
GATES and Advanced Academics Program Evaluation: 2020-21



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Northwest Independent School District
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Introduction

The purpose of this program is to identify and provide appropriate services for the gifted and talented population, and to provide support for teachers and parents of the gifted and talented students. The Advanced Academics page clearly expresses the mission:

The Advanced Academics Department, in partnership with parents and community, will provide students a premiere education, preparing them to be successful, productive citizens.

In the Northwest Independent School District, the Advanced Academics Department provides direction and leadership for K-12 opportunities within the school day and outside of the school day. Opportunities include:

- Gifted and Talented Program Education Services (GATES)
- Advanced Placement (AP)
- PSAT & SAT
- Pre-Advanced Placement (Pre-AP) classes
- Acceleration through Credit-by-Exam
- UIL Activities
- Duke TIP
- Destination Imagination
- Summer Enrichment Opportunities

Program Evaluation Goals

The evaluation team will investigate the current state of the Gifted and Talented Education Services program, hereto known as GATES in this document, under the lens of the Texas State Plan for the Education of Gifted/Talented Students. There will be data aligned to this document to include an evaluation of:

- Equity of access to services
- Student assessment in relation to identification and impact
- Service design impact on student outcomes

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- Adherence of the state mandated continuing education and professional development;
 - Evaluation of the learning experiences on the continuum of learning experience options
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In addition to the goals listed above, the evaluation team would like to explore the level in which the academic and affective needs of gifted learners are being met.

Research Questions:

This evaluation is composed of data from the 2017-18, 2018-19, and 2019-20 school years, focus group feedback of teachers, and legal and board documents related to providing gifted and talented services to identified students. The evaluation will attempt to answer the following questions:

- What changes have been made to identify marginalized students for GATES services, and what is the impact/correlation of those changes on the identification of marginalized students for GATES services?
- What services and learning opportunities are currently available to gifted and talented students in elementary, middle, and high school?
- How does the district ensure that appropriately challenging curricula is available in the four foundation areas for GT students in grades K-12?
- How does the district ensure that those impacting GT educations have the state required training?
- Which content/campus/staff role are both required to and in full compliance in training?
- How does the district support family and community involvement in gifted services?
- What is our current structure for addressing gaps in our compliance aligned with state expectations?

Recommendations:

New practices in program evaluation have led to the placement of recommendations being placed near the beginning of an evaluation report.

- At least one coach is needed to efficiently deliver GATES and advanced academic services. The GATES program alone has added an additional 537 students in 5 years. Ideally, elementary and secondary would each have a coach.
- Develop a plan for transfer/new to the district students. Checklist of what we would expect to see from a new student that may be identified as gifted. This should be completed by the classroom teacher.
- Investigate how other districts are identifying marginalized students for GATES services, particularly students of color or economically disadvantaged.
- Intentionally cluster gifted and talented middle school students in all 4 core content areas. Include a communication plan similar to the AIPs Student Services built for struggling students. This form would serve as a data evaluation in transition meetings specifically for gifted students.
- Make sure elementary students entering middle school are guided into advanced courses.
- Parent education piece: What does GT look like in high school? Look at the data and student interest as to whether GT or Honors is the best route. Create student surveys to be completed before high school registration and evaluate MAP/STAAR/Grade data.
- As the term Pre-AP is changing, it is highly recommended that all stakeholders are familiar with the new term that will replace the term “Honors” in secondary school.
- Continue to challenge teachers and administrators to identify students in marginalized populations for nomination. This has been effective when the GATES teacher names the population to identify.
- Make sure teachers can explain the benefits of being a member of the GATES parent organization.
- Develop GATES students as writers in the elementary level. GT student STAAR writing scores the lowest of all STAAR tested subjects.

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- Review Elementary Science curriculum and instruction to ensure students are being stretched in the TEKS in order to reach higher levels of achievement.
 - Develop a bridge between 5th and 6th grade in order to ensure students are not experiencing achievement slide, as well as building a social-emotional foundation to support achievement.
 - Remind elementary classroom teachers to not assign make-up work when GATES students are pulled out of class.
 - Work with Secondary Education, College, Career Readiness and Innovation and Students Services to create options for students that max out on offered math classes in high school to continue their math learning.
 - Develop a GATES bridge for incoming 6th and 9th graders to ensure the students can develop relationships with each other to build stronger social-emotional connections and skills.
 - Lower the minimum score for 1st through 5th grade math acceleration credit-by-exam to 85%.

Program Description:

Since 2016, the GATES program has increased the percentage of students served. In terms of actual students served, the GATES program is serving an additional 537 students in 2020 than in 2016. In comparison to other special service programs, GATES appears to be understaffed at the central office level.

Table 1: Percent of Northwest ISD students identified in the GATES program in comparison with the percent of Northwest ISD students receiving services as Limited English Proficiency or Special Education.

	Limited English Proficiency	Special Education	GATES
2015-16	5.0%	8.1%	9.7%
2016-17	5.1%	8.6%	9.8%
2017-18	5.2%	9.2%	9.8%
2018-19	5.3%	9.9%	10.1%
2019-20	6.1%	11.4%	10.3%
2020-21	6.6%	12.1%	10.3%

The elementary GATES program has added an additional 20 total students from 2016-17 to 2019-20. This is a surprising finding as the total of all the elementary population has grown by 1209 students. The expected growth projection in that same period would be 120 students, making these 100 students below what the district would expect to identify in the same time period.

Table 2: The Number of elementary school students enrolled in the GATES program by school.

	2016.17	2017.18	2018.19	2019.20	2020.21
Haslet	73	68	45	33	31
Justin	37	47	51	31	32
Lakeview	80	86	91	99	95
Roanoke	59	57	71	54	50
Seven Hills	29	35	29	39	48
Beck	106	98	92	79	94
Hatfield	46	44	43	43	52
PVES	30	26	22	24	19
Nance	39	37	30	24	32
Hughes	41	39	41	41	35
Granger	96	82	89	93	95
SRES	53	45	52	36	33
Peterson	45	39	41	44	41
Love	44	40	50	52	40
JCT	54	46	38	43	48
Schluter	49	38	41	55	57
Cox	41	48	59	62	42
Curtis	NA	NA	53	62	67
Lance Thompson	NA	NA	NA	28	46
NISD Elementary GATES Total	922	875	938	942	957

Middle school added an additional 167 students from the 2016-17 to 2019-20 school year. This is a 19% increase in middle school GATES students. The total of all middle school students added to Northwest ISD in this same period grew by 784 students. The expectation for growth in the GATES program during the same period is 78 students. The middle school GATES program grew 94 more students than would be expected.

Table 3: The Number of middle school students identified for Gifted and Talented services by school.

	2016.17	2017.18	2018.19	2019.20	2020.21
Medlin	209	209	215	216	203
Pike	82	100	124	133	141
CTMS	131	139	60	62	64
Tidwell	131	151	137	153	156
Wilson	123	153	127	125	123
Adams			143	154	165
	676	752	806	843	852

High school added an additional 148 students from the 2016-17 school year. This is a 19% growth rate. Northwest ISD high schools added a total of 1214 students to the general population. The expectation for growth in the GATES program during the same period is 121 students. The middle school GATES program grew 27 more students than would be expected.

Table 4: The Number of high school students identified for Gifted and Talented services by school.

	2016.17	2017.18	2018.19	2019.20	2020.21
NHS	134	141	148	190	211
BNHS	268	293	292	236	343
Steele	18	19	23	24	42
EHS	131	183	219	249	275
	551	636	682	699	871

Identification Process:

Northwest ISD uses the same process to identify students for GATES services in 2019-20 as it did in 2016-17. However, the CogAT updated the norms in 2017. The first of the new updated tests were administered in the 2018-19 school year.

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities. There are multiple pathways used to nominate students for assessment for Gifted and Talented Educational Services (GATES). Parents, teachers, and administrators may nominate a student at any time during the year. Additionally, students may self-nominate. A copy of the referral form used to nominate a student is on page 21 of the Northwest ISD GT Manual (Appendix A).

All Students eligible for the GATES program are screened in the area of general intellectual ability that does include several phases.

Step 1

- Nominations from parents, teachers, and administrators
- Documentation of differentiation conducted in the classroom
- Student observations, work samples, and gifted/talented evaluation scale
- Qualitative data obtained from parents

Step 2

- GATES assessment data (all NISD 2nd graders are given both the ITBS and the CogAT assessments which are used as a screener for GATES)

Step 3

- Information is reviewed in committee format to determine eligibility for the GATES program

Universal Screening (all students in the grade level are assessed)

Kindergarten

In accordance with the Texas State Plan for the Education of Gifted/Talented Students (2009) seen in appendix B, section 1.5.2R (recommended rating), all kindergarten students in Northwest ISD are automatically considered for Gifted and Talented services. To meet this recommendation, GATES teachers teach at least one lesson in each kindergarten class, and use the Kingore Observation Inventory (KOI), an assessment instrument which structures observation of specific behaviors gifted children typically exhibit in learning early childhood learning environments. Kindergarten classroom teachers also use the KOI for identification. NISD GT services follows the Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.5.3C (Compliance) that kindergarten students must be assessed using at least three measures to be considered for services. This is outlined on page A-24 of Appendix A. According to policy outlined by the Northwest ISD GT Manual (Appendix A) on page A-24, kindergarten students must be identified and be receiving services by March 1. This is a requirement under the PEIMS data standards.

