<b>250 πigniy Capable Enα-or-Year κeport Fiscal Year:</b> 15-16 <b>Milestone: Not Initiated</b> (Printed 7/23/2015)
District: Organization Code: ESD:
iGrants Page 1
Identification and Services/Change or No Change
Report 2014-15 SY Data
Total Grade Span Across Your District  -This is a dropdown menu with the following options:  • K-12  • K-8  • K-6  • Other
If "other" is selected above, enter the district's grade span:
A. Identification Process
Indicate whether or not the district implemented the identification process — <b>as approved in your 2014-15 Highly Capable Annual Plan:</b> FP 217 for Class 1 districts, FP 685 for Class 2 districts.
C Yes C No
If <b>NO</b> , respond to <b>all three check boxes</b> that follow. We cannot approve this End-of-Year Report until we review Change Requests that apply to your 2014-15 annual plan.
$\square$ Submitted a post-approval Change Request to OSPI for FP 217 or 685.
$\square$ Received OSPI approval for changes to FP 217/685. Date:
$\square$ Notified the school board of changes. Date:

# **B. Highly Capable Program Services—Variety and Continuum of Services** WAC 392-170 | <u>078</u> | <u>080</u> | RCW <u>28A.185</u>

Indicate whether or not the district implemented the variety and continuum of services — <b>as approved in your 2014-15 Highly Capable Annual Plan:</b> FP 217 for Class 1 districts, FP 685 for Class 2 districts.
C Yes C No
If <b>NO</b> , respond to <b>all three check boxes</b> that follow. We cannot approve this End-of-Year Report until we review Change Requests that apply to your 2014-15 annual plan.
$\square$ Submitted a post-approval Change Request to OSPI for FP 217 or 685.
$\square$ Received OSPI approval for changes to FP 217/685. Date:
lacksquare Notified the school board of changes. Date:

## **Program Evaluation**

## Report 2014-15 SY Data

## A. Program Evaluation: Academic Achievement

WAC 392-170 | <u>030</u> | <u>090</u> | <u>095</u>

#### **Instructions: Program Evaluation—Academic Achievement**

Check the data your district gathered and analyzed to evaluate the effectiveness of the 2014-15 HCP—relative to **academic achievement**—elementary and secondary grades.

These data should capture academic performance at the individual, and subgroup level, as well as the whole-group level: for example, all HCP students in each grade level, all HCP students in a specific grade band, and all HCP students in the program.

Elementary	Secondary	Evaluation Data
		State Assessments
		District Assessments
		Classroom-based Assessments
		Performance Assessments
		Teacher Anecdotal Observation
		Student Reflection
		Grades
		AP Test
		IB Tests
		Cambridge AICE Tests
		Running Start/College Coursework Tests
		Program Participation
		Competition Performance and Outcomes for supplemental programs, such as Destination Imagination, Future Problem Solvers
		Other:

Based on this evaluation d	ata, did the	district make	changes t	o the program	to improve the
academic achievement	of identified	students?			

О	No
	О

**If yes,** outline the program changes your district made or has in process.

## **B. Program Evaluation: Address Student Needs and Capabilities**

WAC 392-170 | 030 | 078 | 080 | 087 | 090 | 095

Instructions: Program Evaluation—Addressed the Needs and Capabilities of HCP Students

Check the data your district analyzed to evaluate **how well the 2014-15 HCP addressed the needs and capabilities of identified students—**in all the grade levels your district serves.

	Addressed S	tudent Needs and Capabilities
Elementary	Secondary	Evaluation Data
		Administrator Survey
		Teacher Survey
		Student Survey
		Parent Survey
		Student Interviews and/or Reflections
		Attendance
		Staff Anecdotal Observation
		Grades
		Other:

Based on this evaluation data, did the district make changes to the program to improve its capacity to meet the needs and capabilities of identified students?

O Yes O No

If yes, outline the program changes your district made or has in process.

## C. Program Evaluation: Program Administration and Operations

WAC 392-170 | 030 | 087 | 090 | 095

## **Instructions: Program Administration and Operations**

Check the data your district gathered and analyzed to evaluate the effectiveness of the 2014-15 HCP relative to **program administration and operation.** 

Elementary	Secondary	Data Element
		Variety of Services at Grade Levels
		Continuum of Services
		District Policy
		District Procedures
		Goals for District Program
		Academic Goals for HCP Students
		Communications
		Compliance to WAC 392-170
		Program Expenditures
		Other:

Based on this evaluation data, did the district make changes to the program: for example, policy and procedure, the identification process, continuum of services, or address areas of non-compliance?

