



Pasadena Unified School District
Instructional Services
Office of Gifted and Talented Education

To: Dr. Brian McDonald, Superintendent
Pasadena Board of Education

From: Julianne Reynoso, Assistant Superintendent, Elementary Education and
Karen Anderson, GATE TOSA and Interim Arts Coordinator

Date: May 21, 2018

Re: 2017-18 Annual GATE Report
Board Policy: AR 6172, BP 6172

Board Communique

Purpose

The purpose of this report is to provide updates on progress in the Gifted and Talented Education (GATE) department since the implementation of the [GATE Project Proposal](#) (developed 2016-17, approved Fall, 2017). Changes in systems, professional development, and communication have expanded access and equity in the GATE program and enhanced our ability to meet the needs, interests, and abilities of students in Pasadena Unified School District. An additional enhancement to the GATE Office was the onboarding of a GATE TOSA, who is an expert in the field of Gifted and Talented Education. Through this expertise, we were able to broadly and definitely expand the numbers of students who are not identified as well as the opportunity to broaden the knowledge of many educators in how they design their lessons to meet their students' needs.

Student Identification

For the 2017-18 school year, the screening process was changed from the spring to the fall, and universal screening of 5th graders was eliminated. The justification for the change of timing of the screening was to allow more opportunity for Secondary Review (described below), as well as to lessen the load of assessment at the end of the school year. As the test is age normed, research from CogAT7 indicates that there is no significant difference in the students taking the test at the slightly younger age. After analysis of the test results from 2017, results indicated that the universal screening of 5th graders was an unnecessary expense, very few students were identified and it created an extra testing burden on 5th grade teachers and students. To ensure equitable opportunity for screening, all 2nd grade students, all new students to the district in grades 3-8 were universally screened, as well as students who teachers or parents requested to be screened in grades 3-8. For

the initial screening, students are given the Cognitive Abilities Test Form 7 (CogAT7), an online teacher proctored test that measures cognitive potential in verbal, quantitative and non-verbal reasoning.

An additional component to the initial screening is the [Teacher Observation Checklist](#). This document was updated this year with current research from the field in a collaborative process with the GATE site reps. A companion document with descriptions of behaviors that a teacher might encounter in the classroom that could be representative of the characteristics of giftedness was also developed. This helped support the professional development of all teachers in expanding their understanding of characteristics of the gifted from different populations of students and to attempt to remove bias from their observations.

In the initial screening, 1661 students were tested and a numerical formula for identification in the *Intellectual* category was employed. Students must score in the 90th percentile or above in at least two areas of the test, and score above 75% on the teacher observation form. With this method, 76 students (4.6%) were initially identified.

After the initial screening, the GATE site reps met and learned how to analyze the data to look for potential for secondary review. For example, a student who scored above the 90th percentile in two areas, but whose observable characteristics were below 75%, a student who had very strong observable characteristics, but didn't score in the 90th percentiles, or a student who had one area that was particularly high (96th percentile or more). In this way, the representatives from the school were able to deeply analyze the results to reveal potential in the students that they know, rather than simply looking at quantitative cut-off points. Many questions were revealed that related to student's language status, socio-economic challenges, or other special needs that the quantitative results alone do not provide. From this process, each school generated a list of students who were eligible for the [Secondary Review](#) process.

The *Secondary Review* process criteria was developed by analyzing researched based processes for alternative identification. Strategic focus was placed on processes that would more accurately assess students of color and ELLs in the *Intellectual* and *High Achieving* categories. The development of a method for expanding our identification to include the *Creative* category was also included. GATE site reps and/or Instructional Coaches were trained in how to administer a Secondary Review, and teachers provided the evidence needed. School site teams met to review the evidence and recommend (or not recommend) students for gifted identification. The school sites then forwarded the portfolios to the GATE office for review. Since we screened 2nd graders at the end of last school year (current 3rd graders), we were not able to go through this process for those students until this year. Therefore we went through the process with about twice as many students as we will in subsequent years. An additional 175 students were identified through the *Secondary Review Process* (30 in the *Creative* category, 76 in the *High Achieving* category, 69 in the *Intellectual* category). Of the students tested this year, this increased the percentage of screened students who were identified as gifted to 12%, which is in line with national averages for identification.

