

Highly Capable & Gifted Program Comparison: Districts Outside of WA State - WORKING DRAFT

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Background/Disclaimer: To better understand and gain insight from Highly Capable (HC) and Gifted programs in other districts nationally, we conducted preliminary research into gifted programs and services in 8 districts (to date). These districts do not necessarily represent best practices, although some districts have made changes in recent years in order to improve their services and/or identification practices. This is a work in progress, with content added to date as time has allowed. The content is from school district websites, news articles, and other online sources and is designed to provide examples of gifted services and identification. We have done our best to represent information accurately, but there may be errors and/or missing elements, especially as information was hard to find or inconsistent for some districts. Data on the success or efficacy of the models with regard to racial equity or academic outcomes/growth is usually not readily available. Other districts may be added to this comparison list later. The districts were selected for having been mentioned in research and reports on gifted education, often for being large urban districts and in some cases because research and articles have pointed to them as working to improve services and/or underrepresentation. See complementary document with a comparison of service models in WA state [here](#).

Public School Districts Included:

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Summary Observations:

- Services and identification practices are often heavily shaped by state law
- All districts struggle with disproportionality, but Seattle appears to be worse than all / most (for which we could find data)
- Service models and identification approaches vary widely; some models (on paper) are very concrete and clear, others are hard to discern and have many sub-models and sub-identification processes for specific programs and schools

SPS Demographics, 2018-2019 <i>(for comparison purposes)</i>		National & SPS Gifted Identification Rates <i>(for comparison purposes)</i>
Total students 52,931 • FRL Eligible: 31% • Non-English Speaking Background: 21% • English Language Learners (ELL): 12% • Special Ed Eligible: 13%	By Race/Ethnicity • White: 47.3% • Black: 14.2% • Asian: 13.6% • Hispanic/Latino: 12.3% • Multi-Racial: 11.7% • Native American/ Alaska Native: 0.5% • Native Hawaiian/ Pacific Islander: 0.4%	<ul style="list-style-type: none"> • Nationwide 7.7% of white children in public schools are considered gifted by their district, while only 4.3% of black students and 4.9% of Latino students are identified as gifted (per Department of Education statistics from 2013-14) • In SPS the rate of under-identification is much worse. As of 2017-2018, SPS identified students as “highly capable” at the following rates: <ul style="list-style-type: none"> ○ 12.6% of White children ○ 0.9% of Black children ○ 3.3% of Latino children ○ 7.8% of Asian children ○ 1-1.5% of Native American, Native Alaskan, Pacific Islander, Native Hawaiian children • In SPS, a white student in SPS is 13 times more likely to be identified as gifted than a black student. This disparity is worse than districts profiled in this document (for which we have data) and other districts encountered in our research.

Gifted Identification & Service: Highlights From 8 Districts Profiled

Identification Examples	Service Examples
<ul style="list-style-type: none"> ● Two Standards: one for low-income students and English-Language Learners (112 IQ threshold), one for other students (130 IQ threshold) (<i>Miami-Dade</i>) ● Two Tiers: “Gifted” are in top ~5th percentile, served locally; “Highly gifted” are in top ~2nd percentile, eligible to attend magnets via lottery (<i>Denver</i>) ● Local Norms <ul style="list-style-type: none"> ○ Use local norms for CogAT scores: compare kids at high poverty schools to each other, kids at moderate poverty schools to each other, and kids from low poverty schools to each other (<i>Montgomery</i>) ○ Identify top 10% of students in each school (and serve locally) (<i>Denver</i>) ○ Make decisions at the school level for some tiers of gifted service (<i>Fairfax</i>) ● Universal Screening / Testing <ul style="list-style-type: none"> ○ Screen all students at multiple grades (<i>Montgomery</i> in 2, 3, 5; <i>Denver</i> in K, 2, 6; <i>Fairfax</i> in 1 and 2) ○ No parental applications for selective magnets in elementary/middle school, students only enter at set windows via universal screening (<i>Montgomery</i>) ○ Some districts screen all students by looking for students who might be a good fit for gifted services, and then test those students, i.e. all are screened but not all are tested (<i>Miami-Dade</i>) ● Eligibility based on lack of 20+ peer group: To determine eligibility, consider if there is an academic peer group of 20+ at the local school for elementary and middle school magnets (only admit students if they would lack a peer group) (<i>Montgomery</i>) ● Magnet admissions not linked, must reapply at each stage (elementary, middle, HS) (<i>Montgomery</i>) ● Ongoing testing and enrollment (<i>West Ada</i>) ● Selection committee sees student’s services and socioeconomic status (e.g. FRL, ELL, 504/IEP status), but not race (<i>Montgomery</i>) ● Identification includes students gifted in arts, creativity and leadership (<i>Denver</i>) ● District psychologist conducts 1:1 testing for many students (<i>Miami-Dade</i>, ~8,000/year; <i>West Ada</i>) 	<p>Service Model Features</p> <ul style="list-style-type: none"> ● Local school service only <ul style="list-style-type: none"> ○ Gifted students served in all traditional schools via self contained classes, either full-time or part time (state law requires self-contained) (<i>Miami-Dade</i>) ○ All gifted students served in local schools, but no self-contained classrooms; elementary students served via 3 models: gifted resource teacher, collaboration with gifted-endorsed teacher, cluster groups; services must be 1/6 of instructional hours (<i>Atlanta</i>) ● Mix of service locations and/or eligibility tiers <ul style="list-style-type: none"> ○ Gifted students served in all local schools via advanced course work, enriched curriculum; space-limited magnets available via separate identification process (<i>Montgomery</i>) ○ Cluster group gifted students at all elementary schools; self-contained model also available (<i>Paradise Valley</i>) ○ 4 tiers of gifted eligibility/service, including local service (3 tiers) + self-contained (<i>Fairfax</i>) ○ Space limited, self-contained magnet programs available (mainly in elementary-middle school); gifted students not guaranteed entry (<i>Montgomery, Denver, West Ada</i>) <ul style="list-style-type: none"> ■ <i>Montgomery:</i> Magnet programs with enriched/accelerated content available, limited spaces. Often designed for students without a peer group of 20+ students at their school. Magnets for 4-5th graders serves ~6% of students. ■ <i>Denver:</i> Magnet schools available in Grades 1-8 for students with highest gifted designation (“highly gifted”); space limited and based on lottery; for top 1-2% ■ <i>West Ada:</i> Self-contained (space limited, use lottery) or ½ day option for 3-8 graders ● Focus on depth and complexity, not acceleration; no grade level acceleration (<i>West Ada</i>) ● Gifted programs designed to provide individualized curriculum based on student needs; IEP Committee determines the amount of time and services received (<i>Albuquerque</i>) ● Written educational plans for gifted students (<i>Miami-Dade, Denver</i>) <p>2e Services</p> <ul style="list-style-type: none"> ● Self-contained and/or special programs available for 2e students (<i>Paradise Valley, Grades 1-8; Montgomery, Grades K-12; maybe Albuquerque</i>) ● Services for 2e students available at all grade levels. Students are served at local schools or schools with targeted programs for 2e students, Mentoring program available for students not succeeding in the regular classroom (<i>Montgomery</i>) <p>Staffing & Professional Development</p> <ul style="list-style-type: none"> ● Gifted Education teachers / facilitators in every K-8 building (<i>Denver, West Ada</i>) ● Gifted Specialists coach gifted teachers + work directly with gifted students (<i>Paradise Valley</i>) ● Gifted students served by teachers endorsed to teach gifted students, per state law (<i>Miami-Dade, Paradise Valley</i>) <p>Services for Students Not Formally Identified As Gifted</p> <ul style="list-style-type: none"> ● Identify the top 10% of students “relative to their peers” at each school, and serve with gifted services in local schools (even if not formally identified) (<i>Denver</i>) ● “Young Scholars” program (K-12) identifies and nurtures advanced academic potential in students from historically underrepresented populations (<i>Fairfax</i>)

1. Miami-Dade County, Florida

Summary and Highlights:

Began to revise its approach in 2007 in order to reduce disproportionality in gifted identification.

Services

- Gifted students served in all traditional schools (do not appear to have pathways)
- All gifted students served in self-contained environments (per state law), either full-time or part-time
- Gifted students (who are not 2e) have Educational Plans (EPs)
- 2e students have Individualized Education Programs (IEPs)
- Per state law, gifted students are served by teachers endorsed to teach gifted students

Identification

- Use a screening process to identify students that might be strong fit for gifted services
- Two standards/processes to identify gifted students: one for low-income kids and English-learners (112 IQ threshold), one for other students (130 IQ threshold)
- Conduct 1:1 testing with a school psychologist for many students (~8,000,/year)

Results

- Students of color are still underrepresented, but much less so than in SPS and nationwide
- In Miami-Dade:
 - Black students are 21% of all students, but 14% of students identified as gifted
 - Hispanic students are 70% of all students, and 67% of students identified as gifted
 - White students are 7% of all students and 16% of students identified as gifted
 - 11% of total district students are identified as gifted

District Summary:

~345,000 students
(nation's 4th largest district)

[District Demographics \(2017-18\)](#)

Hispanic: 70.9%
Non-Hispanic Black: 20.5%
Non-Hispanic White: 6.8%
Other (includes American Indian, Alaskan Native, Asian, Pacific Islander, and Multiracial categories): 1.8%

FRL: 66% (district average)

Program Details:

Relevant State Law

- In [Florida law](#), Gifted Education is part of SPED.
- Florida provides more specific guidance and requirements regarding gifted education, compared to Washington. This guidance includes:
 - Stating an IQ threshold for gifted identification [currently a 130 IQ]
 - Having a different IQ threshold that can *optionally* be used by districts to identify low income and ELL student
 - Appears to require that "Gifted" students be served in self-contained classes and to require teachers have a gifted endorsement
 - Defines gifted students as having "superior intellectual development and is capable of high performance"
 - See Miami-Dade PowerPoint re: State law [here](#)

Services

- **Overview:** The Gifted Education Program provides "qualitatively different programs designed to meet the needs of gifted students. Gifted students are defined as those who have superior intellectual development and are capable of high performance." The Gifted Education Program emphasizes a

quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or social studies. Such a differentiated curriculum provides for in-depth consideration of topics and concepts beyond the requirements of regular courses, and therefore, is designated as an academically accelerated program.

