

MONITORING

The Colorado Department of Education Gifted Education monitors the BOCES to be certain we are functioning in a manner that is aligned with state regulations regarding the Administrative Unit's Gifted Education Program Plan, identification process, and programming. (The Administrative Unit is made up of nine school districts, so if one district is not in compliance, the entire AU is cited).

In our BOCES on-going monitoring includes regional monitoring by the BOCES and State Monitoring:

- Annual data review and reporting (demographics and student achievement/growth) and analysis of trend data
- Annual review and updating SJBOCES and individual district goals written in the Program Plan
- Collaborative development of the annual budget and report to CDE and posting them on the SJBOCES Gifted Education Website.
- Periodic self-evaluation using a set of standards regarding best-practices in Gifted Education
- Periodic surveys of students, parents, administrators and teachers

Every four years at a minimum the region has a Gifted Education Review and hosts an on-site team of auditors who review documents and interview stakeholders. Our last review was held in September of 2014. Areas identified as not yet in compliance include:

1. Personnel -Provide training for District Leadership Teams, superintendents and principals to increase knowledge of gifted student characteristics and best practices in gifted education; train unendorsed gifted education staff at the district level to increase skills by taking classes and/or participating in regional professional development so they can provide leadership in their districts; review rules as outlined in Exceptional Children Educational Act (ECEA) with school counselors, classroom teachers and administrators and use the Gifted Education Guidelines to implement these rules.
2. Programming - Show evidence/self-evaluate that differentiation in students' areas of strength is provided daily during regular instructional periods in all content areas; develop strength-based Advanced Learning Plans (ALPs) using a collaborative process among parents, students, teachers and gifted education representatives; collaborate with member districts on ways to monitor ALPs within existing student reporting periods for adjusting or updating student programming.

Periodic review and technical support is available to promote continual improvement towards meeting all compliance requirements.