

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

May 22, 2020

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 2,710 intellectually and/or artistically gifted students enrolled in Hampton City Schools' gifted programs. Nine hundred two surveys were completed by students and 280 electronic surveys were completed by parents. Parent participation in the Local Advisory Committee's survey increased by 305% this year; student participation was down this year by 13.6%. Notices were sent home by students with SQR codes to improve availability for parents. Surveys were posted online on the HCS gifted department and Spratley's websites. Efforts will be made to increase the survey window for all participants next year. The committee 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 – Hampton High School AP/IB Teacher

Rebecca Clark – Spratley Gifted Center Parent

Jen Denton – SGC Parent, Gifted Enrichment Seminar Parent

Shari Drake – Spratley Gifted Center Parent, HCS Administrator

Tammy Edwards – Langley Air Force Base School Liaison

Michael Halabuk – Spratley Gifted Center Teacher

Reginald Johns, Ph. D. – DAAE Director

Tonya Logan – Special Education Specialist

Dawn Napier – Gifted Resource Teacher

Donna Norman – Kecoughtan High School, Gifted Enrichment Seminar Parent

Ali Omar, Ph. D. – Spratley Gifted Center Parent, Gifted Resource Parent

Amy Pearson – Spratley Gifted Center Parent, SGC's PTSA President

Kianga Thomas, Ph. D. – Spratley Gifted Center Parent

Katherine Wilson – Spratley Gifted Center Parent, KHS, Gifted Enrichment Seminar Parent

## **Summary of the Gifted Local Advisory Committee's Report 2019-2020**

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**

Screenings are used as an equitable tool to identify students who may be eligible for gifted services. Parents whose children scored at or above the 85th percentile on the assessment or on its subtests were asked to provide consent for further evaluation to determine eligibility for gifted services. Due to the early closure of schools, only one district-wide screening was administered to second grade students in HCS; the Cognitive Abilities Test (CogAt). Students who missed the scheduled first grade screening this year, the Naglieri Nonverbal Abilities Test (NNAT), will be screened using the CogAT next year as second graders.

### **Referrals**

Referrals for gifted services can be made by parents, teachers, counselors, administrators, or by the students themselves. As of the second week of May, 995 referrals were made for Hampton City Schools' students and 20 referrals for non-HCS students were made. Sixteen students were referred for the VDOE's Summer Residential Governor's School program. One hundred three student portfolios were submitted this year for consideration for Excel Art, 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 used to determine eligibility. Performance on these indicators are converted into a matrix score. This score determines eligibility for gifted services and the degree services are offered. There are 861 students in grades 3-8 who are enrolled in Spratley Gifted Center for full time gifted instruction. There are 959 students in the elementary and middle gifted resource pullout programs. One hundred seventy five students participate in the gifted visual arts program in grades 3-8. There are 26 students who participate in the gifted enrichment seminar in grade 10 at Kecoughtan High School.

### **Equitable Representation**

This year, 77.15% of HCS' student population is classified as a minority, and minorities represent 60.32% of the students in gifted services. There was a 3.74 percentage point

increase in the total minority participation rate from last year's 56.58% minority representation in gifted programs to this year's representation. Students who are identified as White, Multi-racial, and Asian have higher representation in gifted programs than their ethnicities are represented in the overall HCS student population. Students who are identified as American Indian, African American, Native Hawaiian and Hispanic, have a lower representation in gifted programs than their ethnicities have representation in the total HCS student population.

