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NATIONAL
CENTER
FOR
RESEARCH
ON
GIFTED
EDUCATION

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



Data Collected by NCRGE in Phase 1

An iceberg floating in the ocean, with the tip above the water and the much larger base submerged. The image is used as a metaphor for data collection, where the visible tip represents the small amount of data that is easily accessible, and the submerged part represents the vast, often overlooked data that is collected but not always analyzed or reported.

**133 Variables for
293 State District
Gifted Plans**

**362,254 Current 9th-Grade Students'
Math and Reading Achievement in
Grades 3, 4, and 5**

**202 Interview
Transcripts**

**2
Comprehensive
Literature
Reviews**

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

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

Take home message from Phase 1...

1. **Gifted services are not equally distributed across schools within districts and poverty appears to be a key factor.**
2. Underserved populations are not being identified at the same rates as non-underserved students even after controlling for student achievement.
3. Cognitive tests and teacher nominations still rule the day.
4. Practices such as universal screening and nonverbal tests do not appear to be panaceas.
5. The gap in identification rates for high achieving FRPL vs. non-FRPL almost disappears in districts that use modification policies.
6. Gifted students start ahead in reading and mathematics achievement but don't grow any faster than other groups.
7. Gifted programs seldom focus on core curriculum such as math and reading.
8. Most teachers of the gifted have choice in what they teach. ³

States with Requirement to Identify and Serve Gifted Students

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

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



Take home message from Phase 1...

