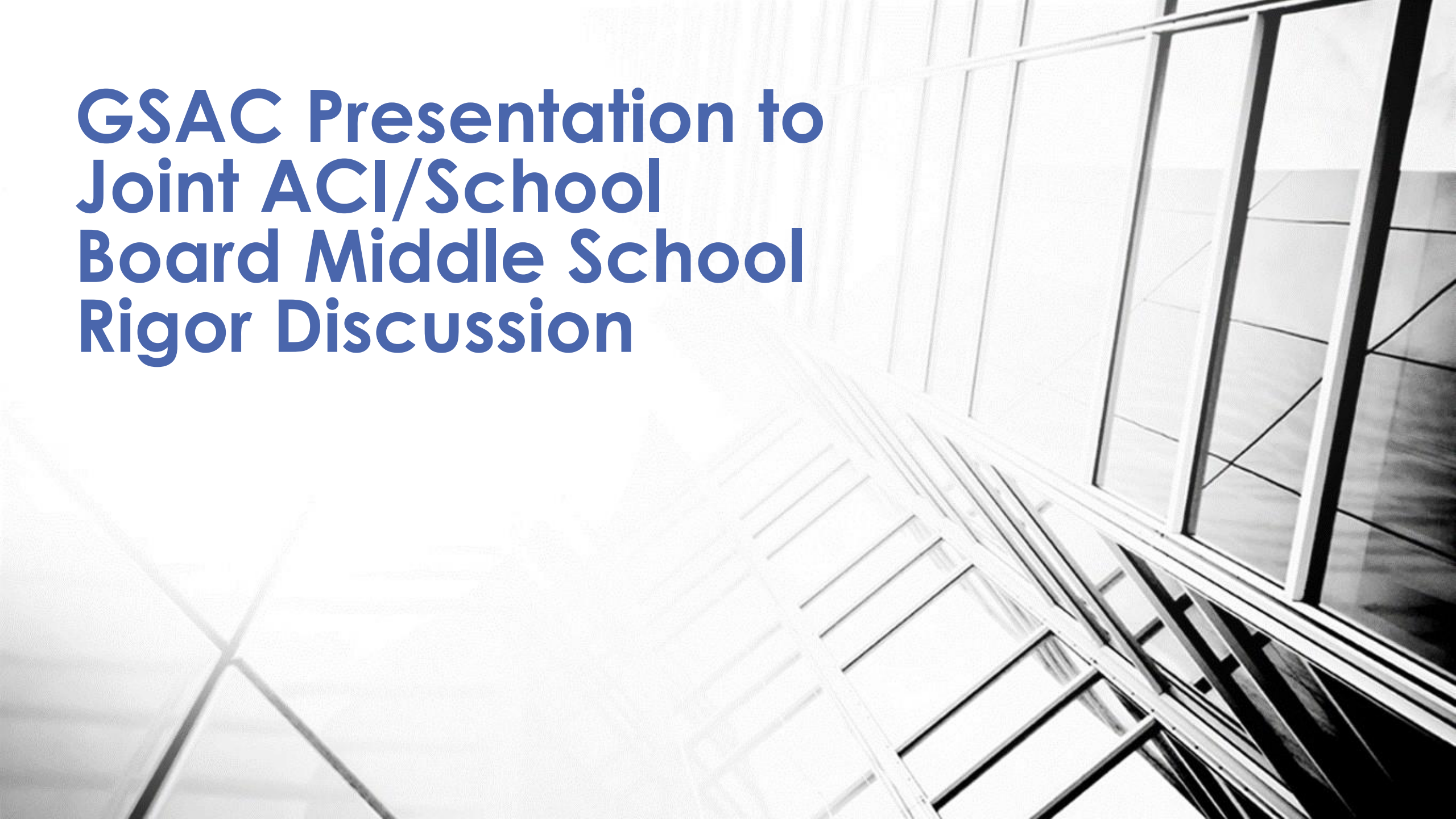


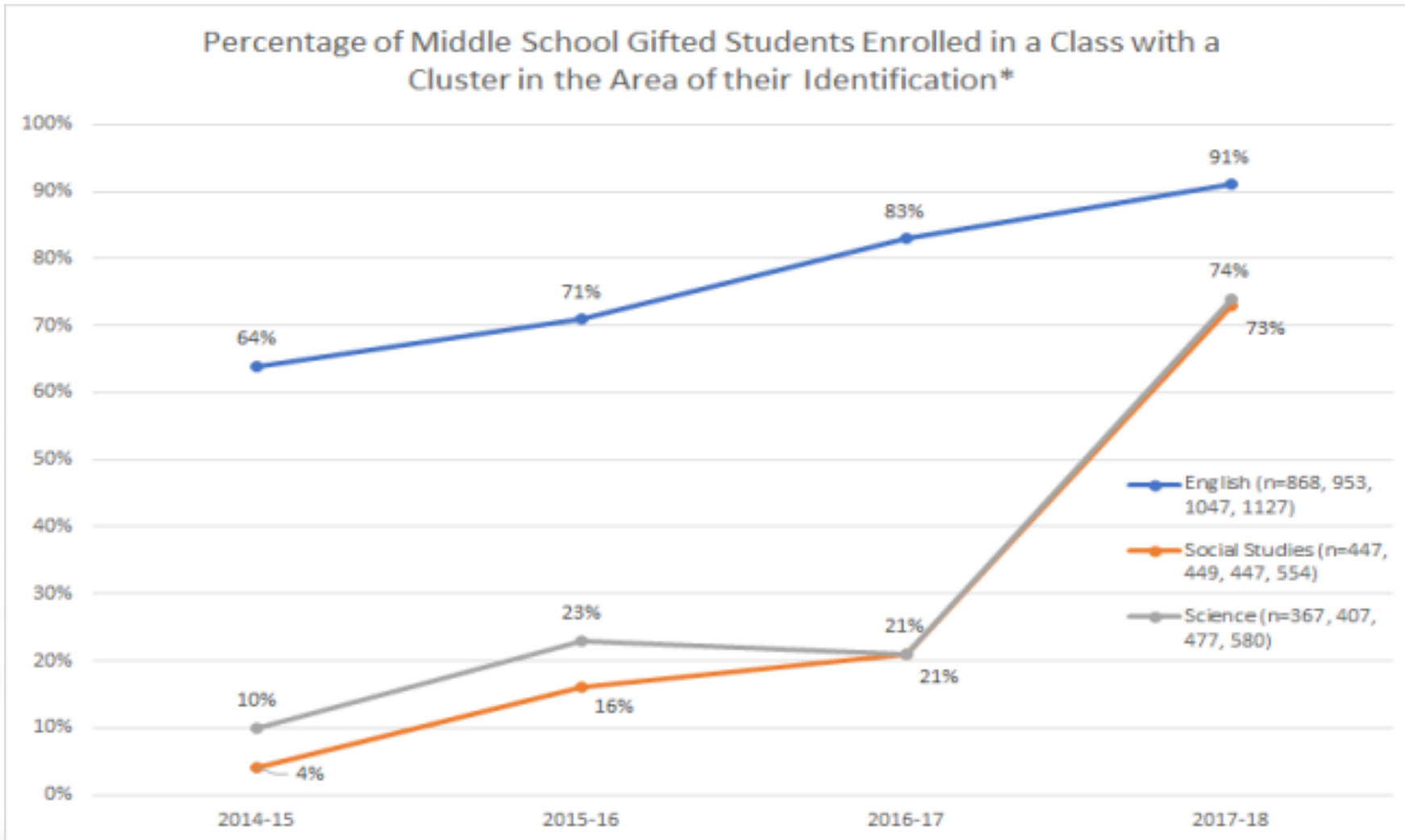
# **GSAC Presentation to Joint ACI/School Board Middle School Rigor Discussion**



# APS Model for Delivery of Gifted Services

- Clustering 5-8 students per class
- Teachers trained to teach gifted students
- Differentiation

