



PROGRAMS FOR GIFTED STUDENTS

Gifted and talented students are defined as those whose demonstrated or potential abilities are so outstanding that it becomes essential to provide them with qualitatively different educational programming. In the BVSD, these students are identified using multiple criteria. Programming for gifted and talented students will be designed to meet students’ cognitive and affective needs through opportunities for acceleration, complexity of thinking and in-depth learning.

Identification Procedures

I. Multiple Criteria

A student may be nominated to go through the talented and gifted (TAG) identification process by a teacher, parent, peer, self, or other adult with knowledge of the student’s abilities. A student may also be nominated through grade level screening.

Following nomination, multiple criteria will be gathered and considered to determine if TAG identification is appropriate for the student. Every effort will be made to select and use for determination those criteria that have the highest likelihood to show the student’s greatest strengths and abilities.

At least six of the following pieces of evidence will be gathered and considered. Included in these six must be one from column A or B (see below), the *Parent Inventory* and input from a teacher who is knowledgeable in the student’s area(s) of strength.

A Aptitude / Ability Data	B Achievement Data	C Other Data
For example, test scores for: <ul style="list-style-type: none"> ▪ CogAT ▪ Psychologist administered individual IQ test ▪ Raven’s Progressive Matrices ▪ Naglieri Nonverbal Ability Test ▪ Bilingual Verbal Ability Test Consult the current <i>Talented and Gifted Educational Advisor (TEA) Handbook</i> for a complete list of aptitude and ability assessments.	For example, test scores for: <ul style="list-style-type: none"> ▪ CSAP ▪ CTBS ▪ SAT ▪ ACT ▪ QRI ▪ Woodcock-Muñoz Language Survey ▪ Aprenda Consult the current <i>TEA Handbook</i> for a complete list of achievement assessments.	For example: <ul style="list-style-type: none"> ▪ Teacher, Parent, or Specialist Inventory ▪ Product and Performance Review ▪ Characteristic Inventory (Kingore Observation Inventory, Stocumb-Payne Teacher Perception Inventory, Stocumb-Payne Environmental opportunities Profile) ▪ CELA ▪ Additional Input Consult the current <i>TEA Handbook</i> for a complete list of other data sources.

TAG identified students will have scores in the 95th percentile or the gifted range in at least three of the criteria above. One of these criteria must come from column A or B above. Students who are culturally or linguistically diverse may also be identified for TAG based on three criteria in the 95th percentile or the gifted range even if one piece

of evidence is not from column A or B as long as the other criteria indicate high ability. No single piece of evidence will either identify or eliminate a student for consideration as gifted and talented.

The current *TAG Educational Advisor (TEA) Handbook* includes a complete list of district approved assessments and data sources as well as guidelines for using them.

II. TAG Identification Timeline

TAG identification may be initiated at any time in the school year. Parents/guardians will receive written notification of the status of their child's TAG identification within 10 weeks of the initial nomination.

III. Grade Level Screening

The purpose of grade level screening is to find students from populations that are most often underrepresented in gifted education. These populations are defined by gender, race/ethnicity, socio-economic status, and ELL status.

Students in grades 3-8 from underrepresented populations who score in the upper range of the advanced performance level on a CSAP test shall be nominated to go through the TAG identification process.

To ensure that all children have equitable access to appropriate programming, schools whose TAG demographics do not at least match the general school demographics will conduct grade level screening in kindergarten, first, or second grade. Schools whose TAG student population mirrors the school's general population by percentage are exempt from grade level screening although they may elect to conduct screening.

The demographic match will include students by gender, race/ethnicity, socio-economic status, and ELL status. Schools are considered to have a match in a special population when the percent of that population in TAG matches that population in the school at large. Advanced Academic Services will work with schools and Planning and Assessment to determine whether grade level screening should be conducted.

Grade level screening will be conducted using assessments that do not have bias based on language, culture, socio-economic status or gender. These appropriate instruments include characteristics inventories that are designed to help find underrepresented populations and non-verbal assessments of reasoning ability. A list of assessment instruments for grade level screening is included in the current *TAG Educational Advisor (TEA) Handbook*.

Previously identified and nominated TAG students, students for whom IQ assessment testing data are available from Special Education or a psychologist, and students who have already taken the Raven's or Naglieri nonverbal assessments may be exempt from grade level screening.

LEGAL REF.:

CRS 22-20-103; CRS 22- 26-101-104, 1 CCR 301-8 (Education of Exceptional Children)

CROSS REFS.:

KL, Public Complaints

End of File: IGBB-R