SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: July 21, 2021

Agenda Section: Discussion/ Possible Action

Agenda Item Title: Gifted and Talented Services Update

From: Theresa Servellon, Chief Academic Officer

Additional Presenters if Applicable: Kevin Rasco, Consultant for Advanced Academics

Description: Each year, the Board must approve the district plan to identify, assess, place, and serve gifted and talented students. EHBB(Legal) and EHBB(Local).

Historical Data: This must be approved each year.

Recommendation: Approve the district plan for talented and gifted services.

Funding Budget Code and Amount: N/A

South San Antonio Independent School District (SSAISD)

Talented and Gifted (TAG)
Education Services Guide 2021/2022

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STATE LAWS, REGULATIONS, AND GUIDANCE

Texas Education Code (TEC §29.121)

§29.121 DEFINITION. In this subchapter, "gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

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

Texas Administrative Code (TAC §89)

§89.1 Student Assessment. School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

1. include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
2. include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
3. include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
4. provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
5. include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

§89.2. Professional Development. School districts shall ensure that:

1. prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
3. teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and

4. administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

§89.3. Student Services. School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

1. instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
2. a continuum of learning experiences that leads to the development of advanced-level products and performances;
3. in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
4. opportunities to accelerate in areas of strength.

§89.5. Program Accountability. School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented.

Texas State Plan for the Education of Gifted/Talented Students (TSP)

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

DISTRICT PHILOSOPHY

Purpose and Definition
SSAISD strives to provide students with an exemplary TAG educational experience. Our TAG services are designed to provide appropriate educational experiences for students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment. Our TAG services deliver rigorous curriculum and instruction using enrichment models and methods designed to challenge and push students to reach their full potential. This is coupled with high expectations for student participation, motivation, and progress.

Goals:

1.   IDENTIFICATION - Identify students in grades K-12 who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.

2.   SELF-DIRECTED LEARNERS - Reinforce students' intrinsic motivation and develop their confidence in their ability to research and process information, as they create products, performances, and demonstrations that communicate their learning.

3.   COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.

4.   APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas and world languages) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

5.   PRODUCTS, PERFORMANCES, AND DEMONSTRATIONS - Provide students with opportunities to produce advanced, college-level products, performances, and demonstrations of professional quality as part of their program services.

CALENDAR OF EVENTS

Talented and Gifted Identification Process

- September - October: identification referral window*
  <mark>*Please note that we will not be able to accept referrals after October 29th.</mark>
- October - November: identification testing window
- December: identification committee meeting window
- January: Services begin for newly identified students

Parent and Community Meetings

Please look for information from individual campuses as these dates approach.

- August 23th - 27th: Introduction to services and identification information hosted at:
  - Dwight, Kazen, Shepard, and Zamora for zoned elementary campuses
- October 12th - 18th: 90 Second Newbery Showcases
- January 10th - 14th: Fall TAG Showcases
- May 16th - 20th: Spring TAG Showcases

South San Antonio ISD 2021 - 2022 Calendar

1450 Gillette Blvd - San Antonio, Texas 78224 - 210-977-7000 - www.southsanisd.net

July 2021
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	(<9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8>	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17>)	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022
Su	M	Tu	W	Th	F	S
						1
2	3	4	(<5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25>	26
27	<28	29	30	31		

April 2022
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26>)	27	28
29	30	31				

June 2022
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Legend
	District Closed
	New Teacher Academy
	Professional Learning
	Teacher Workday
	Teacher & Student Holiday
	Early Release (Teacher Workday-PM)
(	Begin Semester
)	End Semester
<	Begin Nine Weeks
>	End Nine Weeks
*	Weather Make Up Day

	Students	Teachers
July		
August	17	22
September	21	21
October	20	20
November	17	17
December	13	13
January	18	19
February	19	19
March	18	18
April	18	18
May	19	20
June		
	180	187