## **Annual Report to the Superintendent 2019-2020**

### **I. Identification**

A. For current eligibility and identification data, please see appendix.

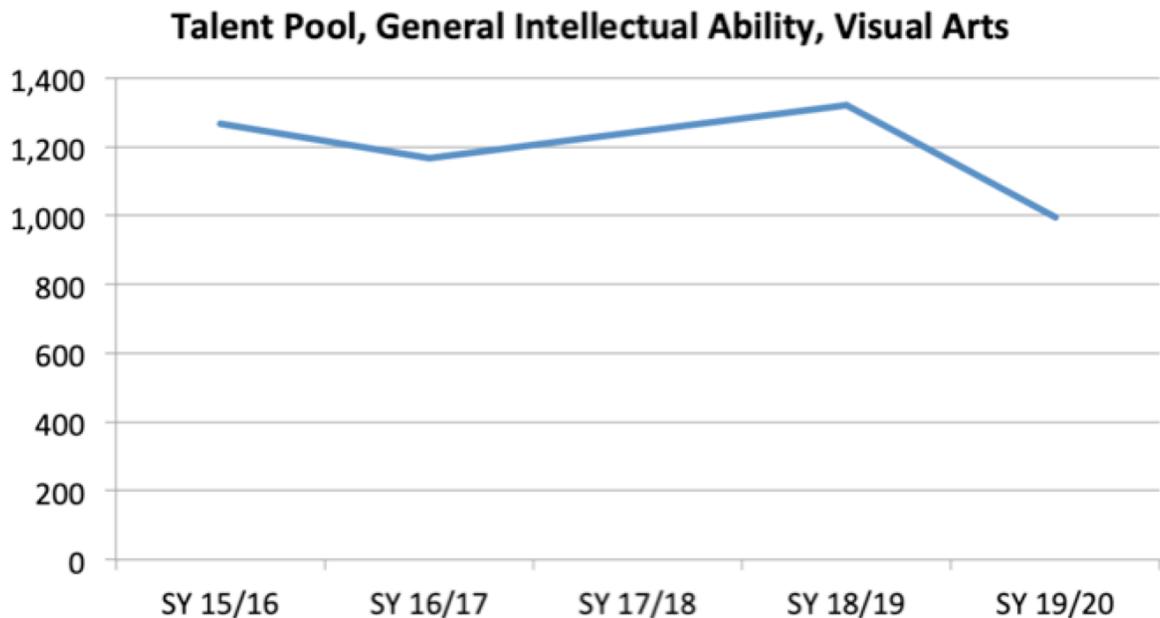
B. As of the first week of May, the Department of Academic Advancement and Enrichment, DAAE, has received 995 referrals from HCS and non-HCS families. The non-HCS referrals were from the parents of students who attended private schools, homeschools or were military transfers. Of the 20 non-HCS referrals that have completed the eligibility process, four were found eligible for enrollment in the Spratley Gifted Center and six were found eligible for the zoned school gifted resource placement. At this time, 64 referrals are in the eligibility process.

District-wide ability testing is advised to be conducted to find gifted students who are not typically referred for gifted services. A district-wide screening uses test performance to identify students with possible gifted ability by looking at every student in a grade level. It often finds students who are overlooked by parents or teachers in the nomination or referral process. Only one of two scheduled district-wide gifted screenings was administered this school year. The CogAT was administered in the fall to all second graders in Hampton City Schools by the classroom teacher.

Due to the early school closure, the evaluation process has been suspended for students needing testing until teachers are permitted to work face to face with students in small groups or one on one. Early school closure has also prohibited the administration of the second district-wide gifted screening of all first graders, the NNAT (Naglieri Noverbal Abilities Test). These students will be evaluated in the fall of 2020. Next year both first and second graders are scheduled to participate in the regularly scheduled district-wide screening process.

The graph below illustrates this year's referral rate is lower than in previous years when two division-wide district screenings were administered.

# Gifted Referrals



C. 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. Workshops used for professional development trained teachers to identify, support, and develop critical thinking in gifted students from diverse backgrounds. In addition, gifted resource teachers and gifted center teachers received training on the social and emotional needs of gifted children. This year, the curriculum used for the gifted resource program was revised to include HCS' approved strategies to address the social and emotional needs of children. The staff at Spratley Gifted Center and the gifted resource teachers participated in workshops to learn about how the imposter syndrome impacts gifted students.

