

Prescott Unified School District

Gifted Scope & Sequence

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Program Design		
Question	Indicators	District Description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> Multiple criteria, non-verbal, verbal, and quantitative 97% on state approved tests or services for students with borderline scores Read the state definition in ARS 15-779 and incorporate it into your local district 	Prescott Unified School District (PUSD) defines gifted students as those children of lawful school age who show, or have the potential for showing, an exceptional level of performance in one or more areas of expression (National Association for Gifted Children). In accordance with the AZ State Mandate for Gifted Education, gifted education services are offered to all students who score at or above the 96th percentile on a verbal, quantitative, and/or nonverbal battery of a test included on the Arizona State-Approved Gifted Test List.
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> Incorporates a K-8 or K-12 continuity of services Modify instruction/curriculum to meet student needs Describes differentiation in process, content, and product "Gifted students are gifted all day, not just for a small segment of that day" Goal: start with where the student is academically and accelerate the pace of instruction 	PUSD is committed to providing a quality educational experience for all students including gifted learners which identifies their unique differences in skills and learning styles. PUSD's gifted program will include differentiated K-12 instruction that addresses the unique needs of gifted learners, an ongoing comprehensive process to determine eligibility of gifted services, recognition of the characteristics of gifted learners and nurturing their social emotional development, and systemically developing knowledge and skills of all school staff who work with

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	<ul style="list-style-type: none"> • Goal: train as many teachers as possible about the unique needs of gifted students • Goal: develop a program that represents the diversity of the school and district 	<p>gifted learners. Our program will promote critical thinking and reasoning abilities, develop and expand thinking skills, utilize differentiated strategies for learning, build or extend cognitive language skills, and facilitate opportunities for learning.</p>
How do you group and deliver services to your K-2 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	<p>Gifted students are gifted learners all day long, so our K-2 students are served both through a pull-out program provided through regularly scheduled classes with a specialized teacher and through differentiated instruction within the general education classroom. Activities focus on areas of logical thinking, reasoning skills, critical and creative thinking, and problem-solving. Gifted students receive instruction that is differentiated in content, process, product, learning environment, and/or assessment.</p>
How do you group and deliver services to your 3-6 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	<p>Gifted 3-4 students are served similarly to our K-2 students with a combination of pull-out instruction and differentiated instruction in the general education classroom. Additionally, 5-6 students are served through a combination of honors classes and differentiated instruction in the general education classroom. Honors classes include enrichment, acceleration, flexible pacing, and interdisciplinary curriculum. Guidance and counseling services may also be offered to meet individual needs.</p>
How do you group and deliver services to your 7-8 students?	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, flexible grouping 	<p>Honors and advanced-level courses in mathematics and language arts are designed to provide a more rigorous curriculum and higher expectations for student performance. Students are provided with differentiated instruction, student choice projects, leadership opportunities, and independent work. In addition, enrichment/extension activities are implemented during homeroom. Guidance and counseling services may also be offered to meet individual needs. Time allocation for this age group is provided through regularly scheduled classes.</p>
How do you group and deliver services to your 9-12 students?	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended 	<p>At the high school level, gifted students have the opportunity to take advanced placement, honors classes</p>

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	<p>questioning, projects, activities that focus on higher order thinking skills</p> <ul style="list-style-type: none"> • Content driven, accelerated learning, honors classes, AP, IB or CIE classes, flexible grouping and/or scheduling 	<p>and dual-enrolment & concurrent enrollment college classes for all their core courses on a daily basis. Guidance and counseling services may also be offered to meet individual needs. Time allocation for this age group is provided through regularly scheduled classes.</p>
<p>Describe how you integrate your program standards with the Arizona State Standards at each grade level.</p>	<ul style="list-style-type: none"> • Use a curriculum mapping approach • Testing for competency before teaching content • Use Vertical alignment strategies 	<p>Program standards are integrated with Arizona State Standards. Gifted student needs are assessed using data from district assessments (Galileo), Renaissance Early Literacy Assessment, and state assessments (AASA) which are based on Arizona education standards. Gifted class teachers also determine the needs of students through class observation and student participation. Pace and content of instruction is adjusted according to need. Gifted teachers conference with student classroom teachers and parents to determine academic needs and the emotional support necessary for academic success.</p>
<p>How do you involve parents in your program?</p>	<ul style="list-style-type: none"> • Periodic orientation/communication meetings • Provide information about summer programs like Johns Hopkins, ASU and U of A • Newsletters, parent support groups 	<p>Individual parent conferences are planned once or twice during the school year (depending on the school). Student progress reports are sent home each quarter. Parents are invited to participate during special events throughout the school year. (student project displays and presentations, field studies, etc.)</p> <p>Throughout the year, gifted teachers provide a variety of digital and print communication including agendas, websites, announcements, and newsletters. Parent-teacher conferences are offered to ensure ongoing communication between school and home. In addition, gifted teachers are available to communicate with parents throughout the year via phone, email, or meeting in person. Finally, surveys are sent to parents and students to solicit input about our programs.</p>

