



AIKEN COUNTY
PUBLIC SCHOOLS



Gifted and Talented Model Data Review

June 14, 2022

AIKEN COUNTY PUBLIC SCHOOL DISTRICT




History of the Elementary Gifted and Talented Service Model

- Prior to the 2016-2017 school year, state identified gifted and talented students were served using the pull-out model.

In this model, students were pulled out of class and provided opportunities for enrichment and acceleration with a Gifted and Talented teacher.


- Beginning in the 2016-2017 school year, ACPSD gifted and talented students began being served through the special class model.

In this model, state identified students are served in a class with high achieving, “locally identified” students for the entire school day. The curriculum for this class has been enhanced to provide acceleration and enrichment opportunities, especially in the subjects of math and English Language Arts.

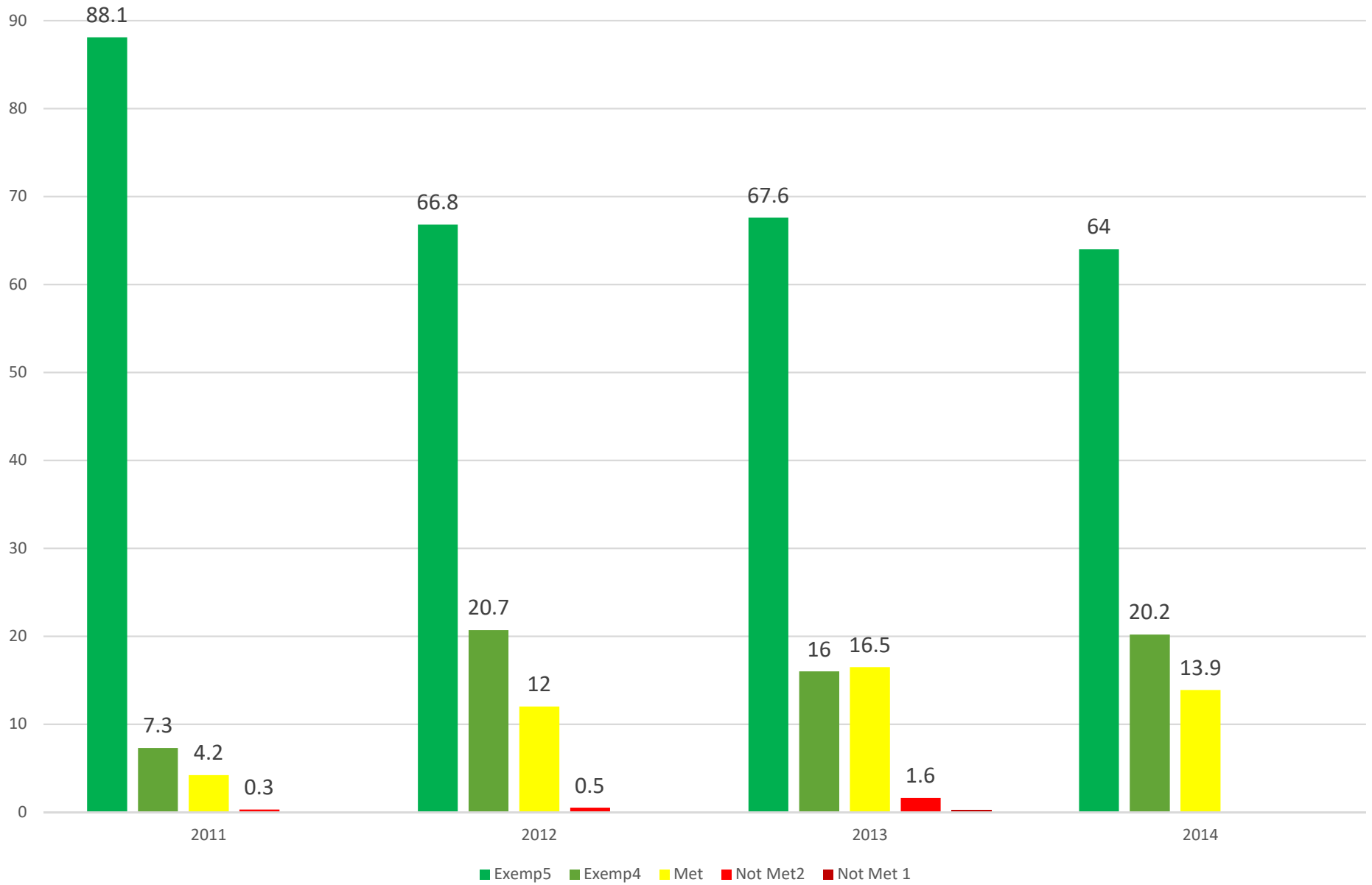


Drivers for Change in the GT Model

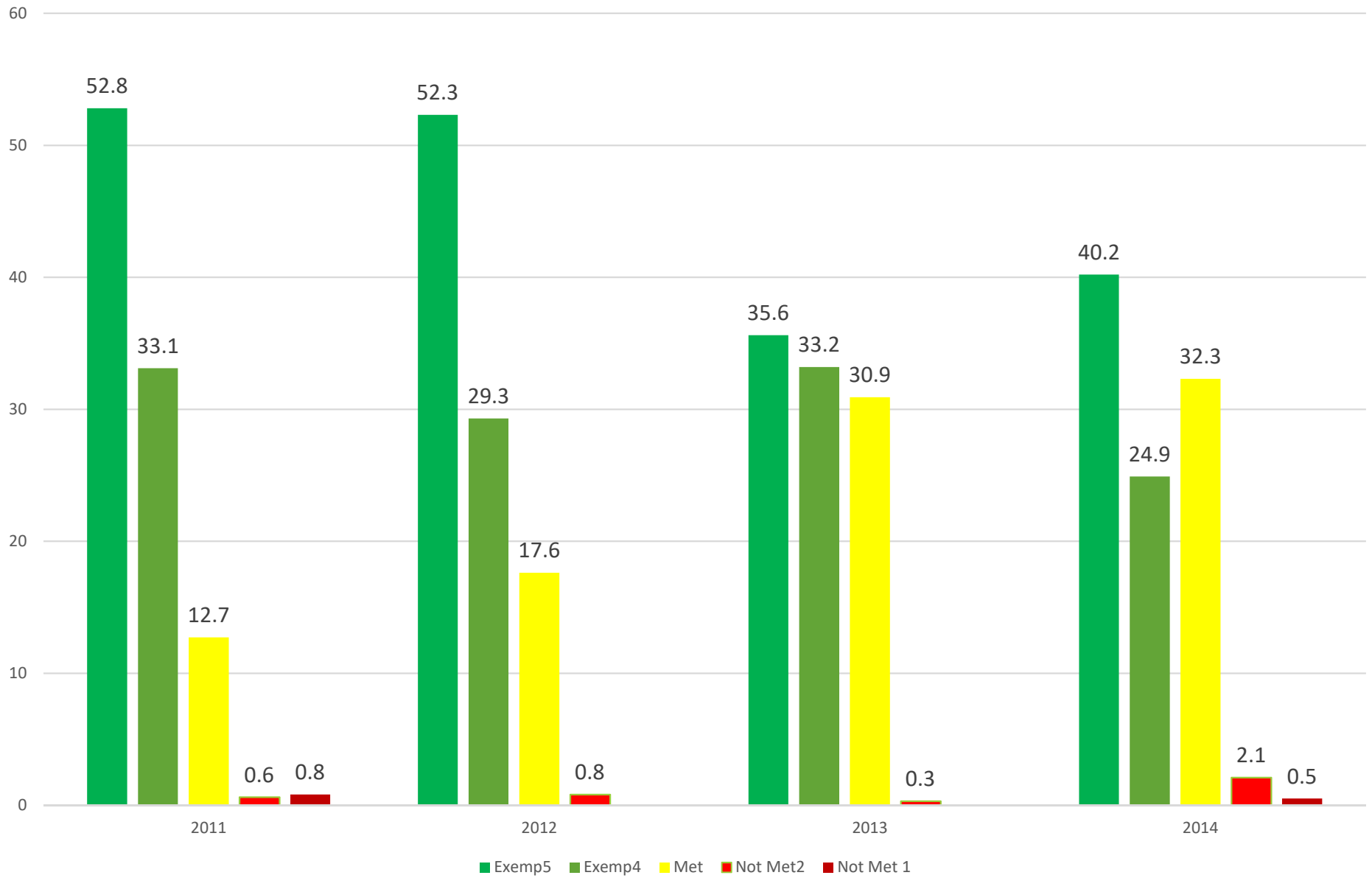
During the 2015-2016 school year, the gifted and talented delivery model changed from the pull out model to the special class model based upon the following factors:

