

Summary of Gifted Performance Indicator Survey

Survey was available September 28, 2011 – October 6, 2011. 169 respondents:

- 36 district gifted coordinators
- 26 ESC gifted coordinators
- 48 districts gifted intervention specialists
- 8 ESC gifted intervention specialists
- 16 parents
- 14 classroom teachers
- 3 curriculum coordinators
- 1 school psychologist
- 14 others – 4 administrators, 1 professor of gifted education, and 5 former gifted professionals

Urban, rural, suburban, and community schools were all represented. All sizes of districts represented.

4. Items considered to be most important or important as part of a gifted dashboard included:

Very Important

- Student growth measure for gifted
- Gifted education spending per student
- Service numbers in all grades and categories
- Number of gifted students screened, assessed, identified in all grades and categories
- Number of staff members with gifted coursework and number of staff with gifted endorsement
- Professional development in the area of gifted education
- Graduation and dropout rates for gifted

Important

- District ACT/SAT scores
- PSEO/AP/IB data – participation and scores
- Evidence of identification of minority and disadvantaged population
- Results of gifted identification audits
- Use of credit flexibility in middle and high school
- Achievement of twice exceptional children
- Percentage of students accelerated
- Gifted Coordinator FTEs per pupil
- Discipline rates for gifted students

5. What are the Six Most Important Items?

- Student growth measures for gifted (118)
- Service numbers in all categories (79)
- Gifted screened, assessed in all areas (73)
- Gifted Education spending per gifted student (73)
- OAA scores in math, reading, and superior cognitive (73)
- Professional development in the area of gifted (67)

- Evidence of best practice for identification (60)
- Number of staff with gifted endorsement (53)

7. Which elements should be part of a composite performance indicator of for reporting purposes only?

Composite performance indicator – Student growth measures, OAA or OGTs, service numbers in all grades and categories, split -- gifted spending per pupil, professional development in gifted education, percentages of students assessed and identified, evidence of best practice for identification, percent of students accelerated

8. Should districts be evaluated on the percentage of gifted students they identify? 67% said no.

9. Do you believe districts should be evaluated based on the percentage of gifted students they serve? 67% said yes.

10. Single most important factor in measuring the performance of gifted student? Over half of respondents chose growth though many expressed that the current OAAs and OGT were not sufficient assessments to be used to measure that growth. Many individuals objected to selecting one factor.

11. Do you believe districts should have the performance and level of service of their gifted population compared to similar districts, to all or both? 48% said similar districts. 31% said both. 16% said all.

12. Should students identified in the areas of superior cognitive should be evaluated based on their OAA and OGT scores if these scores are used in a performance indicator? 49% said yes. 33% said no.

13. Do you believe OAAs and OGTs can effectively measure the performance of gifted students? 71% said no. 21% said yes. Many people provided comments on this question. The biggest concern was that the ceiling was too low and couldn't accurately measure the growth of students who were well beyond the standards being tested.

14. If value-added growth is used, how much progress should a gifted student make? 70% said one year. 30% said more than one year. In the comments section, many indicated that they gifted students should make at least year's worth of growth. Some indicated that using value-added with OAAs is a bad idea for gifted students because too many students growth can't be measured due to the ceiling effect.

15. What are we missing? What measure would you include and why? National Merit Semi-Finalists, Out of level exams. Nationally-normed assessments (e.g. Iowa), Percentage of students performing at above level courses, percentage of time spent with a GIS vs. classroom, post-secondary experiences – how they perform after they graduate, need to look at social and emotional needs, and gifted program/service evaluation.