Data Standard Gifted and Talented
Rev. 7/3/2023

Ownership and History

Standard prepared by:

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Revision history

July 3, 2023
Updated the Campus Path to Classic View
Added Search Terms
School year – updated to 2023-2024
Search Terms – added
Campus Path – updated to Classic View
Section A – Entering a Gifted and Talented (GT) Record – updated
Section B – Student Records Transfer – updated
Section C – GT Missing Records and Evidence – updated
Section D – Gifted Student Service Plan (GSSP) – updated
Section L – GT End of the Year (EOY) Data Correction and Reporting – added

August 25, 2022:
Section A - Year Identified – updated
Section A - Visual and Performing Arts - Evidence box updated
Section B – Step 7 added
Section C – Step 14 added
Section L - Military Compact - Directions and screenshot updated

October 19, 2021
Deleted how to generate KY Gifted and Talented Detail Report
Added how to generate QA Gifted and Talented Report
Added link to Infinite Campus Gifted and Talented (Kentucky)
Section M – Transfer of GSSP and Progress Report section added
Section N - Copying a GSSP or Progress Report section added

Gifted and Talented Data Standards
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Contents

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Overview

Gifted and Talented (GT) data standards should be used to enter and update GT records, correct and enter missing records and evidence, transfer GT records and create/complete Gifted Student Service Plans and Progress Reports.

Regulation citation(s)
704 KAR 3:285

Data use
- GT records are reported as data and entered into the School Report Card
- GT records are reported annually in the School Report Card
- Missing records and evidence are reported monthly to districts for districts to correct and update GT records
- Data is used to create Gifted Student Service Plans and Progress Reports

Related ad-hoc filters and reports
- To validate GT local and state records
  Classic View: *Index | Data Integrity | Data Validation | Reports | Definition Group Extract | Local Data Set | State Data Set*
- To generate the district GT student list
  Classic View: Index | Data Export | State Published | G&T Student List
- To generate a list of students and their categories or a report comparing GT to Total Enrollment
 *Classic View: Index | KY State Reporting | KDE Reports | QA Gifted and Talented*

Documents and PowerPoints will be posted on KSIS Data Standards and GT Resources webpage.
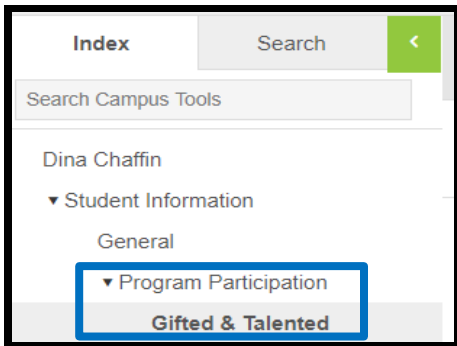
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Section A – Entering a Gifted and Talented Record

Classic View: Student Information | General | Program Participation
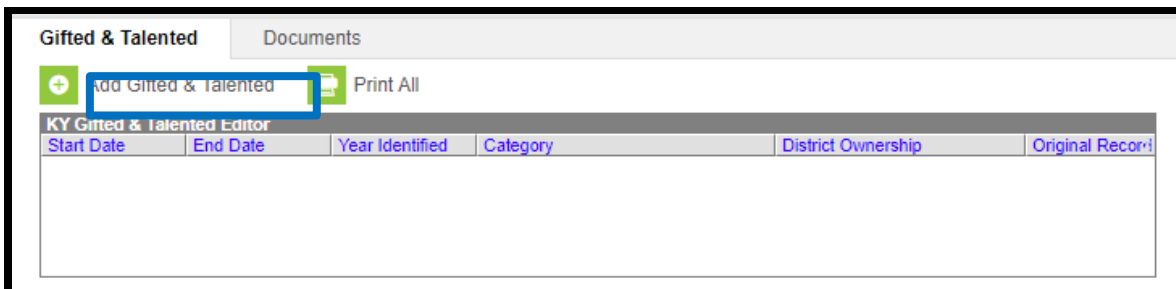**Search Terms: Programs**

Step 1: Search Student - Look up student using Search tab. Enter student name and click "***Go***."
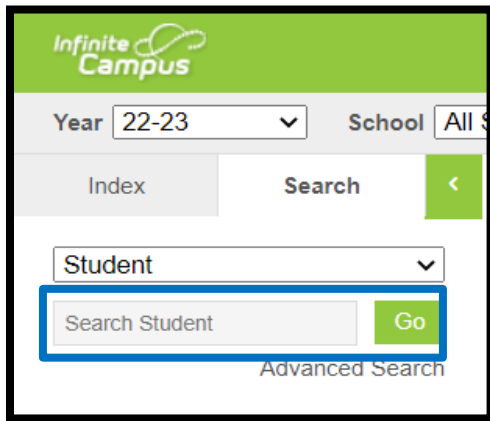
Step 2: Program Participation - Once student is found, under the Index tab, click the following Classic View: ***Student Information | Program Participation | Gifted & Talented***

Step 3: New GT Record - For a new record, click ***Add Gifted and Talented***.

