

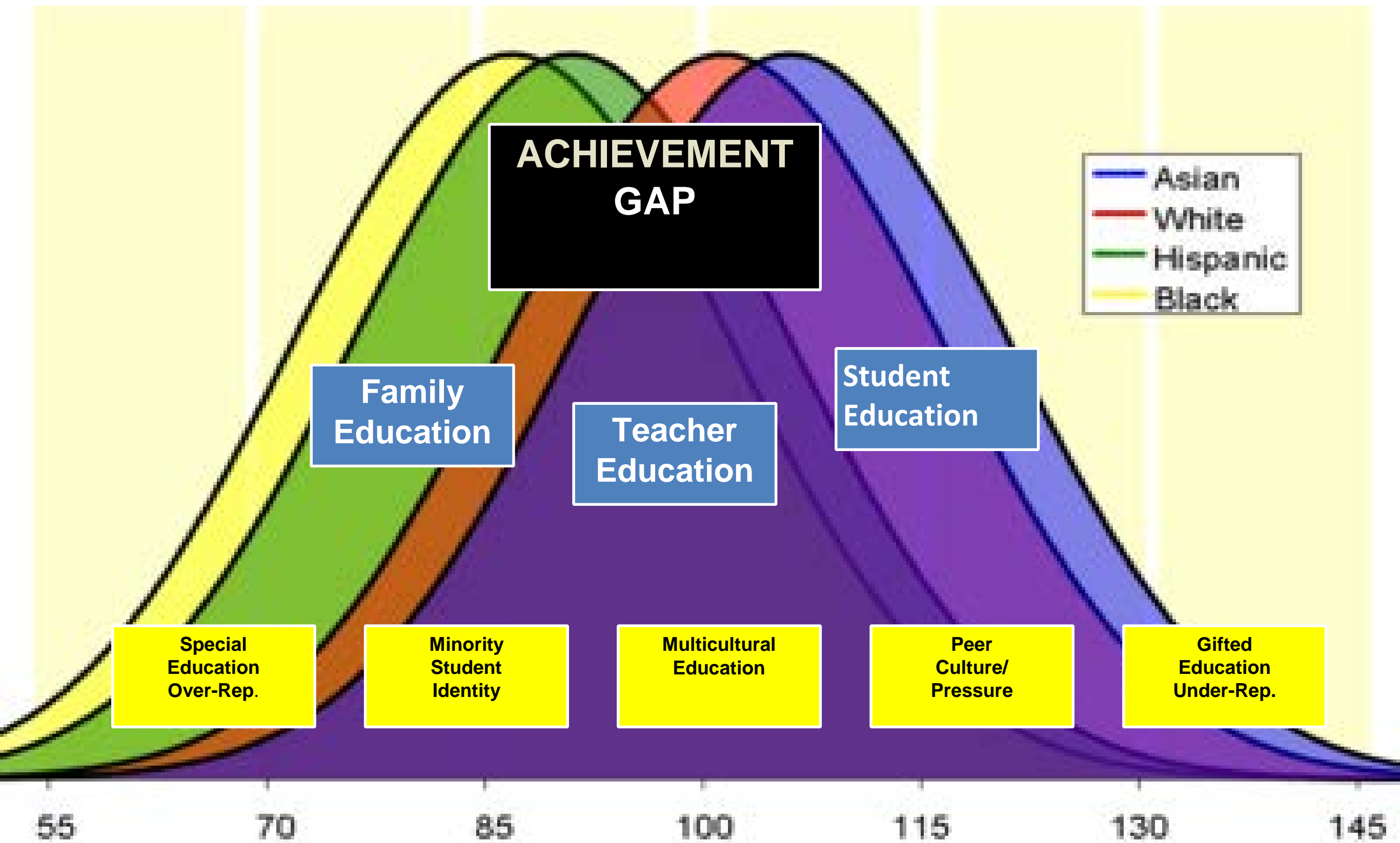
# **Examination of HISD 2013-14 Gifted Education Data:** *Issues and Recommendations to Address Under-Representation*

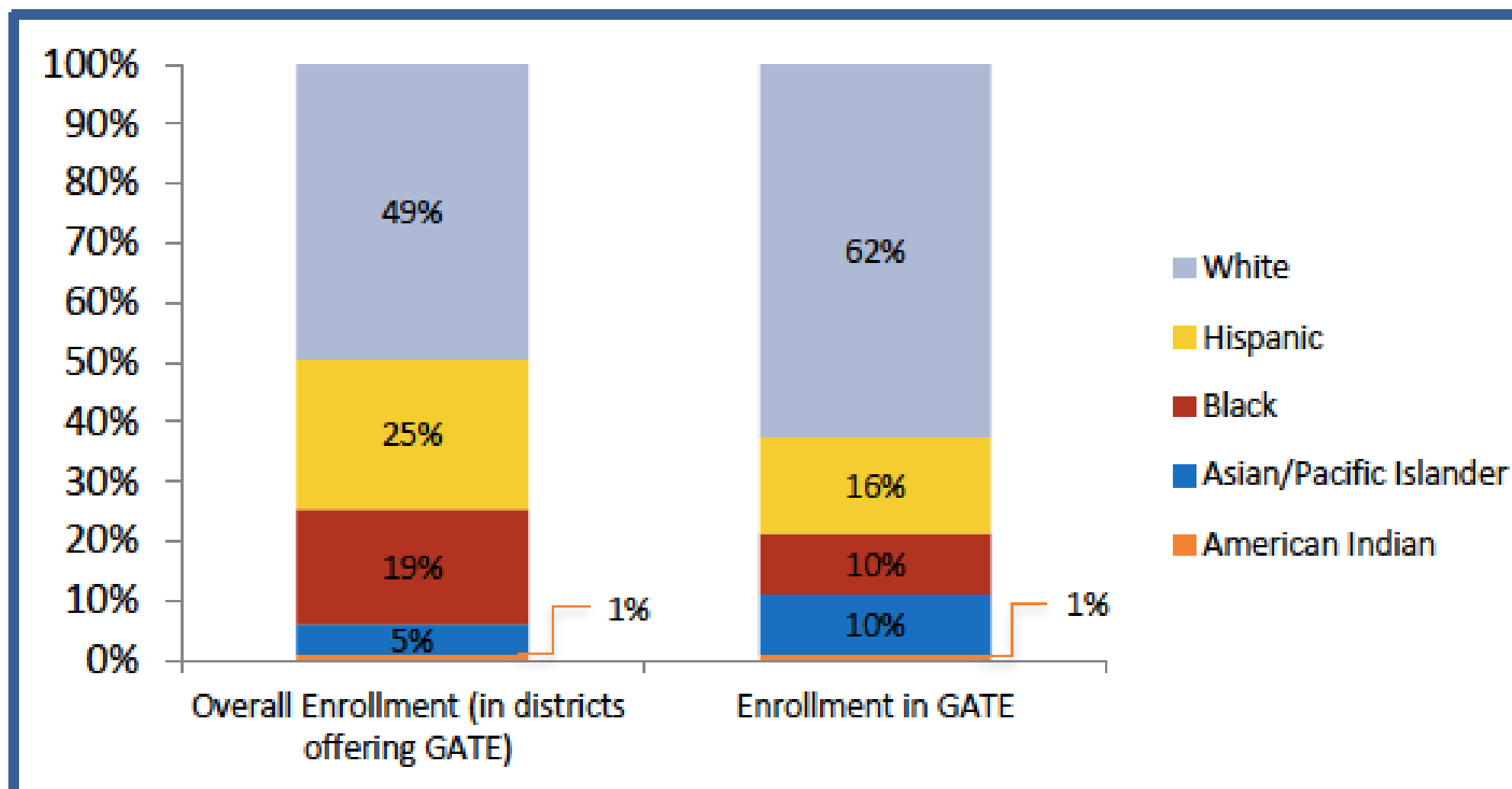
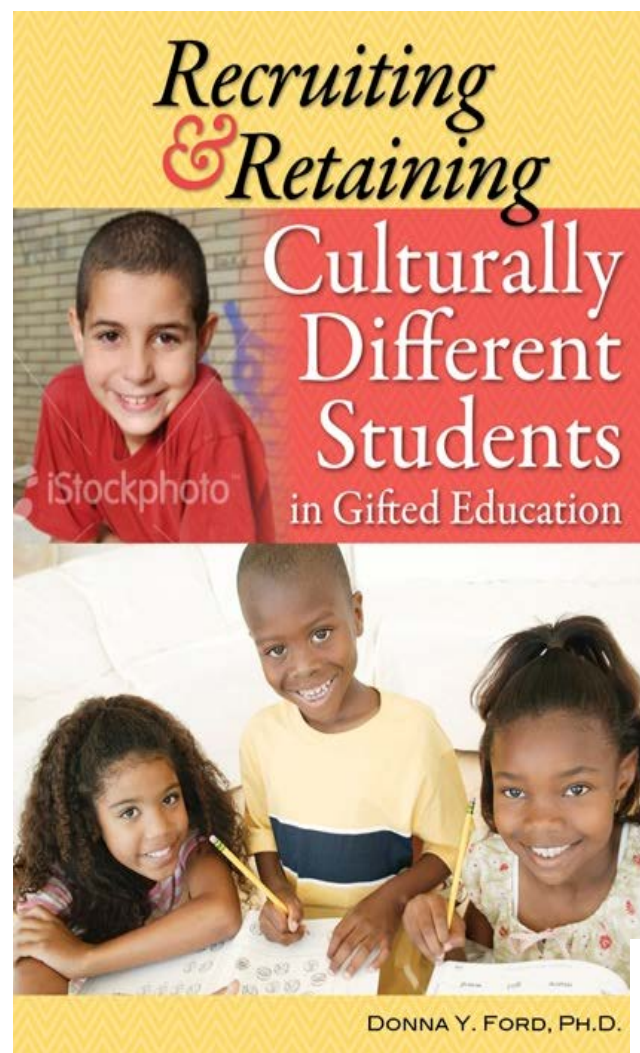
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**DRAFT**

