Pittsburgh Public Schools | Excellence for All

*The Pathway to the Promise.™*

Gifted and Talented Office

# Gifted and Talented Pilot Update September 27, 2010

# Gifted and Talented Pilot Update

- **Pilot Overview**
  - **Goals and Timeline**
  - **Identification**
  - **Program Review**
  - **Improvement in Achievement Categories**
  - **Teacher Feedback**
  - **Wins and Challenges**
  - **Next Steps**

# Pilot Recap: Pilot Goals

| Goals | Status |
|---|---|
| Create an onsite, home school gifted model to fulfill GIEP's of currently identified students | •Total School Cluster Grouping Model running at all 5 Pilot schools |
| To identify a greater number of students in typically underrepresented populations | • 136 additional students have been identified as gifted<br>• 51% African American (district average: 20%)<br>• 74% FRL (district average: 27%) |
| To analyze the student achievement and satisfaction results of such a model as it compares to a pull out gifted "center" model | • High teacher satisfaction rating<br>• Promising Achievement Category data<br>• Awaiting Purdue data |

Pilot Schools: **Colfax K-8 ALA , Northview K-6 ALA, Fort Pitt K-5 ALA, Dilworth K-5, Grandview K-5**

# Pilot Recap: Timeline

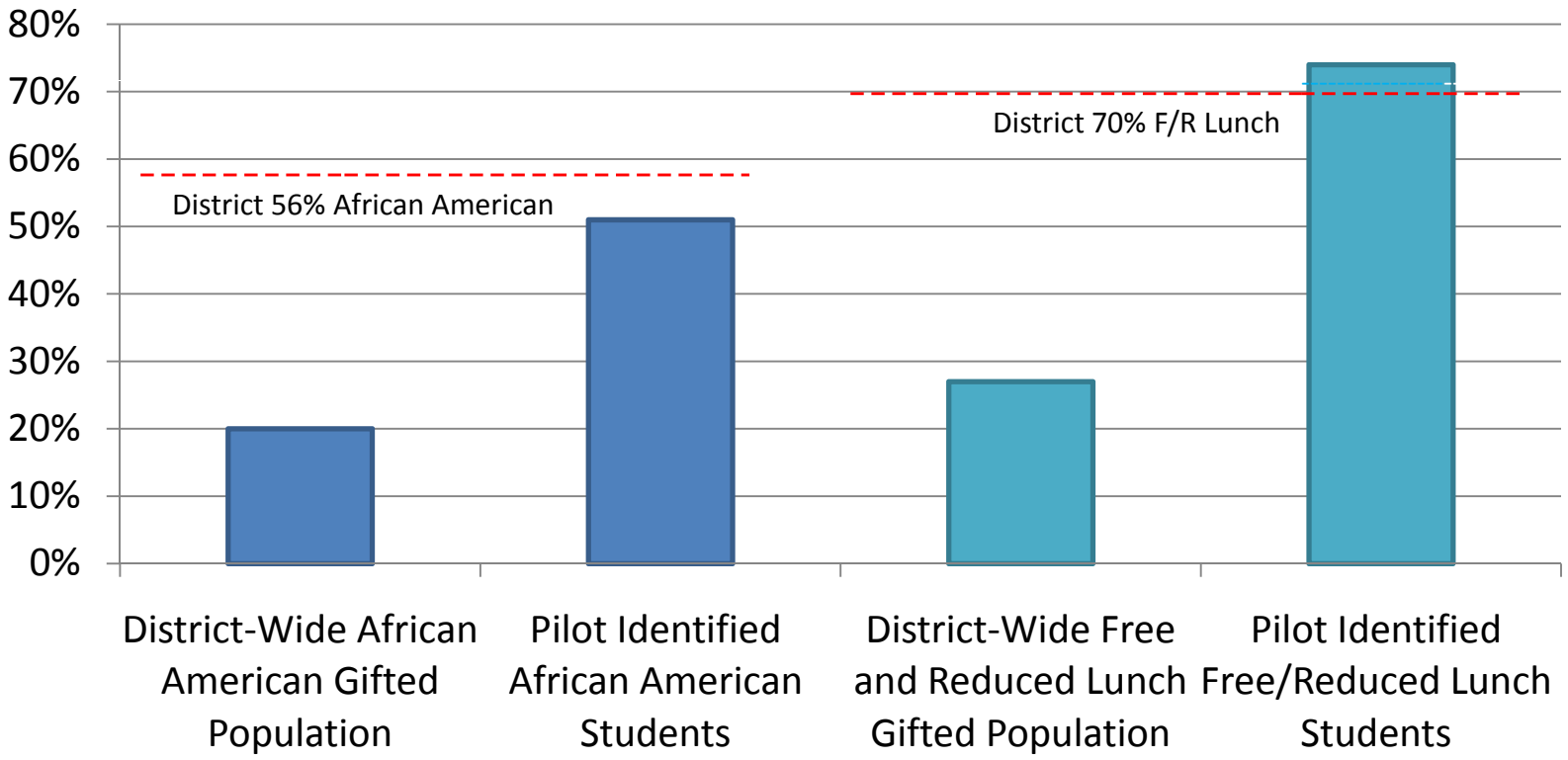
| Year | Focus |
|---|---|
| 2008-2009 | Train Gifted Resource teachers, identify university partner (Purdue University, Marcia Gentry) |
| 2009-2010 | Train classroom teachers, implement Total School Cluster Grouping Model, collect data |
| 2010-2011 | Continue to implement Total School Cluster Grouping Model, train teachers, collect data |
| 2011-2012 | End of Pilot |

