

Local Advisory Committee for Gifted Education
Department of Academic Advancement and Enrichment
Hampton City Schools
339 Woodland Road
Hampton, VA 23669

May 18, 2023

Dr. Jeffery Smith, Superintendent
Hampton City Schools
One Franklin Street
Hampton, VA 23669

Dear Dr. Smith:

In accordance with state regulations, the Local Advisory Committee on Gifted Education submits the attached annual report regarding the status of gifted education in Hampton City Schools. Information was gathered from the Gifted Local Advisory Committee members, parents, students, and teachers.

During the 2022-2023 school year there were 2,776 intellectually and/or artistically gifted students enrolled in Hampton City Schools' gifted programs. One thousand thirty three surveys were completed by students and 495 electronic surveys were completed by parents. Approximately 56% more parents participated in the Local Advisory Committee's survey this year; student participation decreased this year by 4.3 percentage points. Notices were sent by flier and electronically via Google Classroom. In addition, hyperlinks were sent in emails to parents and links to the surveys were posted online on the Department of Academic Advancement and Enrichment's website. The committee will continue to research ways to increase response rates from parents and students.

Our sincere thanks for your continued support of gifted education,

The Local Advisory Committee for Gifted Education
Hampton City Schools

Active Local Advisory Committee Members and Gifted Affiliation

Rebecca Clark – Kilgore Gifted Center Parent

Patrice Daniels - Talent Pool Program Parent

Madison DeGray - Talent Pool Parent

Timothy Hatok - Gifted Resource Teacher

Reginald Johns, Ph. D. – DAAE Director

Becca LeCompte - HCS Employee, Parent of Gifted Student

Nicole Lewis - Forrest teacher, Gifted Resource Parent

Nicole Leyva - Kilgore Gifted Center Teacher

Tonya Logan – Special Education Specialist

Jonathan McGruber - Gifted Resource Parent

Donna Norman - Kecoughtan High School, Gifted Enrichment Seminar Parent

Jinelle Reynolds - Kilgore Gifted Center Parent

Kianga Thomas, Ph. D. – Kilgore Gifted Center Parent

Terrilyn Williams - Military School Liaison, Langley Air Force

Summary of the Gifted Local Advisory Committee's Report 2022-2023

The Local Advisory Committee is tasked to determine the extent to which the Local Plan for gifted education is implemented yearly. Section 8VAC20-40-60A.14 of the *Regulations Governing Educational Services for Gifted Students* provides the areas for the local advisory committee to address in their review. These findings are to be submitted annually in writing to the division superintendent and the school board.

This summary reviews the examination of the screening, referral, identification, and program procedures that contribute to the achievement of equitable representation of students.

Screening

Screenings were used as an equitable tool to identify students who may be eligible for gifted services. The Cognitive Ability Test (CogAT) was administered in November 2022 to all second grade students. The Naglieri Nonverbal Ability Test (NNAT) was administered to all first grade students in December 2022.

Parents whose children scored at or above the 80th percentile on the CogAT were also asked to provide consent for further evaluation to determine eligibility for gifted services. Parents of all students participating in the 1st grade screening were invited to refer their children for Talent Pool participation.

Referrals

Referrals for gifted services can be made by parents, teachers, counselors, administrators, or by the students themselves. As of May 2023, 1,166 referrals were made for Hampton City Schools' students and 18 of these referrals were made for non-HCS students. Twelve students applied to the Virginia Department Of Education's Summer Residential Governor's School. Ninety two student portfolios were submitted this year for consideration for Excel Art, the division's gifted visual arts program.

Identification

Identification of students for gifted services is based on multiple criteria. Parent ratings, teacher ratings, grades, and ability test performance are used to determine eligibility. Performance on these indicators are converted into a matrix score. This score determines eligibility for gifted services and the level of services are offered. There were 777 students in grades 3-8 who were enrolled in Kilgore Gifted Center for full time gifted instruction. There were 1,109 students in the elementary and middle gifted resource pullout programs. Seventeen students participated in the HCS gifted resource program who were enrolled in Virtual Virginia; and 66 students participated in the HCS gifted visual arts program in grades 3-5 during the school year.

Equitable Representation

During the 2022-2023 school year, 78.55% of HCS' student population was classified as minority; minorities represented 61.18% of the students in gifted services. There was a 0.02 percentage point increase in the total minority participation rate from last year's 61.16% minority representation in gifted programs. Students who were identified as White, Multi-racial, and Asian had higher representation in gifted programs than their ethnicities were represented in the overall HCS student population. Students who were identified as American Indian, African American, Native Hawaiian, and Hispanic had a lower representation in gifted programs than their ethnic representation in the total HCS student population.

