



District 181

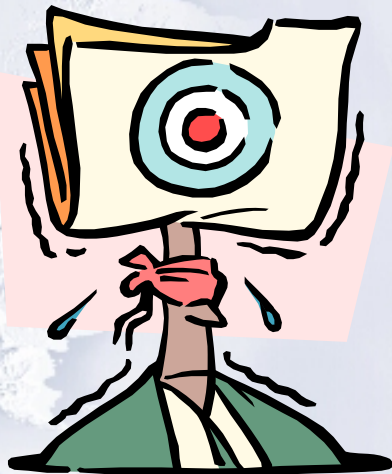
Strategic Plan - Gifted Program

Board Report
May 29, 2007

Warren Shillingburg, PhD
Assistant Superintendent for Instruction

GIFTED

☞ High Cognitive Ability with Potential for High Performance

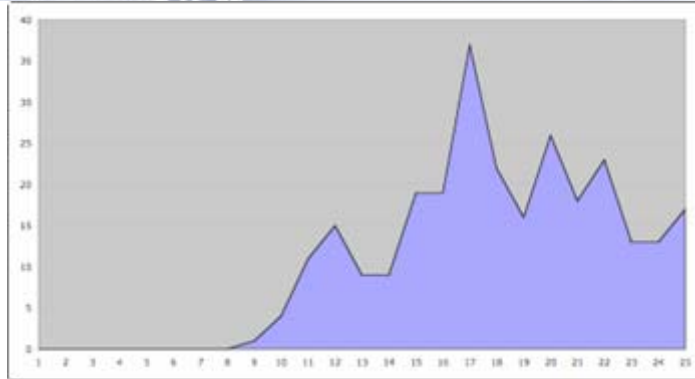


TALENTED

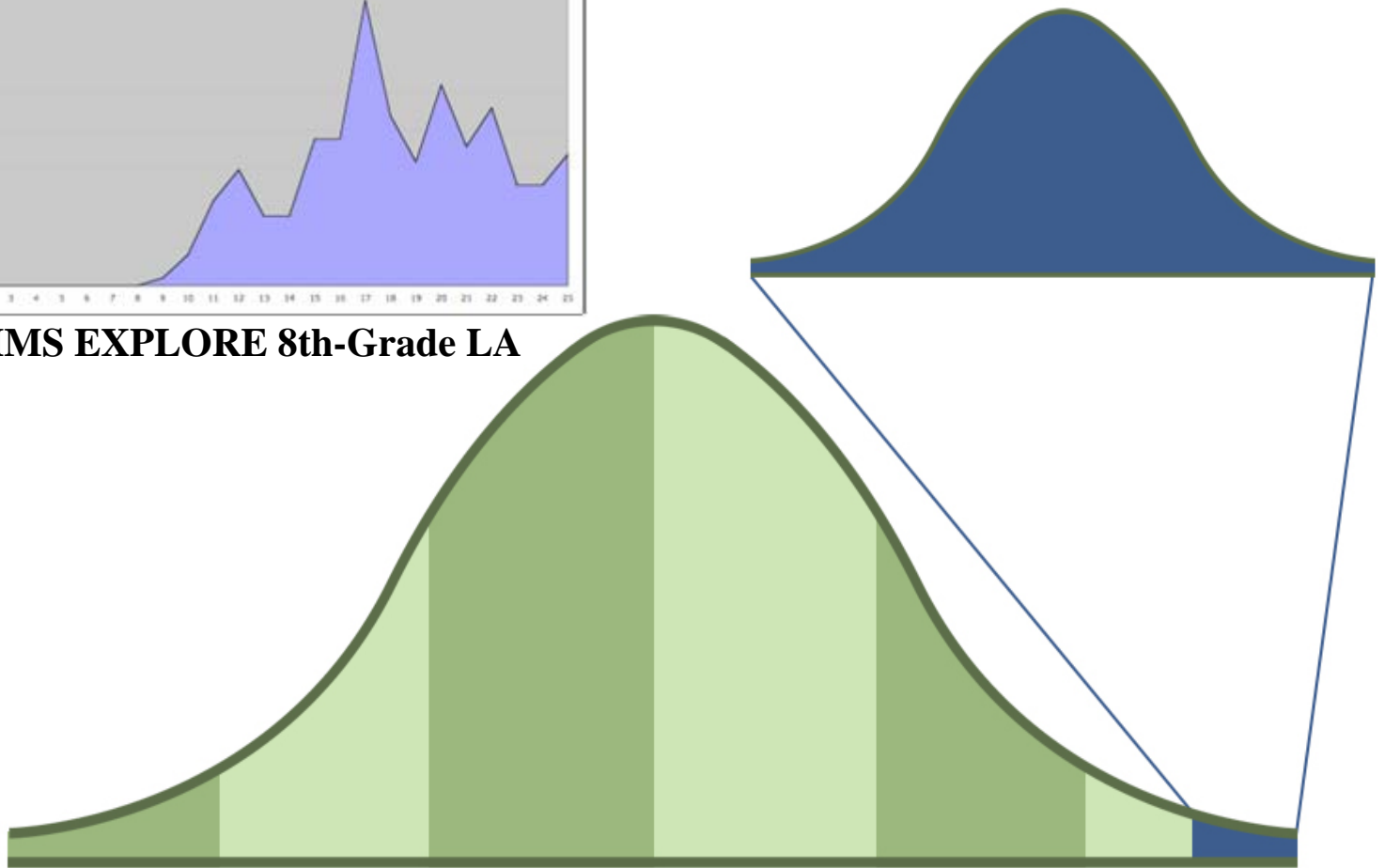
☞ High Demonstrated Performance in an Area of Instruction



