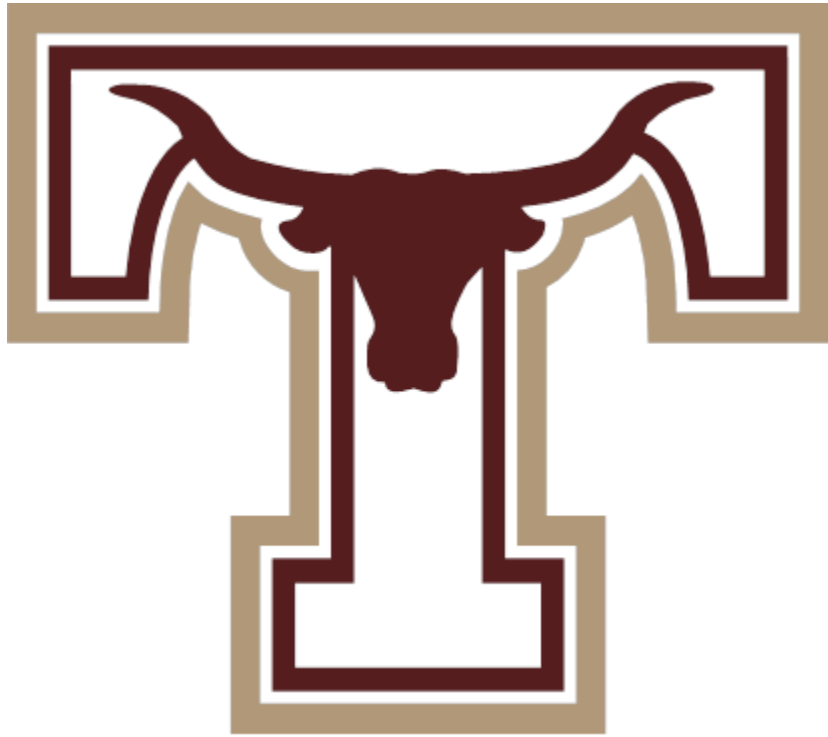




Tarkington ISD

Gifted and Talented Handbook

2026

TARKINGTON INDEPENDENT SCHOOL DISTRICT

Gifted and Talented Instruction

Tarkington ISD Gifted and Talented services are provided to students who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field.

STUDENT ASSESSMENT & IDENTIFICATION

Identification and selection of students for the Tarkington ISD Gifted and Talented program are determined through nomination, testing, and selection. Only students nominated will be submitted for testing and possible selection. A set of pre-established criteria will be used to identify and test nominated candidates. The students' scores will be considered by a committee making the decision concerning enrollment in the program. Students in grades K-12 are assessed and if identified, provided gifted and talented services. The entire process will be overseen by a committee using multiple criteria of objective and subjective measures. Additional data beyond that collected may be considered, as needed, in order to make the most appropriate placement.

Equitable access to gifted and talented services for transfer students is provided. When a student identified as gifted by a previous school district enrolls in the District, the District shall place the student in the District's program for gifted and talented students.

Military Children – Transfer students of military families, grades K-12, that register in TISD and were placed in Advanced Placement classes, Honor classes, or gifted & talented programs in another state will continue placement in those programs at TISD.

NOMINATION

All students in grades kindergarten - 12 may be nominated at any time by any professional staff member at TISD, their parents, or themselves. This is done by submitting the name(s) to the campus counselor. The identification and assessment process for gifted/talented services occurs in the spring semester. Individual students will be tested no more than once each 12 months. Notification of GT nominations will be announced by each campus and the district.

TESTING

Written permission will be secured from parents or guardians for testing and consideration into the program. Depending on their current grade level, nominated students in grades kindergarten - 12 will be tested for placement in the Gifted and Talented Program using the following data.

1. CogAT
2. NNAT 3
3. NWEA MAP
4. GATES 2

SELECTION

The GT Committee will comprise a majority of campus or district educators and/or administrators who have completed 30 hours of training, including the Nature and Needs, and Assessment of GT Students, and are currently with their 6-hour training update as required. The GT Committee will review student data results and determine the students for program participation. All selection decisions shall reflect the best professional judgment of the committee based on the established criteria and the most appropriate educational setting. Confidentiality will be observed at all times. Parents will be notified in writing whether the student has/has not qualified for the TISD GT program. Parents must sign a letter giving permission for testing and program placement. All identified students will be automatically included in the TISD GT program upon parent permission for placement.

