

Highly Capable Service Model Comparison: Districts in WA State - WORKING DRAFT

Compiled by Devin Bruckner & Andrea Peterman - January 2019 (Last updated May 19, 2019. Key recent changes/additions in blue.)

Background/Disclaimer: To better understand and gain insight from Highly Capable (HC) service models used by other districts in Washington, we conducted preliminary research into HC programs in 12 districts (to date). The service models of these districts do not necessarily represent best practices, although some districts have made changes in recent years in order to improve their services. This is a work in progress, with content added to date as time has allowed. The content is from school district websites and a few phone conversations and is designed to provide examples of service models. We have done our best to represent information accurately, but there may be errors and/or missing elements. Data on the success or efficacy of the models with regard to racial equity or academic outcomes/growth is not readily available. Other districts may be added to this comparison list later. The 12 districts below were selected for being relatively close to Seattle, for having more than 10,000 students, and in some cases, because of knowledge of districts working to improve their HC program demographics.

Summary Observations-DRAFT:

[Summary is focused mainly on where/when students are served; details on services provided are harder to summarize and are found within district summaries]

1. **2 of 12 districts serve all HC elementary school students in neighborhood schools** (Federal Way and Bellingham), primarily within Gen Ed classrooms, using models including “cluster grouping” and MTSS.
2. **10 of 12 districts offer some self-contained options at pathway schools for elementary school students** (e.g. non-neighborhood schools)
 - a. 3 of the 10 districts with self-contained options offer multiple tiers of HC qualification (Lake Washington, Issaquah, and Kent), with only the higher tiers eligible to attend the self-contained program at a pathway elementary school; the rest are served at neighborhood schools.
 - b. In some districts, the total number of self-contained elementary classrooms district-wide is quite small (4 classes in Tacoma, 6 in Issaquah) and generally HC students per school/grade (“cohorts”) appear to be smaller in many other districts (though more research needed to confirm).
 - c. Of the 10 districts offering self-contained services, five begin self-contained services in 2nd grade, four in 3rd grade, and one in 1st grade
3. **Almost all districts researched provide the option for HC students to be served in neighborhood schools.** A wide variety of models are used to serve students in local schools, including students qualified in a single HC domain (e.g. math or reading). See each district’s summary below for details.
4. **3 of 12 districts offer pathway schools for HC middle school students.** All Bellevue and Highline HC students are eligible to attend HC middle school pathway schools. Lake Washington has 3 tiers of HC qualification, and the highest tier is eligible to attend an HC pathway middle school; the remaining HC students attend neighborhood middle schools.
5. **9 of 12 districts serve all HC middle school students at neighborhood schools (e.g. no pathways).** Two of those eight districts (Northshore and Renton) offer self-contained classes for HC students in their neighborhood middle schools, while 7 districts serve HC students in classes also open to other qualifying students.
6. **11 of 12 districts serve HC students at neighborhood high schools (e.g. no pathways);** only Bellevue appears to use a pathway model in high school.
7. **Bellevue appears to have the most similar model to SPS,** with HC pathways available through high school and a focus on a “cohort”
8. **Some districts have models and features similar to the models shared/suggested to the AL Task Force** (e.g. Shoreline).
9. **No districts studied appear to offer HC services outside traditional academic domains.**
10. **Many districts use names other than “Highly Capable”** for their HC Programs.

Examples of Service Delivery Models & Approaches in Elementary: Neighborhood Schools and Pathway Schools

