



DISD Board Workshop

April 20, 2010

EXPO 21st Century CIS
Dyslexia
TITLE
DLL Local Assessment
State Testing
Special Programs Testing

2,160 EXPO students

32 EXPO & Pre-AP/AP/IB teachers

45 m / 2 ½ h / Daily
Kinder 1st-5th MS & HS

GOALS OF GIFTED SERVICES

The EXPO Program will provide space, time, encouragement, and opportunities for gifted students to explore areas of their own interest and ability. Specifically, these students will . . .

GOALS OF GIFTED SERVICES

1. utilize higher, more complex-level thinking skills to develop intellectual curiosity in critical, creative, and productive thinking.
2. develop the research skills and personal study skills necessary for self-directed learning. They will conduct independent studies and research projects that extend the regular curriculum and result in the synthesis of elaborate products.
3. understand and apply the problem-solving process in a cooperative group setting through analysis and evaluation of real life situations.
4. use listening, speaking, and written communication skills in order to integrate and extend skills in their regular classrooms.
5. gain an understanding and respect of individual abilities, recognizing the likenesses and differences between themselves and others, while developing their own unique abilities.

CURRICULUM

- Rigorous and relevant - critical thinking, creative thinking, research, affective skills, and independent study
- Kindergarten through 2nd grade - Primary Education Thinking Skills (PETS) curriculum and will add a Texas Performance Standards Project (TPSP) in 2010-2011
- 1st through 8th grade curriculum - Texas Performance Standards Project (TPSP) with depth and complexity, the Independent Investigation Model of Research, Scholarly Behaviors, and affective needs embedded within

REFERRAL PROCEDURES 2009-10

- Kindergarten: Referrals accepted October 26 - November 20.
- 1st-5th grades: Referrals are accepted throughout the year
- 6th-12th grades: Referrals accepted October 1 – 30 and April 1 – 23 (testing takes place on campus)

ELEMENTARY TESTING SESSIONS

- **1st Testing Session**
August 28– September 17
Transfer testing
- **2nd Testing Session**
September 21 – November 19
1st – 5th grade testing
- **3rd Testing Session**
November 23– February 4
Kindergarten testing
- **4th Testing Session**
February 8 – April 15
1st – 5th grade testing
- **5th Testing Session**
April 19– May 27
1st – 5th grade testing

QUALITATIVE ASSESSMENT INSTRUMENTS

- Parent Checklist
- Teacher Checklist
- Student Creative Feeling
- Portfolio

QUANTITATIVE ASSESSMENT INSTRUMENTS

- Creativity:
 - Torrance Test of Creative Thinking
 - CAP
- Achievement:
 - Iowa Test of Basic Skills/ITED/Logramos
 - Stanford Achievement Test/Aprenda
 - SAGES 2
- Abilities:
 - Cognitive Abilities Test (CogAT/6)
 - Otis Lennon School Abilities Test (OLSAT7)
 - SAGES 2
 - Naglieri Nonverbal Abilities Test (NNAT)
 - Test of Nonverbal Intelligence (TONI/3)

IDENTIFICATION CRITERIA KINDERGARTEN

	<u>District Line</u>
Teacher Checklist	96% (18)
Parent Checklist	96% (18)
Portfolio	9
Abilities Test	130

IDENTIFICATION CRITERIA 1-5

District Line

Parent Checklist

96%(18)

Teacher Checklist

96%(18)

Creativity Test

130

Abilities Test

130

Achievement Test

96%

IDENTIFICATION CRITERIA 6-12

District Line

Divergent Feeling Survey	96%
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Teacher Checklist	96%
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Creativity Test	130
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Abilities Test	130
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Achievement Test	96%
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G/T STATE PLAN REVISED SEPTEMBER 2009

- The State Board of Education (SBOE) revised the *Texas State Plan for the Education of Gifted/Talented Students (State Plan)*. The 2009 version of this document provides requirements for and guidance to districts as they meet the unique needs of an important special population in Texas.
- Through implementing the SBOE's newly-approved State Plan beginning in school year 2010-2011, Texas districts will be better equipped to provide a meaningful and fruitful educational experience for their G/T students.

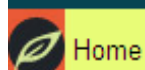


Equity in Gifted/Talented (G/T) Education

Equity in Gifted /
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Education Agency



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What is Equity in G/T Education?



