

Strategies to Increase Equity: What We Are Learning from Research

(NCRGE's First Three Years Findings)

Del Siegle

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UConn

NEAG SCHOOL OF EDUCATION

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ON
GIFTED
EDUCATION



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problem
is
universal



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

Data Collected by NCRGE in Phase 1

An iceberg floating in the ocean, with a small tip above the water and a much larger mass submerged below. The background is a blue sky and dark blue water.

133 Variables for
293 State District
Gifted Plans

362,254 Current 10th-Grade
Students' Math and Reading
Achievement in Grades 3, 4, and 5

2
Comprehensive
Literature
Reviews

202 Interview
Transcripts

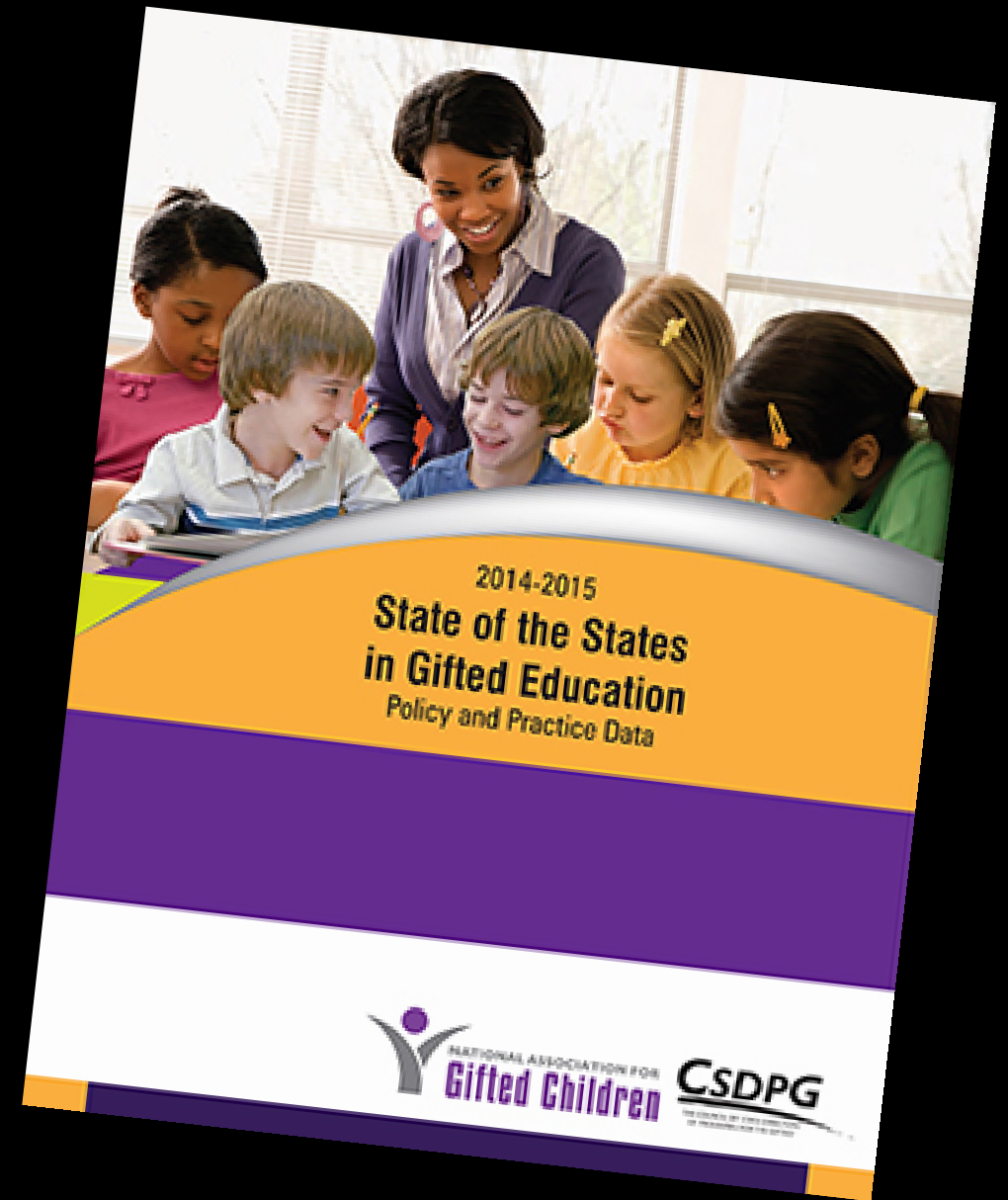
332 District
Survey
Responses
(78%-90%
Response)

2419 School Survey
Responses
(53% [45-68%] Response -
80% Title 1)

○ **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.
- Extensive use of cognitive tests to identify students.
- Third grade achievement is directly related to identification gaps.
- Practices such as universal screening and nonverbal tests do not appear to be panaceas.
- Universal screening with modification shows promise at reducing under-identification.
- Majority of schools use pull-out classes for gifted instruction.
- Greater focus on critical thinking and creative thinking than Reading/Language Arts and Mathematics.
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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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- **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)