Grading Periods
1st Nine Weeks: 44 Days	
2nd Nine Weeks: 44 Days	
Semester 1 Total: 88 Days	

Grading Periods
3rd Nine Weeks: 51 Days	
4th Nine Weeks: 41 Days	
Semester 2 Total: 92	

Important Dates

Date	Event
July 5 - 9	District Closed
July 28 - 29	New Teacher Academy
August 2 - 4	Professional Learning
August 5 - 6	Teacher Workday
August 9	First Day of School
September 6	Teacher/Student Holiday (Labor Day)
October 11	Teacher and Student Holiday (Columbus Day)
November 22 - 26	Teacher/Student Holiday (Thanksgiving Break)
December 7 - 10	STAAR End of Course Testing Window (Algebra I, Biology, English I, English II, U.S. History)
December 17	Early Release/Teacher Workday
December 20 - January 3	Teacher/Student Holiday (Winter Break)
January 4	Teacher Workday
January 17	Teacher/Student Holiday (Martin Luther King Jr. Day)
February 21	Teacher and Student Holiday (Presidents' Day)
March 14 - 18	Teacher/Student Holiday (Spring Break)
April 5 - 7	STAAR Testing Grades 5 & 8 Math and Reading, STAAR End of Course English I and English II
April 8	Teacher/Student Holiday (Battle of Flowers)
April 15	Teacher/Student Holiday (Good Friday)
April 18	Teacher/Student Holiday (Easter Monday)
May 3 - 6	STAAR Testing Grade 8 Science and Social Studies, STAAR End of Course Testing Window (Algebra I, Biology, U.S. History)
May 10 - 13	STAAR Testing Grade 3 & 4 and 6 & 7 Math and Reading, Grade 5 Science, Grade 5 & 8 Math and Reading Retest
May 26	Last Day of School
May 27	Teacher Work Day
June 21-24	Assessment Window - Algebra I, Biology, U.S. History
June 21	Grade 5 and Grade 8 Mathematics Retest; English I
June 22	Grade 5 and Grade 8 Reading Retest
June 23	English II
June 24	Assessment Make-Up

SPECIAL PROGRAMS

Magnet Elementary School Academies (MESA) Special Programs

Armstrong Trilingual and Exploratory Arts Academy

The Exploratory Arts & Trilingual Academy (EAT) provides multiple language fluency through an intellectually challenging curriculum in English, Spanish, and Mandarin integrated with the art world and the history behind it. It is through these programs that we inspire our students to become cross cultural leaders & artists as well as creative problem-solvers that will change the world.

Benavidez Global Leadership Academy

At the Global Leadership Academy (GLA), every student becomes a scholar, equipped with "big thinking" skills that will prepare them for success wherever life takes them. We lead the next generation into a global future by investigating the world, through boundless connections & collaborations.

Carrillo Talented and Gifted Academy

The Talented & Gifted Academy (TAG) is designed to unleash the creative brilliance and impact within a unique group of learners. TAG's rich, inspiring curriculum unlocks a treasure of tools for independent thinkers, tapping into students' talent potential so they are prepared to create and embrace a new future.

Middle School Special Programs

Dwight Science, Technology, Engineering, and Math Academy

A Science, Technology, Engineering, and Math choice program focused on connecting students to high-demand jobs in Science, Technology, Engineering, and Math. Students will learn through a combination of project-based and personalized learning.

Kazen Architecture, Construction, and Design Academy

Students will be creative and learn to design and build using state of the art technology while enjoying the Architecture, Construction, and Design Programs. Architecture, construction, and design are becoming more specialized to meet the needs of the industry, including new design and building methods. Students will learn general design concepts, as well as valuable skills integrating tools and materials through hands-on projects.

Shepard Fine Arts Academy

A choice program inspiring artistically talented students in a lifelong passion for learning, empowering them to achieve academic and artistic excellence. Students will learn through a comprehensive program in dance, music, theater and visual arts and a combination of project-based and personalized learning.

