

KATY ISD GIFTED AND TALENTED PROGRAM

Identification and Assessment



G/T PROGRAM GUIDE

Katy ISD – Gifted and Talented Program
Identification and Assessment



G/T PROGRAM GUIDE

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KATY INDEPENDENT SCHOOL DISTRICT

Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life ... to create the future.

Our Vision

Be the Legacy

KATY ISD GIFTED AND TALENTED

Mission Statement

The mission of every Challenge teacher and the GT department is to provide a differentiated curriculum and instruction that will facilitate the growth of students as independent, life-long learners, with the development of skills, concepts and positive attitudes within their cognitive, emotional and social domains. A major goal of the curriculum is the teaching and practice of thinking skills at all levels of the hierarchy.

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STATE GOAL FOR SERVICES FOR GIFTED AND TALENTED STUDENTS

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.

[Texas Education Agency Gifted and Talented Information Page](#)



PROCEDURES

Identification

In accordance with the Texas State Plan for the Education of Gifted/Talented Students, Katy ISD will use state guidelines for identifying students for the Gifted and Talented Education Program. Assessment opportunities for GT identification are made available to students at least once a year at the elementary grades and the secondary level.

Procedures for Student Referral

There are three methods by which a student may be referred for screening for gifted program services:

1. A parent may initiate a referral by completing a Parent Checklist and returning it to the campus counselor by the designated due date. Parent Checklists will be available in the front office at each campus and on the Katy ISD website,
2. A teacher, counselor, or principal may initiate the referral by completing the Campus Referral Form and submitting it to the campus counselor.
3. A Challenge teacher or facilitator may initiate a referral based on the review of standardized test scores from previous years.

Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies. [KISD Board Policy EHBB (LOCAL)]

Screening

Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL. [KISD Board Policy EHBB (LOCAL)]

Multiple measures are collected on all students referred for screening. These measures include both qualitative and quantitative measures. Screening may include, but not be limited to, ability tests, achievement tests, intelligence tests, classroom gifted characteristics observation, checklists, student interview and student work products.

Qualitative Measures:

- ✓ Parent Checklist (K-12)
- ✓ Classroom Gifted Characteristics Observation (K-12)

Quantitative Measures:

- ✓ Ability Test
- ✓ Achievement Test or Tests
- ✓ Intelligence Measure

Universal Kinder Screening

As required by the Texas State Plan, all kindergarten students shall be considered for gifted and talented screening. Parents, teachers, and staff may refer a student during the referral window publicized by the district. Parents of students demonstrating gifted characteristics will be encouraged to complete the parent referral form and initiate the screening process.

All screening and identification procedures for GT purposes are conducted in-district, during the school year, by district personnel.

Campus Selection Committee (CSC)

The campus or District-level committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established at each campus for students in grades K-12. [KISD Board Policy EHBB (LOCAL)]

The purpose of this committee is to evaluate the data on each student screened for placement and deliver a decision based on the available data. The selection committee will identify those students for whom gifted program placement is the most appropriate educational setting. Parents are notified of the placement decision by U.S. mail within the designated window. The Campus Selection Committee also responds to formal concerns.

GT Transfer Students

A student currently receiving GT services in Katy ISD, who transfers from one campus in the District to the same grade level at another District campus, shall continue to receive services in the District's gifted and talented program. Students new to Katy ISD who were identified for a gifted program in the previous school district will be considered GT Transfers. Parents must initiate the GT screening process within two (2) weeks of enrollment and must submit documentation of previous GT identification/service. Screening should conclude within six (6) weeks after the campus receives the GT documentation.

After the conclusion of GT screening, the Campus Selection Committee determines if placement into the Katy ISD gifted and talented program is appropriate.

Note: Students previously identified who have a lapse in service because of international or private school attendance shall be considered a GT Transfer.

Transfer Students

Students new to Katy ISD who enroll after the general screening deadline for accepting referrals may request screening for GT placement for the following school year within two (2) weeks of enrollment.

