

SAN DIEGO CITY SCHOOLS
Office of School Site Support

GIFTED AND TALENTED EDUCATION (GATE) CLUSTER ADVISORY TASK FORCE
AND GATE PROGRAM GOVERNANCE TEAM RECOMMENDATIONS
May 24, 2005 (First Reading)

Introductory Statement

The GATE Cluster Advisory Task Force recommends the following to district staff:

1. Articulating the GATE programs within high school feeder patterns;
2. Providing for administrator, counselor, and teacher professional development;
3. Modifying Cluster program design and procedures;
4. Modifying GATE identification procedures;
5. Increasing GATE department staffing, when funds become available;
6. Providing two portables for GATE professional development, when funds become available.

The Superintendent recommends that the Board direct district staff to conduct an analysis, prepare a response and propose recommendations for Board consideration no later than June, 2005.

Background

The San Diego City Schools Gifted and Talented Education (GATE) program is charged by California State Education Code 52205d-52212 and the State GATE Standards listed below to assess the effectiveness of the San Diego City Schools (SDCS) GATE program to provide:

- a comprehensive continuum of services and program options responsive to the needs, interests, and abilities of gifted students based on philosophical, theoretical, and empirical support;
- identification procedures which are equitable, comprehensive, and ongoing;
- differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks related to theories, models, and practices from the recognized literature in the field;
- plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development;
- professional development opportunities related to gifted education for administrators, teachers, and staff to support and improve educational opportunities for gifted students;
- procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students;
- formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students;
- budgetary support for all the components of the district GATE program and to meet the related Standards.

California GATE State Standards and the State Application for GATE Funding of the SDCS Gifted and Talented program drive the GATE program review cycle and the formative and summative assessment mandated by State GATE Standards and SDCS Administrative Policy 4236.¹ During the third year of the grant (2004-2005), the GATE Cluster Advisory Task Force was formed to review compliance of the GATE Cluster program with the California GATE

¹The grant funding cycle called for a 2003-2004 review of the GATE Seminar program, a 2004-2005 review of the Cluster program, as well as a June 15, 2005 submission of a new GATE grant application to the California State Department of Education for 2005-2008 funding.

Standards and to make recommendations for improvement in the program and changes to Administrative Procedures 4235 and 4236.

The GATE Cluster program serves students who score at the 98th to 99.8th percentile on the Raven Progressive Matrices and at the 95th to 97th percentile with one or more factors (environmental/multiple school moves, economic, language proficiency, social/ emotional, and health). The Cluster program also serves Seminar students not enrolled in the Seminar programs. Identified Seminar students include students who score at the 99.9th percentile on the Raven Progressive Matrices and students who score at the 99.6th to 99.8th percentile with one or more factors.

In the 2004-2005 school year 22,921 students in grades 3-12 and identified as Gifted and Talented were enrolled in San Diego City Schools: 18,903 students were identified Cluster; 4,018 were identified Seminar.² Cluster programs currently exist in 146 schools: 101 elementary schools; 23 middle/ junior high schools, 17 high schools, and five atypical schools. (Please see Attachment A for list of schools participating in the GATE program.)

Three GATE resource teachers, six GATE psychologists, and six adjunct facilitators formed eight leadership teams. Each team facilitated one of eight regional Cluster Advisory Task Forces composed of administrators, teachers, and parents representing district Cluster programs in grades 3-12. The Task Forces met five times in each of the eight regions from October 2004 to February 2005.