Neighborhood School Service Delivery Examples <i>(for elementary)</i>	Self-Contained Service Pathway Delivery Examples <i>(for elementary)</i>
<ul style="list-style-type: none"> ● HC Clusters in Gen Ed Classes: “Clustering” HC students in groups of 5-11 HC students in a classroom (Federal Way, Kent) <ul style="list-style-type: none"> ○ Schools intentionally place 5-11 HC kids in a classroom, to help facilitate differentiation (by creating a larger group) ○ HC cluster groups can be present in multiple classrooms at each grade level ● Differentiation in Gen Ed class, which can include: <ul style="list-style-type: none"> ○ Flexible grouping and cluster grouping (by subject) ○ Acceleration ○ Extended curriculum ○ Enhanced and enriched content ○ Adjusted pacing ○ <u>Compacting the curriculum</u> as well as altering the content ○ Use of independent study/projects ○ Often offered specifically for Math + Reading (Lake WA) ○ Teach support + resources to support differentiated teaching ○ Incorporated with with MTSS, using many of the ideas above ● Student Learning Plans: Students have unique Student Learning Plans developed with goals and learning plans based on student strengths and needs. (Bellingham, Renton, Highline; Highline overview here) ● HiCap resource room (Shoreline) ● Serve students in self-contained HC classrooms - some schools in Federal Way and Tacoma have self-contained HC classes, e.g. Tacoma has a few schools that serve HC kids in a multi-age blended classroom for 3-5 graders ● Pull-Out Services: Small groups of students are pulled out of class for separate instruction (e.g. Issaquah pulls out HC students to work with an HC specialist, 2 hours/week for math, 1 hour/week for Reading (plus differentiation by classroom teacher); Lake Wa pulls students out 30 min./week to work with HC Facilitator/Teacher ● HC Specialists / Facilitators in neighborhood schools (see above) ● HC Liaisons identified at schools to answer questions, collaborate, and support the unique needs of students identified highly capable (Bellingham) ● Roll out new model over time: Lake Washington revised their local service approach starting in K-1, then added a new grade each year; Highline is phasing in Student Learning Plans over time (beginning with grades 2-3) 	<ul style="list-style-type: none"> ● Some districts use a 1 grade level ahead (or occasionally 2) model, sometimes only for specific subjects <i>(more research needed to confirm other district models)</i> <ul style="list-style-type: none"> ○ Northshore: 1 grade ahead in reading, 1-2 grades ahead in math. At grade level in other subjects (science, social studies, writing) ○ Bellevue: 1 grade ahead in all core subjects (language arts, math, science, social studies) ○ Lake Washington: 1 grade level ahead ○ Issaquah: 1 grade ahead in each subject and enhanced or accelerated curriculum in all areas ○ Shoreline: 1-2 grades ahead in math. ELA at grade-level ● Some districts appear to take a more flexible approach <i>(more research needed to confirm)</i> <ul style="list-style-type: none"> ○ “Takes into account each students needs and capabilities” (Highline) ○ “Utilize district resources to provide support meeting individual student needs, rather than program specific curriculum” (Renton) ○ “Highly capable students use the same curriculum as other students. However, they will typically learn at a much faster rate and go more in depth than other students...Curriculum is compacted, allowing for in-depth extensions and creative expressions.” (Tacoma) ○ Services “may” include above grade level instruction; does not appear to be a strict 1-2 grade ahead model (Kent) ● While most self-contained programs at pathway schools are full-time, in Lake Washington, some HC students attend a pathway school just 1 day per week ● Concentration of pathway schools varies significantly by district (with all appearing to have a more distributed approach than Seattle). Number of self-contained elementary pathway schools / total elementary schools (and %): <ul style="list-style-type: none"> ○ Bellevue: 4/~15 (27%) ○ Bellingham: 0/14 (0%) -- no pathways (served at local schools) ○ Everett: 6/18 (33%) ○ Federal Way: 0/23 (0%) -- no pathways (served at local schools) ○ Highline: 2/18 (11%) ○ Issaquah: 2/15 (13%) ○ Kent: 5/28 (18%) ○ Lake Washington: Full-time: 11/29 (38%), Part-time: 3/29 (10%) ○ Northshore: 4/22 (18%) ○ Renton: 6/15 (40%) ○ Seattle: 4/73 (including the 10 K-8 schools) (5%) ○ Shoreline: 2/10 (including 1 K-8 school) (20%) ○ Tacoma: 3/35 (9%)

Other Districts To Add Later As Time Allows: Edmonds, Spokane, 2 Vancouver districts, Puyallup, others? Districts of similar size/demographics in other states? Other districts considered best practice or with highly-regarded models? **District population and demographic info is for 2017-18** (source: OSPI)

1. Bellevue																	
<p>Service Model Summary:</p> <p>GRADES K-1: Served at regular classrooms at local schools.</p> <p>GRADES 2-12: Pathway schools with self-contained classes available + option for differentiation at neighborhood schools.</p>	<p>District Summary: Population: 21,640 students</p> <table border="1"> <tr> <td>American Indian/Alaska Native</td> <td>0.2%</td> </tr> <tr> <td>Asian</td> <td>39.9%</td> </tr> <tr> <td>Black/African American</td> <td>3.0%</td> </tr> <tr> <td>Hispanic/Latino of any race</td> <td>12.2%</td> </tr> <tr> <td>Native Hawaiian/Pacific Islander</td> <td>0.2%</td> </tr> <tr> <td>Two or More Races</td> <td>9.0%</td> </tr> <tr> <td>White</td> <td>35.6%</td> </tr> <tr> <td><i>Low-Income (FRL qualified)</i></td> <td><i>18.8%</i></td> </tr> </table>	American Indian/Alaska Native	0.2%	Asian	39.9%	Black/African American	3.0%	Hispanic/Latino of any race	12.2%	Native Hawaiian/Pacific Islander	0.2%	Two or More Races	9.0%	White	35.6%	<i>Low-Income (FRL qualified)</i>	<i>18.8%</i>
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<p>Service Model Details:</p> <ul style="list-style-type: none"> Students identified as highly capable have the option to receive services in their home school. They will receive enhanced or extended learning opportunities in their regular classroom through differentiated services. Kindergarten and First grade students identified as most highly capable receive services in their neighborhood or choice school. Services are NOT provided in a self-contained classroom. K-1 Services provide enhanced or extended learning opportunities in the regular classroom in the content areas for which the student has been identified. Domain-Specific Services [Grade 2+] <i>[Serve grade 2 now, and will add a new grade added each year, so years offered will expand over time]</i> Students are identified based on academic strength in Literacy, Math, or Nonverbal (advanced non-verbal reasoning – the ability to analyze visual information and solve problems using visual, abstract and/or diagrammatic reasoning). Domain-specific services will be provided in the general education classroom in the school where your child is enrolled. Domain-specific services will roll-up to the next grade each year. For example, Grade 2 will be added during the 2018-19 school year, Grade 3 will be added during the 2019-20 school year, and so on. Differentiated Services [Grades 2-12] Advanced learning services provided at a neighborhood school or choice school are designed to meet the student's academic strengths and social/emotional needs in the general education classroom. Through differentiation, teachers utilize various instructional practices which may include accelerating, extending or compacting the curriculum as well as altering the content, process and/or product in response to a student's needs. This similar to the Domain Specific Services Model but provided in the core content areas of language arts, math, science and social studies. Parents and teachers receive a Highly Capable Classroom-Based Student Plan. Each child's plan will explain his/her strengths as well as provide instructional ideas that the teacher may choose to utilize as needed in addition to the variety of differentiation practices already in place. Self-Contained Services - Elementary [Grades 2-5]: Offered at 4 elementary schools (of ~15 neighborhood elementary schools), each serving 2-7 feeder schools. Full day services which provide students opportunities to engage in intellectually stimulating endeavors with peers who are learning at comparable levels. Services are provided at one grade level beyond the grade of enrollment in core content areas of language arts, math, science, and social studies. Services in the math domain are determined by academic performance on curriculum placement tests in grades 2-4. Students are assigned to math classrooms, at appropriate levels, with opportunities for content and process differentiation. Self-Contained Services - Middle School [Grades 6-8]: Offered at 2 middle schools (out of 5 neighborhood middle schools). Services are provided to 																	