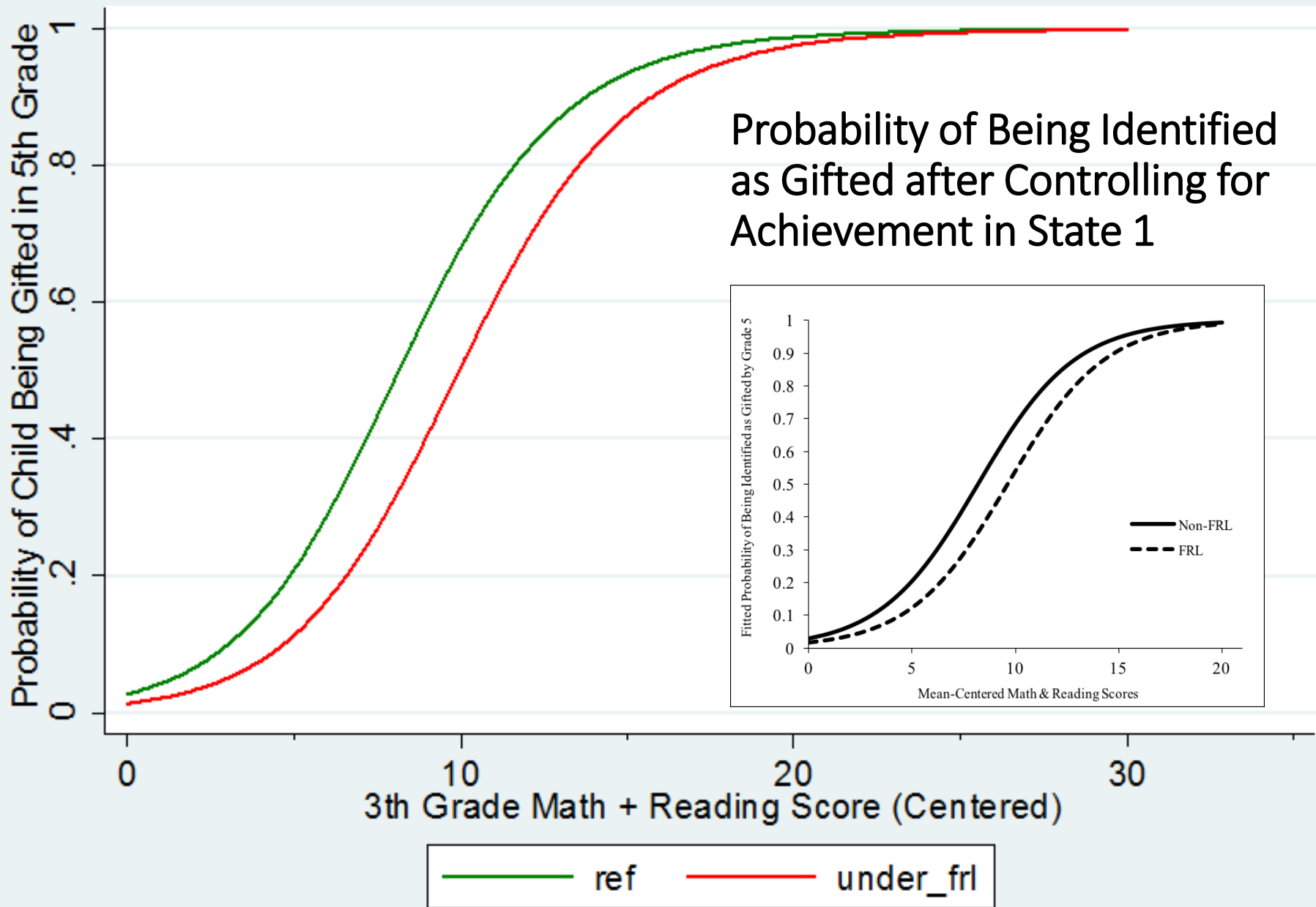
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