Annual Report of the
Highly Capable Learners Program

Educating Highly Capable Students in Washington State

School Year 2007–2008

Randy I. Dorn
State Superintendent of
Public Instruction

October 2010

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Educating Highly Capable Students in Washington State

Annual Report of the State Highly Capable Learners Program
School Year 2007–2008

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About This Document

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Abbreviations

AP	**Advanced Placement**
EALRs	**Essential Academic Learning Requirements**
FTE	**Full-Time Equivalent**
HCP	**Highly Capable Program**
IB	**International Baccalaureate**
OSPI	**Office of Superintendent of Public Instruction**
WASL	**Washington Assessment of Student Learning**

EXECUTIVE SUMMARY

Background

As Washington moves to provide appropriate educational opportunities for all of the state's students, the *Highly Capable Learners Program* provides funding to school districts to institute educational opportunities that meet the unique academic needs of this student population. Students who are highly capable learners often have high levels of academic performance; however, their academic needs are not adequately met in the traditional classroom. Programs for highly capable students are needed in order to challenge these students to meet their academic potential. As greater emphasis is placed on ensuring that all students meet high standards and on meeting the needs of low-performing students, issues related to meeting the needs of Highly Capable Program (HCP) students are receiving more scrutiny. The Legislature requires the Office of Superintendent of Public Instruction (OSPI) to report on the program as defined in **RCW 28A.185.050 Program review and monitoring - Reports to the Legislature.** As defined in the RCW, 2002–2003 was the first year that such a report was required.

Results in Brief

The state program provides funding to districts for services to HCP students. In school year 2007–2008, the state provided $8,443,006 for the program. Districts supplemented state funding with approximately $33,546,760 in local funds. Therefore, districts had access to $41,989,767 in state and local funds educating HCP students in 2007–2008. The federal government provides states with the opportunity to access two funding sources. Also, the state has been awarded the Advanced Placement Fee Reimbursement grant and two competitive grants for the Advanced Placement Incentive Program (APIP).

For 2007–2008, of the state's 295 school districts, 206 districts had HCP funds allocated and submitted HCP End-of-Year reports. According to reports, 22,903 HCP students were served statewide by highly capable categorical funds. This reflects 2.22 percent of the total public school enrollment. School districts reported that most of their HCP students were served in part-time groupings (121), regular classroom with differentiated instruction (93), and Advanced Placement (AP)/International Baccalaureate (IB) programs (88). Students were also served in advanced subject placement (88), honors courses (70), independent study (48), self-contained classrooms (66), or cluster grouping (46).

Funding Data

Districts were required to provide information on the "Percent of Total Dollars" provided from local funds. Of the 205 districts reporting fiscal information, 107 districts, or 52.2 percent, stated that they provided 50.1 percent or more in local funds towards their HCP. Fifty-eight districts, or 28.3 percent, reported that the district funded from zero to ten percent of the HCP costs. The following was also reported: eight districts provided 10.1 percent to 20 percent; eight districts provided 20.1 percent to 30 percent; eleven districts provided 30.1 percent to 40 percent; and thirteen districts provided 40.1 percent to 50 percent.

Funds allocated for educating HCP students were spent for a variety of program activities. These included: identification of HCP students, staff salaries and benefits, learning resource materials, entrance and training fees for competitions, and teacher professional development opportunities.

Students Served

In 2007–2008 program options supported with state funds only served a total of 22,903 HCP students. For state funded options, data was collected on gender and race for those students identified for the HCP in kindergarten through Grade 12. School district staff reported that 11,416 of the students identified were female and 11,487 were male. Reports on race include: 17,569 White, 502 Black, 3,127 Asian, 1,378 Hispanic, and 301 American Indian. Ethnicity was not reported for 26 students served by the HCP state categorical funds.

Length of Program

Districts were required to provide information on the number of years that the HCP has been offered in the district. The information was reported in the following categories: 0–5 years (27 districts), 6–10 years (25), 11–15 years (32), 16–20 years (35), 21–25 years (40), and 26 or greater years (47). Districts were also required to identify their Stage of Program Development. Of the districts reporting, eight indicated that they were in the "planning stage," 78 were "beginning implementation," and 109 indicated "totally implemented K–12." It should be noted that 11 districts reported they were in more than one stage of development. For example, a district may decide to make changes in their elementary school program and thus report that at that level they are in the "planning stage." Concurrently, they may report that in Grades 6–12, they are "beginning implementation."

INTRODUCTION
SECTION 1

Background

The state defines a highly capable student (WAC 392-170) as a student who exhibits high capability in intellectual and/or creative areas, possesses an unusual leadership capacity, or excels in specific academic fields, and who requires 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 students generally possess these learning characteristics:

1. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations.
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers.
3. Ability to make unusual connections among ideas and concepts.
4. Ability to learn very quickly in their area(s) of intellectual strength.
5. Capacity for intense concentration and/or focus.

Washington's Program Guidelines for HCP Students

Educating HCP students is both a state and local responsibility. Districts rely on the state to provide funding for students who have been identified for HCP services. The state's HCP provides extra funding to districts for developing and implementing programs that will meet the advanced educational needs of identified highly capable students. Districts have authority to determine if they will apply for a HCP grant from OSPI. If the district does apply, the district must meet all guidelines as provided in WAC 392-170. Districts are required to institute a formal identification process using a variety of standardized assessment measures to determine eligibility of the student. Part of the formal plan must include a team of professionals that have knowledge of HCP student characteristics. This team is responsible for placement of students into the program. Districts are required to develop learning plans for HCP students. These plans must address the academic talents of the students and provide appropriate educational opportunities. The WAC also requires districts to provide program evaluation data to OSPI annually in the HCP End-of-Year report.

Program Funding

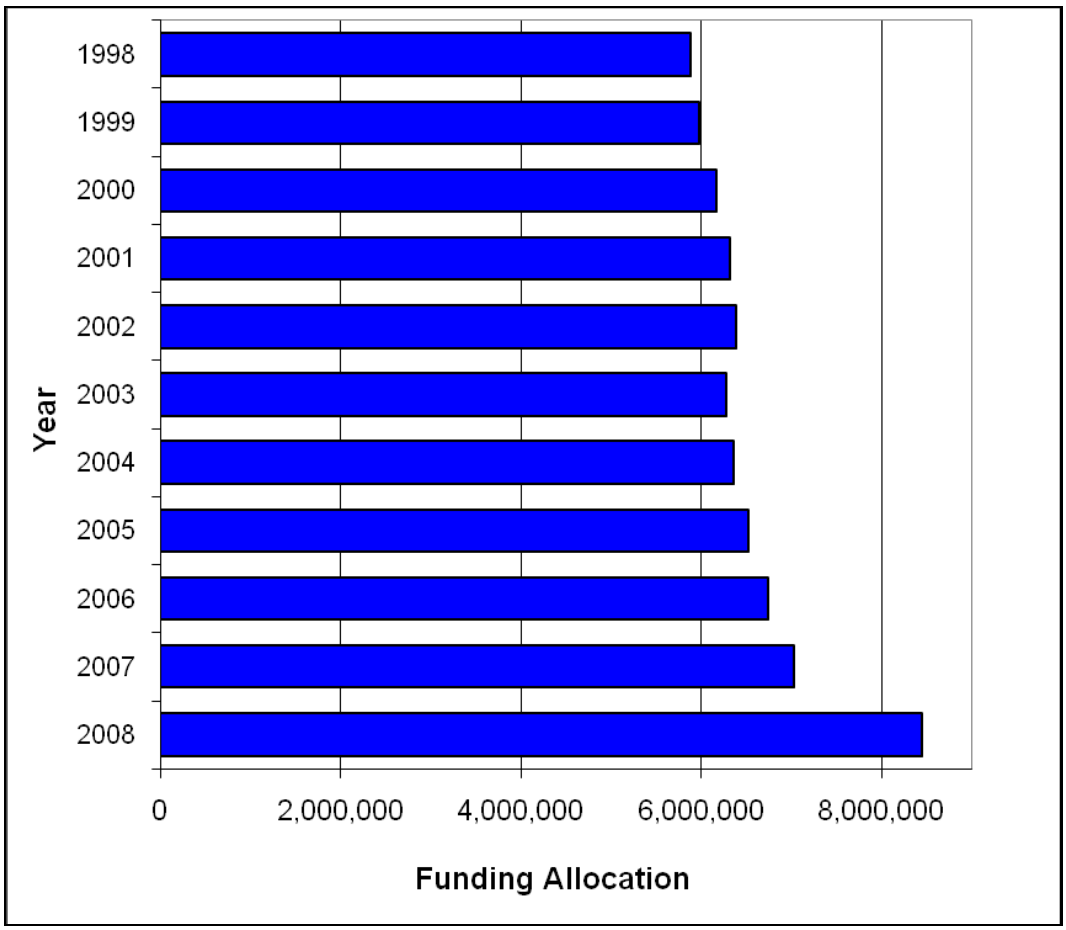
Districts receive state funding for 2.314 percent of their total FTE students. The allocation is determined by a formula (2.314 percent of the total district full-time student enrollment multiplied by the per-pupil amount for that year equals the HCP allocation). In school year 2007–2008, the per-pupil amount that the state provided was $384.78. The per-pupil amount is adjusted annually and was eight percent more than the unenhanced basic education amount provided for all students.

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

Table 1.1: Allocation for Fiscal Years 1998–2008

Fiscal Year	Allocation
1998	$5,883,321.51
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

Graph 1.1: Allocations 1998–2008



The state is not the only source of revenue for the program. Districts can choose to supplement their state program funds with funds raised at the local level for highly capable programs. In school year 2007–2008, districts used approximately $33,546,760 in local funding to educate HCP students.

Program Eligibility

Students who are placed into the HCP must meet specific testing criteria as defined in **WAC 392-170-040: Multiple criteria for determination of superior intellectual ability.** The multiple criteria for the determination of students with superior intellectual ability are required for placement into an HCP and shall include the following:

(1) "Cognitive ability" for the purpose of this chapter shall be defined as the complete range of intellectual functions referred to as intellect, intelligence, or mental abilities and includes such psychological concepts as thinking, abstract reasoning, problem solving, verbal comprehension, and numerical facility.

(2) "Specific academic achievement in one or more major content areas" for the purpose of this chapter shall be defined as obtained results on an achievement test appropriate to discriminate academic performance at high levels of achievement in one or more of the following content areas:

(a) Reading
(b) Mathematics
(c) Social Studies
(d) Language Arts
(e) Science

(3) "Exceptional creativity" for the purpose of this chapter shall mean the demonstration of unique or outstanding creative products and/or the demonstration of unusual problem solving ability or other learning characteristics which indicate to teachers, parents, or classmates that the student has the intellectual potential to perform academically at a level significantly higher than the norm for the chronological grade level.

Once the student assessment results have been obtained, districts are required to have a team of education/highly capable program experts in place to identify students in most need of HCP placement (WAC 392-170-070).

The district is then required to develop highly capable student plans that will address the results of the assessed academic needs of each student (WAC 392-070-080). Districts are also required to provide appropriate program options and once services are started, "a continuum of services shall be provided and may include kindergarten through twelfth grade" (WAC 392-170-078).

Objectives, Scope, and Methodology

The Legislature requires OSPI to review the program annually and report every five years on the results of that review. This report provides information on the HCP in school year 2007–2008 as well as historical funding information. Specifically, this report discusses the following topics:

- State and District Demographic Data
- Program Options Offered to HCP Students
- HCP Evaluation Models Used by Districts
- Academic Data for 2008 WASL Results

To address these topics, data was examined from the 206 districts that had an approved state grant application for HCP students in school year 2007–2008. The data was provided on the district annual reports. This data will be used for the next required legislative report in 2013.

School-level data is not collected on the program. The report provides data aggregated at the state and district levels. Districts reported the number of HCP students and information on the types of program options used to educate HCP students in the fall of 2007, as required by RCW 28A-185.050.

STATE AND DISTRICT PROGRAM DATA
SECTION 2

Using state categorical monies, Washington State school districts served over 22,903 students in HCPs in 2007–2008. Of those students, there are 71 fewer females served than males. Districts are in varying stages of program implementation across the state from planning to full implementation. HCPs are funded at different levels dependent upon state and local funds – 63.6 percent of the reporting districts provided additional funding at 30 percent or more for actual program costs.

Part 1: Highly Capable Program Supported with Categorical Funds

Highly Capable Student Enrollment

In 2007–2008 a total of 22,903 students were reported by 206 school districts as receiving HCP services which were supported with state HCP categorical funds. This represents 2.22 percent of the total public school student population as being served by HCP. The program served slightly more males (11,487) than females (11,416), Table 2.1. There were 17,569 (76.7 percent) White students served, 3,127 (13.7 percent) Asian, 1,378 (6.0 percent) Hispanic, 502 (2.2 percent) Black, and 301 (1.3 percent) American Indian, Table 2.2. Ethnicity was not reported for 26 students served by the HCP state categorical funds.

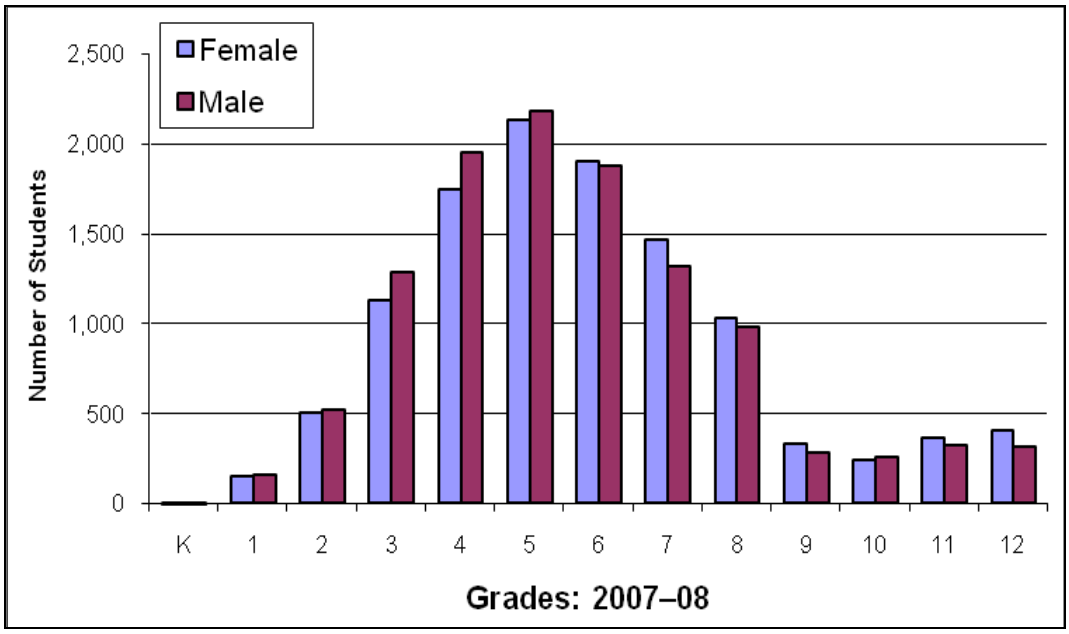
Districts were required to provide information on the number of students identified for HCP services across grade levels. The majority of students were served between Grades 3–8. Districts have reported that it is difficult to find accurate identification instruments for young children; this could account for the lower numbers of students participating in Grades K–2. Districts have also stated that an increasing number of high school students are taking advanced coursework.

In their reports, districts provided gender data by grade level services, which were supported with state HCP categorical funds. They reported that there were 11,487 males and 11,416 females served in district HCPs during the 2007–2008 school year (Table 2.1 and Graph 2.1). Therefore, there is a .40 percent difference between gender groups with 49.80 percent of the total HCP students female and 50.20 percent of the total HCP students male.

