

Highly Capable/Gifted Eligibility Processes

Compiled from interviews with District Leaders

For ALTF 7-9-19

Overview Notes: As we dig deeper into different districts and their practices, one thing is clear. Everyone is struggling with the equity question. Most district with whom we spoke, were questioning their practices and considering different eligibility practices, as well as potential service models. Each district had compelling reasons they stood by one practice, or another. All districts were unique in their needs, their state law and district practices. *Comments in italics are from a phone interview with the HC or Gifted/Talented district leader.* Other information is from the district website.

District	Identification	Eligibility	Decision-Making	Communication	Appeals	PD
Federal Way, WA	<p><i>2nd Gr – Universal Screening w/CogAT Students K-12 referred by teachers/staff – permission to test from family</i></p> <p>Teachers, parents, community members, or scholars may refer a scholar for consideration to receive highly capable services during the referral window.</p>	<p><i>Not quite proportionate, but getting closer.</i></p> <p><i>District Norms.</i></p> <p>Parent permission is required for additional assessments</p>	<p><i>Early referral and following students in building.</i></p> <p><i>MSC at district level. Would like to move to building based MSC</i></p> <p>District Multi-disciplinary HC Selection Committee reviews scholar data and determines eligibility for HC services, based on multiple measures (including district/state assessments)</p>	<p><i>Student learning plans for each child by classroom teacher and parent. Set goals. Review plan at conference times. Non-quantitative data. Student led conferences in fall and spring. All HC kids.</i></p> <p><i>Teach as if everyone is gifted.</i></p> <p><i>*Fill Cohort classes with non-identified students capable of doing the work at a high level.</i></p> <p>Services begin the following school year (except for K or newly enrolled scholars)</p> <p>Parent consent for services.</p>	<p>Appeal must include specific, new information that might impact the decision by the selection committee.</p> <p>If the committee determines additional assessments are initiated, they are initiated by the MSC.</p> <p>No Outside Assessments will be considered.</p> <p>Appeal decisions are final and cannot be appealed.</p>	<p><i>PD for cluster teachers.</i></p> <p><i>Hicap lead at every building. Central office meets with leads monthly. Nuts/Bolts + PD Turn-key model with take back to building.</i></p> <p><i>Phasing out cohort to be replaced by cluster based model. There are still schools with self-contained model. Will phase out over time.</i></p>

