

Data Standard Gifted and Talented

Rev. 7/3/2023

Ownership and History

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Office of Special Education and Early Learning (OSEEL)

Revision history**July 3, 2023**

Updated the Campus Path to Classic View
Added Search Terms
School year – updated to 2023-2024
Search Terms – added
Campus Path – updated to Classic View
Section A – Entering a Gifted and Talented (GT) Record – updated
Section B – Student Records Transfer – updated
Section C – GT Missing Records and Evidence – updated
Section D – Gifted Student Service Plan (GSSP) – updated
Section L – GT End of the Year (EOY) Data Correction and Reporting – added

August 25, 2022:

Section A - Year Identified – updated
Section A - Visual and Performing Arts - Evidence box updated
Section B – Step 7 added
Section C – Step 14 added
Section L - Military Compact - Directions and screenshot updated

October 19, 2021

Deleted how to generate KY Gifted and Talented Detail Report
Added how to generate QA Gifted and Talented Report
Added link to Infinite Campus Gifted and Talented (Kentucky)
Section M – Transfer of GSSP and Progress Report section added
Section N - Copying a GSSP or Progress Report section added

Gifted and Talented Data Standards
Rev. 7/3/2023

Contents

Ownership and History **Error! Bookmark not defined.**

Overview 3

Section A – Entering a Gifted and Talented Record..... 4

Section B – Student Records Transfer..... 11

Section C – GT Missing Student Records and Evidence 11

Section D – Gifted Student Service Plan (GSSP)..... 15

Section E – Creating a Progress Report..... 15

Section F – Completing the Progress Report 18

Section G – Publishing the GSSP and Progress Report 20

Section H – GSSP Batch Print Report 23

Section I – GT Progress Report Batch Printing 24

Section J – Local Norms..... 24

Section K – Military Compact..... 25

Section L – GT End of the Year (EOY) Data Correction and Reporting..... 26

Abbreviations 26

Gifted and Talented Data Standards Rev. 7/3/2023

Overview

Gifted and Talented (GT) data standards should be used to enter and update GT records, correct and enter missing records and evidence, transfer GT records and create/complete Gifted Student Service Plans and Progress Reports.

Regulation citation(s)

[704 KAR 3:285](#)

Data use

- GT records are reported as data and entered into the [School Report Card](#)
- GT records are reported annually in the School Report Card
- Missing records and evidence are reported monthly to districts for districts to correct and update GT records
- Data is used to create Gifted Student Service Plans and Progress Reports

Related ad-hoc filters and reports

- To validate GT local and state records
Classic View: [Index](#) | [Data Integrity](#) | [Data Validation](#) | [Reports](#) | [Definition Group Extract](#) | [Local Data Set](#) | [State Data Set](#)
- To generate the district GT student list
Classic View: [Index](#) | [Data Export](#) | [State Published](#) | [G&T Student List](#)
- To generate a list of students and their categories or a report comparing GT to Total Enrollment
Classic View: [Index](#) | [KY State Reporting](#) | [KDE Reports](#) | [QA Gifted and Talented](#)

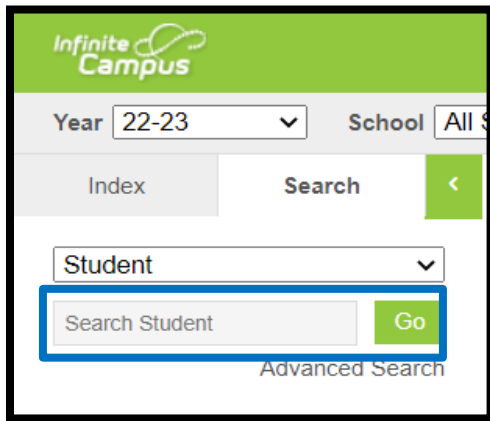
Documents and PowerPoints will be posted on [KSIS Data Standards](#) and [GT Resources webpage](#).

Gifted and Talented Data Standards
Rev. 7/3/2023

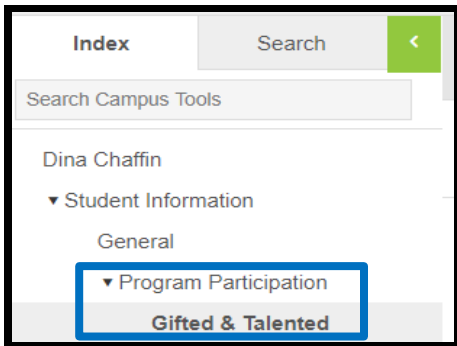
Section A – Entering a Gifted and Talented Record

Classic View: Student Information | General | Program Participation
Search Terms: Programs

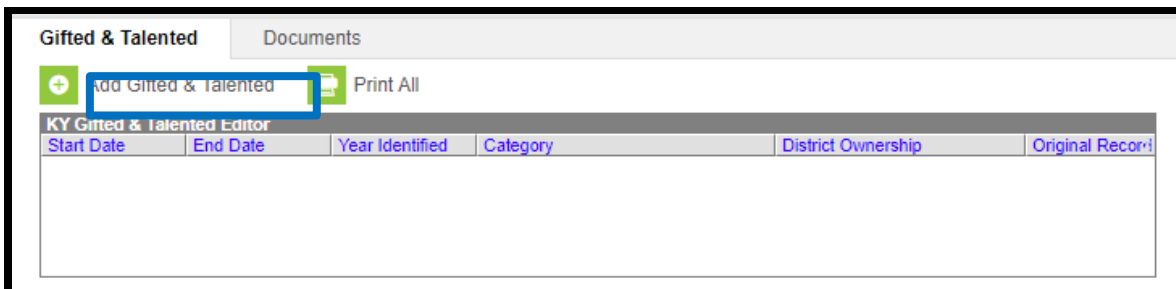
Step 1: Search Student - Look up student using Search tab. Enter student name and click “Go.”



Step 2: Program Participation - Once student is found, under the Index tab, click the following Classic View: **Student Information | Program Participation | Gifted & Talented**



Step 3: New GT Record - For a new record, click **Add Gifted and Talented**.



Gifted and Talented Data Standards Rev. 7/3/2023

Gifted & Talented Status

The screenshot shows a form titled "Gifted & Talented Status". It contains the following fields and options:

- *Gifted Category:** A dropdown menu.
- *Year Identified:** A text box with the value "2014".
- *Start Date:** A date picker.
- End Date:** A date picker.
- Gifted Declined Services
- Gifted Underachieving

Gifted Category: Select from the drop-down list the appropriate gifted category:

- 01: Creative or Divergent Thinking
- 02: General Intellectual Ability
- 03: Psychosocial Leadership Skills
- 04: Specific Academic Aptitude-Language Arts
- 05: Specific Academic Aptitude-Math
- 06: Specific Academic Aptitude-Science
- 07: Specific Academic Aptitude-Social Studies
- 08: Visual and Performing Arts-Art
- 09: Visual and Performing Arts-Dance
- 10: Visual and Performing Arts-Drama
- 11: Visual and Performing Arts-Music
- 12: Primary Talent Pool

Year Identified: Enter the last part of the school year in which the student is identified as gifted.

