

Gifted and Talented Program Evaluation Template for Small Districts

<u>Questions</u>	<u>Data Sources</u>	<u>Instrumentation</u>	<u>Process for Data Collection</u>	<u>Involved Persons</u>	<u>Timeline</u>	<u>Strategies</u>
Question 1. To what extent are the stated mission and goals of the gifted program fulfilled in their actual operation?	<ul style="list-style-type: none"> ✓ Questionnaires ✓ Focus Group ✓ Program Documents 	<ul style="list-style-type: none"> ✓ Questionnaire tailored to stakeholder group ✓ Focus group protocol ✓ District's demographics 	<ul style="list-style-type: none"> ✓ Survey annually ✓ Conduct focus group ✓ Collect district's demographics annually 	<ul style="list-style-type: none"> ✓ GT administrator 	<ul style="list-style-type: none"> ✓ Conduct annually 	<ul style="list-style-type: none"> ✓ Revisit mission and goals to identify outcomes ✓ Conduct focus groups by school across schools ✓ Analyze program documents
Question 2. To what extent is the gifted program meeting the needs of identified students as perceived by relevant groups?	<ul style="list-style-type: none"> ✓ Interviews ✓ Questionnaires ✓ Focus Group ✓ Program Documents ✓ Student pre-post assessments and/or student products (including AP/IB). 	<ul style="list-style-type: none"> ✓ Questionnaire tailored to stakeholder group ✓ Focus group protocol ✓ District's demographics 	<ul style="list-style-type: none"> ✓ Distribute questionnaires annually ✓ Conduct one focus group annually – target a different stakeholder group annually 	<ul style="list-style-type: none"> ✓ GT administrator ✓ Principals 	<ul style="list-style-type: none"> ✓ Conduct annually 	<ul style="list-style-type: none"> ✓ Conduct focus group on targeted stakeholder group ✓ Distribute questionnaires annually
Question 3. What evidence exists to document positive student performance trends for students participating in the gifted program?	<p>Possible data sources include:</p> <ul style="list-style-type: none"> ✓ AP/IB student outcome data (high school) ✓ Classroom observation ✓ Critical thinking (TCT) ✓ ITBS Scores ✓ End-of-Course exam scores (secondary) Pre/post curriculum rubric scores (elementary) ✓ Independent studies and mentorship rubric ratings (secondary). ✓ Regular teachers' differentiation checklists ✓ Concurrent credit/dual enrollment credit ✓ Pre-AP/IB (middle school) ✓ 100% Matriculation into AP/IB coursework ✓ Student portfolios 	<p>Possible instrumentation include:</p> <ul style="list-style-type: none"> ✓ AP/IB Test ✓ Teacher Classroom Observation Instrument ✓ William and Mary Test of Critical Thinking ✓ Watson-Glaser Creativity Test ✓ ITBS ✓ End-of-Course Exam ✓ I.S. and Mentorships Rubric ✓ Teachers' differentiation checklists ✓ Grade in concurrent enrollment/ dual enrollment class. ✓ Rubric to grade student products in Pre-AP, Pre-IB and portfolios. ✓ Off- grade level testing (e.g. ACT). 	<ul style="list-style-type: none"> ✓ Collect annually ✓ Administer across all relevant schools and grade levels 	<ul style="list-style-type: none"> ✓ <i>GT administrator</i> ✓ <i>Administrators in all relevant schools/ classrooms</i> ✓ Building facilitators ✓ School counselor/test coordinator (to obtain standardized test results). 	<ul style="list-style-type: none"> ✓ Collect all from schools annually except the Test of Critical Thinking (TCT). ✓ Administer the TCT at the beginning of 3rd grade and the end of the 5th and 8th grades. ✓ Administer the Watson-Glaser as a pre-test at the beginning of the 9th grade. Administer as a post-test at the end of the 10th grade. 	<ul style="list-style-type: none"> ✓ Collect and assess data annually (except TCT). ✓ Develop long and short goals based on outcomes.

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<p>Question 4: What are the program strengths and weaknesses in relation to the state of the art or best practices in gifted education?</p>	<ul style="list-style-type: none"> ✓ NAGC compliance ratings (Takes a minimum of two people to complete) 	<ul style="list-style-type: none"> ✓ NAGC Program Standards 	<ul style="list-style-type: none"> ✓ Collaboratively assess (with GT advisory committee) program's compliance with the NAGC program standards 	<ul style="list-style-type: none"> ✓ GT Administrator ✓ GT advisory committee 	<ul style="list-style-type: none"> ✓ Once every 3 years 	<p>Collaboratively assess program compliance with national program standards to build a profile of strengths and weaknesses and drive goal-setting. Reassess goal attainment once every 3 years.</p>
<p>Question 5: What are the recommendations for program improvement or revision? Note: on AP/IB Benchmarks, these short-term goals have been set:</p> <ol style="list-style-type: none"> 1. 100% of all identified GT students will take at least 1 AP or IB exam 2. 50% of GT students in AP will score a 3 or higher. 3. The number of low-income students in taking AP/IB or participating in gifted programs will increase by 10% annually. 	<p>Examine the following:</p> <ul style="list-style-type: none"> ✓ Survey responses ✓ AP/IB test scores ✓ Demographics of students participating in gifted programs, AP and IB. ✓ NAGC compliance ratings 	<ul style="list-style-type: none"> ✓ Survey responses ✓ AP/IB test ✓ District demographics ✓ NAGC program standards 	<ul style="list-style-type: none"> ✓ Collect survey responses ✓ AP/IB standardized test scores on all GT students from all schools ✓ Collaboratively assess (with GT advisory committee) program's compliance with the NAGC program standards 	<ul style="list-style-type: none"> ✓ GT Administrator ✓ GT advisory committee 	<ul style="list-style-type: none"> ✓ All to be assessed annually except NAGC compliance ratings (every three years). 	<p>Develop a short-term and long-term strategic plan to address weaknesses and capitalize strengths.</p>