Table 5: Number of identified kindergartners by year and school.

School	2016-17	2017* 18	2018-19	2019-20	2020-21
Haslet	5	6	1	1	1
Justin	8	7	1	7	0
Lakeview	10	11	12	10	3
Roanoke	4	8	5	5	7
Seven Hills	3	1	9	4	2
Beck	6	10	6	7	4
Hatfield	5	7	2	6	3
PVES	1	5	4	2	1
Nance	4	3	0	1	3
Hughes	12	6	5	6	5
Granger	4	12	6	13	11

SRES	3	4	0	6	4
Peterson	6	6	6	9	0
Love	4	4	6	5	2
JCT	6	3	4	3	3
Schluter	4	8	6	4	5
Cox		4	4	1	0
Curtis			6	5	3

Second Grade:

Additionally, all second-grade students are administered the Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAT) in February/March of each school year. Parents are notified by letter and constant contact about the dates of the test. Riverside Publishing scores the tests, and reports National Percentile Ranks (NPR), along with other data analyses.

Additional Grade Levels:

Students may be considered in grades other than kindergarten and 2nd grade. There are two windows for testing: one in the fall and one in the spring. This follows the Texas State Plan under 1.3R, assessment opportunities for assessment are available to students twice a year in both the elementary and secondary levels. To best meet the state recommendation that a balanced examination of assessment data be conducted

and collected and used by the selection committee (Texas State Plan 1.7.2R), the assessment criteria includes both quantitative and qualitative assessments.

Quantitative assessments: Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (CogAT), and Naglieri Nonverbal Ability Test are the primary quantitative tests. Other tests may be administered at the discretion of the selection committee.

Qualitative assessments: Parent and teacher checklists, Kingore Observation Inventory, work samples, Slocumb-Payne, and the GATES Evaluation Tool are used as qualitative assessments.

Once the data is gathered, a Selection Committee of at least three campus educators, to include the GATES teacher, the principal, and another educator with the appropriate GT professional development hours meets to review the data. The Selection Committee determines if the student would benefit from GATES program services. In addition to quantitative evidence, the Selection Committee determines the need for services based on the preponderance of evidence:

1. The student's need for the educational experiences planned for the service being offered.
2. The degree to which the student will benefit from the program being offered.

Membership requirements for the Selection Committee will be outlined in the Professional Development section of this document. In the Northwest ISD GT Manual (Appendix A) page A-25, requires documentation of the committee meeting through an agenda with minutes and the folders of nominated students who did not qualify with signatures of the selection committee. The Selection Committee is followed with a scheduled conference with the parent/guardian of the newly identified students, as outlined on the Conference Request Form. The Conference Summary Form is completed during this conference. Both forms can be found in Appendix A. Once a student is identified for GATES services, the student will continue to receive services unless a furlough is determined to be needed, or a re-evaluation determines a student is not gaining benefit from the GATES program. Parents of elementary gifted and talented students receive a progress report every six weeks that provides feedback on

six gifted and talented curriculum areas: problem solving, critical thinking, creative thinking, research skills, independent learning, and communication skills.

Parents, guardians, and students may appeal the final decision of the Selection Committee. The appeal must first be filed with the Selection Committee. Should further appeal be needed, it will follow the process outlined in Local Board Policy at Level Two. See:

<http://www.nisdtx.org/cms/lib/TX21000351/Centricity/Domain/31/Employee%20Handbook%202012-2013/FNG.pdf>

Diverse Populations:

Students who speak languages other than English as a first language must be assessed in either the language they understand or with a nonverbal assessment according to the *Texas State Plan for the Education of Gifted/Talented Students*, Indicator 1.5.2C. NISD elementary GATES teachers reported using the Naglieri Nonverbal Ability Test 2 (NNAT2), work samples, and to a lesser extent, the Slocumb-Payne to identify these students for services. These tests are also outlined in the Northwest ISD GT Manual (Appendix A). This meets compliance for the state. Northwest ISD follows 19 TAC §89.1(3) in ensuring that access to assessment and Gifted/Talented services is available to all populations of the district.

Demographic data of students identified as gifted and talented indicates that African American and Hispanic students, as well as economically disadvantaged students, are underrepresented (see Figures 5 & 6). It is recommended by the Texas State Plan (1.6R and 1.6E) that the gifted and talented population will more closely reflect the total demographic populations of the district.

Transfer students:

According to the Northwest ISD GT Manual (Appendix A), when students are identified as gifted and talented transfer into NISD, the student records are reviewed by the GATES Selection Committee. The committee is required to meet to decide within 30 days of the student's first day. Determination for services is based on the transfer records, observation reports of the classroom and GATES teachers, and student/parent conferences.

What changes have been made to identify marginalized students for GATES services, and what is the impact/correlation of those changes on the identification of marginalized students for GATES services?

In 2016, the GATES program did set a goal to ensure more students from diverse backgrounds were identified for services. The 2016 program evaluation specifically identified African American, Hispanic, English learners, and economically disadvantaged students as underrepresented populations in the program. Key stakeholders did not intentionally create a plan for identification of African American or Hispanic students, but both groups did experience some growth. Stakeholders did intentionally create a plan to identify English learners. There was an increase in using Spanish language ITBS and CogAT testing in the second screening sessions. There was increased demand for French and Vietnamese languages for ITBS and CogAT. Unfortunately, the current format of ITBS does not have that readily available. To ensure that economically disadvantaged students with ability have access to accelerated math instruction, GATES teachers proposed Saturday screening tests be given at locations that are located closer to where the larger population of economically disadvantaged students live. This first occurred in the summer of 2020.

NISD is tracking the percentages of key populations to address the concern of marginalized student identification in GATES.

Table 6: Percent of students in historically underserved population in GATES in comparison to all students in the underserved population in the district.

	African American GATES	African American NISD	Hispanic GATES	Hispanic NISD	LEP GATES	LEP NISD	Economically Disadvantaged GATES	Economically Disadvantaged NISD
2015-16	2.2%	6.9%	10.4%	20.7%	0.0%	5.0%	5.0%	18.7%
2016-17	2.4%	7.3%	11.2%	20.9%	0.0%	5.1%	3.4%	18.3%
2017-18	2.5%	8.3%	11.5%	21.3%	0.1%	5.2%	6.2%	18.9%
2018-19	3.0%	8.9%	11.7%	21.9%	0.0%	5.3%	4.9%	20.9%
2019-20	3.5%	9.4%	12.3%	22.1%	0.0%	6.1%	4.4%	20.6%
2020-21	4.4%	10.5%	12.7%	23.1%	1.9%	6.6%	8.7%	20.5%

Identification of African American and Hispanic students have steadily increased since 2016, but identification of economically disadvantaged and LEP students presents a bigger challenge. The percentage of GATES students are African American and Hispanic in 2021 are higher than were in 2016. However, the gap is still the same as both race/ethnicities have grown as a higher percentage of NISD’s general population. LEP student representation in GATES is still very small. GATES students that are also

economically disadvantaged have experienced sporadic increases and declines each year, while the percentage of economically disadvantaged in the general population has steadily increased. Regardless, the gap between the expected percentage of economically disadvantaged students in GATES and the actual percentage of economically disadvantaged students has been a consistent concern for the district and program.

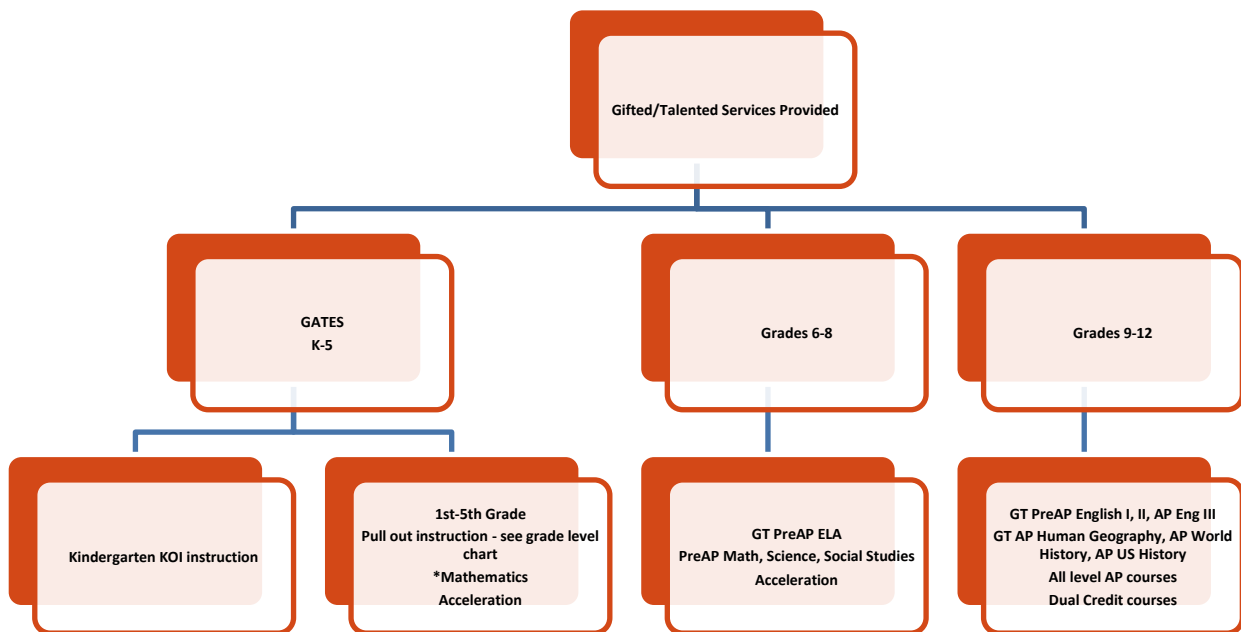
What services and learning opportunities are currently available to gifted and talented students in elementary, middle, and high school?