Temporary Exit (Furlough)

Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services for specified reasons and for a certain period of time without being exited. Texas State Plan, 2.10

A furlough may be granted at the request of the Campus Selection Committee, student, parent or guardian. A student may be furloughed for a period of time up to one year deemed appropriate by the CSC. At the end of the furlough, the student's progress shall be reassessed and the student may re-enter the gifted program or be removed from the program. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the Campus Selection Committee.

Formal Exit

Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs. Texas State Plan, 2.12.1

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Campus Selection Committee determines it is in the student's best interest. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request [KISD Board Policy EHBB (LOCAL)].

Appeals

Policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate. Texas State Plan, 2.13

Parents, students, and campus staff may file a formal concern regarding the placement decision in writing or by email notification with the Campus Selection Committee within fifteen (15) school days of the receipt of the placement decision or, if received during the summer, within the first fifteen (15) days of the next school year.

Reassessment

Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school. Texas State Plan, 2.11

The District may reassess students to determine appropriate program placement when a student moves from the elementary level to the middle school/junior high level or at any time deemed appropriate by the campus selection committee. [KISD Board Policy EHBB (LOCAL)].

Program Evaluation

Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development. Texas State Plan, 1.5

The evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program and the community [KISD Board Policy EHBB (LOCAL)].

Community Awareness

The District shall insure that information about the District's gifted and talented program is available to parents and community members in that they have an opportunity to develop an understanding of and support for the program [KISD Board Policy EHBB (LOCAL)]. Information regarding the gifted and talented program is available on the district's GT and Advanced Academics website. Additionally, parents may benefit from information provided by the GT Parent Advisory Council (PAC) and Katy Parents of Gifted and Talented Students (KPGT).

GIFTED AND TALENTED CURRICULUM AND INSTRUCTIONS

Katy ISD gifted and talented services are offered to identified students in grade K-12.

Kindergarten

Kindergarten students identified for GT services participate in the elementary GT program, Challenge, for 60 minutes per week beginning the first week of March. The kindergarten GT curriculum introduces students to creative and productive thinking skills. Students identified for GT service in kindergarten join the elementary pull-out program, Challenge, for one day per week in 1st grade.

Grades 1-5

Elementary GT service is based on a General Intellectual Abilities model. The elementary GT program, Challenge, is a one-day-per-week-pull-out-model for identified students in grades 1-5. Challenge students leave the regular classroom one day per week to work with the Challenge teacher, who is highly trained in the education of the gifted. Challenge curriculum includes high-interest advanced content, creative and critical thinking skills, research and technology skills, and the opportunity to pursue topics of individual interest. Each year's curriculum units are connected by a broad-based theme. The Challenge program is provided for identified students at all elementary campuses.

Grades 6-12

The secondary GT service model is a Specific Subject Matter Aptitude model. Identified students in grades 6-12 are served in one or more of the four core content areas of English Language Arts, Math, Science, and Social Studies. Advanced Placement (AP) and KAP curricula are differentiated to meet the unique needs of gifted learners. AP/GT and KAP/GT courses are taught by teachers who have received training in the education of the gifted. These courses carry a "weighted" grade point; for example, an A average counts as five grade points rather than the traditional four grade points. GT students must participate in the GT designated course or be exited from that content area.

GT Independent Study electives are offered at participating campuses (grades 7-8) and Online Virtual School (Grades 10-12) for GT students in which students will develop a product proposal, compile a portfolio, conduct in-depth research, and consult with a mentor from the business or professional community.