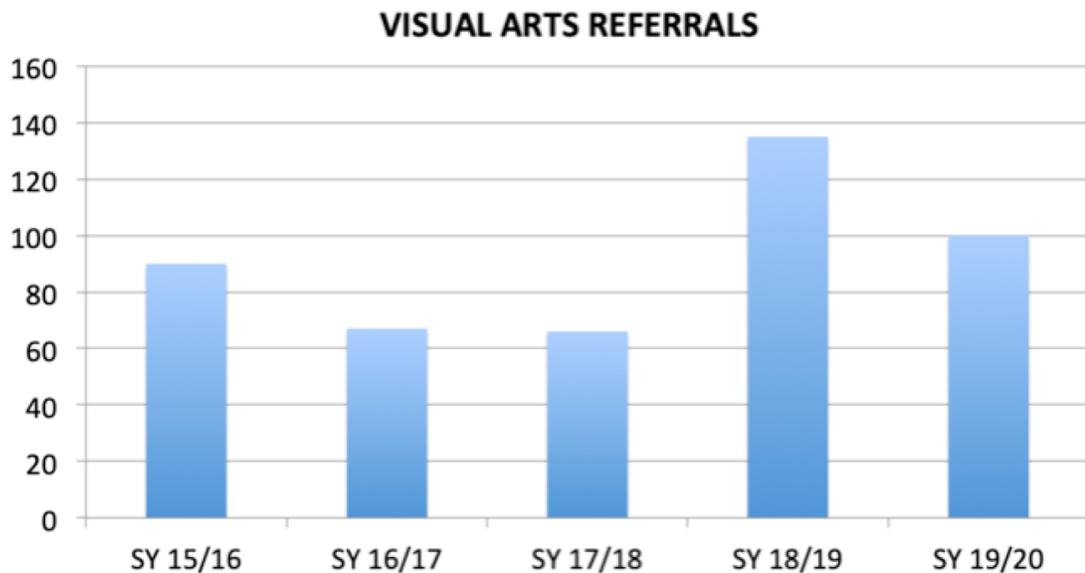
D. DAAE adjudicated 16 VDOE's Summer Residential Governor's School applications for the visual/performing arts and academic/mentoring programs. Each of the HCS' high schools was represented in the application pool. Due to the early school closure, most of the programs in the Summer Residential Governor's School were cancelled by the Virginia Department of Education. The Marine Science and the Engineering program will still be conducted this summer. These programs will be implemented through a virtual operation in a shortened format. These two programs will also operate with reduced

enrollment of participants from the state. The Marine Science program will enroll four students and the Engineering program will enroll 6 students. Prior to the alteration of the program, six HCS students were invited to participate in the 2020 Summer Residential Governor's Schools for Academics, Mentorship, and Visual and Performing Arts.

E. One hundred three student portfolios were submitted this year for consideration for the Gifted Visual Arts program for the October and January adjudications. Due to early school closure, a decreased number of referrals were made for the last adjudication cycle of May 15. Although applications and portfolios are available online, completed artwork has not been mailed to the DAAE office for consideration and adjudication.

The following bar graph indicates submission this year has exceeded the submission rate of the 2015-2016, 2016-2017, and the 2017-2018 school years. Currently, 287 students are identified as eligible for the Gifted Visual Arts services in grades 3-12.