students in Language Arts, Social Studies, Math, and Science. The Language Arts and Social Studies curricula emphasize and integrate the use of critical thinking skills in receptive and expressive abilities through the study of various cultural, historic, economic, geographic, and literary perspectives. The Math curriculum follows the district sequence with students accelerated by one year (or more if acceleration occurred in grades 2-4 or via summer school/outside learning.) Extensions and enhancements to the math curriculum are utilized to help students gain a more conceptual understanding of the topics presented. In Science, the curriculum prepares students for high school biology in the 8th grade.

- **Self-Contained Services - High School [Grades 9-12]:** Offered at 1 high school (out of 4 comprehensive high schools) Students are grouped in a cohort in the core areas of English, history, science and math. In grades 10 & 11 students enroll in the International Baccalaureate (IB) Program with the goal of completing the IB diploma at the end of the 11th grade. At the conclusion of the IB program (12th grade), students participate in internships and attend college level English and Humanities courses with the cohort of identified students. Students may also enroll in additional AP courses and electives to round out their senior year. *(Do all HC students do the IB pathway at Interlake? Or are there other options at Interlake?)*
- *Bellevue may limit enrollment to a certain # of students in pathway schools? Heard this but need to learn more.*

2. [Bellingham](#)

Service Model Summary:

ALL GRADES: Students served locally using MTSS.

GRADES 2-8: Unique student learning plans.

District Summary:

Population: 11,907 students

American Indian/Alaska Native	1.0%
Asian	5.6%
Black/African American	2.0%
Hispanic/Latino of any race	16.2%
Native Hawaiian/Pacific Islander	0.4%
Two or More Races	7.6%
White	67.3%
Low-Income (FRL qualified)	38.7%

Service Model Details:

Program Design

The district will offer a [continuum of services](#) to students identified highly capable that may include but are not limited to:

- **Tier I:** Classroom experiences which all students access;
- **Tier II** *(required for 5-15% of students to achieve acceptable growth):* Differentiation to extend/enrich classroom experiences, intentional grouping arrangement for collaboration, menu of learning options;
- **Tier III** *(required for 1-5% of students to achieve acceptable growth):* Single subject acceleration, advanced placement courses, whole grade level acceleration (i.e. early entrance to kindergarten), individualized approach.

Each second through eighth grade student will have a unique Student Learning Plan developed in collaboration with the student, teacher and family to nurture the identified area of strength or to strengthen an area where the student may struggle.

In fifth grade we identify students who may benefit from an intensive intervention by taking Compacted Math 7/8 as sixth graders. This is generally the top 1-2% of mathematicians. [More information about our middle school math pathway.](#)

Have HCL Liaisons identified at most schools to answer questions, collaborate, and support the unique needs of students identified highly capable.

3. Everett

Service Model Summary:

GRADES K-1: Served at local schools with differentiation.

GRADES 2-5: Served in self-contained classes at 6 of 18 elementary schools.

GRADES 6-8: Served at all local middle schools with “challenging options” for LA/SS/Math; students self-select in.

GRADES 9-12: Served at all local high schools via Honors/AP/etc. classes; students self-select in.

[Helpful district PPT summary here](#)

District Summary:

Population: 20,705 students

American Indian/Alaska Native	0.5%
Asian	14.2%
Black/African American	4.2%
Hispanic/Latino of any race	19.2%
Native Hawaiian/Pacific Islander	1.3%
Two or More Races	7.6%
White	53.2%
<i>Low-Income (FRL qualified)</i>	<i>35.7%</i>

Service Model Details:

OVERVIEW: “Challenging Options” classes provide extra academic challenges for students in grades K-12.

- **Elementary classrooms** in grades 2-5 are self-contained for highly capable students who meet the state's criteria for giftedness.
- **Middle School Advanced Pathways** include English Language Arts and Mathematics. These classes are for students who are achieving at high academic levels and are motivated learners. Students self-select in. Teachers, parents and students may refer students for the program. Selection for these courses is based on parents' and teachers' thoughtful consideration of the characteristics of students likely to succeed in advanced pathway courses.
- **High School Honors, Advanced Placement and College in High School** courses are among the challenging options available. High school students self-select these classes based upon their interests, skills, and abilities and with the guidance of parents and school counselors.

LEAP for Grades K-1: Students who are identified and selected for Learning Enrichment Achievement Program (LEAP) receive enrichment in the same school and classroom they are in now (homeschool and regular classroom). Services may include differentiation, enrichment activities, grouping with peers of similar ability, project-based learning or other activities that extend learning.

Elementary School Highly Capable Program: Elementary classrooms in grades 2-5 are self-contained for highly capable students who meet the state's criteria for giftedness.

