



Buena Vista
School District

Gifted Services

Comprehensive Program Evaluation
and
Curriculum Development

2019-2020

Committee Membership

Gifted Services

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DISTRICT MISSION STATEMENT

The Buena Vista School District exists to ensure every student reaches the peak of success as demonstrated by being curious, creative, collaborative, critically competent, constructive, connected and character-centered.

Buena Vista School District

Comprehensive Program Evaluation and Curriculum Review Process

**The following outlines the approved program evaluation process for the district. Some aspects are not applicable to Gifted and Talented Programming; however, this process was the basis for this evaluation.*

Student Achievement and Growth is the goal of all Curriculum Programs in BVSD. As part of the on-going monitoring of the data areas in the **BVSD Strategic Plan**, including *Student Success* and *Curriculum and Instruction*, the District will conduct an annual analysis and review of student achievement and growth in each core subject area. Based on this review process, necessary revisions to the action plans for these data areas will be made as needed.

Every five years, a **Comprehensive Program Evaluation and Curriculum Review** process will be conducted for all curriculum areas in the district. A Program Evaluation Cycle has been established in order that three to four programs will be comprehensively evaluated each year. The process for **Comprehensive Program Evaluation and Curriculum Review** includes an analysis of longitudinal student achievement in the curriculum area as well as an evaluation of components of the program. During the **Comprehensive Program Evaluation and Curriculum Review** process, beliefs and goals for the program will be reviewed, revised, and evaluated. **Student data** is used to evaluate every curriculum area. From this data, student achievement strengths and student achievement areas needing improvement are identified. Then, the **Four Components of a Quality Curriculum Program** are evaluated to determine specific actions needed to advance student achievement/growth. **Four Components of Quality Curriculum Program** include:

- **Written Curriculum**
- **Resources and Facilities**
- **Strategies**
- **Professional Learning**

See **BVSD Program Evaluation Rubric** for detailed information of the four components.

The Comprehensive Program Evaluation and Curriculum Review provides a process for the District to develop and revise written curriculum, instructional programs, and assessment plans which are congruent with the District's mission. It also articulates a process for ongoing program evaluation. Through this process curriculum and instruction are reviewed, written, implemented, monitored, evaluated, and revised regularly. Revisions are based upon curriculum effectiveness, student and community needs, State and federal requirements, and national standards.

The Comprehensive Program Evaluation and Curriculum Review provides a systematic methodology for curricular articulation through the grade levels to assure continuity of learning, practice, reinforcement, and extension of knowledge, skills and competencies.

The Comprehensive Program Evaluation and Curriculum Review allows for timely updating of the curriculum guides and instructional materials and practices.

There are five phases in the **Comprehensive Program Evaluation and Curriculum Review**:

Research Review and Extensive Program Evaluation

Research on best practice and standards from local, state, and national organization are reviewed. Student achievement data on curriculum goals are also reviewed and analyzed. The four components of a quality curriculum program are evaluated. This research step results in a list of recommendations and commendations for future goals and actions to improve instruction and student learning.

Write or Revise

The K-12 scope and sequence and grade level/course learner outcomes are written and/or revised as needed. Assessments are also developed as needed to monitor student achievement. Throughout this phase research on best practice, analysis of student data, and professional development are used to support the work completed.

Materials Selection

Instructional materials are reviewed and identified for purchase as needed. Purchases are made as soon as funding is identified. Throughout this phase research on best practice, analysis of student data, and professional development are used to support the work completed.

Implementation and Professional Development

New curriculum, materials, and assessments are implemented with ongoing professional development provided. During this phase materials, curriculum, and instructional strategies may be piloted and/or revised. Throughout this phase research on best practice, analysis of student data, and professional development are used to support the implementation of new curriculum, materials, and instructional strategies.

Full Implementation and Professional Development

All aspects of the curriculum are fully implemented with ongoing professional development provided. Throughout this phase research on best practice, analysis of student data, and professional development are used to support the instructional process.

Buena Vista School District

Gifted Services

Rationale/Beliefs

Gifted and talented services support Buena Vista School District's commitment to ensuring every student reaches the peak of success. Students identified as gifted possess unique abilities and/or potential and are, therefore, a unique segment of the district's student population.

Belief Statement

We believe that gifts and exceptional talents...

- Can present unevenly, are specific and may be shadowed by other learning or emotional needs.
- Can be found in the areas of academics, creativity, performing and visual arts, and leadership.
- Are found in students with different learning styles and developmental levels.
- Can be found in students of all cultures, ethnicities, genders, and socio-economic status.
- Should be identified and developed.
- Must be nurtured in both social development and emotional well-being.

