



REPORT TO THE LEGISLATURE

UPDATE: Highly Capable Students

2018

Authorizing legislation: [RCW 28A.185.050](#)

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Executive Summary

Washington's Highly Capable Program (HCP) provides funding to support educational opportunities to meet the unique academic needs of this student population. Students who are highly capable learners often have advanced levels of academic performance; however, their academic needs often are not adequately met in the traditional classroom. Programs for highly capable students are needed to challenge these students to meet their academic potential. This report provides information on the instructional programs offered by school districts to support Highly Capable learners and participating student data.

For 2018–19, 277 of the state's school districts (including charter or tribal schools) reported that they provided services for HCP students. Of those, 276 school districts submitted End-of-Year Reports and completed all sections. According to these reports, 71,110 HCP students were served statewide by Highly Capable categorical funds. This reflects 6.5 percent of the total public school enrollment.

Students Served

In 2018–19 for state funded options, school districts reported that 33,632 of the students identified for the HCP were female and 37,478 were male. Reports on race and ethnicity include: 43,653 White, 1,259 Black/African American, 12,266 Asian, 7,127 Hispanic/Latino of any race(s), 328 American Indian/Alaskan Native, and 6,204 Two or More Races.

Instructional Programs

Instructional Programs (services) to HCP students are described as learning opportunities. These opportunities are proven by research and best practice data to effectively serve HCP students. Program models describe the setting or circumstances in which HCP services are delivered. Districts reported on 12 categories of program models ranging from grade level advancement to self-contained classrooms. For 2018–19, most participating districts provided HCP services through differentiation, flexible grouping, enrichment, and independent projects.

Funding

The state provided funding to districts for services for HCP students. In school year 2018–19, the state budgeted \$30,200,000. Over the last five years, the budget for the HCP has increased from \$14,522,746 in 2013–14 to the current amount, a 48 percent increase.

Background

Washington's Highly Capable Program (HCP) is Basic Education

Washington's HCP is established in state law (Chapter 28A.185 Revised Code of Washington [RCW]) and administered through program rules (Washington Administrative Code) adopted by the Office of Superintendent of Public Instruction (OSPI). Basic Education dollars may support services to Highly Capable students.

The HCP is established and supported in state law in the following places:

- [RCW 28A.150.220](#)— The instructional program of basic education provided by each school district shall include implementation of programs for highly capable students under RCW 28A.185.010 through 28A.185.030.
- [RCW 28A.185.020](#)— The legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.
- [RCW 28A.185.050](#)— The Highly Capable Program is to be monitored through a review of program components that include, but need not be limited to, the process used by the district to identify and reach out to highly capable students with diverse talents and from diverse backgrounds; assessment data and other indicators to determine how well the district is meeting the academic needs of highly capable student; and district expenditures used to enrich or expand opportunities for these students. The HCP is also required to identify once every five years, the various instructional programs offered to highly capable students and report this information to the Senate and House Education Committees.
- [WAC 392-170-012](#)— For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. School districts may access basic education funds, in addition to highly capable categorical funds, to provide appropriate highly capable student programs.

Inclusion of HCP in Basic Education law means districts are required to identify students across all grade spans and provide a continuum of services K–12. Support and guidance from OSPI are crucial to meet these expectations.

Update Status

Descriptions of Programs Offered to HCP Students

The following are specific program models that districts may offer to students participating in Highly Capable Programs. Additional data on numbers of districts reporting these program models and delivery of services, strategies and curriculum modifications to support advanced learners, acceleration options, and non-traditional services provided outside the regular school day or school setting are found in Appendices A–D.

Advanced Grade Placement: A Highly Capable Program (HCP) student who has demonstrated achievement at a higher level than same-age peers is placed into an appropriate grade level. Example: A first grade student reading at the fourth grade level, is performing in mathematics at the second grade level, and is socially mature. A school team, including parents, may decide the student would best be served by accelerating to the second grade.

