

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Instruction
Advanced Learning Options (ALO)

Gifted/Talented Programs (GATE)

2017 Parent's Guide to LAUSD GATE Identification

Anne Fleming, GATE Psychologist, Central Office

Shannon James, GATE Psychologist, Local District Northeast



Gifted/Talented Programs Staff

Advanced Learning Options (ALO)

Arzie Galvez, Director

arzie.galvez@lausd.net

Gifted/Talented Programs (GATE)

Susanna Furfari, District Coordinator (NE)

susanna.furfari@lausd.net

Dr. Robert Grubb, District Specialist (NW)

rgrubb@lausd.net

Dr. Lucy Hunt, District Coordinator (C)

lhunt@lausd.net

Dr. Nicole Niederdeppe, District Coordinator (E)

nnn8729@lausd.net

Erin Yoshida-Ehrmann, District Coordinator (W)

emy2142@lausd.net

Kevin Kilpatrick, District Coordinator (S)

kevin.kilpatrick@lausd.net

Wynne Wong-Cheng, District Coordinator, Psychological Services

wynne.wong@lausd.net

Michelle Papazyan, District Specialist (TIP Schools)

mpapazya@lausd.net

Anne Fleming, Central Office Designated GATE Psychologist

anne.fleming@lausd.net

Phone: (213) 241-6500

Fax: (213) 241-8975

333 S. Beaudry Avenue, 25th Floor

Los Angeles, CA 90017

<http://achieve.lausd.net/gate>



Who are our “Gifted” Learners?



High Achiever



Creative Thinker



Intellectual



English Learner



Standard English Learner



Able Underachiever



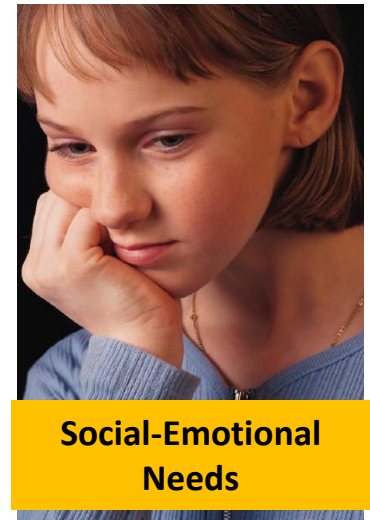
Twice Exceptional



Leader



Visual Artist



Social-Emotional Needs



Performing Artist

Gifted/Talented Programs Goal



To identify gifted and talented students, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet students' particular abilities and talents.

California Department of Education(CDE)

