

Renville County West School District

OUR MISSION

The Renville County West School District prepares students to be contributing members of a changing society through supportive and relevant educational strategies.

Gifted and Talented Plan



This document is intended to inform interested parents/guardians about the gifted and talented identification process and plans for students at Renville County West Public School. If you have further questions, please see contact information below.

**District Gifted Services
Coordinator**

301 3rd Street NE, PO 338
Renville, MN 56284
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Mission:

The mission of our Gifted and Talented Services program is to provide gifted students the opportunity to discover and nurture their potential of academic excellence in challenging and supportive environments.

Vision:

When appropriate educational programming for gifted and talented students is provided, the Renville County West School District expects the following results:

- Students will demonstrate measurable academic growth, in-line with their documented abilities.
- Students will display a positive attitude about school, learning, and their own academic abilities.
- Students will have increased opportunities for educational choice in the overall school program.

Philosophy:

- All students, within the gifted and talented identification spectrum, will reach their maximum potential when they are taught a rigorous curriculum in a climate of high expectations by teachers who believe in their capacity to teach gifted and talented learners.
- Students will be motivated to learn when the learning is relevant to their needs and abilities.
- Students will achieve more when they are challenged, monitored, and honored.

Gifted and Talented children have outstanding abilities, perform at remarkable high levels, and have very unique needs. Renville County West School District strives to support the unique needs of children whose specific academic subjects, general intellectual, leadership, creativity, and visual and performing arts abilities far exceed their chronological age.

Goals:

Student Goals:

When appropriate educational opportunities for gifted and talented students are provided, the Renville County West School District expects the following results:

- Students will demonstrate measurable academic growth, in-line with their documented abilities.
- Students will display a positive attitude about school, learning, and their own academic abilities.
- Students will have increased opportunities for educational choice in the overall school program.
- All students, within the gifted and talented identification spectrum, will reach their maximum potential when they are taught a rigorous curriculum in a climate of high

expectations by teachers who believe in their capacity to teach gifted and talented learners.

- Students will be motivated to learn when the learning is relevant to their needs and abilities.
- Students will achieve more when they are challenged, monitored, and honored.

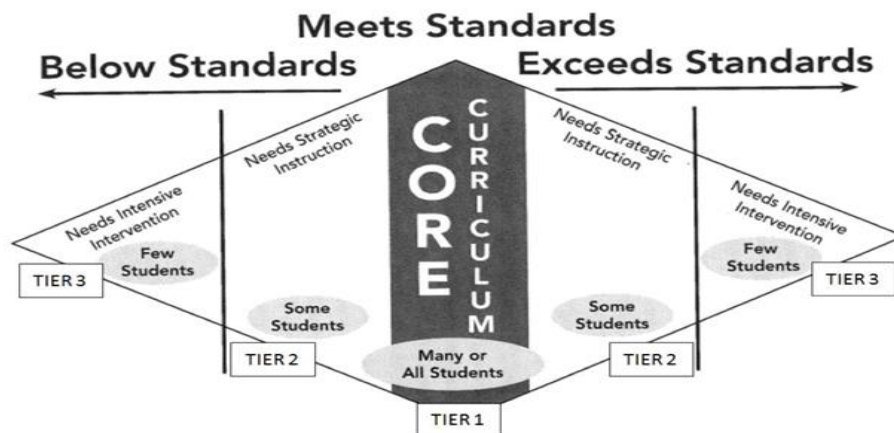
Service Goals

- RCW shall provide to teachers, administrators, and parents instruction, practice, and application opportunities for the use of skills, techniques, resources, and materials that may be appropriate to meet the unique needs of talented and gifted students or other students as appropriate.
- Gifted learners shall be included in flexible grouping arrangements whenever possible to ensure that gifted students learn with and from intellectual peers.
- The Gifted and Talented plan and service will be evaluated systematically for the purpose of program improvement.

Program Model

The gifted education model is that of a continuum of services based on student strengths and learning needs. The program model holds the school personnel and parents/guardians responsible for the ongoing communication and feedback about that child's educational experience.

The Multi-Tiered Support Systems (MTSS) framework uses core principles, education data, and practices to plan instruction and responds with flexibility to meet the unique needs of each learner.



We provide an ample and vital Gifted and Talented service that includes:

- An identification system based on current research and best practice that uses multiple assessments that are statistically valid and reliable.
- Innovative instructional strategies that meet the unique interests and abilities of each student.

