CEDARS Gifted Values and Exit Codes Webinar

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January 15, 2014

Why Gifted Reporting In CEDARS?

O To reduce the paperwork burden on districts for HCP reporting

O To streamline reporting

O To use the existing data systems
  - District: Student Information System
  - OSPI: CEDARS

O To use the Pre-population function for the HCP End-of-Year Report

O For state-wide data on number of HCP students and how students are served

O For improved and more consistent data quality

2013-14 School Year Changes

Reason for Changes

- To align with reporting with the amended RCW 28A.185 and WAC 392-170
- New gifted Values are based on program/services a student received
- Exit Codes are aligned to allowable reasons for exiting a student from the District's HCP

Changes

- Gifted Values
  - 3, 28, & 29 were retired
    - Based on fund source
  - 32, 33, 34, 35
    - Based on program/services
- Exit Codes
  - Identified allowable Exit Codes for HCP
  - New Exit Codes were added

Students Assigned Gifted Values

O Districts are to assign Gifted Value(s) only to those students :

- Who have been selected by the Multidisciplinary Selection Committee for the district's HCP; **and**

- Whose parent/legal guardian has granted written permission for the child to be placed in the district's HCP and to receive HCP service(s).

Secondary Students

O Districts are to assign the Gifted Value only to secondary students who have been formally identified and selected for inclusion in the district's HCP.

O Do not code all students enrolled in AP, IB, running start (or similar type course) with the Gifted value as not all students who enroll in these courses have been placed in the district's HCP.

New Gifted Values

The new Gifted Values are to be assigned to **Identified HCP Students** who received HCP services at any point during the 2013–2014 school year.

O 32—Gifted—services or programs provided in the regular classroom

O 33—Gifted—services or programs provided in a unique highly capable program

O 34—Gifted—services or programs provided through acceleration

O 35—Gifted—services or programs provided outside the traditional school setting

Gifted Value 32

O 32—Gifted—services or programs provided in the regular classroom

O *HCP student receives services in the regular classroom through options such as cluster grouping, enrichment, differentiated instruction, etc.*

Gifted Value 33

O 33—Gifted—services or programs provided in a unique highly capable program

O *HCP student receives services in a learning environment unique to the highly capable program such as self-contained classroom, multi-age classroom, pull-out services, or part-time grouping outside the regular classroom, etc.*

Gifted Value 34

O 34—Gifted—services or programs provided through acceleration

O *HCP student receives services through* access to accelerated curriculum or instruction *such as Advanced Placement (AP), International Baccalaureate, running start, advanced subject placement, grade level advancement, early entrance or access to college level coursework, etc.*

Gifted Value 35

O 35—Gifted—services or programs provided outside the traditional school setting

O *HCP student receives services provided outside the regular classroom such as mentorships, collaborative partnerships with industry, cooperative arrangements with ESD/higher education/other districts, competitions, summer enrichment, etc.*

Which Gifted Value

O The Gifted Values are broad so that the district may determine which value best fits the program/service.

O Assign one gifted value for one program/service.

O If a program/service could fit more than one value, decide which value is the primary service type and assign that value.

Example

○ A student receives services in regular classroom for reading, science, social studies through cluster grouping, curriculum compacting, and independent study. The same student receives math instruction at the 4th grade level (subject level advancement). The student stays in the regular classroom, but the teacher uses Grade 4 curriculum materials (another option is to have student go to Grade 4 classroom).

▪ Primary service type for reading, science, and social studies is through strategies employed by the general education teacher to grade level content in the regular classroom.

- Assign CEDARS Gifted Value 32 – Served in regular classroom

▪ Primary service type for mathematics is acceleration by providing student access to appropriate grade level curriculum.

- Assign CEDARS Gifted Value 34 - Acceleration

Example

O A high school student is enrolled in two AP courses and has an internship that was arranged by the HCP coordinator.

- AP/IB courses provide students accelerated content and instruction.
  - Assign CEDARS Gifted Value 34 – Acceleration

- Internship was arranged as part of the HCP services provided at the high school level but takes place outside the traditional school setting.
  - Assign CEDARS Gifted Value 35 – Outside traditional school setting

Reporting Guidance for Gifted Values

1. Assign District **HCP identified students** with gifted value(s) based on program/services received

o   Students receiving multiple HCP services may be assigned multiple Gifted Codes.

o   Continue to report until they have been exited from the Highly Capable Program.

Reporting Guidance for Gifted Values

2. Indicate start date for the date the student begins receiving services or is placed in the District HCP

O Report students by the initial date a student first began in the program across school years

Reporting Guidance for Gifted Values

Assigning multiple Gifted Values to a Student

O A separate record must be created for each Gifted value assigned to a student. In this instance, the student will appear with more than one record within File I.

O Example: A Grade 3 student is served in regular classroom with cluster grouping and curriculum compacting strategies. The student is subject advanced for math. Assigned values 32 and 34.