May 20, 2015

# Research Foci





***RECRUITMENT***

***RETENTION***

**STUDENT SUCCESS:**

**Academic**

**Social-Emotional**

**Psychological**

***Screening***

***Referral***

***Assessment***

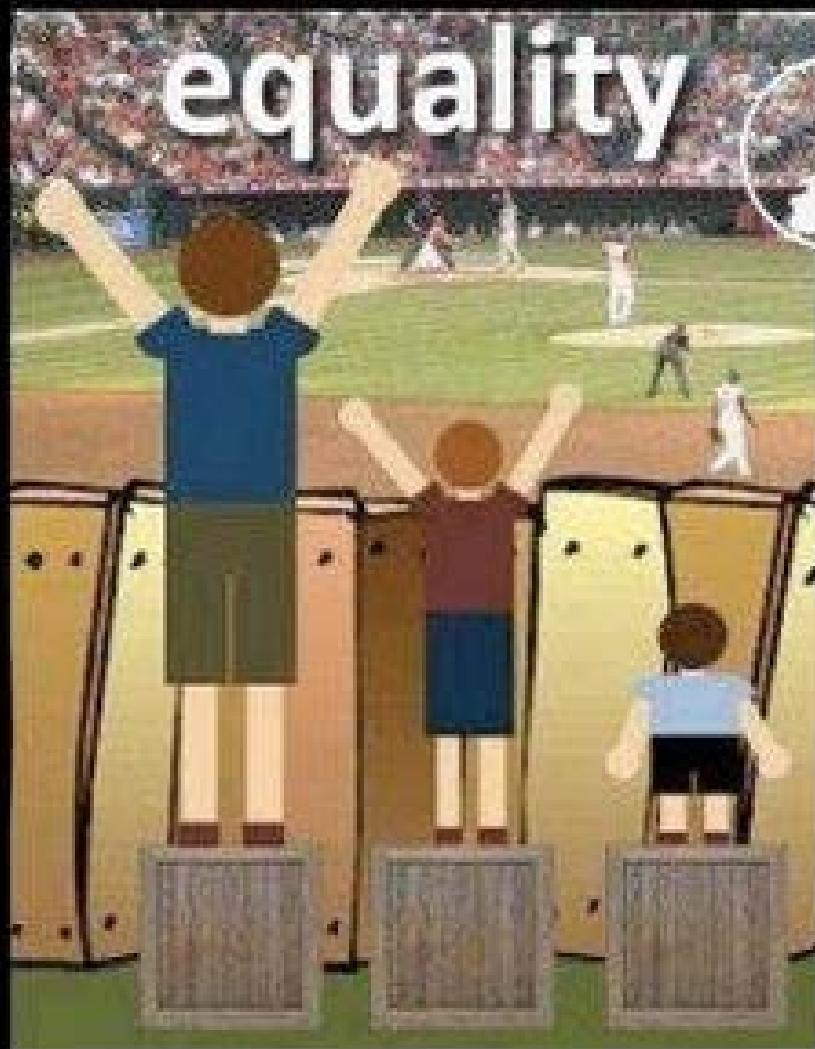
***Identification***

***Placement***

***Learning Environment***

***Expectations***

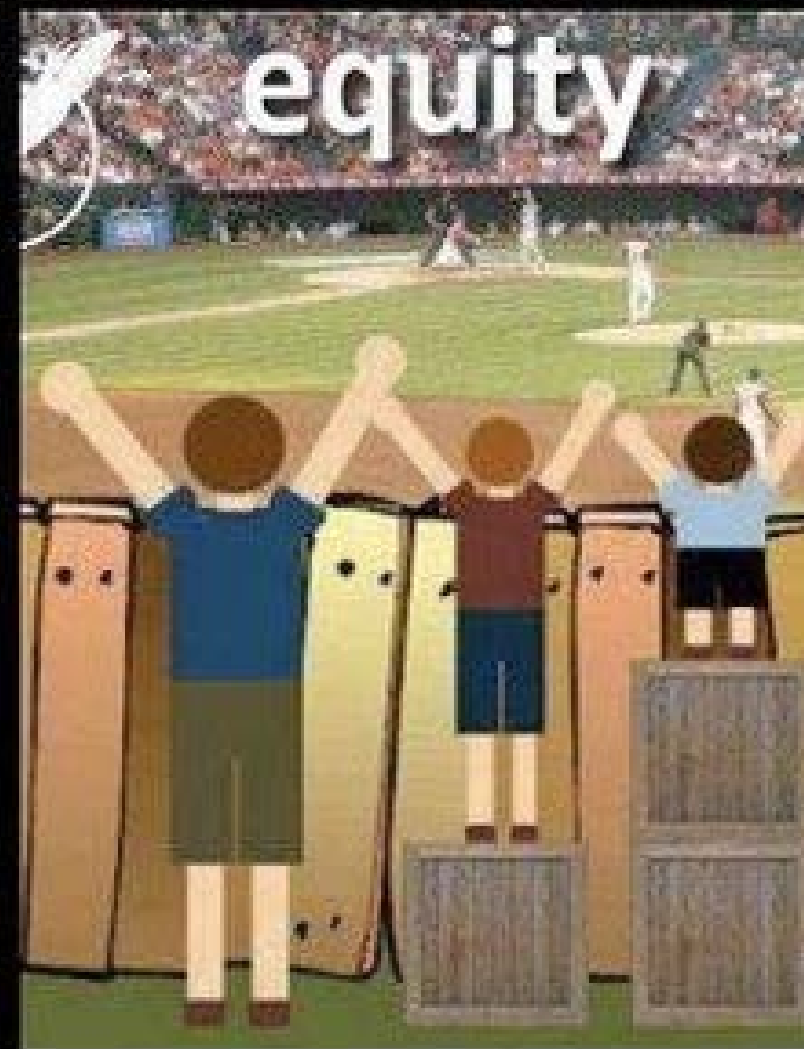
***Supports***



## Equality = SAMENESS

Equality is about **SAMENESS**, it promotes fairness and justice by giving everyone the same thing.

**BUT** it can **only** work **IF** **every-one** starts from the **SAME** place, in this example equality only works if everyone is the same height.



