ssues of Equity in Gifted Education

NATIONAL CENTER FOR RESEARCH ON GIFTED EDUCATION

www.ncrge.uconn.edu

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Funded by the Institute of Education Sciences, U.S. Department of Education PR/Award # R305C140018

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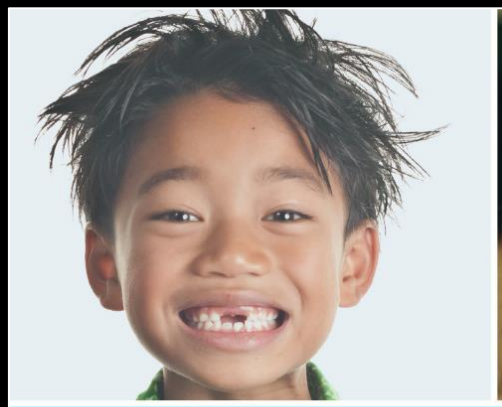
Correlation ≠ Causation

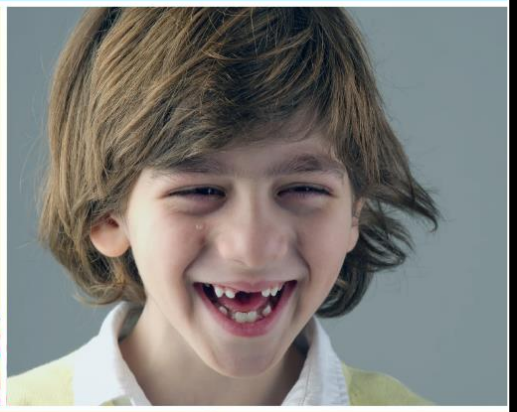
problem
is
universal



JANUARY 2018

IS THERE A GIFTED GAP?

GIFTED EDUCATION IN HIGH-POVERTY SCHOOLS



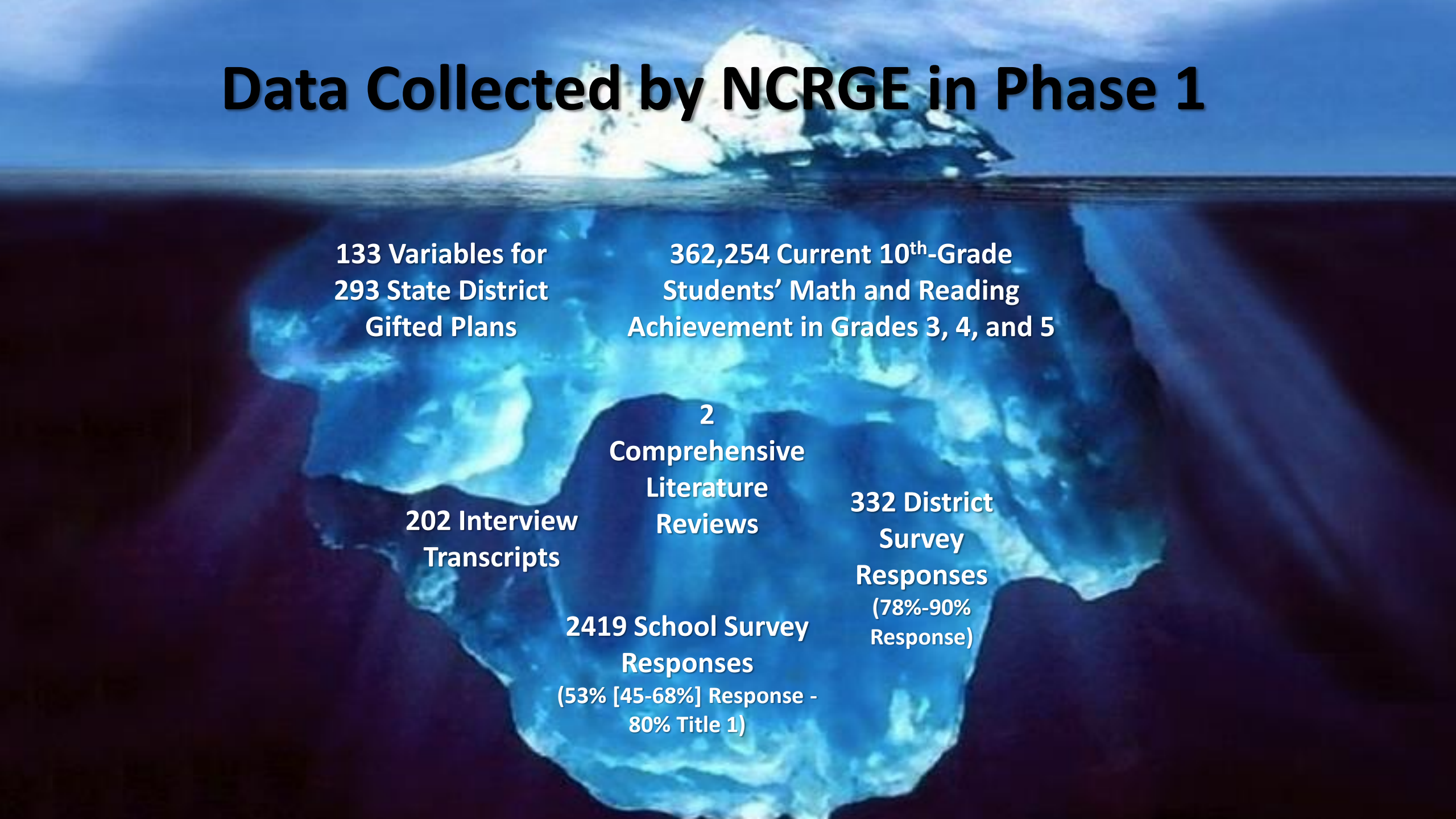
THOMAS B. FORDHAM INSTITUTE
ADVANCING EDUCATIONAL EXCELLENCE

BY CHRISTOPHER B. YALUMA AND ADAM TYNER

FOREWORD BY CHESTER E. FINN, JR. AND AMBER M. NORTHERN

5-7 years ago

Data Collected by NCRGE in Phase 1



Data & your State

Take home message…

- **States are concerned about under-identification.**
  - Gifted services are not equally distributed across schools within districts.
  - Underserved populations are not being identified at the same rates as non-underserved students even after controlling for student achievement.
  - Very few districts reassess students.
  - Very few districts offer programs to identify and recruit potentially gifted students.
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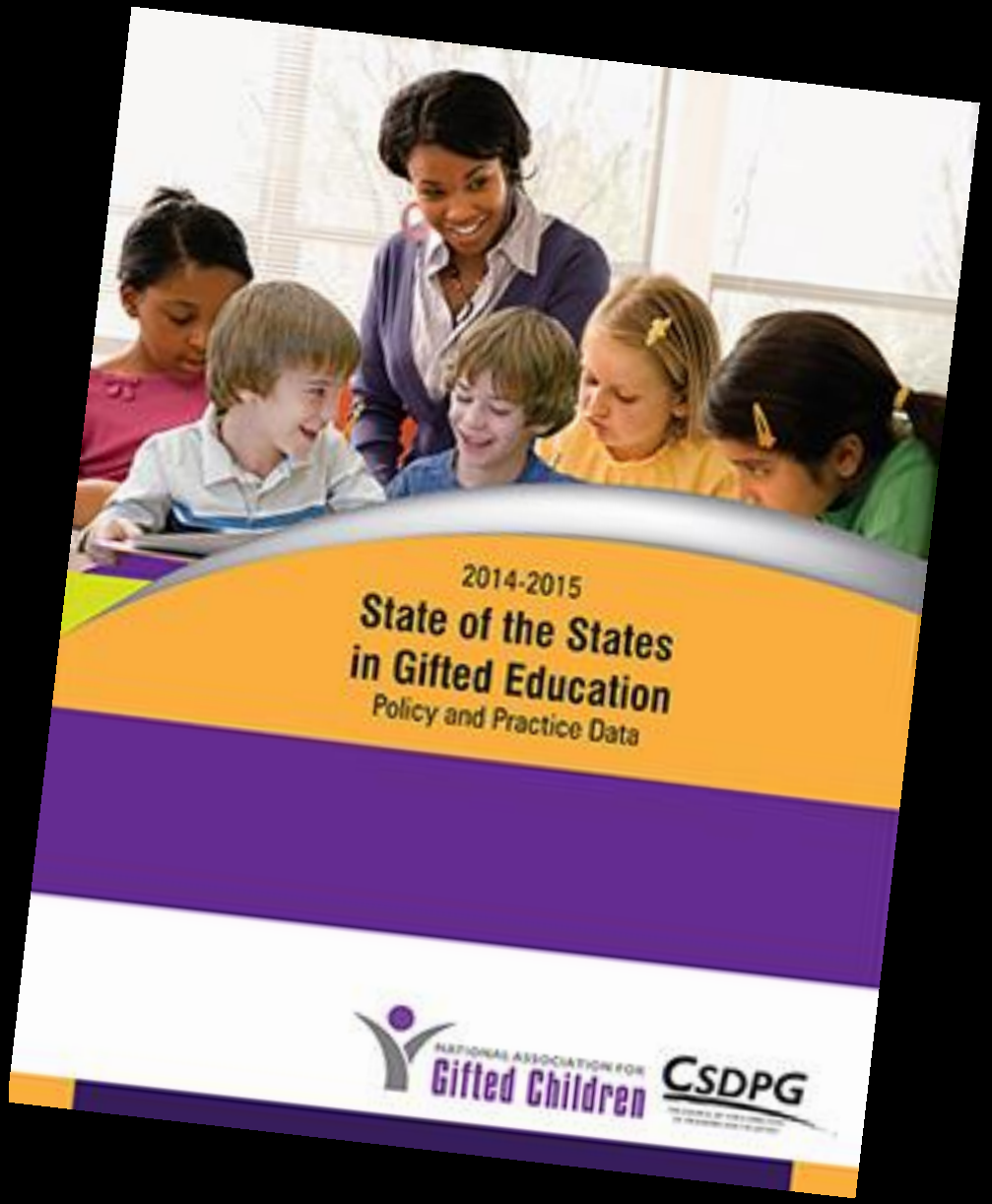
80% of states that responded to the 2015 State of the States survey indicated underrepresentation is an *important* or *very important* issue in gifted education in their state.



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What is the relationship between the **% of free and reduced lunch students in a school** and the **% of students identified as gifted?**

This research from the **National Center for Research on Gifted Education** (NCRGE – http://ncrge.uconn.edu) was funded by the Institute of Education Sciences, U.S. Department of Education PR/Award # R305C140018

- **Percentage of Gifted Students**: 29% of the variance is between districts; 71% is between schools (within district)
- **Percentage of Free and Reduced Price Lunch Students**: 21% of the variance is between districts; 79% is between schools (within district)
- **Percentage of Underserved Students**: 48% of the variance is between districts; 72% is between schools (within district)
- **Average Reading**: 23% of the variance is between districts; 77% is between schools (within district)
- **Average Math**: 24% of the variance is between districts; 76% is between schools (within district)

Gifted services are not equally distributed across schools within districts and poverty appears to be a key factor.

