STRATEGIC ACTION UPDATE:
GIFTED EDUCATION

SCHOOL BOARD WORK SESSION
NOVEMBER 13, 2018
## LCPS Strategic Plan

**Goal 1:** Develop knowledgeable critical thinkers, communicators, collaborators, creators, and contributors.

### Topic: Gifted Education

<table>
<thead>
<tr>
<th>STRATEGIC ACTION</th>
<th>PERFORMANCE MEASURE</th>
<th>DESIRED OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refine gifted education program offerings to ensure that students with advanced academic abilities from all student subgroups receive curriculum and instruction commensurate with their abilities.</td>
<td>Modify EDGE program as a vehicle to more effectively increase access to gifted education for students who have been historically underrepresented in LCPS gifted education services.</td>
<td>FY 17 - Baseline Complete Gifted Education Program Review process and disseminate findings. This includes examining all components of the program including SEARCH, EDGE, DCI, FUTURA, SPECTRUM, and current high school options.</td>
</tr>
<tr>
<td></td>
<td>Revise the current Differentiated Classroom Instruction (DCI) curriculum</td>
<td></td>
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</tbody>
</table>


Refine gifted education program offerings to ensure that gifted learners from all student subgroups receive curriculum and instruction commensurate with their abilities.
# GIFTED ENROLLMENT DATA
## SPRING 2018

### LCPS Enrollment by Race/Ethnicity

<table>
<thead>
<tr>
<th>Type</th>
<th>Asian</th>
<th>White</th>
<th>American Indian</th>
<th>Black/African American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCPS Enrollment</td>
<td>22%</td>
<td>48%</td>
<td>0.5%</td>
<td>7%</td>
<td>18%</td>
<td>0.12%</td>
<td>6%</td>
</tr>
</tbody>
</table>

### LCPS Students Identified as Gifted by Race/Ethnicity

<table>
<thead>
<tr>
<th>Type</th>
<th>Asian</th>
<th>White</th>
<th>American Indian</th>
<th>Black/African American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted Enrollment</td>
<td>41.28%</td>
<td>44.68%</td>
<td>0.21%</td>
<td>2.09%</td>
<td>6.34%</td>
<td>0.08%</td>
<td>5.33%</td>
</tr>
</tbody>
</table>
### LCPS Enrollment by Race/Ethnicity

<table>
<thead>
<tr>
<th>LCPS Enrollment</th>
<th>Asian</th>
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</thead>
<tbody>
<tr>
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<td>0.5%</td>
<td>7%</td>
<td>18%</td>
<td>0.12%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

### LCPS Referral Types by Race/Ethnicity

<table>
<thead>
<tr>
<th>Type</th>
<th>Asian</th>
<th>White</th>
<th>American Indian</th>
<th>Black/African American</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>27.28%</td>
<td>23.59%</td>
<td>.15%</td>
<td>1.29%</td>
<td>3.32%</td>
<td>.05%</td>
<td>2.65%</td>
</tr>
<tr>
<td>Parent</td>
<td>11.64%</td>
<td>14.44%</td>
<td>.15%</td>
<td>1.09%</td>
<td>1.19%</td>
<td>0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Teacher</td>
<td>2.65%</td>
<td>5.30%</td>
<td>.10%</td>
<td>.62%</td>
<td>2.07%</td>
<td>0%</td>
<td>.83%</td>
</tr>
<tr>
<td>Total by Race/Ethnicity</td>
<td>41.57%</td>
<td>43.33%</td>
<td>.4%</td>
<td>3%</td>
<td>6.58%</td>
<td>.05%</td>
<td>4.98%</td>
</tr>
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</table>
# GIFTED REFERRAL DATA
## SPRING 2018

### LCPS Enrollment by Gender

<table>
<thead>
<tr>
<th>LCPS Enrollment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>51%</td>
</tr>
<tr>
<td>Female</td>
<td>49%</td>
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</table>

### LCPS Referral by Gender

<table>
<thead>
<tr>
<th>Referral Type</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>31.80%</td>
<td>26.55%</td>
</tr>
<tr>
<td>Parent</td>
<td>15.17%</td>
<td>14.86%</td>
</tr>
<tr>
<td>Teacher</td>
<td>6.70%</td>
<td>4.88%</td>
</tr>
<tr>
<td>Total Referrals by Gender</td>
<td>53.67%</td>
<td>46.29%</td>
</tr>
</tbody>
</table>
EDGE: EMPOWERING DIVERSITY IN GIFTED EDUCATION

EDGE is designed to provide additional academic challenges and experiences for students who exhibit gifted potential and who are from groups historically underrepresented in gifted programs.