## Equity = FAIRNESS

**EQUITY** is about **FAIRNESS**, it's about making sure people get access to the same opportunities.

Sometimes our differences and/or history, can create barriers to participation, so we must **FIRST** ensure **EQUITY** before we can enjoy equality.

**Teacher  
Referral/Checklist**

**Test  
Performance**

**Policies &  
Procedures**

**Choice**

**Under-Referral**

**Test bias  
Test selected  
Test-taking skills  
Stereotype Threat (Steele)  
Inadequate modifications**

**Which test(s) can be used  
Cut off scores  
Testing not on-going  
When children are tested  
SEM ignored  
Reliance on national norms  
Weighted matrices  
Communication with families  
Etc.**

**Student  
Family (incl. referral)  
Administrator**

# My Charge

1. Review current identification policies and procedures, including instruments, for gifted programs.
2. Review representation data, disaggregated by race and gender (i.e., Black males, Black females, Hispanic males, etc.).
3. Review racial representation data by economically disadvantage status.
4. Provide recommendations for gifted identification with a focus on ***equity*** to address under-representation.

# NOT My Charge

1. Program evaluation (e.g., service options)
2. Implications of recommendations relative to status quo — middle/upper income parents (i.e., White flight and push back)



# Documents

- **Texas and HISD gifted definitions**
- **Excel spreadsheets**
- **Matrices**
- **Application forms and materials**
- **Checklist**
- **2014-15 Powerpoint**

# Texas Gifted Definition

Gifted and talented students are those identified by professionally qualified persons, who perform at, or show the **potential** for performing at a remarkably high level of accomplishment when compared to others of the same age, **experience, or environment**. These are students who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Students capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

- Exhibits high performance capability in an intellectual, **creative, or artistic area**;
- Possesses an unusual capacity for **leadership**;
- Excels in **a specific academic field**.

# McFadden vs. Illinois Board of Education District U-46

# Context

- **Judge Robert W. Gettleman** - U.S. District Court for the Northern District of Illinois, Eastern Division
- 8 years of litigation
- 27 days of trial
- \$18 million
- 33 pages (Gifted, part IV, pp. 21-32)
- Minority Students = Hispanic and Black

**Intent**

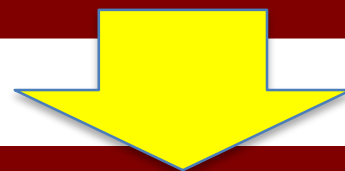
**Intentional Discrimination**  
(aware of reasonable alternatives)

**Unintentional Discrimination**

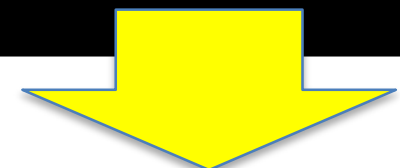
# U-46 Under-Representation

## Elementary Gifted (grades 4-6)

White Students	Hispanic Students	Black Students
42-46%	42-46% <i>NOTE: half U.S. Born</i>	6-7%
97% <i>SWAS</i>	2% <i>SWAS</i>	<1% <i>SWAS</i>
	100% <i>SET/SWAS</i> <i>Former ELL = SET/SWAS</i>	



20% of Middle School  
SWAS



2% of Middle School  
SWAS

There is no Middle School  
SET/SWAT

# DISCRIMINATION

➔ **Separate – SEGREGATED GIFTED programs grades 4-6**

↶ **SWAS**

↶ **SET/SWAS – Exited ELL**

➔ **Policies, Procedures, Instruments**

↶ **Teacher referrals**

↶ **Parent recommendations**

↶ **Time when screened**

↶ **Re-testing of Hispanics only for Middle School SWAS**

↶ **Screening criteria (MAP Verbal + Math)**

↶ **Identification criteria (Verbal + Math)**

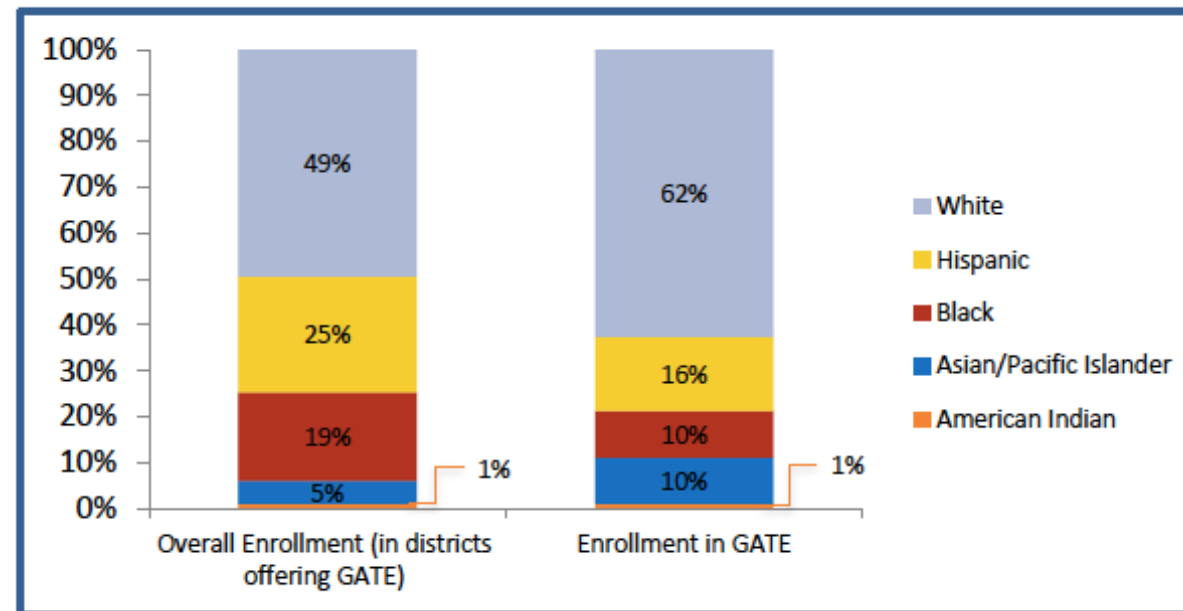
↶ **Instruments SWAS (MAP, CogAT) (Biased)**

↶ **Instrument SET-SWAS (NNAT, culturally neutral)**

↶ **Weighted matrix**

# Under-Representation

## Racial Composition Difference Index (RCDI)



1 - (% Gifted program representation / % School district representation)

Black Students

$$1 - (10/19) =$$

$$1 - .53 = .47$$

47% under-representation

1 - (% Gifted program representation / % School district representation)