SERVICES

Services for gifted/talented students are comprehensive, structured, sequenced and appropriately challenging that emphasize content in the four foundation curricular areas. Acceleration options, including curriculum compacting, are facilitated by district administrators, counselors, and teachers.

A gifted and talented qualified teacher is assigned to coordinate the districts' K-12 gifted/talented education services including, but not limited to, pull-out programs, mentorship and leadership programs, and studies of humanities.

Grades K-3

Students identified as GT will receive differentiated instruction in the regular classroom in the four core subjects from teachers who have received the required 30 hours of training in gifted and talented instruction and are current in their 6-hour update. Students may also participate in a pull-out program for enrichment activities. Emphasis is placed on developing and improving higher-level thinking skills, creativity, and problem-solving along with working cooperatively and developing the social skills necessary for daily living.

Grades 4-5

Students identified as GT will receive differentiated instruction in the regular classroom as well as participate in a pull-out program that focuses on specific topics delivered by teachers who have received the required 30 hours of training in gifted and talented instruction and are current in their 6-hour update. Emphasis is placed on developing and improving higher-level thinking skills, creativity, and problem-solving.

Grades 6-8

Students identified as GT will be clustered in accelerated and/or advanced classes, which may include earning high school credit, from teachers who have received the required 30 hours of training in gifted and talented instruction and are current in their 6-hour update. Courses will be characterized by vertical acceleration and/or expanded breadth and depth of learning.

Grades 9-12

Students identified as GT must enroll a minimum of the following: AP, Dual Credit, or an academically advanced course in at least one of the four core subjects. GT students may be clustered in these classes with teachers who have received the required 30 hours of training in gifted and talented instruction and are current in their 6-hour update. Courses will be characterized by vertical acceleration and/or expanded breadth and depth of learning.

Curriculum differentiation for GT students, when clustered with non-GT students, will ensure the needs of all students are met. Emphasis in all areas of the GT program will be placed on the quality of the work with regards to rigor and relevance as opposed to quantity of work only.

Scheduling modifications are implemented in order to meet the needs of all students to the best of each campus's ability.

FURLOUGH/EXITING PROGRAM

When student performance falls below satisfactory expectations, students may be furloughed from the program temporarily. If the program is determined to be inappropriate for the academic needs of a student, he/she may be exited the G/T program. Furloughs from the program may be initiated by parents or school personnel and may also be granted for extenuating circumstances other than academic performance. Final decisions regarding furlough and exit are made by the campus GT Committee.

Recommendations for a return from a furlough will be based on observation of student achievement and performance and after consultation with teachers and parents. Furloughs will not be granted for more than one calendar year. A review of student performance in the program may be initiated at any time by the GT teacher, classroom teacher, principal, counselor, or parent. If a student exits the program at any time, the student must requalify

to enter back into the GT program.

Participation in the program is voluntary, and parents may withdraw a student at any time. However, parents will be encouraged to utilize the evaluation process above to determine the best educational placement for their child.

A formal letter of exit or furlough is to be signed by the parent and a copy will be placed in the student's file.

APPEALS

Parents or students may appeal any final decision of the GT committee regarding selection for or furlough from the gifted program. A written appeal shall be made first to the campus GT Committee.

Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning with a written appeal to the campus principal.

CURRICULUM AND INSTRUCTION

GT curriculum is designed and evaluated through collaboration of educators and specialists and is monitored by administrators.

GT-identified students will be assured an array of appropriately challenging learning experiences and flexible grouping patterns in the four core subjects which may include:

- Guided/independent research
- Advanced-level products and/or performances
- Career and leadership explorations
- Creative or artistic expressions
- Advanced problem solving

Student progress is periodically assessed using standardized methods and reported to parents or guardians.

Curriculum resources will include provisions for differentiated activities, materials, and resources to extend and enrich the required curriculum. Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields or academic competitions are provided.

PROGRAM EVALUATION

The GT program is evaluated annually through teacher, parent, student and administrator surveys; student data analysis of standardized test results; and GT program committee input. The results of these evaluations are used for program modifications and campus planning to support continuity and clear articulation of the program throughout the district. The GT program is appropriately supported through personnel and fiscal resources as identified in the annual evaluation.