This is a school-based program facilitated by the SEARCH teacher during the school day.
EDGE: EMPOWERING DIVERSITY IN GIFTED EDUCATION

PERFORMANCE MEASURE: Modify EDGE program as a vehicle to more effectively increase access to gifted education for students who have been historically underrepresented in LCPS gifted education services.

FY18 Outcomes:

- 397 students participated in EDGE at 13 elementary schools.
- Guidelines for launching a new EDGE program are in place. Information has been shared with the SEARCH team and technical support is provided for new schools.

FY19 Work in Progress:

- 15 new elementary schools will start EDGE programs this year.
- Gifted information sessions are planned at Title I elementary schools.
- Professional development on how to better identify gifted potential will be delivered for teachers at Title I elementary schools.

FY20 Next Steps:

- Continue to support schools in developing EDGE plans and launching new programs. Recruit new schools.
- Offer professional development on identification practices to additional elementary schools.
The EDGE Plus Academy focuses on combating the excellence gap and provides increased exposure to STEM opportunities for students. The EDGE Plus Academy engages students in activities intended to build mathematical and critical thinking skills. EDGE Plus focuses on identifying high achieving, economically vulnerable students with the goal of helping them plan and prepare for academically rigorous coursework in middle and high school and for entry into rigorous and competitive academic programs such as the LCPS Academies of Loudoun.

This is an after-school STEM program in six elementary schools. The program is facilitated by the Science Office in DOI, with support from the Gifted Office.
EDGE PLUS ACADEMY: EXPERIENCES DESIGNED FOR GROWTH AND EXCELLENCE

FY18 Outcomes:
- Piloted in 3 elementary schools, served 90 students in grades 4 and 5.
- Teachers participated in professional development before teaching in the program.
- Data on student and teacher perceptions gathered pre- and post-program.

FY19 Status:
- Currently, 167 students from 6 elementary schools are attending EDGE Plus Academy.
- The Academy runs for 2 nine week sessions.
- Sessions take place 3 days a week, 2 ½ hours a day.
- 5 of the elementary schools are Title-I, one school is Title-I eligible.
- Teachers participate in professional development before teaching in the program.

Next Steps:
- Assess program at the end of the second year.
- Seek additional funding to potentially add 3 more elementary schools, or 90 students in SY 19-20.
<table>
<thead>
<tr>
<th>EDGE PLUS PROGRAM</th>
<th>Referred for Gifted Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forest Grove Elementary School</td>
<td>6</td>
</tr>
<tr>
<td>Meadowland Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Sugarland Elementary School</td>
<td>18</td>
</tr>
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</table>
DIFFERENTIATED CLASSROOM INSTRUCTION (DCI)

PERFORMANCE MEASURE:
Revise the current DCI curriculum to better support K-2 students whose academic needs far exceed their current grade level.

FY18 Outcomes:
- Collected baseline information on DCI program:
  - 19 elementary schools implement DCI
  - 5 schools carry out a modified version of the program.

FY19 Work in Progress:
- Forming curriculum committee.
- Begin curriculum development and piloting of instructional materials.

FY20 Next Steps:
- Professional development for gifted resource teachers.
ACCELERATION

PERFORMANCE MEASURE:
Establish division-wide procedures that support the equitable implementation of acceleration as an intervention for students with advanced academic abilities.

FY18 Outcomes:
• District guidelines put in place. Protocol shared with principals.
• Began providing support to schools by collecting data to use in making acceleration decisions.
• Shared best practices in making acceleration decisions with Gifted Education Advisory Committee.

FY19 Work in Progress:
• Gifted Education Office will continue to support schools by collecting data to make acceleration decisions.

FY20 Next Steps:
• Gifted Education Office will continue to support schools by collecting data to make acceleration decisions.
SECONDARY GIFTED EDUCATION

PERFORMANCE MEASURE:
Analyze and explore new middle and high school gifted program offerings to maximize academic advancement and support the holistic needs of gifted students.

FY18 Outcomes:
• Began planning phase for the reestablishment of the SIGNET program.
• Began planning professional development to share best practices and enhance college planning for gifted learners.
• Developed plan for EDGE^3 – Level Up. Secured grant funding.

FY19 Work in Progress:
• Recruit up to three high schools to reestablish SIGNET program.
• Coordinate with high school directors of counseling to share best practices and enhance college planning for gifted learners.
• Infuse lessons that support the social-emotional needs of gifted learners into middle school gifted curriculum.
• Implemented EDGE^3 – Level Up.
• Opened Academies of Loudoun.

