



Burkburnett ISD Annual Evaluation/Review of New and Current Programs

Name of Program: Advanced Learner Programs (ALPS)	
Person Preparing Evaluation: Shelley Sweatt	
Date of Evaluation	7/08
Date of last evaluation/review of program	9/07
Date program instituted	unknown
Number of students served in this program by grade level: K – 10 6 - 10 1 – 1 7 - 7 2 – 10 8 - 13 3 – 19 9 - 16 4 – 18 10 - 18 5 – 21 11 - 20 12 - 18 Total: 182	
Purpose of the program (include program goals): The Advanced Learner Program provides a curriculum which is differentiated in content, processes, and products to provide appropriate educational experiences for students enrolled in ALPS. The program helps students learn how to become self-directed learners. An instructional environment is created that fosters students seeking original solutions which reflect higher cognitive processes. The instructional program and learning environment help the advanced learners to develop a positive self-image related to their giftedness by helping them to relate to their peers and to adults.	
Needs being met by the program: Address individual needs of students with diverse abilities and intelligence by allowing them to demonstrate their talents and strengths in a variety of ways.	
Courses and staff involved: Kindergarten – 5 th Grade – Taryn Gray and Pam Miller 6 th Grade – Lorinda Neises 7 th – 8 th Grade ELA pullout – Janelle Bowers 9 th – 10 th Grade – English pullout – Brad Avens and Shannon Johnston 11 th - 12 th – Independent Study – Sue Kincaid Other Core Areas that provide differentiation: BMS – Yvonne Kekuna, Becky West, Kay Thomas, Troy Bowden, Kendy Johnston, and Lahna Wheeler	

BHS –Melanie Selvidge, Joe Nemecek, Lee Seman, Allyson Baughman, Marie Watson, Pam Francis, Loy Triana, Conni Marshall, Sheryl Carpenter, Mike Leach, and Phil Taylor

Describe how the program is measured (include process and criteria, data sources used):
The program is evaluated using TAKS scores, Teacher, Student, and Parent Surveys, along with informal input by principals and facilitators.

Basic organizational structure of the program, including major components and activities:
Services are provided to kindergarten students in a weekly, 30 minute, whole class enrichment environment from August through February. Kindergarten students who are identified in the early spring begin services March 1 in a 2 hour, weekly designated ALPS class. The facilitators continue to provide whole class enrichment to the kindergarten classes for the remainder of the school year, schedules permitting.

In grades 1 – 5, students are pulled out of the regular classroom once or twice a week for a three hour ALPS class. In the middle school, students receive their services through English in a class that meets for 45 minutes daily, as well as differentiation in other core classes, according to student choice. At the high school level, students in grades 9 and 10 receive services through a preAP English class that is composed of ALPS students. In grades 11 - 12, students receive services in the core content areas of their choice through the preAP and Advanced Placement classes, as well as through college courses offered through independent study.

Curriculum Design:

The curriculum provides for modifications in depth, complexity, and pacing of the general school program, with opportunities for independent investigations and research, divergent and productive thinking that challenges existing ideas, and creative problem solving. This curriculum is provided in flexible grouping patterns.

Results of evaluation:

From the May 2008 PEIMS information, BISD had 182 students participating in the program, which reflects 5.5% of the student population. The standard for identification is 5.0%, so BISD is slightly above, but in line with the appropriate identified population (Burkburnett ISD Populations Impact Level, Fall 2005). In 2006-2007, the enrollment was 199 students, constituting 5.8 percent of the student population.

Overall, students in the ALPS program performed well on the TAKS test. BISD students' average scale scores were above the state averages in all areas. 100% of the ALPS students met the passing standard in all but one of the 27 tests.

Five grade levels had content areas with 100% commended: 5th grade science, 6th grade reading, 7th grade reading and writing, 8th grade reading and social studies, and 10th grade social studies. Eleven areas had percent commended above 80%. Two grade levels had low percentages of commended students in at least one content area: 10th grade math (44%), and 11th grade reading (50%) and science (32%).

