

State Advisory Committee for Gifted Student Education

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Lowry Conference Center
1061 Akron Way, Building 697
Denver, CO 80230

Contact Person
Jacquelin Medina
medina_j@cde.state.co.us



Colorado Department of Education

Welcome

Prior to the meeting's start:



Take time to greet your Congressional District representatives and record responses on chart paper

What is working well in your CD?

What is most challenging?

CDE Good News



- Race to the Top - \$17.9 million
- ESEA waiver – will use state accountability
- Educator Effectiveness
- Assessment – Content Collaboratives
- Academic Standards Implementation
 - Discipline Content Maps
- Literacy Plan
- CDE Symposium - June
- CDE Goals -CDE/ESSU Strategic Plan

Goals

Students

- **Globally competitive workforce**

- Ensure every student is on track to graduate postsecondary and workforce ready.
- Ensure students graduate ready for success in postsecondary education and the workforce.
- Increase achievement and national/international competitiveness for all students .

Educators

- **Great teachers and leaders**

- Increase and support the effectiveness of all educators.
- Optimize the preparation, retention, and effectiveness of new educators.
- Eliminate the educator equity gap.

Schools/ Districts

- **Outstanding schools and districts**

- Increase school and district performance.
- Foster innovation and expand access to a rich array of high quality school choices for students.

State

- **Best state education agency in the nation**

- Develop and implement CDE's strategic direction.
- Increase customer satisfaction with CDE's communication, services, and systems.
- Attract and retain outstanding talent to CDE.

Vision

All gifted students will accomplish challenging post secondary workforce goals and become productive, creative citizens capable of succeeding in their area of strength.

Mission

Ensure gifted student growth and achievement through systems of support, programming and advocacy.



Vision

Programming

- Access
- All areas of giftedness
- Development over time
- Matched to strengths
- ALP and ICAP
- Flexible learning environments

Instruction and Accountability

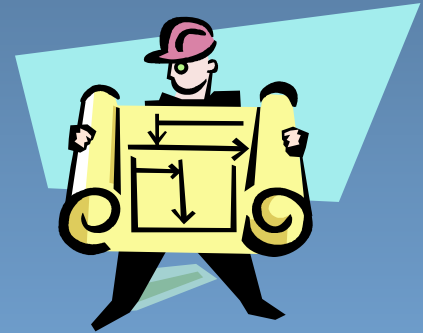
- Tiered instruction
- Professional development and educator effectiveness
- Demographics
- Achievement levels and growth

Partnerships

- Voice of gifted on key committees and initiatives
- Learning communities support policy and budget
- Federal and state support
- Higher education

ALP Revisions

- Adjusted for electronic systems
- Pass word protected area
- Interests and strengths, academic goals, family involvement, affective goals, setting, methods of differentiated instruction, acceleration, depth complexity and novelty, signatures and dates
- Linked ALP and ICAP
- Established a guide for affective goals



