

Annual Report of the
Highly Capable Learners Program

Educating Highly Capable Students in Washington State

School Year 2003-2004



Dr. Terry Bergeson
State Superintendent of
Public Instruction

April 2006

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Abbreviations

HCP	Highly Capable Program
FTE	Full-Time Equivalent
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 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 2003 – 2004, the state provided \$6,358,520 million for the program. Districts supplemented state funding with approximately \$16,514,031 in local funds. Hence, districts spent \$22,872,551 million in state and local funds educating HCP students in 2003 – 2004. The federal government provides states with the opportunity to access two funding sources. Title V funds may be used by districts to supplement their state funds (use of funds is a district decision). Also, the state has applied for and been awarded the Advanced Placement Fee Reimbursement grant and a competitive grant for the Advanced Placement Incentive Program.

For 2003 – 2004, 237 of the state's 296 school districts received HCP funds. Of those, 227 school districts submitted End-of-Year Reports. According to reports, 50,878 HCP students were served statewide. This reflects 4.98 percent of the total public school enrollment. School districts reported that most of their HCP students were served in Part Time Groupings (101), Advanced Subject Placement options (101), and Honors/Advanced Placement programs (96). Students were also served in Resource/Pull-Out programs (89), Independent Study (81), Regular Classroom (74), or in Self-Contained Classrooms (57).

Funding Data

Districts were required to provide information on the "Percent of Total Dollars" provided from local funds. Of the 230 districts reporting fiscal information, 88 districts, or 38.3 percent, stated that they provided 50.1 percent or more in local funds towards their HCP. Fifty, or 21.7 percent, reported that the district funded from 0 to 10 percent of the HCP costs. Districts also reported the following: 15

districts provided 10.1 percent to 20 percent; 11 districts provided 20.1 percent to 30 percent; and eight districts provided 30.1 percent to 40 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 2003 – 2004 program served a total of 50,878 HCP students. Data were collected on gender and race for those students identified for the HCP in kindergarten through grade 12. School district staff reported that 25,558 of the students identified were female and 25,320 were male. Reports on race include: 40,960 White, 1,040 Black, 4,070 Asian, 3,775 Hispanic, and 615 American Indian. Racial identification was not reported for 418 students.

Length of Program

Districts were required to provide information on the number of years that the HCP had been offered in the district. The information was reported in the following categories: 0-5 years (23 districts), 6 - 10 years (28), 11-15 years (33), 16 -20 years (67), 21 – 25 years (38) 26 or greater years (14) and No Response (27). Districts were also required to identify their Stage of Program Development. Of the districts reporting, 14 indicated that they were in the "Planning Stage", 58 were "Beginning Implementation", and 127 indicated "Totally Implemented K-12". Thirty-one school districts did not complete this section of the report.

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, 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 that districts annually provide program evaluation data to OSPI in the HCP End-Of-Year Report.

Program Funding

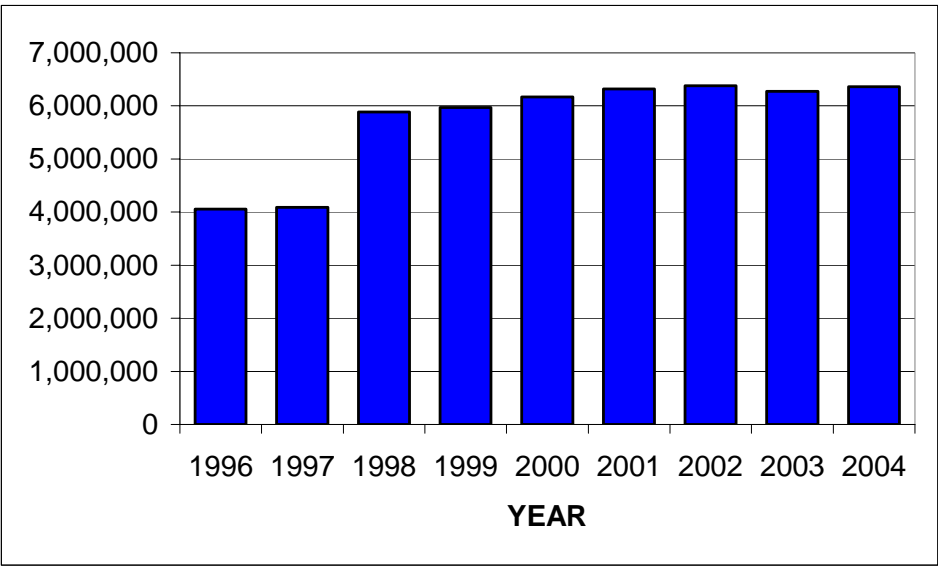
Districts receive state funding for two percent of their total FTE students. The allocation is determined by a formula (two percent of the total district full time student enrollment multiplied by the per-pupil amount for that year equals the HCP allocation). In school year 2003 - 2004, the per-pupil amount that the state provided was \$337.34. The per-pupil amount is adjusted annually and was eight percent more than the unenhanced basic education amount provided for all students.

Figures 1.1 and 1.2 illustrate the state HCP allocation over a nine year period.

Figure 1.1: Allocation for Fiscal Years 1996-2004

Fiscal Year	Allocation
1996	4,055,646.29
1997	4,090,539.84
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

Figure 1.2: Allocations 1996 - 2004



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

HCP programs. In school year 2003 - 2004, districts used approximately \$16,514,031 in local funding to educate HCP students. In some cases districts used part of their ESEA Title V funding to support HCP activities. However, this source of federal funding is minimal compared to state and local funding. (Of the districts receiving Title V funds, only 10 percent identified this fund source for 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; and
- (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 the Office of Superintendent of Public Instruction (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 2003 – 2004 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, and;
- Baseline Academic Data for 2004 WASL Results.

To address these topics, data was examined from 227 of the 237 districts that had an approved state grant application for HCP students in school year 2003 - 2004. The data were provided on the district annual reports. This data will be used as the baseline data for the next required legislative report in 2008.

School-level data are 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 2004, as required by RCW 28A-185.050.

STATE AND DISTRICT DEMOGRAPHIC DATA SECTION 2

Washington State School Districts served over 50,878 students in HCPs. Of those students, there are 238 fewer males served than females. 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 -- 81 percent of the reporting districts provided additional funding at 30 percent or more for actual program costs.

Total Highly Capable Student Enrollment

In 2003 – 2004 a total of 50,878 students were reported by 227 school districts as receiving HCP services. This represents 4.98 percent of the total public school student population as being served by HCP. This compares to 4.8 percent being served during 2002 – 2003. The program served slightly more females (25,558) than males (25,320). There were 40,960 (81.2 percent) white students served, 4,070 (8.1 percent) Asian, 3,775 (7.5 percent) Hispanic, 1,040 (2.1 percent) Black, and 615 (1.2 percent) American Indian.

