

**Goochland County Public Schools
Gifted Advisory Committee (GAC)
April 24, 2014
Minutes**

The fourth quarter meeting of the Gifted Advisory Committee (GAC) was held in the training room of the Goochland County Public Schools Administration Building on April 24, 2014. The meeting was called to order at 7:00 p.m. Present were parent members Chair Jennifer Hefner, Sara Worley, Kristie Duncan, Amy Hall, Susan Cave, Heather Kemmerly and Robin Sundstrom. Staff members present were: Dr. Geyer, Raye Rector, Ann Moore, Erin Yearout-Patton, and Jaime Ellen Spessard. Others present were: Karron Myrick, Glenda Hawk, and Cynthia Stansberry,

Approval of Minutes

On a motion by Kristie Duncan, seconded by Sara Worley, the minutes from the January 16th meeting were approved as written (all ayes by those in attendance).

Old Business

None

New Business

Map Information – Dr. Geyer

Dr. Geyer gave a presentation outlining the MAP testing program (attached and made a part of these minutes). He reviewed how the scores are disseminated and compared across semesters and with other children on the same level across the nation. Dr. Lane reviewed what a typical MAP score would look like and the need to have several years of data to determine growth. Dr. Geyer reviewed the data from students who took both the fall and winter MAP tests which allows GRTs to assess individual student needs better.

Heather Kemmerly stated that there is no one at the middle school level who can advocate for individual kids. Dr. Lane stated that there will be a gifted advocate for the GMS in the next school year.

Concern was expressed that there is group of children who were at the Center who are getting missed every year during transitions. The Committee expressed a desire that the new GMS advocate coordinate plans specifically for these children.

Dr. Lane stated that increasing the rigor of the Honor courses will do a lot to help out the gifted GMS students and requested that the parents keep Administration informed of any needs.

Heather Kemmerly expressed concern regarding the lack of rigor in the Spanish program in GMS.

The takeaway from the conversation was that there needs to be a process and policies in GMS that will identify students who can move up to different courses outside of the grade level (i.e. Algebra).

Budget Update – Dr. Lane

Dr. Lane reviewed the executive summary to the FY2015 budget (attached and made a part of these minutes). He stated that there is 7.4% increase to the budget and that they are adding 6.6 new positions and will see an increase of 115 new students. He also reviewed the Capital Improvement Projects including CTE space in the old specialty center.

Election of Officers for 2014-2015 Year

A motion was made and seconded to elect Sara Worley as Secretary. A motion was made and seconded to elect Ann Moore as Vice-Chair. On a nomination by Jamie-Ellen Spessard seconded by Sara Worley, Amy Hall was elected Chair.

Identification Update – Raye Rector

Raye Rector gave an update on the work of identification committee stating that they have reviewed the current process and weighed the pros and cons, reviewed what the goals for the new process are and gave presentation on the proposed changes to the new process.

Measurement Task Force – Raye Rector

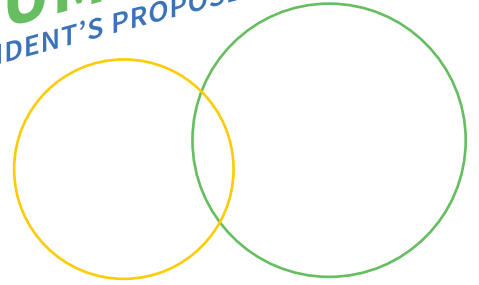
Raye Rector gave an update on the measurement task force stating that they will now be looking at ACT results, standardized tests at certain levels, college admissions, AP results and plan to do the survey again.

Adjournment

Being no further business before the GAC, the meeting was adjourned at 8:30 p.m.



GOOCHLAND COUNTY PUBLIC SCHOOLS
EXECUTIVE SUMMARY
FY 15 SUPERINTENDENT'S PROPOSED BUDGET



LOCAL REVENUES

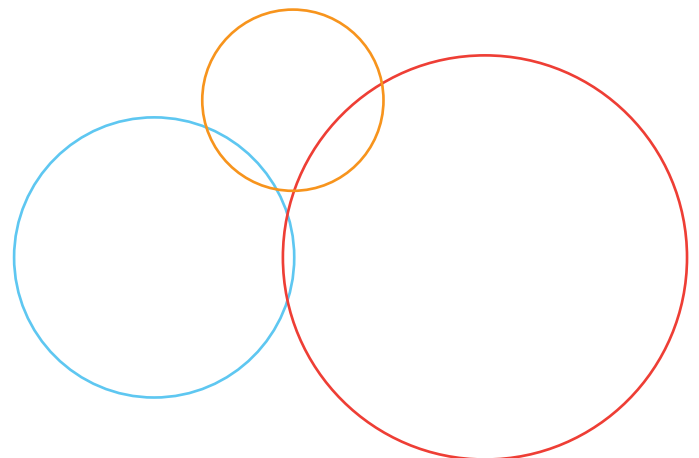
The proposed budget requests a 5% increase in funding through the local transfer for FY15: \$19,022,457. This is an increase of \$905,831 over the original approved budget last year: \$18,116,626.

STATE REVENUES

The Superintendent's proposed budget is based on the December, 2013 proposal by former Governor McDonnell. As of January, 2014, Governor McAuliffe nor the General Assembly have released an updated budget proposal. The GCPS composite index remains at 0.80 for the next biennium. Average daily membership, which drives state funding, is projected at 2410 students. The total state revenues are projected at \$6,453,555, up significantly from \$6,214,789 in the original approved budget last year.

FEDERAL REVENUES

Federal revenues are not yet finalized; however, GCPS has budgeted a 5% decrease based on early estimates of the impact of the federal budget deal to end sequestration. Due to increased grant funding provided after adoption of the original budget, the impact on federal programs is minimal. Federal funding is estimated at \$1,158,735, down slightly from \$1,167,403 in the original approved budget last year.



