

School District of Edgerton
Edgerton, Wisconsin 53534



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Gifted and Talented Program Guide

Revised April 2016

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To File a Complaint:

Complete Edgerton School District Board Policy *872-Guidelines for Resolving Complaints Concerning School Personnel-Form* available in the District Administrator's Office and submit to District Administrator Dr. Dennis Pauli, School District of Edgerton, 200 Elm High Drive, Edgerton, WI 53534

Nondiscrimination Statement:

The School District of Edgerton will not discriminate against any student or employee on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

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SECTION A

GENERAL INFORMATION

Edgerton School District Gifted and Talented Program

The Edgerton School District is committed to providing the best possible education for every student, in every classroom, throughout the District. The District recognizes that each student has needs based upon his/her own uniqueness of character, ability and circumstance and that each student has his/her own special talent. It is the District's responsibility to provide all students with appropriate educational experiences to meet their needs and to help all students develop their talent to its fullest potential.

In accordance with Board Policy and Wisconsin State Law, the district has an established gifted and talented program to address the special needs of gifted and talented students in grades K-12. Students who demonstrate a high performance in visual and performing arts, general intellect, creativity, core content areas and/or leadership abilities will be identified for gifted and talented programming.

The Edgerton School District recognizes the importance of curricular modification for gifted and talented students, which may be within or outside the established curriculum. Planning for students is completed in collaboration with parents, educators and students. The administration will establish specific guidelines and criteria for the implementation of the gifted and talented program in conjunction with state guidelines for gifted education.

Board Approved: January 14, 2013

Statutes and Rules for Gifted Education in Wisconsin

Wisconsin Statute 121.02(1)(t): Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

Wisconsin Statute: s. 118.35, Wis. Stats. Programs for gifted and talented pupils.

1. In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
4. From appropriations under s. 20.255(2)(fy), the department shall award grants to nonprofit organizations, cooperative educational service agencies (CESAs), institutions within the University of Wisconsin system, and the school district operating under ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

Administrative Rule 8.01(2)(t)2. Each school district shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. **118.35(1)**, Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. **118.35(1)**, Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. **V** of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. **118.35(3)** and **121.02(1)(t)**, Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.

Definition of Terms

Access - An opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and post-secondary education institutions (from PI 8.001, Wis. Admin. Code).

Appropriate program - A systematic and continuous set of instructional activities or learning experiences, which expand the development of the pupils identified as gifted and talented (from PI 8.01(2)(t), Wis. Admin. Code).

Gifted and Talented - Pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities (from s. 118.35(t), Wis. Stats.).

Gifted and Talented - Meeting Wisconsin Standard (t)

Each school board shall:

(t) Provide access to an appropriate program for pupils identified as gifted.

Standard (t) requires school districts to assure that the special needs of gifted and talented students are understood and accommodated in all Wisconsin public schools from kindergarten through grade 12. The standard is consistent with the philosophy of Wisconsin school districts that children are entitled to quality education.

The intent of the standard is to cause schools to develop the means by which gifted/talented pupils will be identified and, once identified, provide access to a set of systematic and continuous instructional activities which are appropriate to the developmental needs of those children and youth so identified.

Requirement	Example of Documentation
A plan	A copy of the written plan
A person to coordinate	Designated coordinator
Identification in five talent categories.	Board approved identification policy covering all categories of s. 118.35
Use of multiple criteria	List of criteria being used in each category (Minimum of 2 criteria per category)
Access, without charge for tuition, to programs	Policy on how students can get to options. List of program options. Provide information for participation in Youth Options programs Policy on tuition payment for courses not available within district
Appropriate programs	List of programming options and strategies Sequential and continuous list of objectives, content, and resources specifically directed to "expand the development" of talented learners
Parental participation in program planning	List of parents involved Minutes of planning meetings

**School District of Edgerton
PROGRAM GOALS**

1. To encourage and assist staff members in utilizing appropriate teacher practices for the gifted.
2. To form an information base accessible to students, parents, teachers, administrators and involved community leaders in regard to programs, curricula, and resources.
3. To make provisions for staff development and inservice training of teachers to develop awareness of the characteristics of the gifted and talented, their special needs, and strategies to teach these children within the regular education classroom.
4. To provide appropriate instructional materials to meet the educational needs of the gifted and talented.
5. To consider support of the TAG program when making administrative decisions. Major areas of consideration are: financial support, administrative leadership, student needs, personnel needs, facilities, and materials.
6. To provide systematic and continuous programming and evaluation.
7. To establish and maintain an identification system in all five areas of gifted and talented: intellectual, academic, leadership, visual-performing arts, and creativity.

**School District of Edgerton
INSTRUCTIONAL GOALS**

1. The abilities and needs of each gifted pupil should be understood.
2. An educational program should be provided which will enable each gifted student to develop his/her abilities to the fullest potential.
3. Gifted students should gain a realistic and healthy concept of themselves – their strengths, weaknesses, and potentialities.
4. Learning alternatives that are appropriately styled to encourage individual growth at varying levels of abilities, interests, and needs should be provided.
5. Gifted students should be exposed to wider and farther intellectual horizons, which can be pursued throughout their learning career.

Related Education Standards

While gifted education is not explicitly named in the six education standards below, consideration should be given to high ability, high potential students for each standard.

Standard (b) - Staff Development

Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies for use with gifted and talented children and youth in the classroom.

Standard (e) - Guidance and Counseling Services

Providing guidance and counseling services to gifted and talented students is critically important to overall program success.

