Hotline

Rock Hill School District Three of York County ~ 660 North Anderson Road ~
Rock Hill, SC 29730 ~ Telephone 803-981-1000 ~ Fax 803-981-1094

To: Members of the Board of Trustees

From: Kelly Pew

C: Cabinet

Date: February 2, 2017

The following items have been included for your information:

Reminders: **Friday, February 3, 2017**
Community School Visits
Richmond Drive – 8:30 a.m.
Ebinport – 10:00 a.m.

Monday, February 13, 2017
Data Session – 4:00 p.m. *(Board Room)*
Dinner – 5:00 p.m.
Work Session – 5:30 p.m. *(Board Room)*

1. **Information:** *Communications Update*
2. **Information:** *Financial Reports – 2nd Quarter*
3. **Information:** *Superintendent's Event Schedule*
4. **Information:** *Gifted & Talented (GT) Audit Report*

ROCK HILL Schools
YORK COUNTY DISTRICT THREE

Communications Department
Telephone: 981-1008 - Fax: 981-1094

Memorandum

TO: Dr. Kelly Pew
FROM: Mychal Frost
DATE: February 1, 2017
SUBJECT: Communications Department Update

The Communications Department continues to expand and grow its efforts on social media to provide a two-way communication platform to allow the district to engage stakeholders. In July 2016, the department set goals for each platform specific to the number of "likes", "follows", and downloads. The information below demonstrates the growth on each platform.

Facebook → www.facebook.com/RockHillSchools
2016-17 Goal – 8,000 "likes"
As of Feb. 1, 2017 – 7,472 "likes"
Percent of goal – 93.4%
Growth since July 2015 – 138% (Mr. Frost began July 2015)

Twitter → www.twitter.com/RockHillSchools
2016-17 Goal – 2,250 "follows"
As of Feb. 1, 2017 – 1,781
Percent of goal – 79.2%
District did not have a presence on Twitter until August 2015

Mobile App Downloads
2016-17 Goal – 5,000
As of Feb. 1, 2017 – 5,137
3,000th Download – August 3, 2016
4,000th Download – October 21, 2016
5,000th Download – January 11, 2017g
Percent of goal – 102.7%
Mobile app was launched November 11, 2015

Instagram → www.instagram.com/RockHillSchools
2016-17 Goal – 300 "followers"
As of Feb. 1, 2017 – 133
Percent of goal – 44.3%
District joined Instagram on December 2, 2016

District Website → www.rock-hill.k12.sc.us
The new district website launched August 1, 2016. As of Jan. 31, 2017, the district website (does not include school-level websites) has been visited 380,000+ times with more than a half million pages viewed.

Peachjar → www.instagram.com/RockHillSchools
Implemented in Winter 2015/16, Peachjar is a web-based flyer distribution service available for use by school and district programs as well as community organizations. The adoption of this and other platforms still varies at the school level. Analytics (available since September 8, 2016) show 178,356 sends with an open rate of 31.2% for flyers sent by the district (does not include school sends). Many outside groups are using this service to raise awareness of their programs and service. The City of Rock Hill Parks, Recreation, and Tourism and the York County Library frequently use Peachjar. One metric used to report environmental impacts of Peachjar is "trees saved". This year, 298 trees have been saved as a result of nearly 2.5 million pieces of paper not printed.

Rock Hill
SCHOOL DISTRICT THREE OF YORK COUNTY
Engaging Students For Successful Futures

Finance
V: 803-981-1083 F: 803-980-2017

Memo

TO: Dr. Kelly Pew

FROM: Terri Smith

DATE: February 1, 2017

SUBJECT: **Financial Reports – 2nd Quarter**

Attached are the General Fund and high school Student Activity Fund financial reports for the 2nd quarter of FY 2016-17. The district has received 44% of budgeted General Fund revenues. As a reminder, the district receives the majority of its property tax revenue in December and January. The district has spent 43.5% of budgeted General Fund expenditures, excluding encumbrances of approximately $3.9 million.

The Student Activity Fund financial reports for each of the three high schools reflect an overall positive ending balance as of December 31, 2016. Northwestern High School's ending balance reflects a decrease of 48.9% (-$99,677) from June 30, 2016. Rock Hill High School's ending balance reflects a decrease of 11.9% (-$36,853) and South Pointe High School's ending balance reflects an increase of 143% ($39,372) from June 30, 2016.

ROCK HILL SCHOOLS

REVENUE BUDGET REPORT FOR GENERAL FUND

July 1, 2016 - December 31, 2016

Account		Budget	Year To Date Revenue	Balance	Percent Received
100-000-1110-000-000	Ad Valorem Taxes - LEA	$ 36,500,000.00	$ 15,330,874.76	$ 21,169,125.24	42
100-000-1140-000-000	Penalties & Interest on Taxes -LEA	900,000.00	502,592.34	397,407.66	56
100-000-1210-000-000	Ad Valorem Taxes-Countywide	8,000,000.00	2,881,502.55	5,118,497.45	36
100-000-1240-000-000	Penalties & Interest on Taxes-Count	200,000.00	186,844.05	13,155.95	93
100-000-1280-000-000	Revenue in Lieu of Taxes	3,500,000.00	833,872.83	2,666,127.17	24
100-000-1310-000-000	Regular School Day From Patrons	5,000.00	4,540.50	459.50	91
100-000-1510-000-000	Interest on Investments	130,000.00	99,490.86	30,509.14	77
100-000-1910-000-000	Rentals	250,000.00	204,938.12	45,061.88	82
100-000-1990-000-000	Miscellaneous Revenue	-	3.04	(3.04)	-
100-000-1999-000-000	Revenue From Other Local Sources	5,000.00	97.35	4,902.65	2
100-000-1999-333-000	ID Badge Revenue	-	691.00	(691.00)	-
100-000-1999-747-000	Bus Vandalism Revenue	-	45.00	(45.00)	-
100-000-1999-777-000	TPP Fees	220,000.00	239,756.50	(19,756.50)	109
Total Local Sources		**$ 49,710,000.00**	**$ 20,285,248.90**	**$ 29,424,751.10**	**41**

Account		Budget	Year To Date Revenue	Balance	Percent Received
100-000-3131-000-000	Handicapped Transportation	$ 10,000.00	$ -	$ 10,000.00	-
100-000-3160-000-000	School Bus Drivers Salary	1,050,000.00	384,394.86	665,605.14	37
100-000-3162-000-000	Worker's Comp Revenue	-	52,934.18	(52,934.18)	-
100-000-3180-000-000	Fringe Benefits Employer Contributi	17,860,000.00	8,924,073.00	8,935,927.00	50
100-000-3181-000-000	Retiree Insurance	3,430,000.00	1,739,227.29	1,690,772.71	51
100-000-3311-000-000	Kindergarten	2,146,000.00	1,068,060.54	1,077,939.46	50
100-000-3312-000-000	Primary	6,500,000.00	3,241,229.74	3,258,770.26	50
100-000-3313-000-000	Elementary	10,165,404.00	5,014,706.78	5,150,697.22	49
100-000-3314-000-000	High School	4,010,000.00	2,008,805.64	2,001,194.36	50
100-000-3315-000-000	Trainable Mentally Handicapped	158,280.00	80,438.34	77,841.66	51
100-000-3316-000-000	Speech Handicapped	2,192,000.00	1,103,881.09	1,088,118.91	50
100-000-3317-000-000	Homebound	40,000.00	25,021.91	14,978.09	63
100-000-3321-000-000	Emotionally Handicapped	187,000.00	92,686.86	94,313.14	50
100-000-3322-000-000	Educable Mentally Handicapped	97,300.00	48,309.24	48,990.76	50
100-000-3323-000-000	Learning Disabilities	4,179,632.00	2,120,474.64	2,059,157.36	51
100-000-3324-000-000	Hearing Handicapped	174,000.00	86,344.68	87,655.32	50
100-000-3325-000-000	Visually Handicapped	114,270.00	58,912.20	55,357.80	52
100-000-3326-000-000	Orthopedically Handicapped	72,090.00	31,177.32	40,912.68	43
100-000-3327-000-000	Vocational	4,950,000.00	2,426,448.06	2,523,551.94	49
100-000-3331-000-000	Autism	865,000.00	433,733.64	431,266.36	50
100-000-3332-000-000	HIAC Revenue	684,024.00	369,591.12	314,432.88	54
100-000-3334-000-000	LEP Revenue	298,000.00	155,130.42	142,869.58	52
100-000-3351-000-000	ACAS Revenue	1,260,000.00	301,143.39	958,856.61	24
100-000-3352-000-000	PIP Revenue	4,200,000.00	2,091,770.17	2,108,229.83	50
100-000-3353-000-000	Dual Credit	157,000.00	-	157,000.00	-
100-000-3810-000-000	Reim. for Local Property Tax Relief	6,000,000.00	5,392,084.01	607,915.99	90
100-000-3820-000-000	Homestead Exemption	1,700,000.00	-	1,700,000.00	-
100-000-3825-000-000	Reimb. for Property Tax Relief	18,600,000.00	5,498,299.86	13,101,700.14	30
100-000-3830-000-000	Merchant's Inventory	300,000.00	-	300,000.00	-
100-000-3840-000-000	Manuf. Reimbursement	1,500,000.00	-	1,500,000.00	-
Total State Sources		**$ 92,900,000.00**	**$ 42,748,878.98**	**$ 50,151,121.02**	**46**

Account		Budget	Year To Date Revenue	Balance	Percent Received
100-000-5230-000-000	Transfer from Spec. Revenue - EIA	$ 4,000,000.00	$ 1,442,467.78	$ 2,557,532.22	36
100-000-5280-000-000	Trans. from Other Funds - Ind Costs	500,000.00	131,334.48	368,665.52	26
100-000-5300-000-000	Sale of Fixed Assets	41,000.00	12,217.50	28,782.50	30
Total Other Financing Sources		**$ 4,541,000.00**	**$ 1,586,019.76**	**$ 2,954,980.24**	**35**
Total All Sources		**$ 147,151,000.00**	**$ 64,620,147.64**	**$ 82,530,852.36**	**44**

ROCK HILL SCHOOLS

EXPENDITURE BUDGET REPORT BY FUNCTION FOR GENERAL FUND

July 1, 2016 - December 31, 2016

Function	Budget	Year To Date Expenditures	Encumbered	Balance	Percent Remaining
111 Kindergarten	$ 6,197,347.79	$ 2,691,785.10	$ -	$ 3,505,562.69	57
112 Primary	16,280,881.67	6,670,512.00	5,102.78	9,605,266.89	59
113 Elementary	29,002,901.51	12,021,932.12	-	16,980,969.39	59
114 High School	18,961,776.62	7,982,548.08	8,586.89	10,970,641.65	58
115 Vocational	3,107,934.27	1,329,382.92	2,172.31	1,776,379.04	57
118 Montessori	999,777.97	384,495.37	-	615,282.60	62
121 Educable Mentally Hand.	1,309,076.82	556,386.62	-	752,690.20	57
122 Trainable Mentally Hand.	657,215.05	216,919.08	-	440,295.97	67
123 Orthopedically Hand.	71,831.03	14,534.20	-	57,296.83	80
124 Visually Handicapped	153,644.19	64,817.31	-	88,826.88	58
125 Hearing Handicapped	513,191.93	183,773.07	-	329,418.86	64
126 Speech Handicapped	1,103,598.37	466,614.04	-	636,984.33	58
127 Learning Disabilities	5,495,363.08	2,293,929.58	-	3,201,433.50	58
128 Emotionally Handicapped	462,075.14	210,020.00	-	252,055.14	55
133 Preschool Hand. SC 5 yr	609,153.71	122,361.04	-	486,792.67	80
137 Preschool Hand. SC 3/4 yr	374,781.63	157,642.77	-	217,138.86	58
139 Four-Year-Old Early Ch.	353,942.89	139,980.87	-	213,962.02	60
141 Gifted and Talented	685,145.86	254,076.04	-	431,069.82	63
143 Advanced Placement	76,425.00	15,441.66	-	60,983.34	80
145 Homebound - Special	259,460.00	70,012.77	2,500.00	186,947.23	72
148 Gifted & Talented-Artistc	77,500.00	6,232.81	-	71,267.19	92
149 Other Special Programs	154,983.61	61,626.06	-	93,357.55	60
161 Autism	491,762.09	109,597.55	-	382,164.54	78
181 Adult Education Basic	122,631.08	57,135.11	-	65,495.97	53
187 Adult Education Remedial	14,362.47	6,072.11	-	8,290.36	58
188 Parenting/Family Literacy	206,629.09	104,834.89	-	101,794.20	49
Total Instruction	**$ 87,743,392.87**	**$ 36,192,663.17**	**$ 18,361.98**	**$ 51,532,367.72**	**59**

Function	Budget	Year To Date Expenditures	Encumbered	Balance	Percent Remaining
211 Attendance/Social Work	$ 1,161,211.37	$ 493,396.64	$ -	$ 667,814.73	58
212 Guidance	3,645,690.85	1,541,371.92	-	2,104,318.93	58
213 Health Services	1,413,877.51	579,842.43	3,150.00	830,885.08	59
214 Psychological	1,248,060.37	526,119.30	-	721,941.07	58
216 Placement Services	58,385.00	6,841.77	44,877.42	6,665.81	11
221 Imp. of Inst. - Curr. Dev	2,307,978.06	1,226,436.29	37,806.36	1,043,735.41	45
222 Library and Media	2,308,748.77	979,936.04	1,037.80	1,327,774.93	58
223 Supervision of Sp. Proj.	738,318.37	414,535.95	25.68	323,756.74	44
224 Imp. of In. - In-Service	619,002.26	311,971.80	-	307,030.46	50
231 Board of Education	303,369.48	198,879.63	-	104,489.85	34
232 Office of Superintendent	521,277.11	297,231.73	-	224,045.38	43
233 School Administration	11,334,737.02	5,321,582.70	22,479.42	5,990,674.90	53
251 Student Transportation	-	35,006.06	-	(35,006.06)	-
252 Fiscal Services	1,011,352.61	525,121.98	3,553.31	482,677.32	48
254 Operation of Plant	17,311,499.74	8,276,358.20	3,147,874.82	5,887,266.72	34
255 Pupil Transportation	4,914,410.39	2,262,526.58	1,280.51	2,650,603.30	54
257 Internal Services	1,071,971.25	384,297.12	119,256.33	568,417.80	53
258 School Security	455,108.45	230,485.12	18,611.25	206,012.08	45
262 Planning	351,293.55	158,093.06	25,000.00	168,200.49	48
263 Information Services	212,568.85	101,066.18	-	111,502.67	52
264 Staff Services	1,644,434.86	497,502.40	19,937.25	1,126,995.21	69
266 Data Processing Services	3,671,103.12	2,059,046.55	375,719.82	1,236,336.75	34
271 Pupil Services	2,275,056.24	1,030,422.00	19,188.49	1,225,445.75	54
Total Support Services	**$ 58,579,455.23**	**$ 27,458,071.45**	**$ 3,839,798.46**	**$ 27,281,585.32**	**47**

Function	Budget	Year To Date Expenditures	Encumbered	Balance	Percent Remaining
390 Other Community Services	$ 148,151.90	$ 94,018.43	$ 12,907.50	$ 41,225.97	28
Total Community Services	**$ 148,151.90**	**$ 94,018.43**	**$ 12,907.50**	**$ 41,225.97**	**28**

Function	Budget	Year To Date Expenditures	Encumbered	Balance	Percent Remaining
412 Pymts. to Other Gov't.	$ 105,000.00	$ 82,421.20	$ -	$ 22,578.80	22
416 Pymts. to Charter School	300,000.00	111,193.56	-	188,806.44	63
425 Transfer to Food Service	200,000.00	-	-	200,000.00	100
426 Transfer to Pupil Act.	75,000.00	75,000.00	-	-	-
Total Transfer Payments	**$ 680,000.00**	**$ 268,614.76**	**$ -**	**$ 411,385.24**	**60**
Total	**$ 147,151,000.00**	**$ 64,013,367.81**	**$ 3,871,067.94**	**$ 79,266,564.25**	**54**

ROCK HILL SCHOOL DISTRICT THREE

FY 2016-2017 ACTIVITY FUND REPORT

726 Activity Funds - Northwestern YEAR ENDING 12/31/2016

	BEGINNING BALANCE	RECEIPTS	TRANSFERS	EXPENDITURES	ENDING BALANCE
115 Parking Fees	13,201.39	10,077.00	-2,000.00	11,132.95	10,145.44
123 AP/IB	7,707.15	2,510.00	0.00	2,480.26	7,736.89
124 Step Team	213.67	1,896.30	0.00	1,280.46	829.51
125 Guidance	4,126.72	5,561.00	0.00	4,254.58	5,433.14
132 Grants	3,772.00	0.00	0.00	0.00	3,772.00
136 Xerox Charges	108.00	50.00	0.00	0.00	158.00
142 Grants	0.00	325.00	0.00	0.00	325.00
145 Lost & Damaged	-11,690.79	2,274.39	0.00	5,377.15	-14,793.55
146 Donations	8.68	458.53	0.00	761.64	-294.43
151 Art	1,946.66	85.00	0.00	0.00	2,031.66
153 Home Arts	2,438.01	390.00	0.00	868.66	1,959.35
154 Drama	-3,839.89	8,517.39	0.00	6,883.57	-2,206.07
155 Special Ed	668.72	3,180.66	0.00	2,085.19	1,764.19
193 Project Funds	1,227.77	0.00	0.00	485.88	741.89
201 Football Jamboree	-758.00	0.00	0.00	0.00	-758.00
202 Football	2,762.92	70,713.21	0.00	87,099.18	-13,623.05
203 Field Trips	-1,583.23	0.00	0.00	323.82	-1,907.05
210 Yearbook	12,335.85	1,753.00	0.00	21,857.24	-7,768.39
213 Athletics	19,875.00	0.00	20,000.00	11,379.23	28,495.77
214 ROTC	11,908.97	10,974.09	0.00	10,264.27	12,618.79
216 Band	25,560.69	26,846.42	0.00	59,056.31	-6,649.20
219 Athletic Consessions	2,442.66	0.00	0.00	0.00	2,442.66
220 Cheerleaders	7,231.83	20,397.30	0.00	27,479.52	149.61
223 Civinettes	-52.66	10,767.00	100.00	8,570.93	2,243.41
230 Fellowship Christian Ath.	-417.92	0.00	307.14	0.00	-110.78
236 Chorus	467.02	350.00	0.00	367.59	449.43
240 National Honor Society	971.56	780.00	0.00	0.00	1,751.56
246 Science Club	294.03	625.00	0.00	715.05	203.98
248 Spanish Club	306.19	0.00	0.00	0.00	306.19
250 Strings/Orchestra	848.70	727.00	0.00	990.06	585.64
252 Beta Club	9,138.41	1,970.00	0.00	1,438.38	9,670.03
256 Vending	391.74	9,666.98	0.00	8,915.56	1,143.16
266 Prom	4,033.21	26.55	0.00	142.61	3,917.15
268 Library Fines/Lost Books	433.36	1,766.35	0.00	938.83	1,260.88
270 Newspaper	-423.83	0.00	0.00	286.85	-710.68
277 Teacher Cadet Program	3,768.97	1,874.00	0.00	2,028.12	3,614.85
278 Pictures	7,212.11	3,266.71	0.00	1,975.96	8,502.86

ROCK HILL SCHOOL DISTRICT THREE

FY 2016-2017 ACTIVITY FUND REPORT

726 Activity Funds - Northwestern YEAR ENDING 12/31/2016

	BEGINNING BALANCE	RECEIPTS	TRANSFERS	EXPENDITURES	ENDING BALANCE
284 Senior Class Fund	37.13	3,000.00	0.00	0.00	3,037.13
288 Student Council	488.02	2,047.00	1,900.00	4,009.60	425.42
289 Athletic Security	-220.50	0.00	0.00	0.00	-220.50
292 School Store	-10,145.25	8,896.62	0.00	7,424.00	-8,672.63
294 Sundry	-69.56	236.06	0.00	0.00	166.50
298 H.S. League Dues	-112.70	0.00	0.00	0.00	-112.70
300 PE	-8,029.57	810.00	0.00	475.00	-7,694.57
308 Literacy Magazine	-9,241.77	20.00	0.00	245.00	-9,466.77
325 Swim Team	8,768.11	3,979.00	0.00	7,010.47	5,736.64
336 Math	2,319.31	100.00	0.00	0.00	2,419.31
348 Academic Fee	-2,362.68	0.00	0.00	0.00	-2,362.68
356 Business Prof. of America	3,501.87	643.19	0.00	448.00	3,697.06
396 Boys Basketball	3,172.90	7,694.24	0.00	7,585.42	3,281.72
397 Girls Basketball	4,686.51	7,441.50	0.00	7,216.02	4,911.99
402 Boys/Girls Cross Country	3,473.53	6,033.00	0.00	5,521.52	3,985.01
404 Golf	1,693.57	470.00	0.00	3,728.13	-1,564.56
405 Golf-Boys	1,607.53	3,330.00	0.00	5,208.90	-271.37
406 Tennis	611.50	0.00	0.00	437.26	174.24
408 Tennis-Girls	245.56	750.00	0.00	2,026.96	-1,031.40
410 Volleyball - JV/V	2,687.22	8,949.15	0.00	15,031.76	-3,395.39
411 Athletic Fee	15,546.05	22,294.25	0.00	17,908.49	19,931.81
412 Wrestling	-3,553.87	2,554.01	0.00	3,452.08	-4,451.94
414 Baseball	-2,591.07	25.00	1,199.09	597.88	-1,964.86
416 Softball-JV/V	5,961.57	0.00	-1,199.09	0.00	4,762.48
418 Boys Track	5,925.43	105.00	0.00	47.00	5,983.43
420 Boys Soccer	13,175.48	1,305.36	0.00	4,060.05	10,420.79
422 Girls Soccer	12,314.89	6,239.40	0.00	10,136.15	8,418.14
424 Training Room	762.23	0.00	0.00	0.00	762.23
427 Training Room Activity	-3,104.09	0.00	0.00	0.00	-3,104.09
428 Region II AAAA	-287.81	0.00	0.00	0.00	-287.81
436 Staff Developmnt/Supplies	-362.57	0.00	0.00	0.00	-362.57
438 Field Maintenance	-445.19	0.00	0.00	0.00	-445.19
440 Supplies,Laundry,Cleaning	-30.31	0.00	0.00	0.00	-30.31
442 Trojan Club	1,426.32	2,421.65	-307.14	21,253.16	-17,712.33
443 NW Family Foundation	3,163.37	0.00	0.00	0.00	3,163.37
466 Apparel Sales	-8,458.10	0.00	0.00	0.00	-8,458.10
657 Dual Credit Articulation	-2,193.00	0.00	0.00	0.00	-2,193.00

