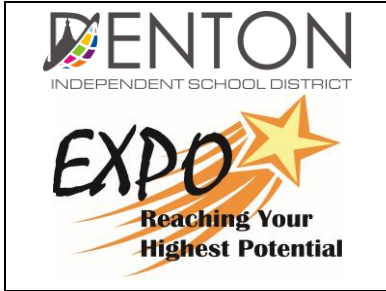
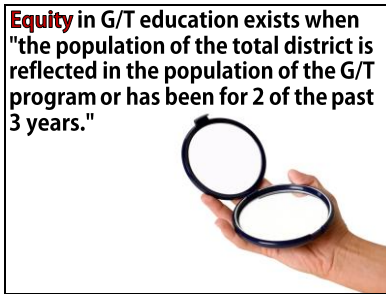


Denton ISD Gifted and Talented (EXPO) Board Presentation 02/23/2016



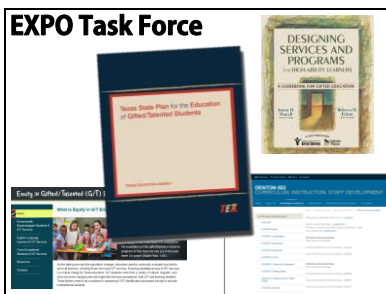
Welcome Denton ISD Board of Trustees to this evening's presentation about EXPO.



In April 2010, the following slide was presented to the Denton ISD Board of Trustees:

According to the *Texas State Plan for the Education of Gifted Talented Students Revised September 2009*, equity in G/T education exists when "the population of the total district is **reflected** in the population of the gifted/talented services program or has been for two (2) of the past three (3) years" (State Plan, 1.6E).

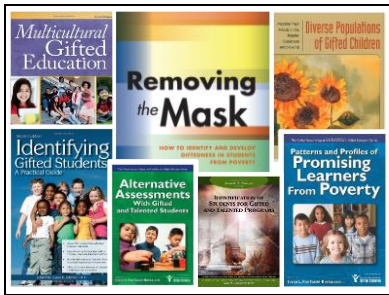
Additional slides walked the board through the process of forming a Task Force to examine current data and the steps the district would undertake in striving towards achieving the goal of "mirroring" the G/T population to that of the district population.



During the 2011-12 school year, the EXPO Task Force began meeting. For more information about the EXPO Task Force (Advisory Committee) and its work over the years, visit <http://www.dentonisd.org/Page/56229>.



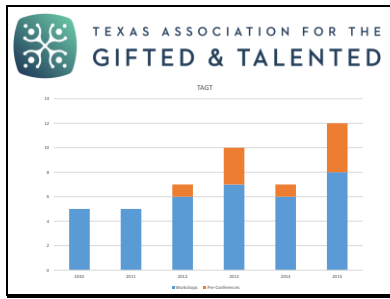
There are a number of resources available on the topic of equity in gifted education written by a variety of authors with distinguished expertise in gifted and talented.



These are some of the specific resources used as book studies with the district EXPO Specialists beginning with "Removing the Mask" by Ruby Payne and Paul Slocumb.



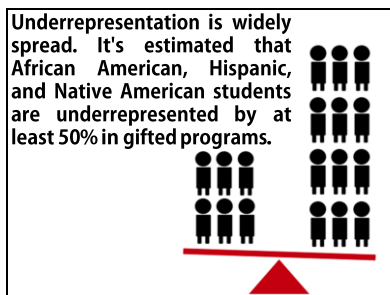
In addition to local studies, EXPO Specialists (such as Michael Burgess and Christina Baker featured here) attend statewide conferences such as the Texas Association for Gifted and Talented (TAGT).



TAGT holds a yearly, statewide conference. The number of workshop sessions (1 to 1.5 hours in length) and pre-conference sessions (either a half or full day) on the topic of diversity in gifted education *have increased significantly over the past few years*; and this topic continues to be a nationwide discussion.

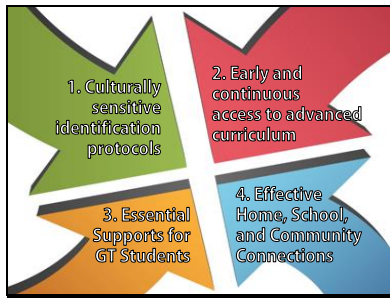


Additionally, the department has examined a number of resources published by the National Association for Gifted Children (NAGC) on diversity and equity.



According to the NAGC, while “giftedness is represented through all racial, ethnic, income levels, and exceptionality groups,” “underrepresentation is widely spread. It’s estimated that African American, Hispanic American, and Native American students are underrepresented by at least 50% in programs for the gifted.”

Learn more about identification in diverse gifted populations and read NAGC's position statement, "Identifying and Serving Culturally and Linguistically Diverse Students." See more at <https://www.nagc.org/resources-publications/gifted-education-practices/identification#sthash.RYNcmgCc.dpuf>.



There are four dimensions of a successful gifted program outline in the resource, *Identifying and Serving Culturally and Linguistically Diverse Gifted Students*, published by the National Association for Gifted Children <http://www.nagc.org/sites/default/files/Position%20Statement/Identifying%20and%20Serving%20Culturally%20and%20Linguistically.pdf>

Introduction

As the nation becomes more and more diverse, gifted education programs should reflect changing U.S. demographics. Equitably identified gifted students represent cultural and linguistic diversity as well as a wide range of socioeconomic groups and geographic areas, yet these populations are too often overlooked. Reversing the underrepresentation of **culturally and linguistically diverse students (CLD)** in gifted education will require that educators have a thorough understanding of the reasons that CLD students have traditionally been excluded from participation in gifted programs.

Position Statement

Identifying and serving CLD students enriches the fabric of gifted education and cultivates what is still an untapped national resource. In order to promote equitable access and school success for CLD students, schools and supportive organizations need to be strategic, purposeful, and committed to altering common identification and programming practices. Current policies, procedures, and practices need to be thoroughly examined and defensible identification protocols developed and implemented. Effective teaching and learning models and school support services should also be intentionally designed to address the specific needs of CLD students.

Pertinent Issues

In order to meet the needs of CLD students, a change in how educators view these students must occur. A multi-dimensional paradigm shift from a deficit to a strength perspective is proposed to ensure the unique abilities of these students are recognized.



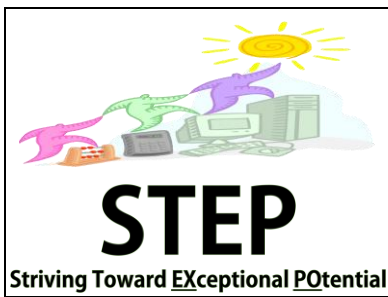
Dimension #1- Culturally Sensitive Identification Protocols

Scholars in the field of gifted education have long recognized challenges related to creating equitable identification procedures for CLD gifted students. Scholarly work delineating cultural differences and the impact of poverty on the manifestation of talent offers potentially useful information for consideration in developing identification protocols for CLD students. Use of multiple criteria in assessment is essential for illuminating student strengths and developing appropriate instruction. Research has demonstrated that a combination of formal, informal and dynamic assessments offers an inclusionary, rather than exclusionary, protocol for identification of children who are gifted. Best practice recommends the use of checklists, incorporating multiple criteria, to be completed by teachers trained to recognize how giftedness is manifested in CLD learners; checklists developed for parents and family; valid and reliable assessments instruments; student interviews; and evaluation of work samples.

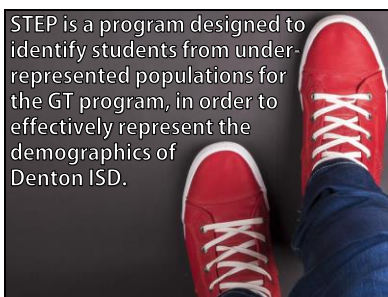
The EXPO Task Force determined the district does in fact use the best available assessment resources for entry into the program.