State	Number of Schools	Number of Schools with No Gifted Students in Our Cohort	Number of Schools with No Free and Reduced Lunch Gifted Students
State 1	**1,177**	**39**	**86**
State 2	**573**	**141**	**261**
State 3	**1,495**	**343**	**201**

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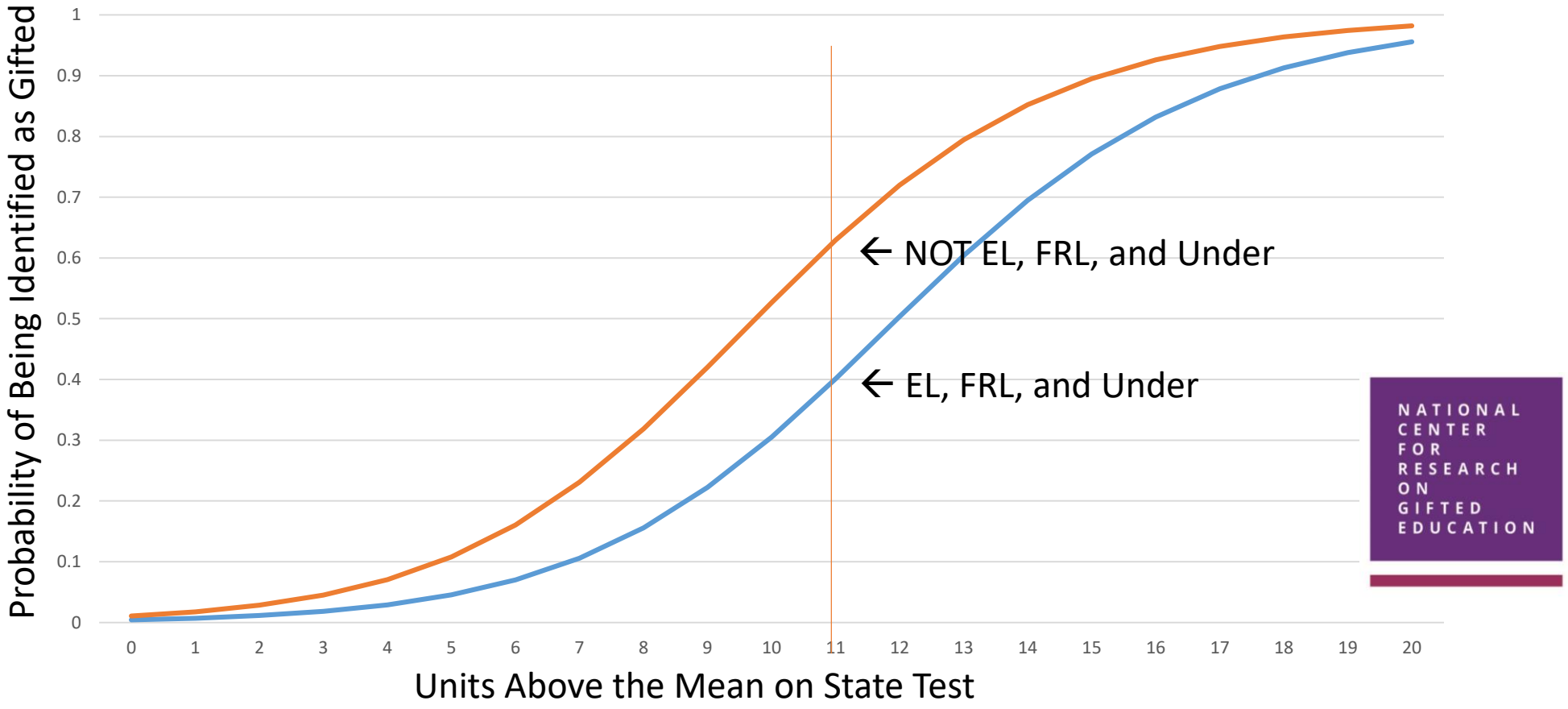
Relative Risk Ratio	State 1	State 2	State 3
Likelihood of identification for FRPL students	0.26	0.42	0.36
Likelihood of identification for African Americans	0.31	0.52	0.35
Likelihood of identification for Hispanics	0.42	0.53	0.82
Likelihood of identification for ELs	0.29	0.65	0.55
Likelihood of identification for Whites	2.53	1.67	1.69
Likelihood of identification for Asians	2.18	1.63	2.47
Likelihood of identification for students NOT FRL, Afr. Am., Hispanic, or Native American	6.12	2.73	3.42

Probability of identification as gifted for reference students and students who are EL, Free and Reduced Lunch, and Underserved after controlling for Reading and Math scores and school SES and school percentage of gifted students



Possible reasons…

1. No gifted program is some schools with high numbers of underserved students
2. High academic achievement isn't enough
3. Hurdle approach with multiple criteria
4. Students are not being nominated
5. Students and parents are choosing not to participate

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We also found that districts frequently do not reassess identified students once they are identified. Only slightly more than half of the districts reassess non identified students at regular intervals.

	State 1	State 2	State 3
Non-identified students are reassessed at regular intervals	60%	54%	16%
Non-identified students are reassessed upon request	47%	54%	84%
Identified students are reassessed at regular intervals	10%	31%	2%
Identified students are reassessed upon request	10%	11%	4%

Identification

Grade First identify in...

- Kindergarten - .9%
- 1st – 2.8%
- 2nd – 27.8%
- 3rd – 53.6%
- 4th – 12.0%
- 5th – 1.6%
- None of the above – 1.3%

Identified in what…

- Global – 41%
- Reading/LA – 69.1%
- Mathematics – 66.6%
- Other – 44.2%

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Tools for Identification			
Parents can nominate	77%	89%	88%
Teachers can nominate	91%	95%	96%
Use cognitive tests	95%	94%	90%
Use non-verbal tests	45%	68%	41%
Use creativity tests	4%	44%	10%
Decision process for identification			
Committee of teachers and administrators decide	64%	74%	31%
Use a matrix to decide	51%	23%	35%
Use cut scores to decide	57%	54%	86%

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Amount 3rd Grade Academic Achievement Accounts for Under Identification Gaps

	State 1	State 2	State3
FRPL (compared to non-FRPL)	47%	100%	100%
EL (compared to non-EL)	78%	n/a	56%
Black (compared to White)	66%	100%	56%
Hispanic (compared to White)	43%	100%	27%

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Structure of Identification			
Universal identification	81%	94%	22%
Modify identification for underrepresented groups	26%	23%	65%
Program to identify underrepresented groups	39%	32%	16%

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19.3% use Universal Screening. With Universal Screening, they most often use

- **Group Cognitive – 77.7%**
- **Non-verbal – 37.5%**
- **Achievement – 22.3%**
- **Teacher Rating Scale – 11.7%**

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The gap in **identification** rates for high achieving FRPL vs. non-FRPL almost disappears in districts that use modification policies.

46% modify the identification for underserved populations with…

- 33.9% Native Language
- 50.3% Non-Verbal Test
- 62% More Flexible Score
- 23.9% Different Weighting of Criteria
- 49.4% Different Criteria or Cutoff

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Grouping/Service Options

- 73.2% of schools use pullout (2.81 hs/wk)
- 53.4% of schools use cluster grouping (50% Sometimes or less)
- 45.3% of schools use homogenous grouping
- 33.1% of schools use push-in (1.87 hs/wk)

Acceleration Practices

- 29.2% of schools do not accelerate
- 34.8% of schools subject accelerate
- 26.1% of schools whole grade accelerate

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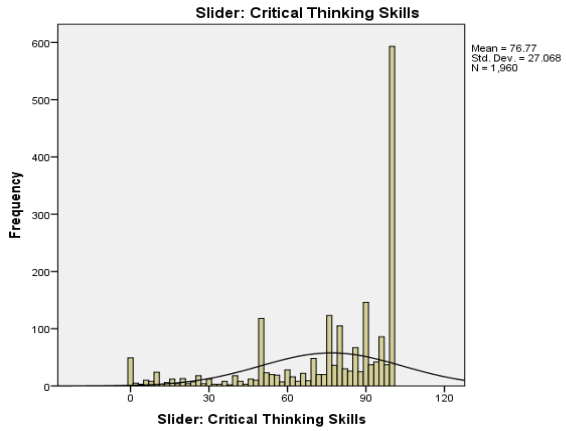
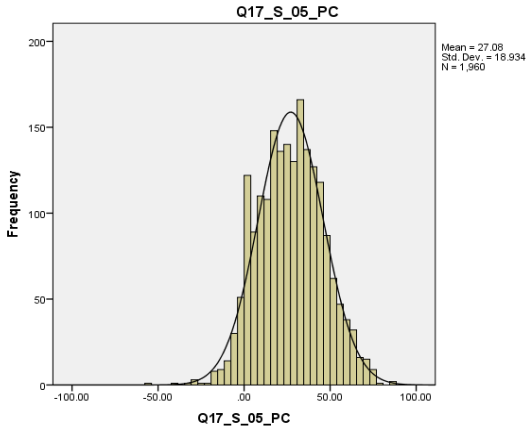
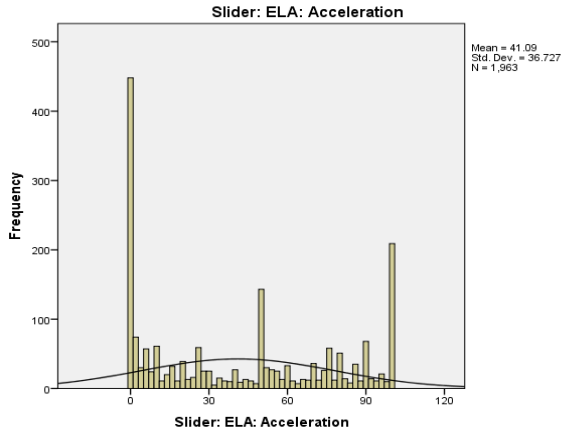
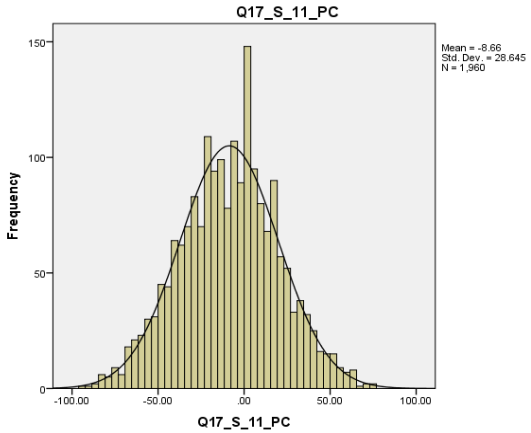
Focus of Program Services

Using the slider, indicate the degree to which the gifted programming at your school *focuses* on the following goals and/or activities (0=Not a focus, 100=Complete focus).









