**WAC 392-170-078:** Districts shall make a variety of appropriate program services available to 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. Districts shall periodically review services for each student to ensure that the services are appropriate.
Highly Capable students are students 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 productiveness with a specific domain. (WAC 392.170.035)
Definition of Highly Capable

Attributes of Gifted Learner vs High Achiever

- Group discussion
- T-Chart
A High Achiever vs. A Gifted Learner

**A High Achiever**
- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Commits time and effort to learning
- Answers questions
- Absorbs information
- Copies and responds accurately
- Is a top student
- Needs 6 to 8 repetitions for mastery
- Understands ideas
- Grasps meaning
- Completes assignments
- Is a technician
- Is a good memorizer
- Is receptive
- Listens with interest
- Prefers sequential presentation of information
- Is pleased with his or her own learning

**A Gifted Learner**
- Asks the questions
- Is highly curious
- Is intellectually engaged
- Has original ideas
- Performs with ease
- May need less time to excel
- Responds with detail and unique perspectives
- Manipulates information
- Creates new and original products
- Is beyond his or her age peers
- Needs 1 to 2 repetitions for mastery
- Constructs abstractions
- Draws inferences
- Initiates projects
- Is an innovator
- Is insightful; makes connections with ease
- Is intense
- Shows strong feelings, opinions, perspectives
- Thrives on complexity
- Is highly self-critical
Highly Capable students are students 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 productiveness with a specific domain. (WAC 392.170.035)

- Students who are highly capable may possess, but are not limited to, the following learning characteristics:
  - 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
State Funding

- The State Funds Highly Capable Programing at approximately 5.0% of your total population
- Basic Education
- Levy Funds support
  - Staffing
  - Professional Development
  - Curriculum and materials
- Questions?
Screening & Testing Measures

1. Aligned with WAC 392-170-055
2. Incorporates ability and achievement
   - What does the CogAT measure?
     *CogAT* measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. *CogAT* does not measure such factors as effort, attention, motivation, and work habits, which contribute to school achievement as well.

   - What does the Iowa Test of Basic Skills (ITBS) Measure?
     Is a nationally standardized, norm-referenced test. Scores are based on a comparison of the test takers performance to the performance of other students who took the same test. It measures the skills and achievement of students. It yields reliable comprehensive information about the development of the students’ skills and their ability to think critically.
Screening Procedures

- CogAT Screener All Kindergarten: Spring 2022, during school
  - 95th percentile or higher Cluster grouped in 1st grade
  - Students that score in the 95th percentile or higher are automatically nominated to take the complete battery of tests in January/February during open nominations
    - CogAT (Full Battery) and IOWA (Math and Reading), Parent/Teacher gifted rating scale, other assessment data
    - Selection Process
    - Screener can not be appealed

***** (Due to COVID)  CogAT Screener 1st grade: October 4th - 15th, 2021
Nomination

- Who can Nominate?
  - Parent, Teacher, Community Members
- How often can a student be nominated?
  - Once per school year
- How often can students test?
  - Once per school year
  - August = students new to the SVSD & nominated if space permits
  - January = nominated students
- How do you nominate?
  - Complete form available on SVSD Highly Capable website
    - Gifted Nomination Form
    - Nomination forms currently open until January 7, 2022
- Why nominate?
Nomination Testing Procedures

- Completed nomination form
- Core assessments used:
  - CogAT Full Battery, Iowa Test of Basic Skills, Teacher Gifted Rating Scale and Parent Rating Scale
- When are families notified the results?
  - Typically 2-3 weeks following testing
Matrix Components

Step 1: Enter Standard Age Scores from the three Cognitive Abilities Test batteries in the red boxes.

Step 2: Enter Percentile Rank from the ITBS Reading and Math Totals in the blue boxes.

<table>
<thead>
<tr>
<th>Test</th>
<th>Sample Student</th>
<th>Student Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>CogAT Verbal</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>ITBS Reading Total</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>CogAT Quantitative</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>CogAT Non-Verbal</td>
<td>139</td>
<td></td>
</tr>
<tr>
<td>ITBS Math Total</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>
## Scoring Matrix