# Clustering



# Cluster Teachers Trained

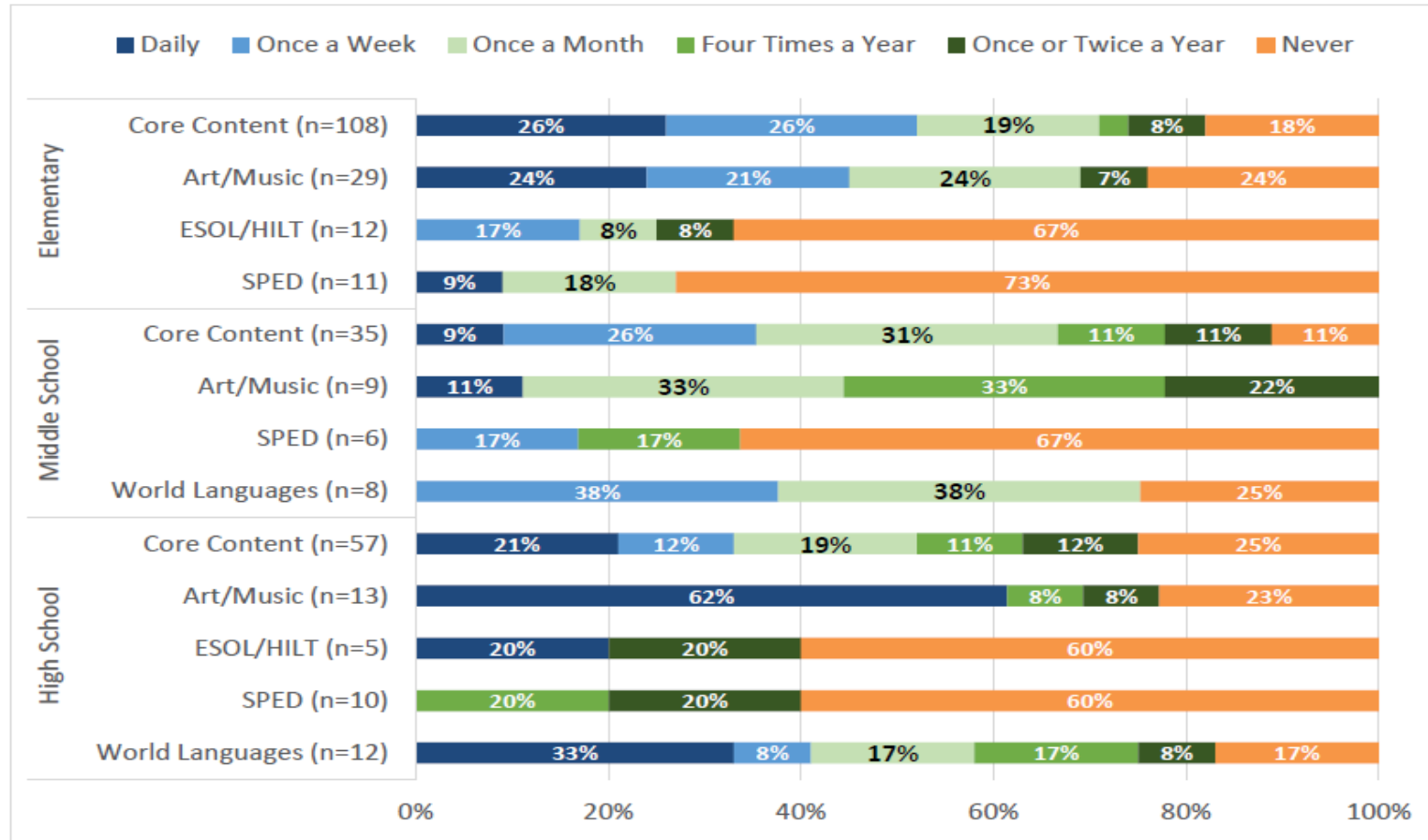
	# Sections Taught by Teachers Who Have Met Gifted Points Requirement		# Sections Taught by Teachers Who Have Not Met Gifted Points Requirement	
All Middle Schools	313/833	38%	520/833	62%

# Differentiation for Advanced Learners

- GSAC fully supports differentiation in all APS classes
- However, the APS data shows that differentiation is not providing challenging academics to advanced learners in APS

