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Mandatory
FORM # SPS-135
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Section V: Supporting Addenda Forms   2017-2018 East Central BOCES Gifted Program Addendum

For Administrative Units with Gifted Education Programs

The UIP addendum fulfills annual gifted program ECEA requirements (12.02(1)). Administrative Units (AU) must complete this form. In multiple-district AUs or in BOCES, member districts submit the UIP addendum (not the lead in the BOCES or multiple-district AU). AU leads responsible for multiple districts may collaborate with districts to develop a joint addendum that individual districts include with their UIP; this is especially true for AUs with member districts that have a small number of identified gifted students. Numbers can be aggregated to the AU level for data analysis and common AU targets can be recorded in the template and applicable district UIP documents. Exception to this annual plan submission is for small rural districts that function on a bi-annual unified improvement plan submission. (C.R.S. 22-11-303(4)(b)) As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into sections of the district's UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum template, or by (2) listing the page numbers where the gifted education elements are located in the district's UIP and action plan. For additional information, go to: http://www.cde.state.co.us/gt.

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Record reflection on results/progress towards previous year's targets for gifted student achievement or growth; and other data supporting progress or noted observations about gifted student data and performance. This section fulfils ECEA reporting requirements for gifted student achievement and growth, combining the annual plan and report into one submission.	Section III: Data Narrative (Report)	**Previous Growth/Achievement Target:** By May 2017, 75% of GT students will meet their projected growth from fall to spring in their area of identification on the local district assessment, or will achieve a score at the 95th percentile or above in their identification area on the PSAT 10 and/or the SAT. In December 2017, East Central BOCES (ECBOCES) gifted education coordinators from across the region met with the ECBOCES Gifted Education Regional Consultant (GERC) to analyze gifted and talented student data. After a review of data trends from previous years, coordinators focused on growth data from fall 2016-spring 2017 local district assessments (NWEA MAPS, iReady, and STAR) and 2017 PSAT and SAT data. Districts in the ECBOCES region continue to experience high PARCC opt-out rates, therefore, our goal did not include PARCC data, although it was part of the data analysis discussion. **Results:** 66% of GT students met their projected growth from fall to spring in their area of identification on the local district assessment. 28% of GT students achieved a score at the 95th percentile or above on the PSAT 10 or the SAT. Data Charts are below.

COLORADO
Department of Education

Mandatory
FORM # SPS-135
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| Data Analysis: 1) Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments; 2) include trend statements; 3) prioritized performance challenges and root causes that investigates the needs of selected gifted student groups. (Do these challenges converge or diverge from district areas of improvement?)

Note: A data analysis of all sub-groups is not expected annually when working towards a two-year action plan that already focuses on a selected student group and area(s) for improvement. Talk about/analyze data in focus area(s). | Section III: Data Narrative | **PARCC Baseline Data:** |

PARCC Baseline Data:

2015 PARCC Math

Math Identified Gifted Students	Exceeded Level
ELEM	27%
MS	16%
HS	2%
Total	11%

Note: This table indicates the percentage of students who took the 2015 Math PARCC and scored at level 5. It is regular practice at ECBOCES to analyze growth and achievement data from all subgroups. Further disaggregation across all subgroups and comparisons to state GT data resumed with the 2016 PARCC data. Due to limited access to the 2015 ECBOCES PARCC GT data, this collection will serve only as a baseline.

PARCC Data

ECBOCES compared to the state

	2016 Scored at Exceeded Level ECBOCES	2016 Scored at Exceeded Level State	2017 Scored at Exceeded Level ECBOCES	2017 Scored at Exceeded Level State
ELA General GT	19%	30%	28%	34%
Math General GT	13%	20%	17%	23%

This data is not disaggregated by student GT identification area.

East Central BOCES ELA Data

In 2016, 22% of students identified in ELA and ELA/Math scored at the Exceeded level.

In 2017, 28% of students identified as GT in any area scored at the Exceeded level.

General GT ELA	2016 Exceeded Level	2017 Exceeded Level
Elementary	13%	20%
Middle School	17%	42%
High School	27%	17%

This data is not disaggregated by student GT identification area.

General GT ELA	2016 Exceeded Level	2017 Exceeded Level
FRL	13%	15%
Non-FRL	20%	30%
Female	28%	27%
Male	10%	28%
Minority	9%	11%
Non-Minority	20%	30%
Not White or Asian	9%	25%
White and Asian	20%	28%

This data is not disaggregated by student GT identification area.

