

Date: March 13, 2017

Topic: Accelerated Programs: **Quest**

Continuum of K-8 Highly Capable Services

The Washington Administrative Code (WAC) 392-170-035 defines highly capable students as:

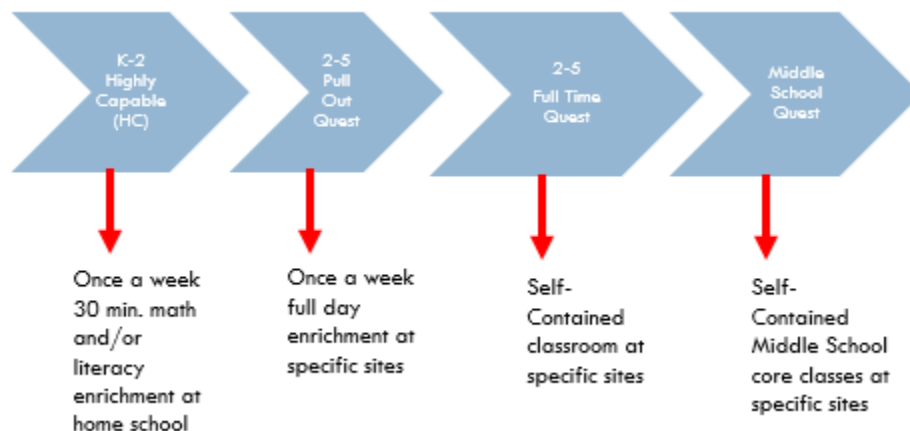
“students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes according to chapters 28A.640 and 28A.642 RCW.”

Per Washington state law, when identifying and selecting students for highly capable services:

- Districts shall use multiple objective criteria for identification of students who are among the most highly capable. There is no single prescribed method for identification of students among the most highly capable. [WAC 392-170-055]
- Shall be based on professional judgment as to which students will benefit the most from inclusion in the district's program. [WAC 392-170-075]
- Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055, and other data collected in the assessment process. [WAC 392-170-075]

The Lake Washington School District provides a continuum of services for students identified as highly capable. Over the past five years we have continued to review our elementary continuum of services to ensure alignment with best practice and changes to WAC.

The chart below shows the continuum of services we provide for K-8 Highly Capable students:



Below is a description of the of each program, including the program components and services provided.

In-School Support Model: K-2 Highly Capable

Students in grades K-2 are served at their attendance area school. Students receive 30 minute weekly small group pull-out in math and/or reading, depending on their area of strength. The K-2 Highly Capable teacher/facilitators provide instructional resources and embedded professional development for grade K-2 teachers as well.

Grades 2-5 Pull-Out Quest

Students in grades 2-5 attend a full-day enrichment class with highly capable peers once per week and attend their attendance area school four days per week. Pull-Out Quest provides highly capable students opportunities to engage in integrated and thematic learning with their academic peers Student work focuses on project based learning with an emphasis on integrated social studies and science themes. The current locations are: Blackwell, Rose Hill, and Thoreau Elementary Schools.

Grades 2-5 Full-Time Quest

Students in grades 2-5 attend a self-contained classroom five days per week with highly capable peers. The Math and literacy curriculum is accelerated a year. Students are expected to perform work that exceeds grade level standards by at least one grade level. Full-Time Quest emphasizes advanced academic thinking skills and strategies, strong communication and collaboration skills and an increased awareness of local and global citizenship. The current locations are: Alcott, Blackwell, Redmond, Smith, and Thoreau Elementary Schools.

Grades 6-8 Middle School Quest

Students in grades 6-8 attend a self-contained core content classroom five days per week with highly capable peers. Grade 6 Quest classes include Language Arts, Social Studies, Science and Mathematics. Grades 7 and 8 Quest classes include Language Arts, Social Studies and Science, with Mathematics course enrollment based on grade 6 math assessment. The Math and literacy curriculum is accelerated a year. Students are expected to perform work that exceeds grade level standards by at least one grade level. The program emphasizes advanced academic thinking skills and strategies, strong communication and collaboration skills and an increased awareness of local and global citizenship. The current locations are: Kamiakin, Redmond, and Evergreen Middle Schools.

Consolidated Program Review Update

In Spring, 2016, 3 areas of our Highly Capable programs were found to be non-compliant with state law. The table below identifies the actions we are required to take in order to be in compliance with law.

Item	Description	Actions Required
11.1	Annual Public Announcement of ID Activity	Please clarify how parent/community member with no internet access will request HC Program referral form and receive information in language other than English.
11.4	Program Services	Please document how identified HC students who elect to stay in their home school of attendance receive accelerated learning and enhanced instruction. Please clarify how Basic Education serves identified HC students served by one-day pull-out supplemental services.

11.2	Identification Process	Referral process indicates that students may be eliminated from consideration by result of CogAT assessment alone. This does not comply with “multiple objective criteria” process. All data collected for each student is to be considered by selection committee. Please document how students with single domain giftedness (math or ELA) are identified and served.
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The tables below summarize the actions we have completed to date for each CPR finding which will put us in compliance with state law.

