

# Equity and Gifted Education

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# **Today's Agenda**

- Gifted Education in Arizona(10 min)
  - What does it mean to be identified gifted? Traditional assessment.
  - How many students are gifted in AZ ?
  - What are districts legal responsibilities when it comes to gifted students if any?
- Equity in Gifted Education (10 min)
  - Issues with traditional gifted assessments
  - Alternative approaches to assessing giftedness.
  - Benefits of alternative assessments
  - Does it work? WESD data.
- Challenges in Gifted Education (10 min)
  - Social-emotional
  - Funding
  - What board members should consider or ask when making decisions.
- Resources in Gifted Education (10 min)
  - What resources are available
  - Supporting families of gifted student
- Q & A (20 min)

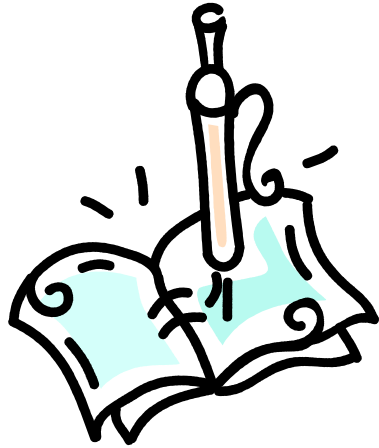
PART ONE

# **GIFTED EDUCATION IN ARIZONA**



# **Arizona State Mandate**

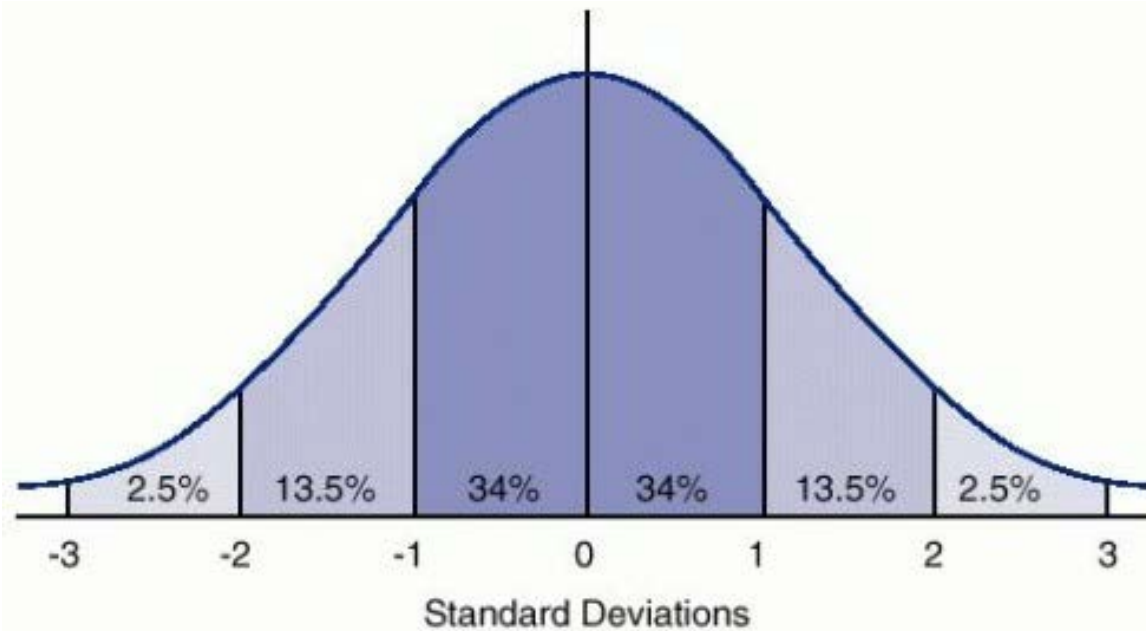
## **Definition of a Gifted Child**



A “Gifted Child” is defined as any child of lawful school age who, ***due to superior intellect, advanced learning ability, or both***, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who ***needs appropriate gifted education services to achieve at levels commensurate with the child’s intellect and ability.***

§ ARS 15-779.2

# **The Nature of Giftedness**



According to ADE, 8% of Arizona students are identified as gifted.