Hispanic Students

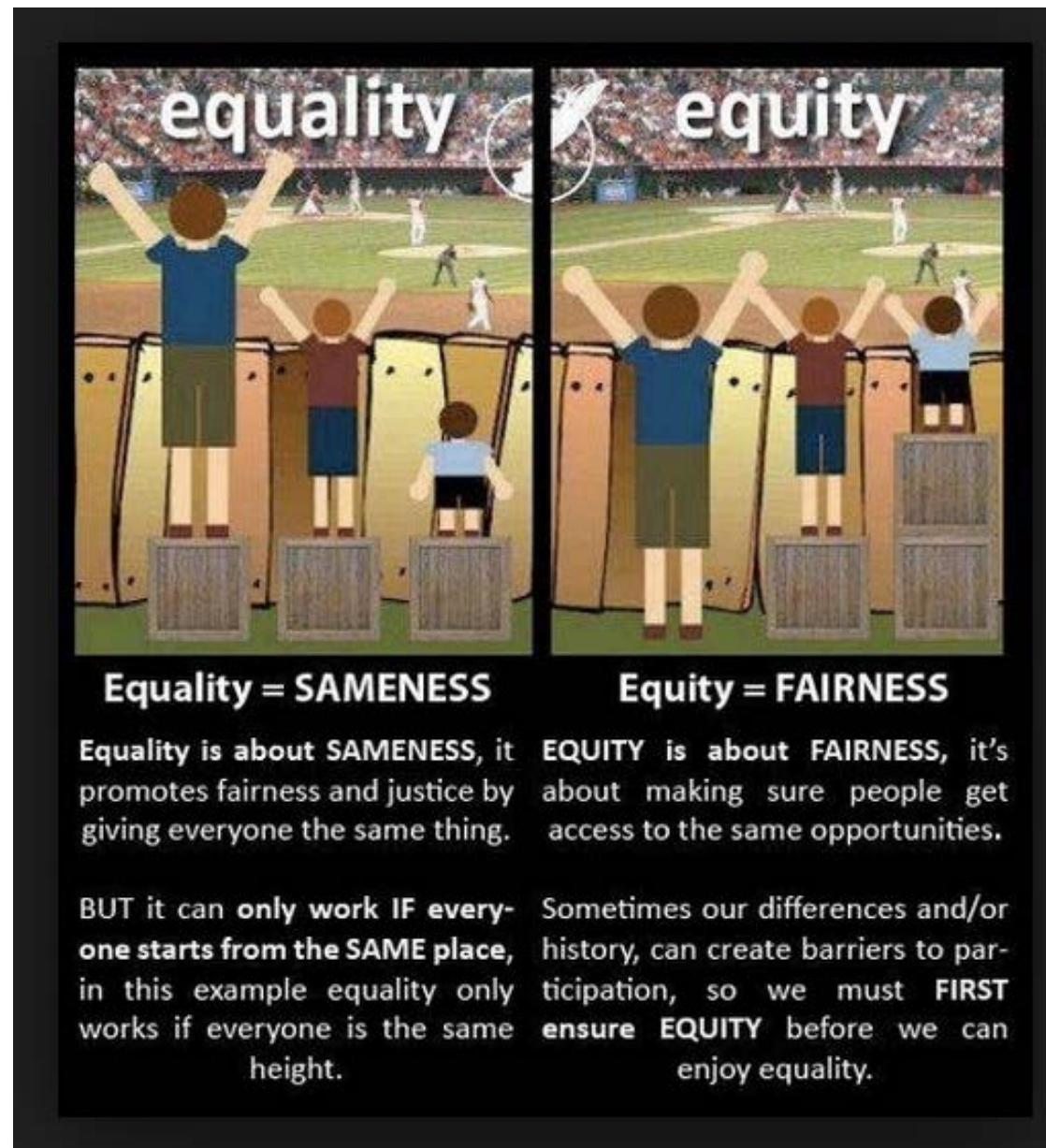
$$1 - (16/25) =$$

$$1 - .64 = .36$$

36% under-representation



# Equity Allowance Formula for *MINIMAL* Representation in Gifted Education



# 20% Equity Formula & Minimum Goal

1. Black students = **19% of school district** but 10% of gifted program.  
Calculate 20% of the total % of Black students in the school district.  
(20% x **19%** = 3.8%)

2. Using the percentage from #1, calculate the adjusted target percentage. This will provide the target representation for Black students in the gifted program.  
**EQUITY GOAL** (**19%** - 3.8% = 15.2%)

The **minimal number/percentage** of Black students who should be identified and served in the school is 15.2%%. If the percentage is less than this, then under-representation is unreasonable and discrimination may be at work.

**\*\*MUST INCREASE GIFTED REPRESENTATION FROM 10% TO MINIMUM OF 15.2%\*\***

**2nd method:**

**80% x Total percent of Black students in district**  
**(.8 x 19 = 15.2)**

# OCR 2011



## CIVIL RIGHTS Data Collection

CRDC > School/District Search > LEA Summary of Selected Facts

### School & District Search

Characteristics & Membership  
Staffing & Finance  
Pathways to College and Career Readiness  
College & Career Readiness  
Discipline, Restraints/ Seclusion  
Harassment/ Bullying

### Custom Charts & Detailed Data Tables

### State and National Estimations

### Additional Resources

### FAQs/User Guide

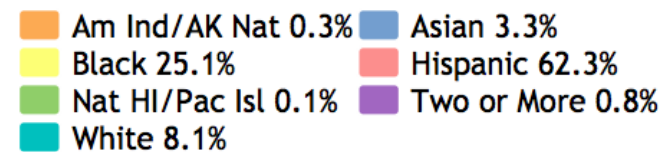
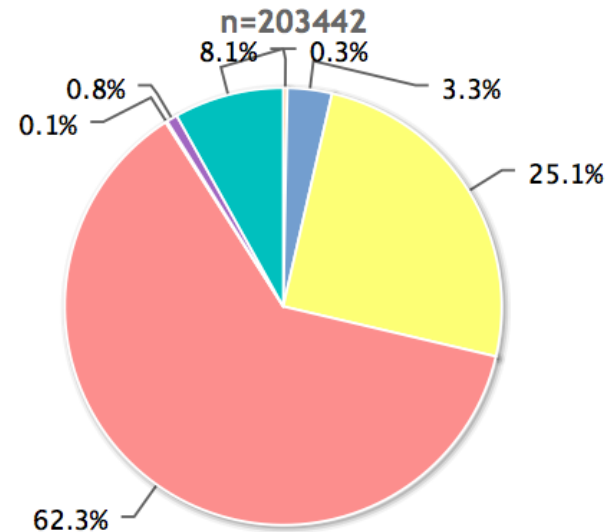
### Office for Civil Rights(OCR)

Do you know the CRDC includes data about...

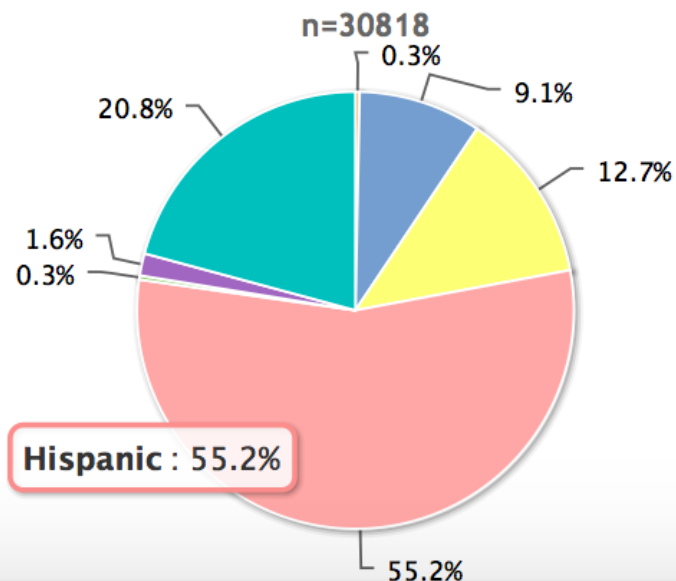
- \* Enrollment Demographics
- \* Prekindergarten
- \* Math & Science

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?

