

Highly Capable Services For Outliers

1. Highly Gifted Magnet in Los Angeles Unified School District (LAUSD) <http://echoices.lausd.net/Magnet/MagnetGiftedCriteria>

Service Model Summary and Highlights:

- District-wide is [offered at](#)
 - 2 elementary schools (grades 2- 6) (HGM program housed in a broader elementary school) ([Eagle Rock](#) and [San Jose](#))
 - 1 middle school (grades 6-8) (HGM is housed in a broader MS, [Portola MS](#))
 - 1 high school (self-contained high school)
- Serves students scoring 99.9% on an intellectual assessment (IQ test) administered by a LAUSD psychologist; students scoring 99.5%-99.8% may be admitted, as space is available
- Space limited for 99.5%-99.8%, automatic admission for 99.9% and above
- **HGM high school is mandated to serve 60% students of color.** (unclear if this is true for elementary and middle schools also)
- Is part of LAUSD's broader "Gifted and Talented Education" (GATE) program

District Summary:

- **734,641** students in LAUSD in 2018-19 (including charter schools)
- HGM high school serves ~300 students
- HGM elementary schools:
 - Capacity of 84 students at one school
 - Two classes total at 2nd school (one $\frac{3}{4}$ split and one $\frac{1}{4}$ split)

District demographics (2018-19)

Latino: 73.4%

White: 10.5%

African American: 8.2%

Asian: 4.2%

American Indian or Alaskan Native, Native Hawaiian or Pacific Islander: <1%

Filipino: 2.1%

Not reported: 1%

FRL: 85.5%

Source: <https://achieve.lausd.net/facts>

Background The Highly Gifted Magnet (HGM)

- Established in 1989 as part of the voluntary integration of of LAUSD
- The HGM is mandated to maintain 60% minority students, and includes and fosters a multi-racial, multi-ethnic student body.
- The goals are twofold:
 - Racial integration
 - A college preparatory curriculum that serves a special needs population: students scoring 99.5%+ on an intellectual assessment (IQ of 140+)
- Students come from all geographic and economic reaches of Los Angeles; most come to school via integration busing with journeys lasting 60 to 90 minutes each way.

HGM Services

- Offers a demanding broad-based academic program. Emphasis is placed on problem solving and the development of higher level thinking skills, as well as positive social emotional growth.
- Offers college preparatory curriculum -- students enroll in the most rigorous and academically accelerated curriculum available in the LAUSD.
- Curriculum consists of mainly honors and AP classes
- HGM faculty members strive to ensure that the level of teaching and evaluation in its Honors and AP courses is commensurate with university work.
 - However, it also believes that knowledge does not exist in isolation: foreign languages and cultures, art, music, philosophy, mathematics, science, history, and literature are inextricably linked.

- Many students take the opportunity to pursue personal research projects in literature or the sciences, participate in state, regional and national competitions in literature, history, math and science, and enroll in courses of interest at the local colleges and universities.

Eligibility (for Highly Gifted Magnet HIGH SCHOOL)

- Priority is given to “Highly Gifted” students, e.g. students who score 99.9% on a “intellectual assessment” (IQ test) conducted by a LAUSD psychologist
- Students scoring 99.5% - 99.8% on an LAUSD intellectual assessment may be accepted based on seat availability.
- Space is limited for 99.5%-99.8%, automatic admission for 99.9% and above.
- 60% of seats are reserved for students of color
- Students are eligible for HG Magnet schools if they
 - (a) took an “intellectual assessment” (popularly called IQ test) conducted by an LAUSD psychologist, and
 - (b) scored in the 99.5th percentile or above.
 - This test is different from the OLSAT High Ability test given to every 2nd grader
 - Priority admission to HGM is given to students with 99.9%, officially “Highly Gifted” by LAUSD definition.
 - If there are openings remaining in the program, “Gifted” students with 99.5%-99.8% (“Highly Gifted *Applicable*”) can be admitted, with priority based on Magnet points.
- Who gets the “intellectual test”?
 - Even though every LAUSD student takes the OLSAT test (which can qualify for Gifted programs), few students get the Intellectual test. These are given to students who 1) are recommended by their school for further testing, or 2) scored very highly on the OLSAT (top 1%).
- LAUSD does not accept tests conducted by private psychologists for HGM eligibility.
- At this time, LAUSD does not have the resources to administer tests to non-LAUSD students