ROCK HILL SCHOOL DISTRICT THREE

FY 2016-2017

ACTIVITY FUND REPORT

726 Activity Funds - Northwestern

YEAR ENDING 12/31/2016

	BEGINNING BALANCE	RECEIPTS	TRANSFERS	EXPENDITURES	ENDING BALANCE
661 College & Career	3,455.87	0.00	0.00	0.00	3,455.87
710 Phone/Fax	-247.01	0.00	0.00	471.53	-718.54
712 English Department	44.89	10.00	0.00	0.00	54.89
715 Jazz Band Festival	4,969.16	30.00	0.00	0.00	4,999.16
720 Student ID's	9,965.20	3,648.74	0.00	1,319.13	12,294.81
722 Recycling	574.00	402.50	0.00	0.00	976.50
729 Dance	3,888.85	1,074.31	0.00	3,377.25	1,585.91
746 Progeny	344.66	0.00	0.00	0.00	344.66
747 Vandalism	250.00	0.00	0.00	0.00	250.00
789 Stadium Advertising	8,000.00	0.00	0.00	0.00	8,000.00
806 Environmental Science	1,407.33	308.01	0.00	665.02	1,050.32
820 Linburg Moody Tournament	451.55	1,300.00	0.00	200.00	1,551.55
841 Trojan Network	209.29	2,000.00	0.00	989.59	1,219.70
843 Model UN	2,466.47	3,180.00	0.00	8,476.65	-2,830.18
890 Legacy Garden	1,069.00	0.00	0.00	42.00	1,027.00
TOTALS	203,844.99	299,126.87	20,000.00	418,803.87	104,167.99

ROCK HILL SCHOOL DISTRICT THREE
ACTIVITY FUND REPORT

FY 2016-2017

738 Activity Funds - Rock Hill Hi.

YEAR ENDING 12/31/2016

	BEGINNING BALANCE	RECEIPTS	TRANSFERS	EXPENDITURES	ENDING BALANCE
115 Parking Fees	3,955.55	7,878.00	0.00	3,245.87	8,587.68
120 Computer Builders	0.00	0.00	379.00	0.00	379.00
124 Step Team	1,175.58	-87.50	0.00	0.00	1,088.08
125 Guidance	6,662.66	2,765.00	0.00	5,401.61	4,026.05
128 Honors Choir	0.00	0.00	298.56	0.00	298.56
132 Grants	3,284.95	678.00	1,000.00	811.40	4,151.55
145 Lost & Damaged	8,532.55	4,602.00	0.00	3,248.62	9,885.93
146 Donations	2,147.02	3,321.00	0.00	2,326.99	3,141.03
151 Art	1,123.64	0.00	0.00	0.00	1,123.64
154 Drama	4,902.29	9,436.65	-379.00	6,113.20	7,846.74
189 JAG	960.93	1,163.70	0.00	1,219.41	905.22
202 Football	2,592.78	42,529.54	-256.00	76,161.80	-31,295.48
208 Athletic Donations	1,124.22	5,618.09	0.00	6,911.25	-168.94
210 Yearbook	17,587.08	17,246.75	0.00	4,491.80	30,342.03
213 Athletics	9,976.86	0.00	20,000.00	10,459.03	19,517.83
214 ROTC	10,808.96	19,446.15	0.00	10,284.65	19,970.46
216 Band	11,758.24	10,958.95	0.00	16,504.99	6,212.20
220 Cheerleaders	13,188.00	18,970.50	0.00	47,404.25	-15,245.75
224 Civitans	1,387.16	1,229.48	0.00	1,225.84	1,390.80
230 Fellowship Christian Ath.	120.25	205.00	0.00	62.00	263.25
232 French Club	120.00	0.00	0.00	0.00	120.00
236 Chorus	638.76	1,686.80	0.00	506.20	1,819.36
240 National Honor Society	371.71	1,750.00	0.00	100.00	2,021.71
246 Science Club	1,392.35	301.00	0.00	420.64	1,272.71
248 Spanish Club	422.51	0.00	0.00	0.00	422.51
250 Strings/Orchestra	2,159.36	714.30	0.00	1,196.55	1,677.11
252 Beta Club	2,932.18	13,237.50	0.00	8,941.37	7,228.31
256 Vending	9,644.07	7,246.14	0.00	0.00	16,890.21
266 Prom	11,446.35	422.15	0.00	1,305.70	10,562.80
268 Library Fines/Lost Books	1,764.36	1,520.49	0.00	2,858.07	426.78
270 Newspaper	464.68	0.00	0.00	0.00	464.68
277 Teacher Cadet Program	968.43	1,630.00	0.00	1,868.23	730.20
278 Pictures	567.49	3,867.32	0.00	0.00	4,434.81
288 Student Council	753.66	425.00	0.00	879.39	299.27
292 School Store	256.60	152.25	0.00	55.92	352.93
294 Sundry	-11,661.90	0.00	0.00	0.00	-11,661.90
299 Adv Placement Testing	248.75	250.00	0.00	0.00	498.75

ROCK HILL SCHOOL DISTRICT THREE

FY 2016-2017 ACTIVITY FUND REPORT

738 Activity Funds - Rock Hill Hi. YEAR ENDING 12/31/2016

	BEGINNING BALANCE	RECEIPTS	TRANSFERS	EXPENDITURES	ENDING BALANCE
300 PE	1,782.99	13.85	0.00	16.46	1,780.38
303 PSAT Testing	5,981.74	3,518.00	-1,000.00	4,285.00	4,214.74
325 Swim Team	1,580.09	3,407.00	-200.00	3,657.73	1,129.36
333 IB Exams	3,556.21	1,195.00	0.00	0.00	4,751.21
347 School Incentives	50,807.58	134.44	-1,500.00	32,228.17	17,213.85
349 Bearcat Teacher Assoc	318.44	2,100.00	0.00	602.39	1,816.05
356 Business Prof. of America	9,362.54	1,582.78	0.00	875.80	10,069.52
367 Transcripts	0.00	10.00	0.00	0.00	10.00
382 Fencing Club	25.00	80.00	0.00	0.00	105.00
383 Future Educators of Amer.	250.00	0.00	0.00	0.00	250.00
396 Boys Basketball	3,025.37	6,255.67	0.00	5,577.68	3,703.36
397 Girls Basketball	9,300.86	11,814.24	-100.00	10,064.05	10,951.05
398 Winborn Scholarship	15,553.03	5,725.00	0.00	1,210.94	20,067.09
402 Boys/Girls Cross Country	1,765.44	1,100.00	0.00	5,054.93	-2,189.49
404 Golf	4,369.62	2,000.00	0.00	3,723.76	2,645.86
406 Tennis	3,178.62	2,000.00	0.00	4,036.55	1,142.07
408 Tennis-Girls	0.00	381.00	0.00	987.48	-606.48
410 Volleyball - JV/V	17,146.18	34,785.35	1,106.00	37,365.24	15,672.29
411 Athletic Fee	2,485.08	14,848.89	0.00	8,180.02	9,153.95
412 Wrestling	13,982.97	21,527.00	0.00	17,906.79	17,603.18
414 Baseball	18,635.38	1,907.00	0.00	1,574.18	18,968.20
416 Softball-JV/V	19,146.59	1,000.00	500.00	1,952.66	18,693.93
417 Baseball Brick Project	831.56	0.00	0.00	0.00	831.56
418 Boys Track	422.33	1,000.00	0.00	3,732.64	-2,310.31
420 Boys Soccer	6,881.83	4,223.00	250.00	10,885.02	469.81
422 Girls Soccer	1,410.37	1,000.00	0.00	1,365.14	1,045.23
424 Training Room	-7,248.04	7,235.00	0.00	0.00	-13.04
471 Volleyball Camp	10,814.47	0.00	0.00	129.50	10,684.97
492 Athletic General Fund	-9,614.85	0.00	0.00	0.00	-9,614.85
657 Dual Credit Articulation	-2,168.38	0.00	0.00	0.00	-2,168.38
707 Social Studies	386.69	0.00	0.00	11.53	375.16
708 Science Department	67.08	35.00	0.00	0.00	102.08
709 Math Department	82.05	0.00	0.00	0.00	82.05
712 English Department	3,596.48	215.00	0.00	0.00	3,811.48
720 Student ID's	1,161.19	3,851.00	0.00	701.23	4,310.96
722 Recycling	751.00	730.50	0.00	0.00	1,481.50
756 Special Populations	348.43	210.00	0.00	305.00	253.43

ROCK HILL SCHOOL DISTRICT THREE

FY 2016-2017

ACTIVITY FUND REPORT

738 Activity Funds - Rock Hill Hi.

YEAR ENDING 12/31/2016

	BEGINNING BALANCE	RECEIPTS	TRANSFERS	EXPENDITURES	ENDING BALANCE
843 Model UN	1,903.10	5,000.00	0.00	4,196.51	2,706.59
865 Red Cross Club	994.51	0.00	0.00	0.00	994.51
911 Weight Room	0.00	229.52	0.00	599.52	-370.00
928 Athletic Security	-6,476.25	0.00	0.00	0.00	-6,476.25
TOTALS	310,175.38	318,278.50	20,098.56	375,230.70	273,321.74

ROCK HILL SCHOOL DISTRICT THREE

FY 2016-2017 ACTIVITY FUND REPORT

741 South Pointe High School YEAR ENDING 12/31/2016

	BEGINNING BALANCE	RECEIPTS	TRANSFERS	EXPENDITURES	ENDING BALANCE
091 PBIS	0.00	511.00	0.00	0.00	511.00
105 Academic Letters	0.57	0.00	-0.57	0.00	0.00
115 Parking Fees	1,165.34	4,030.00	-1,288.71	881.56	3,025.07
117 Literacy	470.56	2,524.00	-142.89	0.00	2,851.67
124 Step Team	22.00	0.00	79.39	0.00	101.39
126 Social Committee	965.94	1,400.00	-80.00	409.69	1,876.25
131 STEM	45.00	0.00	0.00	0.00	45.00
145 Lost & Damaged	-16,032.47	47.00	-140.00	3,281.74	-19,407.21
146 Donations	0.30	1,000.00	-1,000.30	0.00	0.00
151 Art	1,301.56	119.98	0.00	56.96	1,364.58
154 Drama	-3,036.32	0.00	912.00	0.00	-2,124.32
155 Special Ed	760.04	1,674.50	80.00	1,074.31	1,440.23
158 Ed SC Class	167.59	0.00	0.00	0.00	167.59
200 STEP Team	79.39	0.00	-79.39	0.00	0.00
202 Football	-21,277.86	65,330.86	150.00	68,712.02	-24,509.02
204 Boys/Girls Basketball	-919.68	0.00	1,044.22	124.54	0.00
210 Yearbook	5,638.20	5,994.00	0.00	6,056.11	5,576.09
212 Football Camp	491.69	819.61	0.00	1,023.33	287.97
213 Athletics	33,106.69	6,831.73	34,345.65	19,735.92	54,548.15
214 ROTC	6,073.71	8,610.10	0.00	4,098.48	10,585.33
216 Band	5,710.63	5,600.95	-120.00	13,841.77	-2,650.19
220 Cheerleaders	-52.07	15,880.78	0.00	16,776.31	-947.60
224 Civitans	393.57	457.00	0.00	219.52	631.05
230 Fellowship Christian Ath.	660.76	0.00	0.00	185.39	475.37
232 French Club	76.61	0.00	0.00	0.00	76.61
236 Chorus	0.06	0.00	-0.06	0.00	0.00
240 National Honor Society	2,038.24	760.00	0.00	194.24	2,604.00
241 Mu-Alpha Theta	0.22	0.00	-0.22	0.00	0.00
249 Academic Achievement	685.23	0.00	0.00	0.00	685.23
250 Strings/Orchestra	762.16	0.00	0.00	0.00	762.16
252 Beta Club	1,319.92	3,945.50	0.00	2,214.96	3,050.46
256 Vending	-321.81	9,691.27	-914.99	4,393.35	4,061.12
258 Contributions/Memorials	0.02	0.00	-0.02	0.00	0.00
266 Prom	-1,349.56	6,897.59	-348.37	5,618.07	-418.41
268 Library Fines/Lost Books	811.79	82.95	0.00	50.00	844.74
270 Newspaper	-6,097.89	1,800.00	0.00	1,446.78	-5,744.67
277 Teacher Cadet Program	0.93	470.04	69.03	540.00	0.00

ROCK HILL SCHOOL DISTRICT THREE

FY 2016-2017 ACTIVITY FUND REPORT

741 South Pointe High School YEAR ENDING 12/31/2016

	BEGINNING BALANCE	RECEIPTS	TRANSFERS	EXPENDITURES	ENDING BALANCE
278 Pictures	65.43	1,623.67	0.00	0.00	1,689.10
280 Returned Checks	0.03	0.00	-0.03	0.00	0.00
284 Senior Class Fund	364.09	0.00	0.00	0.00	364.09
288 Student Council	2,223.76	1,952.05	0.00	2,610.74	1,565.07
300 PE	15.17	2,770.00	0.00	1,868.23	916.94
303 PSAT Testing	0.00	2,606.00	0.00	1,869.49	736.51
308 Literacy Magazine	154.93	220.00	0.00	300.00	74.93
325 Swim Team	0.00	3,709.17	0.00	2,103.16	1,606.01
333 IB Exams	58.00	3,023.00	0.00	0.00	3,081.00
335 School Improvement	0.38	0.00	0.00	0.00	0.38
347 School Incentives	0.68	0.00	0.00	0.00	0.68
348 Academic Fee	53.56	0.00	0.00	0.00	53.56
367 Transcripts	1,365.00	535.00	0.00	0.00	1,900.00
372 P.E.A.R.L.S.	645.91	942.97	0.00	818.08	770.80
396 Boys Basketball	-4,474.22	5,274.89	0.00	2,750.84	-1,950.17
397 Girls Basketball	-10,048.38	5,266.79	0.00	2,972.72	-7,754.31
402 Boys/Girls Cross Country	-5,141.78	0.00	0.00	0.00	-5,141.78
404 Golf	-4,428.84	0.00	0.00	0.00	-4,428.84
405 Golf-Boys	-9,932.67	0.00	0.00	0.00	-9,932.67
408 Tennis-Girls	894.28	340.00	0.00	536.70	697.58
409 Tennis-Boys	969.47	0.00	0.00	0.00	969.47
410 Volleyball - JV/V	6,346.82	3,815.61	0.00	4,084.60	6,077.83
411 Athletic Fee	14,067.26	10,680.00	0.00	10,073.17	14,674.09
412 Wrestling	-23,741.25	1,682.79	0.00	966.11	-23,024.57
414 Baseball	-7,625.52	0.00	0.00	1,092.15	-8,717.67
416 Softball-JV/V	-4,008.37	0.00	0.00	0.00	-4,008.37
418 Boys Track	424.11	0.00	0.00	0.00	424.11
420 Boys Soccer	-5,433.01	0.00	0.00	151.20	-5,584.21
422 Girls Soccer	4,314.26	100.00	0.00	0.00	4,414.26
432 Strength/Conditioning	829.28	0.00	0.00	0.00	829.28
436 Staff Developmnt/Supplies	427.48	0.00	0.00	428.00	-0.52
438 Field Maintenance	-89.00	0.00	89.00	0.00	0.00
440 Supplies,Laundry,Cleaning	352.50	0.00	0.00	323.75	28.75
452 Grants	2,550.29	0.00	-1,000.00	0.00	1,550.29
468 Paintball Club	4.31	0.00	-4.31	0.00	0.00
656 Business and Industry	133.98	200.00	0.00	0.00	333.98
657 Dual Credit Articulation	272.66	0.00	0.00	0.00	272.66

ROCK HILL SCHOOL DISTRICT THREE

FY 2016-2017 ACTIVITY FUND REPORT

741 South Pointe High School YEAR ENDING 12/31/2016

	BEGINNING BALANCE	RECEIPTS	TRANSFERS	EXPENDITURES	ENDING BALANCE
708 Science Department	30.74	0.00	0.00	0.00	30.74
720 Student ID's	670.27	368.00	0.00	0.00	1,038.27
722 Recycling	925.00	950.50	0.00	0.00	1,875.50
729 Dance	1,374.70	3,170.00	0.00	2,388.15	2,156.55
735 Health Services	141.35	0.00	0.00	0.00	141.35
746 Progeny	872.88	414.00	0.00	0.00	1,286.88
785 S.A.D.D.	0.00	0.00	1,150.57	1,150.57	0.00
811 Tutors	-6,855.83	0.00	1,000.00	1,128.79	-6,984.62
843 Model UN	54.94	0.00	0.00	0.00	54.94
TOTALS	-27,514.29	194,123.30	33,800.00	188,551.50	11,857.51

Superintendent's Event Schedule			
Event	**Date**	**Time**	**Location**
SCASA Superintendent's Roundtable & Executive Luncheon	2/2	9:00a.m.-3:00p.m.	Columbia
Family Trust Grant Banquet for Teachers	2/2	6:00-8:00 p.m.	Family Trust Downtown
Community Visit - Richmond Drive	2/3	8:30-9:30 a.m.	Richmond Drive
Community Visit - Ebinport	2/3	10:00-11:00 a.m.	Ebinport
Student Advisory Committee Meeting	2/3	11:00a.m.-1:00p.m.	District Office
Rotary Conference (begins @ 3:00p.m. on Friday, 2/3)	2/3-2/4	Friday/Saturday	Greenville, SC

Instruction Department
Phone: 803-981-1055
Memo

TO: Dr. Kelly Pew

FROM: Dr. Harriet L. Jaworowski

DATE: January 30, 2017

SUBJECT: Summary of Commendations and Recommendations from the Audit of Gifted and Talented Services in Rock Hill Schools 2016-2017

Attached to this memo is the full report of the audit of our Gifted and Talented services in Rock Hill Schools. The audit was provided by Dr. Joyce VanTassel-Baska, an internationally recognized researcher and author in Gifted Education, and Mrs. Gail Hubbard, long-tenured director of Gifted Education in Virginia. Dr. VanTassel-Baska will be present at the February 13th data session as well as the Board Work Session to answer any of your questions. There will be no formal presentation of the report.

Commendations

- The personnel, both teachers and administrators, in the program are top-notch professionals, open to criticism, and giving of their time during the time the evaluators were on-site.
- There is strong support for the program at Central Office level, especially the Superintendent and Associate Superintendent.
- Commendations also go to the Research Specialists for their diligence in providing data requested both in advance and in situ for this evaluation study.
- The teachers we observed who work daily with gifted students on the whole were passionate about their work and interested in providing appropriate instruction.
- The different stakeholder groups were enthusiastic about their involvement in this process, especially the parent group.

Recommendations

- Hire a program coordinator for the program to ensure that management of the aspects of program development, curriculum and instructional modifications, professional development, and communication may be improved in an effective and efficient way.
- Develop a curriculum framework for the gifted program that specifies goals and outcomes with both instructional strategies and assessment approaches to arrive at the outcomes.
- Address the Identification of underrepresented learners needs by focusing on K-2 identification with classroom supports for advanced opportunities and a focus on domain-specific programming at elementary levels.
- Design a scope and sequence of opportunities in each subject area for advanced learners needs that includes contests and competitions that are domain-specific as well as interdisciplinary.
- Align all current and desired curriculum to both gifted education and the Common Core State Standards in math and language arts and the Next Generation of Science Standards so that communication on the curriculum can easily be effected across stakeholder groups.
- Consider the transition to self-contained programs for gifted students at Grades 3, 4 and 5.
- Monitor the use of flexible grouping that includes cluster grouping, special class grouping and /or pullout opportunities as judged by the school level teacher (s) of the gifted.
- Provide professional development in gifted differentiation practices annually for all teachers in the program. Materials-specific training should also be available.
- Disaggregate data on the performance of gifted students for all district testing, including MAP, READY, and PASS at the top percentiles of the test (>85%ile). Use the data for decision-making on the gifted program annually.
- Provide regular communication and educational opportunities for parents to ensure their understanding of the curriculum framework, scope and sequence models, and other facets of the program.
- Develop updated website materials that provide information of differentiated aspects of the program, including curriculum, instruction and assessment.

Dr. VanTassel-Baska will provide explanation of her findings on February 13th and 14th in sessions for principals, teachers of the gifted, parents, and the Instruction Department.

Attachment

Revised Evaluation Report for Rock Hill Schools, York County District Three, South Carolina

Joyce VanTassel-Baska
Gail Hubbard
January 25, 2017

Section I: Introduction to the study

The purpose of this evaluation of the Rock Hill Public Schools' Gifted and Talented Program was to render recommendations based on the current status of the program and expectations for the program that may move it forward to the next level of excellence.

Four key beliefs drove the evaluation: 1) the fundamental role of evaluation and review is to provide information that can be used to improve and advance gifted programs, 2) evaluation and review is a collaborative enterprise among various stakeholders in the district and the consultant, 3) the use of multiple data sources helps to illuminate the complexity and salience of program issues that need to be considered, and 4) rational decision-making is mediated by values. Therefore, the nature and degree of change to be made in a program are influenced by the social and political variables at work in a given context.

According to its website, Rock Hill has 17 elementary schools, a few with a specific theme or identifiable designation, five middle schools and three high schools. Overall, 17,400 students are served in the district across the grades and schools designated. The demographic profile of those students is: 54% Caucasian, 35% African American, 6% Hispanic, 1.5% Asian, 1.5% American Indian, and 2% Other. Moreover, 44% are on free lunch, 8% on reduced lunch, and 14% with disabilities. Data on gifted students do not appear on the district website although approximately 10% of the school district's population receives gifted services. Black, Hispanic, and students of low socio-economic status are currently underrepresented in the gifted program.

The elementary program for the gifted consists of a pullout program for up to 220 minutes per week, focused on interdisciplinary instruction that emphasizes critical thinking, communication, and project-based learning. The middle school program offers a self-contained block for gifted students on a daily basis; accelerated English and algebra is provided at Grade 8. High school programs provide honors, Advanced Placement (12 different offerings), and International Baccalaureate opportunities. Dual enrollment is available for selected coursework.

Research Questions

The following research questions have driven the study questions for the design of this proposal:

1. ***To what extent is the gifted program being implemented according to its stated goals and objectives?***

   Investigation of this question focused on describing and defining the current model of operation, including curriculum rigor and alignment, instructional delivery, teacher quality, professional development opportunities, and assessment through the major instruments employed in the study.

2. ***To what extent is the program progressing in its attempt to identify underrepresented groups for the program?***

   Discrepancy analysis with national standards and trend analysis of identification practices and placement outcomes over the past several years will be used to reveal the extent to which progress has been made on areas of underrepresentation of populations of students in the gifted program, specifically Black, Hispanic, and low income learners. Strategies used in the district were explored.

3. ***To what extent is the written, taught, and assessed curriculum sufficiently rigorous and differentiated for identified gifted students in all core areas?***

   Investigation of this question and its subparts focused on both the written and delivered curriculum through a review of the curriculum resources used in gifted classrooms as well as observing teachers delivering the curriculum. Moreover, student outcome data were examined with an eye to how effectively gifted students are learning, given stated outcomes. The effectiveness of professional development sessions were judged by both teacher observation data and focus group responses from administrators and teachers.

4. ***To what extent is the program beneficial to students participating in it?***

   Investigation of this question focused on trend data available on gifted student course-taking and performance on learning assessments, including AP and IB tests as well as state assessments. Specific gifted program outcome data was not available. Perceptual data from student stakeholders at Grades 5, 8 and 12 also examined student benefits, using a structured form.

5. ***To what extent is the program perceived to be effective by relevant stakeholders?***

   Investigation of this question focused on assessing the perceptions of school district administrators, teachers, students, and parents of gifted students on the effectiveness of relevant components of the program. A combination of survey, focus group and interview data allowed the evaluator to assess perceptions of the program and its components.

6. ***To what extent is the program aligned with best practices in the field of gifted education?***

   Investigation of this question focused on assessing the congruence of the gifted program with the 97 best practices cited in the National Association for Gifted Children (NAGC) *Pre-K-Grade 12 Gifted Education Programming Standards.*

7. ***What are the strengths and areas for improvement in the program? What are the recommendations for improvement in the gifted program?***

   Investigation of this question focused on the triangulation of data collected and analyzed for Questions 1-6.

