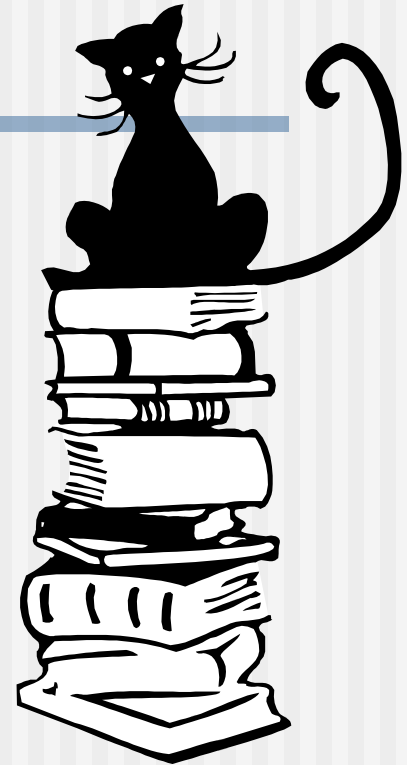


# Chandler Unified School District

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CATS Program  
Chandler  
Academically  
Talented  
Students



# What is a Gifted Child?

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“...a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services to achieve at levels commensurate with the child's intellect and ability. ”

(A.R.S. 15-779)

# What is a Gifted Child?

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- Identified by Cognitive Abilities Test

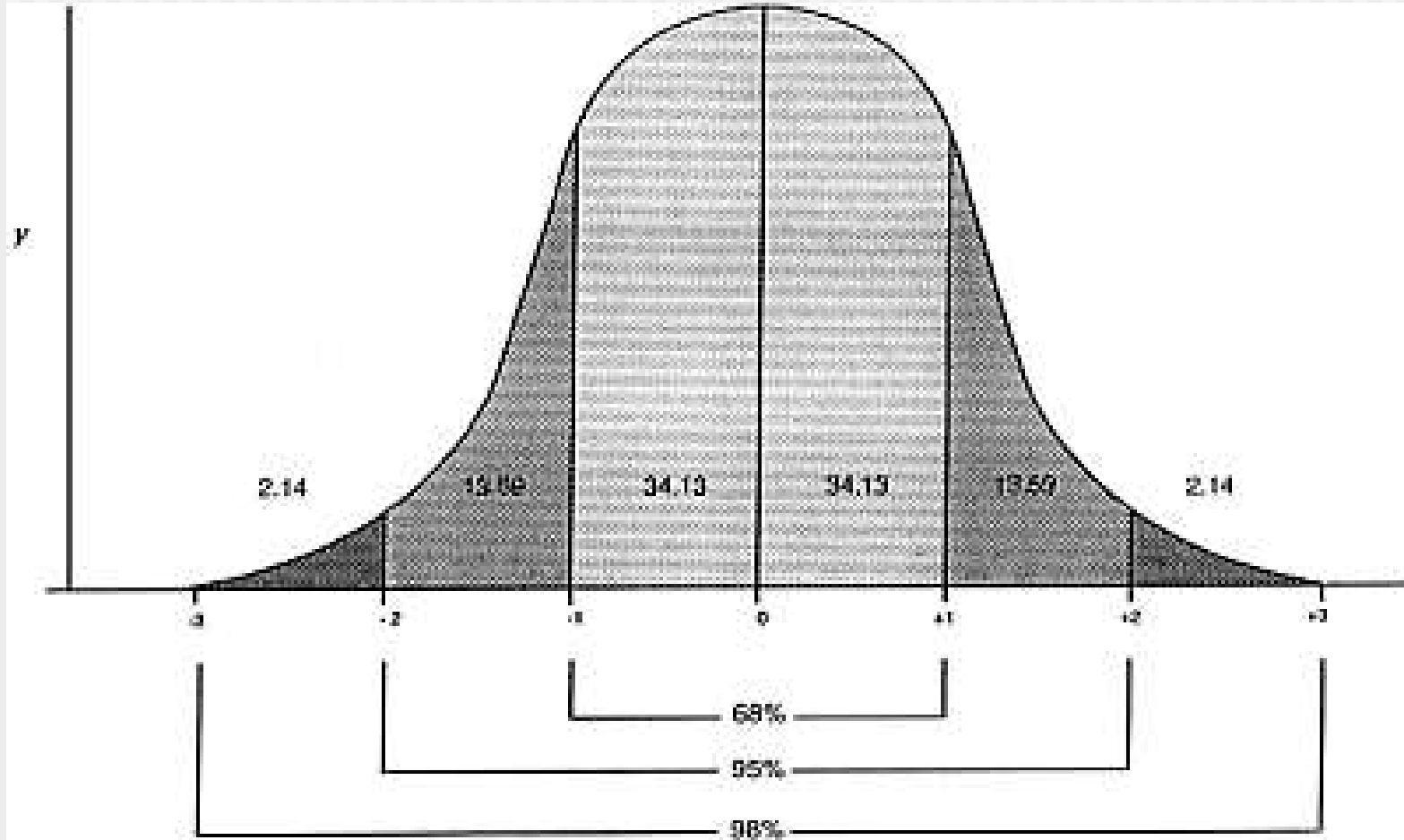
Measure Reasoning in:

Verbal

Quantitative

Non-verbal

# Normal Distribution



# So, Why Self-Contained?

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- “Students are not gifted part time.”
- Research continues to support the self-contained model for the top 3% of students.
  - Gifted children in a full-time gifted placement (special school, full-time program, or school-within-a-school) when compared to equally gifted students in mixed ability classes, showed an academic effect that was both substantial and positive.

