



**STATE COLLEGE
Area School District**

LEARNING ENRICHMENT/GIFTED SUPPORT PROGRAM AND STUDENT SERVICES
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To: Board of Directors VI-C2

From: Dr. Robert O'Donnell and Jeanne Knouse

Date: June 3, 2015

Re: Pennsylvania Department of Education's Chapter 16 Compliance Monitoring:
Updates to Gifted Services

On June 8, 2015 we will share an update with you regarding the July 2014 Pennsylvania Department of Education's Gifted Education Compliance Monitory Review.

Specifically, we will share our progress regarding the recommendations/needs of the report, including details pertaining to the Universal Screening process.

All information regarding the Universal Screening process will be communicated to parents on the District website, Centre Daily Times, student handbooks and individually to parents.

We are the future!

Pennsylvania Department of Education Compliance Monitory

The Bureau of Special Education (BSE) conducted a Chapter 16: Special Education for Gifted Students monitoring the week of April 14, 2014 in the State College Area School District. 22 Pa. Code 16.2 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. The monitoring process included the following:

- Interviews of LEA administrative and clinical staff.
- Review of policies, notices, plans, gifted education forms, and data reports used and compiled by the LEA (Gifted Facilitated Self –Assessment.)
- Comprehensive case studies (including interviews of gifted education staff, parents and student and student file reviews.)

I. Necessary Corrective Action: PDE follow-up visit on July 8, 2015

A. General Findings

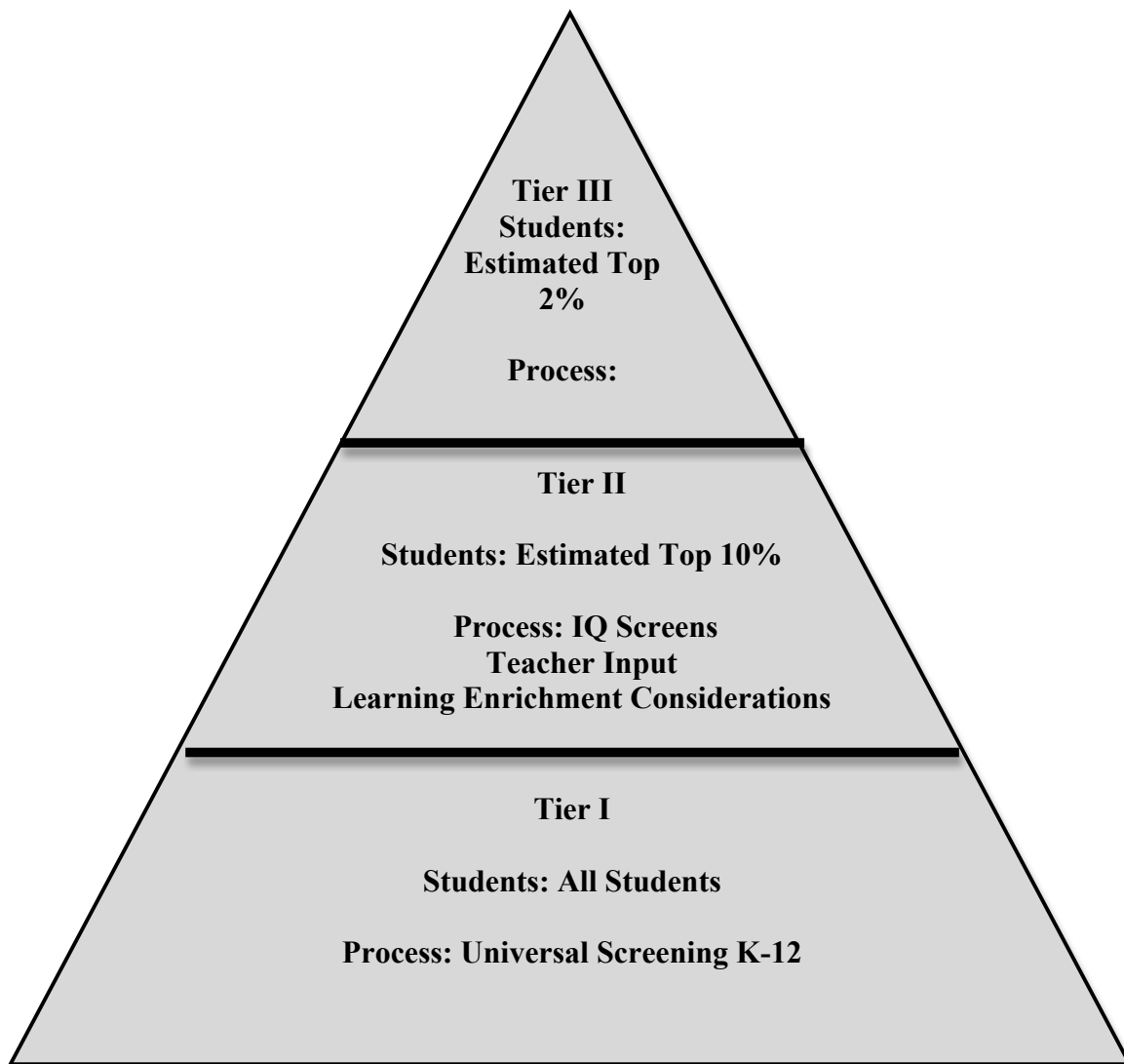
Recommendations/Needs	Date Completed
Refine and articulate a screening and an evaluation process that meets the requirements set for in 16.21. General	March 17, 2015 April-May met with all elementary staff to review the universal screening process
Board Policy 114 reviewed for clarity	June 8, 2015
Consider acceleration options other than grade and subject level acceleration and early graduation	May 6, 2015 2015-2016 on-going LE/GS differentiated instructional training (acceleration options such as compacting).
GIEP – Present Levels of Educational Performance (PLEPs) need to provide instructional level. When included in the Gifted Written Report (GWR), it should lead to clearly articulated recommendations	Sep. 4, 2014 Dec. 15, 2015 May 6, 2015
GIEP – Goals need to be responsive to those documented instructional levels and based on the standards	Sep. 4, 2014 Dec. 15, 2014 May 6, 2015
GIEP – Short Term Learning Outcomes need to break down the goal and clearly define the objective criteria, assessment procedures, and timeline for goal attainment	Sep. 4, 2014 Dec. 15, 2014 May 6, 2015
GIEP - All Specially Designed Instruction needs to be document in the GIEP	Sep. 4, 2014 Dec. 15, 2014 May 6, 2015
GIEP – All support services need to be documented in the GIEP	Sep. 4, 2014 Dec. 15, 2014 May 6, 2015

