WELCOME
Directors’ Meeting
Gifted Education

February 26, 2016
Outcomes:

- Share rationale for standards-aligned ALPs
- Identify the components of a standards-aligned ALP
- Understand the 7 Step process to develop a standards-aligned ALP
- Produce examples of standards-aligned SMART goals
- Reflect on how standards-aligned ALPs will be implemented in your AU, knowing that resources and staff vary across the state
Recognitions

Blanche Kapushion – Jefferson County

Robyn Tutor - Gunnison

Barbara Voss – West Central Region
Right 4 Rural

IF...

- Teachers practice methods of depth and complexity
- Identification uses pre-ID opportunities and multiple pathways for access and building a body of evidence
- Leadership designs and supports a relevant Program Plan

THEN...

The administrative unit will increase the identification of gifted students from underrepresented populations
Sites

Fort Morgan

Montrose

San Juan BOCES

Santa Fe Trails BOCES

San Luis Valley BOCES
Recognizing and meeting needs of gifted students in underrepresented populations:

CHERRY CREEK
JEFFERSON COUNTY
DENVER
BOULDER VALLEY
COLORADO SPRINGS 11
Vision 2020

September – February

March - September
Status and Future

What IS
Success
Data
Trends

What WILL BE
Elements
Goals
Strategy
Leadership Action

- Self
- Team
- Process 2020

- Vision

- ECEA
  - Trans-Yr.
  - ID
  - Dep & Compl
  - ALP

- Gifted Student Program

- Self-evaluation data
- Student Outcome data
- Compare to rules/standards
- Confer on AU elements and program targets
- Comprehensive Plan: October 15, 2016
PURPOSE

VISION 2020

Student Outcomes

Visibility in Leadership and Action
WHAT ARE GIFTED STUDENT OUTCOMES?

- Academic
- Developmental
- Social-emotional
- Culture and Climate

**AS A RESULT OF YOUR GIFTED PROGRAM, WHAT ARE THE GIFTED STUDENT OUTCOMES YOU EXPECT?**
All gifted students achieve their academic ALP goals

All gifted students achieve at the distinguished level of state assessment in their area of strength

All gifted students take AP or IB coursework demonstrated with at least a 4 on AP tests, or 6 on IB tests; or advanced level course in a technical/talent area

Achievement and growth is support with infrastructure for tutorial instruction, adjusted pacing, and extended learning
Gifted students with asynchronous development grow in their strengths and accept/understand their differences among peers.

Gifted students self-advocate for instructional accommodations, settings, and rigor.

ACCELERATION in the system supports every gifted student as needed through public school years

Gross, M.
Journal for the Education of the Gifted
Prufrock Press
V.29, p. 404-429 2006
Social-Emotional

- Every gifted student has mental and physical well-being.
- Every gifted student understands and uses his/her abilities in productive, creative expressions.
- Every gifted student is a leader in his/her own way.
- Gifted students self-advocate for academic and social-emotional needs.
The system expects and prepares for the instruction and learning of students who require special provisions.

Being different in culture and abilities is celebrated.

Leadership expects high expectations for every student and teacher.

Leadership is resourceful so that ceilings are not placed on any student.
Outcomes in Context

- AS A RESULT OF YOUR GIFTED PROGRAM, WHAT ARE THE GIFTED STUDENT OUTCOMES YOU EXPECT TO SEE?

- What needs to be in a comprehensive program plan so that student outcomes are reached?

- What conditions of culture, climate, policy, and leadership are in place to support student outcomes?

- What are needs to support student outcomes?
October Enrollment

Codes

October 2017

October 2016 choice

General intellect
Academic aptitudes
Creativity
Leadership
Talent aptitudes

Notice sent to vendors and districts

Posted on data Web page
ESSU/Data Management System

Resources
- ESSU/DMS Guidance
- Webinar
- Refresher for each Gifted Education Regional Consultant
- CDE staff for problem solving
- All administrative units in production
- Roles are in system
- Ready for 100% of Users to be in the system
  - GD, GM, FM, GRR, GFE
  - AU-LAM – local access manager is not a user (only in rare situations)
Due Dates

APRIL 15, 2016
- Proposed 2016-2017 AU Budget
- Assurances and compliancy statements:
  - DMS Tabs: Profile, Parent & Family

SEPTEMBER 30, 2016
- Universal Screening and Qualified Personnel Grant Report (DMS)

SEPTEMBER 30, 2016
- Adjusted Budget for current year
- Budget Expenditures for prior year
- Assurances and compliant statements
DMS – Performance Tab

DEMOGRAPHIC CHARTS for each AU

- PowerPoint slides
- Data sheets
- BOCES (and districts)

PERFORMANCE CHARTS for each AU

Disaggregated by student groups and giftedness in content area
These PowerPoint slides may include information based on a sample size of less than 16. For the purpose of protecting confidentiality, do not share slides with the public when the count in a given group (e.g., a particular school, race, grade) is less than 16. Treat this as protected data.

