

Four Years' Research Results from the NCRGE

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& E. Jean Gubbins**

UConn
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Carolyn Callahan



NATIONAL
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ON
GIFTED
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Correlation \neq Causation

problem

is

universal

Data Collected by NCRGE in Phase 1

133 Variables for
293 State District
Gifted Plans

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

202 Interview
Transcripts

2
Comprehensive
Literature
Reviews

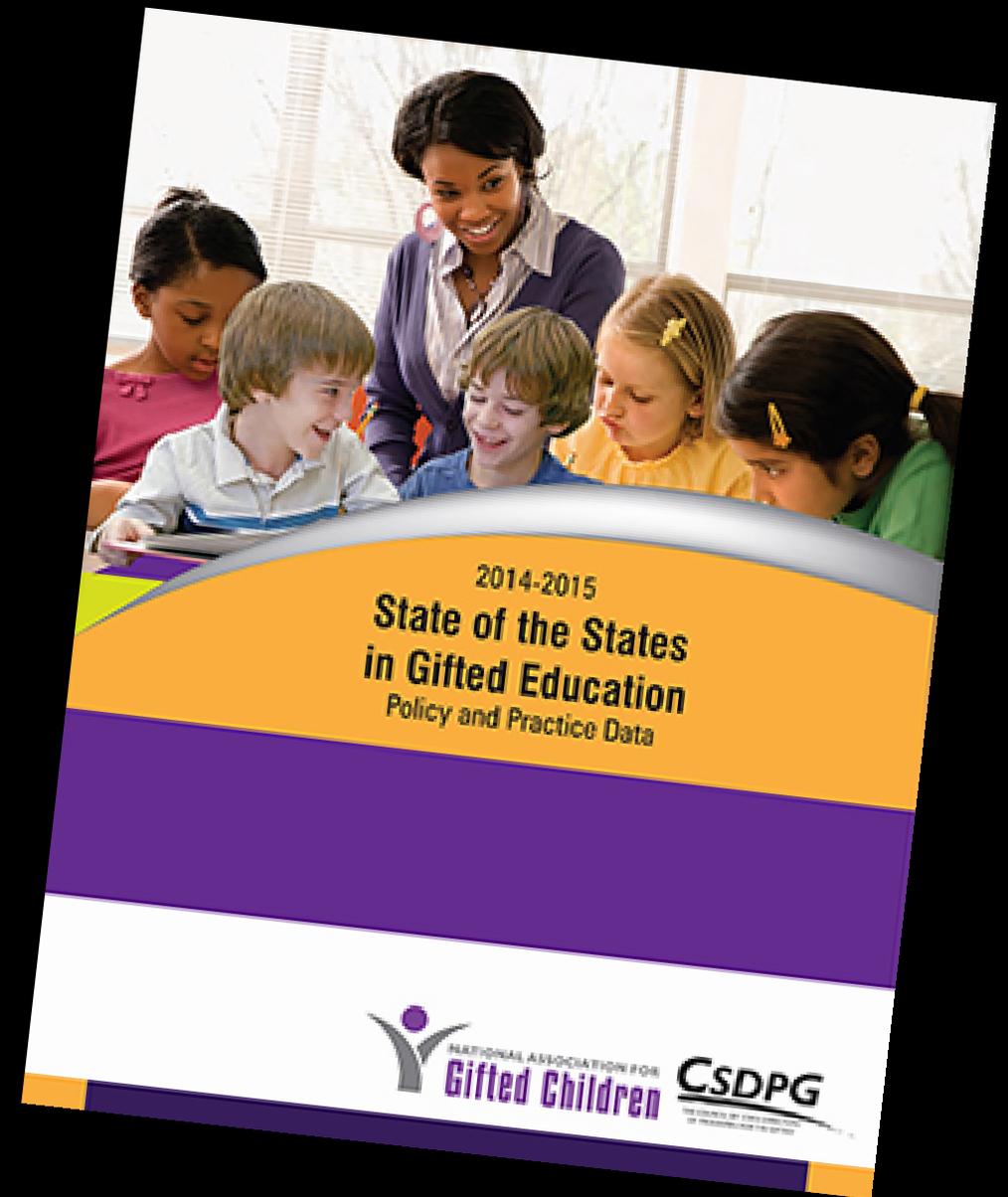
332 District
Survey
Responses
(78%-90%
Response)

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

Take home message...

**Educators are concerned
about under-
identification of some
groups of students.**

80% of states indicate underrepresentation is an *important* or *very important* issue



