



Ray-Pec School District

District Gifted
Program Review
February 2018



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

Benjamin Sheldon – Elementary LEAP teacher, Stonegate

Tori Wellman – Middle School LEAP teacher



Program Impact and Highlights

- ❖ 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 of 1) Logic/Reasoning 2) Enrichment/Creativity 3) Academics and 4) Affective Needs
- ❖ The L.E.A.P. program serves approximately 198 students in Grades 2-8 this year, an increase of approximately 50 students over the past two years.
- ❖ Advisory opportunities are available to high school students.
- ❖ Highly positive survey results from parents and students in several areas.
- ❖ Expanded robotics opportunities at elementary and secondary



Previous Department Goals & Results

- ❖ 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%.
 - ❖ Result: Increase of 25%. Therefore this goal was met and surpassed.
- ❖ 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 will increase from 68% to 73%.
 - ❖ Note: The original baseline of 68% included 13% of parents who marked “do not know.” The actual baseline was 54%.
 - ❖ Result: 55%, which is a 1% gain. Therefore this goal has not yet been met.
- ❖ 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%.
 - ❖ Result: 53%. Therefore this goal has not yet been met.
- ❖ 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%.
 - ❖ Result: 82%. Therefore this goal was met and surpassed.

Ray-Pec Program Scorecard: Gifted

			SCORING CRITERIA										
			Basic			Nearing Goal			Goal	Advanced			
	Measures	Feb. 2018	1	2	3	4	5	6	7	8	9	10	Raw Score
1	Percent of gifted students meeting or exceeding expected Lexile growth.	96%	72%	75%	78%	81%	84%	87%	90%	93%	96%	99%	9
2	Percent of students indicating participating in the gifted program helps them feel excited about learning.	59%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	5
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.	55%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	5
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%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	4
	TOTAL SCORE		1	2	3	4	5	6	7	8	9	10	5.75



Department Goals

- ❖ Goal 1: By the end of 2018-2019, the percentage of students indicating that participation in the gifted program helps them feel excited about learning will increase from 59% to 65%.
- ❖ Goal 2: By the end of 2018-2019, 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 55% to 65%.
- ❖ Goal 3: By the end of the 2018-2019 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 65%.



Opportunities for Improvement

The L.E.A.P. committee selected the following areas of emphasis for continued improvement:

1. Continue working with staff to better understand giftedness
2. Continue to work on vertical alignment and collaboration between elementary and secondary LEAP
3. Continue monitoring student enrollment to gauge needed supports



Gifted Program Review

Questions