Annual Report to the Superintendent
2022-2023

I. Identification

A. For current eligibility and identification data, please see appendix.

B. As of May 2023, the Department of Academic Advancement and Enrichment (DAAE) has received 1,166 referrals from HCS and non-HCS families. The non-HCS referrals were from the parents of students who attended private schools, homeschool, virtual platforms, or were military transfers. Of the 18 non-HCS referrals that have completed the eligibility process, 8 were found eligible for enrollment in the Kilgore Gifted Center.

Two districtwide screenings were conducted to find students with high reasoning ability. The Naglieri Nonverbal Ability Test (NNAT) was administered to all 1st graders and the Cognitive Abilities Test (CogAT) was administered to all 2nd graders. The NNAT was administered using an online format and the CogAT was administered using paper and pencil format. Scores of student performance were shared with parents via parentsquare and through traditional mailing via United States Postal Services.

C. DAAE adjudicated 12 VDOE's Summer Residential Governor's School applications for the visual/performing arts and academic/mentoring programs. This submission rate was lower than the 21/22 school year by 4 applications. This year, 5 students were invited to participate from Bethel, Kecoughtan, and Phoebus high schools.

D. Ninety two student portfolios were submitted this year for consideration for the Gifted Visual Arts program. Applications were up from the 73 portfolios that were adjudicated during the 21/22 school year.

This year, elementary students participated in a pullout program at their neighborhood school. Their work was celebrated in an exhibition hosted by the Department of Academic Advancement and Enrichment and Fine Arts. Students in middle grades are scheduled to receive services during the summer.

Recommendations for Section I:

It is the recommendation of the advisory committee to continue to seek ways to increase the representation of African Americans and underrepresented minorities in HCS' gifted population. The difference between their representation in the HCS student population and gifted population decreased from 21.00% in 21/22 to 19.69% in the 22/23 school year, which is lower than the 28.76% difference observed in the 20/21 school year.

The other ethnic groups to have a lower ethnic representation in gifted programs than in the HCS student population are American Indian, Hispanic, and Native Hawaiian. These differences between representation in the overall HCS population and gifted population are less than 1%. American Indians compose 0.31% of the HCS student population but they represent 0.14% of the gifted population. Hispanics represent 7.23% of the HCS student population but 6.62% of the gifted population. Hawaiians represent 0.28% of the HCS student population and 0.18% of the gifted population.

II. Delivery of Services

A. This year's survey results indicate that 86% of the responding parents rated the delivery of gifted services in HCS as *adequate* to *excellent*. This was a decrease of 4 percentage points from last year's parental responses.

B. The DAAE director continues to work with the director of the New Horizons Governor's School for Science and Technology (GSST) to ensure the success of HCS students. Thirty one students in grades 11 and 12 were enrolled in the New Horizons Governor's School Program for the 2022-2023 school year. Next school year, 3 new 11th graders will be enrolled.

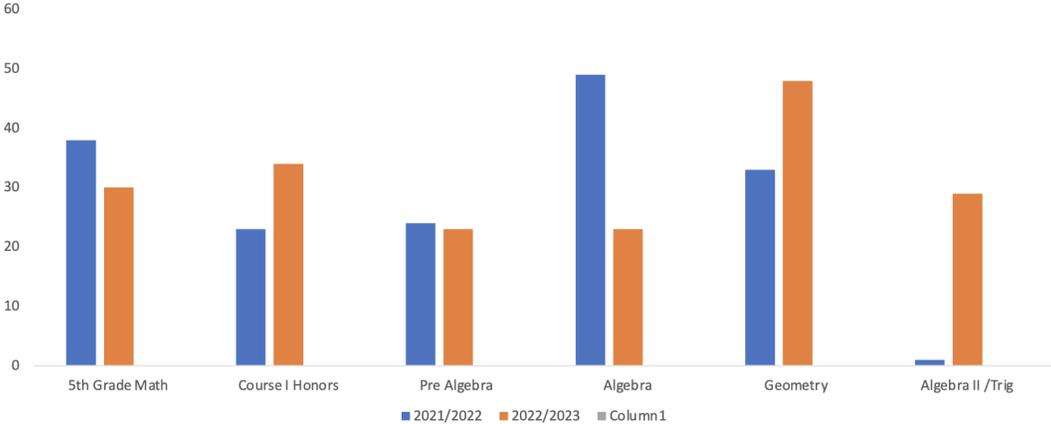
C. Sixty six gifted visual arts students were served in HCS' elementary schools. In-school instruction was provided to elementary students in grades 3 - 5. Out of 82 eligible students, 24 middle school students have been enrolled to participate in the summer Excel Art program.