Standard (k) - Curriculum

District curriculum plans should include objectives, content, and resources which challenge the most able and most talented children in any classroom.

Standard (n) - Children at Risk

Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.

Standard (p) - High School Graduation Standards

Pupils identified as gifted or talented may require special accommodations in programming outside the normal sequence of a course(s) or the standard requirements for graduation.

Standard (s) - Achievement Tests

Data derived from a testing program may be used as part of multiple-criteria identification processes.

Descriptions of the Five Gifted/Talented Areas

Intellectual Ability

Intellectual ability refers to the mental capacity to learn which is usually measured by an intelligence test. Students who excel in this area demonstrate mental development accelerated well beyond average to the extent that they can profit from and should be challenged by educational opportunities of a higher level than normally provided others in their age group. The following characteristics might be manifested by an intellectually gifted student:

1. Has excellent reasoning ability
2. Establishes cause-effect relationships easily
3. Is able to reach good conclusions based on evidence
4. Is curious and seeks answers to questions
5. Is an excellent planner and decision maker
6. Asks complex questions about a topic
7. Uses an extensive vocabulary
8. Is able to figure out what is needed to solve a problem
9. Learns rapidly in comparison to peers
10. Needs only 1-2 repetitions for mastery

Leadership Ability

Leadership ability is evident in those students who manifest a natural propensity to assume leadership roles in group activities. Their ability to organize and promote such activities is generally recognized and accepted by their peers, who legitimize their role as leaders. The following characteristics might be manifested by the gifted and talented student with leadership abilities:

1. Volunteers for tasks
2. Takes charge of group games or activities
3. Excels at making decisions or solving problems
4. Embraces new challenges or initiatives
5. Is well-liked by peers
6. Influences behavior, beliefs, or actions of peers
7. Excels in academic achievement or intellectual pursuits
8. Shows an interest in the welfare of others
9. Exhibits a natural competitive spirit
10. Displays an energetic drive or high levels of ambition

Visual/Performing Arts Talents/Ability

Gifts and talents in the performing and visual arts are in reference to students who, as compared to their age-mates, demonstrate exceptional skill or potential in areas such as art, dance, music, drama, or speech. The following characteristics might be manifested by the gifted and talented student in the visual and performing arts:

1. Communicates his/her vision in visual/performing arts
2. Displays an unusual ability for aesthetic expression
3. Compelled to perform/produce
4. Exhibits creative expression
5. Possesses desire for creating original product
6. Shows keenly observant behaviors
7. Continues experimentation with preferred medium
8. Excels in demonstrating the visual/performing arts
9. Creates and invents
10. Is intrigued by creative tasks

Specific Academic Ability

Specific academic ability is exhibited by those students whose academic potential or whose academic performance in specific curricular areas, such as social studies, mathematics, or language arts, exceeds that which is normally expected of students according to the established norms for their age/grade level. The following characteristics might be manifested by the specific academically gifted student:

1. Possesses strong memorization ability
2. Displays advanced comprehension, 1-2 repetitions for mastery
3. Shows an intense interest in a specific academic area
4. Possesses high academic capacity in special-interest area
5. Pursues special interests with enthusiasm
6. Operates at a higher level of abstraction than peers
7. Asks poignant questions
8. Discusses and elaborates in detail

Creative Ability

Creative ability, a descriptive phrase often used synonymously with productive thinking, is manifested in those students who consistently engage in divergent thinking, or conceptualize in abstract terms at high levels. Such students are generally very insightful, exceptionally imaginative, and original; they are excellent problem solvers who are able to set aside established conventions and procedures when appropriate. The following characteristics might be manifested by the creatively gifted and talented student:

1. Is an independent and/or flexible thinker
2. Exhibits original thinking in oral and/or written expression
3. Generates many ideas to solve a problem
4. Possesses a keen sense of humor
5. Creates and invents
6. Is intrigued by creative tasks
7. Improvises and sees unique possibilities
8. Takes risks
9. Resists conformity

SECTION B

IMPLEMENTATION

ROLES OF THE PARTIES INVOLVED

DISTRICT TAG COMMITTEE

Members:

- Serve as spokespeople for their building.
- Help develop program goals for each school.
- Promote TAG communication at all levels, within the District, and in the community.
- Help establish expenditures for gifted materials.
- Share research and publications.
- Assist in gathering identification.
- Model differentiated instruction.
- Promote inservice on topics related to giftedness.

K-8 TAG INTERVENTIONIST

- Collect, organize and compile TAG data
- Organize and distribute annual competition material for students in grades K-8
- Coordinate TAG testing processes
- Inform Classroom Teachers of TAG students and their needs
- Provide inservice opportunities for teachers on meeting the needs of TAG students
- Represent the District at State Events and Organizations
- Provide programming for students in grades K-8

BUILDING PRINCIPALS

- Support program, activities, and courses.
- Help create staff awareness of the identification process and procedures and encourage the use of the TAG Handbook.

- Encourage teachers to provide a differentiated method of instruction and promote higher level thinking skills for gifted children in their classroom.
- Work cooperatively with TAG Building Representatives and Administration to monitor and evaluate the program for improvement.
- Stay knowledgeable about the unique needs of the gifted.

TEACHERS

- Show willingness to seek inservice or assistance on matters that deal with gifted education.
- Develop awareness of the characteristics of gifted and talented in order to accurately assess student's strength through the teacher nomination forms.
- Differentiate the curriculum, if necessary, to meet unique needs of the gifted.

