

Gifted Programming Service Evaluation Process

The Program for Academic Challenge and Enrichment (PACE) is a school wide enrichment model. In Park City School District, we identify academically gifted students as those with outstanding academic ability when compared with their same grade level peers within the district. These students need program modifications to receive an appropriate education. Please click the tiered service model for the explanation of our continuum of services.

Park City Programming services in the elementary buildings are a tiered service model. This model aligns with the district MTSS model (multi-tiered systems of support). We recognize intellect in the following domains.

General Intellectual Ability (Tier III students):

Intellectual ability is exceptional capability or potential recognized through cognitive processes across all domains (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).

Specific Academic Aptitude and/or Achievement:

Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). Student must demonstrate content mastery for Tier II services.

Our middle school cluster model incorporates both general intellectual ability and specific academic aptitude. See middle school link for additional information.

Assessment Procedures:

Park City School District uses multiple measures to identify for general intellectual ability and specific academic aptitude. These measures help to determine the tier of service that is necessary for a student to continue appropriate academic growth.

Identification Process:

The Elementary identification process for Tier III services is a multi-component format designed to provide comparative rankings for all students' district wide. Placement in Tier III services is designed to serve the top 5-8% percent of locally ranked students. Testing windows are in the fall and spring of each school year. Please see new students to district section if you are not a currently enrolled in PCSD.

Cognitive Ability Test

Cognitive ability assessments measure students' general and specific reasoning abilities. Students are given an above grade level assessment. Using this level of the test

removes the "ceiling effect" and allows for more of a spread in student performance for ranking purposes. All students are screened in the spring of their 2nd grade year. Students who score at the 80th percentile or higher locally move onto additional evaluations and final placement. All students are reassessed in the beginning of their 5th grade year.

District Benchmark Diagnostic Assessments

Students most recent benchmark local scores in mathematics and English language arts are used in ranking calculations. When local norms are not available, national norms are used.

Gifted Rating Scales (for second grade only):

The Gifted Rating Scale (GRS) offers the most comprehensive observational instrument available for identifying gifted students ages 5–18. Used as part of a comprehensive process for identifying gifted children, GRS offers schools an instrument with extensive statistical and research validity. This standardized, norm-referenced instrument is completed by classroom teachers or PACE Specialists and provides an effective method for establishing a qualitative percentile rank.

Placement Process:

Tests include a variety of scores, including raw scores, percentile ranks, and standard scores. Assessments are current and nationally recognized. They are aligned with our district programming model. In accordance with the National Association for Gifted Children's Guidelines, test percentiles should reflect the local demographic, not only the national demographic. The use of local information identifies student needs in a population with high national scores. Upon completion of scoring, the above components are entered into a student database. The PACE department reviews individual subtest scores, reviews weighted student rankings and placement decisions are made. Scores that rank in the top 5-8% percent locally are placed into our TIER III service groups.

In certain situations, when an approved district measure must be used for identification purposes, if local norms are not available national norms will be used. Scores must be at the 98th percentile or higher across all domains in the national norm area for placement in TIER III services.

Appeals:

Request to appeal must be made within 14 days of the placement letter's postmark. Appeal forms may be requested through the program director, Gina Mason, gmason@pcschoools.us.

Should a parent appeal they may, but are not required to or requested to, submit outside

evaluations as a part of their appeal. Private assessments will not be used to place students in Tier III services. Private assessments are reviewed with the entire appeal to determine if additional approved district assessments need to be administered. PCSD is not responsible for fees associated with private testing. The PACE Department will review data taken from an official score report provided directly from a licensed psychologist to the PACE director, Gina Mason, gmason@pcschoools.us. Only one report may be submitted for review every 12 months. The report must include the licensed psychologist's signature and license number. A parent's copy of the score report will not be accepted. Once processed, the score report will be shared with the PACE Teacher and PACE Director. The PACE department will then evaluate the data as part of the student's total body of evidence within the appeal process.

New Students to PCSD

All new PCSD third and fourth grade students will be given a cognitive ability screener in the fall testing window to determine if additional evaluations are needed. New fifth grade students will be tested with the district fifth grade population.

Students new to PCSD who were in a gifted program in their previous district will also be screened and evaluated in alignment with the PCSD identification process.

Middle School

Ecker Hill Middle School uses an enrichment model. New students to the district who provide testing data on two different measures in the same academic area and score at the 98th percentile or higher nationally will be cluster grouped in that specific academic area. If students do not meet the 98th percentile criteria, their district benchmark data will be reviewed after fall diagnostic testing is conducted. Students who score at the 98th percentile or higher nationally on beginning of the year data will be eligible for enrichment services in middle school.

Withdrawals

The Park City School District Recognizes that students' needs change over time. Therefore, the following may affect a student's placement in Tier III services at any time.

Factors that could affect student's placement in PACE Tier III services:

1. Parent/guardian request for removal.
2. Student's grades and or productivity in the regular classroom (Consideration should be given to the individual, noting any handicap or other conditions that might influence his/her true academic productivity).
3. Student's inability to perform at the expected level required for participation in PACE Tier III Services.
4. Re-evaluation data does not support continued placement in Tier III services.

Our goal is that your child is successful in Tier III services.

Parents will be notified of concerns. Students may be immediately withdrawn from Tier III services at the discretion of the PACE Specialist, PACE coordinator and/or classroom teacher, or placed on a probationary status.