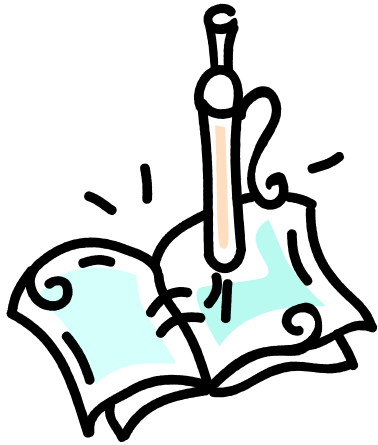


*Anne Marie Roeper*

Giftedness is a greater  
awareness,  
a greater sensitivity,  
a greater ability to understand  
and transform perceptions  
into intellectual and emotional  
experiences.

# **AZ State Mandate**

## **Definition of Gifted Education**



“Gifted Education” means appropriate academic course offerings and services that are ***required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil.***

## **Mandatory K-12 Services for Gifted Education in Arizona**

- Must be provided to students who score at the 97%+ on the Verbal, Quantitative, or Non-Verbal subtest of a state approved test
- Gifted curriculum and instruction must be differentiated from standard classroom curriculum. Appropriate adjustments must be made to the learning environment and opportunities for acceleration in their area of strength must be provided
- Teachers of the gifted must hold, or be working toward obtaining a gifted endorsement

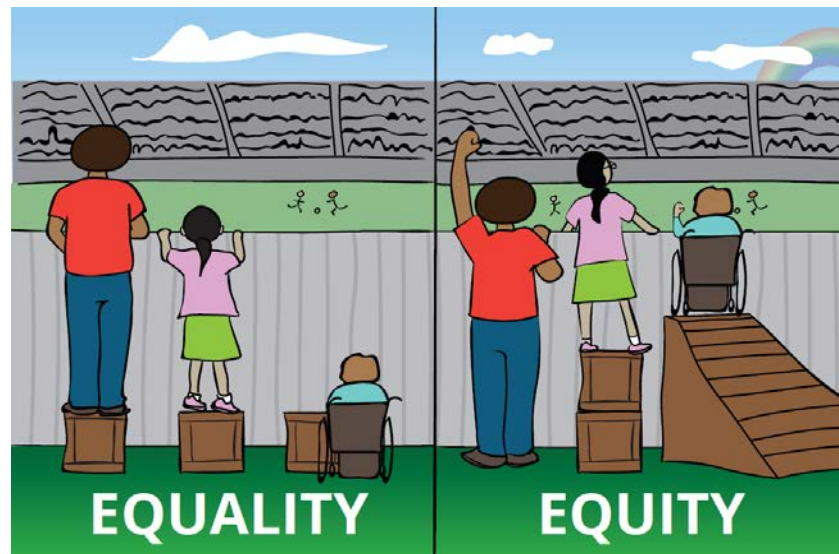
# **Formal Identification**

- Reveals students who have an ability or aptitude at a level significantly above what is expected at a given age.
- Reveals students who have the potential for high performance.
- Arizona Department of Education published list of assessments that can be used to identify giftedness ([Click Here](#))



PART TWO

# EQUITY IN GIFTED EDUCATION



# **The Problem**

- “African American, Hispanic, and Native American students have traditionally been underrepresented by 40% for decades”.

(Ford, 2012, p. 58)



According to [Hunsaker \(2012\)](#), “Underrepresentation has been our field’s albatross” (p. 57).

Why?

