
K-12 Highly Capable Program

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3. Use secondary suppression as needed to assure that suppressed cells cannot be recalculated through subtraction.

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Introduction

Shoreline School District is committed to providing all of our students with excellent learning opportunities designed to meet their needs. This commitment includes working in collaboration with teachers, administrators, students and families over the past year to develop a mission and goals to guide the services provided in our Highly Capable Program. Specific goals for improvement are:

- Create opportunities for all students to gain equitable access to appropriate instruction and services
- Utilize an intentional process to identify student populations to more closely reflect the diversity of our community - specifically historically underrepresented student groups
- Improve outreach to families and staff, including multilingual and historically underserved families.
- Provide a continuum of developmentally-appropriate services that are cognitively challenging and promote growth and learning

In addition to our district goals, recent changes in Washington State Law now require school districts to articulate a plan for the identification of historically underserved students. Included in the plan are accountability measures to ensure student representation in the Highly Capable Program matches district demographic data.

To reach our goals and comply with state requirements, we have made a number of changes over the past three years in how we identify and serve students, monitor program effectiveness, provide professional learning to teachers and connect with staff and families.

Highly Capable Background Information

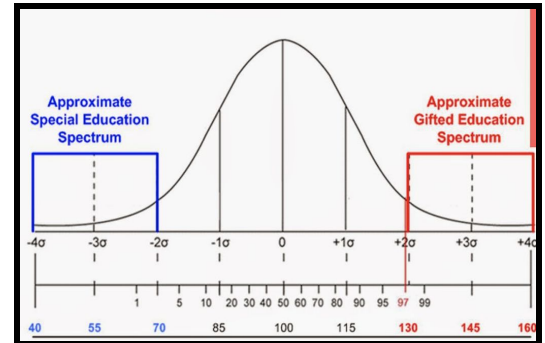
Introduction

What follows in the next section of this document is an overview of relevant information representing recent evidence-based best practices from notable resources and state laws and regulations. This information is used to inform and guide the work of the District.

Understanding Highly Capable Students

Definition

“Highly capable students are those 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.” (WAC 392-170-035)



Common Learning Characteristics

Students who are highly capable often show learning characteristics such as:

- Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
- Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
- Creative ability to make unusual connections among ideas and concepts;
- Ability to learn quickly in their area(s) of intellectual strength; and
- Capacity for intense concentration and/or focus.

Social & Emotional Characteristics

Students who are highly capable often show learning characteristics such as:

- Perfectionism
- Intensity
- Sensitivity
- Asynchronous development
- Exhibit delayed executive function skill development

Misconceptions About Highly Capable Students

It is a common misconception that Highly Capable students do not need anything different from our already challenging and rigorous classroom instruction. We aren't worried about them in the same way as we are our struggling students because we believe that they will do just fine. Here's **5 reasons** why that might not be true.

1. Gifted students' brains are wired differently

- While special education students are 1-2 standard deviations on one end of the spectrum, gifted students are 1-2 standard deviations from the norm on the other. Exceptional learners on both sides of the spectrum need a different approach to meet their needs.
- Most students need 7-17 repetitions to learn new content. HiCap students need 1-3 repetitions.
- We often teach small skills or concepts first to build to a larger understanding. Gifted brains more typically process information whole to part rather than part to whole.

2. Boredom is a state of stress

- Neuroscientists have found that the same levels of cortisol flood the system when people are bored as when they are under stress.
- Gifted students often exhibit lack of attention, non-compliance, or other off-task behaviors simply because they are bored.

3. Giftedness Is a Gift and a Curse

- HiCap students often struggle with perfectionism and anxiety.
- Because they are used to doing well or have never experienced struggle they can become risk averse and stuck in a fixed mindset about their abilities.
- Students, especially those who have been in the self-contained elementary program, can struggle to relate to other peers.

4. Highly Capable ≠ High Achieving

- High achievers put in the time and effort to succeed in school. This may not be the case with highly capable students. Their gifts may not translate into academic achievement.
- Neuroscience has shown that while gifted students often have accelerated intellectual function they have delayed executive function development. Think of those kids who struggle with organization and time management.
- Gifted students are often not gifted in all areas, can have a learning disability, or struggle in other ways.

5. All students do better when highly capable students are in heterogeneous groups

- Gifted students are often not good peer models for other students. Because learning often comes easily to these students, this can foster a fixed mindset in all students. For example, students may believe that certain students are “good” at math while they are not, rather than that all students can become good at math.
- Highly capable students often become classroom helpers, supporting the learning of others, while experiencing little academic growth themselves.

Sources: How the Gifted Brain Learns, Sousa, 2009; NWGCA.org; SENGifted.or,; Neuroscience of Learning (NCCE Summit).

State Laws, Regulations and Requirements

There are a number of laws and regulations guiding districts in the three major areas of operating the Highly Capable Program: identification, service delivery/instruction, and professional learning. Additionally, the state communicates expectations for services via the annual Highly Capable Grant Application. Laws and regulations regarding Highly Capable continue to change and evolve in Washington State.

Laws and Regulations:

RCW 28A.150.220

- The instructional program of basic education provided by each school district shall include implementation of programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

RCW 28A.185.020

- The legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.
- Use of multiple criteria to identify highly capable students
- District practices for identifying the most highly capable students must prioritize equitable identification of low-income students.

RCW 28A.185.050

- The Highly Capable Program is to be monitored through a review of program components that include, but need not be limited to:
 - The process used by the district to identify and reach out to highly capable students with diverse talents and from diverse backgrounds;
 - Assessment data and other indicators to determine how well the district is meeting the academic needs of highly capable students;
 - District expenditures used to enrich or expand opportunities for these students.