Advanced Placement (AP)/International Baccalaureate (IB)/College in the High School/Running Start (Dual credit): HCP secondary students are offered the opportunity to enroll in AP/IB or College in the High School designated courses in specific content areas. College in the High School classes are approved by a university and allow students to earn both high school and college credit with examination. Running Start courses offered by community colleges are open to junior and seniors for dual credit. Courses designated as AP must be approved by The College Board. Courses designated as IB must be approved by the International Baccalaureate Organization. AP/IB courses are designed to offer college level instruction, curriculum, and content. Each AP/IB course has a culminating exam which students may take to earn advanced college placement or college credit. Example: A high school HCP has adopted AP/IB courses in math, literature, and world languages. Students who excel in one or more of these areas participate in the AP/IB courses, take an exam, and may receive both high school and college credits.

Advanced Subject Placement: An HCP student or small group of students who have demonstrated achievement at a higher level than their same-age peers are placed into an appropriate grade level or into a content area at a different grade level. Example: A second grade student is reading at an eighth grade level. The school has a cluster group of fourth grade HCP students working with their reading specialist. The second grade student meets with this reading group four times a week to receive appropriate level instruction.

Cluster Grouping: HCP students are grouped or “clustered” together in a regular mixed-ability classroom for all or part of a school day. Cluster grouping provides the opportunity for HCP students to work with other students of similar strengths, abilities, and interests. Example:

Seven HCP students were identified in third grade. There are three third grade classrooms at the school. The school has arranged schedules so one teacher has the seven identified HCP students in his classroom. This teacher has received professional development in cluster grouping and will be able to work effectively with these students.

Honors: HCP students may enroll in content specific honors or accelerated courses at the middle, junior high, and high school levels. Honors classes examine a subject in greater depth, in content and analysis. Example: A high school offers English and science honors courses. Students who excel in one or more of these areas participate in honors courses.

Independent Study: A student or a small group of students do an in-depth study in an area of interest. Example: A high school HCP student has a keen interest in marine biology. The student has taken the two biology classes offered in the high school and has proposed to study orca whales as an independent study project for additional credit. The student will work with the local university expert on marine mammals and will prepare a week-long course on orca whales. The student will then teach the unit in a ninth grade high school biology class demonstrating the student's knowledge.

Mentorships: HCP students are provided the opportunity to work with an expert in an academic or job-related area. They receive academic credit for their work. Example: A middle school HCP has arranged for a student who excels in mathematics to work with a local architect. The school counselor, architect, and student work together to design a plan in which the student will demonstrate his ability to apply his knowledge of math while working on projects with the architect. The architect will evaluate the student's work and meet with the middle school math teacher to determine the student's grade.

Other: This category is listed for districts to check for the many other types of activities they provide for their students. In some cases, districts have checked this category because their students are participating in courses or competitions provided by Centrum, Destination Imagination, or Future Problem Solving.

Part-Time Grouping (Content Specific): Students are provided time to meet with their intellectual peers before, during, or after the regular school day. Instruction provides special experiences which enrich the regular school program to accommodate the special educational needs of HCP students. Example: Middle school HCP students meet with a math coach to prepare for competitions. Students who excel in math are coached by an expert to further advance interests and abilities.

Pre-AP/IB: HCP students are served in classes with teachers who have received training in pre-AP/IB instructional strategies. Strategies emphasize critical thinking skills, increased

content knowledge, and study skills necessary for college-level work. Such courses may be designated as “advanced” or “honors.” Example: A seventh grade HCP student may be registered in Advanced English where pre-AP instructional strategies are used by the teacher.

Regular Classroom with Differentiated Instruction: HCP students remain in their regular classroom after identification. Assessment data is shared with the classroom teachers to drive the learning opportunities for students. Curriculum and instructional strategies are differentiated to meet academic needs. Example: There are ten fifth grade HCP students placed in the regular fifth grade classrooms. The fifth grade teachers have received professional development in differentiation and will be able to work effectively with these students in the regular classroom setting.

