

# Gifted and Talented Summative Evaluation

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## Kentucky Department of Education

### Gifted and Talented Program for the State of Kentucky 2014-2015 Summative Evaluation

The GT Summative Evaluation: the Summative Evaluation must be completed using the KDE Template below. The due date for submission is **June 1, 2015**. Please refer to the Gifted Regulation 704 KAR 3:285 for guidance.

Note: Each district is responsible for submitting a Summative Evaluation in order to receive state funding and must be in compliance with all state regulations (See Section 9 of 704 KAR 3:285 4b).

#### Instructions for submission:

1. Type your 2014-15 answers for the Summative Evaluation into the space provided.
2. Save and print a copy for your records.
3. Upload a copy of the completed Summative Evaluation to the Secure File Server at <https://applications.education.ky.gov/Login/>

You will then receive a confirmation email that your document has been received.

#### Gifted and Talented District Assurances:

A consolidated assurance document covering all federal and state programs should have been signed by Superintendents and submitted by all school districts. This consolidated assurance document is in effect for the duration of the 2014-2015 school year. Assurances included in the consolidated assurance document that relate to GT can be found on the following website.

[http://education.ky.gov/specialed/EL/Documents/District Assurances.doc](http://education.ky.gov/specialed/EL/Documents/District%20Assurances.doc)

**Reminder:** All Summative Evaluations for 2014 -2015 must be submitted on the KDE template provided below.

# Gifted and Talented Summative Evaluation

**Name:** Leslie Stuen      **District:** Henderson County   **Ph. #** 270-827-4443   **Date:** 5/28/2015

## Part I: Introduction: School District Information

Please complete the following information: (2013-2014 [School Report Card data](#) can be used)

Student Numbers	GT numbers	District Population	District Numbers	Percentage to District
Number of students K-12	1,390	7,144	7,144	20%
Black or African American	64	628	628	10%
Hispanic	32	243	243	13%
Asian	11	28	28	39%
White	1,244	5,830	5,830	21%
Students with an IEP	50	1,020	1,020	5%
English Learners	11	97	97	11%
Free and Reduced Lunch	54	4250	4,250	1%

Primary Talent Pool: Complete the information below:

Primary Talent Pool Student Number	District K-3 Total Student number	Percentage of PTP to K-3
258	2,397	11%

Answer the questions below, be as specific as possible.

Part II: Identification	
Question	Answer
1. Describe the screening process for the district's gifted and talented program.	<p>The informal identification screening of primary age students takes place at the beginning of the school year and throughout the school year. Any primary child who functions at a consistently exceptional level in general intellectual ability, specific academic aptitude, creativity, leadership, or visual and performing arts may be nominated for Primary Talent Pool by a teacher, parent, administrator, counselor, peer, or community member. A primary student may also be referred for screening through a formal measure such as MAP scores.</p> <p>Formal identification screenings begins at the end of the students' third grade year for placement in the G/T program (4<sup>th</sup> grade). All third grade students are screened with a nonverbal assessment (Naglieri) in order to determine which students can be referred for identification.</p>

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	<p>If a child scores an 8 or 9 stanine during the screening process they are automatically referred (will need two or more pieces of evidence).</p> <p>Teachers, principals, counselors, or parents may refer pupils in the five areas of giftedness: general intellectual, specific academic, creativity, leadership and/or visual and performing arts.</p> <p>Our procedures for screening and diagnosing gifted and talented behaviors include:</p> <ol style="list-style-type: none"> <li>(a) Collecting a valid and reliable combination of formal and informal measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options.</li> <li>(b) The person(s) nominating must fill out a referral form and include three (3) or more of the following recognized or acceptable assessment options for identification and diagnosis: <ul style="list-style-type: none"> <li>• collection of evidence demonstrating student performance</li> <li>• behavioral checklists</li> <li>• diagnostic data</li> <li>• continuous progress data</li> <li>• anecdotal records</li> <li>• parent interview or questionnaire</li> <li>• previous formal testing data</li> </ul> </li> </ol> <p>*Any students in grades 4-12 can be screened throughout the school year using these screening procedures.</p>
2. Explain how the district provides a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.	<p>The gifted and talented diagnostic screening includes ALL students of ethnic/racial minorities, those with disabilities, and those who are disadvantaged. Underachieving students displaying gifted characteristics are also included in our Gifted/Talented Program. To ensure that this takes place, we gather background information through the use of an Impact Factor form and a Parent Questionnaire. These documents provide insight and information regarding factors that may affect student learning and performance and may interfere with school success, test-taking skills, and/or acquisition of advanced skills and talents. In addition, the G/T Consultants collaborate with other school personnel (administration, classroom teachers, special education teachers, guidance counselors, and youth service staff) that work directly with the students to identify strengths and challenges for these students.</p>
3. Describe the identification process for Primary Talent Pool.	<p>Any primary child who functions at a consistently exceptional level in general intellectual ability, specific academic aptitude, creativity, leadership, or visual and performing arts are to be placed in the Primary Talent Pool based on informal measures and available formal measures in each area nominated. Formal identification measures, however, are not be used to deny services or eliminate a student from the Primary Talent Pool. Teachers collect evidence through conversations with the parent (s), observations, anecdotal</p>

