

Mount Pleasant ISD



Gifted and Talented Education Program

Policies and Procedures for Screening and Assessment

2230 North Edwards
Mount Pleasant, Texas 75455
903-575-2000

Gina Landrum
MPISD Elementary GT Coordinator
903-434-8694 glandrum@mpisd.net

Purpose and Definition

The Mount Pleasant Independent School District (MPISD) Gifted and Talented (GT) program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

The MPISD GT program delivers rigorous curriculum and instruction using enrichment models. The program is designed to challenge and push students to reach their full potential. This is coupled with high expectations for student participation, motivation, and progress.

Program Goal

Students who participate in the GT program in MPISD will develop and demonstrate advanced skills in the following areas:

- Self-directed learning
- Critical thinking, creative thinking, and problem-solving
- Research skills in one or more disciplines
- Communication and leadership

Students who participate in the GT program in MPISD will demonstrate their advanced skills through the development of innovative products, performances, and demonstrations that reflect creativity, individuality, and professional-level quality.

Participation in the Gifted and Talented Program

Students may qualify to participate in the GT program based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance.

The policies and procedures articulated in this document describe the process established by MPISD for determining how and when a student qualifies for participation in the GT program.

There are two phases of participation in which students may qualify:

- MPISD Elementary GT program (kindergarten -4th grade)
- MPISD Secondary GT program (5th-12th grade)

Gifted and Talented Committee

The District Gifted and Talented Committee (GTC) will make all participation decisions for the program. The GTC will consider all applications/referrals for participation in the program and make decisions based on appropriate sources of information.

- The GTC must consist of not less than five educators working in the district.
- All of the members of the GTC must have completed a minimum of 30 hours of staff development in gifted education.
- The District Coordinator or GT Director must serve on the GTC.
- At least one counselor must serve on the GTC.
- At least three teachers from the GT program must serve on the GTC.

The GTC will make all decisions based on data collected. In an effort to remove bias from the decision making process, all identifying information will be removed from the student's application and work submitted except for their student identification number, grade level, and campus name. Members of the GTC will conduct an evaluation of the student's work.

Application to Participate in the Gifted and Talented Program

A student may apply to participate in the GT program at any grade level. Applications are available from the district GT coordinator, the campus GT teacher and the district website.

A student may apply to participate in the elementary and secondary GT program each year while they are in MPISD.

A teacher, counselor, parent or administrator may refer a student for consideration to participate in the program at any grade level regardless of whether the student has applied for participation previously. All referrals are submitted for approval to the GTC.

Parents/Guardians can nominate a student for GT only during the nomination period, but a teacher, counselor or administrator can nominate at any time during the school year. These nominations are stored with the campus GT teacher until the GTC can meet.

Nomination to Participate in the Gifted and Talented Program

Parents, teachers, counselors, and administrators may nominate a student for consideration to participate in the GT program. Nomination for participation should be based upon observed performance on school work, standardized examinations, or other measures of achievement that indicate that the student is performing at or has the potential to perform at a remarkably high level of accomplishment.

Nominations to participate in the GT program should be returned to the campus GT coordinator. Parent/Guardian nominations are accepted until the last day of the nomination period.

The forms for nomination to participate in the GT program are available from the district GT coordinator, campus GT coordinator and on the MPISD website.

Gifted and Talented Students Transferring to Mount Pleasant ISD

Students who have been actively participating in the GT program in another school district will be provisionally placed into the GT program immediately upon registration based upon the following criteria:

- The student provides written documentation from the previous school district to verify that he/she participated in the GT program prior to moving to Mount Pleasant
- The student (or parent/guardian) completes the GT Transfer Student Application

Transfer placement is considered provisional for one full semester. If a student transfers during a semester, he/she is placed in GT. During provisional placement, the student is coded as active GT in student records. The provisional placement becomes an official placement to participate in the GT program if the student maintains satisfactory performance in all classes during the provisional semester.

Gifted and Talented Students Transferring from Mount Pleasant ISD

Students who have been actively participating in the GT program at MPISD will receive paperwork indicating their placement into the GT program as well as the justification for their placement.

