



TO: BOARD OF DIRECTORS

FROM: Dr. Ben Gauyan, Assistant Superintendent, Teaching and Learning

SUBJECT: Approval of iGrant 217 Highly Capable Program Plan

TYPE: Action Required

Date: October 4, 2022

Attached, please find the iGrant for the Highly Capable Program Plan

Recommendation:

We recommend the Stanwood-Camano School District Board of Directors move to approve the iGrant 217 for the Highly Capable Program Plan for the 2022-23 school year.

250 Highly Capable End-of-Year Report
Fiscal Year: 22-23
Milestone: Final Approval Issued (Printed 9/19/2022)

District: Stanwood-Camano School District
Organization Code: 31401
ESD: Northwest Educational Service District 189

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Program Evaluation

Report 2021-22 School Year (SY) Data

A. Program Evaluation: Academic Achievement

WAC 392-170 | 030 | 090 | 095

Instructions: Program Evaluation—Academic Achievement

Check the data your Local Education Agency (LEA) gathered and analyzed to evaluate the effectiveness of the 2021-22 Highly Capable Program (HCP)—relative to **academic achievement**—elementary and secondary grades.

These data should capture academic performance at the individual and student group 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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	State Assessments
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Student Growth Percentiles (SGP compares to students who scored similarly in previous years)
<input type="checkbox"/>	<input type="checkbox"/>	LEA Assessments
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Classroom-based Assessments
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Performance Assessments
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Anecdotal Observation
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Student Reflection
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Grades
<input type="checkbox"/>	<input type="checkbox"/>	AP Test
<input type="checkbox"/>	<input type="checkbox"/>	IB Tests
<input type="checkbox"/>	<input type="checkbox"/>	Cambridge AICE Tests
<input type="checkbox"/>	<input type="checkbox"/>	Running Start/College Coursework Tests
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Program Participation

<input type="checkbox"/>	<input type="checkbox"/>	Competition, Performance, and Outcomes for supplemental programs, such as Destination Imagination, Future Problem Solvers, Debate, Math is Cool, Coding Contests and others
<input type="checkbox"/>	<input type="checkbox"/>	Other:

Based on this evaluation data, did the LEA district make changes to the program to improve the **academic achievement** of identified students?

- Yes (If **"YES"** is clicked, completion of the explanation is **REQUIRED**.)
- No

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

Example: During the 2021-22 school year the District implemented the use of Imagine Math and Imagine Learning Language & Literacy online programs, accessible from school and home, as a resource for learning acceleration. The District will continue to build capacity to support Hi-Cap students within the general classroom, provide additional learning opportunities for students, and support classroom teachers that work with Hi-Cap students.

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 LEA analyzed to evaluate **how well the 2021-22 HCP addressed the needs and capabilities of identified students**—in all the grade levels your LEA serves.

Addressed Student Needs and Capabilities		
Elementary	Secondary	Evaluation Data
<input type="checkbox"/>	<input type="checkbox"/>	Administrator Survey
<input type="checkbox"/>	<input checked="" type="checkbox"/>	High School -- Early Access to Advanced Classes
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HCP Services Match to Identified Content Strengths of Students (Math only, ELA only, or both)
<input type="checkbox"/>	<input type="checkbox"/>	Teacher Survey
<input type="checkbox"/>	<input type="checkbox"/>	Student Survey
<input type="checkbox"/>	<input type="checkbox"/>	Parent Survey
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Student Interviews and/or Self Reflections
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Attendance
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Staff Anecdotal Observation
<input type="checkbox"/>	<input type="checkbox"/>	Grades
<input type="checkbox"/>	<input type="checkbox"/>	Other:

Based on this evaluation data, did the LEA make changes to the program to improve its capacity to

meet the **needs and capabilities of identified students?**

- Yes **(If "YES" is clicked, completion of the explanation is REQUIRED.)**
- No

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

Example: During the 2021-22 school year a Hi-Cap Parent Committee was created to provide feedback about program development and implementation. In addition, the District worked in collaboration with neighboring districts to offer the first annual Hi-Cap Spring Fair in which students had the opportunity to present their work and participate in a variety of learning centers. There was a parent session at the Spring Fair which provided professional development for parents. Moving forward into next year we will continue to build capacity to support Hi-Cap students within the general classroom, provide additional learning opportunities, and support classroom teachers that work with Hi-Cap students. Another area of focus will be to continue to improve program communication between all stakeholders, and streamline the identification process.

C. Program Evaluation: Program Administration and Operations

WAC 392-170 | [030](#) | [087](#) | [090](#) | [095](#)

Instructions: Program Administration and Operations

Check the data your LEA gathered and analyzed to evaluate the effectiveness of the 2021-22 HCP relative to **program administration and operation**.

Elementary	Secondary	Data Element
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Variety of Services at Grade Levels
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Continuum of Services Over Time for Each Identified Student
<input type="checkbox"/>	<input type="checkbox"/>	LEA Policy
<input type="checkbox"/>	<input type="checkbox"/>	LEA Procedures
<input type="checkbox"/>	<input type="checkbox"/>	Goals for LEA Program
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Academic Goals for HCP Students
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Communications
<input type="checkbox"/>	<input type="checkbox"/>	Compliance to WAC 392-170
<input type="checkbox"/>	<input type="checkbox"/>	HCP Program Expenditures
<input type="checkbox"/>	<input type="checkbox"/>	Other:

Based on this evaluation data, did the LEA make changes to improve the program: for example, policy and procedure, the identification process, continuum of services, or address areas of non-compliance? **(If there are no students identified as Highly Capable and served, the district must make changes to improve identification procedures.)**

- Yes **(If "YES" is clicked, completion of the explanation is REQUIRED.)**
- No

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

Example: During the 2021-22 school year the District identified areas of non-compliance and updated policy and procedure, the identification process and continuum of services to meet state and federal requirements. Efforts were made to identify students from a variety of demographics including low income and English Learners. During the 2021-22 school year the District will work to improve the identification process by re-evaluating the qualification criteria and tools currently implemented, in an effort to improve services. The District will also increase the amount and variety of services/learning opportunities at the different grade levels.

During the 21-22 school year the district identified disproportionality in who is referred and identified for highly capable services. As a result, OSD has implemented several modifications to the identification process, increasing access for families and teachers. Modifications include: online referral forms translated into our 2 most prevalent languages (Spanish & Vietnamese), moving to universal screening, shift to using CLED scale vs. SIGS, research & pilot planning for Schoolwide Enrichment Model.

D. Strategies to Prioritize Equitable Identification of Low-income Students

WAC 392-170 | [030](#) | [042](#) | [055](#) | [075](#)

Instructions: Strategies to Prioritize Equitable Identification of Low-income Students

In what ways does your LEA address barriers and **prioritize equitable identification of low-income students** who are potentially Highly Capable? (You outlined possible strategies in the 2021-22 Highly Capable LEA plan, Form Package 217, page 7.)

Please check all that apply.

My LEA:

<input checked="" type="checkbox"/>	Uses whole-grade assessments (universal screening) to find students who are potentially Highly Capable, then follows up with parents and teachers to complete referral process.
<input checked="" type="checkbox"/>	Reviews all achievement databases (MAPS, SBAC, etc.) for evidence of high potential.
<input checked="" type="checkbox"/>	Tests during school day or provides transportation for testing outside of school day.
<input checked="" type="checkbox"/>	Assures that all students taking standardized assessments (screeners, cognitive test, etc.) will be administered sample or practice items provided by the assessment company before actual testing.
<input checked="" type="checkbox"/>	Provides referral information in languages preferred by families.
<input checked="" type="checkbox"/>	Includes referral information in enrollment packets.
<input checked="" type="checkbox"/>	Routinely reviews all relevant data for any new student for indicators of high potential.
<input checked="" type="checkbox"/>	Prioritizes access for homeless or highly mobile students who may have missed referral windows.
<input checked="" type="checkbox"/>	Avoids use of "cut" scores or standardized test data alone to determine eligibility.
<input checked="" type="checkbox"/>	Assures that front office staff are knowledgeable about referral process or refers families to HCP contact person in timely way.
<input type="checkbox"/>	Has written procedures in place that promote referrals of low-income students, including recommendations from any source, as potentially Highly Capable.
<input type="checkbox"/>	Creates "watch list" of targeted students who show potential for high performance, and follows up over time to encourage parents to refer them for possible identification.

<input checked="" type="checkbox"/>	Reaches out to families by native language speakers (ex., migrant or English Learners (EL) specialist) with information about referral process and benefits of Highly Capable services.
<input checked="" type="checkbox"/>	Reviews data for evidence of accelerated growth in acquiring language for ELs compared to peers.
<input checked="" type="checkbox"/>	Looks for evidence of single domain strength (ex., English Language Arts or math) to provide services.
<input type="checkbox"/>	Uses alternate data for identification of students who are potentially Highly Capable where appropriate (ex., Culturally-Linguistically-Economically Diverse or CLED Scale, non-verbal assessments, classroom-based evidence, student work portfolios).
<input type="checkbox"/>	Considers test biases and subtest design when selecting assessments for identification of students who are potentially Highly Capable.
<input checked="" type="checkbox"/>	Uses local, LEA norms for standardized assessments.
<input type="checkbox"/>	Provides professional development to educators on the needs and characteristics of diverse students, and indicators of high potential.
<input type="checkbox"/>	Uses talent-development strategies to increase access for high-potential, low-income students. (Talent development uses enrichment strategies and instructional supports to help students develop and demonstrate higher levels of academic achievement).
<input type="checkbox"/>	Includes students who are not formally identified in differentiated, challenging instruction such as that provided for identified Highly Capable students to find evidence of high potential.
<input checked="" type="checkbox"/>	Looks for above-grade-level WaKIDS (Kindergarten assessment) or other early performance indicators.
<input checked="" type="checkbox"/>	Reviews IEPs of students with disabilities for indicators of high ability (twice exceptional).
<input checked="" type="checkbox"/>	Reviews prior year's identification data to determine effectiveness of strategies to address equity.
<input type="checkbox"/>	Other, please explain:

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Professional Learning

Report 2021-22 SY Data

Professional Learning Report

WAC 392-170 | [030](#) | [090](#) | [095](#)

Report number of LEA staff who attended professional learning events specific to:

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

Categories	Special/HCP Teachers	General Ed. Staff	Administrators
AP			
CEC-TAG Conference/Webinars			
District PLC for HC teachers			
Edufest			
ESD Professional Learning			
IB			
Javits HiCapPLUS Online Modules (OSPI Learn Moodle LMS)			
NAGC Conference/Webinars			
NWGCA Conference			
OSPI Webinars/Clock Hour Offerings	3		1
OSPI K-12 HiCap Office Hours			
SENG Conference or Mini-conference			
UW College of Education Gifted Education Trainings/Courses			
WAETAG Conference	3		2
Whitworth U Center for Gifted Education Institutes/Courses			
Other (describe below)			

Other:

Acronym 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), Professional Learning Community (PLC), 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

2021-22 School Year CEDARS Data
WAC 392-170 | [090](#)

Instructions: Check and certify your LEA’s CEDARS data for each Gifted Value.

Check Your Data

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

Identified students may be served by **more than one** CEDARS Gifted Value (ex., Gifted Value 32 – regular classroom, **and** Gifted Value 35 – outside the traditional school setting). Code students served by more than one CEDARS Gifted Value for **each** applicable value.

