

ATTACHMENT I

2008-09 GATE PROGRAM EVALUATION

Local educational agencies (LEAs) are required to develop a plan for evaluating various components of their GATE program including an annual review of pupil progress and administration of the program and procedures for modifying the program based on the annual review. (CCR, Title 5, 3831[j][5][6]) LEAs submitting applications for renewal of their GATE authorization are required to submit a program assessment. (EC 52212[a][1])

LEAs submitting applications for renewal of their GATE program authorization are required to submit a program assessment. The assessment should include data and information related to the following: (1) Review of student academic progress, (2) Review of the administration of the GATE program, and (3) Procedures for modifying the district's GATE program based on the annual review(s). Provide an evaluation report that includes data and information identified in items 1-3 below. Include any additional data or information related to the district's program evaluation plan identified in Section 7 of the district's previously approved GATE application. (The evaluation report is limited to six pages.)

1. **Review of Student Academic Progress**

Provide a brief narrative that summarizes data and information related to the academic progress of GATE students utilizing the Standardized Testing and Reporting (STAR) testing data or analyzing data over multiple years for one or more of the following:

- Analysis of the academic achievement of GATE students on the California Standards Tests (i.e., percent of GATE students scoring proficient and/or advanced on the STAR testing for English/language arts, mathematics, and science compared to overall district student results. Available at <http://star.cde.ca.gov/>).
- Analysis of the academic achievement of GATE students on the California Achievement Test (CAT 6) for grades three and seven (i.e., percent of GATE students scoring at or above the 50th and/or 75th percentile in reading, language, and mathematics compared to overall district student results. Available at <http://star.cde.ca.gov/>).
- Analysis of the academic achievement of GATE students on local tests compared to results for district students.
- Other information related to the academic achievement of GATE students.

2. **Review of the Administration of the GATE Program:**

Provide a review of the administration of the GATE program that includes data for one or more of the following:

- Analysis of administrator, teacher, parent, and student satisfaction surveys and/or interviews related to implementation of the various components of the GATE program. (Do not attach surveys.)
- Analysis of the effectiveness of the district's referral and identification methods to ensure that pupils from economically disadvantaged and varying cultural and linguistic backgrounds are provided with full participation in the GATE program including the following:
 - 1 Analysis of GATE student demographics data compared to district student demographic data (available at <http://data1.cde.ca.gov/Dataquest/>).
 - 2 Analysis of socio-economic data for GATE students compared to data for district students, i.e., percent of identified GATE students on the Free and Reduced-Price meals program compared to data for district students. The district data for student participation in the Free and Reduced-Price Meals program is available at <http://www.cde.ca.gov/ds/sh/sn/>. Data regarding GATE student participation in the Free and Reduced-Price meals program is available at the district.

3. Procedures for Modifying the District GATE Program Based on the Annual Review(s):

Provide information regarding the district's plan for modifying the GATE program based on the annual review for each of the various program components listed below. Identify program strengths, needs, and improvement goals.

Section 1: Program Design

- 1 GATE Program Strengths
- 2 GATE Program Needs
- 3 GATE Program Improvement Goals

Section 2: Identification

- 4 GATE Program Strengths
- 5 GATE Program Needs
- 6 GATE Program Improvement Goals

Section 3: Curriculum and Instruction

- 7 GATE Program Strengths
- 8 GATE Program Needs
- 9 GATE Program Improvement Goals

Section 4: Social and Emotional Development

- 10 GATE Program Strengths
- 11 GATE Program Needs
- 12 GATE Program Improvement Goals

Section 5: Professional Development

- 13 GATE Program Strengths
- 14 GATE Program Needs
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Section 6: Parent and Community Involvement

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- 18 GATE Program Improvement Goals

Section 7: Program Assessment

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Section 8: Budget

- 22 GATE Program Strengths
- 23 GATE Program Needs
- 24 GATE Program Improvement Goals

ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

1. The district's written plan is available for public inspection. (*CCR, Title 5, 3831[j]*) Each LEA designates a person with responsibility for the development and implementation of the local program for gifted and talented pupils. (*EC 52212[a][3]*)
2. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. (*CCR, Title 5, 3831[b]*) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. (*EC 52206[c]*) The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds. (*CCR, Title 5, 3831[c]*)
3. The LEA has a procedure to inform parents of a pupil's participation or non-participation in the gifted and talented program. (*CCR, Title 5, 3831[j][9]*) Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the LEA prior to the pupil's participation in the program. (*Ibid., [f]*) The LEA has a procedure for consideration of the identification placement of a pupil who was identified as gifted or talented in the LEA from which the pupil transferred. (*CCR, Title 5, 3831[j][3]*) The LEA assures that all identified gifted and talented pupils have an opportunity to participate in the GATE program. (*CCR, Title 5, 3831[i]*)
4. The LEA programs for gifted and talented pupils are planned and organized as an integrated differentiated learning experience within the regular school day. This program may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. (*EC 52206[a]*)
5. GATE funds are used solely in support of the purposes of the GATE program described in *EC* Section 52200. Funds are used to supplement, not supplant existing state and local efforts. The LEA's indirect cost rate is 3 percent or less. (*CCR, Title 5, 3870*) Each participating LEA shall maintain auditable records. (*EC 52212[b]*)
6. Each LEA submits a program assessment with each renewal of its GATE authorization. (*EC 52212[a][1]*) The quality of existing programs for gifted and talented pupils is maintained and/or improved. (*CCR, Title 5, 3831[d]*)

ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS

1. The school site council has developed a school plan that includes a description of..."instructional and auxiliary services designed to meet the special needs of...gifted and talented pupils." (*EC 52853[a]*) The school site plans have been approved by the local governing school board and are available to the public and the State Superintendent of Public Instruction. (*EC 52850*)
2. The district governing board determines the portion of the district's grant pursuant to Chapter 8 that will be allocated to schools for inclusion in the school budget. (*EC 52857 et. seq.*) GATE funds are used solely in support of the school site plan. (*EC 52886[c]*) Funds are used to supplement, not supplant existing state and local efforts. (*EC 52852.5[c]*)

ATTACHMENT I: GATE Program Evaluation**1. Review of Student Academic Progress**

The results of the spring 2007 STAR testing show that GATE identified students outperform the district average in all grade levels and subject areas on the California Standards Test. The most significant differences are at the middle school level.

PERCENTAGE OF STUDENTS SCORING ADVANCED**La Cañada STAR CST English/Language Arts**

	4	5	6	7	8	9	10	11
GATE	96	78	95	96	90	95	89	91
GENERAL ED	73	58	63	57	50	67	55	50
Difference	+23	+20	+22	+39	+40	+28	+34	+41

La Cañada STAR CST Math

	4	5	6	7	Alg. 1	Geom.	Alg. II	H.S. Math
GATE	99	83	86	94	68	56	38	56
GENERAL ED	64	67	57	56	36	23	15	34
Difference	+35	+16	+29	+38	+32	+33	+23	+22

La Cañada STAR CST Science

	5	8	10	Bio	Chem.	Earth Science	Physics
GATE	67	95	71	66	59	*	75
GENERAL ED	48	58	43	30	30	20	44
Difference	+19	+37	+28	+36	+20		+31

2. **Review of the Administration of the GATE Program.**

The GATE program surveys parents, students, and teachers to provide feedback to guide implementation and improvements to the program. Results of surveys are shared with the GATE Advisory Committee, district administrators, and the Board of Education.

a. **Classroom Teachers**

All La Cañada Unified School District general classroom teachers K-12 were surveyed in March, 2008, on two central questions: *Do you conduct a questionnaire about multiple intelligences, and what kind of differentiation did you do in your classroom last week or are planning on doing this week?*

Response was high and immediate with 40% of the elementary and 30% of the 7-12 staff responding within 24 hours.

Of the K-6 respondents, 100% survey multiple intelligences either through students or their parents, and utilize this information in lesson planning and in teacher conferences. At the 7-12 level, multiple intelligence information was more likely to be gleaned by one member of a school-within-a-school team or by academic subject, notably science.

All respondents (100%) said they were using differentiation, but the K-6 teachers provided deeper, more extensive samples.

b. **GATE Instructors**

GATE instructors, meaning the elementary pull-out instructor, the artists-in-residence, and the after-school GATE instructors, are given a formal survey at the end of every year. The responses of these surveys have up-graded our program in two ways. First, course time has frequently been extended from four weeks to six for after-school choices, and second, new courses or sections have been added. For example, the GATE pull-out instructor will be adding an aeronautics unit on things that fly.

c. **Parents**

A parent survey was created in 2006-2007 and is posted on-line. Parents were informed of this through PTA newsletters and flyers. Although the response indicated the parents felt their child's teachers provide activities that promote critical thinking skills, and although they were satisfied with the GATE program, the response size has not been measurable.

d. **Students**

Students who participate in the pull-out, the artists-in-residence, or the after-school programs are surveyed at the completion of each of these offerings. Responses are uniformly exuberant. The surveys are perused by the GATE Advisory Committee and help determine the future course(s) for the program. For example, a new science offering on birds, plants and butterflies at a nearby arboretum has been exceptionally well received and will be continued.

Differentiation Survey

GATE students at the 4-12 level participated in an on-line survey. Elementary students took the survey in their computer labs and middle and high school students took the survey at the Instructional Resource Center under the guidance of the IRC librarian. The results show students show GATE students feel cared for and challenged overall; a need indicated in the survey is for more choices of assignments.