Since high school ALPS students participate in the advanced placement program (but not all students in AP are in ALPS), the following AP results should be noted:

U.S. History	52 test takers, 9 students scoring 3 or above
Biology	16 test takers, 7 students scoring 3 or above
Chemistry	15 test takers, 10 students scoring 3 or above
Eng Lang/Comp	64 test takers, 42 students scoring 3 or above
Eng Lit/Comp	49 test takers, 22 students scoring 3 or above
Environmental Sci	10 test takers, 4 student scoring 3 or above
Govt & Politics	42 test takers, 11 students scoring 3 or above
Calculus AB	32 test takers, 18 students scoring 3 or above
Physics	18 test takers, 12 students scoring 3 or above
Statistics	16 test takers, 8 students scoring 3 or above

The total tests taken for the district was 315, up from 269, with 143 scores of 3 or above (up from 111), for a total of 45% of test takers receiving scores high enough to be considered for college credit, which is up from 41% last year.

Surveys

For the following surveys, it should be noted that the elementary surveys had slightly different questions than the other two levels.

Parent Surveys

Elementary: Each elementary campus had between 10 to 12 parents complete the survey. Forty-one percent of the parents had a child that had participated in the program for one year (as compared to 31%), and 34% had students that had participated for three to five years (as compared to 38%).

Many strengths are apparent. All of the parents understood the selection process (74% as compared to 100%), and agreed that the program allowed their child to explore areas that expand on the regular curriculum (100%). They were in agreement that the program has allowed their child opportunities to become a more creative learner (100% as compared to 98%), their child's

gifted abilities have been nurtured through the program (100% as compared to 93%), and that the topics and skills studied in ALPS were appropriate for their child's area of giftedness (93% as compared to 91%). Almost all of the parents felt that it is important for ALPS students to be grouped together (97% as compared to 98%) and that their children feel comfortable with themselves as ALPS students (97% as compared to 98%). Most of the parents felt that the program allowed their child opportunities to work as a leader (87% as compared to 81%), and to participate as a team member (97% as compared to 100%). The parents feel that the classes are appropriately challenging for their child (93%), and they indicate that their child has enjoyed their ALPS classes (100%).

Two areas of weakness were lower this year than last year. In terms of parent/teacher communication being helpful in providing information concerning what is being taught or covered in the ALPS classroom only 74% agreed, as compared to 88% last year, and in terms of understanding why their child was retested for the program when they transferred into the district, 77% agreed, as compared to 86% last year. In addition, 77% of the parents felt that their child has gained a better knowledge of his/her academic strengths and weaknesses as a result of the program, which is the same as last year.

Middle School: Sixty-two percent of the parents responding have had children in our program from 2 years to 10, which indicates that responses were primarily based on more than a single experience with the program. Last year eighty-seven percent of the parents had children in the program for more than 2 years.

Five areas were identified as having the same strengths as the elementary, which indicates consistency throughout the program from elementary through middle school. Those areas are: understanding how the child was selected for the program (92% as compared to 100%), their child has the opportunity to explore areas that expand on the regular curriculum (83% as compared to 91%), the importance of ALPS students working together (92% as compared to 97%), the program has allowed their child opportunities to participate as a team member (92% as compared to 91%), and their child feeling comfortable as an ALPS individual (100% as compared to 96%). In addition, parents at the middle school believe that their child's gifted abilities have been nurtured through the program (75% as compared to 87%), and that their child has had opportunities to become a more creative learner (92% as compared to 87%).

At the middle school, parents feel that the ALPS classes have been appropriately challenging for their child (75% as compared to 83%), that their child has enjoyed his or her ALPS classes throughout school (92% as compared to 82%), and 66% understood why their child was retested for entry into the program as a transfer (as compared to 86%).

