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<tr>
<td>Question 1. To what extent are the stated mission and goals of the gifted program fulfilled in their actual operation?</td>
<td>✓ Questionnaires ✓ Focus Group ✓ Program Documents ✓ Classroom Observation Data ✓ Student pre-post assessments and/or student products (including AP/IB).</td>
<td>✓ Questionnaire tailored to stakeholder group ✓ Focus group protocol ✓ Teacher Classroom Observation Instrument ✓ District’s demographics</td>
<td>✓ Sampling plan for Questionnaires (1/3 of the elementary schools, 2 to 3 middles schools, 1 high school) over three years. ✓ Elementary (year 1) ✓ Middle School (year 2) ✓ High School (year 3) ✓ Focus Group</td>
<td>➤ GT administrator ❖ Building facilitators</td>
<td>➤ Over the course of three years</td>
<td>➤ Revisit mission and goals to identify outcomes ➤ Follow sampling plan ➤ Conduct focus groups by school across schools ➤ Analyze program documents</td>
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<td>Question 2. To what extent is the gifted program meeting the needs of identified students as perceived by relevant groups?</td>
<td>✓ Interviews ✓ Questionnaires ✓ Focus Group ✓ Program Documents ✓ Classroom Observation Data ✓ Student pre-post assessments and/or student products (including AP/IB).</td>
<td>✓ Questionnaire tailored to stakeholder group ✓ Focus group protocol ✓ Teacher Classroom Observation Instrument ✓ District’s demographics</td>
<td>✓ Distribute questionnaires according to sampling plan ✓ Over three years ✓ Elementary (year 1) ✓ Middle School (year 2) ✓ High School (year 3) ✓ Focus Group</td>
<td>➤ GT administrator ❖ Principals ❖ Building facilitators</td>
<td>➤ Over the course of three years</td>
<td>➤ Follow sampling plan ➤ Conduct focus groups by school across schools</td>
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<td>Question 3. What evidence exists to document positive student performance trends for students participating in the gifted program?</td>
<td>Possible data sources include: ✓ AP/IB student outcome data (high school) ✓ Classroom observation ✓ Critical thinking (TCT) ✓ ITBS Scores ✓ End-of-Course exam scores (secondary) Pre/post curriculum rubric scores (elementary) ✓ Independent studies and mentorship rubric ratings (secondary). ✓ Regular teachers’ differentiation checklists ✓ Concurrent credit/dual enrollment credit ✓ Pre-AP/IB (middle school) ✓ 100% Matriculation into AP/IB coursework ✓ Student portfolios</td>
<td>Possible instrumentation include: ✓ AP/IB Test ✓ Teacher Classroom Observation Instrument ✓ William and Mary Test of Critical Thinking ✓ Watson-Glaser Creativity Test ✓ Torrance Creativity Test ✓ ITBS ✓ End-of-Course Exam ✓ I.S. and Mentorships Rubric ✓ Teachers’ differentiation checklists ✓ Grade in concurrent enrollment/dual enrollment class. ✓ Rubric to grade student products in Pre-AP.</td>
<td>✓ Collect annually ✓ Administer across all relevant schools and grade levels</td>
<td>➤ GT administrator ❖ Administrators in all relevant schools/ classesrooms ❖ Building facilitators ❖ School counselor/test coordinator (to obtain standardized test results).</td>
<td>➤ Collect all from schools annually except the Test of Critical Thinking (TCT). ✓ Administer the TCT at the beginning of 3rd grade and the end of the 5th and 8th grades. ✓ Administer the Watson-Glaser as a pre-test at the beginning of the 9th grade. Administer as a post-test at the end of the 10th grade.</td>
<td>➤ Collect and assess data annually (except TCT). ✓ Develop long and short goals based on outcomes.</td>
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**Gifted and Talented Program Evaluation Template for Large Districts**

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<tr>
<th>Question 4: What are the program strengths and weaknesses in relation to the state of the art or best practices in gifted education?</th>
<th>Pre-IB and portfolios. 🔄 Off-grade level testing (e.g. ACT).</th>
<th>NAGC compliance ratings (Takes a minimum of two people to complete)</th>
<th>NAGC Program Standards</th>
<th>Collaboratively assess and collect NAGC program compliance ratings from core group or 3-5 people per building or GT advisory committee</th>
<th>GT Administrator 🔄 GT advisory committee 🔄 Building facilitators</th>
<th>Once every 3 years</th>
<th>Collaboratively assess program compliance with national program standards to build a profile of strengths and weaknesses and drive goal-setting. Reassess goal attainment once every 3 years.</th>
</tr>
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<tbody>
<tr>
<td><strong>Question 5: What are the recommendations for program improvement or revision?</strong></td>
<td>Examining the following: 🔄 Survey responses 🔄 AP/IB test scores 🔄 Demographics of students participating in gifted programs, AP and IB. 🔄 NAGC compliance ratings</td>
<td>Survey responses 🔄 AP/IB test scores 🔄 District demographics 🔄 NAGC program standards</td>
<td>Collect survey responses 🔄 AP/IB standardized test scores on all GT students from all schools 🔄 Collaboratively assess and collect NAGC program compliance ratings from core group or 3-5 people per building or GT advisory committee</td>
<td>GT Administrator 🔄 GT advisory committee</td>
<td>All to be assessed annually except NAGC compliance ratings (every three years).</td>
<td>Develop a short-term and long-term strategic plan to address weaknesses and capitalize strengths.</td>
<td></td>
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<tr>
<td>Note: on AP/IB Benchmarks, these short-term goals have been set: 1. 100% of all identified GT students will take at least 1 AP or IB exam 2. 50% of GT students in AP will score a 3 or higher. 3. The number of low-income students in taking AP/IB or participating in gifted programs will increase by 10% annually.</td>
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### Gifted and Talented Program Evaluation Template for Mid-Sized Districts