Dimension #2- Early and Continuous Access to Advanced Curriculum
 Best practices for meeting the needs of CLD gifted students should be an integration of strategies and models found most effective in three fields: gifted education, multicultural/diversity education, and bilingual education. High-quality, advanced curriculum designed for CLD students' needs to continue to be created and evaluated. Providing students, who might otherwise be overlooked, an opportunity to demonstrate that they can respond to advanced curriculum is also recommended prior to the formal identification process. Equitable programming for secondary CLD gifted learners includes access to Advanced Placement courses, International Baccalaureate programs, and dual enrollment, among others. Such options can be provided only in environments free from single-criteria admissions, discriminatory counseling, and narrow recruitment.



Striving Toward EXceptional Potential (STEP)



Purpose

Research has shown that gifted students from at-risk populations can be difficult to identify for gifted and talented programs. They are the students who can be overlooked due to behavior, discipline, language and the list goes on.

“Their giftedness is shaped differently and therefore must be examined differently. The gifted from poverty do not come to school with middle class experiences and values. Programs thus must be adjusted to accommodate the experiences and values that are fostered in the culture of poverty.”

Removing the Mask: Giftedness in Poverty. Slocumb & Payne. 2000.

Goal

Effectively represent the demographics of DISD as a whole and by campus.



Focus Group

STEP classes will be composed of up to 12 students from four year olds in prekindergarten to students in first grade.

Qualifications

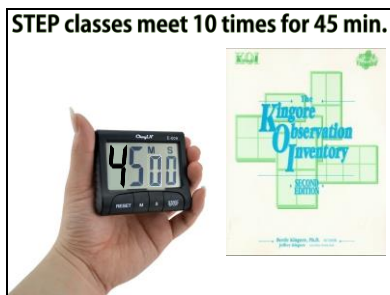
STEP serves hard to identify students (i.e. under-represented populations and/or at-risk students on campuses that receive Title I). The demographics of each campus were studied and compared with that of the district in order to assist in the identification of under-represented populations and target areas at each campus.

Assessments

KOI: Kingore Observation Inventory (Pre-K)

NNAT (1st grade) with an abilities scores on the NNAT of 115+.

Based on the results of these assessments and teacher observations, students may be recommended as candidates for EXPO testing.



Duration

STEP classes meet 10 times for 45 minutes; and students are only served through STEP for one school year.

Curriculum

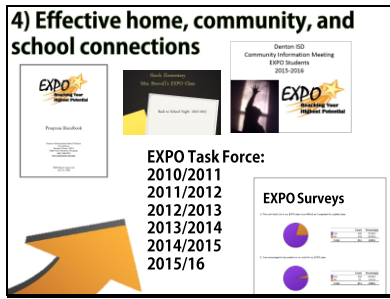
Planned Experiences with the KOI from Bertie Kingore's Recognizing Gifted Potential

We Care: A Curriculum for Preschool Through Kindergarten by Bertie Kingore and Glenda Higbee

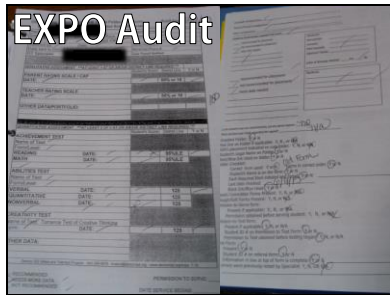
Spontaneous thinking problems (i.e. Odyssey of the Mind and Destination Imagination)

Creative and productive thinking skills (i.e. fluency, flexibility, originality, and elaboration); higher level thinking skills and problem solving using manipulatives

Metacognition (thinking about your thinking) activities



Dimension #4- Effective Home, Community, and School Connections Research linking the success of CLD gifted learners to positive family relationships and home environment provides examples of students excelling in school despite economic and social barriers. Building relationships among home, school, and communities of CLD students requires active support for, and involvement of families in gifted education programs. A positive view of home contexts can also help to improve home-school relationships. Advocacy training led by CLD parents, teachers, and other school personnel with dual expertise in diversity education and gifted education can lead to family-school-community support groups.



Furthermore, in order to prove and/or improve the quality of assessment profiles, EXPO specialists began auditing student profiles to ensure accuracy. Every campus is audited twice a year by auditors and once a year by an EXPO partner. Through this process, a need for more effective method to track student participants was uncovered and the EXPO Data Dashboard was created.

EXPO Data Dashboard

Gifted/Talented Dashboard

Denton ISD 2015 - 2016

Legend

Variance	
variance is +/- from School	
Green	<= 5% points
Yellow	6% -10% points
Red	>= 11% points

School	District Population	Asian	Afr. American	Hawaiian/Pacific	Hispanic	Indian/Alaskan	Multi Race	White	Date	Total
		6%	5%	0%	18%	1%	2%	69%		

District										
District	Distribution - Fall	3%	14%	0%	30%	1%	3%	50%		
District	GT Distribution - Fall	5%	6%	0%	18%	0%	2%	68%		
District	GT Population - Fall	143	177	7	541	14	71	1,982	12/18/2015	2,935
District	Distribution - Spring									
District	GT Distribution - Spring									
District	GT Population - Spring									
District	Transfer referrals/testing	5	11	0	13	0	0	49	Transfer	78
District	Fall referrals/testing	45	117	2	215	3	20	482	Fall	884
District	Winter referrals/testing								Winter	
District	Spring referrals/testing								Spring	

	Asian	African American	Hawaiian / Pacific Islander	Hispanic	Indian / Alaskan	Multi-Race	White
District Population %	3%	14%	0%	30%	1%	3%	50%
Referral %	5%	13%	0%	24%	0%	2%	55%

Gifted/Talented Dashboard
Denton ISD 2014 - 2015

School		Asian	African American	Hawaiian/Pacific	Hispanic	Indian/Alaskan	Multi Race	White	Date	Total			
District	GT District	5%	6%	0%	30%	1%	2%	51%	6/8/2015	3,035			
District	GT Distribu	5%	6%	0%	18%	0%	2%	68%					
District	GT Populat	136	149	4	487	13	59	1,841	1/26/2015	2,689		10%	
District	Distributio	3%	13%	0%	30%	1%	2%	51%					
District	GT Distribu	5%	6%	0%	18%	0%	2%	68%				11%	
District	GT Populat	150	170	7	551	14	65	2,080	4/16/2015	3,035	yes	no	add'l data
District	Transfer re	4	9	0	4	0	1	57	Transfer	75	39	24	11
District	Fall referra	49	86	3	183	6	18	537	Fall	882	226	511	151
District	Winter refe	10	30	1	73	10	14	196	Winter	334	131	180	27
District	Spring refe	33	55	1	180	3	15	452	Spring	739	211	424	107
											607	1139	296

