

Bald Knob Public Schools
Gifted and Talented Education (G.A.T.E.)
End of Year Evaluation Summary (2013-2014)

The evaluation process for the Gifted and Talented Education program is one that is continually being revised in order to provide an accurate view of the program. Last year (2012-2013) paper evaluations were given to all stakeholders, students 3-12, parents 3-5, K-5 teachers, administrators, advisory council, and 6-12 teachers and parents were done online. This year the K-12 teachers were asked to go online to do their evaluations and students and parents of 3-5 were given a paper survey. the results of those surveys are summarized as follows.

The K-12 teachers who responded to the question for understanding the characteristics of Gifted students, 97% said they understood. Of the teachers 92% said they understood the identification process. The teachers (98%) felt the identification of all students was considered. The question regarding the enrichment program for K-2 students, 97% said it was adequate to provide appropriate experience for students. Then 92% said there were appropriate experiences for the 3rd, 4th, 5th and 6th grade students. The teachers thought the students benefited from the program (95%). There were also several comments about the program and suggestions to make it better.

The students, grades three through five, were surveyed this year with a paper and pencil survey. The students stated that being in the program helped them develop higher thinking skills (50%), helped develop research skills (70%), develop communication skills (47%) and helped develop creative thinking skills(63%). The students classified the GT work as interesting and challenging (70%) while being too easy in some areas (40%). Of the students surveyed they felt the GT teacher tried different ways to help them learn and understand new ideas (70%) and 70% stated they had been encouraged to try out their own ideas and 47% said they

were given the opportunity to study things of their own interest. They rated the program good to excellent (80%).

The parents survey was also a paper survey of the pullout program for grades three through five. The parents (100%) stated they had good communication about the program. Of the parents (89%) viewed the program as being very effective for meeting the needs of their students and 79% stated their students regular class work did not suffer. The parents were aware of the screening process (75%) and 96% had seen a program explaining the GT program. Parents (100%) said the program was a positive influence on their students. Of the parents (96%) said students were exposed to areas of curriculum in which they had not worked before, 96% said the program was positive on attitude and 100% said the students learned to use critical thinking skills. The parents agreed (75%) that the program was good for the district and participation was great for the students. The parents rated the program good to excellent. There were a few comments from parents that one of the weaknesses was the scheduling and that not all students were being challenged. They also had very positive comments about Parent Night helping them to know what their students were doing in class. Also that there was hands on projects, being creative and in depth learning taking place. The parents suggested using email and texting for better communication between teachers and parents.

There are always weaknesses and strengths for all programs. We hope to address these weaknesses and continue to improve our strengths. One goal and weakness we addressed this year was adding the Nagerli Non Verbal Ability Test Edition # 2. The NNAT2 will help identify those who are of the economically disadvantaged subpopulation of our school. The NNAT2 was used this past May to test the students who were referred by teachers, by parents, and by students themselves.

Last year Middle School students had comments about the program. Some missed the pullout class time, so they felt they were no longer in GT. They felt the program was excellent and it helped to develop a higher level of thinking skills. All Middle School Students based their survey on their Pre-AP classes where they received differentiated lessons.

The high school students were surveyed last year (12-13) and they rated the program as excellent. They also based their survey on the Pre-AP classes and the AP classes/college classes in which they participated.

Some specific goals for the program improvement and addressing some suggestion of parents, students and teachers include: (1) scheduling, so students are not pulled from core classes, (2) try to do all evaluations electronically for all stakeholders, (3) continue to update curriculum in the pullout classes and (4) improve communication with parents through other mediums.

It is the mission of the Gifted and Talented Education Program at Bald Knob Public Schools to identify students who exhibit characteristics of giftedness and to offer educational experiences within the framework of a differentiated curriculum designed to meet both the cognitive and affective needs of the gifted students. We work hand in hand with all the stakeholders of our program--students, parents, teachers, administrators and the community to ensure that we are continually striving to obtain this goal. We are constantly evaluating our program to make sure we correct the items the stakeholders feel need attention. We also follow the guidelines as outlined by the Arkansas Department of Education Rules and Regulations for Gifted and Talented Education Programs.