Schools with a GATE cluster program, as well as schools aspiring to develop one, were invited to participate in this formative assessment. A GATE parent, a GATE teacher, and an administrator from each school were invited to attend. In response to the invitation, 124 schools were represented by 325 participants (164 teachers, 72 parents, and 89 administrators) who attended one or more of the meetings. Ninety schools participated in three or more meetings. Representatives met in high school feeder pattern vertical teams (elementary, middle, and high schools within the feeder pattern) to review the Cluster programs' needs and to make recommendations for improving the GATE program within their school sites, the feeder patterns, and the district. (Please see Attachment B for Goals of the Cluster Advisory Task Force.) A handbook developed by the California Department of Education and the California Association for the Gifted, *Meeting the Standards: A Guide to Developing Services for Gifted Students*,³ and a presentation on each GATE Standard were provided to participants to guide the assessment of the site GATE Program Summary⁴ and Accountability Plan's⁵ alignment with the Standard. Each feeder pattern Task Force presented a final prioritized list of recommendations for consideration by the joint Cluster Advisory Task Force and the GATE Program Governance Team. (Please see Attachment C for the regional committee rosters.)

² The GATE enrollment data used in this report is based on information provided by the Information Technology Department on November 14, 2004.

³ *Meeting the Standards, A Guide to Developing Services for Gifted Students*, California Association for the Gifted, 2002. (This document and its predecessor, *Recommended Standards for Gifted Education Programs*, are a joint effort of the California Association for the Gifted and the California Department of Education.)

⁴ Each site submits an annual GATE Program Summary which provides information on the design of the program and GATE Cluster model selected, the number of students served by the program, teachers assigned to the GATE classes, the use of GATE funds, GATE curriculum, parent involvement, and the services provided to meet the social and emotional needs of GATE students. The plan submitted by the GATE team leader requires the signature of the principal and the parent representative to the GATE District Advisory Committee.

⁵ Individual teachers or a departmental team complete Accountability Plans. The plans describe examples of learning experiences and methods by which the teacher or department will provide differentiation of curriculum and instruction, continuity of progress, and interaction with intellectual peers in compliance with California State GATE Standards.

The joint committee met to finalize the recommendations brought forward in this report on January 26, February 23, March 10, and March 29, 2005. (Please see Attachment C for a roster of the joint Cluster Advisory Task Force and GATE Program Governance Team.)

Premises on which Recommendations are Based

The recommendations presented in this report are based on the following premises:

- A feeder pattern GATE vertical team, committed to the articulation of the GATE program within and across grade levels 3-12, provides a cohesive GATE program, and builds a college-going culture which benefits all students within the feeder pattern.
- Growing strong GATE programs within a feeder pattern requires principals and instructional leaders to be informed and committed to building GATE programs, assessing differentiated instruction, and providing time for GATE horizontal and vertical communication and articulation between elementary, middle, and high school administrators, GATE team leaders, teachers, counselors, and parents.
 - All SDCS high school feeder patterns have sufficient numbers of identified Cluster students to provide a continuum of GATE services and an articulated differentiated GATE curriculum in elementary, middle, and high school Cluster programs within each feeder pattern.
 - Articulated grades 3-12 GATE Cluster programs within a feeder pattern will build elementary Cluster programs and an academic community that retains the neighborhood Cluster students and grows the feeder pattern's secondary programs.
 - The online availability of the GATE Summaries and Accountability Design Forms submitted by schools within a feeder pattern can provide parents, teachers, and administrators insight into the continuity of GATE services provided within the feeder pattern.
 - Parent and community awareness of and involvement in a cohesive, articulated feeder pattern GATE program contributes to the retention and academic excellence of GATE students within the feeder pattern.
 - Administrators, counselors, teachers, and parents knowledgeable of the California State Standards for Gifted and Talented Education and appropriate strategies for delivering a differentiated curriculum provide the foundation for developing academic excellence and building strong GATE programs.
 - To meet the needs of GATE students, professional development opportunities for teachers, counselors, and administrators and parent education and involvement opportunities must be provided at the school site, within the feeder patterns, and within the district.
 - Modification of models and identification policies and procedures are appropriate during the GATE Cluster review process.

