

Summary of the Gifted Local Advisory Committee's Report 2018-2019

The Local Advisory Committee is tasked to determine the extent to which the Local Plan for gifted education is implemented yearly. Section 8VAC20-40-60A.14 of the *Regulations Governing Educational Services for Gifted Students* provides the areas for the local advisory committee to address in their review. These findings are to be submitted annually in writing to the division superintendent and the school board. This summary reviews the examination of the screening, referral, identification, and program procedures that contribute to the achievement of equitable representation of students.

Screening

Two district-wide screenings were administered to all first grade and second grade students in HCS. The Naglieri Nonverbal Ability Test was administered to all first grade students and the Cognitive Abilities Test was administered to all second grade students. Parents whose children scored at or above the 85thile on the assessment or its subtests were asked to provide consent for further evaluation to determine eligibility gifted services.

Referral

Referrals for gifted services can be made by parents, teachers, counselors, administrators, or by the students themselves. As of the first week of May, 1,116 referrals were made for HCS students and 17 referrals for Non HCS students were made. 26 students were referred for the VDOE's Summer Residential Governor's School program. 108 student portfolios were submitted this year for consideration for the Gifted Visual Arts Program.

Identification

Identification of students for gifted services is based on multiple criteria. Parent ratings, teacher ratings, grades, and ability test performance are converted into a matrix score. This score determines eligibility for gifted services and the degree services are offered. There are 836 students in grades 3-8 who are enrolled in Spratley Gifted Center for full time gifted instruction. There are 940 students in the elementary and middle gifted resource pullout program. 159 students participate in the Gifted Visual Arts program in grades 3-8. And 35 students participate in the gifted enrichment seminar in grade 10 at Kecoughtan High School.

Equitable Representation

Although 73.55% of HCS' student population is classified as a minority, minorities represent 56.58% of the students in gifted services. Ethnicities identified as White, Asian, and Multi-Racial have a higher representation in gifted services than in the overall student population of HCS. African American, Native Hawaiian/Pacific Island and Hispanic ethnicities have a lower representation in gifted programs than in the overall student population.

Local Advisory Committee for Gifted Education
Department of Academic Advancement and Enrichment
Hampton City Schools
339 Woodland Road
Hampton, VA 23669

May 3, 2019

Dr. Jeffery Smith, Superintendent
Hampton City Schools
One Franklin Street
Hampton, VA 23669

Dear Dr. Smith:

In accordance with state regulations, the Local Advisory Committee on Gifted Education submits the attached annual report regarding the status of gifted education in the city of Hampton. Information was gathered from the Local Advisory Committee members, parents, students, and teachers.

This year there are 2,606 intellectually and/or artistically gifted students enrolled in HCS. 1,045 surveys were completed by students and 69 electronic surveys were completed by parents. Surveys were posted online on the HCS gifted department and Spratley websites. Notices were also sent home by students with SQR codes to improve availability. There was an increased participation by students and a decreased participation by parents. Efforts will be made to increase the survey window for all participants next year. We will continue to research ways to increase response rates from parents and students.

Our sincere thanks for your continued support of gifted education,

The Local Advisory Committee for Gifted Education
Hampton City Schools

Active Local Advisory Committee Members and Gifted Affiliation

Roxanne Brown – HHS AP/IB Teacher

Rebecca Clark – SGC Parent

Jen Denton – SGC Parent, Gifted Enrichment Seminar Parent

Shari Drake – SGC Parent, HCS Administrator

Michael Halabuk – SGC Teacher

Reginald Johns, Ph. D. – DAAE Director

Donna Norman – KHS, Gifted Enrichment Seminar Parent

Ali Omar, Ph. D. – SGC Parent, Gifted Resource Parent

Amy Pearson – SGC Parent, SGC PTSA President

Katherine Wilson – SGC Parent, Gifted Enrichment Seminar Parent

Annual Report to the Superintendent
2018-2019

I. Identification

- A. For current eligibility and identification data, please see appendix.
- B. As of the first week of April, DAAE has received 1,116 referrals from HCS and Non-HCS students referrals (students from private schools, military transfers, and homeschooled students). Of the 17 Non-HCS referrals that have completed the eligibility process so far this year, 2 were found eligible for enrollment in the Spratley Gifted Center and 6 were found eligible for zoned school gifted resource placement. At this time, 5 non HCS referrals are in the eligibility process. We anticipate that HCS referrals will continue to be submitted through June, and we will receive additional requests to test Non-HCS students throughout the summer.