Testing Process to Qualify for Gifted and Talented Participation

Students who are applying for participation in the GT program will undergo a series of exams and tasks that are designed to allow students to demonstrate their specific gifts and/or talents.

Examples of the exams and tasks students are asked to complete:

- Reynolds Intellectual Screening Test (RIST)
- Naglieri Nonverbal Ability Test, 2nd Edition (NNAT2)
- Otis-Lennon School Ability Test (OLSAT8)
- Stanford Achievement Test Series, 10th Edition
- Renaissance Learning STAR Universal Screener
- Student Authentic Assessment Portfolio
- Torrance Test of Creative Thinking
- Student Interviews with GT Staff
- Slocumb-Payne Teacher Perception Inventory

Furlough from the Gifted and Talented Program

Students who have qualified to participate in the GT program are allowed a temporary furlough. The furlough must be based upon extenuating circumstances that have or will inhibit the student from performing at a remarkably high level during a specified period of time. To apply for a furlough, the student must complete the GT Furlough Application. The application will require the student or parent/guardian to explain the circumstance that will temporarily inhibit performance. The furlough application is available from the district GT coordinator, the campus GT teacher, or the MPISD website. The completed form must be returned to the district GT coordinator and the furlough must be approved by the GTC. The furlough application will be approved as long as the GTC deems the request to be based on a temporary circumstance and expects the student to perform at a remarkably high level when the circumstance has passed.

At all levels, an approved furlough will last until the end of the school year unless the student requests a return to the program sooner than the end of the school year. At the end of the furlough period, the student must complete the Return to Active Status Application. The return form is available from the campus GT coordinator or the district website. If the student elects not to return to active status at the end of the furlough period, the student will be exited from the GT program and must re-apply to participate in the future.

Exit from the Gifted and Talented Program

A student who qualifies to participate in the GT program may be exited from participation under the following circumstances:

- The GTC determines that it is in the best interest of the child
- Parent/Guardian request
- Teacher request
- Poor academic performance
- Failure to participate in GT activities

The GTC must approve an exit from the program unless the exit is at the parent/guardian request. Parents/Guardians may obtain an exit form from the campus GT teacher or the district website. An exit form from GT enrollment must be signed by the district GT coordinator and entered into the student's file.

The exit procedure is based on an underlying principle. A student should be placed in an educational environment or schedule that is rigorous as well as appropriate. If a student is failing to achieve standards in the most rigorous setting, we have an obligation to move that student to a more appropriate setting or schedule.

Clarification of Poor Academic Performance

The following examples are deemed to characterize poor academic performance that may warrant the GTC to exit a student from participation in the GT program.

Elementary Level

- Failure to meet standard on one or more state assessments (i.e. STAAR)
- Below expectation performance in core academic courses
- Below expectation performance on campus or district assessments
- Low level of student participation

Secondary Level

- Failure to meet standard on one or more state assessments (i.e. STAAR)
- Grade averages below 70 in core academic courses
- Low level of student participation

Appealing a Placement Decision

A student who does not qualify to participate in the GT program at either the elementary or secondary level may appeal the decision of the GTC. The appeal process is designed to ensure that appropriate decisions are made in the best interest of students and that they follow district and state guidelines. The GT appeal form is available from the campus GT teacher and the district website. To make an appeal, complete all sections of the GT appeal form and return it to the campus GT teacher.

Appeals must be made within 10 school days of the GTC decision. Students will not be coded as GT during the appeals process. Additional testing may be required based on an appeal, but additional testing is not guaranteed. The district GT coordinator determines when additional testing is necessary.

The GTC will make all decisions based on data collected. In an effort to remove bias from the decision making process, all identifying information will be removed from the student's appeal and work submitted except for the student identification number, grade level, age and campus name. Members of the GTC will conduct an evaluation of any additional testing or data collected.

Appeals are sent to GTC for re-evaluation. The GTC will consider the appeal and make one of three possible decisions:

1. Change the original decision and approve the student for participation in the GT program.
2. Confirm the original decision and not approve the student for participation without gathering further assessment data.
3. Confirm the original decision and not approve the student for participation in light of additionally gathered assessment data.

