

Elementary Students receiving Gifted & Talented Services

2011-12 School Year [K-5]

Group	Number of Students
Student access to GT Services	215
# White	174
# Hispanic	19
# Black	12
# Asian	10
# Eligible for Free/Reduced Lunch	N/A
# Receive EL Services	N/A
# Receive SpEd Services	N/A

Challenges Δ:

Equity – equitable access to advanced academics for ALL learners including culturally, linguistically, and economically diverse learners and 2E learners.

Service Model Redesign

January 2013-May 2013

- Purpose: to research various services models for gifted learners in grades 1-4.

October 2013 to December 2013

- Purpose: to design and recommend a service model for gifted learners
- based on the Continuum of Services
- that fits within budget parameters.

Committee Membership:

- Principals
- Coordinator
- GT Interventionists
- Reading Interventionist
- Classroom Teachers
- Counselor
- School Board Members
- Parents

**Austin Public Schools
 Gifted Services Implementation Group 2013-2014**

What is the most effective model to instruct gifted learners in grades 1-4?



Context and Reality	Desired Results	Unacceptable Means
<p>Austin Public Schools currently utilizes 3.5 FTE in 5 elementary buildings to provide gifted and talented interventions; as well as a 0.5 FTE district coordinator. The interventionists meet student needs using the RI structure to create flexible groups in order to offer students challenge beyond grade level standards.</p> <p>January 2013-May 2013, a Gifted Services Working Group was formed and created a recommendation to be implemented in 2013-2014.</p>	<p>The options created will ...</p> <ul style="list-style-type: none"> Identify main principles and beliefs that will be the framework for the service models for all levels within the district. Be research based, best practices in meeting student needs. Be forced on being inclusive, rather than exclusive. Implement a working model of gifted services based on the recommendation of the Gifted Services Working Group created last spring for gifted learners in grades 1-4. 	<p>In creating options we will not:</p> <ul style="list-style-type: none"> Create racial imbalances within the district. Violate district policies. Be limited by personal opinions or bias. Exceed the current operating budget for gifted services.

K-6 Tiered Services

Tier 1 – Access for **ALL** students

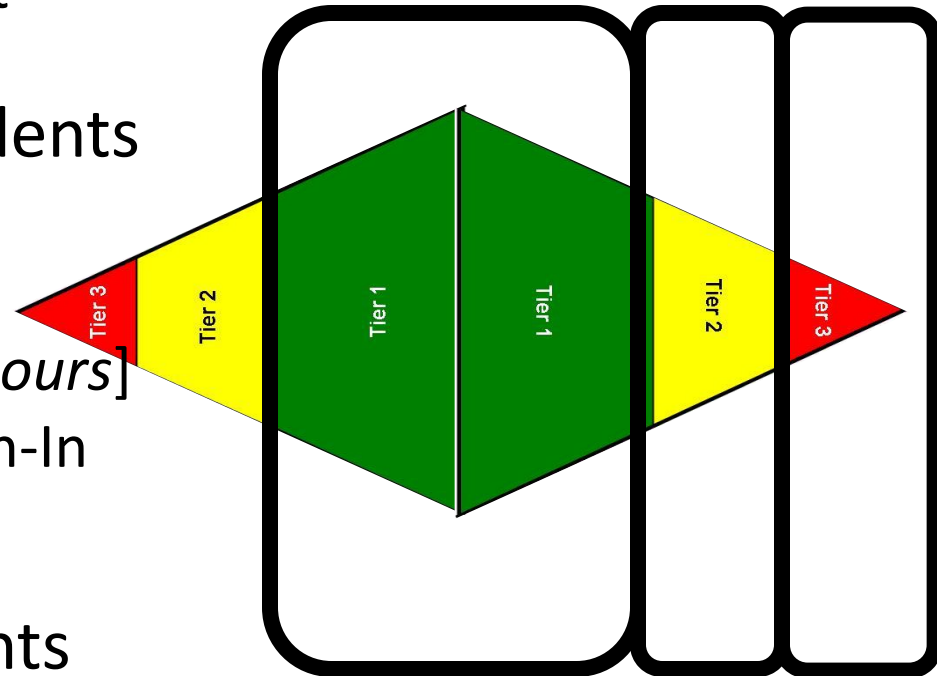
- Total School Clustering Model
- Professional Development

Tier 2 – Access for **MANY** students

- Flexible Grouping
- Young Scholars
- Project E³ [*after school hours*]
- G/T Interventionists Push-In
- 3.5 FTE at K-4 Schools

Tier 3 – Access for **FEW** students

- Personalized Instruction
- 2.0 FTE at Pi Academy [*Gr. 1-4 Multi-age*]
- Grades 5 & 6 GT Cohorts



Tier 1: Total School Clustering Model



TSCM Eligibility

Math and Reading Achievement Data

- Local Norms
- Enroll students of like needs in the same class
- Based on Gentry's TSCM model

5 Achievement Groups

High Achieving – high in BOTH Math and Reading

Above-Average Achieving – high in Math or Reading
OR above-average in both Math and Reading