Table 2.1: Student Enrollment Supported by Categorical Funds

Grade	Female	Male	Total
K	1	2	3
1	149	161	310
2	507	520	1,027
3	1,129	1,290	2,419
4	1,747	1,959	3,706
5	2,137	2,187	4,324
6	1,906	1,883	3,789
7	1,465	1,317	2,782
8	1,031	984	2,015
9	333	286	619
10	242	259	501
11	366	327	693
12	403	312	715
Total	**11,416**	**11,487**	**22,903**

Graph 2.1: Student Enrollment by Gender Supported by Categorical Funds



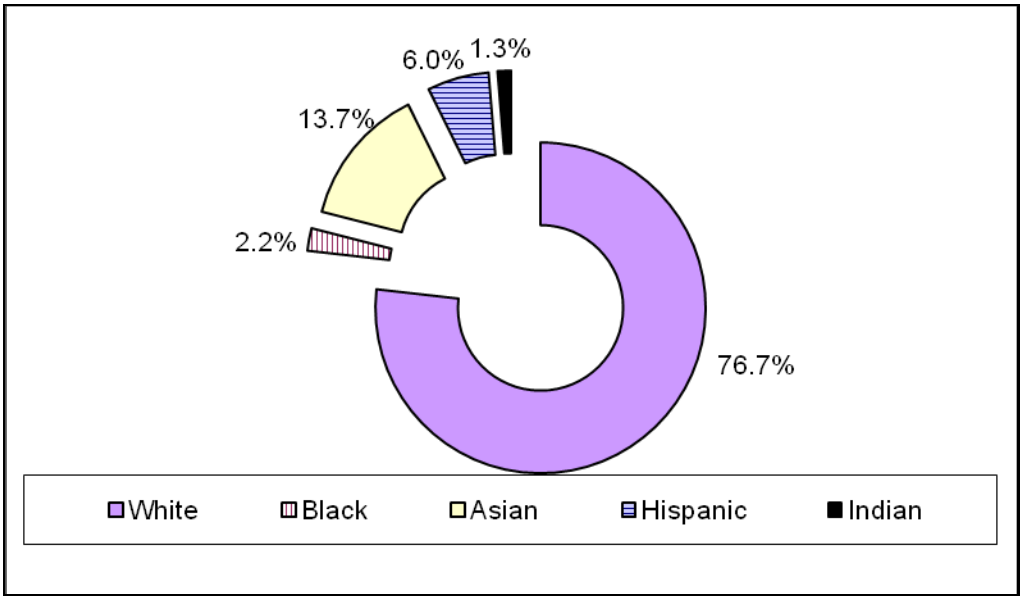
Highly Capable Student Enrollment by Ethnicity/Race

Districts provided data on the number of students in five racial groups across grade levels. The distribution of HCP student enrollment in program options, which were supported with state HCP categorical funds by race/ethnicity, is illustrated in Table 2.2 and Graph 2.2. The majority of the students participating in district HCP are White (17,569). Other categories of race distribution are as follows: Asian (3,127), Hispanic (1,378), Black (502), and American Indian (301). Ethnicity was not reported for 26 students served by the HCP state 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	66.2%	17,569	76.7%
Black	5.5%	502	2.2%
Asian	7.8%	3,127	13.7%
Hispanic	14.7%	1,378	6.0%
American Indian	2.7%	301	1.3%
Total	**96.9%**	**22,877**	**99.9%**

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



Part 2: Highly Capable Program Supported with Categorical and District Funds, 2004–2005 through 2007–2008 School Years

Total Highly Capable Student Enrollment

In summary, for 2007–2008 a total of 50,224 students were reported by 206 school districts as receiving HCP services. This represents 4.87 percent of the total public school student population as being served by HCP. Changes in data collection requirements explains the dramatic difference in total Highly Capable student enrollment reported for 2003–2004, 2004–2005, and 2005–2006. The trend is stabilizing for the 2005–2006 through 2007–2008 school years. The program served slightly more females (26,027) than males (24,197), Table 2.4. There were 38,797 (77.2 percent) White students served, 6,168 (12.3 percent) Asian, 3,517 (7.0 percent) Hispanic, 1,151 (2.3 percent) Black, and 591 (1.2 percent) American Indian, Table 2.5, Table 2.6, and Graph 2.4.

Districts were also required to provide information on the total number of students identified for HCP services across grade levels (Table 2.3). The majority of students were served between Grades 4–8. Districts have reported that it is difficult to find accurate identification instruments for young children; this could account for the lower numbers of students participating in Grades K–2.

Table 2.3: Total Number of Students Enrolled, 2004–2008

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

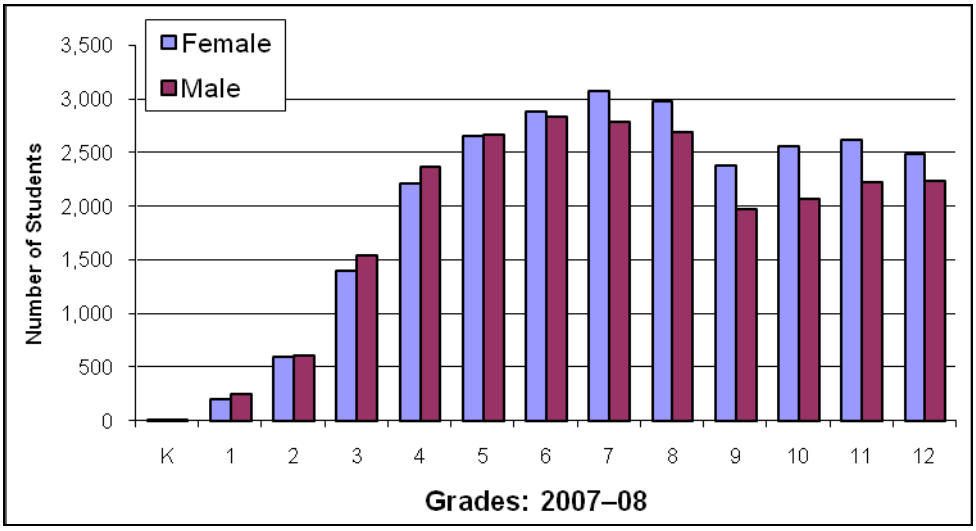
Total Number of Highly Capable Student Enrollment by Gender

In their reports, districts provided gender data by grade level services (Table 2.4 and Graph 2.3). They reported that there were 26,027 females and 24,197 males served in district HCPs during the 2007–2008 school year. Therefore, there is a 3.64 percent difference between gender groups with 51.82 percent of the total HCP students female and 48.18 percent of the total HCP students male.

Table 2.4: Total Number of Students Enrolled by Gender, 2004–2008

	FEMALES				MALES			
Grade	**2004–05**	**2005–06**	**2006–07**	**2007–08**	**2004–05**	**2005–06**	**2006–07**	**2007–08**
K	122	205	162	15	121	201	153	8
1	325	383	364	208	331	408	346	252
2	751	726	606	598	787	761	698	605
3	1,483	1,757	1,525	1,402	1,500	1,756	1,618	1,539
4	2,198	2,318	2,312	2,210	2,327	2,463	2,388	2,359
5	2,337	2,558	2,501	2,647	2,436	2,633	2,536	2,657
6	1,786	2,382	2,665	2,875	1,765	2,418	2,652	2,832
7	1,962	2,741	2,806	3,068	2,066	2,704	2,696	2,780
8	1,900	2,592	2,991	2,980	1,850	2,486	2,664	2,681
9	1,257	2,351	2,408	2,373	1,090	1,831	2,151	1,970
10	1,263	2,269	2,214	2,552	1,047	1,815	1,854	2,060
11	1,249	2,272	2,297	2,620	1,110	1,837	2,015	2,216
12	1,417	2,371	2,464	2,479	1,133	2,037	2,107	2,238
Total	**18,050**	**24,925**	**25,315**	**26,027**	**17,563**	**23,350**	**23,878**	**24,197**

Graph 2.3: Total Number of Students Enrolled by Gender, 2004–2008



Highly Capable Student Enrollment by Ethnicity/Race

Districts provided data on the number of students in five racial groups across grade levels that are being served by HCP options. The majority of the students participating in district HCP are White (38,797). Other categories of race distribution are as follows: Asian (6,168), Hispanic (3,517), Black (1,151), and American Indian (591) (Table 2.5 and Graph 2.4). Table 2.6 presents data on ethnicity for both the total student enrollment for HCP and for the total student enrollment in the state. The percentage for White students has been relatively stable over the past four years; however, it is still proportionately higher than the state figures for all students.

Table 2.5: Total HCP Student Enrollment by Ethnicity/Race, 2007–2008

Race/Ethnicity	% of Total State Enrollment	HCP Student Enrollment	% of Total HCP Enrollment
White	66.2%	38,797	77.2%
Black	5.5%	1,151	2.3%
Asian	7.8%	6,168	12.3%
Hispanic	14.7%	3,517	7.0%
American Indian	2.7%	591	1.2%
Total	**96.9%**	**50,224**	**100.0%**

Graph 2.4: Total HCP Student Enrollment by Ethnicity/Race, 2007–2008

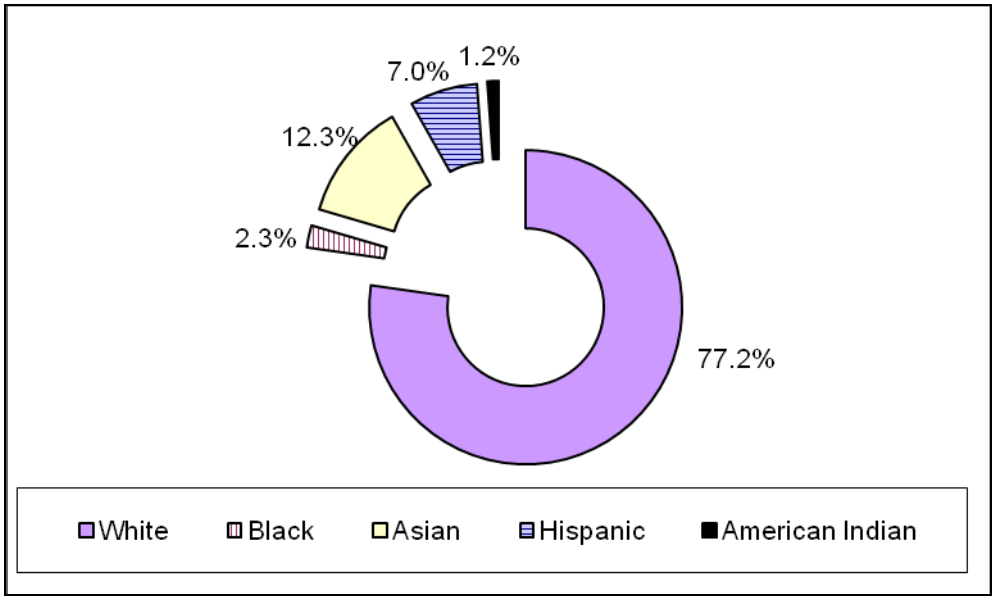


Table 2.6: Total Student Enrollment by Ethnicity/Race, 2004–2008

	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%**

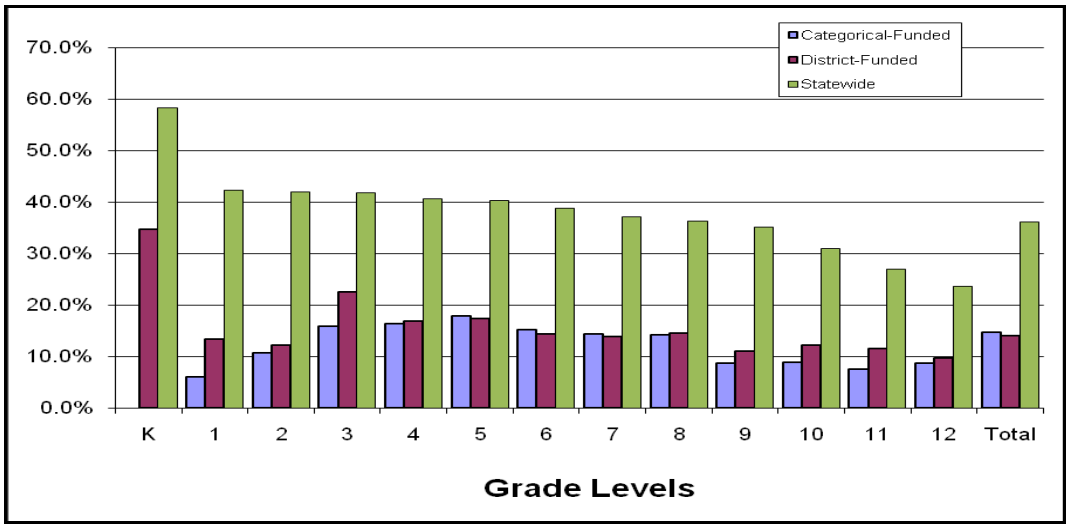
Highly Capable Student Enrollment by Free and/or Reduced Price Lunch

Districts provided data on the number of students served by HCP who also are qualified for free and/or reduced price lunch (Table 2.7 and Graph 2.5). For 2007–2008, the state's percentage of student participation was 37.9 percent.

Table 2.7: Enrollment of Students Receiving Free and/or Reduced Price Lunch (State average = 36.1%)

Grade	Categorical HCP Enrollment		Total HCP Enrollment		Statewide percent
K	0	0.0%	8	34.8%	58.3%
1	19	6.1%	62	13.5%	42.3%
2	110	10.7%	147	12.2%	41.9%
3	383	15.8%	663	22.5%	41.8%
4	610	16.5%	773	16.9%	40.6%
5	774	17.9%	919	17.3%	40.3%
6	577	15.2%	826	14.5%	38.8%
7	401	14.4%	816	14.0%	37.1%
8	286	14.2%	827	14.6%	36.2%
9	54	8.7%	484	11.1%	35.2%
10	45	9.0%	564	12.2%	30.9%
11	52	7.5%	560	11.6%	27.0%
12	63	8.8%	460	9.8%	23.7%
Total	**3,374**	**14.7%**	**7,109**	**14.2%**	**36.1%**

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

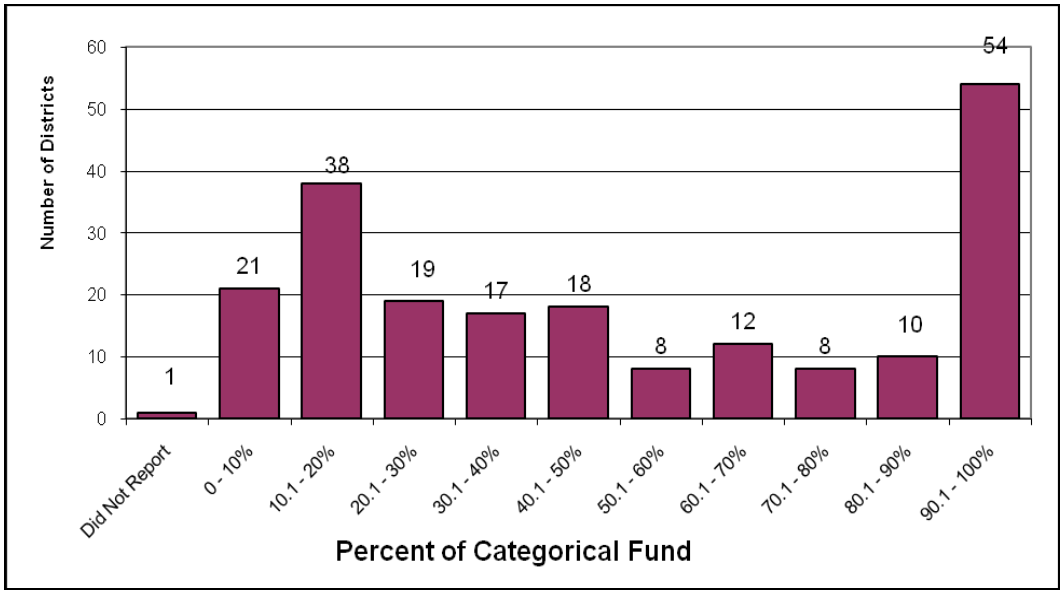


Part 3: District Program Data

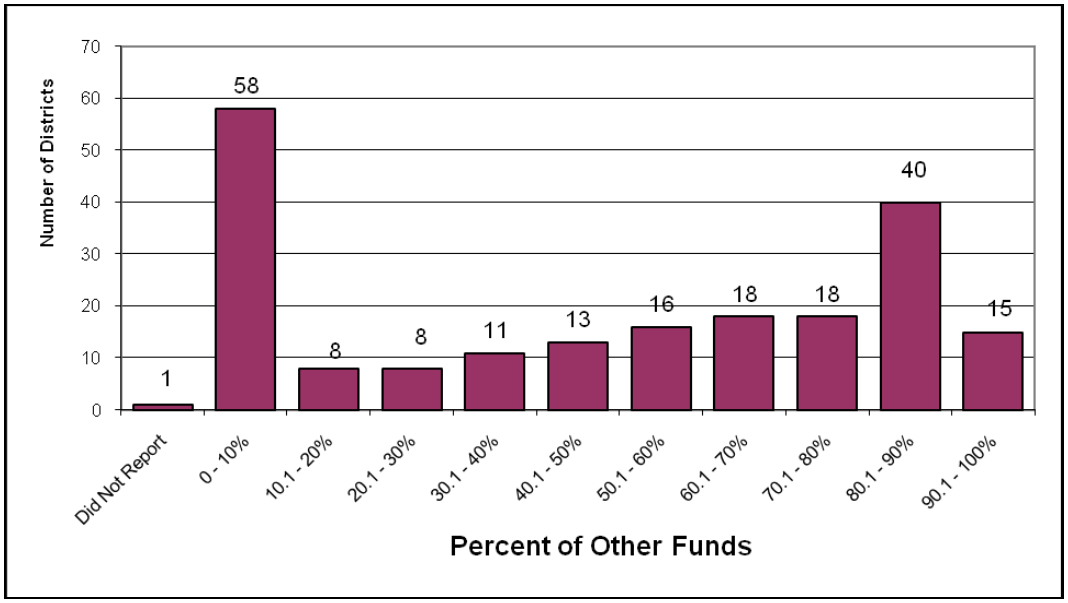
District Fiscal Reporting Information

Districts reported that they spent $41,989,767 during the 2007–2008 school year to support their HCPs and reported the percent of local money used in support of district HCP. It should be noted that in Graph 2.6, for 44.7 percent of the districts using categorical funds, it constitutes at least 50 percent of the total amount of funding used to support services to HCP students. A different perspective is provided in Graph 2.7, which shows that the majority of the districts report from ten to 100 percent of total funding for HCP is local funds.

