The background of the slide features a vintage-style map with a compass rose in the upper left corner. The compass rose is partially visible, showing cardinal and intercardinal directions (N, NE, E, SE, S, SW, W, NW) and degree markings. The map itself is a light tan color with faint grid lines and some illegible text, suggesting an old document or travel log.

Gifted and Talented Program Evaluation: Elmbrook School District

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Parameters

- Focus on K-8 evaluation: status of current policy and practice
- Based on Wisconsin statutes and DPI Administrative Rules
- Based on NAGC PreK-12 Program Standards
- Based on general best practices

WI / DPI Requirements

- Board-Approved Plan
- District GT Coordinator
- K-12 ID in five areas
- K-12 Programming in five areas
- Parent participation

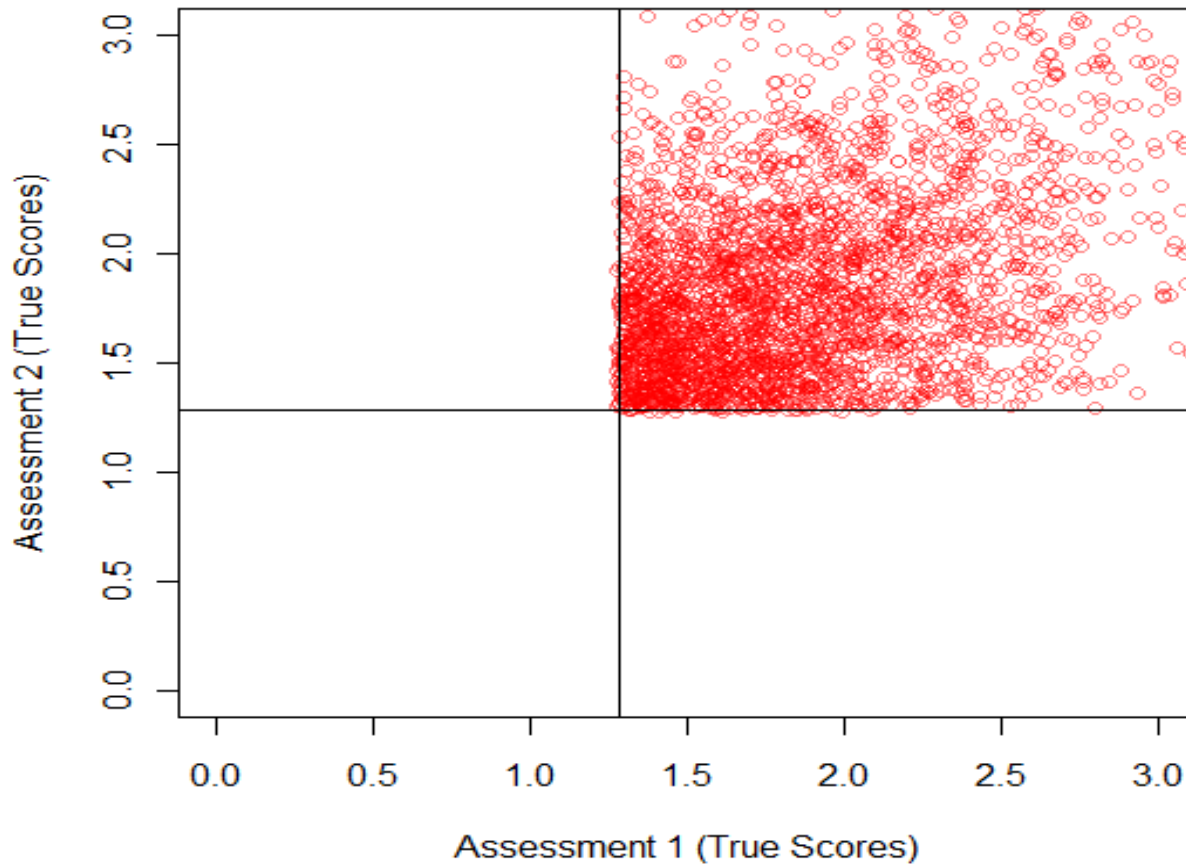
Board-Approved Plan and Position

- No comprehensive, school-board approved plan
 - Several policy statements do exist (board approved)
- No explicit position and/or published duties and roles for a district-level GT coordinator
- Included in the report are example plans as well as example GT coordinator position descriptions