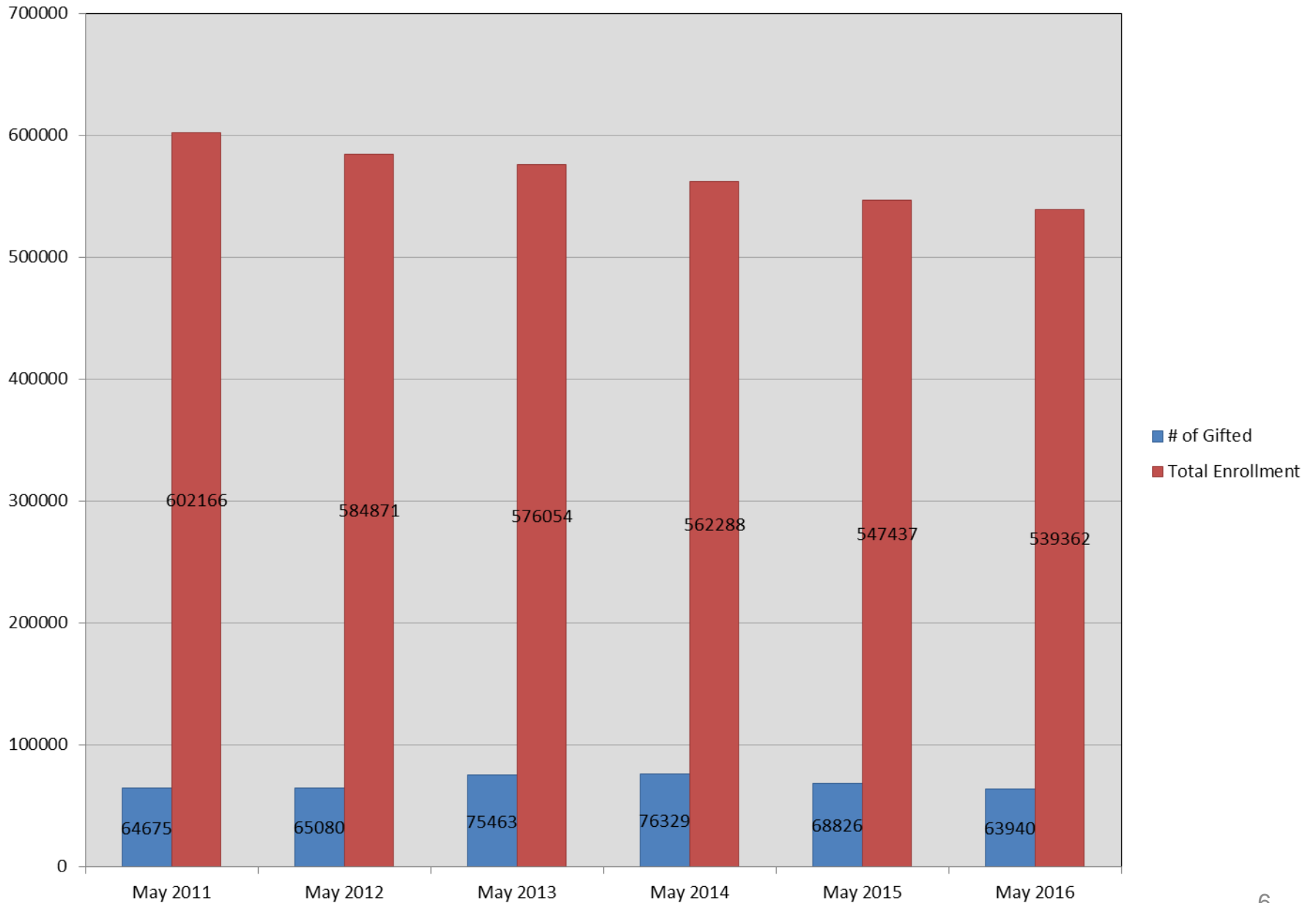
GATE Identification Goals



District Identification Goals Include:

- Increase the number of students identified as Gifted to a **minimum of 6%** of the school site's population
- Increase the total percentage of each site's African American and Latino student population identified as Gifted to a **minimum of 6% of each subgroup's total population**
- Schoolwide identification should **proportionately reflect the demographics of the school**

LAUSD Enrollment and Gifted Identification Data



“Truths and Myths” about Gifted/ Talented Students

TRUTHS

They may become bored in class.

Gifted students’ emotional and intellectual development may be at different levels.

Gifted students may not be able to select one answer in a multiple choice question because they see how all the answers might be correct

Gifted children tend to be problem-solvers.

Gifted children may be perfectionist and idealistic.

Who Are the Gifted?



- Exhibits early, rapid learning
- Uses extensive vocabulary and expressive speech
- May exhibit endless energy
- Generalizes concepts and transfers knowledge
- Exhibits advanced interests
- Shows interest in how things work, and why (questions authority)
- Shows overwhelming curiosity, asks many questions
- Has apparent exceptional memory (high capacity)
- Has a keen sense of humor: shows wit
- Demonstrates thinking that is abstract, complex
- Has superior reasoning, problem-solving
- Shows unusually high moral thinking; demands fairness
- Gets along well with adults and communicates easily with them
- Uses rich imagery in informal language
- Can often interpret body language
- Gifted students may not be able to select one answer in a multiple choice questions; they may all look correct.

Who “else” are the gifted?



