
2020 - KDE - GT Summative Evaluation

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Here's what we got from you:

2020 - KDE - GT Summative Evaluation

The gifted regulation 704 KAR 3:285 states that in order for districts to receive the GT State Grant, a Summative Evaluation must be submitted to the Kentucky Department of Education and the district must be in compliance with the gifted regulation.
This evaluation must be submitted by June 1, 2020.

Email address *

jennifer.sheffield@simpson.kyschools.us

Your Email Address: *

jennifer.sheffield@simpson.kyschools.us

Demographic Information

Region: *

☐ Central Kentucky Educational Cooperative (CKEC)

- ☒ Green River Regional Educational Cooperative (GRREC)
- ☐ Kentucky Educational Development Cooperative (KEDC)
- ☐ Kentucky Valley Educational Cooperative (KVEC)
- ☐ Northern Kentucky Educational Cooperative (NKEC)
- ☐ Ohio Valley Educational Cooperative (OVEC)
- ☐ South East/South Central Educational Cooperative (SE/SC)
- ☐ Western Kentucky Educational Cooperative (WKEC)

District: *

Simpson County

Name of GT Coordinator *

Jennifer Sheffield

GT Coordinator Information

Number of years GT Coordinator has been in this role: *

- ☐ First Year
- ☒ 2-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 15-20 years
- ☐ 21-26 years
- ☐ 27 or more years

The GT Coordinator has one or more of the following certifications: *

- ☒ Master's Degree or 5th year Program, GT Certification, and 3 years teaching experience
- ☐ Superintendent
- ☐ Supervisor of Instruction
- ☐ None of the above

GT Teacher(s) in the District:

Name(s) of GT Certified Teacher(s) hired by the district to provide direct instructional services to Primary Talent Pool and formally identified GT students: *

Dianne Wade, Justin Mitchell, Jennifer Sheffield

List the emails of the GT teachers above. If there are multiple emails, separate with and semi-colon. *

dianne.wade@simpson.kyschools.us; Justin.mitchell@simpson.kyschools.us; jennifer.sheffield@simpson.kyschools.us

How many students are provided with direct instructional services by the GT Teacher(s) in your district? *

- ☐ 1-50 students
- ☐ 51-100 students
- ☐ 101-200 students
- ☒ 201-500 students
- ☐ 501-700 students
- ☐ 701-1,000 students

☐ more than 1,000 students

GT Proportionality

In reviewing the Infinite Campus "A_Gifted and Talented_Opportunity and Access Report", which GT Race/Ethnicity group has the greatest discrepancy to their subgroup's Total Enrollment population? *

- ☒ African American
- ☐ Asian
- ☐ Hispanic
- ☐ Native American/Pacific Islander
- ☐ Two or More Races

In reviewing the Infinite Campus "A_Gifted and Talented_Opportunity and Access Report", which other GT accountability subgroup has the greatest disproportionality to the total population? *

- ☐ Free/Reduced Price Meals
- ☒ Students with a disability with an IEP
- ☐ English Learners
- ☐ There are no disproportional percentages in any of the sub-group populations

In order to increase opportunity and access for students in the above listed subgroup populations, list two actions and describe the activities that will be implemented for the next school year. *

Professional Development on GT Identification at all schools.

Provide PD on GT identification process at all SCS schools for 2020-2021 school year. This will provide staff with a refresher on the process and time for discussion of "look-fors" for characteristics of giftedness in student groups who are underrepresented, including English Language Learners, students from low-income households, and students with disabilities. Will also make this PD available online for teachers to watch online for self-directed learning.

Model open-ended lessons from Project RAP with staff at SES and FES to increase identification of students for PTP services to provide greater access to talent development opportunities.

In reviewing the "Infinite Campus A_Gifted and Talented_Opportunity and Access Report", which State Assessed area has the smallest number of students? *

- ☐ Language Arts
- ☐ Math
- ☐ Science
- ☒ Social Studies

In reviewing the response to the question above, list and describe a minimum of two actions that will be implemented to increase the number of Specific Academic Aptitude students identified for GT services in your district's lowest subject area. *

One reason our numbers are down in Social Studies (as well as Science) is our Spring testing schedule was interrupted by COVID-19. We were unable to give the ITBS for Social Studies and Science. GT identifications in those areas have been delayed until we are back in school in-person the fall.

Schedule PD on GT identification process for all SCS schools. This will provide staff with a refresher on the process and time for discussion of "look-fors" for characteristics of giftedness, including the area of Social Studies.