**The top 5% nationally is
our top 30% locally.**



CHMS EXPLORE 8th-Grade LA



**Gifted
3-Tier Model**

Tier 3

Tier 2

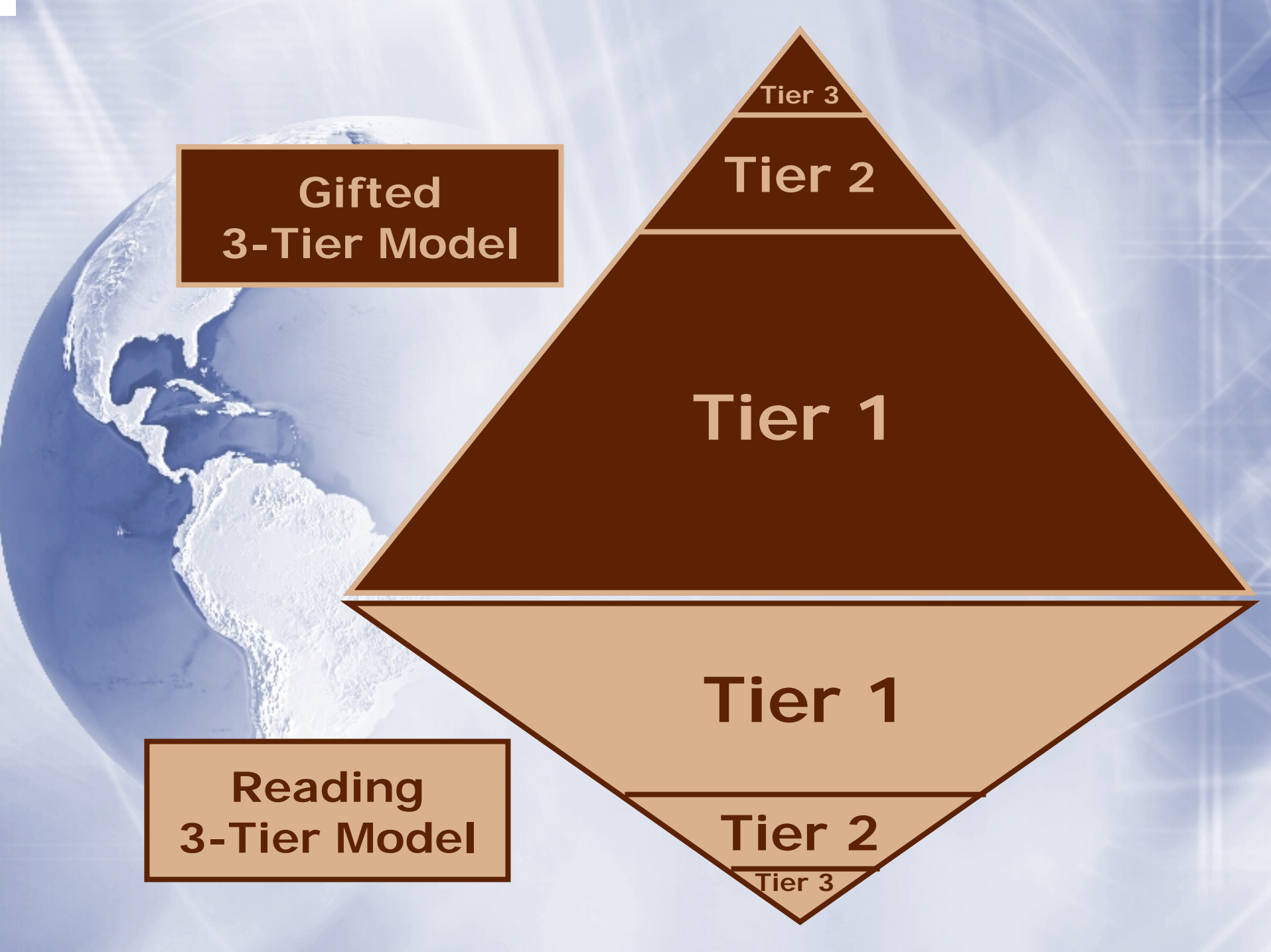
Tier 1

**Reading
3-Tier Model**

Tier 1

Tier 2

Tier 3



Elementary Program

(Phased-in Over Three Years)

☞ Tier I: Regular classroom acceleration of one year in reading/math

☞ LA: 29%

Math: 29%

☞ District-wide 3rd graders identified for gifted/talented Tier I in math/language arts: 41.5%

☞ Tier II: Enrichment with gifted specialist in addition to acceleration

☞ LA: 10%

Math: 17%

☞ Tier III: ACE (Affective and Cognitive Enrichment), Focus on cross curricular activities in a problem-based learning structure for one day a week; also emphasizes SEL

☞ 4%

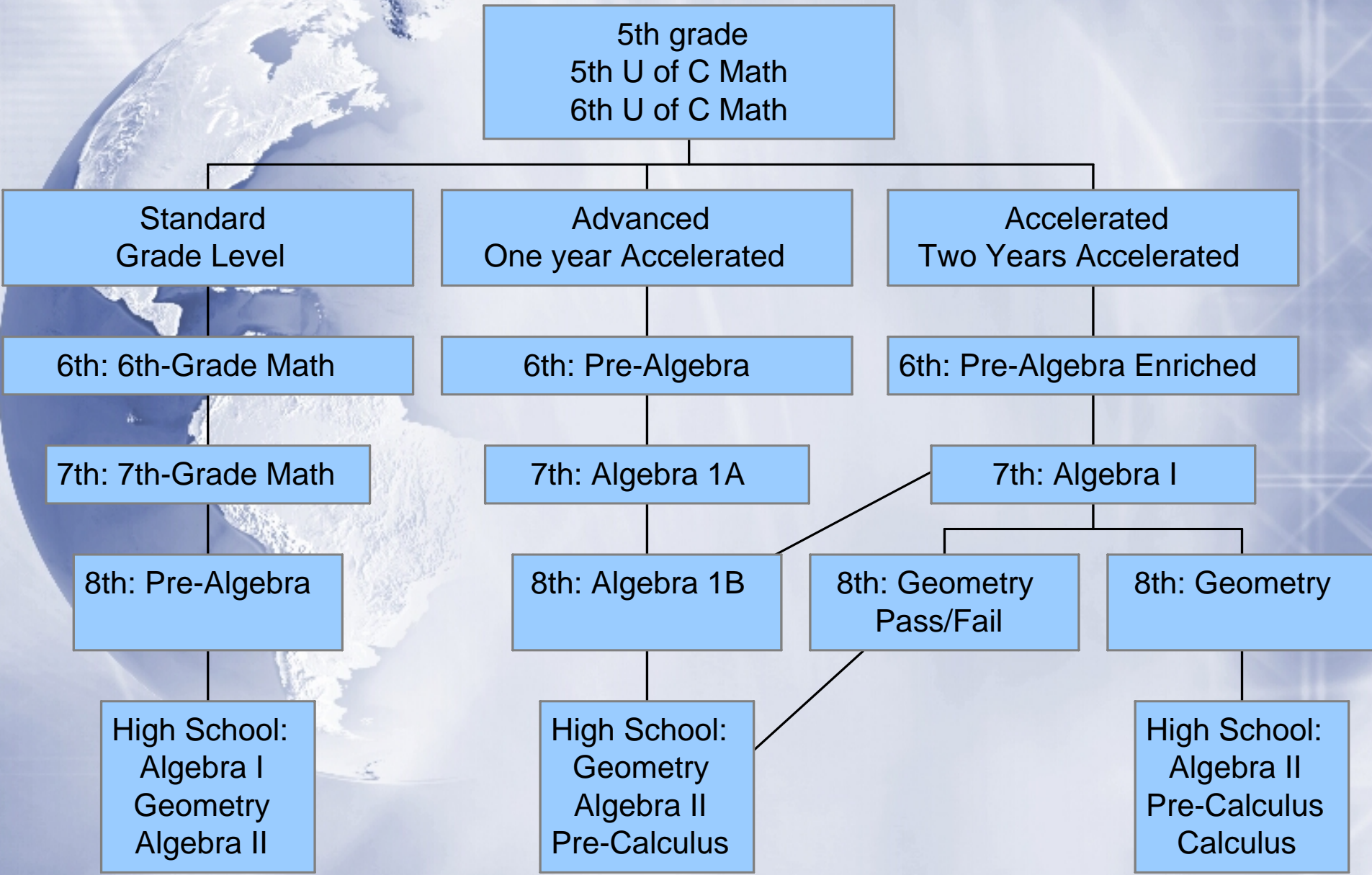


District 181 Middle School Math Program

Standard: 21.3%

Advanced: 58.5%

Accelerated: 20.2%



Middle School Program (Phased-in Over Three Years)

- ☞ Tier I: Enrichment in regular classroom with support provided to classroom teacher for differentiation
 - ☞ 8.7%
- ☞ Tier II: ELA (Enriched Language Arts), Identified talented students who show high performance in reading, writing, and demonstrate high motivation
 - ☞ 10.7%
- ☞ Tier III: ACE, Identified gifted spend one period a day with specialist during ELA, possibly multiage grouping; each student will have a PEP (Personalized Education Plan), students will be cluster grouped, enrichment model with affective component, curriculum compacting with focus on problem-based learning activities in area of interest, intervention component for underachieving/low motivated students, FPS competition
 - ☞ 5.6%
- ☞ District-wide 6th graders identified for gifted/talented language arts/accelerated math: 31.6%
- ☞ New gifted program model reaching significantly larger population

Gifted Program Evaluation 2006/07 School Year

- 👉 3rd-Grade Map Scores
- 👉 6th-Grade LA/Math Grades
- 👉 Documented Movement Between Tiers
- 👉 College of William and Mary Classroom Observation Scale for Students
- 👉 Personal Observations of Each Gifted Specialist, Individual Questionnaires from Each Specialist, and Multiple Meetings
- 👉 Articulation Meetings with 3rd-Grade Teachers, Meetings with Middle School Math Teachers, Meetings with Middle School Language Arts Teachers, and Meetings with Building Principals
- 👉 Teacher, Student, and Parent Survey Data



