

Kentucky Department of Education

Gifted and Talented (GT) Summative Evaluation

District Name	Henderson County
Superintendent Name:	Marganna Stanley
Superintendent Email Address:	marganna.stanley@henderson.kyschools.us
GT Coordinator for District (names):	Nicole Newland
GT Coordinator Email Address:	nicole.newland@henderson.kyschools.us
Total # of GT Certified Teachers in District=	4

Section 1: Introduction

Utilize School Report Card Data from Prior School Year

Student Data	Total District Population	Percentage of District Population	GT Numbers	Percent of GT Population
Number of Students K-12	7164	100%	1350	19%
African American or Black Students	627	9%	49	4%
Hispanic Students	283	4%	31	2%
Asian Students	31	0%	11	1%
White Students (Not Hispanic)	5750	80%	1147	85%
American Indian of Alaska Native	4	0%	0	0%
Native Hawaiian or Other Pacific Islander	12	0%	0	0%
Two or more races	457	6%	55	4%
Students with an IEP	1008	14%	30	2%
English Language Learners	121	2%	2	0%
Free and Reduced lunch participants	4379	61%	559	41%
Primary Students	2362	33%	214	16%

Percentage of Primary Students Identified for Primary Talent Pool:

0.090601185

	Total GT Students	Total Number of GT Certified Teachers	Ratio of GT students to GT Teachers
Ratio of GT students to GT Certified Teachers	1350	4	337.5

Section 2: Identification

For the following questions, please score the district utilizing the following scoring criteria.

Scoring Criteria for Sections II-VIII. Districts will be assigned a total score based on the information collected.

Excellent= 90-100

Good= 70-89

Fair= 50-69

Need Improvement= 0-49

Strong= 3

Moderate = 2

Weak = 1

Incomplete= 0

* Clear ideas with sufficient support

* Ideas broad with some support

* Ideas unclear with little support

* Not addressed

* Relevant details

* Details are relevant but not sufficient.

* Lacks relevant details

* Not in place

District Score

2.A

The district has a comprehensive screening process for GT programming grades 4-12:

3

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

2.B

The district provides a diagnostic screening and identification of strengths, gifted behaviors and talents which provides for equal access for ALL students including; minority, disadvantaged, and exceptional students

3

Evidence: 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

2.C

The district has a comprehensive process in place for the identification of Primary Talent Pool participants.

3

Evidence: 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

2.D. 1.

The district has a comprehensive identification process for **Creativity**.

3

Evidence: 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. The Torrance Test of Creativity may also be used for additional information. Evidence of creative thinking ability may also include:

2.D. 2.

The district has a comprehensive identification process for **General Intellectual**.

3

Evidence: General Intellectual ability shall be determined by a student score within the ninth (9th) stanine on a full scale comprehensive test of intellectual ability or a composite score in the ninth (9th) stanine on a standardized or normed achievement test.

2.D. 3.

The district has a comprehensive identification process for **Leadership**.

