



**Advanced Academic Services Handbook  
Kindergarten - 12<sup>th</sup> Grade  
GIFTED AND TALENTED (CHALLENGE PROGRAM)  
ELIGIBILITY AND DISMISSAL DOCUMENTS  
2018-2019**

*This guide serves as a resource for Parents, Administrators and Teachers of Gifted and Advanced Students outlining the philosophy and procedures for the Gifted and Talented program in the McAllen Independent School District.*

**Office of Advanced Academic Services  
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Portable 78  
McAllen, Texas 78501  
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It is a policy of the McAllen Independent School District not to discriminate on the basis of sex, handicap, race, color, or national origin in its educational and vocational programs, activities or employment as required by Title IX, Section 504 and Title VI, and will take steps to secure the lack of English language skills will not be a barrier to admission and participation in all education and vocational programs.

Es póliza política del Distrito Escolar Independiente de McAllen el no discriminar en base al sexo, discapacidad, raza, color o nacionalidad en ninguno de sus programas o actividades educativas o vocacionales, así como en cuestiones de empleo, tal y como se encuentra estipulado en el Título IX, Sección 504 y el Título VI; además el distrito tomará las medidas necesarias para asegurarse de que la falta de destrezas lingüísticas en el idioma inglés no sea un impedimento para la admisión y participación en todos sus programas educativos y vocacionales.

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2018-2019**

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GT Part –Time Tester – Ms. Teresa Guerrero

GT Part –Time Tester – Mrs. Veronica Carrillo

**Student Assignment in Elementary and Secondary Schools & Title VI**  
**U.S. Department of Education-Office for Civil Rights**  
**Washington, D.C. 20202-1328**

**Title VI of the Civil Rights Act of 1964 Prohibits Discrimination in Assigning Students to Schools, Classes or Courses of Study in Programs or Activities That Receive Federal Financial Assistance**

**\*\*\*Revised September 1998\*\*\***

The United States Congress has enacted civil rights laws that protect individuals from discrimination. An important civil rights law is Title VI of the Civil Rights Act of 1964. Title VI provides:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The requirements of Title VI apply to all school districts in the United States that receive funding from Federal programs. Title VI prohibits discrimination on the basis of race, color, or national origin in the assignment of students to schools or classes. It also prohibits discrimination in ability grouping or tracking students.

**Assignment to Ability Grouping and Tracking.** School districts have a responsibility to ensure that they do not use ability grouping or tracking practices that result in discrimination on the basis of race, color, or national origin. Ability grouping is the assignment of students to classes or instructional groups based upon the students' level of ability or achievement. Tracking is the assignment to different courses of instruction. Ability grouping and tracking sometimes result in courses with substantially disproportionate enrollments of minority or nonminority students. When that happens, the ability grouping or tracking may violate Title VI.

To ensure that the ability grouping or tracking practices comply with Title VI, the criteria used by schools to assign students to ability groups or tracks must be nondiscriminatory. Students must be given the opportunity to move from one ability group to another, or in and out of assigned tracks according to their progress.

If ability grouping or tracking results in classes with substantially disproportionate enrollments of students of one race or minority group, school districts must be able to demonstrate that there is a valid educational justification for their ability grouping or tracking practices.

**Testing, Evaluations, and Criteria for Student Assignment.** At all times, school districts should be careful to use appropriate criteria and evaluation and testing methods before assigning students to specialized classes or courses of study. Tests must be educationally sound indicators of a student's particular needs and achievement, in order to avoid student assignment to inappropriate courses.

For example, a minority student who has not been properly tested for possible learning disabilities may be assigned to remedial courses that do not provide the type of instruction needed. As another example, national origin minority students with limited-English proficiency may be tested in English, receive scores that are not valid indicators of their proficiency in the tested areas, and be assigned to a class that does not meet their needs. Such student assignments would be discriminatory.

School districts must ensure that all screening procedures are nondiscriminatory. Periodic testing and reevaluation of students in specialized courses of study may be required.

For more information about avoiding discrimination in student assignment, contact the [Office for Civil Rights](#), or call 1-800-421-3481

## THE IMPLEMENTATION OF THE TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

Throughout the United States, there has been a call for America's students to master more complex skills and to demonstrate understanding of more sophisticated content. In response, states throughout the country have increased their expectations for student performance. However, while basic competencies are being raised, often there is little done to enhance services for more advanced learners. **National Excellence: A Case for Developing America's Talent**, published by the United States Department of Education in 1993, notes that, "Most American students are encouraged to finish high school and earn good grades. But students are not asked to work hard or master a body of challenging knowledge or skills. The message society often sends to students is to aim for academic **adequacy**, not academic **excellence** (p.1)."

To assure that this trend is reversed in Texas, the State Board of Education has adopted numerous incentives that encourage districts to support services that go beyond the minimum and that meet the needs of gifted learners. In order to express its commitment to high level learning opportunities for all students, the Texas State Board of Education adopts the following as its goal for services for gifted learners.

### TEXAS STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS

Students who participate in services designed for G/T 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 G/T students will have produced products and performances of professional quality as part of their program services.

### MCALLEN ISD PHILOSOPHY

The District's philosophy emphasizes a respect for the worth and dignity of each individual and assumes the responsibility to promote each student's fullest development as a citizen. The Gifted and Talented Challenge Program extends this philosophy in specifying that gifted students must be constantly challenged to stretch themselves intellectually because of their unique learning characteristics.

The McAllen Independent School District believes every child has a right to be educated at the level that is commensurate with his/her needs and abilities. Therefore, the Gifted and Talented Challenge Program exists to meet the needs of identified gifted and talented students and to develop students who exhibit the potential for academic giftedness. McAllen ISD believes in providing a curriculum and environment that enhances the uniqueness of the gifted learner, we will improve the quality of education for all learners.

## **SPECIAL STUDENT POPULATIONS**

Special programs are designed as intervention. When a student is assigned to a special program, school officials understand that the regular academic program may not adequately meet the student's academic needs; therefore, a special service is needed. Without this service, students might not achieve their potential. This assumption overarches all special programs, including Dyslexia, Education of Homeless Students, Foster Care and Student Success, Special Education, Bilingual/ESL Education, and Gifted and Talented Education.

Gifted and Talented Education also is a special program designed to serve a special student population. It is designed for approximately the top three to five percent of the general student population. As with other special programs, without the services of the gifted and talented program, identified gifted students may not achieve their potential; therefore, they need the interventions that the program for the gifted/talented can offer. (Texas Education Agency, 2006)

## **MCALLEN ISD DEFINITION OF GIFTED**

McAllen ISD defines gifted and talented as any child or youth in grades K-12 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 general intellectual ability; or
- 2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies

## **CURRICULUM OVERVIEW**

The Gifted and Talented Program is committed to differentiating the MISD core curriculum (Texas Essential Knowledge and Skills) by supporting the adaptation of district curriculum timelines and instructional focus documents to meet the needs of gifted and advanced learners. Teachers in elementary and middle school GT classes focus on development of rigorous curriculum that is enhanced with independent projects or International Baccalaureate (IB) units. In middle school, units of study are enhanced for the gifted learner with Pre-Advanced Placement (Pre-AP) strategies or International Baccalaureate (IB) programme elements. In high school, students may choose from among a variety of advanced classes, such as Pre-Advanced Placement, Advanced Placement, STC or UT On Ramps Dual Enrollment, International Baccalaureate Middle Years or Diploma Programme. Students may also enroll in college courses that award high school credit through MISD partnerships with UTRGV, STC Dual Enrollment Academy or Achieve Early College High School.

Trained GT teachers modify the academic content and the process by which students learn. Teachers enhance the district curriculum by using teaching strategies that amplify the content, depth and complexity of the core curriculum. Teachers also modify the district curriculum by adjusting the pace of the instructional timeline, allowing flexibility for research, which lead to the development of independent projects, products and/or performances. The International Baccalaureate student centered – inquiry based strategies are utilized at the designated elementary (PYP) and middle school (MYP) IB campuses.

A state requirement for all identified gifted students is the completion of independent projects, products and or performances in each year of the program. In McAllen, this requirement extends to all students who demonstrate gifted and talented potential (high achievers/advanced learners). Teachers are allowed discretion in guiding students to use the Texas Performance Standards Project, Independent Investigations Method or other independent research that demonstrates student learning through the creation of a product, presentation and question and answer session.



## DESCRIPTION OF SCOPE OF SERVICES

The Gifted and Talented Program identifies and serves McAllen ISD students through two age groupings: Elementary K-5, and Secondary 6-12. Trained teachers serve elementary GT students in heterogeneous classes at every elementary and secondary campus.

GT trained teachers serve secondary middle school GT students in the four core areas, reading mathematics, science and social studies at every middle school campus. Students are encouraged to participate in UIL academic and arts activities, advanced mathematics through Pre-Advanced Placement, Algebra I in 7th or 8th grade, Geometry in 7th or 8th grade, and Algebra II if needed.

At the high school level, GT highly qualified teachers serve students in advanced classes at the Pre-AP, AP, Dual Enrollment program at the comprehensive high schools, and the Lamar Academy IB Program.

Advanced/Gifted students may also enroll in university or college courses that award credit for high school courses. Advanced students may apply for enrollment in college programs designed to award credit or an associate's degree at Achieve Early College High School, and the MISD/STC Dual Enrollment Engineering Academy (DEEA), Dual Enrollment Medical Science Academy (DEMSA), Dual Enrollment Criminal Justice Academy (DECJA) and Dual Enrollment Computer Science Academy (DECSA), Dual Enrollment Teacher Academy (DETA), and Dual Enrollment Business Academy (DEBSA) and other Dual Enrollment courses at South Texas College. The college courses are taught by college instructors or professors. The selection of these instructors is at the discretion of institute of higher education.

*All students who participate in the Challenge Program are required to complete an Independent Research Project annually; teachers are allowed discretion in the choice of model for the project, either the Texas Performance Standards Project, Independent Investigations Research Method, or other independent research, with a product, presentation and question and answer session.*

## MCALLEN ISD GIFTED AND TALENTED NEEDS ASSESSMENT AND OVERVIEW

In assessing the need for a gifted/talented education program many factors must be included such as national, state, and local needs and goals.

1. Research indicates that approximately 3-5% of students in the nation are gifted and talented. According to these statistics, approximately 1,067 students within the McAllen Independent School District may be gifted and talented and in need of a differentiated program.  
(District census of population = 21,348 students in grades K - 12).

2. The Texas Legislature has mandated education of the gifted and talented and the Texas State Board of Education has rules for this area of education. Districts are required to identify and serve gifted students.

3. A study of the McAllen Independent School District shows the community is metropolitan, multicultural, and multilingual with many students from Mexico and other countries. The District is spread over approximately 48.6 square miles, and is 11 miles from the Mexico border.