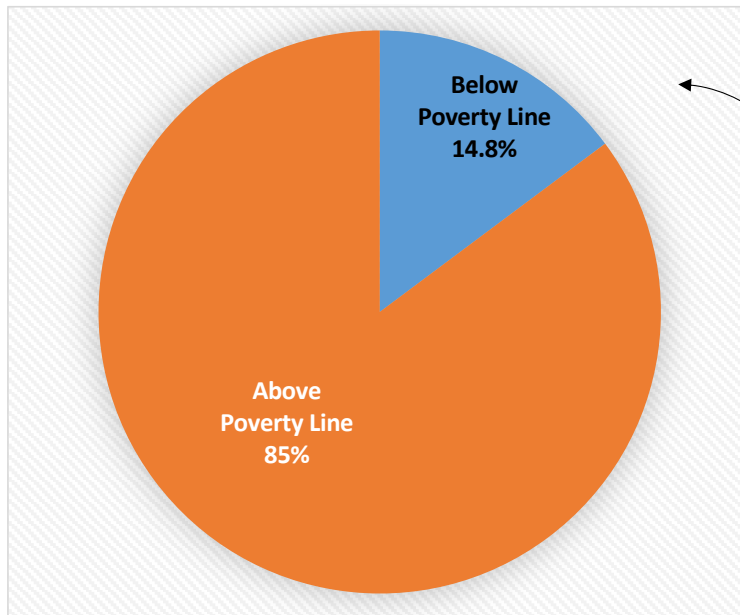
## **Reason #1- Fewer experiences early in life!**

- Parents from low income families also often do not know about gifted programs or have the time to advocate for their child due to having to put food on the table, work two jobs, etc. They do not have the social capital many middle to upper income families have.



# How much do you know about poverty?

Rates of Poverty in the U.S.



This equates to 47.7 million Americans and 21% of all U.S. children.

## **Reason #2- Lower Teacher Expectations**

- Research shows that teachers interact less with students who do not perform at expected levels (Fisher & Frey, 2015). If a student has had fewer experiences earlier in life, they may appear to be “less smart”. Since teachers are often the gate-keepers to gifted programs, these students are then less likely to be referred for testing.



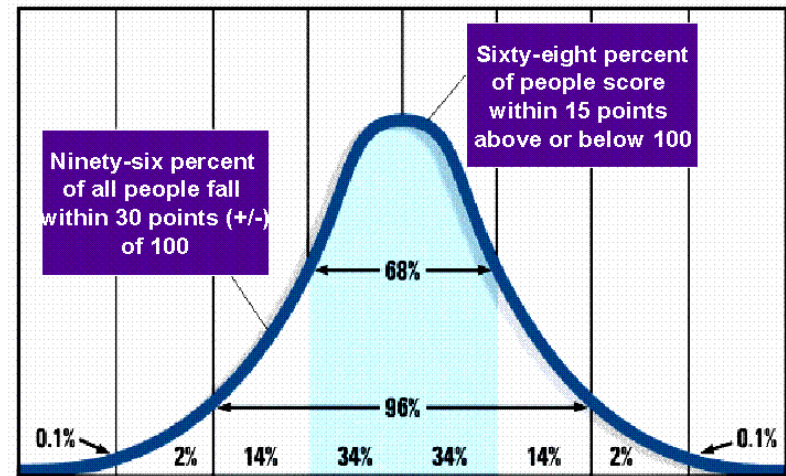
## **Reason #3- Gender Bias**

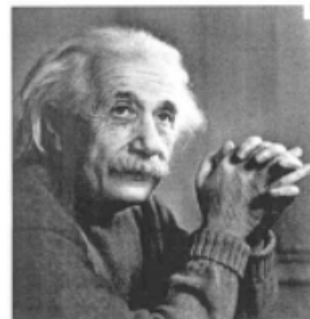
- Research shows that teachers are more likely to attribute the accomplishments of high-achieving boys to “giftedness”, but the accomplishments of equally high-achieving girls to “hard work”.



# Teachers' Perceptions of Giftedness

- I asked a group of teachers I did not know and who did not teach gifted students to find a picture of a gifted student online or in a magazine and send it to me along with a description of why they chose it. What do you think they sent me?





## **Reason #4- Cultural Differences**

- 83% of all teachers in America are White. This makes it more likely that the cultural norms of diverse groups will be missed. It is often impossible to know what you don't know.