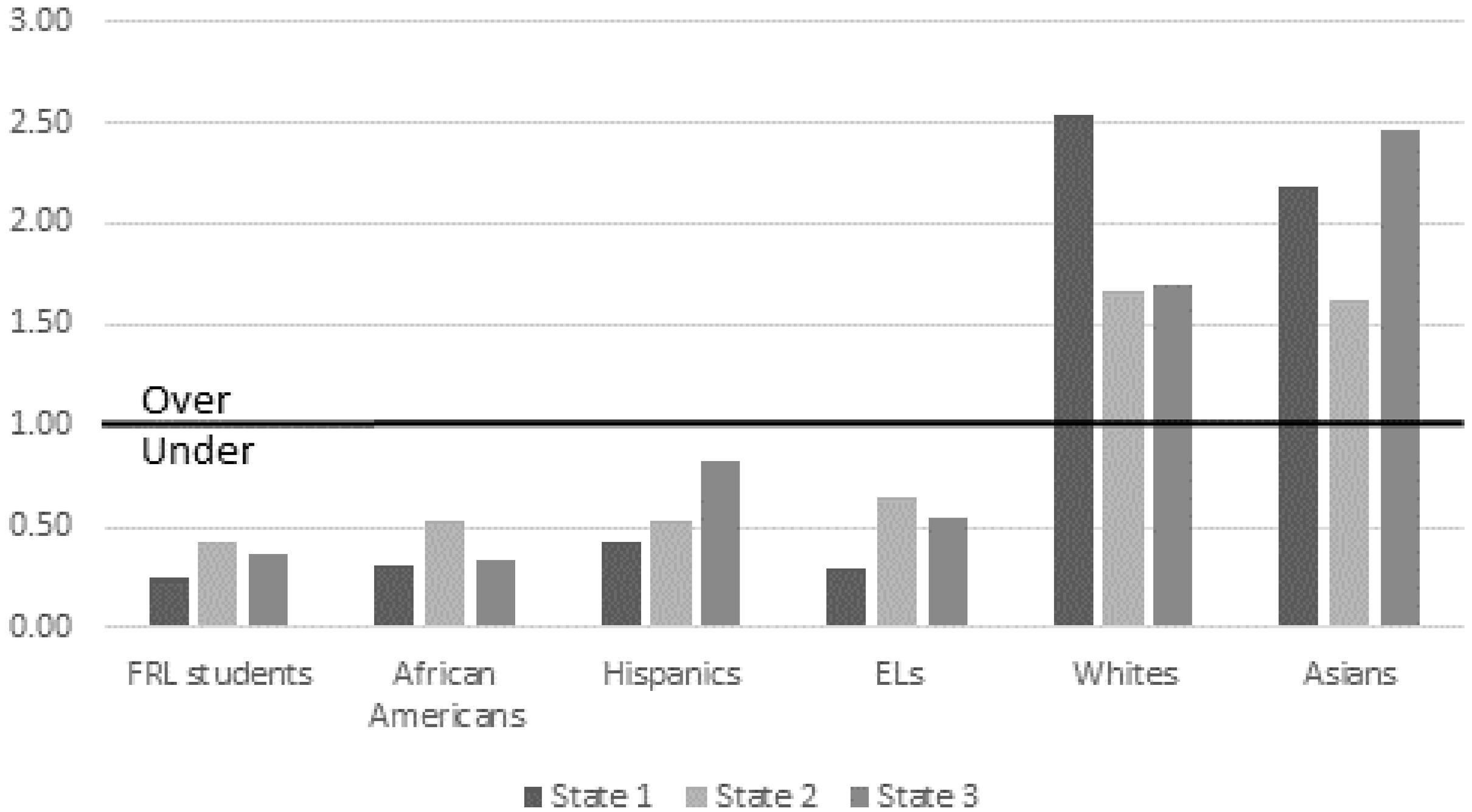
State Context - Within Group

Percent of Sub-populations Identified as Gifted			
	State 1	State 2	State 3
State (and overall % gifted)	(17.4%)	(10.5%)	(10.5%)
% of FRPL-eligible Identified	8.2%	6.2%	6.6%
% of African American Identified	6.5%	5.6%	4.2%
% of Hispanic Identified	8.0%	6.5%	9.1%
% of EL Identified	5.5%	7.4%	6.3%
% of White Identified	24.6%	12.8%	13.8%
% of Asian Identified	36.7%	16.7%	24.9%

Representation Index

RI: Actual proportion of the group being identified in the school divided by the expected proportion of that subpopulation, given the proportion of gifted students and the subpopulation in the school.

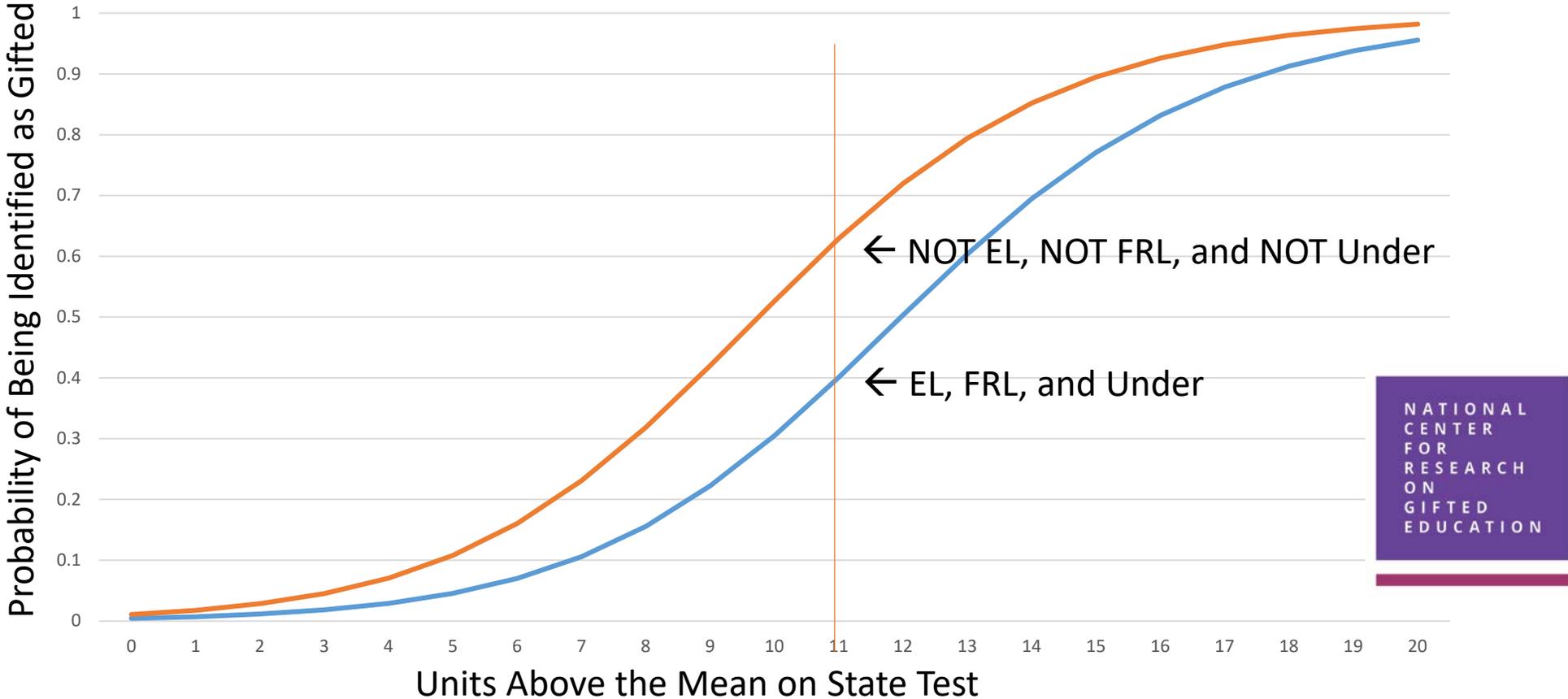




Take home message...

**Underserved populations
are not being identified
at the same rates even
after controlling for
student achievement.**

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



Take home message...

Student identification by subgroups is not distributed equally across schools within districts.



3X as much
variance within
districts as
between
districts

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

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

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...

**Very few districts
reassess students.**

Only slightly more than half of the districts reassess nonidentified 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%



Over
50%

**of schools first
identify in Grade 3**

Take home message...

Extensive use of cognitive tests to identify students.

	State 1	State 2	State 3
<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%

	State 1	State 2	State 3
<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%

Take home message...

**Third grade
achievement is directly
related to
identification gaps.**

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%

Take home message...

Practices such as universal screening and nonverbal tests do not appear to be panaceas.

	State 1	State 2	State 3
<u>Structure of Identification</u>			
Universal screening	81%	94%	22%
Modify identification for underrepresented groups	26%	23%	65%
Program to identify underrepresented groups	39%	32%	16%

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%**

Take home message...

Identification gap for high achieving FRPL vs. non-FRPL almost disappears when universal screening is combined with modifications in State 3.

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

Take home message...