“This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.”
Mountain View

Percent Identified Gifted in General Population
Mountain View 12.2%
State 7.6%

2015-16 Gifted Ed Demographics

Identified Gifted by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mountain View</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>46.9%</td>
<td>48.7%</td>
</tr>
<tr>
<td>1/2</td>
<td>43.8%</td>
<td>47.3%</td>
</tr>
<tr>
<td>Full Day K</td>
<td>53.1%</td>
<td>56.3%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>49.1%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
</tbody>
</table>

Gender

<table>
<thead>
<tr>
<th></th>
<th>Mountain View</th>
<th>STATE</th>
<th>Mountain View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>53.1%</td>
<td>56.3%</td>
<td>51.3%</td>
</tr>
<tr>
<td>Male</td>
<td>51.3%</td>
<td>56.3%</td>
<td>52.7%</td>
</tr>
</tbody>
</table>

Gifted % vs K-12 %
The annual plan is the Unified Improvement Plan.

Feedback on the annual plan is in the fall.

The annual plan must contain minimal elements of a:

1. Progress report on the previous year’s improvement targets
2. Description of the way performance is measured (e.g., data analysis of a student group or school level)
3. Performance target
4. Action plan
1. Online system submission
   1. Attach a PDF/Word copy or fill it out in the online system
   2. Every UIP has the gifted addenda turned on

2. Tracker system submission
   ▪ Addendums may be updated at any time
   ▪ Priority improvement and turnaround districts submit by January 15 including the UIP addendum

3. All UIPs are posted by April 15
Annual Plan

- Administrative Unit Lead – Gifted Education Director
  - DMS Submissions – April 15
    - Proposed budget
    - Reviews (formerly program assurances)

- NOTE: Elimination of the AU Summary Report

- Future: Integration of UIP Addendum in Data Management System storage
ESSA
Every Student Success Act

- Flexibility in decisions about educator effectiveness, accountability, assessment

- TITLE I
  - Must disaggregate data for each subgroup by achievement levels
  - Funds may be used for gifted students
  - Flexibility how will address gifted education
Title II

- Address needs of all students, including gifted students
- Describe how educators will help all students, including gifted students
- Schools may use Title II funds for professional development on how to serve the needs of gifted students AND those high ability learners not yet identified
Universal Screening and Qualified Personnel Grant

- **APRIL 15, 2016**
  - Day one submission

- **Limited allowable expenditures to offset cost of screening**
  - Tests – online or paper
  - Observational scales
  - Answer documents
  - Scoring
  - Shipping
  - Basic level report package (e.g., CD Rom)
Universal Screening and Qualified Personnel Grant

- **Report includes**
  - Invoice from test order
  - Shipping receipt
  - Date of hire of qualified personnel

- **Application includes**
  - Brief statement of need
  - Order and cost template
  - Salary schedule for requested position
  - Note: FTE is for gifted education
Pricing Structures

Selection is a choice of the AU. Talk to your vendor about pricing options.

- **CogAt and NNAT**
  - All 5% discount (CogAT)
  - Greater percent discount for bulk orders by district, AU, or region

- **Enrich ALP**
  - 43 AUs with Enrich
  - New pricing structure based upon total student enrollment
- GE-SAC Vacancies
  - Parents, Educators, Community

- UIP Addendum Feedback Form – Webpage

- New Programs Forthcoming

- CAREER PATHWAY IN GIFTED EDUCATION
  - BASIC -- SPECIALIST -- DIRECTOR
    - State Board passed Licensure rules
    - Period of review is 60 days

- PSAT
  Grade 10; Grade 11 = National Merit Scholarship
  Discount for 11th grade tests
End of Business
Next Steps

- Breakout sessions begin at 9:45 am
  - Added session for ESSU/Data Management in Ballroom, Session II

- Lunch boxes at end of Session II in the foyer

- Eat with network people according to:
  - East Central, North Central, Northeast
  - Metro
  - Pikes Peak
  - South Central, Southeast, Southwest

- Evaluation and Certificates
  - There is a Directors only section on evaluation.
Vision 2020

Attitude Is Everything

https://youtu.be/v7EPO8gjCiI