**XYZ SCHOOL DISTRICT**

**Highly Capable Program**

**PROGRAM SUMMARY**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STATEMENT OF PURPOSE**

XYZ School District’s Highly Capable Program is guided by Washington State laws. The legislature finds that, for highly capable students, **access to accelerated learning and enhanced instruction is access to a basic education.** Chapter 28A. 185.020 RCW

**Purpose**

**XYZ School District is committed to identifying and providing for students who have unique intellectual, social, emotional, and college/career readiness needs.** Our purpose is to provide appropriate educational programs and services through instructional, curricular, and administrative modifications to create educational opportunities for Highly Capable students that will maximize their individual potential.

The Highly Capable Program for the XYZ School District is available to qualifying students kindergarten through 12th grade. **The purpose of the program is to provide accelerated and enhanced learning opportunities within specific academic subjects for students with measured achievement, aptitude or creativity that is significantly above grade-level and representative of the top 5% of the school population.**

**Rationale**

In a total educational program, the needs of all children are provided for according to their specific abilities, aptitudes, and their levels of performance. Children who have outstanding abilities are capable of exceptional performance and warrant opportunities that meet their needs. **The most highly capable students require an intensified and varied curriculum as well as an opportunity to share interests and experiences with other children with like abilities. The Hi-Cap program is designed to place greater emphasis on more advanced levels of learning, abstract concepts, and diversification for individual students.**

**IDENTIFICATION**

**Definition of the Highly Capable**

***Hi*ghly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experience 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 education populace, but are present within all protected classes**…. WAC 392-170-035

As a key component of the Highly Capable Program Identification and Selection process, XYZ School District **will make it a priority to qualify students from various ethnic, cultural, and socio-economic groups, and to also recognize that exceptional potential can exist within English language learners and students with other learning needs**.

**Definition of Learning Characteristics**

**S**tudents who are highly capable may possess, but are not limited to, 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. creative ability to make unusual connections among ideas and concepts;
4. ability to learn quickly in their area(s) of intellectual strength; and
5. capacity for intense concentration and/or focus. WAC 392-170-036

**Identification Measures**

Students who are highly capable are **identified via multiple, current objective measures using a case study approach. Assessments measuring aptitude, achievement, creativity and motivation are the cornerstones of the assessment process.** **The Multidisciplinary Selection Committee (MSC),** the school-based selection committee that makes decisions about student eligibility**, will gather and examine a body of evidence such as tests and assessments, interviews, observations, portfolios, work samples, academic records, and/or performances. The purpose of the case study process will be to assess the body of evidence to determine if the student demonstrates exceptional performance or potential as defined by state laws.** WAC 392-170-055

**Identification Process**

There are basically three stages in the identification process: 1) nomination, 2) assessment, and 3) selection. Nominations may be made at any time and are reviewed quarterly by the building-based MSC.

**Stage One: Nomination**

There are two routes to referral for further evaluation

**1**. **Nomination by Data– State or nationally-normed testing results** are used to **identify advanced students and to nominate** these students for further consideration. Students not referred through screening may be referred through nomination.

**Transfer Students**: The district also reviews the **assessment records** of transferring students and automatically refers students **whose prior assessment records indicate exceptional aptitude or achievement**. To provide continuity in services, students who were identified as highly capable in outside districts have **top priority** for re-evaluation for the Highly Capable Program. To be found eligible for services, these students must be re-assessed according to XYZ School District criteria. **If the student’s prior record meets district criteria, no further assessment may be needed.** WAC 392-170-045

**2.** **Nomination by Observers** - School staff members, parents/guardians, and members of the community may nominate students. Students may also nominate themselves.

**Stage Two: Assessment**

Once parent permission is obtained, **multiple pieces of objective data, validated for the specific purpose for which they are used, are collected and reviewed by the school-based Multidisciplinary Selection Committee (MSC).** The MSC reviews **quantitative and qualitative data** for each referral and makes decisions regarding eligibility or ineligibility for services of the Highly Capable Program based upon need. Eligibility is determined by a case study **process designed to find the district’s most highly capable** who demonstrate aptitudes and achievements **well-above grade level and demonstrate clear need for advanced services.** WAC 392-170-055/075

**Identification Procedures across developmental stages**

|  |  |  |  |
| --- | --- | --- | --- |
| K-1 | 2-5 | 6-8 | 9-12 |
| Skills testing (97%):  -Math concepts and problem solving and  -Reading and Language above grade level | Cognitive Abilities Test (CogAT 7) or similar 95+%tile  Tested off level 1-2 grades and normed by age. | Cognitive Abilities Test  (CogAT 7) or similar  95+%tile  Tested off-level 1-2 grades and normed by age. | CogAT optional. Cognitive characteristics can be inferred from other evidence. |
| Structured Parent interview | -Star Reading, Star Math 97%tile  -Statewide assessment in Math and ELA | -Star Reading, Star Math 97%tile  -Statewide assessments in ELA and Math | Nat’l, State or local assessments, STAR assessment, EOC, or evaluation of products 97+%tile |
| Teacher observation with supporting evidence of gifted characteristics. | Teacher and/or parent observation scale with supporting evidence. | Teacher and/or parent observation scale with supporting evidence | Teacher and/or parent observation scale with supporting evidence. |
| Portfolio of best work samples gathered over time | Work samples | Work samples | Student interview—motivation, intense interest, vision |
| Academic Records | Academic Records | Academic Records;  Awards, Accomplishments | Academic Records;  Awards, Accomplishments |