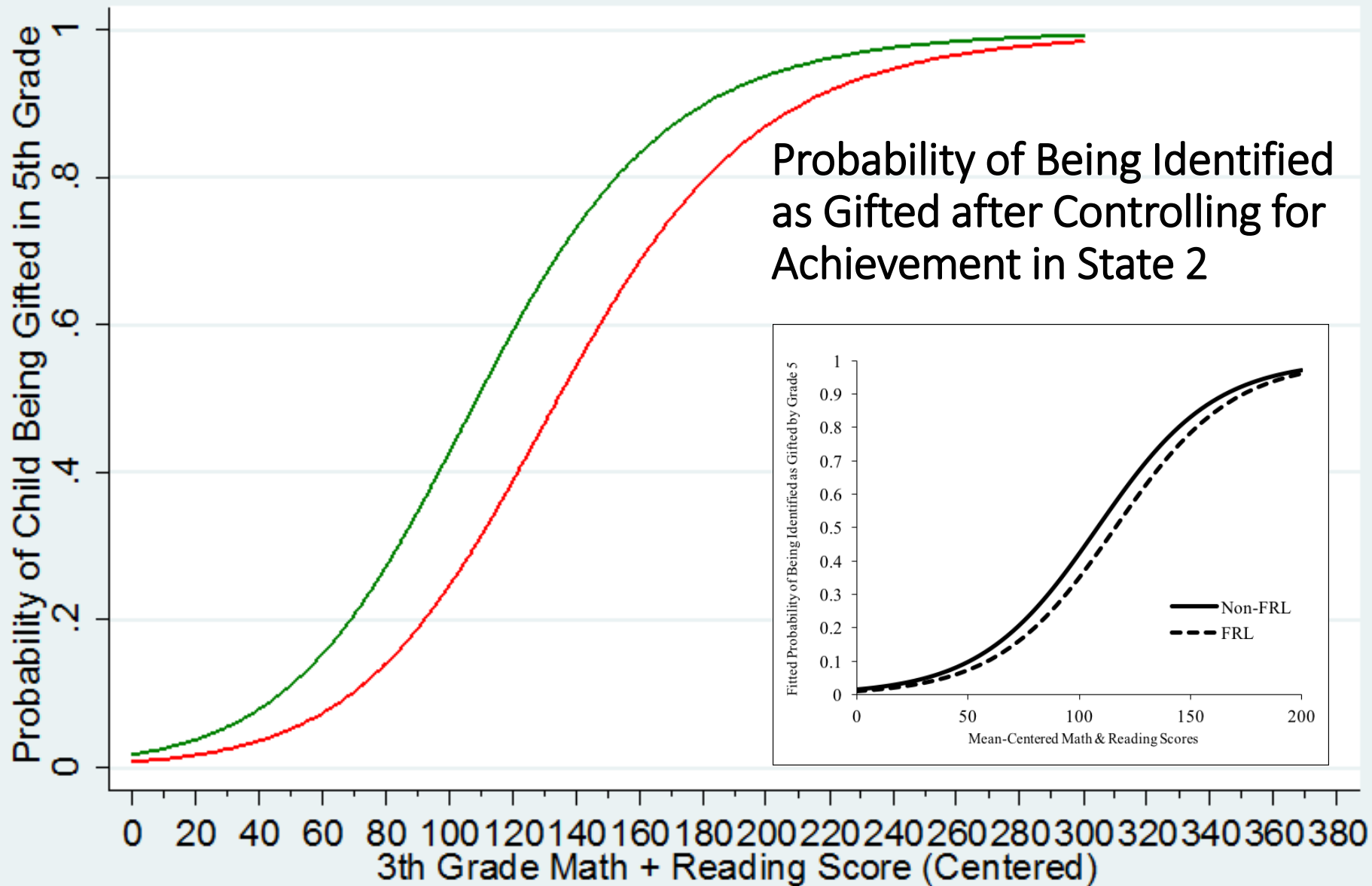
Who is Identified as Gifted?

