



Administrative Unit

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12.02(2) Comprehensive Plan “...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

Directions:

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication

How parents are informed about access to identification procedures

Parents are informed about access to identification procedures for both GT and HGT identification via the GT website, through parent information nights about the magnet process, through the GT teachers, and through letters prior to the universal sweep and after.

Ways to educate parents and families about giftedness or parenting gifted students

The AU educates parents and families about giftedness via its website, parent information nights and community events such as Dia de los Ninos, School Choice fair, Student Equity and Opportunity resource fair, and the English Language Learners District Advisory Committee. We have also participated in radio interviews on the district Spanish radio station as well as collaborated with the district’s Spanish newspaper to create an informational article. The AU has worked with individual schools to create parent social emotional support groups inclusive of our underrepresented families. In the fall of 2015, district GT leadership facilitated parent focus groups across the district to gather input from parents on what is working/ not working with identification and programming in the district. This is the first step in building a more robust partnership with parents.



TARGET: The AU will hold biannual district wide parent meetings for the GT community. These "GT Family Nights" provide opportunity for parents to receive education/social emotional information about gifted students and parenting them.

TARGET: All individual schools will host at least one informational parent night.

TARGET: The AU is working with CAGT to support the development of a parent/educator affiliate for Denver.

TARGET: The AU will develop a working parent advisory group by 2020.

TARGET: By 2020, parent support groups will be in all quadrants of the AU and parents in those groups will be able to train other parents to lead groups as well.

Information about involvement and progress reporting

Parents/ guardians and students participate in the development of ALPs through a variety of methods, which include but are not limited to surveys, interviews, and or interest inventories. Information about goals and progress monitoring are shared with parents/guardians at parent teacher conferences and/or other multiple points throughout the year. The AU's website includes information for parents regarding gifted education. GT teachers at the school level lead parent education/information sessions about gifted education.

TARGET: By 2020, a parent advisory group will be well established in DPS. In 2016-2017, the district level gifted department will hold four parent/ guardian education sessions.

Programming options are available to match student strengths and challenges

DPS offers a variety of programming options for gifted learners throughout the district, which are driven by school based decision making and captured in the GT Programming plan. Each school completes a programming plan at the beginning of each school year outlining the various programming options and includes professional learning opportunities for staff members that support GT student needs. All schools have a minimum of a .25 FTE dedicated GT teacher to provide gifted programming at the school level as well as an additional PPF of \$120 dollars per identified student to be used to support the needs of gifted learners at the school level.

Universal programming options are employed at differing degrees at different schools based on individual school focus regarding its gifted students. These programming options may include differentiation, acceleration, vertical progression on the continuum of standards, flexible grouping, and independent projects. Targeted level gifted programming again varies by school but includes at most schools: Intentional academic programs/groups, talent opportunities, goal-setting for college planning as part of the personalized education plan developed by all middle schools in DPS, pull-in programs, honors/AP courses, IB program (elementary, middle, and high), advanced online opportunities, flexible counseling groups, competitions/advanced clubs and mentorships. Intensive level supports: radical acceleration in one or more subjects, dual enrollment, early entrance (not the same as early access), specialized counseling, internships, magnet classrooms and schools for gifted.

DPS has 8 elementary magnet schools, one of which is a fully self-contained school for highly gifted learners. The remaining 7 offer a school within-school model or a cluster-grouping model all designed to meet the needs of highly gifted learners. DPS offers a school within a school model for highly



gifted learners at the middle school level as well. Some schools implement the cluster-grouping model based on student ability and or area of strength.

TARGET: Increase the implementation of cluster grouping model as a way to support the diverse gifted learners in DPS.

TARGET: Introduce the Young Scholars' model in several schools in 2017-2018 SY.

TARGET: By 2020, DPS will offer summer programming options to typically underserved populations. GT programming will be included in the EL Summer Academy.

Information about concurrent enrollment

Concurrent enrollment information is available at DPS high schools.

TARGET: In the 2016-2017 SY, the AU will add information about concurrent enrollment to its GT website.

TARGET: Starting in the 2016-2017 school year the AU's high school wiki will update information about concurrent enrollment. How to be involved in college and career planning.