Affective Attributes to be Developed

1. Personal Competence

2. Social Competence

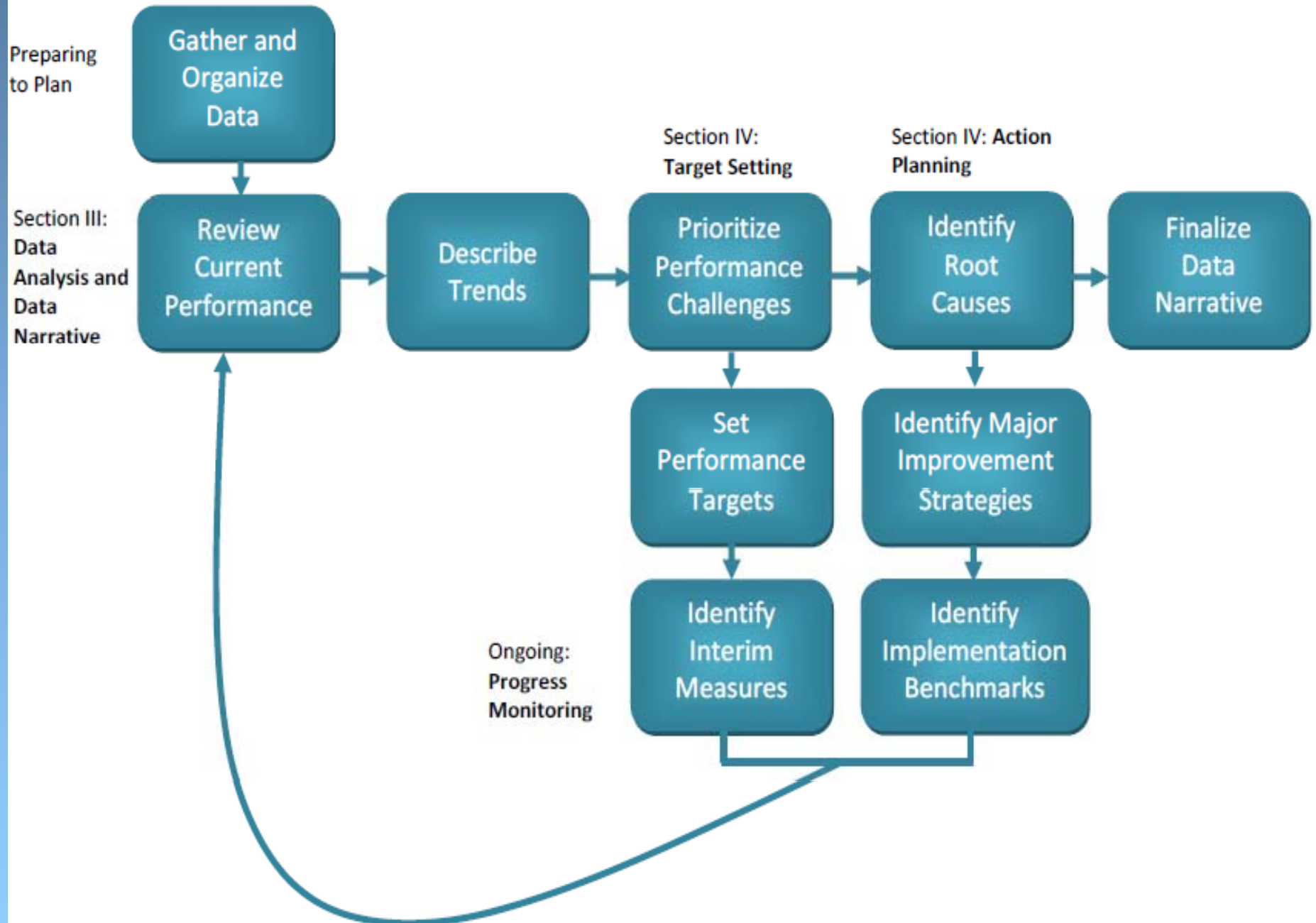
3. Leadership dispositions and skills

4. Cultural Competence dispositions and skills

5. Communication Competence skills

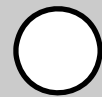


UNIFIED IMPROVEMENT PLANNING PROCESS MAP

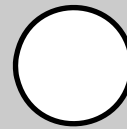


Minding the GGAP

Data: Program elements, demographics, student growth, performance, AU checklist, families, C-GER



Collaborative network and administrative unit discussions and priority setting



Program plans

63,223 Gifted Students

- 7.4 % of total student enrollment
- CSAP/TCAP
 - 23% language arts
 - 23% math
 - 38% language arts/math
 - 16% visual, performing, musical arts
- 2.2% twice exceptional
- 21% low socio-economic
- 4.15% ELL



Demographics

- Increase in overall minority representation
- Lacking in Black, Hispanic and low socio-economic representation
- Gender nearly 50-50
- Various degrees of disparities across administrative units

	% in Gifted Enrollment	% in State Enrollment
American Indian	.47	.84
Asian	4.87	3.11
Black or African American	2.51	4.79
Hispanic or Latino	18.02	31.90
White	70.00	56.11
Native Hawaiian or other Pacific Islander	.17	.21
Two or more races	3.70	3.05

Example – Big Picture

Math	Median Growth	Reading	Median Growth
Math	56	Lang. Arts	56
Lang. Arts/Math	58	Lang. Arts/Math	57
Lang. Arts	54	Math	57
Other	56	Other	55
Writing	Median Growth		
Lang. Arts	58		
Lang. Arts/Math	58		
Math	56		
Other	57		



Example – Big Picture

Writing	Advanced	Proficient	Part. Prof.	Unsatis.
Lang. Arts	40	52	7	.2
LA and Math	50	46	3	.1
Math	28	63	7	.2
Other	24	62	13	.3

Example – Big Picture

Reading	Advanced	Proficient	Part. Prof.	Unsatis.
Lang. Arts	36	60	3	.4
LA and Math	50	46	3	.1
Math	23	74	3	.3
Other	19	75	5	1

Example – Big Picture

Reading L-Arts/FRED Ethnicity/Female	Advanced	Proficient	Part. Prof.	Unsatis.
Asian	30	66	7	0
Black	14	81	5	0
Hispanic	14	76	8	1
Two or more races	30	63	7	0
White	37	61	.8	.2





Moving Along

- Twice Exceptional Project
 - Successful pilot (school teams and coaching)
 - Level I online
- CDE Guidelines and Resources
 - All program plan elements and timely “hot topics”
- ESCAPE grant
- Potential grant for ED.D cadre
- Regional networks

Action on By-Laws

Additional Consideration –



- A congressional district may include military representation as an additional representative in a congressional district when the number of military families in a congressional district is high (e.g., Ft. Carson in Congressional District V).

SAC is Teamwork



"Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results."

Andrew Carnegie

