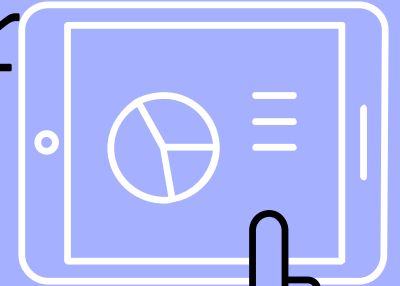
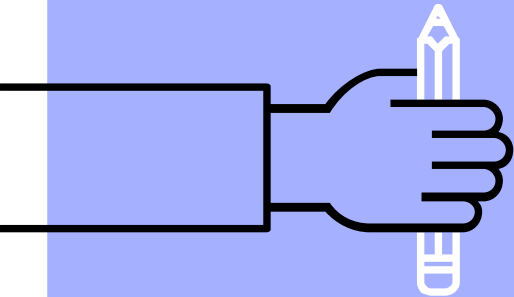
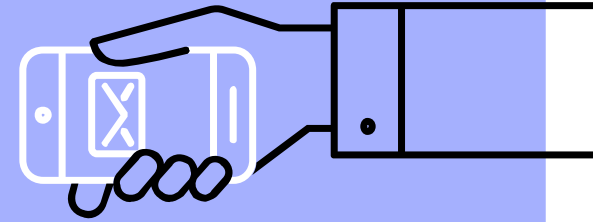
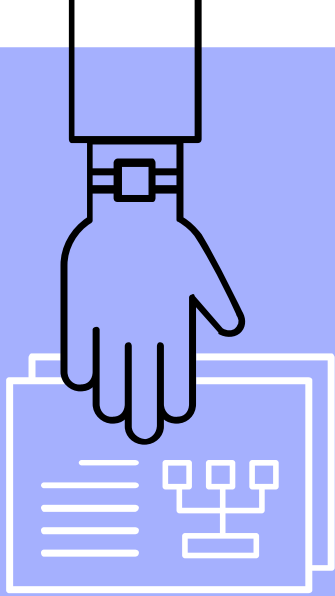
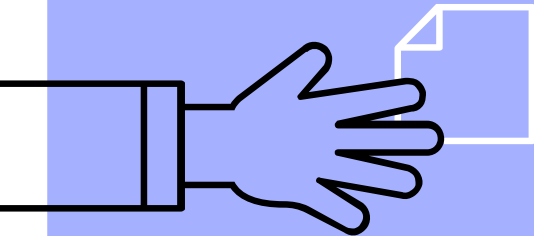
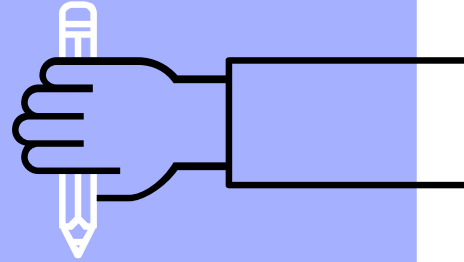


East Central BOCES 2020 GT Stakeholder Survey Data

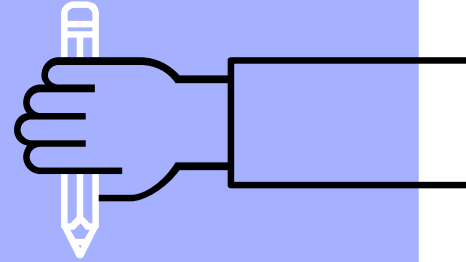


Surveys were shared with the 20 East Central BOCES school districts in January of 2020. Data were collected through February 2020.

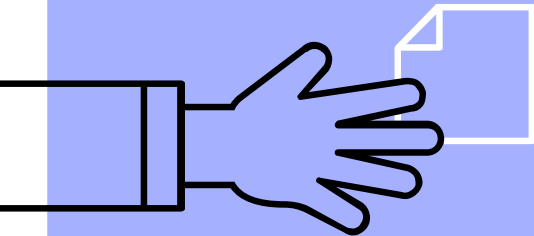
ECBOCES gifted education district coordinators were invited to analyze the data as a group in order to create goals for the ECBOCES gifted education program.