72.2% of the students within the district fall into federally established criteria for low-income families. English language learners represent 31.5% of the students within the district. Because of the diverse cultural, linguistic and socio - economic backgrounds of the families in McAllen it is easy to understand that parents

experience greater difficulty in providing enriching experiences for a gifted child than parents in more affluent or suburban areas. The school district serves to provide challenging, enriching educational experiences for these students.

4. Teachers in the district indicate a strong interest in providing additional options for gifted/talented students.

- a. Elementary and secondary level teachers cite the need for enrichment of interests and activities outside the general curriculum for these students.
- b. Teachers also show interest by attending workshops and university classes on educating the gifted and talented.

5. Community and school board members have indicated a desire for the district to meet the needs of the gifted and talented. Multiple postsecondary partnerships exist in McAllen ISD through South Texas College, the University of Texas Rio Grande Valley, University of Texas at Austin, as well as Texas A&M University RGV. Programming to support students in accessing local postsecondary institutions as well as other colleges and universities is needed and supported by the MISD Challenge Program.

6. McAllen Independent School District also provides for special populations through Bilingual/ESL Services, State and Federal Programs, Title I Migrant, Special Education and other programs. It is necessary to extend the district's provisions for individual educational needs by providing for gifted/talented students who may be twice exceptional as well as English language learners.

The statements above clearly indicate a need for serving the gifted and talented students in the McAllen Independent School District.

**MCALLEN ISD**  
**BOARD OF TRUSTEES**  
**POLICY REGARDING GIFTED AND TALENTED**  
**EHBB LOCAL**

Date Issued: 8/22/2012  
LDU 2012.06  
EHBB (LOCAL) – X

McAllen ISD  
108906  
SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

NOMINATION/ REFERRAL	Students may be nominated/referred for the Gifted and Talented program at any time by teachers, counselors, parents or other interested persons.
SCREENING AND IDENTIFICATION PROCESS	The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.
PARENTAL CONSENT	The District shall obtain written parental consent 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.
IDENTIFICATION CRITERIA	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
ASSESSMENTS	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
SELECTION	A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the Gifted and Talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established for the District.
NOTIFICATION	The District shall provide written notification to parents of students who qualify for services through the District's Gifted and Talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted program.
NO REASSESSMENT	The District shall not perform routine reassessments.
TRANSFER STUDENTS	When a student identified as gifted by a previous school district enrolls in the District the selection committee shall review the student's records and conduct an

assessment to determine if placement in the District's program for gifted and talented students is appropriate.

#### INTERDISTRICT

The selection committee shall make a determination within 30 calendar days of the student's enrollment in the District and shall base the decision on the transferred records, observation reports of District teachers who instruct the student and student and parent conferences.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Education Opportunities for Military Children]

#### TRANSFER STUDENTS INTRADISTRICT

A student 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.

#### FURLOUGHS

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the Gifted and Talented program. The District, the parent, or the student may initiate a furlough.

In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.

#### EXIT PROVISIONS

The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parents and student before honoring the request.

#### APPEALS

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

#### PROGRAM EVALUATION

The District shall annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the Gifted and Talented program, and the community.

#### COMMUNITY AWARENESS

The District shall ensure that information about the District's Gifted and Talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

## **GIFTED AND TALENTED (CHALLENGE PROGRAM) IDENTIFICATION PROCEDURES AND PROCESSES**

McAllen Independent School District Board of Trustees has approved the identification procedures and processes for Gifted and Talented Program services for students K-12. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

### **Identification Timeline: 1<sup>st</sup> - 11<sup>th</sup> Grade**

<b>MAY-AUGUST</b>
<ul style="list-style-type: none"> <li>• All student documentation is turned in to GT office.</li> <li>• Advanced Academics conducts final review of student documentation and campus clearance.</li> <li>• Appeal Process</li> <li>• Summer testing of out of district, new to district students, private school to district, home school to district.</li> <li>• PEIMS report is turned in to GT office to finalize end of the year reports.</li> <li>• Summer Training of teachers</li> </ul>
<b>SEPTEMBER</b>
<ul style="list-style-type: none"> <li>• Kindergarten – High School gifted and talented services identification process begins.</li> <li>• Nomination (referral) letters are sent to parents.</li> <li>• All teachers begin the Kingore Observation Inventory process.</li> <li>• Collection of advanced work and planned experiences begins. (4 planned experiences and 4 collected works).</li> <li>• Parent referral letters and permission forms are sent home to all parents.</li> </ul>
<b>OCTOBER /NOVEMBER</b>
<ul style="list-style-type: none"> <li>• Kindergarten- fifth grade teacher's complete administration of planned experiences and collection of advanced work.</li> <li>• CogAT Testing for all kindergarten students start date of September 24, 2018 to be administered by the Office of Advanced Academics Office testers.</li> <li>• All KOI and Portfolio scoring is completed by November deadline.</li> <li>• All referrals are completed and submitted to Advanced Academics office.</li> <li>• Middle /High School Applications for GT services are available on campuses.</li> </ul>
<b>DECEMBER</b>
<ul style="list-style-type: none"> <li>• Testers prepare GT packets and student documentation.</li> <li>• Kindergarten student referral process is completed. Consent to Test Notices are sent home to parents regarding additional testing in January.</li> </ul>
<b>JANUARY</b>
<ul style="list-style-type: none"> <li>• Parent consent forms for kindergarten student participation in testing are collected.</li> <li>• Identified kindergarten students are coded as GT before March 1.</li> <li>• Middle and High School GT testing, administered by the Office of Advanced Academics testers, begins.</li> </ul>
<b>FEBRUARY</b>
<ul style="list-style-type: none"> <li>• Testing of all other grade levels will begin.</li> <li>• GT selection committee reviews student data for kindergarten.</li> </ul>
<b>MARCH</b>
<ul style="list-style-type: none"> <li>• <b>March 1st</b> –Identified Kindergarten students begin GT services.</li> </ul>
<b>APRIL/MAY</b>
<ul style="list-style-type: none"> <li>• GT selection committee reviews student data for grades 1st-11<sup>th</sup>.</li> <li>• Eligibility/non-eligibility letters for GT services are distributed to parents via US mail.</li> <li>• Parent consent forms for student participation are collected.</li> </ul>

**2018-2019**  
**CHALLENGE PROGRAM IDENTIFICATION TIMELINE**  
**KINDERGARTEN - FIFTH GRADE**

	First Planned Experience	Second Planned Experience	Third Planned Experience	Fourth Planned Experience	CogAT Testing for All Kindergarten Student	Kingore Observation Inventory	Planned Experience Scoring Form	Gifted and Talented Testing
<b>Kindergarten</b>	<p>Week of Sept. 17</p> <p>Scored Week of Sept. 24</p> <p>“Draw Starts”</p>	<p>Week of Oct. 1</p> <p>Scored Week of Oct. 9</p> <p>“Ten Black Dots”</p>	<p>Week of Oct. 15</p> <p>Scored Week of Oct. 22</p> <p>“Patterning”</p>	<p>Week of Oct. 29</p> <p>Scored Week of Nov. 5</p> <p>“Problem Solving with Shapes”</p>	<p>CogAT</p> <p>Start Date</p> <p>October 1</p> <p>CogAT will be administered by the GT testers from the office of Advanced Academics.</p> <p>Campus details to follow.</p>	<p>KOI Begin Oct. 1</p> <p>Thru</p> <p>Nov. 9</p> <p>Completed forms will be picked up on campus at scheduled appt. All due by Nov. 9</p>	<p>Scoring Form Due in Advanced Academics Office Nov. 9</p>	<p>For students who qualify:</p> <p>Testing Jan 14 thru Feb 15.</p> <p>Students identified and served by March 1 as per TEA requirements.</p>
<b>First – Fifth Grade</b>	<p>Week of Sept. 17</p> <p>Scored Week of Sept. 24</p> <p>“Draw Starts”</p>	<p>Week of Oct. 1</p> <p>Scored Week of Oct. 9</p> <p>“Problem Solving with Shapes”</p>	<p>Week of Oct. 15</p> <p>Scored Week of Oct. 22</p> <p>“Rebus Stories”</p>	<p>Week of Oct. 29</p> <p>Scored Week of Nov. 5</p> <p>“Math Story Problems”</p>		<p>KOI Begin Oct. 1</p> <p>Thru</p> <p>Nov. 9</p> <p>Completed forms will be picked up on campus at scheduled appt.</p>	<p>Scoring Form Due in Advanced Academics Office Nov. 9</p>	<p>March – May Campus</p> <p>Schedule testing for students who meet nomination criteria</p>

# Gifted and Talented Tests

## 2018-2019

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Middle School
<b>CogAT</b> <b>Level 5/6</b> 40 minutes	<b>CogAT</b> <b>Level 7</b> 40 minutes	<b>CogAT</b> <b>Level 8</b> 40 minutes	<b>CogAT</b> <b>Level 9</b> 30 minutes	<b>CogAT</b> <b>Level 10</b> 30 minutes	<b>CogAT</b> <b>Level 11</b> 30 minutes	<b>CogAT</b> <b>6<sup>th</sup>-Level 12</b> <b>7<sup>th</sup> -8<sup>th</sup>-</b> <b>Level 13/14</b> 30 minutes
<b>IOWA ASSESSMENT</b> <b>Level 5</b>  Reading Approx. 40 minutes  Math Approx. 25 minutes	<b>IOWA ASSESSMENT</b> <b>Level 7</b>  Reading Approx. 35 minutes  Math Approx. 35 minutes	<b>IOWA ASSESSMENT</b> <b>Level 8</b>  Reading Approx. 35 minutes  Math Approx. 35 minutes	<b>IOWA ASSESSMENT</b> <b>Level 9</b>  Reading 30 minutes  Math 30 minutes	<b>IOWA ASSESSMENT</b> <b>Level 10</b>  Reading 30 minutes  Math 30 minutes	<b>IOWA ASSESSMENT</b> <b>Level 11</b>  Reading 30 minutes  Math 30 minutes	<b>IOWA ASSESSMENT</b> <b>6<sup>th</sup> --Level 12</b> <b>7<sup>th</sup> -- Level 13</b> <b>8<sup>th</sup> -- Level 14</b>  Reading 30 minutes  Math 30 minutes
<b>LOGRAMOS</b> <b>Nivel 5</b>  Lectura Part 1: 20 mins Part 2: 20 mins  Matematicas Approx. 25 mins.	<b>LOGRAMOS</b> <b>Nivel 7</b>  Vocabulario 15 minutes Lectura Part 1: 20 mins Part 2: 25 mins  Matematicas Part 1: 25 mins. Part 2: 25 mins.	<b>LOGRAMOS</b> <b>Nivel 8</b>  Vocabulario Approx. 15 mins. Lectura Part 1: Approx. 15 mins. Part 2: Approx. 20 mins. Conceptos matemáticos Approx. 20 mins. Problemas matemáticos Approx. 25 mins.	<b>LOGRAMOS</b> <b>Nivel 9</b>  Vocabulario 15 minutes Lectura Part 1: 25 mins. Part 2: 30 mins.  Conceptos matemáticos Part 1: 25 mins Part 2: 5 mins. Resolución de problemas: 30 mins.	<b>LOGRAMOS</b> <b>Nivel 10</b>  Vocabulario 15 minutes Lectura Part 1: 25 mins. Part 2: 30 mins.  Conceptos matemáticos Part 1: 25 mins Part 2: 5 mins. Resolución de problemas: 30 mins	<b>LOGRAMOS</b> <b>Nivel 11</b>  Vocabulario 15 minutes Lectura Part 1: 25 mins. Part 2: 30 mins.  Conceptos matemáticos Part 1: 25 mins Part 2: 5 mins. Resolución de problemas: 30 mins	<b>Writing Prompt</b>  UNTIMED

