



PORT TOWNSEND

School District

LEARNING THROUGH A SENSE OF PLACE

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Board Report Highly Capable Services 2019-20 February 6, 2020

Goals for the District Highly Capable Services:

- ❖ To maintain a high level of engagement in education programming K-12.
- ❖ Equitable identification of students.
- ❖ 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

HCP Referral window- January through March 31st.

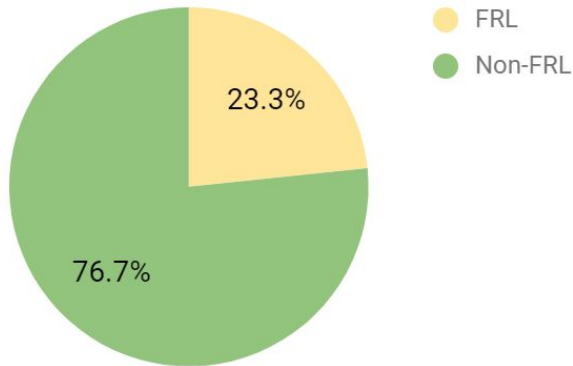
- Any member of the community can refer a student.
- Grade 2 Screening- CogAT Screener to identify potential students for the program, thereby promoting equity of access.
 - Those scoring above 85% are referred for further testing and evaluation for qualification
- Referred students take the complete CogAT (measures verbal, numerical, and spatial reasoning)
- HCP Multi-disciplinary Selection Team meets in June to review referred students files
- Multiple objective criteria are used in the qualifying decision, subjective criteria are used only to support qualification, never to disqualify
- Families are notified regarding the eligibility of students for HCP services.

Enrollment by Grade of 2019-20 HCP Students

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
Identified HCP Students	0	4	5	6	10	4	9	20	14	9	6	3	90
Percent of Total Enrollment	0	5.3	5.8	5.8	11.5	4.0	10.1	19.8	10.0	9.3	7.7	4.8	7.7

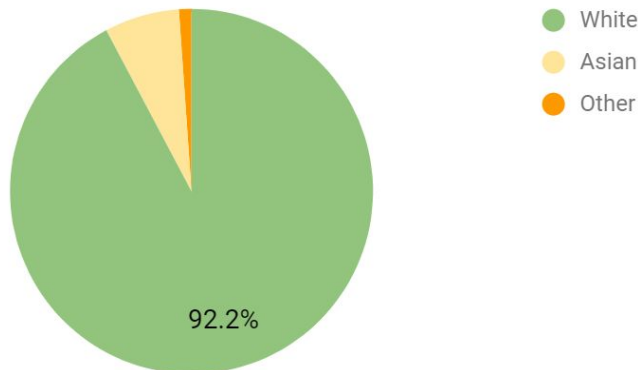
Equity of Access to HCP Services

Free and Reduced Lunch Eligible HCP Students



We want to continue to ensure poverty is not a factor limiting HCP identification for students. Additional measures may need to be taken to ensure equitable identification of students across income levels. This is a 2% increase from last year in identified students who are eligible for free or reduced lunch.

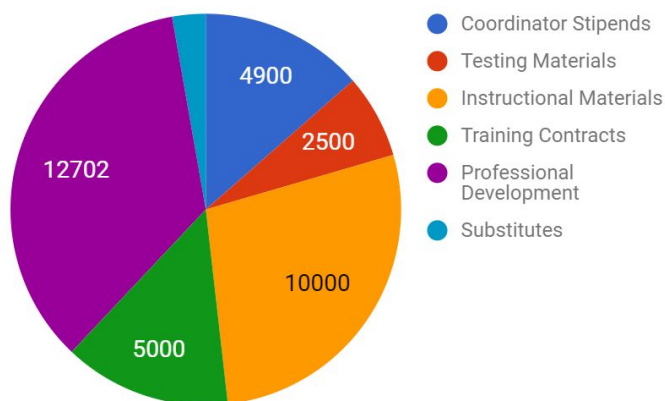
Highly Capable Students by Race



The percentage of non-white 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. This is a 1% increase in non-white qualifying students from last year.

Budget

Highly Capable Budget



The district received \$36,102 in 2019-20 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

- Summer 2019, Whitworth Summer Institute
- Summer 2019, Differentiated Interdisciplinary Projects for Highly Capable Learners
- February 2020, Richard Cash, Differentiation for Gifted Learners teacher workshop
- 2019-20 school year, Three differentiation after school teacher book studies
- Summer 2020, Whitworth Summer Institute

Successes this year:

- Completed a program review that included student achievement data review, and a parent survey
- ALPs completed for all high school students
- First through 8th grade students were clustered, as possible, in class and course assignments.
- Developed and shared K-12 HCP service plan
- Included high school counselor in HCP Coordinators meetings

Next steps

- Review other district procedures and state wide recommendations for equitable identification.
- End of year program survey and review, with a focus on equitable identification, and identified students who are not showing academic progress.
- Improving data collection on high school students (e.g., determine AP courses HS students are taking and success rate), and elementary K-2 student (FastBridge).
- Increase HCP parent engagement.
- Continue to provide professional development for teachers to support HCP students in the general education setting.