(Kulik 2004, A Nation Deceived)
- Acceleration contributes greatly to the academic achievement of bright students. (Kulik 2004, A Nation Deceived)

# Characteristics of Gifted

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- Variety of Interests
- Excellent memory
- Long attention span
- Unusual curiosity
- Persistence in attacking difficult mental tasks
- Good problem solving/reasoning abilities
- Rapid learning ability
- High degree of energy
- Above average language development
- Preference for older friends
- Heightened sensitivity
- Non-conformity behavior
- Keen powers of observation
- Vivid imagination
- Good sense of humor
- Sense of justice and moral sensitivity

# Program Accommodations

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- Exposure to ideas at a faster pace
- Access to challenging curriculum and intellectual peers
- Opportunities to contribute to solutions of meaningful problems
- Freedom to pursue individual interests within a given topic
- Exposure to increasingly difficult vocabulary and concepts
- Integration of a variety of ideas at many levels
- Opportunities to solve problems in diverse ways

# Chandler Program Models

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- ⑩ Consultative Model
- ⑩ Self-Contained CATS Classes  
K-6 grade
- ⑩ Knox Gifted Academy
- ⑩ Junior High CATS
- ⑩ Menu of Honors, AP, IB



# Why Participate in the CATS Program?

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- Accelerated and In-depth Studies Program
- Interaction With Intellectual Peers
- Provides Academic Challenge
- Provides Opportunities for Independent Studies in Areas of Interest
- Experience Meaningful Involvement in Real Problems
- Taught by teachers who specialize in gifted education

# What the research says

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## *Why Acceleration?*

“In each of the 11 studies with same-age groups, the accelerated group outperformed the bright non-accelerated control group on achievement tests. The scores of the accelerated students were approximately one grade-equivalent above the scores of the bright, non-accelerated students. The overall message from these studies is therefore unequivocal: Acceleration contributes greatly to the academic achievement of bright students.” (Kulik 2004, *A Nation Deceived*, p. 15)

-- James A. Kulik Ph.D.

# Research

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## *What about the "Elitist" perception?*

“School programs providing special treatment for talented students usually produce good results. The talented students who are in these programs almost invariably gain academically from them, and do not become smug or self-satisfied as a result of their participation. If anything, talented students may become slightly more modest about their abilities when they are taught in homogeneous groups. This meta-analysis provided little support for the common belief that grouping programs have negative effects on slower learners. On the contrary, we found grouping often helped to improve the self-esteem of slow learners.”

(Kulik & Kulik, 1985, p.4)

# What the Research Says About Full-Time Grouping

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“The Kuliks’ analyses showed that gifted children in a full-time gifted placement (special school, full-time program, or school-within-a-school) when compared to equally gifted students in mixed ability classes, showed an academic effect that was both substantial and positive.”  
(Rogers, 2002 p. 213)

# Challenges for CATS Families

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- Change of Schools
- First Experience With Academic Challenge
- Label
- Perfectionism

# CATS Program

## Guiding Principles

- 1 Support mastery of accelerated core content incorporating depth and complexity
- 2 Develop an understanding of the interrelationships among the disciplines
- 3 Develop inquiry skills
- 4 Develop critical and creative thinking, problem solving, and decision making skills
- 5 Develop proficiency in communicating abstract and complex ideas, relationships, and issues



# Curriculum

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- Grade Level and Above Grade Level Objectives

- Differentiated

-  Depth
-  Complexity
-  Novelty
-  Acceleration

- Differentiated through:

-  Content
-  Process
-  Product
-  Topics

# CATS Program Initiatives

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## **Problem Based Learning**

A dynamic approach to teaching in which students explore real-world problems and challenges.

## **Design Thinking**

A methodology for practical, creative resolution of problems with an emphasis of multiple viewpoints.

## **Creative Thinking**

A process to stimulate curiosity and promote divergence.

## **Acceleration of Core Content**

State Academic Standards introduced at increasingly challenging levels based on student achievement.



# Problem-Based

# Learning Fair

## “Catalyst for Change”



Saturday April  
20<sup>th</sup>

Basha High

11 am – 2 pm

# Real-world Problem Solving and Philanthropy

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Problem solving led students to work toward solutions

- Homelessness, youth nutrition, disease in Africa, save the gorillas
- English for EL students, making history interesting, books for hospital bound students, autism awareness
- Graffiti, litter, bullying, sun-care at school

# Our Success...

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- Top honors in state science competitions: HISEF, AZSEF, Avnet Fair, Future Cities
- Top honors at the State Math Counts Competition, and CGCC Excellence in Mathematics Contest

# ...there's more

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- 1<sup>st</sup>-4<sup>th</sup> Place in State for Knowledgebowl Competition
- Top Honors in History Day Competition
- Several published writers