- **Where served:** All traditional public schools provide services to gifted students. Students are served in full-time or part-time self-contained classes. Do not appear to have gifted pathways, but more research is needed to confirm.
- **Gifted Student Education Plans:** Educational Plans are developed for students identified solely as gifted. 2e students have an IEP. [More info [here](#)]
- **Services Offered:** A range of gifted service delivery options are available to meet each student's special needs based on the student's Educational Plan (EP) and are provided with administrative support to assure adequate funds for materials and professional development. The following delivery models are available for students in elementary, middle, and senior high school
 - **Elementary Part-time Content (K-5/6)**—students attend the gifted program for a block of time from 1 to 2.5 hours each day. They receive a total of **5 to 12 hours of gifted services per week** and interdisciplinary instruction around selected basic subjects (Mathematics, Science, Social Studies, and/or Language Arts/Reading). All of the students in the gifted course are eligible for gifted services (e.g. **pull out services are self-contained**) and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
 - **Elementary Full-time (K-5/6)**—students are served in a self-contained classroom in which gifted strategies are utilized throughout the school day and across all subject areas. All of the students in the gifted course are eligible for gifted services (e.g. **self-contained**) and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
 - **Middle School Gifted Programs (6-8)**—offer gifted content area courses (Mathematics, Science, Social Studies, and/or Language Arts/English) and/or State-approved middle school gifted elective courses. All of the students in the gifted course are eligible for gifted services (e.g. **self-contained**) and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
 - **Senior High Gifted Programs (9-12)**—offer gifted content area courses (Honors and/or Advanced Placement) and/or state-approved high school gifted elective courses. All of the students in the gifted course are eligible for gifted services (e.g. **self-contained**) and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
 - **Senior High Gifted Consultation (9-12)**—general education teachers and teachers of the gifted meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in the Advanced Placement, Honors, International Baccalaureate or other academically rigorous programs. Gifted students are not assigned to a gifted course, rather receive consultation services from a teacher who is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement
- **Certification and endorsement requirements for teachers of the gifted:** All K-12 teachers providing service to students who are gifted must meet the highly qualified certification requirements for the grade/course content and have the gifted endorsement. State Board Rule 6A-4.01791 requires that gifted students in a gifted course be taught by a teacher with gifted endorsement. Gifted endorsement courses include:
 - Nature and Needs of Gifted Students
 - Curriculum and Instructional Strategies for Teaching Gifted
 - Education of Special Populations of Gifted Children
 - Guidance and Counseling for the Gifted
 - Theory and Development of Creativity for the Gifted
- District FAQ [here](#)

Identification

Summary: Miami uses two standards to identify gifted students — one for low-income students and English-learners, another for other students. As a result, its advanced-learning classrooms more closely mirror the district's overall makeup.

Florida State's Eligibility Criteria: Defines two pathways for eligibility:

Plan A: The student demonstrates:

1. Need for a special program
2. A majority of characteristics of gifted students according to a standard scale or checklist

3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an *individually administered* standardized test of intelligence [currently an IQ of 130]

Plan B: The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for gifted students. Under-represented groups are defined as groups:

- a. Who are limited English proficient, or
- b. Who are from a low socioeconomic status family.

Florida Plan B background: Plan B was introduced in 1991 to include options for developing alternative plans to address underrepresentation of ethnic minority groups (African American and Hispanic students) in gifted programs. In 2002, the State Board of Education revised Plan B to define underrepresented students as those “who are limited English proficient, or who are from a low socioeconomic status family.” Ethnicity is no longer considered under Plan B and districts have the option of whether or not to implement Plan B. Miami-Dade is one of 35 districts in Florida currently implementing a Plan B. Each district can develop its own plan tailored to its population and providing for specific criteria to increase eligibility for gifted services among these underrepresented students.

Miami-Dade Identification Process:

● **Screening:**

- Appear to use a district-wide screening process to identify students that might be a good fit, who will then be assessed further. Use “a district-wide, universal gifted screening process *for all students scoring high on academic achievement tests* and take into consideration a student’s highest three scores in four areas of assessment — intelligence testing, creativity scales, gifted characteristics, classroom performance/grade.” ([Miami Herald, 2016](#))
- The gifted screening process includes the development of a talent pool of students who demonstrate unusual ability
- Students should be screened using two or more of the following criteria:
 - High academic achievement, as indicated by standardized test 89 percentile or higher or Levels 4 or 5 or coursework grades of A or B
 - Above average creative output in artistic, literary, scientific, or mathematics endeavors
 - Very rapid learning rate or unusually insightful conclusions
 - Multiple nominations from teachers and staff who observe unique talent
 - Parent reports of advanced developmental behavior, e.g early reading, verbal precocity, use of complex syntax, evidence of mechanical aptitude
 - Outstanding academic, creative, or leadership abilities, self-reported or peer-reported.
- In addition, all Limited English Proficient students that have achieved a grade of A or B in English for Speakers of Other Languages (ESOL) or home language arts (i.e., Spanish language arts, Haitian-Creole language arts) and mathematics are screened for gifted.

● **Referrals:**

- After a screening process has been completed, a referral for gifted education can be made by a teacher, a parent/guardian, or any qualified individual who has knowledge of student’s abilities.
- A student profile is developed for a student being referred to the School Support Team (SST). The student profile includes the following:
 - Gifted Characteristics Checklist: Students need to demonstrate a majority of gifted characteristics on the rating scale to continue in the process
 - Information that can be utilized to demonstrate the student’s ability and need for gifted program services. This information may include, but is not limited to standardized test scores or classroom performance indicators such as report card grades, class work, and/or projects.
- The evaluation process is conducted within 90 school days of attendance from the date of parental consent to the date of evaluation.

● **Testing / Private Testing:**

- The evaluation process may include direct assessment of intellectual functioning by a district psychologist or a review of an evaluation conducted by a private provider if one has been obtained by the parent.
- The district conducts 1:1 testing with a school psychologist for many students (~8000/year)
- School psychologists have access to more than 10 different standardized gifted test instruments that account for dual-language status, prior exposure to cultural opportunities, socio-economic isolation and other fairness factors, meaning the public school system is equipped with a variety of resources that is out of reach for many private practitioners.
- Evaluations conducted by qualified private providers utilizing appropriate testing instruments within the previous two years are considered by the

district and eligibility for the program is determined after review of all available data.

● **Plan B to Increase Representation of Underserved Populations**

- Miami-Dade’s Plan to Increase the Participation of Underrepresented Students in the Gifted Program (Plan B) **utilizes four indicators of giftedness to determine eligibility for students in underrepresented groups:**
 - i. The Gifted Characteristics Checklist is used to determine students’ verbal, learning, motivational, and social/leadership abilities
 - ii. A variety of standardized academic achievement test data is used depending on the student’s grade level
 - iii. To determine the intellectual development of a potentially gifted student, a school psychologist administers an individualized intelligence test
 - iv. The Williams Creativity Scale is used to determine creativity
- These four indicators are assigned points on a rubric. Students scoring nine (9) points in three of the four categories with a **minimum IQ of 112** are eligible for gifted [vs 130 IQ for students admitted traditionally, per state law]

● **Decisions:**

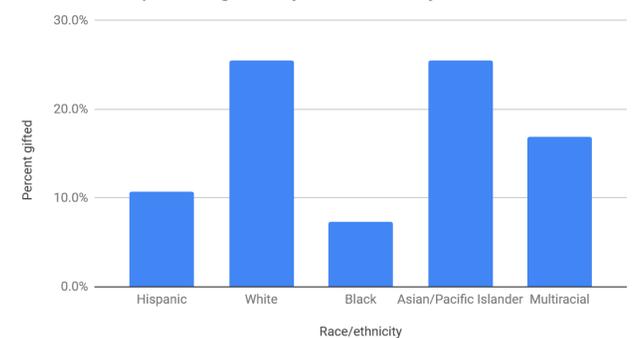
- A School Support Team (SST) meeting is held in order to review the information gathered. The SST makes the determination of whether or not to continue the evaluation process, based on the documentation and a majority of gifted characteristics as measured by the Gifted Checklist.
- When a student transfers from another state with an Educational Plan indicating previous placement in a gifted program, the district honors that placement until an evaluation is conducted to determine if the student meets Florida's criteria for placement in the gifted program.

Results

Miami-Dade Student Population, 2016-2017 (Source: Seattle Times)	Hispanic	White	Black	Asian/Pacific Islander	Multi-Racial
Gifted Students	66.6%	16.1%	13.8%	2.5%	0.9%
All Students	70.1%	7.1%	21.1%	1.1%	0.6%

- **Some progress to date:** In Miami-Dade, 6.9% of black students are in the gifted program, while only 2.4% and 3.6% are in gifted programs at the state and national levels respectively. Among Hispanic students, 10.2% are in the gifted program in Miami Dade, versus 5.3% in Florida and 4.2% nationally ([Source Miami Herald 2016](#))
- **Yet disproportionality remains:** In Miami-Dade, a white student is 3.5 times as likely as a black student to be identified as gifted (vs. 13 times more likely in Seattle)
- **Number of Students:** Currently, over 39,000 students in Miami-Dade participate in the gifted program (11.3% of total district student population)
- **Plan A vs. B:** More students qualify for gifted services under the alternative approach to eligibility (Plan B) than the traditional IQ score model
- **Improvements in representation and achievement + high costs:** ([Seattle Times, 2017](#))
 - Each year from 2010 to 2013, at least 6% more low-income students took Advanced Placement exams, which can confer college credit, and each year the scores of all low-income students in the district improved.
 - In 2007 only 40% of students taking the AP exams passed; that was at 53% in 2017.
 - The new team came aboard in 2007, and since then Miami’s ranks of the gifted have grown more than 20%, from a pool of 32,000.....to 39,000 in 2017 who more closely mirror the district’s overall demographics.
 - Miami’s success came with significant cost — a \$10 million infusion covering additional psychologists, teachers, administrators and a battery of nonverbal intelligence tests for kids not yet fluent in English.
 - Spending cuts after the recession pared back the extra staff.
 - But Miami still pays for hourlong, one-on-one sessions between school psychologists and 8,000 students screened annually for gifted classes.

Miami-Dade percent gifted by race/ethnicity 2017-18



- The district spends about \$72 million — or about \$1,850 per gifted pupil — on top of basic education.

Why It Was Included In This Comparison: Frequently cited as having more equitable representation. Task force members have mentioned it.

Other Resources

- Seattle Times' 2017 Education Lab [article](#) about Miami-Dade's successful efforts to create a more diverse Gifted Program
- [Miami Herald, 2016](#)

2. Montgomery County, Maryland

Summary and Highlights:

The district made significant changes to identification in 2017-2018, resulting in reductions in disproportionality in its advanced programs.

Services

- Gifted and Talented students are served in their local schools in all grades through advanced course work, enriched curriculum, etc.
- Magnet programs with enriched/accelerated content are also available and have limited spaces. They are often designed for students without a peer group of 20+ students at their school. The program for grades 4-5 serves ~6% of students.
- Provide services for 2e students at all grade levels. Students are served at home schools or 7 schools with targeted programs for 2e students, plus some other targeted programs. Mentoring program available for students not succeeding in the regular classroom

Identification

- Universal 2nd grade testing for Gifted and Talented identification
- Universal screening of 3rd and 5th graders for entry into selective magnet elementary and middle school programs
 - Universal screening at key entry points (3rd + 5th grade). No parental applications
 - Decision committee sees services received and socioeconomic status (e.g. FRL, ELL, 504/IEP status), but not race.
 - CogAT scores use “local norms” and compare students to others at schools with similar poverty levels (high, moderate and low poverty levels)
 - Elementary, middle and high school magnet admissions are not linked; must reapply at each stage
- Consider if there is an academic peer group of 20+ at the local school to determine eligibility for main elementary and middle school selective magnets (e.g. admit students that lack a peer group)

Results

- The share of underrepresented students in the 13 elementary magnet programs increased as a results of reforms. From 2016 to 2018, the share of black and hispanic students in the programs increased from 23% to 31%, and the share of students from low income backgrounds nearly doubled from ~10% to ~20%.