Addition of daily enrichment services to students who have demonstrated high-ability and/or high interest in Social Studies through "The Summit" at Franklin-Simpson Middle School to increase access to challenging project-based experiences during the school day. This will, in turn, create better opportunities for students to showcase their abilities and should, therefore, lead to increased identification.

In reviewing the Infinite Campus "A_Gifted and Talented_Opportunity and Access Report", which Non-State Assessed area has the smallest number of students *

- ☐ Creativity
- ☐ Leadership
- ☐ Art
- ☐

☐ Drama

☒ Dance

☐ Music

List and describe two action plans with activities that will be implemented to ensure Non-State Assessed students are identified for services in these areas. *

Dance and Drama. Meet with our dance team coordinators to discuss characteristics of giftedness in dance and request referrals for possible identification.

Meet with staff who coordinate and produce elementary, middle, high school, and community-based musical theater productions to discuss characteristics of giftedness in drama and request referrals for possible identification.

Program Evaluation

Program Evaluation (Overall Student Progress): What data is gathered and reviewed in order to measure overall student progress as it relates to the Gifted Student Services Plan (GSSP)? *

☒ District diagnostic assessment data

☒ State Assessments

☒ Common classroom assessments

☒ Teacher feedback/comments

☐ Rubrics

☒ Performance based assignments

☒ Problem-based projects

☐ Other:

Program Evaluation (Attitudes Toward the Program): Districts must gather feedback about the GT program from students, parents and faculty. Summarize the

feedback from the district GT Program Evaluation for each of these shareholder groups. *

Parents: Parents of PTP students and parents of GT students were surveyed separately. 90% of PTP parents felt their child's participation in PTP was beneficial, with 10% responding it had been a neutral experience. The response from GT parents (grades 4-12) was 89% and 11% not beneficial or neutral. Several comments from parents about desire for increased communication to parents about what their child is doing related to PTP throughout the school year. The percentage of parents who know how to access GT information and resources on the school's website increased from 50% last year to 78% this year. Parents are generally supportive of the Edge Academy enrichment program for GT 4th and 5th graders and the new Summit program for 6-8th grade students.

Teachers: Comments from teachers varied quite a bit. Requests for differentiation resources for GT students in the classroom were mentioned. Teachers seem to generally be supportive of GT enrichment services such as Super Simpson classes at Simpson Elementary, academic enrichment services with GT teachers at Simpson Elementary and Lincoln Elementary, GT enrichment at Edge Academy, and the new Summit cluster-grouped enrichment daily enrichment class at Franklin-Simpson Middle. However, some teachers dislike students being pulled from regular instruction and/or have concerns about some of the students who are identified as GT who tend to underperform on regular classwork. 88% of teachers self-report using differentiation strategies in the classroom and were able to list a wide variety of differentiation strategies they use.

Students: GT students from grades 4-12 were surveyed online. The highest percentage of responses were from middle school students grades 6-12. 85% of students responded that the GT program has been beneficial. 81% of students felt that Edge Academy or The Summit were interesting and challenging, with 12% not feeling that way. Several students mentioned wanting opportunities for more hands-on, project-based learning as differentiated instruction within their classes and more field trips was a popular request.

Program Evaluation (Community Involvement): In reflecting on community involvement, list two new possible community members or organizations and how they might be involved with the district's GT program during the 2020-2021 school year. *

Consider taking better advantage of community resources for student mentorships and service learning projects at the high school level and for Leadership Day. 4-H Club and UK Extension Office.

Leveraging resources within the community to better serve students who are gifted in VPA areas that we currently do not adequately serve, such as dance and drama.

Reach out to connections at WKU to provide faculty resources to serve GT students at middle and high school levels through Center for Gifted Studies.

Program Evaluation (Incorporation of Gifted Education into the Regular Classroom): In what ways do classroom teachers incorporate gifted education into the regular classroom for their GT students? *

Regular classroom teachers have GT/PTP cluster-groups of students in flexible ability-grouped classes for math and reading to allow for accelerated pace of instruction. Resource teachers are available in the areas of Math and Language Arts to co-teach and provide enrichment in the classroom during regular instruction. Teachers report using a variety of differentiation strategies including self-paced learning, choice boards, project-based learning, pre-assessment, leveled texts, leveled assessments, Socratic seminars, curriculum compacting, independent studies. Art and music teachers offer extracurricular and special classes during flex periods.

