Tucson Unified GATE Scope and Sequence

Governing Board Review & Approval Date: May 10, 2022
Cycle Review Scope and Sequence and Governing Board Policy IHBB Reviewed: March 2022
Next Scope and Sequence and Governing Board Policy IHBB Cycle Review: Spring 2027
Submitted by: Sky Saczko, Advanced Learning Experiences (ALE) Director

Program Design	
Question	District description
What is your district's definition of a gifted student and gifted education?	"Gifted pupil means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability" (ADE Gifted Statute 15-779 Definition).
Describe the Philosophy and Goals for your gifted program.	Student with gifts and talents "come from all racial, ethnic, and cultural populations, as well as all economic strata, require sufficient access to appropriate learning opportunities to realize their potential, can have learning and processing disorders that require specialized intervention and accommodation, need support and guidance to develop socially and emotionally as well as in their areas of talent" (NAGC.org definition of giftedness). "Tucson Unified School District recognizes that gifted students have special educational needs that should be met within the context of educating the whole child through a variety of services and options. Each of these services and options should be available on a district wide basis. The role of the Gifted Education program is to: • Identify the individual strengths, abilities and needs of students • Provide intellectual challenge, depth, complexity, rigor and variety • Encourage underachieving students who are capable of high performance. • Promote higher-level critical thinking, creative thinking and problem-solving skills • Provide differentiation in the areas of content, process, product, learning environment and assessment, and modifications for students based on student pre-assessment data No students shall be excluded from the program(s) because of their ethnic status, handicapping condition, creed, gender, or religious convictions if they meet the eligibility criteria and have parent or guardian approval for participation. The Gifted Education program(s) shall comply with provisions of State statutes and regulations for gifted education." (TUSD Governing Board Policy, IHBB, May 1988, Revised 2006, Reviewed 2012).

	Our goal is to increase the number and percentage of traditionally underserved students identified for participation in the GATE Program, with particular emphasis on African American, Hispanic, and Native American students.
How do you group and deliver services to your K-2 students? How do you group and deliver services to your 3-6 students? How do you group and deliver services to your 7-8 students? How do you group and deliver services to your 9-12 students?	Each school, year Kindergarten thru 8th grade students be offered self-contained services based on meeting one of the following criteria: • Scoring a 9 (96- 99%) stanine on any CogAT subtest, • Scoring an 8 (89-95%) stanine on any CogAT subtest and a total combined NCE of at least 258, OR • Scoring a 9 (96- 99%) stanine on the Raven and a total combined NCE of at least 258. Each school, year Students will also be offered pullout services at their school of attendance based on meeting one of the following criteria: • Scoring an 8 (89-95%) stanine on any CogAT subtest and a total combined NCE below 257, • Scoring a 9 (96- 99%) stanine on the Raven with a total combined NCE of 258 or lower, OR • Scoring an 8 (89-95%) stanine on the Raven with a total combined NCE of 258 or greater Students in 9th -12th grades take the PSAT, ACT and SAT to determine areas of interest. Students who are interested may participate in honors, accelerated, Advanced Placement, Dual Credit, or gifted classes at their respective high school. Students identified as qualifying for gifted services in kindergarten through 5th grade will be offered gifted program options such as open access, pull out, cluster or self-contained programs. In 6th-8th grade gifted service options include self-contained, resource, honors, accelerated classes and middle school courses for high school credit. In grades 9th-12th gifted services include GATE content courses, accelerated, honors, Advanced Placement, Dual-Credit, and International Baccalaureate courses. 1. <u>Elementary and middle school self-contained GATE programs</u> Five elementary schools (Kellond, Lineweaver, Roberts Naylor, Wheeler and White) offer students self-contained GATE classrooms in the first through fifth grades with Pre-GATE services for kindergarten. Students attending these sites receive their entire instructional program under the supervision of a teacher who has or is working towards a gifted endorsement. One K-8 school (Hollinger Dual Language K-8) has self-contained dual language gifted instruction for K-8 students Three middle schools (Doolen, Pistor, and Vail) have self-contained instruction for students in sixth through eighth grades. These middle school