	Min	Max	Mean	*SD*
Critical Thinking Skills	-55.31	85.65	27.08	18.93
Creativity/Creative Thinking	-63.73	88.27	19.44	20.42
Reading/ELA: Grade Level Extension Activities	-66.19	92.31	15.13	23.28
Math: Grade Level Extension Activities	-66.96	92.31	12.50	25.17
Communication Skills	-55.31	75.19	11.93	20.17
Technology Literacy	-78.27	75.62	10.97	21.94
Metacognitive Skills	-79.00	76.35	9.14	20.15
Research Skills	-68.27	75.00	7.96	21.16
Academic Motivation	-59.77	71.23	7.13	20.31
Academic Self-Confidence	-82.69	72.27	4.87	20.85
Student Autonomy	-85.00	71.23	1.38	21.95
Enrichment in non-core content areas	-79.04	96.15	1.09	25.71
Writing Skills	-77.31	95.92	0.80	23.32
Self-directed projects	-80.73	75.96	-0.30	22.91
Leadership Skills	-74.50	76.92	-0.32	21.26
Social-Emotional Needs	-82.69	76.35	-1.51	23.08
Interdisciplinary study of big ideas	-86.73	80.54	-4.01	23.52
Math: Acceleration	-89.58	83.58	-7.63	29.27
Reading/ELA: Acceleration	-95.19	75.73	-8.50	28.97
Opportunities for Underserved Students	-84.81	79.65	-8.60	24.11
College and Career Readiness	-88.46	72.27	-9.97	27.83
Culturally Responsive Curriculum	-82.69	73.85	-12.13	22.26
Academic Contests	-90.92	83.92	-13.35	26.08
Cultivation of Cultural Identity	-90.00	69.12	-19.51	21.71
Service Learning	-88.46	61.50	-20.50	22.67
Opportunities Outside of School Day	-88.46	72.35	-22.94	24.85

Greater than average focus

Less than average focus

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- **28.9% schools offer gifted reading/LA but 28.7% of them don't have specific reading/LA curriculum**
- **28.4% schools offer gifted mathematics but 24.2% of them don't have specific gifted math curriculum**
- **93.7% of districts do not have a designated math curriculum for gifted**
- **90.2% of districts do not have a designated reading/LA curriculum for gifted**

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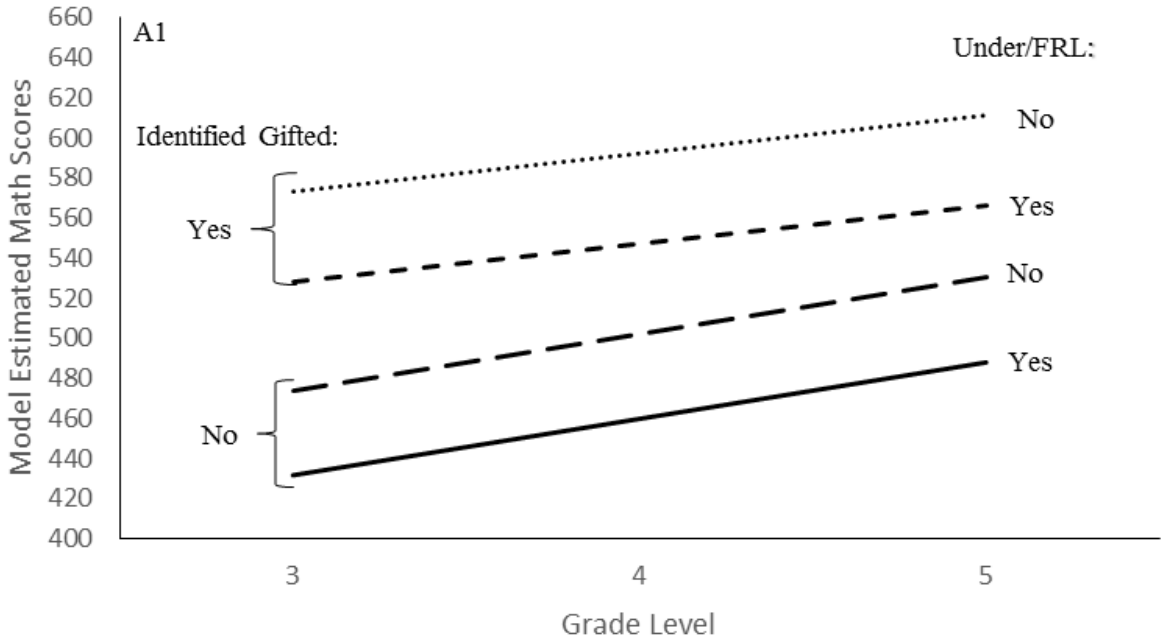
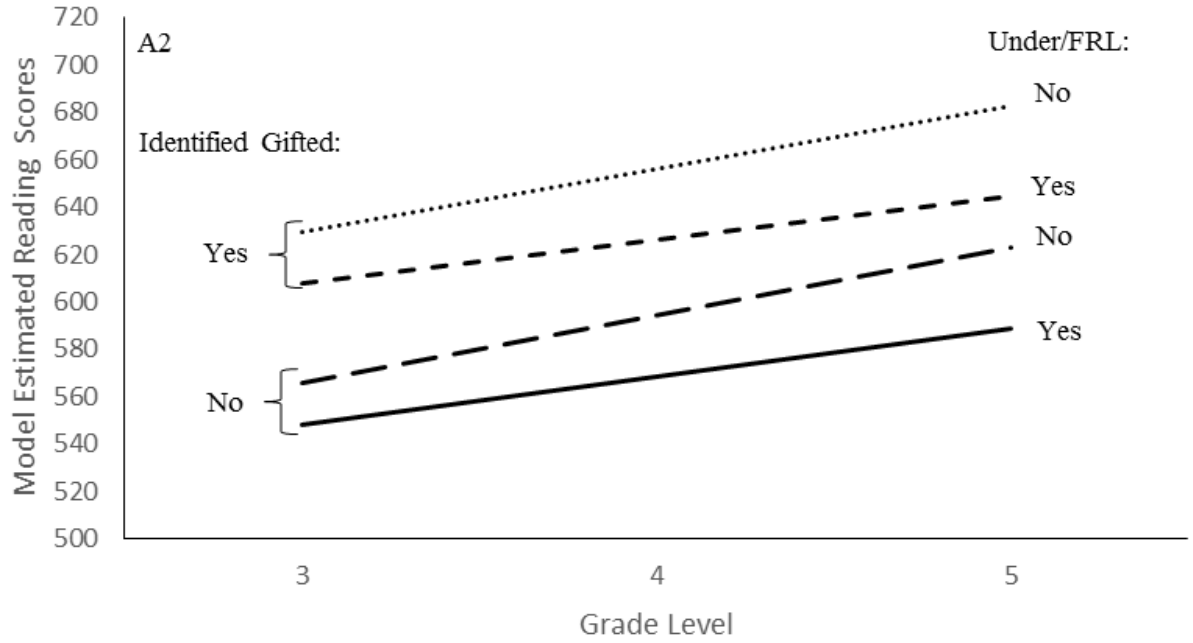
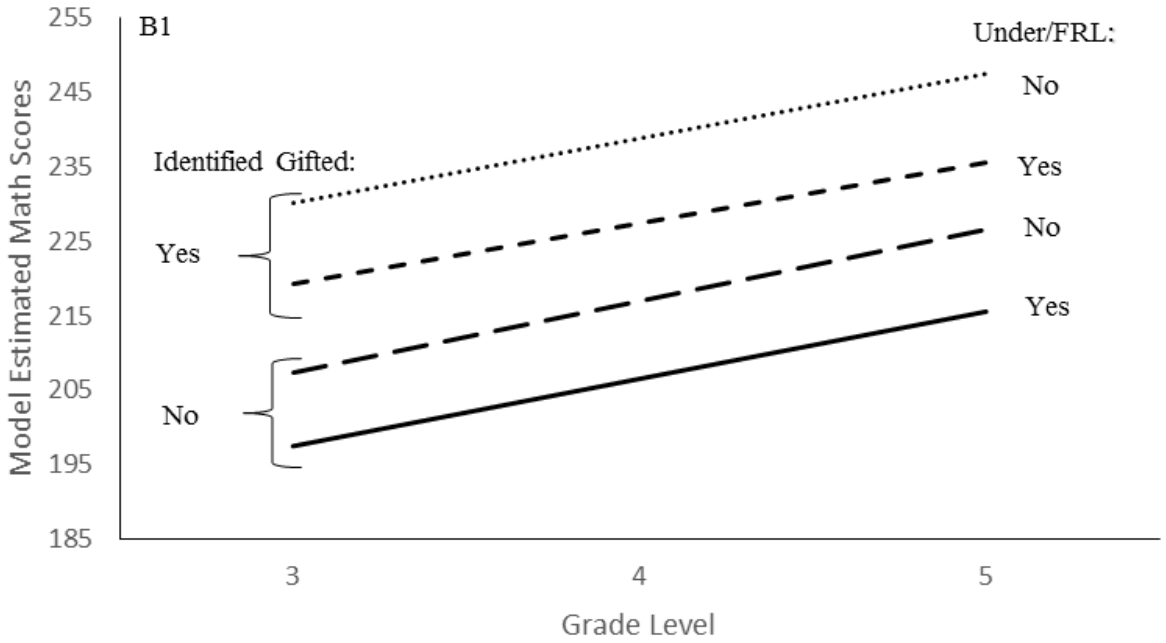
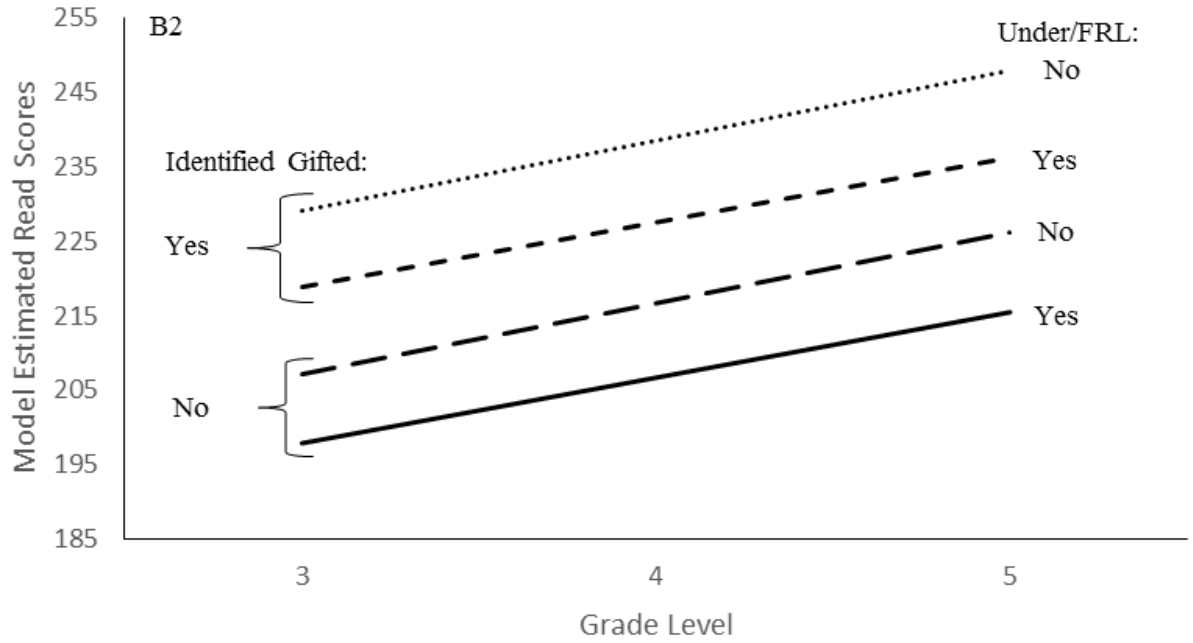

A1
Under/FRL:
Identified Gifted:
Yes
No
No
Yes
No
Yes
Model Estimated Math Scores
660
640
620
600
580
560
540
520
500
480
460
440
420
400
3
4
5
Grade Level


A2
Under/FRL:
Identified Gifted:
Yes
No
No
Yes
No
Yes
Model Estimated Reading Scores
720
700
680
660
640
620
600
580
560
540
520
500
3
4
5
Grade Level


B1
Under/FRL:
Identified Gifted:
Yes
No
No
Yes
No
Yes
Model Estimated Math Scores
255
245
235
225
215
205
195
185
3
4
5
Grade Level


B2
Under/FRL:
Identified Gifted:
Yes
No
No
Yes
No
Yes
Model Estimated Read Scores
255
245
235
225
215
205
195
185
3
4
5
Grade Level

Take home message…

- States are concerned about under-identification.
- Gifted services are not equally distributed across schools within districts.
- Underserved populations are not being identified at the same rates as non-underserved students even after controlling for student achievement.
- Very few districts reassess students.
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- **Teacher autonomy positively influences academic achievement.**
- EL reclassification is linked to gifted identification.
- Talent scouts are effective in finding gifted English learners; don't wait for EL students to surface.
- High level of agreement between district and teacher reports of practice and curriculum.

