

Program Evaluation

LEAP (Gifted Program) 2022-23

LEADERSHIP ■ ■ ■

- *What is your program's mission/purpose? How well did you serve your mission/purpose this year? How do you know?*
- *Do you plan on any changes for next year? If so, how? Why? If not, how was the mission/purpose validated?*
- *What will be your program's theme and/or central message(s) to your staff relative to your mission/purpose next year? How were those determined?*
- *What is your accountability system for supporting your mission/purpose, goals, actions, and processes? In other words, who is responsible for each of your key actions and/or processes that support your mission/purpose?*
- *What are your key teams that support your mission, purpose, goals, actions, and processes? How is our mission determined?*

The purpose of the LEAP (Logic, Enrichment, Academics, Problem-solving) Program is to provide opportunities for gifted students to experience rigorous and relevant educational challenges by using higher-order critical and creative thinking skills, preparing them for future endeavors. The purpose statement for the LEAP Program was collaboratively developed.

For the 2021-22 school year, the team prioritized renaming the program, based on ongoing discussions and best practices in the field of educational acceleration and enrichment. Through examination of the program and developing effective action steps to increase the program's impact, a discovery was made that indicated a negative correlation between stakeholder perception of the program and the terms "gifted" and "Delta." This discovery resulted in a need to address how the program was received by stakeholders, starting with the elimination of the word "gifted" and a much needed name change. By changing the name from "Delta" to "LEAP" (Logic, Enrichment, Academics, Problem-solving) the students and staff will be exemplifying the services that the program delivers. LEAP is a more active and dynamic name that illustrates what we do as a team to support our students and how our students are actively participating in their learning journey.

For the 2022-23 school year, the team has prioritized acclimating two new team members, finalizing the latest edition of our handbook and shifting to using FastBridge Universal Screening to assist in screening for LEAP.



Team Members: Dr. Jennifer Beutel, Lisa Thomsen, Dr. Amy Cordova (District Liaison), Wendy Rust, Jill Marriott

CSIP Goal: Develop and enhance quality educational/instructional programs to improve overall and individual student academic performance.

Objective A-1: The percentage of students scoring proficient or advanced on the MAP-EOC will increase annually.

CUSTOMER FOCUS ■ ■ ■

- *Who are our customers relative to this program? What are their needs? How were those determined?*
 - *What are your focus areas in better serving their needs next year?*

Eligibility for LEAP is aligned to Missouri state requirements as gifted children are “those who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued education growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.” (SHB 474, Section 162.675 RSMo)

Referral

All students in the Platte County R-3 School District will take FastBridge “aReading” and FastBridge “aMathematics” as a universal academic screener. Universal screening occurs three times a year and allows school personnel to get a snapshot of student learning. FastBridge assessments combine valid and reliable assessments in the form of both Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) to help educators identify students' academic needs (www.illuminateed.com). Students who score in the 95th percentile in reading or mathematics on FastBridge may be considered for further screening. Evaluation for placement consideration exists in stages.

Stage 1 Evaluation: *Achievement in the 95th percentile or higher in either Reading or Mathematics.*

All students in the Platte County R-3 School District will be administered a universal screener three times per year. Results from the universal screener's fall and winter national window will be utilized. Currently, Platte County R-3 administers the following universal screener:

- FastBridge Reading
- FastBridge Mathematics

A review of existing data is completed on all students who score in the 95th percentile or higher on the Universal Screener. Students who show consistent performance in Mathematics and/or Reading are placed in a talent pool for further evaluation. Parents are notified in writing through a Prior Written Notice. A Permission to Assess document will be included. A signed consent for further assessment must be returned before a student may proceed in the evaluation cycle.



Stage 2 Evaluation: *Academic Ability; Creativity, Reasoning, and Problem-Solving Ability; Other*

- SAGES-3. The SAGES-3 is a norm-referenced test used to identify students who are gifted and/or talented in general intellectual ability and academic aptitude. The SAGES-3 has two levels: K-3 and 4-8. During the second tier of evaluation, building level gifted facilitators will administer the SAGES-3 to assess academic ability in Reading/Social Studies and Mathematics/Science. SAGES-3 is also used to assess verbal and nonverbal creativity, reasoning, and problem-solving.
- The Formal Observation of Exceptional Performance Questionnaire (completed by classroom teachers and parents) is used to provide evidence of exceptional performance in other areas.

Students who score in the 95th percentile or higher in two out of the three categories are eligible to proceed to the Tier 3 evaluation. Written notice is provided to parents with results of the Tier 2 Assessments.

Stage 3 Evaluation: *General Mental Ability*

- Wechsler Abbreviated Scale of Intelligence (WASI) or Wechsler Preschool and Primary Scale of Intelligence (WPPSI): Both of these tests are used to measure General Mental Ability (often known as IQ). The test is administered individually by district personnel.