Zamora Health Science Academy

A career-themed choice program focused on connecting students to high-demand jobs in the field of health professions. Students will learn through a combination of project-based and personalized learning.

High School Special Programs

South San Antonio Early College Academy strives to inspire, empower, and educate students through mutual respect to foster ingenuity and compassion through a rigorous, supportive, and safe learning environment centered on high student expectations.

South San High Academy of Health Sciences

Through high-quality, rigorous instruction and engaging, real-world educational experiences and internships, the students of the Health Science Academy at South San Antonio High School will gain the knowledge and skills necessary to build a foundation for a successful career in Health Science.

West Campus High Early College Academy

West Campus High School Early College Academy strives to inspire, empower, and educate students through mutual respect to foster ingenuity and compassion through a rigorous, supportive, and safe learning environment centered on high student expectations.

West Campus Institute of Data Science and Cybersecurity (P-TECH)

Pathway in Technology Early College (P-TECH) is a high school plan that focuses on getting students ready for college and providing opportunities to earn college-level, credit-bearing coursework through Dual Credit classes. Students enrolling in P-TECH's four- to six-year Cyber Security program as 9th graders can earn industry-based certifications, Level 1 and Level 2 certificates, and/or an associate's degree or from Palo Alto College; all while completing their high school diploma requirements — at no cost (FREE) to their family.

TAG STAFF
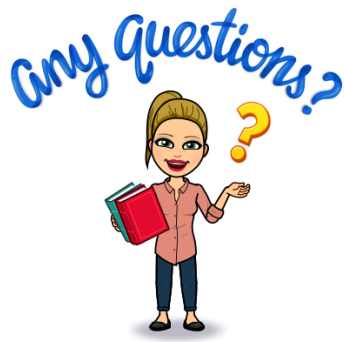
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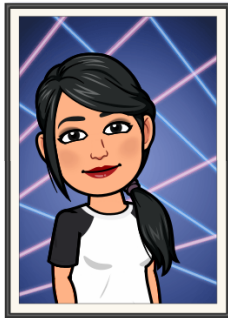
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210-977-7000 x3520

TAG IDENTIFICATION

Overview

SSAISD assesses students for TAG services each year within a defined identification window. Students may qualify to participate in TAG services based on evidence of a remarkably high level of performance compared to their peers or their potential for a remarkably high level of performance compared to their peers.

Timeline for Identification

- September - October: identification referral window*
  *Please note that we will not be able to accept referral after October 29th.
- October - November: identification testing window
- December: identification committee meeting window
- January: Services begin for newly identified students

Disseminating Information

Parents, guardians, and staff are informed of the TAG referral window, assessment window, and service timeline through the TAG Program Guide, the SSAISD website, and informational meetings to be hosted online and/or in-person.

Eligibility for Referral

- Students must be currently enrolled in the South San Antonio Independent School District and must participate in the selected TAG assessments. Enrollment must continue until the TAG Identification Committee has made a final placement determination.
- Students may be referred for TAG services once per academic year.
- Students may only be referred during the TAG referral window in August and September.
- Parents or guardians who wish to refer a student must complete all questions in the parent/guardian referral forms.
- Teachers, counselors, administrators, or other district staff who wish to refer a student must complete all questions in the staff referral form.

SSAISD TALENTED AND GIFTED (TAG) EDUCATION
PARENT/GUARDIAN PERMISSION AND REFERRAL

I, the parent or guardian of _____,

who attends _____give my permission for my child to be tested for placement in South San ISD Talented and Gifted Education Services. I understand the timeline of testing and that the campus staff will administer the assessments .

Please explain why you are referring your child for Talented and Gifted Services:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

This form must be submitted to the Office of Advanced Academics by October 29th. We will reach out to you soon to ask for a Renzulli survey to supplement this referral.

