

Upper Darby SD

Gifted Education Plan Assurances (Chapter 16) | 2024 - 2027

Profile

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Gifted Education Plan Assurance

1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

The Pennsylvania Department of Education states that the local school district is primarily responsible for identifying all "children with exceptionalities," meaning "children of school age who have a disability or who are gifted and who, by reason thereof, need special designed instruction exceptional children and developing educational programs to meet their needs" (24 P.S. 13-1371(1)). To meet this obligation, the Upper Darby School District has established a screening procedure that begins with an initial general screening of all first graders in the district. The first grade teachers in the regular classroom setting administer the Otis-Lennon School Ability Test (OLSAT) Eighth Edition. Children scoring in the 90th percentile or higher will receive a predetermined point value through a Gifted Matrix and will be discussed with the school level team. The team will also discuss the possibility of masking traits that may hinder performance on the OLSAT. Based on a Matrix (point value and use of multiple criteria), the student will move to the second of three levels in which additional data will be reviewed along with parent and teacher rating scales. The student may move to the third level of the Matrix in which a Prior Written Notice-Permission to Evaluate will be issued to the parent for permission to conduct further cognitive testing by a certified school psychologist, and to administer additional rating scales. In addition to norm referenced assessments. At the conclusion of the process, a Gifted Written Report (GWR) will be completed and issued to the family and school based team. In addition, the District honors requests from parents and staff members to assess gifted eligibility at any time. Students will have the opportunity to move through the same three level Matrix of data and assessments. At the first level, the student's district and state level assessment data (Benchmark assessments, Universal Screening, PSSA/Keystone Assessments) will be analyzed along with parent and teacher rating scales. If appropriate and based on a point value achieved on the Matrix, the student will move to the second level in which the OLSAT is administered and assigned a point value if student performance over the 90th percentile in the verbal and/or non-verbal area. If appropriate, the student will move to the third level. A Prior Written Notice-Permission to Evaluate will be issued to the parent for permission to conduct further testing by a certified school psychologist and to administer additional rating scales and norm referenced assessments. At the conclusion of the process, a Gifted Written Report (GWR) will be completed and issued to the family and school based team for review.

2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

Criteria for Identifying Gifted Students · IQ of 130 or higher The term "mentally gifted" includes a person who has an IQ of 130 or higher according to the Pennsylvania Department of Education. Students who receive a full scale IQ score of 130 or above automatically qualify for gifted services (22 Pa. Code 16.21(d)). · IQ lower than 130 each school district shall establish procedures to determine whether a student is mentally gifted. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria strongly indicate gifted ability. A mentally gifted determination must include an assessment by a certified school psychologist. (22 Pa. Code 16.21 (d)). Screening and Referral Methods- Parent Request Referral Gifted teacher has 10 school days to complete level 1 and level 2 screening and provide School Psychologist results. If the parent insists on a full evaluation and declines the screening process the district has 10 calendar days from the written or oral request to provide a permission to evaluate. Teacher Request School Referral Refer the student to Student Support Team (SST) (gifted teacher should be present). Student Request Other students and based on age appropriate recommendations can refer another student to the

SST Screening Types: Universal Screeners All first grade students are given the OLSAT-8 in the spring of their first grade year. Students who achieve between 93rd-100th percentile are given two points on the matrix. For additional steps after a universal screener, please refer to Level one below. Student meets criteria to be evaluated according to the gifted matrix- issue PWN. Student does not meet criteria to be evaluated according to the gifted matrix- no further action is needed. MTSS All students in the Upper Darby School District receive a Multi Tiered System of Support (MTSS). Students are assessed using a variety of measures (MAP, AimsWeb) three times per year. In addition teachers review classroom based data and assessments. Students whose data is regularly reviewed may trigger a referral to the SST for a review and movement through the matrix. Level one- All first grade students are given the OLSAT-8 in the spring of their first grade year. Students who achieve between 93rd-100th percentile are given two points on the matrix. Students who achieve between 86th-92nd percentile are given one point. Students have the opportunity to earn four points total between the verbal and nonverbal scales. Students with two or more points move on to level two within the matrix. Level two- Teacher and parent complete a gifted rating scale. If a student is rated 90 or above on the parent rating scale they will earn .5 points. If a student is rated 90 or above on the teacher rating scale they will earn .5 points. Students can earn a maximum of one point via rating scales. Students are given the aimsweb benchmark three times a year in the fall, winter, and spring. A student will earn one point for scoring at benchmark or above on a recent aimsweb benchmark. Anything below benchmark will receive zero points. Students are given the reading and math MAP assessment three times a year in the fall, winter, and spring. In the area of reading, a student will earn two points for an advanced score, one point for a proficient score, and zero points for basic or below basic score. In the area of math, a student will earn two points for an advanced score, one point for a proficient score, and zero points for basic or below basic score. Students can earn a maximum of four points via MAP assessments. Students are given a point for demonstrating any “masking trait” (ie. ELL, disability, racial bias, social/cultural deprivation) for a maximum total of one point. Multiple points are not awarded for multiple “masking traits.” Students with less than four points do not meet criteria to be evaluated according to the gifted matrix. The gifted teacher reviews results with the parent(s) and the school psychologist issues a NORA. Students with four or more points move on to level three within the matrix. At level three, a School Psychologist issues a PWN for testing and the Gifted Written Evaluation begins. Level Three- The student’s points from level two are transferred to level three. Additionally, on the cognitive assessment, students earn five points for scoring a standard score of 129, four points for a standard score of 128, three points for a standard score of 127, two points for a standard score of 126, and one point for a standard score of 125. No points are given for standard scores below 125. A student can earn a maximum of 12 points. Students earning 9.5 points or more on the gifted matrix meet the criteria for gifted.