TARGET: Starting in the 2016-2017 school year, the AU will add information to the GT website for parents and students about getting involved in college and career planning.

How to be involved in college and career planning

High school students in DPS receive guidance on college and career planning through the counseling department.

Communication available in primary languages in the AU

All communication to families, such as letters, websites, and parent input forms are available in the following primary languages as indicated by district demographics: Spanish, French, Somali, Arabic, Amharic, Vietnamese, Nepali and Russian. Interpreters are provided by request at all parent meetings held by the Gifted and Talented department.

TARGET: 100% of the norm-reference observation scales, now required by the state for gifted identification, used by the district will be available in primary languages.

Ways parents and families may participate in the school community

There are multiple opportunities for parents and families to participate in the school community. Family engagement plans are typically site-based and have not included GT specific students in the past.

AU GT leadership will continue to engage families from across the district through family nights and parent information meetings.

TARGET: Family Engagement of GT students will be incorporated into the GT programming plans created by each school and will be a part of the program review.



Definition of “Gifted Student”

DPS Definition of a gifted student

In DPS, gifted and talented children are children from age 5-21 whose demonstrated abilities, talents, and/or potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. These students perform, or show the potential of performing, at remarkably high levels in general intellectual ability, specific academic aptitude (Reading, Writing, Math, Science, Social Studies, World Languages) or specific talent aptitude (Visual Arts, Drama/Theatre, Dance, Leadership, Creative or Productive Thinking, Music, Psychomotor) when compared with others of their age and experience. Gifted and talented children are present in all student groups, regardless of gender, disability, English language proficiency, economic status, ethnic or cultural background.

This definition serves as the basis for the implementation of all other program plan elements as it is the foundation for understanding student need so stakeholders may collaborate and develop appropriate standards-based goal in the student’s area of strength and determine appropriate supports for the goal. The definition guides how DPS identifies students, programs for gifted students and trains teachers. DPS offers a wide variety of school options with gifted supports in traditional and charter schools across the district. Some school options offered in DPS which support the needs of gifted learners include magnet level highly gifted schools, International Baccalaureate, Advanced Placement, Visual and Performing Art focused schools, STEM, Expeditionary learning, Creativity focused school, personalized learning, and competency based schools.

Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

Assessment process for identifying students who meet definition

Assessment happens throughout the year. Teachers in K-8 complete whole-classroom observations using an informal district observation sheet. Any students with multiple observable characteristics receive a SIGS, GES, KMMPI, GATES, PCS, or GRS, for the teacher and/or parent complete. All students in grades K, 2nd, and 6th grades are universally screened each fall using the NNAT so as to gain one piece of data towards gifted and/or gifted magnet identification. Students in grades 1, 3, 4, 5, 7 may be referred for identification for the magnet school and are assessed using the CogAT each fall.

Students with at least one qualifying data point of 95th percentile and/or above receive a normed referenced observation scale for teachers and/or parents to complete allowing the identification team to determine which pathway to pursue and which assessments are appropriate to use based on observed strengths.

Once the pathway has been determined for a student, the identification team reviews the student’s body of evidence and makes a determination as to next steps. The outcomes of this review could be any one of the following: Formal identification based on current body of evidence (either gifted or gifted and eligible to attend magnet level gifted services (HGT), additional data needed, or talent pool. Decisions are entered into the ENRICH system once completed.

GT teachers send parents/guardians notification of the identification team’s decision



Students in eligible grades are assessed on PARCC or CMAS. Apprenda and ITBS are alternative achievement assessments which can be used if qualifying PARCC or CMAS data is not available. GT teachers at the school review data and submit qualifying data points and information into the initial referral form via ENRICH.

Method(s) to ensure equal and equitable access for students of all populations

The methods outlined above help ensure equal and equitable access for all students. The AU is in the process of developing student portfolio requirements and will create clear expectations around the collection of portfolio documents.

By 2018, Visual Arts, Drama/Theater, Dance, Leadership, Creative or Productive Thinking, Music, Psychomotor will all have clearly defined measurement tools in place. Private IQ assessments are not accepted due to the inequitable access to those measures.

