

Appendix C Attachment:

District Plan to Increase the Participation of Underrepresented Students in the Program for Gifted Students

(Continuation of pages 140-141)

3. Screening and Referral Process:

NOTE: The school counselor, or Principal designee, in each school coordinates all screening and referral activities.

Nomination

Students who have been previously individually evaluated by a school psychologist and did not meet eligibility criteria must be referred to the Multidisciplinary Referral Team (MRT) for discussion.

A student may be nominated for gifted screening under one of the three nomination strands: parent/guardian nomination, teacher recommendation, and performance test scores. The performance test nomination strand has been expanded to include an achievement test score of 80th percentile or greater in reading AND math; OR 90th percentile or greater in reading OR math; OR FCAT reading or math score of 5.

Screening and Referral

For all students referred, a *Gifted Characteristics Checklist* will be completed by at least one of the referred student's teachers, after parent/guardian consent has been obtained. The checklist will be used as an element in determining eligibility for program placement and developing an appropriate Education Plan (EP).

A student who scores 120 or higher on the *OLSAT (Otis-Lennon School Ability Test)* may be referred **directly** for individual psycho-educational testing, eliminating the completion of the *Gifted Screening Criteria for Underrepresented Students* form. If the student is transferring from out of district, a score at the 98th percentile or higher on two total batteries of a nationally-normed achievement test may be referred **directly** for individual psycho-educational testing, eliminating the completion of the *Gifted Screening Criteria for Underrepresented Students* form.

Note: The *OLSAT (Otis-Lennon School Ability Test)* may be used for *any* student as a screening tool.

In order to increase representation of underrepresented students in the program for gifted students, the following indicators will be considered:

Low SES

Students will be identified as being from a low socio-economic family based on the federal guidelines that identify students who are eligible for free or reduced lunch and/or Florida Department of Children and Families Services' guidelines for families whose income falls below federal poverty levels or who are living in low-income housing.

Low SES K-3

For students in grades kindergarten through third, the *Gifted Characteristics Checklist* and the student's academic performance will serve as the two screening measures. The student must receive at least a total of 56 points on the *Gifted Characteristics Checklist* and the *Gifted Screening Criteria for Underrepresented Students* screening measures in order to be referred for individual psycho-educational testing.

Low SES 4-12

For students in grades four through twelve, the *Gifted Characteristics Checklist* will be used in conjunction with the student's academic performance in the areas of reading or language arts, and math, for the two most recent grading periods. Performance in the areas of reading and math on a standardized achievement assessment is also a determining factor. The student must receive at least a total of 63 points on the *Gifted Characteristics Checklist* and the *Gifted Screening Criteria for Underrepresented Students* screening measures in order to be referred for individual psycho-educational testing.

DISTRICT: DUVAL

ELL (English Language Learner)*

An English Language Learner (ELL) is a student for whom English is not the native language, and who has been identified by results of a nationally-normed test of listening, speaking, reading, and writing.

- Entry tests:
 - Language Assessment Scales (LAS) for Oral Proficiency in English
 - Comprehensive Test of Basic Skills (CTBS) for Reading – Writing Proficiency in English Grades 3-12
- Exit tests:
 - Comprehensive English Language Learner Assessment (CELLA) for English Proficiency
 - FCAT for Academic Proficiency

When an ELL student is nominated for the gifted program, the District English for Speakers of Other Languages (ESOL) department should provide translation services for parents/guardians and students, as needed.

*** English Language Learner refers to a student who is, at the time of screening, identified as:**

- **LY=students currently enrolled in ESOL**
- **LN=K-12 ELL students not enrolled in classes for ELL students**
- **LT=students who are eligible but are awaiting ESOL testing (temporary placement for students who had at least one ‘yes’ on their Home Language Survey) (Duval County code only – reported to FLDOE as ‘LY’)**
- **LP=students who are identified but not yet placed in the ESOL program**
- **LF=students who have exited the ESOL program within the past two years**

ELL K-3

For students in grades kindergarten through third, the ELL Gifted Characteristics Checklist and the student’s academic performance will serve as the two screening measures. The student must receive at least a total of 56 points on the *Gifted Characteristics Checklist* and the *Gifted Screening Criteria for Underrepresented Students* screening measures in order to be referred for individual psycho-educational testing.