**Iowa Assessments**  
Level 5 Form E Complete/Core Version 3 2012  
Levels 7-14 Form E Survey 2012

**Logramos**  
Level 5 and 7 Version 2 – Third Edition 2014  
Levels 8 – 14 Second Edition 2006

**CogAT**  
Levels 5/6 – 13/14 Screening Form  
Form 7 Version 3 2012

## NOMINATION – ASSESSMENT – RECOMMENDATION FOR SERVICE

McAllen Independent School District provides service to students who perform or show the potential for performing at a remarkably high level of academic accomplishment when compared to others of the same age, experience, or environment. Students who show a need for service are students who need academic enrichment beyond that which is offered in a regular classroom setting.

The recommendation for services consists of three phases:

1. Referral (Nomination)
2. Assessment
3. Recommendation for Services

### Referral (Nomination)

All kinder – fifth grade students are automatically considered for gifted and talented services each year.

In grades 6 – 12 gifted and talented referrals may be submitted by:

- the students themselves
- teachers
- parents
- or any person familiar with a student's abilities, potential, performance, and/or past records

Referrals are based on evidence of high-level reasoning ability and/or the development of unique products that demonstrate unusual or advanced academic ability.

### Elementary Procedure Overview:

#### Phase 1 - Teacher Referral (nomination):

To refer a student the teacher will complete 3 qualitative assessments during class:

- (1) **"Teacher Observation Form"** (elementary) Teachers observe students for a period of six weeks and collect data using the *Kingore Observation Inventory (KOI)*. The Kingore Observation Inventory enables teachers to look for students' response patterns over time and is a research-based method to allow teachers to document their insights about their students. Students are scored from 0 – 99%. *A qualifying score is determined by the committee to be above the 90<sup>th</sup> percentile.*
- (2) **"Collected Works"** (elementary) a compilation of student works that provides evidence and products of a student's areas of strength. It is recommended that up to 20 pieces of work be included; it is mandatory that there are 8 best pieces of work to be evaluated. The work collected should be academic in nature, and reflect independent work such as investigations, research, and essays, creative pieces that provide insight into the student's academic abilities. The maximum score in this area is 4 points. *The qualifying score in this area is 3 points.*
- (3) **"Planned Experiences"** are four activities that provide students the opportunity to demonstrate unusual or advanced academic ability, using the Kingore model. These planned experiences are high level, open- ended activities designed to elicit and diagnose gifted behaviors. The planned experiences are proven to be particularly responsive to under-represented populations and enable all students to demonstrate gifted potential (TSP Section 1.5.3A and 1.5.4A). The maximum score in this area is 4 points, 0.5 point per piece of work. *The qualifying score in this area is 3 points.*



**To be referred for additional testing for Gifted and Talented, a student must receive qualifying scores in all three areas: Teacher Observation – KOI, Product Portfolio and the Planned Experiences.**

### **Phase 2 – Quantitative Assessments:**

Students' needs for Gifted and Talented services occurs through the use of assessment instruments that provide all students an opportunity to demonstrate their talents, intelligences, and diverse abilities (*Texas State Plan for the Education of the Gifted/Talented Students (TSP) Section 1*). The criteria used to assess students is appropriate for each area of giftedness served and ensures the fair assessment of students with special needs, such as the culturally different, bilingual, the economically disadvantaged, and students with disabilities. There are three quantitative assessments.

### **Quantitative Assessments**

- (1) Cognitive Abilities Assessment (CogAT)
- (2) Iowa Reading and Math Achievement Tests (in the Language of Instruction)

Screening information, including percentiles and/or scores from assessment instruments, is compiled on a student profile and is used to identify the student's strengths. A committee of trained educators in gifted and talented education determines qualifying scores on these assessments. The score range is above 90% on two of the three assessments, and one assessment at 85% or higher.

### **Phase 3 - Recommendation for Services through the Selection and Placement Committee**

Recommendation of students for gifted and talented services is based on review of four sources of data gathered during the screening process. The four sources of data are:

- Kingore Observation Inventory
- Academic work from the Academic Portfolio and the four Planned Experiences
- Cognitive Abilities Assessment (CogAT)
- Iowa Achievement measures in math and reading in languages the child understand

### **General Procedures of the Recommendation and Placement Committee:**

The Gifted and Talented Selection and Placement Committee, consisting of at least three district educators appointed by the superintendent's designee, makes the recommendation of students for services designed for the gifted and talented program. The members of the committee are briefed in administrative procedures and are up to date on their Gifted and Talented hours as delineated in the Texas Administrative Code (19TAC§ 89.2(1) (TPSP 1.71R)

The committee makes a balanced examination of all assessment data collected through the district's gifted/talented assessment process during a blind process (no name/identifiers). Additional data beyond that collected through the district's standard gifted and talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate decision. (TSP 1.7.2E) As the committee evaluates the data on the students nominated, the committee has three options:

- The profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted and Talented program as an identified Gifted and Talented student who shows gifted

characteristics in all categories or as a high achiever “cluster” student who shows gifted characteristics in most categories.

- There is insufficient evidence in the documentation at this time indicating the Gifted and Talented program would best meet the student’s educational needs. The preponderance of evidence indicates the student’s educational needs would best be served by the regular curriculum.
- Further information is requested by the committee to make a qualification decision.

Once the identification process is complete, the Director of Advanced Academics reviews the process and the recommendations. Principals, parents or guardians are notified of the Gifted and Talented committee’s decision via U.S. mail within ten school days. Parents of all screened students may request a conference to examine their child’s assessment results. Requests should be made through the student’s home campus.

### **Secondary Procedure Overview:**

#### **Phase 1 - Teacher Referral (nomination):**

To refer a student the teacher will complete

##### **1. Teacher Observation** (middle school only)

#### **Phase 2 – Quantitative Assessment:**

Students’ needs for Gifted and Talented services occurs through the use of assessment instruments that provide all students an opportunity to demonstrate their talents, intelligences, and diverse abilities (*Texas State Plan for the Education of the Gifted/Talented Students (TSP) Section 1*). The criteria used to assess students is appropriate for each area of giftedness served and ensures the fair assessment of students with special needs, such as the culturally different, bilingual, the economically disadvantaged, and students with disabilities. There are three quantitative assessments.

#### **Quantitative Assessments**

- (1) Cognitive Abilities Assessment (CogAT)
- (2) Iowa Reading and Math Achievement Tests (in the Language of Instruction)

Screening information, including percentiles and/or scores from assessment instruments, is compiled on a student profile and is used to identify the student’s strengths. A committee of trained educators in gifted and talented education determines qualifying scores on these assessments. The score range is above 90% on two of the three assessments, and one assessment at 85% or higher.

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Recommendation of students for gifted and talented services is based on review of four sources of data gathered during the screening process. The four sources of data are:

- Kingore Observation Inventory
- Academic work from the Academic Portfolio and the four Planned Experiences
- Cognitive Abilities Assessment (CogAT)
- Iowa Achievement measures in math and reading in languages the child understand

#### **General Procedures of the Recommendation and Placement Committee:**

The Gifted and Talented Selection and Placement Committee, consisting of at least three district educators appointed by the superintendent’s designee, makes the recommendation of students for services designed for

the gifted and talented program. The members of the committee are briefed in administrative procedures and are up to date on their Gifted and Talented hours as delineated in the Texas Administrative Code (19TAC§ 89.2(1) (TPSP 1.71R)

The committee makes a balanced examination of all assessment data collected through the district's gifted/talented assessment process during a blind process (no name/identifiers). Additional data beyond that collected through the district's standard gifted and talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate decision. (TSP 1.7.2E) As the committee evaluates the data on the students nominated, the committee has three options:

- The profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted and Talented program as an identified Gifted and Talented student who shows gifted characteristics in all categories or as a high achiever "cluster" student who shows gifted characteristics in most categories.
- There is insufficient evidence in the documentation at this time indicating the Gifted and Talented program would best meet the student's educational needs. The preponderance of evidence indicates the student's educational needs would best be served by the regular curriculum.
- Further information is requested by the committee to make a qualification decision.

Once the identification process is complete, the Director of Advanced Academics reviews the process and the recommendations. Principals, parents or guardians are notified of the Gifted and Talented committee's decision via U.S. mail within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Requests should be made through the student's home campus.

In either elementary or secondary – a goldenrod colored identification form will be sent to the campus, along with the GT testing profile for inclusion in the student's permanent folder. This goldenrod form is carried in the permanent folder designating that the student is identified gifted and talented and in need of service.