Contrary to the elementary school level, only 82% of parents feel that parent/teacher communication has been helpful in providing information to them (as compared to 70%), and that the program has allowed their child opportunities to become a better problem solver (92% as compared to 78%). Only 75% of the parents believed that their child was being well prepared for high school through their ALPS and preAP classes, as compared to 78%, and that the topics and skills studied in ALPS have been appropriate for their child's area of giftedness (67% as compared to 87%).

In an area showing a large, positive change, 92% of the parents felt that their child has gained better knowledge of his/her academic strengths and weaknesses as a result of the program, as compared to 77%.

High School: Eighty-five percent of the respondents are parents whose child has been in our program from 3 to 10 years.

Four areas were identified as having the same strengths as the elementary and middle school, which strongly indicates consistency throughout the program from elementary through high school. Those areas are: understanding how the child was selected for the program (100%), the importance of ALPS students working together (100% as compared to 96%), their child feeling comfortable as an ALPS individual (85% as compared to 91%), and their child exhibits a willingness to participate as a team member (92% as compared to 100%).

In addition, parents at the high school, like those at the middle school, agreed that their child has enjoyed their ALPS classes throughout school (77% as compared to 83%), their child's gifted abilities have been nurtured through the ALPS program (85% as compared to 87%), and the ALPS classes are appropriately challenging for their child (83%).

Unlike the middle school parents, 85% of high school parents believe that the program has helped their child become a more creative learner (as compared to 70%), 92% feel the program has improved their child's ability to become a better problem solver (as compared to 74%), 54% said that parent/teacher communication has been helpful in providing information (as compared to 54%), and 77% feel that their child has gained a better knowledge of his/her academic strengths and weaknesses as an ALPS student (as compared to 78%). They also believe that their child is being well prepared for college through the program (85% as compared to 87%).

Regarding the appropriateness of topics and skills studied in ALPS, 77% of parents felt that the topics and skills addressed their child's areas of giftedness (as compared to 65%), and 85% felt that the program allowed their child opportunities to work as a leader (as compared to 70%). They also believed that their child has the opportunity to explore areas that expand on the regular curriculum (77% as compared to 91%).

Forty-three percent of the parents of transfer students understood why their child was retested for the program (as compared to 75%).

Overall, from the parents' point of view, the program selection process is well understood, the opportunity through ALPS for the grouping of students with like abilities is important, the curriculum is appropriate in content and level of challenge, independent learning is supported, and students are well prepared for high school and college work.

Contact with parents still needs to be improved throughout the program, especially at the secondary level.

Student Surveys

Elementary:

In terms of strengths, the students felt comfortable in the ALPS program (97%, as compared to 100%), they think the activities in their ALPS classes are interesting (98% as compared to 100%), they are comfortable interacting with other gifted students (100%, as compared to 95%), their ALPS teachers understand their needs as gifted students (98% as compared to 94%), the ALPS program has helped them become a more independent learner (95% as compared to 94%), they are more creative thinkers because of the program (93% as compared to 88%), and they are better problem solvers because of the program (98% as compared to 86%). They also understand why

they need to interact with students of varying abilities (91% as compared to 84%), and they are provided opportunities to create interesting products in the program (98% as compared to 95%).

Almost all of the students feel that their ALPS classes are appropriately challenging (compared to two-thirds), that the curriculum in their other classes provide them opportunities as critical thinkers, and that the program has helped them feel more accepted at school. The students also state that they feel challenged in other classes in addition to ALPS.

For the third year, elementary students cited the following as weaknesses: their other classes do not challenge them as a gifted learner (45% as compared to 49%).

Middle School: Thirty-one students completed the survey.