- District culture and values that support the Gifted and Talented philosophy and mission.
- Highly skilled teachers who understand the complex needs of the gifted learners.
- Alignment of resources, structures, and systems to meet the needs of gifted and talented students.

Screening Criteria

All Renville County West students will be screened annually using multiple criteria including local data, teacher ratings, classroom performance, and local achievement data. Whole grade level screening with the Cognitive Abilities Test (CogAt) will take place in the spring of 2nd grade and fall of 5th and 8th grade. A spread sheet of student profiles will be created to assist in creating a pool of candidates for further evaluation. In addition students referred through teacher, parent/legal guardian, and/or student referrals are included.

For Grades K-8: Student must have a minimum of 3 out of the 4 following pieces of data as evidence:

- Ability measures (CogAT, IQ)
- Achievement measure (MCAs, STAR, AIMSweb)
- Teacher recommendation form
- Other applicable district assessments

<u>Kindergarten -1st</u> End of the year assessment (area of giftedness), AIMSweb Plus and other applicable district assessment
<u>2nd Grade</u> End of the year assessment (area of giftedness), CogAT (spring), AIMSweb Plus and others applicable district assessment
<u>3-5th Grade</u> End of the year assessment (area of giftedness), CogAT (Fall of 5 th grade) MCAs, AIMSweb Plus, STAR and other applicable district assessments
<u>6-8th Grade</u> End of the year assessment (area of giftedness), CogAT (Fall of 8 th grade) MCAs, AIMSweb Plus, STAR and other applicable district assessments
<u>Grades 9-12</u> Throughout the school year, teachers in grades 9-12 and counselors use past performance in the classroom, scores on standardized tests, and advanced scores on state and local assessments to create a pool of candidates who would benefit from the gifted services in specific academic aptitude such as instruction in the College and Advanced Placement classes.

Formal identification for gifted service occurs after careful examination of data and other information. A student's need for gifted service is based on a variety of factors. The resulting evidence of need may point toward strategic or intensive programming beyond the regular classroom.

In building evidence of student's need for gifted education service, we gather information from multiple areas:

1. Cognitive abilities test (CogAT/WISC IV/Woodcock Johnson) measures aptitude
2. Measures of Academic progress (MCAs/STAR/AIMSweb Plus, Report Card) – measures achievement in reading and math
3. Classroom Teacher/performance – evidence of classroom performance
4. Teacher Input Form
5. Parent survey form

Gifted and Talented Procedures for Grades K-12 (See Attachment 1)

Procedure for Identifying Gifted and Talented Students

1. After an initial inquiry is made by a parent, advocate, student, teacher, administrator, or gifted and talented coordinator, the process of assessing a student may begin. Within 10 school days of receiving the initial inquiry, the school personnel will start the process with the classroom/content teacher(s) completing a teacher rating scale. Parent(s) will also be asked to complete a parent survey regarding the student.
2. The gifted and talented coordinator will collect all initial data and set up an informational meeting with the team who is comprised of: the parent(s), advocate, teacher, building administrator, district school psychologist, curriculum coordinator, and gifted and talented coordinator. Any additional background information will be shared at this time.
3. The decision of which path to proceed with will be made by the team after the completion of the team meeting.
 - a. If the team decides to not continue with the assessment, the classroom teacher will provide differentiated instruction or extended tiered services may be offered for this student.
 - b. If the team decides to continue with the assessment, the school district will have up to 30 days to complete the assessments and observations. The WISC IV and Woodcock Johnson assessments will be given to the student so additional data may be collected. An informal interview will be conducted with the student by the building principal and gifted and talented coordinator.
4. Upon the completion of the assessments, the data will be compiled and shared with the team. The gifted and talented coordinator will set up a meeting with the teacher(s), building administrator, district school psychologist, and curriculum coordinator to discuss the results of the formal assessments and observations.

5. There will be a second meeting set up to inform the parent(s) about the results of the assessments and observations. The recommendation decided on by the team will be decided at this time.
 - a. If there is no evidence for acceleration by grade level or content area, the classroom teacher will provide differentiated instruction or extended tiered services may be offered for this student.
 - b. If the assessments show evidence for acceleration in grade level, see the Grade Level Acceleration flow chart (Attachment 2).
 - c. If the assessments show evidence for acceleration in content area, see the Content Area Acceleration flow chart (Attachment 3).

