

Annual Report of the
Highly Capable Learners Program

Educating Highly Capable Students in Washington State

School Year 2006–2007



Dr. Terry Bergeson
State Superintendent of
Public Instruction

September 2008

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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 2006–2007, the state provided \$7,026,729 for the program. Districts supplemented state funding with approximately \$35,208,235 in local funds. Hence, districts spent \$42,234,964 in state and local funds educating HCP students in 2006–2007. 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 been awarded the Advanced Placement Fee Reimbursement grant and two competitive grants for the Advanced Placement Incentive Program (APIP).

For 2006–2007, of the state's 296 school districts 222 districts had HCP funds allocated. Of those, 221 school districts submitted HCP end-of-year reports. According to reports, 23,641 HCP students were served statewide by Highly Capable categorical funds. This reflects 2.37 percent of the total public school enrollment. School districts reported that most of their HCP students were served in part time groupings (143), regular classroom with differentiated instruction (114), and Advanced Placement (AP)/International Baccalaureate (IB) programs (107). Students were also served in advanced subject placement (111), honors courses (90), independent study (74), self-contained classrooms (73), or cluster grouping (58).

Funding Data

Districts were required to provide information on the "Percent of Total Dollars" provided from local funds. Of the 201 districts reporting fiscal information, 122 districts, or 60.7 percent, stated that they provided 50.1 percent or more in local funds towards their HCP. Seventy-three, or 36.3 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; six districts provided

20.1 percent to 30 percent; eight districts provided 30.1 percent to 40 percent; and seven 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 2006–2007 program options supported with state funds only served a total of 23,641 HCP students. For state funded options, data were collected on gender and race for those students identified for the HCP in kindergarten through Grade 12. School district staff reported that 11,725 of the students identified were female and 11,916 were male. Reports on race include: 18,406 White, 498 Black, 3,008 Asian, 1,431 Hispanic, and 298 American Indian.

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 (30 districts), 6–10 years (27), 11–15 years (31), 16–20 years (36), 21–25 years (38), 26 or greater years (45), and no response (14). Districts were also required to identify their Stage of Program Development. Of the districts reporting, 28 indicated that they were in the “planning stage,” 93 were “beginning implementation,” and 122 indicated “totally implemented K–12.” It should be noted that 20 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, 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

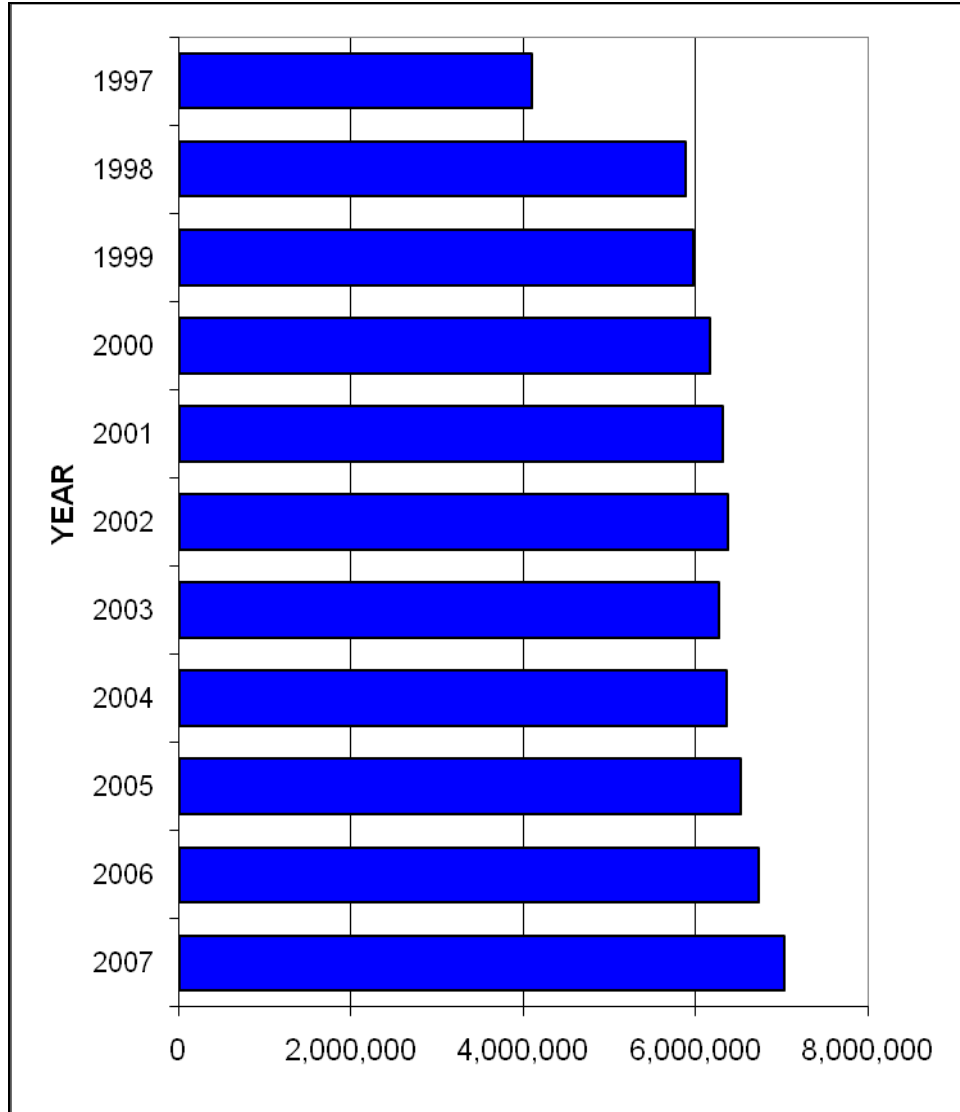
Districts receive state funding for two percent of their total FTE students. The allocation is determined by a formula (two percent of the total district full-time student enrollment multiplied by the per-pupil amount for that year equals the HCP allocation). In school year 2006–2007, the per-pupil amount that the state provided was \$369.58. 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 an 11 year period.

Figure 1.1: Allocation for Fiscal Years 1997–2007

Fiscal Year	Allocation
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
2005	\$6,517,759.35
2006	\$6,730,819.00
2007	\$7,026,729.27

Figure 1.2: Allocations 1997–2007



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 HC programs. In school year 2006–2007, districts used approximately \$35,208,235 in local funding to educate HCP students. In some cases districts used part of their Elementary and Secondary Education Act (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 four 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
- (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 2006–2007

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.
- Baseline Academic Data for 2006 WASL Results.

To address these topics, data was examined from the 221 districts that had an approved state grant application for HCP students in school year 2006–2007. 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 2006, as required by RCW 28A-185.050.

STATE AND DISTRICT PROGRAM DATA SECTION 2

Using state categorical monies, Washington State school districts served over 23,641 students in HCPs in 2006–2007. Of those students, there are 191 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 – 61.2 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 2006–2007 a total of 23,641 students were reported by 221 school districts as receiving HCP services which were supported with state HCP categorical funds. This represents 2.37 percent of the total public school student population as being served by HCP. The program served slightly more females (11,916) than males (11,725), Figure 2.1. There were 18,406 (77.9 percent) White students served, 3,008 (12.7 percent) Asian, 1,431 (6.1 percent) Hispanic, 498 (2.1 percent) Black, and 298 (1.3 percent) American Indian, Figure 2.3.

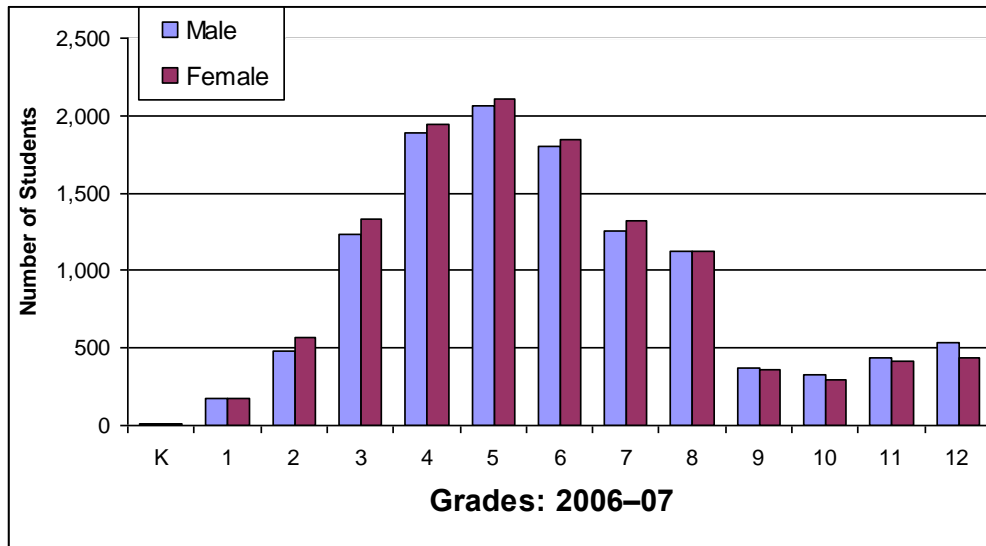
Districts were required to provide information on the number of students identified for HCP services across grade levels. The majority of students were served between Grades 3–8. Districts have reported that it is difficult to find accurate identification instruments for young children; this could account 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 11,916 females and 11,725 males served in district HCPs during the 2006–2007 school year (Figure 2.1 and Figure 2.2). Thus, there is a .80 percent difference between gender groups with 49.60 percent of the total HCP students male and 50.40 percent of the total HCP students female.

Figure 2.1: Student Enrollment Supported by Categorical Funds

Grade	Male	Female	Total
K	11	11	22
1	179	171	350
2	481	563	1,044
3	1,239	1,331	2,570
4	1,887	1,939	3,826
5	2,063	2,107	4,170
6	1,804	1,840	3,644
7	1,260	1,324	2,584
8	1,125	1,127	2,252
9	373	357	730
10	327	296	623
11	439	411	850
12	537	439	976
Total	11,725	11,916	23,641

Figure 2.2: Student Enrollment by Gender Supported by Categorical Funds



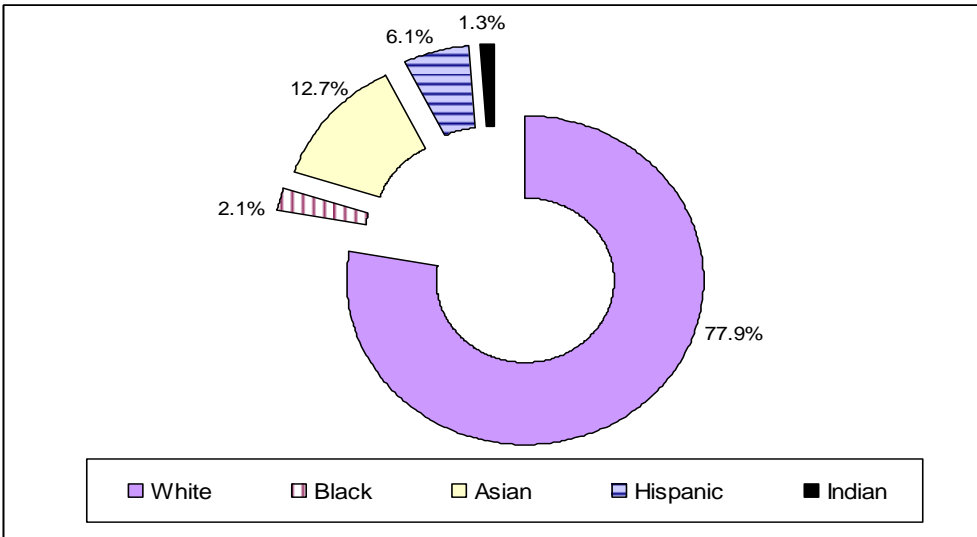
Highly Capable Student Enrollment by Ethnicity/Race

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 Figure 2.3 and Figure 2.4. The majority of the students participating in district HCP are White (18,406). Other categories of race distribution are as follows: Asian (3,008), Hispanic (1,431), Black (498), and American Indian (298).