**Majority of schools use
pull-out classes for gifted
instruction.**

$\approx \frac{3}{4}$ pullout

$\approx \frac{1}{2}$ cluster group

$\approx \frac{1}{2}$ homogenous group

$\approx \frac{1}{3}$ push-in





Acceleration Practices...

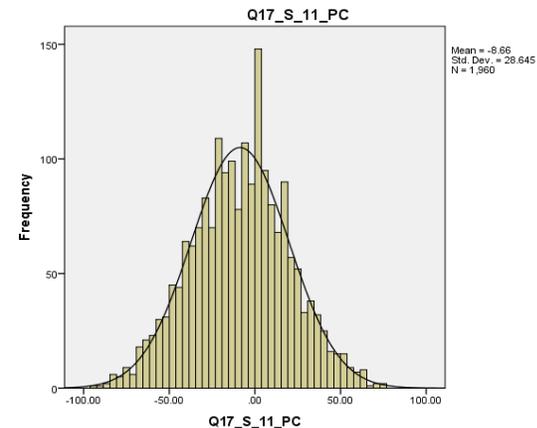
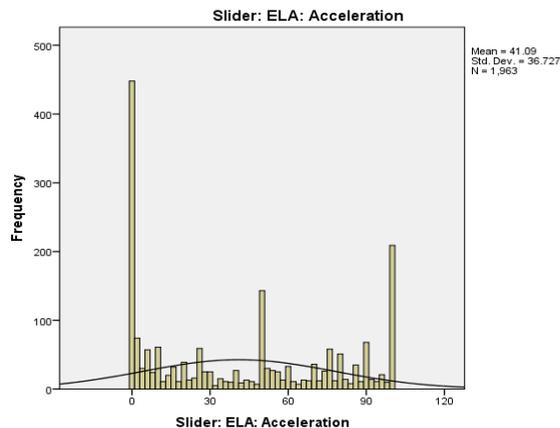
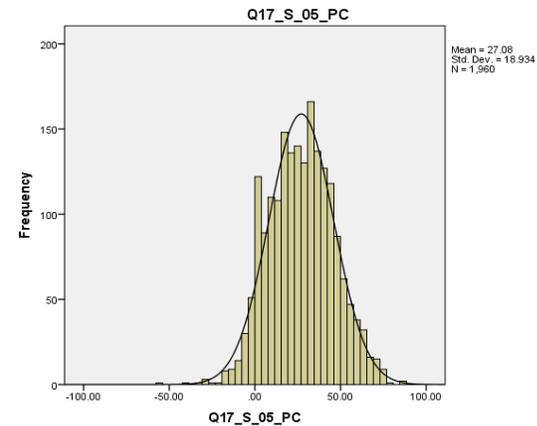
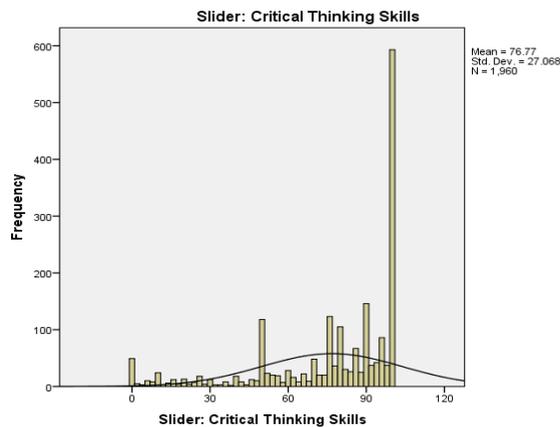
- 29% do not accelerate
- 35% subject accelerate
- 26% whole grade accelerate

Take home message...

**Greater focus on critical
thinking and creative
thinking than
Reading/Language Arts and
Mathematics acceleration.**

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



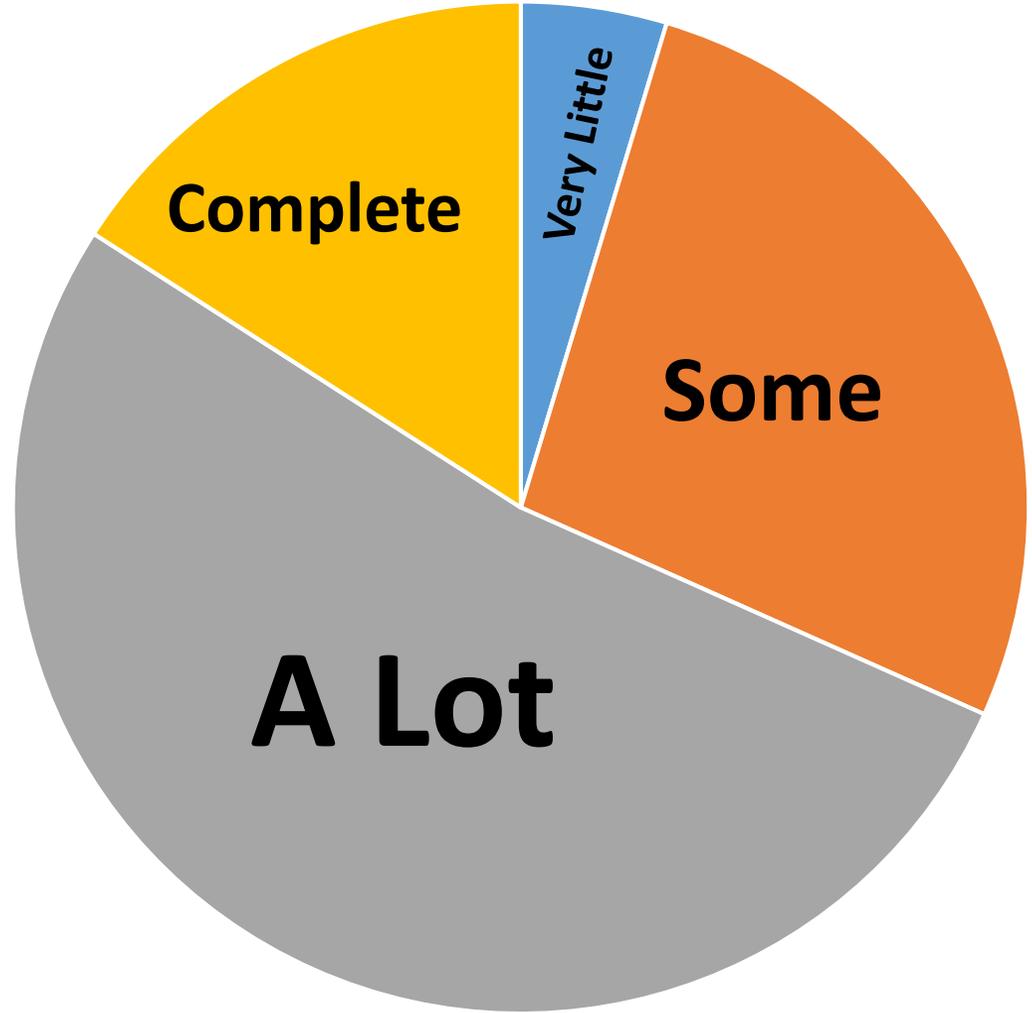
Less than
average focus

Take home message...