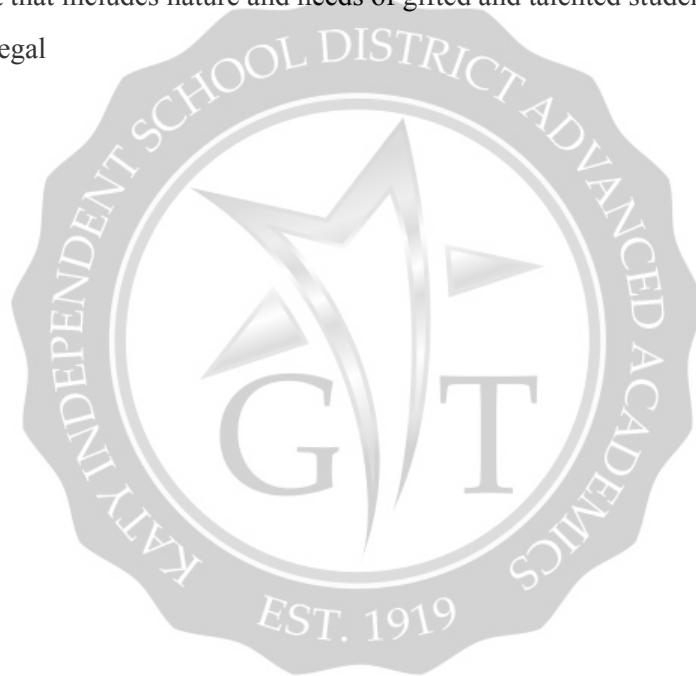
High school seniors may participate in PACE - Professional Advancement through Career Education. PACE is a mentorship program in which students intern with adult professionals to acquire career knowledge and experience while still in high school.

PROFESSIONAL DEVELOPMENT **FOR TEACHERS OF THE GIFTED & TALENTED**

School districts shall ensure that:

- (1) Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted and talented students, assessment of student needs, and curriculum and instruction for gifted students.
- (2) Teachers without the required training who provide instruction and services that are part of the gifted and talented program complete the 30-hour training requirement within one semester.
- (3) Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six (6) hours annually of professional development in gifted education.
- (4) Administrators and counselors who have authority for program decisions have a minimum of six (6) hours of professional development that includes nature and needs of gifted and talented students and program options.

TAC 89.2 and KISD DMA Legal



SERVICES & CURRICULUM

Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education. Texas State Plan, 3.3.1

Services and Opportunities

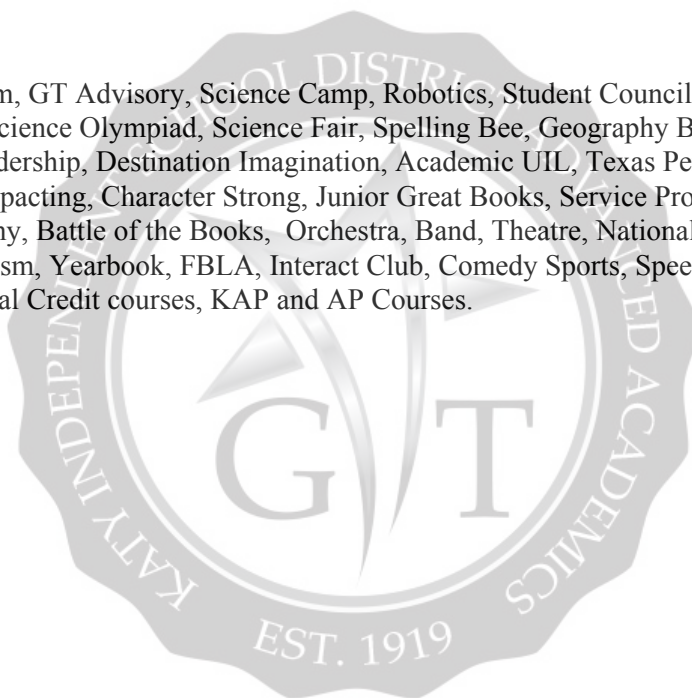
Katy ISD provides differentiation and an array of learning opportunities for identified Gifted and Talented students in all core academic classes. Furthermore, additional opportunities across the district are available to enhance learning.