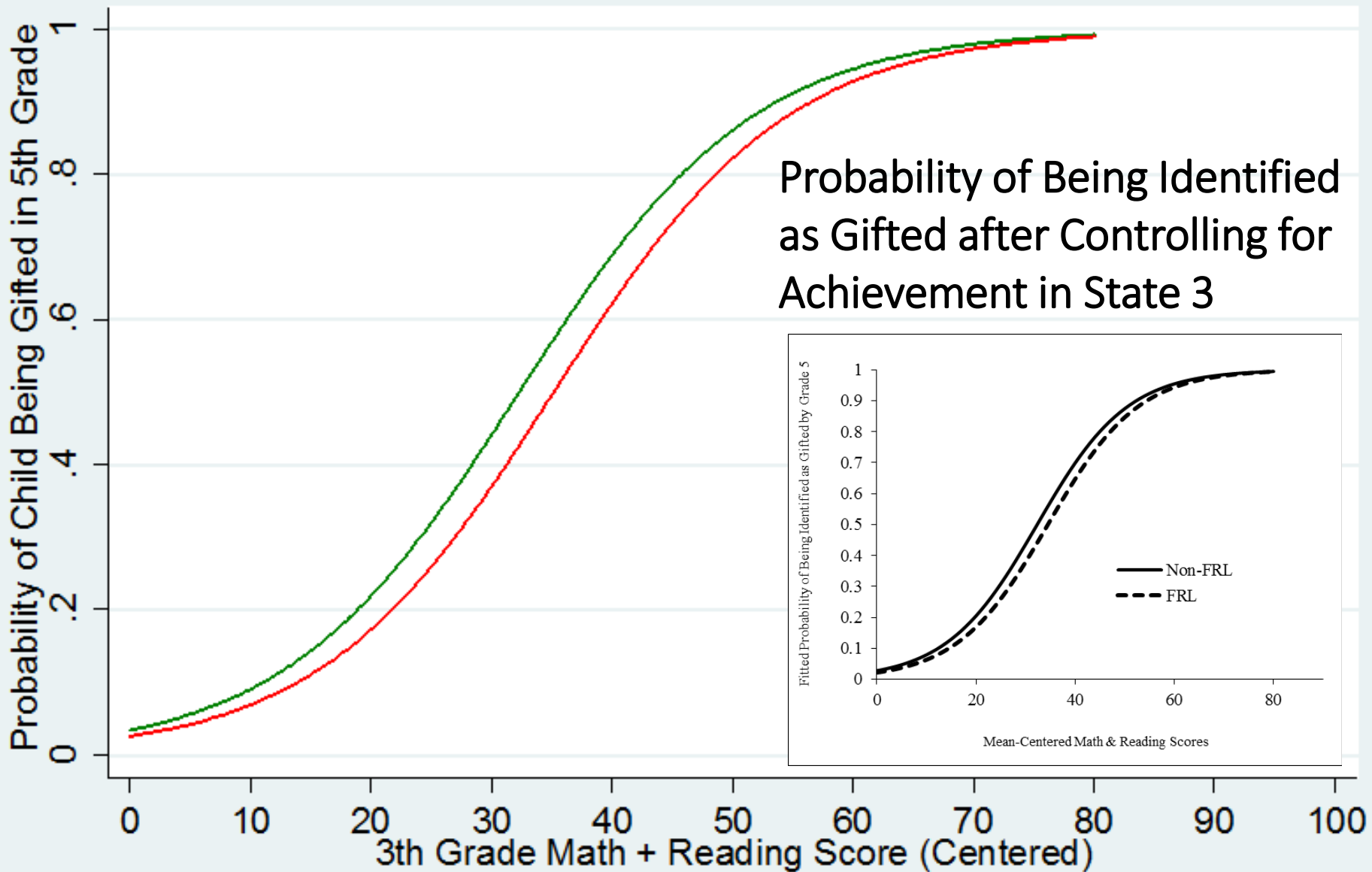
	State 1	State 2	State 3
% Gifted students	17.4%	10.5%	10.5%
% FRL ID as gifted	8.2%	6.2%	6.6%
% Black ID as gifted	6.5%	5.6%	4.2%
% Latinx ID as gifted	8.0%	6.5%	9.1%
% EL ID as gifted	5.5%	7.4%	6.3%
% of White who are ID as GT	24.6%	12.8%	13.8%
% Asian ID as gifted	36.7%	16.67%	24.9%