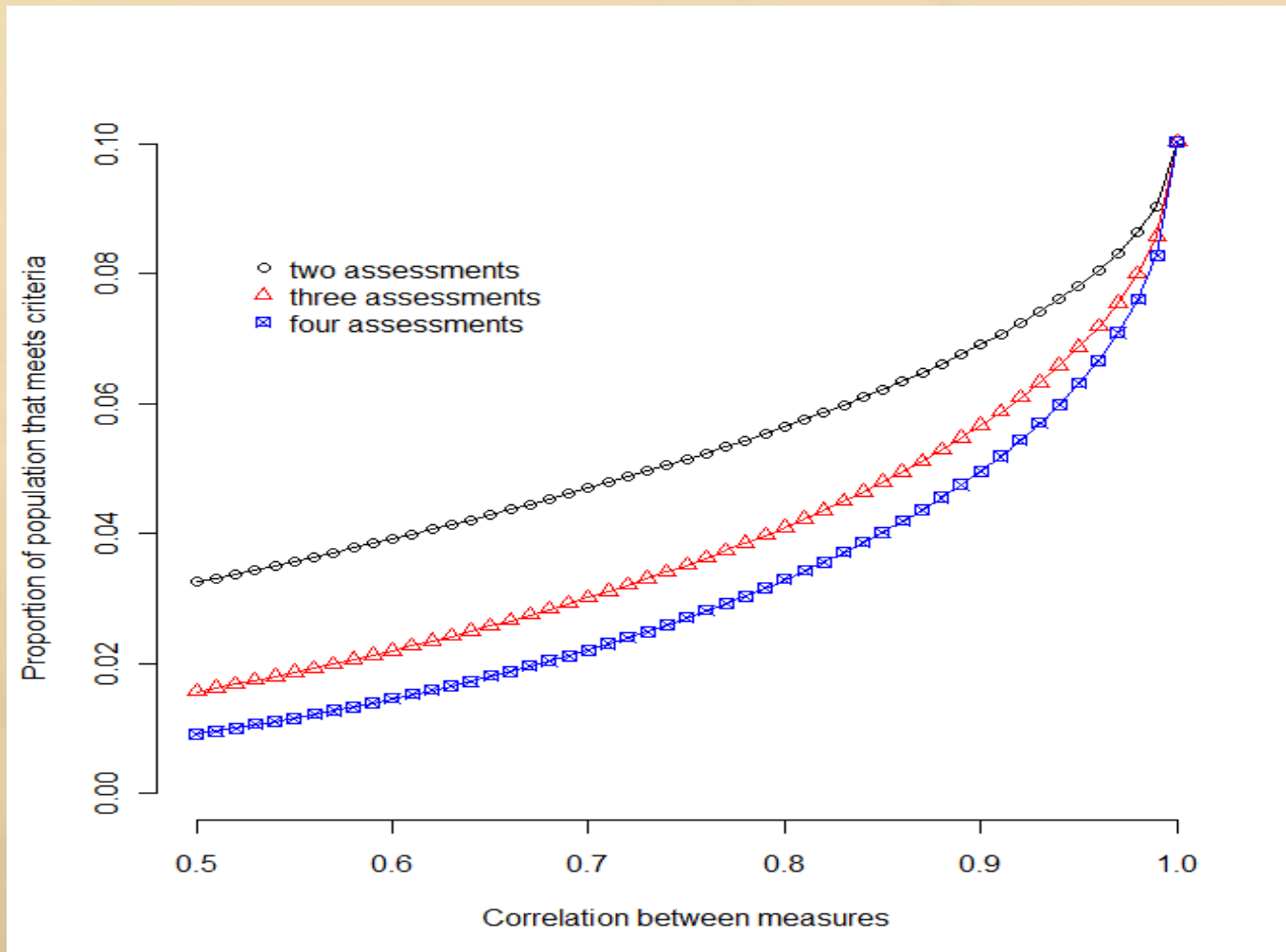
K-12 ID in Five Areas

- Mostly focused on specific academic area using academic achievement testing
 - Achievement universal screening is good
- Relies heavily on recommendations
- Too reliant on “and” combination rules – will result in many false negatives