BVSD's definition of a gifted student is aligned with the definition provided by the Colorado Department of Education:

"Gifted students" are persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities(i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- *General or specific intellectual ability*
- *Specific academic aptitude*
- *Creative or productive thinking*
- *Leadership abilities*

- *Visual arts, performing arts, musical or psycho-motor abilities*

Vision

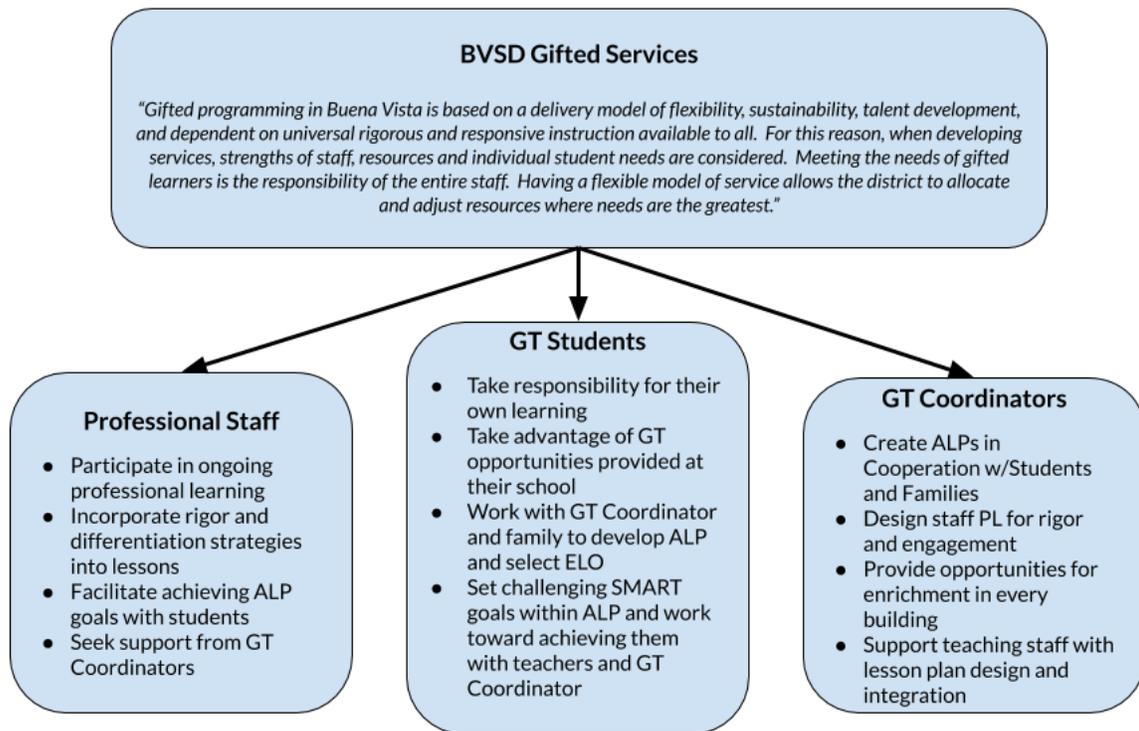
It is our vision to provide the following learning opportunities for our gifted and talented learners:

- *To provide an environment that cultivates and encourages intellectual and creative abilities.*
- *To provide instruction at the appropriate level of depth and complexity.*
- *To develop a realistic self-concept which allows the student to realize and acknowledge their own and others skills and talents.*
- *To provide opportunities in which students can freely and willingly collaborate with students of like and different readiness levels.*
- *To provide the opportunity, structure, and expectation which will increasingly encourage the development of the 7 Cs.*
- *To provide the opportunity to engage in tasks requiring stamina and task commitment.*
- *To provide spaces of optimism where students can explore, take risks, and learn from failures.*

Services Overview

The District developed an identification plan aligned with Colorado Department of Education guidelines. A body of evidence, including but not limited to achievement, cognitive, work samples, and behavior scales, is used to identify student strengths; after formal identification, a team prescribes services based on the child's learning needs each year through an Advanced Learning Plan (ALP).

Gifted programming in Buena Vista is based on a delivery model of flexibility, sustainability, talent development, and dependent on universal rigorous and responsive instruction available to all. For this reason, when developing services, strengths of staff, resources and individual student needs are considered. Meeting the needs of gifted learners is the responsibility of the entire staff. Having a flexible model of service allows the district to allocate and adjust resources where needs are the greatest.



