



Gifted Education 2023-2024 Progress Summary

Dear Fountain-Fort Carson Families:

We would like to take this opportunity to update you on a number of measures that we used to chart our progress in gifted education for the 2022-2023 school year. These metrics help us to understand some of our areas of strength, as well as opportunities for growth. The following document and information also fulfill the gifted education requirements as part of the district unified improvement plan.

Are the needs of gifted education convergent or divergent to the district improvement plan?

Convergent. This means data analysis related to gifted education in Fountain-Fort Carson District 8 has shown that the needs of gifted students are accurately represented within the improvement strategies and action plan developed for District 8.

Analysis of Prior Year Targets:

The following is an analysis of 22-23 prior year targets that were set in the 2022-2023 Gifted Education Progress Summary.

22-23 Math Achievement Prior Year Targets: 15% of all identified gifted students (grades 3-8) will achieve "Exceeds Expectations" on CMAS math assessments (Spring 2023). 15% of gifted students (grades 3-8) will score "Exceeds Expectations" on the end-of-year Illuminate Benchmark Assessment (Spring 2023). At least 80% of gifted students will meet the College and Career Readiness Benchmark on the Math section of the PSAT 9, PSAT 10, and SAT in Spring 2023.

Reflection on 22-23 Math Achievement Prior Year Targets: 14.4% of all identified gifted students (grades 3-8) scored "Exceeds Expectations" on CMAS math assessments in Spring 2023. 19.7% of all identified gifted students (grades 3-8) scored "Exceeds Expectations" on the end-of-year Illuminate Benchmark Assessment in Spring 2023. Based on this data, the goal for CMAS (state-level data) was not quite met, and the goal for Illuminate (district-level data) was met.

71.4% of all identified gifted students (grades 9-11) met the College and Career Readiness Benchmark on the Math section of the PSAT 9, PSAT 10, or SAT in Spring 2023. Based on this data, the goal for PSAT and SAT math was not met.

22-23 Math Growth Prior Year Targets: At least 95% of gifted students in Grades 3-5 will demonstrate growth on their Illuminate Math Assessments from Fall 2022 to Spring 2023. At least 80% of gifted students in Grades 6-8 will demonstrate growth on their Illuminate Math Assessments from Fall 2022 to Spring 2023. At least 80% of gifted students will demonstrate growth on the Math section of the PSAT 10 or SAT when compared to the previous year's scale score.

Reflection on 22-23 Math Growth Prior Year Targets: 93.4% of gifted students in Grades 3-5 demonstrated growth on their Illuminate Math Assessments from Fall 2022 to Spring 2023. 76.7% of gifted students in Grades 6-8 demonstrated growth on their Illuminate Math Assessments from Fall 2022 to Spring 2023. 60.5% of gifted students demonstrated growth on the Math section of the PSAT 10 or SAT in Spring 2023 when compared to the previous year's scale score. Based on this data, the goals for Illuminate Math growth were not met in Grades 3-5 and 6-8. The goal for Math growth on PSAT 10 and SAT was not met.

22-23 English Language Arts Achievement Prior Year Targets: 25% of all identified gifted students (grades 3-8) will score "Exceeds Expectations" on CMAS English Language Arts Assessments (Spring 2023). 25% of all identified gifted students (grades 3-8) will score "Exceeds Expectations" on the end-of-year Illuminate Benchmark Assessment (Spring 2023). At least 95% of gifted students will meet the College and Career Readiness Benchmark on the Evidence-Based Reading and Writing section of the PSAT 9, PSAT 10, and SAT in Spring 2023.

Reflection on 22-23 English Language Arts Achievement Prior Year Targets: 15.6% of all identified gifted students (grades 3-8) scored "Exceeds Expectations" on CMAS English Language Arts assessments in Spring 2023. 22.6% of all identified gifted students (grades 3-8) scored "Exceeds Expectations" on the end-of-year Illuminate Benchmark Assessment in Spring 2023. Based on this data, the goals for both CMAS (state-level data) and Illuminate (district-level data) were not met.

93.2% of all identified gifted students (grades 9-11) met the College and Career Readiness Benchmark on the Evidence-Based Reading and Writing section of the PSAT 9, PSAT 10, or SAT in Spring 2023. Based on this data, the goal for PSAT and SAT Evidence-Based Reading and Writing was not met.

