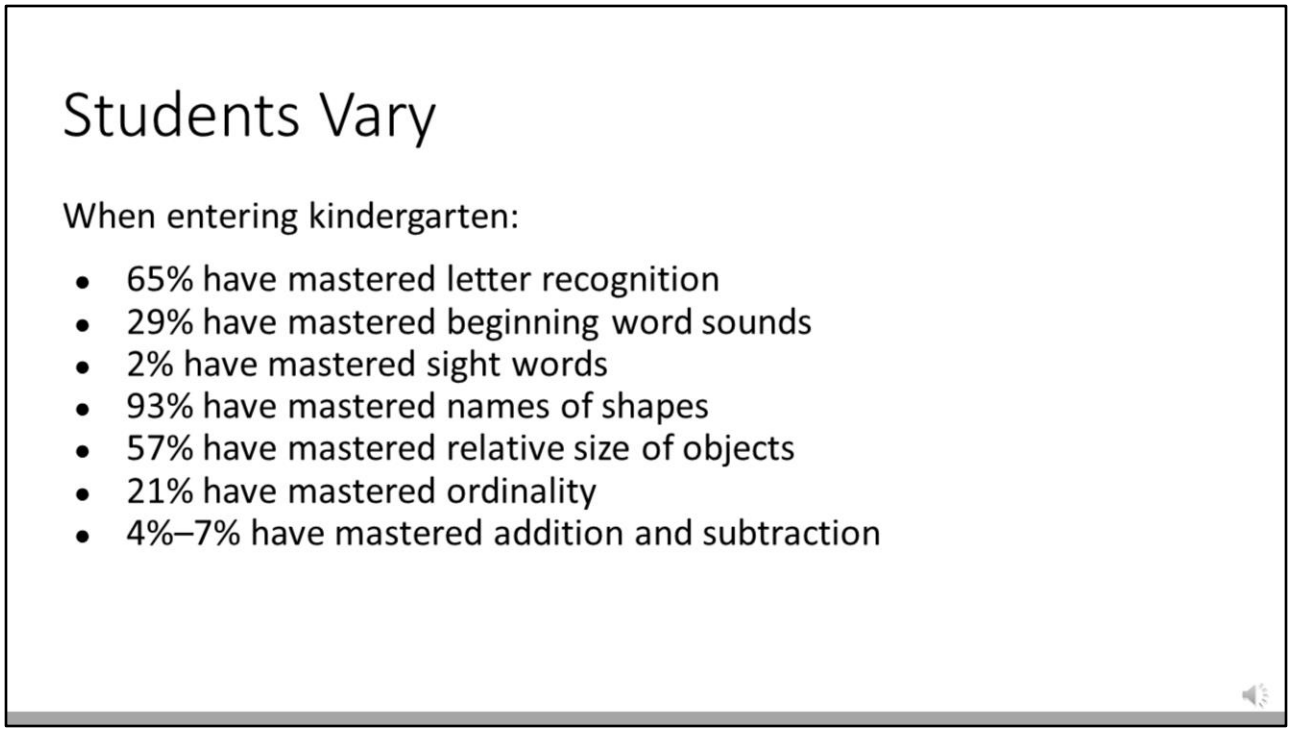
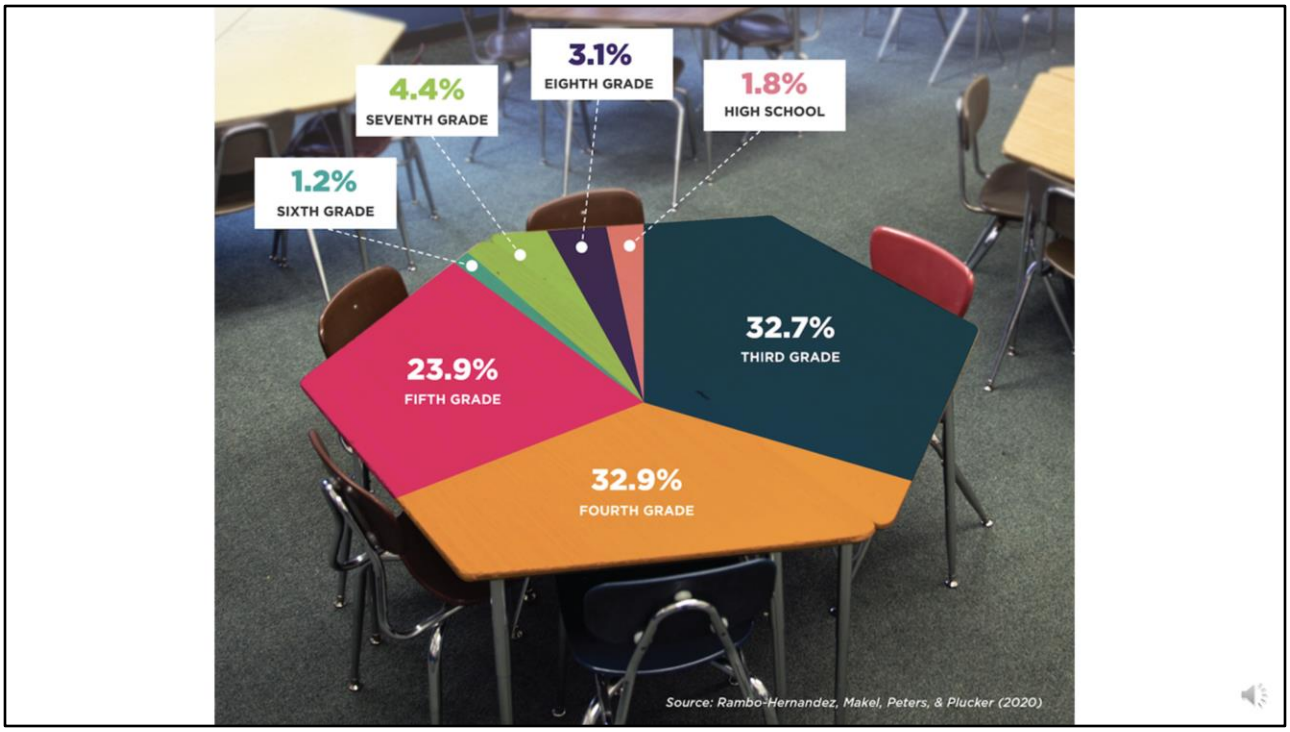