Referrals from a variety of sources and screening procedures

Universal screening, CogAT, teacher or parent observation checklist, PARCC/CMAS data, portfolios

Timeline

TARGET: In order to meet the 30 day timeline, the AU is re-imagining its identification team and will utilize a PDU model to train other GT teachers to identify students within the 30 days. All parents/teachers who have referred a student from GT will receive a written communication indicating next steps towards identification and assessment.

Assessments that align with identification in all domains of giftedness and in underrepresented populations

The AU utilizes assessments for underrepresented populations with nonverbal assessments and is developing portfolio requirements. The AU accepts and utilizes any juried performances for all areas of giftedness when part of the complete body of evidence.

The AU has nationally normed observation scales that assess all domains of giftedness. The AU has norm referenced and/or criterion referenced assessments that align with the following domains: general intellectual ability, reading, writing, math, science, social studies, world language, and creativity.

The AU is developing portfolio assessment for all domains. The AU is currently looking for an assessment other than an observation or portfolio for leadership.

A body of evidence that includes qualitative and quantitative data from multiple sources and multiple types

The body of evidence includes qualitative (observations, portfolio pieces, parent and teacher anecdotal remarks) and quantitative data from multiple sources and multiple types and includes both qualifying and non qualifying data points to create a rich and robust learner profile.

A review team procedure with at least one member trained in gifted identification

Currently all central staff members are members of the gifted identification review team and are all



endorsed in gifted education. The identification review team is being reimagined to include trained teachers who can assist in review data so as to help meet the 30 day requirement.

A determination letter for parents and school files describing decision of review team

A determination letter is sent to parents and/or teachers with the decision of the identification team.

The determination letter is not currently housed in the student's cumulative record, but will be incorporated into ENRICH in the 2016-2017 school year for teacher accessibility.

A communication procedure with parents to make them aware of and understand identification results, and development and review of ALP

Parents receive a letter regarding the results of the gifted identification process and magnet eligibility process as they relate to the universal sweeps and CogAT within 30 days of assessment. If the the body of evidence is complete and the child is identified,, the letter outlines the next steps of the ALP development. If the body of evidence from the universal sweeps and CogAT do not indicate giftedness, parents are notified that no one assessment will disqualify a student, and that the teacher will continue to collect data for the body of evidence for the child.

Parents of students who are identified outside of the universal sweep window receive a letter from the school GT teacher once the identification review team has met and determined next steps (develop ALP, continue to collect data for a body of evidence, not identified at the time, talent pool).

For each category of giftedness, 95th percentile or above and/or an exceptional/distinguished rating are used as criteria for determining exceptionality

95th percentile or above and/or a exceptional distinguished ratings are used as the criteria for determining exceptionality for students in the AU. 98th percentile and above qualifies students for gifted magnet programs in the district. Students at the magnet site do not have to have an exceptional/distinguished rating on criterion-referenced assessments to attend the magnet program, however, they must have a robust body of evidence that supports the need for magnet programming.

The identification team continues to collect data on the students including using criterion referenced assessments to add to the body of evidence.

Not meeting criteria on a single assessment does not prevent further consideration for identification

DPS provides multiple, ongoing opportunities for students to demonstrate the need for gifted services. Some methods include, but are not limited to, universal sweeps of all students in three grade levels with an ability assessment, achievement data pulled on all students yearly, observation scales, teacher checklists and nomination, as well as parent checklists and nomination.

Criteria for screening assessments is a score range less than 95th percentile, used to determine further data collection or talent pool designation

DPS uses a variety of criteria for determining a student's need for talent development. Students are not required to have met a certain threshold to be considered for talent pool. Schools are encouraged to include up to 10% of their school population in their talent pool. Talent Pools should reflect the demographics of the school.



Implementation of statewide identification procedures to ensure portability

Implementation of statewide identification began in the 2015-2016 school year to ensure portability of identification. Identification pathways were implemented in the 2015-2016 school year.