# Identification 2008-2009 & 2009-2010

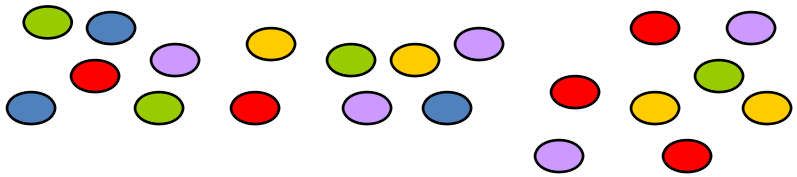
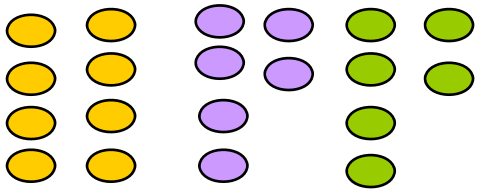
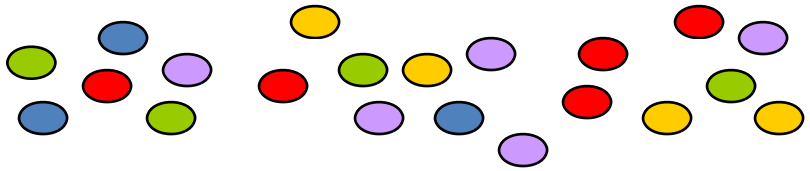
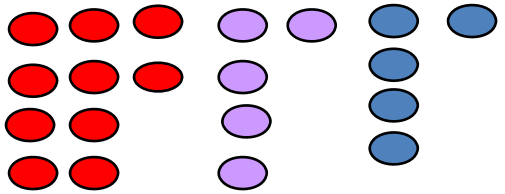
We have increased identification among typically underrepresented students

| School | Students Recommended for Evaluation | Students Identified as Gifted | African American Students |
|---|---|---|---|
| Colfax | 39 | 22 | 10 |
| Dilworth | 78 | 28 | 19 |
| Ft. Pitt | 40 | 10 | 10 |
| Grandview | 57 | 16 | 10 |
| Northview | 55 | 20 | 19 |
| Other (attending non-pilot schools) | 0 | 40 | 29 |
| **Total (years 1&2)** | **269 (total) 220 FRL (82%)** | **136 (50%)** | **70 (51%) 101 FRL (74%)** |