Services Provided:

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

Northwest ISD offers a continuum of services to students in the GATES program.

Figure 1: Continuum of GATES services by grade level cluster:



Elementary Services:

The Advanced Academics program in NISD at the elementary level (K-5) is primarily defined as the Gifted and Talented Educational Services (GATES) program. These services are delivered in several options. The service model is visualized as a triangle with the level of service increasing to meet individual student needs.

- Level 1: GT Specialist may collaborate with classroom teachers for ideas on differentiation.
- Level 2: Students may be involved in a variety of enrichment learning activities with flexible grouping under GT Specialist guidance.
- Level 3: Identified GATES students will work with GT Specialist in a pull-out setting that provides activities designed to enhance skills within the GATES goals.

Northwest ISD provides GATES pull-out services for students in grades K - 5. In this program, students explore problem solving, critical thinking, creative thinking, research skills, independent learning, and communication skills. Pull-out services follow a formula of minutes per week. This schedule was created when GATES services were first created. At that time, each GATES specialist served two campuses. The Gifted and Talented Educational Services Procedures Manual outlines the formula as:

Table 7: Current required minutes for Elementary GATES students.

Grade	Minutes per week as of 2016	Minutes per week as of 2020
Kindergarten	20-30 minutes a week push-in September to December per classroom 60 minutes a week pull out February – May	20-30 minutes a week push-in September to December per classroom 60 minutes a week pull out February – May
1st grade	60 minutes	90 minutes
2 nd grade	90 minutes	90 minutes
3 rd grade	120 minutes	150 minutes
4 th grade	150 minutes	180 minutes
5 th grade	150 minutes	180 minutes

The current staffing model for campuses to be staffed with a full time GATES teacher includes a full time GATES teacher at each campus. Campuses that serve over 100 Gates students are staffed with two full time GATES teachers. Campuses that serve between X and 99 students are staffed with 1.5 teachers. Prior to 2017, the NISD staffing model was based on overall students at a campus, not based on number of GATES students. Full-time GATES specialist ratio ranges from 1 teacher to 37 students to 1 teacher to 122 students. Half-time GATES specialist ratio ranges from 1 teacher to 31 students to 1 teacher to 70 students per campus. As of 2021, campuses with more than 100 identified students are to receive an additional teacher. Due to budget constraints, Northwest ISD is not able to keep this ratio, and all Elementary campuses will have one GATES teacher.

Starting in the 2016-17 school year, Northwest ISD added mathematics acceleration opportunities for all students. To qualify, students take an appropriate leveled credit-by-exam in mathematics the summer prior to the year in which the student seeks to accelerate. Currently, the test is built and scored by Texas Tech University K-12. Northwest developed a credit-by-exam for 4th and 5th grade mathematics to be released by the summer of 2021. Students must score a minimum of 90% on the test in order to accelerate a grade level in mathematics. This program grows each year as table 8 demonstrates.

Table 8: the number of math acceleration tests taken by the score earned each year.

Year	Number of tests at the score 90 or higher	Number of tests at the score 80-89	Number of tests at the score 79 or lower	Total Tests Taken
2016-17	9	26	29	64
2017-18	29	76	83	188
2018-19	36	126	192	354
2019-20	86	146	190	422
2020-21	21	50	243	314

37% of the students that take the Math credit-by-exam tests can accelerate at least one grade level. Note that some students will successfully appeal for acceleration based on

scoring 80% or higher. These students are evaluated based on prior math scores, 2nd grade CogAT scores, and NWEA MAP scores. Success in these courses, as defined by passing an accelerated course, will be explained in the “How does the district ensure that appropriately challenging curricula is available in the four foundation areas for GT students in grades K-12?” section. Table 9 demonstrates the number of students that were able to accelerate. Students that are 2 or more years accelerated, successfully passed more than one grade level of math acceleration tests.

Table 9: The grade level the students attempted the math acceleration test in comparison to the student’s 2020-21 math course.

	No Acceleration	1 year	2years	3 years	4 years	Total
Kindergarten	3	1	0	0	0	4
1st Grade	17	36	2	1	0	56
2nd Grade	16	31	3	0	0	50
3rd Grade	23	57	3	0	1	84
4th Grade	49	140	0	1	0	190
5th Grade	1	3	1	0	0	5
6th Grade	6	84	8	0	0	98
7th Grade	1	9	0	0	0	10
8th grade	0	1	1	0	0	2
Total	116	362	18	2	1	499

The single subject acceleration in mathematics does present challenges to campuses. At most campuses and grade levels, there are not enough students to support a full-time acceleration instructor. Once students are in 5th grade and taking 6th/7th

Compacted Math or Pre-Algebra, students attend the class via video conferencing. Parents have provided feedback to indicate the need to provide instruction on campuses. Other parents have provided feedback to indicate a need/desire to look at more measures for readiness than the CBE data provided.

Campus administrators have reported parents not understanding the impact of taking Algebra I and Geometry on their children’s high school GPA. Campus administrators and GATES teachers have suggested that RAAD and Ms. Rowell create an infographic that articulates this and the progression of subsequent math courses.

Campus administrators and GATES teachers have raised concerns as to equity of access to the CBE testing. The chart below represents the percentages of students taking tests based on school economically disadvantaged percentages. The gap between the expected percentage of students at Title 1 schools shrunk from 2016 to 2020, but still exists. The 2020-21 school year was impacted by the COVID-19 closures, and it appears the students at Title 1 campuses were more impacted than other students. In order to ensure more students, have access to testing, summer CBEs added Saturday test dates. Test sites should be added to the western side of the district to ensure more equitable access to testing.

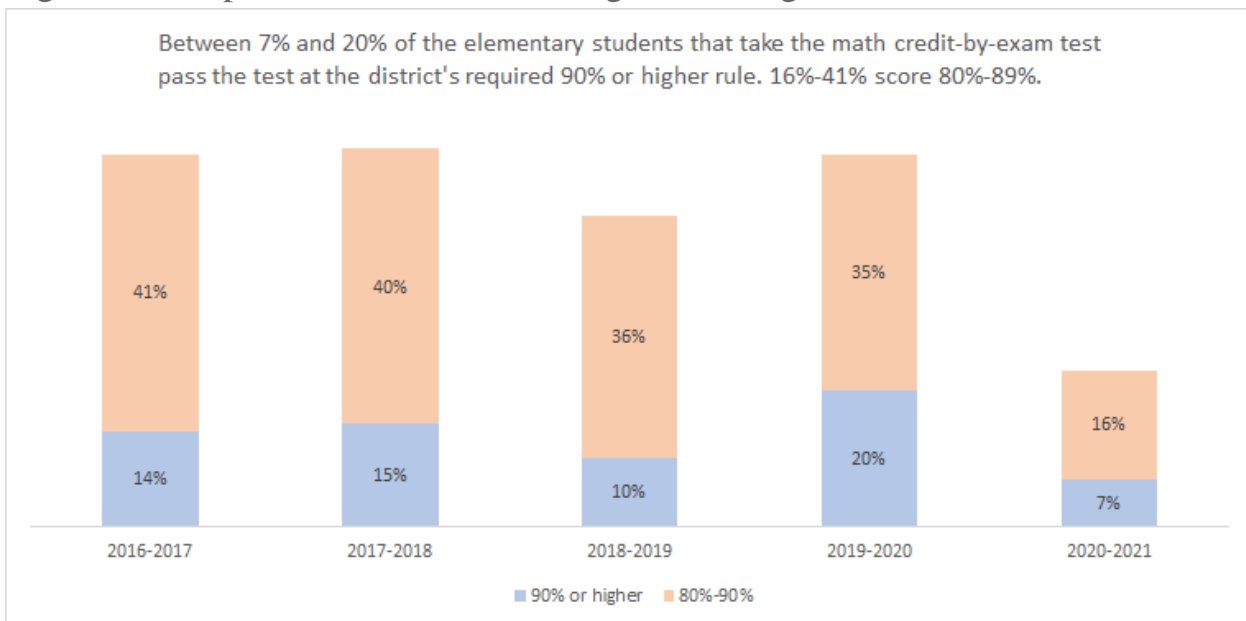
Table 10: Credit-by-exam tests vs GATES populations grouped by campus percent of economically disadvantaged students.