SCHOOL COUNSELORS

- Participate and assist with information that comprises the identification process.
- Support programs, activities, and courses.
- Provide students with counseling opportunities in the areas of social, personal, and academic growth.
- Stay knowledgeable about the unique needs of gifted students.
- Document and supplement school counseling activities that are pertinent to gifted education.

PARENTS OF GIFTED AND TALENTED

- Support programs, activities and courses.
- Attend various meetings and parent/community programs.
- Support the growth of their child in social, emotional, and academic areas; encourage excellence.
- Work with the TAG Building Representatives and Coordinator in interest areas.
- Serve as a resource when possible.

GIFTED AND TALENTED STUDENTS

- Attend and complete to the best of their ability the programs, classes, or modifications agreed upon.
- Share learning experiences through communication with parents, teachers, and peers.
- Develop positive values and attitudes.
- Use initiative, self-direction, and originality in dealing with academic and social situations.

PERFORMANCE RESPONSIBILITIES

ELEMENTARY TAG BUILDING REPRESENTATIVE(S)

1. Assist with TAG correspondence and communicate district committee work
 - Meet at least quarterly with (K-12) committee members to communicate and coordinate programs and efforts at each building level
 - Send notices to students and teachers when appropriate
 - Work with Elementary Principals on TAG initiatives when appropriate
 - Submit TAG articles for publication in the elementary newsletter

2. Serve as resource support
 - Support district level initiatives for higher level thinking
 - Meet with other teachers when necessary for lesson or unit design
 - Be aware of and distribute resources at the elementary level when appropriate
 - Share records and ideas on TAG and differentiated curriculum with interested staff members
 - Be a part of parent-child conferences on TAG issues when called upon

3. Assist with conducting of designated pullouts and events
 - Support and encourage Junior Great Books, various contests, and options where children can excel: Drama Club, Southern Lakes Anthology, National Geography Bee, Spelling Bee, Future Problem Solvers, etc.

PERFORMANCE RESPONSIBILITIES

MIDDLE SCHOOL TAG BUILDING REPRESENTATIVE

1. Assist with TAG correspondence and communicate district committee work
 - Meet at least quarterly with (K-12) committee members to communicate and coordinate programs and efforts at each building level
 - Distribute brochures and information (Saturday Enrichment, etc.)
 - Distribute notices to students and teachers
 - Compile middle school TAG budget requests
2. Assist with collection, organization and compilation of TAG data
 - Participate in collection of high math group information for grades 6-8
 - Review standardized test results for TAG scores
 - Review cumulative folders of all new students for TAG related scores/activities
 - Inform classroom teachers of TAG students and their needs
3. Serve as resource support
 - Coordinate building level issues with accelerated students (high school/middle school communication, schedule adjustments, parent communication and student information)
 - Be aware of resources at the middle school level
 - Be a part of parent-student conferences on TAG issues
 - Route information about student TAG opportunities to appropriate teachers (i.e., Science contests, Engineering Expo)
 - Assist with special events for individual TAG students (i.e., job shadowing, college visits)
4. Assist with conducting of designated pullouts and events
 - Aid in nomination of, communication with, and organization of Midwest Talent Search participants
 - Aid in Presidential Award for Academic Excellence recognition
 - Conduct classroom presentation of information about Expanding Your Horizons at UW-Madison; monitor application process; assist in field trip as needed
 - Conduct and facilitate reading promotions throughout the school year

PERFORMANCE RESPONSIBILITIES
HIGH SCHOOL TAG BUILDING REPRESENTATIVE

TAG High School Representative and AP Facilitator

- Meet at least quarterly with (K-12) committee members to communicate and coordinate programs and efforts at each building level
- Coordinate and hold a Freshmen Gifted and Talented meeting for students and parents in the fall of the school year; send out a letter to invite those students who qualify based on the qualifications from the 8th grade school counselor
- Create a pamphlet of school activities for Gifted and Talented students to be handed out at the meeting and at the P/T conferences in the fall
- Track and award academic letters to include: computing points, ordering letters and pins, and awarding letters and pins to students at the end of each grading period
- Assist with other duties or events that need to be coordinated with the middle or elementary school that involve TAG students
 - Attend AP conferences to keep up with the latest information
- Coordinate, organize, and hold meetings with all current and future AP teachers; discuss the AP audit and give guidance to AP teachers in the audit process at the high school; give information from the College Board to AP teachers regarding the audit; discuss timelines with AP teachers and ensure teachers are following parameters of the audit
- Organize and present information to parents and students of all AP classes in the fall of the school year. Information will be given to parents including: AP exam schedules, general AP information (the brochure will be updated each year), college credit course equivalencies for each AP class being offered, and AP exam fees
- View online presentations for AP information as needed

This diagram illustrates the programming model to be followed in the Edgerton School District.