Populations Underrepresented

- ☐ Girls (Science/Math)
- ☐ Students talented in the arts
- ☐ Non-English speaking students
- ☐ Students who speak “Non-standard” English
- ☐ Students who do not “fit the mold”

Other Characteristics Often Overlooked when Referring for GATE Identification

- ☐ Non-producers
- ☐ Behavior problems
- ☐ “Cocky” dominant students (who put down others)
- ☐ Introverted/Quiet
- ☐ Absentminded

GATE Identification

“LAUSD casts a wide net”



Los Angeles Unified School District identifies students in the following 7 categories:

- **Intellectual Ability**
(I.Q. Assessment – verbal & non-verbal; grades 2nd semester Kindergarten – 12; highly gifted possibility)
- **High Achievement**
(Two consecutive years in BOTH ELA and Mathematics; grades 5-12; OLSAT-8; grade 2 only)
- **Specific Academic**
(Three consecutive years in ELA OR Mathematics; grades 5-12)
- **Visual and Performing Arts**
(Audition or Demonstration; grades 2-12; 3rd Saturday in November & May)
- **Creativity and Leadership**
(Individual Student Portfolio; grades 4-12)

Did you know?



Only the High Achievement and Specific Academic categories are weighted with standardized test scores and grades.

All other categories require the professional expertise of the local school screening team and additional category-specific requirements (i.e. portfolio review for Visual Arts Ability, test by GATE psychologist for Intellectual, etc.).

Referrals for Identification



If an administrator, teacher, parent, member of the community, peer, or the student (him/herself) thinks he/she is potentially gifted, they may provide this student's name to the school site GATE screening committee.

The screening committee is responsible for determining if the child is ready for a GATE referral and in what category. This screening process could include observing the student, looking through SBAC scores/report card records or portfolios, interviewing teachers, etc.

If the screening committee determines that the student is a good candidate and is ready to be referred, they will initiate the paperwork process and proceed with completing the information in the District database system. If not, they will document their decision and discontinue the referral process. Parents will also be notified of the committee's decision.

Parent/Guardian Referrals

Step 1: Go to your child's school of attendance.

Step 2: Ask to see the GATE Coordinator or Administrative Designee.

Step 3: Say, "I'd like to refer my son/daughter/grandchild/etc. for identification as gifted."



Parent/Guardian Referrals (cont.)

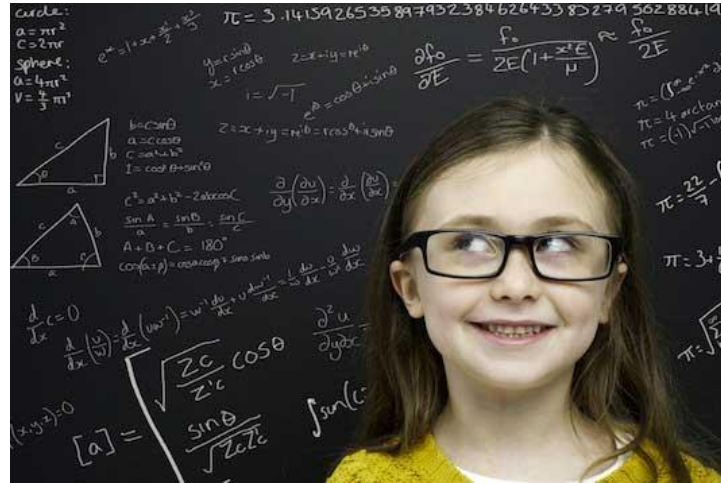
Follow up with the school site:

You should be given the ***Gifted/Talented Identification Parent/Other Referral Form: specific category***, (Attachment C) to complete. This form includes basic demographic information about your child and a checklist. Please feel free to include any additional documentation to support the referral.

The request will be screened by an on-site screening committee, where a decision about the referral will be made based on school records and other anecdotal evidence.

NOTE: Your referral ***does not*** guarantee that your child will be recommended.

Characteristics of Able Underachieving Students from Diverse Backgrounds: Intellectual



- Is creative and productive in small groups.
- May prefer inferential reasoning to deductive or inductive reasoning.
- May display inner conflicts about academic achievement.
- Exhibits rapid insight into cause-effect relationships.
- Has skill in spatial visualization and analysis.

Characteristics of Able Underachieving Students from Diverse

Backgrounds: Linguistic



- Exhibits verbal fluency in native language.
- Shows rapid acquisition of oral English language skills (although written skills may lag behind).
- Communicates effectively with peers and within community (although non-standard English may be used).

Characteristics of Able Underachieving Students from Diverse Backgrounds: Social Emotional

- Prefers novelty, freedom, and personal distinctiveness, i.e., may be shown in the development of improvisations in music and styles of clothing.
- Peers look to student for leadership. Demonstrates high-level social skills and leadership qualities (may lead in negative ways).
- Demonstrates ability to evaluate and control social situations.
- Exhibits a sense of humor.