Self-Contained Classroom: Students are in a HCP classroom that offers accelerated instruction. Identified HCP students from a specific grade level or from a range of grades make up the class enrollment. Elementary students work with the same teacher for all content area instruction. Middle and high school students may be placed into “block scheduled courses.” Example: HCP students in seventh grade are placed into a reading/social studies and/or math/science block to receive appropriate level instruction.

Table 1 shows the variety and frequency of Highly Capable Instruction Program Models provided by LEAs throughout Washington state.

Table 1: Highly Capable Programs Implemented by Districts for 2018–19

| Gifted Value: Program Service | Instructional Programs | Number of Local Education Agencies Reporting Instructional Program |
|--|--|--|
| General Education Classroom-Based | General Education Classroom-Based | 288 |
| Unique Highly Capable Services and Programs | Self-Contained Classroom | 74 |
| | Supplemental Pull-Out | 108 |
| | Specialty Online Courses | 76 |
| | Other | 17 |
| Acceleration Services and Programs | Advanced Placement | 182 |
| | Cambridge AICE | 4 |
| | Concurrent or Dual Enrollment | 111 |
| | Credit by Examination | 28 |
| | Early Entrance Middle, High School, or College | 71 |

| Gifted Value: Program Service | Instructional Programs | Number of Local Education Agencies Reporting Instructional Program |
|---|--|---|
| | Grade Level Advancement | 125 |
| | Honors/Advanced | 156 |
| | International Baccalaureate (IB) | 24 |
| | Online course/s for Subject Acceleration | 116 |
| | Running Start | 205 |
| | Subject-Based Acceleration | 165 |
| | Other | 21 |
| | Non-Traditional Services and Programs | Mentorship |
| Collaborative Partnership with Industry | | 39 |
| Cooperative Arrangement with ESD | | 15 |
| Cooperative Arrangement with Other District | | 16 |
| Supplemental Academic Competitions | | 98 |
| Supplemental Summer Enrichment or Acceleration | | 36 |
| Supplemental Before or After School | | 63 |
| Other | | 9 |

Source: Highly Capable Instructional Program data as reported in the Highly Capable Program Plan, Form Package 217, Page 4 in the iGrants system as of August 2019.

Funding

HCP Program funding has increased over the past 5 years. Table 2 demonstrates fiscal year funding from 2013–14 to 2018–19.

Table 2: Highly Capable Program Funding from 2013–14 to 2018–19

| FY 2013 14 | FY 2014 15 | FY 2015 16 | FY 2016 17 | FY 2017 18 | FY 2018 19 |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| \$14,522,746 | \$16,398,697 | \$19,084,406 | \$20,910,626 | \$24,600,000 | \$30,200,000 |

Students Served

Highly capable learners have high levels of academic, cognitive and/or creative performance or potential, compared to their peers.

Black/African American students were significantly underrepresented in Highly Capable

Programs. Other underrepresented race/ethnicities were Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native. Both White and Asian students were overrepresented in HCP (Table 3).

Table 3: Percentages of Students Served in 2018–19 as Categorized by Race and Ethnicity

| Race/Ethnicity | Statewide Student Enrollment | Highly Capable Student Enrollment |
|--|------------------------------|-----------------------------------|
| American Indian/Alaskan Native | 1.33% | 0.46% |
| Asian | 7.84% | 17.25% |
| Black/African American | 4.47% | 1.77% |
| Hispanic/Latino of any race(s) | 23.51% | 10.02% |
| Native Hawaiian/Other Pacific Islander | 1.12% | 0.38% |
| Not Provided | 0.01% | 0.00% |
| Two or More Races | 8.34% | 8.72% |
| White | 53.38% | 61.39% |

Source: Race and ethnicity enrollment demographics reported by districts for the 2018–19 school year and pulled from CEDARS as of August 22, 2019.

Highly Capable students receiving English language or special education services were significantly underrepresented in the HCP. Section 504 students were slightly overrepresented in the HCP (Table 9). Twice exceptional students who are both highly capable and receiving special education services, are a small percent of the statewide special education population.

