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THE PROCEDURAL AND PERCEPTUAL DIFFERENCES IN HOW STUDENTS FROM MARGINALIZED POPULATIONS ARE IDENTIFIED, SELECTED, AND SUPPORTED FOR HIGH ABILITY LEARNING

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THE PROCEDURAL AND PERCEPTUAL DIFFERENCES IN HOW STUDENTS FROM MARGINALIZED POPULATIONS ARE IDENTIFIED, SELECTED, AND SUPPORTED FOR HIGH ABILITY LEARNING

By

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Abstract

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University of Nebraska, 2022

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Identification of students for High Ability programming is a complex issue. Ensuring that students from marginalized populations are proportionally represented when compared to the district student population adds to that complexity. This mixed analysis study examines the inequities that exist in the identification of students for High Ability learning programs at the national, state, and local levels. The top-down approach gives the study context for the variety of ways that giftedness is identified at the national, state, and local level. Alongside the document analysis, a survey was created and given to classroom and High Ability teachers. The survey asks the teachers what their perception is of the characteristics of a High Ability student. This information could support a district in forming a definition of a High Ability student. A school district could also ensure that there is proportional representation of High Ability students across all student groups. The results of the analysis show that districts need to rethink common practices when ensuring that all students are given opportunities to be selected for High Ability programming.

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Chapter I

Introduction

A quote attributed to W. Edwards Deming appropriately describes the state of identification systems for High Ability learners, “Every system is perfectly designed to get the results it gets” (W. Edwards Deming Institute, n.d.). The systems that have been created to identify students for High Ability learning services favor Asian and White students. These students are disproportionally over-represented while students from Black, Latinx, Native American, English Learners, and students from low-income households are disproportionally underrepresented (Baldwin, 2005; Gentry, et al., 2019; Peters, 2022).

To make matters even more complex, educators and researchers in the world of High Ability education do not have an agreed upon definition for what giftedness is or how to identify gifted qualities in a student (Baldwin, 2005). Smedsrud (2020) argues that the reason society has so many definitions for giftedness, or High Ability, is the fact that it is inherently ambiguous. Programs and institutions do not often agree on what to call students that have advanced learning needs, let alone how to identify them. For this study, High Ability is used to describe any student, program, or situation concerning advanced learning needs.

Further complicating discussions around identifying students with High Ability learning needs is the fact that historically marginalized students are not being identified for High Ability learning services (Ford et al., 2017). Not only can educators and researchers not agree on what High Ability is, there are groups of students who are never

given a fair chance at reaching their potential in the current system because they are never identified in the first place.

In 2019, a collaborative report between authors at Purdue University and Vanderbilt University was published titled, *Gifted Education in the United States: Laws, Access, Equity, and Missingness Across the Country by Locale, Title I School Status, and Race* (Gentry et al., 2019). This report found that White and Asian children were being identified two to ten times more often, depending on the state, than children who are American Indian and Alaskan Native, Black, Latinx, or Native Hawaiian and Pacific Islander. The findings of this report demonstrate that the outlook on equity in gifted education is bleaker than originally thought. The report shows that students from historically marginalized groups are not being identified by current systems. Card (2016) cites a 2012 report by the Office of Civil Rights report that found that from kindergarten to 12th grade, 7.6% of White students took part in High Ability services in the United States, compared with only 4.6% of Latinx students, 3.6% of Black students, and 1.8% of English Learners. Even states that have mandatory identification systems in place are missing large percentages of students from the marginalized populations. States that do not mandate an identification system fair even worse at identifying students from the marginalized groups (Gentry et al., 2019).

In the United States, High Ability programming is left up to the individual states. There are states that mandate identification and services for students with High Ability learning needs; there are also states that leave High Ability identification and programming up to the school districts in that state. Some states fund programming, some states do not (Rin et al., 2020).

A competitive federal grant is open to schools called the Javits Grant (Department of Education, 2022). The Javits Grant supports innovation in the identification of High Ability students nationwide, specifically students from underrepresented populations. This is a competitive grant every year, not a mechanism at the federal level that gives districts funds they can use to focus on the identification of High Ability students. The United States does not fund any High Ability programs at the federal level (National Association for Gifted Children, 2022).

The goal of this study is to add to the conversation around equity in High Ability programs across the nation, specifically, how school districts can more equitably identify students from populations that have historically been marginalized.

While other states will be examined, the state of Nebraska and the school districts inside Nebraska will be the focus of this study. Under guidance from Nebraska Department of Education (NDE) Rule 3: Regulations Governing High Ability Learners (1998), school districts in the state of Nebraska are required to identify students as High Ability but are not given guidance on how to go about identification or what subjects, grade levels, or assessments to use (NDE, 1998). This ambiguity leaves every school district in Nebraska creating its own definition of what a gifted student looks like, deciding how students will be served, and how best to support those students and their families. A student could meet the criteria for gifted in one school district but not meet the criteria in another (Clark, 2008).

All students need support to reach their potential; those supports should be provided by schools no matter the student's race, sex, or socioeconomic situation. Ignoring a student's potential because they are not struggling or because

identification cannot be done easily is a disservice to all students (National Association for Gifted Children, 2019).

Statement of Problem

Programming for High Ability students in Nebraska is determined by school districts finding and identifying students. When students are not identified as High Ability, they miss out on programming that would support their learning and accelerate their growth. Nationally, gifted programs struggle to identify students from marginalized groups. Schools are failing to identify and service students from marginalized populations for High Ability programs (Awaya, 2001; Callahan, 2005). Achievement gaps, the differences in educational outcomes found when comparing groups of students (Schlueter, 2021), are not being identified in High Ability education and the brightest students are not being challenged. These students are underperforming in statewide assessments (Ross, 1993).

As Passow and Frasier (1996) explain, ineffective and inappropriate identification practices and procedures are widely to blame for the lack of representation of underrepresented populations in gifted education. Students not participating in gifted programs are denied access to differentiated opportunities that are provided to students who are selected for gifted programs.

The National Association for Gifted Children (NAGC) released a position statement in 2019 that addresses best practices for identifying gifted students. The position statement points out that many schools use identification systems that are not equitable and use methods that lead to inequitable populations of gifted students.

Operational Definitions

High Ability - Students who have the ability to perform at a higher level academically than their peers (National Association for Gifted Children, 2019).

Marginalized Groups - The *SAGE Encyclopedia of Qualitative Research Methods* (Given, 2008) defines marginalization as "the process through which members of some segments of society find themselves out of the mainstream based on their membership in socially meaningful groups" (p. 491). This study utilizes this definition in relation to gender, race, socio-economic status, students that are in English Learning (EL) programs, and students identified for Special Education as well as any other demographics that become apparent as the data collection phase of the study progresses.

High Ability Teachers (HAT) -Teachers that are currently teaching High Ability students as part of their work.

Endorsed High Ability Teachers **(**EHAT) -Teachers that have received an endorsement from NDE in High Ability education.

Research Questions

Central Research Question

What procedural and perceptual differences exist in how students from marginalized populations are identified, selected, and supported for High Ability learning?

Supporting Questions

1. How do systems of High Ability identification vary among states? - hereafter referred to as supporting question (a).

2. What are the areas/categories that select schools in Nebraska use to identify High Ability students? - hereafter referred to as supporting question (b).
3. What assessments are currently being used to determine High Ability students in a medium-size district in Nebraska? - hereafter referred to as supporting question (c).
4. How do perceptions of skills and talents associated with High Ability vary among HAL, EHAL and classroom teachers? - hereafter referred to as supporting question (d).

Purpose of Study

The purpose of this mixed analysis study is to explore the inequities that exist in the identification of students for High Ability learning programs at the national, state, and local levels. The study also sought to learn what teachers perceive as the characteristics of a High Ability student. This information could allow districts to decide what supports to include in their definition of a High Ability student.

The focus of the study was marginalized students being identified for High Ability learning services in Nebraska. Students from marginalized groups are not being identified for High Ability services proportionally in Nebraska. The Nebraska Department of Education has identified disproportionality in High Ability programs as a problem. NDE contracted with Regional Educational Laboratory Central at Marzano Research to study the identification practices used by school districts in Nebraska. This study found that Black, Hispanic, and American Indian students were underrepresented in High Ability programming proportional to the student population (Equity in High Ability Learner Identification in Nebraska, 2022).

By examining the current and foundational research that identification processes are founded on, the study builds the argument that identifying students for High Ability programs can look at student strengths rather than achievement-based test scores. Teachers should be an important part in identifying what a High Ability student looks like in the classroom and student strengths should be the focus of High Ability programming.

The state of Nebraska does not define High Ability or dictate what must be used to identify students for the program. The opportunity presents itself for a school district to decide what High Ability means for itself. Classroom teachers could help with this process, as they are the ones that have built relationships with the students. They will be able to look at the ability of a student. A classroom teacher could help the districts move away from achievement-based identification procedures and support the students that are currently not being challenged.

Chapter II

Foundational Long-Range Studies

Two long range studies have set competing ideologies against each other for framing High Ability. The first study is Terman's 1926 *Genetic Studies of Genius* which framed its argument around using Intelligence Quotient (IQ) tests to predict children who will become successful in life. Terman argues that there is no greater predicter for the outcome of a person's life than an IQ test, "There is nothing about an individual as important as his IQ, except possibly his morals..." (Terman, 1922, p. 657). Terman would come to develop his own IQ test and scales used to compare results by age group; this test is called the Stanford-Binet Intelligence Scale (Terman, 1916).

Critics of Terman (1916) point to his support for meritocracy, where power and privilege are given to those who are deemed worthy of merit. In Terman's view, the merit that he valued was intelligence. Meritocracy is viewed today as being elitist, racist, and antidemocratic (Gould, 1981; Jolly, 2008b; Minton, 1988). Terman's tie to meritocracy is evident; he openly advocated for the use of IQ scores to place children on paths that would determine their direction in life, higher level education, and profession (Warne, 2019). Children that scored higher on IQ tests would be placed on more prestigious pathways in life while those that scored lower would be remediated to factory work (Terman, 1916).

While Terman's (1916) outlook seems out of touch with modern sensibilities, defenders of Terman point out that he saw this societal programming as being more favorable than relying on nepotism, wealthy parents, or blind chance to move the most intelligent people in society into the positions he saw as beneficial (Warne,

2019). Terman did not see this as being problematic at the time; in his view anyone that had the IQ to meet the criteria would be elevated to a position fit for their intelligence (Terman, 1922).

Time has given perspective to the work of Terman. It is now understood that the sample of participants used in the longitudinal study of gifted children titled, *Genetic Study of Genius* (Terman, 1926), was racially homogeneous (Jolly, 2008a; Keating, 1975; Minton, 1988; Rinn & Bishop, 2015; Robinson, 1981; Sorokin, 1956). It is estimated that between 95% to 99% of the participants in *Genetic Study of Genius* (Terman, 1922) study were White (Warne, 2019). Another argument against using IQ as a way of predicting how successful a child will be in life is that a child with a high IQ has no more chance at a successful life than a child with an average IQ (Renzulli et al., 2009). Aptitude, motivation, environment, and support are a small list of the factors that can influence the success that a student can find inside and outside of school and in life (VanTassel-Baska, 1998).

Gardner published *Frames of Mind* (1983) followed by *The Theory of Multiple Intelligences* (1984), both of which ignited a fire in educators to apply the theories to students in the classroom (VanTassel-Baska, 1998). Alongside Gardner's research, the United States Department of Education released *National Excellence: A Case for Developing America's Talent* (Ross, 1993) which uses the phrase "talent development" to frame how schools could encourage their highest achieving students into areas that fit their interests. This report also paints a picture of a country that is not challenging the brightest students in its schools (Gallagher, 1994).

Behind the backdrop of Gardner's books and *National Excellence* (1993) are educators and researchers suggesting that the brightest students have talents in specific academic areas. Stanley et al. (1974) put the pieces together, emphasizing talent in specific academic areas. Stanley (1996) continues focusing on what he calls precocious talent in a 50-year longitudinal study involving 5,000 participants. *Study of Mathematically Precocious Youth (SMPY)* (Stanley, 1996) follows five cohorts of students who are identified by talent searches. The students who participated in the study scored in the top 3% or better on the mathematical and verbal reasoning sections of the Scholastic Aptitude Test (Renzulli et al., 2009).

The start of this ambitious program has spawned a field of study, journal articles, and subsequent studies following cohorts of promising students (Achter et al., 1996; Lubinski & Benbow, 1995; Webb et al., 2002). The *SMPY* (1996) laid the foundation for a trend in High Ability education which is still prevalent today: talent development (VanTassel-Baska, 1998).

Talent development moves beyond the rigid system of utilizing IQ as the sole means of identifying students who would benefit from High Ability services (Dai, 2017). Now the student can be viewed as being multifaceted; the intelligence that they demonstrate can mean more than fast tracking to a job as an engineer. When working inside the talent development system, mathematics and music are interconnected (Dia, 2017). Students placed in the talent development model focus on strengths and are allowed to make connections to other disciplines or areas of interest (Kaplan & Hertzog, 2016).

While talent development has opened some of the more rigid structures that IQ built, it is not without its own flaws. If IQ is a binary system of gifted or not gifted, then talent development is a fluid system that can be too flexible. Every student in every classroom has a niche talent that could, and should, be developed (Wachs, 2000). When viewed through this lens, every student should have a talent that is being guided and developed by educators. If the IQ system is too rigid, then the talent development system could be viewed as too open.

The foundational work of Terman (1916) and Stanley (1996) gave the world of High Ability education much to discuss. Both systems share the fact that they are dependent on assessments. As pointed out by Lord and Novick's (1968) Classical Test Theory (CTT), these assessments can hold bias against groups of students.

Conceptual Framework

There is no silver bullet to ensure a school's demographics and the identified high ability population are proportional; this problem has been around long enough that the solution cannot be an easy one to uncover. Research on the topic of under identification of historically marginalized students in the United States is an old idea, one of the earliest articles written on the topic was Jenkins (1936). This problem has persisted through the advancements and evolution of education; it is a systemic problem that requires changes to the culture of a school district, not just changes to the identification system (Ford et al., 2008).

Instead, a combination of strategies and procedures must be identified using the data already available to local school districts. This combination, in conjunction with a

school district already making policy changes to fix inequities in other areas, will show the impact systemic changes can create.

Local norms are an example of how a school district can make an impact on identifying more students from historically underrepresented populations using data already collected. The use of local norms to find the students in a district, school, or demographic can help off-set the overrepresentation of one student group over another when using achievement scores alone (Peters & Gentry, 2012). This is not the solution to the larger problem of under-representation in gifted programs. Peters et al. (2019) found that the use of local norms creates a general trend in all student groups to move closer to proportionality when identifying high ability students.

Universal screening is a process that requires all students in a certain grade level to be given a screening test, usually an aptitude test (Lakin, 2016). This process removes a nomination barrier from many identifications processes. The removal of this barrier can improve the proportionality of the students identified for High Ability learning services without changing the standards of the gifted program (Card, 2016). Unfortunately, cost is often an obstacle as universal screening requires that all students are screened with a test funded by the local school district. Card (2016) presents a study regarding a Florida school district which pulled funding for universal screening after the district showed a 174% increase in students from marginalized populations identified as gifted. After funding was pulled, the gifted identification levels for the marginalized students fell back to pre-universal screening percentages.

Contextual Framework

Lord and Novick's (1968) CTT is foundational to educational and psychological measurement. CTT suggests that a person's true score can never be accurately measured. Some amount of measurement error will always be present. Instead, the score that is found when an assessment is given is called the observed score (Lord & Novick, 1968). If the error is equally applied across all test-takers in a group, then it is a group specific error, and a bias exists for that group. Peter (2022) gives an example using creativity as the score being measured:

> "An individual's true creativity can never be directly observed. Any observed score that a student receives on a test of creative thinking will always include measurement error. That error can apply to all test takers equally, or it can be group specific. Group-specific error is equivalent to the colloquial conception of assessment bias. If a test measures quantitative reasoning well for boys but less well for girls, this is a case of assessment bias" (p. 83).

When groups score lower because of the factors that make up the group, there is a bias present (Osterlind & Everson, 2009). An assessment can be deemed fair when observed scores are equal in the presence of equal true scores.

The *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014) states that test scores that show differences in how groups perform must be examined for bias but that, "differences in outcomes do not themselves indicate that a testing application is biased" (p. 54). When groups of students

score lower on performance assessments the question must be asked, what is the root cause of this disproportionate result? Using the CTT to explain the result, a disproportionate response in the observed score is because the assessment is biased against a group of students. If the assessment is not biased against a group of students, then looking at the discrepancy of the true score is where the problem lies. If the true score is lower in a group of students, the conclusion can be drawn that it is because the group of students with lower performance did not have an opportunity to develop their abilities (Peter, 2022).

Conclusion

Gifted education has come a long way since Terman's 1926 *Genetic Studies of Genius* and one thing still holds true: Children from marginalized populations are still not being proportionally identified for High Ability learning services (Baldwin, 2005; Borland, 2004; Callahan, 2005; Ford et al., 2017; Peters et al., 2019). This problem is complex, as most problems dealing with race, society, and power tend to be, but that does not mean that there is no solution. A systems problem demands a systematic solution.

Chapter III

Introduction

This chapter includes the description of the methodology used for the research study that guides the data collection and analysis. This section focuses on the purpose and research questions, subjects, instrumentation, procedures, and data collection and analysis that will be used for the study.

Research Context

The study utilizes a mixed data analysis study involving qualitative data in the form of document analysis and quantitative data supplied by a survey for teachers. The design of the study collected national data for supporting question (a), state data for supporting question (b), and district level data for supporting question (c). The top-down approach gives the study context for the variety of ways that giftedness is identified at the national, state, and local level.

Teachers have potential to spot characteristics of giftedness in student populations. Teachers participating in the study were separated into two groups, classroom teachers and High Ability teachers. High Ability teachers may have some insights that other teachers would not have when it comes to finding High Ability characteristics in students. Quantitative data was collected from classroom teachers and High Ability endorsed teachers. All teachers were asked if they currently hold a High Ability endorsement, which is not required by the state of Nebraska to teach High Ability students, but which may reveal teachers' additional insights and perspectives about identification factors for High Ability learners. This gives the study three categories of teachers: classroom teachers, HAT, and EHAT.

Subjects

The subjects selected for supporting question (d), what are teachers' perceptions of skills and talents associated with giftedness, of this study are all teachers in the Omaha metropolitan area of Nebraska. The pool of teachers represents a mix of genders, varied racial demographics, years of experience, years of education, years in their current district, and degrees held. This pool of teachers was divided into three groups, all given the same survey. One survey group consisted of third grade classroom teachers from across the targeted school district participating in the study. Another survey group was made up of gifted and talented teachers from the same region in Nebraska. The final group of teachers were specifically High Ability teachers who have a High Ability certification from that same Omaha metropolitan region.

Selected schools were considered subjects for the purpose of collecting information in supporting question (b).

Instrumentation

The document analysis performed for supporting questions (a), (b), (c) will give context for the national, state, and local identification processes. The documents analyzed demonstrate what national, state, and local entities value in identifying High Ability students. Document analysis was chosen because of the non-reactive qualities of the process. The nature of High Ability education is one that lends itself to social and cultural distractions. Without an agreed upon definition of what giftedness means, states and local school districts are left to define it for themselves. A document analysis removes a researcher's influence on the research as the documents themselves are unobtrusive and non-reactive (Bowen, 2009).

While Bowen (2009) posits that a researcher's influence is non-reactive, O'Leary's eight-step process (2014) requires addressing the researcher's bias in dissecting and interpreting the documents in the study.

The survey, Teacher Perception of Gifted Characteristics, underwent a limited piloting effort by a group of eight Educational Consultants at Educational Service Unit #3 (ESU3). The ESU3 Consultants took an original version of the survey and gave their input on instructions, question phrasing, and question sequencing. The results of this input had an impact on the directions and layout of the survey questions but did not change the intent or motive behind the survey. The survey can be found in Appendix A.

Reflexivity Statement

The implicit bias that I bring to this research must be addressed. This is my 18th year working in education. I have spent the last six years working with 18 school districts at ESU3. Educational Service Units (ESU) were created in Nebraska in 1965 by Rule 84 (NDE, 2012). They were created to be educational service providers to school districts in Nebraska (Statewide ESU Regionalization/Restructuring Task Force, 2003). The work that I have done at ESU3 has primarily focused on High Ability programs within those 18 school districts. While each of these districts has their own identification processes and procedures, my opinion is sought when districts are making changes to those identification procedures. I have my own thoughts on how students should be identified and supported as students with High Ability learning needs; I will provide districts with support and guidance based on my experience.

