

Minutes

Date: 2/13/25

GATE Advisory Committee Meeting #1

Attendance:

Name	Position
Alisa Rolfe	Aspen GATE teacher
Amanda Adams	Barranca GATE Teacher
Aedin Loychik	Barranca GATE Teacher
Ann	GATE parent
Courtney Smith	GATE teacher Pinon
Cristin Haake	GATE teacher Pinon/Chamisa
Jessica Rodarte	Barranca parent
Liz Meek	Assistant Principal Chamisa
Erin Manzanares	Barranca Librarian
Melissa Kinman	Mountain GATE teacher
Sarah Blom	MS GATE teacher
Vicki Daley	Aspen GATE teacher
Walt Wehner	GATE parent at MS and Mountain, substitute teacher
Zeynap Unal	GATE teacher Mountain
Susan Hettinga	GATE teacher at Chamisa
Karla Crane	Coordinator of Student Services
Kayoko Nettleton	Assistant Coordinator of Student Services

GATE enrollment:

Karla Crane reviewed the District's demographic data for this year. Refer to the slides for the data reviewed. Data collected in mid-January 2025 was reviewed. It does not reflect newly identified third grade students after completion of the Universal Screener.

The District percentage of identified gifted students who are served through a GIEP remains stable over the past several years. We know there are more identified and unidentified gifted

students based on the 6th grade percentage which fluctuates between 20-30% annually. This is why we want to continue to provide differentiation through push in services from our teachers of the gifted.

A parent asked if we see a difference based on implementation of the universal screener at 3rd grade. Karla responded that it is likely too early to see a change in the data since this is only the second for universal screening but for now, the number of gifted students with IEPs at mid-year is similar to last year at this time.

The gender distribution is close to district distribution. It fluctuates between male and female every year but doesn't show significant differences.

Ethnicity data was presented. It is hard to make generalizations based on smaller populations. The caucasian and students reporting hispanic heritage are the biggest populations. The Hispanic numbers are duplicated because a student of any race may report Hispanic heritage.

A GATE teacher asked if the numbers changed for Asian and Hispanic students now that we are doing the Universal Screener? Karla responded that it is too early to tell, but looking at the national ethnicity breakdown, these groups are respectively over and under represented in the national population as well.

When looking at the results of the CogAT screener overall, it is clear that the average for Los Alamos is skewed to the right. A normal bell curve would have a stanine of 5 (average) as the peak of the curve, while the peak of the curve for Los Alamos is Stanine 6. Students in the 9th stanine and some in the 8th were considered for further evaluation for gifted eligibility.

The criteria for the cognitive score for gifted eligibility is the 95th%ile but for the screener, GATE teachers considered students whose standard error of measure extended to the 90th percentile. Additional data was gathered for those students to compile a body of evidence for the Eligibility Determination Team to consider. Twenty-five percent of the third grade enrollment was identified to move forward in the evaluation process. This is notable in that it aligns with the historical percentage of identified gifted students in 6th grade.

The areas considered to determine eligibility for gifted were shared. A parent asked how often do the qualitative scores end up being the second factor after cognitive to determine eligibility? GATE teachers commented that based on their experience this year and in previous years, most students qualify on a qualitative second factor in the area of academic achievement or critical thinking. There have only been a few (1-2 per school) who are found eligible only on the quantitative data in combination with the cognitive score. One GATE teacher commented that the CogAt has been a good assessment for twice exceptional students and allows them to show their strengths.

Since an IQ test is used to evaluate students who are referred based on a suspected disability who may require special education, we recognize cognitive scores on that test that meet the

95th%ile criteria. These students are referred to the site-based GATE teacher to collect the additional evaluation information for consideration of gifted eligibility.

The 2025 Draft Revisions to the LAPS Gifted Education Program Plan was reviewed.

Participants were divided into seven breakout rooms corresponding to the seven LAPS gifted program goals. Each group reviewed the activities that support those goals. The groups came back to the main room and each group presented a summary of their review and suggestions.

In Goal #2 which addresses equitable identification of gifted students, a parent asked if data could be collected regarding students who are eligible for Free and Reduced Lunch and gifted identification. (Data was collected after the meeting. The District has 13% of the enrollment eligible under lower income guidelines and 4% of the identified gifted population with current iEPS fall under the lower income guidelines.) The systems manager who handles enrollment said that we cannot require income reporting but the form to report it is included at enrollment.

In Goal #5 that addresses self-advocacy and communication skills, a parent shared concern that GATE students often have difficulty finding the time to advocate for themselves by talking to their teachers. They may miss MLSS time because they are in orchestra. It is important that building administrators emphasize that MLSS time should be integrated throughout the day rather than focused on one time of day when GATE students may be pulled in more than one direction.

Goal 5 also addresses perfectionism. A GATE teacher shared the acronym FAIL which stands for First Attempt in Learning. The teacher teaches her students that striving for excellence doesn't mean it has to be perfect the first time. Gifted students often struggle with the perception that being gifted means they never make a mistake. A parent asked what strategies GATE teachers use to help students develop some perspective about perfectionism. Several GATE teachers described how they incorporate teachable moments into their projects. They also incorporate opportunities to learn from failures through challenging projects and academic tasks. They encourage perseverance through challenges rather than perceiving lack of initial success as a failure.

In Goal 6 which addresses professional development for all staff in differentiation for gifted students, GATE teachers shared how modeling differentiation in their push-in services supports understanding and implementation of strategies by general education staff. The use of Blooms Taxonomy that provides a progression of skills from concrete knowledge to the application of that knowledge to analyze, synthesize and evaluate new products is modeled by GATE teachers when differentiating content for GATE students in the classroom. A parent asked if there is any GATE PD embedded for our teachers. There isn't a lot of time for professional development built into our calendar. The elementary teachers participate in a PLC (Professional Learning Community) weekly where they can share ideas and collaborate. They also provide ongoing PD to the general ed staff by demonstrating appropriate strategies and

supports in real-time in the classroom. There are also NMPED professional development opportunities which GATE teachers attend.

In discussion of Goal 7, a parent asked if there are specific and actionable resources provided to parents by GATE teachers. GATE teachers do this in several ways. Handouts are provided at open houses and some GATE teachers send home a monthly newsletter. The following links were shared at the meeting:

<https://nagc.org/>

<https://www.sengifted.org/>

<https://www.hoagiesgifted.org/>

<https://nmgifted.org/>

Committee members were urged to review the other changes to the GATE Program Plan that are highlighted in yellow and provide any questions or suggestions to Karla by email. The new sections are highlighted in yellow and cover alternate identification of Twice Exceptional students, the GATE IEP and Gifted Dispute Resolution options.

The next GATE Advisory Committee Meeting will be held on March 13th and will focus on the use of the CogAt results to provide differentiation in the classroom.