Graph 2.6: Percent of Funds Provided by Categorical Funds, 2007–2008



Graph 2.7: Percent of Funds Provided by Other Funds, 2007–2008

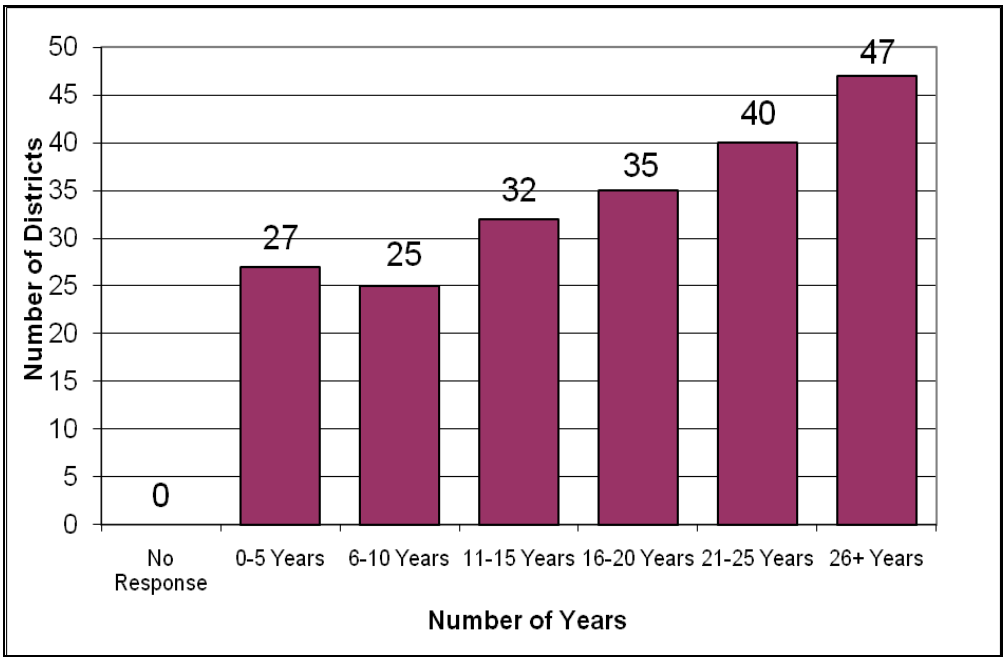


Number of Years HCP has Been in Districts

Districts reported the number of years that HCPs have been offered in each of their districts. Graph 2.8 illustrates the number of years districts have offered HCPs. The total number of years ranges from one year to 41 years. At least 59.2 percent of the reporting districts (206) identified that

HCPs have existed in their districts for more than 15 years. The most common number of years a district has offered a HCP is 26 years or more.

Graph 2.8: Number of Years Programs Offered by District, 2007–2008



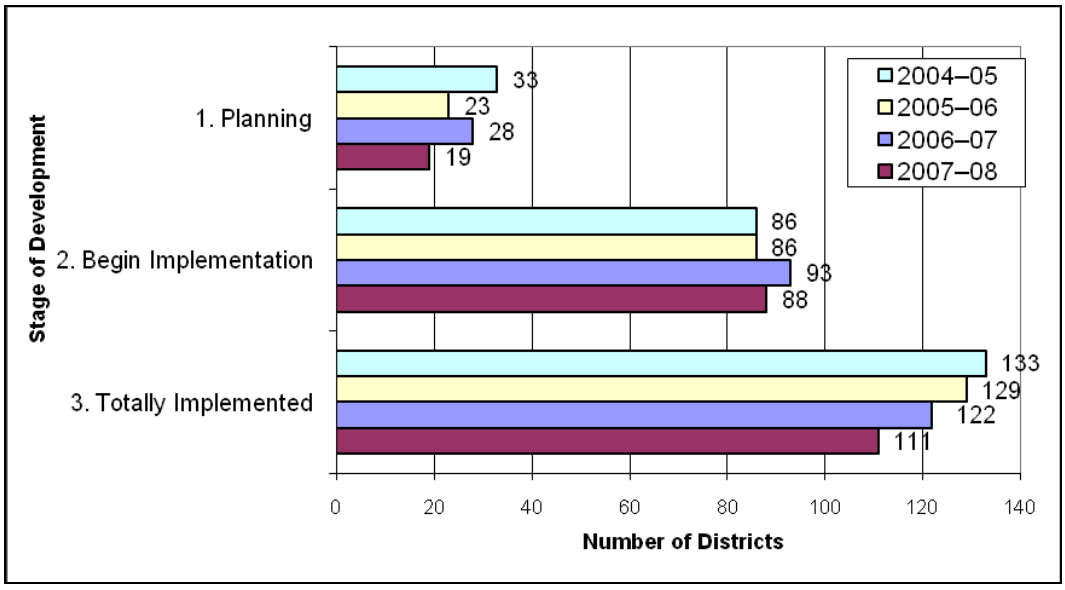
Stages of Program Development

Districts also provided information, as displayed in Table 2.8 and Graph 2.9, which indicates the stage of their program development. Data for program development indicates that of the 206 districts reporting, 111 have totally implemented HCPs in their districts. Nineteen districts were in the planning stage and 88 were beginning to implement programs. These numbers do reflect a duplicative count as 11 districts indicated that different components of their program were at different stages of development. For example, if a district is reviewing its elementary program with the intent of making changes, they would consider it in the "planning stage." Concurrently, the middle and high school programs may have undergone that process the previous year and are now in the "beginning implementation" stage.

Table 2.8: Stage of Program Development, 2004–2008

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

Graph 2.9: Stage of Program Development, 2004–2008



STUDENT SELECTION AND PLACEMENT PROCESS
SECTION 3

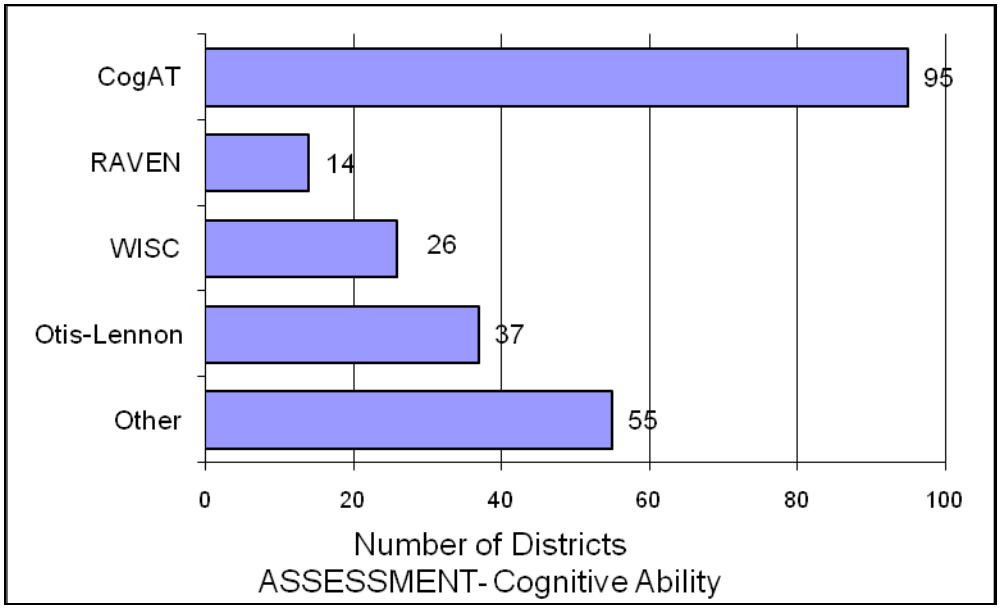
Washington State school districts that apply for state funds are required to use a formal identification process. For assessment of cognitive ability, most districts used the Cognitive Abilities Test (95). For assessment of academic achievement, the Washington Assessment of Student Learning (WASL) (172) was most commonly used, and for creativity, districts were most dependent upon use of district developed checklists or other sources (82).

Multiple Criteria

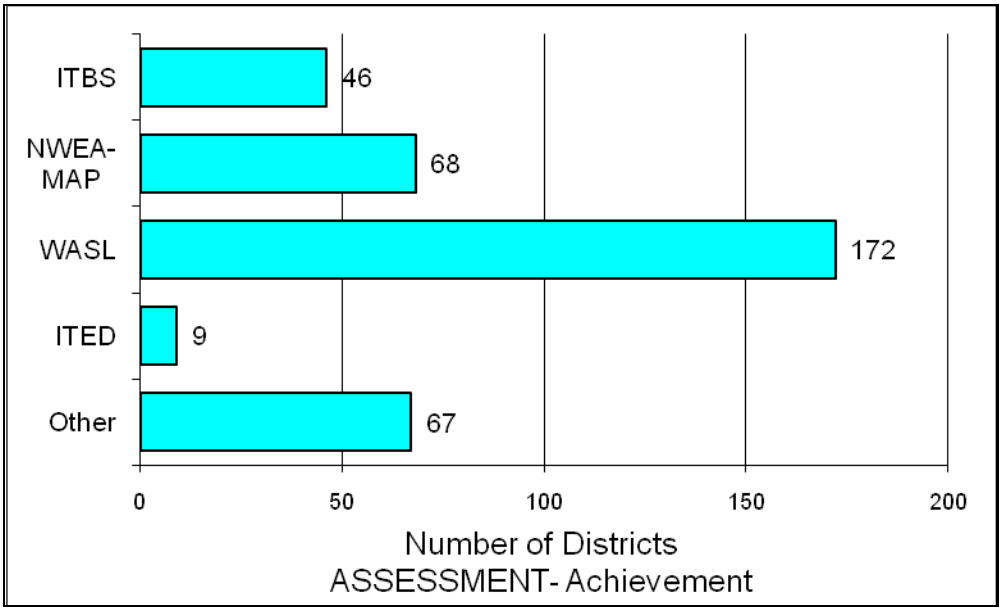
As required by state regulations, a district applying for state funds to address the needs of HCP students must use a formal identification process. This process is to assess the areas of cognitive ability, specific academic achievement and creativity.

Districts selected a wide variety of assessment instruments to use in the selection process of HCP students. In the area of cognitive ability, the Cognitive Abilities Test (CogAT) was the most commonly used by 95 districts. Other selections included Otis Lennon (37), Wechsler Intelligence Scales for Children (WISC) (26), Raven Progressive Matrices (14), and "other" (55). For academic achievement, Washington Assessment of Student Learning (WASL) (172) was most frequently used. Other measures include: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) (68), Iowa Test of Basic Skills (ITBS) (46), and Iowa Tests of Educational Development (ITED) (9). For the area of creativity, a few districts reported using the Structure of Intellect (SOI)–Divergent Thinking (11), SOI–Form L (6), Torrance Test of Creativity (12), and Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli, et al. Checklist) (51). The category of "other" received numerous responses (82), with most of those indicating the use of district checklists or student products. Graphs 3.1–3.3 illustrate the frequency each instrument is selected as the option for meeting the requirements of the Washington Administrative Code.

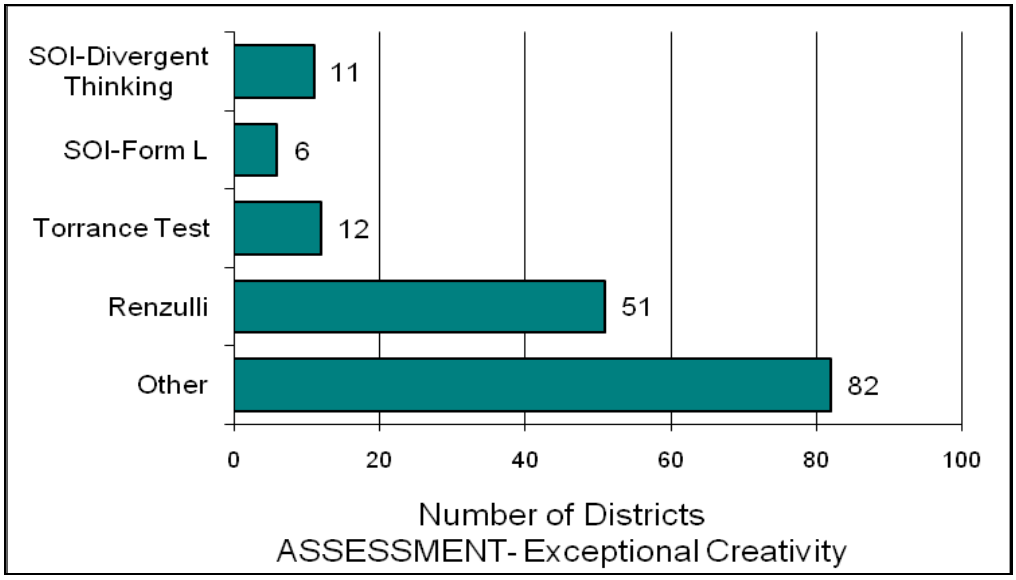
Graph 3.1: Assessments Used by Districts – Cognitive Ability



Graph 3.2: Assessments Used by Districts – Academic Achievement



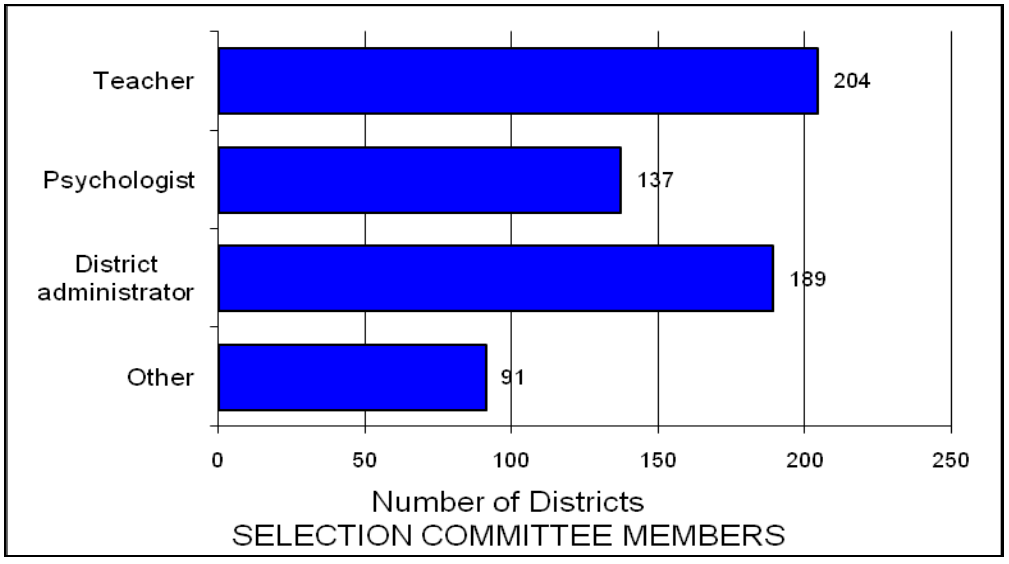
Graph 3.3: Assessments Used by Districts – Exceptional Creativity



Selection Committee

As a part of the placement process, a multidisciplinary selection committee is to be used to make recommendations for placement of a student. Of those responding, 204 districts involved teachers on the committee, 137 involved a psychologist or qualified practitioner, and 189 included a district administrator. Graph 3.4 displays the number of districts which have the respective positions represented on the selection committee.

Graph 3.4: Participating Members of Multidisciplinary Selection Committee



PROGRAM OPTIONS
SECTION 4

Washington State school districts provide a variety of program options to highly capable students. One hundred twenty-one districts (121) selected part-time grouping as their program option for delivering services. Regular classroom with differentiated instruction (93 districts) was the second most commonly used option. At least 88 of the districts had arranged for advanced coursework offered through Advanced Placement (AP)/International Baccalaureate (IB) programs. Of those districts reporting, 66 identified that they provide full-time "Self-Contained" classes for the HCP students. Only 16 districts used Mentorships as a program option.

Program Options

In Washington, services provided to HCP students are described as learning opportunities that are shown by research and best practice data to be effective to meet the academic needs of highly capable students. These options must focus on a variety of components as follows (WAC 392-170-037):

1. Provide accelerated learning opportunities.
2. Provide grouping arrangements that allow HCP students time to work with their intellectual and interest group peers.
3. Provide opportunities for cooperative agreements between K–12 schools and institutions of higher education to provide concurrent enrollment, dual credit, or other advanced and/or post secondary options.
4. Provide programs that are designed to coordinate, combine and/or share resources, people and facilities within a district or building to access available resources to support advanced student learning.
5. Provide mentorship and career exploration opportunities.

Descriptions of Program Options

Program models describe the setting or circumstances in which HCP services are delivered. Districts report according to 12 categories of program models which are defined below. Table 4.1 shows the number of districts using the various options for each of the past four years. In 2007–2008, the numbers presented in Graph 4.2 reflect school districts selecting options which result in more HCP students being served within the context of the regular school setting. Such options include: Advanced Subject Placement, Advanced Grade Placement,

Regular Classroom with Differentiated Instruction, Honors/AP, Pre-AP/IB, and Cluster Grouping.

1. **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.

2. **Part-Time Grouping (Content Specific):** Students are provided with time to meet together with their intellectual peers before, during, or after the regular school day. Instruction provides special experiences which enrich the regular school program in order 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 mathematics are coached by an expert in mathematics to further advance their math interests and abilities.

3. **Advanced Subject Placement:** An HCP student or small group of students who have demonstrated that they are achieving at a higher level than their 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.

4. **Advanced Grade Placement:** An HCP student who has demonstrated that he or she is achieving at a higher level than age peers is placed into an appropriate grade level. Example: A first grade student is reading at the fourth grade level, is performing in mathematics at the third grade level, and is socially very mature. A school team, including parents, may decide that such a student would best be served by accelerating him/her to the second grade.

5. **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. She has taken the two biology classes offered in her high school and has proposed to study orca whales as an independent study project for additional credit. She will work with the local university's expert on marine mammals and will prepare a week-long course on orca whales. She will then teach the unit in a ninth grade high school biology class demonstrating her knowledge.

6. **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 the students. Curriculum and instructional strategies are differentiated to meet the

academic needs of the students. Example: There are ten (10) fifth grade HCP students that are 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.

7. Honors: HCP students are offered the opportunity to work in accelerated classes in specific content areas. Example: A high school HCP has adopted AP and/or IB courses in mathematics, 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.