Characteristics of Able Underachieving Students from Diverse Backgrounds: Other Indicators



- Assumes adult responsibilities at home and community.
- Uses body language and gestures expressively; has ability to interpret body language.
- Shows a “street sense” and is recognized by others as someone who has the ability to “make it” in the dominant culture.

INTELLECTUAL

Criteria: (2nd semester kindergarten)

Superior cognitive abilities indicated on a standardized administration of an intelligence test given by an LAUSD school psychologist.

Referrals can begin the 2nd semester of kindergarten with significant evidence of the child achieving at least two grade levels above (in ELA and Math). Evidence may include test scores (i.e. Common Core Formative Assessments), work samples, and a portfolio.

This early identification is reserved for truly exceptional students.

INTELLECTUAL



Score Criteria:

District **criterion for identification as gifted** is a score of **95 to 99.8** percentile and identification as highly gifted is the score of **99.9** percentile on a standardized administration of an intelligence test given by an LAUSD school psychologist. (For Magnet purposes only, students who score between a **99.5 to a 99.8** percentile are considered “**highly gifted applicable**” and may apply to a highly gifted magnet school program; selection is based upon space availability.)

INTELLECTUAL CATEGORY TARGETED IDENTIFICATION PROGRAM (TIP)

As part of a district-wide comprehensive plan and agreement with Office for Civil Rights (OCR), a program was developed and piloted in 2008-2009 to address the disproportionate participation of African-American and Latino students.

Elementary schools are selected each year to participate in TIP to increase the number of identified gifted students for schools which currently do not meet the 6% identified gifted benchmark.





Preparing for the Testing Day: *Tips for Parents*

Before Testing Day:

Once you have signed the Parent Consent for Assessment and Placement, commit to the following strategies:

- Ensure that your child is completing all homework assignments.
- Help your child to develop good study habits, thinking skills, and a positive attitude towards learning.
- Ensure that your child has good attendance at school.
- Stay in communication with your child's teacher.
- Encourage your child to read as much as possible.
- Look for educational games and programs that engage your child.
- Help your child learn how to follow directions carefully.
- Help your child to embrace failure and encourage a “growth mindset.”
- Speak to your child as often as possible.
- Be aware that there is no specific preparation for an intelligence test. Pre-exposure to similar test items may invalidate the test results.

Preparing for the Testing Day:

Tips for Parents



Testing Day:

Schools will notify parents in advance of the expected test day. Prepare your child as follows:

- Make sure your child is prepared
 - Inform your child of the upcoming test.
 - Assure your child that you are aware of the test and approve of their taking the test
 - Tell them they will be called out of the regular classroom.
- Remain positive
 - Staying calm will help your child stay calm. Discuss relaxation techniques that can be used if needed.
- Make sure your child gets a good night's sleep and eats a healthy breakfast
 - If your child is not well on the morning of the test, please keep your child home and notify the GATE Coordinator immediately. Testing dates can be rescheduled for illness BUT reassessment requests due to illness are not valid appeals if too much time has lapsed.

Preparing for the Testing Day: *Tips for Parents*



After the Test:

- Test scores will help determine your child's program eligibility and scheduling needs, and help guide the teacher in implementing instruction in the classroom.
- Talk to your child's teacher/counselor regarding appropriate programs and courses.
- Discuss test results generally with your child. Assure your child that all results are positive.

Test Validation



1. Testing will be discontinued and one or more tests administered may be invalidated if:
 - a. The designated GATE psychologist has reason to believe that a student was pre-exposed to the test or was prepped for the test by using sample questions taken from an actual intelligence test, or
 - b. The test results show irregularities (i.e., test results fall outside of statistically significant expectations).
2. The designated GATE psychologist at the Local District determines whether there is a need for reassessment. If a reassessment is deemed appropriate, the reassessment, using a different instrument, will be scheduled within 30 days of the initial administration. As standard practice, all test results are analyzed by the psychologist before a final determination is made.