WAC 392-170-012

- For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. School districts may access basic education funds, in addition to highly capable categorical funds, to provide appropriate highly capable student programs.

WAC 392-170-078

- Requires the district to serve identified students from the point of identification through grade 12;
- Districts shall make a variety of appropriate program services available to enrolled students who participate in the district's program for highly capable students;
- Once services are started, a continuum of services shall be provided to the student from K-12.

Equitable Identification Practices

Beginning in the 2017-2018 school year, the Highly Capable department examined identification processes with the goal of removing barriers and advancing access for students from groups historically underserved in our Highly Capable programs. Many inequitable practices that plague other districts in our region have already been discontinued in Shoreline. In addition, Shoreline has implemented many unique and innovative new approaches to reduce opportunity gaps and to move the demographics of our program to more closely resemble the demographics of our district as a whole.

Equity in HiCap: Identification Checklist for Administrators

Outdated Practices to AVOID:

- Relying on a **referral process** for discovering students
- Using **grades as an initial screening** for eligibility
- Administering HiCap **testing only in English**
- Conducting **Saturday testing** or testing at **central locations** that are not a student's home school
- Using only **group-administered** cognitive & achievement tests
- Waiting until 2nd grade** to identify HiCap students
- Having hard "**cut**" **scores** or entrance criteria for qualification
- Relying on appeals** to catch oversights in identification process
- Once-a-year testing process with no leniency for missing deadlines
- Not providing practice tests to all students
- Inadequate or English-only communication** about the HiCap program
- Selection committee does not reflect district population** and/or does not have subject matter expertise
- Qualifying HiCap students based on **available space**

Shoreline's More Equitable Practices:

- Universal screening** at two grades. Currently K and 2.
- Grades are not considered** as part of eligibility decisions
- Starting in 2019 CogAT is **administered in Spanish. Additional languages will be included when available.**
- Starting in 2017, **Saturday testing eliminated and testing begun at home schools**
- Small group and 1:1** testing used whenever needed
- K screening and talent development program for **robust identification in primary grades**
- Multiple data points**, flexible score ranges, and local norms are used.
- A second year of universal screening, watch lists, and MDSC risk factor process**, in addition to appeals, aid in identification of students from historically under-represented groups
- Students who miss a testing opportunity due to circumstances beyond their control may participate in the next available testing opportunity that year.
- We do not provide practice tests.
- We **communicate in multiple ways** via email, Peachjar flyers, school newsletters and robo-calls. Materials for screening and registration for opt-in testing are in **English and Spanish.**
- The **selection committee** represents a range of subject matter expertise, but **does not meet student demographic population percentages.**
- HiCap students qualified based on **need for service** not on space available.

Innovative New Approaches

Multidisciplinary Selection Committee (MDSC) Equity Lens: At the beginning of our Multidisciplinary Selection Committee meetings we begin by bringing our attention to issues of equity. This has included reading articles together about the under-representation of students of color in gifted education, discussing the way in which giftedness may appear in English Learners, or reviewing sample data sets together. This brings issues of bias and equity to the forefront in our later determinations.

Risk Factor Review: As part of the data reviewed by the MDSC we also identify whether students may have a risk factor that might have impacted their test scores. We want to make sure we consider aptitude and achievement scores in the context of the whole child and with the knowledge that test scores alone may not fully reflect the true abilities of some groups of students. As part of our process we make sure that we review every student with any risk factors twice during the eligibility determination to help ensure that we are not overlooking students who may have been missed in the past.

Watch List: We instituted a watch list to make note of students who may not be in need of highly capable services at the time of review, but who we believe have the potential to need services in the future and who may not otherwise choose to access testing. We reach out specifically to families of these students to encourage them to have their student assessed during future opportunities.

CLED Scales: In addition to a more commonly used tool for teacher feedback about students' classroom characteristics that reflect giftedness, we also implemented the Culturally, Linguistically, and Economically Diverse scales for teachers to use. As giftedness can present differently across different cultures and/or socio-economic backgrounds, this feedback tool allows us to find gifted learners who may not be the stereotypical highly capable student.

Evidence-based Best Practice

In our endeavor to develop and maintain the most effective and equitable services available, with the aim of improving student learning outcomes, Shoreline continually refers to evidence-based best practice. We know that when we make decisions and develop systems using evidence-based best practice, we can be confident that our program is likely to support student learning and achievement. In the field of gifted education or highly capable programming, we turn to OSPI and leaders in the field to inform our work. Below are some highlights from evidence-based best practice that guide the state and our work.

Highly capable students need access to students of similar cognitive abilities in order to experience adequate challenge and stimulation and to help support social/emotional learning needs. Access to peers can be provided through:

- **Cohort classrooms:** Students are grouped together in self-contained classrooms for all or part of the day.
- **Cluster grouping:** Students are placed in groups of 3-10 within classrooms to learn together in area(s) of strength for all or part of the school day.
- **Pull-out services:** Students are grouped together for enrichment services 1 to 2 times per week. Typically utilized by smaller districts.

Because highly capable students need fewer repetitions of content to learn new concepts and often are working above grade level in reading and math, they benefit from acceleration of curriculum. Acceleration and alternative pacing can be achieved through:

- **Advanced grade level or subject placement:** Students who have demonstrated that they are achieving at a higher rate than their age peers are placed into an appropriate grade level or into a content area at a different grade level.
- **Content acceleration:** The faster presentation of curriculum to more closely match the speed at which a gifted student learns.
- **Flexible pacing:** Flexible pacing includes any program in which students are taught material that is appropriately challenging for their ability and allows them to move forward in the curriculum as they master content and skills. For gifted learners, flexible pacing generally means some form of acceleration, accomplished by moving the student up to advanced content or by moving advanced content down to the student. The rate of progress can be varied in either direction.
- **Pre-assessment and curriculum compacting:** Curriculum compacting consists of streamlining the regular curriculum for students who are capable of mastering it at a faster pace. Skills are pre-assessed at the start of a unit of study to determine elements of the unit that can be skipped or covered at a faster pace.

