

Department of Academic Advancement and Enrichment

Gifted Education

Eligibility Process

2012-2016



Identification and Placement Committee

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 - Testing specialists and trained gifted teachers
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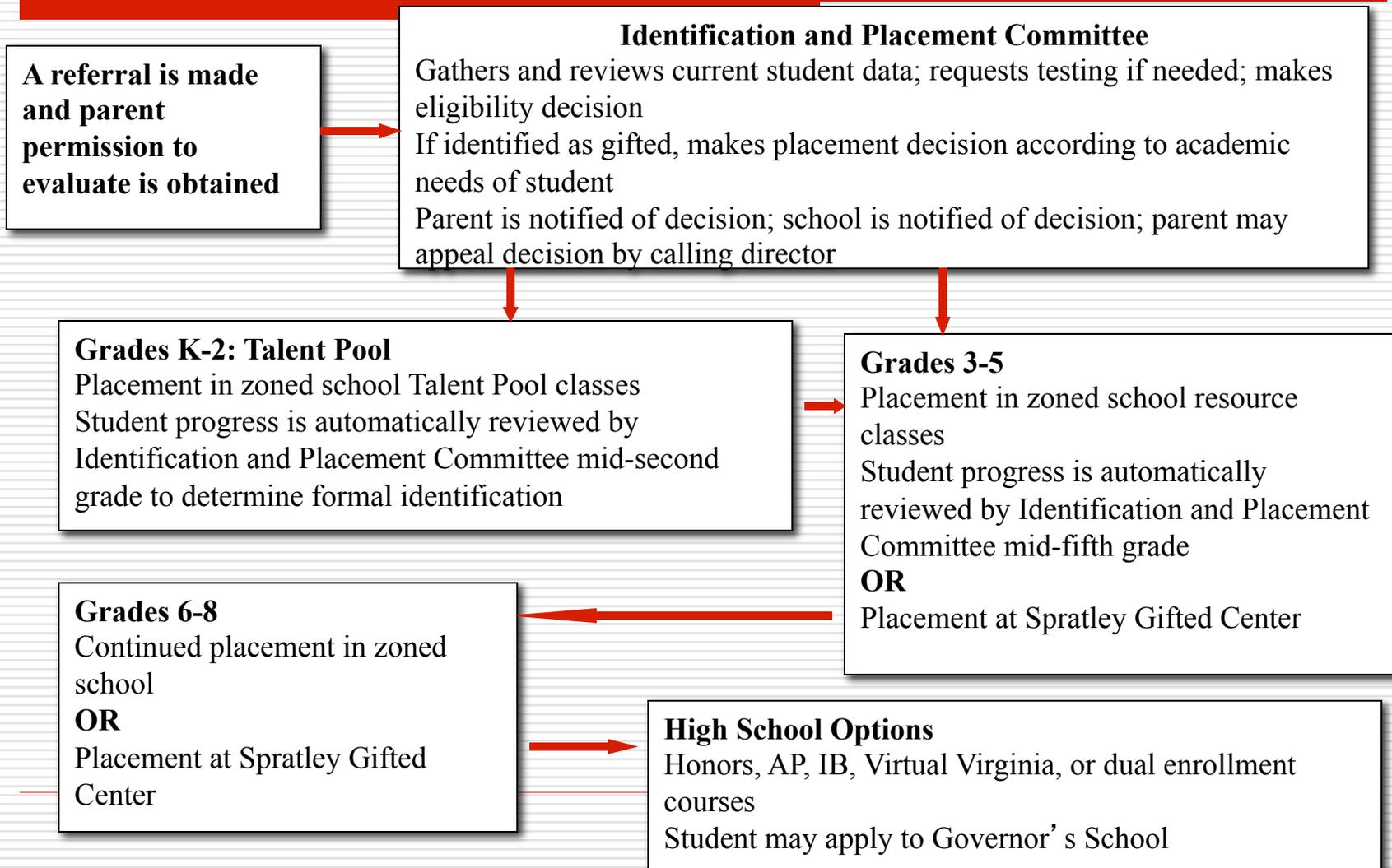
Programs

- Talent Pool, grades K-2
 - Gifted Resource Classes, grades 3-8
 - Spratley Gifted Center, grades 3-8
 - Excel Art, grades 3-8
 - High School
 - International Baccalaureate (IB), Advanced Placement, Honors classes, Virtual Virginia classes, Governor's School for Science and Technology
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The Eligibility Process

