

Highly Capable Eligibility Process Analysis

SCREENING OVERVIEW

Instrument

The Naglieri Nonverbal Ability Test (NNAT3) was used as a universal screener for Highly Capable eligibility. The NNAT3 is a culturally-neutral assessment of general cognitive ability. The test is administered online and does not require any spoken or written language.

Participants

All 15,700 K-8 students were invited to participate in the 2017-2018 screener, including those with prior Highly Capable designations.

| Category | Students in HiCap | Students Not in HiCap |
|---|-----------------------|-----------------------|
| Asian | 655 | 2438 |
| White | 565 | 7635 |
| Two or More | 101 | 1216 |
| Hispanic | 48 | 1748 |
| Black or African American | 8 | 267 |
| Native Hawaiian or Other Pacific Islander | 0 | 15 |
| American Indian or Alaska Native | 0 | 29 |
| English Language Learner | 218 | 2355 |
| Special Education | 39 | 1246 |
| 504 Plan | 61 | 359 |
| Free or Reduced Lunch | 26 | 2355 |
| Private School Students | <i>Not Applicable</i> | 79 |

2017-2018 HIGHLY CAPABLE PROGRAM ANALYSIS

Students Moving to Assessment

A National Percentile Rank (NPR) of 85 was used as a cutoff for determining which students would move on to assessment. Less than 30% of students who participated in the screener met this requirement.



**These three bars represent students with NNAT3 NPR ranges of 85 to 90, 90 to 95, and 95 to 99.*

> > What does this chart show?

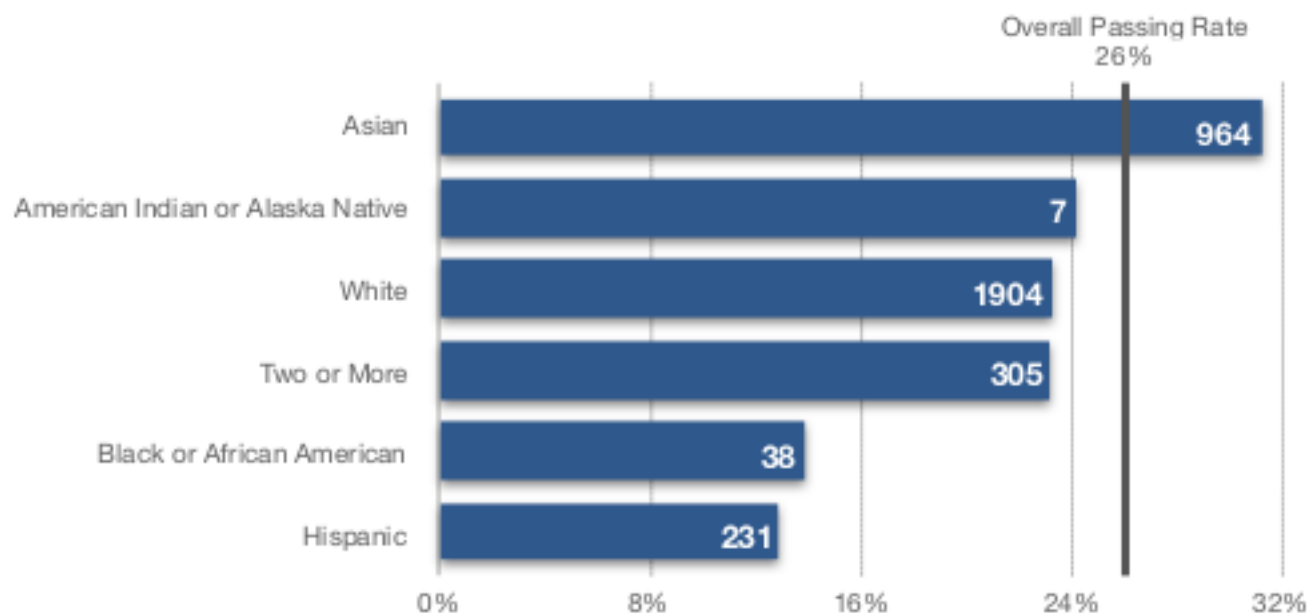
Interestingly, this data is not normally-distributed. We expected that this graph would have a characteristic "bell curve" shape, in which most students are in the "average" range (NPR of around 50) and very few students are in the extremely low and extremely high ranges. However, we saw an unusually high number of students who were in the "superior" range (NPR of 90 and above).