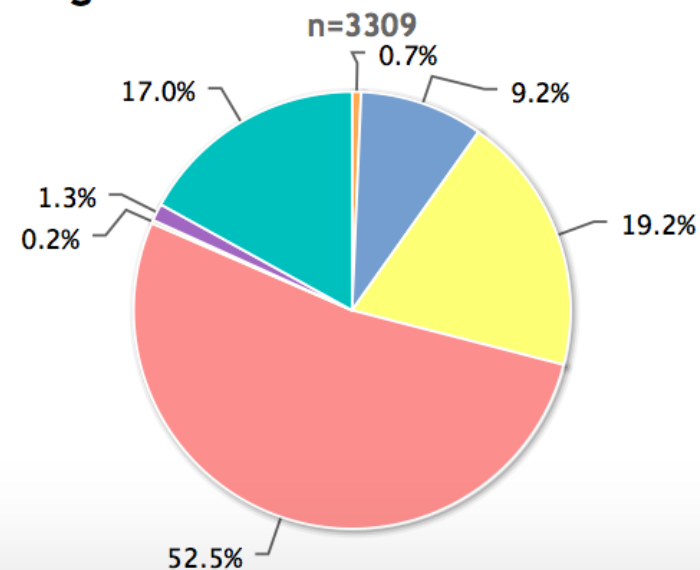
### District Enrollment



### Gifted & Talented Enrollment



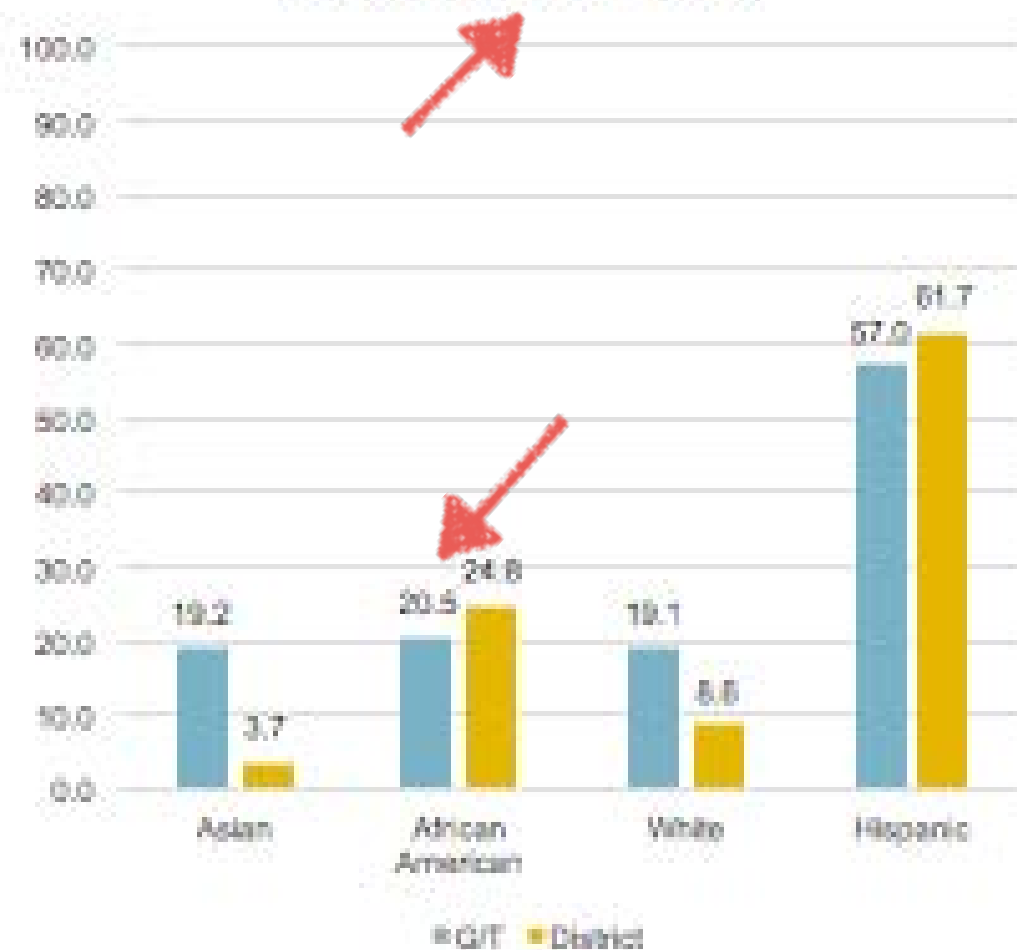
### Algebra I Enrollment in 7th or 8th



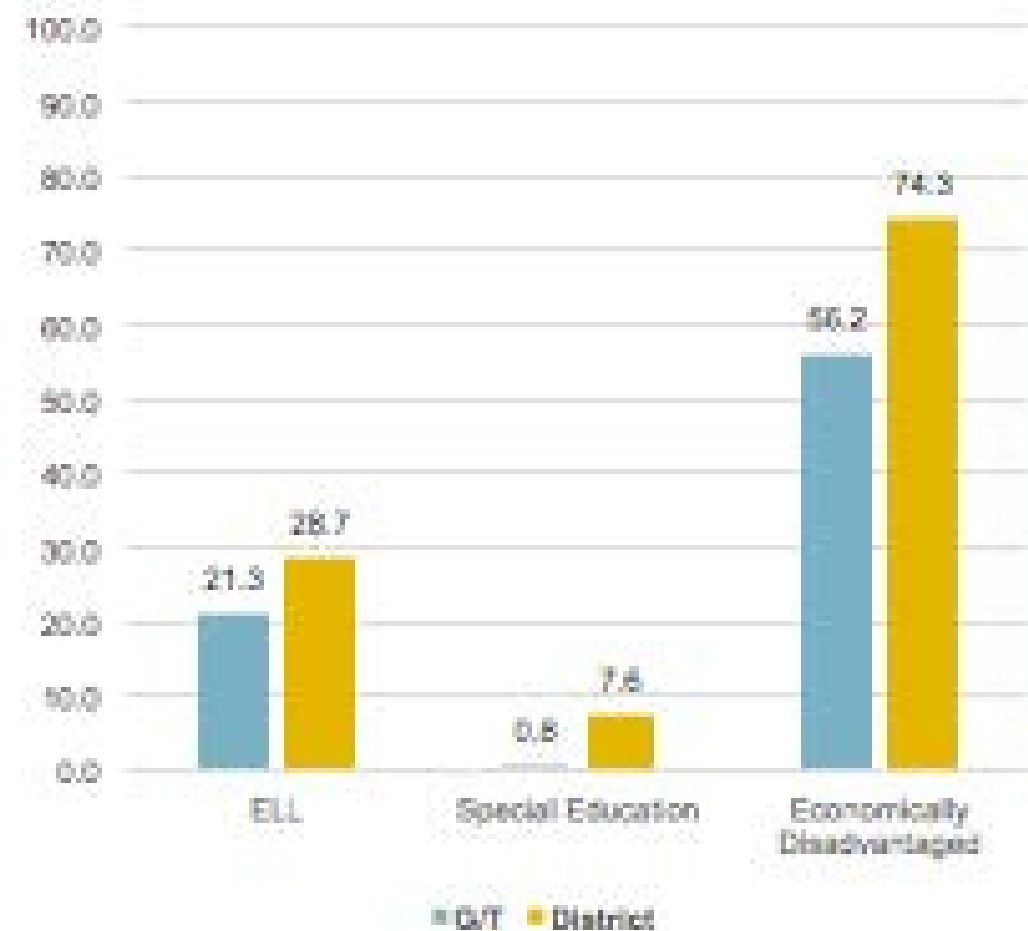
# Working Towards Equity in Gifted Education, K-12

As a percent of total population:

Comparison of G/T and District: race/ethnicity, 2014-2015



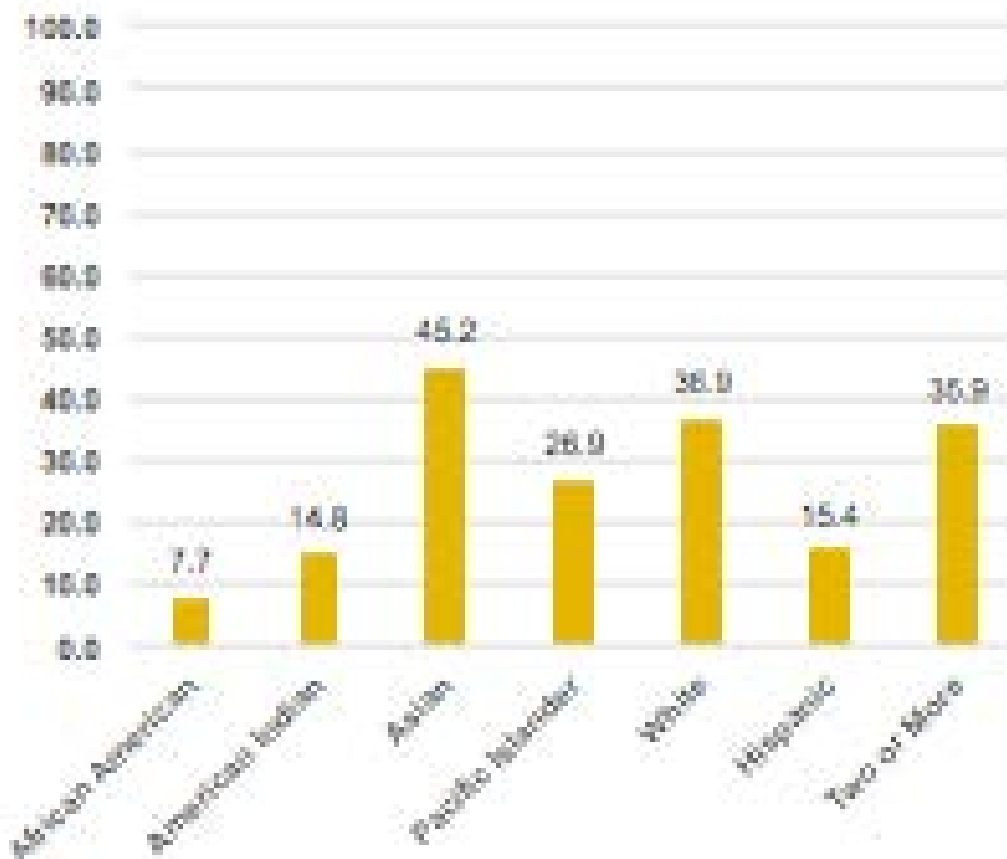
Comparison of G/T and District: special populations, 2014-2015



