

Marked Tree Public School

GT Program Evaluation Results

Regs: (10.3,10.4,10.5)

All components of the gifted and talented program are evaluated annually, include staff development, identification, program options, community involvement, and the evaluation process/plan. Judgments about the effectiveness of various facets of the program was acquired in a variety of ways including surveys, interviews, focus groups, as well as statistical analysis of data within all levels. Questionnaires and/or surveys were distributed to teachers, administrators, parents, students, community members, and school board members. The Identification Committee and G.T. Advisory Council were given an opportunity to evaluate the program by interview. Upon completion, reports will be available for viewing on the district's web-page and/or distributed to administrators, counselors, teachers, parents, community members, school board members, and G.T. Advisory Committee.

During the 2017-18 school year, evaluations began with our adults which totaled thirteen comprised of administration, teachers, parents, and advisory committee members.

*92.3% believe opportunities to increase knowledge of the gifted program are provided to staff through staff-development, materials, etc.; 7.7% responded by "don't know."

*92.3% believe the process for referring and identifying students for the GT program is made known to staff and community; 7.7% "don't know."

*100% found the procedures to promote identification of students in need of GT services regardless of race, religion, gender, socio-economic, etc.

*92.3 believe appropriately qualified personnel are involved in gifted learning; 7.7% "don't know."

*100% believe that all staff members work hand-in-hand to meet the needs of our gifted population and supportive of the gifted program.

*100% find the program goals and objectives to be systematically developed to assist in building an effective educational program for the gifted population.

*100% believe various types of opportunities are provided to meet the gifted students' needs within our school.

*100% found the curriculum for the gifted to be differentiated in content, process and/or product.

*100% found that ongoing opportunities for community awareness and involvement within the GT program exist.

*100% agree that assessment of student growth is evaluated and decisions made within the curriculum to better meet their needs.

*100% agree that the effectiveness of the educational opportunities within the GT program are evaluated annually.

*53.8% believe the district provides expenditures to assist in funding the program; 46.2% responded by "don't know."

The overall opinion of the GT program appear to be very positive with a wonderful support system. The counselors work well with the GT Coordinator to assist with the identification process, as well as aid in encouraging students to excel by participating in special projects and rigorous courses. Administrators have been exceptionally helpful and promotes extra-curricular activities and is supportive of the idea to expand our gifted services.

Students in grades K-6 completed evaluation surveys and questionnaires.

The results from kindergarten and 1st grade reveal the following:

- *95% of the students like going to G.T. and 5% marked "undecided."

- *90% find the activities that we do in G.T. to be different than what they do in the regular classroom. 10% marked "undecided"

- *100% believes the GT teacher encourages them to be creative thinkers and original.

- *100% states that the regular classroom teacher passes out the activities that their GT teacher sends back with them to do in their classroom.

- *80% feel that their parents feel welcome to come to school and visit the GT classroom. 15% marked "undecided" and 5% marked "disagree"

Short answered questions revealed the favorite and least favorite activities as:

- *Favorite- LEGOs, listening to books, sign-language, sudoku

- *Least favorite- nothing, I like it all, tangrams, sign-language, Bingo, puzzles

- *Ideas to make it better- Make slime, computer.

Second and Third grade students' evaluation of the program was very high with

- *100% on every question, except 95% liked going to GT, while 5% (1) was undecided.

- *75% of the students stated their classroom teacher passes out the activities that is sent back for them to do in their class. 25% responded with "undecided."

Short answer questions revealed the following:

- *Favorite activities- LEGOs, chess, Quiz Bowl, math, challenges, THINK Bingo, learning Spanish,

- *Least favorite activities- Quiz Bowl, chess, nothing-I love GT., sign-language

- *Ideas to make it even better-motorized project, games, chess more, computers,

Sixteen identified GT students, in grades 4-6, completed questionnaires with

- *100% of them agreeing that the program is beneficial and rewarding.

- *100% believe the school provides a program that allows them to learn and be challenged with other peers with similar intellectual gifts.

- *87.5% find their classroom teachers work well with the GT teacher and respect what is completed in the GT Resource Room. 12.5% stated "don't know"

- *100% believe the GT program is sufficiently meeting their educational needs.

- *93.7% believe appropriately qualified personnel are involved in gifted learning. 6.3% stated "don't know."

- *87.5% believe the GT program promotes parental involvement and awareness; 12.5% responded by "don't know."

- *100% responded that the communication of the GT program is informative.

- *93.7% believe the overall attitude of the GT program is positive. 6.3% disagreed.

- *87.5% stated that the classroom teachers modifies or releases the GT students from assignments missed while attending GT or encourages students to take Pre-AP/AP courses. 6.3% responded by "disagree" and 6.3 responded by NA.

4th-6th grade identified GT students also completed short answers, including:

- *Strengths of the program-Learning new things, love for kids, communication, algebra, robotics, creativeness, getting along, how it makes me feel smarter,

- *Favorite things of program-Learning new things in fun ways, the teacher, chess, math, presentations, projects, being challenged.

- *Least favorite things of program- Quiz Bowl, research, not having enough time, meeting only once a week, tests, nothing-I like it all

When asked, "What type of activities would you like to do in the GT program next year?" responses were: more breaks, more math, sewing, science, quiz bowl, robotics, algebra, more field trips, painting, and more art.

The overall responses were positive in nature and I believe the students are finding the program to be beneficial and helpful in their academic and social growth. Additional activities will be sought to allow for more hands-on learning at all grade levels, but especially for grades K-3. We will be focusing this year on STEM, as well as literary skills with follow-up activities geared toward higher order thinking and creativity

In addition to evaluating the overall program, student data was studied and the GT student files were updated. Strengths and weaknesses were noted at every grade level, which will allow the curriculum to be structured to better meet their academic needs.

Based on the evaluation, modifications will be implemented and revisions made to aid in areas of concern and as an encouragement to continue growth in components that are considered strong. This year we will continue to share information to build knowledge of the gifted program through formal and informal staff-development, seek ways to identify our gifted and potentially gifted population, expand program options to better meet the needs of our students, promote community involvement, and explore tools to evaluate our program better. It is our district's overall goal to build and provide a respectful GT program within our district and state.