

# Highly Capable

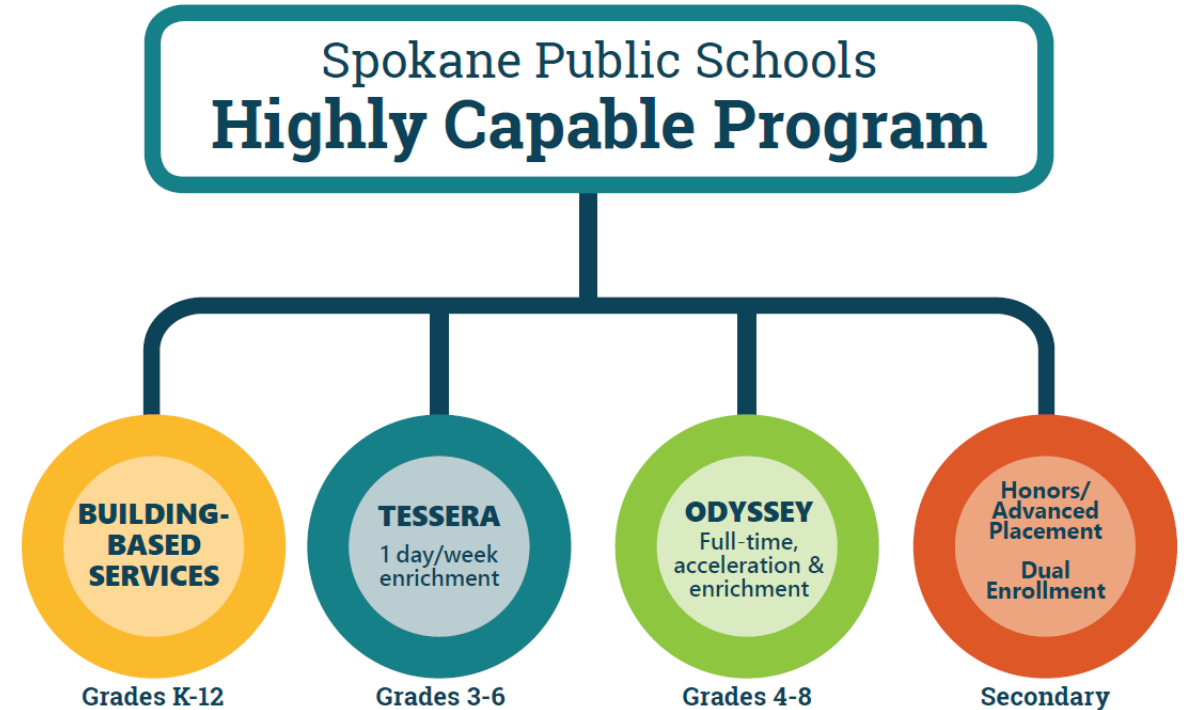
ANNUAL REPORT 2023

# Program Goals

1. To identify students who are performing at significantly advanced academic levels when compared with others of their age, environment, and experience.
2. Provide a continuum of program services for identified students in grades K12 in order to foster:
  - a) Expansion of academic attainments and intellectual skills
  - b) Stimulation of intellectual curiosity, independence and intellectual skills
  - c) Development of a positive attitude toward self and other
  - d) Development of originality and creativity
  - e) Sufficient academic challenge
3. To provide appropriate and relevant professional staff development opportunities that maximizes instructional effectiveness for highly-capable learners.
4. To engage in ongoing program evaluation and revision.

# Programming

SPS Highly Capable Program provides a continuum of services to eligible students in grades K12. Highly Capable programs services are different at various grades; the continuum of services is fluid and responsive to student needs as well as district capacity. Options for services may include: accelerated learning opportunities, academic grouping arrangements (clustering) that provide intellectual and interest peer group interactions, self-contained classroom, pull-out, AP, Running Start, CHS and honors classes.