MAP: 3rd-Grade Reading Scores

2006/ 2007	Fall RIT	Spring RIT	Mean Growth Targets	Growth Index	Percent of Target	Number Meeting Growth Target	Percent Meeting Growth Target
Regular Program	199.1	206.4	6.8	0.4	105.6	109/222	49.1
Gifted Program	210.1	217.3	4.5	2.7	160.3	114/172	66.3

MAP: 3rd-Grade Language Arts Scores

2006/ 2007	Fall RIT	Spring RIT	Mean Growth Targets	Growth Index	Percent of Target	Number Meeting Growth Target	Percent Meeting Growth Target
Regular Program	199.7	205.5	7.4	-1.5	79.0	100/221	45.2
Gifted Program	209.3	215.8	5.3	1.2	122.6	112/172	65.1

MAP: 3rd-Grade Math Scores

2006/ 2007	Fall RIT	Spring RIT	Mean Growth Targets	Growth Index	Percent of Target	Number Meeting Growth Target	Percent Meeting Growth Target
Regular Program	199.1	208.3	9.4	-0.2	97.4	112/219	51.4
Gifted Program	210.7	221.3	8.3	2.3	127.5	119/172	69.2

6th-Grade LA/Math Grades and Movement Between Tiers

(next year will use MAP scores)

👉 ELA: Third-Quarter Grades

A-69% B-28% C-3%

👉 Accelerated Math: Third-Quarter Grades

A--64% B-34% C-2%

👉 6th-grade movement between tiers

👉 Math: 10 accelerated to advanced; 7 advanced to accelerated (one to accelerated 7th); 8 standard to advanced; 5 new to standard; 6 new to advanced; 3 new to accelerated

👉 LA: ACE - 5 added (3 new students), 3 dropped; ELA - 7 added (4 new), 6 to Tier I; Tier I - 4 added, 1 dropped

👉 7th- Grade Accelerated Math: 91% taking Geometry for grade; 1% taking Geometry pass/fail; 8% taking Algebra 1B

👉 3rd-grade movement between tiers

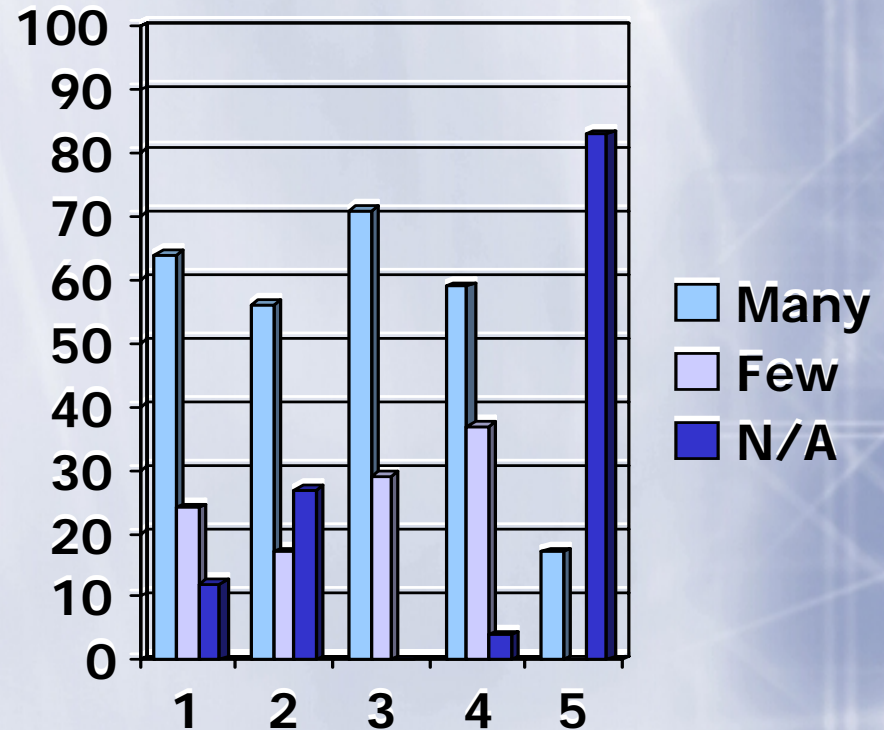
👉 LA: 15 added to tier I and 5 dropped; 15 added to tier II and 1 moved to tier I

👉 Math: 10 added to tier I and 4 dropped; 3 added to tier II and 3 moved to tier I

👉 ACE: 1 added

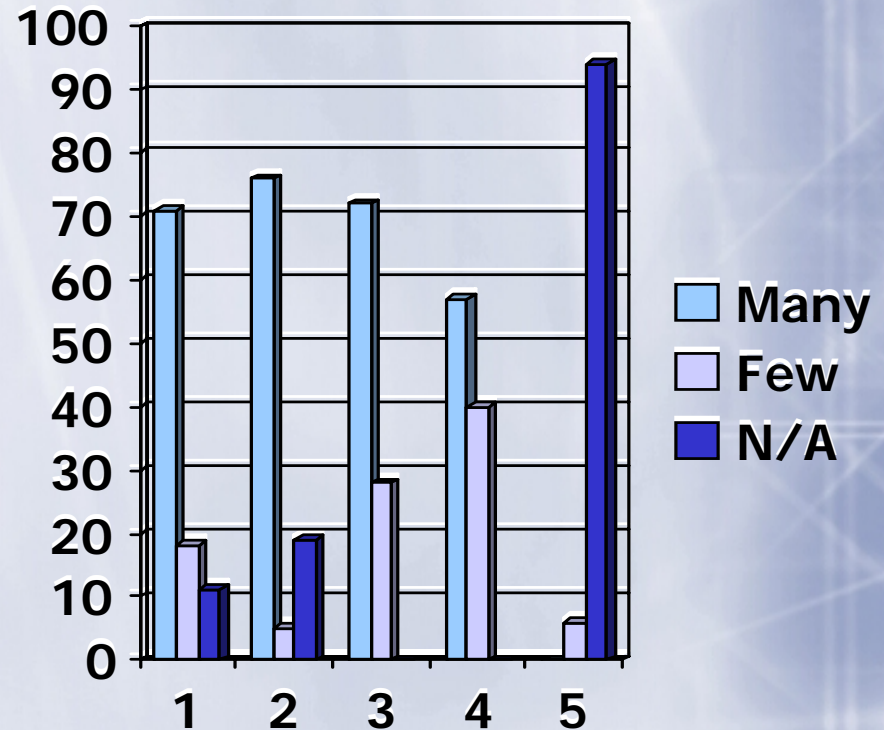
The College of William and Mary Classroom Observation Scale for Students Language Arts

- 1. Engaged in diverse self-selected or self-paced activities
- 2. Engaged in problem-solving strategies
- 3. Engaged in critical thinking activities
- 4. Engaged in creative thinking strategies
- 5. Engaged in research strategies



The College of William and Mary Classroom Observation Scale for Students Math

- 1. Engaged in diverse self-selected or self-paced activities
- 2. Engaged in problem-solving strategies
- 3. Engaged in critical thinking activities
- 4. Engaged in creative thinking strategies
- 5. Engaged in research strategies