# Use of Materials Designed for Gifted

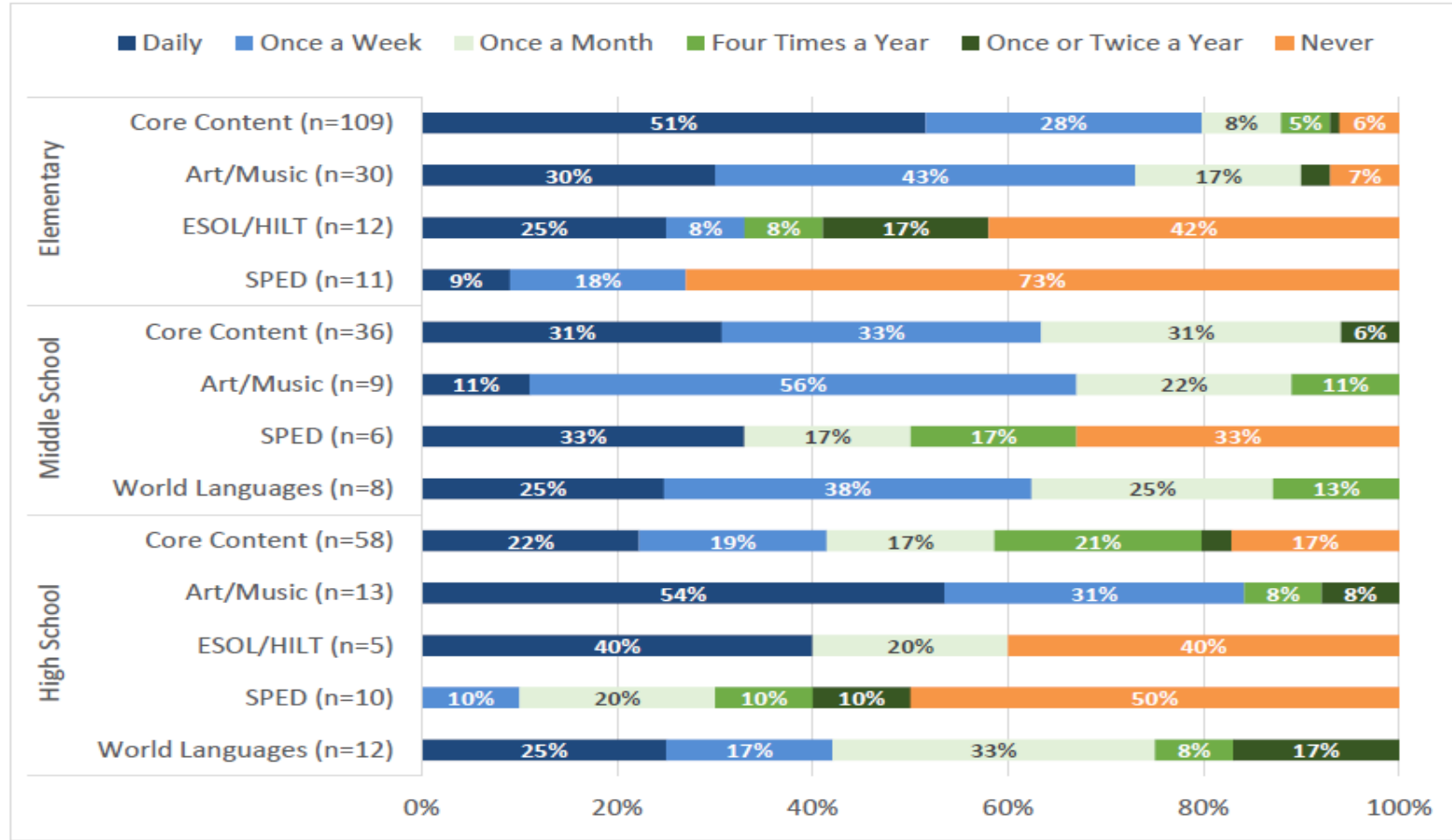
Figure 45: I use curriculum materials designed for gifted students. (Teachers who teach gifted students, by type)\*



\*This question was asked only if a teacher indicated that they taught students identified as gifted. Fewer than five middle school ESOL/HILT teachers responded to this question; responses omitted.