 - See student profile forms
- Assume for a moment that we want to identify students at or above the 90th percentile....

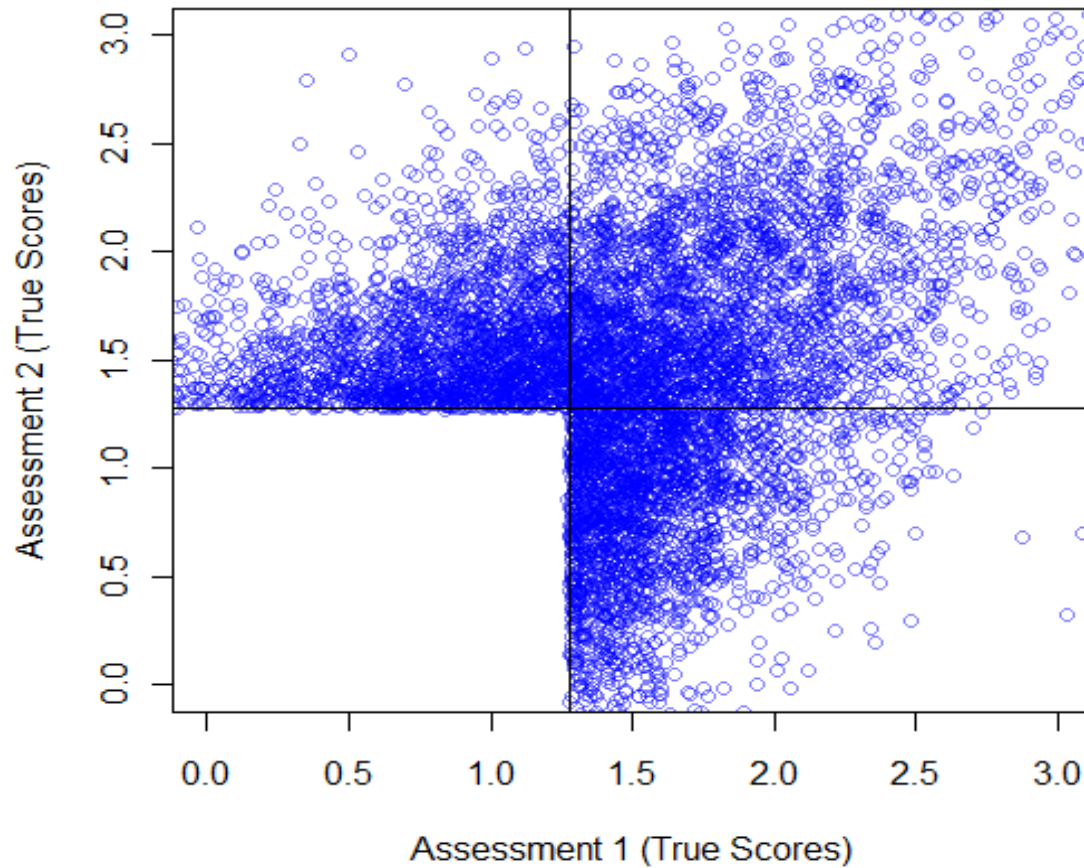
Identified population under “and” rule with two instruments