Students with High Ability learning needs are in every school and classroom. My classroom teaching jobs were in Title 1 buildings, places that often struggle to identify

students for High Ability classrooms. As I transitioned to full time High Ability teaching, I saw a discrepancy in the populations of students who were being identified. My teaching background has led me to have a strong belief that the systems created to find High Ability students are flawed. I recognize this bias and am addressing it here.

Document Analysis

To answer supporting questions (a), (b), (c), a document analysis was performed. A document analysis is a qualitative research technique that allows researchers to interpret and give meaning to a topic (Bowen, 2009). The document analysis incorporates coding the content of the document into themes, similar to how interviews are coded in qualitative research methods as described by Bowen (2009). Similarly, O'Leary (2014) lays out an eight-step process for a document analysis as follows:

1. Gather relevant texts
2. Develop an organization and management scheme
3. Make copies of the originals for annotation
4. Assess authenticity of documents
5. Explore document's agenda, biases
6. Explore background information
7. Ask questions about documents
8. Explore content

A detailed explanation of these steps is required to understand how each step will contribute to the research process for the supporting questions (a), (b), and (c). While this list is intended be a way to use the top-down approached outlined in the

Instrumentation section, the unregulated nature of High Ability education means that different states and school districts are going to have a variety of ways that High Ability is identified and supported. It is anticipated that there will be sharing of broad ideas and ideology between states and districts in Nebraska, but certain portions of the data collection will be unrepresented if the documents do not supply answers to questions being asked.

Steps Breakdown

Step 1 - Gather Relevant Texts.

Supporting question (a) - The relevant texts at the national level focus on states that mandate identification of High Ability students. Documents anticipated for the national level will include cognitive assessments, various ability assessments, and teacher/parent/student referral forms. Guidance documents would be a welcome addition to the document analysis as it could start to build a broad overview of identification at the national level.

Supporting question (b) - Public facing identification processes will provide the study with documents needed for supporting question (b). These documents should include identification processes for the districts. It is anticipated to include the same types of assessments and documents found at the national level.

Supporting question (c) - Identification processes will give the study assessments and other factors that the local district uses for identification of High Ability students at the local level. This will include achievement data, ability assessments used, as well as any other types of input or data gathered when making High Ability decisions.

Step 2 - Develop an organization and management scheme.

Supporting question (a) required organization that allows comparison to the supporting question (b) and (c). Supporting (b) and (c) focus on school districts while the supporting question (a) focuses on state level mandates, rules, and laws. Some states require or suggest the use of many of the same documents or procedures in identifying students for High Ability programs.

Supporting questions (a), (b), and (c) all fall under the same organizational and management scheme. State and school district data was collected by analyzing the documents that provide guidance for identification into High Ability programs. Documents were created that break identification processes down into common categories to provide clarity in analysis. These documents will be included and referenced in the Appendices section of this study.

Step 3 - Make copies of the originals for annotation.

Documents for supporting questions (a) and (b) will be downloaded from public facing websites.

The local school district will provide the documents used to answer local supporting question (c). The provided documents will be copied and returned to the district administration.

Step 4 - Assess authenticity of documents.

The authenticity of the documents will be treated as valid as they will come from public facing state and school district websites.

Step 5 - Explore document's agenda, biases.

At the national level, state level, and local level, the documents will include processes and procedures districts use to identify students for High Ability learning

services. It is expected that similar assessments used in all states will demonstrate a bias towards some groups of students.

The results of the document analysis were used to identify bias in assessments as well as the programming offered. The document analysis sought to find what programming looks like for students once they are identified. If programming is solely academic achievement, that will speak to the kinds of students who are attracted to the High Ability program. It will also limit who benefits from a program designed around academic achievement.

States can and do mandate and fund High Ability programming. Examining what mandated and funded programs consist of compared to the states that do not require or fund any High Ability programming will be another point of comparison.

Step 6 - Explore background information.

It was expected that background information would be similar in the documents collected for supporting questions (a), (b), and (c). These three supporting questions gather similar information at different levels, national, state, and local. Any documents that stand out in tone, style, purpose, or any other area will be evident and provide the study with additional information.

Step 7 - Ask questions about documents.

Supporting question (a) - At the national level, it was expected that guidance documents, as well as assessment types, would be provided for the districts inside the state being studied. Often these guidance documents are created by committees rather than individuals. This committee approach gives insight to which parts of the High Ability identification systems are important to each state, how important equity is to the

committees, and if any steps are taken to ensure equitable identification practices are highlighted.

Supporting question (b) - Each district selected inside Nebraska was expected to have similar documents that identification processes. Some districts have assessments with cut scores while others may utilize a matrix with weighted points in categories. Whatever the system, the goal is the same for all: identify students for High Ability learning services. This applies to the local school district as well.

Step 8 - Explore content.

The content from the national, state, and local documents gave the study a top-down understanding of how High Ability students are chosen for identification. O'Leary's (2014) eight-step document analysis procedures was used to analyze documents for national, state, and district level documents. This was followed by Bowen's (2009) thematic analysis. Bowen notes that a thematic analysis, a form of pattern recognition, can be considered when looking at a document's data. The document analysis provides the study with three categories for a density analysis from the national, state, and district level.

Supporting question (a) - how systems of identification vary among states, will require a document analysis of NAGC's *2018-2019 State of the States in Gifted Education*. This report contains details of each state's High Ability programs. A document analysis of the report provided assessments of what each state suggests or requires, categories that the states suggest or require to identify gifted students, and what kinds of supports school districts suggest or require. The intent of this information is to give the study a nationwide view of the context for High Ability identification.

Supporting question (b) - what are the areas or categories that schools in Nebraska use to identify gifted students, was answered by examining the documents from six districts in Nebraska. Six school districts in Nebraska with public facing High Ability procedures were selected. An initial document analysis was conducted to select the six districts. School size, geographic location, and diversity were factored into selecting school districts to participate in the study in an effort to ensure as wide a demographic selection as possible.

To answer supporting question (c) - the identification procedure of the medium-sized Nebraska school was examined. The question, what assessments are currently being used to determine High Ability students in a medium-size district in Nebraska, demonstrates which students are allowed into the program under the current identification procedures.

Data was collected at the national, state, and local school district level; only certain portions of the data were available for collection. Every effort was made to gather all data possible; some data was not subject to public collection.

Survey

Supporting question (d)- what are teachers' perceptions of skills and talents associated with giftedness, was answered by surveying the classroom teachers in the district as well as High Ability teachers that attended a quarterly meeting held by a local area education service unit. All teachers were asked the same questions, only their specific job titles were used to separate them into groups: classroom teachers, High Ability teachers, High Ability teachers that hold High Ability certification.

The survey was focused on the perceptions of classroom and High Ability teachers when they consider the skills and talents associated with High Ability. The first section of the survey asks the teachers to provide some personal demographic information. Their information was used to group teachers by those demographics to determine if there were any commonalities in perceptions.

The second section of the survey asks the teachers to rank characteristics of gifted students chosen from a list supplied by NAGC (Clark, 2008). These characteristics fall into four categories: Cognitive, Creative, Affective, and Behavioral. In each category the teacher was asked to rank specific descriptions of those categories from most important to least important, in their opinion. Next, they are asked to rank the same descriptions of the same categories by how they think their district views each category. They are then asked to rank the categories themselves. Finally, they are asked to consider their experience with students from diverse backgrounds and priorities the characteristics to equitably identify gifted students. The results from the question supplied the study with the top characteristics that classroom and High Ability teachers associate with gifted students and allowed conclusions to be drawn as to how to identify gifted students outside of assessment performance.

Procedure

To answer supporting questions (a), (b), and (c), a document analysis was utilized to disaggregate categories in which students are identified at the national, state, and local levels. Supporting question (d) utilizes a survey administered to teachers.

Twenty-five states have documents available from NAGC's *2018-2019 State of the States in Gifted Education*. The six states were selected based on the following criteria.

NAGC lists Twenty-five states in the 2018-*2019 State of the States in Gifted Education* with publicly available identification processes. From those twenty-five states, six were selected based on an initial document analysis. The initial document analysis considered if a potential state mandates some form of identification or not. The next consideration was the location of the state. To gain as much perspective as possible, it was important that the selected states geographically represent as much of the Unites States as possible, while also supplying the study with the most robust data possible.

The six states chosen had documents taken from public facing websites. These documents were analyzed using O'Leary's (2014) eight-step process to find how states were selecting students for High Ability programs. The documents describe assessments and other processes that the states suggest or require, and the kinds of supports that the district may provide.

A similar process was used when answering supporting question (b), but instead of analyzing documents from states, the research focused on districts inside the state of Nebraska. Six districts were chosen to answer the question. As in the supporting question (a), an initial document analysis was conducted looking for public facing identification processes. The selection of the school districts was done in such a way that Nebraska is represented geographically as well as demographically, when possible. Districts of various sizes, student demographics, and geographic locations are represented. The analysis supplied the study with assessments each district uses in

identification of High Ability students, categories with which districts identify gifted students, and supports districts provide for identified students.

Supporting question (c) looks at a specific school district in Nebraska; the document analysis followed the same procedures. An analysis of the district's High Ability procedures provided what assessments are used, what categories students identified are placed into, and what supports are provided for those students who are identified for High Ability learning services.

A survey was created titled Teacher Perceptions of Gifted Characteristics to answer supporting question (d). The survey was given to teachers from two populations. The first population is third-grade classroom teachers from the cooperating district. With permission from the superintendent of the district, the survey was conducted during a meeting at the beginning of the school year which all third-grade teachers attended, 11 classroom teachers in total. This meeting was mandatory, ensuring that all third-grade teachers from the district were present and able to participate in the survey.

The second population to complete the survey was a group of teachers attending a quarterly meeting focused on High Ability programs at ESU3 in Nebraska. The survey was given to all 17 teachers in attendance, eight HAL teachers and 9 EHAL teachers. Time was given during the meeting for the survey to be completed by the attendees.

Data Collection

Central Research Question

What procedural and perceptual differences exist in how students from marginalized populations are identified, selected, and supported for High Ability learning?

Supporting Questions

a) How do systems of High Ability identification vary among states? - hereafter referred to as supporting question (a).
b) What are the areas/categories that select schools in Nebraska use to identify High Ability students? - hereafter referred to as supporting question (b).
c) What assessments are currently being used to determine High Ability students in a medium-size district in Nebraska? - hereafter referred to as supporting question (c).
d) How do perceptions of skills and talents associated with High Ability vary among classroom, HAL, EHAL, and teachers? hereafter referred to as supporting question (d).

O'Leary's (2014) eight-step process allows the study to categories the themes that emerge from identification documents. The document analysis provided the study with categories for a density analysis from the national, state, and district level.

To answer supporting question (a) how systems of identification vary among states, an initial document review was conducted to find six states with a robust High Ability identification process. The six states selected underwent O'Leary's (2014) eight-

step process to find processes these states use to identify students with High Ability learning needs.

Supporting question (b) asked, what are the areas/categories that schools in Nebraska use to identify gifted students? This question focuses on school districts in the state of Nebraska. This question required a document analysis of the High Ability processes that the districts have on their public facing websites. O'Leary's (2014) eight-step process was again utilized to tease out similarities and differences that school districts in the state of Nebraska use to identify High Ability students. Also, the demographics for the students identified in the school district were compared to the demographics of the student body to determine proportionality of the school district's identification system.

Supporting question (c) asks what assessments are currently being used to determine High Ability students in a medium sized school in Nebraska? This question was answered by examining the identification procedures currently utilized in the district. The demographics for the students identified in the school district were compared to the demographics of the student body to determine proportionality of the school district's identification system.

The survey, Teacher Perception of Gifted Characteristics, was targeted to ask classroom teachers and High Ability teachers their perceptions of the characteristics of gifted students. Personal demographic information was collected from the teachers, but not required.

Data Organization

The nature of the mixed data analysis utilized in this study required planning how the data was to be organized. The document analysis conducted in supporting questions (a), (b), and (c) provided context on the identification systems at the national, state, and local district levels. This data was cross-referenced against the survey data collected from teachers. Common ground must be found between these two data sources to draw conclusions. The four categories that NAGC borrowed from *Growing up Gifted* (Clark, 2008) when presenting their Traits of Giftedness are: Cognitive, Creative, Affective, and Behavioral. These four categories are represented in the teacher surveys; this is the common ground for the study. As the document analysis was conducted, the parts of identification systems found at the national, state, and local levels were placed into Clark's four categories. The data was placed in a matrix in order to examine the continuity and consistency of identification procedures as well as teacher perception of gifted traits found in students.

Data Analysis

The study was focused on the continuity and consistency of the perceptions between classroom and High Ability teachers when they are asked about High Ability identification procedures. To evaluate the results of the survey, a correlations matrix was used to compare the perceptions of the three groups of teachers involved in the survey: classroom teachers, High Ability teachers, and endorsed High Ability teachers. The study was interested in the correlation between the groups of teachers concerning question five in section two, and five in section three. These questions have the teachers

rank Clark's (2008) characteristics by their understanding of what the current systems look for as well as their own opinion.

The final question in the survey asks the teachers to rank the categories of Clark's (2008) characteristics when they are considering students from diverse backgrounds. The results from this question were put into a correlations matrix to compare the responses of the different teacher groups.

Following the O'Leary's (2014) eight-step document analysis for supporting questions (a), (b), and (c) and placing the identification procedures into Clark's (2008) four categories allowed the study to make decisions about the students being identified for High Ability services at the national, state, and local levels and how those identified students are viewed by their teachers.

Chapter IV

The purpose of this mixed analysis study was to explore the inequities that exist in the identification of students for High Ability learning programs at the national, state, and local levels. The study was designed to have a top-down view of High Ability identification. The top-down design moves from how different states identify students for High Ability learning services to how districts in Nebraska identify students, and then down to how one district identifies students. This design gives the study context to the depth and complexity of identifying marginalized students for High Ability learning services.

The research question, what procedural and perceptual differences exist in how students from marginalized populations are identified, selected, and supported for High Ability learning, will be addressed within the data findings of this chapter. The research question was decomposed into the supporting questions.

Supporting Questions

a) How do systems of High Ability identification vary among states?
b) What are the areas/categories that select schools in Nebraska use to identify High Ability students?
c) What assessments are currently being used to determine High Ability students in a medium-size district in Nebraska?
d) How do perceptions of skills and talents associated with High Ability vary among classroom, HAL, and EHAL teachers?

To measure the findings in a qualitative and quantitate way, identification guidance documents from various states, Nebraska, and a local school district were analyzed. A survey was also conducted of classroom teachers, High Ability Teachers, and Endorsed High Ability teachers. The purpose of the survey was to measure the perception that the different teachers had when considering the characteristics found in High Ability students. To answer the decomposed questions (a), (b), (c), and (d), the analysis hereafter will be by research question.

Research Questions Results

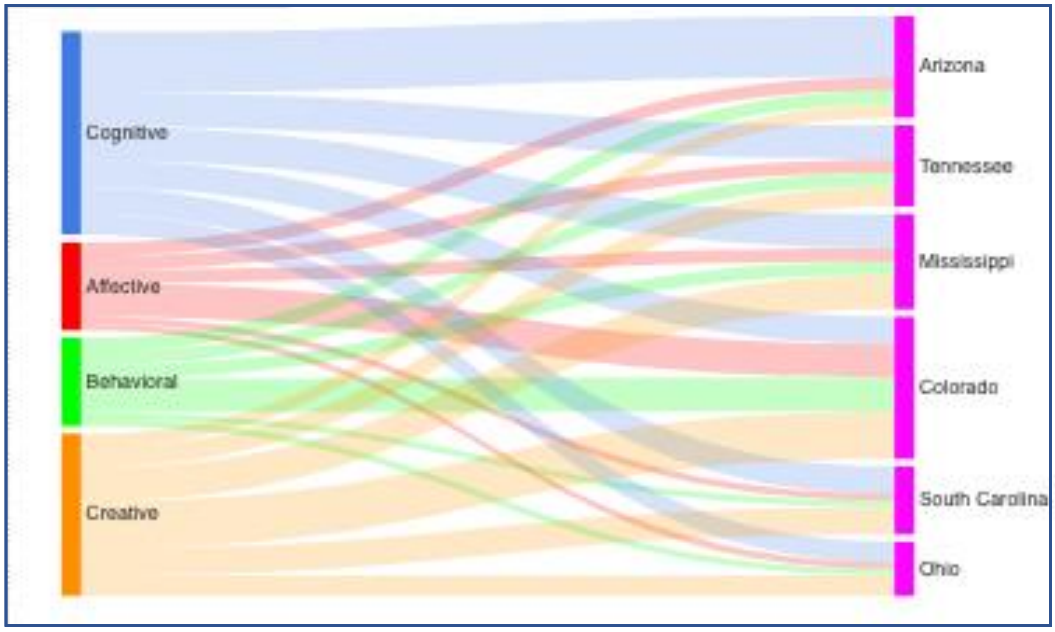
Supporting Question (a)

Coding the results of supporting question (a), how do systems of High Ability identification vary among states, began with a synthesis of the data provided by O'Leary's (2014) eight-step document analysis. Themes emerged from the results of putting the identification documents from six states, Arizona, Colorado, Mississippi, Ohio, South Carolina, and Tennessee, through O'Leary's (2014) eight-step document analysis. The document analysis for each state can be found in Appendix B.

The study used the four NAGC characteristics of gifted children's categories of Affective, Behavioral, Cognitive, and Creative, to compare the importance of each category within each state. The six states selected in the study were included because of the robustness of the procedures that they set for their districts to follow. No considerations were made because of the language surrounding marginalized populations.

Figure 1 - *Characteristics of Giftedness by State* is an infographic that displays the four NAGC characteristics by state on the left side and the six states on the right. The colored bars flow from the NAGC characteristics to the states representing the number of opportunities found for each in the state guidance documents that were explored. The relative size of each of the components displays the relationship between the characteristics on the left and the states on the right.

Figure 1 - *Characteristics of Giftedness by State*



Language addressing marginalized populations could be found in each of the states' guidance documents. A common version of a statement found in these documents would point out that children from all backgrounds, racial groups, and economic strata possess High Ability. The inclusion of the statements addresses that under-identification of students from marginalized populations is a problem in High Ability education. An exemplary statement on the under-identification of marginalized students can be found in Tennessee's guidance document, *Intellectually Gifted Evaluation Guidance (2018).*

> "Historically, students who are culturally, linguistically, and/or ethnically diverse and/or students with a disability (CLED) have been under-identified as intellectually gifted and underrepresented in gifted programs. Why are these students under-identified and underrepresented? There are many reasons: limitations of identification tools; biased assessments; disproportionate focus on academic achievement or traditional measures of success; lack of rigorous instructional opportunities through a high-quality curriculum; low teacher expectations; cultural differences; institutional practices, racism and biases; focus on deficits rather than strengths of the student; lack of targeted professional development for teachers and administrators; and lack of parent engagement and knowledge about gifted identification processes, programs, and services." (Tennessee Department of Education, 2018, p. 15).

This statement covers many of the factors that make it difficult for schools to identify students from marginalized populations. All the states included in this survey have language addressing the problem of the under-identification of students from

marginalized populations. No specific strategy was offered to ensure that students from marginalized populations were selected for the High Ability programs in those states.

The states also include statements about ensuring that school districts choose appropriate assessments for their students. “Districts are responsible for selecting appropriate tools that will support identification of students from underrepresented populations” (Colorado Department of Education, 2020, p. 4). State departments of education have varying levels of control over what assessments are used to identify students at the school district level. Some can supply the schools with an assessment that must be used, others give control over the assessments to the local school district.

Supporting Question (b)

Examining supporting question (b), the areas/categories that select schools in Nebraska use to identify High Ability students, were completed in the same manner as the previous supporting question. O’Leary’s (2014) eight-step document analysis was used to analyze the identification procedures of six school districts in Nebraska. Public facing identification procedures were examined from six school districts in Nebraska: Blair Community Schools, Elkhorn Public Schools, Kearney Public Schools, Millard Public Schools, Nebraska City Public Schools, and Omaha Public Schools. The districts have been randomly assigned a letter and will be addressed as District A, B, C, D, E, and F, hereafter. After the document analysis was complete, trends in the data were examined. O’Leary’s (2014) eight step process for each district can be found in Appendix C.