## **Reason #5- Testing Issues**

- Reliance on single measures of giftedness,
- Reliance on IQ scores (tests may be biased),
- Use of national norms alone,
- All tests have error

“Test scores should never be allowed to negate other valid evidence about the potential of a student.” (Ford, 2008)



## **Reason #6- Myths About Gifted Students**

- Gifted kids are the straight A students in the class.
- All gifted kids show up to school gifted.
- All gifted students exhibit the same characteristics.
- A student is either gifted or they're not.
- All gifted kids need the same kind of classroom experience.
- Most gifted students are being identified.

# Arizona's Report Card on Gifted Education

Top Portion of Graph = Access  
("Could" participate")

Bottom Portion of Graph = Equity  
("Do" participate")

A PDF of the full document can be found at [www.nagc.org](http://www.nagc.org)

Gifted Education in the United States



ARIZONA (AZ) REPORT CARD

LAWS

The state of Arizona mandates by law identifying and serving “gifted pupils.” This mandate is not funded.

ACCESS

| Opportunity to Be Identified as Gifted                        | Grade or Rank | Notes and Explanation                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Access to Identification Rank                                 | D<br>31st     | 63.30% of students attend a school that identifies students with gifts and talents Rank among 50 states and DC in access                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                 |
| Equity of Access Between Title I and Non-Title I Schools Rank | A<br>2nd      | Students in Title I schools are identified at 129% of the rate of those in Non-Title I schools (7.45% vs. 5.77% yields a ratio of 1.29 between Title I and Non-Title I schools); AZ is 1 of only 4 states with this ratio greater than 1.00 Rank among 50 states and DC in equity between Non-Title I and Title I schools |                                                                                                                                                                                                                                                                 |
| Equity of Access by Race                                      | F             | 0.68 AIAN                                                                                                                                                                                                                                                                                                                 | The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access. |
|                                                               | A             | 1.06 Black                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                 |
|                                                               | A             | 1.07 Latinx                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                 |
|                                                               | A             | 1.07 NHPI                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                 |

EQUITY

| Underserved Groups (in schools that identify) | Category    | Statewide Grade—RI | City Grade—RI | Suburb Grade—RI | Town Grade—RI | Rural Grade—RI |
|-----------------------------------------------|-------------|--------------------|---------------|-----------------|---------------|----------------|
| AIAN Equity (n= 23,118)                       | Overall     | F-0.55             | F-0.49        | F-0.51          | A-1.28        | F-0.39         |
|                                               | Non-Title I | B-0.91             | A-1.28        |                 |               | F-0.00         |
|                                               | Title I     | F-0.55             | F-0.49        | F-0.51          | A-1.27        | F-0.39         |
| Black Equity (n= 40,314)                      | Overall     | F-0.43             | F-0.43        | F-0.38          | F-0.58        | F-0.44         |
|                                               | Non-Title I | F-0.29             | F-0.44        | F-0.00          |               | F-0.00         |
|                                               | Title I     | F-0.43             | F-0.43        | F-0.38          | F-0.61        | F-0.47         |
| Latinx Equity (n= 340,617)                    | Overall     | F-0.65             | F-0.65        | F-0.58          | F-0.62        | D-0.82         |
|                                               | Non-Title I | F-0.63             | F-0.78        | F-0.61          |               | F-0.00         |
|                                               | Title I     | F-0.65             | F-0.65        | F-0.58          | F-0.62        | D-0.83         |
| NHPI Equity (n= 2,538)                        | Overall     | F-0.72             | F-0.56        | A-1.04          | F-0.38        | B-0.94         |
|                                               | Non-Title I | F-0.00             | F-0.00        |                 |               | F-0.00         |
|                                               | Title I     | F-0.72             | F-0.56        | A-1.05          | F-0.37        | C-0.87         |

