Data Standard Gifted and Talented
Rev. 1/8/2021

Ownership and History

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Revision history
April 25, 2019: Addition of Local Norms, Military Compact, and Assessment Abbreviations
January 9, 2020: Updated Infinite Campus screenshots and information on Special Considerations
August 11, 2020:
- Addition of Special Considerations checkbox and drop-down menu
- Other/Specify and line for additional notes deleted from Evidence box
- Other added to assessment drop-down menu
- Local Norms added as check box
- Directions on how to publish the Gifted Student Service Plan and Progress Report to the Parent Portal
January 8, 2021:
- Section G - Batch Printing section added
- Section I - Transfer of Student Records removed and replaced with Locking and Unlocking GSSPs and Progress Reports
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GT Data Standards

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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
  Path: Index/ Data Integrity/ Data Validation/ Reports/ Definition Group Extract/ Local Data Set/ State Data Set
- To generate the district GT student list
  Path: Index/ Data Export/ State Published/ G&T Student List
- To Generate a list of GT students with categories
  Path: Index/ KY State Reporting/ KDE Reports/ Gifted and Talented Detail KYSE

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

Campus Path: Student Information / General / Program Participation

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 path: Student Information/Program Participation/Gifted & Talented

Step 3 New GT Record: For a new record, click Add Gifted and Talented
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 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. However, if the student is being formally identified at the end of 3rd grade, enter the end year for the following school year. For example, 3rd grade student is identified on May 30, 2018. Enter “2019” in Year Identified.

Start Date: Enter the date services for specified category begins.

Note: For Primary Talent Pool (PTP) students exiting Grade 03, the start date of the formal identified gifted category will be the first day of school of the following school year.

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).

**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; or
4. Observation of original ideas, products or problem solving.

<table>
<thead>
<tr>
<th>Creative or Divergent Thinker Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(At least 3 Evidence checkboxes must be selected)</td>
</tr>
<tr>
<td>☐ Anecdotal Observation</td>
</tr>
<tr>
<td>☐ Checklist Inventories (Underachieving or Disadvantaged)</td>
</tr>
<tr>
<td>☐ Continuous Progress Data</td>
</tr>
<tr>
<td>☐ Formal Assessment Measures</td>
</tr>
<tr>
<td>☐ Nominations-Peer</td>
</tr>
<tr>
<td>☐ Primary Review Committee Recommendation</td>
</tr>
<tr>
<td>☐ Referrals/Recommendations-Teacher</td>
</tr>
<tr>
<td>☐ Special Considerations:</td>
</tr>
<tr>
<td>☐ Behavioral Checklists Specific to Creative Behavior</td>
</tr>
<tr>
<td>☐ Collection of Evidence from Portfolios</td>
</tr>
<tr>
<td>☐ Creative Work Samples</td>
</tr>
<tr>
<td>☐ Informal Assessment Measures</td>
</tr>
<tr>
<td>☐ Nominations-Self or Petition</td>
</tr>
<tr>
<td>☐ Referrals/Recommendations-Parent</td>
</tr>
<tr>
<td>☐ Student Awards or Critiques</td>
</tr>
<tr>
<td>☐ Military Compact</td>
</tr>
</tbody>
</table>

**General Intellectual Ability Evidence (GIA):** For GIA, you **must** 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* would not be selected. Instead, select *Checklist of Inventories (Underachieving or Disadvantaged)* and *Special Considerations*. From the drop-down menu, select one an option:
- Special Ed
- Disadvantaged
- Underachieving

**Example:**

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

Evidence of GIA also may include:
1. High performance on additional individual or group intellectual assessment;
2. Observation of applied advanced reasoning ability; or
3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.
Specific Academic Aptitude Evidence (SAA): For SAA, you must select the 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 would not be selected. Instead, select Checklist of Inventories (Underachieving or Disadvantaged) and Special Considerations. 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; or
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: ALL three of these must be checked and counts as ONE evidence.

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
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; or
5. Offices held by student in extracurricular activities and class government.

Visual and Performing Arts (VPA) Evidence: For VPA, evidence must be determined by documentation of performance. Performance must be documented through **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; or
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 - GT Records Transfer for Student New to District

These directions are for the person who is responsible for enrolling new students. The responsible person will receive a notice in the Process Inbox in Infinite Campus that there are records for the new student. The Process Inbox is located on the home screen when the user logs in. To return to the home screen from another location, click on the username at the top of the Index.

Step 1: Click on the Transfer Released link next to the student’s name.

Step 2: Click on the KY State Reporting Import Wizard, the user will need to import all records including Gifted & Talented records from this wizard.
After clicking on the **KY State Reporting Import Wizard**, you will see a screen like the one shown below if the student has been previously identified as Gifted & Talented.

**Step 3**: Click “Save” to import the Gifted and Talented (GT) data into the student’s Gifted and Talented record. All other State Reported data displayed on the Import Wizard screen will also be saved to the student’s record.

