

Implications for Gifted Identification and Services Based on NCRGE Research

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

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Gifted services are not equally distributed across schools within districts

3

X

**as much
variance within
districts as
between
districts**

- **Percentage of Gifted Students**
- **Percentage of Free and Reduced-Price Lunch Students**
- **Average Reading**
- **Average Math**

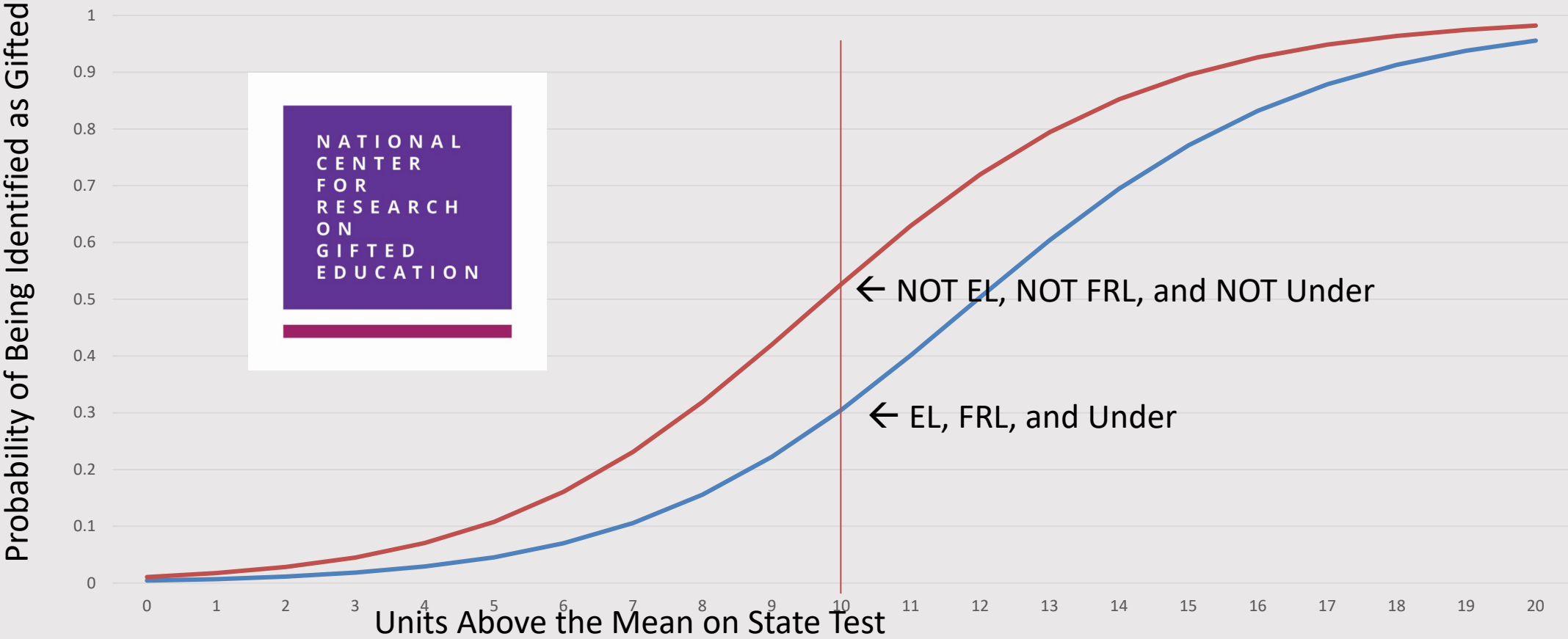
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Using

Building Norms

can help address this issue

Underserved populations are not being identified at the same rates as non-underserved students even after controlling for student achievement.



Conducting

Universal Screening

and considering

Achievement Data

can help address this issue



Cognitive Measures
Achievement Measures
Teacher Ratings

Some combinations of the above produce better identification equity than others, but no combination completely addresses the equity issue.

Multiple Criteria Help

***but don't totally address
under-representation***



Cognitive Measures
Achievement Measures
Teacher Ratings

Variability in teachers' ratings is not fully accounted for by students' achievement and cognitive scores.

Expanding

Training of Raters

can help address this issue

Very few districts reassess students once they have been identified, non-identified students are not regularly reassessed, and most students are identified at third grade.

How frequently are students assessed?

- **Non-identified students are reassessed at regular intervals (16% - 60%)**
- **Non-identified students are reassessed upon request (47% - 84%)**
- **Identified students are reassessed at regular intervals 2% - 10%)**
- **Identified students are reassessed upon request (4% - 10%)**

At what grade are students first identified

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



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Conducting

Frequent Screening

can help address this issue

Third grade academic achievement accounts for many of the identification gaps.