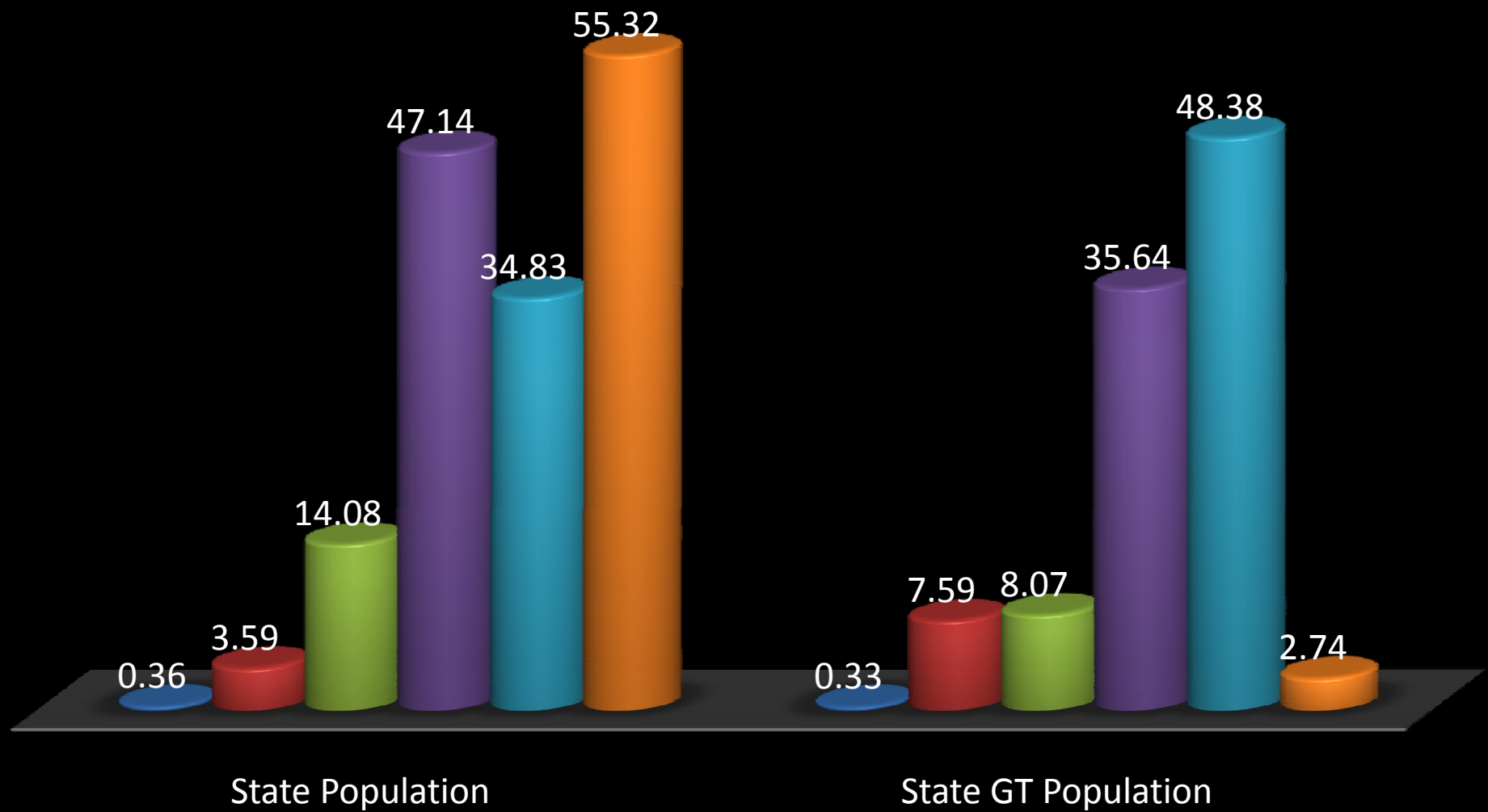
According to the *Texas State Plan for the Education of Gifted/Talented Students*, equity in G/T education exists when "the population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years" (State Plan, 1.6E).

As the state grows and the population changes, educators need to continually evaluate how best to serve all learners, including those who need G/T services. Ensuring equitable access to G/T services is a critical charge for Texas educators. G/T students come from a variety of cultural, linguistic, and socio-economic backgrounds and might also be twice-exceptional, both G/T and learning disabled. These factors need to be considered in assessing if G/T identification processes include or exclude nontraditional students.