Most districts identify in students for High Ability programs in two subject specific domains, Mathematics and English/Language Arts. One district, District B, also identifies in a Visual/Spatial domain as their universal screener provides data in this domain. Table 1 illustrates this point. School districts are listed on the left side of the chart while the categories that schools identify students for High Ability Services are across the top.

Table 1 - *School District by Category Identified for High Ability*

	MATH	**ELA**	**Visual-Spatial**
District A	Yes	Yes	No
District B	Yes	Yes	Yes
District C	General	General	General
District D	Yes	Yes	No
District E	Yes	Yes	No
District F	Yes	Yes	No

The Visual-Spatial category comes from districts that utilize The Cognitive Abilities Test (CogAT) assessment either as a universal screener or as an additional data point after a student has reached a cut score on an achievement assessment. District C does not identify students into any specific category. If a student meets the criteria for identification, they receive the label of High Ability learner with no category assigned.

Pathways.

The pathway that a student would take to become identified is similar in all districts used in the study. Districts incorporate many of the same elements into similar requirements for identification into High Ability programs. Most districts have an achievement measure that must be met to move further along in the identification process. Often cut scores, or percentages, are used as a first barrier to entry for the programs. Some of the districts have recommendation forms which can be filled out by teachers, parents, and students to recommend a student for the program.

In District A, the student needs to meet three out of four identification categories to become identified for High Ability learning services. The four categories are achievement assessment, ability assessment, academic performance, and a gifted behavioral characteristics rating scale. Table 2 illustrates the identification pathway for District A.

Table 2 - *District A Identification Pathway*

Assessment	**Requirement**
Achievement	A score at or above the 95th percentile on a Math or Language Arts norm referenced achievement assessment. The district uses the MAP Growth assessment for this category.
Ability	A score at or above the 96th percentile on the OLSAT-8, CogAT, or WISC-IV. These are all norm referenced ability assessments.
Academic performance	A grade point average of 4.0 for two consecutive semesters in grades 6-8 or a score at or above the 90th percentile in two or more categories of the SAGES 2 Screening Assessment for Gifted and Middle School Students.
Characteristics	A score at or above the 90th percentile on either the SIGS or the Renzulli Scale for Rating the Behavior Characteristics of Superiors Students. Both assessments are completed by classroom teachers and are norm referenced.

District B is the one school district included in the study that uses a universal screener, the CogAT. The screening process pulls students from three potential sources: Ability, Achievement, and Nomination. After screening, a student could be identified from three different pathways in the Data Analysis section found in Table 3.

Table 3- *District B Identification Pathway*

Screening	
Ability	The CogAT is used as a universal screener. All 3rd grade students in District B take the assessment. A score of 140 or above moves the student into Data Analysis
Achievement	A student that scores at the 95th percentile or above on district approved standardized achievement scores in Math, Reading, or Language Arts moves student into Data Analysis
Nomination	A nomination by a teacher, parent, self, or peer moves the students into Data Analysis
Data Analysis	
Pathway 1	Score of 140 or above on a district approved ability assessment OR 97th percentile or above on MAP Growth in Both Reading/Language Arts and Math
Pathway 2	Criteria met by combining data from ability and achievement assessments
Pathway 3	Criteria met by combining data from ability and achievement assessments with teacher rating scale

District C is the only district included in the study to use local norms. Personnel at the central office of District C comb through district achievement data to identify students who are achieving at the top 5% of each school on the MAP Growth assessment given three times a year. District C also allows students to be nominated by teachers, parents, fellow students, and even themselves. A student must fulfill three out of the four categories to become identified for High Ability learning services in District C. Table 4 displays the requirements for identification in District C.

Table 4- *District C Identification Pathway*

Criteria	**Requirements**
Cognitive	Top 5% at the school or national level on an intelligence/cognitive test
Achievement	Top 5% at the school, state, or national level on a grade level standardized or norm referenced achievement test
Motivation/Performance	Grade of A or ADV in 60% or more courses on the most recent semester grade report OR Qualifying recommendation for motivation as recorded in the Classroom Teacher Input form or the Parent/Guardian/Student/Staff form
Creativity/Leadership	Qualifying recommendations for Creativity or Leadership as recorded by the Classroom Teacher Input or Parent/Guardian/Student/Staff form

The identification process in District D is completely based on the MAP Growth assessment score. If a student scores above a certain percentile in the Mathematics or Reading assessment, they are identified in that content area. This process is shown in Table 5 for district D.

Table 5- *District D Identification Pathway*

Criteria	**Requirements**
Spring MAP Growth assessment – Reading and/or Mathematics	97th Percentile or greater 95th Percentile or greater in Reading and/or Mathematics

District E also uses MAP Growth scores to identify students for High Ability learning services. A student must achieve a score at or above the 95th percentile in the MAP Growth assessment on two assessments in a school year. The district tests the students three times a year: fall, winter, and spring. Table 6 shows the identification pathway for district E.

Table 6- *District F Identification Pathway*

Criteria	**Requirements**
Two MAP Growth assessments in the same school year in Reading and/or Mathematics	95th Percentile or greater in Reading and/or Mathematics

District F's High Ability program is built on three different grade level bands. A student can enter the program from any of the bands by scoring 127 or above on the CogAT assessment. The Kaleidoscope Program is for students in kindergarten through second grade in District F. Table 7 shows the assessments used to determine entry into the Kaleidoscope Program in District F.

Table 7- *Identification to the Kaleidoscope Program in District F*

Kaleidoscope Program	
Assessment	Kilgore Observation Inventory (KOI) used for Mathematics, Reading, and Visual/Spatial
Assessment	MAP Growth used for second grade Reading and Mathematics (95^{th} percentile or greater); KIO used for Visual/Spatial

All students enrolled in the Kaleidoscope Program are given the CogAT at the end of second grade. Any student who scores 127 or above will be identified as a High Ability student and will no longer be assessed for the High Ability program.

The Kaleidoscope Program leads into the Compass Program for students in third grade. Three criteria must be met before a student is given the CogAT in the Compass Program. Table 8 displays the criteria for the Compass Program for District F.

Table 8- *Identification to the Compass Program in District F*

Compass Program	
Criteria 1	MAP Growth – Mathematics or Reading at or above the 90th percentile
Criteria 2	SIGS Home score of 110 or more OR SIGS School score of 110 or more
Criteria 3	One of the following: • Kaleidoscope participation • A score of 10 or more on the Visual/Spatial Learners Check Sheet • 95th percentile or more on the California Achievement Test, Iowa Test of Basic Skills, or equivalent assessment • Documentation of a previous gifted program participation from another school district

If a student can satisfy the requirements, they will be given the CogAT. Any student that scores 127 or above will be identified as a High Ability student and will no longer be assessed for the High Ability program.

The Intermediate and Middle School Program is for students in fourth through eighth grade. Three criteria, out of the possible four, must be met in order to be given the CogAT in the Intermediate and Middle School Program. Table 9 displays the criteria for the Intermediate and Middle School Program in District F.

Table 9- *Identification to the Intermediate/Middle School Program in District F*

The Intermediate/Middle School Program	
Criteria 1	MAP Growth – Mathematics or Reading at or above the 90th percentile
Criteria 2	SIGS Home score of 110 or more OR SIGS School score of 110 or more
Criteria 3	The Nebraska Student-Centered Assessment System (NSCAS) Mathematics or English/Language Arts score at or above the 90th percentile.
Criteria 4	One of the following: • A score of 10 or more on the Visual/Spatial Learners Check Sheet • 95th percentile or more on the California Achievement Test, Iowa Test of Basic Skills, or equivalent assessment • Documentation of a previous gifted program participation from another school district

If a student can satisfy three of the requirements, they will be given the CogAT. Any student that scores 127 or above will be identified as a High Ability student and will no longer be assessed for the High Ability program.

Proportionality.

Utilizing the Nebraska Education Profile created by the Nebraska Department of Education, the public can look up any public school in Nebraska and find information about public schools in the state. Included with this data is student demographic information for the district as well as the High Ability program. In cases where the total number of students is less than ten, the data is not reported to keep the identity of students private. In the tables below, the data for masked students is shaded with a gray box. The abbreviation AI/AN is used for the American Indian/Alaskan Native population.

Comparing the student demographic population to the demographic population of the High Ability program shows how proportional they are to one another. If the two populations are in proportion, then the number will read 1.0. If the number is below 1.0 then the High Ability population is not under-represented in the district; if it is above 1.0 then the population is over-represented. In the figures below, a color overlay has been applied to make the visuals easier to understand with red used for under-representation and green for over-representation. If the proportion is 1.0, then it will not have a color shading. In most cases, two school years were used. District C had only the 2018-19 year available. The 2018-19 school year was chosen because it was the last year before the COVID-19 pandemic disrupted schools and the 2020-21 school year was the first year of reliable data after the COVID-19 pandemic.

Table 10 - *Proportionality of District A*

2020-21	Population	% Population	HAL Population	HAL %	
AI/AN					
Asian	12	0.54%			
Black	14	0.63%			
Hispanic	128	5.79%			
Pacific Island					
White	1987	89.87%	108	96.80%	1.08
2 or more	70	3.17%			
Totals	2211	100.00%	112		
2018-19	**Population**	**% Population**	**HAL Population**	**HAL %**	
AI/AN	12	0.52%			
Asian	15	0.66%			
Black	19	0.83%			
Hispanic	133	5.81%			
Pacific Island					
White	2040	89.12%	118	97.35%	1.09
2 or more	70	3.06%			
Totals	2289	100.00%	122		

Table 10 shows that White students are being over-represented in the High Ability program of District A. In 2020-21, the High Ability program was 96.8% White while the school district was only 89.5% White. Similarly, in 2018-19 the High Ability program is 97.35% White while the school district is only 88.9% White.

Table 11 - *Proportionality of District B*

2020-21	Population	% Population	HAL Population	HAL %	
AI/AN	23	0.22%			
Asian	637	5.99%	136	8.12%	1.36
Black	181	1.70%	12	0.73%	0.43
Hispanic	461	4.33%	36	2.18%	0.50
Pacific Island	22	0.21%			
White	8984	84.42%	1443	86.36%	1.02
2 or more	334	3.14%	38	2.28%	0.73
Totals	10642	100.00%	1671		
2018-19	**Population**	**% Population**	**HAL Population**	**HAL %**	
AI/AN	20	0.20%			
Asian	506	5.13%	95	6.27%	1.22
Black	163	1.65%	11	0.69%	0.42
Hispanic	356	3.61%	30	2.00%	0.55
Pacific Island	23	0.23%			
White	8497	86.20%	1346	88.78%	1.03
2 or more	292	2.96%	27	1.80%	0.61
Totals	9857	100.00%	1516		

Table 11 shows that in the 2020-21 school year, the High Ability program was proportional with the student population for White students in District B. White students made up 84.42% of the student population and 86.36% of the High Ability program. In 2018-19, White students were once again proportional, making up 86.2% of the student body and 88.78% of the High Ability program.

The Asian population was over-represented in both the 2020-21 and the 2018-19 school years. In 2020-21, Asian students made up 5.99% of the student body population and 8.12% of the High Ability population. For the 2018-19 school year, Asian students made up 5.13% of the student body and 6.27% of the High Ability program.

For all other demographics in both school years, all other races were under-represented in District B. In the 2020-21 school year, Hispanic students made up 4.33% of the student population but only 2.18% of the High Ability population. 2018-19 was worse for the Hispanic population, making up 3.61% of the student population but only 0.69% of the High Ability population. In 2020-21, Black students made up 1.7% of the

student population but only 0.73% of the High Ability population and 2018-19 was similar with the Black students making up 1.65% of the student population and only 0.69% of the High Ability population. The students from the Two or More Races demographic made up 3.14% of the student population in 2020-21 and 2.28% of the High Ability population. In 2018-19, students from the Two or More Races demographic made up 2.96% of the student population and 1.8% of the High Ability population.

Table 12 -*Proportionality of District C*

2018-19	Population	% Population	HAL Population	HAL %	
AI/AN	443	0.83%	27	0.51%	0.62
Asian	3424	6.44%	281	5.29%	0.82
Black	13129	24.68%	772	14.51%	0.59
Hispanic	19214	36.12%	1345	25.28%	0.70
Pacific Island	79	0.15%			
White	14035	26.38%	2536	47.68%	1.81
2 or more	2870	5.40%	316	5.95%	1.10
Totals	53194	100.00%	5319	99.22%	

Only one school year's data is available for District C, the 2018-19 school year. Table 12 shows that White students are being over-represented with 26.38% of the total student population but 47.65% of the High Ability population. The Two or More Races demographic is close to being proportional with 5.4% of the total population and 6% of the High Ability population. All other demographics that have data filled in are under-represented. Asian students make up 6.44% of the student population and 5.29% of the High Ability population. Black students make up 24.68% of the student population and 14.51% of the High Ability population. Hispanic students account for 36.12% of the student population and 25.28% of the High Ability population.

Table 13- *Proportionality of District D*

2020-21	Population	% Population	HAL Population	HAL %	
AI/AN	26	0.43%			
Asian	56	0.92%	11	2.32%	2.51
Black	133	2.20%			
Hispanic	823	13.59%	24	5.02%	0.37
Pacific Island	16	0.26%			
White	4876	80.53%	442	91.53%	1.14
2 or more	125	2.06%			
Totals	6055	100.00%	483		
2018-19	**Population**	**% Population**	**HAL Population**	**HAL %**	
AI/AN	34	0.58%			
Asian	71	1.20%	14	2.47%	2.05
Black	131	2.22%			
Hispanic	862	14.60%	25	4.29%	0.29
Pacific Island	10	0.17%			
White	4728	80.07%	526	91.41%	1.14
2 or more	69	1.17%			
Totals	5905	100.00%	575		

Table 13 displays the data for District D in which three demographics have enough students to display the data. White students were over-represented in both 2020-21 with the school population at 80.53% and the HAL population at 91.53%. In 2018-19, White students made up 80.07% of the student population and 91.41% of the High Ability population. Another over-represented population were Asian students. In 2020-21, the student population was 0.92% Asian, but the HAL population was 2.32% Asian. The 2018-19 data was much the same with 1.2% of the student population Asian and 2.47% of the High Ability population Asian. In the 2020-21 school year District C under-represented Hispanic students in the High Ability program. The Hispanics made up 13.59% of the school population and 5.02% of the High Ability population. The 2018-19 data shows 14.6% of the student population being Hispanic and 4.29% of the High Ability population being Hispanic.

Table 14- *Proportionality of District E*

2020-21	Population	% Population	HAL Population	HAL %	
AI/AN					
Asian	11	0.79%			
Black	14	1.00%			
Hispanic	292	20.87%			
Pacific Island					
White	1049	74.98%	92	86.78%	1.16
2 or more	33	2.36%			
Totals	1399	100.00%	106		
2018/19	**Population**	**% Population**	**HAL population**	**HAL %**	
AI/AN					
Asian	15	1.03%			
Black	10	0.69%			
Hispanic	291	20.06%	10	8.39%	0.42
Pacific Island					
White	1099	75.74%	108	87.06%	1.15
2 or more	36	2.48%			
Totals	1451		124		

District E only has data for White students for the 2020-21 school year with 74.72% of the student population being White and 86.48% of the High Ability population being White. White students were over-represented in the High Ability population for the 2020-21 school year. It is interesting to note that in 2020-21, the student body was made up of 20.8% Hispanic students, or 292. The number of Hispanic HAL students is unknown because it is less than 10 students.

In the 2018-19 school year, there is data for White and Hispanic students. White students were again over-represented with 75.38% of the student population being White and 87.06% of the High Ability population being White. The Hispanic population was under-represented with 19.96% of the student population being Hispanic and 8.39% of the High Ability population also being Hispanic.

Table 15- *Proportionality of District F*

2020-21	Population	% Population	HAL Population	HAL %	
AI/AN	69	0.29%	16	0.21%	0.71
Asian	1470	6.22%	764	9.57%	1.54
Black	853	3.61%	173	2.16%	0.60
Hispanic	2259	9.56%	466	5.84%	0.61
Pacific Island	55	0.23%			
White	17811	75.36%	6229	78.02%	1.04
2 or more	1116	4.72%	385	4.83%	1.02
Totals	23633	100.00%	7983		
2018-19	**Population**	**% Population**	**HAL Population**	**HAL %**	
AI/AN	72	0.30%	11	0.14%	0.46
Asian	1401	5.81%	703	8.47%	1.46
Black	776	3.22%	164	1.98%	0.62
Hispanic	2183	9.06%	468	5.65%	0.62
Pacific Island	64	0.27%	10	0.13%	0.48
White	18594	77.14%	6632	79.99%	1.04
2 or more	1014	4.21%	304	3.67%	0.87
Totals	24104	100.00%	8292		

Table 15 shows that District F proportionally identified White students in 2020-21 with 75.36% of the student population being White and 78.02 of the High Ability population being White. District F has enough AI/AN students to report that they make up 0.29% of the student population and 0.21% of the High Ability population. District F over-represented Asian students with 6.22% of the student body being Asian and 9.57% of the High Ability program made up of Asian students. Black students were under-represented with 3.61% of the students being Black and 2.16% of the High Ability population being Black. Hispanic students were also under-represented in District F with almost a tenth of the students, 9.56% being Hispanic while only 5.84% of the High Ability population being Hispanic.

In the 2018-19 school year, Asian students were again over-represented in the High Ability population with Asian students making up 5.81% of the student population and 8.47% of the High Ability population. White students were proportionally representative in the 2018-19 school year with 77.14% of the student body and 79.99% of the High

Ability population being White. The students that were Two or More Races made up 4.21% of the student body and 3.67% of the High Ability population, making that demographic proportional.

In the 2018-19 school year, all other demographics were under-represented in District F. The American Indian/Alaskan Native population was 0.3% of the student body and 0.14% of the High Ability population. Black students made up 3.22% of the student population and 1.98% of the High Ability population. Hispanic students made up 9.06% of the student body and 5.65% of the High Ability population. Pacific Islanders were 0.27% of the student body and 0.13% of the High Ability population.

Supporting Question (c)

Supporting question (c) pertains to the assessments used by a medium sized school district in Nebraska. The school district participating in the survey asked not to be identified, that request was honored.

Students from this school district can be identified in two possible academic categories: English Language Arts (ELA) and Math. It is possible for a student to be identified in both categories. High Ability identification begins in third grade and extends to eighth grade. Students can be identified for a talent pool from kindergarten to third grade with a Measure of Academic Progress (MAP) Growth score above the 85th percentile or with a teacher recommendation.

Identification for the High Ability program in this school district begins with students being filtered through the MAP Growth assessment. The MAP Growth assessment is a nationally normed adaptive assessment that students in the district take

three times a year in ELA and Math. With two scores over a 12-month period of 85th percentile or greater in Math and a 90th percentile or greater in ELA, a student enters the screening process. The second step of this process is a CogAT that students are given based on the results of the MAP test. If the student scores at the 85th percentile or greater in Mathematics and 90th percentile or greater in Reading, a student can be identified for the program. If more information needs to be gathered, the school may ask parents and/or teachers to fill out a Gifted and Talented Evaluation Score– Second Edition (GATES2) for the student. The GATES2 is a nationally normed assessment broken down into five scales, areas that give insight into a student's interests and abilities in the classroom and at home. The scales are: General Intellectual Ability, Academic Skills, Creativity, Leadership, and Artistic Talent. Each of the scales can be used independently of one another, allowing a student to score high in one area and not need to carry high scores across all the areas.

Table 16 shows the demographics of the school district as well as the demographics of the High Ability students.

Table 16 – *Proportionality of a Medium Sized School District in Nebraska*

2020-21	Total	% Population	HAL	HAL %	
AI/AN	16	0.50%			
Asian	32	1.00%			
Black	204	6.36%	17	4.25%	0.67
Hispanic	1177	36.67%	69	17.62%	0.48
Pacific Island	13	0.40%			
White	1564	48.72%	271	69.61%	1.43
2 or more	204	6.36%	28	7.18%	1.13
Totals	3210	100.00%	389		
2018/19	**Total Population**	**% Population**	**HAL**	**HAL %**	
AI/AN	17	0.50%			
Asian	57	1.67%	15	3.70%	2.21
Black	256	7.52%	17	4.10%	0.55
Hispanic	1130	33.18%	49	11.99%	0.36
Pacific Island	11	0.32%			
White	1734	50.91%	307	74.68%	1.47
2 or more	201	5.90%	24	5.83%	0.99
Totals	3406	100.00%	411		

The identification system used for identifying High Ability students in the medium sized school district in Nebraska resulted in an over-representation of White students in 2021 with the student body being made up of 48.75% White students and the High Ability population being 69.71%. The demographic of Two or More Races was also over-represented in 2020-21 with 6.36% of the student population being Two or More Races while the High Ability students from the demographic was 7.18%.