PARCC ELA Assessment

GT Identification Area	2017 Exceeded Level
ELA	36%
ELA and Math	24%

East Central BOCES Math

In 2016, 19% of students identified in Math and Math/ELA scored at the Exceeded level.

In 2017, 17% of students identified as GT in any area scored at the Exceeded level.

General GT Math	2016 Exceeded Level	2017 Exceeded Level
Elementary	26%	30%
Middle School	12%	23%
High School	5%	0%

This data is not disaggregated by student GT identification area.

General GT Math	2016 Exceeded Level	2017 Exceeded Level
FRL	13%	15%
Non-FRL	14%	18%
Female	11%	11%
Male	16%	25%
Minority	27%	22%
Non-Minority	12%	17%
Not White or Asian	27%	22%
White and Asian	12%	17%

This data is not disaggregated by student GT identification area.

COLORADO
Department of Education

Mandatory
FORM # SPS-135
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PARCC Math Assessment

GT Identification Area	2017 Exceeded Level
Math	19%
Math and ELA	33%

Local District Assessment Data (MAPS NWEA, I-Ready, STAR)
Reported by Districts

GT Students Meeting Their Projected Growth in Their Area of Identification	2016	2017
Math	63%	67%
Reading	58%	65%
Language Arts	58%	63%
Science		60%

District Reported Data

GT Students' Results on Test in their Area of Identification	Test Area	2017 % Scoring at or above 95th percentile
PSAT	Reading/Writing	38%
	Math	21%
SAT	Reading/Writing	29%
	Math	14%

COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC APPROVED
Approved 6/10/2016 for 2016-2017

CDE Reported Data

The data in this chart is not disaggregated by GT student identification area.

Test	GT Status	2017 N Count Met Benchmark	2017 % Met Benchmark
PSAT Reading/ Writing	GT	31/31	100%
	Not GT	275/455	60%
PSAT Math	GT	28/31	90%
	Not GT	130/455	29%
SAT Reading/ Writing	GT	30/31	97%
	Not GT	229/420	55%
SAT Math	GT	27/31	87%
	Not GT	98/420	23%

The College and Career Readiness Benchmarks for the 2017 SAT predict a 75% likelihood of achieving a C or higher in related, first-semester, credit-bearing college courses. Reading/Writing benchmark – 480, Math benchmark - 530

Notable Trends:

It is important to note that most of the PARCC achievement data reported by the state is measuring students in areas other than their gifted identification area(s).

PARCC data indicates that elementary and middle school students are outperforming high school students on ELA and Math assessments. In 2017, both elementary and middle school students have higher percentages of GT students scoring at the Exceeded Level on the ELA assessment than in 2016, with middle school students moving from 17% in 2016 to 42% in 2017. High school students had a decline from 27% in 2016 to 17% in 2017. On the ELA assessment, all subgroups except Females increased in percentage of students scoring at the Exceeded Level, with the Not White or Asian group increasing the most, from 9% in 2016 to 25% in 2017. The Female group had a small decline from 28% to 27%.

COLORADO
Department of Education

Mandatory
FORM # SPS-135
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On the Math assessment, elementary and middle school students increased the percentage of students scoring at the Exceeded Level while high school students decreased, with no students scoring at that level. On the Math assessment, increased percentages were smaller than on ELA with FRL, Non-FRL, Male, Non-Minority, White and Asian groups making gains. The female group remained at 11% while the Minority and Not White or Asian groups declined by 5%.

On district assessments that measured gifted students in their identified areas, all areas increased from 2016 to 2017 in the percentage of students making projected growth; however, the goal of 75% was not reached.

On district reported PSAT and SAT data, students on PSAT outperformed students on SAT. The highest scoring area was PSAT Reading/Writing with 38% of students scoring at the 95th percentile or above. The lowest scoring area was SAT Math with 14% scoring at the 95th percentile or above.

Prioritized Performance Challenge:

In general, the majority of gifted students are not performing at advanced levels on the PARCC/CMAS assessments. Both state and district data indicate that math continues to be our biggest challenge, especially at the secondary level. On district level assessments, more students are making projected growth in their area of identification, but not enough to reach the goal of 75%.