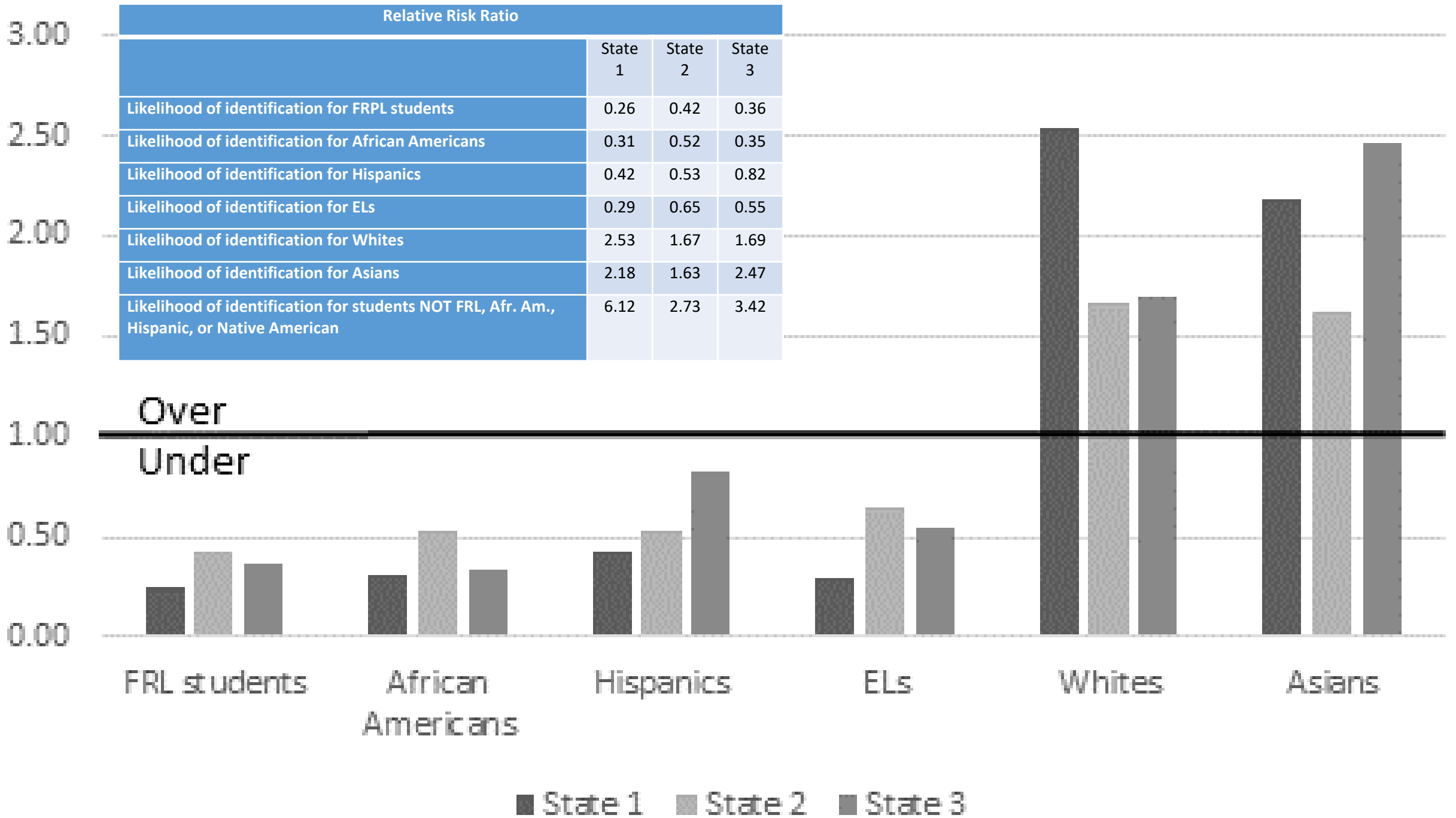
What is the relationship between the % of free and reduced lunch students in a school and the % of students identified as gifted?



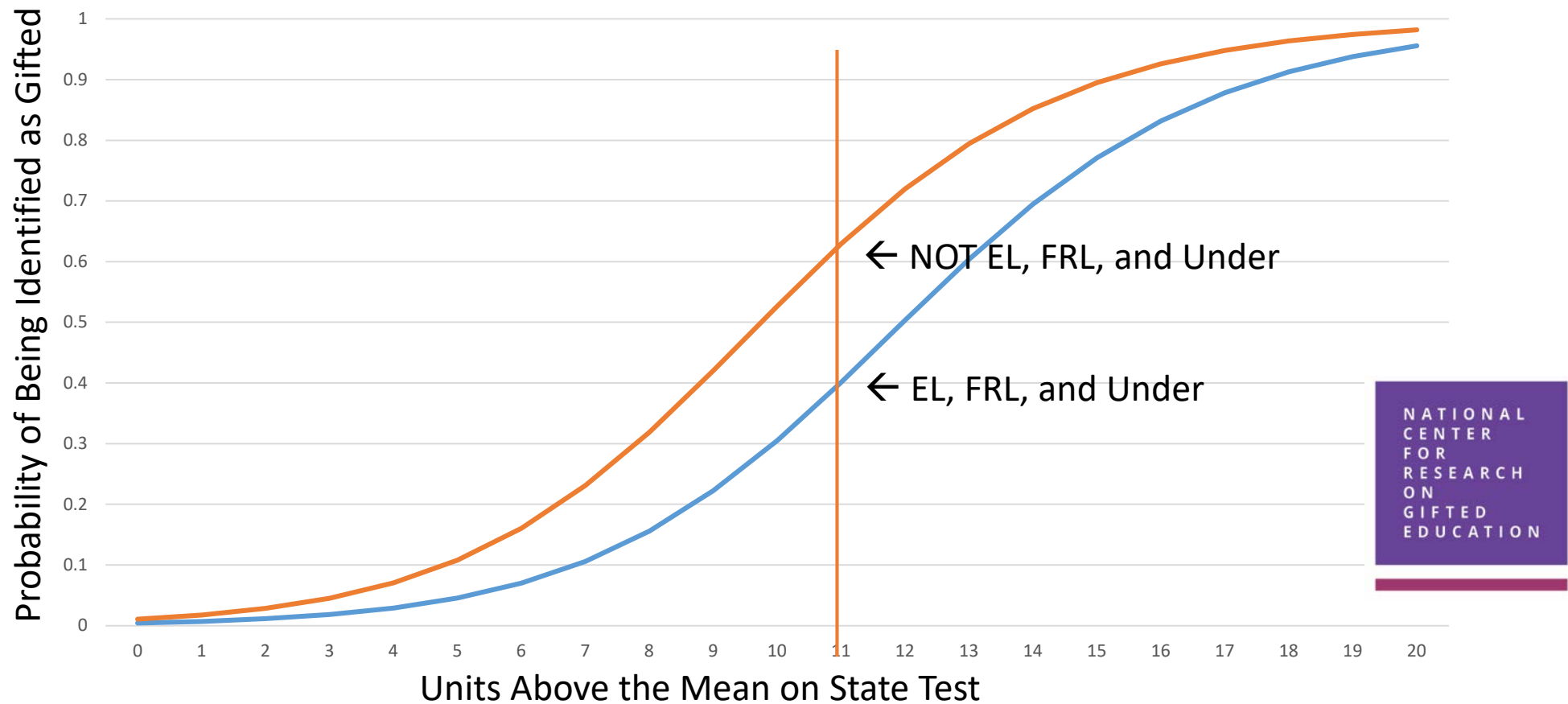
Gifted services are not equally distributed across schools within districts and poverty appears to be a key factor.