Parent/GuardianSignature_____ Date _____

SSAISD TALENTED AND GIFTED (TAG) EDUCATION
STAFF REFERRAL

Student Name _____ Student ID _____

Campus _____ Referring Name _____

Please explain why you are referring this student for Talented and Gifted Services:

_____

_____

_____

_____

_____

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_____

_____

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_____

_____

_____

_____

_____

This form must be submitted to the Office of Advanced Academics by October 29th. We will reach out to you soon to ask for a Slocumb-Payne survey to supplement this referral.

Referral Signature_____ Date _____

TAG Identification Committee

To qualify for TAG services, student data will be reviewed by a committee of at least three district or campus educators who have received training in the nature and needs of gifted/talented students as well as selected parents, guardians, and/or community members. This committee will make the final determination if TAG services are the best way to meet the educational needs of the student based on a preponderance of evidence as demonstrated on approved district assessments and activities.

Talented and Gifted Identification Committee Placement Worksheet

1450 Gillette | San Antonio, TX 78224 | 210-977-7000

Student Name:_____ ID#: _____

Campus:_____ Date:_____

A preponderance of evidence for student placement in TAG services is demonstrated through the following assessments and activities:

Notes:	HOLISTIC SCORE:	1	2	3	4
		PERCENTILE			
	2	16	50	84	98	99.9
	−2SD	−1SD	MEAN	+1SD	+2SD	+3SD
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Committee Recommendation:

❏ Place into TAG services
❏ Student does not qualify for TAG services at this time

Average | Above Average | Superior | Very Superior

24% | 76% | 92% | 98%

Committee Signatures

Notification of Acceptance

Parents/guardians shall be notified in writing upon selection of the student for the TAG services. Written parental consent shall be obtained before any student can participate in TAG services. Parental consent to participate in TAG services is seperate from permission to test for TAG services eligibility. Participation in TAG services is voluntary and students, parents, or guardians who choose not to participate will be exited from the program.

SOUTH SAN ANTONIO ISD
Talented and Gifted Services Acceptance Letter

1450 Gillette **|** San Antonio, TX 78224 **|** 210-977-7000

Date _____

To the parents or guardians of _____,

After a holistic examination of your child's data and after evaluating your child's specific educational needs, the district's Talented and Gifted Identification Committee has determined that your child exhibits an educational need for gifted and talented services. Before we can officially begin program services for your child, we must have your written approval. Please complete this form and return it to your child's teacher as soon as possible.

If you have any questions, please feel free to contact me directly.

In service,

Kevin Rasco
kevin.rasco@southsanisd.net
210-977-7000; ext. 3520

Please check the appropriate box below:

❏   Yes, I give permission for our child to receive Talented and Gifted services.

❏   No, I do not want for our child to receive Talented and Gifted services.

Parent/Guardian Name: _____

Parent Guardian Signature: _____

Date: _____

Notification of Denial and Appeals

Parents/guardians shall be notified in writing upon denial of the student for TAG services. Parents or guardians may appeal the initial decision of the TAG identification committee regarding placement for TAG services. Appeals should be made in writing directly to the district's Advanced Academics Coordinator. Appeals should contain new information supporting that one or more of the following appeal conditions exist:

- There is substantial new evidence to introduce that, when added to the existing information, creates a compelling 'preponderance of evidence' regarding the student's need for program services.
- There is substantial evidence to show that an inconsistent or improper application of the identification process has occurred.

A written appeal must be submitted no later than 30 calendar days after the identification committee has communicated its decision. Any subsequent appeals shall be made in accordance with local board policy.

SOUTH SAN ANTONIO ISD

Talented and Gifted Services Denial Letter

1450 Gillette | San Antonio, TX 78224 | 210-977-7000

Date: _____

To the parents or guardians of _____,

After a holistic examination of your child's data and after evaluating your child's specific educational needs, the district's Talented and Gifted Identification Committee has determined that your child does not exhibit an educational need for gifted and talented services at this time. If you believe that this decision was made in error, you have the right to appeal the determination of the committee within 30 days of receipt of this letter. The committee will consider the appeal and make one of two possible decisions:

1. Change the original decision of the committee and approve the student for participation in the TAG program based on additional information provided by the parent/guardian.
2. Confirm the original decision of the committee.