E. In the elementary gifted resource program, 1,714 students were instructed by seven gifted resource teachers (six full time and one part-time) in a weekly pullout program in 20 elementary schools. The gifted resource teacher assigned to instruct middle school students had a roster of 189 students.

F. At Kilgore Gifted Center, 777 students were served in grades 3-8. The center permits students to learn with their intellectual peers in classrooms completely composed of gifted learners and provides subject specific grade level acceleration opportunities. Students in grades 5, 6, 7, and 8 were permitted to participate in mathematics and / or science acceleration.

Grade Level	Enrollment #	Mathematics Placement
4th	30	5th grade math
5th	34	Course 1 Honors
5th	23	Pre - Algebra
6th	23	Algebra
7th	48	Geometry
8th	29	Algebra II/ Trig

KGC Students in Accelerated Math Classes

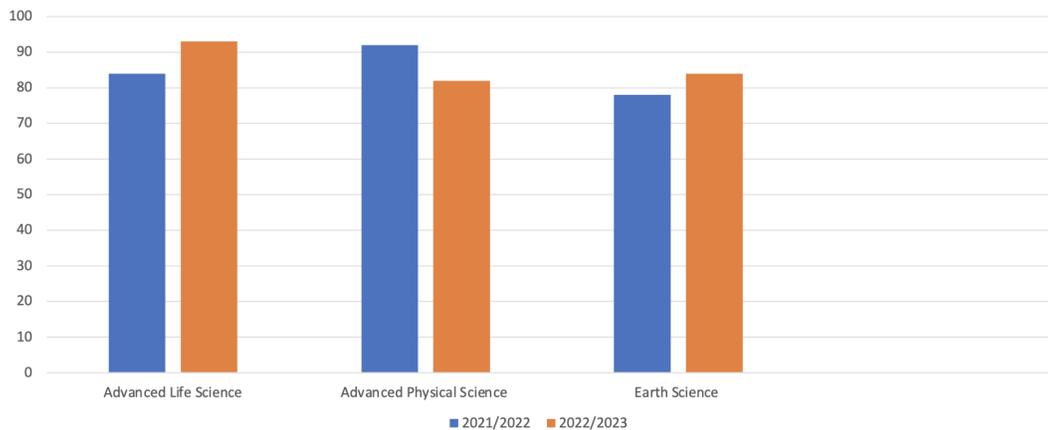


In the 2021/22 school year, 168 students at Kilgore Gifted Center were accelerated in mathematics. In 2022/23, 11.3% more students experienced mathematics acceleration (187 students).

Kilgore Gifted Center's Science Acceleration Enrollment

Grade Level	Enrollment #	Science Placement
6th	93	Advanced Life Science
7th	82	Advanced Physical Science
8th	84	Earth Science

KGC Students in Accelerated Science



In the 21/22 school year, 254 middle school students were enrolled in an advanced science class. In the 22/23 school year, 259 middle school students participated in science acceleration. This year, more 6th graders participated in the accelerated offering, Advanced Life Science, and more 8th graders participated in the accelerated offering, Earth Science.

Recommendations for Section II:

It is the recommendation of the advisory committee that enrollment avenues into the gifted cluster enrichment model for ninth and tenth grade students be explored. Currently, this model of instruction is only used at one high school and at one grade level. Students in high school would benefit from being with their intellectual peers.

III. Curriculum and Instruction

A. The Excel Art curriculum was administered to 66 elementary students in the 22/23 school year. During the school year, these elementary students received instruction 40 minutes a week. At the end of the year, an exhibition was held to feature the work of the Excel Art participants. During the summer of 2022, 19 students participated in the middle school Excel Art program.

B. Gifted resource classes continue to be offered in a pull out model at the students' zoned school, 40 minutes a week. The gifted resource curriculum was revised to include newly created units featuring robot coding for students in grades 4 and 5.

C. Teachers at the Kilgore Gifted Center differentiated the learning experiences for their gifted learners by utilizing gifted strategies. They integrated lessons featuring Kaplan's Icons of depth and complexity, DeBono's thinking hats, Socratic seminar, mindmapping, the Frayer Model, and choice menus into their instruction. These strategies were designed to help students use divergent thinking to reveal the connections they were making as they built their understanding. Teachers gave reflections of their students' experiences in their DAAE professional development submissions.