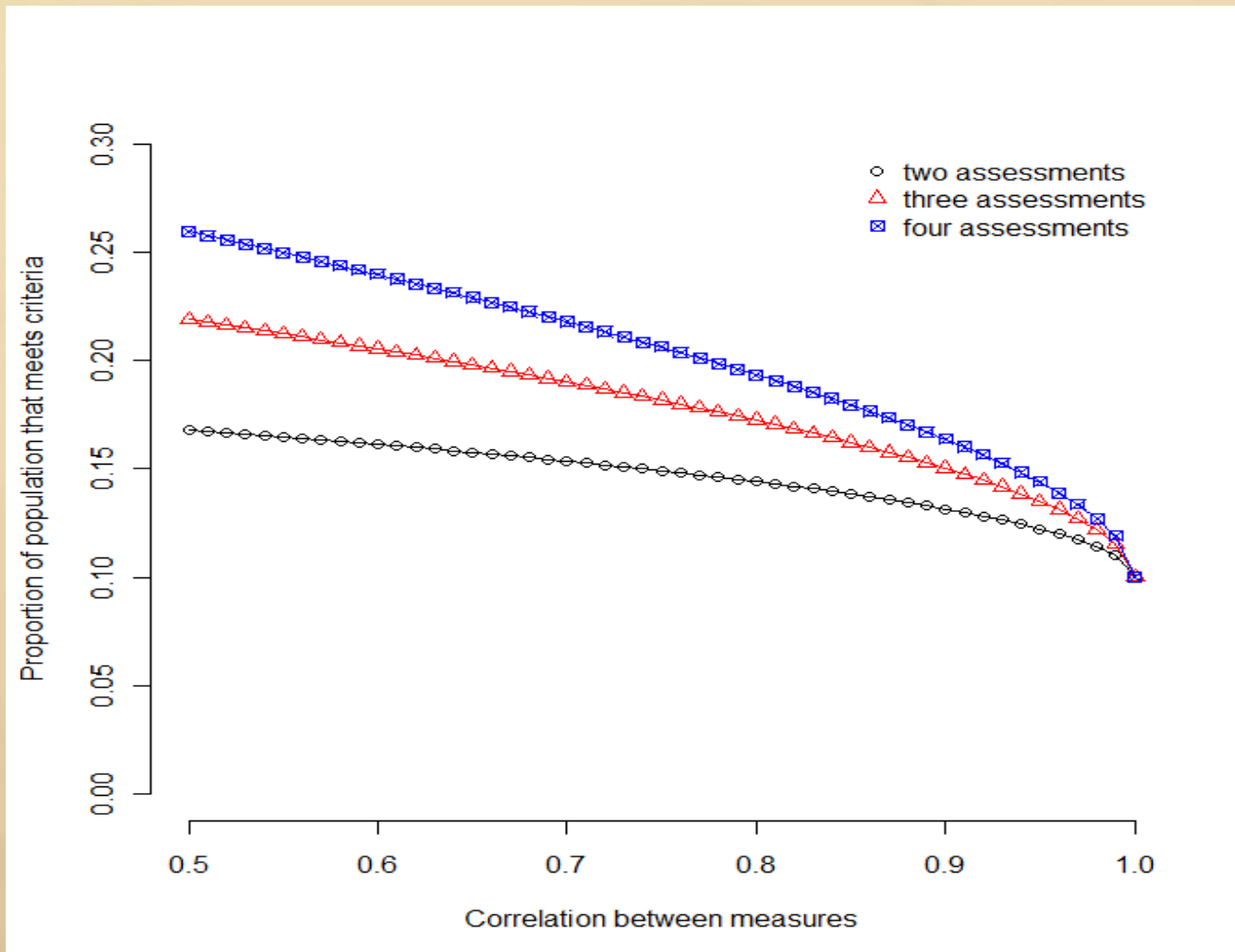
Program size under “and” rule by number of assessments and correlations



Identified population under “or” rule



Program size under “or” rule by number of assessments and correlations



Current Identification Policies

- Err on the side of exclusion (false negatives) at the expense of false positives
 - Not inherently good or bad
- Will result in a more homogenous, but smaller population of identified students
 - Good or bad depends on program to be provided
- Are not tied to specific programming....sometimes not tied to any programming....