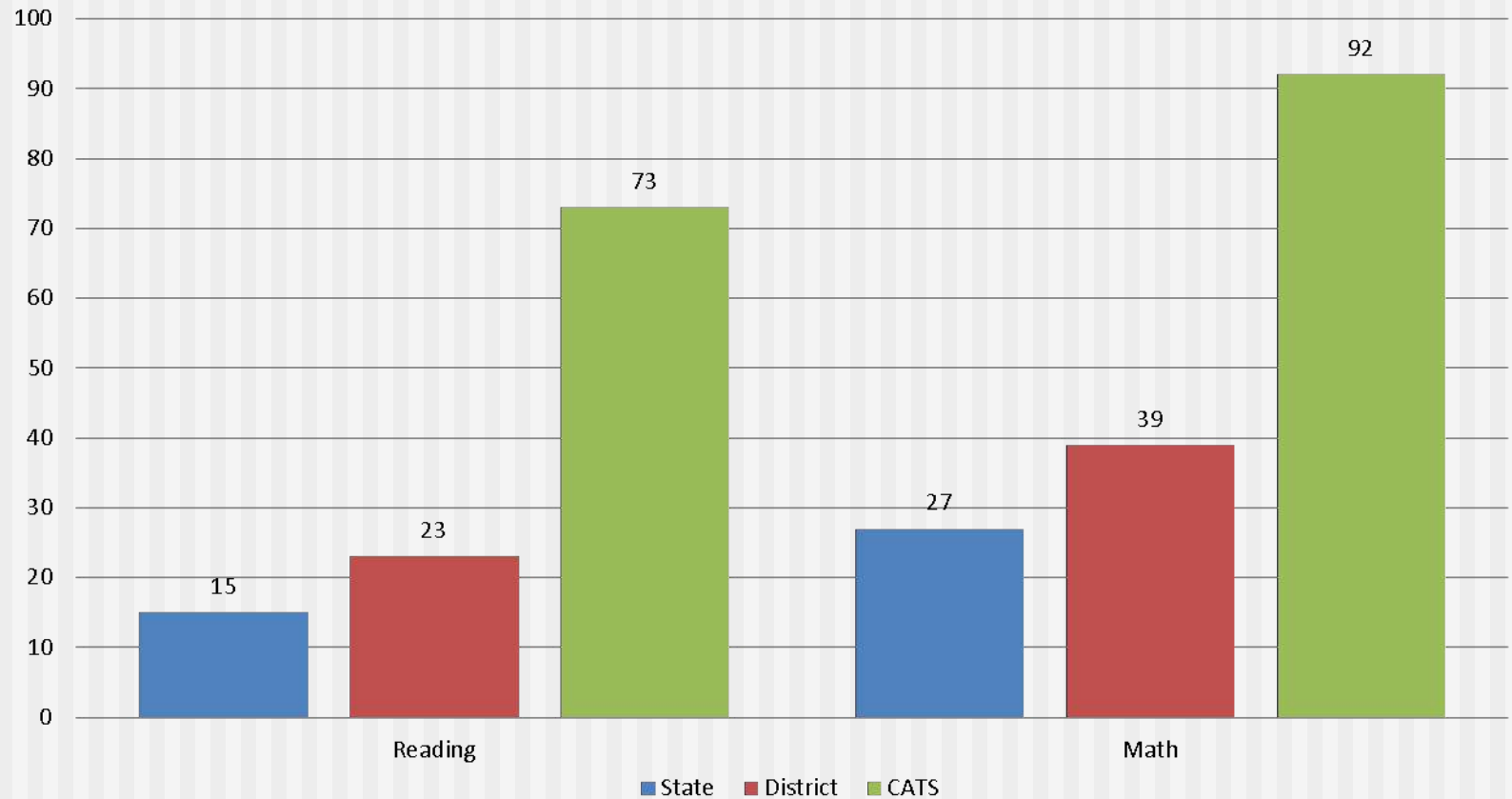
# ...and more

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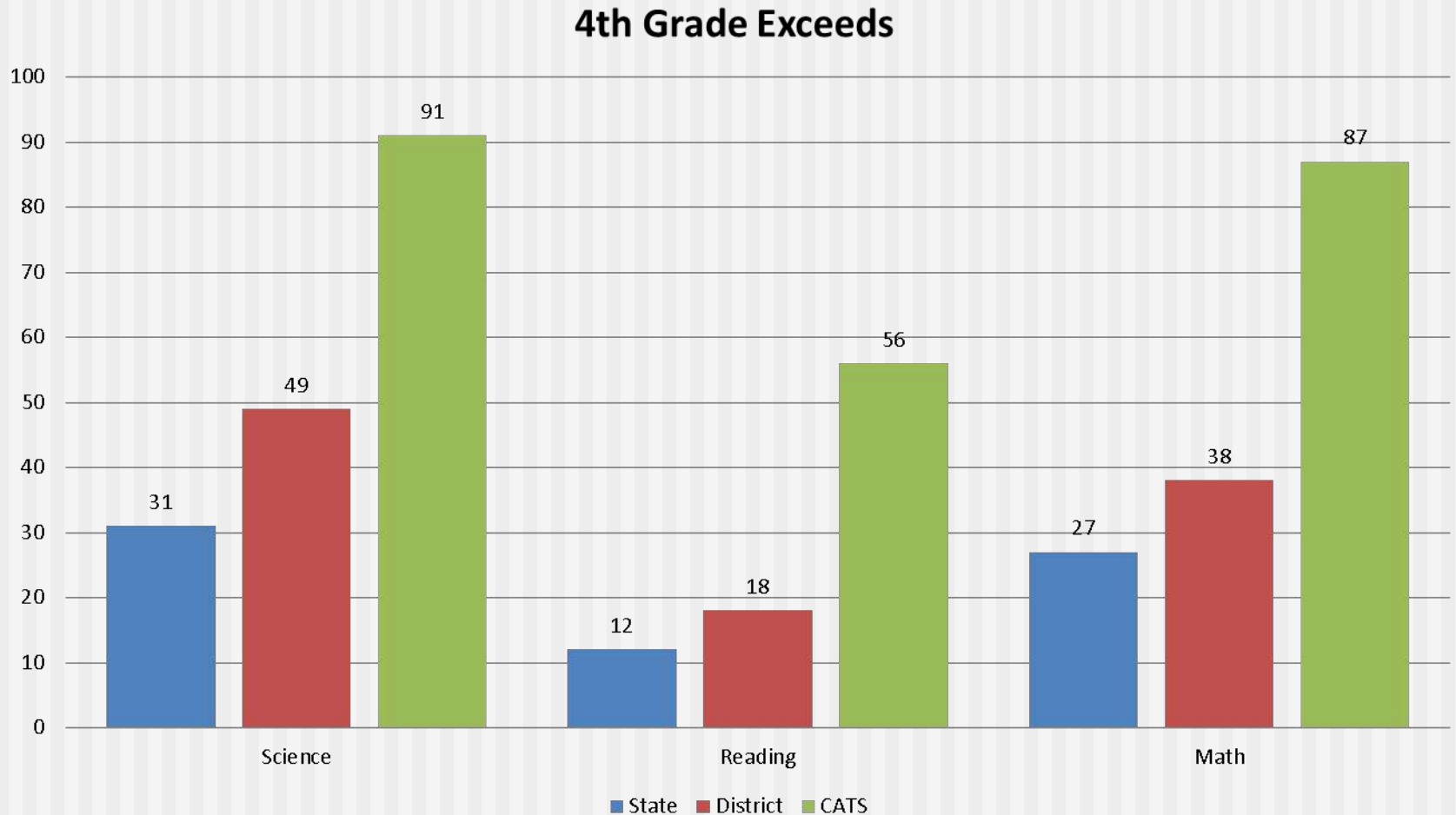
- State Poetry Contest Honors
- Lego Robotics team competed at State
- Several district Battle of the Books champs
- A perfect score on the SAT
- 19 perfect scores on the 8<sup>th</sup> Grade Pre-ACT