# Initial Pilot Results by Race and F/R Lunch



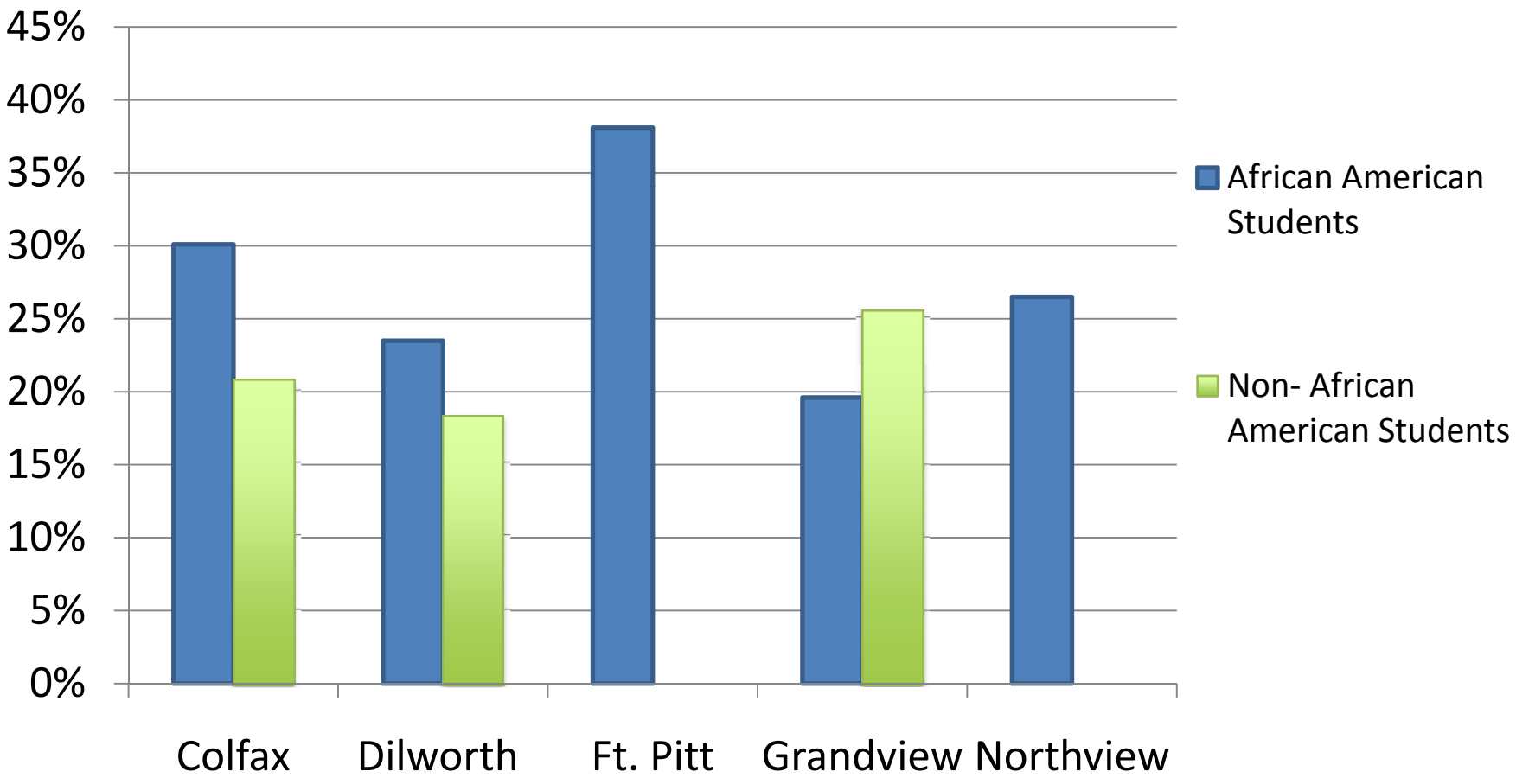
# The Total School Cluster Grouping Model (TSCG)