Representation Index- Gifted?

	State 1	State 2	State 3
% Gifted students	17.4%	10.5%	10.5
Free and reduced Lunch	.47	.60	.63
Black	.37	.54	.40
Latinx	.46	.63	.87
English Learners	.32	.70	.63
White	1.41	1.22	1.32
Asian	2.11	1.59	2.37







ref under_frl

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<u>Tools for Identification</u>	State 1	State 2	State 3
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%

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78% (81% - 94% - 22%) of responding districts utilize a universal screen procedure to screen for giftedness.

At what grade level(s) do you administer the universal screener to all students to screen for potential giftedness?

- 3%** K
- 8%** 1st grade
- 51%** 2nd grade
- 42%** 3rd grade
- 10%** 4th grade
- 12%** 5th grade



**Frequency of
Non-Verbal Test
45% - 68% - 41%**

What type of assessment do you use as a universal screener?

- 33%** group test of cognitive ability such as the CogAt, Otis-Lennon, etc.
- 13%** non-verbal test of cognitive ability such as the Naglieri, Raven, etc.
- 77%** teacher rating scale
- 22%** standardized achievement test

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Frequency of Modifications in Identification

31% (26% - 23% - 65%) modify identification for underserved students

Frequency of Strategies to Modify Identification

38% evaluating EL students in their native language

74% using non-verbal assessments to identify underserved students

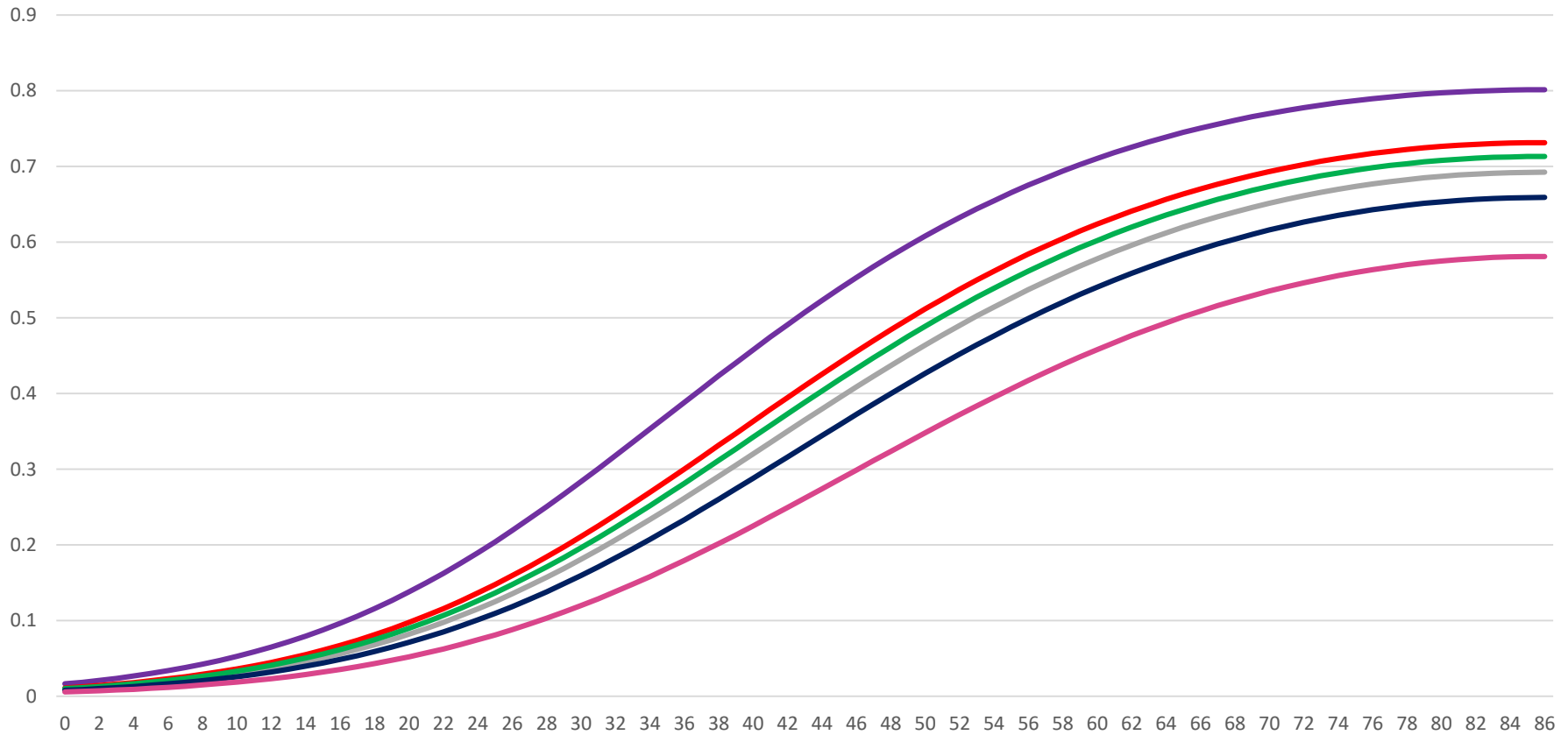
59% being more flexible about the scores that are necessary for identification as gifted for students from underserved populations

43% using a “talent pool approach” to identify and/or serve potential gifted students prior to more formal identification

