

Flossmoor School District 161 Gifted Benchmarking Study and Overview of NUMATS

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Agenda

- Introductions
- Need for gifted program benchmarking
- Study components
- Call for participation

Why Study Gifted Services?

- Better understand the needs of local gifted and talented students
- Better understand the degree to which gifted students' needs are being addressed
- Better understand stakeholder values and priorities
- Inform planning for improvement
- Establish a baseline for evaluating results of future improvement efforts

Study Components

- Surveys of stakeholders
 - Parents
 - Students
 - Faculty and Administration
- Focus group interviews
- Above-grade-level assessment
- Presentation of findings and recommendations

Boundaries

- This study will produce data to help inform future planning efforts
- Data collected through this process will *not* be used in program placements, grading, or staff evaluations
- Third-party evaluator (CTD) will protect participants' privacy

Comparison Benchmarks

- National Association for Gifted Children Programming Standards
- Other Midwestern districts participating in Northwestern University's Midwest Academic Talent Search (NUMATS)

Surveys

- Parents, faculty, and school leaders will receive invitations to participate in online surveys this fall via SurveyMonkey
- CTD manages the survey process
- Only aggregated results and de-identified comments will be shared with the district

Focus Groups

- Focus group interviews will provide opportunities to:
 - Probe issues that emerge from survey data in greater depth
 - Gather input on issues not addressed by the survey
- Facilitated by CTD
- Conducted with groups of parents, faculty and staff, and students
- District 161 will send details soon regarding dates, times, and locations

Assessment Component: NUMATS

What is NUMATS?

- Valid assessment using *above-grade-level* testing
- Targeted online resources that promote academic growth
- Access to a community of peers and experts

Grade-level achievement tests and gifted students

- Gifted children often encounter “ceiling effects” on these tests, i.e., the full extent of their ability and achievement are not measured
- There are educationally significant differences between students who earn similar scores at the high end of the range
- Because of these limitations, grade-level assessment data is not precise enough for our study

NUMATS Assessments

- **EXPLORE**
 - Designed for eighth graders and used for high school placement
 - Offered to students in grades 3 through 6
- **ACT**
 - Designed for eleventh and twelfth graders and typically used for college admissions
 - Used in NUMATS for grades 7 through 9

Why These Tests?

- Designed from the beginning to predict readiness for success in college
- Superior to grade band-focused assessment for identifying advanced ability
- Guide individual students by mapping score trajectory over time

Results for School

- CTD will include aggregated, de-identified data in our report
- You may choose whether or not to have your child's individual scores shared with district
- College admissions offices cannot access your child's NUMATS scores unless you explicitly request that your scores be shared

Follow-up Resources Online

- Parents receive customized report showing how your gifted student compares with other gifted students his/her own age
- Access to resources on parenting, academic planning by gifted education experts
- Professional development and planning resources for educators
- Additional Benefit: [CTD Backpack](#)

Please Participate!

- You know your kids better than anyone. Your expertise is needed.
- Opportunity to learn more about your child's strengths and how to develop them
- Opportunity to help inform future program development and district improvement efforts

Other CTD Opportunities

- Accelerated Weekend Experience
- Saturday Enrichment Program
- Gifted LearningLinks

Questions?



Thank you!

For more information about NUMATS

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