District Summary:

~159,010 students

District Demographics (2016-17)

Hispanic/Latino: 30.1%
 White: 29.3%
 Black/African-American: 21.3%
 Asian: 14.3%
 Native Hawaiian/Pacific Islander: <5%
 American Indian/Alaska Native: <5%
 2 or more races: <5%

FRL(called FARMS): 34.56%

[Source](#)

Program Details:

Background: The district made program reforms in 2017-2018, driven by a [consultant's report](#) published in 2016, that detailed a history of exclusion and low expectations for black and Hispanic children in this progressive county. Many of the district's selective academic programs were [founded in the 1970s and 1980s](#), with the explicit goal of keeping white families in the public school system. The district implemented changes as result. Changes were rolled out as part of a pilot in 2017, and were to be rolled out more broadly in 2019.

Services

- Gifted and Talented students are **served in their local schools in all grades** through advanced course work, enriched curriculum, etc. **Magnet programs** are also available, though space is limited. The district does not appear to have a focus on “gifted and talented” identification but instead appears to focus on services available under the broad umbrella of [Accelerated and Enriched Instruction](#).
- **Local school services**
 - **Elementary:**
 - All schools provide the advanced-level instruction to students with the ability, potential, or motivation to perform at high levels.
 - Literacy:
 - Advanced core books/texts for small group instruction
 - Enriched instructional opportunities within Core Curriculum as defined in sample learning tasks.
 - Curriculum program extensions based on skill
 - Math:
 - Acceleration and enrichment within the grade level curriculum for students who consistently demonstrate proficiency of mathematics concepts (Grades 1-5)
 - Grade level acceleration with Math 4/5 and Math 5/6 (appears to be compacted courses, covering two grades in 1 year)
 - A select group of students will have access to the Enriched Literacy Curriculum. It is for students who need advanced, rigorous instruction parallel to the learning experiences of students in the Centers for Enriched Studies (magnet program). The program content is enriched, quick-paced, based on the Core State Standards and designed to meet the unique needs of diverse learners. The program provides instructional opportunities with complex literary and informational texts, writing instruction based on developing the writer through writing process and writing workshop, and establishes an instructional atmosphere that promotes critical and creative thinking.
 - **Middle School:** Students whose motivation, outstanding talent, performance, or potential for performing at high levels of accomplishment are identified at the local school level to receive accelerated and enriched instruction. Each school has instruction tailored for students identified as gifted and talented. Advances courses available at all middle schools, available to all students. (Link [here](#) and PPT [here](#)) Options include:
 - Advanced-level courses for English and Social Studies
 - Course advancement in mathematics
 - High School course work (Student Performance Dependent)
 - Also appear to be some new accelerated classes reserved for high-performing students, including Applied Investigations to Mathematics (Grade 6) and Historical Inquiry into Global Humanities (Grade 6)
 - **High School:** All schools offer AP and honors options available to all students. Additional options include dual enrollment at colleges and universities (GPA dependent), internship opportunities and Career Pathway programs. Students whose motivation, outstanding talent, performance, or potential for performing at high levels of accomplishment are identified at the local school level to receive accelerated and enriched instruction. Each school has instruction tailored for students identified as gifted and talented.
 - Schools have gifted and talented liaisons.
- **Selective Magnet Programs with limited space** (e.g. capped enrollment, eligible students can be put on waiting list)
 - **Elementary magnets**
 - **1-2nd Grade STEM Magnet:** STEM focused magnet program available at one school, with limited seats available

- **4-5th Grade Magnet Program: Centers for Enriched Studies**
 - Appears designed to meet the needs of students who lack a cohort at their school (usually defined as 20 or more students)
 - 13 magnet schools serve 4-5 graders.
 - The Centers for Enriched Studies provide a learning environment for Grade 4 and Grade 5 students that enriches, accelerates, and extends the MCPS curriculum. It is designed to meet the needs of highly gifted and motivated learners in language arts, science, and social studies. The program focuses on critical thinking skills, problem-solving skills, and communication skills.
 - In 2017, renamed magnet schools for the “highly gifted” to “Centers for Enriched Studies” (to label the program, not the students)
 - In 2018, 12,000 3rd graders tested for 715 spots (a ~6% acceptance rate)
 - **Middle school magnets** (PPT [here](#)): Magnets available at 4 middle schools that offers enriched and accelerated courses. Space is limited.
 - Appear designed to meet the needs of students who lack a cohort at their school (usually defined as 20 or more students)
 - 2 middle schools offer humanities and communication magnets
 - 2 middle schools offer math, science and computer science magnets
 - **High school magnets:** A variety of selective magnet programs are available, most with a thematic focus (e.g. humanities, science, IB). They are not not specifically for “gifted” students but are options available to any students who want to apply.

Twice Exceptional (2e) Services ([link](#)) *[More research needed to fully understand the offerings]*

- Twice exceptional (2e) students are identified as gifted and have met criteria for an Individualized Education Program (IEP) or a Section 504 plan
- Montgomery County is one of the very few school districts in the nation that offers comprehensive services for students who are 2e at the elementary, middle and high school level
 - 2e students access accelerated and enriched instruction with appropriate supports and services in the following locations:
 - Their local school -- Most 2e students have access to accelerated and enriched instruction in their local school, while receiving appropriate adaptations, accommodations, and special instruction. Specialized instruction in the local school may be provided through a resource room/class and/or inclusion services.
 - Magnet/choice programs
 - Special service programs (e.g. targeted programs for 2e students, offered at one elementary school; 3 middle schools; 3 high schools, plus programs targeted other groups)
 - Regardless of the service delivery model, programming should consist of all four components of the following strength-based “best practices”
 - Acceleration and enrichment
 - Specialized instruction and/or interventions
 - Appropriately selected accommodations
 - Comprehensive case management and social emotional support
 - Students who are 2e receive accelerated and enriched instruction (AEI) in the least restrictive environment (LRE) possible.
- **Programs and Services for Twice Exceptional students include:**
 - **Wings Mentor Program** - The Mentor WINGS Program is designed to provide additional support to gifted/learning disabled students who are not succeeding in the regular education classroom.
 - **Magnet and Choice Programs-** Given their intellectual and academic strengths and interests, many twice exceptional students are good candidates for magnet or choice programs. Including the
 - **Gifted and Talented/Learning Disabled (GT/LD) Program** - Is IEP based, available at 1 elementary, 3 middle, 3 high schools.
 - **Elementary:** Provides a self-contained classroom for Grade 3 students. As students enter Grades 4 and 5, inclusive opportunities are provided in mathematics and other IEP recommended areas. All special education teachers, paraeducators, and when appropriate general education teachers provide special education services to students as described in the IEP.
 - **Secondary:** Provides a self-contained resource classroom with access to appropriate content instruction as identified through the middle school course offering and IEP recommendations. All special education teachers, paraeducators, and when appropriate general education teachers provide special education services to students as described in the IEP.

- Other (Asperger's, others)
- **School-Based Services** -- include services at local schools

Identification

- **Changes made include as a result of 2017-2018 reforms** (per [NYTimes 2018 article](#))
 - By far the biggest shift was in how children were admitted to the 13 elementary magnet schools perceived as the most intellectually elite in the county. In the past, parents had to apply for their children to attend, limiting spots to those in the know. Now every third grader in the county is automatically considered for admission, with 715 winning a spot (~6%)
 - The district now gives less weight to the CogAT and more to class performance.
 - Parents can no longer submit private evaluations
 - Teacher recommendations now play a smaller role. ([Research has found](#) educators are less likely to recommend low-income students of color, even when their performance is identical to middle-class and white peers.)
 - The county also changed its paradigm about whom the special schools should serve: not the students with the highest abilities across the county, but rather, those students who are outliers at their neighborhood schools, with fewer than 20 peers with similar abilities.
- **General [Gifted and Talented Identification](#):**
 - Universal 2nd Grade Screening: All Grade 2 students are screened for gifted and talented identification.
 - Ongoing Applications: Students in grades 3, 4 and 5 who are new to the district or who have been recommended for re-screening (by parents and/or school staff) are also screened during the second semester of each school year.
 - Students take the InView test (a cognitive assessment). Scores are age-normed national percentile scores.
 - Gifted and talented screening occurs at the student's school.
 - Data gathered on each student in the screening process is used to make instructional recommendations for next year and for GT identification.
 - In June, parents are provided with a Parent Report that summarizes their student's performance, instructional recommendations for the next school year; and gifted and talented identification designation.
 - Decisions are made at a school level. Each school convenes a diverse committee of staff members to review all data gathered for each student.
 - Factors considered in the decision are: cognitive assessments, staff advocacy, teacher survey, parent input, classroom performance data
- **Magnet School Identification: [Elementary & Middle School](#)**
 - **Do universal screening in 3rd grade and 5th grade for entry into selective magnets** *Elementary School [FAQ](#) and Middle School [FAQ](#).*
 - **Universal screening:** All 3rd and 5th grade students are centrally reviewed for potential candidacy; parents do not submit applications. Appears all students are given the CogAT, though it might just be a sub-set of students (documents are inconsistent).
 - **Timeline:** Screening is done in Jan/Feb. Testing in February at local schools. Selection results mailed in March.
 - **Data reviewed in evaluation process:**
 - Use a multiple measures. Data includes report cards, standardized test scores, a non-scored student questionnaire and the CotAT.
 - Evaluators **do not see children's names, race or school** as they determine admission.
 - They **do see gender and whether student receives special education services, ESOL** (English for Speakers of Other Languages), **Section 504 accommodations and Free and Reduced-priced Meals**
 - **Use "Local Norms" for CogAT Scores**
 - The socioeconomic status of elementary schools was used to determine the locally normed score on the CogAT (percentiles). In establishing the percentiles, students in schools with minimal poverty were compared to one another, students in schools with moderate poverty were compared to each other, and students from schools highly impacted by poverty were compared to each other.
 - Based on guidance from the National Association for Gifted Children, the use of local norms was undertaken to ensure equity and access in identification of students for program access.
 - Local norms are designed to compare and rank test takers in relation to one another based on those who took the test locally –within the district. Local norming provides information about students in relation to their academic peer groups in the district
 - **Consider if there is an academic peer group of 20+ at the local school to determine eligibility**

- One criteria considered was the availability of an academic peer group within the local school. This is demonstrated when there is a cohort of 20+ students in the same elementary or middle school with a similar academic profile and ability. **Students who perform at high levels may or may not be invited to the program depending on the availability of an academic peer group at their school**
 - The 2018-2019 process considered over 6,900 Grade 3 students, 6,900 Grade 5 students. Any child, while high performing, may have an academic peer group at his/her local school and may not have emerged an outlier within the group. Parents are encouraged to work with their local elementary school for programming options and grouping practices.
 - **Selection is Based on Space Available. Other Eligible Students are Placed on a Waitlists.** Some students are places on a waitlist (list is not ranked). It is a collection of students who are qualified applicants, but due to limited space, are placed in a waitlist. The original screening committee establishes the wait pool at the time of screening. As openings occurs, students are selected by random lottery to fill the vacancies. **Appeals:** External tests, teacher recommendations, and sample work will not be considered. Appeals can be submitted if there is new information that was not available at the time of initial review of student information that significantly changes the academic profile of the student or if there is a hardship or unique circumstance.
- **Admissions for Elementary, Middle and High School Magnet Programs are NOT linked:** Entrance into the 4th/5th grade program does not mean continuation into middle and high school magnet programs. The districts believes that students' abilities and academic peer groups change over time. There is a separate admission process for the magnet middle school and high school programs.
- **Additional identification processes for local school services:**
 - **Elementary school: Enriched Literacy Curriculum:** Multiple data points are used to invite students to participate in the Enriched Literacy Curriculum. Students are selected through a central review and a list of eligible students is provided to schools
 - **Middle school:** Students whose motivation, outstanding talent, performance, or potential for performing at high levels of accomplishment are identified at the local school level to receive accelerated and enriched instruction. Staff review Grade 5 student performance data and make recommendations for placement in the enriched and accelerated courses
 - **High school:** Students whose motivation, outstanding talent, performance, or potential for performing at high levels of accomplishment are identified at the local school level to receive accelerated and enriched instruction.