Goochland
COUNTY PUBLIC SCHOOLS

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EXPENDITURES

Budget Priority 1 - Attract and Retain Quality Teachers and Staff

The FY 15 budget includes the following increases to our benefits expenditures:

- 3.04% increase to the employer's share of the VRS for all eligible employees (includes Group Life Insurance and the Retirement/Pension program) - \$471,920
- Fully funding a projected 10% increase in health care premiums (no increase to the employee share) - \$203,000
- No funding to continue the strategic compensation grant while GCPS awaits information about the continuation of state funding for the initiative.
- The county has requested the cost of a 1% pay increase for further consideration - \$193,950

Budget Priority 2 - Maintain or Enhance Innovative Instructional Programs

- Enrollment Growth
 - New positions created at Randolph Elementary School due to enrollment growth - \$67,752 (these positions were funded in the FY14 revised budget and required continuation funding in FY15)
 - New positions were not funded in the event that GCPS faces additional enrollment growth in FY15 - \$60,000 per additional position
- Career and Technical Education (CTE) Enhancements
 - \$161,475 for the creation/implementation of the Marine JROTC program at GHS
 - GCPS now offers all 16 CTE Pathways
 - Does not fund CTE Administration requests for additional expansion (Agri-Ed, CNA, Heavy Equipment Operator endorsed teacher) - approximately \$60,000 per position

Budget Priority 3 - Enhance School Division Operational Efficiency

- Capital Improvement Plan (CIP) funding is retained in the County Budget; however, we are requesting \$1,500,000 for improvements, mostly at GES. \$1,600,000 was provided for CIP programs in FY14 to renovate the Specialty Center, add additions to the Field House, and install internal cameras at the secondary complex.
- Positions Mandated by Special Programs or Requested as Best Practices:
 - Hearing Impaired Interpreter - \$45,168
 - Extra Special Education Program Drivers - \$28,775
 - Instructional Aides to Improve Pupil to Staff Ratios at the Elementary Level - \$12,826

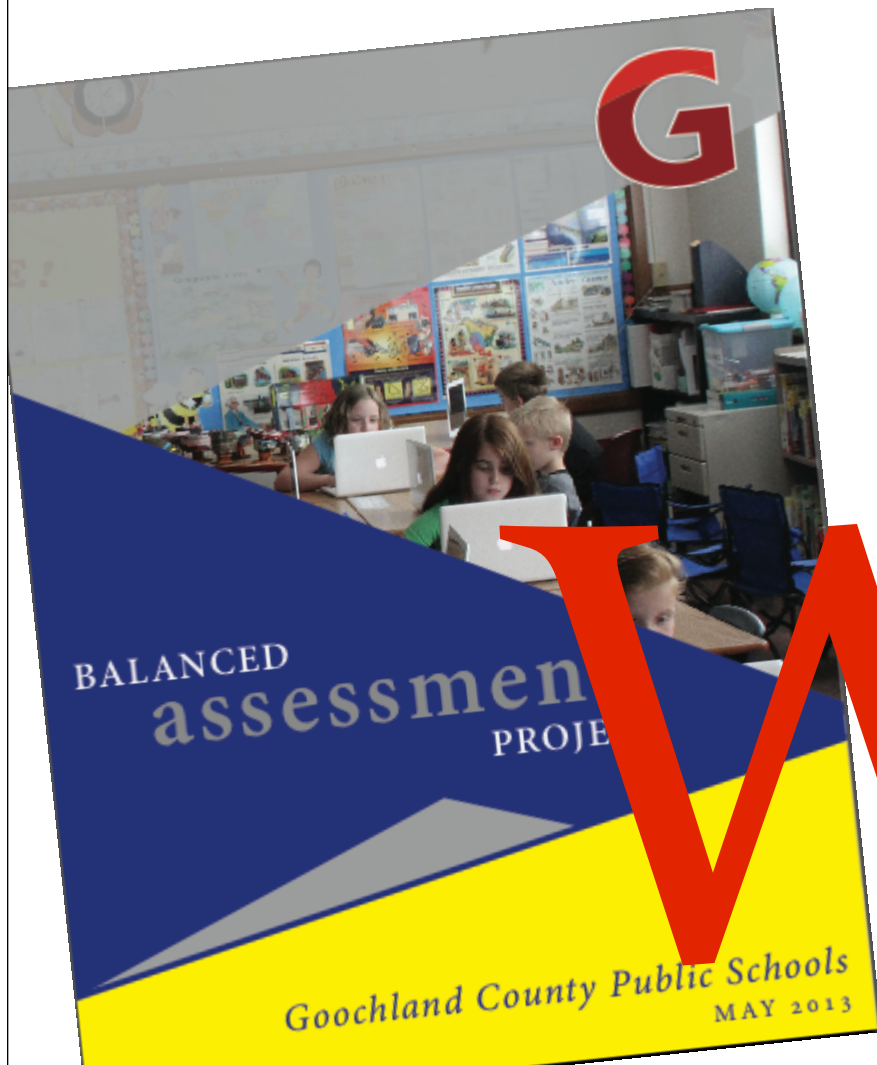


Measures of Academic Progress



Goochland County
Public Schools
2013-14

Measures of Academic Progress



Why?