Appeal decisions will be made within 30 days of the date of the appeal. Students may reapply for gifted and talented services in the next referral window (usually the next school year). If you have any questions, please feel free to contact me directly.

In service,

Kevin Rasco
kevin.rasco@southsanisd.net
210-977-7000; ext. 3520

Please return this letter directly to me if you wish to appeal for placement.

☐   I would like to contest the decision of the Talented and Gifted Identification Committee.

Parent/Guardian Name: _____

Parent Guardian Signature: _____

Date: _____

SOUTH SAN ANTONIO ISD
Talented and Gifted Services **Appeal** Denial Letter

1450 Gillette **|** San Antonio, TX 78224 **|** 210-977-7000

Date: _____

To the parents or guardians of _____,

After a holistic examination of your child's data and after evaluating your child's specific educational needs, the district's Talented and Gifted Identification Appeal Committee has determined that your child does not exhibit an educational need for gifted and talented services at this time.

As this concludes the appeals process established by the district, this decision cannot be appealed or changed for the current school year. We encourage you to nominate your child during the next identification window which will occur at the beginning of the next school year.

In service,

Kevin Rasco
kevin.rasco@southsanisd.net
210-977-7000; ext. 3520

Monitored Status

Students may qualify to participate in TAG services based on evidence of their potential for a remarkably high level of performance compared to their peers. When a student demonstrates this potential through district assessments and performance tasks, they may be placed in TAG monitored status by the identification committee.

TAG monitored status is a year in which students are placed in the same services as gifted and talented students and are closely monitored to see if they benefit from those services. Students who are placed in monitored status are not coded as gifted and talented, but receive the same services as those who are. At the conclusion of a year under monitored status, students are reviewed by the identification committee for placement.

The Talented and Gifted Identification committee may make two decisions for students who are under monitored status.

1. Place the student into Talented and Gifted Services
2. Place the student back into the general education classroom

If a student is placed into TAG services, the standard furlough and exit processes are utilized. If a student is denied TAG services, the standard appeal process may be utilized.

SOUTH SAN ANTONIO ISD
Talented and Gifted Services Monitored Status Letter

1450 Gillette **|** San Antonio, TX 78224 **|** 210-977-7000

Date: _____

To the parents or guardians of _____,

After a holistic examination of your child's data and after evaluating your child's specific educational needs, the district's Talented and Gifted (TAG) Identification Appeal Committee has determined that your child may exhibit an educational need for TAG services and will be placed under TAG monitored status.

TAG monitored status is a year in which students are placed in the same services as gifted and talented students and are closely monitored to see if they benefit from those services. Students who are placed in monitored status are not coded as gifted and talented, but receive the same services as those who are. At the conclusion of a year under monitored status, students are reviewed by the identification committee for placement. The Talented and Gifted Identification committee may make two decisions for students who are under monitored status at the conclusion of this year of service:

1. Place the student into Talented and Gifted Services
2. Place the student back into the general education classroom

You will be notified in writing when any decisions are made for your student at the conclusion of the year of monitored status.

In service,

Kevin Rasco
kevin.rasco@southsanisd.net
210-977-7000; ext. 3520

Please check the appropriate box below:

❏ Yes, I give permission for our child to receive Talented and Gifted services.

❏ No, I do not want for our child to receive Talented and Gifted services.

Parent/Guardian Name:
_____

Parent Guardian Signature:
_____

Date:
_____

Furlough

A furlough is a temporary "leave of absence" from TAG services designed to meet the individual needs of an identified student. A parent, guardian, student, teacher, counselor, or administrator may request a furlough. A student may be furloughed for a period of time deemed appropriate by the district TAG administrator with consultation from TAG staff and campus administration. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter TAG services, be exited from TAG services, or placed on another furlough. Furloughs are designed to be short-term and temporary and should not be used for an entire school year.