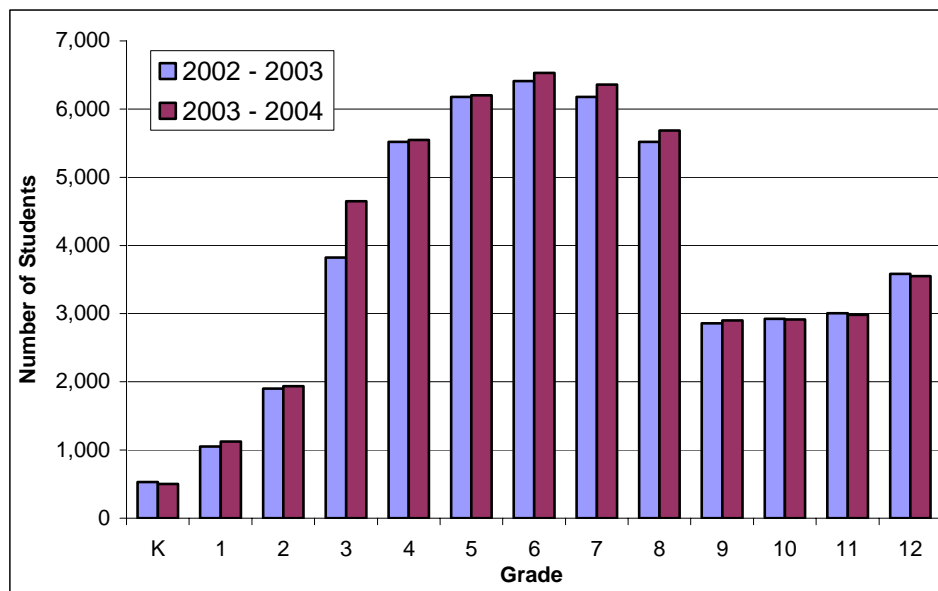
Districts were required to provide information on the number of students identified for HCP services across grade levels. The majority of students were served between grades four and eight. Districts have reported that it is difficult to find accurate identification instruments for young children; this could account for the lower numbers of students participating in grades kindergarten through grade two. Districts have also stated that many of their high school students are taking advanced coursework, but have not gone through a formal identification process.

When comparing the 2002 – 2003 and 2003 – 2004 school years, shifts in enrollment at each of the grade levels for highly capable students occurred with decreases in kindergarten, grades two, 10, 11 and 12. Significant increases in numbers of students served occurred in grades one, three, six, seven, and eight. It is interesting to note the increase during the middle school years. Figure 2.1 provides the detail for these observations and Figure 2.2 displays the differences between the two school years.

Figure 2.1: Number of Students Enrolled

Number of Students			Number of Students		
Grade	2002 - 2003	2003 - 2004	Grade	2002 - 2003	2003 - 2004
K	532	501	7	6,178	6,360
1	1,049	1,124	8	5,520	5,685
2	1,900	1,933	9	2,855	2,902
3	3,823	4,650	10	2,922	2,914
4	5,517	5,546	11	3,004	2,983
5	6,179	6,201	12	3,583	3,548
6	6,414	6,531	Total	49,476	50,878

Figure 2.2: Number of Students Enrolled



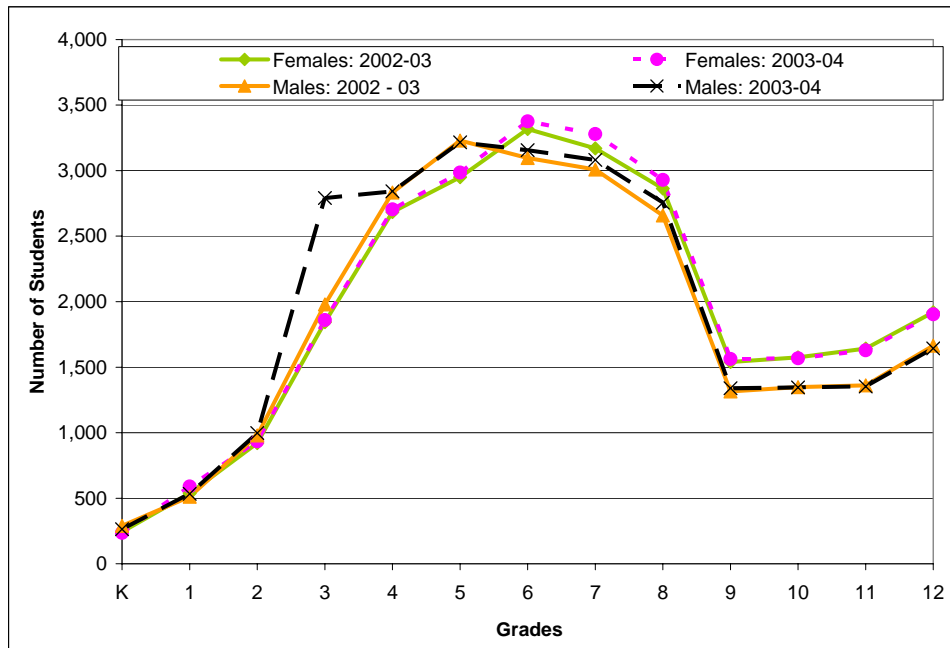
Highly Capable Student Enrollment by Gender

In their reports, districts provided gender data by grade level. They reported that there were 25,558 females and 25,320 males served in district HCPs during the 2003 – 2004 school year. Thus, there is a .4 percent difference between gender groups with 50.2 percent of the total HCP students female and 49.8 percent of the total HCP students male. When comparing the 2002 – 2003 school year with the 2003 – 2004 school year, one finds an enrollment increase of 1.4 percent in females and a 4.3 percent increase in males. The increase in males occurred in third grade and during the middle school years. Figures 2.3 and 2.4 illustrate the distribution in kindergarten through grade 12 for both school years.

Figure 2.3: Number of Students Enrolled by Gender

	2002 - 03	2003-04	2002-03	2003-04
Grade	Females	Females	Males	Males
K	243	237	289	264
1	537	590	512	534
2	920	935	980	998
3	1,843	1,860	1,980	2,790
4	2,684	2,704	2,833	2,842
5	2,950	2,985	3,229	3,216
6	3,318	3,375	3,096	3,156
7	3,170	3,279	3,008	3,081
8	2,862	2,929	2,658	2,756
9	1,540	1,563	1,315	1,339
10	1,574	1,568	1,348	1,346
11	1,643	1,629	1,361	1,354
12	1,919	1,904	1,664	1,644
Total	25,203	25,558	24,273	25,320

Figure 2.4: Number of Students Enrolled by Gender, School Years 2002-03 and 2003-04