Transfer of the body of evidence for identification and ALP to the new district

The body of evidence is housed in ENRICH. Once the student has moved to another district, the GT central team or the GT teacher at the school can release records to the requesting school. The parent or new school must request the transfer of records and notify the AU that the student has transferred.

GT teachers and/or GT central team requests body of evidence for identification for any new-to-district students whose parents have indicated that their student received gifted programming. If the body of evidence is incomplete, the GT teacher will work with the previous district and/or the GT central identification review team to determine what is needed for a formal identification.

Review of new student's ALP within 45 days of enrollment into the district, and communication with parent within 60 days

The GT teacher at the school reviews the new student's ALP within 45 days of enrollment into the district once notified of the prior identification and communicates with the parents within 60 days.

Advanced Learning Plan Content, Procedures and Responsibilities

ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and affective needs

The district's ALP is developed for every K-8 identified gifted students according to the student's strength area(s), interests, and instructional/affective needs. The ALP is created collaboratively and incorporates the student, parent, and teacher voice.

DPS used the state developed ENRICH ALP which includes standards aligned academic and affective goals.

TARGET: Students in 9th grade or higher will have an ALP developed through the use of a student survey in by 2018-2019 SY.

ALP is considered in planning for post-secondary readiness

TARGET: Students in 9th grade or higher will have an ALP developed through the use of Naviance, a student survey, in the 2018-2019 SY that will include planning for post secondary readiness

If ALP is blended into ICAP, gifted achievement and affective goals are included

TARGET: High school ALPs will be blended with existing systems to ensure both academic and affective goals are developed yearly for gifted learners at the high school level.

ALP articulates a transition process when students move to next schooling level



TARGET: By the 2017-2018 SY K-8 GT teachers will participate in a transition process for moving students information to the next school level. Middle School GT Teachers will participate in the High School Transitions' Day.

TARGET: By 2018-2019, High School ALPS will include transition processes for moving into the next school level or will articulate post-secondary transition needs.

ALP includes a student profile

The state ENRICH platform, which is used by DPS, includes a student profile

Annual, standards-aligned achievement goals developed for student's strength area(s)

DPS develops yearly standards aligned academic ALP goals for students in their identified area of strength.

Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency

Affective goals for identified students reflect various areas of development including personal, social, communication, leadership, and cultural.

Description of supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals

Please reference Programming Element for specific information on supplemental curriculum, activities, specific strategies and expanded opportunities used to support ALP goals.

Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress

ALP development and monitoring cycle aligns to the district conference schedule of beginning, mid and end of year conferences.

ALP development includes teachers(s), student, parent and support staff as appropriate

GT teachers gather input from stakeholders when developing annual ALP goals. Parents, teachers and the student are notified about ALP development.

Classroom teachers are familiar with and support ALP goals, and/or write ALP measurable goals.

Gifted Teachers assist with writing of goals, but are not sole custodian of ALP.

Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming as determined by the students body of evidence.

Students are active participants in the ALP process, helping to identify standards aligned goals they wish to focus on for the school year.

ALPs are managed within the school cumulative record system and are transferred between grades and school levels

DPS houses ALPs in ENRICH, which provides secure storage and transfer of ALP between grades, school levels, and schools throughout the district.



Evidence of parent engagement in the ALP

See procedures for implementation of ALP below.

In DPS, ALPs are implemented in schools with identified gifted learners following an annual cycle.

Each fall GT teachers begin gathering information from parents, teachers and students to help inform the goal development process. Surveys, interviews, and interest inventories are employed during this phase of ALP development.

Once input is gathered from all stakeholders, the GT teacher works with the stakeholders to develop standards aligned goals for identified areas of strength as well as affective goals for the student.

Draft ALP goals are shared with families at parent teacher conferences in the fall. The ALPs are then finalized and progress monitored throughout the year. At the end of each school year, ALPs are reviewed and goals are determined to be met or unmet.

TARGET: All identified high school gifted learners will have an ALP developed yearly beginning in the 2017-2018 school year.

TARGET: A parent friendly timeline will be developed to assist parents/ guardians in understanding the ALP cycle and how they can contribute to supporting their students progress toward meeting their goals.