Several strengths were identified at this level. Many (81% as compared to 94%) respondents felt that their ALPS classes were appropriately challenging and that they were comfortable interacting with other gifted students (93%). Ninety-seven percent felt comfortable in the ALPS program (compared to 92%), believed that their teacher understood their needs as gifted students (80%), and were pleased with their experience in ALPS (90%). Students also understood why they need to interact with students of varying abilities (87%), while 78% agreed that the activities in the program were interesting (down from 86%), and that preAP classes were challenging (84%). Other areas that students were very positive in their responses include that classroom instruction reflected the needs of the ALPS students (82% as compared to 81%) and 84% felt that they were challenged in other classes as well as ALPS, as compared to 88%.

Other responses indicate that students felt that the curriculum met their need for critical thinking skills (74%), that the ALPS program was preparing them for high school (71%), that they felt that their assignments were appropriately challenging and interesting (71% as compared to 83%), and that their input in the classroom was valued (68% as compared to 83%). Sixty-five percent of the respondents indicated that they were better problem solvers because of the program (as compared to 78%), while 61% felt that they were more creative thinkers because of the program (as compared to 73%). Sixty-seven percent felt that the preAP program has helped them become more independent thinkers (as compared to 75%), and 61% felt that the ALPS program has helped them become more independent learners (as compared to 72%).

Sixty-six percent (up from 61%) of the students said that the program had helped them understand themselves better, and 45% indicated that the program had helped them feel more accepted at school (as compared to 53%).

High School: The twenty-two responses for these surveys came from 9th through 11th grade students.

Students indicated that they feel comfortable in the ALPS program (96% as compared to 100%), the curriculum meets their need for critical thinking skills (95% as compared to 100%), they are pleased with their experience in ALPS (91% as compared to 96%), their preAP classes challenged them (91% as compared to 96%), the ALPS program has helped them become more independent learners (77% as compared to 91%), the ALPS program has better prepared them for college (96% as compared to 91%), their ALPS classes are appropriately challenging (95% as compared to 91%), and they feel comfortable interacting with other gifted students (95% as compared to 91%). Eighty-two percent of the students indicated that they were challenged in other classes, in addition to their ALPS class (as compared to 96%).

Students also felt that their ALPS teacher understood their needs as a gifted student (90% as compared to 87%), why they needed to interact with students of varying abilities (82% as compared to 87%), that the ALPS program had helped them become more independent learners (73% as compared to 83%), assignments were appropriately challenging and interesting (95% as compared to 84%), they were more creative thinkers because of the program (68% as compared to 83%), and that the curriculum met their need for creative thinking skills (82% as compared to 83%).

Seventy-eight percent of the respondents felt that the activities in the program were interesting as well, that their input in the classroom was valued (59% as compared to 78%), and some (82% as compared to 74%) felt that they were better problem solvers because of the ALPS program.

Two areas that might be of concern include the ALPS program nurturing the students' self confidence (45% as compared to 62%) and that students have learned ways to understand themselves better by being in the ALPS program (64% as compared to 57%).

Overall Comments:

Several of the strengths are similar to those identified in earlier grades.

All three grade levels: They feel comfortable in the program, they feel comfortable interacting with other gifted students, their teachers understand their needs as gifted students, the activities in their ALPS classes are interesting, they understand why they need to interact with students of varying abilities, and their ALPS classes have helped them become more independent learners,

Middle and high school students felt that their ALPS classes were appropriately challenging, they have been pleased with their experience in the program, the curriculum meets their needs for critical thinking skills, assignments are appropriately challenging and interesting, they are challenged in their preAP classes, and the program has had some impact on their problem-solving abilities as well as creative thinking. Students in both schools also felt that their ALPS program prepared them for the next level of schooling: high school and college.

Middle and high school students also indicated that the ALPS program has not had a significant impact on their ability to understand themselves better, although it has had some influence.

Overall, students evaluate the ALPS program quite highly and indicate that they have enjoyed their experience while in the program.

Staff Surveys

Elementary: Twenty-two staff members responded to the survey. Surveys were only sent to teachers who have ALPS students in their classrooms.