**PLEASE PLACE IN STUDENT'S PERMANENT FOLDER**

**MCALLEN INDEPENDENT SCHOOL DISTRICT  
GT/ PROGRAM SERVICE IDENTIFICATION**

**Home School:** \_\_\_\_\_ **School:** \_\_\_\_\_

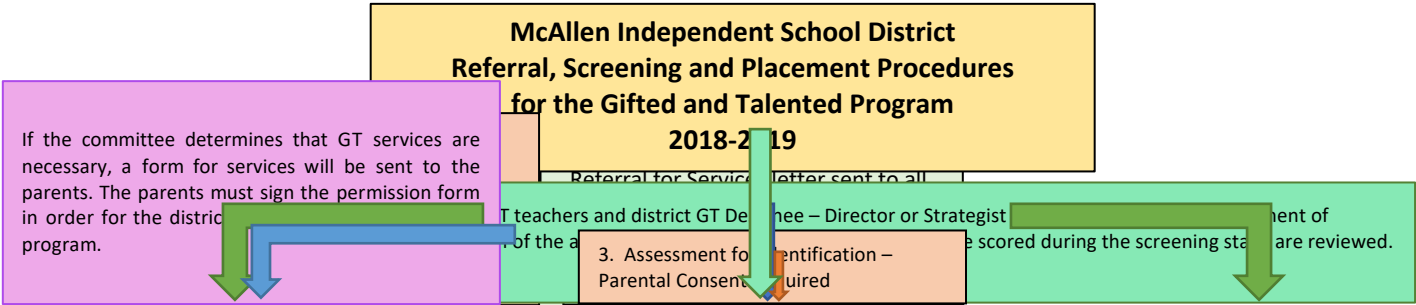
**Student:** \_\_\_\_\_ **ID Number:** \_\_\_\_\_

**Date Qualified:** \_\_\_\_\_

**Student is to be placed in GT/ Challenge Program classes.**

**For additional information please contact:**

**Advanced Academics Director at 956-618-6059  
Office of Advanced Academic Services  
2200 Tamarack Avenue  
Portable 78  
McAllen, Texas 78501  
956-618-6059**



**Middle School Students:**

All middle school students can refer himself or herself or be referred by parents for teachers for GT services

6<sup>th</sup> – 8<sup>th</sup>: any student can refer themselves or be referred for GT services. Students will take or complete the following:

- (1) Teacher Recommendation Form
- (2) Cognitive Abilities Test (CogAT)
- (3) Iowa Assessment (Reading and Math)
- (4) Writing Sample
- (5) English Language Learners: Logramos



If a student does not qualify for GT services, the parents will be notified in writing of the committee's decision. A parent may appeal the decision of the committee by completing the required appeal forms and submitting the paperwork to the District Advanced Academics Office within 15 days after receiving the assessment data.

**INDIVIDUAL GRADE LEVEL GIFTED AND TALENTED (CHALLENGE)  
IDENTIFICATION PROCEDURES  
Elementary Level - Kindergarten**

McAllen ISD elementary classroom teachers participate in the referral (nomination) of students for the gifted and talented program. *All kindergarten students are automatically considered for gifted and talented services and other advanced level services. (TSP 1.5.2.R)*

**Kindergarten Referral (nomination)**

All McAllen Independent School District kindergarten teachers, using at least three sources of data, refer (nominate) kindergarten students for additional testing if there is a need as established by the scores on the following qualitative assessments:

- Teacher observation, Kingore Observation Inventory
- Product portfolio including four planned experiences and collected works
- **Cognitive Abilities Test** (CoGAT) a test designed for all populations of students

1. Results are compiled at the Advanced Academics Office.
2. A district level nomination committee reviews the kindergarten assessment results for the entire district and identifies the students who meet the established criteria for additional testing.
3. The nomination committee reviews all data, and then establishes the criteria for nomination.

### **Kindergarten Testing for GT Services (assessment)**

Students meeting the established criteria are referred for additional testing for Gifted and Talented services. Exams are administered at the home campus by a trained Advanced Academic Services GT tester in a small group setting over a period of two days.

The campus will request permission to test students and provide parents with the date and time. The exams are:

- Iowa Achievement Test for English-speaking students in Reading and Mathematics
- Logramos Achievement Test for Spanish-speaking students in Reading and Mathematics

### **Kindergarten Identification for Services (recommendation for GT Services)**

The office of Advanced Academics compiles all qualitative and quantitative data submitted by the campuses on individual student profiles. The student profiles are blindly reviewed by the MISD Gifted and Talented Identification Committee which makes the final recommendation regarding placement. (TSP 1.5.1R)  
Students are identified as gifted and talented in need of service.

Kindergarten students are identified by March 1 and are served the remainder of the year in their regular classrooms, where each kindergarten teacher has 30 hours of GT training with a 6-hour yearly update. With parent/guardian permission, these identified students are placed in the english language or bilingual/dual language GT/Challenge classroom at the beginning of the following year with a GT trained teacher. (TSP 1.5. 2A, 1.5.3A 1.5.4A)

## **Elementary Level - First Grade**

McAllen ISD elementary classroom teachers participate in the referral (nomination) of students for the gifted and talented program. ***All first-grade students are automatically considered for gifted and talented services and other advanced level services. (TSP 1.5.2.R)***

### **First Grade Referral (nomination)**

All McAllen Independent School District first-grade teachers, using two sources of data, refer (nominate) first grade students for additional testing, if there is a need as established by the scores on the following qualitative assessments:

- Teacher observation, Kingore Observation Inventory
- Product Portfolio including four planned experiences and collected works

1. Results are compiled at the campus level and then delivered to the Advanced Academics Office.
2. A district referral (nomination) committee consisting of GT trained educators review the first-grade assessment results for the entire district and selects students who meet the criteria for additional testing.

#### **First Grade Testing for GT Services (assessment)**

Students meeting the criteria are referred for additional testing for Gifted and Talented services. Exams are administered at the home campus by a trained Advanced Academic Services GT tester in a small group setting over a period of two days.

The campus will request permission to test students and provide parents with the date and time. The exams are:

- Iowa Achievement Test for English-speaking students in Reading and Mathematics
- Logramos Test for Spanish-speaking students in Reading and Mathematics
- Cognitive Abilities Test (CogAT), a test designed for all populations of students

#### **First Grade Identification for Services (recommendation for GT services)**

The office of Advanced Academics compiles all qualitative and quantitative data submitted by the campuses on individual student profiles. The student profiles are blindly reviewed by the MISD Gifted and Talented Selection and Placement Committee which makes the final recommendation regarding placement. (TSP 1.5.1R) Students are identified as gifted and talented in need of service.

1<sup>st</sup> grade students are identified in May and are served the remainder of the year in their regular classrooms. With parent/guardian permission, these identified students are placed in the english Language or bilingual/dual language GT/Challenge classroom at the beginning of the following year with a GT trained teacher. (TSP 1.5.2A, 1.5.3A 1.5.4A)

### **Elementary Level – Grades Second through Fifth Grades**

McAllen ISD elementary classroom teachers participate in the referral (nomination) of students for the gifted and talented program. *All second – fifth grade students are automatically considered for gifted/talented services and other advanced level services. (TSP 1.5.2.R)*

## **Second – Fifth Grade Referral (nomination)**

All McAllen Independent School District second –fifth grade teachers, using two sources of data, refer (nominate) students for additional testing, if there is a need as established by the scores on the following qualitative assessments:

- Teacher observation, Kingore Observation Inventory
- Product portfolio including four planned experiences and collected works

3. Results are compiled at the campus level and then delivered to the Advanced Academics Office.

4. A district referral (nomination) committee consisting of GT trained educators reviews the assessment results for the entire district and selects students who meet the criteria for additional testing.

## **2nd – 5th Grade Testing for GT Services (assessment)**

Students meeting the criteria, are referred for additional testing for Gifted and Talented services. Exams are administered at the home campus by a trained Advanced Academic Services GT tester in a small group setting over a period of two days.

The campus will request permission to test students and provide parents with the date and time. The exams are:

- *Iowa Assessment Test* for English-speaking students in Reading and Mathematics
- *Logramos Test* for Spanish-speaking students in Reading and Mathematics
- *Cognitive Abilities Test* (CogAT), a test designed for all populations of students

## **2nd – 5th Grade Identification for Services (recommendation for GT services)**

The office of Advanced Academics compiles all qualitative and quantitative data submitted by the campuses on individual student profiles. The student profiles are blindly reviewed by the MISD Gifted and Talented Selection and Placement Committee which makes the final recommendation regarding placement. (TSP 1.5.1R) Students are identified as gifted and talented in need of service.

Students are identified in May and are served the remainder of the year in their regular classrooms. With parent/guardian permission, these identified students are placed in the English language or bilingual/dual language GT/Challenge classroom at the beginning of the following year with a GT trained teacher. (TSP 1.5.2A, 1.5.3A 1.5.4A)

## **Secondary Level – Grades Sixth through Eleventh**

Any student, parent or teacher may complete an application for their child or student to be considered for gifted and talented services. There is no nomination for services, and students who complete an application and obtain parent permission for testing are automatically considered for services and provided assessments.



(TSP 1.5. 2A, 1.5.3A 1.5.4A)

Applications for services through the McAllen Independent School District's Gifted and Talented Program are available to students and parents in each middle school and high school at the end of September each year. These forms are in the counselor's office. **Individual students, teachers, parents, or any person familiar with a student's abilities, potential, performance, and/or past records may submit applications.**

The application includes information about the Gifted and Talented Program. The applications are received by the counseling office at each campus and are then sent to the Advanced Academics office.

The criteria used to identify students:

- specific subject teacher observations using an observation scale
- written essay
- mental ability test scores-*Cognitive Abilities Test (CogAT)*
- achievement test scores:
  - *Iowa Assessment* in Reading and Mathematics
  - *Logramos* for students receiving English Language Support (Reading and Math)

The Secondary Gifted and Talented Selection Committee reviews the assessments and completed test results and makes the recommendation for appropriate services. With parent/guardian permission, qualified students are then recommended for the appropriate services beginning the following year.

**MISD GIFTED AND TALENTED SERVICES  
RECONSIDERATION/APPEAL PROCESS  
ALL GRADE LEVELS**

By law and local policy, an appeal process is established that allows for a student not qualifying for services to submit a written appeal. Each appeal for additional services is considered by the selection committee. The decision will be based on the student's profile plus additional information presented to the committee by the family. The following are the required documents and procedures to participate in the Appeal Process:

- Parents/Guardian/Teacher or student must submit a letter stating in detail the rationale that the selection committee should consider for revisiting the student's current placement.
- Parents/Guardian/Teacher or student must obtain a letter from the student's teachers, stating rationale for revisiting the student's proposed placement.
- Parents/Guardian/Teacher or student must prepare packet of supporting evidence such as additional student work. This work must be different from the work scored in the student's portfolio. Any additional information will help the Appeal Committee make the best educational decision for each student. The additional evidence should support the claim being made regarding the appeal.
- All supporting evidence, along with the appeal letters, is placed into a large envelope that is labeled with
  - 1) Student Name,
  - 2) School,
  - 3) Teacher,
  - 4) Grade,
  - 5) Parent Name,
  - 6) Address and
  - 7) Telephone Number
- Submit this final appeal packet **no later than the established dates** to the Advanced Academics Office located at 2200 Tamarack Avenue, McAllen, TX 78501. (Portable 78)

Appeals for school year 2018-2019 will not be considered after June 10, 2019.

**The Appeal Committee will respond to parents by written correspondence from the Advanced Academic Services Department.**

## **APELACION DEL PROGRAMA GT MISD**

### **Proceso de apelación**

El Programa GT ha establecido un proceso de apelación que permite al estudiante que no califica para el programa, ser reconsiderado para su asignación. Este proceso está disponible para aquellos que tienen un perfil estable, aunque no califiquen (tomando en cuenta algunos criterios con altas puntuaciones).