	students enroll in language arts, social studies, science, mathematics, and often one elective course taught by a teacher who has gifted endorsement. Tully, an open-access GATE Magnet school provides full-time gifted instruction services to all students regardless of their qualifying status. 2. <u>Elementary school cluster programs</u> Fourteen elementary schools provide cluster services to gifted qualifying students at that site. GATE qualifying students are clustered with regular education students in a classroom with a teacher who is gifted endorsed or pursuing their gifted endorsement. These sites include Blenman, Cavett, CE Rose, Dunham, Drachman, Fruchthendler, Grijalva, Howell, Maldonado, Myers/Ganoung, Robins, Sewell, Steele, and Wright. 3. <u>Elementary school pullout GATE programs</u> All elementary schools, except the self-contained and open-access models listed above, offer pullout services to first-through fifth-grade students for 90 minutes once per week. Itinerant teachers with a gifted endorsement provide this instruction which focuses on interdisciplinary lessons focused on critical thinking, creative thinking and problem solving. 4. <u>Middle and high school resource GATE classes and advanced placement courses.</u> All middle and high schools offer core and/or elective GATE resource/content classes. All students in grades 6-8 have the opportunity to participate in honors, accelerated, and middle school courses for high school credit. All students in grades 9-12 have the opportunity to participate in honors accelerated, Dual Credit, and Advanced Placement courses. Cholla High School offers an International Baccalaureate program.
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	"Students shall progress through the grade levels by demonstrating growth in learning and by meeting and/or exceeding the grade-level standards/Core Curriculum established by the State and District. ...The standards that students must achieve shall include accomplishment in the areas of language arts, literature, mathematics, science, social studies, music, visual arts, health/physical education and foreign or native American language adopted by the State Board of Education…" (TUSD Governing Board Policy, IKE, April 2006). All self-contained, resource, and pull-out teachers integrate the state standards into their daily lessons. Self-contained and resource staff consult with district curriculum calendars and benchmark goals. Pull-out staff use interdisciplinary lesson plans that integrate content standards with national gifted standards.
How do you involve parents in your program?	Outreach will be expanded to include at least the following strategies: • Direct home contact by GATE teachers, staff, and equity departments during the placement process • Family Resource Centers presentations to parents • Family Enrichment Night • Quarterly parent-student-teacher conferences • Monthly Newsletters

	• GATE Web page • GATE Facebook • GATE Blog • GATE Staff will attend schools' parent events • Pre-Testing Open Houses • Post-Testing Open Houses

Curriculum and Instruction

Question	District description
How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description. How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description. How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description. How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description	The GATE Curriculum Scope and Sequence builds upon the Diversity, Instruction, Environment, and Curriculum in the following ways: • Planning and developing curriculum that includes diversity appreciation • Promoting critical thinking and problem solving • Providing a framework for integrated instruction and life skill development • Emphasizing teaching strategies that accommodate a variety of learning styles • Having high expectations for all students • Encouraging and supporting risk-taking • Providing intellectual challenge and rigor in content area instruction PRINCIPLES OF A DIFFERENTIATED CURRICULUM FOR THE GIFTED/TALENTED • Present content that is related to broad-based issues, themes, or problems. • Integrate multiple disciplines into the area of study. • Present comprehensive, related, and mutually reinforcing experiences with an area of study. • Allow for the in-depth learning of a self-selected topic within the area of study. • Develop independent or self-directed study skills. • Develop productive, complex, abstract, and/or higher-level thinking skills. • Focus on open-ended tasks. • Develop research skills and methods. • Integrate basic skills and high-level thinking skills into the curriculum. • Encourage the development of products that challenge existing ideas and produce "new" ideas. • Encourage the development of products that use new techniques, materials, and forms. • Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others. • Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

CURRICULUM MODIFICATIONS FOR GIFTED STUDENTS

1. CONTENT MODIFICATIONS

GATE services are differentiated as needed through pre-assessment and lesson or subject area acceleration based on individual data to demonstrate need. In addition to this, GATE focuses on the acquisition of complex, abstract ideas that are applicable to a wide variety of disciplines and situations.

2. PROCESS MODIFICATIONS

As new materials are presented and as students engage in learning activities the focus is on:

- Higher Level of Thinking - emphasis on the use of knowledge rather than its mere acquisition.
- Open-Endedness - questions and learning activities that have no predetermined right answers and which encourage further thinking and investigation.
- Discovery - learning situations in which students use inductive reasoning to discover patterns, ideas, and underlying principles.
- Evidence of Reasoning - students are encouraged to not only express their conclusions but to explain their reasoning. They are encouraged to learn different reasoning processes by observing, listening, and interacting with other students.