In the 2020-21 school year, both Black and Hispanic students were under-represented in the High Ability program. Black students made up 6.36% of the total population but only 4.25% of the High Ability population. Hispanic students made up 36.67% of the student population but only 17.62% of the High Ability population.

In the 2018-19 school year, Asian students and White students were over-represented while Two or More Races were proportional. Asian students made up 1.67%

of the student population and 3.7% of the High Ability population. White students made up 50.91% of the student population and 74.68% of the High Ability population. Students coming from Two or More Races made up 5.9% of the student population and 5.83% of the High Ability population, making that demographic very close to proportional.

That same school year, Black students and Hispanic students were under-represented. Black students made up 7.52% of the student body and only 4.1% of the High Ability population. Hispanic students made up 33.18% of the total student population and only 11.99% of the High Ability population.

Survey Results

Table 17 displays the results of classroom teachers' perception of cognitive characteristics compared to HAL teachers' perception of cognitive characteristics.

Table 17 - Comparing Classroom Teachers' and HAL Teachers' Perceptions of Cognitive Category

Question	**Classroom Teacher**	**HAL Teacher**	**Classroom Teacher Rank**	**HAL Teacher Rank**
Keen power of abstraction	5.45	3.38	3	5
Interest in problem solving and applying concepts	2.64	3.25	6	6
Voracious and early reader	5.27	6.13	4	2
Large vocabulary	5.91	5.50	2	4
Intellectual curiosity	2.27	2.38	7	7
Critical thinking	2.18	2.25	8	8
Self-criticism	7.45	7.25	1	1
Persistent	4.82	5.88	5	3
			Rho-value	0.8095
			T-Value	3.38*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 3.38, which is greater than the 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and HAL teachers when they are considering the cognitive characteristics of High Ability students.

Table 18 displays the results of classroom teachers' perception of cognitive characteristics compared to EHAL teachers' perception of cognitive characteristics.

Table 18 - Classroom Teachers' and EHAL Teachers' Perceptions of Cognitive Characteristics

Question	Classroom Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Keen power of abstraction	5.45	4.22	3	5
Interest in problem solving and applying concepts	2.64	2.33	6	6
Voracious and early reader	5.27	6.00	4	2
Large vocabulary	5.91	5.78	2	4
Intellectual curiosity	2.27	2.22	7	7
Critical thinking	2.18	2.78	8	8
Self-criticism	7.45	7.44	1	1
Persistent	4.82	5.22	5	3
			Rho-value	0.81
			T-Value	3.38*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 3.38, which is greater than the 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and HAL teachers when they are considering the cognitive characteristics of High Ability students.

Table 19 displays the results of HAL teachers' perception of cognitive characteristics compared to EHAL teachers' perception of cognitive characteristics.

Table 19 - HAL Teachers' and EHAL Teachers' Perceptions of Cognitive Characteristics

Question	HAL Teacher	EHAL Teacher	HAL Teacher Rank	E - HAL Teacher Rank
Keen power of abstraction	3.38	4.22	3	5
Interest in problem solving and applying concepts	3.25	2.33	6	6
Voracious and early reader	6.13	6.00	4	2
Large vocabulary	5.50	5.78	2	4
Intellectual curiosity	2.38	2.22	7	7
Critical thinking	2.25	2.78	8	8
Self-criticism	7.25	7.44	1	1
Persistent	5.88	5.22	5	3
			Rho-value	0.90
			T. Value	5.20*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 5.20, which is greater than the 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and HAL teachers when they are considering the cognitive characteristics of High Ability students.

Table 20 displays the results of classroom teachers' perception of creative characteristics compared to HAL teacher's perception of creative characteristics.

Table 20 - Comparing Classroom Teachers' and HAL Teachers' Perception of Creative Category

Question	Classroom Teacher	HAL Teacher	Classroom Teacher Rank	HAL Teacher Rank
Creativity and inventiveness	1.91	1.13	8	8
Keen sense of humor	6.18	4.63	1	5
Ability for fantasy	6.09	4.88	2	4
Varied Interests	4.09	3.88	6	6
Intuitiveness	3.45	3.00	7	7
Flexibility	4.73	5.38	4.5	3
Independence in attitude and social behavior	4.73	6.00	4.5	2
Self-acceptance and lack of concern for social norms	4.82	7.13	3	1
			Rho-value	0.61
			T. Value	1.89*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 1.89, which is nearly equal to 1.895 with 7 degrees of freedom. These results show that there is a marginal correlation between classroom teachers and HAL teachers when they are considering the creative characteristics of High Ability students.

Table 21 displays the results of classroom teachers' perception of creative characteristics compared to EHAL teachers' perception of creative characteristics.

Table 21 - Comparing Classroom Teachers' and EHAL Teachers' Perception of Creative Category

Question	Classroom Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Creativity and inventiveness	1.91	1.67	8	8
Keen sense of humor	6.18	5.89	1	1
Ability for fantasy	6.09	4.89	2	5
Varied Interests	4.09	5.33	6	3
Intuitiveness	3.45	3.00	7	7
Flexibility	4.73	4.33	4.5	6
Independence in attitude and social behavior	4.73	5.22	4.5	4
Self-acceptance and lack of concern for social norms	4.82	5.67	3	2
			Rho-value	0.74
			T. Value	2.72*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 2.72, which is greater than1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and EHAL teachers when they are considering the creative characteristics of High Ability students.

Table 22 displays the results of HAL teachers' perception of creative characteristics compared to EHAL teachers' perception of the creative characteristics.

Table 22 - Comparing HAL Teachers' and EHAL Teachers' Perception of Creative Category

Question	HAL Teacher	EHAL Teacher	HAL Teacher Rank	EHAL Teacher Rank
Creativity and inventiveness	1.13	1.67	8	8
Keen sense of humor	4.63	5.89	5	1
Ability for fantasy	4.88	4.89	4	5
Varied Interests	3.88	5.33	6	3
Intuitiveness	3.00	3.00	7	7
Flexibility	5.38	4.33	3	6
Independence in attitude and social behavior	6.00	5.22	2	4
Self-acceptance and lack of concern for social norms	7.13	5.67	1	2
			Rho-value	0.52
			T. Value	1.51*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 1.51, which is less than1.895 with 7 degrees of freedom. These results show that there is not a strong correlation between HAL teachers and EHAL teachers when they are considering the creative characteristics of High Ability students.

Table 23 displays the results of classroom teachers' perception of affective characteristics compared to HAL teachers' perception of affective characteristics.

Table 23 - Comparing Classroom Teachers' and HAL Teachers' Perception of Affective Category

Question	Classroom Teacher	HAL Teacher	Classroom Teacher Rank	HAL Teacher Rank
Unusual emotional depth and intensity	4.45	3.88	5	5
Sensitivity or empathy to the feelings of others	2.36	3.75	8	6
High expectations of self and others often leading to feelings of frustration	5.27	3.38	3	7
Heightened self-awareness accompanied be feelings of being different	5.09	2.75	4	8
Easily wounded and need emotional support	7.18	6.63	1	1
Need for consistency between abstract values and personal actions	5.64	5.38	2	2
Advanced levels of moral judgement	3.18	5.25	3	3
Idealism and sense of justice	2.82	5.00	4	4
			Rho-value	0.36
			T. Value	0.94*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 0.94, which is less than 1.895 with 7 degrees of freedom. These results show that there is not a correlation between classroom teachers and HAL teachers when they are considering the affective characteristics of High Ability students.

Table 24 displays the results of classroom teachers' perception of affective characteristics compared to EHAL teachers' perception of affective characteristics.

Table 24 - Comparing Classroom Teachers' and EHAL Teachers' Perception of Affective Category

Question	Classroom Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Unusual emotional depth and intensity	4.45	3.56	5	6
Sensitivity or empathy to the feelings of others	2.36	3.33	8	7
High expectations of self and others often leading to feelings of frustration	5.27	3.00	3	8
Heightened self-awareness accompanied be feelings of being different	5.09	4.67	4	4
Easily wounded and need emotional support	7.18	6.22	1	1
Need for consistency between abstract values and personal actions	5.64	5.56	2	3
Advanced levels of moral judgement	3.18	4.00	3	5
Idealism and sense of justice	2.82	5.67	4	2
			Rho-value	0.36
			T. Value	0.94*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 0.94, which is less than 1.895 with 7 degrees of freedom. These results show that there is not a correlation between classroom teachers and EHAL teachers when they are considering the affective characteristics of High Ability students.

Table 25 displays the results of HAL teachers' perception of affective characteristics compared to EHAL teachers' perception of affective characteristics.

Table 25- Comparing HAL Teachers' and EHAL Teachers' Perception of Affective Category

Question	HAL Teacher	EHAL Teacher	HAL Teacher Rank	EHAL Teacher Rank
Unusual emotional depth and intensity	3.88	3.56	5	6
Sensitivity or empathy to the feelings of others	3.75	3.33	6	7
High expectations of self and others often leading to feelings of frustration	3.38	3.00	7	8
Heightened self-awareness accompanied be feelings of being different	2.75	4.67	8	4
Easily wounded and need emotional support	6.63	6.22	1	1
Need for consistency between abstract values and personal actions	5.38	5.56	2	3
Advanced levels of moral judgement	5.25	4.00	3	5
Idealism and sense of justice	5.00	5.67	4	2
			Rho-value	0.67
			T. Value	2.19
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 2.19, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between HAL teachers and EHAL teachers when they are considering the affective characteristics of High Ability students.

Table 26 displays the results of classroom teachers' perception of behavior characteristics compared to HAL teachers' perception of behavior characteristics.

Table 26 - Comparing Classroom Teachers' and HAL Teachers' Perception of Behavior Category

Question	Classroom Teacher	HAL Teacher	Classroom Teacher Rank	HAL Teacher Rank
Spontaneity	5.18	4.88	3	3
Boundless enthusiasm	3.36	4.13	7	4
Intensely focused on passions	3.91	2.38	5	8
Constantly questions	3.64	2.88	6	7
Insatiable curiosity	2.45	3.13	8	6
Perseverance, a strong determination in area of importance	4.00	4.00	4	5
High level of frustration	6.09	6.75	2	2
Volatile temper, especially related to perception of failure	7.36	7.88	1	1
			Rho-value	0.71
			T. Value	2.50
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 2.50, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and HAL teachers when they are considering the behavior characteristics of High Ability students.

Table 27 displays the results of classroom teachers' perception of behavior characteristics compared to EHAL teachers' perception of behavior characteristics.

Table 27- Comparing Classroom Teachers' and EHAL Teachers' Perception of Behavior Category

Question	Classroom Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Spontaneity	5.18	6.00	3	3
Boundless enthusiasm	3.36	5.11	7	4
Intensely focused on passions	3.91	2.89	5	8
Constantly questions	3.64	3.44	6	7
Insatiable curiosity	2.45	2.44	8	6
Perseverance, a strong determination in area of importance	4.00	2.33	4	5
High level of frustration	6.09	6.67	2	2
Volatile temper, especially related to perception of failure	7.36	7.11	1	1
			Rho-value	0.67
			T. Value	2.19*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 2.19, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and EHAL teachers when they are considering the behavior characteristics of High Ability students.

Table 28 displays the results of HAL teachers' perception of behavior characteristics compared to EHAL teachers' perception of behavior characteristics.

Table 28- Comparing HAL Teachers' and EHAL Teachers' Perception of Behavior Category

Question	HAL Teacher	EHAL Teacher	HAL Teacher Rank	EHAL Teacher Rank
Spontaneity	4.88	6.00	3	3
Boundless enthusiasm	4.13	5.11	4	4
Intensely focused on passions	2.38	2.89	8	8
Constantly questions	2.88	3.44	7	7
Insatiable curiosity	3.13	2.44	6	6
Perseverance, a strong determination in area of importance	4.00	2.33	5	5
High level of frustration	6.75	6.67	2	2
Volatile temper, especially related to perception of failure	7.88	7.11	1	1
			Rho-value	0.76
			T. Value	2.88*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 2.88, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between HAL teachers and EHAL teachers when they are considering the behavior characteristics of High Ability students.

Table 29 displays the results of classroom teachers' perception of the value their district places on cognitive characteristics compared to HAL teachers' perception of value their district places cognitive characteristics.

Table 29 - Comparing Classroom Teachers' and HAL Teachers' Perception of District Cognitive Category

Question	Classroom Teacher	HAL Teacher	Classroom Teacher Rank	HAL Teacher Rank
Keen power of abstraction	4.80	4.71	3	4
Interest in problem solving and applying concepts	2.50	3.71	8	6
Voracious and early reader	3.10	4.29	6.5	5
Large vocabulary	3.80	3.29	5	7
Intellectual curiosity	4.40	4.86	4	2.5
Critical thinking	3.10	3.00	46.5	5
Self-criticism	7.60	7.29	1	8
Persistent	6.70	4.86	2	1
			Rho-value	0.81
			T. Value	3.35*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 3.35, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and HAL teachers when they are considering the value their district places cognitive characteristics of High Ability students.

Table 30 displays the results of classroom teachers' perception of the value their district places on cognitive characteristics compared to EHAL teachers' perception of the value their district places cognitive characteristics.

Table 30 - Comparing Classroom Teachers' and EHAL Teachers' Perception of District Cognitive Category

Question	Classroom Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Keen power of abstraction	4.80	5.33	3	3
Interest in problem solving and applying concepts	2.50	2.78	8	7.5
Voracious and early reader	3.10	4.11	6.5	5
Large vocabulary	3.80	3.89	5	6
Intellectual curiosity	4.40	4.22	4	4
Critical thinking	3.10	2.78	46.5	7.5
Self-criticism	7.60	7.44	1	1
Persistent	6.70	5.44	2	2
			Rho-value	0.95
			T. Value	7.13*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 7.13, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and EHAL teachers when they are considering the value their district places cognitive characteristics of High Ability students.

Table 31 displays the results of HAL teachers' perception of the value their district places on cognitive characteristics compared to EHAL teachers' perception of the value their district places cognitive characteristics.

Table 31 - Comparing HAL Teachers' and EHAL Teachers' Perception of District Cognitive Category

Question	HAL Teacher	EHAL Teacher	HAL Teacher Rank	EHAL Teacher Rank
Keen power of abstraction	4.71	5.33	4	3
Interest in problem solving and applying concepts	3.71	2.78	6	7.5
Voracious and early reader	4.29	4.11	5	5
Large vocabulary	3.29	3.89	7	6
Intellectual curiosity	4.86	4.22	3	4
Critical thinking	3.00	2.78	8	7.5
Self-criticism	7.29	7.44	1	1
Persistent	4.86	5.44	2	2
			Rho-value	0.95
			T. Value	6.41*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 6.41, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between HAL teachers and EHAL teachers when they are considering the value their district places cognitive characteristics of High Ability students.

Table 32 displays the results of classroom teachers' perception of the value their district places on creative characteristics compared to HAL teachers' perception of the value their district places creative characteristics.

Table 32 - Comparing Classroom Teachers' and HAL Teachers' Perception of District Creative Category

Question	Classroom Teacher	HAL Teacher	Classroom Teacher Rank	HAL Teacher Rank
Creativity and inventiveness	2.40	3.33	8	7.5
Keen sense of humor	6.90	6.00	1	1
Ability for fantasy	6.00	4.50	2.5	3.5
Varied Interests	3.40	4.33	6	5.5
Intuitiveness	3.60	3.33	5	7.5
Flexibility	4.70	4.33	4	5.5
Independence in attitude and social behavior	3.00	4.50	7	3.5
Self-acceptance and lack of concern for social norms	6.00	5.67	2.5	2
			Rho-value	0.73
			T. Value	2.58*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 2.58, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and HAL teachers when they are considering the value their district places creative characteristics of High Ability students.

Table 33 displays the results of classroom teachers' perception of the value their district places on creative characteristics compared to EHAL teachers' perception of the value their district places creative characteristics.

Table 33- Comparing Classroom Teachers' and EHAL Teachers' Perception of District Creative Category

Question	Classroom Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Creativity and inventiveness	2.40	1.56	8	8
Keen sense of humor	6.90	7.00	1	1
Ability for fantasy	6.00	5.11	2.5	3
Varied Interests	3.40	3.78	6	5.5
Intuitiveness	3.60	3.78	5	5.5
Flexibility	4.70	3.67	4	7
Independence in attitude and social behavior	3.00	5.00	7	4
Self-acceptance and lack of concern for social norms	6.00	6.11	2.5	2
			Rho-value	0.77
			T. Value	2.97*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 2.97, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and EHAL teachers when they are considering the value their district places on creative characteristics of High Ability students.

Table 34 displays the results of HAL teachers' perception of the value their district places on creative characteristics compared to EHAL teachers' perception of the value their district places creative characteristics.

Table 34 - Comparing HAL Teachers' and EHAL Teachers' Perception of District Creative Category

Question	HAL Teacher	EHAL Teacher	HAL Teacher Rank	EHAL Teacher Rank
Creativity and inventiveness	3.33	1.56	7.5	8
Keen sense of humor	6.00	7.00	1	1
Ability for fantasy	4.50	5.11	3.5	3
Varied Interests	4.33	3.78	5.5	5.5
Intuitiveness	3.33	3.78	7.5	5.5
Flexibility	4.33	3.67	5.5	7
Independence in attitude and social behavior	4.50	5.00	3.5	4
Self-acceptance and lack of concern for social norms	5.67	6.11	2	2
			Rho-value	0.91
			T. Value	5.54*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 5.54, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between HAL teachers and EHAL teachers when they are considering the value their district places on creative characteristics of High Ability students.

Table 35 displays the results of classroom teachers' perception of the value their district places on affective characteristics compared to HAL teachers' perception of the value their district places on affective characteristics.

Table 35 - Comparing Classroom Teachers' and HAL Teachers' Perception of District Affective Category

Question	Classroom Teacher	HAL Teacher	Classroom Teacher Rank	HAL Teacher Rank
Unusual emotional depth and intensity	4.10	3.67	4	6
Sensitivity or empathy to the feelings of others	3.60	5.67	6	1
High expectations of self and others often leading to feelings of frustration	3.50	3.50	7	7
Heightened self-awareness accompanied be feelings of being different	3.40	4.67	8	5
Easily wounded and need emotional support	7.40	4.83	1	4
Need for consistency between abstract values and personal actions	3.70	3.33	5	8
Advanced levels of moral judgement	4.60	5.00	3	3
Idealism and sense of justice	5.70	5.33	2	2
			Rho-value	0.33
			T. Value	0.87*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 0.87, which is less than 1.895 with 7 degrees of freedom. These results show that there is not a correlation between classroom teachers and HAL teachers when they are considering the value their district places on affective characteristics of High Ability students.

Table 36 displays the results of classroom teachers' perception of the value their district places on affective characteristics compared to EHAL teachers' perception of the value their district places on affective characteristics.

Table 36 - Comparing Classroom Teachers' and EHAL Teachers' Perception of District Affective Category

Question	Classroom Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Unusual emotional depth and intensity	4.10	4.00	4	6
Sensitivity or empathy to the feelings of others	3.60	4.75	6	3
High expectations of self and others often leading to feelings of frustration	3.50	3.25	7	8
Heightened self-awareness accompanied be feelings of being different	3.40	4.13	8	4.5
Easily wounded and need emotional support	7.40	6.63	1	1
Need for consistency between abstract values and personal actions	3.70	3.88	5	7
Advanced levels of moral judgement	4.60	4.13	3	4.5
Idealism and sense of justice	5.70	5.25	2	2
			Rho-value	0.61
			T. Value	1.89*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 1.89, which is equal to 1.895 with 7 degrees of freedom. These results show that there is a slight correlation between classroom teachers and EHAL teachers when they are considering the value their district places on affective characteristics of High Ability students.

Table 37 displays the results of HAL teachers' perception of the value their district places on affective characteristics compared to EHAL teachers' perception of the value their district places on affective characteristics.