- Referrals may be made at any time, by any person who knows the capabilities of a student
 - Parent permission must be obtained
 - Multiple criteria are used for identification and placement
 - The timeline can take up to 90 instructional days
 - Eligibility decisions are made by the Identification and Placement Committee
 - Appeals may be made by calling the director
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FLOW CHART FOR GIFTED EDUCATION ELIGIBILITY PROCESS



Talent Pool for Grades K-2

Talent Pool placement is not a formal identification as gifted; it is an evaluative process to help students develop their potential

Multiple criteria:

- Ability test score (NOT achievement tests)
- Teacher rating for evidence of gifted behaviors in the classroom
- Parent rating for evidence of gifted behaviors at home
- Interview and work sample

Students must meet 3 of 4 criteria

How do I start a Talent Pool referral?

- Obtain a Referral Form and a Parent Rating Scale for grades K-2 from your school counselor or from the gifted web site.
 - Teachers should use the referral form and K-2 teacher rating scale.
 - Return the signed and completed forms to your school counselor.
 - Remember that the process may take up to 90 days due to the large volume of referrals.
 - Parents are notified by letter of the decision.
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Placement Transition Points

- Students develop their abstract thinking and critical reasoning skills with trained gifted resource teachers, and then are evaluated to determine the appropriate educational placement for the next three years
 - Grade 2 Review - middle of grade 2 for all Talent Pool students
 - Grade 5 Review - middle of grade 5 for all gifted resource (zoned school) students
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Grade 2 Review

□ Multiple Criteria:

- Two ability tests, including the CogAT and NNAT
- Gifted resource teacher rating
- Parent rating
- Grades in core content classes
- Advocacy to ensure a level playing field for students who may be at a disadvantage (limited English proficiency, dual exceptionalities)

□ Eligibility

- Students may be found not eligible, or eligible for gifted resource services, or eligible for full-time services, depending on their overall matrix scores
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How do I start the grade 2 review?

- The second grade review is automatic for all students currently in Talent Pool. You do not need to do anything additional to have your student considered for Spratley.
 - Parents are notified in late spring of the eligibility decisions.
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Grades 3-12 Formal Identification

- Multiple criteria:
 - Two norm-referenced ability tests
 - Classroom teacher(s) rating of gifted behaviors
 - SIGS or 3-12 rating scale
 - Parent rating of gifted behaviors
 - Grades in core content classes
 - Advocacy to ensure a level playing field for students who may be at a disadvantage (limited English proficiency, dual exceptionalities)
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Grades 3-12 Formal Identification

□ Eligibility

- Students may be found eligible for gifted services, not eligible, or the decision may be deferred to gather additional information
 - Once the student is identified as gifted (eligible for gifted services), then a placement decision is made
 - The placement decision may be for gifted resource classes at the zoned school, or for full-time services at Spratley Gifted Center
 - The identification and placement decisions are based on the total number of points on a matrix
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Grades 3-12, continued

- More information needed...
 - When a student has scores that are very close to meeting the points criteria, or if there are large discrepancies between test scores, grades, and/or teacher ratings, the committee may request additional information. That information may include additional tests, ratings from another teacher, an alternate rating, or the decision may be deferred pending grades from the next grading period.
 - “Just two more points” ...
 - Remember that “two points” may mean very different things depending on whether they are matrix points, rating scale points, percentile points, or percentage points.
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How do I start a referral?

- Obtain a referral form and a parent consent form (3-12 rating scale) from your school counselor, or from the gifted web site.
 - Teachers should use the referral form and SIGS or 3-12 teacher rating scale.
 - Return the signed and completed forms to your school counselor.
 - Remember that the decision may take up to 90 days due to the large volume of referrals.
 - Parents will be notified by letter of the decisions.
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Grade 5 Review: Identified Students in Zoned Schools

- Multiple criteria to determine middle school placement:
 - Ratings from two content area teachers (language arts and math/science)
 - Rating from gifted resource teacher
 - Highest ability test score (over 95th percentile)
 - Grades (no lower than a B in core content class)
 - Students must meet 3 of 4 criteria
 - Placement, not identification
 - We want to make sure a gifted student will be as successful as possible in a full-time placement. Since the student is already identified as gifted, we do not use the original matrix again-- we are looking at four measures of performance to determine the most appropriate placement.
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How do I start the grade 5 review?