- Designed to meet learning needs and challenge students who have advanced thinking and academic abilities.
- Self-contained classrooms with a fast-paced curriculum that encourages and inspires them to develop higher level thinking skills.
 - Different pace, complexity, and instruction with emphasis on higher level thinking and problem solving skills necessary for identified highly capable students to reach their full potential.
 - Curriculum is taken deeper, not further or faster.
 - Students are taught and graded at one grade level above their chronological grade in Reading and Mathematics.
 - Often project based.
 - More homework such as a special projector if students do not finish work in class.
 - Not a private school/not a self-paced program. Class numbers are the same as regular education.
 - All types of students are in gifted classes, including those with special needs of learning and behavior.
- HC classrooms are held in specific schools at 6 of 18 elementary schools in the district.

- The district provides transportation to students in HC classes.
- The Highly Capable centers may have multi-age classrooms to accommodate the number of students qualifying each year.

Middle School Challenging Options:

- Challenging classes are offered in the Language Arts/Reading/Social Studies block and in Math.
- Classes are for students who are achieving at high academic levels and are motivated learners.
- Elementary school HC students are enrolled in these classes + others students can self-select in with input from teachers and parents. This was an intentional choice to open up the advanced classes more broadly. Decisions are made at a school-level. Teachers, parents, and students may refer students for the program. Selection for these courses is based on assessment scores and teacher recommendations.
- Challenging Options are offered at all five middle schools.

High School Challenging Options: A variety of Challenging Options are available at each large high school (3 total). Students can self-select to take the classes. Options include:

- **Honors and Advanced Courses** in English, Math and Science: Honors courses at the high school level are made available to 9th and 10th grade students who are preparing to take advanced coursework in English and Science during grades 11 and 12.
- **Advanced Placement (AP):** AP courses are open to all students who are ready for rigorous, challenging learning opportunities. Students enrolled in an AP classes should be prepared to read and perform at a college level. Many AP courses fulfill graduation requirements and college entrance requirements while preparing students to take the AP exam. Students are strongly encouraged to participate in the AP exam, but it is not a requirement.
- **College in the High School:** College in the High School (CIHS) courses allow students to earn college credit from local colleges while taking courses at their own high school. Student pay a reduced tuition rate to the college for credit. Everett Public Schools works with three different colleges to offer a wide variety of credit choices depending upon the course: University of Washington, Everett Community College, and Bellevue College.
- **Tech Prep Courses:** A partnership between high schools and community colleges to earn college credit in addition to high school credit. A grade of a B is required for college credit. Students must demonstrate mastery in specific competencies and complete enrollment for each course.
- **Industry Certifications**
- **Running Start (RS) Programs:** Students in grades 11 and 12 who qualify and enroll in RS may take college courses at local community colleges instead of attending high school courses. Students can fulfill core and elective requirements through RS classes for which they successfully earn credit.

4. Federal Way

Service Model Summary:

GRADES K-12: All served at neighborhood schools. HC students often “clustered” in elementary school with 5-11 HC kids in one class. Some self-contained classes at local elementary schools.

District Summary:

Population: 23,648 students

American Indian/Alaska Native	0.5%
Asian	11.5%
Black/African American	14.3%
Hispanic/Latino of any race	29.8%
Native Hawaiian/Pacific Islander	5.4%
Two or More Races	11.9%
White	26.7%
<i>Low-Income (FRL qualified)</i>	<i>64.5%</i>

Service Model Details:

- **Each school** has a continuum of services that could include, but is not limited to: differentiation, enrichment, and/or acceleration.
- **HC students served at neighborhood schools** (no pathways).
- The **services may be delivered in a general education, a cluster-grouped, or a self-contained classroom.**
 - Elementary students service by two models: self contained classes and “clusters” (groups of 5-11 HC students in a classroom, with teachers/administration intentionally placing HC students in specific classes). HC cluster groups can be present in multiple classrooms at each grade level.
 - The principals decide how to serve.
 - Most schools cluster HC students into joint HC/Gen Ed classrooms. Seem to be transitioning from self-contained (only a few schools have self-contained classes)
- Secondary schools may also provide services through advanced programs, extra-curricular clubs, academic competitions, and/or partnerships with outside agencies.
- High school students all assigned to neighborhood high schools (which each offer slightly different service offerings, but each designed to meet needs to HC students).
- In high school, all students take some advanced classes, is opt out, not opt in.
- Each school has a HiCap lead, who is a teacher (attend monthly meetings, oversee screening, etc + receive stipend).
- A Seattle Times article about Federal Way’s HC program from April 2017 is [here](#).

5. [Highline](#)

Service Model Summary:

GRADES K-1: Served locally at neighborhood schools.

GRADES 2-3: Option to be served locally at neighborhood school.

GRADES 2-6: Served in self-contained classrooms at 2 pathway schools.

GRADES 7-8: Served in self-contained classrooms at 2 pathway schools (out of 5 middle schools total).

GRADES 9-12: Served at all neighborhood schools (AP, IB, College in the HS, Running Start).

District Summary:

Population: 19,975 students

American Indian/Alaska Native	0.9%
Asian	14.4%
Black/African American	14.6%
Hispanic/Latino of any race	38.4%
Native Hawaiian/Pacific Islander	3.9%
Two or More Races	6.1%
White	21.7%
<i>Low-Income (FRL qualified)</i>	<i>69.0%</i>

Service Model Details:

Highline Public Schools [Highly Capable Annual Plan, 2018-19](#) (plan includes a demographic breakdown of the Challenge program -- racially disproportionate/lack of progress)

Elementary School Program (designed for students in grades K-6 who are academically advanced or demonstrate high intellectual capability).