ELL 4-12

For students in grades four through twelve, the *ELL Gifted Characteristics Checklist* will be used in conjunction with the student’s academic performance in reading or language arts, and math, for the two most recent grading periods. The student must receive at least a total of 63 points on the *Gifted Characteristics Checklist* and the *Gifted Screening Criteria for Underrepresented Students* screening measures in order to be referred for individual psycho-educational testing.

4. Student Evaluation Procedures:

After receipt of parent consent for evaluation, the students will be evaluated using the *WISC-IV* or the *Stanford-Binet 5* within ninety (90) school days of the student’s attendance.

For English Language Learner (ELL) students, evaluators will consider utilizing assessments in the student’s native language (as available), the assistance of an interpreter, or interpretation of nonverbal instruments or scales.

Note: DCPS does not consider scores from the *Reynolds Intellectual Assessment Scale (RIAS)*.

5. Eligibility Criteria:

1. need for a special program, and
2. a majority of characteristics of gifted students according to a standard scale or checklist (*Gifted Characteristics Checklist* or the *ELL Gifted Characteristics Checklist*) and
3. intellectual development, as follows:

Full Scale IQ 120 on the *WISC-IV* or the *Stanford-Binet 5*
General Ability Index (GAI) 120 or higher if referenced in report narrative by school psychologist

Note: DCPS does not consider scores from the *Reynolds Intellectual Assessment Scale* (RIAS).

Note: The *OLSAT* (*Otis-Lennon School Ability Test*) may be used for *any* student as a screening tool.

Eligibility and placement in the program for the gifted will be determined by the Eligibility Determination Team (EDT). Factors such as the demonstrated need for a special program, academic performance, observed characteristics of learning, leadership, motivation and creativity, standardized performance evaluations and intellectual assessment should be used in the overall determination of program placement. The EDT should consider the Plan A or Plan B status of the student at the time of referral for evaluation when determining eligibility. At the time of staffing, an Educational Plan (EP) will be developed to reflect the appropriate educational goals and objectives for each individual student.

Upon completion of all eligibility determination requirements, the Eligibility Determination Team (EDT) will document the results and eligibility status of the student on the *Eligibility Determination and Staffing* form (DCPS.012-08/05) in the Encore program.

6. Instructional Program Modifications and/or Adaptations

Teachers of the gifted will utilize differentiated instruction and make modifications and/or adaptations to allow for students' success based on the individual needs of the student.

7. District Evaluation Plan

The district will use the baseline data biannually to monitor the status of identification of LEP and Low SES students. The district will promote screening of students in Title I and English Speakers of Other Language (ESOL) center schools.

GIFTED CHARACTERISTICS CHECKLIST

(Completed by the Classroom Teacher)

Student _____ School _____ Grade _____
 Student Number _____ Teacher _____ Date _____

	2	1	0
LEARNING			
1. Learns quickly from limited exposure.			
2. Interest and knowledge beyond age group.			
3. Exceptional mastery and recall of facts.			
4. Has advanced vocabulary for age or grade level.			
5. Proficient use of communication skill(s).			
6. Reads or learns independently.			
7. Shows a preference for specific subjects.			
8. Sees relationships among separate concepts/facts/objects.			
9. Asks many/diverse questions..			
10. Pursues cause-effect relationships.			
LEADERSHIP			
1. Utilizes problem-solving skills.			
2. Relates better to older age groups.			
3. Is assertive about personal beliefs.			
4. Tends to dominate others.			
5. Expresses opinions freely.			
6. Judgmental of people, events, things.			
7. Has attention/respect of others.			
8. Perceived as a leader in the class/group.			
9. Has difficulty in peer relationships.			
10. Seeks positions of responsibility.			