Referral Procedures

Renville County West School District conducts an active search for students who should be evaluated for identification for gifted and talented services in general or specific academic aptitude. Screening is conducted on a yearly basis.

Automatic referrals can result when a student has an ability test score or the combination of two other pieces of data which indicate a need for further evaluation. These data sources could be from grade level screening assessments such as whole grade level ability testing (CogAT and MCAs), school-based benchmarking assessments given at specific points in the year (i.e. STAR, AIMSweb Plus, Common Formative Assessments), grades, or work samples showing superior level accomplishment or potential.

Classroom teachers, other school staff, peers, parents, community members, and students may refer a student for talented and gifted services **in one or more areas** (General Intellectual Aptitude grades K-3 or specific academic aptitude in language arts, mathematics, science, or social studies in grades 4-12) through the following steps:

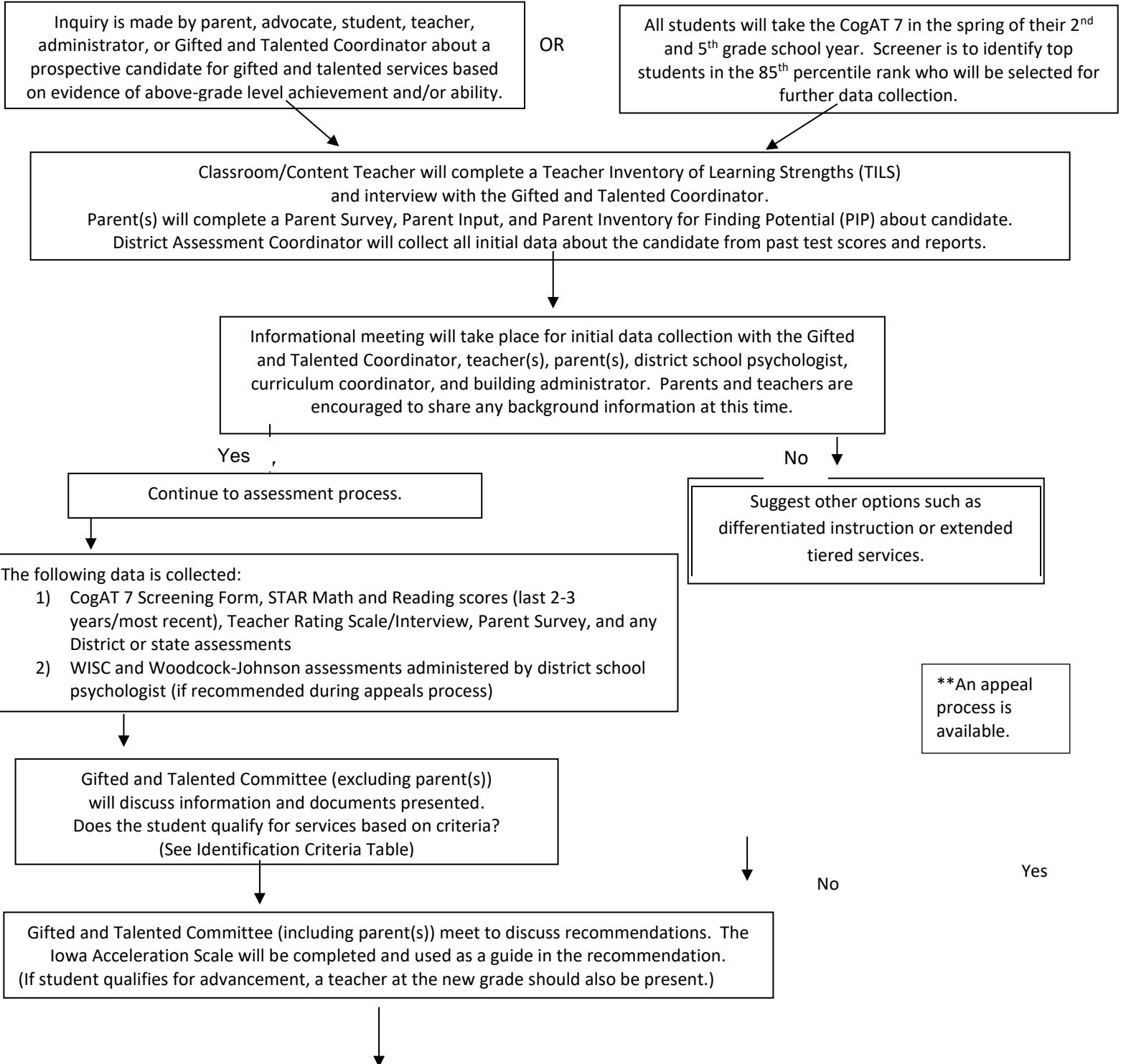
1. Complete the *Academically Gifted and Talented Services* form. A referral form may be requested from the school Gifted and Talented Coordinator.
2. Upon completion, the referral form is given to the school Gifted and Talented Coordinator.
3. Within 10 school days of receiving a referral form, the school Gifted and Talented Coordinator notifies parents with the *Parent Survey* to be completed.
4. The school has 45 days to evaluate the student and determine eligibility at an Identification/Placement Committee Meeting.
5. Within 10 school days following the Identification/Placement Committee meeting, parents are notified of the decision using *Not Eligible for G/T Services* letter or *Eligible for G/T Services* letter.
6. Once a student has been referred for talented and gifted services, he/she will proceed completely through the eligibility process.

