

Gifted Growth and Performance (GGAP)

GGAP Action: Evaluate---Plan---Action

Former Program Guidance or Regulation 2008	Current Status or Shift To... 2013
Legislative requirements: <ul style="list-style-type: none"> <li>Implement elements of the program plan</li> </ul>	<ul style="list-style-type: none"> <li>Same - Implement elements of the program plan according to district resources for own students</li> </ul>
<ul style="list-style-type: none"> <li>Identification and programming services</li> </ul>	⇒ Same with attention to recognition in all areas of giftedness and community responsibility for programming
<ul style="list-style-type: none"> <li>Recognition that traditional identification methods may not address proportionality issues, thus must be addressed differently</li> </ul>	⇒ Same with attention to culture, climate and opportunities to “stretch” thinking, creativity, and differentiate products
<ul style="list-style-type: none"> <li>Program evaluation</li> </ul>	⇒ Same – District/Administrative unit conducts self-evaluation and collects evaluation feedback from stakeholders
<ul style="list-style-type: none"> <li>Monitoring: Colorado Gifted Education Review (C-GER)</li> </ul>	<ul style="list-style-type: none"> <li>Same – C-GER for monitoring implementation of program elements</li> </ul>
<ul style="list-style-type: none"> <li>Program plans written for supporting students with advanced learning plans</li> </ul>	⇒ Same – 4-year Comprehensive Program Plan written to support students with ALPs - budget and early access provisions accessible to stakeholders via Web
<ul style="list-style-type: none"> <li>Personnel to administer gifted program; increase capacity of educators to understand and program for gifted students (PD), and increase number of qualified personnel in gifted education</li> </ul>	⇒ Same with attention to increase qualified personnel administering gifted programs and professional development opportunities
<ul style="list-style-type: none"> <li>Time lines –</li> <li>April and September - Annual submissions of program plan, budget, and end-of-year report to CDE</li> </ul>	⇒ Eliminate two annual submissions ⇒ April 15 deadline for program addendum and proposed budget, except Priority Improvement and Turn Around Districts (mid-year checkpoint in January)
<ul style="list-style-type: none"> <li>End-of Year Report</li> </ul>	⇒ Budget report for Grant 3150 will be generated from district and AU fiscal reports to CDE ⇒ Demographics will be collected from state October enrollment and posted annually ⇒ Programming will be incorporated into the comprehensive program plan
<ul style="list-style-type: none"> <li>Student accountability</li> </ul>	⇒ Student outcomes

<p>Smart goal(s) in program plan (strategic, measurable/metric, attainable, rigorous/results-based, time bound)</p> <p>Program isolation or limited recognition and involvement in program plan implementation of student achievement targets and programming</p> <p>Achievement targets reviewed inconsistently or inconsistent awareness of student data and discussion for improvement</p> <p>May or may not be tied to ongoing data analysis and improvement planning and consistent implementation of evidence-based practices</p>	<p>GGAP Action: Evaluate, Plan, Implement</p> <p>⇒ Goals in program addendum or district UIP; elements in action planning with time line for implementation and benchmarks for student progress and adult actions</p> <p>⇒ Alignment with 2009 Education Accountability Act requirements to plan and improve outcomes for all state student groups</p> <p>⇒ Annual progress monitoring and adjustments as needed</p> <p>⇒ Responsible for annual data analysis and improvement planning</p> <p>⇒ Blended with ongoing district unified improvement planning</p> <p>⇒ Woven into district discussions for improvement in instruction and student achievement and growth</p> <p>⇒ Use of evidence-based practices from gifted education research and studies</p>
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2014

- Blended, integrative awareness, discussion, and support for student outcomes for all student groups
- Program addendum and quality criteria guidance for thorough thinking and action toward targets
- Focus on student outcomes, targeted groups and/or content area, and thoughtful adjustments
- One annual submission of program addendum by district; lead in multiple-district administrative unit submits modified program plan reflecting member districts’ decision for joint or divergent targets, assurances, and budget.