The staff understands why there is a need for a yearly gifted education staff orientation for all (82% as compared to 81%), they understand why gifted students need to spend time with their intellectual peers during the school day (95% as compared to 88%), they believe the ALPS curriculum addresses appropriate grade level content (81% as compared to 56%), and they are confident in their ability to work with gifted students who are in their classes (96% as compared to 82%). More than two thirds of the staff understand the ALPS selection process.

The staff do not believe that the ALPS teachers have sufficient interactions with regular classroom teachers (57% as compared to 60%), they question whether the program meets the academic needs of gifted students (64% as compared to 61%), and many do not believe that the program correctly identifies our gifted students who should be involved in the program (43% as

compared to 40%). Half of the staff need additional information to help them extend their learning activities to challenge the gifted students in their classes.

Middle School: Sixteen staff members responded to the survey.

The staff clearly understands the focus of the ALPS program (88% as compared to 90%), they understand why gifted students need to spend time with their intellectual peers during the school day (87% as compared to 96%), they are confident in their ability to work with gifted students who are in their classes (94% as compared to 82%), they agree that the ALPS program meets the academic enrichment needs of gifted students (63% as compared to 79%), and they understand the ALPS selection process (75% as compared to 79%). The teachers understand why there is a need for a yearly gifted education staff orientation for all (68% as compared to 77%).

In terms of the ALPS teachers having sufficient interactions with the regular classroom teachers, 64%, as compared to 69%, of the staff agreed. Forty-seven percent, as compared to 60%, believe that the focus of the ALPS classes is consistent across grade levels, sixty-one percent agree that the ALPS program meets the academic needs of gifted students (up from 39% last year), and 6% do not believe that the program correctly identifies gifted students, as compared to 39%.

Common concerns across elementary and middle school staff are: ALPS teachers not having enough interactions with regular classroom teachers, about the ALPS curriculum adequately serving the students' needs or addressing grade level content, and the need for yearly gifted education staff orientation for all. The staff is not sure that the program correctly identifies the gifted students who should be involved in the program

Both levels of teachers understand why there is a need for a yearly gifted education staff orientation, they understand why gifted students need to spend time with their intellectual peers during the school day, they understand the ALPS selection process, and they are confident in their ability to work with gifted students who are in their classes.

High School: Twenty-two staff members completed the survey. It should be noted that on many of the responses, the "undecided" responses ranged up to 62% of those surveyed, which makes it hard to determine whether there are areas of concern or just lack of information or knowledge about the program.

The high school staff understand why gifted students need to spend time with their peers during the school day (82% as compared to 84%), they are confident in their ability to work with gifted students who are in their classes (82% as compared to 84%), and less than half of the staff do not need additional information to help them extend their learning activities to challenge the gifted students in their classes.

Several concerns were identified, some of which were consistent with prior year results. The teachers do not perceive that the ALPS teachers have sufficient interactions with regular classroom teachers (45% as compared to 59%), they do not understand why there is a need for annual gifted orientation for all staff (64%), they do not think that the ALPS program does an adequate job of serving the academic enrichment needs of gifted students (59% as compared to 55%), and they are not sure that the program correctly identifies students to be served (51%, with 46% undecided), but only half of the staff understand the ALPS selection process.

Almost two-thirds of the staff understand the focus of the ALPS classes, but only 33%, as

compared to 35%, agree that the focus of the ALPS classes is consistent across grade levels. This response had the largest percentage of “undecided”, at 62%, which may indicate that teachers are unfamiliar with the curriculum for ALPS students in content areas other than their own.

Common concerns across all three levels of the program include: ALPS teachers do not have sufficient interactions with regular classroom teachers, they do not feel that the ALPS curriculum meets the needs of ALPS students, and that the program correctly identifies the gifted students who should be in the program.

There seems to be an understanding of the focus of the ALPS classes at the middle and high school. There is more agreement at the middle school about the focus of the ALPS classes being consistent across grade levels than at the high school. Two levels understand why there is a need for a yearly gifted education staff orientation for all, and the staff at all levels are confident in their abilities to work with gifted students who are in their classes.

