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Mandatory
FORM # OFP-135
EDAC APPROVED
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Section V: Supporting Addenda Forms

For Administrative Units with Gifted Education Programs

Administrative Units (AU) must complete this form to document Gifted Education program plan requirements for student performance. AUs responsible for multiple districts may collaborate with districts, this is especially true for AUs with member district that have small n-counts. Numbers can be aggregated to the AU level and common targets can be recorded, as appropriate, in district documents. As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum or by (2) listing the page numbers of where the gifted education elements are located in the UIP.

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Record reflection on progress towards previous year's targets.	Section III: Data Narrative	Targets were established within the District 49 2012-2016 Gifted Education Program Plan Previous Target: Percentage of gifted students falling into low growth will decrease by 5 percentage points by 2016. Percentage of students Reading low growth 2012 = 33% Percentage of students Reading low growth 2013 = 33% Percentage change = 0% Percentage of students Writing low growth 2012 = 28% Percentage of students Writing low growth 2013 = 28% Percentage change = 0% Percentage of students Math low growth 2012 = 36% Percentage of students Math low growth 2013 = 32% Percentage change = decrease 4 percentage points Median Growth Percentile: D49 / State Reading: LA only: 47 / 57 Both LA/Math: 53 / 57

			D49	State
		Writing:		
		LA only	55	58
		LA/math	53	58
		Math		
		Math only	47	59
		Both LA/math	56	56
Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments.	Section III: Data Narrative	Percentage of GT in D49 (1 – 12 grades) =		
		Minority: Hispanic population is underrepresented in D49		
			GT:	District:	Chi Square
		AI	1%	1%	0
		AS	5%	4%	.25
		AF	4%	7%	1.29
		His	10%	18%	3.56
		White	76%	66%	1.52
		Native	0%	0%	0
		Multi	4%	4%	0
		Free/Reduced Lunch: Underrepresented in GT population		
		GT:	District:	Chi Square	
		14%	26%	5.53	
Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected student groups.	Section III: Data Narrative	District 49 is above the state average in GT students scoring proficient and advanced on reading, writing and math; however, when isolating the percentage of students scoring advanced in reading, writing and math, the district is below the state average. District 49 GT students are below the state GT medium growth percentile in reading, writing and math. As a result of multiple changes in GT leadership the past 5 years, and changes at a district level in regard to the support of GT identification and programming, GT students are not making adequate growth in their strength areas. Enhancing identification procedures, increasing GT staffing, implementing research based and rigorous GT programming, providing professional development and utilizing data to measure growth will improve GT student growth and achievement in District 49.		

Set targets for gifted students' performance that meet or exceed state expectations that facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.	Section IV: Target Setting Form	Goal: District 49 GT students will meet or exceed the state GT median growth percentile in reading, writing and math. Goal: District 49 will meet or exceed the state average for students scoring advanced in reading, writing and math.
Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon performance challenges of gifted students.	Section IV: Target Setting Form	Goal: District 49 students will be above the state average in students scoring advanced.
Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.	Section IV: Target Setting Form	Interim measures include Scantron Performance Series testing three times a year and school and grade level assessments.
Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.	Section IV: Action Plan	1. Provide staff development to District 49 teachers in differentiated/ advanced instruction. 2. Assemble a GT task force to make recommendations for increasing GT staffing, improving identification procedures, strengthening GT programming options, and enhancing GT student growth. 3. Conduct a parent survey to seek feedback on GT programming. 4. Provide building leaders GT student data to target GT growth throughout the year. 5. Develop documents to provide support to parents regarding Early Entrance, District GT Program, and Understanding the ALP. 6. Develop a District 49 GT Parent Handbook. 7. Enhance the district GT website to better serve our stakeholders. 8. Develop documents to improve GT identification process. 9. Develop a District 49 GT Teacher Handbook. 10. Develop an Acceleration Handbook for teachers and parents. 11. Improve Advanced Learning Plans by ensuring completion of plans by end of first quarter and classroom teachers developing SMART goals to address individual student growth. 12. Provide teacher training on writing GT SMART goals. 13. Implement CogAT Form 7 Full Battery to all district third graders as GT screener. 14. Implement CogAT Form 7 Full Battery for students nominated to GT screening process.

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Description of Gifted Education Program Requirements (cont.)	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.	Section IV: Action Plan	The timeline for the above targets will be implemented during the 2013-14 school year. The task force will develop a 5 year improvement plan to begin with 2014-15 school year.
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan	District 49 employs a district GT coordinator, supported by zone leaders, zone gifted resource specialists, and zone curriculum/instruction coordinators. Currently our 5 charter schools do not contract with the district for gifted services.
Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.	Section IV: Action Plan	Each year conferences are held with parents to review student data and the Advanced Learning Plans. Students are part of the development of goals. Parents receive the TCAP parent reports and data is available through the parent portal on Infinite Campus.

* Note that the Gifted Education Program budget is due in April. The budget can be found at: http://www.cde.state.co.us/gt/director.htm.

Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
The district uses multiple pathways and tools to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	☐ Completed ☐ In progress ☐ No	The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	x☐ Yes ☐ In progress ☐ No
Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths. Note: The AU's program plan should describe the key programming options matched to areas of giftedness and utilized in serving gifted students.	☐ Yes ☐ In progress ☐ No	ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.)	x☐ Yes ☐ In progress ☐ No

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The budget and improvement planning process is a collaboration among stakeholders of schools or districts within the administrative unit.	☐ Yes ☐ In progress ☐ No	The district/BOCES provides a certified person to administer the gifted education program plan, provide professional development, and facilitate implementation of the READ Act to accelerate reading skills of advanced readers.	x☐ Yes ☐ In progress ☐ No

Report on State Performance Indicators as Recorded on the 2012-2016 Program Plan

Description of State Performance Indicator	Mark one box:	Description of State Performance Indicator	Mark one box:
AU will increase the identification of gifted students from traditionally under-represented populations as evidenced in proportionality of local data by 2016.	☐ Completed ☐ In progress	AU will implement ALPs in high schools either as a blended plan with the ICAP or as a separate individual ALP by fall 2014.	x☐ Completed ☐ In progress
AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness.	☐ Completed ☐ In progress	AU will have a policy or guidelines for acceleration. Districts reviewed acceleration plans for students in general and have a local acceleration plan for gifted students.	x☐ Completed ☐ In progress
AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016.	☐ Completed ☐ In progress	AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER) .	x☐ Completed ☐ In progress