



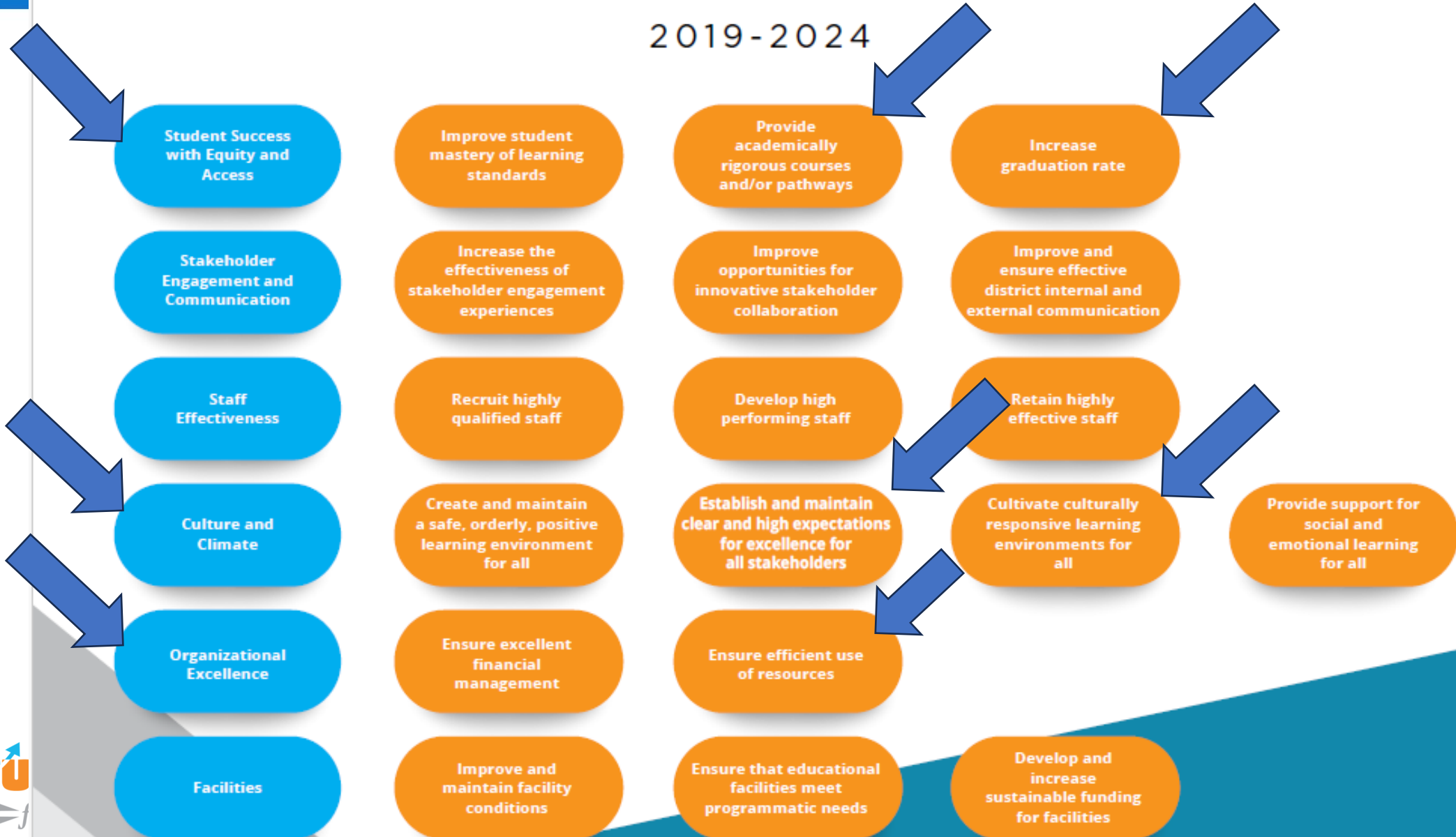
Motion Towards Equity in Gifted Education

