



PORT TOWNSEND SCHOOL DISTRICT

LEARNING THROUGH A SENSE OF PLACE

Board Report Highly Capable Services 2018-19 February 7, 2018

Goals for the District Highly Capable Services:

- ❖ To maintain a high level of engagement in education programming K-12.
- ❖ To develop personal competence leading to exceptional academic achievement.
- ❖ To develop social competence manifested in positive peer relationships and leadership skills.
- ❖ To demonstrate advanced and complex learning in their area(s) of strength

Identifying Highly Capable Students

Port Townsend School District uses Washington State Definition of Highly Capable from WAC 392-170-036

Highly Capable includes students who--

- ❖ Learn with unusual depth of understanding
- ❖ Have capacity for increasing levels of abstraction
- ❖ Have creative ability to make unusual conceptual connections
- ❖ Learn quickly in their area of strength
- ❖ Have capacity for intense concentration and/or focus

Referral Process

Any member of the community can refer a student.

HCP Referral window- January through March 31st.

- Packets of referral forms and test results are compiled for referred students.
- These includes assessment data such as STAR, SBAC, parent surveys, and teacher surveys and letters of support.
- Parent permission for CoGat testing is solicited.
- CoGat7 Testing April- mid May
- CoGat is an aptitude test measuring verbal, numerical, and spatial reasoning

Grade 2 Screening- Port Townsend School District screens all second graders using an abbreviated CoGat test to identify potential students for the program, thereby promoting equity of access.

- HCP Placement Committee meets in late May-early June to review referred students referral packets and CoGat test results.
- Families are notified regarding the eligibility of students for HCP services.

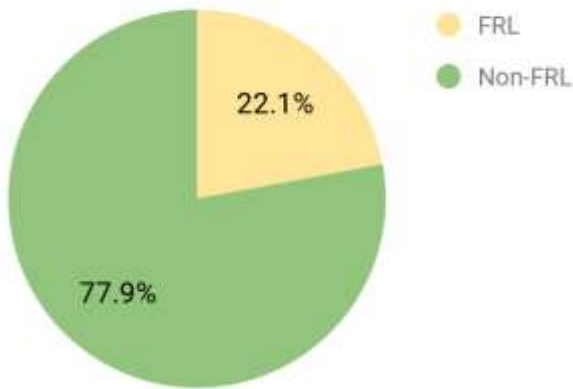
Enrollment by Grade of 2018-19 HCP Students

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Identified HCP Students	-	0	4	5	5	5	7	15	12	8	7	3	6
Percent of Total Enrollment	-	0	4.4	5.2	5.7	5.3	7.8	15.2	9.3	8.5	7.1	4.0	8.2

During the 2018-19 school year 77 enrolled students were identified as Highly Capable.

Equity of Access to HCP Services

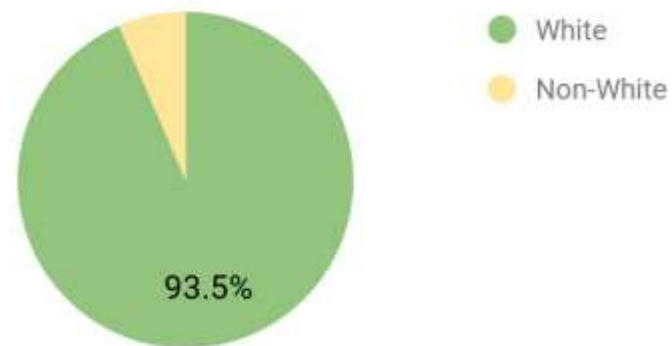
Free and Reduced Lunch Eligible HCP



Of the 77 students identified for services, 17 are qualified for free and reduced meals. We want to continue to ensure poverty is not a factor limiting HCP identification for students. The percentage of race/ethnicity diverse students identified as highly capable may be underrepresented in our district.

Additional measures should be taken to identify students with diverse backgrounds for HCP services. This would include additional communication to all families, training for staff in recognizing giftedness in diverse populations and strategies for assisting families with referral paperwork.

Highly Capable Students by Race



Highly Capable Budget



The district received \$30,225 in 2018-19 for Highly Capable Services. Actual expenditures will vary depending, for example, upon the number of staff who attend training and the actual costs of instructional materials purchased.

Highly Capable Services Priorities

Services for HCP students in Port Townsend Schools are delivered in the general education classroom. Priorities for the district include ongoing professional development for teachers to increase their expertise in serving HCP identified students. The focus this year is increasing teacher capacity for differentiation in the classroom for highly capable students.

Professional Development

- Select group of teachers and Administrators attended summer UW Robinson Center Professional Development
- Nancy Hertzog from the UW Robinson Center provided training for all teachers at Back to School professional learning in August
- One teacher attended WA Association of Educators of the Gifted and Talented Conference
- Six teachers and Administrator will attend Depth and Complexity Summit
- Ongoing training offered by Theresa Campbell on Depth and Complexity model for differentiation
- Teachers provided with differentiation guides, and select teachers with Depth and Complexity cards

Other priorities for 2018-19 included:

- Digitize forms and records into online database
- Quarterly meetings with HCP Coordinators
- Improving data on High School HCP students (e.g., determine AP courses HS students are taking and success rate.)

Successes this year:

- ALPs completed through a round robin process that provided substitutes so that teachers could participate in meetings with parents.
- Training for HCP coordinators on testing procedures
- First through 8th grade students were clustered, as possible, in class and course assignments
- Board policy and procedure reviewed and updated
- All HCP forms and ALPS are digital
- Student HCP records in skyward improved to contain more information about qualification areas.

Next steps

- End of year program survey and review, with a focus on more equitable identification
- Increase HCP parent engagement
- Continue to provide professional development for teachers to support HCP students in the general education setting