

**ANSON INDEPENDENT SCHOOL DISTRICT**  
**POLICY AND PROCEDURES**  
**FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS**

School Board Approved 11/9/2020



**Anson ISD Gifted and Talented Mission Statement**

Anson ISD is committed to providing program and curricular options to meet the unique needs of the gifted/talented student. This document presents the official policies, processes, and procedures for organizing, operating, and evaluating the gifted and talented services at Anson ISD.

**Nondiscrimination**

*Anson ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.*

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## STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced **products and performances of professional quality** as part of their program services.

-Texas State Plan for the Education of Gifted/Talented Students

## STATE DEFINITION OF GIFTED/TALENTED STUDENT

§ 29.121. DEFINITION: In this subchapter, "gifted and talented student" means 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:

- (1) Exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) Possesses an unusual capacity for leadership; or
- (3) Excels in a specific academic field.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

## ANSON INDEPENDENT SCHOOL DISTRICT'S DEFINITION OF GIFTED

**ANSON** ISD defines gifted and talented as any child or youth in grades K-12 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

- (1) Exhibits high performance capability in general intellectual ability; or
- (2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies

## **ANSON INDEPENDENT SCHOOL DISTRICT'S GOAL FOR THE GIFTED/TALENTED SERVICES**

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce **products and performances of professional quality** as part of their program services.

### **PROGRAM GOALS FOR THE GIFTED/TALENTED SERVICES K-12**

1. IDENTIFICATION - Identify students in grades K-12 who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.
2. SELF-DIRECTED LEARNERS - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
3. COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
4. APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

## IDENTIFICATION PROCEDURES AND PROCESSES

### K-12

Anson Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

#### **Texas Administrative Code §89.1: Student Assessment.**

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) Include provisions for ongoing screening and selection of students who perform, or show potential for performing, at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) Include data and procedures designed to ensure that students from all populations in the district have access to the assessment process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;
- (4) Provide for final qualification of students (through a blind process) to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

### **ANSON ISD Identification Timeline:**

Teacher Referrals	
Parent Awareness Sessions	October
Referral procedures published	November
Referrals accepted from parents, teachers, community members	November
Screenings, assessments and reassessments conducted after written parental permission obtained	December/January
Gifted/Talented committee meets on grade completed screenings	February
Written parental permission for services obtained for identified students	February
Services begin for identified Kindergartners	March
Services begin for newly identified 1 <sup>st</sup> -12 <sup>th</sup>	August

\*Students new to Anson ISD and who have not been identified in a previous school district will be considered in the fall on a case-by-case basis.

### **DISSEMINATING INFORMATION**

Anyone may refer a student for the program at the period of annual referrals listed on the timeline above. Referral forms are available in each campus office and/or on the district web site. Referral forms may be submitted to the campus office only during the time period of referral acceptance. Late referrals will not be accepted. The screening instruments will match the program's services.

Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented program. In addition, parent awareness sessions are held each October.

### **REFERRAL PROCESS**

Referrals can originate from teachers, parents or community members during the referral period. Students are referred with a formal referral sheet to be given to the campus office. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

## SCREENING/ASSESSMENT PROCESS

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a **minimum of three (3)** criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include**:

- School Abilities Test such as the Naglieri Nonverbal Ability Test (NNAT), the Cognitive Abilities Test (CogAT), or other school abilities tests as deemed appropriate for the student;
- Achievement Test, the Iowa Test, or other achievement tests as deemed appropriate for the student;
- Divergent thinking assessment such as the Torrence Test of Creative Thinking or other divergent thinking assessment as deemed appropriate for the student;
- Teacher/Parent Rating Scales such as Scales for Identifying Gifted/Talented Students (SIGS), the Slocumb-Payne, or other rating scales as deemed appropriate for the student;
- Student interview;
- Student productions.

## QUALIFICATION PROCESS

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Committee through a blind (no name) process. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the *High* and/or *Superior* ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

The Gifted/Talented committee consists of at least three district educators. All committee members have been trained in nature and needs of gifted students. The Gifted/Talented Committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students referred, the committee has three options:

- The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted/Talented.
- There is insufficient evidence in the documentation at this time indicating the student's educational needs would best be met by the Gifted/Talented program. The preponderance of evidence indicates the student's educational needs would best be served with the services of the regular curriculum.

- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision via U.S. Mail within ten school days. The district must have parent permission before a student can be placed in the program. Parents of all screened students may request a conference to examine their child's assessment results. Request should be made through the student's home campus.