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Gifted & Talented Status

Gifted & Talented Status				
*Gifted Category		*Year Identified	*Start Date	End Date
▼		2014	🗓	🗓
☐ Gifted Declined Services		☐ Gifted Underachieving		

Gifted Category: Select from the drop-down list the appropriate gifted category:
- *01: Creative or Divergent Thinking*
- *02: General Intellectual Ability*
- *03: Psychosocial Leadership Skills*
- *04: Specific Academic Aptitude-Language Arts*
- *05: Specific Academic Aptitude-Math*
- *06: Specific Academic Aptitude-Science*
- *07: Specific Academic Aptitude-Social Studies*
- *08: Visual and Performing Arts-Art*
- *09: Visual and Performing Arts-Dance*
- *10: Visual and Performing Arts-Drama*
- *11: Visual and Performing Arts-Music*
- *12: Primary Talent Pool*

Year Identified: Enter the last part of the school year in which the student is identified as gifted.
Example: If a student is identified on May 30, 2018, of the 2017-2018 school year, enter "2018" for Year Identified.

Start Date: Enter the date services for specified category begins.
Note: If services will begin in the summer, enter June 1 and the correct year. However, if services will not begin until the following school year, enter the first day of school and the correct year.

End Date: When entering a PTP student, the district will also enter the projected end date of the student's PTP participation. Students exit PTP at the end of grade 3. ***Please do not delete the PTP record*** even if the student is not formally identified at the 4th grade level for gifted and talented services but verify the record has been given an end date.

Gifted Underachieving: Select if student is identified as PTP or GT but have a significant gap between potential ability and demonstrated achievement.

Gifted Declined Services: If a parent or student declines gifted services, check the box. Make sure to document this preference in the student's GT folder.

[Service Delivery Options](#): Select appropriate service delivery options. Select at least **two** options per gifted category.

Note: Service Delivery Options should be updated in a student's GT Record to reflect the yearly Gifted Student Service Plan (GSSP).

Service Delivery Options:
(At least 2 Service Delivery Option checkboxes must be selected)

☐ Various Acceleration Options
    ☐ Early Exit from Primary   ☐ Grade Skipping   ☐ Subject Area Higher Grade Level   ☐ Early Entry to Kindergarten
    ☐ Dual Enrollment Courses   ☐ Dual Credit Courses   ☐ Early Exit from High School
☐ Academic Competition or Optional Extracurricular Offering
☐ Advanced Placement and Honors Courses
☐ Collaborative Teaching
☐ Consultation Services
☐ Special Counseling Services
☐ Differentiated Study Experiences in the Classroom
    ☐ Differentiated Individual Study   ☐ Differentiated for Cluster Groups
☐ Distance Learning
    ☐ Video Courses   ☐ Other Online Course
☐ Enrichment Services (School Day)
☐ Independent Study
☐ Mentorships
☐ Resources Services
    ☐ Pull-out Setting   ☐ Appropriate Instructional Setting   ☐ Consortium
☐ Seminars
☐ Travel Study Options
☐ Special Schools (4-12)
☐ Self-Contained Classrooms (4-12)

Evidence: Depending on the gifted category selected, choose the appropriate evidence options. Select at least three evidences for each identified area.

NOTE: If the district is considering purchasing or administering an assessment that is not listed in the GT Coordinator Sample Handbook, contact the GT Program Consultant at KDE to ensure the assessment meets the gifted regulation criteria.

Creative or Divergent Thinker Evidence: Creativity must be determined using informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration and flexibility of thought. When choosing an evidence below, ensure there is documentation in the folder for the above criteria. For example, if "Anecdotal Observation" is selected there must be a short narrative that describes a significant incident that has been observed where the child demonstrates capacity for originality of thought, fluency, elaboration and flexibility. This anecdotal record should be placed in the student's GT folder as evidence.

Documented evidence of creative thinking ability may also include:
1. Creative writing samples
2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.)
3. Behavioral checklists or observations specific to creative behavior
4. Observation of original ideas, products or problem solving.

General Intellectual Ability Evidence (GIA): For GIA, you should select *9th Stanine on a Comprehensive Test of Intellectual Ability* as one of your three evidences. However, if exceptions are being considered due to the student being identified for special education services, disadvantaged or as underachieving, the 9th stanine might not be selected. Instead, select *Checklist of Inventories (Underachieving or Disadvantaged)* and *Special Considerations*. Then, from the drop-down menu, select an option:
- Special Ed
- Disadvantaged
- Underachieving

Example:

If the assessment selection is not on the dropdown box, click *Other* on the assessment drop-down menu.

Evidence of GIA also may include:
1. High performance on additional individual or group intellectual assessment
2. Observation of applied advanced reasoning ability
3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners

Specific Academic Aptitude Evidence (SAA): For SAA, you should select *9th Stanine on a Comprehensive Test of Intellectual Ability* as one of your three evidences. However, if exceptions are being considered due to the student being identified for special education services, as disadvantaged or as underachieving, the *9th stanine* might not be selected. Instead, select *Checklist of Inventories (Underachieving or Disadvantaged)* and *Special Considerations*. Then, from the drop-down menu select one of the following:
- Special Ed
- Disadvantaged
- Underachieving

Example:

Evidence of SAA also may include:
1. High performance on an additional individual or group test of academic aptitude
2. Student awards or critiques of performances
3. Off-level testing
4. Portfolio of high academic performances
5. Student progress data

If the assessment needed for 9th stanine evidence is not listed on the drop-down menu, click *Other* on the drop-down list.