TARGET: By 2020, ALPs will be developed in collaboration with all identified gifted learners, their families and classroom teachers. The students will be the central force in identifying appropriate goals rather than the GT teacher.

Programming

Components, options and strategies address the educational needs of gifted students

The components, options, and strategies align with the state's recommendations in ENRICH and programming and attempt to address the needs of gifted students within the AU with the resources available

Matches the area of identification strengths) and interests

The current programming matches student identified strengths.

System-wide, in K-8 programming, students programming matches the following identified strengths: academic aptitude, general intellectual ability, and creativity. The district is site based allowing for a variety of opportunities for programming to meet identified areas of strength. Programming opportunities are based on school resources and therefore are not guaranteed to be offered at every school in the same form, level or delivery method.

Mentorships are available for identified students in their area of interest through a partnership with DPS Community Resources.

TARGET: By 2020, the AU will have developed more mentorship opportunities and will post that information on its website as well as make it available to the GT teachers in the building.

TARGET: By 2018, DPS will have in place multiple tools for identification in the talent aptitude pathways.

Aligns to student's data and ALP goals



All student data is aligned to the student ALP goals. All academic data is aligned to the student ALP goals.

TARGET: In the 2016-2017 school year, the AU will develop methods to collect affective information for students so as to better align affective goals with data.

TARGET: The AU will continue to develop strength-based affective goals based on data available.

Identifies the type of delivery by which students are served at the different school levels

Required GT Programming Plans completed by each DPS school document the type of delivery used to serve gifted and talented learners within each individual DPS school. Programming is delivered via pull out, push in, self contained classrooms, subject and grade acceleration, tiered lessons, independent projects.

All program delivery is based on student needs as well as site-based resources. Grade level acceleration is an option for our gifted students at all schools. The GT teacher in concert with a student data team review information for the student to determine if acceleration is an option to pursue. If the team believes that acceleration is a viable, the AU works with the school/teacher to use the Iowa Acceleration Scales to gather data and information about the student. The principal at the school makes the ultimate decision regarding the student's acceleration once all data has been collected.

Pull-out and push in are site-based delivery decisions. Some AU school leaders prefer that the teacher push into the classroom to deliver content and work alongside the teacher to help gifted learners. Other school leaders prefer that gifted and advanced students are pulled out into small groups.

Support in differentiated instruction and methods

Programming supports differentiated instruction and methods. GT teachers receive professional development to share and model in the classroom.

Provides affective and guidance support

Programming or affective needs is site based.

TARGET: During the 2016-2017 school year, the GT department will work with the Office of Social Emotional Learning to develop a guidance document about the best practices. During the 2016-2017 school year, the GT high school coordinators will work with the counseling team in Secondary to develop and format a guidance document for social emotional support.

Information about best practices will be disseminated before the beginning of the 2017-2018 school year to principals, school psychs, social workers, counselors, and GT teachers through district online learning platforms.

Provides diverse content options in areas of strength



The AU has many diverse content options in areas of strength for students in K-12. Students in 9-12 have the most diversity in content options based on strength and interest.

Programming is articulated across grade levels

DPS offers a continuum of services that meet our gifted learners needs including gifted education services at all DPS elementary middle schools, K-8. As well as, 8 elementary and one middle school magnet, which serve our most extreme need gifted learners (highly gifted learners). High school gifted is supported by 2.5 Coordinators who work across DPS high schools in a tiered support system. Charter schools also offer gifted services in alignment with their model.

Each DPS school identifies the service models used to support gifted learners in their building as well as strategies for appropriate differentiation across grade levels. Examples of service models used include but are not limited to: push in, pull out, flexible grouping, multi-age grouping, cross-grade grouping, cluster grouping, subject and/or grade-level acceleration, or self contained gifted classroom.

Provides pre-collegiate and/or pre-advanced placement support

The continuum of support includes the opportunity for students to participate in pre-collegiate and pre-advanced placement classes. These supports are facilitated by school counselors and classroom teachers in the middle school level.

Supports the collaborative development of the ALP

Parents, students, and teachers collaboratively create the ALP in grades K-8

TARGET: The AU will continue to work with the high school counselors to determine how to engage students and families in the process of ALP development at the high school level. By 2018, a district wide process will be in place to ensure collaborative development of ALPs at the HS level.