In addition to acceleration, highly capable students are often capable of engaging a grade-level topic at greater depth or with additional complexity. Highly capable students also often exhibit intense interests and passions and benefit from being able to exercise choice over topics or content. Depth, complexity and choice can be provided through:

- **Individualized independent reading:** Students and teachers determine an individual goal and students receive instruction in strategies to support their goal while reading text of higher complexity.
- **Learning centers/stations:** Topics or skills can be learned through different activities or methods. Interest centers can offer greater depth, breadth, and sophistication of materials.
- **Differentiated math work places:** Math stations that students engage in with a partner to practice concepts and skills learned in class. Each workplace has differentiation suggestions and/or activity variations available.
- **Learning menus/choice boards:** Provide choices of activities on the same topic/skills at varying levels of thinking. Allows students to select learning that fits interests and styles.
- **Independent projects and learning contracts:** Students may work on an independent project based on their interests after finishing or in place of other classroom activities. Students and teachers develop a learning contract to specify key tasks, concepts, skills, and criteria for work.
- **Tasks of additional depth and complexity:** Teachers may create additional or replacement tasks or activities that allow students to work on class topics but at deeper levels of thinking.
- **Tiered assignments:** Varied levels of activities ensure that all students can explore ideas at a level that builds on prior knowledge and prompts continued intellectual growth.
- **Alternative texts of additional complexity:** Reading an alternative or additional text on a topic of study that is of the intellectual complexity to challenge students to grow as readers.
- **Low floor-high ceiling tasks or problems:** Math activities that all students can begin, but that have embedded opportunities for gifted students to do much more challenging mathematics. Shared inquiry or seminar discussions of complex texts or topics.
- **Content enrichment activities:** Enrichment activities expand on students' learning in ways that differ from methods used in the school day. They often are interactive, project-focused, require connections between concepts learned, or allow participants to apply knowledge and skills to real-life experiences.

Sources: Washington State OSPI, Highly Capable Program Education Plan, 2009; Differentiation for Gifted Learners,

Shoreline School District

K-12 Highly Capable Program Overview

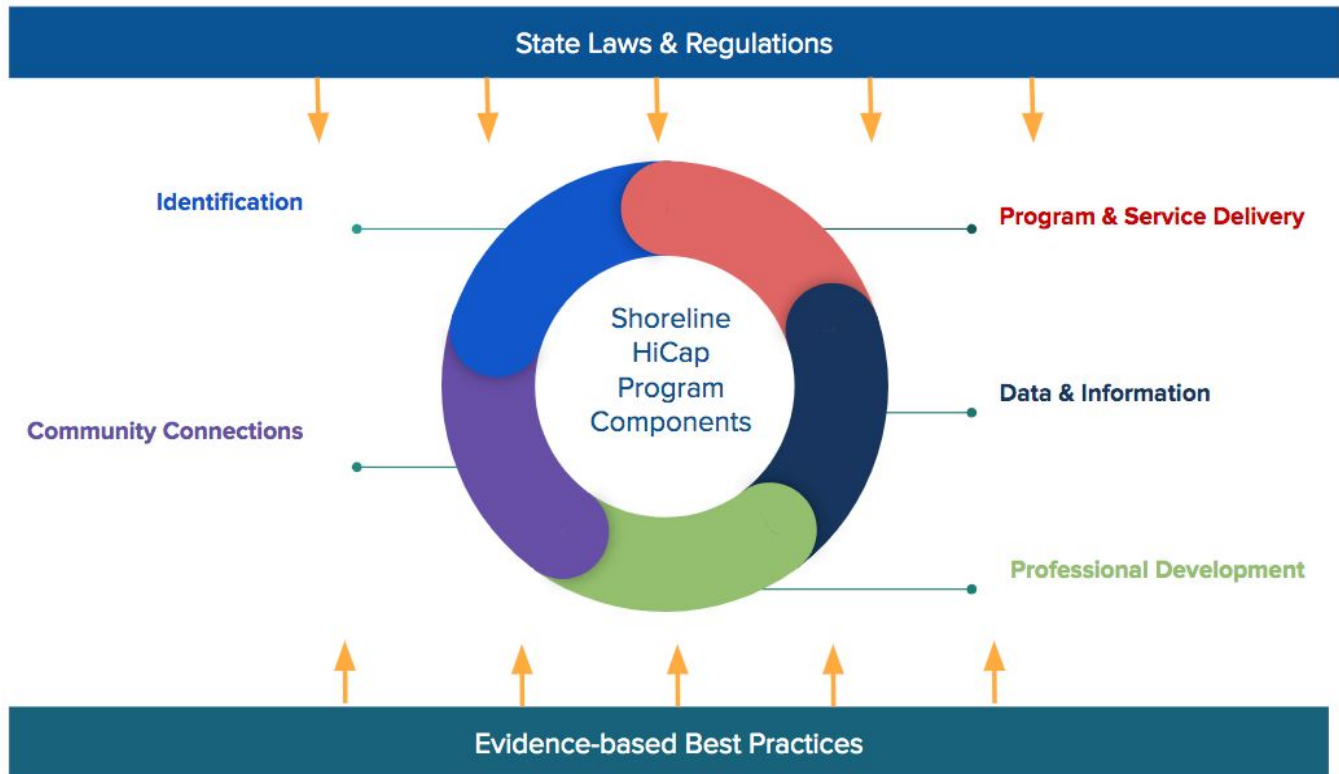
Introduction

What follows in this document distills our sense of the progress to date and represents the future work, based in part on the goals of the Shoreline School District and the required state laws and regulations. This analysis is organized around the five key components that support instructional programming. In addition, we have included the program financial information and enrollment data specific to the Highly Capable Program.