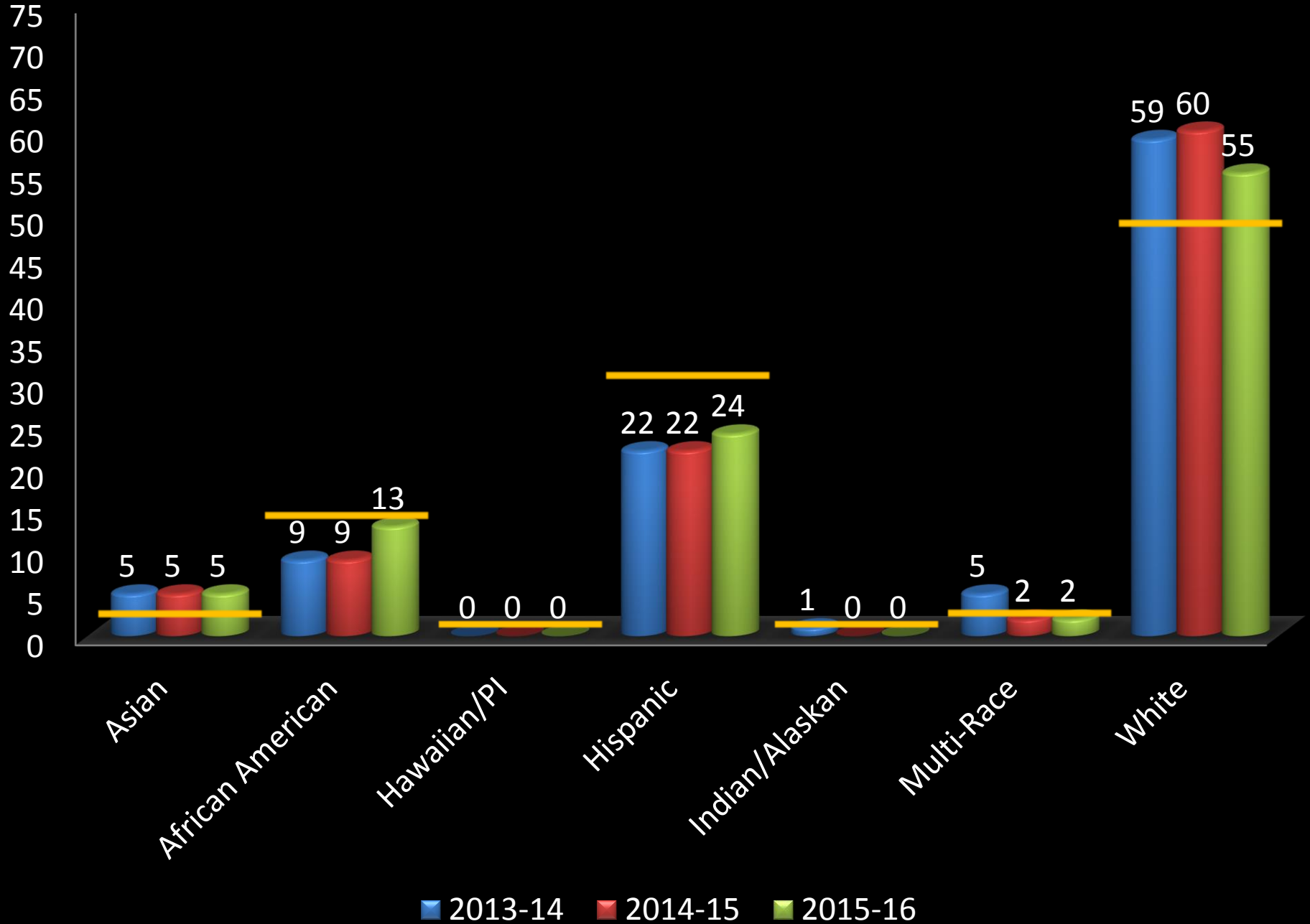
	Asian	African American	Hawaiian / Pacific Islander	Hispanic	Indian / Alaskan	Multi-Race	White
District Population %	3%	13%	0%	30%	1%	2%	51%
Referral %	5%	9%	0%	22%	0%	2%	60%

Gifted/Talented Dashboard
Denton ISD 2013 - 2014

School	District Pop	Asian	Black	Hawaiian/Pacific	Hispanic	Indian/Alaskan	Multi Race	White	Date	Total			
District	GT Populat	142	132	300	459	15	55	1,761	12/31/2013	2,864			
District	Distributio	3%	12%	0%	30%	1%	2%	51%					
District	GT Distribu	5%	5%	0%	18%	1%	2%	68%					
District	GT Populat	155	157	3	513	16	65	1,962	6/12/2014	2,871	yes	no	add'l data
District	Transfer re	1	8	0	11	1	2	49	Transfer	72	34	38	0
District	Fall referra	55	67	2	176	4	38	467	Fall	809	257	547	4
District	Winter refe	16	29	0	55	2	15	177	Winter	294	109	183	2
District	Spring refe	15	42	0	127	3	24	314	Spring	535	149	381	5

	Asian	African American	Hawaiian / Pacific Islander	Hispanic	Indian / Alaskan	Multi-Race	White
District Population %	3%	12%	0%	30%	1%	2%	51%
Referral %	5%	9%	0%	22%	1%	5%	59%

Percent Referred to EXPO



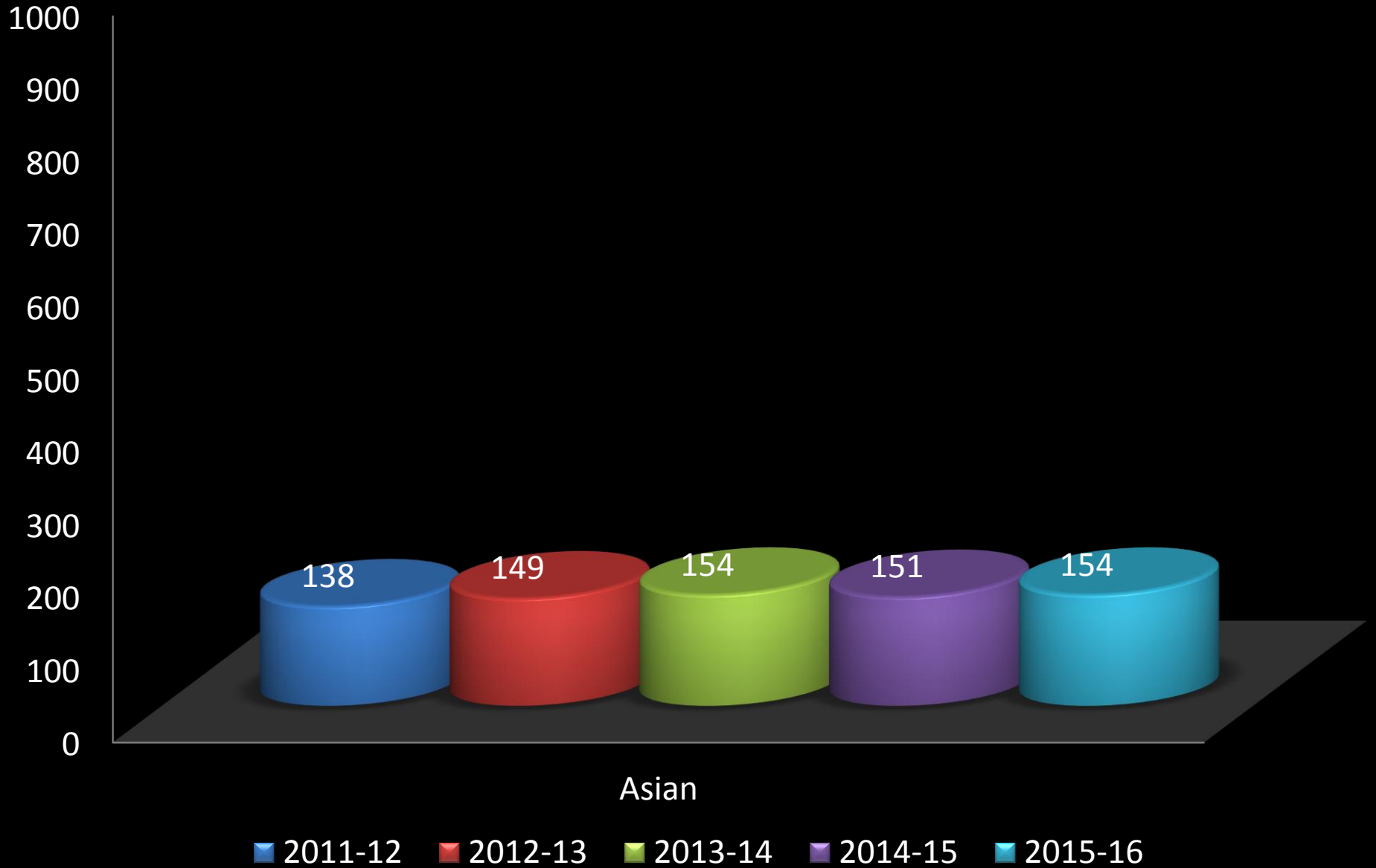
Percent Referred to EXPO

2013-14	Asian	African American	Hawaiian / Pacific Islander	Hispanic	Indian / Alaskan	Multi-Race	White
District Population %	3%	12%	0%	30%	1%	2%	51%
Referral %	5%	9%	0%	22%	1%	5%	59%