Table 37 - Comparing HAL Teachers' and EHAL Teachers' Perception of District Affective Category

Question	HAL Teacher	EHAL Teacher	HAL Teacher Rank	EHAL Teacher Rank
Unusual emotional depth and intensity	3.67	4.00	6	6
Sensitivity or empathy to the feelings of others	5.67	4.75	1	3
High expectations of self and others often leading to feelings of frustration	3.50	3.25	7	8
Heightened self-awareness accompanied be feelings of being different	4.67	4.13	5	4.5
Easily wounded and need emotional support	4.83	6.63	4	1
Need for consistency between abstract values and personal actions	3.33	3.88	8	7
Advanced levels of moral judgement	5.00	4.13	3	4.5
Idealism and sense of justice	5.33	5.25	2	2
			Rho-value	0.77
			T. Value	2.91*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 2.91, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between HAL teachers and EHAL teachers when they are considering the value their district places on affective characteristics of High Ability students.

Table 38 displays the results of classroom teachers' perception of the value their district places on behavior characteristics compared to HAL teachers' perception of the value their district places on behavior characteristics.

Table 38 - Comparing Classroom Teachers' and HAL Teachers' Perception of District Behavior Category

Question	Classroom Teacher	HAL Teacher	Classroom Teacher Rank	HAL Teacher Rank
Spontaneity	5.80	5.83	3	2
Boundless enthusiasm	4.50	4.50	4	4
Intensely focused on passions	3.10	3.33	5	7
Constantly questions	2.70	3.33	6	7
Insatiable curiosity	2.60	3.67	7	5
Perseverance, a strong determination in area of importance	2.50	3.33	8	7
High level of frustration	6.90	6.50	2	1
Volatile temper, especially related to perception of failure	7.90	5.50	1	3
			Rho-value	0.81
			T. Value	3.33*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 3.33, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and HAL teachers when they are considering the value their district places on behavior characteristics of High Ability students.

Table 39 displays the results of classroom teachers' perception of the value their district places on behavior characteristics compared to EHAL teachers' perception of the value their district places on behavior characteristics.

Table 39 - Comparing Classroom Teachers' and EHAL Teachers' Perception of District Behavior Category

Question	Classroom Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Spontaneity	5.80	6.00	3	3
Boundless enthusiasm	4.50	5.38	4	4
Intensely focused on passions	3.10	2.63	5	7
Constantly questions	2.70	3.13	6	5
Insatiable curiosity	2.60	2.50	7	8
Perseverance, a strong determination in area of importance	2.50	2.75	8	6
High level of frustration	6.90	6.63	2	2
Volatile temper, especially related to perception of failure	7.90	7.00	1	1
			Rho-value	0.88
			T. Value	4.56*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 4.56, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and EHAL teachers when they are considering the value their district places on behavior characteristics of High Ability students.

Table 40 displays the results of HAL teachers' perceptions of the value their district places on behavior characteristics compared to EHAL teachers' perceptions of the value their district places on behavior characteristics.

Table 40 - Comparing HAL Teachers' and EHAL Teachers' Perception of District Behavior Category

Question	HAL Teacher	EHAL Teacher	HAL Teacher Rank	EHAL Teacher Rank
Spontaneity	5.83	6.00	2	3
Boundless enthusiasm	4.50	5.38	4	4
Intensely focused on passions	3.33	2.63	7	7
Constantly questions	3.33	3.13	7	5
Insatiable curiosity	3.67	2.50	5	8
Perseverance, a strong determination in area of importance	3.33	2.75	7	6
High level of frustration	6.50	6.63	1	2
Volatile temper, especially related to perception of failure	5.50	7.00	3	1
			Rho-value	0.76
			T. Value	2.38*
			Alpha less than 0.5 is designated by *	Tested with 7 degrees of freedom

The correlation value of these two teacher groups is 0.8095. The T-value is 2.38, which is greater than 1.895 with 7 degrees of freedom. These results show that there is a correlation between classroom teachers and EHAL teachers when they are considering the value their district places on behavior characteristics of High Ability students.

Table 41 displays the results of classroom teachers and HAL teachers' opinions of the importance of each category when identifying High Ability students.

Table 41 – Comparing Classroom Teachers' and HAL Teachers' Opinion Rank of Categories

Category	Classroom Teacher	HAL Teacher	Classroom Teacher Rank	HAL Teacher Rank
Cognitive	1.36	1.50	4	4
Creative	1.91	1.88	3	3
Affective	3.36	2.63	1.5	2
Behavior	3.36	4.00	1.5	1
			Rho-value	0.95
			T. Value	4.24*
			Alpha less than 0.5 is designated by *	Tested with 3 degrees of freedom

The correlation value of these two teacher groups is 0.95. The T-value is 4.24, which is greater than 2.353 with 3 degrees of freedom. These results show that there is a correlation between classroom teachers and HAL teachers they rank the categories they believe should be used when identifying students for High Ability programing.

Table 42 displays the results of classroom teachers' and EHAL teachers' opinions of the importance of each category when identifying High Ability students.

Table 42 - Comparing Classroom Teachers' and EHAL Teachers' Ranking of Categories

Category	Classroom Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Cognitive	1.36	1.11	4	4
Creative	1.91	2.11	3	3
Affective	3.36	3.00	1.5	2
Behavior	3.36	3.78	1.5	1
			Rho-value	0.95
			T. Value	4.24*
			Alpha less than 0.5 is designated by *	Tested with 3 degrees of freedom

The correlation value of these two teacher groups is 0.95. The T-value is 4.24, which is greater than 2.353 with 3 degrees of freedom. These results show that there is a correlation between classroom teachers and EHAL teachers when they rank the categories they believe should be used when identifying students for High Ability programing.

Table 43 displays the results of HAL teachers' and EHAL teachers' opinions of the importance of each category when identifying High Ability students.

Table 43 - Comparing HAL Teachers' and EHAL Teachers' Ranking of Categories

Category	HAL Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Cognitive	1.50	1.11	4	4
Creative	1.88	2.11	3	3
Affective	2.63	3.00	2	2
Behavior	4.00	3.78	1	1
			Rho-value	1.0
			T. Value	*Highly significant, T less than 0.0001
			Alpha less than 0.5 is designated by *	Tested with 3 degrees of freedom

The correlation value of these two teacher groups is 1.0. The T-value is less than 0.0001. These results show that there is a strong correlation between HAL teachers and EHAL teachers when they rank the categories they believe should be used when identifying students for High Ability programing.

Table 44 displays the results of classroom teachers' and HAL teachers' opinions of the importance their districts hold for each category when identifying High Ability students.

Table 44 - Comparing Classroom Teacher's and HAL Teachers' District Rank of Categories

Category	Classroom Teacher	HAL Teacher	Classroom Teacher Rank	HAL Teacher Rank
Cognitive	1.00	1.14	4	4
Creative	2.27	2.71	3	3
Affective	3.27	3.00	2	2
Behavior	3.45	3.14	1	1
			Rho-value	1.0
			T. Value	*Highly significant, T less than 0.0001
			Alpha less than 0.5 is designated by *	Tested with 3 degrees of freedom

The correlation value of these two teacher groups is 1.0. The T-value is less than 0.0001. These results show that there is a strong correlation between classroom teachers and HAL teachers when they are considering the value their district places on the categories used to determine students that qualify for High Ability programs.

Table 45 displays the results of classroom teachers' and EHAL teachers' opinions of the importance their districts hold for each category when identifying High Ability students.

Table 45 - Comparing Classroom Teachers' and EHAL Teachers' District Rank of Categories

Category	Classroom Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Cognitive	1.00	1.11	4	4
Creative	2.27	2.38	3	3
Affective	3.27	3.33	2	1.5
Behavior	3.45	3.33	1	1.5
			Rho-value	0.95
			T. Value	4.25*
			Alpha less than 0.5 is designated by *	Tested with 3 degrees of freedom

The correlation value of these two teacher groups is 0.95. The T-value is 4.24, which is greater than 2.353 with 3 degrees of freedom. These results show that there is a correlation between classroom teachers and EHAL teachers when they are considering the value their district places on the categories used to determine students that qualify for High Ability programs.

Table 46 displays the results of HAL teachers' and EHAL teachers' opinions of the importance their districts hold for each category when identifying High Ability students.

Table 46 - Comparing HAL Teachers' and EHAL Teachers' District Rank of Categories

Category	HAL Teacher	E-HAL Teacher	HAL Teacher Rank	E - HAL Teacher Rank
Cognitive	1.14	1.11	4	4
Creative	2.71	2.38	3	3
Affective	3.00	3.33	2	1.5
Behavior	3.14	3.33	1	1.5
			Rho-value	0.95
			T. Value	4.25*
			Alpha less than 0.5 is designated by *	Tested with 3 degrees of freedom

The correlation value of these two teacher groups is 0.95. The T-value is 4.24, which is greater than 2.353 with 3 degrees of freedom. These results show that there is a correlation between HAL teachers and EHAL teachers when they are considering the value their district places on the categories used to determine students that qualify for High Ability programs.

Table 47 displays the results of classroom teachers' and HAL teachers' opinions of the importance of each category when identifying High Ability students from marginalized populations.

Table 47 - Classroom Teachers' and HAL Teachers' Perception of Categories Used to Identify Marginalized Students

Category	Classroom Teacher	HAL Teacher	Classroom Teacher Rank	HAL Teacher Rank
Cognitive	2.27	2.25	3	3
Creative	1.45	1.38	4	4
Affective	2.73	2.88	2	2
Behavior	3.55	3.50	1	1
			Rho-value	1.0
			T. Value	*Highly significant, T less than 0.0001
			Alpha less than 0.5 is designated by *	Tested with 3 degrees of freedom

The correlation value of these two teacher groups is 1.0. The T-value is less than 0.0001. These results show that there is a strong correlation between classroom teachers and HAL teachers when they are considering the categories that should be used to identify students from marginalized populations.

Table 48 displays the results of classroom teachers' and EHAL teachers' opinions of the importance of each category when identifying High Ability students from marginalized populations.

Table 48 - Classroom Teachers' and EHAL Teachers' Perception of Categories Used to Identify Students from Marginalized Populations

Category	Classroom Teacher	EHAL Teacher	Classroom Teacher Rank	EHAL Teacher Rank
Cognitive	2.27	1.67	3	3.5
Creative	1.45	1.67	4	3.5
Affective	2.73	2.73	2	2
Behavior	3.55	3.56	1	1
			Rho-value	0.95
			T. Value	4.25*
			Alpha less than 0.5 is designated by *	Tested with 3 degrees of freedom

The correlation value of these two teacher groups is 0.95. The T-value is 4.24, which is greater than 2.353 with 3 degrees of freedom. These results show that there is a correlation between classroom teachers and EHAL teachers when they are considering the categories that should be used to identify students from marginalized populations.

Table 49 displays the results of HAL teachers' and EHAL teacher opinions of the importance of each category when identifying High Ability students from marginalized populations.

Table 49 - HAL Teachers' and E-HAL Teachers' Perception of Categories Used to Identify Marginalized Students

Category	HAL Teacher	EHAL Teacher	HAL Teacher Rank	EHAL Teacher Rank
Cognitive	2.25	1.67	3	3.5
Creative	1.38	1.67	4	3.5
Affective	2.88	2.73	2	2
Behavior	3.50	3.56	1	1
			Rho-value	0.95
			T. Value	4.25*
			Alpha less than 0.5 is designated by *	Tested with 3 degrees of freedom

The correlation value of these two teacher groups is 0.95. The T-value is 4.24, which is greater than 2.353 with 3 degrees of freedom. These results show that there is a correlation between HAL teachers and EHAL teachers when they are considering the categories that should be used to identify students from marginalized populations.

Chapter V

Introduction

The goal of this study is to add to the conversation around equity in High Ability programs across the United States and specifically in Nebraska. The focus of the study is the lack of proportionality of students from marginalized populations when compared to the student body of a school district. The study identifies a need for a change in the systems that identify students for High Ability programming to increase the proportionality for students from marginalized populations.

The disproportionate identification of students from Black, Hispanic, and American Indian racial groups is a known issue in Nebraska public schools (Equity in High Ability Learner Identification in Nebraska, 2022). The problem has been identified, talked about, and admired. It is time to start working on solutions.

Findings

Supporting Question (a)

Question five in O'Leary's (2014) eight-step document analysis asks the researcher to explore the document's agenda and biases. No biases were found within any of the state documents when viewing through the lens of how each state internally chooses to guide identification of High Ability students, but that is not the whole story. When viewed through a lens that compares tools suggested or required, a different story begins to develop.

Every state involved in the study includes language concerning underrepresented student populations in their identification documents. The statements point out the importance of using culturally appropriate test measures but stops short of providing

districts with ways to identify students from marginalized populations. The problem of underrepresentation has been defined and described but no solution is presented. States are aware that students from marginalized populations will not perform as well on achievement assessments as other students, but those achievement assessments continue to be the main, and often only, path to identification. This is a recipe for underrepresentation, a barrier that will keep marginalized students with potential from ever being identified because of an achievement score that they may likely never reach.

The intent was evident in the inclusion of statements on marginalized populations, but the statement is not being honored. While these statements were made often, no solutions were provided on how to go about identifying students from marginalized populations. An example of this can be found in the state of Tennessee where it is pointed out that under-identification of marginalized students is a problem that does not lie with the student,

> "Historically, students who are culturally, linguistically, and/or ethnically diverse and/or students with a disability (CLED) have been under-identified as intellectually gifted and underrepresented in gifted programs. Why are these students under-identified and underrepresented? There are many reasons: limitations of identification tools; biased assessments; disproportionate focus on academic achievement or traditional measures of success; lack of rigorous instructional opportunities through a high-quality curriculum; low teacher expectations; cultural differences; institutional practices, racism and biases; focus on deficits rather than strengths of the student; lack of targeted professional development for teachers and

> administrators; and lack of parent engagement and knowledge about gifted identification processes, programs, and services." (Tennessee Department of Education, 2018, p. 15).

Even with this well thought out and thorough examination of the problem, the issue still stands. Tennessee, according to an accountability report done by the Tennessee Office of Research and Education in 2021, under-identifies Hispanic and Black students and over-identifies Asian and White students (Tennessee Office of Research and Education, 2021).

Supporting Question (b)

School districts in Nebraska rely on achievement assessments to find students with High Ability learning needs. Ability assessments that could help school districts find students who are missing achievement scores are often locked behind an achievement assessment. While it is possible for a student from District A to be identified for the High Ability program and not make the achievement requirement, they would still need to meet the academic performance. This means that an achievement assessment stands in the way of a student being identified for High Ability learning services. District B's use of a universal screener is hampered by the three pathways to identification being directly tied to achievement. All three of District B's pathways rely on achievement scores for a student to be identified for High Ability learning services. While District C leaves many openings for a student to become identified without an achievement score, there are still grades attached to the Motivation/Performance category. This would nullify much of the benefit of not needing an achievement category score. District D and District E's identification processes are dependent on what a

student knows, measuring their achievement instead of ability, limiting the identified High Ability population to those students who have had the opportunity to learn at the highest level. District F puts a barrier of achievement in front of students before they are allowed to display their ability by taking the CogAT. This system ensures that students who have had the opportunity to learn will have the lowest barriers to enter the program. Students who have the ability but are unable to demonstrate the ability because of factors that are out of their control may not be given the opportunity to achieve their highest potential.

As shown in Figure 1 – Characteristics of Giftedness by State, the pathways to identification focus mainly on the Cognitive characteristics followed close by Creative. The Behavioral and Affective characteristics are not utilized to the same degree.

Here is where an opening may lie for students from marginalized populations. If the potential can be found in a student by looking for the characteristics of a gifted student, then alternative identification methods may be a viable option for students that come from marginalized populations.

Supporting Question (c)

Supporting Question (c) asks what assessments are currently being used to determine High Ability students in a medium-size district in Nebraska. O'Leary's (2014) eight-step document analysis was used to analyze the identification procedures of the school district and found that the ability assessment, the CogAT, was locked behind an achievement score on the MAP Growth achievement assessment. This would require a potential High Ability student to perform in the top 15% nationally on the MAP Growth

Reading assessment or the top 10% nationally on the MAP Growth Mathematics assessment before they are able to take the CogAT. Any student that cannot hit those high achievement scores will not be given the opportunity to demonstrate their ability to learn and understand at a high level.

Survey

The question that the survey was developed around asks how perceptions of skills and talents associated with High Ability vary among classroom, HAL, and EHAL teachers. Subjects were asked to rank Clark's (2008) characteristic categories by their opinion of importance when identifying HAL students. Classroom, HAL, and EHAL teachers all ranked the cognitive category first and the creative category second. HAL and EHAL teachers were perfectly aligned, with a correlation value of 1.0. Classroom teachers were not far off the HAL and EHAL teachers with a correlation value of 0.95 when compared to both HAL and EHAL teachers. This strong correlation could allow a district to trust their classroom teachers just as much as they would a HAL or even EHAL teacher when it comes to recommending students for High Ability programs when characteristics are being used as part of the identification process. Utilizing the classroom teachers as a resource could open another pathway for identification. Classroom teachers have a strong understanding of the Cognitive, Creative, Affective, and Behavioral characteristics of the students in their classroom. Paring the knowledge of who their students are as learners with their close alignment with HAL and EHAL teachers' understanding of the characteristics of High Ability students would give a school district a very useful tool in finding students that ability assessments might overlook.

When the three groups of teachers were asked to think about what category to focus on to identify students from marginalized populations, they once again agreed. Classroom teachers and HAL teachers perfectly aligned, ranking them in the following order as seen in Table 47: Creative, Cognitive, Affective, Behavior. Both Classroom and HAL teachers put cognitive first in their own opinion but see that students from marginalized populations will display giftedness in other ways. Both Classroom and HAL teachers have the opinion that districts need to look outside of achievement tests to find these students. Since Nebraska's Rule 3 (NDE, 1998) states that districts must identify students as High Ability but does not give any guidance on what that identification must look like, districts are open to using any criteria and creating their own rules. Here is another opportunity for an additional pathway to identification that does not rely on an achievement assessment: allow classroom teachers to look for creativity and nominate students that they see displaying creative characteristics.

Recommendations for Future Study

This study surveyed third grade classroom teachers in one school district in Nebraska. It would be beneficial to expand the survey to classroom teachers across all grades to determine if the close correlation in beliefs holds true when the pool of teachers is expanded.

If adding additional pathways and expanding the definition of what High Ability means is a solution to the proportionality problem, the results of these changes would need to be studied. Once new pathways are opened a school district would need to audit the results of their identification system to ensure that the students that are being identified are proportional to the student population.

Once a district moves closer to proportionality in their identification systems, the support and activities for the newly identified students would need to be studied. If the population of a district's High Ability students changes, the programming that those students are given will need to change to match the students' needs.

Conclusion

This study opens with a quote attributed to W. Edwards Deming, "Every system is perfectly designed to get the results it gets" (W. Edwards Deming Institute, n.d.). It is the researcher's opinion that Deming's quote accurately describes the landscape of identifying High Ability students. The identification systems for school districts across the United States, specifically in Nebraska, are designed for high achieving students to be identified. The use of single pathway High Ability systems that rely on achievement scores have given us the result that they were designed to give. Currently, High Ability programs in Nebraska, and the rest of the county, are prioritizing achievement over ability. These identification systems are promoting high achievement programs instead of High Ability programs.

Identifying students from marginalized populations is not impossible, but there is not a simple answer. This is a complex problem, and it requires a complex answer. Multiple measures are going to need to be adopted for a district to reach proportionality. What works in one district will not work in another because there are no two districts that have the same student populations. A wide range of solutions must be considered, each of them moving the needle closer to a system that finds students who will not show up on an achievement assessment. Local norms may improve the proportionality of a district and the High Ability population. Ability assessments used as a universal screener may

help some more but are not going to be appropriate or financially feasible in every district. Adding multiple pathways for identification, while opening more than just academic categories, may inch a district closer to proportionality. Nomination forms completed by teachers, parents, and students may also help some more but are going to require some professional development for the classroom teachers to ensure that they are being utilized correctly. All these strategies can add up to the goal of proportionality for a school district.

Nebraska's Rule 3 (NDE, 1998) states that school districts must identify students for High Ability learning programs but does not provide guidance on how to go about doing the job. Herein lies an opportunity for Nebraska school districts to lead the way in proportionality when it comes to identification for High Ability programming. School districts in Nebraska could create a set of inclusive identification guidelines to ensure students are being identified for High Ability programs because of potential instead of achievement. The argument against achievement-based assessments as the sole pathway to identification is an initial step to take. CTT argues that an assessment that results in a disproportionate response in the observed score is because the assessment is biased against a group of students (Peter, 2022).

