LAUSD UNIFIED

2023-2024 ANNUAL GIFTED AND TALENTED EDUCATION (GATE) REPORT

SCORING RUBRIC: PERFORMANCE TARGET GUIDELINES

The following GATE Performance Target Guidelines are designed to assist school personnel in completing their Annual GATE Report in the Principal's Portal. The Annual GATE Report is a tool for schools to review data and practices related to GATE implementation and develop Action Steps to address areas of need. The Annual GATE Report is also a tool for schools to communicate with families and community members about the school's GATE program. Please read the overall guidance for each Performance Target, which correlate to each of the four Program Components of the school's GATE program. There is also a section to list members of the school's GATE Screening Committee. Reports will be reviewed by Gifted/Talented Programs. Based on the information provided in the report, GATE implementation will receive an overall rating of Ineffective, Developing, Basic, Approaching Exemplary/Effective, or Exemplary/Highly Effective.

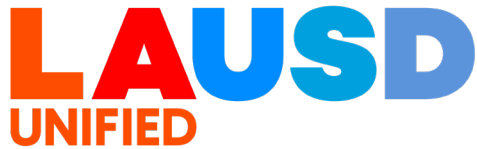| Target 1: Gifted and Talented Identification	• School has less than 6% identified and no referrals for identification. • Although the identification rate is below 6%, there are potentially eligible students who attend the school.	• School has less than 6% identified and very few referrals for identification. • There are clear inequities in identification for ethnic subgroups with more than 10 students that have not been remedied.	• School has less than 6% identified and has initiated some referrals for identification.	• School meets 6% identification goal OR school does not meet 6% identification goal but has initiated many referrals for identification and/or utilizes verification criteria to ensure GATE participation for non-identified learners.	• School exceeds 6% identification and shows evidence of additional referrals for identification. • No inequities among ethnic subgroups with more than 10 students exist.

• Action Steps are vague, unclear, or nonexistent.	• There is a lack of English Learners, Reclassified to Fluent English Proficient (RFEP) students, Students with Disabilities (SWD), and low-income students identified. • Action Steps generally address overall identification issues.	• No inequities among ethnic subgroups with more than 10 students exist OR there are clear steps to remedy any such inequities. • There may be a lack of English Learners, Reclassified to Fluent English Proficient (RFEP) students, Students with Disabilities (SWD), or low-income students identified. • Action Steps address specific next steps in identification.	• No inequities among ethnic subgroups with more than 10 students exist OR there is strong evidence of intentional and targeted efforts to address disproportionality. • English Learners, Reclassified to Fluent English Proficient (RFEP) students, Students with Disabilities (SWD), and low-income students are represented among referred and identified students. • Action Steps clearly address specific next steps in identification.	• English Learners, Reclassified to Fluent English Proficient (RFEP) students, Students with Disabilities (SWD), and low-income students are equitably and appropriately represented among referred and identified students. • No Action Steps are needed.

LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

Performance Target	Ineffective	Developing	Basic	Approaching Exemplary/ Effective	Exemplary/ Highly Effective
Target 2: Instruction and Academic Achievement of GATE Learners	• GATE student clusters are either smaller than required numbers (elementary: 5-8; secondary: 15-25), or GATE clustering was not a consideration when developing the school's master schedule (secondary) or classroom rosters (elementary).	• GATE students are clustered appropriately in some grade levels by meeting the minimum requirements (elementary: 5-8; secondary: 15-25). • An average of 50- 74% assessed identified gifted students scored in the Standard Met or Standard Exceeded range on the Smarter Balanced Assessment (SBA).	• GATE students are clustered appropriately in most grade levels/subjects by meeting the minimum requirements (elementary: 5-8; secondary: 15-25).	• GATE students are clustered appropriately in all grade levels by meeting the minimum requirements (elementary: 5-8; secondary: 15-25). • An average of 75% or more of assessed identified gifted students scored in the Standard Met or Standard Exceeded range on the Smarter Balanced Assessment (SBA) but some grade levels may be below this benchmark.	• GATE students are consistently clustered appropriately in all grade levels by exceeding the minimum requirements (elementary: 5-8; secondary: 15-25). • More than 75% of assessed identified gifted students at all grade levels scored in the Standard Met or Standard Exceeded range on the Smarter Balanced Assessment (SBA).