WISCONSIN'S COMPREHENSIVE INTEGRATED GIFTED EDUCATION MODEL

INDIVIDUALIZED SERVICES

- *Mentorships
- *Internships
- *Acceleration
- *Independent Research
- *Early Entrance at Kindergarten and 1st grade

OPTIONS BECOME MORE SPECIALIZED AS THE POPULATION BECOMES SMALLER

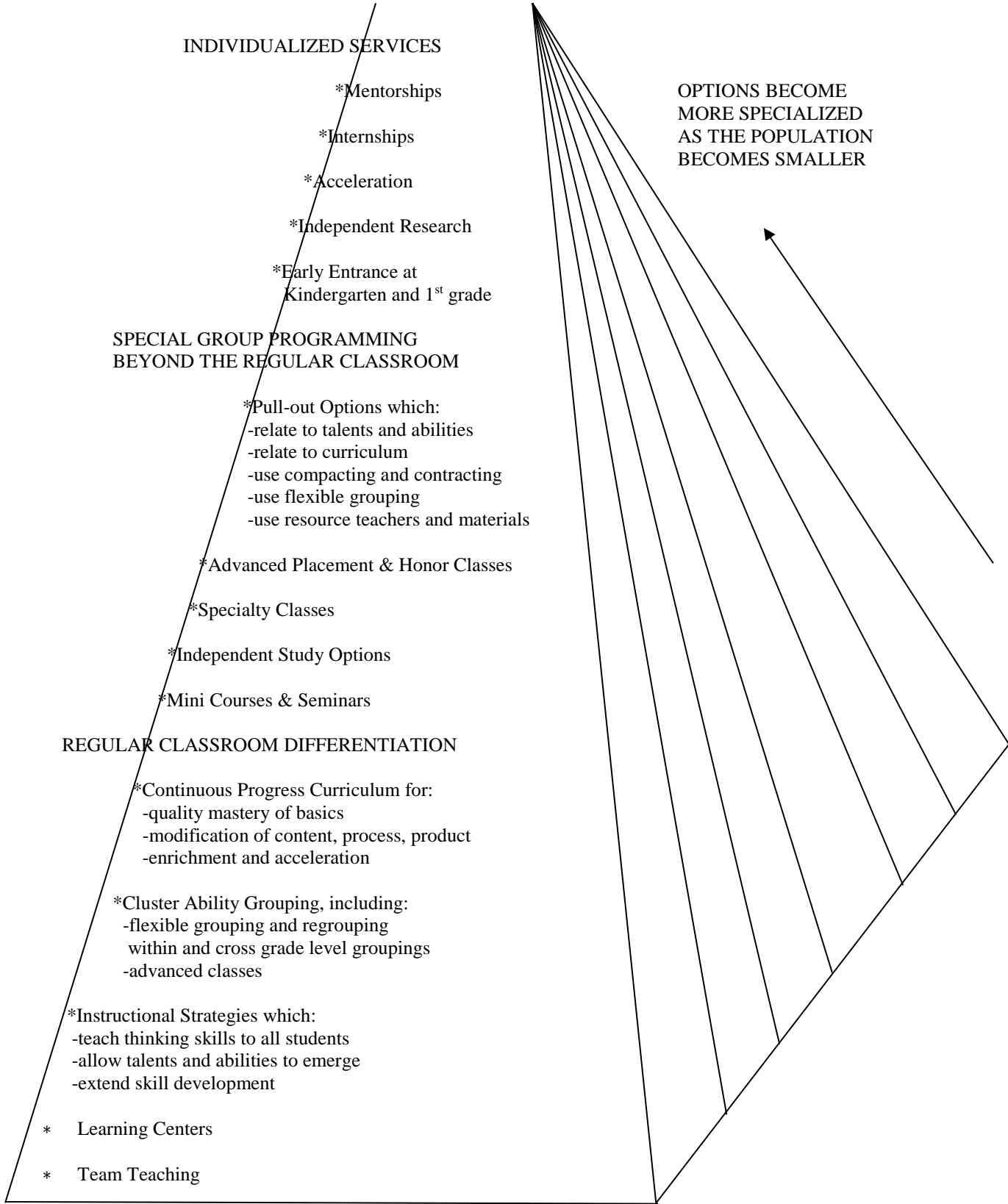
SPECIAL GROUP PROGRAMMING BEYOND THE REGULAR CLASSROOM

- *Pull-out Options which:
 - relate to talents and abilities
 - relate to curriculum
 - use compacting and contracting
 - use flexible grouping
 - use resource teachers and materials
- *Advanced Placement & Honor Classes
- *Specialty Classes
- *Independent Study Options
- *Mini Courses & Seminars

REGULAR CLASSROOM DIFFERENTIATION

- *Continuous Progress Curriculum for:
 - quality mastery of basics
 - modification of content, process, product
 - enrichment and acceleration
- *Cluster Ability Grouping, including:
 - flexible grouping and regrouping within and cross grade level groupings
 - advanced classes
- *Instructional Strategies which:
 - teach thinking skills to all students
 - allow talents and abilities to emerge
 - extend skill development
- * Learning Centers
- * Team Teaching

PROGRAMMING OPTIONS



HOW CAN WE TEACH THE GIFTED?

Detailed below are some alternatives in educational practices, which may be utilized for the gifted and talented student.

I. **Enrichment in the Classroom**

- A. INDEPENDENT STUDY. Individualized projects or studies may be planned in the various subject matter areas to provide opportunities for the gifted student to engage in advanced study.
- B. Junior Great Books.

