



August 4, 2011

TO: Board of Education

FROM: Daniel A. Nerad, Superintendent

RE: Talented and Gifted Update

I. Introduction

1. Title or Topic: Talented and Gifted Update
2. Presenters: Sue Abplanalp, Deputy Superintendent; Sue Schaar, TAG Coordinator
3. Background Information
4. Action Requested:
 - a. Approve the TAG Plan for immediate implementation (see attachment 1)
 - b. Based on communication from the DPI (see attachment 2), approval to request a 12-month extension to provide time for implementation of the TAG Plan before the DPI compliance review begins

II. Summary of Current Information

1. Synthesis of Topic

In its response letter regarding compliance, the DPI required the following of the TAG Department: (1) develop a gifted education plan that includes an identification process and discussion of program opportunities for identified students; (2) identify gifted and talented pupils; (3) Develop a policy statement ensuring that identified gifted and talented students are provided access to appropriate programming without charge; (4) develop a comprehensive description of programming options for all five areas of identification to be included in the gifted education plan; and (5) Provide an opportunity for parental participation in the programming decisions. The attached TAG plan includes all of these elements as required by the DPI. The plan is purposefully written in the present tense; however, many of the components within need further development.

2. Recommendations:

- a. Approve the TAG Plan for immediate implementation (see attachment 1)
- b. Based on communication from the DPI (see attachment 2), approval to request a 12-month extension to provide time for implementation of the TAG Plan before the DPI compliance review begins

III. Implications

1. Budget
2. Strategic Plan
3. Equity Plan
4. Implications for the Organization

IV. Supporting Documentation

1. Plan for Talented and Gifted Services, August 8, 2011
2. Letter from the DPI, dated July 27, 2011

Plan for Talented and Gifted Services Madison Metropolitan School District August 8, 2011

MMSD MISSION

Our mission is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.

OVERVIEW

During the 2011-2012 school year, as MMSD implements Response to Instruction and Intervention (RTI²) and the new district School Support Teams, the plan for delivery of Talented and Gifted Services will continue to be integrated and refined so that it accomplishes the following: 1) is both systemic and systematic in nature; 2) is collaborative; 3) is financially sustainable; 4) is fluid and responsive to student needs; 5) offers appropriate opportunities for student growth and talent development; 6) addresses the comprehensive needs (academic, social and personal growth) of students; 7) is aligned with State regulations, professional standards, current research, and effective practice; and 8) provides goals and evaluation procedures to evaluate growth and suggest areas in which change is needed.

This Plan for TAG Services describes the following:

- I. TAG Services personnel
- II. The nomination/identification processes for service in the following five areas:
 - General Intellectual
 - Specific Academic
 - The Visual and Performing Arts
 - Leadership
 - Creativity
- III. Programming and services provided at each level/tier
- IV. Parent involvement in TAG Services
- V. Professional development related to TAG Services
- VI. Ongoing evaluation of TAG Services

The Plan for TAG Services (following) has had input from multiple MMSD administration team members, the Parent Advisory Group Committee, and TAG Team Members.

TAG Services Personnel

The MMSD Talented and Gifted Services (TAG) Coordinator holds a permanent full-time position. The Coordinator oversees all facets of service delivery and supervises 13.9 TAG Team members in order to comply with the Wisconsin Administrative Code, Section PI 8.01 (2) (t) 2 regarding services provided for talented and gifted students. All TAG Services personnel meet regularly to discuss and coordinate TAG services.

More specifically, duties for the Coordinator include the following:

- A. Hire additional TAG Services personnel as approved by the BOE to interface with parents, teachers, school administrators and support personnel for purposes of identification for services and program delivery.
- B. Develop TAG Services personnel into a cohesive team that provides rich, comprehensive and systematic services to students, parents, teachers, and all schools in MMSD.
- C. Coordinate and supervise TAG Services personnel in the delivery of all services including but not limited to the nomination/identification process, program delivery, and communication with appropriate stakeholders.
- D. Collaborate with program coordinators and district administrators to develop a comprehensive program that delivers quality services regarding talent development to all students for whom they are appropriate, regardless of race, ethnicity, gender, socio-economic level, native language, or designation as needing specialized services because of learning, physical, or social/emotional/behavioral disabilities.
- E. Collaboratively develop a comprehensive plan to identify K-12 students who need services differentiated above and beyond those typically delivered at the student's age/grade level.
- F. Collaboratively develop flexible delivery options for services in Levels I, II, and III with all elementary, middle, and high schools in MMSD.
- G. Collaborate with district personnel to provide professional development regarding talent development, differentiated instruction and the nature and needs of students who are gifted and talented.
- H. Collaborate with district personnel and TAG personnel to design and utilize a TAG database for the purposes of identification, program delivery, student and program monitoring and evaluation.
- I. Utilize a database to chart, monitor and update progress of the nomination/identification processes.
- J. Provide opportunities for parents and community members to receive information regarding TAG services and have input into the program.
- K. Oversee and manage monies allotted to the TAG Department.

- L. Provide systematic protocols and schedules for evaluation of the program at all MMSD schools and district-wide. Evaluation will include input regarding communication, the nomination/identification process and the delivery of services from parents, teachers, support personnel, site administrators and district administrators.

There are multiple categories of TAG Team members with various duties:

- **TAG Resource Team**—members (7.5 FTE) are housed at the District Office and each is a member of an MMSD School Support Team that serves a specific group of K-8 schools or the four high schools. Members perform a variety of duties, including coordinating the nomination/identification process and monitoring progress at their respective support team schools. They also support parents and teachers by providing information about TAG services and professional development regarding talent development and differentiated instruction.
- **Elementary Support Team**—members (6.4 FTE) spend approximately one day per week in each elementary school to which they are assigned. Six teachers each serve five elementary schools while a part time person (0.4 FTE) serves two elementary schools. All elementary schools have an Elementary Support Team member. Team members support teachers in the classroom, aid in the identification process, serve as coordinators of the Future Problem Solvers Team, teach *ad hoc* instructional “pull-out” or “push-in” groups, coordinate services with the TAG Resource Team member assigned to their school, etc.
- **Middle School Support Team**—members at each middle school devote one fifth of their time (0.2 FTE) to TAG related services, including the identification processes and progress monitoring. They also coordinate services with the TAG Resource Team member assigned to their school. While middle school TAG Support Teachers are hired and supervised by the building principals, they are directed and trained by the TAG Department.
- **High School Support**—primary support in each high school is from Student Services and the TAG Resource Team member who is responsible to support the High School Team and Alternative Schools cluster.