Provides post-secondary options to students

The AU does provide post-secondary options to students including concurrent enrollment if needed as well as mentorships.

Evaluation and Accountability Procedures

Unified improvement plan addendum methods by which gifted student performance is monitored and measured and how methods align with state accreditation process

The UIP GT addendum is developed annually based on district data and aligned to district goals. During the 2016-2017, the UIP will be monitored to determine what actions or steps need to be made to ensure goals are in progress. This monitoring will inform the development of the new UIP in the spring.

Affective growth is monitored and measured to ensure continual development



In the 2016-2017 school year, the AU will develop a process for measuring affective growth through the use of progress monitoring ALP affective goals.

Gifted student achievement and growth data are disaggregated for reporting

Gifted student achievement and growth data are disaggregated for reporting to CDE as well as to each individual school. Data is also disaggregated at the district level within gifted identified students by ethnicity, socioeconomic status, language learners, and gender to assist in the identification of gaps and areas for targeted support.

Gifted program self-evaluation includes description of methods for self-evaluation of the gifted program. This includes periodic feedback and review from stakeholders

Each DPS school develops a programming plan each fall which outlines how each school provides support for the academic and social emotional needs of their gifted learners. The plan outlines the service delivery model, strategies for differentiation, a gap analysis of curriculum differentiation strategies, and the identified area of focus for the year based on the gap analysis. The plan also outlines each school's parent and family engagement plan, social emotional development plan and a professional development plan for the school.

The programming plan will be the basis for the program review.

TARGET: An evaluation rubric for feedback on programming plans has been developed and will be piloted in the 2016-2017 school year. The programming plans will allow GT department staff to target intentional support and resources based on individual school need.

Gifted program self-evaluation includes description of methods for informing stakeholders of program evaluation and student accountability

Programming plans for each DPS school include parent and family engagement plans which outline each school's plan for informing parents about gifted education and the resources available to support the needs of gifted and talented learners.

TARGET: Beginning in the 2017-2018 SY, GT programming plans will be posted to the external GT Department website to ensure access to individual stakeholders.

Personnel

Describe personnel responsible to provide instruction, counseling and coordination of programming for gifted students

DPS has at minimum a .25 FTE GT teacher in every elementary, middle school and K-8 school.

Charter schools must designate a point of contact who oversees gifted identification and programming. High schools are served by 2.5 high school gifted coordinators. The GT central department team consists of 12 personnel (one director, one program manager, nine coordinators, and one psychologist)

A designated person within the AU is responsible for: Management of program plan; Gifted education professional development



The full time Gifted Education Director oversees a central staff of eleven coordinators who support gifted and talented teachers at each DPS school K-8. 2.5 of the coordinators are dedicated to supporting gifted and talented services at the high school level. One full time office support staff also supports the work.

A good faith effort by the AU is made to have at least a half-time qualified person monitoring and administering the gifted program and employing sufficient personnel for supporting gifted programming

DPS has a full time Gifted Director as well as twelve other full time staff members and a one day a week psychologist to support gifted services provided by school based gifted teachers throughout the district.

Collaboration with universities and college support with development of qualified personnel

DPS works with with universities and colleges to pass along opportunities for teachers to pursue a masters degree or doctorate in gifted education.

TARGET: BY 2020, DPS would like to partner with a local university to develop an in district pathway for teachers to fulfill requirements for the core endorsement in gifted education.

Personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers

GT teacher positions require a teaching license with an endorsement in gifted education or a masters or above in the field of gifted education. If schools cannot find a qualified candidate (one with a GT endorsement or coursework), they must seek approval from the GT department Director or Manager to hire non-GT qualified personnel. Once approved, the candidate must complete paperwork indicating their plans to become highly qualified (endorsed in gifted education or in process of completing masters or above program in gifted education) within a year of hire.

Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers

No gifted education funding goes towards paraprofessionals. Paraprofessionals are not instructional providers of gifted services.