B. Universal Screening

Refine and articulate a screening and an evaluation process that meets the requirements set forth in 16.21. General:

(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.

Universal Screening Process Three Tiered Process



Tier I

Universal Screening	Literacy	Math	Cut-Offs/Thresholds
K February	1. Running Record - reading inventory 2. Aims Web - Nonsense Word Fluency 3. Words Their Way - phonics assessment	1. Aims Web - Missing Number 2. Curriculum Based Assessment	<u>Literacy</u> – 3 of 3 data points <u>Math</u> – 2 of 2 data points
1st September	1. Running Record - reading inventory 2. Aims Web - Word Fluency 3. Words Their Way-phonics assessment	1. Calendar Math Assessment 2. Aims Web - Math Computation (MCOMP)	<u>Literacy</u> – 3 of 3 data points <u>Math</u> – 2 of 2 data points
2 September	1. Running Record – reading inventory 2. AIMS Web - Reading Curriculum-Based Measure (R-CBM) 3. Words Their Way - phonics assessment	1. Aims Web - Math Concepts and Applications (MCAP) 2. Measures of Academic Progress (MAP) - math	<u>Literacy</u> – 3 of 3 data points <u>Math</u> – 2 of 2 data points
3 September	1. Running Record - reading inventory 2. MAP – Reading Comprehension 3. Aims Web - R-CBM	1. Aims Web - MCAP 2. Aims Web - MCOMP 3. MAP	<u>Literacy</u> – 3 of 3 data points <u>Math</u> – 3 of 3 data points

4-8 September	1. MAP – (grades 4-6) 2. (4-8) PSSA Reading 3. (4-8) PVAAS Projection	1. MAP (grades 4-6) 2. (4-8) PSSA Math 3. (4-8) PVAAS Projection	<u>Literacy</u> – (grades 4-6) 3 of 3 data points <u>Literacy</u> – (grade 8) 2 of 2 data points <u>Math</u> – (grades 4-6) 3 of 3 data points <u>Math</u> – (grade 8) 2 of 2 data points
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Tier II

Screening Layer	Assessment(s)	Person Responsible	Cut-Offs/Thresholds
Gifted Screening Tool	Gifted Screener Otis-Lennon School Ability Test (OLSAT) 126 ↑ move to Kaufman’s Brief Intelligence Test (KBIT) KBIT 130 ↑ = 4 points 95-97th 125-129 = 3 points 92-95 121-124=2 points 91 st 120=1 point	Learning Enrichment/ Gifted Support Teachers and School Psychologists will administer	(Tentative) To move on to GMDE, students will need a minimum of 4 gifted screening points or a minimum of 6 points from gifted screening and teacher input combined
Teacher Input	Teacher Rating Scale – (1 point for each “consistency” mark) 4 points (>33) 3 points (30-32) 2 point (26-29) 1 points (22-25) Masking Traits - +1		

Tier III

Indicators of giftedness should be drawn from a wide variety of sources. The Gifted Multidisciplinary Evaluation is a process to gather the information that assist in determining if a child is mentally gifted according to the state's definition. The evaluation should look as information relevant to the student's suspected giftedness including academic functioning, learning strengths and educational needs. The Gifted Multidisciplinary Evaluation may include, but is not limited to information from:

- Ability tests
- National normed individualized standardized achievement assessments
- Classwork samples
- Curriculum based assessments
- Performance based skills as demonstrated in portfolios, products, competitions or other demonstrations of skills
- Teacher observations
- Noteworthy achievements
- Parental input (should include students abilities, interests and needs as they relate to the instructional setting).