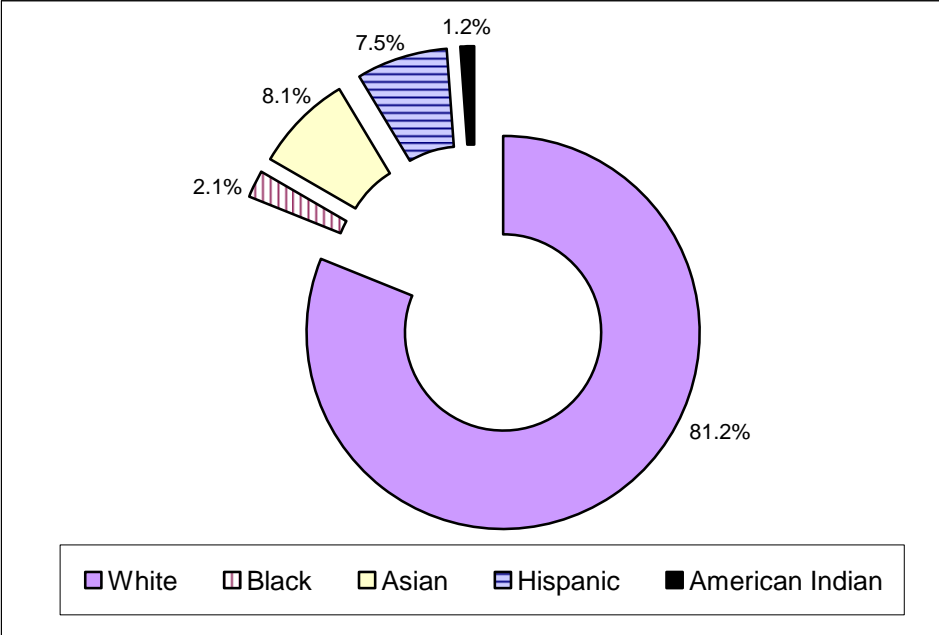


Highly Capable Student Enrollment by Ethnicity/Race

Districts provided data on the number of students in five racial groups across grade levels. The distribution of HCP student enrollment by race/ethnicity is illustrated in Figure 2.5. The majority of the students participating in district HCP

are white (40,960). Other categories of race distribution are as follows: Asian (4,070), Hispanic (3,775), Black (1,040) and American Indian (615).

Figure 2.5: Student Enrollment by Ethnicity/Race – 2003-2004



The demographic data used for the total student population for the state of Washington is for October 2003. To put the racial distribution for HCP in context, it is important to identify the state's total population disaggregated by the five racial groups for which data is collected. When comparing the ethnic/racial data from 2002 – 2003 to 2003 – 2004, it should be noted that in the total student population, the percent of students who are non-white is increasing while for HCP, the percentage stays constant. This means the achievement gap is widening. Figure 2.6 illustrates the percentage of the state's total student population by race/ethnicity and the HCP population and corresponding percentage as defined by ethnicity/race.

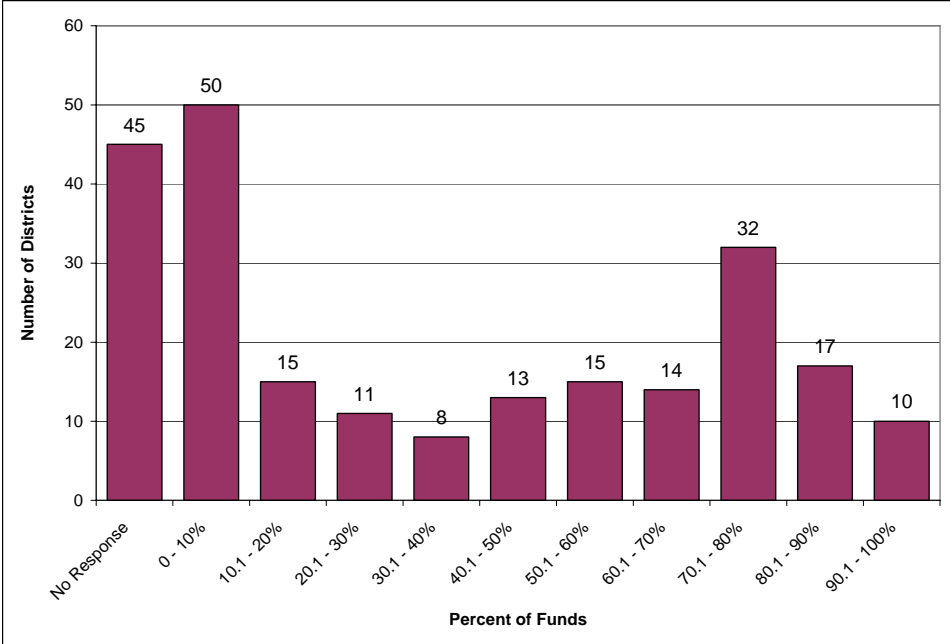
Figure 2.6: Student Enrollment by Ethnicity/Race – 2002-2004

Race/Ethnicity	2002 - 2003			2003 - 2004		
	% of Total State Enrollment	HCP Student Enrollment	% of Total HCP Enrollment	% of Total State Enrollment	HCP Student Enrollment	% of Total HCP Enrollment
White	73.4%	39,682	81.0%	71.4%	40,960	81.2%
Black	5.4%	1,019	2.1%	5.7%	1,040	2.1%
Asian	7.5%	3,989	8.1%	7.8%	4,070	8.1%
Hispanic	10.9%	3,693	7.5%	12.3%	3,775	7.5%
American Indian	2.7%	600	1.2%	2.8%	615	1.2%
Total	100.0%	48,983	100.0%	100.0%	50,460	100.0%

District Fiscal Reporting Information

Districts reported that they spent \$22,872,551 during the 2003-2004 school year to support their HCPs and reported the percent of local money used in support of district HCP. As illustrated in Figure 2.7, the majority of the districts report spending more than 10 percent of local funds on their HCPs.

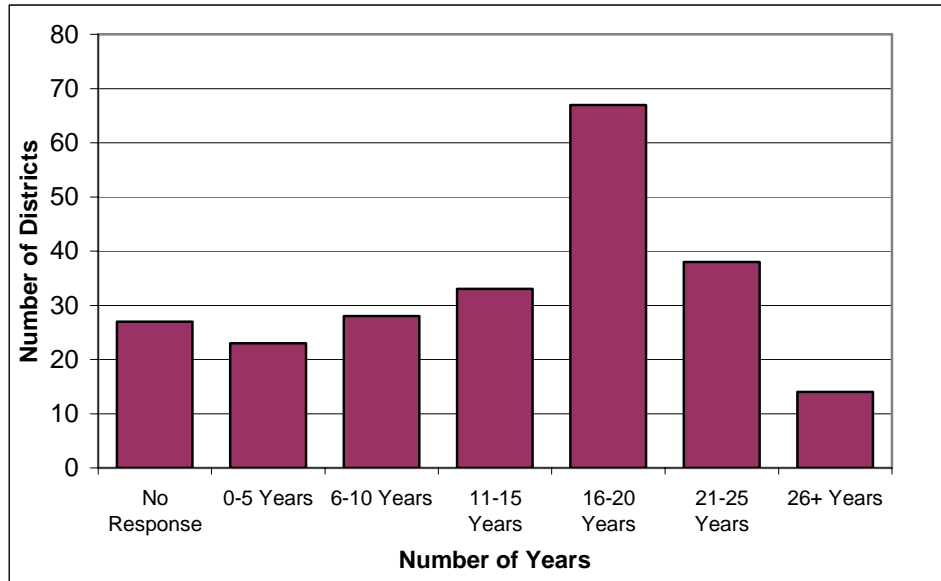
Figure 2.7: Percent of Funds Provided by Local Districts, 2003-2004



Number of Years HCP Has Been in District

Districts reported the number of years that HCPs have been offered in each of their districts. Figure 2.8 illustrates the number of years districts have offered HCPs. The total number of years ranges from one year to 33 years. At least 58.6 percent of the reporting districts (119) identified that HCPs have existed in their districts for more than 15 years. Twenty-seven districts did not respond. The average number of years a district has offered a HCP is 16 years.

