

Gifted Services: Program Evaluation

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Arlington Public Schools



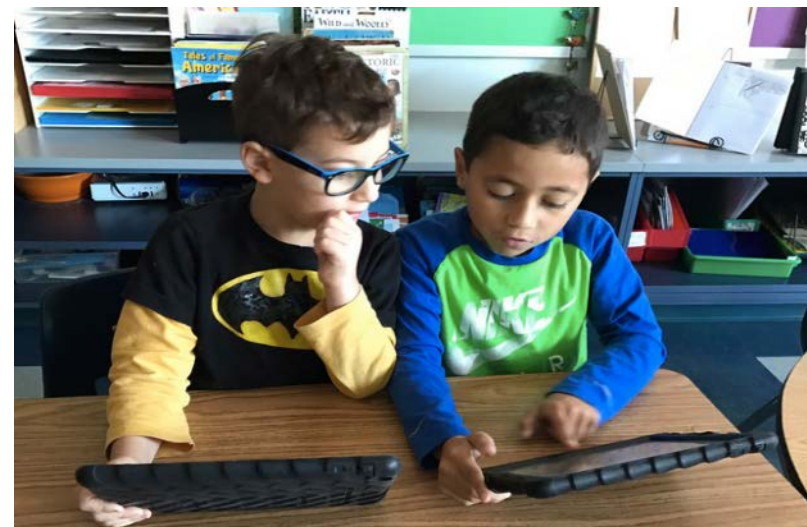
Gifted Services: Goals and Services

- Data-driven differentiation
- Curricular resources written for gifted learners to add depth and complexity
- Ongoing professional learning in a variety of settings for educators who work with gifted learners
- Parent and community engagement
- Consistent screening and identification process



Program Evaluation: Process

Schedule





Program Evaluation: Key Findings





Access to Services

Since implementation of universal screening:

- Sharp increase in referrals
- Increase in percentage of students with disabilities referred and identified
- Continued need for emphasis on inclusiveness of all students



- Policies and programming for gifted students offered as part of the regular school day





Quality of Instruction

- Cluster teachers are committed to professional learning in the area of gifted education
- Some differentiation strategies are used frequently
- Teachers have access to curriculum materials designed for gifted learners
- Elementary core content teachers are frequently using materials designed for the gifted

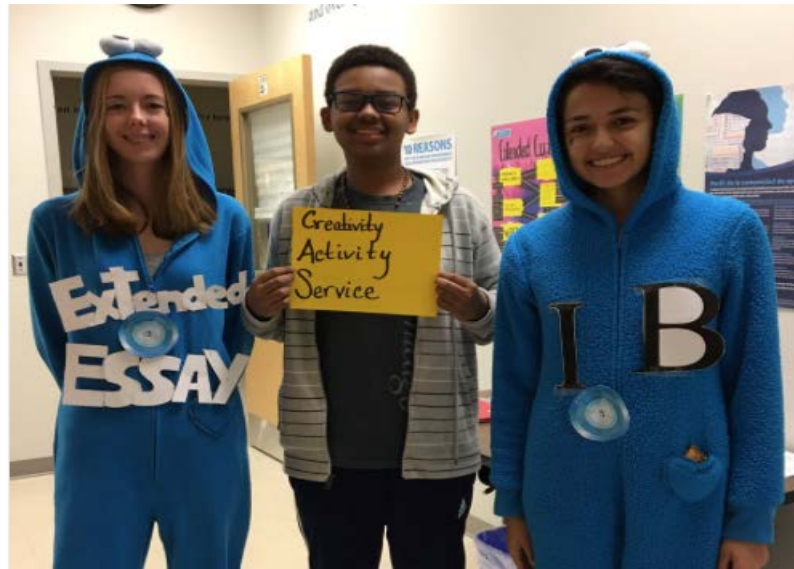
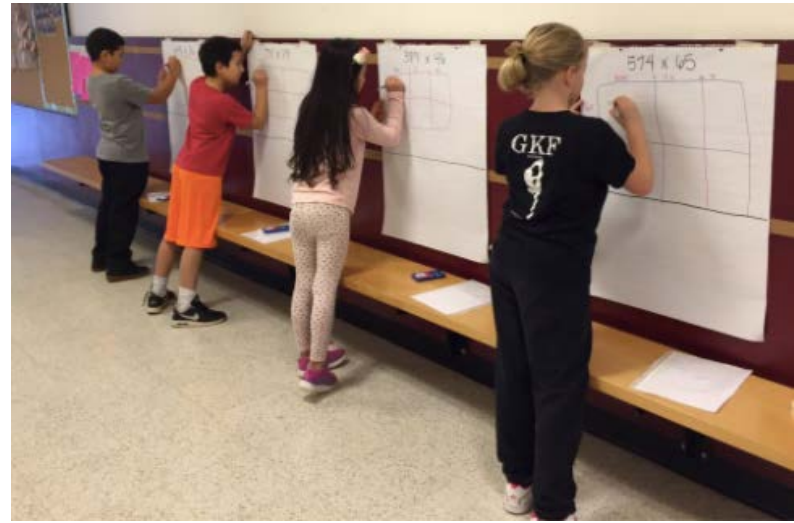


