

Tredyffrin-Easttown SD

Gifted Education Plan Assurances (Chapter 16) | 2025 - 2028

Profile

LEA Type		AUN
Tredyffrin/Easttown School District		124157802
Address 1		
940 West Valley Road, Suite 1700		
Address 2		
City	State	Zip Code
Wayne	PA	19087
Chief School Administrator		
Dr. Richard Gusick		
Chief School Administrator Email		
gusickr@tesd.net		
Single Point of Contact Name		
Dr. Chris Groppe		
Single Point of Contact Email		
groppec@tesd.net		
Single Point of Contact Phone		Single Point of Contact Extension
610-24-1919		

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 Tredyffrin/Easttown School District provides parents and community members with the awareness of the Gifted Support Program through letters, student handbooks and the school websites. Teachers also communicate this information to parents during parent meetings and other formal and informal means of communication.

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.

The Tredyffrin/Easttown School District complies with all federal and state regulations relating to the identification of gifted students. The district has procedures in place to actively identify all eligible students. Universal screening: The District uses a screening tool to identify if a student indicates high potential consistent with the definition of mentally gifted. All Grade 1 students and newly enrolled students in grades 2-8 are screened using the Screening Assessment for Gifted Elementary and Middle School Students (SAGES-3). Based on the SAGES-3 results, the school may, with the family's informed consent, conduct a gifted multidisciplinary evaluation (GMDE). School psychologists regularly review the SAGES-3 results with the results of completed GMDEs to ensure reliability of results. Referral: Staff members are trained to identify the characteristics of gifted learners at all grade levels, and the process to recommend students for a gifted evaluation is reviewed with staff members regularly. At all levels (elementary, middle, and high school) each school has regular team meetings in which student achievement is discussed and in which a referral may be made for testing for gifted programming eligibility. Use of data: School teams review student achievement data on a regular basis to identify students with high potential who may qualify for gifted service. Standardized testing conducted regularly within TESD. PSSAs are administered to all students in grades 3-8, the ERBS are given to all students in grades 2, 3, 4, 6 and 8, Keystone Exams administered to eligible students in grades 5-12, the PSAT 8/9 to 9th grade students, and the PSAT/NMSQT to students in grade 10-11. Students in elementary also participate in benchmark testing in reading and mathematics. These include the TAAS (Test of Auditory Analysis Skills), the Acadience platform to assess fluency and comprehension, and the Critical Reading Inventory. In all grade levels, school teams have access to achievement data tied to District curriculum. Students receive instruction in leveled math and reading classes based on assessment data and teacher input. All of this information is used by school teams when considering gifted referrals. Family request: Families may request testing to determine eligibility for gifted programming. These requests are discussed at the school team meeting and a Permission to Evaluate is provided to the family within 10 calendar days of the request. As outlined in PA School Code §16.22 the family is limited to one request per school term. Once signed permission is received by the school, the evaluation timeline of 60 calendar days will begin.

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.

When the school receives consent to conduct a Gifted Written Evaluation, the District conducts a multi-disciplinary evaluation that incorporates parent input, teacher input, standardized testing for cognitive ability, standardized testing for achievement, and any other relevant information. The team then determines eligibility as described in PA Chapter 16, including consideration of multiple criteria. The following will identify these steps in additional detail.