## EXCEL ART



### **Recommendations for Section I:**

*It is the recommendation of the advisory committee to continue streamlining the eligibility process to meet timelines and deadlines. The sooner students are able to be found eligible for gifted services, the sooner they will receive instructional support that will*

*maximize their learning and achievement. It is also the recommendation of the advisory committee to continue to seek ways to increase the representation of African Americans in HCS' gifted population. The difference between their representation in the HCS student population and gifted population is 20.4% (see Appendix). The other ethnic groups to have a lower ethnic representation in gifted programs than in the HCS student population are American Indian, Hispanic, and Hawaiian. American Indians compose 0.36% of the HCS student population but they represent 0.22% of the gifted population. Hispanics represent 6.77% of the HCS student population but 6.27% of the gifted population. Hawaiians represent 0.23% of the HCS student population and 0.15% of the gifted population.*

## **II. Delivery of Services**

A. This year's survey results indicate that 85% of the responding parents rated the delivery of gifted services in HCS as adequate to excellent. This was an increase of 4.3 percentage points from last year's parent survey results.

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 26 students in 11<sup>th</sup> and 12<sup>th</sup> grades enrolled in the New Horizons Governor's School Program.

C. One hundred seventy five gifted visual arts students in grades 3-8 are being served in their zoned elementary, middle, and K-8 schools. This enrollment represents a 10% increase from last year's enrollment of gifted students in the visual arts program.

D. The gifted resource program that serves 199 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 a problem based learning investigation that focused on epidemiology. The instructor of this program provided alternate learning lessons to students through HCS' website and direct email. Students continued to build their coding skills and experiences through the early school closure.

E. In the elementary gifted resource program, 780 students are instructed by seven, gifted resource teachers (six full time and one part-time) in a weekly pullout 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. Talent Pool and Gifted resource students in grades K-4 were mailed lessons specifically written for in-home use during the early school closure. Students in the fifth grade communicated with their teachers through virtual platforms like Zoom and Googleclassroom and email.

F. At Spratley Gifted Center, 861 students are being served in grades 3-8. The center permits students to learn with their intellectual peers in classrooms completely composed of gifted learners and provides subject specific grade level acceleration opportunities. Students in grades 5 and 6 were permitted to participate in two programs for content acceleration. Thirty-eight fifth graders were enrolled in Pre-Algebra and 101 sixth graders were enrolled in Advanced Life Science. These course offerings will permit future eighth graders to take high course offerings in these domains. Students in the advanced math track will have the option to complete Algebra II prior to entering high school. Students in the advanced science track will be able to complete Earth Science prior to enrollment into high school.

G. The gifted cluster 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 to formulate the offering was Kecoughtan's 10<sup>th</sup> grade class that enrolled 24 students.

**Recommendations for Section II:**

*It is the recommendation of the advisory committee that enrollment avenues into the gifted cluster enrichment model for 9<sup>th</sup> and 10<sup>th</sup> grade students be explored. Currently, this model of instruction is only used at one high school and at one grade level. Students in high school would benefit being with their intellectual peers. It is also the recommendation of the advisory committee that the gifted visual arts program for middle school students increase hours of service through an alternate service model like a summer program. Students currently have to miss core instruction to attend a pull out resource class that meets twice a month. Students who are gifted in visual arts and in their intellectual ability may find it difficult to leave a class of core instruction for enrichment in visual arts. Summer instruction may increase these students' availability, skill level, and task commitment.*

**III. Curriculum and Instruction**

A. The Excel Art curriculum was revised for 2019/2020 school year. This revision provided instructional guidelines to develop students' skills in sketching, painting, and two and three dimensional creations.

B. The gifted resource curriculum was revised for the 2019/2020 school year by the gifted resource team. This revision integrated the strategies of Hampton City Schools' social emotional library into the lessons used with gifted resource students.

C. For the 2019/2020 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. This assessment was administered two times

this school year instead of three times. Early school closure prevented the last administration of this test. 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.

D. This year's electronic survey results indicate that 83% of the 249 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 95% of the 871 surveyed students said they learned an average amount to lots, with 91% of the students indicating the amount of challenge was around "just right", neither too hard, nor too easy.