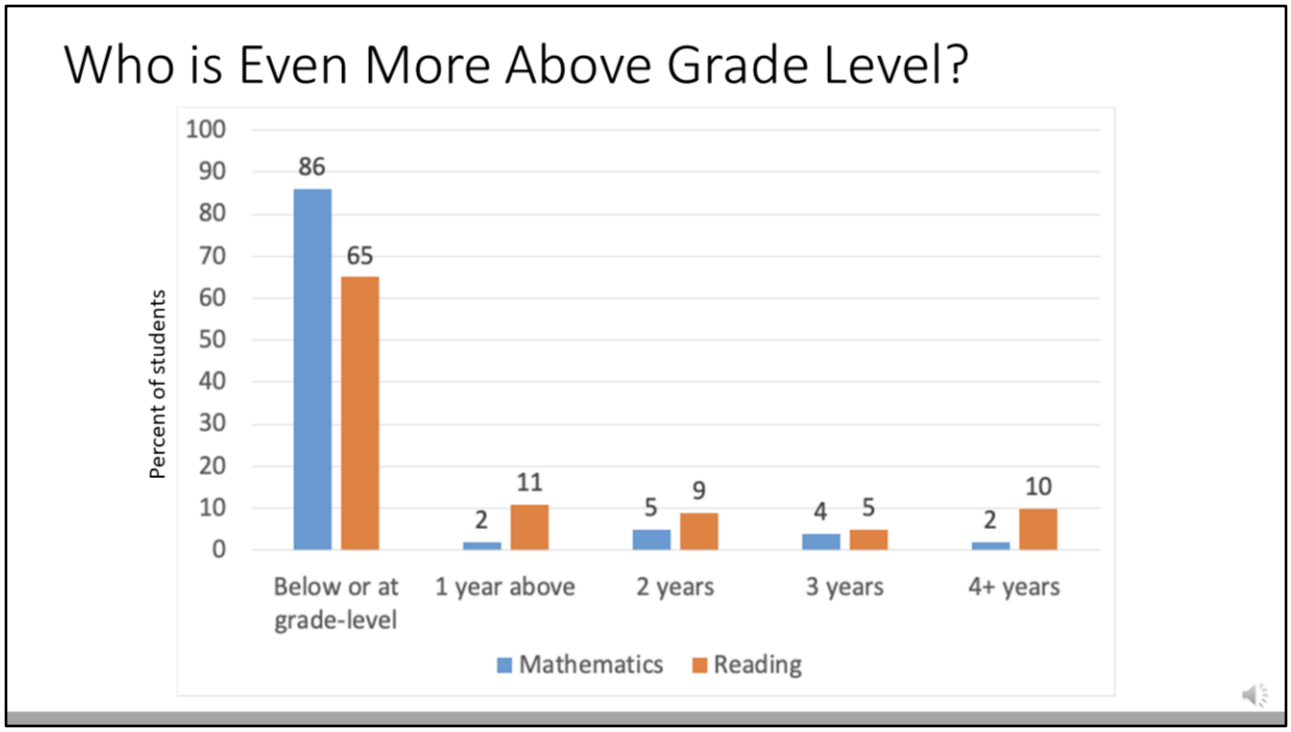