Figure 2.3: 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	18,406	77.9
Black	5.5	498	2.1
Asian	7.8	3,008	12.7
Hispanic	14.7	1,431	6.1
American Indian	2.7	298	1.3
Total	96.9%	23,641	100.0%

Figure 2.4: Student Enrollment by Ethnicity/Race Supported by Categorical Funds



Part 2: Highly Capable Program Supported with Categorical and District Funds, 2003–2004 through 2006–2007 School Years

Total Highly Capable Student Enrollment

In summary, for 2006–2007 a total of 49,193 students were reported by 221 school districts as receiving HCP services. This represents 4.93 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 2003–04, 2004–05, and 2005–06. The program served slightly more females (25,315) than males (23,878), Figure 2.6. There were 37,260 (75.8 percent) White students served, 5,332 (10.9 percent) Asian, 4,680 (9.5 percent) Hispanic, 1,147 (2.3 percent) Black, and 711 (1.4 percent) American Indian, Figure 2.7 and Figure 2.8.

Districts were also required to provide information on the total number of students identified for HCP services across grade levels (Figure 2.5). The majority of students were served between Grades 3–12. 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.

Figure 2.5: Total Number of Students Enrolled, 2003–2007

Grade	2003–04	2004–05	2005–06	2006–07
K	501	4,819	406	315
1	1,124	5,464	791	710
2	1,933	6,468	1,487	1,304
3	4,650	7,950	3,513	3,143
4	5,546	9,907	4,781	4,700
5	6,201	10,057	5,191	5,037
6	6,531	9,731	4,800	5,317
7	6,360	10,140	5,445	5,502
8	5,685	10,119	5,078	5,655
9	2,902	9,046	4,182	4,559
10	2,914	8,442	4,084	4,068
11	2,983	8,830	4,109	4,312
12	3,548	9,284	4,408	4,571
Total	50,878	110,257	48,275	49,193

Total Number of Highly Capable Student Enrollment by Gender

In their reports, districts provided gender data by grade level services (Figure 2.6). They reported that there were 25,315 females and 23,878 males served in district HCPs during the 2006–2007 school year. Thus, there is a 2.92 percent difference between gender groups with 51.46 percent of the total HCP students female and 48.54 percent of the total HCP students male.

Figure 2.6: Total Number of Students Enrolled by Gender, 2003–2007

Grade	FEMALES				MALES			
	2003–04	2004–05	2005–06	2006–07	2003–04	2004–05	2005–06	2006–07
K	237	2,328	205	162	264	2,491	201	153
1	590	2,653	383	364	534	2,811	408	346
2	935	3,183	726	606	998	3,285	761	698
3	1,860	3,971	1,757	1,525	2,790	3,979	1,756	1,618
4	2,704	4,860	2,318	2,312	2,842	5,047	2,463	2,388
5	2,985	4,919	2,558	2,501	3,216	5,138	2,633	2,536
6	3,375	4,857	2,382	2,665	3,156	4,874	2,418	2,652
7	3,279	5,017	2,741	2,806	3,081	5,123	2,704	2,696
8	2,929	5,083	2,592	2,991	2,756	5,036	2,486	2,664
9	1,563	4,627	2,351	2,408	1,339	4,419	1,831	2,151
10	1,568	4,335	2,269	2,214	1,346	4,107	1,815	1,854
11	1,629	4,550	2,272	2,297	1,354	4,280	1,837	2,015
12	1,904	4,805	2,371	2,464	1,644	4,479	2,037	2,107
Total	25,558	55,188	24,925	25,315	25,320	55,069	23,350	23,878

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 (37,260). Other categories of race distribution are as follows: Asian (5,332), Hispanic (4,680), Black (1,147), and American Indian (711) (Figure 2.7). Figure 2.8 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 continued to decrease slightly from 2003–2004 to 2006–2007; however, it is still proportionately higher than the state figures for all students. Ethnicity was not reported for 63 of the students served by HCP.

Figure 2.7: Total HCP Student Enrollment by Ethnicity/Race, 2006–2007

Race/Ethnicity	% of Total State Enrollment	HCP Student Enrollment	% of Total HCP Enrollment
White	66.2	37,260	75.8
Black	5.5	1,147	2.3
Asian	7.8	5,332	10.9
Hispanic	14.7	4,680	9.5
American Indian	2.7	711	1.4
Total	96.9%	49,130	100.0%

Figure 2.8: Total HCP Student Enrollment by Ethnicity/Race, 2006–2007

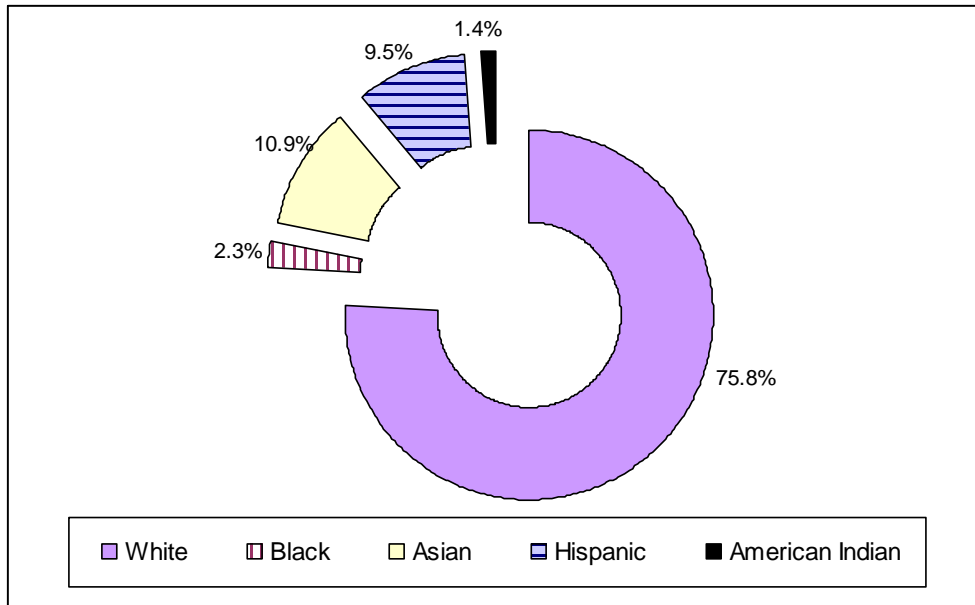


Figure 2.9: Total Student Enrollment by Ethnicity/Race, 2003–2007

	Race/Ethnicity	White	Black	Asian	Hispanic	Indian	Total
2003–04	% of Total State Enrollment	71.4%	5.7%	7.8%	12.3%	2.8%	100.0%
	HCP Student Enrollment	40,960	1,040	4,070	3,775	615	50,460
	% of Total HCP Enrollment	81.2%	2.1%	8.1%	7.5%	1.2%	100.0%
2004–05	% of Total State Enrollment	69.0%	5.7%	7.8%	13.5%	2.8%	98.7%
	HCP Student Enrollment	87,467	2,955	7,185	9,845	2,837	110,289
	% of Total HCP Enrollment	79.3%	2.7%	6.5%	8.9%	2.6%	100.0%
2005–06	% of Total State Enrollment	69.0%	5.7%	7.8%	13.5%	2.8%	98.7%
	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%
2006–07	% of Total State Enrollment	66.2%	5.5%	7.8%	14.7%	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%

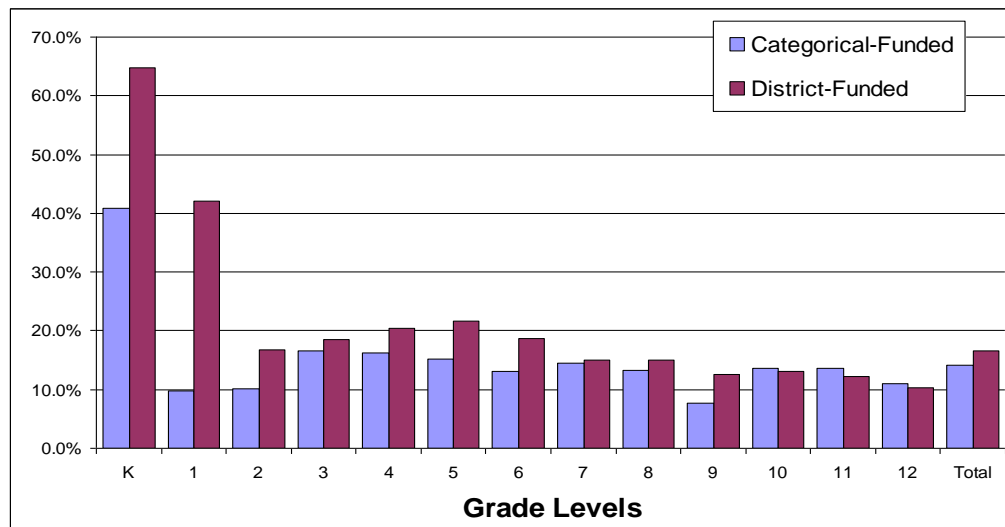
Highly Capable Student Enrollment by Free and/or Reduced Priced Lunch

Districts provided data on the number of students served by HCP who also are qualified for free and/or reduced price lunch (Figure 2.9 and Figure 2.10). For 2006–2007, the state’s percentage of student participation was 36.8 percent.

Figure 2.10: Enrollment of Students Receiving Free and/or Reduced Price Lunch (State average= 36.8%)

Grade	Categorical HCP Enrollment		Total HCP Enrollment	
	Count	Percentage	Count	Percentage
K	9	40.9%	204	64.8%
1	34	9.7%	299	42.1%
2	106	10.2%	219	16.8%
3	424	16.5%	584	18.6%
4	620	16.2%	961	20.4%
5	633	15.2%	1,086	21.6%
6	475	13.0%	994	18.7%
7	375	14.5%	826	15.0%
8	299	13.3%	851	15.0%
9	56	7.7%	576	12.6%
10	85	13.6%	531	13.1%
11	116	13.6%	525	12.2%
12	107	11.0%	468	10.2%
Total	3,339	14.1%	8,124	16.5%

Figure 2.11: Total 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 \$42,234,964 during the 2006–2007 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 Figure 2.12, for 59 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 Figure 2.13, which shows that the majority of the districts report spending more than ten percent of local funds on their HCPs.

Figure 2.12: Percent of Funds Provided by Categorical Funds, 2006–2007

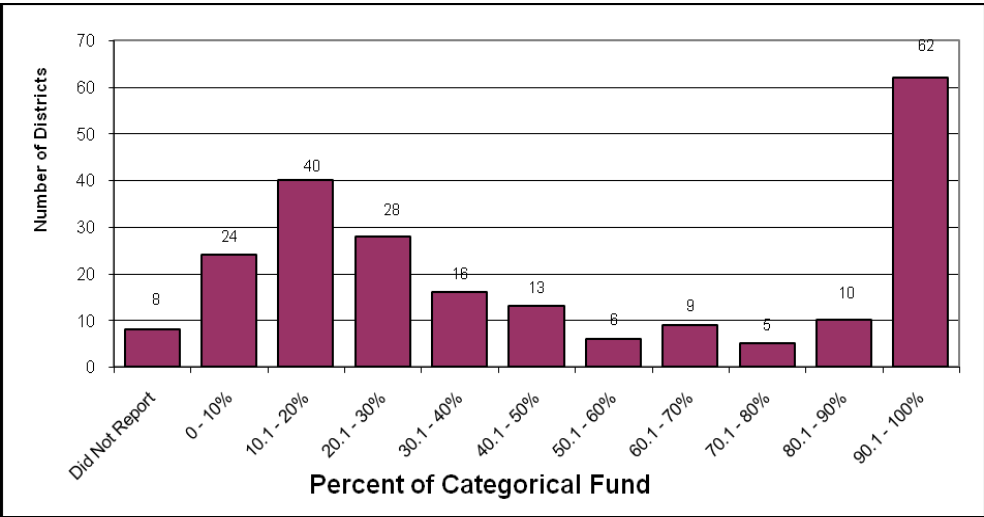
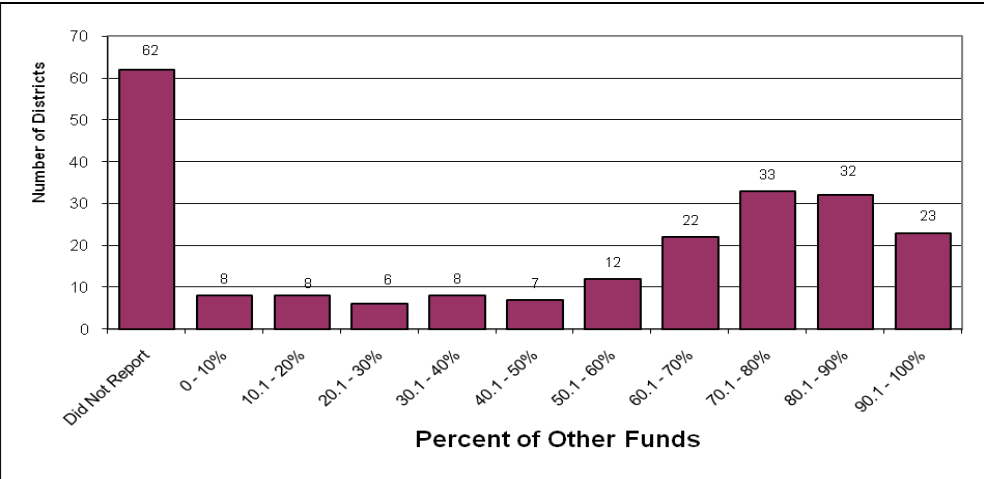


