



Barbers Hill Independent School District

A Program Design

for

Gifted and Talented Instruction

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BARBERS HILL INDEPENDENT SCHOOL DISTRICT

A Program Design for Gifted and Talented Instruction

DEFINITION

Gifted and talented (GT) children are those identified as having a high level of intellectual ability by professionally qualified persons through a specified screening and selection process. These are children who require a differentiated program in order to realize their full potential.

STUDENT ASSESSMENT/IDENTIFICATION

Identification and selection of students for the Barbers Hill Gifted and Talented program must be determined through a comprehensive process consisting of three steps: nomination, screening, and selection. Nomination involves the formation of a list of students from which the selection will be made. Screening uses a set of pre-established criteria to identify and rank the candidates. Selection involves the consideration of these students' scores with a committee making the decision concerning enrollment in the program. Students in grades K-12 are assessed and served in all areas of giftedness included in TEC§29.121 (State 1.4E)

The entire process will be overseen by a committee using multiple criteria of objective and subjective measures. Additional data beyond that collected may be considered, as needed, in order to make the most appropriate placement (State 1.7.2E).

Equitable access to gifted/talented services for transfer students is provided. The GT district or campus coordinator will request a transfer of student's GT records/profile from the previous district within a two week period of the transfer. GT records will be evaluated by the campus GT Selection Committee. If scores are comparable to Barbers Hill testing criteria, the student will be placed into the GT program without further need of testing. If no scores are available, a nomination will be required to screen for the gifted and talented program. If the scores are not comparable, the GT Selection Committee will decide if further testing is needed. (19 TAC 89.1(5)). If testing is needed, it will be done within a six week period or during the next district screening. (State Plan 1.2E)

Military Children – Transfer students of military families, grades K-12, that register in Barbers Hill and were placed in Advanced Placement classes, Honor classes, or gifted & talented programs in another state will continue placement in those programs in BHISD. (S.B. 90, Chapter 162)

LEVEL I

Screening

All students in Kindergarten will be screened for placement in the Level I Gifted and Talented Program before March 1 of each year. Students nominated in grades 1-2, with parent permission, will be screened for placement in the LEVEL I Gifted and Talented Program.

Students must meet all of the following criteria:

1. The top 10% of the grade level on a standardized achievement test
2. At least 35 points on the Teacher Nomination Checklist
3. 95th percentile or higher on a group-administered ability test

Teacher Nomination Checklist

Each student's teacher(s), representing the four core subjects, will independently complete a Teacher Nomination Checklist for that student. Each student's teachers (if more than one) will then meet to discuss their individual responses and create a consensus Nomination Checklist for that student.

Selection

The GT Selection Committee will be comprised of a majority of campus or district educators and the district wide lead teacher who have completed 30 hours of training, including Nature and Needs and Assessment of GT Students, and are current with their six hour training update as required by TAC§89.2(2) (State 1.7.1E) Other members of the committee shall have a minimum of 6 hours in Nature & Needs or Assessment. The GT Selection Committee will review student assessment and teacher nomination checklist results. This committee will determine the students for program participation. If no more than one of the criteria falls below the targeted level, the committee will have discretion to consider the student for program participation. All selection decisions shall reflect the best professional judgment of the committee based on the student's need for a special program and degree to which the student will benefit. Confidentiality will be observed at all times. Parents must sign a letter giving permission for testing and program placement. Kindergarten students will be assessed and placed in the program on March 1st.

ALL LEVEL I IDENTIFIED STUDENTS MUST BE NOMINATED FOR CONTINUATION IN THE LEVEL II GIFTED AND TALENTED PROGRAM DURING THE SECOND SEMESTER OF SECOND GRADE.

LEVEL II

Nomination

Students in the second semester of second grade and in grades 3-12 may be nominated by any professional staff member at BHISD, their parents, or themselves. This is done by submitting the name(s) to the campus GT coordinator. The identification process for gifted/talented services is ongoing and assessment can occur at any time (State Plan 1.3E). Individual students will be screened no more than once each 12 months. Prior to February 1st of each year, a district-wide call for GT nominations will be conducted. Nominations and transfer students received during the last six weeks of the year will be screened for placement during the first six weeks of the following year.

Screening

Written permission will be secured from parents or guardians for testing and consideration into the program. The initial identification profile will include the following:

1. The most recent achievement test composite score percentile (administered within the last three years)
2. Teacher Nomination Checklist
3. Group-administered ability test percentile (administered no more than once every three years)

These results will be transferred to a preliminary matrix. Students with a score of 9 or more will continue with the additional profile data. The committee may consider a score of less than 9. Additional profile data will include:

4. Individually-administered ability test percentile (administered no more than once every three years)
5. Student portfolio score

Items 1, 2, 4, and 5 will be transferred to a final matrix. Point values will be assigned according to student performance on each measure. The scores obtained are added for a composite total.