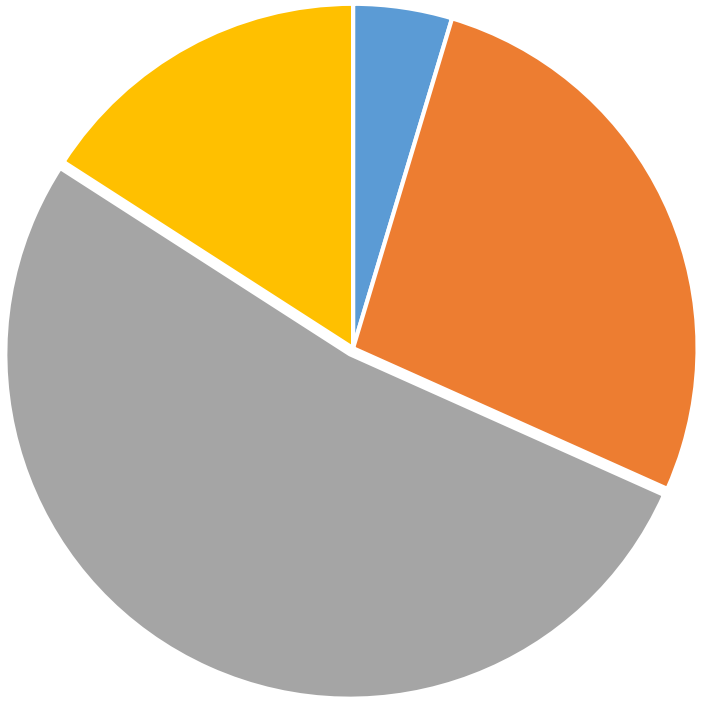
Research Skills
Communication Skills
Critical Thinking
Metacognitive Skills
Reading/Language Arts Acceleration
Math Acceleration
Academic Contests
Opportunities Outside School
Leadership Skills
Cultivation of Cultural Identify
Student Autonomy
Math Gifted Extension Activities
Opportunities for Underserved
Technology Literacy
Academic Self-Confidence
Academic Motivation

Some Factors We Examined

Teacher autonomy is strongly related to gifted students' achievement

How much autonomy do your school's teachers of the gifted have in choosing the content to deliver?

- **Very Little – 4.6%**
- **Some – 26.8%**
- **A Lot – 51.9%**
- **Complete 15.8%**



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- Students are in EL for less time in schools with more gifted students.
- EL students who exit EL earlier have a greater probability of being identified as gifted, but they do not have higher slopes of achievement growth than other gifted students.

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Teachers Value…
Verbal Skills, Social Skills, Achievement, and Work Ethic (Peterson & Margolin, 1997)

Behavior Skills Are NOT Necessarily Related to Academic Giftedness. 24% of Items on Rating Scale Bias: Assertive, Initiating activities, Asking questions, Contributing in class (A. Brice & R. Brice, 2004)

Project U-STARS~PLUS Found Teachers Might Have Overlooked 22% Children of Color (Coleman & Shah-Coltrane, 2011)

The National Center for Research on Gifted Education (NCRGE – http://ncrge.uconn.edu) is funded by the Institute of Education Sciences, U.S. Department of Education PR/Award # R305C140018

Project U-stars

Giftedness is expressed in different ways

Domain	Teacher-pleasing example	Non-teacher-pleasing example
Learns easily	Retains and retrieves information easily	Corrects the teacher and students in class
Shows advanced skills	Has a large vocabulary	Manipulates situations for specific purposes
Dis		ıy"
Has		
Sho		
pr		
Dis		ly
Sho		ıble
Sho		
Dis		of attention)

Note. Adapted with permission from Coleman, M. R., Shah-Coltrane, S., & Harrison, A. (2010). *Teacher's observation of potential in students: Individual student form*. Arlington, VA: Council for Exceptional Children.

Threshold Theory

3-5 Years to Develop Oral English Proficiency

In bilingual education, students are taught in both their native language and English to help them master curriculum content while developing their English proficiency.

4-7 Years to Develop Academic English Proficiency

(Hakuta, Butler, & Whitt, 2000)

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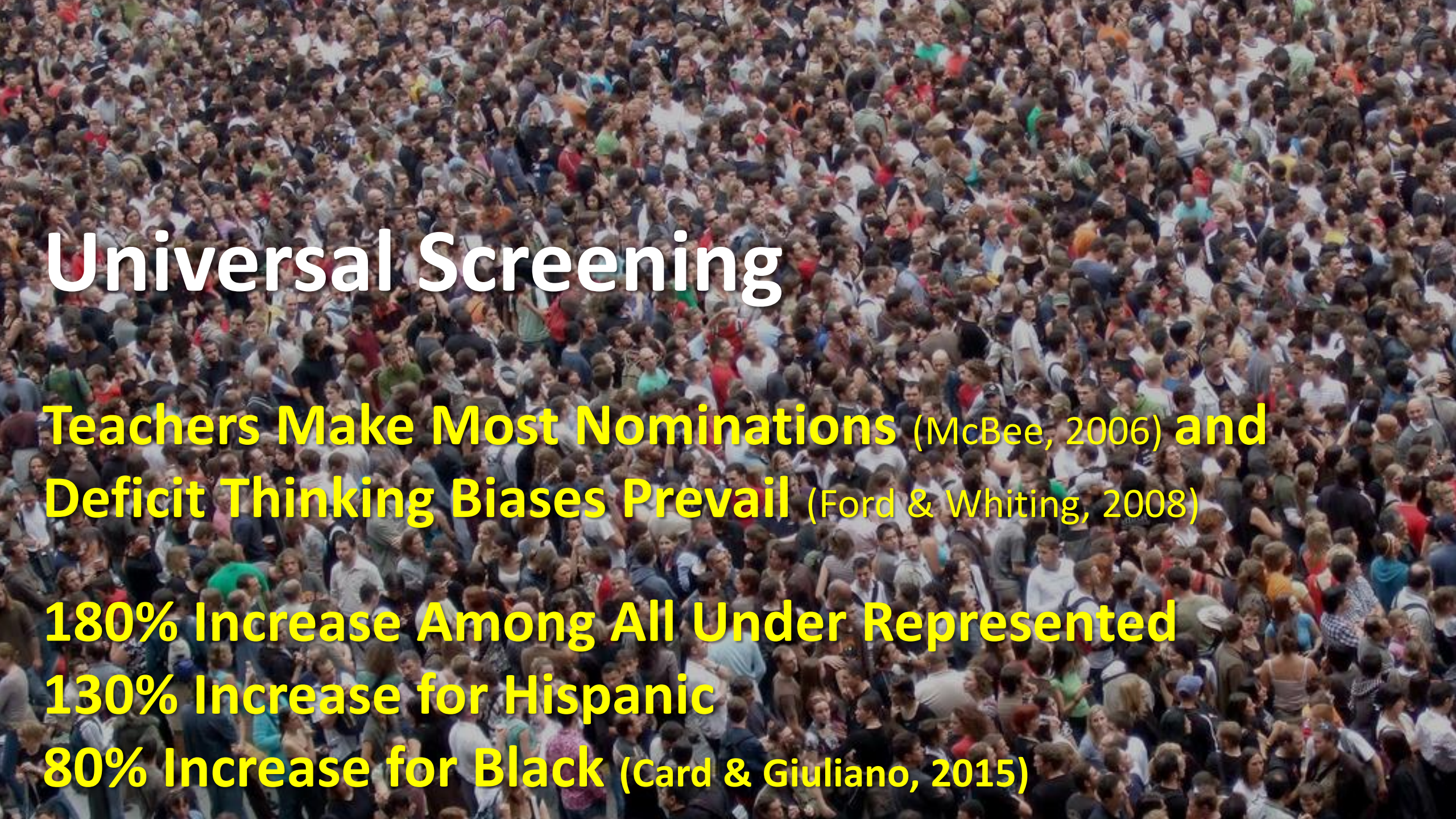
Funds of Knowledge

(Moll, Amanti, Neff, & Gonzalez, 1992)

- **Code Switching** (Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006)
- **Translating**
- **Speed of English Language Acquisition**
- **Strengths in Leadership, Creativity, and Arts**
- **Rapid Rate of Acculturation** (Granada, 2003)



Universal Screening

Teachers Make Most Nominations (McBee, 2006) **and Deficit Thinking Biases Prevail** (Ford & Whiting, 2008)

180% Increase Among All Under Represented
130% Increase for Hispanic
80% Increase for Black (Card & Giuliano, 2015)

Data Collection

• Quantitative Methods

- 3 years of school-reported state data
- 3 states with mandates for identification and programming for gifted students

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• Qualitative Methods

- 16 schools from 9 districts
- interviews and focus groups (225 informants)
- 84 transcripts
- 2,207 excerpts
- 6,278 total code applications
- 208 total axial codes
- four selective codes (i.e., core categories)

Recommendations to Increase EL Participation

from Qualitative Analysis of Case Studies

- Adopt Universal Screening Procedures
- Create Alternative Pathways to Identification
- Establish a Web of Communication
- View Professional Development as a Lever for Change

Adopting Universal Screening Procedures

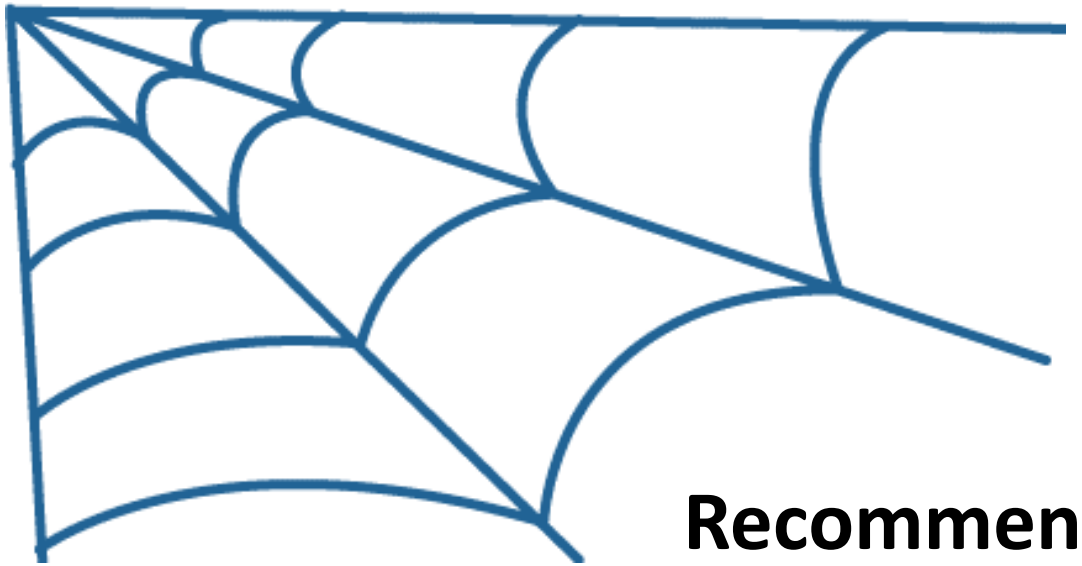
Recommendations

- Adopt a policy of universal screening as the initial step in the identification process
- Provide periodic opportunities to assess English language acquisition
- Consider using reliable and valid nonverbal ability assessments
- Select assessment instruments that are culturally sensitive and account for language differences
- Use other identification tools (e.g., nominations, rating scales, portfolios) to supplement results of universal screening

Creating Alternative Pathways to Identification

Recommendations

- Use native language ability and achievement assessments
- Establish a preparation program prior to formal identification procedures
- Create a talent pool list of students who exhibit high potential