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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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 in 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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<u>Tools for Identification</u>			
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%
<u>Decision process for identification</u>			
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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<u>Structure of Identification</u>			
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 universal screening with
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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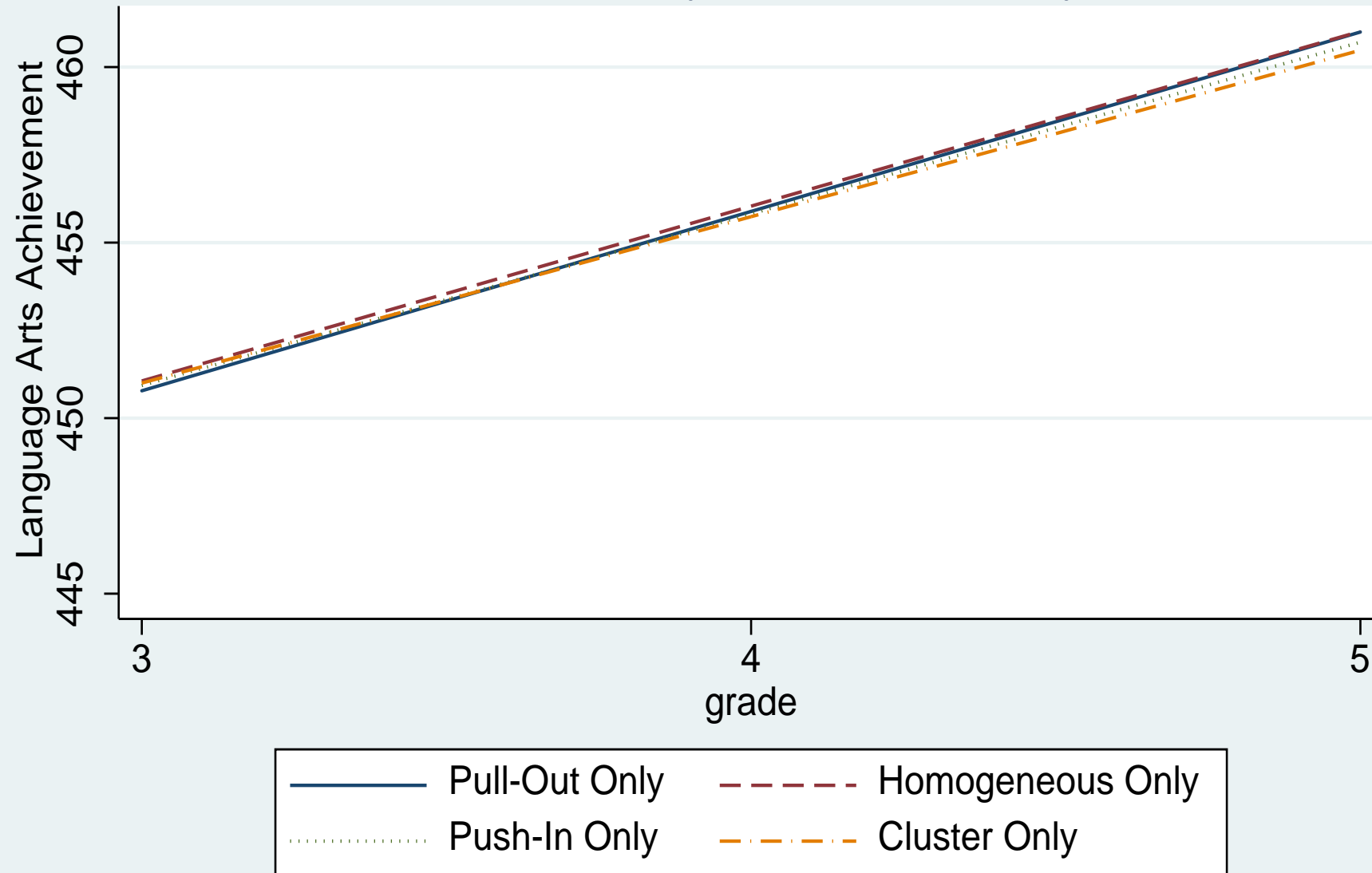
Grouping/Service Options