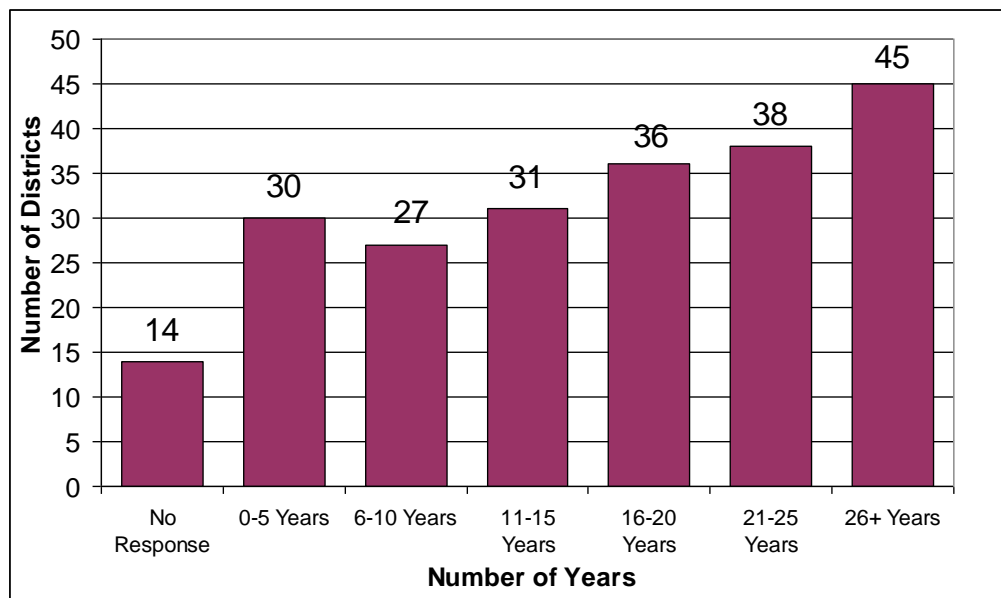
Figure 2.13: Percent of Funds Provided by Other Funds, 2006–2007



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 2.14 illustrates the number of years districts have offered HCPs. The total number of years ranges from one year to 37 years. At least 57.5 percent of the reporting districts (207) identified that HCPs have existed in their districts for more than 15 years. Fourteen districts did not respond. The most common number of years a district has offered a HCP is 26 years or more.

Figure 2.14: Number of Years Programs Offered by District, 2006–2007



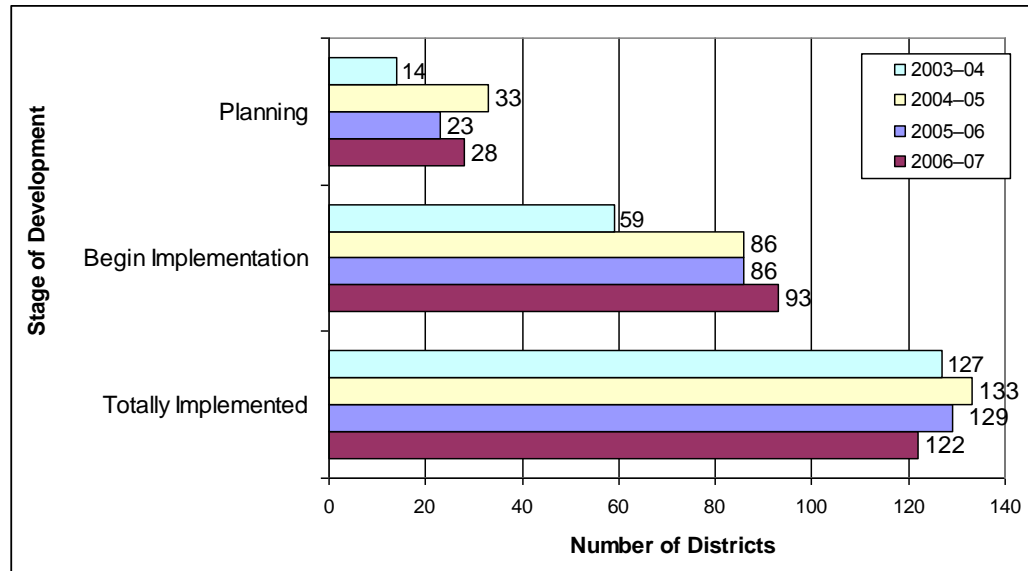
Stages of Program Development

Districts also provided information, as displayed in Figure 2.15 and Figure 2.16, which indicates the stage of their program development. Data for program development indicates that of the 221 districts reporting, 122 have totally implemented HC programs in their districts. Twenty-eight districts were in the planning stage and 93 were beginning to implement programs. These numbers do reflect a duplicative count as 20 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.

Figure 2.15: Stage of Program Development, 2003–2007

Stage	2003–04	2004–05	2005–06	2006–07
Planning	14	33	23	28
Begin Implementation	59	86	86	93
Totally Implemented	127	133	129	122

Figure 2.16: Stage of Program Development, 2003–2007



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 (92), for assessment of academic achievement, the Washington Assessment of Student Learning (WASL) (185) was most commonly used, and for creativity, districts were most dependent upon use of district developed checklists or other sources (81).

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 by 92 districts. Other selections included Otis Lennon (35), Wechsler Intelligence Scales for Children (WISC) (18) and Raven Progressive Matrices (13). For academic achievement, Washington Assessment of Student Learning (WASL) (185) and “other” (81) were most frequently used. For the area of creativity, a few districts reported using the Structure of Intellect (SOI)–Divergent Thinking (11), SOI–Form L (5), Torrance Test of Creativity (13), and Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli, et. al. Checklist) (45). The category of “other” received numerous responses (81), with most of those indicating the use of district checklists or student products. Figures 3.1–3.3 illustrate the frequency each instrument is selected as the option for meeting the requirements of the Washington Administrative Code.

Figure 3.1: Assessments Used by Districts – Cognitive Ability

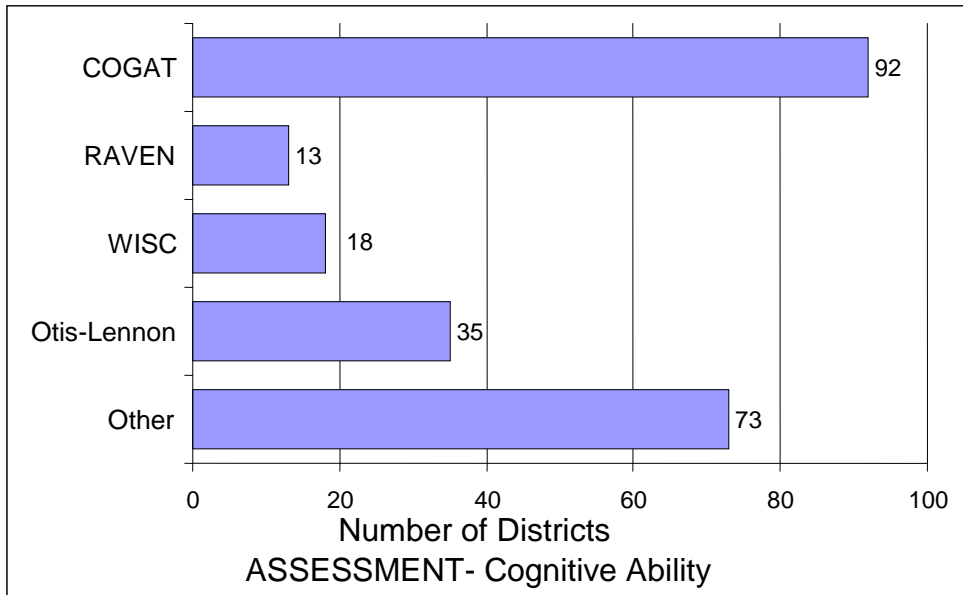


Figure 3.2: Assessments Used by Districts – Academic Achievement

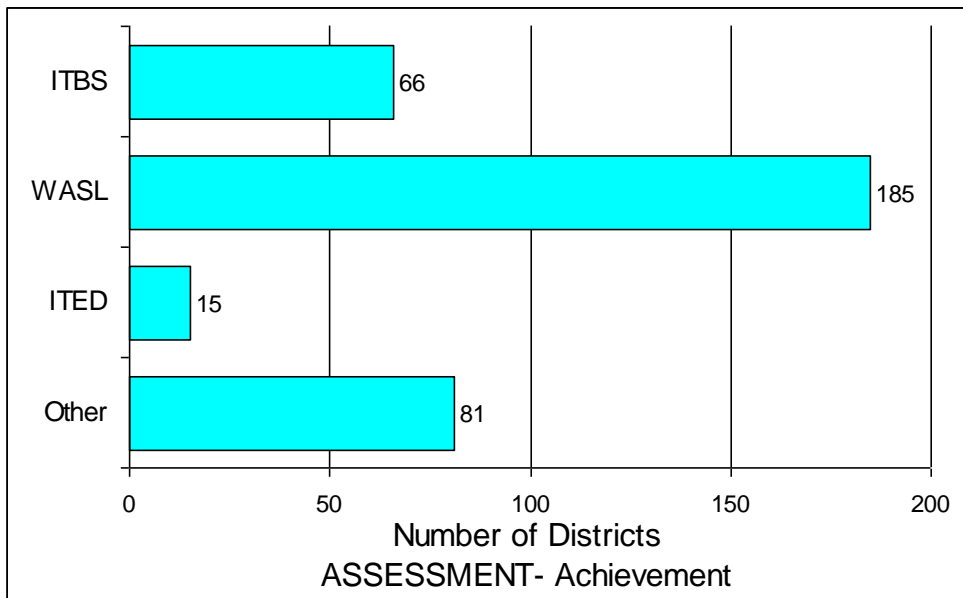
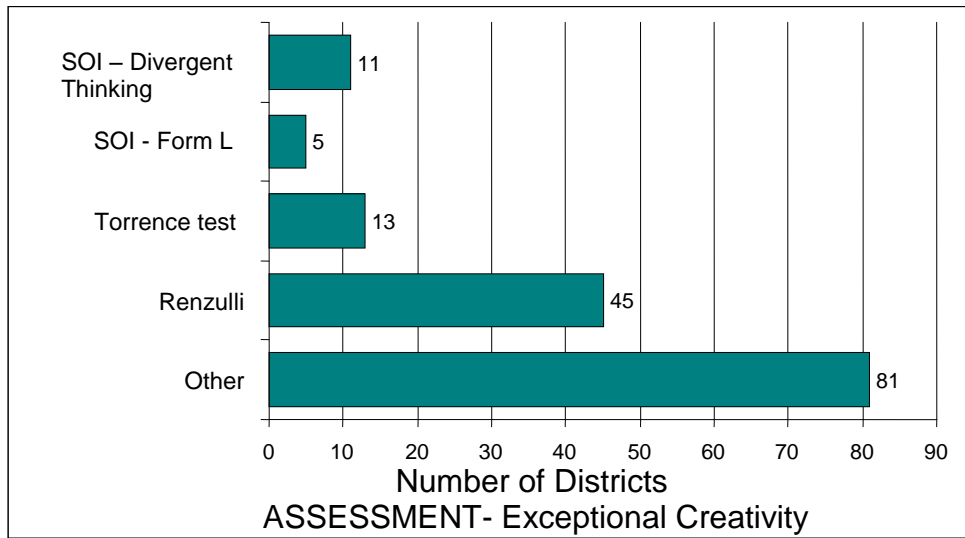


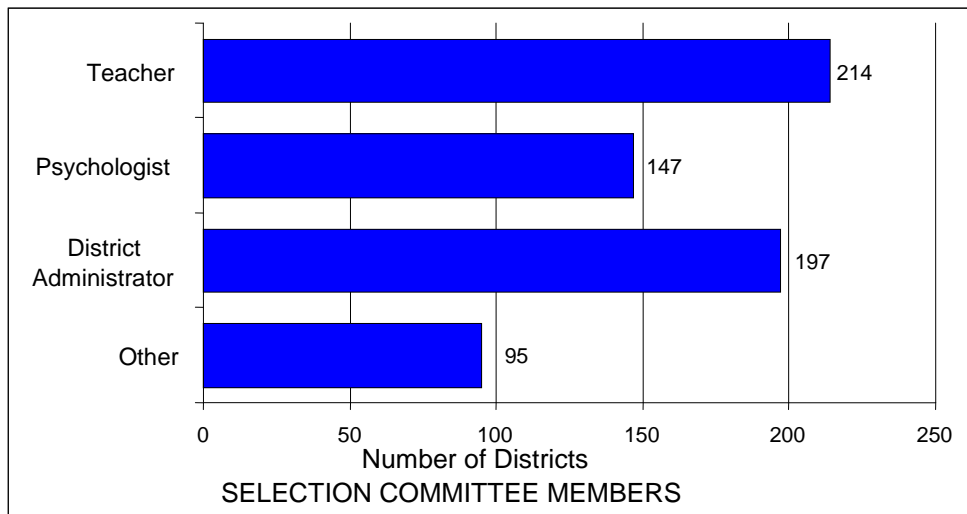
Figure 3.3: Assessments Used by Districts – Exceptional Creativity



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. However, of those responding 214 districts involved teachers on the committee, 147 involved a psychologist or qualified practitioner and 197 included a district administrator. Figure 3.4 displays the number of districts which have the respective positions represented on the selection committee.

