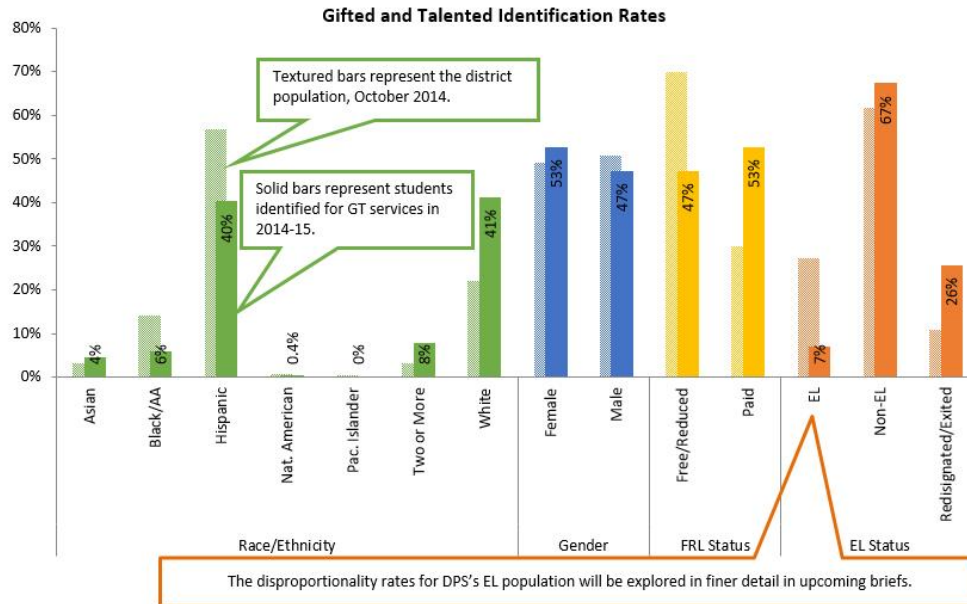


Students are being disproportionately identified for Gifted and Talented (GT) services across multiple student demographics.



Process for Identifying Students for Gifted and Talented Services

Identifying students for GT services requires specific academic/talent aptitude, measured by a standard assessment as well as a body of evidence that may include assessments, observations, work portfolios and more. All material is reviewed by the GT Team to determine if the student is eligible for GT services.

Multiple Groups Are Disproportionately Underidentified

There is an over-representation of white students, non-FRL students, and student that never - or no longer - receive EL services being identified for GT services.

	Students of Color	Free and Reduced Lunch Students	In-Service English Learners
General Population	78%	70%	27%
GT Population	59%	47%	7%

Recommendations

Many efforts are [currently in place](#) to reduce these gaps. However, there are more avenues that can be utilized to support the identification process.

1. Training classroom teachers and building leaders to spot students with exceptional abilities in the groups above. Ensure these trainings also take place in EC classrooms.
2. Provide culturally relevant [curriculum and instructional practices](#) throughout the day.
3. Utilize ELA's Summer Academy as a forum to embed identification as well as GT services and supports.
4. GT will fully develop guidelines for identifying students using portfolios and alternative assessments.

More Information

Contact Rebecca McKinney, Director of Gifted and Talented, with questions.