

Identification in Jeffco after CogAT

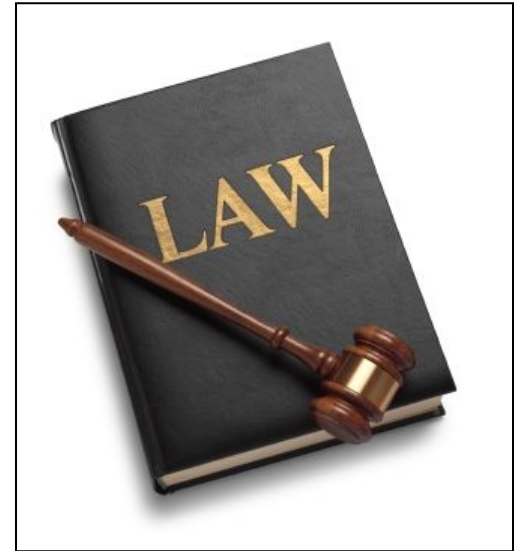


Originally Presented - December 7th, 2022



Why Identify? - ECEA:

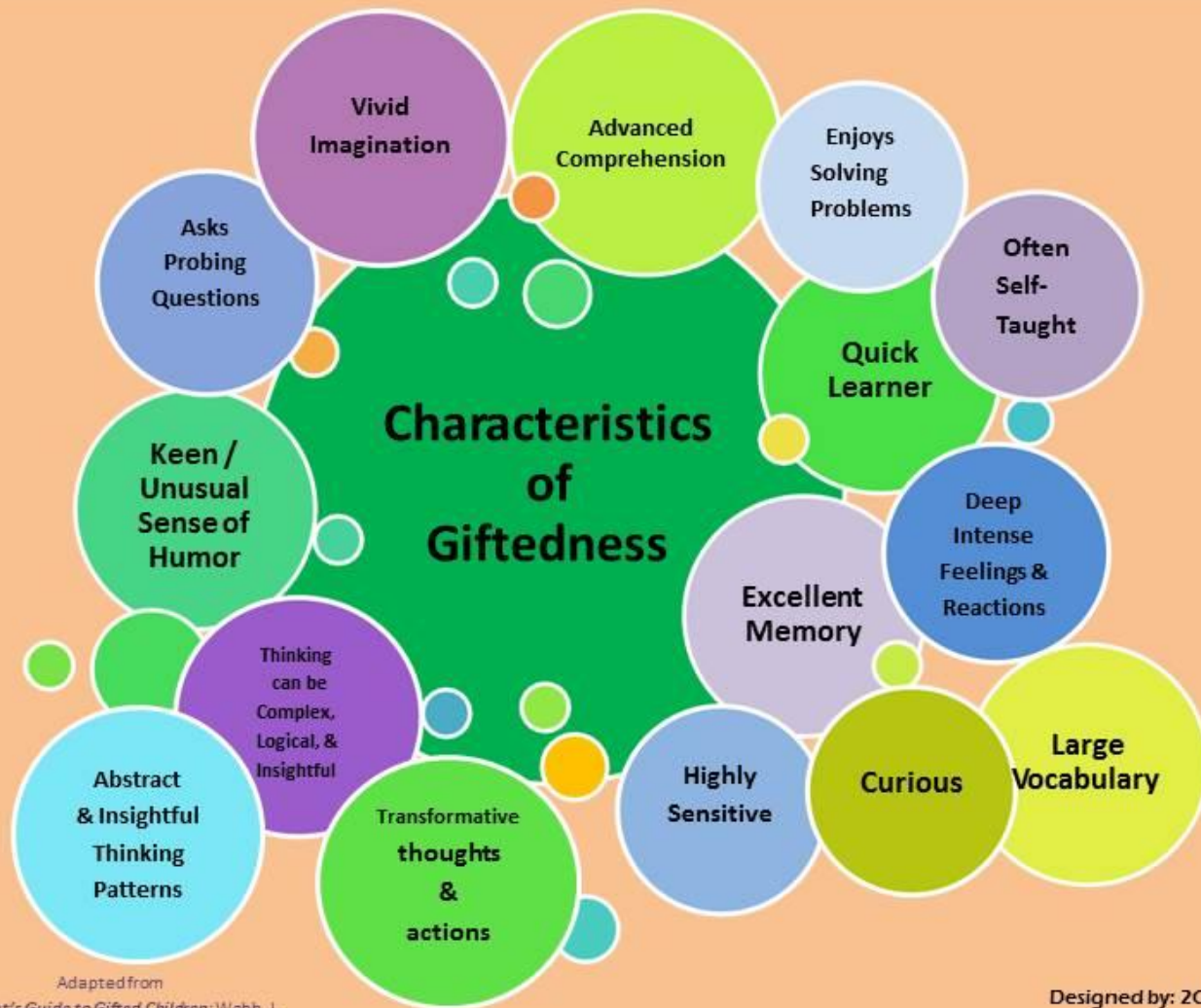
- CRS-22-20-204 now requires all 57 administrative units in Colorado to adopt and implement a program plan to identify and serve gifted children.
- Exceptional Children's Act requires that administrative units program for, and be accountable for exceptional children including gifted and talented, limited English proficient, and special education

