

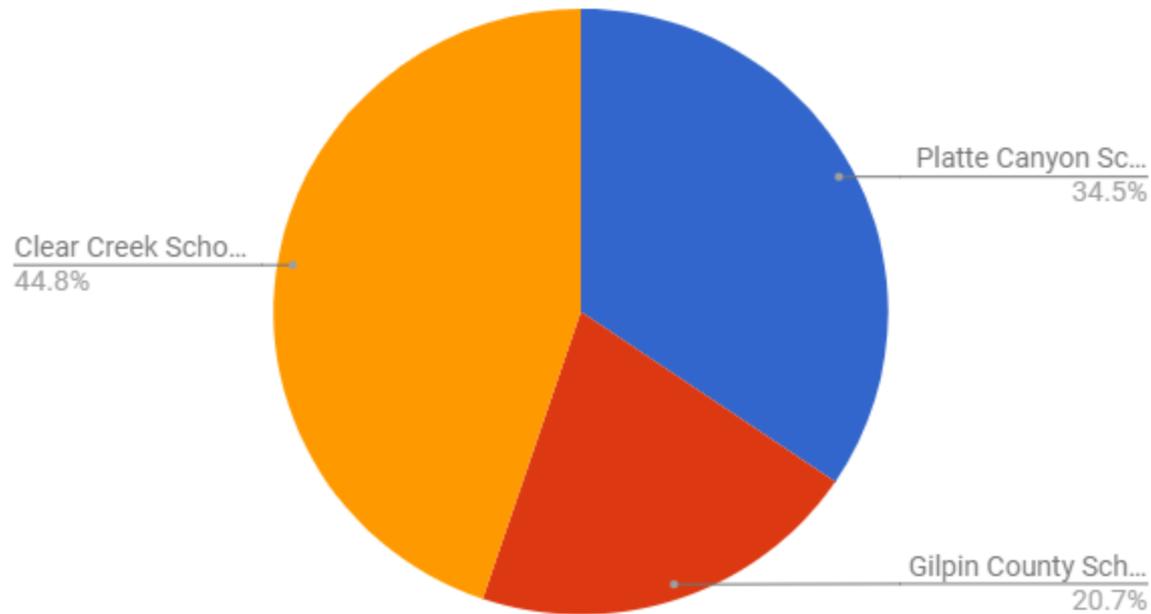


**Mt. Evans BOCES  
2017 Student Survey Results**

# Survey Demographics

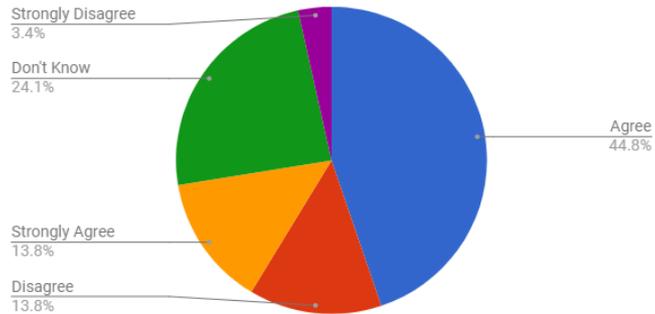
- o 58 Students responded to the survey.

Student Participation Percentages Per District

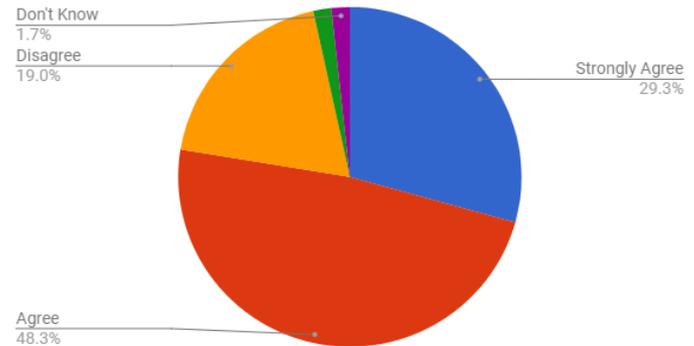


# Communication

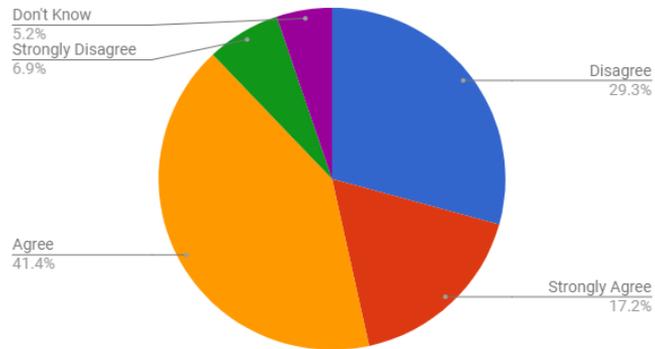
I know where to find information about my district's educational programming i.e., camps, special events, etc. for Gifted and Talented (GT) students (gifted coordinator, website, handbooks, brochures, etc.)