Directions: Read carefully and place appropriate to the following
(2) Frequently
Occasionally
Never Observed.
 (Learning, Motivation, and total points and matrix.

MOTIVATION			
1. Likes to study difficult subjects.			
2. Has an inquisitive mind.			
3. Dislikes rigid time lines/schedules.			
4. Is adventurous; willing to accept challenges.			
5. Strives for perfection.			
6. Is self-critical.			
7. Is self-confident.			
8. Desires to share knowledge.			
9. Unwilling to accept authority without critical examination.			
10. Has strong sensitivity and perception skills.			
CREATIVITY			
1. Has diverse interests.			
2. Exhibits spontaneous ideas/behaviors.			
3. Generates many ideas/solutions.			
4. Offers unique/unusual responses.			
5. Has a high-level of abstract thinking.			
6. Thinks faster than the ability to write/express.			
7. Is annoyed by routine details.			
8. Has a strong sense of imagination/fantasy.			
9. Recognizes and responds to subtle humor.			
10. Behaves as an individual: does not fear to be different.			

each statement an **X** in the column according scale of values: **Observed, (1) Observed, (0)** For each area Leadership, Creativity) add enter score on the

Total

Score _____

DISTRICT: DUVAL

**Duval County Public Schools
Exceptional Education/Student Services
Plan B**

**Gifted Screening Criteria Form for Underrepresented Students
Low SES/ELL Grades K-3**

<input type="checkbox"/> Low SES
1. Student is receiving free/reduced lunch <input type="checkbox"/> Yes <input type="checkbox"/> No
2. Student is living in subsidized housing <input type="checkbox"/> Yes <input type="checkbox"/> No
3. Student meets High Achievement Test Scores Criteria <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> ELL
1. Check Status at time of screening: ___LY=currently enrolled in ESOL ___LN=K-12 ELL students not enrolled in classes for ELL students ___LT =eligible but awaiting ESOL testing ___LP=identified but not yet placed in ESOL ___LF=exited ESOL in past two years
2. Student meets High Achievement Test Scores Criteria <input type="checkbox"/> Yes <input type="checkbox"/> No

Student Name _____

Student Number _____ Grade _____ Sex _____ Date of Birth _____

Name and Title of Person Completing Form _____

Date Form was Completed _____ School Name/# _____

Indication of need for special program as evidenced by:

- ___ Demonstrates ability beyond the general curriculum
- ___ Critical and/or creative thinker
- ___ Leadership potential
- ___ Self-motivated learner
- ___ Other _____

Screening Information:

- I. **GIFTED CHARACTERISTICS CHECKLIST**
- ELL GIFTED CHARACTERISTICS CHECKLIST**

Enter points earned. **Points** _____

If it is early in the school year, you may need to give this checklist to the previous year's teacher, if available.

II. ACADEMIC PERFORMANCE from the last two grading periods.

Check all that apply – 1 point for each item checked

- ___ The student is reading above grade level
- ___ The student is mathematically above grade level
- ___ The student is exhibiting advanced writing skills
- ___ The student is finishing assigned work early and accurately
- ___ The student knows a large portion of the standard curriculum being taught
- ___ (ELL only) The student has a Language Assessment Scale (LAS) of 4 or 5

Points: _____

56 points or greater required for further evaluation

TOTAL POINTS: _____

Referred for psycho-educational evaluation: Yes No

Required full scale IQ score of 120 or higher on the WISC-IV or the Stanford-Binet 5

DISTRICT: DUVAL

Duval County Public Schools
Exceptional Education/Student Services
Plan B
Gifted Screening Criteria Form for Underrepresented Students
Low SES/ELL Grades 4-12