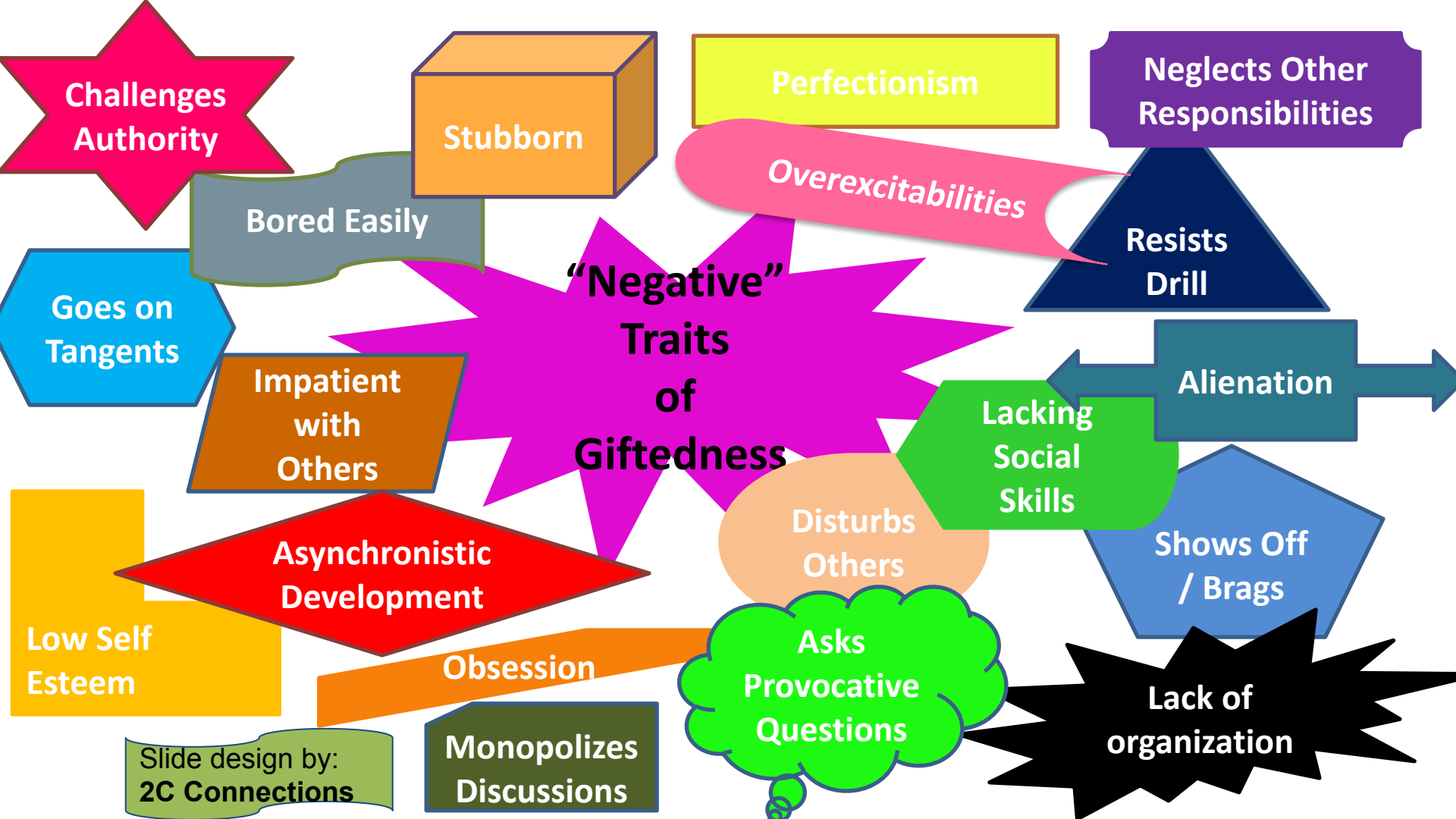


Why Identify? – Guide Academic and Affective Programming

- Gifted and Talented students often have a unique and challenging set of needs that can be academic or social/emotional in nature, or both.