Psychosocial and Leadership Skills Evidence: This category must be determined by a variety of informal measures and the documentation of the willingness (being prepared; readiness) of the student to assume leadership roles in class, in a student organization and in a community activity.

Note: The box stating "Documentation of Student Leadership in Community, Class and Student Organization" must be checked.

However, if exceptions are being considered due to the student being identified for special education services, as disadvantaged or as underachieving, *Documentation of leadership in class, in a student organization, and in a community*, activity would not be selected. Instead, select **Checklist of**

Inventories (Underachieving or Disadvantaged) or check the box *Special Considerations*. From the drop-down menu select:
- Special Ed
- Disadvantaged
- Underachieving

Example:

Evidence of psychosocial or leadership ability also may include:
1. Sociograms (i.e., questionnaires designed to assess leadership characteristics)
2. Peer recommendations
3. Behavioral checklists or observations specific to leadership behavior
4. Portfolio entries which display leadership qualities
5. Offices held by student in extracurricular activities and class government.

Visual and Performing Arts (VPA) Evidence: For VPA, documentation of performance must determine evidence of auditions, letters of recommendations, or products or portfolio assessment by specialist or professional artists.

NOTE: Best practice for auditions would include evaluation by fine arts specialist(s) for the area(s) the student has been referred. Letters of recommendation should describe and evaluate the student's technical skills and abilities. The letter or recommendation should also provide details about where they have observed the student's talent. Also, it would be best practice to invite multiple specialists or professional artists to assess student work or auditions.

Evidence of visual or performing arts may also include:
1. Awards or critiques of performance
2. Portfolio of visual or performing arts ability.

VPA Type: If Visual/Performing Arts - Music category is selected, Instrumental and/or Vocal must be checked.

Primary Talent Pool (PTP) Evidence – **Note:** Data from formal, normed measures **must not** be used to exclude a student from PTP services.

PTP Note/Reminder: When entering a Primary Talent Pool student, the district will also enter the projected end date of the student's Primary Talent Pool participation. Students exit Primary Talent Pool at the end of grade 3. If the student is formally identified in a category, start a new record. If the student is not formally identified, **DO NOT** delete the record – please **END DATE with 6/30/20XX.**

Section B – Student Records Transfer

To transfer a student's GT record, review the process in the Data Standard Student Records Transfer. Directions for the GT record begin on page 11.

## Section C – GT Missing Student Records and Evidence

Step 1: The district GT Coordinator will receive an email from the KDE GT Program Consultant with a list of students SSID numbers and the corresponding gifted category with a missing record or evidence. These records are usually students who transferred to the district, but their GT record was not imported or evidence, such as the 9th stanine, is not a part of their evidence in Infinite Campus (IC).

Step 2: Staff will need to look up each student to determine:
- If the GT record was sent from the previous district;
- The previous district in which the student was enrolled to know where to send a records request; or
- If evidence is missing.

If staff cannot locate a student's previous enrollment, contact the KDE GT Program Consultant.
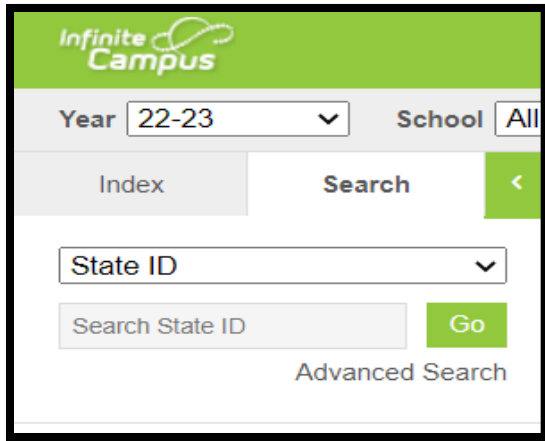
Missing Evidence:

Step 3: If the student has a gifted record in the district, staff need to ensure there is no "x" beside the record. An "x" beside a record indicates the student was identified in the current district. Since these records usually indicate a new student, there should be no "x".

KY Gifted & Talented Editor					
Start Date	End Date	Year Identified	Category	District Ownership	Original Record
08/08/2018		2018	Specific Academic Aptitude-Language Arts	Knox County (301)	x

Step 4: However, if the student has an "x" beside the record, evidence may be missing. Usually, the evidence missing is related to the *9th stanine* box. Check to see if the 9th stanine box has been checked. If not, review the other boxes to see if the student was selected due to *Special Considerations* (disadvantaged, special education student, underachieving). If the student has been selected due to special considerations, document in the student's folder that the student has no 9th stanine selected because of special considerations. Update the student's recording using the *Special Considerations* checkbox and dropdown menu.

Keep in mind, if the student has not been selected due to special considerations, and there is no 9th stanine selected, more investigation will need to be done.

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Step 5: If the student has documentation from the previous district that the student scored at the 9th stanine, update the record by selecting the 9th stanine check box. The previous or identifying district must send this information to the new district. (**IMPORTANT**: If emailing, remember for privacy, the document can only have the student's SSID number.)

Step 6: However, if the student has no documentation, the district must contact the previous district for this documentation.

Missing Record:
Step 7: If evidence is not missing and the district has a record, this means the student has two or more GT records. Look to see if the record has an "x" beside the record indicating the current district identified the student. If the student has an "x" then a previous district also identified the student.

NOTE: If it appears the student is not missing a GT record, then ensure the correct GT record is being viewed. Students may have been identified in more than one GT area and the record missing may be from an area other than the one the district has on file.