1. Parent/family input: Information collected in this form includes: student strengths and needs, a description of the child's social interactions from the parent's perspective; any emotional, social, and/or behavioral issues that may be affecting learning; and the child's quality of work, homework, and effort. Parents are also asked to assess and provide examples of their child's highly developed thinking skills, academic creativity, leadership skills, intense academic interest areas; well-developed communication skills; foreign language expertise; and technology expertise.
2. Teacher input is completed by the child's core subject area teachers. Information collected includes:
 - a. Current reading information (reading level, unit test scores, reading strengths and needs);
 - b. Current writing information (writing level, test scores, writing strengths and needs);
 - c. Current math information (math level, chapter test scores, PSSA scores, ERB scores, math strengths and needs)
 - d. Teacher assessment of a student's intense academic interest areas; technology expertise; and foreign language aptitude
 - e. Teacher assessment of a student's acquisition and retention of skills
 - f. Teacher assessment of a student's academic creativity and leadership skills
3. Standardized Testing to assess a student's intellectual ability
 - a. Tests may include: Wechsler Intelligence Scale for Children-5; Wechsler Preschool and Primary Scale of Intelligence-4; Wechsler Adult Intelligence Scale-4; Woodcock Johnson -Tests of Cognitive Ability-IV; Kaufman Assessment Battery for Children-IIINU; Comprehensive Test of Nonverbal Intelligence-2; Test of Nonverbal Intelligence-4
4. Standardized Testing to assess student's selected academic skills
 - a. Tests may include: Wechsler Individual Achievement Test-4; Woodcock Johnson -Tests of Academic Achievement-IV; Kaufman Tests of Educational Achievement-III
5. Results are reviewed by the psychologist and team members (classroom teachers, reading and math specialists, ELD teachers, guidance counselor)
6. A recommendation for gifted programming is made based upon the data from this evaluation.

Determination of Gifted status

1. According to the Pennsylvania State Board of Education's Regulations under Chapter 16 (Gifted Education), each school district is responsible for determining whether a student is mentally gifted. This term includes a person who has an Intelligence Quotient of 130 or higher or when multiple criteria strongly indicate gifted ability. A student whose IQ score is less than the minimum criterion level of 130 (at or above the 98th percentile rank) may meet eligibility for gifted education when multiple criteria both strongly indicate gifted ability and a need for acceleration beyond that which is available through differentiation through regular education.
2. Psychologists review the student's current cognitive ability through the Full scale IQ or General Ability Index that does not include short-term working memory or processing speed.
3. If the FSIQ or GAI do not meet the state mandate of a 130 or above for gifted eligibility in Pennsylvania, then multiple criteria are examined. This is based upon data from

standardized testing, curriculum-based assessments, local and benchmark assessments, reading and math progress, and parent and teacher input. The team considers intervening factors including disability status, English learner status, whether the child is socially or culturally deprived, or if there is evidence of gender or racial bias in assessment. Information that can be analyzed include achievement in reading, math, writing, science, technology, world languages, social studies, or evidence of leadership. School psychologists have developed tools to gauge this information.

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).

Elementary School Level At the elementary school level, programming for eligible students in grades K-4 is determined by the student’s GIEP. Programming may include differentiated instruction in the regular classroom, ability and/or achievement grouping, work with the gifted support teacher, participation in gifted support instructional sessions with other identified gifted students, and engagement in instructional activities with other staff members who differentiate, enrich, and accelerate the curriculum. Eligible students in second, third, or fourth grade may participate in the Challenge Program. The Challenge Program supplements a gifted student’s regular classroom experience by promoting higher-level thinking skills in a small group setting where students meet on a regular schedule during the 6 day cycle. The Challenge curriculum is organized around interdisciplinary units that are oriented to process, not product and advance and develop critical and creative thinking, problem solving, and complex inquiry. The goals of the Challenge Program are addressed through themes designed to foster higher level thinking, the creative process, decision making/problem solving abilities, group process skills, self-concept development, and advanced communication techniques. Classroom and Challenge teachers work together on integrated themes and regularly plan for and discuss programming options that will address gifted students’ strengths and needs. This communication and program integration provide the opportunity to extend, enrich, and explore the natural connection between the regular education and the Challenge curriculum.

Middle School Level The TESD middle school curriculum provides all students with a strong academic program. Within the regular education curriculum there are varied enrichment options designed to extend thinking and learning through differentiated instruction. The regular education curriculum provides leveled instruction in Mathematics (grades 5-8) and Reading (grades 5-6). Students also engage in daily coursework in the academic subjects of Science, Social Studies, English and a World Language (grades 7-8). In addition, students can participate in a full complement of co-curricular, extra-curricular and athletic activities. Gifted learners also have the opportunity to participate in the Middle School Humanities curriculum, where they are scheduled into a series of Humanities courses in place of the regular art (5th grade), music (6th grade) and advisory initiatives curriculum (7th and 8th grades). The Humanities sequence provides an opportunity for gifted students to engage in discourse with their intellectual peers as they make interdisciplinary connections and extend their learning through an enriched curriculum. Gifted students requiring specially designed instruction beyond the aforementioned regular