Cada apelación es estudiada por el Comité de Apelaciones del Programa Challenge, tanto de primaria como de secundaria. El comité, compuesto de administradores escolares y maestros, tomará decisiones por mayoría de votos en una sesión ejecutiva. La decisión estará basada en el perfil del estudiante, además de información presentada al comité por la familia del alumno.

#### **Pasos a seguir para completar el Proceso de Apelación**

- 1) El padre o maestro que está iniciando la apelación debe escribir una carta explicando en detalle la razón por la que el comité de selección debería considerar revisar nuevamente la asignación actual del alumno.
- 2) La persona que inicia la apelación debe preparar un paquete de evidencia de respaldo, como un trabajo del estudiante. Este trabajo debe ser diferente del calificado en el portafolio. Cualquier información adicional ayudará al Comité de Apelaciones a tomar la mejor decisión educacional para cada estudiante.
- 3) Ponga el paquete de evidencia de apoyo junto con la carta de apelación en un sobre grande rotulado con: nombre del alumno, escuela, maestro, grado, nombre de padre, dirección y número de teléfono.
- 4) Entregar este paquete de apelación **final a más tardar el día anunciado** en la Oficina de Estudios Académicos Avanzados localizada en 2200 Tamarack Ave, McAllen, TX 78501.

**No se aceptarán apelaciones para el año 2018-2019 después de esta fecha, 10 de junio 2019.**

***La Oficina de Estudios Académicos Avanzados le notificará a usted por correspondencia sobre la decisión que tome el comité.***

## **REASSESSMENT AND TRANSFERS PROCEDURES**

### **REASSESSMENT OF STUDENTS NOT PREVIOUSLY SERVED**

At the end of the fifth grade, identified gifted students who have received less than 6 weeks of service in an MISD Gifted and Talented setting may be reassessed to focus on specific content areas in the middle school, as determined by the Director of Advanced Academics. The District shall not perform routine reassessments.

### **TRANSFERS OF IDENTIFIED STUDENTS FROM OTHER DISTRICTS**

When a student identified as gifted and talented by a previous school district transfers into the District, the student's records shall be reviewed, and additional data shall be collected as needed to determine if services provided by the Gifted and Talented Program are appropriate.

A selection committee consisting of District Advanced Academic Services personnel and educators from the receiving school's Gifted and Talented Program shall review all collected data and make a determination within 30 days of the student's enrollment in the District.

### **TRANSFERS NEW TO THE DISTRICT NOT PREVIOUSLY IDENTIFIED**

When a student transfers into McAllen ISD and requests Gifted and Talented services by placement into a GT Classroom, the campus will direct the family to MISD Advanced Academics for summer testing or for scheduled testing during the school year.

Students will not be placed into Gifted and Talented Program classrooms without Advanced Academics Program (GT) testing.

## **GIFTED AND TALENTED/CHALLENGE PROGRAM - EXIT PROCEDURES**

### **ELEMENTARY**

The McAllen Independent School District strives to serve students in the Gifted and Talented (Challenge) Program who excel or exhibit the potential to excel in General Intellectual and Academic Ability. Students who need GT Program services are students who cannot be academically served/challenged in the regular classroom.

A student who enters the GT Program may continue in the program as long as he/she is successful and benefits from the program. Occasionally, the Challenge Program does not meet the needs of a student. Whenever a parent, guardian or teacher has evidence to support that a regular or different program could more effectively meet the child's needs for continued growth and development, an Exit Recommendation Form is submitted to the principal and/or director. A meeting with the teacher, parent, principal and director is called to reevaluate the student's need for services.

Any request for cessation of services must be accompanied by the MISD GT Program Exit Recommendation Form and supported by evidence related to:

- 1) observed behavior changes  
(i.e. lack of interest, withdrawal, poor self-esteem, negative attitude toward school)
- 2) habitual behavior which disrupts the learning experiences of other students
- 3) low student productivity (i.e. marginal efforts to complete assigned tasks)
- 4) student non-productivity (i.e. failure to complete specific tasks)
- 5) inability to adjust to new environment (separation from siblings and friends)
- 6) indicators of stress (i.e. excessive nervousness, anxiety, fear, sleeplessness)
- 7) improper identification (i.e. reporting error, computing error)
- 8) program design does not meet the needs of the student

A student whose academic performance meets the expectations of the GT Program, but who chooses to exit due to parental request, may re-qualify for services without being retested through the sixth grade. If a student declines to participate in the Elementary GT Program, he/she must be re-tested and meet qualifying criteria to receive services in the Secondary GT Program.

## **GIFTED AND TALENTED/CHALLENGE PROGRAM - EXIT POLICY**

### **SECONDARY**

The McAllen Independent School District strives to serve students in the Challenge Program who excel or exhibit the potential to excel in General Intellectual and Academic Ability. A student who participates in the Challenge Program may continue in the program as long as he/she is successful and benefits from the program. The purpose of the program is to provide acceleration, academic rigor and challenge to students who are academically beyond the regular classroom setting.

Occasionally, the Challenge Program does not meet the academic or social/emotional needs of a student. Whenever a parent, guardian or teacher feels another program could more effectively meet the child's needs for continued growth and development, an Exit Recommendation Form is submitted to the principal and/or director. A meeting with the teacher, parent, principal and director is called to reevaluate the student's need for services.

Any request for exit must be accompanied by the MISD Challenge Program Exit Recommendation Form and supported by evidence related to:

- 1) observed behavior changes  
(i.e. lack of interest, withdrawal, poor self-esteem, negative attitude toward school)
- 2) habitual behavior which disrupts the learning experiences of other students
- 3) low student productivity (i.e. marginal efforts to complete assigned tasks)
- 4) student non-productivity (i.e. failure to complete specific tasks)
- 5) inability to adjust to new environment (separation from siblings and friends)
- 6) indicators of stress (i.e. excessive nervousness, anxiety, fear, sleeplessness)
- 7) improper identification (i.e. reporting error, computing error)
- 8) program design does not meet the needs of the student

**MCALLEN ISD  
GIFTED AND TALENTED/CHALLENGE PROGRAM  
EXIT RECOMMENDATION FORM**

\_\_\_\_\_  
Student's name

\_\_\_\_\_  
School

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student's ID #

\_\_\_\_\_  
Teacher's name

\_\_\_\_\_  
Initiator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rationale for Exit Referral:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Action taken prior to recommendation:

Initiator:

School Official

Parent

[ ]

Had conference with student

[ ]

Talked with child

[ ]

Reviewed student's file

[ ]

Reviewed student's work

[ ]

Had conference with parent

[ ]

Had conference with teacher

[ ]

Consulted counselor

[ ]

Consulted counselor

[ ]

Consulted principal

[ ]

Consulted principal

[ ]

Other: \_\_\_\_\_

[ ]

Other: \_\_\_\_\_

\_\_\_\_\_  
Committee Recommendation and/or comments:

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
GT Challenge Program Director's Signature

**GIFTED AND TALENTED/CHALLENGE PROGRAM EXIT RECOMMENDATION FORM  
SUPPORTING DATA AND CONFERENCE MINUTES**

---

**Student's Name and ID #**

**A. Academic Data:**

**Most Recent STAAR/EOC Scores**

Reading	_____
Writing	_____
Math	_____
Science	_____
Social Studies	_____

**Report Card**

**6 weeks grades**

	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Reading	_____	_____	_____	_____	_____
Math	_____	_____	_____	_____	_____
Science	_____	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____	_____

---

**B. Behavioral Data:**

**C. Affective Domain Data:**

**Present at Meeting:**

**Time:**

**Date:**

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- 1.
- 2.
- 3.
- 4.



**DISTRITO ESCOLAR INDEPENDIENTE DE MCALLEN**  
**PROGRAMA CHALLENGE**  
**SALVOCONDUCTOS/ REINGRESO**

El Programa Challenge del Distrito Escolar Independiente de McAllen, puede otorgar un salvoconducto a un alumno que asiste a este programa para estudiantes superdotados y con talentos. El salvoconducto es un permiso para que un alumno, que no puede mantener un desempeño satisfactorio dentro de las estructuras del programa Challenge, pueda ausentarse de este programa por un mínimo de un año, debido a razones educativas, psicológicas y/o personales. Este alumno estará temporalmente asignado a una clase regular sin perder su identificación de superdotado y con talentos.

Se puede solicitar un salvoconducto después de que el alumno haya participado en el programa por lo menos dos períodos de seis semanas o un período de nueve semanas. Puede solicitar un salvoconducto un estudiante, un maestro, un consejero o un administrador. El o los solicitantes deben tener una conferencia con el alumno y su padre antes de llenar el susodicho formulario. Este formulario, debidamente cumplimentado, debe entregarse al comité de la Escuela Challenge, compuesto por el padre, alumno, director y/o consejero, y a la directora del programa Challenge. Este comité tomará y dará su decisión. Un estudiante no debe ser destituido de los servicios del programa antes de concedérsele el salvoconducto.

El comité le dará al alumno el salvoconducto por un período de tiempo específico que no exceda de un año. Al cumplirse el plazo de éste, se reevaluará el desempeño del alumno y entonces podrá reingresar al Programa Challenge, dársele salida del Programa u otorgársele otro salvoconducto.

Un alumno de preparatoria que esté bajo un salvoconducto puede solamente reingresar al programa al principio del semestre. Si decide salirse del programa al finalizar el salvoconducto, se deben seguir los procedimientos del Paso 4. Una vez que un alumno sale del programa, debe volver a llenar los requisitos para ser identificado y recibir estos servicios.

## FURLOUGH PROCEDURES

The McAllen ISD may grant a furlough from the Gifted and Talented Program. A furlough is a maximum one year leave of absence from Gifted and Talented Services for the student who is unable to maintain satisfactory performance within the structure of the Gifted and Talented Program due to education, psychological, and/or personal reasons. This student will be temporarily assigned to a regular class without the loss of the gifted and talented identification.

A furlough can be requested after a student has participated in the program for at least two six weeks or one nine-week period. A student, parent, teacher, counselor, or administrator may request a furlough for a student. A conference must be held with the student and parent prior to applying for the furlough. A completed furlough form will be submitted to the GT School committee, composed of the parent, student, teacher, principal, and/or counselor, and the Advanced Academics Director. After review, this committee will render a decision. **The committee may not remove a student from program services prior to the granting of the furlough.**

The Committee will furlough the student for a specific period of time, not to exceed one year. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the GT Program, be exited from the Program, or be placed on another furlough.

A high school student on a furlough can only re-enter at the beginning of a semester. If a student elects to exit the program at the end of the furlough, exit policy procedures should be followed.