Going another step further, districts could take what has been laid out in this study and apply it to more than just racial demographics. With access to more specific student data, a district could make it a priority that the proportionality of students from any subgroup would match the overall student population. This could include rural students, students qualifying for free and reduced lunch programs, or students who are English

Learners. Once a district is committed to proportionality and realizes the problem lies in the system instead of the student, great change can be made.

Appendices

Appendix A - Survey

Teacher Perception of Gifted Characteristics

1. Race _____
2. Age _____
3. Gender _____
4. Years of experience _____
5. Years in current district _____
6. Highest degree held _____

Please choose the following label that best describes your teaching position:

A. Classroom teacher
B. High ability teacher
C. High ability teacher that holds a certificate in gifted education
D. Administrator

Teacher Perceptions of Gifted Characteristics

1. If you were in charge of the High Ability Learner (HAL identification system in your district, how would you rank the importance of the following cognitive characteristics?

   Rank them from 1 (most important) to 8 (least important)

   - ❑ Keen power of abstraction
   - ❑ Interest in problem solving and applying concepts
   - ❑ Voracious and early reader
   - ❑ Large vocabulary

- ❑ Intellectual Curiosity
- ❑ Critical thinking
- ❑ Self-criticism
- ❑ Persistent

2. If you were in charge of the HAL identification system in your district, how would you rank the importance of the following creative characteristics?

   Rank them from 1 (most important) to 8 (least important)

   - ❑ Creativity and inventiveness
   - ❑ Keen sense of humor
   - ❑ Ability for fantasy
   - ❑ Varied interests
   - ❑ Intuitiveness
   - ❑ Flexibility
   - ❑ Independence in attitude and social behavior
   - ❑ Self-acceptance and lack of concern for social norms

3. If you were in charge of the HAL identification system in your district, how would you rank the importance of the following affective characteristics.

   Rank them from 1 (most important) to 8 (least important)

   - ❑ Unusual emotional depth and intensity
   - ❑ Sensitivity or empathy to the feelings of others

- ❑ High expectations of self and others often lead to feelings of frustration
- ❑ Heightened self-awareness accompanied by feelings of being different
- ❑ Easily wounded and need emotional support
- ❑ Need for consistency between abstract values and personal actions
- ❑ Advanced levels of moral judgment
- ❑ Idealism and sense of justice

4. If you were in charge of the HAL identification system in your district, how would you rank the importance of the following behavioral characteristics?

   Rank them from 1 (most important) to 8 (least important)

   - ❑ Spontaneity
   - ❑ Boundless enthusiasm
   - ❑ Intensely focused on passions
   - ❑ Constantly questions
   - ❑ Insatiable curiosity
   - ❑ Perseverance - strong determination in area of importance
   - ❑ High level of frustration
   - ❑ Volatile temper - especially related to perception of failure

5. If you were put in charge of the High Ability identification system in your district, which category would have the most influence on the identification of HAL students?

Rank them from 1 (most important) to 4 (least important)

- ❑ Cognitive
- ❑ Creative
- ❑ Affective
- ❑ Behavioral

Teacher Perception of District HAL Identification Systems

1. When thinking about the current HAL identification system in your district, how does your district value each of these cognitive characteristics?

   Rank them from 1 (most important) to 8 (least important)

   - ❑ Keen power of abstraction
   - ❑ Interest in problem solving and applying concepts
   - ❑ Voracious and early reader
   - ❑ Large vocabulary
   - ❑ Intellectual Curiosity
   - ❑ Critical thinking
   - ❑ Self-criticism
   - ❑ Persistent

2. When thinking about the current HAL identification system in your district, how does your district value each of these creative characteristics?

   Rank them from 1 (most important) to 8 (least important)

- ❑ Creativity and inventiveness
- ❑ Keen sense of humor
- ❑ Ability for fantasy
- ❑ Varied interests
- ❑ Intuitiveness
- ❑ Flexibility
- ❑ Independence in attitude and social behavior
- ❑ Self-acceptance and lack of concern for social norms

3. When thinking about the current HAL identification system in your district, how does your district value each of these affective characteristics?

   Rank them from 1 (most important) to 8 (least important)

   - ❑ Unusual emotional depth and intensity
   - ❑ Sensitivity or empathy to the feelings of others
   - ❑ High expectations of self and others often lead to feelings of frustration
   - ❑ Heightened self-awareness accompanied by feelings of being different
   - ❑ Easily wounded and need emotional support
   - ❑ Need for consistency between abstract values and personal actions
   - ❑ Advanced levels of moral judgment
   - ❑ Idealism and sense of justice

4. When thinking about the current HAL identification system in your district, how does your district value each of these behavior characteristics?

   Rank them from 1 (most important) to 8 (least important)

   - ❑ Spontaneity
   - ❑ Boundless enthusiasm
   - ❑ Intensely focused on passions
   - ❑ Constantly questions
   - ❑ Insatiable curiosity
   - ❑ Perseverance - strong determination in area of importance
   - ❑ High level of frustration
   - ❑ Volatile temper - especially related to perception of failure

5. In your opinion, how does your district's HAL identification system value the importance of the following characteristics?

   Rank them from 1 (most important) to 4 (least important)

   - ❑ Cognitive
   - ❑ Creative
   - ❑ Affective
   - ❑ Behavioral

6. Based on your experience with students from diverse backgrounds, what characteristics should district prioritize to equitably identify gifted students?

Rank them from 1 (most important) to 4 (least important)

- ❑ Cognitive
- ❑ Creative
- ❑ Affective
- ❑ Behavioral

Appendix B - State Document Analysis

B1 State of Arizona - (Gifted Education for Gifted Children, 2007)

1. Gather relevant texts

   Arizona State statute § 15-779-779.04

2. Develop an organization and management scheme.

   The researcher will take bulleted notes on the document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children

3. Make copies of the originals for annotation

   Downloaded from the Arizona state government website - https://www.azed.gov/sites/default/files/2015/03/arizonagiftededucationstatutesadministrativecode.pdf

4. Assess authenticity of documents

   The documents were downloaded from the Arizona government website and are believed to be authentic

5. Explore document's agenda, biases

   No biases can be found at this time.

6. Explore background information

   Updated in 2007

7. Ask questions about documents

    How will the language of the state statute allow school districts the flexibility to meet the needs of all students?

8. Explore content

15-779 Definitions

- Gifted education is appropriate academic offerings and services as a part of the regular school day. This content must be aligned with the needs of the student
- A gifted pupil is a student that demonstrates superior intellect or advanced learning ability (or both). The student has demonstrated that they have needs that the regular class work is not covering

15-779.01 Powers and duties of the district

- States that there are benefits to challenging the gifted students
    - Mentions high achieving as well as underachieving students
- School boards shall modify course work and teaching methods
- SPED considerations
    - May have an educational disadvantage resulting from a disability
- EL considerations
    - May have difficulty speaking or understanding the English language due to an environmental background where English is not the primary language.

- Identification shall be based on tests or subtests that have proven to be effective with non-English speaking students.
- Previous identification should follow the student without unreasonable delay

15-779.2 Gifted pupil; scope and sequence; annual financial report

- Districts shall develop identification and curriculum for gifted pupils.
    - This curriculum must be integrated into the school day
- Scope and sequence shall
    - Provide routine screening with 97th percentile on national normed assessments adopted by the state
        - Test list provided
    - Explain how the curriculum differs from regular education students in areas such as
        - Content
        - Process
        - Product
        - Learning environment
    - Reviewed every 3 years
    - Be submitted for approval every year by July 1
    - Must give the number of gifted students as well as money spent on the students

15-779.03 Additional assistance for gifted programs

- If districts submit plans and have teachers that hold endorsements or are working on endorsements, then they receive $75 per identified student.
    - 2020-21 1,111,000 students
        - 8% HAL -
            - 88,880 HAL x $7 = $622,160

15-779.04 Powers and duties of the superintendent of public instruction

- Superintendent shall
    - Apply the money to the program
    - Assist school boards to design, implement and evaluate gifted programs
    - Encourage the development of locally designed programs for gifted students
    - Create staff development for administrators, teachers, and counselors
    - Encourage the development of procedures to ensure paternal involvement

B2 State of Colorado - (Colorado Department of Education, 2020)

1. Gather relevant texts

   Colorado Department of Education Gifted Identification Guidance Handbook

2. Develop an organization and management scheme.

   The researcher will take bulleted notes on the guidance document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children.

3. Make copies of the originals for annotation

   Downloaded from https://www.cde.state.co.us/gt/idguidebook

4. Assess authenticity of documents

   The documents were downloaded from the Colorado Department of Education website and are believed to be authentic.

5. Explore document's agenda, biases

   No biases can be found at this time.

6. Explore background information

   Updated in 2020 with a focus on portability and expanding inclusion

7. Ask questions about documents

How do the contents of the document fit into the NAGC Characteristics of Gifted Children categories of Cognitive, Creative, Affective, and Behavioral

8. Explore content

Introduction

- Students may be identified in one or more areas
    - General or Specific Intellectual Ability
    - Specific Academic Aptitude
    - Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities (Talent Aptitudes)
    - Creative or Productive Thinking
    - Leadership

Portability

- Portability is a top priority
- Colorado wants the gifted student to be able to have their identification follow them to any district in the state.
- Common guidelines are being created to ensure that there is a universal understanding of the suggested processes and procedures.
- A note on military families is included.

Assessment

- Body of evidence is broken into two parts, Quantitative (Norm and Criterion referenced tests) and Qualitative (Rubrics, Performance, Observations, Interviews).
- Both Quantitative and Qualitative evidence are important to build a Body of Evidence, some objective measures are important to ensure that certain criteria is being met while other objective measures build a picture of characteristics, strengths, and interests.
- Criteria are not cutoff scores that would eliminate a student from identification because of a single score.
- Building a body of evidence requires the use of many tools, measures that provide the body of evidence with qualitative and quantitative data, metrics. There is no one score that automatically identifies a student just as there is no one score that eliminates them.

Student Profile

- Cognitive tests
    - CogAT is mentioned
    - Pushes back against Visual Spatial
    - Don't use Composite scores
    - With a very high score in one area a BOE is still collected to determine a student's strengths and needs.
- Creativity
    - Standardized, norm referenced creative tests
        - Torrance Test of creative Thinking

        - Profile of Creative Abilities
        - Does not need to score above 95% on the creativity assessments to qualify under creativity tag, can get there through BOE
- Achievement
    - Looking for strengths in a specific academic area
    - A student does not get the score required on the Cognitive assessment but does demonstrate abilities in a specific academic area then a BOE needs to be collected over time.
    - When looking at K-3 students it is important to understand that diagnostic assessments are not to be used as a means of gifted identification. Diagnostic tests are often meant to be used to diagnose differences and are not meant to measure academic abilities.
- Behavior Observation Scales
    - Norm referenced behavior observation scales are used to zero in on characteristics of gifted students.
    - Listed characteristics
        - Leadership, motivation, memory, reasoning, creativity, sense of humor.
    - Assessments mentioned
        - Scales of Identifying Gifted Students (SIGS)
            - norm referenced
            - Parent portion may be used
        - Gifted Evaluation Scale (GES)

- Gifted Rating Scale (GRS)

- Performance
  - Content areas (academic) as well as talent areas (art, music, theater, dance, psychomotor, creatively, leadership)
  - Types of performance
    - Juried
      - Debate team
    - Contest/Competition
      - Top placement in regional, state, or national competition
    - Portfolio
      - Valid and reliable rubric must be used
      - Art portfolio
    - Classroom Performance
      - Teachers are critical at providing data. Teachers, as curriculum experts, can identify students working above their peers in the classroom.
        - Grades are not to be used

- Local Norms
  - Districts can choose to re-norm a nationally normed cognitive or achievement assessment. Local norms provide inclusion from students from underrepresented populations for specialized programming.

- Local norms can disrupt portability
- Best suited to help build depth and complexity into classroom work to challenge students

Screening

- An assessment method that uses tools to provide data for an area of High Ability.
    - May be qualitative or quantitative
    - May be standardized or normative
- May be:
    - US, MTSS/RTI, Test Data, Performance & Observation, Checklists, Anecdotal Records, Questionnaire, Interviews

Universal Screening

- When an assessment is used for all students, it is considered a Universal Screener
- The intent of a US is to find indicators of exceptionality in all student groups. Can be used to find potential in areas such as reasoning, perception, creativity, motivation, and problem solving.
- Used for all students
- Results may be used to place a student in Gifted Services or Talent Pool
- Two types widely used
    - One provides Quantitative Data collected using cognitive ability tests
        - CogAT 7
            - Specifically mentions full battery over the screener
        - Naglieri Nonverbal Ability Test 2nd edition

- One provides qualitative data using reliable and proven classroom observation tools
    - Kingore Observation Inventory (KOI)
    - Teacher Observation of Potential in Students (TOPS)

Parents

- Keeping parents informed is important but left up to the districts
- Primary points for parent involvement are referral and supplying details to the BOE
    - Questionnaires, checklists, interviews
- Parents input is more important in the younger grades where there will be less quantitative data

Review Team

- Review team must use BOE
- Review team should include one trained person in Gifted Education
- Review team decides one of the following
    - Formal ID
    - Talent Pool ID
    - Select new tools to collect additional data
    - Data does not support ID at this time
    - Referral to SPED assessment (twice exceptional)

Talent Pool

- A talent pool may be used when High Ability identification is not necessary, but the student needs more than they are getting in the classroom
    - May meet criteria at a later date
- Some students identified in one domain may be in the talent pool for a different domain
- No time limit for talent pool

Gifted Determination

- Assessment procedures shall be laid out by the district
- Not meeting the criteria on a single tool shall not prevent a student from having further data collected.
- All data points must be considered equally
- Once IDed the tag follows the student through to graduation from HS

Coding

- Students will be IDed in one of the following areas
    - General or Specific Intellectual Ability
    - Creative or Productive Thinking
    - Leadership Abilities
    - Specific Academic Aptitude
        - Reading
        - Writing
        - Math
        - Social Studies

        - Science
        - World Lang
    - Specific Talent Aptitude
        - Visual Arts
        - Performing Arts
        - Musical
        - Dance
        - Psychomotor Abilities

High Achiever VS Gifted

- Colorado has specific area identification but not all students will qualify even though they have an aptitude in a specific subject area
    - Not all high achieving students are gifted
- A warning about identifying a student K-3 in areas of reading or math. It is not uncommon for young students to show aptitude in an area and have everyone catch up in a few years
- Generally, a high achieving student will
    - Lean with ease
    - Memorize facts
    - Correctly answer questions
    - Earn high grades
- Those sound like High Ability students but they may be missing
    - Complex and abstract ideas

- Infer or connect concepts
- Self-directed in learning

Specific Criteria

- Flow charts for specific areas

B3 State of Mississippi (Mississippi Department of Education, 2013)

1. Gather relevant texts

Mississippi Department of Education *Regulations for Gifted Education Programs 2013*

2. Develop an organization and management scheme.

The researcher will take bulleted notes on the guidance document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children.

3. Make copies of the originals for annotation

Downloaded from https://www.sos.ms.gov/ACCode/00000486c.pdf

4. Assess authenticity of documents

The documents were downloaded from the Mississippi Department of Education website

5. Explore document's agenda, biases

No biases can be found at this time.

6. Explore background information

These regulations were updated in 2013 for the 2014-15 school year.

7. Ask questions about documents

How do the contents of the document fit into the NAGC Characteristics of Gifted Children categories of Cognitive, Creative, Affective, and Behavioral

8. Explore content

Purpose

- Mississippi Gifted Education Act of 1989, amended in 1993, mandates districts provide gifted programming for students 2-6. Local districts may have programs for grades:
    - Intellectually gifted 7-12
    - Artistically gifted 2-12
    - Creative gifted 2-12
    - Academically gifted 9-12

State Definitions

- Intellectually gifted
    - ID with high intelligence
- Academically gifted
    - Demonstrated an exceptionally high degree of academic ability
- Artistically gifted
    - Demonstrated an exceptionally high degree of ability in visual arts
- Creativity gifted
    - Demonstrated an exceptionally high degree of ability in the performing arts
- Gifted Education Program (GEP)
    - Designed to meet the needs of the students identified in the above areas and are in addition to and different from regular programming.

Identification Process

- Separated into six stages for all four categories
    - Referral
    - LSC review of referral data
    - Parental permission for testing
    - Assessment
    - Assessment report
    - Local Survey Committee (LSC) eligibility determination stage
        - Grade ranges are followed for each category
- Districts must consider the following
    - Must consist of subjective and objective measures
    - No single method can be used to identify
        - This forces a multifaceted identification process
- ID process shall be equitable for all students with emergent potential, specifically named:
    - Culturally diverse, underachieving, disabled (IDEA), physically handclapped, ADD/ADHD, extreme shyness, short attention spans, disruptiveness, continual questioning, and anxiety.
- Identification in one of the four categories does not give a student access to all categories, only the categories for which they qualify.
    - It is possible to be identified in more than one category, but the sequence of procedures must be followed for each category
- Out of state students must satisfy Mississippi's requirements/criteria

Identification of Intellectually Gifted Students

- Stage 1 Referral - Two types of referrals

    - Type 1 - Mass screening
        - This process requires all Mississippi districts to use a norm-referenced intelligence test on at least one grade level
        - Cut score set at 90% full score
            - If a student gets between 85-90% they are placed in an Emerging Potential for Gifted Referral Checklist group. If they meet the criteria of the checklist they will move on with identification. Two of the following requirements must be met to move forward.
                - A score at or above superior range on a normed characteristics of giftedness checklist
                - A score at or above superior range on a normed measure of leadership
                - A score at or above 90% on total language, math, reading, science, social studies, or a composite score
                - A score at or above 90% for cognitive ability
                - A score at or above 90% for individual intelligence administered within the past 12 months
                - Other measures that are documented in the research on identification of intellectually gifted students
    - Type 2- Individual referral

- May receive a referral from a parent, teacher, counselor, administrator, peer, self, or anyone else that may give a sound reason.
- Once a student has been referred the process begins.
- A student needs three of the following criteria to advance
    - A score at or above 90th% on a ground measure of intelligence test administered in the past 12 months
    - A score at or above superior range on a normed characteristics of gifted students
    - a score at or above the superior range on a normed published measure of creativity
    - a score at or above the superior range on a normed published measure of leadership
    - A score at or above 90% on total language, math, reading, science, social studies, or a composite score
    - A score at or above 90% for cognitive ability
    - A score at or above 90% for individual intelligence administered within the past 12 months
    - Other measures that are documented in the research on identification of intellectually gifted students

- Stage 2: LSC Review of Referral Data
    - Once data is collected it must be reviewed by the LSC team and one of the following recommendations is made:
        - The student satisfied at least three measures and will move forward

        - The student did not satisfy three measures, but the LSC feels strongly that more data should be collected
        - The student did not satisfy at least three measures and the process should stop
    - Provisions for Emerging Potential for Gifted Populations
        - This is a failsafe that is built into the identification process. If it is believed that a student has the potential to be gifted but some outside factor is keeping them back, the Emerging Potential for Gifted Populations Checklist should be completed.
- Stage 3: Parental Permissions for Testing
    - Obtain written permission from parents for testing
- Stage 4: Assessment
    - Testing is done by a licensed examiner that must select the most appropriate test of intelligence for the student.
    - The examiner must provide a report for the team
    - Student must score in the 91% composite or 91% subtest
    - Districts may raise the minimum (91%), but that plan must be submitted to MDE with a justification. The justification must include the districts commitment to the Emerging Potential for Gifted group.
        - Emerging Potential for Gifted
            - If a student scores between an 84%-90% they may move forward with a:

        - Cognitive abilities test with a minimum score of 90%
        - Group intelligence score with a minimum of 90%
        - District development matrix approved by MDE
    - Twice Exceptional Students
        - If a student with an IEP meets at least one of the criteria or it is the opinion of the committee that the student would benefit from participation in the program, they may be granted provisional eligibility for one year.
- Stage 5: Assessment Report
    - A report must be submitted with the details of the scores and assessments used
- Stage 6: LSC Eligibility Ruling
    - Once the report is finalized a determination must be made
    - Parents shall be notified
- Flow Chart for Identification is included.

