

Cuero Independent School District



Gifted and Talented Program And Comprehensive Program Guide **Updated September 2024**

Nondiscrimination

Cuero ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

Cuero ISD District GT Contact: Kim Fleener

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Definition - In compliance with TEC Chapter 89, Section 29.121 Cuero ISD defines these students as: Cuero 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 exhibits high performance capability in general intellectual ability, and exhibits high performance in creativity.

Description of gifted students' services - Cuero ISD ensures comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas through the TSP in K-5, Honors, AP, and dual credit classes in the secondary classes. Gifted/talented students are provided opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)). Flexible grouping patterns and independent investigations are provided in at least one of the four (4) foundation curricular areas. Relevant out-of-school options relevant to the students' areas of strength are made available whenever possible (19 TAC §89.3(3)). District administrator meetings will review acceleration and flexible pacing of the GT student population biannually. Counselors and teachers will review acceleration and flexible pacing of the GT student population during staff meetings. (See district board policy online for dual/concurrent enrollment and distance learning opportunities and accelerated summer programs when available, credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).

Program Design - Identified gifted/talented students are assured of an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).

Cuero ISD has a G/T-trained teacher that implements a G/T Pullout Program for identified students in grades K-5. Students are pulled out of their regular classroom for 2 hours per week. During the pullout program, the Texas Performance Standards Project (www.texaspsp.org) will be used as a guide for the independent study projects.

In grades 6-12, identified students will be served by G/T trained teachers in the four content areas through Honors, AP, and dual credit classes. Emphasis will be on developing a students' capacity to become a self-directed learner who is confident in their ability to research and process information. Identified students will create and communicate their findings as they produce and present advanced-level products or performances. The Texas Performance Standards Projects will be utilized as a guide for independent study projects. The teachers will provide students with multiple opportunities to participate in learning experiences using advanced content which are defensibly differentiated in depth and complexity.

Information concerning special opportunities are kept at each campus as well as on the district website and disseminated to parents and community members.

Identification and Assessment - Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1). Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).

Communicate the Process to Parents and Community - Cuero ISD ensures all referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand, or a translator or interpreter is provided.

Cuero ISD ensures referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.

Families are informed of individual student assessment results and placement decisions and are encouraged to schedule conferences with the school counselor through the determination of need letter to discuss assessment data. Staff are informed of the assessment results and placement determination based upon the most effective way to meet the identified student(s) educational need.

Prior to the assessment window, an awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.

Cuero ISD ensures that all family meetings are offered in a language families can understand, or a translator or interpreter is provided to the extent possible.

Referral Process - Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).

Assessment

Cuero ISD Identification Timeline

Event	Time Frame/Proposed Date
Referral procedures published in local newspaper, put on district website, and on Facebook	End of September 2024
GT Awareness Session(s)	September 2024
Referrals accepted from parents, teachers, and community members	Through October 21, 2024
Assessments conducted on campuses after written parental permission obtained	End of October 2024 - December 2024
GT Committee meets to review assessments	January 2025

Written parental permission for services obtained for identified students	January 2025
Parent Orientation Meetings (JCF/Hunt only)	February 2025
Services begin for newly identified students	February 2025

Assessment opportunities for gifted/talented identification are made available to students at least once per school year (see timeline).

Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.

Students are assessed in languages they understand or with nonverbal assessments.

Kindergarten - Cuero ISD screens all kindergarten students for gifted/talented and other advanced level services using NNAT. The top quadrant is then referred for further testing.

At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to same-age peers. Cuero ISD uses the Gates-2, ITBS, and CogAT.

1st – 12th Grades - In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services. Cuero ISD uses Gates-2, ITBS, and CogAT.

Review of Measures - Annually, the Curriculum Director will review all measures using the TEA approved assessment list.

Determination of Placement - Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.