RESEARCH:

CDE Gifted Education:

<https://www.cde.state.co.us/gt>

Renzulli

<https://lpilearning.org/about/management/dr-joseph-s-renzulli/>

<https://renzullilearning.com/>

National Association of Gifted Education

<https://www.nagc.org/resources-publications/resources/gifted-education-us>

Differentiation for Gifted Students

Teaching Gifted Kids in Today's Classroom, Susan Winebreneer, M.S with Dina Brulles, Ph.D.

<https://www.rethinked.com/blog/blog/2017/08/07/7-research-based-facts-about-differentiated-instruction/>

Advancing Differentiation, Richard M. Cash, Ed.D

Intentional Design Academy (IDA), based on research and provided as universal and ongoing professional learning for all Buena Vista School District Teachers

Fulfilling the Promise of Differentiation- Tomlinson

Engagement by Design - by Douglas Fisher, Nancy Frey, Russell J. Quaglia, Dominique B.

Smith, Lisa L. Lande

Creating Cultures of Thinking- Ron Ritchhart

Goals of the Program

Gifted Services

Gifted and Talented Goals as Connected to the 7 Cs:

Curious:

- Students ask questions to extend learning

Connected:

- Students transfer learning

Constructive:

- Students will contribute to the world around them through special interests

Critically Competent:

- Students think deeply and are stretched beyond what they think they are capable of

Creative:

- Students find solutions to real, relevant problems

Collaborative:

- Students work respectfully with all levels of learners

Character Centered:

- Students hold mistakes and “not knowing yet” as positive self attributes

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Student Achievement Data Summary

To obtain data for this review, we looked at SAT and PSAT results for gifted high school students and CMAS data for middle schools students, we reviewed district CTACH data, and we surveyed teachers, parents, and gifted students.

[SAT/PSAT Data](#)

Strengths

- 72% of teachers who responded, agree or strongly agree that they are able to provide differentiated instruction through depth and complexity.
- 90% of students who responded, agree or strongly agree that their curiosity is encouraged.
- Students believe that their teachers understand what they need and how they learn best.
- 70% of students who responded agree that their individual learning needs are met at school.

Areas of Focus for Student Growth

- Even though most GT students feel their needs are being met, fewer like coming to school and feel different than other students their age.
- At elementary, students receive a 3 for effort across the board, only one student had an effort score of 4 (Math).
- Problem solving and Communication scores for one MMS student a 2 in 4th quarter.

CMAS/CTACH Findings

- 50% of reported CTACH scores were 4s at MMS.
- Generally, MMS students are scoring 3s and 4s.
- All GT students that took PSAT 8/9, PSAT 10, and SAT are “college ready.” National Percentile average of GT student scores is 87%.
- In their area of giftedness, all elementary students achieved at least the “Met” level on CMAS.
- Four current 5th graders (not labeled as GT) scored “Exceeded” in ELA CMAS.
- One 4th grader “Exceeded” in ELA and Math.
- CMAS ELA- 1 student in 5th, 7 in 6th grade that scored “Exceeded” that are not labeled as GT
- 7th graders- 9 students that scored “Exceeded” are not labeled as GT
- 6th grade- 12 students on Math Mastery and Precision received CTACH score of 4. Four of these students are labelled as gifted.
- 7th grade students- Math Mastery and Precision, 8 students scored 4s, 3 of these are labelled as GT.
- 8th grade students- 4th quarter, Mastery and Precision, 12 students got 4s, none of these students are labelled as GT.

- At elementary, GT students identified in quantitative scored 3s in Mathematics.
- 6th grade GT students- 5 students scored 4s in teacher observed Math Confidence.
- Zero students gave themselves a score of 4 in Math Confidence.
- 7th grade students- 4 GT students scored 4s in teacher observed Math Confidence

**Fall 2019 3rd Grade-12th grade GT students and their parents/guardians*

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Program Summary Strengths/Areas Needing Improvement

Strengths

Written Curriculum/Instruction (Gifted Services):

- Student goals are connected to district CTACHs.
- Flexibility and differentiation are generally built in to classroom routines.
- Students remain with peers to develop disposition and challenge provided within the regular classroom.

Resources/Facilities

- 63% of teachers believe that the GT coordinator is helpful with answering questions and providing services to GT students.
- The district's commitment to extended learning opportunities for individual students and collectively (field trips in middle and high school).
- Elementary math and ELA curriculum resources are based on the workshop model that include options for differentiation.

