

**Mary M. Knight School District**

**Highly Capable Program Manual**

2025-2026 School Year

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## Program Overview

### Mission Statement

Mary M. Knight School District is committed to providing appropriate educational services to students who demonstrate exceptional academic ability and potential. Our Highly Capable Program ensures that all students, K-12, have access to learning opportunities that match their readiness level and support their continued intellectual growth.

### Program Goals

- Identify students with exceptional academic abilities across all grade levels
- Provide appropriate educational services within the general education setting
- Support teachers in differentiating instruction for highly capable learners
- Maintain equity and access for all students regardless of background
- Document and track student progress and service delivery

### Service Delivery Philosophy

Given our small district size with single classrooms per grade level, services are delivered through:

- **Content Acceleration** within current grade placement
- **Curriculum Compacting** to eliminate redundant instruction
- **Advanced Coursework** options for secondary students
- **Enrichment Activities** that extend and deepen learning

## **Legal Framework**

### **Washington State Requirements (WAC 392-170)**

- Districts must have procedures for identifying and serving highly capable students
- Multiple data points must be used in identification
- Services must be provided to identified students
- Annual review of student progress and continued eligibility

### **District Compliance**

- Multi-Disciplinary Team (MDT) reviews all identification decisions
- Appeals process available for families
- Equity considerations embedded in identification procedures
- Annual program evaluation and reporting
- Conflict of interest protocols ensure fair and unbiased decision-making. In cases where MDT members have a personal relationship with the student or family, the member will recuse themselves and an alternative staff member will be appointed.

## Identification Process

### Universal Screening (Grades 2 and 6)

**Timeline:** February of each school year

**Process:**

11. **All students** in grades 2 and 6 take CogAT screener
12. Students scoring at **95th percentile or higher** advance to full CogAT battery
13. Screening results combined with academic performance data for identification consideration

**New Students:** Students enrolling after February screening will be evaluated using existing assessment data and may be referred for individual CogAT testing if warranted.

### Referral Process

**Who Can Refer:**

- Parents/Guardians
- Teachers
- Community members (through school staff)

**Referral Timeline:** Open throughout the school year, with primary review in spring

**Required Components:**

- Parent/Guardian referral form
- Teacher referral form
- Both forms must be completed for consideration

**Important Note:** Referral forms are available in English and Spanish upon request.

## Screening Rubric Application

**Total Points Possible:** 40 points

### 1. Academic Performance Indicators (12 points max)

**Assessment Sources by Grade:**

- K: WA-Kids developmental indicators
- K-6: i-Ready (Math/Reading composite scores)
- 7-12: MAPS (RIT scores for Math/Reading)
- 3-12: SBAC (Scale scores for Math/Reading)

**Scoring:**

- 95th percentile or higher: 3 points per subject
- 90-94th percentile: 2 points per subject
- 85-89th percentile: 1 point per subject
- Below 85th percentile: 0 points

### 2. Teacher Rating Scale (15 points max)

Based on Learning Characteristics Assessment:

- Count of "5" ratings (Significantly Above Peers)
- Count of "4" ratings (Above Peers)
- Overall pattern analysis

### 3. Documented Evidence (9 points max)

- Exceptional Achievement examples
- Advanced Learning Characteristics
- Other relevant factors

### 4. Teacher Recommendation (4 points max)

- Strongly Recommend: 4 points
- Recommend: 3 points
- Recommend with Reservations: 1 point
- Do Not Recommend: 0 points

## Decision Guidelines

- **32-40 points:** Strongly Consider for CogAT
- **24-31 points:** Consider for CogAT
- **16-23 points:** Team Discussion Required
- **0-15 points:** Does Not Currently Meet Criteria

## **CogAT Administration**

**Qualification Threshold:** 95th percentile composite score

**Testing Schedule:**

- Administered by trained staff member
- Coordinated with classroom teachers
- Results reviewed by MDT within 30 days

## **Multi-Disciplinary Team (MDT)**

**Core Members:**

- Principal/Administrator
- Highly Capable Coordinator
- Classroom Teacher(s)

**Additional Members (as appropriate):**

- School Counselor
- Special Education Staff
- Other staff familiar with student

**Meeting Frequency:**

- As needed for identification decisions
- Annual review meetings for identified students

## Service Delivery Models

### Content Acceleration

**Definition:** Providing curriculum content above the student's current grade level while maintaining grade-level placement.

**Implementation:**

- Teachers identify areas where students demonstrate mastery
- Provide materials and instruction from higher grade levels
- Document acceleration in specific subject areas
- Monitor progress and adjust as needed

**Documentation Required:**

- Subject area(s) being accelerated
- Grade level of content being provided
- Assessment data supporting acceleration
- Progress monitoring schedule

### Curriculum Compacting

**Definition:** Eliminating instruction on content students have already mastered and replacing it with enrichment or acceleration activities.

**Three-Step Process:**

14. **Assess:** Determine what students already know
15. **Document:** Record mastery evidence
16. **Replace:** Provide alternative learning experiences

**Implementation Steps:**

- Pre-assess students before beginning new units
- Document areas of mastery
- Design replacement activities that extend/enrich learning
- Monitor student engagement and progress

## **Advanced Coursework (Secondary)**

### **Available Options:**

- Differentiated assignments with higher complexity based on highly capable data
- Dual enrollment opportunities
- Online advanced courses
- Independent study projects
- Mentorship programs
- Advanced research projects

### **Requirements:**

- Student demonstrates readiness for advanced content
- Parent/student agreement for participation
- Regular progress monitoring
- Credit recovery/transcription procedures

## **Enrichment Activities**

### **Types:**

- Independent research projects
- Creative problem-solving activities
- Cross-curricular investigations
- Peer tutoring/leadership opportunities
- Academic competitions

## Documentation and Tracking

### District Matrix System

**Purpose:** Track all identified students and services provided

**Information Included:**

- Student identification data
- CogAT scores and qualification date
- Current services being provided
- Teacher(s) providing services
- Annual review dates and outcomes

### Teacher Documentation Requirements

**Service Tracking Forms:**

- Subject areas accelerated
- Curriculum compacting evidence
- Enrichment activities provided
- Progress monitoring data
- Parent communication log

**Annual Documentation:**

- Service delivery summary
- Student progress report
- Recommendations for following year
- Any concerns or modifications needed

### Student Support Team Integration

**Annual Review Process:**

- Review current services and effectiveness
- Assess continued need for services
- Plan modifications for following year
- Update district matrix

**Program Exit Criteria:** Students may exit the program when annual review determines the student no longer demonstrates need for advanced services, is being adequately served in general education, when the parent or family requests exit from services, or when the student moves out of district.

