable in one or more domains (e.g., the absence of strengths in one domain should not preclude services in another).
- Indicators of need must match the areas of services to be provided (e.g., math achievement and/or aptitude at significantly advanced levels would be indicators for advanced math services).
- Family involvement in decision making must include:

- Parental (or legal guardian) permission obtained in writing:
  - After initial screening, in order to conduct assessment(s) to determine eligibility for participation in programs for HCPSs.
  - Prior to providing initial special services and programs to an identified HCPS.
- Parental (or legal guardian) permission notice shall be provided in the family's primary language, and should include:
  - A full explanation of the procedures for identification and program options.
  - An explanation of the appeal process.

- District shall notify parents (or legal guardian) of the involvement of their child in the district's program for HCPSs.
- Safeguards must be in place, across the procedures and measures used during the identification process, to reduce cultural, linguistic, socio-economic, and gender bias, and to mitigate negative impacts resulting from disabilities.
- Processes and procedures must include an intentional and systematic search for high potential among culturally/linguistically diverse students, economically disadvantaged students, students from tribal communities with high potential, and students with disabilities.
- Processes and procedures must address communication with an ombudsman to act on behalf of children with alternative guardianships, children who are homeless, and/or children from families impacted by domestic abuse.
- Local norms that compare students with other students in their school, district, or cultural/linguistic group may be used to determine strengths and needs.
- Procedures must include provisions for periodic reviews (including input from families) of the services provided for HCPSs to ensure that these services are a good fit.
- Districts must have written a document that defines HCP entrance and exit procedures.

**B.** The HCPTWG also recommends that OSPI be charged to develop a HCP Handbook that addresses the following items:

- Descriptions and examples of each component of the identification process and procedure.
- List of appropriate assessment tools and practices with attention to the needs of students from culturally, linguistically, socio-economically, diverse families and students with disabilities.
- Inclusion of a decision-making flowchart showing the identification process.
- Examples of appropriate and inappropriate ways to combine multiple sources of information when making decisions about identification and placement.
- Examples of collaborative decision-making models.
- Examples of successful outreach strategies to engage all communities.

- Examples of how to successfully appeal a decision of ineligibility and exit procedures.
- Use of multiple criteria to make identification and placement decisions:
- Multiple types of information (e.g., tests, observations, work samples).
- Multiple sources of information (e.g., parents, teachers, self, and others).
- Multiple time periods (reflecting the developmental nature of abilities).
- Examples of how to provide HCP services in varying types of districts (size, demographic, geographic area). For example, students who need accelerated mathematics should have access to these services regardless of where they live; however how these services are provided may differ depending on the size, demographics, or geography of the districts. In one district, a child may receive these services through an online class; while in another district services may be delivered via a subject-accelerated class (address should not drive access).

## III. Program Services

Dr. Karen Rogers led the HCPTWG through research data on gifted programming models. Dr. Rogers stated: "Ability- and performance- grouping provides sizable academic gains in almost every grouping permutation. The research is clear and consistent on this." She went on to say that "individualization is more than just an idea or a word that bears little relationship to realities of the classroom. Efforts must be made to provide unique 'plans' for individual HCPSs (e.g., independent study, compacting, mentorships, online courses, credit for prior learning, testing out of mastered coursework). The research data that she presented assisted the group as they wrote the recommendations for HCP Services and Program Models. (See Appendix H) The members also reviewed research-based best practices and used the 2010 National Association of Gifted Children (NAGC) Pre-K–12 Gifted Programming Standards. (Standard 4: Learning Environments and Standard 5: Programming) to inform their recommendations. (See Appendix B)

### Recommendations for HCP Program Services

- Provide HCPSs services that promote ongoing self-understanding, positive self-perception, self-awareness, awareness of personal needs, and affective growth in a diversity of school, home, and community settings.
- Provide HCPSs program services, including grouping, acceleration, and individualization. Districts will select options to organize services, and implement learning plans for HCPSs K–12 that address unique learners in the school/district. HCPSs shall be provided with opportunities to learn and socialize together on a consistent basis, if possible.
- Provide HCPSs instructional delivery strategies that are research-based and effective in academic content areas that allow HCPSs to extend knowledge in their areas of strength and meet their cognitive and academic needs.
- Instruct HCPSs using research-based models, curriculum, and content/process/product modifications that provide consistent progress and challenge in academic content areas and that address their demonstrated high performance in specific academic areas.
- Provide HCPSs multiple ways to access research-based, rigorous curriculum, K–12 that addresses how the HCPS acquires and processes information and demonstrates learning.

## IV. Evaluation Model - Program and Student

The HCPTWG worked with Dr. Carolyn Callahan to review information on evaluating participating HCPS achievement and program evaluation. The HCPTWG selected to use the 2010 NAGC Pre-K-12 Gifted Programming Standards, specifically Standard 2.5. (See Appendix B).

Students identified as highly capable demonstrate learning progress as a result of programming and services.

Student assessment and program evaluation provide the basis for judging the integrity and effectiveness of programs for HCPSs. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to evaluate progress toward program goals and growth of students from diverse backgrounds.

**Recommendations for Program and Student Evaluation**

**A.** As part of its application each district must list goals and objectives with measurable outcomes tied to assessments and other evaluations for HCP services. The plan must include pre-and post-assessment consisting of standardized testing, out-of-level assessment, or performance- and product- based measures to align with the model and services. Data generated will be shared with families and inform individual student plans for interventions for both strengths and weaknesses.

**B.** Districts shall have a multi-year plan for purposeful self-study that takes a broad look at:

- Identification and assessment.
- Equity of access to services.
- Curriculum standards.
- Instructional programming and services.
- Ongoing assessment of student learning.
- Counseling and guidance services.
- Teacher and administrator qualifications and professional development.
- Parent/guardian and community involvement.
- Resources.
- Program design, management, and delivery.

This evidence will be reported to stakeholders, and used to review and revise the district's HCP plan and implementation.

**C.** Districts shall assess HCPS academic success by measuring the progress of students using multiple indicators that measure mastery of content and achievement in specific program areas.

**D.** The HCPTWG also recommends that OSPI be granted authority to evaluate program services and develop a HCP Handbook that addresses the following items:

- OSPI is charged to provide technical assistance to districts to design an HCP self-study plan (funding for this will be part of the state's allocation for HCP funds). Each element of the multi-year self-study plan will be addressed in a handbook developed and provided through OSPI.
- OSPI must conduct on-site monitoring of district's HCP and an HCP team member must conduct the monitoring. These areas must be reviewed:
  - End-of-year report.
  - District financial records.
  - Meeting parent information requirements.
  - Minutes of HCP District Advisory Committee.
  - Benchmarking for progress by districts (such as moving toward increasing access to underrepresented groups).
  - Student program opportunities and academic growth information.
  - Program evaluation and revision information.
- OSPI is charged to assist districts that have no HCP services in planning and implementing HCP services.
- OSPI is charged with supporting school districts with the development of multi-year plans, approving the plans, and monitoring the implementation of the plans, every four years. The Legislature must allot sufficient funds to permit OSPI to do this.
- OSPI is charged to provide information to districts about human resources, (e.g., district HCP directors, HCP consultants, Educational Service District (ESD) resources, and OSPI staff) for technical assistance in developing, implementing, and evaluating HCP services.

## V. Educator Qualifications, Certification Requirements and Professional Development

Dr. Rogers worked with the group to identify the key recommendations for pre-service and inservice professional development. The group reviewed the 2010 NAGC preK-12 Gifted Programming Standards, specifically Standard 6: Professional Development. The group also reviewed the NAGC-Teacher Knowledge & Skill Standards for Gifted and Talented Education. (See Appendix B) Components of both of these documents are addressed in the groups' recommendations.

The HCPTWG recognizes that there are outstanding teachers and program administrators presently working with the state's HCPSs and that their accomplishments should be honored. These teachers and administrators have spent time and money to provide their own professional development, because of their deep commitment to HCPSs. Districts and the state need to work to ensure that these teachers and administrators retain their HCP positions.

(The group recognized that the state's Professional Educator Standards Board (PESB) governs the specialty endorsement for teaching the gifted and asks for support to ensure that this endorsement is offered across the state.)

**Recommendations for Professional Development**

**A.** Ensure that professional development for program administrators, principals, counselors, and teachers be made available and be aligned with state standards for gifted education to include the following competencies:

- Cultural competency, knowledge of special populations (gender, underachievement, cultural diverse, profoundly gifted, economically disadvantaged, twice exceptional).
- Collaboration and communication skills.
- Curriculum differentiation strategies (content /process/product modifications), differentiated instructional delivery, and program models.
- Understanding HCPSs' social and emotional needs, academic strengths, abilities, and intense interests.
- Strategies for identifying, assessing, and monitoring HCPS progress.
- Program and curriculum evaluation.

**B.** Ensure that the state Specialty Endorsement for Teaching the Gifted is implemented through statewide professional development efforts by participating universities and OSPI/ESD workshops.

**C.** Require that <u>all</u> teachers have adequate professional development in how to identify needs and strengths, provide challenging curriculum and instruction, and evaluate

progress for HCPSs. This may include such options as regular staff development, university coursework, professional conferences, and OSPI/ESD workshops.

## VI. Program Administration

As the HCPTWG worked with Dr. Callahan, it became apparent that there must be clear expectations for district responsibility and the role of OSPI to provide effective programs for HCPSs. The group reviewed the current administrative codes and information on program implementation from other states. The first section following defines district program administration responsibilities and the second section defines OSPI's program administrative responsibilities.

### Recommendations for School Boards and School District Administration

**A.** It is the responsibility of school districts' Boards of Directors to:

- Develop a policy for the district's HCP.
- Assure that all HCP WACs and RCWs will be followed.
- Approve the district's annual HCP application.

**B.** It is the responsibility of the school district itself, or working in cooperation with other districts or with ESDs to:

- Implement the HCP which defines: the procedures for the selection of HCP students, identifies assessments to be used to identify HCPSs, defines a continuum of services that will be provided to identified students, identifies appropriate curriculum, institutes an evaluation process that measures student progress and HCP effectiveness, and provides opportunities for professional development.
- Provide a certificated administrator who is involved in a meaningful way with program administration.
- Provide each identified and eligible HCPSs with an individual student learning plan that will be maintained year to year and include progress monitoring. All plans do not need to be unique, but there must be an individual plan for each student.
- Assemble a local advisory committee composed of a representative group which may include parents, administrators, teachers, counselors, business people and students when appropriate. This committee is to meet regularly to provide feedback, ideas and perspective for the HCP.
- Follow the HCP Revised Codes of Washington and HCP Washington Administrative Codes.
- Work in concert with OSPI to ensure adequate program monitoring and program evaluation.

**Recommendations for OSPI Administration of the Highly Capable Program**

**A.** OSPI is required to develop and implement an electronic HCP application, to be reviewed and approved annually. The HCP application must include the following:

- Assurance that the local school board has knowledge and will comply with all HCP requirements and annually approves the HCP Plan.
- HCP goals and services that will be provided.
- HCP identification procedures, including entrance criteria and exit procedures.
- Assurance that each HCPS has an HCP Student Learning Plan.
- Projected HCPS demographic data.
- Assurance that all Parent Notification requirements are met.
- Assurance that an HCP Advisory Committee has been instituted, which is composed of parents who represent the students served, teachers of gifted, general education classroom teachers, administrators and other educators who support HCPSs (e.g., counselors, special education staff, English Language Learners (ELL) staff).
- HCP professional development plan for HCP teachers, general education classroom teachers, other education staff, and principals.
- Student and Program evaluation procedures.

**B.** OSPI is required to develop and implement an electronic HCP end-of-year report, to be reviewed and approved annually. The HCPTWG asks that OSPI be given authority to evaluate program effectiveness. The HCP end-of-year report must include the following:

- HCPS demographic data as defined by OSPI.
- Summary of HCP services provided.
- List of assessments used to determine HCP identification.
- HCP student evaluation data.
- HCP program evaluation summary.

**C.** OSPI is required to provide support services to those districts that do not currently provide services for HCPSs.

**D.** OSPI is required to monitor districts' HCP on a four year rotation. All HCP elements must be reviewed.

**E.** OSPI is required to provide technical assistance to districts and produce an HCP Handbook describing program elements and examples of all recommendations.

**F.** OSPI is required to design and implement an HCP Award that recognizes outstanding district programs, in particular those programs that are increasing the number of HCPSs traditionally not served.

**G.** OSPI is required to form a State Gifted Advisory Committee composed of parents of HCPSs, teachers of gifted, general education classroom teachers, district program principals and administrators, other educators who support HCPSs (e.g., counselors, special education staff, ELL staff), and representatives of state gifted organizations.

## VII. Further HCPTWG Recommendations

A number of recommendations came from the HCPTWG that fit the "other" category. These recommendations reflect the group's thinking on the information provided by the three national experts that worked with the HCPTWG and believe that they are important to be considered.

### A. Funding

- Continue funding for Centrum and Destination Imagination/Future Problem Solving.
- Provide full and robust funding for HCP, as an economic imperative, for the well being of Washington's populace and prosperity.
- Provide full funding of Advanced Placement and International Baccalaureate exam costs.

### B. Early Childhood Education (ECE)

- Work with ECE to build a Pre–K early learning plan for the state that identifies the need to recognize and nurture ECE high potential in young children to reduce the achievement gap and increase access to appropriate learning opportunities.
- Develop policies and procedures for early entrance to kindergarten.

### C. High School HCP Options

- Allow additional state colleges/universities to institute early entrance programs specifically designed for secondary HCPSs (replicate UW Robinson Center program).
- Develop policies and procedures for early exit from high school.
- Ensure that guidance counselors, with expertise working with HCPSs, are available to support the social and emotional well being of these students. A specific need is counselors to assist HCPS in developing appropriate High School and Beyond Plans.

### D. General HCP Policies

- Develop policies and procedures for transfer of HCPSs within or between districts that ensures a timely and automatic review of student's strengths and needs to provide appropriate services.
- Develop policies and procedures for grade skipping and acceleration.
- Develop policies and procedures for working with local tribes to develop identification processes and services for their HCPSs.

### E. Technology

- Use technology to deliver HCP services and support including curriculum and social-emotional programming, especially to benefit rural and smaller districts.

## F. State HCP Advisory Committee

- Recommend the continuation of the HCP Advisory Committee to advise the state superintendent. The committee must reflect the demographics of the state.
- Recommend that OSPI build upon the basic education goal (RCW 28A-150-210) and develop a vision and strategic plan to integrate HCPs with other education initiatives and programs across the state.

## G. Transportation

- As needed, transportation may be provided to allow access to HCP services.

## VIII. Highly Capable Program Funding Formula Recommendations

Consistent with and pursuant to the best practices and research findings identified earlier in this report, the Highly Capable Program Technical Working Group (HCPTWG) has identified the budget assumptions necessary to support effective instructional programs for HCP students. The group has also recommended essential program services and funding beyond these assumptions as will be detailed in a following section.

### Formula Assumptions

Consistent with the Legislature's mandate, Highly Capable Program Students (HCPSs) must receive appropriately differentiated and accelerated instruction as a part of their basic education. The group determined that all program costs, including teacher compensation, professional development, and Materials, Supplies, and Operating Costs (MSOC), could be directly linked to the number of HCLs enrolled in prototypical schools. The current HCP funding formula (for 2010–2011) assumes 2.159 instructional hours per week with a class size of fifteen. Under these assumptions, each elementary school would generate an additional .053 FTE teacher, each middle school would generate an additional .058 FTE teacher, and each high school would generate an additional .08 FTE teacher.

Based on the best practices and research findings presented in earlier sections of this report, the group affirmed the assumption of a class size of fifteen, but recommended five instructional hours per week, rather than 2.159. Further, it was determined that the five instructional hours per week be assumed only at grades K-6 to support pull-out models and that an additional 1.5 hours be allocated for counseling and HCP management. The group recommended that middle schools and high schools each be allocated 3.1 hours for counseling and HCP management since HCP instruction is more a matter of scheduling than pull-out instruction at these grades. The 3.1 hour total provides 1.55 hours each for a counselor and HCP specialist. These hours are consistent with American Counseling Association standards for student to staff ratios. Using the earlier enrollment assumption of 2.314 percent, this model would generate .16 FTE additional teacher at elementary schools, .083 FTE additional certificated staff at middle schools, and .115 FTE certificated staff at high schools.

Based on HCP end-of-year reports and national research findings, the group determined that the current enrollment limit of 2.314 percent is a constraint based more on funding than comprehensive identification of eligible students. The group found that HCPSs comprise at least 5 percent of total enrollment and recommended that the above enrollment assumption be revised from 2.314 percent to 5 percent to mitigate the number of identified, but unserved, highly capable students. Using this assumption the funding model would generate .347 FTE additional teacher at elementary schools (rather than .16), .179 FTE additional certificated staff at middle schools (rather than .083), and .248 FTE additional certificated staff at high schools (rather than .115).

The HCP group also assumes that the salary and benefits used to calculate the allocations for these added FTEs will be based on average teacher salary. However, the group recommends that each district's staff mix be used for salary and benefits rather than the statewide average. It is

the group's intent that these funds be used to provide highly trained certificated teachers to deliver instruction to HCPSs using appropriate HCP service models/strategies.

**Materials, Supplies and Operating Costs**

The HCPTWG recognized that there needs to be funding for additional MSOC to procure dedicated HCP curriculum (text books/software), off grade level assessments (for HCPS identification and progress evaluation), and professional development opportunities for teachers. Text books/software will require an additional $108.60 per HCPS. Assessments (such as Measures of Academic Progress (MAP)) will cost an additional $11.50 per HCL. The HCPTWG recognizes that there is an added technology cost in providing online training and assessments, but is unable to determine an accurate per student cost at this time. It is the group's intent to continue to research this issue to identify this per student cost.

Teachers and central office administrators will also need access to professional development focused on HCPS identification, HCP models, differentiated/accelerated instruction, and evaluation. Assuming that the average cost of attending a two to five day training is $1,400 for one teacher (based on actual Advanced Placement and AVID Program attendance costs) and assuming that 75 students generate one teacher, the per pupil professional development cost is an additional $18.67 per student.

The HCPTWG also concluded that there will be unavoidable HCP start-up costs for districts not currently operating programs. The group recommended that these districts be allowed to use their 2011–2012 allocation to adopt and implement HCP services and strategies to ensure full participation by HCLs no later than the 2012-2013 school year. No additional funding is requested for these costs.

**Per Student Materials, Supplies, and Operating Costs**

| Category | New Phased-in Current Allocation | Incremental Increase |
|---|---|---|
| Professional Development | $18.98 | $18.67 |
| Curriculum, Textbooks & Software | $122.17 | $108.60 |
| Assessments | $259.39 | $11.50 |
| **Total** | **$400.54** | **$138.77** |

**Professional Development In-Service Days**

Based on research and best practices presented earlier, the HCPTWG finds that it is critical that teachers and administrators serving HCP students receive in-service training focused on available program models and differentiated instruction. The group assumed that each HCP teacher would receive five days of training each year. They also assumed that all other teachers should receive two days of training to better serve HCPSs in the regular classroom and recommends that one-third of the other teachers be trained each year. The following table shows the cost for professional development for prototypical schools.

**Professional Development In-Service Costs**

| School Elements | Elementary | Middle | High |
|---|---|---|---|
| Professional Development Days | 5 | 5 | 5 |
| Cost per day for teachers | $399.81 | $399.81 | $399.81 |
| HCP Staff Cost | $693.68 | $357.83 | $495.77 |
| % of General Education Teachers | 33% | 33% | 33% |
| # of General Education Teacher | 5.911 | 6.051 | 8.342 |
| Number of days | 2 | 2 | 2 |
| Cost of General Education Teachers | $1,573.96 | $1,611.24 | $2,221.28 |
| **Total Costs** | **$2,267.64** | **$1,969.07** | **$2,717.05** |

**School District HCP Administrative Staff**

The HCPTWG found that the absence of a district level certificated HCP administrator is a potentially fatal flaw in program effectiveness and integrity. It was determined that each district should receive funding for district administrative staff through the Basic Education Allocation (BEA) central administration factor to ensure that Highly Capable Programs are appropriately supported, managed, and monitored. The group is recommending that funding for district administrative staff be provided in accordance with the prototypical school model at a rate of 5.3 percent of the teaching staff allocation generated by the recommended HCP funding formula.

The group also recommends that the 5.3 percent central administration funding driver be studied to ensure that is adequate to meet HCP needs. Should additional funding be required to facilitate appropriate program supervision, it is further recommended that the district administration funding driver be adjusted accordingly.

**Substitute Costs**

Categorical programs, such as HCP, typically are not included in the substitute teacher funding model. The funding formula for substitutes only assumes substitute costs for teachers funded out of the "base" basic education model. The HCPTWG expects that the shift of HCP funding to the basic education formula should provide substitute costs for HCP teachers to facilitate recommended instruction and training.

**Total School District HCP Costs**

Based on the group's recommendations regarding class size, additional hours, and professional development, it is estimated that the recommended enrollment level of 5.0 percent will cost $58,790,339 per school year. Revision of the enrollment level to 2.314 percent, while maintaining all other funding assumptions, results in an estimated school year cost of $30,158,186.

**Other Program Costs**

In addition to the above funding formula costs, the HCP TWG recommends that separate funding continue to be allocated for the Destination Imagination and Centrum programs. It is the intent of the group that these programs continue to serve as supplemental resources for districts to enhance opportunities for students to participate in higher level thinking activities.

**Additional Highly Capable Program Funding Recommendations for Program Optimization:**

1. It is recommended that additional funds be allocated to OSPI to contract with a nationally recognized HCP evaluator to review the validity and reliability of OSPI data systems/procedures. HCP accountability is a fundamental requirement for measuring the success/effectiveness of program services. The cornerstone of accountability is the availability and reporting of individual student performance gains across identified services and domains. The nature and scope of this recommended evaluation is subject to further discussion and the projected cost can only be estimated once these discussions are final.

2. It is recommended that recognition and incentive grants be awarded to districts with demonstrated success in implementing effective HCPs that include learners more closely reflecting the overall diversity of the district with particular regard to ethnicity, poverty, and disabilities. The specific criteria and standards for measuring success would be determined by the state advisory committee for HCP. The HCPTWG and State Legislature have identified the statewide underrepresentation of these diverse populations in current programs as a critical program deficiency and this type award is expected to mitigate this issue.

3. It is recommended that 1.0 HCP Specialist be authorized and funded at each educational service district (ESD) to provide technical assistance and guidance to districts. This would provide contemporaneous and proximal services to districts in the implementation and ongoing improvement of program services, student identification procedures, student plans, and program evaluation. It is further recommended that each ESD be allocated additional funding to support MSOC for each specialist.

