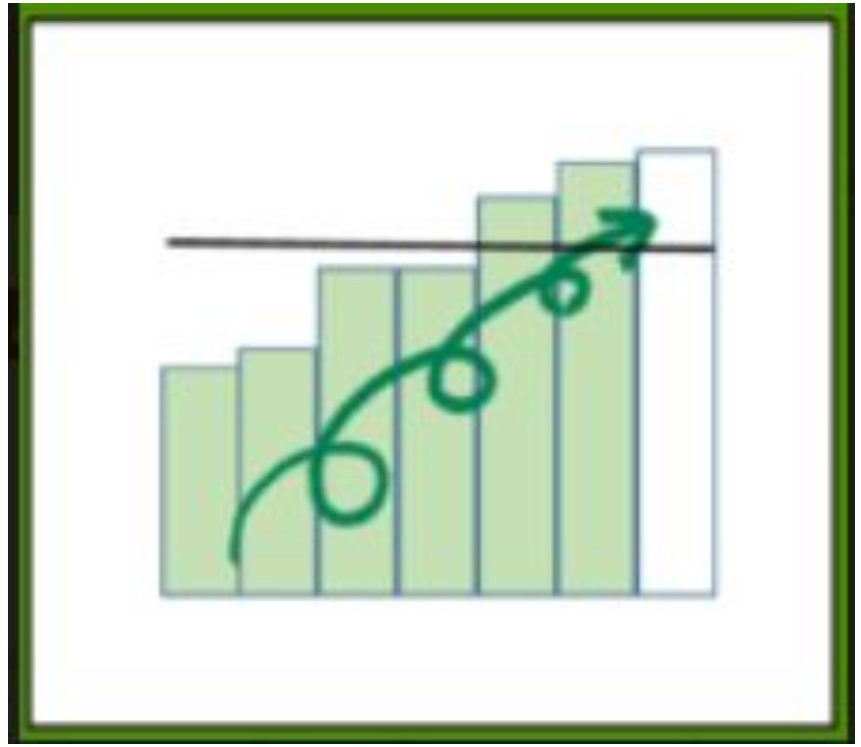
PINE-RICHLAND SCHOOL DISTRICT

Gifted Services Overview
PAGE Meeting

November 2018

Overview

- ✓ **Understand the Basis of Gifted Education**
- ✓ **Connect Enrichment, Accelerated, and Gifted Education services to the MTSS Model**
- ✓ **Identification Process & Universal Screening**



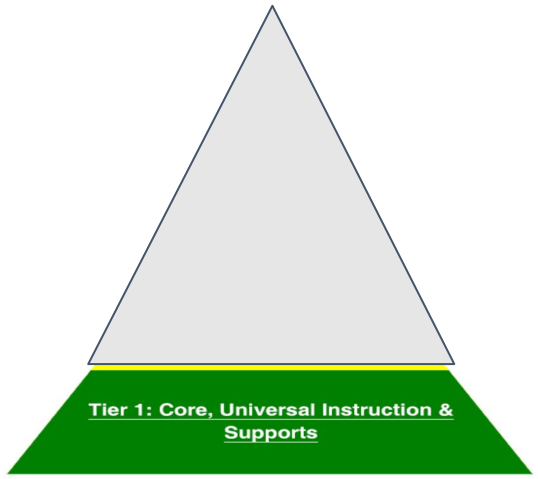
Strategic Focus

Strategic Plan			
Teaching and Learning			
2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Refine clear and consistent curriculum across each grade and course that builds as students progress through the levels but nurture creativity and identity of schools and teachers			
Complete Curriculum Writing	Prepare Curriculum Online	Publish and Refine Curriculum Online	
	Design and Pilot In-Depth Program Review Cycle (Science and H/PE)	In-Depth Program Review (Math / Business & Computer Science)	In-Depth Program Review (Soc. St./Gifted)
Resource Identification and Implementation Timeline		Implement In Depth Program Review Recommendations (Science and H/PE)	Implement In-Depth H/PE/Sci/Math/Bus/CS

Gifted Program Review

Programming

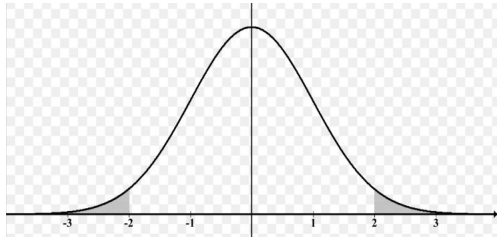
Exemplars



General

Compliance

Data



Verify the following:

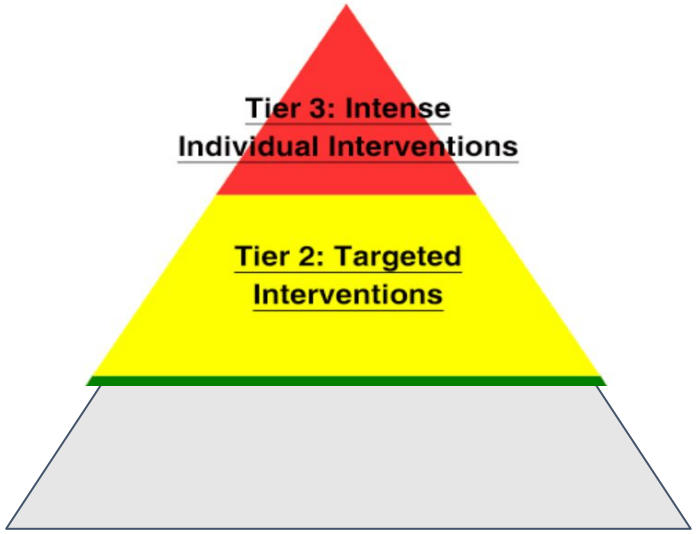
Screening Identification
Multiple Measures

Research

Characteristics of Gifted/Highly Achieving Students
Leading Change (H&M)