Each K-2 referral includes ability testing, an interview, work sample, and teacher and parent rating scales. Each 3-12 referral includes two ability tests, teacher and parent ratings, and grades. In many cases, a third ability test is administered (usually due to discrepancy between test scores, borderline or “almost there” scores, parent requests, changes in 504 status, or change of placement requests from parents or teachers). DAAE ensures that the process of identification is comprehensive and thorough for each referred student, so that potentially gifted students are not overlooked.

- C. Two district-wide gifted screenings are administered to all first grade and second grade students in HCS. District-wide ability testing is advised to find gifted students who are not typically referred for gifted services. In HCS, the majority of the gifted referrals are initiated because of these screenings. The NNAT (Naglieri Nonverbal Ability Test) is administered in the late spring to all first grade students in Hampton City Schools, and the CogAT (Cognitive Abilities Test) is administered in the fall to all second graders in Hampton City Schools. The NNAT and CogAT are administered in the regular classroom by the classroom teacher. These division-wide screenings over two grade levels permit the DAAE to identify potentially gifted students through its reporting of subtest and composite scores. The OLSAT (Otis-Lennon School Ability Test, TONI (Test of Nonverbal Intelligence), and the KBIT 2 (Kaufman Brief Intelligence Test) are administered individually or in small groups by the gifted resource teacher.
- D. DAAE continues to work on promoting equitable representation in gifted services and identifying underrepresented populations of students through

- the use of ability tests that are designed to be bias free and as culturally fair as possible. Efforts have also been employed to provide professional development of the gifted resource staff, first year and second year teachers, and HCS' classroom teachers. Workshops for this year's professional development trained teachers to identify, support, and develop critical thinking in gifted students from diverse backgrounds. In addition, gifted resource teachers employed a non-verbal work sample to find primary students with gifted potential. This work sample permitted students to use concrete representation to illustrate reasoning and divergent thinking. Previous primary work sample tasks relied solely on verbal communication skills to relay reasoning.
- E. DAAE adjudicated 26 VDOE's Summer Residential Governor's School applications for the visual/performing arts and academic/mentoring programs. Each of the HCS' high schools was represented in the application pool and invitation to participate in the program. 12 students were invited to participate in the 2018 Summer Residential Governor's Schools for Academics, Mentorship, and Visual and Performing Arts. This was a 10.9% increase from last year's invitational roster. In 2015, five students were invited to participate in the Summer Residential Governor's School Program.
- F. 108 student portfolios were submitted this year for consideration for the Gifted Visual Arts program. All elementary schools were represented in this referral number. This submission rate is greater than last year's submissions of 66 student art referrals. This is a 63.6.% increase from last year's submission rate to the Visual Arts program. Currently, 257 students are currently identified as eligible for the Gifted Visual Arts services in grades 3-12.
- Recommendations of the Advisory Committee
 Continue streamlining the eligibility process to meet timelines and deadlines.
 Investigate how to support the eligibility secretary more in the processing of referral data, eligibility communication, and database maintenance.
 Continue efforts at increasing the number of students identified from underrepresented populations, especially African American students.
 Investigate updating referral forms for Talent Pool to include characteristics of gifted students from poverty.

II. Delivery of Services

- A. This year's survey results indicate that 80.7% of the responding parents rated the delivery of gifted services in HCS as adequate to excellent.
- B. The DAAE director continues to work with the director of the Governor's School for Science and Technology to ensure the success of HCS students. There are currently 30 students in 11th and 12th grades enrolled in the New Horizons Governor's School Program. Next year, participation is expected to rise because 23 new students have been invited to participate next year as 11th graders.
- C. 159 gifted visual arts students in grades 3-8 are being served in their zoned elementary, middle, and K-8 schools. Students will participate in an annual exhibition of work in May.
- D. The gifted resource program for 188 middle school students, Gateway, was continued this year. Students received instruction twice a month from one gifted resource teacher. This instructor created and implemented two new curriculum units that featured foundational instruction on coding using Khan Academy and Problem Based Learning in the investigation of the Progressive Era.
- E. In the elementary gifted resource program, 752 students are instructed by 7 (6 full time and 1 part time) gifted resource teachers in a weekly pull out program in 20 elementary schools. The instructional units are designed to increase the critical thinking of students through the exposure to advanced in-depth coursework in mathematics, language arts, and science.
- F. In the gifted center, Spratley, 836 students are being served in grades 3-8. The center permits students to learn with their intellectual peers in classrooms completely comprised of gifted learners and provides subject specific grade level acceleration opportunities.
- G. The gifted enrichment seminar was offered as a choice for gifted students in grades 9 and 10 for all of HCS high schools. The only school that met registration requirements was the 10th grade class at KHS in the 2018/2019 school year which enrolled 35 students.
- Recommendations of the Advisory Committee
 - Explore how to support enrollment into the gifted cluster enrichment model for 9th and 10th grade students in the Academies of Hampton.
 - Investigate how the gifted visual arts program, Excel Art, can provide opportunity for students to work with peers who are also gifted in art in schools with low enrollment.