Student Outcomes

- High level of student engagement in classroom observations
- Parents report that their child is intellectually stimulated at school
- Two-thirds of middle school students gifted in math complete Algebra I before 8th grade
- Most gifted students are enrolling in advanced coursework



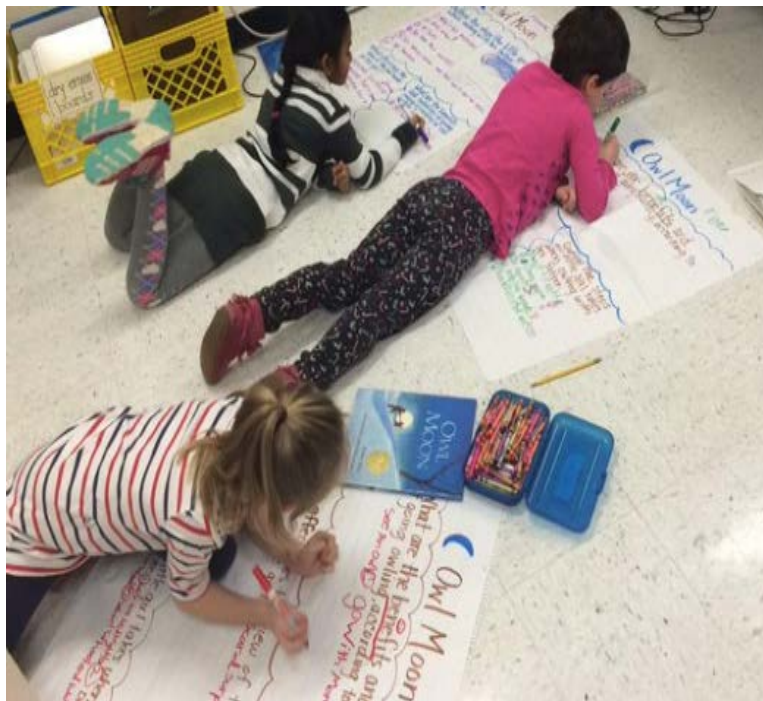
Recommendations and Next Steps





Recommendation #1 - Differentiation

Increase the use of differentiation strategies and personalized learning with gifted learners





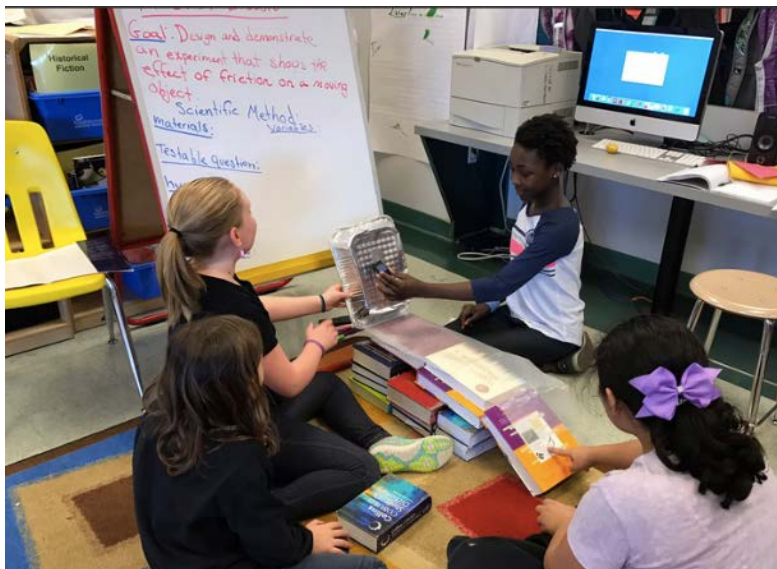
Recommendation #1 – Next Steps

- Increase personalized learning options
- Use curricular resources that reinforce critical and creative thinking strategies
- Increase understanding of differentiation and classroom management for cluster groups
- Continue the expansion of Young Scholars across all Title I schools
- Use measures of growth