**Schools report
teachers of the gifted
have autonomy.**



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



Take home message...

**Gifted programs seldom
focus on core curriculum
such as advanced math and
reading.**

Classification of Gifted Students

Students Classified as Gifted in Reading/ELA					
		State 1	State 2	State 3	Total
No	Frequency	10	33	49	92
	Percentage	9.7	22.8	100.0	31.0
Yes	Frequency	93	112	0	205
	Percentage	90.3	77.2	0.0	69.0
Total	Frequency	103	145	49	297
	Percentage	100	100	100	100

Students Classified as Gifted in Math					
		State 1	State 2	State 3	Total
No	Frequency	15	36	49	100
	Percentage	14.56	24.83	100	33.67
Yes	Frequency	88	109	0	197
	Percentage	85.4	75.2	0.0	66.3
Total	Frequency	103	145	49	297
	Percentage	100	100	100	100

Availability of District Curriculum

District-Wide Mathematics Curriculum Specifically for Gifted Students?

		State 1	State 2	State 3	Total
No	Frequency	94	133	50	277
	Percentage	91.3	92.4	96.2	92.6
Yes	Frequency	9	11	2	22
	Percentage	8.7	7.6	3.9	7.4
Total	Frequency	103	144	52	299
	Percentage	100	100	100	100

District-Wide Reading/ELA Curriculum Specifically for Gifted Students?

		State 1	State 2	State 3	Total
No	Frequency	90	127	50	267
	Percentage	87.4	87.6	96.2	89
Yes	Frequency	13	18	2	33
	Percentage	12.6	12.4	3.9	11
Total	Frequency	103	145	52	300
	Percentage	100	100	100	100

This pattern extended to the schools

Gifted education curriculum for Math that is separate from the regular curricula offered					
		State 1	State 2	State 3	Total
No	Frequency	604	308	595	1,507
	Percentage	69.1	78.8	82.2	75.8
Yes	Frequency	270	83	129	482
	Percentage	30.9	21.2	17.8	24.2
Total	Frequency	874	391	724	1,989
	Percentage	100	100	100	100

Gifted education curriculum for Reading/ELA that is separate from the regular curricula offered					
		State 1	State 2	State 3	Total
No	Frequency	564	271	580	1,415
	Percentage	64.2	69.0	80.0	70.9
Yes	Frequency	315	122	145	582
	Percentage	35.8	31.0	20.0	29.1
Total	Frequency	879	393	725	1,997
	Percentage	100	100	100	100

ELA Curriculum in Schools

Description of ELA curriculum for gifted students				
		State 1 N=309	State 2 N=119	State 3 N=146
Faster Pace	Frequency	115	40	60
	Percentage	37.2	33.6	41.1
More In-Depth	Frequency	236	90	102
	Percentage	76.4	75.6	69.9
Greater Breadth	Frequency	175	53	79
	Percentage	56.6	44.5	54.1
Above Grade Level Content	Frequency	184	82	79
	Percentage	59.6	68.9	54.1
Process Skills	Frequency	252	95	116
	Percentage	81.6	79.8	79.5

Math Curriculum in Schools

Description of Math curriculum for gifted students				
		State 1 N=269	State 2 N=82	State 3 N=132
Faster Pace	Frequency	122	42	69
	Percentage	45.4	51.2	52.3
More In-Depth	Frequency	207	53	103
	Percentage	77.0	64.6	78.0
Greater Breadth	Frequency	156	40	72
	Percentage	58.0	48.8	54.6
Above Grade Level Content	Frequency	176	57	82
	Percentage	65.4	69.5	62.1
Process Skills	Frequency	204	54	109
	Percentage	75.8	65.9	82.6

Time in Gen Ed 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

Teacher Autonomy

Teachers' Autonomy in Choosing the Content Taught to Gifted Students					
		State 1	State 2	State 3	Total
None	Frequency	2	2	2	6
	Percentage	1.9	1.4	3.9	2.0
Very Little	Frequency	4	12	6	22
	Percentage	3.9	8.3	11.5	7.3
Some	Frequency	25	51	17	93
	Percentage	24.3	35.2	32.7	31.0
A lot	Frequency	56	63	20	139
	Percentage	54.4	43.5	38.5	46.3
Complete	Frequency	16	17	7	40
	Percentage	15.5	11.7	13.5	13.3
Total	Frequency	103	145	52	300
	Percentage	100	100	100	100