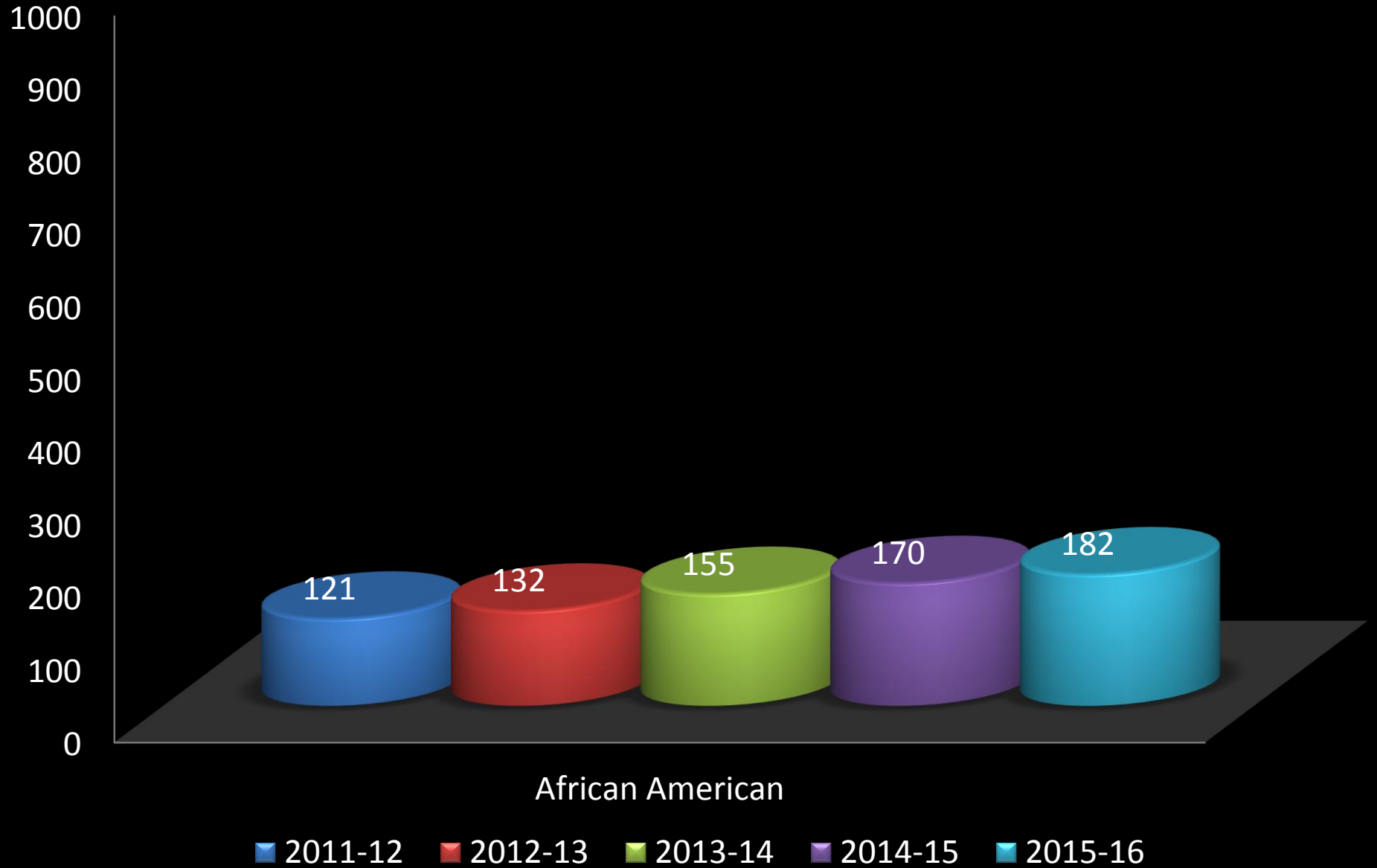
2014-15	Asian	African American	Hawaiian / Pacific Islander	Hispanic	Indian / Alaskan	Multi-Race	White
District Population %	3%	13%	0%	30%	1%	2%	51%
Referral %	5%	9%	0%	22%	0%	2%	60%

2015-16	Asian	African American	Hawaiian / Pacific Islander	Hispanic	Indian / Alaskan	Multi-Race	White
District Population %	3%	14%	0%	30%	1%	3%	50%
Referral %	5%	13%	0%	24%	0%	2%	55%