- **Kindergarten-Grade 1:** Students in kindergarten and 1st grade who are identified for highly capable services will receive these services in the student’s **home classroom**, with teachers providing extensions during literacy and/or math blocks.
- **Grades 2-6 (Challenge Program):** Students entering grades 2-6 who are identified for highly capable services and invited to the **Challenge program** may attend either Shorewood or Parkside Elementary. Students in the elementary Challenge program will be in a class that will take into account each student's needs and capabilities.

- **2nd and 3rd Grade Learning Plans:** Starting in fall 2018, we will also offer the option of a **Highly Capable Learning Plan** for incoming, identified 2nd and 3rd grade students in their neighborhood school. Helpful 1 page overview [here](#). Families can choose between the Challenge Program (self-contained pathway) or an HC Learning Plan (they get both options; not a two-tiered model). Will expand to 4th and 5th grade in the 2019-2020 school year.

Middle School

- Students entering 7th grade who are identified for highly capable services are invited to the Challenge program. This program is currently located at Sylvester and Chinook middle schools. Once a student is accepted into the Challenge program, they are assigned to a school based on where they live in Highline. Transportation is provided.
- Challenge course options may be provided in math, language arts, science and/or social studies.

High School

- Available at each of our high school campuses.
- Includes intentional course pathways that continue students' accelerated trajectory toward success in college-like coursework (AP, IB, College in the High School and Running Start).
- Students will be encouraged to take these college-like courses as early as possible in high school and continue the learning trajectory by taking the highest level courses available either at their school or at local colleges through Running Start.

6. [Issaquah](#)

Service Model Summary:

GRADES K-2: Served at local schools (pull-out model and/or differentiation).

GRADES 3-5: 2 tiers of HC qualification and service: self-contained (MERLIN) and neighborhood schools (SAGE).

GRADES 6-12: Served at all neighborhood middle and high schools.

District Summary:

Population: 21,044 students

American Indian/Alaska Native	0.2%
Asian	28.8%
Black/African American	1.9%
Hispanic/Latino of any race	8.4%
Native Hawaiian/Pacific Islander	0.2%
Two or More Races	7.5%
White	53.0%
<i>Low-Income (FRL qualified)</i>	9.7%

Service Model Details:

- **K-2: PEP** (Primary Enrichment Program) offered at each elementary school; may include pull-out/push in model and/or differentiated instruction within the classroom. SAGE/PEP teachers provide support for these services.
- **3-5: Two tiers of HC qualification:**
 - **MERLIN** (Mind Education Right Left Integration): self-contained program located at 2 Elementary schools. Each of the schools offers one self-contained classroom per grade. Parents responsible for transportation. Enhanced or accelerated curriculum in all academic areas. It is for students who test academically and cognitively at exceptionally advanced levels in the areas of reading, math and creativity, as well as verbal, non-verbal, and quantitative abilities. 1 grade ahead in each subject. Not space limited at this point in time.
 - **SAGE** (Special Approach to Gifted Education): offered at each elementary school. It is for students who test academically and cognitively at exceptionally advanced levels in reading and verbal abilities and/or the area of math, quantitative and nonverbal abilities and creativity. Selected students will be served with either a math and/or reading focus. Provided differentiated instruction by classroom teachers who work cooperatively with the SAGE teachers + SAGE teachers work w/students for 1-3 hours a week; May include: advanced curriculum or clustering

in reading and/or math. (Is not just for single domain qualifiers, can be for students strong in both but not strong enough to qualify for Merlin.)

- SAGE Math:
 - Differentiation in the classroom
 - 2 hours per week with SAGE teacher
- SAGE Reading:
 - Differentiation in the classroom - Leveled Readers
 - 1 hour per week with SAGE teacher
- **6-12:** No pathway middle or high schools; options include, but are not limited to: Honors classes, International Baccalaureate (IB), Advanced Placement (AP), Running Start, College in the High School, and online courses.

7. [Kent](#)

Service Model Summary:

GRADES K-2: Served at neighborhood schools through differentiation.

GRADES 3-6: 2 tiers of HC qualification and service: higher scoring students served in self-contained, others at neighborhood schools.

GRADES 7-8: Served at all neighborhood middle schools with advanced courses/clustering.

GRADES 9-12: Served at all neighborhood high schools.

District Summary:

Population: 27,887 students

American Indian/Alaska Native	0.3%
Asian	19.2%
Black/African American	11.9%
Hispanic/Latino of any race	22.6%
Native Hawaiian/Pacific Islander	2.6%
Two or More Races	9.6%
White	33.7%
<i>Low-Income (FRL qualified)</i>	<i>53.0%</i>

Service Model Details:

- **K-2:** Primary Enrichment Program (PEEP): services offered at student's neighborhood school in a general education classroom. Program designed to build on students' strengths and to nurture their potential so that advanced ability has the opportunity to emerge. Services may include differentiated instruction w/ flexible grouping, enhanced/enriched content, curriculum compacting, adjusted pacing
- **3-6:** Two models and 2 tiers of HC admission:
 - **Accelerated and Clustered Enrichment (ACE) Program at neighborhood schools.** Led by teachers trained and familiar with the needs of highly capable students; *clusters of HC students* receive instruction designed to meet their advanced needs while participating with other students within their school community (try to cluster HC students in specific classrooms). Services may include: Differentiated instruction with flexible grouping; Enhanced/enriched content or curriculum; Adjusted pacing; Curriculum compacting with the use of independent study/projects. For students scoring 95 percentile and above on multiple areas of CogAt and other tests.
 - **Odyssey Program:** students who are academically highly gifted as demonstrated by achievement at the highest levels in both the quantitative and verbal areas will be served in **self-contained classrooms at selected program sites** (5 schools). For students scoring 97 percentile and above on both reading and math on CogAt and other tests. Such students demonstrate significantly different learning needs that require comprehensive and substantial modification to the general education curriculum and classroom experience to achieve educational benefit. Services may include:
 - Above grade level curriculum acceleration
 - Differentiated instruction with flexible grouping
 - Enhanced/enriched content or curriculum