22-23 English Language Arts Growth Prior Year Targets: At least 95% of gifted students in Grades 3-5 will demonstrate growth on their Illuminate English Language Arts Assessments from Fall 2022 to Spring 2023. At least 60% of gifted students in Grades 6-8 will demonstrate growth on their Illuminate English Language Arts Assessments from Fall 2022 to Spring 2023. At least 65% of students will demonstrate growth on the Evidence-Based Reading and Writing section of the PSAT 10 or SAT when compared to the previous year's scale score.

Reflection on 22-23 English Language Arts Growth Prior Year Targets: 99.1% of gifted students in Grades 3-5 demonstrated growth on the Illuminate English Language Arts Assessments from Fall 2022 to Spring 2023. 66.9% of gifted students in Grades 6-8 demonstrated growth on the Illuminate Language Arts Assessments from Fall 2022 to Spring 2023. 68.4% of gifted students demonstrated growth on the Evidence-Based Reading and Writing section of the PSAT 10 or SAT in Spring 2023 when compared to the previous year's scale score. Based on this data, the goals for Illuminate English Language Arts growth were met in Grades 3-5 and in Grades 6-8. The goal for Evidence-Based Reading and Writing growth on PSAT 10 and SAT was met.

2022-2023 Data Reflection and Narrative:

- **English Language Arts (ELA) and Math Achievement and Growth:** What type of progress are our gifted students making in mastering year-long concepts in ELA and Math?
- **Attendance Data:** How does attendance of gifted students compare to the attendance of all students?
- **Family Survey Data:** A survey was not conducted during the 2022-2023 school year. Family survey data for gifted students will be collected in Spring 2024.

This report focuses on general district-wide trends of gifted students in relation to students who are not identified as gifted.

English Language Arts (ELA) and Math Achievement and Growth

What type of progress did our gifted students make in mastering year-long concepts in ELA and Math?

FFC8 administered a comprehensive district assessment in the fall and spring in both English Language Arts and Math. This “Illuminate” assessment covers topics that are taught over the course of the year. The assessment enables our teachers and students to get real-time feedback on specific concepts that have been mastered or still need to be addressed. It is directly aligned to the state assessment, Colorado Measures of Academic Success (CMAS). Our hope is that the majority of gifted students will score in the “Meets and Exceeds” categories by the end of the year with increasing numbers of students scoring “Exceeds.” We also look at the assessment scores from fall to spring to determine whether students are making growth, which indicates that students are showing increasing mastery of content over the course of the school year.

Illuminate Growth for Students Who Took Both Fall and Spring Assessments (Grades 3-8)

Percentage of Student Scores that Changed or Remained the Same for Gifted Students Illuminate Math (Grades 6 – 8)	
Score Increased	76.7%
Scored Decreased	17.3%
No Change	6.0%

Percentage of Student Scores that Changed or Remained the Same for Students Not Identified as Gifted Illuminate Math (Grades 6 – 8)	
Score Increased	58.7%
Scored Decreased	30.3%
No Change	11.0%

Percentage of Student Scores that Changed or Remained the Same for Gifted Students Illuminate English Language Arts (Grades 6 – 8)	
Score Increased	66.9%
Scored Decreased	28.7%
No Change	4.4%

Percentage of Student Scores that Changed or Remained the Same for Students Not Identified as Gifted Illuminate English Language Arts (Grades 6 – 8)	
Score Increased	63.4%
Scored Decreased	30.2%
No Change	6.4%

The charts to the left reflect students who were with us the entire year and took both assessments.

Notice that a higher percentage of gifted students showed growth in math than students not identified as gifted. The percentage of gifted students showing growth in English Language Arts was also slightly higher than for students not identified as gifted.

Percentage of Student Scores that Changed or Remained the Same for Gifted Students Illuminate Math (Grades 3 – 5)	
Score Increased	93.4%
Scored Decreased	4.7%
No Change	1.9%

Percentage of Student Scores that Changed or Remained the Same for Students Not Identified as Gifted Illuminate Math (Grades 3 – 5)	
Score Increased	85.8%
Scored Decreased	9.9%
No Change	4.3%

Percentage of Student Scores that Changed or Remained the Same for Gifted Students Illuminate English Language Arts (Grades 3 – 5)	
Score Increased	99.1%
Scored Decreased	0.9%
No Change	0%

Percentage of Student Scores that Changed or Remained the Same for Students Not Identified as Gifted Illuminate English Language Arts (Grades 3 – 5)	
Score Increased	91.6%
Scored Decreased	6.0%
No Change	2.4%

The charts to the left reflect students who were with us the entire year and took both assessments.