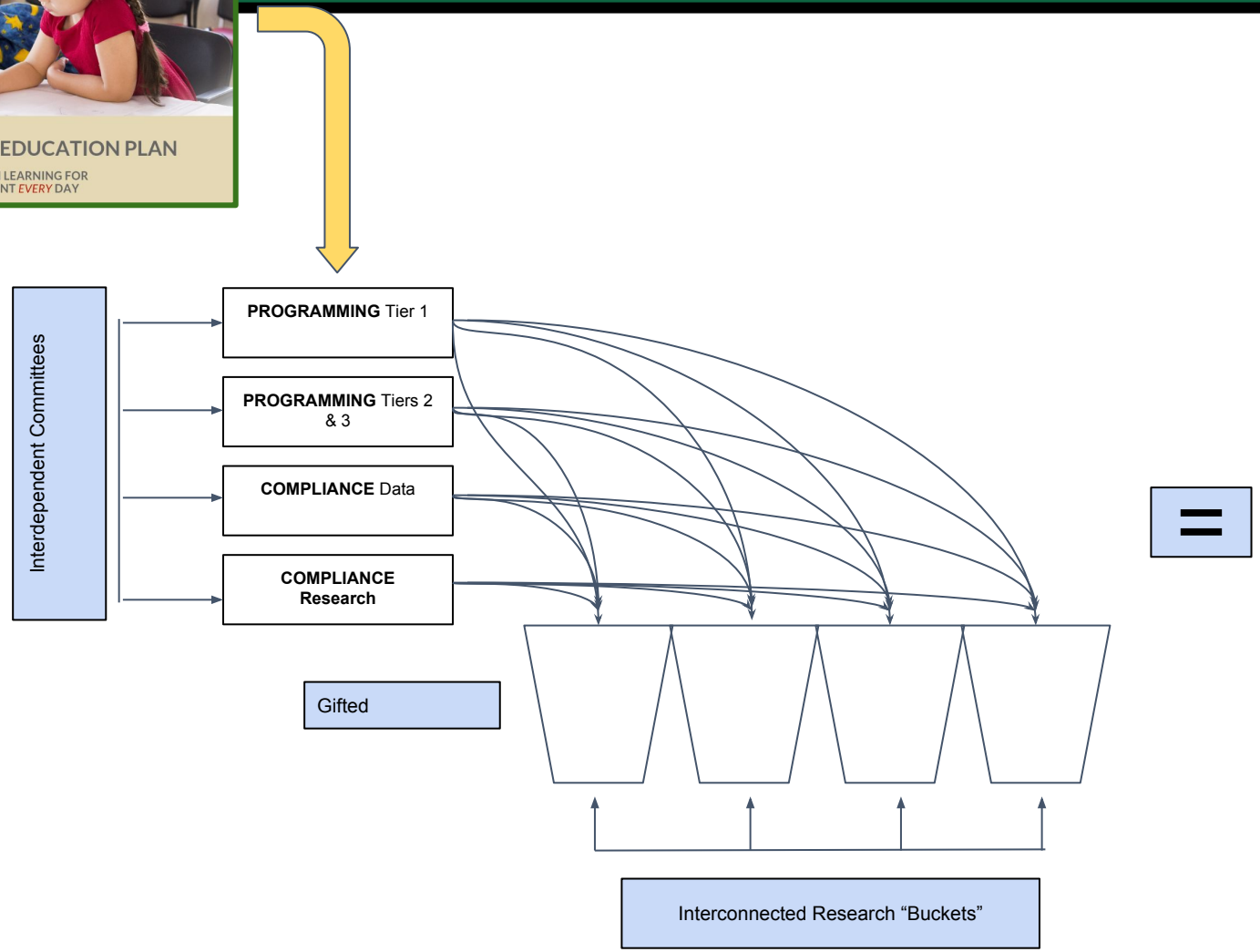
Programming

Connections



Other

Program Review Process Model



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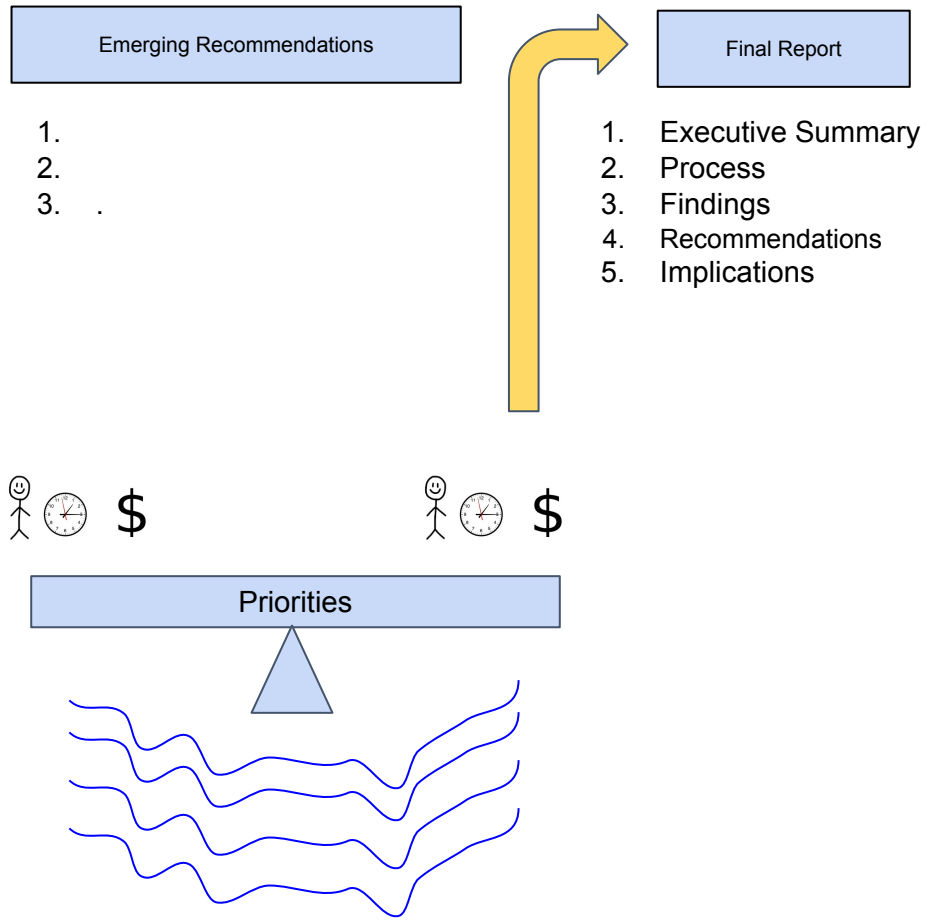
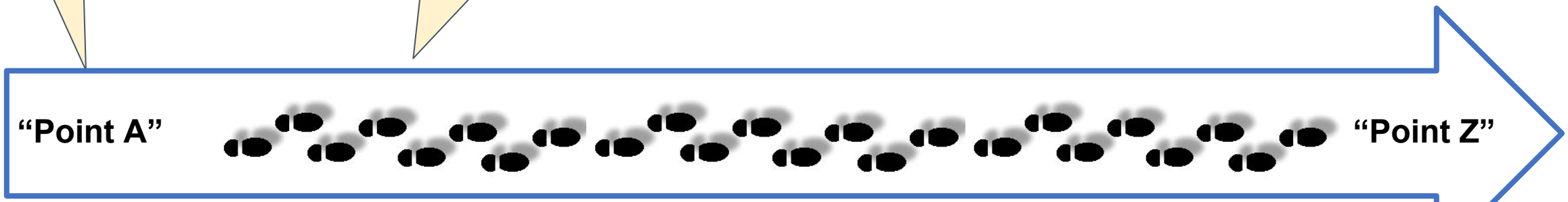


