



Administrative Unit

Administrative Unit name: Charter School Institute - 80010	Region: Metro	
Name of Gifted Education Director/Coordinator: Kimberly Caplan	Email: kimberlycaplan@csi.state.co.us	
Director’s mailing address: 1580 Logan Street, Suite 210, Denver, CO 80203	Phone number: 303-866-6201	Fax: 303-866-2530

Name of Superintendent: Terry Croy Lewis

12.02(2) Comprehensive Plan “...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

Directions:

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication

AU Description: The Charter School Institute (CSI) is the State's only non-district charter school authorizer, currently authorizing 35 individual charter schools located across the State. Each CSI charter school has autonomy in developing policies and procedures for Gifted Education in line with State policy. CSI is committed to the success of each CSI school and provides intensive compliance monitoring, which includes ensuring that schools are aware of the requirements for communicating to stakeholders and informing parents about the school's Gifted Program.

CSI Communication with Schools: CSI employs numerous methods to provide ongoing communication and support to School Leaders and Gifted Education Coordinators:

- [Website](#) CSI maintains a robust website with information regarding State policies and procedures, the definition of giftedness, the identification process, early access procedures, compliance monitoring, and links to CDE and other state and national resources. The website also serves as the repository for recorded trainings for technical assistance and professional development.
- [CSI School Guidebook](#) is provided to School Leaders annually and posted on the CSI website. It provides references to ECEA rules and describes school responsibilities for program planning, funding opportunities, and an overview of the CSI Compliance and Monitoring Cycle for Gifted Education.
- [On-boarding for New School Leaders](#) Training on Gifted Education is one component of this annual professional development.



- Exceptional Students Bootcamp CSI provides face-to-face professional development in the Fall of each year for school Gifted Coordinators.
- Monthly Webinar Meetings Gifted Coordinators join the Student Programs Specialist to address various issues in Gifted Education, share best practices, and discuss upcoming activities.
- School Visits & Individual Conferencing Technical support is provided through individual school phone or web conferencing and site visits as needed.
- CSI Annual Review of Schools (CARS) incorporates Colorado's performance review process for schools and provides information to each school on gifted student demographics and performance. Schools also have the option to share interim assessment data with CSI for disaggregation as part of the CARS process

School Staff Communication: In 2015-2016 each school developed a Gifted Program Plan. This document is designed to be an internal reference guide and an on-boarding and training tool for school staff, as well as a point of reference for CSI. Each school designates a Gifted Coordinator to manage the program plan and communicate expectations and responsibilities to the staff. Gifted Coordinators share information with teachers, administrators and support staff during back to school trainings and at various times in staff meetings during the school year. The School Gifted Program Plan is a living document that is reviewed and revised in an ongoing manner during the four year continuous improvement and compliance cycle. Updates are communicated to CSI and school staff.

Parent Communication:

General Information: Each school outlines a detailed description of communication procedures in its Program Plan that includes ways to inform parents of identification procedures, including early access, gifted programming options, and ALP development, AP and/or concurrent enrollment options, and college and career planning. Schools strive to provide communication in a language that parents understand. Methods vary from school to school:

- Parent/Student Handbook
- School Website
- Gifted Program Brochures
- Back to School Night presentation by Gifted Coordinator
- Parent Night for Gifted Students
- Newsletters with updates on gifted programming activities

Universal Screening: In addition to general information about methods for referral and the identification process described above, schools that conduct universal screening provide information to parents at the grade level through letter, email and school newsletter, explaining the process and purpose for the assessment. Parents are informed of results of Universal Screening in writing. Parents of students moving forward in the process are also informed of next steps, which may include obtaining Permission to Test further, request for parent completion of a behavior inventory, or a parent meeting, depending on the school.

Notice of Determination: All schools provide written notice of determination to parents within 30 days of referral.

ALP Development: Parents and students are included as part of the ALP team. Parents are invited to team meetings and asked for input on student interests, strengths and interests, and participate in goal development. Many schools also offer avenues for parents to share this information via web-form, survey, email at various times throughout the year. Middle and High Schools are working to develop a student driven ALP conference. At a minimum, communication occurs annually at the ALP review meeting. Schools are working to integrate ongoing reporting of progress toward ALP goals timed with the school's report card/conference cycle.



Board Communication: CSI provides the annual CARS reports to School Leaders who share results with their School Boards and SACs. Gifted student data is disaggregated when possible. In addition, each school has procedures to report results of the schools gifted program evaluation to the School Board and the school community.

AU Target: CSI will continue to maintain the website, keep it relevant, current and add a Parent Resource page that each of our schools can link to their own website.