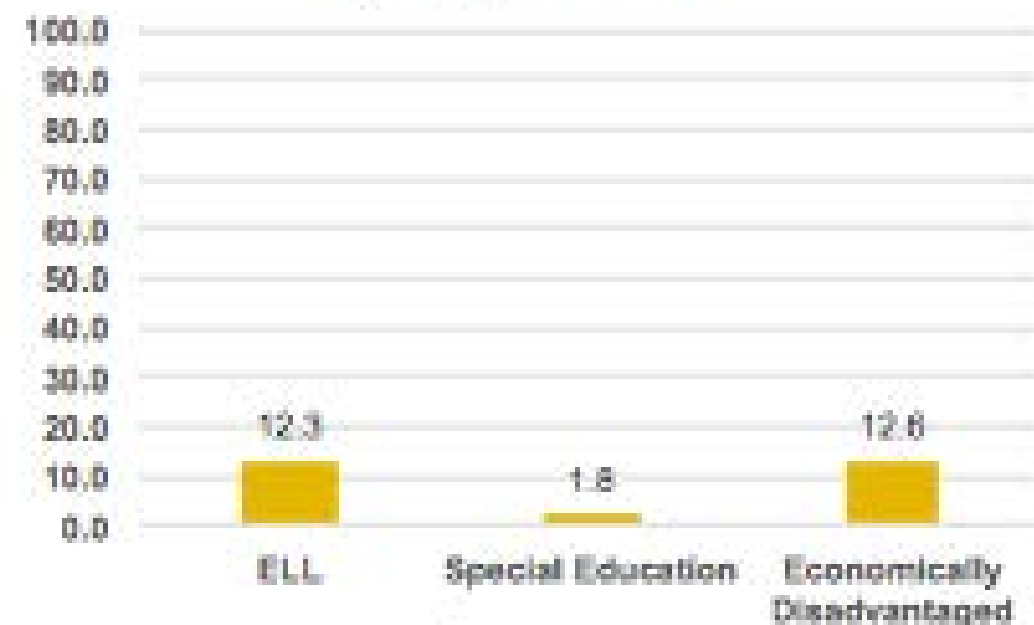
# Working Towards Equity in Gifted Education, K-12

As a percent of each group:

G/T as a percent of the District by each racial/ethnic group, 2014-2015



G/T as a percent of the District by each special populations student group, 2014-2015



