ADVANCED STUDIES

2016-2017 OVERVIEW

GIFTED AND TALENTED PROGRAM
STATE DEFINITION OF GIFTED AND TALENTED

• A G/T STUDENT IS A CHILD OR YOUTH WHO PERFORMS AT OR SHOWS THE POTENTIAL FOR PERFORMING AT A REMARKABLY HIGH LEVEL OF ACCOMPLISHMENT WHEN COMPARED TO OTHERS OF THE SAME AGE, EXPERIENCE OR ENVIRONMENT AND WHO

  • EXHIBITS HIGH PERFORMANCE CAPABILITY IN AN INTELLECTUAL, CREATIVE, OR ARTISTIC AREA,
  • POSSESSES AN UNUSUAL CAPACITY FOR LEADERSHIP; OR
  • EXCELS IN A SPECIFIC ACADEMIC FIELD (TEXAS EDUCATION CODE 29.121)
LAMAR CISD DEFINITION OF GIFTED AND TALENTED

- A G/T STUDENT PERFORMS AT OR SHOWS THE POTENTIAL FOR PERFORMING AT A REMARKABLY HIGH LEVEL OF ACCOMPLISHMENT WHEN COMPARED TO OTHERS OF THE SAME AGE, EXPERIENCE OR ENVIRONMENT AND

  - EXHIBITS HIGH PERFORMANCE CAPABILITY IN AN INTELLECTUAL AREA OR
  - EXCELS IN A SPECIFIC ACADEMIC FIELD.
<table>
<thead>
<tr>
<th><strong>The Bright Learner</strong></th>
<th><strong>The Gifted Learner</strong> by Janice Szabos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
</tr>
<tr>
<td>Has good ideas</td>
<td>Has wild, silly ideas</td>
</tr>
<tr>
<td>6-8 repetitions</td>
<td>1-2 repetitions for mastery</td>
</tr>
<tr>
<td>Works hard</td>
<td>Plays around yet tests well</td>
</tr>
<tr>
<td>Top group</td>
<td>Beyond the group</td>
</tr>
<tr>
<td>Is pleased with their own learning</td>
<td>Is highly self-critical</td>
</tr>
</tbody>
</table>
Lamar Consolidated ISD District Plan for the Education of Gifted/Talented Students

Taken from Lamar CISD GT Student & Parent Handbook

District Philosophy

The philosophy regarding advanced learners in this ISD, including the faculties, staffs, and Board is that

- Every student deserves the opportunity to advance academically as far as his/her ability, motivation, and effort can take him/her, and
- Access to the opportunities as stated above is guaranteed to every student, regardless of gender, ethnicity, economic position, language proficiency, or disability.

In accordance with this philosophy, the Gifted and Talented Program exists to seek, identify, and provide advanced learners with the appropriate classroom instruction and services to fulfill their highest potential. Students identified as gifted and talented require modifications in instructional strategies, content, and development of skills and/or products beyond that required in a general education setting. Their intellectual, social, emotional, and other exceptional talents and abilities can qualify them for community, state, national, and international leadership positions in many intellectual and/or artistic endeavors, and these will be nurtured and developed in LCISD.
TEXAS STATE PLAN

• PROVIDES REQUIREMENTS & GUIDANCE TO DISTRICTS FOR THE G/T POPULATION

• WILL BE REWRITTEN IN 2018

1. STUDENT ASSESSMENT
2. SERVICE DESIGN
3. CURRICULUM AND INSTRUCTION
4. PROFESSIONAL DEVELOPMENT
5. FAMILY-COMMUNITY INVOLVEMENT
## Texas State Plan for the Education of Gifted/Talented Students

### Section 1

#### Student Assessment
Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.

<table>
<thead>
<tr>
<th>In Compliance</th>
<th>Recommended</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1C</strong> Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).</td>
<td><strong>1.1.1R</strong> Nomination/referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided.</td>
<td><strong>1.1.1E</strong> Board-approved policies are reviewed at least once every three years and modified as needed.</td>
</tr>
<tr>
<td><strong>1.1.2R</strong> Nomination/referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand.</td>
<td></td>
<td><strong>1.1.2E</strong> An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or</td>
</tr>
</tbody>
</table>

- Recommended and exemplary columns build on actions of compliance
TEXAS STATE PLAN
SECTION 1: STUDENT ASSESSMENT

• WRITTEN POLICIES ON STUDENT IDENTIFICATION, TRANSFERS, FURLOUGHS, REASSESSMENT, EXITING OF THE PROGRAM AND APPEALS ARE INCLUDED IN BOARD APPROVED POLICY