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Introduction to HiCap Program Components

The Highly Capable Program involves five key components. These components are typical across categorical programs (ELL, Title/LAP, Special Education). Effective implementation of a program requires careful attention and evaluation of the singular components and the impact of them collectively.



Shoreline Committee, Policy and Board Action

Shoreline Formal Decisions

Over the past three years there have been a number of changes made to Shoreline's Highly Capable Program. In each instance, recommendations were informed by evidence-based best practice, state laws and regulations, a study of comparable and/or neighboring districts, and guidance from the Instructional Strategic Plan. Below are the recent "formal decisions" made in Shoreline.

Process	Action	Timeline
Secondary Highly Capable Program Review Committee	Recommendations included: <ul style="list-style-type: none"> ● Annual process "opt in" or "opt out" of services ● Pursue strategies/models for social emotional support ● Middle school students will be grouped in cohorts for ELA and math. When there are insufficient numbers to compose full classes, HiCap students will be clustered with additional students to create full classes ● Explore additional AP offerings at the high school, including AP Capstone Diploma program 	Board Approved June 4, 2018
Revisions to Board Procedure 2166P	After considering recent WAC and RCW changes, recommendations from OSPI, and a thorough review of Policy and Procedure governing Highly Capable Programming, we recommended a number of revisions and reorganization to Board Procedure 2166P. More changes from the legislature and OSPI, are anticipated, therefore much of the changes are to allow for greater flexibility and responsiveness in the screening, referral, and assessment process. Additionally, we clarified language and process throughout.	Shared with the Board March 22, 2019
Highly Capable Kindergarten Program Review Work Group	Recommended changes to the kindergarten identification process and service model. <p style="margin-left: 20px;">Identification:</p> <ul style="list-style-type: none"> ● Informal identification at kindergarten to occur for talent development in winter of the kindergarten year ● To include WaKIDS, CoGAT Screener, district and classroom-based assessments and teacher feedback <p style="margin-left: 20px;">Service model:</p> <ul style="list-style-type: none"> ● Primary Enrichment Program (PEP) ● Services to be provided in general education classroom ● Differentiated instruction and enrichment tasks in math and/or ELA ● To begin in kindergarten and continue through 1st grade 	Board Approved July 15, 2019
Joint SEA Highly Capable Program Review Committee	Recommendations: <ul style="list-style-type: none"> ● Screen & Testing <ul style="list-style-type: none"> ○ Screen and test in 1st grade for services in fall of 2nd grade ○ Screen and test in 3rd grade for services in fall of 4th grade ● Services <ul style="list-style-type: none"> ○ Official designation of HiCap to begin in 2nd grade ○ ELA: enrichment & differentiation grades 2-5 ○ Math: enrichment & differentiation grades 2-3 ○ Math: acceleration in grade 4 (4 & 5 standards taught) 	2018-2019

	<ul style="list-style-type: none"> Math: acceleration in grade 5 (6 + standards taught) 	
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Shoreline Program Changes 2017-2020

In practice, relatively few school districts have made substantive changes toward equitable and inclusive identification practices, continuum of services that includes students participating in other district programs (Dual Language, Special Education, ELL), valuable professional learning designed to improve learning for all students in any given classroom, and thoughtful collaborative relationships with the community.

It is vitally important to recognize the changes made in the Highly Capable Program to be reflective of our district-wide goals. As shared above, the work of our district centered on equitable learning outcomes for all students. The implication is that broadening identification and services to a more diverse student population moves us closer to actualizing our district goals.

To advance Shoreline’s goals established by the Board and the Instructional Strategic Plan, the Highly Capable Program has endeavored to make improvements in each of the program components: identification, program service and delivery model, program data and information, professional development. The information below shows the intentional progression of changes over the past three years in each program component.

2017-2018	2018-2019	2019-2020
Identification Program Changes		
<ul style="list-style-type: none"> • Identification of students in single area (math / ELA) • Universal screening at 2nd grade, during the school day (in addition to kindergarten) • Use of multiple measures (not cut scores) • Test using identified accommodations for student with 504 and IEP plans (often small group or individually tested) 	<ul style="list-style-type: none"> • Watch list started for ELL students who Multidisciplinary Selection Committee (MDSC) identify as potential HiCap students <ul style="list-style-type: none"> ○ Communication sent to classroom teacher and ELL teacher ○ Personal invitation sent to family for next screening / testing opportunity • MDSC preparation before review of materials • Culturally, Linguistically, Economically Diverse (CLED) teacher survey tool • Use a deliberate process to identify and consider historically underserved students (Sped, ELL, Free/Reduced lunch, Black and Brown) 	<ul style="list-style-type: none"> • Began using local norms during MDSC with the intention of greater representation from underserved populations and schools • Spanish screener used with students