Establishing a Web of Communication

Recommendations

- Establish an identification committee
- Focus on the development and implementation of intentional outreach to the school community, particularly parents
- Emphasize collaboration within and across specializations/departments (e.g., general education, ESL, and special education) regarding identification processes

Viewing Professional Development as a Lever for Change

Recommendations

- Provide professional development to support equitable representation of ELs in gifted programs
- Develop a systematic approach to analyzing district and school demographics and status of identified/not identified for gifted programs
  - race/ethnicity
  - free and reduced-price lunch status
  - ELs
- Promote efforts to diversify teaching staff

Four Phases for Improving Identification of English Learners for Gifted and Talented Programs

National Center for Research on Gifted Education
(http://ncrge.uconn.edu)

Pre-Identification

- Targeted Subgroups
- Broadened Definition of Giftedness
- Informal Data Sources to Identify Giftedness
- Parent Awareness

Preparation

- Staffing/Human Resources
- Material Resources

Identification

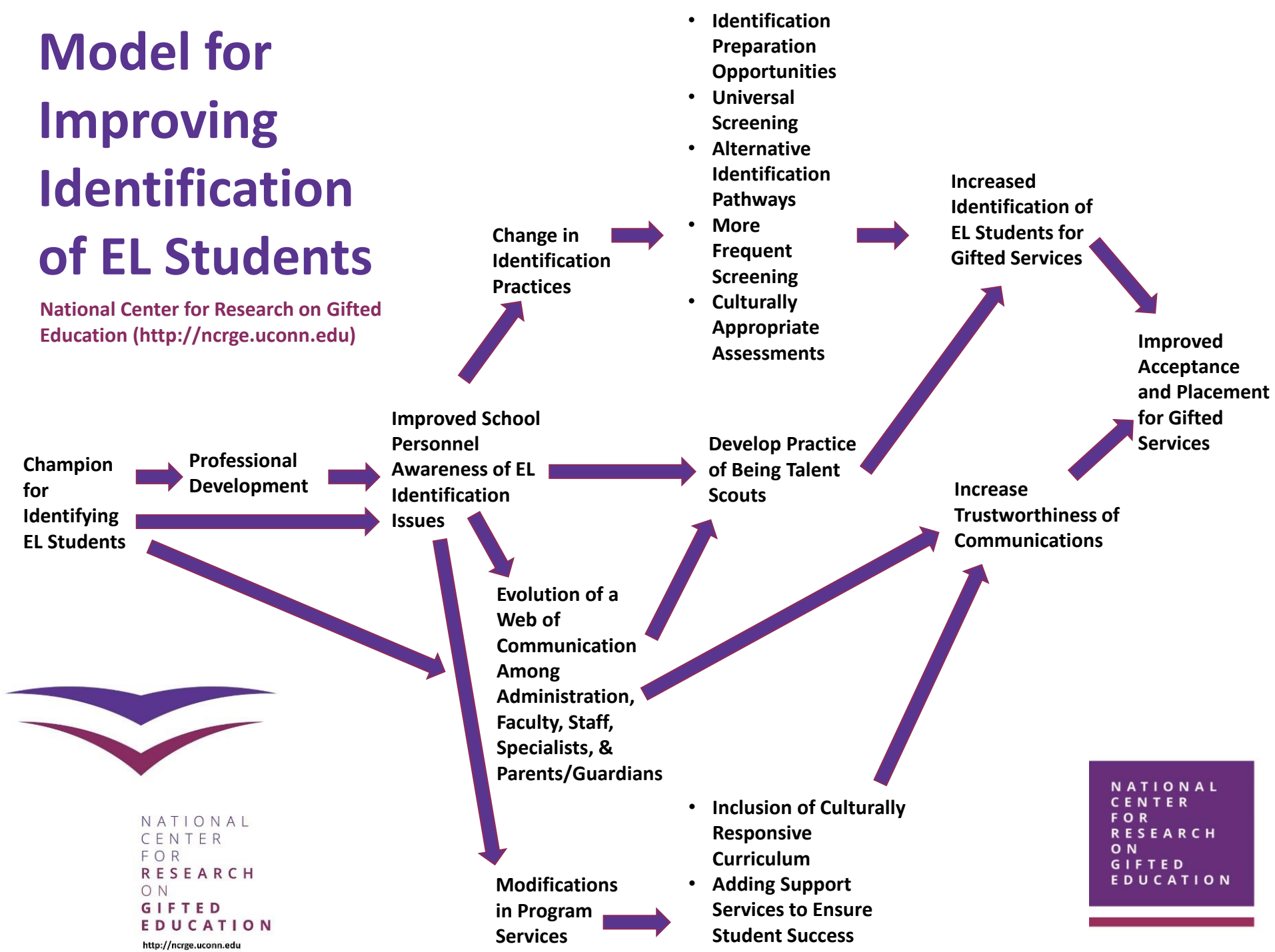
- Universal Screening
- Broadened Definition With Alternative Identification Pathways
- Cultural Awareness/ Sensitivity Through Professional Development
- Frequent Screening
- Culturally Appropriate Assessments
- Web of Communication
- Talent Scouts

Acceptance of Placement

- Parent Awareness
- Accessibility of Location/Scheduling
- Trustworthiness of the Communicator
- Cultural Awareness/ Sensitivity to Being Labeled as Gifted
- Support Services to Ensure Student Success

Model for Improving Identification of EL Students

National Center for Research on Gifted Education (http://ncrge.uconn.edu)



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Web of Communication Processes for Improving Identification of English Learners for Gifted and Talented Programs

National Center for Research on Gifted Education (http://ncrge.uconn.edu)

Web of Communication

Professional Development

Awareness of EL Gifted Identification Issues

Changes in Identification Practices

- Identification Preparation Opportunities
- Universal Screening
- Broadened Definition With Alternative Identification Pathways
- More Frequent Screening
- Culturally Appropriate Assessments
- Develop Practice of Being Talent Scouts

Modifications in Program Services

- Inclusion of Culturally Responsive Curriculum
- Adding Support Services to Ensure Student Success

Increased Parental Understanding of Program Services and Trustworthiness of Communications

Increased Identification and Placement of EL Students for Gifted and Talented Programs

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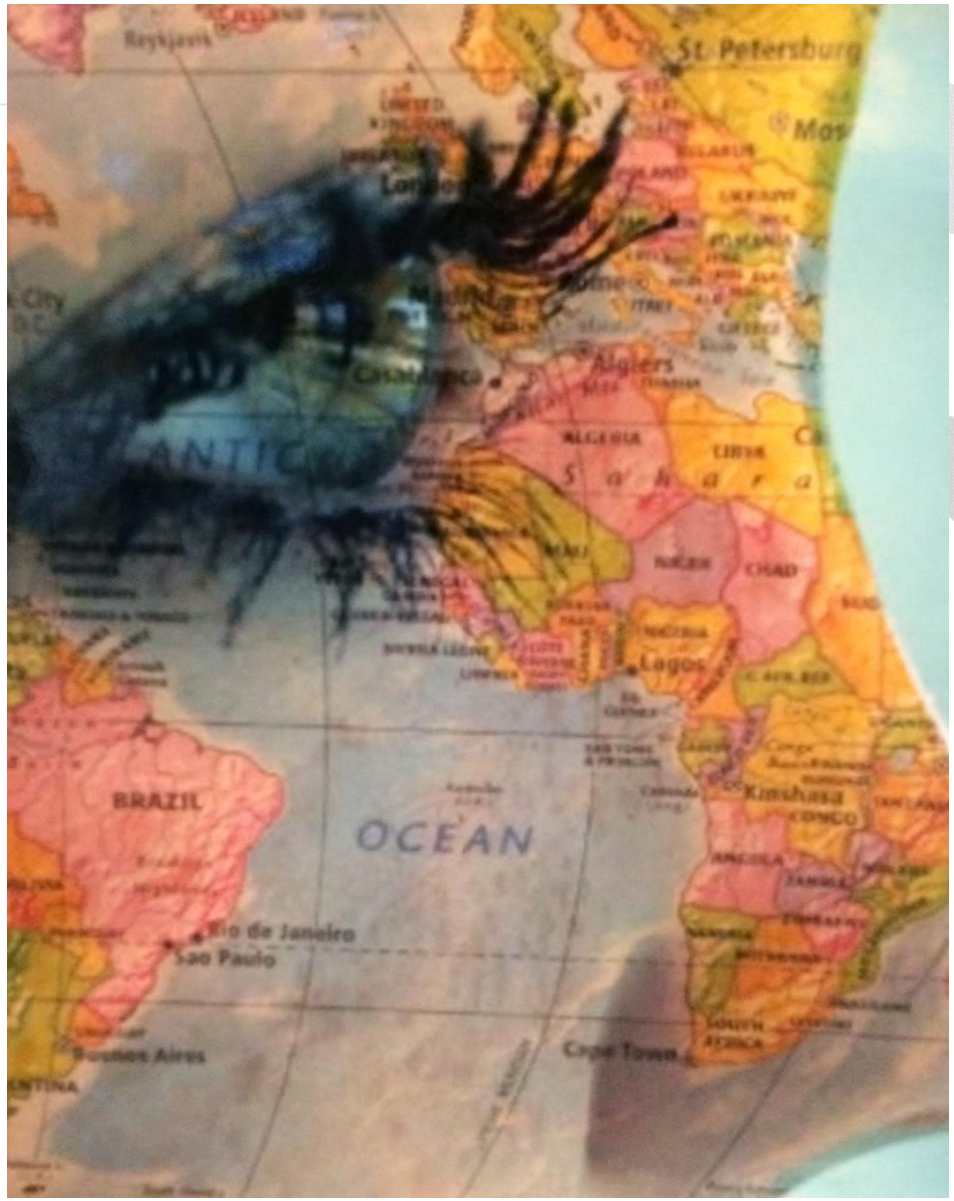

Best practices involve a fair and equitable nomination process. This requires a paradigm shift where the focus changes from identifying and remediating weaknesses to **identifying strengths and giftedness through multiple lenses** (Esquierdo & Arreguin-Anderson, 2012).

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Talent Development is a Two Step Process—

1. We must provide opportunities for talent to surface
2. Then we must provide programs that develop students' talents

“Our lives begin to end the day we become silent about things that matter.”

- Dr. Martin Luther King, Jr.

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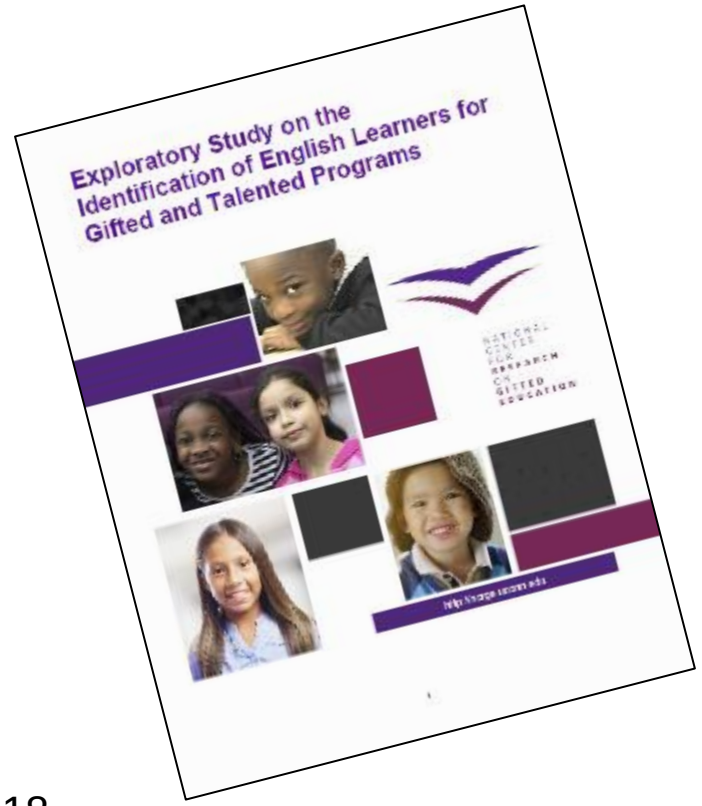
he only way our country will reach its potential is if we help all our children reach their potential.

