

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

Expect great things.

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.

Expect great things. 

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

Expect great things. 

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).

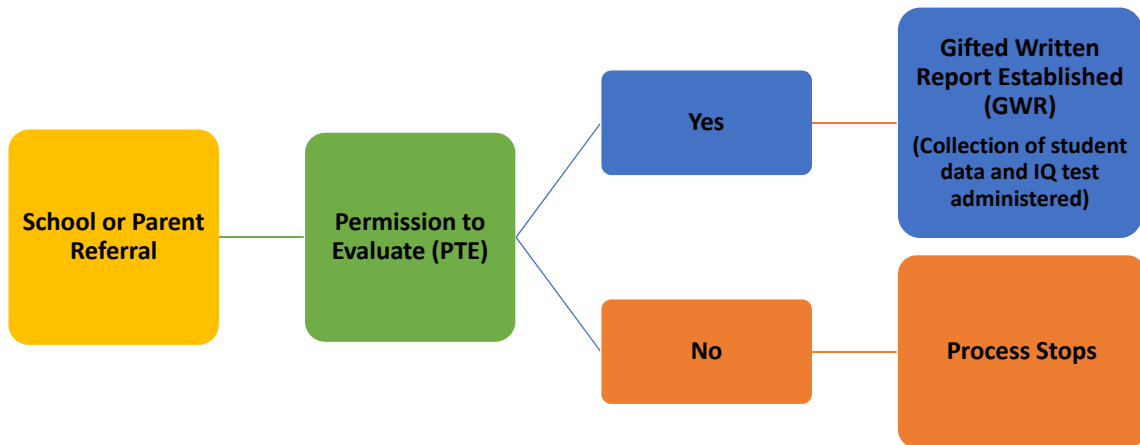


Revisions of Gifted Written Report Tool

- 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.

5

Current Identification Process



Expect great things.

6

Current Identification Process With Permission to Evaluate



Expect great things.

2019-2020 Gifted Education Compliance Monitoring

Section of File Review	In Compliance	Out of Compliance	N/A
Essential Student Documents Are Present and Were Prepared Within Timelines	245	14	5
Evaluation/Reevaluation: Process and Content	42	44	10
Gifted Individualized Education Program (GIEP): Process and Content	269	37	50
Totals	556	95	65

* The table is recreated from the 2019-2020 Executive Summary of the Gifted Education Compliance Monitoring Review

Expect great things.

2019-2020 Gifted Education Compliance Monitoring

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

* The table is recreated from the 2019-2020 Executive Summary of the Gifted Education Compliance Monitoring Review

Evaluation/Reevaluation:
Process and Content

Expect great things.

