

Kila School District #20 Gifted Education Plan



Table of Contents

Philosophy.....	3
Definition.....	3
Goals.....	3
Objectives.....	3
Teacher Preparation.....	4
Screening and Identification.....	4
Kila School's steps to screening and identifying potentially gifted students:.....	4
Gifted Education Committee.....	5
The annual program review will consider the following:.....	5
Gifted Education Committee Members:.....	5
Family Engagement.....	5
Support Services/Program Options.....	6
Tier I.....	6
Tier II.....	6
Tier III.....	6
Explanation of Services Available.....	6
Academic Competitions:.....	7
Curriculum Compacting:.....	7
Differentiation of Curriculum:.....	7
Grade Acceleration:.....	7
Independent Research:.....	7
Parent Involvement.....	7
School Board Policy.....	7
Policy 2166: Gifted Program.....	7
State of MT Gifted Education Information.....	8
Montana Gifted Accreditation Standards.....	8
Montana Gifted Accreditation Standards - Minimum Requirements and Best Practices.....	9
The State of Montana has five Components for Gifted Education Programming:.....	9
Gifted Education Forms.....	9
Differences Between Advanced and Gifted Learners.....	9
Reading the CogAT Results Report.....	10
Age Scores.....	10
APR Scores - Age Percentile Graph.....	12
Raw Scores.....	12
Grade Scores.....	12
Composite Score.....	12
Understanding Score Profiles.....	12
Narrative.....	13
General Info.....	13

Philosophy

The Gifted and Talented program at Kila School is intended to complement and enrich the school district's current curriculum, goals, and objectives. The district recognizes that some students can learn more, learn faster, and in greater depth than the general student population. We are dedicated to making the necessary accommodations for those exceptional students.

Definition

Based on Montana Annotated Code 20-7-901.

Definition of Gifted and Talented Children:

"Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors."

Definition of Professionally Qualified Persons:

"Professional qualified persons" means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies."

Goals

- To monitor students in kindergarten through second grade who exhibit potential gifted characteristics.
- To identify gifted students in third through eighth grades and maintain an Advanced Learning Plan for each identified student.
- Meet the individual needs of students considered gifted.
- Challenge students on an appropriate level.
- Provide opportunities for parental involvement in the development and administration of the gifted program.
- Support teachers in knowing how to provide the best learning environment for students with high abilities.
- Nurture the emotional and social needs of students with high abilities.

Objectives

- To identify gifted students through screening and data collection.
- To serve students with high abilities through best practices and a flexible three-tier system that allows individual students to have access to the opportunities and interventions that best serve their needs.
- To provide enrichment that exercises cognitive thinking skills.

- To use a variety of teaching approaches that appropriately challenge students to reach their greatest potential.
- To prepare teachers to be successful in serving gifted students.

Teacher Preparation

The Kila School Gifted Education Committee will meet regularly (at least one per quarter) to communicate about students with high abilities. The committee will discuss any success or improvements that are needed in programs being used. The district will provide professional development opportunities to train teachers in how to best meet the needs of students with high abilities.

Several ways Kila School will strive to best prepare teachers include the following:

- Providing professional development workshops.
- Sending the Gifted Coordinator to the Montana AGATE Conference.
- Maintaining a professional resource library with books relevant to gifted and talented teaching.
- Purchasing resource and curriculum materials to aid in enrichment and differentiation of curriculum.

Screening and Identification

Kila School uses a combination of factors that are in accordance with state gifted education standards when identifying students who may be a candidate for an Advanced Learning Plan. Students will not be screened or referred for Gifted Education services prior to 3rd grade.