Figure 2.8: Years HCP Programs Offered by District, 2003-2004



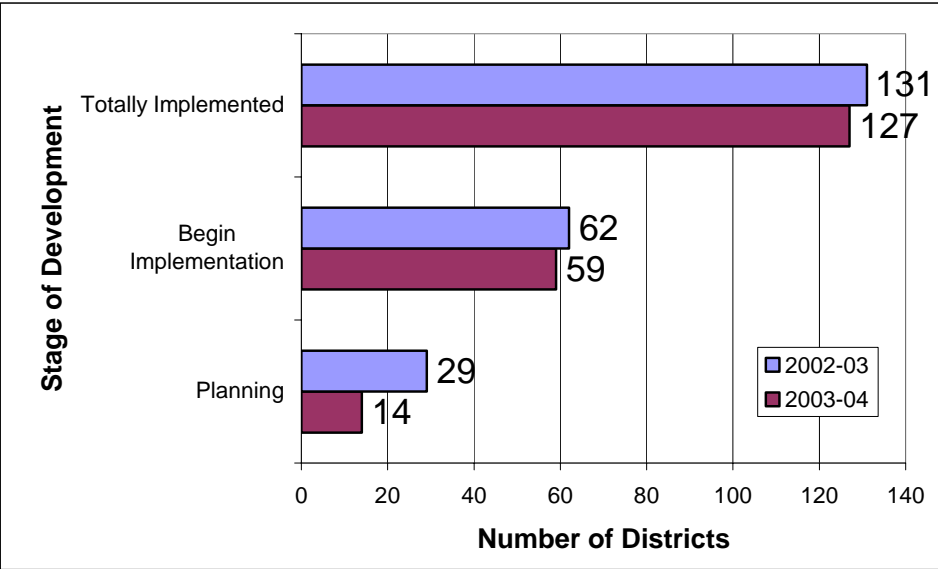
Stages of Program Development

Districts also provided information, as displayed in Figures 2.9 and 2.10, which indicates the stage of their program development. Data for program development indicates that of the 199 districts reporting, 127 have totally implemented HCP programs in their districts. Fourteen districts were in the planning stage and 58 were beginning to implement programs. Thirty-one districts did not respond to this question.

Figure 2.9: Stage of Program Development

Stage	2002-2003	2003-2004
Planning	29	14
Begin Implementation	62	59
Totally Implemented	131	127

Figure 2.10: Stage of Program Development



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 (76), for assessment of academic achievement, the Iowa Test of Basic Skills was most commonly used (141), and for creativity, districts were most dependent upon use of district developed checklists or other sources (110).

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. Such a 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 (76 districts). Other selections included Otis Lennon (29), Wechsler Intelligence Scales for Children (WISC) (15) and Raven Progressive Matrices (10). For academic achievement, Iowa Test of Basic Skills (ITBS) (141) and Washington Assessment of Student Learning (WASL) (87) were most frequently used. For the area of creativity, districts reported using the Structure of Intellect (SOI), Torrance Test of Creativity (10), Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli, et. al. Checklist) (18), and Screening Assessment for Gifted Elementary/Secondary (SAGE). The category of “other” received 110 responses, with most of those indicating the use of district checklists or student products.

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. Five districts did not respond to this item on the End-of-Year Report. However, of those responding, 187 districts involved teachers on the committee, 116 involved a psychologist or qualified practitioner and 154 included a district administrator. In addition, 188 districts used classroom activities as part of the process.

PROGRAM OPTIONS

SECTION 4

Washington State School Districts provide a variety of program options to highly capable students. An equal number of districts (101) provided Part-Time Grouping and/or Advanced Subject Placement as their primary program options. Over 91 of the districts had arranged for advanced coursework offered through Advanced Placement/International Baccalaureate programs. Of those districts reporting, 57 identified that they provide full time Self-Contained classes for the HCP students. Only 38 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; and
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 10 categories of program models, which are defined below. Figure 4.1 provides the number of districts offering specific program options.

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. **Resource Program/Pull-Out:** Students have access to a designated area that provides a learning environment specifically tailored to the needs and objectives for education of the highly capable. This often involves the scheduling of students for extra classes or for transporting students to a HCP center operating in the district. Example: Elementary HCP students are bused one day a week to a district HCP center where differentiated instruction is used to teach higher order thinking skills.

3. **Part-Time Grouping:** 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 the Math Olympiad contest. Students who excel in mathematics are coached by an expert in mathematics to further advance their math interests and abilities.

4. **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.

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 the orca. She will then teach the unit in a ninth grade high school biology class demonstrating her knowledge.

6. **Individual Student Learning Plan (ISLP):** Districts have written ISLPs for the HCP students in their district. These plans will contain a variety of options that are based upon the assessment data for each student. Plans are developed in consultation with the regular classroom teacher, HCP teacher and the student.

7. **Regular Classroom:** HCP students remain in their regular classroom after identification. Assessment data is shared with the classroom teacher to drive the learning opportunities for the student. Curriculum and instructional

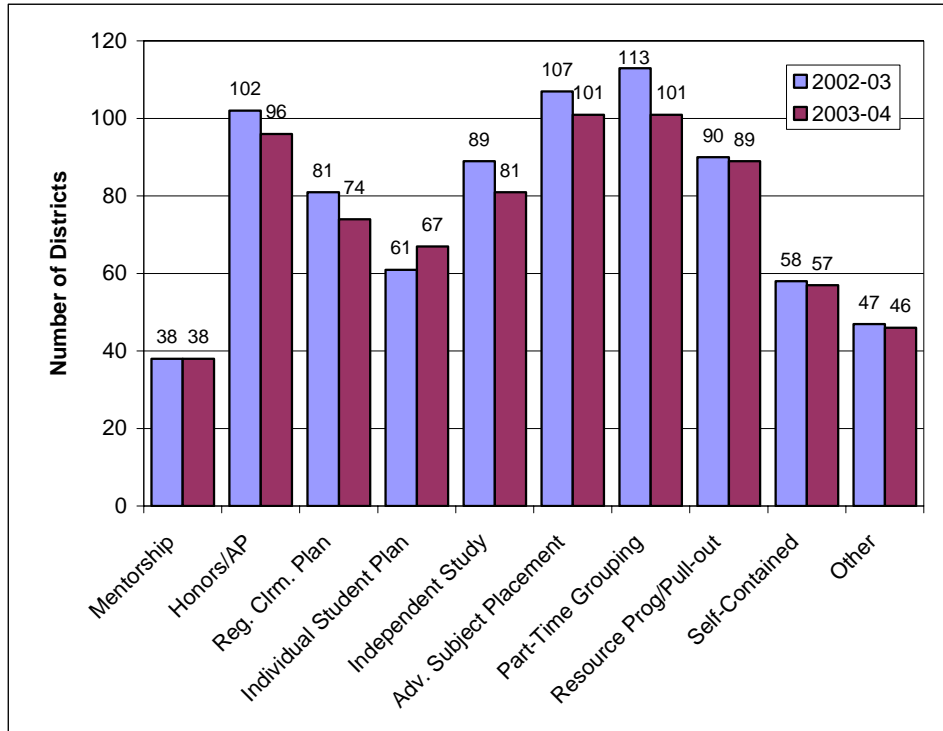
strategies are differentiated to meet the academic needs of the student. Some districts use cluster grouping within a regular classroom. A group of HCP students is placed in a mixed ability classroom with a teacher who has received training on how to teach HCP students and/or how to differentiate instruction. Example: Seven HCP students were identified in third grade. There are three 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 differentiation and will be able to work effectively with these students.