Definition of “Gifted Student”

CSI utilizes the definition specified in section 12.01(16) of the rules for administration of the Exceptional Children's Educational Act (1 CCR 301-8) as stated below:

Definition of Gifted Children

"Gifted Children" means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. 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, ethnic, and 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:



Area of Giftedness	Definition	Criteria
General or Specific Intellectual Ability	Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections, etc.).	Intellectual ability is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized cognitive tests.
Specific Academic Aptitude	Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, etc.).	Specific academic aptitude is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized achievement tests.
Creative or Productive Thinking	Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).	Creative or productive thinking is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized tests of creative/critical skills or creativity/critical thinking.
Leadership Abilities	Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills and a sense of responsibility, etc.).	Leadership is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized leadership tests.
Visual Arts, Performing Arts, Musical, Dance, or Psychomotor Abilities	Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination and physical skills, etc.).	Visual arts, performing arts, musical, dance or psychomotor abilities are demonstrated by advanced level on performance talent-assessments or ninety-fifth percentile and above on standardized talent-tests.

Implementation: CSI's definition of Giftedness is posted on the [CSI's Gifted & Talented Webpage](#). In the 2015-2016 School Year, Institute schools received training on identifying gifted students according to this definition. Additionally, CSI required each school to develop and maintain a Gifted Education Program Plan that utilizes the State definition as the basis for all program plan components. As new schools join the CSI portfolio, they are required to develop a Gifted Education



Program Plan. CSI provides support prior to opening to ensure that procedures are in place to identify and serve the needs of gifted students.

AU Target: Analysis of October Count data and ALPs from our last program plan cycle shows that our schools have been primarily identifying gifted students in the Specific Academic Areas and General Intellectual Ability. CSI will research best practices in identifying students in the Specific Talent Areas and develop procedures for identifying gifted students in these areas. Emphasis will be on Visual Arts and Music in the 2016-2017 school year, as a number of our schools currently offer instruction in these areas. By 2020, CSI will be actively identifying gifted students in all areas.

Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

Identification Philosophy: CSI follows the CDE guidelines for identifying students eligible for gifted education services. The guidelines support utilizing a body of evidence that consists of both qualitative and quantitative data to make a determination of giftedness. By following CDE guidance CSI schools ensure that the gifted identification may transfer to any school in the state. Few CSI charter schools are comprehensive K-12 programs, so implementing gifted identification procedures that ensure portability is crucial to setting up gifted students for success.

CSI believes giftedness exists in all culturally, linguistically, and economically diverse groups, as well as students with disabilities. A conscious effort has been made by CSI schools to adopt procedures that have been shown to increase identification in these underrepresented groups: universal screening, selecting valid and reliable assessments or assessments in the student's home language, including observational data and performance data in the required body of evidence, and development of talent pools. CSI schools will ensure equal and equitable access to identification for all students.

As an authorizer, CSI values school autonomy. Elements of the CDE Identification Guidelines that allow for flexibility and AU choice in method of implementation are decided at the CSI school level. Each CSI school has developed and documented the school's identification procedures in a Gifted Program Plan. CSI reviews and approves school identification that are in compliance with statute and rule.

Referrals: CSI schools utilize a variety of techniques to refer students to the gifted identification process, thus providing multiple opportunities throughout the year.

- Parent, Teacher, and/or Student referral (including one of the following: checklists/questionnaires/interviews)
- Referral from MTSS Team based on data collected from academic or behavioral interventions
- Referral from Data Team after review of state/interim assessment achievement data
- Universal Screening using a cognitive assessment
- File screen for possible prior identification

All referrals are made to the school's Gifted Coordinator who documents the date of referral and ensures that a school based team is convened to make a determination within 30 school days of referral. A referral made for possible gifted identification does not necessarily lead to the automatic administration of specific assessments. The identification team will carefully consider the referral, examine current student assessment data and determine appropriate next steps. This may or may not

include administering additional tests.



Determination Team: Composition of teams varies among CSI schools, but shall include:

- Gifted Coordinator trained in gifted identification
- Teacher of student being referred
- Staff member skilled in interpreting assessment data

Body of Evidence: A body of evidence will be collected for review by the determination team. It will include both qualitative and quantitative data from a variety of sources, including student, parent, teachers, peers, subject area experts. Some components will be utilized as qualifying data, while other will providing supporting evidence and be used to develop the student profile for programming.

- Qualifying Data may include: norm-referenced tests, criterion-referenced tests, norm-referenced observation scales, performance evaluations
 - Supporting Data may include: anecdotal records, interviews, observations, checklists
- CSI schools have selected assessments for qualifying data from the CDE matrix of commonly used assessments.

Qualifying Criteria: CSI schools have adopted the CDE pathways for identifying students in all areas of giftedness. Three qualifying data points must point to an area of giftedness for a gifted determination. Qualifying data points consist of:

- 95th percentile ranking and above on a standardized, nationally-normed test or observation tool.
- A performance assessment compared to age mates includes a rating that exceeds expectations or demonstrates distinguished/advanced command.