3

Evidence: 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

		District Score																																				
2.D.4.	The district has a comprehensive identification process for Specific Academic Aptitude: Language Arts, Math, Science, and Social Studies.	3																																				
Evidence: Specific aptitude shall be determined by a composite score in ninth (9th) stanine on one or more subject test scores of an achievement test. SAGES Measurement of both aptitude and achievement: (94% or above) TOMAGS Test of Mathematical Abilities for Gifted Students: (94% or above)																																						
2.D.5.	The district has a comprehensive identification process for Visual and Performing Arts: Art, Dance, Music, and Drama.	3																																				
Evidence: 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																																						
<table border="1"> <thead> <tr> <th>Number of Students identified in each area:</th><th>Total Number of Students</th><th>Percent of Total Gifted Population</th></tr> </thead> <tbody> <tr><td>Creativity</td><td>350</td><td>0.25925926</td></tr> <tr><td>Leadership</td><td>534</td><td>0.39555556</td></tr> <tr><td>General Intellectual Ability</td><td>285</td><td>0.21111111</td></tr> <tr><td>SAA: Language Arts</td><td>364</td><td>0.26962963</td></tr> <tr><td>SAA: Math</td><td>360</td><td>0.26666667</td></tr> <tr><td>SAA: Science</td><td>26</td><td>0.01925926</td></tr> <tr><td>SAA: Social Studies</td><td>12</td><td>0.00888889</td></tr> <tr><td>VPA: Art</td><td>168</td><td>0.12444444</td></tr> <tr><td>VPA: Music</td><td>4</td><td>0.00296296</td></tr> <tr><td>VPA: Dance</td><td>1</td><td>0.00074074</td></tr> <tr><td>VPA: Drama</td><td>256</td><td>0.18962963</td></tr> </tbody> </table>			Number of Students identified in each area:	Total Number of Students	Percent of Total Gifted Population	Creativity	350	0.25925926	Leadership	534	0.39555556	General Intellectual Ability	285	0.21111111	SAA: Language Arts	364	0.26962963	SAA: Math	360	0.26666667	SAA: Science	26	0.01925926	SAA: Social Studies	12	0.00888889	VPA: Art	168	0.12444444	VPA: Music	4	0.00296296	VPA: Dance	1	0.00074074	VPA: Drama	256	0.18962963
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2.E	The district has a plan for increasing identifications in underrepresented identification areas.	3																																				
Evidence: 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																																						
		District Score																																				
Total Score for Section 2		27																																				

Section 3: Assessment of GT Students

For the following questions, please score the district utilizing the following scoring criteria.

Scoring Criteria for Sections II-VIII. Districts will be assigned a total score based on the information collected.

Excellent= 90-100

Good= 70-89

Fair= 50-69

Need Improvement= 0-49

Yes- 3

* Clear ideas with sufficient support

* Relevant details

No- 0

* Ideas broad with some support

* Details are relevant but not sufficient.

District Score

3.A

Does the Assessment Tool for **General Intellectual Ability** meet the regulatory requirement?

3

Identify the Assessment for General Intellectual Ability: Naglieri (96% or above)

Otis-Lennon Test of School Ability (96% or above)

Raven Progressive Matrices (96% or above)

3.B

Does the Assessment Tool for each **Specific Academic Area** meet the regulatory requirement?

3

Identify the Assessment used for each area of **Specific Academic Aptitude** (Language Arts, Math, Science, Social Studies):

MAP Measures of Academic Progress (95% or above)

SAGES Measurement of both aptitude and achievement (94% or above)

3.C

Does the district have a comprehensive system for identification of students with special considerations. (Exceptional, Disadvantaged, Underachieving, etc.)

3

Describe: Students with special considerations are eligible for the Gifted Program with additional evidence that shows they are

3.D

Does the district report GT progress to parents each semester for identified students?

3

Describe: Progress is reported to parents of GT students through their regular classroom progress report and report card, in a

District Score

Total Score for Section 3

12

Section 4: GT Program Evaluation

For the following questions, please score the district utilizing the following scoring criteria.

		Yes- 4	No- 0
		* Clear ideas with sufficient support * Relevant details	* Ideas broad with some support * Details are relevant but not sufficient.
		District Score	
4.A	Does the district ANNUALLY evaluate the GT Program in the District?	4	
The district annually evaluates our GT program informally throughout the school year through reports presented at Board of Education.			
4.B	Does the district collect attitudes about the GT program from parents annually?	4	
Describe: At the end of the year, a parent survey is made available to all parents of GT students for use in evaluating our GT program.			
4.C	Does the district collect attitudes about the GT program from students annually?	4	
Describe: The district collect attitudes about the GT program from students through the student voice surveys and through end of the year surveys.			
4.D	Does the district collect attitudes about the GT program from teachers annually?	4	
Describe: GT consultants meet informally and formally with teachers for a variety of reasons throughout the school year (identify the reasons).			
4.E	Does the district involve the community in GT programming?	4	
Describe: The Gifted and Talented program has a strong partnership with multiple community organizations. • Farm Follies (Henderson Farm Bureau)			
4.F	Does the district analyze and collect data for the instructional planning for the GT programming?	4	
Describe: 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, and			
		District Score	

Total Score for Section 4**24****Section 5: Services**

For the following questions, please score the district utilizing the following scoring criteria.