## **ADDITIONAL POLICES AND PROCEDURES**

### **TRANSFER OF STUDENTS**

All students who have participated in gifted and talented programs prior to coming to Anson ISD may be considered for the Gifted/Talented Program. Once assessment records are received from the student's previous district, the records will be examined for correspondence to Anson ISD's criteria. If the transfer data is insufficient, Anson ISD will assess the student to see if placement in the program is in the student's best interest. A decision will be made regarding qualification within 30 school days of the receipt of the student's Gifted/Talented assessment results from the previous district.

According to the Interstate Compact on Educational Opportunity for Military Children, a receiving school district in a member state agrees to "initially honor placement of a student based on the student's enrollment in the sending state as long as that school has a similar or equivalent program." Texas Education Code §162.002.

### **ANSON ISD APPEALS PROCESS**

Appeals will be handled through Anson ISD appeals process stated in School Board policy (EHBB-LOCAL).

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeal shall be made first to the selection committee. Any subsequent appeal shall be made in accordance with FNG(LOCAL) beginning at Level Two.



## FURLOUGH PROCEDURE

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should **never be used for an entire school year**.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student. If a student is furloughed, the GT coordinator must alert the PEIMS clerk to remove their coding for the duration of the furlough.

## REASSESSMENT

Anson ISD does not perform routine assessment. Formal reassessment is not necessary as long as the student's educational needs are being met within the services of the program. If there is any concern regarding the performance or placement of the student, the Gifted/Talented teacher or the district's Gifted/Talented Coordinator will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program.

## EXIT

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted. If a student is exited from the GT program, the PEIMS code must be removed.

## PROVISION OF STUDENT SERVICES

Anson Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. These services include, but are not limited to, integrating Depth and Complexity into the curriculum, requiring advanced level products and performances, and allowing identified Gifted/Talented students the opportunity to work with other identified students.

### **Texas Administrative Code §89.3. Student Services**

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) A continuum of learning experiences that leads to the development of advanced-level products and performances as well as differentiated strategies in the regular classroom;
- (3) In-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) Opportunities to accelerate in areas of strength.

A continuum of learning experiences will be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product in the Regular or Advance classroom, a pull-out program, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card. Credit by Examination is available through Region 14 Education Service Center to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the student's campus.

## TYPES OF SERVICES

### Anson Elementary

- In Class differentiation
- Chess Club
- Academic UIL
- Cub Council
- National Elementary Honor Society

### Anson Middle School

- HS Credit through Algebra, Spanish I
- Independent Study Project
- UIL Academics
- In Class differentiation
- STUCO
- Chess Club
- Spanish Club
- Science Club

### Anson High School

- Advanced English Classes
- College Classes
- Independent Study Project
- UIL Academics
- In Class differentiation
- NHS
- STUCO

## **PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION**

Anson Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

### **Texas Administrative Code §89.2. Professional Development**

1. Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
3. Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

### **PROGRAM EVALUATION**

**ANSON** ISD will annually evaluate the Gifted/Talented program by surveying all stakeholders including students, parents/guardians, and teachers. The evaluation data will be presented to the school board and will be used as a needs assessment to be addressed in the district/campus improvement plans.

## ANSON ISD Gifted/Talented Forms

Identification	
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## **PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD**

### Public Notice

Anson ISD is now accepting referrals for students who may need Gifted/Talented Services for the school year. This program is designed for students who exhibit intellectual and creative thinking abilities at an extraordinary level not normally served in the regular classroom. Services are provided only upon identification of education needs of the student. Anyone wishing to refer a student attending Anson ISD in kindergarten through twelfth grade this school year is asked to go by the student's campus office and request a copy of the referral form. This form must be returned to the school by November 30. Those unable to go by the school should call 325-823-2404 to request a form be sent to them.

## **ANUNCIO PÚBLICO DEL PERIODO DE REFERENCIA**

### Aviso Público

El Distrito Escolar de Anson ISD está aceptando referencias para estudiantes que puedan necesitar servicios de Gifted/Talented (programa para estudiantes que tengan talentos/inteligencia más alta que sus iguales) para el año escolar. Este programa está diseñado para estudiantes que muestran habilidades intelectuales y habilidades inventivas de nivel extraordinario que normalmente no se sirve en las clases regulares. Los servicios son prestos únicamente cuando hay identificación de necesidades educativas del estudiante. Cualquiera persona que quiera referir a un estudiante en grados de kínder hasta el grado duodécimo dentro del Distrito Escolar de **Anson ISD**, puede ir por la oficina de la escuela del estudiante para pedir una copia de la forma de registro. Esta forma necesita ser devuelto a la escuela para el día 30 de noviembre. Personas que no puedan ir por la escuela deben de llamar a 325-823-2404 para pedir que se le envíe la forma.