**Step 4**: Confirm that the GT data imported correctly to student record found under **Index/Student Information/Program Participation/Gifted & Talented**.
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**Step 5:** Notify the GT Coordinator so they can review the student’s GT record. The services in the record should be reviewed and changed if the services from the previous district are not offered in the student’s new (current) district.

**Step 6:** The GT Coordinator should notify all personnel who work with the student so appropriate services can be offered to the student and a Gifted Student Service Plan (GSSP) can be created. The GSSP should then be given to the parents/guardian, notifying them of the services being offered to the student.

### 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 locate the previous district in which the student was enrolled in order to determine where to send a records request or to determine 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”.

**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, make a note in the student’s folder and on the GT Student List that the student has no 9th stanine selected because of special considerations. If special considerations are not typed in the line beside Other, type in why the special considerations option was used. One of the following three options must be typed exactly as seen below for the student to not show on the Invalid Ad Hoc list.

- Special Ed
- Disadvantaged
- Underachieving

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.

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’t have both the student’s name and SSID number. One of these must be removed.)

Step 6: However, if the student has no documentation, the district must contact the previous district for this documentation. If the previous district cannot provide this documentation, the district must type beside the word Other “Previous district has no documentation.” This should be noted in the student’s GT folder and on the district Gifted Student list.
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 that is missing, this means when the student enrolled in the district, the GT record was not imported. (The process for importing GT records is found in this document on page 12.) Check with enrollment personnel to see if the record was imported. 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 import 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, contact the KDE GT Consultant for assistance.

Step 13: Request copies of all documentation from the student’s GT file. If files are sent digitally, remember to remove either the name or the SSID to ensure student privacy.

Section D - Gifted Student Service Plan (GSSP) and GT Progress Report

Before creating the GSSP or 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.
Section E - Uploading GSSP or Progress Report

Campus Path: Documents tab/New Document

These directions are for the person responsible for creating the GSSP or Progress Report. The user must first locate the student before loading the form. The GSSP or Progress Report is located under the Index tab.

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 Gifted Student Service Plan or the Gifted and Talented Progress Report.
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Step 5: Once the GSSP or GT Progress Report is chosen, click the *Create Document* button.

Step 6: The GSSP/Progress report will load in the middle of the screen.
Section F - Completing the Gifted Student Service Plan (GSSP)

Campus Path: Search/Student (Student, State ID)

Step 1: Under Gifted Area(s), place a check beside each category for which the student has been identified.

<table>
<thead>
<tr>
<th>Gifted Area(s)</th>
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<tr>
<td>01: Creative or Divergent Thinking</td>
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</tr>
<tr>
<td>11: Visual or Performing Arts Ability - Music</td>
</tr>
</tbody>
</table>

Step 2: Under Service Delivery Option and Codes, beside the service option, type the Gifted Area Code. If more than one Gifted Category will be served by an option, separate the codes with a comma.

**Note:** A minimum of two service options should be selected for each identified area. Service options should be updated every year on Infinite Campus to reflect the most current GSSP.

Step 3: In the Comments box, the teacher should describe the student’s progress as related to the projects and/or activities for each service delivery option.

Step 4: 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.
Section G - Batch Printing

To use the Batch Printing feature to print all student documents at one time, use the following click path: **Student Information / Reports / Custom Gifted Form Batch Print**

When batch printing reports, ensure the dates reflect when the forms were uploaded.
If the district decides to email a copy of the GSSP to the parent/guardian, approval must be given from the parent/guardian due to the personal, identifiable information included on the document.

**Note:** Please keep the Family Educational Rights and Privacy Act (FERPA) in mind when sending communications with personal, identifiable information to parent/guardians and teachers.

### Section H - Completing the Progress Report

The 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.

**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 I - 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 beside the words **Gifted Student Service Plan**.

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

**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 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. There is a guidance document about local norms which explains how to use them on the GT Resources webpage, as well as, a local norms calculator.

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

Section K - Military Compact

According to the United States Department of Education’s (USDoE) Military Compact, any student who is from a military family and has been identified in another state must be accepted into another state’s gifted program. The receiving state or district may perform additional evaluations to ensure appropriate services or to identify in additional categories/areas.

When entering a GT record for a Military Student, check “Military Compact” Then, enter a minimum of two other evidences for the student.
See example:

Section L - Publishing the GSSP and Progress Report

Step 1: Custom Forms

Campus Path: System Administration > Custom Forms > Gifted & Talented Progress Report

Click on the Progress Report custom form 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

Campus path: System Administration > Portal > Preferences

Preferences will be adjusted for each school/calendar, but under the documents section there is a “Gifted and Talented checkbox”- ensure box is checked.
Step 3: Lock Gifted and Talented Documents

Campus Path: Student information > Program Participation > Gifted and Talented > Documents

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.
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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.

Assessment 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)