



# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

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Board Agenda Item #	II I
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Victoria Marzouk, Director of Special Programs
RE:	Gifted and Talented Program

### Proposed Board Recommendation

I move that the board approve the Gifted and Talented assessment and instructional program

### Background

MPS's advanced academic programming serves students in grades K-12 and offers highly challenging learning opportunities that adhere to our Core Values of Scholarship, Innovation, and Connection. Educational experiences are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning.

### Budget Implications

GATE program costs are accounted for in each of the schools budgets and include services such as student assessments and instructional materials.

### Name of Staff Originator:

Victoria Marzouk. Director of Special Programs

### Attachments

GATE Program Model

# Magnolia Public Schools

## Gifted and Talented Education

### **Overview**

Magnolia Public Schools is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education.

Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MPS's advanced academic programming serves students in grades K-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning.

### **Program Design**

MPS serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning.

### **Advanced Placement (AP)**

Advanced Placement is a program created by the College Board, which offers college-level curriculum and examinations to high school students. The goal of AP classes is to expose students to the rigorous coursework they will face in college, to increase college readiness and to challenge students beyond traditional courses. Classes are often fast-paced, are broader in scope, and typically require independent research, writing, and analysis.

Course requirements are prepared by a committee of college faculty and veteran AP teachers who ensure that the content reflects college- and university-level expectations. These committees define the goals of the AP course, articulate what students should know, and skills they should have acquired upon completion. Colleges and universities are then able to grant placement and course credit to students who obtain passing scores on the examinations.

### **Honors- "Scholars" Classes**

The Honors Program is intended to serve students who demonstrate high achievement, interest and/or ability in one or more academic areas. Students are provided the opportunity to collaborate with a team of teachers and peers of similar ability within a

rigorous, interdisciplinary learning environment. Curriculum and instruction are designed to extend and enrich student learning through best practices. Classes are intended to engage and challenge learners to investigate, use problem-based learning, and research. Lessons build on academic strengths, develop critical thinking skills, explore one’s creativity, and prepare students for advanced coursework in high school, i.e. Advanced Placement courses, and college courses.

### **Cluster Groupings**

In a cluster model, a group of three to ten students with similar abilities are grouped into small cohorts within the mixed-ability classroom. Teachers differentiate curriculum by making adjustments of content through depth, complexity, and pacing as appropriate to the needs of each learner.

### **Acceleration**

Students are placed in grades or classes more advanced than that of their chronological age group.

### **Enrichment Activities**

Enrichment activities are supplemental educational activities which are conducted either within or outside of the regular classroom setting. These activities are organized by a classroom teacher, coach, or tutor. Activities may include but are not limited to Academic Decathlon, Robotics, STEAM based competitions, Congressional Awards Programs, etc.

### **Independent Studies/Group Projects**

Students will have the opportunity to study subjects based on interest with the support of our Community College partnerships and on-line learning platforms i.e. Fuel Ed/ APEX courses.

## **Program Implementation Phases**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
<p>Accelerated Math- Each school will include 1 accelerated math option so that capable students will be able to complete Algebra/Integrated Math I in 8<sup>th</sup> grade.</p> <p>Honors English- Each school will offer at least one</p>	<p>Schools will add additional Honors courses to their master schedules.</p> <p>Site coordinators will meet with students to pair them with extracurricular activities, clubs, and classes related to their interests and areas of strength. They will begin developing student</p>	<p>Schools will develop academies to attract student interest and to build on areas of strength.</p>

<p>middle/high school Honors English course to better prepare students for the rigor of High School English and AP courses.</p> <p>Students will be assessed in grades 3, 6, and 9 based on teacher observations, MAP scores, and parent/student requests.</p>	<p>portfolios to track growth and accomplishments.</p>	
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### Program Design by Grade Level

<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
<p>Students will participate in enrichment activities based on areas of strength.</p> <p>Students will be clustered in advanced groups for reading and mathematics</p>	<p>Students will participate in honors courses and accelerated math as appropriate to their achievement levels.</p> <p>Students will meet with Gate coordinator or Dean of Academics to begin college and career planning</p> <p>Students will continue participation in enrichment activities</p>	<p>Students will take honors and AP courses</p> <p>Students can participate in the Congressional Awards Program.</p> <p>Students will take appropriate college level courses based on areas of strength and college planning guide.</p> <p>Students will continue participating in enrichment activities as well as possible work/community service programs.</p>

### Student Identification and Placement

MPS’s identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research- based. MPS understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MPS includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

Data may include the following:

- School, class, and individual pupil records
- State and benchmark examinations
- Student portfolios or work products
- Interviews and questionnaires (teacher, parent, and others related school personnel)

Teachers, parents, and school administrators may submit referrals. Additionally, students at the middle and high school levels may refer themselves.