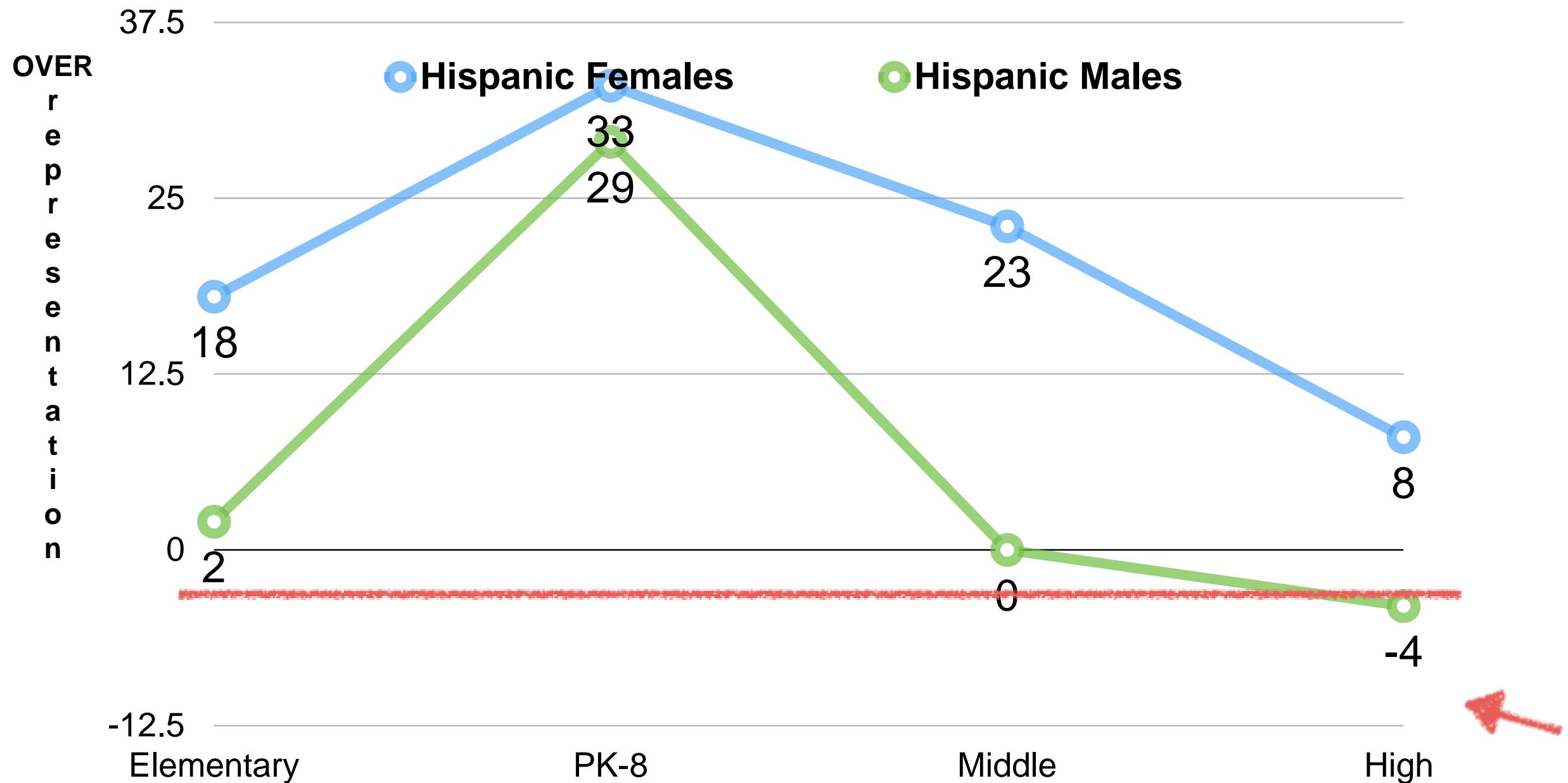
# Gifted Education Representation

## Race and Gender

### &

## Trends from ES-HS

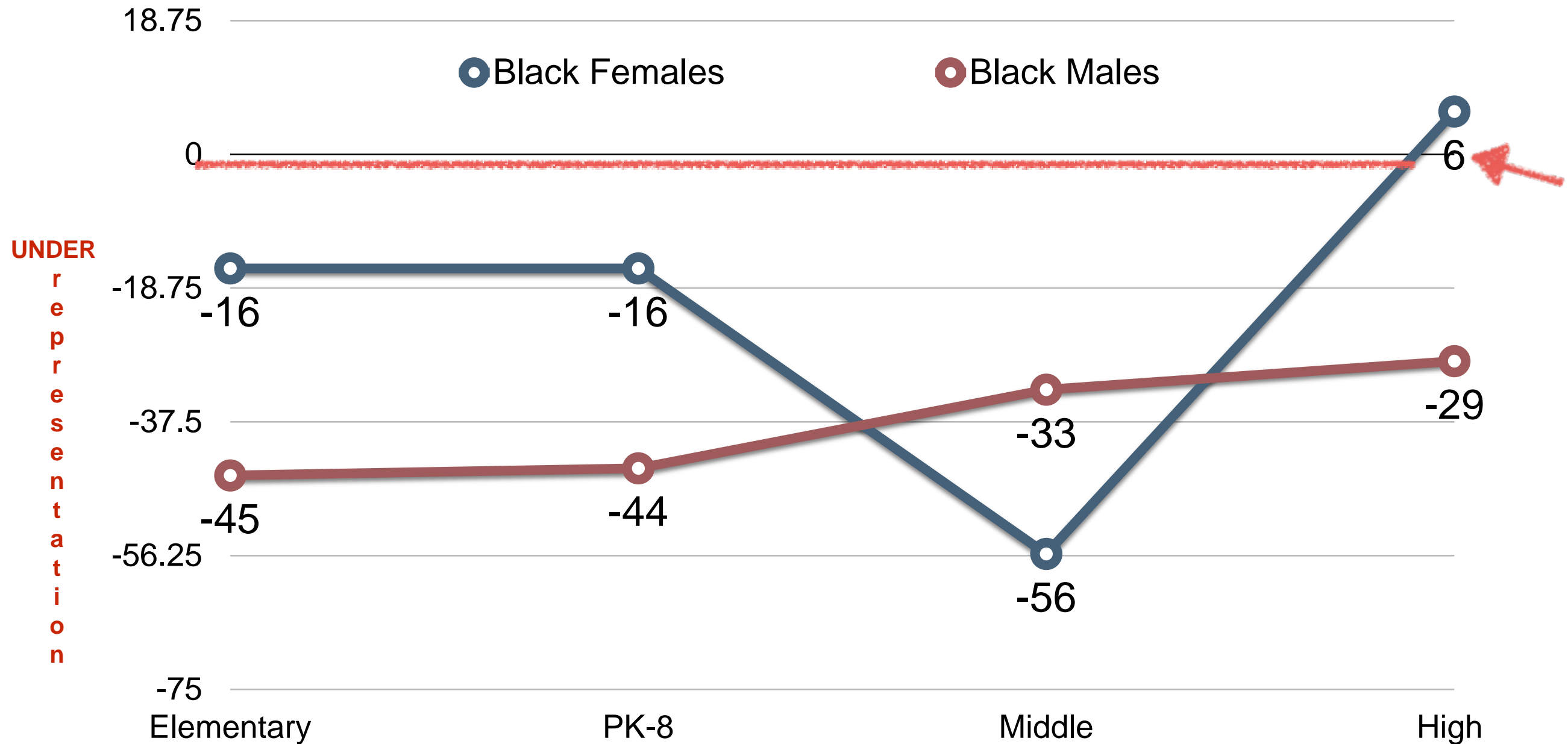
# TRENDS: Gifted Education Elementary to High School: Hispanic Females & Males (2013-14)



**HS - Representation lowest for Hispanic males and females.**  
**(Role of retesting at 6th grade? Change from local to national norms at retesting? Impact of identification w/o services?)**



# TRENDS: Gifted Education Elementary to High School: Black Females & Males (2013-14)



**MS - under-representation is greatest for Black Females.**

**HS - under-representation is lowest for Black females and males. HS - only grade level where Black males are over-represented. (Role of retesting at 6th grade? Change from local to national norms at retesting? Impact of identification w/o services?)**



# Summary

# Which 2013-14 HISD Gifted Programs, School Types, and Grade Levels are Equitable?

Schools N=259	District GT	IB	Magnet	ES	PK-8	MS	HS	Non-Title I
Econ Dis	<del>increase from 60% to 64%</del>	★	★	★	★	★	★	★
LEP	<del>increase from 22% to 24%</del>	★	<del>Increase from 25% to</del>	★	★	★	<del>Increase from 2% to 7%</del>	★
BLACK	<del>increase from 12% to 20%</del>	<del>Increase from 7% to 11%</del>	★	<del>increase from 18% to 21%</del>	<del>Increase from 32% to 37%</del>	<del>Increase from 15% to 20%</del>	★	<del>increase from 9% to 9.6%</del>
Black Females	<del>increase from 7% to 10%</del>	<del>Increase from 3% to 5%</del>	★	★	★	<del>Increase from 6% to 10%</del>	★	<del>increase from 4% to 5%</del>
Black Males	<del>increase from 5% to 10%</del>	<del>Increase from 4% to 5%</del>	<del>Increase from 4% to 6%</del>	<del>★ increase from 7% to 10%</del>	<del>increase from 13% to 18%</del>	<del>Increase from 9% to 10%</del>	<del>Increase from 12% to 14%</del>	★
HISPANIC	★	★	★	★	★	★	★	★
Hisp. Males	★	★	★	★	★	★	★	★
Hisp. Females	★	★	★	★	★	★	★	★



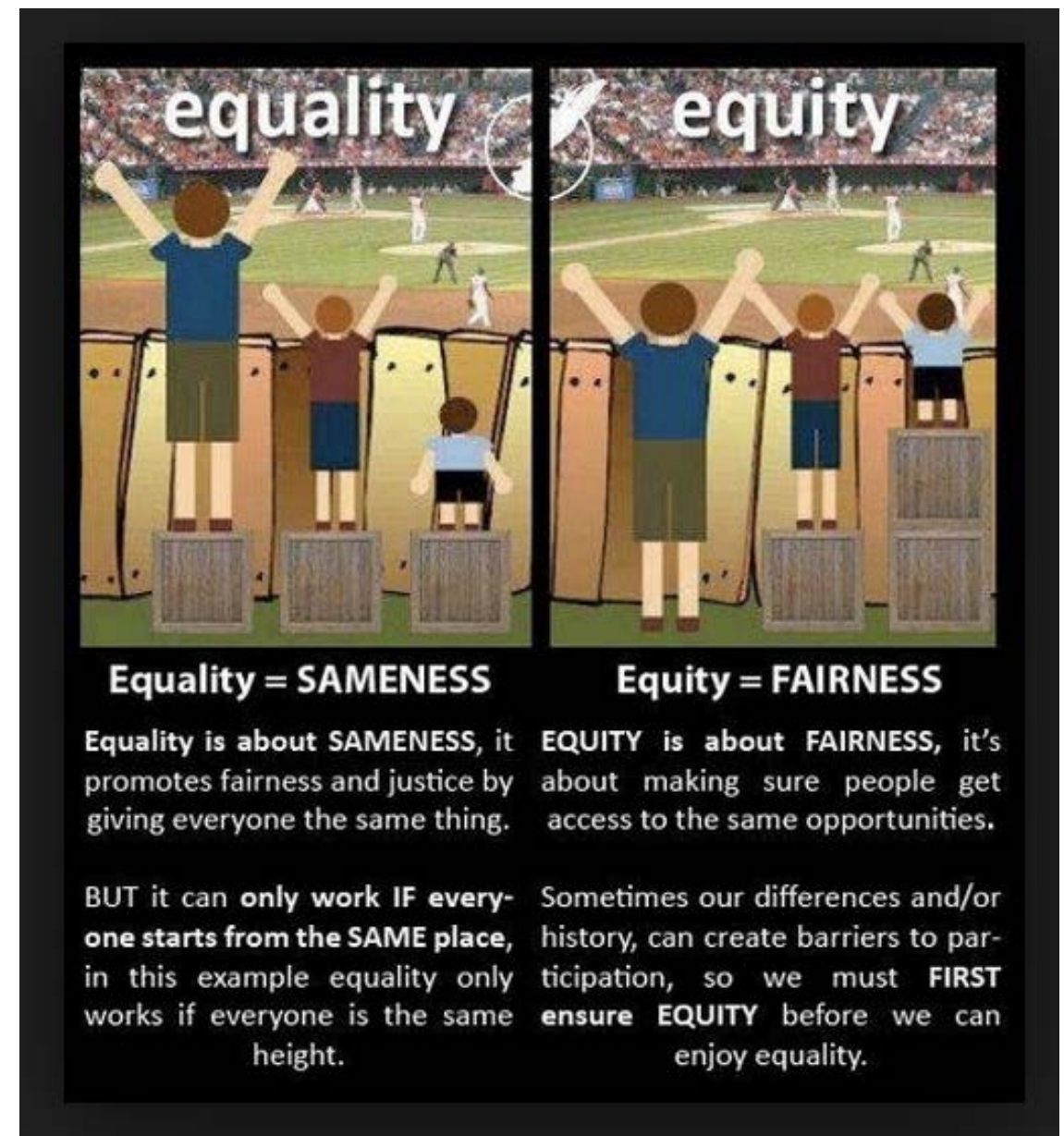
**Inequitable Schools**

**N = 171 (66%) Black Females**

**N = 210 (81%) Black Males**

# The Data Tell the Reality of Inequities

- Under-representation is pervasive and significant - specifically for Black students and mainly for Black males.
- Racial bias is operating; inequity is rampant (for Black students, mostly males); Discrimination exists.