A balanced examination of all assessment data collected through the district’s gifted/talented assessment process is conducted and used by the selection committee in making identification decisions. The campus GT committee will meet and review all assessment data and will make a determination that reflects the most effective way to meet each student’s identified educational need. Parents and staff will be informed of placement decisions.

Appeal Process for Identification - Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate (see school board policy handbook).

Student Progress/Performance - Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians through a G/T progress report - 6-week report card as well as rubrics as an interim assessment.

Gifted/Talented Committee

Composition of Membership - The Cuero campus committee is composed of the campus principal, counselor, GT teacher(s), and district GT coordinator. The selection committee is formed of members who have completed training by 19 TAC §89.2. The curriculum director will maintain campus GT committee members list and document appropriate training.

Responsibilities and Training - The campus GT committee will meet to review individual student data and determine the most effective way to meet identified educational needs of students. The district GT coordinator will maintain all training records. Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).

District/Campus Procedures - Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board approved policy (19TAC §89.1(5)).

Reassessment - Cuero ISD only reassesses students in response to performance in the GT Program if needed. Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more once in elementary, once in middle school and once in high school

Furlough - Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specific reasons and for a certain period of time without being exited. A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student. If the student is placed on furlough the student will be removed from the PEIMS G/T designation for that period of time.

Transfers - Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Cuero ISD ensures that students who transfer from outside the district assessment records are reviewed by the GT campus committee following notification of enrollment in the district. The GT campus committee will make placement decisions based on the most effective way to meet the educational needs of the student. Transfers from campus to campus within the district are also addressed in board-approved policy. Cuero ISD ensures that GT assessment records will accompany students transferring in and out of the district or state. When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.

Exiting - Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and students regarding the student's educational needs. Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest and a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted. Exiting a student is finalized by committee decision after consultation with parents regarding the student's educational needs.

Appeal Process for Services - EHBB (Local) and FNG (Local) - Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.

Curriculum and Instruction - Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).

Learning Experiences - Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities,

etc.) is available and disseminated to parents and community members through district and campus websites and newsletters.

Cuero ISD provides opportunities for students to pursue guided and independent research in grades K-5 in the TSP and in guided and independent research in grades 6-12. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.

Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curriculum. GT and Honors Class teachers will implement the projects.

Acceleration - Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)). Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills. Cuero ISD ensures that GT students are able to learn at a pace and level commensurate with their abilities and skills.

Curriculum Alignments - Services for gifted/talented students are comprehensive, structured, sequenced, and challenging, including options in foundation curricular areas. A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).

Modifications/Accommodations - Cuero ISD ensures that flexible scheduling and modifications are implemented in order to meet identified needs of individual students. Scheduling modifications are implemented in order to meet the identified needs of individual students.

Cuero ISD adapts or modifies the GT curriculum to meet the needs of identified students and those with special needs such as twice exceptional, highly gifted, and English learners. Twice exceptional student IEPs are reviewed and used during this process. Educators adapt and/or modify the curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

Professional Learning Requirements

School Board - Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students. (19 TAC §89.5)

Administrators - Cuero ISD ensures that administrators with supervisory duties have completed their six hours of professional development that includes nature and needs and service options of gifted/talented students. Teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of

professional development that includes the nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).

Counselors - Cuero ISD ensures that counselors have completed their six hours of professional development that includes nature and needs and social and emotional learning of gifted/talented students. Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)).

Coordinators - Cuero ISD will provide G/T training annually for its staff. The curriculum director will disseminate curriculum opportunities for professional development to staff. Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.

Teachers - a. A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)), meet DOI requirements, or be working toward completion if employed at or after the start of the school year. Cuero ISD maintains professional development records for all professional staff and ensures that staff has appropriate gifted and talented training. b. Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one year (19 TAC §89.2(2)). c. Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education. Cuero ISD promotes additional professional development in their teaching discipline and/or GT education. d. Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1). Cuero ISD provides two GT professional development services during the summer for staff. e. Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students. Each year at the new teacher orientation, the curriculum director will provide an overview of the district GT processes and services. f. Teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service **options for gifted/talented students (19 TAC §89.2(4)).**

Professional Learning Accountability - Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1). Professional development activities are evaluated and the results are used in making future staff development plans. The curriculum director will serve on all campus GT committees.

Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented training.

Family and Community Connections and Communications

Dissemination of Information - Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1). The Cuero ISD GT Plan is approved by the Board of Trustees and available to parents online, at each campus office, or by request.

An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3)

Community/Family Input - Maintaining on-going communication with parents and community members involved in the gifted and talented program is required.

Communication may be accomplished in the following ways:

- ❖ Parents and community members are informed about identification procedures and encouraged to refer students for the program.
- ❖ News releases, letters and meetings about the educational activities and essentials of gifted education are encouraged.
- ❖ Products and achievements of the students are shared with the parents and community through activities such as: open house, family nights, and G/T showcase.
- ❖ Individual conferences (by request) and written reports are provided to keep parents informed about student and program progress.
- ❖ Comprehensive GT information is provided on the district website. ❖ G/T progress reports are given to students to share with parents

Any parent and community concern regarding the gifted and talented program needs be directed to the campus principal and can then be forwarded to district administrators.

GT Comprehensive Guide - The Cuero ISD Gifted/Talented Plan is the comprehensive guide/manual and is disseminated through the district website, campus offices and upon request.

Evaluation of Services

The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253). The Cuero ISD curriculum director will compile the GT annual report and will be presented to the Board of Trustees at a Board Meeting. This data will be used to modify the DIP and CIP. The campus GT committees will provide input to the evaluation process. The GT annual report will be shared with parents through the GT district website and will be available at each campus.

Annual evaluation activities are conducted for the purpose of continued service development. The Cuero ISD GT annual report will serve as the evidence of continued service development.

Long-range evaluation of services is based on evidence obtained through gifted/talented appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP). TPSP rubrics will be evaluated by the campus GT committee and results given to the district GT director who will then incorporate these into long range plans. District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning. The district curriculum director will develop guidelines for selecting materials appropriate for differentiated learning. Campus principals will ensure that materials purchased are compliant with these guidelines.

Curriculum for gifted/talented students is modified based on annual evaluations. The Cuero ISD annual GT report will be used to review and modify curriculum.

Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.25111.253). GT annual report will be used in the DIP and CIP to improve or modify services for GT students.

Standards of Service Compliance and Funding

Services and Policies - Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). Cuero ISD Board of Trustees ensures that the Cuero ISD district GT plan is in compliance with the Texas State GT Plan. Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose. (See 8ciii) The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators. During the monthly administrator meetings (cabinet meetings), GT program development and delivery will be an agenda item.

Funding Compliance - To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.

Cuero ISD will use local funding to the extent necessary to ensure appropriate GT student education. This information will be part of the GT annual report.

Funds used for programs and services must be determined effective and consistent with the standards set forth in this document. The Cuero ISD GT Annual Report will determine the effectiveness and consistency of compliance with the standards in the Texas State Plan for the education of gifted and talented students.

Access to Services

Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)). Cuero ISD ensures that all populations have access to assessment and, if needed, GT services.

The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus. Annually, Cuero ISD GT campus committees will review GT populations as they are reflected in the general population. This information will be used to help guide district assessment procedures.

Non Compliance Plan

For any standard of service for which the district is out of compliance, a written plan specifying actions and timelines for achieving compliance. Cuero ISD will create a noncompliance for any standard for which the district is not in compliance specifies actions and timelines for achieving compliance. This report will be part of the GT annual report presented to the Board of Trustees



CUERO ISD Public Announcement for Gifted/Talented Referral

Cuero ISD Gifted/Talented Screening

Due Date Updated

Cuero ISD will begin the screening process to identify students for the Gifted/Talented Program. If you think your child fits many of the characteristics of gifted students listed below, you may nominate your child for screening.