# Planning to Challenge Gifted Students

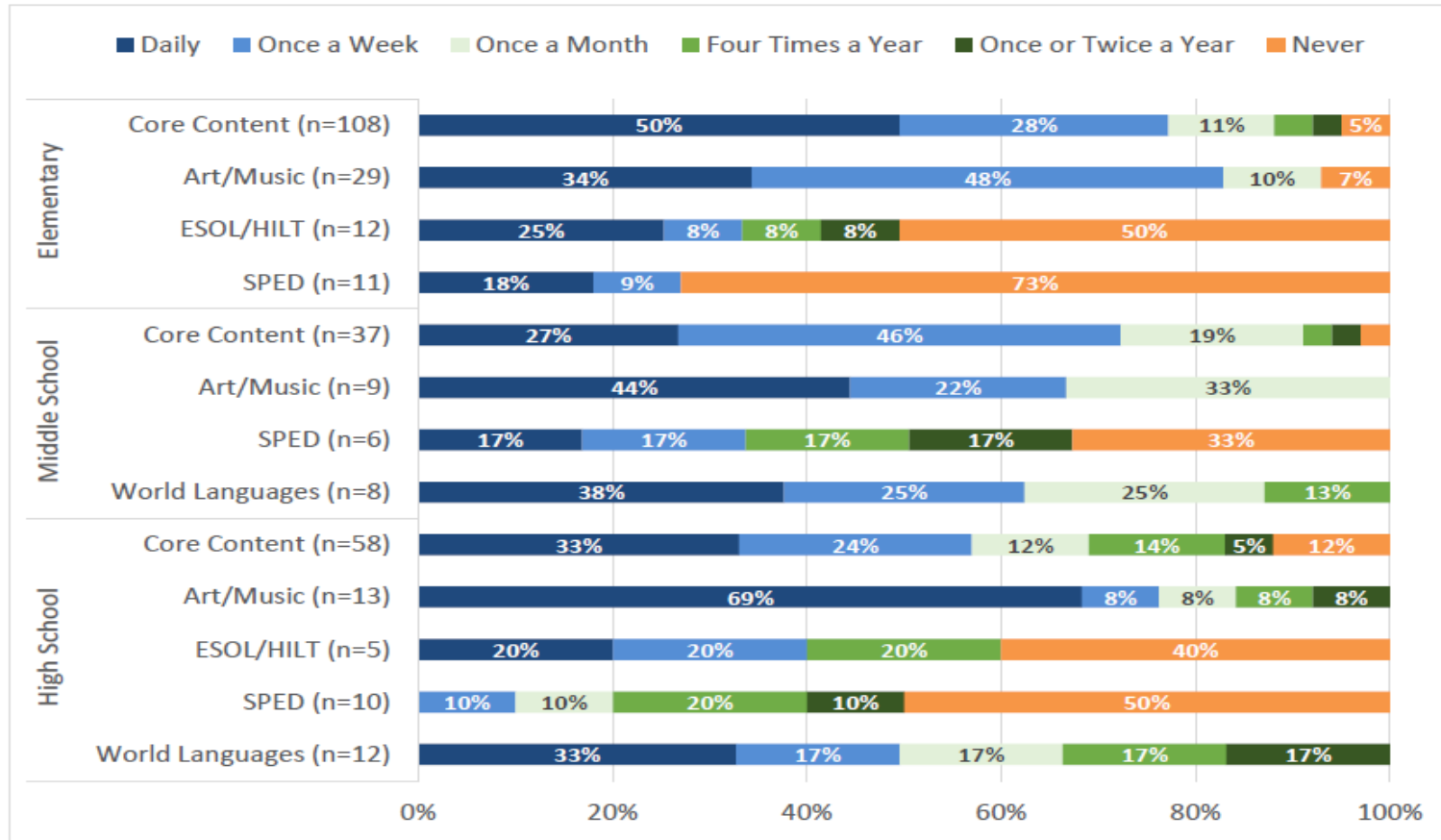
Figure 38: I make specific plans to challenge my gifted students. (Teachers who teach gifted students, by type)\*



\*This question was asked only if a teacher indicated that they taught students identified as gifted. Fewer than five middle school ESOL/HILT teachers responded to this question; responses omitted.

# Use of Strategies for Teaching Gifted Students

Figure 40: I use strategies for gifted students. (Teachers who teach gifted students, by type)\*

