



# New Jersey Department of Education

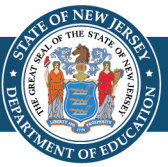


# New Jersey Department of Education Gifted and Talented Program

Office of Standards

Division of Teaching and Learning

August 2023





# Agenda

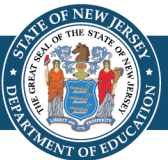


- Strengthening Gifted and Talented Education Act
- Data Collection Processes
- Statewide Gifted and Talented (G&T) Student Data

# Strengthening Gifted and Talented Education Act



- On January 13, 2020, Governor Murphy signed the Strengthening Gifted and Talented Education Act into law.
- The Act codified local educational agencies' (LEA) responsibilities in educating G&T students and the requirements for reporting data about their programs.
- The legislation went into effect at the beginning of the 2020-2021 school year.



# Requirements of the Act



LEAs are required to ensure:

- Appropriate instructional adaptations and educational services;
- Ongoing, inclusive, identification process;
- Development and documentation of curricular and instructional modifications made for G&T students;
- Utilization of resources from the National Association for Gifted Children; and
- The provision of time and resources for professional learning.





# Reporting Requirements of the Act (1 of 2)



The Act requires a Service Report be submitted every three years, including:

- Qualitative data about the district's G&T policies and procedures;
- Demographic information about G&T students;
- Professional development opportunities provided; and
- Number of teachers, educational service staff, and school who work to identify and provide service to G&T students.

# Reporting Requirements of the Act (2 of 2)



- The Act also requires data be submitted annually through the Fall data collection in NJSMART.
- The collection includes the number of students receiving gifted and talented services in each grade level kindergarten through grade 12 disaggregated by:
  - race;
  - gender;
  - special education designation; and
  - multilingual learner designation.





# Website Requirements



LEAs are required to post policies and procedures, as well as the continuum of services offered to gifted and talented students.

They must include:

- Criteria for eligibility, description of the multiple measures used in the identification process, and the timeline;
- The full continuum of services offered to G&T students; and
- The complaint and compliance policy adopted by the local board of education.

# G&T by Race and Ethnicity



Student Group	Student count	% of total student count	G&T student count	% of total G&T students
All Students	1,305,620	100%	108,174	8.3%
American Indian	2,512	0.19%	149	0.14%
Asian	136,466	10.5%	19,934	18.4%
Black	188,256	14.4%	9,387	8.7%
Hispanic	424,567	32.5%	24,883	23%
Two or More Races	38,913	3 %	3,068	2.8%
Pacific Islander	2,747	0.2 %	247	0.23%
White	512,152	39.2 %	50,506	46.7%