Step 8: However, if the district searches and finds the student in IC and they have no GT record or the record is missing, this means when the student enrolled in the district, the GT record was not imported. Check with enrollment personnel to see if the record was released. If not, a records request will need to be sent to the previous district.

Step 9: To determine where to send the records request, look at the student's enrollment information. Contact the GT Coordinator from the previous district and ask if the district has the missing record. (For GT Coordinator's contact information, check Directory-Open House).

Step 10: If the record needed is in the previous district, the current district should request the record using the process outlined in the Student Records Transfer Data Standard. If the current district has a record for this student and it is not the original record, the record needs to be deleted. However, if there are no duplicate records, the next step would be to create a GSSP for the student and begin serving the student. This should take place as quickly as possible.

Step 11: If the previous district does not have a record for the student, this means one of two things:
        (1) Either the previous district did not import the student's record at the time they enrolled; or
        (2) The previous district could not import the student's record because the district where the student was enrolled before did not release the record. It is like a broken chain. Records can only be transferred from the previous district.

Step 12: If the previous district does not have the missing record, try to determine where the student was originally identified for the GT program by checking the Enrollment tab in IC. If the district cannot see where the student was originally identified in IC, contact the GT State Consultant for assistance. Once the district knows where the student was identified, request the GT record using the *New State Transfer Request* tool.

Step 13: Request copies of all documentation from the student's GT file.

Step 14: If the previous district does not have the GT student's identification documentation, the new district should begin collecting identification evidence for the student. According to 704 KAR 3:285, Section 3(9), (11) and (12), students must meet regulation criteria to be eligible for gifted services.

Section D – Gifted Student Service Plan (GSSP)

See the GSSP Training video and PowerPoint for an explanation on how to:
- Create a GSSP
- Create a GSSP Portal Settings Report
- Use the GSSP Portal Options Update Tool
- Transfer the GT Record and GSSP
- Use Parent/Student Portal
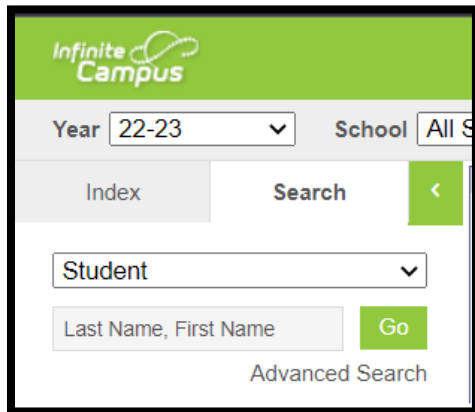- Create GSSP Batch Print Report

Section E – Creating a Progress Report

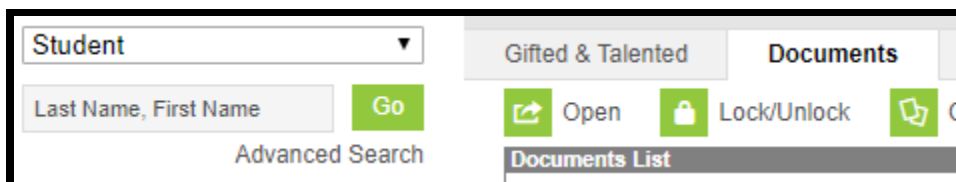**Classic View: Documents tab | New Document**
Search Terms: Documents

Note: GT Coordinators should not have rights to import records. Please work with the school staff to import GT records.

Before creating the GT Progress Report, the district must first locate the student for whom the form will be created. To find the student, click on the *Search* Tab. Then, select either *Student* or from the drop-down arrow, select *State ID*. If selecting *Student*, type in the student's last name, then first name.

