WELCOME
District Accountability Committee
AURORA PUBLIC SCHOOLS
Accelerating learning for every APS student, every day
AURORA
GIFTED AND TALENTED
EDUCATION
A.G.A.T.E.
APS VISION

Every student shapes a successful future.
In partnership with our community, we accelerate learning for all students to develop the knowledge, skills and character necessary to shape successful futures.
"Gifted and talented children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability.
- Specific academic aptitude.
- Creative or productive thinking.
- Leadership abilities.
- Visual arts, performing arts, musical or psychomotor abilities.
High Potential Learners

We have many students who may not be identified as gifted, but who demonstrate high potential as learners, leaders, and producers.

They too, need appropriate programming including the opportunity to work with rich and demanding curriculum that can bring potential and promise to the surface.
Philosophy

- Aurora Public Schools is dedicated to meeting the needs of every student by
  - Offering standards based educational opportunities appropriate to each child’s ability
  - Providing for the unique needs of high potential and gifted learners
  - Recognizing that gifted students are found in all ethnic, geographic, and socio-economic groups
  - Providing service options which recognize individual strengths, interests, and challenges to maximize student potential
IDENTIFICATION PROCESS
FLOW CHART

A. Student Search

B. Nomination

C. Recognition/Identification and Services

D. Review
Aurora Public Schools provides a comprehensive range of differentiated services.

Services may include but are not limited to:

- Affective Education
- Cluster Grouping
- Content Acceleration
- Content Enrichment
- Content Novelty
- Content Sophistication
- Cross Grade Level Grouping
- Whole Grade Acceleration
- Curriculum Compacting
- Independent Study
- Subject Grouping
- Tiered Assignments/Resources
OTHER PROGRAMMING OPTIONS

- Aurora Quest K-8 - school for gifted and high ability students
- International Baccalaureate Programme: Primary Years Programme, Middle Years Programme, Diploma Programme
- Advanced Placement
- College Courses (Post Secondary Education Opportunities)
- After School Enrichment
- William and Mary Curriculum
- Junior Great Books
- RAZ Kids
- Affective student discussions groups
- Envision
- STEM
- The Arts
Aurora Public Schools
Multi-Tiered System of Support for Gifted Education
Examples:

CORE
Quality instruction Appropriate expectations Flexible grouping Differentiated pace, complexity and depth Screening, pre and post testing

SUPPLEMENTAL
Cluster grouping Flexible strength-based programming Affective programming In-depth enrichment Content options, extensions, replacement and acceleration

INTENSIVE
Individual options for acceleration, academic affective growth Special programs, unique programming Concurrent enrollment Magnet classrooms School for gifted
Parental Support

Parental support is an expectation of the Advanced Learning Plan. Possible ways of supporting your child may include:

- Assist your child with homework when appropriate
- Assist your child with involvement in community service and volunteering
- Celebrate your child’s successes
- Commit to attend parent/teacher conferences
- Discuss effective ways your child can handle challenges, failures and solve problems
- Encourage your child to equate effort with success
- Help your child with time management skills
- Help your child be organized for school
- Keep lines of communication open with your child and your child’s teacher
- Model mistakes and humor in fixing mistakes
Monitor your child’s progress
Nurture your child’s passions, interests, goals and aspirations
Offer support with your child’s research projects or other learning extensions
Provide homework space and time
Provide resources and materials to help your child explore talents
Read with your child
Seek opportunities to praise your child’s effort rather than innate ability
Support outside of school enrichment opportunities
Support your child’s school attendance
Other:
PATHWAYS

• Health Sciences
• STEM
• Business
• Arts and Communication
Postsecondary Options

- Concurrent enrollment at the Community College of Aurora
- Digital badging
- Dual credit opportunities
- ASCENT program
- Pickens Technical College
- Associate of Arts and Associate of Science degrees
- Associate of General Studies degree
- Associate of Applied Technology degree
PROFESSIONAL LEARNING OPPORTUNITIES

- CAGT
- NAGC
- William and Mary
- Beyond Giftedness Conference
- Junior Great Books
- Twice Exceptional
- ALP
- SENG Training
- AGATE Leader Seminars
- Cluster Teacher
- APS Director Meetings

- No Child Left Behind (Diverse Learner Units)
- School and District Visitations
- Staff Professional Learning Meetings
- Instructional Leadership Team
- AGATE Team Meetings
- Book Talks
- Peer Learning
- On Site Capacity Building
Early Access

Aurora Public Schools permits early access for age 4 highly gifted students into kindergarten, and for age 5 highly gifted students into first grade.
10 Myths about Gifted Education

1. Gifted children will do fine on their own. (Gifted children cannot teach themselves.)
2. Teachers challenge all students in the classroom. (Most teachers have not been prepared to work with advanced students; therefore, many of these children are not learning new material everyday.)
3. Gifted students are role models for other students in the classroom. (Average or below-average students do not look to the gifted students in the class as role models.)
4. All children are gifted. (All children have strengths and positive attributes, but not all children are gifted in the academic sense of the word.)
5. Academic acceleration is socially harmful for the accelerated students. (Gifted children are often happier with older children who share their interests and abilities than with children their own age.)
6. Gifted education programs are elitist. (Gifted education program funding and availability of services can be elitist, but meeting the need is not.)

7. Students getting poor or average grades cannot be gifted. (not all gifted students are academically successful.)

8. Gifted students are happy, popular, and well-adjusted in school. (School can be a negative experience for some gifted students.)

9. A child receiving special education services cannot also be gifted. (Having strengths in one area does not preclude the need for support in another.)

10. Gifted education programs require an abundance of resources. (Offering gifted education services does not need to break the bank.)
DISTRICT POPULATION

Gifted POPULATION
DISTRICT Free/Reduced POPULATION

- F/R Eligible: 69%
- Not Eligible: 31%

Gifted Free/Reduced POPULATION

- F/R Eligible: 55%
- Not Eligible: 45%
DISTRICT ELL POPULATION

- English: 49%
- NEP: 14%
- LEP: 26%
- FEP: 11%

Gifted ELL POPULATION

- English: 67%
- NEP: 30%
- LEP: 3%
- FEP: 0%
DISTRICT POPULATION

- Female: 49%
- Male: 51%

Gifted POPULATION

- Female: 45%
- Male: 55%
Achievement Data

Reading TCAP 2013

Writing TCAP 2013
Achievement Data

Math TCAP 2013

Science TCAP 2013
GT Growth Data

Overall Growth

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median Growth Percentile</th>
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<tr>
<td>Math</td>
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<tr>
<td>Reading</td>
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<tr>
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GT Growth Data

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<tr>
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<tr>
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<td>53</td>
<td>57</td>
<td>53</td>
</tr>
</tbody>
</table>
GT Growth Data

![Bar chart showing median growth percentile for Math, Reading, and Writing by grade from Grade 4 to Grade 10.]
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QUESTIONS