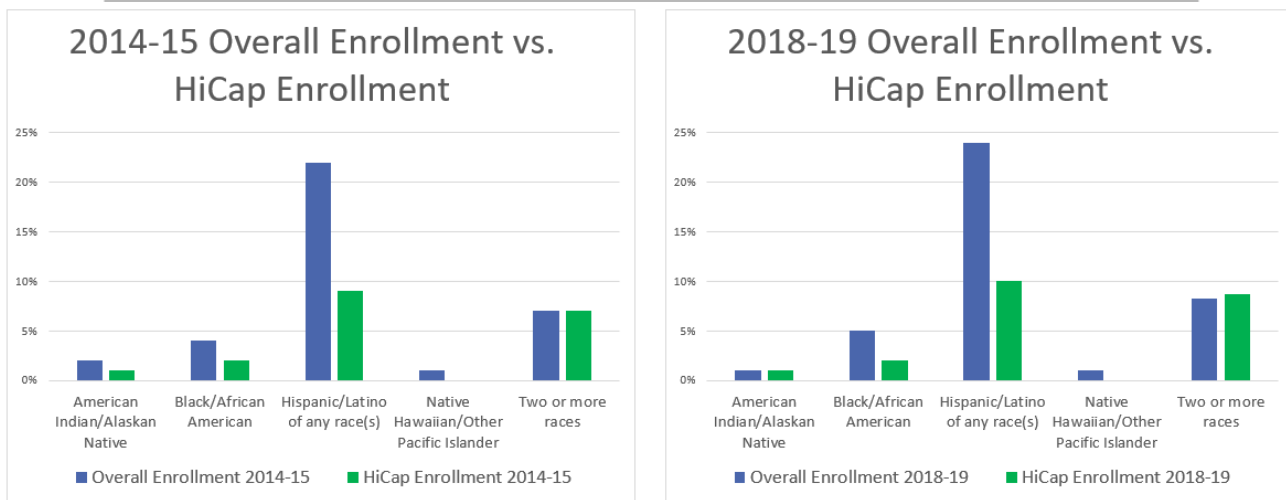


“Gifted children in poverty and from minority groups are 2.5 times less likely to be identified for, and in, gifted and talented programs in schools.”¹ Despite bills passed in 2017² & 2018³ that “prioritize equitable identification of low-income students,” Washington hasn’t made ANY progress on equity yet. Low-income students enrolled in Highly Capable programs actually went DOWN since 2014-15.

WA State Over The Past 5 Years: Little Change



Source: OSPI Report to the Legislature, 2018⁴ (2015 data⁵ for comparison, 2015 ELL data unavailable)

Background

- A parent or teacher must refer a student in order to be considered for highly capable (HiCap) services. **Most students are never considered.**
- Testing is often scheduled on Saturdays or afterschool, at an unfamiliar or distant location. **Discriminates against families without transportation.**
- Identifying low-income students with high potential **early on closes the opportunity gap.**^{6,7,8,9}
- HiCap students disengage, underachieve, or have behavior problems when under-challenged.¹⁰ **Students of color are more likely to be referred for special education than highly capable.**¹¹
- When school is too easy, students don’t develop study skills, persistence, or a solid work ethic.¹²

(please continue to next page)

For More Information

Sherry Rudolph, WSPTA Advocacy Director
ptaadvocacydir@wastatepta.org

Marie Sullivan, WSPTA Legislative Consultant
legconsultant@wastatepta.org

For more information on the WSPTA advocacy program, please visit our website (www.wastatepta.org).

Proposed Solutions

- The #1 research-based practice is to **universally screen every student in a grade level**.^{13,14,15,16}
- Can use **existing assessments** (like Smarter Balanced) or administer a screener.
- Non-verbal, cross-culturally equitable screening tools take **as little as 30 minutes**, assess reasoning skills (not math or reading), and serve as a valuable critical thinking exercise for all students.

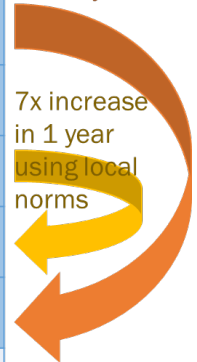
Innovative Solutions at work:

Along with using local norms (already in law, as of 2018), universal screening allowed Northshore School District to make tremendous gains in equitable identification. **In 2020, 16.2% of Northshore’s 1st graders identified as HiCap were English Language Learners**, which fully aligns with the district’s 16.21% ELL enrollment in that grade level.

