

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 School District of Philadelphia (SDP) provides a website for parents with a comprehensive library of forms, links, and resources that is regularly reviewed and updated. The Office of Special Education and Diverse Learners has an established process for translating documents and using PDE's translation library. The district uses gifted@philasd.org to ensure questions related to gifted education processes can streamline communication. Future webinars to describe the gifted process and procedures are also being planned as part of our gifted education improvement plan.

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.

As we continue to improve gifted processes in the district, SDP intends to enhance the equitable identification of gifted students and provide them with high-quality programs and services that help them develop their unique gifts and talents. As part of the current universal screening process, in accordance with Chapter 16 [PA Code 16.21 (d) and (e)], SDP seeks to use a variety of measures and multiple criteria to seek out school-age students (K-12) who potentially meet the gifted identification criteria. At the end of the second-grade year, students are administered the Naglieri Nonverbal Ability Test, Third Edition (NNAT-3). School teams then review multiple data sources, including standardized assessments (such as PSSAs and STAR Reading and Math), local curriculum-based assessments, parent and teacher input, and the NNAT, to recommend a full gifted multidisciplinary evaluation. In grades K-12, MTSS teams will receive ongoing training, support, and resources to regularly cast a net to identify students who may meet gifted criteria. To screen and identify potentially gifted students, the SDP seeks to: Utilize the Naglieri Nonverbal Ability Test, Third Edition (NNAT-3), as a universal screener administered to all second graders. Utilize the MTSS process for school teams to review key academic indicators and refer students scoring above a certain threshold on curriculum-based and standardized assessments such as PSSA, Star, iReady, etc. Provide training for school-based MTSS teams on recognizing gifted characteristics that are important for universal screening. Have school teams refer students for further evaluation based on their demonstration of gifted characteristics as outlined in the multiple criteria outlined in Chapter 16 PA Code 16.21 (e). In addition, the Gifted and Talented Office collaborates with multiple offices to ensure reports are created and readily available to each school to dive into multiple criteria and recommend students for a full gifted multidisciplinary evaluation. Ongoing MTSS Screening - Tier 1 Throughout the school year, the SDP regularly administers universal academic screening measures, such as Star and iReady. Students in grades 3-8 take the Pennsylvania System of School Assessment (PSSA), and students in grades 9-12 take the Keystone Exams. In addition, the NNAT-3 is administered to all second-grade students as a universal screener. School teams review Tier I data to determine if students should be referred to Tier II and/or a full gifted multidisciplinary evaluation. Ongoing MTSS Screening - Tier II School teams complete a more comprehensive data review at the Tier II level. The school team gathers and reviews student data, documenting the data review. As part of the more comprehensive review process, the school team may: Review standardized test scores such as the NNAT-3, PSSA, iReady, Star, etc. Recommend students scoring at the 96th percentile or above on the NNAT-3 and STAR or in the advanced range in at least one area on the PSSA for further evaluation by a school psychologist. Recommend students scoring below the 96th percentile or above on the NNAT-3 and Star assessment or below the advanced range on the PSSA for further evaluation by a school psychologist if they demonstrate gifted characteristics as observed/determined by the MTSS team. In addition to standardized test data, review curriculum-based assessment data such as iReady, Star, and performance-based assessment results. Review work samples that provide evidence of the student's advanced academic levels. Collect teacher input may also be gathered to review rating forms, observations, rates of acquisition, retention, early skill development, higher-level thinking skills, communication skills, technology expertise, leadership characteristics, intervening factors, unique characteristics, intense interests, academic creativity, etc. Collect parent input as part of this process.

Discuss characteristics and traits of mentally gifted students by reviewing data from reputable sources such as The Davidson Institute, the National Association of Gifted Children, and the Pennsylvania Association of Gifted Education. Consider if the student's academic data demonstrate mastery of grade-level standards in ELA, Math, and sometimes Science. "A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas." Depending on the completed data profile, the school MTSS team may refer the child for a full gifted multidisciplinary evaluation pending parent approval.

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.

Guidance documents are regularly reviewed and revised to assist school teams in using key indicators from available data and gifted characteristics during the evaluation process. Key indicators in the gifted multidisciplinary evaluation include academic, social-emotional, and ability/creativity elements. Psychoeducational Evaluation: cognitive/intellectual, academic, and socio-emotional assessments, observation, records review, parent and teacher input Cognitive/Intellectual Assessment: WISC-V, KABC-II NU, WAIS, WJ-IV Cognitive or other assessment based on the student's unique strengths, needs, and background as determined by the school psychologist Academic Achievement Assessments: WIAT-4, KTEA-3, WJ-IV Achievement, or other assessment based on the student's unique strengths, needs, and background as determined by the school psychologist Measures of Social-emotional/gifted characteristics: Chuska, Gifted and Talented Evaluation Scales, Gifted Rating Scale, or other measures based on the student's unique strengths, needs, and background as determined by the school psychologist Others, as deemed necessary, when context or other masking factors arise that may require enhancements to the evaluation process (masking factors include, but are not limited to, language acquisition, disability, race, gender, etc.) Cognitive/Intellectual Assessments: The school psychologist administers cognitive/intellectual assessments appropriate for each student's strengths, needs, and background. The school psychologist examines the cognitive/intellectual assessment data to determine if the student demonstrates an IQ standard score of 130 or higher. If the student does not demonstrate an IQ of 130 or higher, the team considers whether other educational criteria (the multiple criteria) in the student's profile strongly indicate gifted ability (Chapter 16: PA Code 16.21 (d).) Cognitive/intellectual strengths in a student's profile are examined in light of the multiple criteria (e.g., higher level thinking skills, rate of acquisition and retention, etc.). Academic Achievement Assessments: The school psychologist administers a full academic achievement assessment appropriate for each student's strengths, needs, and background. The GMDE team reviews this data to determine whether the student's present levels of educational performance meet Pennsylvania criteria and whether the student needs specially designed instruction. The team considers whether the student is performing a year or more above the grade achievement level expected for their age, whether the student has mastered grade-appropriate academic skills and the student's acquisition and retention rates. Measures of Social/Emotional and Gifted Characteristics: The Chuska, Gifted and Talented Evaluation Scales, Gifted Rating Scale, or other measures are administered based on the student's unique strengths, needs, and background as determined by the school psychologist. These rating forms are reviewed considering the multiple criteria (e.g., academic creativity, higher level thinking skills, leadership characteristics, etc.). The GMDE team compiles the assessment data, parent and teacher input, records review, and observations into a comprehensive Gifted Written Report (GWR). The GMDE team concludes whether the student meets the gifted eligibility criteria and makes recommendations to the GIEP team regarding any need for specially designed instruction if deemed eligible and in need.