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Curriculum and Instruction

Question	Indicators	District Description
<p>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>PUSD's gifted coordinator is also an instructional coach. They co-plan and co-teach with classroom teachers and provide professional development on how to implement flexible instructional groups using differentiation strategies. K-2 students work in a variety of group settings during class that includes cooperative learning, paired groups, whole class, and independent learning. In the regular classroom, students are taught at their appropriate instructional level for guided reading, math, etc. Students are also provided enrichment/tutorial time in their regular classroom as a part of the district's WIN/intervention process. Effort is made to cluster gifted students in regular classrooms to allow for differentiated instruction in small groups. Students identified in Grades K-2 are also pulled out of their regular classes for specialized instruction. All gifted class groups are smaller than their regular classes and allow for a flexible learning environment. Focus is placed on higher level thinking skills through acceleration, extension, and enrichment of concepts. Instruction is standards-based and lessons incorporate Classroom Instruction That Works (CITW) instructional strategies. Teachers use proficiency scales for content standards to clearly define expectations for extension and enrichment.</p>
<p>How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>PUSD's gifted coordinator is also an instructional coach. They co-plan and co-teach with classroom teachers and provide professional development on how to implement flexible instructional groups using differentiation strategies. Students in 3rd-6th grade work in a variety of group settings during class that includes cooperative learning, paired groups, whole class, and independent learning. In the regular classroom, students are taught at their appropriate instructional level for guided reading, math, etc. Students are also provided enrichment/tutorial time in their regular classroom as a part of the district's WIN process. Effort is made to cluster gifted students in regular classrooms to allow for differentiated instruction</p>

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		<p>in small groups. Students identified in Grades 3rd-4th are also pulled out of their regular classes for specialized instruction. All gifted class groups are smaller than their regular classes and allow for a flexible learning environment. Students in 5th-6th grade can be placed into honors and honors plus courses for ELA and Math. In all specialized classes, focus is placed on higher level thinking skills through acceleration, extension, and enrichment of concepts. Instruction is standards based and lessons incorporate Classroom Instruction That Works (CITW) instructional strategies. Teachers use proficiency scales for content standards to clearly define expectations for extension and enrichment.</p>
<p>How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation, etc. • Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level • Use real world connections, simulations, Mock Trial, etc. 	<p>For students in Grades 7-8, gifted instruction happens through differentiation in the general education class with the exception of math. Instructional coaches, administrators, and teacher leaders provide professional development and coaching on how to differentiate in the following manners:</p> <ul style="list-style-type: none"> • Flexible grouping by assessment and/or interest • Project based learning • Creating leadership opportunities for students • Student choice projects • Socratic seminars • Literature circles • Variety of thinking using depth of knowledge and document-based questions • Independent Study Projects • Student Portfolios with self-evaluation and reflection <p>Students in 7th and 8th grade can take high school level honors math courses. Students must master the higher level standards provided in high school to prepare for their final exams that determine math placement for each successive year and high school math credit eligibility. Therefore, gifted math students may learn the same advanced curriculum as older students; however, instruction occurs via inquiry and student generated learning. Students are given more responsibility in the classroom for working with the content, and are frequently responsible for presenting their findings to</p>