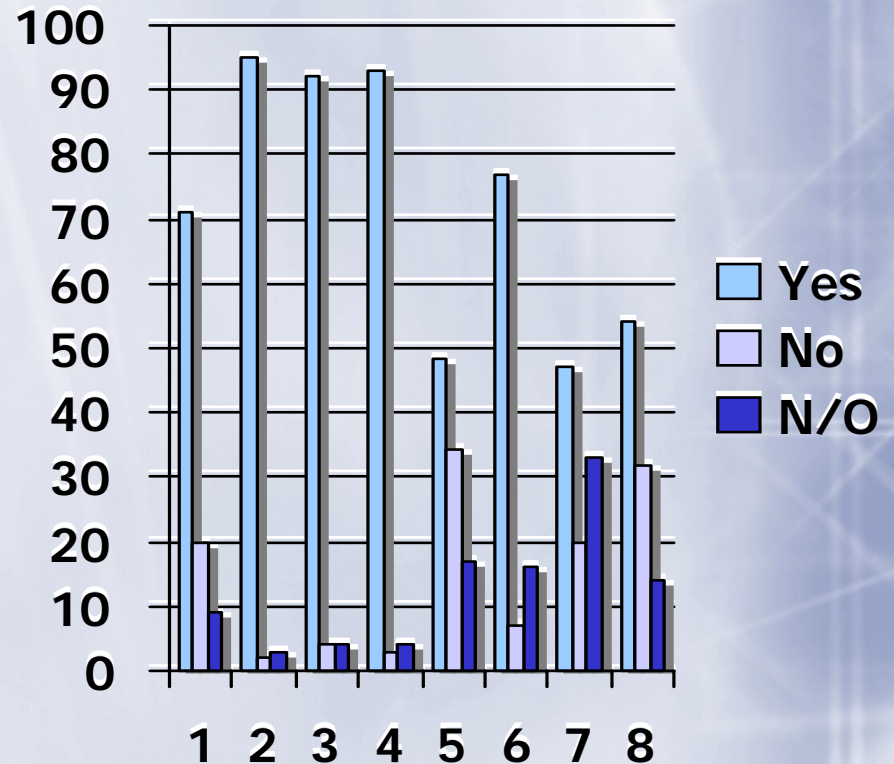
Understanding Survey Data

- 👉 Survey implementation: easiest to administer, but most difficult to get reliable data because of low return rates
- 👉 First to respond, most negative; second to respond, most positive
- 👉 For reliable data, 70-85% return rate needed
 - teachers and students almost 100% return rate
- 👉 Parent Surveys - about 17% return rate (521/3000)
 - 👉 Be careful of outliers or single extreme responses
 - ex: "Dr. Shillingburg should be fired."/"Dr. Shillingburg is a saint."
 - 👉 Look for trends in comments
 - 👉 Triangulate the data for more reliability
 - 👉 Need to be careful with assumptions



Teacher Survey Data

1. Understand G/T Program
2. Support ACE
3. Support Acceleration in LA
4. Support Acceleration in Math
5. Should Expand Program
6. Full-Time Specialists has been Positive
7. District has Supported New Program
8. Understand Identification Process



Teacher Comments from Survey Data

👉 Like About Program

- 👉 Specialists at Each School
- 👉 Students are Challenged
- 👉 Supports Differentiation
- 👉 Tiers and ACE
- 👉 Meeting More Students' Needs
- 👉 Selection Process is More Fair
- 👉 Parents Seem Happy

👉 Suggested Improvements

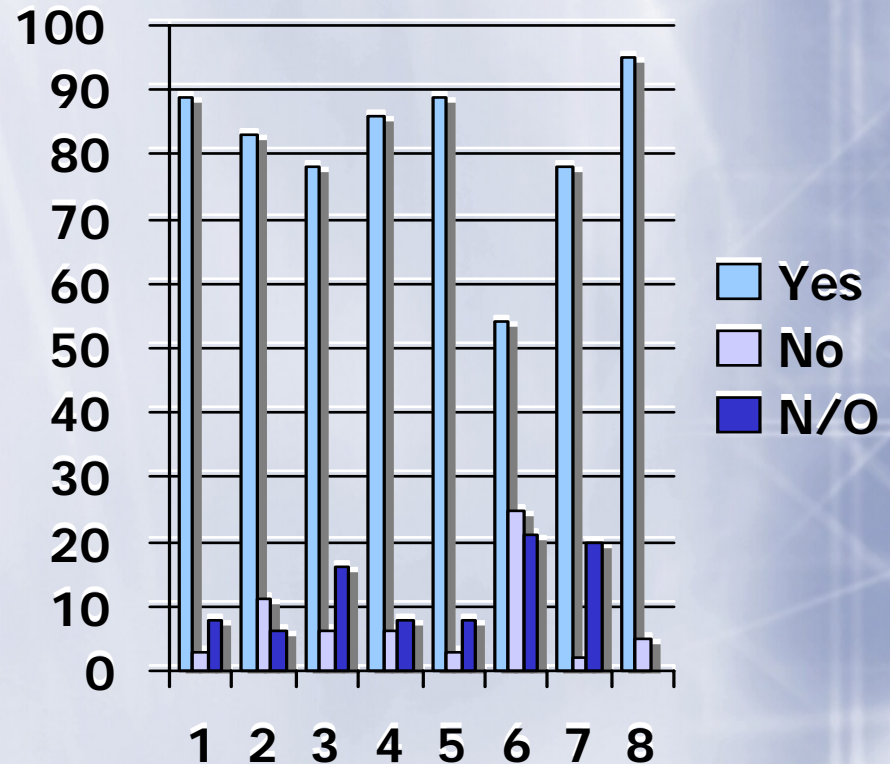
- 👉 More Provided at Younger Levels
- 👉 Remove ACE from ELA
- 👉 Tighten identification for accelerated math and ELA
- 👉 Clearer Expectations for Classroom Teachers w/ACE
- 👉 More Information About Identification and Program
- 👉 Expand to Other Subject Areas
- 👉 More Specific Directions Regarding LA Portion of Program
- 👉 Specialist Pulled in Less Directions
- 👉 More Release Time
- 👉 Self-Concepts of Regular Ed. Students



Student Survey Data

3rd-Grade Tier I Language Arts

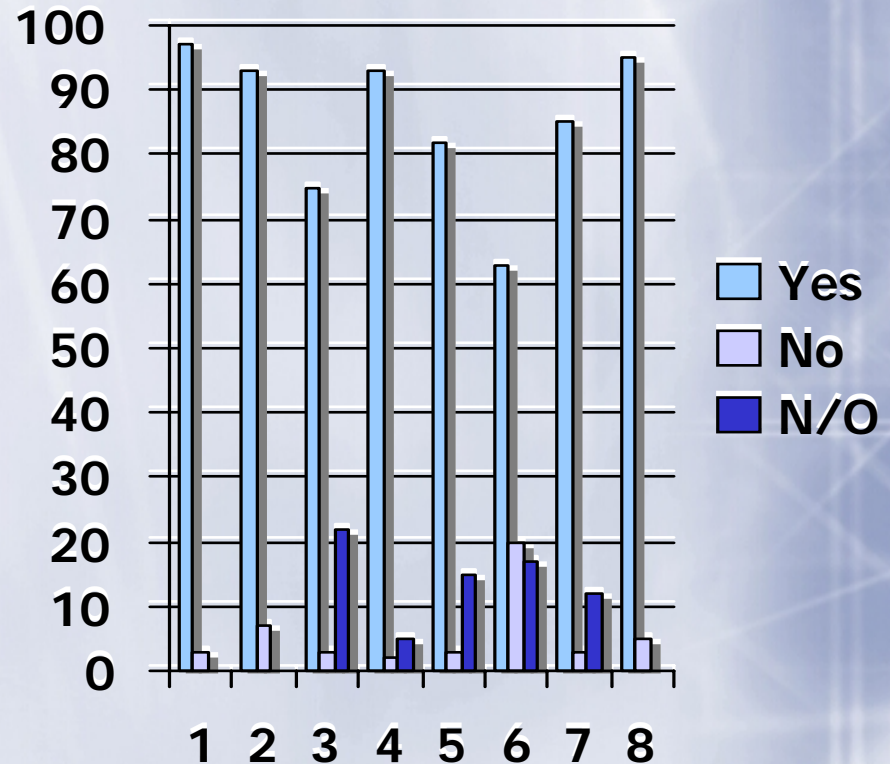
- 1. Enjoy Being in Program
- 2. Provides Me with Challenge
- 3. Makes Me Feel Better About Who I am and My Abilities
- 4. Students in Program Treat Me with Respect
- 5. Students Not in Program Treat Me with Respect
- 6. Gifted Should Be Expanded
- 7. F/T Specialists Has Made a Positive Difference for Me
- 8. Understand What It Means to be Gifted/Talented