- Performance indicators may include criterion-referenced tests, portfolio or observation. Criterion-referenced data may be used as qualifying evidence if the student's performance level exceeds grade-level expectations or if "up-level" assessments are used.

Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence.

Aptitude tests most commonly used by CSI schools: CogAT7 and NAT3

Achievement tests most commonly used by CSI schools: PARCC, CMAS, MAP, Galileo, STAR

Observation Scales most commonly used by CSI schools: SIGS, GES

Currently all CSI schools have identification procedures in place for identifying in the areas of general intellectual ability and specific academic aptitude. Schools are working to develop procedures and select assessments for identification in the talent areas.

Determination Team Process: One a referral is received, members of the review team collect current data for the body of evidence.

- Existing achievement and performance data is gathered
- Parent input, student input and input from a student's teachers are solicited by the Gifted Coordinator through survey, checklist or inventory.
- Additional testing may be conducted with parental permission

The Determination Team convenes to examine the body of evidence, come to consensus, and make one of the following determinations:

- Move to formal gifted identification
- Identify student for a talent pool (each CSI sets criteria for talent pool at <95th percentile)
- Select new tools to collect additional data



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- Determine data do not support identification at this time
 - Determine a student may need to be referred for special education assessment in addition to his/her gifted identification (twice-exceptional students)

Parents are provided written notice of determination within 30 school days of referral. If a student is identified with an area of giftedness, additional communication is provided to invite the parent to participate in the ALP development process. The determination letter becomes part of the cumulative record.

Portability: CSI schools adhere to the rules of portability of gifted identification. The ALP with qualifying body of evidence is maintained as part of the cumulative record and provided to the new school upon transfer. CSI schools have outlined the processes in place to ensure that the electronic ALP becomes part of the cumulative file.

CSI schools will accept the identification of a student enrolling from any state school provided that the criteria used for determination at the prior school meets aligns to state guidelines. CSI schools will adhere to the Military Compact Agreement for identified gifted students moving to Colorado. Transfer ALPs will be reviewed within 45 school days and communication regarding ALP development will occur within 60 school days. If a student's identification is found to be out of compliance with state guidance, the CSI will determine whether or not to provide services through a talent pool or collect further data to make a determination. Communication to parents in this situation will follow the same timeline.

AU Targets:

CSI will develop identification procedures for the talent areas and will increase identification of students by 2% by 2020.

CSI will develop a tool to summarize the selected assessments being utilized by each CSI school for identification.

Continue to close the gap on the identification of undeserved and underrepresented gifted populations. Increase by 4% by 2020.

Advanced Learning Plan Content, Procedures and Responsibilities

ALP Content: The ALPs currently used by CSI schools are templates generated in the Alpine Achievement System or Rtl templates in Infinite Campus that have been modified by the school for use as an ALP. CSI schools are in the process of developing or adapting current ALPs to the new Standards Aligned ALP format. As schools work through this process, they will refer to [CDE's ALP Worksheet](#) and include all required elements. CSI will provide support and oversight to the ALP update.

Student Demographic Information: This section provides general demographic information that can be verified against the enrollment data in the student information system and includes participation in special programs: IEP, 504, ESL, SRD, Early Access.



ALP Development Team Roster: This section lists the collaborative team that contributed to ALP development: student, parent, Gifted Coordinator, classroom teacher and other members as needed.

Parental Engagement and Participation: This section provides evidence of communication and collaboration with the parent.

Student Profile: This section documents the qualifying criteria that resulted in gifted identification, as well as the timeline from referral to determination.

Area of Giftedness: Each area of giftedness identified will be documented and supported by the body of evidence.

Working Document Section: Annually the ALP Development Team will update this section to include current performance data and student interests as shared by the student.

Goals Section: Each ALP will have at least one standards aligned SMART goal in the achievement in area of giftedness AND one standards aligned SMART affective goal. High school students may have goals that reflect current interests.

Programming: For each goal, the ALP will outline the content, process, product and environment strategies that will be implemented by classroom teachers and gifted education personnel to assist student in reaching goal.

Progress: This section will outline the schedule for reporting progress toward goals and include data, updates and/or adjustments to programming options.

Goal Attainment: Annually the ALP team will meet to determine whether or not goals were achieved. This section documents goal attainment and recommendations for transitioning to the next grade.

AU Target: CSI schools will begin utilizing new ALP templates in 2017-2018.

ALP Development Process: CSI schools have outlined the process used for ALP development in their Gifted Program Plan. Procedures may vary from school to school, but all procedures meet state requirements and include the following:

Determination Team sends written letter of determination to parent that indicates a student has been identified with an area of giftedness and requests that the parent and student be part of the ALP development team.

Gifted Coordinator schedules an ALP Team meeting with the student, parent, classroom teacher/teachers, and other school staff as appropriate. Meetings may be held face-to-face, via phone conference or webinar, or if parents cannot attend, schools may request parent input via survey.