Authentic Assessment Portfolio

Authentic assessment of student work is one mechanism for identifying students who demonstrate the ability for participation in the GT program. Authentic assessment of student work assists the GTC in making a decision about whether the student is demonstrating performance at a remarkably high level of achievement.

For the purposes of identifying students for participation in the GT program, student work is collected as a portfolio and assessed by the GTC on specific standards of performance. After the GTC evaluates the work in the portfolio, the student will earn a single summary score for their portfolio.

Description of the Portfolio

Portfolios come in many shapes and sizes. The portfolio used for the GT selection process is an evaluation portfolio with the sole purpose of making a decision of whether the student has demonstrated the criteria needed for participation. The basic question being asked in this evaluation is whether the student is performing at a remarkably high level when compared to students of similar age, experience and environment.

Items Collected in the Portfolio

The GT Portfolio will contain work samples constructed under the supervision of GT staff. The work in the portfolio will represent individual work of the student. The work will not represent group work assignments or products in which the student's parent or teacher assisted in the development. **NO WORK FROM HOME WILL BE INCLUDED IN THE PORTFOLIOS.** The tasks for the portfolio will consist of creative writing prompts, problem solving tasks, creative thinking tasks, and sorting, patterning and classification activities.

Assigning a Final Score to the Portfolio

The GTC will assign a score to the student's portfolio. In an effort to remove bias from the decision making process all identifying information will be removed from the student's portfolio except for their student identification number, grade level, age and campus name. Members of the GTC will conduct an evaluation of the student's work.

Portfolio Score Interpretation

Score Range	Interpretation of Score
3, 4 Remarkably high level of performance (gifted range)	Work in this portfolio is of an exceptionally high level of performance when compared to students of similar age or experience. Work in this portfolio typically shows evidence of most of the GT indicators. A score in this range is indicative of a GT student.
2 Above Average	Work in this portfolio reflects performance that is slightly above average when compared to students of similar age or experience. Though a score in this range indicates quality performance, it is not indicative of gifted levels of performance.
1 Average or on-grade level performance	Work in this portfolio is typical of students of similar age or experience. Portfolios with a score in this range indicate that the student is performing similarly to the majority of students of the same grade or age.
0 Below Average	Work in this portfolio is below the expectation of students at this grade level or age group. Portfolios with a score on zero indicate that the student is not performing in a way consistent with the regular classroom expectations.



MPISD Gifted and Talented Education Committee Program Identification Profile

Student Name: _____

ID#: _____

Campus: _____

Date: _____

Criteria for Selection: A preponderance of evidence for placing this student in the gifted and talented program is demonstrated by:

Assessment	District Score	Student Score	Met
NNAT 2 (Naglieri Nonverbal Ability Test)	120		
Torrance Test of Creative Thinking	125		
Slocumb-Payne Teacher Perception Inventory	68		
Portfolio Tasks	3		

Gifted and Talented Committee Recommendation

Student did qualify.

Student did not qualify.

Date of Decision: _____

GTC Signatures:

A copy of this document is to be filed in the student's cumulative folder.

**Mount Pleasant ISD Gifted and Talented Education Program
Gifted and Talented Transfer Student Application**

The Mount Pleasant ISD Gifted and Talented program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

Students may qualify to participate in the gifted and talented program based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high levels of performance. There are two phases of participation in which students may qualify:

- MPISD Elementary Gifted and Talented Program (Kindergarten – 4th grade)
- MPISD Secondary Gifted and Talented Program (5th – 12th grade)

A participating student who meets specified standards as part of the elementary gifted and talented program will qualify without further assessment to participate in the secondary program.

Transfer Policy Acknowledgement

Students who have been actively participating in the gifted and talented program in another school district will be placed into the gifted and talented program in MPISD upon registration based on evidence from the previous school district that the student had been formally identified and participating in a gifted and talented program.