Student Survey Data

3rd-Grade Tier II Language Arts

- 1. Enjoy Being in Program
- 2. Provides Me with Challenge
- 3. Makes Me Feel Better About Who I am and My Abilities
- 4. Students in Program Treat Me with Respect
- 5. Students Not in Program Treat Me with Respect
- 6. Gifted Should Be Expanded
- 7. F/T Specialists Has Made a Positive Difference for Me
- 8. Understand What It Means to be Gifted/Talented



3rd-Grade LA Student Comments from Survey Data

- ☞ Like About Program
 - ☞ More Challenged (54%)
 - ☞ Learning More
 - ☞ Having Fun
 - ☞ Doing More Reading
 - ☞ Feel I Fit In
 - ☞ Feel Better About Myself

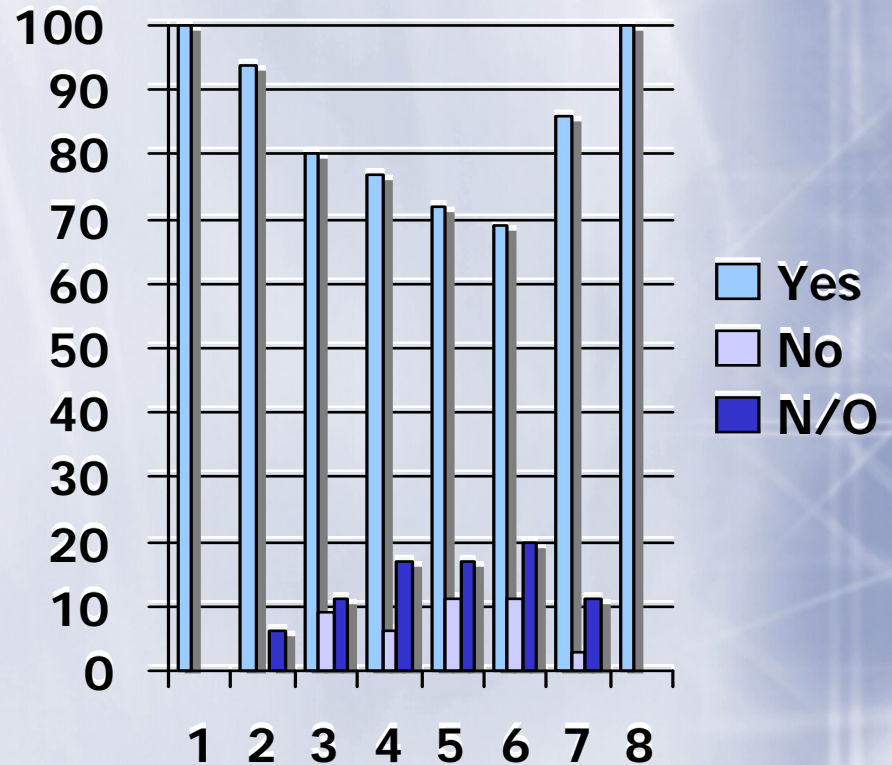
- ☞ Suggested Improvements
 - ☞ Nothing (68%)
 - ☞ More Subject Areas
 - ☞ More Challenging
 - ☞ More Reading
 - ☞ Less Homework
 - ☞ Longer Periods



Student Survey Data

3rd-Grade Tier I Math

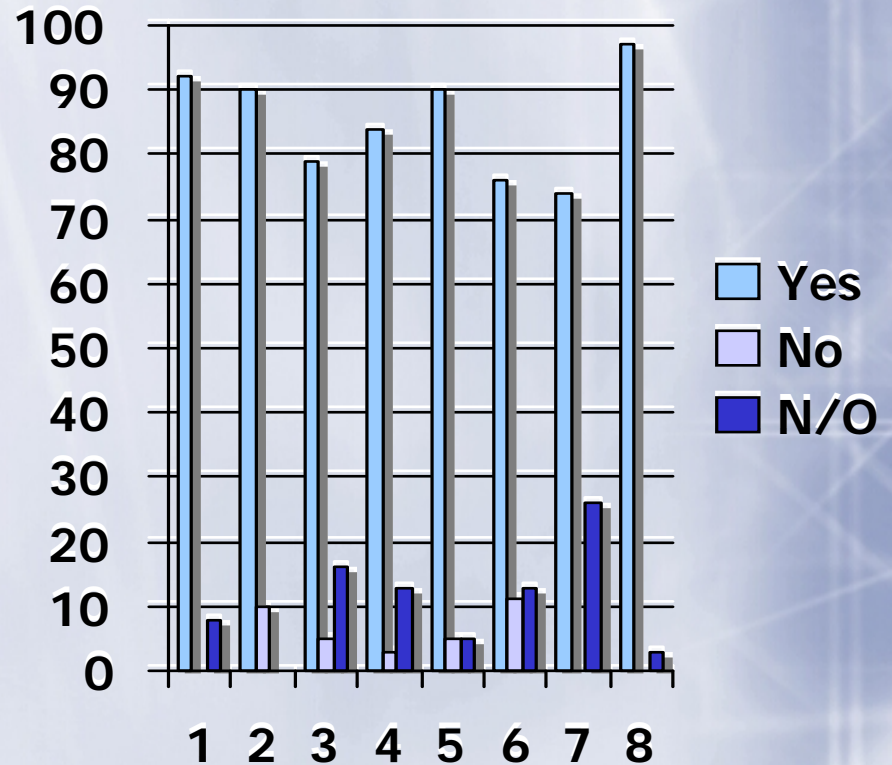
- 1. Enjoy Being in Program
- 2. Provides Me with Challenge
- 3. Makes Me Feel Better About Who I am and My Abilities
- 4. Students in Program Treat Me with Respect
- 5. Students Not in Program Treat Me with Respect
- 6. Gifted Should Be Expanded
- 7. F/T Specialists Has Made a Positive Difference for Me
- 8. Understand What It Means to be Gifted/Talented



Student Survey Data

3rd-Grade Tier II Math

- 1. Enjoy Being in Program
- 2. Provides Me with Challenge
- 3. Makes Me Feel Better About Who I am and My Abilities
- 4. Students in Program Treat Me with Respect
- 5. Students Not in Program Treat Me with Respect
- 6. Gifted Should Be Expanded
- 7. F/T Specialists Has Made a Positive Difference for Me
- 8. Understand What It Means to be Gifted/Talented



3rd-Grade Math Student Comments from Survey Data

- 👉 Like About Program
- 👉 More Challenged (69%)
- 👉 Learning More
- 👉 Having Fun