#### **Recommendations for Section III:**

*It is the recommendation of the advisory committee to increase appropriately differentiated instruction for gifted students in regular and gifted classes through the use of flexible grouping. This will allow students to receive instruction based on their demonstrated mastery. These students would be able to accelerate at a faster pace or be able to have more class time for independent research.*

*It is also the recommendation of the advisory committee to revise and adjust the newly adopted coding and problem based learning curriculum for the middle school gifted resource program, Gateway. A written curriculum should be modified to meet the needs of the learners. Next year will be the third year students in middle school will have a semester of coding. A revised coding curriculum will allow them to advance their expertise in this domain of computer science based on their prior experience and level of mastery.*

*It is also the recommendation of the advisory committee that a coding curriculum for elementary leveled gifted resource students be initiated. This will permit students to have experience in coding prior to entering middle school where coding is introduced to students at Spratley Gifted Center and the middle school level gifted resource program, Gateway.*

#### **IV. Professional Development**

A. Two members of the DAAE staff served as gifted coaches to the elementary and the social studies staff on the middle school level at Spratley Gifted Center. The coaches modeled lessons, provided additional resources for implementation of gifted strategies, and provided feedback after observing teachers use strategies that increase critical thinking in gifted students. Spratley's teachers who worked with these gifted coaches produced lesson plans and reflections of students' learning.

B. All of Spratley Gifted Center's new teachers received training on how to implement and incorporate seven gifted strategies into their instruction: DeBono's Thinking Hats, Frayer Model, Growth Mindset, Kaplan's Icons of Depth and Complexity, Mindmapping, and Socratic Seminar.

Spratley's staff received additional training from DAAE on Imposter Syndrome, how to create performance assessments, how to help students think like a disciplinarian, and how to incorporate Kaplan's Icons in literature circles.

C. Two on-site gifted add-on endorsement classes were offered this year at Spratley Gifted Center through the Shenandoah University and HCS partnership. Instruction was provided by Spratley Gifted Center's assistant principal, Dr. Ronald Holloman.

D. Gifted resource teachers received professional development training on the administration of nationally normed ability tests, and professional development training on how to administer the newly adopted performance based assessment for gifted resource students in grade 2. In addition, four gifted resource teachers provided training to the gifted resource staff on the implementation of the newly written curriculum.

E. Two gifted resource teachers and six teachers from Spratley Gifted Center participated in the Virginia Gifted professional conference in Richmond. Upon return, the participants conducted workshops for the gifted resource staff and the Spratley Gifted Center's staff.

F. Spratley's Principal, DAAE Director, ELA Curriculum Leader, and several of Spratley's classroom teachers participated in a site visit to the gifted center in Virginia Beach, Old Donation.

G. DAAE conducted professional development sessions on gifted instructional strategies to Spratley Gifted Center's teachers:

1. Using Kaplan Thinking Stems to help students Think Like a Disciplinarian
2. Using Kaplan's Thinking Hats in Literature Circles
3. Using Kaplan's Thinking Hats to develop the social and emotional skills in students.
4. Creating Your Own Performance Based Assessment
5. Imposter Syndrome

H. Training was provided for School Level Advisors on their role and responsibilities in the referral process. School counselors, who also serve as School Level Gifted Advisors, received newly adopted Talent Pool ratings using indicators for giftedness that can be observed in students from poverty.

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

**Recommendation for Section IV:**

*It is the recommendations of the advisory committee that staff development opportunities for teachers in zoned schools expand so that more teachers have access to training on the characteristics of gifted students. Gifted students attend every school in Hampton City Schools. Currently, the staff at Spratley Gifted Center are the only teachers that are mandated by the Virginia Department of Education to obtain an add-on gifted endorsement in gifted education. If all teachers were trained on the characteristics of gifted children, teachers would be more equipped to refer students for gifted services and teach the gifted children within their classrooms. DAAE's participation in district wide professional development like the new teacher induction activities would help facilitate the awareness of teachers to the needs of gifted students in their classrooms.*

**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 a virtual Open House in April 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 fall carnival, parent luncheons, performances, concerts, and game nights.

