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- Data indicate an improvement area for gifted students is **divergent** (*different*) from the needs of the district
- **Complete 4 requirements within the District UIP or UIP GT Addendum** pertaining to gifted students

1. Review progress on previous UIP targets;
2. Analyze and report current gifted trend data to identify a common performance challenge of gifted students;
3. Define a major improvement strategy that includes an action plan and a timeline for steps that will have a positive impact on gifted student performance; and
4. Develop a gifted education target and describe how progress will be monitored.

Analysis of data indicate an improvement area for gifted student is divergent (different) from the needs of the district or member districts. In this case, the district will be directed to complete each of the **four required sections** to specifically address gifted students.

Examples of Divergent Data: *Data analysis provides a rationale for developing a convergent or divergent plan for gifted students.*

- The percentage of middle school gifted students identified in math exceeding expectations on CMAS math continues to decline.
- The growth percentile for identified gifted male students in reading and writing remains flat as measured by CMAS ELA and district level assessments.
- 58% of gifted FRL students in 10th grade score below benchmark on PSAT.
- 64% of minority students identified in math score below the 95th percentile on the district's local norm-referenced math assessment.