	Percent of CBE tests from campuses with over 30% economically disadvantaged students		Percent of CBE tests from campuses with between 13% and 29% economically disadvantaged students		Percent of CBE tests from campuses with under 12% economically disadvantaged students	
	% of total CBEs taken	% of GATES in NISD K-5 grade levels	% of total CBEs taken	% of GATES in NISD	% of total CBEs taken	% of GATES in NISD
2016-17	8.3%	15.4%	50.0%	49.6%	41.7%	35.0%
2017-18	4.9%	17.4%	54.5%	46.7%	40.6%	35.9%
2018-19	10.5%	15.5%	46.7%	49.3%	42.8%	35.3%
2019-20	13.0%	14.5%	48.6%	50.1%	38.4%	35.4%

2020-21	1.6%	13.1%	50.6%	58.5%	47.8%	28.4%
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Campus administrators and GATES teachers are concerned about the appeals process using the CBE and old CogAT data to determine likelihood of success in math acceleration. Currently, when students do not score at least a 90%, parents may request an appeal. The parents must know there is an appeal process, but the appeals process is not transparently advertised. GATES teachers are in the predicament of explaining the process to parents. GATES teachers believe they have been told they are not allowed to initiate the conversation about the appeals process, even when the teacher believes the student is a good candidate for math acceleration. During the appeals process, a committee of GATES teachers, prior teachers, and administrators, will review prior test scores, particularly the CogAT. Students may have taken the CogAT in second grade, which may be if 3 years prior to taking the math acceleration CBE. The teachers would like the opportunity to retest students using the CogAT just prior to the appeal meeting. This would give the committee timely data on the student’s quantitative reasoning. The GATES teachers would also like to give the students a feedback form at the time of CBE testing to understand why the student is attempting to accelerate. This information would provide the committee feedback on the student’s willingness to do the additional work involved in acceleration.

Figure 2: Comparison of students scoring 90% or higher to 80-90%.



Middle School:

As of 2021, students in middle school were predominantly served through GT English/Language Arts. As a result of the prior program evaluation, middle school added GT Mathematics to the course selection. While most still choose to enroll in PreAP science and social studies, there has not been an intentional design to cluster GT sections in those content areas, nor is there a designated GT course in Science or Social Studies. Compared to prior program evaluation cycles, GT students are more likely to enroll in Pre-AP Science and Social Studies courses. (Note: Pre-AP is the label for advanced classes prior to the 2021-22 school year. Starting with the 2021-22 school year, these courses will be known as Honors.)

Middle school students have a choice in which level of course to take: GT Pre-AP, Pre-AP, or On Level. 8th graders are more likely to take Pre-AP courses than they were in 6th grade.

Table 11: Number of GT Students served in PreAP GT English/Language Arts and PreAP English/Language Arts.

Class	6th 2018	6th 2019	6th 2020	6th 2021	7th 2018	7th 2019	7th 2020	7th 2021	8th 2018	8th 2019	8th 2020	8th 2021
ELA GT Pre-AP	150	124	250	274	130	149	245	250	120	156	245	229
ELA GT Pre-AP Above Grade Level	NA	NA	NA	NA	NA	NA	1	NA	NA	NA	NA	1
ELA Pre-AP	120	37	47	16	131	59	15	27	87	99	18	10
ELA On	11	4	9	11	11	6	3	15	6	13	11	11

Level												
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Table 12: Number of GT Students served in PreAP Mathematics and Algebra 1.

Class	6th 2018	6th 2019	6th 2020	6th 2021	7th 2018	7th 2019	7th 2020	7th 2021	8th 2018	8th 2019	8th 2020	8th 2021
Geometry	0	0	0	0	0	0	2	0	0	0	37	52
GT Pre-AP Math or Algebra	109	66	218	357	223	207	176	347	0	195	160	259
Pre-AP Math, Pre-Alg, Alg 1	266	142	10	66	55	25	17	86	199	93	7	27
On Level Math	4	2	3	21	7	4	1	6	11	11	0	2

Table 13: Number of GT Students served in PreAP Social Studies.

Class	6th 2018	6th 2019	6th 2020	6th 2021	7th 2018	7th 2019	7th 2020	7th 2021	8th 2018	8th 2019	8th 2020	8th 2021
Social Studies Pre-AP	253	226	210	272	256	254	256	266	202	244	240	259
Social Studies On Level	25	29	34	29	11	10	8	26	8	6	5	14

Table 14: Number of GT Students served in PreAP Science.

Class	6th 2018	6th 2019	6th 2020	6th 2021	7th 2018	7th 2019	7th 2020	7th 2021	8th 2018	8th 2019	8th 2020	8th 2021
Science Pre-AP	272	160	291	259	265	209	259	402	208	258	270	339
Science On Level	9	3	6	42	2	5	5	56	2	3	2	10

Table 15: Number of GT middle school students taking high school courses in middle school.

Course Name - Schedules	2020 Number of GT Students	2021 Number of GT Students
Principles of Human Services	NA	41
Project Lead the Way	NA	7
Art 1	173	123
Spanish I	276	207
English Language Arts 1	NA	340
Geometry	58	52
Algebra 1	473	340

High School: High School GT students are increasing their participation in advanced academics. Northwest ISD has increased the offerings of dual credit courses, particularly the number of University of Texas Austin On Ramps Dual Credit courses. This has resulted in more students graduating from high school with college credits. Future program evaluations should include data on the average number of college credits GT students are earning in high school, and the retention in college courses of these students.

Table 16: Number of GT Students served in PreAP GT English/Language Arts, AP English/Language Arts, and Dual Credit English/Language Arts.

English Language Arts	2018	2019	2020	2021
Dual Enrollment ELA	26	39	58	58
GT Pre-AP or AP ELA	269	289	459	421
AP ELA	174	221	135	152
Pre-AP ELA	60	97	140	132
STEM ELA			26	58
On-Level ELA	8	5	148	104

Table 17: Number of GT Students served in PreAP GT Mathematics, AP Mathematics, and Dual Credit Mathematics.

Mathematics	2018	2019	2020	2021
Dual Enrollment Math	37	47	85	169
AP Math	104	104	102	152
GT Pre-AP Math	118	86	175	48
Pre-AP Math	401	412	327	208
On Level Math	14	13	33	50

Table 18: Number of GT Students served in PreAP Social Studies, AP Social Studies, and Dual Credit Social Studies.

Social Studies	2018	2019	2020	2021
Dual Enrollment Social Studies	24	35	45	82
GT AP Social Studies	NA	NA	377	287
AP Social Studies	340	325	206	268
GT Pre-AP Social Studies	101	108	117	NA
Pre-AP Social Studies	46	62	72	106
On Level Social Studies	69	76	34	180

Table 19: Number of GT Students served in PreAP Science, AP Science, and Dual Credit Science.

Science	2018	2019	2020	2021
Dual Enrollment Science	1	3	4	15
AP Science	316	240	280	298
Pre-AP Science	305	373	330	463
On Level Science	17	28	77	114

How does the district ensure that appropriately challenging curricula is available in the four foundation areas for GT students in grades K-12?

GATES and AP teachers are not included on curriculum planning in all content areas. At the elementary level, the focus for enrichment in curriculum falls mainly in reading and math. GATES students at the elementary level are serviced through “pull-out” programs, while students at middle and high school levels are mainly serviced by “Pre-AP” and “AP” GT designated courses. Students at that level have a choice to opt into these courses. Ideally, the students are in GT versions of these courses, and content and instruction are geared toward meeting their unique needs. However, the reality is that most students are clustered in GT courses with students not identified as GT in those Pre-AP and AP courses.

Because it is difficult to ensure classroom teachers are differentiating their instruction to appropriately include enrichment activities in their lessons, elementary GATES teachers teach and coach students on how to appropriately advocate for their learning needs. When possible, GATES teachers co-teach with general education teachers. Elementary campuses cluster group GATES students to ensure these students have peer grouping opportunities.