## PERMISO/POLITICA DE REINGRESO

El Programa GT del Distrito Escolar Independiente de McAllen, puede otorgar un salvoconducto a un alumno que asiste a este programa para estudiantes dotados y con talentos. Este permiso, consiste en darle la oportunidad a un alumno, que no puede mantener un desempeño satisfactorio dentro de las estructuras del programa GT, pueda ausentarse de este programa por un mínimo de un año, debido a razones educativas, psicológicas y/o personales. Este alumno estará temporalmente asignado a una clase regular sin perder su identificación de dotado y con talentos.

Se puede solicitar un permiso después de que el alumno haya participado en el programa por lo menos dos períodos de seis semanas o un período de nueve semanas. Puede solicitar un permiso un estudiante, un maestro, un consejero o un administrador. El o los solicitantes deben tener una conferencia con el alumno y su padre antes de llenar el susodicho formulario. Este formulario, debidamente complementado, debe entregarse al comité de la Escuela GT, compuesto por el padre, alumno, director y/o consejero, y a la directora del programa Challenge. Este comité tomará y dará su decisión. **Un estudiante no debe ser destituido de los servicios del programa antes de concedérsele el permiso.**

El comité le dará al alumno el permiso por un período de tiempo específico que no exceda de un año. Al cumplirse el plazo de éste, se reevaluará el desempeño del alumno y entonces podrá reingresar al Programa GT, darle salida del Programa u otorgársele otro permiso.

Un alumno de preparatoria que esté bajo un permiso puede solamente reingresar al programa al principio del semestre. Si decide salirse del programa al finalizar el permiso, se deben seguir los procedimientos del Paso 4. Una vez que un alumno sale del programa, debe volver a llenar los requisitos para ser identificado y recibir estos servicios.

## **GIFTED AND TALENTED/CHALLENGE PROGRAM FURLOUGHS/RE-ENTRY**

The McAllen ISD may grant a furlough from the gifted and talented program (Challenge Program). A furlough is a maximum one year leave of absence from a Challenge class for the student who is unable to maintain satisfactory performance within the structure of the Challenge Program due to education, psychological and/or personal reasons. This student will be temporarily assigned to a regular class without the loss of the gifted and talented identification.

A furlough can be requested after a student has participated in the program for at least two six week grading period or one nine-week period. A student, parent, teacher, counselor, or administrator may request a furlough for a student. The requesting party must conference with the student and parent prior to completing the furlough form. A completed furlough form will be submitted to the Challenge Program campus committee, composed of the parent, student, teacher, principal, and/or counselor, and the Challenge Program Director. This committee will render a decision. A student may not be removed from program services prior to the granting of the furlough by the committee.

The Committee will furlough the student for a specific period of time, not to exceed one year. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Challenge Program, be exited from the Program, or be placed on another furlough.

A high school student on a furlough can only re-enter at the beginning of a semester. If a student elects to exit the program at the end of the furlough, exit policy procedures, Step 4, should be followed. Once a student exits the program, he/she must re-qualify to become identified and receive services.

**MCALLEN INDEPENDENT SCHOOL DISTRICT  
CHALLENGE PROGRAM FURLOUGH FORM**

\_\_\_\_\_  
**Student's Name**

\_\_\_\_\_  
**Student ID Number**

\_\_\_\_\_  
**Campus**

\_\_\_\_\_  
**Teacher's Name**

\_\_\_\_\_  
**Referring Party**

\_\_\_\_\_  
**Date**

**Pre-Furlough Conference**

**Date:** \_\_\_\_\_

**Recommendation:**

**Conference participants:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Date submitted to the Challenge Program Office:** \_\_\_\_\_

**Furlough Conference Decision:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**School Committee:**

**Family Members:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DISTRITO ESCOLAR INDEPENDIENTE DE MCALLEN**  
**FORMULARIO DE SALVOCONDUCTO DEL PROGRAMA CHALLENGE**

<hr/>	<hr/>	<hr/>
<b>Nombre del alumno</b>	<b>Numero de identificacion</b>	<b>Escuela</b>

<hr/>	<hr/>	<hr/>
<b>Nombre del maestro</b>	<b>Recomendado por</b>	<b>Fecha</b>

**Conferencia previa al salvoconducto:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

**Recomendación:**

**Participantes en la conferencia:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Fecha entregada a la oficina del Programa Challenge:** \_\_\_\_\_

**Decisión de la conferencia para salvoconducto:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Comité escolar:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Miembros de la familia:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **GIFTED AND TALENTED/CHALLENGE PROGRAM REASSESSMENT AND TRANSFERS 2018--2019**

### **REASSESSMENT OF STUDENTS NOT PREVIOUSLY SERVED**

At the end of the fifth grade, identified gifted students who have been served for less than 6 weeks in a GT setting may be reassessed to focus on specific content areas in the middle school, as determined by the Director of Advanced Academics. **The District shall not perform routine reassessments.**

### **TRANSFERS OF IDENTIFIED STUDENTS FROM OTHER DISTRICTS**

When a student identified as gifted and talented by a previous school district transfers into the District, the student's records shall be reviewed, and additional data shall be collected as needed to determine if services provided by the MISD Gifted and Talented Program are appropriate.

A selection committee consisting of District Advanced Academic Services personnel and educators from the receiving school's Gifted and Talented Program shall review all collected data and make a determination within 30 days of the student's enrollment in the District.

### **TRANSFERS NEW TO THE DISTRICT NOT PREVIOUSLY IDENTIFIED**

When a student transfers into McAllen ISD and is requesting Gifted and Talented services by placement into a Challenge Classroom, the campus will direct the family to MISD Advanced Academics for summer testing or for scheduled testing during the school year.

Students will not be placed into Challenge Program classrooms without Advanced Academics Program (GT) testing.



# RESOURCES

## Websites

[www.txgifted.org](http://www.txgifted.org) (Texas Association for the Gifted and Talented)

[www.nagc.org](http://www.nagc.org) (National Association for Gifted Children)

[www.sengifted.org](http://www.sengifted.org) (Supporting Emotional Needs of the Gifted)

[www.hoagiesgifted.org](http://www.hoagiesgifted.org) (Hoagies Gifted Education Page – Many book/article referrals)

[www.cec.sped.org](http://www.cec.sped.org) (Council for Exceptional Children)

[www.ditd.org](http://www.ditd.org) (Davidson Institute for Talent Development)

[www.giftedguru.com](http://www.giftedguru.com) (Lisa Van Gemert, educator, professional speaker, and mom of gifted kids)

## **Recommended Reading**

*When Gifted Kids Don't Have All the Answers* by Jim Delisle and Judy Galbraith

*The Survival Guide for Parents of Gifted Kids* by S.Y. Walker

*Guiding the Gifted Child* by J.T. Webb, E.A. Meckstroth, and S.S. Tolan

*Parenting Gifted Kids: Tips for Raising Happy and Successful Children* by James R. Delisle

## **Evidence of Giftedness by Dr. Bertie Kingore**

- Asynchronous or uneven development which causes difficulty in relating to self or others
- Perfectionism-Becoming an expert in a single topic before moving on, persistent
- Curiosity- asking questions, taking objects apart, repeating activities in a different way
- Advanced Conceptualization- Ability to think abstractly, do analogies, use more attributes
- Leadership- Organizes and lead activities, prefers the company of adults
- Sense of Humor- Sees humor in situations that others do not, enjoys riddles and jokes
- Unusual memory and avid interest in a variety of topics
- Sensitivity- notices things that other children do not



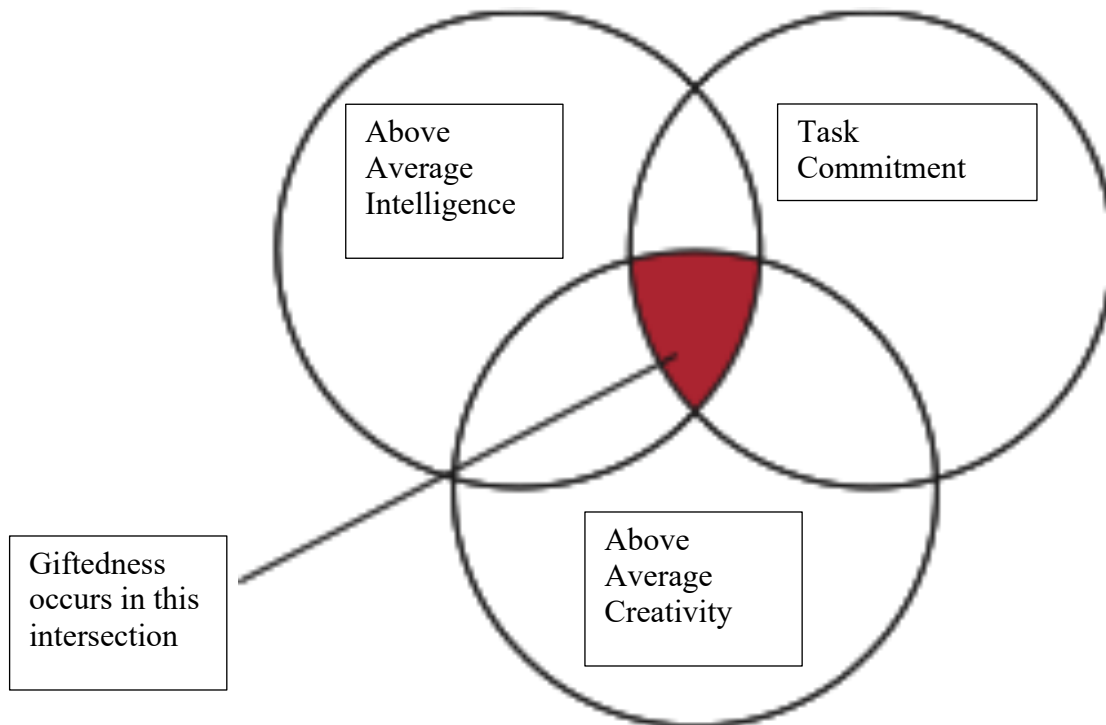
## BRIGHT CHILD~GIFTED LEARNER

A Bright Child ...	A Gifted Learner...
• knows the answers	• asks the questions
• is interested	• is highly curious
• Is attentive	• is mentally and physically involved
• has good ideas	• has wild, silly ideas
• works hard	• plays around, yet tests well
• answers the questions	• discusses in detail, elaborates
• in the top group	• beyond the group
• listens with interest	• shows strong feelings and opinions
• learns with ease	• already knows
• 6-8 repetitions for mastery	• 1-2 repetitions for mastery
• understands ideas	• constructs abstractions
• enjoys peers	• prefer adults
• grasps the meaning	• draws inferences
• completes assignments	• initiates projects
• is receptive	• is intense
• copies accurately	• creates a new design
• enjoys school	• enjoys learning
• absorbs information	• manipulates information
• technician	• inventor
• good memorizer	• good guesser
• enjoys sequential presentation	• thrives on complexity
• is alert	• is keenly observant
• is pleased with own learning	• is highly self-critical

- By: Janice Szabos, *Gifted Child Quarterly*

## JOSEPH RENZULLI - THE THREE-RING CONCEPTION OF GIFTEDNESS

Research on creative-productive people has consistently shown that although no single criterion can be used to determine giftedness, persons who have achieved recognition because of their unique accomplishments and creative contributions possess a relatively well-defined set of three interlocking clusters of traits. These clusters consist of above average, though not necessarily superior, ability, task commitment, and creativity (see Figure A). It is important to point out that no single cluster “makes giftedness.” Rather, it is the interaction among the three clusters that research has shown to be the necessary ingredient for creative-productive accomplishment (Renzulli, 1978). This interaction is represented by the shaded portion of Figure A. It is also important to point out that each cluster plays an important role in contributing to the display of gifted behaviors. This point is emphasized because one of the major errors that continues to be made in identification procedures is to overemphasize superior abilities at the expense of the other two clusters of traits.