Results

- Improvements came as a result of the reforms. In 2018:
 - More students from every demographic group were selected for the 13 special schools (Centers for Enriched Studies), because the number of seats increased. But the overall makeup of the pool changed.
 - While in 2016, 23% of students in the county's elementary school magnet programs for the highly gifted were black and Hispanic, in a district where half the students belong to those groups, in 2018 31% of the students selected for the Centers for Enriched Studies were black or Hispanic. A fifth came from low-income families, nearly double the percentage who were accepted two years ago.
- The white share of the accepted population increased by 3 percentage points; but the Asian share of the population admitted dropped 8 points.

Why It Was Included In This Comparison: Maki Ichikawa (SPS AL staff) included it in the 4 districts profiled for the ALTF (said it was one of top 3-4 cited in research). Have come across it in read/documents. Others have Task Force have mentioned it also.

Other Resources:

- [NYTimes 2018 article](#) outlining recent efforts to improve diversity of the district's gifted programs
- While an older [articles](#) and an [advocacy group](#) note concerns about the district's gifted programs, those criticisms came before the more recent changes.
- Notes from Maki Ichikawa's presentation to the ALTF:
 - **Identification practices**
 - **Gifted:**
 - Universal screening in Grade 2 (all kids) and a rescreening of students in Grade 3-5.

- Grade 6-8: schools will recommend students for classes of gifted and talented or for gifted and talented cluster grouping on the basis of mastery of course prerequisites.
- Grade 9-12: students will be admitted to Honors and AP classes on the basis of mastery of course prerequisites, willingness to complete challenging assignments, previous grades, student interests, teacher/counselor recommendations etc.
- **Disability:** Follow the IDEA process and information becomes available about their strengths and challenges. The info revealed by this process may serve to identify students as gifted who otherwise might be unidentified.
- **Other notes:** MCPS tracks the info of the current students who they serve GT/LD [Gifted Talented / Learning Disability] and use that local norm/info to help in identifying those students who may warrant extra support or services.
- **Program Practices**
 - **Common practices:** Effective interventions are outlined. All schools provide the enrichment for gifted learners.
 - **Intensive/Self-contained:**
 - The Primary Magnet (Grades 1 and 2 with limited seats)
 - Center for Enriched Studies for Grade 4-5 (9 sites)
 - Gifted and Talented magnet program provides an educational option for 6th and above
 - **Other notes:**
 - Wings Mentor Program (for 2e students. 8 week program at their child's school);
 - Self contained Grade three 2e program, also similar program becomes available at the middle school level;
 - 2e support request is available for staff
- Montgomery County Public Schools Twice Exceptional Students staff handbook ([here](#))

3. Denver, Colorado

Summary and Highlights:

Services

- Gifted Education teachers in every K-8 building
- Gifted students have Advanced Learning Plans
- Many (possibly most) students served at local schools
- Service at magnet schools available in Grades 1-8 for students with highest gifted designation (“highly gifted”); space is limited and it is based on lottery; designed for top 1-2%

Identification

- Two tiers of gifted identification. “Gifted” are roughly top 5 percentile and served locally. “Highly gifted” are the top ~2 percentile and eligible to attend magnet programs (if get in via lottery)
- Identification includes students gifted in arts, creativity and leadership

Results

- As of 2016, Denver’s gifted program was highly racially disproportionate
- In 2016-2017 district initiated efforts to diversify the program, including:
 - Universal testing in 3 grades (K, 2nd, 6th)
 - Created a “talent pool” to identify the top 10% of students “relative to their peers” at each school, and serve with gifted services in local schools (even if not formally identified)
- Efforts to increase diversity appear to have only been modestly successful so far

District Summary:

~87,000 students

District Demographics (2016-17)

Latino: 55.5%
 White: 23.2%
 African-American: 13.4%
 Other: 4%
 Asian: 3.2%
 American Indian: 0.6%

FRL: 67.3%

[Source](#)

Program Details:

Services

- **School Level Services:** All schools in the district are responsible for meeting the needs of identified gifted and talented students.
 - **Services Range From**
 - co-teaching by a gifted education teacher
 - pull-out programs
 - cluster grouping for instruction
 - curriculum compacting
 - a variety of enrichment opportunities.
 - **Gifted & Talented Teachers:** There are Gifted Education teachers in every K-5, K-8 or 6-8 building. The gifted education teacher collaborates with classroom teachers in differentiating instruction as appropriate for gifted students, and may implement curriculum materials developed by the Gifted and Talented Department to enrich and extend learning for gifted, talented, and/or advanced students.
 - **Advanced Learning Plans:** Each year, the gifted education teacher, in collaboration with the classroom teacher, parent and student develop and support the implementation of advanced learning plans which document programming for each individual child.
- **Magnet Level Services:**
 - Option for students in grades 1 through 8 to apply for center-based programming at one of the Magnet Program sites.
 - Available at 8 of 92 elementary schools (one is a stand-alone self contained school) and 1 of 34 middle schools (9 sites total)
 - Is space available -- not guaranteed a seat
 - Qualifying for the Gifted and Talented magnet program makes a student *eligible* to apply to a Magnet Program site the following school year. Enrollment in the Magnet Program is a lottery process, handled by Choice and Enrollment Services, and it is **based on the spaces available at each magnet site.**
 - Provided to **address the extreme needs** of magnet eligible students **that may exhibit exceptional intellectual ability as well unique social and emotional needs.** Students benefit from the support provided by a peer group with similar interests and abilities.
 - Designed for the **top one to two percent of students** demonstrating the most extreme needs which cannot be met in a traditional classroom.
 - Is not specifically designed for students with abilities in the arts, leadership or creativity, although gifted students may also have these strengths.
 - At least one of the Magnet schools serves HGT students via an “integrated cluster model” where both HGT and non-GT/HGT students are in the same classroom, led by GT Endorsed teachers. (“In this model, GT and HGT students are provided opportunities for deeper learning within the focus of the class curriculum, rather than in pull-out classes which may offer enrichment in topics unrelated to class work.”)

Identification

- **General Process:** All gifted identification must be based on a body of evidence, which must include standardized assessments. The development of a body of evidence is an ongoing process that does not require a parental request. The body of evidence must also contain a combination of the following: portfolios of work, rubrics, performance, observations, checklists and/or interviews. All information will be reviewed and evaluated by a highly qualified team to determine the educational needs of the student and the most suitable level of gifted support. Depending on level of need, your child may or may not qualify for gifted services.
- Students may be identified in three categories:
 - **Academic Aptitude:** used to identify students with a demonstrated academic need in one or more of these subject areas: reading, writing, math, science, social studies and world language. The student must have over time demonstrated advanced academic abilities beyond grade level to qualify for gifted services for specific academic aptitude.
 - Students **with** a cognitive score of 95 percentile or above can follow this pathway for identification in one or more academic areas. Each academic area requires three pieces of supporting evidence for formal identification. The ability score must be from a school district. Does not accept private assessments as the sole means of identifying students for gifted services.

- Students **without** a cognitive score of 95 percentile or above can follow this pathway for identification in one or more academic areas. Academic strengths must be demonstrated over time. Each academic area requires three pieces of supporting evidence for formal identification
 - See graphic of each pathway [here](#).
- **Specific Talent Aptitude:** Encompasses visual and performing arts, music, dance, psychomotor, creativity and leadership. This pathway is used to identify students with a demonstrated talent beyond what is typical for peers of the same age in one or more of the subject areas. Each talent area requires three pieces of supporting evidence for formal identification. See graphic of pathway [here](#).
- **General Intellectual Ability.** This pathway is used as an exception to the rules for identification outlined above. This pathway is used for students with a cognitive score of 95 percentile or above with no other qualifying achievement or performance data. This pathway is used only in extreme cases. The gifted and talented identification team makes determination of eligibility for this pathway when reviewing the body of evidence for an individual child.
 - *Students may be identified in more than one area.*
- **Multiple tiers of identification**
 - **Gifted & Talented (GT) (served at local schools):** GT identified students are those students performing well beyond their age mates and **within the top fifth percentile** in both ability and achievement areas. GT students require modifications in their academic strength area in order to realize their full potential as well as social and emotional support. These modifications are made together with the GT and classroom teachers at the child's school of attendance.
 - **Highly Gifted and Talented (HGT) (eligible to attend a magnet):** Students who are in need of magnet level services (HGT) are students who need full time, intensive services delivered by highly qualified gifted teachers beyond what can be offered at traditional schools. These students **comprise 1-3 percent of the total population.** HGT students are identified as highly gifted with a cognitive score that is 98%ile or above and a body of evidence that supports the need for full time gifted and talented services.
- **Private Testing:** Do not use private tests for formal placement. In order to assure equity of opportunity, the district uses only IQ assessments that have been administered by a school or school district. If you have data from a private assessment you are welcome to submit it as part of a body of evidence, however it cannot be used in place of district-administered qualifying data. **Outside testing will not be considered as a reason for appeal.**
- **Universal Screening:** Launched a universal screening program in 2016 that tested every kindergarten, second- and sixth-grade student for giftedness.
- **Talent Pool:**
 - In 2016 formalized a program called the "talent pool" that gives kids who weren't identified as gifted — but could be later — access to gifted services.
 - Gifted services are set aside for ~10% students at a school, talent pool students are added at schools where smaller percentages of students are designated as gifted. The idea is to ensure that each talent pool reflects the racial and ethnic diversity of the school.
 - Now students in the pools will be formally tracked to see how much growth they achieve and whether they end up getting officially identified as gifted.