- Data from SC PASS testing showed a decline in the percentage of gifted and talented students scoring in the top performance levels
 - Equity of access to challenging curriculum for both state identified gifted and talented students and high achieving students
 - Opportunity to provide a challenging learning environment daily throughout the week rather than for one day a week to a larger group of students
 - Emphasis from the South Carolina State Department of Education to explore talent development and local identification as a research based best practice for gifted and talented instruction
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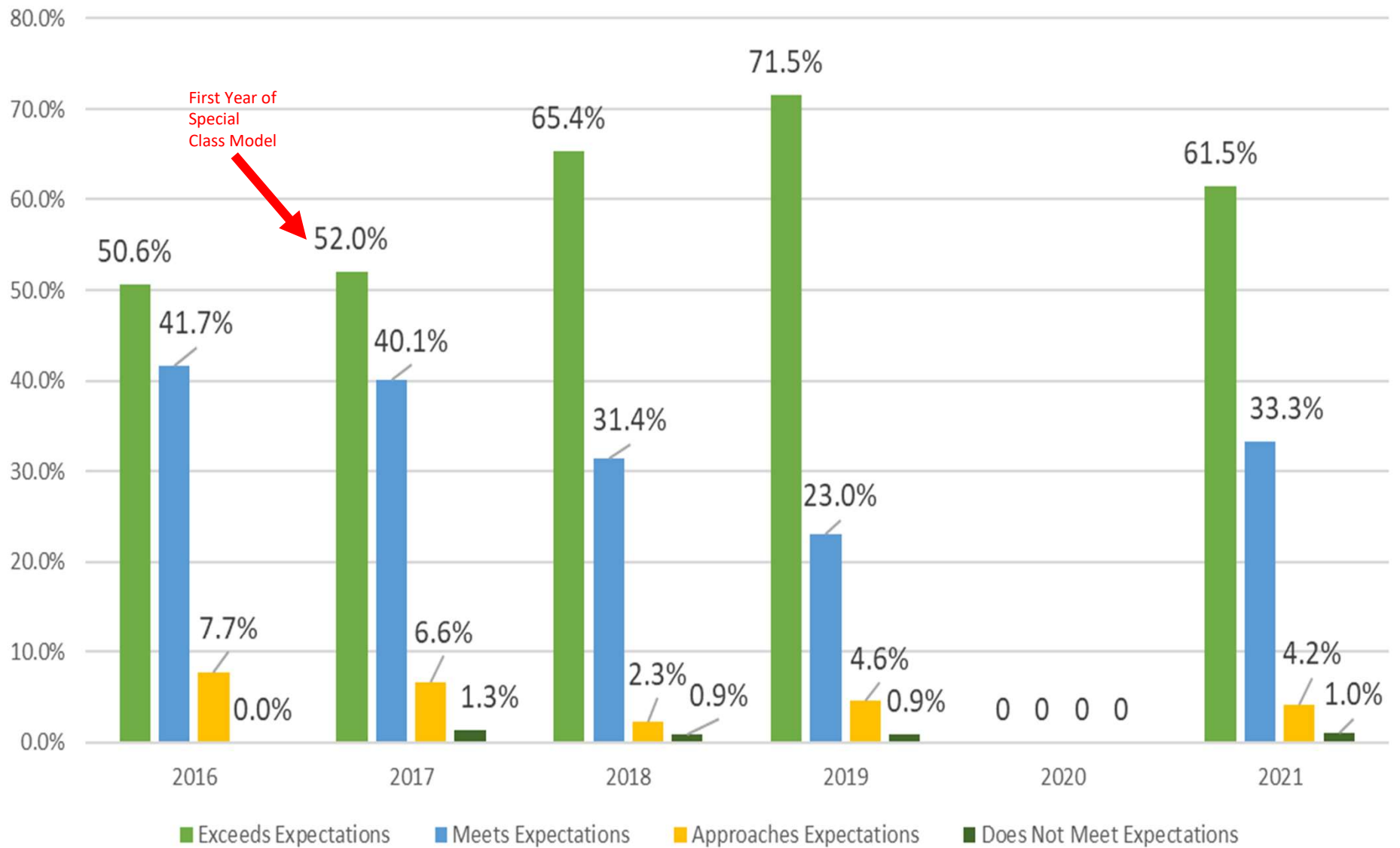
ELA PASS 2011-2014 for GTA Students