Uploading the Progress Report

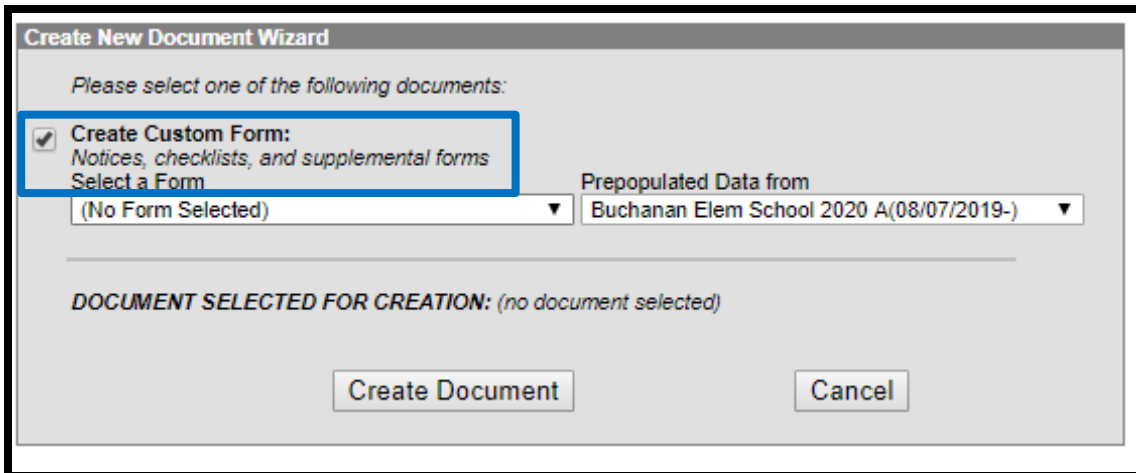**Step 1**: Once the student's record has been located, click the *Documents* tab.
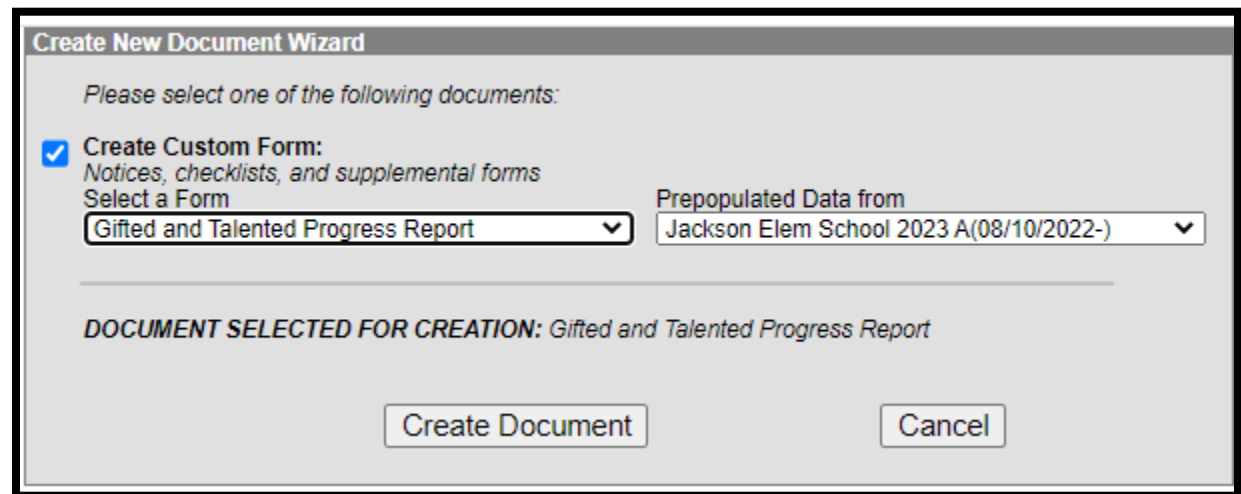
Step 2: Next, click **New Document**.
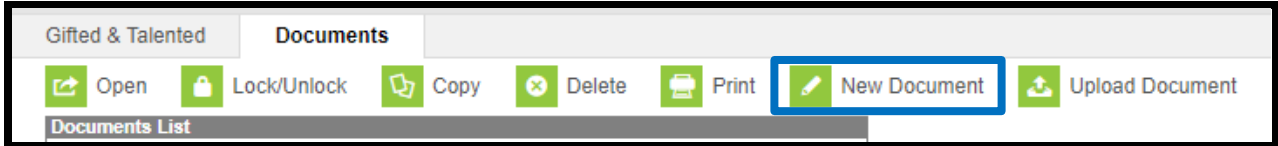
Step 3: Then on the gray text box, check **Create Custom Form**.

Step 4: Using the down arrow under Select a Form, choose the **Progress Report**.

Step 5: Once the GSSP or GT Progress Report is chosen, click the **Create Document** button.

Create New Document Wizard

Please select one of the following documents:

☑ **Create Custom Form:**
Notices, checklists, and supplemental forms

Select a Form
[Gifted and Talented Progress Report ▾]

Prepopulated Data from
[Jackson Elem School 2023 A(08/10/2022-) ▾]

DOCUMENT SELECTED FOR CREATION: *Gifted and Talented Progress Report*

[Create Document]   [Cancel]

Step 6: The GSSP/Progress report will load in the middle of the screen.

Section F – Completing the Progress Report

The GT Progress Report must be completed at the end of each school semester. Progress must relate to the goals and activities in the GSSP.

Step 1: Fill in the information and give specific and intentional feedback regarding student progress as it relates to the Gifted Student Service Plan (GSSP). The comment section will expand as needed.

Note: This may include, but is not limited to, topics such as continuous progress, process skills, and/or products and performances of the student.

Step 2: Click *Save* to save all the information selected or typed. The saved report will be posted in the *Documents List* with the date created and the date modified. It can be opened again to update the GSSP or to add progress for the end of the year. Clicking *Print*, will allow the user to print a copy of the document.

Mid-Term Progress:

| Gifted Category	Teacher	Progress Indicator	Comments
05 - Math	Mrs. Andrews	☐ Meets ☐ Does Not Meet ☑ Exceeds	Jane is excelling in Pre-Algebra. She has
01 - Creativity	Mr. Freece	☑ Meets ☐ Does Not Meet ☐ Exceeds	Jane demonstrated her creativity during the
		☐ Meets ☐ Does Not Meet ☐ Exceeds	
		☐ Meets ☐ Does Not Meet ☐ Exceeds	
		☐ Meets ☐ Does Not Meet ☐ Exceeds	
		☐ Meets ☐ Does Not Meet ☐ Exceeds	

