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July 1, 2015

GUIDANCE MEMORANDUM #15-09

TO: Clark County Superintendent Pat Skorkowsky

COPY: All School Districts and Charter Schools

FROM: Dale A.R. Erquiaga
Superintendent of Public Instruction

SUBJECT: Request for Guidance Following the 2015 Legislative Session – Senate Bill 515, Section 20 – Gifted and Talented Education

On June 10, 2015, you submitted 19 letters requesting detailed guidance on a number of bills passed by the 78th Regular Session of the Nevada Legislature and signed by Governor Sandoval. This guidance memorandum addresses **Senate Bill 515, Section 20**; your letter about this specific section of the bill is attached and incorporated by reference. This guidance is issued pursuant to the authority provided in NRS 385.175(5), directing the Superintendent of Public Instruction to enforce the observance of Title 34 of Nevada's statutes and all other statutes and regulations governing public education.

Senate Bill 515, Section 20 – Gifted and Talented Funding

SB 515 (Section 20) provides \$5,174,243 in both Fiscal Year 2015-2016 and Fiscal Year 2016-2017 for pupils enrolled in school districts and charter schools who qualify for gifted and talented education (GATE) programs (NAC 388.043, 388.150). The money will be distributed on a per pupil basis to students who have been identified as gifted and talented through a state-approved assessment or procedure or both (NAC 388.435). The small competitive grants for technology and related GATE programs will no longer be provided.

Pursuant to Senate Bill 515, Section 20 (2), the first payment for School Year 2015-2016 will be paid in July 2015 and be based on the October 1, 2014 Child Count Data. Please see page 3 of this memorandum for 2015-2016 allocations.

Requirements for GATE Funds

- Districts and charter schools are expected to have appropriately qualified teachers with the Gifted and Talented endorsement.

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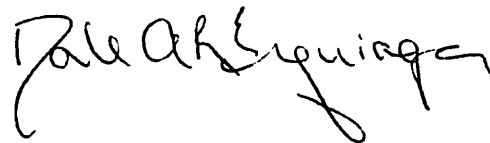
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- Districts and charter schools are expected to use the funds to expand services and support to children identified as Gifted and Talented in a manner aligned to an existing plan or strategic plan. In the event that a district does not have an existing plan or other guiding document that reflects community and school input, then a district or charter school is expected to conduct such an exercise.
- To the extent present, districts and charter schools are expected to address disproportionality of GATE students (i.e., the demographic composition of the community is not reflected in the identified GATE student population). Strategies may be modeled after the Child Find requirements under the Individuals with Disabilities Education Act (IDEA).
- Districts and charter schools are encouraged to expand or implement effective practices in GATE programming, social-emotional learning, and a continuum of service and support for GATE students from elementary through high school.

Reporting & Accountability Requirements:

- During this school year, the Department will engage with districts and charter schools to discuss NAC assessment requirements in the event changes are necessary.
- By the end of this fiscal year, districts and charter schools will submit a report on forms to be prescribed by the Department that detail spending and performance.
- For your planning purposes, content of these reports will include but may not be limited to:
 - Student Assessment
 - Service Design
 - Curriculum and Instruction
 - Professional Development
 - Family and Community Involvement
 - Spending Plan Details
 - Expected and Actual Outcomes



NEVADA DEPARTMENT OF EDUCATION

NEVADA PUBLIC SCHOOLS
 GIFTED AND TALENTED REPORT OF ENROLLMENT, OCTOBER 1, 2014
 AGES 0-21*

SCHOOL DISTRICT	October 1, 2014 Number of Gifted and Talented Students	FY16 Total Allcation of Funding
Carson City	735	305,811
Churchill	34	14,146
Clark	6,509	2,708,198
Davidson	137	57,002
Douglas	180	74,893
Elko	165	68,652
Esmeralda	0	0
Eureka	0	0
Humboldt	0	0
Lander	0	0
Lincoln	0	0
Lyon	38	15,811
Mineral	5	2,080
Nye	0	0
NYTC	0	0
Pershing	1	416
StateSponsoredSchools	103	42,855
Storey	25	10,402
Washoe	4,504	1,873,978
White Pine	0	0
Totals	12,436	5,174,243