11.1 Annual Public Announcement of ID Activity

Past Practice	Issue/Problem	Actions Completed Spring, 2017
<ul style="list-style-type: none"> • HC referral is available online. Online FAQ document specifies that paper applications are available. • Online application has translation ability, but we do not currently have translated versions of paper applications or PDFs. 	We did not provide evidence to CPR of paper application option.	<ul style="list-style-type: none"> • Any community member can obtain a paper copy of the HC Program referral form from Accelerated Programs Office. • Any community member can request an HC Program referral form in a language other than English from the Accelerated Programs Office.
	Change Required <ul style="list-style-type: none"> • Ensure clarity regarding online and paper option and ensure translation availability for both 	

11.4 Program Services

Past Practice	Issue/Problem	Actions Completed Spring, 2017
<ul style="list-style-type: none"> • There are no formal services provided to students who qualify for but opt out of Highly Capable Services. • Pull Quest students receive Basic Education as part of their pull out day. 	<ul style="list-style-type: none"> • We are required to serve students who qualify and choose to remain at their neighborhood school. • We did not provide evidence of how Basic Education serves identified HC students served by one-day pull-out supplemental services. 	<ul style="list-style-type: none"> • All students designated as Highly Capable within LWSD now have a “G” identifier noted in their electronic student record. School staff are notified of student designation and program participation by Accelerated Programs Office. • School-Based Service Delivery Model developed which includes support for identified HC students served by one day pull-out supplemental services.
	Change Required <ul style="list-style-type: none"> • Develop plan to serve students. • Need to seek further information from OSPI regarding evidence needed. 	

11.2 Identification Process

Past Practice	Issue/Problem	Actions Completed Spring, 2017
<ul style="list-style-type: none"> • Grade 1: <u>Referral</u> CogAT given to all students, if score is 98 students invited to apply <u>Identification</u> - ITBS 98 Math/Reading - Renzulli 80th + percentile • Grades 2-5: <u>Referral</u> – Parent nominates Grade 3.5+ Reading/Math State Assessment Level 4 <u>Identification</u> - Full Time: CogAT: 99 ITBS:98 or 99 Reading/99 Math Pull Out: CogAT 98 or 99 ITBS: 98 or 99 Reading/Math - Renzulli 80th + percentile 	<ul style="list-style-type: none"> • Identification hinges solely on CogAT. <hr/> <p>Change Required</p> <ul style="list-style-type: none"> • Develop identification process that includes multiple measures, a multi-disciplinary team, and addresses single domain giftedness. 	<ul style="list-style-type: none"> • Screening and referral process utilize a body of evidence approach. A Multi-Disciplinary Selection Committee (MSC) reviews multiple data points for each student. • Fall 2016 Revised typical eligibility ranges provide for increased opportunity. • School-Based Delivery Model developed which includes single domain services.

Based on the March 2016 Board Study Session, these are the changes we made for 2016-17:

- Multiple Objective Criteria established for eligibility determination
- Expected eligibility ranges adjusted to create opportunity for students with a more diverse learning profile to receive services
- Multi-Disciplinary Selection Committee (MSC) implemented for eligibility data review
- School-based services expanded to 2nd grade for K-2HC Services
- Highly Capable Advisory Team Convened to provide input on Spring 2016 Consolidated Program Review (CPR) items and make a recommendation for school-based single domain service model
- Provided Professional Development Classes for classroom teachers to support students in their classrooms

Adjusted Eligibility Ranges for Identification of High Capable Students

Based on the changes we made to comply with state law, the table below summarizes the typical eligibility ranges for identification of highly capable students.

	WaKIDS/DIBELS screening and body of evidence	Report Cards screening and body of evidence		SBAC (4 th grade example) screening and body of evidence	IOWA Assessments in Reading and Math	Full Cognitive Abilities Test (CogAT): Verbal, Quantitative, Non-Verbal Domains
High Range	Advanced	4.0 mean on strands-advanced	A	2867 (L4)	98 or 99	Composite 98 or 99
Low Range	Benchmark	3.5 mean on strands-proficient	B+	2533 (L4)	95	2 of 3 domains at 98 or 99

