

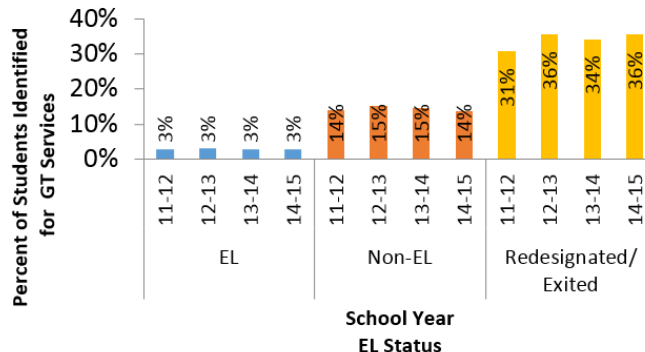
# Research Brief

Disproportionality in English Learner Identification  
For Gifted and Talented Services,  
March 2017

## English Learners (EL) have historically been under identified for Gifted and Talented Services (GT).

Students identified for GT services make up nearly 13% of the district population. Since the 2011-12 school year, only 3% of In-Service ELs have been identified for GT services.

Over 30% of ELs that have been exited from services, or redesignated, have been identified for GT services. Since giftedness is independent of the language students speak, many of these redesignated ELs should have been identified as GT before they were redesignated.

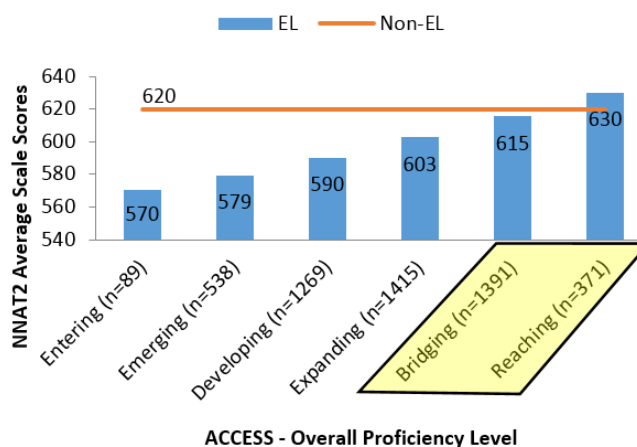


Since the 2011-12 school year, nearly 13% of the district population is receiving Gifted and Talented services.

## English Learner Performance on NNAT2 Assessment

The typical first step to [GT identification](#) is scoring in the 95th percentile on the NNAT2 Assessment, which is intended to measure general ability, indicating how well students think regardless of language, or academic skills. The test is not meant to be language-dependent; however, there is a correlation between students' English language proficiency and performance on the NNAT2.

The NNAT2 should be one of several tools, including portfolios, to increase GT identification for ELs and other under-represented groups. Since language continues to be a barrier for ELs' in GT identification testing, **it is important that schools rely on alternate ways to identify ELs for GT services.**



Students achieving a minimum proficiency of 'Bridging' on ACCESS, Literacy and Overall, become eligible for redesignation.

## Recommendations

In addition to the efforts that are currently in place, the following recommendations are aimed to increase the identification of ELs for GT services:

1. Incorporate ACCESS Trajectory On-Track Status into a student's body of evidence.
2. Ensure that GT identification practices are integrated with DPS' Early Literacy efforts.
3. Develop best practices to assist in identifying ELs for GT, focusing on schools with high identification rates for ELs.
4. In order to overcome some of the bias inherent in the NNAT2 test, make sure that classroom teachers - or those who know the students best - administer the NNAT2.
5. Continue outreach to EL parents and community, to engage them in conversation about their children's needs and the benefits of GT programming.

## More Information

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