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		<p>other students. Instruction is standards-based and lessons incorporate Classroom Instruction That Works (CITW) instructional strategies. Teachers use proficiency scales for content standards to clearly define expectations for extension and enrichment.</p>
<p>How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Provide AP, IB or CIE coursework for student <p>Establish a rubric for the pedagogy to be appropriately applied for these levels</p>	<p>For students in Grades 9-12, gifted instruction happens through differentiation in the general education class as well as leveled honors and AP level courses. Instructional coaches, administrators and teacher leaders provide professional development and coaching on how to differentiate in the following manners:</p> <ul style="list-style-type: none"> • Flexible grouping by assessment and/or interest • Project based learning • Creating leadership opportunities for students • Student choice projects • Socratic seminars • Literature circles • Variety of thinking using depth of knowledge and document-based questions • Independent study projects • Student Portfolios with self-evaluation and reflection <p>Instruction is standards based and lessons incorporate Classroom Instruction That Works (CITW) instructional strategies. Teachers use proficiency scales for content standards to clearly define expectations for extension and enrichment.</p>
<p>What curricular materials do you use for grades K-2?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>ELA: Houghton Mifflin, Into Reading Heggerty, Phonological and Phonemic Awareness</p> <p>Math: Engage NY Math Engineering and Education</p> <p>Science and Social Studies are adopting a new curriculum for the 22-23 school year.</p>
<p>What curricular materials do you use for grades 3-6?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>ELA: 3-4 - Houghton Mifflin, Into Reading</p>

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		<p>5 - CKLA, Core Knowledge Language Arts 6th - Amplify ELA</p> <p>Math: Engage NY Math</p> <p>Science and Social Studies are adopting a new curriculum for the 22-23 school year.</p>
<p>What curricular materials do you use for grades 7-8?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>ELA: Amplify ELA</p> <p>Math: Engage NY Math</p> <p>Science and Social Studies are adopting a new curriculum for the 22-23 school year.</p>
<p>What curricular materials do you use for grades 9-12?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>ELA: McGraw Hill StudySync</p> <p>Math: Open Up Math Resource</p> <p>Science and Social Studies are adopting a new curriculum for the 22-23 school year.</p>

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Identification		
Question	Indicators	District Description
Describe how your referral process for identification involves parents and staff.	<ul style="list-style-type: none"> ● Recommendations from parents/staff ● Review of records and answers on student transfer documents ● Announcements/newsletters to parents ● Referrals from counselors, administrators, or support staff ● In-service training for all staff and parents ● Program description provided to all stakeholders 	<p>Students may be referred for consideration of gifted education by parents and/or staff. Parents are made aware of the opportunities through newsletter announcements and board presentations. Principals and/or the PUSD gifted coordinator meets with teaching staff to review characteristics of gifted students using the ADE provided handouts. Documents were chosen to help maintain focus on traits of students and provide consistent expectations. Students enrolling in the district from another school complete an enrollment application which is reviewed by registrars which includes a question regarding previous gifted placements. If a transfer student is labeled gifted from another district, gifted services are provided immediately. If the test used by the previous district is not an Arizona state-approved test, we test the student using one of those at the next testing cycle. Parents must give permission for testing of any referred student.</p>
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	<ul style="list-style-type: none"> ● Serve 97PR, but what about 96, 95, 94 and others? ● Use a matrix for underrepresented students including at risk, ELL and equity compared to school population ● Arizona Assessment Scores ● Use of non-verbal tests ● Multiple measures ● Personal interviews ● Performance in honors, AP, IB, CIE classes 	<p>Students in kindergarten through fourth grade are identified as gifted using the CogAT and/or additional Naglieri tests as warranted. Students qualify if they attain a score at, or above the 96th percentile on the CogAT. In addition, students who score in the 95th percentile may receive services if there is evidence to support the placement. Potential evidence in support of the student's abilities includes standardized achievement data, district-wide benchmark data, classroom/school assessments, observations, samples of student work, and discussions with those involved with the students' learning. Parents and/or teachers may submit written information in support of a child. Students in grades 5-12 are placed in honors, advanced, and college classes based on their aptitude and ability to handle the course load in these classes.</p> <p>English Language Learners who demonstrate rapid language acquisition or other gifted characteristics are</p>

