



Looking at Your Minority Populations: EQUITY in Identification and Service



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Dr. Linnea Van Eman

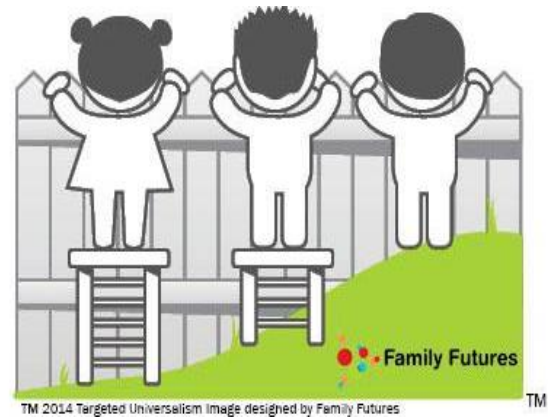
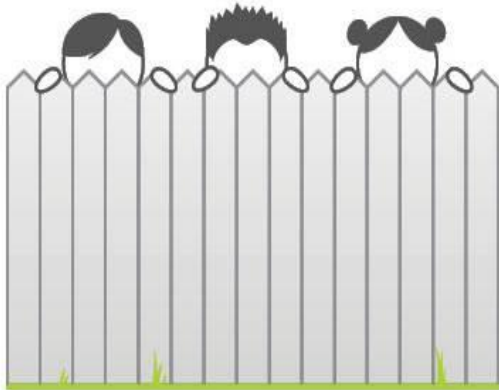
vanemli@tulsaschools.org



Equal Opportunities



With Equity in Mind



Equal Opportunities

Equal Access

Equal educational opportunity requires that all students, regardless of **race, color, or national origin**, have comparable **access** to the diverse range of **courses, programs, and extracurricular activities** offered in our Nation's schools.

State and local education agencies must provide equal opportunities for English Language students to meaningfully participate in curricular, co-curricular, and extracurricular programs and activities.

McFadden vs. Illinois School District

Court Case 7-11-2013



Brief:

- Judge Robert W. Gettleman - U.S. District Court for the Northern District of Illinois, Eastern Division
- Intentional and unintentional discrimination
- Minority Students: Hispanic and Black
- 8 years of litigation
- 27 days of trial
- \$18 million
- 33 pages (Gifted, part IV, pp. 21-32)

McFadden vs. Illinois School District

Court Case 7-11-2013



Highlights:

Two gifted programs 4th-6th grade—

- **SWAS (School Within a School)**-majority White students (98%), Hispanic represented on 2%
- **SET/SWAS (Spanish English Transition/ School Within A School)** contained only Hispanic students who had *exited* ELL classes (they were bilingual and/or English proficient).
 - No Black or White students in SET/SWAS
- White students in U-46 were over-represented in gifted education- Hispanic and Black students were extensively under-represented in gifted education

McFadden vs. Illinois School District

Court Case 7-11-2013



Highlights: What the Court found:

Discriminated against Hispanic students who had exited from the district's ELL program:

- segregating them into a separate gifted program, not allowing them to be in classes and activities with gifted White students.

In creating a separate gifted education program for Hispanic students only,

- the Illinois school district violated the United States and Illinois Constitutions' Equal Protection Clauses, as well as the Illinois Civil Rights Act.

Policies, procedures and instruments used by the district to screen and identify gifted students resulted in a “serious disparate impact”

- Segregated programs -**intentional** and based on race.