Improvement Continuum

Curriculum Review - Strengths and Needs

Ongoing Resource Evaluations and Adoptions



Curriculum Writing

Program Review Research and Recommendations

"Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline."
– James C. Collins, Good to Great: Why Some Companies Make the Leap... and Others Don't

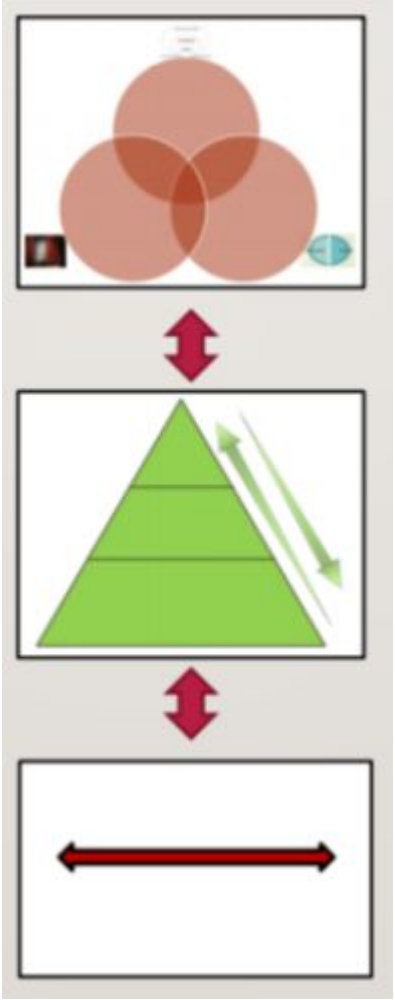
Academic System

How do we focus on learning for every student every

The Model for Teaching and Learning

Multi-Tiered System of Support

Continuum of Services



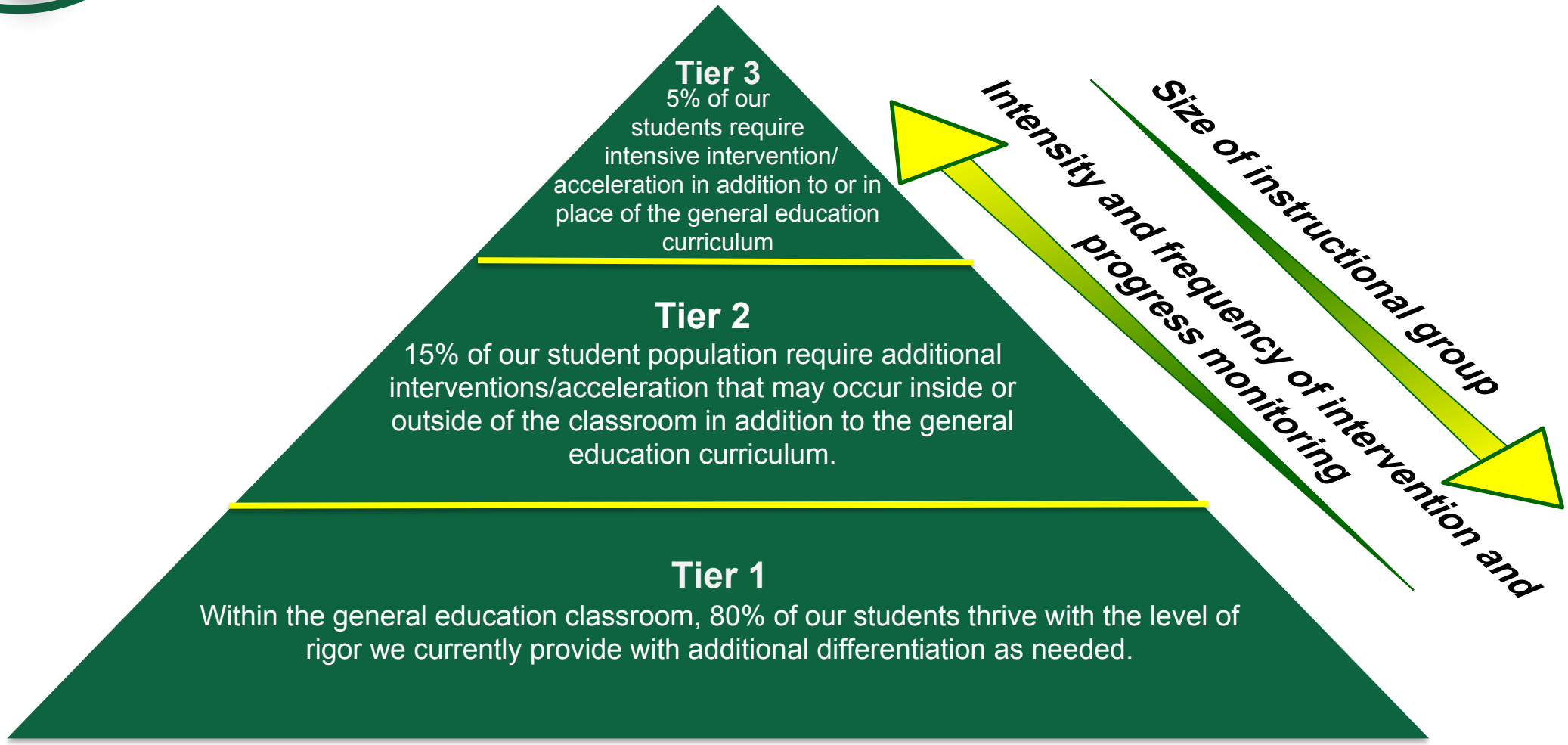
Assessments: Universal Screeners

Assessment Name	Assessment Purpose	Populations Assessed
STAR 360	**Achievement & Growth Reading and Math** **Informs Interventions & Instructional Planning**	**KG-7th Grade & Students with Supports in Grades 8-12**