4. It is recommended that funding be allocated to provide for the development of online HCP courses in the various domains to facilitate HCL access to appropriate accelerated and differentiated instruction in smaller and remote districts. Online classes would

enable these districts to better serve their HCLs within their HCP grant by eliminating the disproportionately higher costs inherent with small class size(s).

5. It is recommended that funding be allocated to provide additional online professional development classes for district and ESD HCP teachers and administrators to complement and sustain professional development training previously identified. This facility will make focused training more readily available to all districts, particularly those that are small and remote, and, thereby, enhance opportunities for HCL success.

**OSPI Administrative Costs**

In addition to the school district costs recognized under the HCP funding model, the HCPTWG identified additional and critical ongoing OSPI program supervision activities. The group advocated that separate administrative funding be awarded to OSPI to meet these responsibilities and, thereby, facilitate the success and accountability of district HCPs statewide. In order to meet the group's expectations and direction as detailed under HCPTWG Recommendations Section VI, it is requested that OSPI be allocated administrative funding in the amount of $171,000 to cover compensation, goods and services, travel, and equipment for 1.0 Program Supervisor and .5 support staff. The principal responsibilities of these positions are:

1. Development and promulgation of HCP WACs.
2. Implementations of revised district grant applications and end-of-year reports to facilitate program accountability.
3. Development and revision of a school district HCP handbook.
4. Technical assistance to school districts and ESDs regarding HCL identification, assessments, learning plans, program services, and program evaluation.
5. Monitoring of district HCPs.
6. Collection and analysis of HCP/student data for program evaluation.

The initial HCP handbook will be based on the findings and recommendations of the HCP Advisory Committee. It will require three meetings at a cost of $6,000 per meeting to finalize the content and format of the handbook. Goods and services and travel must be incrementally increased by $18,000 in the first year to complete this activity. In subsequent years, goods and services and travel must be incrementally increased by $6,000 per year to conduct an annual advisory committee meeting to update and revise the handbook as necessary to ensure that services and procedures reflect the most current HCP research findings and address issues discovered through monitoring and evaluation.

Required OSPI administrative funding is:

| | |
|---|---|
| FY 2011-2012 | $189,000 |
| FY 2012-2013 | $177,000 |

## Glossary of Terms

### Curriculum (Models):

Qualitatively "different" plan (i.e., and articulated K-12 scope and sequence) of knowledge, skills, and dispositions outcomes for a target group (e.g., HC students) in specified educational settings. Plan includes modifications that will be made to the regular curriculum/standards in curriculum aspects of content, processes of learning, and product.

**Gifted:** The term used nationally to mean highly capable.

**Highly Capable Program (HCP):** (28A.185 RCW)
A statewide program designed to provide appropriate educational opportunities to those students that are identified as highly capable students.

**Highly Capable Program Student (HCPS):** (WAC 392-170-035)
A student who has been assessed to have superior intellectual ability as demonstrated by one or more of the multiple criteria specified in WAC 392-170-040. A student that exhibits high capability in intellectual and/or creative areas, possesses an unusual leadership capacity, or excels in specific academic fields, thereby requiring services beyond the basic programs provided by schools. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

**Highly Capable Program Teacher:** (WAC 392-170-038)
A teacher with experience and/or training in the education of highly capable students. Areas of training should include: identification, program design and delivery, instructional practices, student assessment, and program evaluation.

**Program Services:** Ways in which HCP students are organized in order to receive differentiated curriculum and instruction; may include both how the students are put together to "work" as well as who will have responsibility for providing designated learning experiences within this organizational structure.

# APPENDIX A

Highly Capable Program Technical Working Group

| | Last Name | First Name | Title |
|---|---|---|---|
| **Advisors** | | | |
| Advisor | McLain | Barbara | House Research Analyst |
| Advisor | Mielke | Susan | Senate Sr Coordinor/Counsel |
| **National Specialists** | | | |
| Nationally Recognized Expert/Researcher: HCP Models and Program Evaluation | Callahan | Carolyn | Commonwealth Professor and Chair, Department of Leadership, Foundations, and Policy |
| Nationally Recognized Expert/Researcher: Identification of Highly Capable Students | Coleman | Mary Ruth B. | Director, Projects U-STARS and ACCESS Frank Porter Graham Child Development Institute |
| Nationally Recognized Expert/Researcher: HCP Models and Program Evaluation | Rogers | Karen | Professor, Department of Special Education & Gifted Education |
| **Members** | | | |
| Bilingual Highly Capable Program | Lobos | Carla | Principal |
| Bilingual Highly Capable Program | Phongsa | Nora | Teacher |
| Commission on African American Affairs | Jenkins | Rosalund | Community Representative (resigned) |
| Commission on Asian Pacific American Affairs (Representative of Cultural, Linguistic, and Racial Minority Group) | Aho | Mele | Community Representative |
| Commission on Hispanic Affairs (Representative of Cultural, Linguistic, and Racial Minority Group) | Iniguez | Uriel | Director (resigned) |
| Commission on Hispanic Affairs (Representative of Cultural, Linguistic, and Racial Minority Group) | Ortega | Luis | |
| Community of Persons with Disabilities | Jackson | Terri | Special Education Teacher |
| Federally Recognized Tribe | Peone | Wendy | Teacher (resigned) |
| Governor's Office of Indian Affairs (Representative of Cultural, Linguistic, and Racial Minority Group) | Banks-Joseph | SusanRae | Associate Professor, Department of Teaching & Learning |

| | Last Name | First Name | Title |
|---|---|---|---|
| National/State Expert | Robinson | Nancy | Psychologist |
| Northwest Gifted Child Association/Parent | Berg | David | Parent |
| Parents of Highly Capable Student | Frailey | Richard | Parent of gifted child, member of Gifted Education Parent Advisory Committee |
| Parents of Highly Capable Student | Nowak | Margi | Higher Education and parent of gifted child |
| School District Representative: Classified School Employee | McColley | Melinda | Paraeducator |
| School District Representative: HCP Educator | Urmann | Anita | Teacher/Coordinator Highly Capable Program |
| School District Representative: HCP Educator | Williams | Luanne | Teacher |
| School District Representative: School Counselor | Hill | Nita | Counselor, National Board Certified School Counselor and Elementary VP for Washington School Counselor Association |
| School District Representative: Teacher Librarian | Johnstone | Kristina | Teacher Librarian |
| School District Representative: Administrator | Akin | Charlotte | Manager, Highly Capable Program |
| School District Representative: Administrator | DeMarco | Kari | Enrichment (Gifted) Coordinator, K-12 |
| School District Representative: Administrator | Vaughan | Robert | Manager, Advanced Learning |
| School District Representative: Administrator | Wood-Garnett | Stephanie | Executive Director, Exemplary Programs and School Support |
| School District Representative: Principal | Ford | David | Principal |
| School District Representative: Principal | Remy-Anderson | Karen | Principal/Parent |
| Seattle Special Education PTSA | Tucker | Lynne | Chair of Twice Exceptional Working Group |
| State Expert | Bailey | Mona | Senior Associate, Center for Ed Renewal UW |
| State Expert | Ghosh | Jayasri | GT Researcher/Expert |
| State Expert | Long | Margo | Washington Higher Education |
| Washington Association of Educators of the Talented and Gifted (WAETAG) | Freitas | Mary | Administrator Challenge School (Gifted) and Terrace Park School; President of WA Assoc. Educators of Talent and Gifted (WAETAG) |

| | Last Name | First Name | Title |
|---|---|---|---|
| Washington Coalition for Gifted Education | Maurer | Barbara | Chair |
| Washington State Parent/Teacher Association | Traven | Janis | Parent |
| **Office of Superintendent of Public Instruction (OSPI)** | | | |
| OSPI Facilitator | Cobb | Andrea | Research Analyst |
| OSPI Facilitator | Dittrich | Barbara | Advanced Placement Program Supervisor |
| OSPI Facilitator | Harmon | Bob | Assistant Superintendent |
| OSPI Facilitator | Hess | Jody | Title I Program Supervisor |
| OSPI Facilitator | Jones | Erin | Assistant Superintendent of Student Achievement |
| OSPI Facilitator | Pauley | Gayle | Director, Title I/LAP and Consolidated Program Review |
| OSPI Facilitator | Paulson | Bill | Program Supervisor |

# APPENDIX B

National Association for Gifted Children (NAGC) *2010 Pre-K-Grade 12 Gifted Programming Standards*

National Council for Accreditation of Teacher Education (NCATE) *Teacher Knowledge and Skill Standards for Gifted and Talented Education*

# APPENDIX C

Karen Rogers *Acceleration for Gifted Learners: Effect Sizes of Grade-Based and Subject-Based Models*

# Acceleration for Gifted Learners

**Grade-Based Acceleration**

- Grade Skipping ES=.32
- Grade Telescoping ES=.40
- Early College Adm. ES=.30
- Radical College Ad. ES=2.00

**Subject-Based Acceleration**

- Subject Accel. ES=.57
- AP ES=.64
- IB ES=.54
- On-line Courses ES=.74
- Ind. Study ES=2.35
- Res. HS ES=1.04
- Mentorship ES=.22, 2.00
- Early Entrance ES=.30
- Dual Enrollment ES=.22
- Compacting ES=.83, .20
- Non-Graded ES=.38

*Effect Size (ES)

# APPENDIX D

Karen Rogers *Research on Instructional Management: Effect Sizes of Individualization and Grouping Permutations*

# Research on Instructional Management: Individualization

- Non-graded classrooms (ES=.38)
- Multi-grade classrooms (ES=.19)
- One-to-one mentoring/tutoring (ES=.57)
- Compacting (ES=.83, .26)
- Credit for prior learning (ES=.56)
- Talent Development (LO)
- Independent Study (ES=0)
- On-line computer coursework (ES=.74)
- On-line individualized coursework (ES=2.35)

# Research on Instructional Management: Grouping Permutations

- Full-time ability grouping (ES=.49, .33, 1.05)
- Regrouping for specific instruction (ES=.34, .79)
- Cluster grouping of GT students (ES=.59, .44)
- Pull-out grouping (ES=.45, .44 .32)
- Within class ability grouping (ES=.34)
- Cross-graded classes (ES=.45, .46)
- Mixed ability cooperative groups (ES=0)
- Like ability cooperative groups (ES=.28)

*Effect Size (ES)

# APPENDIX E

Washington State Highly Capable Program Rules and Regulations

Chapter 28A.185 RCW
Chapter 392-170 WAC

# APPENDIX F

Highly Capable Program Response Group Members

Highly Capable Program School District Program Supervisors' Responses

Responses to Draft Recommendations

OSPI Webpage and Public Responses

# Responses to Draft Recommendations

**Highly Capable Definition**

Comments:

- I believe these comments accurately describe the state of gifted education in Washington. They describe the frustration and the failure of the education profession to have the will and policy to educate this population of students so they can achieve their full potential. The breakdown starts at the top with the administrators.

  It is obvious that Washington will not be able or willing to provide a basic gifted education until coursework in gifted identification, accommodation and delivery of services, and evaluation becomes part of the training of every administrator and regular education teacher. Our society frowns on bias and discrimination aimed at most identified categories of individuals, but tolerates and even promotes stereotyping of gifted as "nerds," "geeks," "overindulged," "elitism," etc. It is discouraging to discover that these biases are as prevalent among educators as they are in the general population.

  As Carol Ann Tomlinson said in her article, "Proficiency Is Not Enough."

  > *"While it is a critical time in our history to ensure that vulnerable students are fully supported in growth, it is not a good time to tacitly post a sign on the schoolhouse door that says, "We have no serious plans for you once you are beyond proficiency." At this moment in history, it would seem more essential than at most other times to make a clear statement of will and policy to ensure that we raise ceilings of performance as fervently as we raise floors."*

  Basic gifted education is not elitist. It is an educational accommodation for a unique student educational need. Educators should be the staunch, knowledgeable spokespersons for filling this need, not the primary critic and obstruction. They cannot fill that role when they have no exposure to the national literature on the characteristics, educational strategies, and emotional needs of this identified category of children.

  Five states require pre-certification training in gifted education for every individual who will become a teacher and eventually an administrator. We should make Washington State number six.

- Looks really good to me. Thanks.

- With such a limitless definition, there are many consequences that districts will face. By this definition, any student could qualify for HCP.

- I am sure I could have additional input but my first impression is that the second sentence reads better as follows:

  Highly Capable Learners (K-12) are present in all cultural and linguistic groups, across all socio-economic strata, co-exist with all manner of disabling conditions both visible and invisible, and manifest across all areas of human endeavor. Highly Capable Learners

perform in common academic arenas, or show potential for performing, at significantly advanced levels when compared with others of their age, experience, or environments.

I will reply again if I can contribute more. Keep up the good work.

- I appreciate the inclusiveness of the definition. In particular, the articulation of racial, cultural, linguistic diversity (and multiple intelligences) is essential as a touchstone to guide districts' efforts to identify, assess, and include children of all backgrounds in highly capable programs. I hope that state resources will be available to support full implementation of such efforts.

  Pasted in below is my revision of the definition. It rearranges the statements to flow more smoothly, replaces commas in sentence one with semi-colons and adds the wording in red to the last sentence. This wording is taken directly from Sec. 708 of 2261 and I believe it strengthens the definition considerably.

  Highly Capable Learners (K-12) are present in all cultural and linguistic groups; across all socio-economic strata; co-exist with all manner of disabling conditions both visible and invisible; and manifest across all areas of human endeavor. The nurturing of potential and social/emotional well-being of Highly Capable Learners is a lifelong process and is a shared responsibility among educators, families, and community members.

  Highly Capable Learners perform, or show potential for performing, at significantly advanced levels when compared with others of their age, experience, or environments. Outstanding capabilities are seen within students' general intellectual aptitudes, specific academic abilities, creative productivities within a specific domain, and/or leadership skills. No single criterion should prevent a student's identification as Highly Capable. However, any single criterion, if strong enough, can indicate a need for services.

  The basic education of Highly Capable Learners requires supports and services that often go beyond those ordinarily provided as part of general education, because, for Highly Capable Learners, access to accelerated learning and enhanced instruction is access to a basic education.

- Re the definition: The phrase "creative productivities within a specific domain" seems difficult. When I go to the NAGC site they state it more clearly:

  Current national definition
  *"Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities."*

  NAGC definition has more re domain

**National Association for Gifted Children (NAGC)**
Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10 percent or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, and sports).

In the paragraph about the social/emotional well-being, I think it is important to identify the fact that highly capable students can easily become at risk or high risk students when they don't find school programs that meet their needs.

- While this definition is beautifully composed, I'm not sure it clearly defines what a gifted child is. The description is good to ensure that districts have the latitude they choose in identifying gifted students. However, I still feel very strongly that the actual definition needs to be first and needs to clearly state what we are defining.

  For instance, take the following sentence:

  "Highly Capable Learners perform, or show potential for performing, at significantly advanced levels when compared with others of their age, experience, or environments."

  Performing at what? Potential to do what? I know that it is listed in the next paragraph; however, the way the definition is separated seems to take emphasis off of the qualifying criteria like intellectual aptitudes, academic abilities, etc.

  I know that I already mentioned this at the meeting in October, and I realize I may be alone on this, but I still feel strongly that we have to be more specific and clearer in our definition. Thank you.

- The definition: At first the definition appears to be very well written with a lot of thought process on the part of the first committee. But it is cumbersome. It took me several times through to understand exactly what was being said. I believe that the definition should be precise and explicit in what it is trying to convey. For example the second paragraph's first sentence could be shortened to read: Outstanding capabilities are seen within students' intellectual aptitudes, academic abilities, creativeness, and/or leadership skills.

  If you presented the definition as I read it, to a group of parents I am not sure if they would totally understand what a hi cap learner is.

- I guess it would depend on who your audience is for this definition. I just think the definition could be tightened up a bit and less wordy.

- I am concerned that nothing in the definition of highly capable addresses the fact that there are multiple levels of giftedness that need appropriate academic accommodation. Those who are uninformed about giftedness seem to believe that one approach, often

differentiation, is adequate for serving the entire gifted population in a district. In addition, some of these districts will also include the high performing regular education students in the same mix and believe that they are serving the academic needs of all these students. Without some mention in the definition of the wide range of giftedness and the need to provide different services for different levels, the definition does not illuminate the challenge of serving this population of students.

I was looking at the Ruf Estimates of Levels of Giftedness as only one resource that refers to this challenge.

I believe this is an error of omission.

**Identification Procedures**

Comments:

- Appropriate and comprehensive. Looks good to proceed to next level.

- I have three comments on the Identification document, which is, all in all, quite excellent: (1) The first statement implies that the assessment is for admission to a *program* rather than appropriate services. How about, "...comprehensive assessment system to determine their needs for Highly Capable services," or something to that effect?

  (2) School districts should provide appeal processes, with school personnel furnishing whatever additional assessments are specified in the process (e.g., individual testing of ability and/or achievement) for families whose children are eligible for free or reduced lunch.

  (3) Identification of student needs for highly capable services should not be restricted by the application period (typically early fall) although access to the "comprehensive assessment system" might be in part restricted. This is particularly important for children of parents who are not effectively tuned into the system, those with cultural/linguistic differences, and others who do not fit usual expectations. Services provided might be on a probationary basis until the next round of comprehensive assessment.

- The identification process: I like the writing of the procedure. It is very clear with examples for educators to follow. Does it or will it include writing a written plan for each hi cap student or does that come in the next part?

- The identification procedures are quite comprehensive - nice job to that group! I think we have a couple of things that will cost something, probably. Nurturing young children in an intentional way so that we can look for giftedness is an example. I know someone else addressed this, but it involved staff that most districts don't now have. I would like the handbook to address how this might be done if it is included.

  I wonder about the practice of Saturday testing. I wouldn't mind seeing it eliminated all together. Our district of over 26,000 changed away from this two years ago. It hasn't cost anything, but the scheduling and implementation have changed. I'd be happy to share our process in the handbook.

  A couple more thoughts. We need to at least have something specifically mentioned about standardized tests. We have currently districts that are using WASL and MSP data which are geared entirely to grade level expectations in Washington. If our kids change states, no one will look at this data seriously. If kids change districts, even, many districts will not consider them. I don't think standardized test are the end-all, be-all. But if we have language about serving most highly capable, which we need for financial and resource reasons, we need something quantifiable and comparable. We have an appeal process also that looks at a multitude of other data and a referral process that collects at least some teacher and parent input.

As far as others' comments about allowing kids into programming between test sessions probationally, there are a couple of problems that large districts would have. First, there would be no small number of these. And space is limited. Second, what if the kid then doesn't qualify for eligibility? Then you have to change his/her placement? When we have notification that takes place over several weeks and in multiple locations from newspapers to web sites to school bulletins (currently required) available in multiple languages (soon required) with referrals coming from any source, at some point large districts have to draw the line. What can easily be done with those who don't refer during the nearly two month referral window is that their name and contact info can be kept and put in the file to be reminded during the next test referral session. There can also be advocacy for these children to the neighborhood school from the HCP office to accommodate any exceptional needs they see.

- Your other recent email takes issue with Nancy Robinson's suggestion that identification and placement happen more frequently, with probationary placement in the meanwhile. You point out that what might work on a small scale is very hard to manage for a large district. Amen. We offer an annual identification process for those who are now resident and a small summer opportunity for those who move here after we've begun. We use our achievement testing program to encourage participation by every student who has scored high, but don't limit applications to those alone.

  In this email, however, you propose eliminating Saturday testing as being inequitable. In our district, with five to ten percent increases in applications to be evaluated each year, and this year facing five, 100 applications that must be moved through all testing, make-ups, and appeals before March, and with some schools producing 150 plus applications, we test all week long in applicants' schools and on Saturdays in multiple sites from November through January. For very large numbers of applications coming from schools, getting most of their testing done on Saturday diminishes our impact on their instructional time. For many schools, there is no satisfactory space available to conduct testing during the week. Please let's not eliminate Saturday testing.

  With regard to standardized testing of reading and math, Seattle is now using NWEA's MAP computer adaptive testing program. Prior to this year, however, we used WASL results by obtaining a frequency distribution of scale scores per grade level in reading and math to construct, in effect, Washington State percentile rank tables which we then used to judge high capability in reading and math in comparison, for example, to all 4th graders in our state. The students we have identified in the past by this process seem to be doing equally well on the MAP. This process could be used by districts that only had MSP available to them for achievement testing.

- Wow! We test only about 650 per year. We allow re-testing of any ineligible student on any (or all) subsequent years. We also test a small number in early September who are new. We are about half your size. You are testing about ten percent of your population each year. That is impressive and I can see the need for Saturdays for the overflow.

I am intrigued by where you got the frequency distribution scale scores for Washington. Our Assessment manager also wants to know! That could be a valuable tool.

- Well done….. I'd like to see some mention of the assurance of properly trained individuals administering identification assessments. Also, assurance that the testing environment is secure and appropriate, i.e., no one should be taking said test in a distracting environment, or be inadequately proctored, etc.

  Reason: I believe that the disparity of qualifying results from different sites with similar demographics might be explained by improperly administered test(s) and/or an inappropriate environment. Some sites offer a quiet classroom, an optimal time of day, and a trained assessor. Some are squeezed into the back of a workroom with an instructional coach who is trying to manage the rest of his/her responsibilities while being interrupted every ten minutes.

  That being said…, Saturday testing might be a necessary option for schools with no empty rooms during the school day. I understand how Saturday only testing could be an equity issue however, and would hope there would be a school day opportunity for students who cannot attend on Saturday.

- Perhaps, if Saturday testing is to be allowed (which I think deters certain groups of kids) then transportation must be provided? We need the flexibility of offering Saturday testing and the follow-up requirement that if people are unable to attend, their student will be tested during the school day.

- Another way to handle Saturday testing is to use multiple sites across the district. Often staff is not enamored of testing during the weeks since it takes students away from learning time.

  Additionally, if the information is shared with other departments for placement or instructional assistance (e.g., ELL and Special Ed), this sometimes opens doors in a district.

- I agree with some of the dialog in not categorizing students and providing lists we need to adhere to for the assessment piece. Our Highly Capable students are recommended for specific visual arts capabilities usually in the traditional cultural nature. The students are also recommended for competency in their Native Language. This is done by establishing panels of elders who verify the students capabilities and refer them to the HCP team.

**Programs and Services**

Comments:

- **I would like to see the word "program(s)" used more than once in this document.** "curriculum models" and "instructional services" are not going to get us where we need to go. That little word is far more intentional, keeping in mind that there are a wide variety of program models.

- I agree with the bullet above: "I would like to see the word "program(s)" used more than once in this document. "Curriculum models" and "instructional services" are not going to get us where we need to go. That little word is far more intentional, keeping in mind that there are a wide variety of program models." There is a huge burden on teachers

- The programs and service document is fine. Can't wait to see the handbook where the programs and services are actually spelled out.