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		<p>candidates for gifted testing. In addition, students with disabilities are tested if they show gifted characteristics. All 2nd grade students are tested which might identify students who have not shown overt gifted characteristics. In some instances, a student may take a different state approved gifted assessment which uses progressive matrices to allow for a culturally neutral evaluation of students' nonverbal reasoning and general problem-solving ability, regardless of the individual student's primary language, education, culture, or socioeconomic background.</p>
<p>Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.</p>	<ul style="list-style-type: none"> ● CogAT, Naglieri, WISC, etc. See the State Board approved test list ● Student grades ● Gifted Characteristics Checklists ● Student, teacher, parent input ● Standardized testing results 	<p>Current assessments include the state-approved Cognitive Abilities Test (CogAT) and the NaglieriTest. ADE handouts that help identify giftedness are provided to staff members. These documents were chosen to help maintain focus on traits of students and provide consistent expectations within the referral process. Gifted coordinator reviews data (benchmark tests, state data, student grades, etc.) and consults with visual arts teachers to identify students who may fall under the radar of the traditional student identification methods.</p> <p>Students must score at or above the 96th percentile on one or more of these tests. These instruments were specifically chosen from the state approved list because they are ideal for use with examinees from culturally and linguistically diverse backgrounds. Data is maintained regarding identified students' performance on state mandated assessments. Additional evidence may be presented as described above.</p>
<p>How often do you make testing available for K-12 students?</p>	<ul style="list-style-type: none"> ● Fall, winter, spring ● Additional testing for transfer students or on a case-by-case basis throughout the year 	<p>The Cognitive Abilities Test (CogAT) is available in grades K-4 at every school. The test is administered three times per year (fall, winter, spring). Additional testing is offered on a case-by-case basis throughout the year. For example, a student who enrolls after a testing window and displays traits of giftedness may be tested. All second grade students are given the state-funded CogAT computer based assessment. Referrals for gifted testing are available at each school site and are accepted throughout the school year.</p>

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<p>How do you inform parents and staff of your referral and identification process?</p>	<ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters • LEA Gifted Website 	<p>Parents and teachers are notified in writing of the availability of gifted eligibility testing schedules through newsletters and staff correspondence. Parents are advised of a recommendation for testing if the child is referred by anyone other than the parent. They are given an opportunity to decline testing. Staff members are consulted in person and via email to share any information that will assist in identifying and testing students. They are informed via email of testing results.</p>
<p>Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?</p>	<ul style="list-style-type: none"> • Formal letters • Focus on data • Parent meetings • Meeting with teacher, Principal, and Gifted Director 	<p>Parents are notified in writing of the results of assessments. The letter includes the percentile rank achieved in each category of measurement (verbal, quantitative, non-verbal) and whether the child qualified or did not qualify. A parent conference may be set up to discuss qualification or non-qualification of a student. Parents may appeal the decision to a committee composed of the gifted coordinator, principal, classroom teacher, and other educational specialists. Students who do not meet eligibility requirements may retest during the following school year.</p>

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Social and Emotional Development

Question	Indicators	District Description
How do you provide for the unique affective needs of your gifted students K-6?	<ul style="list-style-type: none"> ● Grade level seminars to train teachers ● Coordination of affective activities ● Experiential learning approach ● Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations ● Use peer tutoring, cooperative learning strategies ● Establish a parent support group 	The unique affective needs of our gifted students are addressed through program design, teacher training, and the district student wellbeing team. Students receive gifted services with like-minded peers. Affective needs are formally addressed by embedding lessons and activities related to affective needs into classroom lesson units. For example, students are taught to take responsible risks by facing the fear of making mistakes or trying something new in an environment that is safe for risk-taking and mistake making. Both classroom and gifted teachers receive training in regards to affective needs and growth mindset. The student wellbeing team supports social emotional development of all students such as those who might be experiencing anxiety, stress, or fear of failure.
How do you provide for the unique affective needs of your gifted students 7-8?	<ul style="list-style-type: none"> ● Incorporate specific activities into an honors program ● Experiential learning approach ● Provide common learning seminars for gifted students by grade level such as a humanities class ● Establish a parent support group 	Gifted students have access to school counselors and participation in Capturing Kids' Hearts lessons. The student wellbeing team supports social emotional development of all students such as those who might be experiencing anxiety, stress, and fear of failure.
How do you provide for the unique affective needs of your gifted students 9-12?	<ul style="list-style-type: none"> ● Develop gifted student learning groups to share experiences ● Assign a counselor to work with gifted students ● Seminars to train teachers, counselors, and administrators ● Concurrent/dual enrollment possibilities tied to AP, IB or CIE programs ● Establish a parent support group 	Gifted students have access to school counselors and participation in Capturing Kids' Hearts lessons. The student wellbeing team supports social emotional development of all students such as those who might be experiencing anxiety, stress, or fear of failure. Honors and AP teachers receive training in differentiating instruction for the individual needs of gifted learners including helping gifted learners work through fear of failure and performance anxiety.
What specific orientation activities do you provide for parents and teachers regarding gifted students' affective needs?	<ul style="list-style-type: none"> ● Grade level seminars to train teachers ● Provide literature about the unique needs of gifted students to teachers/parents ● Conduct locally developed gifted parent nights 	Information regarding the characteristics and behaviors of the gifted learner will be shared with parents and teachers to use to support affective needs.
How do you monitor, identify, and provide assistance to	<ul style="list-style-type: none"> ● Create an open-ended referral process for parents, students, and teachers 	Any student may be referred for "at-risk" support including behavior concerns, issues at home, student