Elementary

Chess Club, Duke Tip Program, Science Camp, Robotics, Reflections Contest, Student Council, Interest Clubs, Math and Science Club, Spelling Bee, Field Trips, STEAM Night, Choir, Destination Imagination, GT Showcase, Texas Performance Standards Project, Makerspace, Service Projects, Battle of the Books, Coding Club, Junior Achievement

Secondary

Chess Club, Duke Tip Program, GT Advisory, Science Camp, Robotics, Student Council, Interest Clubs, Math & Science Team, Future City, Science Olympiad, Science Fair, Spelling Bee, Geography Bee, Field Trips, Independent Study, Choir, Music, Art, Leadership, Destination Imagination, Academic UIL, Texas Performance Standards Project, Makerspace, Curriculum Compacting, Character Strong, Junior Great Books, Service Projects, National Quiz Bowl Tournament, STEAM Academy, Battle of the Books, Orchestra, Band, Theatre, National Honor Society (NHS), Academic Decathlon, Journalism, Yearbook, FBLA, Interact Club, Comedy Sports, Speech, Debate, SAT Classes, SAT/ACT Seminars, Key Club, Dual Credit courses, KAP and AP Courses.



SUMMER AND SATURDAY OPPORTUNITIES FOR GIFTED AND TALENTED STUDENTS

- Duke Tip Seminar - Fourth - Eleventh Grade Talent Search and Advanced Resources
 - Parents will receive information inviting them to explore the resources and opportunities available to Duke Tip members.
- Secondary Summer Reading Program
 - Join the Secondary Summer Reading Challenge or participate in the KAP (formerly PreAP) and GT summer reading program.
- Outdoor Learning Center Recreation Program
 - Students entering grades 3-6 may register for a single two week recreational session at the Kenneth Welch Outdoor Learning Center.
- Elementary Scoop on Summer Learning
 - Elementary Curriculum and Instruction department has curated many activities to engage students of all ages in summer reading, writing, science and math.
- Credit By Exam
 - Credit by Exam is offered in accordance with the Texas State Board of Education rules.
- The Summer Science Safari Camp
 - This camp gives students the opportunity to learn how science actually works in our society and how they can become a part of it.
- Katy Summer Academic Term (KSAT)
 - KSAT is a Face-to-Face program for elementary, junior high and high school students to keep students engaged in learning. The high school program offers credit recovery and original credit courses.
- Katy Virtual School (KVS)
 - KVS offers high school online courses for students during the summer, fall and spring. Courses are AP, KAP (formerly PreAP) and academic level. Courses are for incoming 9th - 12th grade students.
- AP Human Geography Summer Bridge Class
 - This is an optional 2 week online self paced summer course with a writing workshop that provides students with the necessary background knowledge and skills to help 9th grade students be more successful in AP Human Geography.
- Camp Invention
 - Camp Invention is a nationally acclaimed summer program where STEM concepts come to life. Currently identified GT students entering grades 2-6 participate in hands-on activities inspired by world-changing national Inventors Hall of Fame inductees. Students will work to create, collaborate, problem solve in a week camp.
- Shaw Center Elementary STEAM Camp
 - The STEAM camp is for current 3rd and 4th grade students. Students will participate in hands on, theme based fun activities that explore science concepts covered in 4th and 5th grade.
- Shaw Center Young Inventor's Summer Camp
 - The Young Inventor's camp is for current 5th, 6th and 7th grade students. Students work to create an invention to enter in the Young Inventors of America contest. Students also participate in science activities such as basic robotics, bottle rocket launches and other engaging activities.
- STEM Summer Maker Camp
 - Current 5th, 6th and 7th grade students will have the opportunity to learn about aerodynamics, design, food science, kinetic energy and other exciting fields.

Most of these sessions require a fee to attend. Program opportunities may vary annually. Please refer to the district website for additional opportunities.

PROGRAM OPTIONS

Acceleration

Katy ISD offers Credit by Examination for acceleration at every grade level and subject area offered in accordance with the Texas State Board of Education rules. A student is allowed to advance one grade level or one course per academic year. Katy ISD offers four Credit by Examination testing windows throughout the year.