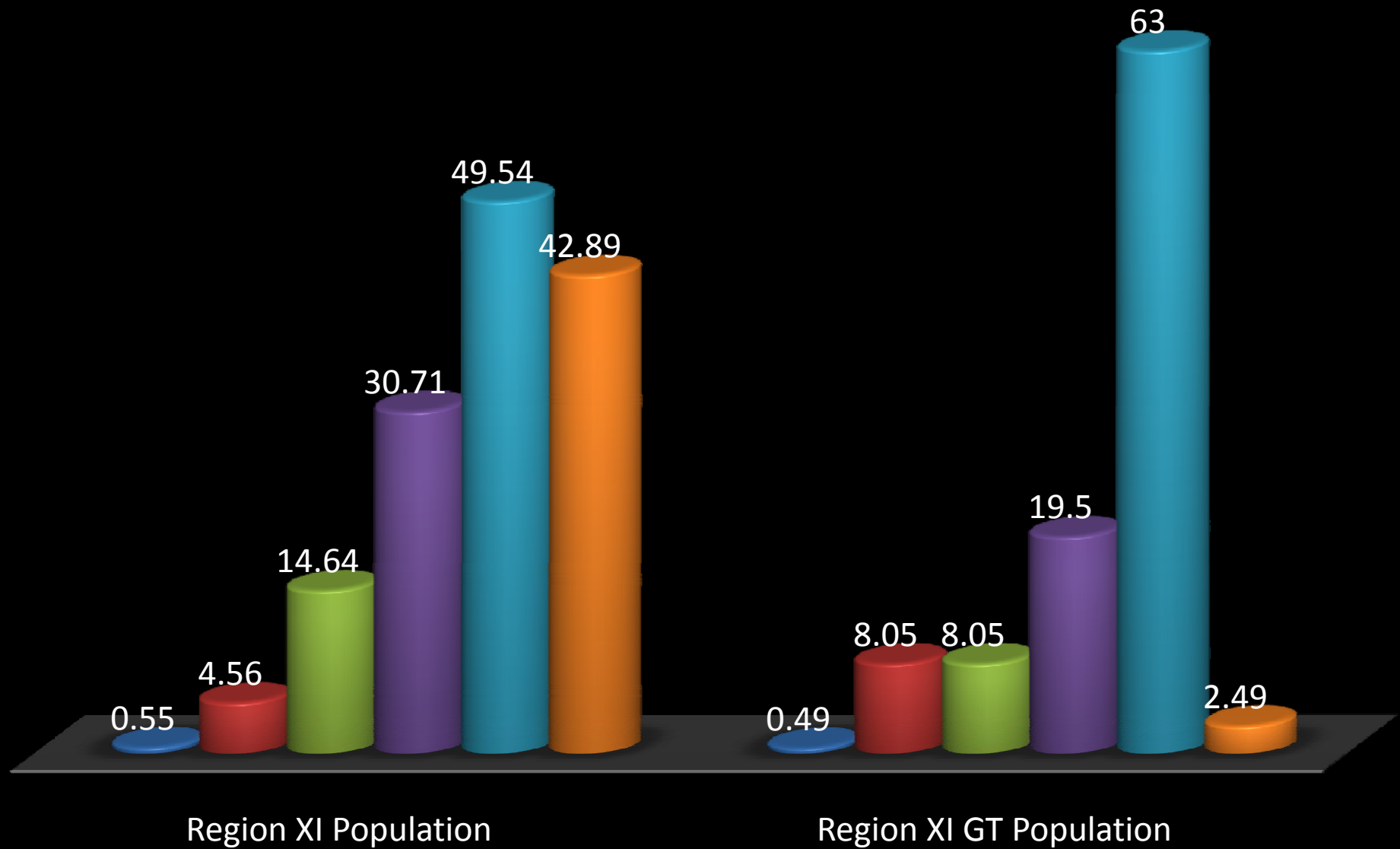
Many nontraditional G/T students can be overlooked when traditional assessments provide the sole basis for placement in G/T programs. Despite adoption of the *State Plan* in 1996, Texas school districts have made little progress in achieving the goal of section 1.6E. Discrepancies still exist between the percentage of underrepresented populations in the total student population versus the percentage of underrepresented populations identified for G/T services.