C. Results of this year's parent survey indicated that 70% of the 249 responding parents indicated that communication was adequate to excellent; this was a 12 percentage point increase from last year's response.

D. Two Local Advisory Committee, LAC, meetings were held this school year. At these meetings members discussed the 2019 LAC report, and how the parent and student surveys could be revised for this year.

E. During the school closure of 2020, mailings of lessons and activities were made by Hampton City Schools to students who participated in gifted resource in grades K-4. These students were not issued computers prior to school closures. Gifted resource teachers remained in contact with these parents and students by phone and email. In addition, they initiated zoom meetings to track progress and to hold mini lessons with students who did have internet access.

**Recommendations for Section V:**

*It is the recommendation of the advisory committee that future parents of students in grade 2 be offered a workshop that provides explanation of the district wide gifted screening assessments: NNAT and CogAT. Parents would be able to grow in their understanding of what their child's performance on these assessments mean and have a greater understanding of the gifted identification process.*

## **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.
- F. New teacher and parent ratings were constructed for the Talent Pool program that features indicators of giftedness that are commonly observed in children who experience poverty. The gifted school level advisors were encouraged to use these forms if they worked at schools eligible for Title I status.
- G. Enrollment data indicates there has been a 1.25% increase in total minority representation in Hampton City Schools from 2017-2020. During the same period, there has been 1.27% increase in total minority identification and eligibility for gifted services.

### **Recommendations for Section VI:**

*It is the recommendation of the advisory committee that investigations be conducted to find if a relationship between teacher ratings and student performance on ability tests exists. This study may reveal biases of evaluators or identify areas where students are under-rated by teachers. Once these biases are identified, additional training may be provided to increase inter-rater reliability on HCS' identification documents. Gifted resource teachers could also be used to provide training on the needs and*

*characteristics of gifted students from diverse backgrounds. They could be used as a resource for teachers to provide ideas for differentiation and enrichment strategies to classroom teachers that help them find evidence of giftedness through non-traditional assignments like performance based assessments.*

## Appendix

Total number of referrals this year as of May 15, 2020 is 995; down from last year's April referral number of 1,119.

Of the total number of referrals, 20 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) and the gifted enrichment cluster is 24.

Total number of identified gifted students currently enrolled at Spratley Gifted center is 861; up from last year's April enrollment of 836.

Total number of Excel Art students in grades 3-12 is 287, up from last year's April's enrollment of 257.

Total number of HCS students in grades 11-12 currently enrolled at the Governor's School for Science and Technology 26; this enrollment is lower from last year's April enrollment by four students.

HCS has 2,710 enrolled gifted students. This 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, April 2019, May 2020

	2017 % of gifted students (K-12)	2017 % of HCS students (K-12)	2018 % of gifted students (K-12)	2018 % of HCS students (K-12)	2019 % of gifted students (K-12)	2019 % of HCS students (K-12)	2020 % of gifted students (K-12)%	2020 % of HCS students (K-12)
Amer. Indian	0.25%	0.29%	0.24%	0.31%	0.61%	0.77%	0.22%	0.36%
Asian	4.10%	1.88%	4.40%	1.73%	3.84%	1.83%	3.79%	1.8%
Black or African American	39.52%	59.91%	40.97%	59.89%	40.27%	61.65%	38.98%	59.51%

Native Hawaiian Pacific Islander	0.08%	0.19%	0.08%	0.18%	0.19%	0.32%	0.15%	0.23%
Hispanic	5.56%	6.48%	6.55%	6.68%	6.45%	6.67%	6.27%	6.77%
Multi-Racial	9.54%	7.15%	10.23%	7.69%	11.67%	8.98%	10.91%	8.48%
White	40.95%	24.10%	41.69%	23.52%	43.42%	26.45%	39.68%	22.85%
Total Minority	59.05%	75.90%	59.98%	76.48%	56.58%	73.55%	60.32%	77.15%