ALP Team convenes to develop ALP. Timelines vary from school to school with some choosing to conduct annual updates in the Spring and others in the Fall. All CSI review and update ALPs annually. Qualifying data is reviewed, or in the case of an annual update to the ALP, recent performance data will be reviewed. All members of the team provide input to update the working document section. Evidence of team collaboration varies, but may include participation check-boxes, signatures, surveys or narratives. School staff guide the development of SMART goals and share options for programming that may include modifications to content, process, product and environment. ALP goals may include tiered classroom instruction and supplemental or intensive programming. A plan for monitoring and communicating progress toward goals is documented on the ALP. A date for the next ALP Team meeting is set. CSI schools are working to align ALP reporting to the school's ongoing progress/report card cycle. A copy of the ALP is provided to the parent/student and the classroom teacher, if the teacher does not have direct access to the plan management system. CSI schools have outlined procedures for articulation between grade levels, some methods include bringing the former teacher and current teacher together for ALP development and Gifted Coordinator reviewing ALPs with new teachers at the start of school.



At the high school level, CSI schools involve advisors/counselors in the ALP development process in an effort to develop meaningful aligned ALP and ICAP goals. The network of Colorado Early Colleges is working on a combined ALP/ICAP. Because the majority of our middle school programs are part of K-8 schools, they do not participate in the ICAP process.

AU Targets:

CSI will provide training to all Gifted Coordinators on writing standards aligned SMART goals by the end of 2016-2017.

CSI will continue to audit ALPs annually and provide technical assistance to schools as needed to improve evidence of compliance.

Programming

Due to the unique nature of CSI, programming looks different at each site. CSI authorizes 2 elementary schools, 16 K-8 schools, 1 middle school, 7 high schools, 5 K-12 schools and 4 early colleges. School models are also diverse: core knowledge, language immersion, Montessori, Waldorf, Project based and experiential learning, blended learning/entrepreneurship, college preparatory, and alternative education. Each CSI school has developed programming options that reflect their school model and philosophy. CSI schools strive to match programming to individual student strengths, interests and needs as outlined in each student's ALP. CSI supports research based instructional strategies that provide opportunities for gifted students to reach their potential.

Programming Structures: CSI schools provide programming based on the range of student need at their individual school. Interventions are provided through a variety of structures:

- Multiage classrooms
- Flexible grouping within the general education classroom
- Cross grade grouping for content acceleration
- Cluster grouping in the general education classroom
- Push in by Gifted Coordinator
- Pull out by Gifted Coordinator
- Honors, AP and Concurrent Enrollment
- Enrichment through clubs and activities outside of normal instructional hours

Delivery of services: CSI schools are schools of choice. Each school offers gifted programming based on need and resources in its community. CSI schools may choose to contract with local school districts to assist in providing gifted services. K-12 schools clearly delineate the continuum of services offered as students move through the grade bands.

Options for curriculum and instruction: Each CSI school selects curriculum based on the school model. Supplemental curricula may be offered as part of gifted programming. Instructional models vary school to school and may be adjusted to meet the needs of gifted learners.

Social/emotional guidance: A number of CSI schools have school psychologists, social workers, school counselors and advisors who provide support for affective needs. Schools may choose to schoolwide curriculum to develop the whole child and may develop support groups for gifted students. Gifted Coordinators are provided resources on the social and emotional needs of gifted learners by CSI. CSI schools have not historically developed affective goals for ALPs. This area for improvement was



identified in 2015-2016 and will be implemented as ALPs are developed for the 2016-2017 school year.

Postsecondary and Workforce Readiness: CSI middle grades have not chosen to implement ICAP school-wide, however, many are investigating how ICAP processes may be integrated with ALP development. All students in grades 9-12 participate in the ICAP process. Collaboration between Gifted Coordinator and Counselor/Advisor occurs at the high school level and the Counselor/Advisor may be a member of the ALP development team. CSI early college high schools are working to develop an integrated ALP/ICAP.

Differentiated Instruction: CSI schools report using differentiated instruction in the classroom. Gifted Coordinators assist general education teachers in providing increased depth and complexity, curriculum compacting and providing extension activities.

Acceleration: Cross grade grouping is the most common form of acceleration offered at CSI schools. Additionally schools offer content acceleration as needed. CSI has an early access policy and schools develop procedures for grade level acceleration. Honors courses are offered at the middle school and high school levels, high schools may offer AP courses and concurrent enrollment.

Talent areas: CSI schools are working to address programming options in the talent areas. At this time, schools offer clubs and enrichment groups to address the needs in the talent areas. Schools may develop community connections to support students in these areas. Few formal partnerships exist. Student government is a common leadership opportunity at CSI schools.

AU Targets:

CSI will utilize CDE programming details worksheet to capture a snapshot of each school unique programming options.

Talent area identification and goal setting will increase by 2% by 2020.

CSI will continue to encourage, monitor and support school-based programming that matches the data of student groups in a given school.