8. **Honors/Advanced Placement:** HCP students are offered the opportunity to work in accelerated classes in specific content areas. Example: A high school HCP has adopted AP courses in mathematics, literature and world languages. Students who excel in one or more of these areas participate in the AP courses, take an exam, and may receive both high school and college credits.

9. **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 students work and will meet with the middle school math teacher to determine the student's grade.

10. **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 Activities.

Figure 4.1: Program Options Used



DISTRICT EVALUATION MODELS

SECTION 5

For the first time, 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 used WASL data for those HCP students identified in grades four, seven and 10. For other grade levels, districts used a variety of evaluation strategies including student portfolios, classroom-based assessments and student, parent, teacher inventories. Data collected for 2002 – 2003 serves as a baseline for assessing the achievements of HCP programs in the future.

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 will be used as baseline information to determine district HCP impact on student achievement in future years.

Districts were directed to provide information on the HCP goals, indicators of success, and methods of assessment that were used to show academic growth and student progress. The report allowed for districts to provide 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 collected, analyzed and reported. For data collected, districts recorded frequency of collection, the individual responsible for collection, analysis, and reporting, and information on how data was collected and reported. The following are samples of responses provided by districts:

Classroom Evidence

- A variety of assessment measures including quizzes, tests, and performance assessments are collected on an ongoing basis by the teacher and reported three times a year on report card and at least once a year in the context of conference.
- One to three times per year Enrichment Specialists report on rubrics, portfolios, products, and performances through culminating events.

District Assessment Data

- Twice a year classroom teachers collect data from Northwest Evaluation Association Levels Test and report findings to departments and the School Board.
- The program coordinator collects data from district assessment and reports annually to school board.

- The district administers the Measures of Academic Progress in Reading and Math to all students in grades 2-10 in fall and spring. Students are given a growth target based on the fall score. The district measures to see what percentage of students meet the growth target. In Math, 67.7 percent of highly capable students met their growth target, compared to 50 percent for the national norm group. In Reading, 54.8 percent of highly capable students met their growth target, compared to 50 percent for the national norm group.

State and National Assessment Data

- The assessment office provides an annual report to OSPI that identifies the percentage of students in grades four, seven, and 10 reaching level four on the WASL in the areas of Reading and Math.
- The district reports yearly on the WASL and ITBS
 - Grade four: 86 percent of the highly capable students passed the WASL in all areas.
 - Grade seven: 91 percent of the highly capable students passed the WASL in all areas.

Other

- Annual evaluation to assess the student's progress, filled out by both parent and teacher, to ensure that the academic program is meeting the child's needs.
- Students meet with the teacher periodically throughout the year to determine their growth and progress towards the goals they set at the beginning of the year. They do this through individual meetings with the teacher about the projects they are engaged in each trimester.
 - This data is utilized to determine whether or not students are progressing and is used in discussions with parents and general education classroom teachers to determine student progress and growth in the area of academia.

2004 WASL RESULTS

SECTION 6

The state annually assesses all students in grades four, seven, and 10 with the Washington Assessment of Student Learning. Students who have been identified as highly capable are reported on the WASL. In comparison to the WASL scores for 2003, the data collected for 2004 indicates that the majority of students identified as highly capable continued to meet or exceed the standard. In fourth grade reading, 70.99 percent of the students were at Level Four with 27.50 percent in Level Three. The total of the two levels indicates that 98.5 percent of the fourth grade HCP students met or exceeded the reading standard. In 2003, 97.4 percent met or exceeded the reading standard. Similar statistical trends were found across all assessed grade levels and content areas.

WASL and Highly Capable Program Comparison

WASL data was collected for HCP students in grades four, seven and 10 for the 2003 – 2004 school year. This data is based on the districts' identification of HCP students on the WASL test booklet. (Districts identified HCP students by shading in the bullet designated for "gifted" students). WASL data indicates that 130 districts reported HCP students for fourth grade, 85 districts reported for seventh grade and 45 districts reported for tenth grade. There is a discrepancy between the number of students identified on the WASL reports and the number of students identified in the HCP End-of-Year Report. For fourth grade, 3,529 students were identified on the WASL as gifted and 5,546 students were reported on the HCP report. For seventh grade, 3,886 students were identified on the WASL as gifted and 6,360 students were reported on the HCP report. For tenth grade, 1,417 students were identified on the WASL as gifted and 2,914 students were reported on the HCP report. A similar discrepancy was also reported for 2002 – 2003.

WASL DATA Reported for 2004

OSPI's Research and Assessment Office provided the following WASL data that addresses information on the levels of achievement for those students identified as "gifted" on the WASL test booklets. Data are disaggregated by three content areas: Reading, Mathematics, and Writing. It is important to acknowledge that the majority of students received a Level Three or Level Four, therefore meeting or exceeding standards. In reading, 98.5 percent of fourth grade students met standard with 70.99 percent exceeding standard; 97.0 percent of seventh grade students met standard with 79.17 percent exceeding standard; and 96.3 percent of the tenth grade students met the standard with 91.18 percent exceeding standard. Figures 6.1-6.9 compare WASL data for the three grade levels and three content areas.

WASL RESULTS BY GRADE LEVEL AND CONTENT AREA

Figure 6.1: Fourth Grade Reading

(97.4% met or exceeded standard in 2003;
98.5% met or exceeded standard in 2004)

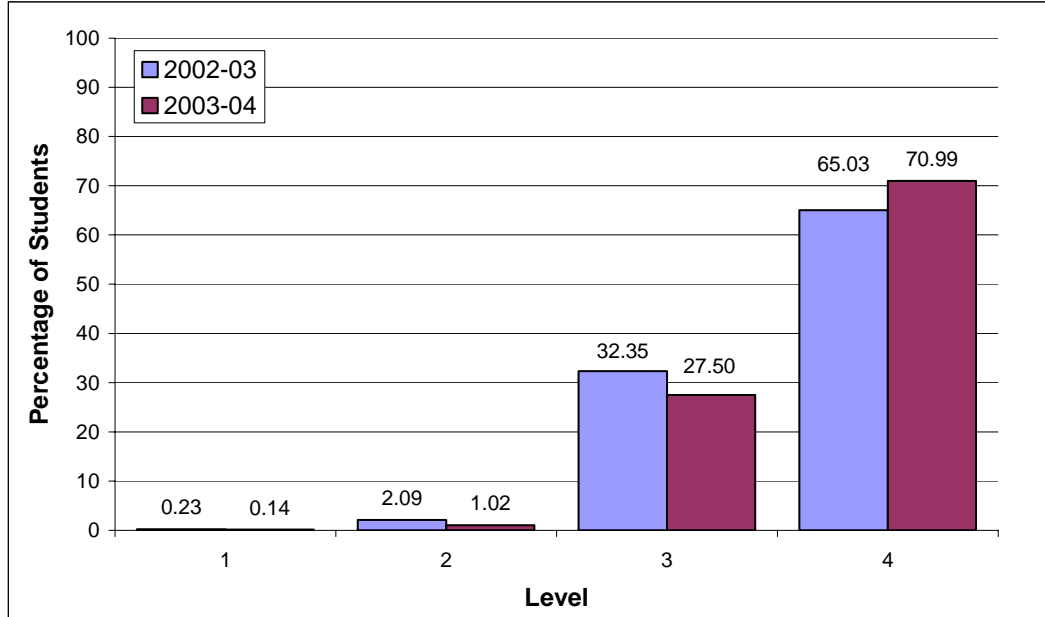


Figure 6.2: Fourth Grade Writing

(89.9% met or exceeded standard in 2003;
91.0% met or exceeded standard in 2004)