- I do not have any comments on the document itself, but do see a need to provide additional program format examples from lessons learned in the districts with well established HCP programs for the remaining districts to use. All districts should be provided examples and specific actions to phase in, depending on the level of programming in each district that satisfies the programs and services goals. These specific examples should be volunteered by teachers who have proof that they work and could have contact info for more information; these examples can be in a working document that gets modified as more districts provide more lessons learned. Otherwise, the tasks in the programs and services document could appear overwhelming and demanding and possibly just avoided. At very least, such a document will save districts growing their programs time and money that may have been spent on efforts that have failed in the past; there is no need for districts to struggle reinventing the wheel.

- In the urgency to define appropriate services, I am concerned that discrete programs like Centrum's and Destination Imagination/Future problem Solving are completely left out.

  Possible inclusion could be in this section:

  > HCLs will be provided services that promote ongoing self-understanding, positive self-perception, self-awareness, awareness of personal needs, and affective growth in a diversity of school, home and community settings, *[ensuring that all HCLs attain a sense of personal competence (define…)].

  I would like to request that the following be added: *or discrete learning environments, such as residential and after school programs that further enhance confidence of young people while they learn to utilize their own abilities and increase social development with peers and outstanding professionals, addressing creativity, critical and analytical thinking skills.

- This needs a continuous progress, continuing programs once served. On #2 delete "if possible" and "and socialize." We need an accountability piece, e.g., cluster grouping

without training is ineffective. I get calls weekly from parents in surrounding districts who "cluster group" without effect.

- In #2, I'd like to see something about enrichment. Pull Out enrichment models do have merit. One might need to specify reasonable time. Enrichment programs that are an hour per month don't do much. One day per week models can get kids to genuine intellectual peer interaction as well as depth and complexity. This model also can work well for the twice exceptional and ELL populations where they get their core instruction delivered at a pace they can handle.

- I agree with including the wording about other learning environments. How is the going to be measured?

**Evaluation Model**

Comments:

- On the evaluation document, don't include PD as an afterthought. When I saw it in parenthesis, it felt like there was more emphasis on district review than professional development for staff that work with the gifted and I just could be reading the document wrong too.

  I saw the note from about administrators and their PD needs for Hicap kids. Teachers first and foremost need that training and the idea of putting the requirement into teacher prep classes at the university is great. I have 15 staff that don't have that preparation and trying to catch them up to speed is difficult. Administrators need to know the concepts of how to run the program, what the learners look, how and what type of instruction they need but beyond that it is silly, in my opinion, to offer lots of PD for administrators.

  I like what the committee has done so far. It must be a tremendous job to coordinate all of this. Thank you for doing that.

- As I see it, the client is the student and the student's family. I did not see any place where the student and family are interviewed in an anonymous format like an email survey monkey to provide honest feedback on what is working and not with their specific experiences. I find this to be common in my experience that the student will not honestly answer if they feel their responses may get back to the teacher, but they wish they could contribute to improve the program, not just to complain. We need to ask the kids in a way that works for them; remember these are smart kids. Evaluating student testing over time provides different information and does not tell us what programs inspire, challenge, and create the positive emotions and complex thinking that I think the program should be striving for.

**Educator qualifications, certification requirements and professional development and for other staff who are involved in programs for highly capable students.**

**Comments:**

- I see a lot here to require things of teachers and nothing to require of administrators in terms of training and/or experience. Just that training be made available to administrators. This is nonsense. Without leadership in districts, programs flounder. We have secretaries running programs in some districts.

  We must require training/or hands on experience for administrators.

- I don't see any problems with this section. We would get our teachers to professional development targeted specifically to HCP if it were available. It is few and far between.

- I had really hoped to see more addressing teachers and administrators already in place. The vast majority of the people that these requirements are to address are already in their positions. While there is always more that can be learned, and always new information that could be a benefit to our teachers and administrators, there are some very experienced and qualified people in position in districts across the state. I don't want to lose anyone with 20 plus years of experience, and I'm sure that's not the intention, but I need to see that position written out.

## Highly Capable Program Supervisors' Comments

1. **What constitutes a Basic Education Program (identification, definition, student evaluation) for highly capable students?**
   - I believe that all of the above is a basic education program, however without additional funding, you would just be requiring more with no support.

   - A basic education program that supplies the needs of gifted children not normally found in the regular classroom: Interaction with intellectual peers, appropriate pace of instruction, and depth and complexity of instruction. There needs to be continuation of services, and programming should start at grade one. (Kindergarten is not mandated in Washington State.) Such programs would include Full Time, self contained classrooms, Pull Out programs, In School models that include Walk to read, Walk to Math, cluster grouping which only works in schools large enough to have cluster groups of gifted children at each grade level. At the middle school and high school levels, honors classes, AP and Pre-AP in core content areas of science, math, language arts and social studies. Leveled classes in math, for example, also work. Ideally, teachers of highly capable students should be specifically trained in at least the characteristics and needs of gifted children. This would include the middle school math and science teachers with only groups of gifted children in their classes.

   - Students need to have their academic needs met. As a part of Basic Ed, it would seem each district will need to continue to have some method in place for identification/evaluation whether that be through a referral process or a universal screening method in which the top X% are then followed up on. I'm not sure why the definition of gifted students would change from what it currently is. We do need to keep a required process in place or the highly capable students will likely go unidentified.

   - Students identified who are capable of achievement several grade levels above their current grade level. It is reasonable to expect a regular classroom teacher to differentiate for a span of three or even four grade levels in one classroom. But, beyond that isn't practical. And, there are always some students who function-or are capable of functioning-quite a few grade levels above and aren't challenged. Their needs cannot be met within the regular classroom. This would be the definition of a highly capable student.

   - Consistent identification process statewide so that students are highly capable by definition and not by school district specifics; define what is highly capable vs. high achiever; determine a battery of appropriate assessment tools to access for identification processes.

   - Students who are working at a consistent one or two levels above regular grade in multiple cognitive and artistic areas need to be carefully identified by several recognized measurement tools as well as recommendations. These children need the support of a professionally trained teacher who can meet their needs and assist their advancement just as much as a child who has special limitations and academic needs does in special education classes.

- Providing for students to learn at their pace instead of being held to the pace of the majority of the students in their class, or being overlooked completely.

- We believe that following should be included in a program for highly capable students:
  - State definition of highly capable students.
  - State determined identification process and assessments to be used/
  - State standards for highly capable.
  - Qualified highly capable teachers.
  - Professional development for teaching the highly capable, especially for differentiating instruction in the regular classroom.
  - Specific curriculum for the highly capable.
  - Advanced courses such as honors and AP.
  - AP testing.

- For us, once the student is identified we talk with the student regarding special interests they may have such as: technology, biology, robotics, etc. We then try to match the student up with people, places, etc., that can give them unique activities to help them increase their knowledge there. It isn't more work for them but it is different work. We also make sure that they have the skills in place they need so they can move freely forward. We also try to assess them periodically like we do with all students to see if we have missed an area they may struggle in or an area we can expand on.

- Identify through cognitive tests, exemplary leadership and creativity. This process must be available to all students.

  The question of evaluation is how can we measure the students' growth and is their learning expanding them.

- Students as defined in current law, who score in the range as stated in current law need to be protected and served on an individualized plan as provided in the current law. Districts must be given some latitude in selecting the model under which services are to be provided. At a minimum, teachers providing services must receive training in highly capable student identification and traits, and curriculum differentiation. There must also be adequate accountability to ensure that plans are followed, and that students are indeed receiving a differentiated instructional program that meets their needs. The state needs to fund highly capable to the degree that instruction and compliance can be met and maintained.

- Referrals are completed by parents and teachers for anyone wishing to test for the program. Referrals are also available to anyone during the spring and to students new to the district and by teacher request in the fall. Students are identified by using the Measures of Academic Progress for the achievement test, the CoGat for cognitive abilities, as well as checklists from both parents and teachers for creativity. Students must have a combined total of 90 percent or higher to qualify for the program. A meeting is held with our school psychologist, administrator and HiCap teacher to determine which students qualify. Student progress is evaluated in several ways. Students with assistance

from parents and teachers set goals to work on throughout the year. Students keep a portfolio of their work throughout the year and participate in Continental Mathematics League. The League sends five tests a year that are taken in the classroom. These tests are an effective way to evaluate student progress in problem solving. After completing books in Literature Circles, the students create projects designed to show comprehension of a book. Growth can also be seen from the first project to the next throughout the year. The students also complete projects in other areas such as World Expo where students create a display board which they present to parents and teachers. Conferences are held with parents three times a year. The highly capable teacher collects information from homeroom teachers and parents in the form of a survey at the end of the school year to help determine program effectiveness.

2. ***To date what are the most effective practices you have implemented that have supported HCP students?***

- Because of limited funding….we use Math Is Cool, Knowledge Bowl and AP classes to address our HC student's needs.

- Small group discussion that is teacher initiated.

- Use of nationally standardized tests of achievement and ability, coupled with specific practices that target under identified groups such as testing in neighborhood school buildings during regular class time (gets those in poverty and some minority groups), referrals for testing in multiple languages (for ELL students), a range of services (helps to find program fit for twice exceptionals).

  A range of services from Full Time to Pull Out to Cluster grouping to identifying and communicating "Target" students (those who, while not eligible for formal admittance to a program, are gifted in one or more academically-related area (e.g., verbal, quantitative) and suggesting these students also be clustered when possible in the area of giftedness.

  A continuum of services through middle and high school.

  Training offered to administration, cluster teachers, building liaisons, and middle school teachers on an on-going basis. This helps with everything from referrals for testing and identification to support generally for the programs.

- We have found the self-contained enriched and accelerated classroom to meet the needs of most of our highly capable students. Within that classroom, embracing the wide variety of "giftedness" and differentiating the individual goals of each student as needed is important.

- A self-contained classroom for HC students where they can collaborate with peers.

- Even though my current district does not have designated classrooms for students identified as highly capable, I have had the opportunity to work in districts where this does occur. Not only does research support this model, I have seen firsthand the positive impact on students' learning, social engagement and self esteem.

  Using work from Karen Rogers, the Parallel Curriculum by Tomlinson, et al, and Susan Weinbrenner's Teaching Gifted Kids in the Regular Classroom are all excellent resources to assure that specific gifted needs are being addressed.

- I believe the most effective practices that have been implemented to support HCP students in our district are differentiation, inquiry, goal setting and self-refection.

- The most successful programs that we have seen are self contained classes for elementary children. We have been using this model for 25 years and serve around 200 children a year in 1st through 6th grades.

- Self-contained classes

- Response:
  - Self-contained classrooms in grades 2-6
  - Honors and AP courses
  - Sixth grade testing to identify students for math acceleration
  - Compressed 7/8 math class

- Our AP classes at the high school have been very well supported by the students and also by the parents. It is a little more difficult at the elementary and middle level because we don't have the staff to support a HiCap classroom or the resources to support a full time teacher for a pullout. So we utilize an in class model where teachers differentiate instruction for the students. We do special field trips with the students and some classes through our local ESD.

- Having long-term individual contact with the students to ascertain needs, interests and goals; then piloting them in a relevant fashion toward them.

- In the past, my district provided a pull-out program one day per week, self-contained. This was the most effective model instructionally, as evidenced by student participation and parent feedback. Teachers, however, did not want to accommodate students pulled out, and the program was eventually changed to "Classroom clusters." Not all schools in the district currently cluster, nor have all teachers received training. Though some teachers do a good job educating highly capable students, others do little or nothing. This model has proven to be weak instructionally.

***3. What are the barriers that you have faced in implementing effective programs for HCP students?***

- Funding. We receive $8500, which is a very small amount to do anything with.

- Staffing, money, number of students that is considered Highly Capable for our size of school.

- Barriers include: lack of support - will - to identify and serve grade 1 and two children.
  - For all of the positive things about the district's program, from being a magnet to area high tech businesses and many others who move into the district for the program to the soaring achievement of the students the program serves both while in K-12 education and beyond, we have only marginal support in upper management of the district. There is a recognition that we must keep the programs for the parent support. We have two school board members with children in our programs. So there is a political need. However, there is not intrinsic understanding and support of highly capable programs by some - not all - in management and administration. Highly capable children have specific learning needs not met in the regular classroom - as do the most severe and profoundly learning disabled students- and this is not understood or appreciated.

  - Lack of financial support for the programs. We could use standardized practices for accounting across the state. At least a portion of state-supplied FTE funds should follow the children to their program, particularly when their program is full time. Transportation is also an expense that is a barrier. We have children in two of our three elementary schools who are on a schedule that is nearly two hours different from the hosting school. So there is no way for them to fully participate in the life of their own school! After school activities, some assemblies, etc., are out of range for them. This is done to minimize the cost of busing.

  - Difficulty for teachers who are isolated from job-alike teachers for collaboration. We have programs in 3 elementary schools, for example, and each Excel teacher in each of these is alone in that school.

  - Parents. I feel that parents are both a tremendous asset and a tremendous liability. We have good programs and we do everything we can to connect parents to each other, to have them involved in the classrooms, on our Advisory, socially (Game Nights) and more.

- Transportation: some routes are long getting the students to central locations and occasionally parents do not want their children on such long bus rides. Also as budgets get tighter, the cost of transportation will be a District issue.

  Adequate access: Some schools do not refer as much as other schools, which is one factor leading to an imbalance of ethnicity and socio-economic status in our program.

- The main barrier is a lack of funding to support a functional program. HC students are always going to be spread out across districts, and logistics-such as transportation-drive

all pedagogical decisions. Right now, we can only bus students to self-contained classrooms, which is arduous. If we had the FTE to both identify and service students better in buildings, we wouldn't have to bus. Also, there is resistance to identifying students within buildings, as administrators do not want to lose students to regional sites.

Another barrier is a lack of resources to research and implement best practices in gifted education. School districts do not have the capacity to research the best ways to identify HC students. Which placements tests are best? Should we use a point system? Should our cut scores be at the 90th percentile? The 95th? Are pull-out programs successful vs. self-contained? Clearer parameters and program models from OSPI would alleviate some of this difficult decision-making-decision-making that is often done more on intuition rather than research.

- A major challenge in small to medium sized districts is having capacity **to fill a classroom. If a district determines that they will have classrooms** designated as gifted in these tough economic times, every seat must be filled so that other classrooms are not overflowing. Sometimes criteria for classroom placement must be adjusted to add students so that the classroom is at capacity. This usually means that students have to leave a beloved elementary school to attend the gifted classroom. Also, schools that do not house gifted classrooms then feel that they are losing their top students, thereby taking the top achiever, high classroom standard bearer, from the school. Buildings also worry about state assessment scores when students are moved. There also needs to be a collaborative vertical process re: literacy choices. It is important to identify what literary works will be selected at each grade level. For instance, if accelerated options are selected in fourth grade that are traditionally used in 7th grade, then all teachers need to be in agreement as to why and what will be used. Additionally, materials are necessary such as more detailed maps that may typically only be purchased in the high school.

- Lack of teacher training available. It is also difficult to make sure that we are capturing all students of various ethnicities when recommendations come mainly from parents; however, we are growing and changing our demographics in our HC classes in the last few years. We have gone to MAPS testing for our expanded Honors programs in middle school to assure that we have an equitable practice, but we are not satisfied with it yet.

- Parents not following through with our invitation for their student to apply for the program.

  Placing participants in the class to equal class size when there are not enough selected participants. Then teaching the class at a pace the selected students need, but doesn't leave the motivated, good student who was placed in the class fall behind and become frustrated.

- Lack of sufficient funding to do the following:
  - Making the required student learning plans useful (Are these really necessary?).
  - Serving identified highly capable students effectively, if they do not elect to be part of the self-contained program.
  - Providing professional development for our teachers of the highly capable.

- Identifying and purchasing specific curriculum for the program.
- Hiring qualified highly capable teachers.
- Large class size.

  Also, identifying under-represented groups of students that may be highly capable, but don't show evidence on the commonly used assessments.

- Response:
  - Facing the misconceptions/myths that staff and parents have of HCP students and the sometimes occurring resistance. (The HiCap student is self-motivated and therefore does not need any particular attention and/or guidance in my class.)

  - The unwillingness of parents to take on the responsibility of educating themselves about their gifted child. (Example: The school will do all that is necessary, especially if I bug them.)

- Response:
  - Some teachers lack needed training and some are unwilling to accommodate another group of students with special needs.
  - Budget-The district has been reduced to relying only on the state monies for highly capable due to severe budget cuts the past three years, which included extra HiCap district support that amounted to roughly the state allocation.
  - Some school staffs unwilling to cluster students and instead sprinkling them 1-2 to a class.

- The program has historically been left to a single person to create, maintain and evaluate. Clerical work, assessment activities, instruction, plan supervision and program evaluation cannot be done effectively for 100 plus students by one person employed half-time. Funding is inadequate to meet the full needs of all HiCap students and ensure that compliance issues are handled.

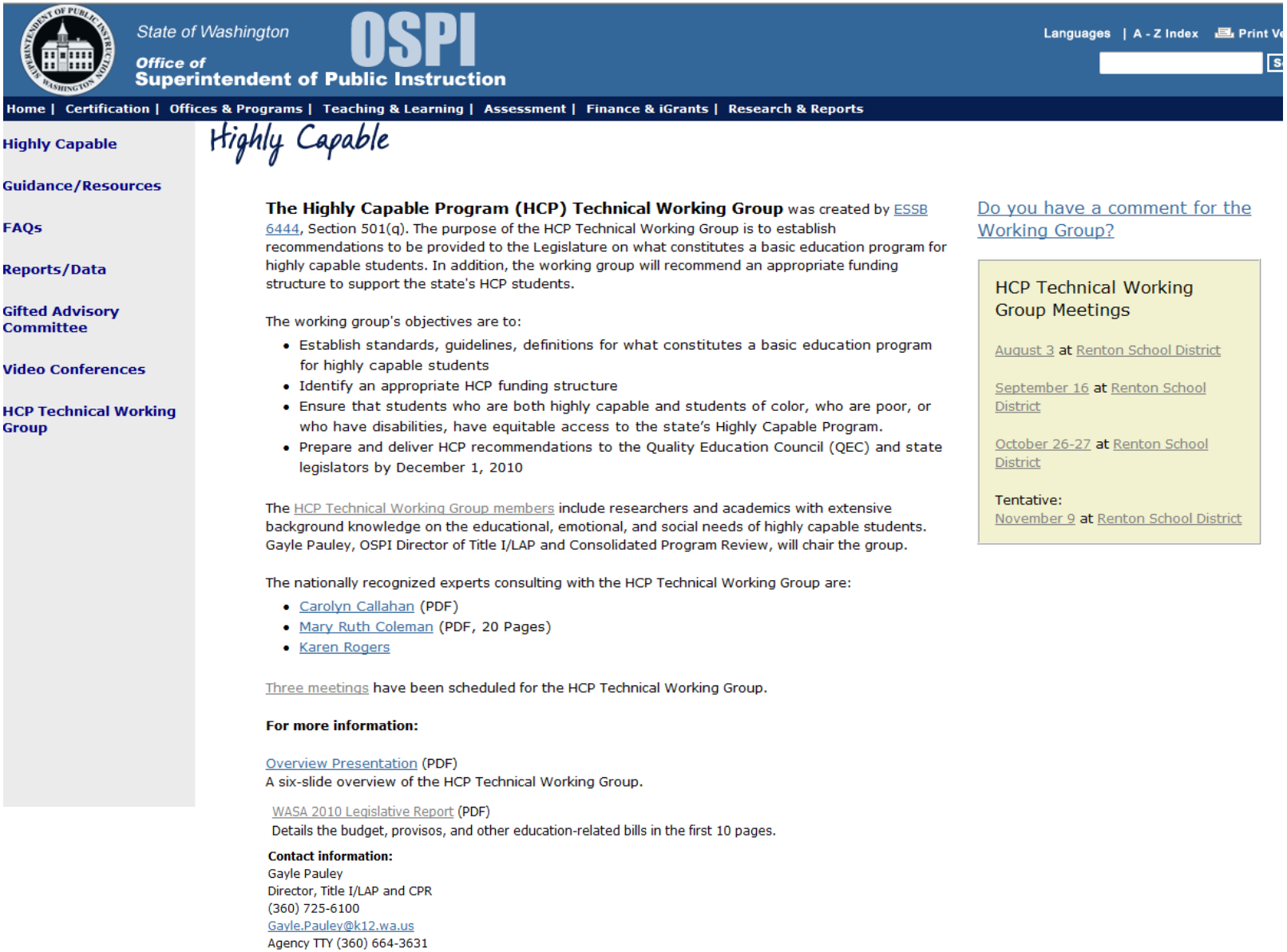
- There are several barriers that I am facing as the teacher of the highly capable program, some of them similar to classroom teachers. One issue that I am affected by is time. There is never enough time for planning and collaboration. Communication is also difficult at times. I work with up to 36 different teachers a year and it can be tough to keep up on communication. Another is keeping up with and challenging the wide range of abilities in each class of students.