A furlough does not indicate a permanent exiting of the program. Furloughs may be utilized for a variety of extenuating circumstances which would inhibit or curtail the student's performance in TAG services and the mainstream classroom. A furlough provides the student an opportunity to attain performance goals established by the campus and is arranged to meet the individual needs of the student.

Parents/guardians shall be notified in writing of any change in status for TAG services furloughs.

SOUTH SAN ANTONIO ISD
Talented and Gifted Services Furlough

1450 Gillette **|** San Antonio, TX 78224 **|** 210-977-7000

Student Name: _____ Student ID: _____

Campus: _____Current Grade Level: _____

Requestor's Name: _____ Role: _____

Please explain the rationale for **placing the student in furlough** from TAG services including a description of the circumstance that will temporarily inhibit their performance.

_____

_____

_____

_____

_____

_____

Please explain the rationale for **placing the student back into TAG services** from a furlough including a description of why you believe they will be successful when they return.

_____

_____

_____

_____

_____

Parent/Guardian Signature: _____ Date: _____

SOUTH SAN ANTONIO ISD
Talented and Gifted Services Transfer Request

1450 Gillette **|** San Antonio, TX 78224 **|** 210-977-7000

Transfers

If a student transfers into SSAISD and has been receiving TAG services in another district, SSAISD has the option to accept the TAG identification results from the previous school district. Reasonable effort will be made to use available information to maintain existing placement determinations. If the information provided is insufficient as compared to SSAISD accepted placement criteria, reassessment may occur at the discretion of the district lead for TAG services. Only the TAG identification committee has the final authority for a change in placement decisions.

Student Name: _____ Student ID:_____

SSAISD Campus: _____ Grade: _____

Previous District: _____

Previous Campus: _____

Parent Guardian Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

I understand the nature of the transfer request and wish to have my student participate in the TAG services in SSAISD. I acknowledge that this request is subject to approval based on the criteria established by the TAG identification committee.

I am attaching the following documents to support this request:

_____

_____

_____

_____

_____

_____

SOUTH SAN ANTONIO ISD
Talented and Gifted Services Exit

1450 Gillette | San Antonio, TX 78224 | 210-977-7000

Student performance in TAG services shall be monitored and a student shall be removed at any time the TAG staff determine it is in the student's best interest **and** after a furlough has proven inadequate. If a parent or guardian requests their child be removed from the program, the district TAG lead shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

Exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting a student at the request of staff may only be conducted by the TAG identification committee in response to the student's educational needs. Parents/guardians shall be notified in writing of any exit from TAG services.

Student Name: _____ Student ID: _____

Campus: _____ Grade: _____

Below is the reason for the student's exit from TAG services. Attach additional documentation as needed.

_____

_____

_____

_____

TAG Placement Committee Signatures:

Exit Date: _____

Parent Guardian Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

TAG ASSESSMENTS

SSAISD utilizes a battery of assessments and activities to test for the traits of gifted and talented learners. Through the evaluation of multiple measures, the district generates a holistic overview of student's traits to evaluate the need for TAG services. Students must demonstrate a preponderance of evidence of this need to the TAG identification committee to achieve placement in TAG services. The following assessments are examples of the tools that may be used in our identification process:

Cognitive Abilities Test (CogAT)
The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities are good predictors of success in school and are important outcomes of good schooling.

Naglieri Nonverbal Ability Test (NNAT)
Naglieri Nonverbal Ability Test® Third Edition (NNAT3) is a nonverbal measure of general ability for students in kindergarten through grade 12.

Renzulli Parent Survey (CTC)
The Cebeci Test of Creativity (CTC) is a digital creativity assessment of the four creative domains, which include: fluency, flexibility, originality and elaboration.

Slocumb-Payne Teacher Assessment (SPI)
This instrument allows teachers to rate their perceptions of a student on a scale of 1 to 4 and includes both positive and negative attributes of the gifted, allowing the teacher to rate the attributes that more closely describe the student's learning behaviors.