One teacher remarked in her reflection:

"This Frayer Model slide deck, created by Ms. Hicks, is a useful tool in getting the kids to think about the different aspects of each word. I find it interesting that some students are so bad at the NOT example, but when questioned further, "Tell me about this word. What's the opposite of that word? What does that look like to you?" They come to great and creative clues. We don't always get to see the wheels turning when we teach, but there's certainly smoke pouring from some of their ears when they have to bend their brains past simple tasks like recall and repeat. Getting them to think in pictures expands their ability for recall and is a direct link, once they flow through the questions, of moving from words to images, and vice versa."

Another teacher reflected on her students' development in the techniques of Socratic Seminar:

"This was the second time this class has done a seminar. They did so well with the process and with Level 2 participation that I asked for volunteers to lead this next seminar. Two students volunteered; student X led the second half of the discussion."

"He took the class in a direction about the fairness of homework (Nafis' topic in the "My Show" video) and made comments like, "OK so some of you feel like it's necessary and others feel it's a form of punishment? Do I have that right?" Students in this class moved from crafting responses that started with "I liked.." or "I noticed..." to jumping in with different points of view and citing experience from their years in school to either defend or decry homework.. I was thinking this would be a great way to introduce Hats and then Seminar at the beginning of the year in sixth grade."

When a KGC School Counselor used Kaplan's Icons of Depth and Complexity with her students, she reported that students made connections with the icons.

"Integrating Depth and Complexity Icons into my powerpoint presentation that I already do gives the students a "jumping off/thinking/talking point" i.e. Once they see the "big idea" symbol, they know the learning intentions or what the topic is all about; and once they see "unanswered questions symbol," they know what questions to think about answering; once they see the "language of the discipline symbol," they know it's about the vocabulary related to the topic; once they see the "details symbol," they know more details about the topic are going to be discussed. Finally, they get the chance to give an example/exit card of what they've learned."

D. This year's electronic survey results indicated that 85% of the 495 surveyed parents felt their child's lessons and class activities in the gifted programs were *adequate to excellent*.

E. Results from the student surveys indicated that 94% of the 1,033 surveyed students said they learned an *average* amount to *lots*, with 91% of the students responding the amount of challenge was around *just right*, neither too hard, nor too easy.

Recommendations for Section III:

It is the recommendation of the advisory committee to increase appropriately differentiated instruction for gifted students in regular and gifted classes through the use of flexible grouping. This will allow students to receive instruction based on their demonstrated mastery. These students would be able to accelerate at a faster pace or be able to have more class time for independent research.

It is also the recommendation of the advisory committee to increase acceleration options at the gifted center. This would increase the opportunities for middle school students to take high school courses and work at the higher end of their aptitude. Currently accelerated courses at a high school level are not offered in social studies and English, Language Arts.

IV. Professional Development

A. English and Mathematics teachers received in-person and virtual training on the administration of NWEA's MAP (Measures of Academic Progress) test. The workshops focused on how to interpret the students' scores and utilize growth reports to identify areas of mastery and remediation.

B. Kilgore Gifted Center's teachers received differentiated and asynchronous virtual training on how to incorporate Dr. Sandra's Kaplan's Icons of Depth and Complexity, Socratic Seminar, Virginia Department Of Education's Rich Mathematical Tasks, and provide instruction using the written gifted curriculum found in the HCS C.I.A. Headquarters. Participants submitted multiple examples of student work from their instruction and reflections on how the strategies impacted student learning.

C. Teachers from the gifted center participated in professional development from statewide and national gifted organizations. Two Kilgore Gifted Teachers participated in training at the National Curriculum Network Conference sponsored by the College of William and Mary's Center for Gifted Education. One of Kilgore's teachers, Ms. Debra Hicks, gave a presentation on HCS' Acceleration Model. Four Kilgore gifted teachers attended the Virginia Gifted Conference in Virginia Beach. At this gathering, Dr. Reginald Johns was a featured speaker and gave a presentation on using primary documents to deepen students' understanding.

D. Training was provided to all first and second grade classroom teachers to support their administration of the division-wide gifted screening assessments (NNAT & CogAT). Training was also provided to gifted resource teachers to assume the role of district wide proctors for the assessment, navigate Pearson's online testing platform, and how to facilitate online testing for students.

Recommendation for Section IV:

It is the recommendations of the advisory committee that staff at the gifted center and instructors of the gifted continue to receive support in utilizing appropriate instructional strategies that help students reach their potential and exhibit high levels of mastery.

V. Parent and Community Involvement

- A. The gifted resource program and Kilgore Gifted Center held 3 open houses in September and October of 2022 and May of 2023 for parents and students participating in gifted programs.
- B. Results of this year's parent survey indicated that 75% of the 495 responding parents indicated that communication was *adequate to excellent*.
- C. Three Gifted Local Advisory Committee meetings were held this school year. At these meetings members examined the survey instruments used by parents and students last year and this year. In addition, members reviewed the open-ended responses from parents and students in the 2022 LAC report.