**Gifted/Talented Services Referral Form**

**Anson Independent School District**

**Gifted/Talented Referral Form**

I, \_\_\_\_\_, as parent/guardian/teacher/community member would  
(Please print) (Please circle)

like to refer \_\_\_\_\_ for the Gifted/Talented screening and  
(Print student's name)

assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by Gifted/Talented Services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade \_\_\_\_\_.

\_\_\_\_\_

Signature of person making referral

\_\_\_\_\_

Date

Dear Parent/Guardian,

Your child, \_\_\_\_\_, has been referred for testing to see if he/she would benefit from Gifted and Talented Services for **Anson** ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

Child's Name: \_\_\_\_\_

\_\_\_\_\_ Yes, I give my permission for you to assess my child for Gifted/Talented Services and if they qualify, to begin receiving services.

\_\_\_\_\_ No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## ANSON ISD GIFTED/TALENTED SELECTION PROFILE

STUDENT NAME \_\_\_\_\_ STUDENT ID \_\_\_\_\_

GRADE \_\_\_\_ BIRTHDAY \_\_\_\_\_ AGE \_\_\_\_ ETHNICITY: 1 2 3 4 5 (circle one)

Enrolled in:  ESL  Migrant  Spec. Ed.  General Ed.

*The definition of gifted and talented students means “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: (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.”*  
 Directions: Plot an individual’s scores in the appropriate column.

	1	2	3			
Student Production (K-12)	55	77	85	100	115	120 130 140+
Slocumb-Payne Teacher/Parent (Raw Score)	4	19	38	57	76	
SAGES-2 (Quotient)	55	70	85	100	115	119 130 140+
Torrance (Standard Score)	10	20	30	40	50	60 70 80 90 95 99+
NNAT (Percentile)	10	20	30	40	50	60 70 80 90 95 99+
IOWA (Percentile Score)	10	20	30	40	50	60 70 80 90 95 99+
1. Student Production (K-8) must score 3					↑	
2. Slocumb - Payne Teacher Checklist – 57+					↑	
3. Slocumb - Payne Parent Checklist – 57+					↑	
4. Torrance– 127 ± 8 (119 or above)					↑	
5. NNAT: Level ____ - 90% or above					↑	
6. SAGES-2 (Grades K-8) Quotient of 120 or above on any test					↑	
	Math/ Science	Reading/ Social St	Reas.		↑	
7. IOWA test : ____ - 90% or above in any one core area					↓	

District Criteria: **Grades K-12 must 4 of 6** at or above district line

The decision to place or defer placement is based on perceived educational needs. The committee has reached a placement decision based on the following:

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COMMITTEE DECISION

- Accepted
- Did not qualify
- Accepted on probation

COMMITTEE MEMBERS:

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Date of Meeting

**Anson Independent School District  
Gifted/Talented Services  
Determination of Educational Need Form**

To the parents of: \_\_\_\_\_ Date: \_\_\_\_\_

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted/Talented Identification Committee has determined your child exhibits an educational need to be served through the Gifted/Talented services.

If you would like to schedule an appointment to look at your child's assessment results, please contact your child's campus.

Sincerely,

Please sign and return to participate in Gifted/Talented services

**Parent signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Anson Independent School District  
Gifted/Talented Services  
Determination of Educational Need Form**

To the parents of: \_\_\_\_\_ Date: \_\_\_\_\_

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted/Talented Identification Committee does not feel your child exhibits educational need to benefit from Gifted/Talented services at this time. However, your child may be referred for testing again next year for further evaluation.

If you would like to schedule an appointment to look at your child's assessment results, please contact your child's campus.

Sincerely,

**Student Contract  
Gifted/Talented Services**

20\_\_-20\_\_

Semester \_\_\_ 1<sup>st</sup> \_\_\_ 2<sup>nd</sup>

Student Name \_\_\_\_\_

State Law requires that identified gifted student's needs be met in the four core academic areas: math, science, social studies and language arts. Anson Independent School District provides opportunities in these core academic areas to students.

As an identified gifted student my interests lie in the following area(s). Please check each area of interest.