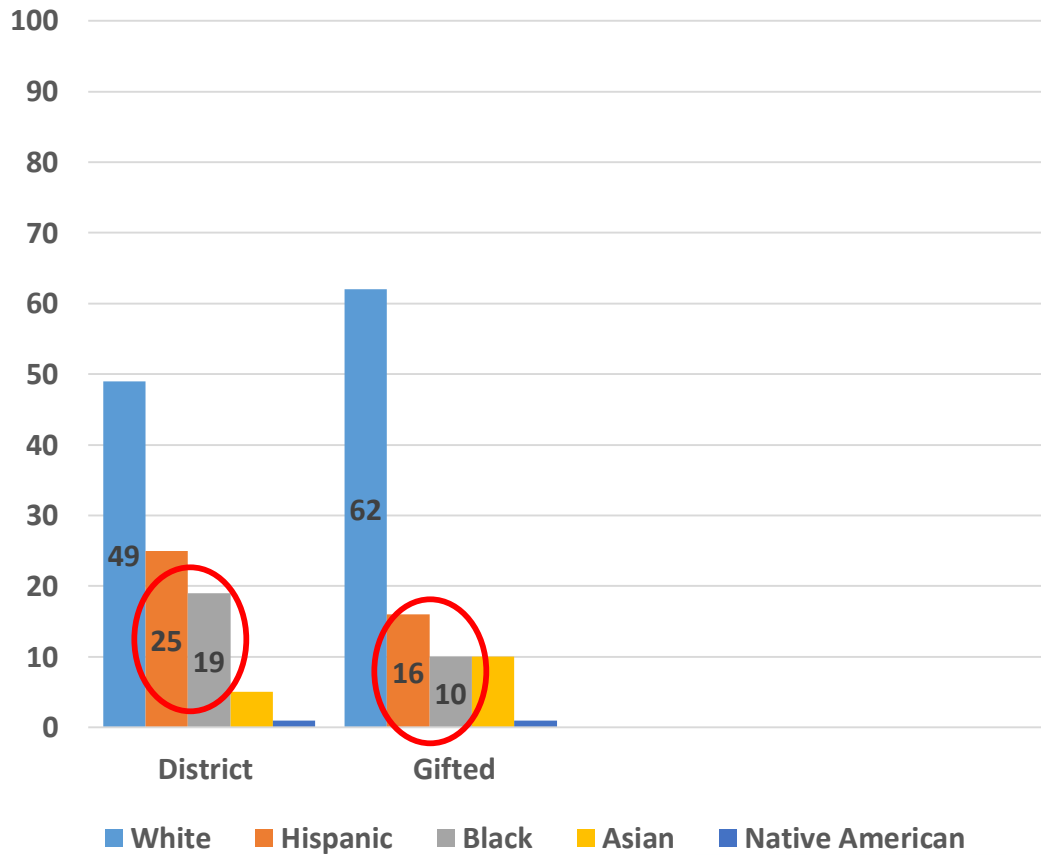
A combination of intentional and **unintentional** discrimination regarding

- (a) screening and identification tests, (b) designated cutoff scores, and (c) criteria in weighted matrices.

The District's Demographic



District U-46



DESTINATION EXCELLENCE

1. Eliminate Barriers: District U-46



Determining Gifted Under-Representation

Racial Composition Difference Index (RCDI)

Use to determine under-representation for minority populations

$1 - (\% \text{ Gifted program representation} / \% \text{ School district representation}) = \text{under-representation}$

Black students = 19% of school district; 10% of gifted program.

Hispanic students = 25% of school district; 16% of gifted program.

Black Students

$$1 - (10/19) =$$

$$1 - .53 = .47$$

47% under-representation

Hispanic Students

$$1 - (16/25) =$$

$$1 - .64 = .36$$

36% under-representation

20% Equity Formula & Minimum Goal



District U-46- Option 1 to calculate

Black students = 19% of school district but 10% of gifted program.

Calculate 20% of the total % of Black students in the school district. ($20\% \times 19\% = 3.8\%$)

Using the **percentage** above calculate the adjusted target percentage. This will be the **target representation** for Black students in the gifted program.

EQUITY GOAL ($19\% - 3.8\% = 15.2\%$)

The minimal percentage of Black students who should be identified and served in the school is **15.2%**.

If the percentage is less, then under-representation is unreasonable and discrimination may be at work.