Study design

Data collected to investigate Question #1 involved both empirical and perceptual sources. Onsite visits to a core sample of elementary schools, middle and high schools was conducted, with observations in designated K-12 classrooms. Moreover, relevant survey data was collected from student stakeholders in the program.

Data used to address Question #2 was a content analysis and trend analysis, conducted to reveal the extent to which progress has been made on areas of underrepresentation of populations of students in the gifted program. An analysis of the identification practices was also assessed against research-based best practice in this area of gifted education.

Data used to address Question #3 was to assess current curriculum resources used in the gifted programs at Grades 3-12, the instructional strategies employed in those classes, the evidence of the nature and extent of professional development available and/or mandated for teachers who work with gifted learners, and the degree of curriculum alignment across the grade levels served.

Data used to address Question #4 were 1) focus groups with gifted resource teachers at the elementary, middle, and high school levels who provide direct and indirect services to gifted students, and 2) focus groups of administrators who are involved with the administration of the

program, including building principals, 3) focus groups of parents whose students have been in the program for at least three years, and 4) focus groups of gifted students who were in Grades 5, 8 and 12.

Data used to address Question #5 were student impact data from the program, including achievement, outstanding performances, and other evidence of benefit. Analysis of trend data on state tests, AP, and IB test data. Analysis of the questionnaire on benefits to students was also analyzed.

Data collected to address Question #6 involved consultant expertise in conducting a discrepancy analysis between the NAGC *Pre-K-Grade 12 Gifted Programming Standards* and the Rock Hill Gifted Program to determine the alignment of best practices in the six areas of interest: Learning and Development, Assessment, Curriculum Planning and Development, Learning Environments, Programming, and Professional Development. Areas of strength as well as gaps were determined by this analysis.

Finally, Question #7 was addressed through the triangulation of all data sources probed in order to make valid inferences about the nature and scope of program strengths and weaknesses and recommendations to be suggested for an action plan. An action plan was developed that recommends key improvements to be made to the program over the next five years.

Sampling procedures

The sampling plan for this evaluation study focused on sites for classroom observations**,** using the structured form described in the instrumentation section, within Grades K-5 at the elementary level, 6-8 at the middle school level, and 9-12 at the high school level.

A sample of schools was drawn for observation, based on the demographics of the school district, geographic location, and other considerations deemed important by the district. At the elementary level, 6 schools out of 17 (37%), including two choice schools of interest (ie. the STEM school and Sunset Park Center for Accelerated Studies) were included. Two middle schools out of five (40%) and two high schools out of three (67%) were also observation sites.

Based on data and time available, consultants observed at least **three** classes in each school setting at the elementary grade levels served, at least **six** at the middle school level to ensure coverage of all four content areas and multiple grade levels, and at least **eight** at the high school, accounting for all four core content areas at Grades 9 and 10, and selected AP and IB classes at Grades 11-12.

Instrumentation

This evaluation study employed appropriate instrumentation to answer the questions of interest. Instrumentation involved the use of a narrative review of program materials, a classroom observation tool, a focus group and interview protocol, surveys for student stakeholders, and the NAGC standards checklist for assessing the best practice match.

Review of materials

Materials related to the program were reviewed. These included a review of research-based materials for the gifted employed, and basic program materials such as a local plan, procedural manual, and other available materials disseminated to the public. The website data on the program were also reviewed. Data available on gifted student performance were also reviewed.

Classroom observations

In order to assess instructional practice in the gifted program in Rock Hill Public Schools, an observation tool that assesses differentiation was used. The COS-R is a 26-item instrument that assesses the extent to which teachers are employing practices of differentiation in their teaching. It has been used in several studies, with strong technical adequacy (.82 for inter-rater reliability). Content validity on its newest revision was established at .80 by three experts in both gifted education and instrument development in 2016. Inter-rater reliability was established through the training of the three consultants on the new form.

Selected Interviews

Interviews were conducted with the Superintendent and with selected district level staff members. The interview form was similar to focus group queries but also included a discussion of grouping and acceleration.

Survey

Surveys related to program benefits were administered to students in Grades 5, 8 and 12 during the onsite visit to the district. The questions related to benefits expected to emerge from gifted programs, based on goal analysis of programs across the country.

Focus Groups

Focus groups were conducted during observation site visits to Rock Hill. Each session lasted for approximately one hour. A structured protocol was used to conduct these sessions, based on

the research question concerns. The same protocol was used for administrators, teachers, parents, and students, with some alterations, based on the group being asked.

National standards analysis

Finally, a checklist was employed to judge the program's congruence with best practices in gifted education nationally. This checklist indicates whether or not 97 indicators for 6 standards have been met by the program. Areas include learning and development, assessment, curriculum, professional development, programming, evaluation, and learning environments. A checklist is employed to indicate compliance with a given indicator.

Data analysis, interpretation, and findings

Both quantitative and qualitative approaches were used in the analysis of the data collected. Descriptive statistics were used to present the classroom observation data. Data were aggregated across school sites and classrooms but disaggregated by elementary, middle, and high school contexts observed. Interpretation of quantitative findings from observations and discrepancy analysis of trend data were made by the consultant, using content analysis of the data, looking for patterns and themes. Content analyses and identification of patterns or themes were used to report findings from the focus groups.

Findings

Results from each data source were analyzed and interpreted as findings for each evaluation question. Triangulation of data sources was used to ensure strength in the findings for each question. Only when two or more data sources converge was a finding reported through the triangulation process.

Conclusions drawn regarding the research questions were based on the data available across sources.

Recommendations and Reporting

Recommendations were made to the Rock Hill Public Schools for program improvement of the Gifted Program, based on the findings. Both commendations and recommendations were provided, based on an overall assessment of the evaluation findings. A three-year action plan will also be developed that includes goals, outcomes, major activities to be accomplished, the individual or group responsible, and a timeline for completion, based on a review of the report by administration. A presentation will be prepared by the evaluator for Board presentation in early 2017.

Section ll. Review of Materials

The purpose of materials review is to ascertain the extent to which the curriculum materials employed in the gifted program are appropriate to the nature of such a program and have been found to be effective with that population. In the case of program materials and reports, the purpose is to ascertain if they adequately describe and represent important facets of a program that need to be communicated to relevant publics.

Gifted resources

Jacob's Ladder

This material is for use in classrooms K-8 with gifted students, especially in Title I settings. It focuses on moving students from lower level reading comprehension to higher level critical reading through a selective choice of readings in multiple genres. Activities and questions provide the stimulus for elevating thinking about each selection. Students also produce short research projects for some of the ladders of thinking. It was observed in use in the fourth grade self-contained class. The program has been researched with gifted rural students from low income schools and found successful in elevating both reading comprehension and critical thinking. It is unclear how widely the program is used in Rock Hill although some training has been provided on the program in the past.

M 3 math materials

This material was developed for use with gifted students in Grades 4-5 classrooms. The program is well-aligned with the common core mathematics strands. Research also suggests that it advances higher level thinking in mathematics about concepts in various topics. The program is supplementary in nature and can be used effectively in small group settings as a part of the overall math program. Its purpose is to enhance student problem solving, using non-algorithmic problems. We did not observe its being used in the gifted program although it has been purchased for use.

William and Mary units of study

This material is available through carefully designed units of study in language arts, science, and social studies at Grades K-8. The units may be used as supplementary materials in science and social studies and as a core program in language arts. All of the units have been researched and found effective in enhancing higher level thinking and conceptual development in gifted learners. Although the units are available for use in the gifted program and teachers have been trained on them, little evidence was available of their use in the program.

Gifted State Plan

This document was reviewed as a part of the overall program documentation. The plan provides data on the numbers identified for gifted options in the district. It also describes the nature and type of program services provided at each grade level.

District course guides

Both the online literary and mathematics district guides were examined. These documents serve as an important resource for curriculum and instruction. They also serve as a tool for communication about the instructional program for parents and other stakeholders.

These guides would be improved by additional alignment with relevant gifted resources and more extensive description of strategies to be employed. The guides should include explicit mention of the gifted program emphases and how they differ from the program for all students.

Each of these documents has as its purpose public communication about an aspect of the overall instructional program in Rock Hill.

District Course Catalogs

The 2016-17 course catalog for each of the high schools provides additional information on the instructional program for students and parents. Courses that are appropriate for identified gifted students are embedded in the high school catalog, but are not specifically designated as gifted programming options.

Website Information

Rock Hill Schools has an extensive general website. While information on the identification process for gifted services is readily available, information on specific curriculum options for gifted learners at the elementary level is very limited. The program at Sunset Park is included, and a brief description of that program is available. At the middle school level, curriculum unit timelines are posted. There is limited information on specific curriculum frameworks or on specific instructional strategies designed to meet the academic needs of middle school gifted learners. At the high school level, courses and options are described. Gifted and Talented is not indicated on the high school academic page.

Performance score reports

Performance data were examined from a variety of sources to assess the level of achievement of gifted students in the district. At the elementary and middle school levels, MAP data, READY data and PASS data were examined for the school year 2016 only. At the high school level,

Advanced Placement, International Baccalaureate, and dual enrollment constitute the gifted options available. Thus participation and performance data were examined over the past five years in both AP and IB programs.

Elementary and middle school gifted performance data

READY tests were available to examine for gifted students in Grades 3-8 in both mathematics and language arts. One aspect of the ELA test reports on analysis of text and level of skill in writing, important dimensions of gifted student performance in ELA.

PASS test data were available for review in all four core subjects—math, language arts (ELA), science, and social studies, reported by elementary and middle school levels.

2016 MAP data

MAP test data that examined reading and math scores from Grades 3-8 were analyzed for patterns related to the performance of gifted students in 2016. Language usage results were not analyzed as they did not reflect the nature of the gifted program per se. Typically results of the MAP test report score ranges that do not reveal important gradations at the top end of the distribution. Reports generated usually include three ranges: below 33%ile, 33%ile-66%ile, and above 66%ile. The evaluator requested and received data that redistributed score ranges as follows: below 85%ile, 85-94%ile, and 95%ile and above.

Reading

Overall results in reading for the elementary level showed how gifted students scored in these upper ranges of the test. Only 22% of gifted students scored at the 95%ile or higher while 34% scored between 85-94%ile, and 44% scored below the 85%ile. Breaking the data down by individual schools visited in the evaluation (N=7), only three schools exceeded 22% while the rest scored lower. The highest percentile recorded was at Oakdale and Northside, both with 33% reaching that level across the grades.

Breaking the data down by grade level, it was found that the top range of scores for gifted students (95%ile or higher) was achieved by differential levels of students from Grades 3-5. Sunset Park scores rose sharply in this category for the grade levels noted, from 11% at Grade 3 to 24% at Grade 4 to 39% at Grade 5, suggesting that the gifted program at that school is producing positive growth gains in reading for identified gifted students. None of the other schools visited recorded such positive results nor sustained a growth trend line for the highest performing category.

At the middle school level, identified gifted students scored in the following ranges overall: 13% scored at the 95%ile or higher while 39% scored in the range of 85-94ile, and 44% scored below

the 85%ile. Very few differences were noticeable between the two middle schools visited in this regard. One had 12% of students scoring at the top level while the other had 13% do so. The pattern of performance within the middle school grade levels was uneven: up slightly for 7th grade and down again for 8th (ie. at the 95% or higher, 12% of 6th graders met the standard while 15% of 7th graders did, and 13 % of 8th graders at one school.) At the second school, 8th graders dipped to 8% scoring at those levels.

Findings

1) These data suggest that gifted student scores are not systematically improving in reading performance in Grades 3, 4, and 5 at any school in the district except Sunset Park. This result may be due to several factors, including the difference in the gifted program delivery model.
2) These data also suggest that on the MAP reading test, gifted students are scoring significantly lower in the upper ranges throughout the middle school years, data that are masked by examining only the score ranges of students scoring above the 66%ile. These data suggest that gifted students do not continue a growth pattern in reading at the middle school level.

Math

Overall results in math for the elementary level showed how gifted students scored in these upper ranges of the test. Only 8% of gifted students scored at the 95%ile or higher while 29% scored between 85-94%ile, and 63% scored below the 85%ile. Breaking the data down by individual schools visited in the evaluation (N=7), only two schools exceeded the district average of 8% at the 95%ile level. Both Sunset Park and Oakdale did so with 14% scoring at that level at Sunset Park and 17% at Oakdale. Other sites visited had significantly lower percentages ranging from 4-6% of their students.

Breakdowns by grade level show a growth pattern for Sunset Park only, with 6% of students scoring at 95%ile and higher on the math MAP test at 3rd grade, 12% at 4th and 22% at 5th grade. Data were missing or incomplete from the other schools visited for individual grade levels.

MAP data on overall scores for identified gifted students were not available. However, breakdown charts by school were. At the middle school level, identified gifted students scored in the following ranges overall at the two schools visited: at Dutchman Creek, identified gifted students scored in the following ranges overall: 7% scored at the 95%ile or higher while 29% scored in the range of 85-94ile, and 64% scored below the 85%ile. Saluda Trail score patterns were quite similar, with 5% of students scoring at the 95% or higher, while 21% scored in the range of 85-94% and 73% scored in the range below 85%. The pattern of performance within

the middle school grade levels demonstrated sustained growth for gifted students at Dutchman Creek, with 3% of 6th grade gifted students scoring at the 95%ile while 8% of 7th graders did, and 9% of 8th graders. Scores at Saluda Trail were at the highest level for gifted students at sixth grade when 10% scored at the 95%ile or above. This percentage slid to 4% at Grades 7 and 8, however.

Findings

1) These data suggest that MAP scores for gifted students are not systematically improving their math performance in Grades 3, 4, and 5 at any school in the district except Sunset Park. This result may be due to the fact that the program is integrated at that school within self-contained classes across that grade span.
2) These data also indicate that MAP scores for gifted students are not at levels expected on the math portion of the MAP test. Only at Dutchman Creek Middle School do we see a growth model for these scores across three grade levels in scoring at the upper five percentiles of the test.
3) As with the reading scores, using a lower threshold reporting level masks the actual performance of the gifted students in the district.

2016 PASS data

The 2016 Social Studies PASS results were analyzed for gifted student performance in Grades 4 and 5 and at the middle school levels of Grades 6, 7, and 8. There are five performance levels on this test, with two levels of not met, one of proficiency and two of exemplary, labelled Exemplary 4 and Exemplary 5. The majority of gifted students (59%) scored at the highest exemplary level in social studies in the district overall while 16% scored at the next exemplary category down while 23% met expectations. Only 5 gifted students failed to meet expectations. At the middle school level, 72% (668) of gifted students reached one of the two exemplary categories while 20% (175) met expectations. Two percent or 20 gifted students did not meet performance standards on the test. Sunset Park had 79% of students in exemplary categories and the rest (22%) in the Met category.

Individual elementary school data for visited sites mirrored the district data to a great extent. Data broken down by Grade levels 4 and 5 demonstrate that more gifted students in school visitation schools did better on the test at 5th grade as expected with the exception of Sunset Park where the pattern was reversed.

For the two middle school sites, lower percentages of Exemplary 5 scores were recorded for 8th graders (65%) at Dutchman's Creek while 64% represented the high performance figure for

Saluda Trail at this grade level versus earlier scores at 52% and 49% respectively at Grades 6 and 7.

The 2016 Science PASS results were analyzed for gifted performance in Grades 4 and 5 and at all levels of the middle school. Overall, at the elementary level, 56% of gifted students scored within the two exemplary categories while 42% met the standard and 2% did not. At the middle school level, 77% of gifted students met one of the top two exemplary scores in science while 22% met the standard and 2% did not.

Sunset Park students exceeded the district standard with 60% of students scoring in the exemplary range and 40% in the met range.

Growth patterns in science achievement scores were evident at Saluda Trail from 6 to 8th grade levels. Percentages of gifted students scoring at the top two exemplary levels increased each year from 56% in 6th grade to 62% in 7th grade to 85% in 8th grade. At Dutchman Creek, the percentages of exemplary scoring students ranged from 76% at 6th grade to 88% at 7th to 75% at 8th grade, showing a high percentage across all the grade levels.

2016 READY data

This test is an assessment of college and work ready skills administered in the state of South Carolina in Grades 3-8 in the subject areas of math and language arts. This is the first year of administration. Both selected response and evidence-based selected response items are used. Additionally, there is a text-dependent analysis used where students must read and analyze text in writing. Both literary and informational text is used. Five math topics are tested at each grade level of the test, including number sense, ratios and proportions, functions, Algebraic thinking, Geometric thinking and measurement, and data analysis. A four-level scale is used to judge overall scores: Exceeds, Meets, Approaches, and does not Meet Expectations. Text-dependent analysis is scored on a rubric from 1 (low) to 4(high) to judge effective analysis of text and effective writing. A set of codes for types of non-scorable items is also included. Individual student reports are computer-generated that provide comparison data to state scores as well as a breakdown of student performance by the sections and topics in the test.

Language arts results for gifted students across all elementary schools find that 54% “exceed expectations”, 36% “meet expectations”, and 9% “approach expectations”. Less than 1% do not meet expectations. At the middle school level, 46% “exceed expectation” while 40% “meet expectations”. Only 12% “approach expectations”. A little more than 1% do not meet expectations at the middle school level.

For elementary schools visited, Sunset Park again leads the way with 63% of students exceeding expectations in reading. Three other of the elementary schools also exceeded the district

average in reading beyond expectations—Northside (66%), Oakdale (61%), and Richmond Drive (63%). When the results are examined by grade level, 73% of Sunset Park 3rd graders exceeded expectations while 65% of 4th graders did and 56% of 5th graders, the reverse of what would be expected. Other schools also experienced uneven and nonlinear results.

At the middle school level, 49% of Dutchman Creek students exceeded expectations while 37% met them with 12% approaching. Saluda Trail students performed less well, with 39% exceeding, 40% meeting, and 18% approaching. One to 2% respectively at each school did not meet expectations on the test. Breakdown of the data from each school by grade level favor 6th graders in respect to exceeding expectations (63% at Dutchman's Creek and 50% at Saluda Trail). Complete data are available for perusal from the Associate Superintendent's office.

Math data at the elementary level show that overall 64% of gifted students exceed expectations while another 30% meet them, and 5% approach them. At the middle school level in math, 45% of gifted students exceed expectations and 37% meet them, and 16% approach expectations. A small 2% do not meet them. At Sunset Park, 77% of gifted students exceed expectations while 23% meet them. Of the other visited elementary schools, 95% of their gifted students meet or exceed the standards of the test. Grade level results at Sunset Park show a range of students exceeding expectations from 70-88% across the three grades. Other sites visited report greater variance but all report the majority of gifted students exceeding expectations.

At the middle school level, the percentages were quite different. At Dutchman's Creek, 49% of gifted students exceed expectations, while 30% meet them and 18% approach them. At Saluda Trail, only 24% of gifted students exceed expectation while 48% meet them and 24% approach them, with 4% not meeting them at all. Grade level breakdowns at middle school favor 6th graders where 71% of gifted students at Dutchman Creek and 35% at Saluda Trail exceed expectations in math, based on the test. The percentages go down at each site for 7th and 8th graders.

Text-dependent Analysis data were also examined. On average, gifted students scored two points higher on the assessment than did non-gifted students. In the absence of being able to analyze student sample responses from both groups, it is not possible to make inferences about the results except to suggest that one would expect gifted students to outperform typical learners on such a measure.

Findings

The READY test appears to be a useful tool in assessing readiness to do advanced work in an area of the curriculum. It is perhaps problematic that even a small percentage of gifted students did not meet the expectations of performance on the test. On the other hand, the vast majority did in both reading and math, suggesting that advanced coursework should be considered all the more appropriate for them.

Advanced Placement data

The evaluators examined the AP reports for each of the three high schools in Rock Hill over the past 5 years. While numbers of students taking AP have risen dramatically at Rock Hill High School from 2012-2016 from 47 to 281, students scoring 3 or higher on the exams that grant placement and credit at university levels have also increased. In 2012, the number of Rock Hill High students who scored at 3 or higher on an AP exam was 32, representing 37.2% of students who took the exam. By 2016, that number had more than doubled to 80 although it represented only 28.5% of students who took a course. The peak number of students taking AP over these 5 years at Rock Hill High was in 2015 when 109 students took one or more of 11 courses at the school. Records also suggest that about 18% of test takers were students on free and reduced lunch status, 88 in 2015 and 77 in 2016.

The same trend is apparent at the other two high schools. South Pointe High School participation numbers have risen modestly from 113 in 2012 to 136 in 2016. Scores of 3 or higher on the AP exams were made by 42 students in 2012, rising to 71 students in 2016, representing 52.2% of test takers across 9 courses. This percentage rate of success in 2016 approaches the national average. Northwestern High School numbers have also risen in respect to participation over the last 5 years from 227 to 300. Students who have scored at 3 or higher on exams has risen slightly over that same five year period from 125 to 133, in 2016 representing 44.3% of students taking at least one of 12 courses.

The following table reflects the five- year district participation rate and performance of students in Advanced Placement. Total participation rates showed continual increases through 2015, ranging from 387 in 2012 to 762 in 2015. A slight dip occurred in 2016 to 717. Numbers of exams reflected a similar trajectory. As participation rates increased, however, percentages of students receiving score levels of three or higher decreased, significantly so from 2012 on.

Table 1
Five Year District Summary of AP Participation Rate and Achievement

Five Year Rock Hill School District Summary of AP Participation Rate and Achievement					
	2012	2013	2014	2015	2016
Total AP Students	387	524	688	762	717
Number of Exams	723	895	1,116	1,268	1,225
AP Students with Scores of 3+	199	204	249	304	284
% of Total AP Students with Scores 3+	51.42%	38.93%	36.19%	39.90%	39.61%

Appendix A includes three score summary reports, one for each high school. These reports include participation and score report data for the years 2012 - 2016.

Findings

The overall record for the district in respect to Advanced Placement course-taking has been moving toward increased participation (except for 2016) as seen by these 5 years of data. However, passing rates have declined from over 50% since 2012, and are now staying within the range of 36-40%. On average, the passing rate (ie. scores of 3 or higher) in South Carolina across these same five years is 59% while the global rate is 60%. Individual school data vary somewhat from this picture of the district (see Appendix A). What is not clear, however, is how many of the students taking AP are identified gifted and what their performance has been on the exams. It is probably fair to say, however, that the plurality of AP students are identified gifted learners.

International Baccalaureate data

The International Baccalaureate data available for review included participation rates for the program from 2012-2016. The trend for participation in IB has steadily declined at Rock Hill High from 120 students in 2012 to 62 in 2016. Participation at South Pointe has risen across three years and dipped in 2015 to 30 students and in 2016 to 28. Participation rates at Northwestern have remained somewhat steady across the five year period from 74 in 2012 to 75 in 2015. The chart on IB Participation is included in Appendix B.

Performance in the IB Program, as judged by the number of IB diplomas, appears to be uneven across the five years at the three high schools. Rock Hill High increased the number of diploma students until 2016 when the numbers dipped to 19 from a high of 78 in 2012, a marked decline. South Pointe went from 23 to 16 diploma students across the same five year period. Northwestern data also suggest recent declines in diploma students over the past two years,

declining from 38 in 2012 to 27 in 2015. The coordinator of IB at South Pointe noted that all but one of the students currently in the IB program is an identified gifted student, suggesting that the program is a major outlet for gifted students in particular. Charts on percentage of IB Exams passed and percentage of IB diplomas earned have been included in Appendix B.