Evaluation and Accountability Procedures

CSI has developed a variety of evaluation tools (known as the CSI Annual Review of Schools, or CARS) as a means for providing schools with in-depth analysis and explanation of academic, financial, and organizational performance outcomes throughout their charter term. CSI's Gifted Program is evaluated as one part of this overarching evaluation system.

The Annual Performance Report (APR) is developed for each CSI school. The APR summarizes the school's cumulative performance data and compliance information in alignment with the Performance Frameworks and any Mission-Specific Measures from the school. The APR provides schools with in-depth analysis and explanation surrounding performance to help schools identify truly significant trends. CSI schools may use the annual analysis as a component of their gifted education evaluation. CMAS data and interim assessment data (MAP, STAR, etc.) that schools may choose to provide is disaggregated by student subgroups, including gifted students. APRs are shared with School Leaders who in turn report to the School Board and SAC. CSI utilizes this data to analyze trends in student growth and performance for gifted students at the AU level. Priority performance challenges



identified through this data analysis drive targets in CSI's Gifted UIP Addenda. CSI's UIP is shared with CSI Board annually.

CSI has monitored Gifted Program Compliance through an Onsite Monitoring Process (OMP) and an annual ALP audit process. The OMP consisted of the following: onsite visit to school or telephone/video conference; review of documentation to include records, resources, materials, policies/procedures; and consultation with gifted program staff. The Gifted Coordinator with other key staff members utilized a self-evaluation tool modeled after the CGER checklist and prepared evidence to support the self evaluation rating for review by CSI staff. CSI reviewed self-evaluation and supporting documentation and completed a CSI rating. If elements of the Gifted Program were weak or out of compliance. CSI required schools to develop and improvement plan or action plan, respectively. CSI staff monitored improvement and action plans and provided tiered intervention to schools in need of support. Compliance ratings for gifted education are folded into the organizational performance indicator in CARS. CSI also conducts annual ALP audits utilizing a standard checklist form. Results of compliance audits are shared with Gifted Coordinators and School Leaders.

In 2015-2016 CSI required each school to develop a school level Gifted Program Plan to document the school's policies and procedures for gifted education. The School Programs Specialist reviewed each plan to ensure compliance with the new ECEA rules. This Program Plan will be the basis for CSI's program evaluation during the 2016-2020 cycle. CSI, under new leadership, is revising the process for evaluating School Programs. Gifted Education is part of the Student Services Unit which includes Special Education, CLD Education, and Early Childhood Programs. The four person team is working to develop a compliance and evaluation system that follows the 4 year program plan cycle and focuses annually on fewer elements of each school's program plan, but dives deeper into collected artifacts and evidence that represents the school program. Annual ALP audits will continue to be part of the process.

Each CSI School has outlined a plan for evaluating the gifted program and communicating results to key stakeholders. Plans include two components: evaluating and reporting to students and parents information on individual attainment of ALP goals; and evaluating school-wide gifted growth and achievement trends and reporting on the school-wide gifted program to the greater school community. This is often challenging with the small number of students at charter schools. CSI schools ensure that personally identifiable information is not included in school level reports.

Individual evaluation: The ALP Team meets at least annually to determine goal attainment. Data may include student portfolio, formative and summative classroom assessments, performance on local interim assessments and state assessments and collected evidence of social/emotional growth. Parents and students provide input as part of the team. Goal attainment is indicated on the ALP. Schools may track the percentage of students attaining goals as part of the school-wide program assessment.

School-wide evaluation and reporting: CSI schools may collect data on ALP goal attainment, conduct satisfaction surveys, and utilize a variety of local and state assessment data disaggregated by area of giftedness (when possible) to evaluate the school's gifted program. The Gifted Coordinator frequently collects and summarizes the data and reports to the School Leader. Each CSI school has procedures for communicating gifted program successes and areas for improvement to their respective Board of Directors and SAC. Gifted Program reporting may be integrated with overall school continuous improvement planning.



AU Targets:

CSI will develop a new evaluation tool aligned to the 4 year program planning cycle and communicate the process to schools to begin implementing in 2017-2018.

CSI will continue to provide schools detailed information about gifted student performance through the APR.

CSI will encourage schools to utilize the valid and reliable surveys developed by CDE as part of the evaluation process.

Personnel

AU Personnel

Since 2013, CSI has provided dedicated staffing to support the Gifted Education Program. Initially, services were provided by a contracted administrator with oversight from the Director of Exceptional Students. Currently, the Director of Evaluation and Assessment and two School Program Specialists hold the Gifted Specialist Endorsement. With support through the Universal Screening and Personnel Grant, one of the School Programs Specialists functions as the AU Gifted Director (.2 FTE). The School Programs Specialist manages the CSI Program Plan and Gifted UIP; assists schools in developing school wide program plans; provides training, technical assistance, and compliance monitoring; and serves to connect Coordinators at member schools to one another and to professional development opportunities in their regions. CSI will continue to prioritize hiring of a School Programs Specialist who holds the Gifted Specialist Endorsement.