	State 1	State 2	State 3
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%



Closing early

Achievement Gaps

can help address this issue



**Champion
for Under-
Served
Students**

**Professional
Learning**

**Change in
Identification
Practices**

- Identification Preparation Opportunities
- Universal Screening
- Alternative Identification Pathways
- More Frequent Screening
- Culturally Appropriate Assessments

**Increased
Identification of
Underserved
Students**

**Evolution of a
Web of Communication
Among Administration,
Faculty, Staff, Specialists,
& Parents/
Guardians**

**Improved
School
Personnel
Awareness
of Under
Identification
Issues**

**Improved
Acceptance
and
Placement
for Gifted
Services**

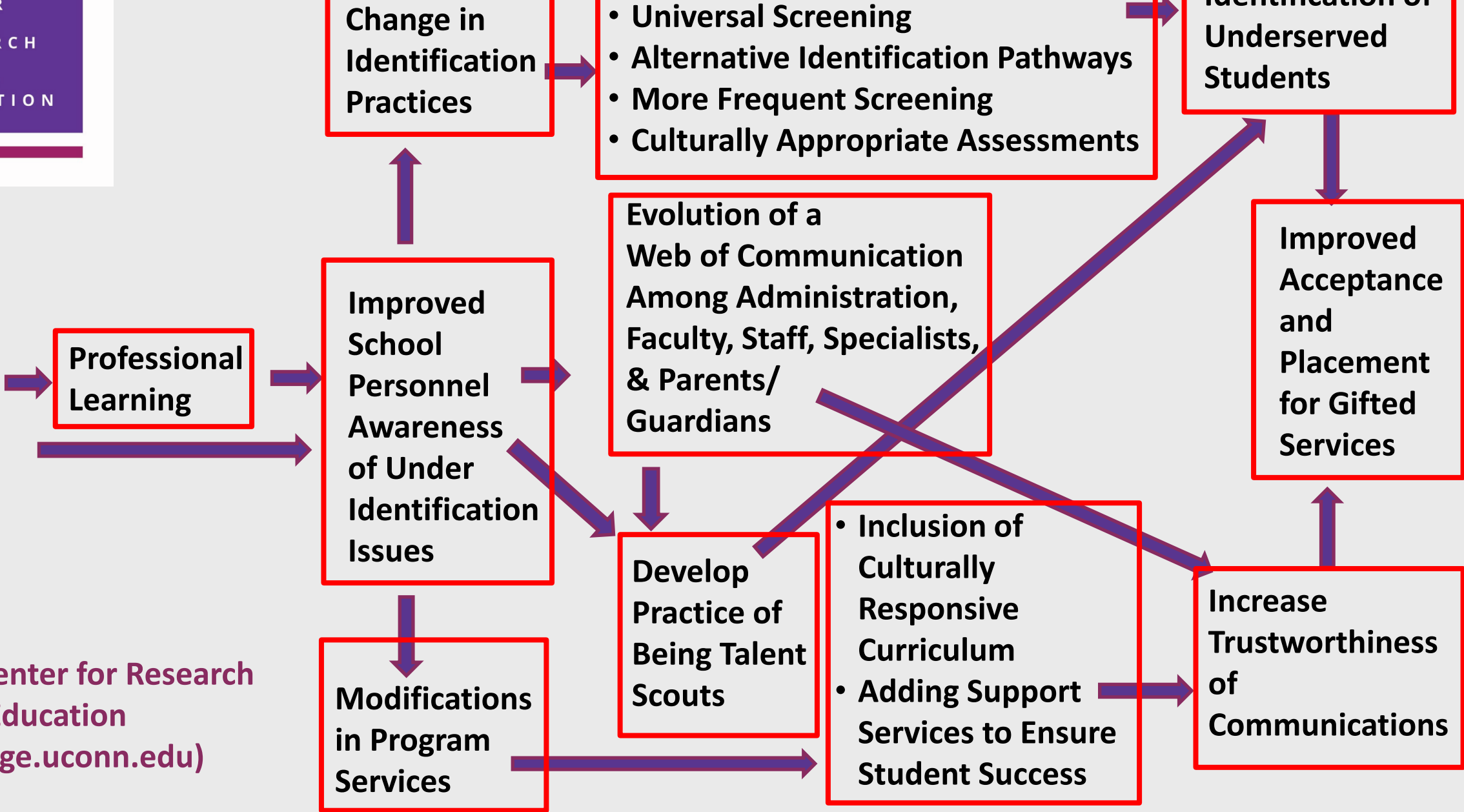
**Develop
Practice of
Being Talent
Scouts**