Uses an advanced vocabulary

Has an extensive, detailed memory—remembers more and retrieves from memory quickly and easily

Understands complex concepts

Generates complex, abstract ideas.

Infers and connects concepts

Learns quickly and easily

Develops learning skills ahead of his/her peers

Shows originality/invention in ideas

Ponders with depth and multiple perspectives.

Has a high degree of concentration in areas of interest

Seeks out a challenge; finds and solves difficult and sometimes unusual problems Reads a great deal on his/her own

If you wish to nominate your child for consideration for the Cuero ISD Gifted/Talented Program, nomination forms are available at the counselor's office at your child's campus. These forms include a nomination form and a form granting permission to do additional testing. The process of identifying students includes nomination, screening, testing, and committee review. Nomination is the first step in the selection process and does not guarantee placement in the program. Nomination forms must be completed and turned in to your campus counselor's office by noon on October 21, 2024. If additional information is needed, please contact your campus counselor.



Cuero Independent School District
Gifted/Talented Services Teacher Referral Form

I, _____, as teacher would like to refer (Please print)
_____ for the Gifted/Talented screening and assessment
(Print student's name)
process. I believe this child has an extraordinarily high level of intellectual or academic
ability and that his/her educational needs can best be met by Gifted/Talented Services. I
understand the school district will make every effort to determine the best possible
educational services based on the student's educational needs. This child is currently in
grade _____.

Signature of person making referral

Date



Dear Parent/Guardian,

Your child, _____, has been referred for testing to see if he/she would benefit from Gifted and Talented Services for Cuero ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

Child's Name: _____

_____ Yes, I give my permission for you to assess my child for Gifted/Talented Services.

_____ No, I do not wish to have my child tested at this time.

Parent/Guardian Signature

Date



CUERO ISD

Parent Permission Form for G/T Services

Student's Name: _____

Address: _____

Home/Cell phone: _____ Work phone: _____

Grade: _____ Teacher: _____

It has been determined that your child's most effective education placement based on her/her education needs is in the Cuero ISD GT Program. Your child has met the qualifications to receive Gifted/Talented services. Before we can officially offer your child these services, we must have your written approval for your child to participate. Please complete this form and return it to school as soon as possible.

Please check the appropriate space:

_____ YES, we give permission for our son/daughter to receive Gifted/Talented services.

_____ NO, we do not want our son/daughter to receive Gifted/Talented services.

Parent/Guardian Signature: _____

Date: _____



Dear _____,

The purpose of this letter is to inform you about the results of Cuero ISD's gifted/talented (G/T) screening. The committee reviewed quantitative and qualitative data collected on your child.

As defined by the Texas Education Code, a gifted and/or talented student is "a child who performs or shows the potential for performing at remarkably high levels of accomplishment when compared with others of the same age, experience, or environment." Our G/T services serve the needs of the academically advanced student with general intellectual ability in the four core areas: Math, science, ELAR and science.

At this time, our screening indicates that _____ has not qualified to receive Cuero ISD G/T services. As a parent, you have the right to appeal this decision. If you would like to discuss this decision further, please contact the school counselor for a personal conference to look over the screening process records on your child.

Sincerely,

Kim Fleener

District GT Coordinator



CUERO ISD

Exit Committee Report

Date: _____

Student name: _____ Campus: _____

Grade level: _____ Person initiating request: _____

List previous classroom/campus interventions for student:

Committee Decision

Rationale for exit or denial:

Committee Members

_____ Student

Parent(s)/Guardian(s) _____

Teacher(s) Principal/Counselor

_____ Other (specify)



Cuero ISD G/T Parent Survey - Please take a few moments to complete and mail this anonymous survey in a self-addressed, provided, stamped envelope.