Strong= 6

Moderate = 3

Weak = 1

Incomplete= 0

* Clear ideas
with sufficient
support* Ideas broad
with some
support* Ideas
unclear with
little support

* Not addressed

* Relevant
details* Details are
relevant but
not sufficient.* Lacks
relevant
details

* Not in place

District Score

5.A

The district has in place a clear process for collecting parent information regarding student interests, needs, and abilities.

6

Describe: When a student is screened and/or identified, a parent is given a background information form that requires them to

5.B.

The district has a process for parents to request a change in services; parents are made of this process annually.

6

Describe: Parents can request a change in student services through the comment section on the GSSP's and progress report or by contacting the gifted office

5.C

The district allocates appropriate **time** for services to student based on interests, needs and abilities.**6**

Describe: Every grade 1-5 has one or more Gifted Strand Classrooms. The students receive differentiated instruction on a daily

5.D

The district has an evaluation process to determine the success of **individual students.****6**

Describe: At the end of each school year a survey is made available to all GT parents to evaluate our GT program. The informa

5.E.

The district has multiple examples of successful service initiatives for gifted students.

6

Describe: Describe: Gifted and Talented Services that have been most successful are:

- 8th Annual Farm Follies (Elementary Drama students and 8th grade Creativity students)

District Score

Total Score for Section 5**30**

Section 6: Budget

For the following questions, please score the district utilizing the following scoring criteria.

		Yes- 3	No- 0
		* Clear ideas with sufficient support	* Ideas broad with some support
		* Relevant details	* Details are relevant but not sufficient.
		District Score	
6.A	The district utilized the entire GT allocation during the FY15 school year.	3	

Describe funding uses: GT certified staff salaries

6.B	The district utilized 75% of the allocation to hire properly certified staff to provide direct instruction.	3	
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Staff paid with allocation:

Nicole Newland/Gifted Coordinator

Nicole.newland@henderson.kyschools.us

Total District Allocation GT Allocation	\$ 59,580.00
Amount of District Allocation Required to be spent on staffing.	\$ 44,685.00
Does the district supplement GT funding? If so, identify the amount here.	\$ 204,448.00
Total spending on GT Programming by district.	\$ 264,028.00
	District Score
Total Score for Section 6	6

Section 7: Personnel

For the following questions, please score the district utilizing the following scoring criteria.

		Yes- 3 * Clear ideas with sufficient support * Relevant details	No- 0 * Ideas broad with some support * Details are relevant but not sufficient.
		District Score	
7.A.	The district provides training related to the interests, needs and abilities of GT students for ALL teachers that are not GT certified/endorsed.	3	
Explain: 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:			
7.B	GT certified/endorsed staff members participate in <u>annual</u> professional development related to GT students.	3	
Explain: Gifted Coordinator and Consultants attend KAGE workshops, State Update meetings, National Gifted Conference (when applicable)			
		District Score	
Total Score for Section 7		6	

Section 8: Grievance

For the following questions, please score the district utilizing the following scoring criteria.

		Yes- 2 Fully Implemented	No- 0 Partial or inadequate implementation
		District Score	
8.A	Grievance policy meets identified regulatory language.	2	
Explain: 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			
8.B.	Grievance policy is posted in a manner that parents, teachers and students can access the policy for review. (Example: School Webpage)	2	
Explain: It is posted in our gifted and Talented Handbook which can be seen on the Henderson county website or hard copy.			

		District Score		
Total Score for Section 8		4		

Kentucky Department of Education

Gifted and Talented Summative Evaluation

District Name	Henderson County
Superintendent Name:	Marganna Stanley
Superintendent Email Address:	marganna.stanley@henderson.kyschools.us
GT Coordinator for District (names):	nicole.newland@henderson.kyschools.us
Gt Coordinator Email Address:	nicole.newland@henderson.kyschools.us
Total # of GT Certified Teachers in District=	4

District Score

Total Score for Section 2

27

District Score

Total Score for Section 3

12

District Score

Total Score for Section 4

24

District Score

Total Score for Section 5

30

District Score

Total Score for Section 6

6

District Score

Total Score for Section 7

6

District Score

Total Score for Section 8

4

District Score

Total Summative Review Score

109

Date submitted and reviewed by Kentucky Department of Education