Teacher Nomination Checklist

Each nominated student's teacher(s), representing the four core subjects, will independently complete a Teacher Nomination Checklist for that student. Each student's teacher(s) will then meet to discuss their individual responses and create a consensus Nomination Checklist for that student. The total on the consensus Checklist will be used for the Preliminary Matrix and the Final Matrix if necessary.

Student Portfolios

Student portfolio evaluation shall consist of a review of items completed by the student. The three highest scoring items will be used to determine the student's matrix score. Items will include those from a list of required planned experiences and may be supplemented by other samples of exceptional student work. The required planned experiences will be administered in a standardized manner. Planned experiences may be obtained/reviewed through the Campus Gifted and Talented Coordinator. A rating scale will be used to translate portfolio scores to the GT identification matrix.

Selection

The GT Selection Committee will be comprised of a majority of local district or campus educators and the district wide lead GT teacher who have completed 30 hours of GT training and are current with the six hour training updates as required by 19 TAC§ 89.2(2) in nature and needs and/or assessment. The identification committee will review the composite score on each student's matrix, and a target score of 12 will be considered for placement. The committee will have discretion to consider scores below 12. This committee will determine the students for program participation. All selection decisions shall reflect the best professional judgment of the committee based on the student's need for a special program and the degree to which the student will benefit. Confidentiality will be observed at all times. Parents must sign a letter giving permission for program placement.

Gifted And Talented Identification Preliminary Matrix

Student _____

Date _____

Grade _____

TOTAL	5	4	3	2	1	0		
Achievement test Composite Percentile	99	98-97	96-95	94-91	90	89 and below		
Group Administered Ability Percentile	99	98-97	96-95	94-91	90	89 and below		
Teacher Nomination Checklist Total	56-49	48-42	41-35	34-28	27-21	Below 21		
							Composite Score	

Final Matrix

TOTAL	5	4	3	2	1	0		
Achievement test Composite Percentile	99	98-97	96-95	94-91	90	89 and below		
Individually Administered Ability Percentile	99	98-97	96-95	94-91	90	89 and below		
Teacher Nomination Checklist Total	56-49	48-42	41-35	34-28	27-21	Below 21		
Student Portfolio	5	4	3	2	1	0		
							Composite Score	

FURLOUGH/EXIT

The gifted and talented program is characterized by high academic standards and rigorous presentation of content. It may include an accelerated pace, advanced grade level materials, higher-order teaching/thinking strategies, and advanced problem solving, products, and performances. Students identified for the gifted and talented program have demonstrated potential for this challenging curriculum and are expected to achieve at high levels. However, there is also the understanding that an appropriately challenging gifted and talented program will result in student performance that ranges from satisfactory to above expectations as in other programs. When student performance falls below satisfactory expectations, it will be addressed immediately and students may be furloughed from the program temporarily. If the program is determined to be inappropriate for the academic needs of a student, he/she may be exited. Furloughs from the program may be initiated by parents or school personnel and may also be granted for extenuating circumstances other than academic performance. Final decisions regarding furlough and exit are made by the campus identification committee.

- 1.** Satisfactory performance, as measured by a 75 or higher grade each six weeks, is the minimum standard expected from all GT students in all GT classes. Students in the gifted and talented program will receive progress reports at the mid-point of a six-weeks grading period if averages are 75 or below. Parents will be contacted anytime thereafter in the six-weeks grading period if averages fall below 75. In both instances a parent teacher conference will be requested. If a student's grade falls below 75 for a six-week grading period he/she may be furloughed from the class(es) in which the low grade was received or from the entire program for the remainder for the year. Recommendations for a return to the program, continued furlough or exiting will be based on observation of student achievement and performance and after consultation with teachers and parents. Furloughs will not be granted for more than one calendar year. A review of student performance in the program may be initiated at any time by the GT teacher, classroom teacher, principal, counselor, or parent.
- 2.** When student performance at the midpoint of a six-week grading period falls below 75 the GT teacher in whose class the student is experiencing difficulty will conduct a conference with the parents, and areas of concern will be detailed. Parents will be further reminded that a student must maintain a grade of 75 or above to continue in the program.
- 3.** If student performance should fall below the minimum standard of 75 at the end of any six-week grading period, a second conference will be called with the parents, the program teacher(s) and administrator. At this time a recommendation will be made as to appropriate placement in the program.
- 4.** Participation in the program is voluntary, and parents may withdraw a student at any time. However, parents will be encouraged to utilize the evaluation process above to determine the best educational placement for their child.
- 5.** A formal letter of exit or furlough is to be signed by the parent and a copy placed in the student's file.