Gifted Education’s Dilemma:

What is gifted education?

Exploratory Study on the Identification of English Learners in Gifted and Talented Programs:



E. Jean Gubbins
Del Siegle
Rashea Hamilton
Pamela Peters
Ashley Y. Carpenter
Patricia O'Rourke
Jeb Puryear
D. Betsy McCoach
Daniel Long
Emma Bloomfield
Karen Cross
Rachel U. Mun
Christina Amspaugh
Susan Dulong Langley
Anne Roberts
William Estepar-Garcia

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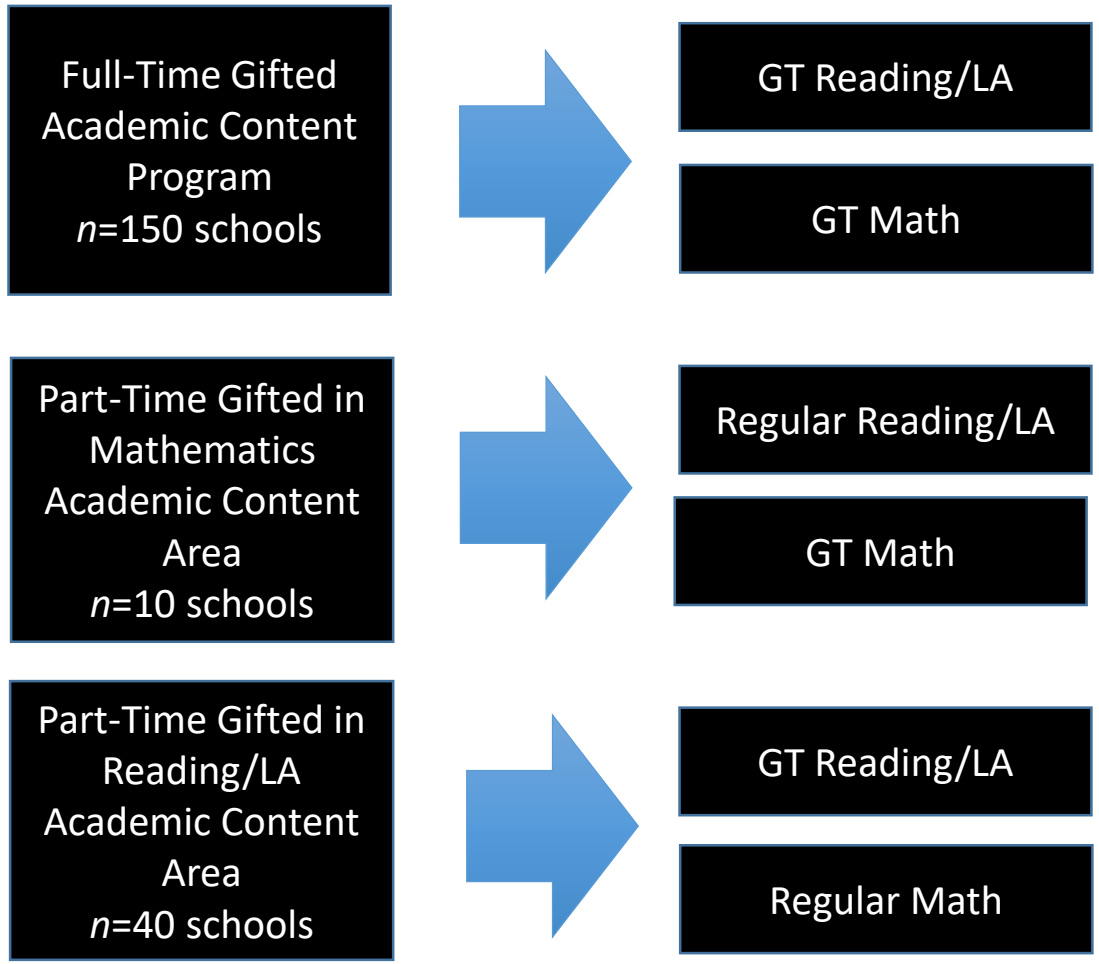
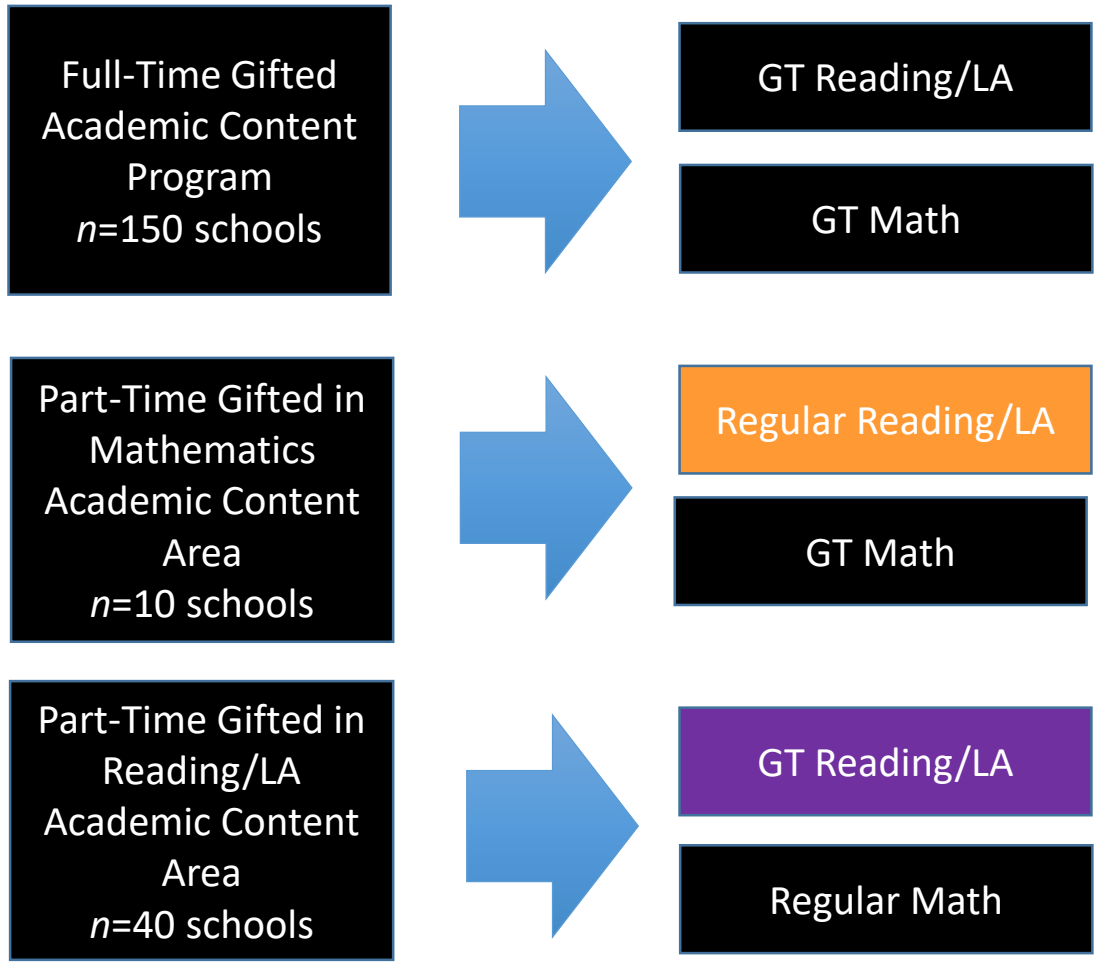
June 2018