School Personnel

Each member school designates a Gifted Education Coordinator to manage the school's gifted education program, facilitate the gifted identification process, lead the ALP Development and Review Team, and provide support and training to general education teachers on best instructional practices for gifted students. 51% of Coordinators hold licenses for Exceptional Students (4 Gifted Education Specialist, 14 Special Education Generalist). 100% of Coordinators receive annual training in gifted identification and ALP development. CSI encourages school leaders to prioritize the hiring of at least one staff member who holds the Gifted Specialist Endorsement.

Staffing models at each school are dependent on the school's mission and instructional model. In general, classroom teachers are the primary instructors for gifted students, providing differentiated instruction according to the ALP. In many schools, programming is supplemented with pull out and extension activities instructed by the Gifted Coordinator. Classroom teachers at CSI schools meet State qualification requirements for subject matter competency in core content areas (formerly designated "highly qualified"). Social and emotional needs of gifted students are supported through collaboration between classroom teachers, School Counselors/Advisors and Gifted Coordinators. School Counselors/Advisors provide programming for college and career readiness at the high school level. Few CSI schools employ paraprofessionals to work with gifted students. In schools where paraprofessionals are employed, they work in a supportive role, under direct supervision of a qualified teacher. No paraprofessionals are funded through Gifted Education funds (3150). Teachers and Special Service Providers participating in the CSI Induction Program are provided a general overview of gifted identification and programming at their school.



Professional Development

With the hiring of School Programs Specialists, CSI has become an active participant in CDE regional meetings and trainings, increasing organizational capacity to provide high quality professional development to CSI schools. During the 2015-2016 school year, CSI attended Fall and Winter Directors Meetings, CAGT Conference, and Metro and Pikes Peak Regional Meetings. Additionally, the School Programs Specialist completed a Javits course on the Social and Emotional Needs of Gifted Learners, GET webinar on Acceleration, and attended Bertie Kingore's Differentiating with Rigor and Engagement. Best instructional practices information learned are shared with Gifted Coordinators through the various platforms.

As a statewide AU, CSI faces geographic barriers to providing face-to-face professional development. Since 2014, CSI has increased participation in gifted education training among schools by utilizing a webinar format and will continue to improve distance learning through the implementation of an LMS for the Student Services Unit in the 2017-2018 school year. Annually, CSI requires Gifted Coordinators to participate in training in the areas of Gifted Identification, ALP Development, and Early Access Procedures. All webinars are recorded for reference and use by school level personnel.

In Spring of 2016, CSI began holding Regional Meetings designed to provide school leaders and school staff an opportunity to discuss timely, relevant topics that are conducive to in-person training, incorporate work time to complete essential tasks, engage in networking and share best practices to capitalize on knowledge and experience. One Regional Meeting each year will focus on Student Services, including Gifted Education. At the September 2016 Regional Meeting, CSI provided training to School Leaders on the Gifted Education Program Plan and the 4-year cycle for monitoring ongoing continuous program improvement. Gifted Coordinators received training on MTSS and Differentiation strategies.

Additionally, beginning in 2016-2017, CSI will host monthly web meetings for Gifted Coordinators to share best practices and discuss problems of practice with peers.

Themes for Professional Development 2016-2020

2015-2016: Understanding the new ECEA Rules & Guidance for Gifted Education; Developing Compliant Gifted Identification Procedures; Writing a School Level Gifted Education Program Plan
2016-2017: Writing Standards Aligned ALPs; Developing ID in Talent Areas: Visual Arts/Music; Program Evaluation: Continuous Improvement Model

2017-2018: Differentiating Instruction; Social & Emotional Needs of Gifted Learners; Developing ID for Creativity & Leadership

2018-2019: Strengthening ALP Goals; Increasing Depth & Complexity; Developing ID for Performing Arts & Psychomotor

2019-2020: Evaluating Your Gifted Program; Writing Improvement Plans

Educator Effectiveness

Charter schools have the ability to seek a waiver for the Licensed Personnel Performance Evaluations Act (SB 10-191) through (§22-9-106, C.R.S.) which enables a charter school to develop and implement their own staff performance evaluations. Each school provides a replacement plan that meets or exceeds the State Plan. CSI assures that teachers meet CDE subject matter competency requirements through an annual Principal Attestation. Additionally, CSI collects information on qualifications of Gifted Education Coordinators annually. CSI strongly encourages member schools to hire at least one staff member who holds a Gifted Specialist Endorsement. CSI routinely provides School Leaders and Gifted Coordinators information about opportunities at State colleges and universities to continue professional development in gifted education as well as information about programs to obtain qualification as a Gifted Education Specialist (UCCS, DU, UNC, Regis). Additionally, CSI provides



information about gifted education professional development opportunities in and around the State (CDE/Javits online modules, GET webinars, CAGT and NAGC Conferences, regional offerings by CDE and public offerings in the District of residence). During 2015-2016 Gifted Coordinators attended CAGT Conference(5), CDE Regional Identification Trainings (9), Winter Gifted Directors' Meeting (3), CDE Pikes Peak Regional ALP Training (3), IDGE Conference (3), Beyond Giftedness Conference (2) and Bertie Kingore (1). The CSI Induction program requires that all teachers and special service providers receive information about identifying and serving gifted students.

