



**Executive Summary
of the
Gifted Education Compliance Monitoring Review
of the
Penncrest School District**

**PART I
SUMMARY OF FINDINGS**

Review Process

Prior to the Bureau's virtual monitoring held November 30 – December 21, 2020, the School District was formally notified of the dates the on-site review would be conducted. The District was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While on-site, the monitoring team employed a variety of techniques to gain an in-depth understanding of the District's gifted program operations. These techniques included:

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

General Findings

In reaching compliance determinations, Bureau of Special Education (BSE) monitoring teams apply criteria contained in state gifted education regulations. Specifically, these are:

- 22 Pa. Code Chapter 16 (State Board of Education Gifted Education Regulations)

This report focuses on compliance with requirements and also contains some descriptive information (such as interview results) which is intended to provide feedback to assist in program planning.

Overall Findings of the Three Major Sections of the Compliance Monitoring Instrument

1. GIFTED FACILITATED SELF-ASSESSMENT (GFSA)

The team reviewed the GFSA submitted by the School District and conducted on-site verification activities of the information submitted in the GFSA. The on-site verification activities included review of policies, notices, procedures, and school file reviews.

GFSA	In Compliance	Out of Compliance
Strategic Plan and Policy	X	
Personnel	X	
Special Education/Dual Exceptionalities	X	
Screening and Evaluation Process	X	
Gifted Education Placement	X	
Gifted Procedural Safeguards	X	
Student Record Review		X

2. FILE REVIEW (Student case studies)

The gifted education records of randomly selected students receiving gifted education services were studied to determine whether the District complied with essential requirements in five areas.

The status of compliance of the District is as follows:

Section of the FILE REVIEW	In Compliance	Out of Compliance	N/A
Essential Student Documents Are Present and Were Prepared Within Timelines	213	7	0
Evaluation/Reevaluation: Process and Content	79	0	1
Gifted Individualized Education Program (GIEP): Process and Content	257	21	22
TOTALS	549	28	23

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by BSE for the sample group. The goal was to determine if the District involves parents and professionals in required processes (e.g., Evaluation, GIEP development...), whether programs and services are being provided, and whether the District provides training to enhance knowledge. Parent and teacher satisfaction with the gifted education services is also generally assessed.

	# Yes Responses	# No Responses	N/A
Teacher Interviews	124	15	1
Parent Interviews	107	3	0
TOTALS	231	18	1

4. COMMENDATIONS

- The school district is commended for the extensive involvement of parents and community resources in the gifted program. The Allegheny College partnership with the Arts Emersion Program is an excellent example of Penncrest's efforts to provide meaningful gifted programming.
- The school district is commended for the culture of community within the district buildings that pushes out into all residents of the community. Penncrest built rapport of trust with parents and staff, utilizes transparent communication and adheres to a uniform vision of gifted education embraced by all.

PART II CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings in each major area reviewed by the team. In the Appendix to the report, we have provided you with detailed findings for each of the criteria of the 3 major sections of the gifted compliance monitoring instrument, i.e. GFSA, File Review, and Parent and Teacher Interviews. The detailed report of findings in the Appendix includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met or was not met
- Statements of corrective action required for those criteria not met

Upon receipt of this report, the District should review the corrective actions required. The Report is formatted so that findings from all components of the gifted monitoring are consolidated by topical area. The Report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from school district to school district. For example, if the finding is that a school district lacks a

specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by school districts based on their own unique circumstances and goals.

The BSE Adviser will schedule an on-site visit with school districts within 60 days following issuance of the gifted monitoring report. The Adviser and school district staff will develop a LEA Compliance and Improvement Plan for corrective action. A school district will recommend a corrective action or Improvement Plan strategy and timeline. A school district proposes corrective action activities and the BSE Adviser and school district mutually agree upon the Plan for Corrective Action. The BSE Adviser will confirm and submit a PDE- approved school district improvement plan.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of gifted students. During the corrective action review, the BSE Adviser will select students at random and not focus on those students in the original sample. Consequently, school districts should approach corrective action on a systemic basis. If there has been a finding of non-compliance regarding the appropriateness or implementation of an individual student's program a school district must take immediate, individual corrective action.

Upon conclusion of the corrective action process, a school district will be notified of its successful completion of the gifted monitoring process.

While the Bureau of Special Education chairperson was responsible for on-site activities, report preparation, and resolution of any discrepancies in the report, responsibility for the corrective action process is assigned to the Director's Office. Therefore, school districts should direct inquiries and concerns related to corrective action to Shirley Moyer at (717) 705-5186.