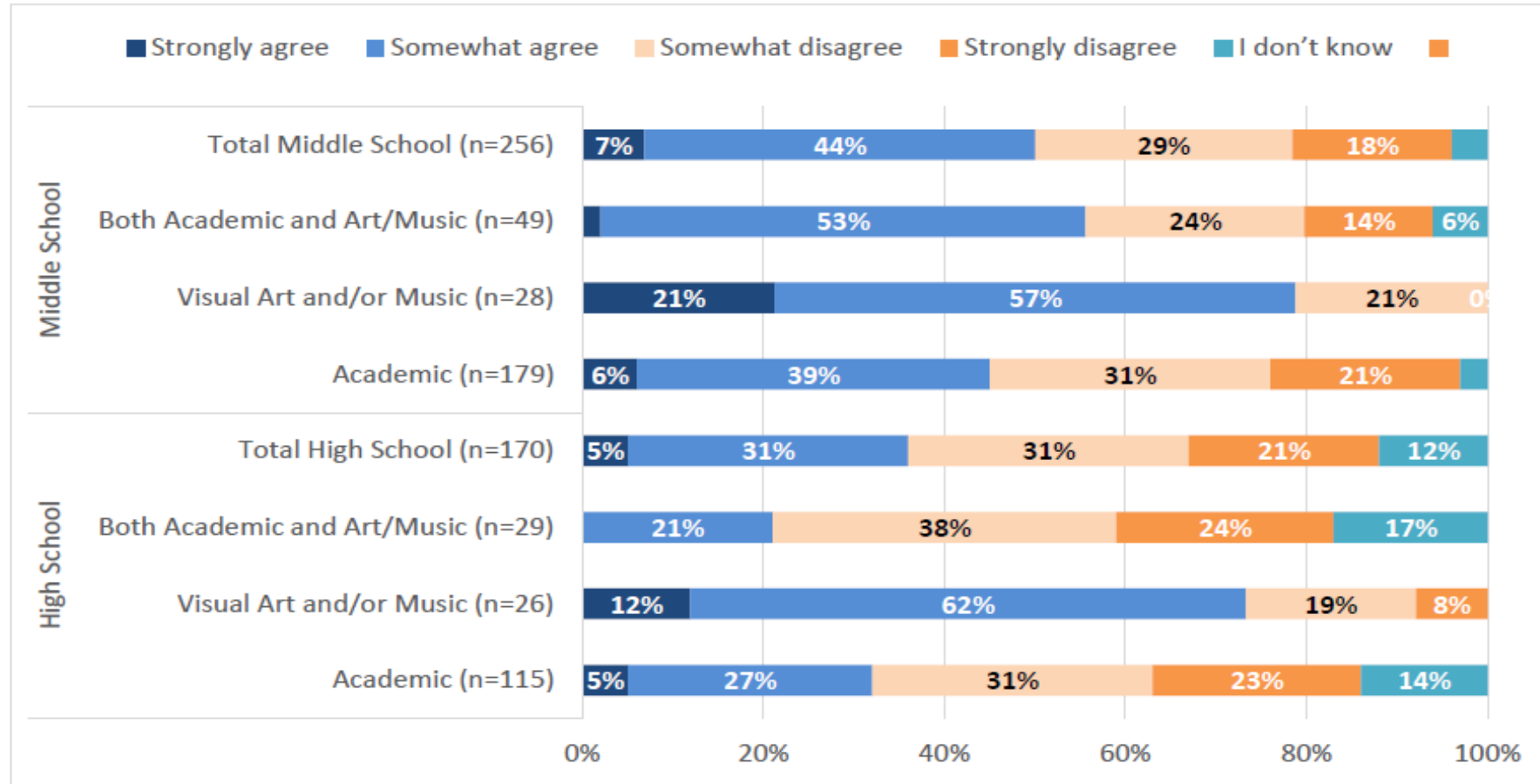


\*This question was asked only if a teacher indicated that they taught students identified as gifted. Fewer than five middle school ESOL/HILT teachers responded to this question; responses omitted.