Professional development supports the improvement and acquisition of knowledge related to the needs of gifted students

Professional development aligns with NAGC standards. Professional development opportunities will include different access to information: webinar, online e-courses, professional development units.

Budget

The gifted and talented budget is provided yearly in the form of a projected budget and followed up by actual and expended budgets each fall.

All state funds are used to support salaries for licensed or endorsed staff; professional development;



programming options, materials, and admin costs. Technology does not exceed 20% of the budget. Please see budget tab for detailed expenditures.

The AU will reevaluate the expenditures at the end of every fiscal year to determine allocations of state funds as they align with the UIP and district initiatives.

Target: By 2020, 100% of all expenditures will relate to the the support of the UIP and district initiatives

Reports

AU has a current annual plan through the UIP Gifted Addendum on file at Department of Education

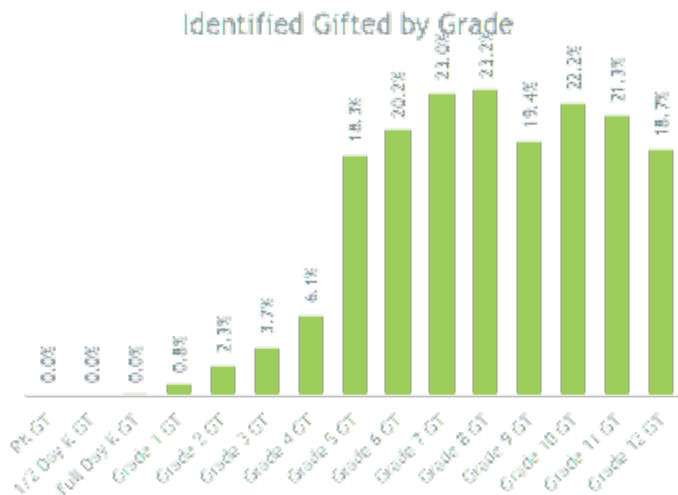
The AU has a current annual plan through the UIP Gifted Addendum on file with the Department of Education.

AU complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting

AU has a budget proposal on file at Department of Education and the budget proposal is on file with the Department of Education.

Accurate records for the Data Pipeline annual reporting of gifted education

The AU has numbers of identified gifted learners aggregated by gender, ethnicity, free and reduced lunch, and twice exceptionality on file, s well as grade level identification numbers.



52.4% of gifted identified students are female and 47.6% of identified gifted students in DPS are male.



Ethnicity	AU Count	AU %	GT Count	GT %	
Native American	580	0.6%	64	0.6%	
Asian	2,957	3.3%	488	4.4%	
Black	12,166	13.4%	794	7.2%	
Latino & Hispanic	50,773	56.0%	4,689	42.4%	
White	20,817	23.0%	4,430	40.1%	
Hawaiian	197	0.2%	12	0.1%	
Multi-race	3,141	3.5%	571	5.2%	
Free/ Reduced Lunch	AU Count	AU %	GT Count	GT %	
	61,773	68.2%	5,286	47.9%	
English Learners	AU Count	AU %	GT Count	GT %	
	ELL	28,478	31.4%	1,505	13.6%
	NEP	5,535	6.1%	14	0.3%
	LEP	18,374	20.3%	468	2.6%
	FEP	4,569	5.0%	1,023	22.4%

% Twice Exceptional within GT population
4.0%

Percent of students in AU identified

Approximately 12% of students in the AU are identified. Through the use of universal sweeps and incorporating pathways, DPS increased the percent of hispanic gifted identified students eligible for magnet services by approximately 30 percent.

TARGET: By 2020, DPS will increase identification of African American and Latino students needing gifted services to eliminate existing disparities in gifted identification.

Qualified personnel

The AU has the following qualified personnel: 1 Director, 1 Program Manager, 9 GT Coordinators. 132 elementary teachers, 27 middle school teachers, 8 High school personnel, and 2 school level administrators

Record Keeping

Student Equity and Opportunity (in which the Gifted and Talented Department is housed) has an Operations Department which oversees all financial records and ensures they are kept in accordance with principles of governmental accounting.

The GT department has an online inventory of all assessments ordered with grant funds. An inventory of electronics is maintained in accordance with district guidelines.