Students may be referred for evaluation for talented and gifted services any time during the school year from the first day of school to the 90th day of school (allows eligibility process to be completed by end of

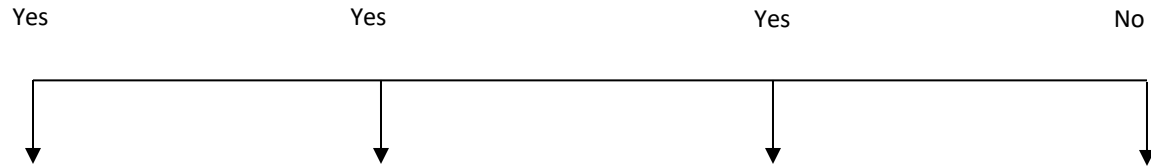
the school year). Students may be referred in General Intellectual Aptitude or a specific academic area **only once** during the academic school year, however, they may be referred within the same academic school year for a different academic area. If students are found ineligible for gifted services in a specific area, they may be referred the following school year for the same area.

Gifted and Talented Identification Process for Grades K-12

Attachment 1



**An appeal process is available.



See Whole Grade Acceleration Flow Chart if applicable.

See Content Level Acceleration Flow Chart if applicable.

Placement in cluster math or cluster reading classroom for differentiated

Consider other options such as differentiated instruction or extended tiered services.

Identification Criteria Table

Measures	Rating		Grades
1. CogAT 7 Ability Test K-BIT-2	80 th or higher * Students are eligible for placement on the basis of aptitude score alone if they score 96% or higher on the composite score		K-12
2. Minnesota Comprehensive Assessment M (Math) R (Reading)	M	R	Grades
	366	374	3
	466	466	4
	563	567	5
	662	667	6
	760	767	7
	861	867	8
		1064	10
	1164	11	
3. AIMSweb	90 th Percentile		K-4
4. STAR Math and Reading	90 th Percentile		2-11
5. Academic Performance	S+/X (Skills Mastered) A 3.75 on a 4.0 GPA Scale (grade point average) * Reviewed in the core content areas		K-2 3-4 5-12
6. WISC and Woodcock-Johnson (if applicable)	WISC= 120 W-J = 115		K-12
7. Portfolio of exemplary work may be submitted			

Identification Criteria

- Kindergarten and First Grade students who meet the eligibility criteria in two of the three measures are eligible for gifted and talented services.
- Grade 2 students who meet the eligibility criteria in three of the four measures are eligible for gifted and talented services.
- Grades 3-4 students who meet the eligibility criteria in four of the five measures are eligible for gifted and talented services.
- Grades 5-12 students who meet the eligibility criteria in three of the four measures are eligible for gifted and talented services.
- Aptitude test results alone can qualify a student for placement (see Measure 1 above).

Parents are notified by letter when a student is identified as qualifying for gifted services.

Whole Grade Advancement Procedures for Grades K-8

Attachment 2

If whole grade advancement is being considered, the following additional measures will be administered.