37% giving students “extra consideration” during the identification process

27% using different weighting of the identification data

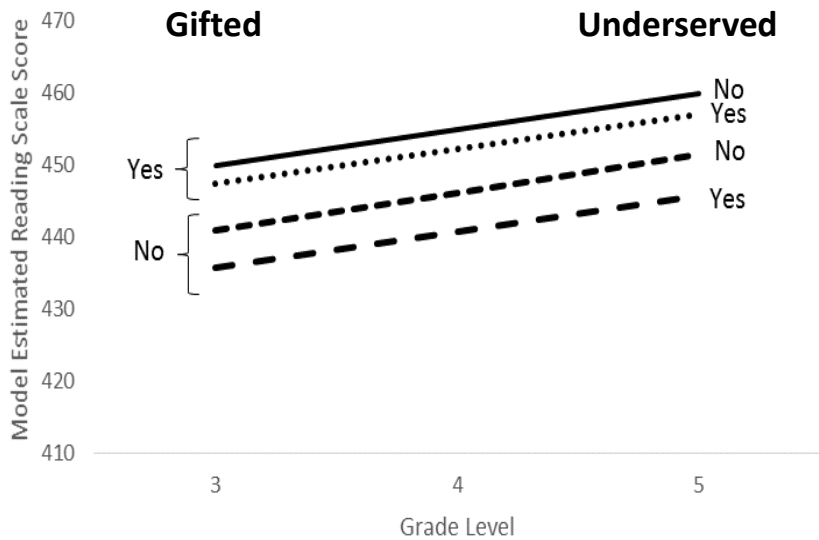
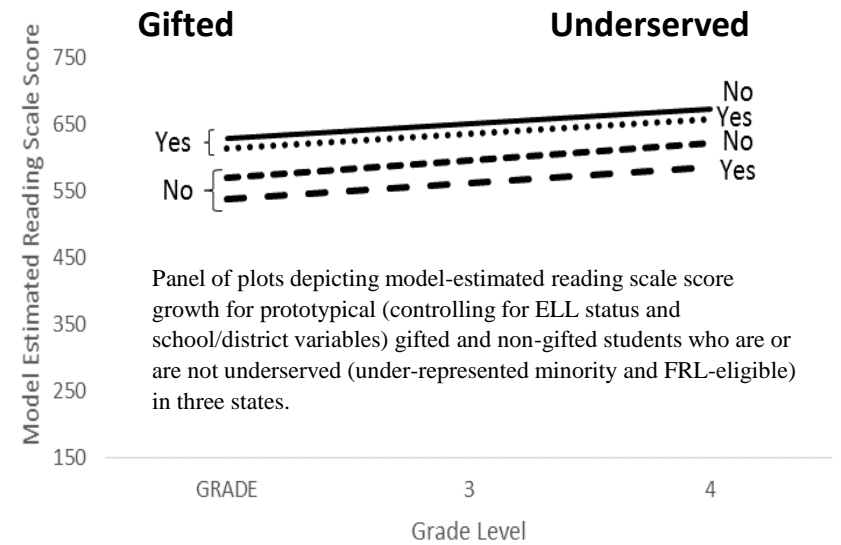
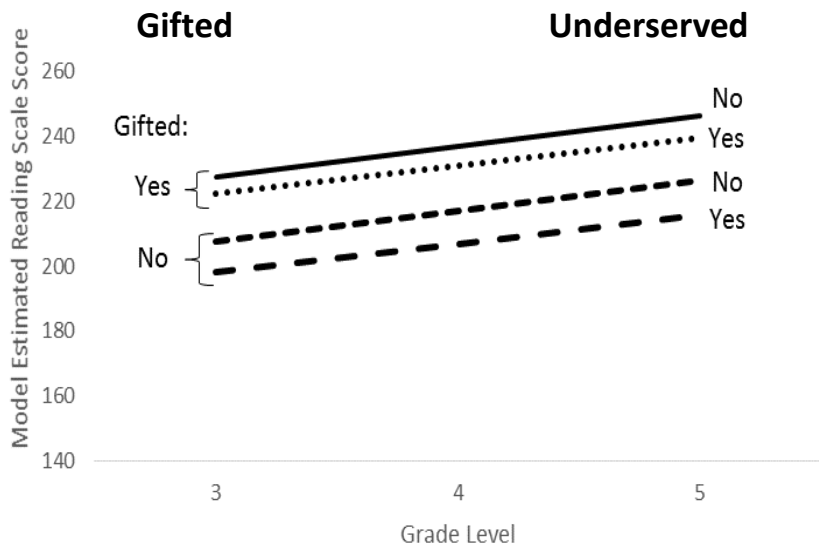
Probability of Identification as Gifted for Free and Reduced Price Lunch (FRPL) and non-FRPL Students in Districts with Modification and Without Modification in State 3