- **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**

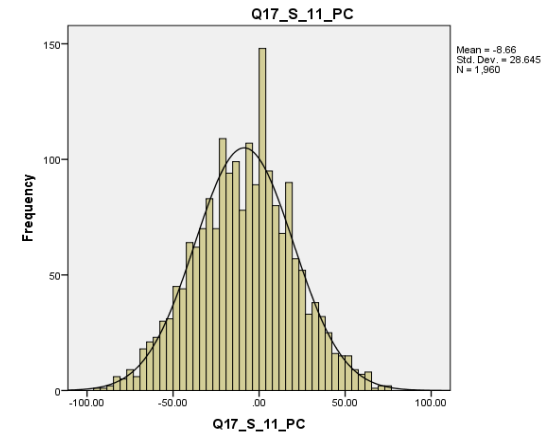
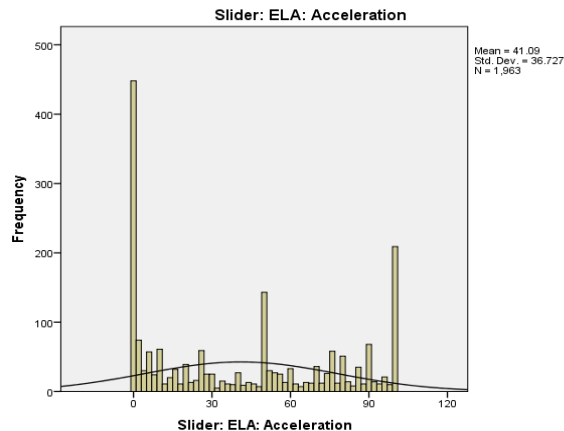
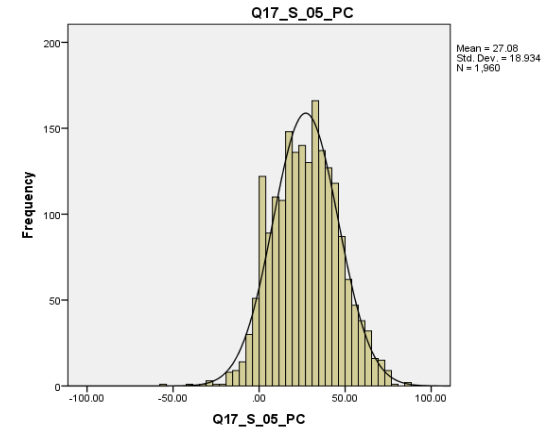
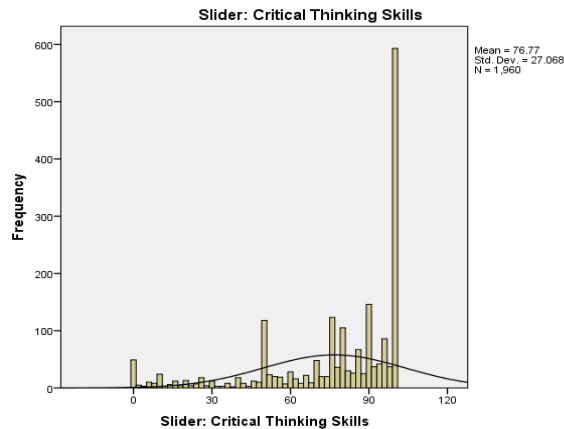
A Comparison of 4 Types of Grouping Pull-Out Only vs. Homogeneous Only vs. Push-In Only vs. Cluster Only



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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