I understand the nature of the transfer placement and wish to have my child participate in the gifted and talented program in Mount Pleasant ISD.

Parent Signature: _____ Date: _____

Printed Parent Name: _____

Student: _____

School: _____ Grade: _____ Teacher: _____

Address: _____ City: _____ Zip: _____

Home Phone: _____ Mobile/Work Phone: _____

Student's Date of Birth: ____/____/____ Current Age: Years: ____ Months: ____

Previous School District: _____

Mount Pleasant ISD Gifted and Talented Education Program

Teacher/Counselor/Administrator Referral

The Mount Pleasant ISD Gifted and Talented Program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience or environment.

Students may qualify to participate in the gifted and talented program based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance. There are two phases of participation in which students may qualify

- MPISD Elementary Gifted and Talented Program (Kindergarten – 4th grade)
- MPISD Secondary Gifted and Talented Program (5th – 12th grade)

GTC Approval

Teacher/Counselor/Administrator referrals for possible participation in the gifted and talented program should be submitted to the campus GT teacher.

Teacher/Counselor/Administrator Making Referral: _____

Campus: _____ Date of Referral: _____

Student Name: _____ Current Grade: _____

Briefly describe your experience with the student upon which you base this referral:

Mount Pleasant ISD Gifted and Talented Education Program

Appeal of Placement Decision

Return this form to the gifted and talented teacher at your campus.

Name of Student: _____ Date of Appeal: _____

Name of Individual Making the Appeal: _____

Phone Number: _____

By making this appeal, you are stating that you disagree with the gifted and talented committee's decision. Please state below your rationale for the appeal, including any specific evidence that supports your claim that the participation decision for your student should be reconsidered. You may attach additional pages.

Parent/Guardian Signature: _____ Date: _____

<p>GTC Review</p> <p>Date of Review: _____</p> <p>_____ Overturn the original decision and recommend participation in GT program.</p> <p>_____ Confirm the original decision without further testing.</p> <p>_____ Confirm the original decision after further data collection.</p>

**Mount Pleasant ISD Gifted and Talented Education Program
Gifted and Talented Furlough Application**

Return this form to the gifted and talented teacher at your campus.

Student Name: _____ Date of Request: _____

Campus: _____ Current Grade Level: _____

Please explain the rationale for this request for furlough, including a description of the circumstance that will temporarily inhibit performance:

Parent/Guardian Signature: _____ Date: _____

Mount Pleasant ISD Gifted and Talented Education Program
Gifted and Talented Return to Active Status after Furlough

Return this form to the gifted and talented teacher at your campus.

Student Name: _____ Date of Request: _____

Campus: _____ Current Grade Level: _____

Return to GT program participation on the following date: _____

Please explain the rationale for return to active status, including a description of the circumstance that will allow the student to be successful in the program:

Parent/Guardian Signature: _____ Date: _____

**Mount Pleasant ISD Gifted and Talented Education Program
Gifted and Talented Program Exit**

A student who qualifies to participate in the GT program may be exited from participation under the following circumstances:

- Best Interest of the Child (determined by the GTC)
- Parent/Guardian Request
- Teacher Request
- Poor Academic Performance
- Failure to Participate in GT Activities

The director of gifted and talented education must approve an exit from the program unless the exit is at the parent/guardian request. Parents/Guardians may obtain an exit form from the campus GT teacher or district website. An exit form from GT enrollment must be signed by the district GT director and entered into the student's file.

Elementary Level

- Failure to meet standard on one or more state assessments (i.e. STAAR)
- Below expectation performance in core academic courses based on performance-based report cards
- Below grade-level performance on district grade-level assessments
- Low level of student participation

Secondary Level

- Failure to meet standard on one or more state assessments (i.e. STAAR)
- Grade averages below 70 in AP and Pre-AP classes

Reason for exit:

_____ Student elects to attend the alternative educational setting without a GT program.

_____ Poor academic performance (explain below)

_____ Parent Request

_____ Other (explain below)

Evidence of Poor Academic Performance/other circumstances (attach documentation as necessary):

Date of Exit: _____

Director Signature: _____