Program Service & Delivery Model Program Changes		
<ul style="list-style-type: none"> • Began neighborhood services • Service of students identified in either math or ELA started 	<ul style="list-style-type: none"> • Kindergarten services provided at neighborhood schools • Enrichment and extension tasks created for kindergarten 	<ul style="list-style-type: none"> • Primary Enrichment Program (PEP) for kindergarten students at neighborhood schools • Student grouping in cohorts and clusters at middle school in ELA and math
Program Data & Information Changes		
<ul style="list-style-type: none"> • Teacher survey • Student demographic data analysis • Advisory feedback and input 	<ul style="list-style-type: none"> • CEE Survey analysis (family, students, staff) • Student demographic data analysis • Advisory feedback and input 	<ul style="list-style-type: none"> • CEE Survey analysis (family, students, staff) • Student demographic data analysis • Advisory feedback and input
Professional Development Changes		
<ul style="list-style-type: none"> • K-6 all certificated staff introduction to HiCap • District-level Community of Practice (CoP) for HiCap magnet teachers 	<ul style="list-style-type: none"> • Professional development on differentiating instruction provided at various elementary schools • District-level Community of Practice (CoP) for HiCap magnet teachers • Training for paraeducators supporting kindergarten enrichment in neighborhood schools 	<ul style="list-style-type: none"> • Ongoing support for teachers and grade-level teams • District-level Community of Practice (CoP) for HiCap magnet teachers • Training for paraeducators supporting kindergarten enrichment in neighborhood schools
Community Connections		
<ul style="list-style-type: none"> • HiCap Newsletter published and shared with staff and families • HiCap Advisory: provides a forum for students, families, teachers, and administrators to collaboratively provide valuable input 	<ul style="list-style-type: none"> • Updates to communication with staff and families • Reorganize HiCap District webpage 	

Identification and Services Comparison

The table below helps to illustrate the result of the various changes in program identification and services noted in the information above. The **blue bold** text under 2019-2020 Program View indicates changes from prior practice noted in underline under the 2015-2016 Program View.

	2015-2016 Program View	2019-2020 Program View
Testing	<ul style="list-style-type: none"> ● Universal screen & Test K ● Opt in 1-12 ● <u>Saturday testing</u> 	<ul style="list-style-type: none"> ● Universal screen K ● Universal screen and test 2nd ● In-school testing ● Opt-in grades 1, 3-12 ● Test in Spanish (K-3)
Selection Process	<ul style="list-style-type: none"> ● <u>Cut scores</u> ● Renzulli form ● <u>Eligible if identified in 2 areas</u> 	<ul style="list-style-type: none"> ● Multiple measures ● CLED & Renzulli ● Eligible if identified in single and double areas ● Deliberate process to identify historically underserved students
Service Delivery	<ul style="list-style-type: none"> ● <u>Magnet program only</u> ● <u>K - spring magnet services at Meridian Park</u> ● Year above in math 	<ul style="list-style-type: none"> ● Neighborhood schools grade level classes ● Year above in math ● K - Primary Enrichment Program at neighborhood school (1st year)
Location	<ul style="list-style-type: none"> ● RC & MP 	<ul style="list-style-type: none"> ● RC & MP - magnet ● Neighborhood schools

Shoreline HiCap Program

With guidance from evidence-based best practice and Shoreline’s deep commitment to identify and serve a student population that more closely reflects the diversity of our community - specifically historically underrepresented student groups, has resulted in the following changes:

Kindergarten and 1st Grade

Kindergarten students who are identified as eligible for the **Highly Capable Primary Enrichment Program (PEP)** begin receiving services in the spring of their Kindergarten year. The kindergarten program will run from March thru June. Students who qualify for PEP services will continue with services through their first grade year. At the end of first grade all students receiving PEP services will participate in the selection process for further highly capable programs that serve students in grade 2 and above.

Students who are determined eligible in math will receive small group instruction in differentiated math activities. Students who are determined eligible in ELA will receive literacy enrichment in the regular classroom. At the end of first grade all students receiving PEP services will participate in the selection process for further Highly Capable services

beginning in second grade.

What is the Primary Enrichment Program (PEP)? Highly capable services at the kindergarten (beginning 2019-2020) and first grade (beginning 2020-2021) levels are provided in the regular classroom at the student's neighborhood school. Teachers and other professionals provide differentiated instruction by modifying the content, depth, and/or pace of a lesson. The PEP model allows students to receive highly capable services while participating with other students within their neighborhood school community.

How long does the Primary Enrichment Program last? PEP services begin during the spring of kindergarten and continue through the end of first grade. Students who receive highly capable services through PEP will participate in the selection process again at the end of first grade.

Grades 2-5

Highly Capable Service in the Magnet School: Shoreline has a full-time, self-contained Highly Capable Program in Grades 2-5 for students who are identified in **BOTH** English Language Arts and Math. Instruction in English Language Arts is taught using grade-level standards, but at a greater level of depth, complexity, and speed. Students are accelerated one grade-level above in Mathematics grades 2-5. Because of the full-time, self-contained nature of the the magnet program some additional features distinguish the magnet program from services in neighborhood schools. These include:

- Other subjects, such as Social Studies and Science, may also be taught at greater levels of depth and complexity as all students in the classroom are ready to engage with content at deeper levels
- Integration of learning standards in the areas served (ELA and math) with other subjects throughout the day is possible
- Increased access to intellectual peers throughout the day
- Self-contained peer group may be a better fit for some students' social/emotional needs
- Teachers with more experience and training in meeting the cognitive and social/emotional needs of gifted learners

Highly Capable Service in Neighborhood Schools: Services are primarily provided within the general education classroom at the student's neighborhood school. Students in some schools are clustered within classrooms to provide access to intellectual peers. Services in English Language Arts consist of enrichment and extensions to grade-level standards and curriculum. Services in math follow the established district HiCap math model of acceleration.

- **Services in English Language Arts:** There are many ways that teachers can differentiate for advanced learners and each classroom teacher decides how best to structure their classroom and learning to meet the needs of the highly capable students in the class. Highly capable students might read a different story or text than other students in the class but on the same topic, might be provided with different questions or tasks that are at a deeper level of thinking in response to grade level texts, or might have additional challenge tasks if they finish grade level work before their classmates.
- **Services in Math (grades 1 -6):** Students in neighborhood schools experience math acceleration by walking to a classroom one grade level above for math instruction. Currently, in 6th grade, students who need access to middle school math receive instruction from a pull-out math teacher, rather than traveling to the middle school for math instruction.