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<p>“at-risk” gifted students?</p>	<ul style="list-style-type: none">• Provide counseling services on an as needed basis• Develop alternate approaches for students in high school to earn credit• Competency testing in core subjects to allow students to “move-on”	<p>mental health, and other at-risk factors. Multi-tiered systems of support (MTSS) teams help monitor identified “at-risk” gifted students. The gifted teacher/classroom teacher collaborates with administrators and site counselors, attends team meetings to problem solve on behalf of students, and provides additional support in the regular classroom. Parent communication is also a cornerstone of support as we foster the development of social and emotional strength in gifted students. All second graders currently receive gifted testing which helps to identify underrepresented populations or students who may not overtly present as gifted.</p>
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Professional Development		
Question	Indicators	District Description
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	<ul style="list-style-type: none"> • In-service training, staff development, professional learning communities • Fund attendance at conferences, workshops, and training in gifted education • Provide instructional materials for gifted learners • Join the Arizona Association for Gifted and Talented (AAGT) www.arizonagifted.org • Teachers develop personal professional growth plans 	All staff are trained in the instructional practices of Classroom Instruction That Works which includes differentiation, individualized learning objectives, and providing feedback which are modified to include the needs of gifted learners. Teaching staff attend the state AAGT conference and other training opportunities as needed. Gifted cluster teachers have received training in the gifted cluster model to serve our gifted students. Resources for differentiation for gifted learners are shared and supported. Teachers are taught the gifted identification, referral and testing guidelines and procedures. Training is provided in standardized test administration in preparation for proctoring gifted testing three times a year.
Please list the titles of the training you conducted last year and those planned for the current year.	<ul style="list-style-type: none"> • Characteristics of the gifted learner • Instructional needs of the gifted learner • How to differentiate instruction to meet gifted learners needs • Identifying the gifted learner • The meaning of gifted testing results 	Classroom Instruction that Works (differentiation and personalizing learning objectives) Universal Design for Learning Gifted Cluster Model
How have your training events targeted the needs of administrators, counselors, psychologists, and support staff?	<ul style="list-style-type: none"> • Specific training events that illustrated for administrators how to support gifted education in their schools • Training for counselors in the social and emotional needs of the gifted learner • ADE sponsored training on school improvement 	Administrators attend Classroom Instruction That Works training. They also receive important briefings on gifted education at district administrative meetings. Counselors will participate in ongoing professional development to support student wellbeing throughout the year.
Do teachers who have primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?	<ul style="list-style-type: none"> • For more information, please see the gifted endorsement resources. 	Yes. If the gifted teacher/coordinator does not have a gifted endorsement, the district helps the teacher get that endorsement. In addition, gifted cluster teachers are encouraged to get their gifted endorsement.
Describe the feedback received from post training evaluations.	<ul style="list-style-type: none"> • What did the participants say about the effectiveness? 	

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Parent and Community Involvement

Question	Indicators	District Description
How do you make your program philosophy, goals, and recruitment procedures available to all parents?	<ul style="list-style-type: none"> ● Provide parents with a gifted handbook for working with the district ● Open house for gifted parents ● Website for gifted students and parents ● Parent – teacher conferences 	<ul style="list-style-type: none"> ● Web site ● Parent meetings ● Governing board presentations ● Parent/teacher conferences ● Newsletters with “continue at home lessons”
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> ● Gifted scope and sequence distributed to all gifted parents ● Available in all school offices ● Available on LEA or school website 	Website (https://www.prescottschools.com/Page/570)
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> ● Write letters of invitation to all gifted parents to join our group ● Develop a regular schedule of meetings, posted on website or in newsletter ● Provide opportunities to hear and converse with gifted guest speakers 	<ul style="list-style-type: none"> ● Periodic meetings with gifted parents ● Notification of parental input sent through the website ● Teacher receiving feedback from gifted parents on their campus ● Site councils
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none"> ● Surveys, personal interviews, town hall type meetings ● Site council agenda item ● End of year presentations 	<ul style="list-style-type: none"> ● Governing Board presentations ● Site councils ● Parent surveys have been developed as part of a our program evaluation process ● Teacher surveys have been developed as part of a program evaluation process