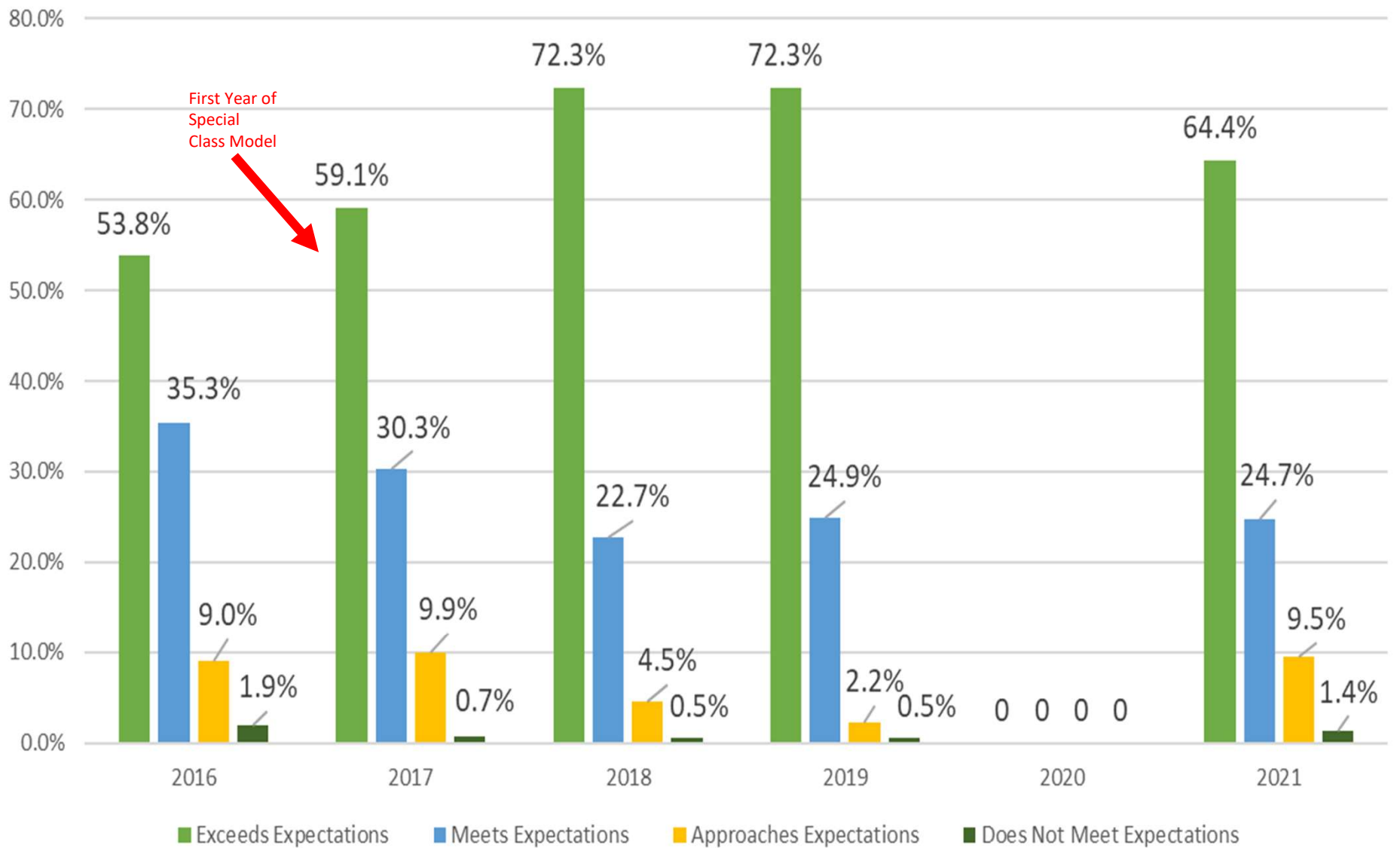
Math PASS 2011-2014 for GTA Students



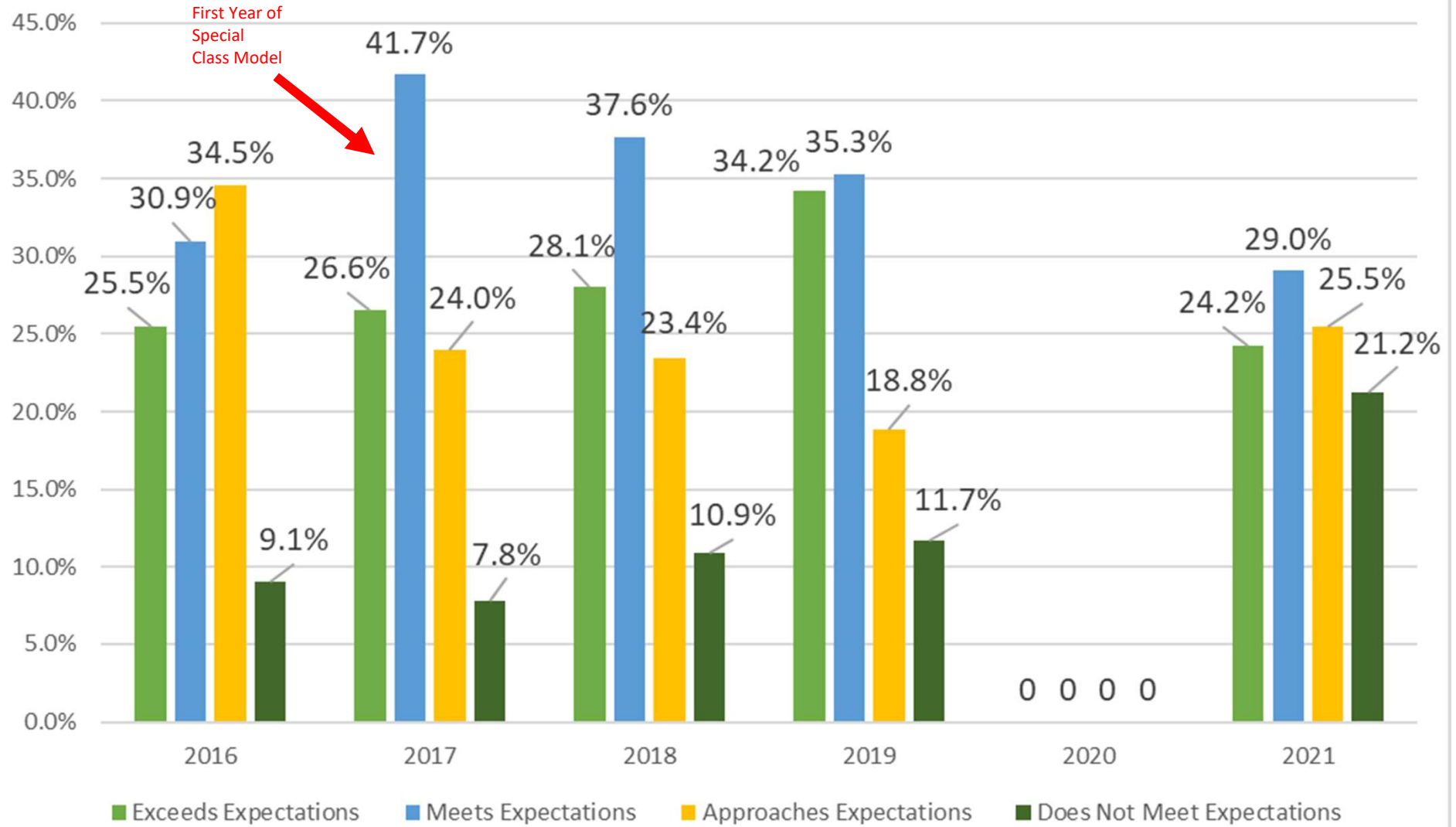
ELA SC Ready 2016-2021 for GTA Students Tested When in Grades 3-5



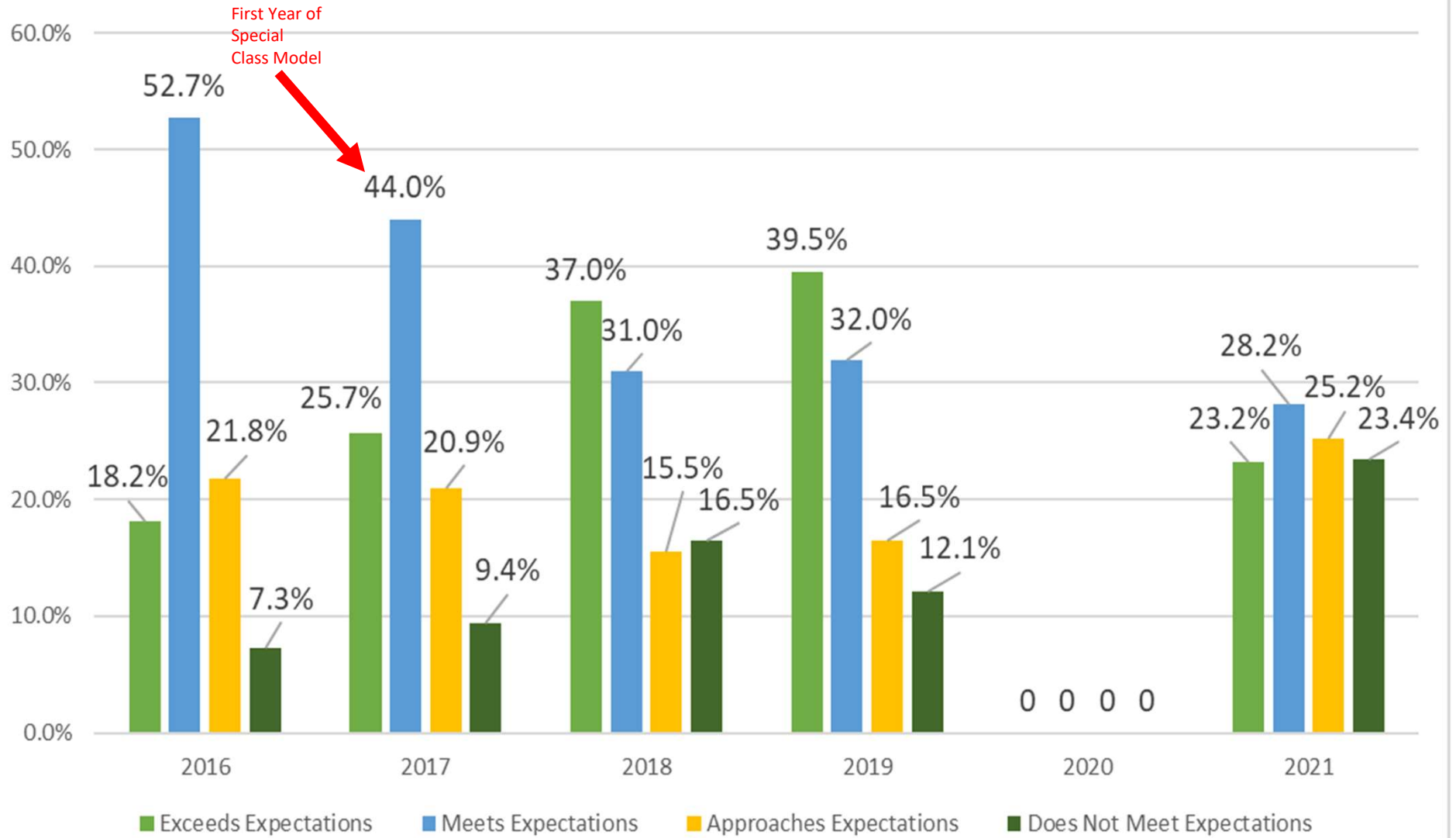
Math SC Ready for GTA Students Tested When in Grades 3-5