The goal of the Equity in Gifted/Talented Education project is to encourage equitable representation of student populations in G/T programs throughout the state. This site provides tools and resources for districts that can be used to inform local policies and assess and modify current services to meet community needs. Texas school districts can provide learning opportunities that build bright futures

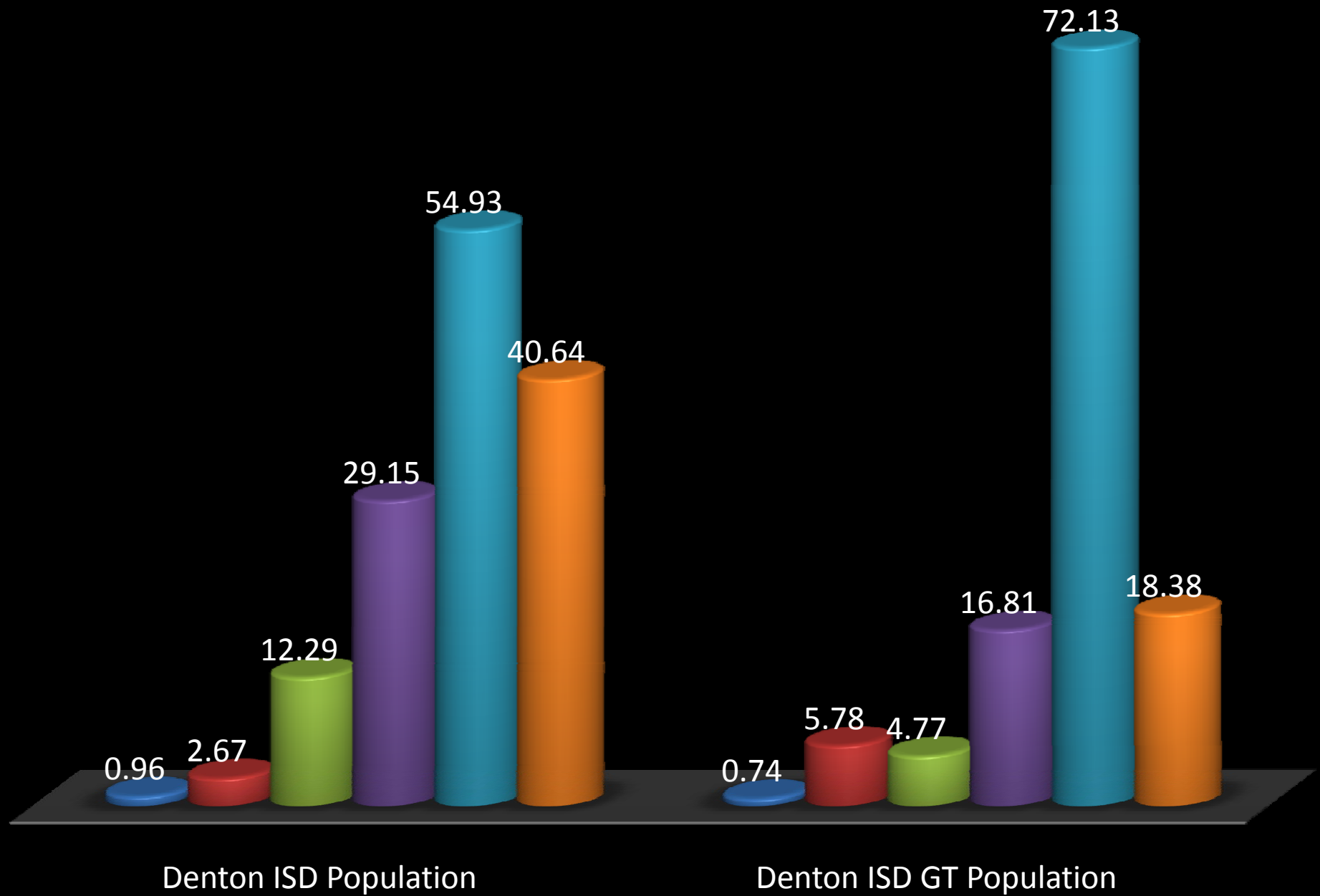
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