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	<p>records, portfolios, and behavioral checklist(s). A gifted committee reviews these pieces of evidence to determine eligibility for Primary Talent Pool services. Modifications for the student will be based on his/her interests, abilities, and needs. The talent pool shall include students of all ethnic/racial minorities, those with disabilities, and those who are disadvantaged. Underachieving students displaying gifted characteristics shall also be included in the Primary Talent Pool.</p>						
<p>4. Explain how students are identified for gifted and talented services 4-12 grades.</p>	<p><b><u>IDENTIFICATION/FORMAL AND INFORMAL TESTING MEASURES</u></b></p> <p>To qualify for gifted and talented services in grades four through twelve (4-12), the student shall have at least three (3) of the following recognized or acceptable assessment options for identification and diagnosis. The combination shall include <b><u>informal measures, formal measures, and objective-based eligibility criteria.</u></b> Students will be identified in the five areas of giftedness using the following criteria listed under each area.</p> <p style="text-align: center;"><b>1.) General Intellectual</b></p> <p>General Intellectual ability shall be determined by a student score within the ninth (9<sup>th</sup>) stanine on a full scale comprehensive test of intellectual ability or a composite score in the ninth (9<sup>th</sup>) stanine on a standardized or normed achievement test.</p> <p style="text-align: center;">Naglieri (96% or above) Otis-Lennon Test of School Ability (96% or above) Raven Progressive Matrices (96% or above)</p> <p style="text-align: center;"><b>2.) Specific Academic</b></p> <p>Specific aptitude shall be determined by a composite score in ninth (9<sup>th</sup>) stanine on one or more subject test scores of an achievement test.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">SAGES</td><td>Measurement of both aptitude and achievement: (94% or above)</td></tr> <tr> <td style="text-align: center;">TOMAGS</td><td>Test of Mathematical Abilities for Gifted Students: (94% or above) Subject Area Post Test (94% or above)</td></tr> <tr> <td style="text-align: center;">MAP</td><td>(95% or above)</td></tr> </table> <p style="text-align: center;"><b>3.) Creativity</b></p> <p>Creativity shall be determined through the use of informal and formal assessment measures which focus on determining a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. <u>The Torrance Test of Creativity</u> may also be used for additional information. Evidence of creative thinking ability may also include:</p>	SAGES	Measurement of both aptitude and achievement: (94% or above)	TOMAGS	Test of Mathematical Abilities for Gifted Students: (94% or above) Subject Area Post Test (94% or above)	MAP	(95% or above)
SAGES	Measurement of both aptitude and achievement: (94% or above)						
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MAP	(95% or above)						

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	<p>creative writing samples  high scores on tests of creative ability  behavior checklist or observations targeting creative behavior  observation of original ideas or products and problem solving  Torrance Test of Creative Ability (96% or above)</p> <p><b>4.) Leadership</b>  Leadership or psychosocial abilities shall be determined by a variety of informal measures administered by a teacher who is knowledgeable in the nature and needs of a gifted student. These measures may include behavioral checklists and the documentation of student willingness to assume leadership roles in class, in student organizations, and in community activities. Evidence of psychosocial or leadership ability may also include:  sociograms (i.e. questionnaires designed to assess leadership characteristics)  peer recommendations  behavioral checklists or observations targeting leadership behavior  portfolio entries which display leadership qualities  offices held by a student in extracurricular activities</p> <p><b>5.) Visual and Performing Arts</b>  Visual and Performing Arts talent shall be determined through evidence of performance which may include audition, letters of recommendation, and product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts talent may also include:  awards or critiques of performance  portfolio of visual or performing ability</p>	
5. How many students did you have in each identified area?	Creativity	329
	Leadership	493
	General Intellectual Ability	324
	Language Arts	377
	Math	323
	Science	43
	Social Studies	12
	Visual Art	177
	Dance	1
	Drama	246
	Music	2
6. If there were any areas where students were not identified, what will be the district's plan of action to ensure students	<p>We are currently working on improving our identification and service options in the areas of music and dance. We are working on a plan to ensure that the appropriate students are not overlooked and given the opportunity to foster their talents. Our plan includes the following steps:</p>	