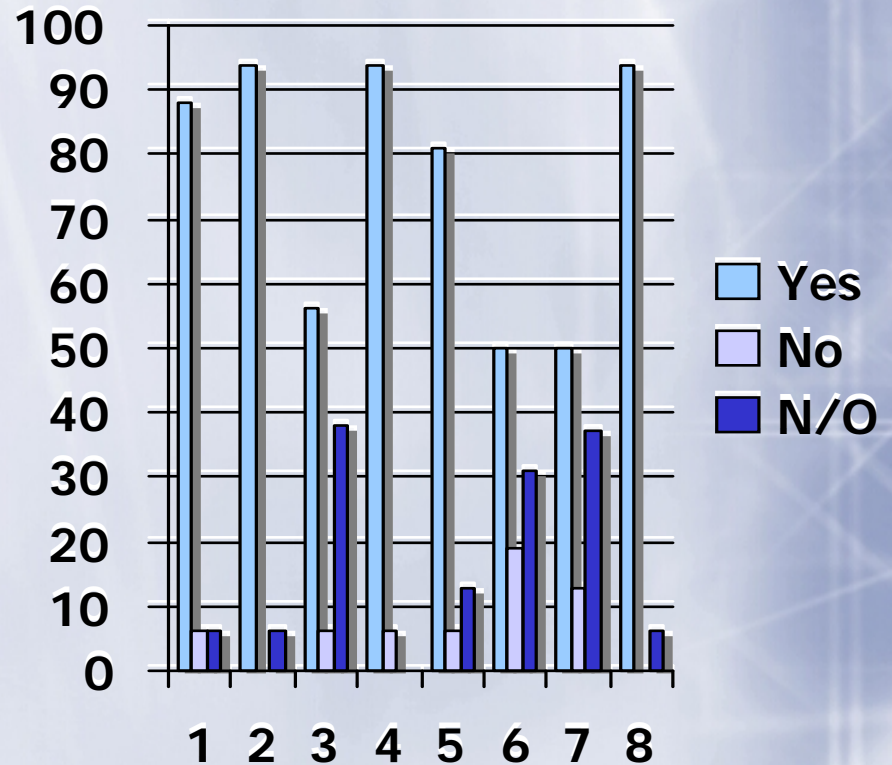
- 👉 Suggested Improvements
 - 👉 Nothing (52%)
 - 👉 More Subject Areas
 - 👉 More Challenging
 - 👉 Less Homework
 - 👉 Longer Periods



Student Survey Data

3rd-Grade ACE

- 1. Enjoy Being in Program
- 2. Provides Me with Challenge
- 3. Makes Me Feel Better About Who I am and My Abilities
- 4. Students in Program Treat Me with Respect
- 5. Students Not in Program Treat Me with Respect
- 6. Gifted Should Be Expanded
- 7. F/T Specialists Has Made a Positive Difference for Me
- 8. Understand What It Means to be Gifted/Talented



3rd-Grade ACE Student Comments from Survey Data

- 👉 Like About Program
- 👉 More Challenged
- 👉 Learning More
- 👉 Having Fun
- 👉 Making New Friends

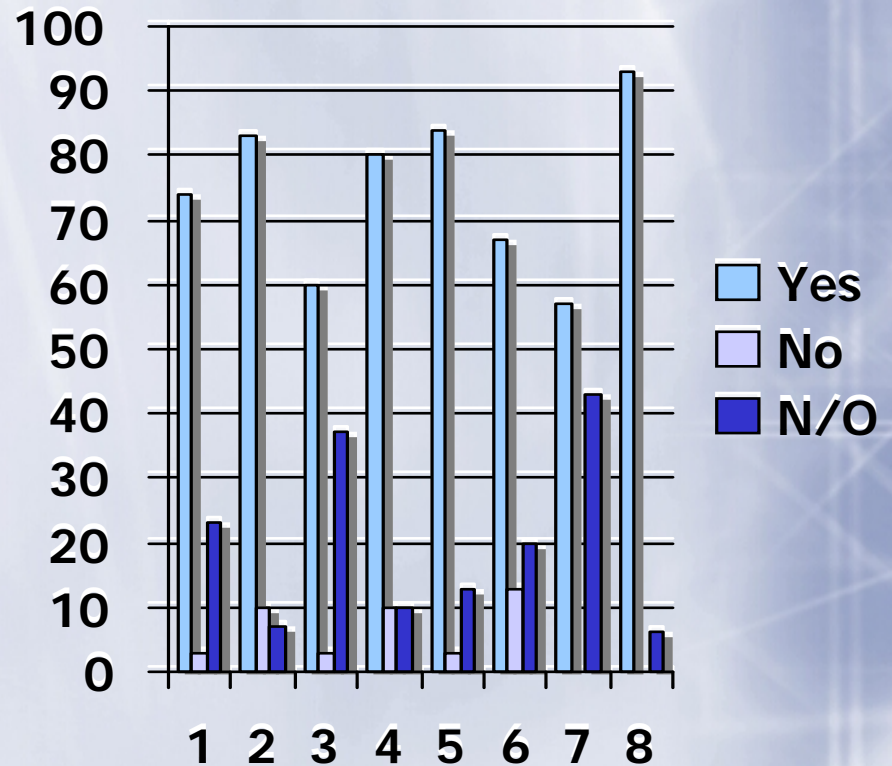
- 👉 Suggested Improvements
 - 👉 Nothing
 - 👉 More Subject Areas
 - 👉 More Time
 - 👉 Less Homework



Student Survey Data

6th-Grade Tier I Language Arts

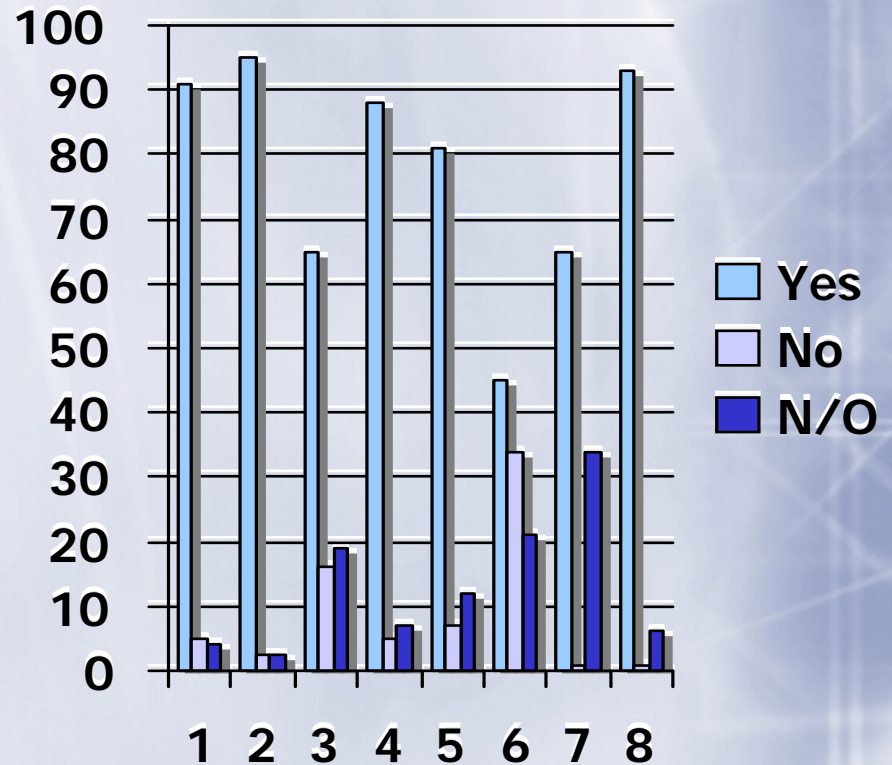
- 1. Enjoy Being in Program
- 2. Provides Me with Challenge
- 3. Makes Me Feel Better About Who I am and My Abilities
- 4. Students in Program Treat Me with Respect
- 5. Students Not in Program Treat Me with Respect
- 6. Gifted Should Be Expanded
- 7. F/T Specialists Has Made a Positive Difference for Me
- 8. Understand What It Means to be Gifted/Talented