- Identifying GT students allows parents, teachers, students, and all stakeholders to plan for and guide the student's education in a way that works for their style of learning.









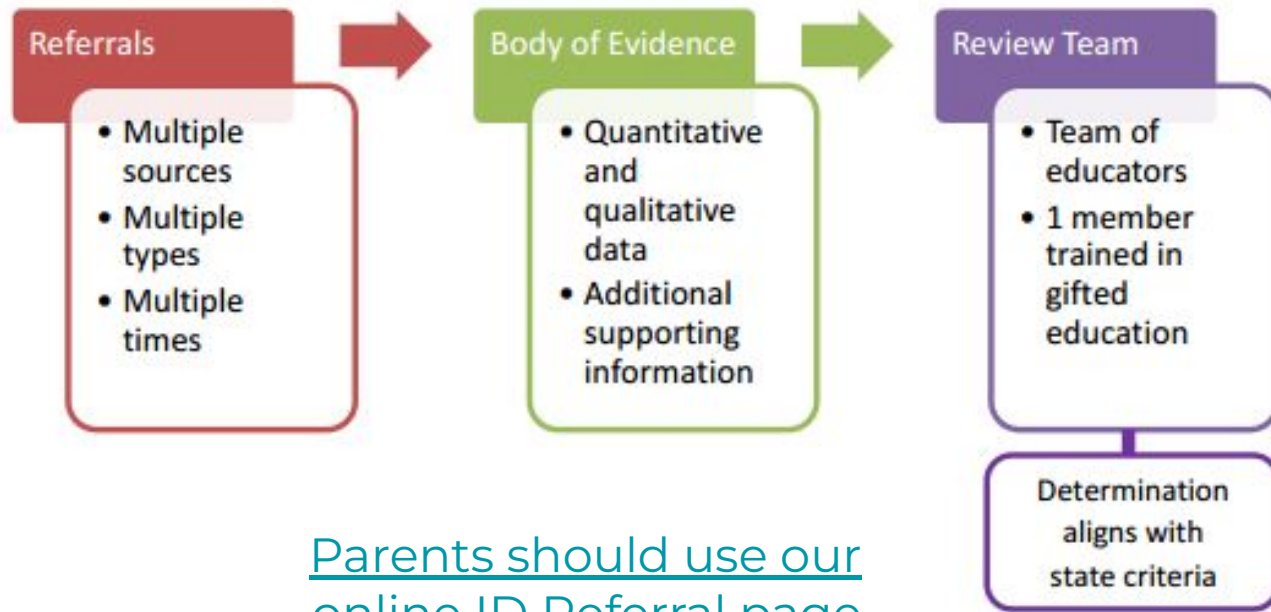
ALP - The basics:

- Document that guides programming, both academic and affective, through a yearly goal setting process.
- Individualized and tied to specific identified strengths
- Collaborative process, maintained by the classroom teacher (in elementary)
- [Learn more here](#)

Identification = Advanced Learning Plan (ALP)

- Formal gifted identification is the only way a student can be placed on an Advanced Learning Plan (ALP)
- Any student who is on an ALP has been formally identified as gifted and talented in one or more specific strength areas, based on Jeffco and CDE guidelines.
- The only way to be identified is through a formal ID process with a qualifying body of evidence
- The ID process begins with a referral

A pathway to identification could look like:



Parents should use our
online ID Referral page
and form.

An ID Determination Could Be:

1. The student has a qualifying BOE for formal gifted identification.
2. The student does not have a qualifying BOE for identification at this time.
3. The student will be placed on a watch-list for possible future identification.

NOTE: You will be notified via email of decision

There are four pathways to gifted identification:

1. Specific Academic Aptitude with Cognitive Data
2. Specific Academic Aptitude without Cognitive Data
3. Specific Talent Aptitude
4. General Intellectual Ability - The Exception - [Reach out to your resource teacher for more info](#)



[Want to know more about Twice Exceptional Students? Click here to learn more.](#)

A key piece to the Body of Evidence (BOE):

- One qualifying piece of a pathway 1 body of evidence is a score of **95th%tile** or higher in any of the three batteries of the CogAT.
- A BOE is more than this single test score, however, a student will not qualify in pathway 1 without at least one cognitive score at or above the 95th%tile

95th%tile

Revised Strength Areas:



- General Intellectual Ability
- Language Arts
 - Reading
 - Writing
- Math
- *Science*
- *Social Studies*
- *World Language*

Talent Areas:

- Creativity
- Leadership
- Visual Arts
- Psychomotor
- Music
- Performing Arts
 - Drama
 - Debate
- Dance

Academic Body of Evidence

3 pieces from any 2 categories below

Cognitive*

CogAT , NNAT, KBIT
IQ tests: DAS, WISC, WPPSI
Torrance Test of Creative Abilities

**only 1 qualifies*

Achievement*

District: MAP Trend, CMAS
GT Dept: TERA, TEMA, TOMAGS,
KTEA, SAGES, Others

**may have 2+ qualifying achievement pieces*

Behavioral Observations*

Scales for Identifying Gifted
Students (SIGS, normed)
Parent Narrative

**Parent Narrative is not “qualifying”*

Performance Evaluation

State/national academic contest: top
place/ranking
Expert juried performance:
Advanced/Distinguished
Expert Assessed portfolio review:
Advanced/Above grade level

Qualifying evidence is at the 95th percentile or ‘Advanced/Exceeds’ standards level

No single piece of evidence permanently qualifies / disqualifies a student’s identification

What to do next?

- **Consider** your child, their characteristics, behaviors (academic and social/emotional), and needs
- **Consider** any further data that may be used in the identification process (MAP, CMAS, Outside Data)
- **Discuss** your student with their classroom teacher:
 - Do both of you see similar characteristics at home and school?
 - Would the teacher indicate gifted potential?
- **Identify** who your GT Building Liaison is at your school (you may need to contact the school to find out)
- **Identify** who your school's [Gifted and Talented Resource Teacher](#)

Neighborhood or GT Center:

Neighborhood Schools:

- 80% of gifted learners in Jeffco are in neighborhood schools.
- All Jeffco neighborhood and charter schools are supported by a GT Resource Teacher.
- Neighborhood schools can have a variety of different focuses like Project Based Learning (PBL), Science Technology Engineering and Math (STEM), Science Technology Engineering Arts and Math (STEAM), or GT Clustering.
- GT students are sometimes clustered in the same classroom with like-ability peers.
- Each school provides mental health support for all students.
- Differentiation is provided for all ability levels.