# 3<sup>rd</sup> Grade Exceeds Comparison

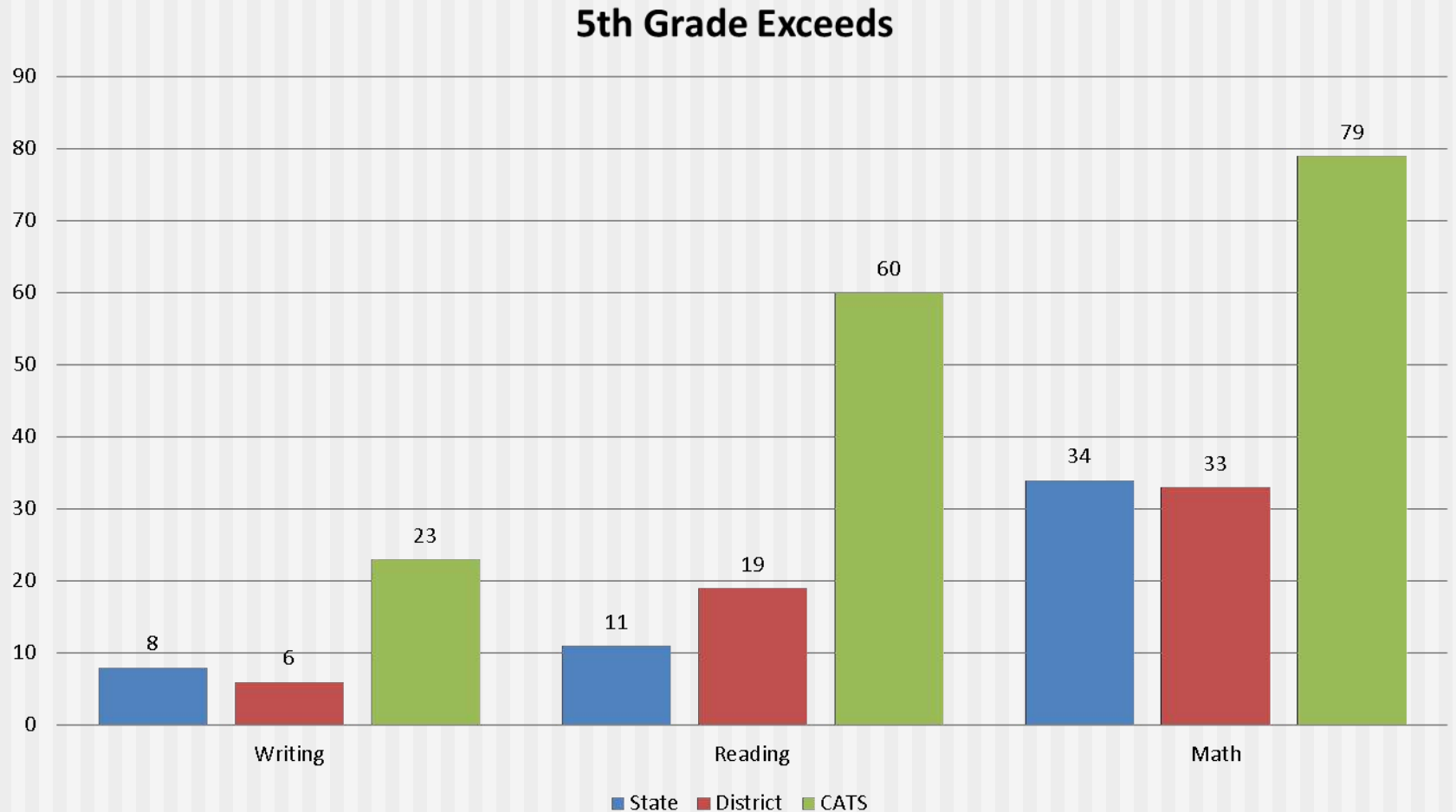
## 3rd Grade Exceeding Standards



# 4<sup>th</sup> Grade Exceeds Comparison



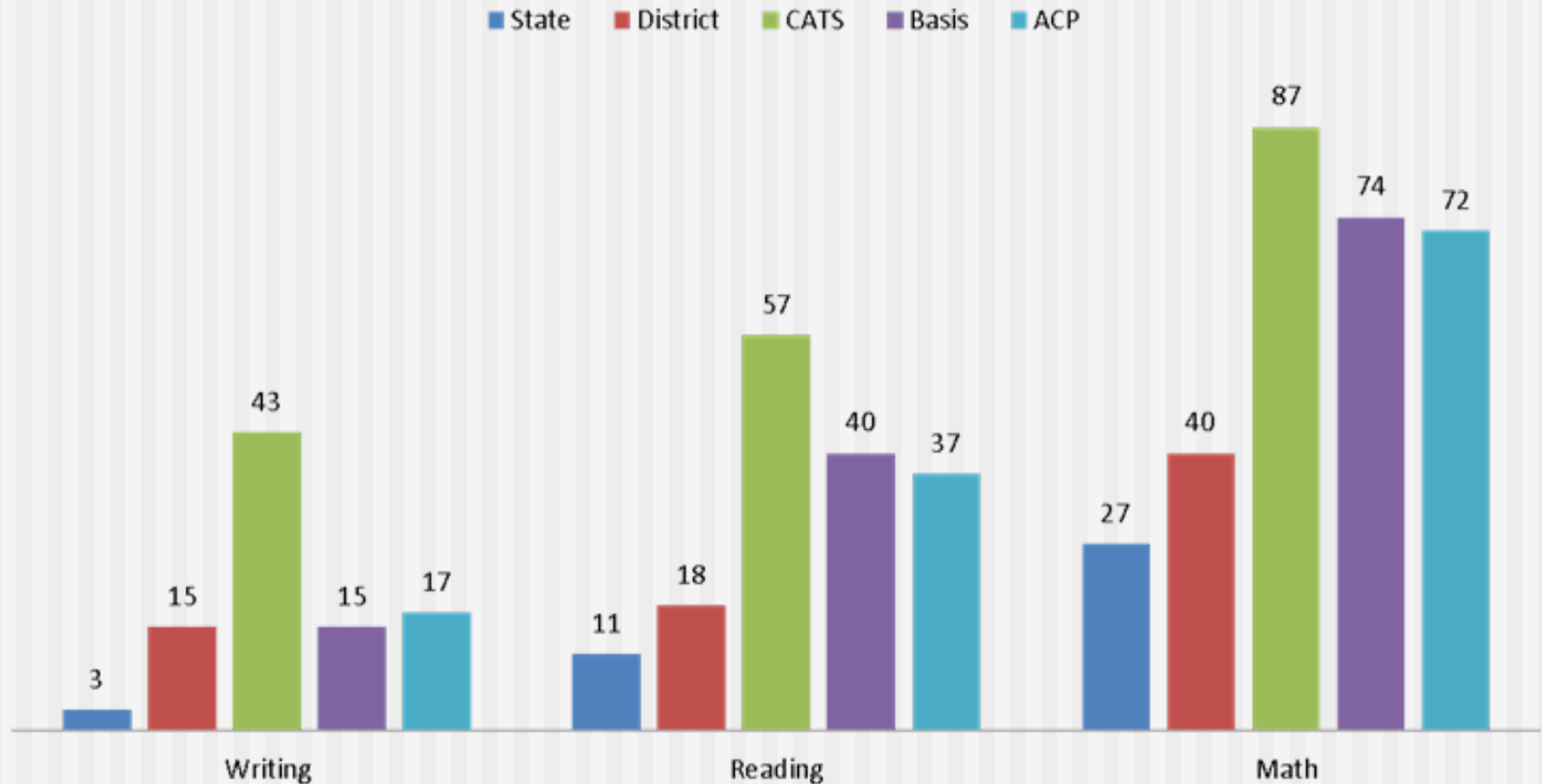
# 5<sup>th</sup> Grade Exceeds Comparison





