



Ray-Pec School District

District Gifted
Program Review
February 2016





Team Members

Dr. Al Voelker – Assistant Superintendent of Academic Services

Dr. Kristel Barr – Director of Secondary Education

Dr. Michelle Hofmann – Director of Elementary Education

Dr. Lovie Driskill – Principal, Timber Creek Elementary

Kathy Payne – Elementary LEAP teacher, Stonegate

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Program Impact

L.E.A.P. stands for Logic, Enrichment, and Academic Pursuit, and our L.E.A.P. teachers work to facilitate development of these umbrella areas within our students.

L.E.A.P. continues to serve our students in Grades 2-8, and this year advisory opportunities are available to high school students.

L.E.A.P. includes opportunities to participate in activities that enhance problem-solving, critical thinking, creativity, and affective needs among our gifted students.



Program Highlights

An average of 135 students in Grades 2-8 have been served annually by our gifted program. 149 students are currently enrolled for 2015-16:

- 31 Elementary
- 62 Intermediate
- 56 Middle

L.E.A.P. addresses the following areas:

- Logic/Reasoning
- Enrichment/Creativity
- Academics
- Affective needs



Previous Department Goals & Results

- ❖ Goal 1: During the 2014-2015 school year, two research-based assessment tools will be identified for recognizing the nontraditional gifted student as measured by a rubric.
 - Students can be nominated via either a parent or a teacher as an alternate means of referral for evaluation. This ensures students who may not meet the academic screening criteria, including those statistically underrepresented in some gifted programs, have an alternative path to evaluation. Additionally, this year we will use the most current version of two instruments: The Academic Achievement instrument (ITBS/IOWA) and updated Reasoning instrument known as the CogAT.
- ❖ Goal 2: During the 2014-2015 school year, baseline data will be gathered of the affective needs of current high school LEAP students as measured by an affective needs student survey.
 - The survey was conducted at the high school. Results from the survey led to the creation of a high school LEAP advisory position.
- ❖ Goal 3: During the 2014-2015 school year, LEAP students will have two additional opportunities to participate in competitions that apply creativity and critical thinking strategies.
 - In 2014-15 new student opportunities included Doodle for Google, PBS Kids Writers Contest, and the Elementary-level Gifted Association Story/Poetry Contest. In 2015-16 so far, two new opportunities include GoQuest writing competitions and Rick Riordan's Mythology Writing contest. Overall, over the past two years, total entries have risen from 215 to 303. Participation in the Extempore statewide gifted competition has risen from 48 to 93.

Ray-Pec Program Scorecard: Gifted

			SCORING CRITERIA										
			Basic			Nearing Goal		Goal	Advanced				
	Measures	Feb. 2016	1	2	3	4	5	6	7	8	9	10	Raw Score
1	Percent of gifted students meeting or exceeding expected SRI growth	92.25%	87%	88%	89%	90%	91%	92%	93%	94%	95%	96%	6
2	Percent of 2nd grade LEAP students engaged in "exploratory" creative thinking modules at the top two levels of Bloom's 1/3 of the time.	TBD	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	TBD
3	Percent of parents indicating that participation in the gifted program provides their child opportunities to learn how to cope with common social and emotional concerns of gifted students.	68%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	6
4	Percent of students indicating that participation in the gifted program helps them learn how to handle when things feel tough or when they have problems with peers	53%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	4
5	Percent of students indicating that the gifted program provides them choice in what they learn.	66%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	6
TOTAL SCORE			1	2	3	4	5	6	7	8	9	10	5.50



Department Goals

- ❖ Goal 1: By the end of the 2016-2017 school year, the percent of 2nd grade elementary gifted students completing creative thinking “Exploratory” activities at the top 2 levels of Bloom’s Thinking Taxonomy will increase 15%.
- ❖ Goal 2: By the end of the 2016-2017 school year, the percentage of parents indicating that participation in the gifted program provides their child with opportunities to learn to cope with common social and emotional concerns of gifted students will increase from 68% to 73%.
- ❖ Goal 3: By the end of the 2016-2017 school year, the percentage of students indicating that participation in the gifted program helps them learn how to handle when things feel tough or when they have problems with peers will increase from 53% to 63%.
- ❖ Goal 4: By the end of the 2016-2017 school year, the percentage of students indicating that the gifted program provides them choice in what they learn will increase from 66% to 76%.



Opportunities for Improvement

The L.E.A.P. committee met multiple times in the fall of 2015 and selected the following areas of emphasis for continued improvement:

1. Continue to work on developing high school advisory services.
2. Continue to focus on extension opportunities
3. Explore robotics opportunities
4. Review programming for profoundly gifted



Gifted Program Review

Questions