### Matrix Components

**Step 3:** Enter point values assigned from the table in the purple boxes.

<table>
<thead>
<tr>
<th>Test</th>
<th>Sample Student</th>
<th>Student Tested</th>
<th>Sample Student</th>
<th>Student Tested</th>
<th>Standard Age Scores</th>
<th>Percentile Ranks</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CogAT Verbal</td>
<td>127</td>
<td>4</td>
<td></td>
<td></td>
<td>140+</td>
<td>99+</td>
<td>8</td>
</tr>
<tr>
<td>ITBS Reading Total</td>
<td>96</td>
<td>5</td>
<td></td>
<td></td>
<td>136-139</td>
<td>99</td>
<td>7</td>
</tr>
<tr>
<td>CogAT Quantitative</td>
<td>141</td>
<td>8</td>
<td></td>
<td></td>
<td>132-135</td>
<td>98</td>
<td>6</td>
</tr>
<tr>
<td>CogAT Non-Verbal</td>
<td>139</td>
<td>7</td>
<td></td>
<td></td>
<td>128-131</td>
<td>96-97</td>
<td>5</td>
</tr>
<tr>
<td>ITBS Math Total</td>
<td>98</td>
<td>6</td>
<td></td>
<td></td>
<td>124-127</td>
<td>93-95</td>
<td>4</td>
</tr>
</tbody>
</table>

*Point values were assigned to Standard Age Scores in equal score ranges; percentile rank equivalents reflect the standard curve.*
Scoring Matrix

**Matrix Components**

Step 4: Average the CogAT Quantitative and Non-Verbal Standard Age Score point values to equalize the weight of the achievement and ability scores in the green box.

<table>
<thead>
<tr>
<th>Test</th>
<th>Sample Student</th>
<th>Student Tested</th>
<th>Sample Student</th>
<th>Student Tested</th>
<th>Sample Student</th>
<th>Student Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>CogAT Verbal</td>
<td>127</td>
<td>4</td>
<td>127</td>
<td>4</td>
<td>127</td>
<td>4</td>
</tr>
<tr>
<td>ITBS Reading Total</td>
<td>96</td>
<td>5</td>
<td>96</td>
<td>5</td>
<td>96</td>
<td>5</td>
</tr>
<tr>
<td>CogAT Quantitative</td>
<td>141</td>
<td>8</td>
<td>141</td>
<td>8</td>
<td>141</td>
<td>8</td>
</tr>
<tr>
<td>CogAT Non-Verbal</td>
<td>139</td>
<td>7</td>
<td>139</td>
<td>7</td>
<td>139</td>
<td>7</td>
</tr>
<tr>
<td>ITBS Math Total</td>
<td>98</td>
<td>6</td>
<td>98</td>
<td>6</td>
<td>98</td>
<td>6</td>
</tr>
</tbody>
</table>

Averaged Point Values: \( \frac{\text{Quantitative} + \text{Non-Verbal}}{2} \) = 7.5
## Scoring Matrix

**Matrix Components**

*Step 5: Add the point values of each academic domain together in the teal box.*

<table>
<thead>
<tr>
<th>Test</th>
<th>Sample Student</th>
<th>Student Tested</th>
<th>Sample Student</th>
<th>Student Tested</th>
<th>Sample Student</th>
<th>Student Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>CogAT Verbal</td>
<td>127</td>
<td>4</td>
<td>127</td>
<td>4</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>ITBS Reading Total</td>
<td>96</td>
<td>5</td>
<td>96</td>
<td>5</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>CogAT Quantitative</td>
<td>141</td>
<td>8</td>
<td>141</td>
<td>8</td>
<td>9.5</td>
<td>13.5</td>
</tr>
<tr>
<td>CogAT Non-Verbal</td>
<td>139</td>
<td>7</td>
<td>139</td>
<td>7</td>
<td>7.5</td>
<td>13.5</td>
</tr>
<tr>
<td>ITBS Math Total</td>
<td>98</td>
<td>6</td>
<td>98</td>
<td>6</td>
<td>13.5</td>
<td>13.5</td>
</tr>
</tbody>
</table>
Scoring Matrix

<table>
<thead>
<tr>
<th>Domain Scores</th>
<th>Percentile Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>99</td>
</tr>
<tr>
<td>11</td>
<td>99</td>
</tr>
<tr>
<td>10</td>
<td>98</td>
</tr>
<tr>
<td>9</td>
<td>97</td>
</tr>
<tr>
<td>8</td>
<td>96</td>
</tr>
<tr>
<td>7</td>
<td>94</td>
</tr>
<tr>
<td>6</td>
<td>92</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>87</td>
</tr>
<tr>
<td>3</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>0</td>
<td>72</td>
</tr>
</tbody>
</table>