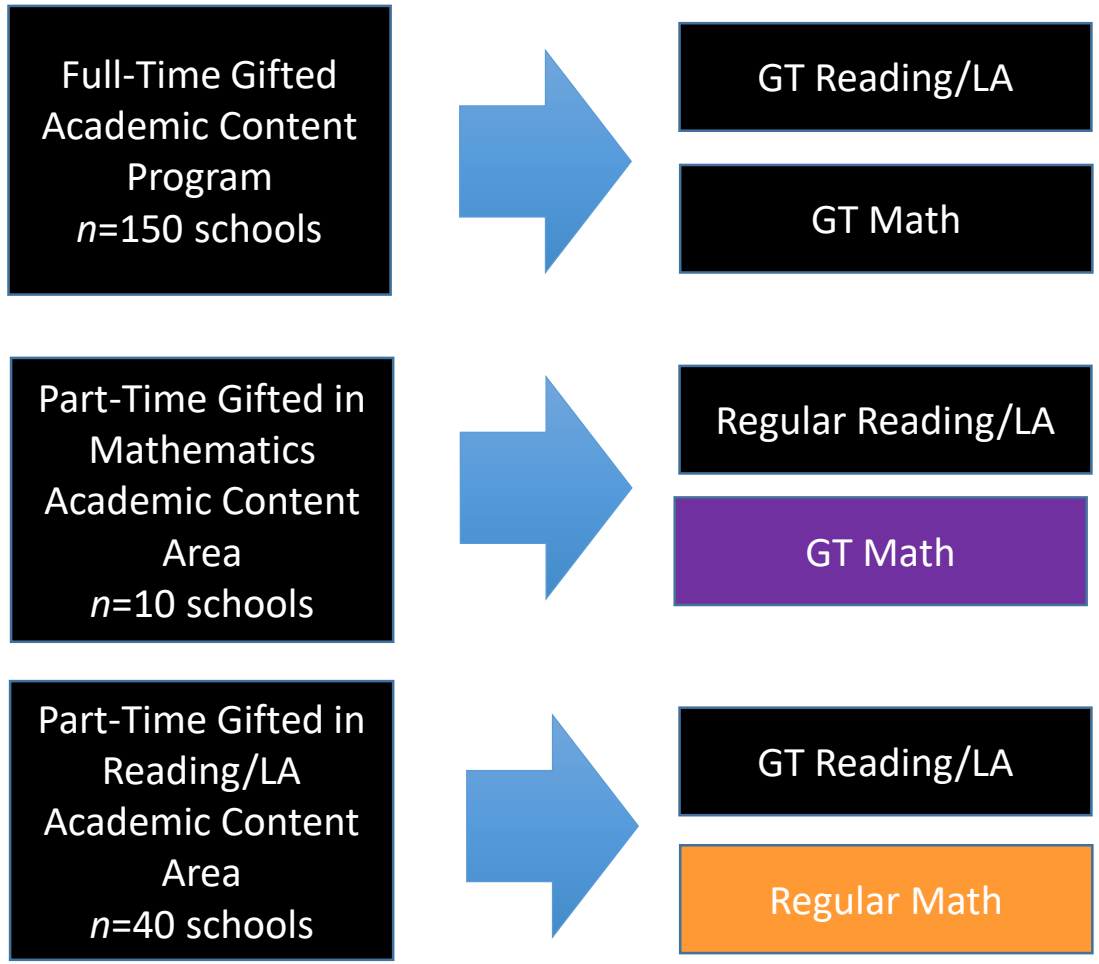
Three School Conditions Being Studied



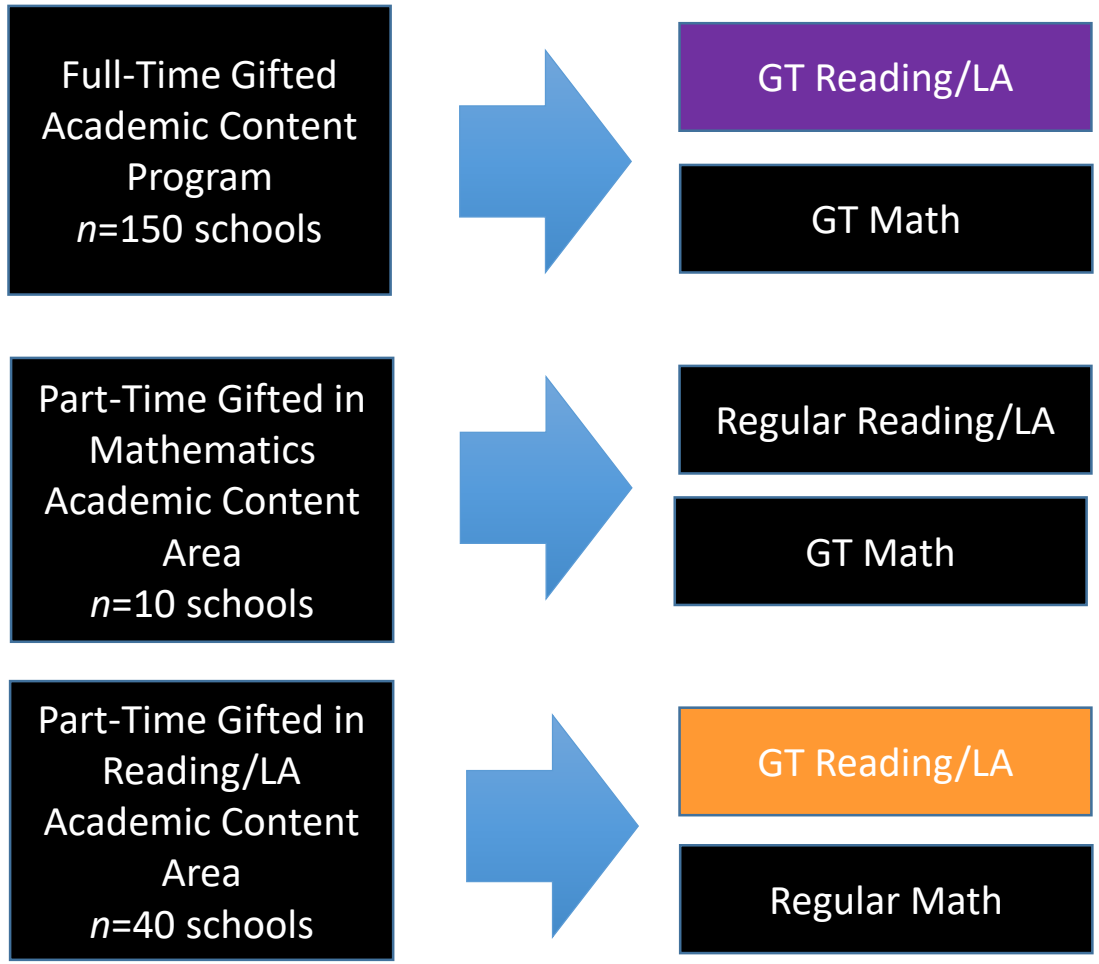
1a. What is the impact on reading/language arts achievement of gifted students receiving reading/language arts instruction in a part-time gifted class when compared with gifted students in part-time gifted settings who receive reading/language arts instruction in a regular education setting?



1b. What is the impact on mathematics achievement of gifted students receiving mathematics instruction in a part-time gifted class when compared with gifted students in part-time gifted settings who receive mathematics instruction in a regular education setting?



2a. What is the impact on reading/language arts achievement of gifted students receiving reading/language arts instruction in a full-time gifted setting when compared with gifted students who receive reading/language arts instruction in a part-time gifted setting?



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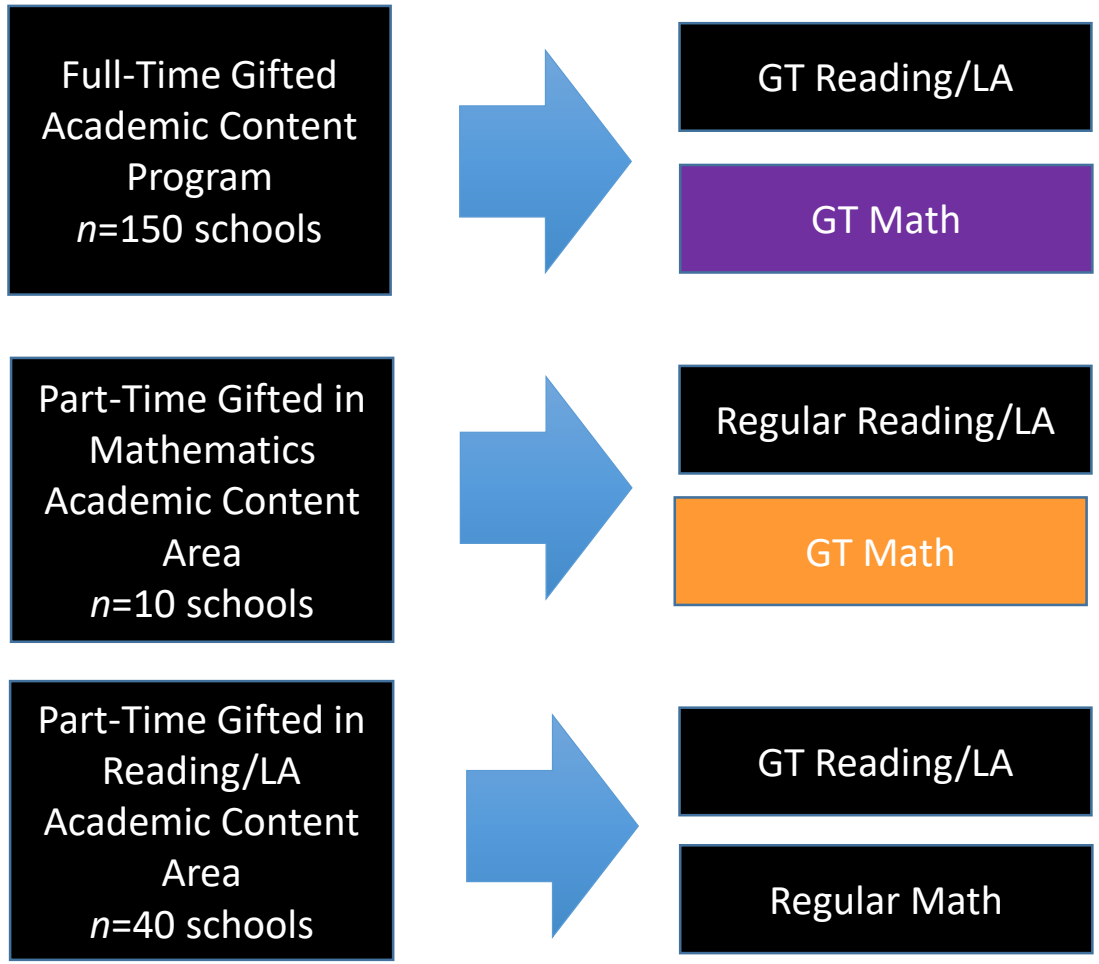
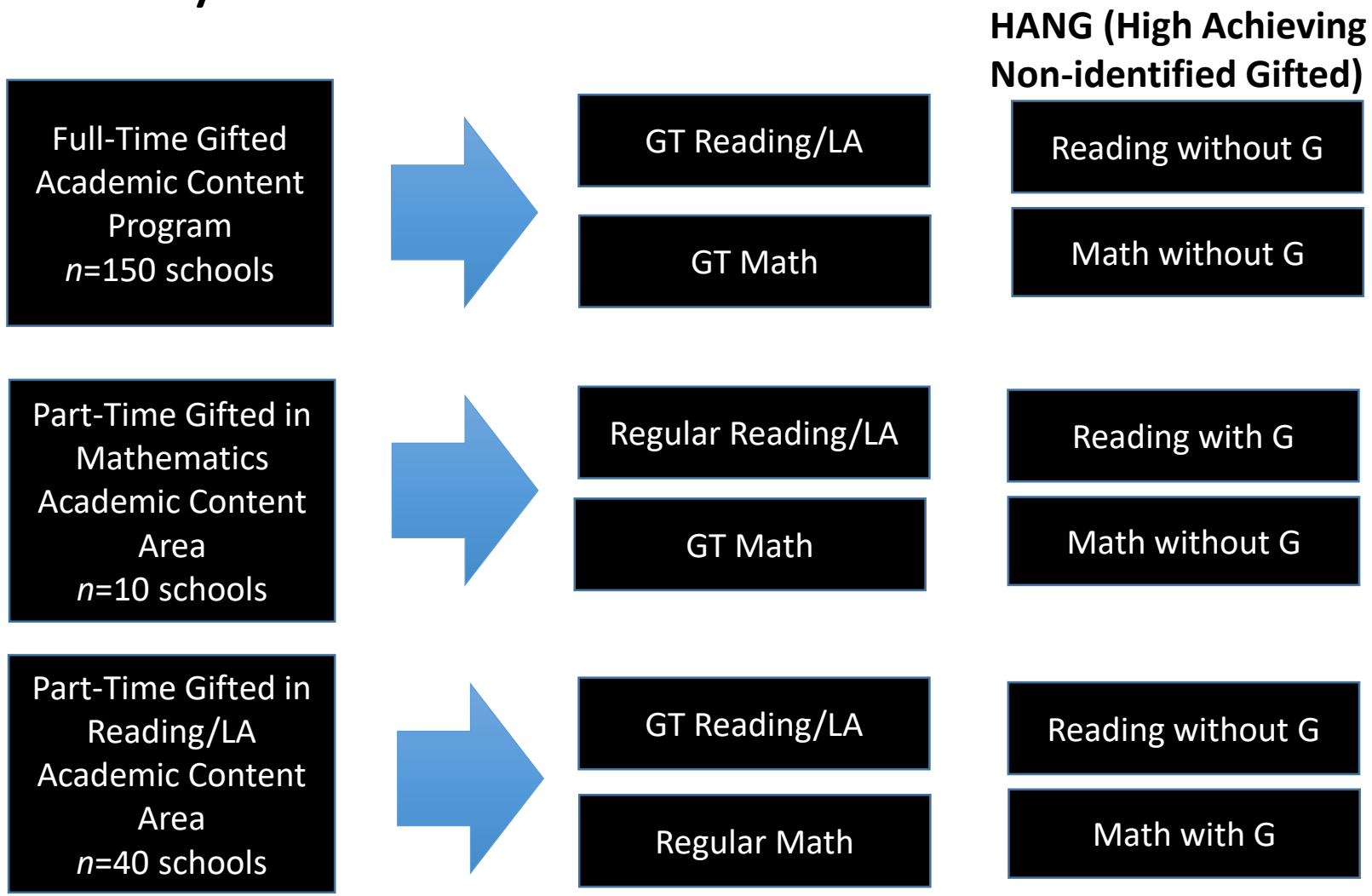
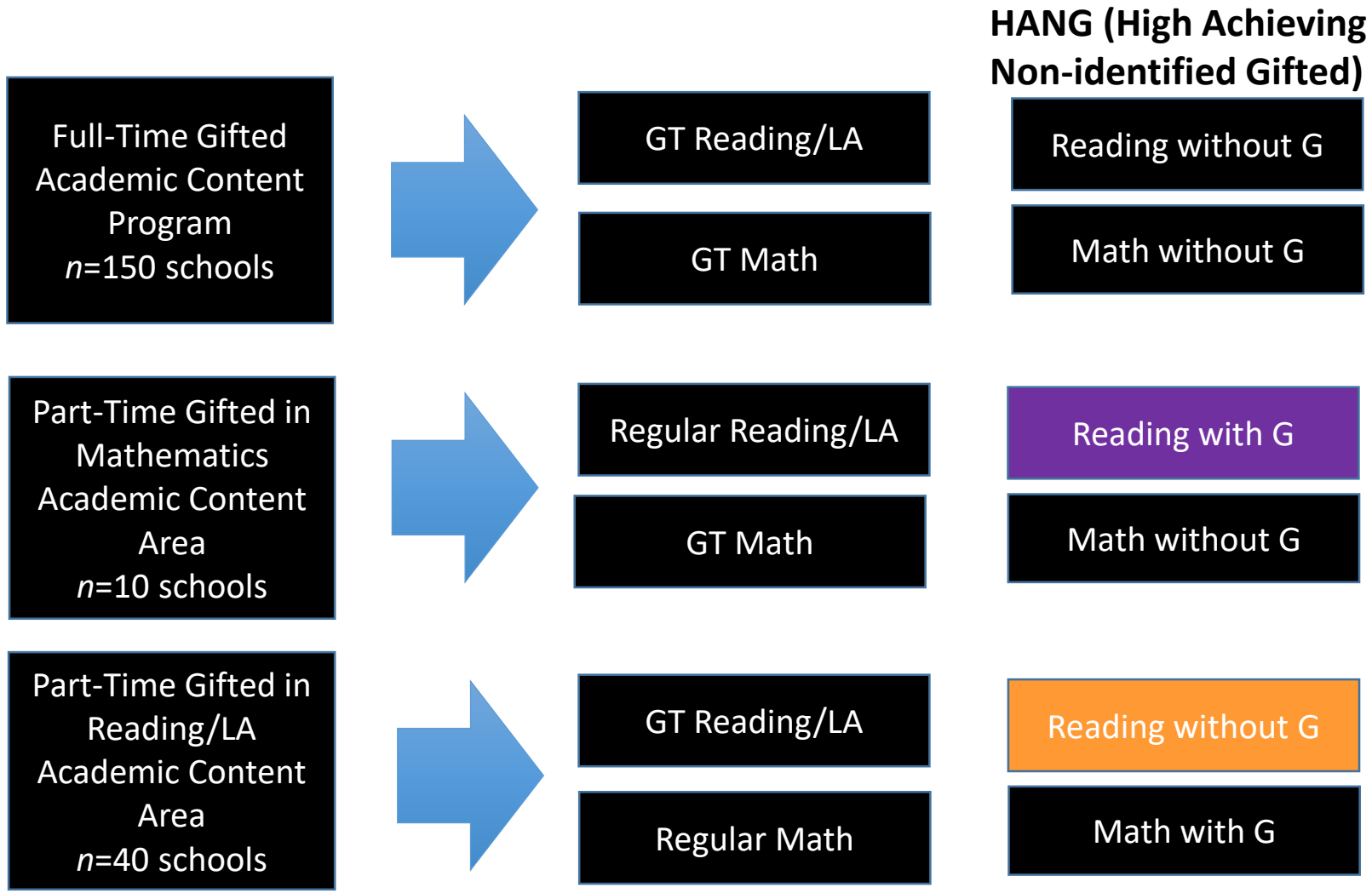


