



# 1

- Data indicate an improvement area for gifted students is **convergent** (*same*) as the needs of the district UIP
- Gifted students are ***embedded within the District UIP*** or complete the **UIP GT Addendum** pertaining to gifted students.

Analysis of data indicate an improvement area for gifted students is convergent (same) as the needs of the district or member districts. In this case, the district includes gifted students in the applicable performance challenge and target, **specifically naming "gifted students"** in the statement. Explicit improvement strategies aligned to gifted students are included at either the Major Improvement Strategy level or within the district's Action Steps. In a BOCES, a convergent challenge of member districts supports the process of the AU developing a common plan.

**Example Statement:** *The performance challenge and target must explicitly name "gifted students" within the statement.*

*"Across the district and all groups of students (including gifted, English Learners and FRL eligible students) in literacy achievement has been at least 15 points below state average and growth has been low and flat for the last 3 years."*

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

- Across the district and all groups of students (including gifted, English Learners, and FRL eligible students) in literacy, achievement has been at least 15 points below the state average and growth has been flat for the last 3 years.
- Based on a three-year trend, all students, including gifted students identified in math, continue to decline in growth as measured by the CMAS math and MAPS assessment growth percentile scores.
- 9th grade student performance as measured by the PSAT total scaled score for all subgroups, including gifted students, is below the state average and benchmark scores reflect students are not on track for being ready for college.