Student Survey Data

6th-Grade Tier II Language Arts

- ☞ 1. Enjoy Being in Program
- ☞ 2. Provides Me with Challenge
- ☞ 3. Makes Me Feel Better About Who I am and My Abilities
- ☞ 4. Students in Program Treat Me with Respect
- ☞ 5. Students Not in Program Treat Me with Respect
- ☞ 6. Gifted Should Be Expanded
- ☞ 7. F/T Specialists Has Made a Positive Difference for Me
- ☞ 8. Understand What It Means to be Gifted/Talented



6th-Grade Language Arts

Student Comments from Survey Data

- 👉 Like About Program
- 👉 More Challenged (51%)
- 👉 Learning More
- 👉 Having Fun
- 👉 Feel Good About Self
- 👉 Not Bored Any More

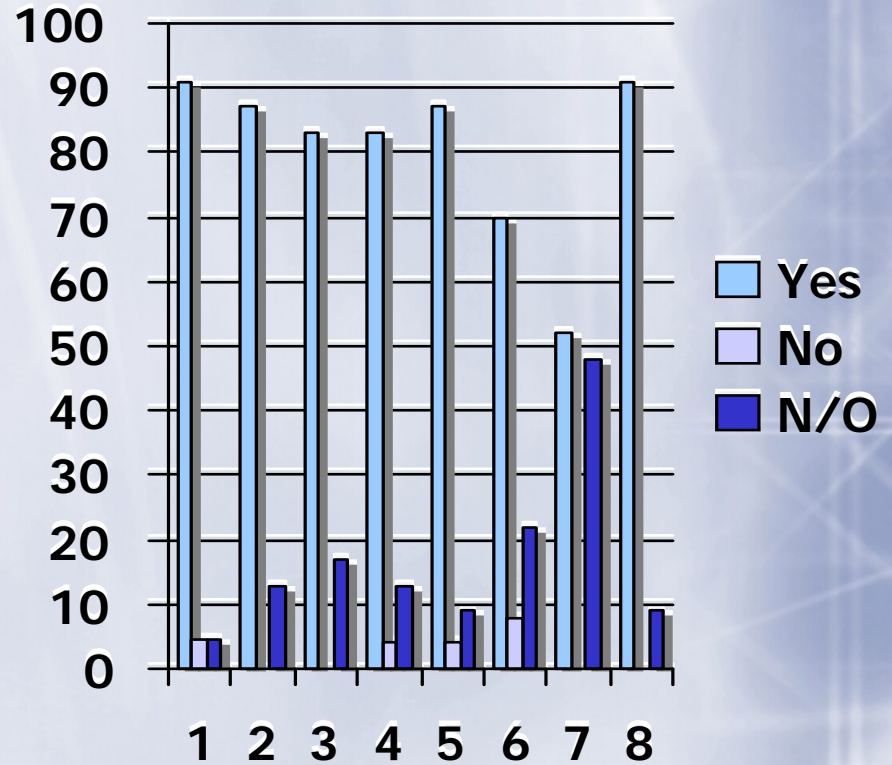
- 👉 Suggested Improvements
 - 👉 Nothing
 - 👉 Less Projects
 - 👉 More Subject Areas
 - 👉 Less Homework
 - 👉 More Challenging (Tier I-23%)
 - 👉 Pushed Too Hard
 - 👉 Smaller Classes
 - 👉 Longer Classes



Student Survey Data

6th-Grade Accelerated Math

- 1. Enjoy Being in Program
- 2. Provides Me with Challenge
- 3. Makes Me Feel Better About Who I am and My Abilities
- 4. Students in Program Treat Me with Respect
- 5. Students Not in Program Treat Me with Respect
- 6. Gifted Should Be Expanded
- 7. F/T Specialists Has Made a Positive Difference for Me
- 8. Understand What It Means to be Gifted/Talented



6th-Grade Accelerated Math

Student Comments from Survey Data

- 👉 Like About Program
- 👉 More Challenged (79%)
- 👉 Feel Good About Self

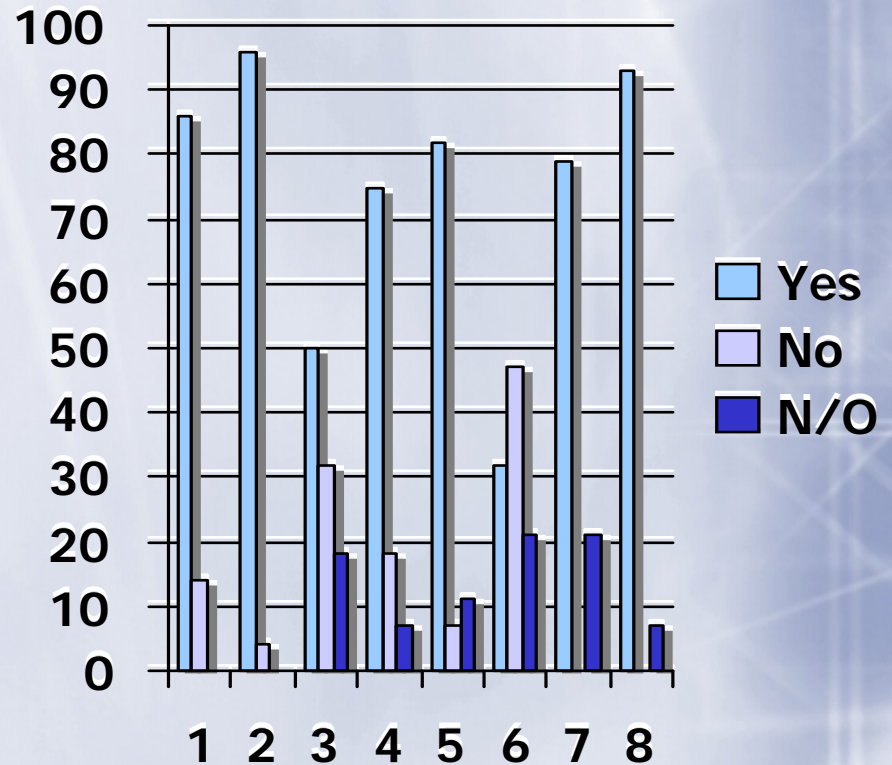
- 👉 Suggested Improvements
 - 👉 Nothing (63%)
 - 👉 More Subject Areas
 - 👉 Less Homework



Student Survey Data

6th-Grade ACE

- 1. Enjoy Being in Program
- 2. Provides Me with Challenge
- 3. Makes Me Feel Better About Who I am and My Abilities
- 4. Students in Program Treat Me with Respect
- 5. Students Not in Program Treat Me with Respect
- 6. Gifted Should Be Expanded
- 7. F/T Specialists Has Made a Positive Difference for Me
- 8. Understand What It Means to be Gifted/Talented