Example: If a student is identified on May 30, 2018, of the 2017-2018 school year, enter "2018" for Year Identified.

Start Date: Enter the date services for specified category begins.

Note: If services will begin in the summer, enter June 1 and the correct year. However, if services will not begin until the following school year, enter the first day of school and the correct year.

End Date: When entering a PTP student, the district will also enter the projected end date of the student's PTP participation. Students exit PTP at the end of grade 3. **Please do not delete the PTP record** even if the student is not formally identified at the 4th grade level for gifted and talented services but verify the record has been given an end date.

Gifted Underachieving: Select if student is identified as PTP or GT but have a significant gap between potential ability and demonstrated achievement.

Gifted Declined Services: If a parent or student declines gifted services, check the box. Make sure to document this preference in the student's GT folder.

Service Delivery Options: Select appropriate service delivery options. Select at least **two** options per gifted category.

Note: Service Delivery Options should be updated in a student's GT Record to reflect the yearly Gifted Student Service Plan (GSSP).

Gifted and Talented Data Standards Rev. 7/3/2023

Service Delivery Options:
(At least 2 Service Delivery Option checkboxes must be selected)

- Various Acceleration Options
 - Early Exit from Primary
 - Grade Skipping
 - Subject Area Higher Grade Level
 - Early Entry to Kindergarten
 - Dual Enrollment Courses
 - Dual Credit Courses
 - Early Exit from High School
- Academic Competition or Optional Extracurricular Offering
- Advanced Placement and Honors Courses
- Collaborative Teaching
- Consultation Services
- Special Counseling Services
- Differentiated Study Experiences in the Classroom
 - Differentiated Individual Study
 - Differentiated for Cluster Groups
- Distance Learning
 - Video Courses
 - Other Online Course
- Enrichment Services (School Day)
- Independent Study
- Mentorships
- Resources Services
 - Pull-out Setting
 - Appropriate Instructional Setting
 - Consortium
- Seminars
- Travel Study Options
- Special Schools (4-12)
- Self-Contained Classrooms (4-12)

Evidence: Depending on the gifted category selected, choose the appropriate evidence options. Select at least three evidences for each identified area.

NOTE: If the district is considering purchasing or administering an assessment that is not listed in the GT Coordinator Sample Handbook, contact the GT Program Consultant at KDE to ensure the assessment meets the gifted regulation criteria.

Creative or Divergent Thinker Evidence: Creativity must be determined using informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration and flexibility of thought. When choosing an evidence below, ensure there is documentation in the folder for the above criteria. For example, if "Anecdotal Observation" is selected there must be a short narrative that describes a significant incident that has been observed where the child demonstrates capacity for originality of thought, fluency, elaboration and flexibility. This anecdotal record should be placed in the student's GT folder as evidence.

Documented evidence of creative thinking ability may also include:

1. Creative writing samples
2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.)
3. Behavioral checklists or observations specific to creative behavior
4. Observation of original ideas, products or problem solving.

Gifted and Talented Data Standards
Rev. 7/3/2023

Creative or Divergent Thinker Evidence:
 (At least 3 Evidence checkboxes must be selected)

<input type="checkbox"/> Anecdotal Observation	<input type="checkbox"/> Behavioral Checklists Specific to Creative Behavior
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> Creative Work Samples
<input type="checkbox"/> Formal Assessment Measures	<input type="checkbox"/> Informal Assessment Measures
<input type="checkbox"/> Nominations-Peer	<input type="checkbox"/> Nominations-Self or Petition
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> Special Considerations <input type="text" value=""/>	<input type="checkbox"/> Military Compact

General Intellectual Ability Evidence (GIA): For GIA, you should select *9th Stanine on a Comprehensive Test of Intellectual Ability* as one of your three evidences. However, if exceptions are being considered due to the student being identified for special education services, disadvantaged or as underachieving, the 9th stanine might not be selected. Instead, select *Checklist of Inventories (Underachieving or Disadvantaged)* and *Special Considerations*. Then, from the drop-down menu, select an option:

- Special Ed
- Disadvantaged
- Underachieving

Example:

General Intellectual Ability Evidence:
 (At least 3 Evidences unless student is identified under the Military Compact)

<input type="checkbox"/> Anecdotal Records	<input checked="" type="checkbox"/> Behavioral Checklist Inventories
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input checked="" type="checkbox"/> Continuous Progress Data	<input checked="" type="checkbox"/> High Performance on Intellectual Assessment
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Observation of Applied Advanced Reasoning Ability
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> 9th Stanine on Comp. Test of Intellectual Ability	<input type="checkbox"/> Local Norms
	<input type="checkbox"/> Military Compact
	<input checked="" type="checkbox"/> Special Considerations <input type="text" value="Disadvantaged"/>

Comments

If the assessment selection is not on the dropdown box, click **Other** on the assessment drop-down menu.

Evidence of GIA also may include:

1. High performance on additional individual or group intellectual assessment
2. Observation of applied advanced reasoning ability
3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners

Gifted and Talented Data Standards

Rev. 7/3/2023

Specific Academic Aptitude Evidence (SAA): For SAA, you should select **9th Stanine on a Comprehensive Test of Intellectual Ability** as one of your three evidences. However, if exceptions are being considered due to the student being identified for special education services, as disadvantaged or as underachieving, the **9th stanine** might not be selected. Instead, select **Checklist of Inventories (Underachieving or Disadvantaged)** and **Special Considerations**. Then, from the drop-down menu select one of the following:

- Special Ed
- Disadvantaged
- Underachieving

Example:

The screenshot shows a form titled "Specific Academic Aptitude Evidence: (At least 3 Evidences unless student is identified under the Military Compact)". It contains two columns of checkboxes and one dropdown menu. The first column has checkboxes for: Anecdotal Records (checked), Checklist Inventories (Underachieving or Disadvantaged), Within the 9th Stanine on One Subject Test Score of an Achievement Test, Formal Testing Data, Informal Assessments, Nominations-Self or Petition, Portfolio of High Academic Performance, Referrals/Recommendations-Parent, Student Awards or Critiques, and Special Considerations (checked). The "Special Considerations" checkbox is followed by a dropdown menu currently set to "Special Ed". The second column has checkboxes for: Checklist Inventories (checked), Collection of Evidence from Portfolios, Continuous Progress Data (checked), High performance on Test of Academic Achievement, Nominations-Peer, Off-level Testing, Primary Review Committee, Referrals/Recommendations-Teacher, Student Progress Data, Local Norms, and Military Compact.