3. PRODUCT MODIFICATIONS

Students will produce original products that go beyond paraphrasing or copying of existing materials. These products will address issues of real concern to the student, will meet criteria determined by the teacher and students and will, to as great an extent as possible, be shared with audiences other than the GATE teacher and students.

4. LEARNING ENVIRONMENT

- Student Centered vs. Teacher Centered - high emphasis on student discussion and interaction.
- Evaluative Environment - students are encouraged to express their ideas without fear of judgment – a definite distinction is made between judgment and evaluation – judgment implies rightness or wrongness – evaluation implies measuring a product against specific, stated criteria and identifying strengths and weaknesses in a helpful, non-threatening manner.

STUDENTS WILL DEVELOP:

- Understanding and skill in using the methods unique to each discipline as well as those common to several disciplines.
- An understanding of broad-based issues, themes, or problems within interdisciplinary and multicultural contexts.
- The independence, self-direction, and skills in group processes that lead to creative and productive thinking.
- Critical and higher-level thinking skills in both cognitive and affective areas.
- Affective behaviors involved in the creative process, including risk-taking, curiosity, imagination, and enjoyment of complex challenges.
- The convergent and divergent cognitive abilities necessary for creative productivity and an understanding of the roles and characteristics of creative and productive individuals in the evolution of significant change.

	• Products that refine or challenge existing ideas, incorporate concepts, and use techniques, materials, forms, and knowledge in innovative ways. • Acceptance and valuing of human differences; respect for the needs, cultures, and rights of others; and recognition of the contributions of others. THE TEACHER WILL: • Identify the particular abilities and needs of gifted students, using formal and informal identification methods. • Present content that is organized within broad-based issues, themes, or problems, using interdisciplinary and multi-cultural contexts. • Integrate the curriculum content with learning experiences designed to develop higher level and critical thinking processes. • Encourage positive self-esteem by providing a learning environment that promotes cooperative learning, positive communication, and realistic goals. • Encourage students to develop healthy relations with adults and peers; to accept human differences; to have respect for the cultures, rights, and needs of others; and to recognize the contributions of other individuals and other cultures. • Use a variety of instructional strategies that address all student learning styles. • Create opportunities for, and assist students in, open-ended learning experiences within and outside the classroom. • Demonstrate sensitivity to and awareness of the cultural values and economic levels of students. • Assess and evaluate student progress. • Assess and evaluate teaching effectiveness.
What curricular materials do you use for grades K-2? Be specific. What curricular materials do you use for grades 3-6? Be specific. What curricular materials do you use for grades 7-8? Be specific. What curricular materials do you use for grades 9-12? Be specific.	The following curriculum and resources are select samples in order to provide a general overview for GATE program differentiation. Problem Solving and Project Based Learning in all grade levels allow students to demonstrate the learning of standards in more depth and complexity. Providing choice in these assignments allows students to bring culturally responsive teaching and learning which allows for more authentic learning for all students in all grades. In addition to the district adopted curriculum resources utilized by GATE teachers, teachers also have a variety of supplementary resources to assist with teaching critical thinking, creative thinking and problem solving, and to support curriculum modifications as needed. The GATE department has a lending library of grades 1-5 literacy kits, GATE programs that contain 100+ books and resources at, above, and below grade level. <u>K-2 Curriculum Materials</u> Primary Education Thinking Skills (PETS) Thinkables Think Law Literacy Kits in ELA, Science, Social Studies, Math, Art PBL Project

	3-6 Curriculum Materials Primary Education Thinking Skills (PETS) (3rd grade) Thinkables Think Law Literacy Kits in ELA, Science, Social Studies, Math, Art PBL Project AVID resources 6–8 Curriculum Materials Think Law PBL Project Self-Contained GATE – includes author studies, advanced science coursework, accelerated math, culturally relevant social studies/humanities AVID resources Honors strategies STEM courses 9-12 Curriculum Materials GATE Classes – includes author studies, advanced science coursework, accelerated math, culturally relevant social studies/humanities AVID resources Honors strategies Advanced Placement (AP) course curriculum and resources provided by College Board International Baccalaureate (IB) programmatic resources as specified by IB (one high school) STEM courses Dual credit curriculum as required by Pima Community College or University of Arizona