\_\_\_ Math \_\_\_\_\_ Social Studies

\_\_\_ Science \_\_\_\_\_ Language Arts

I elect to receive gifted services through the following means:

\_\_\_ Honors classes in my area(s) of interest

\_\_\_ Concurrent enrollment class(es) for college credit

\_\_\_ Independent Study

\_\_\_ I choose to furlough from the Gifted/Talented program

According to needs and interest, teachers will differentiate work in the Honors classes in the areas checked above. I agree to complete work assigned me in these/this area(s)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Teacher Signature

## Anson Independent School District Gifted/Talented Services Student Progress Report

Student's Name \_\_\_\_\_ Grade Level \_\_\_\_\_

Teacher \_\_\_\_\_ Six Week's Report

This six weeks, your child received Gifted/Talented services through the following:

Please note your child's progress and work habits during G/T services for this six weeks:

Criteria	Excellent	Satisfactory	Needs Improvement
1. Routinely provides useful ideas when participating in group and classroom discussion; a definite leader who contributes a lot of effort.			
2. Provides work of the highest quality.			
3. Routinely uses time well throughout assignments and projects to ensure things get done on time. If group work, group members do not have to adjust deadlines or work responsibilities because of this student's procrastination.			
4. Actively looks for and suggests solutions to problems.			
5. Never is publicly critical of the work of others. Always has a positive attitude about the task(s).			
6. Brings needed materials to class and is always ready to work.			
7. Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.			
8. Work reflects this student's best efforts.			

Comments from the teacher: \_\_\_\_\_

\_\_\_\_\_

# Anson Independent School District

## Gifted/Talented Program Evaluation Questions

### Student Survey

Please complete the following questionnaire by checking a response for each question. Your teacher can help you, if needed.

Program Design			
Question	Yes	No	Don't Know
Are G/T services available to you in all four core areas?			
Are your parents informed each year on how you are receiving G/T services?			
Do you get to work with other G/T students?			
Are gifted services provided during the entire school year?			
Do you know that you might be able to skip a class or grade if you take a test and make 90 or above?			
Does your teacher use Depth and Complexity when teaching?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Do you work on skills in self-directed learning, thinking, research and communication?			
Do you get to create advanced level products and performances each year?			
Family-Community Involvement			
Question	Yes	No	Don't Know
Are students included in the annual gifted program evaluation? PES			
Additional Comments/Suggestions			

# Anson Independent School District Gifted/Talented Program Evaluation Questions Parent Survey

Please complete the following questionnaire by checking a response for each question.

Student Assessment			
Question	Yes	No	Don't Know
Have you requested a copy of the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are nominations taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1? PE			
Program Design			
Question	Yes	No	Don't Know
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Credit by Examination and Early High School Graduation?			
If the district provides services to Junior High and High School identified students through <b>Pre-AP</b> , <b>AP</b> , challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			

c. Social Studies Comments:			
d. Language Arts Comments:			
If the district provides services to identified students through the <b>regular</b> classroom, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
<b>Curriculum and Instruction</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there a variety of challenging learning experiences provided which emphasize content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
<b>Family-Community Involvement</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are parents informed each year of the learning opportunities provided to their gifted child?			
Are parents included in the annual gifted program evaluation? PES			
<b>Additional Comments/Suggestions</b>			



## Anson Independent School District Gifted/Talented Program Evaluation Questions G/T Educator Survey

Please complete the following questionnaire by checking a response for each question.

Student Assessment			
Question	Yes	No	Don't Know
Do you have access to the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are nominations taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Does the district make placement decisions with a committee of at least three (3) local educators who have received training in the nature and needs of gifted students?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1?			
Program Design			
Question	Yes	No	Don't Know
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Credit by Examination and Early High School Graduation?			
If the district provides services to Junior High and High School identified students through <b>Pre-AP, AP</b> , challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			

d. Language Arts Comments:			
If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
<b>Curriculum and Instruction</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there an array of challenging learning experiences provided which emphasize content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
Do the campus and district improvement plans address services to gifted/talented students each year?			
<b>Professional Development</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are all teachers of the gifted required to attain the 30 hours of foundational training before providing services? If the training is not available prior to assignment, the teacher should receive the training during the first semester.			
Do all teachers of the gifted receive a minimum of six (6) hours annually of professional development in gifted education?			
Do administrators and counselors have a minimum of six (6) hours of professional development in the nature and needs of gifted students?			
Does the district/campus evaluate the professional development activities for gifted/talented education?			
Does the district/campus evaluate the gifted program each year? PES			
<b>Family-Community Involvement</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are parents given access, upon request, to the board-approved district policy and procedures on student identification for the gifted program?			