Measures of Academic Progress

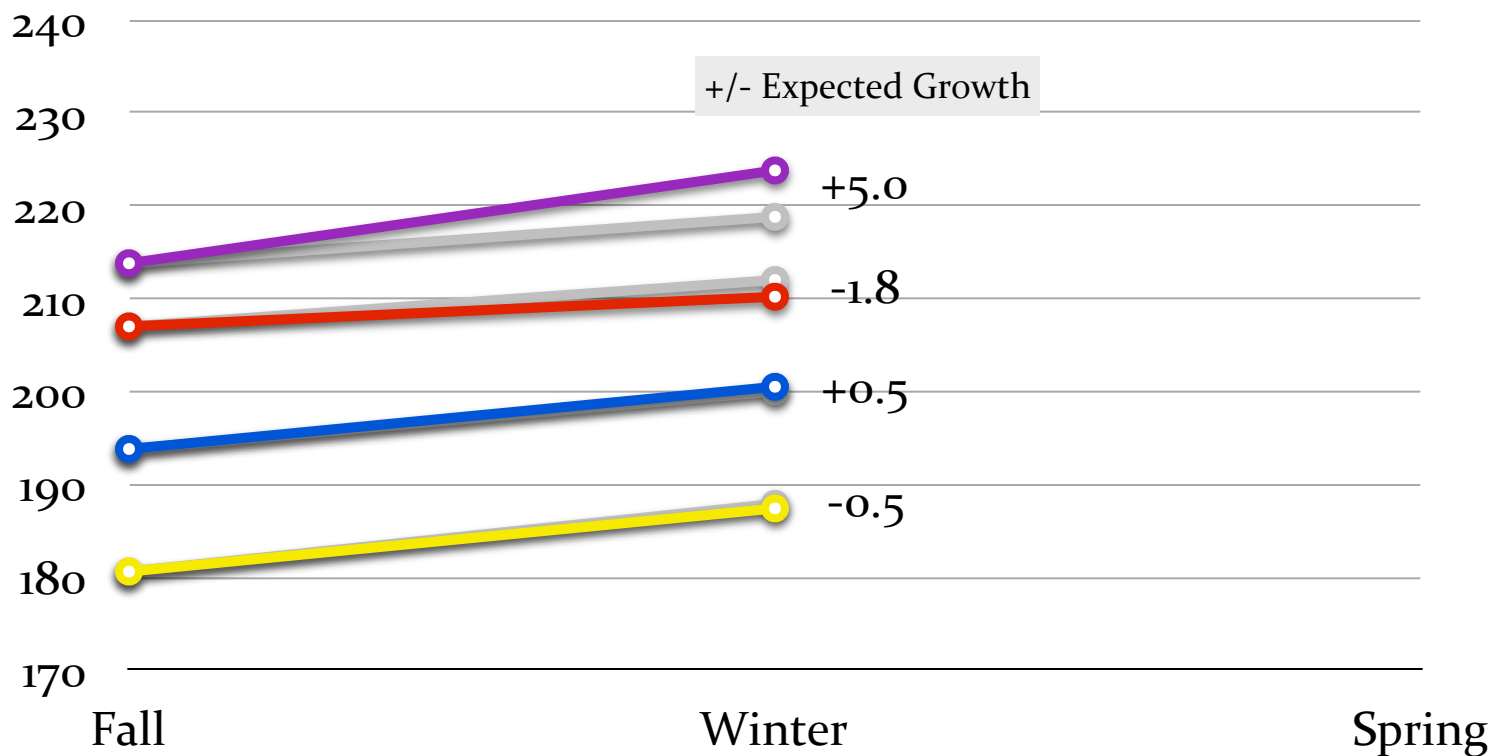
- Designed to measure individual growth
- Web based
- Dynamically adaptive
- Grades: K-1 | 2-8 | 9-12
- Reading & Mathematics
- Administrations: Fall | Winter | Spring

Measures of Academic Progress

- Counter to the assessment/reporting experience we've been conditioned to as students, parents, and educators
- NWEA recommends 2-3 years of growth data for longitudinal reliability

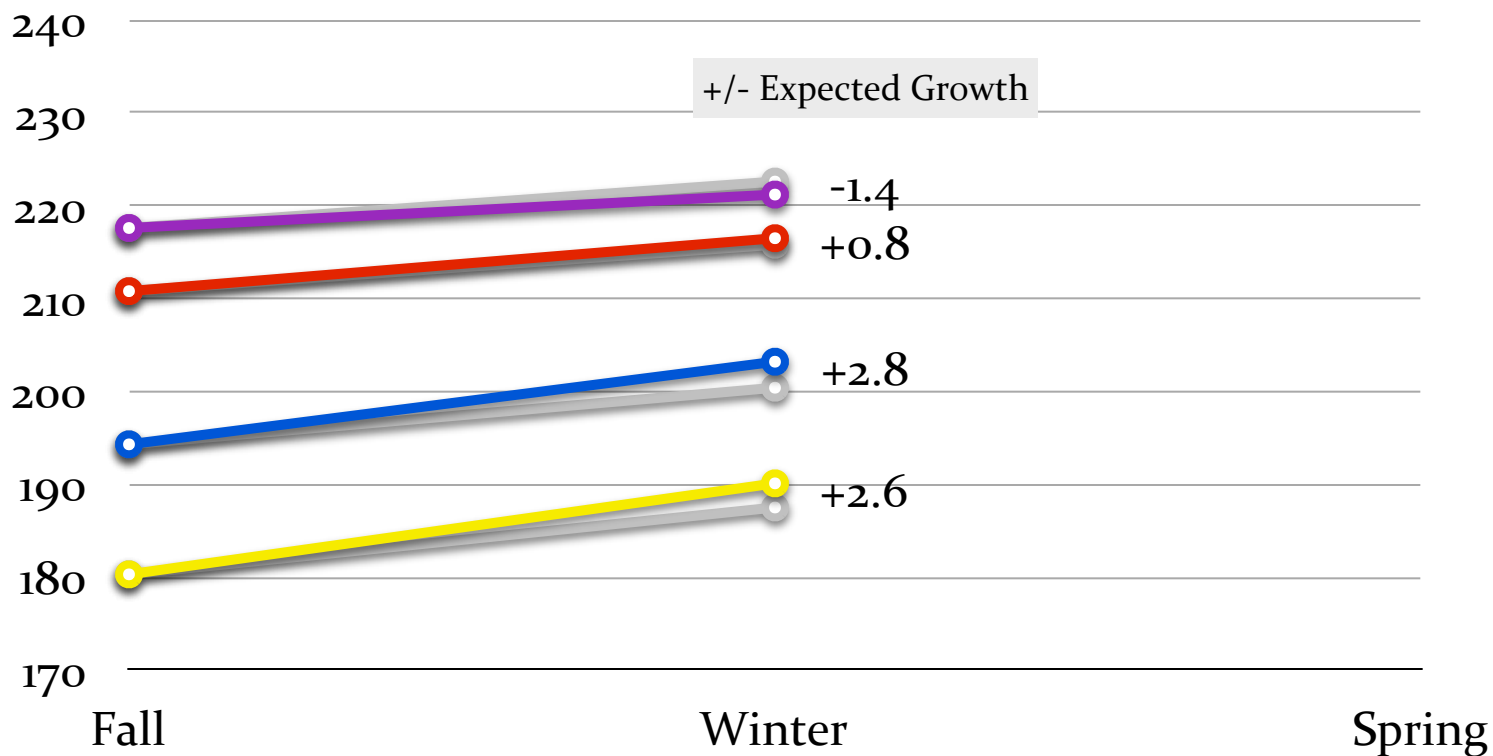
BES Math

- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Expected Growth
- Expected Growth
- Expected Growth
- Expected Growth