# Example 2018 Data from WESD

Table 1. *District Demographics Compared to Gifted Program Demographics*

| Demographic     |   | Percent of District | Percent of Gifted Program |
|-----------------|---|---------------------|---------------------------|
| Asian           | ★ | 2.6                 | 5.9                       |
| Black           | ★ | 9.6                 | 2.8                       |
| Hispanic        | ★ | 53.2                | 34.1                      |
| Native American | ★ | 3.7                 | 2.6                       |
| Native Hawaiian |   | 0.26                | .004                      |
| White           | ★ | 27                  | 50.3                      |
| Multiple        |   | 3.7                 | 3.9                       |
| ELL             | ★ | 14                  | 0.7                       |
| SPED            |   | 15.5                | 2.3                       |
| Males           |   | 52                  | 55                        |
| Females         |   | 48                  | 45                        |

★ Underrepresented

★ Overrepresented

This is a national trend, not just in Arizona.

# Alternative Approaches to Identification

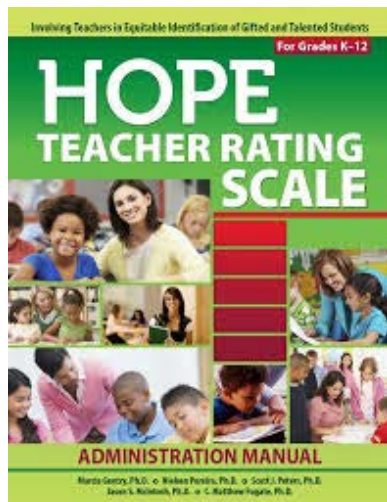
We can no longer say we do not know how to fix the situation. Research shows the following identification practices WORK:

1. Universal Screening + Local Norms ★
2. Reliance on Multiple Measures
3. Nonverbal Ability Tests
4. Program Models like Project Promise, Young Scholars, etc.

# WESD's Plan

| Provisional Placement of High-Achieving/Non-Gifted Students into Gifted Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Universal Screening With the HOPE Scale                                                                                                                                                                                                                                                                                                              | Local Norms Developed Using HOPE Scale Data                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Description:</b></p> <p>-A <b>temporary placement process was developed</b> to allow high-achieving students who have scored less than the 97% cut-off score on a national normed test necessary for gifted identification to receive gifted services. A one-quarter guest program contract is issued to a student after the classroom teacher, gifted teacher, and principal have examined all available data and determined placement would benefit the student in question. Placements are reevaluated each quarter.</p> | <p><b>Description:</b></p> <p>-The HOPE Scale is a research-based tool developed at Purdue University useful for screening for giftedness shown to be invariant to race, gender, and socio-economic background. <b>All students at our five schools with the lowest number of identified gifted students have been assessed using this tool.</b></p> | <p><b>Description:</b></p> <p>-The HOPE Scale data from all five schools were analyzed and <b>local norms</b> created. This information combined with DIBELS data, AZ Merit, district post tests, past gifted testing, etc. helped create a system of <b>multiple criteria</b>.</p> |
| <p><b>Status:</b></p> <p>-Year two of implementation</p> <p>-Over <b>352</b> high achieving students not identified as gifted are currently receiving services</p> <p>-Dozens of students now qualify after being exposed to advanced curriculum</p>                                                                                                                                                                                                                                                                              | <p><b>Status:</b></p> <p>-Year two of implementation</p> <p>-<b>2483</b> students at our five schools with the lowest number of identified gifted have been assessed by their teacher using the HOPE Scale</p>                                                                                                                                       | <p><b>Status:</b></p> <p>-Year one of implementation</p> <p>-<b>60</b> HOPE Scholars have been identified at the five chosen schools.</p>                                                                                                                                           |

# For More Information



- The HOPE Scale is an 11-item teacher-rating instrument designed to help teachers identify academic and social components of giftedness in students (Gentry, Pereira, Peters, McIntosh, & Fugate, 2015).