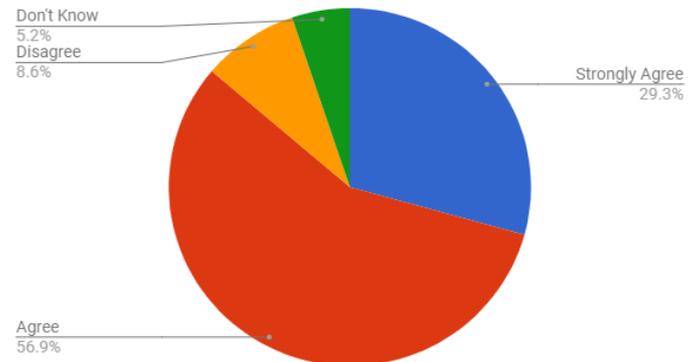
The gifted coordinator communicates with me about how I can be involved in developing my area of giftedness and/or talent.



My school encourages me to communicate about my gifted needs.



I know who to contact if I have a question about my gifts and/or talents.



# Identification

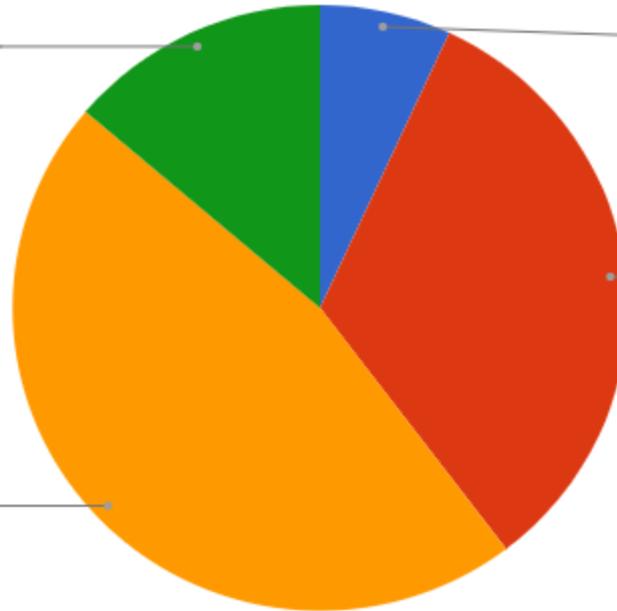
I understand how I was identified as gifted.