ELA SC Ready 2017-2021 for Elementary Locally Identified Students When Tested in Grades 3-5



Math SC Ready 2017-2021 for Elementary Locally Identified Students When Tested in Grades 3-5

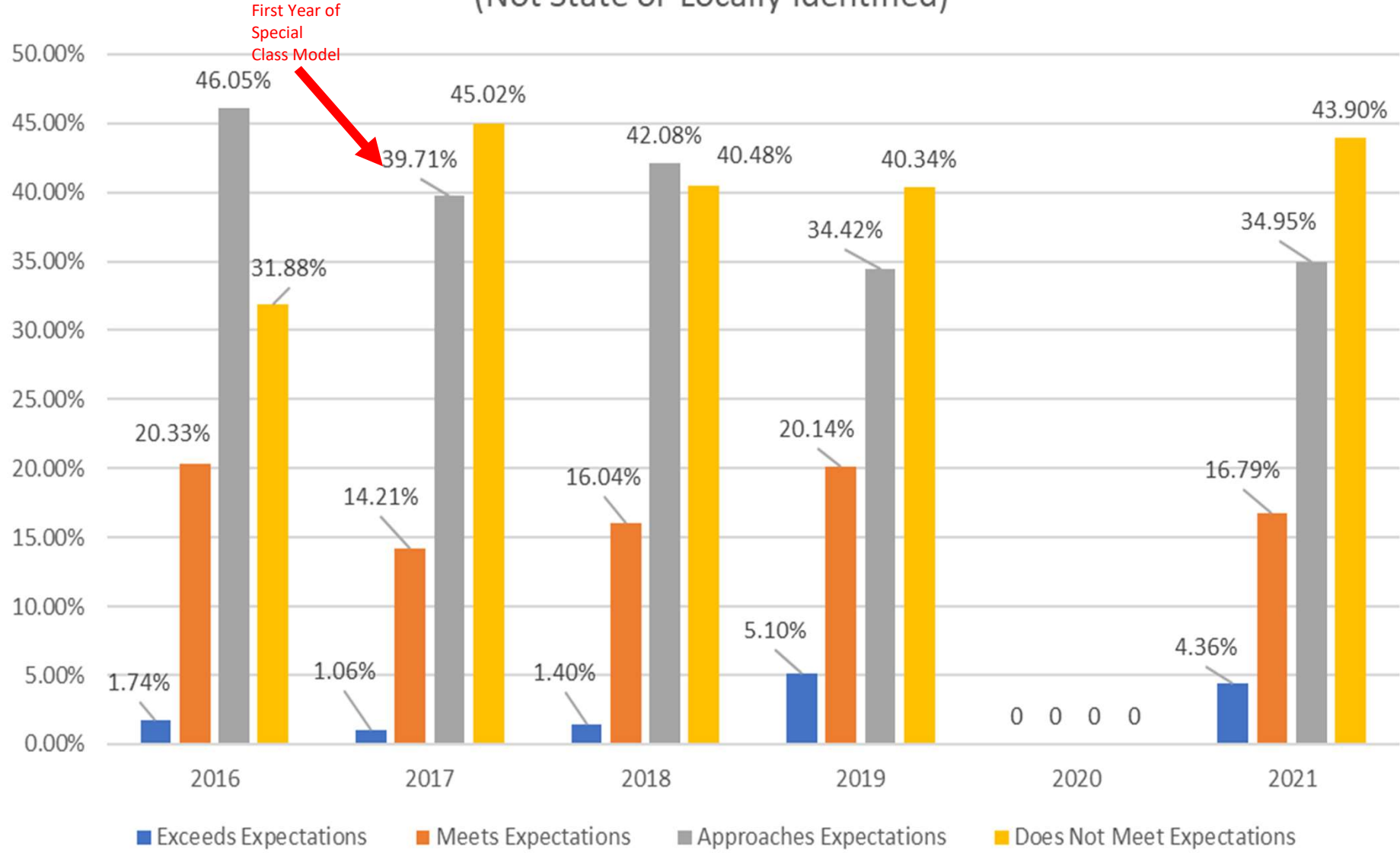


2016-2021 SC Ready Test Data for Students Not Served Through the Special Class Model

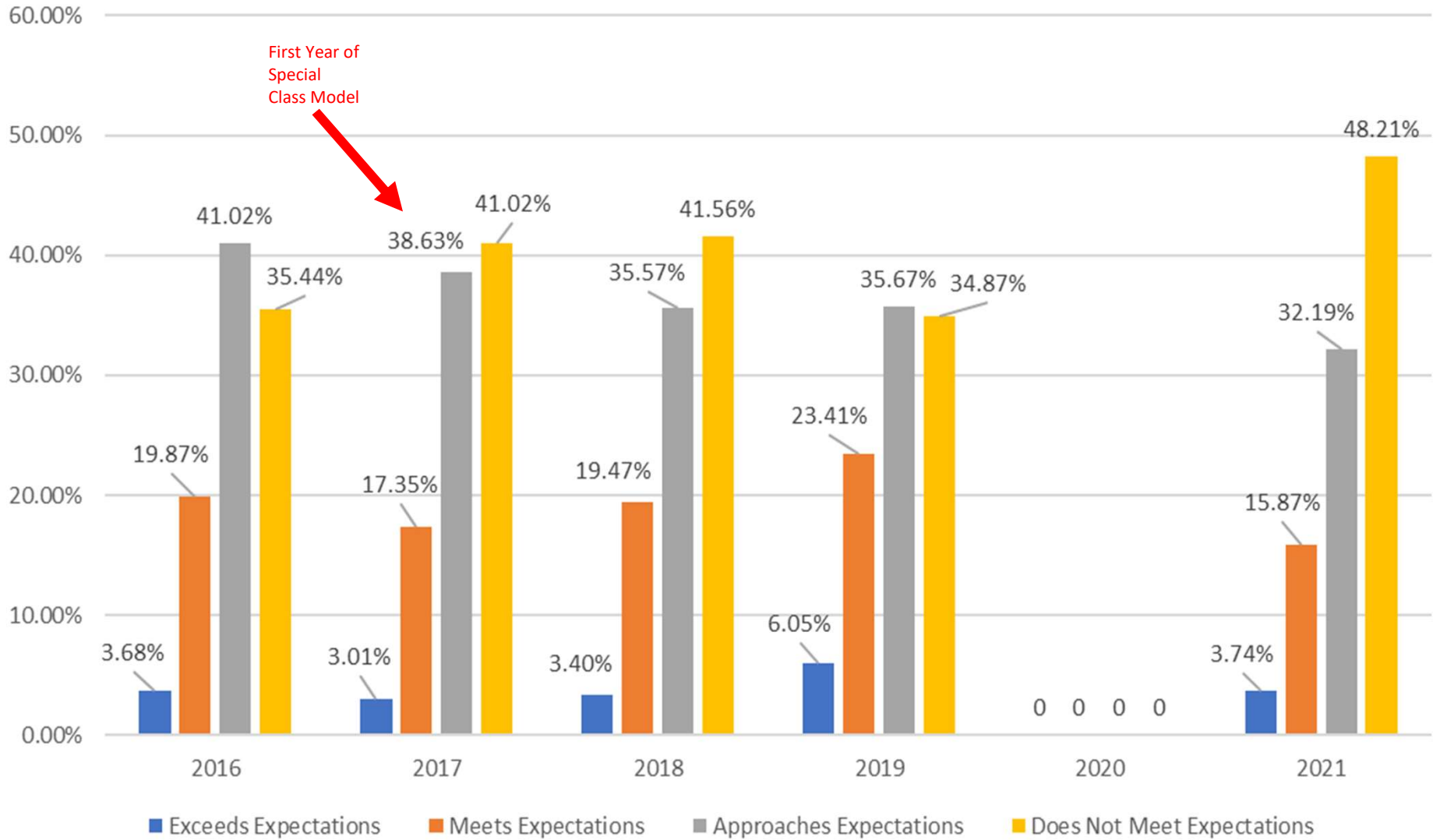
(Students who have not been state or locally identified)