- Money, people who have the expertise to help the students and time to make sure that all of their needs are being met. We also face teachers who don’t want to differentiate instruction for these students. That is a very difficult one for us to overcome.

| Last Name | First Name | Title | District | School |
|---|---|---|---|---|
| Alex | Maxine | Indian Education | Federal Way | |
| (Turner) Bluechel | Liz | Parent Advocate | Seattle | View Ridge Elementary |
| Anderton | Cheryl | Multi-age Teacher for Highly Capable | Stanwood-Camano | Twin City Elementary |
| Ballbach | Becky | Curriculum Specialist, Challenging Options, School Counselors, SES, Section 504 | Everett | |
| Benzinger | Debby | Gifted Teacher - Secondary Level | Bellevue | Odle MS |
| Bohlin | Rhea | Highly Capable Specialist | Washougal | Washougal High School |
| Bower | Stephanie | Chair, APP Advisory Committee and parent of 2 APP students, one is also Special Ed with a 504 and IEP | Seattle | Parent, Garfield High School and Hamilton International Middle School |
| Brandt | Debbie | Gifted Teacher, Curriculum Writer, Leader & Coordinator | Bellevue | |
| Carlton | Carole | Director, Student Achievement | Quincy | |
| Carolan | Molly | Principal, Highly Capable Coordinator | Central Valley | Opportunity Elementary |
| Christianson | Todd | Highly Capable Program Director | Marysville | |
| Clark | Wendy | Teacher/Coordinator HCP, Teacher | Naches Valley | Naches Valley Intermediate and Middle Schools |
| Dalton | Wendy | Teacher, Parent of HCP students | Snohomish | |
| Damon | Vickie | Director of Categorical Programs | Renton | |
| Davidson-Gomez | Julie | Parent Advisory | | |
| Dawson | Maureen | HC Teacher of Quest Program (Gifted Program) | South Kitsap | Elementary |
| Devine | Debbie | Teacher | Kennewick | |
| Dewees-Gilger | Connie | Highly Capable Instructor Gr. 3-8, Special Education Teacher | Stevenson-Carson | Wind River Middle School |
| Farr, Ph.D. | Pamela | Executive Director of Teaching and Learning | Shelton | |
| Fieger | Helen | Muckleshoot Tribal School | | |
| Fisher | Roger | Evergreen SD | | |
| Fountain | Lucy | Curriculum Coordinator | Eatonville | |
| Fox | Brian | HCP Director | | |
| Goodall | Trip | Director of Special Programs | Deer Park | |
| Greve | Irene | Washington Coalition for Gifted Education | | |
| Hall | Suzanne | Executive Director for Student Learning | Tumwater | |
| Hancock | Joni | Teacher, Parent | LaCenter | |
| Harris | Jennifer | Parent of HC Student | Snohomish | |
| Hill | Millie | Director of Highly Capable Quest Program | Mead | |
| Holland | Christine | Parent/President of Puyallaup SD Gifted Education Parent Support Group/Member of Board of Directors of NW Gifted Child Assoc | | |
| Holland | Marcia | NWGCA President | | |
| Jacobson | Kathy | ESD 113 | Olympia | |
| Jackson | Thelma | Foresight Consultants President | Olympia | |
| Johnson | Paulette | Principal | Rainier | Rainier Elementary |
| Johnstone | Kathy | 5/6 Self-contained HC Teacher | Eatonville | |
| Kelly | Michelle | Gifted Teacher-Elementary Level | Kent | Kent Elementary School |
| Larsen | Patty | Teacher | Omak | Omak Middle School |
| Lenihan | Nancy | Highly Capable Classroom Teacher | Sumner | Daffodil Valley Elementary |
| Livingston | Risa | | Lake Washington | Lakewood Middle School |

| Last Name | First Name | Title | District | School |
|---|---|---|---|---|
| Lollar | Mike | HCP Administrator | West Valley (Spokane) | |
| Looney | Mary | Yakama Nation Tribal School | | |
| Martin | Stephen | Washington Association of Educators for the Talented and Gifted (WAETAG) (President beginning August 2010) | | |
| Matthews | Rob | Principal | Sedro-Woolley | Samish Elementary |
| Mauk | Scott | Assistant Pricipal | South Whidbey | South Whidbey Elementary |
| McClelland | Patty | Principal | Peninsula | Voyager Elementary |
| McKay | Linda | Executive Director of Elementary Education/Supervisor HCP (NOVA) | Moses Lake | |
| Messenger | Mike | Assistant Superintendent | East Valley #90 (Yakima) | |
| Moore | Mary | | | |
| Mueller | Dan | Principal/District Assessment Coordinator (Summer 2010-new role is Director of Teaching & Learning) | Medical Lake | Hallett Elementary School |
| Nelson | Laura | Teacher | Elma | |
| Poyneer | Barbara | Washington Coalition for Gifted Education | | |
| Sailors | Barbara | FPSP, Gifted Education | | |
| Sawyer | Kris | Teacher, Highly Capable Chair | LaCenter | |
| Schiehser | Michael | Director, Secondary Learning | Mercer Island | |
| Schultz | Heather | East Valley Planned Enrichment Program Teacher/Coordinator | East Valley (Spokane) | Otis Orchards Elementary |
| Sementi, Ph.D. | Gene | Assistant Superintendent | West Valley (Spokane) | |
| Short | Geoff | Washington State School Directors' Association (WSSDA) | | |
| Smith | Cherrie | Coordinator of Student Advancement | Highline | |
| Smith | Laura | Assistant Principal | South Kitsap | Sidney Glen Elementary |
| Thompson | Deb | Retired from HCP | Spokane | |
| Varner | Linda | Highly Capable Specialist/Teacher | Snohomish | Emerson Elementary |
| Westberg | Joy | Parent of gifted child in 2nd grade | Olympia | L P Brown |
| Wick | Connie | Principal, Highly Capable Coordinator (as of 7/1/10) | Tacoma | Sherman Elementary |
| Wilmoth | Ruth | Parent Advisory | | |
| Woods | Chris | Principal, Highly Capable Coordinator | Olympia | Pioneer Elementary |
| Worthley | Martha | Centrum | | |
| Zantua | Al | Quileute Tribal School | | |

# Highly Capable Technical Working Group Web Page



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Highly Capable

Highly Capable
Guidance/Resources
FAQs
Reports/Data
Gifted Advisory Committee
Video Conferences
HCP Technical Working Group

**The Highly Capable Program (HCP) Technical Working Group** was created by ESSB 6444, Section 501(q). The purpose of the HCP Technical Working Group is to establish recommendations to be provided to the Legislature on what constitutes a basic education program for highly capable students. In addition, the working group will recommend an appropriate funding structure to support the state's HCP students.

The working group's objectives are to:

- Establish standards, guidelines, definitions for what constitutes a basic education program for highly capable students
- Identify an appropriate HCP funding structure
- Ensure that students who are both highly capable and students of color, who are poor, or who have disabilities, have equitable access to the state's Highly Capable Program.
- Prepare and deliver HCP recommendations to the Quality Education Council (QEC) and state legislators by December 1, 2010

The HCP Technical Working Group members include researchers and academics with extensive background knowledge on the educational, emotional, and social needs of highly capable students. Gayle Pauley, OSPI Director of Title I/LAP and Consolidated Program Review, will chair the group.

The nationally recognized experts consulting with the HCP Technical Working Group are:

- Carolyn Callahan (PDF)
- Mary Ruth Coleman (PDF, 20 Pages)
- Karen Rogers

Three meetings have been scheduled for the HCP Technical Working Group.

**For more information:**

Overview Presentation (PDF)
A six-slide overview of the HCP Technical Working Group.

WASA 2010 Legislative Report (PDF)
Details the budget, provisos, and other education-related bills in the first 10 pages.

**Contact information:**
Gayle Pauley
Director, Title I/LAP and CPR
(360) 725-6100
Gayle.Pauley@k12.wa.us
Agency TTY (360) 664-3631

Do you have a comment for the Working Group?

HCP Technical Working Group Meetings

August 3 at Renton School District

September 16 at Renton School District

October 26-27 at Renton School District

Tentative:
November 9 at Renton School District

# APPENDIX G

Definition of Gifted Adopted by National Association for Gifted Children 2010

**Definition of Gifted Adopted by NAGC 2010**

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).

The development of ability or talent is a lifelong process. It can be evident in young children as exceptional performance on tests and/or other measures of ability or as a rapid rate of learning, compared to other students of the same age, or in actual achievement in a domain. As individuals mature through childhood to adolescence, however, achievement and high levels of motivation in the domain become the primary characteristics of their giftedness. Various factors can either enhance or inhibit the development and expression of abilities.

**Comment [cal1]:** Discussion on this word, based on concerns from a Board member – group discussed other words such as manifestations, indicators, etc. but decided to leave as is.

*Implications for Educators.* Exceptionally capable learners are children who progress in learning at a significantly faster pace than do other children of the same age, often resulting in high levels of achievement. Such children are found in all segments of society. Beginning in early childhood, their optimal development requires differentiated educational experiences. Marked differences among gifted learners sometimes require unusual interventions, both of a general nature and increasingly targeting those domains in which they demonstrate the capacity for high levels of performance. Such differentiated educational experiences consist of adjustments in the level, depth, and pacing of curriculum and outside-of-school programs to match their current levels of achievement and learning rates. Additional support services include more comprehensive assessment, counseling, parent education, and specially designed programs, including those typically afforded older students.

*Barriers to attainment.* Some gifted individuals with exceptional aptitude may not demonstrate outstanding levels of achievement due to environmental circumstances such as limited opportunities to learn as a result of poverty, discrimination, or cultural barriers; due to physical or learning disabilities; or due to motivational or emotional problems. Identification of these students will need to emphasize aptitude rather than relying only on demonstrated achievement. Such students will need challenging programs and additional support services if they are to develop their ability and realize optimal levels of performance.

*Adulthood.* As individuals transition to appropriate higher education and specialized training, and eventually to independence, they will profit from targeted guidance and support. Continuing high levels of exceptional adult performance will require, in addition to advanced knowledge and skills, high levels of motivation, perseverance, and creative problem-solving. Exceptionally capable adults are among those most likely to contribute to the advancement of a society and its scientific, humanistic, and social goals.

*Implications for Policy Makers*. Policy Makers should be aware that the gifted persons that we describe here will make up a large proportion of the leadership of the next generation in the arts, sciences, letters, politics, etc. If we provide this group with a mediocre education we will doom ourselves to a mediocre society a generation forward. Educators know how to provide an excellent education for these students, but it will not happen by accident.

Policy Makers control the allocations of resources, and trained educators of exceptionally capable students know how to use these resources constructively. These should be brought into alignment to the benefit of all. Does this mean that we tear these scarce resources from other students including those with disabilities or living in troubled circumstance? No, quite the contrary. A moral society must care for and enhance the development of all of its citizens. Specific investment in the gifted is one way to build a society that can help solve the society's needs with creative innovations and organizations.

**Comment [cal2]:** Discussion of whether to make this a sentence instead of a question and response, based on reactions from Board – group decided to leave as is.

# APPENDIX H

Karen Rogers *Curriculum Development Models*

| Model | Content Models | Process Models | Product Models | Materials | Professional Development |
|---|---|---|---|---|---|
| Betts Autonomous Learning Model: Personal Development (PD) and Social Interaction (SI) Models | Orientation to Giftedness, Individual Development, Enrichment, Seminars, In-depth Study | HOTS, Open-endedness Discovery, Freedom of Choice, Group Interaction, Variety, Pacing | Real World Problems, Real Audiences, Transformational Products | Written Materials: Teacher and Parent Resources (Estimated Cost $25) | Conference (Estimated Cost $600) |
| Bloom's Taxonomy of Cognitive Objectives: Behavior Modification (BCM) and Information Processing (IP) Models | Factual, Conceptual, Procedural, Meta-cognitive | Know, Understand, Apply, Analyze, Evaluate, Create | Products Leveled by six Learning and Thinking Processes | Written Materials: Teacher and Parent Resources (Estimated Cost $38) | |
| Bruner's Structure of the Discipline: IP Model | Big Ideas of the Domain or Discipline Abstraction, Complexity, Study of People, Methods of Inquiry | Discovery, Intuition, HOTS | Real Problems, Transformational Products | Written Materials: Teacher and Parent Resources (Estimated Cost $18) | |
| Kaplan's Layered Differentiation Model: IP Model | Origin, Contribution, Parallel, Paradox, Convergence of Concepts in Layers; L2: Differentiated Core; L3: Classical; L4: Individualized; L5: Theme; L6: Generalization | Patterns, Associations, Language of Discipline, Trends, Details, Unanswered Questions, Rules, Ethics, Big Ideas, Over Time, Points of View, Connections | Transformational Products | Written Materials: Teacher and Parent Resources (Estimated Cost $78) | Professional Development (Estimated Cost $169) |
| Kohlberg's Stages of Moral Reasoning Model: BCM and SI Models | Ethical Dilemmas From Current Events, Scenarios, Religion, Philosophy, Science, Literature, Humanities | Individual, Small Group Discussion/Analysis, Application, Evaluation of Personal Ethical Choices | Personal Movement to Higher Level of Moral Reasoning by Exposure to Higher Reasoning Level | Written Materials: Teacher and Parent Resources (Estimated Cost $205) The internet has free resources. | |
| Maker DISCOVER Model: IP Model | Problems to Solve Along a Continuum of Clarity (six types), Infusion of the Arts, Integration of Cultures and Languages | HOTS, Open-endedness, Active Learning | Real Problems, Transformational Products | Written Materials: Teacher and Parent Resources (Estimated Cost $35) | Various trainings available ranging from a couple hundred dollars to several thousand dollars. |
| Parallel Curriculum Model: IP Model | Core - Concepts of the Disciplines, Connections, Practice, Identity | Ascending Intellectual Demand - From Novice to Expert at Each Content Stage | Personal Applications at Identity Parallel, Real World Problems and Solutions at Practice Parallel | Written Materials: Teacher and Parent Resources (Estimated Cost $41); Lesson Plans (Estimated Cost $63); The Internet has free lesson plans. | |

| Model | Content Models | Process Models | Product Models | Materials | Professional Development |
|---|---|---|---|---|---|
| Parnes Creative Problem Solving Model: IP and BCM Model | "Fuzzy" Problem or Situation Defined by Mess Finding, Data Finding, Problem Finding, Idea Finding, Solution Finding, Acceptance Finding | Brainstorming, Evaluation, Discovery, Analysis, Problem Solving | Real World Problems, Transformational Products | | Various conferences from $150 for a single day to a couple of thousand dollars for multiple days. |
| Problem-Based/Project-Based Learning: IP Model | Ill-structured Problem is Given for Learners to "Work Through" in Learning About Given Concept or Field | Inquiry, Discovery, Researching, Problem Solving | Real World Problems, Transformational Products | Written Materials: Teacher and Parent Resources (Estimated Cost $30) | |
| Purdue 3-Stage Model: IP Model | Maximum Content Achievement, Exposure to Variety of Disciplines, Focus on Reading Across Content Areas | HOTS, Problem Solving, Creative Thinking, Pacing, Imagery, Imagination | Real World Problems, Real Audiences, Individual Investigations | Written Materials: Teacher and Parent Resources (Estimated Cost $3) The Internet has free resources. | |
| Renzulli SEM Model: IP Model | Exposure to Variety of Disciplines in Development of Interests, Talents | Taxonomy of 255 Critical, Creative, and Productive Skills | Real World Individual Investigations, Real Audiences, Transformational Products | Written Materials: Teacher and Parent Resources (Estimated Cost $33) The Internet has free resources. | |
| Taba Teaching Strategies Model: IP and BCM Model | Big Ideas, Concepts, Generalizations of Content Areas | Inquiry Process - Structured Series of Questions at Four Levels for Learners to "Discover" Big Idea | Real World Problems | Written Materials: Teacher and Parent Resources (Estimated Cost $67); Internet has free resources | |
| Talents Unlimited Model: IP Model | Academic Talent | Productive Thinking, Decision Making, Planning, Forecasting, Communication | Transformational Products | Written Materials: Teacher and Parent Resources (Estimated Cost $33) | Professional Development (Estimated Cost: A Few Thousand Dollars) |
| Treffinger Levels of Service Model (S-D Learning Model): BCM Model | Student-centered Differentiation; Experiences Offered to All, Many Some, Few by Ascending Complexity | Critical Thinking, Creative Thinking, Self-direction | Transformational Products | Written Materials: Teacher and Parent Resources (Estimated Cost $43) | |

| Model | Content Models | Process Models | Product Models | Materials | Professional Development |
|---|---|---|---|---|---|
| VanTassel-Baska Integrated Curriculum Model: IP Model | Content Knowledge (Accelerated), Organizing Concept, Interdisciplinary Connections of Concept | Critical Thinking, Conceptual, Reasoning, Research Skills, Problem Finding, Problem Solving | Real World Problems, Transformational Products | Written Materials: Teacher and Parent Resources (Estimated Cost $50) The Internet has free resources. | Workshop (Estimated Cost $350) |
| Williams Cognitive-Affective Interaction Model: IP Model | 18 Teaching Strategies Applied to any Content Area | Fluency, Flexibility, Elaboration, Originality, Risk Taking, Curiosity, Complexity, Imagination | Transformational Products | Written Materials: Teacher and Parent Resources (Estimated Cost $13) The Internet has free resources. | |
| Clark's Integrative Education Model: IP Model | Challenging Content Presented Visually, Spatially, Verbally | Open-endedness, Intuition, Affective Scaffold | Transformational Products | Written Materials: Teacher and Parent Resources (Estimated Cost $127) | |
| U-STARS~PLUS | | | | Written Materials: Teacher and Parent Resources (Estimated Cost $56) | |
| Advanced Placement (AP) | 33 Advanced Placement Courses | | | Materials Included in Training | AP Program Institute (Estimated Cost $725-$965) |
| Advancement Via Individual Determination (AVID) | AVID Elective Course and Path Training in AVID Methods for Teachers | | | Materials Included in Training | AVID Path Training (Estimated Cost $400 per Teacher or $7,000 for 19 Teachers) |

# APPENDIX I

National Work Group on Acceleration *2009 Guidelines for Developing an Academic Acceleration Policy*

# APPENDIX J

National Science Foundation *Preparing the Next Generation of STEM Innovators: Identifying and Developing our Nation's Human Capital (Pages 15 -26)*

National Science Foundation *Preparing the Next Generation of STEM Innovators: Identifying and Developing our Nation's Human Capital* (pages 15-26)

# APPENDIX K

2008-2009 Highly Capable Program Data

## Appendix 2008-09 HCP Data

Table 1.1 and Graph 1.1 illustrate the state HCP allocation over an 11 year period.

**Table 1.1: Allocation for Fiscal Years 1999–2009**

| Fiscal Year | Allocation |
|---|---|
| 1999 | $5,967,498.12 |
| 2000 | $6,167,012.26 |
| 2001 | $6,318,675.06 |
| 2002 | $6,377,543.08 |
| 2003 | $6,271,797.63 |
| 2004 | $6,358,519.76 |
| 2005 | $6,517,759.35 |
| 2006 | $6,730,819.00 |
| 2007 | $7,026,729.27 |
| 2008 | $8,443,006.57 |
| 2009 | $8,938,800.00 |

**Table 2.1: Student Enrollment Supported by Categorical Funds**

| Grade | Female | Male | Total |
|---|---|---|---|
| K | 11 | 9 | 20 |
| 1 | 145 | 153 | 298 |
| 2 | 417 | 464 | 881 |
| 3 | 1,283 | 1,291 | 2,574 |
| 4 | 1,766 | 1,992 | 3,758 |
| 5 | 2,061 | 2,261 | 4,322 |
| 6 | 2,202 | 2,163 | 4,365 |
| 7 | 1,546 | 1,485 | 3,031 |
| 8 | 1,059 | 1,015 | 2,074 |
| 9 | 374 | 409 | 783 |
| 10 | 291 | 332 | 623 |
| 11 | 429 | 414 | 843 |
| 12 | 447 | 409 | 856 |
| **Total** | **12,031** | **12,397** | **24,428** |

**Graph 2.1: Student Enrollment by Gender Supported by Categorical Funds**

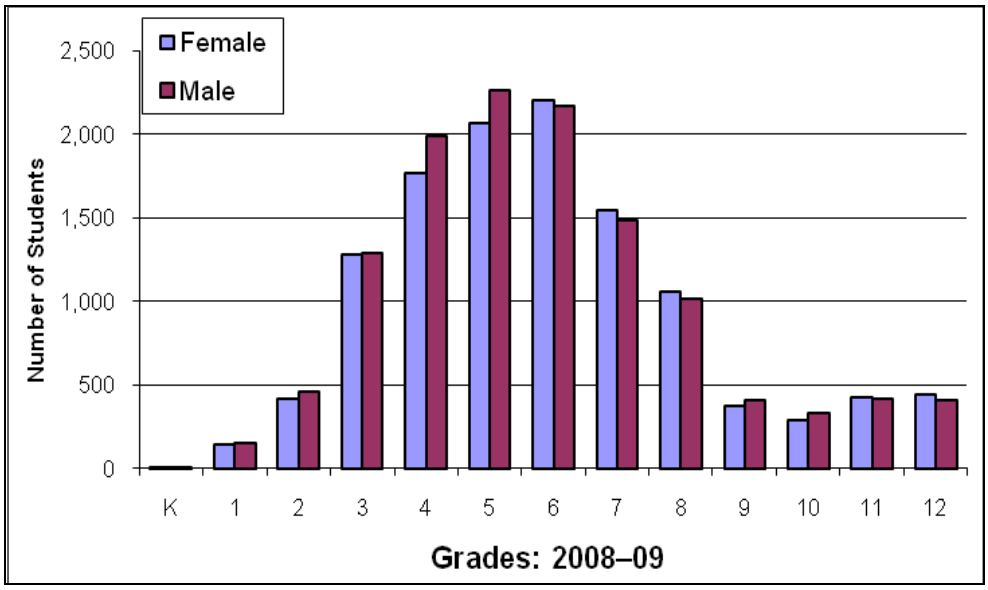



**Table 2.2: Student Enrollment by Ethnicity/Race Supported by Categorical Funds**

| Race/Ethnicity | % of Total State Enrollment | HCP Student Enrollment | % of Total HCP Enrollment |
|---|---|---|---|
| White | 64.8% | 18,210 | 74.5% |
| Black | 5.5% | 678 | 2.8% |
| Asian | 7.9% | 3,425 | 14.0% |
| Hispanic | 15.3% | 1,753 | 7.2% |
| American Indian | 2.6% | 315 | 1.3% |
| **Total** | **98.7%** | **22,877** | **99.8%** |

**Graph 2.2: Student Enrollment by Ethnicity/Race Supported by Categorical Funds**

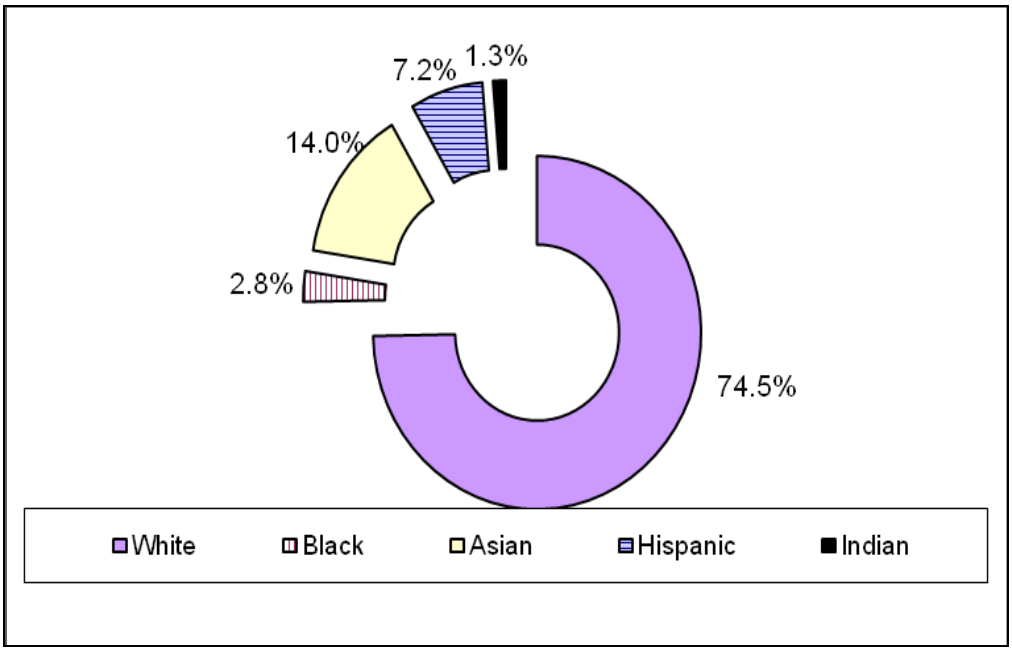



**Table 2.3: Total Number of Students Enrolled, 2004–05 to 2008–09**
**Table 2.5: Total HCPS Enrollment by Ethnicity/Race, 2008–2009**

| Race/Ethnicity | % of Total State Enrollment | HCP Student Enrollment | % of Total HCP Enrollment |
|---|---|---|---|
| White | 64.8% | 35,293 | 76.4% |
| Black | 5.5% | 1,145 | 2.5% |
| Asian | 7.9% | 6,327 | 13.7% |
| Hispanic | 15.3% | 2,897 | 6.3% |
| American Indian | 2.6% | 528 | 1.1% |
| **Total** | **98.7%** | **46,190** | **100.0%** |