Placement

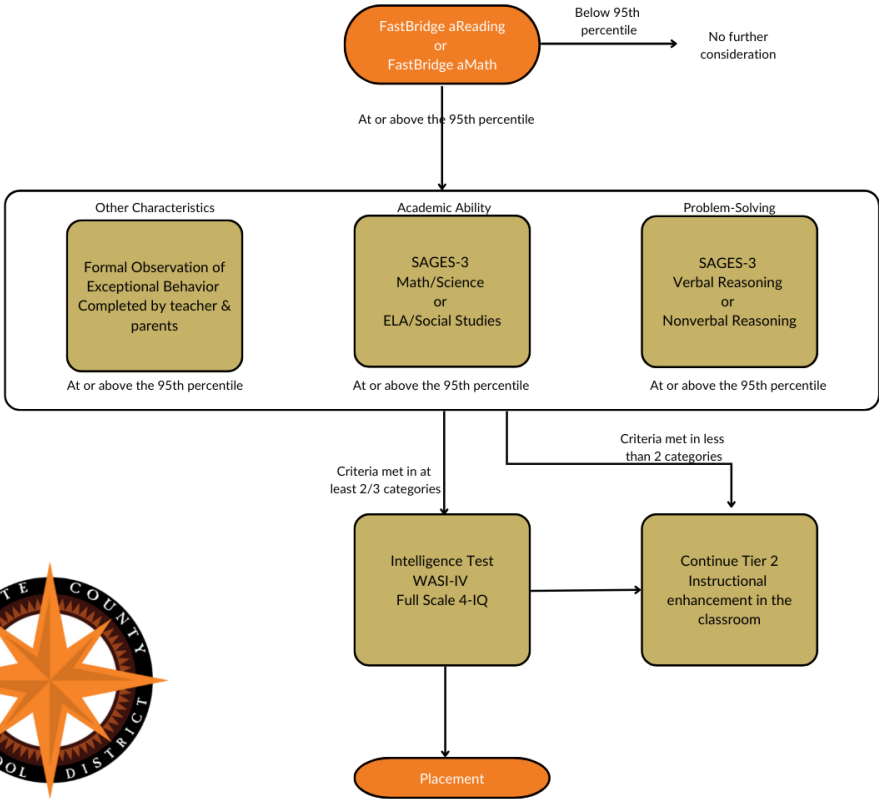
Students who score a 130+ full scale IQ qualify for placement into the gifted program. Written notice is provided to parents with results. Permission to place is also sent to parents whose students meet all eligibility requirements. Upon receipt of written permission, the student is placed in the LEAP program at the student's corresponding school. In compliance with state guidelines, students must achieve in 3 of the 4 designated target areas with the inclusion of 130 full scale IQ on the intelligence test.

Focus Areas:

- Proactive screening process based on data
- Focus on relevance and critical thinking skills
- Increased focus on social emotional needs of gifted students
- Current LEAP students: 144 (2015-2016), 138 (2014-2015), 112 (2016-2017), 142 (2017-2018), 154 (2018-19), 196 (2019-20), 158 (2020-21), 172 (2021-22), 188 (2022-23)
- First Lego League (Robotics)
- Noetic Challenge Math
- 150 minutes per week for elementary, class period for middle school, support and consultation for high school
- Additional college and career readiness support at the high school and increased gifted minutes at the high school level through PLT



LEAP Identification Process:



STRATEGIC PLANNING . . .

- *How are our goals developed?*
- *What are our long term goals?*
- *What are our short term goals?*



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- *What are your objectives to determine progress?*
 - *Which CSIP strategies/actions are most related to the goals of this program?*
 - *How does your budget align to your strategic plan?*

LEAP program goals flow directly from Tier 1 instruction and are aligned with the National Association of Gifted Children Standards. Instructional activities are aligned to the goals and meant to increase achievement of students already demonstrating proficiency in the general education classroom. In 2022, Missouri Department of Elementary and Secondary Education released [Missouri Gifted Learner Outcomes](#) (M-GLO). Currently, the LEAP department is analyzing current practices to ensure alignment with expectations at the state level.

LEAP Program Goals:

- The LEAP Program will increase the number of students who scored advanced on the MAP/EOC assessments.
- The LEAP Program will facilitate challenging learning opportunities that prepare students for future career and college readiness.

Objectives:

- Annually, 95 percent of LEAP students will score advanced on the MAP/EOC assessments.
- Feedback will be gathered each year on parent satisfaction and will be used to analyze and improve gifted programming.

WORKFORCE FOCUS ■ ■ ■

- *How do we determine what our staff needs?*
- *What are we doing to support our staff to achieve our goals?*

LEAP staff need collaboration time to calibrate pacing and delivery. Participation in building specific professional development and activities has increased general education collaboration, but taken away from LEAP-specific collaboration. To address the need for ongoing collaboration, LEAP staff will continue to have monthly meetings. Area-wide professional development for LEAP teachers has been beneficial and should be prioritized. The use of [Gifted360 PD](#) has also enhanced professional development opportunities for our gifted facilitators, allowing for individualization and personalization of the adult learning experience.