Figure 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 forty-three districts (143) selected Part-Time Grouping as their program option for delivering services. Regular classroom with differentiated instruction (114 districts) was the second most commonly used option. At least 107 of the districts had arranged for advanced coursework offered through Advanced Placement (AP)/International Baccalaureate (IB) programs. Of those districts reporting, 73 identified that they provide full-time “Self-Contained” classes for the HCP students. Only 28 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. Figure 4.1 provides a table which shows the number of districts using the various options for each of the past four years. In 2006–2007, the numbers presented in Figure 4.1 reflects the continuation of school districts selecting to use 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/Advanced Placement, 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 the Math Olympiad contest. 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 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/International Baccalaureate:** 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 Advanced Placement (AP) and/or International Baccalaureate (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/International Baccalaureate:** 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.” For 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. For 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 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

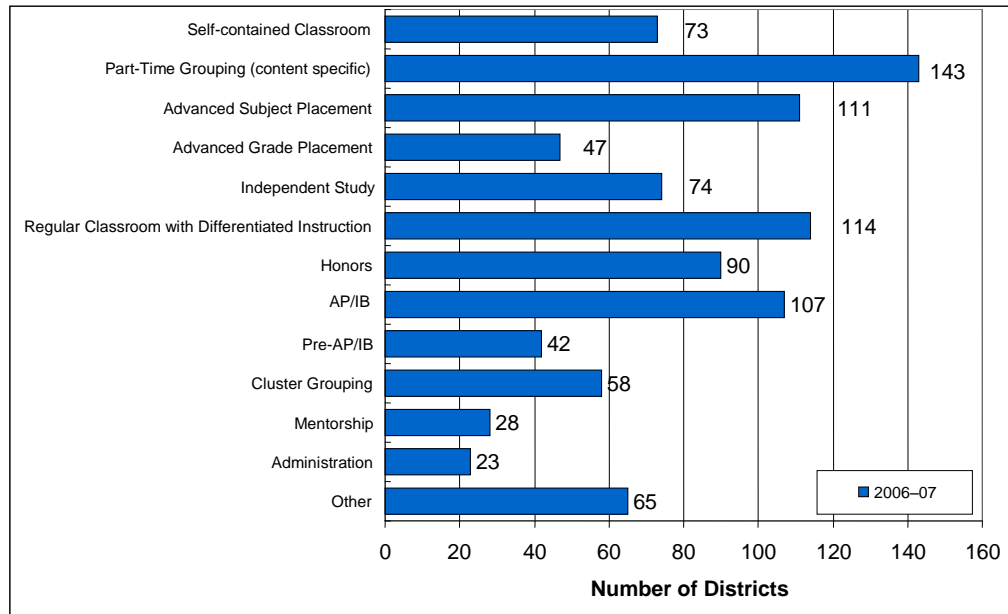
student who excels in mathematics to work with a local architect. The school counselor, architect, and student work together to design a plan in which the student will demonstrate his ability to apply his knowledge of mathematics while working on projects with the architect. The architect will evaluate the students 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 activities.

Figure 4.1: Program Options Used, 2003–2007

Program Options	2003–04	2004–05	2005–06	2006–07
Self-contained Classroom	57	60	71	73
Part-Time Grouping	101	103	125	143
Advanced Subject Placement	101	100	78	111
Advanced Grade Placement			29	47
Independent Study	81	85	60	74
Regular Classroom with Differentiated Instruction	74	75	90	114
Honors	96	95	63	90
AP/IB			91	107
Pre-AP/IB			24	42
Cluster Grouping			39	58
Mentorship	38	37	13	28
Administration			20	23
Other	46	50	40	65

Figure 4.2: Program Options Used, 2006–2007



DISTRICT EVALUATION MODELS

SECTION 5

Districts were asked to identify the models that they used to determine the impact of their HC programs on student achievement. Most of the districts (197) used WASL data for those HCP students identified in Grades 4, 7, and 10. For other grade levels, districts used a variety of evaluation strategies including district assessments (128), classroom-based assessments (118), teacher observations (118) and student, parent, teacher surveys.

HCP Evaluation Guidelines

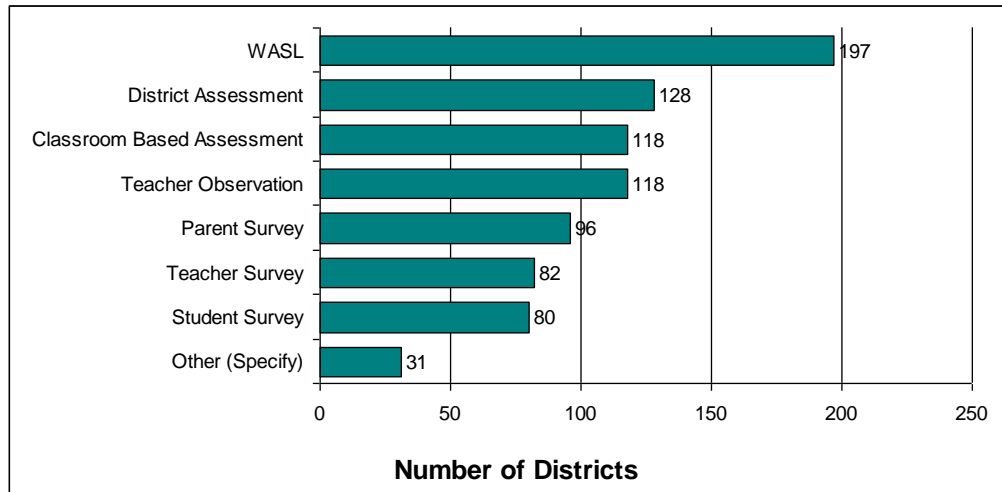
Districts were required to address the question of the impact of their HCP in meeting the academic needs of identified HCP students. The 2002–2003 school year was the first year that program assessment data was requested. This data can be used by districts as a baseline measure to determine district 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. Figures 5.1 and 5.2 illustrate the options selected by districts. The report provided districts with the opportunity 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, and the individual responsible for collection, analysis and reporting.

Figure 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 Coordinator	Other
WASL	197	123	109	78	66	68	8
District Assessment	128	67	71	68	51	40	8
Classroom Based	118	4	26	94	70	16	4
Teacher Observation	118	10	34	89	66	31	1
Parent Survey	96	29	20	17	43	50	4
Teacher Survey	82	24	19	18	35	38	1
Student Survey	80	13	19	17	41	30	2
Other (Specify)	31	11	8	9	12	12	7

Figure 5.2: Program Evaluation Options Used



2007 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 can attempt one or more of the content areas as a ninth grader. 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 2007 indicates that the majority of students identified as highly capable continued to meet or exceed the standard.

WASL DATA Reported for 2007

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, 98.1 percent of third grade students met standard with 82.9 percent exceeding standard; 98.4 percent of fourth grade students met standard with 69.8 percent exceeding standard; 97.9 percent of fifth grade students met standard with 79.1 percent exceeding standard; 96.9 percent of sixth grade students met standard with 64.1 percent exceeding standard; 97.2 percent of seventh grade students met standard with 77.0 percent exceeding standard; 94.9 percent of eighth grade students met standard with 71.8 percent exceeding standard; and 97.5 percent of the tenth grade students met the standard with 87.3 percent exceeding standard; Figures 6.1–6.7 compare WASL data for each of the respective grade levels in the content area of reading.

Two interesting observations were made when analyzing the WASL results in reading for those HCP students who were seventh graders in 2006 as they were fourth graders in 2004; and for tenth graders in 2007 as they were seventh graders in 2004. Thus for 2007's seventh graders, that comparison shows that 98.5 percent of those HCP students in 2004 met or exceeded standard while in 2007, 97.2 percent met or exceeded standard. For 2007 tenth graders, that comparison shows that 97.0 percent of those HCP students in 2004 met standard or exceeded

standard; in 2007, 97.5 percent of those tenth graders met or exceeded the standard.

Figure 6.1: HCP Third Grade Reading

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

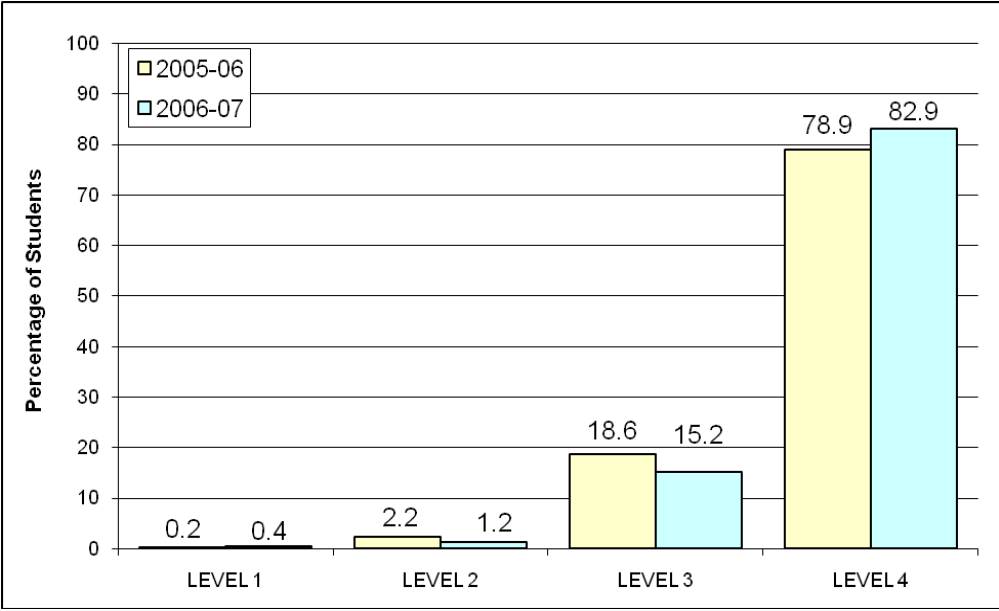


Figure 6.2: HCP Fourth Grade Reading

(98.5% met or exceeded standard in 2004; 99.3% met or exceeded standard in 2005; 99.1% met or exceeded standard in 2006; 98.4% met or exceeded standard in 2007)