Pull Out Programs

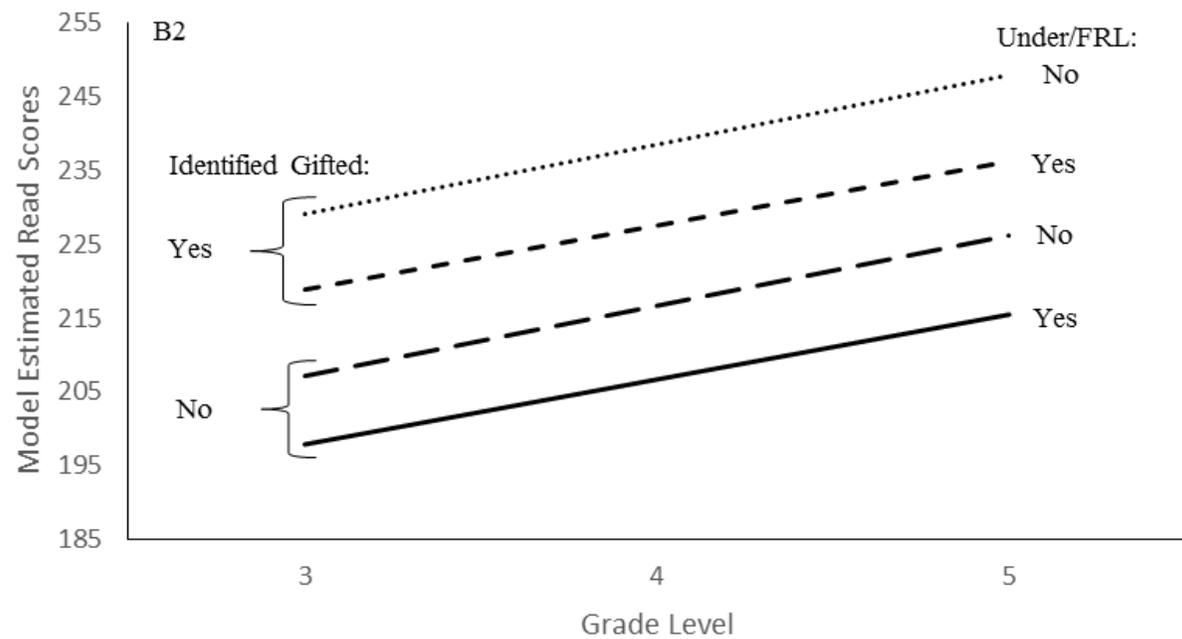
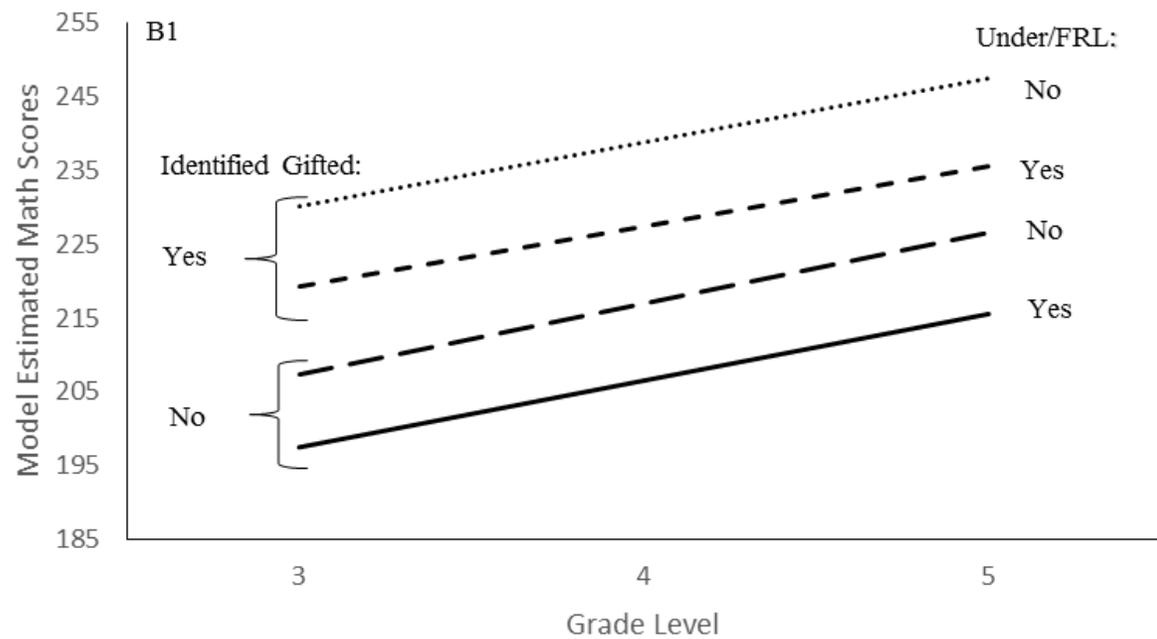
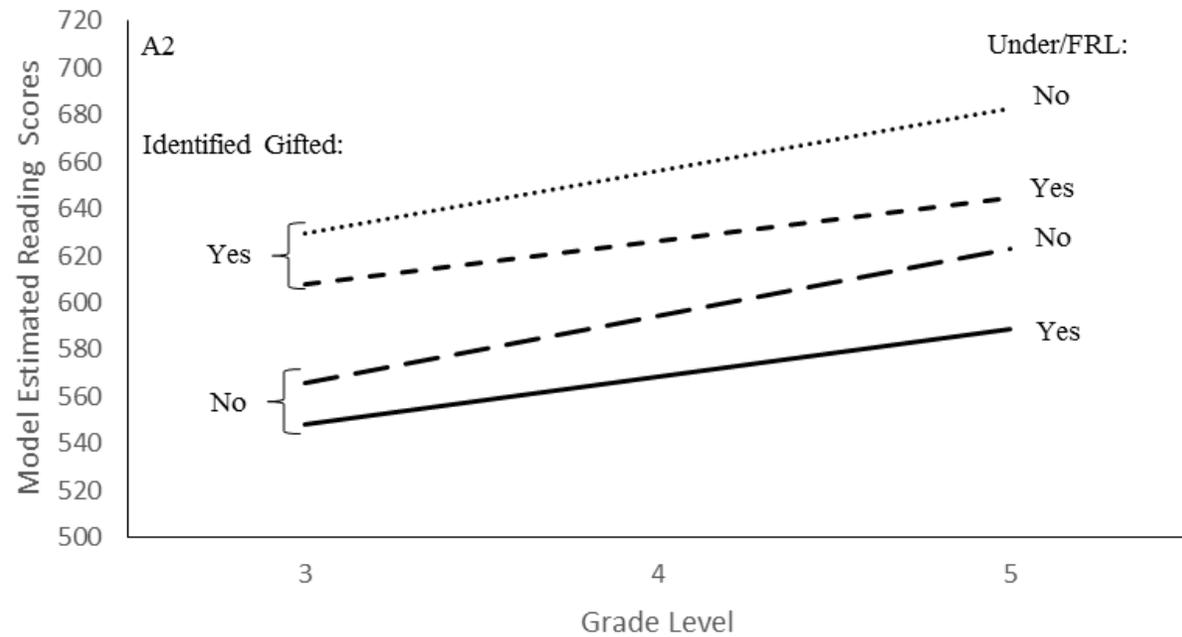
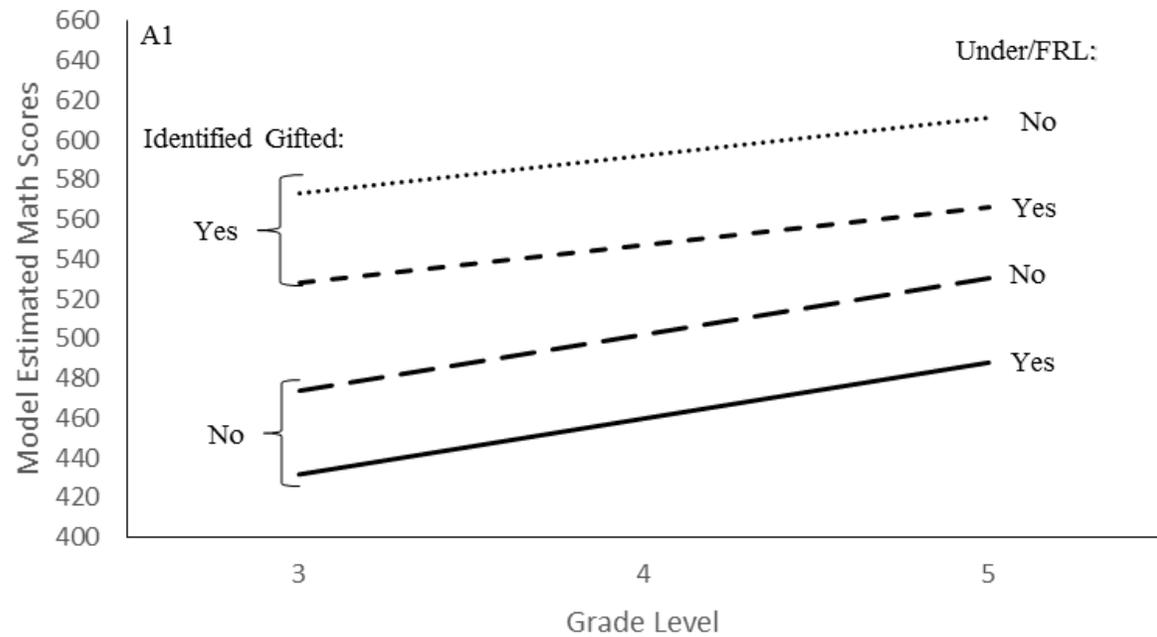
Do gifted students attend pull-out classes for gifted instruction?					
		State 1	State 2	State 3	Total
No	Frequency	163	127	230	520
	Percentage	18.8	32.7	31.9	26.3
Yes	Frequency	703	261	490	1,454
	Percentage	81.18	67.27	68.06	73.66
Total	Frequency	866	388	720	1,974
	Percentage	100	100	100	100

