Education Committee
Gifted Education Update

January 2020 Update

Gifted Education Update

Agenda

• Update about the Gifted Education Compliance Monitoring Review
• Update on the Gifted Pilot Screener
• Next steps
Gifted and Talented Education Vision

Pittsburgh Public Schools is committed to providing all students the opportunity to demonstrate their gifts and talents through enriched and accelerated learning. We will ensure that high-quality culturally responsive instruction is embedded in our core curriculum. We will equip teachers with the necessary tools to identify all learners’ gifts and talents and ensure they can effectively identify gifted and talented learners. We expect all teachers to develop high-yield instructional strategies to meet the learning needs of students identified as gifted and talented. We will ensure high-quality instruction is present every day, in every school, to offer a wide range of ways a child can develop personally. Students, staff, and parents will understand the process of gifted and talented identification.

We expect gifted and talented students to:
• Develop academically, socially, and emotionally.
• Recognize the role they play in contributing to their school, community, and global society.

2019-2020 Gifted Education Compliance Monitoring

Pittsburgh Public Schools was one of several schools selected for the Gifted Education Compliance Monitoring for the 2019-2020 school year.

• The Pennsylvania Department of Education conducted the following:
  • Interviews of District Administrators, staff and parents
  • Review of policies, notices, plans, forms, and data reports
  • Gifted student file reviews
Initiatives Implemented Prior to the Compliance Monitoring Selection

**Gifted Pilot Screener**
- The purpose of the pilot screener was 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).

**Recalibrated and Expanded Gifted Professional Development**
- The Gifted Equity Team went to Confratute at the University of Connecticut.
- The State Liaison conducted the Gifted Boot Camp Day 1 and Day 2 trainings at PPS.
- The lead gifted teachers were sent to the Pennsylvania Association for Gifted Education (PAGE).

**Curriculum Supports**
- The middle school Math pathways offer more accelerated opportunities for all students.
- Enrichment menus were created and aligned to curricular units for all students to access enrichment (K-10).
- Protocol/guidelines were established for acceleration recommendation and request (K-12).

**Revisions of Gifted Written Report Tool**
- The Gifted Equity Team revised the gifted characteristics and traits teacher checklist to be culturally inclusive based on several examples from researchers in gifted education. The masking factors section is now explicitly listed.

Current Identification Process

- **School or Parent Referral**
- **Permission to Evaluate (PTE)**
  - Yes
    - Gifted Written Report Established (GWR)
      - (Collection of student data and IQ test administered)
  - No
    - Process Stops

Expect great things.
Current Identification Process
With Permission to Evaluate

- Review of GWR by Gifted Multidisciplinary Team (GMDT)
- Parent/Guardian Invitation is sent to attend the NORA meeting.
- 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

2019-2020 Gifted Education Compliance Monitoring

<table>
<thead>
<tr>
<th>Section of File Review</th>
<th>In Compliance</th>
<th>Out of Compliance</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Essential Student Documents Are Present and Were Prepared Within Timelines</td>
<td>245</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation/Reevaluation: Process and Content</td>
<td>42</td>
<td>44</td>
<td>10</td>
</tr>
<tr>
<td>Gifted Individualized Education Program (GIEP): Process and Content</td>
<td>269</td>
<td>37</td>
<td>50</td>
</tr>
<tr>
<td>Totals</td>
<td>556</td>
<td>95</td>
<td>65</td>
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*The table is recreated from the 2019-2020 Executive Summary of the Gifted Education Compliance Monitoring Review*
2019-2020 Gifted Education Compliance Monitoring

<table>
<thead>
<tr>
<th>Gifted Facilitated Self-Assessment (GFSA)</th>
<th>In Compliance</th>
<th>Out of Compliance</th>
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<tbody>
<tr>
<td>Strategic Plan and Policy</td>
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</tr>
<tr>
<td>Personnel</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Special/Education Dual Exceptionalities</td>
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</tr>
<tr>
<td>Screening and Evaluation Process</td>
<td>X</td>
<td></td>
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<tr>
<td>Gifted Education Placement</td>
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</tr>
<tr>
<td>Gifted Procedural Safeguards</td>
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<tr>
<td>Student Record Review</td>
<td>X</td>
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</tr>
</tbody>
</table>

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Gifted Pilot Results for Both Screeners

<table>
<thead>
<tr>
<th>Underrepresented Groups</th>
<th>Performed in the Top 10% of All Students Screened for Both the CogAT and NNAT3</th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>21</td>
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<tr>
<td>Asian</td>
<td>3</td>
</tr>
<tr>
<td>Black</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>1</td>
</tr>
<tr>
<td>Low-income</td>
<td>0</td>
</tr>
<tr>
<td>PSE</td>
<td>0</td>
</tr>
<tr>
<td>ELL</td>
<td>2</td>
</tr>
</tbody>
</table>

*Results combine outcomes for both the CogAT and NNAT3

- Zero (0) ELL, IEP, or low-income students scored in the top 5%.
- Only two (2) ELL students scored in the top 10% and zero low-income and IEP students scored in the top 10%.
- Only two (2) black students scored in the top 5%. 

Expect great things.
Tested PPS Gifted Identification Process

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

Permission to Evaluate (PTE)

- Yes
  - Gifted Written Report Established (Collection of student data and IQ test administered)
- No
  - Process Stops

Tested PPS Gifted Identification Process With Permission to Evaluate

1. Review of GWR by Gifted Multidisciplinary Team (GMDT)
2. Parent/Guardian Invitation is sent to attend NORA meeting

- Yes, there is a demonstrated need for gifted services
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Process Stops

No
Next Steps

Screening Process:
- Create a multiple-criteria screening process using local assessments, student work, enrichment performance tasks, and student portfolios.
- Establish a district-wide screening calendar for schools to recommend potential gifted students using the multiple-criteria screening data.
- Establish a Pre-K potential gifted list and monitoring process.
- Explore alternative performance measures that are equitable.

Compliance Monitoring:
- Establish Corrective Action Plan (CAP) with the State Liaison.

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