



Mt. Evans BOCES

Clear Creek RE1 - Gilpin RE1- Platte Canyon #1

Strong Partnerships Ensuring Success for Exceptional Students

2018-2019 Annual Program Evaluation

Adapted from Neumeister, K and Burney, V. Gifted Program Evaluation 2012. Prufrock Press.

PROGRAM DESIGN ELEMENTS	No Evidence	Some Evidence	In Place	Comments
There is a written philosophy and/or mission statement related to gifted students.			x	Posted on the Mount Evans BOCES' website. https://mtevansboces.files.wordpress.com/2019/03/mission_vision-statement-1.pdf
There is a written definition of which students the district considers to have specific needs that require specialized services.			x	Posted on the BOCES' web site: https://mtevansboces.com/definition-characteristics/
There are written goals and objectives.				The comprehensive plan includes targets for all elements for gifted education. Annually, targets are updated and posted to the BOCES' website. Link: https://docs.google.com/document/d/1Xu_EJR2UEMhgV7f5apgvxnyyPT9RQ5fF714reJNiZMA/edit?usp=sharing
There is a written description of services to be provided for the described students at each grade level and in each area served.		x		The comprehensive plan includes services provided for gifted education. There is an ongoing process of reviewing services and areas of need and/or growth for all gifted students. Currently, programming options are available for the areas of giftedness in reading, math, writing, creativity, science, leadership, Visual and

				Performing Arts (except for dance) and math. World Languages programming is available through online coursework at Red Rocks and through AP World Languages courses at the secondary level. Each district, in consultation with their art, music, drama departments have identified programming options in each area. This listing is posted on the Mt. Evans BOCES' website at https://mtevboces.com/programming/ .
Services provided align with how giftedness is defined in the district.			x	The comprehensive plan includes services provided for gifted education.
Gifted Students are grouped together for instruction in their area(s) of talent.		x		For enrichment groups, students are not grouped together in their areas of talent, Students are grouped for enrichment of thinking skills. Areas of talent are addressed through differentiation of the general education curriculum which includes grade and/or subject acceleration and compacting of the curriculum.
Services are structured so that challenge in the area(s) of talent is provided on a daily basis.		x		Gifted students are served primarily in the general education environment. Courses aligned to student's strengths, especially at the middle and high school levels provide challenge for strength area. Students do indicate via the survey conducted January 2019, that they would like more challenge and opportunities for differentiation within their classes. Weekly and bi-monthly for pull-out groups with the gifted coordinators.
Services are constructed so that gifted students are provided opportunities to work independently in areas of talent.		x		Genius Hour/ Passion Projects, after school activities such as Robotics, Science, and Japanese Clubs are provided throughout the three districts.

				Independent Study is an option used by teachers as evidenced by the January 2019 survey. Within the CCSD, afterschool enrichment is provided on various topics and hands on projects that allow students to work with their strengths. Exact Path, an online strength-based intervention program is all utilized for students as an vehicle for accelerating growth in a math or reading strength area.
Services are constructed so that there is a continuum of services to meet the broad range of needs of individual gifted students		x		<p>Gifted services for high school students is an area for growth in developing meaningful goals and services. Within the CCSD advisory time is used to connect with middle and high school students. For the 2019-2020, school year, CCSD and PCSD will move to embedding Advanced Learning Plans into the Individual Career and Academic Plans. This will allow for the development of meaningful and relevant goals that will drive student services. The GCSD will implement the process.</p> <p>2016-2019 Gifted Student Survey Results within this presentation: https://docs.google.com/presentation/d/14lmnPzZc0IQFRuBUBZ6QUwYHjgiHScFtwph-w7xY6sM/edit?usp=sharing</p>
Policies are in place to allow early entrance, grade-skipping, subject skipping, early credit, and early graduation according to individual student needs.			x	All districts have an acceleration policy . These policies are available for review on the BOCES' website. The Early Access Policy is posted here: Early Access
A district-level administrator is identified as being responsible for developing and monitoring these services.			x	Assistant Director of Gifted Education at Mount Evans BOCES is licensed in gifted education. .