• QUALITATIVE AND QUANTITATIVE DATA COLLECTED THROUGH 3 OR MORE MEASURES

• ACCESS TO ASSESSMENT AND, IF NEEDED, G/T SERVICES AVAILABLE TO ALL POPULATIONS OF THE DISTRICT

• FINAL DETERMINATION FOR SERVICES IS MADE BY A COMMITTEE OF AT LEAST 3 WHO HAVE RECEIVED TRAINING
LAMAR CISD
SECTION 1: STUDENT ASSESSMENT

- COGAT, OLSAT – QUANTITATIVE
- PORTFOLIOS, TABS – QUALITATIVE
- 9 DATA PIECES
- ALL KINDER, 2ND, AND 5TH GRADE GIVEN COGAT
- GRADES 1, 3, & 4 BY NOMINATION
- NOMINATIONS ACCEPTED YEAR ROUND
- ID K-5: GENERAL INTELLECTUAL ABILITIES; ID 6-12: SPECIFIC SUBJECT AREAS

APPEALS
- LEVEL 1 – DATA COLLECTION OF OLSAT
- LEVEL 2 – PARENT APPEARS BEFORE ADMISSIONS, REVIEW AND EXIT (A.R.E.) COMMITTEE
ELEMENTARY (K-5)

- G/T STUDENTS PLACED IN CLUSTER CLASSES WITH TRAINED G/T CLASSROOM TEACHERS
  - Best practices for cluster groups indicate a 6-10 minimum in each cluster group with attention given to teacher training, student personalities and gender.

- G/T CLASSROOM TEACHERS PROVIDE SERVICES IN THE FOUR CORE AREAS BY ADDING DEPTH AND COMPLEXITY TO THE DISTRICT CURRICULUM

- G/T FACILITATORS PROVIDE ADVANCED THINKING SKILL DEVELOPMENT TO G/T STUDENTS FOR 90 MINUTES/ WEEK
G/T PULLOUT PROGRAM

• PULLOUT CLASSES WITH CAMPUS G/T FACILITATORS FOR 90 MINUTES/ WEEK WITH A FOCUS ON THEMATIC CURRICULUM UNITS

• THEMES: STRUCTURES; POWER; CHANGE; CONFLICT; EXPLORATION; FORCE OR INFLUENCE; ORDER; SYSTEMS; RELATIONSHIPS; PATTERNS

• UNITS: CODING, CSI, COUNTRY & CULTURES, ROBOTICS, POWERFUL PEOPLE, -OLOGIES SUCH AS SPELEOLOGY, ORNITHOLOGY, CRYPTOLOGY, RADIOLOGY, ARCHAEOLOGY, METEOROLOGY, ETC.
TEXAS STATE PLAN AND LAMAR CISD
SECTION 2: SERVICE DESIGN

SECONDARY

• G/T STUDENTS IN GRADES 6-8 PROVIDED DIFFERENTIATED CURRICULUM IN FOUR CORE AREAS IN PRE-AP/GT CLASSES BY TRAINED G/T CLASSROOM TEACHERS

  • PROJECT BASED LEARNING (TPSP’S) IN PRE-AP/GT CLASSES
  • GT STUDENTS AUTOMATICALLY ENROLLED IN PRE-AP/GT CLASSES
  • PRE-AP STUDENTS MEET SUCCESSFUL AP STUDENT PROFILE CRITERIA
  • INFORMED OPEN ENROLLMENT

• G/T STUDENTS IN GRADES 9-12 PROVIDED DIFFERENTIATED CURRICULUM IN FOUR CORE AREAS IN PRE-AP/AP CLASSES BY TRAINED G/T CLASSROOM TEACHERS

  • OPEN ENROLLMENT
  • DISTRICT INITIATIVE TO ENCOURAGE UNDERREPRESENTED STUDENTS IN AP CLASSES

INFORMED OPEN ENROLLMENT

• DISTRICT INITIATIVE TO ENCOURAGE UNDERREPRESENTED STUDENTS IN AP CLASSES
<table>
<thead>
<tr>
<th>GT</th>
<th>H/Latino</th>
<th>A Indian/Alaskan Native</th>
<th>Asian</th>
<th>African American</th>
<th>White</th>
<th>Two or More Races</th>
<th>Total Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>District #</td>
<td>533</td>
<td>6</td>
<td>312</td>
<td>232</td>
<td>1338</td>
<td>74</td>
<td>2624</td>
</tr>
<tr>
<td>District %</td>
<td>21.36%</td>
<td>0.24%</td>
<td>12.50%</td>
<td>9.29%</td>
<td>53.63%</td>
<td>2.97%</td>
<td>8.10%</td>
</tr>
<tr>
<td>NAGC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1107</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1517</td>
</tr>
</tbody>
</table>
3.1 C
AN ARRAY OF CHALLENGING LEARNING EXPERIENCES IN THE FOUR CORE CURRICULAR AREAS IS PROVIDED IN GRADES K-12 (19TAC 89.3)
**TEXAS STATE PLAN AND LAMAR CISD**

**SECTION 4: PROFESSIONAL DEVELOPMENT**

4.1.1C

All GT teachers are required to have 30 foundational (initial) hours of GT professional development.