K-12 ID in Five Areas

- Leadership and Creativity areas are almost completely absent
 - No ID occurring under current policy
 - Only students ID'd were under old policy
- Visual-performing arts identification is very general and subjective
- Few students are identified or served in these areas

K-12 ID in Five Areas

- Numbers of students identified:
- Art: 25
- Creativity: 25
- Drama: 12
- Leadership: 26
- Music: 44
- Science: 4
- Math: 578

ID Appropriate / Responsive

- Heavily based on recommendations and achievement testing
 - Disadvantages minority and low-income students
- Often illogical identification procedures
 - nonverbal aptitude test used for creativity
- No explicit identification for underrepresented students (CogAT could count)

ID Appropriate / Responsive

- Elementary level:
 - 2% low-SES identified
 - 8% overall identified
- Large excellence gaps:
 - 32.9% vs. 10.8% advanced in math
 - 12.7% vs. 2.9% advanced in reading
 - Similar to state average

Provide K-12 Programming

- Good things are happening, but not because of gifted education policy
 - Leaves gaps and holes in services
 - Requires more parent advocacy
- Secondary programming is stronger
 - Honors courses, youth options, etc.
- Elementary program relies heavily on classroom differentiation
 - Strongly dependent on particular teacher

Need for Programming?

Table 1. Wisconsin and Elmbrook MAP Performance: Reading – Fall 2011

Grade	NWEA Prof.	-2SD	-1SD	Mean (SD)	+1SD	+2SD
2	183	157	171	185 (14)	199	213
3	197	170	183	196 (13)	209	222
4	206	180	193	206 (13)	219	232
5	212	189	201	213 (12)	225	237
6	218	194	206	218 (12)	230	242
7	222	199	211	223 (12)	235	247
8	227	202	214	226 (12)	238	250
%		2SD+	1-2 SD	Mean +/-	1-2 SD	2.2%
students		2.2%	13.5%	1SD 68%	13.5%	

Note. Nearly all individual student scores carry a standard error of $\sim +/3$ pts

Need for Programming?

Table 2. Wisconsin and Elmbrook MAP Performance: Math – Fall 2011

Grade	NWEA Prof.	-2SD	-1SD	Mean (SD)	+1SD	+2SD
2	180	167	178	189 (11)	200	211
3	194	176	188	200 (12)	212	224
4	204	188	201	214 (13)	227	240
5	212	197	210	223 (13)	236	249
6	222	201	216	231 (15)	246	261
7	227	206	220	234 (14)	248	262
8	235	213	227	241 (14)	255	269
%		2SD+	1-2 SD	Mean +/-	1-2 SD	2.2%
students		2.2%	13.5%	1SD 68%	13.5%	

Note. Nearly all individual student scores carry a standard error of $\sim \pm 3$ pts