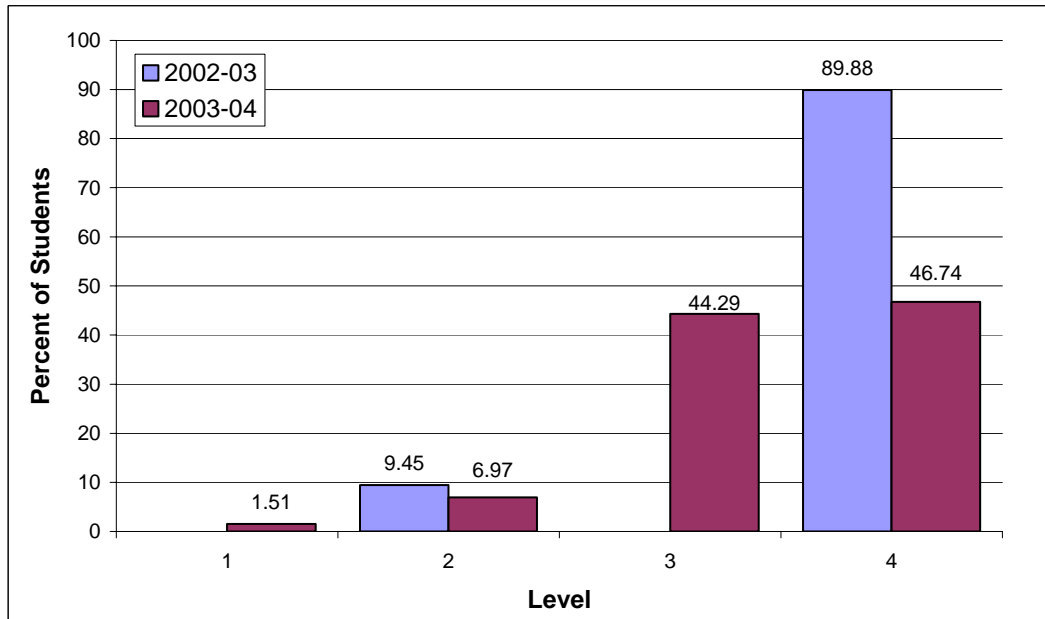


Figure 6.3: Fourth Grade Mathematics
(96.2% met or exceeded standard in 2003;
97.1% met or exceeded standard in 2004)

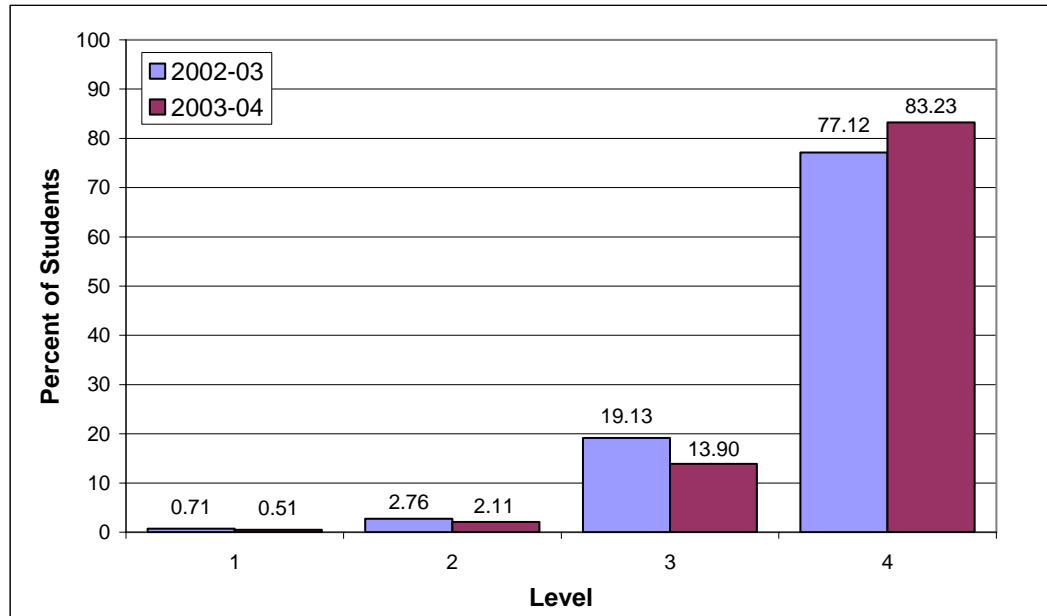


Figure 6.4: Seventh Grade Reading
 (93.4% met or exceeded standard in 2003;
 97.0% met or exceeded standard in 2004)

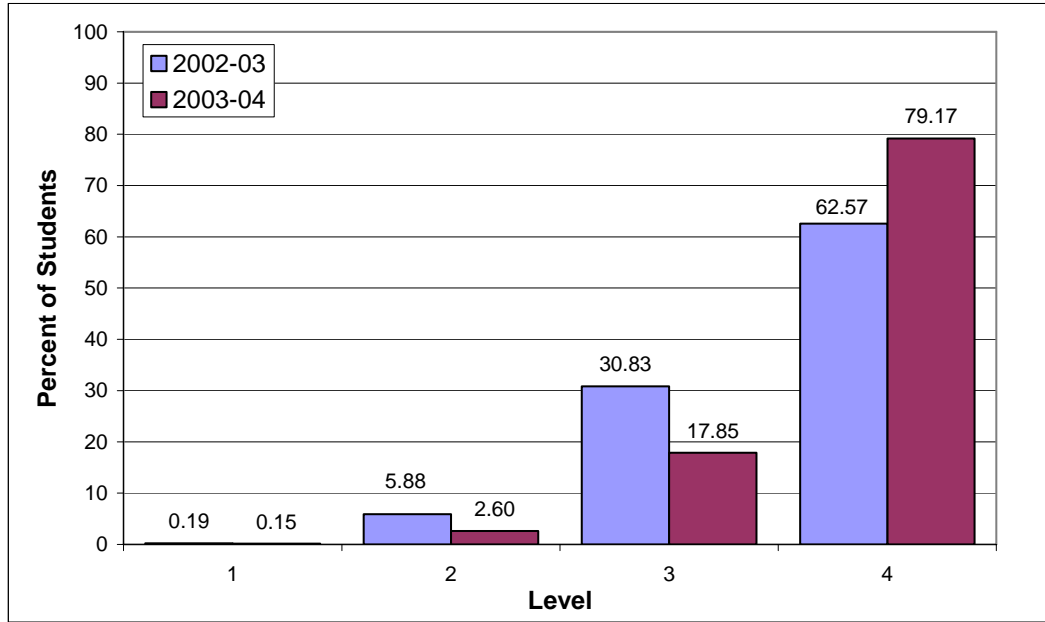


Figure 6.5: Seventh Grade Writing
 (91.9% met or exceeded standard in 2003;
 93.7% met or exceeded standard in 2004)