Recommendations for Section V:

It is the recommendation of the advisory committee that future parents of students in grade 2 be offered a workshop that provides an overview of the characteristics of gifted children and the strategies found effective to meet their social and emotional needs. Parents would be able to grow in their understanding of their child and how their giftedness impacts their experiences.

VI. Equitable Representation of Students

- A. Identification for gifted services is based on multiple criteria: grades, ability testing, work samples, interviews, portfolios, teacher ratings, and parent ratings.
- B. Advocacy points are awarded to students who are enrolled in a Title I School, who have 504 Plans and IEPs, and who are English Language Learners. These points are factored into the eligibility decision for the Visual Arts program, Excel, and the 3-12 gifted classification.
- C. Additional testing is administered when teacher or parent ratings do not mirror student achievement (grades) or student ability demonstrated on nationally normed assessments (ability test scores).
- D. Untimed ability assessments are available to be used to meet special education guidelines.
- E. School Level Advisors received training on their role in advocacy for gifted students in their school.

F. Classroom teacher ratings were completed again this year by every second grade teacher. This provided data on the gifted characteristics observed by teachers on every second grade student in Hampton City Schools.

G. Identification data indicates there has been a 2.13 percentage point increase in total minority representation in Hampton City Schools from 2017-2023.

Recommendations for Section VI:

It is the recommendation of the advisory committee that gifted resource teachers continue to be used to provide training on the needs and characteristics of gifted students from diverse backgrounds. These teachers could be used as a resource for teachers to provide ideas for differentiation and enrichment strategies to classroom teachers that help them find evidence of giftedness through non-traditional assignments like those utilized in performance based learning.

Appendix

- Total number of referrals this year as of May 2023 is 1,166; an increase from last year's April referral number of 1,010.
- Of the total number of referrals, 18 were non-HCS referrals from military transfers, private school students, and/or homeschool applicants.
- Total number of identified students at zoned schools in K-8 programs is 1,903 (Talent Pool and gifted resource, and Gateway).
- Total number of identified gifted students currently enrolled at Kilgore Gifted center is 777.
- 264 students have qualified for gifted services in Visual and Performing Arts.
- 31 HCS students in grades 11-12 are currently enrolled at the Governor's School for Science and Technology.
- HCS has 2,776 enrolled gifted students. This count includes students who are enrolled in multiple programs and students in high school.

Ethnic Representation in HCS and Gifted Programs
Talent Pool, Gifted Resource, Gifted Center, High School
March 2017, April 2018, April 2019, May 2020, June 2021, April 2022, April 2023

	2017 % of gifted student s (K-12)	2017 % of HCS stude nts (K-12)	2018 % of gifted stude nts (K-12)	2018 % of HCS student s (K-12)	2019 % of gifted student s (K-12)	2019 % of HCS studen ts (K-12)	2020 % of gifted student s (K-12)	2020 % of HCS students (K-12)	2021 % of gifted student s (K-12)	2021 % of HCS students (K-12)	2022 % of gifted students (K-12)	2022 % of HCS student s (K-12)	2023% of gifted student s (K-12)	2023% of HCS students (K-12)
Amer. Indian	0.25	0.29	0.24	0.31	0.61	0.77	0.22	0.36	0.55	0.74	0.19	0.28	0.14	0.31
Asian	4.10	1.88	4.40	1.73	3.84	1.83	3.79	1.8	3.80	1.99	3.62	1.66	3.04	1.56
Black or African American	39.52	59.91	40.97	59.89	40.27	61.65	38.98	59.51	39.96	68.72	39.07	60.07	39.83	59.58
Native Hawaiian Pacific Islander	0.08	0.19	0.08	0.18	0.19	0.32	0.15	0.23	0.22	0.49	0.15	0.24	0.18	0.28
Hispanic	5.56	6.48	6.55	6.68	6.45	6.67	6.27	6.77	6.50	6.83	6.55	7.01	6.62	7.23
Multi-Rac ial	9.54	7.15	10.23	7.69	11.67	8.98	10.91	8.48	12.12	11.15	11.58	9.38	11.36	9.59
White	40.95	24.10	41.69	23.52	43.42	26.45	39.68	22.85	43.36	29.58	38.84	21.36	38.82	21.45
Total Minority	59.05	75.90	59.98	76.48	56.58	73.55	60.32	77.15	56.64	70.42	61.16	78.64	61.18	78.55