Identification

Question	District description
Describe how your referral process for identification involves parents and staff.	"TUSD will actively recruit underserved students by informing all parents of K-8 TUSD students of their right to test by way of a mailer. The mailer will also serve as a referral that can be returned postage free to the department by parents wanting their child tested. In addition, "The district will test all students in 1st and 5th grades. Students in grades kindergarten, 2, 3, 4, and 6 will be tested by parent request (TUSD, proposed Post-Unitary Status Plan, June 2009)." Students will be tested at their TUSD home school of attendance during the testing window and at an assigned school site for make-up tests (2nd and third opportunities). Only students who have not already qualified for Self-Contained Services will be tested.

	GATE Testing Window Pre-Kinder and Kindergarten test during the Spring semester 1st-6th graders test in the Fall Semester 7th graders test during the Spring semester Make Up test for all students: Kindergarten -6th grade - Spring Semester 7th Grade – Spring Semester and Summer New students Additional testing for new students is on a case-by-case basis throughout the year.
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	"All same grade level students will receive the same battery of in-district tests. The Raven nonverbal test has been locally effective in identifying ELL and underserved students. The Assessment and Program Evaluation Department assists with identifying students needing language accommodation and 504/IEP accommodations. Student test scores are rank ordered by total norm curve equivalent (NCE) to determine order of offerings and program eligibility. Students that provide test scores from out of district or out of state, or given by a qualified professional, that are on the list of Arizona Test scores from other states State Board approved testing lists and test scores from previous years not to exceed 2 school years will be eligible for immediate placement in the appropriate program provided seats are available at grade level, otherwise students will be placed on a waitlist be considered but not necessarily for first round offerings and/or self-contained placement. Reciprocity will be provided for students who have attended a gifted program in another school district or state and have qualifying test scores that meets TUSD qualification criteria. Arizona law requires that school districts provide gifted and talented education (GATE) to students who score at or above 97 percent on any of the various tests approved by the State Board of Education (ARS 15-779–15-799.02). As space allows, TUSD exceeds state requirements by offering GATE services to students who score below this threshold." (TUSD, proposed Post-Unitary Status Plan, June 2009)." School Year Qualification Criteria Self-Contained qualification **1)** 9 (96-99%) stanine on at least one CogAT subtest; NCE not a factor. OR **2)** 8 (89-95%) stanine on at least one CogAT subtest, or OR **3)** 9 on the Raven, with a total NCE of at least 258. Pullout qualification 1) 8 (89-95%) stanine on any CogAT subtest, with a total NCE of 257 or below.

	OR 2) 9 (96-99%) stanine on the Raven, with a total NCE of 257 or below. OR 3) 8 Stanine (89-95%) on the Raven, with a total NCE of at least 258.
Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	"The GATE Department is committed to using valid and reliable assessment tools to increase the number of students who take the required tests, resulting in a higher number of students qualifying for opportunities to participate the GATE Program." (TUSD, proposed Post-Unitary Status Plan, June 2009). The GATE department currently uses Arizona state-approved cognitive tests: for grades kindergarten through 8th grade, the Cognitive Abilities Test (CogAT), which measures verbal, nonverbal and quantitative reasoning; and for grades K–6, also the Raven Progressive Matrices test, as a multiple measure for measuring nonverbal reasoning. In addition to this, the NNAT 3 as well as the Raven Progressive Matrices test can be used for students entering pre-GATE kindergarten and current kindergarten students. These tests were selected based on national acceptance, local reliability, validity, and program alignment and have shown to generally predict student's success with GATE curriculum and instruction.
How do you inform parents and staff of your referral and identification process?	"Under Arizona State Statutes, the GATE Department informs parents when evaluations for possible gifted services will take place, and parents may opt out by declining to have their child evaluated. TUSD will actively recruit underserved students by informing all parents of K-8 students of their right to test by mail." (TUSD, proposed Post-Unitary Status Plan, June 2009). Invitations to test are mailed to all student's home in grades K, 2nd, 3rd, 4th, and 6th. In addition to that the invitations are also available at the department website (http://www.tusd1.org/Departments/GATE) schools' office, and from the Itinerant Gifted Teacher who are in every K-8 school. First, 5th and 7th graders are universally tested. Parents and staff receive notification of our Testing Cycle through mail, emails, professional development, school newsletters, social platforms, and district websites. District staff and administration will be informed in meetings and through district communication channels about the GATE referral process and testing deadlines and dates.
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	Parents are informed by mail and/or email of test results and the qualifying service such as self-contained, pull-out, open access, or resource. Letters to parents are mailed and/or emailed providing the test data, explanation of testing scores and services. Contact information for possible questions and clarification is included in the letter. If students do not qualify, they are given information about Open Access GATE opportunities (Tully GATE Magnet School and the GATE Open Access Middle school, Roberts Naylor). Students do not need to qualify to be a part of open access GATE opportunities. Students are given the opportunity to test again for possible qualification for a GATE program at a later date.

