

# Handout A

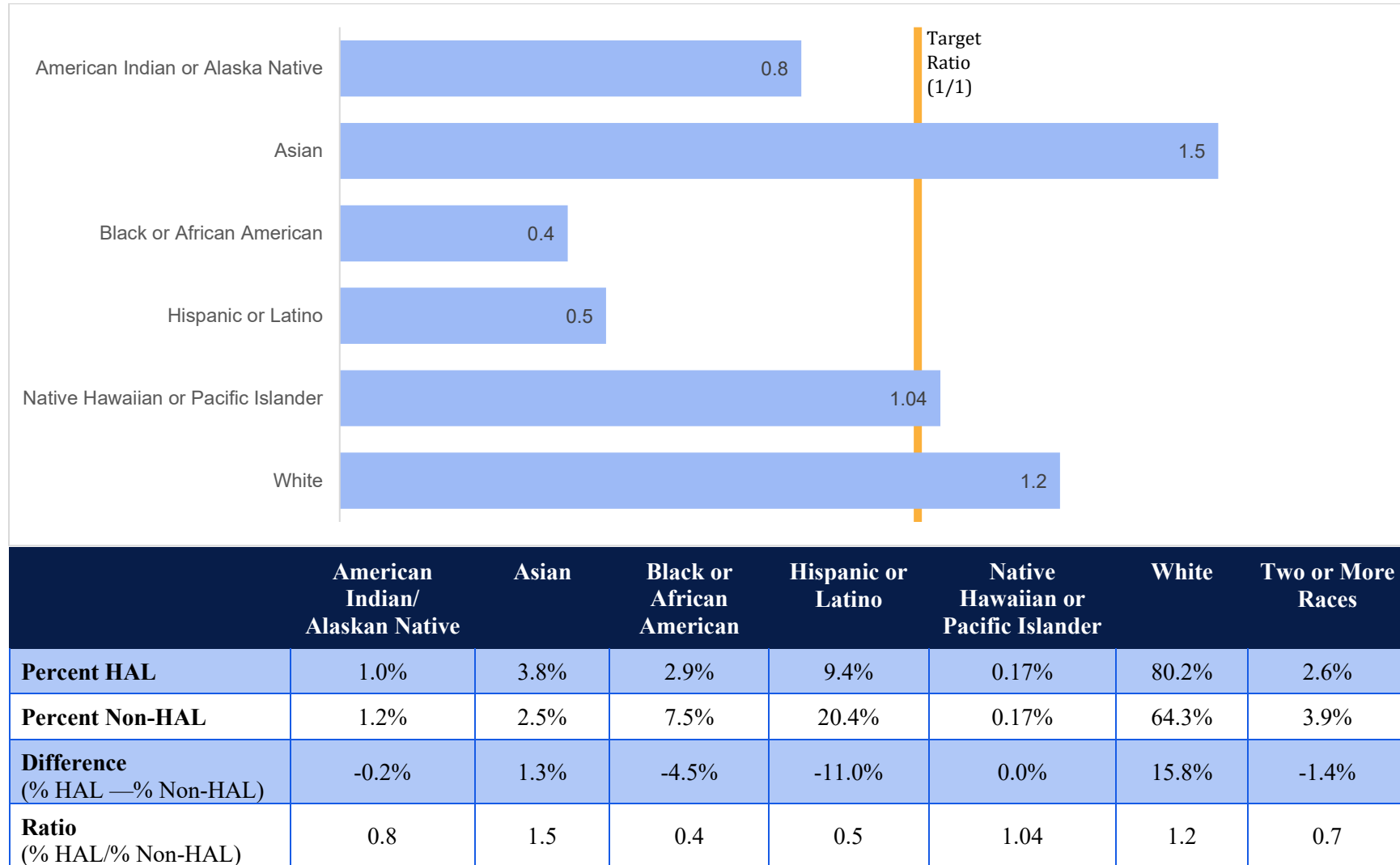
## Equity in High Ability Learner Identification in Nebraska

REL Central at Marzano Research reviewed Nebraska Department of Education data from grades 3, 4, 5, 6, 7, 8, and 11 during the 2018/19 school year to describe the demographics of Nebraska students who are identified as a High Ability Learner (HAL). Each district in Nebraska identifies High Ability Learners using a district-developed identification system that includes the use of multiple assessment measures and multiple criteria (Nebraska Revised Statute [79-1108](#); [Title 92 Nebraska Administrative Code, Rule 3](#)). To understand the equity in HAL identification, we present data on HAL students and students who are not identified as HAL (non-HAL) by race and the following student groups: free/reduced lunch, highly mobile, special education, migrant, and English learner. The calculations used are presented in Table 1. A ratio of one means that the percent of students in a student group who are identified as HAL is the same as the percent of students in that group who are not identified as HAL. A ratio higher than one means that the percent of students in a student group who are identified as HAL is higher than the percent of students in that group who are not identified as HAL. A ratio that is less than one means that the percentage of students in a student group who are identified as HAL is lower than the percentage of students who are not identified as HAL.