CogAT Cognitive Abilities Test	**Group Ability Screener**	**Grades 2 & 5** ***Also used as data point for students referred for screening in K-12*
CDT Classroom Diagnostic Tool	**Achievement & Growth ELA, Math, Science** **Informs Interventions & Instructional Planning**	**Grades 7-12**

Assessments: Standardized

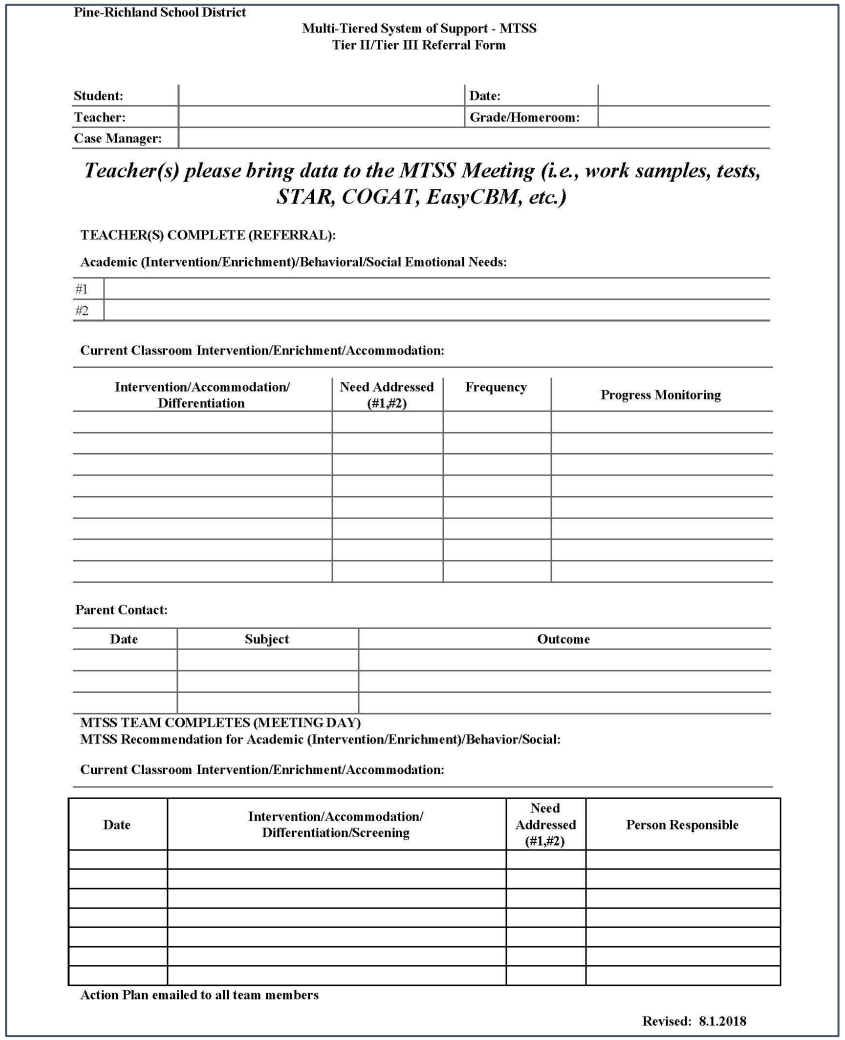
Assessment Name	Assessment Purpose	Populations Assessed
PSSA **Pennsylvania State System of Assessment**	**Achievement & Growth** **ELA, Math, Science** **Inform Curriculum & Instruction Changes**	**Grades 3-8 Math & ELA** **Grades 4 & 8 Science**
Keystones	**Achievement & Growth** **Algebra, Literature, Biology** **Inform Curriculum & Instruction Changes**	**End-of-Course** **Typically Grades 7-10** **Algebra** **Literature** **Biology**

MTSS Decision Making



What Triggers a MTSS Referral?