8. Advanced Placement (AP)/International Baccalaureate (IB): HCP secondary students are offered the opportunity to enroll in AP and/or IB designated courses in specific content areas. Courses designated as AP must be approved by the College Board, and courses designated as IB must be approved by the International Baccalaureate Organization. AP and IB courses are designed to offer college level instruction, curriculum and content. Each AP and 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 and/or IB courses in mathematics, 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.

9. Pre-Advanced Placement (AP)/International Baccalaureate (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 HC student may be registered in Advanced English where pre-AP instructional strategies are used by the teacher.

10. 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 of HCP students provide those students an opportunity to work with other students of similar strengths, abilities and/or interests. Example: Seven HCP students were identified in third grade. There are three (3) third grade classrooms at the school. The school has arranged schedules so that 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.

11. Mentorships: HCP students are provided with 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

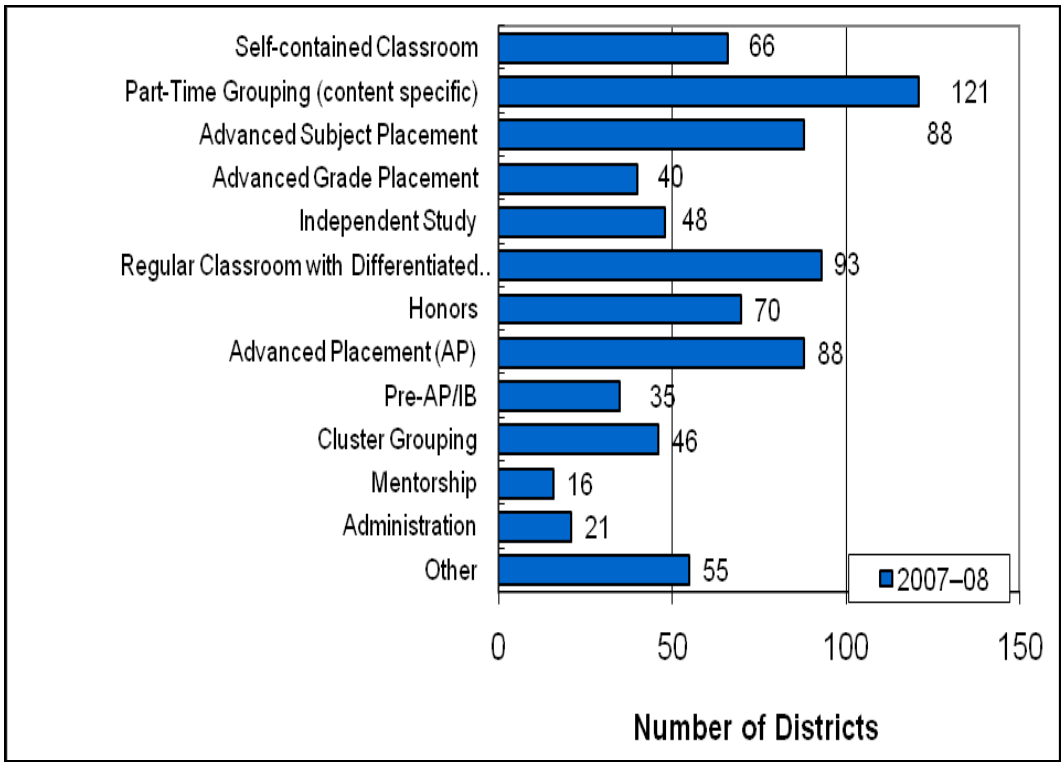
counselor, architect, and student work together to design a plan in which the student will demonstrate his ability to apply his knowledge of mathematics while working on projects with the architect. The architect will evaluate the student's work and will meet with the middle school math teacher to determine the student's grade.

12. 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.

Table 4.1: Program Options Used, 2004–2008

Program Options	2004–05	2005–06	2006–07	2007–08
Self-contained Classroom	60	71	73	66
Part-Time Grouping	103	125	143	121
Advanced Subject Placement	100	78	111	88
Advanced Grade Placement	0	29	47	40
Independent Study	85	60	74	48
Regular Classroom with Differentiated Instruction	75	90	114	93
Honors	95	63	90	70
AP/IB	0	91	107	88
Pre-AP/IB	0	24	42	35
Cluster Grouping	0	39	58	46
Mentorship	37	13	28	16
Administration	0	20	23	21
Other	50	40	65	55

Graph 4.1: Program Options Used, 2007–2008



DISTRICT EVALUATION MODELS
SECTION 5

Districts were asked to identify the models that they used to determine the impact of their HCP programs on student achievement. Most of the districts (191) used WASL data. Districts also used a variety of evaluation strategies including district assessments (135), classroom-based assessments (125), teacher observations (126) and student, parent, teacher surveys.

HCP Evaluation Guidelines

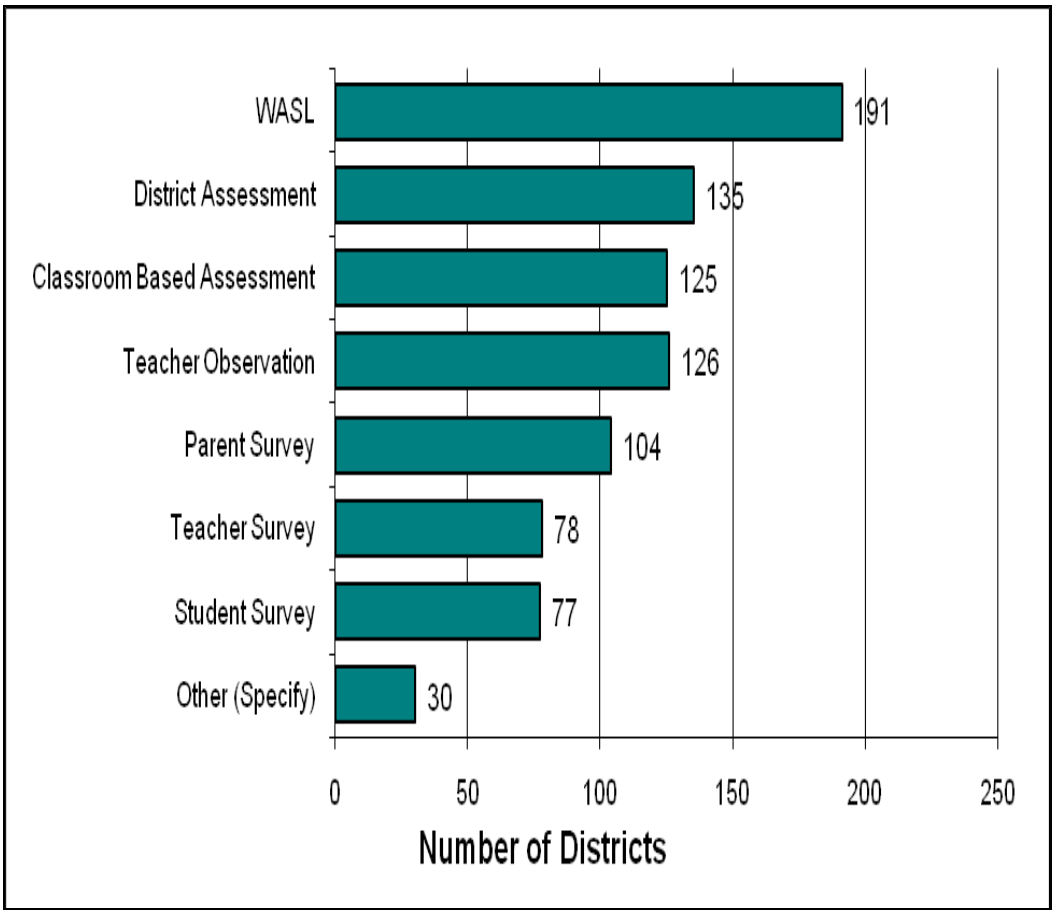
Districts were required to address the question of the impact of their HCP in meeting the academic needs of identified HCP students. The 2002–2003 school year was the first year that program assessment data was requested. This data can be used by districts as a baseline measure to determine district HCP impact on student achievement in future years.

Districts were directed to provide information on the HCP indicators of success and methods of assessment that were used to show academic growth and student progress. Table 5.1 and Graph 5.1 illustrate the options selected by districts. Districts provided data to support student achievement through classroom evidence and district, state, and national assessment. Districts were also given the opportunity to provide other types of data. For data collected, districts recorded frequency of collection, and the individual responsible for collection, analysis and reporting.

Table 5.1: Program Evaluation Options Used

OPTIONS	Number of Districts	Individual Collecting, Analyzing, and Reporting Data					
		District Admin	School Admin	Regular Teacher	HCP Teacher	HCP Coor-dinator	Other
WASL	191	124	119	75	78	73	6
District Assessment	135	73	78	73	64	44	3
Classroom Based	125	10	28	99	74	19	0
Teacher Observation	126	13	26	94	70	34	0
Parent Survey	104	28	27	21	50	47	5
Teacher Survey	78	25	24	22	30	37	3
Student Survey	77	14	13	14	38	35	2
Other (Specify)	30	12	11	10	15	8	6

Graph 5.1: Program Evaluation Options Used



2008 WASL RESULTS
SECTION 6

The state annually assesses all students in reading and mathematics in Grades 3-8 and 10; in writing in Grades 4, 7, and 10; and in science in Grades 5, 8, and 10, all with the Washington Assessment of Student Learning (WASL). Beginning with the Class of 2008, graduation requirements include meeting standard on the tenth grade reading, writing, and mathematics tests or legislatively approved alternates. Students who have been identified as highly capable in the state's enrollment reporting, called the Core Student Record System, are reported as a subgroup in WASL results. As in past years, the data collected for 2008 indicates that the majority of students identified as highly capable continued to meet or exceed the standard.

WASL DATA Reported for 2008

OSPI's Division of Assessment and Student Information provided the following WASL data that addresses information on the levels of achievement for those students identified as highly capable ("Gifted") in the Core Student Record System. Data are presented for four content areas: reading, writing, mathematics, and science. It is important to acknowledge that the majority of students received a level three or level four, therefore meeting or exceeding standards.

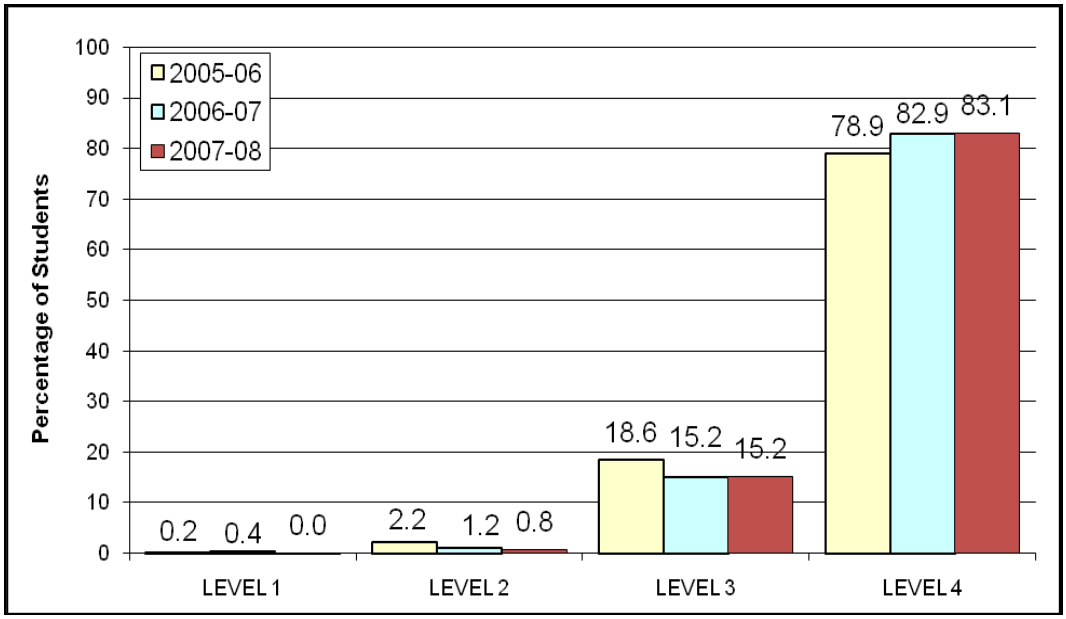
WASL Reading

In reading, 98.3 percent of HCP third grade students met standard with 83.1 percent exceeding standard; 98.5 percent of fourth grade students met standard with 82.7 percent exceeding standard; 98.2 percent of fifth grade students met standard with 86.8 percent exceeding standard; 97.7 percent of sixth grade students met standard with 68.6 percent exceeding standard; 95.7 percent of seventh grade students met standard with 76.0 percent exceeding standard; 95.6 percent of eighth grade students met standard with 68.8 percent exceeding standard; and 83.2 percent of tenth grade students met the standard with 73.9 percent exceeding standard. Graphs 6.1–6.7 compare WASL data for each of the respective grade levels in the content area of reading.

When analyzing the WASL results in reading for those HCP students who were tenth graders in 2008 as they were seventh graders in 2005, and they were fourth graders in 2002 reveals an interesting observation. The comparison shows that for 2008's tenth graders, 96.8 percent of those HCP students in 2002 met or exceeded standard in grade four, while in 2005, 97.7 percent of those HCP students met or exceeded standard in grade seven, and in 2008, 98.7 percent of those HCP students met or exceeded standard in grade ten.

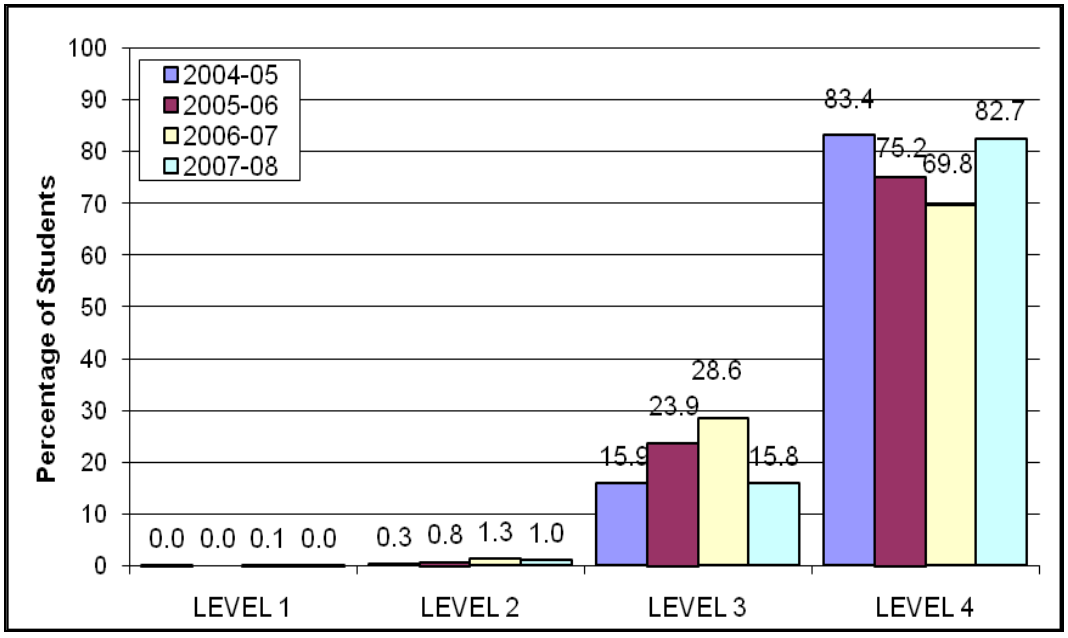
Graph 6.1: HCP Third Grade Reading

(97.5% met or exceeded standard in 2006; 98.1% met or exceeded standard in 2007; 98.3% met or exceeded standard in 2008)