# Communication Procedures

## Website Information

### Required Content:

- Program overview and philosophy
- Identification procedures and timeline
- Service delivery options
- Referral forms and instructions
- Contact information
- Appeals process

### Annual Updates:

- Timeline for current year screenings
- Notification of referral periods
- Program evaluation results
- Staff contact changes

## Parent Communication

### Initial Identification:

- Written notification of screening results
- Explanation of qualification process
- Service delivery plan
- Annual review schedule

### Ongoing Communication:

- Progress updates through regular report cards
- Specific service delivery documentation
- Annual review meeting invitations
- Transition planning as needed

## Staff Communication

### Teacher Training:

- Annual overview of identification procedures
- Service delivery expectations
- Documentation requirements
- Resources and support available

### Administrative Updates:

- MDT meeting schedules
- Identification decisions
- Service delivery monitoring
- Program evaluation data

# Appeals Process

## Timeline

Parents have **30 days** from notification of identification decision to submit an appeal.

## Required Documentation

- Completed appeals form
- Additional evidence supporting appeal
- Specific concerns with initial decision

## Appeals Review Process

17. **Initial Review:** Administrative review of appeal materials
18. **Additional Assessment:** May include re-testing or gathering new data
19. **Appeals Committee:** Convened if needed (different members than original MDT)
20. **Final Decision:** Written notification to parents within 30 days

## Appeals Committee Composition

- District Administrator (not involved in original decision)
- Teacher representative (not involved in original decision)
- Highly Capable Coordinator or designee
- Parent representative (optional)

# Equity Considerations

## Identification Barriers

### Potential Issues:

- Cultural and linguistic differences
- Economic disadvantage
- Limited exposure to enrichment opportunities
- Test anxiety or unfamiliarity with testing formats

## Mitigation Strategies

### Multiple Data Points:

- Consider achievement across various assessments
- Include teacher observations and work samples
- Review parent input about home learning behaviors
- Consider student's growth over time

### Cultural Responsiveness:

- Train MDT members on bias recognition
- Consider alternative evidence of giftedness
- Include family perspectives on student strengths
- Review identification patterns for equity

### Support Systems:

- Provide CogAT assessments in student's native language when appropriate
- Ensure materials reflect diverse backgrounds
- Offer interpretation services as needed
- Consider nomination campaigns in underrepresented communities

## Annual Equity Review

- Analyze identification patterns by demographic groups
- Review service delivery accessibility
- Assess staff training needs
- Modify procedures as needed to improve equity

# Timeline and Calendar

## Annual Timeline

### August/September:

- Website updates with current year information
- Staff training on HC procedures
- Review district matrix for returning students

### October-January:

- Ongoing referral acceptance
- Initial screening of referrals using rubric
- CogAT testing for qualified referrals

### February:

- Universal screening of 2nd and 6th grade students
- CogAT screener administration
- Full CogAT battery for qualifying students

### March:

- MDT reviews all screening and referral data
- Identification decisions made
- Parent notifications sent

### April:

- Service delivery planning for identified students
- Appeals process begins if needed
- Transition planning for new services

### May:

- Annual review meetings for continuing students
- Service delivery documentation review
- Planning for following year

### June:

- Appeals resolution
- Final documentation and matrix updates
- Annual program evaluation

## Monthly Monitoring

### Ongoing Throughout Year:

- Teacher documentation of services
- Progress monitoring of identified students
- Adjustment of services as needed
- Communication with families

# Forms and Resources

## Required Forms

21. Parent/Guardian Referral Form (Available in English and Spanish)
22. Teacher Referral Form (Available in English and Spanish)
23. Screening Rubric Worksheet
24. Service Delivery Tracking Form
25. Annual Review Form
26. Appeals Form

## Assessment Resources

- CogAT Administration Manual
- Screening Rubric Scoring Guide
- Sample Documentation Examples
- Progress Monitoring Templates

## Professional Development

- Annual HC Training Materials
- Differentiation Strategy Resources
- Equity and Bias Training
- Assessment and Documentation Guides

## Family Resources

- Program Overview Brochure
- "What is Giftedness?" Information Sheet
- Home Support Strategies
- Community Resources List

## Contact Information

**Highly Capable Coordinator:**

Mrs. Barb Lohman

**Federal Programs Director:**

Mr. Josh Stoney

[jstoney@mmk.wednet.edu](mailto:jstoney@mmk.wednet.edu) 360-426-6767

**District Office:**

Mary M. Knight School District

## **Appendices**

**Appendix A: Washington State WAC 392-170 Requirements**

**Appendix B: Screening Rubric Detailed Scoring Guide**

**Appendix C: Service Delivery Documentation Templates**

**Appendix D: Sample Parent Communication Letters**

**Appendix E: Professional Development Resources**

**Appendix F: Annual Program Evaluation Template**

This manual is reviewed and updated annually to ensure compliance with state requirements and best practices in highly capable education.

**Last Updated:** January 2025

**Next Review Date:** June 2026

**Approved by:** \_\_\_\_\_

Superintendent Signature

# Appendix A: Washington State WAC 392-170 Requirements

## WAC 392-170-035: Definitions

**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 productivities within a specific domain. These students are present not only in the general populace, but are present within all economic, ethnic, and cultural populations. Highly capable students may also be highly capable students with disabilities.

**Students with disabilities** who are also highly capable may not demonstrate outstanding academic performance due to their disability. However, these students may demonstrate potential through their cognitive abilities, academic aptitudes, creativity, leadership, or talent areas.