****MUST INCREASE GIFTED REPRESENTATION FROM 10% TO MINIMUM OF 15.2%****

Hispanic students = 25% of school district but 16% of gifted program.

Calculate 20% of the total % of Hispanic students in the school district. ($20\% \times 25\% = 5\%$)

Using the **percentage** above calculate the adjusted target percentage. This will be the **target representation** for Hispanic students in the gifted program.

EQUITY GOAL ($25\% - 5\% = 20\%$)

The minimal percentage of Hispanic students who should be identified and served in the school is **20%**.

If the percentage is less, then under-representation is unreasonable and discrimination may be at work.

****MUST INCREASE GIFTED REPRESENTATION FROM 16% TO MINIMUM OF 20%****

20% Equity Formula & Minimum Goal



District U-46- Option 2 to calculate

$80\% \times \text{Total \% of Black or Hispanic (etc.) students in district} = \text{EQUITY GOAL \%}$

Black students = **19%** of school district; **10%** of gifted program.

EQUITY GOAL ($80\% \times 19\% = 15.2\%$)

The minimal percentage of Black students who should be identified and served in the school is **15.2%**.

If the percentage is less, then under-representation is unreasonable and discrimination may be at work.

****MUST INCREASE GIFTED REPRESENTATION FROM 10% TO MINIMUM OF 15.2%****

Hispanic students = **25%** of school district; **16%** of gifted program.

EQUITY GOAL ($80\% \times 25\% = 20\%$)

The minimal percentage of Hispanic students who should be identified and served in the school is **20%**.

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****MUST INCREASE GIFTED REPRESENTATION FROM 16% TO MINIMUM OF 20%****