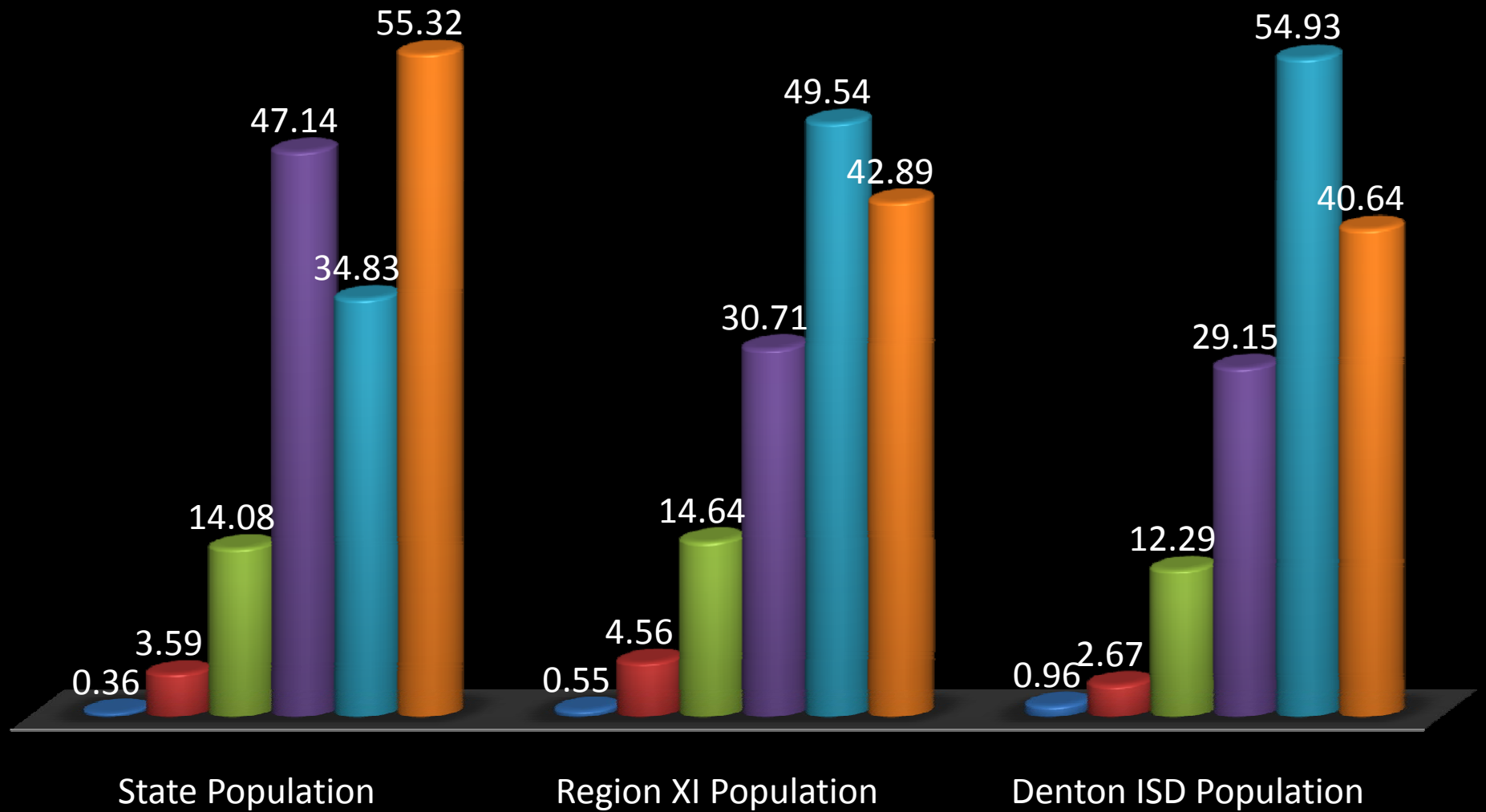
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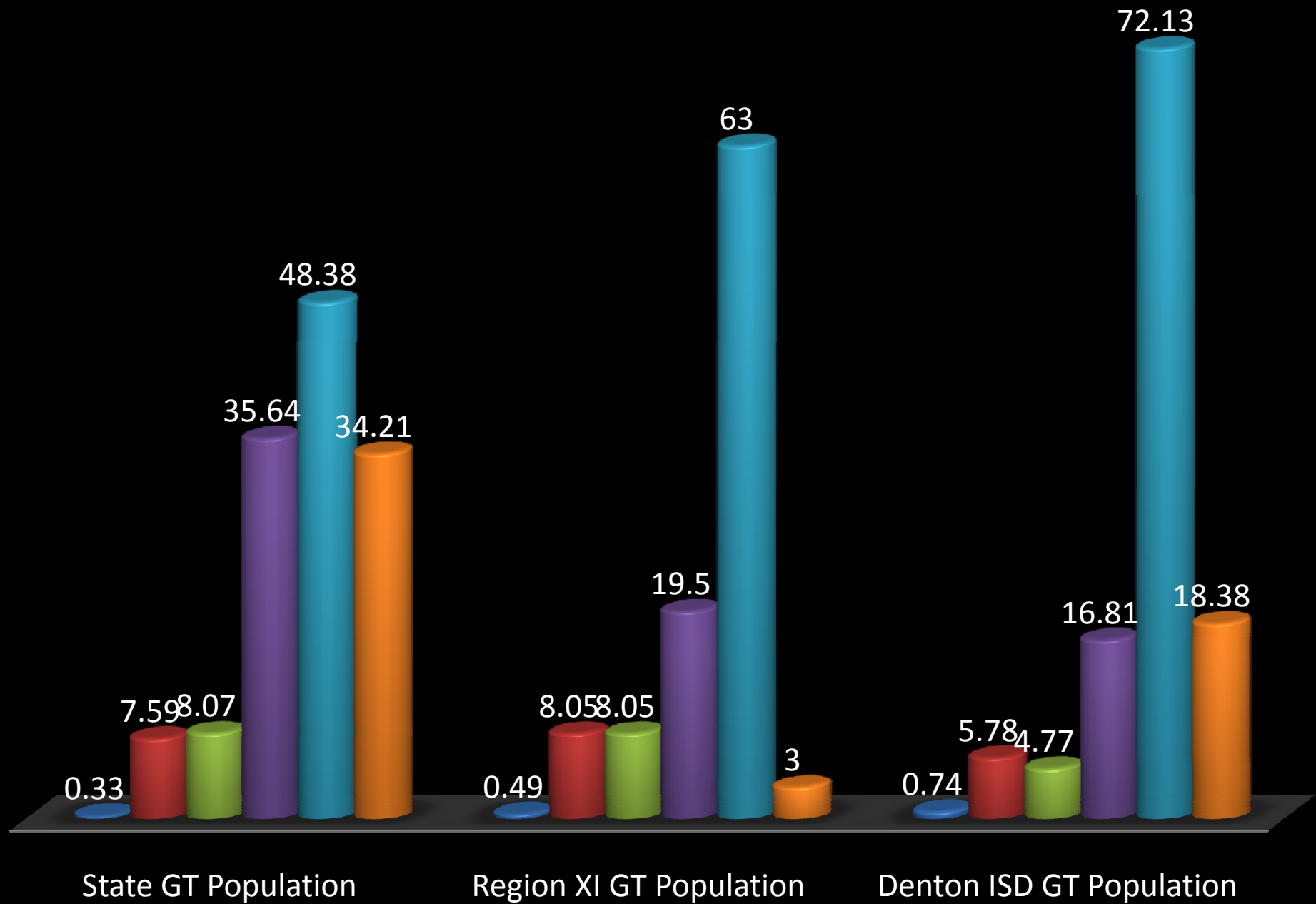
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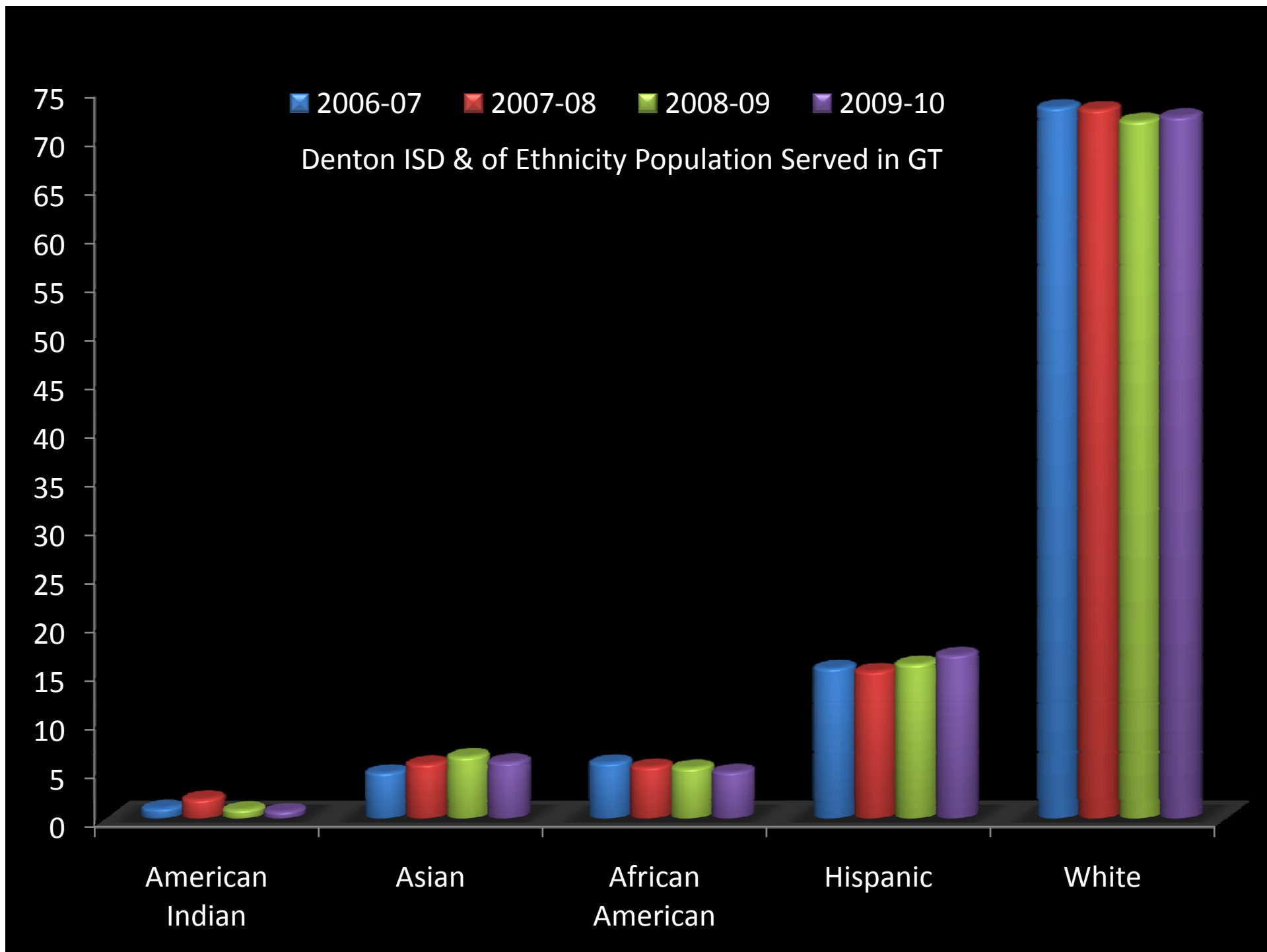