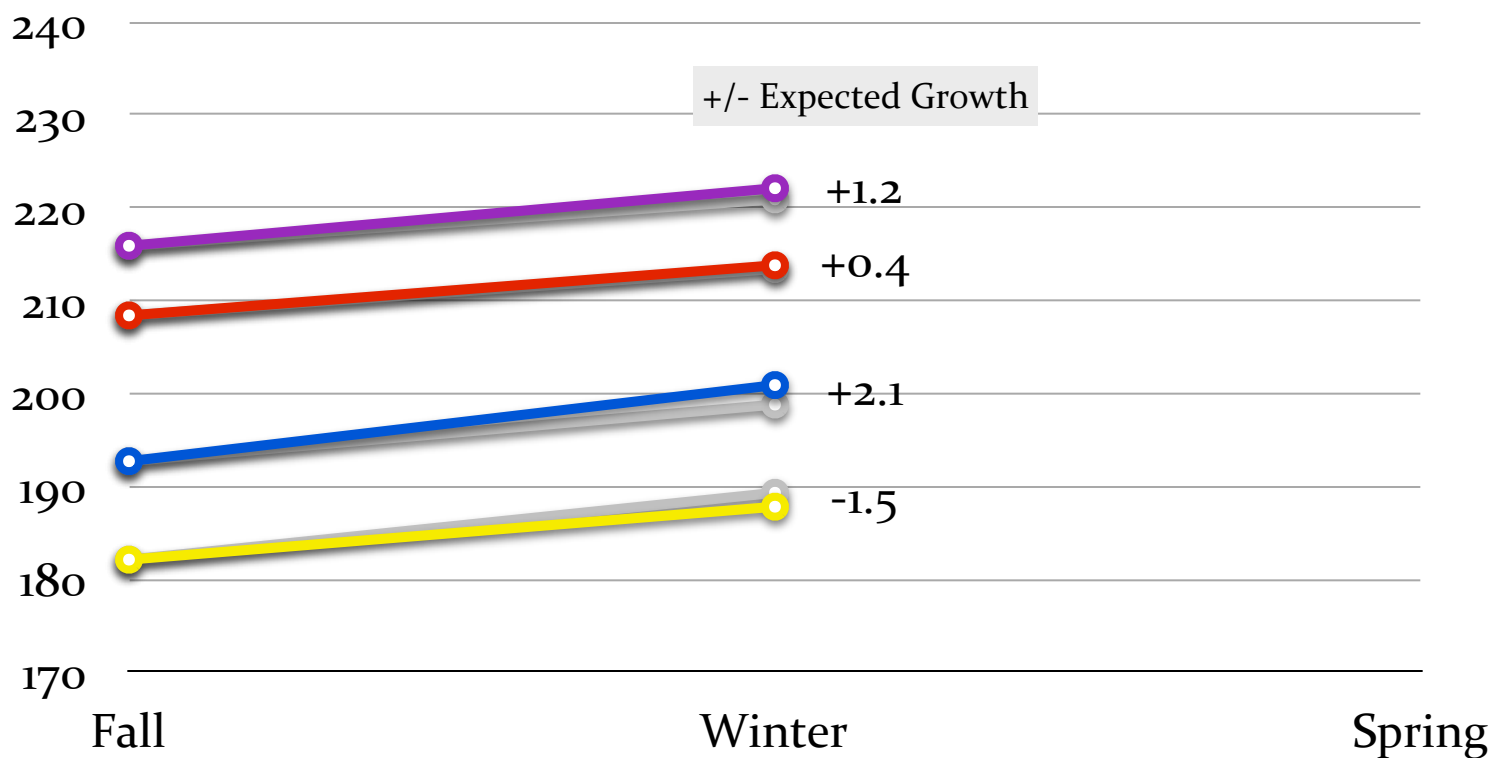
GES Math

- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Expected Growth
- Expected Growth
- Expected Growth
- Expected Growth