Notes on LAUSD’s Broader Gifted Offerings:

- In addition to the HGM, LAUSD has a broader “Gifted and Talented Education” (GATE) program, as well as “Gifted Magnets” (a less competitive magnet school) -- serving students with gifted levels of gifted qualifications in LAUSD. “Gifted Magnets” serve students who demonstrate ability or strong potential to work two years above grade level in academic subjects. They offer enriched interdisciplinary academic environments that are exciting, challenging, and encourage students to use creative/critical-thinking skills. “*High Ability*” and “*Highly Gifted*” applicants may apply to a Gifted Magnet.
- **LAUSD Gifted & Talented Programs:** Programs are offered to students who require an environment which encourages extremely high levels of abstract thinking, motivation, interest, achievement, peer interaction, and a radically accelerated pace of learning. Acceptance is based on eligibility criteria, availability of space, and any specific conditions unique to the school. The following lists the program opportunities:
 - **Resident School GATE Program** (All schools must include a cluster program for gifted students)
 - **Schools for Advanced Studies (SAS)** (149 demonstration sites across the District)
 - **Magnet Programs** (48 programs, including 4 highly gifted magnets)
 - **Honors and Advanced Placement classes** (In middle and senior high schools)
 - **Conservatory of Fine Arts** (Saturday instructional program)
- **GATE Areas Identification:** In accordance with California Ed Code, Los Angeles Unified School District (LAUSD) defines a gifted and talented student as one who exhibits excellence or the capacity for excellence far beyond that of their chronological peers in one or more gifted/talented categories. There are 7 categories of gifted learners in LAUSD:
 - Intellectual Ability
 - High Achievement Ability
 - Specific Academic Ability
 - Creative Ability
 - Leadership Ability
 - Visual Arts Ability

- Performing Arts Ability
- **Identification process:** A referral for identification can be made by a teacher, parent, or student. Interested parents should contact their local school and meet with the school site GATE coordinator to initiate the process. Identification is accomplished through a screening and assessment process consisting of the following components:
 - **Search and referral:** The school develops an initial list of potential candidates through the process of search and referral. The screening process and recommendation must be documented *prior* to obtaining the required parent consent and completing the referral.
 - **Screening:** The school administrator or designee screens students by collecting data from existing sources, such as, the cumulative record, standardized test scores and progress report cards. The recommendation to continue the identification process must be made by LAUSD school certificated personnel.
 - **Local School Gate Committee Review:** When a student is a good candidate for consideration, a member of the Local School Screening Committee obtains parent consent and completes the referral. When appropriate, the following are required:
 - an evaluation of academic abilities or an intellectual assessment administered by a LAUSD psychologist
 - an audition in the performing arts: dance, drama or vocal
 - a demonstration in the visual arts consisting of portfolio evaluation and student drawings at the site.
 - **District Verification:** A designated District staff member reviews all screening and assessment materials and determines the eligibility of students.
- **Test results from private sources may be used to supplement the evaluation but may not be used instead of the District test results.** According to County Counsel, selecting students solely on the basis of private test results would constitute denial of equal protection under the law for those who cannot afford or obtain private testing.

Other Gifted Services:

Programs are offered to students who require an environment which encourages extremely high levels of abstract thinking, motivation, interest, achievement, peer interaction, and a radically accelerated pace of learning. Acceptance is based on eligibility criteria, availability of space, and any specific conditions unique to the school. The following lists the program opportunities:

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Why It Was Included In This Comparison: Task Force members mentioned it. Christine Tang shared some models for education of outlier children (profoundly HC, outlier 2e), and identified three districts that seem to fit the bill. This is one of those districts.