Evidence of SAA also may include:

1. High performance on an additional individual or group test of academic aptitude
2. Student awards or critiques of performances
3. Off-level testing
4. Portfolio of high academic performances
5. Student progress data

If the assessment needed for 9th stanine evidence is not listed on the drop-down menu, click **Other** on the drop-down list.

Psychosocial and Leadership Skills Evidence: This category must be determined by a variety of informal measures and the documentation of the willingness (being prepared; readiness) of the student to assume leadership roles in class, in a student organization and in a community activity.

Note: The box stating "Documentation of Student Leadership in Community, Class and Student Organization" must be checked.

However, if exceptions are being considered due to the student being identified for special education services, as disadvantaged or as underachieving, **Documentation of leadership in class, in a student organization, and in a community**, activity would not be selected. Instead, select **Checklist of**

Gifted and Talented Data Standards

Rev. 7/3/2023

Inventories (Underachieving or Disadvantaged) or check the box **Special Considerations**. From the drop-down menu select:

- Special Ed
- Disadvantaged
- Underachieving

Example:

Psychosocial & Leadership Skills Evidence:
(At least 3 Evidences unless student is identified under the Military Compact)

<input checked="" type="checkbox"/> Behavioral Observations	<input type="checkbox"/> Checklist Inventories
<input checked="" type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> Documentation of Student Leadership in Community, Class, and Student Organization
<input checked="" type="checkbox"/> Nominations-Peer	<input type="checkbox"/> Informal Testing
<input type="checkbox"/> Primary Review Committee	<input type="checkbox"/> Nominations-Self or Petition
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Student Awards or Critiques	<input type="checkbox"/> Sociograms
<input type="checkbox"/> Formal Testing <input type="text" value=""/>	<input type="checkbox"/> Military Compact
Specify Other Test <input type="text" value=""/>	
<input checked="" type="checkbox"/> Special Considerations <input type="text" value="Disadvantaged"/>	

Evidence of psychosocial or leadership ability also may include:

1. Sociograms (i.e., questionnaires designed to assess leadership characteristics)
2. Peer recommendations
3. Behavioral checklists or observations specific to leadership behavior
4. Portfolio entries which display leadership qualities
5. Offices held by student in extracurricular activities and class government.

Visual and Performing Arts (VPA) Evidence: For VPA, documentation of performance must determine evidence of auditions, letters of recommendations, or products or portfolio assessment by specialist or professional artists.

NOTE: Best practice for auditions would include evaluation by fine arts specialist(s) for the area(s) the student has been referred. Letters of recommendation should describe and evaluate the student's technical skills and abilities. The letter or recommendation should also provide details about where they have observed the student's talent. Also, it would be best practice to invite multiple specialists or professional artists to assess student work or auditions.

Evidence of visual or performing arts may also include:

1. Awards or critiques of performance
2. Portfolio of visual or performing arts ability.

Gifted and Talented Data Standards
Rev. 7/3/2023

Visual/Performing Arts Evidence:
 (At least 3 Evidences unless student is identified under the Military Compact)

<input type="checkbox"/> Auditions	<input type="checkbox"/> Awards or Critiques of Performance
<input type="checkbox"/> Checklist of Behaviors Specific to Gifted Category	<input type="checkbox"/> Letters of Recommendations
<input type="checkbox"/> Peer Recommendations	<input type="checkbox"/> Portfolio Assessment by Specialists or Professional Artists
<input type="checkbox"/> Portfolio of Visual or Performing Arts Ability	<input type="checkbox"/> Products (Paper, Video, Audio, Pictures)
<input type="checkbox"/> Questionnaires	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Nominations-Self or Petition
<input type="checkbox"/> Special Considerations <input type="text"/>	<input type="checkbox"/> Military Compact
	<input type="checkbox"/> Continuous Progress Data
	<input type="checkbox"/> Anecdotal Records
	<input type="checkbox"/> Formal Testing Data
	<input type="checkbox"/> Primary review committee recommendation for those entering 4th grade

VPA Type: If Visual/Performing Arts - Music category is selected, Instrumental and/or Vocal must be checked.

Visual/Performing Arts Type:
 (At least 1 Visual/Performing Arts Type checkbox must be selected)

Instrumental Vocal

Primary Talent Pool (PTP) Evidence – Note: Data from formal, normed measures **must not** be used to exclude a student from PTP services.

Primary Talent Pool Evidence:
 (At least 3 Evidence checkboxes must be selected)

<input type="checkbox"/> Available Formal Test Data	<input type="checkbox"/> Anecdotal Records
<input type="checkbox"/> Checklist Inventories of Behaviors Specific to Gifted Categories	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> Diagnostic Data (Screening Measure)
<input type="checkbox"/> Parent Interview or Questionnaire	<input type="checkbox"/> Petition System
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Military Compact
	<input type="checkbox"/> Other, Specify <input type="text"/>

PTP Note/Reminder: When entering a Primary Talent Pool student, the district will also enter the projected end date of the student’s Primary Talent Pool participation. Students exit Primary Talent Pool at the end of grade 3. If the student is formally identified in a category, start a new record. If the student is not formally identified, **DO NOT** delete the record – please **END DATE with 6/30/20XX**.

Gifted & Talented Status

*Gifted Category:

*Year Identified: *Start Date:

End Date:

Gifted Declined Services Gifted Underachieving

Gifted and Talented Data Standards Rev. 7/3/2023

Section B – Student Records Transfer

To transfer a student’s GT record, review the process in the [Data Standard Student Records Transfer](#). Directions for the GT record begin on page 11.

The screenshot displays the 'Gifted & Talented' software interface. At the top, there are navigation buttons: 'Add Gifted & Talented', 'Save', 'Delete', 'Print All', and 'Gifted Student Service Plan'. Below this is a table titled 'KY Gifted & Talented Editor' with columns for 'Start Date', 'End Date', 'Year Identified', 'Category', 'District Ownership', and 'Original Record'. Two records are listed: one for 'General Intellectual Ability' and one for 'Specific Academic Aptitude-Math', both for the year 2023 and 'Infinite Campus (01)'. Below the table is a 'Gifted & Talented Status' form. It includes a dropdown for 'Gifted Category' (set to 'General Intellectual Ability'), fields for 'Year Identified' (2023) and 'Start Date' (05-05-2023), and an 'End Date' field. There are several sections of checkboxes for 'Service Delivery Options' (e.g., 'Various Acceleration Options', 'Collaborative Teaching') and 'General Intellectual Ability Evidence' (e.g., 'Anecdotal Records', 'Behavioral Checklist Inventories'). At the bottom, there is a section for 'Intellectual Ability Test' with a dropdown set to '01: Cognitive Abilities Test' and a 'Comments' field.