Administrator (A) and Teacher (T) Responses



- A: 14 responses from 7/20 districts
- T: 45 responses from 8/20 districts
- % shown is for Agree/Strongly Agree
- Other options were: Disagree, Strongly Disagree, Don't Know



Administrator & Teacher Responses - Agree/Strongly Agree

Parents in my school(s) are encouraged to communicate about their child's gifted needs. A - 100%, T - 67%

Parents in my school(s) receive information about gifted programming. A - 100%, T - 60%

Teachers in my school(s) update parents about their students' progress toward Advanced Learning Plan (ALP) goals. A - 79%, T - 60%

Teachers in my school(s) have opportunities to provide input related to gifted education. A - 82%, T - 69%

I can access information about my district's gifted policies and guidelines (e.g., handbook, website). A - 86%, T - 65%



Administrator & Teacher Responses - Agree/Strongly Agree

My district seeks referrals for gifted identification from multiple sources. A - 86%, T - 53%

My district uses assessments that ensure equal and equitable access to gifted identification. A - 100%, T - 80%

My district uses a body of evidence for gifted identification. A - 93%, T - 71%

My district provides administrators with information on students identified as gifted in their building. A - 93%

The gifted identification process occurs at any time of the year in my school. T - 53%

My district has a system in place to support student participation in their ALPs. A - 79%, T - 64%



Administrator & Teacher Responses - Agree/Strongly Agree

Parents in my school(s) are given the opportunity to provide input on their child's ALP. A - 93%, T - 62%

ALPs in my school(s) are aligned with each student's strength area. A - 86%, T - 71%

A students' ALP achievement and affective goals are created prior to or at the beginning of each school year. A - 71%, T - 42%

ALPs in my school(s) are used by the student and school staff to guide instruction throughout the year. A - 78%, T - 44%

In my school(s), teachers regularly monitor students' progress towards their ALP goals. A - 50%, T - 62%



Administrator & Teacher Responses - Agree/Strongly Agree

My district has a procedure for transitioning gifted students between grades and/or schools to ensure continuity in programming. A - 86%, T - 42%

Teachers in my school(s) differentiate instruction to meet the needs of their gifted students. A - 93%, T - 84% ("I differentiate...")

Staff in my school(s) monitor students' growth and achievement in their area(s) of strength. A - 71%, T - 60%

Teachers in my school(s) are provided professional development on instructional strategies for gifted students. A - 50%



Administrator Responses - Agree/Strongly Agree

I have been provided with training to evaluate teachers on instructional strategies for gifted students. 64%

I'm aware of my district's/building's gifted education budget. 93%

What are the strengths of your district's gifted programming?

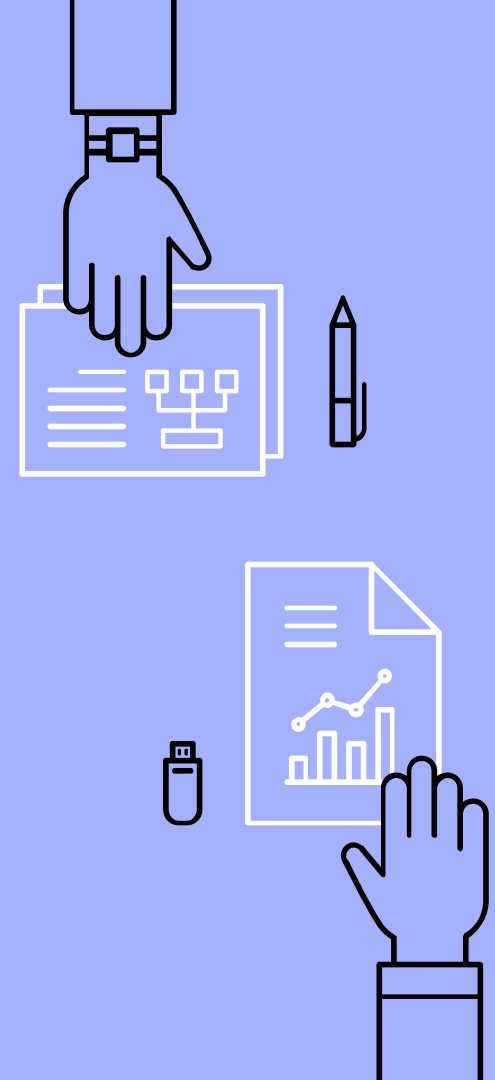
- 6/13 - GT coordinator(s)
- 3/13 - Communication between district and parents
- 3/13 - Small population allows individualized support for GT students
- 1/13 - Consistency
- 1/13 - Increase in numbers identified as GT



Administrator Responses

Do you have any other suggestions that could strengthen gifted programming in your district?