curriculum opportunities work with gifted support teachers and classroom teachers to meet individualized needs as articulated in their GIEPs. Their goals may be addressed in a variety of ways. Options include, but are not limited to, more specialized differentiated instruction in the regular classroom, the provision of alternate assignments, self-directed projects to enrich the curriculum, participation in small-group seminars for engagement with their intellectual peers, topical seminars, accelerated learning opportunities, or participation in specialized events such as academic competitions and contests. High School Level One of the outstanding features of Conestoga High School is its philosophy of access, options and choice within its vast academic program. We are committed to providing an academic program through the regular curriculum that meets the needs of the individual student. With the assistance of the faculty and counseling staff, Conestoga students select from among a large number of distinct courses to develop a completely individualized program of study designed to address personal, educational, and career needs and goals. Academic subjects—English, social studies, mathematics, science, and world languages—are offered at various instructional levels to accommodate individual differences with respect to learning needs, interests, and academic preparation. Students select the instructional level within each discipline that affords the greatest opportunity for both intellectual challenge and academic success. Over 25 Advanced Placement (AP) courses are offered to students in grades 9-12. Students may also apply through their counselors for administrative approval to schedule Experiential Learning Opportunities such as Independent Study, Community Service, Individualized Experience, Early College Study, Student Aide, or the Chester County Technical College High School. Lastly, students may select from an extensive array of over 200 extracurricular, co-curricular and athletic activities. Gifted students requiring specially designed instruction beyond the aforementioned regular curriculum opportunities work with gifted support teachers and classroom teachers to meet individualized needs as articulated in their GIEPs. Their goals may be addressed in a variety of ways. Options include, but are not limited to, more specialized differentiated instruction in the regular classroom, the provision of alternate assignments, self-directed projects to enrich the curriculum, participation in topical seminars, accelerated learning opportunities, or participation in specialized events such as academic competitions and contests.

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?

GY (gifted with or without a 504 and receiving services on a GIEP) 547 students GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP) 64 students GX (gifted and does not require specially designed instruction) 28 students All gifted students are accounted for in PIMS

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.

The District reviewed overall demographics and gifted population demographics. Overall population, by percentage (for populations with n greater than 10): Asian = 46% Black/African American = 3% Hispanic = 5% Multi-Racial = 6% White = 56% Gifted population by percentage (with n greater than 10): Asian = 46% Black/African American = 1% Hispanic = 1% Multi-Racial = 10% White = 41% The data revealed that students identifying as Asian and Multi-Racial are higher in the gifted population compared to district-wide demographics (Asian = 30% of the population, 46% of GIEPs; Multi-Racial = 6% of the population, 10% of GIEPs). Students identifying as Black/African-American, Hispanic, and White are lower in the gifted population compared to district-wide demographics (Black/African-American= 3% of the population, 1% of GIEPs; Hispanic = 5% of population, 1% of GIEPs; White = 56% of population, 41% of GIEPs). We have been addressing this issue with the use of a universal screening tool (the SAGES) in elementary and for students newly enrolled within TESD. In our District equity work, information with parallels to this topic (course-taking data such as enrollment in AP courses, and above level math or reading in K-8) has been compiled and shared with faculty and community members for consideration. Work is ongoing in this area as we look at barriers to accessing higher level classes and opportunities for students. During this school year the school psychologists also updated how we implement multiple criteria during the Gifted Written Report process. Multiple criteria has been a longstanding component of GWRs, and we periodically review this process. The District will continue to monitor how our students are supported in all their needs, including giftedness, and adjust our programming accordingly.

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.

In-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education are provided for every new professional Staff member hired through our New Teacher Induction Program. Workshops are delivered by administrators and teachers who work in and/or oversee the Gifted Support Program. New staff are observed at least four times per year. Teachers are held accountable through the Teacher Observation Process, including pre-observation meeting, observation and post observation meetings.

Training for general education teachers	\$5,010.23
Staff costs	\$3,223,982.00
Training for gifted support staff	N/A
Materials used for project-based learning	\$801

Transportation	N/A
Field Trips	N/A

Signatures and Quality Assurance

Chief School Administrator	Date