<p>Bellevue, WA</p>	<p><i>Grade 2/3 Screener Universal screener – CogAT.</i></p> <p>Anyone may nominate a student residing within the BSD service area, including teachers, other staff, parents, students, and members of the community. For any grade level at which universal screening of all students has been implemented, nominations are unnecessary.</p> <p>K-1 are screened to identify students who qualify for further assessment. (may include TRC, DIBELS, Lit skills in Chinese and Spanish for Dual Language and Language Immersion programs, STAR Math and classroom performance observational data WAKids state assessment)</p>	<p><i>Challenging ourselves to increase access to all students. We aren't seeing much growth for our least served populations.</i></p> <p><i>Currently served in domain specific in K-1. Use building data. Took CLED scales. Use as observational tools and use other math and writing samples.</i></p> <p><i>We are really struggling with where to go next. Northshore did NNAT and Creativity for all grade levels and identified more students for every race.</i></p> <p><i>Last year, used the full CogAT in 2nd grade for Low, Middle, High. This assessment was limiting for those kids who don't think this way. Didn't find students at low SES with this assessment.</i></p> <p><i>Part of the challenge might be brain development. Might move the screener to 3rd grade. Will do pilot screener in 2 low SES schools.</i></p>	<p><i>They are trying to figure out who they are trying to serve. Thinking about the following:</i></p> <p><i>No longer using the creativity test for services.</i></p> <p><i>Pondering services to non-verbal kids.</i></p> <p><i>Using conversations with parents and teachers after observations.</i></p> <p><i>Many conversations around getting stronger at Tier 1 instruction.</i></p> <p><i>MSC will evaluate individual student assessment profile data using a blind (no name) process based on:</i></p> <ol style="list-style-type: none"> 1. A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable; 2. Evidence of clear need for advanced learning services; and 3. Determination of which students would benefit the most from inclusion in the District's service models. 4. No single data point will prevent a student's selection. 	<p><i>Thinking about looking at building norms. Concerned that building norms would norm too low.</i></p> <p>Parent permission for additional assessments.</p>	<p>Parents/legal guardians have the right to appeal the MSC's decision. Individuals appealing the the decision must submit a letter requesting review of the the selection/placement decision. Appeals must be based upon one of the following conditions:</p> <ul style="list-style-type: none"> *Specific criteria related to the testing conditions. *Misapplication or miscalculation of scores. <p>An appeals committee that consists of a classroom teacher, a psychologist, or other qualified practitioner with the training to interpret cognitive and achievement test results; a certificated coordinator or administrator with responsibility for the supervision of the District's highly capable program; additional professionals, if any, that the District deems desirable, reviews appeals. The parent/legal guardian will be notified of the decision in writing within 10 school days of the decision.</p> <p>The decision of the Appeals Committee is final.</p>	<p><i>Systematic PD from Central Office – Train the trainer approach in areas of identifying characteristics & Differentiation/Clustering.</i></p>
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<p>Montgomery County, MD</p>	<p><i>Competitive, application process that includes: 3rd grade academic assessments CogAT screener for all 3rd grade students taken in their classroom Report Card MAP</i></p> <p>All 2nd grade students are screened. New students in grades 3,4,5 who are new to MC are also screened.</p>	<p><i>Local norms are used based on three sections of the CogAT. This is an equity approach.</i></p> <p>Multiple sources of data that allow for emerging strengths are gathered including staff advocacy, teacher survey, parent input form, Cognitive Assessment data InView, Classroom performance data in reading and math.</p>	<p><i>2018-19 school year change. All Grade 3 students are centrally reviewed for potential candidacy for the Centers for Enriched Studies instead of parents submitting an application.</i></p> <p>Each school convenes a diverse committee of professional school staff members to review all data gathered for each student. They note strengths and make recommendations. Students who are not designated as G/T can be rescreened at least one year after their initial screening when requested by parents or school staff.</p>	<p><i>Students who are qualified but lack of space puts them in a “wait pool” to be ranked if space becomes available. A lottery from this wait pool fills any vacancies in the program.</i></p> <p>Students who were identified as Gifted and talented from another school district are accepted into the program. They may be requested to join the screening process to gather more data.</p>		
<p>Montgomery County, VA</p>	<p><i>Screening of all students in each building every year using Kingoro tool.</i></p> <p><i>Talent pool program in a system based on each school. High readers or math (k-2 reading beyond peers). Students are watched and additional testing added when staff team feels they are ready for more in-depth work.</i></p>	<p><i>This process is on-going and students are made eligible as they are referred to building level team.</i></p> <p><i>Portfolio of Evidence.</i></p>	<p><i>Gifted Specialist, principal, central office support make up team for eligibility. A variety of tools are used for determination:</i></p> <p><i>F & P Creativity Measure Kingoro Cognitive measure Academic assessments Iowa Acceleration Scale.</i></p>	<p><i>4 years ago, building normed process of Identification. – Inclusion was the norm and teachers were well trained in DI at all 21 schools.</i></p> <p><i>Transition to movement away from inclusion and no more talent pool with new superintendent. Students didn’t want to leave their schools for a part time 3 day/week, 2 hours.</i></p>		<p><i>Training for Gifted Resource teacher used for pull out within neighborhood schools.</i></p> <p><i>On-going training for all teachers in cluster grouping, DI, Characteristics of Gifted. This is done quarterly.</i></p>