- Curriculum compacting with the use of independent study/projects
- Support for social-emotional needs
 - More students are in the ACE than Odyssey Program.
- **7-8:** Acceleration Programs and Services offered at the student's neighborhood school in a general education classroom.
- **9-12:** Acceleration Programs and Services provided at the student's neighborhood school through Honors, AP, IB, Career & College Readiness, and College in the High School classes.
- Roughly 8% of Kent's students are HC eligible (~2,000 of 25,000 students).

8. [Lake Washington](#)

Service Model Summary:

GRADES K-1: Served at neighborhood schools (differentiation, clustered grouping).

GRADES 2-5: 3 tiers of HC qualification and service: HC students admitted to either (1) neighborhood service via "K-5HC" model, (2) part time Quest (1 day/week in self-contained at another school), or (3) full-time, self-contained services at 11 schools.

GRADES 6-8: Self-contained at 3 middle schools (only for full-time Quest students). Other HC tiers served at neighborhood schools.

GRADES 9-12: Served at all high schools.

District Summary:

Population: 30,321 students

American Indian/Alaska Native	0.2%
Asian	28.1%
Black/African American	1.8%
Hispanic/Latino of any race	10.4%
Native Hawaiian/Pacific Islander	0.1%
Two or More Races	7.9%
White	51.5%
<i>Low-Income (FRL qualified)</i>	<i>11.9%</i>

Service Model Details:

Many models and different levels of qualification and service within HC:

- **K-1** (part of K-5HC model, see below): Accelerated learning within regular classroom at neighborhood school
- **2-5: 3 service models:** Students who are identified for highly capable services will be offered placement in one of the following services (i.e. don't choose between them, qualify at different levels, though can opt out of services and/or remain in neighborhood school)
 - **K-5HC:** (K-5th grade) reading and/or math accelerated services at neighborhood school within regular classrooms in neighborhood schools: clustered grouping; small group pull-out for 30 min./week with K-5HC Facilitator/Teachers; support and resources given to teacher for differentiated teaching model. (Program is 5 years old. Started with K-1, then grew with time. Is both for single qualifiers and dual qualifiers with lower scores.)
 - **Grades 2-5: Part-time Quest:** 4 days at neighborhood school, pull-out classroom one day a week at 3 selected schools (assigned based on neighborhood)
 - **Grades 2-5 Full-time Quest:** All day self-contained multi-age classrooms (i.e., 2nd/3rd grouped together); expected to work 1 grade level ahead; offered at 11 elementary schools (assigned based on neighborhood)
- **6-8: Quest** program: self-contained classrooms at 3 middle schools (7 total neighborhood middle schools); only offered to full-time Quest students (other students need to apply). Other HC students served at neighborhood schools.
- **9-12:** AP/Running start offered at all HS (AP offerings vary from school to school; no designated pathways)
- Between 10-12% of total student population is identified as HC

9. [Northshore](#)

Service Model Summary:

GRADES K-1: Served at neighborhood schools through differentiation.

GRADES 2-5: Pathway school option (at 5 of 21 schools) + single qualifiers served locally.

GRADES 6-8: Self-contained (usually) in 4 subjects at all neighborhood middle schools.

GRADES 9-12: Served at all neighborhood high schools.

District Summary:

Population: 22,895 students

American Indian/Alaska Native	0.3%
Asian	19.0%
Black/African American	2.0%
Hispanic/Latino of any race	12.6%
Native Hawaiian/Pacific Islander	0.2%
Two or More Races	8.7%
White	57.2%
<i>Low-Income (FRL qualified)</i>	<i>15.2%</i>

Service Model Details:

Holistic Services (Grades K-1): Highly Capable services at the K-1 level are provided in the regular classroom at the neighborhood school only. Differentiated Instruction model.

Two 2-5 grade models:

- **In-Class Services (Grades 2-5, “singly-qualified” students):** In-Class Highly Capable Services in Grades 2-5 are provided in the general education classroom at the neighborhood school. Differentiated Instruction model.
- **Elementary Advanced Placement (EAP) (Grades 2-5, “dually-qualified” students).** Self-contained program at 5 (out of 21) elementary schools. Transportation provided. Students assessed at 1 grade ahead standards in reading, 1-2 grades ahead in math (on-grade level assessment in other subjects, i.e., science, social studies, writing).