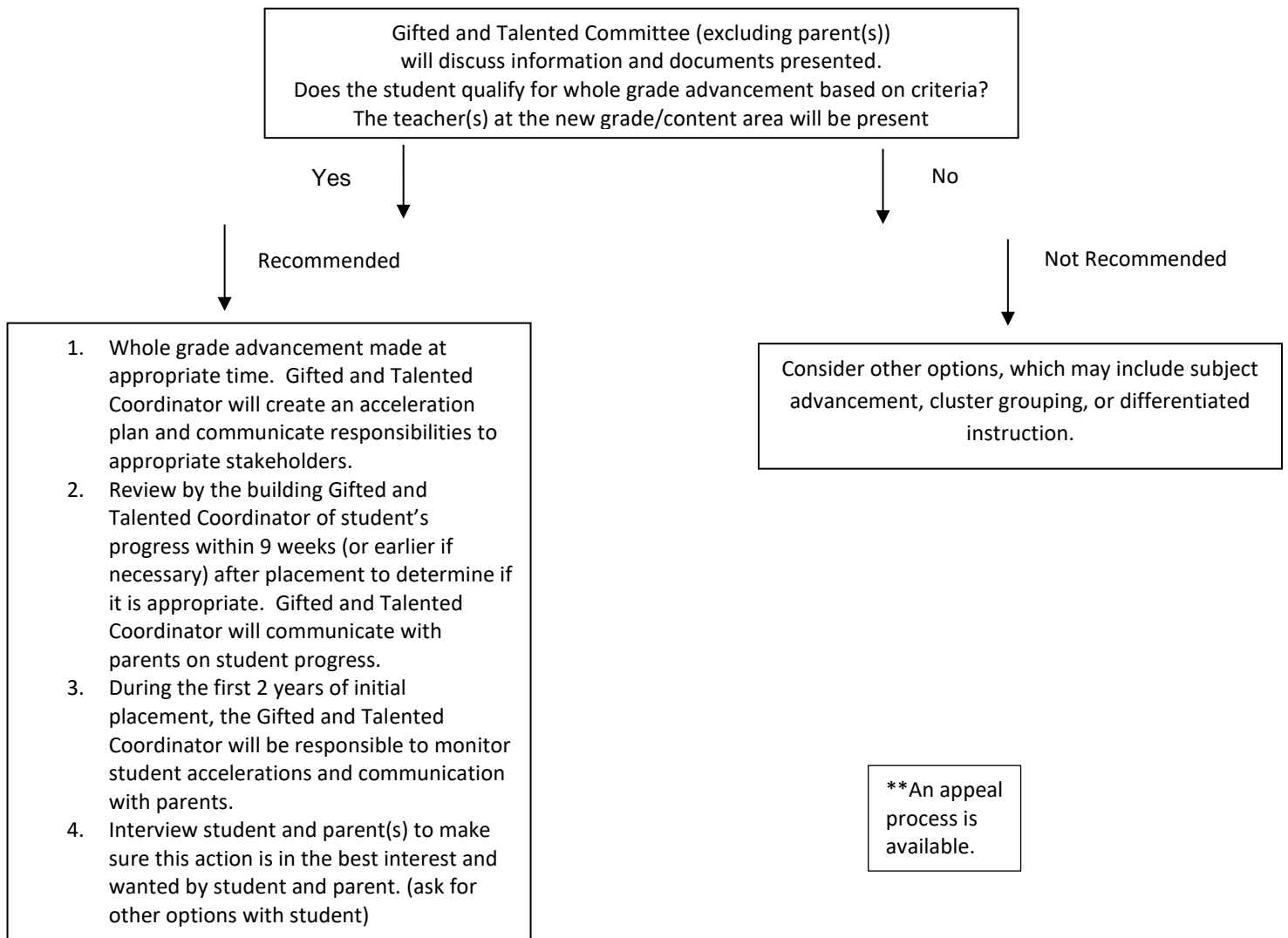
Measures	Rating	Grades
1. CogAT 7 Ability Test K-BIT-2	80% or higher * Students are eligible for placement on the basis of aptitude score alone if they score 96% or higher on the composite score	K-12
2. Minnesota Comprehensive Assessment M (Math) R (Reading)	M	Grades
	366	3
	466	4
	563	5
	662	6
	760	7
	861	8
	1064	10
1164	11	
3. Minnesota Comprehensive Assessment in Science	570 863 1063	5 8 High School
4. AIMSweb	90 th Percentile	K-4
5. STAR Math and Reading	90 th Percentile	2-11
6. Academic Performance	S+/X (Skills Mastered) A 3.75 on a 4.0 GPA Scale (grade point average) * Reviewed in the core content areas	K-2 3-4 5-12
7. WISC and Woodcock-Johnson (Appeals Process only)	WISC= 120 W-J = 115	K-12
8. Portfolio of exemplary work may be submitted		
9. End-of –the Year Assessment, based on academic state standards in science for grade level that would be preceding the grade level being considered	80%	1-10
10. End-of –the Year Assessment, based on academic state standards in social studies for grade level that would be preceding the grade level being considered	80%	1-10
11. Writing Sample based on academic state standards for grade level that would be preceding the grade level being considered	80%	1-10