Students identified 2017-18 by grade level*

grade	2	3	4	5	6	8
# identified	137	59	22	25	7	1

*3rd-8th grade numbers include Secondary Review identification based on 2016-17 CogAT7 results

One of the essential goals of the Project Proposal was to increase identification in underrepresented groups. As seen by the data below, significant growth was made in this area, and there is still progress to be made. Continued professional development in the characteristics of giftedness among different populations and continued refinement of the *Secondary Review* process will support growth in narrowing the gap.

Demographic data on all students identified as gifted 2017-18

Socio Economic		Ethnicity/Race					Language Fluency*		
Newly identified**		Total PUSD	2018	2017	% change	category	Total PUSD	Newly identified**	
Yes	26%	Asian	5.1%	14.3%	11.8%	2.6%	EO	79%	
No	74%	Black/African American	12.2%	8.0%	2.4%	5.6%	IFEP	84.15%	
Total District		Filipino	2.0%	1.6%	2.4%	-0.8%	EL	1%	
Yes	63.4%	Hispanic	59.8%	23.9%	22.4%	1.6%	RFEP	15.85%	
No	37.6%	Multiple	3.1%	8.4%	7.1%	1.3%	Total EL	15.85%	
		Native Hawaiian	.23%	0.4%	0.0%	0.4%			
		White	16.7%	43.4%	54.1%	-10.7%			

*a strong indicator of giftedness among EL students is early reclassification

**approximately 55 students identified through Secondary Review are not included in this data

Developing and Monitoring the Progress of GATE Students

Individual School Site Dashboards were developed as a place to clearly communicate all GATE data with school sites. The dashboard includes a list of identified students with parent emails, and the list of GATE certified teachers with their year of certification. The dashboard is a place to enter parent and teacher requests for testing or secondary review (see below), as well as status on the secondary review process. School site reps, principals, and instructional coaches used this as a communicative forum with the GATE office. The GATE office received positive feedback from school sites on this tool for monitoring the GATE status of students as well as the certification status of teachers.

Another important standardization of our processes in monitoring progress of GATE students was the creation a universal [Individualized Learning Plan](#). GATE site reps collaborated to develop this tool and the GATE TOSA brought in resources of best practices from the field to incorporate in the process. The recommendation is that every GATE student would have an opportunity to work through this plan with their teacher in order to set individual social, emotional, and cognitive.

Additional Support for Students and Sites

During the 2017-18 Academic Year, the GATE Office reviewed the [SPSA Principal's GATE Checklist](#) and provided updates that reflected revisions to our identification, monitoring and support of our identified students and services. Most importantly, after our proposal was accepted by PUSD administration we then also verified that the checklist was aligned to National and State Standards for Gifted and Talented Students. This is an important document within the SPSA as it can be used as additional resource in educating our students as well provide plans for implementation of more supports and services.

Increased Focus on Secondary Students and Enrichment - Data Gathering

The goals indicated in the GATE project proposal put emphasis on secondary instruction in year two of implementation. This year served as an information gathering time. To that end, the GATE TOSA participated in Instructional Rounds at four secondary schools, and is a member of the Secondary Inquiry Project team. She also explored the AP curriculum and met with the AP assessment provider to further explore opportunities for growth in AP instruction.

The GATE TOSA also met with instructional leaders and the GATE site representatives at the secondary level to better understand needs and challenges they experience in reference to gifted students, particularly in transitions years (6th and 9th grade). She was invited to observe some honors classes and reflect with department chairs.

Certification of Teachers

Teachers are required to participate in 30 hours of professional development in order to become GATE certified in PUSD. Every 3 years, GATE certified teachers are required to participate in 6 hours of professional development. This year, teachers were provided with a variety of options for this process including taking classes in an accredited university program, engaging in professional development after school with the GATE TOSA, and/or one-on-one coaching with the GATE TOSA. [Four modules](#) of study were developed for teachers to attend, as well as the introductory course, "Differentiation 101" and the recertification course, "Differentiation 201". The philosophy of instruction is collaborative, and the objective is to increase teacher capacity through collaborative learning and integration of strategies into practice. To this end, the courses met every other week so that the teachers could take what they learned, plan and implement a lesson, then come back to the course to reflect and share practice. For each 6 hours of face to face professional development in a module, teachers could earn up to 9 hours towards certification through lesson planning or coaching time.

A total of 44 hours of PD was offered throughout the year outside of contract hours. The GATE TOSA also met with teachers for one-on-one or group coaching during B Mondays and prep periods to develop teaching strategies, lesson plans or a combinations of the two.