**Superintendent's Report
May 6, 2024**



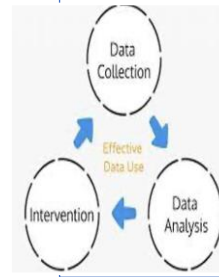
STRATEGY MAP

2019-2024





SYSTEM 1
Standards and Curriculum



SYSTEM 2
Effective Use of Data



SYSTEM 3
Collaborative Planning
and Instructional Practices for
Deeper Learning



SYSTEM 4
Progress Monitoring and
Analysis of Student Work



SYSTEM 5
Academic and Behavioral
Support

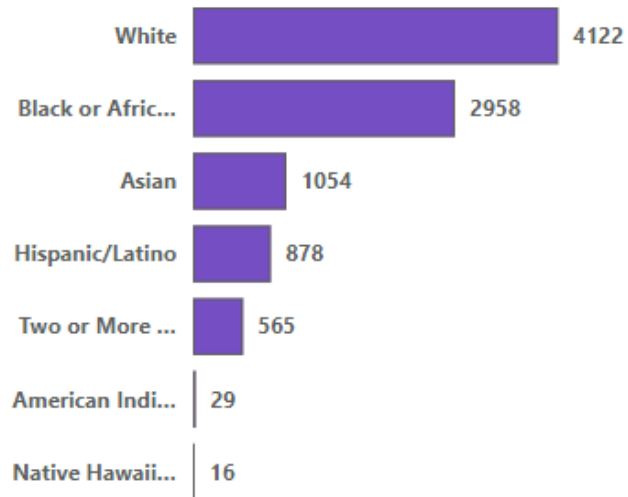


SYSTEM 6
Instructional Feedback
and Professional Learning



DCSD Gifted-Identified Enrollment – April 2024

Race/Ethnicity



English Learner



Student with Disability



Among the gifted population, what is the count and percentage of each race/ethnicity ?

Test Year	Race/Ethnicity	Gifted	
		No	Yes
2024	American Indian/Alaska Native	429 (0.47%)	29 (0.29%)
	Asian/Pacific Islander	5,489 (5.98%)	1,128 (11.45%)
	Black	54,404 (59.28%)	3,039 (30.84%)
	Hispanic	22,282 (24.28%)	908 (9.22%)
	Multi-racial	2,499 (2.72%)	578 (5.87%)
	Unknown	1 (0.00%)	
	White	6,675 (7.27%)	4,171 (42.33%)
	Total	91,779 (100.00%)	9,853 (100.00%)

What count and percentage within each race/ethnicity is gifted?

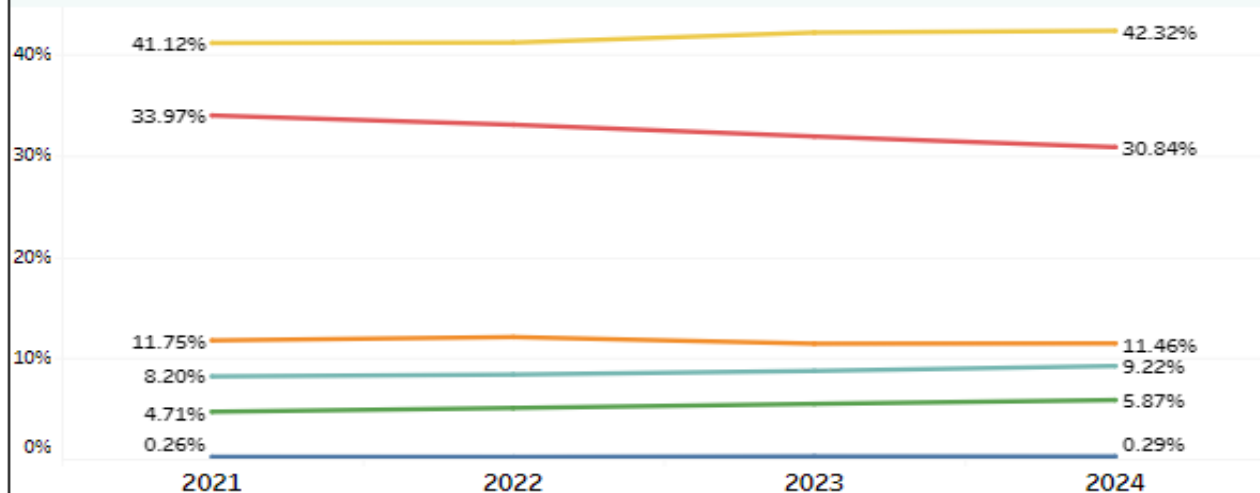
Test Year	Race/Ethnicity	Gifted	
		No	Yes
2024	American Indian/Alaska Native	429 (93.67%)	29 (6.33%)
	Asian/Pacific Islander	5,489 (82.95%)	1,128 (17.05%)
	Black	54,404 (94.71%)	3,039 (5.29%)
	Hispanic	22,282 (96.08%)	908 (3.92%)
	Multi-racial	2,499 (81.22%)	578 (18.78%)
	Unknown	1 (100.00%)	
	White	6,675 (61.54%)	4,171 (38.46%)
	Total	91,779 (90.31%)	9,853 (9.69%)