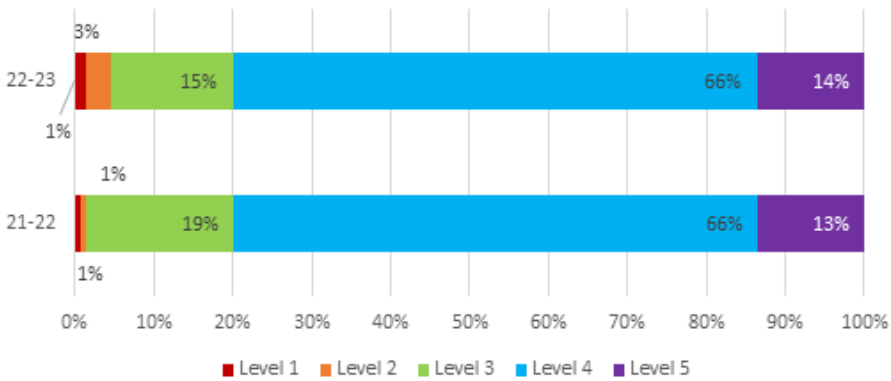
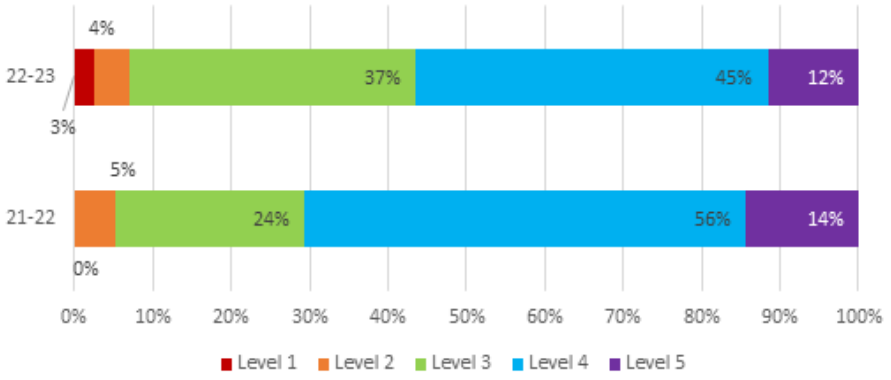
Notice that a higher percentage of gifted students showed growth in math and English Language Arts than students not identified as gifted.

State Assessment Data: How did our students do on the state mandated spring assessments?

During the 2021-22 and 2022-23 school years, state assessments were administered to all students in English Language Arts and math in grades 3-8. By comparing performance on state assessments for students who were enrolled in FFC8 and tested in both 2021-22 and 2022-23, we are able to observe student growth over the course of multiple school years.

- The charts below represent **gifted students** who were enrolled in FFC8 and tested in both 2021-22 and 2022-23.
- State assessment results show a slight increase in the percentage of gifted students who scored in the “Exceeds” range during 22-23 when compared to 21-22 in English Language Arts. The percentage of students who scored in the “Meets” range remained the same between the 21-22 and 22-23 school years.

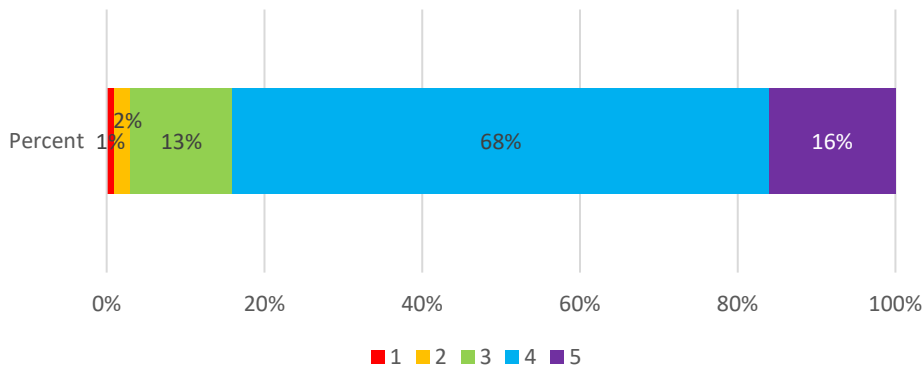
- The English Language Arts assessment combines performance expectations for reading and writing. Writing expectations typically grow in complexity from year to year at a greater pace than the growth in complexity of reading comprehension expectations.
- State assessment results show a decrease in the percentage of gifted students who scored in the “Exceeds” range during 22-23 when compared to 21-22 in Mathematics. There was also a decrease in the percentage of students scoring in the “Meets” range with increased numbers of students scoring in the “Approaches” range.
 - Math requires students to learn new skills from year to year, building skills within particular mathematical domains (i.e., numbers & operations in base ten, fractions, ratios and proportions, etc.).

