Working On Gifted Issues:
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Referral, Assessment and
Data Interpretation

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2004 - 05
Florida School Readiness
Uniform Screening System Results
ESI-K: Students with Valid Scores
(N=175,806)

83%
9%
12%

Ready Now
Setting Ready
Not Ready Yet

2004 - 05
Florida School Readiness
Uniform Screening System Results
DIBELS Letter Naming Fluency:
Students with Valid Scores
(N=175,023)

Above Average
Low Risk
Moderate Risk
High Risk
2004 - 05 Florida School Readiness Uniform Screening System Results 2004 DIBELS Initial Sounds Fluency: Students with Valid Scores (N=174,913)

- 22% Above Average
- 39% Low Risk
- 20% Moderate Risk
- 19% High Risk

SRUSS data

Do these indicators correlate with identification as a gifted learner?

SRUSS data

Are there early screening tools that derive data that is indicative of accelerated learning?
SRUSS data

🌟 Who are the students who score high on the screening tools?

Florida’s Data  
2004-05
Total PK-12: 2,638,127
White students: 1,287,374 (48.8%)
Black Students: 621,763 (23.6%)
Hispanic Students: 594,417 (22.5%)
Asian/Pacific Isl: 56,066 (2.1%)
Amer. Ind./Alaskan 7,990 (0.3%)
Multi-racial 70,517 (2.7%)

Broward County
Leon County

Pasco County

Gifted Membership
ESE Membership

Percent increase ESE membership

State Membership

Percent increase PK-12 membership in public schools

Comparison of Membership Trends
Early, Accurate, and Inclusive Referrals

✧ Consider data we already have: Are there existing indicators we are overlooking?

✧ Cast a wider net with screening procedures

Early, Accurate, and Inclusive Referrals

✧ Look for indicators that go beyond verbal skills

✧ Consider all characteristics of gifted learners...not just the desirable ones!

Culturally Responsible Referral Practice

✧ Students from diverse backgrounds demonstrate aptitude strength in many different ways
Culturally Responsible Referral Practice

✧ Analyze the data you are using to make referrals. Is it culturally sensitive?

✧ Assess how a student’s behavior and social skills may be influencing your decision to refer for assessment

Culturally Responsive Assessment

✧ Consider the tools being used for assessment. Not every test is appropriate for every student (see TAPs)

✧ Know the student’s history prior to conducting assessment

Culturally Responsive Assessment

✧ Understand the outcome data (when to use part scores or SEm/SEE)

✧ Assess potential and need, as well as content mastered.
Comments about the Use of Part Scores:

- Decision to use part scores can be made *a priori* or *post hoc*

- Determine if the difference between scores is clinically significant (less than 10-15% of normative sample) as well as statistically significant

Comments about the Use of Part Scores:

- General Ability Index (GAI) with WISC-IV

- Clinical justification is *always* required in body of report

- Should not be standard practice but rather the exception to the rule.

Consider Nonverbal Test of Intelligence:

- If student is from a disadvantaged background

- When initial results are scattered or inconsistent
Consider Nonverbal Test of Intelligence:

✧ If student is suspected of having a language processing disorder
✧ If student has limited English proficiency
✧ If student has a hearing impairment.

Comments on the Use of SEm

✧ SEm is related to reliability of test
✧ The larger the SEm, the lower the reliability of the test and the less precise the score
✧ Confidence Intervals are bands within which we think a student’s score will fall

Comments on the Use of SEm

✧ SEm versus SEe (with gifted assessment, use SEe when possible)
✧ Use the SEm with discretion and only when conditions warrant such a decision.
Florida’s Goals

✧ Increase the use of prevention and early intervention strategies

✧ Decrease inappropriate referrals (and subsequent assessment) of minority students to special education

Florida’s Goals

✧ Increase appropriate referrals for gifted education.

✧ Increase the number of schools using effective literacy and behavioral interventions for students who are culturally and linguistically diverse.