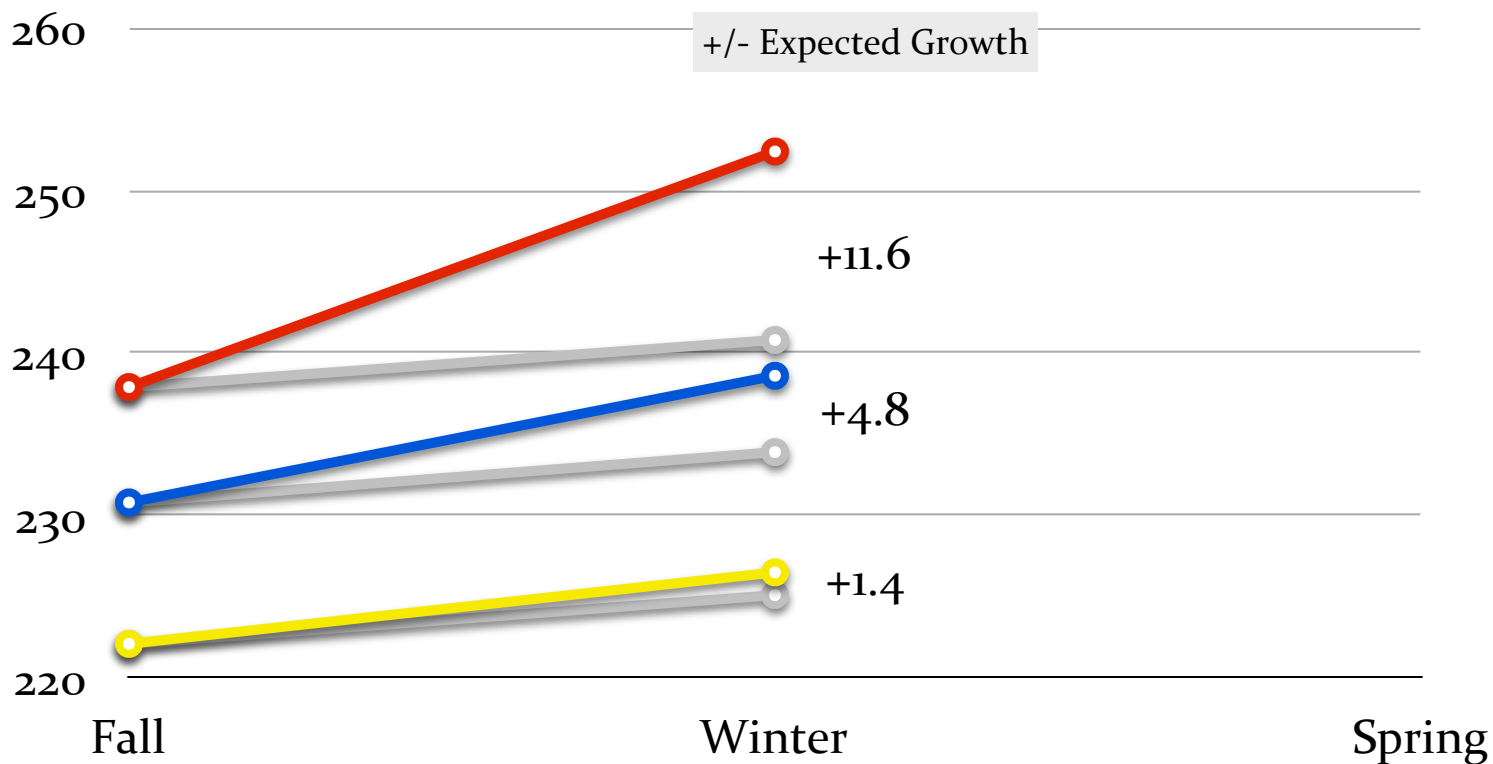
RES Math

- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Expected Growth
- Expected Growth
- Expected Growth
- Expected Growth



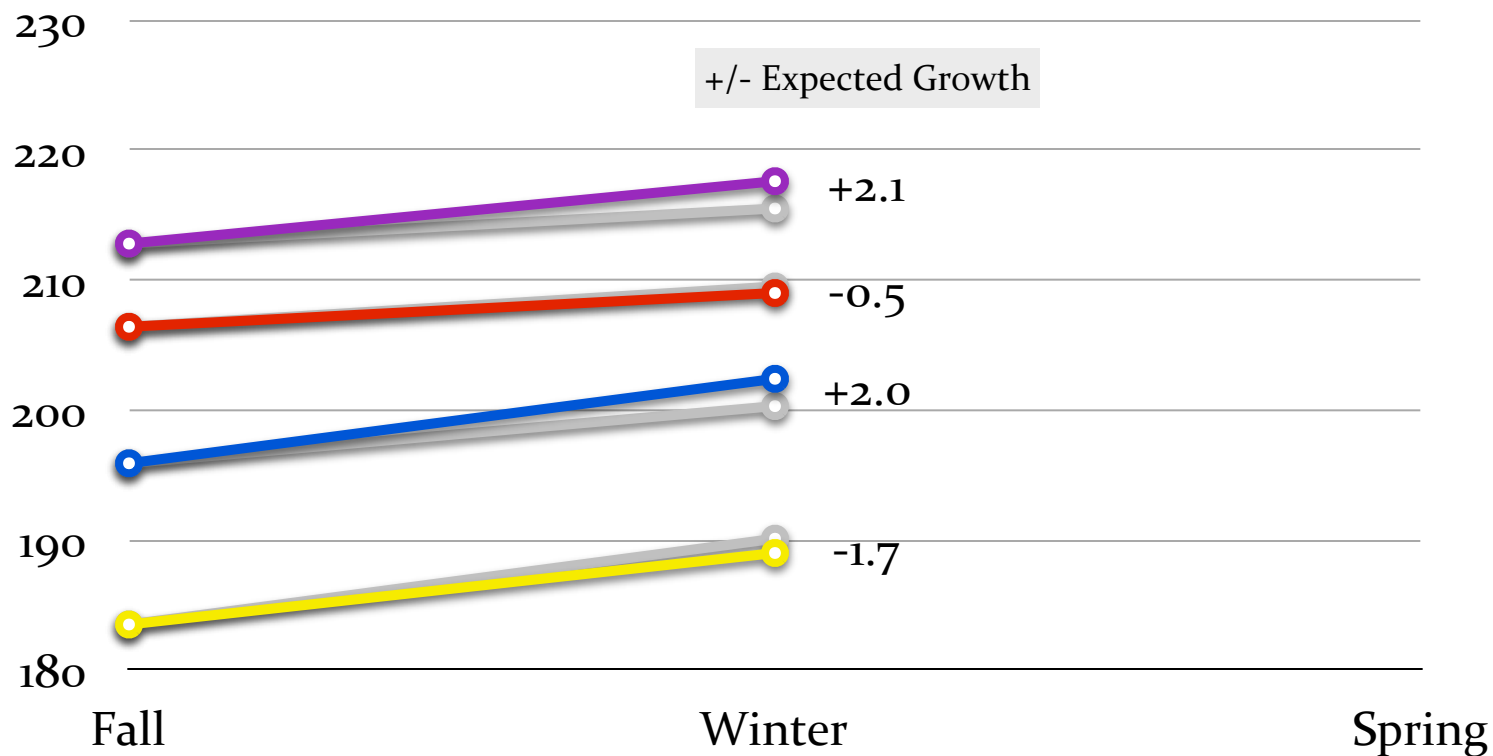
GMS Math

- Math 6+
- Algebra I
- Geometry
- Expected Growth
- Expected Growth
- Expected Growth