Iowa Test of Basic Skills (ITBS) and Logramos
The Iowa Test of Basic Skills and Logramos are both a group administered test designed to measure skills and standards important to growth across the curriculum.

mCLASS Scores
mCLASS is an integrated literacy system based on the science of reading that offers teacher-administered assessment and holistic instruction for grades K–6.

Torrance Test of Creative Thinking (TTCT)
This test invites examinees to draw and give a title to their drawings (pictures) or to write questions, reasons, consequences, and different uses for objects (words). This instrument can effectively assist with the identification of creatively gifted and talented students.

Williams Divergent Thinking Assessment (CAP)
The Creativity Assessment Packet is a bundle of three assessments (Test of Divergent Thinking, Test of Divergent Feeling, and The Williams Scale) designed to measure cognitive competencies.

TAG SERVICE DESIGN

SSAISD TAG services are designed to provide an academically challenging education for learners who perform or show the potential to perform at a remarkably high level of accomplishment when compared to other learners of the same age, experience, or environment and exhibit high performance capability in an intellectual or creative area and/or excel in a specific academic field.

SSAISD offers a variety of learning experiences and opportunities for Talented/Gifted students in grades K-12 which meet the unique needs of our students. These services include, but are not limited to, integrating depth and complexity into the curriculum, requiring advanced level products, performances & demonstrations, and allowing identified Gifted/Talented students the opportunity to work with other identified students.

ELEMENTARY SCHOOL TAG SERVICES

Texas Performance Standards Project (TPSP) are a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances TAG programs from kindergarten through high school.

TAG Showcase Events offer our Gifted and Talented students an opportunity to engage in research throughout the school year to further their academic knowledge and to develop and foster research skills. Once a semester, students have an opportunity to showcase their research at the showcase.

Book Studies provide a collaboration between students on a central theme and how it may impact them.

- K- Fry Bread: A Native American Family Story by Kevin Noble Maillard
- 1- Silly Lilly and the Four Seasons by Agnes Rosenthiel
- 2- Captain Awesome to the Rescue by Stan Kirby and George O'Connor
- 3- Flora and Ulysses by Kate DiCamillo
- 4- Roller Girl by Victoria Jamieson
- 5- New Kid by Jerry Craft
- 6 - Rat Saw God by Rob Thomas

Destination Imagination Competition empowers kids to be the next generation of creative thinkers and innovators. This is the largest international creative problem-solving competition for kids and teens.

90 Second Newbery Film Festival is an annual video contest in which young filmmakers create weird short movies that tell the entire stories of Newbery-winning books in about a minute and a half.

UIL A+ Academics includes 20 different events for grades 2-8. These events span the curriculum and are designed to complement and expand upon what students learn in the classroom.

Spelling Bees (English and Spanish) help students improve their spelling, increase their vocabularies, learn concepts and develop correct language usage that will help them all their lives.

MIDDLE SCHOOL TAG SERVICES

Texas Performance Standards Project (TPSP) are a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances TAG programs from kindergarten through high school.

Honors Courses group students with peers of higher ability and motivation, so that enrichment and acceleration can occur.

Pre-AP Courses allow students to slow down and focus on the most essential and relevant concepts and skills. Across these courses, students experience shared instructional practices and routines that help them develop and strengthen the important critical thinking skills that will help them achieve their full potential.

UIL A+ Academics includes 20 different events for grades 2-8. These events span the curriculum and are designed to complement and expand upon what students learn in the classroom.

Destination Imagination Competition empowers kids to be the next generation of creative thinkers and innovators. This is the largest international creative problem-solving competition for kids and teens.

Spelling Bees (English and Spanish) help students improve their spelling, increase their vocabularies, learn concepts and develop correct language usage that will help them all their lives.

HIGH SCHOOL TAG SERVICES

Texas Performance Standards Project (TPSP) are a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances TAG programs from kindergarten through high school.

