

## 2017 Gifted Addendum to the UIP

### 1. Record reflection on progress towards previous year's targets:

A total of 111 students from grades 2 through 12 in the Bayfield School District were identified as gifted in the 2016-17 school year. Forty (40) were elementary level, 35 were middle school students, and 36 were high school students. Of these students 16 were identified in English Language Arts, 44 in Mathematics, 33 in both ELA and Math, and 18 in Other Gifted, including Creativity, Leadership, General Intellect, Music, and Visual Arts.

Performance targets set for 2017 were:

1. The Median Growth Percentile for gifted students on the CMAS English Language Arts and Mathematics assessments will be greater than or equal to 60 from spring 2016 to spring 2017.

Table 1 - 2017 CMAS PARCC Median Growth Percentile for Gifted Students

School/Content	Gifted MGP
Bayfield Elementary ELA	55
Bayfield Elementary Math	36
Bayfield Middle School ELA	72
Bayfield Middle School Math	55
Bayfield High School ELA	78
Bayfield High School Math	Not Reported

### Analysis and Interpretation

In Table 1 we find that gifted students missed their MGP target slightly in ELA and by a long shot in math at the elementary school level. This is discouraging given that the statewide MGP for gifted students at the elementary school level was 62 for ELA and 60 for

math. Middle school students exceeded their ELA target, just missed their math target, and fell short of the state’s MGP (58). High school students well exceeded both the district target and the state MGP (58), while numbers in math were too low to report.

The Bayfield Elementary School SPF for 2017 placed the school in Improvement status for the second time in three years; test scores for all students as well as disaggregated subgroups have declined in both ELA and Math. Mathematics scores for gifted and non-gifted alike across grade levels are troublesome and as a result, school leadership decided that a diagnostic review of the K-12 math program should be conducted during 2017-18. Site visits were made, math classrooms observed, teachers interviewed, and a final report written during the fall of 2017. The root cause of the poor math performance was determined to be the lack of a common, agreed-upon instructional framework in grades K-12, and a guiding coalition representing all schools is currently working on designing such a framework. Action steps to follow will be prioritizing the power standards to be taught, vertical alignment of the curriculum, and adoption of new curriculum materials.

The district began to use the Galileo K-12 online assessment as its local interim benchmark assessment in 2016-17. Galileo uses a developmental level (scale) score to plot students along a continuum of ordered capabilities. Galileo was chosen as a benchmark assessment because of its ability to predict student performance on the statewide test. It does not, however, calculate median percentile growth. Table 2 represents the percentage of gifted students who met and exceeded growth targets from content area pretest to posttest:

Table 2 - 2016-17 Galileo Developmental Level Score B-O-Y to E-O-Y: Percentage of Gifted Students Met + Exceeded

School	% Met and Exceeded ELA	% Met and Exceeded Math
Bayfield Elementary	41	76
Bayfield Middle	52	87
Bayfield High	55	40

It is difficult to make a direct comparison between the CMAS MGP and the Galileo growth scores because they are two different metric types. CMAS growth percentiles compare the growth of a student to his/her peers based on previous performance. The score for a gifted student in spring 2017 is compared to other students who scored in a similar way in spring 2016. Presumably, this group of students is high-performing overall. For the Galileo measure, growth targets are set based on a growth constant for all students. Galileo ATI looks at a large group of students (across all Galileo test administration sites across the nation) who took the same pre-test and post-test to determine typical growth. Growth targets are therefore less differentiated for GT students. It appears from Galileo data, however, that fewer gifted students met and exceeded ELA targets than math in 2016-17 with the exception of high school math.

**2. Disaggregate gifted student performance by sub-groups, i.e., grade ranges, minority, and FRL to reveal strengths and gaps in achievement and/or growth on state and/or district assessments.**

Table 3 - 2017 CMAS PARCC Achievement: Gifted Subgroup Disaggregated by FRL and Non-FRL

School	GT + FRL	GT + Non-FRL	GT + FRL	GT + Non-FRL
	% Met + Exceeded ELA	% Met + Exceeded ELA	% Met + Exceeded Math	% Met + Exceeded Math
Bayfield Elementary	67	91	83	86
Bayfield Middle	100	97	67	84
Bayfield High	100	86	50	86

Table 4 - 2017 CMAS PARCC Growth: Gifted Subgroup Disaggregated by FRL and Non-FRL

School	GT + FRL	GT + Non-FRL	GT + FRL	GT + Non-FRL
	MGP ELA	MGP ELA	MGP Math	MGP Math
Bayfield Elementary	61	53	60	33
Bayfield Middle	80	70	57	55
Bayfield High	95	65	Not Reported	Not Reported

Table 3 tells us that fewer FRL gifted students scored in the Met and Exceeded categories than their non-poverty peers in mathematics achievement. Non-FRL gifted students outscored their FRL peers in ELA at the elementary school, but FRL gifted students met and exceeded their non-FRL peers at higher rates at the secondary level. It appears that the problem area for FRL gifted students is, again, mathematics achievement. As for MGP growth in Table 4, however, FRL gifted students reported a higher MGP than their non-FRL peers in each content area throughout the grades at which scores were reported. A growth gap does not appear to exist between the FRL and non-FRL gifted subgroups.