Generally, duties of the TAG Team Members include the following:

- A. Actively participate with other TAG team members and the coordinator to ensure optimal levels of communication and delivery of services.
- B. Actively engage with parents, teachers, and additional school personnel to identify students who need services above and beyond those typically delivered in the general education classroom.
- C. Actively engage with parents, teachers, and additional school personnel to provide appropriate services regarding talent development to those identified as needing

services above and beyond those typically delivered in the general education classroom.

- D. Provide professional development regarding the nature and needs of gifted and talented students, talent development, differentiated instruction, etc.
- E. Support teachers in the development of differentiated instruction within the classroom when needed.
- F. Provide services appropriate to their designation of TAG Resource Teacher or TAG Support Teacher (outlined above).
- G. Communicate and integrate services as necessary with other TAG Teachers assigned to their school to provide seamless communication with all stakeholders.

There are numerous other school personnel who support the services provided by the TAG Department. They include but are not limited to general education teachers; Learning Coordinators and Instructional Resource Teachers in the various disciplines; school site administrators; school counselors, social workers and psychologists. Likewise, TAG Resource Teachers are included in every School Support Team to advocate for the consideration of TAG services as well as to advise regarding issues concerning students who are served by TAG, students who should be considered for services, related programming, etc.

The TAG Department Coordinator collaborates with other coordinators from a variety of programs at the district level, including programs regarding English Learners, Equity and Family Involvement, Special Education, Title programs, etc. Efforts are made to share resources and improve services to students in the most effective, cost efficient ways.

A plan for systematic professional development is in place to ensure that all personnel involved in the education of students understand the need for services regarding talent development as well as the nature and needs of students who demonstrate talent at levels above and beyond their agemates. Data regarding participation in professional development is kept and reviewed to ensure that all educators in MMSD are current in their understanding of the identification process and appropriate delivery of services to students receiving TAG services.

II. Identification for Talented and Gifted Services

Introduction

The TAG Plan for identification of students needing TAG services is based on MMSD's Response to Instruction and Intervention Model (RTI²). The RTI² Plan is MMSD's response to a national effort promoting provision of varied levels of services to help all students succeed academically, socially-emotionally and behaviorally in school. (See Diagram 1) This TAG Plan also incorporates the Levels of Service Model for Talent Development (Treffinger, Young, Nassab, and Wittig, 2004)) that encourages identifying flexible levels of service for

Response to Instruction and Intervention
A Focus on Learning . A Collaborative Culture . A Focus on Results
Talented and Gifted Services

Academic & Learning Systems

Tier III: Comprehensive and Intensive Interventions and/or Acceleration
Specialized instructional services provided to students in addition to/in place of those at Tiers I and II

Tier II: Strategic Intervention and/or Talent Development Exploration
Services provided to help students explore, verify, extend strengths, increase skill in areas of talents and/or interest as identified by student, parents, educators, or others

Tier I: Differentiated Core Curriculum in the General Ed Classroom
Instructional services provide multiple experiences that create a foundation for talent development

Behavioral & Social-Emotional Systems

Tier III: Intensive Interventions
Specialized Services provided to students who need individual or small group intervention to resolve issues regarding health in the social-emotional and/or behavioral domains

Tier II: Targeted Group or Individual Interventions
Services provided to students who need support in the social, emotional and/or behavioral domains in order to progress in the areas of learning, talent development and adjustment

Tier I: Universal Practices (PBS and Instruction in the General Ed Classroom)
Instructional services provided to encourage social and emotional well-being in students as outlined in the MMUSD Social-Emotional Learning Standards

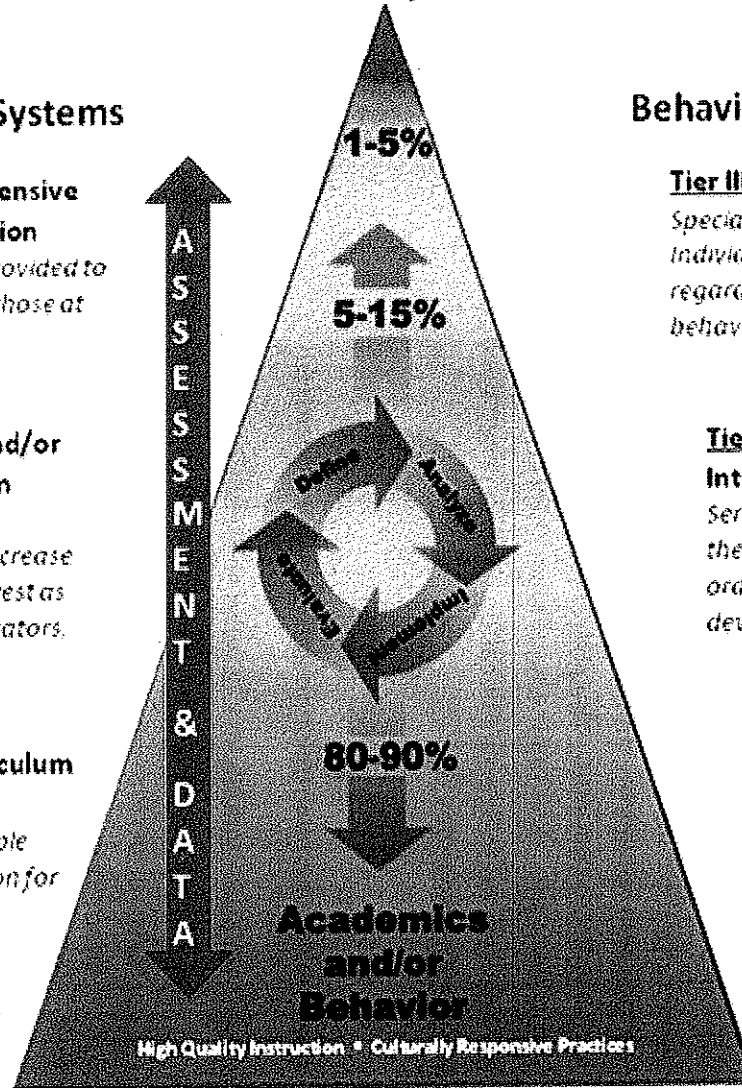


Diagram 1

students based on their needs at any given time, rather than identifying students for a specific “program.” Thus, programming options become fluid, based on a student’s developmental and talent needs and they may take a variety of forms.

