Name of BOCES	East Central BOCES – Kit Carson School District
Date	March 13, 2020
BOCES Gifted Education Contact	Jodi Church

Gifted Education UIP Program Requirements	Directions	Description of Requirement
I. PREVIOUS TARGET Performance Indicator: Academic Achievement • Last Year's Target • Performance on Target	*Record previous target and reflection on **progress** towards previous year's target(s).*	**Prior Year Target(s):** By May 2019, 80% of GT Math and Reading students will meet their projected growth from fall to spring in their area of identification on the local district assessment, or will achieve a score at or above the 80th percentile in their area of identification on PSAT/SAT. **Reflections/Results:** 123/159 or **77%** of students met their projected growth in their area of identification from Fall 2018 to Spring 2019 on their district level assessment. On the second part of the goal, 44/66 or **67%** of students scored at or above the 80th percentile in their area of identification on the PSAT 9, PSAT 10, or SAT. This data set was provided by 14/20 ECBOCES districts. On District level assessments (MAPS, STAR, and I-Ready), 66/86 or 77% of students identified in Math met their projected growth, 52/65 or 80% of students identified in Reading met their projected growth, and 63% (Low N's) of students identified in Science met their projected growth. On PSAT/SAT, 19/31 or 61% of students identified in Math scored at or above the 80th percentile, 17/24 or 71% of students identified in Reading scored at or above the 80th

percentile, and 73% (low N's) of students identified in Writing scored at or above the 80th percentile.

Reflection: ECBOCES gifted coordinators met in December 2019 to analyze gifted student data. After a review of previous years' data trends, the coordinators analyzed local district assessment (MAPS, I-Ready, STAR) data, and CMAS and PSAT/SAT data provided by the state. This analysis revealed the same percentage, 77%, of students reaching their projected growth on local assessments as in 2018, falling just short of the current goal of 80%.

On 2019 CMAS:
On the ELA assessment, 47% of students identified as gifted in reading Met and 53% Exceeded. On the math assessment, 70% of students identified as gifted in math Met, and 26% Exceeded. Comparing 2018 to 2019 CMAS data, the students Exceeding increased by 11 percentage points in ELA and decreased by 9 percentage points in math.

The following data should be considered with caution as it combines all gifted students into one category. For example, a gifted math student may not be a proficient reader, etc.

Gifted students from all gifted areas combined: 57% of 3rd-5th graders Met and 30% Exceeded on the ELA assessment. For 6th-8th graders, 59% Met and 36% Exceeded on the ELA assessment. On math, 74% of 3rd-5th graders Met and 22% Exceeded. For 6th-8th graders, 82% Met and 15% Exceeded on the math assessment.

Gifted students from all gifted areas combined: 62% of FRL students Met and 28% Exceeded on the ELA assessment. On math, 85% Met and 10% Exceeded. For non FRL students: 57% Met and 37% Exceeded on the ELA Assessment. On math, 78% of non FRL students Met and 19% Exceeded.

Gifted students from all gifted areas combined: 44% of females Met and 53% Exceeded on the ELA Assessment. For males, 68% Met and 22% Exceeded. 85% of females Met and 15% Exceeded on the math assessment. For males, 76% Met and 18% Exceeded.

Gifted students from all gifted areas combined: 42% of minority students Met and 42% Exceeded on the ELA assessment. For non-minority students, 61% Met and 33% Exceeded. On the math assessment, 92% of minority students

Met and 8% Exceeded. For non-minority students, 78% Met and 18% Exceeded.

On 2019 PSAT/SAT:
The CDE 2019 Gifted Student Performance and Growth Data indicated that the MSS on EBRW was 584-ECBOCES and 565-State for PSAT 9, 560-ECBOCES and 587-State for PSAT 10, and 610-ECBOCES and 620-State for SAT. The MSS on Math was 557-ECBOCES and 558-State on PSAT 9, 527-ECBOCES and 575-State on PSAT 10, and 588-ECBOCES and 622-State on SAT.

II. PRIORITY PERFORMANCE CHALLENGE • Trend Statement/Analysis • Priority Performance Challenge	*Provide a brief data narrative of aggregated data from member districts providing evidence for the common priority challenge. Only include data charts and/or graphs that illustrate or provide notable evidence for the performance challenge. It is not necessary to include other gifted data.* *Identify the Priority Performance Challenge for member districts.*	**Trend Analysis:** ECBOCES gifted students did not meet either growth or achievement goal. The AU district GT coordinators wish to continue with these goals. **Priority Performance Challenge:** Less than 100% of ECBOCES GT students across all grade levels are meeting their projected growth on local district assessments nor are they scoring at/above the 80th percentile on the PSAT/SAT in their area of giftedness. **Root Cause:** Lack of differentiation strategies In the ECBOCES districts, regular classroom teachers are typically responsible for providing appropriate programming for gifted students. In many districts, teachers do not have enough strategies to adequately differentiate for gifted students. Differentiation strategies used in the classroom ensure that gifted students are given the opportunity and support needed to make growth from their current levels. **Rationale:** ECBOCES disaggregated data indicates that some groups are performing higher or lower than others. ECBOCES GT coordinators chose not to create a goal based on any of these subgroups because the numbers of students in each group were low. For example, some subgroups have one to three students. Instead, coordinators agreed that a goal that would include a greater number of ECBOCES gifted students would be more beneficial, with a focus on supporting classroom teachers with strategies to differentiate for gif ted students.

III. MAJOR IMPROVEMENT STRATEGY • Strategy • Action Plan & Timeline	*Define the Major Improvement Strategy for gifted students in the BOCES and describe the BOCES **action steps** and **timeline** that will have positive and long-term impact to improve gifted student performance.*	**Major Improvement Strategy:** • **Name:** Rigorous ALP Goals **Description of what success will look like:** The ECBOCES GT coordinator will provide ongoing support and training to district GT coordinators in creating rigorous standards aligned Advanced Learning Plan goals. Support will be provided at GT network meetings and one-on-one as needed during the 2019-2020 and 2020-2021 school years. **Description of research supporting the strategy:** Appropriately leveled programming for gifted students positively influences their academic growth and achievement and their social emotional well-being.

Action Plan: The ECBOCES GT coordinator/GERC will support GT coordinators and classroom teachers at their school sites as well as at the BOCES meetings and professional development offerings at least three times per year, but more as needed or requested.	**Timeline:** The strategy listed above will be implemented throughout the 2019-2020 and 2020-2021 school years.

IV. TARGET • Performance target • Monitor progress	*Set a common **target** for gifted students' performance.* *Describe the interim measures to **monitor progress** of individual student performance. Measures may vary for each district.*	**Target:** By May 2021, 80% of GT Math and Reading students will meet their projected growth from fall to spring in their area of identification on the local district assessment. Students who score at the 99th percentile on the fall assessment will maintain that score. By May 2021, 80% of GT Math, Reading, and Writing students will achieve a score at or above the 80th percentile in their area of identification on PSAT/SAT. **Monitor of Progress** (may be specific to each district): Districts in the ECBOCES AU will use at least one of the following measures to monitor progress of gifted student performance in the areas of math and reading: • NWEA MAPS, STAR, I-Ready: at least twice per school year • Standards aligned ALP goals: progress monitored mid-year and revised yearly • Impact Team created formative assessments: multiple cycles through school year • CMAS and PSAT/SAT practice items