- 3/7 - Training on differentiation and on how to monitor instruction
- 3/7 - Increased communication among all staff including accommodation list for GT students (similar to IEP procedures), update meetings to review ALP goals, tracking progress, check-ins with classroom teachers to ensure they have the strategies needed to support GT students,
- 1/7 - Sharing the GT budget among the school levels
- 1/7 - More funding



Teacher Responses - Agree/Strongly Agree

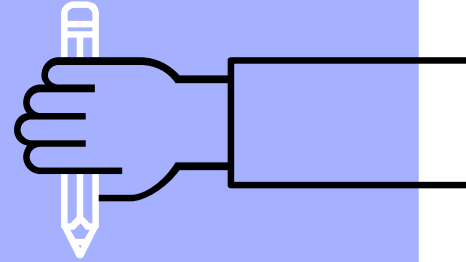
My district's curriculum is aligned to meet the daily programming needs of gifted students. 56% Agree/Strongly Agree

What type of professional development do you need regarding gifted education?

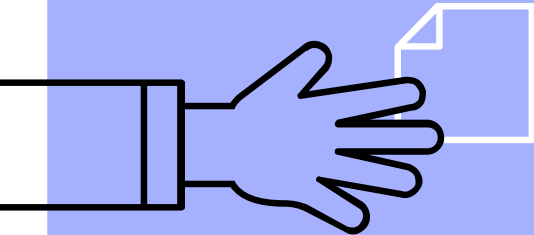
- 18/37 - How to differentiate in the classroom, including Depth & Complexity, math, writing, using projects, and fast-tracking
- 5/37 - Process of GT identification and ALP development
- 4/37 - Anything and everything including GT characteristics
- 3/37 - Resources, programs, opportunities available to support GT students
- 3/37 - A better process for GT students, similar to Special Ed.
- 2/37 - Communication within the district as to who the GT students are, what their identified areas are, a collaborative approach to writing their goals, and shared knowledge of opportunities for GT students.
- 1/37 - How to motivate GT students
- 1/37 - How to devote more time and resources to GT students
- 1/37 - Twice Exceptional



Family Responses



- 31 Responses from 6/20 districts
- % shown is for Agree/Strongly Agree
- Other options were: Disagree, Strongly Disagree, Don't Know



Family Responses - Agree/Strongly Agree

My child's school encourages me to communicate about my child's gifted needs. 71%

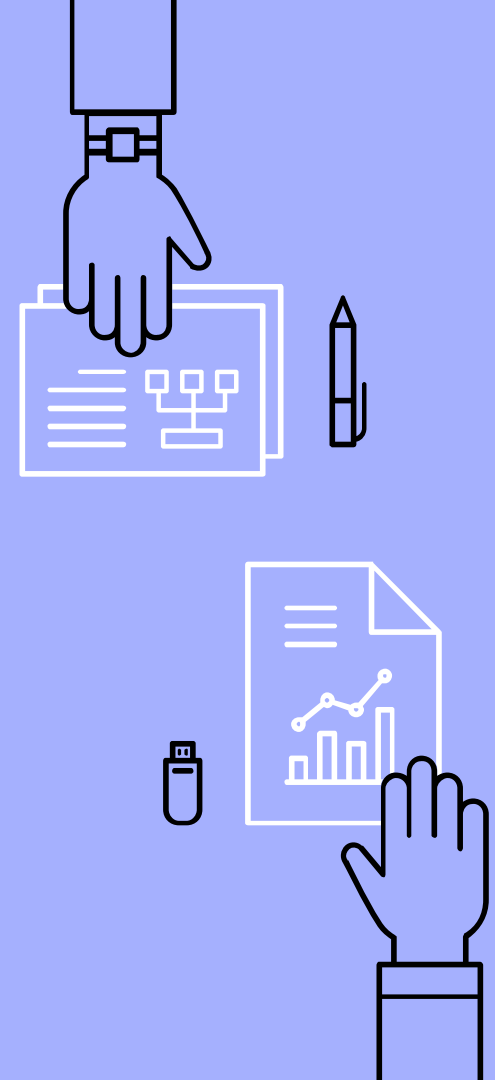
I receive information about gifted programming. 85%

