V: Supporting Addenda Forms

Organization Code: 1080  
District Name: LEWIS-PALMER 38

AU Code: 21085  AU Name: EL PASO 38, LEWIS PALMER  
2015-2016: NWEA/MAP and PARCC Data

DESCRIPTION OF GIFTED EDUCATION PROGRAM REQUIREMENTS

SECTION III: DATA NARRATIVE

1. Record reflection on progress towards previous year’s targets

The LPSD student assessment results on the PARCC in 2015-2016 are not valid for us to use for gifted student achievement. Only 76% of the 682 LPSD gifted students participating in this test, 24% opted out or did not participate. Therefore LPSD will rely on the local administration and results of the NWES/MAP data for gifted student achievement.

In both fall and spring of 2015-2016, the LPSD identified gifted students took the NWEA/MAPS Reading assessment. Our gifted minority students scored below our other gifted students. Therefore our target is to watch and progress-monitor our minority students in Reading.

- Fall of 2015: 7% of gifted minority students on the NWEA/MAPS Reading assessment were below the state expectation. 93% of gifted minority students on the NWEA/MAPS Reading assessment met or exceeded the state expectation for typical growth.
- Spring of 2016: 5% of gifted minority students on the NWEA/MAPS Reading assessment were below the state expectation. 95% of gifted minority students on the NWEA/MAPS Reading assessment met or exceeded the state expectation for typical growth. The gifted minority student’s achievement percentage increased 2% in Reading from Fall 2015 to Spring 2016.
- We will continue to monitor student performance for minorities in Reading following district guidelines, NWEA/MAPS reports, formative assessments, and measures and metrics.
- See attached “Gifted NWEA/MAPS Summary Data 2015-2016”.

2. Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments

ADD “Gifted NWEA/MAPS Summary Data 2015-2016” CHART in this section or attach chart for both Reading and Math.

- See attached “Gifted NWEA/MAPS Summary Data 2015-2016”.

3. Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected gifted student groups. (Do these challenges converge or diverge from district areas of improvement?)

- Students in LPSD continue to meet or exceed the state requirements.
- Gifted students perform well above their non-identified peers on a variety of measures.
- Because our students continue to meet or exceed state expectations, there are no priority performance challenges or root causes.
- See attached “Gifted NWEA/MAPS Summary Data 2015-2016”.


SECTION IV: TARGET SETTING FORM

4. Set targets for gifted students’ performance that meet or exceed state expectations toward distinguished achievement and high growth in their area(s) of strength.

In 2015-2016: Since 99% of LPSD gifted student’s performance met or exceeded the state expectation in Reading using the fall and spring NWEA/MAP, there are no new targets.

- DISSEGREGATION for Fall 2015 Reading NWEA/MAPS
  - Females 100% meet or exceeds
  - Males 98% meet or exceeds
  - Minority 93% meet or exceeds
  - Free & Reduced Lunch and EL students not reported as the N<16
  - EL students not reported as the N<16

- DISSEGREGATION for Spring 2016 Reading NWEA/MAPS
  - Females 100% meet or exceeds
  - Males 99% meet or exceeds
  - Minority 95% meet or exceeds
  - Free & Reduced Lunch students not reported as the N<16
  - EL students not reported as the N<16

In 2015-2016: Since 100% of LPSD gifted student’s performance met or exceeded the state expectation in Math using the fall and spring NWEA/MAP, there are no new targets.

- DISSEGREGATION for Fall 2015 Math NWEA/MAPS
  - Females 100% meet or exceeds
  - Males 100% meet or exceeds
  - Minority 100% meet or exceeds
  - Free & Reduced Lunch and EL students not reported as the N<16
  - EL students not reported as the N<16

- DISSEGREGATION for Spring 2016 Math NWEA/MAPS
  - Females 100% meet or exceeds
  - Males 100% meet or exceeds
  - Minority 100% meet or exceed
  - Free & Reduced Lunch and EL students not reported as the N<16
  - EL students not reported as the N<16
5. Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.

In 2015-2016:
- In both fall and spring LPSD gifted students scored 99% on the Reading NWEA/MAPS to meet or exceed state expectations desegregated by gender and minority. Since N<16 for both Free & Reduced Lunch and EL gifted students, data is not reportable.
- In both fall and spring LPSD gifted students scored 100% on the Math NWEA/MAPS to meet or exceed state expectations desegregated by gender and minority. Since N<16 for both Free & Reduced Lunch and EL gifted students, data is not reportable.

6. Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.

In 2015-2016: Individual student performance and minority sub-group performance will be progress monitored using the NWEA/MAP (fall, winter, spring) and the PARCC assessments.

SECTION IV: ACTION PLAN OR TABLE BELOW

7. Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.

- Because our students continue to meet or exceed state expectations, there are no major improvement strategies.
- The focus of the AU is to make sure students are being identified in general intellectual aptitude, specific academic aptitude, and specific talent areas.

8. Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.

An Improvement Timeline was created in response to our 2015 CGER.
- Improvement strategies listed in the timeline are being addressed, completed, and documented as completed.
- LPSD has created documents and the process for each of the state recommended gifted areas of identification

9. Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.

Primary responsibility for implementation of gifted student performance belongs to:
- District and School Administration
- District and School Gifted Facilitators
- Instructional Coaches
- Teachers
10. **Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.**

   Student achievement is reported to parents and students:
   - All students and parents receive updated assessment information annually through the ALP meeting process.
   - Assessment scores are mailed home and posted on the district parent portal.
   - For students who are receiving above grade level instruction at the elementary and middle school level, this is noted on the students’ report cards.
   - Students select coursework aligned with the appropriate gifted identification at the high school level.

**Complete this Action Plan for Gifted Education, if action steps for gifted targets are not included in the district’s action plan** (additional rows may be added, as needed)

**Improvement Strategy:** No improvement strategy is listed, as all of our gifted students exceed expectations.

<table>
<thead>
<tr>
<th>Description of Action Steps to Implement the Major Improvement Strategy</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>Resources (Amount and Source: federal, state, and/or local)</th>
<th>Implementation Benchmarks</th>
<th>Status of Action Step (e.g., completed, in progress, not begun)</th>
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<tbody>
<tr>
<td></td>
<td>2015-16</td>
<td>2016-17</td>
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<thead>
<tr>
<th>Description of General Program Assurances</th>
<th>Mark one box:</th>
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<tbody>
<tr>
<td>Multiple pathways and tools are used to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.</td>
<td>X Yes</td>
<td>The district/BOCES maintains a local database of gifted students that records the students’ area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.</td>
<td>X Yes</td>
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<tr>
<td>Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths.</td>
<td>X Yes</td>
<td>ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.)</td>
<td>X Yes</td>
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<td>Note: The AU’s program plan for constituent schools and districts describes the key programming options matched to areas of giftedness and utilized in serving gifted students.</td>
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The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.

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<th>Yes</th>
<th>In progress</th>
<th>No</th>
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The district/BOCES provides a certified person or a qualified person in gifted education to administer the gifted education program plan, and provide professional development;

The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)

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