2. Spring Branch Academic Institute (Houston, TX) <https://sbai.springbranchisd.com>

Service Model Summary and Highlights:

- GRADES K-9 in 2018-19 for qualifying Spring Branch ISD students and will continue to expand to serve an additional grade level each year.
- Uses a school-within-a-school format with a separate director and core teaching staff

District Summary:

35,000 students

Demographics:

*59.2% Hispanic
26.8% White
6.5% Asian*

- Meets students' affective needs by providing a true peer group and service learning opportunities

5.1% African American
2.4% Other

34% ELL
56% Economically Disadvantaged

Background:

Program Details:

- Students must meet the following criteria”
 - Standard score 145+ (99.9%) or above on at least two of the following sections of the IQ test administered in Level 3: Verbal, Non-Verbal and/or Composite.
 - On grade level or above age peers on district administered criterion-referenced assessments measuring content mastery in reading and math: two grades preferred.
- <https://sbai.springbranchisd.com/about/leadership>
- Spring Branch Academic Institute provides individualized instruction at the appropriate pace, depth and complexity needed by highly gifted students in a multi-aged setting. By creating a school-within-a-school for this specific population, SBISD is filling a great need for students in Spring Branch ISD.
- **Mission Statement:** Spring Branch Academic Institute will provide highly, exceptionally, and profoundly gifted children an advanced educational opportunity matched to their individual abilities, strengths and interests.
- **Rationale:** There are no public programs or schools designed specifically to meet the needs of highly, exceptionally, and profoundly gifted students in the Houston area. Parents of highly gifted children seek appropriate educational settings for their children.
- **Highlights**
 - Expanding to grades K-9 in 2018-19 for qualifying Spring Branch ISD students and will continue to expand to serve an additional grade level each year
 - Uses a school-within-a-school format with a separate director and core teaching staff
 - Meets students' affective needs by providing a true peer group and service learning opportunities
- **History:** The creation of Spring Branch Academic Institute (SBAI) was first recommended in 2005 by an Elementary GT Task Force. A second task force with predominantly new members recommended it again in 2007. SBAI opened to eligible SBISD students age appropriate for grades K-4 in 2013-2014. 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. In the 2018-19 school year, it will be serving grades K-9. SBAI is a demonstration of SBISD's commitment to meet the educational needs of ALL students.
- **Other G&T services:**
 - In addition to daily GT services in their classrooms, identified GT students in grades K-2 are offered GT services through a pull-out program that takes place at their home campuses. Students are pulled out of their classrooms for services 90 to 120 minutes a week. Pull-out instruction focuses on the development of independent research skills and on meeting the social-emotional needs of GT students
 - In addition to daily GT services in their classrooms, identified GT students in grades 3-5 are offered GT services through a pull-out program that takes place at the Bendwood campus. Students are bussed from their home campuses one day a week for a full day of services with identified GT students from other campuses. Instruction in the SPIRAL program at Bendwood is interdisciplinary. Units of study are designed to provide the depth and complexity that GT students need, while also addressing their social-emotional needs.
 - Identified GT students in grades 6-12 are provided services specific to their identified areas of giftedness: language arts/social studies and/or mathematics/science. GT students may be grouped in GT-only classes, clustered in Pre-AP/AP classes, or IB classes. The grouping varies by school, grade level, and subject area.

- Acceleration is offered in math as a single subject or a whole grade can be skipped. The passing requirements are different depending if students have had prior instruction.

Why It Was Included In This Comparison: Christine shared a few models for education of outlier children (profoundly HC, outlier 2e), and identified three districts that seem to fit the bill. This is one of those districts.