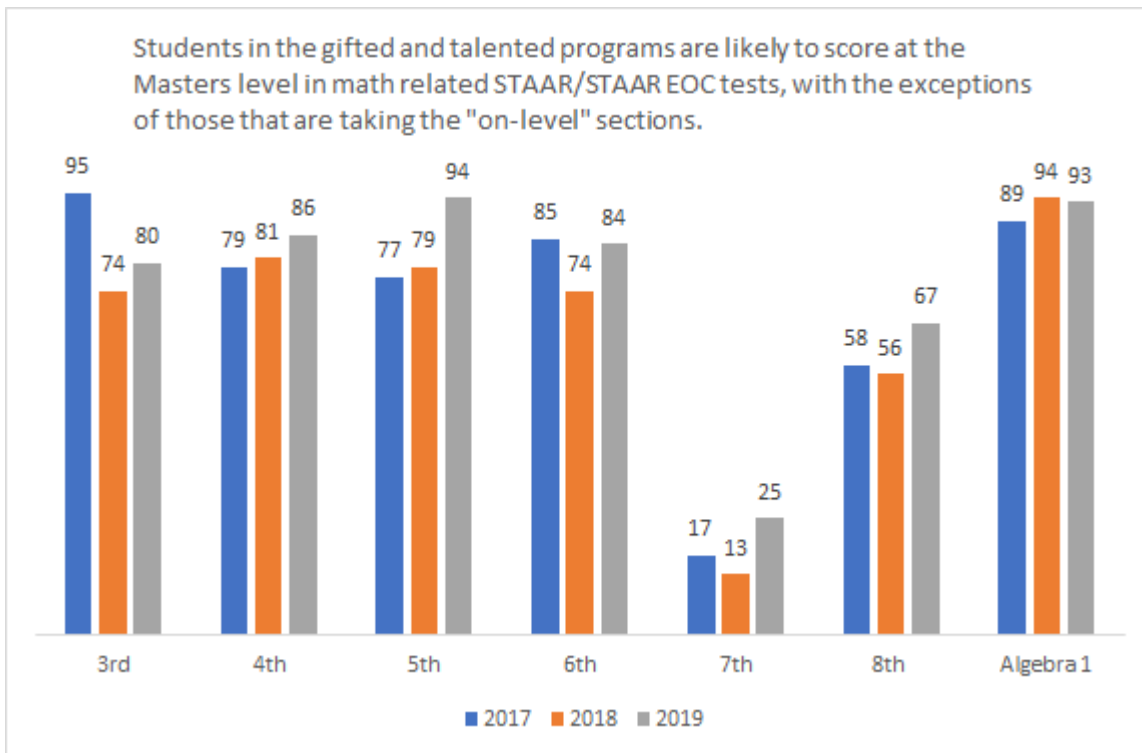
Scheduling GATES classes during the ELA or Math block was the recommendation from the previous program evaluation. Scheduling on campuses makes this very difficult to implement. Students are still reporting anxiety about missing class time to do GATES pull-out, although there are written guidelines concerning written assignments/tests that students miss while at GATES. Students are still losing recess or after school time to make-up class assignments.

GATES teachers believe the district focus goal on attaining more Masters and Meets levels on STAAR/STAAR EOC is helping the campuses look at their high achievers and gifted students. Three GATES teachers reported an increased use in data to identify students for enrichment. By increasing the opportunities for enrichment activities for more students, GATES can have a wider impact on the campus outcome goals

Effectiveness of the program based on STAAR scores:

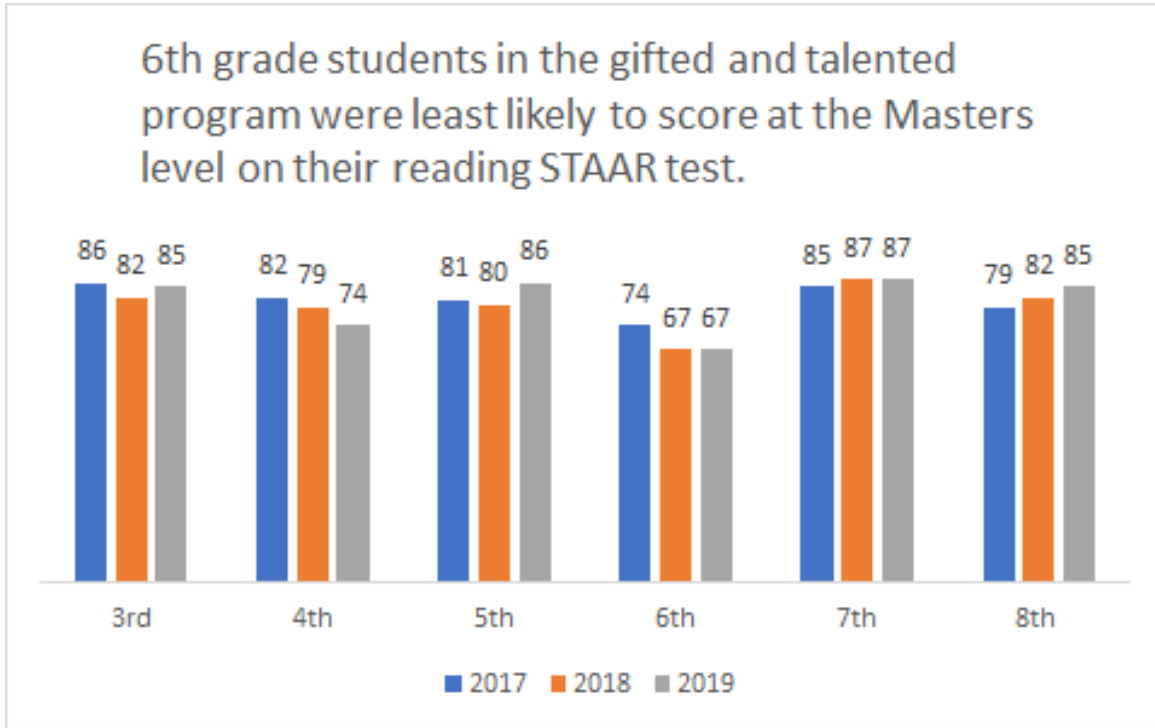
GATES students perform very well on the STAAR and STAAR/EOC tests. The charts used to measure the STAAR test are based on Masters level performance, as that is the performance level most GATES students and parents would expect. Areas of strength include: Math, Reading, and Social Studies.

Figure 3: GT student performance on Mathematic STAAR and Algebra I STAAR EOC scores.



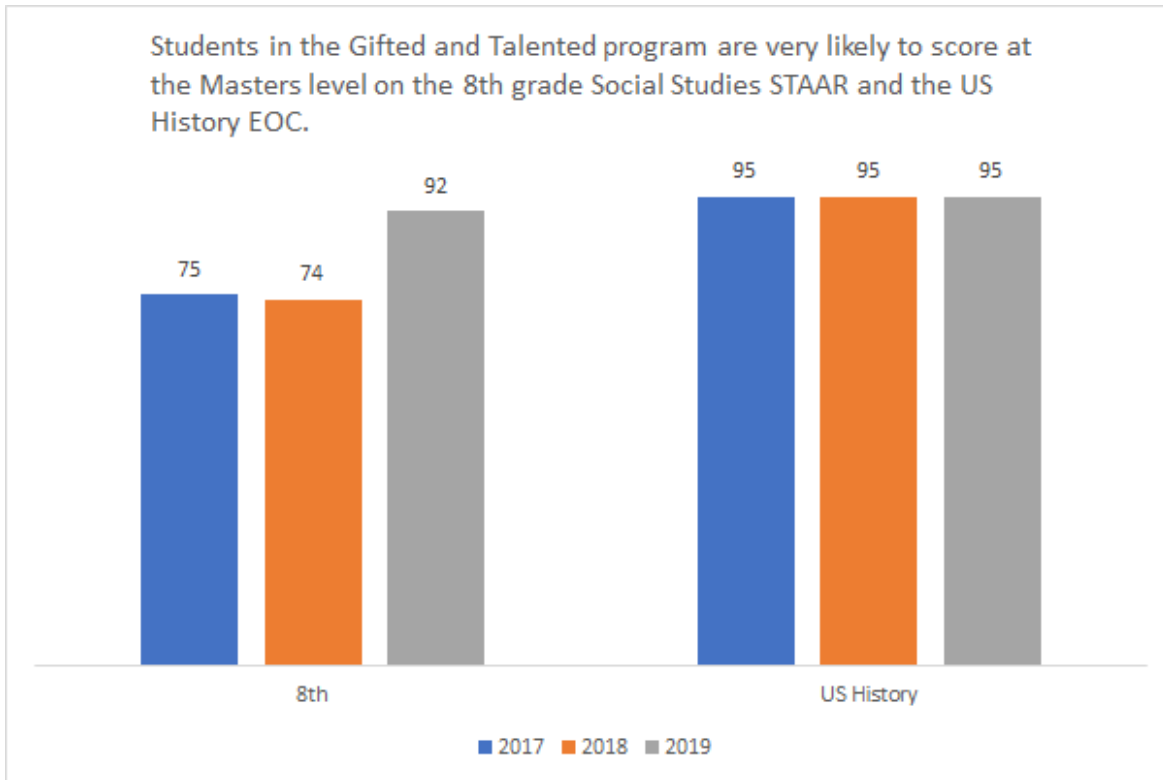
Students tested on the 7th grade math STAAR test are in “On-Level” classes. It is likely that math is not a strength of students taking the 7th grade STAAR Math test. Students taking the 8th grade math STAAR are likely 6th and 7th grade students taking the test, which is above grade level.

Figure 4: GT student performance on Reading STAAR scores.