Draft of the Douglas County SD Gifted and Talented plan for SB 515 funding

- allocation of funds to be determined after “count day”
- prescribed forms from NDE that detail spending performance

Need: A longitudinal data draw was done for GT students for the last 5 years. It found that 30 of 144 students (20.8%) who were identified as GT at the elementary level had received more than 3 Ds in 7th through the 12th grades. Some are highly credit deficient having failed numerous classes from the 7th through the 12th grades. A review of several research studies (need to list) indicates that underachievement is a significant problem for Gifted and Talented students in the secondary level nation-wide.

Proposal: To create a secondary GT support staff person to provide academic and other supports (Social Emotional & Family Involvement) for under achieving GT students. (Job Description to be created) DCSD is proposing the creation of a Gifted and Talented (guidance support staff) who will utilize the researched strategies in order to increase student achievement for underachieving Gifted and Talented students. The support staff will receive professional development in Social Emotional Learning, counseling, and family involvement strategies as needed to increase skills and abilities in providing effective academic supports. The Gifted and Talented Support staff will participate in research to determine “scientifically researched” models for providing support services for GT students. The GT support staff will work with middle school and high schools in the utilization of programs that promote problem solving and have structured environments for positive Social Emotional interactions. (Odyssey of the Mind, Invention Convention, others)

NDE Requirements:

- HQ GATE Teachers – yes.
- Expand services and support students aligned with *Douglas County Strategic Plan* –
 - Goal 1 - *Implement Rigorous and Relevant Curriculum*- Utilize Guidance Counseling curriculum where applicable
 - Goal 2 – *Ensure Excellence in Instruction*- Collaborate with classroom teachers to implement strategies for increasing GT achievement
 - Goal 3 – *Utilize Assessments and Data to Monitor and Measure Growth and Achievement* - use of various data points to monitor targeted student progress – MAPs, EoC, Class Grades, SWIS
 - Goal 5 - *Incorporate Parent and Community Partnerships to Maximize Positive Impact on Student Success* – Consistent parent contact to provide information of student progress and promote parent involvement
- Disproportionality Issues -

- Spending Plan Details – Create a job description and materials list (Prescribed forms from NDE to be provided)
- Expand or Implement effective practices in programming, social-emotional learning, **continuum of service K-High School** – (PBIS – data to identify students with SEL issues, STEM)

Items to be included in the NDE report

- Student Assessment longitudinal draw of grades (D's and F's)
- Service Design – Job Description
- Curriculum and Instruction – to be added to process outline
- Professional Development Involvement – PBIS, Guidance Counseling,
- Family and Community Involvement
- Expected and Actual Outcomes

Develop a job description for support (counselor?) using attributes listed

Experience in the use of SEL strategies

Parent communication

Student interview

Create and implement *Individual Success Plan* (ISP)

Research, articulate, and implement process to: identify, interview, write an IAP/contract, monitor student progress using data relative to ISP, consistent parent contact

Draft of Guidance Support Process

- Identification of Underachieving GT students (teachers, parents, data searches - grades, assessments, behavior, other) quantitative and qualitative guidelines TBD
- Student Contact and parent Permission
- Student interview (questions TBD) and rapport building (activities TBD)
- Creation of an *Individual Success Plan* (forms with academic and social attributes TBD)
- Monitoring and frequent contact with students, parents, and teachers

Summary of Longitudinal Data Draw for Grades of Gifted and Talented Students 2010 – 2015

Data pull – June of 2015

Total Number of Gifted and Talented Students grades 7-12 as of June 2015 = 144

	Grade Level	7	8	9	10	11	12	Total	%
# of Students with 2 or more D's		0	2	6	3	10	11	32	22.2
# of Students with 1 or more F's		0	1	4	1	6	6	18	12.5
Total # of Students and % with 2 or more D's and/or 1 or more F's								50	34.7
	Grade Level	7	8	9	10	11	12	Total	%
# of Students with 3 or more D's and/or F's		0	2	5	0	4	8	19	13.2
Non-elective Semester Grades – accumulative totals through the students last grade level completed									