Program Evaluation (Incorporation of Gifted Education into the Regular Classroom): List and describe two strategies that could be implemented to better incorporate gifted education into the regular classroom? *

Provide teachers with more professional development on using Depth and Complexity structures to easily modify daily/long-term assignments to encourage students to think more deeply on subject matter at hand. If teachers implemented these strategies on a regular basis the students would become accustomed to using them, making it easier to integrate successfully in the following school years.

Use GT Resource Teacher for more collaborative teaching and consultation instead of pulling students out for enrichment all the time. Model lessons and provide resources to support regular classroom teachers.

Program Evaluation (Instruction and Credentials): Do all GT teachers providing direct instructional services to students in the district have an endorsement in gifted and talented education? *

- ☒ Yes
- ☐ No
- ☐ Unsure

Program Evaluation (Instruction and Credentials): In reviewing your district's annual program evaluation results, what steps might the district take to improve the overall quality of instruction for students?

Moving The Summit enrichment at FSMS to RTI time slot instead of during FLEX period. This allows the teachers to focus solely on GT students during that time, gives a bit of a longer period earlier in the day, and will still allow for GT students to have FLEX period available for other academic needs.

Increase communication to PTP families about the activities and services their students are participating in at SES.

Expand PTP services to better include kindergarten students at FES.

Assessments

At what grade(s) does your district screen students for General Intellectual Ability?

Check all that apply. *

- ☒ 3rd (for identification in 4th grade)
- ☒ 4th
- ☒ 5th
- ☒ 6th
- ☒ 7th
- ☒ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

What assessment does your district use to identify students for General Intellectual Ability? *

- ☒ Cognitive Abilities Test (CogAT)
- ☐ Test of Cognitive Skills (CTBS)
- ☐ Kaufman Intelligence Test

- ☐ Naglieri
- ☐ Raven Progressive Matrices
- ☐ Stanford Binet
- ☐ WISC
- ☐ Woodcock Johnson
- ☐ InView
- ☐ OLSAT
- ☐ C-TONI 2
- ☐ Other:

Which assessment is most frequently used to identify students for Language Arts?

★

- ☐ ACT
- ☐ CTBS
- ☐ PSAT
- ☐ Terra Nova
- ☐ Woodcock Johnson
- ☐ ITBS
- ☐ MAP
- ☒ STAR
- ☐ iReady
- ☐ IOWA
- ☐ Scholastic Testing
- ☐ CERT

☐ WIAT

☐ Other

Which assessment is most frequently used to identify students for Math? *

☐ ACT

☐ CTBS

☐ PSAT

☐ Terra Nova

☐ Woodcock Johnson

☐ ITBS

☐ MAP

☒ STAR

☐ iReady

☐ IOWA

☐ Scholastic Testing

☐ CERT

☐ WIAT

☐ Other

Which assessment is most frequently used to identify students for Science? *

☐ ACT

☐ CTBS

☐ PSAT

☐ Terra Nova

- ☐ Woodcock Johnson
- ☒ ITBS
- ☐ MAP
- ☐ STAR
- ☐ iReady
- ☐ IOWA
- ☐ Scholastic Testing
- ☐ CERT
- ☐ WIAT
- ☐ Science is not assessed.

If Science is not assessed, please explain why below:

.....

Which assessment is most frequently used to identify students for Social Studies? *

- ☐ ACT
- ☐ CTBS
- ☐ PSAT
- ☐ Terra Nova
- ☐ Woodcock Johnson
- ☒ ITBS
- ☐ MAP
- ☐ STAR
- ☐ iReady

- ☐ IOWA
- ☐ Scholastic Testing
- ☐ CERT
- ☐ WIAT
- ☐ Social Studies is not assessed.

If Social Studies is not assessed, please explain why below:

.....

Is your district using local norms to identify students in any of the GT areas? *

- ☒ Yes
- ☐ No

Primary Talent Pool (PTP)

What percent of the district's K-3 students are identified for Primary Talent Pool? *

- ☐ 1%-10%
- ☒ 11%-20%
- ☐ 21%-25%
- ☐ Over 25%

If the percentage of PTP students is less than 25%, list and describe two activities that will be implemented during the 2020-2021 school year to ensure high potential students are selected and served as PTP students.

Our percentage of PTP-identified students fell below the 25% threshold this year because we were unable to hold our spring progress monitoring meetings teachers for new referrals due to COVID-19. We will continue to hold in-person or virtual progress monitoring meetings with teachers in the fall to pull our numbers back up.