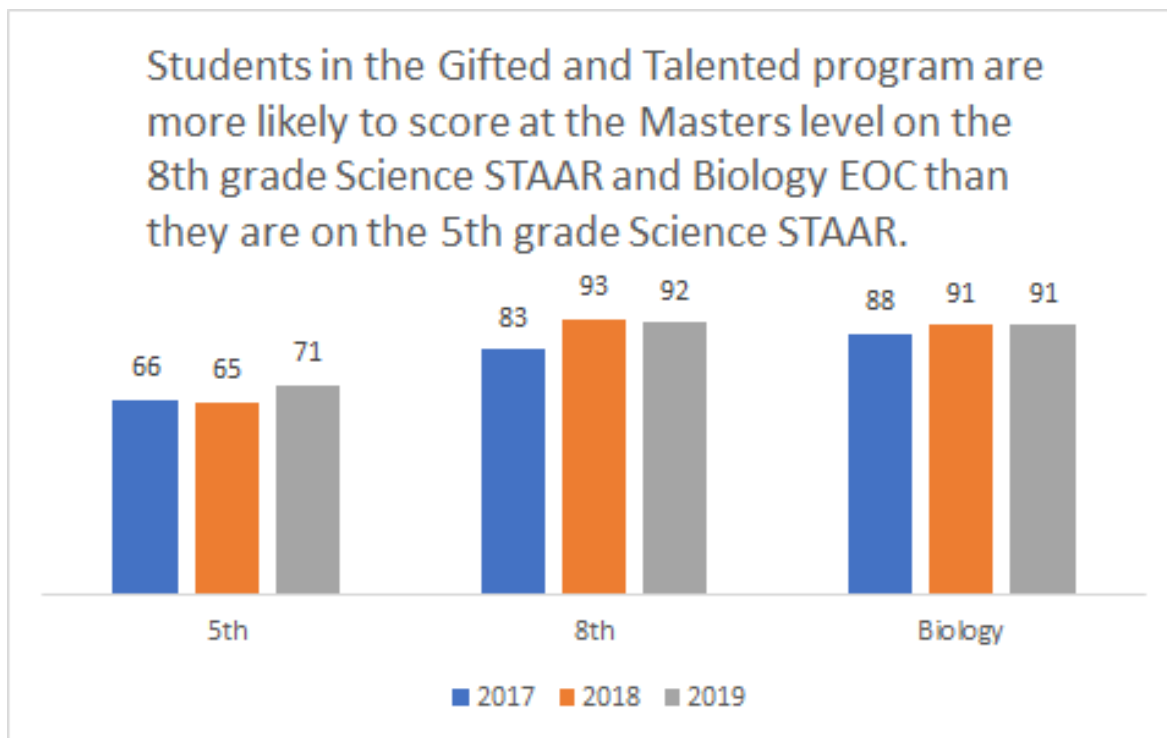
GATES students in grades 3-8 are very likely to score at the Masters level on the STAAR Reading test. 6th grade GATES students demonstrated a dip in the Masters level. Some investigation needs to be completed to understand the multiple variables that may account for this slide between 5th and 6th grades. It is also noteworthy that the percentage of GATES students scoring at Masters in 7th grade rebounds to the levels in 5th grade.

Figure 5: GT student performance on 8th grade Social Studies STAAR and US History STAAR EOC scores.



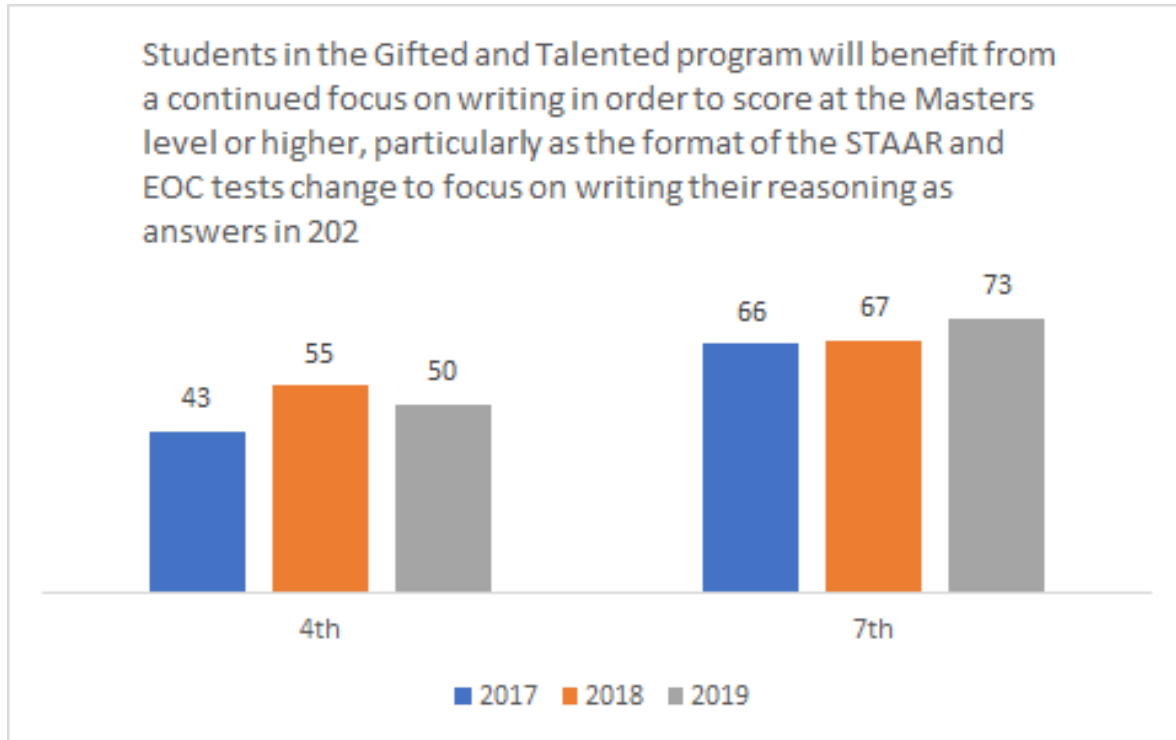
GATES students consistently scored at the Masters level on 8th grade STAAR Social Studies and US History EOCs. All content areas would benefit from investigating what variables lead to this consistently high performance.

Figure 6: GT student performance on 5th and 8th grade Science STAAR and Biology STAAR EOC scores.



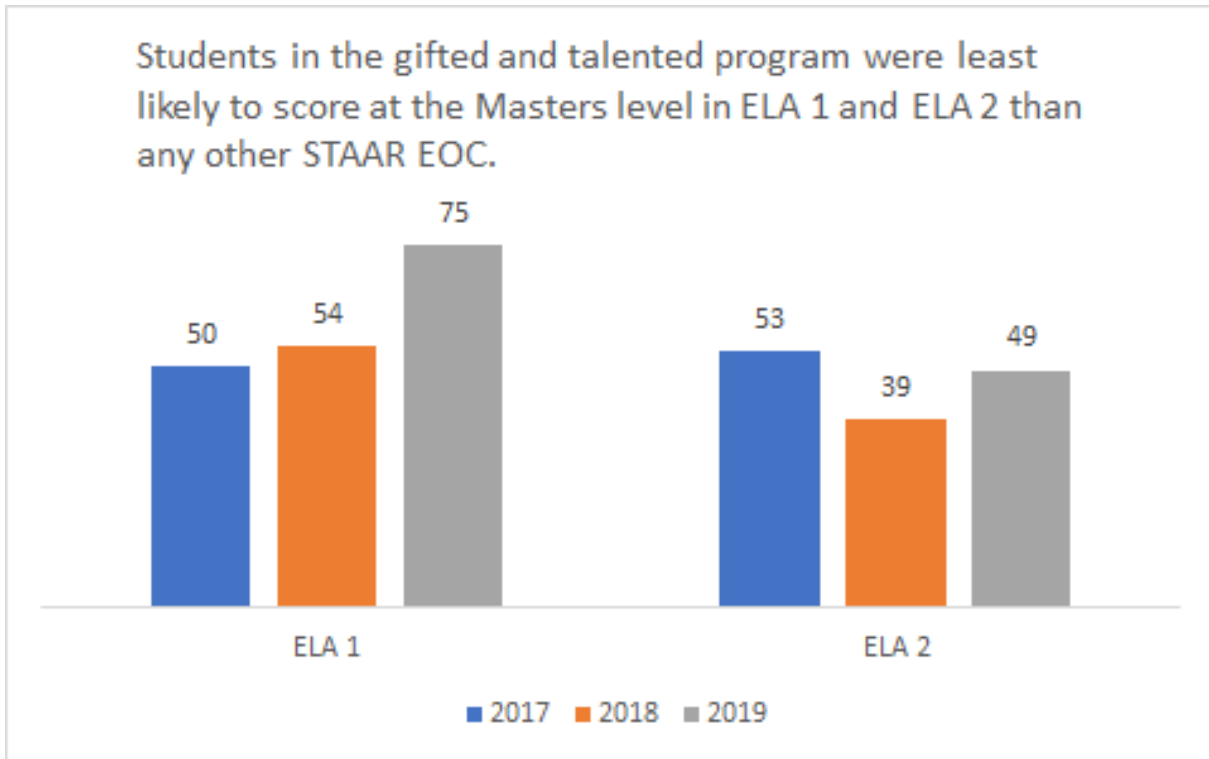
GATES students performed very well on the 8th grade science STAAR and Biology EOC. Over 65% of GATES 5th grade students performed at the Masters level, which is still quite high.

Figure 7: GT student performance on 4th and 7th grade Writing STAAR scores.



On the 4th and 7th grade writing STAAR tests, students are least likely to score at the Masters level by comparison to other STAAR tests. Focusing on writing in GATES classes would help all subjects, as this allows students to learn how to effectively communicate ideas and will impact all STAAR tests in the future.

Figure 8: GT student performance on English Language Arts I and II STAAR EOC scores.