Are parents informed each year of the learning opportunities provided to their gifted child?			
Are parents included in the annual gifted program evaluation?			

<b>Additional Comments/Suggestions</b>

**Anson Independent School District  
 Gifted and Talented Services  
 Furlough from G/T Services Form**

Requested by: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Length of Furlough Requested \_\_\_\_\_

Reason for request:


Gifted/Talented Committee Decision:

\_\_\_\_\_ Furlough Granted (PEIMS Coding removed)      \_\_\_\_\_ Furlough Denied

Date of committee meeting: \_\_\_\_\_ Return date: \_\_\_\_\_

Length of Furlough: \_\_\_\_\_

Comments:


Signatures:

Parent:		Committee Member:	
Student:		Committee Member:	
Committee Member:		Committee Member:	

**Anson Independent School District  
Gifted/Talented Services  
Exit from G/T Services Form**

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Person Requesting Exit: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_

To be completed by person requesting Exit:

Reason for Exit Request:


Was a furlough from G/T services considered and/or granted? \_\_\_\_\_

Results of furlough? \_\_\_\_\_

Gifted/Talented Committee Decision:

\_\_\_\_\_ Exit Granted (PEIMS Coding removed)      \_\_\_\_\_ Exit Denied

**Note:** Once a student has been exited from Gifted/Talented services, the student is subject to referral and identification to determine educational need for the program before readmission.

Comments:


Signatures:

Student: \_\_\_\_\_

Parent: \_\_\_\_\_

Gifted/Talented Committee Members:

_____	_____
_____	_____
_____	_____

## Anson Independent School District Required Gifted/Talented 30-Hour Training

Educator Name \_\_\_\_\_

Class	Available from Region 14:	Date Completed
1. Nature and Needs of the Gifted	Face-to-face or online	
2. Assessing Student Needs for the G/T Program	Face-to-face or online	
3. Curriculum and Instruction for Gifted Students 1	Face-to-face or online	
4. Curriculum and Instruction for Gifted Students 2	Face-to-face	
5. Curriculum and Instruction for Gifted Students 3	Face-to-face or online	

Please attach training certificates or a professional development transcript.

**Anson Independent School District  
District Gifted/Talented Coordinator Responsibilities**

August-September	November-December	Spring
<input type="checkbox"/> New district faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible, new faculty must obtain the training within one semester.	<input type="checkbox"/> Place notice of referral for student assessment in local newspaper or on school website. Notice should be available in English as well as Spanish.	<input type="checkbox"/> Conduct and/or oversee administration of assessment instruments to nominated students.
<input type="checkbox"/> Administrators and counselors who have authority to make program decisions, or assess students, should have 6 hours of Nature and Needs of the Gifted professional development.	<input type="checkbox"/> Campus office should have referral forms available.	<input type="checkbox"/> Kindergarten assessment should be completed by mid-February.
<input type="checkbox"/> Campus principals are provided with an updated list of identified Gifted/Talented students.	<input type="checkbox"/> Host a district-wide parent information meeting on identification procedures and program services. Involve teachers from each campus to explain how identified students are served.	<input type="checkbox"/> Meet with Gifted/Talented Committee to discuss qualification of Kindergarten students <b>prior to March 1</b> . Kinder identified students <b>must</b> receive services by March 1.
<input type="checkbox"/> Documentation of G/T Services forms are disseminated to campus administrators.	<input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each student.	<input type="checkbox"/> Notify PEIMS coding coordinator of identified Kinder students <b>prior to March 1</b> .
<input type="checkbox"/> Annually establish means of informing parents how students will receive services (meeting, letter, website).	<input type="checkbox"/> Maintain staff development records of applicable staff	<input type="checkbox"/> Meet with Gifted/Talented Committee in May to discuss qualification of students in grades 1-12.
<input type="checkbox"/> Make copies of local Gifted/Talented policy and procedures available at each campus as well as The Texas State Plan for the Education of Gifted/Talented Students ( <a href="http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf">http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf</a> ), and upon request by individuals.		<input type="checkbox"/> Administer and collect surveys over G/T services from teachers, students, and parents. Aggregate data and disseminate to superintendent, campus administrators, school board, and District Improvement Team.
<input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		<input type="checkbox"/> Collect campus Documentation of G/T Services forms for year
<input type="checkbox"/> Check to confirm student portfolios are housed at each student's campus		<input type="checkbox"/> Attend Spring G/T Coordinator meeting at Region 14 in May.
<input type="checkbox"/> Attend fall G/T Coordinator meeting at Region 14 in September.		



