

Group 1 - [Data](#)

What themes/patterns stand out in the data?

- Science/social studies have a lower rate of identification - testing/identification has changed
- Black and Hispanic students are being underrepresented in both gifted identification and course representation
- Panorama data for gifted students mirrors the data for all students
- Students perspectives on the pace and level of challenge was different between compacted math and honors math in HS
- Parents and students have different views on how well their needs are being met in the general education setting
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What things in the data surprised group members?

- The drop-off in school climate and belonging data (district-wide)
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What questions does the group have after viewing this data?

- What is causing the underrepresentation of Black, Hispanic and Multiracial students? And what can we do about it?

What top 3 priorities seem to emerge from the data? (could be area of focus, grade level, subject/ID areas). Please note the data that supports each priority.

1. Underrepresentation of Black, Hispanic, and Multiracial students
2. Supporting social and emotional concerns
3. Better communication with stakeholders
4. Disparity between parents and students about pace and challenge

Group 2

What themes/patterns stand out in the data?

- Science and Social Studies are not being served
- Creative and Visual Arts IDs are low
- Panorama Data- very similar with those IDed and those not Identified
- Happiness decreases as students get older (Panorama Data)
- No general consensus on pace and content (Students)
- Parents' and Students' perception on rigor/pace were not the same

What things in the data surprised group members?

- Underrepresenting Black and some Hispanic
- Third-Fifth graders were not asked to self reflect, parents reported for them

What questions does the group have after viewing this data?

- How do we identify elementary students in science and social studies?
- Where do they get the demographic data from?
- Did Covid impact creative and visual arts IDs?
- Do we have even trend data for comparison from the previous school years?
- Referrals- Is there a breakdown of teacher/parent referrals- particularly in our subgroups?
- Students of color- what is their sense of belonging compared to white students on the Panorama data?
- Can we have data ahead of the meetings?
- How many students are identified in multiple

What top 3 priorities seem to emerge from the data? (could be area of focus, grade level, subject/ID areas). Please note the data that supports each priority.

- Get data broken down so we can see the disparity in students of color
- Kids are only served in one gifted ELA - expand the services
- Math IDs

Group 3

What themes/patterns stand out in the data?

Lack of identification in the elementary grades for visual and performing arts, yet higher identification for “creative thinking.”

Lower enrollment in advanced courses (black, hispanic)

Need for math service in the lower grades

Disparity in identification is great (about 2% of black students are identified as gifted)

Academics came out as a priority area for all 3 groups in the district survey.

What things in the data surprised group members?

Gifted students had similar positive outcomes on the Panorama as their peers.

Few referrals in visual and performing arts at the elementary level

What questions does the group have after viewing this data?

Gifted by Grade Level - Are grade 12 numbers accurate? The numbers appear low.

What are elementary teachers looking for to refer students for visual and performing arts identification?

What types of creative thinking are we looking for?

How is identity reflected in survey data?

How do we best support twice exceptional students?

How can we maintain a focus on the needs of high cog identified students, but perhaps with a refocus?

What top 3 or 4 priorities seem to emerge from the data? (could be area of focus, grade level, subject/ID areas). Please note the data that supports each priority.

Identification of underrepresented populations (black, hispanic, multiracial students) (district data)

Early identification of visual and performing arts (district data)

Support of twice exceptional students (district survey)

Math service at the elementary level (district survey)