- White No FRL Q6=0
- White: Q6=1
- White FRL Q6=0
- Black No FRL Q6=0
- Black Q6=1
- Black FRL Q6=0

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- 27-43% of students in each state were underserved (i.e., part of a historically under-represented ethnic/racial group *and* FRPL eligible), but only 10-23% of gifted students had underserved status
- Largest gap was between gifted students who were not underserved and their non-gifted underserved peers (who also had slightly smaller rates of growth)
- Underserved status was related to a wider gap between non-gifted students than their gifted peers



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

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Focus of Program Services

	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



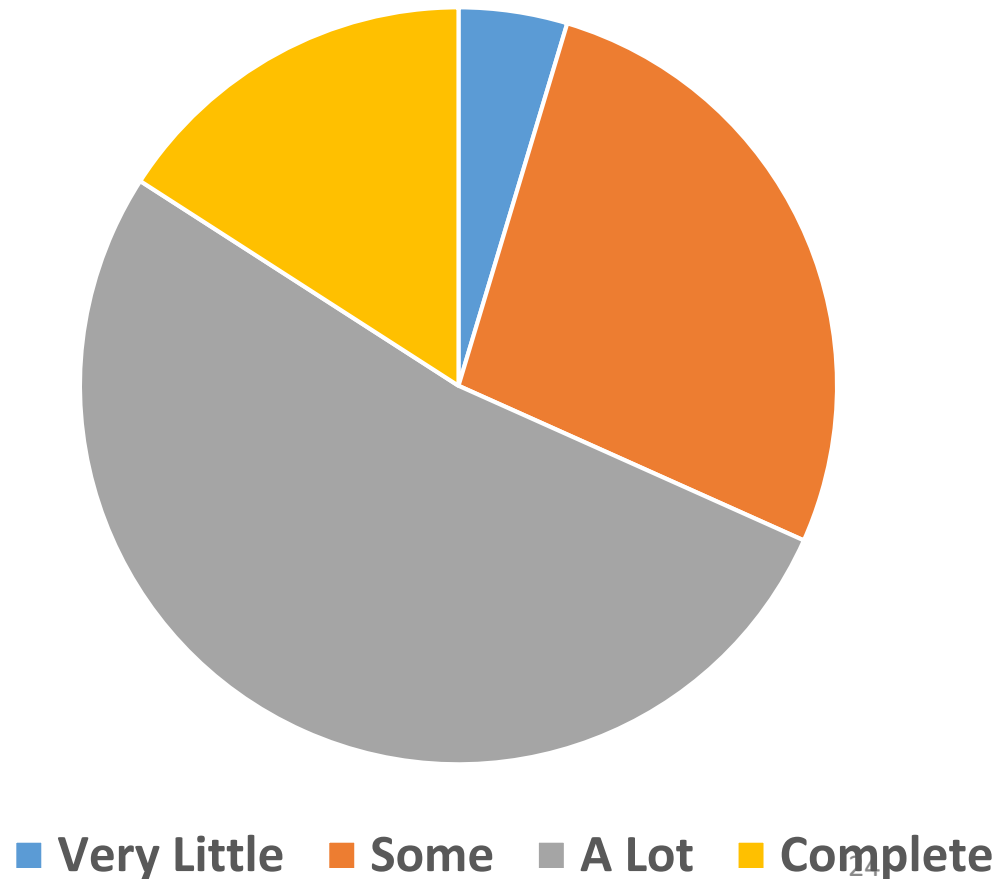
Less than average focus

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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%**