Section C – GT Missing Student Records and Evidence

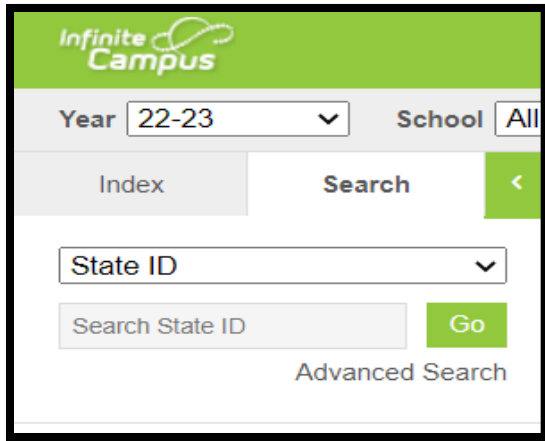
Step 1: The district GT Coordinator will receive an email from the KDE GT Program Consultant with a list of students SSID numbers and the corresponding gifted category with a missing record or evidence. These records are usually students who transferred to the district, but their GT record was not imported or evidence, such as the 9th stanine, is not a part of their evidence in Infinite Campus (IC).

Step 2: Staff will need to look up each student to determine:

- If the GT record was sent from the previous district;
- The previous district in which the student was enrolled to know where to send a records request; or
- If evidence is missing.

If staff cannot locate a student’s previous enrollment, contact the KDE GT Program Consultant.

Gifted and Talented Data Standards
Rev. 7/3/2023



Missing Evidence:

Step 3: If the student has a gifted record in the district, staff need to ensure there is no “x” beside the record. An “x” beside a record indicates the student was identified in the current district. Since these records usually indicate a new student, there should be no “x”.

KY Gifted & Talented Editor					
Start Date	End Date	Year Identified	Category	District Ownership	Original Record
08/08/2018		2018	Specific Academic Aptitude- Language Arts	Knox County (301)	x

Step 4: However, if the student has an “x” beside the record, evidence may be missing. Usually, the evidence missing is related to the **9th stanine** box. Check to see if the 9th stanine box has been checked. If not, review the other boxes to see if the student was selected due to **Special Considerations** (disadvantaged, special education student, underachieving). If the student has been selected due to special considerations, document in the student’s folder that the student has no 9th stanine selected because of special considerations. Update the student’s recording using the **Special Considerations** checkbox and dropdown menu.

Keep in mind, if the student has not been selected due to special considerations, and there is no 9th stanine selected, more investigation will need to be done.

Gifted and Talented Data Standards
Rev. 7/3/2023

General Intellectual Ability Evidence:
 (At least 3 Evidence checkboxes must be selected)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Behavioral Checklist Inventories
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> High Performance on Intellectual Assessment
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Observation of Applied Advanced Reasoning Ability
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> 9th Stanine on Comp. Test of Intellectual Ability	<input type="checkbox"/> Local Norms
	<input type="checkbox"/> Military Compact
	<input type="checkbox"/> Special Considerations ▼

Step 5: If the student has documentation from the previous district that the student scored at the 9th stanine, update the record by selecting the 9th stanine check box. The previous or identifying district must send this information to the new district. (**IMPORTANT:** If emailing, remember for privacy, the document can only have the student’s SSID number.)

Step 6: However, if the student has no documentation, the district must contact the previous district for this documentation.

Missing Record:

Step 7: If evidence is not missing and the district has a record, this means the student has two or more GT records. Look to see if the record has an “x” beside the record indicating the current district identified the student. If the student has an “x” then a previous district also identified the student.

NOTE: If it appears the student is not missing a GT record, then ensure the correct GT record is being viewed. Students may have been identified in more than one GT area and the record missing may be from an area other than the one the district has on file.

KY Gifted & Talented Editor					
Start Date	End Date	Year Identified	Category	District Ownership	Original Record
08/20/2012		2012	Specific Academic Aptitude-Math	Knox County (301)	X

Step 8: However, if the district searches and finds the student in IC and they have no GT record or the record is missing, this means when the student enrolled in the district, the GT record was not imported. Check with enrollment personnel to see if the record was released. If not, a records request will need to be sent to the previous district.

Step 9: To determine where to send the records request, look at the student’s enrollment information. Contact the GT Coordinator from the previous district and ask if the district has the missing record. (For GT Coordinator’s contact information, check [Directory-Open House](#)).

Gifted and Talented Data Standards
Rev. 7/3/2023

Grade	Type	Calendar	Start Date	End Date
12	P	22-23	08/11/2022	
<i>Start Status: E01 First enrollment of the year</i> <i>End Status:</i>				
11	P	21-22	08/12/2021	05/27/2022
<i>Start Status: E01 First enrollment of the year</i> <i>End Status: CO1 Close of Year</i>				

Step 10: If the record needed is in the previous district, the current district should request the record using the process outlined in the [Student Records Transfer](#) Data Standard. If the current district has a record for this student and it is not the original record, the record needs to be deleted. However, if there are no duplicate records, the next step would be to create a GSSP for the student and begin serving the student. This should take place as quickly as possible.

Step 11: If the previous district does not have a record for the student, this means one of two things:
(1) Either the previous district did not import the student’s record at the time they enrolled; or
(2) The previous district could not import the student’s record because the district where the student was enrolled before did not release the record. It is like a broken chain. Records can only be transferred from the previous district.

Step 12: If the previous district does not have the missing record, try to determine where the student was originally identified for the GT program by checking the Enrollment tab in IC. If the district cannot see where the student was originally identified in IC, contact the GT State Consultant for assistance. Once the district knows where the student was identified, request the GT record using the ***New State Transfer Request*** tool.

Lockers	Communicable Disease	Graduation	Athletics	Ad Hoc Letters	Waiver	Records Transfer
New State Transfer Request New National Transfer Request						

Step 13: Request copies of all documentation from the student’s GT file.

Step 14: If the previous district does not have the GT student’s identification documentation, the new district should begin collecting identification evidence for the student. According to [704 KAR 3:285, Section 3\(9\), \(11\) and \(12\)](#), students must meet regulation criteria to be eligible for gifted services.