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<tr>
<td><strong>Question 1. To what extent are the stated mission and goals of the gifted program fulfilled in their actual operation?</strong></td>
<td>Questionnaires, Focus Group, Program Documents, Classroom Observation Data</td>
<td>Questionnaire tailored to stakeholder group, Focus group protocol, Teacher Classroom Observation Instrument, District’s demographics</td>
<td>Sampling plan for Questionnaires (1/2 of the elementary schools, 1 middle school, 1 high school) over three years.</td>
<td>GT administrator, Building facilitators</td>
<td>Over the course of three years</td>
<td>Revisit mission and goals to identify outcomes. Follow sampling plan. Analyze program documents. Conduct focus groups by school across schools.</td>
</tr>
<tr>
<td><strong>Question 2. To what extent is the gifted program meeting the needs of identified students as perceived by relevant groups?</strong></td>
<td>Interviews, Questionnaires, Focus Group, Program Documents, Classroom Observation Data, Student pre-post assessments and/or student products (including AP/IB).</td>
<td>Questionnaire tailored to stakeholder group, Focus group protocol, Teacher Classroom Observation Instrument, District’s demographics</td>
<td>Distribute questionnaires according to sampling plan, Over three years</td>
<td>GT administrator, Principals, Building facilitators</td>
<td>Over the course of three years</td>
<td>Follow sampling plan. Conduct focus groups by school across schools</td>
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<tr>
<td><strong>Question 3. What evidence exists to document positive student performance trends for students participating in the gifted program?</strong></td>
<td>Possible data sources include: AP/IB student outcome data (high school), Classroom observation, Critical thinking (TCT), ITBS Scores, End-of-Course exam scores (secondary), Pre/post curriculum rubric scores (elementary), Independent studies and mentorship rubric ratings (secondary), Regular teachers’ differentiation checklists, Concurrent credit/dual enrollment credit, Pre-AP/IB (middle school), 100% Matriculation into AP/IB coursework, Student portfolios.</td>
<td>Possible instrumentation includes: AP/IB Test, Teacher Classroom Observation Instrument, William and Mary Test of Critical Thinking, Watson-Glaser Critical Thinking Test, Torrance Creativity Test, ITBS, End-of-Course Exam, I.S. and Mentorships Rubric, Teachers’ differentiation checklists, Grade in concurrent enrollment/dual enrollment class, Rubric to grade student.</td>
<td>Collect annually, Administer across all relevant schools and grade levels</td>
<td>GT administrator, Administrators in all relevant schools/classrooms, Building facilitators, School counselor/test coordinator (to obtain standardized test results).</td>
<td>Collect all from schools annually except the Test of Critical Thinking (TCT). Administer the TCT at the beginning of 3rd grade and the end of the 5th and 8th grades. Administer the Watson-Glaser as a pre-test at the beginning of the 9th grade. Administer as a post-test at the end of the 10th grade.</td>
<td>Collect and assess data annually (except TCT). Develop long and short goals based on outcomes.</td>
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Arkansas Evaluation Initiative in Gifted Education Jacob K. Javits Project
## Gifted and Talented Program Evaluation Template for Mid-Sized Districts

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<th>Question 4: What are the program strengths and weaknesses in relation to the state of the art or best practices in gifted education?</th>
<th>NAGC compliance ratings (Takes a minimum of two people to complete)</th>
<th>NAGC Program Standards</th>
<th>Collaboratively assess and collect NAGC program compliance ratings from core group or 3-5 people per building or GT advisory committee.</th>
<th>GT Administrator</th>
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<th>Building facilitators</th>
<th>Once every 3 years</th>
<th>Collaboratively assess program compliance with national program standards to build a profile of strengths and weaknesses and drive goal-setting. Reassess goal attainment once every 3 years.</th>
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<tr>
<td>Question 5: What are the recommendations for program improvement or revision? Note: on AP/IB Benchmarks, these short-term goals have been set: 1. 100% of all identified GT students will take at least 1 AP or IB exam 2. 50% of GT students in AP will score a 3 or higher. 3. The number of low-income students in taking AP/IB or participating in gifted programs will increase by 10% annually.</td>
<td>Examine the following:  ✓ Survey responses  ✓ AP/IB test scores  ✓ Demographics of students participating in gifted programs, AP and IB. ✓ NAGC compliance ratings</td>
<td>Survey responses ✓ AP/IB test ✓ District demographics ✓ NAGC program standards</td>
<td>Collect survey responses ✓ AP/IB standardized test scores on all GT students from all schools ✓ Collaboratively assess and collect NAGC program compliance ratings from core group or 3-5 people per building or GT advisory committee.</td>
<td>GT Administrator</td>
<td>GT advisory committee</td>
<td>All to be assessed annually except NAGC compliance ratings (every three years).</td>
<td>Develop a short-term and long-term strategic plan to address weaknesses and capitalize strengths.</td>
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# Gifted and Talented Program Evaluation Template for Small Districts