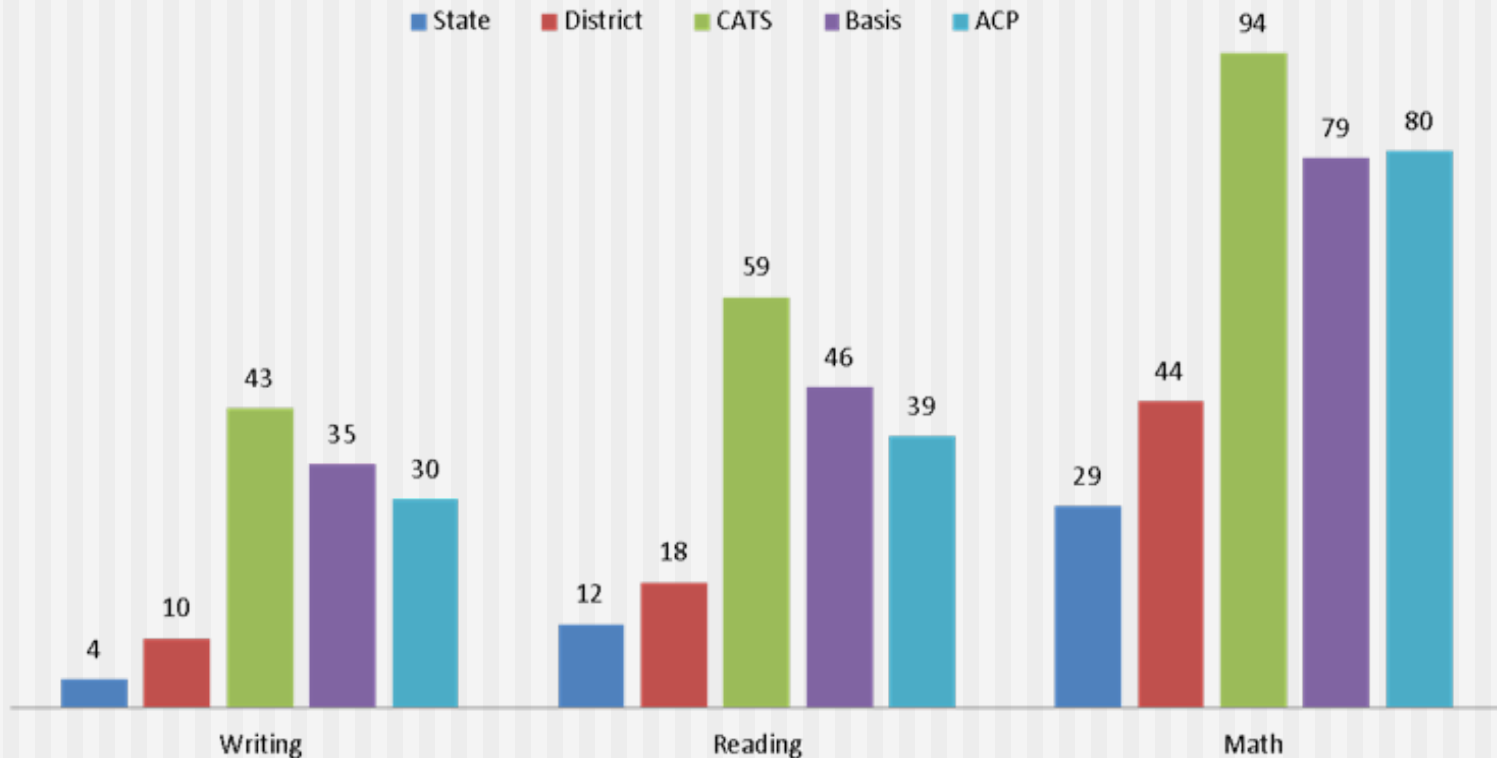
# 6<sup>th</sup> Grade Exceeds Comparison

## 6th Grade Exceeds Standards 2012



# 7<sup>th</sup> Grade Exceeds Comparison

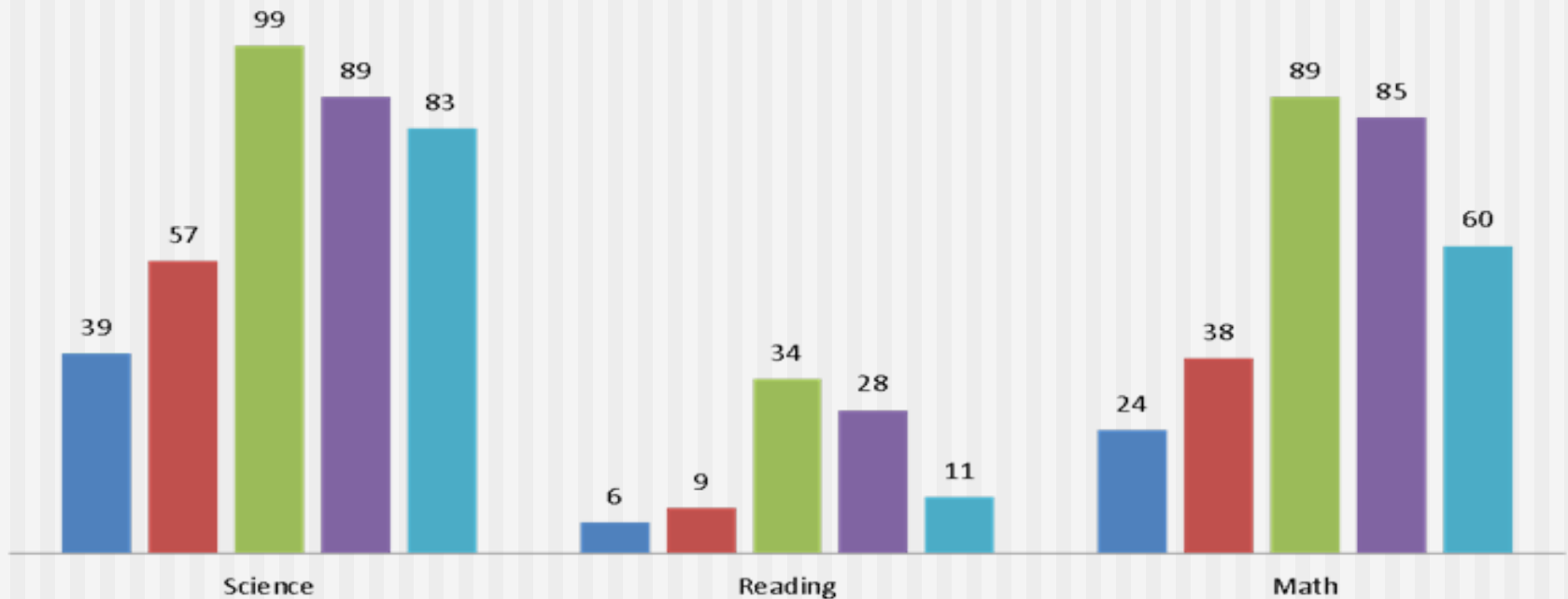
7th Grade Exceeds Standards 2012



# 8<sup>th</sup> Grade Exceeds Comparison

## 8th Grade Exceeds Standards

■ State ■ District ■ CATS ■ Basis ■ ACP



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*"I was very pleased with my son's experience in the C.A.T.S. program. (The teachers) worked diligently to ensure that he was consistently challenged and equipped with the necessary skills to help him succeed."*