	504 Plan	IEP	2e (504+IEP)	Low Income	ELL	Total
Newly Identified in 2016 (referrals only)	20	5	25	3	1	29
Newly Identified in 2017 (district data review)	39	19	58	6	19	83
Newly Identified in 2018 (univ screen K-8)	24	21	45	4	6	55
Newly Identified in 2019 (univ screen K-5, local norms)	129	99	228	99	73	400
Newly Identified in 2020 (univ screen K/1/5, local norms)	50 [58]	60 [73]	110 [131]	52 [80]	173 [181]	335 [392]*

Students identified for HiCap (math, reading, or dual) who accepted HiCap placement.
*[Students identified, but family did not accept HiCap placement]

11x increase
over 4 years



7x increase
in 1 year
using local
norms



Citations

1. National Association for Gifted Children (2018). <http://www.nagc.org/giftedness-knows-no-boundaries>
2. 2017 Passage of HB2242, <http://lawfilesextra.leg.wa.gov/biennium/2017-18/Pdf/Bills/House%20Passed%20Legislature/2242.PL.pdf?q=20201201120843>
3. 2018 Passage of SB6362, <http://lawfilesextra.leg.wa.gov/biennium/2017-18/Pdf/Bills/Senate%20Passed%20Legislature/6362-S2.PL.pdf?q=20201201121121>
4. <https://www.k12.wa.us/sites/default/files/public/communications/2018-12-UPDATE-Highly-Capable-Students.pdf>
5. OSPI data 2014-15 (no longer available online, but formerly available at these links):
<http://www.k12.wa.us/HighlyCapable/HiCapPLUS/DemographicsPieChart.xlsx>,
<http://www.k12.wa.us/HighlyCapable/HiCapPLUS/2014-15StudentReport.xlsx>

6. Yaluma & Tyner (2018). Is There a Gifted Gap? Gifted Education in High-Poverty Schools. Fordham Institute. <https://fordhaminstitute.org/national/research/there-gifted-gap-gifted-education-high-poverty-schools>
7. VanTassel-Baska & Stambaugh (2007). Overlooked Gems: A National Perspective on Low-Income Promising Learners. A Joint Publication of the National Association for Gifted Children and the Center for Gifted Education, College of William & Mary.
8. Plucker, et al (2018). Equal Talents, Unequal Opportunities, Second Edition: A Report Card on State Support for Academically Talented Low-Income Students. Jack Kent Cooke Foundation. <https://www.jkcf.org/>
9. Finn & Wright (2015). Failing Our Brightest Kids: The Global Challenge of Educating High-Ability Students. Cambridge: Harvard Education Press. p. 227–229.
10. Grissom, et al (2017). Teacher and Principal Diversity and the Representation of Students of Color in Gifted Programs: Evidence from National Data. Elementary School Journal 117, no. 3, p. 396–422.
11. Ford & Russo (2016). Historical and legal overview of special education overrepresentation: Access and equity denied. Multiple Voices for Ethnically Diverse Exceptional Learners, 16(1), 2016, 1–8.
12. Lubinsky & Benbow (2006). Study for Mathematically Precocious Youth After 35 Years. Perspectives on Psychological Science. Volume 1, Number 4. p. 316-345. <https://my.vanderbilt.edu/smpy/>
Receiving accelerated curriculum (via grade skipping or subject acceleration) is the biggest predictor of long-term success for gifted students.
13. Card & Giuliano (2016). Universal screening increases the representation of low-income and minority students in gifted education. PNAS vol. 113, no. 48, Nov 26, 2016, p. 13678-83.
<http://www.nber.org/papers/w21519.pdf>
When Broward County, Florida universally screened all 2nd grade students in 2005-06 and 2006-07, the number of low-income students and English Language Learners identified as gifted increased by 180%.
14. Manoatl (2019). Aurora Public Schools’ pilot program centers equity in GT identification, finds many more gifted black and Hispanic/Latino students who were previously overlooked.
<https://www.coloradokids.org/aurora-public-schools-pilot-program-centers-equity-in-gt-identification-finds-many-more-gifted-black-and-hispanic-latino-students-who-were-previously-overlooked/>
15. Lakin (2016). Universal Screening and the Representation of Historically Underrepresented Minority Students in Gifted Education. Journal of Advanced Academics 27, no. 2, p. 139–149.
16. National Association of Gifted Children (2018). New Report Makes Clear the Need for Universal Screening of Gifted Children. <http://www.nagc.org/about-nagc/media/press-releases/there-gifted-gap>