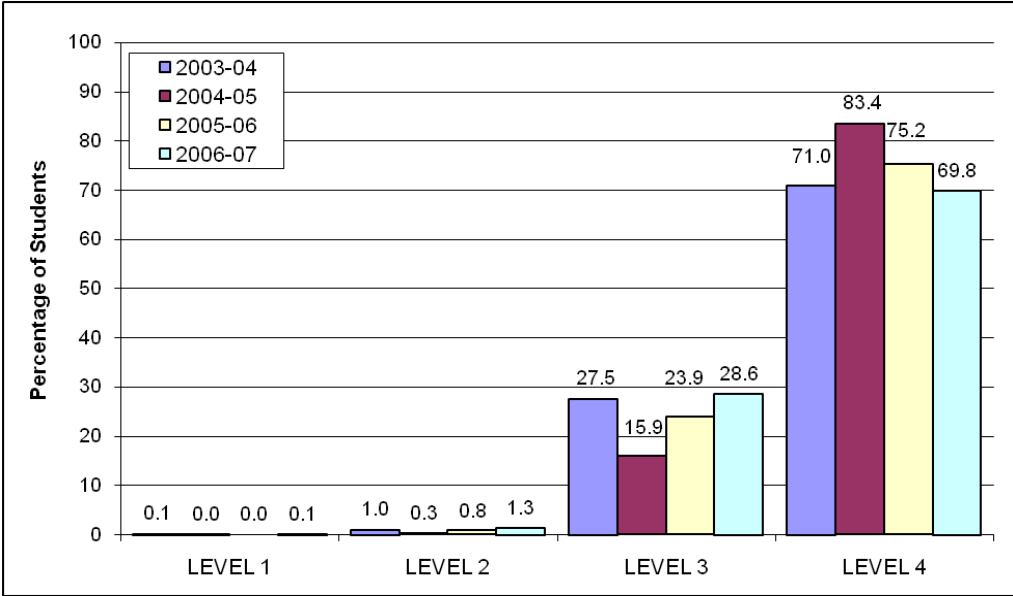


Figure 6.3: HCP Fifth Grade Reading

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

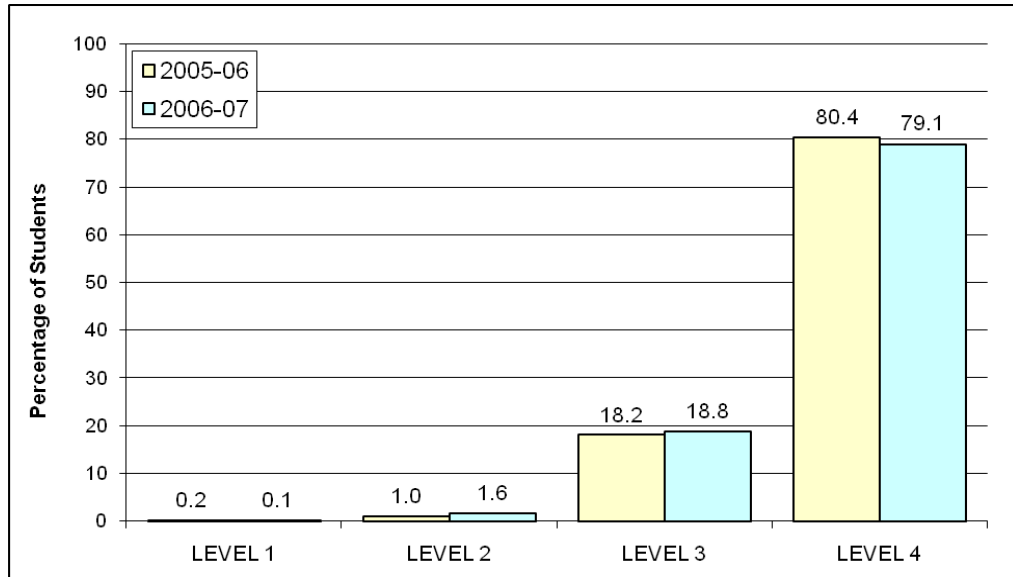


Figure 6.4: HCP Sixth Grade Reading

(97.4% met or exceeded standard in 2006; 96.9% met or exceeded standard in 2007)

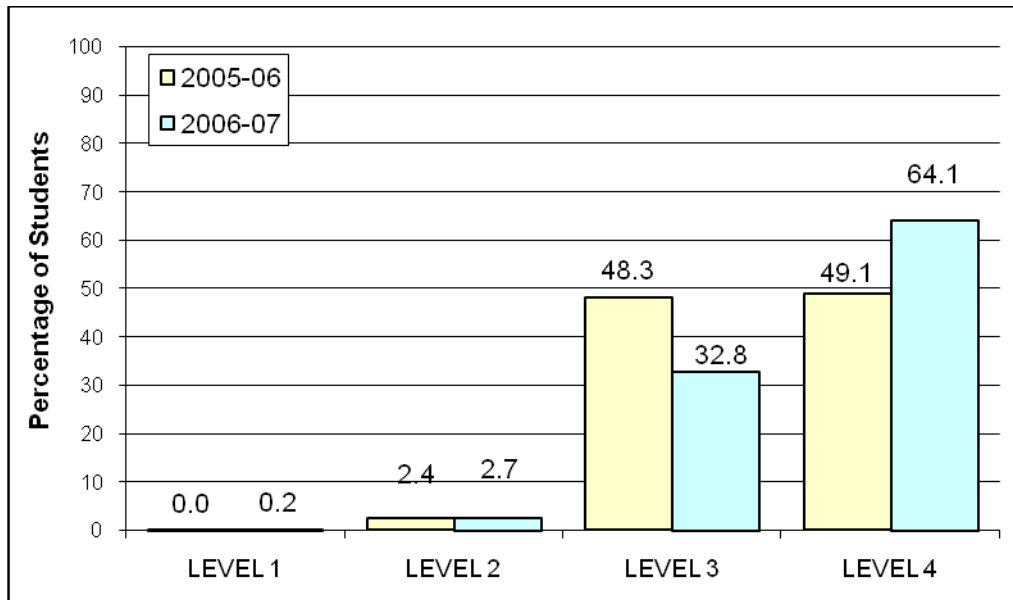


Figure 6.5: HCP Seventh Grade Reading

(97.0% met or exceeded standard in 2004; 97.8% met or exceeded standard in 2005; 96.8% met or exceeded standard in 2006; 97.2% met or exceeded standard in 2007)

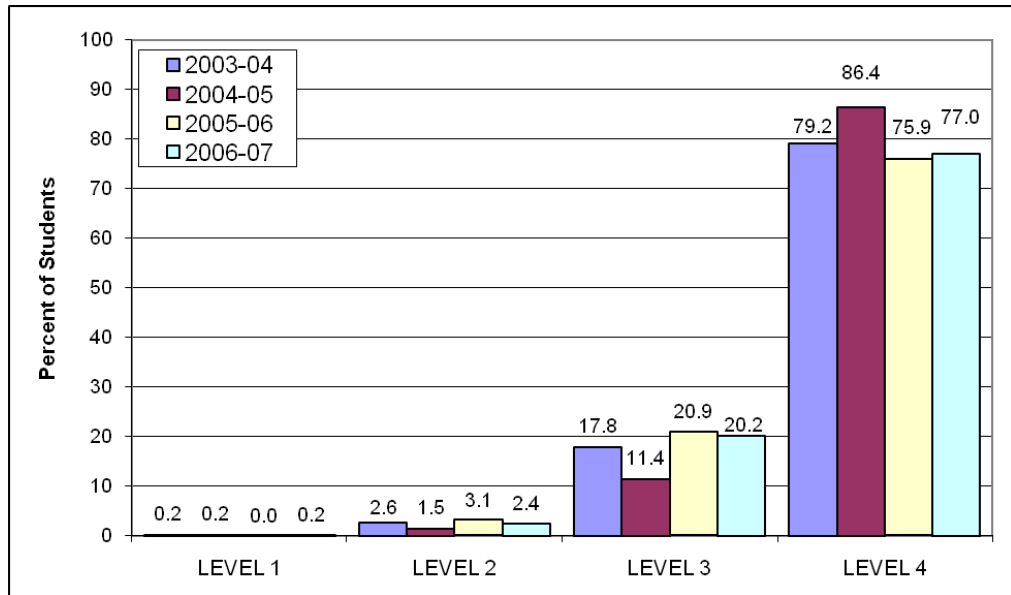


Figure 6.6: HCP Eighth Grade Reading

(97.0% met or exceeded standard in 2006; 94.9% met or exceeded standard in 2007)

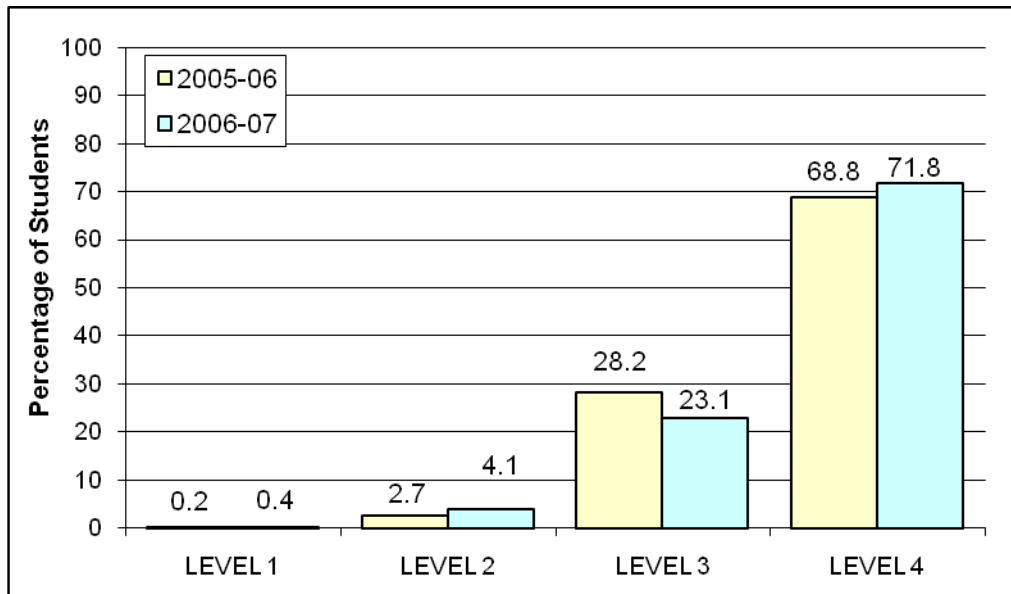
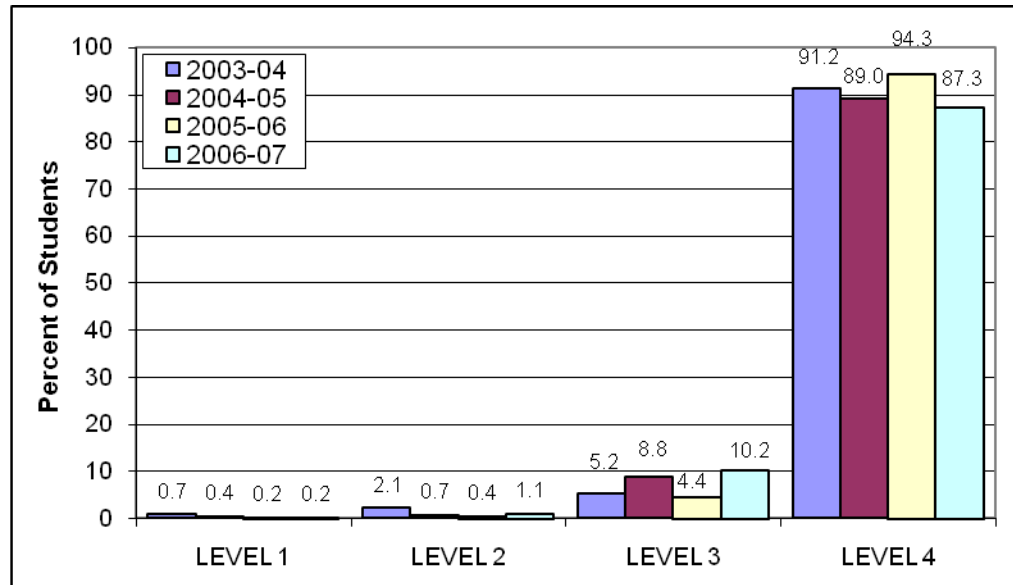


Figure 6.7: HCP Tenth Grade Reading

(96.3% met or exceeded standard in 2004; 97.8% met or exceeded standard in 2005; 98.7% met or exceeded standard in 2006; 97.5% met or exceeded standard in 2007)



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 92.7 percent of fourth grade students met standard with 50.8 percent exceeding standard; 95.3 percent of seventh grade students met standard with 50.3 percent exceeding standard; and 97.9 percent of the tenth grade students met the standard with 83.0 percent exceeding standard; Figures 6.10–6.12 compare WASL data for each of the respective grade levels in the content areas of writing.

Two interesting observations were made when analyzing the WASL results in writing for those HCP students who were seventh graders in 2007 as they were fourth graders in 2004; and for tenth graders in 2007 as they were seventh graders in 2004. For 2007 seventh graders, that comparison shows that 91.0 percent of those fourth grade HCP students met or exceeded standard in 2004; in 2007, as seventh graders, 95.3 percent met or exceeded standard. For 2007 tenth graders, that comparison shows that 93.8 percent of those seventh grade HCP students in 2004 met standard or exceeded standard; in 2007, 97.9 percent of those tenth graders met the standard or exceeded standard.

