

Input from the Colorado Association for Gifted and Talented Board and Members to the
COLORADO DRAFT CONSOLIDATED STATE PLAN UNDER EVERY STUDENT SUCCEEDS ACT 2017

SECTION 1. LONG TERM GOALS

Recommendations:

- Academic Achievement
 - Include GT in the table based on ECEA, part 2 and Federal ESSA.
 - Provide baseline and long-term goals in the given table.
 - Advanced learners with Advanced Learning Plans should grow and exceed in strength areas. (Title I, A)
- Graduation Rate
 - Include GT in tracking of graduation needs, rates, & dropout issues.
 - Flexibility at the local level as to how Title I will address gifted learner's rate and pace.
- Include gifted goals in school USIPs. (Title I)
- Plan SHALL address the learning needs of all students, including gifted learners. (Title II)
- Title II requires gifted education training in all accredited pre-service teacher training programs and during student teaching.
- Title IV provides students with access to well-rounded gifted programming to address the needs of all students.
- Title IV supports the use of data for personalized learning and targeted supplementary instruction.
- Title IV provides high-quality STEAM courses.
- Title IV provides for accelerated learning programs (including AP and IB exams).
- Title IV builds capacity of leaders to use data and technology to improve instruction and personalized learning.
- Title VI promotes enrichment programs that focus on problem solving and cognitive skill development toward attainment of state standards.

Rationale: The Colorado EVERY STUDENT SUCCEEDS ACT must include effective provisions for the education of gifted learners who number over 68,000 in Colorado and who are identified and served under ECEA, part 2. Further, gifted students under the Federal ESSA, TITLE I--LOCAL EDUCATION AGENCY PLANS PROVISIONS states that local education agency plans will "assist schools in identifying and serving gifted and talented students... To ensure that all children receive a high-quality education and to close the achievement gap..." Colorado ESSA must allow flexibility for Colorado to make appropriate decisions regarding the identification and programming to nurture GT student academic growth and achievement with tailored data, trained educators, appropriate resources for instruction, progress monitoring, and professional development to enhance the knowledge of those who lead and serve gifted students. (Federal ESSA: TITLE I, TITLE II, TITLE III, TITLE IV, TITLE VI, TITLE IX and ECEA, part 2.)

SECTION 2. CONSULTATION AND PERFORMANCE MANAGEMENT

Recommendations:

- Include GT educators and parents in instructional stakeholders list and consultations (2.1), as GT was not accepted for membership on the Hub or Spoke Committees while names were offered.

- GT is visibly missing from page 18 list of state and local education groups, yet representatives were offered. GT parents and educators are critical education partners when discussions of EVERY student is on the table.
- Colorado ECEA, Part 2 addresses gifted students requiring all AUs to identify and serve these learners. Federal ESSA calls out gifted learners in eight areas of Title I, TITLE II, TITLE III, TITLE IV, TITLE VI, TITLE IX. NO state Every Student Succeeds Act (ESSA) can say it serves all students when gifted and talented learners are merely mentioned one time!!

SEC.2101.FORMULA GRANTS TO STATES

Recommendations:

- Plans should include a description of how the skills of teachers, administrators, principals, and/or others will be enhanced for improved identification of GT students, those with with specific learning needs, including disabilities, English Language learners, and diverse learners to provide appropriate differentiated instruction based on student needs. (Title II)
- State education agencies are tasked with improving the skills of educators and “school leaders in order to enable them to identify students with specific learning needs, ...SHALL includestudents who are gifted and talented...and provide instruction based on the needs of such learners.” (Title II)

SEC.2103.LOCAL USE OF FUNDS

Recommendations:

- Schools SHALL use Title II funds for professional development supporting the needs of gifted students and those not yet identified.
- ESSA plan shall address the learning needs of all students, including children with disabilities, English Language learners, and gifted and talented students. (SEC. 4104)
- Title I funds allows for LEA funds to assist schools identifying and serving gifted and talented students.
- ESSA further requires training for the identification of students who are gifted and talented, including high ability students who have not been formally identified for GT services; and implementation of appropriate instructional practices to support education of these students. (Title II)
- Provide funds for translation of standardized tests to identify gifted ELLs and allow funding to provide accelerated instruction to address needs when possible. (Title III)
- Provide funding to support purchases of technology for gifted students to facilitate STEAM instruction and 21st century learning. (Title IV)
- ESSA funding for advanced courses, such as AP and IB, and may include reimbursement to cover some examination fees. (SEC. 1103A)
- ESSA supports accelerated learning programs that provide dual/concurrent enrollment programs and early college high schools. (SEC. 4104)

“A local education agency that receives a subgrant under section 2102 SHALL use the funds made available through the subgrant to develop. Implement, and evaluate comprehensive programs and activities described in subsection (b)... (2) SHALL address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students....”

“(J) providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students...”

SEC.4644.SUPPORTING HIGH-ABILITY LEARNERS AND LEARNING

Recommendations:

- The Javits Program is federal support for research, projects, innovation, and cutting-edge activities that support the education of gifted and talented learners, which should not preclude a similar model state program authorization.

“(a) PURPOSE.- The purpose of this section is to promote and initiate a coordinated program, to be known as the ‘Jacob K. Javits Gifted and Talented Students Education Program,’ of evidence based research, demonstrated projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools to identify gifted and talented students and meet their special educational needs.”

