Understanding SIPPI: Student Instructional Program Planning and Implementation, New Student Screening and Rescreening Processes

During the second semester, all grade 2 students are screened as part of the Student Instructional Program Planning and Implementation (SIPPI) process. Additionally, during the second semester, students in Grades 3, 4 and 5 who are new to MCPS are screened as part of the New Student Screening process; those who have been recommended for rescreening by parents or school staff in Grades 3, 4 and 5 are screened as part of the Rescreening process.

SIPPI, New Student Screening and Rescreening are designed to capture data about student strengths for instructional planning for the next school year and for gifted and talented identification. Regardless of the recommendations made, student strengths that are demonstrated through these processes and through a student’s daily instructional performance will be supported and extended. Students do not need to be formally identified as gifted and talented to receive enrichment and/or acceleration. With support, effort, and good study skills, all children can excel academically. At the end of the screening processes in June, parents are provided with a Parent Report that summarizes their student’s performance on the cognitive assessments; the instructional recommendations that have been made as a result of the review of data for the next school year; and, their student’s GT identification designation. It is important to note that the recommendations and groupings reported are flexible and may change according to a child’s needs.

What data are gathered in the SIPPI, New Student Screening and Rescreening Processes?

The SIPPI, New Student Screening and Rescreening processes use data gathered from a variety of sources. Multiple sources of data allow for emerging strengths to be noted and nurtured. Students who demonstrate strengths across several of these areas can be recommended for gifted and talented identification.

Specific data sources include:

- Parent Input Form/Survey
- Staff advocacy
- Classroom performance data in reading and mathematics
- InView and Raven cognitive assessment data

What are the cognitive assessments administered?

SIPPI:

Grade 2 students take the Analogical Reasoning, Quantitative Reasoning and Verbal Reasoning-Words subtests of the Level 1 InView. All grade 2 students also take the Raven Test of Progressive Matrices.

Grade 2 students take two cognitive assessments as part of the SIPPI process: The Raven Test of Progressive Matrices as well as the Analogical Reasoning, Quantitative Reasoning and Verbal Reasoning-Words subtests of the InView Level 1.

New Student Screening:

Grade 3, 4 and 5 students who are new to MCPS, take two cognitive assessments as part of the New Student Screening process: The Raven Test of Progressive Matrices and the Analogical Reasoning, Quantitative Reasoning and Verbal Reasoning-Words subtests of the InView Level 1 (Grade 3) or InView Level 2 (Grades 4 and 5).
### Rescreening

Grade 3, 4 and 5 students can be re-assessed on the cognitive assessments on which they did not meet benchmark previously. Hence, rescreening students may be reassessed one or both of the following cognitive assessments as part of the Rescreening process: The Raven Test of Progressive Matrices and the Analogical Reasoning, Quantitative Reasoning and Verbal Reasoning-Words subtests of the InView Level 1 (Grade 3) or Level 2 (Grades 4 and 5).

### What does the cognitive assessment data mean?

Cognitive assessments measure developed, not innate, reasoning abilities. These assessments can help guide teachers to adapt instruction and provide appropriate critical thinking opportunities.

### What do the InView scores mean?

InView scores are reported as age-normed national percentile scores. A score of 60 indicates that your child performed better than 60% of children of his/her age that took this assessment. For purposes of using the score as a factor in gifted and talented identification, Montgomery County Public Schools considers a score of 80 or higher as one possible indicator.

#### Analogical Reasoning

Students who show strength in analogical reasoning are able to recognize the nature of the relationship between two items and select an answer that will produce a parallel relationship. These students should be given opportunities across all content areas to build classification and problem solving skills. These students should be given many opportunities to explain relationships and connections in their learning.

#### Quantitative Reasoning

Students who show strength in quantitative reasoning often have the ability to:

- Identify arithmetic patterns
- Model complex relationships
- Infer relationships among data
- Apply deductive math reasoning
- Draw logical conclusions

Students demonstrating strength in this area should have a math experience that routinely includes enrichment opportunities.

#### Verbal Reasoning

Students who show strength in verbal reasoning show potential in logic, inferencing and complex reasoning. Students who perform well in this area do best when they are encouraged to talk and/or write about whatever it is they are learning. They should be provided opportunities for in-depth textual analysis (i.e., interpreting symbolism and figurative language of stories) and writing.
What does the Raven score mean?

Raven scores are reported as raw scores out of a total of 60 items. Raw scores were age-normed with MCPS students in 2005. A score at the 75th percentile or higher for a child’s age group in the Montgomery County Schools population is considered one possible indicator for gifted and talented identification.

Below is a table indicating raw scores and corresponding MCPS percentile scores by student age. For example, a 7 ½ year old who had a raw score of 35 would score at the 50th percentile. An 8 ½ year old who scored a 45 would have scored between the 75th and 90th percentiles.

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Students who show strength on the Raven have a strong ability to reason when concepts are presented visually and nonverbally. They can often make sense of complex data, draw meaning out of ambiguity and perceive and think clearly. Some of these students also show strength in verbal reasoning.

Many students perform well on the Raven but do not show above level performance in the classroom; they could be Visual Spatial Learners and if presented material in a different manner, or provided simple instructional adjustments, could perform at higher levels.

How are decisions about instruction and gifted and talented identification made?

Each school convenes a diverse committee of professional school staff members to review all data gathered for each student. Committee members note strengths that have been demonstrated and make instructional recommendations for the next school year accordingly. Next, the committee reviews the data to make a gifted and talented designation for each student. Students not identified gifted and talented can be rescreened at least one year after their initial screening when requested by parents or school staff.

Is previous identification as gifted and talented from another school district considered?

If a student has been given a “gifted and talented” designation in another school system, MCPS will accept that designation. The parent/guardian should submit the assessment data and gifted and talented designation information to the local school. It will be requested that these students still participate in the MCPS’ screening process(es) described above so schools may gather additional data to inform instructional placement.