Credit by Exam

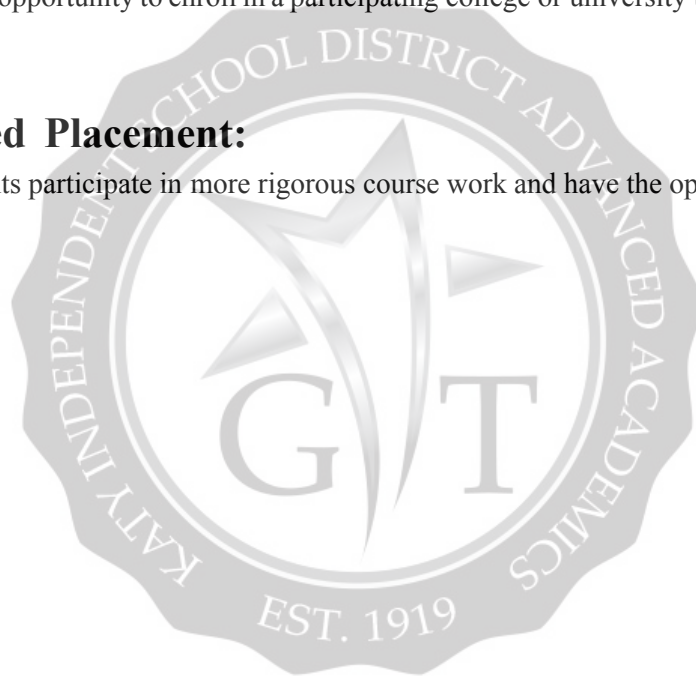
For more information about Credit by Exam (CBE), please contact your campus counselor or visit [Research, Assessment, and Accountability website](#). Please be advised that the student must currently be a student with Katy ISD to be registered for the Summer CBE exam.

Concurrent Enrollment (Dual Credit):

High school students have the opportunity to enroll in a participating college or university to earn college or university credit.

KAP and Advanced Placement:

GT students and other students participate in more rigorous course work and have the opportunity to gain college credit by taking AP exams.



POLICY OF USE OF FUNDS

Funds for the GT program are allocated in accordance with Chapter 42, Subchapter C of the Texas Education Code 29.122 and are described in board policy EHBB (LEGAL) and states:

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.



GT IDENTIFICATION ANNUAL TIME LINE

FALL SEMESTER

- Previously identified GT transfer student assessment and identification - Within 6 weeks of receipt of GT paperwork
- Identification procedures reviewed - August
- GT Facilitators notify classroom teachers of GT student placement - August
- Campus Selection Committee (CSC) is established - August
- Kindergarten teachers trained on assessment procedures - August
- Kindergarten universal screening and GT assessment referrals - September - October
- Currently not GT identified 5th graders assessment referrals - September
- GT teachers conduct Curriculum Night meeting - 1st six weeks
- GT Parent Awareness sessions - October
- Current grades 1-4 GT assessment referrals - October
- Kindergarten assessment window open - October - February
- Currently not GT identified 5th graders assessment window open - October - January
- Kindergarten placement notification letters for Phase I - November
- Current grades 6-11 GT assessment referrals - November - December

SPRING SEMESTER

- Previously identified GT transfer student assessment and identification - Within 6 weeks of receipt of GT paperwork
- KAP Parent Awareness sessions - January
- Current grades 6-11 GT assessment window open - January - March
- Current grades 1-4 assessment window open - January - May
- Current grades 1-4 placement notification letters for Phase I - February
- Kindergarten placement notification letters for Phase II & Phase III - February
- Kindergarten GT (Challenge) services begin - First week of March
- Current grades 6-11 GT placement notification letters - End of April
- Current grades 1-4 placement notification letters for Phase II & Phase III - End of May

SUMMER

- Gifted and talented staff development - Ongoing
- Secondary GT transfer early assessment - August
- Central GT Advising grades 1-12 - August