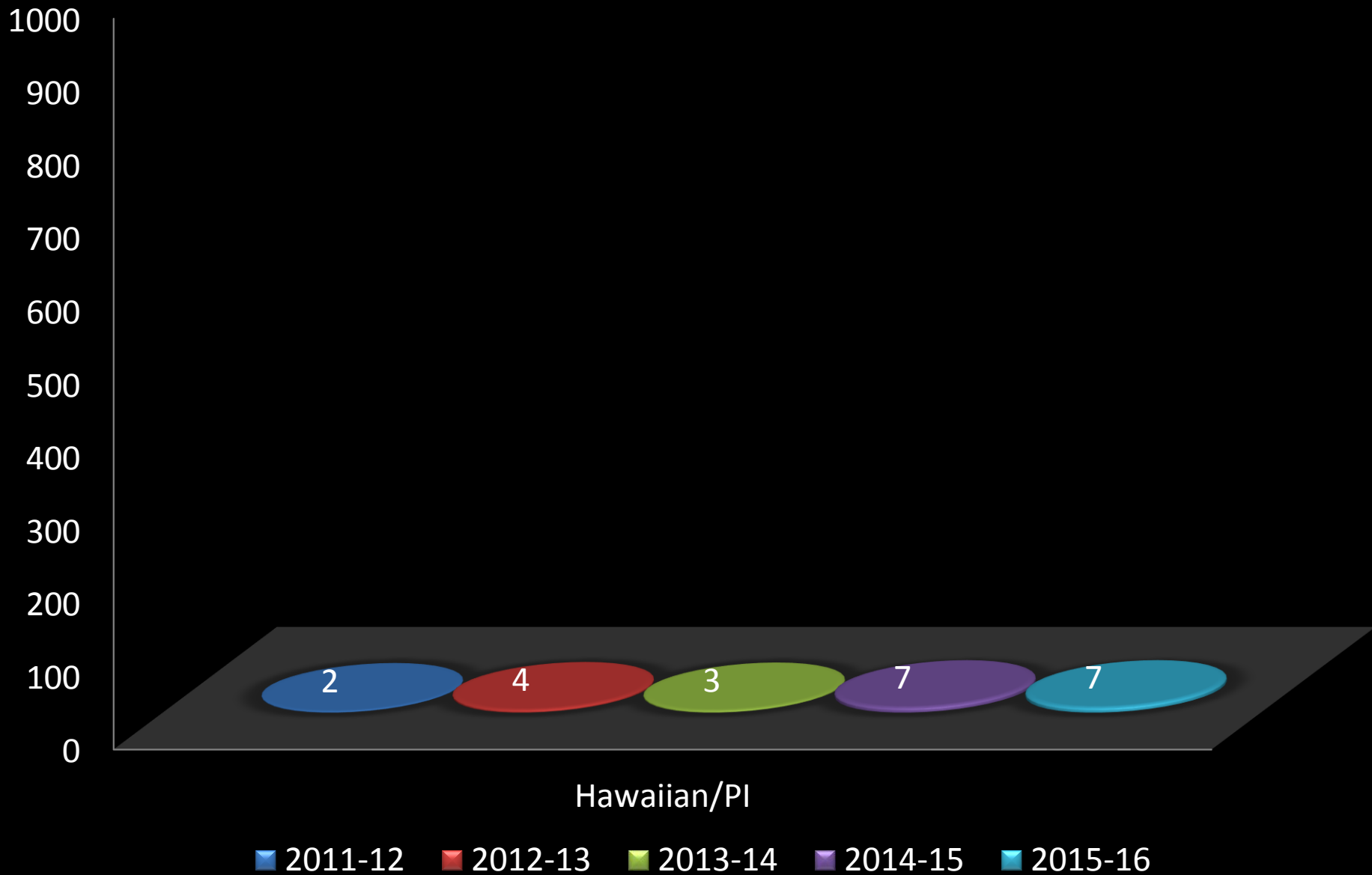
Number of Students in EXPO



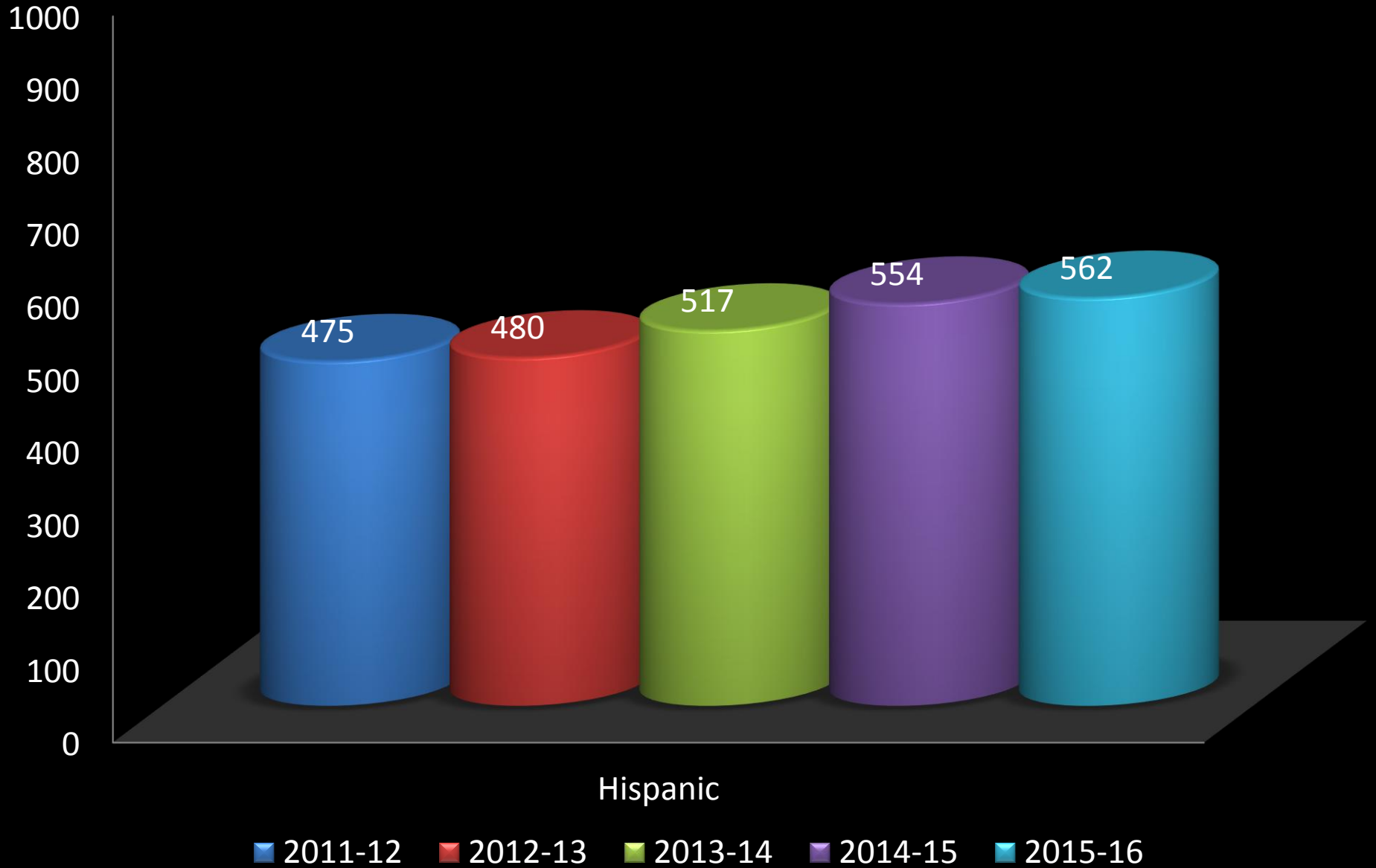
Number of Students in EXPO



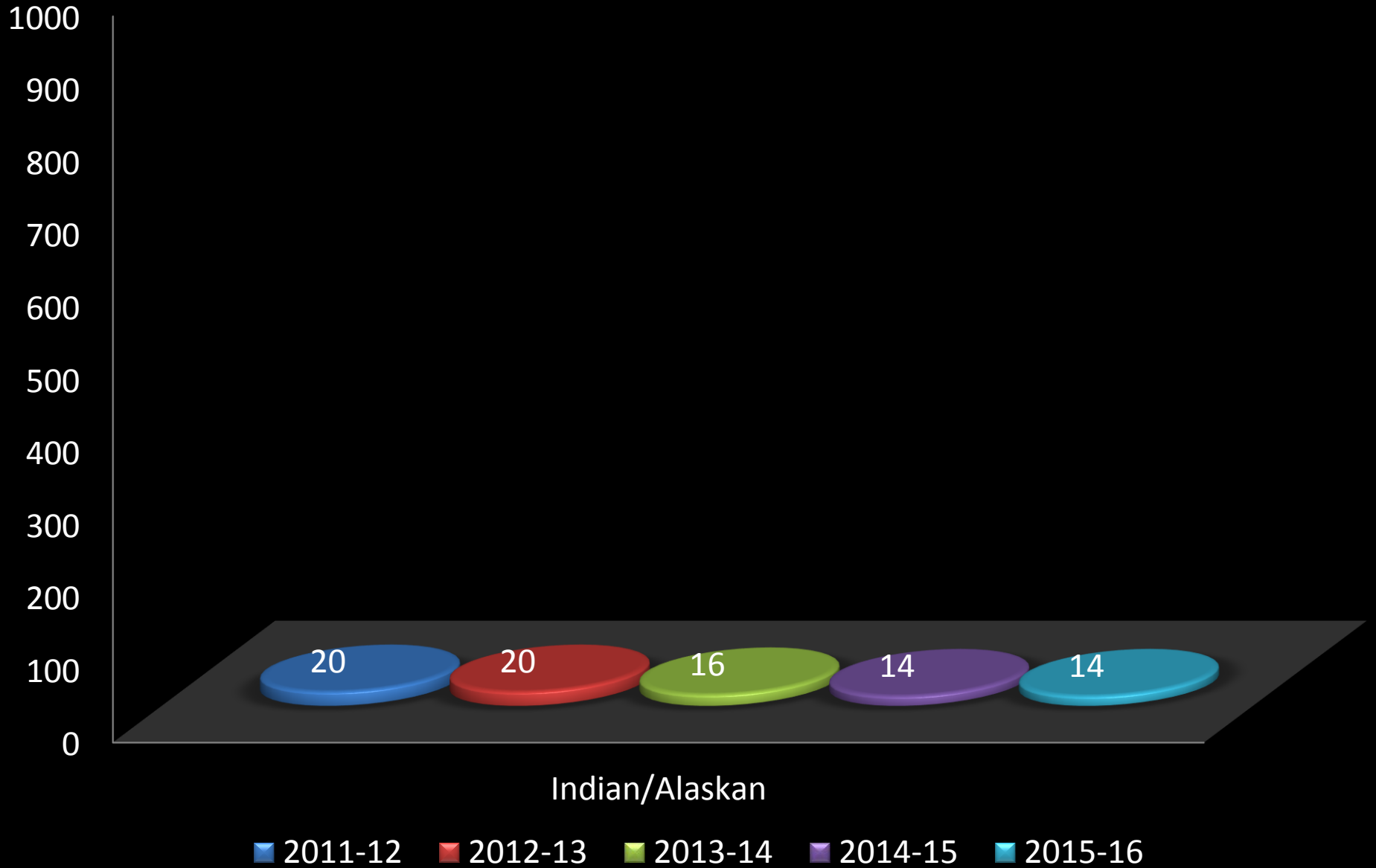
Number of Students in EXPO



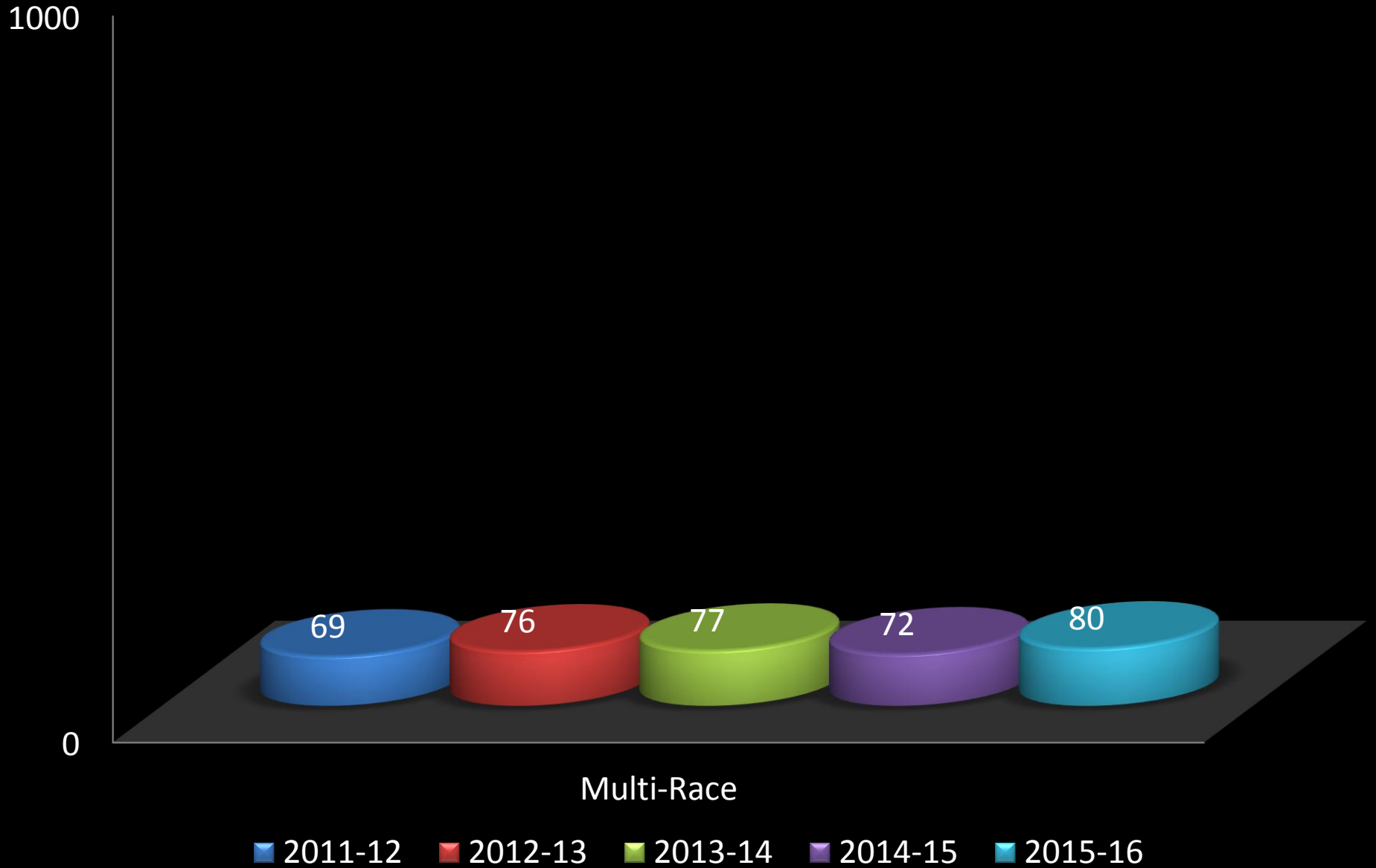
Number of Students in EXPO



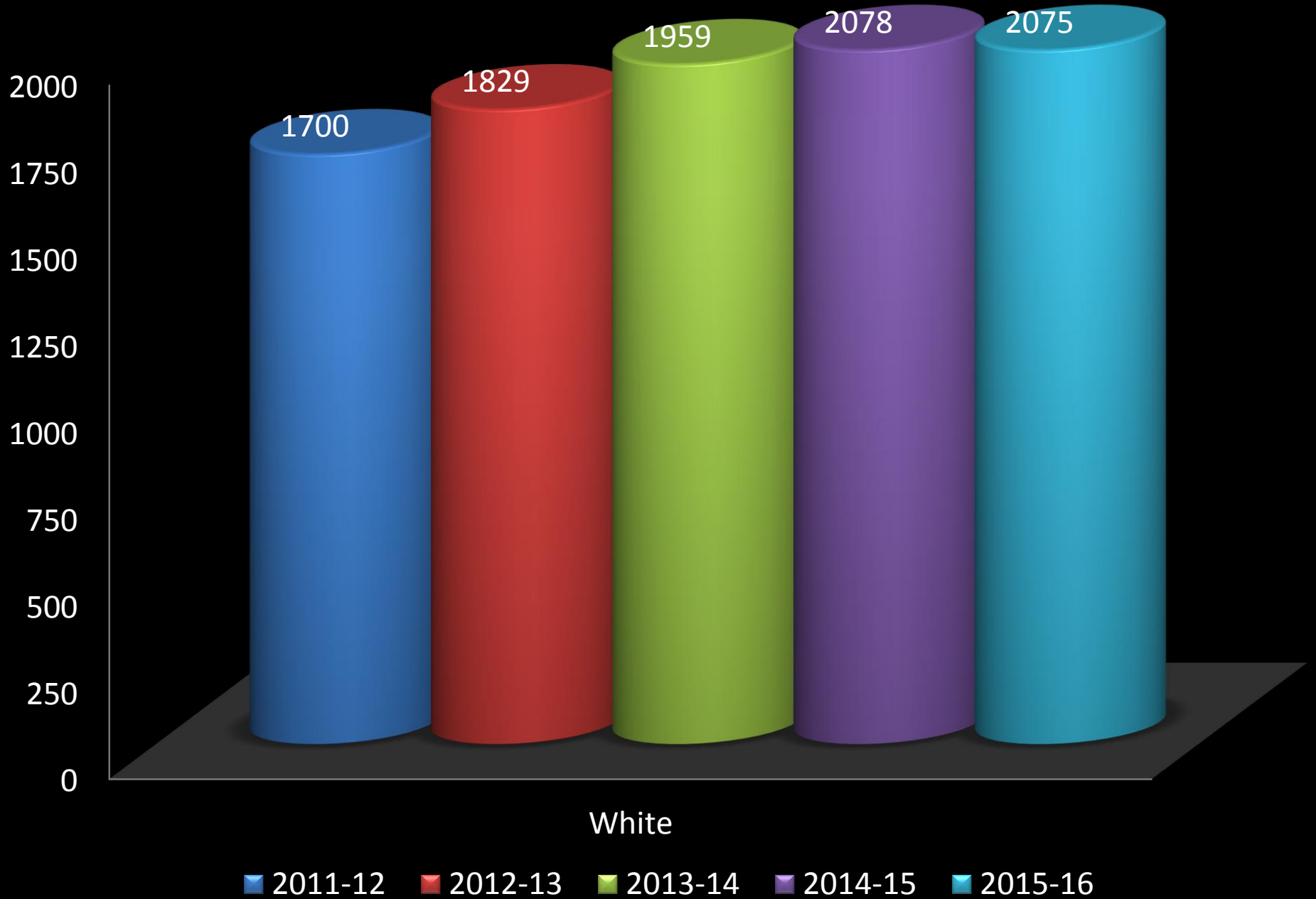