## WAC 392-170-040: Identification Procedures

### Required Components:

1. **Multiple objective criteria** for identification, including:
  - Intellectual ability assessment
  - Academic achievement assessment
  - Assessment of exceptional behavior, learning characteristics, or creativity
2. **Assessment tools** must be:
  - Reliable and valid
  - Appropriate for the specific population being assessed
  - Administered by qualified personnel
3. **Identification process** must include:
  - Screening and assessment procedures
  - Multiple data points
  - Team-based decision making

### Exceptional Behaviors and Learning Characteristics:

- Demonstration of unique or outstanding creative products
- Demonstration of unusual problem-solving abilities
- Other learning characteristics indicating intellectual potential to perform academically at significantly higher levels

## **WAC 392-170-045: Referral Process**

### **Who May Refer:**

- Teachers
- Other school personnel
- Parents
- Students (self-referral)
- Community members

### **Referral Requirements:**

- Districts must have written procedures for referrals
- Referrals must be accepted throughout the school year
- Districts must review and respond to referrals in a timely manner

## **WAC 392-170-050: Assessment**

### **Assessment Requirements:**

1. **Cognitive ability assessment** using nationally normed tests
2. **Achievement assessment** in academic areas
3. **Additional assessments** as appropriate for individual students

### **Special Considerations:**

- Cultural and linguistic factors must be considered
- Alternative assessments may be used when appropriate
- Students with disabilities may require accommodated assessments

## **WAC 392-170-055: Selection Process**

### **Multi-Disciplinary Team Requirements:**

- Must include qualified personnel
- Must review multiple data sources
- Must make decisions based on established criteria

- Must document decisions and rationale

### **Decision Criteria:**

- Based on multiple objective measures
- Consider all available data
- Account for cultural and linguistic factors
- May include professional judgment when appropriate

## **WAC 392-170-060: Appeals Process**

### **Required Elements:**

- Written appeals procedures
- Timeline for submitting appeals
- Review by personnel not involved in original decision
- Written notification of appeals decision
- Reasonable timeline for appeals resolution

## **WAC 392-170-065: Service Delivery**

### **Service Requirements:**

1. **Academic acceleration** and/or **enrichment** opportunities
2. **Instructional programs** matched to student needs and abilities
3. **Social and emotional support** as needed
4. **Regular progress monitoring** and evaluation

### **Service Options May Include:**

- Advanced coursework
- Independent study
- Mentorship programs
- Specialized classes or programs
- Subject-specific acceleration
- Grade acceleration (when appropriate)

### **Program Characteristics:**

- Rigorous and challenging curriculum
- Opportunities for creative and critical thinking
- Development of research and inquiry skills
- Collaboration with intellectual peers

## **WAC 392-170-070: Professional Development**

### **Staff Training Requirements:**

- Personnel involved in identification must be trained in:
  - Characteristics of highly capable students
  - Assessment procedures and tools
  - Cultural and linguistic considerations
  - Legal requirements and procedures
- Personnel providing services must be trained in:
  - Differentiated instruction strategies
  - Curriculum compacting and acceleration
  - Social and emotional needs of highly capable students
  - Program evaluation methods

## **WAC 392-170-075: Program Evaluation**

### **Annual Review Requirements:**

1. **Student progress** in highly capable programs
2. **Effectiveness** of identification procedures
3. **Quality** of services provided
4. **Equity** in identification and service delivery
5. **Staff development** needs and outcomes

### **Data Collection:**

- Academic achievement data
- Student satisfaction surveys
- Parent feedback
- Teacher observations
- Long-term student outcomes

## **WAC 392-170-080: District Responsibilities**

### **Required Procedures:**

1. Written identification procedures
2. Written service delivery plans
3. Written appeals procedures

4. Annual program evaluation
5. Professional development plans

**Documentation Requirements:**

- Student identification records
- Service delivery documentation
- Progress monitoring data
- Appeals records
- Program evaluation reports

**Reporting Requirements:**

- Annual report to OSPI
- Data on student identification and services
- Program effectiveness measures
- Plans for program improvement

# Appendix B: Screening Rubric Detailed Scoring Guide

## Overview

This detailed scoring guide provides specific criteria and examples for applying the 40-point screening rubric consistently across all referrals and screenings.

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## Section 1: Academic Performance Indicators (12 Points Maximum)

### Assessment Data Sources by Grade Level

#### Kindergarten:

- **WA-Kids:** Use developmental milestone indicators
- **Informal Assessments:** Teacher-created assessments, portfolio evidence
- **Scoring Example:** Student demonstrates reading readiness 2+ years above expected level = 95th+ percentile range

#### Grades K-6:

- **i-Ready:** Use most recent diagnostic scores in Math and Reading
- **Calculation:** Average percentile across both subjects
- **Example:** Reading 96th percentile + Math 94th percentile = 95th percentile average = 3 points

#### Grades 7-12:

- **MAPS:** Use RIT scores converted to percentiles for Math and Reading
- **Supplemental:** Course grades in advanced classes if available

#### Grades 3-12:

- **SBAC:** Use scale scores from most recent spring administration
- **Priority:** Most recent data takes precedence over older assessments

### Scoring Criteria

Performance Level	Points per Subject	Evidence Required	Examples
95th+ percentile	3 points	Consistent high performance across multiple measures	i-Ready Reading: 650+ scale score, SBAC: Level 4
90-94th percentile	2 points	Strong performance with some variation	i-Ready Math: 620-649 scale score
85-89th percentile	1 point	Above average but not exceptional	SBAC: High Level 3 performance
Below 85th percentile	0 points	At or below grade level expectations	Scores in Level 1-2 range

### Special Considerations

- **New Students:** Use previous district assessments or request records
- **Missing Data:** Use available assessments but note limitations in team discussion
- **Students with Disabilities:** Consider accommodated assessment results
- **ELL Students:** Consider language proficiency timeline and growth patterns

## Section 2: Teacher Rating Scale (15 Points Maximum)

### Rating Categories and Scoring

#### Category 1: Count of "5" Ratings (Significantly Above Peers)

Look for characteristics marked as "5" on the teacher referral form:

Number of "5" Ratings	Points Awarded	Interpretation
7-10 items	5 points	Exceptional across multiple domains
4-6 items	3 points	Strong evidence in several areas
1-3 items	1 point	Some evidence of advanced characteristics
None	0 points	No exceptional characteristics noted

## Category 2: Count of "4" Ratings (Above Peers)

Count all items rated "4" or higher:

Number at "4+" Level	Points Awarded	Interpretation
7-10 items	5 points	Consistently above peers
4-6 items	3 points	Generally above peers
1-3 items	1 point	Some above-peer characteristics
None	0 points	No above-peer characteristics