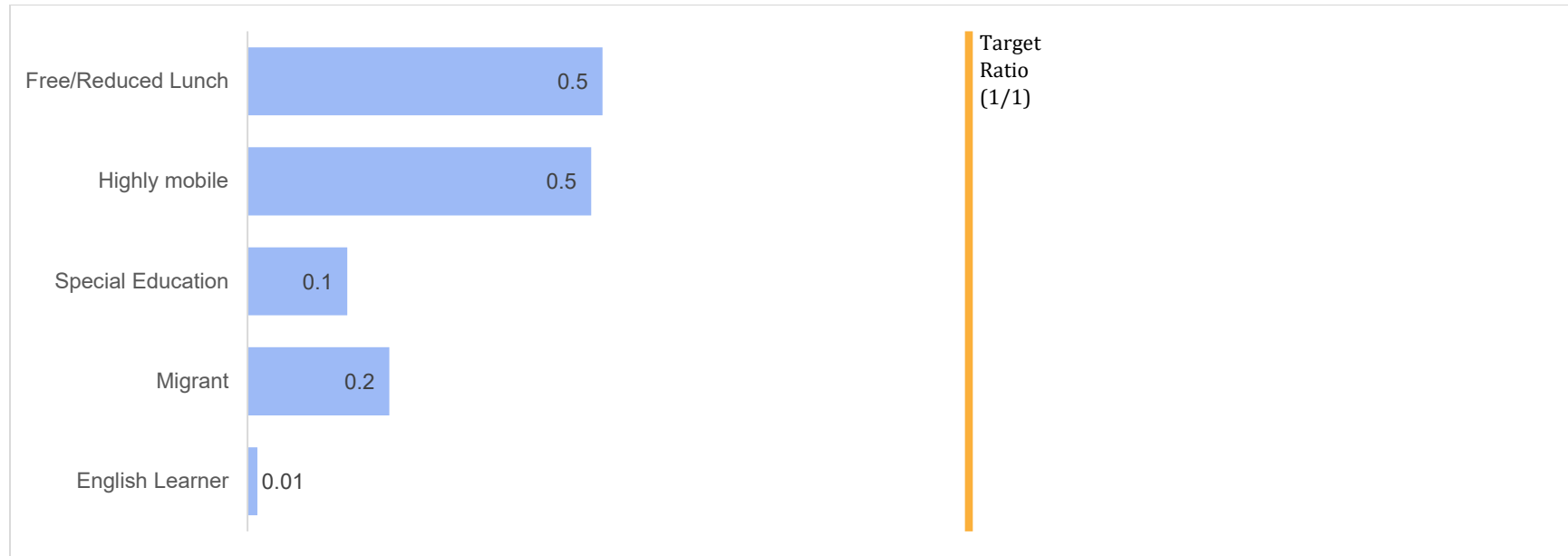
**Table 1. Calculations for Equity Variables**

Variable	Calculation
Percentage of HAL students in each group	Number of HAL students in a group divided by the total number of HAL students
Percentage of non-HAL students in each group	Number of non-HAL students in a group divided by the total number of non-HAL students
Difference between the percentage of HAL and non-HAL students in each group	Percentage of non-HAL students in a group—percentage of HAL students in a group
Ratio of HAL students to non-HAL students in each group	Percentage of HAL students in a group divided by the percentage of non-HAL students in a group

**Figure 1. Ratio of Students in Nebraska Identified as High Ability Learners (HAL) to Nonidentified Students by Race (2018/19; grades 3, 4, 5, 6, 7, 8, 11)**



**Figure 2. Ratio of Students in Nebraska Identified as High Ability Learners (HAL) to Nonidentified Students by Student Group (2018/19; grades 3, 4, 5, 6, 7, 8, 11)**



	Free/Reduced Lunch	Highly mobile	Special Education	Migrant	English Learner
<b>Percent HAL</b>	23.9%	1.9%	2.3%	0.2%	0.1%
<b>Percent Non-HAL</b>	48.5%	3.9%	16.3%	0.9%	4.2%
<b>Difference</b> (% HAL—% Non-HAL)	-24.6%	-2.1%	-14.0%	-0.7%	-4.2%
<b>Ratio</b> (% HAL/% Non-HAL)	0.5	0.5	0.1	0.2	0.01

**Table 1. Number of Students in Nebraska Identified as High Ability Learners (HAL) and Number Nonidentified (Non-HAL) (grades 3, 4, 5, 6, 7, 8, 11; 2018/19)**

	Number HAL	Number Non-HAL
<b>Total Students</b>	19,061	13,9634
<b>American Indian/Alaskan Native</b>	166	1,704
<b>Asian</b>	758	3,584
<b>Black or African American</b>	570	9,856
<b>Hispanic or Latino</b>	1,778	28,584
<b>Native Hawaiian or Pacific Islander</b>	23	200
<b>White</b>	15,206	89,958
<b>Two or More Races</b>	560	5,748
<b>Free/Reduced Lunch</b>	4,553	67,891
<b>Highly Mobile</b>	117	2,507
<b>Special Education</b>	632	22,514
<b>Migrant</b>	21	1,354
<b>English Learner</b>	30	8,792

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