

Philosophy

The Gifted and Talented Program of Peoria Public School District 150 is designed to address the academic and emotional needs of gifted students and high ability learners in grades kindergarten through 12. The program provides a learning atmosphere and support system that appropriately challenges gifted and talented students and high ability learners. Peoria Public Schools is committed to a school environment that fosters achievement and the realization of each student's potential.

Mission

Peoria Public Schools is committed to the success of its gifted and talented learners. To this end, the differentiation of instruction is an integral part of each school day, along with challenging opportunities for gifted and talented students to work together to extend their learning. The implementation of the District Gifted and Talented Program is the shared responsibility of a partnership of teachers, administrators, parents, and students. Additional emphasis is given to equitable access to all, identification of under-represented populations, and focused staff development for every teacher. Students will graduate with the habits of mind to become lifelong scholars, critical thinkers, innovators, leaders, and global citizens.

Program Goals

- An identification system based on current research and best practice, using multiple assessments and procedures that are valid, reliable, and fair
- Comprehensive curriculum with an aligned array of tiered services and instructional strategies
- District culture and values supportive of gifted and talented philosophy and approaches
- Professional development across a continuum of staff needs
- Alignment of resources, structures, and systems to meet the needs of all students

Office of Student Assignment
Peoria Public Schools
District 150
3202 N. Wisconsin Ave.
Peoria, IL 61603



***Peoria Public Schools
District 150***

Gifted and Talented Program Overview for Parents of Rising 5th Graders



***Office of Student
Assignment***
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“Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability, and their motivation.”—John F. Kennedy

Formal Gifted Identification at Grade 4

The Cognitive Abilities test is administered to all fourth grade students in Peoria Public Schools in October. This test is one of the screening tools used to identify students who may qualify for academically gifted and talented services. This test measures general thinking and problem-solving skills in three areas: Verbal Reasoning, Non-Verbal Reasoning, and Quantitative Reasoning. Using this initial data, students are further screened to determine eligibility for both the district High-Ability Learner Program and the academically gifted and talented program at Washington Middle School.

Once students are referred for services, a combination of multi-measures must be used to identify students as gifted and talented and to determine which offering is best suited for the student being referred. Students who are screened for gifted and talented services may qualify for one or both of the following program offerings: High Ability Learner's Program or the gifted program at Washington Middle School.

High-Ability Learner (HAL) Program

Service begins in the 5th grade year at the child's home school. Identified students are grouped daily during Intervention/Enrichment period and/or Differentiated Small Group Instruction. During this time, identified students receive enrichment in the core curricular areas: Math, English Language Arts, Science and Social Studies through integrated units of study.

Emphasis is placed on developing and improving higher-level thinking skills, creativity, and problem solving. An additional emphasis is placed on working cooperatively with others and developing the social skills necessary to be college and/or career ready. Teachers who provide instruction and services that are a part of the program for gifted and high ability learners receive professional development that includes nature and needs of gifted/talented students, assessing student needs, differentiation, and curriculum and instruction for gifted students.

If your child is referred for the High Ability Learner's program, no further testing is needed to determine eligibility.

The Process for the Program at Washington

Students must live within the attendance area of Peoria Public Schools in order to be considered for Washington Gifted School. The school program does not discriminate on the basis of gender, disability, religion, ethnicity, or any other factor.

Parents/guardians receive a letter following the Cognitive Abilities Test (CogAT) if the child has obtained the pre-determined cut off score. In this letter, parent permission is requested for additional testing, which allows the screening process to continue for the child. The application period is announced for non-district parents residing within the district boundaries as well. The child's classroom teacher then completes the referral form. Part of the process is for the school psychologist to administer an individual intelligence test (WISC-IV) to each student being considered. After the completion of the testing by the school psychologist or other qualified assessor, ability test scores, achievement test scores, WISC scores, and the teacher referral form is submitted for each candidate being considered.

WISC-IV Verbal, Performance, and Full scale scores

CogAT Verbal, Quantitative, and Nonverbal Standard Age Scores

NWEA Reading National Percentile Rank and Mathematics National Percentile Rank (average of last 3 testing cycles-if available)

Teacher Referral Form



Step	How Your Child's Scores are Tabulated
1	Data for the selected variables are transformed to normalized standard scores (T-Scores).
2	Mean T-Scores are computed for each of the four selection criteria areas (WISC-4, CogAT, NWEA, Teacher Referral) for each student.
3	The four mean T-scores for each student are weighted using the following distribution WISC-IV = 40% CogAT = 25% NWEA = 25% Data from Teacher Referral Form= 10%
4	The four weighted mean T-scores are totaled for each student.
5	All of the candidate students included for consideration are ranked in descending order based on their total weighted mean T-scores.
6	A list of the ranked students is generated and reviewed by the Data and Research Department and the Office of Student Assignment to verify accuracy of calculations.
7	The sixty to seventy-five students with the highest total weighted mean T-scores (ranked 1-75) are invited by the Office of Student Assignment to attend the program at Washington Middle School in the upcoming school year for 5th grade.
8	Once enrollment is full at Washington Gifted School, remaining district students are further screened to participate in the High-Ability Learners program at their home school. Students in the High-Ability Learners program receive enrichment services through differentiated instruction and daily enrichment groups at their home schools.