Nomination and identification procedures outlined below apply to all service areas required by the State of Wisconsin: General Intellectual, Specific Academic, Leadership, Creativity, and Visual and Performing Arts. (Please see the accompanying charts and diagrams.)

This identification process has various stages, requires gathering and analysis of multiple data (quantitative and qualitative) and input from various sources including parents and educators. The service model includes screening, nomination based on data, Student Support and Intervention Team (SSIT) meetings with parent/guardian(s) and one or more TAG Team members, a Differentiated Education Plan (DEP) when appropriate, implementation of various levels of differentiated services as outlined on the DEP, and continued progress monitoring. In other words, students who show aptitude or demonstrated mastery in one or more given areas (general intellectual, specific academic, visual or performing arts, leadership, creativity) participate in activities and instruction that are enriched, advanced, and/or accelerated as compared to activities and instruction based on grade-level standards. The goal is to support the continued development of students’ talents and gifts. A student who is receiving TAG services may also be receiving concurrent services related to Special Education, English Language development, or in the general education classroom.

Goals for the Nomination and Identification Processes

1. Identify students in K-12 who show aptitude or demonstrated mastery of grade-level standards in one or more the following areas: general intellectual, specific academic, visual or performing arts, leadership, creativity. Such students are identified for specialized services to support talent development as appropriate during their MMSD school experience.
2. Base nomination and identification on multiple sources of data, both qualitative and quantitative, from a variety of individuals including but not limited to parents/guardians, teachers, and TAG team members.
3. Ensure equity in the identification process to include appropriate services for students regardless of race, ethnicity, gender, socio-economic level, native language, or designation as needing specialized services because of learning, physical, or social/emotional/behavioral disabilities.
4. Implement systematic professional development for teachers, administrators, school counselors, and school psychologists and other support personnel regarding the characteristics of talented and gifted children from mainstream and diverse

populations (see #3, above) and in the screening, nomination and identification processes.

5. Utilize a database to chart, monitor and update progress of the nomination/referral and identification processes.
6. Monitor and assess the nomination and identification processes on a regular basis; revise as necessary.

Procedures for Nominating and Identifying Students for TAG Services

As Diagram 1 indicates, the RTI² model provides for student talent development at various levels of need. Students needing differentiated instruction of grade-level standards within the general education classroom (Tier I) are served by the classroom teacher with professional development support from a TAG Resource or Support Teacher if needed. All students have the opportunity to explore, verify, and/or extend talent and areas of interest by participating in Tier II activities which are focused on Talent Development. Students who need specific advanced services are selected for instruction and intervention in Tier III services.

In order to match student needs with appropriate services, the nomination/identification process follows the Student Support and Intervention Team model. Chart 1 describes the process for nomination and identification of students for whom services at Tiers II and III are appropriate; services at these levels are supported and monitored by TAG Team members and the TAG Office. Differentiation services at Tier I are provided by the general education teacher and monitored at the classroom/school level. Communication between the classroom teacher and TAG teachers is encouraged since students frequently participating in advanced differentiation activities in the classroom may need to be considered for services at Tiers II and/or III as well.

Criteria for Utilizing TAG Services

The SSIT considers the nomination data submitted on behalf of a student to determine the following: 1) whether or not the student demonstrates interest and need for services to support talent development, and if so, 2) which services and at what level(s) services should be provided. Services in Tier II are generally selected by students themselves, sometimes with facilitation or encouragement from parents and/or school personnel, but they may also be recommended by SSITs for students who are not ready for Tier III challenges.

Chart 2 outlines the criteria recommended by the SSIT for services in Tier III for the various TAG categories (General Intellectual, Specific Academic, Leadership, Creativity, and Visual and Performing Arts). Because it is important for each SSIT to consider the specific needs of the student, criteria for service at Tier III are recommended rather than required in order to accommodate students who demonstrate high levels of potential but struggle with