GATES students increased the percentage of Masters level scores in ELA 1, while ELA 2 has not shown the same level of increase. Looking into the variables to explore the improvement in ELA 1 will likely lead to a deeper understanding of how to improve outcomes in other subjects.

Effectiveness of math acceleration on student performance in math:

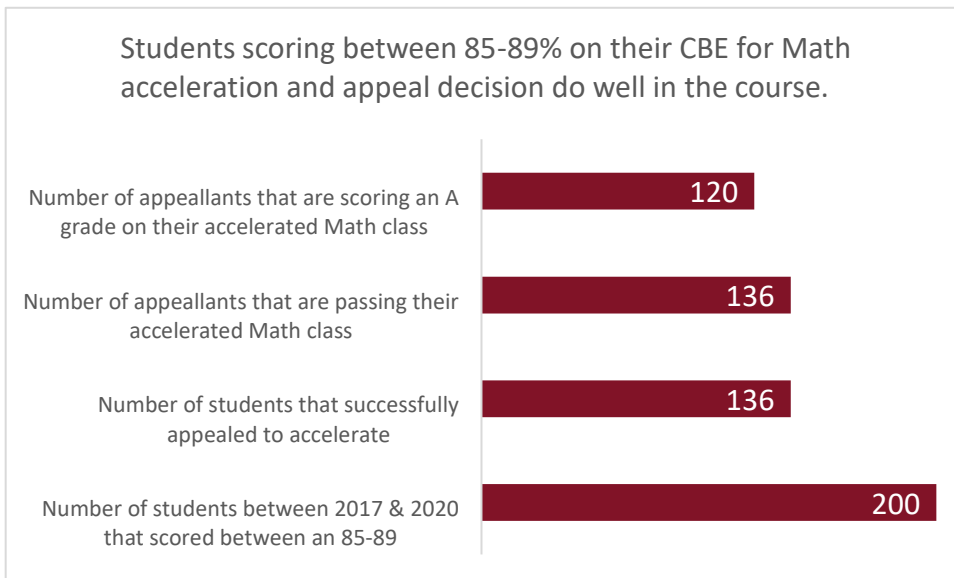
Students that accelerate are performing well in their math classes. All students are passing at third quarter of 2021. 93% of the students have an A for their 2021 third quarter grades.

Table 20: Accelerated math 2021 third quarter math scores based on acceleration years.

	A	B	C
1 year accelerated	338	9	18
2 years accelerated	18	0	0
3 years accelerated	2	0	0
4 years accelerated	1	0	0

Since 2017, 200 students that completed a Math credit by exam for acceleration in grades 1-5 have scored between 85% and 89%. 136 of these students successfully appealed to be accelerated with a score below 90%. All 136 students are passing their 2020-21 accelerated math course. 88% of these students earned an A grade on that course in the third quarter.

Figure 9: Student success for scoring 85-89% on the math credit-by-exam



The first group of students to take a credit-by-exam in 1st through 5th grades are currently in the 10th grade or younger. These students continue to take math courses at an advanced level in high school. Northwest ISD will continue to track these students as they progress toward graduation.

Table 21: 2020-21 8th – 10th grade courses for math accelerated learners based on first accelerating in elementary school.

	8th	9th	10th
Algebra II Pre/AP	0	16	0
Algebra II Pre/AP - DL	0	3	0
Algebra II Pre/AP (STEM)	0	2	0
Algebra II, Pre-AP/GT, Blended	0	6	0
AP Computer Science A - Math	0	0	3
DC Alg II OnRamps (2019+)(MS)	1	0	0
DC Algebra II OnRamps (2019+)	0	20	0
DC Pre-Calculus OnRamps (2019+)	0	0	13

Students are performing quite well in their advanced math courses. 95% of the high school students that accelerated in grades 1-8 through credit-by-exam earned an A in their 2021 third quarter grades. Zero accelerated high school students scored a “B” in a high school math course.

Table 22: 2020-21 8th – 10th grade third quarter course grades for math accelerated learners based on first accelerating in elementary school.

Course Name	A	B	C
Algebra II Pre/AP	15	0	1
Algebra II Pre/AP - DL	2	0	1
Algebra II Pre/AP (STEM)	2	0	0
Algebra II, Pre-AP/GT, Blended	6	0	0
AP Computer Science A - Math	3	0	0
DC Alg II OnRamps (2019+)(MS)	1	0	0
DC Algebra II OnRamps (2019+)	19	0	1
DC Pre-Calculus OnRamps (2019+	13	0	0

Effectiveness on the program on SAT scores and sub scores.

Scores on College Board tests highlight GATES students’ strengths in comparison to the general population. GATES students score at least 150 points higher on all levels of College Board tests than the general population. Based on year-over-year scores, Sophomores and Juniors PSAT NMSQT scores were more resilient after the COVID shutdowns than 8th grade students taking PSAT 8/9. GATES Sophomores and Juniors

scored at the 1199 in 2019-20 and 1205 in 2020-21. However, GATES 8th graders fell from a composite score of 1101 to 975 from the fall of 2019 to the fall of 2020.

Figure 10: GT student PSAT 8/9 scores in comparison to all other students.

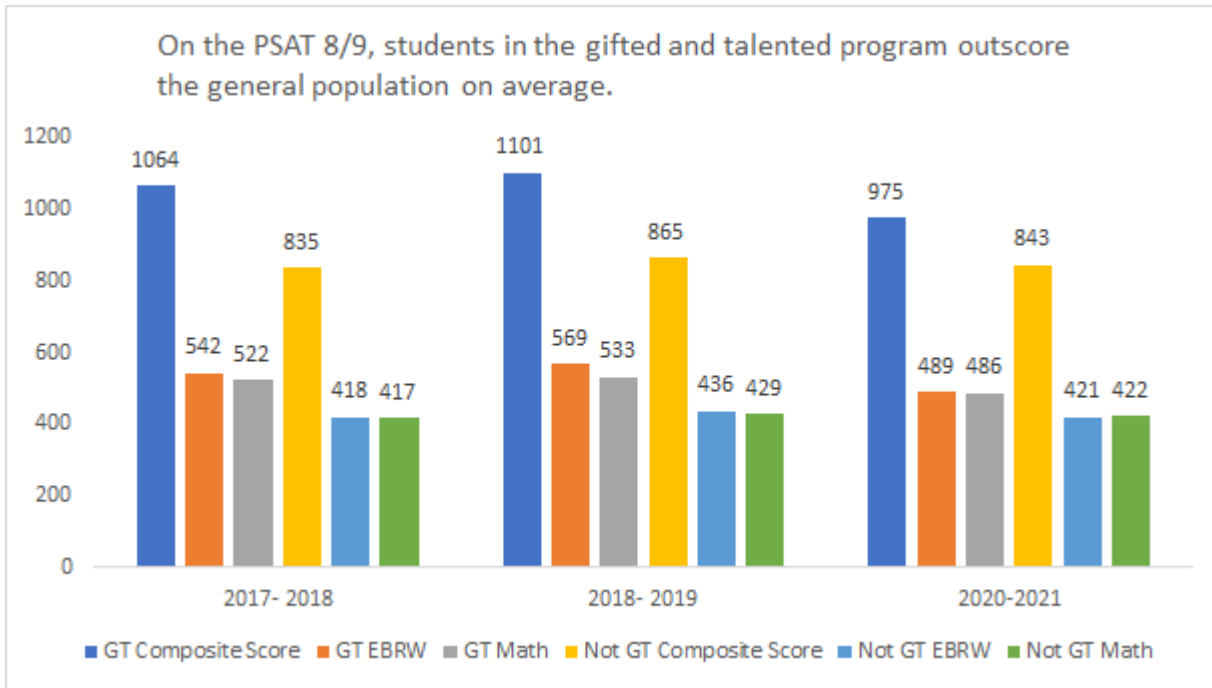


Figure 11: GT Student PSAT NMSQT scores in comparison to all other students.