The recommendations and their rationales follow:

Recommendations Concerning Articulating GATE Programs within High School Feeder Patterns

- A. To articulate a continuum of GATE services within each feeder pattern, schools with GATE programs will provide professional development opportunities for feeder pattern vertical teams (elementary, middle, and high school GATE teachers) to meet:

- to articulate the GATE programs within high school feeder patterns between, within, and across grades 3-12;
- to provide differentiation of the curriculum, significant learning in content, skills, and products within and among grades 3-12, allowing for continuity and comprehensiveness of learning experiences within the high school feeder pattern's GATE programs; and
- to promote regional GATE enrichment, collaboration, and sharing of resources.

The Task Forces found that parents, teachers, and administrators were unaware of the GATE programs at the various levels within their feeder patterns.

A consensus emerged that a need exists for site administrators to provide professional development time for GATE vertical teams grades 3-12 to meet to articulate the feeder pattern's GATE programs to provide a comprehensive continuum of services, to improve communication, to increase rigor, and to differentiate the curriculum.

The request for GATE vertical team articulation was a high priority in all feeder patterns. One feeder pattern submitted a grant application to a foundation to fund release time for GATE teachers from each school within the feeder pattern to meet in a GATE vertical team workshop. Other patterns are exploring the use of GATE site funds to provide time for GATE vertical team meetings. Task Forces recommended that GATE program conversations both horizontally and vertically between elementary, middle, and high schools take place early in the school year to provide opportunities to collaborate and to identify and implement needed changes to the Cluster programs within the feeder pattern.

Meeting the Standards, A Guide to Developing Services for Gifted Students (page 11) suggests in the rationale for Standard C1.3a:

To ensure that students can begin their learning at the point of their need and mastery, teachers must have knowledge of the level and type of learning experiences successfully completed by the students across subjects and grade levels. Continuous progress can only be made by building on the learning that has already been achieved.

Recommendations Concerning Professional Development

- B. The GATE Department will provide mandatory professional development for administrators and counselors of schools with GATE programs at the Administrators Professional Development Conference.

The Task Force found that professional development opportunities for school administrators and counselors, in addition to more opportunities for teachers, are needed to develop the knowledge and skills necessary to design and deliver appropriate educational experiences for gifted learners. *Meeting the Standards: A Guide to Developing Services for Gifted Students* (page 41) suggests:

Without such knowledge research finds that teachers, administrators, and counselors often have a negative attitude toward gifted learners, fail to provide any modification of their curriculum or instruction and generally ignore their atypical needs. The result is that gifted learners have the highest percentage of underachievement of any group of students. However, research also shows that when the needs of the gifted students are considered and the educational program is designed to meet these needs, these students make significant gains in achievement and their sense of competence and well-being is restored. It is not only gifted students who gain, however; it has been found that successful gifted programs improve the climate and quality of the educational experience for the school as a whole.

- C. The GATE department will coordinate and fund registration fees for teachers, counselors, and administrators to participate in appropriate GATE local conferences and workshops as district GATE funding permits.

A range of opportunities can be provided, as GATE funding permits, by coordinating and funding registrations for participation in appropriate GATE-related local conferences and workshops. These include events offered by other agencies and organizations such as the San Diego County Department of Education's Academy for Teachers of the Gifted workshop, the College Board Local Educators' conference, The San Diego Association of Educators of the Gifted Conference, two Advanced Placement conferences and the California Association for the Gifted workshops.

D. The GATE Department will provide to K-2 teachers a voluntary professional development program, *Nurturing Gifted Potential in the Early Grades*.

State GATE Standards indicate that children in grades K-2 are to be served even if not formally identified and offer the following rationale:

Children entering school at kindergarten are often already academically advanced beyond their age group, learn rapidly, and have other needs typical of gifted learners. Appropriately serving these children will require that educators have the same understandings and skills needed to serve older gifted children: ability to differentiate content and instruction, flexibility, and concern for individual growth. Waiting until the child is formally identified will allow talent to be diminished and needs to go unmet. Therefore, teachers at the primary level need the same training in working with gifted students, as do teachers in the upper elementary grades. (*Meeting the Standards*, Page 8)

Recommendations Concerning Cluster Program Design and Policies

E. The GATE Department will develop a self-assessment rubric to support and guide the design of school sites' Cluster Program Summaries and Accountability Plans.