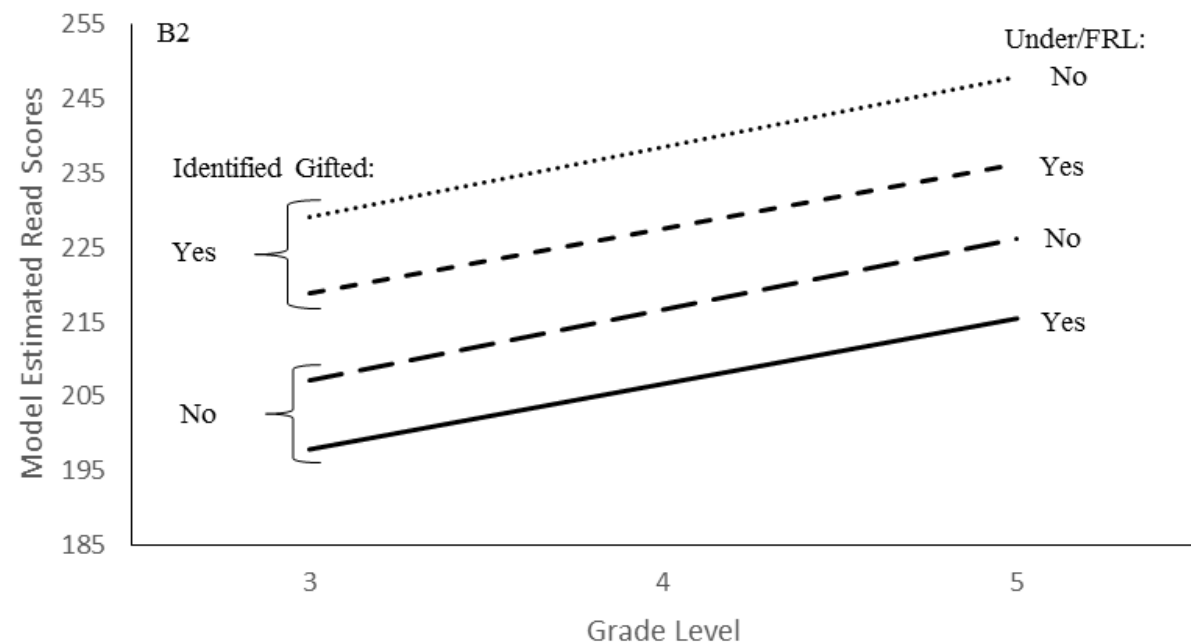
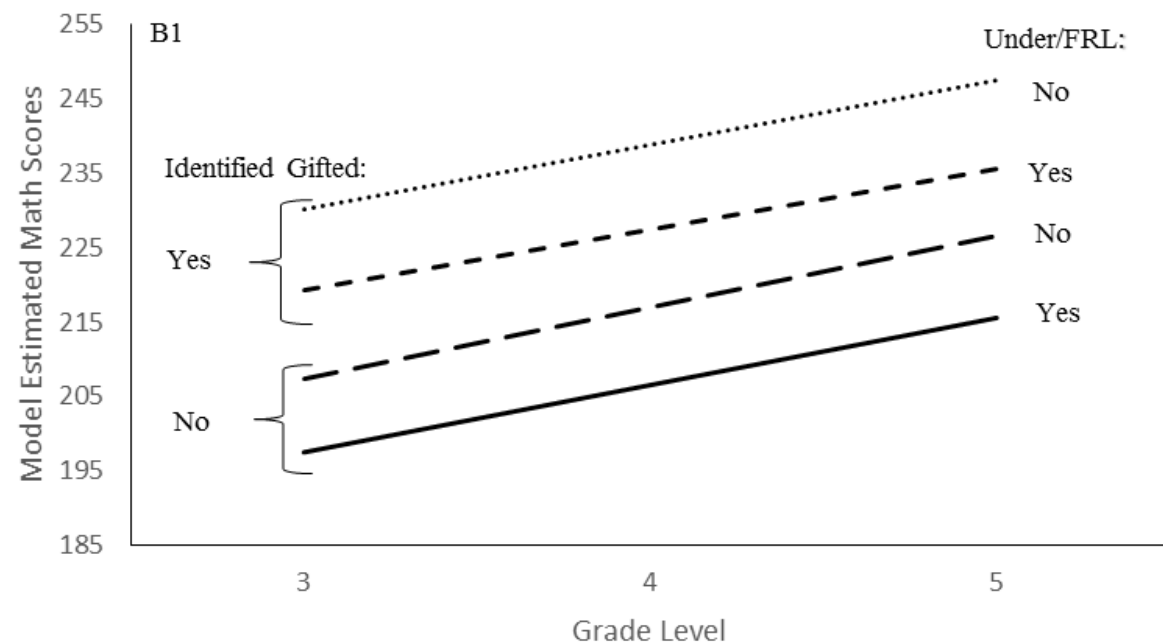
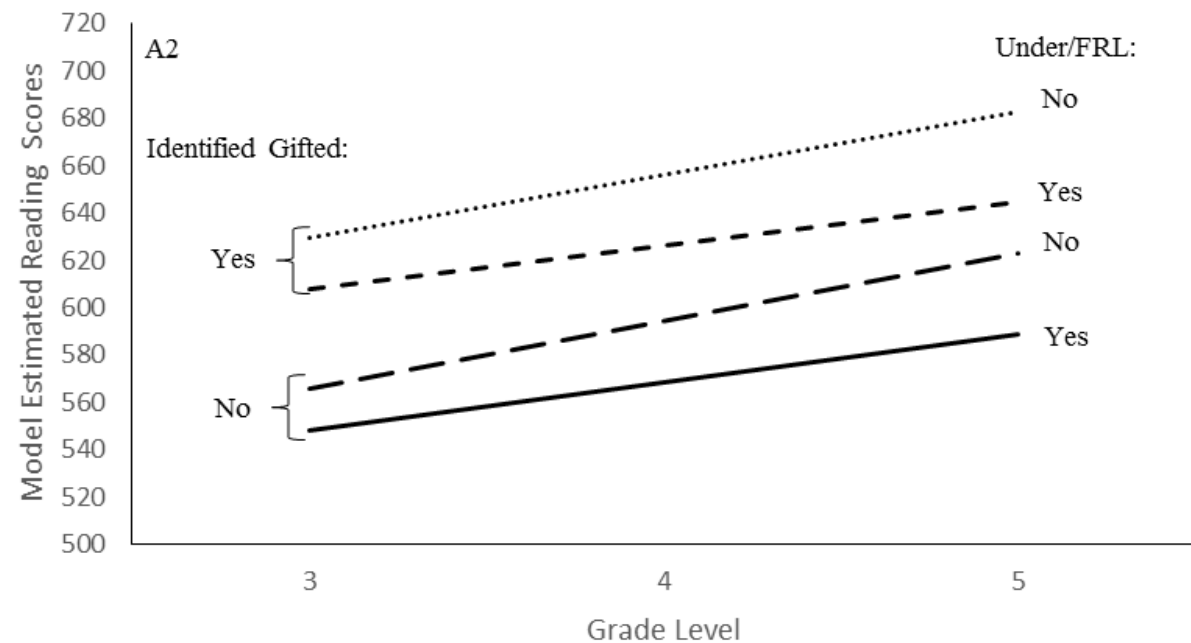
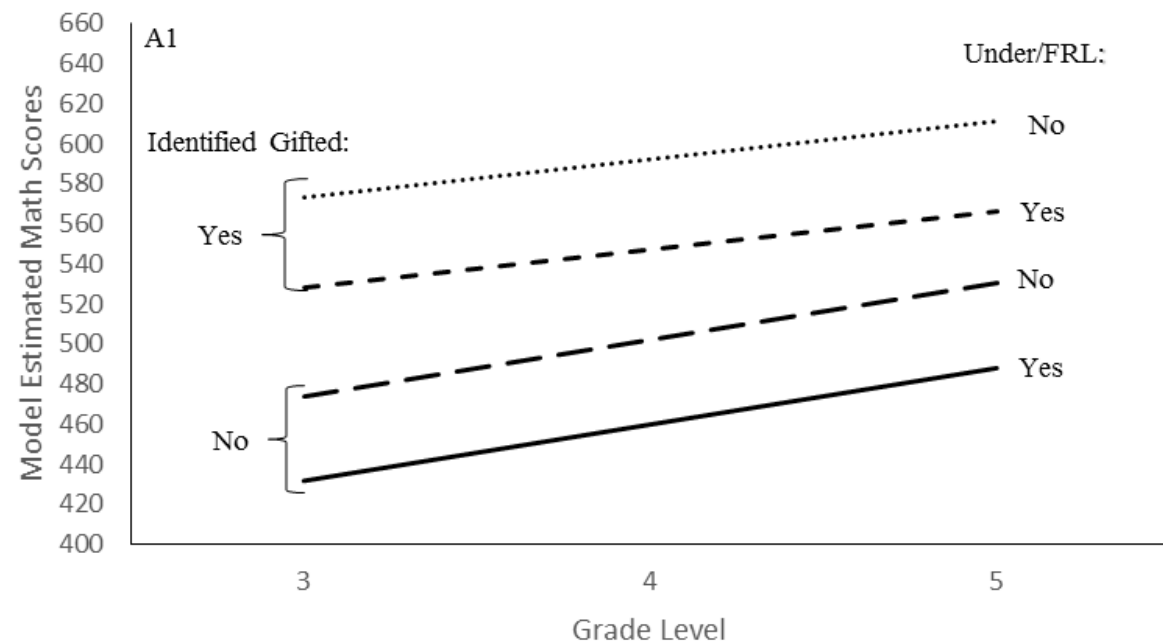