II. **Acceleration and Advanced Placement**

- A. ADVANCED CLASSES. Advanced subject matter may be offered at both the elementary and secondary levels.
- B. EARLY ENTRANCE. Highly gifted students may be placed in kindergarten before the normal entry age. Individual placements may include one half of the year in kindergarten and one half of the year in the first grade to be followed by second grade.
- C. COLLEGE CLASSES. Advanced placement exams may be taken by high school students for college credit. High school juniors and seniors may also enroll on college campuses for advanced courses, which are not available in their high schools.
- D. EARLY GRADUATION. Students who meet graduation requirements before completing four years of senior high school may graduate early.
- E. ACCELERATION. "Testing out" or waiving classes at the secondary level is a method of faster pacing for gifted students so that they can take higher-level courses.
- F. ONLINE OPTIONS. Secondary students may take courses through various online venues to supplement courses offered within the district or to take classes at an advanced level that are not offered in the district.

III. **Additional Experiences**

- A. PERFORMING ARTS PROGRAMS. Community and school resources can be combined to bring artists and/or talented students to a community to provide programs in the performing arts, which are of exceptional quality.
- B. INDIVIDUAL OR SMALL GROUP COUNSELING. Opportunities for counseling may be arranged for gifted students involving personal, educational, or vocational guidance.
- C. SUMMER SCHOOL ENRICHMENT CLASSES. Opportunities for enrichment classes provide in-depth study of student selected topics as well as the flexibility to explore new areas of interest. Interaction with master teachers and peers, volunteer experts in particular fields of interest to the students, and unique exposure to the arts in various forms are emphasized.

- D. CO-CURRICULUM ACTIVITIES, CLUBS AND ORGANIZATIONS. These enrichment activities are offered in a variety of areas.
- E. MENTORING/OPPORTUNITIES. In certain opportunities gifted students may mentor other students in specific areas. Conversely, placement could be arranged with a mentor who specialized in an area that the gifted student is interested in studying.

SECTION C

IDENTIFICATION

Staff Referral Process

Staff of the Edgerton School District are invited to refer students for the Gifted and Talented Program. Referral forms should be completed and submitted to the Gifted and Talented Interventionist each school year. Referral forms will also be accepted throughout the year for students who enroll after the beginning of the year. The referral forms found at the end of Section C are to be used and should correspond to the area in which the teacher is recommending the student.

The Identification procedures, assessments used and other examples of criteria should be carefully reviewed and considered when referring a student for TAG opportunities.

Qualifying Procedures for Identification

The District Administrator in cooperation with the TAG Committee determined specific tests and criteria methods. These methods vary greatly based on gifted domains and age appropriateness. Tests of at least two different types and in different combinations (i.e., a nomination with an aptitude test, or a product with an achievement test, etc.) must be recorded. No student shall be denied the opportunity for gifted education service on the basis of not meeting any one criterion of identification.

If tests are used as a means of identification, there shall be a demonstrated logical connection between those tests and the areas of educational need identified as warranting specific service. When aptitude tests are used, scores in the upper two or three percent of the population will be considered. Standardized test scores, if used, should focus on students scoring at/or above the 97th percentile (or the equivalent of). On tests and/or measures where standard scores are used to compute performance that is not shown in percentiles, the District will make every attempt to convert those scores to percentiles.

Criteria will be broad enough to assess all children who may be in need of gifted services, including students who may be economically disadvantaged, students with special education needs, or students who are culturally diverse. At all levels, emphasis will be placed on identifying all gifted and talented students and serving their special and unique needs. This includes students who are not highly visible as gifted and talented due to low performance or lack of motivation, as well as readily identified gifted and talented students.

For the student with needs, which cannot be addressed by any of the existing programs, a student referral may be necessary. This would allow the student, parents, and specific educators to review the student's areas of talent and potential. This group of people will work to form an individually planned educational program, which may or may not take place in the Edgerton School District.

All information received will be put either in individual folders or in a database.

Examples of criteria that may be collected:

- | | |
|-------------------------------------|--|
| academic history | performance in varied settings over time |
| products of outstanding quality | anecdotal records |
| autobiographical inventories | extracurricular performance |
| achievement tests | work samples |
| readiness tests | I.Q. tests |
| teacher nominations | aptitude tests |
| nominations/selections | student interest inventories |
| cumulative records | |
| unobtrusive observations of student | |
| leadership scales | |

K-5 TAG Identification Procedure **Specific Academic Ability**

*Many academically strong students are able to make outstanding progress in one or more disciplines. Differentiation of instruction of academically able students should allow them to progress through the content area at a pace and depth that reflects their advanced abilities. Students at grade level will most likely have their needs met in a differentiated classroom. Students who meet the guidelines below and/or may need to have their advanced needs met in more rigorous

coursework, cluster grouping, academic competitions, and/or subject or grade acceleration may be serviced in a Tier 2 or Tier 3 TAG Time Intervention

The Identification Process for students in grades K-5 is as follows:

**A minimum of two assessment criteria in one tier and teacher recommendation are required for identification and services.*

Movement from Tier 1 to Tier 2 Assessment Guidelines:

Performance Evidence:

- Student Projects and Teacher Recommendations

Assessment Data:

Math:	Reading:																														
<ul style="list-style-type: none"> • AIMSweb Grade Level Benchmark : 93rd percentile and above • At least 3 Math Expressions Grade Level Unit Tests 93 percent and above • End of Grade Level Year Math Expressions Test 93 percent and above • State Assessment Achievement Test 93 percent and above • Nationally Normed Standardized Achievement Test 93rd percentile and above 	<ul style="list-style-type: none"> • AIMSweb Grade Level Benchmark: MAZE 93rd percentile and above • Running Record Level that is at least one grade level or above: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade:</th> <th>Beginning of Year:</th> <th>Mid Year:</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>J</td> <td>L</td> </tr> <tr> <td>2</td> <td>N</td> <td>P</td> </tr> <tr> <td>3</td> <td>Q</td> <td>S</td> </tr> <tr> <td>4</td> <td>T</td> <td>V</td> </tr> <tr> <td>5</td> <td>X</td> <td>Z</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • SRI Scores that are in the advanced range: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade:</th> <th>Beginning of Year:</th> <th>Mid Year:</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>700</td> <td>800</td> </tr> <tr> <td>4</td> <td>850</td> <td>1,000</td> </tr> <tr> <td>5</td> <td>1,000</td> <td>1,200</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • State Assessment Achievement Test 93rd percentile and above • Nationally Normed Standardized Achievement Test 93rd percentile and above 	Grade:	Beginning of Year:	Mid Year:	1	J	L	2	N	P	3	Q	S	4	T	V	5	X	Z	Grade:	Beginning of Year:	Mid Year:	3	700	800	4	850	1,000	5	1,000	1,200
Grade:	Beginning of Year:	Mid Year:																													
1	J	L																													
2	N	P																													
3	Q	S																													
4	T	V																													
5	X	Z																													
Grade:	Beginning of Year:	Mid Year:																													
3	700	800																													
4	850	1,000																													
5	1,000	1,200																													

Supporting Data:

- o GATES Rating Scale 113-124
- o Appropriate Rating Scale score at the 93rd percentile

Movement from Tier 2 to Tier 3 Assessment Guidelines:

Performance Evidence:

- Student Projects and Teacher Recommendations

Assessment Data:

Math:	Reading:																														
<ul style="list-style-type: none"> • AIMSweb Grade Level Benchmark : 97th percentile and above • At least 3 Math Expressions Grade Level Unit Tests 97 percent and above • End of Grade Level Year Math Expressions Test 97 percent and above • State Assessment Achievement Test 97 percent and above • Nationally Normed Standardized Achievement Test 97th percentile and above • Classroom teacher will administer grade level AIMSweb Benchmark Tests. • TAG Interventionist will administer AIMSweb Progress Monitor tests at accelerated grade level. 	<ul style="list-style-type: none"> • AIMSweb Grade Level Benchmark: 97th percentile and above • Running Record Level that is at least one grade level or above: <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Grade:</th> <th>Beginning of Year:</th> <th>Mid Year:</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>L</td> <td>N</td> </tr> <tr> <td>2</td> <td>P</td> <td>R</td> </tr> <tr> <td>3</td> <td>S</td> <td>U</td> </tr> <tr> <td>4</td> <td>V</td> <td>X</td> </tr> <tr> <td>5</td> <td>Y</td> <td>Z</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • SRI Scores that are in the advanced range: <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Grade:</th> <th>Beginning of Year:</th> <th>Mid Year:</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>800</td> <td>900</td> </tr> <tr> <td>4</td> <td>900</td> <td>1,100</td> </tr> <tr> <td>5</td> <td>1,200</td> <td>1,400</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • State Assessment Achievement Test 97th percentile and above • Nationally Normed Standardized Achievement Test 97th percentile and above 	Grade:	Beginning of Year:	Mid Year:	1	L	N	2	P	R	3	S	U	4	V	X	5	Y	Z	Grade:	Beginning of Year:	Mid Year:	3	800	900	4	900	1,100	5	1,200	1,400
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1	L	N																													
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Grade:	Beginning of Year:	Mid Year:																													
3	800	900																													
4	900	1,100																													
5	1,200	1,400																													

Supporting Data:

- o GATES Rating Scale 125-130
- o Appropriate Rating Scale score at or above the 97th percentile
- TAG Learning Plans may be developed and reviewed at this level.
- Grade Level or Subject Level acceleration may be offered at this level.

Middle School

Talented and Gifted students are identified in several ways at the middle school level:

- Incoming 6th graders are identified through contact with elementary level TAG Building Representative.
- All ASPIRE and AIMSweb results are screened for TAG scores.

- All ASPIRE test results are screened for TAG scores.
- All students new to the District are screened for TAG involvement:
 - The enrollment forms have a space for identifying if a child has receive TAG services.
 - The cumulative records are scanned for possible TAG scores on any previous standardized testing.

High School

1. Students who scored at or above the 97th percentile (or the equivalent of) on one or more subtests of ASPIRE may be referred by the Middle School Counselor for accelerated opportunities at the High School Level.
2. When new students transfer to the high school, a school counselor reviews the back of the registration form with the new student/parent(s). This includes the information on previous involvement in Gifted and Talented Programs.
3. Test scores on ASPIRE are screened by a school counselor for any previously identified Gifted and Talented students. ACT results are also screened.
4. In general, Gifted and Talented students are identified prior to high school enrollment.
5. Once a student is identified as a Gifted and Talented student, a grade of an A or B must be maintained in order to continue with accelerated opportunities.
6. Before students begin their freshman year, those meeting testing requirements will be invited, along with their parents, to attend a meeting at the High School identifying TAG opportunities in which they can participate.

Descriptions of Standardized Tests used in Identification

AIMSweb

AIMSweb is a benchmarking and progress-monitoring tool used in math and reading and compares students against national norms.

ASPIRE

The ASPIRE test is administered three times a year to students in grades 6, 7, 8. ASPIRE is administered in the fall to 9th graders and in the spring to 9th and 10th graders. The ASPIRE contains academic tests for English, math, reading, writing and science. ASPIRE provides students with an early indication of their educational progress in the context of post-high school education and career readiness.