- **Classroom Observation**
- **Data Collection**
  - Universal Screener Data
  - Current Enrichment in the classroom
  - Prior Evaluation for Gifted Services
- **Referral to MTSS Team**
  - Team Discussion
  - Reflection on Data
  - Decision Tree Alignment
  - Responsive Design to Programming/Instruction



Pine-Richland School District

Multi-Tiered System of Support - MTSS
Tier II/Tier III Referral Form

Student:		Date:	
Teacher:		Grade/Homeroom:	
Case Manager:			

Teacher(s) please bring data to the MTSS Meeting (i.e., work samples, tests, STAR, COGAT, EasyCBM, etc.)

TEACHER(S) COMPLETE (REFERRAL):

Academic (Intervention/Enrichment)/Behavioral/Social Emotional Needs:

#1	
#2	

Current Classroom Intervention/Enrichment/Accommodation:

Intervention/Accommodation/ Differentiation	Need Addressed (#1,#2)	Frequency	Progress Monitoring

Parent Contact:

Date	Subject	Outcome

MTSS TEAM COMPLETES (MEETING DAY)
MTSS Recommendation for Academic (Intervention/Enrichment)/Behavior/Social:

Current Classroom Intervention/Enrichment/Accommodation:

Date	Intervention/Accommodation/ Differentiation/Screening	Need Addressed (#1,#2)	Person Responsible

Action Plan emailed to all team members

Revised: 8.1.2018

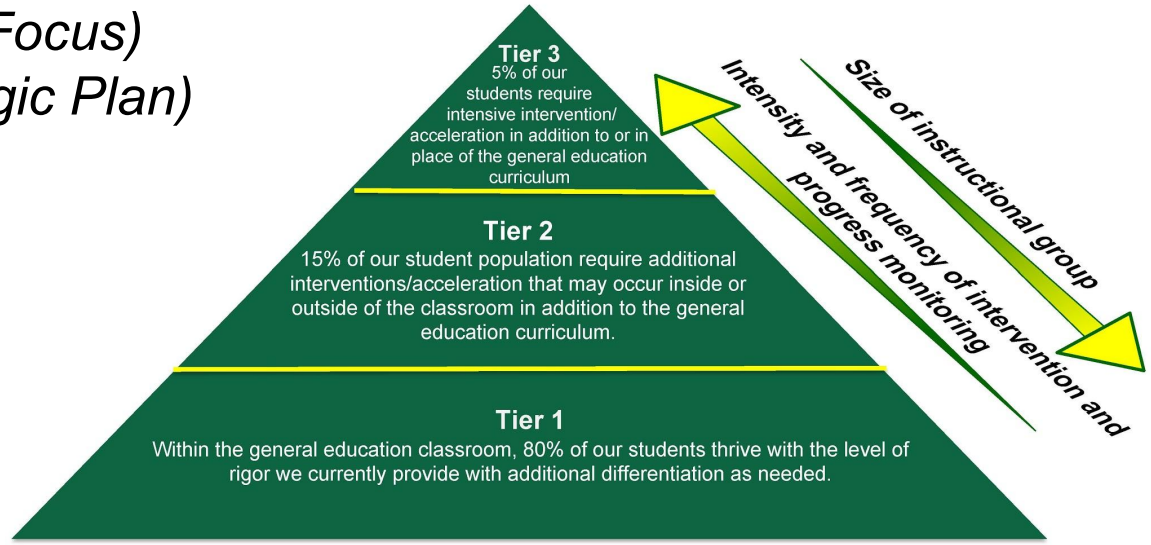
MTSS: Decision-Making Process

✓ Multi-Tiered System of Support

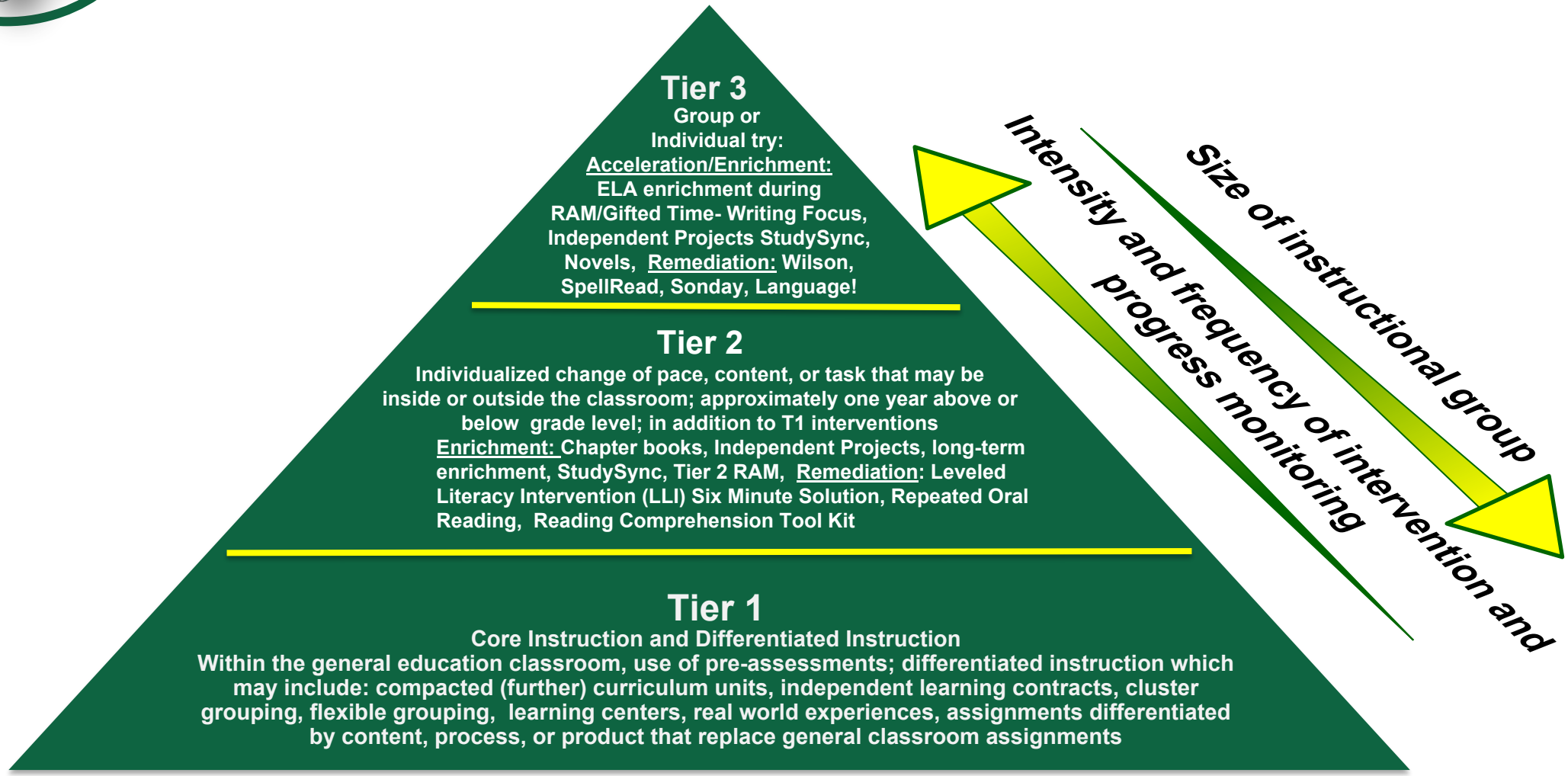
- *Addresses Remediation & Enrichment*
  - ❑ Tier 1: Differentiation in Classroom (80%)
  - ❑ Tier 2: Additional Push-In or Pull-Out Services (15%)
  - ❑ Tier 3: Intensive Push-In or Pull-Out Services (5%)
- *ELA Supports are Sophisticated (Initial Focus)*
- *Math Resources being Explored (Strategic Plan)*