Highly Capable Math Instruction Magnet and Neighborhood Schools (starting with current kindergarten class): The current kindergarten class will be the first to follow the newly adopted math sequence for students determined eligible in the area of math. The service model will serve students at both our magnet and neighborhood schools.

- Services for 2nd and 3rd grades students who are identified in the area of math will include enrichment and differentiation of grade level standards
- Services in grade 4 include combining standards from grades 4 and 5. Due to the overlap and alignment between the standards, this compression of standards is viewed as appropriate. In 5th grade students would

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receive instruction in the 6th grade standards. The resulting acceleration would provide students with math instruction a single year ahead of grade level peers.

Middle School

In English Language Arts, students in grades 6-8 have the option to participate in a highly capable cohort group. Students who qualify for ELA services can be placed in a class period of English specifically for highly capable students. When there are not enough students to complete a class, highly capable students will be clustered together in the class period and the class will be filled with other students. Students and families can elect to participate in the ELA cohort on the registration form. The highly capable ELA cohort will:

- Allow the teacher to customize the grade-level curriculum and standards to better meet the academic needs of gifted students
- Provide increased access to intellectual peers
- Provide a supportive environment that meets the social/emotional learning needs of highly capable students

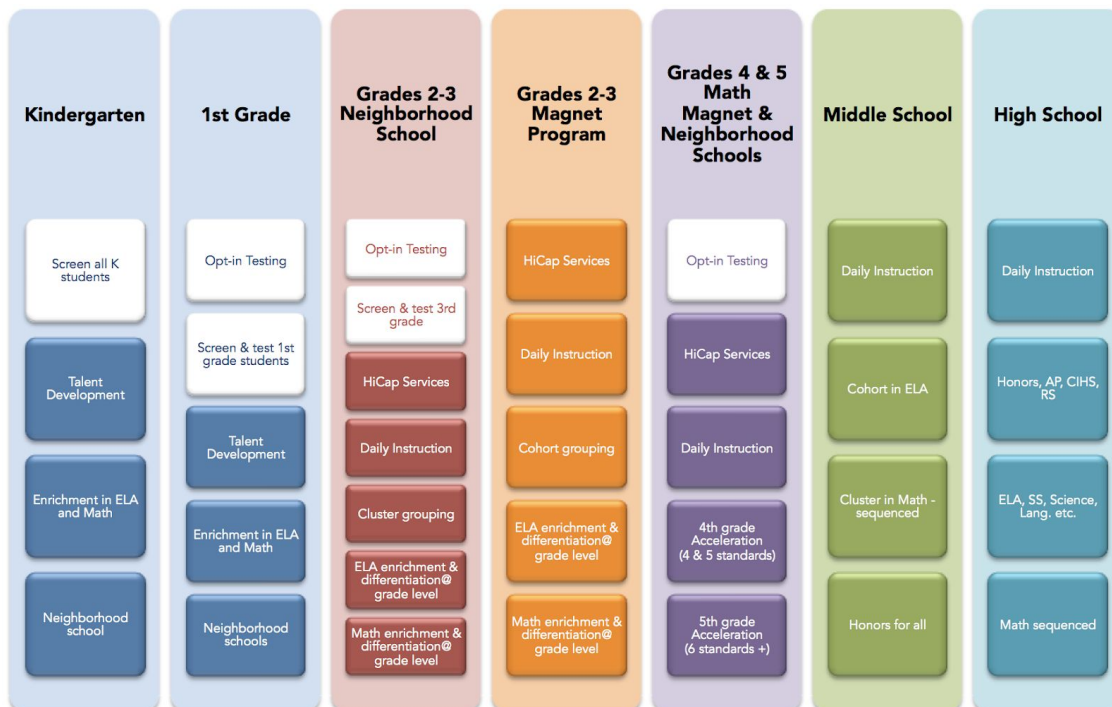
For Math, students will continue to be placed based on course level. Students entering highly capable services for the first time in middle school have the ability to accelerate their math placement.

High School

Highly capable students have a wide variety of challenging courses open to them in high school. Therefore we do not have specific classes just for these students. The counselors at their schools monitor the progress of the highly capable students on a regular basis paying attention to which classes they are taking and their progress. The goal is to ensure that they are taking advantage of the challenging work of which we know they are capable.

Honors, Advanced Placement (AP), and University of Washington Credit Courses in multiple departments give students the chance to find challenging courses according to their own unique needs and capabilities.

High school juniors and seniors are eligible for Running Start at [Shorewood](#) and [Shorecrest](#). Running Start students take community college classes tuition free and earn credits at the high school and college simultaneously.



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Shoreline HiCap Student Data

Understanding the Demographic Data

Historical demographic data prior to 2016-2017 is difficult to obtain as we did not capture data in a way that allows for disaggregation by identification time period. During the recent three years, we have been more intentional about the data we collect as we have identified specific goals related to the identification of students commensurate with the diversity of our community.

Comparison Data

The two tables below provide comparison data from 2016-2017 and 2019-2020. Both tables represent demographic data relative to students identified for highly capable services and the total population. Data from 2016-2017 reflects the program when we only identified students in two areas (ELA and math) and served via the magnet program. In contrast, the 2019-2020 data includes students identified in both math and ELA (Dual Eligible) and those determined eligible in a single area (math or ELA). Additionally, the data in 2019-2020 is broken down into K-3 and 4-12 grade spans as the new identification process and service model most impacted the K-3 students.