Results

- 9.3% of students are identified as Gifted in 2018 (down from 11.3% in 2016, despite district enrollment growing slightly over this time)
- From a [Rocky Mountain PBS Oct 2016](#) article
 - As of 2016, well over one-quarter of all white students in Denver Public Schools are classified as gifted and talented, more than twice the percentage of gifted and talented Hispanic students and three times the percentage of black students who carry that label.
 - Highly gifted classification is even more disproportionately white than the broader gifted and talented category. **In 2015, 10.9% of white students were classified as highly gifted, while just 0.9% of Hispanic students and 1.1% of black students gained that status.**
 - In DPS until 2016, students were considered gifted if they scored in the 90th percentile on nationally normed ability assessments. Students are considered highly gifted if they hit the 97th or 98th percentile.
 - As of 2016, Denver had the highest percentage of students of all races classified as gifted and talented among the 20 largest school districts in Colorado

- In 2016, the Colorado Department of Education regulations revised a mandate that a student must score in the 95th percentile on state achievement tests or aptitude tests in all districts to be classified as gifted. For many years, DPS has set the bar at the 90th percentile. Even with that lower bar, DPS had among the biggest disparities in the state between the percentage of white students with gifted status and students of color with that designation. Starting in 2016, DPS must comply with the 95th percentile requirement.
- Historically, in most cases, testing for highly gifted programs in Denver was initiated by parents. In 2015, DPS started proactively testing students for gifted and highly gifted status across the district.
- In 2016 DPS started creating a “talent pool” that will identify the top 10 percent of students “relative to their peers.” Those students will receive gifted and talented-like services.
- From [2017 Accelify](#) article:
 - Overall, while Hispanic and black students make up 69% of students districtwide, they make up just 29% of the population identified as highly gifted by the district’s new universal testing system.
 - After 2 years of efforts to provide students of color greater access magnet programs for highly gifted students, white and Asian students continue to be over-identified and Hispanic and black students continue to be under-identified.
 - New efforts and universal testing have made some impact, but it is still limited. There was a small bump in the percentage of black students identified as highly gifted after testing this year. But the percentage of Hispanic students identified — after a sizable jump in the first year of universal testing — stayed flat.

Why It Was Included In This Comparison: Maki Ichikawa (SPS AL staff) included it in the 4 districts profiled for the ALTF (said it was one of top 3-4 cited in research).

Other Resources:

- [4/1/19 Chalkbeat article](#) about unified equity plan (and frustration re: lack of action):
- 12/2017 article about [Denver’s integration task force](#) recommendations (none specifically about advanced learning):
- [2016 Chalkbeat article about efforts to diversity gifted program](#)
- Notes from Maki Ichikawa’s presentation to the ALTF:
 - **Identification Practices**
 - **Gifted:** Universal screening in Grade K, 2 and 6 (all kids). Other students can be referred for testing as well. Collect the body of evidence (intellectual ability, behaviors/characteristics, demonstrated performance, and achievement)
 - **Disability:** Follow the IDEA process as well as Exceptional Children’s Educational Act 1 CCR 301-8 (the State administration rules for gifted and special education services)
 - **Other Notes:** The Colorado Department of Education publishes the 2e handbook and offer the annual 2e training to all educators/school staff.
 - **Program Practices:**
 - **Common practices:** All schools in the district are responsible for meeting the needs of identified gifted and talented students. Services range from pull out, cluster grouping, curriculum compacting, and a variety of enrichment opportunities
 - **Intensive/Self contained:** The gifted and talented magnet program provides an educational option for students in grades 1-8 to apply for center-based programming at Magnet Program sites (top 1-2%)
- Colorado Department of Education: [Twice-Exceptional Students Gifted Students with Disabilities Resource Handbook](#)

4. West Ada, Idaho

Summary and Highlights:

Idaho just (2019) [passed a bill](#) requiring student enrollment and demographics for all public schools and programs (including GT).

Services

- GT Facilitators (teachers) in every school
- Focus on depth and complexity rather than acceleration; curriculum built into grade level (grades 2-8); no grade level acceleration
- Affective (social-emotional) curriculum built into GT services (grades 2-8)
- Grade 2, GT services are provided at home campus by a GT Facilitator
- Grades 3-8 have 2 options for services:
 - Weekly half-day session at 5 locations (students bussed)
 - Self-contained at 3 locations (limited; seats chosen through lottery)

Identification

- No universal testing
- Testing and enrollment ongoing
- Testing available for students in grades 1-8 but may only test twice during those years; if student does not test in, may apply again in one year
- Both parents and teachers can refer students and must provide informal assessment
- Students must score in the “extreme need range” on two different assessments (achievement, intellectual, or cognitive)
- Testing is completed by a GT facilitator or assistant

Results

- Not available

District Summary:

~39,300 students

District Demographics (2017-18)

White: 85%
Hispanic/Latino: 9%
2 or more races: 3%
Asian: 1%
Black/African American: 1%,
American Indian/Alaskan Native: 1%

FRL eligible (student poverty rate): 25.3%

[Source](#)

Program Details:

Services

- **Every school has a GT facilitator.**
 - Teacher for GT students/classrooms
 - Resource for traditional classroom teachers and parents in serving the needs of gifted and talented students
 - [Gifted and Talented \(G/T\) Endorsement](#) is required for teachers that provide direct services to gifted/talented students
- **No GT courses accelerated into another grade level;** Focus on depth/complexity of learning
- **2nd grade services provided at home campus** by a GT Facilitator
- **Two options for grades 3-8:**
 - **Weekly pull out.** Students bussed one day a week from approximately 9:30-1:30 to one of 5 GT centers. During this time students work on units and projects that are aligned to standards, but allow for creativity and collaboration.
 - **Self-contained classrooms.** Seats chosen through lottery system (February). Designed for highly gifted students who need further academic

challenge beyond that which is provided in the traditional classroom and/or in the pull-out GT program. Affective (social/emotional) issues that pertain to gifted students (e.g., perfectionism and/or underachievement) are addressed in self-contained program.

- Three (out of 30) elementary schools offer the offer self-contained GT program.

Identification

- **Overview:** In addition to the informal measures – referral forms – students must also qualify on two formal measures. To qualify for GT Services (both the Pull-out Program AND the Self-contained/Full-day Program) a student must score in the “extreme need range” on two different assessments (achievement, intellectual, or cognitive). One of the two required assessments must come from an achievement or an intellectual assessment category (e.g. two achievement scores cannot be used for qualification). Testing is completed by a GT facilitator or assistant, who communicates directly with teachers and parents regarding the outcomes.
- **No universal testing**
- **Referral/Informal Assessment:** Parents and teachers informed about gifted characteristics (including differences between bright and gifted learners) are encouraged to refer kids for testing if they see these characteristics. Student must score, by either the teacher or parent, in the extreme need range in one of the four areas assessed to move to formal assessment. Both parents and teachers can refer students:
 - To start process, parents/teachers contact the GT facilitator (one in each local school)
 - Parent/teacher completes referral form on website (informal assessment, documenting observations of child in classroom or at home)
 - After informal referral, multidisciplinary team meeting where parent decides whether to approve formal assessment.
- **Formal Assessment:** To qualify for services, referred students must be formally tested and have qualifying scores on at least two distinct measures:
 - **Achievement test.** A GT facilitator or assistant administers test in home school
 - **Non-verbal assessment of cognitive ability.** Administered in home school; may be given individually or in a group setting.
- **Three Testing Outcomes:**
 1. Student has qualifying scores on both achievement and non-verbal tests: s/he is eligible for placement in GT Program. If student qualifies on two measures (one must be achievement, and/or intellectual), then another parent meeting for placement in Pull Out Program; if interested, student can apply to self-contained program.
 2. Student meets criteria on one of the tests but not the other: Measure of Intelligence (IQ) administered by a district psychologist in home school. Eligible for GT services if meets criteria after this assessment.
 3. Student does not meet criteria on either achievement or non-verbal tests; may apply for services again after one year.
- **Referral/identification is ongoing** and may take up to 6 months.
- **Testing begins in 1st grade** and is available through 8th grade
- If student does not qualify, retesting cannot take place for a full year.
- Students may only be tested twice during the elementary school years.
- **Detailed [guides and references](#)** (PDFs)
- **[Flow chart](#) of Identification Process**

Results

- TBD/NA

Why It Was Included In This Comparison: Maki Ichikawa (SPS AL staff) included it in the 4 districts profiled for the ALTF (said it was one of top 3-4 cited in research).

Other Resources

- Notes from Maki Ichikawa’s presentation to the ALTF:
 - **Identification practices:**
 - **Gifted:** Gifted and Talented program allows for many points of entry. They begin testing students for services in 1st grade and continue

to offer identification testing through eighth grade. Use the RTI for identification.

- **Disability:** Follow the IDEA process.
- **Other notes:** The Idaho Department of Education publishes the 2e handbook.

○ **Program practices**

- **Common practices:** Use the RTI (Response to Intervention) to meet the needs of all learners
- **Intensive/Self contained:** In 2nd grade, services are provided at the home campus by one of 4 GT Facilitators. Beginning in 3rd grade families and students have two options. (1) A weekly pull out, bus students one day a week from 9:30-1:30 to one of 5 GT centers. Students work on units and projects aligned to standards but allow for creativity and collaboration. (2) Self contained classrooms - currently at 3 schools

- District [GT Curriculum info](#)
- Idaho's [Twice-Exceptional manual](#)
- Idaho just (2019) passed a bill requiring student enrollment and demographics for all public schools and programs (including GT). ([Source](#))

5. Albuquerque, New Mexico

Summary and Highlights:

Services

- Gifted Programs are provided through funding from Special Education
- Gifted programs are designed to provide an individualized curriculum based on student needs and the Individualized Education Program (IEP) Committee determines the amount of time and services that a student will receive.

Identification

- The process of identifying students as gifted begins with an initial evaluation, either by an evaluation specialist or by a person trained to administer a state-approved alternative protocol. After that, a qualified group of individuals makes the eligibility determination.
- If the student is determined to be gifted under state criteria, then a team develops a written Individualized Education Program (IEP) for the student which includes appropriate services to meet the student's documented needs.

Results

- Not available

District Summary:

~91,110 students

District Demographics (2017-18)

Hispanic: 65.8%
 White: 22.9%
 American Indian/Alaska Native: 5.5%
 Black/African-American: 3.2%
 Asian: 2.3%
 Native Hawaiian or other Pacific Islander: 0.2%

FRL: 68.2%

[Source](#)

Program Details:

Albuquerque Public Schools (APS) provides a continuum of services for more than 4,000 gifted students (~4.4% of students). Gifted Programs are provided through funding from Special Education.

Gifted Advisory Committee: Each school district offering a gifted education program shall create one or more advisory committees of parents, community members, students and school staff members. The school district may create as many advisory committees as there are high schools in the district or may create a district-wide advisory committee. The Gifted Advisory Committee consists of students, teachers, administrators and community members who address issues related to gifted services. The committee meets monthly while school is in session. For more info see [here](#).

Relevant State Law

- Under New Mexico State Department of Education regulations, gifted students are identified and served under a special education model. Students must meet state requirements to be eligible for gifted programs.
- Gifted child defined in New Mexico Administrative Code: “Gifted child” means a school-age person...whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets the eligibility criteria...and for whom a properly constituted IEP team determines that special education services are required to meet the child’s educational needs.