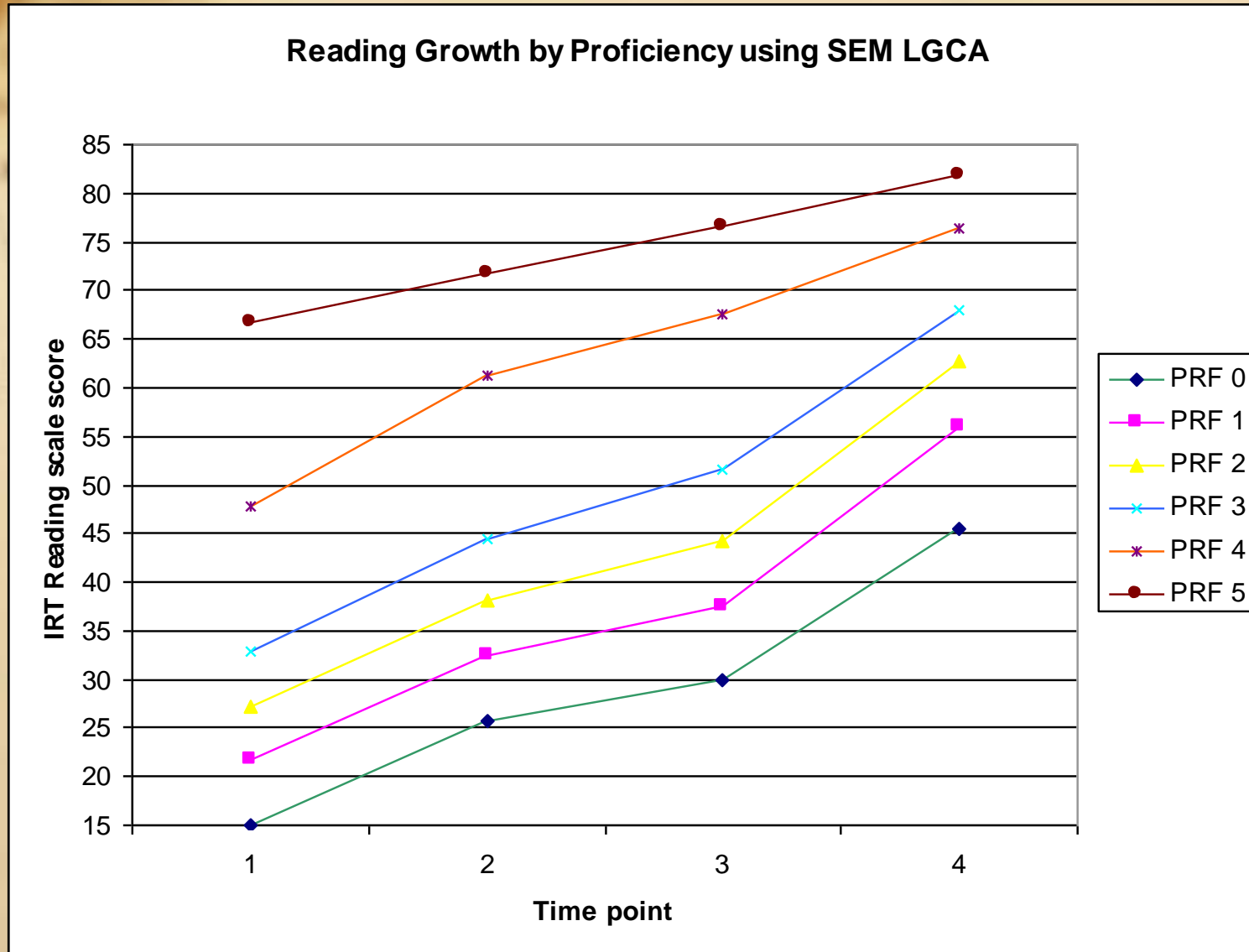
Parental Participation

- Relies heavily on the school IRT
- Heavily variable and inconsistent – relies heavily on parent initiative
- Once contacted, parents are provided opportunities to be involved in programming discussions
- District-level point of contact would facilitate this

What to do?

- Draft GT coordinator description
- Conduct building-level data review by grade to determine areas of existing need
 - Followed by the selection or creation of programming to meet existing needs
- Include advanced-learners as a subgroup in school improvement plans / evaluations

