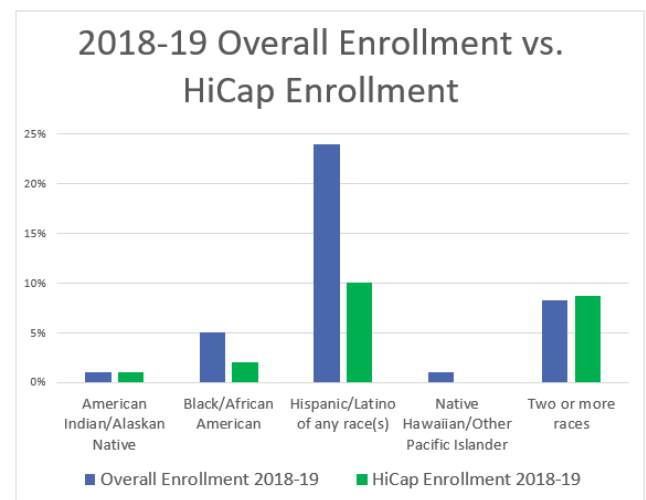
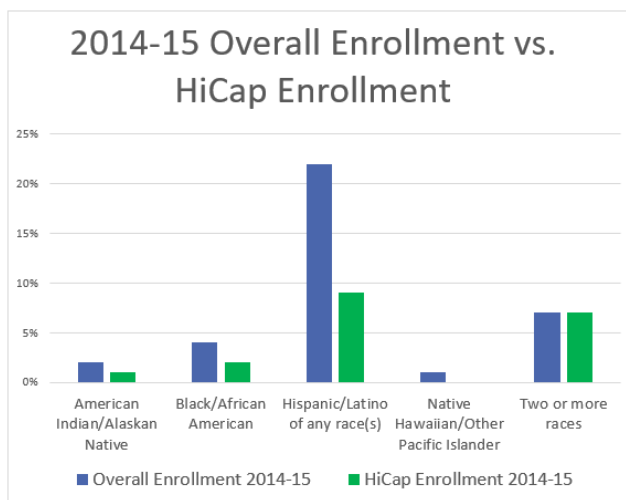


WSPTA recognizes that despite significant legislative and executive policy groundwork, demographic data shows that highly capable (HiCap) services still are not reaching all Washington state students equitably.

Background

- Despite bills passed in 2017⁽¹⁾ and 2018⁽²⁾ that “prioritize equitable identification of low-income students,” Washington hasn’t made any progress applying an equity lens to broadly offering highly capable programs. In fact, the number of low-income students enrolled in highly capable programs has gone down.”⁽³⁾
- Gifted children in poverty and from minority groups are 2.5 times less likely to be identified for, and in, gifted and talented programs in schools.⁽⁴⁾



Source: OSPI Report to the Legislature, 2018⁽⁵⁾ (2015 data⁽⁶⁾ for comparison, 2015 ELL data unavailable)

- Many districts create barriers to accessing HiCap services by:
 - Requiring a parent or teacher to refer a student in order for them to be screened for HiCap services. Students who are low-income; Black, Indigenous, and People of Color; multilanguage learners; and female continue to be referred for HiCap screening significantly less often than other groups. Most students are never considered.
 - Scheduling testing after school, during the weekend, and/or at an unfamiliar or distant location is a barrier for many families, including those with alternative work schedules or limited transportation.
 - Continuing to use subjective criteria, single pathway options, and/or allow single criteria to disqualify students from identification.

(please continue to next page)

For More Information

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For more information on the WSPTA advocacy program, please visit our website.

- Identifying low-income students with high potential early closes the opportunity gap:⁽⁷⁾⁽⁸⁾⁽⁹⁾⁽¹⁰⁾
 - Students with high potential who do not receive the services they need often underachieve, develop behavior challenges, and even disengage from school entirely.⁽¹¹⁾
 - Students with high potential who are not appropriately challenged do not get the opportunity to develop the study skills, self-discipline, persistence, and strong work ethic that other students are developing during their school experience.⁽¹²⁾
- Data for highly capable students do not facilitate analysis of policy impact, community accountability, or identifying clear opportunities for improvement.

Proposed Solutions

Washington State PTA shall initiate and/or support legislation or policies that:

- Achieve equity for traditionally under-represented and under-served student populations through universal screening and access to high quality Highly Capable (HiCap) services.
- Require OSPI to publish HiCap demographic data by district.
- Ensure educators and staff serving HiCap students receive effective professional development in the academic, social, and emotional needs of HiCap students.

Citations

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- (3) 2021-22 WSPTA Legislative Priority: Equitable Identification and Services for Highly Capable Students, <https://www.wastatepta.org/wp-content/uploads/2022/01/HiCap-Equity-revJan2022.pdf>
- (4) National Association for Gifted Children (2018). <http://www.nagc.org/giftedness-knows-no-boundaries>
- (5) <https://www.k12.wa.us/sites/default/files/public/communications/2018-12-UPDATE-Highly-Capable-Students.pdf>
- (6) OSPI data 2014-15 (no longer available online, but formerly available at these links):
<http://www.k12.wa.us/HighlyCapable/HiCapPLUS/DemographicsPieChart.xlsx>,
<http://www.k12.wa.us/HighlyCapable/HiCapPLUS/2014-15StudentReport.xlsx>
- (7) Yaluma & Tyner (2018). [Is There a Gifted Gap? Gifted Education in High-Poverty Schools | The Thomas B. Fordham Institute](#)
- (8) VanTassel-Baska & Stambaugh (2007). [Overlooked Gems: A National Perspective on Low-Income Promising Learners](#). A Joint Publication of the National Association for Gifted Children and the Center for Gifted Education, College of William & Mary.
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- (11) Grissom, et al (2017). [Teacher and Principal Diversity and the Representation of Students of Color in Gifted Programs: Evidence from National Data](#). Elementary School Journal 117, no. 3, p. 396–422.
- (12) Lubinsky & Benbow (2006). [Study for Mathematically Precocious Youth After 35 Years. Perspectives on Psychological Science](#). Volume 1, Number 4. p. 316-345.