Step 3: Once the Progress Report is complete, click *Save*. The saved report will be posted in the **Documents List** with the date created and the date modified. It can be opened again to update the GSSP or to add progress for the end of the year.
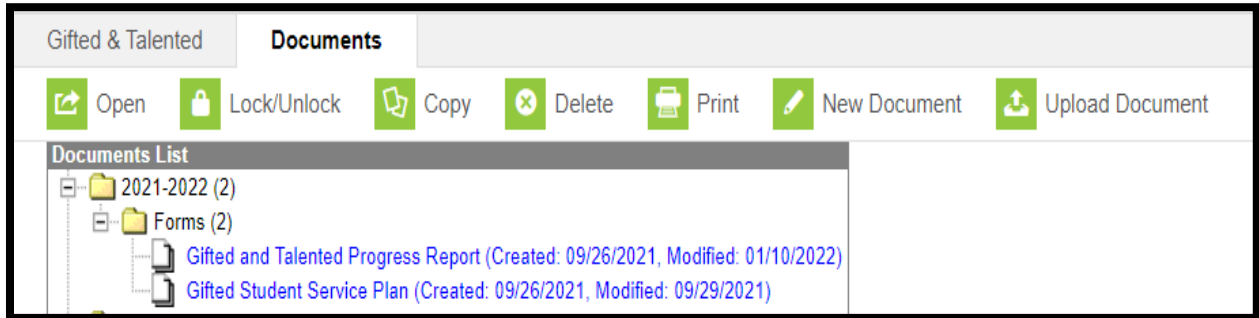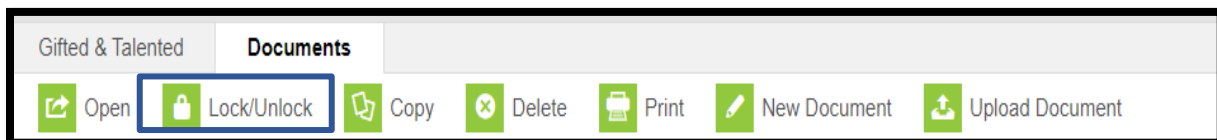

Section l - Locking and Unlocking the GSSP and Progress Report
It is important to lock the GSSP and Progress Report so they can be seen in the State Edition of Infinite Campus. The GT Consultant for the Kentucky Department of Education uses these forms for monitoring to ensure they are completed correctly.
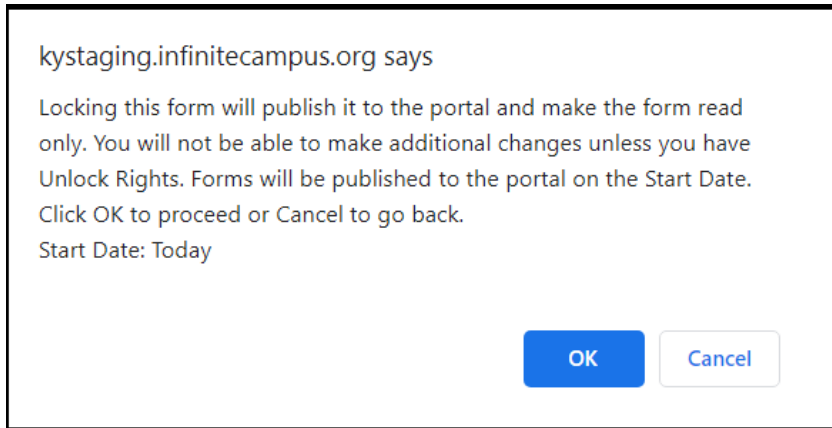
Step 1: After saving the GSSP and/or Progress Report, click the white paper icon with the green arrow beside the words *Gifted Student Service Plan*.
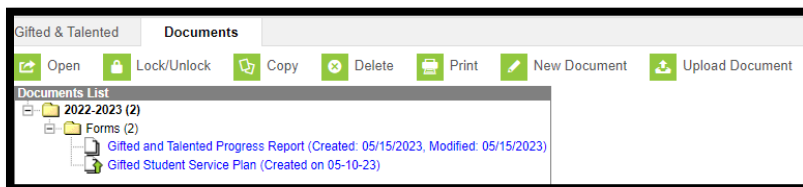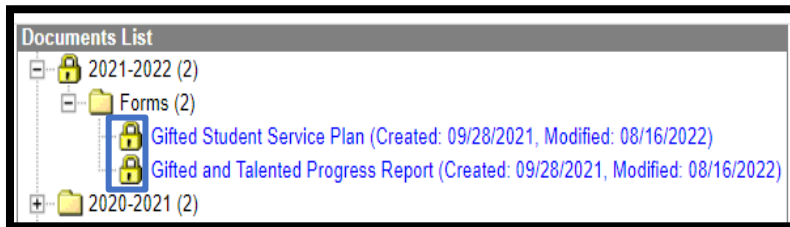

Step 2: Click the tool *Lock/Unlock*. A text box will appear with the message below. Click *OK*. The GSSP/Progress Report can be unlocked if needed for editing.

kystaging.infinitecampus.org says

Locking this form will publish it to the portal and make the form read only. You will not be able to make additional changes unless you have Unlock Rights. Forms will be published to the portal on the Start Date. Click OK to proceed or Cancel to go back.
Start Date: Today

OK   Cancel

Step 3: A lock icon will appear next to the GSSP and/or Progress Report.