Overall comments:

There are differing perspectives between the views of staff responses and student responses. While the elementary staff did not believe that the ALPS curriculum addressed appropriate grade level content, nor met the academic needs of gifted children, the students who were surveyed indicated that their classes were appropriately challenging.

At the middle school, staff expressed some concern that the ALPS curriculum might not address the appropriate grade level content, and that it might not meet the academic needs of the students. From the students’ perspective, however, the students were extremely positive in terms of their ALPS classes being appropriately challenging, the curriculum met their needs for critical thinking, their preAP classes were challenging, the ALPS program was preparing them for high school, and that their assignments were appropriately challenging and interesting. They also felt that classroom instruction reflected their needs as ALPS students.

At the high school level, teachers expressed some concern that the ALPS program does not do an adequate job of serving the academic enrichment needs of gifted students. The students, however, were very positive in their views of the program and how it has met their needs. They felt that the curriculum met their needs for critical thinking skills and creative thinking skills, they felt that the classes were appropriately challenging and prepared them for college, and that their assignments were appropriately challenging and interesting. They also indicated that the program had helped them to become more independent learners, and they overwhelmingly stated that they were pleased with their experience in the ALPS program.

Resources consumed (human, material, time):
Budget for ALPS: \$ 184,197
Budget for preAP/AP: \$55,609 (does not include salaries)

Cost of program per student:
ALPS: \$1,012
PreAP/AP – not known (includes students who are not in ALPS)

Total budget of program: \$ 239,806

Describe how the program supports district and or campus goals/plans:
The ALPS program supports the BISD District Plan’s Goal Statement 1: Increase student achievement and strengthen educational programs to focus on real world expectation, and incorporate best thinking in the field. Students who are in the program show strong academic

achievement, and the staff development that is provided to both the facilitators and general staff is founded in best practices, based on research. This also supports Goal Statement 2: Provide staff development to enhance the quality of teaching, develop highly trained teachers, and retain quality staff members.

Because of the multiple opportunities of the ALPS facilitators to interact with parents, the program also supports Goal Statement 3: The district will strive to increase involvement of parents and community members in the educational process. This is an ongoing process, as communication with parents is also a challenge, as evidenced by parent survey results.

Highlights:

K – 3:

Enrichment activities included the study of various books, kindergarten pull-out studied ants and frogs and wrote poetry and made flip-flop books. Grades 1 – 3 developed powerpoint presentations and studied bats, poetry, art, “Physics through the ages”, and simple machines. Study trips included Bat World in Mineral Wells, Sign-On in Burkburnett, Region 9, the bowling alley at SAFB, and the Burk Boot Shop.

Grades 3 - 4:

Life cycles, weather, art, chess, biographies, science experiments, book study, and studied the composition of the Pledge of Allegiance. The classes studied about newspapers and wrote their own newspaper, and participated in a chess tournament with a neighboring school district. Study trips included River Bend Nature Center, Times Record News, and City View ISD.

Grade 5:

Life cycles, maps, chess, art and artists, medieval era, biographies, kite-making, studied the composition of the Pledge of Allegiance, and completed a book study. The classes participated in a chess tournament with a neighboring school district. Study trips included River Bend Nature Works and Medieval Times.

6th Grade:

Attended the robotics academy, created their own photo story, and studied money. Study trips included National Bureau of Engraving Printing and Fort Worth Stockyards.

Grades 7 – 12 not available.

How have the results of this program been shared with parents and the community?

Historically, the results have been shared with the facilitators and principals so that acknowledgements for superior performance may be made, as well as identification of areas needing improvement.

TAKS scores are included in district and campus reports, which are used by campus and district based teams during planning sessions. These teams have parent and community members.

The evaluation will also be placed on the intranet and internet.

Was the program developed in a collaborative manner? Describe, including names of those involved.