Less than
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- **28.9% schools offer gifted reading/LA but 28.7% of them don't have specific reading/LA curriculum**
- **28.4% schools offer gifted mathematics but 24.2% of them don't have specific gifted math curriculum**
- **93.7% of districts do not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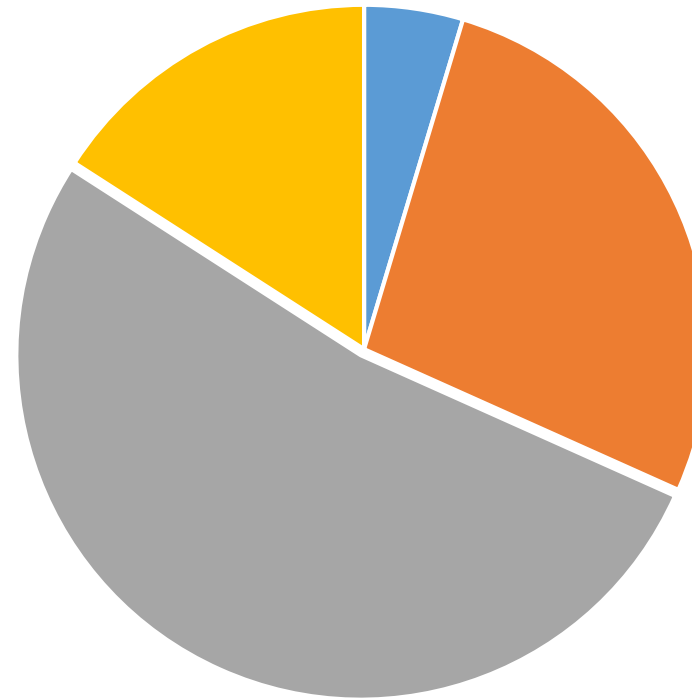


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Teacher autonomy is strongly related to gifted students' achievement

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.**

- 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.
- Extensive use of cognitive tests to identify students.
- Third grade achievement is directly related to identification gaps.
- Very few districts offer programs to identify and recruit potentially gifted students.
- Practices such as universal screening and nonverbal tests do not appear to be panaceas.
- Universal screening with modification shows promise at reducing under-identification.
- Majority of schools use pull-out classes for gifted instruction.
- Greater focus on critical thinking and creative thinking than Reading/Language Arts and Mathematics.
- Gifted programs seldom focus on core curriculum such as math and reading.
- Gifted students start ahead in reading and mathematics achievement but don't grow any faster than other groups.
- 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.

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)

Data Collection

• Quantitative Methods

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

• 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)

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11. Develop and implement intentional outreach to the school community, particularly parents/guardians/caretakers. This process should utilize multiple pathways in languages appropriate to the population.
12. Emphasize collaboration within and across specializations/departments (e.g., general education, English as a second language [ESL], special education, gifted education) so people view themselves as talent scouts.

View Professional Development as a Lever for Change

13. Provide professional development opportunities for school personnel about effective policies and practices to support equitable representation of ELs in gifted and talented programs.
14. Develop a systematic approach to analyzing district and school demographics and the status of students identified/not identified for gifted and talented programs.

15. Promote efforts to diversify the teaching corps so that the adult community of a school reflects the student population.