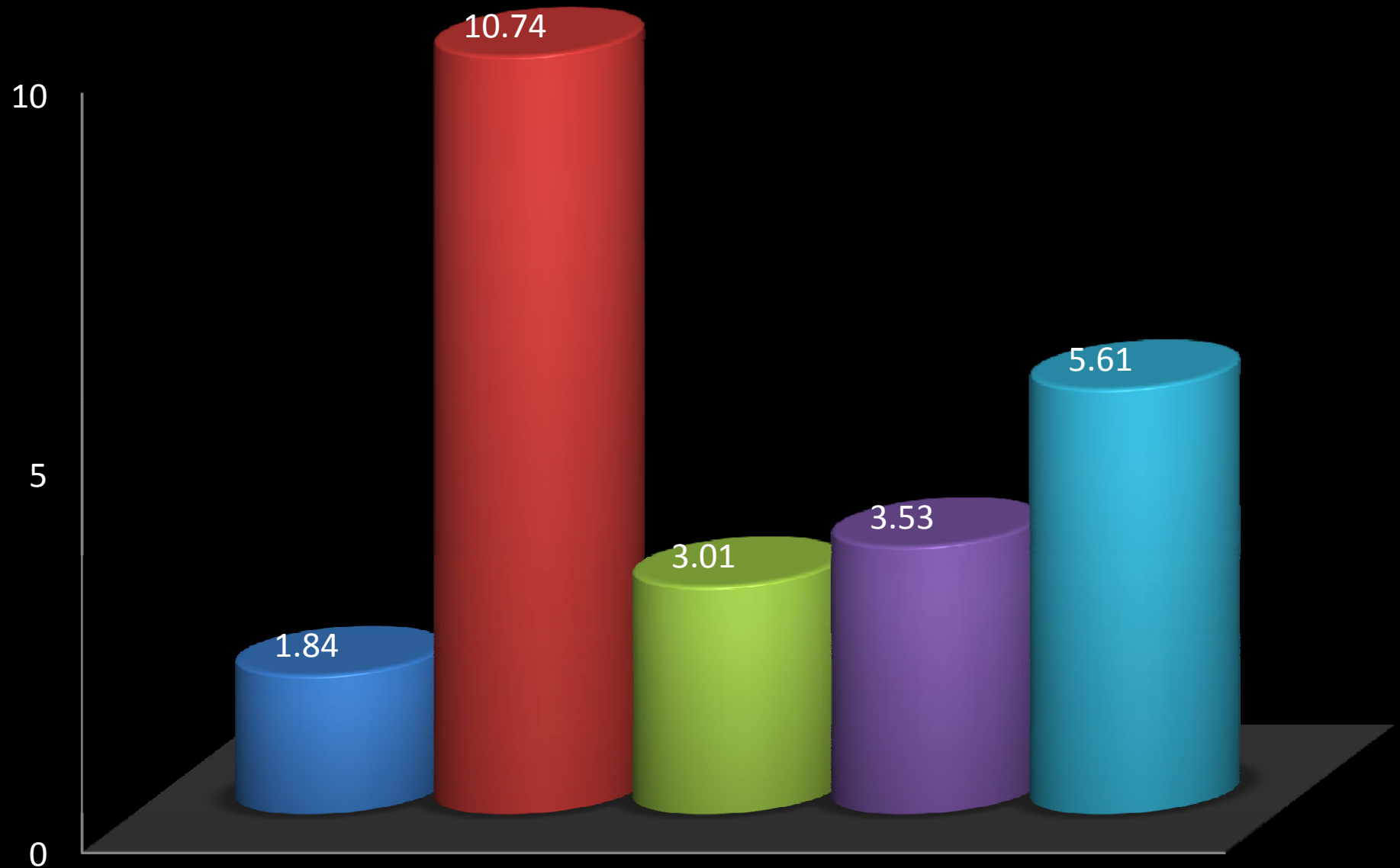
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■ American Indian ■ Asian ■ African American ■ Hispanic ■ White ■ Low SES