Root Causes:

Through collaborative discussion and analysis, gifted coordinators in our region determined that our gifted math students are not showing growth due to not having sufficient opportunities to think critically about major math concepts in order to apply those concepts in problem solving situations. Our gifted students typically are not well versed in explaining their thinking (verbally or written) at the conceptual level. There continues to be a need for two types of professional development. Our teachers need training and support in differentiated instruction with a focus on deeper level thinking for gifted students, and training in using effective instructional strategies that support a deeper conceptual understanding and application of math concepts in the classroom. In addition, many districts have few advanced resources in the area of math for teachers to use in developing critical thinking skills and increased rigor for gifted math students in the regular classroom. In the middle and high school levels, teachers typically do not differentiate instruction during the shorter 50-55 minute class periods. Elementary gifted students may be performing better in math than their secondary counterparts as a result of successful cluster grouping and/or acceleration.

		PARCC participation rates varied between the demographic groups but all ECBOCES groups had lower participation rates than the state. Some districts had a significant opt out rate, with one or more districts at 100% opt out. Most districts expect to see their participation rates slowly increase, but currently, the low participation rates lead us to question the validity of the data. In addition, ninth grade is the only secondary grade level participating in PARCC math tests. With the current anti-testing climate in many of the districts, students may not be motivated to perform well.

COLORADO
Department of Education

Description of Gifted Education Program Requirements (cont.)	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Set targets for gifted students' performance that meet or exceed state expectations toward distinguished achievement and high growth in their area(s) of strength. Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students. Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.	Section IV: Target Setting Form	**Growth/Achievement Target:** By May 2018, 75% of GT students will meet their projected growth from fall to spring in their area of identification on the local district assessment, or will achieve a score at the 75th percentile or above in their identification area on the PSAT 10 and/or the SAT. ECBOCES collaboratively analyzes aggregated gifted student data across the AU to determine gifted student performance targets for the multi-district AU. Districts in the ECBOCES AU will use at least one of the following measures to monitor progress of individual student performance for gifted students in the areas of math and reading: • NWEA, STAR, or i-Ready: at least twice per school year • Standards aligned ALP Goals: monitored and revised yearly • Impact Team Created Formative Assessments: multiple cycles through school year • PARCC/CMAS and PSAT/SAT yearly or as required by the state

COLORADO
Department of Education

Mandatory
FORM # SPS-135
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Identify <u>major</u> (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.	Section IV: Action Plan or table below	- ECBOCES will provide professional development with math consultant, Lori Cook, from The Core Collaborative. Participants will continue to receive support in using the Math Lesson Cycle to plan math instruction with a focus on the critical areas of mathematics for each grade level/content area. This support will include planning strategies and techniques to foster growth in higher level learners. Trainings on math fact fluency will also be provided in order to ensure students of all ages and levels have a strong number sense foundation. - ECBOCES will provide professional development with literacy consultant, Paul Bloomberg from the Core Collaborative. Trainings will focus on how to build collective efficacy including mastery moments, models of success, feedback, and safety. Teachers will receive support in using purposeful protocols including but not limited to analysis of student work, lesson study, micro-teaching, calibration, evidence walks, unpacking standards, and the formative process. These protocols will enable teachers to raise expectations for student achievement across all content areas. - ECBOCES Impact Team Coaches will work with district teams to implement the Impact Team process for both math and ELA, with a focus on how to collect and analyze student data tied to the Colorado State Academic Standards and plan effective instructional strategies to support learning and growth for all students, including gifted students. - ECBOCES will continue to provide Depth & Complexity trainings, resources, and support. Participants will learn how to use Depth & Complexity and content imperative prompts to differentiate student thinking in all content areas. - ECBOCES will provide ongoing support and resources for writing rigorous standards aligned goals on Advanced Learning Plans (ALPs). - ECBOCES will provide support for districts to establish an RtI/MTSS process or improve their current RtI/MTSS process to include a problem solving process for gifted students who are underachieving. - ECBOCES will host a math training with Ed Zaccaro. This training will provide strategies to increase rigor, depth, critical and creative thinking, and problem solving in higher level math learners.
Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.		
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance**.**		
Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.		