Figure 6.10: HCP Fourth Grade Writing

(91.0% met or exceeded standard in 2004; 93.0% met or exceeded standard in 2005; 92.1% met or exceeded standard in 2006; 92.7% met or exceeded standard in 2007)

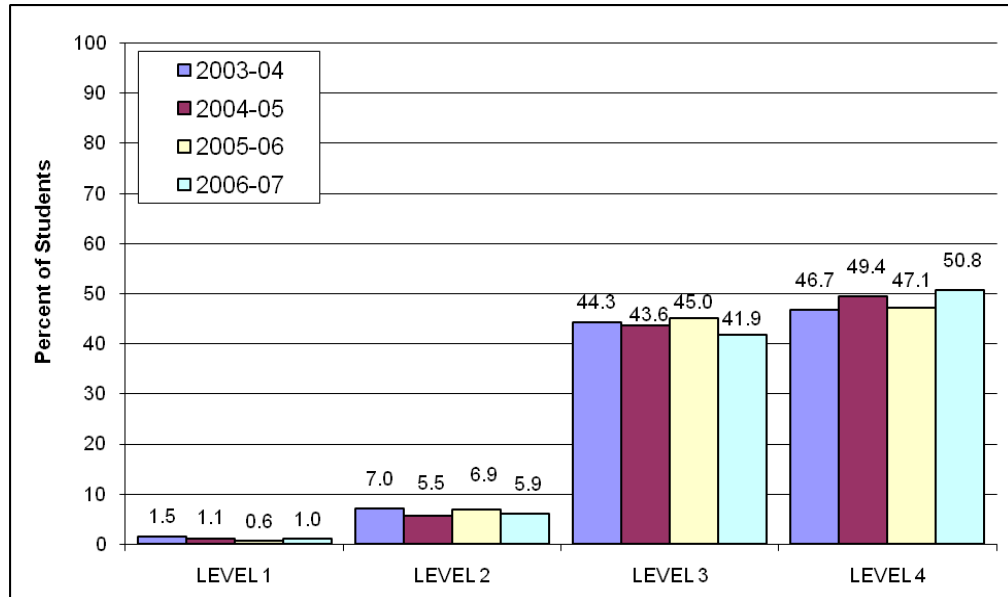


Figure 6.11: HCP Seventh Grade Writing

(93.8% met or exceeded standard in 2004; 92.9% met or exceeded standard in 2005; 92.8% met or exceeded standard in 2006; 95.3% met or exceeded standard in 2007)

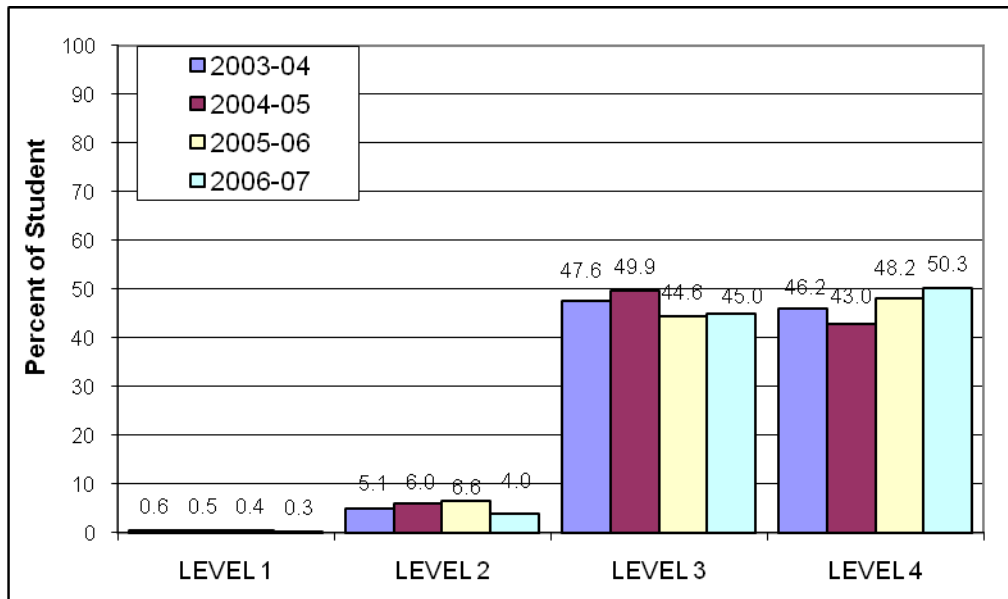
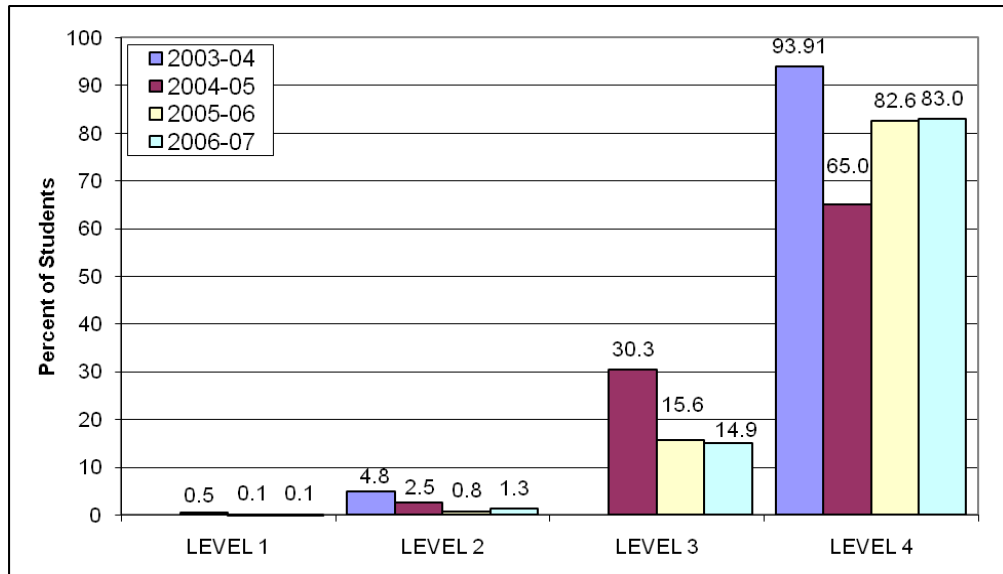


Figure 6.12: HCP Tenth Grade Writing

(93.9% met or exceeded standard in 2004; 95.3% met or exceeded standard in 2005; 98.2% met or exceeded standard in 2006; 97.9% met or exceeded standard in 2007)



WASL Mathematics

In mathematics, 98.2 percent of third grade students met standard with 76.8 percent exceeding standard; 96.9 percent of fourth grade students met standard with 86.4 percent exceeding standard; 97.9 percent of fifth grade students met standard with 86.6 percent exceeding standard; 94.1 percent of sixth grade students met standard with 71.0 percent exceeding standard; 95.8 percent of seventh grade students met standard with 76.0 percent exceeding standard; 93.2 percent of eighth grade students met standard with 65.2 percent exceeding standard; and 90.9 percent of the tenth grade students met the standard with 63.8 percent exceeding standard. Figures 6.15–6.21 compare WASL data for the respective grade levels in the content areas of mathematics.

Two interesting observations were made when analyzing the WASL results in mathematics for those HCP students who were seventh graders in 2007 as they were fourth graders in 2004; and for tenth graders in 2007 as they were seventh graders in 2004. For 2007 seventh graders, that comparison shows that 97.1 percent of those fourth grade HCP students in 2004 met standard or exceeded standard; in 2007, as seventh graders, 95.8 percent met or exceeded standard. For 2007 tenth graders, that comparison shows that 96.2 percent of those seventh grade HCP students in 2004 met or exceeded standard; in 2007, 90.4 percent of those tenth graders met or exceeded standard.

Figure 6.15: HCP Third Grade Mathematics

(97.7% met or exceeded standard in 2006; 98.2% met or exceeded standard in 2007)

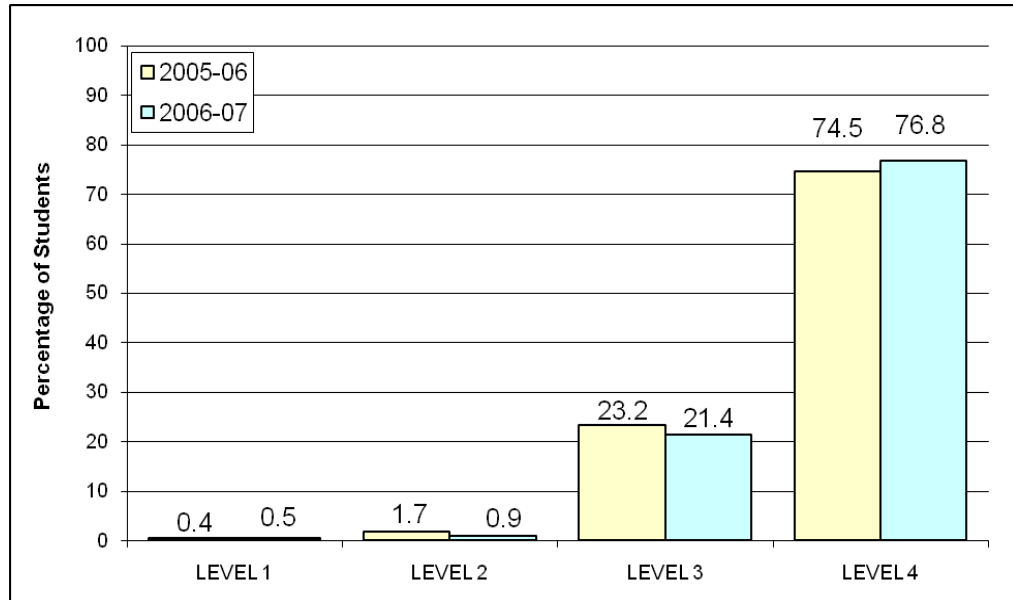


Figure 6.16: HCP Fourth Grade Mathematics

(97.1% met or exceeded standard in 2004; 98.7% met or exceeded standard in 2005; 97.8% met or exceeded standard in 2006; 96.9% met or exceeded standard in 2007)

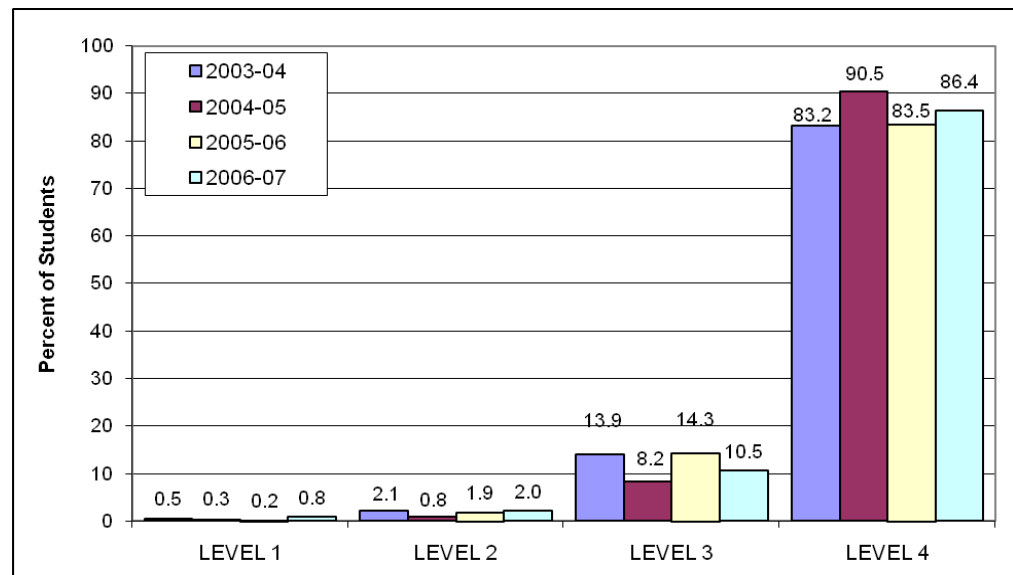


Figure 6.17: HCP Fifth Grade Mathematics

(97.3% met or exceeded standard in 2006; 97.9% met or exceeded standard in 2007)