✓ Decision Trees

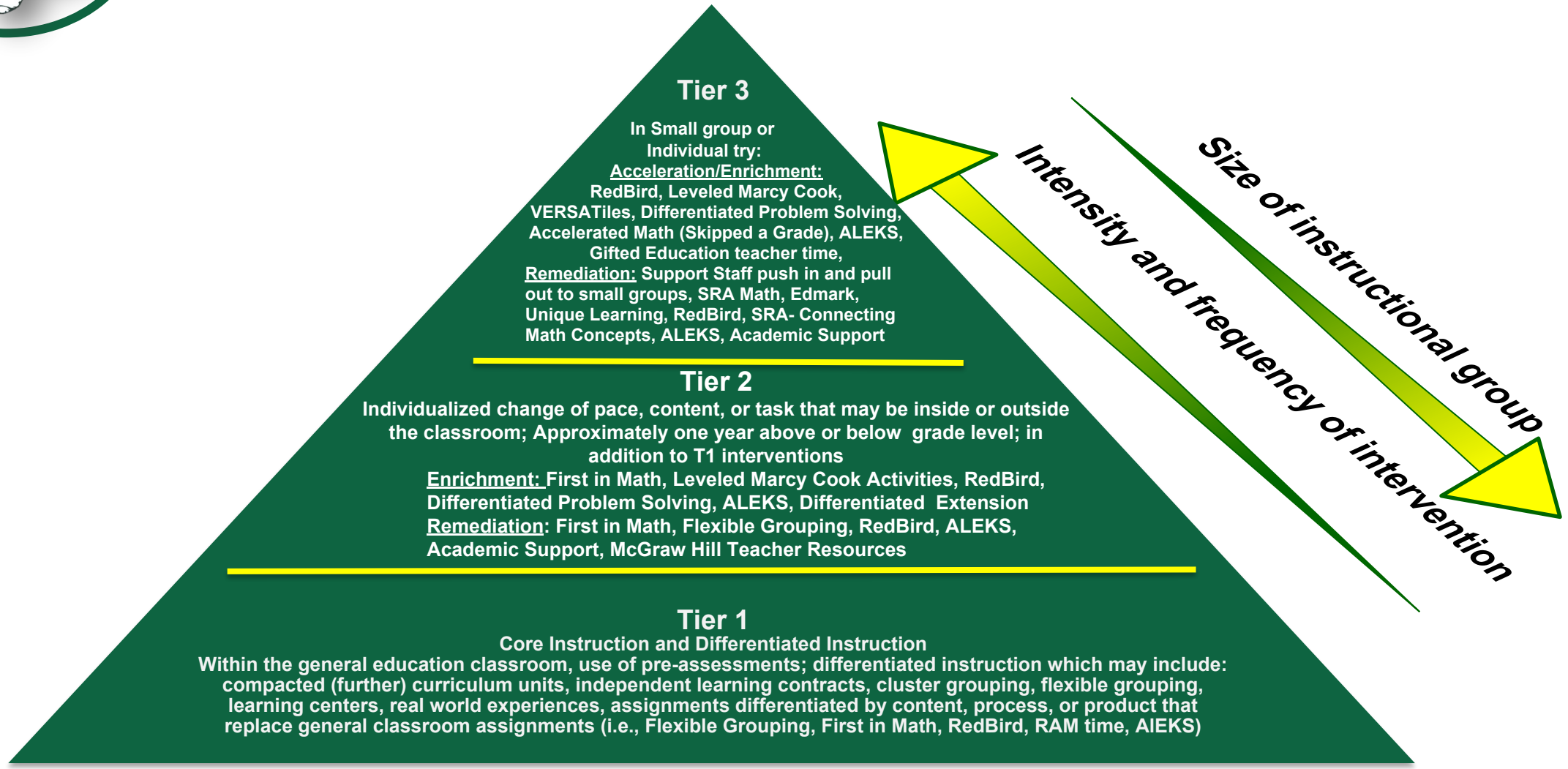
- *ELA & Math Documents*
- *Data-Driven Needs Identification*
- *Prescriptive Tiered Supports*
- *Team Discussions at Building Level*
- *Continual Reflection on Growth*