Disagree  
13.8%

Don't Know  
6.9%

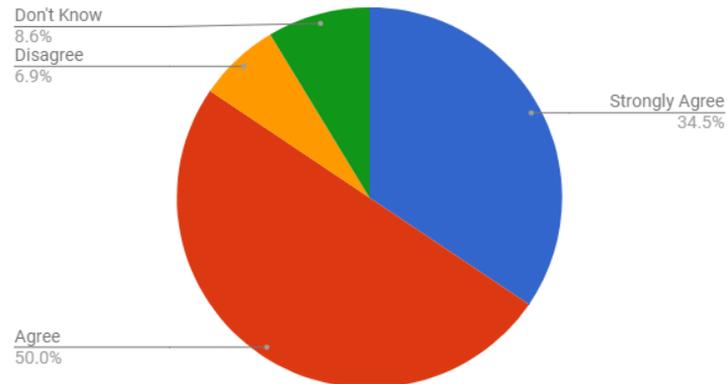
Strongly Agree  
32.8%

Agree  
46.6%

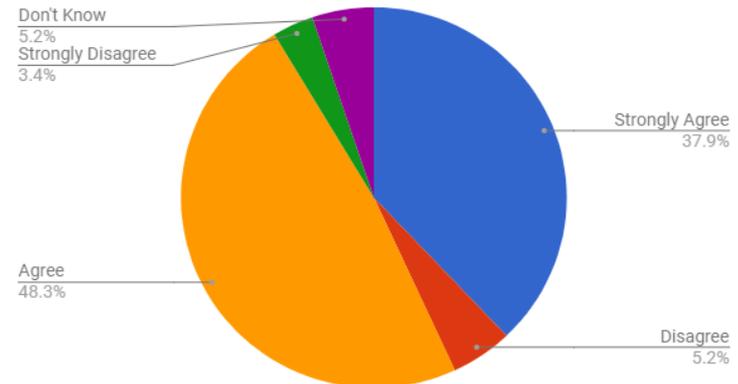


# Advanced Learning Plans (ALPs)

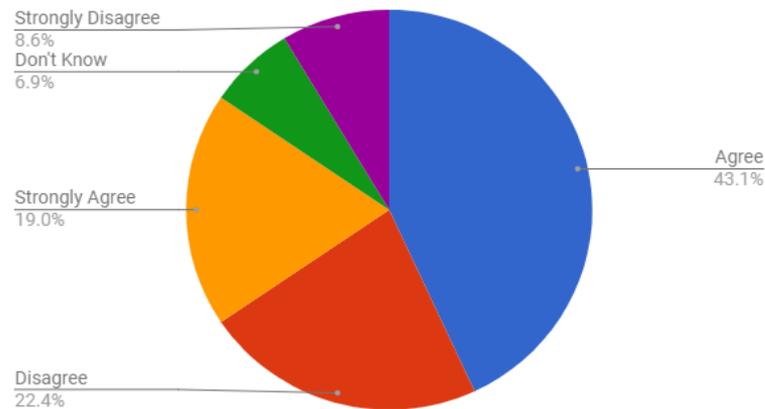
An Advanced Learning Plan (ALP) is developed each year for me.



I had input on developing the goals for my Advanced Learning Plan.

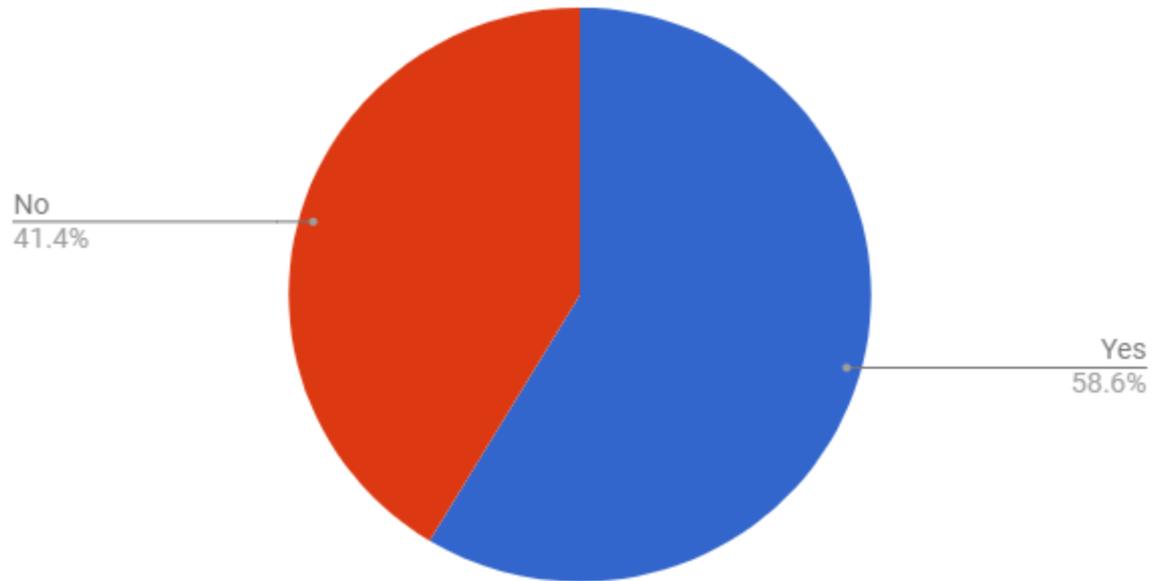


My ALP helps to meet my gift and/or talent area educational needs.



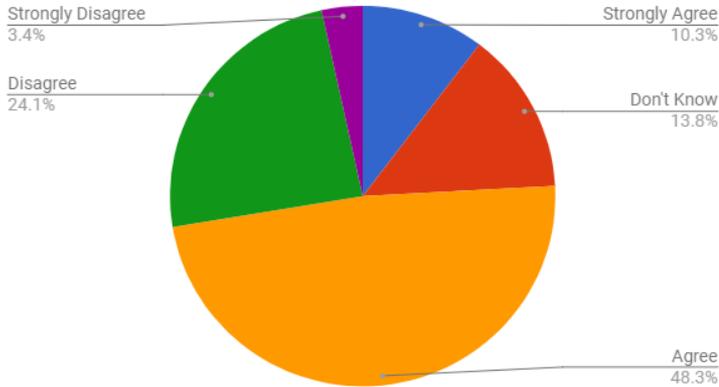
# Progress Monitoring of ALPs

My classroom teacher or the gifted coordinator works with me to progress monitor my Advanced Learning Plan.

