

School Funding Interim Commission 2015-2016

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Gifted and Talented - High Ability/High Potential Student Education in Montana

Grant Funding History

<i>Fiscal Years</i>	<i>Yearly Grant Funding</i>	<i>Biennium Total</i>
1980-1991	\$100,000	\$200,000
1992-1993	\$276,000	\$552,000
1994-1995	\$149,250	\$298,500
1996-2005	\$150,000	\$300,000
2006-2007	\$250,000	\$500,000
2008-2009	\$1,250,000	\$2,500,000
2010-2015	\$250,000	\$500,000
2016-2017	<i>Biennial Grants</i>	\$500,000

Grants (20-7-901-904 MCA; ARM 10.55.804)

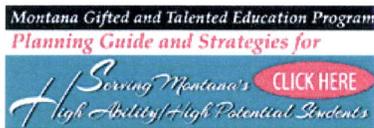
- Noncompetitive - Supplemental
- Matching funds required (20-7-903, MCA)
- Allocations to school systems are made based upon school size and documented local matching funds:
 - small school system \leq 2,499 students
 - large school systems \geq 2,500 students
- Review of GT Plan/Framework and grant proposal for compliance with Montana Board of Public Education policies (20-7-903-904, MCA; ARM 10.55.804 - Framework)
 - Application is online in the “E-Grant” program
 - Application Pages contain:
 - School system plan/framework upload: ARM 10.55.804
 - Number of GT students as reported in Achievement In Montana (AIM) - Prefilled
 - Number of students served by the grant by grade level
 - Committee (teachers, administrators, school psychologists, specialists, counselors, etc.)
 - Selection Criteria (IQ tests, achievement tests, creativity tests, observation checklists used)
 - Measureable Objective(s)
 - Data to identify the need
 - Measureable objective
 - Activities to meet the objective
 - Budget
 - Currently 49 grants serving 69 districts –2017 Biennium funding

Identification Overview (20-7-901-902, ARM10.55.804 – Framework)

- **Identification Process:**
Systematic, multiphased process (referral, screening, placement) using multiple criteria and multiple data sources with determination of the need for services made by a committee based upon professional review of the data.
 - Identification of potential:** – IQ test, test for abilities, e.g., Cognitive Abilities Test (Cogat).
 - Identification of achievement** – standardized testing, district assessments, e.g., Measures of Academic Progress (MAP) testing.
 - Student data** - characteristics checklists, student profiles, portfolios, e.g., Scales for Rating Behavioral Characteristics of Superior Students (Renzulli and Smith 1977).
- **Service options to meet individual need:**
 - Designed to meet student needs by varying the depth, breadth, pace, and complexity of content and instruction through a wide variety of research based strategies.
 - Program structures vary from 100 percent classroom-based to classroom based with collaboration with specialist, to “send out” programs for students to attend, to a blend of services based upon local options and student need.

Web Based Resources

http://opi.mt.gov/Programs/gifted_AP/index.html - Resources for Parents, Teachers and Administrators



<http://www.nagc.org/> - Resources for Parents, Teachers and Administrators

<http://www.hoagiesgifted.org/> - The “all things gifted” page

Suggested Viewing:

The Myth of Average: TEDx Sonoma County -
<https://www.youtube.com/watch?v=4eBmyttcfU4>

MONTANA STATE BOARD OF PUBLIC EDUCATION

SCHOOL ACCREDITATION STANDARDS ~2012 Update

SUB CHAPTER 8 EDUCATIONAL OPPORTUNITY

10.55.804 GIFTED AND TALENTED

- (1) Districts shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.
- (2) Each district shall comply with all federal and state laws and regulations addressing gifted education.
- (3) Each district shall provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and shall provide a framework for considering a full range of alternatives for addressing student needs. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

*Refer to Montana School Accreditation Standards and Procedures Manual Glossary

GLOSSARY REFERENCE: Framework for Gifted and Talented Education Services

GIFTED AND TALENTED: schools shall provide educational services to students commensurate to their needs. It is recommended that such services shall be outlined in framework, which includes:

- (a) Identification of talent areas and student selection criteria according to a written program philosophy;
A curriculum which reflects student needs;
- (c) Teacher preparation;
- (d) Criteria for formative and summative evaluation;
- (e) Supportive services; and
- (f) Parent involvement.

10.55.805 SPECIAL EDUCATION (included for comparison)

- (1) Each district shall provide educational programs and services to students eligible to receive special education services as identified under IDEA.
- (2) Each district shall comply with all federal and state laws and regulations addressing special education.
- (3) Each district shall provide structured support and assistance to regular education teachers in identifying and meeting the diverse needs of students receiving special education services.
- (4) A student eligible to receive special education services as identified under IDEA and who has successfully completed the goals identified on an individualized education program for high school completion shall be awarded a diploma. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/91; AMD, 1994 MAR p. 166, Eff. 1/28/94; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

Multi-Tiered Systems of Support (MTSS) as used in Education for High Ability/High Potential Learners

FEW of the students identified as high ability/high potential
"Intensive Targeted Intervention Level"

SOME of the students identified as high ability/high potential
"Strategic Targeted Intervention Level"

ALL of the students identified as high ability/high potential
"Classroom Differentiation Level"

Individualized Services;
See pages 48 - 51

- Acceleration
- Mentorships
- Early entrance
- Independent Study

Some special services/group programs beyond the regular classroom;
See pages 45 - 47

- Pull-together or Send-out options:
 - Relate to interests, talents, abilities
 - Connect to core curriculum
 - Curriculum compacting or contracts
- Cluster Classes
- Mini-Courses or Seminars

Services through regular classroom differentiation; See pages 42 - 44

- Modification of content, product, process, and pace
- Flexible grouping for instruction within and across grade levels
- Flexible pacing
- Learning Center(s)

Options become more specialized as the population's need becomes more specific

Support Functions:

- Individualized Plans
- Counseling
- Staff Development
- Coordination
- Evaluation

Community Support

School Board Support

Parent/Family Support