Complete this Action Plan for Gifted Education, if action steps for gifted targets are not included in the district's action plan (additional rows may be added, as needed)
Improvement Strategy:

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step (e.g., completed, in progress, not begun)
	2017-18	**2018-19**				
ECBOCES will provide professional development with Lori Cook from the Core Collaborative: Participants will continue to receive support in using the Math Lesson Cycle to plan math instruction with a focus on the critical areas of mathematics for each grade level/content area. This support will include planning strategies and techniques to foster growth in higher level learners. Trainings on math fact fluency will also be provided in order to ensure students of all ages have a strong number sense foundation.	Sept. 28, 29 Nov 1 Feb. 15 June 12, 13, 14	TBD	ECBOCES Impact Team Coaches, Executive Director, Superintendents and Principals, GERC, Classroom Teachers	AU funds (outside of GT funds)	Teachers will be supported by Impact Team Coaches throughout the 2017-2018 and 2018-2019 school years.	In progress
Professional development with Paul Bloomberg from the Core Collaborative: Trainings will focus on how to build collective efficacy including mastery moments, models of success, feedback, and safety. Teachers will receive support in using purposeful protocols including but not limited to analysis of student work, lesson study, micro-teaching, calibration, evidence walks, unpacking standards, and	Sept. 11 Nov. 2 April 24, 25 May 29, 30, 31	TBD	ECBOCES Impact Team Coaches, Executive Director, Superintendents and Principals, GERC, Classroom Teachers	AU funds (outside of GT funds)	Teachers will be supported by Impact Team Coaches throughout the 2017-2018 and 2018-2019 school years.	In progress

formative process. These protocols will enable teachers to raise expectations for all students, including higher level learners.						
Impact Teams: Nineteen of the twenty districts in the ECBOCES participate in math, writing, and/or reading Impact Teams. These teams focus on prioritizing the Colorado Academic Standards, analyzing student data, self and peer assessment, and impacting student growth and achievement for students of all levels.	Aug. - May	Aug. - May	ECBOCES Impact Team Coaches, Executive Director, Superintendents and Principals, GERC, Classroom Teachers. Impact Team coaches will receive on-going support from Paul Bloomberg and Lori Cook.	AU funds (outside of GT funds)	Monthly or twice monthly impact team meetings, and additional consultation with impact team coaches as needed	In progress
Depth & Complexity: Participants will learn how to use Depth & Complexity and content imperative prompts to differentiate student thinking about any core content.	ECBOCES GERC will continue to offer training and support to districts throughout the	ECBOCES GERC will continue to attend Depth & Complexity Trainer of Trainers	ECBOCES Superintendents and Principals GERC, Gifted Coordinators,	ECBOCES Gifted Education funds as needed for Depth & Complexity kits for	ECBOCES GERC will attend additional Trainer of Trainers sessions offered by CDE	In progress

Teachers will have new strategies to encourage learners to think from multiple perspectives and at much deeper levels about any core content.	2017-2018 school year	sessions as offered by CDE throughout the 2018 – 2019 school year. GERC will continue to offer training and support to districts throughout the 2018 – 2019 school year	and Classroom Teachers	teachers attending the trainings		
Rigorous ALP Goals: The ECBOCES districts have made the shift to writing standards aligned ALP goals and will now focus on ensuring the goals are at the appropriate rigor level, by incorporating Depth of Knowledge and next grade level's standards. Districts needing assistance will work directly with ECBOCES GERC to develop appropriate goals.	Ongoing differentiated support through 2017-2018	Ongoing differentiated support through 2018 - 2019	ECBOCES Principals, GERC, Gifted Coordinators, Counselors, and Classroom Teachers	GERC funds as needed to support network meeting and district visits	Each district will show the GERC at least one completed ALP by October 2017 and again by October 2018	In progress
RtI/MTSS: ECBOCES will continue to support districts in implementing or improving RtI practices. Included in the problem solving model will be a focus on how to use the RtI process to make gifted identification decisions and how to use the process to support underachieving gifted students.	Oct. 26 Principal Leadership Meeting Feb. 1 RtI Coordinator's Training 2017-2018 Differentiated	TBD	ECBOCES Executive Director, Principals, Impact Team Coaches, GERC, Classroom Teachers	AU funds (outside of GT funds)	Support as needed throughout the 2017-2018 and 2018-2019 school years	In progress

COLORADO
Department of Education

Mandatory
FORM # SPS-135
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support as needed						
Ed Zaccaro Training ECBOCES will host a math training with Ed Zaccaro. This training will provide strategies to increase rigor, depth, critical and creative thinking, and problem solving in higher level math learners, specifically directed at the secondary levels.	Sept. 22		ECBOCES Principals, Impact Team Coaches, GERC, Gifted Coordinators, and Classroom Teachers	GERC funds	Support as needed throughout the 2017-2018 school year	In progress

Notes:
- Every district includes the gifted education UIP addendum (AU joint UIP addendum or district individual addendum) with the district's UIP submission.