O Yes O No

**If yes,** outline the program changes your district made or has in process.

## **Professional Learning**

## Report 2014-15 SY Data

## **Professional Learning Report**

WAC 392-170 | **030** | **090** | **095** 

#### How many district staff attended professional learning events specific to:

- HCP program administration and operation AND
- Training focused on the instructional and curricular needs of highly capable students?

Categories	Special/HCP Teachers	General Ed. Staff	Administrators
AP			
CEC-TAG Conference/Webinars			
Edufest			
ESD Training Sessions			
IB			
NAGC Conference/Webinars			
NWGCA Conference			
OSPI Webinars			
SENG Conference			
UW College of Education Gifted Education Trainings/Courses			
WAETAG Conference			
WU Center for Gifted Education Institutes/Courses			
Other (describe below)			

#### Other:

**Abbreviation Key:** Advanced Placement (AP), Council for Exceptional Children-Talented and Gifted (CEC TAG), Educational Service District (ESD), International Baccalaureate (IB), National Association of Gifted Children (NAGC), Northwest Gifted Child Association (NWGCA), Supporting Emotional Needs of Gifted (SENG), University of Washington (UW), Washington Association of Educators of the Talented and Gifted (WAETAG), Whitworth University (WU)

## **CEDARS Data**

#### 2014-15 CEDARS Data

WAC 392-170 | **090** 

Instructions: Check and certify your district's CEDARS data for each Gifted Value.

#### **Check Your Data**

This form package updates automatically, based on your district's SIS—student information system—upload schedule. If these **data are not accurate**, work with your SIS or CEDARS administrator to correct.

#### **Certify Your Pre-populated HCP District Data**

- 1. If your district data is **correct for each Gifted Value**, check the box that certifies its accuracy.
- 2. If your district data **displays all zeros** because you have not served highly capable students with that Gifted Value, check the box that certifies its accuracy.

**Alert:** The **prepopulated data below** captures the last reported value or status, and reports **all** students enrolled and identified—by CEDARS Gifted Value—at any time during the 2014-15 school year. This is not a snapshot of the students enrolled currently and receiving HCP services; these data could include students who graduated, moved away, or exited the HCP.

Districts can access CEDARS reports that provide student enrollment data for each Gifted Values. Select a date range that shows all students reported through CEDARS.

DISTRICTS CANNOT HAND ENTER DATA THIS DATA. IT IS PREPOPULATED. FOLLOW DIRECTIONS ABOVE FOR CORRECTIONS.

**Go To CEDARS Gifted Value:** <u>32</u> | <u>33</u> | <u>34</u> | <u>35</u>

#### CEDARS Gifted Value 32—Services or programs provided in the regular classroom

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 1-2	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>o</u>	

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Hispanic/Latino of any race(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Black/African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
White	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%

Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Not Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 3-10	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	

## Free and Reduced Price Meals, 504 Plans, Students with an IEP (Special Education)

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Free and Reduced Lunch	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	0%
504 Plan	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	0%
Special Education Services (Students who have an IEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>o</u>	0%

 $\Box$  District certifies that these data for **Gifted Value 32** are correct.

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## **CEDARS Gifted Value 33—Services or programs provided in a unique highly capable program**

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 1-2	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Hispanic/Latino of any race(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Black/African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
White	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Not Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 3-10	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	

## Free and Reduced Price Meals, 504 Plans, Students with an IEP (Special Education)

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Free and Reduced Lunch	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	0%
504 Plan	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	0%
Special Education Services (Students who have an IEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>o</u>	0%

☐ District certifies that these data for **Gifted Value 33** are correct.

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## **CEDARS Gifted Value 34—Services or programs provided through acceleration program**

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Hispanic/Latino of any race(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Black/African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
White	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Not Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 3-10	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	

## Free and Reduced Price Meals, 504 Plans, Students with an IEP (Special Education)

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Free and Reduced Lunch	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	0%
504 Plan	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	0%
Special Education Services (Students who have an IEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>o</u>	0%

 $\square$  District certifies that these data for **Gifted Value 34** are correct.

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## CEDARS Gifted Value 35—Services or programs provided outside the traditional school setting

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 1-2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Hispanic/Latino of any race(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Black/African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
White	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Not Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 3-10	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	

## Free and Reduced Price Meals, 504 Plans, Students with an IEP (Special Education)

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Free and Reduced Lunch	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	0%
504 Plan	0	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>	0%
Special Education Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%

(Students who have an IEP)												
$\square$ District certifies that these data for	Gifte	d V	alu	ıe 3	35	are	со	rre	ct.			

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