Professional Development for School Sites/Teachers/Administrators/Coaches

The GATE TOSA also provided PD in differentiation and identification at school sites on nine A Mondays, as well as at the regular coaches meetings. Topics varied depending on the needs of the

school. The GATE TOSA collaborated with the Principal and Instructional Coach to determine the needs of the staff. Some examples of topics for A Monday PD can be explored below:

- [Overview of differentiation](#)
- [Overview of characteristics](#)
- [NGSS & GATE](#)

Parent Resources and Education

- [Four Parent Workshops](#)
- Site Level Parent Meetings

All sites are required to host four scheduled parent GATE meetings as aligned to their SPSA plans. Topics may vary depending on needs, but all events were designed with the GATE learner as the priority. The SPSA Principal's Checklist can also be a guide to this work. At the district level, the GATE Office hosted four Parent Workshops that explored characteristics, behaviors and needs of a GATE child and how to support a GATE child at home. These events were possible in large part due to the GATE TOSA's partnerships with USC as well as with CAG (the California Association for the Gifted). PUSD was able to host these nationally recognized women, Dr. Sandra Kaplan and Ann Smith, who provided a lens in Gifted and Talented education and shed light on how PUSD families can be strengthened through the supports of gifted and talented education.

GATE Events

Innovation Club

Sixteen elementary and four middle schools had active Innovation Clubs during the second semester of the 2017-18 school year. Teacher facilitators have completed an online feedback survey to provide helpful information for future plans. Approximately 500 Students and 26 teacher facilitators participated in this offering. Teacher facilitators attended [Professional Development](#) and were provided with lessons and resources developed by the GATE TOSA and the STEM TOSA. Innovation Club is an opportunity for GATE students to engage in meaningful, interest based inquiry projects and experiences. One of the main objectives is to expose them to the categories of inquiry presented in the PUSD Innovation exposition held annually. All funds for Innovation Club are connected to the GATE budget.

Innovation Exposition

The Pasadena Unified School District's [Innovation Exposition](#) was held on May 11, 2018 in the Washington STEAM Gymnasium. The Innovation Expo is an engaging and relevant approach to the past times science fair aimed at inspiring students to think critically and explore their interests and talents in STEM by offering five elective categories from which students can choose: Invention, Science Fiction, Environmental Innovation, Engineering (reverse), and Scientific Inquiry.

Junior Docent Program

Nearly 60 GATE students in grades 7 and 8 participated in the Junior Docent Program at the Pasadena Museum of History and Gamble House. Students learn about the exhibits at their respective institutions and subsequently led tours for their families and for all PUSD 3rd grade classrooms throughout the school year. This program is an opportunity for our middle school

students to learn about local history and to practice their public speaking and presentation skills. The GATE budget provided the funding for the transportation.

Math Field Day

The Math Field Day is an annual event that invites schools and students to participate in a math competition. Students in grades 4-8 demonstrate their knowledge of mathematics through a culmination to a year long instructional program focused on the California Standards for Mathematics.

Participation allows students to demonstrate their math knowledge through competition in the following components:

1. Computational and Procedural Skills (individual)
2. Conceptual Understanding (team)
3. Problem Solving (team)

For the 2018 Math Field Day, we had 530 participating students representing 22 schools. The success of this is hinged upon the gracious support and dynamic planning of the MFD committee, volunteers, proctors, coaches, scorers, and many fantastic PUSD staff. The event was sponsored and funded by the Pasadena Education Foundation and Webster Foundation. The funding provided, food, ribbons medals, prizes and resources.

Budget

- GATE TOSA position was added in 2017
 - Expert in the field

Description of Service	2016-17 Budget	Original 2017-18 Budget	Adjusted Budget 17-18	2018-19 Budget
Annual CogAT 7 Testing		\$18,000	\$18,000	\$20,000
Teacher Supplemental for Innovation Club and GATE coordinator supplemental hours		\$50,000	\$45,000 (Deducted \$10,000 in 12/2017)	\$30,000 (IC)
Transportation (Docent Program)		\$8,000	\$8,000	\$8,000
Translation services		\$600	\$600	\$600
Child Care Services		\$500	\$500	\$500
Material and Supplies/Mailings		\$3500	\$3,500	\$1000
PD and Parent Ed Consultants		\$4,000	\$2,000	\$5,000
Innovation Exposition (Added to GATE Budget in 2018)				\$1700
Total	\$190,000	\$84,600	\$69,600	\$66,800

The [GATE by numbers](#) document provides a one sheet overview of the impact of 2017-18 GATE office activities.