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<p>are not overlooked for services in this/these areas?</p>	<ul style="list-style-type: none"> <li>• Accept nominations from teachers, parents, self, and peers</li> <li>• GT staff gather data on students' awards and/or achievements in nominated area and turn in to GT Coordinator</li> <li>• Consult classroom and specialty area teachers, parents, and community teachers, coaches, etc. for background information/behavior checklists.</li> <li>• Require student portfolio including background information, resume, performing arts products (paper, video, audio, pictures).</li> <li>• Include music/dance professionals from the community to serve on our GT committee and develop objective-based criteria for identification.</li> <li>• GT Coordinator reviews data to determine if students' profiles meet criteria for identification based on state regulations.</li> <li>• Communicate with teachers, parents, students regarding eligibility for auditions.</li> <li>• Collaborate with community professionals to serve as judges at audition.</li> <li>• Meet with GT Identification Committee to determine eligibility for identification and services.</li> <li>• Develop enrichment opportunities and mentorships for students. ( Collaboration with Henderson Area Arts Alliance, Area Colleges and Universities)</li> </ul>
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<b>Part III: Assessment of GT Students</b>	
<p>1. What assessments are used to identify students for General Intellectual Ability and Specific Academic Aptitude?</p>	<p><b>General Intellectual:</b>  Naglieri (96% or above)  Otis-Lennon Test of School Ability (96% or above)  Raven Progressive Matrices (96% or above)</p> <p><b>Specific Academic Aptitude:</b>  MAP Measures of Academic Progress (95% or above)  SAGES Measurement of both aptitude and achievement (94% or above)  TOMAGS Test of Mathematical Abilities for Gifted Students (94% or above)</p> <p>KPREP Kentucky Performance Rating for Educational Progress (96% or above)  EXPLORE  ACT</p>

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2. What process is used to identify students with special considerations?	Students with special considerations are eligible for the Gifted Program with additional evidence that shows they are impacted by two or more of the following areas: language/cultural, economic, environmental, social/emotional and/or health factors. The GT committee along with the current and, if needed, previous classroom teachers will determine eligibility.
3. How does the district monitor GT student progress?	Gifted and Talented Consultants collect and analyze longitudinal MAP data, Benchmark testing, Explore/PLAN/ACT testing, KPREP testing to monitor GT students' progress. We conference with teachers to determine areas for student improvement and/or enrichment. With the classroom teacher, we plan instruction based on data and student need.
<b>Part IV: Program Evaluation</b>	
1. How does the district capture student, parent and faculty attitudes toward the GT program?	<ul style="list-style-type: none"> <li>• District Webpage</li> <li>• Parent letters</li> <li>• REMIND APP</li> <li>• Newspaper ads</li> <li>• Parent meetings throughout the year</li> <li>• School newsletters</li> <li>• Facebook</li> <li>• End of the year GT Parent Survey</li> <li>• Feedback from PD with teachers</li> <li>• Student Voice Surveys</li> </ul>
2. Describe how the GT program is involved in the community.	<p>The Gifted and Talented program has a strong partnership with multiple community organizations.</p> <ul style="list-style-type: none"> <li>• Farm Follies ( Henderson Farm Bureau)</li> <li>• Inside Henderson, Jr. ( Henderson Chamber of Commerce)</li> <li>• Community Service Learning Projects</li> <li>• Art Expo ( Audubon State Park and Thelma B. Johnson PD Center)</li> <li>• Student Ambassadors</li> <li>• Henderson Area Arts Alliance Board Member</li> <li>• Audubon State Park—Leadership Day</li> <li>• Parent meetings</li> </ul>
3. How is data collected and analyzed and then utilized in the instructional planning process?	Gifted Consultants collect student data to determine group/individual instructional needs along with the classroom teacher. This data collection includes: MAP scores, classroom formative assessments, Explore/Plan/ACT scores,