- National Association for Gifted and Talented- [www.nagc.org](http://www.nagc.org)
- Arizona Association for Gifted and Talented- [www.arizonagifted.org](http://www.arizonagifted.org)
- Equal Talents, Unequal Opportunities Report- [www.jkcf.org/our-research/what-is-the-excellence-gap/](http://www.jkcf.org/our-research/what-is-the-excellence-gap/)
- Excellence Gaps and America's Talent Underclass Report- <https://cepa.uconn.edu/home/research/mindthegap/>

# 2020 Update to HOPE Scholar Project

SAMPLE SCHOOL #1

## *Alta Vista*

|           | Total Enrolled | # Gifted       | Temp. Place. | HOPE Scholars | # Served       | % Non-White |
|-----------|----------------|----------------|--------------|---------------|----------------|-------------|
| Jan. 2018 | 768 Kids       | 13 Kids (1.7%) | 4 Kids       | 0 Kids        | 17 Kids (2.2%) | ?           |
| Jan. 2020 | 743 Kids       | 28 Kids (3.8%) | 27 Kids      | 10 Kids       | 65 Kids (8.7%) | 82.5%       |

- All of 3<sup>rd</sup> grade will be tested on 2/5/20
- 11 Students at AV have gone from TEMP or HOPE to Qualified after a year of Project Potential
- Another 5 TEMP or HOPE increased their scores on the CogAT to 90-96%

# 2020 Update to HOPE Scholar Project

SAMPLE SCHOOL #2

## *Desert View*

|           | Total Enrolled | # Gifted      | Temp. Place. | HOPE Scholars | # Served              | % Non-White |
|-----------|----------------|---------------|--------------|---------------|-----------------------|-------------|
| Jan. 2018 | 304 Kids       | 7 Kids (1.4%) | 8 Kids       | 0 Kids        | <b>15</b> Kids (4.3%) | ?           |
| Jan. 2020 | 408 Kids       | 4 Kids (1%)   | 16 Kids      | 17 Kids       | <b>37</b> Kids (9.1%) | 95.4%       |

- All of 3<sup>rd</sup> grade will be tested

# 2020 Update to HOPE Scholar Project

SAMPLE SCHOOL #3

*Washington*

|           | Total Enrolled | # Gifted       | Temp. Place. | HOPE Scholars | # Served       | % Non-White |
|-----------|----------------|----------------|--------------|---------------|----------------|-------------|
| Jan. 2018 | 829 Kids       | 12 Kids (1.2%) | 3 Kids       | 0 Kids        | 15 Kids (1.8%) | ?           |
| Jan. 2020 | 868 Kids       | 15 Kids (1.7%) | 7 Kids       | 16 Kids       | 38 Kids (4.4%) | 94.7%       |

- All of 3<sup>rd</sup> grade will be tested on 3/5/20

PART THREE

# CHALLENGES IN GIFTED EDUCATION



# **Unique Social and Emotional Issues of Gifted Students**

- Asynchronous Development
- Intensity/Sensitivity/Overexcitability
- Competing expectations
- Perfectionism
- Underachievement
- Dropping out
- Rejection from peers
- Lack of validation from adults

# **Funding**

- 1980- The Arizona Legislature passes a mandate for gifted education
- 1990- 2005- \$1,192,500 (level funded annually, with no adjustment for student population growth, so not 'fully funded' per statutory formula)
- 2006-2009- \$3,192,500 (formula in statute adjusted to level of funding)
- 2009-2010- \$640,272.16 (carry-over- no new appropriation made)
- **2010-2017- \$0**
- 2018- \$1,000,000 one-time grant
- 2019- \$1,000,000 one-time grant

Gifted Education is an allowable use of Group A funds as well.

# **A Comprehensive K-12** **Gifted Program**

- Early and often screening- preferably universal screening in 2 grade levels
- Screening that includes formal and informal assessments
- Challenging curriculum and instruction that allows for a swift, purposeful advancement along each student's learning journey
- Opportunity for acceleration
- Time with intellectual peers
- All teachers trained in observing gifted behaviors and gifted pedagogy

# **Considerations for School Board Members**

- Read your District's Gifted Scope and Sequence
- How closely do your current programs, curriculum offerings and other services, accommodate gifted learners?
- How closely do your current programs and services align with your Scope and Sequence?
- Did you receive money from the gifted grant?
- How are funds currently being used for gifted education?
- How many teachers are endorsed or working on their gifted endorsements?
- Is regular professional development in gifted offered to all teachers?