Certify Your Pre-populated HCP LEA Data

1. If your LEA data is **correct for each Gifted Value**, check the box that certifies its accuracy.
2. If your LEA 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 2021-22 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 during the school year.

LEAs can access CEDARS reports that provide student enrollment data for each Gifted Values. **Select a date range that shows all students reported through CEDARS for 2021-22 school year.**

Unduplicated headcount of students identified as Highly Capable [146](#)

LEA certifies these data for unduplicated head count are correct.

Go To CEDARS Gifted Value: [32](#) | [33](#) | [34](#) | [35](#)

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	3	0	0	0	0	0	0	0	0	0	0	0	3	50%
Male	0	3	0	0	0	0	0	0	0	0	0	0	0	3	50%
Gender X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 1-3	0	6	0	0	0	0	0	0	0	0	0	0	0	6	

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	3	0	0	0	0	0	0	0	0	0	0	0	3	50%
Two or More Races	0	3	0	0	0	0	0	0	0	0	0	0	0	3	50%
Not Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 4-11	0	6	0	0	0	0	0	0	0	0	0	0	0	6	

Free and Reduced Price Meals, 504 Plans, Students with an IEP (Special Education), Migrant, English Language Learners

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	0	0%
504 Plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Special Education Services (Students who have an IEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
ELL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%

LEA 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 (ex., self-contained or pull-out classrooms)

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Female	0	1	3	2	3	6	4	8	8	0	0	0	0	35	49%
Male	0	3	3	5	2	8	4	3	8	0	0	0	0	36	50%
Gender X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 1-3	0	4	6	7	5	14	8	11	16	0	0	0	0	71	

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Hispanic/Latino of any race(s)	0	1	0	0	2	1	1	0	2	0	0	0	0	7	9%
American Indian/Alaskan Native	0	0	0	1	0	0	0	1	0	0	0	0	0	2	2%
Asian	0	0	1	0	1	0	0	0	1	0	0	0	0	3	4%
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	3	5	6	1	11	7	9	13	0	0	0	0	55	77%
Two or More Races	0	0	0	0	1	2	0	1	0	0	0	0	0	4	5%
Not Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 4-11	0	4	6	7	5	14	8	11	16	0	0	0	0	71	

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
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Free and Reduced Lunch	0	0	0	0	1	2	0	3	2	0	0	0	0	8	11%
504 Plan	0	0	1	1	0	0	1	1	2	0	0	0	0	6	8%
Special Education Services (Students who have an IEP)	0	0	1	1	0	0	0	0	0	0	0	0	0	2	2%
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
ELL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%

LEA 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 (ex., Running Start, early AP access, grade skipping, above-grade-level courses)

CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Pct
Female	0	0	0	0	0	0	1	0	0	8	7	7	11	34	49%
Male	0	0	0	0	0	0	5	2	1	9	2	12	4	35	50%
Gender X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 1-3	0	0	0	0	0	0	6	2	1	17	9	19	15	69	

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	3	0	0	1	5%
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	1	0	0	1	0	0	2	2%
Black/African American	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1%
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1%
White	0	0	0	0	0	0	5	2	0	13	9	17	14	60	86%
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1%
Not Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 4-11	0	0	0	0	0	0	6	2	1	17	9	19	15	69	

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	1	0	0	3	1	2	0	7	10%
504 Plan	0	0	0	0	0	0	0	0	0	2	2	2	0	6	8%
Special Education Services (Students who have an IEP)	0	0	0	0	0	0	2	0	0	0	0	1	0	3	4%
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
ELL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%

LEA 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 or school day (ex., summer enrichment, after-school clubs or competitions)

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	0	0	0%
Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Gender X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total Lines 1-3	0	0	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 4-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0%
504 Plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Special Education Services (Students who have an IEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
ELL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%

LEA certifies that these data for **Gifted Value 35** are correct.

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