Dual enrollment is also an option for gifted learners at the high school level. This program has "taken away students from the more rigorous options of AP and IB", according to the coordinators of the programs at the two high school sites visited. The district does not keep records of the number of students who complete dual enrollment options each year with a passing score which automatically awards college credit.

Findings

At the present time, the IB program has reduced numbers of students who are taking the program for a diploma at all three high schools, suggesting that it is a district programmatic issue, not a school-based one. However, the presence of three options competing for top students may make the most rigorous program of the three at risk for subscribers. Because of the district concerns about ensuring advanced opportunities for underrepresented students coupled with the optimal match that IB provides for many gifted students, it is important to keep the program operational and enhance recruitment.

Dual enrollment

An analysis of dual enrollment data for the years 2013-16 in the Rock Hill School District reveals that gifted students consistently and in increasing numbers took advantage of five specific courses for which they received college credit if they stayed in the state university system of South Carolina. These courses were:

Criminal Justice, with enrollments growing from 9 (2013-14) to 23 students (2015-16)

English Comp I with enrollments growing from 43 (2013-14) to 63 (2015-16)

English Comp II with enrollments growing from 18 (2013-14) to 48 (2015-16)

Psych 101 with enrollments growing from 57(2013-14) to 92 (2015-16)

Teacher Cadet 101 with enrollments growing from 35 to 50

These data also show that all but eight gifted students across this three year period passed the courses in which they were enrolled. Six of these students did not pass the English Comp

courses. Pass rates approached 98% (out of 276 students taking a course in 2015-16, 4 failed to pass).

Findings

These data suggest that gifted students may be opting for dual enrollment coursework over other advanced options such as Advanced Placement or International Baccalaureate since these courses bring a guarantee of college credit without the rigor expected in both AP and IB. This situation is truly an "embarrassment of riches" in respect to options for gifted students in the district. The Teacher Cadet Program, for example, represents a highly laudable way to attract high achieving students into the teaching ranks and provides the chance for scholarships as a result of participation. The courses that are competitive with both AP and IB are the two English Composition courses. The psychology course may compete with AP Psychology for students as well.

The comprehensiveness of the IB program and the movement of the AP program toward providing capstone courses both offer unique opportunities for gifted learners to make connections within and across disciplines, not afforded through the dual enrollment options provided. It is recommended that Rock Hill personnel continue to monitor enrollment in all three of these hallmark programs for gifted learners, with an eye to continuing to offer a range of options for gifted learners.

Conclusion

This review of relevant materials and data on student performance has provided a deeper insight into the operation of the programs at multiple sites in Rock Hill. Both materials and test data reports have enhanced the evaluator understanding of the programs operationally and the student benefits that are accrued. These data will feed into the overall recommendations for the program.

Section III: Interviews

The evaluators met with individuals during the evaluation and conducted interviews that lasted form 30 minutes to one hour. Interviews were held with principals, administrators at each high school, and the superintendent. Conversations were held with the Associate Superintendent throughout the review period, during which her views were recorded informally on a variety of topics, and reflected briefly below.

Principals

The middle school principal interviewed shared her thoughts about the current gifted program at her school, Saluda Trail, noting that she was new to the job but had been a high school teacher and coordinator of the math program at that level, working with gifted students. Since Saluda Trail is a choice school, students receive free transportation to attend. The school has 820 students.

The principal perceived that the program lacked differentiation within advanced classes, and that teachers are not as focused on the standards as on interdisciplinary tactics and problem-based learning. Every teacher has an advanced class at the school; training is attempted for all. She believes that 6th grade teachers should be secondary-trained, a situation that is not the case at the moment. Lesson plans are not required. She feels there is a need for a science scope and sequence that differentiates the levels for advanced students.

The principal and coach for the gifted program at Sunset Park were both interviewed together. The school is a K-5 elementary building with 455 students. It runs a self-contained program for gifted students at Grades 3-5 which is a magnet option and serves 76 students. It has been in place for six years and was set up based on the last program evaluation. The perception of the principal and the coach is that students, who come from across the district, are more comfortable in the fulltime setting than they were in their separate school programs. All teachers in the program have gifted certification. The school also employs the Enrichment Cluster Model for all students in the school, one hour per week to focus on club-based activities such as chess, archery, martial arts, and other areas where teachers have an interest and an expertise. It was described as ”the signature program for the building” by the principal. The gifted program represents 22% of the school population.

Both high school principals set up meetings for the evaluators with members of their administrative team. Each school-based meeting included the AP and IB coordinators, relevant assistant principals, and at one school the principal as well. Each school articulated their philosophy of gifted education which was to find and serve as many students in advanced work as was possible, with a special outlook for underrepresented groups. They have designed a scope and sequence of honors offerings in each core subject area to provide connections across

grades for advanced learners. Special options for counseling and guidance have been developed at each school to find and serve these students early in their high school career. Monitoring of the progress of these students in both AP and IB is regularly done by teachers and administrators. Each school has struggled to find and place underrepresented students who may not have the academic background to do well in advanced coursework. However, each school has personalized the task, with promising results in respect to numbers of students taking advanced options.

Superintendent and Associate Superintendent

The superintendent has been in the district for two and one-half years while the Associate Superintendent has been in Rock Hill for 10 years. Both voiced concerns about the outcomes of learning in the district. Because there is no appointed coordinator of the program, the responsibility for its operation falls to the Associate Superintendent.

Both were forthright in their concerns about the program which are based on lack of discernible outcomes by the time students graduate. The superintendent especially is concerned that the district currently has no National Merit Scholars and has not had for 3 years. She is alarmed at the lack of data use for decision-making and the lack of focus on instruction. Math and literary guides are available for use but are not current. She noted that the district is also below the state average in some areas on state testing. Both ACT and SAT scores are lower than they should be. On the positive side, she is aware that high school principals are pushing Advanced Placement coursework and encouraging students to take the test and score within the 3-5 range of passing.

In respect to identification, she noted that Sunset Park, as a site for special classes for the gifted at Grades 3-5, has an underrepresentation of low income and minority students, noting that the state identification system did not pick these students up even though it includes a strong component to find more of these learners for gifted programs (ie. Project Star). The issue of underrepresentation of minority and low income students is a persistent one across the district, according to the Associate Superintendent.

In respect to curriculum, both see the use of low level assessments and low level questions being asked in gifted classrooms. The Associate Superintendent concurs that the level of classroom instruction needs to be raised in the context of the program, having teachers use differentiated practices more consistently and aligning their work to the standards.

Conclusion

Interview data suggest concerns about the outcomes of learning in the gifted program linked to the sense that differentiation for advanced learners is not being practiced consistently. Both principals and central office administrators noted the concern about underrepresentation of minority and low income students in the program. Both high schools provided evidence of proactively attacking that problem, however, and using data to do it. Training of teachers in content as well as gifted education appeared to be a concern at middle school level, given that all teachers may be assigned advanced classes.

Section IV. Classroom observations

Sample

To ensure a representative picture of gifted students and opportunities for them at school sites in the district, the evaluator observed classes at a sample of school sites in the district where the program is functional. Consequently, eight elementary schools were observed, and two middle schools. Two high schools were also visited. Thus it was possible to see how the classroom implementation varied by school and level of the program. Table 2 presents the breakdown of observations by school level, number, and type of classroom.

Table 2: Classroom Observations by Level, Number of Schools, and Class Type

Classroom Observations	Number of Schools	Type
Elementary School Level (24)	7	Gifted classes Regular classrooms
Middle School Level (7)	2	Advanced (honors) classes Regular classes
High School Level (17)	2	AP classes IB classes Honors classes
Total: 48	**11**	

Findings

The form for observation allowed the investigator to probe several areas of instruction: curriculum planning and delivery, accommodation for individual differences, critical thinking strategies, creative thinking strategies, and analysis and inquiry. These categories represent best practice in teaching in general as well as best practice for gifted learners in particular.

In regard to the first category related to *Curriculum Planning and Delivery*, three of the five items were observed in more than 70% of the classrooms observed. Two items that reflect on the use of metacognition in the classroom were rated lower across all schools and levels. One metacognitive item related to "planning, monitoring, and evaluating one's learning" was observed in over half (N=27or 58%) of classrooms. The last item that deals with having students reflect on what they learned was observed in only 3 (6%) of the classrooms. Teachers were on average rated "somewhat effective" in this category overall.

The behaviors in the second category, dealing with *Materials and Strategy Utilization,* were not as much in evidence. The lack of the usage of differentiated materials for the gifted in the classrooms was evident in the majority of the classrooms observed. Only 25% of regular classrooms used a discernible grouping approach for instruction. In only three classrooms was

there the use of models of thinking. Finally, slightly less than half of the classrooms observed (N=22) employed research-based instructional approaches such as concept mapping or graphic organizers.

Accommodations for Individual Differences, the third category of observation, were in evidence across a majority of classes observed in respect to "opportunities for individual/group learning "and demonstrated "opportunities to promote depth in understanding content that allowed students to discover ideas through structured activities or questions". This latter instructional strategy is intended to encourage students to find meaning for themselves, rather than to parrot back predigested subject matter; its widespread use is very positive. Less positive was the finding that only 15 classrooms observed encouraged "multiple interpretations of events" while 10 classrooms "accommodated individual differences through conferencing, different assignments or materials".

In the category dealing with *Critical Thinking Strategies*, only one of the four items was observed in over half of the classrooms (N=32 or 68%), dealing with "encouraging students to evaluate situations, problems or issues". An item dealing with engaging students in comparing and contrasting ideas was less in evidence, seen in only 19 classrooms. In only 14 classrooms was there evidence of helping students generalize from concrete to abstract ideas. The fourth item on the scale, which dealt with student synthesis of information within or across disciplines, was observed in only four classrooms. In the resource room programs and International Baccalaureate classes, teachers were rated "effective" in the use of most of these strategies that were observed.

Most of the items in the category on *Creative Thinking Strategies* were infrequently observed, especially in the regular classroom. The most frequently observed item dealt with "the provision of opportunities to develop and elaborate ideas", followed by "solicitation of diverse ideas". Only six classrooms showed evidence of an exploration of viewpoints to reframe ideas while only four encouraged open-ended and playful thinking to solve problems from students.

The final category, *Analysis and Inquiry,* was observed in the majority of classrooms in respect to the first item only, that of using inquiry processes to encourage high level thought. Yet the rest of the items in this category were observed in fewer than half of classrooms observed. Fewer than half of classrooms observed (N=16 or 34%) used activities that encouraged analysis of text, models, or other forms of communication. The use of higher level questions was evident in only 19 (40%) classrooms and building argument in 17 (36%).

The evaluator chose not to disaggregate the item data by school because of the small sample size. However, she did examine the cluster means by school to see if any large discrepancies emerged. Since none were noted, these data were analyzed across schools, based on the

categories of the COS-R instrument. Table 2 below reports the mean findings from the Classroom Observation Scale (COS-R) that forms the backdrop to this discussion. Three of the five highest rated items were within the category of "Curriculum Planning and Delivery" and two within "Accommodations to Individual Differences". Lowest ratings occurred for items nested in the categories of critical and creative thinking and inquiry.

The mean categorical ratings for effectiveness on each of these items across all 26 items on the form were between .19 and 2.38, suggesting that teachers are ranging from "not effective" to "somewhat effective" in the areas of differentiation observed. There is much room for improvement across all six categories. For differentiation strategies that were not observed in the majority of classrooms, ie. 14 out of 26, it is suggested that professional development target the key behaviors for new teachers and for teachers who are not practicing the strategies routinely since these areas are among the most critical for use in all classrooms—critical and creative thinking and the use of inquiry.

Table 3: Mean scores of COS-R behaviors observed in Rock Hill classrooms in Grades 3-12 (N=48)

3 = Effective	2 = Somewhat Effective	1 = Ineffective	N/O = Not Observed
The teacher evidenced careful planning and classroom flexibility in implementation of the behavior, eliciting many appropriate student responses. The teacher was clear and sustained focus on the purposes of learning.	The teacher evidenced some planning and/or classroom flexibility in implementation of the behavior, eliciting some appropriate students responses. The teacher was sometimes clear and focused on the purposes of learning.	The teacher evidenced little or no planning and/or classroom flexibility in implementation of the behavior, eliciting minimal appropriate student responses. The teacher was unclear and unfocused regarding the purpose of learning.	The listed behavior was not demonstrated during the time of the observation. (NOTE There must be an obvious attempt made for the certain behavior to be rated "ineffective" instead of "not observed".)

General Teaching Behaviors				
Curriculum Planning and Delivery	3	2	1	N/O
The teacher…				
1. set high expectations for student performance.	2.38			
2. incorporated activities for students to apply new knowledge.	2.38			
3. engaged students in planning, monitoring, or assessing their learning.	1.10			
4. encouraged students to express their thoughts.	1.96			
5. had students reflect on what they had learned.	.19			
Differentiated Teaching Behaviors				
Materials and Strategy Utilization	3	2	1	N/O
The teacher…				
6. showed evidence of using program-relevant differentiated materials for the gifted in math, science, social studies, or language arts. (circle which subject applied).	.96			
7. used cluster, pull-out, self-contained, or advanced class grouping to target gifted learners for instruction. (circle one or more)	1.29			
8. used models of thinking to promote deeper conceptual understanding and advanced content learning.	.06			
9. employed evidence-based instructional strategies, such as graphic organizers, to enhance student higher level thinking.	1.25			

Accommodations for Individual Differences	3	2	1	N/O
The teacher…				
10. provided opportunities for independent or group learning to promote depth in understanding content.	2.00			
11. accommodated individual or subgroup differences (e.g., through individual conferencing, student or teacher choice in material selection and task assignments.)	.67			
12. encouraged multiple interpretations of events and situations.	.79			
13. allowed students to discover key ideas individually through structured activities and/or questions.	1.77			
Critical Thinking Strategies	3	2	1	N/O
The teacher…				
14. encouraged students to judge or evaluate situations, problems, or issues.	1.56			
15. engaged students in comparing and contrasting ideas (e.g., analyze generated ideas).	.88			
16. provided opportunities for students to generalize from concrete data or information to the abstract.	.73			
17. encouraged student synthesis or summary of information within or across disciplines.	.17			
Creative Thinking Strategies	3	2	1	N/O
The teacher…				
18. solicited many diverse thoughts about issues or ideas.	.73			
19. engaged students in the exploration of diverse points of view to reframe ideas.	.29			
20. encouraged students to demonstrate open-mindedness and tolerance of imaginative, sometimes playful solutions to problems.	.17			
21. provided opportunities for students to develop and elaborate on their ideas.	.98			
Analysis and Inquiry Strategies	3	2	1	N/O
The teacher…				
22. employed the inquiry process to stimulate high level learning.	1.33			
23. asked high level questions that encouraged students to think and ask their own questions.	.69			
24. employed activities that required analysis of text, use of models, or other symbolic sources.	1.27			
25. employed activities that required students to build argument orally, visually, in written form, or by using models and symbols.	.88			
26. asked students to collect and draw inferences from data and represent findings in a relevant form.	.73			

Appendix C contains observation data results by question as well as by elementary, middle and high school levels.

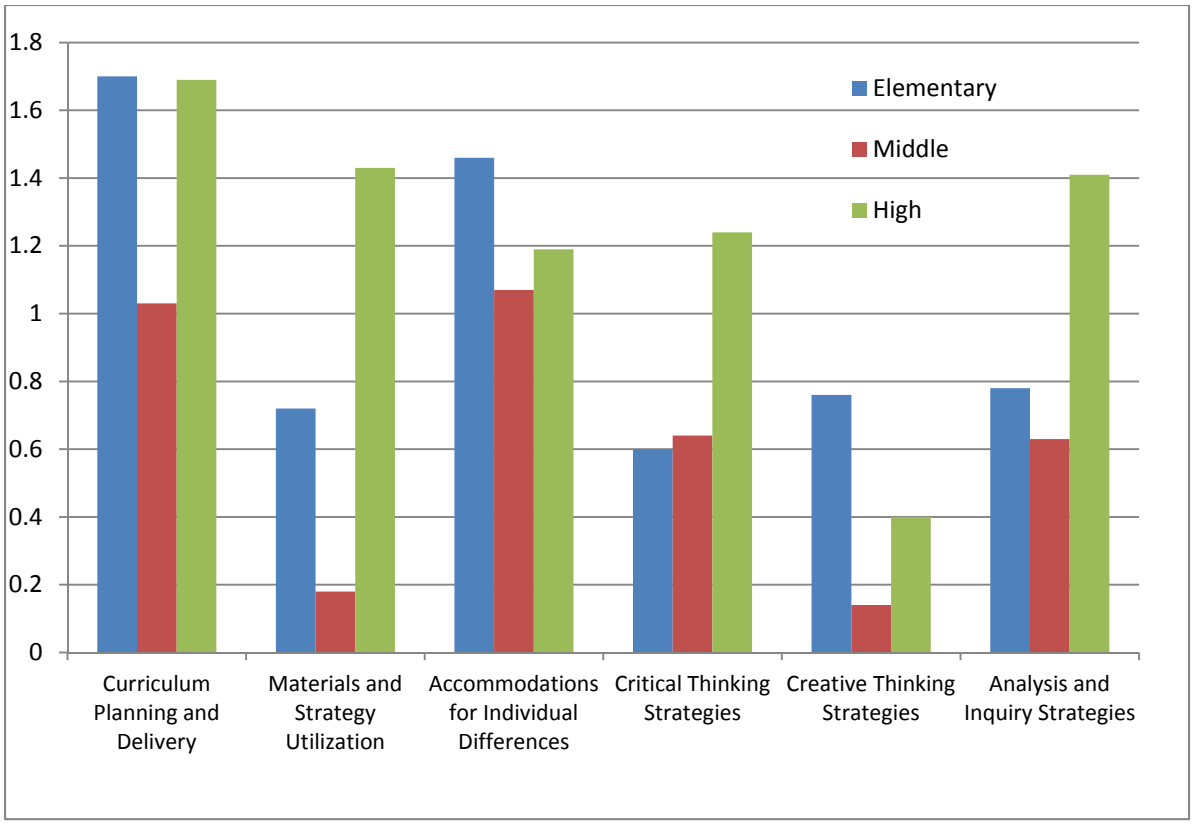
Findings by School Level

The COS-R data were further disaggregated by level of the program. This allows us to see any pattern differences among elementary, middle and high school observations by behavior clusters on the instrument. Mean scores across all categories for the three levels of schooling were: elementary (1.00), middle (.61), and high (1.22), suggesting that differentiated teaching was most evident in the high schools visited, followed by the elementary schools visited, and least evident at the middle school sites visited. It is important to note, however, that fewer middle school classrooms were observed than at the other levels. Evaluators visited only seven middle school classrooms compared to 17 at high school and 24 at elementary levels.

Figure 1 illustrates these findings, showing the mean scores from observations at elementary, middle, and high school levels by the dimensions of the COS-R. All three levels of schools observed performed reasonably well in the category of curriculum planning and delivery, a category more aligned to general curriculum expectations. Middle school as a level performed less well in all categories. Elementary observations were rated above 1.4 in two categories, those being “curriculum planning and delivery” and “accommodation for individual differences”. Middle school observations were rated lower in all clusters but especially those related to the use of differentiation. High school observations were rated above 1.4 in “materials and strategy utilization” and “analysis and inquiry strategies” in addition to “curriculum planning and delivery”.

Figure 1:
Rock Hill School District Observation Data by Cluster Elementary, Middle and High Schools

N=48



Conclusion

The evaluator believes that the following findings are supported by the classroom observation data.

1) There is evidence across the classrooms observed that some instructional strategies that support learning for gifted students are being used in gifted programs at elementary, middle and high school levels in Rock Hill. However, where they are being used, they are not rated as effective on average.

2) The extent of use (frequency) and the effectiveness of application of differentiation practices, including the use of advanced curriculum, high level strategies, and alternative assessments needs to be improved across most classrooms in the district to ensure that gifted students are being adequately challenged in the core areas of learning.

3) There is a need to provide the higher level thinking skills of critical and creative thinking in many of the classrooms observed. These skills are the heart of differentiation for the gifted in the classroom and should be seen as routine in practice in all subjects and at all levels of schooling.

4) Teachers who are working with gifted learners in resource rooms at Grades 4 and 5 as well as in high school IB programs use differentiation to a greater extent and more effectively than other teachers observed.

These classroom observation findings have implications for providing training and professional development that will ensure that regular classroom teachers have the skill sets they need to work effectively with gifted learners. The data also suggest the need to differentiate training for teachers ready to move to advanced strategies versus those still needing basic support in the ideas of differentiation. It also suggests that differentiation by level (ie. middle school training) and/or subject (ie. ELA) may be superior to general professional development on these issues of differentiation.

Section V: Focus Group data

The conducting of focus groups was done during the site visit to Rock Hill School District as another source for understanding gifted program efficacy. Each session lasted for approximately one hour. A structured protocol was used to conduct the focus group sessions. Questions were asked and responded to on 3x5 cards one at a time; group discussion comments were tracked on a chart. The analysis below represents a commentary from student, parent, teacher and administrative focus groups.

Student focus group results

Students in 5th grade (N=24), 7th grade (N=13) and 12th grade (N=9) met with evaluators to discuss questions related to the gifted program. Each of the questions asked corresponded to the focus group questions asked of other stakeholders. The students represented different levels and schools in the district, thus providing a district-wide perspective.

Overall, the students had a positive response to the gifted program. Students in the 5th grade found it challenging, interesting, fun, and enjoyable. One student indicated that it "encouraged students to think differently", and a second student indicated that hands-on learning techniques were used. Another student commented: "I think my gifted program is great. I love how they teach". Yet another described the program as" awesome". Eighth graders were slightly less enthusiastic yet still echoed the benefits they saw from being in the program. One 8th grader opined: "It is a fairly challenging program which teaches content above grade level which ...puts us ahead of other students." Another liked the projects but felt the program overall could improve. Twelfth graders were more critical of their experiences in the program, with all students seeing the elementary program as "random pieces of information". One student commented that the program was not challenging until he reached AP. Another student felt the program was overall very beneficial in that it "challenged me to learn at a higher level."

Students had split reactions about the results of the identification process at all levels. Some students at 5th grade believed the "kids who need to be in the program, are in the program." Other students had some reservations and believed that some students in the program were not willing to do the extra work and activities and therefore should not be in the program. These same students indicated that some students, who should be in the program, were not. Older students believed that the program selected "students who were book smart, not necessarily smart students", especially those who were interested in excelling and had a strong work ethic. All of the students strongly supported the idea that if "you were in the program, you should have a good attitude and be willing to work".

# #

Most of the students in the 5th grade groups made positive comments about the curriculum, finding it challenging and helping with the regular classroom work and with real life. Students mentioned projects that interested them and made them feel more knowledgeable and informed. Yet 8th graders felt that the curriculum could be improved by being more advanced and challenging. Several noted that it was uneven and was based on the teacher as to its effectiveness. All of the 12th grade students (N=9), who had the longest perspective, suggested that the middle and early high school program "was in name only", lacking in quality of teaching and challenge. One 12th grader noted: "As age has increased, I believe the rigor in GT has also increased."