<p style="text-align: center;">English Language Arts Percentage of Students at each CMAS Performance Level (Gifted Students with 2 Years of Data)</p>  <table border="1" data-bbox="154 787 1039 1165"> <caption>English Language Arts Performance Data</caption> <thead> <tr> <th>School Year</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>22-23</td> <td>1%</td> <td>3%</td> <td>15%</td> <td>66%</td> <td>14%</td> </tr> <tr> <td>21-22</td> <td>1%</td> <td>1%</td> <td>19%</td> <td>66%</td> <td>13%</td> </tr> </tbody> </table>	School Year	Level 1	Level 2	Level 3	Level 4	Level 5	22-23	1%	3%	15%	66%	14%	21-22	1%	1%	19%	66%	13%		
School Year	Level 1	Level 2	Level 3	Level 4	Level 5															
22-23	1%	3%	15%	66%	14%															
21-22	1%	1%	19%	66%	13%															
<p>ELA: In 22-23, there was a slight increase in students scoring in the highest category level and a slight increase in the total number of students scoring in the Meets and Exceeds levels. In the 21-22 school year, 79% of gifted students scored in the Meets and Exceeds levels compared to 80% of gifted students in the 22-23 school year.</p>																				
<p style="text-align: center;">Mathematics Percentage of Students at each CMAS Performance level (Gifted Students with 2 Years of Data)</p>  <table border="1" data-bbox="154 1522 1039 1900"> <caption>Mathematics Performance Data</caption> <thead> <tr> <th>School Year</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>22-23</td> <td>3%</td> <td>4%</td> <td>37%</td> <td>45%</td> <td>12%</td> </tr> <tr> <td>21-22</td> <td>0%</td> <td>5%</td> <td>24%</td> <td>56%</td> <td>14%</td> </tr> </tbody> </table>	School Year	Level 1	Level 2	Level 3	Level 4	Level 5	22-23	3%	4%	37%	45%	12%	21-22	0%	5%	24%	56%	14%		<p>To determine year over year growth, the district analyzed gifted student scores in 21-22 and 22-23. Students represented in this data completed CMAS assessments in both 21-22 and 22-23. As a result, the scores do not represent the entire performance of gifted students within the district, rather the gifted students who were continuously enrolled in FCC8 for both school years.</p>
School Year	Level 1	Level 2	Level 3	Level 4	Level 5															
22-23	3%	4%	37%	45%	12%															
21-22	0%	5%	24%	56%	14%															

Math: In 22-23, there was a decrease in the number of gifted students scoring in the Exceeds level, and there was a decrease in the number of students scoring in the Meets and Exceeds levels. 70% of gifted students scored in the Meets and Exceeds levels in 21-22 compared to 57% in 22-23.

2022-2023 CMAS Performance of All Gifted Students: While the data above represents the performance of gifted students who remained enrolled in District 8 from Spring 2022 to Spring 2023, we also analyzed the performance of all gifted students who took CMAS assessments in Spring 2023. This data is represented in the following charts.

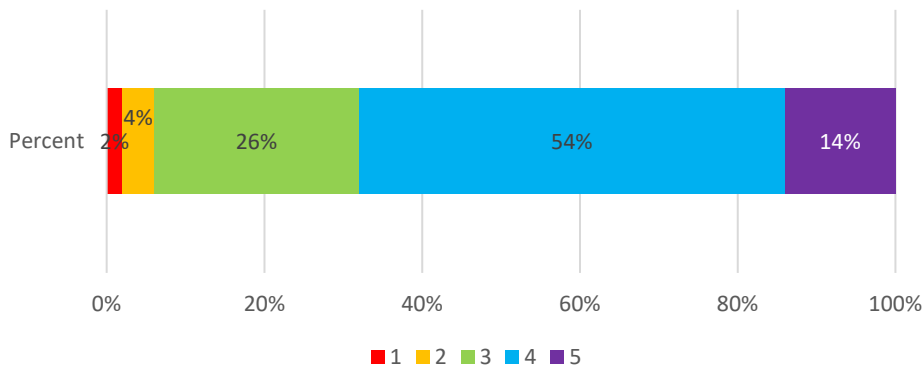
English Language Arts
Percentage of gifted students at each CMAS performance level



ELA:
The percentage of gifted students scoring in the highest performance category increased by almost 3 percentage points from Spring 2022 to Spring 2023.