## Category 3: Overall Pattern Analysis

Pattern Description	Points Awarded	Criteria
No ratings below "3"	5 points	All characteristics at peer level or above
Mostly "3"+ with 1-2 lower	3 points	Generally strong with minor concerns
Mixed ratings	1 point	Significant variation in characteristics
Multiple below "3"	0 points	Below peer level in multiple areas

## Characteristics Assessment Guide

### Advanced Vocabulary (Item 1):

- 5: Uses college-level words accurately in context
- 4: Uses advanced vocabulary beyond grade level
- 3: Uses grade-appropriate vocabulary
- 2: Somewhat limited vocabulary
- 1: Significantly limited vocabulary

### Intellectual Curiosity (Item 3):

- 5: Constantly asks complex "why" and "how" questions
- 4: Shows interest in many topics beyond curriculum
- 3: Shows typical curiosity for age
- 2: Limited curiosity

- 1: Shows little interest in learning

**Problem-Solving (Item 8):**

- 5: Develops multiple creative solutions independently
- 4: Tries alternative approaches when first doesn't work
- 3: Uses standard problem-solving approaches
- 2: Needs some guidance with problems
- 1: Needs significant support with problem-solving

## Section 3: Documented Evidence (9 Points Maximum)

### Area 1: Exceptional Achievement Examples (3 Points)

Score	Criteria	Examples
<b>3 Points</b>	Multiple specific examples with work samples	"Completed 5th grade math curriculum in 3rd grade with 95% accuracy. Wrote 3-page research report on quantum physics. Reads at high school level."
<b>2 Points</b>	Some specific examples provided	"Advanced in math, enjoys reading chapter books, completes work quickly."
<b>1 Point</b>	General examples without specifics	"Does well in school, seems smart."
<b>0 Points</b>	Limited or no examples provided	Vague statements or no evidence

**Required Evidence Types:**

- Academic work samples
- Assessment scores
- Performance in specific subjects
- Learning rate/pace examples
- Independent work quality

### Area 2: Advanced Learning Characteristics (3 Points)

Score	Criteria	Examples
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<b>3 Points</b>	Multiple behaviors with dates/contexts	"Independently researched ancient Egypt (Oct 2024), created detailed timeline. Asks complex questions during science lessons. Connects learning across subjects."
<b>2 Points</b>	Some specific behaviors noted	"Asks lots of questions, works independently, shows creativity in projects."
<b>1 Point</b>	General characteristics described	"Smart student, good learner."
<b>0 Points</b>	Limited or no behavioral evidence	Minimal description

**Key Behaviors to Document:**

- Independent learning examples
- Creative problem-solving instances
- Leadership in group work
- Persistence on challenging tasks
- Abstract thinking demonstrations

**Area 3: Other Relevant Factors (3 Points)**

<b>Score</b>	<b>Criteria</b>	<b>Examples</b>
<b>3 Points</b>	Comprehensive analysis of learning style/needs	"Student benefits from open-ended projects. May need support with perfectionism. Shows advanced reasoning but needs practice with written expression."
<b>2 Points</b>	Some specific considerations noted	"Works better with challenge, sometimes rushes through easy work."
<b>1 Point</b>	Basic observations provided	"Good student overall."
<b>0 Points</b>	Limited or no additional factors	No relevant information

**Factors to Consider:**

- Learning style preferences
- Social-emotional characteristics
- Cultural/linguistic background
- Potential underachievement factors

- Special circumstances or barriers

## Section 4: Teacher Recommendation (4 Points Maximum)

### Recommendation Levels and Criteria

Level	Points	Criteria	Supporting Comments Required
<b>Strongly Recommend</b>	4 points	Clear, compelling evidence across multiple areas	Specific examples of exceptional ability, detailed justification
<b>Recommend</b>	3 points	Strong evidence in most areas	Good examples with some detail
<b>Recommend with Reservations</b>	1 point	Mixed evidence or specific concerns noted	Clear statement of concerns and conditions
<b>Do Not Recommend</b>	0 points	Limited evidence or significant concerns	Explanation of why student doesn't meet criteria

### Quality of Supporting Comments

#### Strong Supporting Comments Include:

- Specific examples of advanced performance
- Comparison to other students
- Evidence of characteristics over time
- Multiple subject areas referenced
- Social-emotional considerations

**Example Strong Comment:** "Sarah consistently demonstrates exceptional mathematical reasoning, solving multi-step problems that challenge 6th graders while she's in 4th grade. She seeks out additional challenges and explains her thinking clearly to peers. Her reading comprehension is equally advanced, analyzing themes in novels typically read by middle school students. While she sometimes struggles with perfectionism, her intellectual curiosity and ability to think abstractly are remarkable for her age."

## Scoring Worksheet Template

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Section 1: Academic Performance (12 points max)**

- Reading Assessment: \_\_\_\_\_ percentile = \_\_\_\_\_ points
- Math Assessment: \_\_\_\_\_ percentile = \_\_\_\_\_ points
- **Section 1 Total** \_\_\_\_\_ /12

**Section 2: Teacher Rating Scale (15 points max)**

- Count of "5" ratings: \_\_\_\_\_ = \_\_\_\_\_ points
- Count of "4+" ratings: \_\_\_\_\_ = \_\_\_\_\_ points
- Overall pattern: \_\_\_\_\_ points
- **Section 2 Total** \_\_\_\_\_ /15

**Section 3: Documented Evidence (9 points max)**

- Achievement examples \_\_\_\_\_ /3
- Learning characteristics \_\_\_\_\_ /3
- Other factors \_\_\_\_\_ /3
- **Section 3 Total** \_\_\_\_\_ /9

**Section 4: Teacher Recommendation (4 points max)**

- Recommendation level: \_\_\_\_\_
- **Section 4 Total** \_\_\_\_\_ /4

**FINAL TOTAL** \_\_\_\_\_ /40

**Decision Range:**

- [ ] 32-40: Strongly Consider for CogAT
- [ ] 24-31: Consider for CogAT (Team Review)
- [ ] 16-23: Team Discussion Required
- [ ] 0-15: Does Not Meet Criteria

**Team Notes:**

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# Appendix C: Service Delivery Documentation Templates