**Anson Independent School District  
Campus Administrator Responsibilities**

<b>August-September</b>	<b>November-December</b>	<b>Spring</b>
<input type="checkbox"/> New campus faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible before the school year begins, new faculty must obtain the training within one semester.	<input type="checkbox"/> Make available referral forms for parents and community members who wish to nominate a student for testing. Notice should be available in English as well as Spanish.	<input type="checkbox"/> Assist district G/T Coordinator in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> To the extent possible, cluster G/T students in the same class sections.	<input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each student.	<input type="checkbox"/> Campus Improvement Plans should contain at least one indicator for improvement of G/T services each year based on campus survey data.
<input type="checkbox"/> Campus G/T teachers are provided with an updated list of identified Gifted/Talented students.	<input type="checkbox"/> Maintain staff development records of G/T teaching staff	<input type="checkbox"/> Collect forms documenting G/T services from G/T teachers at the end of the second semester.
<input type="checkbox"/> Campus G/T teachers are provided with copy of local G/T policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students ( <a href="http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf">http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf</a> ).	<input type="checkbox"/> Collect forms documenting G/T services from G/T teachers at the end of the first semester.	<input type="checkbox"/> As spring identification are finalized, place copy of student profile for qualifying students in permanent records
<input type="checkbox"/> Documentation of G/T Services forms are disseminated to G/T teachers.	<input type="checkbox"/> As PDAS walk-throughs and observations are conducted, look for evidence of teachers using Depth and Complexity with their G/T students as well as requiring advanced level products and performances.	<input type="checkbox"/> If identified students are moving to another campus, collect students' portfolios and send to new campus.
<input type="checkbox"/> Establish means of informing parents how students will receive services (meeting, letter, website).	<input type="checkbox"/> Assure current G/T teaching faculty have obtained a 6-hour G/T credit professional development update	
<input type="checkbox"/> Maintain several copies of local Gifted/Talented policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students available to G/T parents upon request		
<input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		
<input type="checkbox"/> Check to confirm student portfolios are received by students' new teachers and maintained throughout the year.		

<b>Anson ISD G/T Teacher Responsibilities</b>		
<b>Beginning of Year</b>	<b>Ongoing</b>	<b>End-of-Year</b>
<input type="checkbox"/> If this is your first year to provide Gifted/Talented services, make sure you have secured the 30 hours of G/T foundational required professional development. If this is not possible prior to the school year beginning, it must be obtained before the end of the first semester. Maintain copies of professional development records as proof of training.	<input type="checkbox"/> Differentiate for identified students on a regular basis through incorporating Depth and Complexity, as well as advanced products and performances. Other means of differentiation can be offered at your discretion based on student needs. Grades should always be based on grade-level TEKS.	<input type="checkbox"/> Assist district G/T Coordinator and campus administrator in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> Obtain a current list of identified Gifted/Talented students.	<input type="checkbox"/> Maintain student portfolios, adding one product/performance per semester.	<input type="checkbox"/> Submit 2 <sup>nd</sup> semester documentation of services form to your campus administrator.
<input type="checkbox"/> Obtain a copy of local G/T policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students from your campus administrator. Familiarize yourself with district and state requirements.	<input type="checkbox"/> Maintain documentation of services forms and submit to your campus administrator at the end of each semester.	<input type="checkbox"/> Send student portfolios to the next grade level. Check with your campus administrator if you are unsure of who should receive them.
<input type="checkbox"/> Secure Documentation of G/T Services forms from your campus administrator. You should maintain one form for each identified G/T student and will turn these in each semester to your campus principal.	<input type="checkbox"/> Make sure you have received 6-hours of G/T update professional development credit each year you provide Gifted/Talented services and maintain copy of certificate for proof.	
<input type="checkbox"/> Coordinate with your campus administrator to establish a means of informing parents how students will receive services (meeting, letter, website, etc.).		
<input type="checkbox"/> If parents of identified students request copies of local Gifted/Talented policy and/or procedures, as well as The Texas State Plan for the Education of Gifted/Talented Students, secure copies from your campus administrator.		
<input type="checkbox"/> Locate student portfolios through your campus administrator and add one product/performance for the student each semester.		