2017-2018 HIGHLY CAPABLE PROGRAM ANALYSIS

Students Moving to Assessment: Race and Ethnicity

To better understand the students who passed the screening stage (as well as those who did not), we disaggregated the data by race and special populations (low income, ELL, Special Education, and 504). The graphs of the disaggregated data contain a reference line for the screener's overall passing rate.

The NNAT3 is described as a "culturally-neutral" test by its creators, so race should not influence scores. The chart below illustrates the **proportion** of students in each racial/ethnic group who passed the initial screener. The white labels on each bar (e.g. 964) indicate the **number** of students in that category who met the screener threshold.

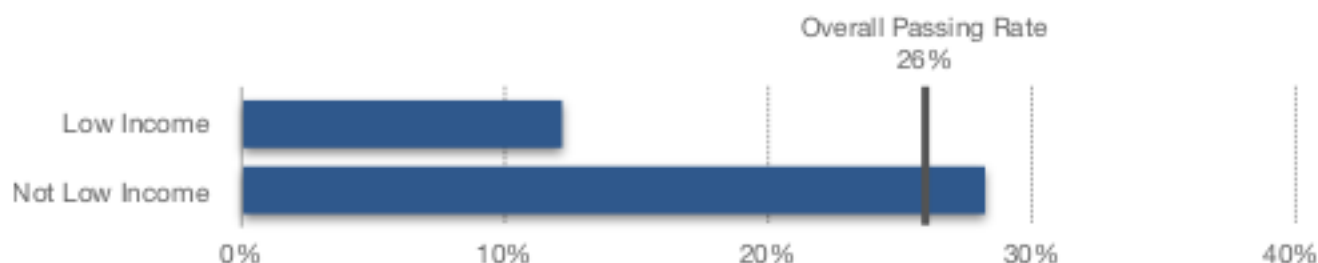


> > What does this chart show?

We can see that passing rates are different for each racial/ethnic group. Asian students were much more likely to pass the screener than any other group. White students, American Indian students, and students of two or more races had very similar passing rates. Black students and Hispanic students had the lowest passing rates.

2017-2018 HIGHLY CAPABLE PROGRAM ANALYSIS

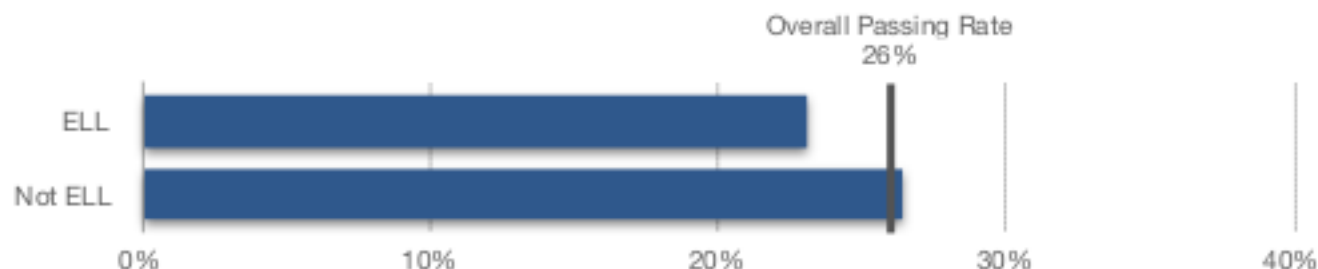
Students Moving to Assessment: Low Income



> > What does this chart show?

Unfortunately, less than 15% of low-income students passed the screener.