## Template 1: Individual Service Plan

### Student Information:

- Name: \_\_\_\_\_
- Grade: \_\_\_\_\_ School Year: \_\_\_\_\_
- Date of Qualification: \_\_\_\_\_
- CogAT Composite Score: \_\_\_\_\_

### Identification Summary:

- Referral Source: \_\_\_\_\_
  - Screening Rubric Score: \_\_\_\_\_
  - Primary Areas of Strength: \_\_\_\_\_
- 

### Service Delivery Plan:

#### Content Acceleration

Subject Area: \_\_\_\_\_ Current Grade Level Content: \_\_\_\_\_  
Accelerated Content Level: \_\_\_\_\_ Materials/Resources: \_\_\_\_\_  
Timeline: \_\_\_\_\_ Progress Monitoring Method: \_\_\_\_\_

#### Curriculum Compacting

Subject Area: \_\_\_\_\_ Pre-Assessment Method: \_\_\_\_\_  
Documented Mastery: \_\_\_\_\_ Replacement Activities: \_\_\_\_\_  
Timeline: \_\_\_\_\_

#### Enrichment Activities

Activity Description: \_\_\_\_\_ Learning Objectives: \_\_\_\_\_  
Timeline/Frequency: \_\_\_\_\_ Assessment Method: \_\_\_\_\_

### Implementation Notes:

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**Team Signatures:**

- Classroom Teacher: \_\_\_\_\_
- HC Coordinator: \_\_\_\_\_
- Principal: \_\_\_\_\_
- Parent/Guardian: \_\_\_\_\_

**Date Implemented:** \_\_\_\_\_ **Next Review Date:** \_\_\_\_\_

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## Template 2: Weekly Service Tracking Log

**Student:** \_\_\_\_\_ **Week of:** \_\_\_\_\_

Day	Service Type	Subject Area	Activities/Content	Time Spent	Notes
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

**Service Types:** CA = Content Acceleration, CC = Curriculum Compacting, EN = Enrichment

**Weekly Summary:**

- Total service time: \_\_\_\_\_
- Student engagement level: \_\_\_\_\_
- Challenges encountered: \_\_\_\_\_
- Successes noted: \_\_\_\_\_
- Adjustments needed: \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# Template 3: Content Acceleration Documentation

Student: \_\_\_\_\_ Subject: \_\_\_\_\_

## Acceleration Decision

Current Grade Placement: \_\_\_\_\_ Content Grade Level: \_\_\_\_\_

Justification for Acceleration:

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## Pre-Acceleration Assessment

Assessment Method: \_\_\_\_\_ Score/Results: \_\_\_\_\_ Date

Administered: \_\_\_\_\_ Mastery Level Demonstrated: \_\_\_\_\_

## Acceleration Implementation Plan

Materials Being Used: \_\_\_\_\_ Instructional Methods: \_\_\_\_\_ Pacing

Schedule: \_\_\_\_\_ Support Needed: \_\_\_\_\_

## Progress Monitoring Schedule

Date	Assessment Method	Score/Results	Next Steps
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## Quarterly Review

Quarter: \_\_\_\_\_ Year: \_\_\_\_\_ Progress Summary: \_\_\_\_\_

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Student Self-Assessment: \_\_\_\_\_

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Parent Feedback: \_\_\_\_\_

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Continue/Modify/Discontinue: \_\_\_\_\_ Justification: \_\_\_\_\_

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## Template 4: Curriculum Compacting Record

Student: \_\_\_\_\_ Unit/Topic: \_\_\_\_\_

### Step 1: Assessment of Prior Knowledge

Pre-Assessment Method: \_\_\_\_\_ Date Administered: \_\_\_\_\_

#### Results Summary:

- Mastered concepts: \_\_\_\_\_
- Needs instruction: \_\_\_\_\_
- Areas of strength: \_\_\_\_\_

### Step 2: Documentation of Mastery

Evidence of Mastery:  Pre-test score: \_\_\_\_\_ (% accuracy)  Work samples attached  Demonstration/performance  Other: \_\_\_\_\_

#### Concepts to Eliminate from Instruction:

\_\_\_\_\_  
\_\_\_\_\_

### Step 3: Replacement Activities

#### Alternative Learning Experiences:

\_\_\_\_\_  
\_\_\_\_\_

Timeline: \_\_\_\_\_ Resources Needed: \_\_\_\_\_

#### Assessment of Replacement Activities:

\_\_\_\_\_

### Compacting Results

Time Saved: \_\_\_\_\_ Student Engagement: \_\_\_\_\_

Learning Outcomes: \_\_\_\_\_ Recommendations for Future Units: \_\_\_\_\_

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## Template 5: Enrichment Activity Plan

Activity Title: \_\_\_\_\_ Student(s): \_\_\_\_\_

Duration: \_\_\_\_\_

### Learning Objectives

Primary Objective: \_\_\_\_\_

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### Secondary Objectives:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Activity Description

Overview: \_\_\_\_\_

---

Materials Needed: \_\_\_\_\_ Space/Location: \_\_\_\_\_ Adult

Supervision Required: \_\_\_\_\_

### Implementation Steps

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Assessment Plan

Formative Assessment:

---

Summative Assessment:

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**Success Criteria:**

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## **Reflection and Evaluation**

### **Student Self-Reflection Questions:**

1. What did you learn from this activity?
2. What was most challenging?
3. What would you do differently next time?
4. How does this connect to other learning?

### **Teacher Evaluation:**

- Student engagement: \_\_\_\_\_
  - Learning objective achievement: \_\_\_\_\_
  - Skill development observed: \_\_\_\_\_
  - Recommendations for future activities: \_\_\_\_\_
- 
- 

## **Template 6: Monthly Progress Report**

**Student:** \_\_\_\_\_ **Month/Year:** \_\_\_\_\_

### **Services Provided This Month**

#### **Content Acceleration:**

- Subject(s): \_\_\_\_\_
- Progress made: \_\_\_\_\_
- Challenges: \_\_\_\_\_

#### **Curriculum Compacting:**

- Units compacted: \_\_\_\_\_
- Replacement activities: \_\_\_\_\_
- Student response: \_\_\_\_\_