AU Target: By 2020, the School Programs Specialist position at CSI will be a .5 position, and CSI will develop a process to verify the number of Gifted Coordinators and teachers who hold the Gifted Education Core, Specialist or Director Endorsements (or equivalent level of education if not licensed).

Budget

CSI submits an annual budget and an annual expended budget to the state which reflects state funding and AU contributing funds.

CSI Finance and Student Services Departments have collaborated to develop an allocation formula for schools that provides an equal base amount to each school with additional funds allocated to schools based on the number of identified gifted students. 100% of gifted education funds (3150) are expended at the school level. Each CSI school has autonomy in determining budgeting priorities for gifted education based on their individual school program and identified needs for the achievement and growth of gifted students.

CSI schools have primarily utilized funds in the following areas:

- Salary/benefits for Gifted Coordinators
- Identification of Gifted Students - testing materials and scoring
- Professional development and training related to gifted education
- Supplies and materials to support gifted programming
- Activities to support gifted programming

CSI has applied for the Universal Screening and Qualified Personnel Grant (3228) since its inception. This grant has supported 0.2 FTE for Qualified Personnel at the AU, as well as increasing the number of schools conducting universal screening for identification at both K-2 and 6-8. The number of schools participating in the grant has increased from 9 to 15 since Spring of 2015.

CSI does not contract with any other Administrative Unit to establish and maintain gifted programming. CSI schools may choose to contract with their geographic district or BOCES for some services.

AU Target:

- CSI will continue to encourage schools to use the program code 3150 when accounting for state and local funds for gifted programming costs.
- CSI will educate schools on the implications of ESSA as it relates to using Title funds to supplement gifted education.



Reports

CSI adheres to its Program Evaluation and Accountability procedures and develops a current annual plan through the UIP Gifted Addendum. CSI has a UIP Gifted Addendum on file with the Department of Education and will continue to submit the UIP Gifted Addendum according to required timelines.

CSI complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting.

CSI has a proposed budget and actual budget expenditures on file at the Department of Education and will submit required budgets through the ESSU data management system beginning in 2016-2017.

CSI acts as the liaison between the school and CDE for all required reporting. The Data Submissions Unit at CSI oversees the coordination of *Student Demographic Interchange* and the *Student Association Interchange* for CSI schools to CDE through Data Pipeline. CSI provides training and support to school submissions personnel, implements timelines, assists with troubleshooting errors, provides data summary reports to schools to review and verify, and ultimately ensures CSI and CSI schools meet CDE's timeline. Gifted Coordinators at each school are responsible for reviewing submissions data and verifying against caseload and Plan Management System. Data collected and verified through this process include number of identified students by:

- Grade Level
- Gender & Ethnicity
- Free & Reduced Status
- Area of Giftedness
- Twice Exceptionality
- Early Access

Qualified Personnel data is reported through the Human Resources Data Collection annually each December and verified by a Principal Attestation.

For the 2016-2017 October Count, student area of giftedness was reported using the original 4-code system. CSI will provide training to Gifted Coordinators on converting to the new system that reflects each of the areas of giftedness. Data will be input in each school SIS prior to End of Year submission. This will serve as a checkpoint to verify student level data prior to the required use of the new codes in 2017-2018.

AU Target: 100% of schools will utilize new coding system for End of Year Submission 2016-2017. CSI will develop and pilot a process for verifying gifted identification data in *Student Biographical Files* for State Assessment data during the 2017-2018 school year.

Record Keeping

CSI and CSI Schools use CDE's *Financial Policies and Procedures Handbook* and maintain financial records in accordance with the generally accepted principles of governmental accounting.

CSI and CSI Schools maintain an inventory for equipment purchased with state gifted funds that is maintained throughout the useful life of the equipment.

ALP Recordkeeping: ALPs are developed and maintained in an electronic database chosen by the school. The Gifted Coordinator and other school staff who have legitimate educational interest in the



student are provided user accounts. CSI is provided an administrative account for each school's system for audit purposes. Individually identifiable records of students referred, assessed, evaluated and/or served through the gifted program are held confidential and protected in accordance with federal and state laws and regulations. CSI maintains secure file transfer procedures using Filezilla when personally identifiable information must be transmitted from schools to CSI and from CSI to CDE.