ELA SC Ready 2016-2021 for Non GT Students (Not State or Locally Identified)



Math SC Ready 2016-2021 for Non GT Students (Not State or Locally Identified)



Local Identification Statistics

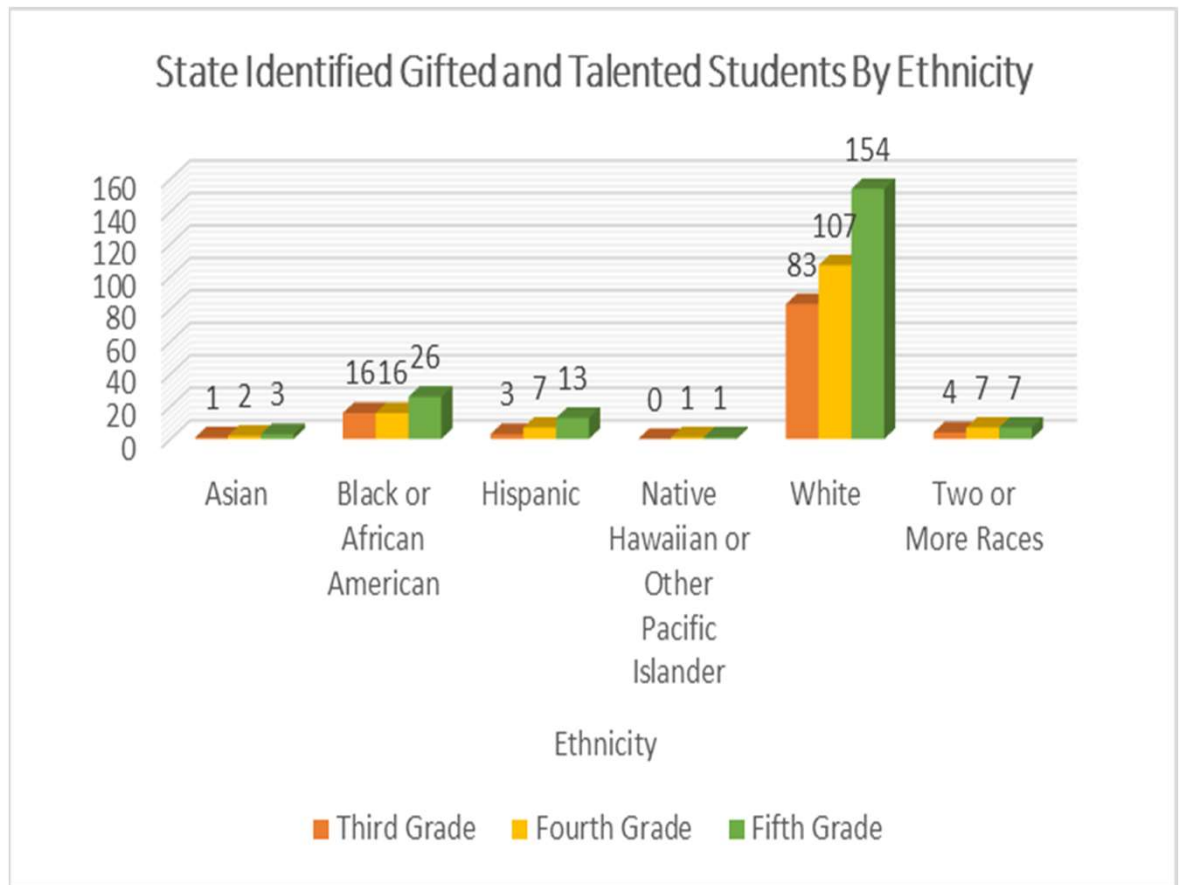
- Total Number of Elementary Locally Identified Students 2016-2022: **4,224 unique students**
- Total Number of Elementary Locally Identified Students Becoming State Identified 2016-2021: **1,050 (24.9%)**

Percentage of Students Becoming State Identified						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022*
3rd Graders	17.4%	12.8%	12.2%	15.4%	5.9%	9.0%
4th Graders	19.0%	13.5%	16.0%	27.7%	15.3%	6.1%
5th Graders	32.3%	28.8%	38.5%	20.9%	31.6%	2.5%
Overall Total	22.0%	17.7%	21.7%	21.2%	17.4%	5.9%
* Because we are still awaiting 21-22 SC Ready results, this year's percentages are incomplete at this time.						



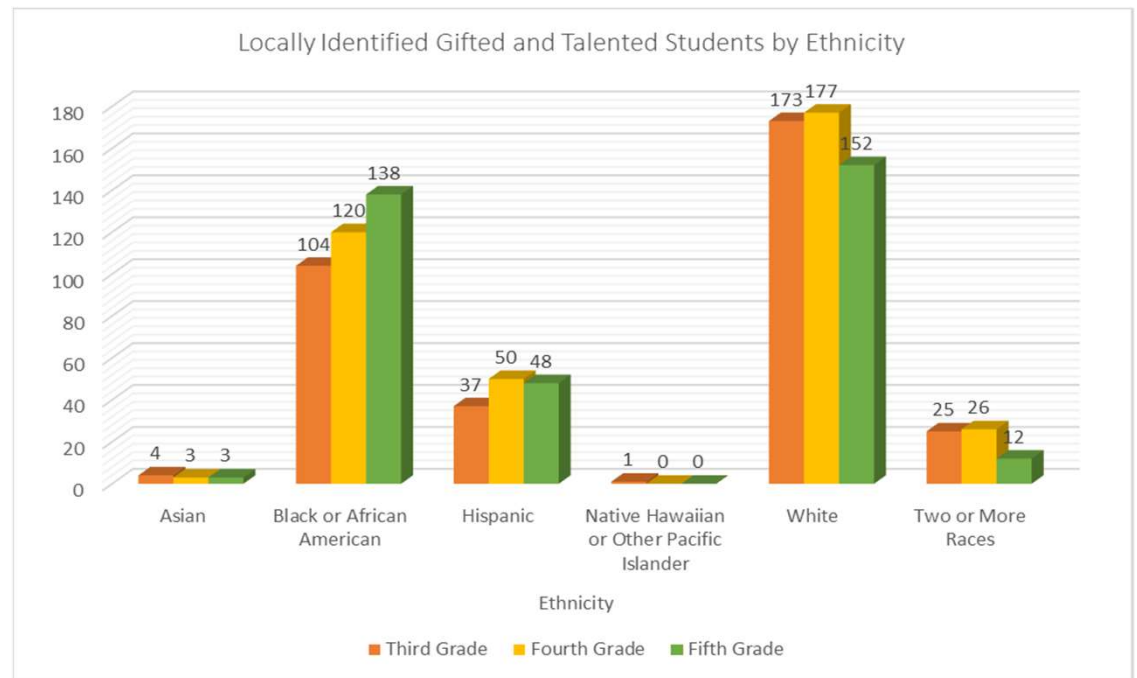
2021-2022 State Identified GT Demographics – Grades 3-5