My child's school offers resources to parents to support our child's education. 74%

Our school district offers gifted education training or support workshops to parents. 42%

I can access information about our district's gifted policies and guidelines (e.g., handbooks, website). 52%

I know whom to contact if I have a question about my gifted child. 87%



Family Responses - Agree/Strongly Agree

I know my child's school has a procedure for parents to share concerns if they disagree with gifted education decisions. 48%

I had input into my child's identification process. 68%

I understand the process used to identify my child as gifted. 84%

I know how my child was identified as gifted. 90%

I understand my child's Advanced Learning Plan (ALP). 74%

I am given the opportunity to provide input on my child's ALP.
71%



Family Responses - Agree/Strongly Agree

My child feels accepted and supported as a gifted student. 78%

When my child moved to the next grade or a new building, he/she was provided support as a gifted student. 68%

My child is challenged academically in his/her school. 64%

I know the different programming options my child is receiving to meet his/her gifted needs. 52%

My child is growing in his/her areas of strength. 75%



Family Responses - Agree/Strongly Agree

I am updated about my child's progress on his/her ALP goals.
55%

The school staff monitor my child's growth and achievement in
his/her areas of strength. 68%

My child's school is knowledgeable about the needs of gifted
students. 65%



Family Responses

What are the strengths of the district's gifted programming?

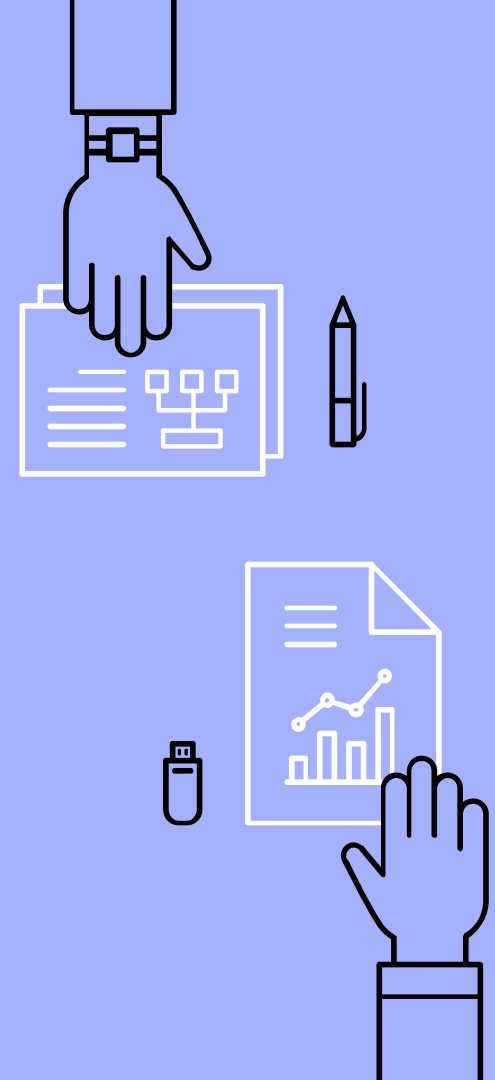
- 8/22 - Programming
- 8/22 - The GT coordinator
- 3/22 - Nothing/not enough has been implemented
- 1/22 - Identification and ALPs have improved
- 1/22 - Funds are used to support my child's interests
- 1/22 - Communication has improved but is still lacking



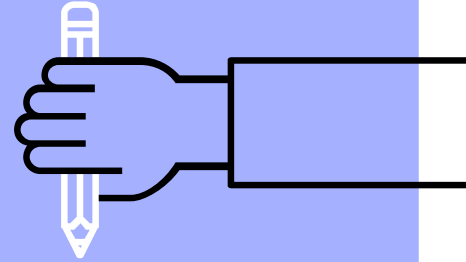
Family Responses

Do you have suggestions that could strengthen gifted programming in your child's school?