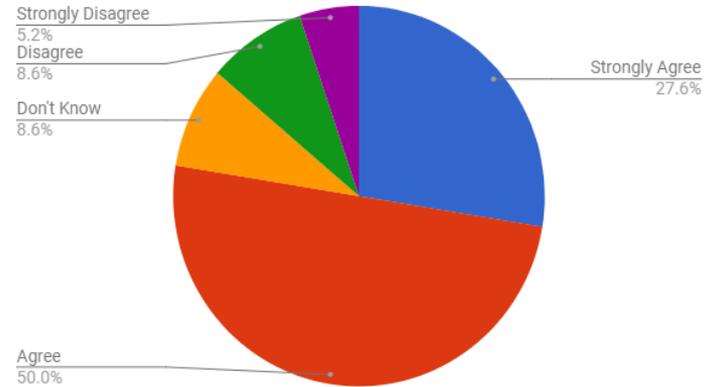


# Programming

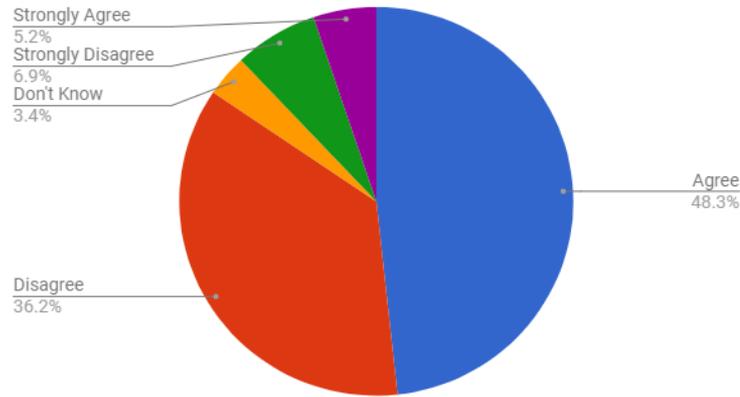
There are adequate program options for my area(s) of giftedness and/or talent.



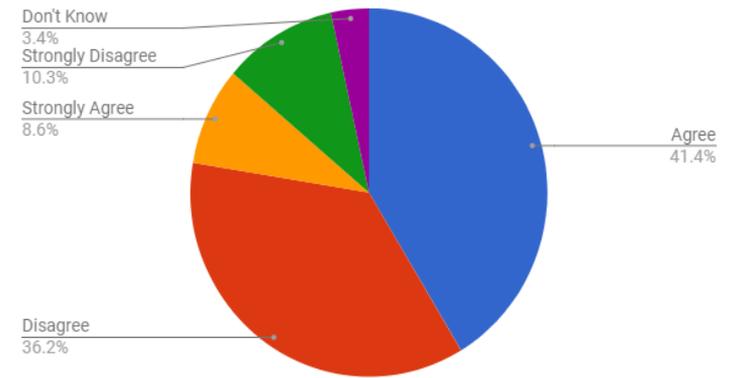
I am supported as a gifted and talented student.



I feel challenged in the majority of my classes.