Gifted and Talented Data Standards Rev. 7/3/2023

Section D – Gifted Student Service Plan (GSSP)

See the GSSP Training [video](#) and [PowerPoint](#) for an explanation on how to:

- Create a GSSP
- Create a GSSP Portal Settings Report
- Use the GSSP Portal Options Update Tool
- Transfer the GT Record and GSSP
- Use Parent/Student Portal
- Create GSSP Batch Print Report

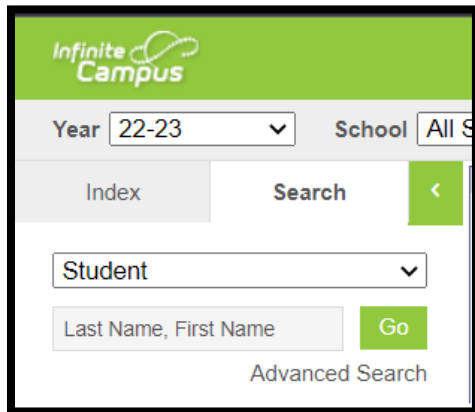
Section E – Creating a Progress Report

Classic View: Documents tab | New Document

Search Terms: Documents

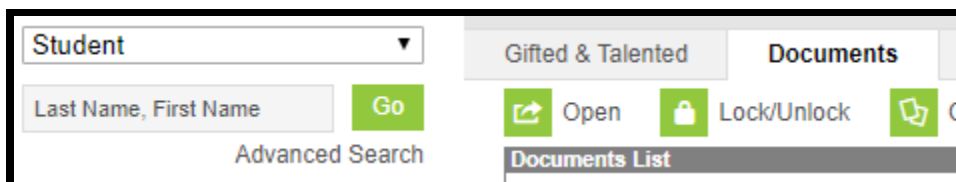
Note: GT Coordinators should not have rights to import records. Please work with the school staff to import GT records.

Before creating the GT Progress Report, the district must first locate the student for whom the form will be created. To find the student, click on the **Search** Tab. Then, select either **Student** or from the drop-down arrow, select **State ID**. If selecting **Student**, type in the student's last name, then first name.



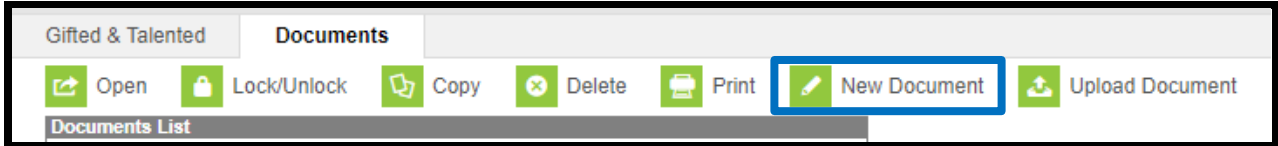
Uploading the Progress Report

Step 1: Once the student's record has been located, click the **Documents** tab.

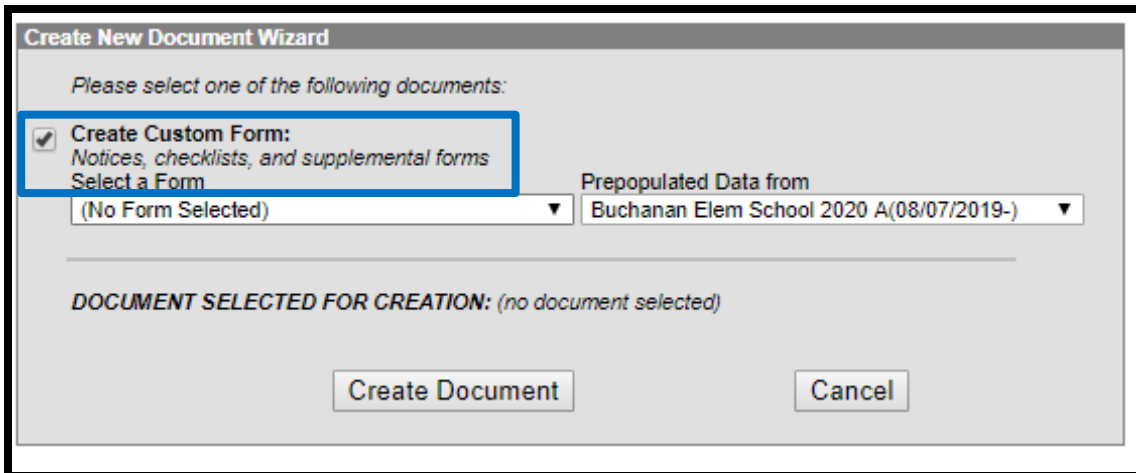


Gifted and Talented Data Standards
Rev. 7/3/2023

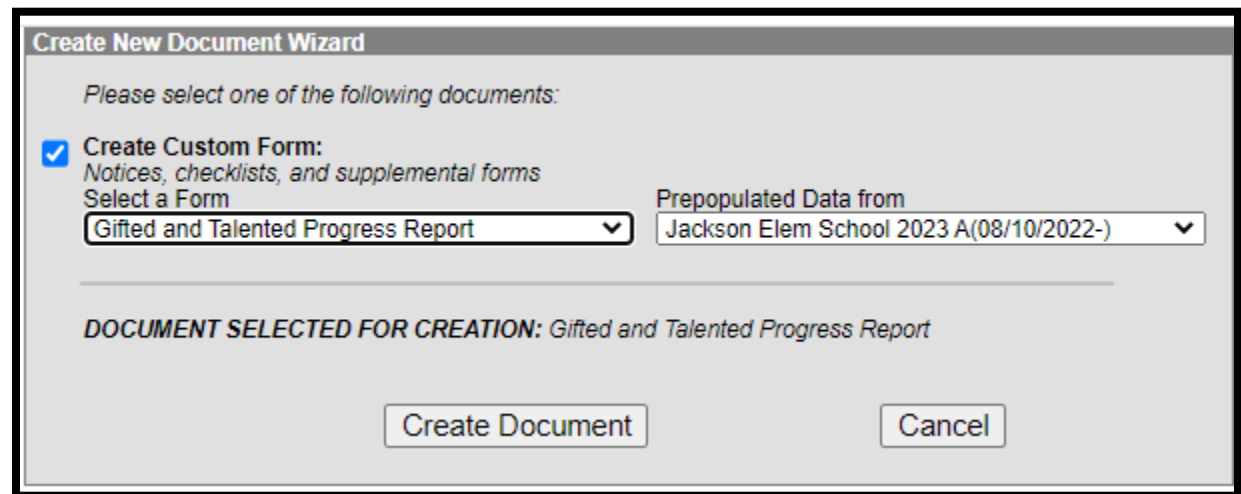
Step 2: Next, click **New Document**.



Step 3: Then on the gray text box, check **Create Custom Form**.



Step 4: Using the down arrow under Select a Form, choose the **Progress Report**.



Step 5: Once the GSSP or GT Progress Report is chosen, click the **Create Document** button.

Gifted and Talented Data Standards

Rev. 7/3/2023

Create New Document Wizard

Please select one of the following documents:

Create Custom Form:
Notices, checklists, and supplemental forms

Select a Form: ▼

Prepopulated Data from: ▼

DOCUMENT SELECTED FOR CREATION: *Gifted and Talented Progress Report*

Gifted and Talented Data Standards

Rev. 7/3/2023

Step 6: The GSSP/Progress report will load in the middle of the screen.

Gifted and Talented Progress Report
ALYSSIA ABNER
Jackson Elem School 2023 A Grade: 05 SSID: 37466

Progress Report
The Progress Report is a communication vehicle between the district and parent regarding the progress of the student as it is related to the GSSP services. Progress must be reported to parents twice a year.