Step 4: To unlock the GSSP and/or Progress Report, repeat the process above, except click the *Unlock* tool.
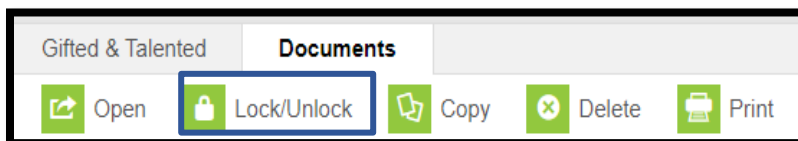
Section G – Publishing the GSSP and Progress Report

Step 1: Custom Forms

Classic View: System Administration | Custom Forms | Gifted Student Service Plan or Progress Report
Search Terms: Custom Forms

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Click on the *Gifted Student Service Plan* or *Progress Report* custom forms to edit, and then go to the last section *Publish*. Check the *Campus Parent* Checkbox.

This will need to be repeated for each document to publish to the portal.

Step 2: Portal Preferences

Classic View: System Administration | Portal | Preferences
Search Terms: Portal Overview

Preferences will be adjusted for each school/calendar. Click on the **"Display Options "** tab then select the schools name under the **"Display Options Template"**.

Click on the **"Documents"** section.

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Once the documents section has opened scroll down to the **Gifted and Talented** section to ensure the **Student & Parent** box is checked.

Step 3: Lock Gifted and Talented Documents

Classic View: Student information | Program Participation | Gifted and Talented |Documents
Search Terms: Programs

Lock the document to publish to the portal (if it is not already locked). In the screenshot below, the student's documents are not locked. Currently, there is not a way to lock multiple student documents. When creating the GSSP and Progress Report, ensure the document is locked. By locking the document, it will be ready to publish to the Parent Portal. The forms can also be unlocked to edit. However, permissions are needed for both tools.
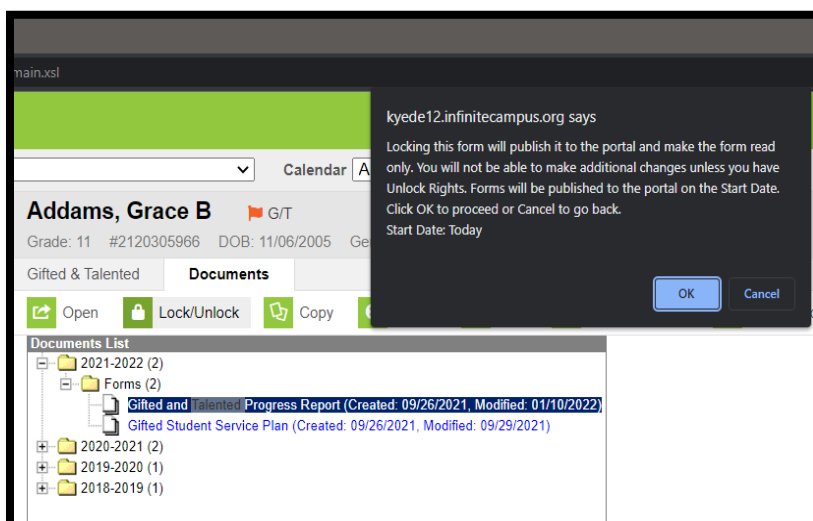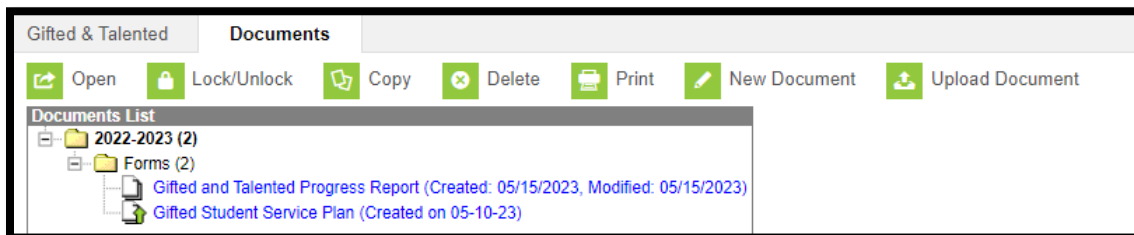
To lock, go to the student's documents. Click **Lock/Unlock**. A warning should appear.

Click **OK**. Locking will publish the document to the portal. This action will need to be repeated for each document to publish to the portal.

Once this has been done, the parent should be able to access these documents under the **Documents** section in the left side menu of the portal.

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Section H – GSSP Batch Print Report

Classic View: Index | Student Information | Reports | GSSP Batch Print Report

This tool allows for the printing of GSSP forms for multiple students in a given year rather than one student at a time.

To access the *Batch Print Report*, follow this click path Index / Student Information / Reports / GSSP Batch Print Report.
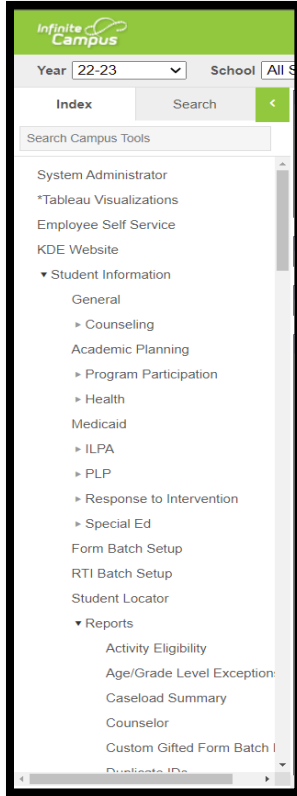
Step 1: Select *Extract Options*

Step 2: Select students to include in the report

Step 3: Select *Sort Options*

Step 4: Generate the *GSSP Batch Print Report*

Section I – GT Progress Report Batch Printing

To use the Batch Printing feature to print all student documents at one time.