4.2C

GT teachers are required to complete a minimum of 6 hours of GT professional development each year.
TEXAS STATE PLAN AND LAMAR CISD
SECTION 5: FAMILY/COMMUNITY INVOLVEMENT

• ADVANCED STUDIES AND G/T FACILITATORS HAVE WEBPAGES & ELECTRONIC COMMUNICATION

• G/T INFORMATIONAL MEETINGS FOR NEWLY IDENTIFIED

• G/T PARENT ADVISORY COMMITTEE (GTPAC) 4 TIMES/YEAR

• ANNUAL SURVEY CONDUCTED ON A 3 YEAR ROTATION: K-5, 6-8, 9-12
YOU ARE INVITED TO...

THANK YOU, MR. STEENBERGEN AND MS. KAMINSKI FOR ATTENDING GTPAC MEETING
LEGISLATIVE UPDATE

SENATE BILL 2145

• Mr. Larry Taylor’s plan developed by the Equity Center was designed to simplify school finance
• Thought to repeal GT allotment by only providing student funding to districts for 4 specific groups- ELL’s, SPED, Eco-Dis and students receiving training for technical jobs
• Parents & educators testified & showed up at Senate Education Committee to advocate for new provisions
• Update 4/21: Senate Education Committee will amend SB 2145 to restore the statutory reference to the G/T allotment.
Sec. 39.001. STUDY AND REPORT CONCERNING CONSIDERATION OF PERFORMANCE OF GIFTED AND TALENTED STUDENTS UNDER PUBLIC SCHOOL ACCOUNTABILITY SYSTEM.

(a) The commissioner shall study and determine the most appropriate method for including the performance of gifted and talented students served in a program established under Subchapter D, Chapter 29, in determining the performance of a school district or campus for purposes of accountability.

(b) Based on the study under Subsection (a), not later than December 1, 2018, the commissioner shall submit a report to include the commissioner's recommended method determined under Subsection (a) and any proposed legislation needed to implement that recommendation.

Sec. 39.002. EXPIRATION. This subchapter expires December 31, 2018.

SECTION 2. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2017.
LAMAR CISD DEFINITION OF GIFTED AND TALENTED

• A G/T STUDENT PERFORMS AT OR SHOWS THE POTENTIAL FOR PERFORMING AT A REMARKABLY HIGH LEVEL OF ACCOMPLISHMENT WHEN COMPARED TO OTHERS OF THE SAME AGE, EXPERIENCE OR ENVIRONMENT AND

  • **EXHIBITS HIGH PERFORMANCE CAPABILITY** IN AN INTELLECTUAL AREA OR
  • EXCELS IN A SPECIFIC ACADEMIC FIELD.
“HIGH PERFORMANCE CAPABILITIES”

Gold Medalist in MathCON, Chicago, Illinois

• Arshann Ali, GRHS
“HIGH PERFORMANCE CAPABILITIES”

1st Place in Houston Federal Reserve Bank Essay Contest

- Katie Clack, FHS
- Earned $1500
- Won the last three essay contests
“HIGH PERFORMANCE CAPABILITIES”

National Merit Finalists 2017

- Cole Jackson, THS
- Grace Braun, GRHS
- Cara Coffman, GRHS

- Total of 1.5 million high school juniors initially entered from PSAT test taken in 2015
“HIGH PERFORMANCE CAPABILITIES”

Valedictorians & Salutatorians

- Andrea Nguyen, FHS
- Cara Coffman, GRHS
- Chimoma Orakwue, LCHS
- Romeesa Khan, THS
- Mashal Mithani, GRHS
- Chelsea Kalkomey, LCHS
- Adrian Vela, THS
“HIGH PERFORMANCE CAPABILITIES”

QuestBridge Finalists

• Shi Wei Liang, FHS
• Omolara Olabisi, GRHS
• Romeesa Khan, THS

QuestBridge

• works with students beginning in high school through college to their first job
• Aims to support & increase percentage of talented students attending the nation’s best colleges such as MIT, Yale, Duke
“HIGH PERFORMANCE CAPABILITIES”

Performed with National Honor Choir

- Malia Nelson, FHS
- Traveled to Minneapolis, Minnesota to sing with the Honor Choir at the American Choral Directors annual conference
“HIGH PERFORMANCE CAPABILITIES”

NASA Aerospace Scholars

- Wisdom Orakwue, LCHS
- CiCi Lu, LCHS
- Dion Okeke, LCHS

- Project Lead the Way students spend the summer at NASA
Jackeyious McDade received the Sherriff’s Challenge Coin

- Acknowledgement & recognition for duties performed beyond the call of duty
Questions or Comments?