Visit <http://ncrge.uconn.edu> for more information

15 Tips for Identifying Gifted EL Students



from the National Center for Research on Gifted Education

Adopt Universal Screening Procedures

1. Adopt a policy of universal screening of all students in one or more grade levels for the identification process.
2. Select assessment instruments that are culturally sensitive and account for language differences.
3. Assess the speed of English language acquisition and monitor the rate of mastering reading, writing, listening, and speaking skills in English.
4. Consider including reliable and valid nonverbal ability assessments as part of the overall identification process.
5. Use other identification tools to supplement results of universal screening.

Create Alternative Pathways to Identification

6. Use native language ability and achievement assessments as indicators of potential giftedness, when available.
7. Maintain a list of multilingual school psychologists who are qualified to administer assessments in the student's native language.
8. Establish a preparation program prior to formal identification procedures that provides students with learning opportunities to enhance knowledge and academic skills necessary for a student to be recognized.
9. Create a talent pool list of students who exhibit high potential but are not yet enrolled in gifted and talented programs. Observations, daily interactions between teachers and students, informal assessments, and formal assessments provide multiple opportunities to gauge students' learning progress. Make identification of giftedness an ongoing process rather than a single event.

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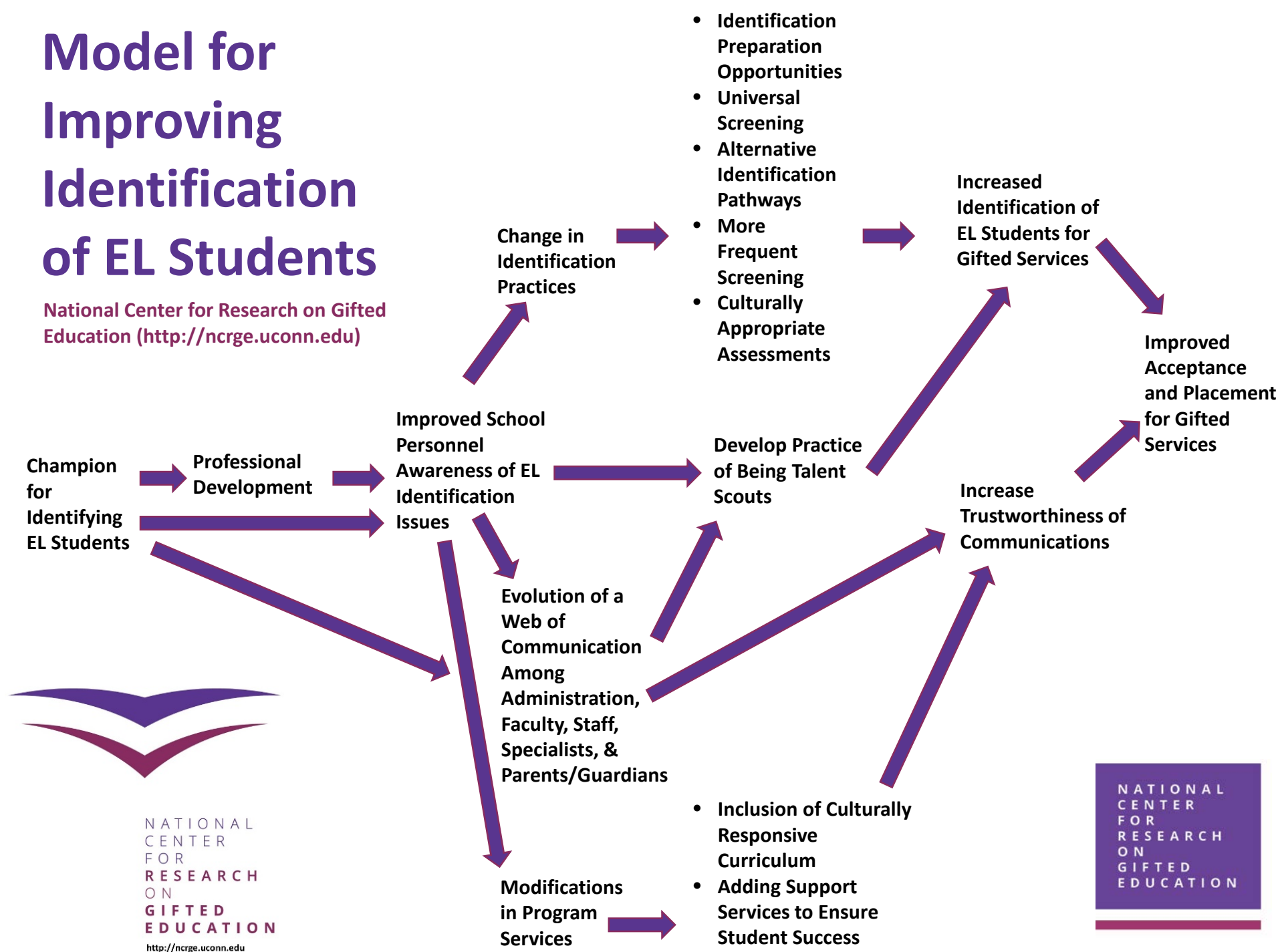
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Model for Improving Identification of EL Students