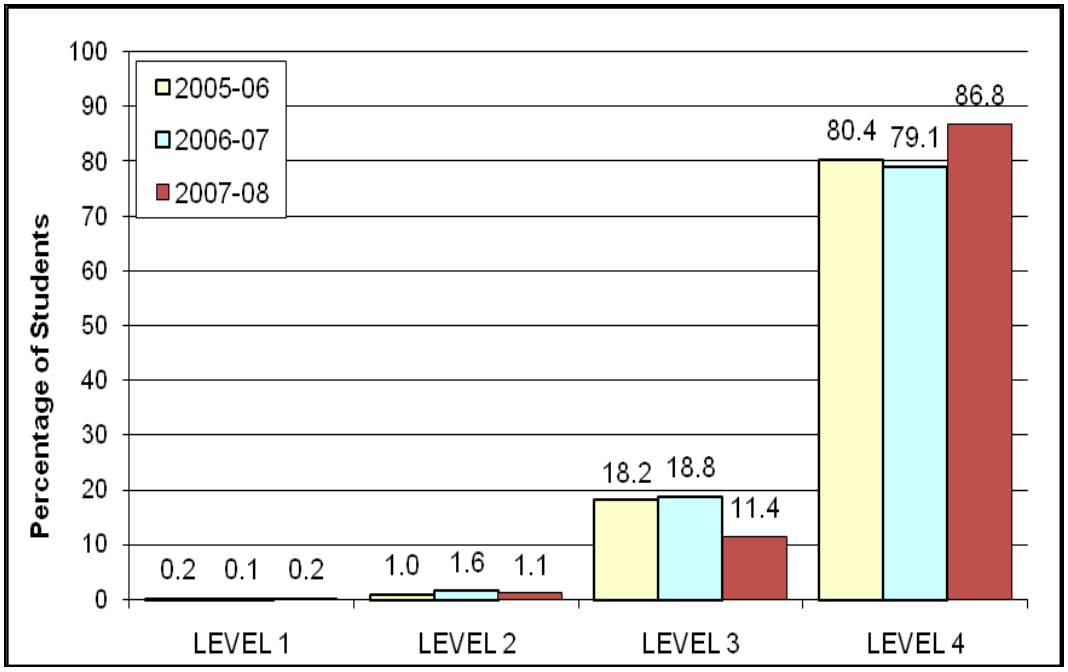


Graph 6.2: HCP Fourth Grade Reading

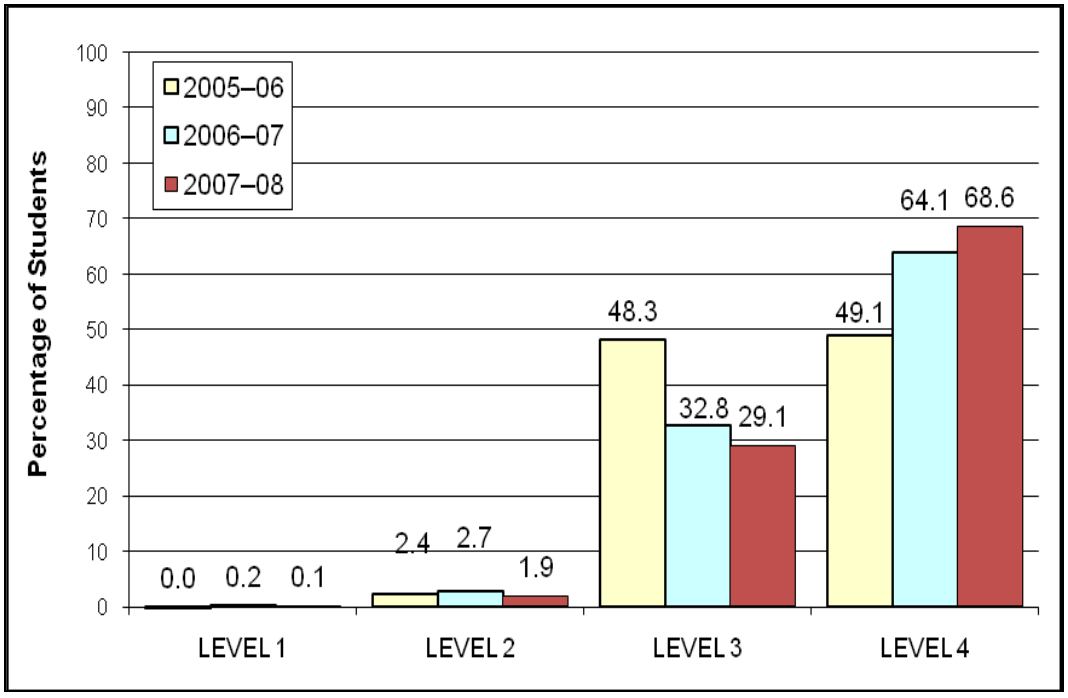
(99.3% met or exceeded standard in 2005; 99.1% met or exceeded standard in 2006; 98.4% met or exceeded standard in 2007; 98.5% met or exceeded standard in 2008)



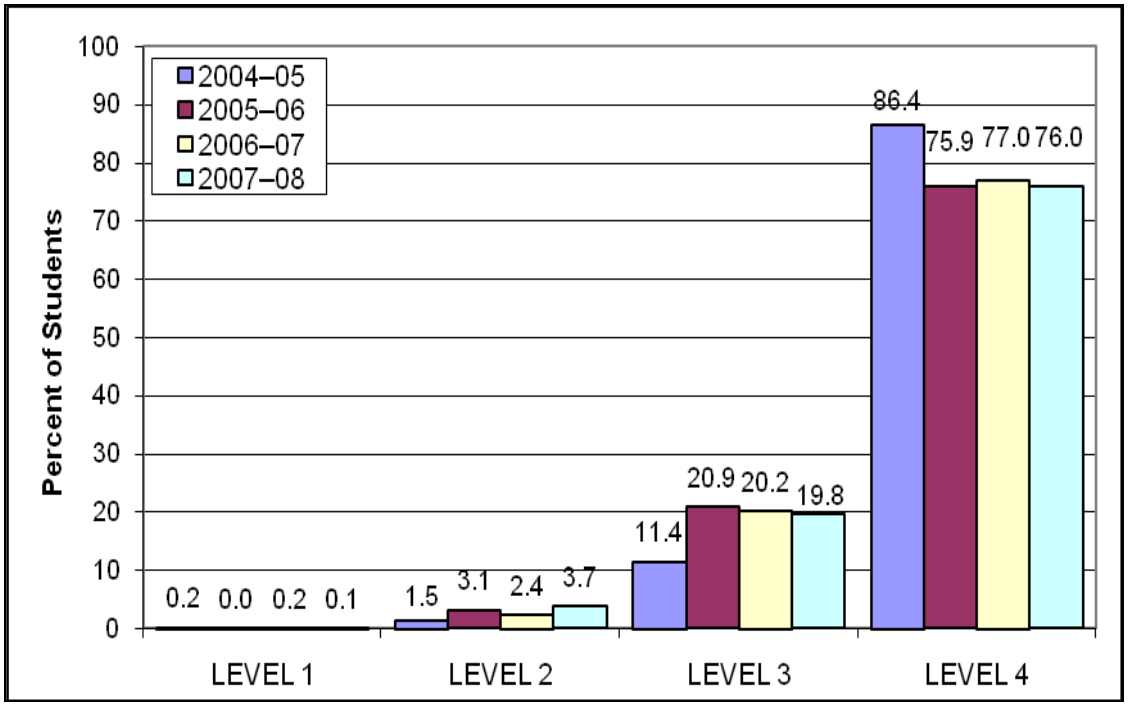
Graph 6.3: HCP Fifth Grade Reading
(98.6% met or exceeded standard in 2006; 97.9% met or exceeded standard in 2007; 98.2% met or exceeded standard in 2008)



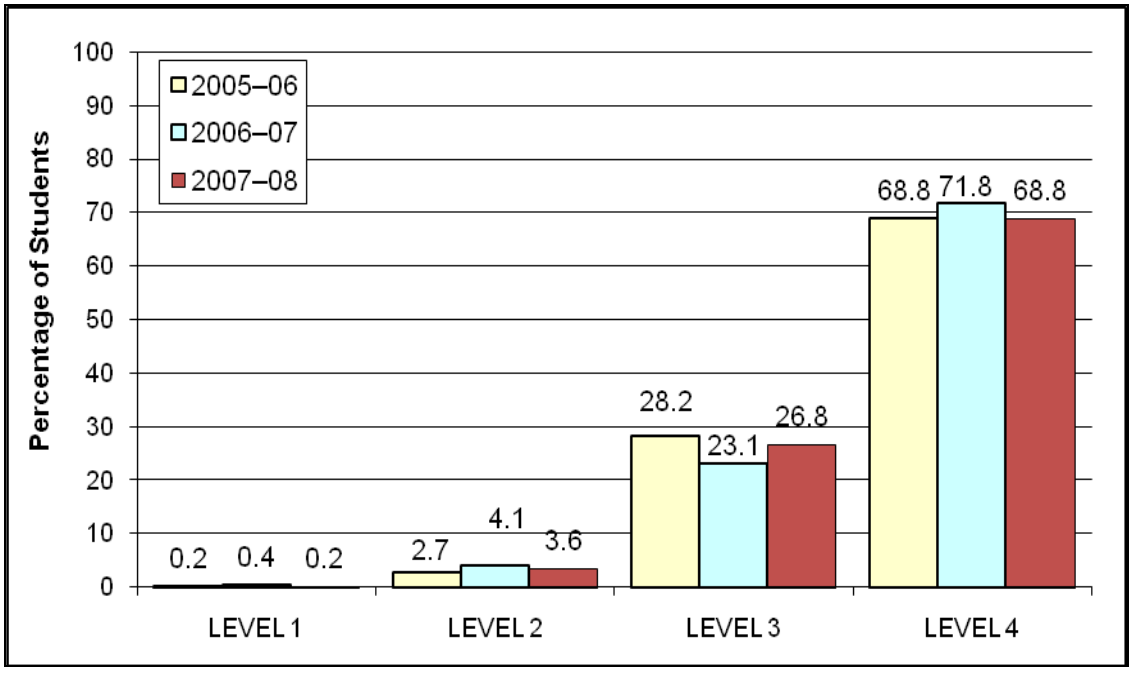
Graph 6.4: HCP Sixth Grade Reading
(97.4% met or exceeded standard in 2006; 96.9% met or exceeded standard in 2007; 97.7% met or exceeded standard in 2008)



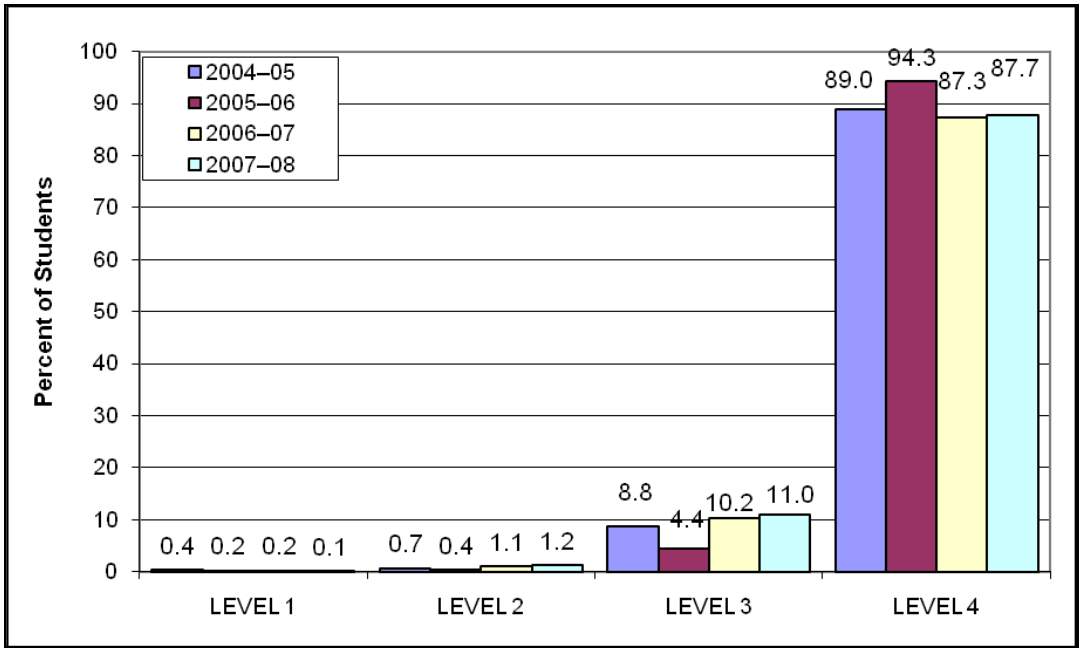
Graph 6.5: HCP Seventh Grade Reading
(97.8% met or exceeded standard in 2005; 96.8% met or exceeded standard in 2006; 97.2% met or exceeded standard in 2007; 95.7% met or exceeded standard in 2008)



Graph 6.6: HCP Eighth Grade Reading
(97.0% met or exceeded standard in 2006; 94.9% met or exceeded standard in 2007; 95.6% met or exceeded standard in 2008)



Graph 6.7: HCP Tenth Grade Reading
(97.8% met or exceeded standard in 2005; 98.7% met or exceeded standard in 2006; 97.5% met or exceeded standard in 2007; 98.7% met or exceeded standard in 2008)

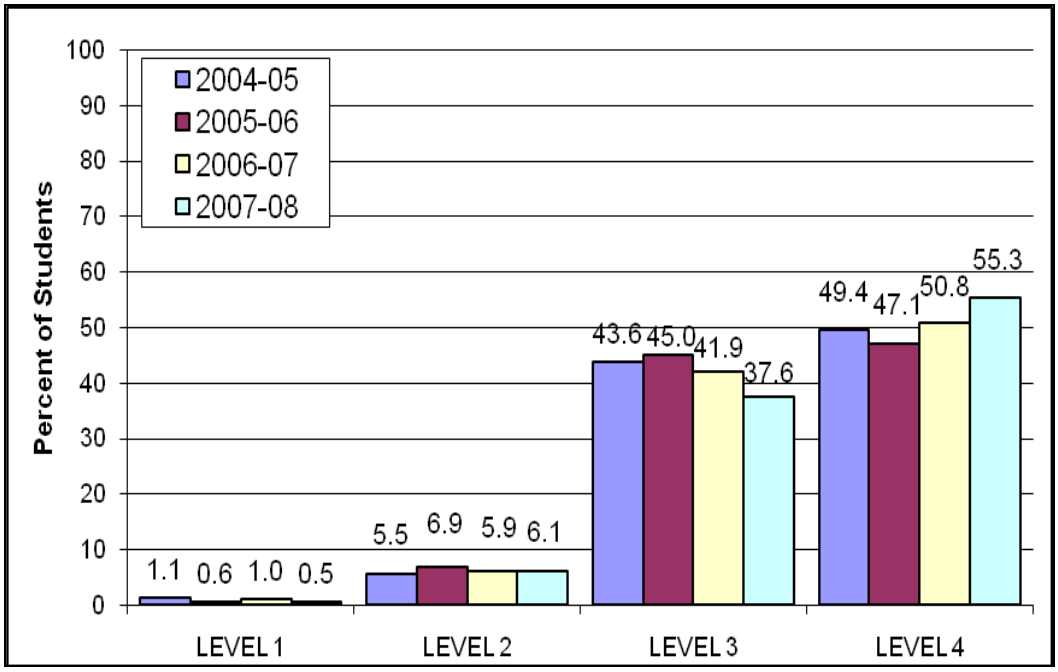


WASL Writing

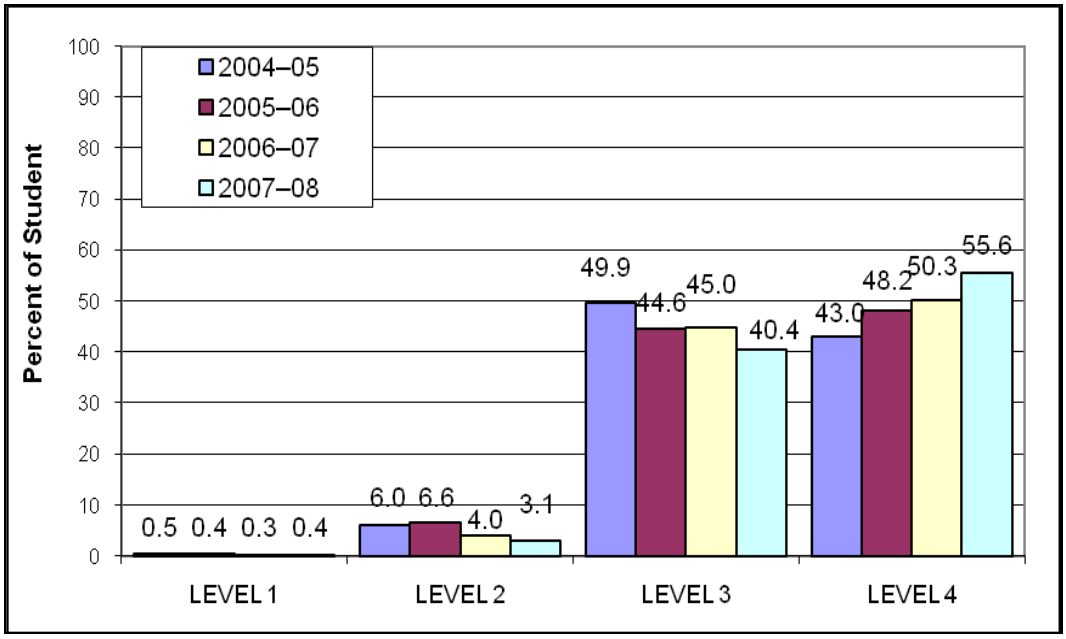
For the area of writing, the results mirrored those obtained in reading as the HCP students continued to show an increasing number of students meeting or exceeding standard. In writing, 92.9 percent of fourth grade students met standard with 55.3 percent exceeding standard; 96.0 percent of seventh grade students met standard with 55.6 percent exceeding standard; and 85.4 percent of the tenth grade students met the standard with 75.8 percent exceeding standard. Graphs 6.8–6.10 compare WASL data for each of the respective grade levels in the content areas of writing.

When analyzing the WASL results in writing for those HCP students who were tenth graders in 2008 as they were seventh graders in 2005, and they were fourth graders in 2002 reveals an interesting observation. The comparison shows that for 2008's tenth graders, 88.6 percent of those HCP students in 2002 met or exceeded standard in grade four, while in 2005, 92.8 percent of those HCP students met or exceeded standard in grade seven, and in 2008, 99.6 percent of those HCP students met or exceeded standard in grade ten.