# Pros/Positives/Strengths

- **Multiple criteria**
- **Obstacles in matrix (income, race, LEP, SPED)**
- **Non-verbal measure/CogAT subtest**
- **Identify/assess and serve kindergarteners (Pre-K)**
- **Yearly identification**
- **Growth plan for gifted underachievers**
- **Teacher training in gifted education required**

# Concerns

- **White and class privilege /Status quo**
  - too much transparency on Matrix (and website)
- **Consistency - definitions vs. practice vs. identification instruments**
  - age vs. environment and experience
  - 1or more domains/areas vs. all 4
  - potential yet gifted underachievers are exited
  - across matrices (K; K-1; 2-12)
- **Clarity**
  - **ACHIEVEMENT** - Math plus Reading vs. Math or Reading
  - **INTELLIGENCE** - CogAT non-verbal only; Why not NNAT II?
- **Alignment - Identification vs. Programming**
  - Iowa or Logramos Reading and Math used; students not assessed for science and social studies but served in those areas.
  - Teacher Checklist (subjective) - leadership and creativity; does not include achievement; no indication that leadership and creativity are served.



# Cons/Concerns/Weaknesses

## RECRUITMENT

1. Kindergarten (entering) - assess in Nov/Dec
2. Local or national norms used; school building recommended
3. Standard Error of Measure not used
4. Parent recommendation - efficacy needed; how effective are communication methods?
5. Admissions committee demographics - Community liaison on Admissions committee?
6. Checklist
  - Many items contain two characteristics
  - Validity data needed
  - Reliability data needed
  - Efficacy data needed
7. CogAT (non-verbal)
8. Achievement test (only 2 subscales/subtests)
9. Weighted matrix (pseudoscientific)
10. Teacher training - no clear focus on culture, income, language



## RETENTION

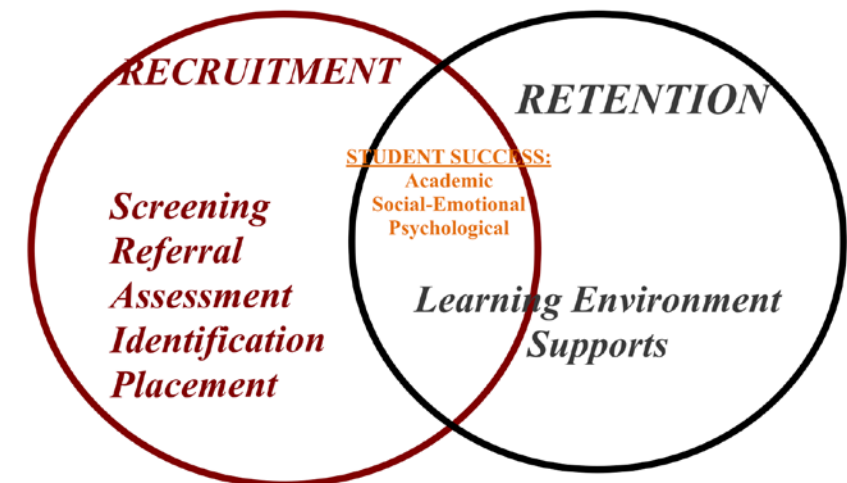
1. Retesting at 6th grade school - Why? Who is most affected?
2. Exiting identified gifted students - Why? Who is most affected?
3. Teacher training - no clear focus on culture, income, language
4. Gifted Classes vs. Services - Not tailored to context, or student and building needs (e.g., Treffinger's Levels of Services)
5. Family supports - unclear

# Matrices

	Entering K	K-1	2-12
<b>Cutoff points for percentiles change</b>	68 or more pts. 6 subtests (high linguistic demand/loading; high social-cultural loadings)	62 or more pts. <b>Local</b> percentiles for Iowa & Logramos Unclear for CogAT CogAT Non-verbal? Percentile pts. differ from entering K Grades - percentiles change based on school type	62 or more pts. <b>National</b> percentiles
<b>Instruments change</b>	Woodcock-Johnson Wechsler Nonverbal Scale of Ability	Iowa or Logramos Math and Reading Science & Social Studies not used but GT services in these areas Grades in 4 content areas	Iowa or Logramos Math & Reading All grades included in scoring
<b>Obstacles 5 or 8 points</b>	Hispanics who are LEP get double advantage?	Hispanics who are LEP get double advantage compared to Blacks?	Hispanics who are LEP get double advantage compared to Blacks?
<b>Family Recommendation</b>	Does not include academics Parents have copy of matrix Aware of instruments	N/A	N/A
<b>Teacher Checklist</b>	N/A	Leadership & creativity but no services/alignment Missing academics Content/characteristics	Leadership & creativity but no services/alignment missing academics Content/characteristics

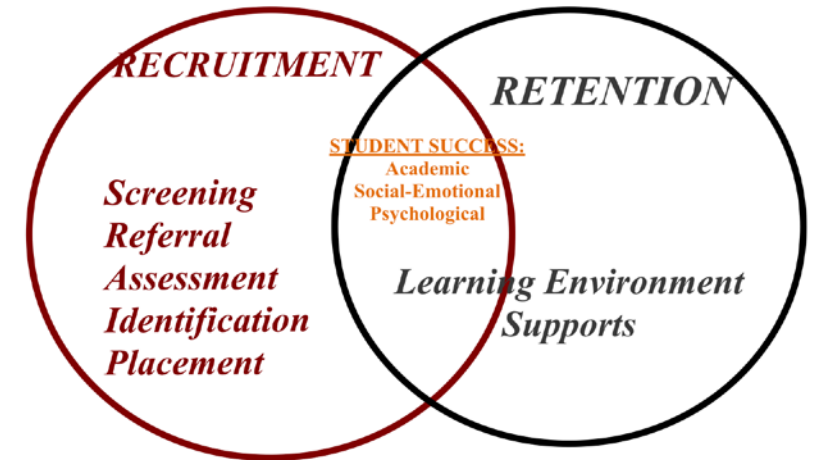
## Fundamental/Primary Keys to Equity

- Adopt 20% equity formula
- Identify/Recruit Pre-K (later in school year)
- Eliminate retesting
- Eliminate exiting students; provide required/tailored supports for each student
- Eliminate national and local norms - Use building norms (top 10% at each building?)
- Eliminate weighted matrix - pseudoscientific
  - study weights given to components
  - replace with profiles
- Revise Parent Referral/Checklist and Procedures
  - Add achievement
  - Increase and different communication/outreach to Black families
- Revise Teacher Checklist
  - Modify or adopt different checklist
  - Remove leadership and creativity if not served
  - Add achievement





## Fundamental/Primary Keys to Equity (con't)



- **Achievement test**
  - **Adopt instruments that best align with HISD curriculum; adopt a variety of measures**
  - **Use subtests/scales that align with services**
- **Study efficacy of CogAT (non-verbal) compared to NNAT II (for Black students)**
- **Pilot NNAT II (for Black & Low-income students, including Pre-K)**
- **Provide teacher/educator training in gifted education AND culture and poverty; significant attention to Black students/males**
- **Provide Parent/Caregiver training and outreach for under-represented groups, mainly Blacks**
  - **forms, website, communication methods, professional development**
- **Gifted education classes and services at every school**