MTSS ELA

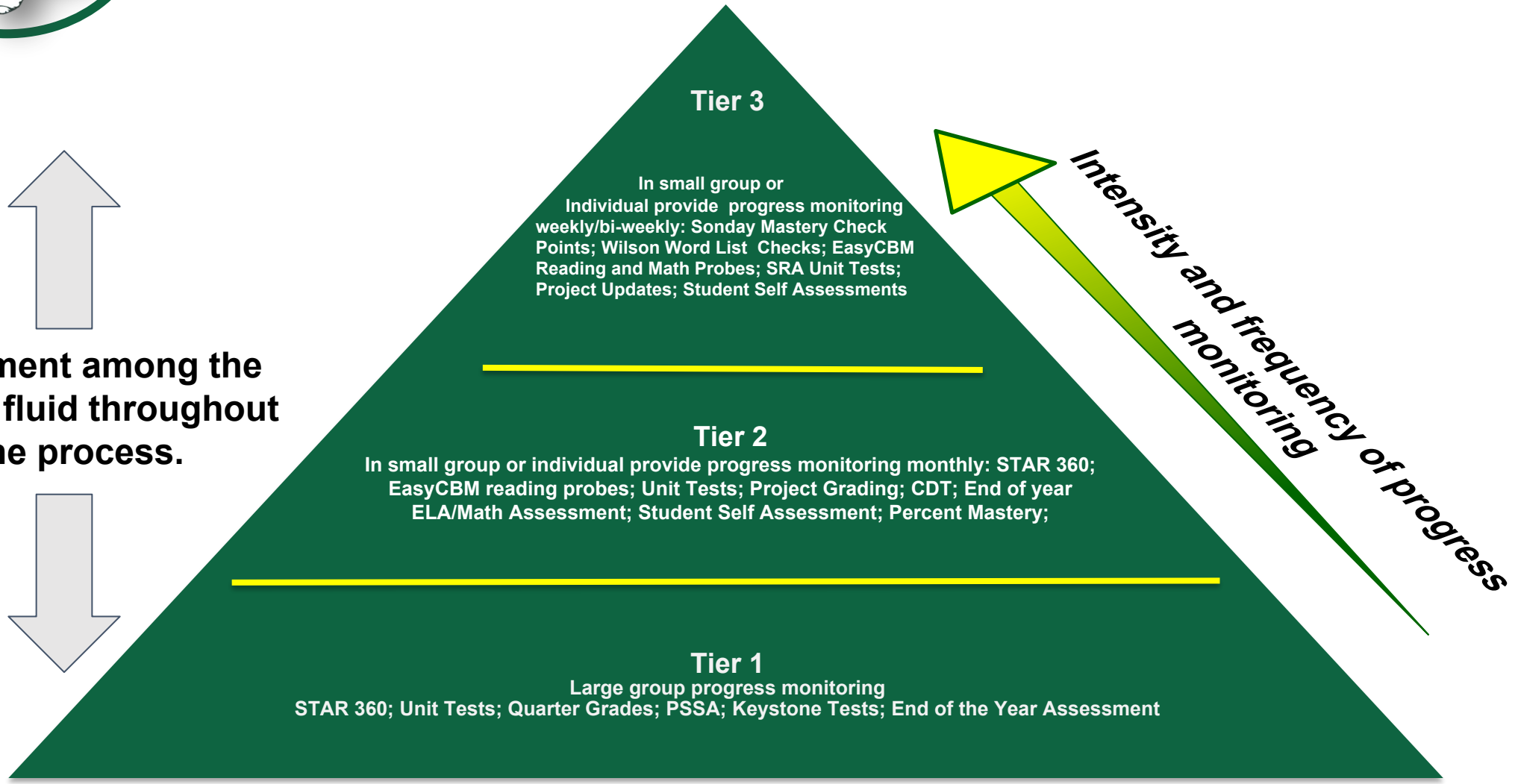

Tier 3
Group or
Individual try:
Acceleration/Enrichment:
ELA enrichment during
RAM/Gifted Time- Writing Focus,
Independent Projects StudySync,
Novels, Remediation: Wilson,
SpellRead, Sonday, Language!
Tier 2
Individualized change of pace, content, or task that may be inside or outside the classroom; approximately one year above or below grade level; in addition to T1 interventions
Enrichment: Chapter books, Independent Projects, long-term enrichment, StudySync, Tier 2 RAM, Remediation: Leveled Literacy Intervention (LLI) Six Minute Solution, Repeated Oral Reading, Reading Comprehension Tool Kit
Tier 1
Core Instruction and Differentiated Instruction
Within the general education classroom, use of pre-assessments; differentiated instruction which may include: compacted (further) curriculum units, independent learning contracts, cluster grouping, flexible grouping, learning centers, real world experiences, assignments differentiated by content, process, or product that replace general classroom assignments
Size of instructional group
Intensity and frequency of intervention and progress monitoring

MTSS Math


Tier 3
In Small group or Individual try:
Acceleration/Enrichment:
RedBird, Leveled Marcy Cook, VERSATiles, Differentiated Problem Solving, Accelerated Math (Skipped a Grade), ALEKS, Gifted Education teacher time,
Remediation: Support Staff push in and pull out to small groups, SRA Math, Edmark, Unique Learning, RedBird, SRA- Connecting Math Concepts, ALEKS, Academic Support
Tier 2
Individualized change of pace, content, or task that may be inside or outside the classroom; Approximately one year above or below grade level; in addition to T1 interventions
Enrichment: First in Math, Leveled Marcy Cook Activities, RedBird, Differentiated Problem Solving, ALEKS, Differentiated Extension
Remediation: First in Math, Flexible Grouping, RedBird, ALEKS, Academic Support, McGraw Hill Teacher Resources
Tier 1
Core Instruction and Differentiated Instruction
Within the general education classroom, use of pre-assessments; differentiated instruction which may include: compacted (further) curriculum units, independent learning contracts, cluster grouping, flexible grouping, learning centers, real world experiences, assignments differentiated by content, process, or product that replace general classroom assignments (i.e., Flexible Grouping, First in Math, RedBird, RAM time, AlEKS)
Intensity and frequency of intervention
Size of instructional group