2021-2024 Gifted Enrollment Trend

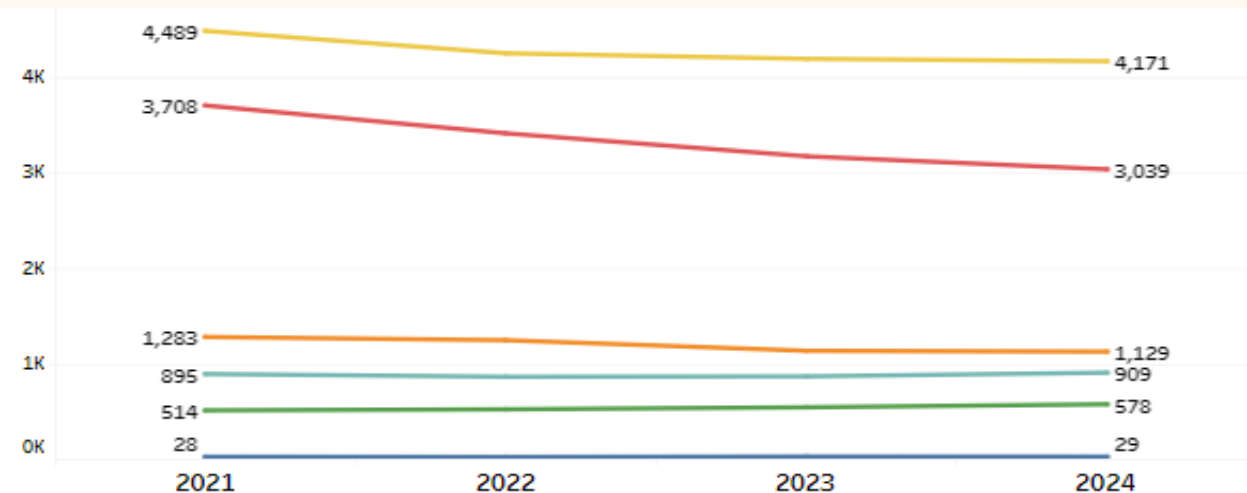
Race/Ethnicity

■ American Indian/Alaska Native
 ■ Asian/Pacific Islander
 ■ Black
 ■ Hispanic
 ■ Multi-racial
 ■ White

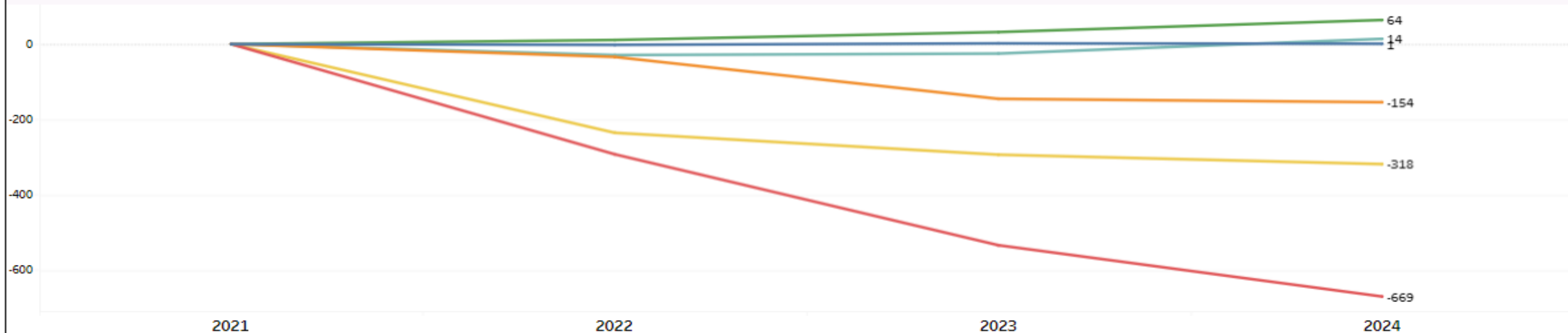
What trends have emerged in the demographic makeup of the gifted population since 2021?