Subject Match

Subject match between pull-out program and class from which students are pulled?					
		State 1	State 2	State 3	Total
Yes	Frequency	314	112	187	613
	Percentage	45.2	43.6	38.6	42.7
Sometimes	Frequency	312	116	213	641
	Percentage	45.0	45.1	44.0	44.7
No	Frequency	62	22	65	149
	Percentage	8.9	8.6	13.4	10.4
Don't Know	Frequency	6	7	19	32
	Percentage	0.9	2.7	3.9	2.2
Total	Frequency	694	257	484	1,435
	Percentage	100	100	100	100

Take home message...

**Gifted students start ahead
in reading and mathematics
achievement but don't
grow any faster than other
groups.**



Take home message...

**EL reclassification is linked
to gifted identification.**

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**



Take home message...

**Talent scouts are effective
in finding gifted English
learners; don't wait for EL
students to surface.**



**Teachers Value
Verbal Skills,
Social Skills,
Achievement, and
Work Ethic**

**24% of Items on
Rating Scales
Reflect Bias**

Threshold Theory

3-5

**Years to
Develop
Oral
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

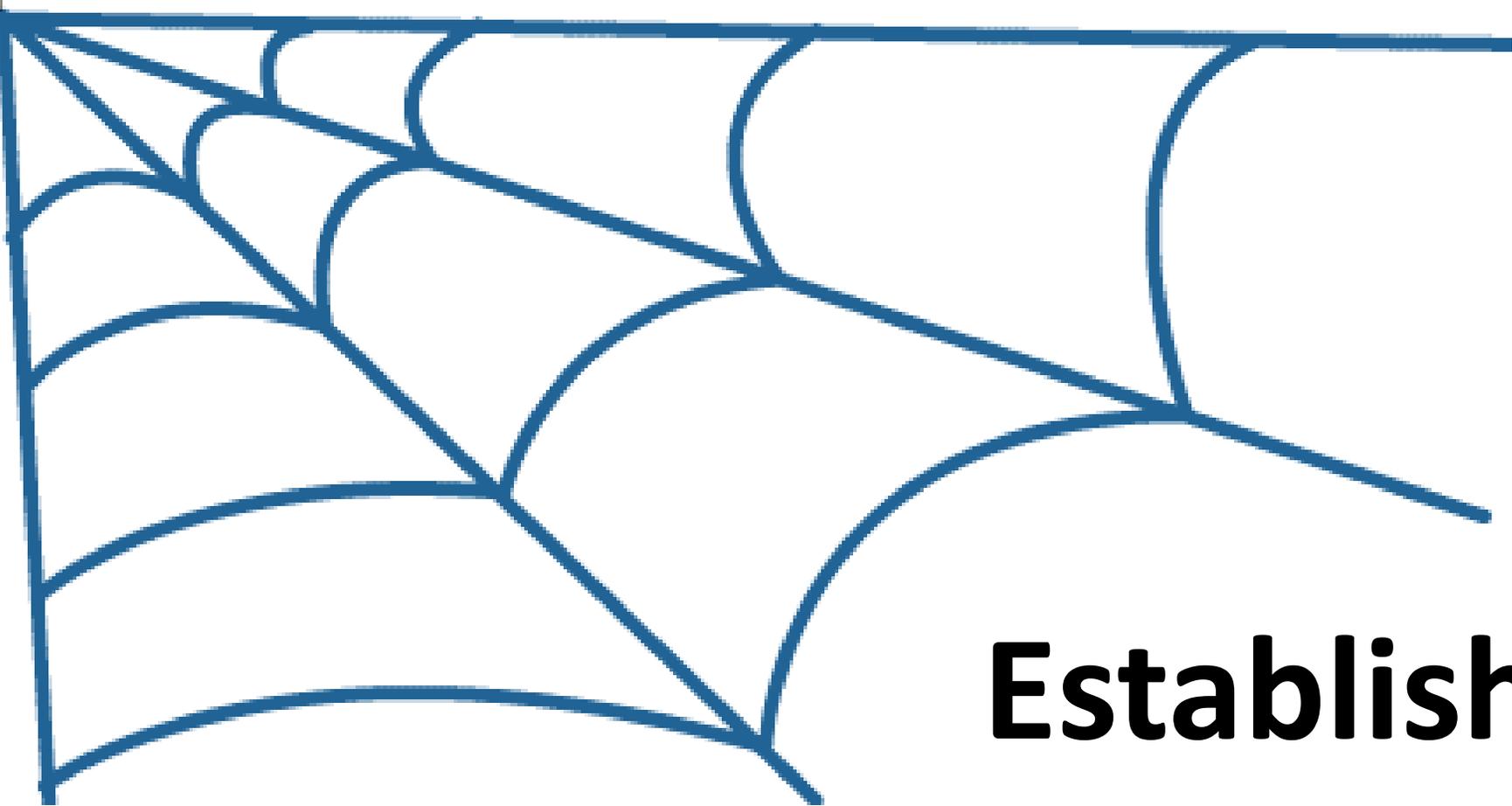
- 16 schools from 9 districts
- interviews and focus groups (225 informants)
- 84 transcripts
- 2,207 excerpts
- 6,278 total code applications
- 208 total axial codes
- four selective codes (i.e., core categories)



Adopt Universal Screening Procedures



Create Alternative Pathways to Identification



**Establish a
Web of
Communication**



View Professional Development as a Lever for Change



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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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