US Growth trajectories by proficiency

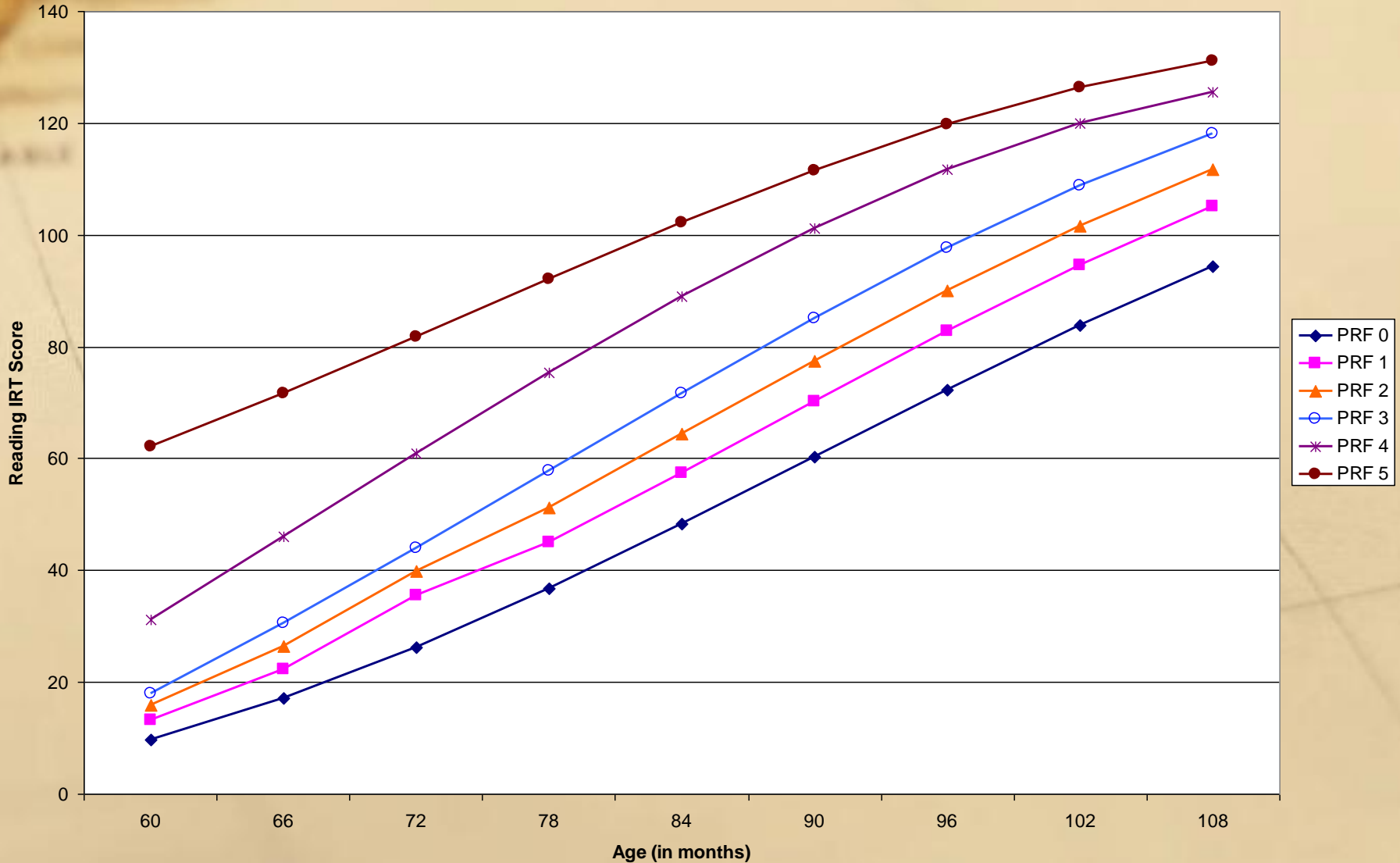


Growth in the summer and in 1st grade as a percentage of the growth made in K

Proficiency level	K	summer	1st
Prof 0	100%	39.7%	147.3%
Prof 1	100%	48.8%	172.6%
Prof 2	100%	56%	169.6%
Prof 3	100%	63.7%	143.2%
Prof 4	100%	49.3%	67.3%
Prof 5	100%	100.3%	105.2%

Predicted reading growth through 3rd grade at SES=0

National Trends



Response to Intervention

*In Addition to
Regular Work*

*Beyond Regular
Work*

Tier I:

Tier II:

Tier II:

IEP

DEP

Remediation

**Advanced
Academics**



What to do?

- Staff training: IRTs and general education
 - District policies
 - Differentiation
 - Rules and regulations
 - School counselors
- Affective / counseling programming
- **Need a plan:** goals, action steps, timeline, deliverables, and responsible parties