*-Parent CATS student*

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*"I love that a class like this exists to initiate the learning process with kids at a higher academic level where they can feed off each other and propel one another forward. What a great groups of kids!"*

*Parent of a CATS student*

# Answers to FAQ's

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- Teacher/Student Ratio
- Schools
- Multi-Age Classes
- Looping
- Contract / Commitment
- Homework
- Siblings
- [Hale.diane@cusd80.com](mailto:Hale.diane@cusd80.com)

# CATS

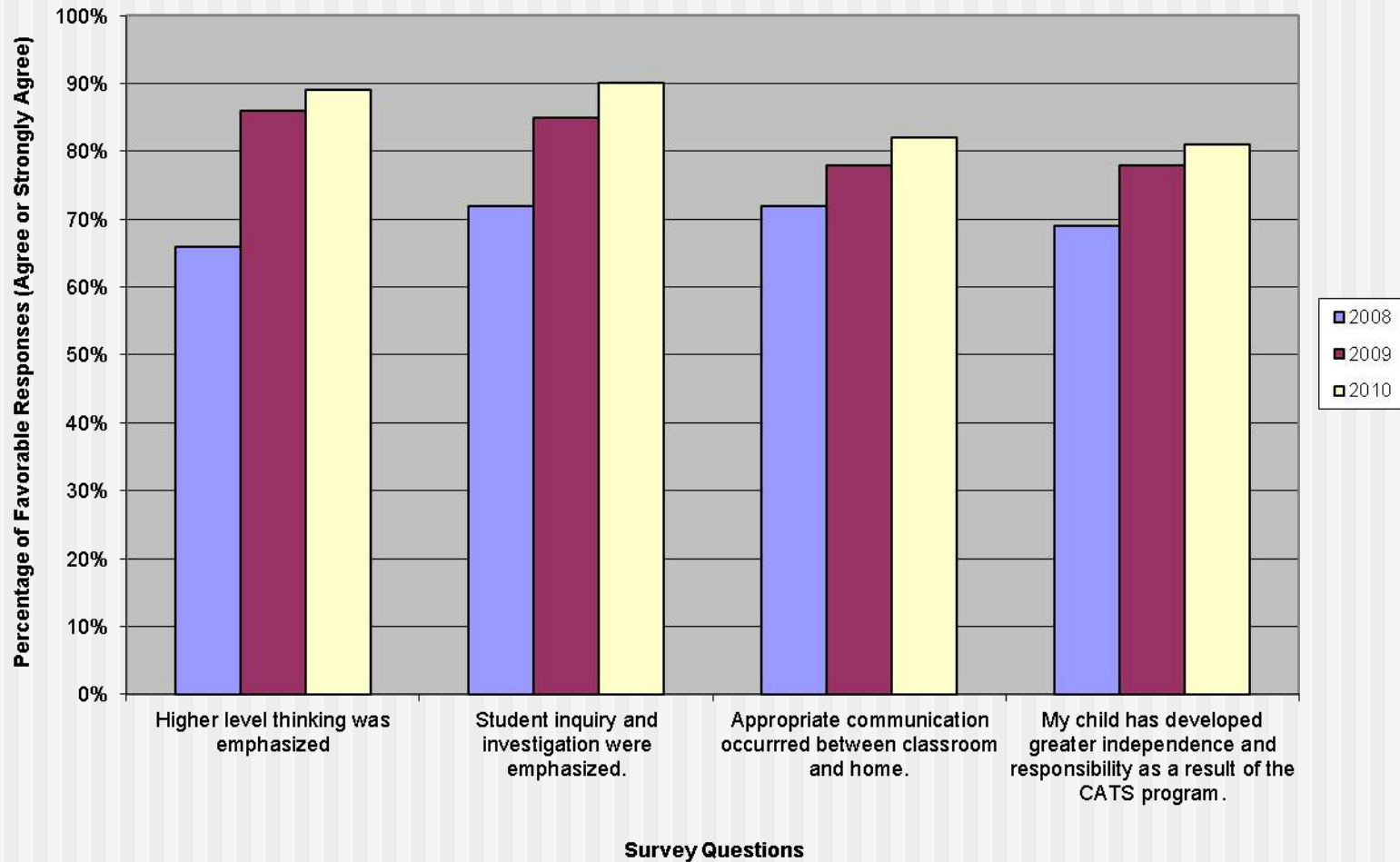
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*"Not every child has an equal talent or an equal ability or equal motivation; but children have the equal right to develop their talent, their ability, and their motivation."*