[Slide 1] Every teacher knows that a typical classroom includes students with a wide range of readiness, strengths, interests, and needs. These percentages showing kindergarten entry data are just one example of the range teachers are working with – where in one classroom of, say, 20 students, more than half may recognize their letters, but a substantial percentage do not, while 5 or 6 also have mastered beginning word sounds, and maybe one or two recognize sight words – or even be reading and decoding fluently.



[Slide 2] In another example of the range we see in classrooms, this graphic draws on fifth grade data from a sample of Measures of Academic Progress (or MAP) achievement test scores in mathematics across 10 states. You can see here that just under a quarter of fifth grade students showed fifth grade level performance on the MAP mathematics assessment, while about a third showed fourth grade level performance and another third showed third grade level performance. Meanwhile, about 10% of the students showed performance above – or well above – grade level. https://www.nwea.org/2020/05/researchers-estimate-students-coming-back-after-covid-19-closures-may-have-greater-variances-in-academic-skills/



[Slide 3] This graph shows the same MAP information in another way and adds reading scores. Across both MAP assessments, we can see that the majority of the fifth graders showed performance at or below grade level. And that range can extend several grade levels below – but we also see there are students performing one or more grade levels above, and all these students are sitting in fifth grade classrooms to learn.

[Slide 4] So, what are we to do? The kindergarten and fifth grade findings are of course not unique to those grade levels. The findings clearly demonstrate the issue that **every** classroom includes a wide range of student readiness and a wide range of instructional needs. They also demonstrate that although most students may be working at or below grade level, there are substantial numbers of students who are ready for more advanced content, more consistently, at earlier ages than their peers. So, what happens for these learners, and what are some of the ways schools can respond to their needs?

Time in General Education Classrooms

Hours a typical 5th grade gifted (identified as globally gifted or gifted in math) student spend in a regular education math classroom

		State 1	State 2	State 3	Total
1 hour	Frequency	74	35	141	250
	Percentage	8.9	9.2	20.1	13.1
2 hours	Frequency	36	17	28	81
	Percentage	4.4	4.5	4.0	4.2
3 hours	Frequency	60	23	32	115
	Percentage	7.3	6.0	4.6	6.0
4 hours	Frequency	51	23	41	115
	Percentage	6.2	6.0	5.8	6.0
5 more hours	Frequency	588	263	422	1,273
	Percentage	71.0	69.0	60.0	66.6
Don't Know	Frequency	19	20	39	78
	Percentage	2.3	5.3	5.6	4.1
Total	Frequency	828	381	703	1,912
	Percentage	100	100	100	100