# Building Based Services

Building Based Services are typically delivered through an inclusive approach in the general education setting with an emphasis on differentiated instruction and flexible grouping. Services may include:

- ▶ **Acceleration**- Progress through an educational program at faster rates or younger ages than is conventional.
- ▶ **Curriculum compacting**- Standard curriculum is compressed into a shorter period of time, allowing the gifted student to study related material while classmates master standard content.
- ▶ **Cluster grouping**- Including a group of 4-6 identified gifted students together in a classroom with other students of mixed abilities.
- ▶ **Independent study**- Students work independently under guidelines or a contract. Mentorships, apprenticeships, and field experiences are designed to meet students' performance levels and career interests.
- ▶ **Enrichment**- Curriculum is modified to provide greater depth and breadth than generally provided. *After school enrichment opportunities:* Activities like Lego Robotics, Math Counts, Math Olympiad, Destination Imagination, or Odyssey of the Mind. These should not be the only services a school offers for advanced learners, however, they are a great addition to the menu of options

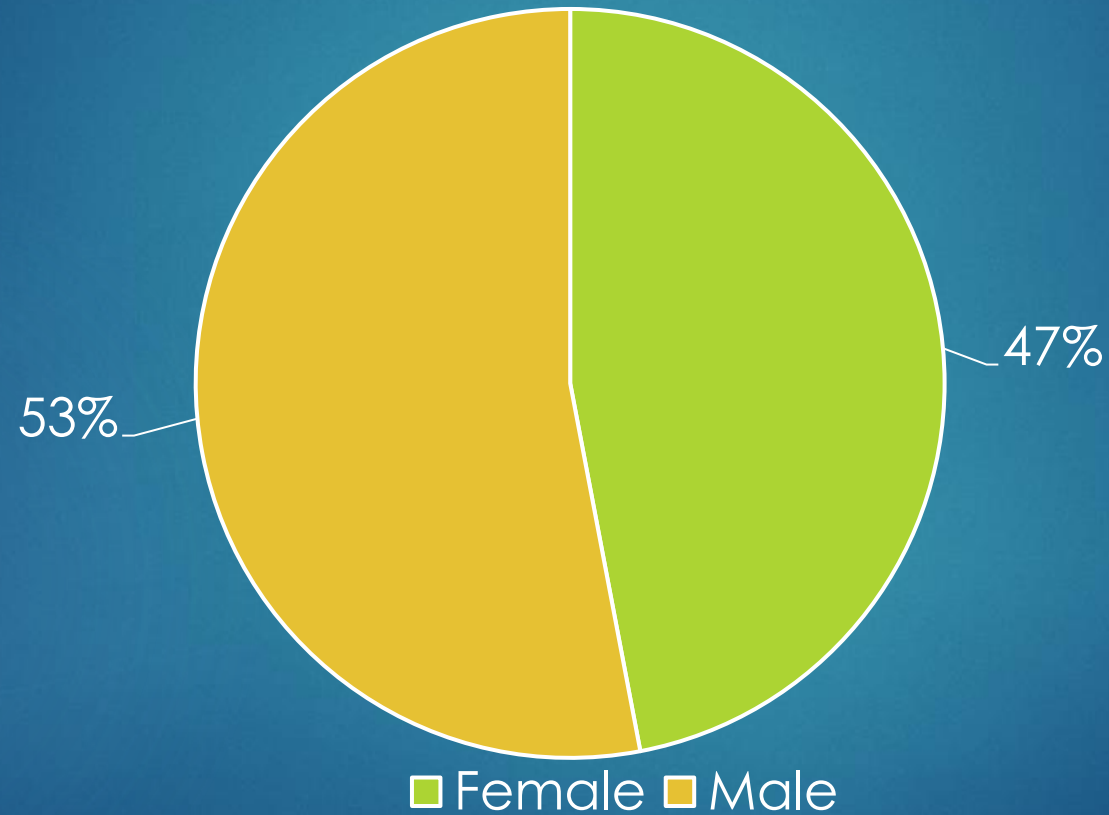
# Tessera and Odyssey

- ▶ Tessera is the one day a week enrichment program at the Libby Center for identified students in grades 3-5\*. This program encourages creativity, exploration, and interaction with like-minded peers while celebrating innovative and diverse thinking. Tessera students attend their home school four days a week and Libby Center one day a week for academic enrichment.
- ▶ Odyssey is the full-time enrollment program at Libby for identified students in grades 4-8. The Odyssey program provides opportunities for advanced thinking in all subject areas. Students experience an accelerated pace of instruction that caters to their unique learning styles. The Odyssey staff strives to meet the social and emotional needs of every student by building a strong community of intellectually advanced peers.

