

APPENDIX A

# Office for Civil Rights Checklist for Assessment of Gifted Programs

This document is designed to provide an overview of access concerns related to school districts' gifted programs. It is not intended as a standard of compliance with Title VI of the Civil Rights Act of 1964.

## Statistical Analysis

- Racial/ethnic composition of the district's student enrollment.
- Racial/ethnic composition of student population receiving gifted services.
- Determine if minority students are statistically underrepresented in gifted programs. A statistically significant underrepresentation of minority students warrants a further, school-by-school, inquiry including statistical data/analyses regarding:
  - Number (%) of students by race/ethnicity referred for evaluation for gifted eligibility.
  - Number (%) of students by race/ethnicity determined eligible for gifted services.
  - Number (%) of students by race/ethnicity withdrawing from, or otherwise discontinuing participation in, gifted programs/services.

## Notice

- Is the notice of the gifted program, with respect to both content and method of dissemination, effective?

152

- Notice simply and clearly explains the purpose of the program, referral/screening procedures, eligibility criteria, and identifies the district's contact person.
- Notice is provided annually to students, parents, and guardians, in a manner designed to reach all segments of the school community.

## Referral/Screening

- If there is a disparity in referral rates of minority students, determine if referral/screening practices and procedures are applied in a nondiscriminatory manner and if the district's practices and procedures provide equal access for all qualified students.
- Multiple alternative referral sources, e.g., teachers, parents, etc., are, in practice, accessible to and utilized by, all segments of the school community.
- Teachers and other district staff involved in the referral process have been trained and/or provided guidance regarding the characteristics of giftedness in general and special populations.
- Referral/screening criteria are applied in a nondiscriminatory manner.
- All referral/screening criteria/guidelines are directly related to the purpose of the gifted program.
- Standardized tests *and* cut off scores are appropriate (valid and reliable) for the purpose of screening students for gifted services.

## Evaluation/Placement

- Are eligibility criteria and procedures applied in a nondiscriminatory manner and do they ensure equal access for all qualified students?
- Eligibility criteria are applied in a nondiscriminatory manner.
- Eligibility criteria are consistent with the purpose and implementation of the gifted program:

OFFICE FOR CIVIL RIGHTS ASSESSMENT CHECKLIST

APPENDIX A

- Eligibility is based on multiple criteria.
  - Criteria include multiple assessment measures.
  - As appropriate, eligibility incorporates component test scores.
- Assessment instruments/measures and cut off scores are appropriate (valid and reliable) for the purpose of identifying students for gifted services
  - To the extent that subjective assessment criteria are utilized, those individuals conducting the assessments have been provided guidelines and training to ensure proper evaluations.
  - Alternative assessment instruments are utilized in appropriate circumstances.
  - If private testing is permitted as the basis for an eligibility determination, it does not have a disparate impact on minority students or, if it does, the use of such testing is legitimately related to the successful implementation of the program and no less discriminatory alternative exists which would achieve the same objective.

- Qualified students at all of the district's schools receive gifted services/programs that are comparable with respect to quality and duration.

Program Participation

- Are continued eligibility standards/criteria and procedures applied in a nondiscriminatory manner and do they ensure equal access for all qualified students?
- Continued eligibility standards/criteria are applied in a nondiscriminatory manner.
- Continued eligibility standards/criteria are consistent with the purpose and implementation of the gifted program.
- Implementation procedures and practices facilitate equal access for all students.

Program Implementation

- Are qualified minority students receiving the same quality of gifted programs and services?
- Programs and services are provided in locations that are comparably accessible to qualified students in predominantly minority schools.