	If a parent/guardian wishes to appeal their child(s) non-qualifying score, they can appeal the results by completing an appeal form. The GATE Appeal Committee will review the case. Evidence is examined and a determination is made regarding placement or further testing. If parents do not agree with the decision from the committee, the parent may request review of the decision to the Advanced Learning Experiences (ALE) Director. The GATE Department will collaborate with schools and departments, such as Mexican, African, and Native American Departments to help inform parents of identified GATE-eligible students, particularly those in underserved populations—about TUSD's comprehensive K–12 gifted services, encouraging them to take advantage of that opportunity their children. (TUSD, proposed Post-Unitary Status Plan, June 2009).

Social and Emotional Development

Question	District description
How do you provide for the unique affective needs of your gifted students K-6? How do you provide for the unique affective needs of your gifted students 7-8? How do you provide for the unique affective needs of your gifted students 9-12?	• GATE teachers, K-12, counselors and site leaders receive ongoing training in the affective characteristics, needs and support strategies for gifted students including underachievement, twice exceptional, perfectionism, asynchronous development, overexcitabilities and other minor emotional/social characteristics and needs of gifted learners. • K-12 teachers receive training in Habits of a Scholar and how to integrate within their grade level and content standards. These include the following habits: intellectual risk taking, pondering ideas, excellence, preparedness, academic humility, curiosity, saving ideas, perseverance, multiple perspectives, goal setting and utilizing varied resources. • Gifted learners are provided differentiated efforts, site counseling lessons and teacher support to meet their unique social/emotional development • Developmental curriculum addresses personal and social/career domains • GATE teachers embed social-emotional learning and support in their grade level content. • GATE pull-out teachers integrate Habits of a Scholar and other social/emotional support strategies into their interdisciplinary pull-out units.
What specific orientation activities do you provide for parents and teachers regarding gifted students' affective needs?	Parents and teachers are kept informed through the GATE Facebook and TUSD GATE website about outreach and events geared towards students' affective needs including gifted social/emotional characteristics and needs and support strategies. These outreach opportunities include regional and state conferences such as the AAGT Parent Institute and Tucson Regional Parent-Teacher Institute. Open Houses/informal gatherings are also offered to students and families at all schools with self-contained, cluster, and pull-out programs.
How do you monitor, identify and provide assistance to "at risk" gifted students?	• Site GATE teachers and counselors identify, monitor and provide assistance to "at risk" students. This includes pre-assessment and post-assessment, modification and differentiation in targeted subject areas and 1:1 conferencing, parent meeting, with a plan for assistance.

	• Well defined and implemented affective curriculum contains personal/social awareness and adjustment, self-regulation and habits of a scholar. • There is close collaboration of interventionists, teachers, students, parents, and counselors to provide ongoing support for the student. • Related personal, interpersonal or family issues will be addressed by counselor/teacher/community representative or referred to community resources for more comprehensive services.