Table 5 - 2017 CMAS PARCC Achievement: Gifted Subgroup Disaggregated by Minority and Non-Minority

School	GT + Minority % Met + Exceeded ELA	GT + Non-Minority % Met + Exceeded ELA	GT + Minority % Met + Exceeded Math	GT + Non- Minority % Met + Exceeded Math
Bayfield Elem.	100	83	100	87
Bayfield Middle	91	100	91	78
Bayfield High	100	86	100	86

Table 6 - 2017 CMAS PARCC Growth: Gifted Subgroup Disaggregated by Minority and Non-Minority

School	GT + Minority MGP ELA	GT + Non- Minority MGP ELA	GT + Minority MGP Math	GT + Non-Minority MGP Math
Bayfield Elem.	74	53	21	38
Bayfield Middle	58	80	60	52
Bayfield High	Not Reported	78	Not Reported	Not Reported

With the exception of middle school ELA, the data in Table 5 show there does not appear to be an achievement gap in ELA between Minority gifted students and their non-minority counterparts. Nor does there in mathematics; the Minority gifted subgroup meets and exceeds at a higher percentage than the non-Minority subgroup. MGP data in Table 6, on the other hand, are mixed for growth

across schools where data comparisons can be made. Elementary Minority gifted students surpass their non-minority counterparts' MGP in ELA at the elementary school, but not in math. The middle school's Non-Minority gifted students exceed their Minority counterparts, but not in math. It is difficult to pinpoint a particular trend across the entire gifted population with such mixed results (and low numbers at the high school), so further evidence will need to be gathered.

Table 7 - 2017 CMAS PARCC Achievement: Percent of Gifted vs Non-Gifted Meets & Exceeds by Grade Range

School/Content	% Gifted Meets	% Gifted Exceeds	% Non-Gifted Meets	% Non-Gifted Exceeds
BES ELA	71	14	27	1
BES Math	86	4	20	0
BES Sci	100	0	18	0
BMS ELA	59	38	33	4
BMS Math	71	12	17	0
BMS Sci	56	44	31	1
BMS SS	13	0	9	0
BHS ELA	88	0	36	5
BHS Math	78	0	34	0
BHS Sci	80	0	30	0

Table 7 evidences admirable gifted student performance across grade levels in 2017. The percentage of students scoring Exceeds is higher in ELA than math, and the highest is in science at the middle school. It is disappointing to note that no gifted students scored Exceeds at the high school level. This phenomenon may be related to the low number of students who actually take the CMAS in grade 9 (especially science) or the lack of motivation that gifted students feel resulting from the lack of challenging curriculum and instruction in their classes.

It is also clear from these data that gifted student achievement far surpasses that of their non-gifted peers at all grades and content areas tested, with the exception of social studies performance at the middle school level, which was the only social studies assessment administered in the district in 2017.

Table 8 - 2017 CMAS PARCC Median Growth Percentile for Gifted Students vs Non-Gifted Students

School/Content	Gifted MGP	Non-Gifted MGP
BES ELA	55	43
BES Math	36	34
BMS ELA	72	55
BMS Math	55	48
BHS ELA	78	59
BHS Math	Not Reported	50

CMAS growth data for gifted students in Table 8 show an increase in ELA from elementary to middle to high school, with both middle and high school students exceeding their target. Math MGP also increases from elementary to middle school, with middle school students coming close, but not quite achieving their target. As reported earlier, gifted students' MGP is noticeably low at the elementary school in mathematics, with the non-gifted population scoring a close second whereas in every other grade range comparison, the non-gifted subgroup falls well below their gifted counterparts. Math performance is a priority performance challenge in the district's UIP and a multi-year action plan has begun implementation to help students achieve at higher levels.

**3. Describe gifted student performance targets in either the district targets (convergence) or as a specific gifted student target (divergence) based on performance challenges of gifted students.**

Based on the 2017 data provided in this report, it is evident that gifted students across schools perform significantly higher in ELA, math, and science achievement overall than non-gifted counterparts. Of course, wherever there are gifted students who score below Met, the college and career readiness expectation, we must pinpoint the reasons for lower performance to get students back on track. There are certainly areas for improvement among the gifted population, especially moving students from the Met to Exceeded category.

Gifted student growth is also noteworthy; each content area and grade span (with the exception of elementary math) shows the gifted MGP well above that of the non-gifted subgroup. One would have to interpret the disparity in these data as indicative of a divergence between the performance challenges of both groups. While most gifted students are forging ahead in the Met + Exceeded categories and require more advanced programming, many of their counterparts are performing in the Partially Met and Approaching categories, and likely require targeted and perhaps intensive intervention to bring them closer to college and career readiness.