Secondary Research Questions



3a. What is the impact on reading/language arts achievement of high achieving non-gifted students receiving reading/language arts instruction in a regular education setting where gifted students are present only for mathematics instruction, compared with students in regular education settings where gifted students are present only for reading/language arts instruction?



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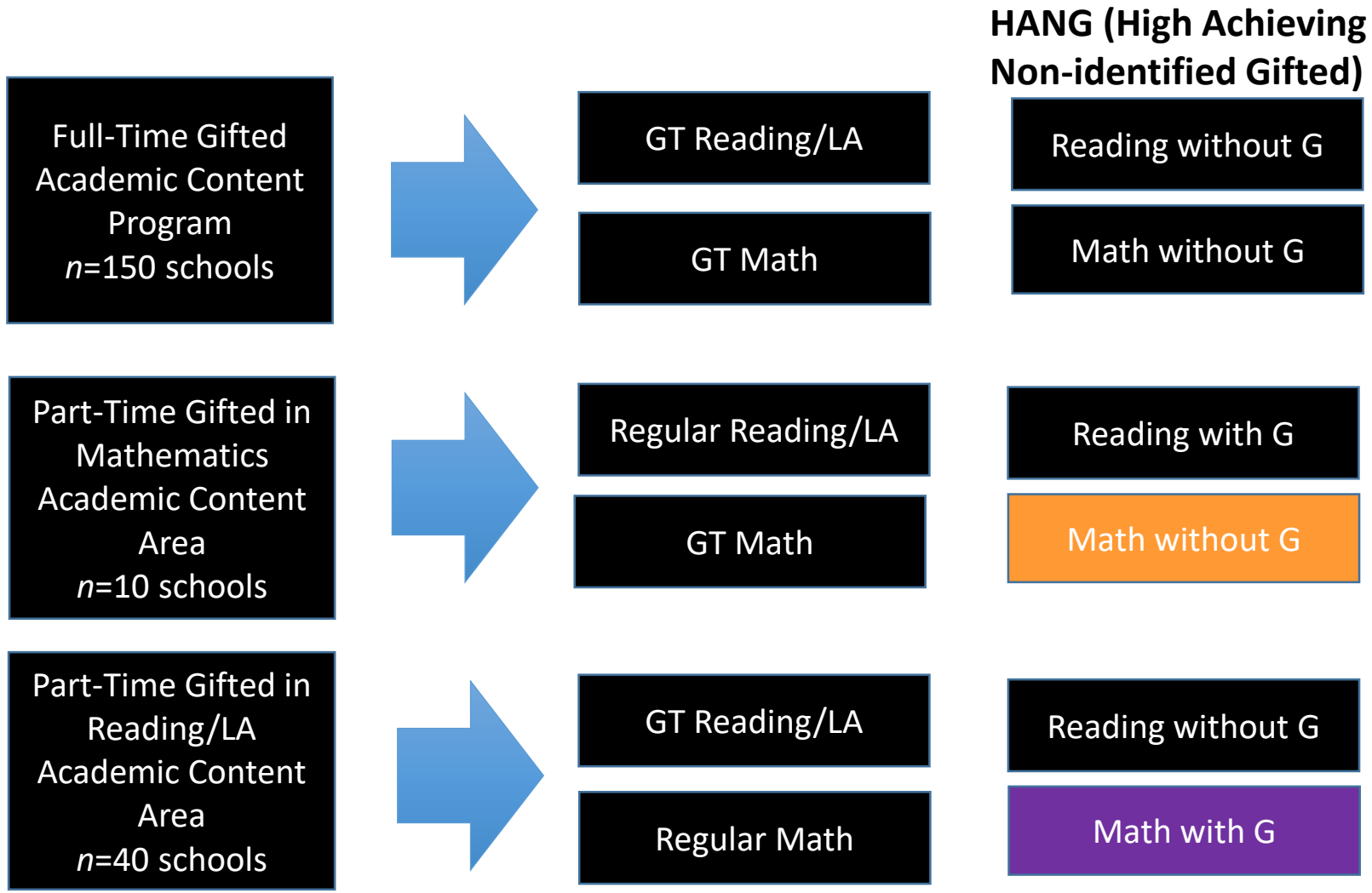
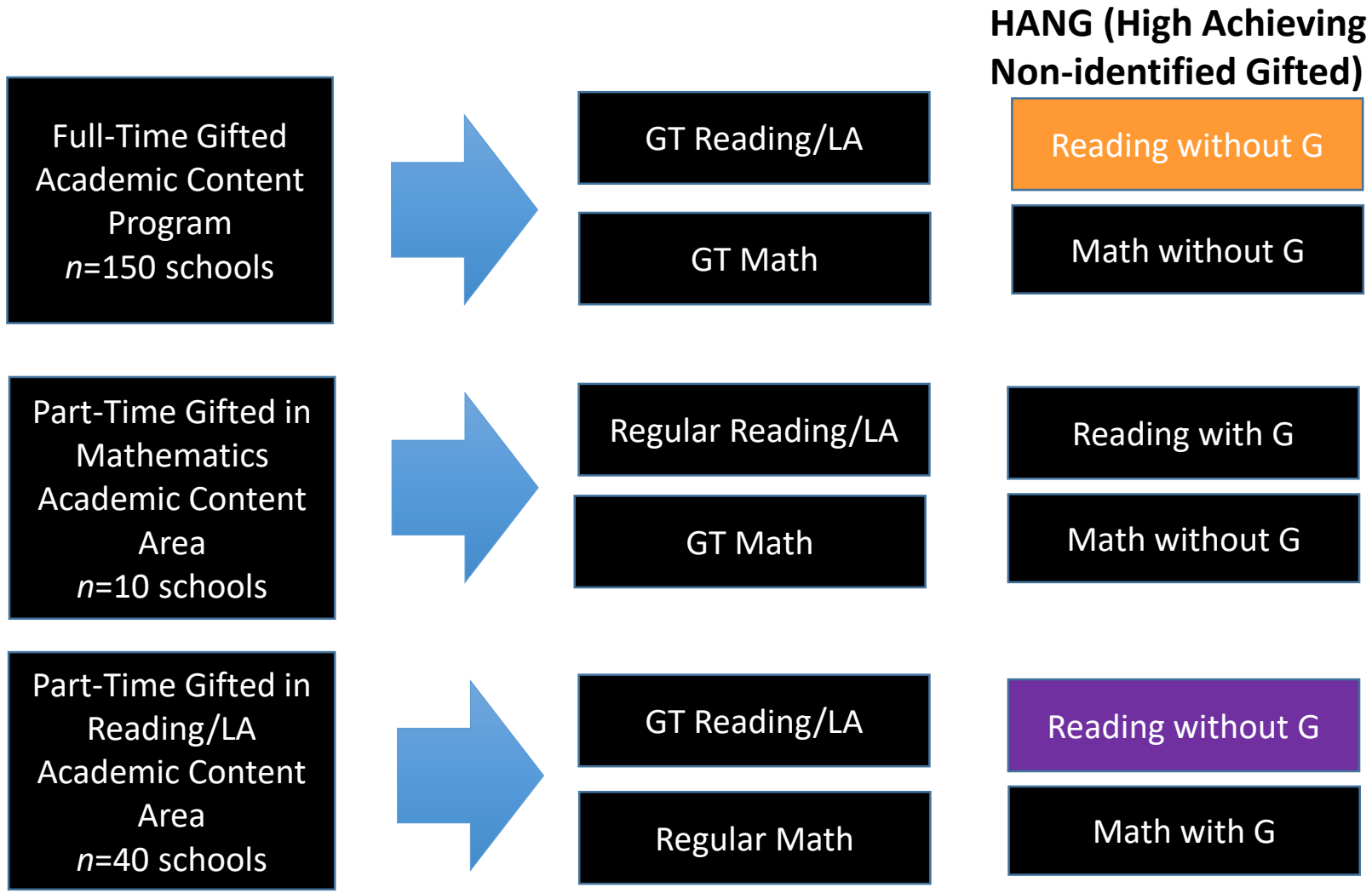


4a. What is the impact on reading/language arts achievement of high achieving non-gifted students receiving reading/language arts instruction in a regular education setting where gifted students are present only for mathematics instruction, compared with students in regular education settings where gifted students are never present?



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