2021-2022 State Identified Gifted and Talented Students by Ethnicity						
	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Third Grade	0.9%	15.0%	2.8%	0.0%	77.6%	3.7%
Fourth Grade	1.4%	11.0%	4.8%	0.7%	73.8%	4.8%
Fifth Grade	1.40%	12.5%	6.25%	0.50%	74.0%	3.40%



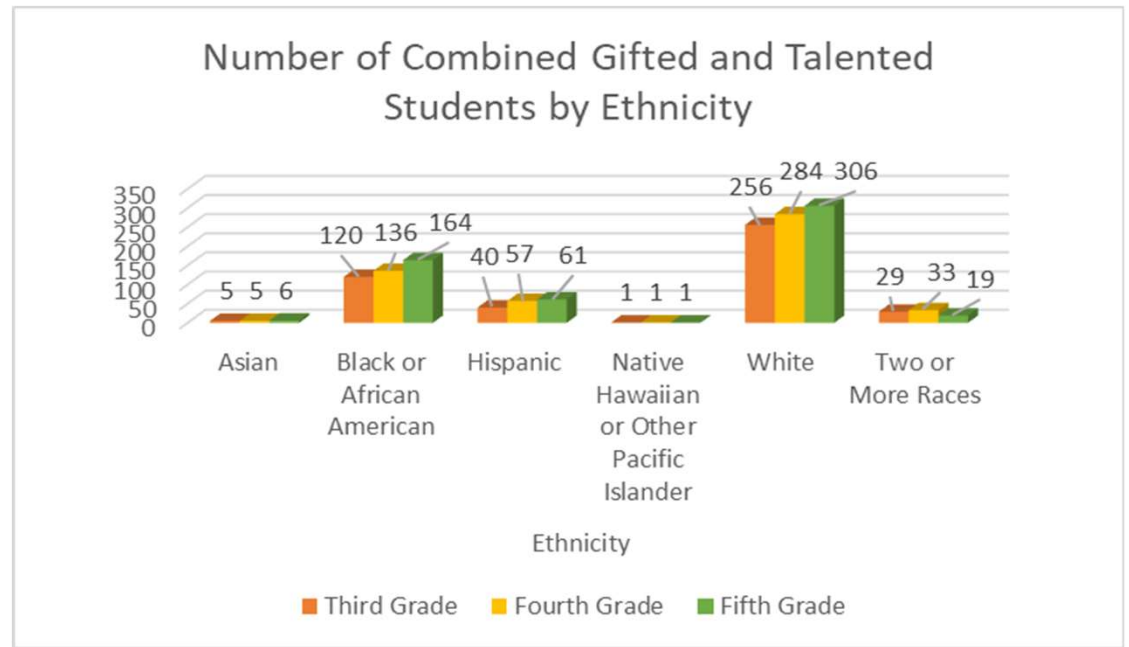
2021-2022 Locally Identified GT Demographics- Grades 3-5

2021-2022 Locally Identified Gifted and Talented Students by Ethnicity						
	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Third Grade	1.2%	30.2%	10.8%	0.3%	50.3%	7.3%
Fourth Grade	0.8%	31.9%	13.3%	0.0%	47.1%	6.9%
Fifth Grade	0.8%	39.1%	13.6%	0.0%	43.1%	3.4%

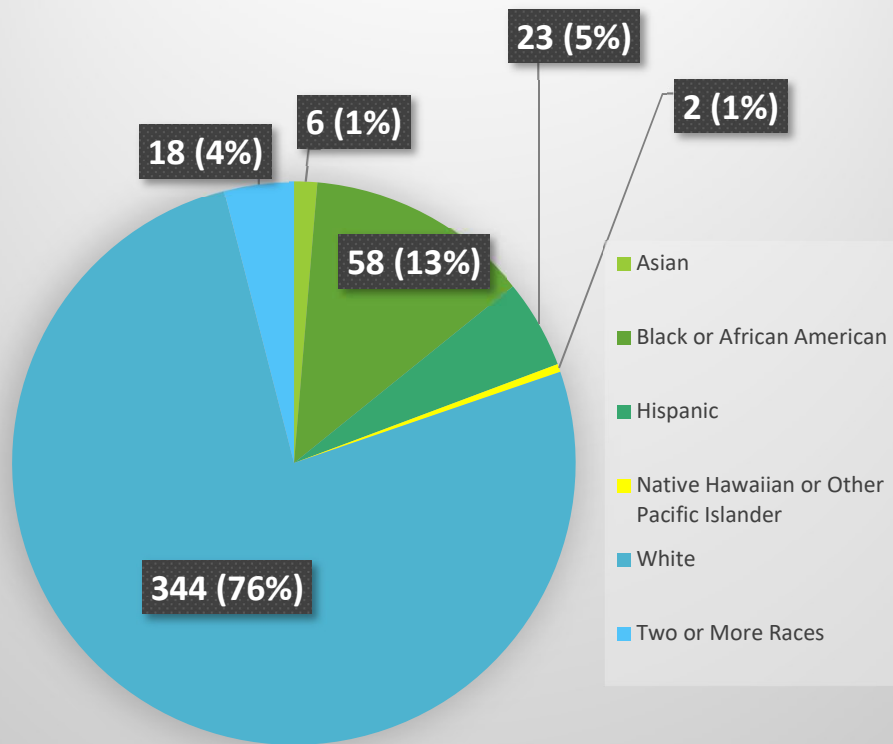


Combined State Identified and Locally Identified GT Demographics- Grades 3-5

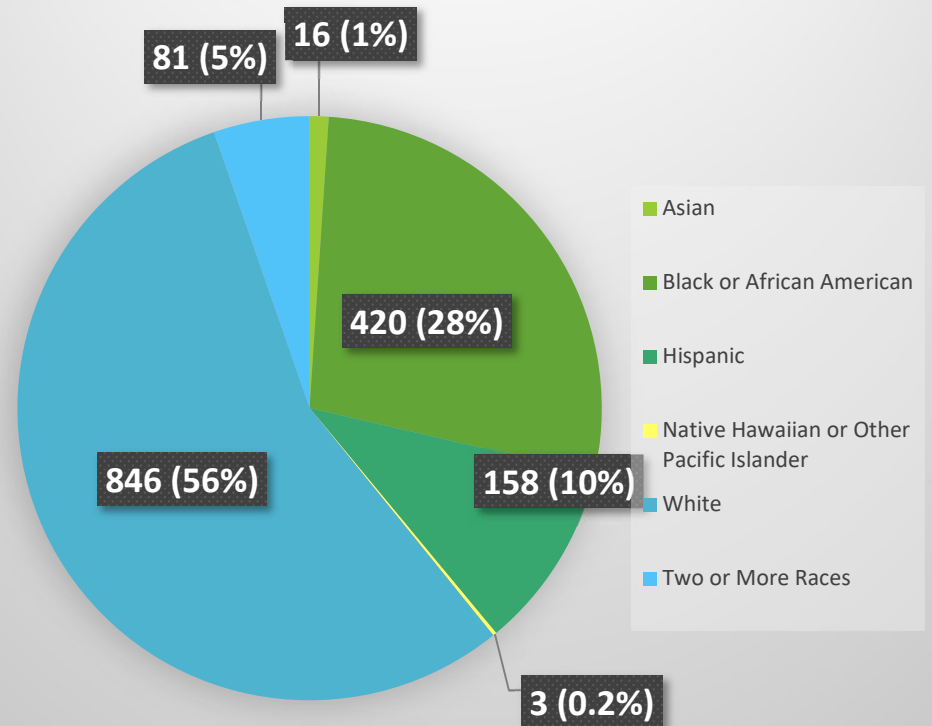
2021-2022 Combined State and Locally Identified Gifted and Talented Students by Ethnicity						
	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Third Grade	1.1%	26.6%	8.9%	0.2%	56.8%	6.4%
Fourth Grade	1.0%	26.4%	11.0%	0.2%	55.0%	6.4%
Fifth Grade	1.1%	29%	11.0%	0.2%	54.9%	3.4%