#### **Enrichment Activities:**

- Activities completed: \_\_\_\_\_

- Skills developed: \_\_\_\_\_
- Interest areas explored: \_\_\_\_\_

## Academic Performance

**Assessment Results:**

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**Work Quality:**

---

**Participation Level:**

---

## Social-Emotional Observations

**Peer Interactions:**

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**Self-Advocacy:**

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**Motivation/Engagement:**

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## Parent Communication Log

Date	Method	Topic	Follow-up Needed
------	--------	-------	---------------------

## Recommendations for Next Month

**Continue:**

---

**Modify:**

---

**Add:**

---

**Discontinue:**

---

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

---

## Template 7: Annual Service Review

**Student:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

### Year in Review

**Services Provided:**  Content Acceleration in: \_\_\_\_\_  Curriculum Compacting  
in: \_\_\_\_\_  Enrichment Activities: \_\_\_\_\_  Other:

---

### Academic Growth Summary

#### Quantitative Data:

- Beginning of year assessments: \_\_\_\_\_
- End of year assessments: \_\_\_\_\_
- Growth demonstrated: \_\_\_\_\_

#### Qualitative Observations:

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### Service Effectiveness Evaluation

#### Most Effective Services:

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#### Least Effective Services:

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**Student Preferences:**

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**Parent Feedback:**

---

**Recommendations for Next Year**

**Continue Same Services:**  Yes  No **Modify Current Services:**

---

**Add New Services:**

---

**Areas for Growth:**

---

**Transition Planning**

**Grade Placement for Next Year:** \_\_\_\_\_ **Teacher Communication Needs:**

---

**Special Considerations:**

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**Review Team Signatures:**

- Current Teacher: \_\_\_\_\_
- Receiving Teacher: \_\_\_\_\_
- HC Coordinator: \_\_\_\_\_
- Principal: \_\_\_\_\_

**Date of Review:** \_\_\_\_\_ **Next Review Date:** \_\_\_\_\_

# Appendix D: Sample Parent Communication Letters

## Letter 1: Universal Screening Notification

**Mary M. Knight School District**

[District Address]

[Phone] | [Email] | [Website]

[Date]

Dear Parents and Families of 2nd and 6th Grade Students,

**Subject: Highly Capable Program Universal Screening**

Mary M. Knight School District is committed to identifying and serving students who demonstrate exceptional academic abilities. As part of this commitment, we conduct annual universal screening for students in grades 2 and 6.

**What is Universal Screening?** Universal screening means that ALL students in these grade levels will take a brief assessment to identify those who may benefit from highly capable program services. This screening is provided at no cost to families.

**Screening Process:**

- **When:** February 2025 (specific dates will be announced)
- **What:** CogAT Screener (approximately 30 minutes)
- **Where:** During regular school hours in your child's classroom
- **Who:** All 2nd and 6th grade students

**Next Steps:** Students who score at the 95th percentile or higher on the screener will be invited to take the full CogAT assessment for possible qualification for highly capable services.

**Additional Information:**

- This screening does not replace the referral process, which remains open year-round
- Parents may also refer their child at any time using our referral forms
- Students not identified through screening may still be referred for individual assessment

**Questions?** Please contact [HC Coordinator Name] at [email] or [phone] if you have questions about the screening process or highly capable services.

We look forward to supporting all students in reaching their full potential.

Sincerely,

[Principal Name]  
Principal

[HC Coordinator Name]  
Highly Capable Coordinator

---

## Letter 2: Qualification Notification

### Mary M. Knight School District

[District Address]

[Phone] | [Email] | [Website]

[Date]

Dear [Parent/Guardian Name],

### Subject: Highly Capable Program Qualification - [Student Name]

**Congratulations!** We are pleased to inform you that [Student Name] has qualified for highly capable program services through Mary M. Knight School District.

#### Assessment Results:

- CogAT Composite Score: [Score] ([Percentile] percentile)
- Screening Rubric Total: [Score]/40 points
- Qualification Date: [Date]

**What This Means:** [Student Name] has demonstrated exceptional academic ability and will benefit from specialized educational services designed to match their advanced learning needs.

#### Next Steps:

1. **Service Planning Meeting:** We will schedule a meeting within the next two weeks to develop [Student Name]'s individual service plan
2. **Service Implementation:** Services will begin as soon as the plan is finalized
3. **Progress Monitoring:** We will regularly monitor [Student Name]'s progress and adjust services as needed

**Available Services:** Based on [Student Name]'s strengths and needs, services may include:

- Content acceleration in specific subject areas
- Curriculum compacting to eliminate redundant instruction
- Enrichment activities to extend and deepen learning
- Advanced coursework options (for secondary students)

**Your Role:** Your partnership is essential to [Student Name]'s success. We encourage you to:

- Communicate regularly with teachers about [Student Name]'s experience
- Share insights about [Student Name]'s interests and learning style
- Support challenging academic work at home
- Attend annual review meetings

**Contact Information:** Please contact me at [email] or [phone] to schedule the service planning meeting or if you have any questions.

We are excited to work with you in supporting [Student Name]'s continued academic growth.

Sincerely,

[HC Coordinator Name]  
Highly Capable Coordinator

**Attachments:**

- Highly Capable Program Overview
- Parent Resources for Supporting Advanced Learners

---

## Letter 3: Non-Qualification Notification

**Mary M. Knight School District**

[District Address]

[Phone] | [Email] | [Website]

[Date]

Dear [Parent/Guardian Name],

**Subject: Highly Capable Program Assessment Results - [Student Name]**

Thank you for your interest in highly capable program services for [Student Name]. We have completed the assessment process and want to share the results with you.

**Assessment Results:** After careful review by our Multi-Disciplinary Team, [Student Name] did not meet the qualification criteria for highly capable program services at this time.

**Assessment Summary:**

- CogAT Composite Score: [Score] ([Percentile] percentile)
- Screening Rubric Total: [Score]/40 points
- Qualification Threshold: 95th percentile (32+ rubric points)

**What This Means:** While [Student Name] demonstrates many academic strengths, the assessment results indicate that specialized highly capable services are not needed at this time. [Student Name] can continue to thrive in the regular education program with appropriate challenge and support.

**Supporting [Student Name] at School:** We remain committed to meeting [Student Name]'s educational needs through:

- Differentiated instruction in the regular classroom
- Challenge activities and enrichment opportunities
- Individual support as needed
- Ongoing progress monitoring

**Re-Referral Opportunity:** Students may be re-referred for assessment at any time if new evidence suggests they would benefit from highly capable services. Factors that might support future referral include:

- Significant academic growth or achievement
- Development of new interests or talents
- Changes in learning characteristics or behaviors
- Teacher observations of advanced abilities

**Appeals Process:** If you believe this decision should be reconsidered, you have the right to appeal within 30 days of this notification. Appeals forms and procedures are available on our website at [website] or by contacting the district office.