Kila School's steps to screening and identifying potentially gifted students:

- Step 1:** Parent or School Staff (Teacher, Counselor, Administrator) nominates student. Nomination forms are submitted to the Gifted Education Coordinator.
(Nomination forms must be submitted by March 1st for evaluation to take place prior to the end of the school year.)
- Step 2:** The Gifted Education Committee will review the student's recommendation, standardized test results, and class grades.
(Students with standardized test results in the 95th percentile or above will be automatically referred for further evaluation.)
- Step 3:** Gifted Education Committee's referral for further evaluation.
(If is identified for further evaluation, or not, by the Gifted Education Committee, the student and their parents will be notified by the Gifted Education Coordinator.)

- Step 4:** Student completion of CogAT. Teachers and Parents completion of Observation Form
- Step 5:** Gifted Education Committee Reviews student results on CogAT and Teacher/Parent Observation Forms.
- Step 6:** Gifted Education Committee makes recommendation for student to have ALP (Advanced Learning Plan) or continue with regular education classroom instruction.
- Step 7:** If recommended by the Gifted Education Committee, an Advanced Learning Plan is created for the student.
- Step 8:** Gifted Education Coordinator convenes with student, parents, and teacher(s) to share Advanced Learning Plan.

Gifted Education Committee

The Gifted Education Committee will perform an annual program review to ensure it is meeting the needs of gifted students. Revisions will be made as needed to ensure that teachers and the program are supporting gifted students. A survey may be used to include input from parents, teachers, and other stakeholders.

The annual program review will consider the following:

- Were data collection methods effective?
- Were tier interventions effective?
- Did teachers feel confident implementing in-class recommendations?
- Did identified students grow and benefit from the program?
- What would make the program more successful?

Gifted Education Committee Members:

- Gifted Education Coordinator: Brandy Vickrey
- General Education Teacher: Christine Mecham
- Special Areas Teacher: Tika Counts
- Counselor: Tarra Barrett
- School Board Member: Amanda Chin
- Parent: Kailey Thomas
- Administrator: Current Administrator

Family Engagement

Family involvement is highly important to the development of students with high abilities.

Kila School will support families by:

- Providing supportive resources for information regarding students with high abilities
- Collaborating with families to develop the best plan for individual student needs
- Offering opportunities for collaboration between families, classroom teachers, and the Gifted Education Committee

Support Services/Program Options

Kila School has multiple service and program options when developing an Advanced Learning Plan to meet the needs of students who have been identified as gifted. The following three-tier model includes a variety of service and program options that Kila School could potentially provide to gifted students. **All interventions must include setting goals and collecting data for progress monitoring.**

Tier I

- Inquiry projects
- Differentiated instruction
- Some accelerated lessons
- Lessons that take standard deeper or use it in a way that requires higher level thinking skills

Tier II

- Some accelerated lessons or curriculum compacting
- Advanced placement in an individual subject area
- Independent or small group research
- Pull Out Activities - small groups that expand on core curriculum
- Enrichment activities
- Assistance with life skills/social skills and/or emotional needs in small group setting

Tier III

- Early Entrance
- Academic Competitions (when available)
- Grade Acceleration
- Individualized Plan to meet specific needs
- Radical Acceleration of Curriculum
- Independent Study
- Assistance with life skills/social skills and/or emotional needs in an individual setting with a counselor or gifted and talented coordinator.

Explanation of Services Available

Academic Competitions:

may include but are not limited to Spelling Bee, and Science Fair

Curriculum Compacting:

modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material and to provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills

Differentiation of Curriculum:

a method of changing the content, process, or product of the regular classroom curriculum to meet the need(s) of the gifted child

Grade Acceleration:

a method of moving a gifted student to an appropriate grade level after an evaluation has been completed

Independent Research:

a programming option which allows a student or small group of students to pursue an area of interest related to a specific curriculum area

Parent Involvement

Parents are welcomed advocates for their gifted child's needs. Parents may nominate their child for gifted evaluation by submitting the [Gifted Education Nomination Form](#). Parents of identified gifted students are initially included in the formation of the Advanced Learning Plan. After the Advanced Learning Plan has been completed, parents are included in an annual evaluation of the student's Advanced Learning Plan. During this evaluation, the Gifted Education Coordinator will share with parents the student's attainment or nonattainment of ALP goals. Parents can continually monitor student achievement through Google Classroom and Infinite Campus.