Cluster Advisory Task Force participants found that a rubric sample provided for assessing the degree of differentiation of instruction informed understanding of what components characterize a quality GATE plan. They recommended that schools use the rubric for self-assessment before submitting their plans, and by the GATE department when evaluating the plans.

F. The GATE department will provide a budget allocation to the school site determined by the projection of the GATE students enrolled at the site in the previous year. One-half of the GATE allocation is restricted from use until adjustments in the projections are made based on GATE enrollment on the fourth Friday of September, and until the school has submitted to the GATE department a GATE Program Summary and Accountability Plan aligned with the California GATE Standards and in compliance with GATE policies and Administrative Procedures 4235 and 4236.

The GATE department allocates 93.5 percent of the State GATE Grant to 146 schools offering GATE programs. The allocation is calculated at \$45.00 per GATE student enrolled at the school on the fourth Friday of September.

The California GATE Standards require that use of state GATE funds be directly related to the GATE program objectives and supplement, not supplant, district funds spent on gifted learners. The GATE Program Summaries provide evidence that the site GATE budget is aligned with state GATE Standards. The GATE Program Summaries are due to the GATE department on or before November 1 of each school year.

All GATE schools received their full GATE allocation in August 2004. Restricting allocation to one-half of the site GATE budget until final enrollment counts are determined and the GATE Summary and Accountability Plans are submitted will ensure compliance with the EC Section

52209, 52212a1, 2, 3; GATE State Standards; and district policy. It will be the responsibility of the GATE department to ensure that all schools receive the support needed to develop their plans and meet the deadline.

- G. The GATE Department will provide the GATE Program Summaries and Accountability Plans online at the district GATE Web site (<http://prod031.sandi.net/GATE2>) for improved public access.

California GATE State Standard C.1.1a requires the GATE Program Summaries and Accountability Plans, as public documents, be available to parents and the community. Presently, they are available through the school and/or the GATE department upon request. The availability of the plan on the district GATE Web site provides visibility of and accessibility to the educational efforts being made for gifted students in the school, the feeder pattern, and the district and aids in communication and the articulation of the GATE programs within the feeder patterns.

- H. The GATE Department will modify the GATE program model descriptions to include the four core subject areas and the requirement of a school site GATE professional development plan appropriate for implementation of the model selected. The professional development plan will be described in the site GATE Program Summary.

The need to strengthen the program models was a persistent and recurring theme in several feeder patterns. The joint committee determined that a GATE site professional development plan (supported by a portion of the site GATE budget) would strengthen the implementation of all models. The joint committee recommended the inclusion of the requirement in the description of the models in Administrative Procedure 4236 and on the GATE Program Summary forms. A site professional development plan may include diverse opportunities such as on-site or feeder pattern horizontal and vertical team meetings, observation of GATE classes on-site or at other schools, peer coaching, GATE Discover courses, professional development opportunities offered by the GATE department, and other activities which provide professional development related to gifted education and that improve educational opportunities for gifted students.

- I. The GATE department eliminates Model C – the Collaborative Cluster – as a GATE program model.

GATE Standard M3.2a states: “The differentiated curriculum is scheduled on a regular basis and is integral in the school day.”(Page 29) The rationale provided in *Meeting the Standards, A Guide to Developing Services for Gifted Students* reasons:

The school day is recognized as the time students spend in a classroom setting. The needs of gifted students are recognized during every facet of the school day. Thus, it is anticipated that the experience designated as differentiated and appropriate for the gifted become a part of the classroom setting(s) to which gifted students are assigned (ibid).

The SDCS Collaborative Cluster Model provides for grade level and cross-grade level teaming where smaller clusters of students are regrouped with a GATE certified teacher at least in one core subject per day, creating a cluster of 25 percent or more GATE-identified students in one classroom.