Most 5th grade students felt that their teachers were effective, often providing the right amount of assistance and support for learning by explaining material well and "pushing us to learn". Several middle school students thought their teachers were effective in providing open-ended opportunities, especially through problem-based learning. Twelfth graders felt the capacity of teachers to work effectively with them varied by grade level and subject. They also felt that their learning was enhanced by "working with peers and hearing others' ideas" and "open-ended questions and activities that forced you to think in greater depth."

Students explained how they knew what they had learned. Many 5th grade students described doing well on tests as a measure of what they had learned. They also cited grades, homework and projects as other indicators of what they had learned. Several 8th grade students indicated that they knew that they had learned when "it comes easier to me" and when they knew how to do something they had not known how to do before. Several also cited the experience of easily getting answers to problems they could not solve before. High school students cited the IB program as being responsible for their viewing issues in new ways, noting that "the gifted program taught me how to think, not what to think."

Improvements to the program were suggested by all of the students. They felt the identification process might be improved by adding more students and ensuring that students in the program were willing to work hard. Students also felt the challenge level of the program needed modifications, sometimes to raise it and in other instances to lower it. Responses were based on subject area as well as school and level. Eighth graders felt the program could be made more challenging by increasing higher grade level work. They also felt that more group work and hands-on activities would improve it. Twelfth grade students all felt that the program needed greater definition at the elementary level, more articulation across the levels of the program, suggesting that IB techniques might be designed in to programs at earlier years. They also felt that critical thinking should be taught earlier.

Student Survey Results

All students in the focus groups held completed a survey related to their perception of benefits accrued from being in the gifted program. Each set of focus group survey responses was analyzed by grade level.

Fifth Grade Responses

Each of the students in the group had been in the program for the following number of years: 17 for at least three years, 4 for two years and 2 for one year. One was unmarked. They were instructed to comment on the questions as they considered their experiences across years in the program, mark their responses and turn in the form. No discussion of this survey was conducted with the students.

Analysis of the form was done by collapsing the first two categories and the last two categories to get a dichotomous view of responses. Frequencies and percentages of responses were computed for each item on the scale, which ranged from "to a great extent" to "not at all".

All of the elementary students saw the major benefits of the program to be in the areas of: higher level thinking skill development, creative thinking, learning new concepts and ideas, and learning different ways to learn. The development of research skills was rated high by 96%. Eighty-eight percent of students saw the program as beneficial in respect to acceleration in the gifted classroom context and 83% in the regular classroom. They also cited working with others (87%), and reflecting on my learning (96%) as other benefits of the program.

In respect to regular classroom opportunities to benefit from advanced learning, 83% said they had acceleration opportunities while 17% said they had few. In comparing the challenge of the gifted program to the regular classroom, 75% said that the gifted program was challenging while 17% found regular classroom work challenging.

These data suggest that the gifted students who completed the form believe they are learning important skills and concepts in the gifted program that likely would not be available in the regular program, including skills in collaboration and metacognition.

Table A in Appendix D reflects the frequencies and percent of the elementary student's responses to the survey.

Eighth Grade Responses

Each of the students in the group had been in the program for the following number of years: 10 for more than 4 years, 2 for 4 years, and 1 for 1 year. A total of 13 students responded to the survey. They were instructed to comment on the questions as they considered their experiences across years in the program, mark their responses and turn in the form. No discussion of this survey was conducted with the students.

Analysis of the form was done by collapsing the first two categories and the last two categories to get a dichotomous view of responses. Frequencies and percentages of responses were computed for each item on the scale, which ranged from "to a great extent" to "not at all". All of the students saw the major benefits of the program to be in the areas of: creative thinking, acceleration, understanding new concepts and ideas, and learning different ways to learn. The development of research skills and helping me to learn with others was rated high by 92%. Eighty-eight percent of students saw the program as beneficial in respect to acceleration in the gifted classroom context and 83% in the regular classroom. They also cited working with others (87%), and reflecting on my learning (96%) as other benefits of the program.

In respect to regular classroom opportunities to benefit from advanced learning, 84% said they had "some or many" acceleration opportunities while 17% said they had few. In comparing the challenge of the gifted program to the regular classroom, 77% said that the gifted program was challenging while 15% found regular classroom work challenging.

These data suggest that the gifted students who completed the form believe they are learning important skills and concepts in the gifted program that likely would not be available in the regular program, including advanced instruction and skills in creative thinking and concept development.

Table B in Appendix D reflects the frequencies and percent of the middle school student's responses to the survey.

Twelfth Grade Responses

Each of the students in the group had been in the program for the following number of years: 8 for more than 4 years, and 1 for 3 years. A total of 9 students responded to the survey. They were instructed to comment on the questions as they considered their experiences across years in the program, mark their responses and turn in the form. No discussion of this survey was conducted with the students.

Analysis of the form was done by collapsing the first two categories and the last two categories to get a dichotomous view of responses. Frequencies and percentages of responses were computed for each item on the scale, which ranged from "to a great extent" to "not at all".

All of the students saw the major benefits of the program to be in the areas of: higher level thinking skills, understanding new concepts and ideas, and challenging work in the gifted program. The development of research skills was rated high by 89%. Eighty-eight percent of students saw the program as beneficial in respect to acceleration in the gifted classroom context and 83% in the regular classroom. They also cited working with others (87%), and reflecting on my learning (96%) as other benefits of the program.

In respect to regular classroom opportunities to benefit from advanced learning, 84% said they had "some or many" acceleration opportunities while 17% said they had few. In comparing the challenge of the gifted program to the regular classroom, 77% said that the gifted program was challenging while 15% found regular classroom work challenging.

These data suggest that the gifted students who completed the form believe they are learning important skills and concepts in the gifted program that likely would not be available in the regular program, including advanced instruction and skills in creative thinking and concept development.

Table C in Appendix D reflects the frequencies and percent of the high school student's responses to the survey.

Analyzing key benefits of the program across grade level student focus groups appears that students feel they have more opportunities for acceleration and are more academically challenge in the gifted program than in the regular classroom (see Figures 2 and 3).

Figure 2: Student Perception of Opportunities for Acceleration In Gifted/Talented or Advanced Classes as Compared to Regular Classes

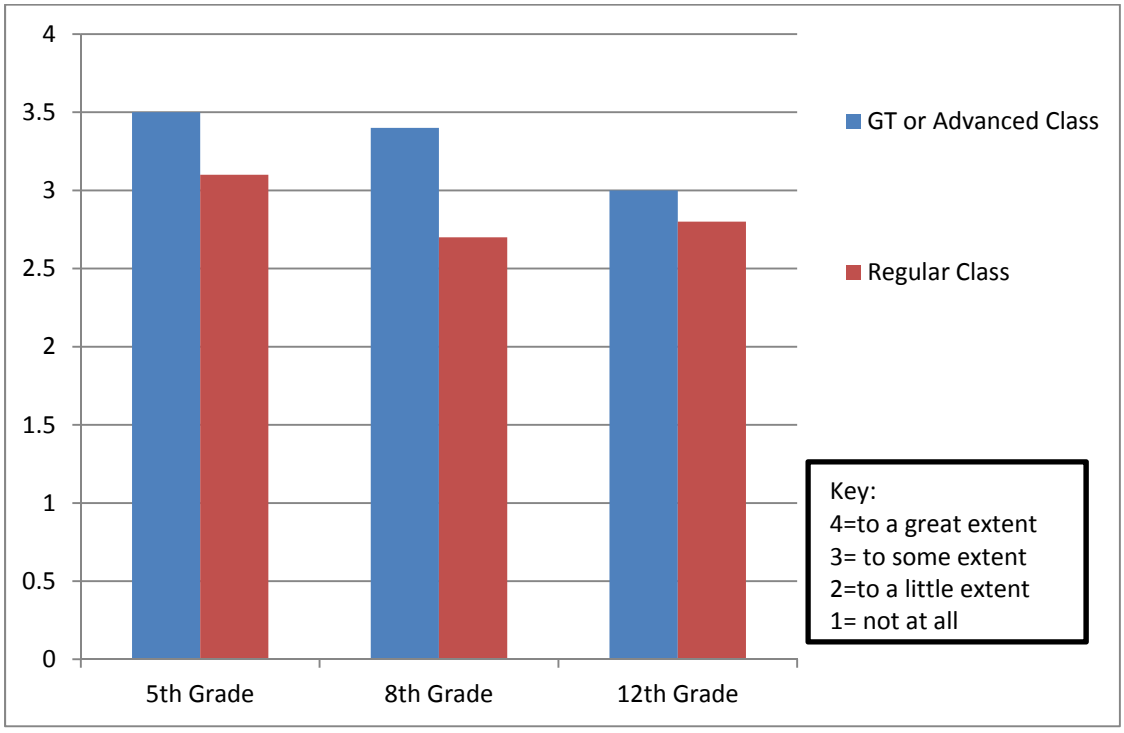
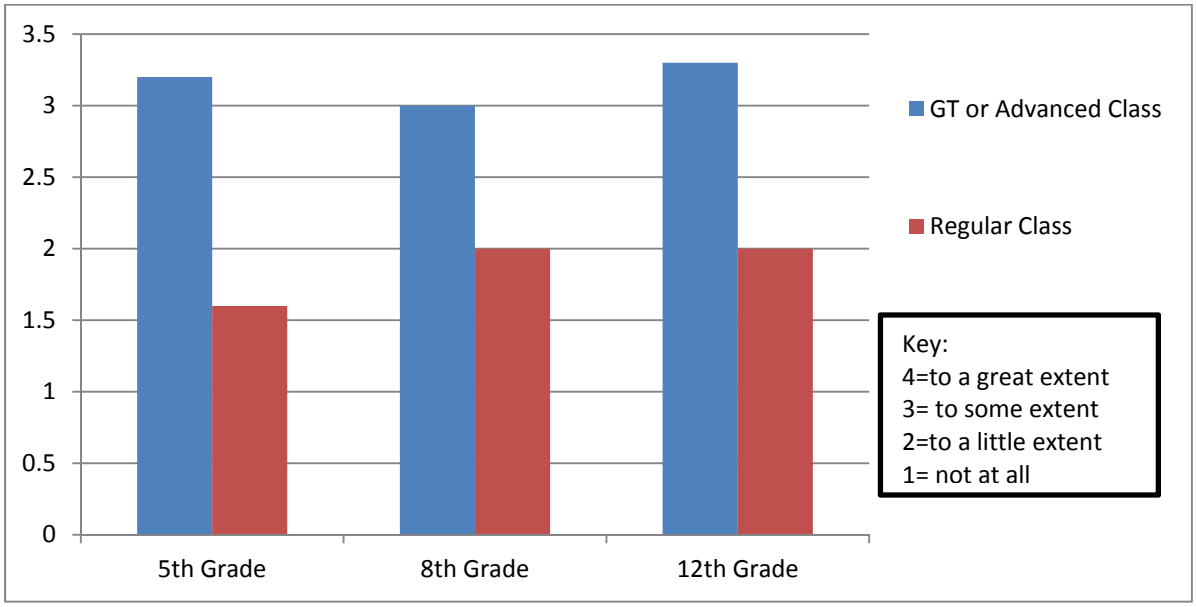


Figure 3: Student Perception of Opportunities for Challenging Work In Gifted/Talented or Advanced Classes as Compared to Regular Classes



Parent focus group results

Parents of gifted students (N=18) met to discuss questions related to the program. Each of the questions asked corresponded to the focus group questions asked of other stakeholders. Perceptions of the parents regarding the program were varied, based on the grade level, school, and experiences with the district. Some parents had more than one student in the program at different levels and therefore knew about program experiences in different schools.

Overall impressions of the program were mixed. Some parents found the program challenging and engaging while others thought it was not rigorous. Reactions to assigned projects was also mixed with a few parents seeing them as busy work while others saw them as stimulating. Parents expressed concerns about not receiving information on the program.

Several parents felt the curriculum was fragmented and not coherent, lacking alignment to the general curriculum used in the classroom. Several reported no knowledge of the curriculum (N=9). They felt that the curriculum was generally dependent on school, grade level, and teacher as to its effectiveness.

Parents appeared pleased in general with their child's teachers although they saw a degree of unevenness across the staff, based on school and subject. A few parents noted the# unevenness in the teaching quality. All agreed that regular classroom teachers needed more background in differentiation of instruction for bright children.

Views of effective assessments were limited in that many parents did not comment on this question due to lack of knowledge (N=12). They perceived that the assessment system did not appear to vary for gifted learners at the elementary or middle school levels.

Areas for improvement centered on the need for stronger communication to parents from the school and district, and a plea for more parental involvement with the program. Parents also wanted greater coherence and connectedness of the program to the general curriculum. They also wanted to see more acceleration to prepare for math and science and more engaging learning opportunities. Finally, they felt that the full time self-contained option should be more broadly considered.

Teacher focus group results

Seven teachers in Rock Hill met for a meeting with the evaluators in Central Office. The same questions asked of other groups were asked of the teachers as well. The session lasted one hour.

Their overall perceptions of the program centered on the challenge and stimulation it provided to a group of students who needed it. High school teachers expressed concern, however, that there has been a progressive decline in emphasis on the gifted program, with teachers often unaware of who the gifted students were in their classes. Moreover, there was a perception that "lack of differentiation and challenge leads to lazy habits" in the students. Yet other teachers noted the problems that gifted students were having, struggling in their non-strength areas and experiencing underachievement. They also noted that often "instruction was not targeted to student strength".

In regard to curriculum, teachers commented on various fronts. They noted a lack of acceleration in the program, favoring enrichment approaches. One noted that there were "Not enough opportunities for acceleration and deeper enrichment." Individual concerns by program surfaced as well. World language programs cited the need for more time for readying students for exams. The theory of knowledge course in IB was perceived to need a double period to enhance learning. Finally, teachers at the elementary level felt that they were rushed, given the demands, especially when they were covering more than one school.

Teachers noted that: "Differentiation varies by classroom and school", suggesting that there is an unevenness in the use of differentiation in regular classrooms and that greater rigor in the program was desirable.

The teachers noted that teachers who work halftime or more with the gifted all have the added endorsement of gifted, based on South Carolina's licensure requirements. Others in the regular classroom have experience but no formal training, spending more time on struggling learners in

the classroom. They noted that teachers of gifted students must spend more time in preparation because of the essay grading that needs to be done.

In respect to the use of differentiated learning assessments with the gifted, the group cited the use of portfolios to showcase learning for parents, self assessments on projects, reflections, and presentations with rubrics developed with students. They noted that assessment approaches change as the student moves from one level of the program to another.

The teachers in the focus group felt that the benefits of the program were many and diverse, in both cognitive and affective domains. All of the teachers saw the program benefits of the enrichment offered by the curriculum, the self esteem and peer group membership afforded the students to be strong. Several noted that gifted students "embraced challenges, and exhibited an eagerness to deepen and broaden their knowledge base." They also felt that students benefitted greatly from an accelerated curriculum at secondary level. Enhanced motivation to learn and excitement with real world learning were cited by a few teachers as major benefits as well.

Areas for improvement cited by the teachers were: consistency and greater articulation of the program across levels and with the core curriculum. The majority of teachers noted the need for the appointment of a coordinator for the program, citing a need for increased attention to the program and valuing it with clear responsibility for improved planning and program development. Several cited the need for teacher preparation in differentiation for these students in the regular classroom. More time for direct instruction of gifted students was noted by a few teachers as an important regular class consideration.

Administrator focus groups results

Eleven administrators in the district, including principals and/or their assistant, and one supervisor of programs in the district met to discuss the gifted program. Overall, many of the administrators were concerned about the level of rigor in the program at all levels, about the transitions from elementary enrichment to high school acceleration as major changes in program approach, and about effective communication about the program, given its varied approach at different levels.

In respect to the curriculum, some administrators felt it was rigorous but not differentiated and that did not really happen until the accelerated math at middle school level. Others were unsure about the curriculum, admitting unfamiliarity with it. A few felt it was not standardized enough, too open to individual teacher interpretation and little direction for gifted students.

Although the administrators saw the teachers as dedicated and bright, teacher preparation was viewed as limited for both gifted and regular classroom teachers in gifted education, given the lack of district training in this area. They admitted the need for professional development in this area, focused on differentiation and vertical articulation.

The assessment of learning for gifted students is the same as for other students in the district except for the pullout program where assessments are more tied to projects, using rubrics and the AP and IB options at the high school level where assessments are linked to the final standardized exam to be taken in the spring of the year.

Several administrators saw clear benefits from students being in the gifted program. They felt that "like minds being together was a major benefit." Still others saw the advanced skill development important in both critical and creative thinking areas. Several commented on the variety of the stimulation provided by the program and the challenge of learning advanced material in a relatively small group.

Administrators saw the improvement of the program to rest on improving communication to stakeholders about the benefits of the program and using effective instructional approaches such as project-based learning. Many of the administrators felt that professional development for both gifted teachers and regular class teachers would be important for improvement in the program as differentiation practices appear to be spotty. A few administrators noted the importance of having a model for G/T instruction so administrators know what they should expect to see in a differentiated classroom.

Focus group themes

The following discussion captures the major themes that emerged from three or more focus groups. Each of these areas of concern will be reflected in the final recommendations as they also triangulate with data from classroom observations and data reports that were available for review.

Identification

All educator and student groups recommended a reassessment at middle school and high school to include more students in domain-specific classrooms. This approach would potentially address the issue of underrepresentation as well as provide a more optimal match for students who are gifted in one area. Students at 5th grade level thought this would be a good strategy to employ at Sunset Park as well, allowing students to come into the program for instruction in their advanced area only. These same groups recommended the use of a systematic approach for students to enter the program on an on-going basis rather than at only a pre-specified time. Ongoing identification was seen to be a critical part of keeping the

program flexible.

Curriculum

All groups including parents and students agreed that there was a lack of sufficient differentiation for enrichment coupled with a lack of opportunity for accelerated instruction in the program at all levels. There was a perception that the curriculum was teacher-dependent and not standardized in the use of common materials in an appropriate way. As a result, the program is viewed as not sufficiently aligned with appropriate standards nor with the requirements of AP and IB. There also is a lack of vertical articulation across the program from elementary to middle to high school.

Teacher Preparation

In the area of teacher preparation, all groups concurred that there was a need for more ongoing professional development of the teachers in the program as well as those assigned a given class of these students at middle school level. Administrators, parents, and teacher groups saw the need for more vertical planning across grade levels and more horizontal planning across schools at a given level.

Assessment

Administrators, teachers, and students saw variance in the assessments used in the program, varying by level, subject, and even teacher. At the high school level, the AP/IB assessment model appears to be in place for relevant honors classes as well. In middle school, newer initiatives in STEM and STEAM have caused a change to project-based assessment approaches for all learners, including the gifted. Assessment of learning at the elementary level is based on teacher-developed tools, which may vary from school to school.

Benefits

All groups saw the Interaction with intellectual peers as the strongest benefit of the program for students. The issue of challenge was also voiced by all groups, noting that the program provided gifted students the opportunity to “challenge themselves academically in a supportive environment”. Parents and students also commented on the use of higher level skills and processes in the program.

Program improvements

There was also considerable agreement on the nature of improvements that the program needed. Administrators, teachers and parents all voiced the need for a coordinator of the

program who would have fulltime responsibility for program management. Since the departure of the last coordinator in 2012, the void created has led to program and curriculum drift. All groups supported the development of the program and curriculum framework to a greater extent that focused on vertical articulation, aligned with standards, and further aligned across curriculum, instruction, and assessment borders. The groups all cited that communication with all stakeholders, but especially parents, was a major area for improvement, suggesting greater parent involvement in the educational aspects of the program. These same groups stressed the importance of ongoing professional development to help with all facets of program improvement.

The chart of key quotes for each of the major themes identified by stakeholders through the focus group process has been included as Appendix E. The quotes were selected from the written comments collected from each focus group.

Section VI: Review of the Rock Hill gifted program in relation to the National Association for Gifted Children (NAGC) Program Standards

The National Association for Gifted Children established a set of program standards for use by local school districts in upgrading their programs in 1998. These standards were upgraded in 2010 to align with new teacher education standards for gifted education. They are divided into six categories related to planning, implementation, and maintenance of program development indicators. The six categories are: learning and development, curriculum planning, assessment, learning environments, programming, and professional development. A simple yes/no framework was used to determine the status of key indicators within each area assessed. Three additional categories of "uneven", "developing", and "not observed" were also added to accommodate other circumstances.

If the indicator was seen in only one of the schools or only at one level, the evaluator checked the item as "uneven". If the item was seen by school personnel to be seen in the process of development, the item was marked as "developing". Some items appeared to be inapplicable to the program so those items were checked as "not observed".

The evaluators and the Associate Superintendent for Curriculum, Instruction, and Assessment discussed each item during the onsite visit to the district in October. They reached consensus on all items.

Findings

In the area of learning and development (Standard 1), the district received 5 yeses, 2 unevens, and 6 nos. The district focuses on the importance of identifying strengths and interests in gifted learners and building on them programmatically through both in-school and out-of-school learning opportunities. They also demonstrate a respect for diversity and promotion achievement. One area of deficiency centered around the lack of a counseling program that addresses college and career education needs of the gifted. Although the district provides such services for all learners, there is no tailored guidance program designed for the gifted. Moreover, items relating to underachievers, use of individual data to design programs and work with families on recommendations for their child did not appear to be regularly at work in the Rock Hill programs.

In the area of assessment (Standard 2), the district identification and learning assessment approach was judged as meeting the standards on 12 items, uneven on 4, not meeting the standard on 4, and developing in 2 areas. Regarding the identification aspect of the standards, the district follows South Carolina guidelines in crafting identification policies and procedures. Use of multiple assessments, following procedures for the participation of educators in the process, and the sharing of information about the process to parents and students are all

addressed in the district. In the aspect of the standard that deals with student assessment of learning, there is a lack of systematically collecting pre-assessment data and using them for curriculum and program planning and an absence of learning outcome data being collected and reported systematically. The South Carolina state test results (eg. PASS and READY) are only gross indicators of these students' performance and should be used cautiously and not in isolation in rendering judgments about individual learner capabilities or program efficacy. Regarding program evaluation, the district has not conducted annual evaluations over the past several years which are suggested by the standards but currently are addressing the standard related to having such an evaluation conducted.

In the area of curriculum planning (Standard 3), the district received 7 yeses, 7 unevens, 3 developing, and 3 nos. Positive responses were given for the use of diverse learning experiences, the use of research-based differentiated strategies, and the individualized use of technologies for twice exceptional learners and others who may need such accommodation. The program was found deficient in the areas related to a specified scope and sequence of opportunities within and across the levels, in the need for the use of pre-assessment and other accelerative approaches to learning, and multidimensional emphases in cognitive, affective, and aesthetic areas of the curriculum. Moreover, there is an uneven application of research-based resources for the gifted. The developing aspects of the program in this area involve the use of critical thinking, creative thinking, and problems-solving strategies.

In the area of learning environments (Standard 4), the district received 13 yeses, 3 unevens, and 1 developing. The district is fairly strong in setting high expectations for learning, but less effective in teaching social skills that would help students with real world contacts. Identity development is uneven, with some emphasis at Grades 4 and 5 programs. An emphasis on leadership skills appeared to be in place. A respect for cultural diversity and language diversity were evident in the classroom observations and materials selected.