Since 2021, what observations may be made regarding the number of gifted students, by race/ethnicity?



Since 2021, how are enrollment counts changing among students, by race/ethnicity?



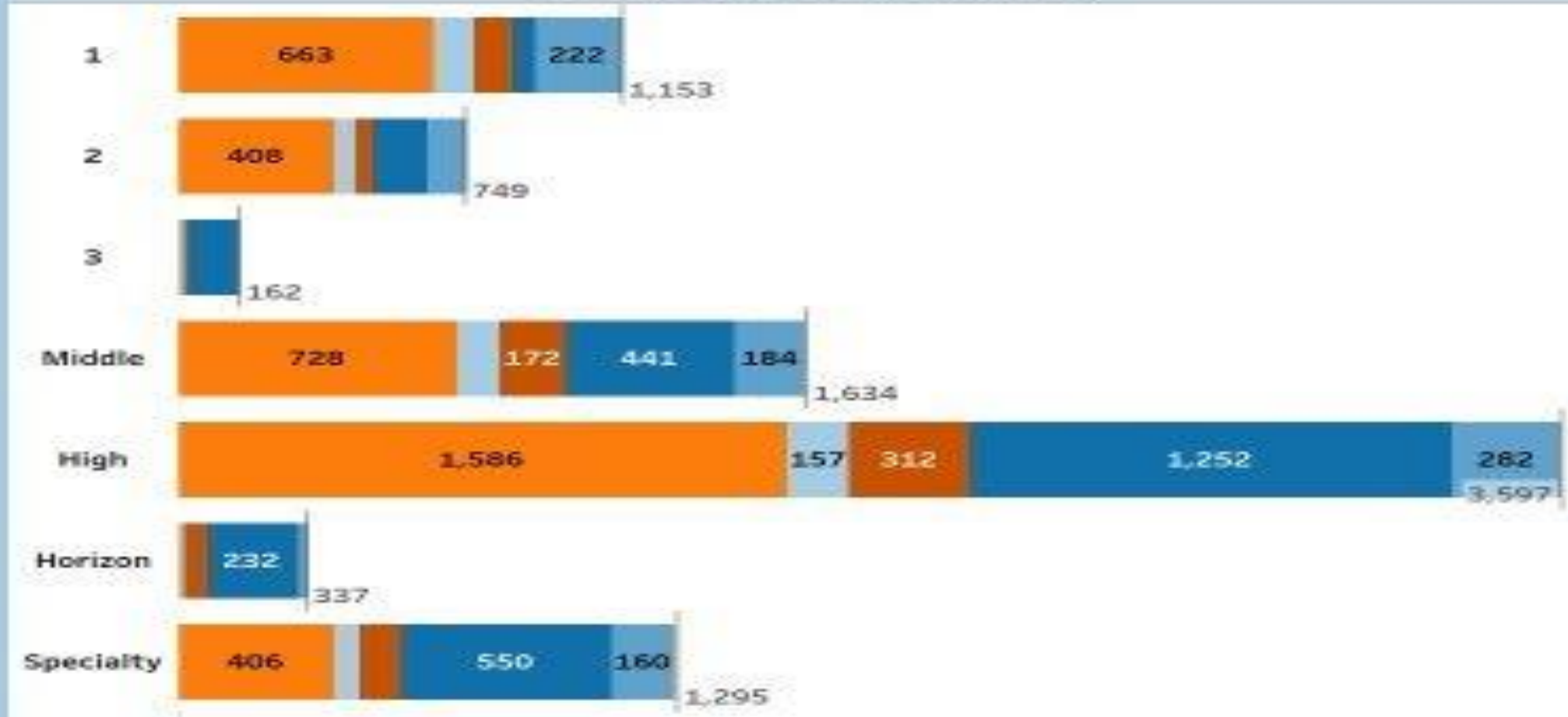
Gifted Summary by Area and School

Race/Ethnicity



Click on the bar graphs below to see the school data for each designated area.

District and Area Summary



As of
December
2023

Category	Option A	Option B
	<p>Student must have a qualifying score in the mental ability <u>AND</u> achievement categories.</p>	<p>Student must qualify in <u>three of the four</u> categories</p> <p>(Georgia Department of Education SBOE Rule 160-4-2-.38: Education Programs for Gifted Students)</p>
<p>Mental Ability</p>	<ul style="list-style-type: none"> Grades K-2: 99th percentile composite score on a nationally age normed mental ability test Grades 3-12: ≥96th percentile composite score on a nationally age normed mental ability test 	<ul style="list-style-type: none"> Grades K- 12: ≥96th percentile composite on a nationally normed mental ability tests OR 96th percentile on a component score on a nationally age normed mental ability tests
<p>Achievement</p>	<ul style="list-style-type: none"> Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test 	<ul style="list-style-type: none"> Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test Grades K-12: Superior product/performance with a score ≥90th percentile on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
<p>Creativity</p>	<ul style="list-style-type: none"> Evaluation data required 	<ul style="list-style-type: none"> Grades K-12: ≥90th percentile on composite score on a nationally normed creativity test Grades K-12: Rating scales used to qualify student creativity must equate to the 90th percentile Grades K-12: Superior product/performance with a score ≥90th percentile on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
<p>Motivation</p>	<ul style="list-style-type: none"> Evaluation data required 	<ul style="list-style-type: none"> Grades 6-12: Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year of world languages Grades K-12: Rating scales used to qualify student motivation must equate to the 90th percentile Grades K-12: Superior product/performance with a score ≥90th percentile on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators





Georgia Department of Education SBOE Rule 160-4-2-.38 Education Programs for Gifted Students: Evaluation and Eligibility Chart

[GADOE Gifted Resource Manual](#)

- In option A and B, information shall be gathered in each of the four categories.
- At least one of the criteria must be met by a score on a GADOE approved nationally normed reference test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.
- If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
- Any piece of information used to establish eligibility shall be current within two years.
- Local school systems must establish policies in regards to the use of data gathered and analyzed by private entities.

Examples of Students Who Warrant Additional Gifted Screening (SY24):

- **12,402 students** (not gifted-identified) scored in the 75th – 89th percentile on MAP (Reading or Math) that would warrant additional screening for Achievement domain in SY24.
- **12,521 students** (not gifted-identified) were rated in the 90th percentile on both the Creativity and Motivation domains of the Renzulli instrument that would warrant further evaluation in the Mental Ability domain in SY24.
- With this SY24 baseline: **24,923 students** (not gifted identified) were close to earning gifted identification in one or more domains of giftedness. DCSD's current practices did not provide additional screening for these students in SY24.
- According to GADOE FTE Categories and Weights: Each Gifted-identified student earns **1.7267 FTE per gifted segment**

Increase access for more students to be considered more often for gifted education by:

- **Add additional screening options:**

- Additional screening in the Achievement domain, using the Iowa Test of Basic Skills (ITBS), for students who scored at least the 75th – 89th percentile in Reading or Math on the Fall or Winter MAP
- Additional screening using the Cognitive Abilities Test (CogAT) for Mental Ability domain for students who scored at least the 90th percentile in both Creativity and Motivation on the Renzulli instrument, who are not already gifted-identified

Increase access for more students to be considered more often for gifted education by:

- **Expand** usage of MAP results to Fall, Winter, and Spring for gifted consideration for all students in grades K-11
- **Strengthen** fidelity of the usage of the Renzulli instrument for Creativity and Motivation domains from Kindergarten through 11th grade
- **Provide** professional learning and education for staff and parents/guardians on the characteristics of giftedness, gifted identification process, and gifted services

Assessment Type	Category	Current Implementation	Proposed Implementation
Northwest Measure of Academic Progress (MAP)	Achievement	<ul style="list-style-type: none"> Review of Fall MAP results for grades K-10 for gifted consideration Review of Winter MAP results for grades K-2 for gifted consideration 	<ul style="list-style-type: none"> Usage of MAP results from Fall, Winter, and Spring for consideration for all students in grades K-11
Iowa Test of Basic Skills (ITBS)	Achievement	<ul style="list-style-type: none"> Not utilized – no secondary option currently utilized for Achievement domain 	<ul style="list-style-type: none"> Students who scored at least 75th – 89th percentile in Reading or Math from Fall or Winter MAP results Spanish version for multi-language learners
Cognitive Abilities Test (CogAT)	Mental Ability	<ul style="list-style-type: none"> Students who met the 90th percentile or higher in reading or mathematics from the Fall MAP 	<ul style="list-style-type: none"> Students who scored at least in 90th percentile in both Creativity and Motivation from the Renzulli administration
Renzulli for Creativity and Motivation	Creativity and Motivation	<ul style="list-style-type: none"> Homeroom Teachers will complete the observation tool for all students in grades K-11 who have not been identified as gifted 	<ul style="list-style-type: none"> Strengthen fidelity of the usage of Renzulli in grades K-11
Naglieri Nonverbal Abilities Test (NNAT) Torrance Test for Creative Thinking (TTCT) Gifted Evaluation Scale (GES) Grade Point Average (GPA)	Mental Ability Creativity Motivation Motivation	<ul style="list-style-type: none"> Students who need further evaluation to obtain a second or third domain to qualify for GADOE’s gifted education criteria 	No Changes

Gifted Referral - Annual Process

Uniformly consider fall, winter, and spring MAP data collection. If initial criteria is met, further evaluation may proceed.

Students that score at the 75th to the 89th percentile in reading or mathematics from MAP may be additionally screened in achievement domain with the Iowa Test of Basic Skills (ITBS) in September and February.

Students that scored in the 90th percentile or higher in both creativity and motivation domains from the Renzulli administration will be screened for mental ability using the Cognitive Abilities Test (CogAT) in February.

Fall Administration: NWEA MAP

Students in grades K-10 who score $\geq 90^{\text{th}}$ percentile Reading Total (RT) or $\geq 90^{\text{th}}$ percentile Math Total (MT) on the assessment.

Winter Administration: NWEA MAP

Students in grades K-10 who score $\geq 90^{\text{th}}$ percentile Reading Total (RT) or $\geq 90^{\text{th}}$ percentile Math Total (MT) on the assessment.

Spring Administration: NWEA MAP

Students in grades K-10 who score $\geq 90^{\text{th}}$ percentile Reading Total (RT) or $\geq 90^{\text{th}}$ percentile Math Total (MT) on the assessment.

Student is referred for further evaluation for:

- Mental Ability-Cognitive Abilities Test (CogAT)
- Creativity and Motivation - Renzulli

Student is referred for evaluation for:

- Mental Ability-Cognitive Abilities Test (CogAT)

Gifted Referral - Automated

Uniformly consider information collected from MAP, ITBS, CogAT, and Renzulli for **Step II evaluation**. Step II evaluation is the administration of additional assessments conducted during September and February for:

- Torrance Test for Creative Thinking (TTCT) – Creativity
- Gifted Evaluation Scale (GES)/ Grade Point Average (GPA) – Motivation
- Naglieri Nonverbal Ability Test (NNAT) – Mental Ability

Eligible

Student qualifies under either Option A or Option B (GADOE). Student is now eligible for gifted services

Pending Eligibility

Additional alternative assessments are needed in the area(s) of: Creativity, Motivation, Mental Ability