3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

Eligibility for giftedness can be obtained two ways: 1) IQ/GAI/VCI/FRI higher than 130 on the WISC-V or another standardized cognitive assessment with similar measures 2) Meeting the number of points required for their grade level on the gifted matrix. The required points vary by grade level due to the inclusion of different criteria (ie. aimsweb for K-2, PSSA’s for 3rd-8th, and Keystone’s/PSAT/SAT for secondary students) Strengths identified by School Psychologist based on cognitive assessment, classroom, state, and local assessments, student interview, and parent/teacher input similarities. Assessments used: School Psychologist’s primarily used the WISC-V when testing a student for giftedness, but may also use another standardized cognitive assessment with similar measures such as the Woodcock-Johnson - Fourth Edition. Gerric Rating scales are also utilized and considered as part of the matrix. Multiple Criteria: Grades K-3 - Gerric rating scale, UDSD rating scales, aimsweb, MAP, masking trait,

NNAT-3 (K)/OLSAT-8, Cognitive assessment Grades 4-9 - Gerric rating scale, UDSD rating scales, MAP, PSSA reading/math, masking trait, OLSAT-8, Cognitive assessment Grades 10-12 - Gerric rating scale, UDSD rating scales, PSAT/SAT verbal/math, Keystone algebra 1/Literature, masking trait, OLSAT-8, Cognitive assessment The above is used in conjunction with the gifted matrix and other multiple criteria listed in the screening process in Levels one through three.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word “programs” refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).

Gifted Support Services Description The Upper Darby School District Gifted Support Services are designed to identify academically talented children and foster intellectual and academic growth, which will serve to enhance their strengths, needs, and abilities. Gifted services are available to eligible students upon entrance to Kindergarten through 12th Grade. Students who are identified as gifted, receive a Gifted Individualized Education Plan (GIEP) with goals and specially designed instruction to meet their needs as identified in the Gifted Written Report (GWR). The goals for each GIEP are based on the student’s strengths. The GIEP Team will determine the best ways to meet each gifted child’s needs; whether through enrichment and/or acceleration. The GIEP Team will determine the design of services needed to best support the gifted child. A gifted child’s needs may be met: through consultation with the gifted support teacher and differentiation by the general education teacher in the regular education classroom, through push-in (the gifted support teacher goes into the regular education classroom to deliver services), and/or through pull-out (the gifted support teacher works with the gifted student in a setting outside the regular classroom). During pull-out support, gifted students learn alongside peers of similar academic abilities while participating in acceleration, enrichment and/or extension activities, which broaden the general education curriculum. In addition, students will have the opportunity to participate in a technology-based program focusing on Science, Technology, Engineering and Math. Defined STEM is a resource that promotes learning through Understanding by Design performance tasks and non-fiction literacy tasks for students in Kindergarten through 12th Grade. Students will participate in learning opportunities in math, science, ELA and social studies to focus on deeper understanding of concepts and problem solving skills using performance tasks and project based learning. **Gifted Support Services Goals** · Thinking Skills: Develop and practice higher order and critical thinking skills · Creativity: Develop and practice creative thinking and problem solving · Communication Skills: Strengthen verbal, nonverbal, and written communication skills · Research Skills: Selection of topic and method of research, information gathering, and product format · Leadership and Social Skills: Develop self-confidence, accept responsibility, participate in team building, adapt to new situations, and lead activities · Time Management Skills: Accept responsibility to accomplish a task, make good use of class time, and meet deadlines · Metacognitive Skills: Select and use effective strategies for academic task completion and accept and apply constructive criticism and peer recommendations