Students Moving to Assessment: English Language Learners

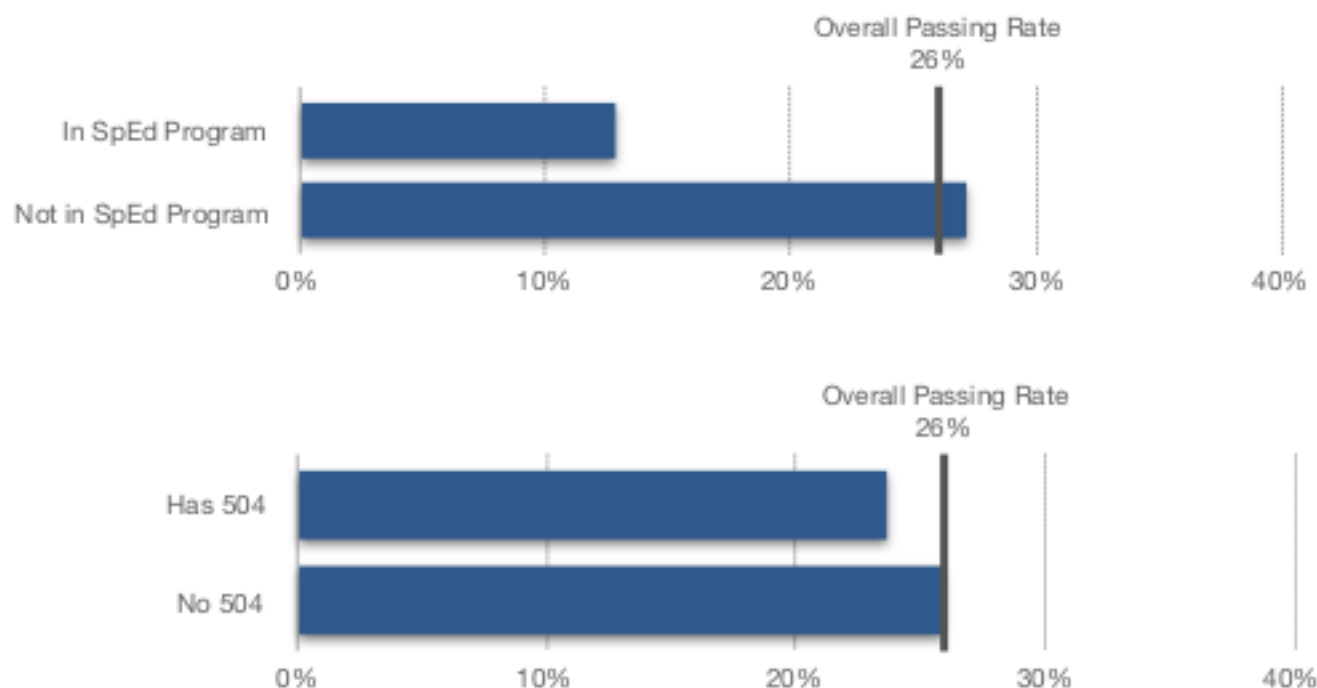


> > What does this chart show?

The NNAT3's creators state that the test does not require any verbal or spoken language ability, which implies that our ELL students should not be at a disadvantage. In this case, the test creators' claim appears to be acceptable. ELL students had slightly lower passing rates than non-ELL students, but this difference was small.

2017-2018 HIGHLY CAPABLE PROGRAM ANALYSIS

Passing Rates: Special Education Services & 504 Plans



> > What do these charts show?

Only 15% of students receiving Special Education services received a passing score on the screener. However, the passing rate for students with 504 plans was not far from the district's overall passing rate.

TESTING OVERVIEW

Instruments

The Torrance Test of Creative Thinking (TTCT) and the Iowa Assessments in Math and Reading were administered to all students who passed the screening stage.

Participants

| Category | Participants | New Qualifications |
|---|--------------|--------------------|
| Asian | 964 | 281 |
| White | 1904 | 286 |
| Two or More | 305 | 39 |
| Hispanic | 231 | 14 |
| Black or African American | 38 | 7 |
| Native Hawaiian or Other Pacific Islander | 2 | 1 |
| American Indian or Alaska Native | 7 | 1 |
| English Language Learner | 544 | 116 |
| Special Education | 161 | 33 |
| 504 Plan | 85 | 7 |
| Free or Reduced Lunch | 240 | 16 |
| Private School Students | 43 | 27 |
| Total | 3494 | 656 |

2017-2018 HIGHLY CAPABLE PROGRAM ANALYSIS

QUALIFICATION OVERVIEW

Qualifications

Students who passed the screening and assessment stages qualified in one of four possible content areas. The table below includes qualification data from 2015-2016 and 2016-2017 for comparison purposes.

