



Scarborough Public Schools
Special Services – GATES
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GATES Identification Process

Maine state law (Chapter 104) defines Gifted and Talented (GATES) students as those who demonstrate outstanding ability or potential in academic, artistic, or intellectual domains compared to their peers. Scarborough Public Schools screens all students annually for identification. GATES students are identified through multiple measures, including standardized tests, classroom performance, teacher/parent observations, and creative work. The following is a summary of the identification process used by Scarborough Public Schools for GATES identification.

Identification for Academic Programming

Scarborough Public Schools annually screens all students in grades 2-11 for inclusion in GATES programming. What follows is the annual screening and identification process.

The goal of Level 1 screening is to compose a pool of candidates for GATES identification. Students are screened and identified each year for programming placement in the following school year. As per Chapter 104 regulations, students are identified using a combination of both achievement and ability test scores, as well as input from parents and teachers. The identification process is divided into Level 1 and Level 2 sections.

Students new to Scarborough have a records review by GATES staff within their first 2 weeks to determine GATES eligibility or referral for further screening.

Level 1 Screening

Each year, all students take a grade level *achievement* assessment, (currently, i-Ready and the Maine Through Year Assessment [NWEA]). All scores are reviewed to find those who score $\geq 98\%$ on either Math or ELA strands, or both. This provides the school district with a baseline score in achievement.

Parents of these pool members are sent a communication, which includes a Consent for Further Testing. Parents are also sent a rating scale questionnaire to complete.

Level 2 Screening

Once parent consent for further testing is received, students are then tested with a higher level cognitive abilities test (CogAT) in their designated subject area(s). Math candidates are given the Quantitative battery; ELA candidates are given the Verbal battery. In addition, students may be given the NonVerbal battery, which provides more information about the student's style of learning and problem-solving abilities. A score(s) on higher level CogAT test(s) $\geq 98\%$ will be reviewed.

Teachers are given a rating scale questionnaire to complete.

Additional information may also be considered where warranted.

Science and Social Studies: Once identified in Math and/or ELA, students in grades 5-10 are then given Science and/or Social Studies interest questionnaires, respectively. Science and Social Studies teachers also receive a rating scale questionnaire. Totals from these two questionnaires are compiled. Students who score as “Highly Motivated” are considered in the cohort of candidates for identification. Students identified in the spring will begin services in the following academic year.

Additional information may also be considered by the GATES screening committee where warranted.

Identification information is reviewed by the Director of Special Services and the GATES teacher(s) to determine identification in the four academic subject areas.

Once a student has been identified and the parents sign the Initial Consent Form, their type and level of academic programming is reviewed each year by the identification committee, and programming recommendations are shared with parents/guardians through an Annual Notification Form, which states the academic areas and level of service.

Once a student is identified, at any phase level, the student retains their identification status throughout their time in the Scarborough Public Schools. If a student’s programming or level of service changes after the annual notification is received for the upcoming school year, a “Change of Service” Form is completed.

Identification for Visual and Performing Arts Programming

Visual Arts:

Wentworth School

Screening of students in Visual (Studio) Art begins in the 4th grade with a two-tier process. Services for identified students begin in 5th grade.

Level 1 Screening

- Teachers will screen all students for those who consistently score “S” (Strong) on their progress reports in weekly homeroom art classes.
- In addition, teachers will assess students’ self-portrait, and observational drawings.

Students demonstrating an exceptional level of work in these two areas become members of the annual candidates’ pool and will be asked to bring in artwork made outside of school.

Level 2 Screening

- The Portfolio is reviewed by the Visual Arts teacher and the GATES teacher using the Rubric for *Portfolio Review*.
- Current Art Teacher fills out the *Visual Arts Teacher Questionnaire*. Student candidates will complete the *G/T Student Questionnaire*.

Level 2 Screening information will be reviewed and eligibility will be determined by the art teachers and the GATES teacher.

Middle School

Level 1 Screening

- Art teachers will screen all students for those who consistently demonstrate high-quality work at the end of each semester.
- These students will be referred to level 2 screening.

Level 2 Screening:

- Notification is sent home with requirements for the portfolio.
- Students have one month to create at least 3 pieces of original artwork (not from class assignments).
- Students present their portfolios to a panel (composed of the art teachers and the GATES teacher) and answer interview questions.
- The art teachers and the GATES teacher use Portfolio Review Rubric to score and make recommendations for GATES identification and programming.

High School

Level 1 Screening:

- Art teachers will screen all students for those who consistently demonstrate high-quality work at the end of each semester.
- These students will be referred to level 2 screening.

Level 2 Screening:

- Notification is sent home with requirements for the portfolio.
- Students have one month to create at least 3 pieces of original artwork (not from class assignments).
- Students present their portfolios to a panel (composed of the art teachers and the GATES teacher) and answer interview questions.
- The art teachers

Identification for Performing Arts (begins at Middle School):

Middle School

Level 1 Screening:

Performing arts teachers observe student performance in all grade band classes in conjunction with student summative assessments. The band teacher will complete a Teacher Checklist for GATES band documenting any and all extra music opportunities, musical awareness and discrimination, creative interpretation, musical behavior and performance, and intensity. Students whose semester 1 summative assessment scores are greater than or equal to 97% (will be considered for level 2 screening. Notification of audition details will be sent home.

Level 2 Screening:

Each student will submit an audition video performing fundamentals and the prepared piece to the band teacher and answer a music interest questionnaire. The band teacher and the GATES teacher will review the performance using the GATES Band Rubric and make recommendations for GATES identification and programming.

High School

Music

Level 1 Screening:

- Students self-select to try out for district festivals (instrumental and chorus) student performance on solo, musicianship, and music theory/ ear training is evaluated.

Level 2 Screening:

(Band)

- Districts: Students who are selected to be in the district festival
 - Audition materials are selected by the festival committee.
 - Included in the audition are scales, prepared music selection and sight reading.
 - Student performance is adjudicated by a specialist on the specific instrument or voice.
 - Student scores must be high enough to be accepted to the honors group.

Appeal Process

Parents may reach out to building principals to request an appeal. The principal will then contact the Director of Special Services and the building GATES teacher to inform them of the appeal. This team will review all information considered by the school in making the eligibility determination, as well as any additional information provided by the parent. After reviewing all of the information, the team will either 1) overturn the original decision and determine that the student is eligible for the GATES program in question or 2) uphold the original decision that the student is not eligible for the GATES program in question or 3) request that additional information is needed in order to make a final eligibility determination. In this case the team will identify what additional information is needed, and will make a final decision on the appeal after reviewing that information. Parents will be informed in writing of the team's decision. The decision regarding candidacy is final.