Two middle school models:

- **Advanced Academics Placement (AAP, Grades 6-8).** Beginning in the Fall of the 2018-19 school year, **all six Northshore School District middle school sites will offer AAP courses for incoming sixth grade students** qualified for HC Services. With regards to 7th and 8th grade students, if a qualified HC student’s neighborhood middle school is already an AAP site (Canyon Park MS, Leota MS, Northshore MS), then that student will be enrolled in AAP course(s) according to their content area designation. If a qualified HC student’s neighborhood middle school is not a school-wide AAP site, then that student is clustered with other HC students in Challenge courses. **AAP is typically a self-contained classroom** for core content areas including ELA, Social Studies, and Science and Math. Students with HC designation in the content area of Reading are scheduled into AAP ELA and Social Studies courses. Students with Highly Capable designation in the content area of Math are scheduled into AAP Science and Math courses.
- **In-Class Services (Grades 7-8).** For 7th and 8th grade students at Kenmore, Skyview, and Timbercrest, highly capable services are offered through the Challenge Program. [This seems to be phasing out, as 6th graders are now offered AAP at all schools]

In-Class Services (Grades 9-12). Services provided at the student’s neighborhood school through AP, IB, Career & College Readiness, and College in the High School classes.

10. [Renton](#)

Service Model Summary:

GRADES K-2: Served at neighborhood schools with student learning plan.

GRADES 3-5: Self-contained pathway available (at 6 of 15 schools) or student learning plan at neighborhood schools.

GRADES 6-8: Self-contained in Honors ELA/SS at neighborhood schools.

GRADES 9-12: Served at all 4 neighborhood schools.

[\(District FAQ with good overview\)](#)

District Summary:

Population: 16,336 students

American Indian/Alaska Native	0.5%
Asian	25.0%
Black/African American	15.0%
Hispanic/Latino of any race	24.0%
Native Hawaiian/Pacific Islander	1.0%
Two or More Races	8.6%
White	26.0%
Low-Income (FRL qualified)	53.5%

Service Model Details:

Option 1: Student Learning Plan (SLP) available to students K-8

- Student(s) remain in their general education classroom where the classroom teacher designs a plan for differentiation based upon the student's strengths.
- This is the only option for K-2 students

Option 2: Self-contained classrooms: Discovery program (Grades 3-5) and Honors ELA/SS Classes (Grades 6-8)

- Student(s) take classes with other Highly Capable students. **Discovery is offered at six elementary schools [of ~15 total] and Honors is offered at all four middle schools.**
- Families do not choose the location they'd like their student to attend, rather students are assigned a location.
- Highly Capable programming at the middle school level only includes English Language Arts and Social Studies courses. The placement process for Honors ELA/SS classes at the middle school level is separate from advanced math class placements
- Self-contained highly capable classrooms utilize district provided resources to support meeting individual student needs, rather than program specific curriculums.

Options 3: Defer services for a year (available to students K-12)

- Students may defer services for one year. For example, a family may have a student who will be a 5th grader & they want them to stay at their home school for the end of their elementary experience. If they choose to defer, they will be offered the continuum of services options Again at the end of the school year.

Option 4 Decline services

- Families with students eligible to receive services may decline those services. Students that decline services must go through the entire referral process again in subsequent school years if they want to receive Highly Capable services.

Bus transportation is provided for students who live in the district boundaries from either their boundary school or neighborhood stop.

K-2 Services: Educational opportunities for each identified student will be designed at the student's home school in a general education classroom in collaboration with staff and families. They may include differentiated curriculum and/or instruction in the homeroom classroom, cluster grouping, and/or accelerated content area instruction for all or part of the day.

2-5 Grades Services: Students identified in grades 3-5 can take advantage of educational opportunities at their attendance area school in a general education classroom. Alternately, parents and guardians may request placement in the Discovery Program, self-contained classrooms for Highly Capable students at one of six school sites (Campbell Hill, Hazelwood*, Honey Dew*, Kennydale, Maplewood Heights*, or Talbot Hill). *For the 18-19 school year, three of our Discovery

schools are grade-level specific: Honey Dew - 3rd grade only; Hazelwood - 4th and 5th grade only; Maplewood Heights - 4th and 5th grade only. Over the next two school years, the 3-5 Discovery program will be phased into Honey Dew and phased out of Hazelwood and Maplewood Heights.

Middle school: Students identified in grades 6-8 can take advantage of opportunities at their attendance area middle school. Each middle school has course sections designated to support Highly Capable students in language arts and social studies. Students are also placed in math classes based on their prior skill and achievement.

High school: Students identified in grades 9-12 can take advantage of opportunities at their attendance area high school. Each high school has advanced courses in multiple subject areas at each grade level to allow students to challenge themselves intellectually and prepare for or participate in college-level courses.

11. [Shoreline](#)

Service Model Summary:

GRADE K: Half day a week at pathway available.

GRADES 1-6: Self-contained pathway option available.

GRADES 7-12: Served at neighborhood schools (not self-contained).

District Summary:

Population: 9,772 students

American Indian/Alaska Native	0.3%
Asian	13.2%
Black/African American	7.3%
Hispanic/Latino of any race	12.8%
Native Hawaiian/Pacific Islander	0.6%
Two or More Races	12.3%
White	53.5%
<i>Low-Income (FRL qualified)</i>	<i>28.6%</i>

Service Model Details:

- In **kindergarten**, identified students receive Highly Capable services in the spring of their kindergarten year for one half day per week. Transportation to the program school(s) is provided.
- In **grades 1-6 (elementary)**, there are several options. All begin in the fall of the following year after identification.
 - For students who are identified in both English language arts and math, there are two options:
 - Receive services in a full-time magnet program
 - A HiCap teacher provides instruction in English Language Arts, math, all other subjects for the full school day.
 - Students work above grade level in Mathematics grades 1-5. In Grade 6, the 7/8 Math curriculum is telescoped into the one year, so highly capable students in the self-contained classroom enter middle school two years accelerated in Mathematics.
 - Instruction in English Language Arts is taught using on-grade level standards, but at a greater level of depth and complexity.
 - Receive services in English language arts and math in their home school.
 - For students who are identified in just one area - English language arts or math – students will receive services at their home school. (New service available in 2017-2018, based on program review) Highly capable instruction at the home schools will be provided through either:
 - Differentiated instruction in the general education class;
 - Cluster groupings for content within the student's grade level or across grade levels; or
 - A HiCap resource room – in the student's class or another room.
 - For more information about these strategies, see the presentation to the School Board [here](#)