- The fifth grade review is automatic for all students in the gifted resource program. You do not need to do anything additional to have your student considered for placement at Spratley.
 - Parents are notified in the late spring of the eligibility decision.
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What is a change of placement review?

- ❑ If a student is currently identified as gifted and is receiving gifted resource services in a zoned school, and the parent feels that full-time services would be more appropriate to meet that student's needs, then the parent may request a change of placement review.
 - ❑ Change of placement review request forms may be obtained from the school counselor or gifted resource teacher.
 - ❑ The eligibility committee will consider the request, and administer additional testing and/or obtain current teacher ratings if necessary. The student must meet the criteria for full-time placement in order for the services to be changed.
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Points to Remember

- We use both subjective and objective data to get a comprehensive picture of the student:
 - Objective nationally-normed ability tests (not criterion-referenced tests such as SOLs) to measure ability
 - Subjective and objective ratings (3-12 rating scale or nationally normed SIGS) from the teacher for in-school gifted behaviors and performance
 - Subjective ratings from the parent for non-school gifted behaviors
 - Performance in core content classes from the student (grades)
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More Points to Consider

- ❑ Current research on gifted students gives us a very different perspective now than when IQ scores were used many years ago
 - ❑ Students may have very specific areas of giftedness rather than global giftedness
 - ❑ Students may have factors that make identification and performance more complex (dual exceptionalities, limited English proficiency, cultural differences, social/emotional considerations such as underachievement)
 - ❑ Not all gifted students look gifted - that is why we have extensive criteria to consider
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Still more points to consider

- ❑ The “sibling rule” and “legacies” do not apply at Spratley Gifted Center
 - ❑ Students may be re-evaluated no more than once a year, if the eligibility picture has changed
 - ❑ Grades are only a part of the big picture
 - Students may get straight As and not be identified as gifted
 - Students may get poor grades and still be considered gifted
 - For Grade 5 Review and placement, we look at grades to understand more about the student’s motivation and probability of success in a highly rigorous class
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- No one criterion can either put a gifted student in a program or keep a gifted student out of a program. There can be no cut-off scores on tests that are the sole determination of eligibility.
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Final Points

- ❑ Students must always meet the criteria prior to placement in gifted services
 - ❑ Once gifted, always gifted - we do not “ungift” students, although we may change a placement if needed
 - ❑ We give students second chances, because students can change over time
 - ❑ And because students change over time, *if a full-time placement is not accepted within one year, the student must go through a placement review prior to full-time placement at a later time*
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What can parents do?

- ❑ Encourage students to keep their grades up
 - ❑ Remind students that teachers are evaluating them-- things like repeatedly missing homework or having a negative attitude can sometimes make a big difference
 - ❑ Ask students questions that make them think: Why? Why not? What would happen if...? What would you do if...?
 - ❑ Encourage students to read-- fiction, non-fiction, magazines, newspapers (online or print)
 - ❑ Don't be stressed-- your students are wonderful whether or not they are identified as gifted!
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Excel Art for Grades 3-8

- Multiple criteria:
 - Portfolio of five drawings (adjudicated by two professional artists and/or trained art teachers)
 - Art teacher rating scale
 - Parent rating scale for art
 - Student statement with evidence of high interest or passion in art
 - Adjudications are held three times each year
 - Student must have 4 of 5 criteria in the above average or superior range
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Appeals

- Decisions are very carefully considered for each student, and the decisions are made by the identification and placement committee according to the eligibility criteria.
 - If a parent feels that we need to consider additional information for the student, an appeal can be made by calling the director.
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High School

- ❑ Admissions to the International Baccalaureate (IB) program are done by the IB coordinator. Students do not have to be identified as gifted.
 - ❑ Admissions to the Governor's School for Science and Technology are done by the Governor's School. It is a HIGHLY competitive admissions process. Students should pay attention to prerequisites and take the most rigorous math courses!
 - ❑ More information can be found in the College (Planning) Handbook on the gifted web site.
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- If you have questions or need a better understanding of the process, call the director at 727-2160 or email rgrillo@hampton.k12.va.us
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Contact us:

- gifted@hampton.k12.va.us
 - DAAE office: 727-2160
 - DAAE office hours: 8:00 am - 4:30 pm
 - Gifted Education page on the Hampton City Schools web site (under Departments)
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Hampton City Schools does not discriminate on the basis of race, color, national origin, sex, disability, age or other protected classes in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Robbin G. Ruth, Executive Director of Human Resources

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