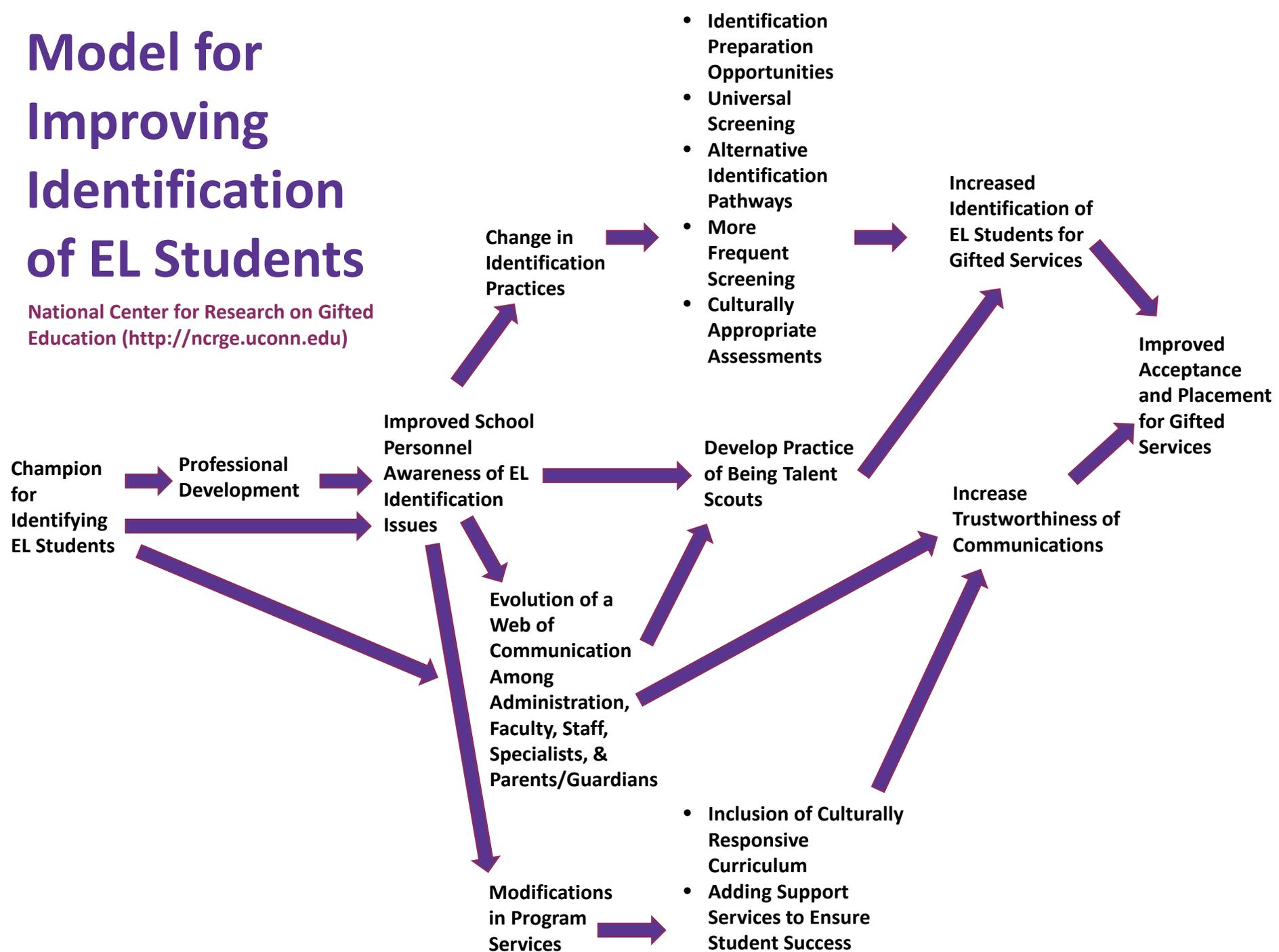


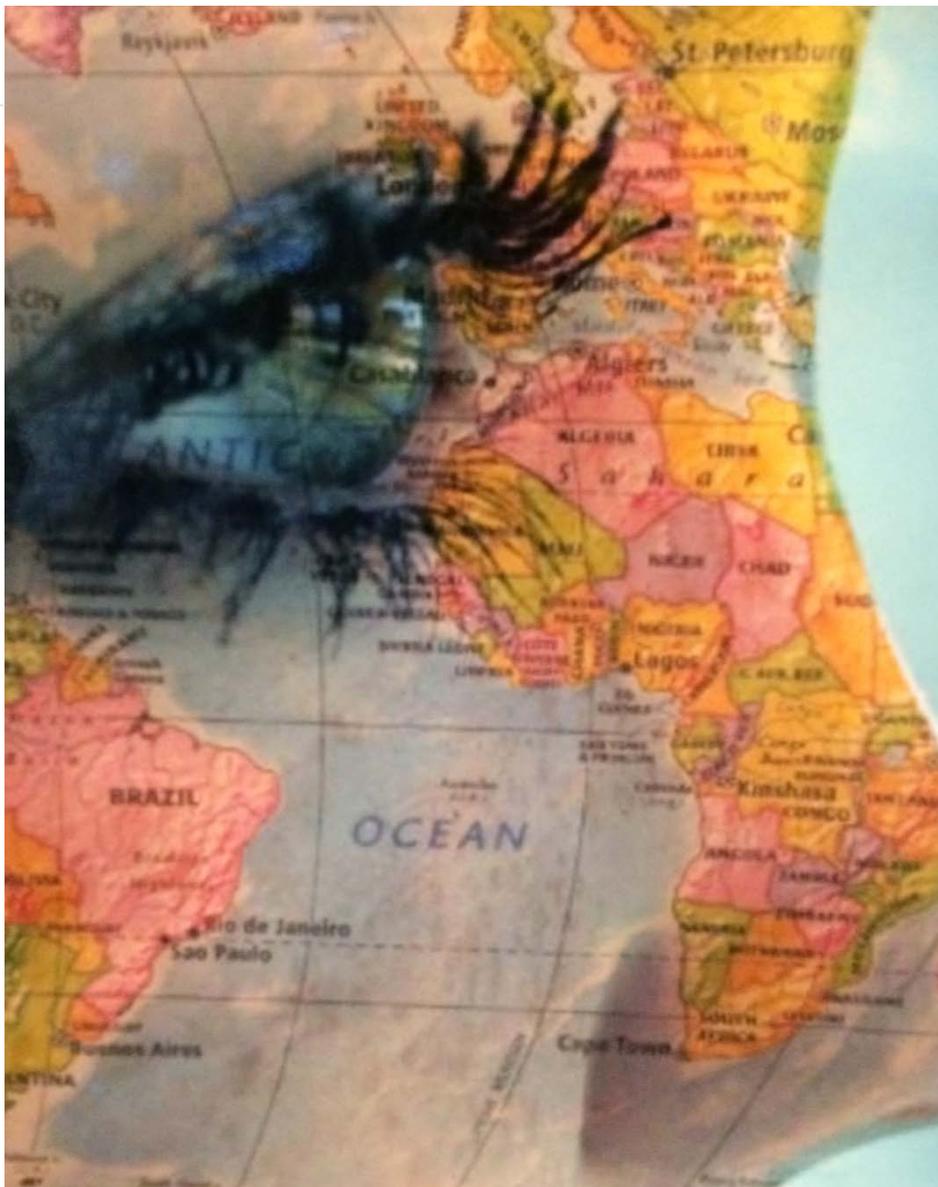
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<http://ncrge.uconn.edu>