Nomination and Identification for TAG Services

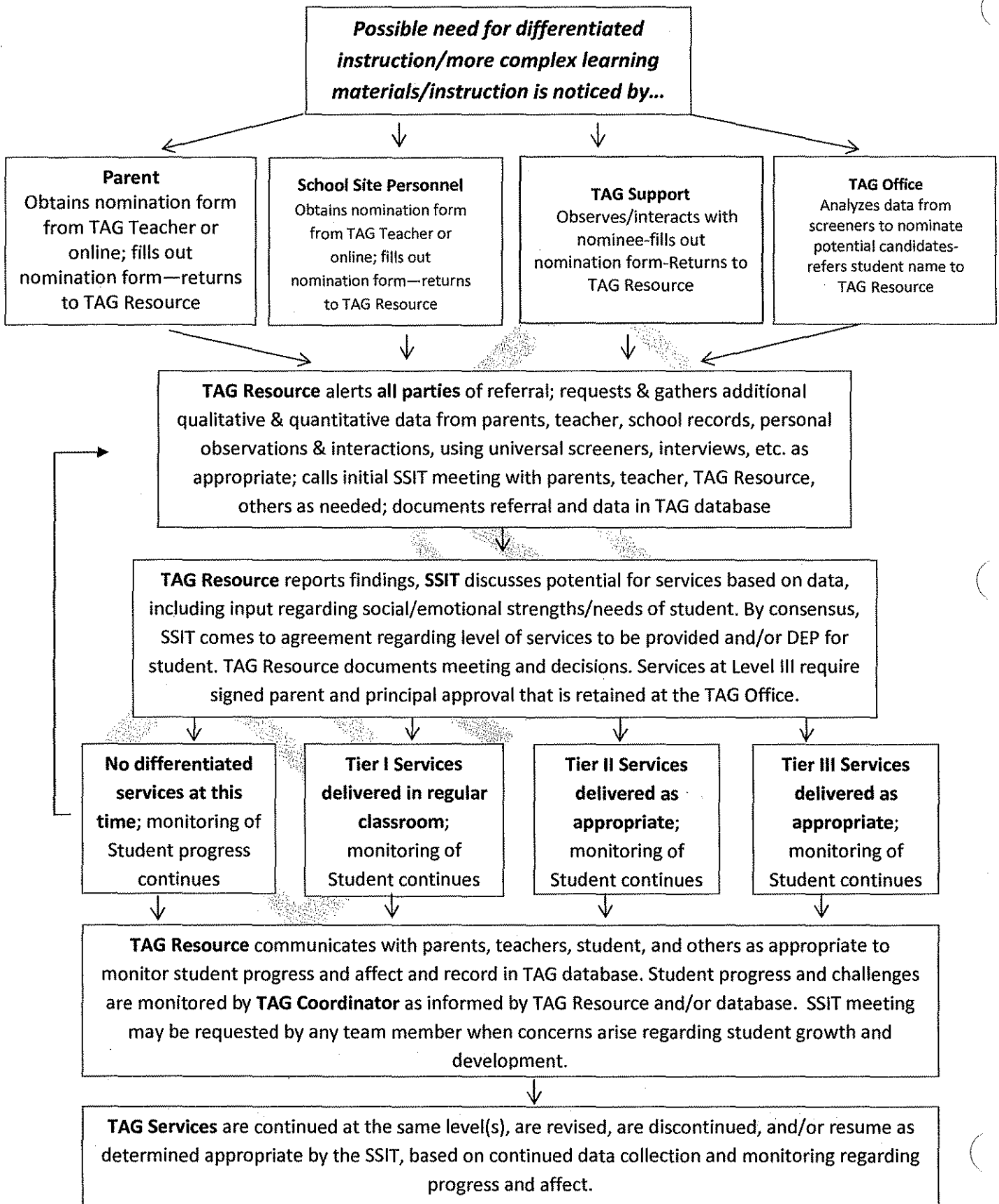


Chart 1

unusual/difficult circumstances (e.g., homelessness, poverty, learners of English, students with disabilities, etc.). Students not ready for Tier III services will be encouraged to participate in those at Tier II. In order to receive Tier III TAG services, a student must have the permission of parents and the endorsement of the school principal.

Progress monitoring of students at Tiers II and III is documented in the TAG database; adjustment in services is made as deemed appropriate by the each student's SSIT. This may include provision of services in the behavioral/social-emotional domain as well as the academic and learning domain. Parents as well as teachers and other school personnel are encouraged to monitor the affect and behavior of students in regard to the academic and learning services in which they are participating. It is essential to address affect and adjustment issues as they arise to encourage social-emotional health and well-being.

Professional development regarding the nomination and identification process is provided to teachers and school personnel at all schools in the District. It is supported by various TAG Team members and the TAG Office. Information regarding the nomination and identification process is posted online for parents, discussed at various school-sponsored meetings for parents, and disseminated to the larger community in multiple languages by means of a brochure and the TAG webpage.

The nomination and identification process is included in the ongoing monitoring and evaluation of TAG Services with support from the Office for Research and Evaluation.

Area	ASSESSMENT DATA			PERFORMANCE DATA		
	Ability	Achievement	Nominations	Grades	Products/ Evidence	Nominations
Intellectual	130+ on one of the following IQ tests: <ul style="list-style-type: none"> • Wechsler Intelligence Scale (WISC-IV) • Stanford-Binet Intelligence Scale (SB5) • Cognitive Abilities Test (CogAT) • Universal Nonverbal Intelligence Test (UNIT) • Wechsler Adult Intelligence Scale (WAIS IV) • Woodcock Johnson Cognitive Assessment (WJ III) 	<ul style="list-style-type: none"> • 97%ile Locally in 3 of 5 areas on Wisconsin Knowledge and Concepts Exam (WKCE) • 97%ile on other achievement tests (MAP, etc.) • ACT (27+ on English or Reading, 23+ on Math or Science) • SAT (580+ Verbal, 600+ Math) • EXPLORE (Grade 5-19+, Grade 4-18+ English/Science, 16+ Math/Reading) 	<ul style="list-style-type: none"> • Teacher Checklists • HOPE Scale • Parent Checklist 	<ul style="list-style-type: none"> • A's & B's/3's & 4's • 3.5 GPA 	Judgment of the following by panel of experts: <ul style="list-style-type: none"> • Evidence of outstanding intellectual abilities in which the student produces, solves complex problems, asks deep/complex questions <ul style="list-style-type: none"> • Portfolio • Projects • Products • Anecdotal Record 	<ul style="list-style-type: none"> • School personnel <ul style="list-style-type: none"> • Parent • Peer • Self

