GATE Identification

GATE District Advisory Committee
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Special Education Division
Related and Low Incidence Services
The CogAT includes three subtests:
- Quantitative
- Verbal
- Non-verbal

One index score created from the three raw scores

Scores reported directly from Houghton Mifflin Harcourt to Research and Development

Research and Development integrates with matrix factors

Final results provided to schools through the Districts Student Information system: Illuminate

***The CogAt is one component of the matrix for identification***
Multi-Criterion Matrix

- Students with 121 - 134 points were recommended for GATE Cluster
- Students with 135 or more points were recommended for GATE Seminar

Points were added for:
- English Learners with a CELDT score at or below Intermediate
- Students from low socioeconomic backgrounds
- Students with IEP’s/504
- Achievement- Exceeds Grade Level Standards (Report card and/or state testing)
Identification Rates

- Improved equity and access (56% vs. 45% 2014-15)
- Socio-economically disadvantaged students: 6.9% (Increase)
- English learners: 20.3% (Increase)
- Special needs students: 6.9 (Increase)
- Increase in Seminar identification: 4.7% (4.2%)
- Decrease in overall GATE Cluster identification (17%).
All schools implemented the multi-criterion process.

A total of 8,138 second grade students participated in the assessment process.

Identified 2nd graders approximately 22%: 1,806 students (Decrease from approximately 33% 2013-14)

1,421 GATE Cluster; 385 Seminar
Questions?

First contact is always your child’s school site!
There is no “GATE District Team” - school sites make ALL decisions regarding GATE identification.

Private/Charter School Testing registration:
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