SNOQUALMIE VALLEY
SCHOOL DISTRICT

Highly-Capable Review of Program and Services

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Please share your questions and comments through either of these links.

SVSD will develop a FAQ.
Thank you.

https://tinyurl.com/SVSDHICAP

TOO OFTEN WE LOOK FOR FAILURE AND AIM TO FIX IT,

WHEREAS WE NEED TO LOOK FOR SUCCESS AND SCALE IT.

- John Hattie

A __special thank you__
to the families, students, and teachers who shared their experiences and time with us in the effort to make continuous improvement in the services and supports for highly capable students.

Program Review Goal

Review the K-12 service model and make recommendations for the 2022-23 school year and beyond.

Ensuring Access to Basic Education

Revised Code of Washington

Chapter 28A.185 RCW: HIGHLY CAPABLE STUDENTS (wa.gov)

The legislature finds that, for highly capable students, **access to accelerated learning and enhanced instruction is access to a basic education**.

There are **multiple definitions** of highly capable, from intellectual to academic to artistic. The research literature strongly supports using **multiple criteria to identify** highly capable students, and therefore, the legislature does not intend to prescribe a single method…

…authorize school districts to identify through the use of **multiple, objective criteria** those students most highly capable and **eligible to receive accelerated learning and enhanced instruction in the program offered by the district**.

District practices for identifying the most highly capable students must **prioritize equitable identification of low-income students**…

SVSD Definition of Highly Capable Student

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)

Ensure there is a match between the student's identified need and the service received.
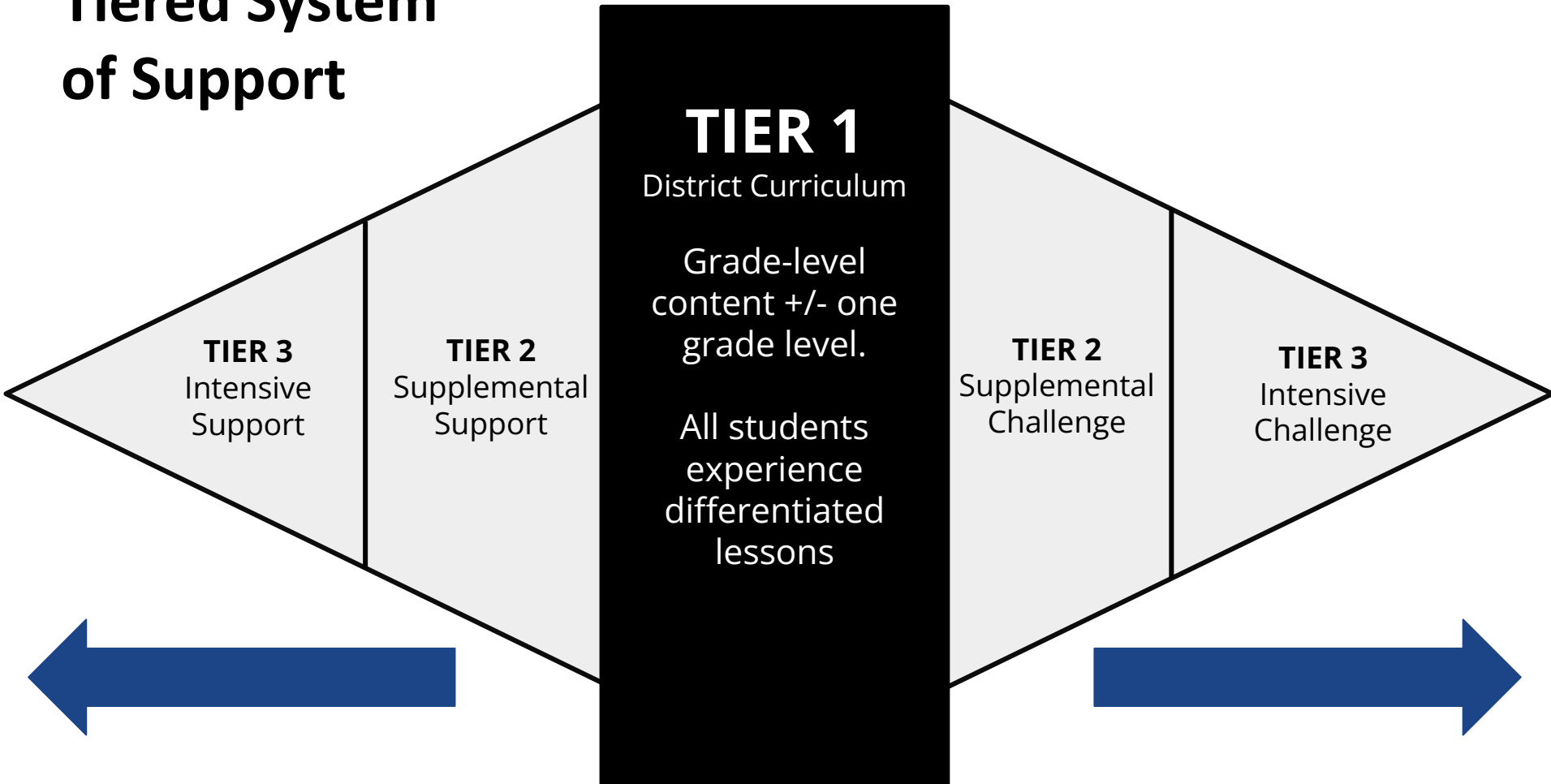
Neumeister & Burney (2012)