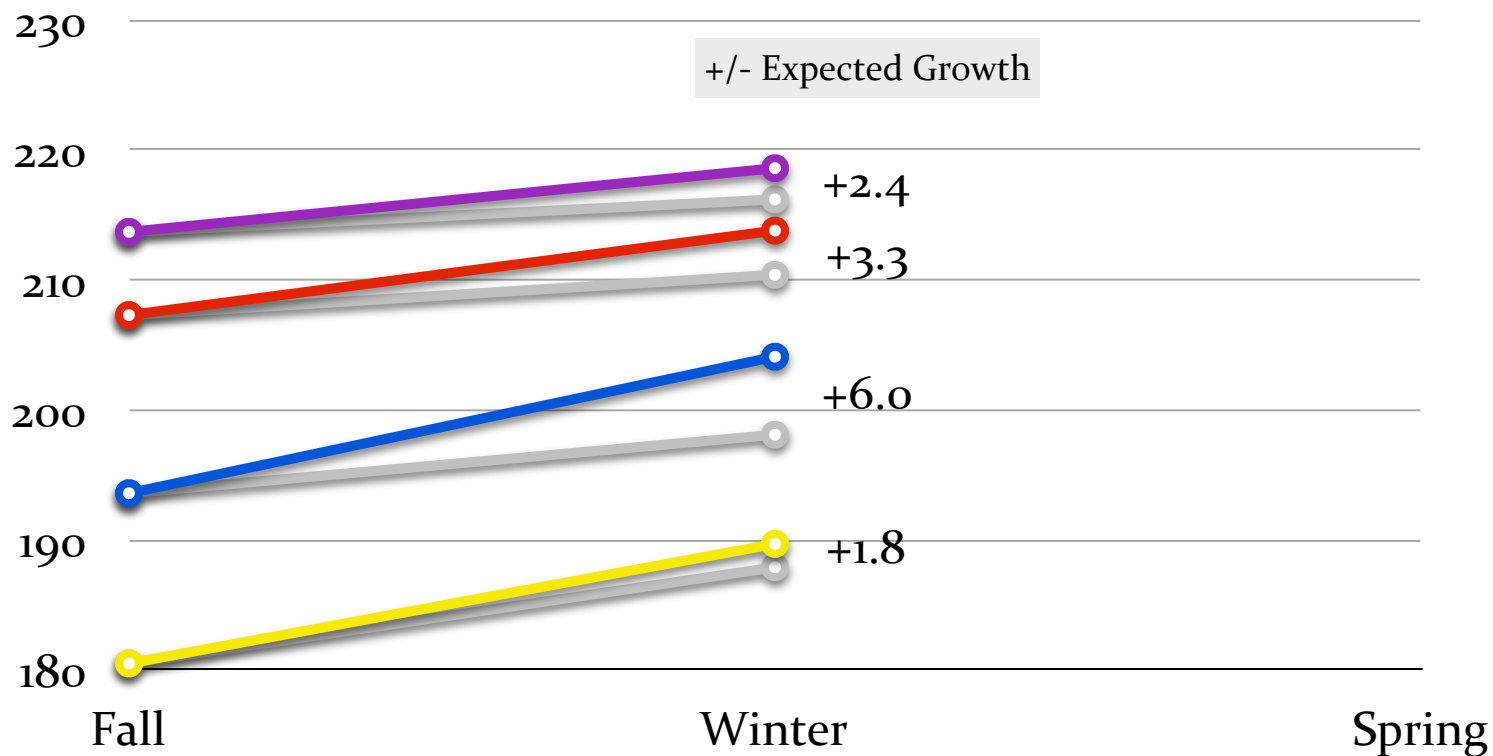
BES Reading

- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Expected Growth
- Expected Growth
- Expected Growth
- Expected Growth