Reporting Guidance for Gifted Values

For students re-entering the district HCP after a formal exit from the program

O   Assign a new record and new start date.

HCP Exit Codes

O Exit codes have been aligned to program requirements for providing a Grades K–12 continuum of services to an identified HCP student from point of placement in program.

O Use the Exit code that corresponds to the reason a student is exited from the district's HCP.

Allowable HCP Exit Codes

- O B—Graduated
- O C—No longer enrolled
- O D—Opted out of program (student/parent/guardian withdrew from program)
- O H—End of school year transition
- O I—Student no longer qualifies for gifted program services based upon multiple objective assessment results (only for use with Gifted Programs)
- O J—Program service no longer available due to change in RCW 28A.185 and WAC 392-170
- O K—Parent/Guardian/Student declined services for this year only

Reporting Guidance for Exit Codes

For students exiting the district's HCP

O Indicate the date a student exits from the program and is no longer receiving services.

O Report the exit date in Element I08— Program Exit Date

O Report the appropriate exit reason code in Element I09.

Exit Code H- End-of-school year transition

O If a district's policy or SIS restriction requires the district to exit students at the end of each school year for year-end transition purposes, use Exit Code H—End-of-school year transition for Element I09.

O Checks and balances should be in place to ensure that the appropriate students are reported as re-entering at the start of the new school year.
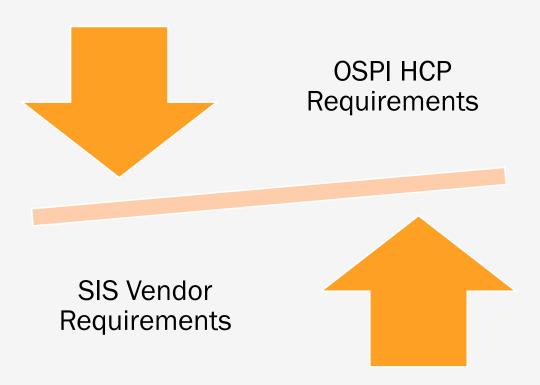
Updating Students Coded with Retired Values

O Assign New Gifted Value(s) to previously identified students

- For example, students coded as 3, 28, or 29 from the 2012-13 school year need to be assigned a new valid value according to the services they receive.

Updating Records Over Time

Updating Records Over Time

OSPI HCP Requirements

O For Gifted Value assignments that do not change from year to year, OSPI does not require districts to enter a new start and/or end date.

▪ Reporting is ongoing for district not entering end dates.

▪ If district end-dates student records, then district must enter a new start date each year.

▪ If HCP service changes, a new value must be assigned based on the services provided.

SIS Vendor Requirements

O Some Student Information System vendors require districts to end date all identifiers for students at the end of each school year.

▪ In this situation, the district must enter a new start date each school year.

Reporting Timeframe

O There are not set timelines for when reporting is to be completed or updated throughout the year.

- Assignment of Gifted Values needs to be completed and checked for accuracy for reporting data in the HCP End-of-Year Report in the late spring.

Reporting Timeline Pros & Cons

Advantages of Early Reporting

O Verify data prior to EOY submission

O Plenty of time for checking data accuracy, making any needed corrections, and coordinating efforts between HCP and Data staff

O Run Gifted Reports for program evaluation

O Establishes communication and data entry pattern between HCP and Data staff
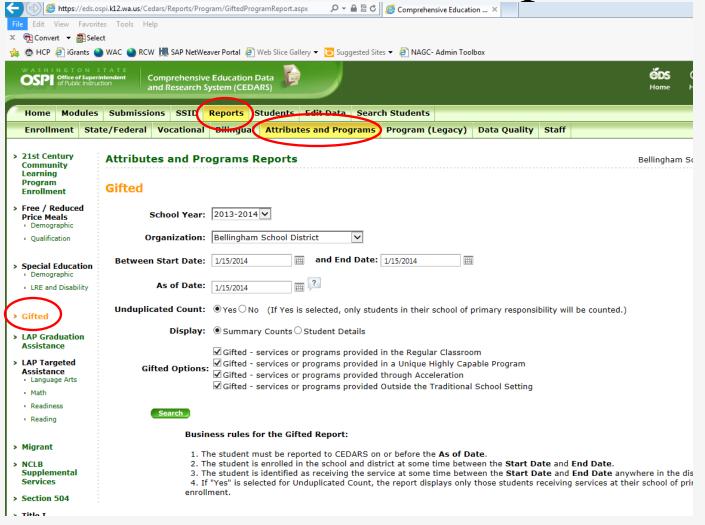
Disadvantages of Later Reporting

O Limited time for verifying data and making corrections (if needed)

O Limited availability of program and data staff

O Possible EOY submission delays

O Less time available for analyzing data during school year for program evaluation

CEDARS Gifted Reports

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