Identification of Academically Gifted

- Stage 1: Referral
    - For students going into 9th grade
    - May be referred by a teacher, parent, peer, self, or any other person that believes the student is academically gifted
    - Referral Criteria: must satisfy at least two of the following:

        - Grades of A's and Bs in the pertinent area
        - Portfolio of student work indicating capabilities
        - Group or individual intelligence test administered in the past 12 months
        - Group or individual achievement scores in pertinent area
        - Other achievements that may show abilities or potential for abilities
            - Districts are allowed to determine local minimums at this stage
- Stage 2: LSC Review of Referral Data
    - Once data is collected it must be reviewed by the LSC team and one of the following recommendations is made:
        - The student satisfied at least two measures and will move forward
        - The student did not satisfy two measures, but the LSC feels strongly that more data should be collected
        - The student did not satisfy at least two measures and the process should stop
- Stage 3: Parental Permission for Testing
    - Obtain written permission from parents for testing
- Stage 4: Assessment
    - District personnel shall review all data available and decide which measurement is most appropriate
    - Assessment Criteria, must satisfy two of the following

        - A score of 90% or better of the total score in pertinent academic area on a norm-referenced achievement test
        - A score of 90% or better in the individual pertinent academic area on a norm-referenced achievement test
        - A portfolio of outstanding work in the pertinent academic area over the last six months. Must be evaluated using a MDE approved rubric
    - Stage 5: Assessment Report
        - A report must be submitted with the details of the scores and assessments used
    - Stage 6: LSC Eligibility Ruling
        - Once the report is finalized a decision must be made
        - Parents shall be notified
        - Once a student has been identified in one area they may be identified in other areas as well.
        - A student that has been identified as intellectually gifted does not automatically receive an academically gifted identification.
    - Flow Chart for Identification is included.

Identification of Artistically Gifted Students

- Stage 1: Referral
    - May be referred by a teacher, parent, peer, self, or any other person that believes the student is artistically gifted

- Criteria - A statement is required documenting expertise in visual arts indicating that the student is in the top 10% of age peers and has a high degree of creativity plus one of the following:
    - Published checklist of creativity or norm-referenced test of creativity
    - Published checklist of characteristics for the visual arts ability assessment
    - Individual accomplishment in the visual arts
    - Portfolio of student work evaluated on a rubric
    - Other indicators (with approval from MDE)

- Stage 2: LSC Review of Data
    - Once data is collected it must be reviewed by the LSC team and one of the following recommendations is made:
        - The student satisfied the criteria and will move forward
        - The student did the criteria, but the LSC feels strongly that more data should be collected
        - The student did not satisfy the criteria and the process should stop
- Stage 3: Parental Permission for Testing
    - Obtain written permission from parents for testing
- Stage 4: Assessment
    - Satisfy at least two of the following
        - Published checklist of creativity with a score in the superior range

- Published checklist of characteristics with a score in the superior range
- Portfolio of the student's work that places the student in the top 5% of peers

- Individual Audition
  - If the above criteria are met, then the student shall have a live audition in front of a Panel of Experts.
    - Panel must have at least 3 people on the panel but only 1 person from the district
      - All members of the panel shall:
        - Hold an advanced degree in the area
        - Work in the field
      - The panel shall observe the student working in the field
      - Complete a rubric
      - Sign a statement of their findings

- Stage 5: Assessment Report
  - A report must be submitted with the details of the scores and assessments used
- Stage 6: LSC Eligibility Ruling
  - Once the report is finalized a decision must be made
  - Parents shall be notified

        - Once a student has been identified in one area they may be identified in other areas as well.
        - A student that has been identified as intellectually gifted does not automatically receive an academically gifted identification.
- Flow Chart for Identification is included.

Identification of Creativity

- Stage 1: Referral
    - May be referred by a teacher, parent, peer, self, or any other person that believes the student is artistically gifted
    - Criteria - A statement is required documenting expertise in performing arts indicating that the student is in the top 10% of age peers and has a high degree of creativity plus one of the following:
        - Published checklist of creativity or norm-referenced test of creativity
        - Published checklist of characteristics for the performing arts ability assessment
        - Individual accomplishment in the performing arts
        - Videotape of student performance
        - Other indicators (with approval from MDE)
- Stage 2: LSC Review of Data
    - Once data is collected it must be reviewed by the LSC team and one of the following recommendations is made:

- The student satisfied the criteria and will move forward
- The student did the criteria, but the LSC feels strongly that more data should be collected
- The student did not satisfy the criteria and the process should stop

- Stage 3: Parental Permission for Testing
  - Obtain written permission from parents for testing
- Stage 4: Assessment
  - District shall collect measures from at least two of the categories, one must be a measure of creativity.
    - Published checklist of creativity with at least one superior score
    - Published checklist of characteristics of performing arts with a superior score
    - Videotape of a student performance, within 12 months, evaluated using a rubric.
  - Individual Audition
    - If the above criteria are met, then the student shall have a live audition in front of a Panel of Experts.
      - Panel must have at least 3 people on the panel but only 1 person from the district
        - All members of the panel shall:
          - Hold an advanced degree in the area
          - Work in the field

    - The panel shall observe the student working in the field
    - Complete a rubric
    - Sign a statement of their findings
- Stage 5: Assessment Report
    - A report must be submitted with the details of the scores and assessments used
- Stage 6: LSC Eligibility Ruling
    - Once the report is finalized a decision must be made
    - Parents shall be notified
    - Once a student has been identified in one area they may be identified in other areas as well.
    - A student that has been identified as intellectually gifted does not automatically receive an academically gifted identification.
- Flow Chart for Identification is included.

Annual Reassessment

- A committee will meet annually to reassess each student's continued eligibility for the gifted program.
- Students will participate in the program as long as they are successful
- Low grades do not remove you from the program
- Parents must be notified if a student is exiting the program

- If the parents disagree with the decision to remove the student, they will be given a hearing

Mission/Philosophy Statement

- Each district must have a written mission/philosophy statement with goals and objectives

Instructional Management Plan (IMP)

- District mission/philosophy statement
- Mississippi Gifted Education Program Standards
- Program outcomes for specific gifted programs offered

Programming Options

- Intellectually Gifted pull-out Grades 2-8
    - Services provided by an endorsed teacher
    - Self-contained classroom 300 min per week (5 hours a week)
        - Minimum of 240 min a week (4 hours a week)
    - Activities should be:
        - Some short term exploratory
        - Should enhance the integration of advanced content
        - Aligned to interests utilizing high level thinks, creative problem solving, critical thinking, research skills, personal growth and human relations, leadership, and creative expression
- Intellectually Gifted 9-12

        - May be served in a pull-out program or through class loads found in secondary schools
    - Academically gifted 9-12
        - Not all academic classes have been approved for the gifted program. District personnel should reference coursework for secondary schools in Mississippi to ensure that it meets the needs of the gifted students
    - Artistically or Creatively Gifted Pull out 2-8
        - Self-contained classroom 300 min per week (5 hours a week)
            - Minimum of 240 min a week (4 hours a week)
        - Activities should mirror the multicultural makeup of the school
    - Artistically or Creatively Gifted 9-12
        - Activities should be:
            - Some short term exploratory
            - Should enhance the integration of advanced content
            - Aligned to interests utilizing high level thinks, creative problem solving, critical thinking, research skills, personal growth and human relations, leadership, and creative expression
            - The class shall satisfy time requirements for a Carnegie Unit

Dual Enrollment

- Encouraged

Independent Study

- Allowed with a properly endorsed teacher.

- Student must develop a written contract

Class Size

- Recommended Grades 2-8 is 8-12 students

Homework/Classwork

- Students are not required to make up missed schoolwork
- Gifted students must demonstrate mastery of a concept
- Not all gifted students are academically successful

Planning Time

- Each gifted teacher should have a planning time

Assessment Time

- Block off time for assessments

B4 State of Ohio, (Ohio Operating Standards for Identifying and Serving Students Who are Gifted, 2018)

1. Gather relevant texts

Ohio Operating Standards for Identifying and Service Students Who Are Gifted State Statue 3301-51-15

2. Develop an organization and management scheme.

The researcher will take bulleted notes on the guidance document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children.

3. Make copies of the originals for annotation

Downloaded from https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio/Ohio-Administrative-Code-3301-51-15.pdf.aspx?lang=en-US

4. Assess authenticity of documents

The documents were downloaded from the Ohio Department of Education website and are believed to be authentic.

5. Explore document's agenda, biases

No biases can be found at this time.

6. Explore background information

Updated July 27th, 2018

7. Ask questions about documents

How do the contents of the document fit into the NAGC Characteristics of Gifted Children categories of Cognitive, Creative, Affective, and Behavioral

8. Explore content

Definitions

- Gifted
    - Students who perform or show potential to perform at a remarkably high level of accomplishment when compared to others of their age, experience, or environment.
- Specific academic ability field
    - Math
    - Science
    - Reading, writing, or a combination of
    - Social Studies

Identification

- Students shall be identified as exhibit superior cognitive ability if they do either within 24 months
    - Score two standard deviations above the mean, minus the standard error or measurement on an approved standardized intelligence test administered by a psychologist or
        - One of the following

        - Scored two standard deviations above the mean on a group intelligence test
        - Performed at or above 95th% on a group or individual basis or composite nationally normed achievement test
        - Attained an approved score on one of more grade level standards nationally normed approved test
- Specific academic ability
    - 95% or above on a nationally standardized test
- Creative thinking ability
    - Performs two standard deviations above the mean on a group or individual creativity assessment
    - Attains a sufficient score on an approved individual or group test of creative ability
    - Exhibits sufficient performance on an approved checklist by a trained teacher
- Visual or performing arts
    - Demonstrates to a trained teacher thought a display or audition their superior ability
    - Exhibited to a trained teacher through performance on an approved checklist
- Students remain identified regardless of performance or testing
- Testing
    - ODE has made a list of approved assessments, checklists, and instruments available
- District Identification Plan

- Submitted for approval following district board approval
- Universal screeners used twice,
    - before the end of 2nd grade
        - for superior cognitive ability, academic ability in the area of Math, reading/writing
    - After 2nd grade but before the end of 6th
        - Cognitive ability, specific academic ability in math and reading/writing, and creative thinking
- Procedures must provide for 504 plans and IEPs
- Notification of parents
    - Parents may appeal any decision
- Districts shall accept results from assessments outside of the district
- Districts shall ensure that equal opportunity must be provided for all students to be identified

Provision of services

- Instruction must be differentiated for content above grade level
- Services must occur during the school day
- Instructional time, class size, and case load for gifted should be equivalent to classes in the rest of the district
- Options for a continuum of services
    - Full time self-contained class
    - Co teaching

- Cluster grouping
- Pull out room
- Honors
- IB
- Advanced Placement
- Grade acceleration
- Dual enrolment
- Internship

- Funding
- Accountability

B5 State of South Carolina, (South Carolina Department of Education, 2018)

1. Gather relevant texts

South Carolina Department of Education Gifted and Talented Best Practices Guidelines: Identification

2. Develop an organization and management scheme.

The researcher will take bulleted notes on the guidance document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children.

3. Make copies of the originals for annotation

Downloaded from https://ed.sc.gov/sites/scdoe/assets/File/instruction/standards/Advanced%20Programs/2018_GT_BPM_Identification_Revised_January_2019.pdf

4. Assess authenticity of documents

The documents were downloaded from the South Carolina Department of Education website and are believed to be authentic.

5. Explore document's agenda, biases

No biases can be found at this time.

6. Explore background information

Updated in 2018

7. Ask questions about documents

How do the contents of the document fit into the NAGC Characteristics of Gifted Children categories of Cognitive, Creative, Affective, and Behavioral

8. Explore content

Introduction

- Regulation 43-220 specifies requirements and procedures for identifying gifted and talented students. The goal of these procedures is to:
  - Find students that display characteristics
  - Assess aptitude, attributes, and behaviors
  - Evaluate students for placement
- Gifted def:
  - Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require educational programming beyond that normally provided by the general school programming in order to achieve their potential.
    - This language was pulled from *National Excellence: A Case for Developing America's Talent* (Ross, 1993)
      - Ross builds on Jacob K Javits Gifted and Talented Students Education Act of 1988 which specifically mentions that Gifted students are present in all culture groups and socioeconomic bands
      - Parts of *National Excellence: A Case for Developing America's Talent* highlighted by South Carolina

- Seeks variety - looking through a long range of variety
- Multiple assessment measures used to find students with diverse talents at different age ranges
- Free from bias, students from all backgrounds are given equal access to opportunities
- Assessments are fluid to adapt to student needs
- Identify potential
- Assess motivation - drive and passion are key roles in accomplishment

- Calls out early identification as a way to ensure that students from diverse backgrounds can be identified
- To comply with Title IX and the federal Office for Civil Rights districts should monitor screening, referral, and eligibility data from underrepresented populations

Legislative Mandate

- S.C. State Board Regulation 43-220
    - Purpose of identification
        - To find students who display characteristics of gifted and talented
        - To assess the aptitudes, attributes, and behaviors of each student
        - To evaluate each student for the purpose of placement
            - Identification systems should be multistep, multimodal, and multidimensional

    - Gifted and talented students can be found in all student population groups
    - Identification follows this path:
        - Screening and referral
        - assessment of eligibility
        - placement
- Criteria for identification -
    - 96th national age percentile composite score (grades 3-12) OR 98th national age percentile composite score (grades 1 and 2) aptitude test
    - Portability - if a student is identified in on district in SC that identification travels with them
    - Portability - from another state, if deemed appropriate by the placement team
- Screening and Referral
    - Districts shall screen all students with aptitude and achievement tests
    - Referral from admin, parents, teachers, and students must be accepted
    - Districts shall
        - Provide parents with communication pertaining to screening and eligibility
        - Implement procedures for how the district will identify academically gifted students from all populations
        - Provide training on characteristics of gifted students to all staff involved with identification
        - Use screening criteria that fulfills purpose of the gifted and talented programming goals and objectives of the district

- Specifically called out, identifying students with high potential for academic performance as well as those that demonstrate high academic achievement
    - Once a student has entered the process, they must move through the outlined steps to reach an outcome of identification

- Assessment for Eligibility
    - Districts must
        - review assessments for bias
        - ensure that the assessment lines up with goals and objectives of the district gifted programs
        - Have trained people administering and evaluating the results
    - Private testing will not lead directly to an identification but can be used as evidence
    - Dimensions (categories) for identification
        - Dimension A: Reasoning Ability
            - 93rd percentile or above (national) in one or more areas
                - Verbal/linguistic
                - Quantitative/mathematical
                - Nonverbal
                    - Or a composite of the three above
        - Dimension B: High Achievement in Reading and/or Math
            - 94th percentile or above (national)
                - Reading
                - Math
                - Both

- Statewide assessment used or national normed assessment

- Dimension C: Intellectual/Academic Performance
  - Students demonstrate interest and commitment to academic and/or intellectual pursuits or characteristics
    - Curiosity/inquiry
    - Reflection
    - Persistence/tenacity
    - Creative productive thinking
      - Characteristics demonstrated through
        - Evidence of commitment to academic disciplines starting in grade 6 (GPA = 3.75-4.0+)
        - Assessment performance on STAR Performance Task Assessment

- Placement
  - Responsibility to identify students is placed on the district
  - Team shall be comprised of:
    - At least on teacher
    - An administrator
    - A guidance counselor or school psychologist
      - May include a community member whose training lends them to give guidance
  - The team shall interpret data with the goal of identifying students for the gifted program

- The team may require additional assessments
    - The team may require a trial period of identification for a student
        - Trial period may result in an identification or demonstrate that identification is not necessary
  - The evaluation team is responsible for developing written procedures for the identification of students
  - The evaluation team is responsible for developing written procedures for removing a student from the program

Notification

- School districts must provide families with written notification of testing as well as lay out requirements and procedures.
- Districts must ensure that parents of underrepresented populations receive effective notice.
  - Underserved populations listed:
    - Twice exceptional
    - English Language Learners
    - Rural students
    - Students from low-income backgrounds
    - Ethnic groups such as
        - Hispanic, Native American, African American/Black, some Asian American and Pacific Islanders (Siegle, et al., 2016)
- Families must be notified and given definitions, program models, screening process

Training and Guidance

- Training must be provided regarding characteristics of academic and/or artistic giftedness for teachers and other staff involved in screening, referral, and identification
- Districts should incorporate these trainings into new teacher orientation

Procedures for Identifying Gifted and Talented - Academic

- Referrals
    - Districts should create referral/screening forms that call attention to the characteristics of gifted students, specifically those from underrepresented populations
    - Forms must be available for administrators, parents, school counselors, teachers, and students
    - Careful attention should be paid to ensure that no barriers exist, specifically for those from underrepresented populations
- Screening
    - Must screen all students in aptitude and achievement
    - Universal Screening is strongly recommended
    - Test results may not be used to remove a student from the program once they have been identified
    - Screening should be used to ensure that students are correctly placed, students new to a district have the opportunity to be placed, underrepresented students are assessed appropriately
- Requirements for State Academic Identification

- If a student is identified as gifted in one district that identifies them in all SC districts

- Military children have their identification follow them to other states
- A list of states that have identifications that transfer to SC is available
- Students can get in with one high test score
  - 96th percentile grades 3-12
  - 98th percentile grade 1-2

Academic Screening Only measures approved by SCDE are to be used

- Dimension A: Reasoning Abilities
  - Defined as higher level cognitive processes that demonstrate an aptitude for thought
    - Strategies such as inferring, analyzing, and problem solving
  - Nationally normed individual or group aptitude test must be used
    - Looking for 93rd % and above
      - Verbal/linguistic
      - Quantitative/math
      - Nonverbal
      - and/or composite
- Dimension B: High Achievement in Reading and/or Math
  - Achievement refers to academic performance
  - Must demonstrate high academic achievement on a nationally normed achievement test or be SC statewide assessment

  - High Achievement = 94th percentile or better on nationally normed assessment and SCDE determined cut score on the state test

- Dimension C: Intellectual/Academic Performance
  - Defined as students showing a high degree of interest in and commitment to intellectual pursuits
  - Grades 1-6 may use verbal or nonverbal assessments of the South Carolina Performance Task Assessments
  - Grades 6-12 may use GPA - 3.75 or higher

Assessment

- Districts must use a US at least once
- A student that is being considered must have an aptitude test that is not older than two years. If none can be found, then one must be administered to that student
- US must be nationally normed within the past 5 years and use age instead of grade
- District must administer achievement measure to all students in a grade level

Steps for Determining Eligibility

- Step 1 - Review test results - aptitude and achievement (Dimension A and B)
- Step 2 - Review academic performance data (Dimension C)
- Step 3 - Review Referrals
  - Referrals can be data from assessments as well as written referrals
- Step 4 - Report and communicate

Procedures for Identifying Gifted and Talented - Artistic

- Students who display talent beyond that of their peers in artistic areas such as dance, music, theater, and visual arts

- The district should create referral forms
    - Forms should make sure to be inclusive to underrepresented populations
        - A review team should be assembled to go over referrals

Recommendations

- Recommendation forms should be filled out by the teacher that is submitting the student to the committee. The referral should include a checklist to assist the committee in identification
- Forms must be reviewed by the review team and standardized

Interview/Questionnaire, Demonstration/Audition, and Portfolio Review

- Artistic talent requires a demonstration of that talent
- Interviews/Demonstration must be done in person
- For interviews, two categories of questions must be predetermined
    - One consisting of at least four questions that address knowledge and skills in the arts area
    - One consisting of at least four questions pertaining to attitude and interests in specific artistic domain
    - Both categories must have a point system to rate answers
- Initial portfolio reviews may be done before interviews/demonstrations
- After all interviews have been completed the committee will rank the submissions

Evaluation and Placement

- Evaluation team must be present at demonstration/audition and interview
- Evaluation team is responsible for appropriate placement
    - Some students will meet criteria right away, others may take more assessment

- The team must also create procedures for removal of a student from the program that includes counseling and a conference with parents

B6 State of Tennessee (Tennessee Department of Education, 2018)

1. Gather relevant texts

   Tennessee Department of Education Intellectually Gifted Evaluation Guidance

2. Develop an organization and management scheme.

   The researcher will take bulleted notes on the guidance document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children.

3. Make copies of the originals for annotation

   Downloaded from https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_intellectually_gifted_evaluation_guidance.pdf

4. Assess authenticity of documents

   The documents were downloaded from the Tennessee Department of Education website and are believed to be authentic.