Please check the answer that best represents your opinion in response to the following questions:

Name of Student: Grade Level:	Agree	Disagree	Don't Know
1. The G/T services my child receives have had a positive influence on my child's attitude toward school.			
2. My child's G/T teacher(s) understands the characteristics and needs of gifted children.			
3. My child's G/T teacher(s) adjusts assignments in order to meet his/her learning needs.			
4. The G/T services my child receives provide many opportunities for my child to work with other children who have similar interests and abilities.			
5. The G/T services my child receives provide learning opportunities that are challenging to my child.			
6. The G/T services my child receives provide many opportunities for my child to pursue his/her passions and develop new topics of his/her personal interest through independent learning.			
7. The amount of work my child completes in the G/T classroom is appropriate for their learning level.			
8. My child's G/T teacher provides assignments based on my child's learning needs that are different from what the other students are learning.			
9. The G/T services my child receives have been effective in improving my child's academic achievement.			
10. My child's G/T teacher communicates and collaborates with me about my child's learning needs.			
11. The G/T services my child receives overall have been very beneficial.			

What aspects do you like about the G/T services Cuero ISD provides?

What should be done to improve G/T services provided by Cuero ISD?

G/T Six Weeks Student Evaluation

Name: _____ Grade: _____

G/T Teacher: _____ Conference Period: _____

	1	2	3	4	5	6
Mastery of concepts/subject matter						
Use of critical-thinking skills						
Use of creative-thinking skills						
Use of problem-solving skills						
Use of research skills						
Use of study skills						
Product(s) evaluation						
Participation/interaction						
Completion of tasks						
Attitude/cooperativeness						

Explanation of Ratings: 1 – Poor 2 – Fair 3 – Average 4 – Good 5 - Excellent

Parent/Guardian's Signature

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

1st SIX WEEKS Comments:

2nd SIX WEEKS Comments:

3rd SIX WEEKS Comments:

4th SIX WEEKS Comments:

5th SIX WEEKS Comments:

6th SIX WEEKS Comments:

Cuero ISD - Gifted/Talented Student Identification Profile

Student # _____

Quantitative Data - Minimum of 3 in the Excellent or Superior category below.

Quantitative	Below Average	Average	Strong Average	Excellent	Superior
School Ability (IQ)	<85	85-99	100-115	116-129	130+
Achievement Scores (Percentiles)					
GATES2	1-2	3-4	5-6	7-8	9
General Intellectual Ability - Academic Skills, Creativity, Leadership, & Artistic Talent					
ITBS	< or =50	51-80	81-90	91-95	96-99
Reading/ELA					
Math					
Divergent Thinking	<or =85	85-100	101-116	116-131	131+
CogAT	2-3	4-6	7	8	9
Verbal (words)					
Quantitative (numbers)					
Nonverbal (figural reasoning - pictures, patterns, space)					

Qualitative Data - Minimum of 5 criteria in either the Excellent or Superior category below.

Elementary Teacher Rating Scales	Below Average	Average	Strong Average	Excellent	Superior
Intellectual Ability	<70	70-99	80-89	90-110	111+
Academic Skills	<70	70-99	80-89	90-110	111+
Creativity	<70	70-99	80-89	90-110	111+
Leadership	<70	70-99	80-89	90-110	111+
Artistic Talent	<70	70-99	80-89	90-110	111+

Secondary Teacher Rating Scales	Below Average	Average	Strong Average	Excellent	Superior
Social Studies	<20	20-33	34-42	43-51	52-60
Math	<20	20-33	34-42	43-51	52-60
Science	<20	20-33	34-42	43-51	52-60
Language Arts	<20	20-33	34-42	43-51	52-60

Parent Rating Scales	Below Average	Average	Strong Average	Excellent	Superior
Intellectual Ability	<70	70-79	80-89	90-110	111+
Academic Skills	<70	70-79	80-89	90-110	111+
Creativity	<70	70-79	80-89	90-110	111+