Chart 2

Area	ASSESSMENT DATA			PERFORMANCE DATA		
	Ability	Achievement	Nominations	Grades	Products/ Evidence	Nominations
Specific Academic	<p>Use of criteria from Intellectual Area in specific academic area:</p> <p><u>Math</u></p> <ul style="list-style-type: none"> • Orleans-Hanna Test • Test of Mathematic Ability of Gifted Students (TOMAGS) • Key Math Test (K-4) • Cognitive Abilities Test (CogAT) Quantitative+ Nonverbal (96%ile-Stanine 9) <p><u>Language Arts</u></p> <ul style="list-style-type: none"> • CogAT Verbal (96%ile-Stanine 9) 	<p>Two grade levels ahead on one or more assessment in a specific academic area:</p> <ul style="list-style-type: none"> • Woodcock Johnson Achievement Test (WJ III) • Wechsler Individual Achievement Test (WIAT III) <ul style="list-style-type: none"> <u>Math</u> <ul style="list-style-type: none"> • Primary Math Assessment • Intermediate Math Assessment • Middle School Math Assessment • 7th Grade Math Assessment <u>Language Arts (Reading/Writing)</u> <ul style="list-style-type: none"> • PLAA (Grade K-27, Grade 1-30) • Scholastic Reading Inventory (SRI) (Grade 2-900, 3-1001, 4-1051, 5-1101, 6-1151, 7-1201, 8-1251, 9-1301, 10-1351, 11-1401, 12-1451) • Fountas & Pinnell levels (K-J, 1-N, 2-Q, 3-T, 4-V, 5-X, 6-Z) <ul style="list-style-type: none"> • District Writing Sample (4.5 median) <ul style="list-style-type: none"> • Qualitative Reading Inventory <ul style="list-style-type: none"> <u>Science</u> • Demonstration of mastery of grade level standards <ul style="list-style-type: none"> • Portfolio assessment/interview <ul style="list-style-type: none"> <u>Social Studies</u> • Demonstration of mastery of grade level standards <ul style="list-style-type: none"> • Portfolio assessment/interview 	<ul style="list-style-type: none"> • Teacher Checklists • HOPE Scale • Parent Checklist 	<p>A's/4's in area of academic giftedness</p> <p>3.5 GPA</p>	<p>Judgment of the following by a panel of experts:</p> <ul style="list-style-type: none"> • Evidence of outstanding intellectual abilities in which the student produces, solves complex problems, asks deep/complex questions <ul style="list-style-type: none"> • Portfolio • Projects • Products • Anecdotal Record 	<ul style="list-style-type: none"> • School personnel <ul style="list-style-type: none"> • Parent • Peer • Self

Chart 2(con't.)

Area	ASSESSMENT DATA			PERFORMANCE DATA		
	Ability	Achievement	Nominations	Grades	Products/ Evidence	Nominations
Leadership	<ul style="list-style-type: none"> Teacher/Student Skills Inventory Progress Report Behaviors of Lifelong Learners 	<ul style="list-style-type: none"> Teacher Jot Down documentation Observation Rating Scales for Teachers 	<ul style="list-style-type: none"> Teacher Checklist Roets Student Rating Scale Leadership Skills Inventory 	A's/4's in Future Problem Solving	Judgment of the following by a panel of experts: <ul style="list-style-type: none"> Evidence of outstanding leadership ability in school or community <ul style="list-style-type: none"> Service Projects Resume Portfolio/Projects/Products Anecdotal Record 	<ul style="list-style-type: none"> School personnel <ul style="list-style-type: none"> Parent Peer Self Community Member
Creativity	<ul style="list-style-type: none"> Torrance Test of Creative Thinking (96%ile-Stanine 9) CogAT Nonverbal (96%ile-Stanine 9) 	<ul style="list-style-type: none"> Teacher Jot Down documentation Observation Rating Scales for Teachers 	<ul style="list-style-type: none"> Teacher Checklist Susan Besemer's Creative Product Analysis Matrix 		Judgment of the following by a panel of experts: <ul style="list-style-type: none"> Evidence of outstanding creative ability in which the student produces, solves complex problems, asks deep/complex questions <ul style="list-style-type: none"> Portfolio/Projects/Products Anecdotal Record 	<ul style="list-style-type: none"> School personnel <ul style="list-style-type: none"> Parent Peer Self Community Member
Performing Arts/Visual Arts	<p><u>Performing Arts</u></p> <ul style="list-style-type: none"> Primary Measures of Music Audiatoin (PMMA) Intermediate Measures of Music Audiation (IMMA) Advanced Measures of Music Audiation (AMMA) <ul style="list-style-type: none"> Music Aptitude Profile Clark's Drawing Scale to measure artistic ability and aptitude 	<ul style="list-style-type: none"> Teacher Jot Down documentation Observation Rating Scales for Teachers 	<ul style="list-style-type: none"> Teacher Checklist Parent Checklist 	A's/4's in area of performing/visual arts	Judgment of the following by a panel of experts: <ul style="list-style-type: none"> Evidence of giftedness in student's performance ability (art, music, drama) in school or community <ul style="list-style-type: none"> Portfolio/Projects/Products Performances (live or recorded) Anecdotal Record 	<ul style="list-style-type: none"> School personnel <ul style="list-style-type: none"> Parent Peer Self Community Member

Chart 2(con't)

III. TAG Programming and Delivery of Services

Goals for TAG Programming and Delivery of Services

- A. Provide appropriately rich and deep educational programming services and learning experiences for students who demonstrate mastery of grade-level standards in order to increase opportunity for talent development.
- B. Provide such services at graduated levels of intervention (Tiers I, II, III).
- C. Provide such services for all categories of talent development: general intellectual, specific academic, visual and performing arts, leadership, and creativity.
- D. Provide services that support the behavioral, social and emotional growth and development of students who receive TAG services.
- E. Ensure equitable offerings and systematic programming across all grade levels, K-12.
- F. Ensure equitable offerings and systematic programming options at all schools in MMSD.
- G. Ensure equitable offerings and systematic programming options in the various disciplines of TAG categories (e.g., for general intellectual and specific academic programs—Language Arts, Mathematics, Science, Social Studies; for the performing arts—Music, Drama, Dance; etc.).
- H. Establish a method to document and update an annotated list of service options at each school in all areas of talent development: general intellectual, specific academic, visual and performing arts, leadership, and creativity; make these updated lists available to parents, teachers, administrators and the TAG Office.
- I. Utilize a database to identify that students for whom TAG program options are appropriate are receiving those services, what those services are, and student progress with those services.
- J. Modify programming options for individual and groups of students if and when the need is demonstrated by evidence.
- K. Evaluate programming options and delivery of services at all schools and in all grade levels, K-12; include input from students, parents, teachers, support personnel, and administrators.