Not Eligible

No further evaluation is needed. Student continues in regular education programs

Evaluations Glossary

- **MAP** – Northwest Measure for Academic Progress
- **ITBS** – Iowa Test of Basic Skills
- **CogAT** - Cognitive Abilities Test
- **NNAT** - Naglieri Nonverbal Abilities Test
- **TTCT** - Torrance Test for Creative Thinking
- **GES** – Gifted Evaluation Scale
- **GPA** – Grade Point Average

Number of DCSD Teachers with Gifted Endorsement (As of May 1, 2024)

Area 1 Elementary	370
Area 2 Elementary	263
Area 3 Elementary	132
Area 4 Middle	341
Area 5 High	435
Area 6 Horizon	255
Area 7 Specialty	158
TOTAL	1,954

Delivery Models in DCSD: GADOE approves delivery models for services for gifted-identified students- which require a gifted-endorsed teacher.

[GADOE Gifted Resource Manual](#)

Resource Class

Only gifted-identified students are served. Content and pacing are differentiated such that the learning activities are clearly not appropriate for typical students at that grade level.

(i.e. Pull-out class)

Advanced Content

Students are homogeneously grouped based on achievement and interests. May include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. (i.e. AP or IB class)

Cluster Grouping

Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, amongst other students not identified as gifted (i.e. Mixed-ability class)

Delivery Models

Elementary School

- Cluster*
- Resource
- Advanced Content

Middle School

- Cluster
- Advanced Content*

High School

- Advanced Content
 - Advanced Placement (AP)*
 - International Baccalaureate (IB)

Professional learning opportunities to promote giftedness and instructional support.

- Summer professional learning - three weeks of choice sessions: teachers compensated for participation
- Gifted endorsement program- 200-hour program: September through May
- Full-day professional learning - offered during the school year: pre-planning and PL days
- Vendor support – for school staff to accompany assessments

Professional learning opportunities to promote giftedness and instructional support.

- School-based support – On site, Administrator requests for tailored school support: PLCs, faculty meetings, collaborative planning, etc.
- Parent information sessions – Various district-wide parent information sessions on giftedness
- Gifted resources – are available in SharePoint. A full repository of gifted education PL sessions, resources, and other materials in Canvas.

Relevant Research References

- The gifted-identified disproportionality within DCSD is similar to other school systems nationwide that serve a diverse array of learners, especially students of color (Floyd, 2012; D’Orio, 2017).
- School districts around the country that have shown promise addressing disproportionality in their gifted populations have changed their practices with their gifted referral processes, eligibility instruments, staff trainings, communications, understandings of cultural proficiency, and through opening multiple identification pathways (Floyd, 2012; D’Orio, 2017; Burney and Cross, 2006; Elhoweris, et al, 2005; Ford, 1998; Ford, 2007; Ford, et al, 2008; Baldwin, 2002; Frasier, 1994; Frasier, 1997).

Relevant Research References

- In a typical public classroom, there are 27 students whose academic performance spans five grade levels (Hertberg-Davis, et al., 2006).
- High-ability learners received no differentiated instruction in 84% of the activities (Reis et al., 1993).

Citations

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- Burney, V., & Cross, T. (2006). Impoverished students with academic promise in rural settings: 10 lessons from Project Aspire. *Gifted Child Today*, 29 (2), 14-21.
- D'Orio, W. (December 2017). Opening Doors to Diversity in Gifted Education. *Education Update*, 59 (12), 2-6. association of supervision and curriculum development.
- Elhoweris, H., Mutua, K., ALSheikh, N., & Holloway, P. (2005). Effect of children's ethnicity on teachers' referral and recommendation decisions in gifted and talented programs. *Remedial and Special Education*, 26 (1), 25-31.
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- Hertberg-Davis, H.L. and Brighton, C.M. (2006). Principals' influence on middle school teachers' responses to differentiation. *The Journal of Secondary Gifted Education*, 17 (2), 90-102.
- Reis, S., Westberg, K., Kulkiowich, J., Caillard, F., Hébert, T., Plucker, J., Purcell, J., Rogers, J., & Smist, J. (1993). Why not let high ability students start school in January: The curriculum compacting study (Research Monograph 93106). Storrs: University of Connecticut, National Research Center on the Gifted and Talented.

Questions & Answers