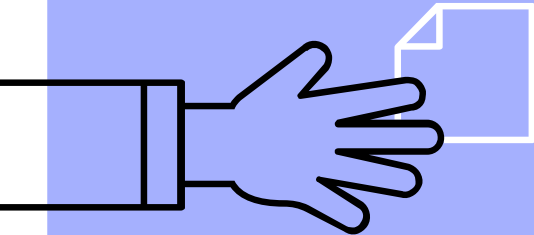
- 8/17 - Better communication: Updates on progress, more interactions with parents, explanation of program, handbook of opportunities to share with parents, explanation of difference between identification and talent pool,
- 3/17 - Improved programming: More challenge, pull out classes in strength areas, no Khan Academy, online groups with other schools, more daily options
- 2/17 - More resources: Funding, time for coordinator to spend on GT
- 1/17 - Scheduling that allows college courses to be taken
- 1/17 - More support and communication for students taking college courses
- 1/17 - Happy with the program
- 1/17 - Students need to be identified in the arts areas



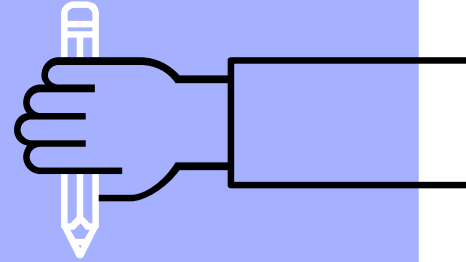
ECBOCES Students



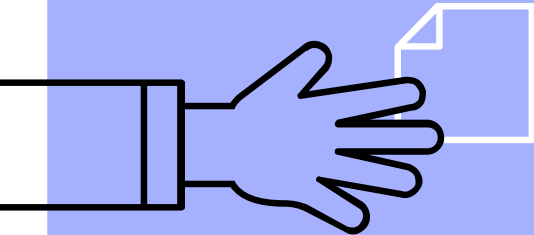
- 2019 Student Count: 8,005 students PK-12
- 231 GT identified students
- These numbers include Astravo Online students (approximately 2,400 students and 22 GT identified) in addition to the students in the 20 ECBOCES school districts



High School Student Responses



- 18 responses from 6/20 districts
- % shown is for Agree/Strongly Agree
- Other options were: Disagree, Strongly Disagree, Don't Know



High School Responses - Strongly Agree/Agree

My school supports gifted students. 78%

I know my identified gifted area(s) of strength. 78%

I had a significant role in the development of my Advanced Learning Plan. 56%

My ALP is meaningful and helpful to me. 45%

The classes in my gifted areas of strength are challenging. 45%

My teachers understand my learning needs. 61%

When I move to the next grade or a new building, my teachers have my ALP. 44%

There are teachers and/or counselor who provide me with guidance on my ALP goals. 72%



High School Responses

My school provides opportunities to participate in (mark all that apply):

Regional Events (STEM, Celebration, Scavenger Hunt) - 15

Summer Opportunities related to gifted programming - 12

Concurrent Enrollment classes - 11

Clubs (Vocational or otherwise) - 11

Weekend Opportunities related to gifted programming - 9

Mentorship/Career Exploration - 9

Contests - 8

Honors or Advanced classes - 7

Extension/Enrichment class during the school day - 2



High School Responses

What do you like best about your gifted programming?

7/17 - Opportunities to excel, individualized learning, challenging work, scheduling options, regional events

4/17 - The options that are offered that we can choose to participate in or not

3/17 - Don't like the program

2/17 - The GT coordinator understands me and what I need

1/17 - Opportunities to meet other students



High School Responses

Do you have any other suggestions that could strengthen gifted programming in your school?

3/13 - Communication about what it means to be GT and about what the ALP is

2/13 - Consistency in the program: Not just meeting once at the beginning of the year, accountability with goals,

2/13 - More challenging courses and more coding opportunities

2/13 - Not as much checking up on our goals, twice a year instead. Let kids pursue their own way but support them.