ELA: In 22-23, there was an increase in the percentage of students scoring in the highest category level from 21-22. In Spring 2022, 12.8% of gifted students assessed scored in the “Exceeds” range. In Spring 2023, 15.6% of gifted students scored in the “Exceeds” range.

Mathematics
Percentage of gifted students at each CMAS performance level



Math:
The percentage of gifted students scoring in the highest performance category increased by more than 2 percentage points from Spring 2022 to Spring 2023.

Math: In 22-23, there was an increase in the percentage of students scoring in the highest category level from 21-22. In Spring 2022, 12.2% of gifted students scored in the “Exceeds” range. In Spring 2023, 14.4% of gifted students scored in the “Exceeds” range.

High School State Assessment Growth from Spring 2022 to Spring 2023:

Percentage of Student Scores that Changed or Remained the Same for Gifted Students PSAT 9 to PSAT 10 Evidence-Based Reading and Writing

Score Increased	65.1%
Scored Decreased	27.9%
No Change	7.0%

Percentage of Student Scores that Changed or Remained the Same for Students Not Identified as Gifted PSAT 9 to PSAT 10 Evidence-Based Reading and Writing

Score Increased	56.9%
Scored Decreased	36.4%
No Change	6.7%

Percentage of Student Scores that Changed or Remained the Same for Gifted Students PSAT 9 to PSAT 10 Math

Score Increased	48.9%
Scored Decreased	39.5%
No Change	11.6%

Percentage of Student Scores that Changed or Remained the Same for Students Not Identified as Gifted PSAT 9 to PSAT 10 Math

Score Increased	60.5%
Scored Decreased	31.9%
No Change	7.6%

Percentage of Student Scores that Changed or Remained the Same for Gifted Students PSAT 10 to SAT 11 Evidence-Based Reading and Writing

Score Increased	70.6%
Scored Decreased	20.6%
No Change	8.8%

Percentage of Student Scores that Changed or Remained the Same for Students Not Identified as Gifted PSAT 10 to SAT 11 Evidence-Based Reading and Writing

Score Increased	61.3%
Scored Decreased	34.4%
No Change	4.3%

Of the gifted students who took Grade 9 PSAT in 21-22 and Grade 10 PSAT in 22-23, over 65% increased their ELA score, and 50% increased their math score.

Of the gifted students who took Grade 10 PSAT in 21-22 and Grade 11 SAT in 22-23, almost 72% increased their ELA score, and 75% increased their math score.

Percentage of Student Scores that Changed or Remained the Same for Gifted Students PSAT 10 to SAT 11 Math	
Score Increased	76.5%
Scored Decreased	20.6%
No Change	2.9%

Percentage of Student Scores that Changed or Remained the Same for Students Not Identified as Gifted PSAT 10 to SAT 11 Math	
Score Increased	56.1%
Scored Decreased	33.2%
No Change	10.7%