GATE teams, comprised of the GATE coordinator or Special Education Teacher, Academic Dean, and General Education teacher, review all pieces of data and then make a determination of eligibility.

Once students are identified, parents are made aware of the determination and are able to sign a "Permission to Participate" form. Once identified, the student will remain in the GATE program as long as they continue at any MPS school site. If the student chooses to leave MPS, GATE identification paperwork will remain in the student's cum file, however, participation in the GATE program will be left to the new school district.

## **Categories for Identification of GATE Students**

The following categories are used for identification:

- A) **Intellectual Ability**- A student demonstrates exceptional intellectual development
- B) **Creative Ability**- A student is able to produce unique solutions to problems, think critically, perceives unusual relationships among aspects in their environment.
- C) **Specific Academic Ability**- A student functions at a high level in a specific area
- D) **Leadership Ability**- A student displays behaviors characteristic of strong leadership
- E) **High Academic Achievement**- A student consistently produces advanced work products, carries on intellectual discourse, and/or attain exceptionally high scores on achievement tests.
- F) **Visual and Performing Arts Talent**- A student creates, performs, produces, or responds at exceptionally high levels in the arts.

## **Determination of Eligibility**

The final determination of eligibility for the GATE program rests with the administration of the individual school site in accordance with the procedures assumed by the MPS governing board. The school shall base decisions on evaluation of pertinent data by an expert in the gifted and talented field. Students referred to the GATE program will be assessed in grades 3, 6, and 9 or upon enrollment and parent request.

## **Assessment**

### *Naglieri Non-Verbal Ability Test*

#### Individual Test Setting

The Naglieri Non- Verbal Ability Test (NNAT) is an ability test to determine whether a child is gifted. This non-verbal test is comprised of diagrams and shapes that form patterns. Non-verbal tests are considered culturally fair or unbiased assessments as they can be taken by any student regardless of language acquisition, ethnic, or social background. The NNAT requires that the child rely on reasoning and problem solving to determine correct answers, not verbal skills.

The NNAT is considered a valid way to measure general ability for all children and addresses the problem of underrepresentation of minority children in GATE programs as it has been found to identify similar proportions of African American, Hispanic, and Caucasian gifted children.

The NNAT assesses the following areas:

- Pattern Completion
- Reasoning by analogy
- Serial Reasoning
- Spatial Visualization

A child is given 30 minutes to complete 39 multiple choice questions. Total test time is approximately 40 minutes.

### *Otis- Lennon School Ability Test (OLSAT)*

#### Group Test Setting

The OLSAT is a multiple choice test that is comprised of both verbal and nonverbal questions. It's used to measure a child's critical thinking and reasoning skills.

Students will need to perform well in the following areas:

- Following directions
- Detect similarities and differences
- Recall of words and numbers
- Classification of items
- Establishing sequences
- Solving arithmetic problems
- Completing analogies

The OLSAT is administered at 7 levels depending on a child's age. The table below shows grades and corresponding tests:

Level	Grade
A	Pre- K and K
B	1 <sup>st</sup> Grade
C	2 <sup>nd</sup> Grade
D	3 <sup>rd</sup> Grade
E	4 <sup>th</sup> – 5 <sup>th</sup> Grade
F	6 <sup>th</sup> – 8 <sup>th</sup> Grade
G	9 <sup>th</sup> – 12 <sup>th</sup> Grade

Students will be given 60-80 minutes to complete a 40-70 questions test, depending on the OLSAT test level. Elementary aged children will take the test individually while middle/high school students will take the test in a group setting.

### *HOPE Teacher Rating Scale*

The HOPE Teacher rating scale, created by Purdue University, is designed to aid schools in identifying gifted and talented students. Teachers complete the HOPE scale by responding to 11 items using a 6- point frequency response scale. The exam includes an Academic and Social scale in order to take in the multifaceted dimensions of giftedness. Items on each of these subscales were created to be culturally and socioeconomically neutral.

### **Assurance of Equity**

In order to ensure equity and accurate identification of GATE students, there will be annualized random sample testing of at least 5% of students in grades 3, 6 & 9 across each Magnolia school site.

## Professional Development

MPS provides many opportunities for teachers of GATE students to enhance their teaching practices. Teachers are encouraged to focus their instructional growth in the following areas:

- Differentiation
- Social- Emotional needs
- Blended Learning
- Identification
- Advanced curriculum and instruction

## Parent and Community Involvement

Very often parents or other family members are the first to recognize that their child has some innate ability or is advancing more rapidly than their chronological age peers.