Kila School District #20**School Board Policy**Policy 2166: Gifted Program

To the extent possible with available resources, all gifted and talented students will have the opportunity to participate in appropriate educational programs. "Gifted and talented students" are students of outstanding abilities, who are capable of high performance and who require differentiated educational programs beyond those normally offered in public schools, in order to fully achieve their potential contribution to self and society.

The District shall:

- Provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.
- Comply with all federal and state laws and regulations regarding addressing gifted education.
- Provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and shall provide a framework for considering a full range of alternatives for addressing student needs.

The Superintendent will establish procedures consistent with state guidelines for nominating, assessing, and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

State of MT Gifted Education Information

Montana Gifted Accreditation Standards

Montana State Board of Public Education School Accreditation Standards, Subchapter 8, Section 10.55.804, state that:

1. "Schools shall provide educational services to gifted and talented students that are commensurate with their needs, and foster a positive self-image.
2. "Each school shall comply with all federal and state laws and regulations addressing gifted education.
3. "Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs."

The State of Montana recommends that a framework for Gifted Services include:

- a. "Identification of talent areas and student selection criteria according to a written program philosophy;
- b. "A curriculum which reflects student needs;
- c. "Teacher preparation;
- d. "Criteria for formative and summative evaluation;
- e. "Supportive services; and
- f. "Parent involvement."

You can access the full document stating the above guidelines here:

[State of Montana Gifted and Talented Accreditation Standards](#)

Montana Gifted Accreditation Standards - Minimum Requirements and Best Practices

The State of Montana has five Components for Gifted Education Programming:

Component I: "Philosophy and Student Identification - Gifted learners must be assessed to determine appropriate educational services."

Component II: "Curriculum and Instruction - Gifted education services must meet the academic and affective needs of the gifted learner."

Component III: "Support Services and Parental Involvement - Gifted education programs must provide structured support and assistance."

Component IV: "Professional Development - Educators must have specialized preparation specifically related to gifted learners."

Component V: "Program Evaluation - Program evaluation must analyze the delivery and impact of gifted services."

Gifted Education Forms

[Advanced Learning Plan](#) (used only by Gifted Education Coordinator)

[Gifted Education Referral Form](#) (used only by Gifted Education Coordinator)

[Gifted Nomination Form](#)

[Parent Observation Form](#)

[Teacher Observation Form](#)

Differences Between Advanced and Gifted Learners

Advanced Learner	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild and silly ideas
Works hard	Plays around but tests well
Answers the questions	Discusses in detail; elaborates
Top of the group	Beyond the group's comprehension

Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new designs
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Prefers straightforward tasks	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Reading the CogAT Results Report

The CogAT Test measures the level and pattern of cognitive development of a student compared to those similar in age and grade.

The CogAT measures three different cognitive abilities.

- The **verbal** section measures a child's ability to remember and transform sequences of English words, to understand them and to make inferences and judgments about them.
- The **quantitative** section measures a child's understanding of basic quantitative concepts and relationships.
- The **non-verbal** section measures reasoning using pictures and geometric shapes. This section reduces the impact of language on the student's score.
- The **composite** score is a total score for all three batteries.

Age Scores

The test uses age norms (national) and grade norms (national) to calculate scores and compare students of the same age or grade.

Students are grouped by age in one-month intervals from 4 years 11 months through 18+ years of age.

The first column in the Age Scores section, the **Standard Age Score (SAS)** scale is a normalized standard score scale for each battery and the Composite. The SAS has a mean of 100 and a standard deviation of 16. It permits educators to compare the rate and level of cognitive development of an individual to other students in the same age group. For example, students who have an SAS of 100 on the Verbal Battery have a rate and level of development of verbal reasoning skills that is typical of their age group. A student who has an SAS of 125 on the Verbal Battery has a faster rate and a higher level of development of verbal reasoning skills than the typical student in the same age group.