As is outlined in Section II of this document, TAG services are provided at three different levels or tiers. (Please see Diagrams 2 and 3.) **Tier I services** are provided in the classroom by the general education teacher. They include differentiation, curriculum compacting, and other strategies typically considered “good teaching.” TAG Team members support general education

Response to Instruction and Intervention

A Focus on Learning . A Collaborative Culture . A Focus on Results

Talented and Gifted Services—General Intellectual & Specific Academic

Academic & Learning Systems

Tier III: Comprehensive and Intensive Interventions and/or Acceleration(s) by Invitation of School/District/TAG Office

- +Independent Projects
- +Purchased Services
- +Subject Acceleration
- +Grade Acceleration
- +Madison Virtual Campus
- +Pull-Out Services
- +Mentoring
- +Internships
- +Cluster Grouping
- +Youth Options

Tier II: Talent Development Exploration

- Self-selection * in activities & classes such as:
- +Advanced Placement
 - +Workshops/Conferences
 - +Youth Options
 - +Competitions
 - +Clubs
 - +Honors Classes

Tier I: Classroom-based Differentiation

- +Preassessment-based Differentiated Instruction
- +High Level Questioning Techniques
- +Critical & Creative Thinking
- +Flexible Grouping
- +Problem-Solving
- +Inquiry Models
- +Curriculum Compacting
- +Learning Centers
- +Independent Contracts
- +Differentiated Games
- +Push-In Services
- +Interest Groups

Behavioral & Social-Emotional Systems

Tier III: Intensive Interventions due to Self/Parent Referral, Recommendation of SSIT or District

- +Small group and/or individual counseling regarding issues that hinder personal learning, talent development
- +Positive Behavioral Support (PBS)

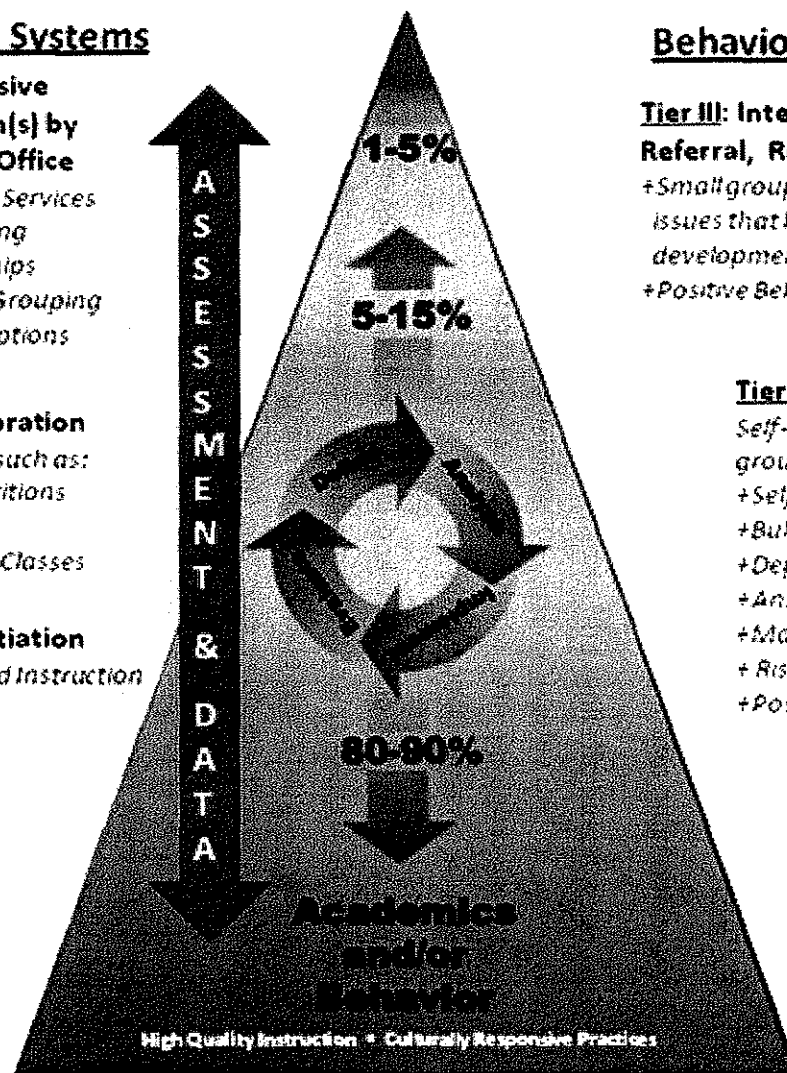
Tier II: Self-Selected Interventions

Self-selection of participation in information/support groups such as:

- +Self-esteem
- +Bullying
- +Depression
- +Anxiety
- +Managing Anger
- +Risk-Taking
- +Perfectionism
- +Self-Advocacy
- +Helping Depressed/Suicidal Peers
- +Twice-exceptional issues
- +Making & Keeping Friends
- +Talented Female/Talented Male
- +Positive Behavioral Support (PBS)

Tier I: Universal Practices

- +Classroom instruction based on MMSD's Social-Emotional Learning Standards
- +Positive Behavioral Support (PBS)



* Please refer to narrative

Diagram 2

Response to Instruction and Intervention

A Focus on Learning . A Collaborative Culture . A Focus on Results

Talented and Gifted Services—Leadership, Creativity, Visual/Performing Arts

Academic & Learning Systems

Tier III: Comprehensive and Intensive Interventions and/or Acceleration(s) by Invitation of School/District/TAG Office

- +Independent Study
- +Youth Options
- +Mentoring
- +Internships
- +Performance Opportunities
- +Art Exhibition Opportunities

Tier II: Talent Development Exploration

- Self-selection * in activities & classes such as:
- +Workshops/Conferences
 - +Competitions
 - +Drama Productions
 - +Youth Options
 - +Student Government
 - +Elective Classes
 - +Band/Orchestra/Choir
 - +Talent Shows