Six schools submitted Model C plans for 2004-2005. While GATE Standard M1.2a permits part-time grouping to meet the minimum Standard for a one-year approval, San Diego City Schools has the resources and certified teachers available to provide exemplary programs. Schools choosing the model C have sufficient numbers of GATE-identified students to provide a differentiated curriculum in all four core subjects by providing a Model B program in a single classroom. Schools which lack certified GATE teachers may seek a one-year waiver for teachers actively enrolled in certification.

The GATE Collaborative Cluster Model requires fewer teachers working with GATE students to be certified, and there is no requirement for GATE students to be grouped with intellectual peers or to be provided with differentiated curriculum for the four core subjects.

Recommendations Concerning GATE Identification Policies

- J. Modify and align with the California Standards Test the criteria for Cluster Identification High Achievement, Specific Academic, and GATE Retesting.

Student performance on the California Standards Test will be used instead of the CAT-6 to align Cluster High Achievement, Specific Academic, and GATE retesting criteria with Standards-based education practices.

One of the criteria presently used to qualify for gifted identification or retesting is performance at the 90th percentile on the CAT-6 norm-referenced achievement tests. Students who do not score at the 98th to 99.8th percentile on the Raven Progressive Matrices and at the 95th to 97th percentile with one or more factors (environmental/multiple school moves, economic, language proficiency, social/ emotional, and health) may qualify for GATE identification in the High Achievement category or the Specific Academic category using CAT-6 performance. However, the CAT-6 will no longer be administered at every grade level in elementary school.

The GATE department will consult with the Standards, Assessment and Accountability Division to determine the specific California Standards Test criteria to be used to identify students whose performance on the California Standards Test qualify them for retesting or Cluster identification in the High Achievement and Specific Academic categories.

- K. The GATE department will consolidate the present testing/retesting opportunities for grades “4 or 5” to grade 5 only.

Students are currently invited to retest at the 4th or 5th grade if they have been tested on Raven Progressive Matrices only once and if they meet the criteria established in Administrative Procedure 4235.

Each year the GATE psychologists review student performance on the CAT-6 at grades “4 or 5” to identify students eligible for retesting. Eligible students enrolled in K-4 and K-5 Elementary schools are most often retested at 4th grade, while eligible students enrolled in K-6 schools are most often retested at 5th grade. Prior to 1998 school sites selected the grade level at which retests would be administered to students enrolled at the site.

The six GATE psychologists reviewed retest performance records and determined that while non-identified students retested at 4th and 5th grade qualified in similar numbers for Cluster, students identified for Cluster and retested for Seminar were more likely to qualify for Seminar identification when retested at 5th grade than students retested at 4th grade. Due to inconsistent grade level reviews (4th or 5th), students with intra-district transfers (VEEP, Choice, moves) may be missed entirely. Consequently, in the interest of equity, and to provide the best opportunity for student identification, it is recommended that all students eligible for retesting be retested at the 5th grade only.

Recommendations Concerning GATE Department Staffing

- L. The district will restore one GATE senior psychologist to the 2003-2004 levels of 11-month contract status.

The 2004-2005 contract days of the GATE senior psychologist were reduced from 211 to 197 days as a consequence of district policies relating to budget cuts. Since 1998, five GATE

psychologists working 197 days and one senior GATE psychologist working 211 days could not within their present work year complete the required testing of over 15,000 students in all district schools. In the past, the GATE department required an additional 56 days to complete the testing. This time was provided by a part-time hourly GATE psychologist working 40 days and three department psychologists working 16 days of extra time. With the 14-day cut in the senior psychologist time, a total of 70 days of extra time were necessary to complete the district testing. In 2004-2005 the senior psychologist provided the necessary additional 14 extra-time days at pro rata pay.

Restoring the senior psychologist position to 211 contract days assures reliable, efficient, and economical continuity of service to meet the needs of the district and affirms the district's commitment to its contract employees. It benefits the employee at no additional cost to the district.

M. When funds become available, the district will provide GATE department staff to meet increasing needs by providing one additional GATE psychologist and two additional GATE resource teachers.