**Graph 2.4: Total HCPS Enrollment by Ethnicity/Race, 2008–2009**

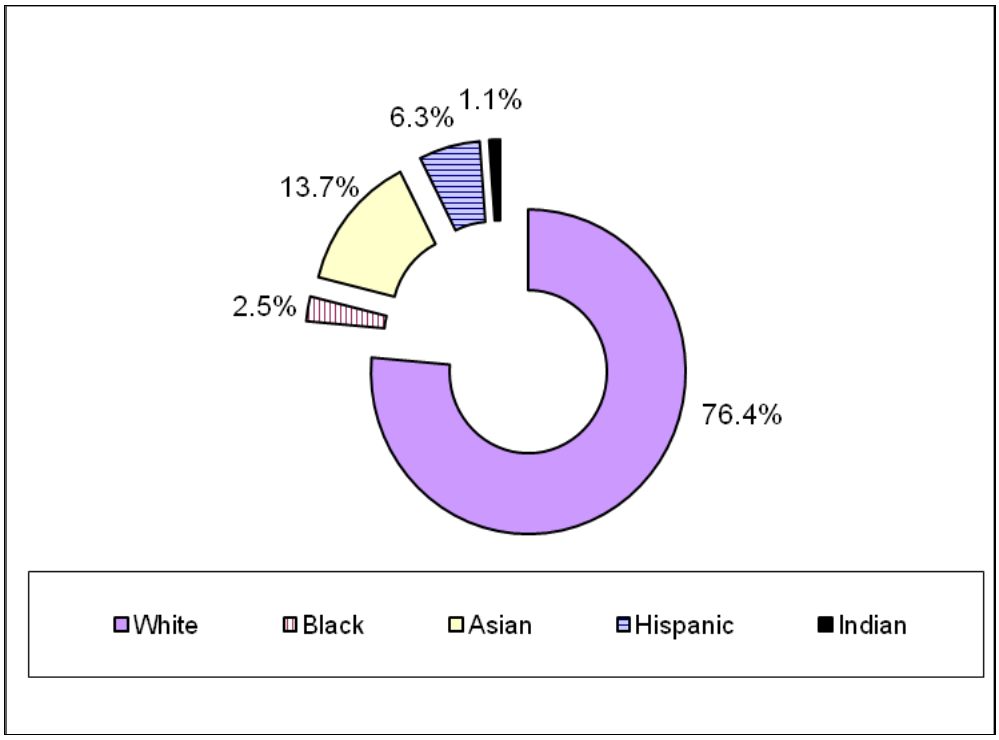


**Table 2.6: Total Student Enrollment by Ethnicity/Race, 2004–05 to 2008–09**

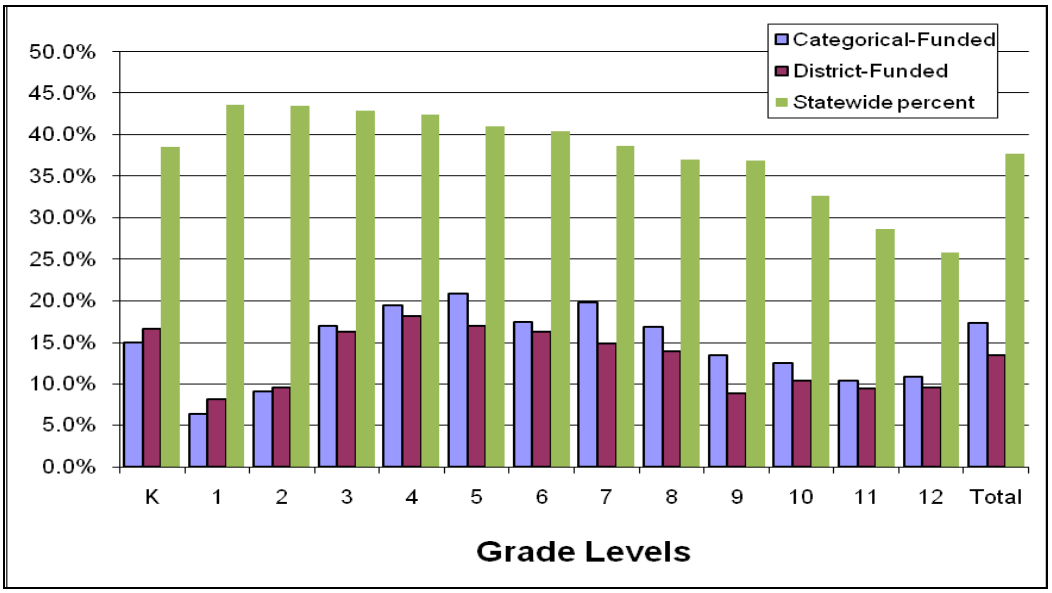
| | Race/Ethnicity | White | Black | Asian | Hispanic | Indian | Total |
|---|---|---|---|---|---|---|---|
| **2004 - 2005** | % of Total State Enrollment | 69.0% | 5.7% | 7.8% | 13.5% | 2.8% | **98.7%** |
| | HCP Student Enrollment | 28,292 | 912 | 3,887 | 2,024 | 492 | **35,607** |
| | % of Total HCP Enrollment | 79.5% | 2.6% | 10.9% | 5.7% | 1.4% | **100.0%** |
| **2005 - 2006** | % of Total State Enrollment | 69.0% | 5.7% | 7.8% | 13.5% | 2.8% | **98.8%** |
| | HCP Student Enrollment | 37,200 | 1,065 | 5,341 | 3,974 | 666 | **48,246** |
| | % of Total HCP Enrollment | 77.1% | 2.2% | 11.1% | 8.2% | 1.4% | **100.0%** |
| **2006 - 2007** | % of Total State Enrollment | 67.5% | 5.6% | 7.8% | 14.0% | 2.7% | **98.7%** |
| | HCP Student Enrollment | 37,260 | 1,147 | 5,332 | 4,680 | 711 | **49,130** |
| | % of Total HCP Enrollment | 75.8% | 2.3% | 10.9% | 9.5% | 1.4% | **100.0%** |
| **2007 - 2008** | % of Total State Enrollment | 66.2% | 5.5% | 7.8% | 14.7% | 2.7% | **98.7%** |
| | HCP Student Enrollment | 38,797 | 1,151 | 6,168 | 3,517 | 591 | **50,224** |
| | % of Total HCP Enrollment | 77.2% | 2.3% | 12.3% | 7.0% | 1.2% | **100.0%** |
| **2008 - 2009** | % of Total State Enrollment | 64.8% | 5.5% | 7.9% | 15.3% | 2.6% | **98.7%** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | HCP Student Enrollment | 35,293 | 1,145 | 6,327 | 2,897 | 528 | **46,190** |
| | % of Total HCP Enrollment | 76.4% | 2.5% | 13.7% | 6.3% | 1.1% | **100.0%** |

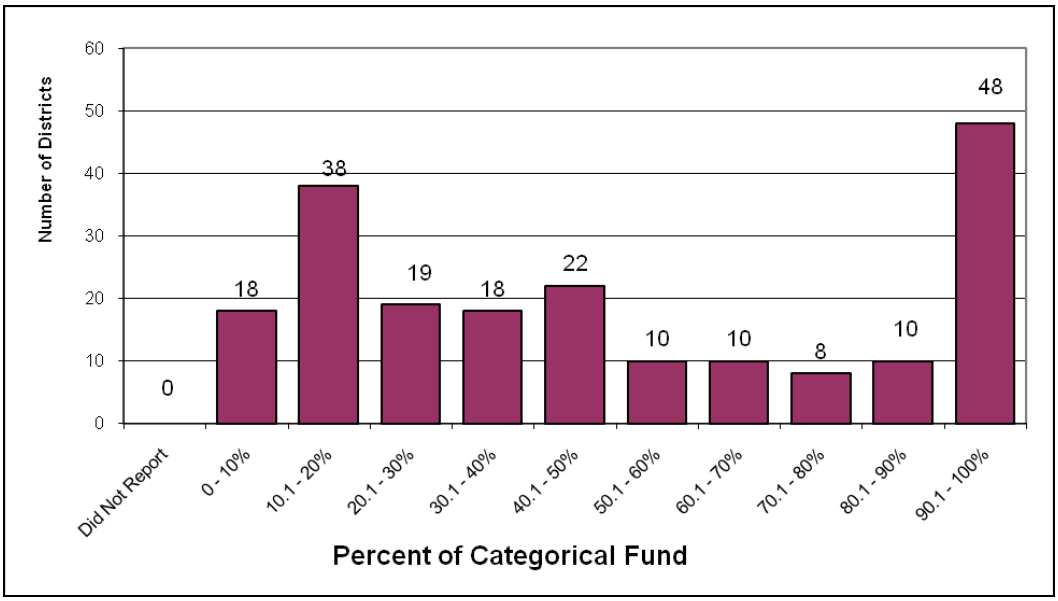
**Table 2.7: Enrollment of Students Receiving Free and/or Reduced Price Lunch (State average= 37.7%)**

| Grade | Categorical HCP Enrollment | | Total HCP Enrollment | | Statewide percent |
|---|---|---|---|---|---|
| K | 3 | 15.0% | 2 | 16.7% | 38.6% |
| 1 | 19 | 6.4% | 28 | 8.1% | 43.6% |
| 2 | 80 | 9.1% | 90 | 9.5% | 43.5% |
| 3 | 437 | 17.0% | 481 | 16.2% | 42.9% |
| 4 | 730 | 19.4% | 780 | 18.2% | 42.5% |
| 5 | 903 | 20.9% | 861 | 17.0% | 41.0% |
| 6 | 764 | 17.5% | 882 | 16.2% | 40.5% |
| 7 | 599 | 19.8% | 765 | 14.9% | 38.7% |
| 8 | 350 | 16.9% | 743 | 13.9% | 37.0% |
| 9 | 105 | 13.4% | 323 | 8.8% | 36.9% |
| 10 | 78 | 12.5% | 391 | 10.3% | 32.7% |
| 11 | 87 | 10.3% | 441 | 9.4% | 28.7% |
| 12 | 93 | 10.9% | 434 | 9.6% | 25.8% |
| **Total** | **4248** | **17.4%** | **6,221** | **13.5%** | **37.7%** |

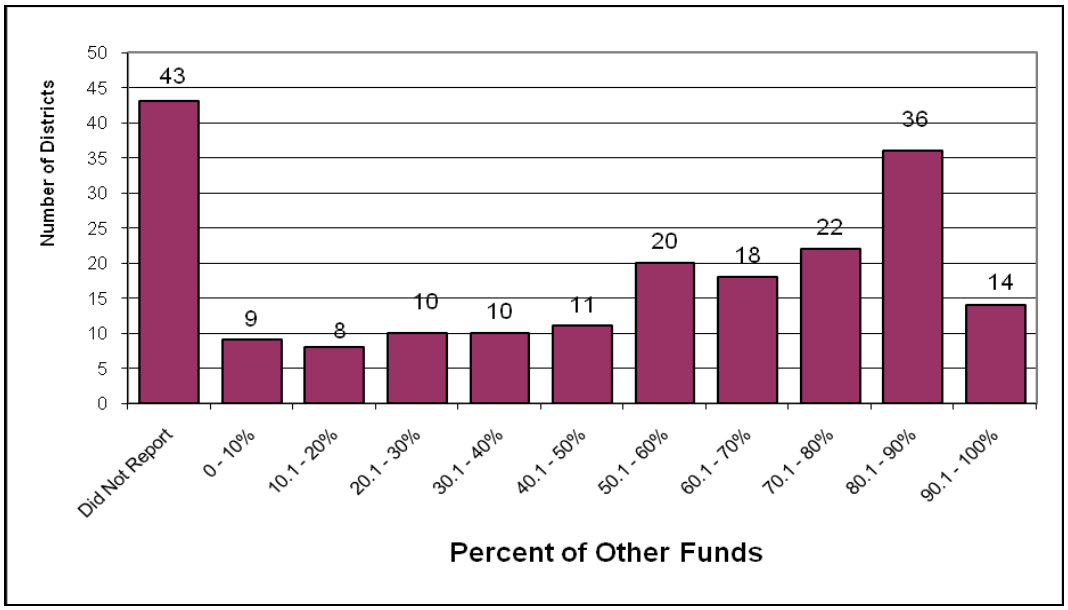
**Graph 2.5: Enrollment of Students in HCP Receiving Free and/or Reduced Price Lunch**



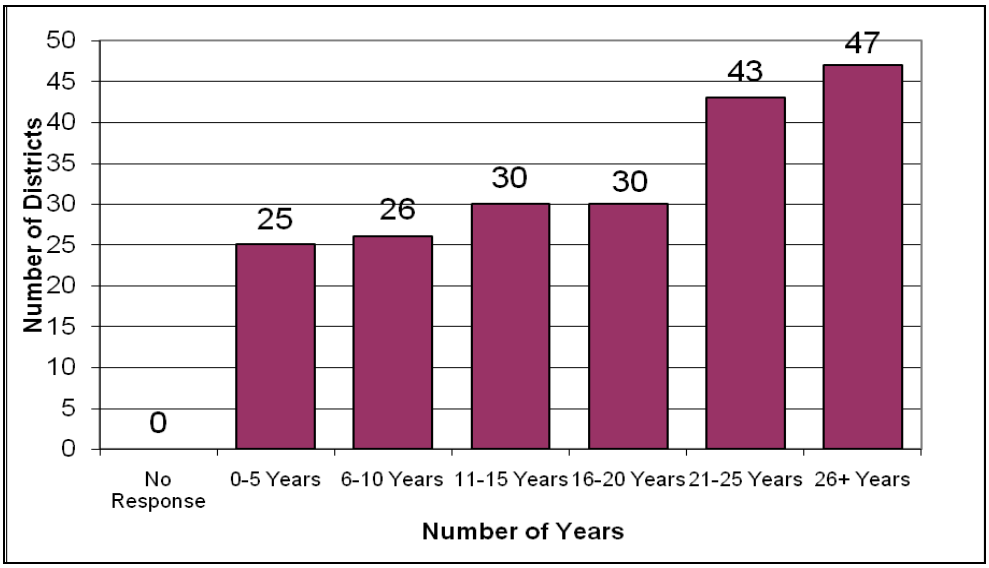
**Graph 2.6: Percent of Funds Provided by Categorical Funds, 2008–2009**




**Graph 2.7: Percent of Funds Provided by Other Funds, 2008–2009**



**Graph 2.8: Number of Years Programs Offered by District, 2008–2009**




| Grade | 2004–05 | 2005–06 | 2006–07 | 2007–08 | 2008–09 |
|---|---|---|---|---|---|
| K | 243 | 406 | 315 | 23 | 12 |
| 1 | 656 | 791 | 710 | 460 | 345 |
| 2 | 1,538 | 1,487 | 1,304 | 1,203 | 946 |
| 3 | 2,983 | 3,513 | 3,143 | 2,941 | 2,963 |
| 4 | 4,525 | 4,781 | 4,700 | 4,569 | 4,289 |
| 5 | 4,773 | 5,191 | 5,037 | 5,304 | 5,056 |
| 6 | 3,551 | 4,800 | 5,317 | 5,707 | 5,430 |
| 7 | 4,028 | 5,445 | 5,502 | 5,848 | 5,134 |
| 8 | 3,750 | 5,078 | 5,655 | 5,661 | 5,346 |
| 9 | 2,347 | 4,182 | 4,559 | 4,343 | 3,673 |
| 10 | 2,310 | 4,084 | 4,068 | 4,612 | 3,787 |
| 11 | 2,359 | 4,109 | 4,312 | 4,836 | 4,686 |
| 12 | 2,550 | 4,408 | 4,571 | 4,717 | 4,523 |
| **Total** | **35,613** | **48,275** | **49,193** | **50,224** | **46,190** |

**Table 2.4: Total Number of Students Enrolled by Gender, 2004–05 to 2008–09**

| | FEMALES | | | | |
|---|---|---|---|---|---|
| **Grade** | **2004–05** | **2005–06** | **2006–07** | **2007–08** | **2008–09** |
| K | 122 | 205 | 162 | 15 | 8 |
| 1 | 325 | 383 | 364 | 208 | 169 |
| 2 | 751 | 726 | 606 | 598 | 449 |
| 3 | 1,483 | 1,757 | 1,525 | 1,402 | 1,475 |
| 4 | 2,198 | 2,318 | 2,312 | 2,210 | 2,057 |
| 5 | 2,337 | 2,558 | 2,501 | 2,647 | 2,425 |
| 6 | 1,786 | 2,382 | 2,665 | 2,875 | 2,758 |
| 7 | 1,962 | 2,741 | 2,806 | 3,068 | 2,674 |
| 8 | 1,900 | 2,592 | 2,991 | 2,980 | 2,794 |
| 9 | 1,257 | 2,351 | 2,408 | 2,373 | 1,973 |
| 10 | 1,263 | 2,269 | 2,214 | 2,552 | 2,037 |
| 11 | 1,249 | 2,272 | 2,297 | 2,620 | 2,544 |
| 12 | 1,417 | 2,371 | 2,464 | 2,479 | 2,413 |
| **Total** | **18,050** | **24,925** | **25,315** | **26,027** | **23,776** |

| | MALES | | | | |
|---|---|---|---|---|---|
| **Grade** | **2004–05** | **2005–06** | **2006–07** | **2007–08** | **2008–09** |
| K | 121 | 201 | 153 | 8 | 4 |
| 1 | 331 | 408 | 346 | 252 | 176 |
| 2 | 787 | 761 | 698 | 605 | 497 |
| 3 | 1,500 | 1,756 | 1,618 | 1,539 | 1,488 |
| 4 | 2,327 | 2,463 | 2,388 | 2,359 | 2,232 |
| 5 | 2,436 | 2,633 | 2,536 | 2,657 | 2,631 |
| 6 | 1,765 | 2,418 | 2,652 | 2,832 | 2,672 |
| 7 | 2,066 | 2,704 | 2,696 | 2,780 | 2,460 |
| 8 | 1,850 | 2,486 | 2,664 | 2,681 | 2,552 |
| 9 | 1,090 | 1,831 | 2,151 | 1,970 | 1,700 |
| 10 | 1,047 | 1,815 | 1,854 | 2,060 | 1,750 |
| 11 | 1,110 | 1,837 | 2,015 | 2,216 | 2,142 |
| 12 | 1,133 | 2,037 | 2,107 | 2,238 | 2,110 |
| **Total** | **17,563** | **23,350** | **23,878** | **24,197** | **22,414** |

**Graph 2.3: Total Number of Students Enrolled by Gender, 2008–2009**

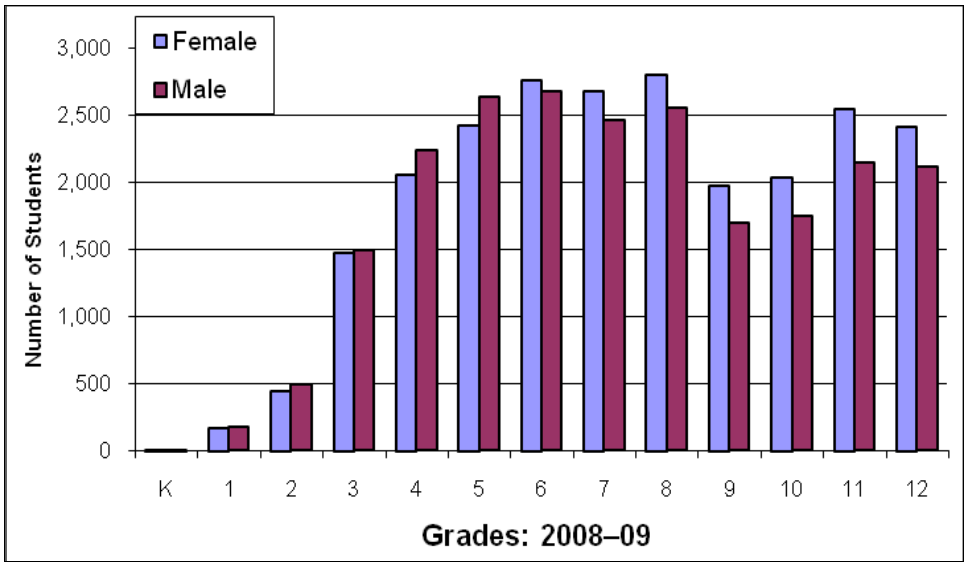
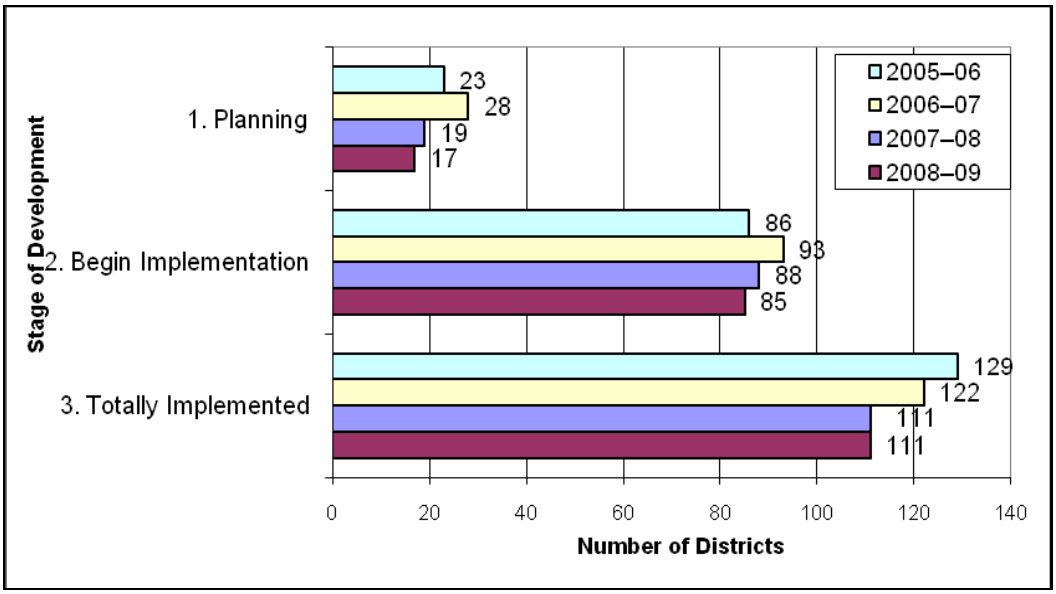