# Advanced Courses MS/HS

- ▶ **Honors Classes/Advanced Courses**-Regular curriculum covered at a faster pace with greater depth, abstraction, or complexity.
- ▶ **Advanced Placement**-A type of acceleration in which students are taught college-level classes in high school and take an AP exam administered by the College Board.
- ▶ **Dual Enrollment**-Students take college courses while still enrolled in high school, earning both high school and college credit.

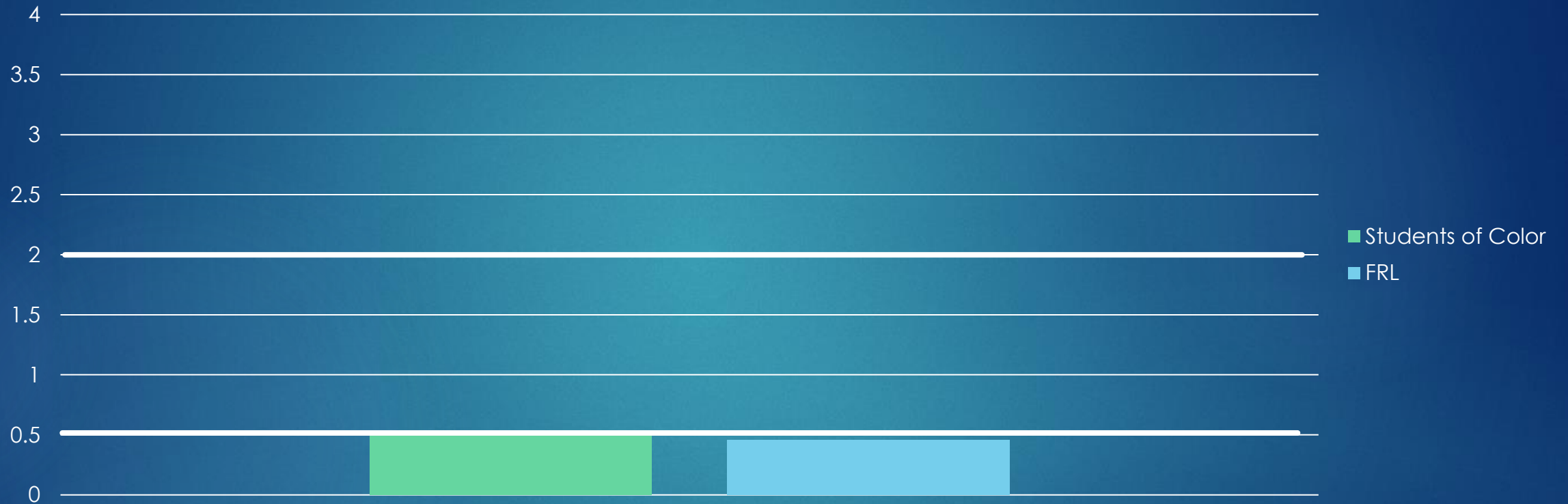
# Highly Capable Enrollment: Gender



# Highly Capable Enrollment: 2022-23

	Hi Cap	Tessera	Odyssey	Accelerated Courses
Elementary School	159	97	2	
Middle School	116		1	84
High School	549			469
Libby Center	279	16	261	2
Option Schools	55			
<b>TOTAL</b>	1158	113	264	555

# PRELIMINARY Enrollment



\*Identification process is currently ongoing based on the implementation of new screeners

# Highly Capable Program Goals

## Program Goal #1

- To identify students who are performing at significantly advanced academic levels when compared with others of their age, environment, and experience.