Table 4: Percentages of Students Served in 2018–19 as Categorized by Special Program Group

| Special Program | Statewide Enrollment | Highly Capable Enrollment |
|--------------------------|----------------------|---------------------------|
| English Language Learner | 11.70% | 1.10% |
| Free & Reduced Lunch | 46.42% | 19.28% |
| Section 504 | 4.42% | 5.39% |
| Special Education | 15.08% | 2.90% |

Source: Program enrollment demographics reported by districts for the 2018–19 school year and pulled from CEDARS as of August 22, 2019.

Eliminating Barriers to Identification

Changes in state law require districts to address equitable identification of low-income students as found in RCW 28A.185.020. The 2017 Legislature gave specific direction to accomplish this goal.

Table 5 includes strategies to prioritize equitable identification of low-income students which are shown in rank order of frequency (highest to lowest) as reported by Washington state school districts.

Table 5: Highly Capable Program 2018–19 Strategies to Prioritize Equitable Identification of Low-Income Students

| Strategies the Local Education Agency Uses | How Many LEAs Use the Strategy |
|---|--------------------------------|
| Reviews all achievement databases (MAPS, SBAC, etc.) for evidence of high potential. | 240 |
| Tests during school day or provides transportation for testing outside of school day. | 224 |
| Uses whole-grade assessments (universal screening) to find students who are potentially Highly Capable, then follows up with parents and teachers to complete referral process. | 202 |
| Looks for evidence of single domain strength (ex., English Language Arts or math) to provide services. | 197 |
| Avoids use of “cut” scores or standardized test data alone to determine eligibility. | 193 |
| Assures that front office staff are knowledgeable about referral process or refers families to HCP contact person in timely way. | 186 |
| Routinely reviews all relevant data for any new student for indicators of high potential. | 164 |
| Has written procedures in place that promote referrals of low-income students, including recommendations from any source, as potentially Highly Capable. | 164 |
| Provides referral information in languages preferred by families. | 161 |
| Provides professional development to educators on the needs and characteristics of diverse students, and indicators of high potential. | 161 |
| Looks for above-grade-level WaKIDS (Kindergarten assessment) or other early performance indicators. | 158 |

| Strategies the Local Education Agency Uses | How Many LEAs Use the Strategy |
|---|--------------------------------|
| Uses alternate data for identification of students who are potentially Highly Capable where appropriate (ex., Culturally-Linguistically-Economically Diverse or CLED Scale, non-verbal assessments, classroom-based evidence, student work portfolios). | 129 |
| Considers test biases and subtest design when selecting assessments for identification of students who are potentially Highly Capable. | 129 |
| Reviews IEPs of students with disabilities for indicators of high ability (twice exceptional). | 126 |
| Uses local, LEA norms for standardized assessments. | 124 |
| Includes students who are not formally identified in differentiated, challenging instruction provided for identified Highly Capable students to find evidence of high potential. | 119 |
| Reviews data for evidence of accelerated growth in acquiring language for ELs compared to peers. | 113 |
| Reviews prior year's data to determine effectiveness of strategies to address equitability. | 110 |
| Creates "watch list" of targeted students who show potential for high performance, and follows up over time to encourage parents to refer them for possible identification. | 109 |
| Reaches out to families by native language speakers (ex., migrant or English Learners (EL) specialist) with information about referral process and benefits of Highly Capable services. | 108 |
| Includes referral information in enrollment packets. | 59 |
| Uses talent-development strategies to increase access for high-potential, low-income students. (Talent development uses enrichment strategies and instructional supports to help students develop and demonstrate higher levels of academic achievement). | 37 |
| Other | 20 |

Source: Highly Capable Low Income Identification Strategies as reported in the 2018–19 Highly Capable End-of-Year Report, Form Package 250, Page 1, D in the iGrants system, reported by 293 LEAs, and pulled August 2019.

HiCapPLUS Professional Learning Online Modules

There continues to be disproportionality in the students who are identified for services. The underrepresentation of students in particular student groups, including students of color, English learners, and students experiencing poverty, drove the state to apply for a federal Jacob J. Javits Gifted and Talented Elementary and Secondary Education Act grant.

