

Zionsville Community School High Ability Program Evaluation Plan

While it is considered best practice to have an outside expert come in every five to seven years for technical assistance with program evaluation, internal processes in place for ongoing program evaluation also take place annually. ZCS is committed to matching these internal reviews with an outside review approximately every seven years. A full review was conducted by Dr. Kristie Speirs-Neumeister of Ball State University in March, 2011; two subsequent outside reviews using the same rubric were conducted by graduate students in the Ball State gifted education program in 2013-14 and 2015-16 respectively (copies on file in the HA Office).

Internal Program Review Process

The HA coordinator appoints a self-study committee for the process every year. The committee represents a broad spectrum of individuals and includes teachers from multiple grade levels and schools, the HA coordinators, HA administrative assistant, administrators, parents, and students.

The scope and structure of the review are defined annually by the high ability coordinator. In most years, the committee will examine K-12 program elements and data (mission/vision, models of service, staff preparation and training, student identification, legal compliance, multifaceted identification, student achievement/growth/emotional wellness) and survey data of parents/students/educators. They will compare these program elements/data to best practices on rubric/checklist generated by combining NAGC standards and the High Ability Program Master Checklist (posted on the IAG website and in the HA Program Coordinator manual). Care is taken to help the committee understand that the purpose of the review is overall program effectiveness rather than individual teacher effectiveness (which is addressed best through the Zionsville Teacher Evaluation Process).

The HA coordinator will annually analyze data and summarize for the committee:

- PSAT performance of identified students
- AP participation and performance of identified students
- NWEA growth of identified students in their area of identification
- ISTEP Pass Plus percentages of identified students in their area of identification
- Survey data regarding perceptions of rigor, non-cognitive skills, student stress or counseling concerns, affective supports, homework balance, development of higher-level thinking, pacing/enrichment/depth of instruction, differentiation to meet needs, opportunity for students to interact with similar intellectual peers, program support for parents, clear communications/multiple resources, etc. This may also include results of the district engagement survey of all students done annually by Ventures for Excellence for the district. **NOTE:** *Use of surveys is sometimes limited due to other data collection taking place for other district initiatives. Surveys will be used annually only with approval of the superintendent in consideration of other data collection necessary at the time so as to avoid over-surveying of students/parents/teachers.*
- Summary of interviews/focus groups of key stakeholders: parents, students, teachers of all grade levels, building administrators, counselors

The committee will analyze data and summarize major strengths and areas of challenge or concern.

The committee will brainstorm possible steps for improvement and make recommendations to the HA coordinator. These conclusions will be shared with the superintendent and Board of Trustees annually in a brief report by the HA coordinator in June which also identifies goals, manageable action steps, and metrics for success for the coming school year. The HA coordinator will ensure that work on identified priorities is appropriately scoped for success and tied to other district initiatives where possible.