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option. **Elementary School Gifted Support Program** Program Description The elementary gifted support program is designed to meet the needs of gifted learners in Kindergarten through 5th Grade through a variety of themed units of study. The individual needs of each student that is identified as gifted are met through specially designed instruction as determined in their GIEP. Students in Kindergarten through 5th Grade may participate in small group instruction (along with peers of similar ability, based on specific units of study, which have been developed to extend and enrich the Upper Darby elementary curriculum. The units rotate on a two-year cycle. A gifted education teacher is assigned to each elementary school and provides instruction while also providing additional

resources to general education teachers to help enrich all students. In addition to the units of study, students engage in problem-solving activities and learn challenging vocabulary. The gifted support teacher provides ongoing consultation and support to the gifted students' general education teachers to address their identified needs throughout the school day in the regular education setting. Progress Reporting A seminar progress report is sent home twice a year to coincide with the parent conference schedule. Each student's progress is also discussed at the annual GIEP meeting, and parents are contacted via e-mail and phone as needed. Open and frequent communication is encouraged with all members of the GIEP Team and parents are always able to request a meeting to discuss progress outside the typical times of the school year.

Middle School Gifted Support Services

Program Description The Upper Darby School District assigns one gifted teacher to each middle school. The individual needs of each student that is identified as gifted are met through specially designed instruction as determined in their GIEP. Students in Grades 6 through 8 may participate in small group instruction (along with peers of similar ability, based on specific units of study, which have been developed to extend and enrich the Upper Darby middle school curriculum. Students are encouraged to interact with peers through classroom theatre, public speaking, mock trials and debates among other opportunities. A gifted education teacher is assigned to each middle school and provides instruction while also providing additional resources to general education teachers to help enrich all students. In addition to the units of study, students engage in problem-solving activities and learn challenging vocabulary. The gifted support teacher provides ongoing consultation and support to the gifted students' general education teachers to address their identified needs throughout the school day in the regular education setting. Progress Reporting Progress reports are sent with every middle school interim and report card in the form of comments. Each student's progress is also discussed at the annual GIEP meeting, and parents are contacted via e-mail and phone as needed. Open and frequent communication is

encouraged with all members of the GIEP Team and parents are always able to request a meeting to discuss progress outside the typical times of the school year.

High School Gifted Support Services Program Description Many gifted students' needs are met through the variety of rigorous general education honors and Advanced Placement (AP) courses and comprehensive extracurricular opportunities, such as the music and theater programs, offered at Upper Darby High School. Part of each student's GIEP is ensuring that he/she is enrolled in appropriately challenging courses. Students also receive enrichment in the general education classroom, as appropriate, in the form of push-in lessons taught by a gifted support teacher. Occasionally, an exceptional student with expertise in a subject area is provided the opportunity to accelerate through the curriculum in that subject area by pre-testing. If the student's performance on the pre-test demonstrates that he/she already possesses the requisite knowledge, he/she can advance to the next course. Those requiring additional enrichment have the opportunity to attend a daily gifted seminar co-taught by two gifted support teachers. One gifted support teacher specializes in math and science; the other specializes in English and social studies. In addition to daily in-school enrichment, the high school gifted support teachers offer enrichment in areas of interest and strength through afterschool programs, such as the Annenberg Science Symposium, NASA High School Lunar Science Research, the JETS/TEAMS Engineering Competition, the Shakespeare Competition, Mock Trial, and Ethics Bowl. In addition to teacher directed lessons, every gifted seminar student is required to complete an independent research project each year in an area of interest. This project is primarily independent and student-driven, with appropriate supports provided by both gifted support teachers as needed. Students have the opportunity to submit their research to competitions such as science fair or National History Day. Periodically, students may have the opportunity to participate in fieldtrips, like a trip to the local repertory theater, Hedgerow, to see a private performance and participate in a talk back session with the performers. Progress Reporting Students who are enrolled in the gifted seminar class receive a grade and comments on their quarterly

interims and report cards. Each student's progress is also discussed at the annual GIEP meeting, and parents are contacted via e-mail and phone as needed. Open and frequent communication is encouraged with all members of the GIEP Team and parents are always able to request a meeting to discuss progress outside the typical times of the school year.

5. Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

October 1 Snapshot GY-297 GS-11 GX-0 All of the District students are accounted for as of October 1, 2023

6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

Yes, we routinely review and revise the screening and evaluation process to update our matrix to include masking traits and provide other flexibility in determining eligibility for gifted services. The District utilizes a universal screening process in addition to a standard referral process. We are closely monitoring our English Learners to ensure that all students are fully represented in our numbers. We are exploring options for culturally responsive IQ assessments as a way to capture all diverse learners.

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

The District will offer yearly awareness training, resource training, and differentiation training to all staff with focus on high achieving and gifted learners. Gifted support teachers work closely with building administration to offer additional opportunities for staff development. School administration conduct weekly learning walks to observe all aspects of the learning environments, and fully adhere to Act 13 requirements for teacher evaluations.

Training for general education teachers	\$0- provided by internal staff members
Staff costs	\$698,886
Training for gifted support staff	\$3,500
Materials used for project-based learning	\$12,000
Transportation	\$0
Field Trips	\$500

Signatures and Quality Assurance

Chief School Administrator	Date