REASSESSMENT REQUESTS



**REQUEST NOT
AVAILABLE IN MISIS**

If the school or parent requests a reassessment, **there must be significant documentation** to indicate the initial administration was an **underestimate of the student's potential**. The person requesting reassessment must submit to the local school Screening Committee a **valid, written rationale** including **standardized test results** that document significantly higher potential or **evidence** that supports the rationale. All reassessment requests must be approved by the screening committee and signed by the principal before submitting the request to the GATE Central Office for final review.

* IEP and Section 504 Plans that are either **active** or **in process** must be submitted with the Reassessment Request.

NO PRIVATE PSYCHOLOGICAL TESTING



Test results from private sources may be used to supplement the evaluation or support the referral, but may not be used instead of test results from public sources. According to County Counsel, selecting students solely on the basis of private test results would constitute denial of equal protection under the law for those who cannot afford or obtain private testing.



CHARTER SCHOOLS

Independent and Affiliated Charter Schools* within LAUSD boundaries may request services for identification of their students through the **Fee-for-Service Process** by contacting the Charter Schools Office at (213) 241-0399.

Charter Schools receive their own categorical funds.

**The affiliated charter schools that were granted charter status after the 2013-2014 school year do not receive Charter Schools Block Grant funding and will not be charged a Fee for Service according to LCFF regulations.*

NEW DISTRICT POLICY



Students not Attending LAUSD Schools:

Students enrolled in the following schools/programs are not eligible to be referred for identification*:

1. Private schools.
2. Independent charter schools located outside of LAUSD boundaries and/or not authorized by LAUSD.
3. Educational home school programs not affiliated with the City of Angels, an independent study school for LAUSD.

***Private school referrals – will honor referrals submitted last school year**



**2016-2017
HIGH ACHIEVEMENT
AND
SPECIFIC ACADEMIC ABILITY
ELIGIBILITY CRITERIA***

HIGH ACHIEVEMENT

2016-2017

**AUTOMATICALLY
IMPORTED!!!**

Identification Criteria in the **High Achievement Ability** category:
2 consecutive years of qualifying scores in ELA and Math
(**Grades 5 and above**)

School Year	Qualifying Score Criteria
2015-2016	Students who have met the achievement level scale score range for “ Standards Exceeded ” on BOTH English Language Arts/Literacy <u>and</u> Mathematics on the SBAC
2014-2015	Students who have met the achievement level scale score range for “ Standards Exceeded ” on BOTH English Language Arts/Literacy <u>and</u> Mathematics on the SBAC

No Poverty Indicator (Meal Code of 1, 2, or 5) required this year for HA/SAA GATE identification.

**AUTOMATICALLY
IMPORTED!!!**

SPECIFIC ACADEMIC ABILITY

2016-2017

Identification Criteria in the **Specific Academic Ability** category:

2 consecutive years of qualifying scores in ELA or Math and qualifying grades for the “oldest” year
(**Grades 5 and above**)

School Year	Qualifying Score Criteria
2015-2016	Students who have met the achievement level scale score range for “ Standards Exceeded ” on EITHER English Language Arts/Literacy <u>or</u> Mathematics on the SBAC
2014-2015	Students who have met the achievement level scale score range for “ Standards Exceeded ” on EITHER English Language Arts/Literacy <u>or</u> Mathematics on the SBAC
2013-2014	Elementary: Student receiving a score of 4 on report card in ELA <u>or</u> Math for second and third grading periods (for Achievement) Secondary: Student receiving a minimum 4.0 average GPA (or 3.5 GPA if Honors) on report card in English <u>or</u> Math for both semesters

No Poverty Indicator (Meal Code of 1, 2, or 5) required this year for HA/SAA GATE identification.

HIGH ACHIEVEMENT (OLSAT)

2016-2017

**AUTOMATICALLY
IMPORTED!!!**

Identification Criteria in the **High Achievement Ability** category:
(OLSAT-8 – 2nd graders who took the OLSAT in 2015-2016 only)
(Grade 2 only)

OLSAT-8 Test Component	Qualifying Score Criteria (National Percentile Rank)	
Total Age-Based Score	95% or above	
Nonverbal Age-Based Score (new)	95% or above	
Verbal Age-Based Score (new)	95% or above	
Total Age-Based Score	90%-94%	Meal Code 1, 2, or 5 (No Provision 2 schools)



CREATIVE ABILITY

Students who characteristically perceive significant similarities or differences within the environment, challenge assumptions, and produce alternative solutions.