In the area of programming (Standard 5), the elementary, middle, and high school school programs received 4 yeses, 6 unevens, 1 no, and 2 developing. The district received credit for offering programming to all qualified gifted students and for serving students as part of the regular school day. Grouping practices in the form of a pullout program at Grades 3, 4 and 5 and homogeneous special classes at Grades 4 and 5 at a magnet school demonstrate opportunities for gifted students to work together across the district. Advanced language arts, social studies, math and science options across the grade levels in middle school provide support for gifted learners to work together, even as greater differentiation is needed. High school opportunities are available in AP, IB, and dual enrollment on an elective basis. However, the options do not necessarily connect to one another or to the standards in an appropriate way and may leave gaps in specific curriculum areas at given grade levels. Use of technology

and communication skill development also received an affirmative response. There is also evidence of resources and materials being provided to the program upon formal request.

The areas of deficiency in programming appear to be in the lack of collaborative planning across general and special education in relation to the needs of the gifted, and the lack of school/district policies that cite provisions for gifted students, such as in acceleration. Budget data were not observed so the extent to which gifted programs receive a fair share of the district or individual school budgets was not probed in this review. There is uneven use of personalized options such as mentorships and internships, reserved primarily for high school levels. Collaborative planning with parents was another area of apparent weakness.

In the area of professional development (Standard 6), the district received 10 yeses and 2 nos. There was no evidence that teachers had designed their own professional development plan, based on assessments of their performance. There is no overall district plan to provide ongoing professional development opportunities in the social and emotional development of gifted learners, thus rendering the growth of regular classroom teachers in the use of affective differentiation techniques uneven.

Conclusion

Overall, Rock Hill School District received a total of 51 yeses out of a total of 97 indicators in respect to the standards. This is an adequate score overall with several categories being rated strongly. These areas include assessments, learning environments, and professional development. Areas in greatest need of attention appear to be in the routine use of advanced curriculum in core content areas at all levels of learning, assessment of gifted student learning, the need for a systematic approach to guidance and counseling, more individual opportunities for learning based on need, professional development for all teachers in gifted education, and better alignment and articulation of advanced curriculum opportunities by grade level and content area.

The standard indicator summary by category may be found in Appendix F.

Sections VII. Commendations and Recommendations

The commendations and recommendations on the program may be found in this final section of the report. They are based on a triangulation of the findings of the data sources examined: classroom observations, focus groups reports and materials, and national standards analyses.

Commendations

The district of Rock Hill has much to be proud of in its efforts to work with gifted learners. Worthy of special commendation are the following aspects of the program:

1. The personnel, both teachers and administrators, in the program are top-notch professionals, open to criticism, and giving of their time during the time the evaluators were on-site. Each building principal welcomed the evaluators, had a well-developed schedule for us in his or her building for observation, and answered questions as needed. The middles school principal at Dutchman Creek accompanied the evaluator to each classroom and discussed with her the nature of the lesson and the rationale behind it. The high school principals had worked to ensure that the evaluators had the opportunity to discuss the programs with those most knowledgeable and involved in their buildings.

2. There is strong support for the program at Central Office level, especially the Superintendent and Associate Superintendent. Both of them understand the success of the program is the face of Rock Hill publicly and desire that the success level be appropriately high, given the nature of the gifted population. They also believe that advanced opportunities should be open to all students who can benefit from them at each level of learning and in each area.

3. Commendations also go to the Research Specialists for their diligence in providing data requested both in advance and in situ for this evaluation study. Both Karen Price and Naomi Morgan responded efficiently to our requests and provided written data within 24 hours. This response was spectacular and well beyond what was anticipated.

4. The teachers we observed who work daily with gifted students on the whole were passionate about their work and interested in providing appropriate instruction. They were well-prepared for our visit and often eager to discuss what they were doing with students.

5. The different stakeholder groups were enthusiastic about their involvement in this process, especially the parent group. They wanted to know how the process worked

and what the results of it might be. They were heartened to know that the evaluation may have a positive impact on gifted program improvement.

Recommendations

1. Hire a program coordinator for the program to ensure that management of the aspects of program development, curriculum and instructional modifications, professional development, and communication may be improved in an effective and efficient way. Data from all sources suggested the need to have a fulltime hand on the helm of the program to ensure that all aspects of the program are integrated rather than operating as individual pieces.

   Areas like communication, for example, require attention in ensuring the consistency of messages across the district and especially with parent audiences. Data from district testing (ie. MAP and PASS) suggest that gifted students could be performing at higher achievement levels than they are in reading and math. Middle school data are especially troubling as they show few gains across grade levels for the top students in the district. Teacher preparation for working effectively with gifted learners appeared uneven, given the teacher observations conducted. Focus groups saw a lack of attention to the continuity of the program within subject areas and across grade levels. Such findings from multiple data sources all portray a need for more leadership within the program that can only be met by a program coordinator who can devote fulltime efforts to its improvement.

2. Develop a curriculum framework for the gifted program that specifies goals and outcomes with both instructional strategies and assessment approaches to arrive at the outcomes. This document should be one designed for K-12 and modified as appropriate for different levels and subjects. Such a document serves multiple purposes in the district. It provides an important communication tool for stakeholders to discuss the program at different levels and in different subject areas, all using a common vocabulary and set of conceptions. It also provides both students and parents a blueprint to the nature of the gifted program features they will encounter throughout their years in school. Finally, the document provides a way to map the curriculum for the gifted and demonstrate how it is differentiated at each level of schooling.

3. Address the Identification of underrepresented learners needs by focusing on K-2 identification with classroom supports for advanced opportunities and a focus on domain-specific programming at elementary levels.

National studies continue to suggest that finding and serving underrepresented populations must begin early when they first enter school (Olszewski & Clarenbach, 2014). Both identification and programming must be a priority for school districts who wish to be leaders in positive change in respect to this issue of underrepresentation in gifted programs of students from poverty, many of whom are minority. A Young Scholars model exists that has been used in other districts around the country to address this underrepresentation problem through carefully focusing attention on the top 10% of students who come from poverty and providing them value-added services in core academic areas. The delivery model for such services is the regular classroom with cluster grouping for core academic experiences in at least two areas of the curriculum, based on profile data available on each learner. Resource teachers of the gifted would collaborate with regular classroom teachers in implementing the model, provided at least two days per week. The use of research-based materials, designed for young gifted learners who come from poverty, provide the curriculum base for the program. These materials may be employed in small cluster groups, individually, or in Center-based settings. Careful monitoring of student progress occurs to ensure progress and uncover any areas that need greater attention.

4. Design a scope and sequence of opportunities in each subject area for advanced learners needs that includes contests and competitions that are domain-specific as well as interdisciplinary. While there is a need for interdisciplinary connections to be made in a curriculum for the gifted, there is also a need to demonstrate academic rigor within discrete academic areas. A delineation of talent trajectories in each academic discipline provides insight into the highest level of experiences that students may encounter in Rock Hill. Since the district has such a strong set of opportunities in AP, IB, and dual enrollment, it is essential that the picture of rigor be demonstrated at earlier stages of development as well.

5. Align all current and desired curriculum to both gifted education and the Common Core State Standards in math and language arts and the Next Generation of Science Standards so that communication on the curriculum can easily be effected across stakeholder groups. It is also critical that teachers understand the nature and degree of differentiation needed for the program in order to meet national standards for this population. Classroom observation data revealed little use of content-based differentiation that used the standards as the basis for adaptation. While participation rates are high for AP at the high school level, performance levels might be improved, a task that must begin at earlier stages of development with rigorous opportunities within the core curriculum.

6. Consider the transition to self-contained programs for gifted students at Grades 3, 4 and 5. There are several reasons for this recommendation. First, based on data from Sunset Park that suggests the upward trend in achievement on the MAP test in reading and math, more intensive intervention appears to be supported. Sunset Park gifted students showed a gain of 30 percentile points across three data points (years). No other elementary school showed similar gains for this population. Moreover, gains were strong on other measures of achievement. Second, based on classroom observations, little differentiation for gifted students was observed in the cluster grouping model. Third, input from focus groups suggested the need to offer more comprehensive and improved services to elementary level gifted learners in the district. In schools where the size of the gifted population would not be large enough to support a self-contained model at each grade level, cross grade grouping might be considered.

7. Monitor the use of flexible grouping that includes cluster grouping, special class grouping and /or pullout opportunities as judged by the school level teacher (s) of the gifted. In several schools, no more than 25% of classes observed used any form of grouping the gifted for instruction. Even where cluster groups were employed, differentiation was not often used to deliver instruction, thus rendering the grouping ineffectual.

8. Provide professional development in gifted differentiation practices annually for all teachers in the program. Materials-specific training should also be available. Classroom observations suggested that many teachers were not using differentiated practices with gifted learners nor were they using research-based materials available in the district.

   New program emphases like the Young Scholars Program proposed here also will need to be supported through professional development initiatives. As changes to the program take shape, these changes will need to be communicated to relevant stakeholders through various modes of professional development such as webinars and short online modules. A plan for the various professional development needs of the district in gifted education should be designed and implemented by the new coordinator to ensure that all stakeholders are well-informed about the program and its forthcoming changes.

9. Disaggregate data on the performance of gifted students for all district testing, including MAP, READY, and PASS at the top percentiles of the test (>85%ile). Use the data for decision-making on the gifted program annually. The extent to which gifted students are performing at desired levels on grade level assessments should be carefully monitored. Even though the measures used in the district are not intended to demonstrate advanced growth for advanced learners to the extent that off-level or more sophisticated performance-based assessments might, they still provide a snapshot of how these students are doing in the core areas of learning. All gifted learners should be showing

progress in learning each year in all areas of the curriculum, and in their area of strength, they should be performing at the top of the test. By monitoring their performance on these measures, district personnel can make good decisions for adaptations in curriculum and instruction for its strongest students. By identifying areas of concern, new curriculum may be advanced that shores up weaknesses or areas not receiving attention in the existing curriculum.

10. Provide regular communication and educational opportunities for parents to ensure their understanding of the curriculum framework, scope and sequence models, and other facets of the program. Regular meetings to inform parents about issues in gifted education as well as specific aspects of the Rock Hill program appear to be warranted, based on focus group feedback from parents and the lack of communication evidenced from available materials on the website.

11. Develop updated website materials that provide information of differentiated aspects of the program, including curriculum, instruction and assessment.

Chart A may be helpful in understanding the data sources from which these recommendations emanate. Each recommendation was derived from triangulating data across different sources of information, collected during the course of the study. No recommendation was forthcoming if it did not emanate from at least two sources in the data collection and analysis components of the study.

Chart A

Data Sources for Recommendations

Recommendation	Data Sources			
	District Materials and Data	Observation	Focus Group	NAGC Standards
1. Appoint program coordinator	X	X	X	X
2. Design curriculum framework	X	X		X
3. Identify underrepresented learners	X	X	X	X
4. Develop scope and sequence of content opportunities K-12		X	X	X
5. Align curriculum with standards (gifted and CCSS)		X	X	X
6. Consider self-contained classes at Gr. 3-5.	X	X	X	
7. Use flexible grouping	X	X	X	X
8. Mandate professional development		X	X	X
9. Disaggregate gifted data for decision-making	X		X	X
10. Provide parent communication and education			X	X
11. Expand website and resources for communication	X		X	X

At the request of the superintendent, the following recommendations were made for Sunset Park, the elementary magnet school for gifted learners. A similar process of triangulating data was employed.

Sunset Park Recommendations

1. Develop opportunities for students gifted in only one area of the curriculum and use that as a draw for students to attend the school. Provide teachers with a strong content-specific background to work with them in a cross-graded model across Grades 3-5 (perhaps the instructional coach).

2. Provide professional development for current teachers in the use of research-based gifted materials –M3 in mathematics, Jacob's Ladder and William and Mary units in language arts, PBL science units, social studies units. Provide additional assistance as suggested by the results of the observation.

3. Provide sufficient differentiation within the advanced classes. Some students need more advanced opportunities in some subjects; others need more support. Subgrouping by skill levels in content being taught would help to provide the base for such differentiation. Pre-assessment in skills should be the basis for grouping in these classrooms.

4. Monitor classrooms, using the COS-R, to ensure that differentiated practices with high level materials are implemented. Analyze with the teachers the state achievement results for gifted learners. Require them to design a DEP (Differentiated Program Plan) for each student in the program not at the advanced level in her area(s) of strength. Implement the plan with assistance from the instructional coach for the program. Monitor improvements annually.

5. Develop a K-2 Young Scholars Program that provides services to the top 10% of minority students and others identified for the gifted program in the building. The instructional coach may be used for this purpose. In this way, the school is seeding the inclusion of more underrepresented groups for the future in the gifted program. Hopefully, this K-2 opportunity would be a showcase for other elementary schools to follow suit.

6. Reorganize the planning time for the gifted staff at Grades 3-5 so that they are planning together across grades daily. Given that they are teaching a different course of study and have students across years from the entire district, it is critical that they have joint planning time. Accelerative opportunities require vertical planning, key aspect of what

should be happening in both reading and math.

7. Use advanced materials with gifted learners as the core of the program. The language arts program for the gifted should be the William and Mary units of study, not the Teachers' College program which includes features that are the opposite of what gifted students most need—advanced texts with Socratic seminars, writing assignments based on textual analysis, language study, presentations on independent project research. The use of grade level material with these students is inappropriate.

8. Design a curriculum map for the gifted program at K-5 at the school for public communication on what the program is trying to do to find low income students, to serve gifted learners in a rigorous program, and to show gifted student learning results.

9. Develop materials and a website that showcases the self-contained program, once it has been improved in the specific ways noted above.

Next Steps: Action plan for implementation

Based on the aforementioned recommendations, Rock Hill School District should begin the process of implementing an action plan that capitalizes on the program commendations and systematically addresses the recommendations. One such approach is outlined below. Each recommendation area has been converted to a goal, with underlying outcomes. A gifted coordinator should be appointed to be responsible for overseeing the plan's implementation, a timeline for progress, and indicators of success. Previous experience of the program evaluator suggests that most of these recommendations will most likely take 2-3 years to accomplish, with careful monitoring and deliberate planning, resource support, and leadership.

Goals and Outcomes for the Action Plan

Overarching goal: To implement evaluation recommendations in respect to personnel and program model choices (Yr. 1)

- Assign a coordinator to the program who has training and background in gifted education.

- Develop a job description consonant with the recommendations in this report, including curriculum development, professional development, annual evaluation, and program model changes to be enacted.

- Develop a K-2 "Young Scholars" program model that focuses on finding and serving underrepresented students at these levels.

- Provide professional development for all teachers in relevant topics in gifted education, based on new models to be adopted and changes to the curriculum to be made.

Overarching goal: To create a revised system of identification of students for gifted programs, with a focus on including underrepresented groups. (Yr. 1)

- Analyze the recommendations provided and make suggested revisions.

- Select and monitor the progress of the top 10% of minority and low income students in the district, beginning at kindergarten level.

- Administer additional instrumentation as needed for 2017-18 for K-2 students.

- Train teachers on gifted behaviors of young children advanced in academic areas.

Overarching goal: To provide curriculum rigor, challenge and differentiation for advanced learners K-10. (Yrs. 1-3)

- Review and adopt research-based curriculum materials for gifted learners.
- Provide professional development on differentiated materials selected and related instructional strategies.
- Adopt curriculum implementation strategies, based on the Young Scholars program model adopted.
- Develop a scope and sequence of curriculum and materials for district-wide use.
- Update the math and literacy guide to reflect gifted education emphases.
- Develop and implement a policy on acceleration.

Overarching goal: To provide an annual evaluation to assess gifted student learning and gifted program implementation. (Yr. 1)

- Convene a group to examine data on gifted student performance at all levels. Employ the use of performance-based and portfolio models to judge performance.
- Collect pre and post assessment data, based on the use of gifted materials.
- Develop program accountability through modeling the annual use of the data sources employed in this review.

Overarching goal: To systematize the professional development of teachers for working with gifted learners K-8. (Yrs. 1-3)

- Develop a three-year professional development plan for teachers, based on defined program goals, strategies, materials, outcomes, and assessments.

- Define the role and expectations of teachers who work with gifted learners at all levels in respect to their role (e.g., use of differentiation, collaboration with other teachers and communicator to parents).

- Refine the role of the gifted resource specialists as appropriate to the program model adopted.

Overarching goal: To design, develop, and disseminate program materials to relevant stakeholders. (Yrs. 1-3)

- Develop new documents consistent with a new program plan and disseminate to relevant stakeholders.

- Develop web page material consistent with program and curriculum changes.

- Develop a program handbook for new staff on program dimensions and updated policies and procedures.

- Develop a parent handbook, available online, that describes the key aspects of the gifted program in Rock Hill from identification to curriculum to student assessment to extra-curricular opportunities such as contests and competitions.

Appendix A

Advanced Placement Data
Northwestern High School
Rock Hill High School
South Pointe High School

Appendix B

International Baccalaureate Diploma Program Reports
IB Participation – Number of Students Taking IB Exams
Percentage IB Exams Passed
Percentage IB Diplomas Earned

Appendix C

Rock Hill School District Observation Data
by Question Elementary, Middle and High Schools

Appendix D

Table A: Elementary Student Survey Results
Table B: Middle School Student Survey Results
Table C: High School Student Survey Results

Appendix E

Focus Group Thematic Analysis of Stakeholder Perceptions
by Key Quotes

Appendix F

2010 *Pre-K-Grade 12 Gifted Programming Standards*
National Association for Gifted Children

Appendix A

Advanced Placement Reports

Northwestern High School

Rock Hill High School

South Pointe High School

AP Five-Year School Score Summary (2016)

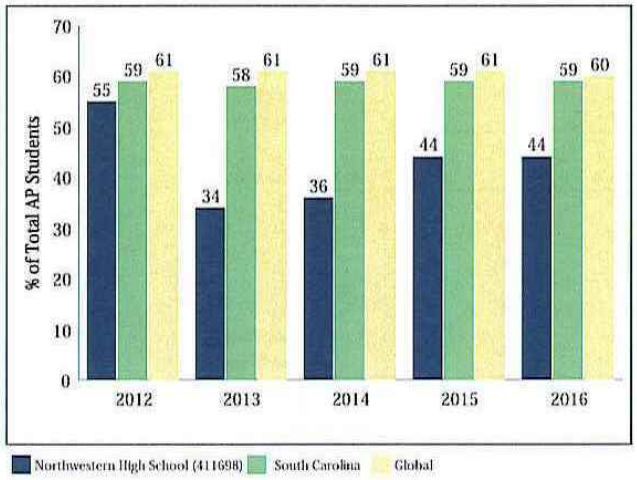
Print / Download Options

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

Data Updated Aug 8, 2016, Report Run Oct 5, 2016

Northwestern High School (411698)

% of Total AP Students with Scores 3+



	2012	2013	2014	2015	2016
Northwestern High School (411698)					
Total AP Students	227	298	379	334	300
Number of Exams	405	446	578	516	478
AP Students with Scores 3+	125	102	136	147	133
% of Total AP Students with Scores 3+	55.1	34.2	35.9	44.0	44.3
South Carolina					
Total AP Students	23,591	25,712	27,693	29,098	30,945
Number of Exams	38,062	41,353	44,072	46,634	49,660
AP Students with Scores 3+	13,897	15,026	16,226	17,285	18,234
% of Total AP Students with Scores 3+	58.9	58.4	58.6	59.4	58.9
Global					
Total AP Students	2,106,843	2,225,625	2,352,026	2,497,164	2,625,101
Number of Exams	3,714,079	3,955,410	4,199,454	4,516,044	4,741,224
AP Students with Scores 3+	1,295,051	1,354,800	1,442,136	1,515,264	1,582,764
% of Total AP Students with Scores 3+	61.5[1]	60.9	61.3	60.7	60.3

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.

CollegeBoard

Print / Download Options

AP Five-Year School Score Summary (2016)

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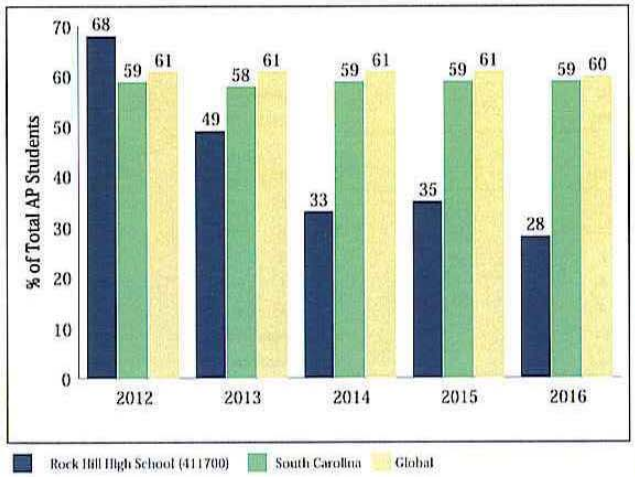
Data Updated Aug 8, 2016, Report Run Oct 5, 2016

Rock Hill High School (411700)

% of Total AP Students with Scores 3+



	2012	2013	2014	2015	2016
Rock Hill High School (411700)					
Total AP Students	47	90	175	314	281
Number of Exams	91	135	236	478	411
AP Students with Scores 3+	32	44	57	109	80
% of Total AP Students with Scores 3+	68.1	48.9	32.6	34.7	28.5
South Carolina					
Total AP Students	23,591	25,712	27,693	29,098	30,945
Number of Exams	38,062	41,353	44,072	46,634	49,660
AP Students with Scores 3+	13,897	15,026	16,226	17,285	18,234
% of Total AP Students with Scores 3+	58.9	58.4	58.6	59.4	58.9
Global					
Total AP Students	2,106,843	2,225,625	2,352,026	2,497,164	2,625,101
Number of Exams	3,714,079	3,955,410	4,199,454	4,516,044	4,741,224
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CollegeBoard

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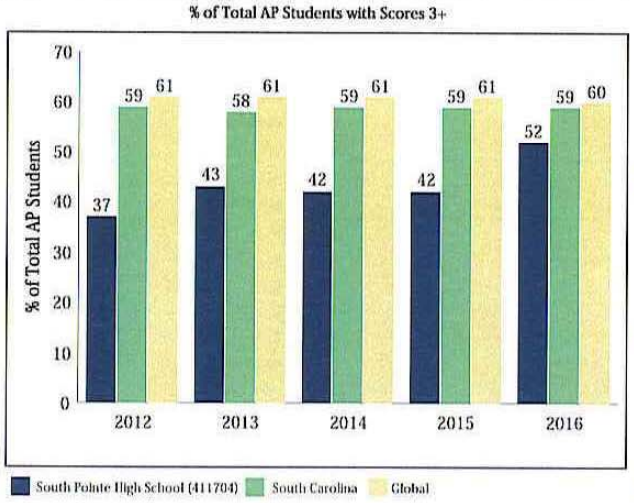
Data Updated Aug 8, 2016, Report Run Oct 5, 2016

South Pointe High School (411704)



	2012	2013	2014	2015	2016
South Pointe High School (411704)					
Total AP Students	113	136	134	114	136
Number of Exams	227	314	302	274	336
AP Students with Scores 3+	42	58	56	48	71
% of Total AP Students with Scores 3+	37.2	42.6	41.8	42.1	52.2
South Carolina					
Total AP Students	23,591	25,712	27,693	29,098	30,945
Number of Exams	38,062	41,353	44,072	46,634	49,660
AP Students with Scores 3+	13,897	15,026	16,226	17,285	18,234
% of Total AP Students with Scores 3+	58.9	58.4	58.6	59.4	58.9
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% of Total AP Students with Scores 3+	61.5	60.9	61.3	60.7	60.3

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.