**Questions?** Please don't hesitate to contact me at [email] or [phone] if you have questions about these results or ways to support [Student Name]'s continued academic growth.

Thank you for your partnership in [Student Name]'s education.

Sincerely,

[HC Coordinator Name]  
Highly Capable Coordinator

---

**Letter 4: Annual Review Meeting Invitation**

**Mary M. Knight School District**

[District Address]

[Phone] | [Email] | [Website]

[Date]

Dear [Parent/Guardian Name],

**Subject: Annual Review Meeting - [Student Name]**

It's time for [Student Name]'s annual highly capable program review! This meeting is an important opportunity to evaluate the effectiveness of current services and plan for the upcoming school year.

**Meeting Details:**

- **Date:** [Date]
- **Time:** [Time]
- **Location:** [Location]
- **Duration:** Approximately 45 minutes

**Meeting Participants:**

- [Student Name] (if age-appropriate)
- [Parent/Guardian Names]
- [Current Teacher Name]
- [HC Coordinator Name]
- [Principal Name] (if available)

**Meeting Agenda:**

1. Review of current services and student progress
2. Assessment of service effectiveness
3. Discussion of [Student Name]'s academic and social-emotional growth
4. Planning for next school year's services
5. Goal setting and next steps

**Please Come Prepared to Discuss:**

- [Student Name]'s experiences with current services
- Areas where [Student Name] is thriving
- Any concerns or challenges you've observed
- [Student Name]'s interests and goals for next year
- Your questions or suggestions for the program

**Unable to Attend?** If you cannot attend at the scheduled time, please contact me immediately to reschedule. Your participation is valuable to the review process.

**Review Documents:** Attached you will find:

- Summary of services provided this year
- [Student Name]'s progress data
- Teacher observations and recommendations

Please review these materials before our meeting and bring any questions you may have.

**Contact Information:** Please confirm your attendance or request a different time by contacting me at [email] or [phone] by [date].

We look forward to celebrating [Student Name]'s growth and planning for continued success.

Sincerely,

[HC Coordinator Name]  
Highly Capable Coordinator

---

## **Letter 5: Service Modification Notification**

**Mary M. Knight School District**

[District Address]

[Phone] | [Email] | [Website]

[Date]

Dear [Parent/Guardian Name],

# Appendix E: Annual Program Evaluation Template

## Mary M. Knight School District

### Highly Capable Program Annual Evaluation

School Year: 2025-2026

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## Executive Summary

Evaluation Period: \_\_\_\_\_ Evaluation Completed By: \_\_\_\_\_ Date of Completion: \_\_\_\_\_

### Key Findings:

- Total students served: \_\_\_\_\_
- New identifications: \_\_\_\_\_
- Program exits: \_\_\_\_\_
- Overall program effectiveness rating: \_\_\_\_\_

### Major Recommendations:

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- 

## Section 1: Student Identification and Demographics

### 1.1 Identification Numbers

Category	Number	Percentage of Total Enrollment
Total Students Identified		

New Identifications This Year

Students Continuing Services

Students Exiting Program

## 1.2 Identification by Grade Level

Grade	Students Identified	Total Grade Enrollment	Percentage
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

## 1.3 Demographics of Identified Students

Demographic Category	Number	Percentage	District Percentage	Equity Analysis
Male				
Female				
American Indian/Alaska Native				

Asian

Black/African American

Hispanic/Latino

Native Hawaiian/Pacific  
Islander

White

Two or More Races

English Language Learners

Students with Disabilities

Low-Income (Free/Reduced  
Lunch)

## 1.4 Equity Analysis Summary

### Areas of Strength:

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### Areas of Concern:

---

### Recommended Actions:

---

---

## Section 2: Identification Process Evaluation

### 2.1 Universal Screening Results

#### Grade 2 Screening:

- Total students screened: \_\_\_\_\_
- Students scoring 95th+ percentile: \_\_\_\_\_
- Students advancing to full CogAT: \_\_\_\_\_
- Students qualifying for services: \_\_\_\_\_

**Grade 6 Screening:**

- Total students screened: \_\_\_\_\_
- Students scoring 95th+ percentile: \_\_\_\_\_
- Students advancing to full CogAT: \_\_\_\_\_
- Students qualifying for services: \_\_\_\_\_

**2.2 Referral Process Results**

<b>Referral Source</b>	<b>Number of Referrals</b>	<b>Proceeded to Assessment</b>	<b>Qualified for Services</b>
Parent/Guardian			
Teacher			
Self-Referral			
Other Staff			
<b>Total</b>			

**2.3 Assessment Process Evaluation**

**CogAT Administration:**

- Total assessments administered: \_\_\_\_\_
- Average time per assessment: \_\_\_\_\_
- Assessment completion rate: \_\_\_\_\_
- Technical difficulties encountered: \_\_\_\_\_

**Screening Rubric Application:**

- Average rubric score for qualified students: \_\_\_\_\_
- Average rubric score for non-qualified students: \_\_\_\_\_
- Most common scoring patterns: \_\_\_\_\_

**2.4 Multi-Disciplinary Team (MDT) Effectiveness**

**Meeting Statistics:**

- Number of MDT meetings held: \_\_\_\_\_
- Average meeting duration: \_\_\_\_\_
- Decisions reviewed: \_\_\_\_\_
- Unanimous decisions: \_\_\_\_\_
- Split decisions requiring discussion: \_\_\_\_\_

**Team Member Feedback:**

- Process efficiency rating: \_\_\_\_\_
  - Decision confidence rating: \_\_\_\_\_
  - Areas for improvement: \_\_\_\_\_
- 

## **Section 3: Service Delivery Evaluation**

### **3.1 Services Provided**

<b>Service Type</b>	<b>Number of Students</b>	<b>Primary Grade Levels</b>	<b>Effectiveness Rating</b>
Content Acceleration			
Curriculum Compacting			
Enrichment Activities			
Advanced Coursework			
Independent Study			