A student qualifies for Highly Capable Program services if they have a score of “10” (98 percentile) or higher in one domain and “9” (97 percentile) in the other domain.
Parent Notification

- Parent Letter
  - Letter contains testing results
  - Recommendation of the advisory committee
    ■ Student is not in need of gifted services
    ■ Student qualifies for cluster group classroom in content area (Math, ELA)
    ■ Students qualifies for STREAM
  - Parent must accept the placement for cluster of STREAM
In compliance with WAC 392-170-176, the SVSD has an appeals process. An appeal of the final placement decision may be filed when based on one of the following criteria:

1. A condition or circumstance believed to have caused a misinterpretation of the testing results (ex: an incorrect birth date or grade level used in calculating assessment score).
2. An extraordinary circumstance occurred during the testing period that may negatively affect the validity of the test results (ex. death in the family or extreme physical ailment).
3. Suspicion of an error in the administration of the assessment.
4. A misapplication or miscalculation of scores by the multidisciplinary selection committee.

Appeals submitted for reasons other than above will be denied without further consideration. Outside assessments will not be considered.

To file an appeal you must use the Selection Decision Appeal Form on the SVSD Gifted Services Web page
Gifted Services

- Kindergarten Screener
  - Differentiated instruction within classroom
  - Cluster Grouped for 1st grade
- 2nd-5th
  - STREAM - Self Contained
  - Cluster grouped for ELA and Math
Cluster vs. Self Contained

- **Cluster grouped**
  - **Differentiated Instruction:** Students’ learning needs are delivered through differentiated instruction where classroom teachers adapt instruction based on:
    - Advanced content and concept needs of the learner
    - Materials and resources are varied according to a student’s readiness, interest and learning preferences.

- **Self Contained: Elementary STREAM Program**
# Elementary Gifted Enrollment

<table>
<thead>
<tr>
<th>Race/Categorical Group</th>
<th>STREAM 2nd-5th</th>
<th>Cluster 2nd-5th</th>
<th>All 2nd-5th District</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td>13 / 0.59%</td>
</tr>
<tr>
<td>Asian</td>
<td>16 / 33.33%</td>
<td>22 / 28.95%</td>
<td>240 / 10.84%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>0 / 0%</td>
<td>3 / 3.95%</td>
<td>34 / 1.53%</td>
</tr>
<tr>
<td>Hispanic/Latino of any race(s)</td>
<td>1 / 2.08%</td>
<td>3 / 3.95%</td>
<td>204 / 9.21%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>0 / 0%</td>
<td>0 / 0%</td>
<td>8 / 0.36%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>6 / 12.50%</td>
<td>7 / 9.21%</td>
<td>195 / 8.80%</td>
</tr>
<tr>
<td>White</td>
<td>25 / 52.08%</td>
<td>41 / 53.95%</td>
<td>1521 / 68.67%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>48</td>
<td>76</td>
<td>2215</td>
</tr>
</tbody>
</table>
Gifted Advisory Committee Recommendations

- Adding CogAT screener at second grade
- Using the Naglieri General Ability Test (NNAT) for our multilingual students
  - Currently there are 43 multilingual kindergarten students, 33 multilingual second grade students
Professional Development

- For STREAM Teachers
  - Whitman, University of Washington
  - Puget Sound ESD
  - OSPI Gifted Modules (HiCapPlus)

- Professional Development for Cluster
  - Use of STREAM teachers
  - Content Specialists
    - Around curriculum tools, differentiation, depth of knowledge
    - Ways to enrich instruction
Gifted Advisory Committee (GAC)

Multiplinary Disciplinary Team:
- District Level Highly Capable Program Team
  - District Level Administrator, Building Principal, Highly Capable Teacher, Classroom Teachers, School Psychologist, Parents
- Parents on the GAC are not involved in the appeals
How to Get Involved

- School PTSA
- SVPTSA Gifted Education Committee
  - svptsaCouncil.org/GEC
  - svptsaGEC@gmail.com
  - @svptsaGEC on fb, twitter, & instagram
- FB Discussion Groups
  - Elementary @svptsagecelementaryschool
  - STREAM @svptsagecstream
  - Middle School @svptsagecmiddleschool
  - High School @svptsagechighschool
- Call or text Rene Price at 310.806.3202
Questions?

Please take a minute to complete the exit ticket at your table:

Presentation will be available on the web site.

Contact us:
Schlotfeldtd@svsd410.org
Phillipsm@svsd410.org