ACT

Students take the ACT test in the spring of their junior year. The ACT Test is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. The ACT test, like ASPIRE, uses a 3 digit scale score, making the system an effective tool to monitor academic progress and student growth.

K-5 TAG Identification Procedure

General Intellectual Ability

*The intellectually gifted are those children who exhibit early and rapid development of language ability, strong powers of reasoning, and advanced ability in critical thinking and problem solving. Typically these students are noted for being one to two years beyond their peers in cognitive ability. These students also demonstrate high test scores and may move from Tier 1 to Tier 2 or 3 according to the following guidelines to receive TAG Time services.

The Identification Process for students in grades K-5 is as follows:

**A minimum of two assessment criteria in one tier and teacher recommendation is required for identification and services.*

Movement from Tier 1 to Tier 2 Assessment Guidelines:

Performance Evidence:

- Student Projects

Assessment Data:

- AIMSweb Benchmark in Math and Reading at the 93rd percentile
- State Assessment Achievement Test at the 93rd percentile
- Nationally Normed Standardized Achievement Test at the 93rd percentile (i.e., ASPIRE...)
- Acceptable IQ score of 135-144

Supporting Data

- Appropriate Rating Scale score at/or above the 93rd percentile
- A score of 113-124 on the intellectual subscale of the GATES: Gifted and Talented Evaluation Scale

Movement from Tier 2 to Tier 3 Assessment Guidelines:

Performance Evidence:

- Student Projects

Assessment Data:

- AIMSweb Benchmark in Math and Reading at/or above the 97th national percentile
- State Assessment Achievement Test at the 97th percentile
- Nationally Normed Standardized Achievement Test at/or above the 97th percentile (i.e., ASPIRE...)
- Acceptable IQ score of 145 or higher

Supporting Data

- Appropriate Rating Scale score at/or above the 97th percentile
- A score of 125-130 on the intellectual subscale of the GATES: Gifted and Talented Evaluation Scale
- TAG Learning Plans may be developed and reviewed at this level.
- Grade Level or Subject Level acceleration may be offered at this level.

K-5 TAG Identification Procedure

Creative Thinking

*Creativity may cross over many areas: academics, arts, leadership, and intellect. Highly creative students tend to develop original ideas, revel in the process, and produce quality products. They may express their creativity in oral, written, or non-verbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These students tend to possess strong visualization. Frequently these children are strongly independent and often resist conformity. Creativity is characterized by originality of thought, human behavior, and product.

The Identification Process for students in grades K-5 is as follows:

**A minimum of two assessment criteria in one tier and teacher recommendation is required for identification and services.*

Movement from Tier 1 to Tier 2 Assessment Guidelines:

Performance Evidence:

- Student Projects
- Student generated evidence (i.e., a creative thinking project or activity)

Assessment Data:

- A score of 95-97 on either the figural or verbal sections of the Torrance Tests of Creative Thinking

Supporting Data

- Appropriate Rating Scale score at/or above the 93rd percentile
- A score of 113-124 on the creative subscale of the GATES: Gifted and Talented Evaluation Scale
- Letter(s) of recommendation from a third party

Movement from Tier 2 to Tier 3 Assessment Guidelines:

Performance Evidence:

- Student Projects

Assessment Data:

- A score of 99 or above on either the figural or verbal sections of the Torrance Tests of Creative Thinking

Supporting Data

- Appropriate Rating Scale score at/or above the 97th percentile
- A score of 125-130 on the creative subscale of the GATES: Gifted and Talented Evaluation Scale
- Letter(s) of recommendation from a third party
- TAG Learning Plans may be developed and reviewed at this level.
- Grade Level or Subject Level acceleration may be offered at this level.

K-5 TAG Identification Procedure

Artistic or Visual/Performing Arts

*Students can demonstrate exceptional talent and skill in the field of drama, music, and visual arts. Since this is a performance-based talent, identification should center around nominations, portfolios, and expert assessment.

The Identification Process for students in grades K-5 is as follows:

**A minimum of two assessment criteria in one tier and teacher recommendation is required for identification and services.*

Movement from Tier 1 to Tier 2 Assessment Guidelines:

Performance Evidence:

- For ART: portfolio or work collected within one year of the student's current grade level to be reviewed by two or more educators.
- For MUSIC: audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators.
*Copies of the music must be submitted with the media sample
- For DRAMA: visual or audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators.

Supporting Data

- Appropriate Rating Scale score at/or above the 93rd percentile
- A score of 113-124 on the artistic talent subscale of the GATES: Gifted and Talented Evaluation Scale
- Letter(s) of recommendation from specialist(s) in the area of the nomination.

Movement from Tier 2 to Tier 3 Assessment Guidelines:

Performance Evidence:

- For ART: portfolio or work collected within one year of the student's current grade level to be reviewed by two or more educators.
- For MUSIC: audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators.
*Copies of the music must be submitted with the media sample
- For DRAMA: visual or audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators.

Supporting Data

- Appropriate Rating Scale score at/or above the 97th percentile
- A score of 125-130 on the artistic talents subscale of the GATES: Gifted and Talented Evaluation Scale
- Letter(s) of recommendation from a third party
- TAG Learning Plans may be developed and reviewed at this level.
- Grade Level or Subject Level acceleration may be offered at this level.

