

**Colorado Department of Education  
Gifted Education**

**2008-2011**

<b>State Performance Plan (SPP)</b>	
<p>The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in Gifted Education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children’s Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE.</p>	
<b>Goal Area I: Student Achievement – Targets</b>	
<p><i>Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.</i></p> <p><b>Indicator 1:</b> 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.</p>	<p>Evidence 1: Percent of administrative units moving toward locally determined targets.</p>
<b>Goal Area I: Student Achievement – Record Keeping</b>	
<p><i>Gifted students will have advanced learning plans that guide instructional and affective programming.</i></p> <p><b>Indicator 2:</b> 100% of gifted students in the district will have advanced learning plans by December 2009.</p>	<p>Evidence 2: Percent of gifted students with an advanced learning plan.</p>
<b>Goal Area I: Student Achievement – Assessment Tools</b>	
<p><i>For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit.</i></p> <p><b>Indicator 3:</b> 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.</p>	<p>Evidence 3: Percent of administrative units naming and using alternative assessments to measure gifted student learning.</p>
<b>Goal Area II: School Capacity – Training and Programming</b>	
<p><i>Gifted student programming and achievement is facilitated through the tiered programming or RtI intervention framework.</i></p> <p><b>Indicator 4:</b> 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.</p>	<p>Evidence 4: Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.</p>

<b>Goal Area II: School Capacity – Personnel</b>	
<p><i>Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students.</i></p> <p>12.02 (1)(f)(i)</p> <p><b>Indicator 5:</b> Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.</p> <p><b>Indicator 6:</b> To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and, To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</p>	<p>Evidence 5: Percent of administrative units with a director or coordinator for management of the Program Plan.</p> <p>Evidence 6: Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.</p>
<p>Note: <i>Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students. Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.</i></p>	
<b>Goal Area II: School Capacity – Professional Development</b>	
<p><i>Administrative units will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students.</i></p> <p><b>Indicator 7:</b> 100% of administrative units will provide professional development in gifted education.</p>	<p>Evidence 7: Percent of administrative units implementing professional development.</p>
<b>Goal Area III: Representation in the Gifted Population</b>	
<p><i>Administrative units will increase the proportional racial and ethnic representation in the gifted population compared to the AU's total enrollment if needed.</i></p> <p><b>Indicator 8:</b> 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit's total enrollment.</p>	<p>Evidence 8: Percent of administrative units with appropriate proportionality in the gifted population compared to the administrative unit's total enrollment.</p>
<b>Goal Area III: Representation in the Gifted Population – Categories</b>	
<p><i>A reference for the identification assessment of students gifted in the visual and performing arts, music, creativity and leadership will be developed by CDE and regional representatives.</i></p> <p><b>Indicator 9:</b> CDE and regional representatives will create an improvement plan with annual targets for the development of a resource packet used in identifying gifted students in the arts, music, creativity and leadership areas.</p>	<p>Evidence 9: Percent of annual targets met on the CDE improvement plan for resource development.</p>

<b>Goal Area III: Representation in the Gifted Population – Cohort Identification</b>	
<p><i>CDE will partner with interested administrative units to increase the implementation of the USTARS program at K-2.</i></p> <p><b>Indicator 10:</b> The number of schools involved in USTARS for the identification of gifted students from underserved populations increases.</p>	<p>Evidence 10: Number of schools using USTARS increases from the 2007 baseline level.</p>
<b>Goal Area IV: Partnerships – Parents</b>	
<p><i>Family engagement is evident throughout the state. Parents of gifted students are involved as a means of improving services and results for students with Advanced Learning Plans, ALPs.</i></p> <p><b>Indicator 11:</b> 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.</p>	<p>Evidence 11: Percent of parents who report schools facilitated their involvement as a means of improving services and results for children with ALPs.</p>
<b>Goal Area IV: Partnerships – Higher Education</b>	
<p><i>Administrative units will explore and encourage the resources of the institutions of higher education to facilitate the growth of gifted education.</i></p> <p><b>Indicator 12:</b> 100% of administrative units will initiate discussions with higher education to help with the growth of gifted student education.</p>	<p>Evidence 12: Percent of administrative units using the resources of higher education for professional development or gifted student programming.</p>
<b>Goal Area V: Unique Populations – Early Childhood</b>	
<p><i>Administrative units provide gifted programming in the early childhood years through recognition of exceptional abilities and methods to respond to performance, products and observations. (Pre-K is optional.)</i></p> <p><b>Indicator 13:</b> 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.</p>	<p>Evidence 13: Percent of administrative units with written procedures and interventions for grades K-2 and implemented procedures to collect a body of evidence that may be used toward identification assessment and programming.</p>
<b>Goal Area V: Unique Populations – Support Structures</b>	
<p><i>Gifted students from traditionally underserved populations (e.g., poverty, minority, twice exceptional) will have support structures for successful gifted programming and retention.</i></p> <p><b>Indicator 14:</b> 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, multi-cultural training).</p>	<p>Evidence 14: Percent of administrative units reporting support structures for gifted students identified from underserved populations.</p>

<b>Goal Area VI: Supervision and Monitoring</b>	
<p><i>Administrative units participate in the Gifted Education monitoring and data collection system that is embedded into the Colorado Improvement and Monitoring Process (CIMP).</i></p> <p><b>Indicator 15:</b> Selected administrative units from each of the 8 educational regions will participate in CIMP.</p> <p><b>Indicator 16:</b> 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.</p>	<p>Evidence 15: Number of administrative units from each region participating in CIMP.</p> <p>Evidence 16: Percent of administrative units submitting completed annual reports by the due date of September 30.</p>