	Elementary	Middle School	High School
Accelerate and Enhance	Site based services including differentiated and enhanced instruction	Site based services including differentiated and enhanced instruction	Site based services including differentiated and enhanced instruction
	Flexible grouping across subject areas	Honors and accelerated courses	Honors and accelerated courses (AP, College in the High School)
	Early entrance/dual enrollment and/or grade skipping	Dual enrollment and/or grade skipping	Dual enrollment/Running Start Contracts with Institutions of Higher Education
Enrich	Extracurricular activities/groups	Extracurricular activities/groups	Extracurricular activities/groups, mentorships, internships
	Academic competitions	Academic competitions	Academic competitions

6 Elementary Schools		3 Middle Schools	2 High Schools	1 Additional
Cascade View	Fall City	Chief Kanim	Mt. Si High School	Parent Partnership
North Bend	Opstad	Snoqualmie	Two Rivers High School	Program
Snoqualmie	Timber Ridge	Twin Falls		

% of Gifted Students by Federal Race/Ethnicity

Fed Race/Ethnicity	Gifted Yes	Gifted No	Grand Total
American Indian/Alaskan Native	7.7%	92.3%	100.0%
Asian	20.5%	79.5%	100.0%
Black/African American	6.4%	93.6%	100.0%
Hispanic/Latino of any race(s)	4.1%	95.9%	100.0%
Native Hawaiian/Other Pacific Islander	7.4%	92.6%	100.0%
Two or More Races	12.0%	88.0%	100.0%
White	7.4%	92.6%	100.0%
Grand Total	**8.6%**	**91.4%**	**100.0%**

Tiered System of Support

TIER 1

District Curriculum

Grade-level content +/- one grade level.

All students experience differentiated lessons

TIER 3
Intensive Support

TIER 2
Supplemental Support

TIER 2
Supplemental Challenge

TIER 3
Intensive Challenge

Current Services

Elementary	Middle School	High School
STREAM (self-contained program) grades 2-5 Cluster grouping model adopted in all elementary schools	Multiple pathways for math, with informed self-select model. Clustered ELA and Math classes Clustered advisory program Clustered classes when possible in other subject areas (dependent on student schedules)	Clustered ELA and Math classes Advanced and Dual Enrollment Programs: ● Honors courses in ELA ● Running Start ● Advanced Placement ● Courses College in the High School ● STEM courses Competency-based crediting options

Additional Aspects

Identification	Professional Interest	Community
Variety of research-based assessments used to identify highly-capable students Universal screening (Kindergarten and 2nd grade)	Investment in on- and off-site professional development about highly capable/gifted instruction Strong interest from educators and administrators to learn more about highly capable Commitment of staff to supporting all learners	Family engagement Gifted Advisory group Involved in schools

Opportunities for Services and Support

A multi-year plan

Year 1	Years 2/3	Years 4/5
Communications with all stakeholders Highlight the available array of services	Explore options for extracurricular clubs and activities. Build advisory model for middle school.	Review and refine identification practices (ongoing) to ensure a match between unmet needs of students and programming options
Explore Talent Development model for grades K-2	Develop Learning Plans to transition with students between grades and levels.	Survey families and review data.
Explore feasibility of different middle school programming options, including logistics and associated costs.	Develop policy, procedures and process for K-8 acceleration to next grade, as appropriate. Explore K-8 acceleration by subject as resources allow.	Explore options and pathways toward graduation
Professional Development for Administrators (NAGC Gifted Programming Standards, HiCapPLUS Modules (OSPI))	Professional Development for Counselors (SEL Support for highly capable)	
K-12 Professional Learning for General Education Staff (Cluster Grouping)	**K-12 Professional Learning for General Education Staff (Gifted Pedagogy)**	**K-12 Professional Learning for General Education Staff (Access and Equity)**