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

Funded by Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) and the Institute of Education Sciences (IES), U.S. Department of Education, PR/Award # R305C140018

English Learners Growth & Inclusion

- **English Learners (ELs) are the fastest growing population of learners in the United States** (National Center for Education Statistics, 2013). According to the United States Department of Education, Office of Civil Rights (2014)
- **2% of English learners (ELs) are enrolled in gifted programs, as compared to 7% of non-ELs.**
- **Historically, there is an underrepresentation of economically disadvantaged students, students of color, students from ethnic minorities, and ELs in programs for gifted and talented students**
- **Identification procedures and policies have been cited as the crux of the problem.**

Data Collection

• Quantitative Methods

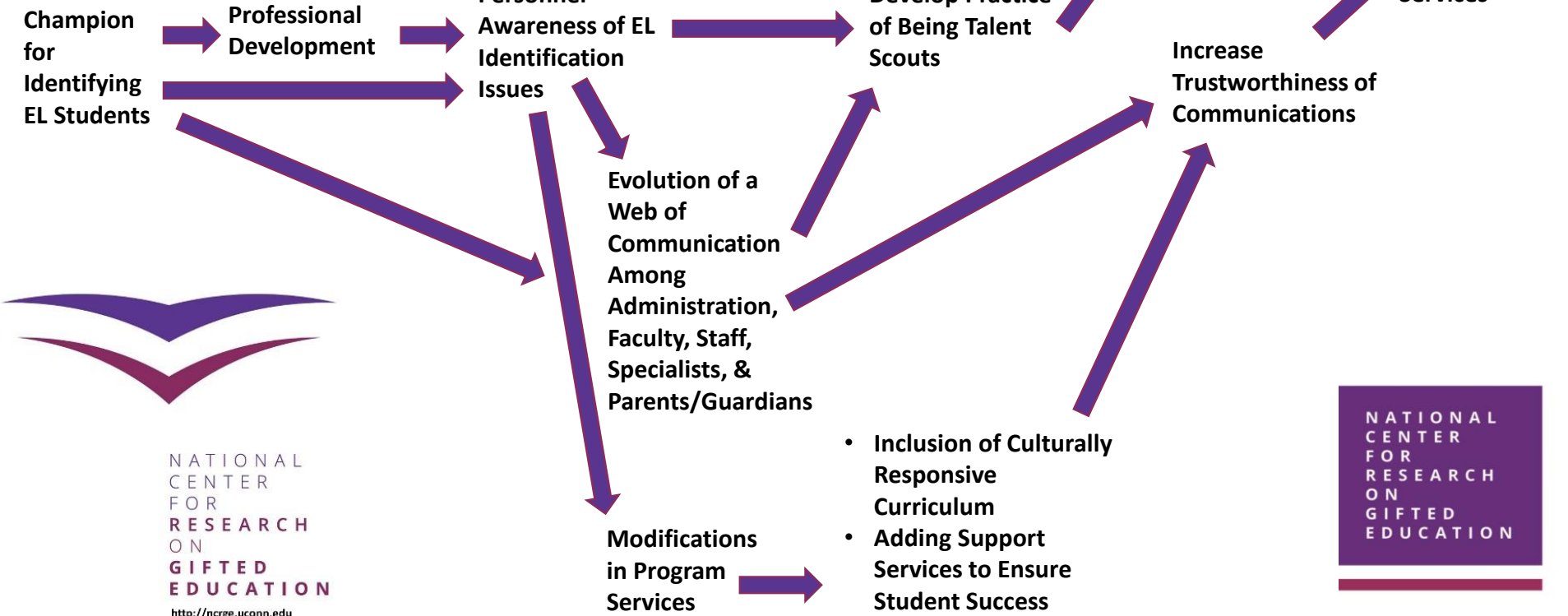
- 3 years of school-reported state data
- 3 states with mandates for identification and programming for gifted students

• 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)

Model for Improving Identification of EL Students

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