Since this is an existing program, the exact origin and circumstances associated with the early beginning phase is not known. However, the ALPS facilitators meet and discuss the needs of the

programs, and often plan together. Mrs. Gray and Mrs. Miller confer and at times plan together. The secondary teachers plan with their colleagues. All of the ALPS teacher/facilitators meet periodically throughout the year and address aspects of the program.

Describe improvements/changes in program since last evaluation/review

The enrollment in 2004 – 2005 was 205 students, 191 in 2005 – 2006, and 199 in 2006 – 2007, and 182 in 2007 – 2008, which represents a consistent identification and enrollment.

Based on the recommendations from previous ALPS Program Evaluations, the high school campus continued meetings with parents, as well as increased information sent home to parents, in an attempt to keep parents more informed, and other campuses made concerted efforts to keep parents informed. Elementary campuses held parent night or a parent meeting to discuss the program and what to expect for their children as they participated in the program. District wide staff development has continued to be focused on each campus completing either an on-line study or book study on the following topics: Removing the Mask by Ruby Payne – On Line Model*, Underachievement of Gifted Students – On Line Model, Web Quest – On line, Differentiation in the Classroom – Carol Ann Tomlinson – On Line Model. This rotational model allows all campuses, over a four year time frame, to experience each of the topics, in an effort to better educate the staff regarding successful strategies to use with gifted students, although the strategies will benefit all students. This was the last year for the rotation.

Each campus conducts teacher orientations every year as required by the state plan, and the selection process is one of the topics that is covered, along with discussions regarding the characteristics of gifted children. Even though these meetings occur, it is evident from the staff surveys that our staff still does not understand the process, the selection criteria, the characteristics of gifted children, or the program as a whole. The facilitators developed a powerpoint presentation that was used at the campuses to conduct the faculty orientation, and the presentation seemed helpful.

Hopefully, the screening process will soon include additional products that are based on other areas besides ELA. The ALPS classes, especially in the elementary levels, address all four curriculum areas, so that all students have the opportunity to participate in learning activities that address their areas of strength and interest.

Describe recommended improvements/changes to this program based on latest data collection:

Communication between the facilitators/teachers and parents must continue to improve, as well as communication about the program to the staff at large. Annual gifted education orientation is required by the state at each campus, and facilitators, counselors, and administrators must provide documentation that such an orientation is conducted. From the staff surveys, however, it appears as though this orientation needs to be improved, as there are still many misperceptions about the program. The disconnect between the parent and student responses and the staff responses needs to be continually investigated to determine the cause of such diverse perceptions.

In terms of staffing, the program can be continued by using two full time elementary facilitators, a 6th grade facilitator, one 7th and 8th grade ELA facilitator, one high school English facilitator, and various preAP and AP teachers in the other content areas.

Is it recommended that this program be continued? Yes

What are the limitations of this program?

The only limitations of the program are that the number of students being served changes from year to year, as students move in and out, and there are some years in which no students at a particular grade level are identified. The program is extremely flexible in that it can be restructured or modified to meet the demands as determined at the end of each school year.

Other limitations include attitudes that all staff have toward gifted students. The purpose of continued staff development and orientation sessions has been to increase the knowledge level of all staff so that they can better address the specific needs of their gifted students. If everyone does not support and implement the philosophy of working with gifted students, the students will not receive effective services.

What alternative funding sources have been used/sought to support this program?

The middle school and high school are recipients of a grant from the Priddy Foundation which has established a partnership between Burkburnett ISD and Advanced Placement Strategies. This program has provided intensive staff development that is content based for English, Math, and Science. In addition, resources for supplies and reward incentives have been established for administrators, teachers, and students, as applied toward AP test scores. The district receives \$65,500 from the Foundation, and matches that amount with in-kind resources. The 2008 – 2009 school year is the last year of the grant. The district will pursue an extension of the grant for 2009- 2011.