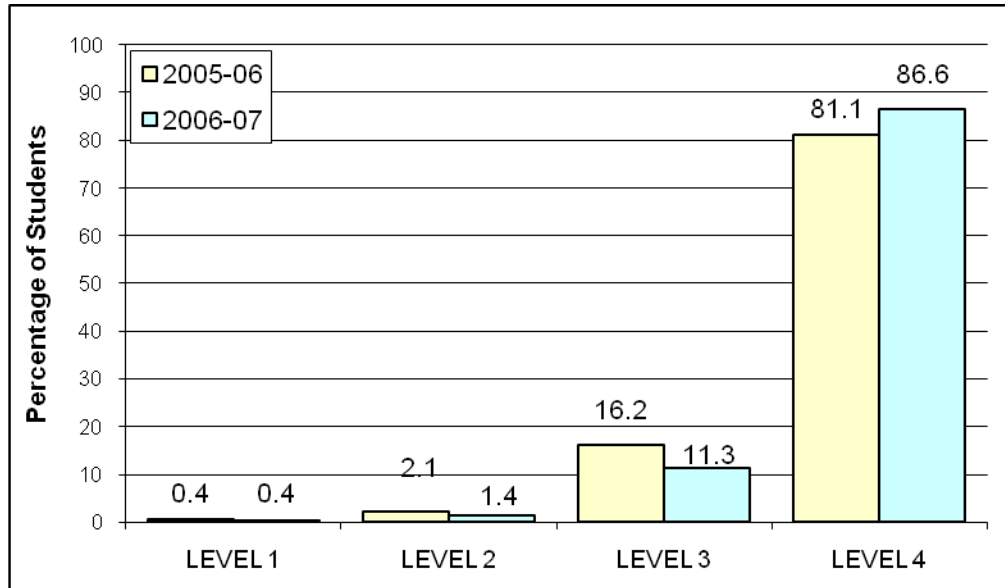


Figure 6.18: HCP Sixth Grade Mathematics

(96.5% met or exceeded standard in 2006; 94.1% met or exceeded standard in 2007)

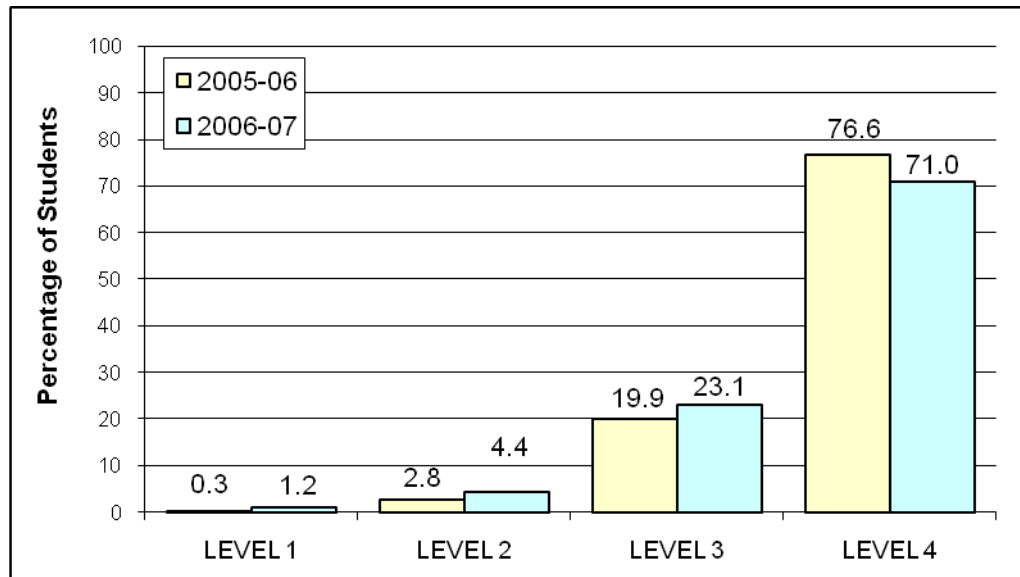


Figure 6.19: HCP Seventh Grade Mathematics

(96.2% met or exceeded standard in 2004; 95.1% met or exceeded standard in 2005; 95.3% met or exceeded standard in 2006; 95.8% met or exceeded standard in 2007)

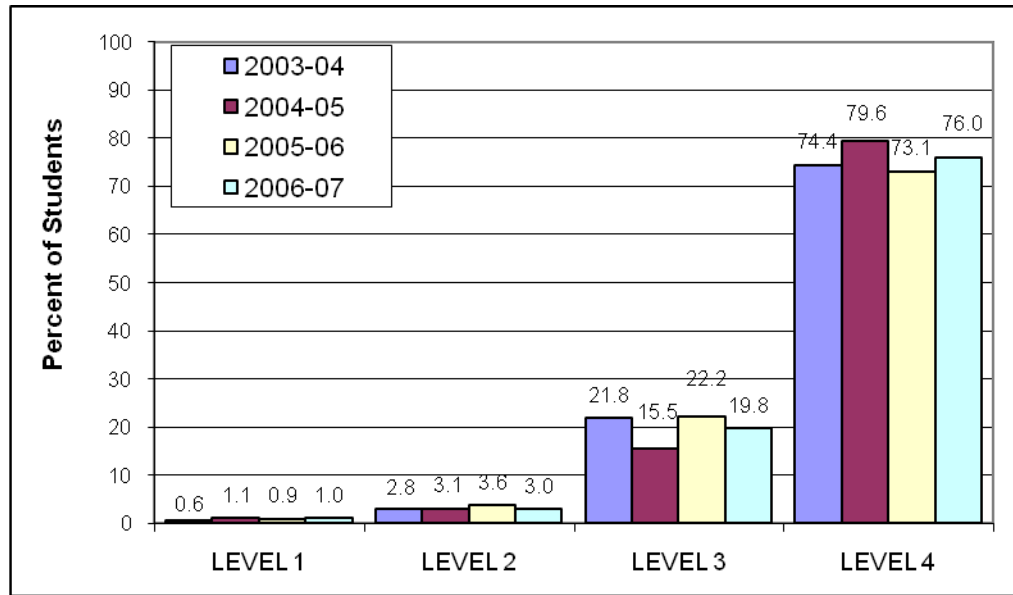


Figure 6.20: HCP Eighth Grade Mathematics

(95.3% met or exceeded standard in 2006; 93.2% met or exceeded standard in 2007)

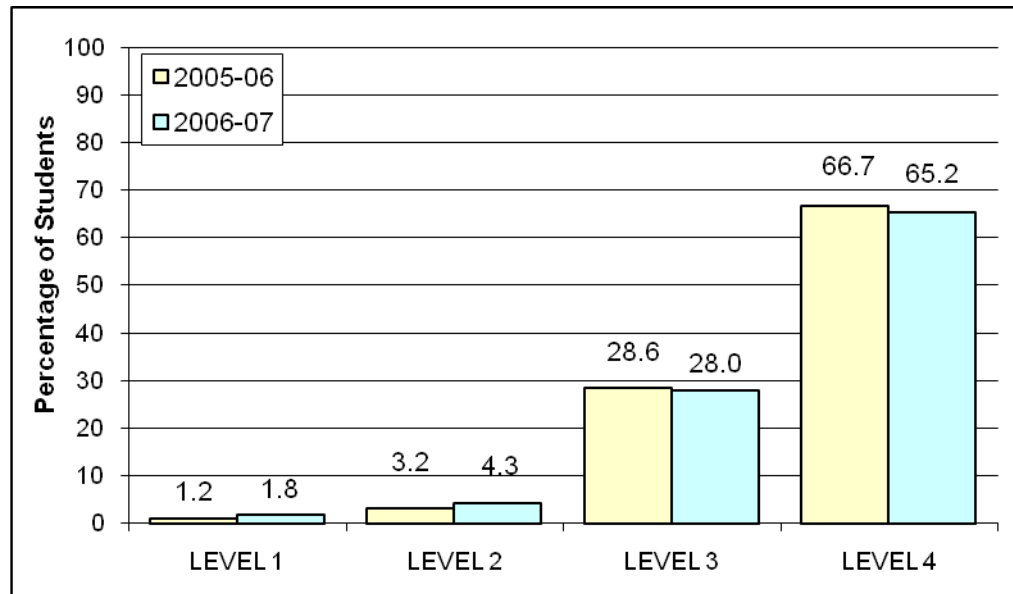
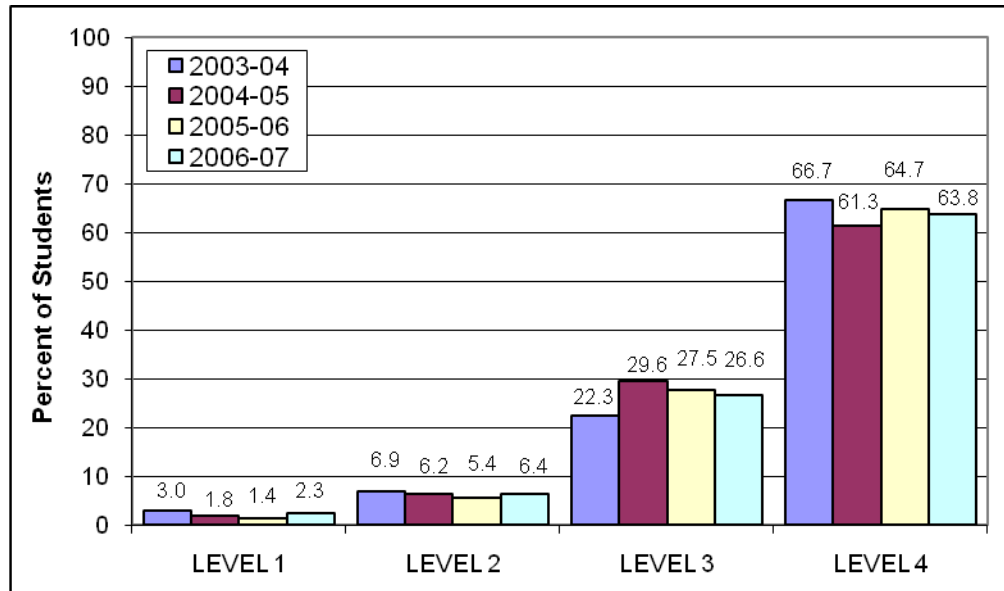


Figure 6.21: HCP Tenth Grade Mathematics

(89.0% met or exceeded standard in 2004; 90.9% met or exceeded standard in 2005; 92.2% met or exceeded standard in 2006; 90.4% met or exceeded standard in 2007)



WASL Science

For the area of science, the results are, 87.3 percent of fifth grade students met standard with 30.9 percent exceeding standard; 88.1 percent of eighth grade students met standard with 38.8 percent exceeding standard; and 81.0 percent of tenth grade students met standard with 15.0 percent exceeding standard. Figures 6.24–6.26 compare WASL data for these grade levels in the content areas of science.

Figure 6.24: HCP Fifth Grade Science

(85.8% met or exceeded standard in 2006; 87.3% met or exceeded standard in 2007)

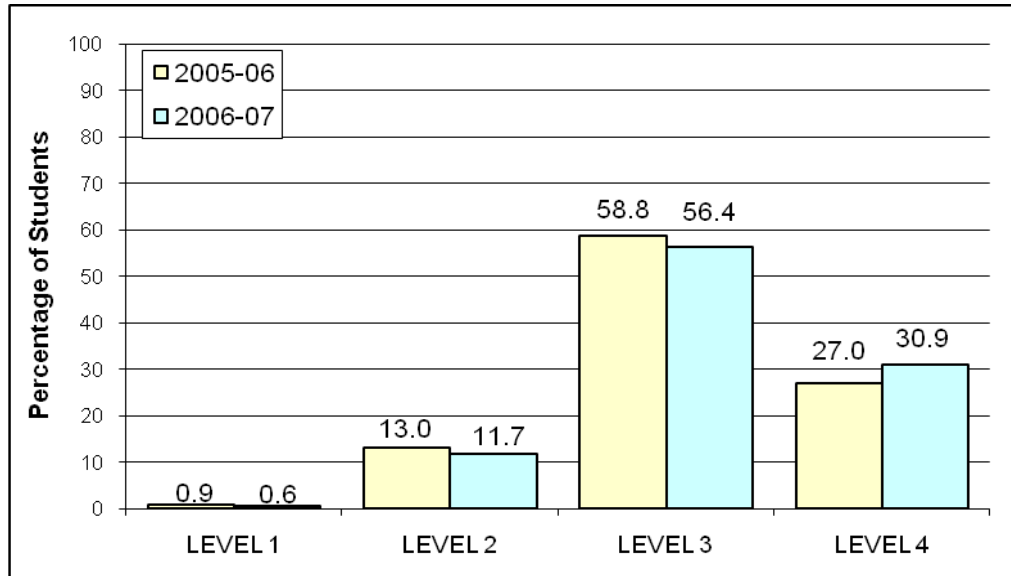


Figure 6.25: HCP Eighth Grade Science

(91.1% met or exceeded standard in 2006; 88.1% met or exceeded standard in 2007)