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</table>
| **Question 1.** To what extent are the stated mission and goals of the gifted program fulfilled in their actual operation? | ✓ Questionnaires  
✓ Focus Group  
✓ Program Documents | ✓ Questionnaire tailored to stakeholder group  
✓ Focus group protocol  
✓ District’s demographics | ✓ Survey annually  
✓ Conduct focus group  
✓ Collect district’s demographics annually | ✓ GT administrator | ✓ Conduct annually | ✓ Revisit mission and goals to identify outcomes  
✓ Conduct focus groups by school across schools  
✓ Analyze program documents |
| **Question 2.** To what extent is the gifted program meeting the needs of identified students as perceived by relevant groups? | ✓ Interviews  
✓ Questionnaires  
✓ Focus Group  
✓ Program Documents  
✓ Student pre-post assessments and/or student products (including AP/IB). | ✓ Questionnaire tailored to stakeholder group  
✓ Focus group protocol  
✓ District’s demographics | ✓ Distribute questionnaires annually  
✓ Conduct one focus group annually – target a different stakeholder group annually | ✓ GT administrator  
✓ Principals | ✓ Conduct annually | ✓ Conduct focus group on targeted stakeholder group  
✓ Distribute questionnaires annually |
| **Question 3.** What evidence exists to document positive student performance trends for students participating in the gifted program? | Possible data sources include:  
✓ AP/IB student outcome data (high school)  
✓ Classroom observation  
✓ Critical thinking (TCT)  
✓ ITBS Scores  
✓ End-of-Course exam scores (secondary) Pre/post curriculum rubric scores (elementary)  
✓ Independent studies and mentorship rubric ratings (secondary)  
✓ Regular teachers’ differentiation checklists  
✓ Concurrent credit/dual enrollment credit  
✓ Pre-AP/IB (middle school)  
✓ 100% Matriculation into AP/IB coursework  
✓ Student portfolios | Possible instrumentation include:  
✓ AP/IB Test  
✓ Teacher Classroom Observation Instrument  
✓ William and Mary Test of Critical Thinking  
✓ Watson-Glaser Creativity Test  
✓ ITBS  
✓ End-of-Course Exam  
✓ I.S. and Mentorships Rubric  
✓ Teachers’ differentiation checklists  
✓ Grade in concurrent enrollment/dual enrollment class.  
✓ Rubric to grade student products in Pre-AP, Pre-IB and portfolios.  
✓ Off-grade level testing (e.g. ACT). | ✓ Collect annually  
✓ Administer across all relevant schools and grade levels | ✓ GT administrator  
✓ Administrators in all relevant schools/classrooms  
✓ Building facilitators  
✓ School counselor/test coordinator (to obtain standardized test results). | ✓ Collect all from schools annually except the Test of Critical Thinking (TCT).  
✓ Administer the TCT at the beginning of 3rd grade and the end of the 5th and 8th grades.  
✓ Administer the Watson-Glaser as a pre-test at the beginning of the 9th grade.  
✓ Administer as a post-test at the end of the 10th grade. | ✓ Collect and assess data annually (except TCT).  
✓ Develop long and short goals based on outcomes. |
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<th>Collaboratively assess (with GT advisory committee) program’s compliance with the NAGC program standards</th>
<th>GT Administrator</th>
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**Question 5:** What are the recommendations for program improvement or revision?  
Note: on AP/IB Benchmarks, these short-term goals have been set:  
1. 100% of all identified GT students will take at least 1 AP or IB exam  
2. 50% of GT students in AP will score a 3 or higher.  
3. The number of low-income students in taking AP/IB or participating in gifted programs will increase by 10% annually.

Examine the following:  
- Survey responses  
- AP/IB test scores  
- Demographics of students participating in gifted programs, AP and IB.  
- NAGC compliance ratings

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<th>Question 5</th>
<th>Survey responses</th>
<th>AP/IB test</th>
<th>District demographics</th>
<th>NAGC program standards</th>
<th>Collect survey responses</th>
<th>AP/IB standardized test scores on all GT students from all schools</th>
<th>Collaboratively assess (with GT advisory committee) program’s compliance with the NAGC program standards</th>
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