Project HiCapPLUS is an online system of professional learning for educators of talented and gifted students, available at no cost and housed on OSPI's website. Ten online modules combine research-based, effective practices for identification, instruction, and program operations with new information and knowledge essential to continuous improvement of services for Highly Capable students in grades K–12.

Project goals include:

- **Professional learning** for teachers and program directors that adapts to the opportunities and constraints of the local setting. HiCapPLUS will focus on identification and provision of services for Highly Capable students — in particular, those children who are students experiencing poverty, are English learners, and students with disabilities — all of whom have been passed over by traditional assessments and identification methods.
- **Technical assistance** that improves program operations and increases compliance with state law. HiCapPLUS is a capacity-building project that helps schools plan, conduct, and improve programs to identify and serve all Highly Capable students.
- **New information and knowledge** published online in the public domain and distributed widely through the communication channels of OSPI and its educational partners.

Highlights from Education Northwest's Evaluation of Project HiCapPLUS:

Most participants found the overall event and package of online learning modules useful and appreciated resources and materials. Feedback received include:

- *Fantastic job! So excited to feel supported and have the tools to get there.*
- *Thank you for all your hard work on this terrific group of resources for our teacher candidates and our work with staff and students.*

Most participants found the variety of module content useful and felt these modules would work for a range of stakeholders in their school or district. Feedback received include:

- *Drawing attention to underrepresented populations [and] emphasizing the need to be aware of and address barriers to identification [are useful aspects of the modules].*
- *The files, specifically the PowerPoint presentations, were very useful.*
- *The PowerPoints with specific notes about them—this is amazing!*
- *Teachers and administrators were cited as the groups to benefit the most from the modules I think every teacher and administrator in our district would benefit. I hope to share it with them in staff meetings and training.*
- *Being a new HiCap coordinator, this is going to be very helpful for me personally.*
- *This will also be helpful for regular classroom teachers and administrators.*

Most participants anticipated using the online module content primarily for professional development and planning purposes. Feedback received include:

- *I will dig deeper into [the modules] so that I have a greater understanding of the material in them. This will allow me to know what will work best for my district.*
- *I can't wait to get back and share what I've learned and plan our next steps for identification and diversity. This really does offer so many tools. It also is supportive to connecting all areas of Highly Capable.*

Conclusion and Next Steps

Washington's program for Highly Capable Learners has changed significantly due to the increased supports provided through legislative investments and direction. The additional funds have supported district efforts to improve their identification processes and to provide additional and appropriate K–12 program opportunities.

The legislative focus on closing the opportunity gap for low-income students led OSPI to focus on providing technical assistance to districts on best practices to identify and then support low-income HCP students. Unfortunately, there continues to be disproportionality in the students who are identified for services. The Office of Superintendent of Public Instruction will continue to provide support and technical assistance to districts in addressing equitable identification and supporting the delivery of instruction and services to highly capable students.

APPENDICES

Appendix A: CEDARS Values for Location of Services or Programs for 2018–19

| Grade or Grade Band | Self Contained Classroom | Supplemental Pull Out | Specialty Online Course/s | Other Unique Services |
|---------------------|--------------------------|-----------------------|---------------------------|-----------------------|
| K-12 | 10 | 22 | 17 | 2 |
| Kindergarten | 8 | 46 | 2 | 3 |
| Grade 1 | 14 | 50 | 2 | 2 |
| Grade 2 | 30 | 56 | 6 | 3 |
| Grade 3 | 52 | 66 | 10 | 5 |
| Grade 4 | 58 | 70 | 12 | 6 |
| Grade 5 | 59 | 70 | 15 | 7 |
| Grade 6 | 37 | 44 | 26 | 10 |
| Grade 7 | 28 | 21 | 37 | 10 |
| Grade 8 | 27 | 21 | 39 | 9 |
| Grade 9 | 4 | 3 | 48 | 3 |
| Grade 10 | 3 | 3 | 48 | 3 |
| Grade 11 | 2 | 4 | 48 | 3 |
| Grade 12 | 2 | 4 | 46 | 2 |
| Totals | 334 | 480 | 356 | 68 |

Source: Highly Capable Instructional Program data as reported in the Highly Capable Program Plan, Form Package 217, Page 3 in the iGrants system and pulled as of August 2019.