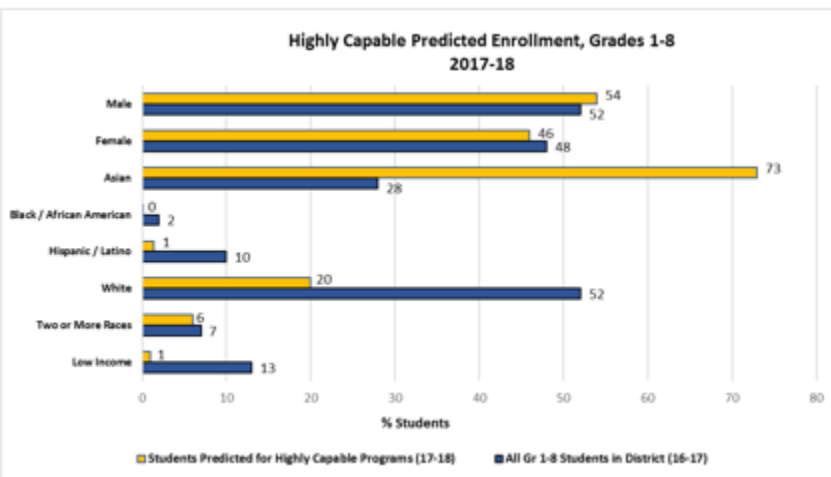
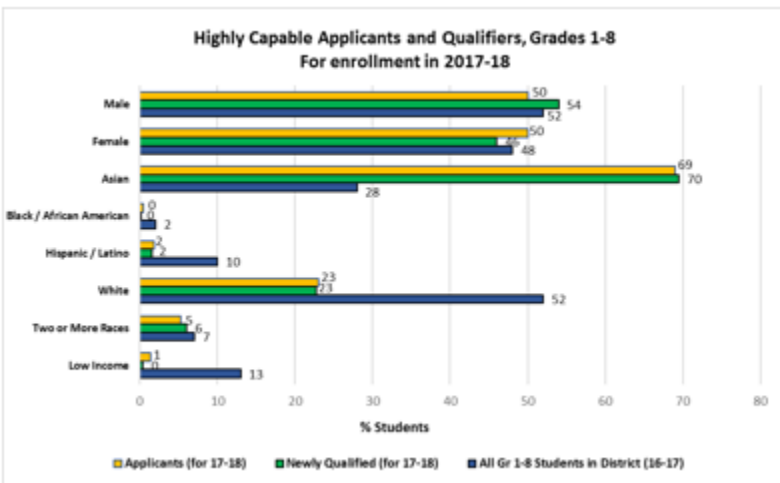
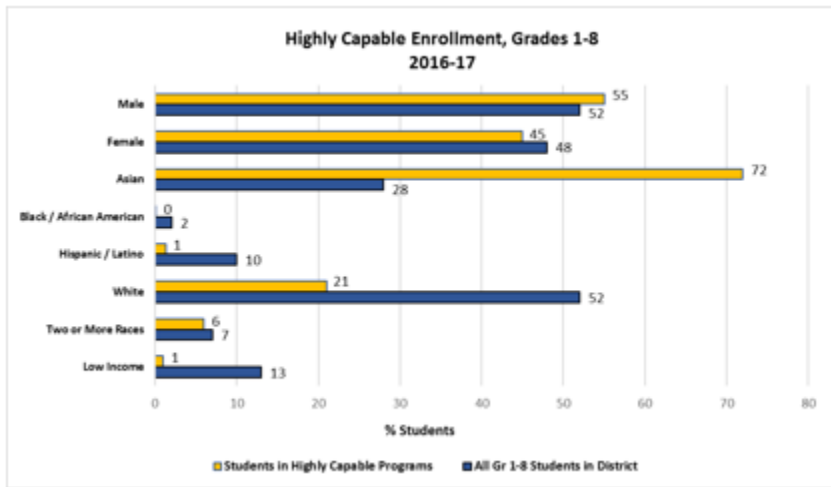
*Universal 1st grade screener moved from 98% to 95% fall 2016. The body of evidence is reviewed collectively by the Multi-Disciplinary Selection Committee.

Results and Demographics

Based on the changes we made in the identification and selection criteria and process, we see increases in eligibility for services. The total eligibility increase went from 1,253 students to 1,646 which represents a 31% increase.

- K-2 HC:
 - From 95 qualified Kindergarteners to 111: 17% Increase
- Pull-Out Quest
 - From 179 eligible to 250: 40% Increase
- Full-Time Quest
 - From 656 eligible to 876: 33% Increase
- Middle School Quest
 - From 323 eligible to 409: 26% Increase

The charts below show the eligibility by demographic groups.



Plan for Serving Single-Domain Giftedness

Students who are identified as Highly Capable in one domain are exceptionally capable in one area (reading or math) and may be at or even below grade level in other areas. Single Domain Services are best delivered as a supplement to the general education core instruction the student is already receiving.

- **Reading Single Domain Expected Range:** Current Pull-Out Quest Criteria (Verbal Cogat 98 or higher/Iowa 95-99) applied **only to reading/literacy data**. Math scores do not impact qualification.
- **Math Single Domain Expected Range:** Current Pull-Out Quest Criteria (Quantitative Cogat 98 or higher/Iowa 95-99) applied **only to math data**. Reading scores do not impact qualification.

Participating students in grades K-3 will be served at their attendance area school via a once per week 30-45-minute small group pull out and/or push in math or reading. Single domain teachers/facilitators provide instructional resources and embedded professional development for grade K-3 teachers. Single domain teachers/facilitators provide professional support for general education teachers who have Pull-Out Quest students in their class and who have students who qualify for Full-Time Quest but elect to stay in their attendance area school.