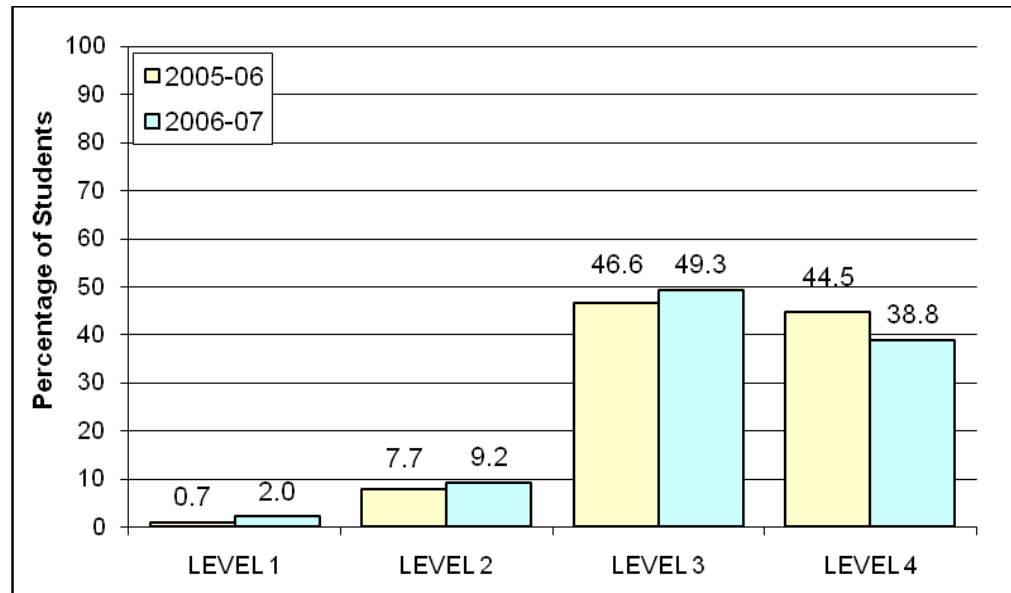
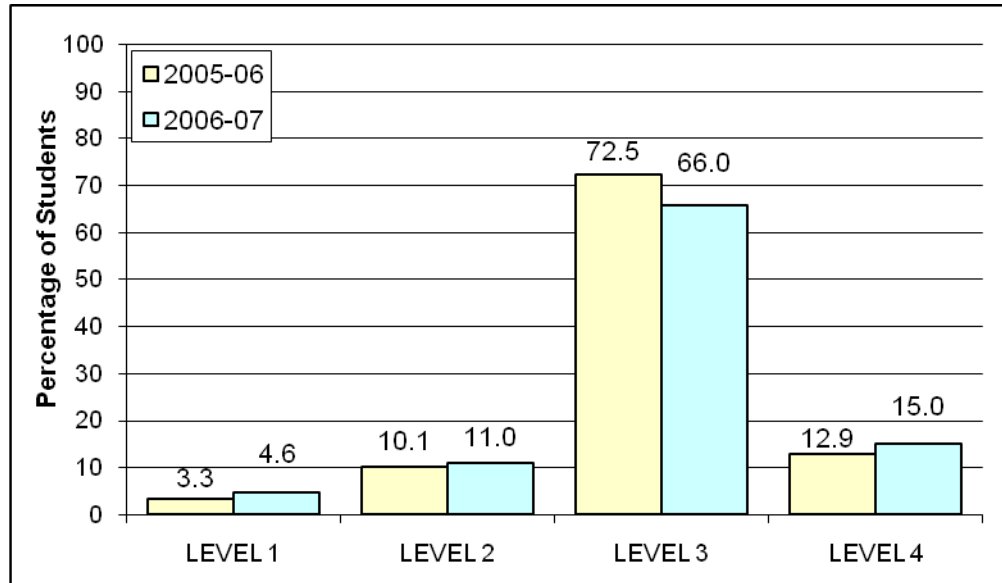


Figure 6.26: HCP Tenth Grade Science

(854% met or exceeded standard in 2006; 81.0% met or exceeded standard in 2007)



WASL Ninth Grade Results

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

In the area of reading, 86.4 percent of the ninth grade students met the standard with 74.6 percent exceeding standard; in writing, 80.8 percent of the ninth grade students met the standard with 60.1 percent exceeding standard; and in mathematics, 88.0 percent of the ninth grade students met the standard with 58.3 percent exceeding standard. Figures 6.27–6.29 compare WASL data for ninth grade early test takers in the content areas of reading, writing, and mathematics.

Figure 6.27: HCP Ninth Grade Reading
(86.4% met or exceeded standard in 2007)

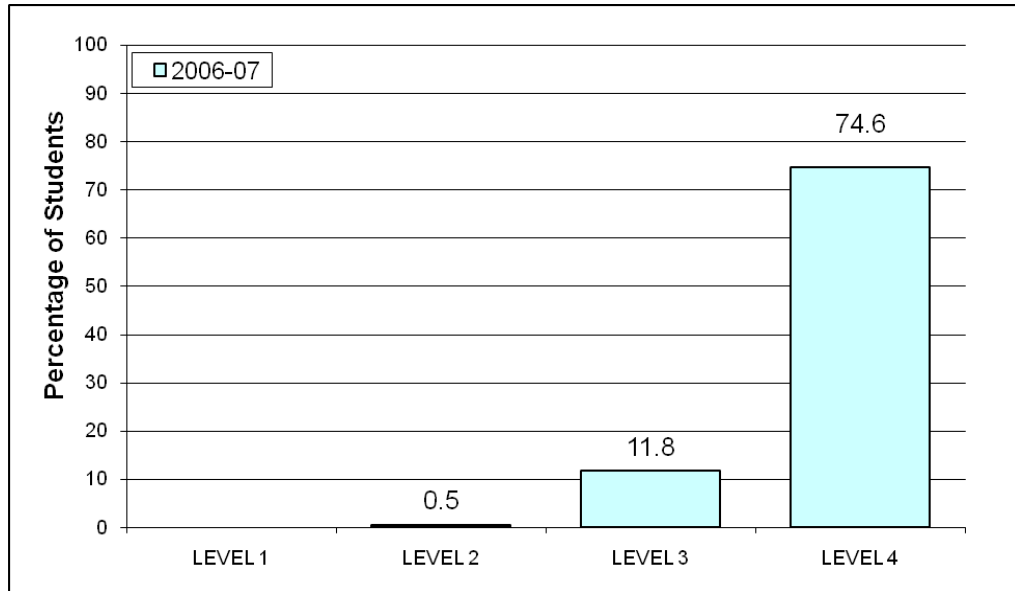


Figure 6.28: HCP Ninth Grade Writing
(80.8% met or exceeded standard in 2007)

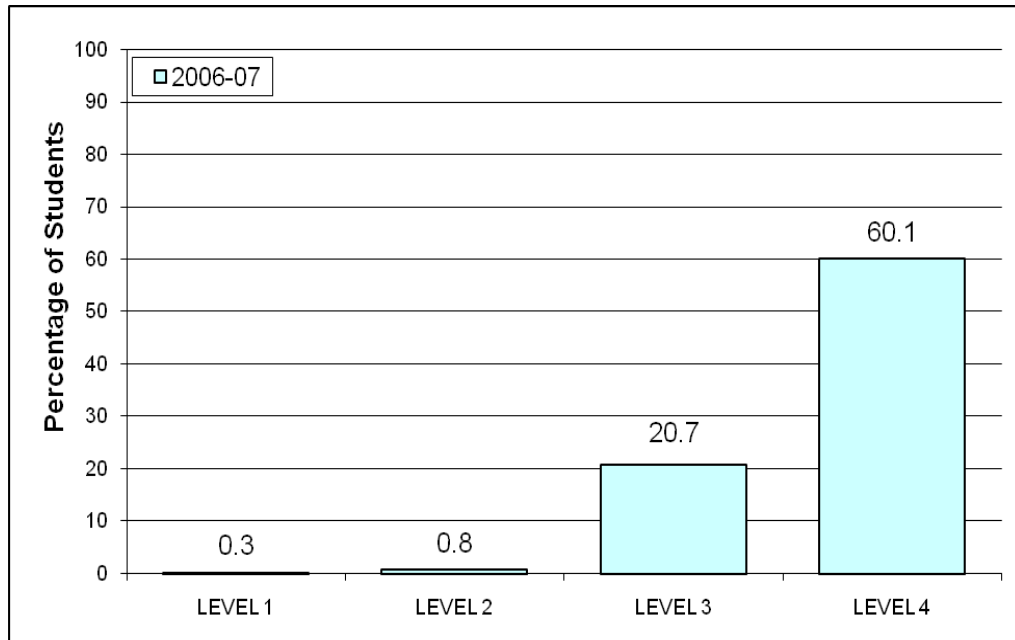
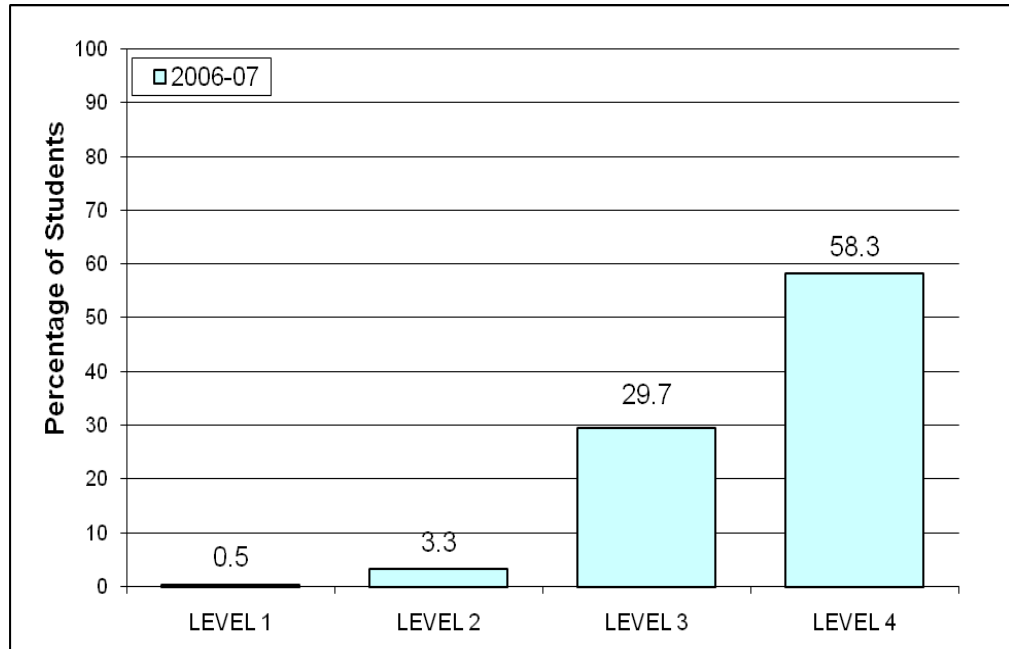


Figure 6.29: HCP Ninth Grade Mathematics
(88.0% met or exceeded standard in 2007)



SUMMARY OF FINDINGS

SECTION 7

The data compiled from the 2006–2007 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 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 priced lunch.
3. The most common number of years HCP have been in a local district is 26+ years.
4. Since state funding has been available to districts since 1984, and since the range of existence of such programs is from one to 36 years, the various stages of implementation of current program options shows that districts are continually evaluating and changing program options to meet student needs.
5. Districts continue to use a variety of measures to identify qualified students for services.
6. A comparison of the program options being used in 2004–2005 to those in 2006–2007, shows a trend towards use of classroom based options: regular classroom with differentiated instruction, Honors/International Baccalaureate/Advanced Placement courses, cluster grouping, and self-contained classroom.
7. The evaluation models used by districts to determine the effectiveness of their HCPs started to be clarified in the 2006–2007 school year. This may be reflective of the requirements placed on general education programs for more accountability.
8. For each of the content areas measured by the WASL in Grades 4, 7, and 10, the trend in reading for 2004, 2005, 2006, and 2007 indicated that an average of 97.9 percent of the students served by HCP meet or exceed the standards. The trend in writing for 2004, 2005, 2006, and 2007 indicated that an average of 94.1 percent of the students served by HCP meet or exceed the standards. The trend in mathematics for 2004, 2005, 2006, and 2007 indicated that an average of 94.6 percent of the students served by HCP meet or exceed the standards.