<p>Miami-Dade</p>	<p><i>School level screening and referral – Develops Talent Pool. – 89%/EOC level 4/5, course work grades of A or B and standard learning rate and qualitative output in an area and parental reports of advanced</i></p> <p><i>Outstanding academic creative, or leadership abilities (self reported or peer reported ELL – Language acquisition (academic achievement)</i></p> <p><i>School based Psychologist does IQ testing at school site, if deemed necessary for next steps.</i></p>	<p><i>A documented need for the program. A majority of gifted characteristics, and An intelligence quotient in the superior range (2 stand. Dev. Or more above the norm).</i></p> <p><i>Plan B – State Board Rule for students who are from low socio-economic families as measured by FRL. (1 stand dev. Above the norm)</i></p>	<p>Entire process happens at each school.</p> <p>Referral and Evaluation Process: 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).</p> <ul style="list-style-type: none"> ● The student profile includes the following: <ul style="list-style-type: none"> ○ Gifted Characteristics Checklist (FM 7051)- Students need to demonstrate a majority of gifted characteristics on the rating scale to continue in the process); and ○ 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: <ul style="list-style-type: none"> (a.) standardized test scores; (b.) classroom performance indicators such as report card grades, class work, and/or projects. ● An SST meeting is convened to review the information gathered in the student's profile. The SST makes the determination of whether to continue the evaluation process, based on the supporting documentation and a majority of gifted characteristics as measured by the <i>Gifted Characteristics Checklist</i>. ● ELL students and students eligible for free/reduced lunch that are referred for gifted may also need the following forms completed: William’s Scale for Creativity and Plan B Gifted Matrix form. ● A variety of IQ instruments can be utilized by the school psychologists to determine eligibility for gifted: <ul style="list-style-type: none"> Wechsler Intelligence Scale for Children Stanford Binet Intelligence Scales Differentiated Ability Scales Kaufman Assessment Battery for Children Reynolds Intellectual Assessment Scales Universal Nonverbal Intelligence Test Wechsler Nonverbal Intelligence Scale for 		<p><i>TEAMS – Critical thinking skills and vocab for students with potential. Developed in the 1980s for students of color with specific curriculum to develop potential. (Critical Thinking Skills, Vocabulary, Writing)</i></p> <p><i>Teachers in specific classrooms and schools embed TEAMS into their regular curriculum.</i></p>
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<p>Bellingham SD</p>	<p>2nd grade screening for all. No referrals necessary for 2nd grade.</p> <p>Students referred by parent, teachers, communities, or grades 6-11 can self-refer.</p>	<p>Portfolio of evidence collected: Aptitude – CogAT – top 3% Achievement – MAP, SBA, CBA Qualitative (Teacher HOPE Scale, Family Survey, Additional Work Samples)</p>	<p>MSC with Director, TOSA working with HiCap, Psychologist, Secretary, Additional Educators.</p> <p>They determine whether a student demonstrates a need for the Highly capable continuum of services.</p> <p>Students not identified HC will continue to be supported in the general education setting.</p> <p>Generally, students who fall in the top 1-3% in all areas are identified as HC.</p>	<p>Family, teachers, students develop goals and approach for the student. This is documented in a Student Learning Plan. Services are individualized and are determined using their MTSS model.</p>	<p>APPEALS: Parents/legal guardians have the right to appeal the Multi -Disciplinary Selection Committee’s decision. Individuals appealing the selection committee’s decision must submit a letter requesting review of selection/placement decision. Appeals must be based upon one of the following conditions:</p> <ol style="list-style-type: none"> 1. Specific criteria related to the testing conditions. 2. Misapplication or miscalculation of scores. <p>An Appeals Committee that consists of a classroom teacher, a psychologist, or other qualified practitioner with the training to interpret cognitive and achievement test results; a certificated coordinator or administrator with responsibility for the supervision of the District’s highly capable program; additional professionals, if any, that the District deems desirable, reviews appeals. The parent/legal guardian will be notified of the decision in writing within 10 school days of the decision. The decision of the Appeals Committee is final.</p>
<p>Northshore</p>	<p>Screening at each grade level consists of at least two data points. Students meeting or exceeding at least one data point threshold will move on to assessment.</p> <p>All first-grade students will take NNAT3.</p>		<p>District level MSC will convene to analyze collected data, determine eligibility thresholds, and apply thresholds for qualification to all participating students.</p>		<p>Appeals: The district-level MSC will reconvene to review submitted appeals and communicate the final eligibility decision to families.</p> <p>Parents who wish to appeal are asked to submit a detailed written explanation regarding why an appeal is being filed. Appeals are revised and considered by the district-level MSC.</p> <p>Evaluations from outside agencies and/or medical professionals (e.g. private testing) will not be accepted as evidence. Parents should not ask Northshore teachers for letters of recommendations or other documents as the HC department has access to your student’s Northshore data.</p> <p>Appeals are considered for the following reasons:</p> <ul style="list-style-type: none"> *During the testing window, there was an extraordinary circumstance (e.g. death in the family, illness or traumatic event) that might have affected the validity of the test results. *the birthdate or grade level listed on the student’s results notification was incorrect. *The student has a 504 or IEP that has test accommodations and these accommodations were not provided during HC Testing.