Below is an explanation of the Progress Report indicators:

- **Does not meet:** your child is working at or below grade level in his/her area(s) of giftedness is not successful with differentiated instruction provided by the classroom teacher and/or GT Teacher.
- **Meets:** your child is achieving at or above graded level in his/her area of gifted and is successful with differentiated instruction provided by the classroom teacher and/or GT Teacher.
- **Exceeds:** your child is exceeding high above grade level in his/her area of giftedness through individualized differentiated instruction provided by the classroom teacher and/or GT Teacher.

Directions for completing the Progress Report:
Fill in the information below and give **specific and intentional feedback** regarding student progress as it relates to the GSSP (NOTE: This may include but is not limited to topics such as continuous progress, process skills, and/or products/performances of the student). The comments sections will expand as needed.

Mid-Term Progress:

Gifted Category	Teacher	Progress Indicator	Comments
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	

Section F – Completing the Progress Report

The GT Progress Report must be completed at the end of each school semester. Progress must relate to the goals and activities in the GSSP.

Step 1: Fill in the information and give specific and intentional feedback regarding student progress as it relates to the Gifted Student Service Plan (GSSP). The comment section will expand as needed.

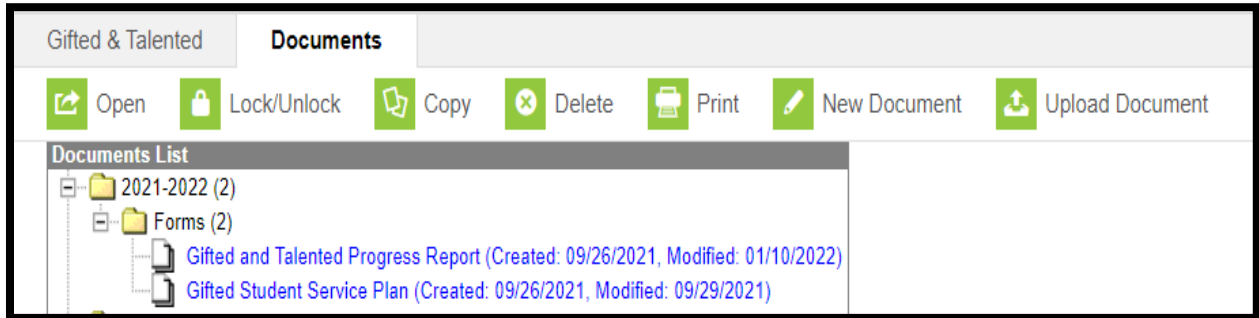
Note: This may include, but is not limited to, topics such as continuous progress, process skills, and/or products and performances of the student.

Step 2: Click **Save** to save all the information selected or typed. The saved report will be posted in the **Documents List** with the date created and the date modified. It can be opened again to update the GSSP or to add progress for the end of the year. Clicking **Print**, will allow the user to print a copy of the document.

Mid-Term Progress:			
Gifted Category	Teacher	Progress Indicator	Comments
05 - Math	Mrs. Andrews	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input checked="" type="checkbox"/> Exceeds	Jane is excelling in Pre-Algebra. She has ⬇
01 - Creativity	Mr. Freece	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	Jane demonstrated her creativity during the ⬇
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	

Gifted and Talented Data Standards Rev. 7/3/2023

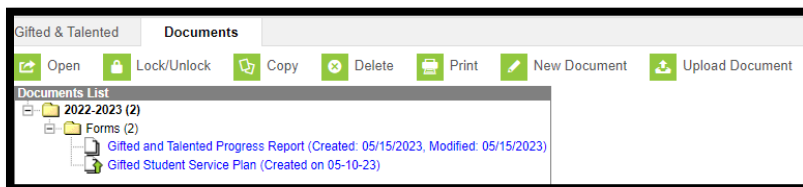
Step 3: Once the Progress Report is complete, click **Save**. The saved report will be posted in the **Documents List** with the date created and the date modified. It can be opened again to update the GSSP or to add progress for the end of the year.



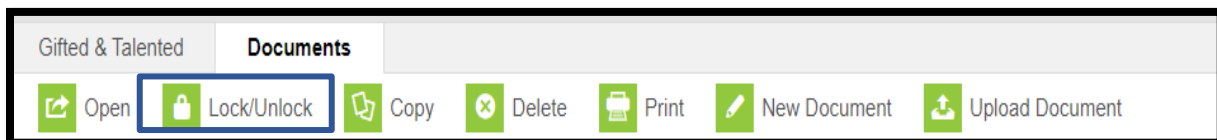
Section I - Locking and Unlocking the GSSP and Progress Report

It is important to lock the GSSP and Progress Report so they can be seen in the State Edition of Infinite Campus. The GT Consultant for the Kentucky Department of Education uses these forms for monitoring to ensure they are completed correctly.

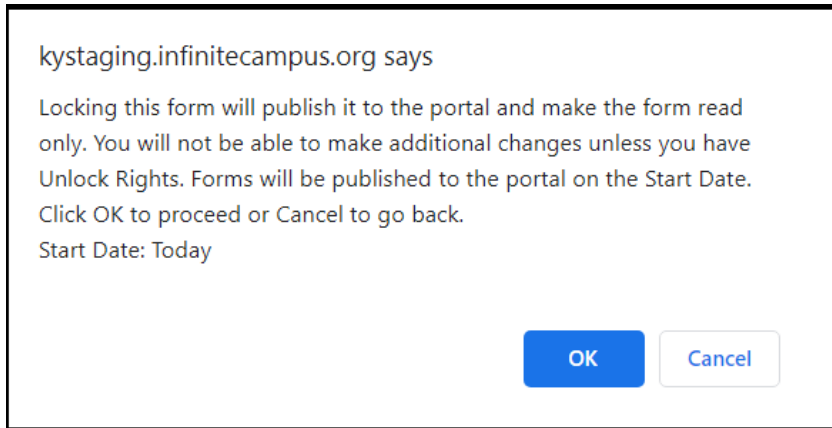
Step 1: After saving the GSSP and/or Progress Report, click the white paper icon with the green arrow beside the words **Gifted Student Service Plan**.



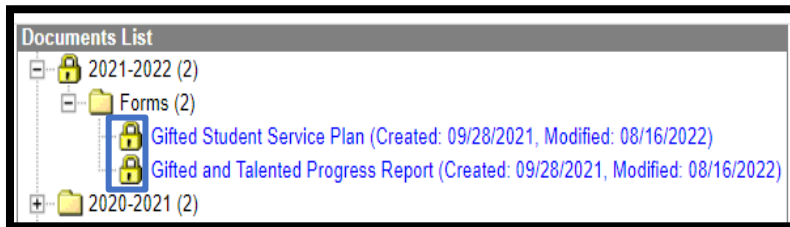
Step 2: Click the tool **Lock/Unlock**. A text box will appear with the message below. Click **OK**. The GSSP/Progress Report can be unlocked if needed for editing.