### Characteristics of Giftedness Scale

Developed by Dr. Linda Silverman, Gifted Development Center at  
<http://www.gifteddevelopment.com/>

Common characteristics of a gifted child include:

1. Good problem solving/  
reasoning abilities
2. Rapid learning ability
3. Extensive vocabulary
4. Excellent memory
5. Long attention span
6. Personal sensitivity
7. Compassion for others
8. Perfectionism
9. Intensity
10. Moral sensitivity
11. Unusual curiosity
12. Perseverant when interested
13. High degree of energy
14. Preference for older  
companions
15. Wide range of interests
16. Great sense of humor
17. Early or avid reading ability
18. Concerned with justice,  
fairness
19. At times, judgment seems  
mature for age
20. Keen powers of observation
21. Vivid imagination
22. High degree of creativity
23. Tends to question authority
24. Shows ability with numbers
25. Good at jigsaw puzzles

If a parent recognizes these characteristics in their child, they may request an assessment.



Information to parents of gifted students is provided in a variety of ways:

- GATE Brochure
- Email
- At Parent Task Force Meetings
- MPS website or site specific websites

Additional resources can be found at the following organizations:

National Association for Gifted Children (NAGC)

California Association for the Gifted (CAG)

Supporting the Emotional Needs of the Gifted (SENG)

Council for Exceptional Children (CEC)

California Gifted Network

# Magnolia Public Schools GATE Program

## Screening and Assessment Student Profile

Date Referred: \_\_\_\_\_ Date Screened: \_\_\_\_\_

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ DOB: \_\_\_\_\_ Sex:  Male  Female  
           First           Middle           Last

Parent/Guardian: \_\_\_\_\_ School: \_\_\_\_\_

Referred by [Name]: \_\_\_\_\_  Teacher/Administrator  Parent  Self  
 Evaluation Team Decision:  Eligible  Ineligible  Reassess

<b>Intellectual Ability</b>	<b>Aptitude Tests</b>		
	Naglieri Non-Verbal Ability Test		Otis Lennon School Ability Test
<b>Academic Achievement</b>	<b>Achievement Tests</b>		
	<b>SBAC Scores</b>		<b>MAP Scores</b>
	<b>English/Language Arts</b>  Scaled Score _____ <input type="checkbox"/> Level 4 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2	<b>Math</b>  Scaled Score _____ <input type="checkbox"/> Level 4 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2	<b>Reading</b> _____ <b>Math</b> _____
<b>Gifted Behavioral</b>	<b>Behavioral Characteristics Rating Scales</b>		
	<b>Teacher Rating Scale</b>  <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Reading</span> <span>Score _____</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Mathematics</span> <span>_____</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Science</span> <span>_____</span> </div>		<b>Teacher Rating Scale</b>  <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Motivation</span> <span>Score _____</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Creativity</span> <span>_____</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Leadership</span> <span>_____</span> </div>
<b>Visual and Performing Arts</b>	<b>Visual and Performing Arts</b>		
	<b>Teacher Rating Scale</b>  <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Artistic</span> <span>Score _____</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Musical</span> <span>_____</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Dramatic</span> <span>_____</span> </div>		<b>Student Work Samples</b> <input type="checkbox"/> Portfolio of Student Art <input type="checkbox"/> Musical Performance Video/Tape <input type="checkbox"/> Dramatic Arts Video/Tape <input type="checkbox"/> Other _____
<b>O t</b>	<b>Other Considerations/ Impact Factors</b>		

	<input type="checkbox"/> Socio Economic <input type="checkbox"/> English Language Learner <input type="checkbox"/> Special Education <input type="checkbox"/> Health	<input type="checkbox"/> Parent Information <input type="checkbox"/> Peer Rating scales <input type="checkbox"/> Portfolio of Student Work <input type="checkbox"/> Other _____
<b>Identification Categories</b>	<b>Identification Categories</b>	
	<input type="checkbox"/> Intellectual <input type="checkbox"/> High Achievement <input type="checkbox"/> Specific Academic _____ <input type="checkbox"/> Creative	<input type="checkbox"/> Leadership <input type="checkbox"/> Visual Arts Talent <input type="checkbox"/> Performing Arts Talent <input type="checkbox"/> Other _____

**\*Please Note: Smarter Balanced Tests have not been validated for use to identify individual students for participation in a program. Identification of GATE students is determined through multiple criteria including: school, class, and individual pupil records; individual tests; group tests; interviews and questionnaires (teacher, parent, and others). The range of data should be broad enough to reveal gifts and talents across cultural, economic, and linguistic groups. (CCR, Title 5 Section 3823)**

**Magnolia Public Schools  
GATE Program  
Parent Referral Form**

School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Student's Name \_\_\_\_\_ Sex M \_\_\_ F \_\_\_ Birth Date \_\_\_\_\_ Age \_\_\_\_\_

Parent (Guardian) Name \_\_\_\_\_ Phone \_\_\_\_\_

Referral Requested by: Mother \_\_\_ Father \_\_\_ Other \_\_\_

\_\_\_\_\_  
Administrator's Signature

What is your child's attitude towards school?