| Traditional Approach | Cluster Approach |
|---|---|
| Students assigned to classes heterogeneously so that there are groups with all five academic levels<br>High Achieving<br>Above Average<br>Average<br>Low Average<br>Low | Kids still assigned heterogeneously but now so that there only 3 levels within a room, and the range for teaching is smaller (no HA and L in same room, or HA and AA in same room)<br><br>Kids are now "clustered" with at least a group of academic peers |
| Round 1- 20 Students—Regular Classroom  | Round 1- 20 Students—TSCG Model  |
| Round 2- 20 Students—Regular Classroom  | Round 2- 20 Students—TSCG Model  |

# Pilot Recap: The Total School Cluster Grouping Model

- Whole school approach to student placement
- Students are "cluster grouped" by achievement level
- Minimizes the range of abilities in each class so teachers are better able to differentiate, but does not result in one achievement group per class
- Gifted resource teachers at each school, enrichment pull-out model (~2 per periods per week), push in
- University partner Marcia Gentry—ongoing professional development for teachers
- Allows more students to shine among their peers

# Both African American and non-African American students have shown improvement in Achievement Categories (AC)

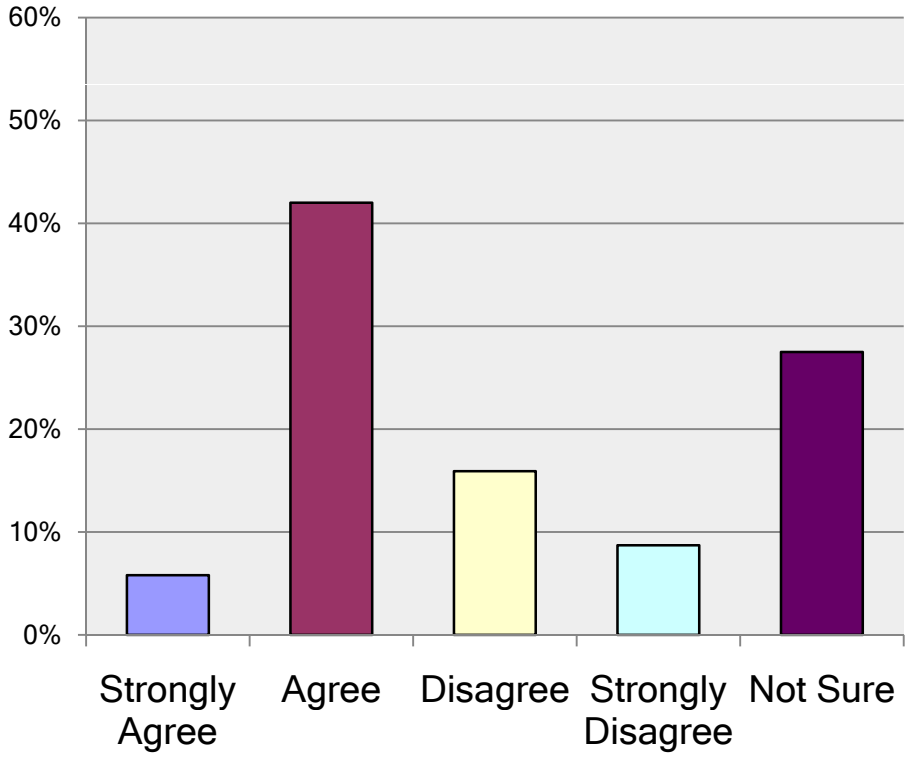


# The Total School Cluster Grouping Model is showing initial promise—more data forthcoming

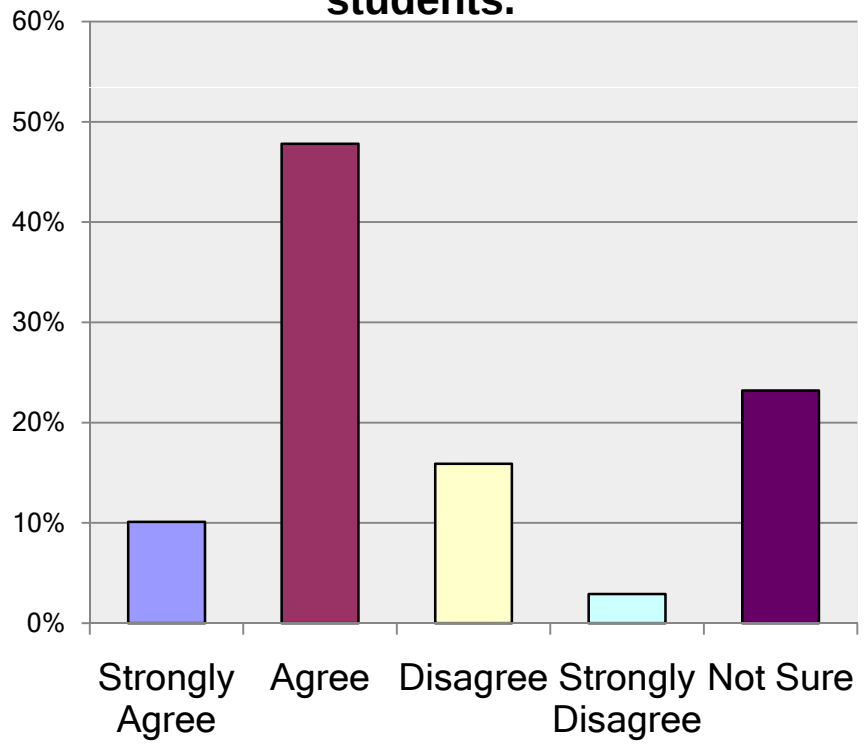
- The majority of students remained in the same Achievement Category
- More students increased Achievement Category than declined in Achievement Category (especially among African American students)
- Results consistent with Purdue's findings and expectations for the first year of implementation—specific data will be available the first week in October
- Will receive Purdue's evaluation at the beginning of October, which takes into consideration both Achievement Category and PSSA scores.