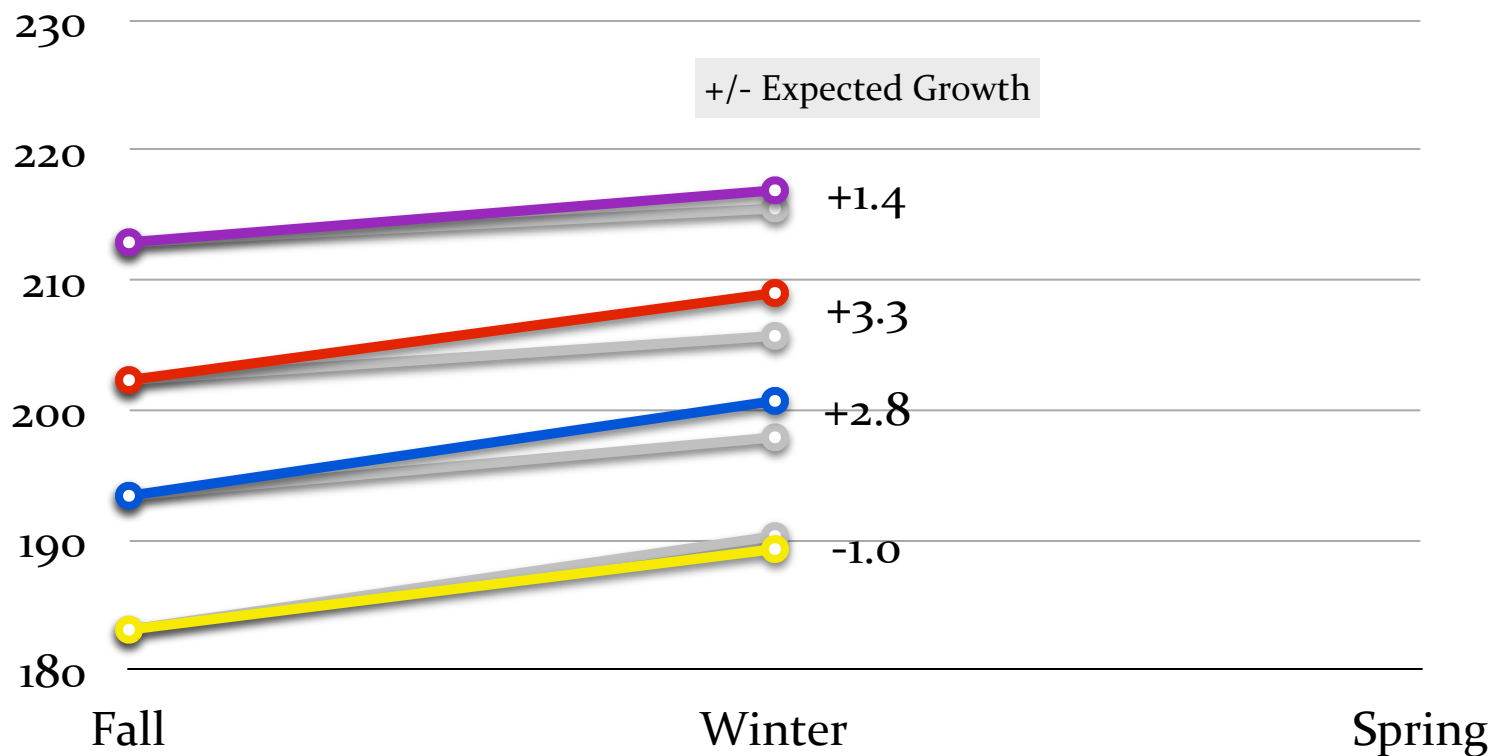
GES Reading

- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Expected Growth
- Expected Growth
- Expected Growth
- Expected Growth



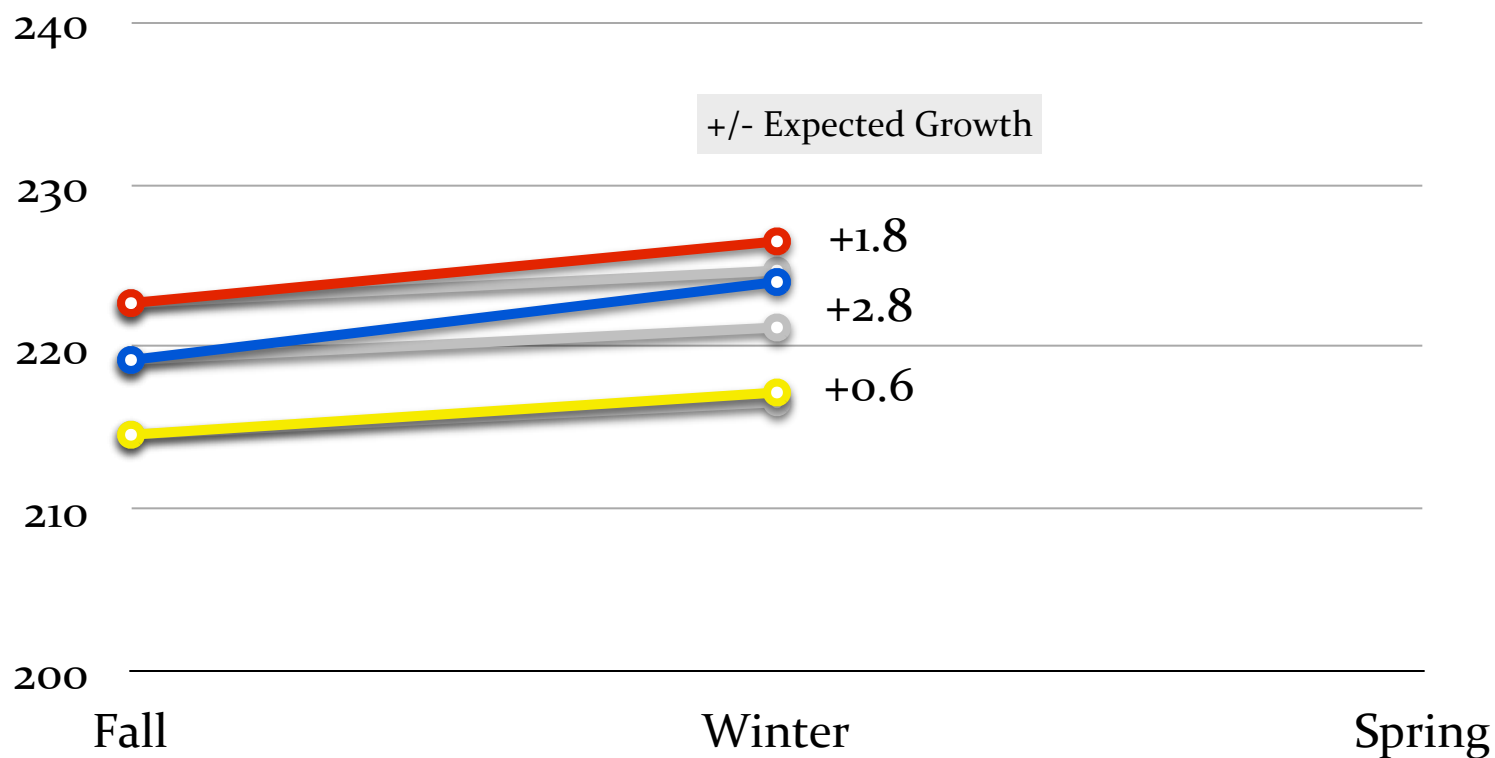
RES Reading

- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Expected Growth
- Expected Growth
- Expected Growth
- Expected Growth



GMS Reading

- Grade 6+
- Grade 7
- Grade 8
- Expected Growth
- Expected Growth
- Expected Growth



Percentage of Students Who Met Expected Growth (Fall to Winter)