PART FOUR

# RESOURCES AND INFORMATION

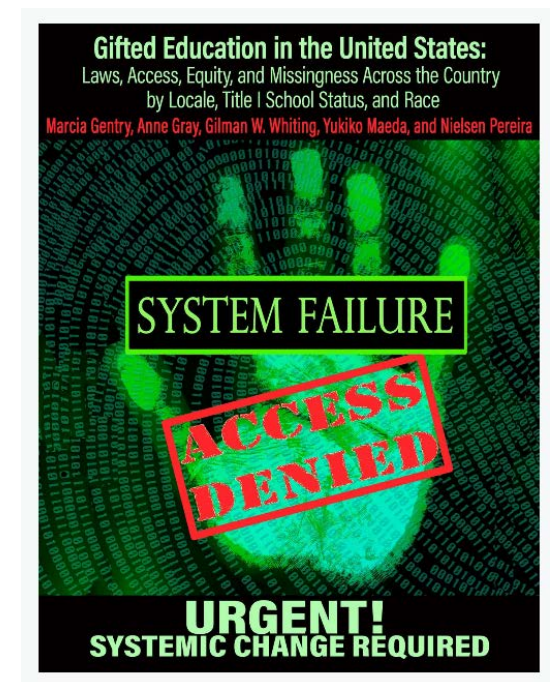


## Suggested Resources

# New Equity Report on Gifted Education

Please click on the link below to view a new report examining equity in gifted education called Access Denied.

<https://www.education.purdue.edu/geri/new-publications/gifted-education-in-the-united-states/>



## Suggested Resources

**National Association  
for Gifted Children**

[www.nagc.org](http://www.nagc.org)



**Arizona Association  
for Gifted & Talented**

[www.arizonagifted.org](http://www.arizonagifted.org)



## Suggested Resources

### **Arizona Department of Education**

[www.azed.gov/gifted-education/](http://www.azed.gov/gifted-education/)



### **Hoagies Gifted Website**

[www.hoagiesgifted.org/](http://www.hoagiesgifted.org/)



## Suggested Resources

# **SENG** **Supporting Emotional** **Needs of the Gifted**

[www.sengifted.org/](http://www.sengifted.org/)



**SENG**

Supporting Emotional Needs of the Gifted



## Suggested Resources

### *Booklist for Parents of the Gifted*

- Adelson, J., and Wilson, H. (2009). Letting go of perfect: Overcoming perfectionism in kids. Waco, TX: Prufrock Press.
- Cross, T. (2005). The social and emotional lives of gifted kids: Understanding and guiding their development. Waco, TX: Prufrock Press.
- Delisle, J. (2006). Parenting gifted kids: Tips for raising happy and successful children. Waco, TX: Prufrock, Press.
- Delisle, J., & Galbraith, J. (2002). When gifted kids don't have all the answers: How to meet their social and emotional needs. Minneapolis, MN: Free Spirit Publishing.
- Fertig, C. (2009). Raising a gifted child: A parenting success handbook. Waco, TX: Prufrock Press.
- Greenspon, T. (2002). Freeing our families from perfectionism. Minneapolis, MN: Free Spirit Publishing.
- Jolly, J., Treffinger, D., Ford-Inman, T., and Smutny, J. (2011). Parenting gifted children: The authoritative guide from the National Association for Gifted Children. Waco, TX: Prufrock Press.
- Rimm, S. (2003). Keys to parenting the gifted child. Scottsdale, AZ: Great Potential Press.
- Shires-Golon, A. (2004). Raising topsy-turvy kids: Successful parenting your visual-spatial child. Denver, CO: DeLeon Publishing.
- Strip, C. (2000). Helping gifted children soar: A practical guide for parents and teachers. Scottsdale, AZ: Great Potential Press.
- Sunde-Peterson, J. (2008). The essential guide for talking with gifted teens: Ready-to-use discussions about identity, stress, relationships, and more. Minneapolis, MN:

# Questions



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