**Stage Three: Selection and Services**

**Selection: Notification of Determination**

Once a determination has been made, parents/guardians receive written confirmation of the committee’s decision together with a description of the evidence used during the evaluation process. If found eligible, services will begin once parent permission has been received. If found ineligible, the student may be nominated again during another school year. WAC 392-170-047

**SERVICES**

Once identified, the student’s unique talents and needs will be matched with appropriate district services. (WAC 392-170-078). **Highly Capable students usually require faster pacing, greater depth and complexity, plus opportunities to interact with their intellectual peers.** This may be accomplished **through various grouping arrangements, acceleration, enrichment, extensions, and differentiation.** Curriculum should provide **opportunities to learn and apply higher order thinking skills, extended time to pursue areas of interest in-depth, opportunities to make connections across disciplines or to make real-world applications.**

WAC 392-170-080

Figure 2: K-12 Programming Options Menu

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PROGRAMMING OPTIONS | K’ten | Elementary | Middle | High |
| Resource In-Class Support | X | X | X | X |
| Regular Class with Cluster Grouping |  | X | X | X |
| Regular Class with Differentiation | X | X | X | X |
| Interest-Based Enrichment Pullout | X | X | X | X |
| Single-Subject Acceleration | X | X | X | X |
| Whole Grade Acceleration | X | X | X | X |
| Advanced Placement Courses |  |  |  | X |
| Advanced Section of a Course |  |  | X | X |
| Early Access to College (e.g. Running Start, Dual Credit, Credit by examination, etc.) |  |  |  | X |
| Career and Counseling Support | X | X | X | X |
| Individualized Services | X | X | X | X |
| Additional Opportunities | X | X | X | X |

**Resource In-Class Support**—District personnel provide in-class support to Kindergarten teachers to assist with the identification and servicing of highly able Kindergarten students.

**Regular Class with Cluster-Grouping and Differentiation—**A small group of highly capable students are intentionally organized within heterogeneously grouped grade-level classes where they receive differentiated learning opportunities appropriate to their area(s) of academic strength. Differentiation could include curricular modifications such as compacting, critical and creative thinking skill development, contracts for independent study, online instruction, product development using advanced resources or technologies.

Middle School students who are highly capable in the verbal domain form a cluster within **Honors ELA.** Students highly capable in mathematics qualify for the **Accelerated Math Sequence**.

**Interest-Based Enrichment Pullout—**On a short-term basis, students with similar interests or talents are pulled-out for special enrichment instruction

**Single-subject Acceleration**—This practice permits students who have demonstrated mastery of grade level content in one or more subjects to accelerate. Subject-matter acceleration or partial acceleration may be accomplished by the student either physically moving to a higher-level class for instruction or using higher-level study materials in the current classroom. **Accelerated Math Sequences** are single-subject acceleration offerings provided at the XYZ School District at the middle and high school levels beginning with Pre-Algebra for 6th graders.

**Whole Grade Acceleration**—Radical acceleration appropriate for students who have mastered grade level content in multiple subjects, have social-emotional maturity, and motivation to skip one or more grade levels.

**Advanced Placement Courses**—An array of Advanced Placement courses are offered to all interested students at the high school level. Those achieving successful exam scores may earn advanced placement at the college level. \* Advanced Placement courses are also offered through XYZ’s Virtual Academy.

AP American Govt. AP Literature and Composition AP Calculus

AP Chemistry AP United State History AP World History

**Advanced Section of a Course\*—**Many advanced courses are offered at middle and high school levels. Identified students automatically qualify for advanced courses but may also be required to meet prerequisites and/or selection requirements.

Middle: Adv. Science, Advanced Writing

High: Honors American Literature Honors World Literature

\*Advanced selected courses are also offered in Foreign Language and Fine/Performing Arts

**Early Access to College**—Students may achieve early access to college via College in the High School, dual enrollment, credit by examination, or other experience which may accelerate the student’s HS graduation date.

**Running Start** is a unique state approved program between high schools and colleges. This program allows high school juniors and seniors (determined by credits earned) to attend college classes as all or part of their high school program and earn both high school and college credits. Qualifying placement test scores are a requirement for admission.

**Career and Counseling Support**—Highly capable students receive counseling services as needed for issues unique to this population such as feeling different, perfectionism, social relationships, early career identification.

**Additional Opportunities**—Students are encouraged to develop their talents through opportunities provided by school, home, and the community through academic competitions, clubs, service learning, summer school programs and so forth….

**Individualized Services**—Mentorships and independent study are examples of individualized services available to some students. Others may need assistance in the area of study skills, organization and planning

Figure 3: K-12 Curriculum Continuum

**XYZ Curriculum Sequence**

**for Students with Talents in the Verbal and Quantitative/Non-Verbal (Spatial) Domains**

|  |  |  |  |
| --- | --- | --- | --- |
| **TALENT DOMAIN** | **ELEMENTARY** | **MIDDLE** | **HIGH** |
| **VERBAL** | Cluster Group-verbal  Single Subject Acceleration  Enrichment PO-Verbal | Honors ELA cluster  Advanced Writing  Enrichment PO-Verbal | AP Literature and Composition  Honors American Literature  Honors World Language Arts 9  Honors World Literature  AP American Government  AP World History  AP US History  Running Start |
| **QUANTITATIVE**  **NON-VERBAL** | Cluster Group-math  Single Subject Acceleration  Enrichment PO-Math | Accelerated Math Sequence   * 6th: PreAlgebra * 7th Algebra * 8th Geometry   Advanced Science  Enrichment PO-Quant/Non-V | Accelerated Math Sequence   * 9th Algebra II * 10th Trigonometry * 11th Pre-Calculus   AP Calculus  AP Chemistry  Computer Aided Design  Running Start |