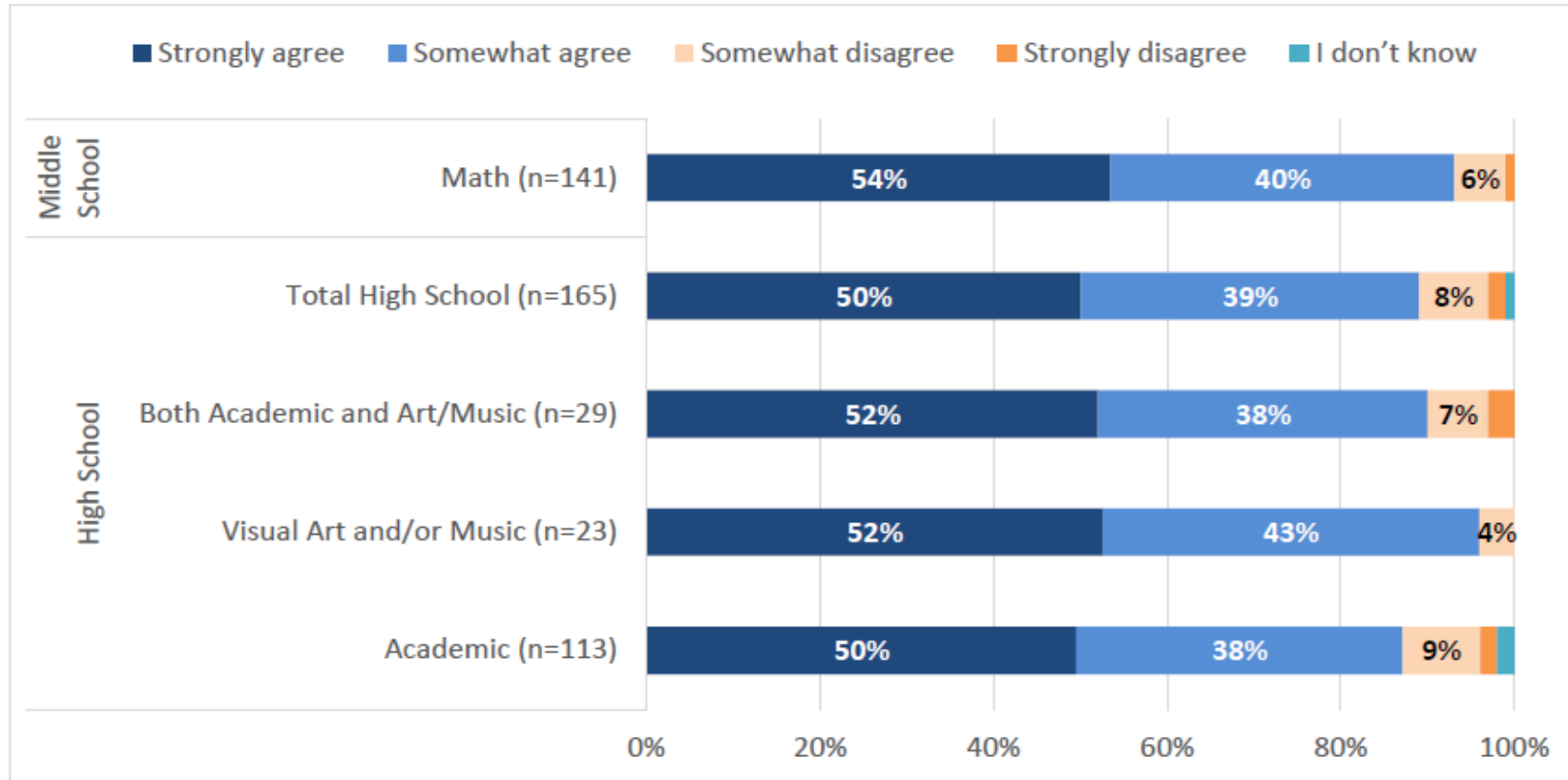
# Challenge in Non-Intensified Classes

Figure 55: The general classes I take (non-advanced) challenge me to think at a higher