Tier I: Classroom-based Opportunities

- +Preassessment-based Differentiated Instruction
- +Critical & Creative Thinking Opportunities
- +Problem-based Learning
- +Inquiry-based Learning
- +Curriculum Enrichment
- +Learning Centers
- +Independent Contracts
- +Class Productions/Exhibits
- +Interest Groups
- +Classroom Government
- +Cooperative Learning

Behavioral & Social-Emotional Systems

Tier III: Intensive Interventions due to Self/Parent Referral, Recommendation of SSIT or District

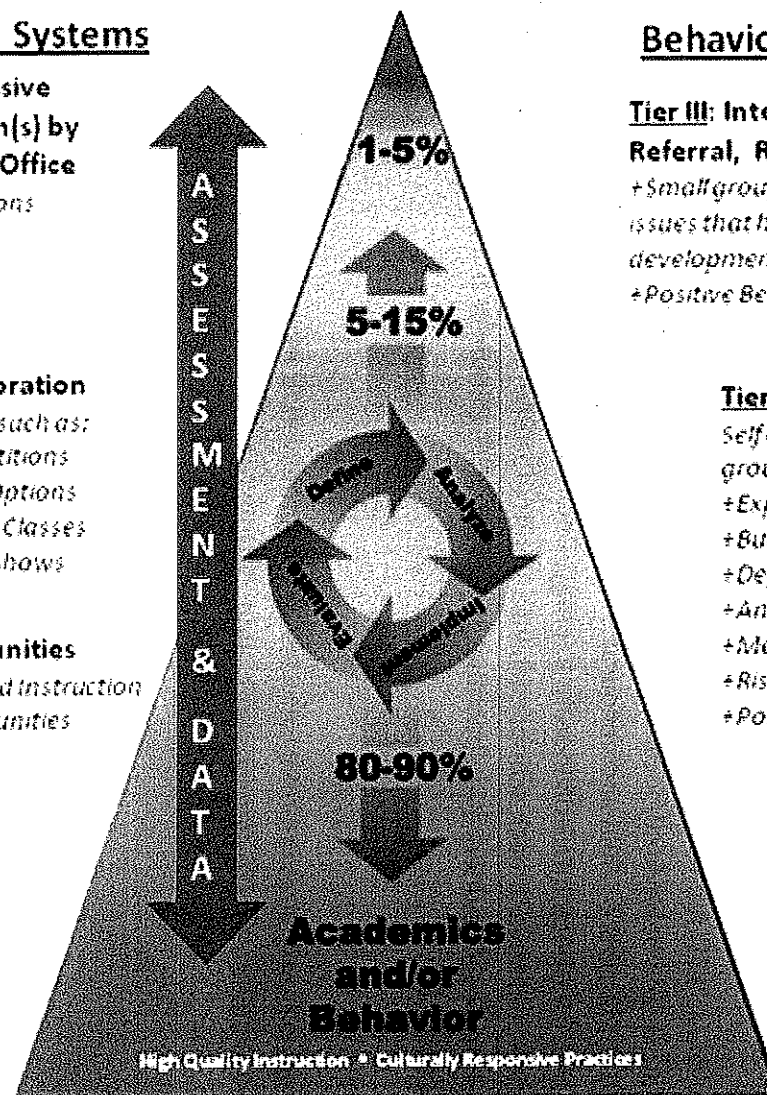
- +Small group and/or individual counseling regarding issues that hinder personal learning, talent development
- +Positive Behavioral Support (PBS)

Tier II: Self-Selected Interventions

- Self-selection of participation in information/support groups such as:
- +Expectations
 - +Perfectionism
 - +Bullying
 - +Self-Advocacy
 - +Depression
 - +Dealing with Intensities
 - +Anxiety
 - +Twice-exceptional Issues
 - +Managing Anger
 - +Making & Keeping Friends
 - +Risk-Taking
 - +Talented Female/Talented Male
 - +Positive Behavioral Support (PBS)

Tier I: Universal Practices

- +Classroom instruction based on MMUSD's Social-Emotional Learning Standards
- +Positive Behavioral Support (PBS)



* Please refer to narrative

Diagram 3

teachers in expanding their repertoire of differentiation skills, provide short-term push-in services in the classroom, collaborate with the classroom teacher to design differentiated materials, etc. **Tier II services** provide all students with opportunities to explore, verify, and/or expand their talents by engaging in a variety of self-selected activities, with or without the encouragement /facilitation of teachers and/or parents. Although Tier II opportunities vary by school, effort is made to provide options in a variety of fields/disciplines so that students have rich and varied experiences on which to build. These opportunities are provided during the school day so that all students may participate. (Additional extra-curricular opportunities are provided at many schools as developmentally appropriate for students.) **Tier III services** are by invitation of the school/district/TAG Office. They provide advanced and/or accelerated opportunities for students who demonstrate mastery significantly above and beyond grade level standards and the performance of their agemates.

Services at all three tiers are provided at every grade level K-12 and at every school in MMSD. Cognitive and behavioral/social/emotional services are provided at all tiers to address the needs of the whole child and encourage health and wellness as well as cognitive gain. School site and TAG personnel collaborate to create and maintain an annotated list of Tier II and III services available at each school each year and to document student participation in these services. This documentation becomes part of the TAG database and is recorded on each student's DEP

The provision of programming services and their delivery is included in the ongoing monitoring and evaluation of TAG Services with support from the Office for Research and Evaluation.