Appendix B: General Education Highly Capable Program Strategies and Curriculum Modifications Reported by LEAs for 2018–19

| Grade or Grade Band | Differentiation | Curriculum Compacting | Flexible Grouping | Enrichment | Independent Study | Independent Project | Pacing | Content Acceleration | Supplemental Instruction | Supplemental Materials | Cluster Grouping | Other |
|---------------------|-----------------|-----------------------|-------------------|------------|-------------------|---------------------|------------|----------------------|--------------------------|------------------------|------------------|-----------|
| K–12 | 175 | 77 | 152 | 145 | 116 | 134 | 95 | 127 | 90 | 92 | 86 | 14 |
| Kindergarten | 92 | 36 | 74 | 79 | 52 | 64 | 50 | 68 | 45 | 55 | 43 | 5 |
| Grade 1 | 91 | 36 | 73 | 78 | 51 | 63 | 49 | 67 | 44 | 54 | 43 | 5 |
| Grade 2 | 89 | 35 | 71 | 76 | 50 | 62 | 48 | 66 | 43 | 52 | 40 | 5 |
| Grade 3 | 87 | 36 | 69 | 74 | 50 | 63 | 47 | 66 | 42 | 50 | 39 | 5 |
| Grade 4 | 84 | 33 | 66 | 71 | 48 | 61 | 45 | 63 | 41 | 49 | 38 | 5 |
| Grade 5 | 84 | 32 | 66 | 70 | 47 | 61 | 44 | 62 | 41 | 47 | 36 | 5 |
| Grade 6 | 80 | 29 | 60 | 67 | 48 | 58 | 44 | 58 | 39 | 45 | 31 | 5 |
| Grade 7 | 72 | 27 | 53 | 58 | 43 | 52 | 39 | 52 | 35 | 41 | 30 | 5 |
| Grade 8 | 68 | 27 | 49 | 54 | 42 | 51 | 38 | 48 | 33 | 39 | 28 | 5 |
| Grade 9 | 21 | 9 | 15 | 15 | 11 | 12 | 11 | 16 | 10 | 13 | 12 | 3 |
| Grade 10 | 21 | 10 | 16 | 15 | 12 | 13 | 12 | 17 | 11 | 14 | 12 | 3 |
| Grade 11 | 18 | 9 | 14 | 13 | 11 | 11 | 10 | 16 | 10 | 12 | 11 | 3 |
| Grade 12 | 17 | 8 | 14 | 12 | 10 | 11 | 10 | 15 | 10 | 12 | 11 | 3 |
| Totals | 999 | 404 | 792 | 827 | 591 | 716 | 542 | 741 | 494 | 575 | 460 | 71 |

Source: Highly Capable Instructional Program data as reported in the Highly Capable Program Plan, Form Package 217, Page 4 in the iGrants system and pulled as of August 2019.

Appendix C: Highly Capable Acceleration Services and Programs Reported by LEAs for 2018–19