Professional Development

Question	District description
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	All current GATE teachers are invited to attend ongoing GATE professional development and work towards completing their provisional and/or permanent gifted endorsement in a timely manner. All district wide teachers are informed of upcoming trainings in the GATE quarterly newsletter. In addition to this, all current GATE teachers are informed of upcoming trainings by email and by the TUSD Professional Learning Portal. During GATE trainings, teachers are provided opportunities to share and discuss in grade level and site-based cohorts. Pullout GATE itinerant teachers receive ongoing, relevant GATE professional learning opportunities during their weekly Wednesday professional development during the school year. Pending budget allocations, GATE teachers and principals of self-contained, cluster, and Tully open-access sites are provided the opportunity to attend regional and state gifted conferences and trainings through AAGT, Southern Arizona Regional Gifted Network, Pima County School Superintendent's Office and other regional opportunities.
Please list the titles of the training you conducted last year and those planned for the current year.	• Gifted 101 • Social and Emotional Characteristics and Needs of Gifted Students • Critical Thinking, Creative Thinking, and Problem Solving for Gifted Learners • Differentiating Instruction for Gifted Learners • Using Depth & Complexity Icons to increase Challenge and Rigor in the GATE Classroom • Habits of a Scholar in the GATE Classroom • Curriculum Modifications for Gifted Learners • Project-based Learning for Gifted Students

How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	The District GATE coordinator and ALE Director have met and will continue to meet with elementary, middle school, and high school principals about GATE services, recruitment, retention, and professional development opportunities. The GATE department provides a quarterly district-wide newsletter for all sites including principals, departmental staff, counselors, psychologists and support staff. GATE self-contained and cluster principals and counselors attend GATE professional development opportunities such as the annual state gifted conference, regional institutes and other GATE training opportunities. The GATE department posts training events on the TUSD GATE website and Facebook training events.
Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?	Feedback forms are provided at the end of trainings. Feedback is reviewed after each training by the GATE PD team and any recommendations are considered. Participant responses indicate that the trainings were well-received with positive feedback. Professional development evaluation responses highly rated the training content and the facilitators that presented the professional development. Attendee comments included: • Content supported instructional strategies • Content could be implemented immediately • Materials were beneficial • Excellent delivery of content and engagement • Input on future professional development needs

Parent and Community Involvement

Question	District description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	Program philosophy, goals, and recruitment procedures available to all parents through: • Direct home contact by GATE teachers and staff • Mexican, African, and Native American departments which serve specific under enrolled ethnic populations during the placement process. • Semester parent-student-teacher conferences • GATE Program Web pages • Fall and spring open houses • Family Enrichment Night • Interdepartmental events • Regional Parent Workshops • Social media (Facebook, Blog, Web Page, etc.) • Marketing flyers about each program are available • Inquiries about the program are answered promptly (emails, phone calls, etc.) • Each school offers opportunities for parents to visit and observe student programs

How do you provide access to your scope and sequence for all parents?	Once approved by the governing board, this Scope and Sequence will be available on the TUSD GATE website for all parents and families to access. Printed copies available by request.
Describe how you incorporate parents into a support or advisory group.	Parents are notified of meetings by way of e-mail, social platforms, phone calls, and flyers distributed to students. Parents can request information and parent education topics to be included in staff and/or guest speaker presentations.
How do you involve parents and the gifted community in the evaluation of your program?	• Parent questionnaires of exiting students and parents who decline self-contained placement are mailed/emailed surveys (phone call). All can be returned anonymously and postage free. Parent surveys can be online and replied to by way of parent accounts. • All self-contained school sites have gifted open houses that showcase student work and achievements. • Parents are informed of opportunities to attend presentations to their gifted student's education through fliers, the newsletters, social platforms, and email messages. • Parents are invited to be a part of the district Family and Community Engagements.

Program Assessment

Question	District description
What data sources do you use to assess your programs effectiveness?	The GATE department team, including the ALE Director, GATE coordinators, GATE curriculum service provider and GATE teacher(s), provide ongoing program assessment to include programmatic effectiveness, recruitment, retention, endorsement fulfillment, and alignment with NAGC national gifted standards and ADE gifted guidelines. The following assessments are utilized: • Parent, student, and principal questionnaires and surveys • Teacher and staff reflection tools • Teacher and staff professional development goals • Parent questionnaires of exiting students • ALE PLC focus group discussions
Describe how you use test data, both norm referenced, and criterion referenced in your evaluation process.	To monitor program effectiveness and efforts to increase achievement of underserved populations, "The GATE program will submit… to the internal compliance officer disaggregated by race/ethnicity and by school Grades of GATE students". (TUSD, proposed Post-Unitary Status Plan, June 2009). In addition to grades, AZ Merit and DIBELS results are consulted to determine district wide, school site, classroom, and individual student needs. • Teacher preassessment and post assessment data to provide evidence of GATE student growth • GATE pullout preassessment and post assessment data for quarterly units • CFAs for pullout units to evaluate student academic growth