level or solve problems creatively. (Middle School and High School Students)



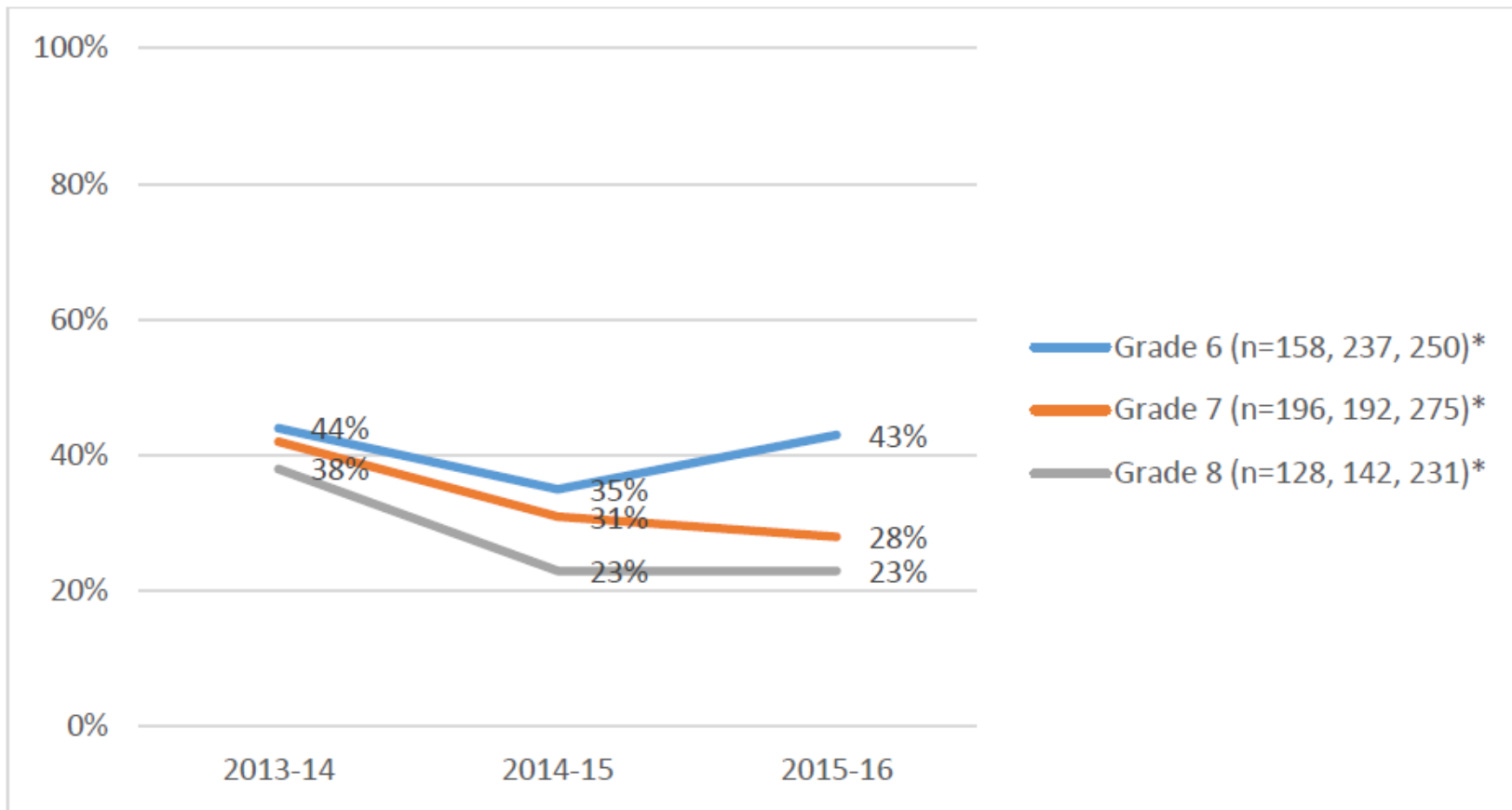
# Challenge in Intensified/AP/IB Classes