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	<p>and benchmark testing. Using this data, we determine and plan appropriate content and service delivery options;</p> <ul style="list-style-type: none"> <li>• Gifted strand classroom (eight (8) or more identified GI and/or Specific Academic G/T students clustered at each grade level)</li> <li>• Various acceleration options: early exit primary, grade skipping, subject area higher grade level, higher level content</li> <li>• Collaborative and consultation services</li> <li>• Competitions</li> <li>• Counseling services</li> <li>• Differentiated study experiences</li> <li>• Enrichment services</li> <li>• Independent study</li> <li>• Mentorships</li> <li>• Pull-out services</li> <li>• Resource services</li> </ul>
<b>V. Services</b>	
1. Describe the process for collecting parent information regarding the interests, needs and abilities of students.	When a student is screened and/or identified, a parent is given a background information form that requires them to provide insight regarding their child's interest, needs, and abilities. This is utilized in developing proper services for the GT student. We also host a "Newly Identified" GT Parent meeting which allows time to answer questions from parents regarding individual student's needs and services.
2. Describe the process for parents to request a change in services if there is a concern.	Parents can request a change in student services through the comment section on the GSSP's and progress report. If a parent chooses for their child to not participate in our GT program they must complete a "Decline of Services" form.
3. With what frequency and duration do students receive GT services?	Every grade 1-5 has one or more Gifted Strand Classrooms. The students receive differentiated instruction on a daily basis through collaboration and placement in elementary gifted strand classrooms, middle school advanced classes, and high school advanced/ AP classes. In addition, a GT Consultant is assigned to each elementary school one day a week to provide math/reading, critical thinking skills, higher level instruction and non-cognitive workshops. Middle school Gifted Consultants are assigned to each school, four days a week, to collaborate with the reg. classroom teachers and provide enrichment services in the non-cognitive areas. The GT coordinator provides consultation services at the high school level. GT Services take place August-May.
4. How does the district evaluate the success of the services offered to GT students?	At the end of each school year a survey is sent via email to all GT parents to evaluate our GT program. The information is shared with the District Gifted Committee and used to make improvements to our program.
5. What services have been most successful this school year?	Gifted and Talented Services that have been most successful are:



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	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> Annual Farm Follies (Elementary Drama students and 8<sup>th</sup> gr. Creativity students) Eighth grade creativity students participated in creative writing workshops to develop plays with a farm theme after attending a farm field trip. Plays were submitted and judged, and the winning plays were performed, by each elementary school's gifted drama group, at the Henderson Fine Arts Center. This event was sponsored by our local Farm Bureau. Community members served as judges, and awards were given to the top three performing schools, the community was invited.</li> <li>• Elementary Academic Challenge The GT staff facilitated three academic meets this year for all eight elementary school's academic teams to help prepare them for governor's cup.</li> <li>• Learning to Serve GT Leadership students met for weekly workshops to develop community service projects to help local organizations in Henderson. Students decided on a slogan for their project and created an action plan to follow to make a positive impact on the community. Students completed their service project and visited the chosen organizations to deliver donations and learn about the resources provided by these agencies.</li> <li>• Art Expos Two Gifted and Talented Art Expos were held this year. The elementary students created pieces of artwork with local art instructors which hung on display in December at the Audubon State Park. The middle school Art Expo highlighted art work the students created in art workshops held at South Middle School. The Art Expo was held in April at the Henderson County Professional Development Center. Community members were invited to both Art Expos.</li> <li>• MATHCOUNTS Eighth grade students participated in the MATHCOUNTS program. Middle school GT Consultants provided practice sessions during the school day before the regional competition. One middle school team advanced to the state competition and received scholarships and awards.</li> <li>• Gearing Up for College As a part of Career and College Readiness, middle school students participated in workshops titled, "Gearing Up for College". These workshops provided</li> </ul>
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	<p>discussion groups and encouraged students to understand the importance of planning for their future.</p> <p>*These are only a small number of our district's GT Program successes. We have many successes throughout the school year.</p>
<b>VI: Budget</b>	
1. How much money does the district receive for the GT program from the state?	\$59,800.00
2. How much money does the district supplement the GT program?	\$244,607.00
3. Does the district use 75% of the state grant to hire GT certified personnel who will work directly with GT identified students? This is personnel in addition to the regular classroom teacher.	Yes
<b>VII: Personnel</b>	
1. List the names and email addresses of the personnel responsible for the direct instruction of students who are identified for gifted and talented services.	<p>Leslie Stuen/Gifted Coordinator  <a href="mailto:leslie.stuen@henderson.kyschools.us">leslie.stuen@henderson.kyschools.us</a></p> <p>Nicole Newland/Gifted Consultant  <a href="mailto:Nicole.newland@henderson.kyschools.us">Nicole.newland@henderson.kyschools.us</a></p> <p>Jill alexander/Gifted Consultant  <a href="mailto:jill.alexander@henderson.kyschools.us">jill.alexander@henderson.kyschools.us</a></p> <p>Dana Church/Gifted Consultant  <a href="mailto:Dana.church@henderson.kyschools.us">Dana.church@henderson.kyschools.us</a></p> <p>Tracy Brown/Gifted Consultants  <a href="mailto:Tracy.brown@henderson.kyschools.us">Tracy.brown@henderson.kyschools.us</a></p>
2. Describe how GT certified personnel working directly with students to provide services which meet their needs, abilities and interest.	<p>Two Gifted Consultants provide services to eight elementary schools (each are assigned to four schools).</p> <p>Two Gifted Consultants provide services to our two middle schools (each are assigned to one school).</p> <p>The Gifted Coordinator is provides services to the high school.</p> <p>A GT Consultant works daily to provide the following services:</p> <ul style="list-style-type: none"> <li>• math/reading pull-out and/or collaboration</li> <li>• critical thinking skills</li> <li>• higher level instruction</li> <li>• non-cognitive workshops</li> </ul>