5. Explore document's agenda, biases

   No biases can be found at this time.

6. Explore background information

   Updated in 2018

7. Ask questions about documents

   How do the contents of the document fit into the NAGC Characteristics of Gifted Children categories of Cognitive, Creative, Affective, and Behavioral

8. Explore content

Introduction

- Intellectually gifted is included in Tennessee's state identified categories of disabilities.
    - Not included in the federal definition but allowed as a state definition
- For a student to receive the intellectual gifted tag they must
    - Be evaluated
    - Meet criteria outlined in definition of intellectually gifted set by Tennessee
    - Demonstrate a need for services
- The evaluation must
    - Be conducted by a multidisciplinary team with at least one teacher with special knowledge in the content area in question
    - Cannot rely on a single measure
        - Academic and nonacademic interests must be taken into consideration
    - The team possesses the ultimate authority to make the decision to identify or not

Section 1 - Definition

- Intellectually gifted
    - A child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child needs to exceed differentiated general education programming, adversely affects education performance, and requires specifically designed instruction or support services.
    - Children from all backgrounds can be found to possess these abilities
- What does it mean
    - Differentiated general education programming

    - Regular education curriculum is not adequate for their needs
        - Tier 1
        - The lessons activities, materials, and assessments are meant to hold up to the goals set by the state and district
    - Teachers must have high expectations as well as support students
    - Feedback is designed to support student learning
    - Effective instruction is supplying students with the content and questioning appropriate to their needs
    - Content, Product, Process, and Learning Environment are ways to differentiate instruction
        - Readiness
        - Interests
            - Based on a US students who are considered advanced should receive Tier 1 and more (enrichment activities)
- Adverse Impact
    - Is the student being adversely impacted because their needs are keeping them from learning at their highest level?
    - Does the student require specially designed instruction
- Economic Strata
    - A teacher's perception of the abilities of low-income students is a barrier to identifying gifted students
        - Inequities in teacher nomination impacts students from poverty

    - Poverty is not just about money; it is also about other resources that a student may have to do without
- Twice Exceptional
    - Gifted students that also give evidence for one or more disabilities

Section 2 - Pre-referral and Referral Considerations

- MTSS is the system by which districts can accelerate students through different levels of intensity of interventions
    - All interventions are considered in addition to Tier 1
- Characteristics of Intellectually Gifted students
    - NAGC
    - Traits, Aptitudes, and Behaviors (TABs)
        - Dr. Mary Frasier
        - associated with talent
    - Characteristics of Creativity
        - Dr. Paul Torrance
- Giftedness is not reserved for Special Ed.
    - Gifted students can be served in general education classrooms, where they are served most nationally
        - Served most, but not served effectively
- Background Considerations
    - Local Norms
        - Suggested for comparison (school or classroom) when few other students are identified

- Language acquisition
    - Language should not be allowed to be a roadblock for identification
        - Code switching as well as advanced vocab in multiple languages mentioned as indicators for further consideration
- Hearing or vision issues
    - Should not be a roadblock
- Past performance
    - Portfolios in English or Math
    - Performances beyond academic
- Pre-referral Considerations or General Ed Accommodations
    - Interventions to try before identifying
        - Enrichment
        - Compacting
        - Acceleration
        - Grouping
        - Independent study
        - Team teaching
        - Advanced classes
        - Supplemental learning materials
        - Cluster grouping
        - Multi-age grouping
        - Pre-testing
- Screenings

- Because of the IDEA classification Child Find comes into play in identification
    - All districts are required to create Child Find procedures completed yearly
- Screening procedures should review multiple sources of data to create a body of evidence
    - Examples may include
        - TNReady Scores
        - RTI screening data
        - Teacher checklists of characteristics of gifted students
        - General education interventions completed/needed
        - Group administered criterion or norm referenced assessments
            - COGAT, Naglieri, ACT, OLSAT all mentioned
    - Based on screening data school team should determine if further testing is needed and permission sought
- If it is determined that a student will be moving forward in the screening process these are required
    - Parent information form
    - Teacher observation checklist
    - General education classroom intervention forms

- School team role
    - Team needs to determine what is negatively affecting the learning of the student
        - MTSS - the problem is not with the student but with the system
            - Curriculum
            - Instructional materials

        - Instructional practices
        - Teacher perception
    - Process
        - Documentation
            - Multiple sources of data
            - difficulties/areas of concern
        - A problem-solving approach
        - Interventions, accommodations, strategies already implemented
        - Intervention progress
- CLED
    - Historically underrepresented because
        - Limitations of identification tools
        - Biased assessments
        - Focus on achievement
        - Lack of rigorous instructional opportunities
        - Low teacher expectations
        - Cultural differences
        - Instructional practices
        - Racism and biases
        - Focus on deficits
        - Lack of target PD
        - Parent engagements
    - Recommendations

    - Characteristics of gifted students may look different based on cultural filters
    - Use of multiple measures
    - Foster opportunities for effective support
    - Take cultural perspectives into consideration when designing learning opportunities
    - PD around academic and affective needs of diverse gifted students
    - Identify and modify current practices that are biased

- Referral Information
    - Academic
        - Standardized test scores (national and local norms)
        - Academic benchmark using national norms
            - EL norms allowed if an El referral
        - Checklist to identify gifted underachievers
        - Attendance records
        - Interventions already implemented
        - Portfolio of academic products
    - Characteristics of giftedness/creativity
        - Teacher and parent rating scales
        - Standardized gifted scales/assessments
        - Checklist for underrepresented gifted students
        - Creative products
    - Social/Emotional/Pre-vocational information

    - Gifted students face several risks that made hamper social and emotional development
    - Pre-vocational skills checklist
    - SEL benchmarking data
    - Classroom observations
- Other factors
    - Involvement with other games
    - Community res
    - Other diagnoses
- Environmental Considerations
        - Creativity, choice, independent learning, increased pacing, and abstract thinking
        - Curriculum that engages and challenges
        - Continuous independent learning isolates students from peers
- Referral
    - Parents or school districts may refer
- Assessment Team Instrument Selection Form
    - Used to ensure that the team
        - Considers cultural-linguistic differences
        - Socio-economic factors
        - Test taking limitations

Section 3 - Comprehensive Evaluation

- Evaluations shall be conducted using a multidisciplinary team with a variety of data sources
    - Data sources should be sensitive to cultural, linguistic, and environmental factors or sensory impairments
    - School district has 60 days after parent consent is gathered to hold the evaluation
- Consideration into culturally sensitive practices should be considered when selecting assessments
- Language barriers should be considered when selecting assessments
    - General education teachers and EL teachers must work together to select the correct accommodations

Best Practices

- Multimodal
    - Review of records
    - Anecdotal record
    - Rating scales
    - Observations
    - work samples
- Multi-source
    - Information should be collected from all groups that may help develop a picture of the student's talents
- Multi-domain

    - Find strengths in cognitive ability, academic achievement, social relationships, adaptive functioning, RTI, and medical/health information

- Multi-setting
    - Observations should occur in all environments that pertain to the student's area of strength

Evaluation Procedures

- Review of multiple criteria
    - Child Find and individual screening
- Assessment process
    - Matrix
- Documentation

Section 4 - Eligibility Consideration

- After evaluations are completed, the team makes a recommendation
    - Do the results indicate a disability
    - Does the disability adversely impact the student's educational performance
        - If the answer is yes to both then the student is given an IEP

Section 5 - Re-evaluation Considerations

- Like other IEPs, the student must be re-evaluated every three years

Appendix C - District Document Analysis

C1 Blair Community Schools

1. Gather relevant texts

   Blair Community Schools (2016). *Blair Community Schools High-ability Learner Identification Criteria*. Community Schools High-ability Learner Identification Criteria

2. Develop an organization and management scheme.

   The researcher will take bulleted notes on the guidance document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children.

3. Make copies of the originals for annotation

   Downloaded from https://www.blairschools.org/UserFiles/Servers/Server_63404/File/HAL/HAL_ID_Criteria_adopted_2016.pdf

4. Assess authenticity of documents

   The documents were downloaded from the Blair Community Schools website and are believed to be authentic.

5. Explore document's agenda, biases

   No biases can be found at this time.

6. Explore background information

   Updated in 2016

7. Ask questions about documents

   How do the contents of the document fit into the NAGC Characteristics of Gifted Children categories of Cognitive, Creative, Affective, and Behavioral

8. Explore content

High-ability Learner Program

- Cites Nebraska's Rule 3
- Blair identifies learners with high ability as students of high performance in intellectual or academic areas
- Initial screening starts in 3rd grade through 8th grade

Nomination

- 5 pathways
    - Scholastic aptitude measures
    - Standardized achievement tests
    - School achievement records
    - Teacher nomination
    - Participation in a gifted program in another distinct

Identification

- Students must meet 3 out of 4 of the following criteria
    - Norm referenced standardized achievement test
        - 95th percentile and above on Math or Language Arts in grades 3-8
    - Ability measure
        - OLSAT-8
            - Scores in one of the primary areas or achievement areas at or above the 96th percentile
                - Verbal, nonverbal, quantitative, composite
        - CogAT

        - 98th percentile in one of the primary areas
            - Verbal, nonverbal, qualitative, composite
        - 96th percentile in two of the primary areas
            - Verbal, nonverbal, quantitative, composite
    - Parents can choose to hire a certified psychologist to administer the WISC-IV
        - A score of Superior or Very Superior would qualify
- Academic Performance
    - Grades 6-8
        - Consistent high performance
            - Report cards GPA 4.0 for 2 consecutive semesters
    - Grades 3-8
        - Achieve a score at or about 90th percentile on two or three categories of SAGES2 Screening Assessment for Gifted and Middle School Students
- Gifted Behavioral Characteristics Rating
    - Score in the 90th percentile on the SIGS in all core areas

OR

    - Achieve at the 90th percentile on Renzulli Score for Rating the Behavioral Characteristics of Superior Students

C2 Elkhorn Public Schools

1. Gather relevant texts

Elkhorn Public Schools (2020). *High Ability Learner Education*.

2. Develop an organization and management scheme.

The researcher will take bulleted notes on the guidance document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children.

3. Make copies of the originals for annotation

Downloaded from https://www.elkhornweb.org/programs/high-ability-learner-education/

4. Assess authenticity of documents

The documents were downloaded from the Elkhorn Public Schools website and are believed to be authentic.

5. Explore document's agenda, biases

No biases can be found at this time.

6. Explore background information

Updated on November 10th, 2020

7. Ask questions about documents

How do the contents of the document fit into the NAGC Characteristics of Gifted Children categories of Cognitive, Creative, Affective, and Behavioral

8. Explore content

Philosophy

- Recognizes unique characteristics of each student

What is High Ability Learner Education

- Designed to extend the learning environment for students
- Services expand learning experiences for students who are capable of studying in-depth matters of academic and creative nature

Program Goals

- Assessing and identifying student of high academic ability
    - Identified through testing beginning in 3rd grade and eligible for identification every grade after
- Services begin in 4th grade
    - Curriculum modifications/accommodations
    - Teaching methods
    - Activities
    - Instructional materials
- Communication to staff, students, parents, and community on success of the program
- Evaluation program goals, activities, materials, and procedures
- Recognizing the nurturing educational excellence

Selection Procedures

- Screening
    - US using CogAT in 3rd grade
        - 120 or above on Scholastic Aptitude
    - Achievement at 95th percentile or above on district approved standardized achievement scores in Math, Reading, or Language Arts

    - Nomination by a teacher, parent, self, or peer
- Data Analysis
    - Ability assessment
    - Achievement assessment
    - Teacher Rating Scale
- Identification
    - Pathway 1
        - Score of 140 or above on a district approved ability assessment

          OR

        - 97th percentile or above on MAP Growth in Both Reading/Language arts and Math
    - Pathway 2
        - Criteria met by combining data from ability and achievement assessments
    - Pathway 3
        - Criteria met by combining data from ability and achievement assessments with teacher rating scale

Program Elements

- K-3
    - Not formally identified
- 4th and 5th grade
    - Academic enrichment activities begin
- Middle school

    - Expand learning experiences
- High School
    - Honors courses
    - Advanced placement
    - clubs

Categories:

- Math
- ELA

C3 Omaha Public Schools

1. Gather relevant texts

Curriculum and instruction support gifted & talented. Omaha Public Schools Homepage. (n.d.). Retrieved July 12, 2022, from https://www.ops.org/gifted

2. Develop an organization and management scheme.

The researcher will take bulleted notes on the guidance document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children.

3. Make copies of the originals for annotation

Downloaded from https://www.ops.org/gifted

4. Assess authenticity of documents

The documents were downloaded from the Kearney Public Schools website and are believed to be authentic.

5. Explore document's agenda, biases

No biases can be found at this time.

6. Explore background information

Updated on November 10th, 2020

7. Ask questions about documents

How do the contents of the document fit into the NAGC Characteristics of Gifted Children categories of Cognitive, Creative, Affective, and Behavioral

8. Explore content

Identification

- Students are referred to the program by the completion of a referral form

    - Family or teacher my submit the form
- To be identified a student must meet 3 of the 4
    - Cognitive
        - Top 5% at the school or national level on an intelligence/cognitive test
    - Achievement
        - Top 5% at the school, state, or national level on a grade level standardized or norm referenced achievement test
    - Motivation/Performance
        - Grade of A or ADV in 60% or more courses on the most recent semester grade report OR Qualifying recommendation for motivation as recorded in the Classroom Teacher Input or Parent/Guardian/Student/Staff form
    - Creativity/Leadership
        - Qualifying recommendations for Creativity or Leadership as recorded by the Classroom Teacher Input or Parent/Guardian/Student/Staff form

C4 Kearney Public Schools

1. Gather relevant texts

High ability learners. Student Services Kearney Public Schools. (n.d.). Retrieved July 12, 2022

2. Develop an organization and management scheme.

The researcher will take bulleted notes on the guidance document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children.

3. Make copies of the originals for annotation

Downloaded from https://www.kearneypublicschools.org/apps/pages/index.jsp?uREC_ID=1743056&type=d&pREC_ID=1922103

4. Assess authenticity of documents

The documents were downloaded from the Kearney Public Schools website and are believed to be authentic.

5. Explore document's agenda, biases

No biases can be found at this time.

6. Explore background information

Updated on November 10th, 2020

7. Ask questions about documents

How do the contents of the document fit into the NAGC Characteristics of Gifted Children categories of Cognitive, Creative, Affective, and Behavioral

8. Explore content

Rule 3

- Definition for High Ability

Mission Statement

- For the district, not the HAL program

HAL Philosophy

- Purpose of the HAL program is to provide opportunities to broaden and extend student learning process and enhance social responsibility
- Options are integrated into the regular day
- Identify students 3rd through 12th grade

Goals and objectives

- Identify students who demonstrate potential abilities in recognized areas of giftedness
- Provide services that meet their needs
- Provide PD to staff to better understand their needs
- Meet intellectual, social, physical, and emotional needs
    - Within the regular ed classroom using strategies
        - compacting, alternative assignments, advanced placement, contract learning, differentiated curriculum, and independent study
    - Grouping (in regular classroom)
        - ability, achievement, cluster, and cross-age grouping
    - Enrichment programs
    - Counselors available to assist teachers and students with individual needs
    - Evaluate student program options choices on and individual basis

HAL Screening

- Spring MAP Reading and/or Math Achievement scores 97th percentile or higher

Categories:

- Math
- ELA

C5 Nebraska City Public Schools

1. Gather relevant texts

Nebraska City Public Schools. Frequently Asked Questions. (n.d.). Retrieved July 11, 2022, from https://www.nebcityps.org/o/nebraska-city-public-schools/page/frequently-asked-questions

2. Develop an organization and management scheme.

The researcher will take bulleted notes on the guidance document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children.

3. Make copies of the originals for annotation

Downloaded from https://www.nebcityps.org/o/nebraska-city-public-schools/page/frequently-asked-questions

4. Assess authenticity of documents

The documents were downloaded from the Nebraska City Public Schools website and are believed to be authentic.

5. Explore document's agenda, biases

No biases can be found at this time.

6. Explore background information

Updated

7. Ask questions about documents

How do the contents of the document fit into the NAGC Characteristics of Gifted Children categories of Cognitive, Creative, Affective, and Behavioral

8. Explore content

When and how are students identified for the HAL program?

- At the end of each MAP test window, fall, winter, spring, student test scores are reviewed
- Two tests above 95th percentile they are identified

What grade

- 2nd through 11th

Do students have to re-qualify

- No

Definition of gifted

- Uses 1972 Marland Report to Congress
    - Cites intellectual, creative, artistic, leadership capacity, or specific academic fields, and students that need additional services and activities

State of Nebraska

- Rule 3

Advocate

- NAG

Categories from MAP test

- Math
- ELA

C6 Millard Public Schools

1. Gather relevant texts

Millard Public Schools (2019). *Screening and Selection of Students for the High Ability Learner (HAL) Program in Millard Public Schools.*

2. Develop an organization and management scheme.

The researcher will take bulleted notes on the guidance document. After the notes are completed, the researcher will create a table that places the disaggregated data into four categories based on the NAGC Characteristics of Gifted Children.

3. Make copies of the originals for annotation

Downloaded from https://www.mpsomaha.org/sites/default/files/resource-items/HAL%20Identification%20Procedures_August%202019_0.pdf

4. Assess authenticity of documents

The documents were downloaded from the Millard Public Schools website and are believed to be authentic.

5. Explore document's agenda, biases

No biases can be found at this time.

6. Explore background information

Updated in August 2019

7. Ask questions about documents

How do the contents of the document fit into the NAGC Characteristics of Gifted Children categories of Cognitive, Creative, Affective, and Behavioral

8. Explore content

K-2 Kaleidoscope Program Screening

- KOI used for Math, Reading, and Visual/Spatial (VS)
    - Looking for students to exhibit superior or very superior in comparison with age group
- MAP used for 2nd grade for Math and Reading, KOI used for VS
    - Cut score in Reading and/or Math 95th percentile or high
    - OR
    - Two current MAP Math or reading in the 90-94th percentile or higher
- Students will be reassigned annually
- Parent communication every year
- At the end of 2nd grade all students in the Kaleidoscope Program will be given the CogAT
    - Cut score of 127 and above will be identified as HAL

Compass Program - Grades 3

- To be eligible for CogAT students must hit three of the following
    - MAP testing
        - Math or Reading 90-94th percentile
        - Math or Reading 95th and up - 2 points
    - SIGS
        - Home score of 110 or more
        - School score of 110 or more
    - Other
        - Kaleidoscope participation

        - A score of 10 or more on the Visual-Spatial Learners Check Sheet
        - 95th percentile or more on the California Achievement Test, Iowa Test of Basic Skills or capable
        - Documentation of previous gifted program participation
- CogAT score of 127 or more qualifies for the Compass Program

Intermediate and Middle School Program - 4th-8th grade

- To be eligible for CogAT students must hit three of the following
    - MAP Testing
        - Math or Reading 90-94th percentile
        - Math or Reading 95th and up - 2 points
    - NSCAS
        - Math or ELA 90-94th percentile
        - Math or ELA 95th and up - 2 points
    - SIGS
        - Home score of 110 or more
        - School score of 110 or more
    - Other
        - A score of 10 or more on the Visual-Spatial Learners Check Sheet
        - 95th percentile or more on the California Achievement Test, Iowa Test of Basic Skills or capable
        - Documentation of previous gifted program participation
- CogAT score of 127 or more qualifies for the HAL program

Testing

- Students may only be tested for the HAL program twice in elementary and twice in middle school
- Admission may be granted based upon a team decision
- Allowed assessments
    - Wechsler Intelligence Scale for Children-V
    - Wechsler Preschool and Primary Scale of Intelligence-IV
    - Stanford Binet Intelligence Scale-V
    - Differential Ability Scales-2
    - Kaufman Assessment Battery for Children-3
    - Cognitive Assessment System
    - Reynolds Intellectual Assessment Scales-2
    - Universal Nonverbal Intelligence Test-II
- ELL provisions
    - ELL students need two of the following before CogAT testing
        - Teacher recommendations using SIGS
        - Parent recommendations using SIGS
    - If both are 110 or greater then CogAT may be administered
    - CogAT results
        - Verbal score of 100 for HAL Language Arts
        - Nonvertebral score of 127 for Math and/or VS

Categories:

- Math

- ELA
- Visual-Spatial

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