Investigate how to update the gifted visual arts program to match the current model of service.

III. Curriculum and Instruction

- A. The newly developed curriculum was used in 2018/2019 by the gifted resource team. This curriculum was designed by select gifted resource teachers using the Understanding by Design framework. Lesson plans, supplemental materials, and pre-post tests were available to all DAAE staff in an electronic format.
- B. For the 2018/2019 school year, the online NWEA MAP (Measures of Academic Progress) was administered in grades three, six, and eight at Spratley Gifted Center to document student academic growth beyond the parameters of the Standards of Learning tests and provide data for differentiation. Spratley's core teachers received training on the construction and interpretation of growth reports produced from the testing sessions. Spratley's teachers use these reports to write goals and to monitor academic growth of students. The areas evaluated in MAP assessments include mathematics, reading, and language usage. Reports were sent to parents mid-year to document how students met their goals for growth.
- C. DAAE continues to support the development of appropriate enrichment opportunities for students by providing regular classroom teachers with strategies for enrichment and differentiation that will facilitate rigorous instruction.
- D. This year's electronic survey results indicate that 85.4% of the 62 surveyed parents felt their child's lessons and class activities in the gifted programs were adequate to excellent.
- E. Results from the student surveys indicate that 94.4% of the 1,000 surveyed students said they learned an average amount to lots. With 91.5% of the students saying the amount of challenge was around "just right"; neither too hard, nor too easy.
- Recommendations of the Advisory Committee
Increase appropriately differentiated instruction for gifted students in regular classes through the use of flexible or cluster grouping.
Monitor, revise, and adjust as needed newly adopted coding and problem based learning curriculum for the middle school gifted resource program, Gateway.

IV. Professional Development

- A. Two on-site gifted endorsement classes were offered this year at Spratley Gifted Center through the Shenandoah University and HCS partnership.
- B. Gifted resource teachers received professional development on utilizing primary documents and the integration of technology in their lessons.
- C. Gifted resource teachers received training on the administration of ability tests to standardize practices in administration.
- D. DAAE participated in the HCS staff development initiatives designed to train HCS' first year and second year teachers. Participants received instruction on the characteristics of gifted learners and methods to provide tiered instruction.
- E. Gifted resource teachers and Spratley Gifted Center's teachers received 5 module training sessions on meeting the social and emotional needs of children.
- F. Three gifted resource teachers provided training to the gifted resource staff on the implementation of the newly written curriculum.
- G. 11 gifted teachers from Spratley Gifted Center and the gifted resource program participated in a regional conference on gifted education, the National Curriculum Network Conference, sponsored by the College of William and Mary's Center for Gifted Education.
- H. Spratley's Principal, DAAE Director, ELA Curriculum Leader, and several of Spratley's classroom teachers participated in a site visit and professional development activities sponsored by the gifted center in Virginia Beach, Old Donation.
- I. DAAE conducted professional development sessions on gifted instructional strategies to Spratley Gifted Center's teachers:
 - 1. Using Kaplan Thinking Stems to Investigate Depth and Complexity
 - 2. DeBono's Thinking Hats
 - 3. Growth Mindset
 - 4. Mind-mapping
 - 5. Twice Exceptional Learners
 - 6. Socratic Seminar
 - 7. Choice Menus

- J. DAAE conducted professional development sessions on gifted instructional strategies to the teachers of the Gifted Enrichment Seminar at Kecoughtan High School:
 1. DeBono's Thining Hats
 2. Kaplan's Stems of Depth and Complexity
 3. Thinking Like a Disciplinarian
 4. Socratic Seminar

- K. Training was provided for School Level Advisors on their role and responsibilities in the referral process.

- L. Training was provided to all first and second grade teachers on how to administer the division-wide gifted screening assessment (NNAT, CogAT) and the interpretation of its scores.

- Recommendations of the Advisory Committee
 - Develop staff development for teachers in zoned schools on the characteristics and needs of gifted students.
 - Continue professional development with HCS staff by participation in district-wide Learning Blasts and new teacher induction activities.