| Grade or Grade Band | Advanced Placement | Cambridge AICE | Concurrent or Dual Enrollment | Credit by Examination | Early Entrance | Grade Level Advancement | Honors/Advanced | International Baccalaureate | Online Course/s | Running Start | Subject Based Acceleration | Other Acceleration Program |
|---------------------|--------------------|----------------|-------------------------------|-----------------------|----------------|-------------------------|-----------------|-----------------------------|-----------------|---------------|----------------------------|----------------------------|
| K–12 | 2 | 0 | 1 | 2 | 4 | 77 | 4 | 2 | 14 | 7 | 59 | 0 |
| Kindergarten | 0 | 0 | 0 | 0 | 0 | 19 | 0 | 5 | 0 | 0 | 21 | 0 |
| Grade 1 | 0 | 0 | 0 | 0 | 0 | 21 | 0 | 5 | 0 | 0 | 23 | 0 |
| Grade 2 | 1 | 0 | 1 | 0 | 1 | 23 | 0 | 5 | 2 | 0 | 27 | 0 |
| Grade 3 | 0 | 0 | 0 | 0 | 0 | 24 | 0 | 5 | 7 | 0 | 29 | 0 |
| Grade 4 | 0 | 0 | 0 | 0 | 2 | 23 | 0 | 5 | 9 | 0 | 30 | 1 |
| Grade 5 | 1 | 0 | 1 | 0 | 13 | 22 | 5 | 5 | 13 | 0 | 32 | 1 |
| Grade 6 | 4 | 1 | 3 | 0 | 24 | 28 | 56 | 5 | 29 | 0 | 65 | 3 |
| Grade 7 | 9 | 1 | 4 | 1 | 34 | 35 | 86 | 5 | 42 | 0 | 79 | 5 |
| Grade 8 | 11 | 1 | 5 | 3 | 49 | 38 | 93 | 5 | 49 | 0 | 84 | 5 |
| Grade 9 | 107 | 3 | 32 | 18 | 40 | 20 | 130 | 10 | 82 | 19 | 68 | 9 |
| Grade 10 | 148 | 3 | 50 | 21 | 39 | 19 | 135 | 13 | 87 | 35 | 67 | 12 |
| Grade 11 | 176 | 4 | 108 | 25 | 45 | 17 | 122 | 16 | 93 | 197 | 63 | 17 |
| Grade 12 | 174 | 4 | 109 | 26 | 45 | 13 | 122 | 16 | 93 | 198 | 59 | 17 |
| Totals | 633 | 17 | 314 | 96 | 296 | 379 | 753 | 102 | 520 | 456 | 706 | 70 |

Source: Highly Capable Instructional Program data as reported in the Highly Capable Program Plan, Form Package 217, Page 4 in the iGrants system and pulled as of August 2019.

Appendix D: Highly Capable Non-Traditional Services and Programs Reported by LEAs for 2018–19

| Grade or Grade Band | Mentorship | Collaborative Partnership with Industry | Cooperative Arrangement with ESD | Cooperative Arrangement with Other LEA | Supplemental Academic Competitions | Supplemental Summer Enrichment Acceleration | Supplemental Before/After School Services and Programs | Other |
|---------------------|------------|---|----------------------------------|--|------------------------------------|---|--|-----------|
| K–12 | 15 | 4 | 8 | 3 | 13 | 9 | 18 | 3 |
| Kindergarten | 3 | 2 | 2 | 3 | 0 | 7 | 9 | 2 |
| Grade 1 | 3 | 2 | 2 | 3 | 2 | 8 | 10 | 2 |
| Grade 2 | 3 | 2 | 2 | 3 | 3 | 10 | 16 | 2 |
| Grade 3 | 4 | 3 | 3 | 5 | 14 | 12 | 24 | 2 |
| Grade 4 | 3 | 4 | 3 | 4 | 41 | 11 | 28 | 3 |
| Grade 5 | 3 | 3 | 2 | 5 | 53 | 14 | 32 | 3 |
| Grade 6 | 6 | 7 | 2 | 5 | 59 | 16 | 38 | 3 |
| Grade 7 | 9 | 8 | 3 | 3 | 61 | 15 | 36 | 3 |
| Grade 8 | 8 | 7 | 3 | 3 | 62 | 14 | 34 | 2 |
| Grade 9 | 22 | 20 | 4 | 5 | 72 | 12 | 24 | 1 |
| Grade 10 | 23 | 22 | 4 | 6 | 72 | 11 | 24 | 2 |
| Grade 11 | 29 | 29 | 4 | 9 | 72 | 11 | 22 | 3 |
| Grade 12 | 31 | 32 | 5 | 9 | 71 | 11 | 22 | 3 |
| Totals | 162 | 145 | 47 | 66 | 595 | 161 | 337 | 34 |

Source: Highly Capable Instructional Program data as reported in the Highly Capable Program Plan, Form Package 217, Page 4 in the iGrants system and pulled as of August 2019.



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