Whole Grade Advancement Criteria

- Students will need to meet 2 additional measures in different content areas to be qualified for whole grade advancement

These assessments results will be collected by the Gifted and Talented Coordinator to be presented and discussed at the team meeting.

Grade Advancement Flow Chart



Subject/Content Advancement Procedures for Grades K-10

Attachment 3

If subject/content advancement is being considered, the following additional measures will be administered.

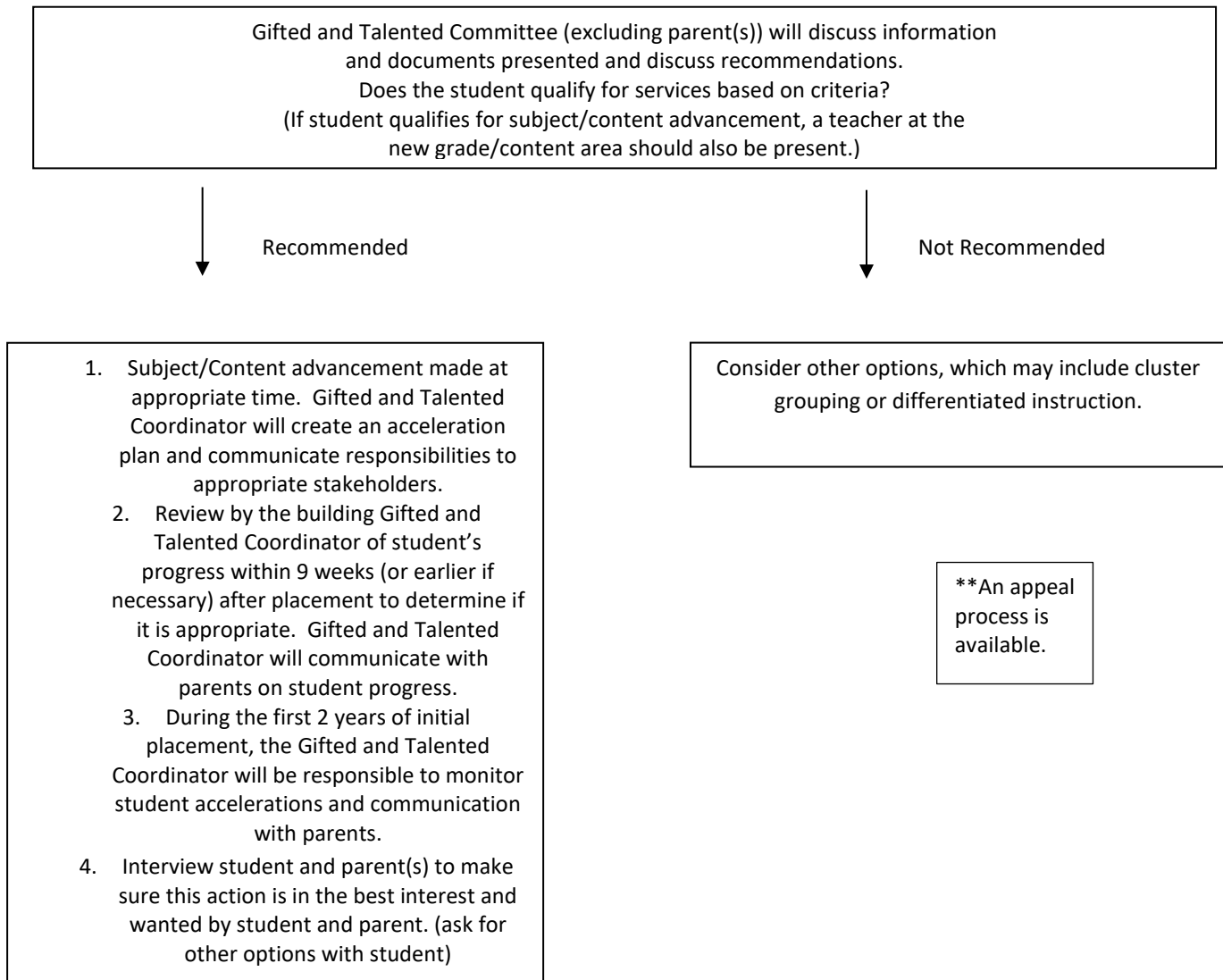
Measures	Rating	Grades
8. CogAT 7 Ability Test K-BIT-2	93% or higher * Students are eligible for placement on the basis of aptitude score alone if they score 96% or higher on the composite score	K-12
9. Minnesota Comprehensive Assessment M (Math) R (Reading)	M	Grades
	366	3
	466	4
	563	5
	662	6
	760	7
	861	8
		10
	1064	11
	1164	
10. Minnesota Comprehensive Assessment in Science	570 863 1063	5 8 High School
11. AIMSweb	90 th Percentile	K-4
12. STAR Math and Reading (current grade level)	90 th Percentile	2-11
13. Academic Performance	S+/X (Skills Mastered) A 3.75 on a 4.0 GPA Scale (grade point average) * Reviewed in the core content areas	K-2 3-4 5-12
14. WISC and Woodcock-Johnson (Appeals Process only)	WISC= 120 W-J = 115	K-12
15. Portfolio of exemplary work may be submitted		
16. End-of –the Year Assessment, based on academic state standards in science for grade level that would be preceding the grade level being considered	80%	1-10
17. End-of –the Year Assessment, based on academic state standards in social studies for grade level that would be preceding the grade level being considered	80%	1-10
18. Writing Sample based on academic state standards for grade level that would be preceding the grade level being considered	80%	1-10
19. STAR Assessment based on academic state standards in math for grade level that would be preceding the grade level being considered	85 th Percentile	2-10
20. STAR Assessment based on academic state	85 th Percentile	1-10

