

# GIFTED EDUCATION

## REQUIREMENTS FOR CHARTER SCHOOLS IN COLORADO

- ✦ All charter schools must identify & serve gifted students (see AU); should include screening.
- ✦ An Advanced Learning Plan is required for each gifted student.
- ✦ Schools are encouraged to know what “Early Access” and “twice-exceptional” needs are.
- ✦ Military Children’s identification is honored.

### NEW in 2015 Rules

#### Added in 2015:

- ✦ **Referrals/nominations** for starting an identification process are welcomed from a variety of sources (teachers, parents, others who know the student)
- ✦ **30 Day Timeline** required after receiving a referral, to respond with the next steps
- ✦ **Assessments** should support identification in traditionally underrepresented populations
- ✦ **Review Team** with trained person
- ✦ **Determination letter** must be given to parents and placed in cumulative folder
- ✦ **A low score on one assessment** cannot be used to limit identification; a full body of evidence is required
- ✦ **Local Program Plans** set “talent pool” guidelines
- ✦ **Gifted identification is portable** across all Colorado districts. *“If the receiving district finds the body of evidence to be incomplete, the receiving district shall consult with, as practical, the former district, parents, and student and re-evaluate the identification determination.”*

PARCC Performance Data on gifted students is available from Authorizing Unit

“Gifted and talented children means those persons between the ages of four and twenty one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.

Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio economic and ethnic, cultural populations.

Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness: General or specific intellectual ability, Specific academic aptitude, Creative or productive thinking, Leadership abilities, Visual arts, performing arts, musical or psychomotor abilities. Colorado

Charter schools in Colorado, as providers of free public education, are created to meet the needs of students in innovative and alternative ways. While waivers provide opportunities for innovation, a school cannot waive provisions of the Exceptional Children’s Education Act (ECEA), which include the education of gifted students. These provisions apply to all traditional public and charter public schools. Charter schools should be in collaboration and communication with their Authorizing Unit (AU) and its gifted programming plan. Former identification practices were outlined by HB7-1244. Current identification procedures were required by HB14-1102 and were clarified in 2015 ECEA rules. The criteria and areas of identification from prior years did not change. Non-compliance can affect charter agreements, cause Office of Civil Rights complaints, and create compliance issues for the AU until all of its schools are in compliance.

#### Criteria for ID

- ✦ **95<sup>th</sup> percentile and above** on norm-referenced standardized test
- ✦ **Distinguished, Advanced, Exceeds** is required for qualitative tools, portfolios, performance assessments, and criterion-referenced tests
- ✦ **Criteria are descriptors for exceptionalities, NOT cut-off scores:** no one particular low score can limit an identification
- ✦ **Additional data:** anecdotal records, interviews, observations, characteristics, checklists, etc.

#### Body of Evidence

The BOE data identifies the area of giftedness from the Colorado definition and determines appropriate individualized programming services. Both quantitative and qualitative data are required. Districts and schools have choices in the types of instruments they use for this data. **Quantitative** includes norm-referenced (cognitive and achievement), and criterion-referenced (e.g. state tests, curriculum-based measures). **Qualitative** data includes: rubrics, performances, interviews, etc.

#### Why Identify?

Identification of giftedness ensures that appropriate programming is provided to meet the academic and affective needs and post-secondary outcomes of identified gifted students. Federal and state statute defines “giftedness” with recognition that this is an area of learning that falls outside typical needs, and into an ‘exception’ category. Therefore, not all students are “gifted”, just as not all students have a learning disability. These students have specific needs that cannot or may not be addressed without adjustments and differentiation provided.

#### Programming

When receiving an identified student, gifted education programming must continue according to AU’s programming plan. Schools will vary with their personnel, parent awareness, communication avenues, assessment tools, delivery of services, number of options, funding, and local procedures. All schools in Colorado should be similar in identification, programming documentation, accountability, expectation of parental involvement, and in their commitment that “all students grow” means gifted students, too.

CDE Gifted Education Website: <https://www.cde.state.co.us/gt>  
Principals’ Guide: [https://www.cde.state.co.us/gt/principals\\_gt\\_handbook\\_0](https://www.cde.state.co.us/gt/principals_gt_handbook_0)

Provided as a resource to you from Academy for Advanced and Creative Learning located in Colorado Springs, Colorado. AcademyACL serves K-8 students in the Pikes Peak Region with full-time gifted education, and serves as a resource center for the gifted education community. Feel free to contact us for ideas to enhance your gifted education program. [www.academyacl.org](http://www.academyacl.org)