Identification information and ALPs are housed in the ENRICH system. All identification information is mapped into Infinite Campus with identification date and strength areas. Both systems comply with current state law and FERPA regulations protecting the privacy interest of students.

Historical gifted records are maintained in Infinite Campus and beginning in 2015, ENRICH now securely houses identification information and Advanced Learning Plans.

Procedures for Disagreements

The procedures for resolving disagreements with parents/ guardians or students in regard to gifted identification, programming, and ALPs begin at the school level. The information below provides a guideline as to where concerns should be raised and how they should be elevated if not resolved.

This elevation framework provides information on who to begin conversation with if there is a concern on a specific topic.

Parent/ Guardian/Student concerns should be addressed in the following manner if they are related to instructional concerns or questions.

- Classroom teacher
- GT teacher
- School leader
- GT coordinator assigned to support school where student attends currently
- GT Program Manager
- GT Director
- ED Exceptional Students

Parent/ Guardian/Student concerns should be addressed in the following manner if they are related to identification concerns or questions.

- GT teacher
- GT coordinator assigned to support school where student attends currently
- GT Program Manager
- GT Director
- ED Exceptional Students

Parent/ Guardian/Student concerns should be addressed in the following manner if they are related to magnet eligibility concerns or questions.

- GT coordinator assigned to support school where student attends currently
- GT Program Manager
- GT Director
- ED Exceptional Students

Appealing Decisions for Magnet Eligibility

The GT central department handles making determinations for magnet level services and therefore the appeals are handled by the GT department and not individual schools or GT teachers. This process is shared with parents on the GT department website as well as in the decision letters which are mailed to families.

It is the goal of DPS to provide all of our students with appropriate academic services. When there is a disagreement on matters pertaining to the identification, evaluation and eligibility for gifted services the District Resolution Dispute Process may be initiated.

Written appeals based on one of the following criteria will be considered:



A condition or circumstance believed to have caused a misinterpretation of the testing results and or district data included in the body of evidence (for example, an incorrect birth date or grade level used in calculation of the student's score).

An extraordinary circumstance occurred during the testing period that may negatively affect the validity of the test results such as a death in the family or extreme physical ailment.

The suspicion of an error in the administration of the assessment. For example: The designated proctor did not follow assessment prescribed protocols. Testing day or time of assessment within the school day are not considered to be errors in administration.

A misapplication or miscalculation of the scores by the selection committee.

Outside testing will not be considered as a reason for appeal.

Written appeals must include your name, address, phone number, email, the student's name, date of birth, school of attendance, and a reason for the appeal based on the above criteria. Appeals must be completed and received in the district office within ten (10) business days following the notification of identification decision. Please send appeals to: Attention: Appeal Review Team Gifted and Talented Department/ 1860 Lincoln Street 8th Floor NE / Denver, CO 80203

All appeals will go before the Appeal Review Team, and you will be notified of the decision by email. The team may contact you for additional information if necessary. The decision of the Appeal Review Team is final.

TARGET: By 2017-2018, review the current appeals process to incorporate feedback from stakeholders and ensure equitable opportunities for all DPS families to appeal gifted identification decisions.

Monitoring

Denver Public Schools complies with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted learners. GT UIP addendum is used to document the annual goals and targets with specific action steps developed to move the district toward those goals. It is included in the district UIP.

Annual performance of identified GT students is reviewed when developing the UIP addendum, setting internal department and district goals both annually and long term. Data is disaggregated to help identify gaps and areas for continued growth.

Denver participated in the CGER process two years ago and has been using the feedback to make adjustments and set goals for growth in how DPS identifies and programs for gifted learners. DPS developed an action plan and has continued to make adjustments to address any areas of non-compliance as noted in the CGER.

Targets: Develop annual data review process which aligns to various timelines such as magnet qualification, identification, and state assessment data releases so annually we are able to compare data to make sure we are making progress toward our 2020 targets.



The DPS Comprehensive Program Plan is shared with the Executive Director of Exceptional Students, the Associate Chief of Student Equity and Opportunity and the Superintendent.