The roles of personnel at the district, the building, and the classroom levels are clearly defined.			x	Within each district, there is a gifted coordinator who collaborates with general education teachers to develop meaningful Advanced Learning Plan goals and strategies appropriate to each child's needs. Coordinators also share resources and coordinate professional development opportunities for teachers. Contact Information link.
A district wide stakeholder group exists and meets on a regular basis to review the district services for gifted students.	x			This has not been completed.
IDENTIFICATION ITEMS	No Evidence	Some Evidence	In Place	Comments
The district uses a norm-referenced measure of ability in each of the areas for which program services are offered.			x	A complete listing of norm referenced assessments used in the identification process for all areas of identification are listed in the Comprehensive Plan located on the BOCES' website.
The district uses a norm-referenced measure of achievement with adequate ceilings to assess achievement above grade level in each of the areas for which program services are offered.			x	All measures of achievement have adequate ceilings to assess achievement above grade level.
The district uses qualitative indicators of ability to perform in each of the areas for which program services are offered.			x	Behavioral Checklists for each area of service are used during the evaluation as a criterion for identification. Above grade level writing rubrics are utilized when scoring student samples. Jot downs for the talent areas are utilized for recording student behaviors that may indicate giftedness. Student, parents, and teachers are interviewed for input into the student's strengths, preferences, and interests both at school and in the community during the evaluation process and yearly for ALP development. Rubrics for scoring student work are also utilized as evidence of demonstrated performance, another criterion for gifted identification.

According to the instruments technical manuals, the ability achievement, and qualitative measures used for placement for gifted services are valid for their purposes.			x	All manuals have been reviewed for validity.
According to the testing manuals, the ability, achievement, and qualitative measures used for placement for gifted services have reliability coefficients of .85 or higher.			x	All manuals have been reviewed for reliability coefficients.
The identification procedures ensure that all students have an opportunity to be referred for screening by publicizing the process and receiving referral from all stakeholder groups..			x	All identification processes are posted on the BOCES' website, including referral forms. Per the BOCES' policy, a student may be referred by self, a peer, a community member, a parent, a teacher, gifted coordinator, or administrator. Per the educator survey, with the turnover of teachers, the gifted department needs to share identification processes the fall of each school year. This was done within the CCSD this school year.
Local norms are used to find all students in need of gifted services.	x			Local norms are not used.
The identification procedures ensure that all students have an opportunity for screening by publicizing the process and receiving referrals from all stakeholder groups.			x	Universal screening with the Cognitive Abilities Test is conducted annually for all second graders. Letters are sent to parents prior to testing and student results are sent to parents after testing. Referrals are solicited from all stakeholder groups and referral information is on the BOCES' web site.
Students are identified in all grade levels for which services are provided.			x	
The appeals process is publicized.			x	The process for dispute is posted on the BOCES' website.
The appeals process allows for students to be given alternative ability, achievement, and/or qualitative measures at no cost to the family.			x	

CURRICULUM AND INSTRUCTION ITEMS	No Evidence	Some Evidence	In Place	Comments
There is a written curriculum in core subject areas and other areas served by the district that is specific to students identified as gifted, K-12.		x		For affective needs, K-12.
Student learning goals are clear and evidence of how the learning will be demonstrated is clearly stated.			x	Goals within Advanced Learning Plans are in form of S.M.A.R.T goal format with a metric to monitor progress.
The written curriculum has clear evidence of how vertical articulation from grade to grade, K-12.			x	Yes, for the affective needs curriculum.
There is clear evidence of acceleration of curriculum in areas served.			x	Recorded in a student's Advanced Learning Plan.
There is clear evidence of enrichment of curriculum in areas served.			x	Enrichment goals are included in student ALPs.
Instruction and learning experiences are clearly differentiated to focus on higher order thinking.		x		Per the results of the student, parent and teacher surveys this is an area of needed growth.
There is evidence of gifted students being actively engaged in construction of knowledge.		x		Per the results of the student and teacher surveys, this is an area of needed growth.
The pace of instruction is appropriate to gifted students.		x		Per the results of the student and teacher surveys, this is an area of needed growth.
There is evidence of gifted students' use of technology for creating, learning, and communicating content.			x	Two of the districts are 1:1 and technology is activity embedded within instruction.
Gifted students are provided opportunities for choice to pursue areas of personal interests.		x		
Assessments are aligned to curriculum goals.			x	Within the general education environment.
Pre Assessments are used to determine individual instructional plans.		x		This has been an area of focus for the gifted department. Per the educator survey January 2019, 50% of teacher

