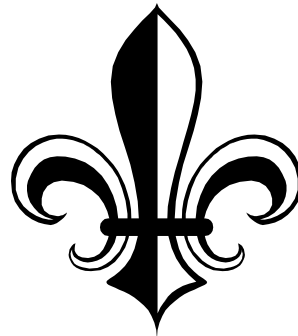




INFORMATIONAL FORUM

GIFTED AND ACADEMICALLY ADVANCED
EDUCATION



November 13, 2008

Facilitated by:

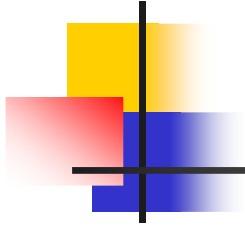
Joe Casey, Pat Muxie, Ellen Neelands

AGENDA

- Brief History of the Melrose Process to Date
- The SAGES2 Screening: A Snapshot of the Instrument
- K-8 Results Overview
- Scoring Explanations and Clarifications
- Next Steps



HISTORY OF OUR PROCESS



- CRITICAL CONVERSATIONS
- PERCEPTION OF NEED
- FORMATION OF A FOCUS GROUP
Research, Outreach, Visits
- CREATION OF A PROPOSAL
Policies and Procedures for Identification
Curriculum and Instruction
Service Delivery Options
Teacher Preparation
Support Services
Parental Involvement



PROCESS CONTINUED

- **INCREASING AWARENESS**
Aimee Yermish, Nola Stephens, Information from NAGC
- **INITIAL STUDENT IDENTIFICATION**
Parent referral, Teacher referral, Screening
- **INDIVIDUAL SCREENING SCORING AND ANALYSIS**
- **DISTRICT-WIDE SCREENING ANALYSIS**
- **DISTRIBUTION OF SCORING RESULTS TO ADMINISTRATORS AND STAFF**
- **INFORMATIONAL FORUM**



THE SAGES2: RATIONALE

WHY WE CHOSE THIS TOOL

- Purpose Match
- On the Dept. of ESE List
- Capable of Being Group Administered
- K-8 Range
- Includes Achievement AND Aptitude Components
- Good Validity



A SNAPSHOT OF THE INSTRUMENT

- SCHOOL- ACQUIRED INFORMATION

 - Two subtests: Math/Science

 - Language Arts/Social Studies

 - Multiple choice format

- APTITUDE (estimation of a child's CAPACITY to learn)

 - One subtest: Reasoning

 - Analogy format: Students must identify relationships among figures or pictures (e.g., chicken is to egg as cow is to milk)



SAGES2 CONTINUED

- Approximately 20-30 minutes per subtest
- K-3 version is READ TO students
- Scoring Process takes the AGE of the student into account
- Provides norms for two groups of students:
 - those in general education classes
 - those *already* identified as gifted students



K-8 OVERVIEW OF RESULTS

Numbers for results to date:

- Total number of students screened: 400+
- Total Elementary and Middle School Population: 2,529
- Total Number of Students Scoring as Likely or Highly Likely to Be Gifted: 199
- 8% of Total Population (Percent may increase slightly when make-up scores have been reported.)



GRADE-LEVEL RESULTS FOR STUDENTS SCORING LIKELY OR HIGHLY LIKELY TO BE GIFTED

<u>Current Gr.</u>	<u>Total</u>	<u>M/S</u>	<u>LA/SS</u>	<u>R</u>
Grade 1	13	10	2	3
Grade 2	20	14	9	5
Grade 3	20	9	14	2
Grade 4	28	21	11	6
Grade 5	33	27	20	8
Grade 6	33	25	24	10
Grade 7	27	22	19	10
Grade 8	15	9	11	7
Grade 9	10	9	10	6
TOTALS	199	146	120	57

SCORING EXPLANATIONS AND CLARIFICATIONS



- “I heard my fifth grader took the same test as my eighth grader.”
- “My child scored much lower than we expected. The test results do not match his/her performance in the classroom.”
- “I noticed a large gap between my child’s academic scores and reasoning score. What might be the reason for this?”
- “My child stated he/she felt rushed or confused during the screening, can he/she be screened again, and if so, when?”



SCORING EXPLANATIONS AND CLARIFICATIONS

- Can I have a copy of the actual screening instrument?
- If teachers are looking at this data to make decisions about flexible grouping, cluster grouping, or acceleration, will other things also be taken into account?
- I have twins who have similar abilities and yet their scores were different. What might be the reason for this?
- Other questions?



NEXT STEPS FOR OUR DISTRICT

- Review, revise, and continue the identification process.
- Provide targeted professional development for ALL staff, including administrators, on Gifted Education.
- Using the screening data, along with other data, have administrators and staff make decisions about flexible and cluster grouping, course choices, and acceleration for the upcoming year in a systematic and uniform way district-wide.
- Survey parents and staff to accurately determine what kind of programming they are looking for in regard to gifted and academically advanced students. Publish results.
- Better utilize our partnership with Framingham.
- Investigate distance learning opportunities.



THE REASON TO CONTINUE MOVING FORWARD.....

- If we were TV sets, some of us would only get five channels. Others are wired for cable (the general population) and some of us (the gifted) are hooked up to a satellite dish. That makes these gifted children capable of making connections that others don't even know exist! Teaching those types of voracious minds in a regular classroom without enhancement is like feeding an elephant one blade of grass at time. You'll starve them. – Elizabeth Meckstroth