Average Achieving – average in Math and/or Reading;
may be considered “on grade level”

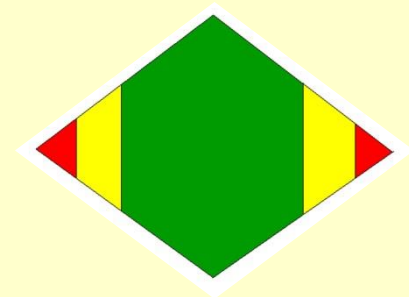
Low-Average Achieving – struggle in Math and/or
Reading; with additional support, these students are not at risk
of failure

Low Achieving – struggle in Math and Reading; at risk of
failure

Tier 1: Professional Development



Tier 2: Flexible Small Groups



Flexible Small Groups Eligibility

Math and Reading Achievement Data

- Benchmark data – *NWEA, Scantron, FAST, AimsWeb, etc.*
- Curriculum Based Measures – *math unit assessments, comprehension assessments, etc.*

Tier 2: Young Scholars



Young Scholar Eligibility

Kindergarten:

- Participation in Whole Group Lessons
- Observed behaviors & characteristics
- Demonstrated understanding of concepts

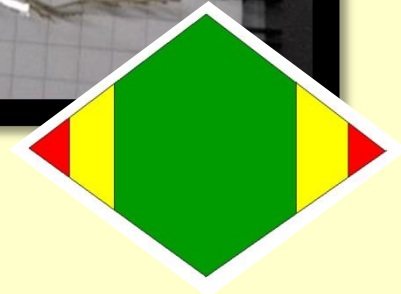
Grades 1-4:

- CogAT NonVerbal Battery
- 90th PR
- 80th PR + if EL or SpEd
- Discrepancies of 24 points or more if EL or SpEd

Tier 2: Project E³



www.projecte3.weebly.com



Project E³ Eligibility

Achievement

- Regardless of district benchmark assessment
- Spring Benchmark
- 65th – 80th PR

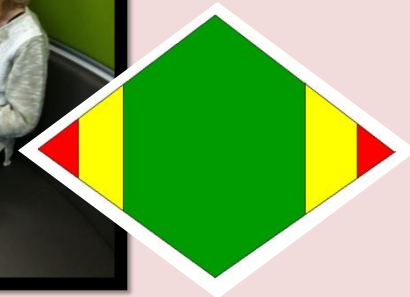
Interest

- Attend an informational meeting
- Application

Selection Process

- Committee reviews applications to ensure the demographics of the students mirror those of the region

Tier 3: Pi [π] Academy



Tier 3: Grade 5 & 6 GT Cohorts



Who qualifies for Full-Time Services?

Using the Lohman & Renzulli Scale

Using multiple criteria – ability and achievement data

- Math + Quantitative/Nonverbal
- Reading + Verbal

“An inclusive model” – McBee, M.; Peters, S.; Waterman, C. (2014) Combining Scores in Multiple Criteria Assessment Systems: The Impact of Combination Rule. *Gifted Child Quarterly*. 69-89.

Local Percentile Rank [LPR]	Points
80, 81, 82, 83	1
84, 85, 86, 87, 88	2
89, 90, 91, 92	3
93, 94, 95	4
96, 97	5
98	6
99	7

A

SLIFE

B

2015-2016

Thinking Maps

AVID
Ele. Sec.

EL Shadowing

Alignment w/ WIDA

Project E³

ACCESS Data Driving EL Services

Rounding

New Comers Services @ EL/HO

Be Your Best

Young Academy Scholars
Instructional Coaches
Success Coaches
Equity Teams

Tech. Coaches + LTML

C

D

Achievement Growth [2013-14]



Fall: Mathematics

Average National Percentile Rank was **95**

Fall: Reading

Average National Percentile Rank was **92**



Winter: Mathematics

Average National Percentile Rank was **98**

Winter: Reading

Average National Percentile Rank was **95**

Interest

- 4 questions about 'Interest' in topics taught in Pi Academy
 - What I do in my class fits my interests.
 - What I do in my class gives me interesting and new ideas.
 - I study interesting topics in my class.
 - What I learn in my class is interesting to me.

OCTOBER

58% of responses indicated
Often/Always

38% of responses indicated Sometimes

4% of responses indicated Never

JUNE

60% of responses indicated
Often/Always

39% of responses indicated Sometimes

3% of responses indicated Never

Challenge

- 4 questions about 'Challenge' in topics taught in Pi Academy
 - The activities I do in my class are challenging.
 - I have to think to solve problems in my class.
 - I challenge myself by trying new things.
 - I am challenged to do my best in class.

OCTOBER

63% of responses indicated
Often/Always

31% of responses indicated Sometimes

7% of responses indicated Never

JUNE

74% of responses indicated
Often/Always

20% of responses indicated Sometimes

8% of responses indicated Never

What have you learned about yourself this year?

I am a good leader

That if I try hard enough, I can do anything

I can learn more if I try harder

That I can be pushed

Challenge is a good thing

How far I can push myself

I never give up; even when the work is hard

I am smarter than I thought I was

I like to learn new stuff