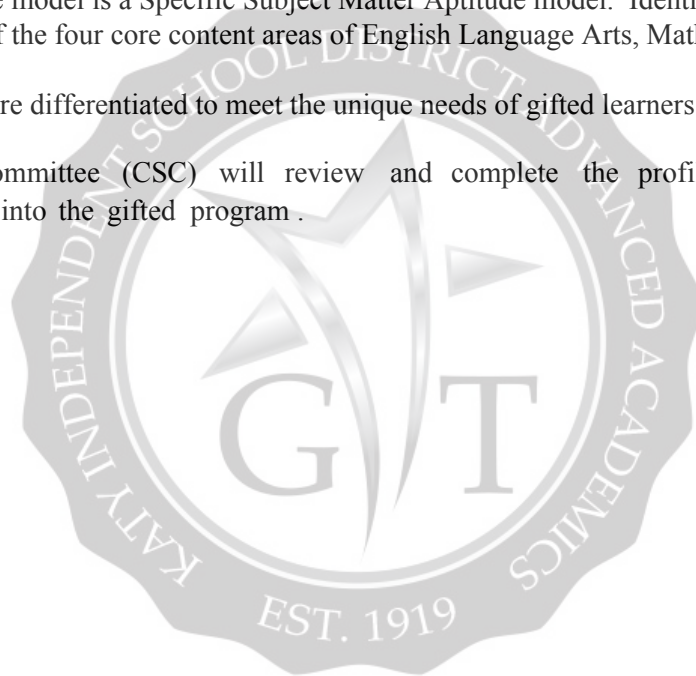
KATY INDEPENDENT SCHOOL DISTRICT **GIFTED AND TALENTED PROGRAM INFORMATION**

The qualifying criteria for the Katy ISD Gifted Education program in all areas of giftedness must consist of both qualitative and quantitative information. For more information, you may visit the [GT and Advanced Academics website](#).

KISD serves Gifted Students in the following areas:

- Elementary GT service is based on a General Intellectual Abilities model. The elementary GT program, Challenge, is a one-day-per-week-pull-out model for identified students in grades 1-5. Challenge students leave the regular classroom one day per week to work with the Challenge teacher, utilizing high-interest advanced curriculum.
- For kindergarten students identified for GT service, Challenge consists of 60 minutes per week in the Challenge classroom starting first week of March. Students identified for GT service in kindergarten join the elementary pull-out program for one day per week in 1st grade.
- The secondary GT service model is a Specific Subject Matter Aptitude model. Identified students in grades 6-12 are serviced in one or more of the four core content areas of English Language Arts, Math, Science and Social Studies. Advanced Placement (AP) and KAP curricula are differentiated to meet the unique needs of gifted learners.

The Campus Selection Committee (CSC) will review and complete the profile documents in consideration for placement into the gifted program.



GLOSSARY

ACCELERATION strategy of mastering knowledge and skills at rates faster or ages younger than the norm

APPEALS a parent, student or teacher may appeal any final decision of the Campus Selection Committee (CSC) regarding placement in the gifted and talented program.

ASSESSMENT data collected through both quantitative and qualitative measures shall be analyzed against the criteria approved by the Board to determine individual eligibility for the program.

CREDIT BY EXAM (CBE) method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams

DIFFERENTIATION modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom

CONCURRENT ENROLLMENT (DUAL CREDIT) an opportunity for a student to earn high school credit for successful completion of a college course

CORE CONTENT AREAS English language arts/reading, mathematics, science, and social studies

FURLOUGH a temporary leave of absence from program services

GIFTED/TALENTED SERVICES services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity

INDEPENDENT STUDY self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning

QUALITATIVE MEASURES performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.

QUANTITATIVE MEASURES performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests

REFERRAL students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

TEXAS PERFORMANCE STANDARDS PROJECT (TPSP) statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at <http://www.texaspsp.org>)