Model for Improving Identification of EL Students

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



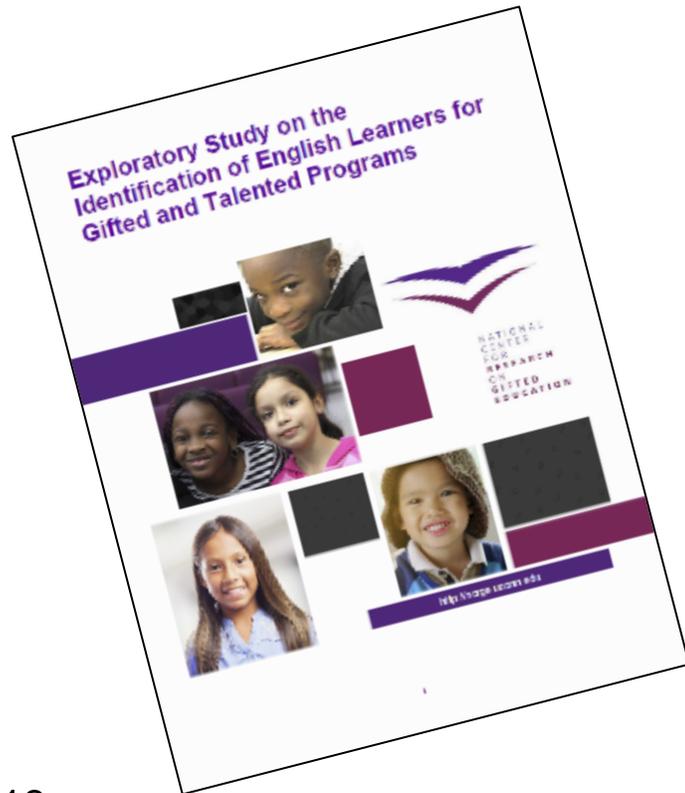


Best practices involve a fair and equitable nomination process. This requires a paradigm shift where the focus changes from identifying and remediating weaknesses to **identifying strengths and giftedness through multiple lenses** (Esquierdo & Arreguin-Anderson, 2012).

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

**Be a Talent
Scout,
not a Deficit Detector**

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



June 2018



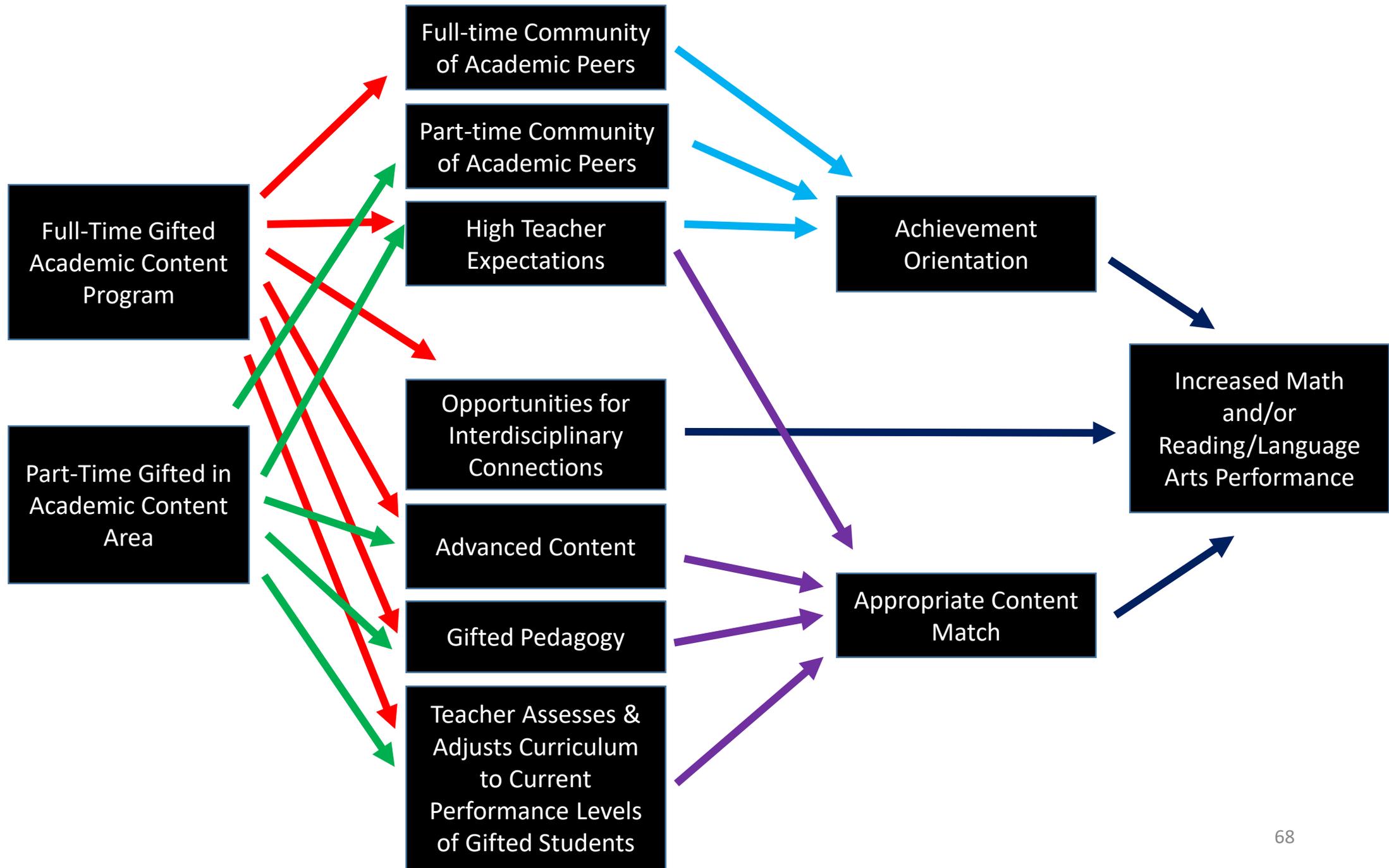
E. Jean Gubbins
Del Siegle
Rashea Hamilton
Pamela Peters
Ashley Y. Carpenter
Patricia O'Rourke
Jeb Puryear
D. Betsy McCoach
Daniel Long
Emma Bloomfield
Karen Cross
Rachel U. Mun
Christina Amspaugh
Susan Dulong Langley
Anne Roberts
William Estepar-Garcia

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Take home message...

...stay tuned





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

**he only way a
country will reach its
potential is if it helps
all its children reach
their potential.**