“(b) PROGRAM AUTHORIZATION.- Instructs the Secretary in this how to carry out this program or projects, “including the training of personnel for this Federal program.

Rationale: The Colorado EVERY STUDENTS SUCCEED ACT must include effective provisions for the education of gifted learners who number over 68,000 in Colorado and who are identified and served under ECEA, part 2. Further gifted students under the Federal ESSA-- TITLE I, TITLE II, TITLE III, TITLE IV, TITLE VI, TITLE IX state LOCAL EDUCATION AGENCY PLANS PROVISIONS states that local education agency plans will “assist schools in identifying and serving gifted and talented students... To ensure that all children receive a high-quality education and to close the achievement gap...” Colorado ESSA must allow flexibility for Colorado to make appropriate decisions regarding the identification and programming to nurture GT student academic growth and achievement with tailored data, trained educators, appropriate resources for instruction, progress monitoring, and professional development to enhance the knowledge of those who lead and serve gifted students.

SECTION 3. ACADEMIC ASSESSMENTS

Recommendations:

- Provide appropriate varied assessment tools along with multiple timing of assessments during the K-12 education to support a longitudinal body of evidence, learning, and growth of gifted and talented learners. (Title I)
- Disaggregation of data for GT subgroups to track ALP student growth at advanced levels, so that every student succeeds and grows. (Title I)
- Establish accountability for gifted student growth. (Title I)
- Use of data for personalized learning and targeted supplementary instruction to support continuous student growth and achievement. (Title IV)
- Build capacity of leaders to use data and technology to improve instruction and personalized learning. (Title IV)
- Mandate that school testing programs address the needs of gifted students. (Title IX)

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SECTION 4. ACCOUNTABILITY, SUPPORT, AND IMPROVEMENT FOR SCHOOLS

Recommendations:

- Title I provides accountability for gifted student growth, along with all students.
- Title I asks LEA plans to describe processes for monitoring students’ progress in meeting state standards.
- Title II requires that gifted students be taught by educators endorsed in gifted.
- Title IV provides students with access to a well-rounded gifted education, improves school conditions for learning, and improves use of technology.
- Use of data for personalized learning and targeted supplementary instruction to support continuous student growth and achievement. (Title IV)
- Build capacity of leaders to use data and technology to improve instruction and personalized learning. (Title IV)
- Disaggregation of data for GT subgroups to track ALP student growth at advanced levels, so that every student succeeds and grows.

Rationale: The Colorado EVERY STUDENT SUCCEEDS ACT must include effective provisions for the education of gifted learners who number over 68,000 in Colorado and who are identified and served under ECEA, part 2. Further gifted students under the Federal ESSA-- TITLE I, TITLE II, TITLE III, TITLE IV, TITLE VI, TITLE IX state LOCAL EDUCATION AGENCY PLANS PROVISIONS states that local education agency plans will “assist schools in identifying and serving gifted and talented students... To ensure that all children receive a high-quality education and to close the achievement gap...” Colorado ESSA must allow flexibility for Colorado to make appropriate decisions regarding the identification and programming to nurture GT student academic growth and achievement with tailored data, trained educators, appropriate resources for instruction, progress monitoring, and professional development to enhance the knowledge of those who lead and serve gifted students.

SECTION 5. SUPPORTING EXCELLENT EDUCATORS

Recommendations:

- Title II plans shall describe how educators will support all students, including gifted and talented.
- Title II requires gifted education training in all accredited pre-service teacher training programs and during student teaching.

- Title II requires that gifted students be taught by educators endorsed in gifted.
- Title II REQUIRES schools to use funds for professional development instruction on serving the needs of gifted students and those high ability learners not yet identified.
- Title II suggests training for administrators and teachers in how to use Talent Pools.
- Title IV builds capacity for leaders and educators in using data and technology to improve instruction and personalized learning.

Rationale: The Colorado EVERY STUDENT SUCCEEDS ACT must include effective provisions for the education of gifted learners who number over 68,000 in Colorado and who are identified and served under ECEA, part 2. Further gifted students under the Federal ESSA-- TITLE I, TITLE II, TITLE III, TITLE IV, TITLE VI, TITLE IX state LOCAL EDUCATION AGENCY PLANS PROVISIONS states that local education agency plans will “assist schools in identifying and serving gifted and talented students... To ensure that all children receive a high-quality education and to close the achievement gap...” Colorado ESSA must allow flexibility for Colorado to make appropriate decisions regarding the identification and programming to nurture GT student academic growth and achievement with tailored data, trained educators, appropriate resources for instruction, progress monitoring, and professional development to enhance the knowledge of those who lead and serve gifted students.

SECTION 6. SUPPORTING ALL STUDENTS

Recommendations:

- Flexibility at the local level as to how Title I will address gifted learners.
- Disaggregate data for each subgroup, including gifted students, by achievement levels. (Title I)
- Accountability for the adequate yearly progress and achievement of all diverse learners. (Title I)
- Title I suggests support for students into high school with advanced coursework, including affective needs and counseling.
- Plan SHALL address the learning needs of all students, including gifted learners. (Title II)
- Provide students with access to well-rounded education. (Title IV)
- Title IX suggests access to transportation to gifted programs for homeless gifted students. (Title IX)

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