Recommendation #2 - Roles and Responsibilities

Clearly articulate expectations for gifted instruction and align these expectations with the roles and responsibilities of RTGs, classroom teachers, and principals, with a focus on the middle school level



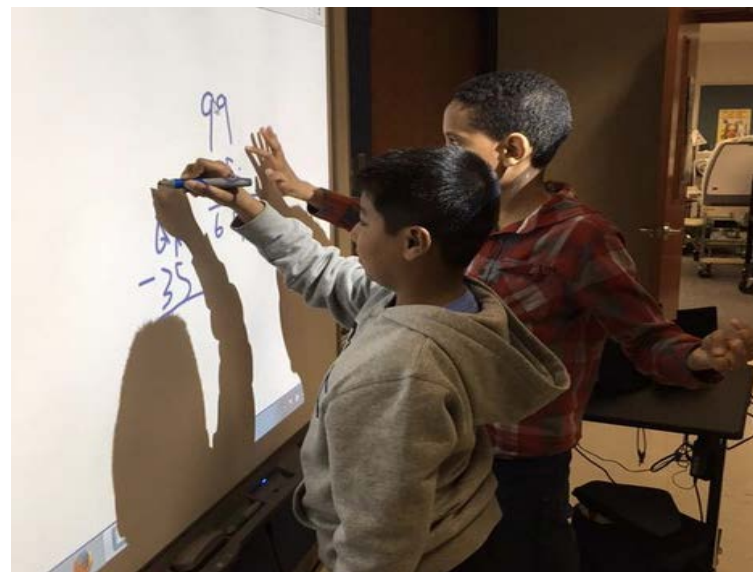


Recommendation #2 - Next Steps

Next steps:

- Increase understanding and use of coaching, collaboration, and co-teaching skills
- Evaluate existing RTG and cluster teacher roles and responsibilities
- Develop performance evaluation criteria
- Work with principals, school counselors, social workers and special educators to address the socio-emotional needs of gifted learners

Take steps to improve the availability of data that will facilitate ready identification of trends and focus areas for gifted services and, subsequently, appropriate response





Recommendation #3 - Next Steps

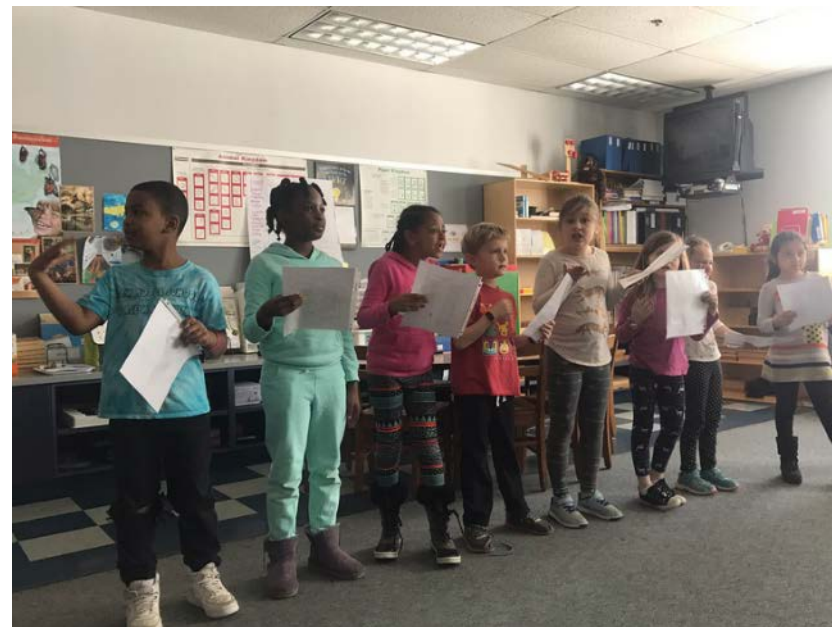
Next steps:

- Direct Information Services to:
 - Provide Gifted Services access to specific data
 - Create reports on referrals and identification
 - Monitor clustering and credit roster
- Address referral and identification gaps with schools
- Provide plan for principals and RTGs to:
 - Increase understanding of universal screening
 - Identify and use measures of growth
 - Monitor referral process



Recommendation #4 - Communication

Develop and implement a plan to clearly and regularly communicate gifted services information to students and families





Recommendation #4 – Next Steps

- Communicate expectations with staff concerning frequency and nature of communication with families including revisions to current practice as needed.
- Meet with stakeholders to determine strengths and areas of improvement
- Develop communication plan for all schools
- Develop and implement a common vocabulary for messaging
- Ensure that messaging is consistent across all APS media

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