Resources:

- <https://sbai.springbranchisd.com/about/leadership>

3. Carrollton-Farmers Branch ISD LEAP (Carrollton, TX - N. of Dallas)

<https://cfbisd.edu/departments/educational-services/advanced-academic-servicesgifted/>

Service Model Summary and Highlights:

LEAP:

GRADES K-8 self-contained

GRADES 9-12th pre-AP and AP classes offered

District Summary:

25,230 students
African American 16.4%
American Indian 0.3%
Asian 11.5%
Hispanic 56.0%
Pacific Islander 0.1%
White 12.9%
Two or more races 2.8%

Economically disadvantaged 64.1%
Limited English proficiency 29.3 %

Program Details:

- Carrollton-Farmers Branch ISD in Texas - LEAP 99th%ile cognitive, achievement test scores at or above the 95th%ile
- <https://cfbisd.edu/departments/educational-services/advanced-academic-servicesgifted/aceleap-program-design/>
- LEAP (Leading Exceptional Academic Producers) is a sequential program that seeks to integrate the intellectual and affective (emotional/social) aspects of the highly gifted child who demonstrates a need for an augmented curriculum.
- LEAP qualified students are served at a single elementary campus and a single middle school campus; curriculum accelerated 2 years ahead.
- They learn with their other highly gifted peers in the four core subject areas and experience all other learning experiences within the general education population. All gifted students are further served through an array of Pre-AP and AP (Advanced Placement) courses in the middle and high school years. Gifted high school students (LEAP and ACE) are served through Global and World Experience classes that combine an AP Social Sciences course with an English Language Arts course.
- It is for all students who qualify, not limited seats.

Other G&T Services:

Academic Creative Education (ACE): In elementary, students are cluster grouped to receive instruction in three formats: 1) with other identified students 2) individually and 3) with other students possessing a range of abilities. The ACE cluster groups work with a curriculum designed to present learning experiences

that add depth, complexity, and pacing commensurate with the abilities of the student. At the high school level, ACE students are offered a variety of identified gifted classes in grades 6-12.

Why It Was Included In This Comparison:

- 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..”
- Christine shared a few models for education of outlier children (profoundly HC, outlier 2e), and identified three districts that seem to fit the bill. This is one of those districts

4. Paradise Valley Unified (NE Phoenix and Scottsdale, AZ) <https://www.pvschools.net/Page/149>

Service Model Summary and Highlights:

GRADES Preschool-12th grade

- Self-Contained AND Schoolwide Cluster Grouping Models Gifted program for grades K-6
- Options for Digital Learning Ctr, AP, Honors, IB, CREST (STEM)

District Summary:

*56% Caucasian
 32% Hispanic
 3% Asian
 3% African American
 1% Native American
 5% Other and Multiracial*

*36% Free/reduced lunch
 13% Gifted students
 18 Title I schools*

Program Details:

Elementary:

- Self-Contained Gifted program for grades K-6
- Schoolwide Cluster Grouping Model for grades K-6
- Honors Program for grades 4-6

[Middle School](#) students can participate in the Digital Learning Center located at Sunrise Middle School.

[High School](#) students can attend the Digital Academy for Advanced Placement Scholars at Shadow Mountain High School.

In addition, gifted students may choose to enter:

- [K-12 International Baccalaureate program](#) at Quail Run Elementary, Vista Verde Middle School, and North Canyon 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.

Gifted testing takes place three times a year in accordance with the Arizona State Mandate. Paradise Valley Unified School District primarily uses the Cognitive Abilities Test (CogAT) and the Naglieri Nonverbal Ability Test (NNAT2) to identify gifted students and ensure fairness to the District’s ethnically diverse

population. Stanford Binet Intelligence Scales (SB-V) is used for incoming preschool only. The Gifted Department will accept private test scores from psychologists who are on the approved list of outside providers.

Students qualify for gifted services by scoring in the 97th percentile or above on any one, or combination, of the verbal, quantitative, or nonverbal sections of a state approved test beginning in kindergarten. To qualify for the self-contained gifted program 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.

Gifted Education 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. The array of gifted education services in PVUSD 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.

PVUSD employs the following personnel to support Gifted Education Services in the District:

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

Why It Was Included:

- 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..”
- Dr. James Delisle, Ph.D. says PVUSD is the “complete package' on how to serve gifted children”.