Talented and Gifted

Program Review 2015-2016
Review Process

- Aligned with Gifted and Talented Academy, 4-day professional development workshop. Focus was “Designing Comprehensive Gifted Programming.”
  - Attended by Nicole Umland, Rochelle Greigg, Kindall Todd, Christina Still, Janet Ryan, Kim Neal

- Created a Talented and Gifted Advisory Group comprised of parents, teachers, and administrators.
  - Group met 1/25/16, 2/15/16, 3/21/16, and 4/18/16.

- Addressed survey results, guiding questions, and components of workshop.
Survey Results

The bar chart displays the survey results for various categories. Each category is represented by different colored bars indicating 'ideal', 'acceptable', and 'needs attention' levels.
Guiding Questions

- What are the regulatory requirements regarding Talented and Gifted Programs per review of the rules in the State of Iowa?
- What is the Vision of the Talented and Gifted Program in the Sioux City Community School District?
- Does the current identification process align with nationally recognized procedures?
- What program models for services are currently utilized? Do these align with models recommended or practiced across the nation?
- What are the costs associated with the Talented and Gifted Program in the Sioux City Community School District?
- Are the learning needs of Talented and Gifted students being met?
Gifted and Talented Academy: Areas of Focus

- Vision, Mission, Belief Statements
- Program Goals
- Identification
- Program Design
- Parent Involvement
- Professional Development
- Program Evaluation
Program Review:
Guiding question #1: What are the regulatory requirements regarding Talented and Gifted Programs per review of rules in the State of Iowa?

- **Iowa Code section 256.11** details the required educational standards which included gifted and talented programs.

- **Iowa Code section 257.42** states as part of their school improvement plan, school boards must annually submit program plans for gifted and talented children programs and budget costs to the Department.

- **Iowa Code section 257.44** defines gifted and talented children.

- **Iowa Code section 257.46** and **Iowa Code section 257.8** describes gifted and talented funding.

- **281--Iowa Administrative Code 12.5(12)** describes the provisions gifted and talented students requirements in the state's General Accreditation Standards for schools.

- **281--Iowa Administrative Code 59**

- Sioux City Board Policy 602.10

- **Recommend:**
  - Review and revise Board Policy to reflect a focus on general intellectual abilities and specific academic aptitude.
A vision statement currently does not exist for the Talented and Gifted Program. A mission statement exists:

- Supporting the Philosophy and Mission of the Sioux City Community School District and in recognition of the differentiated needs of gifted and potentially gifted learners, the Talented and Gifted Department will provide opportunities designed to:
  - Broaden and extend the learning process of gifted and potentially gifted students.
  - Support the social/emotional needs of the gifted and potentially gifted students.
  - Support the gifted and potentially gifted students as they become self-directed learners using lifelong learning strategies.

Recommend:

- Adopting the following vision and mission statements as developed by the steering committee and advisory group:

- Talented and Gifted Department Vision Statement

Students of high ability and giftedness will realize and begin to achieve their full potential through self-directed learning and challenging opportunities provided by the Sioux City Community School District.

- Talented and Gifted Department Mission Statement

Supporting the Philosophy & Mission of the Sioux City Community School District, and in recognition of the differentiated needs of gifted learners, the Talented and Gifted Department will provide opportunities designed to:

- Broaden and extend the learning process of gifted students through a continuum of services available in all grade levels.
- Support the social/emotional needs of gifted students.
- Support qualitatively differentiated curriculum commensurate with the unique learning needs of gifted students.
- Support gifted students as they become self-directed learners through acquisition of skills in taking initiative, diagnosing needs, establishing goals, identifying resources, implementing strategies, and evaluating outcomes.
Program Review Guiding Question #3: Does the current identification process align with nationally recommended procedures?

- + Multiple measures are used.
- + Subgroups are considered.
- Most recent handbook indicates the following measures are used:
  - Iowa Assessments (90%ile)
  - Local Assessment (summative 90%)
  - Cognitive Abilities Test (SAS of 120 or above on one of 3 subtests)
  - Motivational Checklist
  - Gifted Evaluation Scale
  - Portfolio
  - Classroom performance
  - Subgroup ability/achievement in top 7-10%
- ? Consistency
- ? Parent Component
- ? Alignment
- ? Use of funds

- Recommend:
- Narrowing the focus of identification
  - A review of the information available indicates that we are best prepared to identify students in the areas of general intellectual ability and specific academic aptitude.
- Begin the identification process earlier
  - Our identification model does not align with our services. The Cognitive Abilities Test is not given until 5th grade. We provide services K-5. Provide Cognitive Abilities Test in 2nd grade. Identification process would be applied consistently across the district. Budget would need to reflect additional CogAT testing.
- Establish a Talent Pool for screening purposes
  - Because talented and gifted funding is categorical, it cannot be used to support district wide assessment. The district will identify a set of screening measures to establish a Talent Pool, who will complete the Cognitive Abilities Test and additional checklists. Checklist would include a parent component.
  - Applying the suggested criteria to 2015-2016 2nd graders, 85% of students would be eligible for further assessment.
Recommended new process:

1. **Talented and Gifted Services Identification Process**
   - Initial identification:
     - Teacher and/or parent referral
     - Standard District Screening Process to be conducted at the end of 2nd grade for all students.
   - Screening tools:
     - Standard scores of 95 or above in reading or math
     - Subgroup assessment scores in the top 25% of subgroup
     - Parent checklist with gifted characteristics checklist
     - Identification done by the Gifted Services Committee

2. **Parent Checklist**
   - Parent Checklist of 75% or more
   - Identified need for services beyond what the general classroom can provide
   - A minimum of 4 of 7 criteria will be considered with team recommendation.

3. **Committee Review**
   - A committee of individuals will review all data before the end of the school year in 2nd grade to determine student needs.

4. **Personalized Education Plan**
   - For students for whom Talented and Gifted Services are deemed necessary, a personalized education plan will be developed and reviewed annually.
   - Parent permission will be required for Talented and Gifted Services.
Program Review Guiding Question #4: What program models for services are currently utilized? Do these align with models recommended or practiced across the nation?

- Elementary uses a Talent Development/Level of Service Model
- Middle School recognizes TAG Reading
- High School recognizes Honors English, dual enrollment and AP Coursework. Courses offering college credit are common practice for gifted programs across the nation.
- Single subject and grade level acceleration are utilized upon recommendation and eligibility.
- Accelerated Strings is available.

- Recommend:
  - Utilizing our TAG Specialists as coaches to provide more opportunities for differentiation and cluster grouping and to monitor implementation of Personalized Education Plans. This would also allow for job embedded professional development. In addition, work with schedules of secondary TAG staff to allow time for working with staff and monitoring Personalized Education Plans.
  - Utilizing a Personalized Education Plan for all identified students.
  - Adding pre-AP coursework at the Middle School level. This is now available via Belin-Blank Center.
  - Establishing district criteria for single subject acceleration in addition to using Iowa Acceleration Scale, which is used for Grade Level Acceleration.
  - Structure a mentoring program to allow students with particular gifts and talents to have real world knowledge of how best to put their skills to use at an early age.
  - Structuring services as a continuum so that students are able to receive what they need.
Continuum of services......
The total budget for Talented and Gifted for FY 2016 was $1,129,624.00. This included $1,079,624.00 in salaries and benefits paid to 21 staff members or 12.5 FTE.

The funding allocation for FY 2016 was $1,146,528.00. This is based on a State per pupil amount, with a required per pupil amount by the district. Currently $60 State/$20 District.

Recommend:

Addition of 2 TAG Specialists in 2017-2018. This will allow more time for specialists to assist teachers in differentiating in the classroom. (Costs will be covered by some carry over amount and reduction in FTE in other areas.)
Program Review Guiding Question #6: Are the learning needs of Talented and Gifted students being met?

- K-12 TAG Counselor surveys students about their experience with the TAG program.
- Enrollment numbers are monitored.
- There is a decrease in the percentage of TAG students in the advanced range of the Iowa Assessments as students progress from elementary to middle school and from middle school to high school.
- No Sioux City High Schools are in the Iowa AP Index of Top 50 High Schools.

Recommend:

- Standard evaluation measures go to administrators, students, parents, and teachers annually.
- Continue to monitor enrollment numbers. Maintain identification numbers representative of district.
- Monitor and report achievement of TAG students at advanced, proficient, and non-proficient levels. Increase percentages of advanced at the middle school and high school levels.
- Monitor annual and long term goals on Personalized Education Plans.
- Monitor Iowa AP Index. One or more Sioux City High Schools in Top 50 by 2018-2019.
# Recommended Timeline

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<td>Finalize Personalized Education Plan</td>
<td>Implement Personalized Education Plan</td>
<td>Identify end of 2\textsuperscript{nd} grade and 5\textsuperscript{th} grade</td>
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<tr>
<td>Establish mentorship program</td>
<td>Add 2 TAG Specialists</td>
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<td>Pilot cluster grouping</td>
<td>Identify end of 2\textsuperscript{nd} grade and 5\textsuperscript{th} grade</td>
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<td>Using new identification criteria, identify end of 2\textsuperscript{nd} and end of 5\textsuperscript{th} grade</td>
<td>Implement Middle School AP courses</td>
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<td>Pilot Middle School AP courses</td>
<td>Implement evaluation tools</td>
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<td>Establish District Single Subject Acceleration Policy</td>
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Recommendation

- The Board acknowledges the information presented as a part of the Talented and Gifted Program Review.