CollegeBoard

Appendix B

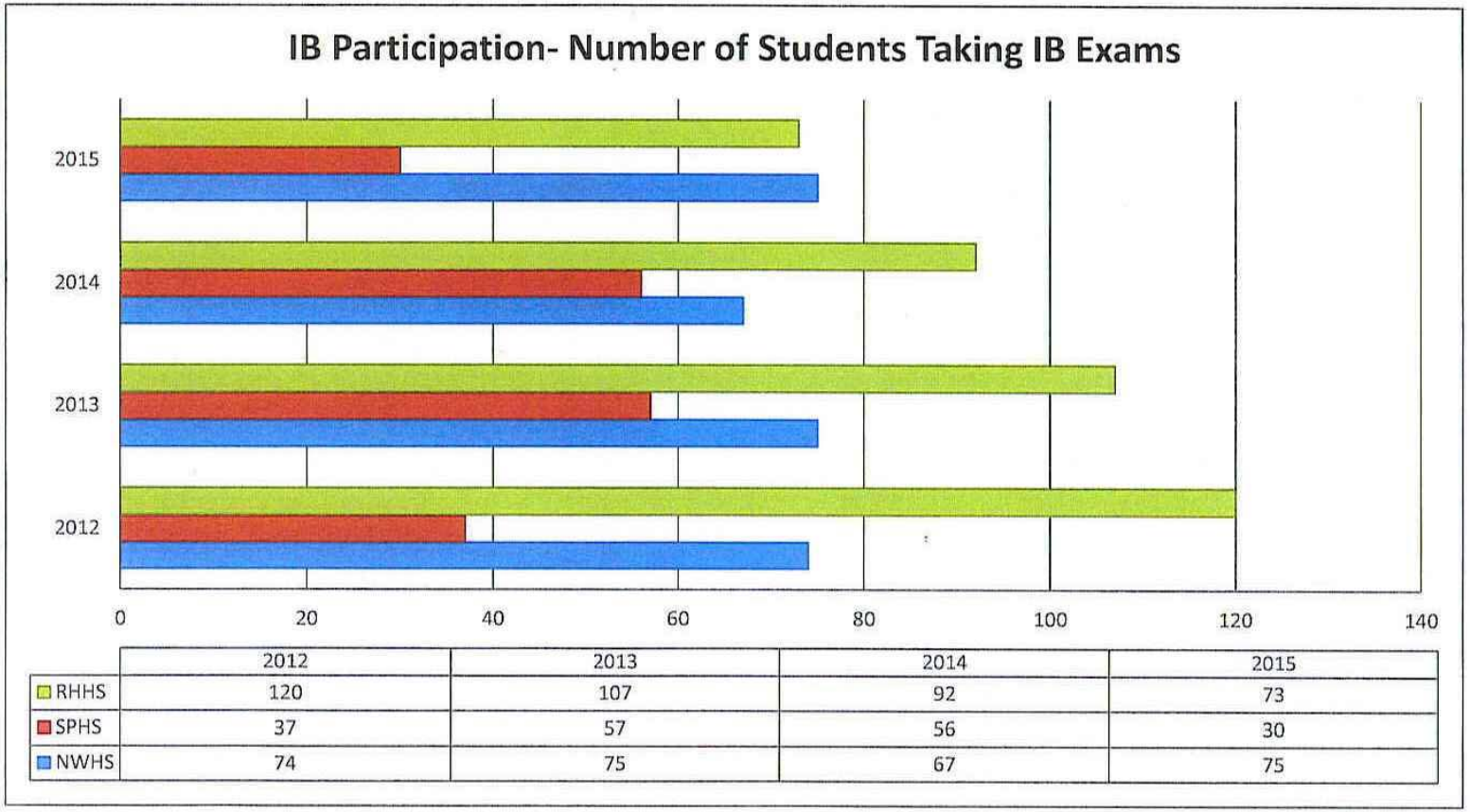
International Baccalaureate Diploma Programme Reports

IB Participation – Number of Students Taking IB Exams

Percentage IB Exams Passed

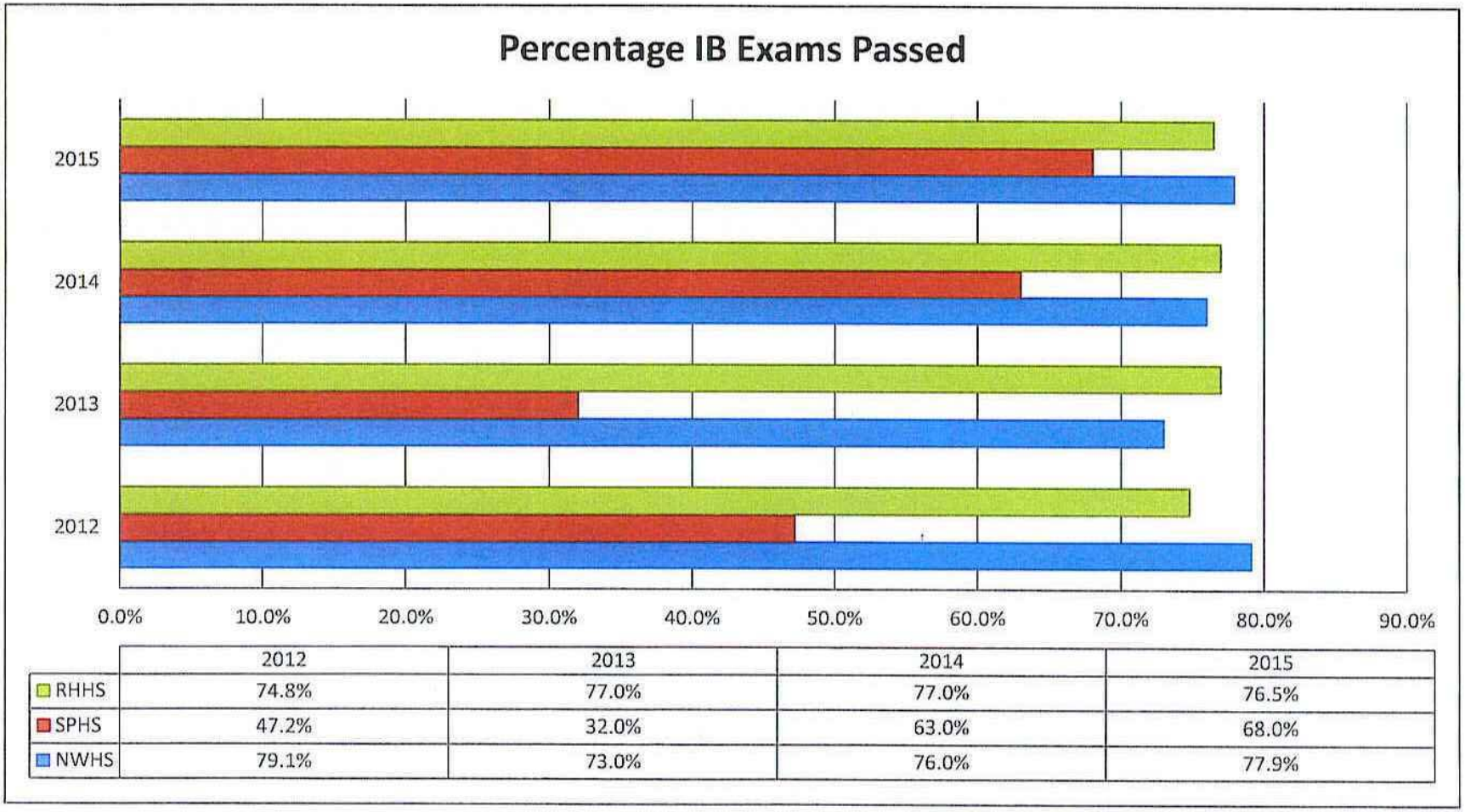
Percentage IB Diplomas Earned

International Baccalaureate (IB) Participation



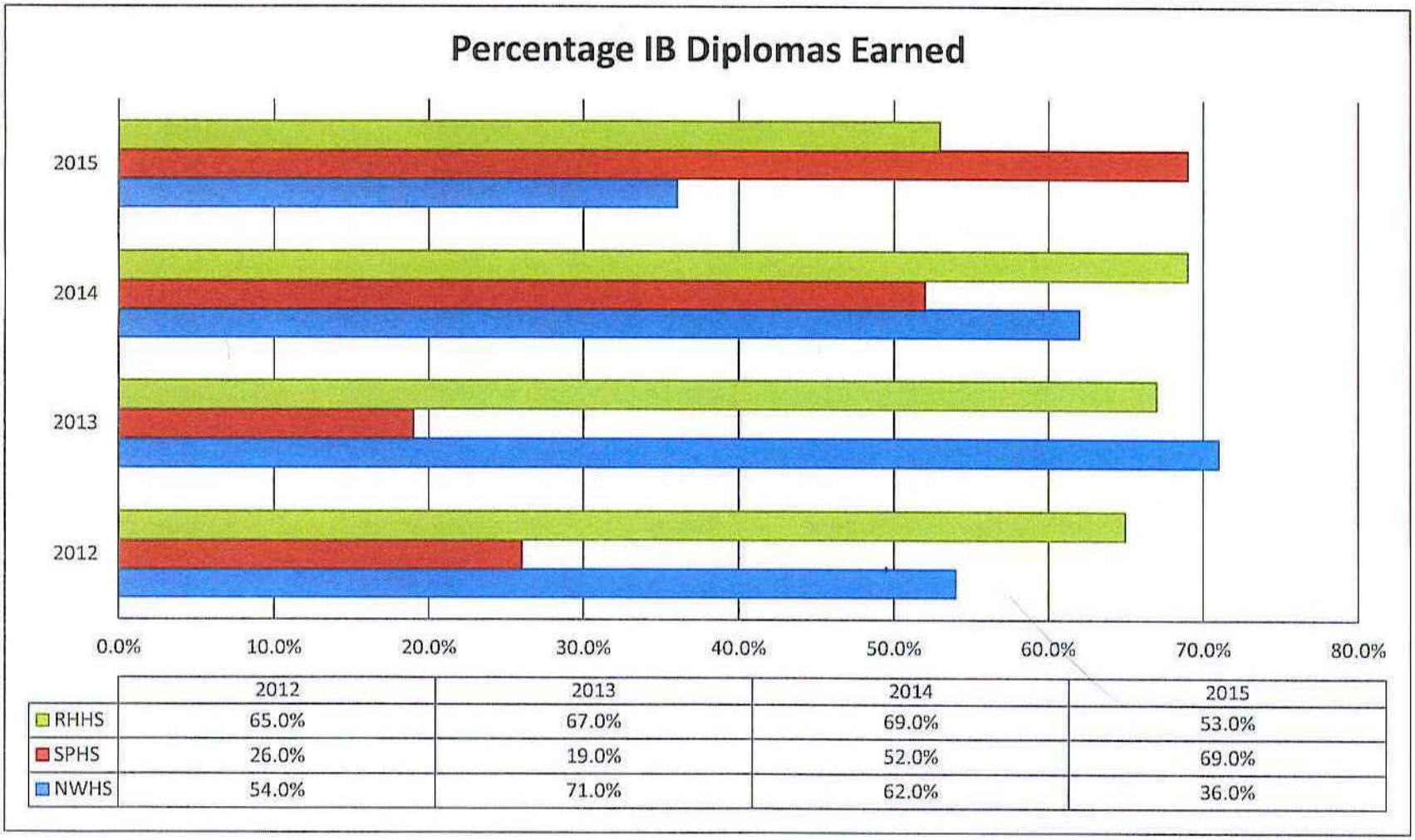
	2012	2013	2014	2015
RHHS	120	107	92	73
SPHS	37	57	56	30
NWHS	74	75	67	75

IB Success Rates



	2012	2013	2014	2015
RHHS	74.8%	77.0%	77.0%	76.5%
SPHS	47.2%	32.0%	63.0%	68.0%
NWHS	79.1%	73.0%	76.0%	77.9%

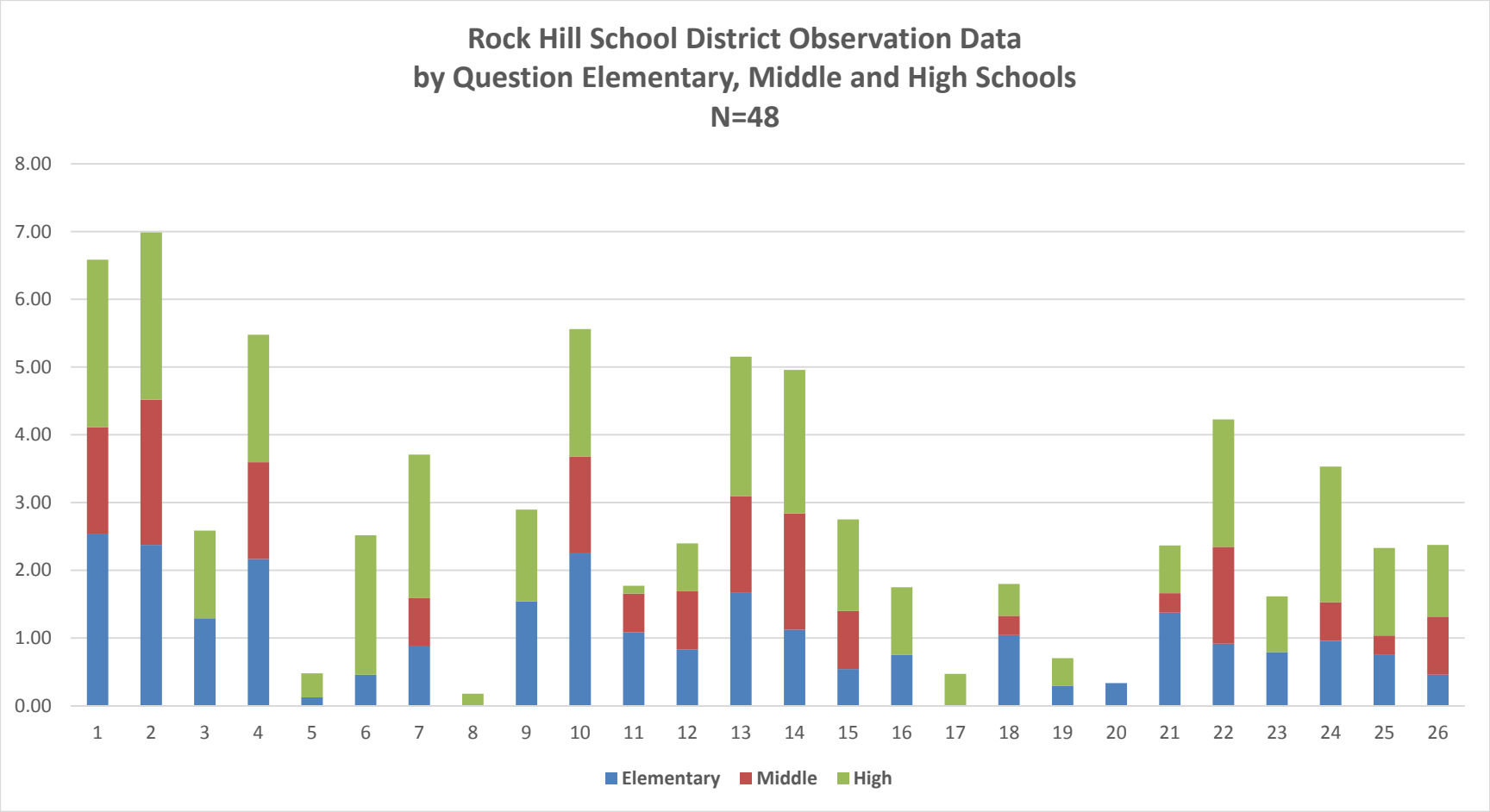
IB Diplomas Success Rates



	2012	2013	2014	2015
RHHS	65.0%	67.0%	69.0%	53.0%
SPHS	26.0%	19.0%	52.0%	69.0%
NWHS	54.0%	71.0%	62.0%	36.0%

Appendix C

Rock Hill School District Observation Data
by Question Elementary, Middle and High Schools


Rock Hill School District Observation Data
by Question Elementary, Middle and High Schools
N=48
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Elementary
Middle
High

Appendix D

Table A: Elementary Student Survey Results

Table B: Middle School Student Survey Results

Table C: High School Student Survey Results

Table A: Elementary Student Survey Results (N=24)

	To a Great extent	To Some Extent	To a Little Extent	Not at all
1. Being in the gifted and talented program helps to develop my higher level thinking skills.	4 **18** **(75%)**	3 **6** **(25%)**	2	1
2. Being in the gifted and talented program helps to develop my research skills.	4 **8** **(33%)**	3 **15** **(63%)**	2 **1** **(4%)**	1
3. Being in the gifted and talented program helps to develop my communication (speaking and writing) skills.	4 12 (50%)	3 11 (46%)	2 1 (4%)	1
4. Being in the gifted and talented program helps to develop my creative thinking skills.	4 11 (46%)	3 13 (54%)	2	1
5. Opportunities are given to accelerate (go faster) in my gifted or advanced classes.	4 15 (63%)	3 6 (25%)	2 3 (12%)	1
6. Opportunities are given to accelerate (go faster) in my regular classes.	4 8 (33%)	3 12 (50%)	2 4 (17%)	1
7. The gifted class work or advanced class work is challenging.	4 10 (42%)	3 8 (33%)	2 6 (25%)	1
8. The regular class work is challenging.	4	3 4 (17%)	2 8 (33%)	1 12 (50%)
9. Being in the gifted and talented program helps me try different ways to learn.	4 17 (71%)	3 7 (29%)	2	1
10. Being in the gifted and talented program helps me understand new ideas and concepts.	4 13 (54%)	3 11 (46%)	2	1
11. Being in the gifted and talented program helps me learn to work with others.	4 7 (29%)	3 14 (58%)	2 1 (4%)	1 2 (8%)
12. Being in the gifted and talented program helps me reflect on my learning.	4 12 (50%)	3 11 (46%)	2 1 (4%)	1

Table B: Middle School Student Survey Results (N=13)

	To a Great extent	To Some Extent	To a Little Extent	Not at all
1. .Being in the gifted and talented program helps to develop my higher level thinking skills.	4 ***9*** ***(69%)***	3 ***2*** ***(15%)***	2 **2** **(15%)**	1
2. Being in the gifted and talented program helps to develop my research skills.	4 ***2*** ***(15%)***	3 ***10*** ***(77%)***	2 **1** **(8%)**	1
3. Being in the gifted and talented program helps to develop my communication (speaking and writing) skills.*	4 ***6*** ***(50%)***	3 ***3*** ***(25%)***	2 ***3 (25%)***	1
4. Being in the gifted and talented program helps to develop my creative thinking skills.	4 ***11*** ***(85%)***	3 ***2*** ***(15%)***	2	1
5. Opportunities are given to accelerate (go faster) in my gifted or advanced classes.	4 ***6*** ***(46%)***	3 ***7*** ***(54%)***	2	1
6. Opportunities are given to accelerate (go faster) in my regular classes.*	4 ***2*** ***(17%)***	3 ***8*** ***(67%)***	2 ***2*** ***(17%)***	1
7. The gifted class work or advanced class work is challenging.	4 **3** **(23%)**	3 ***7*** ***(54%)***	2 ***3*** ***(23%)***	1
8. The regular class work is challenging.	4	3 ***2*** ***(15%)***	2 ***9*** ***(70%)***	1 ***2*** ***(15%)***
9. Being in the gifted and talented program helps me try different ways to learn.	4 ***9*** ***(69%)***	3 ***4*** ***(31%)***	2	1
10. Being in the gifted and talented program helps me understand new ideas and concepts.	4 ***8*** ***(62%)***	3 **5** **(38%)**	2	1
11. Being in the gifted and talented program helps me learn to work with others.	4 ***8*** ***(61%)***	3 ***4*** ***(31%)***	2 ***1*** ***(8%)***	1
12. Being in the gifted and talented program helps me reflect on my learning.	4 ***4*** ***(31%)***	3 ***4*** ***(31%)***	2 ***5*** ***(38%)***	1

**one survey unmarked for this item.*

Table C: High School Student Survey Results (N=9)

	To a Great extent	To Some Extent	To a Little Extent	Not at all
1. Being in the gifted and talented program helps to develop my higher level thinking skills.	4 **7** **(78%)**	3 **2** **(22%)**	2	1
2. Being in the gifted and talented program helps to develop my research skills.	4 **3** **(33%)**	3 **5** **(56%)**	2 **1** **(11%)**	1
3. Being in the gifted and talented program helps to develop my communication (speaking and writing) skills.	**4** **5** **(56%)**	**3** **3** **(33%)**	**2** **1** **(11%)**	1
4. Being in the gifted and talented program helps to develop my creative thinking skills.	**4** **6** **(67%)**	**3** **2** **(22%)**	**2** **1** **(11%)**	1
5. Opportunities are given to accelerate (go faster) in my gifted or advanced classes.	**4** **2** **(22%)**	**3** **5** **(56%)**	**2** **2** **(22%)**	1
6. Opportunities are given to accelerate (go faster) in my regular classes.	**4** **4** **(44%)**	**3** **2** **(22%)**	**2** **1** **(11%)**	**1** **2** **(22%)**
7. The gifted class work or advanced class work is challenging.	**4** **3** **(33%)**	**3** **6** **(67%)**	**2**	**1**
8. The regular class work is challenging.	**4**	**3** **2** **(22%)**	**2** **5** **(56%)**	**1** **2** **(22%)**
9. Being in the gifted and talented program helps me try different ways to learn.	**4** **5** **(56%)**	**3** **3** **(33%)**	**2**	**1** **1** **(11%)**
10. Being in the gifted and talented program helps me understand new ideas and concepts.	**4** **6** **(67%)**	**3** **3** **(33%)**	**2**	1
11. Being in the gifted and talented program helps me learn to work with others.	**4** **5** **(56%)**	**3** **1** **(11%)**	**2** **3** **(33%)**	1
12. Being in the gifted and talented program helps me reflect on my learning.	**4** **5** **(56%)**	**3** **1** **(11%)**	**2** **3** **(33%)**	1

Appendix E

Focus Group Thematic Analysis of Stakeholder Perceptions
By Key Quotes

Focus Group Thematic Analysis of Stakeholder Perceptions by Key Quotes

Identification			
Student (N=24; N=13; N=9)	**Parent (N=17)**	**Teacher (N=7)**	**Administrator (N=11)**
I think we are comfortable in our group and that we have all the right people but there might be other people. They just have to look harder. I think the identification system is doing a great job choosing these students. Our GT students are very concentrated, responsible and respectful, the identification did a wonderful job. There are more kids that are as gifted as me, even more kids. Some students in the program are too playful and just don't do the work they are given and instead just mess around. There are some students that don't score so high on tests but could be really smart and would really benefit from this program. I do believe that there are students who are benefitting from the program, as well as students that could be if they were in it. Because some students don't score as high on MAPS/PASS does not mean that they are not intelligent. I think that the selection process for honors/GT is based purely on intelligence, whereas some kids who are just hard working could benefit. Some kids wish to excel and have the work ethic but aren't placed in the program because they didn't pass a single test.	Parents were not asked this question.	SC is ahead of the curve with STAR Naglieri is not as effective as district anticipated – identifies students who would already qualify in later years. The identification process skips over students who are willing to apply themselves to succeed. It does identify those able to think, but not necessarily in an environment to do so. Some GT students are not in advanced classes. We struggle in many ways to identify "conventional" GT children and there is a double challenge with under-represented groups. It is nearly non-existent at high school level. Most high school teachers are unprepared to identify and instruct GT students.	All second grade students take CogAT – however, with the elimination of local identification, students are often left out for not hitting/earning the magic number for whatever the dimension requires. My perception of the identification process is that it appears to favor non-minority students. We have very few minority students identified at the elementary level using the qualifier that we currently have in place. Even the STAR test seems to identify more white students. Identified @ elementary level – revisited @ middle school level, if testing data provides evidence of a need to test – Few minority students are identified as GT I think we could do a better job of this from a vertical standpoint (Middle to High), but also from an internal perspective; where are these students and how do we intentionally seek them out, rather than leaving this to chance?