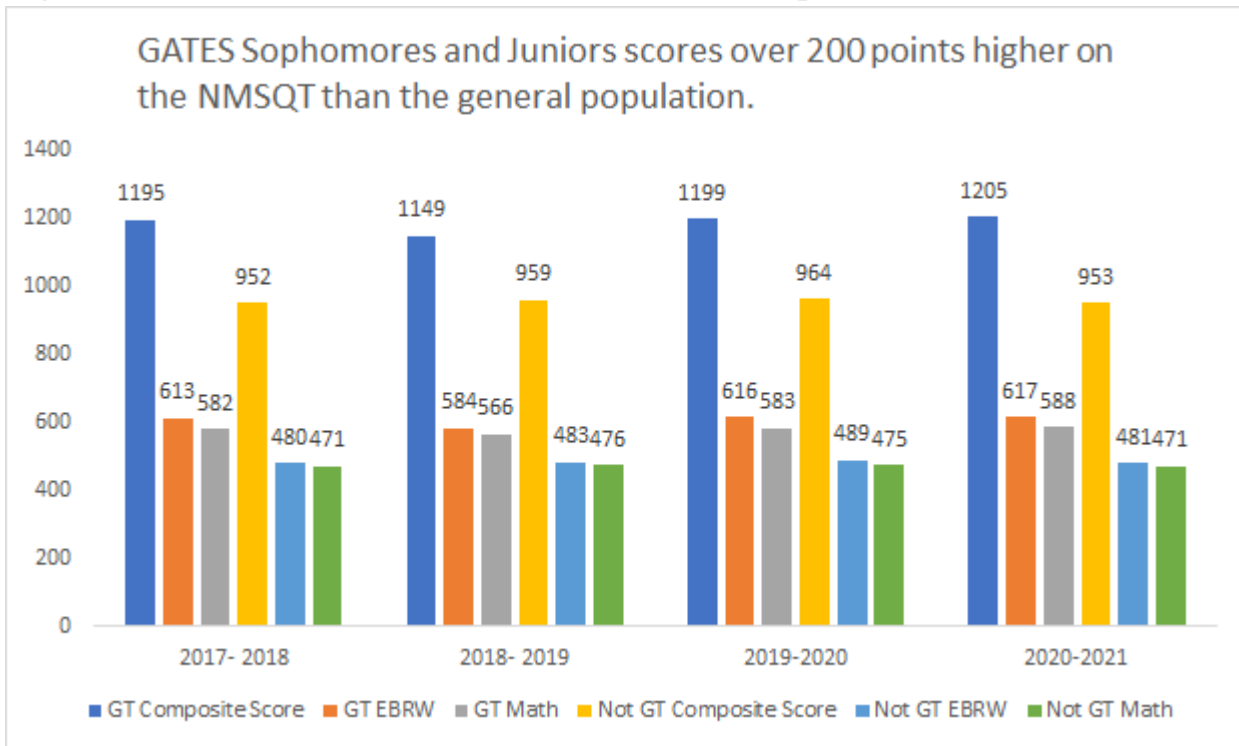
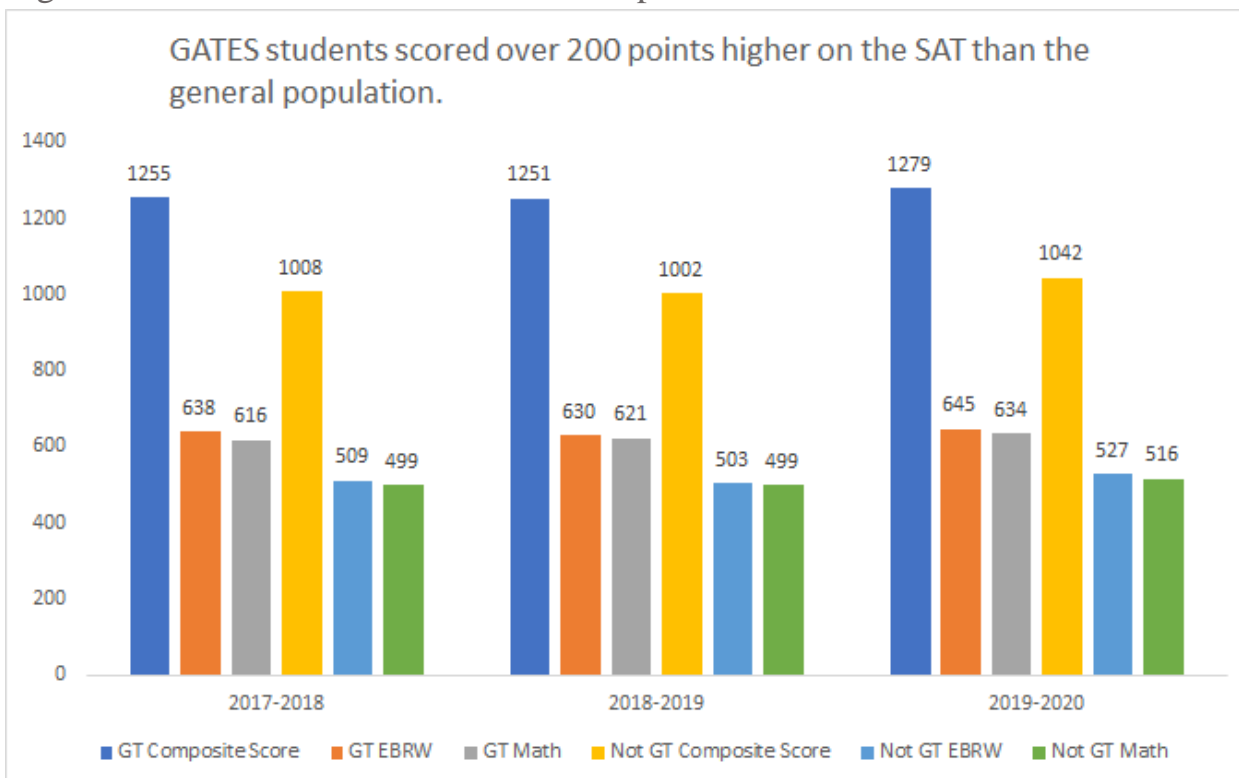


Figure 12: GT Student SAT scores in comparison to all other students.



How does the district ensure that those impacting GT educations have the state required training? Which content/campus/staff role are both required to and in full compliance in training?

Ms. Rowell collects information on who needs to complete 30 hours, and how many hours each person needs to complete. GATES teachers explained during a focus group their concerns with members of the campus gifted and talented identification committee complying of the state required 30 hours. Each year, campuses are faced with turnover of employees, some of which serve as part of the identification committee. These members are replaced with new staff that may or may not have completed the required hours. Each committee should have one GATES teacher, one administrator, and one additional certified teacher or counselor. GATES teachers reported their committees may rely more on the GATES teacher's recommendations, while other GATES teachers report just presenting the data on each candidate and pushing the committee to decide. This difference in approaches suggests that there is an uneven level of confidence across campuses regarding committee members' level of expertise in GATES identification, which may be addressed by ensuring all members are up to date on their required professional development.

Ms. Rowell has developed an overview course for general education teachers that informs new teachers as to the identification process. This is done asynchronously. GATES teachers noted this has helped many new teachers understand how they nominate students and what will happen after this nomination occurs.

GATES teachers are offered multiple professional development opportunities. These opportunities include guest speakers, TAGET conferences, and meeting with other GATES teachers in monthly meetings. GATES teachers attend other district professional development opportunities to understand how the information can be used with GATES students, top support general education teachers, and to support campus goals. GATES teachers note that the new knowledge and practices are often used in their classrooms, and students are often using the new practices in their own learning.

GATES teachers noted general education teachers and administrators need more training on how to use CogAT scores beyond GATEs identification. One teacher

explained how she gave a campus professional development on how to access the CogAT report through Edugence. This report provides information on the students' strengths and weaknesses and is useful for forming small groups and differentiating instruction for students.

How does the district support family and community involvement in gifted services?

Ms. Rowell created the Northwest Association of Gifted and Talented for parents and guardians of gifted learners. This parent group receives newsletters, opportunities to meet with other parents and teachers, and hear expert guest speakers on the topics of Gifted and Talented students. One GATES teacher expressed concern regarding the fee for the organization as a barrier to participation. Another GATES teacher reported a parent was curious as to why a parent would want to join the organization. The parent wanted to understand the benefit of meeting with other parents. Creating a focused elevator speech to succinctly explain the purpose and benefits of NAGT may increase an overall understanding of the benefits of the association to parents and families.

Barriers for family and community involvement centered around access points. Northwest ISD is a large, growing district. Face-to-face meetings feel prohibitive to some parents as the locations are often bound by traffic. If the meeting starts at 5:30, that is the height of rush hour. CBEs for acceleration often conflict with other camp dates. Offering online options for meetings and Saturday test dates may help minimize the barriers. One last barrier are the financial barriers. To minimize those barriers, the district, through student services, can offer scholarships for camps and Duke TIPS participation. The funds must be used directly for the benefit of students, so this would not minimize the barrier to the enrollment fee for the parent group.

To ensure parents are still part of the conversation and have information regarding upcoming academic opportunities during the COVID safety protocols of the 2020-21 school year, Ms. Rowell has hosted “Zoom” or virtual meetings. These meetings have been better attended than previous meetings in previous years. This practice of virtual meetings should continue in the future to remove the location barriers in the future.

How does the program address gifted learners' social and emotional learning?

Parents reported in the 2016 program evaluation a need to focus on social emotional learning and proactively address student emotional needs. In 2019-20, Northwest targeted social and emotional learning as a district goal for all students. GATES teachers have developed multiple means to address students' social and emotional learning. In the 2019-20 school year, GATES teachers reported focusing on executive functioning lessons to help students understand how their brain and emotions work together. Because elementary GATES teachers have a year-to-year relationship with their students, they can see which SEL pieces may need to be taught sooner, rather than later. They offer lunch and learns and lunch bunch so the student may spend time building relationships with their GATES peers. Through intentional teaching, GATES teachers are teaching the students to understand how other students and teachers process their emotions in order to build empathy and learn how to better interact with other people. Additionally, GATES students would benefit from intentional focus on the transition years of 6th and 9th grades to ensure their social emotional needs are addressed. The self-advocacy strategies mentioned in the impact of curriculum section could easily be modified to intentionally teach students how to advocate for their social emotional needs.