Services

- Gifted programs are **designed to provide an individualized curriculum based on student needs**; thus, gifted program offerings may vary from year to year depending on identified student need.
- The district's core strand based curriculum for gifted instruction is the model around which the gifted programs are designed. In addition, the content based gifted offerings address the district mandated standards for each content area.
- The **Individualized Education Program (IEP) Committee determines the amount of time and services** that a student will receive. **Participation in gifted programs may not exceed 3 periods per day.**
- Elementary services are focused on the areas of qualification (reading, writing, math, creativity, critical thinking) through enrichment and/or advancement
- Middle School Services are provided through English, Math, and/or Seminar elective. Each middle school offers some but not all of these classes.
- High School Services are provided through a health class that is required (P.O.W.E.R) or elective classes that include Great Books, Guided Study, Contemporary Issues, and Mentorship/Internship.

Identification

- **Eligibility defined:** “Intellectual ability” means a score two standard deviations above the mean as defined by the test author on a properly administered intelligence measure. The test administrator must also consider the standard error of measure (SEM) in the determination of whether or not criteria have been met in this area. For the required pairing in area(s) of subject matter aptitude/achievement (reading, writing, or math), creativity/divergent thinking, and problem solving/critical thinking a score of 92% or better is required.
- To qualify for gifted services, **students must be referred to the School Support Team by a parent, teacher or other staff members.** Students are then screened by staff and are possibly referred for further testing by an evaluation specialist to determine eligibility as specified by NM State Law.
- State law requires that districts and charter schools must adopt an alternative assessment approved by the New Mexico Public Education Department (NMPUD) to be used by trained examiners with students who are identified as having “factors” (e.g., cultural, linguistic, socioeconomic status, and disability conditions). Currently, the two approved alternative assessments are:
 - Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses (DISCOVER)
 - Frasier Talent Assessment Profile 2 (FTAP 2)—Multistage Edition
- State law stipulates that the process of identifying students as gifted begins with an initial evaluation, either by an evaluation specialist or by a person trained to administer a state-approved alternative protocol. After that, a qualified group of individuals makes the eligibility determination.
- If the student is determined to be gifted under state criteria, then a team develops a **written Individualized Education Program (IEP) for the student which includes appropriate services** to meet the student’s documented needs.
- See the statewide Technical Assistance Manual [here](#) for more details - the manual has ~15 pages, including a detailed flowchart, on this topic.

Results

- TBD/NA

Why It Was Included In This Comparison: Maki Ichikawa (SPS AL staff) included it in the 4 districts profiled for the ALTF.

Other Resources

- Notes from Maki Ichikawa’s presentation to the ALTF:

- **Identification practices**
 - **Gifted:** Gifted education is under the Special education in the state. The range of services are defined in their IEP (but the State handout is very clear that their gifted services won't be align with the FAPE definition since the IDEA doesn't recognize the "giftedness" as a type of disability).
 - **Disability:** Follow the IDEA process. For gifted only student, the district has the guideline (timeline) for developing an evaluation and an annual plan.
 - **Other Notes:** New Mexico has the Gifted handout including sections about both gifted and special education services (and overlaps of).
- **Program practices**
 - **Common practices:** All schools expected to serve children in inclusive settings. Use the RTI (Response to Intervention) to meet the needs of all learners. Also for gifted, Tier 2 intervention is "expected" before they move to Tier 3 / further evaluation for services.
 - **Intensive/Self contained:** Staffing ratio set by the state
 - **Other notes:** Cluster grouping is stated as the best practice in general education setting
- The State of New Mexico has created a 136-page Technical Assistance Manual for Gifted Education available [here](#)
- Albuquerque Public Schools published a 90-page [Gifted Handbook](#) in 2008; however it is likely outdated
- Several articles and other media sources highlight the work of Dennis Higgins, who created a program for 2e students in the 1980's consisting of a self-contained classroom for 2e students. See [here](#) and [here](#) for more information. There does not appear to be current information about this program.
- [May 2017 Memo](#) from APS Special Ed Dept: "Concerns Regarding Reorganization of Gifted Education"

6. Fairfax County Public Schools, Virginia

Summary and Highlights:

Services

- Advanced Academic Programs (AAP) have 4 service levels (I-IV), plus Young Scholars and 2e accommodations
- Levels I-III are served in home schools, Level II through differentiation and Level III through weekly self-contained model
- Level IV uses self-contained model, served at select schools
- Young Scholars program is for students from historically underrepresented populations; available in 84 schools; collaboration between classroom teacher and AAP staff

Identification

- Screen all 1st and 2nd grade students (NNAT and CogAT)
- Accept private testing results in appeals
- Eligibility for Levels I-III determined by school-based screening committees; eligibility for Level IV determined a selection committee at the central office
- Gifted Behaviors Rating Scale with Commentary required for each full-time Level IV candidate

Results

- Participation rates in AAP (all levels, 2015-2018): Overall 20%; Asian 32%; Black 10%, Hispanic 7%, White 23%, Economically disadvantaged 4%
- 2015-2016: Black and Latinx students made up 13% of participants in Level IV AAP, but constituted 35% of total student population
- Of 1,737 second-graders admitted through the appeals process over the last decade, less than 3% were black and Hispanic (less than 50 total)

District Summary:

187,000+ students

District Demographics (2018-19)

White:, 40.7%
 Hispanic: 27.4%
 Asian: 20.8%
 Black: 10.6%
 2 or more: 5.5%
 American Indian: 0.2%
 Native Hawaiian: 0.1%
 Economically disadvantaged: 30%

ELL: 29%

[Source](#)

Program Details:

Fairfax County Public Schools (FCPS) Advanced Academic Programs (AAP) offer several types of challenging learning experiences to meet the needs of a broad range of advanced learners. Advanced Academic services are implemented using a school-based model the following ways:

- All students engage with content using the Nine Critical and Creative Thinking Strategies
- Some students require differentiated extension lessons in areas of academic strength
- Some students are identified for part-time services that typically occur once a week
- Some students are identified for full-time services in all academic subject areas

Services

4 tiers of services, plus Young Scholars and 2e accommodations:

- **Level I:** Critical and Creative Thinking Strategies (grades K-6). Services are open access and a part of the curriculum for all students. Teachers embed critical and creative thinking strategies in lessons across all subject areas and grade levels.
- **Level II: Differentiated Lessons in Areas of Academic Strength** (grades K-6). Differentiated lessons are offered to students who show potential in areas of specific academic strength. Eligibility for differentiated lessons (Level II services) is determined by a school-based screening committee. Served at local school.
- **Level III: Advanced Academic Program, Part-Time** (grades 3-6). Extends and enriches the FCPS Program of Studies in the four core content areas (social studies, English, science, math). Eligibility for part-time Advanced Academic Programs (Level III) is determined by a school-based screening committee. Served at local school.
- **Level IV: Full-Time Advanced Academic Program** (grades 3-8). Focuses on academic depth and complexity in four core content areas (social studies, English, science, math). Eligibility for Level IV services determined through a selection committee at the central office level. Served at distinct set of schools.
- **Young Scholars** (K-12). Model identifies and nurtures advanced academic potential in students from historically underrepresented populations.
 - In 84 elementary schools
 - Designed to increase the proportion of historically underrepresented students in K-8 Advanced Academic Programs.
 - Includes flexible grouping, summer school, and after-school programs
 - Curricular interventions and support are provided through the collaboration of the classroom teacher and the advanced academic resource teacher. As students progress through elementary and secondary school, continuing support and opportunities for accessing rigorous coursework are provided by school staff.
- **Twice-Exceptional (2e) Learners.** Accommodations to ensure the success for 2e students. The Advanced Academic Programs staff works closely with the Special Education staff to ensure that 2e students are supported by the very best research-based practices and interventions. For example, teachers may:
 - provide extra help with planning and organization,
 - modify learning materials and/or environments,
 - offer flexible timelines, or
 - provide alternative learning experiences.

Identification

- **Screen all 1st and 2nd grade students:**
 - 1st grade: all students take NNAT (used to identify potential Advanced Academic Program services)
 - 2nd grade: all students take Cognitive Abilities Test (CogAT) (used to identify potential Advanced Academic Program services)
- Accept private testing results for appeals
- Gifted Behaviors Rating Scale with Commentary (GBRSw/C) required for each full-time Level IV candidate; completed by school committee

- Optional parent/guardian questionnaire
- **Elementary School:**
 - Level I: All students, no referral needed
 - Level II: Part-time, Grades K-6, determined by a school-based screening committee
 - Level III: Part-time, Grades 3-6, determined by a school-based screening committee
 - Level IV: Full-time, Grades 3-6, determined through a selection committee at the central office level
 - Young Scholars: Select students, Grades K-6
- **Middle School:**
 - Honors Classes: Open access at all middle schools
 - Level IV: Full-time, Grades 7-8, determined through a selection committee at the central office level
 - IB Middle Years Program: Open access at all middle schools
 - Young Scholars: Select students, Grades 7-8
- **High School:** Advanced Placement or International Baccalaureate Program (open access)

Results

- In 2015-2016, black and Hispanic students made up just 13% of participants in the Level IV Advanced Academic Program (the most advanced option), even though they constituted 35% of the student body overall.
- Of 1,737 second-graders admitted through the appeals process over the last decade, less than 3% were black and Hispanic (less than 50 total). This exacerbated the already existing disproportionality. (The data show that when black and Hispanic students did submit intelligence tests, they were just as likely to gain admission as their white and Asian counterparts. The problem is that black and Hispanic students only rarely submit appeals.) ([Source: 2018 AP article](#))
- Participation rates in AAP (all levels, 2015-2018): All 20%; Asian 32%; Black 10%, Hispanic 7%, White 23%, Economically disadvantaged 4% (Source: School Board [Baseline Targets](#) worksheet, November 2018)

Why It Was Included In This Comparison: Referenced in a [2018 article](#) highlighting its [Young Scholars](#) model.