- In **grades 7-12** identified students will be supported by the school counselor in enrolling in honors, Advanced Placement, and college credit courses; and opportunities to participate in Running Start. Classes are not self contained. In middle school, options included accelerated math classes (Algebra 1 and Geometry) and Honors Social Studies and Advanced English. In high school, options include Honors, Advanced Placement (AP), University of Washington Credit Courses, and running start. Served at neighborhood schools.
- **Professional development** (from FAQ [here](#)): Specific professional development will be provided for all teachers serving highly capable students. Training will focus on academic differentiation, instructional strategies, and meeting the social-emotional needs of highly capable students. The district will provide ongoing support for instructional coaches, principals and program teachers. The instruction team will provide job-embedded support and follow-up, as needed, for teachers in each building. This follow-up and support could come in the form of planning support, model teaching, feedback, or analysis of student work/data and subsequent planning to meet needs. Ongoing principal professional development regarding highly capable will be built into principal meetings during the school year

12. [Tacoma](#)

Service Model Summary:

GRADES K-2: Served in regular neighborhood school classrooms.

GRADES 3-5: Self-contained option available (for joint 3-5 grade classes), which currently serves <120 students (4 classrooms districtwide); most students opt to stay at neighborhood schools.

GRADES 6-12: Serve students in advanced classes at neighborhood schools (not self-contained).

District Summary:

Population: 30,392 students

American Indian/Alaska Native	1.2%
Asian	9.3%
Black/African American	14.7%
Hispanic/Latino of any race	20.5%
Native Hawaiian/Pacific Islander	3.0%
Two or More Races	12.6%
White	38.8%
<i>Low-Income (FRL qualified)</i>	<i>41.3%</i>

Service Model Details:

There are approximately 600 K-12 students who receive Tacoma Public Schools Highly Capable services.

Elementary School Services (Grades K-5):

- **Kindergarten to second grade:** Differentiated instruction will take place in the student's classroom at their neighborhood school
- **Third Grade to Fifth Grade:** Starting in third grade students may be serviced in one of several ways. Generally students follow the same curriculum as their peers but at a faster pace with advanced level projects layered into their studies. Highly capable classroom structures can vary from school to school. Principals and teachers have the flexibility to adapt learning environments based on their students needs and enrollment. HC identified students can choose between GATE and SAIL.
 - **GATE** (Gifted and Talented Education): All 35 elementary schools have GATE services for grades three, four, and five. However, the instructional model varies from school to school. Principals and teachers determine the best structure based on student needs and enrollment.
 - 4 schools offer 1 multi-age blended self-contained class (grades 3-5) where students may have the same teacher for up to three years. (so ~10 kids per grade per school?)
 - 29 schools serve kids in their "regular" classrooms
 - 2 schools serve HC students in Montessori classrooms
 - **SAIL** (Self-contained Advanced Individual Learning): a self contained class **for the top students district-wide in grades three, four, and five.** The curriculum is compacted, allowing for in-depth extensions and creative expression. SAIL classrooms are differentiated from traditional

classrooms by the intellectual rigor, accelerated pace, autonomous learning, greater depth and breadth of content, and structured inquiry. Highly capable students use the same curriculum as other students. However, they will typically learn at a much faster rate and go more in depth than other students.

- SAIL classes are located at 3 schools in different geographic throughout the district [serving < ~120 students total]
 - School 1: One multi-age 3/4/5 grade class
 - School 2: Two multi-age 3/4/5 grade class
 - School 3: One multi-age 3/4/5 grade class
- Transportation provided to students if needed.

Middle School Services (Grades 6-8): TPS provides a continuum of services for highly capable students. Students attend their neighborhood school (unless choosing into a choice school). Students at the middle school level do not need to be officially selected as highly capable to take advantage of accelerated courses. (i.e. not self-contained) Clustered in electives, we encourage students identified as highly capable to take accelerated courses. However, parents and students make the scheduling choice. Referrals for highly capable can be made at any time. Tacoma offers 3 types of acceleration in middle school: CTE (Career & Technical Education), World Language, Math.

High School Programs (Grades 9-12): Available in all comprehensive/neighborhood high schools. The district automatically enrolls qualified high school students into [advanced programs](#) or courses in high school.

Highly capable students use the same curriculum as other students. However, they will typically learn at a much faster rate and go more in depth than other students.

In 2018-2019, TPS had ~1600 HC identified students total, ~5.4% of the school population

Appendix

SPS Demographics, 2018-2019

Population: 52,931 students

American Indian/Alaska Native	0.5%
Asian	13.6%
Black/African American	14.2%
Hispanic/Latino of any race	12.3%
Native Hawaiian/Pacific Islander	0.4%
Two or More Races	11.7%
White	47.3%
<i>Low-Income (FRL qualified)</i>	<i>31%</i>

- Non-English Speaking Background: 21%
- English Language Learners (ELL): 12%
- Special Ed Eligible: 13%