Targets for Gifted Students in 2018

1. The Median Growth Percentile for gifted students on the CMAS English Language Arts assessment will be greater than or equal to 60 from spring 2017 to spring 2018.
2. The Median Growth Percentile for gifted students on the CMAS Mathematics assessment will be greater than or equal to 60 from spring 2017 to spring 2018.

**Action Planning Form for 2017-18 (GIFTED ADDENDUM ACTION PLAN)**

Priority Performance Challenge: Gifted subgroups do not meet or exceed district and state growth (MGP) expectations in Mathematics performance on the state assessment.

Major Improvement Strategy #1: Establish and implement an effective, well-monitored multi-tiered system of supports for advanced learners in mathematics throughout the grade levels.

Root Cause(s) Addressed: School and district-wide dialogue about math standards, instruction, and assessment focused on research and evidence-based practices has not yet occurred. Missing is an overarching district instructional framework in mathematics.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation       Student Graduation and Completion Plan (Designated Graduation District)       Title IA  
 Title III       Title IIA       Gifted Program       Other:
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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				
1. Current cluster model teachers, the gifted education teacher, and others will continue to expand their knowledge of instructional practices that differentiate content, process, product, learning environment, and assessment for the gifted student cluster through collective inquiry, building shared knowledge, and action research, important Professional Learning Community concepts.	X	X	Cluster Teachers Content Teachers Gifted Education Teachers Principal	Contracted time  General fund  Contracted in service dates (for teacher professional development)  Collaborative team time (for extending professional development)	Experts in Professional Learning Communities will train instructional staff and leadership at the beginning of the 2018-19 school year and during professional development days throughout the school year to bring the district back to the successful implementation.	Not begun
2. Common formative and content-specific interim assessments will chart academic growth for gifted students working on differentiated and accelerated curricula. Data will be analyzed to determine whether or not interim growth targets for gifted students have been met. Student is also included in the data conversation.	X	X	Principal  Content area teachers Gifted education teacher Students Parents	Contracted collaborative team time  General fund	Local interim assessments will be administered and data analyzed at frequent intervals throughout 2017-18.  Principals will meet with cluster teachers after interim assessments have been administered on agreed upon dates at the	In progress

<p>3. Procedures will be established to facilitate the identification of giftedness in the areas of leadership, creativity, and the arts.</p>	<p>X</p>	<p>X</p>	<p>Gifted Education teachers and gifted education program administrator</p>	<p>General fund</p>	<p>end of each quarter to review progress. When necessary, programming will be adjusted to meet student needs on a one-to-one basis.</p> <p>Gifted ed. teachers and program administrator will examine referral systems and screeners in the domains of leadership, creativity, and the arts to facilitate the development of a body of evidence for gifted identification. Personnel will also develop and publish a clear procedure for the identification of gifted students in these domains.</p>	<p>In progress</p>
<p>4. Gifted teachers will conference with students who are not making intended growth targets on the local interim measure/ALP at regular intervals to attempt to identify the root cause of the lower- than-expected performance as identified in section 3 of this</p>	<p>X</p>	<p>X</p>	<p>Principal Cluster Teachers Content area teachers</p>	<p>General fund</p>	<p>Ongoing throughout the school year</p>	<p>In progress</p>

<p>plan. Principals meet quarterly with cluster model teachers and the gifted education teacher to review gifted student progress toward learning targets to ensure growth. Principals collaborate with teachers on the next steps for interventions to meet student needs if interim targets are not attained.</p>			<p>Gifted education teacher</p>			
<p>5. The middle and high school gifted education teachers collaborate to ensure that advanced learners are enrolled in high school classes for content acceleration. Increased concurrent enrollment opportunities across the curriculum at the high school level will be offered to all learners, included the gifted.</p>	<p>X</p>	<p>X</p>	<p>Selected language arts, math, and science teachers Students Counselors</p>	<p>General fund</p>	<p>Ongoing throughout the year</p>	<p>In progress</p>
<p>6. Gifted education staff will select topics of greatest interest to families of gifted students after administering a survey and conduct evening parent/family workshops reflecting these topics quarterly.</p>	<p>X</p>	<p>X</p>	<p>Gifted education teachers Gifted education families</p>	<p>General fund</p>	<p>Ongoing throughout the year</p>	<p>In progress</p>

<p>7. San Juan BOCES gifted education staff will be invited to provide training in the characteristics of gifted students for all Bayfield SD instructional staff and leadership.</p>		X	<p>All staff members San Juan BOCES regional gifted education personnel</p>	<p>General fund</p>	<p>August 2018</p>	<p>Not begun</p>
<p>8. Cultural equity training will be delivered to all staff.</p>		X	<p>Superintendent Principals Instructional staff  CLDE personnel (CDE)</p>	<p>General Fund</p>	<p>August 2018</p>	<p>Not begun</p>