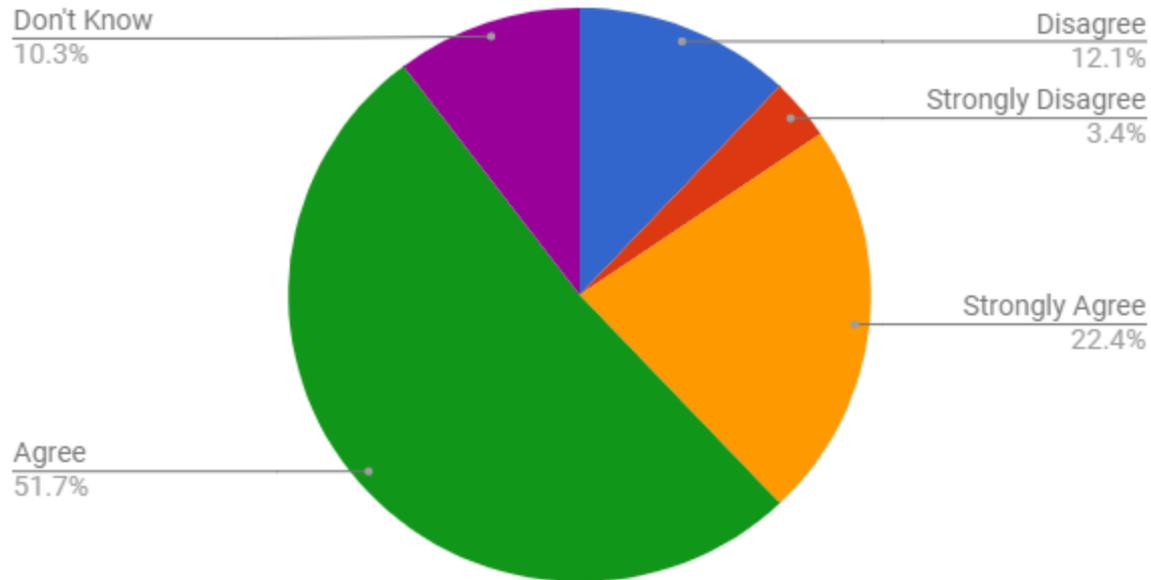


I am given differentiated learning activities in my classes that allow me to extend my learning, foster my interests, and/or move me at a quicker pace.



# Support as a Gifted Learner

When I move through the grade levels and buildings, I am continually supported as a gifted student.



# Student Comments

More times to talk with the GT coordinator.

More coordinated time other than just a lunch period to discuss things

Pay more attention to GT kids. They might just change the world.

A more efficient way for us to get together because at the time the other gt kids get together I am in a class.

Communicate with teachers to let students work at a quicker pace

Reinforcing the ideas. Don't make us feel like we are so different because we are gifted, we are not above the other student. I feel like being gifted and talented is just a label. The students who are not succeeding need more attention than we do. Also, this program is extremely unreliable. I was only checked up on once after creating the ALP, and it is never reinforced. This program has not helped me in any way.

they could set up meetings with other gifted programs.

# Student Comments

Have a whole separate course for gifted students in middle school and high school because the schedule can become confusing when testing is going on.

having a separate small room for the gifted students to be taught in in their gifted subjects and only in those times

Continue to provide gifted services, but remove goals to allow the student a more "free" experience with the program. As well as a more loose based actives that focus on interests and chosen collaboration and not presentations and group projects chosen by the teacher/coordinator.

More follow through. It seems that every year we say we'll do all of these things, then we never do.

Have a meeting once a month during lunch

The teachers should be notified of our gifts and they should incorporate it into all of our classes

Meeting during lunch or a time besides access so students can continue with rigorous coursework during their study hall time.

Challenge us.

# Student Comments

It would have been really helpful if the meetings had been at a different time, like during lunch or before school, because ACCESS is when I do the majority of my schoolwork because I have stuff after school, especially during musical season. Also having a different format for goals, because we always end up saying that 1) I will get all A's (which I will anyway), or 2) something that requires outside-of-class work and interaction with teachers, which I don't really have time for.

one suggestion is to help kids with learning skills and not focus as heavily on the social part typically I don't struggle with social or emotional problems.

Have the actual teachers be more involved in the actual program

nothing actually happens in classes/ they don't do anything to allow us to meet our goal/plan isn't followed

They don't do anything to help us meet our goals

Do not have meeting during study halls because as a gifted student I need that time to do all the hard work. I missed almost all the meeting this year because it would have actually stressed me out more to go. I recommend doing the discussions during lunch.

To do have more time with each other

i think i like more time to work indulgently and work doing story's and comics

It should be more than one day a week. More time with each other. Summer activities would be fantastic.

# Student Comments

If we worked on alp's more than anything else.

To meet with each of the students individually, often to help them understand and help them improve their non ALP identity(s).

Maybe more activities than just our "meetings."

I think it's great already.

Keep up what you are doing. I haven't had enough time in to have suggestions.

none really

I have no suggestions because my school's program is already tending to my gifted needs.

I have hardly any suggestions at all because the school is very hard working and tends to my gifted needs.

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# Student Comments

No suggestions

None, because I don't really know what strengthens gifted programming.

More balanced difficulty in classes, since currently, some classes are very difficult and time consuming, and some are extremely easy with no work needed outside of class to get an A.

have more fun activities

Meet more often

More meeting throughout the year

I would suggest more implementation of my learning plan in the classroom.