Increased staffing is needed to facilitate and implement recommendations A-D concerning:

Vertical Team Support

A consensus emerged from the Task Forces within all feeder patterns that to improve GATE programs it is essential to articulate a continuum of GATE services and to provide professional development opportunities for feeder pattern vertical teams (elementary, middle, and high school GATE teachers) to meet:

- to articulate the GATE programs within high school feeder patterns between, within, and across grades 3-12; and
- to provide differentiation of the curriculum, significant learning in content, skills, and products within and among grades 3-12 allowing for continuity and comprehensiveness of learning experiences within the high school feeder pattern GATE programs.

To improve student achievement and to accomplish this goal, support from the GATE department is needed to facilitate feeder pattern GATE vertical teams.

Increasing GATE resource teacher staffing from three to five and the GATE psychologist staff from six to seven will allow a re-organization of the GATE department designed to meet the needs identified by the Cluster Advisory Task Force participants.

Providing an additional two GATE resource teachers will lay the foundation for the implementation of the Cluster Advisory Task Force recommendations. Each of the five resource teachers will be responsible for facilitating vertical teaming within three high school feeder patterns, developing and supporting articulated GATE programs and providing professional development, and parent involvement opportunities therein. GATE psychologists and the resource teacher assigned to each feeder pattern will serve as resources to support parents, teachers, counselors, and administrators in meeting the instructional and social and emotional needs of the gifted children within the feeder patterns.

This re-organization will allow the GATE department to better facilitate the GATE Standards adopted by the California State Legislature in 2001 and to collaborate with other departments in aligning GATE Standards with core Standards and district expectations for all students. The GATE department will be able to better support a successful opening of the 2005-2006 school year with a quality, well-organized GATE program that benefits all students.

Professional Development to Support Differentiated Instruction to Meet Core and GATE Standards

Teachers, administrators, and parents participating in the Cluster Advisory Task Force recognized the need for the GATE department to provide more support to the teachers and students in 146 schools with GATE programs.

The identification process, universal testing, and the Model designs have changed to become more inclusive. More schools are adopting the Diversity Model wherein 25 percent of the total population of students is identified GATE Cluster and the remaining class population represents the diversity of the school enrollment. While 2,248 district staff members are GATE certified, more teachers are required to be GATE certified and more continuing professional development is needed as the GATE teacher is challenged to develop skill in designing and delivering differentiated curriculum and instruction addressing the range of student abilities and proficiencies in the classroom to the benefit of all children.

The subject area Curriculum Maps and Units of Study provide an effective context in which to address the differentiated curriculum and focus the conversations within feeder pattern GATE vertical teams. The GATE staff assigned to the feeder pattern can facilitate seminars, workshops, and exchanges which provide opportunities for extended cooperative work, for experimentation, risk-taking, and reflection on the teacher's own work and the work of their colleagues participating in the vertical team.

Recommendation Concerning Two Portable Classrooms for GATE Department Use

N. When funds become available, the district will provide sufficient facilities to meet the GATE department's obligations to GATE students, parents, teachers, administrators, GATE psychologists, and resource teachers.

Two designated portable classrooms (existing or to be brought onto the site) at the Madison Campus will provide improved working conditions for the GATE staff and a GATE Professional Development Center which provides a consistent and centrally located facility for teachers attending GATE department professional development opportunities.

The GATE staff of 13 full-time employees, 13 hourly employees (certification readers, Academic League moderators, new Seminar teacher mentors, and adjunct Cluster Advisory Task Force facilitators), and confidential files are housed in two portables on the Madison High School campus. The existing two portables, crowded with personnel, equipment, supplies, and 26,000 student files, are inadequate to meet the activity and logistical needs of the GATE program.

- Psychologists have no access to the privacy appropriate for confidential conversations related to student identification and/or social emotional counseling; nor is there space for individual or small group testing.
- The resource teachers lack appropriate space to organize the paper-intensive resources necessary to meet the needs of individual teachers and site programs; nor is there space available to meet with individual or small groups of teachers seeking assistance.