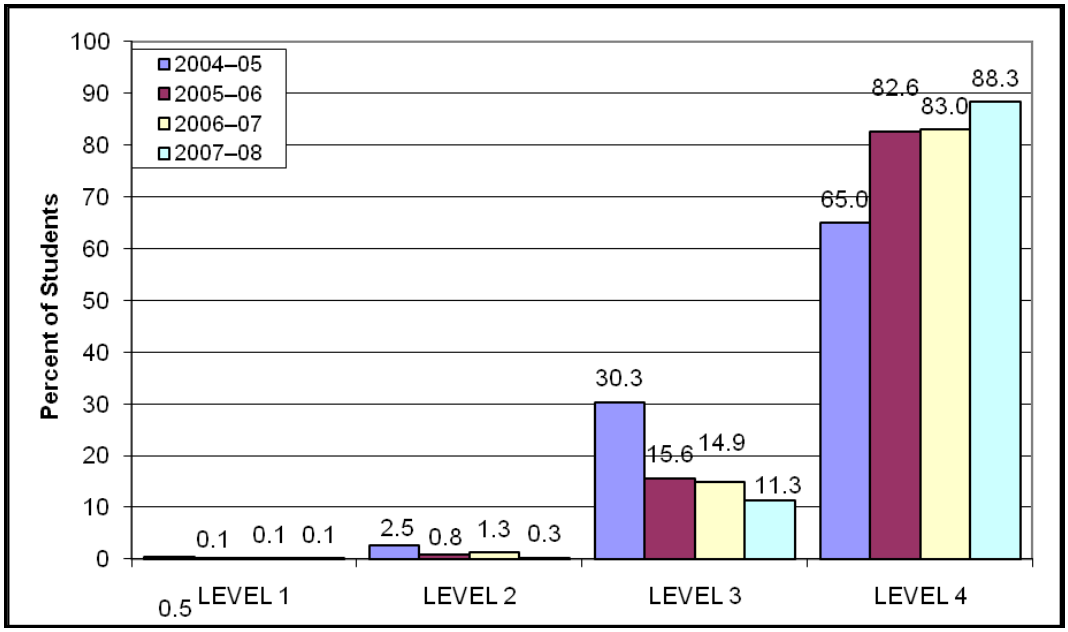
Graph 6.8: HCP Fourth Grade Writing
(93.0% met or exceeded standard in 2005; 92.1% met or exceeded standard in 2006; 92.7% met or exceeded standard in 2008)



Graph 6.9: HCP Seventh Grade Writing
(92.9% met or exceeded standard in 2005; 92.8% met or exceeded standard in 2006; 95.3% met or exceeded standard in 2007; 96.0% met or exceeded standard in 2008)



Graph 6.10: HCP Tenth Grade Writing
(95.3% met or exceeded standard in 2005; 98.2% met or exceeded standard in 2006; 97.9% met or exceeded standard in 2007; 99.6% met or exceeded standard in 2008)

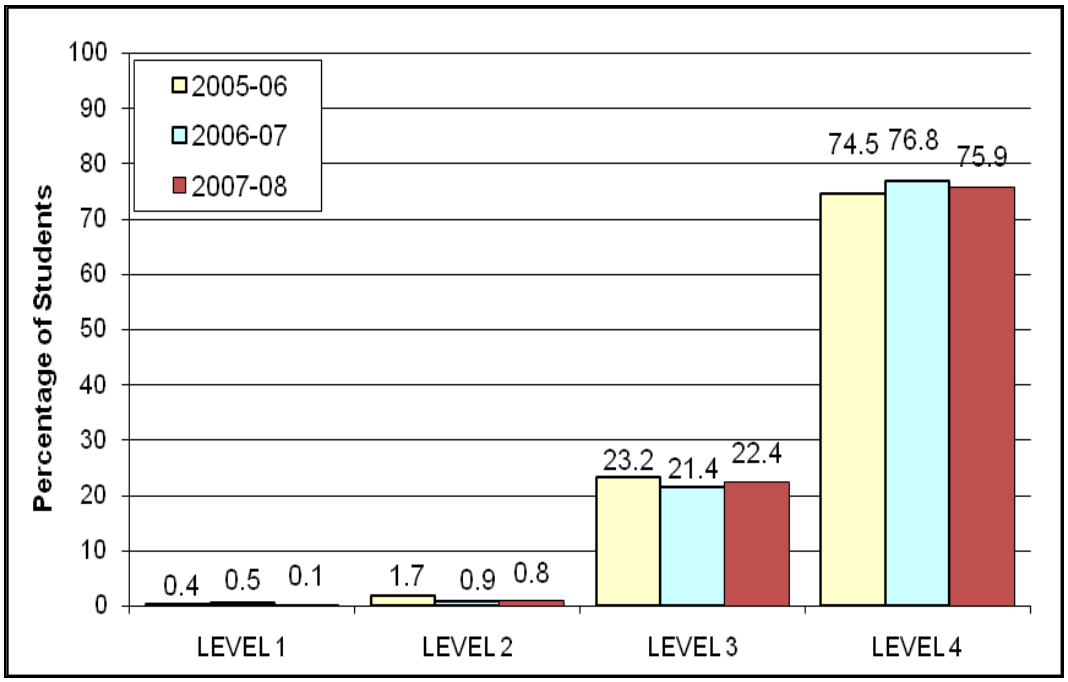


WASL Mathematics

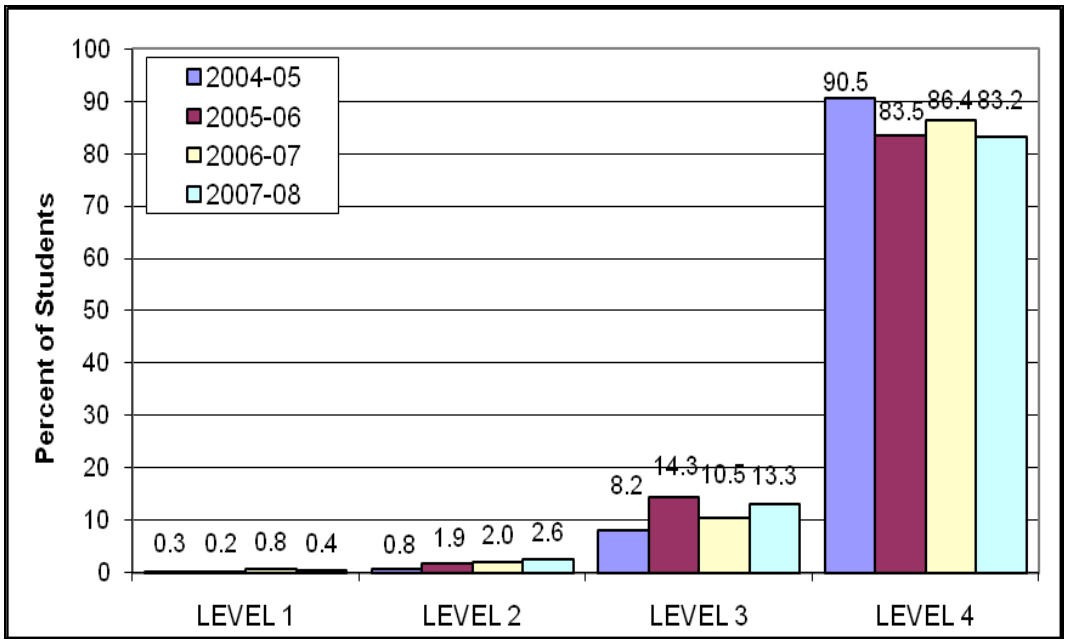
In mathematics, 98.3 percent of third grade students met standard with 75.9 percent exceeding standard; 96.5 percent of fourth grade students met standard with 83.2 percent exceeding standard; 97.5 percent of fifth grade students met standard with 83.5 percent exceeding standard; 95.6 percent of sixth grade students met standard with 69.8 percent exceeding standard; 95.0 percent of seventh grade students met standard with 78.3 percent exceeding standard; 94.8 percent of eighth grade students met standard with 71.0 percent exceeding standard; and 77.0 percent of the tenth grade students met the standard with 58 percent exceeding standard. Graphs 6.11–6.17 compare WASL data for the respective grade levels in the content areas of mathematics.

WASL results for the cohort group of tenth graders in 2008 indicate that 95.2 percent of those HCP students in 2002 met or exceeded standard in grade four. In 2005, 95 percent of those HCP students met or exceeded standard in grade seven, and in 2008, 91.6 percent of those HCP students met or exceeded standard in grade ten.

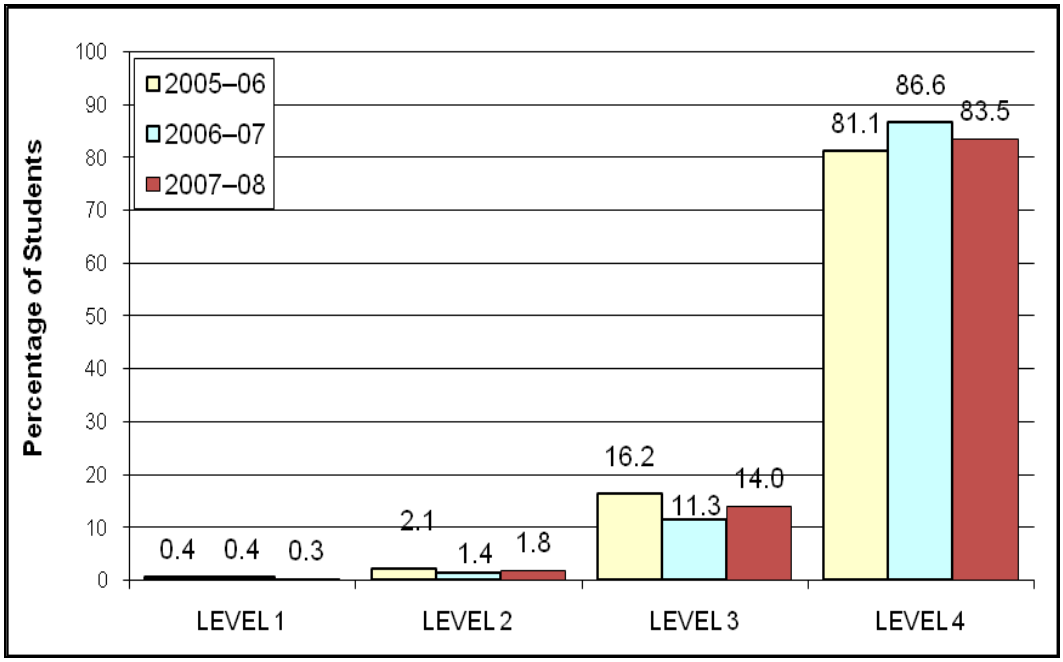
Graph 6.11: HCP Third Grade Mathematics
(97.7% met or exceeded standard in 2006; 98.2% met or exceeded standard in 2007; 98.3% met or exceeded standard in 2009)



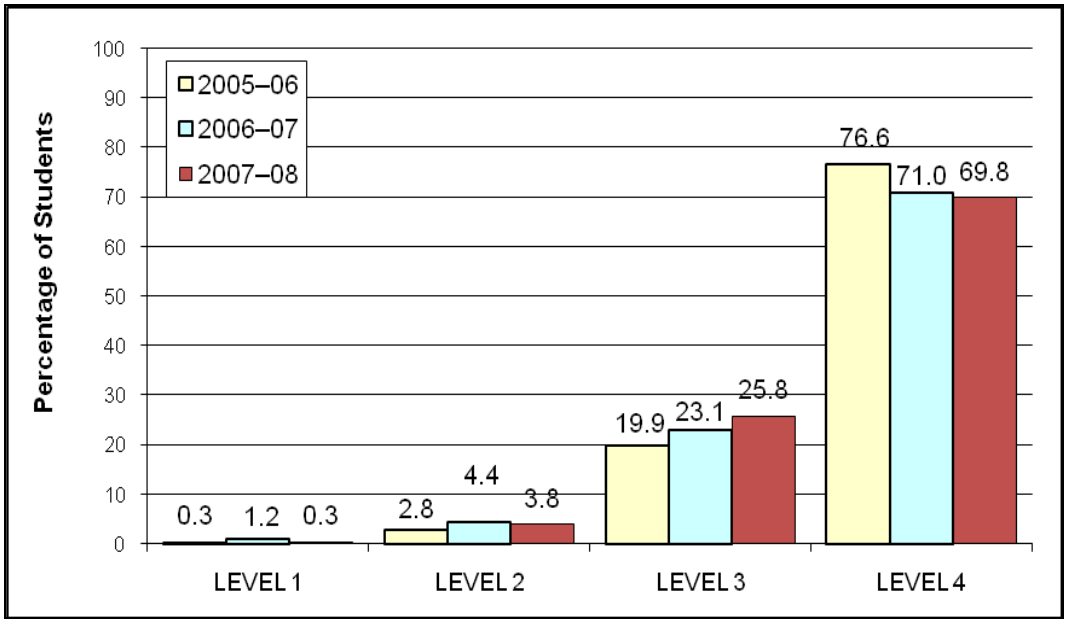
Graph 6.12: HCP Fourth Grade Mathematics
(98.7% met or exceeded standard in 2005; 97.8% met or exceeded standard in 2006; 96.9% met or exceeded standard in 2007; 96.5% met or exceeded standard in 2008)



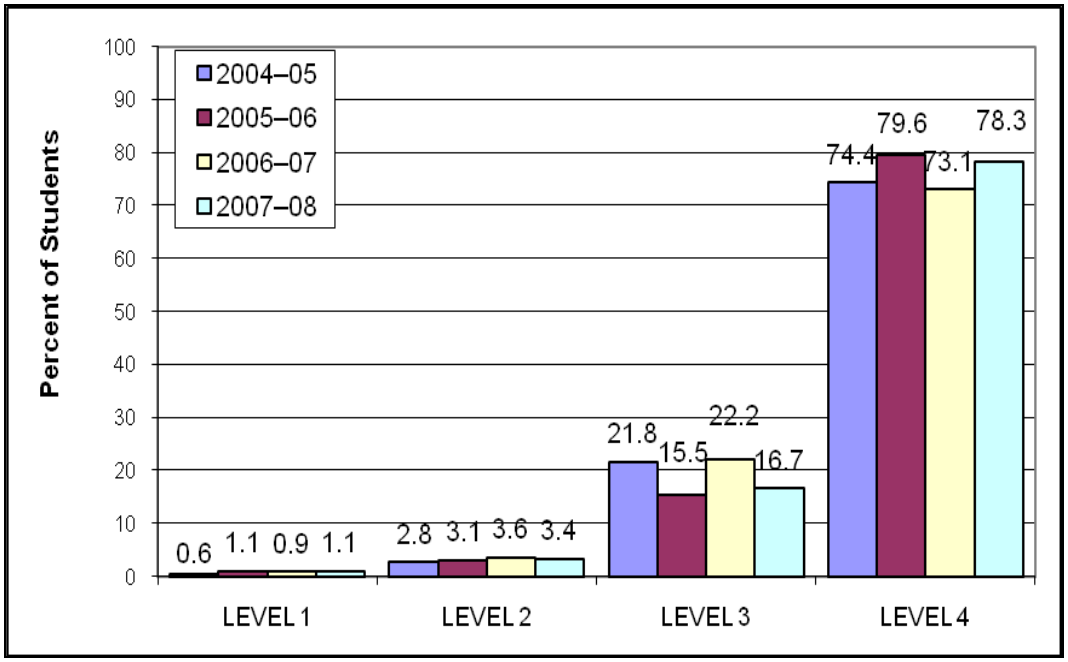
Graph 6.13: HCP Fifth Grade Mathematics
(97.3% met or exceeded standard in 2006; 97.9% met or exceeded standard in 2007; 97.5% met or exceeded standard in 2008)



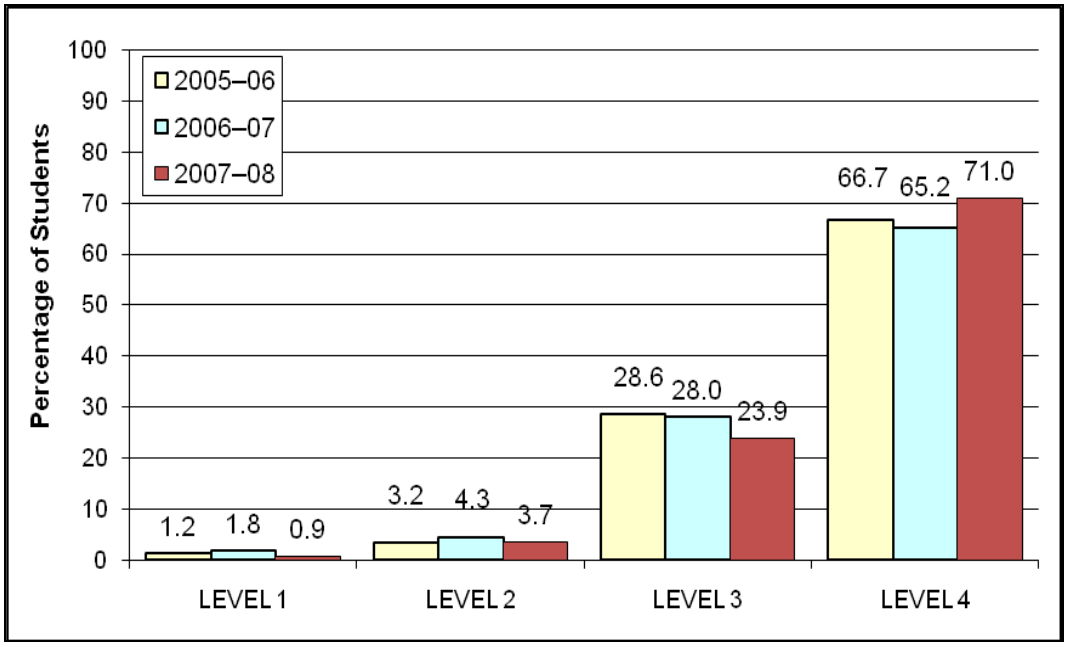
Graph 6.14: HCP Sixth Grade Mathematics
(96.5% met or exceeded standard in 2006; 94.1% met or exceeded standard in 2007; 95.6% met or exceeded standard in 2008)