				indicated they use pre assessments.
AFFECTIVE NEEDS ITEMS	No Evidence	Some Evidence	In Place	Comments
A written, differentiated, affective curriculum that address the social and emotional needs of gifted students is available and used by teachers.			X	
The affective curriculum is vertically articulated for grades K-12.			X	
The affective curriculum teaches students about social and emotional characteristics as well as potential issues they may face.			X	
The affective curriculum provides students with strategies for coping with potential issue they may face as a results of giftedness.			X	
Documentation of differentiated college guidance for gifted students is available (field trips, independent study, speakers, shadowing)			X	For the 20198-19 year, gifted students were given the opportunity to participate in a field trip to CU Boulder.
PROFESSIONAL DEVELOPMENT ITEMS	No Evidence	Some Evidence	In Place	Comments
The district administrator has licensure or is required to obtain licensure or expertise in gifted education			X	For 2018-2019, the assistant director is licensed in gifted education.
Teachers of gifted students have licensure in gifted education or are required to obtain within a specified time period following the assignment to teach gifted students.			X	For 2018-2019,all district gifted coordinators are licensed in gifted education.
Counselors of gifted students are provided with opportunities to seek licensure or other professional development in the area of gifted education.	X			
General education professionals are provided with opportunities for professional development about the characteristics and needs of gifted students.		X		
Parent of gifted students are provided with opportunities for informational meetings about the characteristics and needs of this population.		X		

PROGRAM EVALUATION ITEMS	No Evidence	Some Evidence	In Place	Comments
<p>The BOCES uses multiple strategies to assess gifted students performance and growth.</p>			x	<p>State and district benchmark results for each gifted student are reviewed annually along with a review of 2018-2019, disaggregated groups growth and performance (elementary, middle, and high, free and reduced lunch, and ethnicity). Trends are reviewed and root cause(s) determined if overall growth is below the state average for each district. This information is utilized to develop the gifted Unified Improvement Action Plan (UIP) within each district's UIP.</p>
<p>Individual knowledgeable about gifted learners and competent in the evaluation process periodically review all components of the gifted program. The results are used for continuing program improvements.</p>			x	<p>The gifted education team reviews student performance and growth at least 3 times a year at the district and BOCES level. Stakeholder surveys are sent each year to obtain feedback on strengths and areas of growth each year. The results from the student, parent, and educator surveys are posted on the BOCES' website. Advanced Learning Plans are reviewed for compliance elements each year. A review of identification processes is completed annually.</p>
<p>The evaluation report for all educational services involving gifted students includes both strengths and areas of challenge of the program and is accompanied by a plan with implications for improvement and renewal over time.</p>			x	<p>The BOCES' and its member districts participated in the Colorado Gifted Education Review March 2019. All components of the gifted program were reviewed. Strengths and areas of growth were shared with the C-GER team. Areas of growth will be included in the 2019-2020 Comprehensive Plan Targets. The C-GER report will be posted on the BOCES' website after review by the Mount Evans BOCES' Board..</p>

The results of the program evaluation are presented at other BOCES board and stakeholders and are accessible to all constituencies of the program.			x	Program Evaluation presented to the Mount Evans BOCES' Board May 20, 2019.
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