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Program Assessment		
Question	Indicators	District Description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> • Surveys from parents, students, and teachers • Standardized test scores • AzMERIT performance scores • Terra Nova performance scores • AP, IB or CIE scores 	<p>The gifted coordinator evaluates the impact of gifted services through several data points including:</p> <ul style="list-style-type: none"> • Disaggregate assessment data for individual gifted students and as a group • Outcomes of gifted students • Enrollment in Advanced Placement • Scores on college entrance examinations such as the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT) • Participation in academic competitions • Scholarship awards • Parent feedback and input
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> • Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores 	<p>Gifted student achievement data on Galileo, STAR Early Literacy, standardized report cards, AASA, and ACT will be evaluated for proficiency and high achievement. This evaluation will be used to ensure gifted curriculum and instruction is aligned to state standards.</p>
How do you use informal measures like surveys, open forums, and teacher interviews to gather data?	<ul style="list-style-type: none"> • Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action 	<p>Program assessment is an ongoing process. Informal surveys of teachers and administrators provide input into the strengths of the program, needed improvement areas, and areas of support they may require. Parents provide input regarding if they feel their child is being appropriately challenged and progressing. Principals observe the gifted teacher and classroom teachers for higher level learning and differentiation strategies.</p>
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> • Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts • Regular attendance in class 	<p>There are several indicators we use to measure positive effects on students including:</p> <ul style="list-style-type: none"> • High achievement on standardized tests • Parent feedback • Anecdotal input from teachers, administrators, and students • Retention of gifted students • Enrollment in AP and dual enrollment classes • Scholarships

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<p>Describe the performance standards you have for all gifted students. Are the standards for gifted students?</p>	<ul style="list-style-type: none"> • Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population 	<p>Gifted students will exceed the standard in their area of qualification. Gifted students will demonstrate leadership qualities within their school communities demonstrated through involvement in student government, clubs, mentoring, and social service organizations and will participate in various academic competitions and showcases throughout the district, community, and state. Gifted students will receive numerous academic awards and scholarships.</p>

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Budgeting		
Question	Indicators	District Description
<p>What percentage of your Gifted Education supplemental allocation is used to support your gifted education program in the following categories:</p> <ul style="list-style-type: none"> ● capital expenditures ● direct student services ● professional development, and ● district coordination? 	<ul style="list-style-type: none"> ● Local Funds ● Gifted Education Supplemental Grant ● Student Support and Academic Enrichment Grant (Title IV-A) 	<p>100% of PUSD's M&O funding from gifted group B weight is applied to salary and benefits for the gifted coordinator/pull-out teacher. This equates to about \$8,000 for the 22-23 school year.</p>
<p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p>	<ul style="list-style-type: none"> ● Type of program: pull out, cluster, self-contained or differentiated instruction within the classroom ● Ratio within the structure you chose: 1 to how many students? 	<p>Our structure includes differentiated gifted instruction on an ongoing daily basis in the general education, honors, AP, and dual enrollment classrooms. We have one certified teacher who is our pull-out gifted instructor for K-4 and is also the gifted services coordinator. The ratio is one dedicated, gifted staff member to coordinate K-12 services for approximately 270 gifted students. However, all teachers are trained in differentiation strategies.</p>
<p>To what extent does the district support the funding of your gifted program?</p> <p>Please elaborate and be specific as to staff and financial resources</p>	<ul style="list-style-type: none"> ● Teacher salaries? ● Rooms, appropriately equipped? ● Professional development ● Funding for a Director? ● Testing supplies? ● Administrative support? 	<p>The district funds needed support in staffing, equipment/supplies, curriculum, and professional development through M&O funding, grant funding like Title IVA and Title II, ESSER, and donations. Each of the three elementary schools has a dedicated gifted classroom with equipment, supplies, and curriculum. The district funds a full-time gifted teacher/coordinator even though dedicated gifted funding only quotes to about \$8,000 for the 22-23 school year.</p>