The second column in the Age Scores section shows the **Stanine Age Score**. The stanine scale is a normalized standard score scale consisting of nine broad levels designated by the numbers one through nine.

Stanine scores range from a low of 1 to a high of 9. Stanines are groupings of percentile ranks. A higher stanine equates with a higher level of cognitive abilities development. A comparison of Stanines and Percentile Ranks are summarized in the table below:

Stanine	Percentile Rank	Description
9	96 - 99	Very High
8	89 - 95	Above Average
7	77 - 88	Above Average
6	60 - 76	Average
5	40 - 59	Average
4	23 - 39	Average
3	11 - 22	Below Average
2	4 - 10	Below Average
1	1 - 3	Very Low

The third column in the Age Scores section shows your student's **Age Percentile Rank** for each section and the composite (the national percentile rank). A percentile rank indicates the percentage of students in the same age group whose scores fall below the score obtained by a particular student. For example, if your student obtains a percentile rank of 90 on the verbal battery, it means that 90 percent of students in the

standardized sample scored below your student. A percentile rank of 50 is considered average.

APR Scores - Age Percentile Graph

This section also relates to your student's Age Scores. It is a graphic representation of your student's scores for each of the batteries and the composite. Scores for each section of the assessment are indicated by a diamond shape within a score band. The score band represents the confidence interval. The confidence interval is dependent upon individual error scores. Error scores represent the error of measurement for each student.

These things affect error scores:

- The student responds inconsistently to items in the same battery (i.e., if the student misses easy items but correctly solves difficult items).
- If the student does well on one subtest in a section of the test but poorly on another subtest in the same battery

Raw Scores

The Raw Scores give you the number of items on the test, number attempted, and the number correct in each test section.

Grade Scores

The Grade Scores are defined as above (see Stanine and PR explanation except that they refer to the National Percentile Rank of students in the same grade level across the nation).

Composite Score

The number indicating the Composite Score is a percentile for all three sections. This number combines all three scores and indicates where your child stands by comparison to other students who took the test. Thus, a composite percentile score of 98 indicates that, overall, your child did better on all three sections combined than 98 percent of other students in their age group.

Understanding Score Profiles

Since CogAT's inception, the authors have encouraged teachers to focus on the student's scores on the three separate CogAT batteries rather than on the student's Composite score.

The scores on the three batteries make up a student's score profile. CogAT score profiles identify both the level of the student's scores and the pattern of scores across the batteries.

The **Level of Scores** is represented by the student's middle age stanine across the three sections of the CogAT. For example, if a student scored in the 8th stanine for verbal, the 3rd stanine for quantitative, and the 5th stanine for nonverbal, the middle age stanine used in the score profile would be 5th.

The **Pattern of Score** is indicated one of the following ways:

A Profile: The student's verbal, quantitative, and nonverbal scores are roughly at the same level.

B Profile: One of the three scores is either above or below the other two. The student's profile will either show a relative strength OR a relative weakness.

C Profile: There is one score above and one score below creating a Contrast. This student's profile will show both relative strength and a relative weakness.

E Profile: If a B or C profile represents a point difference in the SAS score of 12 points or more, it is considered Extreme. An E profile calls attention to the score difference.

Narrative

To the right of your child's report you will see a narrative description of his or her results.

General Info

Generally, percentiles are a more descriptive way of understanding how your child did on the exam because they show how a student ranked against their entire group of peers. Stanines are more confusing but correspond directly to the percentile score.

Please remember that the CogAT, like many cognitive tests administered to children, is an imperfect assessment measure that can vary greatly depending on a variety of external factors. Thus, while these scores can be important, they should not be taken as the sole measurement of a student's skills and abilities.