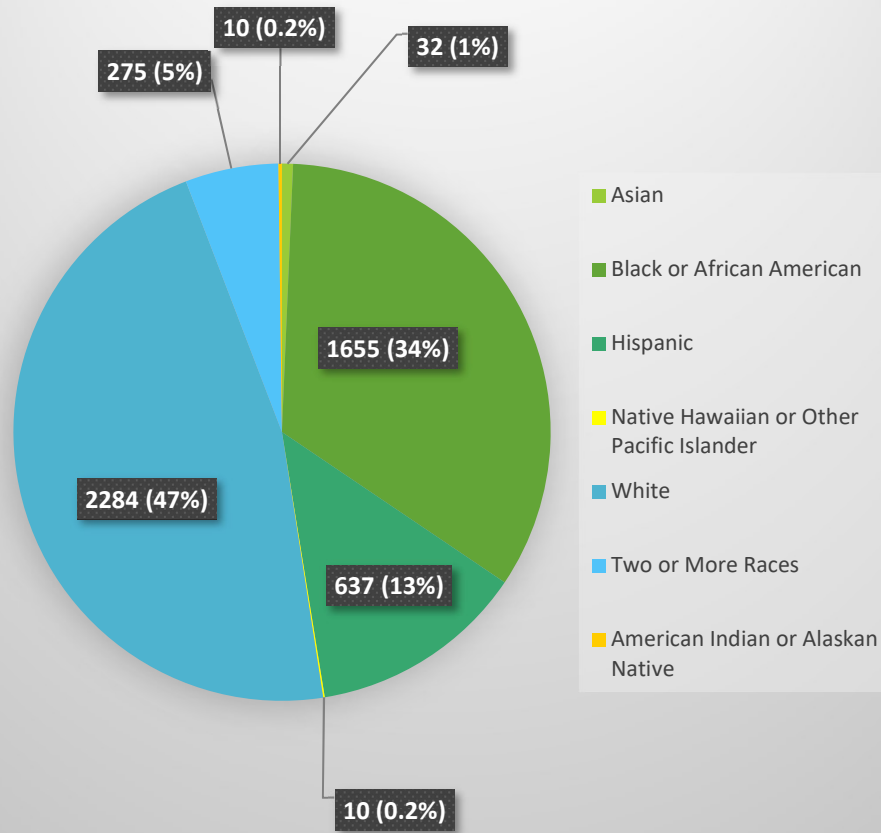
Demographics of Students Who Would Be Served Under Pull Out Model in Grades 3-5 (Only State Identified Served)



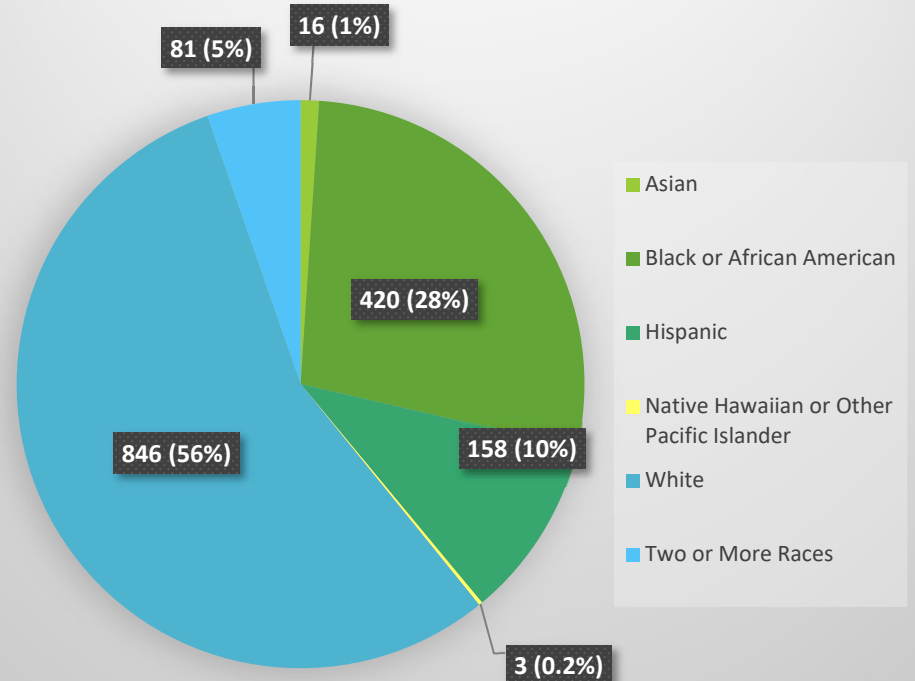
Demographics of Students Served Under Special Class Model in Grades 3-5 (Local and State Identified Served Together)



2021-2022 ACPSD Ethnicity Percentages (Grades 3-5 Only)



Gifted and Talented by Ethnicity (Local and State Identified Served Together)



Gifted and Talented Program Timeline

2015-2016

Superintendent requested investigation into the state assessment performance of state identified students in grades from previous years

2017-2018

Fully implemented special class as the service delivery model for gifted and talented instruction district wide in grades 3-5 focusing on enrichment in ELA and acceleration in math

2016-2017

Fully implemented the special class as the service delivery model for gifted and talented instruction district wide in grades 3-5 focusing on enrichment in ELA and acceleration in math



Gifted and Talented Program Timeline

2018-2019


A September 2018 review of the GT program produced four opportunities for growth in the areas of local identification programming, local identification criteria and procedures, professional development, and GT resources. These areas became a focus during this school year.

2019-2020

Steps were taken to address the concerns of the 2018 evaluation. GT resources were chosen by teachers, local identification selection procedures were outlined, professional development was provided and planned, and school schedules were adjusted. The onset of the COVID-19 pandemic interrupted this progress.

2017-2018 GT Evaluation

GT Program Recommendations

1. Teacher feedback indicated that they would like to organize the GT model in a way that allows students to be served in their area of strength rather than having to be served in both math and reading.
 2. Teacher feedback indicated that they would like to have more input in the placement decisions regarding locally identified students, and that they would like to see more consistency among schools in the local identification process.
 3. Teacher feedback indicated that they would like to see an expanded focus on professional development for gifted and talented instruction.
 4. Teacher feedback indicated that they would like for additional curriculum resources to be provided that are specifically designed for gifted learners.
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Steps Taken After Evaluation

Options should be explored for identified students to receive Gifted and Talented services based on areas of strength in ELA or math.

- Coordinators and a group of GT teachers attended (3) state-offered GT PLOs regarding local GT identification
- Assistant Superintendents worked with principals to establish guidelines to aid in local-identification process and class scheduling


Teachers requested having additional input regarding local-identification of students.

- Clarification was provided to ensure that locally-identified students should be placed based on the decision of an evaluation/placement team. At least one teacher must serve on the team (Reg. 43-220)

Teachers requested expanded focus on Professional Development for GT Teachers.

- Coordinators and teachers attended state level PLO sessions and the SC Gifted and Talented Conference
- PLCs were held for GT teachers at E2 and Leaders in Literacy
- GT endorsement courses were offered to teachers teaching GT or advanced classes

Additional GT resources for differentiating instruction are needed.

- A survey was completed in by elementary GT teachers to determine resource needs
 - The GT coordinator contacted another district to seek guidance regarding GT resources
 - Teachers were surveyed and sampled many GT curriculum resources
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Gifted and Talented Program Timeline

2020-2021

In response to both evaluation results and alternative instructional models required to meet the needs of students during the pandemic, GT math curriculum for grades 3-5 was redesigned to focus on enrichment and to eliminate acceleration

2021-2022

The GT Model Advisory group plans to continue meeting once per quarter to discuss of the current GT model and its ability to meet the needs of all learners.

2020-2021

An advisory group was formed consisting of parents of state identified students, parents of locally identified students, teachers, and administrators regarding the current GT model. A meeting was held on March 1, 2021 to discuss the current model and the thoughts of the stakeholders present.