Program Strategies:

- Student led conferences provide the opportunity for individual student goal-setting.
- ALPs are developed annually with collaboration between GT coordinator, teachers, students, and families.
- Middle school monthly meetings to develop SEL skills pertaining to giftedness.
- District priority 2 of Thinking Strategies and Feedback focuses on using student data to give individualized feedback and targeting thinking development.
- GT coordinators participate in the BOCES GT meetings and professional learning opportunities.
- Identification processes are aligned with Colorado state guidelines.
- A middle school staff identified to support ALPs for those students.
- District dedicates funds annually for identified gifted students to apply for expanded learning opportunities (ELOs).

Professional Learning:

- Sessions on depth and complexity are required on monthly PL days.
- The induction program for all new teachers to BVSD includes differentiation training.
- Over 30% of teaching staff have had Thinking Strategy training at an in depth level and all staff have been exposed. Thinking strategies promote the development of metacognition and deeper learning.
- At elementary level, every grade level has had a representative on multi-day training on math workshop model, an instructional strategy promoting personalized and depth of learning; in the middle and high schools, the majority of math teachers have attended the multi-day math workshop training.

Areas Needing Improvement

Written Curriculum:

- Written document is not articulated for K-12 Gifted Services. Development of CTACHs to include Exemplars for “4” is lacking.

Resources/Facilities:

- Minimal RtI supports for intervention that are documented and available as quick resources are available.

Strategies:

- Parents wonder why Avery-Parsons still uses STAR reading testing when they are not considered accurate or reliable? Teachers are giving this data to parents at conferences.
- During RTI meetings, students who need more challenge are not discussed as frequently as students who are struggling.
- More frequent and specific communication with families about student progress in curriculum and instruction is desired.

Professional Learning:

- Teachers are asking for more training on differentiation that doesn't feel like more work for the students.
- More learning disposition (SEL) training specific to GT students is desired by teaching staff.
- Teachers want more confidence in increasing deeper learning.
- More teacher understanding that thinking strategies are a tool for differentiation.

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Commendations and Recommendations

Commendations

1. Identification of gifted students matches guidance from the state of Colorado.
2. CMAS and CTACHs in ELA and Math evidence over 90% of GT students are meeting or exceeding established expectations.
3. Practice of serving students within their peer-level cohort has been more successful than removing students to work exclusively through online or independent classes.

Recommendations

Strengthen Communication:

1. Increase communication with students and parents about student progress and individualized interventions towards ALP goals (Fall 2020 - Priority 1)
2. Provide a reference for teachers for effective differentiation/intervention strategies (Fall 2020-Priority 1)
3. Consistently implement the standardized practices for identification (Priority 1)
4. Communicate services to talent pool students, if any, outside of differentiation in the classroom (Priority 2)
5. Monitor students who scored "Exceeded" in CMAS, with GT Coordinators making sure advisors and content area teachers are aware (Priority 1)

Deepen PL for GT

6. Provide on-going professional learning specific to meeting the learning disposition and academic needs of gifted students in the regular classroom, particularly through feedback and use of deeper learning strategies (Ongoing - Priority 1)
7. Support teacher efficacy in working with identified gifted students (Ongoing-Priority 1)
8. Expand support from GT coordinators to teaching staff (Fall 2020-Priority 2)
9. Increase and target support for middle school identified students by articulating specific learning disposition and academic outcomes so students are supported in accepting and owning their talents(Priority 2)
10. Increase differentiation for GT students in all classes (Priority 1)

Advance personalized services (goal setting, feedback, use of data)

11. Use RtI consistently in the identification process (Priority 1)
12. Utilize student-led conferences and learning celebrations to develop and communicate specific learning needs and accomplishments of identified gifted students (Priority 1)

13. Develop identification practices for giftedness in specialized areas of creativity and leadership (Priority 3)
14. Continually evaluate AP and advanced classes that are offered at the high school level (On going-Priority 2)
15. Increase support in data collection for GT students, including district's ability to look at student data (Priority 1)
16. Include state test scores and CTACHs in measuring ALP goals (Priority 2)
17. CTACHs are used in data teams to help individual students go beyond what they think is possible (move students from 3s to 4s) (Priority 1)
18. Investigate additional measures (growth) for ALPs (Priority 2)
19. Support students with goal setting and self-paced opportunities (Priority 2)
20. Help students develop self-advocacy skills (Priority 2)
21. Develop ALP goals based on 7Cs goals (Priority 1)