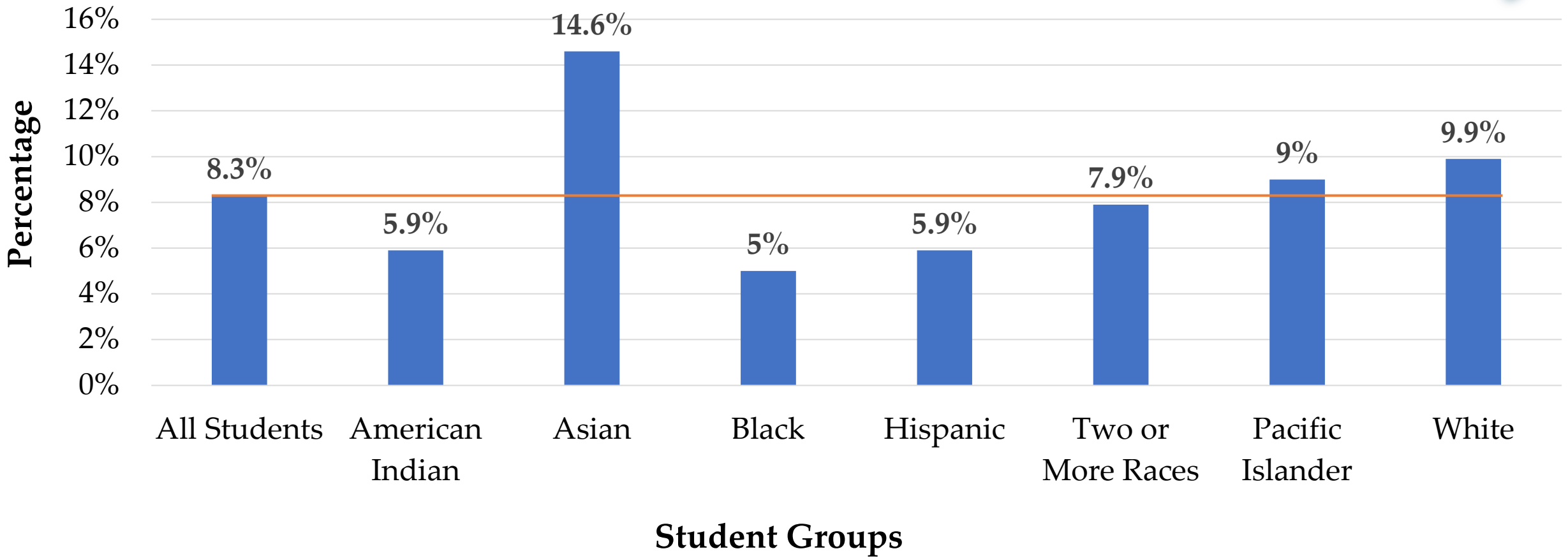




# Graph of G&T by Race and Ethnicity



Percent of students in racial and ethnic groups identified as G&T



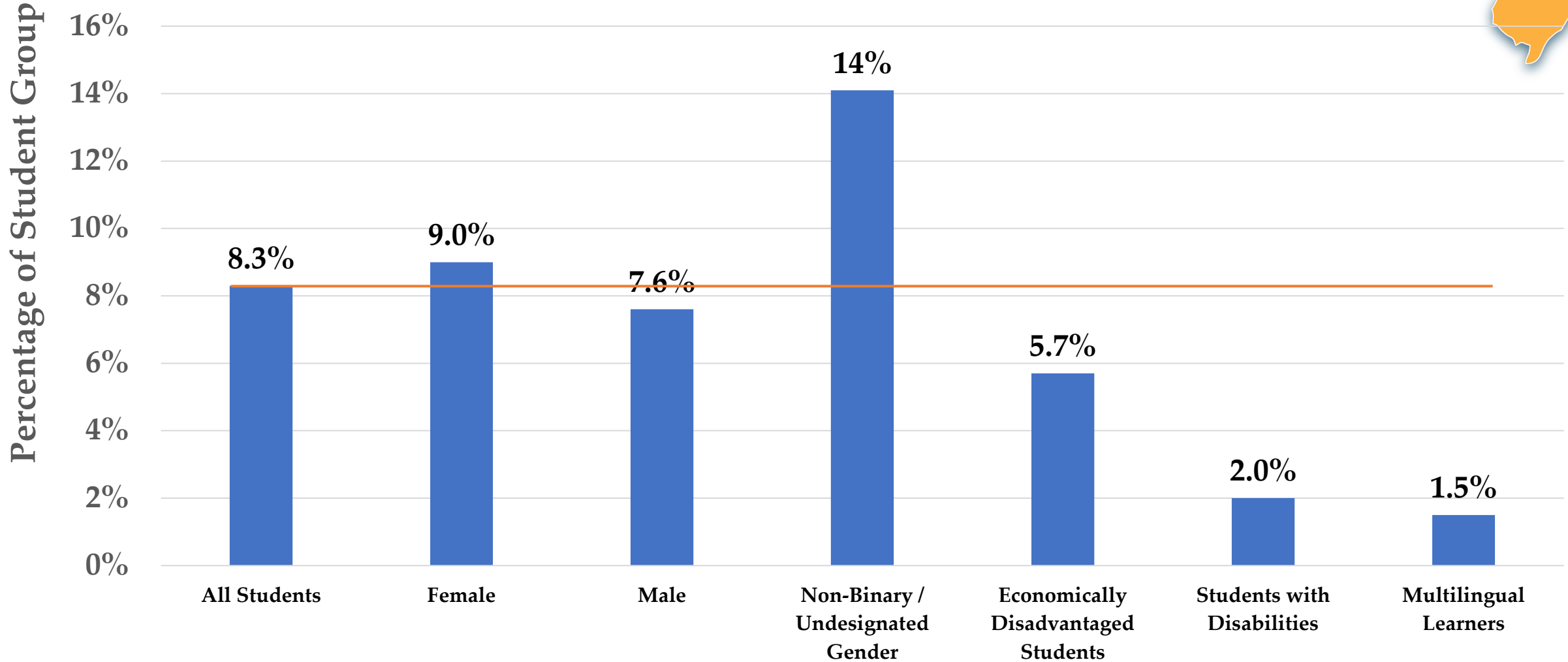
# G&T by Disaggregated Groups



Student Group	Student count	% of total student count	G&T student count	% of total G&T students
<b>All Students</b>	<b>1,305,620</b>	<b>100%</b>	<b>108,174</b>	<b>8.3%</b>
Female	633,635	48.5%	56,775	52%
Male	671,306	51.4%	51,305	47%
Non-Binary/Undesignated Gender	679	.05%	96	0.09%
Economically Disadvantaged Students	466,858	35.8%	26,807	24.7%
Students with Disabilities	217,409	16.7%	4,304	4%
Multilingual Learners	115,792	8.9%	1,789	1.7%



# G&T by Gender and Student Group



Source: Fall 2022 NJSMART Data Collection



# Next Steps



- Continue to encourage LEAs to remove barriers to G & T programs, enrichment opportunities and advanced coursework.
- Continue to co-design resources with key stakeholders and partners.
- Update and disseminate guidance and resources that focus on highlighting promising practices for increasing representation across student groups.
- Redesign data collection measures for ease of reporting and quicker interpretation of the findings.

# Thank You!



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