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

**Increase
Trustworthiness
of
Communications**

**Modifications
in Program
Services**

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Advocates

make a difference

Developing a
Web of
Communication
can improve identification

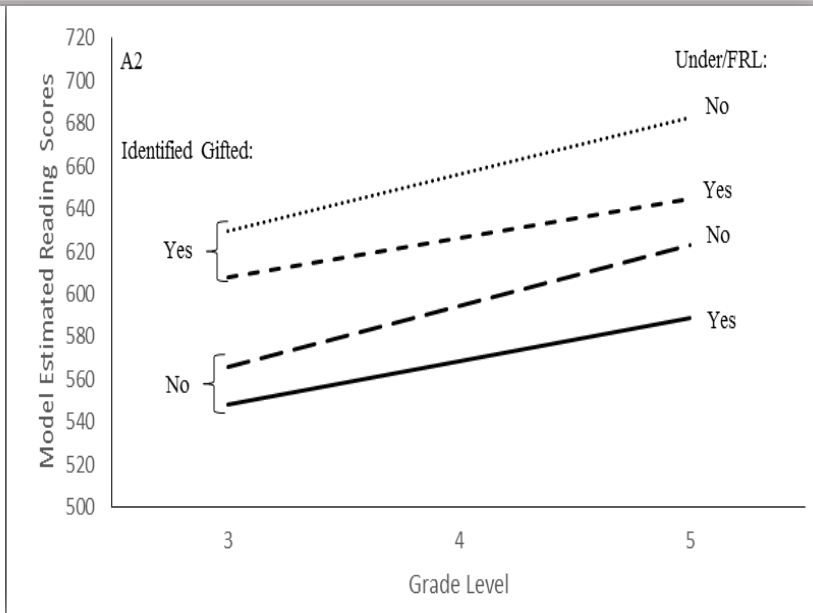
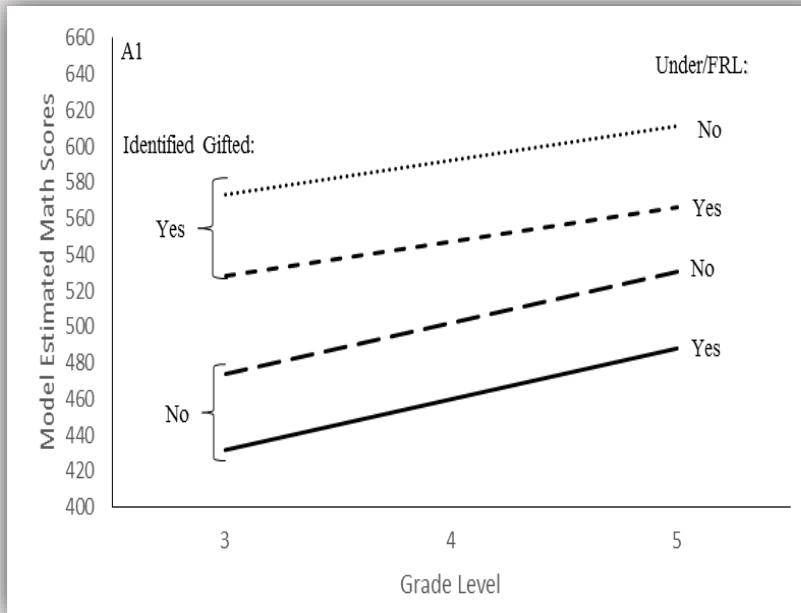
Gifted programs seldom focus on core curriculum such as math and reading. Gifted programs have a greater focus on critical thinking and creative thinking than reading/language arts and mathematics.

- **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**



Gifted students start ahead in reading and mathematics achievement at 3rd grade but don't grow any faster than other groups by 5th grade. In some cases, gifted students show slower growth

than non-identified gifted students.



Aligning
Identification
and Service
can help address this issue

“We follow a pacing guide and those components of the pacing guide need to be covered in order to meet our goal by the end of the year,”

“[The pacing guide is] just a road map of what needs to be addressed.”



School principals shape the climate in which teachers feel empowered or limited to manage their instructional time in the world of pacing guide dominance.

Teachers who feel a sense of autonomy report using a wider variation of practices to enact their autonomy as it relates to pacing, instruction, content, and materials/resources.



Offering teachers some

Instructional

Autonomy

can improve pacing guide use

Differentiated work for advanced students is often an afterthought or a way to occupy them while teachers work with students who need remediation.

“When I’m reviewing the primary standards and working with those students that didn’t understand the lesson, the students that understood, they either go with a re-teach activity or they continue with their own portion from the lesson.”

37/68 of the teachers viewed differentiation as lip service



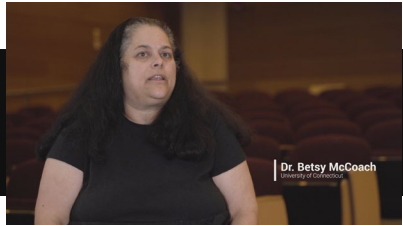
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Recognizing

**Differentiation is
Critical for Every
Student**

can help address this issue

Making Pacing Guides a Fit for All Learners



What Happens in Gifted Programs

Be a Talent Scout Not a Deficit Detective



Differentiation is an Opportunity to Engage Students



Visit our website to view and download these videos

ncrge.uconn.edu/implications



importance of

Recognizing Strengths

Identification

Programming

importance of
alignment

Identification

Services

Outcomes