The GATE department staff meets with parents, teachers, and students in a multitude of meetings and in a multitude of locations. The Madison Campus is burdened by the GATE department's request to calendar more than 80 meetings in the 2004-2005 school year.

As the GATE department plans 2005-2006 Discover courses; certification classes; professional development workshops; Academic League, team leader, and Seminar teachers meetings; GATE District Advisory Committee, Parents of Newly Identified Gifted Students, and Parents of Seminar Students meetings; and other teacher, parent, and student activities. The additional

space recommended will improve the efficiency of the GATE department personnel, working conditions, and provide a consistent and central location for present GATE activities, in addition to the new initiatives recommended by the Task Force.

Proposed Revisions to District Administrative Procedures 4235 and 4236

The joint GATE Cluster Advisory Task Force and the GATE Program Governance Team reviewed the findings of the regional committees and provided input for changes to district Administrative Procedures 4235 and 4236 consistent with recommendations A-K as stated above.

The proposed revisions to Administrative Procedures 4235 and 4236 will be routed to appropriate staff for review in accordance with processes outlined in District Policy C-5000.

Instructional Implications

The recommendations contained in this report reflect the following factors which impact instructional programs: support for Cluster students, accommodations for student growth, a need to articulate services for GATE Cluster students throughout a high school feeder pattern, and a need to provide Cluster programs to Cluster-identified resident students within an articulation pattern.

Each high school feeder pattern within the district has sufficient numbers of Cluster-identified students at the elementary level to grow a college-going culture and strong middle and high school Cluster programs if viable programs are offered within the high school feeder pattern. Vertical teaming among the feeder pattern elementary, middle, and high-school Cluster teachers and administrators will promote collaboration and communication which benefits all students while strengthening the ability of a feeder pattern to retain and meet the present and future needs of their Cluster-identified students.

Facilities Implications

Sufficient facilities to accommodate the GATE department's obligations are required. Two designated portable classrooms (existing or to be brought onto the site) at the Madison Campus will provide a consistent and centrally located facility for administrators, teachers, parents, and students attending GATE department functions and will improve the over-crowded working conditions.

Budget Implications

When funds become available the cost for one additional psychologist and two additional resource teachers is \$218,000. An estimate has been requested for the cost of two additional portables for GATE department use. All other recommendations can be implemented within the projected GATE budget.

Public Support and Engagement

Parent and community members participated in the high school feeder pattern Cluster Advisory Task Force work groups and on the joint Cluster Advisory Task Force and GATE Governance Team (Attachment C). Task Force meetings were open to the public, and non-member parent and community representatives were present at the meetings. The recommendations in this report respond to parent and community concerns as expressed through Task Force findings.

Policy Implications

This report is consistent with Board Policy F-2550. The proposed revisions to Administrative Procedures 4235 and 4236 will be routed to appropriate staff for review in accordance with processes outlined in District Policy C-5000.

Recommendations

The GATE Cluster Advisory Task Force recommends the following to district staff

1. Articulating the GATE programs within high school feeder patterns;
2. Providing for administrator, counselor, and teacher professional development;
3. Modifying Cluster program design and procedures;
4. Modifying GATE identification procedures;
5. Increasing GATE department staffing, when funds become available;
6. Providing two portables for GATE professional development, when funds become available.

The Superintendent recommends that the Board direct district staff to conduct an analysis, prepare a response and propose recommendations for Board consideration no later than June, 2005.

Prepared by Dr. Gloria McMillan, GATE Program Manager, Office of School Site Support, on behalf of the GATE Cluster Advisory Task Force and the GATE Program Governance Team.

Attachments:

- A. 2004-2005 list of schools participating in the GATE program.
- B. Goals of the GATE Cluster Advisory Task Force
- C. 2004-2005 roster of schools participating in the Cluster Advisory Task Forces and roster of the Task Force Advisory Committee & GATE Program Governance Team

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