TPS District Demographics

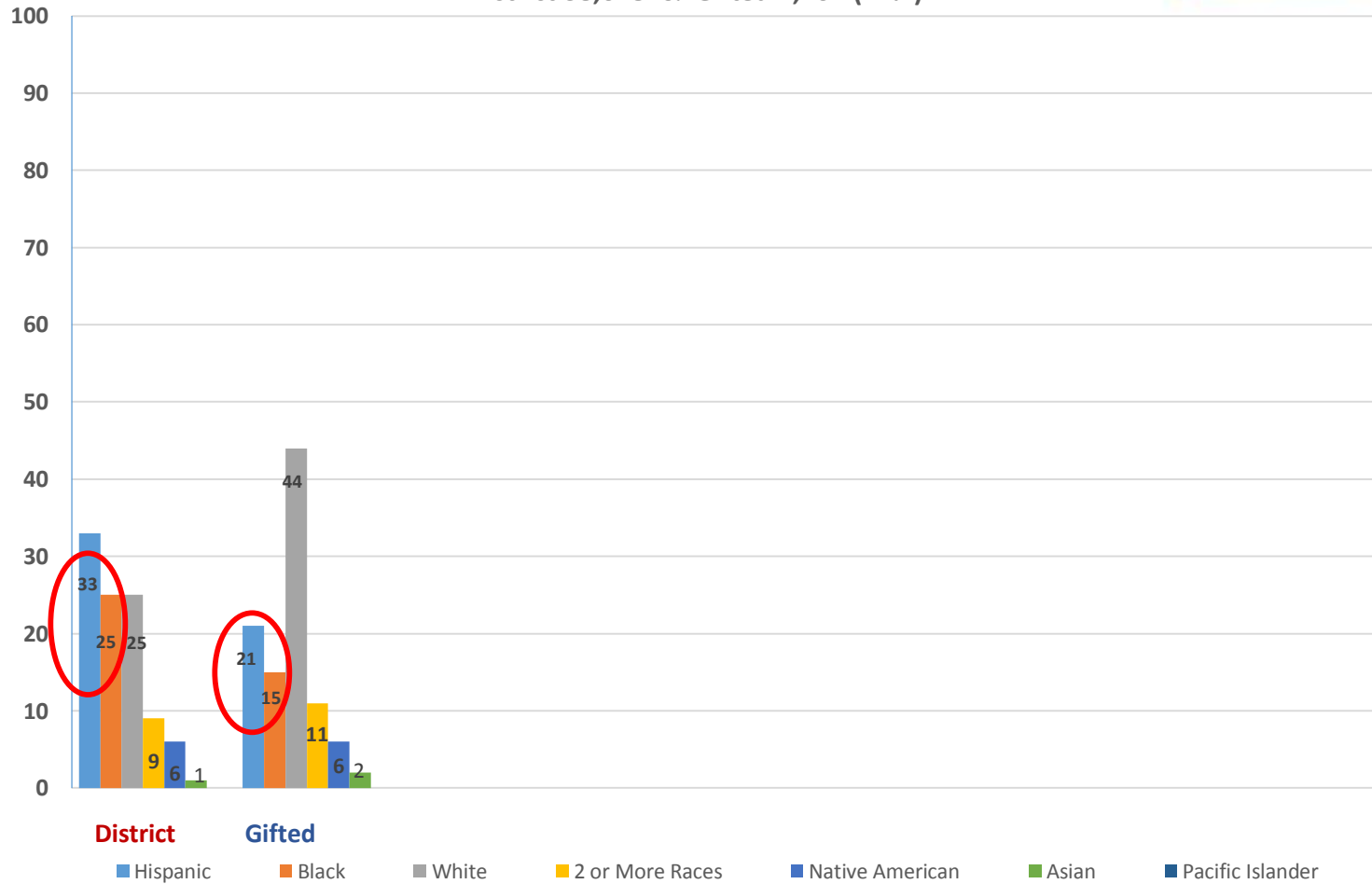


		Gifted Demographics 10-1-16							
Total Gifted Served	Top 3% served	Multi-Criteria served	Asian	Black	Hispanic	Indian	2 or more races	Pacific Island	White
4,162	1,555	2,607	92	621	884	255	472	3	1835
	37%	63%	2%	15%	21%	6%	11%	<1%	44%
Total District Pop		District Demographic 10-1-16							
38,628	Gifted-11% of Total Pop		610	9743	12686	2116	3598	99	9734
	4%	7%	1%	25%	33%	6%	9%	<1%	25%

TPS District Demographics



Tulsa Public Schools 10-1-16
District 38,628 & Gifted 4,162 (11%)



DESTINATION EXCELLENCE

1. Eliminate Barriers: TPS



Determining Gifted Under-Representation

Racial Composition Difference Index (RCDI)

1 - (% Gifted program representation / % School district representation) = **under-representation**

Black Students

$$1 - (15/25) =$$

$$1 - .60 = .40$$

40% under-representation

1 - (% Gifted program representation / % School district representation) = **under-representation**

Hispanic Students

$$1 - (21/33) =$$

$$1 - .64 = .36$$

36% under-representation

20% Equity Formula & Minimum Goal



TPS: Option 1 to calculate

Black students = **25%** of school district,
15% of gifted program.

Calculate **20%** of the **total % of Black**
students in the school district.

$$(20\% \times 25\% = 5\%)$$

Using the **percentage**, calculate the
adjusted target percentage. This will provide
the **target representation** for Black students
in the gifted program.

EQUITY GOAL (**25%** - **5%** = **20%**)

The **minimal percentage** of Black students
who should be identified and served in the
school is **20%**.

If the percentage is less, then under-representation
is unreasonable and discrimination may be at work.

****MUST INCREASE GIFTED REPRESENTATION
FROM 15% TO MINIMUM OF 20%****

Hispanic students = **33%** of school district,
21% of gifted program.

Calculate **20%** of the **total % of Hispanic**
students in the school district.

$$(20\% \times 33\% = 6.6\%)$$

Using the **percentage**, calculate the
adjusted target percentage. This will provide
the **target representation** for Hispanic
students in the gifted program.