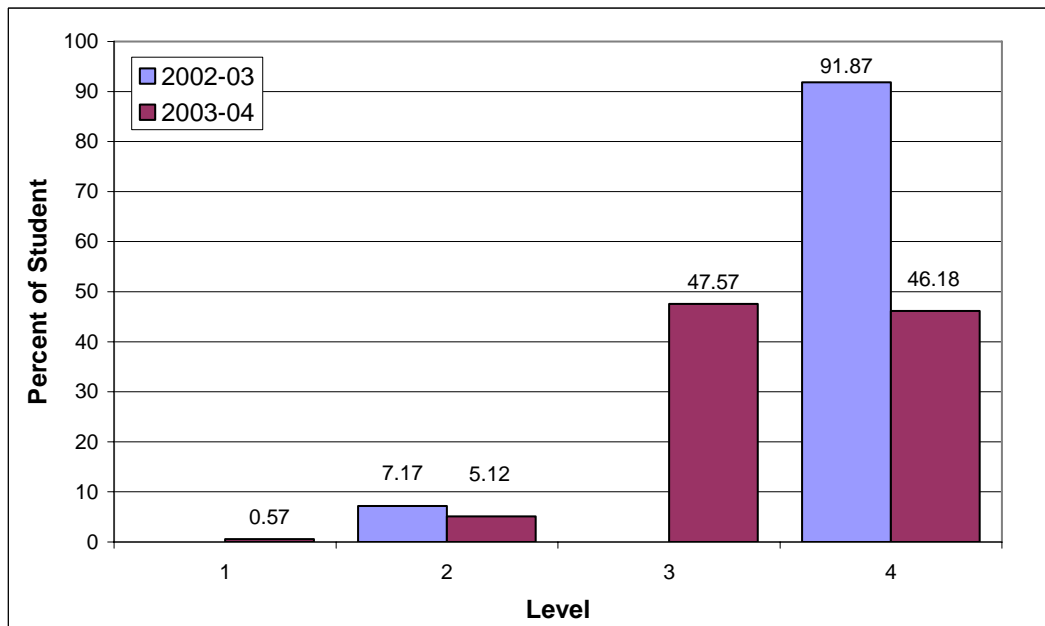


Figure 6.6: Seventh Grade Mathematics
(91.1% met or exceeded standard in 2003;
96.2% met or exceeded standard in 2004)

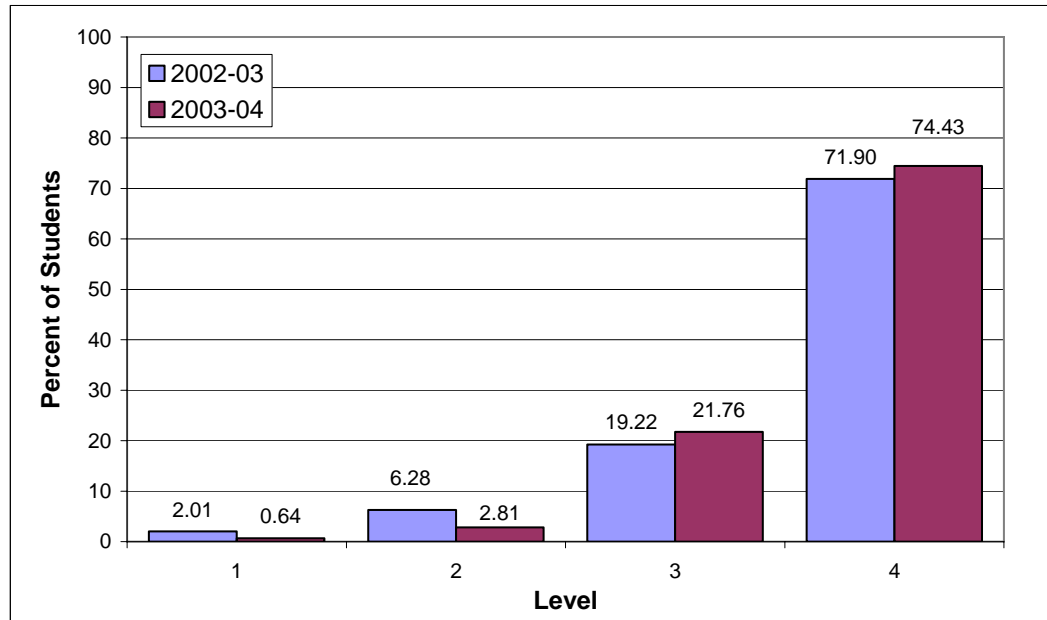


Figure 6.7: Tenth Grade Reading
 (95.4% met or exceeded standard in 2003;
 96.3% met or exceeded standard in 2004)

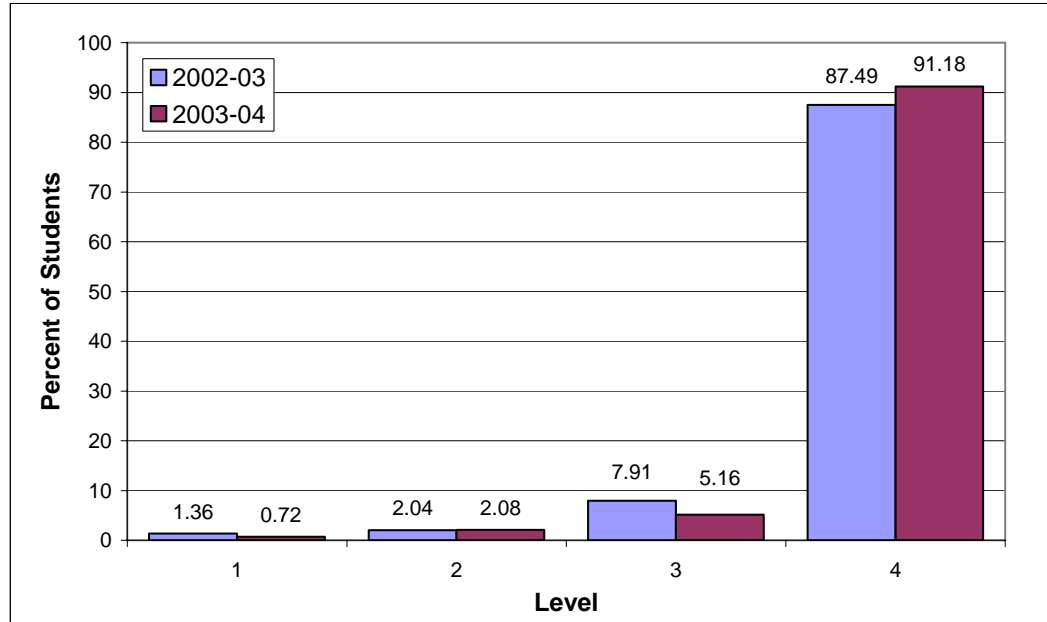


Figure 6.8: Tenth Grade Writing
 (92.8% met or exceeded standard in 2003;
 93.9% met or exceeded standard in 2004)