GRADE 4-12 STUDENT SURVEY ON DIFFERENTIATION

Number of GATE Students: 519

Number of Respondents: 348

Question	Never	Rarely	Not Often	Quite often	Often
My weekly classes challenge my thinking.	8%	16%	27%	34%	15%
My weekday classes require special projects, reports, or research.	7%	17%	24.6%	35%	17%
In my weekday classes I am given choices of assessments. For example, I might do a biography report in written form, as a speech, or as a song.	21%	27%	24%	19%	10%
In my weekday classes I am sometimes in a group with people of different abilities and sometimes in a group with people who have abilities similar to mine.	7%	12%	19%	40%	23%
When I come up with my own idea of a way to show my master of understanding of a subject, my teachers let me do it.	11%	15%	24%	30%	19%
It is my impression that my teachers/counselors care about my feelings	10%	14%	17%	31%	30%

3. **Procedures for Modifying the District GATE Program Based on the Annual Review(s).**

Based on a review by the GATE Advisory Committee of the current program, the following strengths, needs, and improvement goals exist.

Overall Strengths – a cohesive program is in place and effective. It begins with differentiated instruction K-12. It continues with GATE identification in the spring of grade 3 and continues grades 4-6 with a weekly pull-out program and an after-school enrichment program on the 4-6 campus. Middle school GATE students may access secondary level courses and participate in various after-school enrichments. At 9-12, over 67% of all students (including GATE) are enrolled in honors or AP courses, and the number of students passing with a score of 3 or better is 84%. Finally, there is evidence of both academic success and stable mobility among the district GATE population. Only five of the 463 LCUSD GATE students scored below the Advanced or Proficient levels on any part of state testing. The population is stable; a tracking by individual student identification numbers showed that all but 12 of the GATE sixth graders in 2001 were still enrolled in the district graduated from La Cañada High School in 2007. The GATE program is enhanced by the time and talent support given by the community.

Overall Needs – the GATE Advisory Committee determined this year that the needs of the GATE student were met with less success at the 7-8 level. This is in contrast to the relatively extensive offerings at grades 4-6 and at 9-12 with the 16 AP options. It was determined that the upcoming addition of a FLEX-STEP period, which will be held as part of the school day, will meet many of the needs of the GATE students in terms of enrichment, acceleration, and affective needs.

SECTION 1: Program Design

GATE Program Strengths

- Structures in place for GATE students include district-wide differentiation plus cluster and part time groupings.
- The GATE program at the secondary level is a strong combination of Honors and 16 AP classes.
- Themed enrichment classes are tailored to student interests are offered outside of the school day.

GATE Program Needs

- Deepen the opportunities for 7-8 GATE students.

GATE Program Improvement Goals

- Monitor Flex-Step, which begins 2008-2009, to assess its impact on GATE students 7-12.

SECTION 2: Identification

GATE Program Strengths

- Identification centers on intelligence and high achievement.
- All students are invited to participate in OLSAT testing; counselors, with support for Student Study Team, also review multiple achievement assessments.

GATE Program Needs

- Study any need to heighten requirements for qualification based on high achievement.

SECTION 3: Curriculum and Instruction

GATE Program Strengths

- The differentiated curriculum occurs during instruction as an integrated part of the regular school day.
- Grouping strategies allow for development of academic as well as social and emotional skills.

GATE Program Needs

- Increase teacher collaboration opportunities regarding differentiation.

SECTION 4: Social and Emotional Development

GATE Program Strengths

- District-wide Developmental Assets is an ongoing strength and reaches out to the community as well as district.
- The Educational Foundation enables the district to employ 12 full-time counselors district-wide, 9 at 7-12 and one each at elementary.

GATE Program Needs

- More training in the specific social and emotional needs of gifted students

GATE Program Improvement Goals

- Systematic information to all classroom teachers on topics related to the affective needs of gifted students

SECTION 5: Professional Development

GATE Program Strengths

- Differentiation instruction, multiple intelligences, brain research, and Developmental Assets are three key cores to district professional development.
- Teachers are encouraged through Buy-Back Creative Choice options to collaborate and design curriculum related to differentiation.

GATE Program Needs

- A more uniform system of accountability to assure that differentiation is deeply imbedded in the lesson planning of all teachers

GATE Program Improvement Goals

- Using Best Practices, put in place a more uniform system of accountability.

SECTION 6: Parent and Community Involvement

GATE Program Strengths

- Active, hands-on, GATE Advisory Committee
- High level of involvement from parents and community

GATE Program Needs

- More communication regarding ways to participate and contribute

GATE Program Improvement Goals

- Utilize GATE Advisory Committee to more broadly communicate opportunities to contribute.

SECTION 7: Program Assessment

GATE Program Strengths

- Annual surveys of parents, students, and teachers are given to inform and improve program.
- Student data system AERIES makes information on GATE students readily available.

GATE Program Needs

- More specific surveys so input can be analyzed by grade level.

GATE Program Improvement Goals

- Revise surveys accordingly.
- Devise more effective way to survey parents.

SECTION 8: Budget

GATE Program Strengths

- Consistently monitored budget

GATE Program Needs

- Anticipated state cuts will impact program.

GATE Program Improvement Goals

- Encourage even more involvement from our talented and professional community.