Low SES

1. Student is receiving free/reduced lunch Yes No
 2. Student is living in subsidized housing Yes No
 3. Student meets High Achievement Test Scores Criteria Yes No

ELL

1. Check Status at time of screening:
 LY=currently enrolled in ESOL
 LN=K-12 ELL students not enrolled in classes for ELL students
 LT =eligible but awaiting ESOL testing
 LP=identified but not yet placed in ESOL
 LF=exited ESOL in past two years

2. Student meets High Achievement Test Scores Criteria Yes No

Student Name _____

Student Number _____ Grade _____ Sex _____ Date of Birth _____

Name and Title of Person Completing Form _____

Date Form was Completed _____ School Name/# _____

Indication of need for special program as evidenced by:

- ___ Demonstrates ability beyond the general curriculum
- ___ Critical and/or creative thinker
- ___ Leadership potential
- ___ Self-motivated learner
- ___ Other _____

Screening Information:

- I. **GIFTED CHARACTERISTICS CHECKLIST**
 ELL GIFTED CHARACTERISTICS CHECKLIST

Enter points earned. **Points** _____

If it is early in the school year, you may need to give this checklist to the previous year's teacher, if available.

II. ACADEMIC PERFORMANCE from the last two grading periods.

A = 4 points, B = 3 points, C = 2 points, D = 1 point

Reading or Language Arts _____ + _____ = _____

Math _____ + _____ = _____

Total Points (Reading or Language Arts + Math) _____

TOTAL POINTS: _____

63 points or greater required for further evaluation

Referred for psycho-educational evaluation: Yes No

Required full scale IQ score of 120 or higher on the WISC-IV or the Stanford-Binet 5

DISTRICT: DUVAL

ELL GIFTED CHARACTERISTICS CHECKLIST

Student _____ School _____ Grade _____
 Student Number _____ Teacher _____ Date _____

Directions: Read each statement carefully and place an X in the appropriate column according to the following scale of values: (2) Frequently Observed, (1) Occasionally Observed, (0) Never Observed. To obtain score, add total points.

LEARNING	2	1	0
1. Learns quickly from limited exposure.			
2. Interest and knowledge beyond age group.			
3. Exceptional mastery and recall of facts.			
4. Ability to learn English quickly.			
5. Demonstrates an ability to manipulate all languages spoken.			
6. Reads or learns independently.			
7. Very strong mathematical, analytical, logical skills.			
8. Sees relationships among separate concepts/facts/objects.			
9. Able to adapt quickly to a variety of situations or to new surroundings.			
10. Pursues cause-effect relationships.			
LEADERSHIP			
1. Utilizes problem-solving skills.			
2. Relates better to older age groups.			
3. Rebellious regarding inequities.			
4. Demonstrates social intelligence.			
5. Has feelings of responsibility to his/her cultural community.			
6. Judgmental of people, events, things.			
7. Has attention/respect of others.			
8. Perceived as a leader in the class/group.			
9. Has difficulty in peer relationships.			

10. Accepts home responsibility normally reserved for older children.			
MOTIVATION			
1. Likes to study difficult subjects.			
2. Has an inquisitive mind.			
3. Dislikes rigid time lines/schedules.			
4. Is adventurous; willing to accept challenges.			
5. Strives for perfection.			
6. Is self-critical.			
7. Is a self-starter and self-reliant.			
8. Desires to share knowledge.			
9. Unwilling to accept authority without critical examination.			
10. Has strong sensitivity and perception skills.			
CREATIVITY			
1. Has diverse interests.			
2. Exhibits spontaneous ideas/behaviors.			
3. Is inventive and resourceful.			
4. Offers unique/unusual responses.			
5. Has a high-level of abstract thinking.			
6. Displays elaboration within artwork.			
7. Is annoyed by routine details.			
8. Has a strong sense of imagination/fantasy.			
9. Thinks of unusual ways to solve problems.			
10. Behaves as an individual: does not fear to be different.			

Total Points _____