- Students referred in this category should evidence characteristics in the **exceptional range** and have evidence to support abilities.
- Schools must be able to provide a plan to support student's identification.
- Students may be identified in grades 4 and up.
- The **Student Portfolio** is an important component of the evaluation.

LEADERSHIP ABILITY



Students who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction.

- Students referred in this category should evidence characteristics in the **exceptional range** and have evidence to support abilities.
- Schools must be able to provide a plan to support student's identification.
- Students may be identified in grades 4 and up.
- The **Student Portfolio** is an important component of the evaluation.



Creative Ability/ Leadership Examples of Evidence

Student accomplishments must be aligned with a varied portfolio of evidence

Examples:

- Student Body President/Council with Leadership evidence
- Mentoring younger students
- Projects like food and gift collections, community or school-wide outreach, visiting the elderly, and fundraising successes
- Student created original/authentic work (not based on a classroom assignment or worksheet)
- Original speeches, short stories, scripts/screenplays, poems, videos, presentations, animations, comic books
- Photo essays
- Creating his/her own language using logical coding
- Creating a board game, video game or puzzle with new concepts, rules, and goals
- Taking “outside of the box” approach to solving real world problems



GATE IDENTIFICATION IN THE VISUAL & PERFORMING ARTS

Demonstrations and auditions for GATE identification in the visual and performing arts takes place twice a year:

- 1) November 19, 2016**
- 2) May 20, 2017**

WHERE: Esteban Torres High School

Referral packets are due four weeks prior to the identification dates:

- 1) October 19, 2016**
- 2) April 19, 2017**

**STUDENTS SHOULD NOT SHOW UP WITHOUT
PRIOR APPLICATION AND APPROVAL!**

Parents must bring invitation letter on day of event.

VISUAL AND PERFORMING ARTS

Identifying talented students?
Look for students who originate, perform, produce, or respond at exceptionally high levels in dance, voice, drama, drawing, and painting.



Visual Arts Ability

(Gr. 2 -12; **drawing & painting**; requires superior marks at a Districtwide Demonstration in the Visual Arts, including the portfolio evaluation)

Performing Arts Ability

(Gr. 2 -12; dance, drama, or voice; requires superior marks at a Districtwide Audition in the Performing Arts in either **dance, drama, or voice**)

(Students identified as talented in the arts receive priority to participate in the Saturday Conservatory of Fine Arts when they apply.)

Guidelines for Portfolio for Visual Arts Demonstrations



*Portfolio can be student-made or store-bought and **should include:***

- ✓ No more than 6-10 of artwork clearly marked with student's name on each piece
- ✓ Artwork that is fairly recent (within 3 years)
- ✓ A variety of age-appropriate artwork (e.g. watercolor, portrait, pencil drawings, landscape, still life, three-dimensional work, collage, mixed media, photography, etc.)

*Portfolio **should not include:***

- ☐ Painting by numbers
- ☐ Copyrighted characters/images
- ☐ Class assignments where all artwork looks the same
- ☐ DVDs, slides or PowerPoint presentations

Guidelines for Performing Arts Auditions



Drama

- Students should come prepared to perform a 15-30 line memorized monologue no longer than 2 minutes long (no profanity).
- Students may be asked to perform an improvisational piece.

Dance

- Students should come dressed in appropriate dance attire which may include the following:

Black or white tights/leotard, t-shirts, or sweats and appropriate dance shoes or bare feet. Long hair should be tied back or pinned up neatly.

No costumes, big shirts, jeans, or oversized sweats.

Voice:

- Students should come prepared to sing a few verses from an age-appropriate song suited for their voice range.
- Students may bring their own music on CD, sheet music and/or accompanist (singing a cappella is not recommended).

Identification... and Beyond!



Gifted identification is not the final goal of this program.

Identification is the tool that allows teachers to make instructional and programming decisions to best meet the academic and social-emotional needs of students.

The identification process has little value without appropriate clustering and differentiated instruction to follow.

Q & A

Questions or comments?



Be sure to Stay Connected to Gifted/Talented Programs!



achieve.lausd.net/gate

follow us on
twitter

@LAUSDGATE



www.facebook.com/LAUSDGATE

Thank you for coming!
Together, we make a
difference.