	• Pullout semester progress reports inform parents of progress in thinking skills • Test data (district and state assessments) monitor the progress of gifted learners. Students are expected to show a year's growth based on individual learning abilities.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	Surveys, interviews, and meetings are used to affirm, improve, and expand GATE services. All data are reviewed and used to improve programs.
What are your keys indicators that your program is positively affecting students?	Key indicators include: • New and continuing enrollment and attendance in GATE programs • Parent and student testimonials at open houses, parent meetings, and in promotional materials • Student grades and promotion • Out-of-district enrollment and students returning to the district for enrollment
Describe the performance standards you have for all gifted students.	All gifted students are expected to meet or exceed standards on elementary district and department progress reports and receive passing grades to earn middle school and high school credit. All students are expected to meet or exceed on state assessment tests.

Budgeting

Question	District description
What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?	The State provides supplemental allocation based on current legislation for gifted programming such as: The Arizona legislature appropriated $850,000 to the Arizona Department of Education (ADE) to procure an assessment that Arizona public schools could choose to use to evaluate all their 2nd Grade students for Gifted Education programs at no cost during this school year (SY21-22). **Participation in this new universal screening opportunity is available, and optional, for all Arizona public schools.** Following a competitive procurement process, ADE has identified the Cognitive Abilities Test™ (CogAT®), from Riverside Insights as the 2nd grade screening tool for this program. Schools can choose to test their students using traditional paper/pencil versions of the assessment or an online testing option. Given that this program is funded through a one-year appropriation, all testing activities will need to be completed within this fiscal year, or by June 2022. ADE will be billed directly for testing materials ordered by

	participating public schools - so no monies will be required from LEAs to order and access testing materials for this opportunity. Starting this year (SY2021-2022), students that score at or above the 97th percentile, based on national norms (age or grade norms), on a test adopted by the State Board of Education (which includes the CogAT® test for this program) will generate a new Group B add-on per-pupil funding weight – a new "G" weight. Qualifying pupils will generate the new 0.007 Group B add-on funding in FY 2022 and the corresponding funding will appear in payments and on payment reports later this year. More details about the new "G" weight may be found on our School Finance website. https://www.azed.gov/gifted-education
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	TUSD's gifted education programs are overseen by the ALE department led by the ALE director The GATE programs office includes a senior coordinator, GATE curriculum service provider, administrative assistant, and a central GATE teaching staff who assist with parent support, outreach, and events. The central GATE office provides district service monitoring/compliance, GATE staff positions, grant and district funding expenditures, GATE professional development, and GATE resource library distribution. The GATE Testing and Placement office includes, a senior testing coordinator, testing/placement lead specialist, an administrative secretary, and a team of 10-15 testing specialists who are part-time, seasonal employees and conduct testing throughout the district. A Research Project Manager housed at Assessment & Evaluation works directly with the testing coordinator and ALE director to support district-wide testing. The Testing and Placement Office is charged with student testing, placement and student outreach. Pullout services are provided at all elementary sites for 90 minutes one day a week. Self-contained sites provide full-time GATE instruction throughout the week. Middle school and high school resource classes provide at least one period a day for GATE instruction. Teacher/student class ratio vary per program. Pull-out service ratio varies by site from 1:10 to 1:15 ratio. Cluster, self-contained and resource classes vary widely by enrolled students at site and follow district requirements for student-teacher ratios.

To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources	GATE teachers vary by year, but the district has the following positions allocated by program: Pullout-18-20 teachers Self-contained-60-70 teachers Cluster-84 teachers Tully and Roberts Naylor open-access-35-40 teachers Middle School-at least 1 per site High School- at least1 per site District M&O and Desegregation budget funds central GATE office, teaching staff and self-contained teachers as needed. District GATE budget includes funding for office equipment/supplies, testing materials, teaching supplies, student materials, professional development, mileage reimbursement, classroom materials and equipment for expansion services, professional development training, and substitutes.