IV. Parent Involvement in the TAG Program

Parents are valued participants in the TAG Program at MMSD, and it is hoped that they will participate actively in the following ways:

1. Parents/guardians participate in the nomination and/or identification process. They may start the nomination process themselves if they feel that their child demonstrates multiple characteristics on the parent nomination form. Regardless of who starts the nomination process, parents are members of the SSIT that determines appropriate in TAG services, based on evidence provided from multiple sources.
2. If a teacher or TAG personnel is the initial nominator of the student, an SSIT meeting is called to examine data and make decisions regarding whether or not the student should participate in TAG services other than Tier I and, if so, what the appropriate level(s) of TAG service(s) is (are). Parents must give permission for students to participate in TAG services at Tiers II and III.
3. Once a student has been identified for services in Tiers II and/or III, the student's progress and affect are monitored by teachers and TAG personnel. If concerns arise, the parents again meet with the rest of the SSIT to determine a course of action. Parents may call an SSIT when and if there are concerns regarding their child's progress, placement and/or level of service. Likewise, teachers and/or TAG personnel may call an SSIT, and it is hoped that parents will participate in such meetings.
4. The TAG Parent Advisory Committee is an important arm of the TAG Program. Parents and community members are invited to participate in this committee that meets approximately once every two months. Issues regarding students at all levels are addressed in the Parent Advisory meetings during the course of the year: K-2, 3-5, Middle School and High School. Effort is made to have parent representation from each school in the district on the Parent Advisory Committee in order to facilitate communication regarding TAG services to the individual school's parent groups. TAG Services end-of-year evaluations are presented to and discussed with the TAG Advisory Committee as part of the TAG evaluation process.
5. Parents at each school are invited to at least two meetings per year regarding topics of interest to parents of students receiving TAG services. These meetings may be held at the child's school or another venue, usually within the area of MMSD served by a school's support team. Invitations are sent in the home language of the student; translation is provided for parents as needed.
6. At the end of the school year, a random sample of parents are asked to participate in an evaluation of the TAG Program and the services that were provided to their child. This information is used as part of the ongoing TAG Program evaluation. Written evaluations are provided in English, Spanish, and Hmong; if parents speak a different language than these, efforts are made at providing translators for individual interviews in the parents' native language.

Effort is made to communicate information about TAG Services to a variety of parent and community groups so that information regarding opportunity for children to participate in talent development is readily available to all parents across the district. Brochures providing information about TAG services are available in multiple languages. Parents new to the district are provided with information regarding TAG services upon enrollment of their children.

The TAG Parent Advisory Committee has been an integral part of the development of this TAG Plan before it was presented to the Board of Education for approval.

Statement Regarding Cost to Parents

Pursuant to state law and regulations, no student shall be required to pay nor shall the District charge tuition for appropriate instruction and/or intervention for students receiving talented/gifted services. The identification of a student for gifted or talented services and the provision of appropriate instruction and interventions shall be based on the findings of the Student Support and Intervention Team (SSIT) with input from the student's parent/guardian and endorsement of the school principal.

DRAFT

V. Professional Development

Professional development (PD) is an important component of the TAG Department. It is addressed and implemented in the following ways:

- All TAG Team members participate in professional development at the beginning of and throughout the year regarding the nature and needs of gifted children, talent development, differentiated instruction, identifying and serving students from typically underrepresented groups, and other topics important in the field. These experiences provide opportunity for team members and the TAG coordinator to develop “trainer of trainer” modules regarding TAG issues which are, in turn, provided to schools and teachers systematically.
- All TAG personnel continue their personal growth in the field of talented and gifted by reading and formally/informally discussing information from books and periodicals housed in the TAG Library.
- TAG personnel continue personal growth by attending local, state, and national conferences as funds are available. Personnel attending such events provide follow-up professional development to their TAG colleagues and at schools and PD events as appropriate.
- TAG personnel are encouraged to present at local, state, and national conferences and other events as funds are available to share their personal growth and expertise with others.
- A systematic plan is in place that outlines delivery of PD regarding TAG issues and services to all schools and teachers across the district. Documentation of attendance at TAG-related PD is housed in the TAG Office. Teachers are encouraged to participate in updated PD regarding TAG-related issues at least every three years.
- A systematic plan is in place that outlines delivery of PD regarding TAG issues and services to all Student Services and Instructional Services personnel.
- Schools and teachers are encouraged to request TAG-related PD and support from the TAG Office and/or TAG Team members.

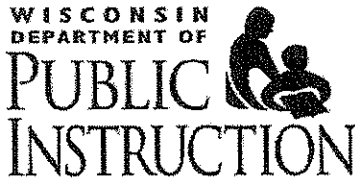
VI. Evaluation of Talented and Gifted Services

A comprehensive and ongoing evaluation of TAG Services will be conducted with assistance provided by MMSD Research and Evaluation staff. This evaluation will include but is not limited to nomination/identification processes, programming options, parent involvement, professional development, and systemic implementation.

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Tony Evers, PhD, State Superintendent

July 27, 2011

James Howard, President
Madison Board of Education
Madison Metropolitan School District
545 West Dayton Street
Madison, WI 53703

Dear Mr. Howard,

Thank you for the timely submission of the Madison Metropolitan School District's (MMSD) plan for compliance with the Gifted and Talented requirements, as detailed in Wis. Stat. secs. 121.02 (1) (t) and 118.35, and Wis. Admin. Code sec. PI 8.01 (2) (t) 2.

I have reviewed the compliance plan and determined that it includes all the required information.

The findings require that MMSD's TAG plan be fully implemented by August 22, 2011. Based upon the compliance plan you have submitted, it will be virtually impossible for you to fully implement all aspects of your plan before the school year begins. Please be aware that you may request an extension of time as provided for in Wis. Admin. Code sec. PI 8.03 (6). This request must be submitted in writing to me prior to August 22, 2011. The request should explain the extenuating or mitigating circumstances that support granting the request and a date by which compliance will be achieved. The state superintendent may grant one extension of the time period, not to exceed one year.

Upon request of the district, DPI will provide consultation and technical assistance to aid MMSD in achieving compliance. Unless an extension is granted, the Department of Public Instruction (DPI) plans to conduct a monitoring visit at the district during the first semester of the 2011-12 school year to assess the district's compliance. The state superintendent shall withhold up to 25% of state aid from any school district which fails to achieve compliance within the specified period, as required under Wis. Stat. sec. 121.02 (3).

If you have any questions about the procedure for requesting this extension, please do not hesitate to contact my office. Thank you for your cooperation and leadership.

Sincerely,

A handwritten signature in cursive script that reads "Sheila J. Briggs".

Sheila J. Briggs
Assistant State Superintendent
Division for Academic Excellence

SJB/mew

c: Dan Nerad, District Administrator
Dylan Pauly, Chief Legal Counsel