Classic View: Student Information | Reports |Custom Gifted Form Batch Print
Search Terms: Custom Gifted Form Batch Print

When batch printing reports, ensure the dates reflect when the forms were uploaded.
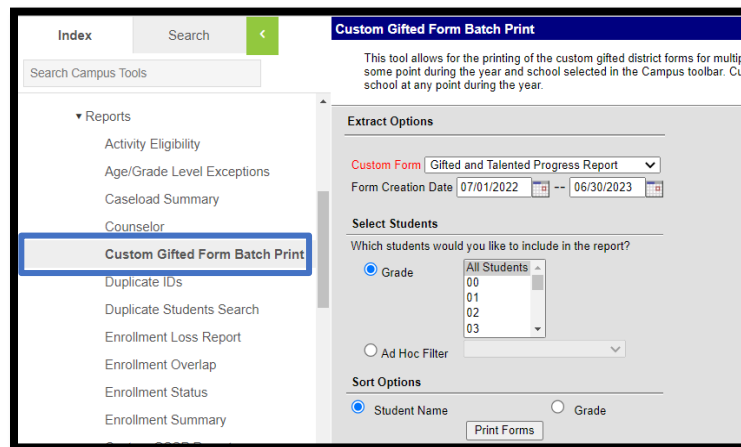
Step 5: Once the GSSP or GT Progress Report is chosen, click the ***Create Document*** button.

Section J – Local Norms

The gifted regulation states that a district may use local or national norms to identify students for the gifted program. Local Norms are norms that compare students within a school, district or a subgroup in the district rather than to a national group(s) of students.

The 9th stanine must still be used when using a local norm. A local norms calculator is posted on the GT Resources webpage.

If local norms are used when scoring students, check the three evidences used to identify the student. Then, click the **Local Norms** check box.

General Intellectual Ability Evidence:
(At least 3 Evidence checkboxes must be selected)

☐ Anecdotal Records	☐ Behavioral Checklist Inventories
☐ Checklist Inventories (Underachieving or Disadvantaged)	☐ Collection of Evidence from Portfolios
☐ Continuous Progress Data	☐ High Performance on Intellectual Assessment
☐ Informal Assessment	☐ Nominations-Peer
☐ Nominations-Self or Petition	☐ Observation of Applied Advanced Reasoning Ability
☐ Primary Review Committee Recommendation	☐ Referrals/Recommendation-Parent
☐ Referrals/Recommendation-Teacher	☐ Student Awards or Critiques
☐ 9th Stanine on Comp. Test of Intellectual Ability	☑ Local Norms
	☐ Military Compact
	☐ Special Considerations [dropdown ▼]

Section K – Military Compact

According to Kentucky's *Interstate Compact on Educational Opportunity for Military Children*, KRS 156.730, Article V(B), "Educational program placement: The receiving state shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include but are not limited to:
1. Gifted and talented programs; and
2. English as a second language (ESL).
This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student."

When entering a GT record for a Military Student, check **Military Compact**. Then, check the box or boxes based on current education assessments or participation/placement documentation.

See example:

General Intellectual Ability Evidence:
(At least 3 Evidences unless student is identified under the Military Compact)

☐ Anecdotal Records	☐ Behavioral Checklist Inventories
☐ Checklist Inventories (Underachieving or Disadvantaged)	☐ Collection of Evidence from Portfolios
☐ Continuous Progress Data	☐ High Performance on Intellectual Assessment
☐ Informal Assessment	☐ Nominations-Peer
☐ Nominations-Self or Petition	☐ Observation of Applied Advanced Reasoning Ability
☐ Primary Review Committee Recommendation	☐ Referrals/Recommendation-Parent
☐ Referrals/Recommendation-Teacher	☐ Student Awards or Critiques
☐ 9th Stanine on Comp. Test of Intellectual Ability	☐ Local Norms
	☑ Military Compact
	☐ Special Considerations [dropdown ▼]

Section L – GT End of the Year (EOY) Data Correction and Reporting

According to 704 KAR 3:285, Section 9, "State funding to a district shall be contingent upon:
(a) Employing properly certified personnel to administer and teach in the program;
(b) The annual submission of a local district gifted education year-end report;
(c) A summative evaluation of the program and student progress; and
(d) Complying with this administrative regulation.

To ensure data is correct for the GT End of Year (EOY) reports, follow the directions and procedures in the training resources below.
- GT EOY video
- GT EOY PowerPoint

Abbreviations

General Intellectual Ability:
- Cognitive abilities Test (CogAT)
- Test of Cognitive Skills (CTBS)
- Kaufman Brief Intelligence Test (KBIT)
- Naglieri or Naglieri Nonverbal Ability Test (NNAT)
- Wechsler Intelligence Scale for Children (WISC)

Specific Academic Aptitude:
- America College Testing (ACT)
- Practice Scholastic Aptitude Test (PSAT)
- Scholastic Aptitude Test (SAT)
- Iowa Test of Basic Skills (ITBS)
- Iowa Assessment or IOWA (new ITBS assessment)
- Measures of Academic Progress (MAP)