V. Parent and Community Involvement

- A. The gifted resource program and Spratley Gifted Center conducted Open Houses at Spratley Gifted Center in September and October for parents and students participating in the 3-8 gifted programs. In addition, Spratley Gifted Center conducted an Open House in the spring for students who were to be enrolled into the center-based program next year.

- B. Spratley Gifted Center provided numerous activities to support parent involvement including "Chat and Chews" with the principal, a wax museum tour, fall carnival, parent luncheons, performances, concerts, and game nights.

- C. The Department of Academic Advancement and Enrichment modified eligibility communication to parents to include descriptions of the nationally normed ability tests used to determine eligibility for gifted services and the meaning of the acronyms used on the eligibility matrix.

- D. Results of this year's parent survey indicated that 58% of the 62 responding parents indicated that communication was adequate to excellent; and 14 parents out of 62 surveyed parents indicated that the parent communication needs improvement.

- E. Three Local Advisory Committee, LAC, meetings were held this school year. At these meetings, members discussed the 2018 LAC report, the effectiveness of the current parent ratings used for the talent pool and 3-12 programs, and the results of the parent and student surveys.

- Recommendations of the Advisory Committee
Consider revision of the Talent Pool parent rating used to find K-2 students with gifted potential.
Offer a parent workshop to 2nd grade parents to provide explanation of district-wide gifted screening assessments: NNAT and CogAT.
Provide additional parent workshops on gifted topics through collaboration with other HCS departments like special education and school counseling.

VI. Equitable Representation of Students

- A. Identification for gifted services is based on multiple criteria: grades, ability testing, work samples, interviews, portfolios, teacher ratings, and parent ratings.
 - B. Advocacy points are awarded to students who are enrolled in a Title I School, who have 504 Plans and IEPs, and who are English Language Learners. These points are factored into the eligibility decision for the Visual Arts program, Excel, and the 3-12 gifted classification.
 - C. Additional testing is administered when teacher or parent ratings do not mirror student achievement (grades) or student ability demonstrated on nationally normed assessments (ability test scores).
 - D. Untimed ability assessments are available to be used to meet special education guidelines.
 - E. School level advisors received training on their role in advocacy for gifted students in their school.
- Recommendations of the Advisory Committee
Investigate the correlational relationship between teacher ratings and student performance on ability tests.
Provide differentiation and enrichment strategies to classroom teachers to help them find evidence of giftedness through non-traditional assignments.
Use gifted resource teachers to provide training on the needs and characteristics of gifted students from diverse backgrounds.

Appendix

Total number of referrals this year as of April 21 is 1,119 up from last year's April referral number of 1,065.

Of the total number of referrals, 17 were Non HCS referrals from military transfers, private school students, and home school applicants

Total number of identified students at zoned schools in K-8 programs (Talent Pool and gifted resource, and Gateway) is 940 and the 10th grade gifted enrichment cluster is 35.

Total number of identified gifted students currently enrolled at Spratley Gifted center is 836; up from last year's April enrollment of 735.

Total number of Excel Art students in grades 3-12 is 257, up from last year's April's enrollment of 237.

Total number of HCS students in grades 11-12 currently enrolled at the Governor's School for Science and Technology 30; down from last year's April enrollment of 40.

Total number of enrolled gifted students 2,606. Count includes students who are enrolled in multiple programs and students in high school.

Ethnic Representation in HCS and Gifted Programs Talent Pool, Gifted Resource, Gifted Center, High School March 2017, April 2018, and April 2019

	2017 Percentage of gifted students (K-12)	2017 Percentage of HCS students (K-12)	2018 Percentage of gifted students (K-12)	2018 Percentage of HCS students (K-12)	2019 Percentage of gifted students (K-12)	2019 Percentage of HCS students (K-12)
Amer. Indian	0.25%	0.29%	0.24%	0.31%	0.61%	0.77%
Asian	4.10%	1.88%	4.40%	1.73%	3.84%	1.83%
Black or African American	39.52%	59.91%	40.97%	59.89%	40.27%	61.65%
Native Hawaiian Pacific Islander	0.08%	0.19%	0.08%	0.18%	0.19%	0.32%
Hispanic	5.56%	6.48%	6.55%	6.68%	6.45%	6.67%
Multi- Racial	9.54%	7.15%	10.23%	7.69%	11.67%	8.98%
White	40.95%	24.10%	41.69%	23.52%	43.42%	26.45%
Total Minority	59.05%	75.90%	59.98%	76.48%	56.58%	73.55%