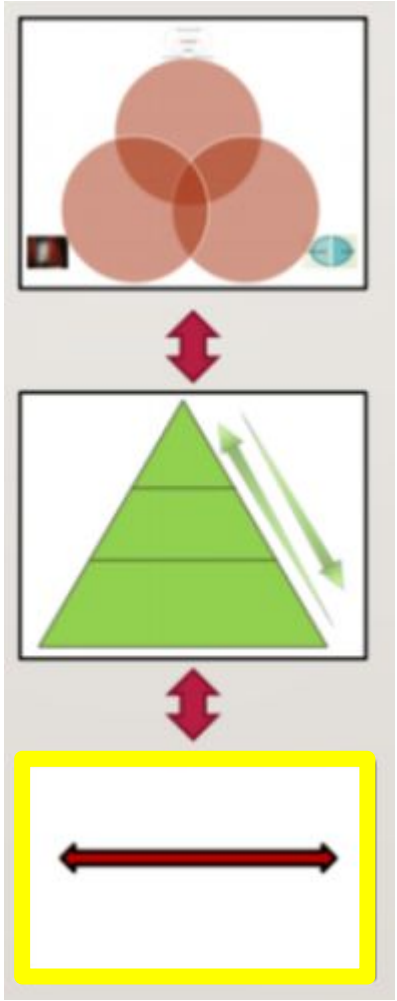
MTSS Progress Monitoring

Movement among the tiers is fluid throughout the process.



Continuum of Services

- ✓ MTSS process leads to additional assessments and screening to determine appropriate tiered supports
- ✓ Multidisciplinary Evaluation (MDE) or a Gifted Written Report (GWR)
- ✓ MDE/GWR determines next steps
- ✓ Formalized supports (e.g. IEP/GIEP)



Gifted Education Plan

- ✓ Process for Gifted Identification is Outlined in the Revised Gifted Education Plan
  - ❑ www.pinerichland.org
  - ❑ "Academics"
  - ❑ "Gifted Education"

Gifted Identification Process

- ✓ Grade 2 & 5 Universal Screening
- ✓ Proactive “Child Find” as Team
- ✓ Screening Matrix & Data
  - ❑ Building Level Universal Screening Profile Initially
  - ❑ District Level Psychologist Involvement
  - ❑ Gifted Written Referral Completed
  - ❑ Results Determine Qualification for Services (Strengths-Based Goals)

Gifted Identification Process: K-3 Matrix

Level 1: Universal Child Find

✓ Kindergarten: STAR 360 - ELA (Includes Early Numeracy)
✓ Grades 1-3: STAR 360 - Reading/Math
✓ Child must score at or above 95th percentile on either measure

Level 2: Cognitive Abilities Test (CogAt) or Kaufman Brief Intelligence Test, Second Edition (KBIT-2) completed by school counselor

✓ If ability score is 125 or above, refer to full evaluation

Gifted Identification Process: 4-6 Matrix

Level 1: Universal Child Find

- ✓ STAR 360 - Reading/Math- Student must score at or above 95th percentile on both
- ✓ PSSA - ELA/Math- Student must be in the Advanced category on both

Level 2: Cognitive Abilities Test (CogAt) or Kaufman Brief Intelligence Test, Second Edition (KBIT-2) completed by school counselor

- ✓ If ability score is 125 or above, refer to full evaluation

Gifted Identification Process: 7-12 Matrix

Level 1: Universal Child Find

- ✓ PSSA (ELA, Mathematics, Science) or Keystone Exams (Algebra I, Biology, Literature). Student needs to score advance in all areas on one of the Assessments (PSSA or Keystone)
- ✓ Grades
  - ❑ At or above 98% in Three Core Subjects (i.e., Math, English, Science, Social Studies, World Language/Culture)

Level 2: Cognitive Abilities Test (CogAt) or Kaufman Brief Intelligence Test, Second Edition (KBIT-2) completed by school counselor

- ✓ If ability score is 125 or above, refer to full evaluation

Gifted Identification Process: K-12 Matrix

Level 3: Gifted Multidisciplinary Evaluation (GMDE) and Gifted Multidisciplinary Team (GMDT)

- ✓ **Scales for Identifying Gifted Students (SIGS)** distributed to parents and teachers (General Intellectual Ability, Language Arts, Mathematics, Science, Social Studies, Creativity, Leadership) - Points assigned for each Parent/ Teacher rating
- ✓ Individual Intellectual and Achievement Assessments
  - ❑ *Full-Scale IQ (FSIQ) and General Ability Index (GAI)- Points assigned to each score*
  - ❑ *Reading Comprehension and Math Reasoning Ability- Points assigned to each score*

Cumulative Score determines placement

Universal Child Find & Parent Request

Chapter 16 Services: 2016-2017				
Grade Level	**# Referred - Parent**	**% Qualified - Parent**	**# Referred - Building**	**% Qualified - Building**
K-6	**45**	**58**	**31**	**55**
7-12	**14**	**57**	**8**	**88**

Chapter 16 Services: 2017-2018 (Referrals Per New Matrices)				
Grade Level	**# Referred - Parent**	**% Qualified - Parent**	**# Referred - Building**	**% Qualified - Building**
K-6	**60**	**50**	**36 [8]***	**60**
7-12	**9**	**77**	**10**	**40**

*Additional students have been referred [bracketed number] needs to be tested yet and could result in additional qualification.

PINE-RICHLAND SCHOOL DISTRICT

Thank You!!

Questions?

Please join us in the library across the hall to address inquiries while our guest speaker sets up for the next presentation and then please join us to hear her presentation!

Unique Social & Emotional Needs of Children in the Gifted Program

Dr. Hoyle

7:00 PM