Gifted and Talented Advisory Council

During the 20-21 school year, an advisory group was formed consisting of parents of state identified students, parents of locally identified students, teachers, and administrators

The purpose of this group is to ensure that the Aiken County Public School District is effectively serving gifted and talented students at all schools.

Four meetings have been held to date - March 1, 2021, November 2, 2021, February 1, 2022, and April 21, 2022



Gifted and Talented Advisory Council

Throughout the meetings, stakeholders identified both successes and challenges relating to the GT program and discussed strategies for improving the program

Topics discussed related to strategic scheduling, local identification practices, benefits of local identification, and other GT related logistics



Common Challenges Identified within the ACPSD GT Program

- The ability to schedule in a way that students can be served in their area of strength (Parent, Teacher, and Principal concerns)
- Stress is generated when the GT student group stays the same from year to year- both within the GT class and within the regular ed. classes (Parent, Teacher, and Principal Concerns)
- Lack of curriculum resources specifically developed to meet the needs of the gifted learner (Teacher and Principal Concerns)
- Consistency of Local Identification criteria across the district (Teacher and Principal Concerns)



Challenge: The ability to schedule in a way that students can be served in their area of strength (Parent, Teacher, and Principal concerns)

Step 1: Problem Identification (Expected Outcome vs. Current Situation)

Some students may have been identified in one area but receive advanced instruction in another area. This results in academic struggles.
ex.- Identified in ELA and challenged in Math

Step 2: Problem Analysis

Hypothesis: Varying numbers of gifted/high achieving students within elementary schools contributes to scheduling challenges

Points of Investigation:
What % of students in GT classes are not meeting grade level expectations? Investigate current schedules

Validation:
MAP Data, Teacher input

Step 3: Action Steps

Review data School PLC meetings to ID those not achieving and ensure GT implementation	Develop a schedule to support differentiation	Look into implementing RIT band instruction
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Challenge: Consistency of Local Identification criteria across the district (Teacher and Principal Concerns)

Step 1: Problem Identification (Expected Outcome vs. Current Situation)

Consistency of Local Id. across the district
VS.
Inconsistencies of Local Id. across district - school to school

Step 2: Problem Analysis

Hypothesis: Local identification would be more consistent if the number of state identified students and school sizes were more equivalent.

Points of Investigation: state and local identification #'s, *Class sections by grade level per school, school size, school criteria

Validation:

Step 3: Action Steps

-Identify current identification process and criteria across ALL elementary schools	-Correlating school size with process and criteria.	-
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Challenge: Stress is generated when the GT student group stays the same from year to year both within the GT class and within the regular ed. classes (Parent, Teacher, and Principal Concerns)

Step 1: Problem Identification (Expected Outcome vs. Current Situation)

EO: Finding a balance w/both behavior & academic needs.

CS: student grouping creates imbalance, i.e., behavior.

Step 2: Problem Analysis [Increasing equity of access]

Hypothesis: ¹Current scheduling model prevents finding a balance. ²Student population

Points of Investigation: ¹scheduling options - look @ other districts
²Scheduling for different student pops
³Do all schools have to do/follow same scheduling?

Validation:

Step 3: Action Steps

2) Investigate what other districts are doing for Schedules.	1) Develop questions for school visits - engage school administrator in developing questions	3) Visit other districts/schools [not limited to SC schools]
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Challenge: Lack of curriculum resources specifically developed to meet the needs of the gifted learner (Teacher and Principal Concerns)

Step 1: Problem Identification (Expected Outcome vs. Current Situation)

Current Situation:

We have pacing guide and units in Rubicon

We no longer have an accelerated curriculum.

Expected Outcome:

To have curriculum resources available which meet the needs of the gifted learners.

Step 2: Problem Analysis

Hypothesis:

Due to a change in leadership followed by COVID the selected materials were not purchased and the accelerated curriculum was no longer being implemented.

Points of Investigation:

• A lot of the materials were paper and pencil which may not lend themselves to virtual or digital instruction.

• Is one curriculum appropriate for all schools?


• Teachers from the original group who selected the materials may have left the district.

Validation: • Possible changes in standards
• New learning gaps following the pandemic.

Step 3: Action Steps

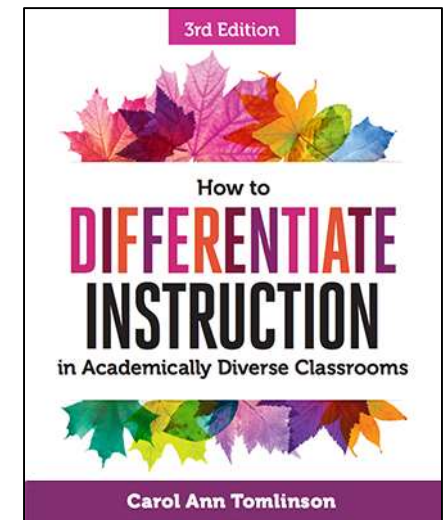
a. Contact other districts to see what they are using for GT -What was the impact on achievement?	Select a group of teachers to evaluate curriculum resources or invite <u>all</u> GT teachers	Involve Content Interventionists to integrate into our Curriculum/Pacing guide
b. Make a list of curriculum resources		
c. Look at historical data to determine needs over time.		

Teacher Feedback from February 4, 2022 Leaders in Literacy

- At the ACPSD Leaders in Literacy conference on February 4, 2022, two GT sessions were offered
 - The GT presentation reviewed current GT data and introduced the challenges identified through the GT Advisory Council
 - 16 GT teachers attended the sessions
 - Teacher feedback echoed the opinions shared within the GT Advisory group.
 - Some teachers noted strengths within the GT program through the implementation of the special class model, while other teachers noted challenges with local identification consistency and stress generated for general education teachers who do not teach GT
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Challenge: Scheduling in the area of students' strength


- Protocol will be developed with school principals to identify students within the GT program who are not meeting GT standards
- Differentiation professional development will be provided for GT teachers utilizing *How to Differentiate Instruction in Academically Diverse Classrooms* by Carol Ann Tomlinson




Challenge: Stress generated by GT grouping- same students grouped together year after year in both GT and regular ed. classes

- GT coordinator will begin to generate questions regarding scheduling, curriculum, and logistics to ask of similar districts, both within and outside of our state, with input from principals, parents, and teachers (In progress)
- Team will visit schools outside of ACPSD to observe the implementation of their GT model
- GT endorsement courses will be encouraged for ALL teachers, regardless of whether they are going to teach GT or not. This is paid for at the district level.
- It is encouraged for all teachers to earn their GT endorsement and to utilize principles taught through the coursework to teach regular ed. courses.


Challenge: Consistency of local identification from school to school across the district

- Current local identification processes and criteria will be identified and reviewed for all elementary school across ACPSD to ensure that school size is correlated with local ID criteria and processes (In progress)
 - Schools will utilize determined criteria to locally identify students within their school using the school Evaluation Placement Team
 - Schools will submit GT roster at the beginning of the school year noting criteria used for local identification
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Challenge: Gifted and Talented curriculum resources

- GT coordinator will contact other districts to identify resources they are using for GT, and to determine the impact that it has had on student achievement (In progress)
 - Involve teachers in selecting and evaluating GT curriculum resources
 - Involve content interventionists with integrating curriculum resources into ACPSD pacing guide
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Proposed Plan Moving Forward

- Continue to contact other districts to develop strategies for scheduling students in their area(s) of strength.
 - Develop and implement local identification guidelines similar to surrounding districts for the 22-23 school year.
 - Plan to visit similar districts to observe GT program and gain insight on scheduling challenges for GT and non-GT classes.
 - Work to restructure the GT curriculum resources in Rubicon to meet the needs of the gifted learner and to help students grow toward meeting the profile of the South Carolina graduate.
 - Explore curriculum resources available to begin exposing students to utilizing higher order thinking skills and complex problem solving prior to third grade.
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Questions