FY20 Next Steps:
• Expand SIGNET program in additional high schools.
• Continue efforts to enhance college planning for gifted learners.
• Implement lessons that support the social-emotional needs of middle school gifted learners.
• Seek additional external funding for EDGE^3 – Level Up.
• Enhance Academies of Loudoun admissions and outreach efforts.
The EDGE³ - Level Up program targets students in grades 6 and 7 who have been identified as exhibiting gifted potential and who participated in the EDGE Plus Academy program during their 4th and/or 5th grade year. EDGE³ - Level Up provides intensive, engaging support in the STEM areas. The goal is to increase the pool of students prepared to apply for and succeed in advanced academic programs – whether it is gifted education, Honors and Advanced Placement courses, or competitive programs such as the Academies of Loudoun.

This is an after-school STEM program in two middle schools. The program is facilitated by the Science Office in DOI, with support from the Gifted Office.
EDGE³ – LEVEL UP EXPERIENCES DESIGNED FOR GROWTH AND EXCELLENCE

FY18 Outcome:
• Develop EDGE³ – Level Up concept and secure grant funding

FY19 Status:
• Currently, there are 56 sixth grade students attending Level Up.
• Level Up runs for 2 nine week sessions.
• Two middle schools – Seneca Ridge MS and Sterling MS.
• Students meet 2 days a week, 1 ½ hours a day.
• Sterling Middle School is a Title-1 school.
• Teachers participate in professional development before teaching in the program.

Next Steps:
• Assess the program at the end of this school year.
• Addition of EDGE³ – Level Up Institute at the Academies of Loudoun during the summer of 2019.
• Include grades 6 and 7 in SY 19-20, which will bring the number of students participating to 135 students.
PARENT COMMUNICATION

PERFORMANCE MEASURE:
Enhance parent/family relations by increasing communication about LCPS gifted services.

FY18 Outcomes:
- Conducted gifted information sessions to share information about gifted services and the eligibility process. Revised presentation based upon stakeholder feedback.
- Conducted Advisory Committee meetings which focused on current issues in gifted education.
- Collaboration between Gifted Office and Special Education Office.

FY19 Work in Progress:
- Conducted parent sessions at Phase I schools to address new gifted program model.
- Conducted gifted information sessions to share information about gifted services and the eligibility process.
- Redesign gifted and talented webpage.
- Conduct Advisory Committee meetings which focus on current issues in gifted education.

FY20 Next Steps:
- Launch quarterly newsletter.
SCHOOL-BASED COLLABORATIVE GIFTED PROGRAM MODEL

PERFORMANCE MEASURE:
Complete tasks needed to successfully transition to new elementary gifted program model.

FY18 Outcomes:
• Finalized plans for the launch of the school-based, collaborative gifted program model.
• Recruited Phase 1 schools.
• Shared information with stakeholders.

FY19 Work in Progress:
• Launched school-based, collaborative gifted program model in Grade 4 in Phase I schools.
• Conducted parent information sessions at each Phase I school.
• Provided professional development for gifted resource teachers.
• Piloting first course of LCPS gifted certification program.

FY20 Next Steps:
• Expand implementation to Grade 5 at Phase I schools.
• Identify Phase 2 schools.
SCHOOL-BASED COLLABORATIVE GIFTED PROGRAM
PHASE I SCHOOLS

- Kenneth W. Culbert Elementary School
- John W. Tolbert Jr. Elementary School
- Ashburn Elementary School
- Sanders Corner Elementary School
- Steuart W. Weller Elementary School
- Goshen Post Elementary School
SCHOOL-BASED COLLABORATIVE GIFTED PROGRAM FY20 PLAN

- Expand implementation to Grade 5 at Phase 1 schools.
- Identify Phase 2 schools.
- Enhance curriculum.
- Continue providing professional development.
Transition Timeline

Phase 1: SY18-19
- Grade 4: 6
- Grade 5: 11

Phase 2: SY19-20
- Grade 4: 6
- Grade 5: 6

Phase 3: SY20-21
- Grade 4: 25
- Grade 5: 25

Phase 4: SY21-22
- Grade 4: 57
- Grade 5: 57

Number of Schools
## ADDITIONAL STAFFING NEEDED

<table>
<thead>
<tr>
<th>Phase of Implementation</th>
<th>Additional FTEs Needed</th>
<th>Total Elementary Gifted FTEs</th>
<th>Number of Schools in New Model</th>
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<tbody>
<tr>
<td>School Year 18-19</td>
<td>-</td>
<td>55</td>
<td>6</td>
</tr>
<tr>
<td>School Year 19-20</td>
<td>5</td>
<td>60</td>
<td>11</td>
</tr>
<tr>
<td>School Year 20-21</td>
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<tr>
<td>School Year 21-22</td>
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<td>68</td>
<td>57</td>
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