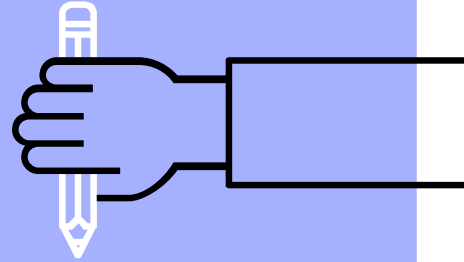
2/13 - More time in the school day to work on GT

1/13 - More GT events like Scavenger Hunt

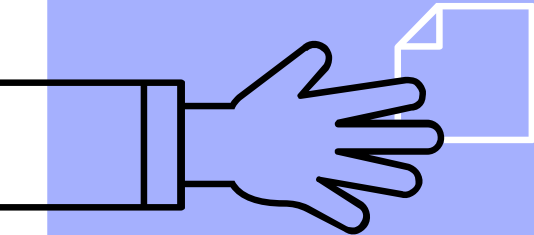
1/13 - Rethink it



Middle School Student Responses



- 6 Responses from 4/20 districts
- % shown is for Agree/Strongly Agree
- Other options were: Disagree, Strongly Disagree, Don't Know



Middle School Student Responses - Strongly Agree/Agree

My school supports gifted students. 100%

I know my identified gifted area(s) of strength. 83%

I had a significant role in the development of my Advanced Learning Plan. 67%

My ALP is meaningful and helpful to me. 83%

The classes in my gifted areas of strength are challenging. 50%

My teachers understand my learning needs. 83%

When I move to the next grade or a new building, my teachers have my ALP. 67%

There are teachers and/or counselor who provide me with guidance on my ALP goals. 33%



Middle School Student Responses

My school provides opportunities to participate in (mark all that apply):

Honors or Advanced classes - 2

Concurrent Enrollment classes - 2

Clubs (Vocational or otherwise) - 0

Contests - 3

Extension/Enrichment class during the school day - 0

Regional Events (STEM, Celebration, Scavenger Hunt) - 4

Weekend Opportunities related to gifted programming - 3

Summer Opportunities related to gifted programming - 1

Mentorship/Career Exploration - 2



Middle School Student Responses

What do you like best about your gifted programming?

2/5 - Learning new things

1/5 - Doing things in my interest areas

1/5 - Getting to work with my friends

1/5- Getting help in the areas I struggle in

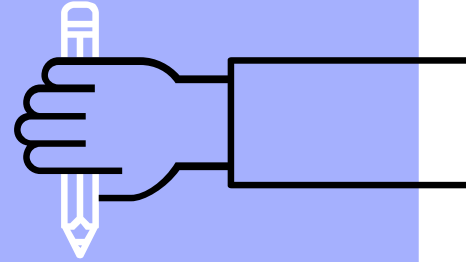
Do you have any other suggestions that could strengthen gifted programming in your school?

2/3 - More challenge

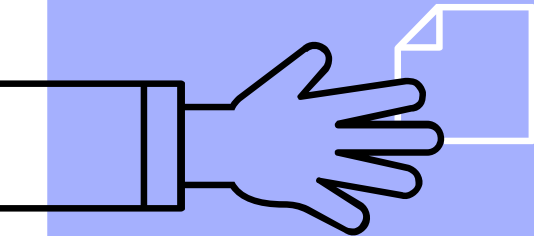
1/3 - Let gifted kids work together more



Elementary School Student Responses



- 10 Responses from 4/20 districts
- % shown is for Agree/Strongly Agree
- Other options were: Disagree, Strongly Disagree, Don't Know



Elementary School Student Responses - Strongly Agree/Agree

I know why I was identified as gifted. 70%

I help write my goals in my Advanced Learning Plan (ALP). 50%

My schoolwork is at the right level for me (not too hard, but not too easy). 70%

I learn new things at school. 90%

I do different work from some of the other students in my class. 60%

I work on projects that interest me. 70%

I know whom to talk to at school when I have questions about being gifted. 70%



Elementary School Student Responses

What do you like best about your gifted program?

3/10 I get to work at my pace (moving ahead or not being rushed)

3/10 I get challenging work

2/10 I can work on things I love and still learn

2/10 Creating a project and presenting it to my classmates

Do you have any other suggestions that could strengthen gifted programming?

2/5 Add more to my goal (math, creativity)

2/5 More challenging work (not Khan Academy)

1/5 Don't change anything; I like it



Questions?

Contact Jodi Church, ECBOCES Gifted Education
Regional Consultant, at jodic@ecboces.org

Credits:

Special thanks to all the people who made and released these
resources for free:

- ▶ Presentation template by [SlidesCarnival](#)