Denton ISD % of Ethnicity Referrals in 2008-09

■ American Indian ■ Asian ■ African American ■ Hispanic ■ White

...students from poverty are often excluded

**...students who have access to greater opportunities and resources within the home environment
*are more likely to be identified and served as G/T.***

PROPOSAL

1. Appoint a task force to *study current identification procedures and practices*
2. Clearly *define the purpose* of the group
 - Refine current identification procedures and practices
 - Ensure that the rights of all students are protected
 - Develop a written action plan for implementing the task force's recommendations
 - Submit a written action plan to the Board of Trustees for its approval
3. Provide *training*

Equity in Gifted/Talented (G/T) Education


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Assessing Your District

This series of self-assessment tools are customizable resources districts use to gauge the equity of G/T programs. An Excel spreadsheet is provided to help districts compute the percentages of specific student groups as compared to a district's overall population.

District information requested and received by the Texas Education Agency (TEA) was provided by the Public Education Information Management System (PEIMS) Division of TEA.

- [Where Do We Stand? \(Self-Assessment 1\)](#)
- [Where Do We Stand? \(Self-Assessment 2\)](#)
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Self Assessment I Where Do We Stand?

Yes	No	Don't Know	Guiding Principle(s)	Evidence	Plan of Action
			Defensibility: Procedures should be based on the best available research and recommendations.		
			Advocacy: Identification should be designed in the best interest of all students. Students should not be harmed by the procedures		
			Equity: <ul style="list-style-type: none"> Procedures should guarantee that no one is overlooked. Students from all groups should be considered for representation according to their demographic representation in the district. The civil rights of students should be protected. Strategies should be specified for identifying the disadvantaged gifted/talented. Cut-off scores should be avoided because they are the most common way that disadvantaged students are discriminated against. 		

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Unknown Zone

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Professional Development

The following resources and professional development materials were created based on the TEA Equity Task Force findings. Please note: the PowerPoint presentations and workshop preparation materials marked (*) are for Education Service Center personnel and require a username and password to download.

- PowerPoint presentations plus accompanying handouts for one- or two- day workshops
 - One-Day Training*
[PowerPoint](#) | [Handout](#)
 - Two-Day Training: Day One*
[PowerPoint](#) | [Handout](#)
 - Two-Day Training: Day Two*
[PowerPoint](#) | [Handout](#)
- Workshop preparation materials
 - [Instructions for Preparing Workshop Materials*](#)
 - [Sample Agenda*](#)
 - [Folder Labels \(template\)*](#)
 - [Equity Worksheets](#)
 - [Standard Assessment Tests](#)
 - [The Varied Faces of Gifted/Talented Students](#)
- Equity in District program services assessment worksheets
 - [True or False](#)
 - [Where Do We Stand? \(Self Assessment 1\)](#)
 - [Where Do We Stand? \(Self Assessment 2\)](#)
 - [Where Do We Stand? \(Self Assessment 3\)](#)