# Teachers are pleased with how the Pilot affects their ability to meet the needs of ALL students

**The Total School Cluster Grouping Model makes it easier to effectively meet the needs of all your students.**

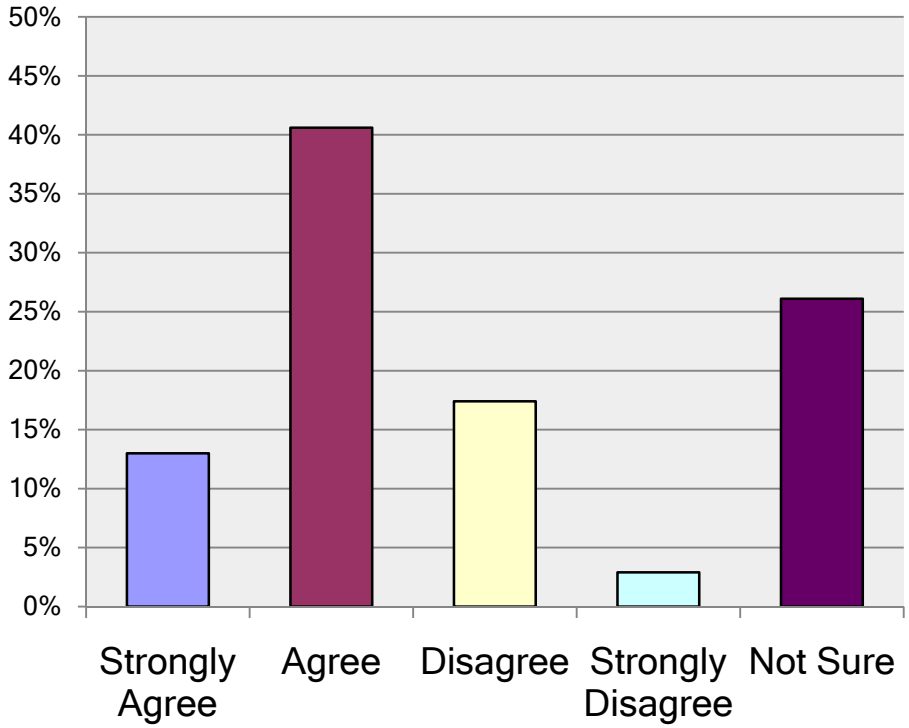



**The Total School Cluster Grouping Model helps you, as a teacher, meet the needs of your identified gifted students.**

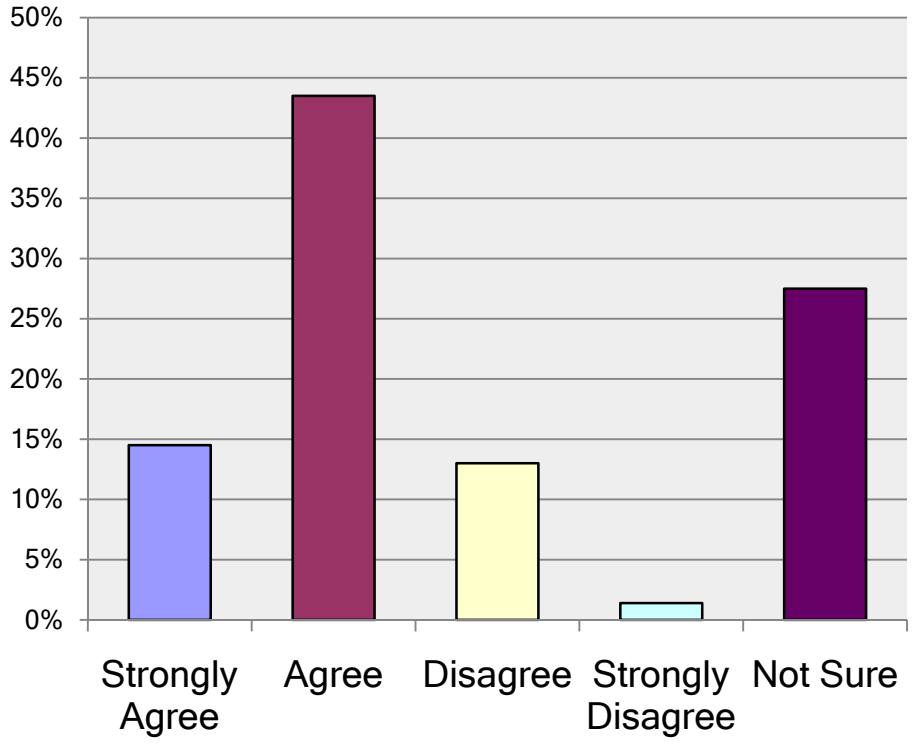


# Teachers believe gifted students are benefiting from the Pilot

**Identified gifted students are getting their needs met through the school-based gifted services (interest courses).**




**The gifted services students are receiving at the home school are enriching and rigorous.**



# We believe there are initial successes, and areas for growth

| Wins | Challenges |
|---|---|
| ▪Wonderful GT teachers and interest courses at each school<br>▪ On-site services less disruptive to the school day | ▪GT Office resources<br>▪Compacting and acceleration difficult with the CORE curriculum<br>▪Some parents miss the Gifted Center |
| ▪ Many schools are able to service many High Achieving students in addition to identified gifted students<br>▪ Brought more attention to servicing gifted students in the regular classroom<br>▪Data suggests a positive impact for both African American and non-African American students<br>▪ALL teachers have had extensive training on the model<br>▪ Two other schools implementing the Total School Cluster Grouping Model this school year, other schools interested for next year. | ▪ Caseload issues (Colfax)<br>▪Scheduling push-in often difficult |

# Next Steps:

- **Purdue data expected beginning of October**
- **Parent Survey**
- **Decision regarding continuation of Pilot**