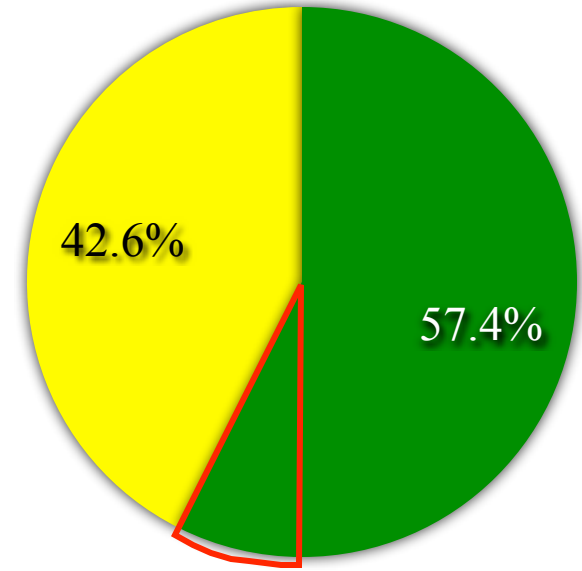
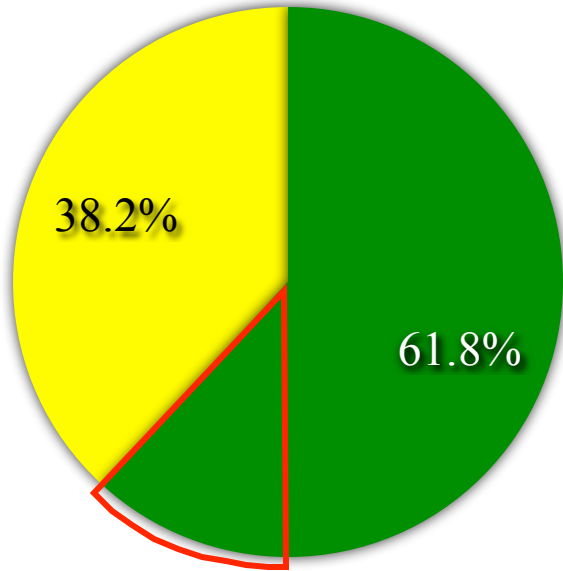
● Met

● Did Not Meet

Reading

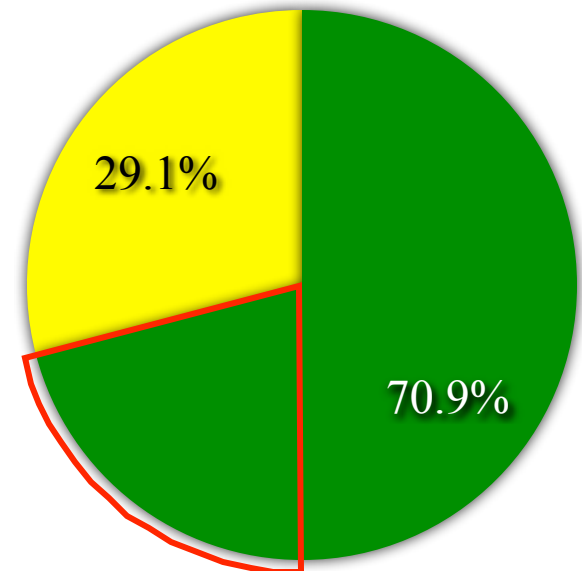
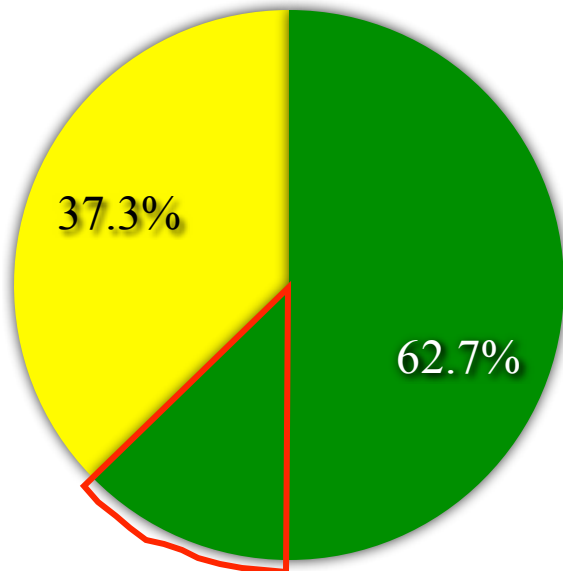
Math

Not ID'd



Exceeding
National
Norms

ID'd



What impact is MAP having in the first year of implementation?

- Growth is being prioritized over achievement
- Instructional discussions around individual student needs are happening at an entirely new level of specificity

How do these things translate into practice in our schools and classrooms?

BES - Each teacher at BES teaches reading and math to his/her homeroom class. The teachers use the MAP data to group students for small group leveled instruction. Students are grouped with peers who have a similar profile based on the MAP results. Depending on the results, some students are receiving the necessary intervention and remediation of concepts/skills while others are receiving extension and enrichment. BES also has a Title 1 program which assists some of our students with reading skills.

GES - In grades K-5, students are grouped heterogeneously within their homeroom. During the language arts block, students are flexibly regrouped for instruction within the grade level so that students with like needs and abilities are together (based on MAP scores, PALS data, teacher recommendation, etc.). In addition, in grade 3, MAP data is used to identify students who require enrichment in the area of mathematics, to be co-taught by the GRT and classroom teacher. In grades 4 and 5, MAP data is a part of the matrix considered in determining which students (beyond identified gifted students) are provided direct instruction by the GRT in the area of mathematics.

RES - Students are grouped flexibly in grades K-2 within their homeroom classroom so that like clusters (based on MAP scores) receive instruction at their prescribed level within reading and mathematics. In grade 3, MAP data is used to provide tailored instruction co-designed and co-taught by the GRT. In grades 4 and 5, MAP data is used to provide tailored instruction co-designed and co-taught by the GRT in the area of literacy; self-contained direct instruction by the GRT is provided in the area of mathematics.

GMS - The English and math department use the MAP results to guide instruction and group students based on the DesCartes report. Results are then compared to formative and summative assessments results to determine a possible correlation. In addition to the MAP training from the fall, an additional session was held at GMS in the winter. The GMS Instructional Team has held two professional development in-house sessions to discuss the administration of the test, data analysis and to determine how to effectively use results in the classroom to increase student growth. Additionally, involving students in this process by creating student goals has been discussed.

Measures of Academic Progress



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