Figure 56: The advanced math class I take challenges me to think at a higher level or solve problems creatively./The advanced classes I take (intensified, AP, or IB) challenge me to think at a higher level or solve problems creatively. (Secondary Students Identified as Gifted and Enrolled in MS Advanced Math or HS Intensified, AP, or IB Classes in their Gifted Area)



# Gifted ELA Students Making a Year of Progress

Figure 1: Percentage of Middle School Students Identified as Gifted in English who Gained at Least 75 Lexiles from Fall to Spring, among Those Whose Fall Score Fell into Advanced Category\*



\*n represents the number of students identified as gifted in English who took the RI each year, in chronological order. For example, in 2013-14, 158 6<sup>th</sup> graders, 196 7<sup>th</sup> graders, and 128 8<sup>th</sup> graders took the RI.

# Findings from Gifted Services Program Evaluation

- Evaluation of gifted services has been consistent over time.
- There is little evidence that differentiation is happening;
- Dearth of differentiation for the gifted in critical thinking, creative thinking, problem-solving, and research.
- Promises to figure out why differentiation was not happening.

# 15 Years of Differentiation

- Information in the 2008 program evaluation indicates that differentiation was part of the APS model at least as early as 2003
- APS has been working on differentiation for at least 15 years
  - 15 years and only 38% of teachers have the requisite training
  - 15 years and only 6% of the identified gifted strongly feel they are challenged in their non-intensified classes

# GSAC Recommends

- The addition of OPEN enrollment intensified classes in science, social studies and ELA in all middle schools
- The classes allow for switching between intensified and non-intensified from year to year
- SWD be supported as they are in any other class
- Students have a choice to pursue a class with more academic rigor

# ACI support for Intensified Classes

- GSAC has recommended the implementation of intensified classes since 2011
- ACI ranking for 2016-2017: 5<sup>th</sup>
- ACI ranking for 2014-2015: 12<sup>th</sup>
- ACI ranking for 2012-2013: 4<sup>th</sup>

# Intensified Classes are Not Tracking

- APS lives in fear that the implementation of intensified classes would result in tracking.
- GSAC recommends the inclusion of open enrollment intensified classes for science, social studies and ELA
- Not just for gifted students
- Give students a choice to seek a more academically rigorous class, or take the classes we have now
- In a review of the literature on tracking and ability grouping – Plucker and Dilly note that tracking is a rigid strategy, involving static, long-term placements. Ability grouping, on the other hand, is flexible.



# Additional Rationale for Intensified Classes

- Meet the needs of the whole child, when identity comes – in part – through academics
- Improve consistency between math and the other subjects
- Improve peer grouping
- Pathway to meet the social / emotional needs of gifted students
- Provide appropriate challenge
  - When gifted students aren't given challenging material, they underachieve (Reis and Renzulli 2010 meta-analysis)

# Rationale for Intensified Classes - continued

- Van Tassel-Baska and Brown (2007) concluded that the strongest body of research evidence support the use of advanced curricula in core areas of learning at an accelerated rate for high ability learners, suggesting that best practice would be to “group gifted students instructionally by subject area for advanced curriculum work that would be flexibly organized and implemented based on students’ documented level of learning within the subject area”

# Program Evaluation Recommendations

- Use the AP and IB coursework as models for the rigorous preparation of gifted learners through vertical planning of intensives at Grades 6 through 10. In other words, employ the higher level content-based skills necessary for success in these courses throughout the secondary continuum.
- Establish intensive classes in all the core subjects in each middle school. Given the success of both AP and IB for gifted learners, it is essential that all learners have access to advanced work earlier that can prepare them effectively for these hallmark secondary experiences.