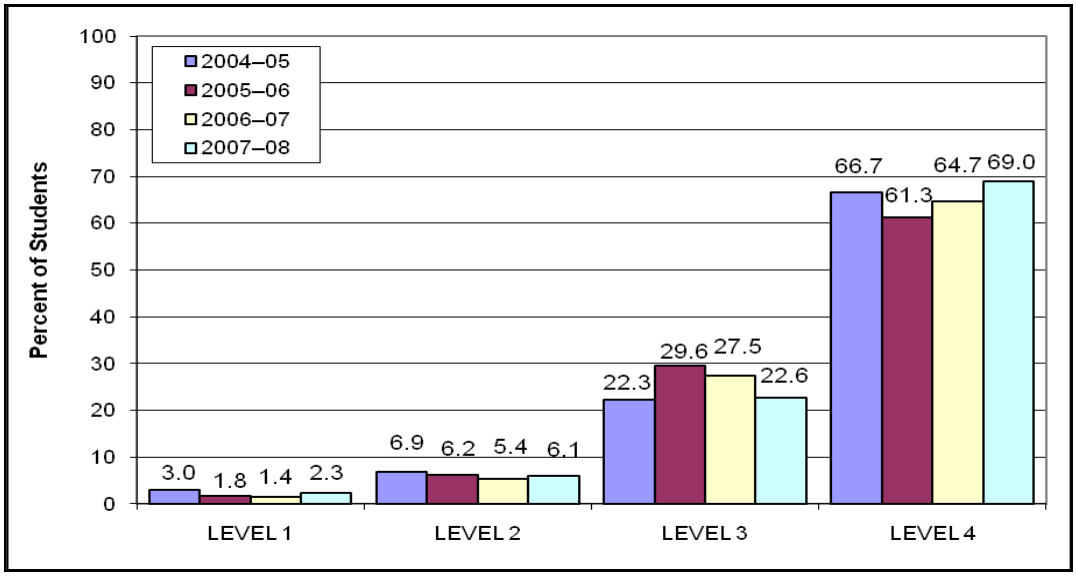
Graph 6.15: HCP Seventh Grade Mathematics
(95.1% met or exceeded standard in 2005; 95.3% met or exceeded standard in 2006; 95.8% met or exceeded standard in 2007; 95.0% met or exceeded standard in 2008)



Graph 6.16: HCP Eighth Grade Mathematics
(95.3% met or exceeded standard in 2006; 93.2% met or exceeded standard in 2007; 94.8% met or exceeded standard in 2008)



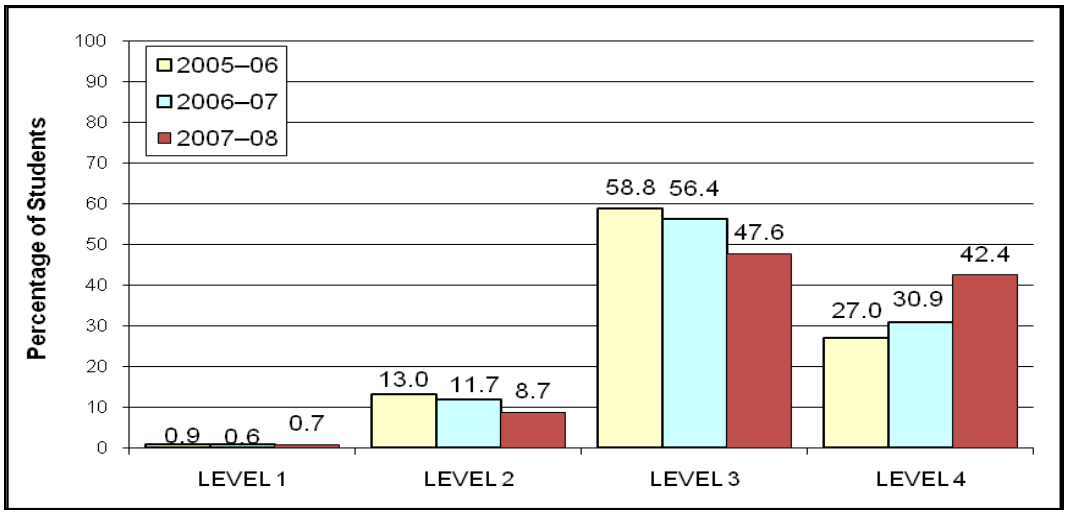
Graph 6.17: HCP Tenth Grade Mathematics
(90.9% met or exceeded standard in 2005; 92.2% met or exceeded standard in 2006; 90.4% met or exceeded standard in 2007; 91.6% met or exceeded standard in 2008)



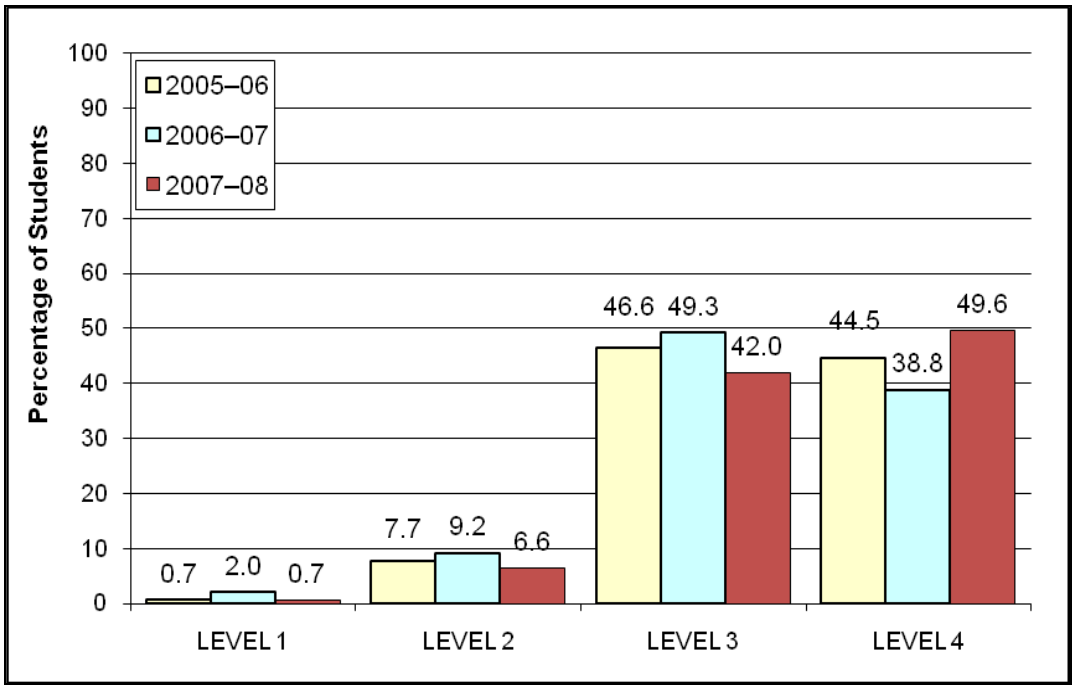
WASL Science

For the area of science, the results indicated 90.1 percent of fifth grade students met standard with 42.4 percent exceeding standard; 91.6 percent of eighth grade students met standard with 49.6 percent exceeding standard; and 72.1 percent of tenth grade students met standard with 12.4 percent exceeding standard. Graphs 6.18–6.20 compare WASL data for these grade levels in the content areas of science.

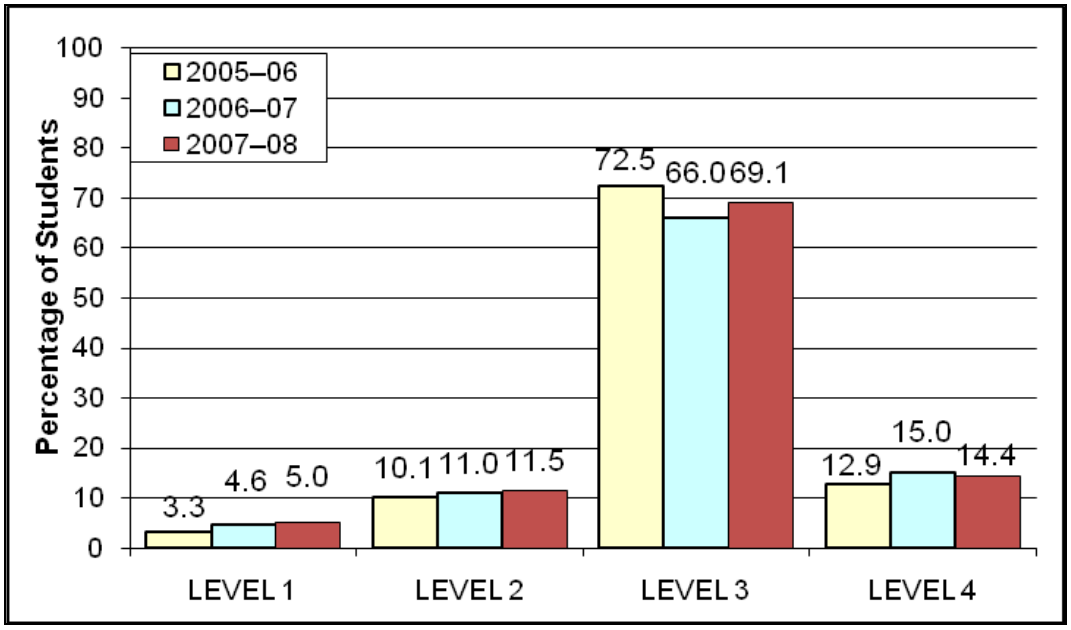
Graph 6.18: HCP Fifth Grade Science
(85.8% met or exceeded standard in 2006; 87.3% met or exceeded standard in 2007; 90.1% met or exceeded standard in 2008)



Graph 6.19: HCP Eighth Grade Science
(91.1% met or exceeded standard in 2006; 88.1% met or exceeded standard in 2007; 91.6% met or exceeded standard in 2008)



Graph 6.20: HCP Tenth Grade Science
(85.4% met or exceeded standard in 2006; 81.0% met or exceeded standard in 2007; 83.5% met or exceeded standard in 2008)

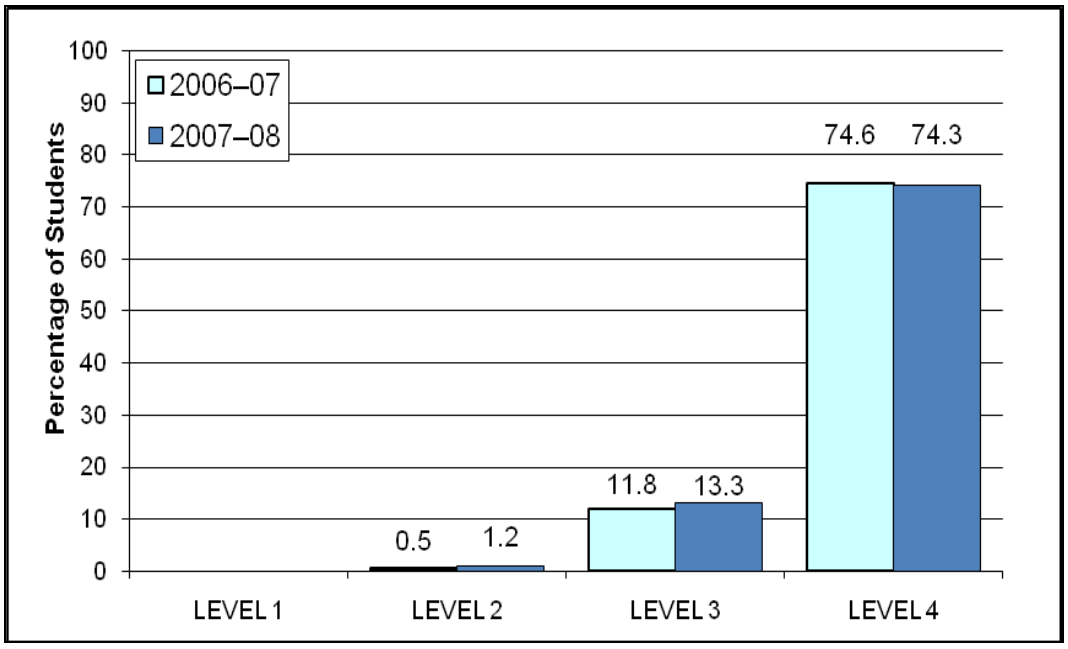


WASL Ninth Grade Results

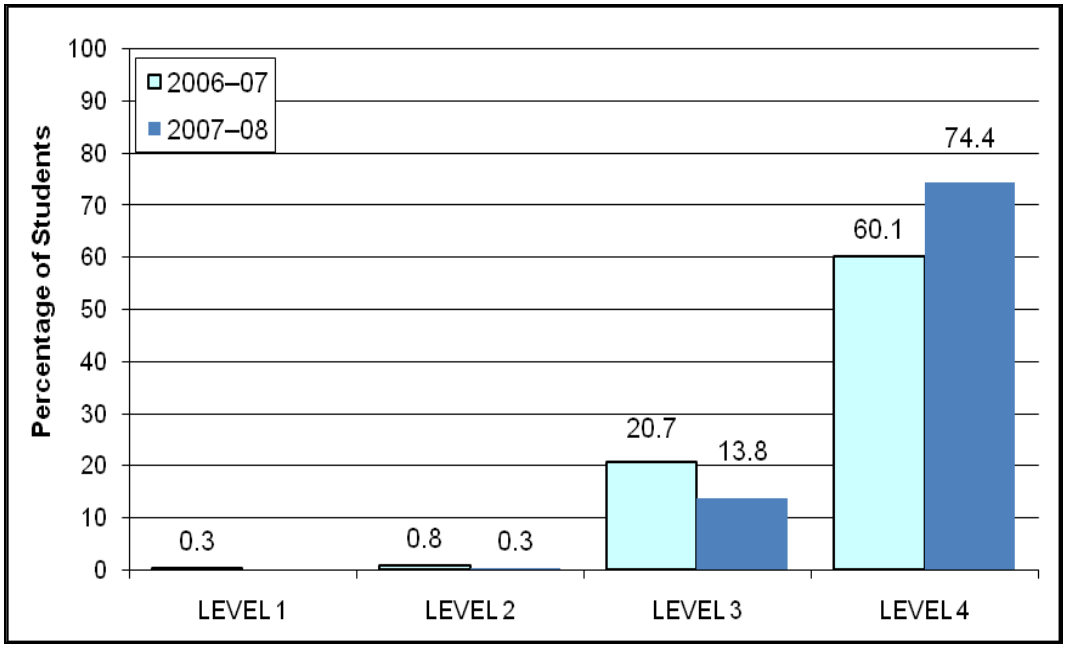
Below are the WASL results for those students who attempted one or more of the tenth grade content areas as ninth graders.

In the area of reading, 87.5 percent of the ninth grade students met the standard with 74.3 percent exceeding standard; in writing, 88.2 percent of the ninth grade students met the standard with 74.4 percent exceeding standard; and in mathematics, 85.7 percent of the ninth grade students met the standard with 64.8 percent exceeding standard. Graphs 6.21–6.23 compare WASL data for ninth grade early test takers in the content areas of reading, writing, and mathematics.

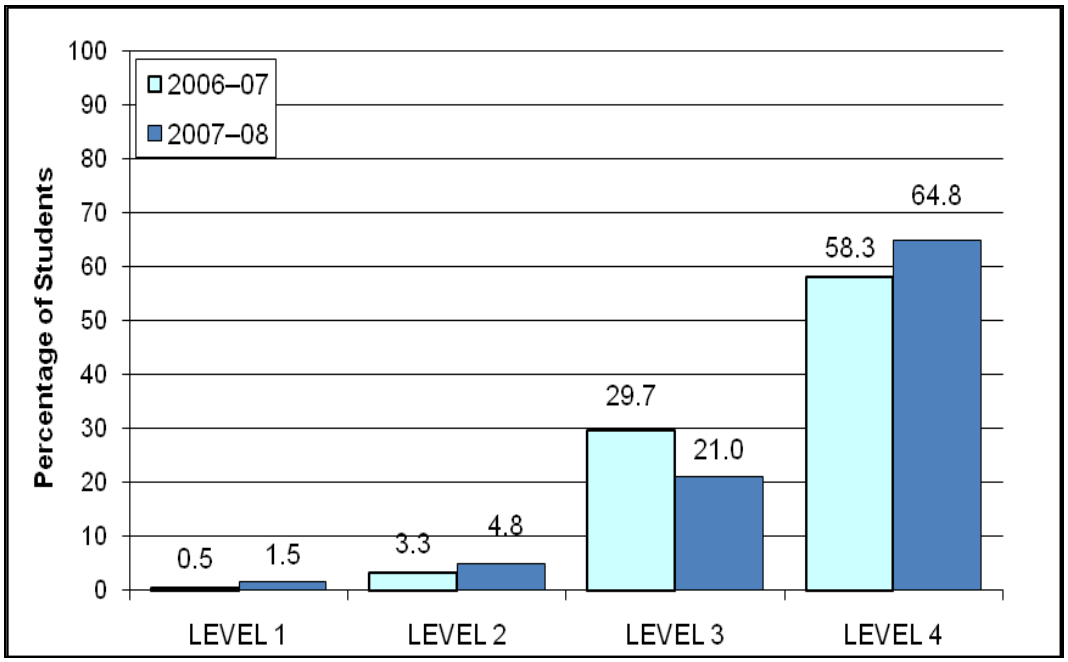
Graph 6.21: HCP Ninth Grade Reading
(86.4% met or exceeded standard in 2007; 87.5% met or exceeded standard in 2008)



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)



SUMMARY OF FINDINGS
SECTION 7

The data compiled from the 2007–2008 school year provides us with insights into the efforts being made in the state of Washington for highly capable students. Thus, the following findings are intended to give decision makers topics for further discussion and guidance for future decisions.