## Current Indicator(s)

- Provided universal screening to 90.1% of students in grade 2
- 718 2nd graders took the full battery this year
- 83 additional students screened using CLED scale and reviewed with other data for qualification.

## Indicator Goal

- Maintain universal screen to 90% of 2<sup>nd</sup> grade students in 2023-2024 school year
- Full implementation of High Potential Culturally and Economically Diverse (CLED) Scale
- Pilot – intermediate grade universal screener

# Highly Capable Program Goals

## Program Goal #2

- Provide a continuum of program services for identified students in grades K-12 in order to foster expansion of academic attainments, stimulate curiosity, independence and responsibility, develop positive attitude toward self and others, develop originality and creativity and academic challenge.

## Current Indicator(s)

- Provided 4 highly capable service models
- District-wide Implementation of Universal Design for Learning

## Indicator Goal

- Conduct evaluation and adjust as needed service models relative to equity and accessibility

# Highly Capable Program Goals

## Program Goal #3

- To provide appropriate and relevant professional staff development opportunities that maximizes instructional effectiveness for highly-capable learners

## Current Indicator(s)

- A total of 34 hours of professional development opportunities were offered to SPS staff

## Indicator Goal

- Maintain 30+ Hours of professional development opportunities with an emphasis on UDL for gifted and talented students, supporting twice exceptional learners, pedagogies and strategies.

# Highly Capable Program Goals

## Program Goal #4

- To engage in ongoing program evaluation and revision.

## Current Indicator(s)

- Highly capable student average Student Attribute rating (SEL) – 3.88
- Percentage of Highly Capable students passing AP course – 98.4%
- Highly capable student average SAT reading & writing score – 653
- Highly capable student average SAT math score - 636

## Indicator Goal

- Increase student attribute (SEL) rating to 4.0 average for 2023-2024
- Increase average SAT reading & writing score by 5 points for 2023-2024
- Increase average SAT math score by 5 points for 2023-2024

# Improvement Strategies

- ▶ Program Design
  - ▶ Continued focus on Universal Design which prioritizes learner variability, critical and creative thinking, and addresses barriers that may arise for students.
  - ▶ Support building based strategies for gifted learners through professional development.
  - ▶ Highly-Capable workgroup to address equity in our service model
- ▶ Identification
  - ▶ Review and revise identification process to create more equitable and proportionate identification and services for students across SPS. Multiple data points considered, including CLED scale.
  - ▶ Pilot 5<sup>th</sup> grade universal screener utilizing multiple data points.
  - ▶ Highly-capable workgroup to address disparities in identification process
- ▶ Curriculum & Instruction
  - ▶ Support teachers in general education and Tessera/Odyssey to understand and respond to unique needs of highly capable learners. A focus on leveraging collaboration time to support gifted learners in all environments.

# Improvement Strategies

- ▶ Affective Needs
  - ▶ Continued implementation and refinement of social emotional learning curriculum all levels.
  - ▶ Provide building level education around how to support gifted learners' affective needs in their neighborhood classrooms.
- ▶ Professional Development
  - ▶ Universal Design for Learning
  - ▶ Enhance on-going professional development offerings focused on differentiation for advanced learners in the regular classroom
  - ▶ Expose more teachers and administrators to OSPI's online professional development modules (HiCapPLUS) for Highly Capable Teaching and Learning
- ▶ Program Effectiveness
  - ▶ Refine PowerSchool icon to give more precise information (ELA, Math, Other at all schools.)
  - ▶ Highly-capable workgroup to explore Odyssey expansion and collect stakeholder input to evaluate programmatic options for Odyssey and Tessera.

# Highlights

- ▶ Tessera and Odyssey staff continue to grow with professional that supports SPS highly capable students with SEL, HC specific strategies/activities, and building amazing community through advisory and school wide activities.
- ▶ Piloting training with neighborhood schools to identify HC through the utilization of the CLED scale.



# Annual Program Approval

- ▶ District staff recommend School Board approval of the district's Highly Capable Program