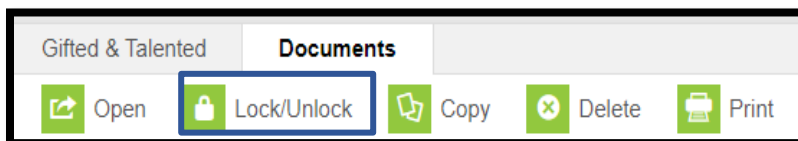
**Gifted and Talented Data Standards
Rev. 7/3/2023**



Step 3: A lock icon will appear next to the GSSP and/or Progress Report.



Step 4: To unlock the GSSP and/or Progress Report, repeat the process above, except click the **Unlock** tool.



Section G – Publishing the GSSP and Progress Report

Step 1: Custom Forms

Classic View: System Administration | Custom Forms | Gifted Student Service Plan or Progress Report
Search Terms: Custom Forms

MODULE	STATUS	NAME	SEQUENCE
(All)	(All)		
MODULE: Gifted & Talented			
Gifted & Talented	ACTIVE	Gifted Student Service Plan	1
Gifted & Talented	ACTIVE	Gifted and Talented Progress Report	2
Gifted & Talented	INACTIVE	KDE GSSP and Progress Report	1
Gifted & Talented	INACTIVE	Legacy KDE GSSP and Progress Report	1

Gifted and Talented Data Standards Rev. 7/3/2023

Click on the **Gifted Student Service Plan** or **Progress Report** custom forms to edit, and then go to the last section **Publish**. Check the **Campus Parent** Checkbox.

Interactive Form - Gifted and Talented Progress Report

Upload Prepopulate Fields Define Rules Publish

Publishing this form makes it available for users to create for a person.

Start Date *
08/01/2019

End Date
month/day/year

Display Custom Form on Portal
 Campus Parent
 Campus Student

Display PDF on Roster
 Roster

Status
The Status is calculated based on the Start and End Date.
ACTIVE

< Previous Cancel Save

This will need to be repeated for each document to publish to the portal.

Step 2: Portal Preferences

Classic View: System Administration | Portal | Preferences
Search Terms: Portal Overview

Preferences will be adjusted for each school/calendar. Click on the **“Display Options”** tab then select the schools name under the **“Display Options Template”**.

Index Search Display Options Self Service Mobile Classroom

Search Campus Tools

- Messenger
- Payments
- PLP
- Portal

Preferences

- Reports
- GSSP Portal Options Upda
- GSSP Portal Settings Rep
- Preferences
- Resources

Display Options determine what tools and data appear in the Campus Student and Campus Parent Portals. Display Options are set by Calendar/Structure using a Display Options Template created by the school. Each Calendar/Structure can be assigned to only one template. Select a Template to modify it or click New Template to create a new one. Select a Calendar/Structure to assign to a template and enable the calendar and terms. [Read More](#)

Filter Calendars by School Year

All Previous Year Active Year Future Year

Filter Calendars by Status

All Enabled Disabled

DISPLAY OPTIONS TEMPLATE	CALENDAR (STRUCTURE)	STATUS	ENABLED TERMS
Fake High School	22-23 Fake School Year	ENABLED	Q1, Q2, Q3, Q4

Click on the **“Documents”** section.

Display Options Template

School: Template:

Expand All Collapse All

Behavior	✓ Student ✓ Parent	+
Contact Preferences		+
Course Registration		+
Documents	✓ Student ✓ Parent	-

Gifted and Talented Data Standards Rev. 7/3/2023

Once the documents section has opened scroll down to the **Gifted and Talented** section to ensure the **Student & Parent** box is checked.

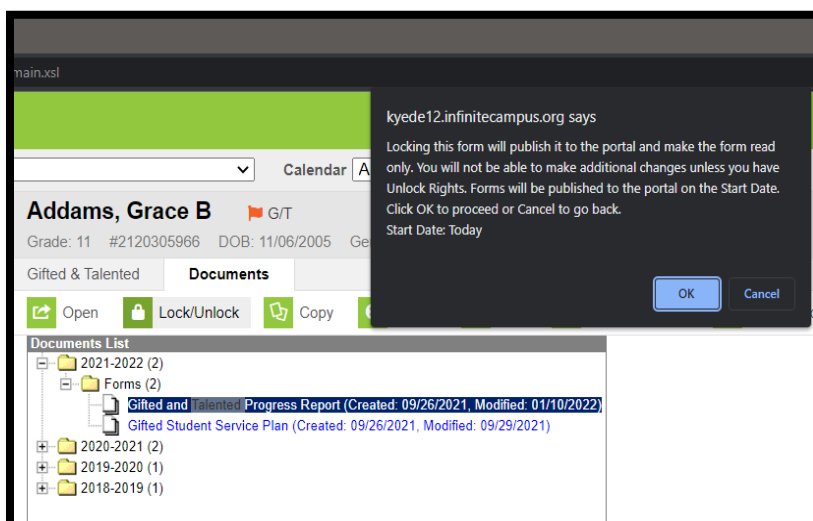
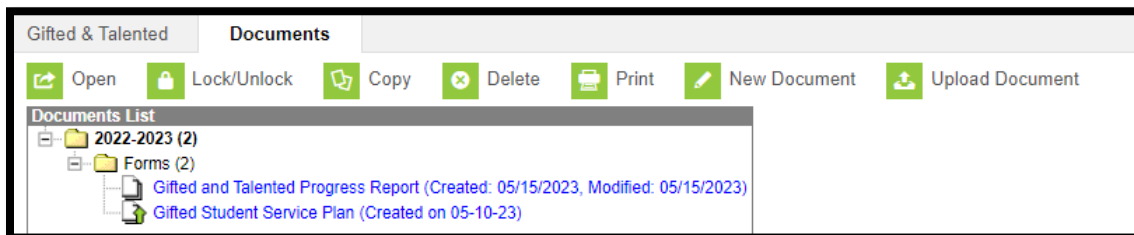


Field Trip	<input type="checkbox"/> Student & Parent
Gifted & Talented	<input checked="" type="checkbox"/> Student & Parent
Health	<input type="checkbox"/> Student & Parent
Homeless Services	<input type="checkbox"/> Student & Parent

Step 3: Lock Gifted and Talented Documents

Classic View: Student information | Program Participation | Gifted and Talented | Documents Search Terms: Programs

Lock the document to publish to the portal (if it is not already locked). In the screenshot below, the student's documents are not locked. Currently, there is not a way to lock multiple student documents. When creating the GSSP and Progress Report, ensure the document is locked. By locking the document, it will be ready to publish to the Parent Portal. The forms can also be unlocked to edit. However, permissions are needed for both tools.