K-5 TAG Identification Procedure

Leadership

*Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act or not to act in specific ways. Leaders are often self confident and comfortable with their peers. They express themselves well and are usually charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and the personality of the individual. Observable characteristics may include influencing peers, being sought out by others to accomplish a task, addressing a need, holding high expectations for self and others, demonstrating or delegating responsibility, and internalizing concepts of right and wrong.

The Identification Process for students in grades K-5 is as follows:

**A minimum of two assessment criteria in one tier and teacher recommendation is required for identification and services.*

Movement from Tier 1 to Tier 2 Assessment Guidelines:

Performance Evidence:

- Student Projects

Supporting Data

- Appropriate Rating Scale score at/or above the 93rd percentile
- Student generated evidence of leadership activity
- A score of 113-124 on the leadership subscale of the GATES: Gifted and Talented Evaluation Scale
- Letter(s) of recommendation from a third party.

Movement from Tier 2 to Tier 3 Assessment Guidelines:

Performance Evidence:

- Student Projects

Supporting Data

- Appropriate Rating Scale score at/or above the 97th percentile
- Student generated evidence of leadership activity
- A score of 125-130 on the leadership subscale of the GATES: Gifted and Talented Evaluation Scale
- Letter(s) of recommendation from a third party
- TAG Learning Plans may be developed and reviewed at this level.
- Grade Level or Subject Level acceleration may be offered at this level.

SCHOOL DISTRICT OF EDGERTON

**Criteria for Offering Acceleration
in High School English Coursework**

Guidelines for English Acceleration:

There are two opportunities for students to accelerate in their high school English coursework. Both options lead to students taking American Literature I and II as a sophomore, British Literature and World Literature as a junior, and AP Literature as a senior.

- A. Begin high school in English 10, bypassing English 9
- B. Take English 9 as a freshman, and then bypass English 10

Criteria for Option A:

- a) score at the 85th percentile or above in reading and/or language arts on the 8th grade summative achievement test, AND
- b) work completion of 95% or higher, AND
- c) have the recommendation of the 8th grade English/LA teacher

Criteria for Option B:

- a) earn an A or A- for the final grade in English 9, AND
- b) have the recommendation of their English 9 teacher

This criterion was revised and approved by the K-12 Talented and Gifted Committee in April 2016.

SCHOOL DISTRICT OF EDGERTON

Criteria for Offering Acceleration in Math

Math acceleration is an appropriate option for some students who demonstrate math knowledge and skills well above and beyond that of their classmates. Because math is a very sequential subject matter, math acceleration is only appropriate at certain spots in the K-12 math curriculum. The Edgerton Middle School offers qualified incoming students the opportunity to bypass 6th grade advanced math and go directly into 7th grade advanced math (pre-algebra). These students then follow the established progression of "high" math classes. Students are also able to continue this acceleration in grades 6-9 if summative achievement scores and course grades meet the criteria and a recommendation is given by the teacher.

- **To accelerate into Pre-Algebra, students must meet criteria on the Spring standardized math test while in 5th grade and have the recommendation of their 5th grade math teacher**
- **7th and 8th graders must maintain a grade of A or B in their accelerated math course to continue on with accelerated math opportunities. If a grade of an A or B is not maintained, students may be withdrawn from the course.**
- **Once a student is identified as a Gifted and Talented student, a grade of an A or B must be maintained in order to continue with accelerated opportunities.**
- **Work completion of 95% or higher**

The procedure that will be followed is:

- The middle school counselor will identify which 5th graders, if any, qualify for this opportunity.
- The middle school counselor and TAG building representative will meet with qualified students and their parents in the spring of the 5th grade year.
- Interested students and parents will then complete the District Acceleration Agreement.
- All parties are made aware that placement is carefully monitored through the year and students who are not able to keep up with the content or commitment are regrouped with their same-age peers.

This criteria was developed and approved by the K-12 Talented and Gifted Committee in April, 2017.

SCHOOL DISTRICT OF EDGERTON
Criteria for Acceleration to and within High School Science

Guidelines for Science Acceleration:

There is an opportunity for a student to accelerate in high school science if the student qualifies by meeting the various criteria. This option allows students to take more upper-level science courses, including honors' level classes (as available), Chemistry, Physics, AP Biology, and AP Chemistry.

Criteria for Acceleration to Biology as an 8th grader

- a) seventh grade summative achievement scores at the 97th percentile or above AND/OR
- b) work completion of 95% or higher, AND/OR
- c) Recommendation of the 7th grade science teacher

Entrance into AP courses requires that any student meet the specific criteria for that course AND have the recommendation of the AP teacher.

This criteria was developed and approved by the K-12 Talented and Gifted Committee in April, 2017.

School District of Education

Acceleration Agreement

Date: _____

Student's name: _____

Subject(s): _____

Implementation date: _____

Reasons/Rationale: _____

Data to Justify Acceleration:

____ Skill levels well above the mean of the current grade level

or

____ Test scores in the 95th percentile or better on a nationally normed test

and

____ Readiness and commitment

Other Conditions: _____

Signatures:

Principal(s): _____

Director of Teaching and Learning: _____

Level TAG Coordinator: _____

School Counselor/School Psychologist: _____

Student: _____

Parent(s)/Guardian(s): _____

In the event acceleration proves to be too demanding for the student, he/she will be enrolled in an appropriate grade level course.

When completed, copies will be sent to: Parent(s)/Guardian(s), Level TAG Coordinator, and School Counselor.