### **3.2 Service Delivery by Subject Area**

<b>Subject Area</b>	<b>Students Served</b>	<b>Service Type Most Common</b>	<b>Teacher Feedback</b>
Mathematics			
Reading/Language Arts			
Science			
Social Studies			
Arts			
Other			

### **3.3 Teacher Implementation**

**Documentation Compliance:**

- Teachers submitting required documentation: \_\_\_\_\_
- Average documentation quality rating: \_\_\_\_\_
- Most common documentation challenges: \_\_\_\_\_

**Service Delivery Confidence:**

- Teachers reporting high confidence: \_\_\_\_\_
- Teachers requesting additional support: \_\_\_\_\_
- Most requested professional development topics: \_\_\_\_\_

## Section 4: Student Outcomes

### 4.1 Academic Performance

**Achievement Data Analysis:**

- Average growth in accelerated subjects: \_\_\_\_\_
- Comparison to district averages: \_\_\_\_\_
- Students meeting/exceeding growth targets: \_\_\_\_\_

**Assessment Results:**

Assessment	HC Students Average	District Average	Difference
i-Ready Reading			
i-Ready Math			
SBAC ELA			
SBAC Math			

### 4.2 Student Engagement and Satisfaction

**Student Survey Results (if applicable):**

- Students reporting increased engagement: \_\_\_\_\_
- Students finding appropriate challenge level: \_\_\_\_\_
- Students satisfied with services: \_\_\_\_\_
- Areas for improvement mentioned: \_\_\_\_\_

### 4.3 Long-term Outcomes

#### High School Course-Taking Patterns:

- HC students in advanced/AP courses: \_\_\_\_\_
  - Graduation rate: \_\_\_\_\_
  - Post-secondary enrollment: \_\_\_\_\_
- 

## Section 5: Parent and Family Engagement

### 5.1 Communication Effectiveness

#### Parent Survey Results:

- Parents satisfied with communication: \_\_\_\_\_
- Parents understanding service delivery: \_\_\_\_\_
- Parents seeing growth in their child: \_\_\_\_\_

#### Communication Methods Used:

- Website information updates: \_\_\_\_\_
- Individual meetings held: \_\_\_\_\_
- Written notifications sent: \_\_\_\_\_
- Phone/email contacts: \_\_\_\_\_

### 5.2 Parent Feedback Themes

#### Positive Feedback:

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#### Areas for Improvement:

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#### Suggestions Received:

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## Section 6: Appeals and Concerns

**6.1 Appeals Process**

**Appeals Submitted:**

- Number of appeals: \_\_\_\_\_
- Appeal outcomes (upheld/denied): \_\_\_\_\_
- Average appeal resolution time: \_\_\_\_\_
- Appeal process satisfaction: \_\_\_\_\_

**6.2 Concerns and Complaints**

**Issues Raised:**

- Identification process concerns: \_\_\_\_\_
- Service delivery concerns: \_\_\_\_\_
- Communication concerns: \_\_\_\_\_
- Other concerns: \_\_\_\_\_

**Resolution Actions:**

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**Section 7: Resource and Budget Analysis**

**7.1 Staffing**

**Personnel Involved:**

- HC Coordinator time allocation: \_\_\_\_\_
- Teacher time for service delivery: \_\_\_\_\_
- Assessment administration time: \_\_\_\_\_
- Administrative support time: \_\_\_\_\_

**7.2 Materials and Resources**

**Expenditures This Year:**

- Assessment materials: \_\_\_\_\_
- Instructional resources: \_\_\_\_\_
- Professional development: \_\_\_\_\_
- Technology/software: \_\_\_\_\_
- **Total Program Costs:** \_\_\_\_\_

**Cost Per Student Served:** \_\_\_\_\_

### 7.3 Resource Effectiveness

Most Valuable Resources:

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Underutilized Resources:

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Additional Resources Needed:

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## Section 8: Professional Development Impact

### 8.1 Training Provided

Training Topic	Hours	Participants	Effectiveness Rating
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### 8.2 Staff Confidence and Competency

Pre/Post Training Assessments:

- Average confidence increase: \_\_\_\_\_
- Skills most improved: \_\_\_\_\_
- Areas still needing development: \_\_\_\_\_

### 8.3 Training Needs for Next Year

Priority Areas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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## **Section 9: Program Strengths and Challenges**

### **9.1 Program Strengths**

**Identification Process:**

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**Service Delivery:**

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**Staff Capacity:**

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**Community Support:**

---

### **9.2 Program Challenges**

**Systemic Challenges:**

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**Resource Challenges:**

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**Implementation Challenges:**

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**External Challenges:**

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### **9.3 Lessons Learned**

**What Worked Well:**

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**What Didn't Work:**

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Unexpected Outcomes:

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## Section 10: Recommendations and Action Plan

### 10.1 Immediate Actions (Next 3 Months)

Action Item	Responsible Party	Timeline	Resources Needed
-------------	-------------------	----------	------------------

### 10.2 Short-term Goals (Next School Year)

Goal	Success Measures	Responsible Party	Timeline
------	------------------	-------------------	----------

### 10.3 Long-term Vision (3-5 Years)

Program Goals:

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Capacity Building Needs:

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Sustainability Planning:

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## Section 11: State Reporting Requirements

## 11.1 WAC 392-170 Compliance Checklist

- Identification procedures implemented
- Multiple data points used in identification
- Services provided to all identified students
- Appeals process available and utilized
- Annual program evaluation completed
- Professional development provided
- Equity considerations addressed

## 11.2 Data for State Reporting

### Student Count Data:

- Total HC students served: \_\_\_\_\_
- By grade level: \_\_\_\_\_
- By demographic categories: \_\_\_\_\_

### Service Data:

- Types of services provided: \_\_\_\_\_
  - Duration of services: \_\_\_\_\_
  - Setting of services: \_\_\_\_\_
- 

## Evaluation Team Signatures

Highly Capable Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Review Date for Next Evaluation: \_\_\_\_\_

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## Appendices to Annual Evaluation

**Appendix A:** Student Achievement Data Tables

**Appendix B:** Parent Survey Results

**Appendix C:** Teacher Feedback Summary

**Appendix D:** Budget Detail Report

**Appendix E:** Professional Development Records

**Appendix F:** Appeals Documentation

**Appendix G:** Compliance Documentation