*-John F. Kennedy*

# Results

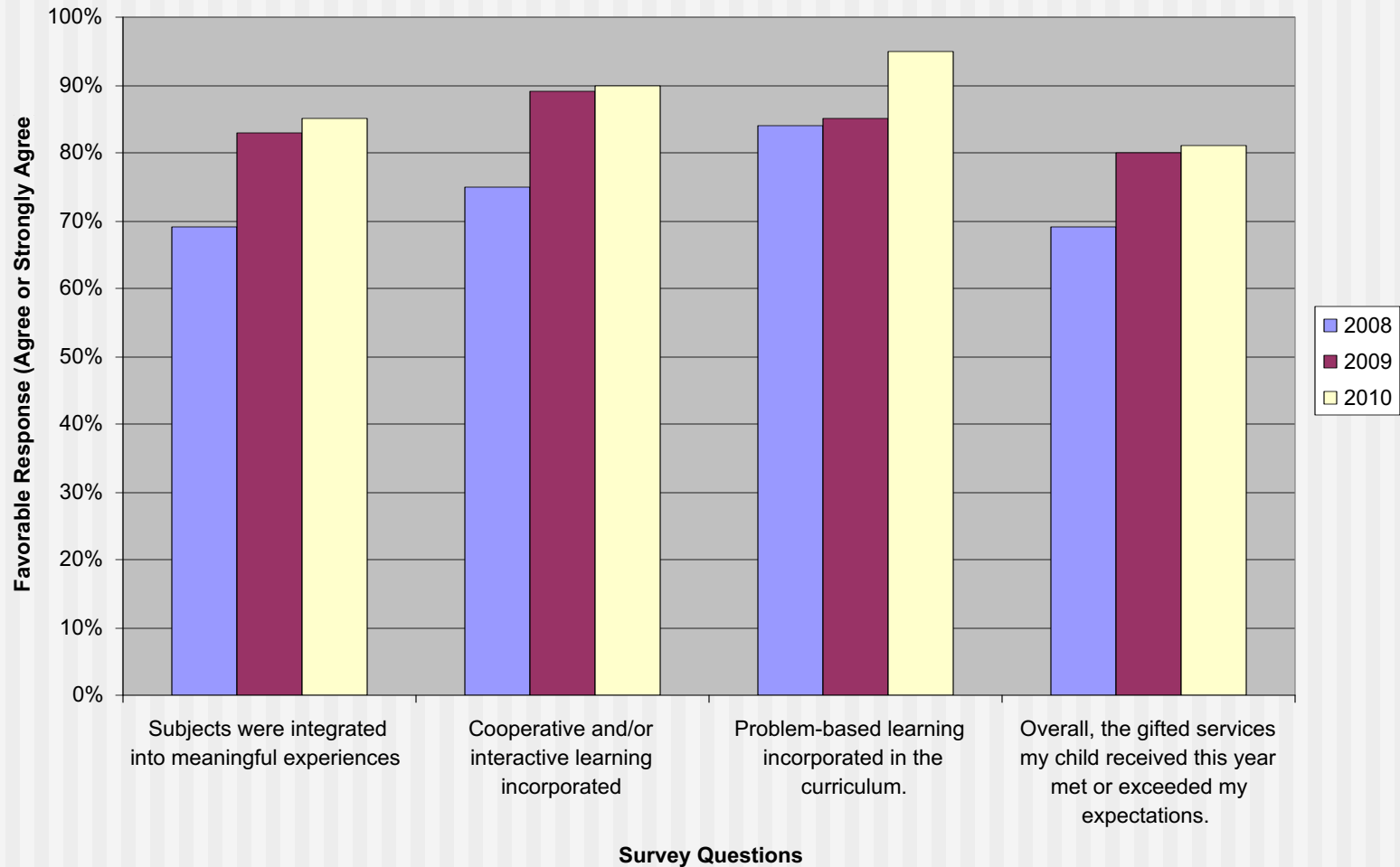
## CATS Parent Survey





# Results

CATS Parent Survey



# Junior High School CATS

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- Continuation of elementary CATS
- Accelerated and In-depth Studies Program
- Interaction With Intellectual Peers
- Provides Academic Challenge
- Provides Opportunities for Independent Studies in Areas of Interest
- Develops Independence and Awareness of Self
- Experience Meaningful Involvement in Real Problems

# Program Models

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- 7<sup>th</sup> and 8<sup>th</sup> Grade Looping
  - Language Arts/Social Studies
  - Math/Science
- 7<sup>th</sup> Grade
  - Language Arts/Social Studies
  - Math/Science
- 8<sup>th</sup> Grade
  - Language Arts/Social Studies
  - Math/Science

# Teachers

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- Gifted Endorsement
- Highly Qualified in Content

# CATS or Honors?

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## The Honor Student:

- Is attentive
- Works hard
- Answers the questions
- In “top” group
- Learns with ease
- Needs 6-8 repetitions for mastery
- Completes assignments
- Enjoys school
- Absorbs information
- Learns techniques
- Is a good memorizer

# Identification

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- Honors – District Achievement Test
  - Math
  - Language Arts

# CATS or Honors?

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## **The CATS Student:**

- Asks questions
- Discusses in detail, elaborates
- Shows strong feelings and opinions
- Needs 1-2 repetitions for mastery
- Draws inferences
- Initiates projects
- Is intense
- Manipulates information
- Invents things
- Thrives on complexity
- Is highly self-critical

# Identification

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- CATS - Cognitive Abilities Test
  - Verbal
  - Quantitative
  - Spatial



# Curriculum

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- Accelerated Grade Level Objectives

- Differentiation

  -  Depth

  -  Complexity through Integration

  -  Novelty

- ⑩ Differentiation Takes Place In:

  -  Content

  -  Process

  -  Product