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



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



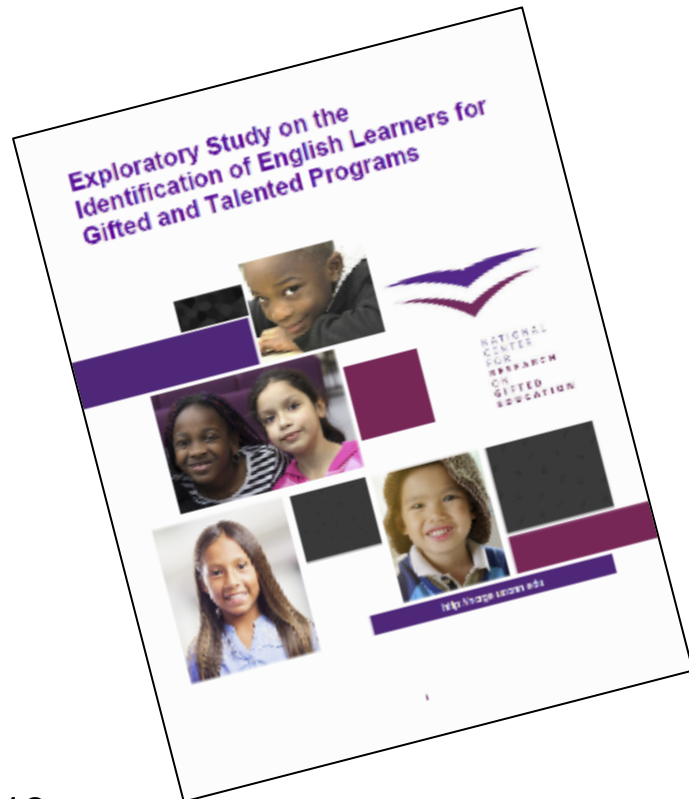
Acceptance of Placement

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



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



June 2018



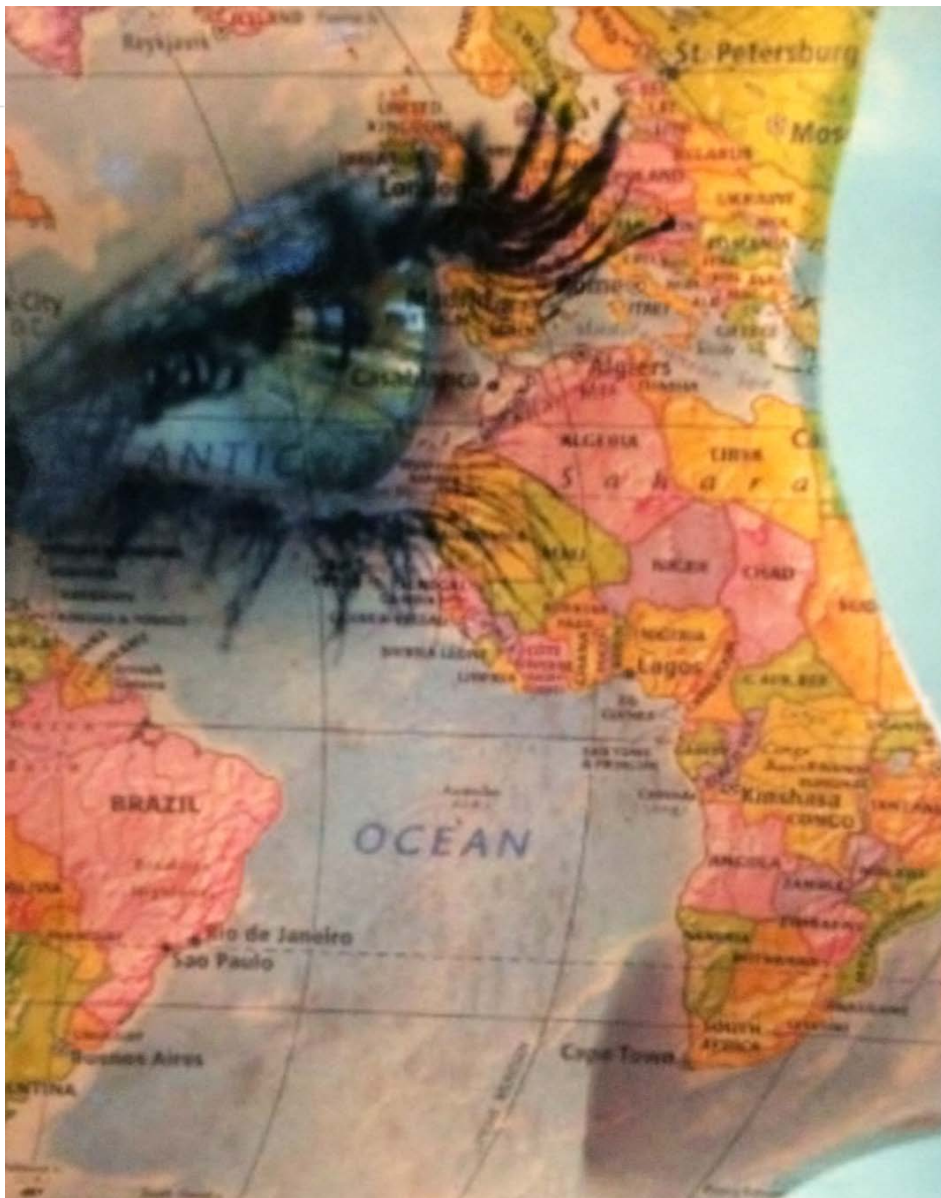
E. Jean Gubbins
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Take home message...

- 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.
- Extensive use of cognitive tests to identify students.
- Third grade achievement is directly related to identification gaps.
- Very few districts offer programs to identify and recruit potentially gifted students.
- Practices such as universal screening and nonverbal tests do not appear to be panaceas.
- Universal screening with modification shows promise at reducing under-identification.
- Majority of schools use pull-out classes for gifted instruction.
- Greater focus on critical thinking and creative thinking than Reading/Language Arts and Mathematics.
- Gifted programs seldom focus on core curriculum such as math and reading.
- Gifted students start ahead in reading and mathematics achievement but don't grow any faster than other groups.
- 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.**



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.



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