Number of Students in EXPO



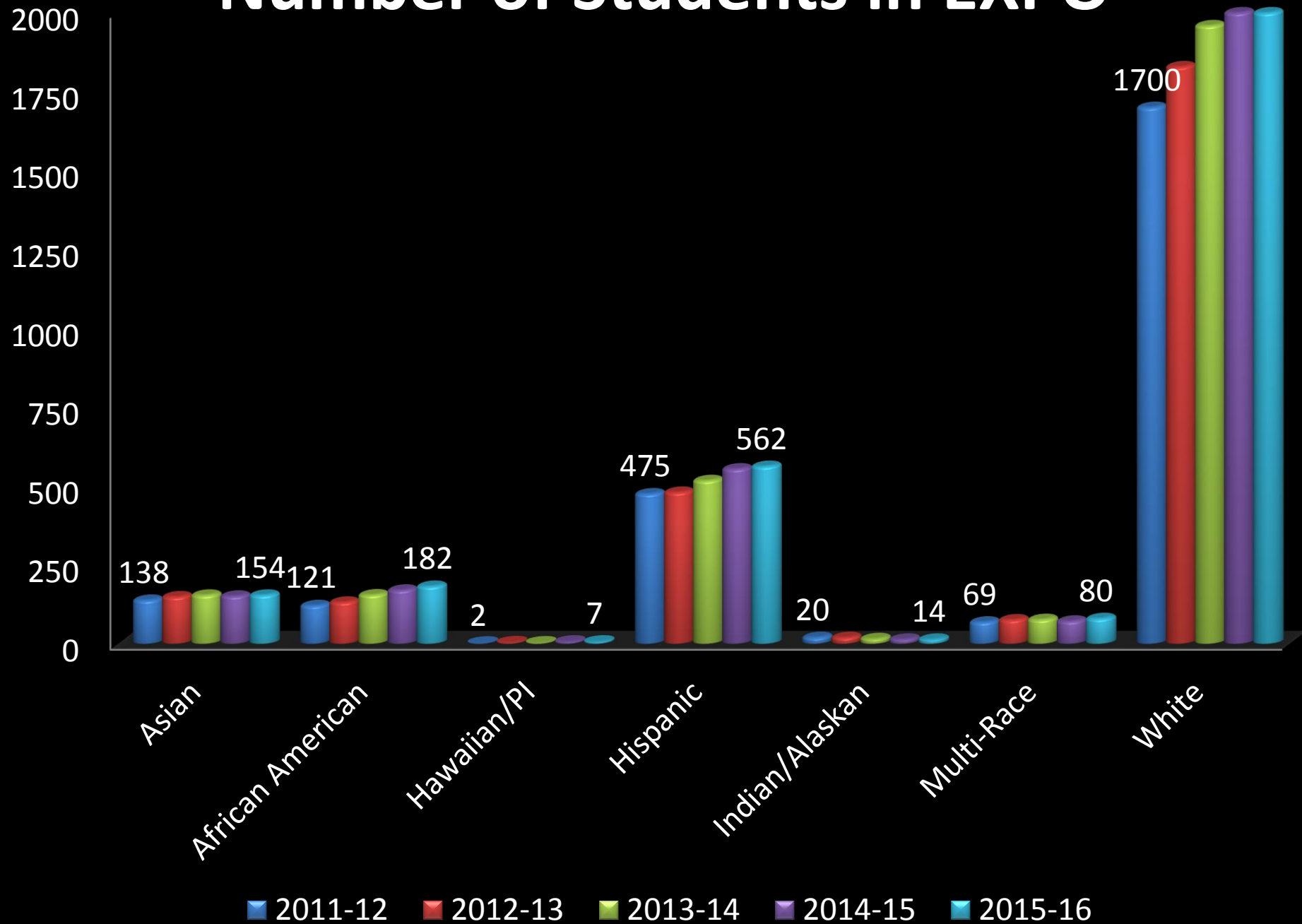
Number of Students in EXPO



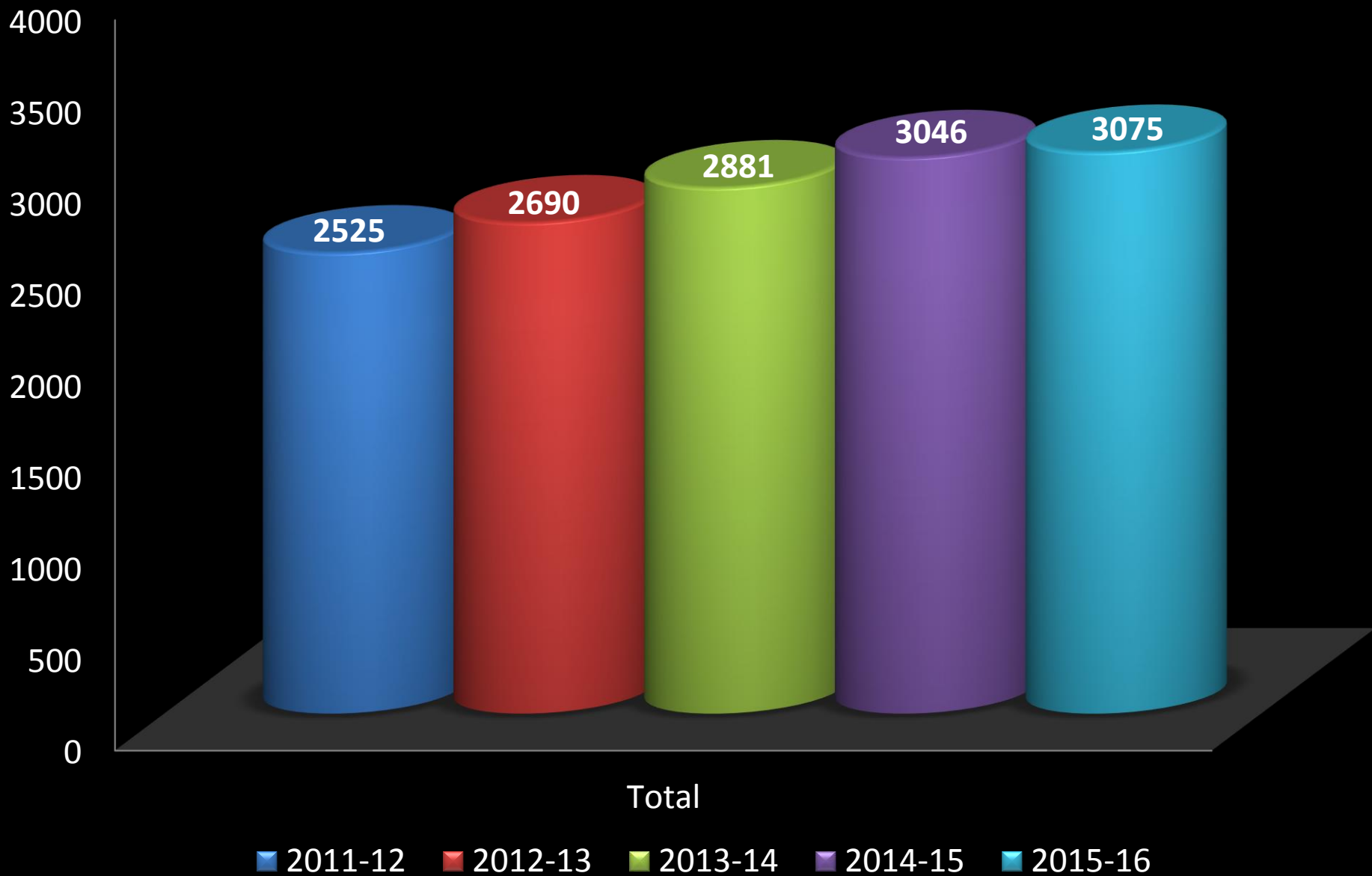
Number of Students in EXPO



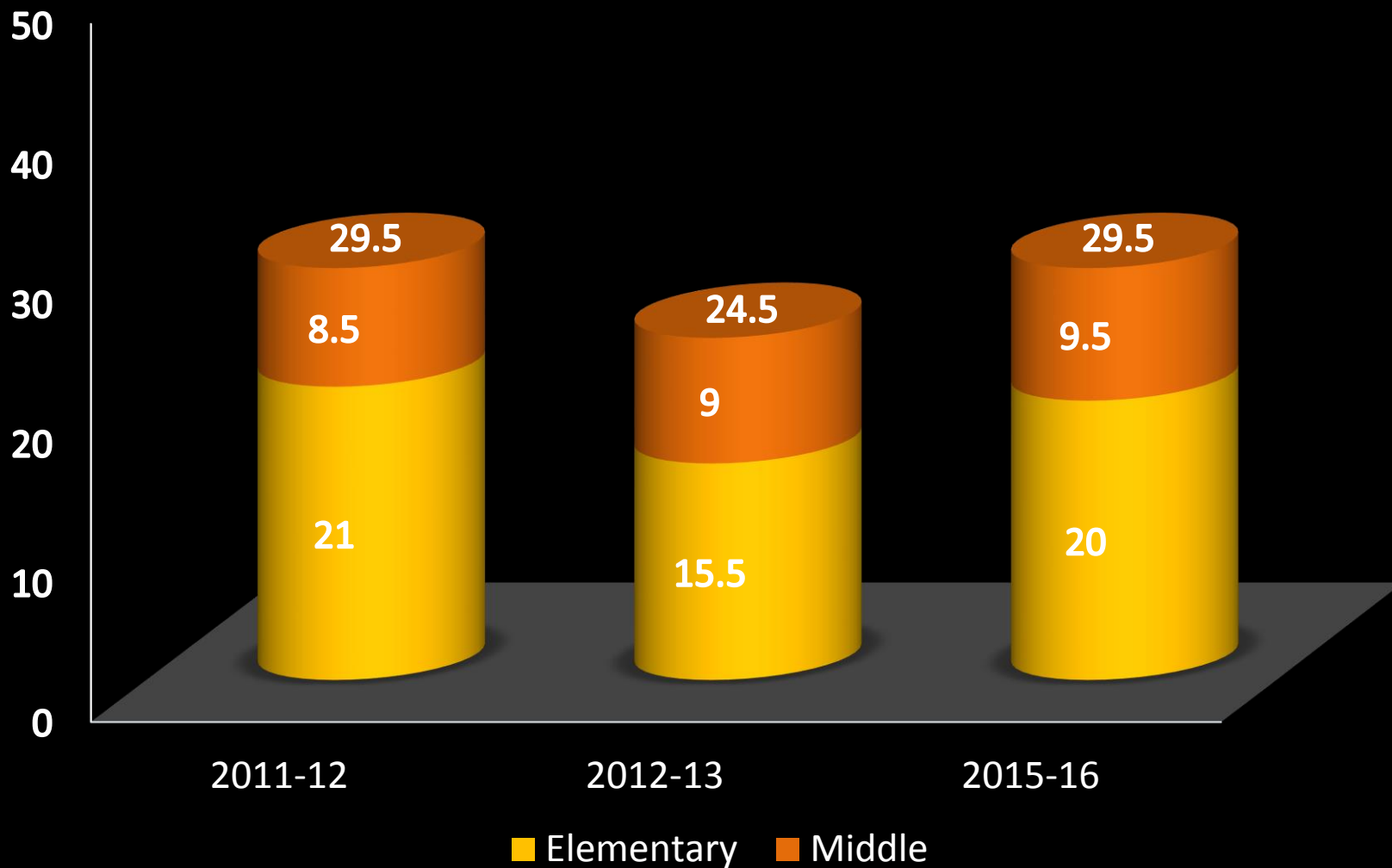
Number of Students in EXPO



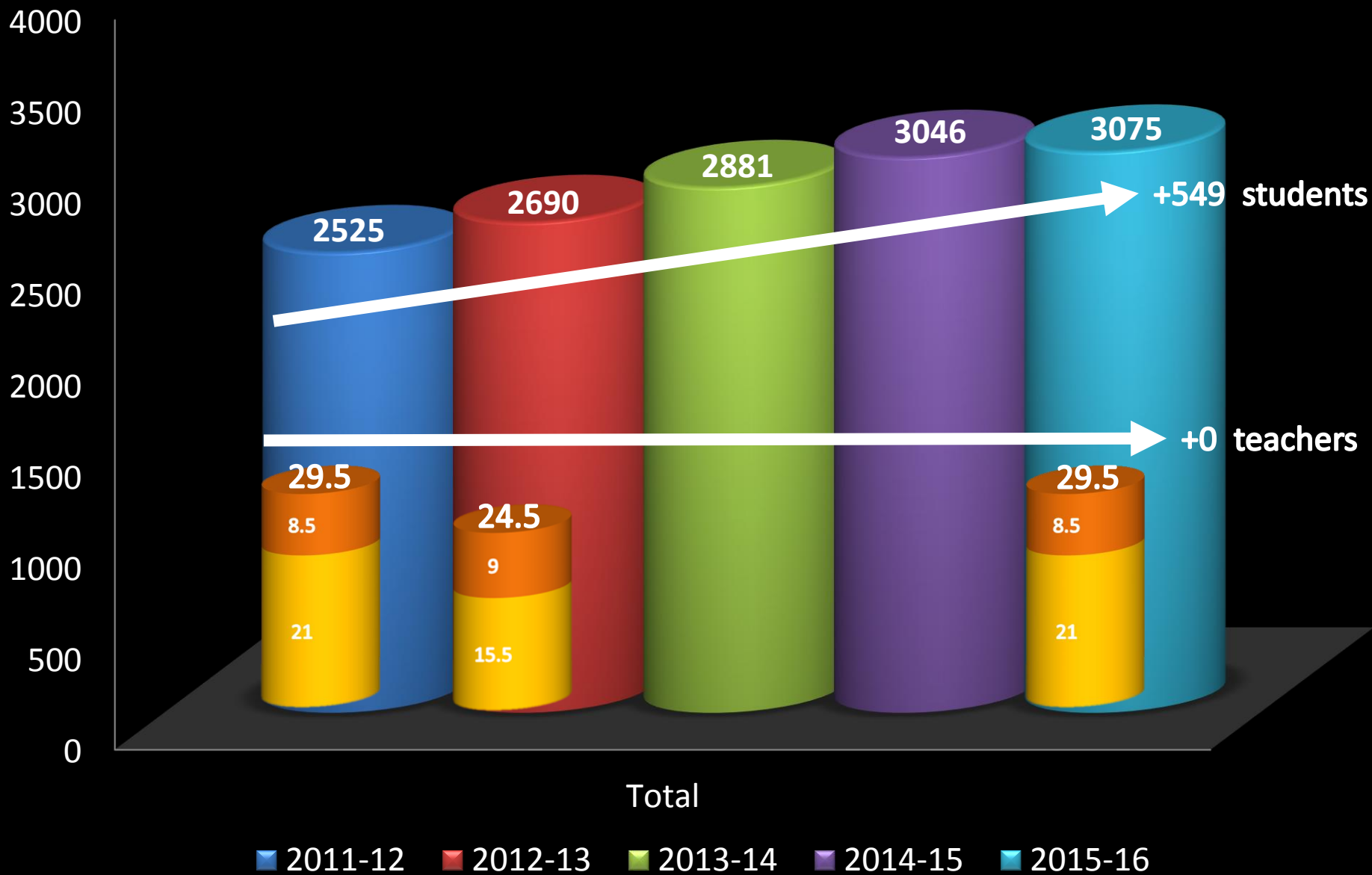
Total Number of Students in EXPO



Total Number of Teachers in EXPO



Total Number of Students in EXPO



Year	Asian	African American	Hawaiian/Pacific	Hispanic	Indian/Alaskan	Multi Race	White	Total
2011/2012	138	121	2	475	20	69	1,700	2,525
2012/2013	149	132	4	480	20	76	1,829	2,690
2013/2014	154	155	3	517	16	77	1,959	2,881
2014/2015	151	170	7	554	14	72	2,078	3,046
2015/2016	154	182	7	562	14	80	2,075	3,074

- From 2011/12 to 2015/16, the EXPO program has grown by **549** students:

- Asian +16
- African American +61
- Hawaiian/Pacific +5
- Hispanic +87
- Indian/Alaskan -6
- Multi Race +11
- White +375



The End