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	<ul style="list-style-type: none"> <li>• special counseling for individual students</li> <li>• independent studies</li> <li>• acceleration</li> <li>• student class scheduling</li> <li>• college career readiness, “Gearing Up for College”</li> <li>• contests</li> <li>• GT opportunities in the community/state for advanced learners (DUKE Tip, Super Saturdays, SCATS, STEM, etc.)</li> <li>• performance based activities aligned with core content standards</li> <li>• District Spelling Bee</li> <li>• Elementary Academic Challenge</li> <li>• Community Service projects</li> <li>• Operation Preparation</li> <li>• Connect students to local community activities in their gifted areas, ex. Missoula Children’s Theatre (drama students)</li> <li>• Performance events</li> <li>• Etc.</li> </ul> <p>GT Services take place August-May.</p>
3. Describe the professional development for GT personnel and non-certified GT personnel in the district.	<p>Gifted Coordinator and Consultants attend KAGE workshops, State Update meetings, National Gifted Conference (when funding is available), and regional gifted meetings.</p> <p>Gifted Staff meets informally and formally with GT Strand teachers. We present GT strategies at the staff meetings. We meet individually with teachers as well as the whole staff. We provide PD based on each schools/student’s needs: differentiation strategies, higher- order questioning, integration of the arts, acceleration, independent projects, social-emotional needs, etc.</p> <p>*At the beginning of the school year we provide an Overview of the GT Program to all teachers to inform them of students, services, and resources available.</p>
<b>VIII: Grievance</b>	
1. How many grievances were addressed by the district this year?	Zero
2. What is the grievance process for GT in the district?	<p>Parents/guardians and/or students (Grades K-12) may petition for identification or may appeal non-identification or appropriateness of services using the following procedures.</p> <p>1. The appealing party shall request a conference with the District GT Coordinator or GT Consultant, who is responsible for identification and/or delivery of student services. The District GT Coordinator and GT Consultant will consult with the School Gifted and Talented Committee.</p>

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	<p>2. Further appeal concerning curriculum may be made to the school SBDM Council.</p> <p>3. The appealing party shall submit in writing to the GT Coordinator why he/she believes that screening results are not accurate or services are not appropriate and why an exception should be made or reconsideration given.</p> <p>4. The District GT Coordinator shall compile student data and present that along with the petition or appeal to the Gifted and Talented Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.</p> <p>5. The Committee shall make a recommendation and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. .</p> <p>6. If the Committee rules in favor of the grievant, the following option shall apply as appropriate.</p> <p>a. He/she may receive a reassessment for identification or a review of services as soon as the School Gifted and Talented Committee completes the GSSP.</p> <p>b. A change in the GSSP or provision of services shall be made in a timely manner.</p> <p>7. If the Committee rules against the grievant, or if the appeal concerns the non-availability of appropriate service options, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.</p>
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