• Less than 50% of assessed identified gifted students scored in the Standard Exceeded range on the Smarter Balanced Assessment (SBA). **Program Narrative** • Narrative addresses instructional methods for the school at-large or is written in such a way that it could apply to any school and does not describe the specific program for GATE learners within the cost center.	**Program Narrative** • Narrative addresses some ways depth, complexity, novelty, or acceleration are provided as a whole school but does not include details on differentiated small group instruction, novel products, project-based learning, and/or other methods. • School has a specific plan to address the social-emotional needs of all learners within the school but does not articulate plans for the unique needs of gifted learners.	• An average of 75% of assessed identified gifted students scored in the Standard Met or Standard Exceeded range on the Smarter Balanced Assessment (SBA) in either English Language Arts (ELA) or Mathematics but there may be a discrepancy between ELA and Mathematics scores or among grade levels.	**Program Narrative** • Narrative addresses how school provides depth, complexity, novelty, and acceleration, including details on differentiated small group instruction, novel products, project- based learning, and/or other methods.	**Program Narrative** • Narrative addresses distinctly how school provides depth, complexity, novelty, and acceleration at each grade level or within each subject area, including details on differentiated small group instruction, novel products, project-based learning, and/or other methods.

	• School has a general plan to address the social-emotional needs of all learners but does not differentiate for gifted learners. • There is no evidence that school implements innovative and novel practices that build 21st century "future ready" competencies. • Action Steps to address any current underachievement, clustering, or instructional issues are unclear or nonexistent.	• There is little evidence that school implements innovative and novel practices that build 21st century "future ready" competencies. • Action Steps provide a general plan to address any underachievement, clustering, or instructional issues.	**Program Narrative** • Narrative addresses generally how school provides depth, complexity, novelty, and acceleration but does not provide specific detail. • School has a plan to address the specific social- emotional needs of gifted learners within the structures of their regular social-emotional learning (SEL) and management systems.	• School has a well-developed plan to address the specific social-emotional needs of gifted learners, such as asynchrony, imposter syndrome, perfectionism, etc., but may be implemented unevenly by grade level or student group as described in narrative.	• School has implemented a well-developed plan to address the specific social-emotional needs of gifted learners, such as asynchrony, imposter syndrome, perfectionism, etc.

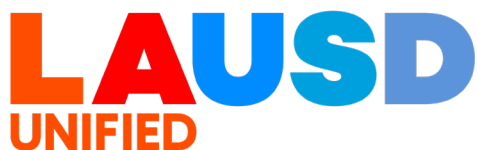|			• There is evidence that school implements some innovative and novel practices that build 21st century "future ready" competencies but does not articulate specific approaches or programs for gifted learners. • Action Steps provide a specific plan to address any underachievement, clustering, or instructional issues.	• There is evidence that school implements practices that build 21st century "future ready" competences for gifted learners. • Action Steps provide a specific plan to address any underachievement or instructional issues.	• There is strong evidence that school implements innovative and novel practices that build 21st century "future ready" competencies for gifted learners, e.g., instructional technology, Science Technology, Engineering, Arts, and Mathematics (STEAM), maker movement, robotics, etc. • No Action Steps are needed.

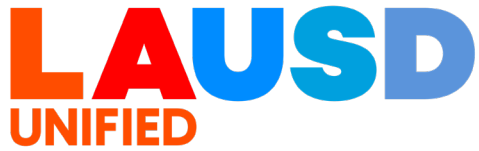| Performance Target	Ineffective	Developing	Basic	Approaching Exemplary/ Effective	Exemplary/ Highly Effective
Target 3: Knowledgeable and Skilled Staff	• Very few or no GATE teachers have received 16 hours of GATE-specific professional development (PD). • No administrators have received four hours of GATE-specific PD. • School identifies an administrator as the GATE coordinator, but the coordinator has not completed any roles/ responsibilities for the year.	• Some GATE teachers have received 16 or more hours of GATE-specific professional development (PD). • Some GATE administrators have received four or more hours of GATE-specific PD. • School has identified a GATE coordinator, but the coordinator has not completed many of their roles/ responsibilities for the year.	• Most GATE teachers have received 16 or more hours of GATE-specific professional development (PD). • Most GATE administrators have received four or more hours of GATE- specific PD. • School has a GATE coordinator that has completed some of their roles/ responsibilities throughout the year.	• Most GATE teachers have received 16 or more hours of GATE-specific professional development (PD), and those who have not completed PD hours are noted and explained in the Action Steps. • Most GATE administrators have received four or more hours of GATE-specific PD.	• All GATE teachers have received 16 or more hours of GATE-specific professional development (PD). • All GATE administrators have received four or more hours of GATE-specific PD. • GATE teachers may have GATE certifications or masters' degrees in gifted education.