Honors Courses group students with peers of higher ability and motivation, so that enrichment and acceleration can occur.

Pre-AP Courses allow students to slow down and focus on the most essential and relevant concepts and skills. Across these courses, students experience shared instructional practices and routines that help them develop and strengthen the important critical thinking skills that will help them achieve their full potential.

AP Courses are classes developed by the college board to give high school students an introduction to college-level classes and also gain college credit before even graduating high school.

Dual Credit Courses are classes through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course.

Academic Decathlon is to develop and provide **academic** programming, curriculum, and assessment to promote learning and **academic** excellence.

Destination Imagination Competition empowers kids to be the next generation of creative thinkers and innovators. This is the largest international creative problem-solving competition for kids and teens.

Spanish Spelling Bees help students improve their spelling, increase their vocabularies, learn concepts and develop correct language usage that will help them all their lives.

Talented and Gifted Education Services

	ES Campus:
Student Name:	MS Campus:
Student ID#:	HS Campus:
DOB:	Grad Year:

Evidence of Glows

Verbal	Non-Verbal	Quantitative	Creativity/Artistic	Leadership	Motivation

Evidence of Grows

Verbal	Non-Verbal	Quantitative	Creativity/Artistic	Leadership	Motivation

TAG Entry Date/Grade:

TAG Furlough Date:

TAG Exit Date:

Beginning of the Year - Teacher Initials

K	1	2	3	4	5	6	7	8	9	10	11	12

PROFESSIONAL DEVELOPMENT

South San Antonio Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating gifted and talented students. The district will require at least the minimum hours of training as mandated by the state and aims to reach an exemplary level of service as defined by the Texas State Plan for the Education of Gifted and Talented Students.

30 Hour Nature and Needs
The Texas Education Code requires teachers who provide instruction and services to gifted and talented students in the four core subjects to complete 30 hours of training over the nature and needs of gifted and talented learners. In SSAISD, this means that all teachers of record who work with gifted and talented students must have completed their 30 hours of required coursework within one semester of receiving a TAG student in their classroom.

The Texas State Plan for the Education of Gifted and Talented Students also recommends that counselors and administrators who work with and make educational decisions for gifted and talented students complete 30 hours of training over the nature and needs of gifted and talented learners. In SSAISD, this means that all counselors and administrators who make educational decisions for gifted and talented students must have completed their 30 hours of required coursework within one semester of receiving TAG students to their campus.

Six Hour Updates
The Texas Education Code requires teachers who provide instruction and services to gifted and talented students in the four core subjects to complete a six hour update of training for TAG learners. In SSAISD, this means that all teachers of record who work with TAG students must have completed their six hours of required coursework each year they serve TAG students in their classroom.

The Texas State Plan for the Education of Gifted and Talented Students also recommends that counselors and administrators who work with and make educational decisions for TAG students complete a six hour update of training for TAG learners. In SSAISD, this means that all counselors and administrators who make educational decisions for TAG students must have completed their six hours of required coursework each year they serve TAG students.

Professional Development Tracking
It is the responsibility of teachers, counselors, administrators, and other staff to track their professional development for gifted and talented students in Eduphoria. Certificates of completion should be scanned and uploaded within one semester of student enrollment.

PROGRAM EVALUATION

SSAISD will annually evaluate TAG services by surveying all stakeholders including students, parents/guardians, and teachers. Annual evaluation activities are conducted for the purpose of continued service refinement. Curriculum, instruction, assessment, and professional development for gifted and talented students is modified based on these annual evaluations.

TAG Program Evaluation Committee
Each year, TAG services will be reviewed by a committee of at least three district or campus educators who have received training in the nature and needs of gifted/talented students as well as selected parents, guardians, and/or community members. This committee will review all data collected and make a determination if TAG services are meeting the educational needs of students. The committee will make recommendations for refinements to TAG services to the TAG services district lead.