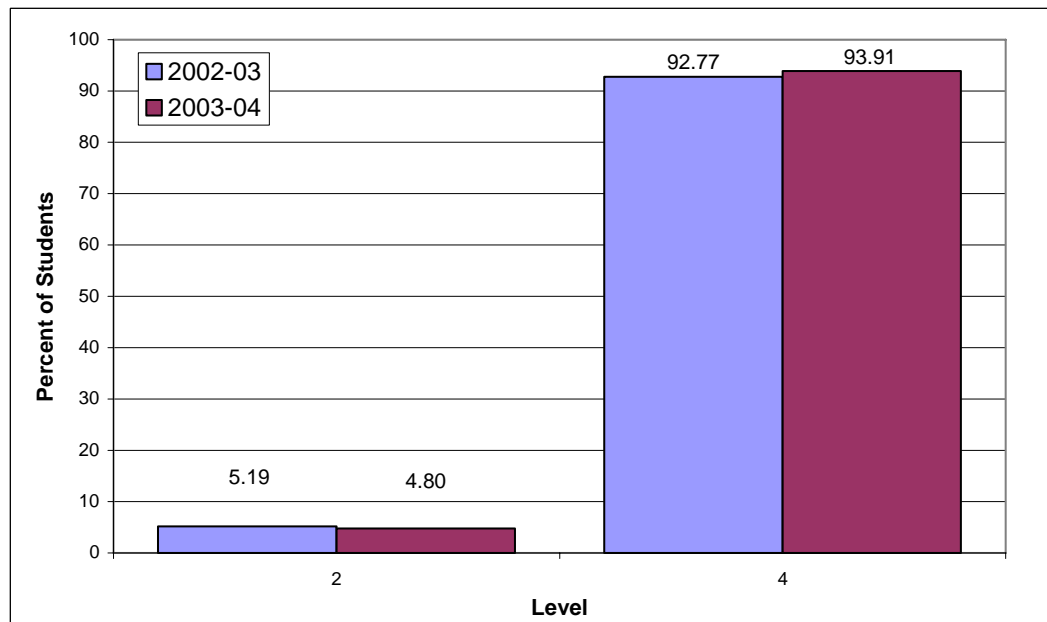
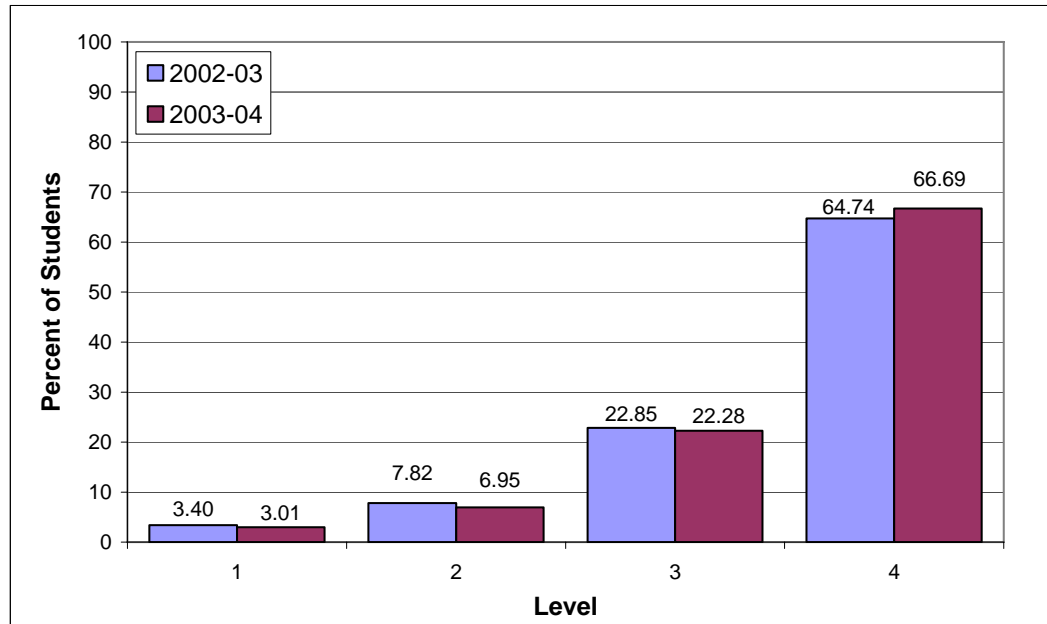


Figure 6.9: Tenth Grade Mathematics
(87.6% met or exceeded standard in 2003;
89.0% met or exceeded standard in 2004)



SUMMARY OF FINDINGS

SECTION 7

Even though two years of data does not define a trend, it is helpful to provide a summary of the findings when analyzing the 2002 – 2003 and 2003 – 2004 HCP data in terms of student demographics, student selection, student performance, district commitments, and program options. 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 only minimally since 1998.
2. The number of students enrolled in HCP increased 2.8 percent from 2002 – 2003 to 2003 – 2004. This compares to a 1.1 percent increase in the total public school student enrollment for the same period of time.
3. For 2003 – 2004, the difference between the number of females and the number of males enrolled in HCP is minimal. The shift from 2002 – 2003 to 2003 – 2004 occurred because of a .8 percent increase in the number of males selected for programs.
4. The most significant area of concern is in the widening of the gap between the percentage of whites and non-whites enrolled in HCP. From 2002 – 2003 to 2003 – 2004, the number of white students in HCP increased by 1,278 students (3.2 percent) compared to 199 non-white students (2.1 percent).
5. The average number of years HCP has been in a local district is 16 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 33 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 are using a variety of measures to identify qualified students for services.
8. A comparison of the program options being used in 2002 – 2003 to those in 2003 – 2004, shows a significant decrease in the use of honors/advanced placement courses, regular classroom plans, independent study, advanced and subject placement, and part-time grouping. The only option where a significant increase has occurred was in the use of individual student learning plans.
9. There was no change in the use of HCP evaluation models from the 2002 – 2003 to 2003 – 2004 school years.
10. A comparison of the 2003 and the 2004 WASL scores for highly capable students shows that an increasing number of students are meeting or exceeding standards at grades four, seven, and 10 in the areas of reading, mathematics and writing. In 2004, 98.5 percent of

the highly capable students in fourth grade met or exceeded standards in reading, 91.0 percent in writing and 97.1 percent in mathematics. For seventh graders, 97.0 percent in reading, 93.7 percent in writing and 96.2 percent in mathematics met or exceeded standards. For tenth graders, 96.3 percent in reading, 93.9 percent in writing and 89.0 percent in mathematics met or exceeded standards.