2017-2018 Qualifications: Special Populations

| Content Area | 2015-2016 | 2016-2017 | 2017-2018 |
|------------------|------------|------------|------------|
| Holistic | 13 | 118 | 157 |
| Math Only | 87 | 95 | 120 |
| Reading Only | 36 | 51 | 118 |
| Reading and Math | 114 | 621* | 234 |
| Total | 250 | 885 | 629 |

*** Note:** In 2016-2017, a local data review resulted in a large number of students receiving Dual (Reading and Math) designations.

The percentage values in this column are the proportion of qualifying students who were a member of **any** special population.

| Content Area | Special Population | | | | |
|------------------|--------------------|------------|-------------------|-----------|------------|
| | Low Income | ELL | Special Education | 504 Plan | All |
| Holistic | 4 | 36 | 8 | 4 | 8% |
| Math Only | 1 | 28 | 6 | 1 | 6% |
| Reading Only | 2 | 16 | 10 | 2 | 5% |
| Reading and Math | 9 | 36 | 9 | 9 | 10% |
| All Areas | 3% | 18% | 5% | 3% | 29% |

> > What does this table show?

The values in the bottom row indicate the percentage of Highly Capable students that were a member of a special population and qualified in any content area. Of all students who qualified for Highly Capable students this year, 29% of them were a member of at least one special population.

THREE-YEAR COMPARISON

| Category | New Designations | | |
|---|------------------|------------|------------|
| | 2015-2016 | 2016-2017* | 2017-2018 |
| Asian | 105 | 424 | 281 |
| White | 99 | 351 | 286 |
| Two or More | 17 | 61 | 39 |
| Hispanic | 9 | 33 | 14 |
| Black or African American | 0 | 7 | 7 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 1 |
| American Indian or Alaska Native | 0 | 0 | 1 |
| English Language Learners | 47 | 176 | 116 |
| Special Education | 34 | 59 | 33 |
| 504 Plan | 18 | 26 | 7 |
| Free or Reduced Lunch | 5 | 18 | 16 |
| Total Qualifiers | 230 | 876 | 629 |

*** Note:** For more information regarding 2016-2017 scores, read the section below.

Note Regarding 2016-2017 Eligibility Process

In 2016-2017, a local data review resulted in a large number of students receiving Dual (Reading and Math) designations. In the table above, all of the values in the 2016-2017 column are higher because of this data review. To provide additional context for this year's numbers, we have included data from 2015-2016.

RECOMMENDATIONS FOR NEXT YEAR

Invest in Infrastructure

Last year's Highly Capable eligibility process involved the coordination of dozens of Northshore staff members, three different test centers, and thousands of students. This results in hundreds of thousands of data points coming from a multitude of sources. This year, we plan to develop a centralized database that can effectively organize our information.

Incorporate an Additional Screener

The population of students who passed the NINAT3 screener does not adequately reflect Northshore's student population. We are committed to having an equitable process that gives all students a chance to participate in Highly Capable assessments. Because of this, we will incorporate an additional screener that will ideally pull in more students from underrepresented groups.

Develop an Inclusive Definition of Creativity

We have not seen enough evidence to support the view that the TTCT is an effective measure of all types of creativity. Creative problem-solving can be demonstrated in domains like music, storytelling, athletics, and leadership. However, all the tasks in the TTCT involve drawing as many "unique" figures as possible. We would prefer to incorporate a measure that can recognize all the possible ways a student can be creative.

Enhance Outreach

One of the Highly Capable Program's challenges this year was providing parents and schools with information regarding upcoming screener dates, test dates, and eligibility results. Because the eligibility process took place over just a few months, and because most of the program's communication was via email, the department was sending out a massive amount of emails per day. This year, we are redesigning the program website so that it answers the questions most commonly posed by parents, schools, and community members. We would also like to explore alternative methods of mass-sharing information with families, such as text messages and providing schools with information packets in multiple languages.