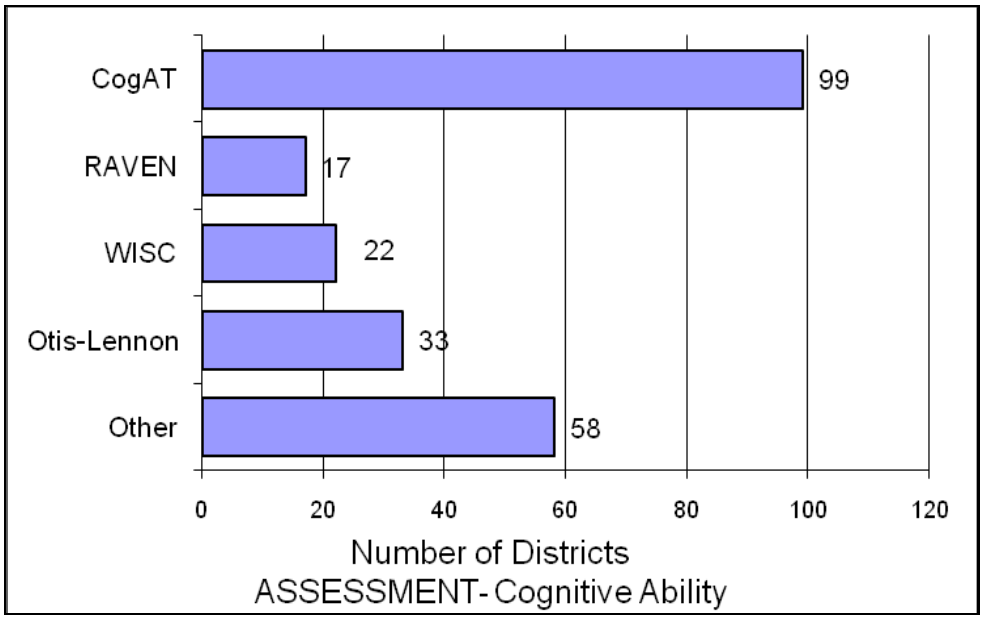

**Table 2.8: Stage of Program Development, 2004–2009**

| Stage | 2004–05 | 2005–06 | 2006–07 | 2007–08 | 2008–09 |
|---|---|---|---|---|---|
| Planning | 33 | 23 | 28 | 19 | 17 |
| Begin Implementation | 86 | 86 | 93 | 88 | 85 |
| Totally Implemented | 133 | 129 | 122 | 111 | 111 |

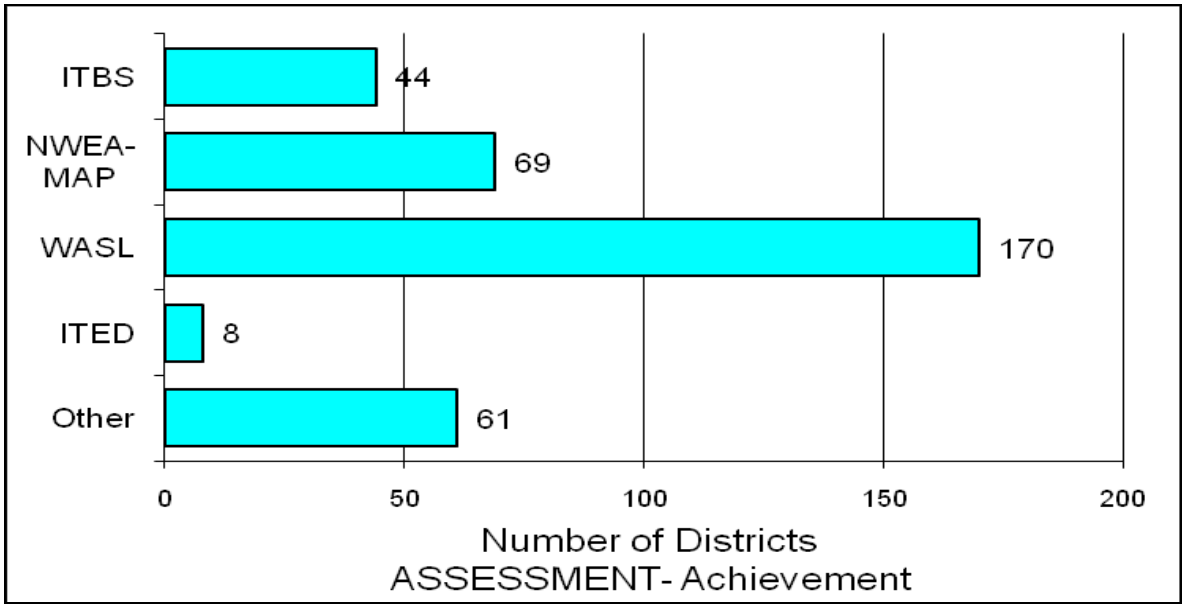
**Graph 2.9: Stage of Program Development, 2005–2009**



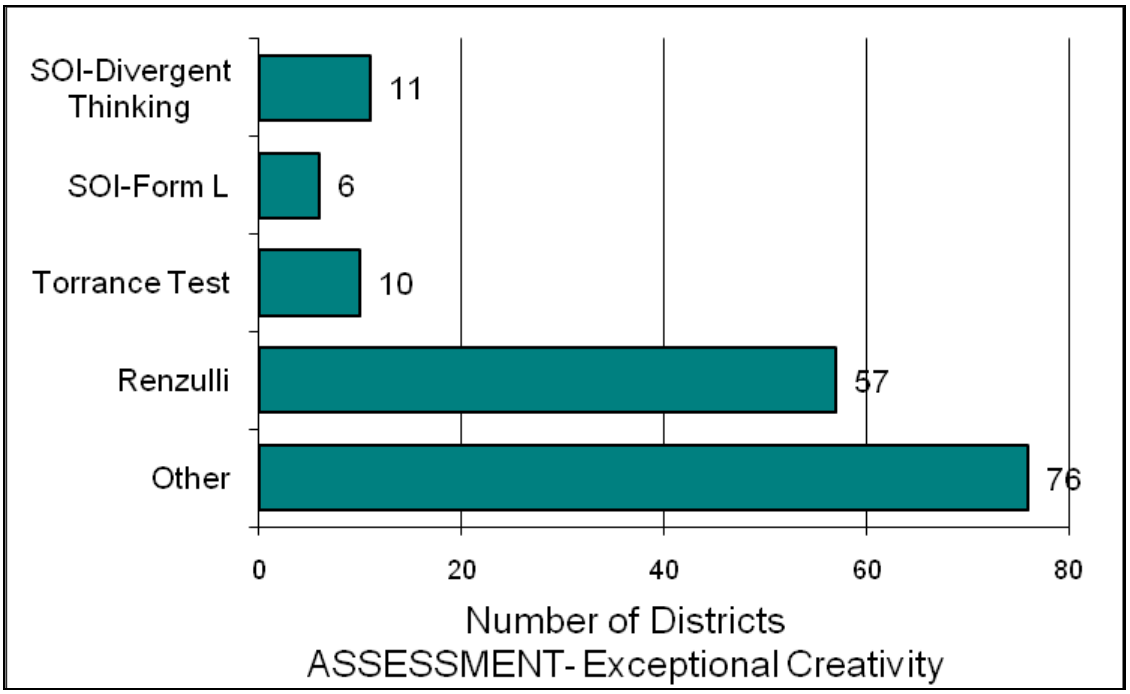

**Graph 3.1: Assessments Used by Districts – Cognitive Ability**



**Graph 3.2: Assessments Used by Districts – Academic Achievement**




**Graph 3.3: Assessments Used by Districts – Exceptional Creativity**



**Graph 3.4: Participating Members of Multidisciplinary Selection Committee**

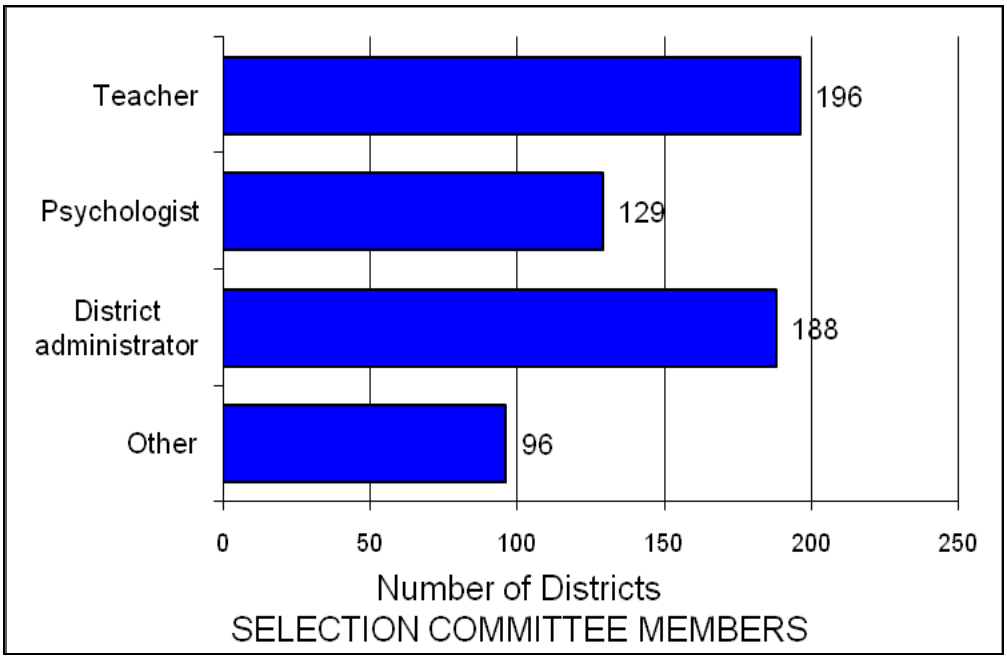
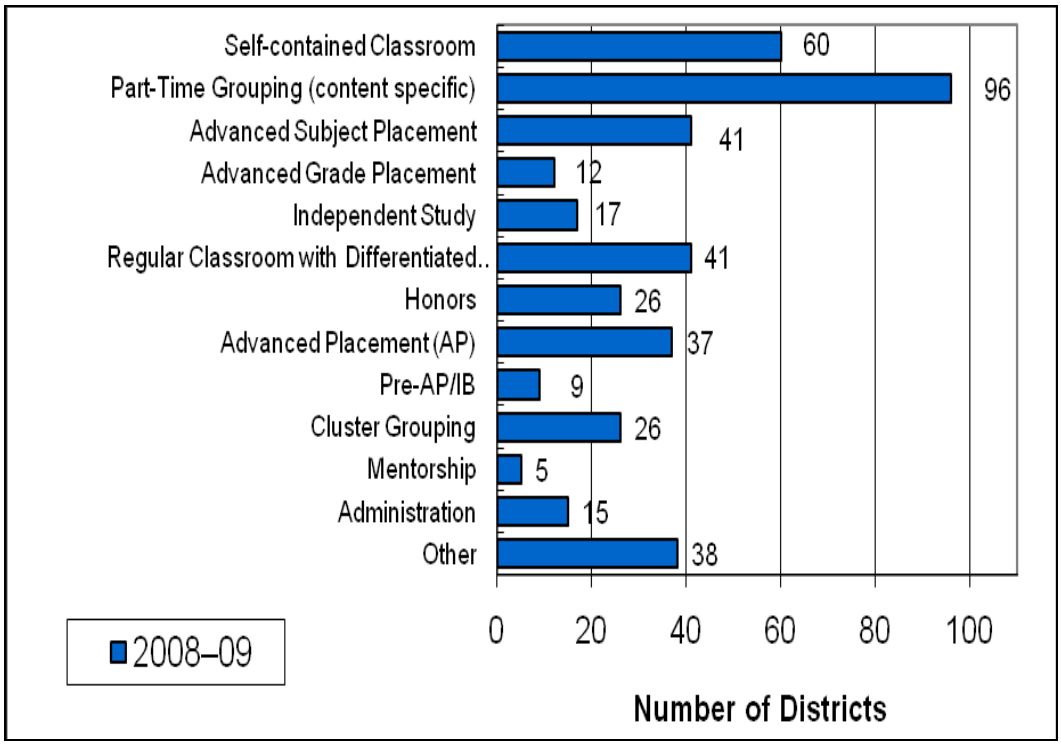


**Table 4.1: Program Options Used, 2005–2009**

| Program Options | 2005–06 | 2006–07 | 2007–08 | 2008–09 |
|---|---|---|---|---|
| Self-contained Classroom | 71 | 73 | 66 | 60 |
| Part-Time Grouping | 125 | 143 | 121 | 96 |
| Advanced Subject Placement | 78 | 111 | 88 | 41 |
| Advanced Grade Placement | 29 | 47 | 40 | 12 |
| Independent Study | 60 | 74 | 48 | 17 |
| Regular Classroom with Differentiated Instruction | 90 | 114 | 93 | 41 |
| Honors | 63 | 90 | 70 | 26 |
| AP/IB | 91 | 107 | 88 | 37 |
| Pre-AP/IB | 24 | 42 | 35 | 9 |
| Cluster Grouping | 39 | 58 | 46 | 26 |
| Mentorship | 13 | 28 | 16 | 5 |
| Administration | 20 | 23 | 21 | 15 |
| Other | 40 | 65 | 55 | 38 |

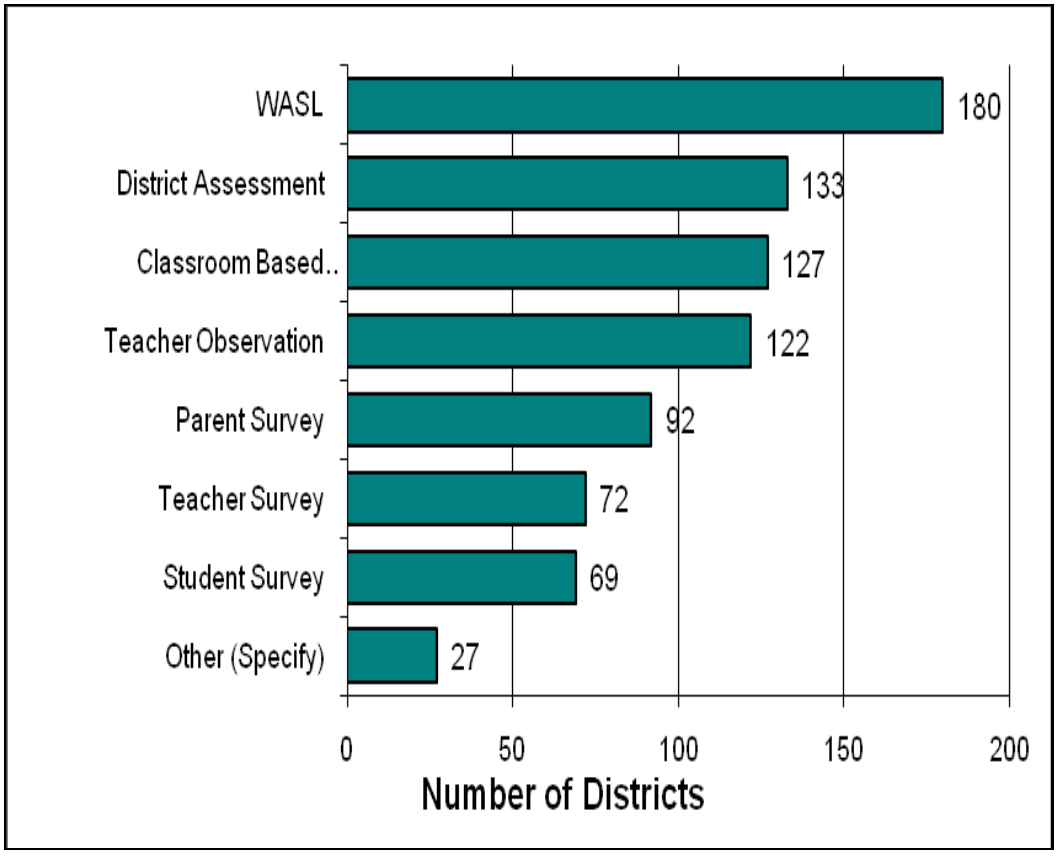
**Graph 4.1: Program Options Used, 2008–2009**




| OPTIONS | Number of Districts | Individual Collecting, Analyzing, and Reporting Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | District Admin | School Admin | Regular Teacher | HCP Teacher | HCP Coordinator | Other |
| WASL | 180 | 122 | 116 | 77 | 82 | 73 | 0 |
| District Assessment | 133 | 75 | 94 | 78 | 68 | 54 | 9 |
| Classroom Based | 127 | 11 | 38 | 103 | 78 | 21 | 2 |
| Teacher Observation | 122 | 8 | 41 | 70 | 69 | 25 | 3 |
| Parent Survey | 92 | 26 | 26 | 22 | 49 | 53 | 4 |
| Teacher Survey | 72 | 23 | 22 | 19 | 32 | 46 | 2 |
| Student Survey | 69 | 16 | 17 | 14 | 44 | 40 | 2 |
| Other (Specify) | 27 | 12 | 11 | 11 | 17 | 20 | 16 |

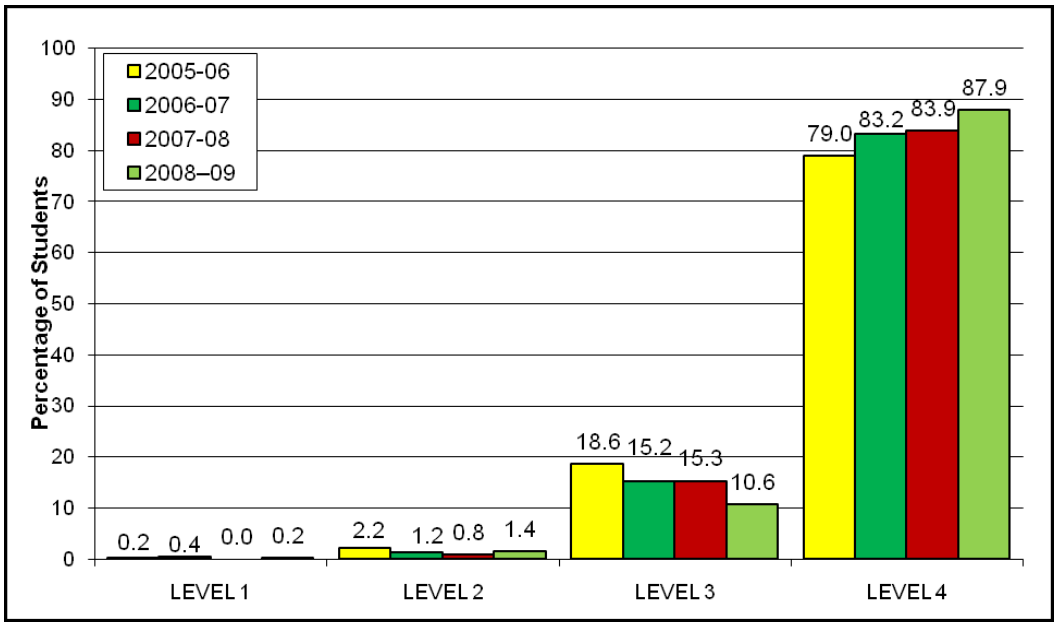
**Table 5.1: Program Evaluation Options Used**

**Graph 5.1: Program Evaluation Options Used**



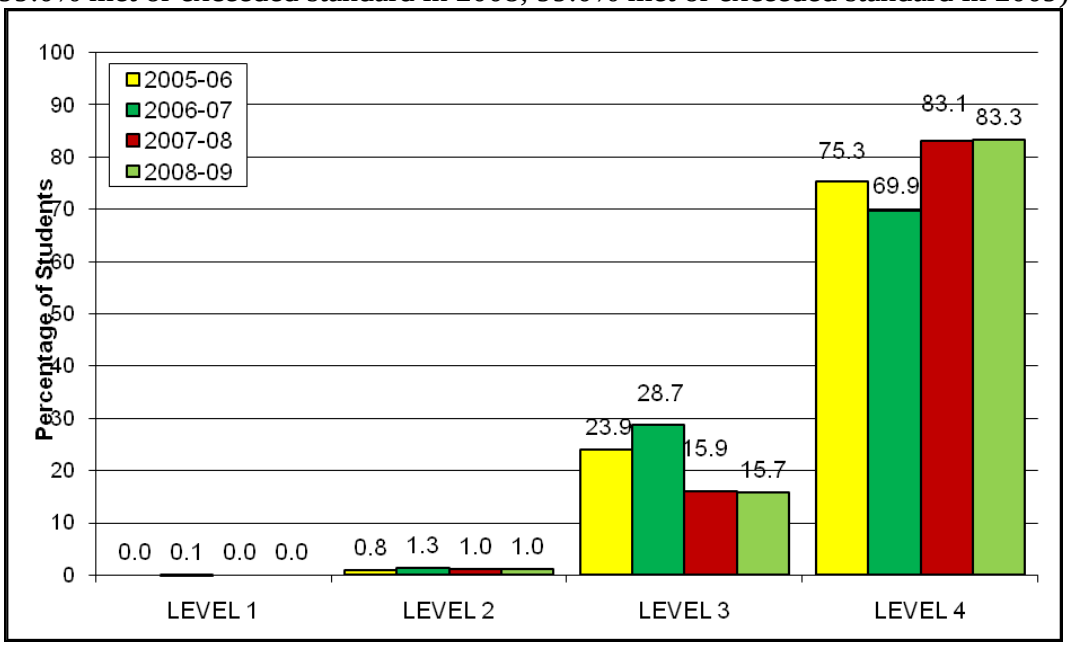
**Graph 6.1: HCP Third Grade Reading**

(97.6% met or exceeded standard in 2006; 98.4% met or exceeded standard in 2007; 99.2% met or exceeded standard in 2008; 98.5% met or exceeded standard in 2009)