EQUITY GOAL (**33%** - **6.6%** = **26.4%**)

The **minimal percentage** of Hispanic
students who should be identified and served
in the school is **26.4%**.

If the percentage is less, then under-representation
is unreasonable and discrimination may be at work.

***MUST INCREASE GIFTED REPRESENTATION
FROM 21% TO MINIMUM OF 26.4%****

20% Equity Formula & Minimum Goal



TPS: Option 2 to calculate

$80\% \times \text{Total \% of Black or Hispanic (etc.) students in district} = \text{EQUITY GOAL \%}$

Black students = **25%** of school district but 15% of gifted program.

EQUITY GOAL. ($80\% \times 25\% = 20\%$)

The minimal percentage of Black students who should be identified and served in the school is **20%**.

If the percentage is less, then under-representation is unreasonable and discrimination may be at work.

MUST INCREASE GIFTED REPRESENTATION FROM 15% TO MINIMUM OF 20%*

Hispanic students = **33%** of school district but 21% of gifted program.

EQUITY GOAL ($80\% \times 33\% = 26.4\%$)

The minimal percentage of Hispanic students who should be identified and served in the school is **26.4%**.

If the percentage is less, then under-representation is unreasonable and discrimination may be at work

MUST INCREASE GIFTED REPRESENTATION FROM 21% TO MINIMUM OF 26.4%*

3. Principles of Identification



To Increase Minority Representation

- Focus on diversity within gifted populations. The gifted are not a homogeneous group nor do they express their talents in the same way.
- Inclusion rather than exclusion
- Data should be gathered from multiple sources; a single criterion of giftedness should be avoided.
- Both objective and subjective data should be used.
- Identification should occur as early as possible and should be continuous.
- Special attention should be given to the different ways in which children from different cultures manifest behavioral indicators of giftedness.
- Decision-making should be delayed until all pertinent data on the student have been reviewed.
- Data collected during the identification process should be used to help determine the individual child's curriculum (Frasier, 1989).

3. Recommendations



To Increase Minority Representation

Identify Early

- Ideally when students first enroll in school
- Identify/assess and serve (Pre-K & K) later in the year

EL STUDENTS

- English language proficiency tests (several years gain in one year)
- Mastery of English is not a requirement for consideration.
- Prior academic performance in the child's home school

Consider using local norms to serve the top 10%

Assess using Multiple Criteria

Quantitative data:

- Universal screener
CogAT
 - Don't administer the Verbal subscale; use **Quantitative Nonverbal subscale composite.**
- Consider the NNAT 3: Pilot (for minority and low income schools, including Pre-K)
- Other Tests without words (CTONI, TONI-3.)

3. Recommendations



To Increase Minority Representation

Qualitative data:

- Parent interviews
- Student observations
- Teacher/ Parent/Community/ Self nominations
 - Behavioral characteristics
 - Input from the student's cultural group
- Behavioral characteristic rating scales (i.e. arts, leadership, creativity, motivation)
- Acculturation scales
- Portfolio (creativity, leadership, visual/performing arts, specific academic)

Provide Parent/Caregiver training and outreach for under-represented groups

Gifted services should be provided at every school

Final Thoughts



Gifted program participants oftentimes do not reflect the ethnic, socioeconomic or linguistic diversity of school districts.

Criteria and assessment tools used to identify and serve students who are traditionally under-represented in gifted programs should:

- More closely reflect, percentage-wise, the ethnic, socio-economic and linguistic diversity of individual school districts.
- Use best practice models which include research-based recommendations on identification, interventions to scaffold learning, and delivery of gifted program services.

Ford, D. (May, 2015). *Examination of HISD 2013-14 gifted education data: Issues and recommendations to address under-representation*. Retrieved 1-25-17 from https://drive.google.com/file/d/0BxL_8S6yOh_ac2hOMmJqeTRzcTA/view