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List 3 titles of books your child has read this past year:

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What are any special interests, talents or hobbies your child has?

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How does your child spend his/her spare time?

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What special lessons/classes, training, or learning opportunities has your child had beyond school?

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What other information would you like us to know that would assist us in the identification process?

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## LEARNING CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

The following learning characteristics are found to a large extent among students identified gifted and talented as compared with those who are not. While most students will demonstrate many of these characteristics, students who are gifted and talented will differ in the degree to which these characteristics are observed. Instructions: Circle the letter which best identifies the degree to which the characteristic is observed based on the following:

a) Consistently b) Frequently c) Occasionally d) Seldom e) Never or omit

1. Understands complicated concepts and relationships.	A B C D E
2. Possesses an unusual amount of information for his/her age within subject area(s).	A B C D E
3. Uses advanced vocabulary in appropriate ways for his/her age.	A B C D E
4. Is able to articulate ideas fluently.	A B C D E
5. Remembers facts accurately without special effort.	A B C D E
6. Combines ideas / materials in unique ways.	A B C D E
7. Probes beyond "how" and "what" to the "why" in his/her questioning.	A B C D E
8. Creates products of unusual character or quality.	A B C D E
9. Exhibits keen powers of observation.	A B C D E
10. Proficient in cause-effect relationships; ability to see relationships.	A B C D E
11. Develops structures and organizations. Invents original systems.	A B C D E
12. Retains learned information.	A B C D E
13. Expresses a dislike for drill and routine.	A B C D E
14. Is able to self evaluate through critical thinking.	A B C D E
15. High ability of concentration; capable of an intense kind of effort.	A B C D E
16. Demonstrates sensitivity.	A B C D E
17. Demonstrates a keen sense of humor; seeking to see humor in situations.	A B C D E
18. Demonstrates knowledge of abstract thought, can conceptualize, synthesize and problem-solves.	A B C D E

Magnolia Public Schools  
GATE Program

**Parent Permission for Student Testing**

Dear Parent/Guardian:

Your son/daughter has been recommended for testing for participation in the Gifted and Talented Education (GATE) program. Testing will take place at \_\_\_\_\_ at \_\_\_\_\_ a.m., on \_\_\_\_\_ (date). Testing will take approximately \_\_\_\_\_ minutes.

Student eligibility for the GATE program includes a variety information and data including results of ability, academic achievement, and content standards tests; teacher recommendations; parent information; and samples of student work.

Parents will be notified in writing about student eligibility for the GATE program and options for program placement. If you have any questions, please contact Victoria Marzouk, the MPS Director of Special Programs at (phone number) \_\_\_\_\_

To give permission for your child to be tested, please do the following: (1) sign the permission for testing form provided below and (2) return the form to your child's teacher.

Sincerely,

Victoria Marzouk

Director of Special Programs

Magnolia Public Schools  
GATE Program

**Permission for GATE Testing**

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Child's Name

School

- I give permission for my son/daughter to be tested for the GATE program.
  
- I do not want my son/daughter to be tested for the GATE program.

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Parent/Guardian Signature

# Magnolia Public Schools GATE Program

## Parent Notification of Eligibility and Permission for Participation

Dear Parent/Guardian:

Your son/daughter has been identified for participation in the district's Gifted and Talented Education (GATE) program. GATE program services may include one or more of the following:

- Differentiated curriculum in the regular classroom provided by the classroom teacher.
- Cluster grouping with other GATE pupils for differentiated curriculum in the classroom.
- Part-time grouping of GATE pupils for advanced or enriched curriculum during the school day.
- Enrichment activities involving supplemental educational activities.
- Honors class designed for gifted and talented students.
- Acceleration in grades or classes that are more advanced.
- Independent study provided through special tutors, mentors, or special courses.
- Post secondary education conducted by a college.
- Other \_\_\_\_\_.

To give permission for your son/daughter to participate in the GATE program, please sign and return the form provided below to your school. If you have any questions, please contact your school administrator.

Sincerely,

Victoria Marzouk  
Director of Special Programs



# Magnolia Public Schools GATE Program

## Permission for GATE Participation

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Child's Name

School

- I give permission for my son/daughter to participate in the GATE program.
  
- I do not want my son/daughter to participate in the GATE program.

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Parent/Guardian Signature