Key: Red = Elementary School Student Responses; Blue = Middle School Student Responses; Green = High School Student Responses
Black = Parent, Teacher, and Administrator Responses

Focus Group Thematic Analysis of Stakeholder Perceptions by Key Quotes

Curriculum			
Student	**Parent**	**Teacher**	**Administrator**
My curriculum is sometimes very challenging. It can also be very easy. Sometimes it is unbelievably hard. It will help us in life. I think we learn good stuff. I think that everything at least helps a little bit, I don't think that I would change too much in GT except for plexers because those will not help in the real world.	Our experience has been that our wonderful GT teacher writes her own curriculum and follows a theme for each semester. Our son is fully engaged in her classroom, but not in the regular classroom where he is "bored." Think more integration in regular classroom would be wonderful to all. My children generally do not seem challenged. Lack of communication for both children and parents. Then excess work that children feel they have. I feel the curriculum is more challenging; however, parents need to have a detailed delineation. Parents need to be more informed of the curriculum. More input from the Administrative level about the program Not qualified to assess differential level of rigor. Never seen any measures/metrics that could quantify or validate the rigor.	I think there is a lack of rigor for GT students in the regular classroom. Varies by teacher – rigor and difficulty variety, Pre-testing helps identify students who already have mastered the material. This allows us to move these kids forward through differentiation. Differentiation is kept to providing rigor. Our programs are rigorous but some students are gifted in some areas more than others and must have extension opportunities The IB curriculum is flexible and rigorous – there are guideline and formal assessment, but the teacher has great flexibility to enhance content. The rigor is definitely there, but it is really all about the teacher's ability and style. The world language curriculum provides a great framework for serving GT students because it is flexible enough to allow for enrichment and differentiation. We can offer a lot of choice, especially since we don't have the constraints of End of Course tests.	Our teachers do their best, but we really don't have set knowledge, plans (expectations of how to increase rigor/how to go deeper in a way that's meaningful as opposed to more work…. I think that rigor varies greatly according to individual teachers at the elementary level. I seem to see teachers struggle to define "what is rigor?" In the GT class, there is an enrichment curriculum, but in our Advanced classes, probably not much different than grade level. We are working on rigor and getting deeper, but it's more just moving faster. Middle school level – it is not differentiated – I have not observed differentiated level of delivery that has allowed me to distinguish between advanced, general classwork. • As we said earlier, more teacher dependent than you would like it to be. • Students must have content first before they "grapple" with it! Differentiation is becoming a point of emphasis at our high school, but it is not at the level it should be each and every day, particularly for those students who should be accelerated. We sometimes believe rigorous means more work. We need to be clearer what rigorous curriculum is.
Personally, I felt that the GT curriculum wasn't as challenging as I'd like it to be. Most of our assignments were building and involved reasonable thinking, but it could include more assignments that make you think more in depth. The curriculum that is used is challenging, but I feel as if it could be more of a learning advanced class curriculum as it is what we used to get into Gifted and Talented.			
In elementary school, I found the gifted program to be challenging. In middle school, I was not really challenged as much In high school, I have been challenged in several ways and had to work harder to learn. In elementary school, the GT teacher did a great job of helping develop our problem-solving skills, and our regular teacher made sure they provided more challenging work for us. The honors classes in middle school, with the exception of a few, were not so rigorous or challenging. My high school honors classes were not very challenging either, but IB has been very rigorous and I feel it is helping me sharpen all my skills.			

Focus Group Thematic Analysis of Stakeholder Perceptions by Key Quotes

Teacher Preparation			
Student	**Parent**	**Teacher**	**Administrator**
I think that both of my teachers challenge me, but they each challenge me in a different way. I love my [classroom] teacher when she teaches us S.S. but I also love my GT teacher when she teaches us challenging things. Yes, I do think she challenges us but sometimes not so much. I think that when we do real world problems help us think and learn better. It makes it more interactive and we may know more about what's going on. I think that they've helped me because if I'm struggling in a part in a regular class they would explain it to me step by step and that really helped me to actually understand the concept. Also it we were given a project or question they would explain in total how to do it and then they would leave it to you how to solve the project and questions. --having open classroom discussions allows for the development of academic ideas led by students --teaching with PowerPoints and then making the PowerPoint available helps with learning students can pay attention in class, and also have well-written notes --open-ended questions and topics --connecting topics together	Our teacher is very well prepared for what she has decided to teach. She is very experienced, somewhat effective. Not sure how prepared she is to correlate better to classroom curriculum or subjects. The single teacher we have experience with is wonderfully prepared – inventive curriculum – great at working with students. Wants to challenge them and help them learn to think through issues – My child's elementary GT teacher could be effective, but her schedule does not allow her time to delve into any subject enough to benefit the students. She meets with them for 50 minutes per day. I feel as though our GT teacher is prepared & effective – offers challenging work. Could provide more communication	I feel prepared educationally, but I do not feel I have the resources and/or time to be successful. With the limited amount of time, I feel rushed and less effective. • I feel very prepared (21 post-grad hrs., NAGC PAC teaching GT since Jan. 1984) • Always looking for additional support and PD opportunities • I think I'm effective with parents, teachers, administrators, and students, BUT always reflecting on "how to improve." • Probably need a refresher on concepts • Have GT certification and had some undesignated courses, but things have changed • A district update periodically would be helpful I feel very prepared – high school and middle school certified – in a middle school. I feel I could be more effective given appropriate planning time and resources. Time constraints hamper my effectiveness – grading and preparation takes more time with IB courses I feel very comfortable teaching gifted students. …I would like to have more training and support in terms of national standards so that I have more research-driven strategies to support my gut instinct about what students need.	Classroom/General teachers are not equipped with the tools needed to advance students beyond jumping a standard ahead. I think what we're missing is a unified approach that can be discussed/ debated community wide. We know the theory, but the practicality is missing. I think that our teachers are most prepared right after they complete their endorsement classes; however, I would like to see some type of follow-up to these classes to ensure ongoing effectiveness. Not sure what the GT program requires other than "Needs of the Learner" coursework. Preparation is lacking. Teachers are effective in providing enrichment, but data show GT not showing growth. Lack of training. I believe that teachers at the high school level are trained in their areas of AP & IB, but it is necessary that professional development be continued in terms of the development of best practices, maintaining rigor, etc. Teachers are prepared as best as they can be, continuous teacher growth and training is essential. Finding the time & opportunities is the challenge.

Focus Group Thematic Analysis of Stakeholder Perceptions by Key Quotes

Assessment			
Student	**Parent**	**Teacher**	**Administrator**
I know what I have learned because I practice and my mind opens and stretches. I know what I have learned because I use the skills I gain in GT in the regular class room and in everyday life. I've noticed a change in personality and my thought process. The GT Program has taught me to think more in depth… I know that I have learned something when I am being really challenged and almost struggling. But by the end of every task, I know that I learned and completed it well. I know I've learned in the program when everything starts clicking together. Like our towns when our electricity started working I knew I learned how it all [was] wired. Although I may not remember a lot of facts, I think I've learned a lot of life skills. I've learned to think critically and be open-minded. I have also learned to be self-aware and accept responsibility. I think this is evident as I [grow] and become more active in "adult" type situations. I am learning to be an open-minded student and make connections that maybe relate to all I've learned. I am using other ways of learning and problem-solving to express my ideas.	I like hearing the written opinions of the teachers, not grades per se – and then providing parent feedback At MS – don't know I'm not certain I know how they are assessed for GT progress unless it would be the MAPS tests or similar in the ES. Report cards are not clear for GT. I have no idea how my child is being measured in GT. This year part of her ELA grade is coming from GT & I highly disagree with that	Use more pre-assessments to be able to advance and dig deeper into the context. Try more one on one with the students who do not achieve success in certain areas notebooks, reflections, real-world application • Rubrics specific to project • Self-reflection (narrative) - How does this reflect progress? Etc. we use rebates-rewrites-individual conferences, as part of the learning group (break down into components, visual, auditory options the reflection***, peer review We use the DOK wheel and question stems to create higher level test questions for advanced students. Canvas can be used to assign specific test to specific students. IB assessments are varied – writing, speaking, creative, etc. Students can share knowledge and skills in ways that a most natural for them. We assess what they know, not what they don't know. So learning is maximized. Assessments are balanced and student driven – a much more effective way to learn. All students have some choices in products for their tasks. I generally give one task that will be grades by rubrics that have indicators for quality more than quantity.	This is still a work in progress. Some teachers do a better job than others. Training and development is very important to help teachers develop assessments. Within our GT program, I don't feel there is much differentiation regarding assessment – especially depending on the area of giftedness in which the child qualified. Mostly one-size-fits-all. I see PBL and a variety of items where students explain their thinking on various items. At middle level, we don't assess GT per se, but our assessments of our Advanced students (L.A.) don't differ. • STEAM environment leads to performance-based assessments quite often within STEAM units (focused on design process). • National History Day – Science Fair are also used to assess various content standards. • Classroom assessments are not necessarily varied of this nature. Varies @ levels and courses • IB – established and used • AP – improving – PLC • Honors – need for more alignment Advanced Studies Focus Group has worked to vertically articulate: FRQs, DBQs, Writing across the curriculum I believe that differentiation in assessment is not utilized at the level at which it should. Professional development is needed.

Focus Group Thematic Analysis of Stakeholder Perceptions by Key Quotes

Benefits			
Student	**Parent**	**Teacher**	**Administrator**
Benefits are derived from Student Survey Benefits are derived from Student Survey Benefits are derived from Student Survey	• He's in a class of his peers, where they encourage and nurture critical thought • Learning higher level critical thinking skills • More engaging projects and presentations • They learn how to better utilize resources • They strengthen their critical thinking skills • They learn to work with others/groups • Potential to grow beyond classroom • Be with "like-minded" kids • Opportunities for "WOWs" "Words of Wonder" • More challenging curriculum – reasoning & critical thinking • Opportunity to work with other accelerated students • All day GT program	• They get a chance to be with students who are also gifted • They are able to be expressive and creative • They get opportunities to explore more than in the regular classroom • Working with intellectual peers • Top level programs (such as IB) are effective preparation for college • Not cookie cutter – meets kids' needs • Rigor – stretches students who can do • Differentiated - peers • Students that are identified are given opportunities to grow • Students that are GT have high school programs to continue • Given a chance to create high quality products. • Students can add to basic learning by exploring areas of interest further • Students are encouraged to do better when grouped with other high achievers • College preparation/life-long learners • Caring teachers who are passionate about helping kids to excel • IB is a wonderful framework to challenge high achieving students to prepare for the future	• Greatest benefit is exposing these kids to new ideas/thoughts outside of their interests/culture/family beliefs – Opens the door to career interests • Giving these students a safe place to think and be challenged beyond the SC curriculum • Our program offers the opportunity for students to receive accelerated and enriched curriculum in ELA, MA, Sci, and Social Studies. • We also feel that our students benefit from their ability to inspire one another & challenge one another as they collaborate. • Enrichment of content @ a higher level – depth of knowledge • Opportunity to accelerate in an area of individual strength • Exposure to further challenging curriculum • Fully prepared for higher learning institutes Benefit is challenging students in a supportive environment that allows them to take risks academically so that they may reach their full potential. • Time for students to be together • Passion for learning fostered • HOT analysis, synthesis, evaluation

Focus Group Thematic Analysis of Stakeholder Perceptions by Key Quotes

Program Improvements			
Student	**Parent**	**Teacher**	**Administrator**

• We need more challenging stuff
• We need more subjects
• Do more things in science
• We need to work with others more
• Do more projects
 	
Think that we could add a little more writing to the GT program. Because you will always have to write.
	• Make the curriculum more engaging and interesting
	• Create better forms of assessment
	• Keep parents informed of program details
	
	• More consistency in the program, curriculum and teachers
	• More resources to expand training/evidence-based practices and longitudinal data collection
	• District charting a progressions from elementary thru high school for the GT program
	
	• MORE TIME so that they can expand subject matter
	• More consistency between GT teachers
	• More parent involvement
	
	• Communication
	  o Teacher to parent
	  o Teacher to student
	  o Teacher to teacher
	• Consistent curriculum
	• Rubric for assessment
		• Time
		• Meeting individual gifted needs
		• Lack of attention to gifted program
		
		• Need K-2 program
		• Need one GT teacher per elementary school
		• Need to follow SC state regs (planning, PD, $ per student)
		
		• Continuity/articulation
		• Identification
		• Structure at each level
		
		• Re-evaluation
		• Vertical alignment
		
		• GT students are not in advanced classes
		• Students that are "driven" may not be identified
		• More time is needed for teacher planning
		
		• We need to recruit potential students in HS for advanced courses
		• We need to recognized special needs of advanced students – scheduling, recognition, course offerings, etc.
		• We need to educate students about differences in AP/IB; communication about benefits of these programs
		
		• Consistent quality of curriculum
		• Educating all stakeholders about G/T needs for instruction
		• Higher expectations for student learning
			• Qualified GT compliance coordinator
			• Full-time GT staff member at each school
			• Build capacity in students early. We cannot neglect K-2 thinkers…
			
			• Hire a GT program coordinator
			• Develop a specific GT curriculum for 3,4,5, & 6 grades
			• Define & develop a system that expands the identification of GT students
			
			• Meet student needs in core classes (differentiate; higher levels of DOK; rigor)
			• Do not limit offering to students and time to offer (allow for acceleration) – double block @ high school
			• Vertical articulation of GT program (5,6,7,8,9 grades) - offer courses @ middle level
			
			• Vertical Articulation & Alignment of Programs from K-12 (3rd G/T-12)
			• Teacher Development for G/T: Differentiated Models of Delivery & Assessment
			• Alternative Ways of Achieving Accelerated Tracks
			
			• Better vertical alignment and a shared philosophy/vision for the GT program
			• More offering of rigorous courses at the H.S. level
			• More intensive and frequent professional development

The program could maybe give us options of what we want to do instead of us doing something we don't want to do. – Take our advanced classes to a higher standard. Have more projects and less book work because the projects allow us to be more creative [and] talk about things that can relate more to reality and things that can help us in our other classes like study skills and organizational skills.			
• Things learned or methods of learning should be applicable across the board to avoid random knowledge. • More effort [put into middle school GT program • More analytical work for students, especially prior to high school • Early years of high school containing some pre-IB-AB teaching styles • Decide on a student's participation in the program based on behavior/work ethic/ if they are willing to participate in addition to test score • More global learning at all three levels			

Appendix F

2010 *Pre-K-Grade 12 Gifted Programming Standards*
National Association for Gifted Children

2010 *Pre-K-Grade 12 Gifted Programming Standards*
National Association for Gifted Children

1331 H Street, NW, Suite 1001 Ÿ Washington, DC 20005 Ÿ 202.785.4268 Ÿ www.nagc.org

Evaluation Checklist

Gifted Education Programming Standard 1: Learning and Development

Introduction

For teachers and other educators in PreK-12 settings to be effective in working with learners with gifts and talents, they must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These characteristics provide the rationale for differentiation in programs, grouping, and services for this population and are translated into appropriate differentiation choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this standard emphasize affective development linked to self-understanding and social awareness.

Standard 1: Learning and Development **Description:** Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.		Indicators				
		Y	U	N	D	N/O
Total Indicators for Standard 1		**5**	**2**	**6**	**0**	**0**
Student Outcomes	**Evidence-Based Practices**					
1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains	1.1.1. Educators engage students with gifts and talents in identifying interests, Strengths, and gifts.	X				
	1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.	X				
1.2. *Self-Understanding*. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.			X		
1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.	1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.	X				
	1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.	X				

Key: Y indicates Yes; U indicates Uneven; N indicates No; D indicates Developing; N/O indicates Not Observed

Form completed by gifted education coordinator in collaboration with the evaluator.

Standard 1: Learning and Development **Description:** Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.		Indicators				
		Y	U	N	D	N/O
Student Outcomes	**Evidence-Based Practices**					
1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.	1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.			X		
	1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.	X				
1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs	1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.			X		
1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.	1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.		X			
	1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.			X		
1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.	1.7.1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.		X			
1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).	1.8.1. Educators provide students with college and career guidance that is consistent with their strengths.			X		
	1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.			X		

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Gifted Education Programming Standard 2: Assessment

Introduction

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student's learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.

Standard 2: Assessment **Description:** Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.		Indicators				
		Y	U	N	D	N/O
Total Indicators for Standard 2		**12**	**4**	**4**	**2**	**0**
Student Outcomes	**Evidence-Based Practices**					
2.1. *Identification*. All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.	2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.	**X**				
	2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.				**X**	
2.2. *Identification*. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided. **X* Identification process is determined by South Carolina regulation**	2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.	**X***				
	2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.	**X***				
	2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.	**X***				
	2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.		**X**			
	2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.	**X***				
	2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.	**X***				

Standard 2: Assessment **Description:** Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.		Indicators				
		Y	U	N	D	N/O
Student Outcomes	**Evidence-Based Practices**					
2.3. *Identification*. Students with identified needs represent diverse backgrounds and reflect the total student population of the district. **X* Identification process is determined by South Carolina regulation**	2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.	X*				
	2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.	X*				
	2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.			X		
2.4. *Learning Progress and Outcomes*. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.	2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents.				X	
	2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.		X			
	2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents***. (Yes at high school)***		X			
	2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.			X		
	2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.	X				
2.5. *Evaluation of Programming*. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.	2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.	X				
	2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.		X			
	2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public***. (Internal reports, not public reports)***			X		
2.6. *Evaluation of Programming*. Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.	2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.			X		
	2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.	X				
	2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.	X				

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Gifted Education Programming Standard 3: Curriculum Planning and Instruction

Introduction

Assessment is an integral component of the curriculum planning process. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning, and provide students with the knowledge and skills to become independent selfaware learners, and (b) to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.

Standard 3: Curriculum Planning and Instruction **Description:** Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.		Indicators				
		Y	U	N	D	N/O
Total Indicators for Standard 3		**7**	**7**	**3**	**3**	**0**
Student Outcomes	**Evidence-Based Practices**					
3.1. *Curriculum Planning*. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.	**X**				
	3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.			**X**		
	3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.		**X**			
	3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.		**X**			
	3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.			**X**		
	3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate		**X**			
	3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.	**X**				
3.2. *Talent Development*. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.	3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.			**X**		
	3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.		**X**			

Standard 3: Curriculum Planning and Instruction **Description:** Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.		Indictors				
		Y	U	N	D	N/O
Student Outcomes	**Evidence-Based Practices**					
3.3. *Talent Development*. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.	3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.		X			
	3.3.2. Educators use school and community resources that support differentiation.	X				
	3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.	X				
3.4. *Instructional Strategies*. Students with gifts and talents become independent investigators. .	3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.				X	
	3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.				X	
	3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.	X				
	3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.	X				
3.5. *Culturally Relevant Curriculum*. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society. **X* Language immersion schools and IB Program across grade levels**	3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.				X	
	3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.	X				
	3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.		X*			
3.6. *Resources*. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.	3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.		X			

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Gifted Education Programming Standard 4: Learning Environments

Introduction

Effective educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptionality, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.

Standard 4: Learning Environments **Description:** Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.		Indicators				
		Y	U	N	D	N/O
Total Indicators for Standard 4		**13**	**3**	**0**	**1**	**0**
Student Outcomes	**Evidence-Based Practices**					
4.1. *Personal Competence*. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking. **X* for all students (PBIS)**	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.		X			
	4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.		X			
	4.1.3. Educators create environments that support trust among diverse learners.	X				
	4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.	X				
	4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.	X*				
4.2. *Social Competence*. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions. **X* focus for understanding social interaction**	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.		X*			
	4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.	X				
	4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.				X	
4.3. *Leadership*. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.	4.3.1 Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.	X				
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.	X				
	4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.	X				

Standard 4: Learning Environments **Description:** Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.		Indicators				
		Y	U	N	D	N/O
Student Outcomes	**Evidence-Based Practices**					
4.4. *Cultural Competence*. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups.[1] They use positive strategies to address social issues, including discrimination and stereotyping.	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.	X				
	4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.	X				
	4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.	X				
4.5. *Communication Competence*. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).	X				
	4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.	X				
	4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.	X				

1 Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

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Gifted Education Programming Standard 5: Programming

Introduction

The term programming refers to a continuum of services that address students with gifts and talents' needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for PreK-12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs, and related professional services collaborate with one another and parents/guardians and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate educational services

Standard 5: Programming **Description:** Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.		Indicators				
		Y	U	N	D	N/O
Total Indicators for Standard 5		**4**	**6**	**1**	**2**	**0**
Student Outcomes	**Evidence-Based Practices**					
5.1. *Variety of Programming*. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas. **X* Content acceleration at middle/high levels** **Grade skipping at elementary** **Early exit from high school** **X* No state allocated funding for gifted in 2015-17**	5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.		X*			
	5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.		X			
	5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.	X				
	5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.		X			
	5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.	X				
	5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.			X*		
5.2. *Coordinated Services*. Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.	5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.				X	

Standard 5: Programming **Description:** Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.		Indicators				
		Y	U	N	D	N/O
Student Outcomes	**Evidence-Based Practices**					
5.3. *Collaboration*. Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.	5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.		X			
5.4. *Resources*. Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals..	5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.	X				
5.5. *Comprehensiveness.* Students with gifts and talents develop their potential through comprehensive, aligned programming and services. **X* 3-year plan for state**	5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.	X*				
5.6. *Policies and Procedures*. Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).	5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.				X	
5.7. *Career Pathways*. Students with gifts and talents identify future career goals and the talent development pathways to reach those goals	5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values.		X			
	5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.		X			

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Gifted Education Programming Standard 6: Professional Development

Introduction

Professional development is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards and is an ongoing part of gifted educators' professional and ethical practice. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants and should be based on systematic needs assessments and professional reflection. Students participating in gifted education programs and services are taught by teachers with developed expertise in gifted education.

Gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. Since students with gifts and talents spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by guidance and counseling professionals with expertise in gifted education.

Standard 6: Professional Development **Description:** All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.		Indicators				
		Y	U	N	D	N/O
Total Indicators for Standard 6		**10**	**0**	**2**	**0**	**0**
Student Outcomes	**Evidence-Based Practices**					
6.1. *Talent Development*. Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education. **X*Offering of in-district SC certification program; national and state conferences** **X*All IB/AP teachers receive training to be certified in gifted education.**	6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.	**X***				
	6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.	**X**				
	6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.	**X**				
	6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors).	**X**				
	6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.	**X**				

Standard 6: Professional Development **Description:** All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.		Indicators				
		Y	U	N	D	N/O
Student Outcomes	**Evidence-Based Practices**					
6.2. *Socio-emotional Development*. Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.	6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.			X		
6.3. *Lifelong Learners*. Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities	6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments.	X				
	6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.	X				
	6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks.	X				
	6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.			X		
6.4. *Ethics*. Students develop their gifts and talents as a result of educators who are ethical in their practices.	6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.	X				
	6.4.2. Educators comply with rules, policies, and standards of ethical practice.	X				