Comparison Data for 2016-2017 Grades 1-12

	Male	Female	White	Asian	Black	Hispanic	Two or More Races	FR Lunch	SpEd	LEP
All (1-12) Students	52.0%	48.0%	53.3%	13.6%	7.1%	12.9%	12.1%	29.0%	11.3%	8.5%
All HiCap students	56.0%	44.0%	64.0%	14.3%	2.0%	4.4%	15.0%	7.8%	3.2%	1.7%

Comparison Data for 2019-2020

	Male	Female	White	Asian	Black	Hispanic	Two or More Races	FR Lunch	SpEd	LEP
All Shoreline students K-12	51.9%	48.0%	52.3%	12.9%	7.8%	13.8%	12.3%	24.1%	12.5%	8.6%
Total HiCap K-3	55.6%	44.4%	57.0%	20.8%	█	3.8%	14.3%	8.8%	6.9%	4.4%
Total HiCap 4-12	56.2%	43.8%	63.0%	14.5%	2.4%	4.9%	14.7%	6.7%	3.0%	█

Kindergarten Data at a Glance

As we have adjusted our process for identification we see shifts in our demographics. We know that identification at kindergarten is difficult and can result in overidentification of students who have experienced early learning over those who have not.

Data for 2019-2020 students indicates an increase since 2016-2017 in the number of students of color identified for highly capable services, the number of students receiving free or reduced price lunch identified for highly capable services, the number of students receiving special education services identified for highly capable services, and the number of Limited English Proficiency students identified for highly capable services. It is important to note that the largest population of Limited English Proficient students also identifies as Asian. So, when we identify more LEP students, the number of Asian students identified also increases.

It is important to note the small subgroup population size can have a disproportionate impact on percentages.

Data for Current Kindergarten Students (Class of 2032)										
	Male	Female	White	Asian	Black	Hispanic	Two or More Races	FR Lunch	SpEd	LEP
All K	51.4%	48.3%	54.2%	13.6%	6.6%	13.3%	11.5%	22.6%	7.7%	20.3%
HiCap K identified	50.7%	49.3%	50.7%	28.2%	█	█	15.5%	█	█	15.5%

Cohort Data

To understand how the intentional multiple year identification process plays out for students in Shoreline it is most useful to examine a grade level group or cohort. In a cohort, students will have one informal and two formal opportunities to be identified for services. Recent changes now provide students opportunity for participation in informal identification at kindergarten and formal screening and identification at the end of 1st grade and in 3rd grade.

In the chart below, it is evident that the additional opportunity provides greater access to the highly capable program for many of our students.

Cohort Data for Current 2nd Grade Students (Class of 2030)										
	Male	Female	White	Asian	Black	Hispanic	Two or More Races	FR Lunch	SpEd	LEP
All current 2nd grade students (760)	48.6%	51.4%	54.1%	13.6%	6.6%	12.1%	13.4%	22.2%	10.9%	15.8%
Identified in K for HiCap* (58)	53.5%	46.6%	62.1%	20.7%	█	█	█	█	█	█
Identified in 2nd for HiCap (26)	42.3%	57.7%	42.3%	█	█	█	█	█	█	█

*Demographics at the time of identification in 2017-2018. Not all of the students identified in Kindergarten are currently still enrolled in Shoreline.

Understanding Student Eligibility and Service Data

This data reflects students who are determined eligible for highly capable services in one area, either math or ELA. Students eligible for services in one area remain in their neighborhood/home school and receive services in their general education classroom.

2020-2021 Qualified Single Area					
Grade	Total # of ELA Westside	Total # of Math Westside	Total # of ELA Eastside	Total # of Math Eastside	Grade level total
1	█	█	█	█	29
2	█	█	█	█	38
3	█	█	█	█	37
4	█	█	█	█	34
5	█	█	█	█	40
6	█	█	█	█	32
Total	35	77	32	66	210

Students qualifying for services in both math and ELA (Dual Eligible) have the option of attending the magnet program or remaining at their neighborhood school for highly capable services. The data below indicate that approximately 70% of students who are dual eligible for highly capable services choose to attend the magnet program, with more students choosing to attend the magnet program at Meridian Park than Ridgecrest.

Current Dual Eligible (Magnet) 19-20 HiCap Students													
Current 19-20 Grade	Total # of Dual Eligible-Westside	Total # of Dual Eligible-Eastside	Total # of Dual Eligible	Total # Choosing Magnet	Total % Choosing Magnet	MP Magnet		RC Magnet		Neighborhood Services			
						#	%	#	%	# at WS	% at WS	# at ES	% at ES
1	█	█	█	█	█	█	█	█	█	█	█	█	█
2	█	█	█	█	█	█	█	█	█	█	█	█	█
3	█	█	█	█	█	█	█	█	█	█	█	█	█
4	█	█	█	█	█	█	█	█	█	█	█	█	█
5	█	█	█	█	█	█	█	█	█	█	█	█	█
6	█	█	█	█	█	█	█	█	█	█	█	█	█
Total	248	175	423	296	70%	187	75%	109	62%	61	25%	66	38%

Dual Eligible and Magnet Program

Data for students qualified as both math and ELA (Dual Eligible) and have selected to participate in the magnet program further illustrates the variability by grade level and the consistently higher numbers of students attending the west magnet program. It is important to remember that at grades 1-3 the neighborhood program was an option for families with students who were dual area eligible. The numbers in the upper grades reflect students who only had the magnet as an option for services.