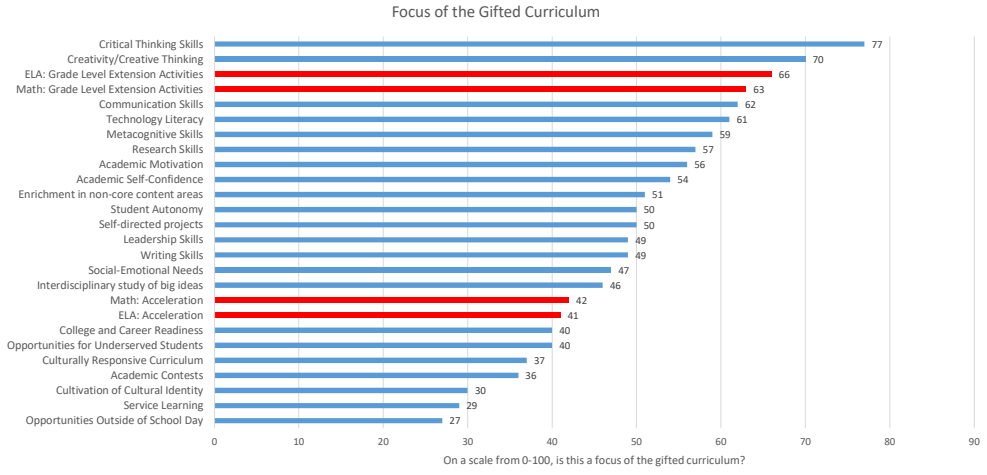
Hours a typical 5th grade gifted (identified as globally gifted or gifted in ELA) student spend in a regular education ELA classroom

		State 1	State 2	State 3	Total
0 hours	Frequency	76	19	118	213
	Percentage	8.89	4.99	16.57	10.93
1 hour	Frequency	21	15	10	46
	Percentage	2.46	3.94	1.4	2.36
2 hours	Frequency	36	15	34	85
	Percentage	4.21	3.94	4.78	4.36
3 hours	Frequency	14	10	7	31
	Percentage	1.64	2.62	0.98	1.59
4 hours	Frequency	66	26	24	116
	Percentage	7.72	6.82	3.37	5.95
5 more hours	Frequency	622	277	482	1,381
	Percentage	72.75	72.7	67.7	70.89
Don't Know	Frequency	20	19	37	76
	Percentage	2.34	4.99	5.2	3.9
Total	Frequency	855	381	712	1,948
	Percentage	100	100	100	100

5

[Slide 5] Gifted programs may provide some support. But in most cases, identified gifted students spend most of their learning time in general education classrooms, where again teachers are working to address a wide range of student needs and to ensure progress linked to grade-level standards. In a recent broad-based survey of schools across three states as part of a study by the National Center for Research on Gifted Education, we found that most students identified as gifted spent, on average, 5 or more hours a week in a general education math classroom, and 5 or more hours a week in a general education English language arts (or ELA) classroom. In this context, even a teacher's best efforts to differentiate are unlikely to be providing students access to advanced content learning on a consistent basis because, again, they are tasked with addressing such a wide range of needs.
https://ncrge.uconn.edu/research_conference_presentations/

Gifted programs have a greater focus on critical thinking and creative thinking than reading/language arts and mathematics.



[Slide 6] Moreover, data from the same study show that gifted programs infrequently focus on providing instruction in reading or mathematics content that is accelerated or above level for identified students. You can see here that advanced or accelerated content in reading and mathematics is far less common as an emphasis in gifted programs than other areas of focus. So, these learners who are ready for above-grade-level material will likely have limited exposure to it in the general education classroom or their gifted program.
https://ncrge.uconn.edu/research_conference_presentations/

[Slide 7] Logically, students who show above-grade-level performance need learning experiences that engage them with above-grade-level work – in other words, they need opportunities for acceleration. Those opportunities can take several different forms, which we will discuss in the next section of this module, but the key point is recognizing that accelerating students to another grade - overall or in the specific areas they show above-grade-level readiness - may be the most efficient and effective response to the needs of students who show they are ready for learning above grade level material.