6th-Grade ACE

Student Comments from Survey Data

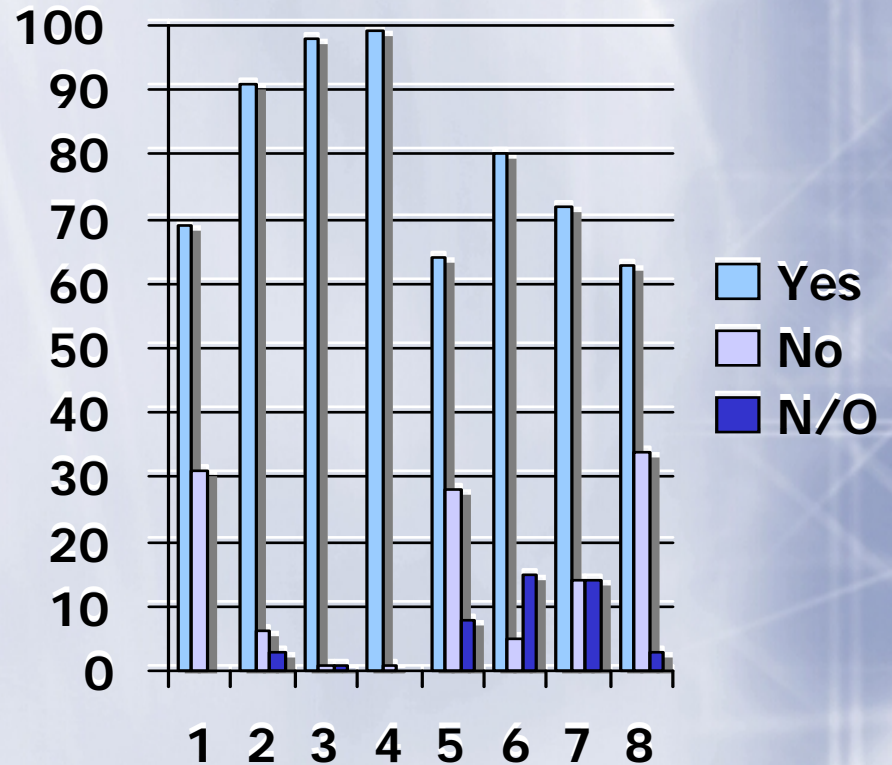
- 👉 Like About Program
- 👉 More Challenged
- 👉 Being With Kids Like Me
- 👉 Future Problem Solving
- 👉 Variety

- 👉 Suggested Improvements
 - 👉 Nothing
 - 👉 Less Pull Out
 - 👉 More Structure
 - 👉 Less Challenging



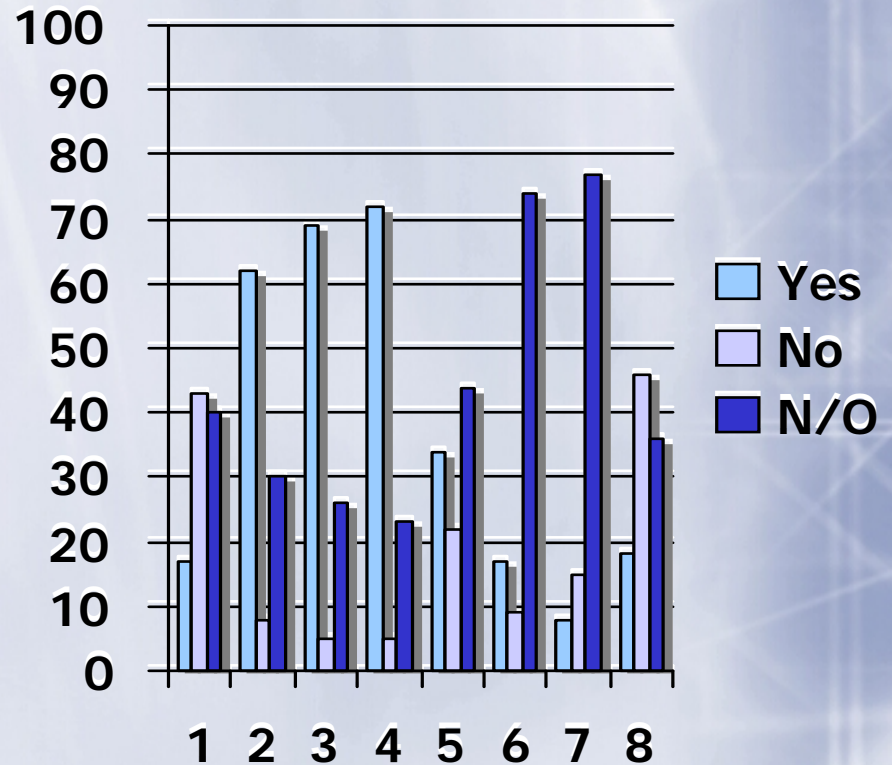
Parent Survey Data (with Children in Program - 48%)

- 1. Understand G/T Program
- 2. Support ACE
- 3. Support Acceleration in LA
- 4. Support Acceleration in Math
- 5. Should Expand Program
- 6. Full-Time Specialists has been Positive for School
- 7. Full-Time Specialists has been Positive for My Child
- 8. Understand Identification Process



Parent Survey Data (without Children in Program - 52%)

- 1. Understand G/T Program
- 2. Support ACE
- 3. Support Acceleration in LA
- 4. Support Acceleration in Math
- 5. Should Expand Program
- 6. Full-Time Specialists has been Positive for School
- 7. Full-Time Specialists has been Positive for My Child
- 8. Understand Identification Process



Parent Comments from Survey Data Like About Program

- 👉 Specialists at Each School
- 👉 Program in Schools and Maintaining ACE
- 👉 ELA and Accelerated Math
- 👉 Children are Challenged
- 👉 Common Time Blocks
- 👉 Specific Services to Child's Needs; Different Levels
- 👉 Supports Differentiation
- 👉 Fluidity of Program
- 👉 Meeting More Students' Needs
- 👉 Selection Process is More Fair
- 👉 Children are Happy
- 👉 More Transparent than Prior Program
- 👉 ACE One-on-One Conferences
- 👉 Huge Improvement Over Past Years



Parent Comments from Survey Data Suggested Improvements

- Better Communication about Program and Identification (Lots of Misunderstandings Regarding the Program, Services, and Identification)
- Once Identified, Students are Stuck In or Out (misunderstanding)
- Expand to Other Subject Areas, Including Arts
- Expand to Primary Students
- Expand to Twice Exceptional
- Balance the Homework; Some Overwhelmed with Homework
- Should Not Be Making Up Missed Work, Only Missed Learning
- Better Understanding of Where Program is Going
- All Teachers Should Be Able to Explain Program
- Improve Appeals Process
- Parents are Having Students Tutored to Get in Program
- Do Not Like Terms Gifted and Talented
- More Differentiation
- More Communication with Gifted Specialists
- Identify Students Several Times Per Year
- Don't Pull ACE from ELA
- Expand PEP to Elementary
- Children Not in Program Feel Inferior; "My Child Gets As, but Feels He is Not Smart."
- High School Credit for Math Courses
- ACE Every Day
- All the New Testing is Confusing
- Train Social Workers in Gifted Education



Recommendations

2007/2008

- Continue to Develop Communication with Parents and Teachers (Meetings-June 1 w/GECO, Brochure, Website-Hire Webmaster)
- Continue to Refine and Communicate Identification Process (Develop Matrix; Several-Year Process); Identification for Middle School Programs will be Tightened
- Better Define and Communicate Appeals Process
- Continue Three-Year Phase-In of Program, Providing Teacher Support with Addition of Fourth Grade Next Year; Re-evaluate Needs in Summer 2009 (SIP Goal and Required Part of Institute Days)
- Work with SELAS Program to Work on Social/Emotional Issues of All Students (District Social Workers Receiving Training)



Recommendations

2007/2008

(continued)


- Differentiation will be Monitored by Building Principals instead of Self-Monitored (Training for Principals in August)
- More Focus/Support for Tier I Language Arts; Differentiation
- 3rd-Grade Tier II Math will be Flexible Based Upon Skills Being Taught
- Middle School ACE will be in One ELA Class in 6th Grade and in Advisory with Gifted Specialists; 7/8 will be Spread Out in Advisory, ACE will be in Place of Social Studies
- Develop ACE Curriculum Framework
- Distribute New District Homework Guidelines and Work with Teachers/Principals on Expectations for Missed Work



Conclusions

- Overwhelming Support for Gifted and Talented Program Model
- Flexibility of Program Model is Working
- Strong Support for Full-Time Gifted Specialists in Each Building
- Many More Students are Being Served and Challenged
- Strong Academic Gains from MAP
- Pace is Fast and Phase-In is Appropriate without District Gifted Coordinator





**Questions
or
Comments**