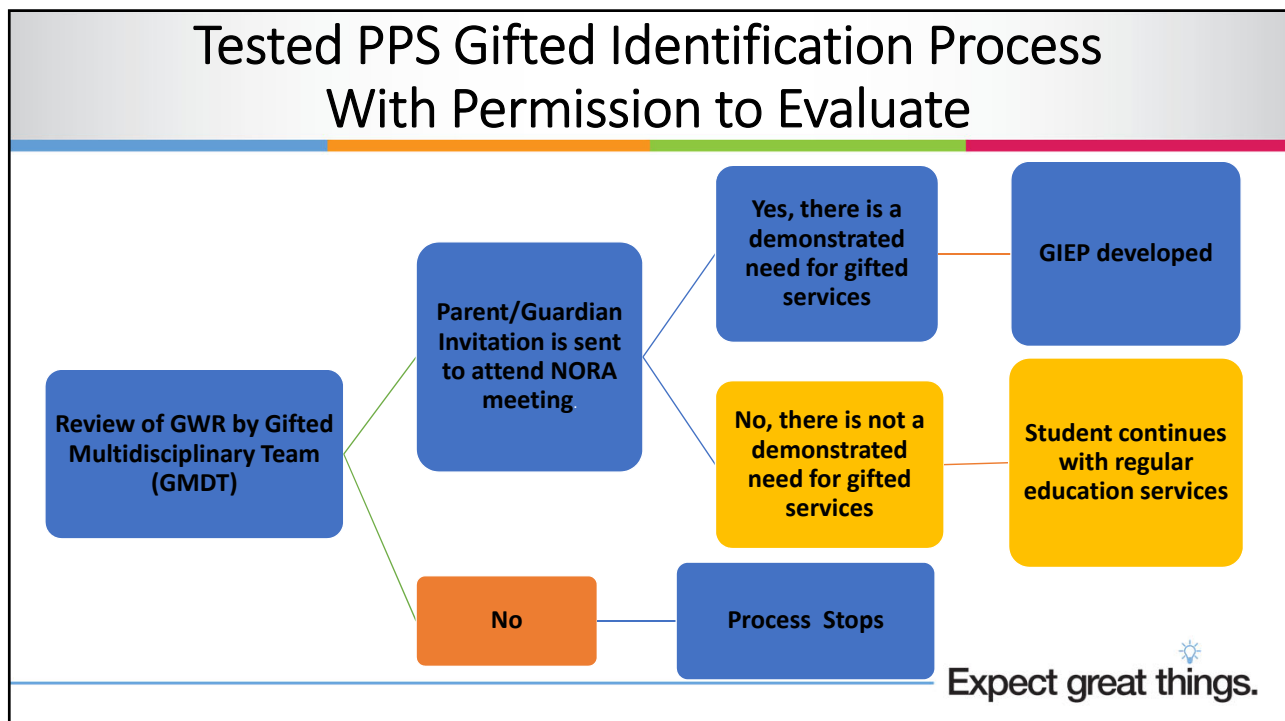
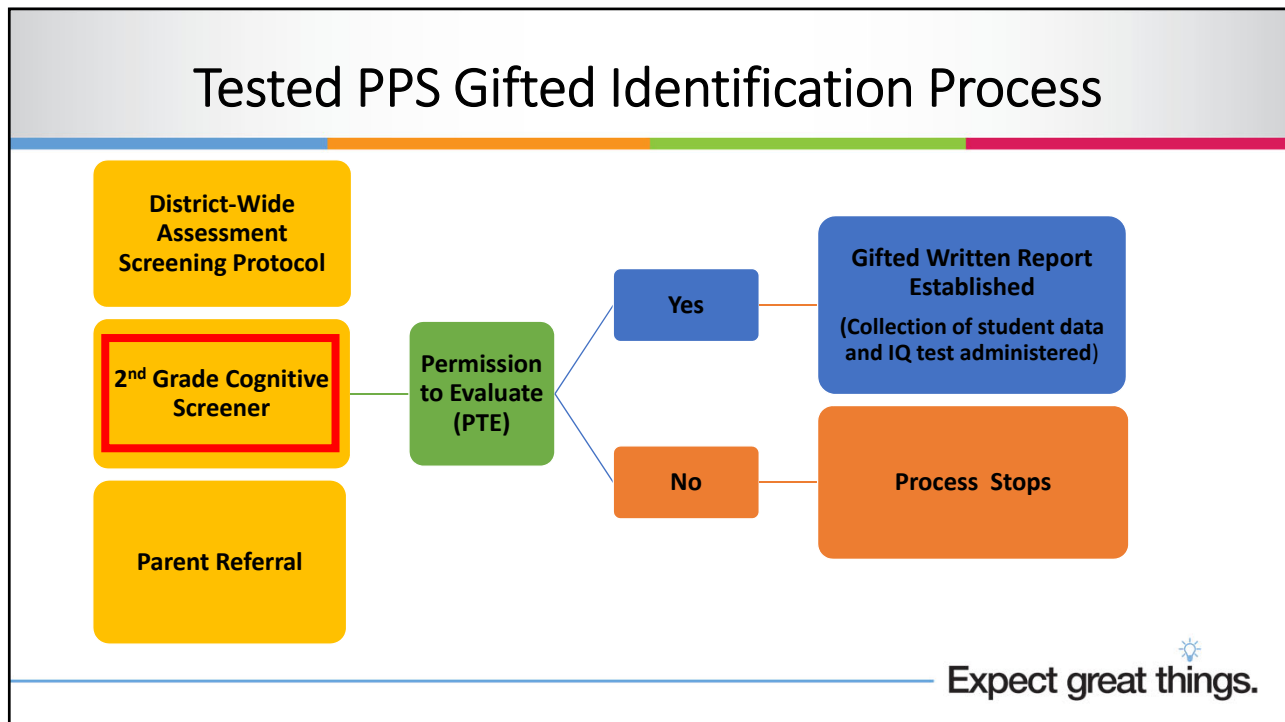
Gifted Pilot Results for Both Screeners

Underrepresented Groups	Performed in the Top 10% of All Students Screened for Both the CogAT and NNAT3
White	21
Asian	3
Black	6
Hispanic	1
Multi-racial	1
Low-income	0
PSE	0
ELL	2

- 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%.

*Results combine outcomes for both the CogAT and NNAT3

Expect great things.



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.

Expect great things. 

Thank
You



Contact Information:

Kashif Henderson
khenderson2@pghschools.org
Coordinator, Gifted and Talented
Pittsburgh Public Schools

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