Tarkington Independent School District

Gifted / Talented Program Student Assessment Matrix Sheet



Student Name: _____

	Raw Score	5 Points	4 Points	3 Points	2 Points	1 Point	Points Earned
NWEA MAP		100th percentile	92nd-99th percentile	75th-91st percentile	50th-74th percentile	Less than 50th percentile	
**CogAT – I.Q. (English / Spanish)		130+ 9	129 - 120 8	119 - 112 7	111 - 90 6-4	89 - 0 3-1	
**NNAT Nonverbal Ability Test 3 rd ed.		121 – 133 Superior	112 – 120 Above Avg.	89 – 111 Average	80 – 89 Low Avg.	> 80 Below Avg.	
*To determine the GATES-2 score: Calculate each column & add the points together for Total Points. Column 1 (Gen. Intellectual Ability & Academic Skills) _____ + Column 2 (Creativity, Leadership & Artistic Talent) _____ = Total Points _____ (GATES-2 Scale: Extremely Probable=1.5 pts. / Highly Probable=1.0 pts. / Probable=.5 pts. / Borderline=0 pts. / Unlikely=0 pts.)							
		4 Points Extremely Probable 6 – 7.5	3 Points Highly Probable 4.5 – 5.5	2 Points Probable 3.0 - 4	1 Points Borderline 2.5 - 1	0 Points Unlikely .5 - 0	
GATES-2 2 nd ed. – Teacher							
GATES-2 2 nd ed. - Parent If a parent form is not returned, another teacher familiar with the student can complete the second Gates-2 form							
TOTAL POINTS							

*To be eligible for the TISD G.T. Program grade 3 and above, students must attain a minimum of 15 "TOTAL POINTS" to qualify.

For students in grade 2 and below, the GT committee may consider input to determine student qualification.

**If a student earns a "Raw Score" of 130 or higher on the CogAT or the NNAT, the student will be "Automatically Qualified."



QUALIFIED



D.N.Q.

G.T. Committee Participants:

Campus Administrator

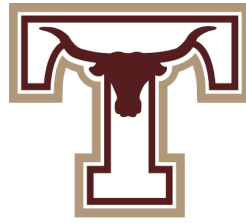
Date

G.T. Certified Teacher

Date

Campus G.T. Coordinator / Counselor

Date



Tarkington Independent School District

Date: _____

Dear Parent/Guardian of _____,

Tarkington ISD would like your permission to further screen and test your child for possible placement in the TISD Gifted and Talented Program. Data from this year will be collected for identification such as cognitive/IQ tests, achievement tests, parent and teacher inventories.

One piece of the identification process is a parent and teacher evaluation scales (Gates 2 pp. 2-3) questionnaire. If you are consenting, please complete the attached questionnaire as well.

When the evaluation items are collected, the GT Identification Committee will review all information and will send you a letter informing you of the results.

Sincerely,
Shibahn Landry
Instructional Success Coordinator

Student Name: _____ Grade _____

_____ I **GIVE** my permission to have my child tested for the GT program.

_____ I **DO NOT** give my permission to have my child tested for the GT program.

Parent / Guardian Signature

Date



Tarkington Independent School District

2770 FM 163 Cleveland, Texas 77327

Date: _____

To the parents of _____,

It is our school policy to identify students who exhibit high performance capabilities in an intellectual area or specific academic subject. These students are then admitted into our Gifted and Talented program.

The identification process includes a selection committee composed of the committee members by evaluation, principal, counselor as well as the gifted and talented teachers. The selection committee has gathered data such as standardized test scores and teacher observations and has determined that your child qualifies for entry into our gifted and talented program.

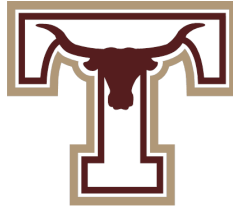
Sincerely,
Shibahn Landry
Student Success Coordinator

Please sign and return this permission form.

I give permission for _____ to be in the Gifted and Talented program at Tarkington I.S.D.

Date _____ Parent's Signature _____

When student performance falls below satisfactory expectations, students may be furloughed from the program temporarily. If the program is determined to be inappropriate for the academic needs of a student, he/she may be exited. Furloughs from the program may be initiated by parents or school personnel and may also be granted for extenuating circumstances other than academic performance. Final decisions regarding furlough and exit are made by the campus GT Committee.



Tarkington Independent School District

2770 FM 163 Cleveland, Texas 77327

Date: _____

To The Parents of _____,

Your child has completed the screening process for the Tarkington ISD Gifted and Talented program. The selection of students for the program is based on several criteria: academic potential, academic performance, test scores, and creative ability.

This letter is to inform you that your child was not selected to participate in the program. However, your child can be re-evaluated for the program next year.

Please be assured that your child will continue to receive a quality education designed to meet his/her individual strengths.

If you have any questions, please contact the gifted and talented coordinator/counselor on your child's campus.

Sincerely,
Shibahn Landry
Instructional Success Coordinator