1. The state level of funding for HCP has increased minimally since 1998.
2. The formula to determine allocation was increased to 2.314 percent of the total district full-time student enrollment.
3. The most significant areas of concern are in the gap between the percentage of White and non-White students enrolled in HCP and in the low percentage of students in HCP who receive free and/or reduced price lunch are served by HCP.
4. When comparing student enrollment supported by categorical funds to student enrollment supported by categorical and district funds, districts allocate additional funds to serve high school students.
5. The most common number of years HCP have been in a local district is 26+ years.
6. Since state funding has been available to districts since 1984, and since the range of existence of such programs is from one to 37 years, the various stages of implementation of current program options shows that districts are continually evaluating and changing program options to meet student needs.
7. Districts continue to use a variety of measures to identify qualified students for services.
8. A comparison of the program options being used in 2004–2005 to those in 2007–2008 shows a trend towards use of part-time grouping, regular classroom with differentiated instruction, advanced subject placement, Honors/International Baccalaureate/Advanced Placement courses, and self-contained classroom.
9. Since the 2006–2007 school year, the trend in data reviewed to determine program effectiveness indicates significant reliance on state assessment, district assessment, classroom-based observations, and parent surveys.

10. When analyzing the WASL results in reading, mathematics, and writing, for those HCP students who were fourth graders in 2002, seventh graders in 2005, and tenth graders in 2008, the percentage of change was statistically insignificant illustrating a stable trend with the majority of students earning a level three or level four and therefore meeting or exceeding standard over time.

11. WASL results in reading for 2004, 2005, 2006, and 2007 indicated that an average of 97.7 percent of the students served by HCP meet or exceed the standards. WASL results in writing for 2004, 2005, 2006, and 2007 indicated that an average of 94.4 percent of the students served by HCP meet or exceed the standards. WASL results in mathematics for 2004, 2005, 2006, and 2007 indicated that an average of 94.3 percent of the students served by HCP meet or exceed the standards.

APPENDICES
Additional HCP Grant Funded Activities

Appendix I
Centrum Young Artists Project Program

Appendix II
Washington Destination ImagiNation Program

Appendix III
Washington Future Problem Solving Program

APPENDIX I

Centrum Young Artists Project Program Report 2008

High School Visual Arts Intensive
Number served: 7
Designed to serve: Washington State high school students
Number of Faculty: 2

Goals:

- Expose students to a wide range of new techniques and media.
- Challenge students to strengthen both artistic techniques and critical thinking skills.
- Expose students to the work of first-rate, professional artists and the critique of their peers.

Desired outcome: After attending Centrum programs students are able to transfer with confidence and skill into high school arts programs meeting high school benchmarks of the Washington State Essential Academic Learning Requirements (EALRs):

2.1 Apply a creative process in the arts: conceptualize the context or purpose, gather information from diverse sources, develop ideas and techniques, organize arts elements, forms, and/or principles into a creative work, reflect for the purpose of elaboration and self evaluation, refine work based on feedback, present work to others.

The arts experience at Centrum results in a positive effect on young people's interpersonal skills, confidence, motivation to succeed, and preparation for work.

Where they came from: Bainbridge, Orient, Poulsbo, Quilcene, Shaw Island Silverdale, and Tacoma school districts

Highlights of workshop: Gifted and professional visual art instructors presented sculpture techniques such as mold-making and casting, and the use of multimedia to create sculpture. Students had day and night exposure to the arts. Students followed a rigorous studio schedule. The studio atmosphere generated a lot of new work and constant critical discussion among students and teachers about the work. Students were exposed to a wide variety of work by professional artists through faculty presentations of their own work, slide shows and books.

High School Dance/Video Intensive
Number served: 10

Designed to serve: Washington State high school students
Number of faculty: 2

Goals:

- Expose students to a wide range of new techniques and media.
- Challenge students to strengthen both artistic techniques and critical thinking skills.
- Expose students to the work of first-rate, professional artists and the critique of their peers.

Desired outcome: After attending Centrum programs, students are able to transfer with confidence and skill into high school arts programs, meeting high school benchmarks of the Washington State EALRs**:**

2.2 Apply a performance process in the arts: identify audience and purpose, select artistic work (repertoire) to perform, analyze structure and background of work, interpret by developing a personal interpretation of the work, rehearse, adjust, and refine through evaluation and problem solving, present work for others, reflect and evaluate.

The arts experience at Centrum results in a positive effect on young people's interpersonal skills, confidence, motivation to succeed, and preparation for work.

Where they came from: Bainbridge Island, Edmonds, Seattle, Port Townsend, and Port Hadlock school districts

Highlights of workshop: Gifted and professional video/photography and dance instructors assisted students in creating their own choreography to be filmed and presented as a short movie. Students increased knowledge of technology by working with cameras, taking photo stills, and video segments. This work was edited and distilled through a process of group critique guided by teachers. Each student created a short movie set to music using IMovie technology. Following a rigorous studio schedule, there was impressive and inspirational growth in all students. Students were exposed to a wide variety of work by professional artists through faculty presentations of their own work and other video professionals.

High School Summer Intensive
Number served: 34
Designed to serve: Washington State high school students
Number of faculty: 5

Goals: Students will take creative chances by working intensely with professional artists from all over the country in a variety of art disciplines, including theatre, movement, video/photography, visual art, and creative writing.

- Expose students to a wide range of new techniques and media.
- Challenge students to strengthen both artistic techniques and critical thinking skills.
- Expose students to the work of first-rate, professional artists and the critique of their peers.
- Provide an opportunity for students to present their work to an audience in a formal setting.

Desired outcome: After attending Centrum programs, students are able to transfer with confidence and skill into high school arts programs, meeting high school benchmarks of the Washington State EALRs**:**

2.1 & 2.2 (see previous page)
2.3 Apply a responding process to an arts presentation: engage actively and purposefully, describe what is seen and/or heard, analyze how the elements are arranged and organized, interpret based on descriptive properties, evaluate using supportive evidence and criteria.
3.1 Use the arts to express and present ideas and feelings.
3.2 Use the arts to communicate for a specific purpose.
Analyze how the deliberate use of artistic elements communicates for a specific purpose.
3.3 Develop personal aesthetic criteria to communicate artistic choices.
4.5 Demonstrate knowledge of arts careers and the role of the arts skills in the world of work. Assume roles of arts careers and practices appropriate work habits and skills, analyzes and interprets how arts skills and knowledge influence the world of work.

The arts experience at Centrum results in a positive effect on young people's interpersonal skills, confidence, motivation to succeed, and preparation for work.

Where they came from: Bainbridge Island, Camanao Island, Edgewood, Edmonds, Everett, Ilwaco, Klipsan Beach, Ocean Park, Olympia, Poulsbo, Port Townsend, Seattle, Sequim, Shaw Island, Tacoma, Vancouver, Vashon, and Wenatchee school districts

Highlights of workshop: Instruction in theater, creative writing, visual art and dance/video was provided by exceptional professional artists. Students in these workshops exceeded their own expectations of their capabilities, acquiring new skills. They worked collaboratively and individually to produce high quality works in each genre with the guidance of instructors. Instructional processes included asking students to engage in reflection and refinement applied to art skills. Faculty presented detailed information about how to get work shown or published: how to be a professional artist presenting your work to develop a

career in the arts. The workshop concluded with a final presentation for friends, family, and peers.

Explorations Middle School 1 & 2
Number served: 103
Designed to serve: Washington State middle school students
Number of faculty: 10
Goals: Students will take creative chances by working intensely with professional artists from all over the country in a variety of art disciplines, including theatre, movement, music, visual art, and creative writing.

- Expose students to a wide range of new techniques and media.
- Challenge students to strengthen both artistic techniques and critical thinking skills.
- Expose students to the work of first-rate, professional artists and the critique of their peers.
- Provide an opportunity for students to present their work to an audience in a formal setting.

Desired outcome: After attending Centrum programs, students are able to transfer with confidence and skill into middle school arts programs. The arts experience at Centrum results in a positive effect on young people's interpersonal skills, confidence, motivation to succeed, and preparation for work.

Where they came from: Bainbridge Island, Bellingham, Bremerton, Eastsound, Deer Harbor, Keyport, Orcas Island, Bremerton, Othello, Port Townsend, Poulsbo, Roy, Silverdale, Tacoma, Tracyton, Waldron, and Yakima school districts

Highlights of workshop: Gifted and professional theatre, dance, visual art, and creative writing instructions present techniques from their fields. Students had day and night exposure to the arts. Students conversed with faculty about careers. The workshop concluded with a final presentation for friends, family and peers, which included performance, reading of poetry and short stories, and a "gallery walk" of visual arts.

Water World Elementary
Number served: 50
Designed to serve: Elementary school students of Washington State with a strong interest in science, the arts, or both
Number of faculty: 6

Goals: Students will work with marine ecologists studying different ecosystems within Fort Worden State Park: the marine environment, a freshwater pond, and a saltwater lagoon. Students collect samples, make scientific observations, and see earth processes at work on glacial bluffs, while collaborating with professional artists to describe their experiences in these environments, using movement,

painting, and poetry. (Group size is small to allow for maximum personal attention and minimum impact on fragile environments.)

Desired outcome: After attending Centrum programs, students will have an appreciation and deeper understanding of the natural world's creative process and how that relates to the student's own art practice in drawing, painting, creative writing, movement, and storytelling.

Where they came from: Bellingham, Cashmere, Chehalis, Chelan, Eastsound, Greenacres, Liberty Lake, Mead, Napavine, Orondo, Shaw Island, Spokane, and Winlock school districts

Highlights of workshop: Students benefited from collaborations between artists and scientists, by exploring the water marine ecosystem and applying that knowledge to creative expression. Native American storyteller Elaine Grinnell shared her traditions of basket making and stories from the Jamestown S'Klallam Tribe. Students learned to understand how science and art are connected through drawing, painting, movement, and creative writing.

Washington State students served through 2008 programs: 204

APPENDIX II

Washington Destination ImagiNation Program

Purpose: Destination ImagiNation offers an international hands-on, team-based, creative problem-solving program that teaches life skills and expands imaginations. Preschool through college age participants apply their creative and critical thinking skills across a variety of disciplines to solve interesting challenges.

Impact on students, teachers, and schools: In 2007–2008 over 2,000 Washington young people participated in the Destination ImagiNation Program. One hundred twenty memberships were comprised of Washington State young people from 40 different school districts, seven community groups, and nine private schools. Over 10,000 hours of time provided administrative and tournament support for the academic competitions. Individual coaches also donated thousands of volunteer hours to teach participants the skills needed to solve real life challenges.

Thirty-five trainings were provided for team managers, appraisers, participants, and potential members during the 2007–2008 year.

Presentations were made at statewide conferences and meetings to promote the program in Washington. A web page also was available to increase awareness about the program and to share current information with participants. Sessions with students in classrooms were held to promote creative problem-solving skills.

Over 1,500 young people participated in the six regional tournaments which were held in Rochester, East Wenatchee, Lake Stevens, Spokane Valley, Silverdale, and Bellevue, Washington. Of the participants, about 100 were primary level, 840 elementary level, 414 middle school/junior high level, and 204 high school level.

Approximately 90 school district teams took part in the state tournament held at Eastmont School District in April. About 550 state qualifiers represented their regions at the state tournament at East Wenatchee School District with students from elementary through high school. From this group, approximately 110 participants (18 teams) qualified to represent Washington State at the global finals in late May. The global finals representatives came from Richland, Redmond, Issaquah, Lynden, Maple Valley, Edmonds, Tacoma, Mountlake Terrace, Gig Harbor, Lake Stevens, College Place, and Silverdale school districts. Sixteen of the 21 teams placed in the top half in their division. This was an outstanding accomplishment by the 2008 Washington teams.

Short description of the program:
Destination ImagiNation was organized to provide opportunities for creative thinking for young people who need a challenging opportunity. The curriculum of the program was used in the classroom so that all learners were exposed to creative thinking to explore and imagine, practice critical thinking, to analyze and evaluate, and experience teamwork while having fun learning.

The tournaments were organized so participants could publicly demonstrate their application of these skills to challenging, open-ended problems (demonstrating any problem can be solved in many different ways and by any group of individuals). Community volunteers were encouraged to coach teams, judge at tournaments, organize events, and recruit and train other coaches. A meaningful partnership was formed among schools, parents, community volunteers, and young people. This provided positive involvement for all involved.

Young people were empowered to believe that they could learn skills to solve any challenge presented to them!

In Washington, the program began in 1980 with one tournament of 21 teams and has grown to seven tournaments throughout the state with over 320 teams participating last year.

Specific goals of the Destination ImagiNation program are:

- Build lifelong learning and problem solving skills in young people.
- Enhance the confidence of young people while they learn to use their own abilities and those of their team members to solve complex problems.
- Teach young people through discovery and development of their talents.
- Demonstrate that there is no one right way to solve a problem and that learning comes in the PROCESS of solving the problem.

ALL Washington young people are eligible to participate in the program. Destination ImagiNation is one of the few academic competitions to provide challenging teamwork opportunities to preschool/elementary-age young people.

The 2007–2008 state appropriation for Washington Imagination Network was $55,800.

Washington Imagination Network 2008 Global Finals Teams

Obstacles, of Course!

Elementary	*Badger Mountain Elementary*	Richland, Washington
Middle	*Redmond Rockstar Rollers*	Redmond, Washington
Secondary	*Tahoma Learning Community*	Richland, Washington

Hit or Myth!

Elementary	*Maplewood School*	Edmonds, Washington
Middle	*Carmichael Middle School*	Richland, Washington
Secondary	*Annie Wright School*	Tacoma, Washington
	Eschew Obfuscation	Spokane, Washington

DI've Got a Secret!

Elementary	*Voyager Elementary*	Gig Harbor, Washington
Middle	*Kopachuck Middle School*	Peninsula, Washington
Secondary	*The May-Tells*	Issaquah, Washington

Chorific

Elementary	*Bernice Vossbeck Elemtary*	Lynden, Washington
Middle	*John Sager MS*	College Place, Washington
	Brighton School	Lynnwood, Washington
Secondary	*Recessive Orange Genes*	Redmond, Washington
	Central Kitsap Junior High	Silverdale, Washington

Switch!

Elementary	*Isom Elementary*	Lynden, Washington
Middle	*Cougar Valley Elementary*	Silverdale, Washington

Washington State students served through 2008 programs: over 2000

APPENDIX III

2007–2008 Washington Future Problem Solving Program

Purpose: Future Problem Solving (FPS), an international program, engages students in creative problem solving through curricular and co-curricular components such as Team and Individual Problem Solving, Community Problem Solving, Scenario Writing, and Action-Based Problem Solving.

Impact on Students, Teachers and Schools: In 2007–2008, forty-two Washington schools in 12 school districts were involved in Washington Future Problem Solving program. Some schools use program materials as an integral part of their curriculum. Other schools offer participation as a part of enrichment or co-curricular opportunities. Many former participants continue involvement with FPS as coaches or evaluators so other young people can have the advantage of participation in FPS Program.

Three fall trainings were provided for over 25 coaches and evaluators with an emphasis placed on how FPS relates to essential learnings, benchmarks, and the National standards for gifted and the authenticity of assessment through the evaluation process. An additional training was held at the State Future Problem Solving Bowl for the evaluators and judges. This training involved 50 people.

Short Description of the Program: The FPS program was created in 1975 to teach young people to design and promote positive futures using creative and critical thinking. Washington has coordinated a FPS affiliate program for over twenty-five years.

Goals of the FPS program are rooted in curriculum and instruction.

- Encourage students to improve their critical and analytical thinking skills.
- Aid students in increasing their creative thinking abilities.
- Stimulate students' knowledge and interest in the future.
- Extend students' written and verbal communication skills.
- Encourage students to develop and improve research skills.
- Provide students with a problem solving model to integrate into their lives.
- Advocate real-life problem solving experiences.
- Guide students to become more self-directed and responsible.
- Develop teamwork skills and promotes responsible group membership.

The FPS program provides problem-solving activities and instruction for grades K–12. Students address social, scientific, political, economic, and technological issues. Students develop and refine critical and creative thinking skills as they focus on one of these areas using the FPS six-step problem-solving model. Individual work and collaborative groups provide students with opportunities to

develop leadership skills while oral presentations of action plans allow students to demonstrate creativity. Skills learned in problem solving and information gained through topic specific studies can be applied to subsequent learning experiences across the curriculum.

FPS components meet the creative thinking, creative writing, leadership, and academic needs of students. Instructional strategies include critical and creative thinking processes, research activities, group instruction and independent study, among others. FPS promotes continuous improvement in problem solving skills through an evaluation process. Each component offers authentic, performance-based assessment of the product.

During the 2007-08 school year, the competition served 360 elementary students, 298 middle school students, and 61 high school students for total enrollment of 719 students, plus many other students who were taught the FPS process in the classroom, but did not compete. A trained teacher or parent coaches each team, individual, and scenario writer.

The state Future Problem Solving Bowl was held in mid-April with over 371 Washington participants. The two and a half day event culminated in an awards ceremony where five Washington teams, two individuals, and two scenario writers qualified to represent Washington at the International Conference in East Lansing, Michigan in early June. At the International Conference, a Washington middle school student placed third, middle level teams placed fourth and fifth (Odle Middle School, Bellevue), a senior level team placed 12th (Everett High School, Everett), and a junior level team placed ninth (Dutch Hill Elementary, Snohomish).

The annual state appropriation for 2007–2008 totaled $34,200.

Washington State students served through 2008 programs: over 719