We will increase services to FES, our kindergarten campus, with classroom modeling of student-response lessons, sharing Project RAP lessons with teachers, gathering student work, and analyzing to identify PTP students. Simpson Co. had not previously been identifying PTP students at the kindergarten level.

Professional Development

According to the gifted regulation, all personnel working with gifted students must be prepared through appropriate professional development (PD) to address the individual needs, interests, and abilities of the students. Did your district provide the appropriate PD to ALL personnel working with gifted students? *

☒ Yes

☐ No

If you answered no to question 32, describe your plan for providing the appropriate PD to ALL personnel working with gifted students to address the individual needs, interests, and abilities of GT students for the 2020-2021 school year.

Funding

All districts receive a State Grant to expend on the GT program and students. How much money from district funds are allocated for the GT program? *

☐ \$0

☐ \$0 -\$50,000

☐ \$51,000-\$100,000

☒ \$101,000-\$150,000

☐ \$151,000-\$200,000

☐ Over \$200,000

If additional district funds are allocated to the State Grant, how are the additional funds used? *

☒ Salary

☒ Additional staff

☒ Resources for students

☐ NA - not applicable

☒ Other: Field trip experiences

Services

In reviewing the responses from stakeholders in the district, what THREE (3) services did they state were the most beneficial for students? *

☒ Pull-out classes

☐ Special classrooms

☐ Special schools/academies

☐ Enrichment opportunities

☐ Mentoring

☒ Academic competitions/extra curricular offerings

☐ Differentiated instruction in the regular classroom

☐ AP/Honors classes

☐ Dual credit

☒ Other: Cluster-grouping

Based on your reflection and responses from the questions on this report, write a short narrative evaluating the quality and effectiveness of your district's gifted and talented program. *

We continue to work hard to improve the PTP/GT services and programs offered in Simpson County. We've updated our GT website and made available a wealth of resources to help support our students and families during NTI and summer. We have strong comprehensive services for grades 4-8 with the addition of The Summit at FSMS and continuation of the Edge Academy program. Support for Leadership students at the middle school level is robust, but could use improvement at the 4-5 campus after a change in personnel last year left things wanting a bit. Our Leadership Day for middle and high school was originally scheduled for May 1, 2020 and the STEAM Showcase on March 31, but both had to be canceled due to COVID-19, which was a big disappointment. The COVID-19 pandemic really put in dent in our numbers of GT identifications this school year as it interfered with our spring identification assessments and teacher meetings. We have a small number of ELA/Math students from our 4-5 campus we are working on identifying using a virtual meeting with our GT committee using STAR scores, but all of our other identifications have been pushed off until the 2020-2021 school year begins again in person.

I feel that our PTP services are very strong with support in the classroom and pull-out provided by two resource teachers. There are special classes every other week for visual art and music students during the day. Super Simpson is an in-house "Super Saturday"-type on-going schedule of special interest classes and is very popular with the students. Areas of growth are improved communication with parents and broadening services for dance and drama students as well.

We are working on streamlining the GT referral process. This year, progress monitoring meetings were held with all regular classroom teachers for grades 1-5 individually to discuss services and possible GT or PTP referrals for students. Some of the paperwork is being digitized to make it more time-efficient for teachers and parents.

Our areas of growth continue to be in dance and drama. There is no drama department or auditorium at SCS, so finding drama students is difficult. More coordination needs to occur to get feedback on students who participate in community-based and extracurricular productions. Improving communication with stakeholders is an ongoing process. Although information is available on our website, in our GT newsletter, at local KAGE meetings, and sent through email to parents, we still get feedback that they don't all feel like they are always aware of opportunities that are available.

Overall, I feel like Simpson Co. Schools has a strong offering of services and supports for gifted students, especially for the size of the district. We have several staff with roles dedicated to servicing GT students and the district is very committed as well.

Will the GT Coordinator be returning in this role for the 2020-2021 school year? *

☒ Yes

☐ No



Do Not Know at This Time

This report has asked many questions about your district's GT program. Please use the space below to share any questions, comments or concerns you may have. Thank you for completing the Summative Evaluation! *

Our PTP/GT identification numbers are off this year. COVID-19 interrupted our normal spring assessments for GIA, Specific-Academic, and live auditions. Our Leadership Day and STEAM Showcases had to be cancelled. We have collected data to use for identification that will carry over from spring to the new school year when we can add the formal assessment measures required by KY statue for identification to try and "catch up" our identifications.

*

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05 / 26 / 2020

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