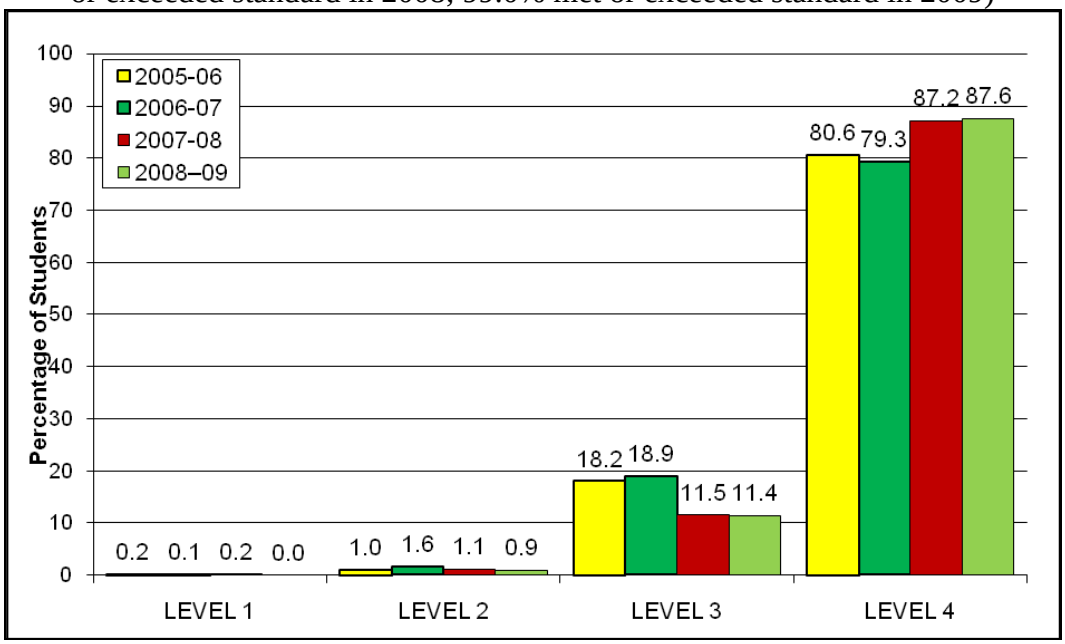

**Graph 6.2: HCP Fourth Grade Reading**

(99.2% met or exceeded standard in 2006; 98.6% met or exceeded standard in 2007 99.0% met or exceeded standard in 2008; 99.0% met or exceeded standard in 2009)



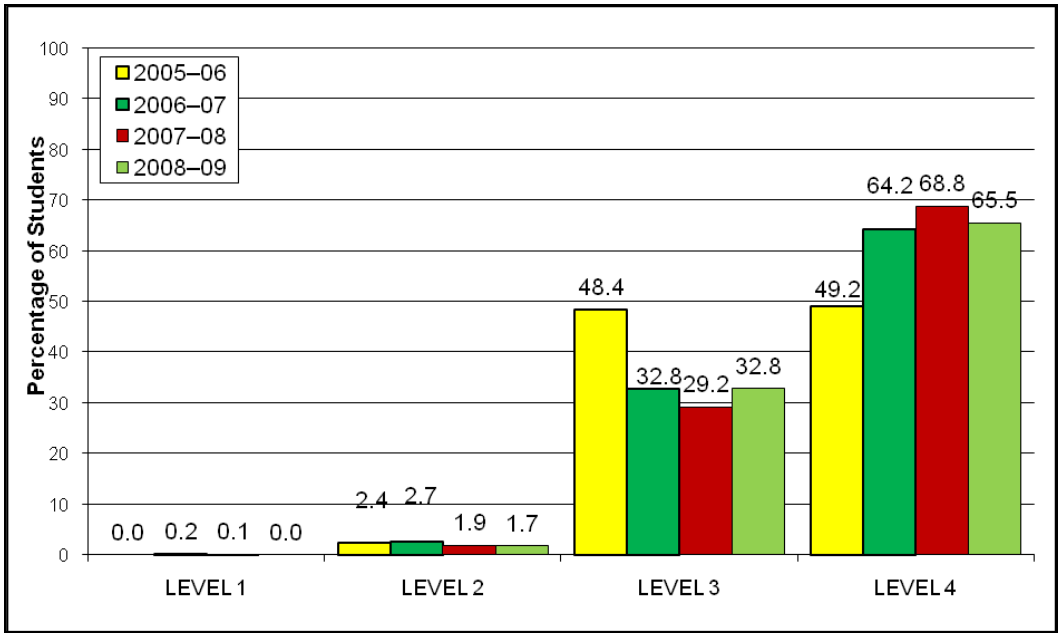
**Graph 6.3: HCP Fifth Grade Reading**

(98.8% met or exceeded standard in 2006; 98.2% met or exceeded standard in 2007; 98.7% met or exceeded standard in 2008; 99.0% met or exceeded standard in 2009)



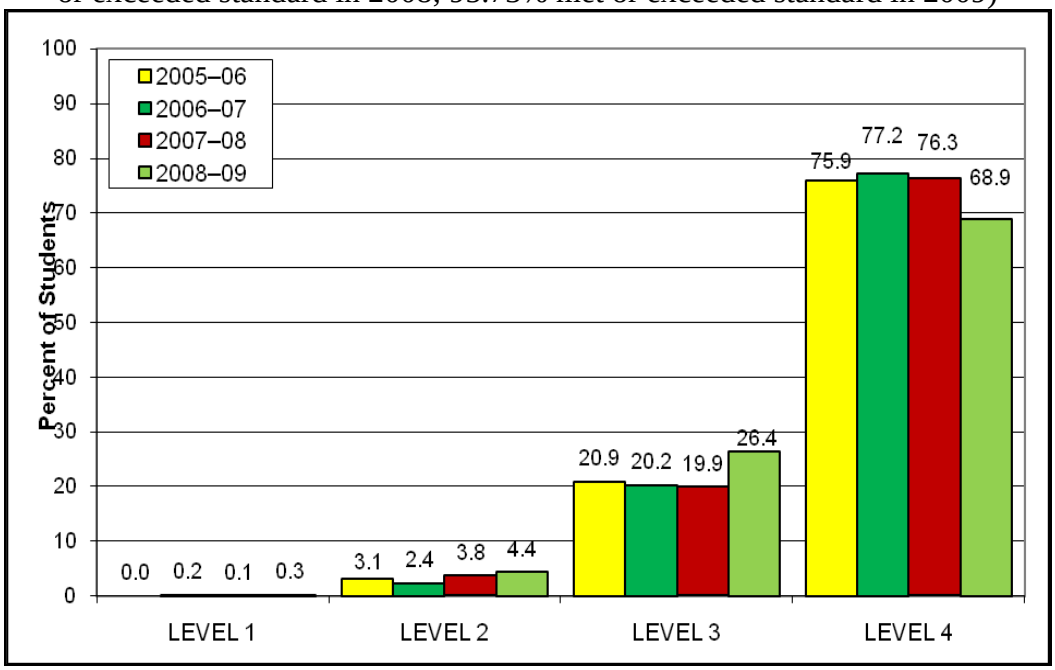

**Graph 6.4: HCP Sixth Grade Reading**

(97.6% met or exceeded standard in 2006; 97.0% met or exceeded standard in 2007; 98.0% met or exceeded standard in 2008; 98.3% met or exceeded standard in 2009)



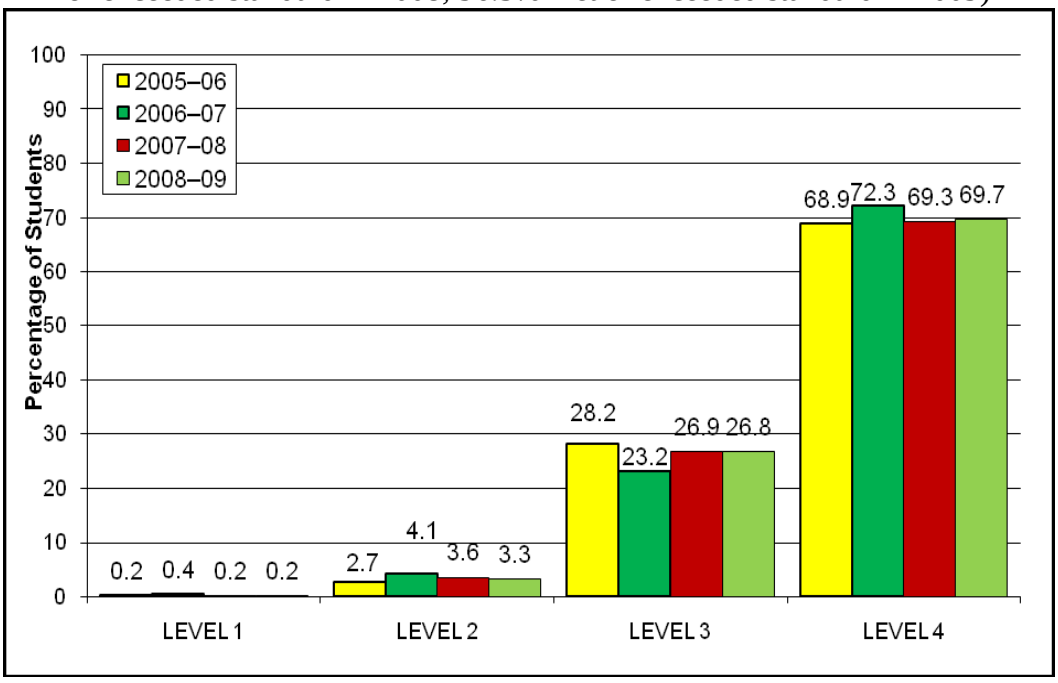
**Graph 6.5: HCP Seventh Grade Reading**

(96.8% met or exceeded standard in 2006; 97.4% met or exceeded standard in 2007; 96.2% met or exceeded standard in 2008; 95.73% met or exceeded standard in 2009)



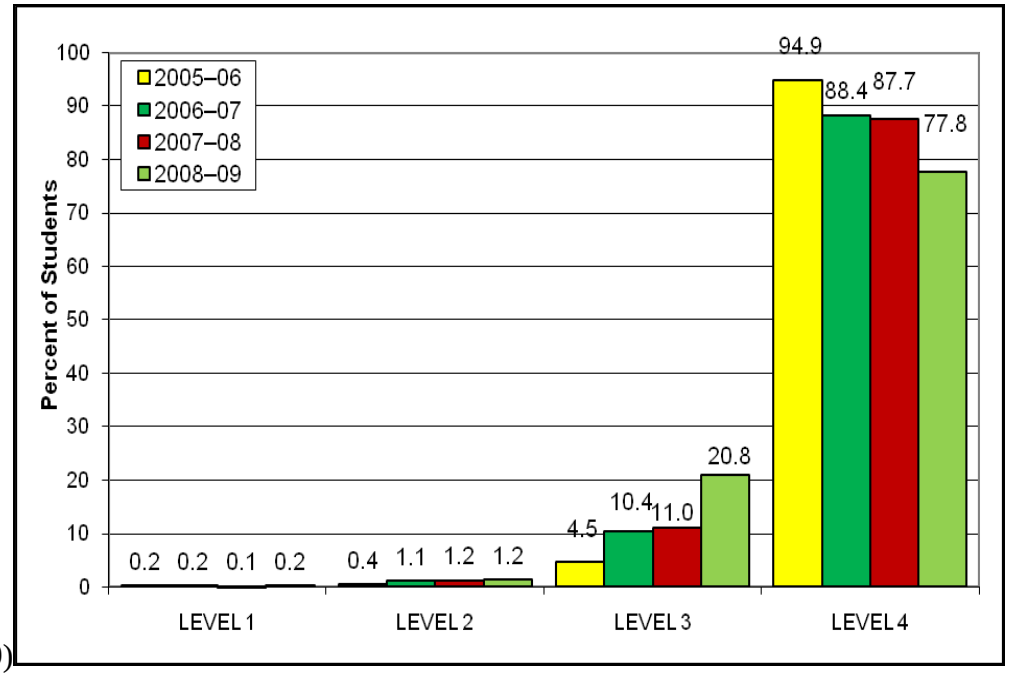

**Graph 6.6: HCP Eighth Grade Reading**

(97.1% met or exceeded standard in 2006; 95.5% met or exceeded standard in 2007; 96.2% met or exceeded standard in 2008; 96.5% met or exceeded standard in 2009)



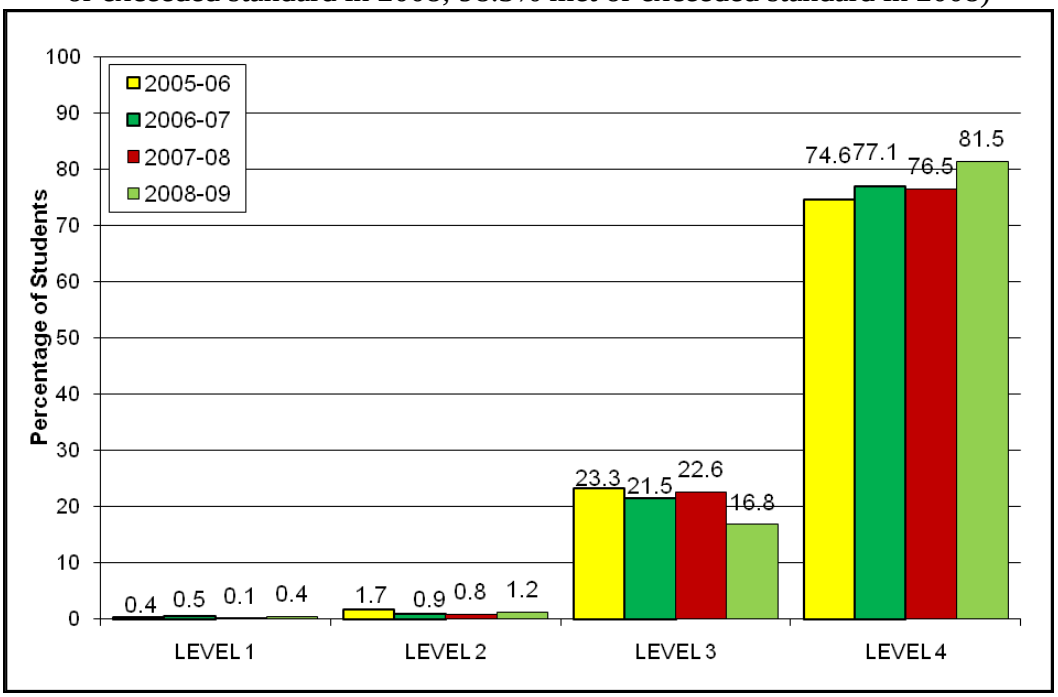
**Graph 6.7: HCP Tenth Grade Reading**

(99.4% met or exceeded standard in 2006; 98.8% met or exceeded standard in 2007; 98.7% met or exceeded standard in 2008; 98.6% met or exceeded standard in 2009)



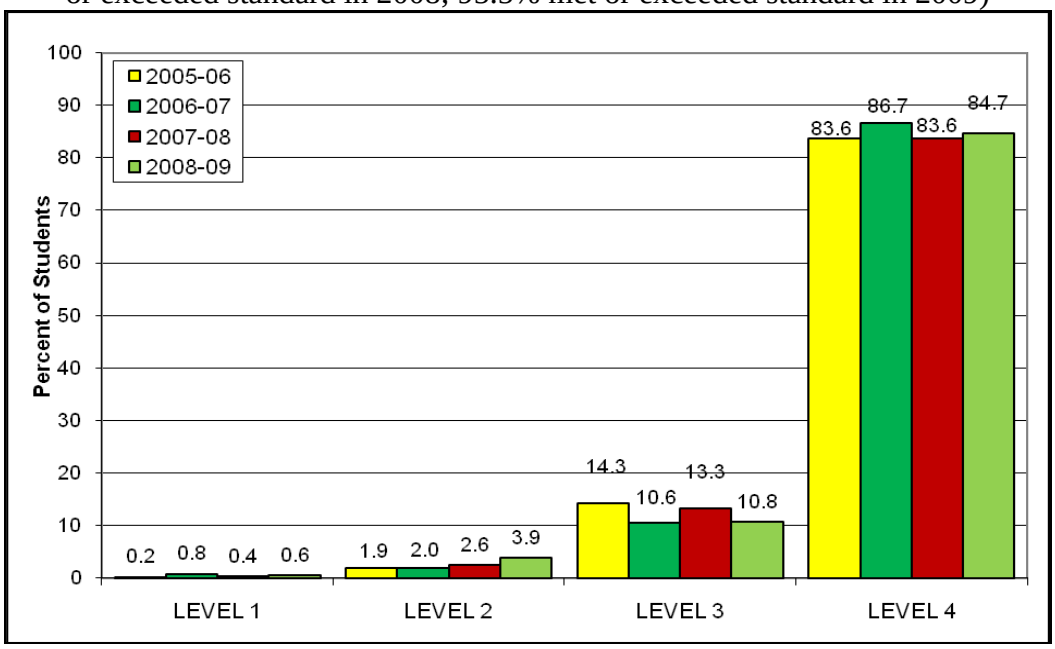

**Graph 6.11: HCP Third Grade Mathematics**

(97.9% met or exceeded standard in 2006; 98.6% met or exceeded standard in 2007; 99.1% met or exceeded standard in 2008; 98.3% met or exceeded standard in 2008)



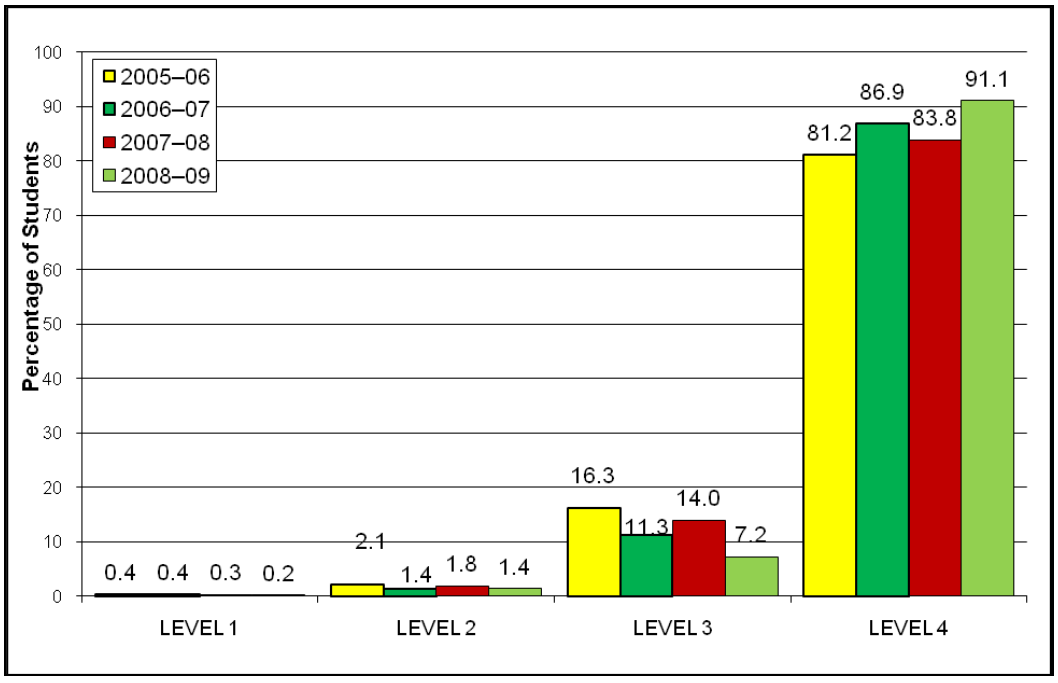

**Graph 6.12: HCP Fourth Grade Mathematics**

(97.9% met or exceeded standard in 2006; 97.3% met or exceeded standard in 2007; 96.9% met or exceeded standard in 2008; 95.5% met or exceeded standard in 2009)



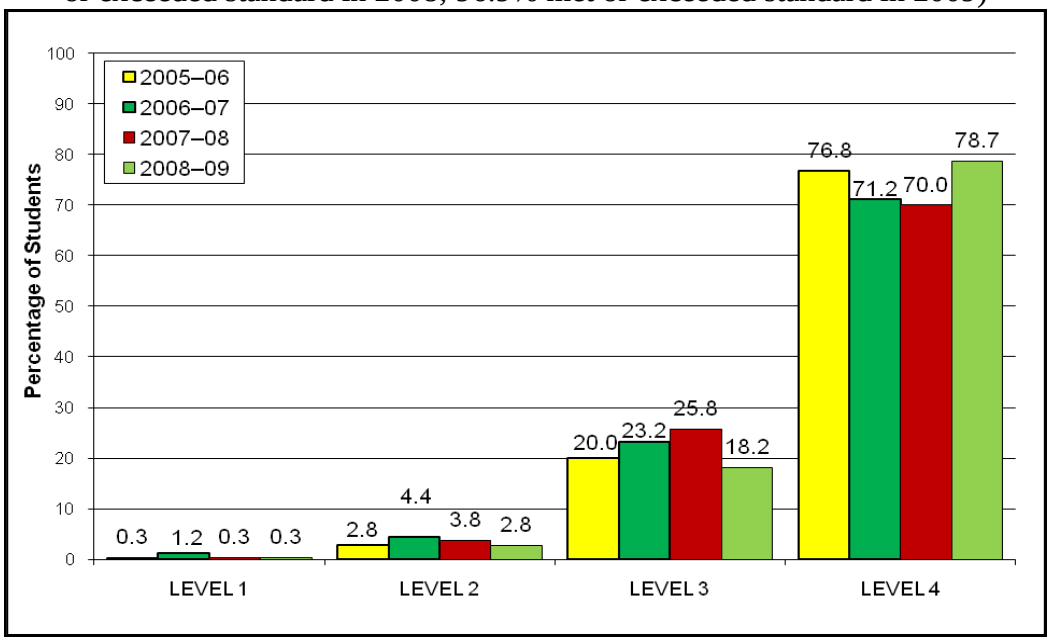

**Graph 6.13: HCP Fifth Grade Mathematics**

(97.5% met or exceeded standard in 2006; 98.2% met or exceeded standard in 2007; 97.8% met or exceeded standard in 2008; 98.3% met or exceeded standard in 2009)