1. **Well Above Average Ability** Well above average ability can be defined in two ways:
  - a. General ability
  - b. Specific abilities

**General Ability** High levels of abstract thinking, verbal and numerical reasoning, spatial relationships, memory and word fluency, and adaptation to and the shaping of novel situations encountered in the external environment. The automatization of information processing; rapid, accurate, and selective retrieval of information is also present.

**Specific Abilities** The application of various combinations of the above general abilities to one or more specialized areas of knowledge or areas of human performance (e.g., the arts, leadership, administration). The capacity for acquiring and making appropriate use of advanced amounts of formal knowledge, technique, logistics, and strategy in the pursuit of particular problems or manifestation of specialized areas of performance. The capacity to sort out relevant and irrelevant information associated with a particular problem or area of study or performance.

### 2. Creativity

- Fluency, flexibility, and originality of thought
- Openness to experience; receptive to that which is new and different (even irrational) in the thoughts,

actions, and products of oneself and others

- Curious, speculative, adventurous, and mentally playful; willing to take risks in thought and action, even to point of being uninhibited
- Sensitive to detail, aesthetic characteristics of ideas and things; willing to act upon and react to external stimulation and one's own ideas and feelings

### **3. Task Commitment**

- The capacity for high levels of interest, enthusiasm, fascination, and involvement in a particular problem, area of study, or form of human expression
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice
- The ability to identify significant problems within specialized areas; the ability to tune into major channels of communication and new development within given fields
- Setting high standards for one's work, maintaining an openness to self and external criticism, developing an aesthetic sense of taste, quality and excellence about one's own and work of others

## **CHARACTERISTICS OF GIFTEDNESS**

### ***General Intellectual Ability***

- Comprehends abstract ideas and concepts
- Considers concepts and situations in which he/she has no personal experience
- Makes quick and valid generalizations and uses them in new situations
- Demonstrates skills in reasoning and evaluating situations
- Sees cause and effect
- Chooses and enjoys challenging tasks or problems
- Generates sophisticated and creative ideas and solutions
- Demonstrates great curiosity; asks how, why, and what if
- Chooses original methods and produces innovative products
- Is keenly observant

### ***Social/Emotional/Behavioral***

- Strong Sense of Self
- Perfectionism
- Ideas/Beliefs/Opinions
- Questions Authority
- Motivation for and Intense Focus on Tasks
- Withdrawal from Peers/Prefers Adults
- Subtle Sense of Humor/Original Jokes and Puns
- Boredom with Routine
- Sensitive to the Needs of Others
- Critical of Self and Others

*Here's to the crazy ones.  
The misfits.  
The rebels.  
The troublemakers.  
The round pegs in the square holes.  
The ones who see things differently.*

*They're not fond of rules.  
And they have no respect for the status quo.  
You can praise them, disagree with them, quote them,  
disbelieve them, glorify or vilify them.*

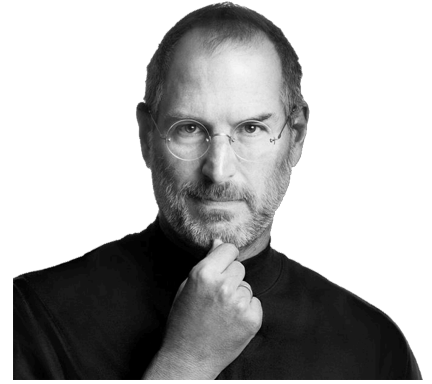
*About the only thing you can't do is ignore them.  
Because they change things.  
They invent.  
They imagine.  
They heal.  
They explore.  
They create.  
They inspire.*

*They push the human race forward.*

*Maybe they have to be crazy.  
How else can you stare at an empty canvas and see a work of art?  
Or sit in silence and hear a song that has never been written?  
Or gaze at a red planet and see a laboratory on wheels?*

*We make tools for these kinds of people.  
While some see them as the crazy ones,  
we see genius.*

*Because the people who are crazy enough  
to think they can change the world,  
are the ones who do.*



**Written by: Rob Siltanen**

<https://teachagiftedkid.com/education-2/a-poem-by-steve-jobs/>

## 1982 - Present

McAllen Independent School District initiated a program to serve identified gifted students in **1982**. That year a coordinator for gifted education was appointed by the district to begin planning and establishing such a program for grades three, four, and five. During the year teachers were selected and trained at Pan American University. The summer session for these teachers was a practicum class working with gifted students from many Texas cities at a gifted and talented camp entitled "*From Curanderos to Computers*."

That fall, **1982**, gifted and talented classes were placed at Crockett Elementary School on the north side of McAllen and at Fields Elementary School on the south side of McAllen. Each campus consisted of 2 third, fourth, and fifth grade classes. A Spanish teacher was provided for these two campuses to teach Spanish as a Second Language to these identified students. Sixth grade was added the following year at the junior high level, and seventh and eighth grade subject areas were added in successive years.

In **1986**, the elementary gifted program housed at Crockett Elementary was moved to the new McAuliffe Elementary School. The following year the gifted and talented students from Fields also moved to McAuliffe Elementary, and each grade was expanded to accommodate the increasing number of identified students.

As these gifted and talented students entered the ninth grade, the program was expanded and in **1988** the existing high school honors program was incorporated as the vehicle for serving gifted and talented students.

Also in **1988**, the program expanded to the lower grades with the addition of the Discovery Program. This age grouping of the gifted program was for potentially gifted second graders. It began as two pilot classrooms on the Milam Elementary campus and Thigpen Elementary campus. The Discovery teachers were trained at a six weeks summer internship "Meeting the Needs of Culturally Different Gifted Students," at Texas Tech University. This year a new coordinator was hired for the Program.

**1988-89** also marks the beginning of the Challenge Program Curriculum development. In partnership with Mr. Irving Sato, founder of the National/State Leadership Training Institute on the Gifted and Talented, the teachers, administrators and coordinator of the gifted and talented program began the process of writing, editing, field testing, and rewriting curricula for the gifted. This process continues each year.

In 1989, the Discovery Program for second graders was expanded to 5 classes, housed on the following elementary campuses, Escandon, Houston, McAuliffe, Milam, and Rayburn. Two pilot first grade programs were begun on the Escandon and Milam campuses. The following year, 1990, the first grade program was also expanded to 5 classes.

**1990** was the year that a name - *The Challenge Program* - was adopted for MISD's gifted and talented program. There were also changes taking place at the high school level. The gifted program was separated from the honors program and special Challenge classes were offered. These Challenge courses were in a humanities track of English and Social Studies. Advanced Placement courses were also initiated at this time.

In January **1991**, MISD began identifying potentially gifted kindergarten students serving them in their regular classrooms. With parental consent, these identified students were placed in the first grade Discovery Program. This practice continues to the present time.

As the program continued to expand, elementary schools were offered the opportunity to serve identified students on their home campuses. Gonzalez, Milam, and Rayburn Elementary Schools chose to do this and in 1994 third grade Challenge classes were initiated on each site.

In **1995-96** bilingual classes for gifted and talented identified bilingual students were established in grades one and two. These classes were held at Houston Elementary and Escandon Elementary. A fourth grade class was established on the campuses of Gonzalez, Milam, and Rayburn.

In **1996-97** the Houston Elementary site was incorporated into the existing Escandon site because of available classroom space. Gonzalez, Milam and Rayburn added a fifth grade Challenge class. Bilingual first and second grade Discovery classes were also established at McAuliffe Elementary School. This year there was an emphasis placed on Advanced Placement courses at the high school level. The 30 hour gifted education training for Pre-AP and AP teachers was emphasized.

In **1997-98** the McAllen School Board established a Challenge Program Magnet setting at Roosevelt Elementary School to serve both Bilingual and English speaking students south of Highway 83. At the same time the MISD School Board stated that identified gifted and talented students could attend the Challenge Program site of their choice as long as there was space available and transportation provided. Families of identified students choosing this option must go through the MISD transfer procedure. The Challenge Program began serving its identified gifted high school students in Pre-AP math and Pre-AP science at the 9th and 10th grades.

In **1998-99** The Challenge Program began to phase out the Discovery Program for **potentially gifted** in grades kindergarten, first, and second. Beginning this year students were selected and identified as gifted in these grades. Advanced Placement Program continued to expand in the variety of AP courses offered and in numbers of students choosing to take these high level courses.

In **1999-2000** MISD began research into the establishment of an International Baccalaureate Program. This research was instigated and monetarily supported by the McAllen Chamber of Commerce. The district made plans to change school boundaries to correspond to the high school vertical feeder pattern.

In **2000-2001** Jeanette La Fevers, was selected as the IB Coordinator for the International Baccalaureate Diploma Program. Mrs. LaFevers, worked with the Economic Development Council, MISD School District Superintendent and Assistant Superintendents to develop a proposal to establish the program at MISD. The proposal was accepted by the International Baccalaureate Organization and plans were developed to initiate the program the 2001-2002 school year.

The district restructured its campuses into vertical teams. The elementary Gifted Program sites were adjusted to coincide with the new vertical team feeder pattern. Students are now served on six cluster sites, two in each vertical team. These campuses serve bilingual and English only students. Elementary teachers attended a five-day Depth and Complexity Demonstration School in Round Rock, Texas.

MISD's established Concurrent Enrollment classes in partnership with the University of Texas at Pan American (UTPA) and South Texas Community College (STCC) continues to thrive. Some STCC courses are taught on MISD's High School campuses, while other students attend classes on the UTPA campus.

In **2001-2002** The International Baccalaureate Program opened its doors to the first class of junior students. Additional elementary GT teachers attended the week long Demonstration School Staff Development held in Laredo, Texas, this year.