To lock, go to the student's documents. Click **Lock/Unlock**. A warning should appear.

Click **OK**. Locking will publish the document to the portal. This action will need to be repeated for each document to publish to the portal.

Once this has been done, the parent should be able to access these documents under the **Documents** section in the left side menu of the portal.

Section H – GSSP Batch Print Report

Classic View: Index | Student Information | Reports | GSSP Batch Print Report

This tool allows for the printing of GSSP forms for multiple students in a given year rather than one student at a time.

To access the **Batch Print Report**, follow this click path Index / Student Information / Reports / GSSP Batch Print Report.

Step 1: Select **Extract Options**

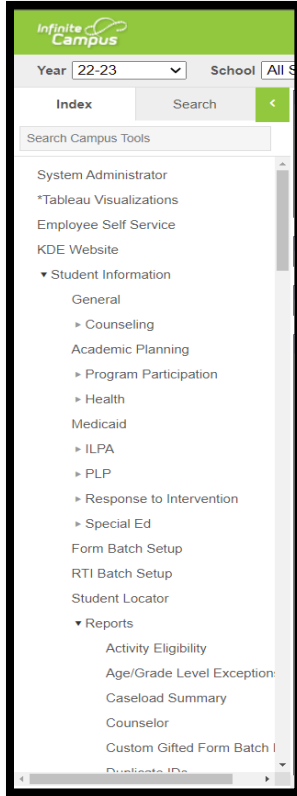
Step 2: Select students to include in the report

Step 3: Select **Sort Options**

Step 4: Generate the **GSSP Batch Print Report**

The screenshot displays the 'GSSP Batch Print Report' interface. On the left, a navigation menu includes 'Index', 'Search', and 'Student Information'. Under 'Student Information', 'Reports' is expanded, and 'GSSP Batch Print Report' is selected. The main content area features a header with the tool's purpose: 'This tool allows for the printing of the Gifted Student Service Plan forms for multiple students in a given year rather than one student at a time.' Below this, there are three sections: 'Extract Options' with checkboxes for 'Include "Show in Portal" only' and 'Active Students Only'; 'Select Students' with a radio button for 'Grade' and a dropdown menu showing years (14, 96, 08, 09); and 'Sort Options' with radio buttons for 'Student Name' (selected) and 'Grade'. A 'Generate Extract' button is located at the bottom of the configuration area.

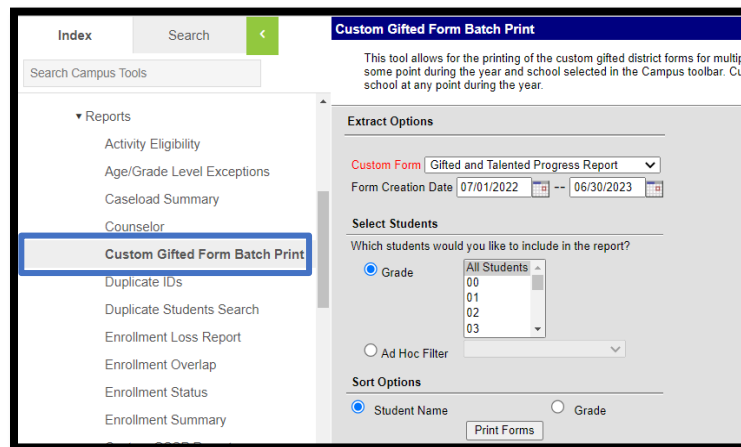
Section I – GT Progress Report Batch Printing



To use the Batch Printing feature to print all student documents at one time.

Classic View: Student Information | Reports | Custom Gifted Form Batch Print
Search Terms: Custom Gifted Form Batch Print

When batch printing reports, ensure the dates reflect when the forms were uploaded.



Step 5: Once the GSSP or GT Progress Report is chosen, click the **Create Document** button.

Section J – Local Norms

The gifted regulation states that a district may use local or national norms to identify students for the gifted program. Local Norms are norms that compare students within a school, district or a subgroup in the district rather than to a national group(s) of students.

The 9th stanine must still be used when using a local norm. A [local norms calculator](#) is posted on the GT Resources webpage.

Gifted and Talented Data Standards

Rev. 7/3/2023

If local norms are used when scoring students, check the three evidences used to identify the student. Then, click the **Local Norms** check box.

General Intellectual Ability Evidence:
(At least 3 Evidence checkboxes must be selected)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Behavioral Checklist Inventories
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> High Performance on Intellectual Assessment
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Observation of Applied Advanced Reasoning Ability
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> 9th Stanine on Comp. Test of Intellectual Ability	<input checked="" type="checkbox"/> Local Norms
	<input type="checkbox"/> Military Compact
	<input type="checkbox"/> Special Considerations <input type="text"/>

Section K – Military Compact

According to Kentucky's *Interstate Compact on Educational Opportunity for Military Children*, [KRS 156.730](#), Article V(B), "Educational program placement: The receiving state shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include but are not limited to:

1. Gifted and talented programs; and
2. English as a second language (ESL).

This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student."

When entering a GT record for a Military Student, check **Military Compact**. Then, check the box or boxes based on current education assessments or participation/placement documentation.

See example:

General Intellectual Ability Evidence:
(At least 3 Evidences unless student is identified under the Military Compact)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Behavioral Checklist Inventories
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> High Performance on Intellectual Assessment
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Observation of Applied Advanced Reasoning Ability
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> 9th Stanine on Comp. Test of Intellectual Ability	<input type="checkbox"/> Local Norms
	<input checked="" type="checkbox"/> Military Compact
	<input type="checkbox"/> Special Considerations <input type="text"/>

Gifted and Talented Data Standards
Rev. 7/3/2023

Section L – GT End of the Year (EOY) Data Correction and Reporting

According to 704 KAR 3:285, Section 9, “State funding to a district shall be contingent upon:

- (a) Employing properly certified personnel to administer and teach in the program;
- (b) The annual submission of a local district gifted education year-end report;
- (c) A summative evaluation of the program and student progress; and
- (d) Complying with this administrative regulation.

To ensure data is correct for the GT End of Year (EOY) reports, follow the directions and procedures in the training resources below.

- [GT EOY video](#)
- [GT EOY PowerPoint](#)

Abbreviations

General Intellectual Ability:

- Cognitive abilities Test (CogAT)
- Test of Cognitive Skills (CTBS)
- Kaufman Brief Intelligence Test (KBIT)
- Naglieri or Naglieri Nonverbal Ability Test (NNAT)
- Wechsler Intelligence Scale for Children (WISC)

Specific Academic Aptitude:

- America College Testing (ACT)
- Practice Scholastic Aptitude Test (PSAT)
- Scholastic Aptitude Test (SAT)
- Iowa Test of Basic Skills (ITBS)
- Iowa Assessment or IOWA (new ITBS assessment)
- Measures of Academic Progress (MAP)