Neighborhood or GT Center:

 <p>Coronado K-5</p>	 <p>Devinny K-5</p>	 <p>Hackberry Hill K-5</p>	 <p>Kendrick Lakes K-5</p>	 <p>Kyffin K-5</p>	 <p>Parmalee K-5</p>	 <p>Sheridan Green K-5</p>	 <p>Stevens K-5</p>	 <p>Westridge K-5</p>
 <p>Creighton 6-8</p>	 <p>Evergreen 6-8</p>	 <p>Everitt 6-8</p>	 <p>Ken Caryl 6-8</p>	 <p>North Arvada 6-8</p>	 <p>West Jefferson 6-8</p>	 <p>Wheat Ridge 9-12</p>	 <p>Arvada 9-12</p>	 <p>SPARKS 1-8</p>

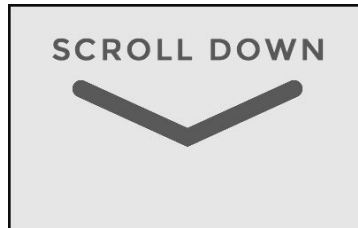
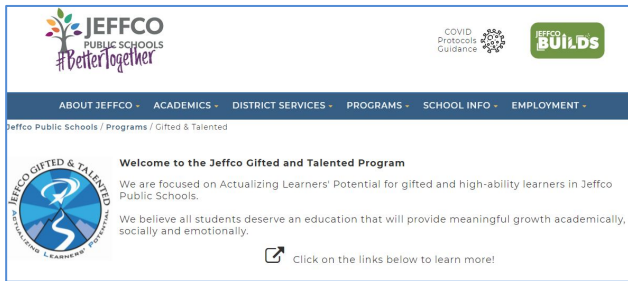
Neighborhood or GT Center:

GT Center Schools

- Each GT Center school houses a GT Resource Teacher as well as a GT Social Emotional Learning Counselor (GT SELC)
- The GT Department partners with the GT Center school to provide ongoing professional learning to GT Center teachers.
- GT Centers operate as a school within a school with integration during electives, specials, lunch, and recess, in most cases.
- GT Centers are in neighborhood schools. A GT Center class is a separate classroom, for each grade, comprised of all GT Center students.
- GT Centers have differentiated curriculum uniquely curated for the needs of GT students.
- Math is typically accelerated. Language Arts, Social Studies & Science deeper exploration
- Every student admitted to a GT Center either has an ALP or has a strong body of evidence and is on their way to having an ALP.
- [Learn more about GT Center on our website](#)

Who to talk to and where to learn more:

Check out our parent website:



CONTACT

Staff and Building Leaders

GT Resource Teachers (RT)

A GT Resource Teacher (RT) provides services to students, teachers, administrators, and parents in order to meet individual students' needs. GT Resource Teachers serve many schools, and are not at any school on a full-time basis.

FIND YOUR RT

[List of GT Resource Teachers and Building Leaders by School](#)



What to do next?

- If your child has a score of 95th%tile or higher in one or more of the batteries, and you suspect gifted potential:
- **You only need to do one of the following:**
 - **Path A:** Use the [online referral page](#) and form to make a referral for gifted identification
 - **Path B:** Apply for GT Center - Reach out to your GT-RT for more info
 - **Path C:** None of the Above

General Timeline:

GT RT's review ID data at least once a month

GT Identification Referral:

- Making a referral initiates the timeline
- 30 school days for communication of status in the process, not of identification
- Based on the current BOE, it can happen quickly, can take longer, even multiple years

GT Center Application:

- Round one, on time applicants will be notified prior to round one ending
- Late applicants will be notified after round one as the BOE is reviewed and is dependent on space