Other Resources

- [2018 AP article](#), “AP Analysis: Public schools leave out some gifted minorities”
- [2018 ReadingEagle article](#), “Fairfax gifted program skews white”
- Virginia Department of Education: [Supporting the Identification and Achievement of Twice-Exceptional Students](#)
- Fairfax County PTA [Resolution in Support of an Updated and Equitable Advanced Academics Program](#), November 2018

7. Paradise Valley Unified School District, Scottsdale, Arizona

Summary and Highlights:

Services

- Offers a full range of gifted education services; gifted services are provided at all district schools. Services include:
 - Gifted Preschool Program (tuition based)
 - Elementary: schoolwide cluster grouping (all schools), content enrichment with daily gifted specialist (grades 4-6); self contained programs at 5 / 30 schools (grades 1-6, work 2+ grades ahead)
 - Middle School: enrichment/honors at all schools plus specialized programs at specific schools
 - High school: Honors/AP at all schools, plus various specialized programs at specific schools
 - Self-contained program for 2e students available in grades 1-8
 - International Baccalaureate Program available grades K-12
- Teachers of gifted students in PVUSD must hold a gifted endorsement issued by the State of Arizona or be working toward obtaining a gifted endorsement
- Gifted Specialists at each school work with students and support/coach teachers

Identification

- All gifted testing takes place during the school day
- Identification criteria differs for each individual program or academy. See below and the [Gifted Education Scope and Sequence](#) document for details.
- To qualify for the elementary self-contained gifted program, must have an IQ of 140+ or gifted test scores of 97+ in two of three areas (verbal, quantitative, non-verbal), with the third score being 90+
- Embed a gifted specialist at each elementary school who helps train teachers and staff on how to recognize high potential; district works to create a culture of identifying diverse students

Results

- From 2007 to 2015, the share of the gifted population that is non-white doubled, from ~16% to 32%

District Summary:

~31,126
(45 schools, 18 Title 1 schools)

District Demographics (2017-18)

White: 58%
Hispanic: 31%
Asian: 4%
Black: 3%
American Indian: 1%
Other: 4%

FRL: 35.2%
Gifted Students: 12.4%
ELL: 29%

[Source](#)

Program Details:

The Paradise Valley Unified School District (PVUSD) recognizes that state law declares it to be in the public interest to provide and support students who are identified as gifted. PVUSD strives to provide an inclusive, enriching environment that enables gifted students to learn at levels commensurate with their intellectual abilities and reflective of their needs. PVUSD recognizes that students identified as gifted have differing learning needs, and therefore, provides a continuum of services by teachers who participate in ongoing professional development. These services reflect the specific needs of the District's diverse student population. The District's various gifted programs, services, and provisions incorporate differentiated curriculum and instruction, acceleration, and enrichment.

Mission statement: PV Schools supports the philosophy that giftedness denotes the possession and use of untrained natural abilities (Gagne). We believe that gifted students' natural abilities translate to educational needs that require differentiated instructional programming as an integrated part of their regular school day.

Definition of Gifted Students: PVUSD defines gifted students as those children of lawful school age who show, or have the potential for showing, an exceptional level of performance in one or more areas of expression (National Association for Gifted Children). In accordance with the AZ State Mandate for Gifted Education, gifted education services are offered to all students who score at or above the 97th percentile on a verbal, quantitative, and/or nonverbal battery of a test included on the Arizona State-Approved Gifted Test List.

Definition of Gifted Education: PVUSD defines gifted education as services and coursework that provide extended learning opportunities focused on the cognitive and affective needs of gifted students. Gifted Education services in PVUSD are inclusive of all school populations and student demographics, and consist of integrated, differentiated learning experiences provided during the regular school day.

Services

Gifted programs offered for students in preschool through grade 12. Enrichment provided within these service models emphasize: logical thinking, reasoning skills, critical and creative thinking, problem solving.

- [Preschool](#) for 4-year-olds identified as gifted, tuition based (\$7,600/year)
- [Elementary](#) programs include:
 - [Schoolwide Cluster Grouping Model](#) for grades K-4 at all schools, K-6 at some schools (details on cluster grouping [here](#))
 - Class composition
 - Gifted students are clustered into a mixed-ability classrooms at each grade level.
 - If there are more than eight gifted students in the grade level, two or more clusters may be formed.
 - High-average students are placed into classrooms without the gifted clusters to create a balance of ability/achievement levels in classes across the grade level. Because all classes maintain a slightly narrowed range of performance and abilities, this method of grouping students does not represent a tracking system.
 - Classroom compositions are carefully structured with two main goals: to ensure that there is a balance throughout the grade level, and to reduce the learning range found in any given classroom. This system provides opportunities for teachers to more readily respond to the needs of all their students.
 - Trained teacher selection + specialist support
 - Gifted identified students are clustered into gifted cluster classrooms with teachers who have been designated as such by their school principals.
 - Gifted Cluster teachers hold a gifted endorsement issued by the state of Arizona, or are working toward acquiring one.
 - Gifted Specialists assist Gifted Cluster teachers with scheduling, provide professional development in gifted education, and facilitate with the planning and implementation of differentiated curriculum and instruction through regularly scheduled monthly Gifted Cluster teacher meetings and during other staff development times.
 - A Cluster Teacher Coach is employed to mentor and support the gifted cluster teachers.
 - Teaching
 - Gifted students receive differentiated curriculum and instruction in all content areas on a daily basis. It is differentiated in content, process, product, learning environment and assessment:
 - **Content** — Complex, abstract ideas presented in a variety of disciplines, including interdisciplinary curriculum
 - **Process** — Higher-level thinking through Bloom's Taxonomy and the Multiple Intelligences
 - **Products** — Alternative methods of demonstrating mastery with a range of complexity
 - **Learning environment** — Student-centered, flexible grouping based on readiness, interests, and abilities
 - **Assessments** — Pre-assessment and testing out-of-grade level curriculum
 - Gifted cluster teachers plan appropriately challenging instruction for their gifted students.
 - **Honors Program** for grades 4-6, includes content replacement and enrichment with daily with Gifted Specialist
 - **Self-Contained Gifted Program:** designed for high-achieving, highly-gifted students whose needs may not be met by regular gifted programs. Students in the program work two or more years beyond grade level with intellectual peers. They participate in special areas such as PE and the

arts, and are included in all grade-level activities and field trips. Available at 5 of 30 schools. Curriculum highlights include: Accelerated mathematics, Shared inquiry/Socratic questioning, Problem-based learning, Latin-based vocabulary, Elements of reasoning, Continental Math League and Math Olympiad, College of William and Mary curriculum, Technology integration

- **Middle School**

- At each middle school gifted students have academic, exploratory, and enrichment classes, as well as extra-curricular options from which to choose. Other options include:
 - The Digital Learning Center, offered at one middle school, is a semi-self-contained program for highly gifted middle school students in the 7th and 8th grades
 - *Nonverbal Honors Core*, offered at one school targets instruction toward gifted students identified on a Nonverbal ability test. This program is tailored to meet the needs of gifted students, particularly those from culturally diverse backgrounds.
 - *Honors Academy of Pre-Engineering and the Honors Academy of World Languages* are designed for gifted and high achieving students in grades 7 & 8.

- **High School**

- Honors and AP classes are provided at each high school. Some dual enrollment college-level classes may also be an Honors option. A full complement of AP courses is available at each of the district's high schools.
- Students can attend the Digital Academy for Advanced Placement Scholars, offered at one school, which offers integrated AP curriculum with the extra challenge of a gifted curriculum with a digital focus.

- **Other programs/schools:**

- [K-12 International Baccalaureate program](#), offered at one elementary, middle and high school
- [CREST - Center for Research in Engineering, Science, and Technology](#) at Paradise Valley High School; or choose to create their own instructional emphasis in an area such as world languages.

- **2e students served through the *Uniquely Gifted Program***, a self-contained gifted program for 2e students, offered for grades 1-6 at one elementary school and grades 7-8 at one middle school

- **The array of gifted education services** incorporates and addresses:

- Continuity of programming to fit the needs of all gifted students
- Continual progress to ensure individual academic progress
- Daily interaction with other gifted students in the content areas
- Differentiated curriculum and instruction
- Accelerated pacing in the core content areas
- Critical thinking, creativity, and problem solving
- Flexible grouping according to ability levels, learning styles, and areas of interest
- Attention to gifted students' social and emotional needs.

- Gifted Education Services staff members use the following **guidelines for instruction of gifted students:**

- **Academic objectives** targeted in the gifted programs:
 - Promote critical thinking and reasoning abilities
 - Develop and expand thinking skills
 - Utilize differentiated strategies for learning
 - Build / extend cognitive language skills
 - Facilitate opportunities for learning
- **Differentiated Instruction** includes curriculum and instruction that is differentiated in:
 - Content
 - Process

- Product
 - Learning Environment
 - Assessment
- **Staff employed to support Gifted Education Services:**
 - Gifted Education Specialist at each elementary school
 - Gifted Cluster Teachers at each elementary school
 - Gifted Education Liaison at each middle and high school
 - Self-contained Gifted Program Teachers at the elementary and middle school levels
 - Self-contained Teachers for the Uniquely Gifted Program at the elementary and middle school levels
 - Honors, Advanced Placement, & International Baccalaureate Teachers, K-12
 - Administrative Assistant
 - Gifted Testing Technicians
 - Gifted Cluster Teacher Coach
 - Gifted Program Mentor
 - Gifted Data Technician
- **Gifted Endorsement:** Teachers of gifted students in PVUSD must hold a gifted endorsement issued by the State of Arizona, or be working toward obtaining a gifted endorsement. PVUSD encourages and assists in this goal by promoting graduate level gifted coursework, offering gifted endorsement coursework and Masters Cohorts in the District, and providing numerous ongoing staff development opportunities (fall, spring, and summer).
- **Annual review of gifted student achievement** based on the Arizona State Standards.
- Gifted Education Services **funded by the District's Maintenance & Operation (M&O) funds**. The district annual financial report includes reporting of the amount of monies spent on programs for gifted students and the number of students enrolled or receiving services by grade level.

Identification

- **Staff resources to help with process:** PVUSD Director of Gifted Education, Gifted Program Mentor, and the Gifted Specialists at each school are available to guide staff members and parents through the gifted testing nomination process at staff meetings and parent meetings.
- **Teachers & Gifted Specialists help identify diverse students:** Districts trains classroom teachers and shows them how to look for exceptionally bright students from diverse backgrounds.
- **Nomination:** Parents, students, teachers, school administrators, Special Education staff members, and Language Acquisition staff members may nominate students for gifted testing. Parent permission is required for individuals nominated for gifted testing.
- **Gifted Specialists and classroom teachers also utilize the following instruments to screen students for testing:**
 - Kingore Observation Inventory (KOI)
 - District assessment data using: a) mathematics and literacy assessments; b) State Assessment results (AIMS, TerraNova)
 - Gifted Characteristics Checklist for Underrepresented Populations
 - Key Identification Considerations for Culturally, Linguistically, and Socioeconomically Diverse Gifted Learners
 - Other screening tools that consider behaviors typical of gifted students regardless of linguistic abilities
- **Testing is offered three times each year as follows:**
 - Fall: Grades 4-6 (students who may qualify for Honors classes)
 - Winter: English Language Learners (or former ELLs)
 - Spring: Any student, K-6. Testing for students in middle and high school can be arranged at specific times throughout the school year.
- **All gifted testing takes place during the school day** by trained testing technicians. Testing accommodations are made for students with disabilities according to the students' IEPs, and Section 504 Accommodation Plans.
- **Variety of tests:** PVUSD gifted assessments ensure fairness to the District's ethnically diverse population. The assessment battery includes tools that are language-free and culturally unbiased to provide equal opportunities for identification of the District's English language learners and culturally diverse students:

- The Cognitive Abilities Test (CogAT), Form 6
- Naglieri Nonverbal Ability Test (NNAT2)
- **Application Process:** There are different application processes for different programs. Students on the waiting list for the current year who have not been placed by May 1st will need to reapply for the next school year.
- **Identification criteria:** Differs for each individual program/academy. See the Gifted Education Scope and Sequence document for details [here](#).
 - **Self-contained elementary gifted program criteria:** To qualify, students must have an IQ of 140+ or gifted test scores of 97+ in two of the three areas: verbal, quantitative, or non-verbal, with the third score being 90 or higher. Preferably verbal and quantitative scores will be 97-99 percent. There are separate applications for this program, available on district website.
 - **Middle School:** Students qualify for placement in an honors course by meeting district requirements for placement in the gifted program, or by a combination of previous success in the subject area, superior performance on related achievement tests, and/or recommendation by previous teachers of the subject. Parents who wish to have their child tested are instructed to contact the district office. Middle school options and application processes are found [here](#).
- **Private tests:** Accept private test scores from psychologists who are on an approved list of outside providers.
- **A “Parent’s Gifted Testing Nomination Packet”** is available in English and in Spanish on the District Gifted Ed. website and includes:
 - The Difference Between a Bright Child & a Gifted Learner checklist
 - Elementary Parent Information Form for PVUSD Gifted Education Services
 - Parental Permission to Test Form
- **A “Teacher’s Gifted Testing Nomination Packet”** is available and includes:
 - The Difference Between a Bright Child & a Gifted Learner
 - Traits & Behaviors that May Prevent Identification
 - Teacher’s Class Screening Form for Nominating Students for Gifted Services
 - PVUSD Rating Scale for Gifted Services

Results

- From 2007 to 2015, the share of the district gifted population that is non-white doubled, from roughly 17% to 32% (in 2015 the student population was 30% Hispanic, with much smaller representation from other non-white groups, and 37% eligible for free and reduced lunch). The improvements were made in part because the district “uses a multi-faceted identification process and embed a gifted specialist in every one of the district’s elementary schools to train teachers and staff how to recognize high potential.” ([Source](#))

Why It Was Included In This Comparison:

- Mentioned in [2016 Chalkbeat](#) article, “Nationally, several school districts have made strides in diversifying their gifted and talented populations...They include....the 32,000-student [Paradise Valley Unified School District](#) in Arizona.”
- Mentioned by Spring Branch Academic Institute in Texas in the history of their program (“Based on the experiences of other public school districts in urban areas (Carrollton-Farmers Branch in Carrollton, Texas and Paradise Valley Unified in Scottsdale, Arizona), the school will grow as it attracts eligible students..”)

Other Resources

- [2016 NPR article about success identifying Latino students](#)
- [2015 AZCentral article](#)
- [2019 District Administration article](#)

8. Atlanta Public Schools, Georgia

Summary and Highlights:

Services

- Gifted services are available in all traditional APS schools for students in grades K-12
- Each school in APS has a gifted eligibility chairperson and a gifted contact teacher
- No self-contained classrooms
- **Elementary** students served using 3 different models in their home school, either by weekly sessions with a gifted-endorsed teacher, or daily in homeroom classroom by either a gifted endorsed teacher or a collaboration between homeroom teacher and gifted endorsed teacher, using differentiation and cluster-grouping
- **Middle school** students served using 2 different models in their home school, advanced content gifted classes (gifted-endorsed teacher) and collaborative settings (collaboration with gifted-endorsed teacher). Differentiation used in all classrooms
- **High School** students receive services through AP/IB courses, Internships, Directed Study, Seminar, and/or Mentorship

Identification

- All students screened for testing referral using different methods: achievement test scores and grades, teacher observation for gifted characteristics (2 weeks every year), and parent referrals. Universal screener is not used for all students
- Screening process is 2-tiered for students with and without prior data and conducted by local school eligibility team
- Multiple types of assessments/tools used for testing
- No private assessments accepted by the district

Results

- 9.1% of total student population is enrolled in gifted program
- School board is working on district's first equity policy, intended in part to address racial inequity in gifted programs

District Summary:

~52,000 students (2018)

61 neighborhood schools
5 partner schools
18 charter schools
2 citywide single-gender academies
3 alternative schools
4 alternative programs

District Demographics (2018-19)

Hispanic: 7.6%
American Indian: 0.2%
Asian: 1.1%
Black: 72.9%
Pacific Islander: 0.1%
White: 15.9%
Two or More Races: 2.4%

FRL: 75.7%

[Source](#)

Program Details:

Relevant State Law

According to [Georgia Board Rule 160-4-2-.38](#), a gifted and talented student is defined as one who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels which commensurate with his or her ability(ies).

Services

Gifted and Talented Education in Atlanta Public Schools (APS) provides **differentiated instruction** for the intellectually advanced and creatively gifted student. Gifted services are **available in all traditional schools** for students in grades K-12. **Each school has a gifted eligibility chairperson and a gifted contact teacher.**

Elementary: Operating as a state-approved charter system, elementary schools within APS use one or more of 3 state-approved delivery models. All models require K-5 students to be served for a minimum of 1/6 of the instructional day or its annual equivalent.

- **Resource Model** serves gifted students through a gifted-endorsed teacher in an interdisciplinary-enriched environment once or more per week
 - Class size limit: 22 students'
 - Students engage in 2-4 interdisciplinary units throughout the year; these units integrate any combination of Language Arts, Math, Social Studies, and/or Science
 - Evaluation: separate summative report will evaluate advanced critical thinking, creative problem solving, research, and communicative skills.
- **Collaboration Model** serves gifted students daily in their homeroom classroom through targeted instructional collaboration between the homeroom content-certified teacher and gifted-endorsed teacher.
 - No more than 8 gifted students per heterogeneous class
 - Receive differentiation through extension or enrichment of the content curriculum. The units and the extension/enrichment will differentiate/supplement the Georgia Standards of Excellence according to APS Gifted Standards.
 - Evaluation: the regular progress report will indicate current performance levels in the content courses.
- **Cluster Grouping Model** serves gifted students daily in a homeroom where the teacher is content-certified and gifted-endorsed
 - No more than half of the heterogeneous class is made up of gifted students
 - Receive differentiation through extension or enrichment of the content curriculum. The units and the extension/enrichment will differentiate/supplement the Georgia Standards of Excellence according to APS Gifted Standards.
 - Evaluation: the regular progress report will indicate current performance levels in the content courses.

Middle School: 2 models. The principal, number of gifted students in the school, and number of gifted-endorsed teachers in the building determine which model is used. Instruction in advanced content gifted classes and collaborative settings will differentiate the curriculum for students according to the Gifted Performance Standards. Class size limit is 26 students.

- **Advanced Content Model.** Gifted-endorsed teacher provides daily instruction, allows students to be instructed according to their area of strength in the core academic areas of Language Arts, Math, Social Studies, and/or Science.
- **Collaborative Model.** Allows students to be instructed according to their area of strength, but teacher does not hold gifted endorsement. Instead, core academic teacher collaborates with a gifted-endorsed teacher to provide differentiated curricula for the student.

High School: Primary delivery model is service through Advanced Content, which includes AP and/or IB courses.

- Teachers of AP/IB courses are trained by the College Board and/or International Baccalaureate and must have professional development in the characteristics of and curriculum design for gifted learners.
- Students may be served through high school gifted courses including Directed Study-Academic Decathlon, Gifted Resource Seminar, Mentorship, and Internship.
- Some students receive gifted service through the Collaborative Model; a general education teacher collaborates with a gifted-endorsed teacher to serve students through their content area of strength: Language Arts, Social Studies, Science, and/or Math. Through this collaboration, the content is differentiated to challenge the gifted student.
- Students eligible for gifted services may be scheduled for selected gifted courses by grade:
 - 9th-12th grade: Directed Study and Gifted Resource Seminar
 - 11th-12th grade: Mentorship and Internship
 - Advanced content courses are recommended by teachers and counselors where appropriate

Identification

Screening and Referral:

- **Universal Screening:** APS screens for referral all students who are actively enrolled and attending an Atlanta Public School. The screening/referral and testing processes are **broken into two timelines:**
 - **Second Look screening** is for students who were previously tested and have current test data. These students have their data reviewed by the

local school eligibility team to determine if they qualify for alternative assessments that, if favorable, may make them eligible for gifted services. Data reviewed in Aug., second look testing in Sept.-Oct.

- **First Look screening** is for students who do not have current data on record; Aug.-Oct.; screened through three processes:
 - **Automatic Screening:** Gifted Eligibility Team reviews test scores in the fall.
 - Students who score 85%ile or higher on district administered achievement assessments: automatically referred for testing (Grades K-11)
 - Students who scored 90%ile or higher (local norm) on the latest Georgia Milestones EOG: automatically referred for testing (Grades 4-9)
 - Students with a cumulative average of 3.5 or greater on a 4.0 scale over a two year period in core academic areas: automatically referred for testing (Grades 10-11 only)
 - **Classroom Screening:** All school staff members complete the Traits, Aptitudes, and Behaviors (TABs) instrument to observe students for the demonstration of 10 gifted behaviors during the period of two weeks in the fall. Students receiving a minimum of 35 out of 50 on the TABs, and who have supporting data, will be referred for gifted testing.
 - **Parent Referral:** Any parent with a child enrolled in an APS school may refer his or her child for gifted and talented testing. Parents must complete the Gifted Referral and Parental Permission Form and submit it to the local school eligibility team for review. Parent referral window normally the first two months of the school year. Students of parents who make requests after this window will not be tested during the current school year.

Testing:

- **Parent must submit referral form** for testing (after receiving positive screening results)
- **Gifted Eligibility Team** uses only one instrument for each category: Mental Ability, Creativity, Achievement, and Motivation. Team **uses all relevant data about the student to select the best instrument.** Team will not exhaust all of its options in each category during any referral window.
- Based upon previous testing experiences and/or classroom performance, some children may have prior test data in their permanent record can be used in one or more categories. Children will not be tested unnecessarily.
- **Tests/Instruments** used:
 - Cognitive Abilities Test (CogAT)
 - Torrance Test of Creative Thinking (TTCT)
 - Gifted Rating Scales (GRS)
 - Children's Academic Intrinsic Motivation Inventory (CAIMI)
 - Naglieri Nonverbal Abilities Test (NNAT)
 - Students may also receive the Measure of Academic Progress (MAP) or an academic product
 - CogAT, TTCT, and NNAT will only be administered once every 2 years.
- **No private testing:** Gifted eligibility determined based upon the findings of APS approved assessments. Private testing/evaluations not accepted to establish eligibility for APS gifted services.
- **Timing:**
 - **Second Look** students who are referred for additional Second Look testing will be tested in Sept.-Oct. Important to note that many alternative assessments used with Second Look students may not feel like a "test" to the student. Parents notified of eligibility status by late October.
 - **First Look** students who are referred for testing through will be tested Dec.-early Feb. Parents notified of eligibility by early May.

Results

- 9.1% of total student population is enrolled in gifted program ([source](#))
- No available data for % of gifted students by race

Why It Was Included In This Comparison: Mentioned in [2016 Chalkbeat](#) article, "Nationally, several school districts have made strides in diversifying their

gifted and talented populations...They include the 55,000-student Atlanta Public Schools”

Other Resources

APS [equity policy draft](#); first such policy for Atlanta Public Schools. Board has been working on a policy to address inequities (including in G&T programs), particularly ones linked to race, for more than a year. ([Source](#))

Other Notes & Research

- [Interview transcript](#) with 6 Gifted Program Administrators about their programs, prepared for Arlington Public Schools in March 2017