standards in reading for grade level that would be preceding the grade level being considered		
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Subject/Content Advancement Criteria

- If there is enough evidence to proceed with subject/content acceleration, the Gifted and Talented Coordinator will assess student in that area using the following measures and criteria
- These assessments results will be collected by the Gifted and Talented Coordinator to be presented and discussed at the team meeting.

Subject/Content Advancement Flow Chart



Renville County West Appeals Process

Parents may appeal a decision by asking for the reconsideration of the results of any part of the identification process which would include the following: screening procedure or assessment instrument (which results in identification); the scheduling of children for assessment; the placement of a student in any program; and receipt of services. Parents should submit in writing to the Gifted and Talented Coordinator outlining the nature of the concern, and with supporting documentation attached. Each consideration letter will be addressed by the Gifted and Talented Committee. The decision will be based on the student's profile plus additional information presented to the committee by the family.

Steps to follow to participate in the Appeals Process:

1. Submit a letter stating in detail regarding the rationale that the Gifted and Talented Committee should consider for revisiting the student's current placement.
2. The parent must provide evidence that the child's knowledge, skills, and abilities are superior to those demonstrated and measured by school personnel. Prepare a portfolio or packet of supporting evidence such as additional student work. Writing samples, reading lists, essays, experiments or other authentic student works may be submitted. Any additional information will help the Gifted and Talented Committee make the best educational decision for each student.
3. Submit a teacher letter with information from the teacher, regarding the specific reason(s) for reconsideration in the area that the student did not receive qualifying criteria.
4. Testing from an outside source will be considered, but Renville County West School District is not responsible for any costs incurred if a parent chooses to obtain information this way.
5. Place portfolio/packet of supportive evidence, along with the letters, into a large envelope that is labeled with Student Name, School, Teacher, Grade, Parent Name, Address, and Telephone Number.
6. Submit this final packet no later than June 1 or December 15 of current school year to the Gifted and Talented Coordinator at Renville County West, PO Box 338, Renville, MN 56284. Early Entrance to Kindergarten reconsideration packets are due August 1.

The Gifted and Talented Coordinator will convene a meeting with the parent/guardian, and the Gifted and Talented Committee to review the appeal request. The Building Administrator will issue a written final decision within 30 days of the appeal. This written notice will include the reason(s) for the decision.

Please note that placement decisions are reversed only in instances where extensive documentation is presented providing significant evidence that the child's knowledge, skills, and abilities are superior to those measured by school personnel. The decision of the committee is final.