Gifted and Talented
Agenda

• Review K-8 Gifted Identification Model
• Discuss Direction and Change

Pennsylvania Department of Education Comprehensive Plan

Strategic Theme #1
Create a positive and supportive school culture.

Strategic Theme #2
Develop and implement a rigorous, aligned instructional system.

Expect great things.
Terminology

In the context of this discussion “identification process” refers to the District process for identifying students for gifted services.

Underserved students in our district includes students of color, English language learners, low social-economic status, and students with a learning disability.
District’s Responsibility…


• (a) Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction.

• (c) Each school district shall determine the student’s needs through a screening and evaluation process which meets the requirements of this chapter.
### Number Students Tested for Gifted Services K-5

#### Bottom 10 Schools (K-5 Populations)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number of Students Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGLEY</td>
<td>1</td>
</tr>
<tr>
<td>SPRING HILL</td>
<td>1</td>
</tr>
<tr>
<td>MANCHESTER</td>
<td>2</td>
</tr>
<tr>
<td>WEIL</td>
<td>3</td>
</tr>
<tr>
<td>MORROW</td>
<td>3</td>
</tr>
<tr>
<td>ML King</td>
<td>4</td>
</tr>
<tr>
<td>WHITTIER</td>
<td>4</td>
</tr>
<tr>
<td>ARSENAL</td>
<td>5</td>
</tr>
<tr>
<td>SUNNYSIDE</td>
<td>5</td>
</tr>
<tr>
<td>Woolslair</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Top 10 Schools (K-5 Populations)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number of Students Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINDEN</td>
<td>17</td>
</tr>
<tr>
<td>BEECHWOOD</td>
<td>18</td>
</tr>
<tr>
<td>PHILLIPS</td>
<td>19</td>
</tr>
<tr>
<td>CARMALT</td>
<td>20</td>
</tr>
<tr>
<td>ALLEGHENY TRADITIONAL</td>
<td>23</td>
</tr>
<tr>
<td>LIBERTY</td>
<td>23</td>
</tr>
<tr>
<td>GREENFIELD</td>
<td>24</td>
</tr>
<tr>
<td>DILWORTH</td>
<td>30</td>
</tr>
<tr>
<td>MONTESSORI</td>
<td>37</td>
</tr>
<tr>
<td>COLFAIX</td>
<td>106</td>
</tr>
</tbody>
</table>

### Racial Demographics (Raw Numbers K-5)

<table>
<thead>
<tr>
<th>Racial Demographics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIAN</td>
<td>22</td>
</tr>
<tr>
<td>BLACK</td>
<td>142</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>9</td>
</tr>
<tr>
<td>MULTI-RACIAL</td>
<td>45</td>
</tr>
<tr>
<td>PACIFIC ISLANDER</td>
<td>1</td>
</tr>
<tr>
<td>WHITE</td>
<td>273</td>
</tr>
<tr>
<td>TOTAL</td>
<td>493</td>
</tr>
</tbody>
</table>

Areas for Continued Improvement

*The Gifted Racial chart only includes students identified as gifted. (August/2018)*
“In 2014, Black and Latino students accounted for 26% of all students identified as gifted nationally, but together accounted for 40% of the population in schools offering gifted services (CRDC, 2014). It is estimated there are 500,000 Black and Latino students not receiving gifted services, accessing rigorous courses, and advanced programs due to under identification (Ford, 2010).”
Current PPS Gifted Identification Process

School or Parent Referral leads to Permission to Evaluate (PTE).

If Yes, Gifted Written Report Established (GWR) (Collection of student data and IQ test administered).

If Yes, GWR Review by Gifted Multidisciplinary Team (GMDT).

If Parent/Guardian Invitation is sent to attend NORA meeting.

If Yes, there is a demonstrated need for gifted services, GIEP developed.

If No, there is not a demonstrated need for gifted services, Student continues with regular education services.

If No, Process Stops.
Gifted Equitable Access Model

Equitable Gifted Access

- Valid Multiple Recruitment Instruments and Process
- Opportunity for Enrichment and Talent Development
- Ongoing Professional Development
- Build community and parent capacity representing underserved populations

Expect great things.
Proposed PPS Gifted Identification Process

- District-Wide Assessment Screening Protocol
- Parent Referral
- 2nd Grade Cognitive Screener

Permission to Evaluate (PTE)

Yes: Gifted Written Report Established (Collection of student data and IQ test administered)

No: Process Stops

Review of GWR by Gifted Multidisciplinary Team (GMDT)

Yes, there is a demonstrated need for gifted services

GIEP developed

No, there is not a demonstrated need for gifted services

Student continues with regular education services

Parent/Guardian Invitation is sent to attend NORA meeting.
The purpose of the pilot is to assess best tools and strategies in identifying gifted students, and in particular students from underserved populations (twice-exceptional (2e), low-income, Emerging language Learners (ELL), and students of color). The pilot for the 2018-2019 school year is at no cost to the district.
Pilot School Identification & Screeners

Pilot School Identification
• All K-5 and K-8 schools were placed into a comparative analysis across demographic groups (high poverty, ELLs, and PSE).
• Data pulled Data, Research, Evaluation, and Assessment (DREA).
• Pilot schools chosen: Arlington, Arsenal, Banksville, Brookline, Langley, & Mifflin

Pilot Screeners
NNAT3
• Arlington, Banksville, Mifflin

Pilot Screener: CogAT
• Langley, Arsenal, and Brookline
2nd Grade Pilot Screener Administration

• Test administration will start October 2018 and conclude May 2019.
• ITL, guidance counselor, or social worker can administer
• Assessments are computer based
• The assessment will be administered to 10-15% of second grade students at each pilot school each month starting in October. (The district can increase the percentage of students assessed per month.)
• As soon as the assessment is complete the data is automatically sent to an online database.
• Students demonstrating gifted potential will follow district identification process
Cognitive Abilities Test (CogAT)

- Cognitive Ability Test (CogAT) measures: Verbal, Quantitative, and Non-Verbal assessment.
- Online Assessment: The assessment can be administered on a desktop, laptop, Chromebook, or iPad. There are sections were directions are read aloud
- Assessment Time: 45 minutes-1 hour
Naglieri Nonverbal Ability Test (NNAT3)

• Naglieri (NNAT3) measures: Non-verbal general reasoning ability.
• Online Assessment: The assessment can be administered on a desktop, laptop, Chromebook, or iPad.
• Assessment Time: 30 minutes.
2nd Grade Parent Communication

- District mails letter and sends robocall to all 2nd grade pilot school parents (letters will be translated in top five languages)
- Letter and FAQ available on pilot school websites
- School sends letter home via backpack
- 2nd grade pilot school teachers provide letter during parent teacher conferences
- Parent outreach through PSCC meetings (October - November)
- Screening results shared with parents after administration