PROCESS ■ ■ ■

- *What processes did you develop or improve this past year? How were those developed or improved?*



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- *What processes will you need to develop or improve next year to support the achievement of your goals? How were those identified? How will those be developed or improved? What process/improvement actions did we focus on last year to improve this program?*
 - *What processes/improvement actions will we focus on this year to improve our processes?*

Prior Process Improvement Actions:

- Additional staff member has allowed for increased collaboration, instructional efficiency, parent partnerships and high school advisement
- Data, advocacy, and college and career readiness for LEAP students beyond middle school
- Added parental observation to identification criteria

Process Improvement Actions:

- Completion of a LEAP Handbook and roll-out to all staff
[LEAP Program Gifted Education Handbook](#)
- High School programming and support aligned to the needs assessment
- Shift in identification processes to use FastBridge universal screening data
- Collaboration on acceleration planning for all students outside of the LEAP classroom

MEASUREMENT/ANALYSIS/KNOWLEDGE ■ ■ ■

- *How did you measure the progress of your Strategic Planning Goals?*
- *How did you measure progress in Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What knowledge did you gain for this year related to your continuous improvement?*
- *How did you analyze your data and knowledge? How do you plan on using the data and knowledge gained?*

We currently use the following measures to analyze our progress:

- Parent Survey
- SWOT Analysis
- Missouri Assessment Program (MAP), End-of-Course (EOC)

RESULTS ■ ■ ■

- *What are the results of your progress towards your Strategic Planning Goals?*
- *What are the results in the areas of Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What are the results from any SWOT Analysis or other Quality Tools you used from this past year?*



- *What are the results of our SWOT analysis for this year?*

LEAP Program SWOT ANALYSIS Themes

- The use of the District Liaison has created opportunities for leadership and assisted in onboarding new team members
- FastBridge screening has increased the number of students referred for possible consideration
- Ongoing collaboration with area-wide Gifted teachers for alignment, updates and development of curriculum resources
- Need to expand and further define high school services (currently accessible 30 minutes per day)
- Increased opportunities through work with Real World Learning Initiatives and Post Secondary Advisor
- Deployment of a unified handbook will formalize conversations and serve as a place for questions to be answered outside of staff
- Opportunity to collaborate on acceleration for students

Parent Survey Data:

Parent Survey: I am satisfied with the services from LEAP, the District's gifted program.					
Building	2017-2018 SPI	2018-2019 SPI	2019-2020 SPI	2020-2021 SPI	2021-2022 SPI
<i>Pathfinder</i>	400.00	405.26	396.77	428.57	411.76
<i>Barry</i>	422.22	422.22	415.38	400	400
<i>PCMS</i>	386.96	403.85	440.63	402.94	444
<i>PCHS*</i>	341.18	348.15	272.22	288.89	328
<i>Siegrist</i>	407.69	405.56	462.50	425.00	375
<i>Compass</i>	341.67	435.71	440.63	442.86	400
<i>District-Wide (# respondents)</i>	382.69 (104)	400.76 (132)	407.35 (136)	386.29 (124)	392.31 (117)

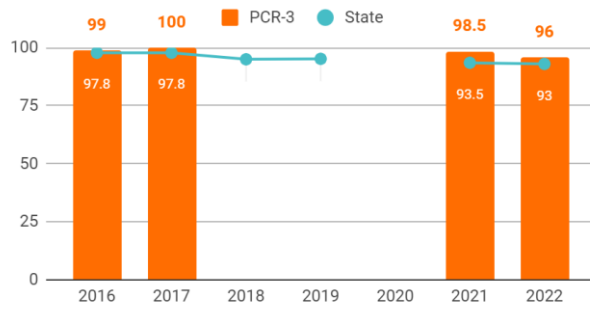
**PCHS students who previously participated in LEAP continue to receive consultation but no direct service*

District Level MAP and EOC Assessment Results for LEAP students:

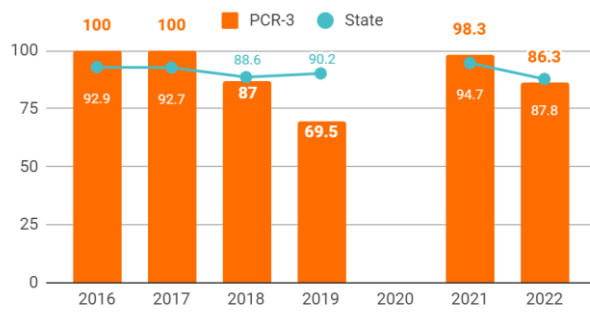
Data shown as % of students in the Top 2 Levels



Gifted Students - ELA: Percentage in Top 2 Levels



Gifted Students - Math: Percentage in Top 2 Levels



Gifted Students - Science: Percentage in Top 2 Levels

