

# **RRISD Referral, Screening, and Placement for Talented and Gifted Services**



**ROUND ROCK ISD**  
GIFTED & ADVANCED  
ACADEMICS

# AGENDA

## Program Service Options

- K-2 - Talent Development
- 3-5 - Talent Development and additional subject area services
- Secondary - Subject area services
- Content specific instruction

## Assessment process

- State definition
- Gifted Programs
- Quantitative and qualitative data
- Characteristics of the gifted

## Referral process and timeline

- Online Referral
- Timeline and paperwork



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# Program Service Options

## Kindergarten - 2nd grade

### Talent Development

- Homeroom teacher trained in gifted education
- Students clustered with other identified TAG students
- Differentiated curriculum as needed by classroom teacher with support of TAG specialist
- Independent Study such as the Texas Performance Standards Project, Problem based learning, social and emotional curriculum, and skills development/creativity
- Additional assessments given in the spring of 2nd grade for subject area consideration in 3rd grade
- Kindergarten services begin AFTER identification. Prior to identification enrichment is offered to grade level



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# Program Service Options

## 3rd -5th

- Talent Development - Independent study (TPSP) and social & emotional learning. Trained teachers with cluster classes.
- Second semester of 2nd grade and going forward, students who receive services in talent development will be further evaluated twice a year for subject area services and placed by the committee as needed.
- Students given nationally normed achievement tests and other data reviewed as needed.
- While every effort will be made to find a subject area placement, students without an area identified by sixth grade may be exited.



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# Program Service Options

## 6th - 12th grade

- Subject area services will be delivered through the classroom teacher.
- Each teacher is trained in their subject area, as well as specifically for the needs of gifted and talented students.
  - Includes nature and needs, social and emotional, and curriculum differentiation.
- Services can be delivered in a class with all students identified for TAG services or “stacked” with regular education students.
- At the high school level, students can take a variety of courses including TAG AP, TAG IB, CTE, dual credit, and dual enrollment as part of their service options.



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# Math Services

All elementary schools offer math services in grades 3-5.

- 3rd-6th grade and some 7th grade TEKS are compacted in grades 3-5. TAG specialist delivers instruction.
- Students who qualify after 3rd grade will be assessed for TAG Math Boot Camp during summer.
- At the end of 5th grade, students will be recommended to continue in TAG math, accelerated math, or regular math.



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# Math Services

## Middle School Math options:

### TAG Math

- 6th grade - 7th/8th grade TEKS
- 7th grade - Algebra 1
- 8th grade - Geometry

(Algebra 1 and Geometry courses give HS credit, but do not currently count in HS GPA)

Students should take 4 years of math while in High School.

### Typical course sequence in HS

- Algebra 2
- PreCalculus
- AP Calculus AB/BC
- Multivariable Calculus or AP Statistics



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# Math Services

## Middle School Math options:

### Accelerated Math

- 6th grade - 6th/7th grade TEKS
- 7th grade - 7th/8th grade TEKS
- 8th grade - Algebra 1

(Algebra counts as HS credit, but does not currently count in HS GPA)

Students should take 4 years of math while in High School.

### Typical course in HS

- Geometry
- Algebra 2
- PreCalculus
- AP Calculus AB/BC
- AP Statistics



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# Language Arts Science Social Studies

The format of services vary from campus to campus, but can be delivered through TAG trained classroom teacher and/or the TAG specialist on campus.

- Depth and Complexity
- Tiered Assignments
- Menus
- Reading groups
- Research opportunities
- Various other differentiation strategies



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# Gifted and Talented

A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment

*-Texas State Plan for the Education of Gifted and Talented Students*

# Gifted and Talented

In Texas, gifted programs are created and implemented at the district level. As long as they are in accordance with the Texas State Plan, districts may choose the type of program, assessments, and guidelines for identification. These vary greatly from district to district.

# Gifted and Talented

RRISD identifies students of general intellectual ability or specific academic aptitude.

The state requires a minimum of 3 assessments including quantitative and qualitative data.

We use a combination of nationally normed standardized tests for ability, reasoning, and achievement, as well as anecdotal data from teachers and/or parents. Additional measures are used as needed.

# Gifted and Talented

One nationally normed test is non-verbal (with no language) and the others can be offered in English or Spanish.

Nationally normed test scores are valid for two years.

# Gifted and Talented – Characteristics

Learns quickly

Has an extensive  
vocabulary

Grasps math  
concepts quickly;  
intuitive

May be highly  
sensitive and/or  
introverted

Grasps “big picture”;  
may learn “whole-to-  
part” instead of  
building parts to  
make whole

May be more intense

# Timeline and procedures for referring

1. Determine whether you feel your student should be referred for testing. If you are unsure, speak with former or current teachers.
2. The Referral window for gifted services is **Nov. 12 - Dec. 7. (ends at 4:00 p.m.)**
3. To refer your student to be considered for TAG Services, fill out this online registration form. (also found on campus and district website beginning Nov. 12.  
[RRISD Referral for TAG Services Form](#)

# Timeline and procedures for referring

4. If you do not have access to fill out the online form, please speak to the campus TAG specialist (elementary) or TAG designated counselor (secondary) and they will provide you with a paper copy in English or Spanish.
5. The last item on the online form will ask you to print the [TAG Referral Information and PERMISSION TO TEST form](#)
6. Read the information in this packet, complete the **Permission to Test form** (hard copy) and turn this into your child's campus by **Dec. 7, 2018, 4:00 p.m.**



# Timeline and procedures for referring

7. If you do not have access to a printer, please ask your elementary TAG Specialist or TAG counselor at secondary for a hard copy and they can provide you one.

8. BOTH the ONLINE REFERRAL FORM (submitted online) AND the PERMISSION TO TEST form (hard copy to campus) must be completed and submitted PRIOR to the deadline for registration for testing to be complete.

9. Testing will begin in mid-January and will be complete by the end of March. You will be notified of specific testing windows by your campus.

# Timeline and procedures for referring

10. If you have questions regarding the decision of the Campus Screening and Placement Committee, please contact the elementary TAG Specialist or secondary TAG counselor. He/she will give you procedures for reviewing your child's profile.

11. Requests for reconsiderations can only be made for specific reasons. If you wish to have the results reconsidered, you may discuss this with the campus representative **AFTER** the profile is reviewed.

# Timeline and procedures for referring

## Special Note:

If your child has an accommodation due to home language, a 504, or an IEP plan through the district **that will affect the assessment**, it is YOUR RESPONSIBILITY to let the elementary TAG Specialist or secondary TAG Counselor know PRIOR to testing. You will have the opportunity to do this on the **ONLINE Referral form**.

# Questions?

Contact your Elementary TAG Specialist or  
Secondary TAG Counselor

Department of Gifted and Advanced Academic Services

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Or

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