## **2002 – 2009**

The Middle Years Programme and Primary Years Programme were expanded to include first Travis and DeLeon, then Fossum, Lamar Academy, and Cathey. Elementary campuses that were established were Fields, Bonham, Gonzalez, Garza, Sanchez, Perez, Rayburn, and Milam.

## **2008**

In an effort to identify more bilingual students, the Scholars Academy was initiated at Thigpen-Zavala and Sam Houston to provide an opportunity for teachers to participate in a research project on closing the gap between mental abilities and achievement in reading through the development of verbal intelligence using instructional strategies. This program was in partnership with Texas A & M Dr. Joyce Juntune.

Pre - Advanced training was offered to teachers during the summer of 2008. This was offered for 8<sup>th</sup> grade Middle School Challenge Classes as a way to add rigor to the middle school curriculum. All campuses offer Middle School Pre-AP instructional strategies, and Middle School teachers differentiate with depth and complexity for students in the Challenge program. Teachers at IB MYP Campuses are to use the Pre-Advanced Placement strategies as a provide further depth and complexity to the curriculum.

## **2009**

The Scholars Academy teachers at Thigpen Zavala and Houston began the year with training from Dr. Joyce Juntune, Ann Williams, and the Director of Advanced Academics. The purpose was to provide teachers with instructional strategies to assist students in development of their English cognitive, oral and written language, problem solving, and memory. Research was conducted in classrooms that regularly use the following strategies: mind-sketching, vocabulary development, sketching to verbalization, relationship thinking, and comparison thinking. The Thigpen-Zavala Scholars Academy teachers met in December to finalize plans for the spring semester. The Scholars Academy continued through the year at Thigpen-Zavala and Sam Houston, and provided the teachers an opportunity to train in instructional strategies focused on increasing verbal intelligence. At the conclusion of this school year, Texas A & M University had to discontinue the project due to funding.

The International Baccalaureate Programme continued in its growth, with promise of expanding to Morris Middle School and DeLeon Middle School.

A 30- hour GT update was provided to teachers new to the district, or new to their placement, during the months of November and December. Over 150 staff members were trained over the course of the 5 sessions. Training was provided at various campuses on the Identification Process, Portfolios, Kingore Observation Inventory, Scholarly Behavior, Depth and Complexity, and Nature and Needs of Academically Gifted Students.

Elementary Challenge Program Updates were held three times this fall to provide refresher information on rigor, depth and complexity. Discussions were begun on the importance of communicating with the family about classroom and learning activities through the use of weekly newsletters. Currently three Challenge Program campuses consistently use newsletters to communicate expectations with family.

This past year, 271 7th graders were recruited to participate in the Duke Tip Program, and in the SAT and ACT preparation class for December testing. Advanced Academics met with parents at each middle school.

The Texas State Plan for the Service of Gifted and Talented Students was updated, and presented to the Assistant Superintendent for Instructional Services, the Elementary Challenge teachers, and all teachers who have attended the 30 hour update. This spring, secondary principals and teachers will receive the update. Part

of the Texas State Plan is the utilization of the Texas Performance Standards Project for the Gifted and Talented Classes.

At Morris Middle School, the Robotics Science teams, led by Mr. Esteban Bravo, built robots using Legos as an afterschool activity. The robots were programmed by the students to perform certain tasks, and were built using robotics parts, Legos, and computer software. The teams, consisting of 4-5 students, competed on Saturday, December 12, 2009 at PSJA ISD.

Sanchez Elementary was authorized as an IB world school. In the fall, targeted assistance was provided to Roosevelt, working with individual staff members. Campus visits were conducted at all other elementary campuses and middle school campuses. A presentation was made to Leadership McAllen in December to provide an update on the Texas Scholar Program, and on the need for partnering with local schools to provide leadership and motivation to 8<sup>th</sup> graders to participate in the most rigorous Academic program available to them. Business leaders from around the community will speak to students regarding the Texas Scholars Program during classroom visits at the middle schools.

The 2009-2010 identification process began at elementary campuses and all campuses received material and testing guides. All unidentified students are screened annually in elementary for the Challenge Program. All non-identified students were administered the planned experiences, classroom portfolios were under development, all students in kindergarten had been administered the Nonverbal Mental Abilities Test. Data was being collected and organized for further testing and selection in the spring.

The students, who participated in the Advanced Academics Summer Reading Challenge, had been identified and recognized. Ninety students read 20 or more above grade level books during the summer 2009 challenge.

## **2010**

The rollout of the Texas Performance Standards Project began and teachers all Kinder – 8<sup>th</sup> grade were trained on using the Independent Investigations Method. Teachers were provided with training on the Texas Performance Standards Project, the Independent Investigations Methods and provided with support binders, both digital and hard copy as well as IIM resource books. All teachers participated in providing opportunities for their students to participate in independent projects, using the TPSP/IIM or a modified IB project.

The District initiated a change in the way students were served in the Gifted Program. Prior to 2010 school year, students had been served in Gifted and Talented Challenge Program Classrooms which were designated at seven elementary campuses, at each grade level. Students were provided Spanish Language instruction with Spanish Professoras as a part of the program, and the classrooms were designated Bilingual, English Gifted and Talented Classrooms. As the IB Programme expanded, the Spanish language instruction was provided by the classroom teachers, and the Professora Program was phased out.

Rowe, McAllen High School and Memorial qualified for an AP Incentive Program Strategies over a million dollars over 5 years to improve the Advanced Placement Program. The grant funds: Teacher, Student and Principal Incentives, Prep Sessions, Equipment, AP Exam Fees, Lead Teacher Stipends, Lead Teacher Bonuses, AP Training and Pre-AP Training.

This year in McAllen ISD 905 students took 1376 exams. 31% scored a 3, 4 or 5.

The IB Middle Years Programme was introduced to Morris and DeLeon Middle Schools. The IB Primary Years Programme was introduced to McAuliffe, Alvarez, Wilson, Escandon and Roosevelt Elementary Schools.

## **2011-2012**



The Gifted and Talented Program began to provide service to students in the elementary gifted and talented program, at home elementary campuses. Teachers were identified by the campus principal and were provided training, Principals were encouraged to have bilingual certified teachers trained. Students will be served at their neighborhood elementary campuses, to increase the number of students served by the Challenge Program, either through identification as Gifted and Talented or by school recommendation as a high achiever/cluster. Students who show potential for performing at remarkably high levels are to be clustered into classrooms. In the campuses where there may be no identified gifted, principals are to identify students with the potential to perform at remarkably high levels and have an emergent GT classroom.

Alvarez, Escandon, Roosevelt, McAuliffe and Wilson began their applications for candidacy, as did DeLeon and Brown Middle Schools. IB PYP Training was held in McAllen ISD as well as Laying the Foundation Training Pre-Advanced Placement and MYP Category 2 training for middle school.. Teachers continued to participate in the Texas Performance Standards Project, Independent Investigations and or the IB Independent Projects.

Cohort 1, Gonzalez, Rayburn, Milam, Garza and Bonham elementary campuses began their self study for the IB PYP Evaluation.

Cohort 3 PYP schools began their candidacy, and MISD held on site training for teachers in MISD. Principals and Coordinators also traveled to different sites outside of Texas to attend IB training.

This year in McAllen ISD 1009 students took 1577 AP Exams, 35% scored a 3, 4 or 5.

### **2012-2013**

Escandon, Roosevelt, McAuliffe, Alvarez, Wilson were awarded candidacy, and authorization progresses this year, with the writing of the Application for Authorization and the change of the school in aligning itself to the principles and practices of IBO.

Gonzalez, Bonham, Milam, Garza and Rayburn all completed their evaluation visits this year with great success. Bonham has a significant number of matters to be addressed.

Monitoring of Assessments at MYP took place at Lamar, Cathey, Fossum as they prepared for their evaluation visits in 2013-2014. The schools completed their self – study and redesigned their actions Plans. Perez and Sanchez elementary also completed their self –study and submitted new action plans and other documents to IBO. Cohort 1 school began to receive their evaluation visits.

Morris and De Leon Middle Schools continued their alignment of their programs to the IBO Programme Standards and Practices and De Leon ended the school year with their authorization visit and received their authorization. Morris received an authorization verification visit and World School status in the fall of 2013.

Cohort 4 PYP Schools completed their application for candidacy and Cohort 3 MYP schools – Brown and Lincoln completed their applications for authorization.

The Diploma Programme at Lamar Academy underwent preparations for an evaluation visit, participating in a self - study and completing the documentation needed to upload for review.

The High School Advanced Placement Program continues to thrive and grow with.....

1256 students taking 2221 AP exams and 32% scored a 3, 4 or 5. The IB Diploma Program had 136 students sitting for exams, and administered 562 exams. 57 students were diploma candidates and 56 were awarded diplomas.

**2013-2014** As it has been established, all elementary schools in McAllen and Middle Schools in McAllen provide the IB Programme to all students. All elementary gifted and talented students and middle school students participate in the Texas Performance Standards Project, including the cluster students.

IB Verification visits at McAuliffe, Wilson, Alvarez, Roosevelt and Escandon elementary schools and at Morris, Brown and Lincoln, all with great success.

IB Evaluation visits took place at Cathey, Lamar Academy DP, Lamar Academy MYP, Fossum, Perez, and Sanchez Campuses again participated in the Texas Performance Standards Project. The department underwent an Audit to review processes and equity of identification.

**2014-2015** The department was asked to participate in a full-fledged audit of processes and procedures. Region One was hired by the Office of the Superintendent. The results were delivered to the Superintendent's office.

Recommendations included to bring uniformity of assessment instruments between grades K – 2 and 3 – 5. Ensure collaboration between all special populations and the GT department not just with educators. Ensure intentional collaboration between all special populations and the gifted and talented department, not just with parents.

Commendations were many: Students participating in GT classes has increased across the district. All students have access to gifted and talented programming, since the program is offered at every campus. The district provides varied professional development for the teachers, through Pre-AP, AP, IB, Laying the Foundations and Gifted and Talented Training. Data shows that the number of students has continued to rise, as the department consistently and fairly applies criteria and tests all students who qualify. Students across the district are provided GT tasks in all classrooms, regardless of being GT or not through the IB PYP and MYP program at all schools.

#### **2015-2016**

This year, the last 10 elementary campuses underwent IB Programming Authorization. It was an exciting year for the schools as teachers learned about their practices, and focused on the pedagogy of teaching and the how the IB program focuses more on providing focus on students taking responsibility for their own learning through the inquiry model. By May, all campuses in McAllen ISD were GT campuses.

This year, we purchased all new exams for the grade levels, and aligned to the most recent Iowa and CoGat.

#### **2016-2017**

#### **2017-2018**

#### **2018-2019**