High School State Assessment Performance Spring 2023:														
<table border="1"> <thead> <tr> <th colspan="3">Percentage of Students Meeting College and Career Readiness Benchmarks on SAT 11</th> </tr> <tr> <th></th> <th>Gifted Students</th> <th>Students Not Identified as Gifted</th> </tr> </thead> <tbody> <tr> <td>Evidence-Based Reading and Writing</td> <td>92.11%</td> <td>46.25%</td> </tr> <tr> <td>Math</td> <td>73.70%</td> <td>14.00%</td> </tr> </tbody> </table>			Percentage of Students Meeting College and Career Readiness Benchmarks on SAT 11				Gifted Students	Students Not Identified as Gifted	Evidence-Based Reading and Writing	92.11%	46.25%	Math	73.70%	14.00%
Percentage of Students Meeting College and Career Readiness Benchmarks on SAT 11														
	Gifted Students	Students Not Identified as Gifted												
Evidence-Based Reading and Writing	92.11%	46.25%												
Math	73.70%	14.00%												
<table border="1"> <thead> <tr> <th colspan="3">Percentage of Students Meeting College and Career Readiness Benchmarks on PSAT 10</th> </tr> <tr> <th></th> <th>Gifted Students</th> <th>Students Not Identified as Gifted</th> </tr> </thead> <tbody> <tr> <td>Evidence-Based Reading and Writing</td> <td>89.80%</td> <td>54.98%</td> </tr> <tr> <td>Math</td> <td>63.27%</td> <td>20.14%</td> </tr> </tbody> </table>			Percentage of Students Meeting College and Career Readiness Benchmarks on PSAT 10				Gifted Students	Students Not Identified as Gifted	Evidence-Based Reading and Writing	89.80%	54.98%	Math	63.27%	20.14%
Percentage of Students Meeting College and Career Readiness Benchmarks on PSAT 10														
	Gifted Students	Students Not Identified as Gifted												
Evidence-Based Reading and Writing	89.80%	54.98%												
Math	63.27%	20.14%												
<table border="1"> <thead> <tr> <th colspan="3">Percentage of Students Meeting College and Career Readiness Benchmarks on PSAT 9</th> </tr> <tr> <th></th> <th>Gifted Students</th> <th>Students Not Identified as Gifted</th> </tr> </thead> <tbody> <tr> <td>Evidence-Based Reading and Writing</td> <td>97.83%</td> <td>48.10%</td> </tr> <tr> <td>Math</td> <td>78.26%</td> <td>22.78%</td> </tr> </tbody> </table>			Percentage of Students Meeting College and Career Readiness Benchmarks on PSAT 9				Gifted Students	Students Not Identified as Gifted	Evidence-Based Reading and Writing	97.83%	48.10%	Math	78.26%	22.78%
Percentage of Students Meeting College and Career Readiness Benchmarks on PSAT 9														
	Gifted Students	Students Not Identified as Gifted												
Evidence-Based Reading and Writing	97.83%	48.10%												
Math	78.26%	22.78%												

Gifted students met the SAT 11, PSAT 10, and PSAT 9 College and Career Readiness Benchmarks at a much higher rate than students not identified as gifted.

Attendance Data

How does attendance of gifted students compare to attendance of students not identified as gifted?

During the 2022-2023 school year, gifted students had a daily attendance rate of 91.70%, and the daily attendance rate for all students in Fountain-Fort Carson School District was 91.20%. Since gifted students are included in the full district rate, gifted students are attending school at a slightly higher rate than students not identified as gifted.

Targets for Gifted Students' Performance

Math: 18% of gifted students (grades 3-8) will score "Exceeds Expectations" on CMAS Math Assessments (Spring 2024). 70% of gifted students will achieve "High" or "Typical" growth on CMAS Math Assessments (Spring 2024). At least 75% of gifted students will meet the College and Career Readiness Benchmark on the Math section of the PSAT 9, PSAT 10, and SAT in Spring 2024. 70% of gifted students will achieve "High" or "Typical" growth on PSAT and SAT Math Assessments (Spring 2024).

English Language Arts: 20% of gifted students (grades 3-8) will score "Exceeds Expectations" on CMAS English Language Arts Assessments (Spring 2024). 70% of gifted students will achieve "High" or "Typical" growth on CMAS English Language Arts Assessments (Spring 2024). At least 95% of gifted students will meet the College and Career Readiness Benchmark on the Evidence-Based Reading and Writing section of the PSAT 9, PSAT 10, and SAT in Spring 2024. 70% of gifted students will achieve "High" or "Typical" growth on PSAT and SAT Math Assessments (Spring 2024).

Progress Monitoring using District Interim Measures

Math: 23% of gifted students (grades 3-8) will score "Exceeds Expectations" on the end-of-year Illuminate Benchmark Assessment (Spring 2024).

English Language Arts: 26% of gifted students (grades 3-8) will score "Exceeds Expectations" on the end-of-year Illuminate Benchmark Assessment (Spring 2024).

Connections to Major Improvement Strategies and Action Plan

Priority #1: Implement equitable and rigorous instructional practices and feedback that engage all learners.

- Develop student agency: PK-12 students can set learning goals and targets, analyze their progress, and determine specific needs to meet success criteria.
- Develop student agency: PK-12 students regularly engage in peer feedback, self-assessment, classroom discourse, and establish individual learning goals to take next steps in their learning.

Priority #2: Systemic and Strategic Use of Intervention.

- Utilize effective data analysis and technology tools to help identify and act on the individual needs of students.
- Explore collaboration and problem-solving processes to address the individual needs of students and ensure continued refinement of instructional systems.



Priority #3: Integrated Essential Skill Competency.

- Develop a shared vision for the integrated essential skills PK-12 students need to be prepared graduates.
- Begin development of Tier 1 integrated essential skill instruction and intervention.