Newly Qualified Dual Eligible (Magnet) 19-20 HiCap Students (eligible to begin services 20-21)		
Current 19-20 Grade	# Dual Eligible at WS	# Dual Eligible at ES
1	■	■
2	■	■
3	■	■
4	■	■
5	■	■
6	■	■
Total	32	26

Current Magnet Class Configurations - Meridian Park		Current Magnet Class Configurations - Ridgecrest	
Current 19-20 Grade	# of students	Current 19-20 Grade	# of students
1/2	■	■	■
1/2	■	■	■
3	■	■	■
3/4	■	■	■
4	■	■	■
5	■		
5/6	■		
6	■		
Total	187	Total	109

Comparing Magnet Student Group Achievement Results

The data below contrast the demographic and achievement results of students attending the magnet programs at Ridgecrest and Meridian Park with that of their general education peers attending the same schools. It is worth noting that all schools have both highly capable students and general education students reflected in their demographic and achievement data information, and is generally not separated for reporting purposes. It is likely that if Ridgecrest no longer housed a highly capable magnet program, some of those students would choose to stay at Ridgecrest and their demographic and achievement data would thereafter be included in the “General Education Students” category.

Ridgecrest HiCap Magnet Students 2019-2020											
Male	Female	White	Asian	Black	Hispanic	Two or More Races	FR Lunch	SpEd	LEP	Level 3 or 4 on Math SBA	Level 3 or 4 on ELA SBA
55.6%	44.4%	57.4%	17.6%	█	█	17.6%	█	█	█	100.0%	100.0%

Ridgecrest General Education Students 2019-2020											
Male	Female	White	Asian	Black	Hispanic	Two or More Races	FR Lunch	SpEd	LEP	Level 3 or 4 on Math SBA	Level 3 or 4 on ELA SBA
51.8%	48.2%	48.9%	12.7%	10.0%	15.3%	13.1%	31.4%	9.3%	13.6%	46.5%	58.7%

Meridian Park HiCap Magnet Students 2019-2020											
Male	Female	White	Asian	Black	Hispanic	Two or More Races	FR Lunch	SpEd	LEP	Level 3 or 4 on Math SBA	Level 3 or 4 on ELA SBA
55.6%	44.4%	56.7%	21.9%	█	█	15.5%	5.9%	█	█	100.0%	100.0%

Meridian Park General Education Students 2019-2020											
Male	Female	White	Asian	Black	Hispanic	Two or More Races	FR Lunch	SpEd	LEP	Level 3 or 4 on Math SBA	Level 3 or 4 on ELA SBA
47.6%	52.4%	41.1%	15.6%	11.6%	19.0%	12.0%	32.4%	11.1%	17.4%	65.8%	68.4%

Highly Capable Program Financial Overview

2019-2020 Data as of 11/30/2019

Financial Summary	2019-2020	2018-2019	2017-2018*	2016-2017	2015-2016
Revenues:					
State Categorical Funding	\$320,482	\$303,564	\$221,435	\$97,286	\$93,001
Local Revenue (optional testing fees)	\$55	\$550	\$825	\$700	\$950
Expenditures:					
Supplemental Cert Teachers (above BEA classroom)	\$211,001	\$229,578	\$107,422	\$56,657	\$16,017
Staff Development	\$2,605	\$7,175	\$10,974	\$14,852	\$4,843
Testing (Supplies, Proctors)	\$18,740	\$25,054	\$34,247	\$7,224	\$23,603
Department support	\$49,511	\$23,261	\$42,974	\$45,377	\$36,743
"Indirect Costs" (Business/payroll/HR)	\$10,928	\$9,228	\$7,281	\$3,444	\$2,669
TOTAL	\$292,785	\$294,297	\$202,898	\$127,554	\$83,875
Without Indirect Costs	\$281,857	\$285,069	\$195,617	\$124,110	\$81,206
*Added Walk to Math teaching FTE at each neighborhood school					
Plus Levy-Funded Highly Capable TOSA (Teacher on Special Assignment)	\$185,970	\$167,365	\$137,351	NA	NA

Highly Capable Enrollment Information (from School Reports)

2019-2020							Summary	
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6		
Staffing Ratio	20	20	20	27	28	28		
Sept Enrollment								
MPHC Students	9	25	36	39	41	36	186	total
Generated staffing	0.45	1.25	1.80	1.44	1.46	1.29	7.69	staffing by ratio
Actual staffing							8.00	actual staffing
							0.31	staffing overage
RCHC Students	2	10	19	25	33	20	109	total
Generated staffing	0.10	0.50	0.95	0.93	1.18	0.71	4.37	staffing by ratio
Actual staffing							5.00	actual staffing
							0.63	staffing overage
							0.94	total overage
							\$148,440	\$ per FTE
							\$139,055	\$ staff overage

\$93,698.09

2018-2019							Summary	
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6		
Staffing Ratio	20	25.9	25.9	27	28	28		
Sept Enrollment								
MPHC Students	20	29	37	39	39	44	208	total
Generated staffing	1.00	1.12	1.43	1.44	1.39	1.57	7.96	staffing by ratio
Actual staffing							8.00	actual staffing
							0.04	staffing overage
RCHC Students	7	18	27	34	21	40	147	total
Generated staffing	0.35	0.69	1.04	1.26	0.75	1.43	5.53	staffing by ratio
Actual staffing							6.00	actual staffing
							0.47	staffing overage
							0.52	total overage
							\$135,817	\$ per FTE
							\$70,315.81	\$ staff overage
								\$64,474.69

Redacted

2017-2018							Summary	
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6		
Staffing Ratio	23	25.9	25.9	27	28	28		
Sept Enrollment								
MPHC Students	24	27	41	38	42	42	214	total
Generated staffing	1.04	1.04	1.58	1.41	1.50	1.50	8.08	staffing by ratio
Actual staffing							8.00	actual staffing
							-0.08	staffing overage
RCHC Students	15	18	34	20	42	30	159	total
Generated staffing	0.65	0.69	1.31	0.74	1.50	1.07	5.97	staffing by ratio
Actual staffing							6.00	actual staffing
							0.03	staffing overage
							(0.05)	total overage
							\$11,375	\$ per FTE
							\$(5,394.29)	\$ staff overage

\$3,111.24