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).

Schools design a program of services for each student based on their instructional needs and the organizational structure at the school. As part of the district's improvement plan for gifted education, ELA, Math, and Science resources are being budgeted to ensure equitable programming and access within and across schools. Enrichment Options Flexible enrichment cluster grouping is the most common strategy employed by our schools in the elementary grades (K-8). It is often combined with pull-out enrichment classes that regularly meet. Support within the general education program may also come from enrichment options embedded within the district's approved curriculum. Push-in support may also be employed based on the makeup and resources within the school. Among others Acceleration Options Subject acceleration is sometimes considered, though this is seen a bit more frequently in the upper and middle grades. Middle grades (5-8) provide leveled subject classes whenever possible. Every high school (grades 9-12) offers AP and/or Honors courses; many offer specialized courses for advanced learners. As identified by the Acceleration Institute at the Belin-Blank Center, other accelerated options include self-paced instruction, compacting, telescoping, and dual enrollment options.

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?

GS - 77 students - 29.09% of gifted eligible GY - 851 students - 90.91% of gifted eligible GX - 0 students - 0.0% of gifted eligible While there are questions about the validity of data, a review of current data suggests the need to continue building inter-office collaboration and partnerships with the current IEP software vendor to ensure data is being reported correctly. A primary goal of the Gifted and Talented Office is to ensure that gifted data is reported accurately and communicated appropriately in the yearly PIMS upload. Current training embeds additional support and professional development to ensure that schools understand evaluation criteria and are trained to understand this part of the gifted education program.

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.

An ongoing review of disproportionality is scheduled as the district grows gifted processes. As part of our improvement plan, the Gifted and Talented Office will aim to ensure that data is accurately collected and reported. Based on a February 2025 export of gifted identification data: Race/Ethnicity Asian: 152 students - 16.38% of our gifted population - 8.00% of our district population Black/African American: 113 students - 12.18% of our gifted population - 49.00% of our district population Hispanic/Latino: 72 students - 7.76% of our gifted population - 25.00% of our district population Multiracial: 86 students - 9.27% of our gifted population - 5.00% of our district population White: 505 students - 54.42% of our gifted population - 14.00% of our district population Total: 928 students Free and Reduced Lunch Eligible for Free/Reduced Lunch: 928 students - 100% of our gifted population English Language Learner Current EL: 3 students - 0.32% of our gifted population Exited: 52 students - 5.6% of our gifted population Never EL: 873 students - 94.07% of our gifted population As cited in research as a national trend, disproportionality in the identification of gifted students who are White and Asian, as compared to the overall student population, is evident. Those who are Black and Latino are substantially underidentified when compared to the overall student population. The school district and the Gifted and Talented Office are committed to ensuring parity in identification and will continue to review this data and brainstorm ways to ensure students are identified proportionately. In addition, disproportionality exists when reviewing students who do not speak English as a first language. As the district continues to build programming and resources, additional focus will be placed on reviewing current screening processes and evaluation thresholds to consider additional pathways or identification criteria to increase gifted identification of marginalized groups, including but not limited to more formal screening methods and tools.

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.

Multiple professional development options are being developed and offered as part of the district's gifted education improvement plan. Specific topics include the basics of gifted education responsibilities for administrators, schools, and teachers; writing effective and compliant GIEPs to ensure a focus on student achievement; and utilizing the district's IEP writing software. In addition to in-person offerings, courses are also being developed that will be housed in the district's professional development catalog and may be accessed at any time by school district personnel. As the district works to build a team of gifted support coordinators and teachers, professional learning communities and ongoing professional development topics will be built into the offerings to ensure regular review of compliance and best practices for students. The Gifted and Talented Office will regularly meet with its gifted advisory team to plan additional training topics.

Training for general education teachers	\$30,000.00
Staff costs	\$374,939.67
Training for gifted support staff	(included in training amount for general ed. teachers)
Materials used for project-based learning	\$219,500.00
Transportation	\$0
Field Trips	\$0

Signatures and Quality Assurance

Chief School Administrator	Date
Dr. Tony B. Watlington Sr.	2025-02-11