	• Action Steps for GATE PD participation are unclear or nonexistent.	• Action Steps for GATE PD participation are present but vague or general.	• Action Steps indicate next steps toward GATE PD participation for the upcoming year.	• School has an active GATE coordinator that has completed most of their roles/ responsibilities for the year. • Action Steps indicate specific next steps toward GATE PD participation for the upcoming year including indicating specific offerings, courses, or topics that will be utilized.	• School has an active GATE coordinator that has completed their roles/responsibilities and is properly compensated. • No Action Steps are needed.

Performance Target	Ineffective	Developing	Basic	Approaching Exemplary/ Effective	Exemplary/ Highly Effective
Target 4: Parent, Family, and Community Engagement	• School did not host any GATE parent/family meetings. • A GATE parent representative has not been identified. • School has not disseminated information to GATE families. • Action Steps for increasing GATE parent/family engagement are unclear or nonexistent.	• School hosted one GATE parent/family meeting during the year, which may have been an informational OLSAT-8 meeting for all parents/families of students in second grade. • School listed the school's parent representative as the GATE parent representative. • School has made little effort to disseminate information to GATE families.	• School hosted one GATE parent/family meeting during the year and an informational OLSAT-8 meeting for all parents/families of students in second grade. • School has identified a GATE parent representative. • School has disseminated information about GATE opportunities through at least one method, e.g., Blackboard Connect.	• School hosted two GATE parent/family meetings during the year. • School has identified a GATE parent representative. • School has disseminated information about GATE opportunities through two or three methods, e.g., Blackboard Connect, flyers, website.	• School hosted two or more GATE parent/family meetings throughout the year and invited parents/families to other GATE family events. • School has an active GATE parent representative. • School has disseminated information about GATE opportunities through a variety of means. • No Action Steps are needed.

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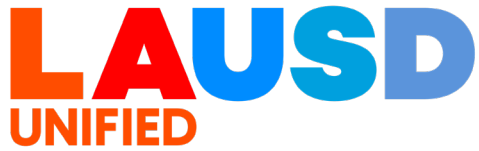MEMORANDUM

		• Action Steps to remedy lack of GATE parent/family engagement are vague or general.	• Action Steps address any areas for improvement in GATE parent/family engagement.	• Action Steps clearly address any areas for improvement in GATE parent/family engagement.	

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Performance Target	Ineffective	Developing	Basic	Approaching Exemplary/ Effective	Exemplary/ Highly Effective
GATE Screening Committee	• There is not an active GATE screening committee. • There are no documented meetings from the school year and referrals are not processed by the school. • Students have only been identified in the automated upload categories, e.g., High Achievement Ability and Specific Academic Ability.	• Three members are identified. • GATE Screening committee meets sporadically and utilizes procedures to process incoming referrals from parents/families or teachers who initiate them.	• Three to five active members are identified. • GATE Screening committee meets a few times annually and utilizes procedures to solicit referrals from all teachers at the site in Intellectual Ability. • School processes referrals from parents/families as initiated.	• Three to five active members are identified. • GATE screening committee meets on a regular basis and utilizes procedures for soliciting referrals from teachers in all applicable categories (Intellectual Ability, Visual Arts Ability, Performing Arts Ability, Creative Ability, and Leadership Ability).	• Three to five active members are identified. • GATE screening committee meets on a regular basis and utilizes procedures for soliciting referrals from a variety of stakeholders in all applicable categories (Intellectual Ability, Visual Arts Ability, Performing Arts Ability, Creative Ability, and Leadership Ability).

				• School receives and processes referrals from parents/families, students, and/or community members as initiated. • School makes an effort to screen and refer students from underrepresented groups to address disproportionality and inequities.	• School makes a consistent and targeted effort to screen and refer students from underrepresented groups to address disproportionality and inequities.