

GT Summative Evaluation Rubric

Person submitting Survey: Leslie Stuen	District: Henderson County	Date: 7/23/2015
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Evaluation Rubric		
Strong = 3	Medium = 2	Weak = 1
<ul style="list-style-type: none">• Clear ideas with sufficient support• Relevant details	<ul style="list-style-type: none">• Ideas broad with some support• Details are relevant but not sufficient	<ul style="list-style-type: none">• Ideas unclear with little/no support• Lacks relevant details

SCORING SUMMARY

PLAN SECTION	Possible Score	Score
I. Introduction: School District Information	10	<i>10</i>
II. Identification of GT Students	12	<i>10</i>
III. Assessment of GT Students	12	<i>12</i>
IV. Program Evaluation	9	<i>9</i>
V. Services	30	<i>30</i>
VI. Budget	9	<i>9</i>
VII. Personnel	12	<i>12</i>
VIII. Grievance	6	<i>6</i>
	100	<i>98</i>
TOTAL SCORE		

Status:

- **Excellent: 90-100**
- **Good: 70-89**
- **Fair: 50-69**
- **Needs Improvement: 0-49**

GT Summative Evaluation Rubric

District or Consortium Lead District: Henderson County
 GT District Contact Name: Leslie Stuen Date: 7/23/2015

PART I: School data

This document aligns to the gifted and talented regulations KAR 704 KAR 3:285 (2013-2014 [School Report Card Data](#) can be used.)

I. Introduction: School District Information: Does the evaluation include:	Yes	No
1. the size of the school district (may include number of schools)?	x	
2. the district total enrollment?	x	
3. the district's ethnic diversity?	x	
4. the number and percent of Gifted Talented enrolled in the school district?	x	
5. the number and percent of EL students in the Gifted and Talented program?	x	
6. the number of students with an IEP who are also Gifted and Talented?	x	
7. the number of students who are identified as gifted but are also on Free and Reduced Lunch?	x	
8. the number of Primary Talent Pool Students?	x	
9. the number of K-3 student in the district?	x	
10. the percentage of PTP to K-3 students?	x	
TOTAL SCORE THIS SECTION (Possible points 10)		10

Comments: I: School Data

Good representation of diversity among gifted and talented students.

II. Identification Procedures: Does the evaluation describe district procedures for:	Yes	No
1. screening students k-12?	x	
2. Identifying students in the special populations/gap area?	x	
3. Is there a quartile or 25% Primary Talent Pool Students?		x
4. identifying students in all 5 areas in GT?	x	
5. number of students in each area?	x	
6. plan if there are no students in an area?	x	
TOTAL SCORE THIS SECTION (6X2) Possible points 12		10

Comments: II: Identification Procedures

What is the criteria for special populations? Primary talent pool should be selected from high potential learners: "High potential learners" means those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities. Primary talent pool does not have the same identification criteria as a formally identified gifted and talented student. The Arts and creativity could be expanded. Special considerations referrals may have different rubrics or different accommodations/modifications.

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III. Assessment of GT Students: Does the evaluation identify:	1	2	3	4
1. assessments for General Intellectual Ability and Specific Academic Aptitude?				x
2. process for identifying for students with special considerations?				x
3. monitoring of GT student progress?				x
TOTAL SCORE THIS SECTION (3x4) Possible points 12				12

Comments: III. Assessment of GT Students

More information needed regarding type of forms or rubrics for special considerations or what accommodations/modifications are given for students with special considerations.

IV. Program Evaluation Does the evaluation:	1	2	3
1. describe how the district collects information regarding the attitudes of parents, students and teachers about the GT program?			x
2. describe how the GT program is involved in the community?			x
3. explain how data is collected and analyzed for instructional planning for the GT program?			x
TOTAL SCORE THIS SECTION (3x3) Possible points 9			9

Comments: IV. Program Evaluation

Gifted students seem to be involved in the community.

V. Services: Does the district provide a description of:	1	2	3
1. process for collecting parent information regarding a student's interests, needs and abilities?			x
2. process for parents to request a change in student services?			x
3. how often and duration of time students are served?			x
4. the evaluation process for determining if services are successful?			x
5. a description of successful service/s?			x
TOTAL SCORE THIS SECTION Weight x 2 (5x3) Possible points 30			30

Comments: V. Services

Services seem to be many and varied which grows students exponentially.

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VI. Budget: Does the district list:	Yes	No
1. the state grant amount to the district?	x	
2. any funds used to supplement the state grant?	x	
3. Are 75% of state funds used to hire GT certified personnel?	x	
TOTAL SCORE THIS SECTION (3x3) Possible points 9		9

Comments: VI. Budget

District has invested a substantial amount of funds to the Gifted Program. You are fortunate.

VII. Personnel: Does the district provide a description of:	1	2	3	4
1. names and emails of GT certified personnel who are working directly with students?				x
2. description of how GT personnel provide services for GT students?				x
3. description of GT professional development offered to GT staff and those staff working with GT students?				x
TOTAL SCORE THIS SECTION (3x4) Possible points 12				12

Comments: VII. Personnel

Professional development seems to be adequate.

VIII. Grievance: Does the district provide:	1	2	3
1. number of grievances?			x
2. Explanation of the grievance process in the district?			x
TOTAL SCORE THIS SECTION (2x3) Possible points 6			6

Comments: VIII. Grievance

Grievance procedures seem to be adequate.