

Gifted Programming Service Evaluation Process

In Park City School District we recognize academically gifted and talented students are those with outstanding academic ability or those who show the potential for performing at remarkably high levels of academic accomplishment when compared with others of their age, experience or environment. These students need program modifications to receive an appropriate education. The distinction between gifted and talented is individual for each student and is based upon the severity of need. Needs of moderately talented students may well be met through enrichment opportunities within the regular school program. By contrast, the needs of some profoundly gifted students might only be met in a specialized district-wide program. These extremes define a continuum of need between moderately talented and profoundly gifted. Each academically gifted or talented student needs to be placed appropriately on this continuum.

Park City Programming services are a leveled model. (See flyer) We recognize intellect in the following domains.

General or Specific Intellectual Ability:

Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).

Specific Academic Aptitude:

Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline).

Specific Academic aptitude is typically served in our Level II Enrichment and our Middle School Cluster model.

Assessment Procedures

Park City School District uses multiple measures to identify for general intellectual ability or specific academic aptitude. These measures help to determine the level of service that is necessary for a student to continue appropriate academic growth.

Selection Process:

The Elementary and Secondary Testing selection process is a multi-component format designed to provide comparative rankings for all students being considered for the

PACE programs. Placement in Level III services is offered to the top 5-8% percent of locally normed students who participate in testing for their grade level.

Cognitive Abilities Test (CogAT)--(2nd grade and 5th grade):

The *Cognitive Abilities Test (CogAT)* measures students' general and specific learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. Three different subtests are used to measure each area of ability, for a total of nine subtests. Use of a different item format on each subtest ensures that scores for each battery are not unduly affected by performance on a particular item type. Students are given the *CogAT* level recommended for assessment of high ability students for their grade. Using this level of the test removes the "ceiling effect" and allows for more of a spread in student performance for ranking purposes. All students are screened at the 2nd grade level. Students who score at the 80th percentile or higher locally move onto additional assessments, including the full CogAT battery. In the beginning of the 5th grade year all students are given the full battery.

District Benchmark Assessments-

Students demonstrating scores in the Highly Proficient range consistently across content areas are considered.

State Criteria Referenced Assessments:

Students ranking in the top 10% in their current grade level, district wide, across all content areas or in an area of specific academic aptitude are considered.

Scales for Identifying Gifted Students:

Scales for Identifying Gifted Students (SIGS) offers the most comprehensive observational instrument available for identifying gifted students ages 5–18. Used as part of a comprehensive process for identifying gifted children, SIGS offers schools an instrument with extensive statistical and research support. This standardized, norm-referenced instrument is completed by teachers or PACE Specialists and provides an effective method for identifying gifted children.

Additional Information; outside evaluations **may** be considered:

Parents are required to pay all of the fees associated with private testing. PCSD is not responsible fees associated with private testing. The test results must show your child's normed percentile score in all three areas of Verbal, Quantitative, & Nonverbal. The PACE Department will consider data taken from an official score report provided directly from a licensed psychologist to the PACE Department. Only one report may be submitted for review every 12 months. The report must include the licensed psychologist's signature and license number. A parent's copy of the score report will not be accepted. Once processed, the score report will be shared with the PACE Teacher and PACE Director. The PACE department may then evaluate the data as part of the student's total body of evidence to determine eligibility for PACE services.

Placement Process:

Tests provide a variety of scores, including raw scores, percentile ranks, grade-equivalent scores, and standard scores. Assessments are current (recent norms) and non-biased. They relate to our district programming model. In accordance with the National Association of Gifted Children's Guidelines, test norms reflect the local demographic, not only national norms. Upon completion of scoring, the above components are entered into a student database. The PACE department reviews individual subtest scores, reviews weighted student rankings and placement decisions are made. Scores that rank in the top 5-8% percent locally are offered placement into our LEVEL III pullout service option.

Appeals:

Request to appeal must be made within 14 days of placement letters be received. Appeals forms may be requested through the program director, gmason@pcschoools.us.