- **Alpine Achievement:** ACS, AHS, CA, CLA-VPA, CSCA, ECA, FCA, GVACS, GVAFC, GVAN, IPCS, HPA, LHS, MDM, MMS, MSCS, MVMCS, NASL, NAST, PCS, PPP, RFMA, RMS, SCCS, SMS, TMC, TPAAK, TRCS, YAFA
- **Infinite Campus:** CECCS, CECFC, CECP, CPA, JICA, NLCHS

Gifted students are flagged in the school's student information system (Infinite Campus or PowerSchool). In the event that the student leaves or graduates the school, the flag alerts the school registrar to obtain a printed copy of the ALP for inclusion in the student's cumulative record. Schools have outlined procedures for portability of the ALP in their respective Gifted Program Plans.

ALPs are maintained, retained and destroyed consistent with the ongoing system of student record keeping established by each school.

AU Target: In an effort to increase consistency, CSI will develop best practice guidance for schools on ALP records retention and destruction.

Procedures for Disagreements

Each CSI School adopts a grievance policy in accordance with the following guidance as part of the charter contract. Complaints regarding gifted education are resolved in accordance with the school's adopted policy. This information is easily accessible to stakeholders: the CSI Conflict Resolution Policy can be found in [BoardDocs](#) on the CSI website. School policies are referenced in each school's respective Student/Parent Handbook.

School Level Procedures

In the event of a conflict between the staff, administrators, or board members of an Institute School and a parent, staff, or community member (current or former), the grievant must first exhaust all available remedies under the School's Grievance Policy as required by the School's charter contract. The School's Grievance Policy shall strive to accomplish the following goals:

- Resolve the issues at the lowest level.
- Provide a clear process for appealing a decision to the next level(s) of review.
- Define timeframes for the filing of a complaint if related to a specific incident.
- Define timeframes for a response once a complaint is filed.
- Require that the request for a review be in writing.
- Provide a clear opportunity for the grievant to comment on their perception of the treatment/service level received from the School.
- Provide for a clear opportunity for the School to comment on its perception of the incident and the steps taken to try and resolve the issue(s).
- Include the Institute's Executive Director as the final step (following review by the School's Board) for the grievant to bring their concerns.



In following the School's Grievance Policy, each party must consider the following with regard to conflict resolution:

- Recognize that the Institute does not have authority to intervene in many school level disputes.
- Address the issue at the appropriate level and proceed with the Grievance Policy that the School has in place.
- If the concern involves a student with an IEP or 504 Plan, the school must have a process to inform the Institute staff responsible for exceptional student services and follow the Institute (or develop) appropriate grievance procedures that are aligned with state and federal law.
- Decisions will not be overturned at a higher level of authority unless there are compelling grounds based on a School discriminating against a protected class, violating its contract with the Institute, failure to follow its own policies, Institute policies or requirements, or state or federal law, rule, or policy.

Institute Level Procedures

If a grievant has followed the School's Grievance Policy and procedures, and wishes to pursue a concern because it has not been resolved to their satisfaction, the Institute will guide the grievant to follow the Institute Parent Conflict procedures, which will at a minimum include the following:

- The grievant must submit the concern in a written format to the Institute within five business days after receiving the written decision of the School's board.
- If the concern involves a student with an IEP or 504 Plan, the school must inform the Institute staff person responsible for exceptional students and follow all State and Federal rules including any Institute and/or Institute-approved grievance procedures aligned with exceptional students.
- If the concern is a student safety issue the issue must be brought immediately to the attention of the Institute's Executive Director.
- The Institute's Executive Director or designee will make the school aware of the concern and determine if any violation of law, rule, policy, or the charter contract has been committed.
- After review, and to the extent practicable, the Institute's Executive Director will publish his/her conclusions in writing within 15 days of receipt of the written concern.
- If, after review, the Executive Director concludes that a violation has occurred, the Institute's Executive Director will inform the school administration in writing of the violation and direct that the School resolve the situation with the grievant. The Institute may implement procedures in line with the Institute's School Compliance Policy and take any actions provided for in law, policy or contract to resolve the issue.

AU Target: CSI will continue to review policies through the contract renewal process to ensure that policies are up to date.

Monitoring

CSI has developed this program plan in compliance with all state and federal laws and regulations. Procedures for identifying and providing special educational services for gifted students are in line with statute and rule.



CSI monitors the gifted education program, demographics and gifted student performance and sets targets for improvement using the UIP Gifted Addendum as an annual plan.

CSI adheres to CDE timelines for program plan development, data submissions, reporting, and financial compliance. CSI has participated in training in the use of the ESSU Data Management System.

CSI and CSI schools are preparing to participate in CGER during the 2017-2018 school year. CSI last participated in CGER in 2013. A timeline to improve the indicators in Identification Procedure and Evaluation and Accountability was developed and implemented. Recommendations from the CGER report were utilized in the development of targets for the 2016-2020 program plan.