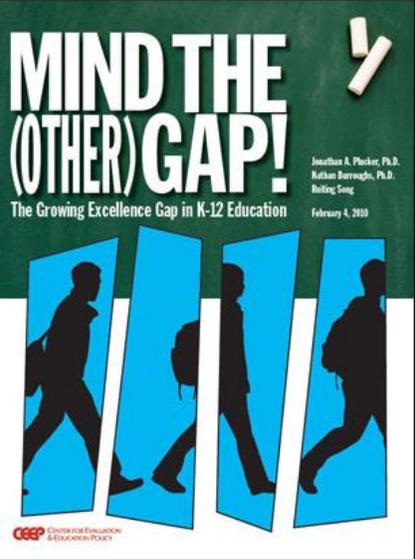


Access, Opportunities, and Next Steps for Closing the Excellence Gap in JCPS

Academic Supports, Priority Schools, and Diversity Equity and Poverty

- Strategic Plan Alignment
 - Develop and improve system and practices to recognize student strengths and to provide equitable access to engaging learning opportunities, supports, and resources



What is the Excellence Gap?

The Indiana University Center for Evaluation of Education Policy (CEEP) defines the "Excellence Gap" as the difference in the proportion of students from different demographic groups who score at the advanced level on student achievement tests.

Triangulated Efforts to Close the “Excellence Gap”

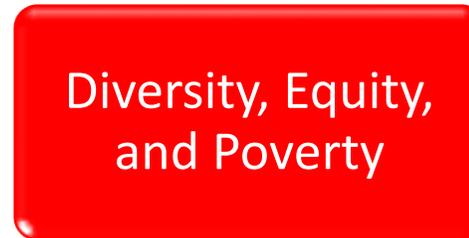
Academic Supports –
Gifted/Advance
Learning Training



**Diversity, Equity, and
Poverty –**
Cultural Competence
Training



**Data Management
Assessment –**
Assessing the
Assessments



“Excellence Gap” Challenges

- Traditional IQ-based definitions, philosophies, and theories of giftedness
- Identification practices and policies that have disproportionately negative impact on Black students (e.g. a reliance on teacher referral for initial screening)
- A lack of training aimed at helping teachers understand and interpret standardized test
- Inadequate training of teachers and other school personnel in multicultural education
- Inadequate efforts to communicate with disenfranchised families and communities about gifted education
- Disenfranchised families and students avoidance of gifted programs due to lack of diversity

JCPS' Advance Program Data

STUDENTS ENROLLED IN ADVANCE PROGRAM:

2016-17

Level	African-American	Hispanic	American Indian	Asian	Native Hawaiian	Two or More Races	Caucasian	Total AP Enrollment
Elementary	430	200	7	238	1	166	1881	2923
Middle	819	278	5	360	9	154	2973	4598
High	838	256	7	405	11	137	3553	5207
Totals	2087	734	19	1003	21	457	8407	12,728 (E,M,H)

Current Advance Program Enrollment: 12,728
According to Infinite Campus data February 2017*

JCPS' Efforts to Improve Access

- Second Grade CogAT Practice at all Schools
- Realizing Effort Achievement and Commitment Toward Hope (REACH) Summer Enrichment Program
- Javits Reaching Academic Potential “RAP” Grant
- Intentional “Sit-In” Placement and engagement with our Latinx Communities
- Parent Involvement Series
- Speaker Series – Dr. Donna Ford
- Gifted and Talented Professional Learning Opportunities (book study, curriculum professional cohorts, etc.)
- Gifted and Talented Endorsement Cohorts

JCPS' Challenges

- As JCPS expanded the expectations for Advance Program Services to be in all schools with the exception of the traditional magnets, teacher training did not proliferate at the same rate.
 - Possibilities to Align Teacher Training to District-wide Advance or Gifted Programming
 - All teachers in Title 1 schools receive gifted professional learning and use Project “RAP” schools as models
 - Support Priority Schools with acquiring Gifted and Talented Endorsed Teachers
 - Continued support of gifted endorsements for schools with high numbers of Advance Program Students
- Historical Nomenclature of Gifted Program
 - Jefferson County’s Advance Program vs. Gifted Talent

JCPS' Accomplishments

- Increased Teachers receiving Gifted Endorsements and Training
- Expansion of REACH Summer Program
- Battery of Gifted Professional Development Offered Annually
- Increased Number of 3rd Grade Students Tested for the Universal Screener

Tested Year	3 rd Grade Totals Tested	African American	Hispanic	Other	Caucasian	3 rd Grade Enrollment	% Tested
2011-12	5049	1812	389	233	2615	7520	67%
2012-13	5391	1757	417	373	2844	7365	73%
2013-14	5838	1987	474	447	2930	7472	78%
2014-15	6954	2407	698	598	3251	7680	90%
2015-16	7304	2670	789	727	4017	7988	91%
2016-17	7345	2604	921	737	4004	7707	95%

Advance Program vs Gifted and Talented Programming

Advance Program (JCPS)	Gifted and Talented Program (Kentucky Department of Education [KDE])
<p>JCPS's Advance Program serves students who qualify for placement through the following measures:</p> <ul style="list-style-type: none"> • CogAT 21 or higher • Teacher evaluation • Academic performance (grade point average [GPA]) • Exceptional qualities • Other standardized tests <p>Students must meet the criteria and have at least 7 selection points for entrance.</p> <p>An appeals process is established for students who are slightly below these qualifications.</p>	<p>To qualify as a Gifted and Talented student in grades four through twelve according to 704 KAR, the following criteria must be met:</p> <ul style="list-style-type: none"> • General Intellectual Ability— Students must score within a ninth stanine on a full-scale comprehensive test of intellectual ability (e.g., CogAT 7, WISC, RAVEN, Woodcock Johnson, etc.) • Specific academic aptitude shall be determined by composite scores in the ninth stanine in one or more areas on an achievement test

Next Steps

- Review the weights of the Cognitive Abilities Non-Verbal Section
- Continued Expansion of Project Realizing Effort Achievement and Commitment Towards Hope “REACH” Summer Program by increasing recruitment efforts
- Replication of gifted practices in place at Javits “RAP” schools in other Title One Buildings
- Review Use of Another Assessment Opportunity (i.e. Naglieri)
 - Examine use of Naglieri at nine Project RAP Sites to weigh pros and cons of this assessment measure

Questions