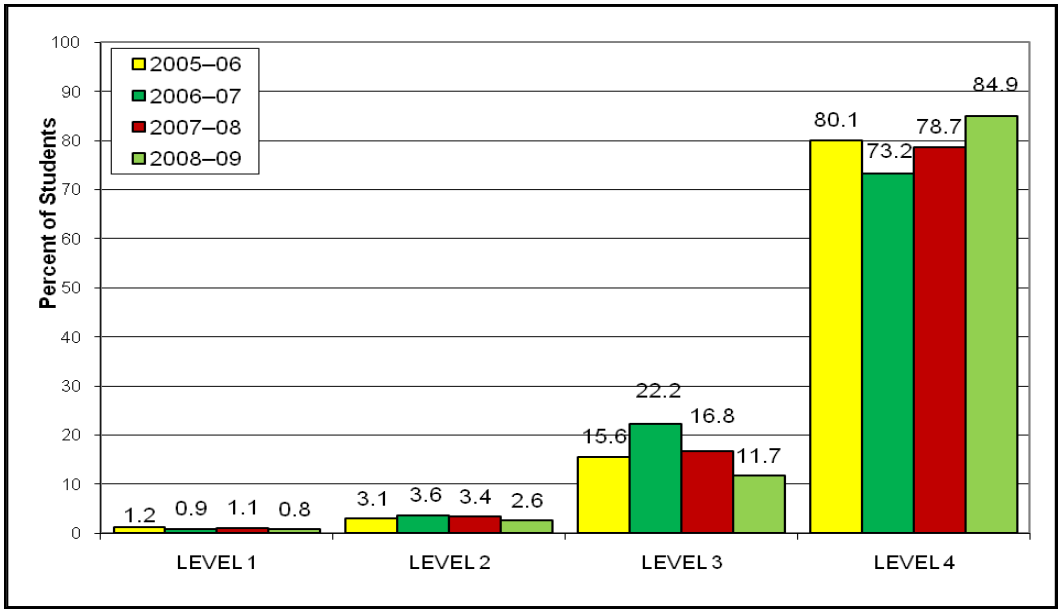
**Graph 6.14: HCP Sixth Grade Mathematics**

(96.8% met or exceeded standard in 2006; 94.4% met or exceeded standard in 2007; 95.8% met or exceeded standard in 2008; 96.9% met or exceeded standard in 2009)



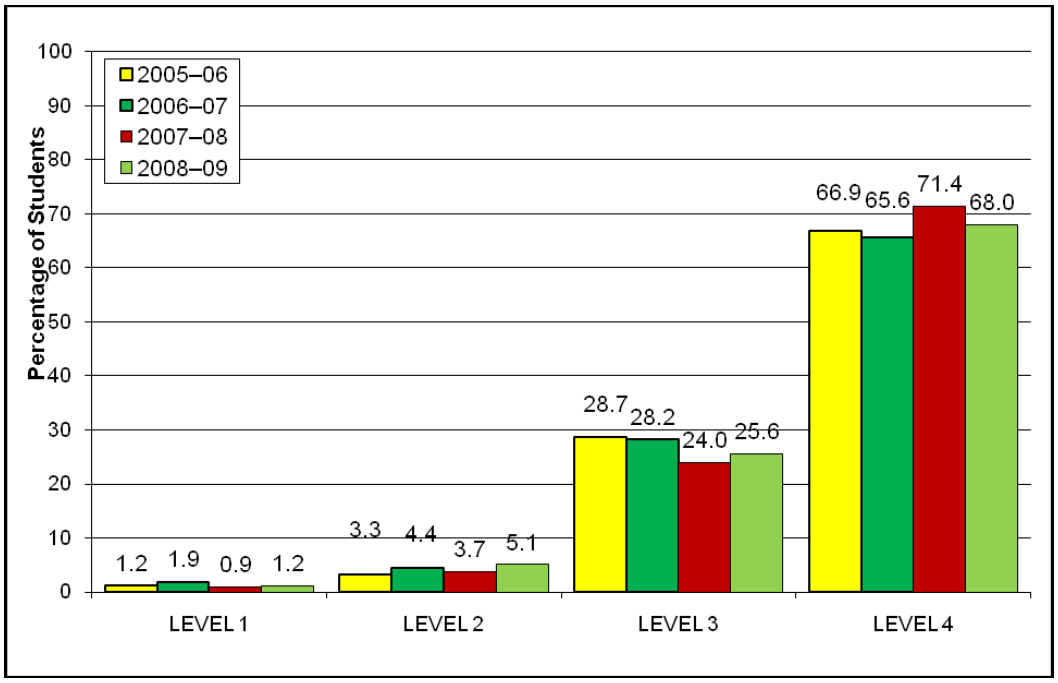

**Graph 6.15: HCP Seventh Grade Mathematics**

(95.7% met or exceeded standard in 2006; 95.4% met or exceeded standard in 2007; 95.5% met or exceeded standard in 2008; 96.6% met or exceeded standard in 2009)



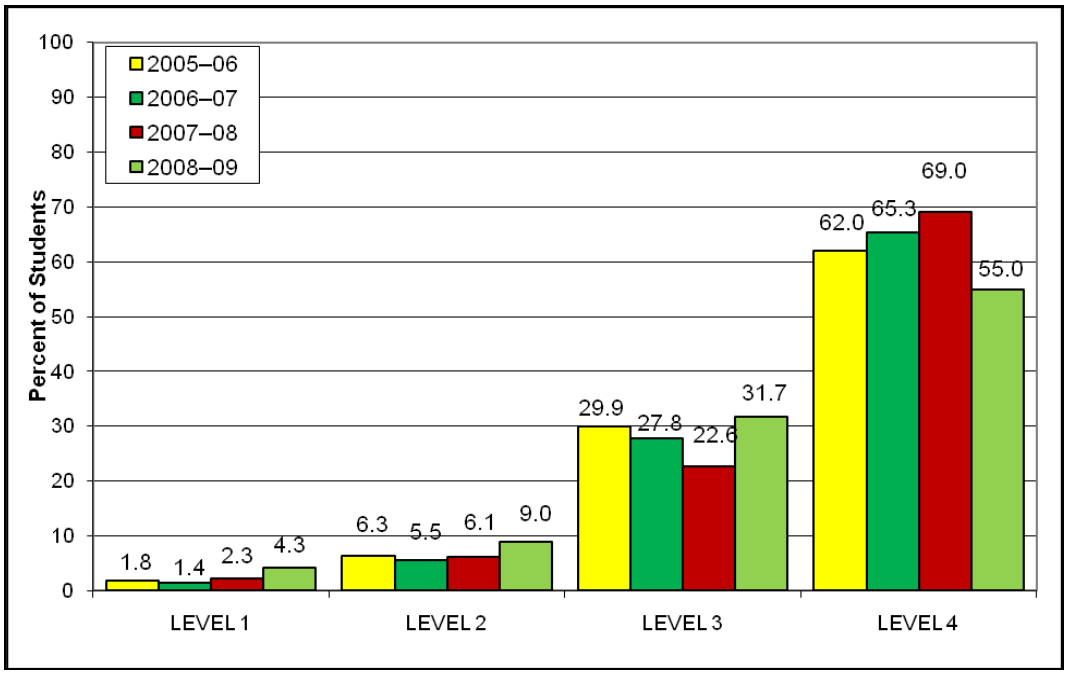
**Graph 6.16: HCP Eighth Grade Mathematics**

(95.6% met or exceeded standard in 2006; 93.8% met or exceeded standard in 2007; 95.4% met or exceeded standard in 2008; 93.6% met or exceeded standard in 2009)



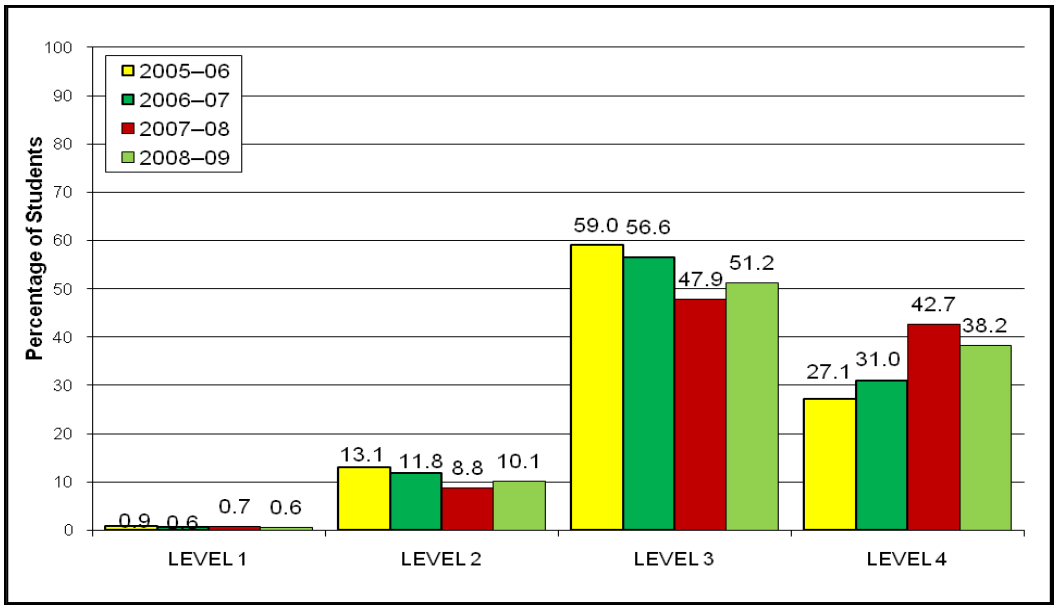

**Graph 6.17: HCP Tenth Grade Mathematics**

(91.9% met or exceeded standard in 2006; 93.1% met or exceeded standard in 2007; 91.6% met or exceeded standard in 2008; 86.7% met or exceeded standard in 2009)



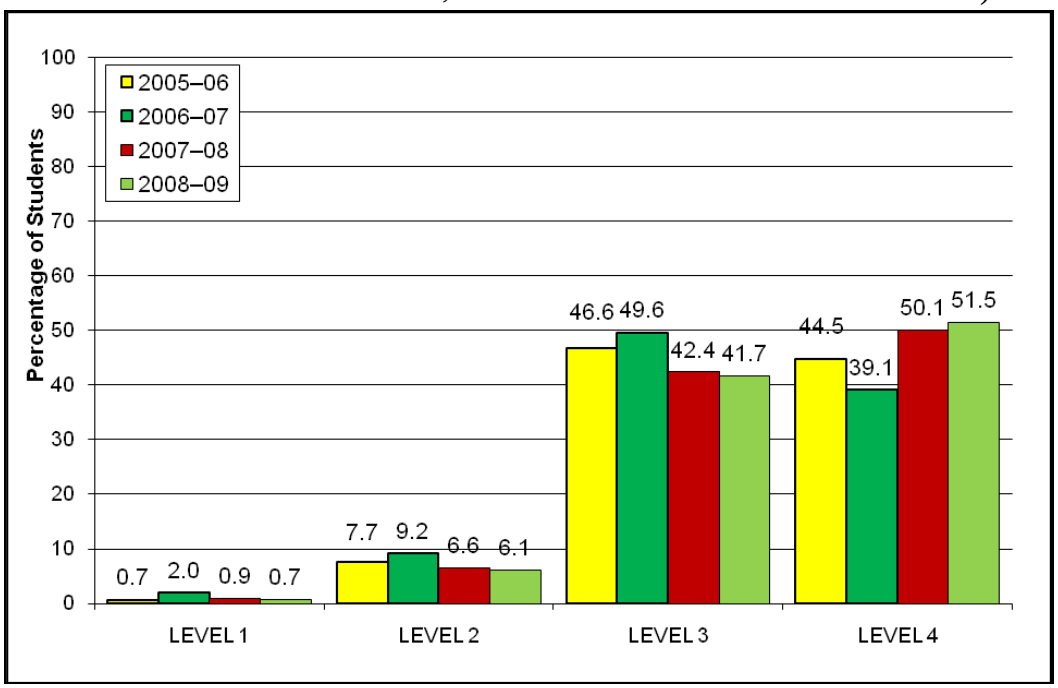
**Graph 6.18: HCP Fifth Grade Science**

(86.1% met or exceeded standard in 2006; 87.6% met or exceeded standard in 2007; 90.6% met or exceeded standard in 2008; 89.4% met or exceeded standard in 2009)



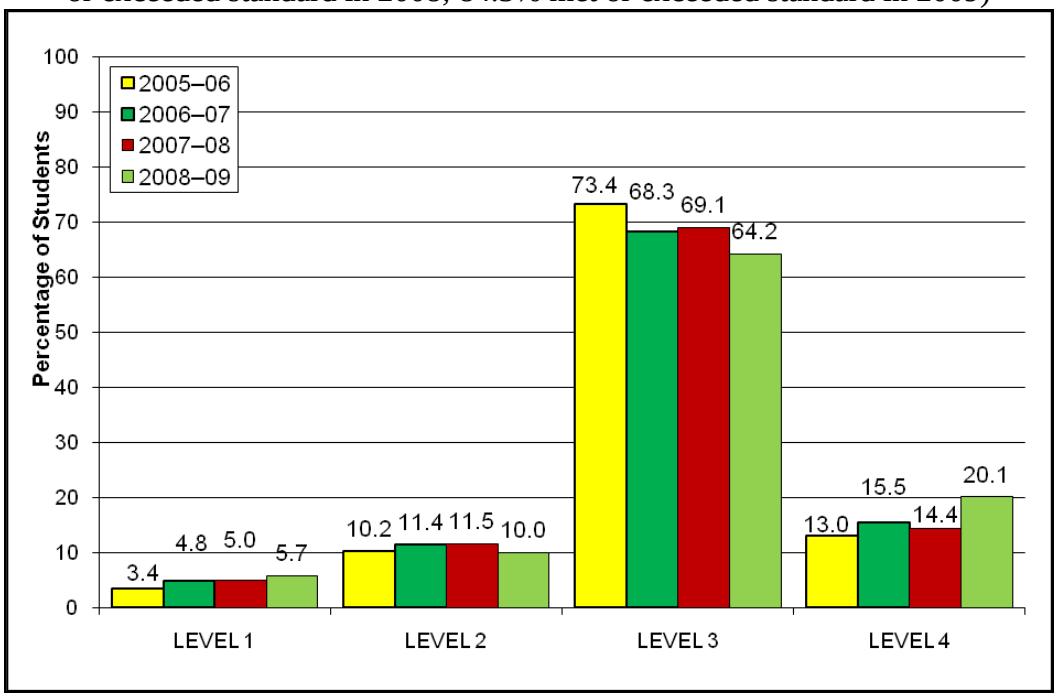

**Graph 6.19: HCP Eighth Grade Science**

(91.5% met or exceeded standard in 2006; 88.7% met or exceeded standard in 2007; 92.5% met or exceeded standard in 2008; 93.2% met or exceeded standard in 2009)



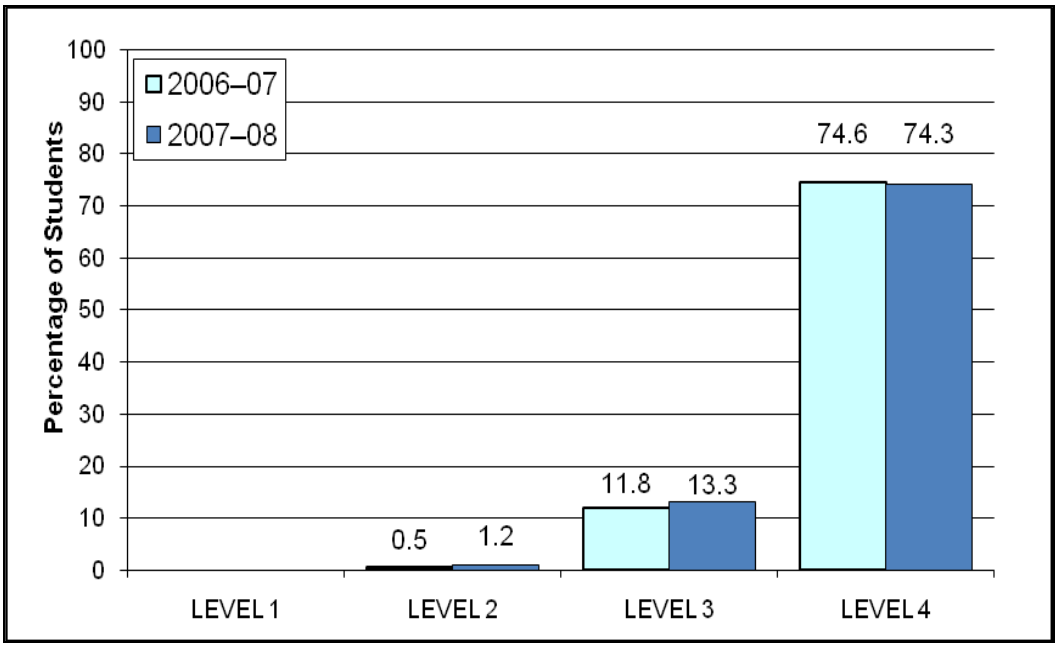
**Graph 6.20: HCP Tenth Grade Science**

(86.4% met or exceeded standard in 2006; 83.8% met or exceeded standard in 2007; 83.5% met or exceeded standard in 2008; 84.3% met or exceeded standard in 2009)



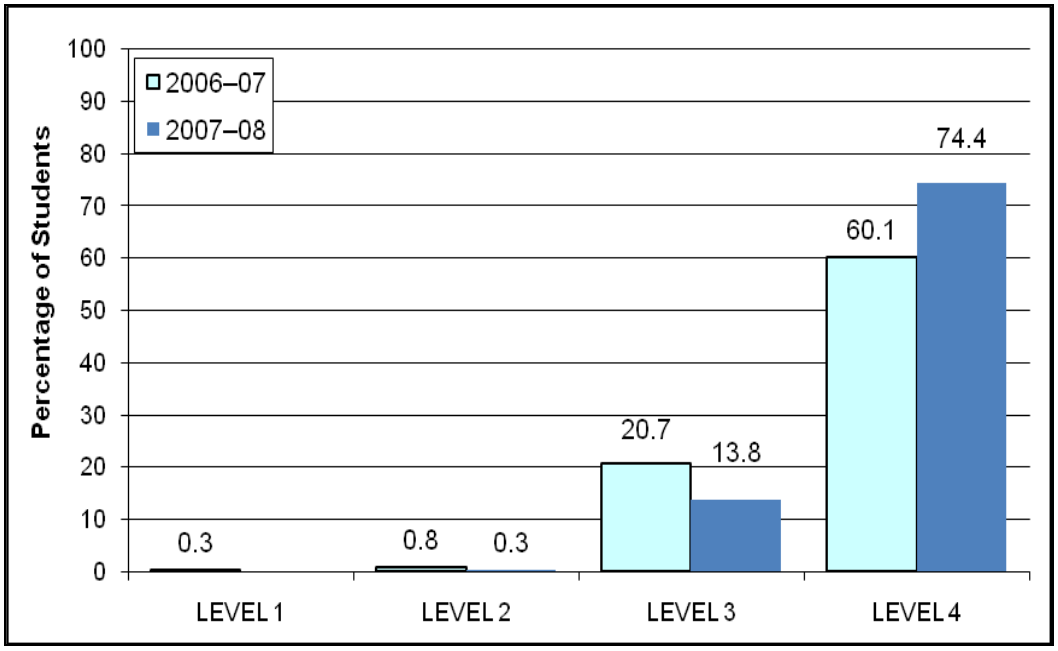

**Graph 6.21: HCP Ninth Grade Reading**

(86.4% met or exceeded standard in 2007; 87.5% met or exceeded standard in 2008)



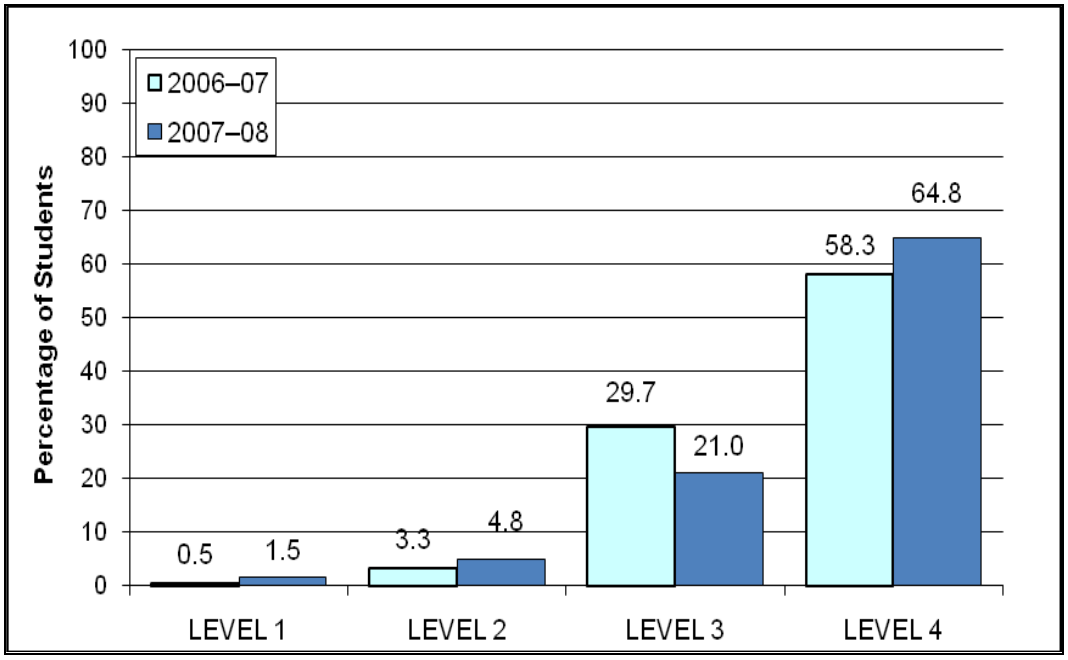
**Graph 6.22: HCP Ninth Grade Writing**

(80.8% met or exceeded standard in 2007; 88.2% met or exceeded standard in 2008)




**Graph 6.23: HCP Ninth Grade Mathematics**

(88.0% met or exceeded standard in 2007; 85.7% met or exceeded standard in 2008)



# APPENDIX L

- Carolyn Callahan - Lessons Learned from Evaluating Programs for the Gifted (http://www.k12.wa.us/HighlyCapable/Workgroup/pubdocs/PresentationbyCallahan9-16-10.pdf)
- Andrea Cobb - Funding for the Highly Capable Program (http://www.k12.wa.us/HighlyCapable/Workgroup/pubdocs/FundingfortheHighlyCapableProgram-Cobb.pdf)
- Mary Ruth Coleman - A Means, Not an End (http://www.k12.wa.us/HighlyCapable/Workgroup/pubdocs/AMeansNotanEnd.pdf)
- Susan Mielke and Barbara McClain - Highly Capable Program and Basic Education (http://www.k12.wa.us/HighlyCapable/Workgroup/pubdocs/HC_Program_and_Basic_Education_Leg_Staff_Presentation.pdf)
- Karen B. Rogers - Best practices in Programming Services for Learners with Gifts and Talents (http://www.k12.wa.us/HighlyCapable/Workgroup/pubdocs/WashingtonStateGTWorkingTaskForce.pdf)

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