# What Really Happens in Gifted Education: A Portrait of Three States


## Abstract:

The purpose of this study was to provide a snapshot of gifted education within three states. We examined district and school reports of policies and program practices including service delivery model choices, reassessment decisions, the existence of special activities for traditionally underserved students, and curriculum choices. The data presented in this report reflect the policies and practices for approximately 326 districts and 3,880 schools. Through our examination, one theme in particular emerged: there tends to be a lack of alignment between district selection criteria and various components of gifted services. In this presentation, we will explore this misalignment, discuss recommendations for schools and districts, as well as further examine the alignment between state, district, and school policies and practices.


## Purpose

The purpose of this study was to provide a snapshot of gifted education within three states. We examined district and school reports of policies and program practices including service delivery model choices, reassessment decisions, the existence of special activities for traditionally underserved student, and curriculum choices. Through this examination, one theme in particular emerged: district selection criteria does not align with various components of gifted services. We explore this disconnect further in the current study. Additionally, in the full presentation, we will examine the correspondence between state, district, and school policies and practices.

## Perspectives

Peters, Matthews, McCoach, and McBee (2014) in their book on designing and implementing advanced academic programs point out that traditional models for gifted education tend to start with the identification of gifted students. However, when school and district administrators focus their efforts on first designing the gifted program, the identification and selection process, including the selection of assessments, are better aligned with programming decisions and can better predict student success. In the current study, we examine the extent of this alignment with survey data collected from three states.

Having updated information on school and district practice is useful for informing policies, practices, and future scholarship. The most recent data on programs attempting to develop the gifts and talents of promising students are provided by the *2014-2015 State of the States in Gifted Education* report (NAGC & CSDPG, 2013), which included data from 40 states, DC, and Guam. While this data provides insight into these programs, the biennial survey is only administered to state-level coordinators. The particulars of gifted programming are dictated by both state and local education agencies and therefore examining district and school practices are essential for understanding the condition of education for gifted children. Additionally, with the growing economic, linguistic, and racial diversity in public schools, it is important to know how schools and districts are serving the diverse array of learners.

## Methods

Between April 2015 and February 2017, we administered surveys to districts and schools in three states mandated to identify and serve gifted students. The district and school surveys were designed to extract current information about effective identification and programming practices in three states. With these surveys, we sought to determine whether key components distinguish districts and schools in which gifted students achieved higher reading or math growth, both across the general population of gifted students and specifically with students from traditionally underserved groups. The *District Level Survey* was sent to all district administrators

with responsibility for gifted education, and the *School Level Survey* was administered to every public school containing a fifth-grade class. These surveys included questions about policies, procedures, and assessments used to identify students for gifted services, as well as a range of programming details.

## Data sources

The data presented in this report reflect the policies and practices for approximately 326 districts and 3,880 schools. The district and school survey contain questions for district administrators and school-level coordinators about current gifted programming practices. Questions on these surveys were aligned with a research-based framework and were developed using an iterative process. The survey questions were presented to a panel consisting of experts in the areas of research design, early childhood education, language arts, gifted education, English language learners, and other traditionally underrepresented populations.

Overall, 304 districts across the three states completed the district survey and 2,293 schools across the three states completed school surveys. Response rates for the district survey ranged from 82.8% to 88.7%. Response rates for the school survey ranged from 48.6% to 73.5%.

## Results

Regarding identification-related decisions, the majority of responding districts identify students as gifted in Reading only (69%) and Math only (66.3%). Classification patterns differed by state, though. State 3 focuses on Global identification/classification while State 1 eschews global identification/classification in favor of Reading and Math designations, and State 2 is somewhere in between. Regarding evidence use, over 90% of districts in all three states reported utilizing cognitive ability tests, teacher nominations, and achievement test scores as evidence in the identification process. Additionally, as it relates to the decision-making process, a large proportion of districts from across all three states report using a cut-score to make decisions regarding selecting and placing students in the gifted programs. This was especially the case in State 3. Districts in States 1 and 2 also reported utilizing a selection committee.

Regarding programming, the majority of responding districts in all three states do not use a district-wide reading or math curriculum that is specifically designed for gifted students. In fact, almost no districts in any the sample states provide Math curriculum for gifted students. Additionally, the majority of responding schools across the three states do not offer a separate gifted education curriculum for reading/ELA or math. For schools that *do* offer separate curriculum for gifted students, the majority of responding schools use a curriculum that focuses on process skills. A large proportion of schools also focused on providing more depth. Schools were also slightly more likely to report using above grade-level content and faster pace to describe their math curriculum, when compared to their description of the reading curriculum.

Further, when asked how regular education math and reading standards are adjusted for gifted students, the majority of schools across the three states reported that grade level standards are extended or expanded for gifted students (versus using the same regular education standards or above grade level standards for gifted students). Most schools also report that gifted students spend 5 hours or more in the regular education ELA and math classrooms.

Moreover, when asked about the amount of autonomy given to teachers in choosing content to deliver to gifted students, over 50% of districts and schools report that teachers are given ‘a lot’ or ‘complete autonomy in choosing the content taught to the gifted students in the elementary schools. In fact, just under 70% of districts in State 1 report that teachers have ‘a lot’ or ‘complete’ autonomy (the percentages in other states were lower with 55.2% in State 2 and 52% in State 3).

In terms of service delivery models, the majority of schools in each of the three states report using pull-out class for gifted instruction, although this model appeared to be more popular in State 1 with over 80% of schools endorsing this class type. When asked about subject match between the pull-out program and the class from which students are pulled, less than 50% of schools reported that there was a match. Between 44% and 45% of schools report that subjects sometimes match. Of the schools that reported offering pull-out classes to students, the majority of responding schools in States 1 and 2 report that the typical 5th grade gifted student receives 1 to 2 hours of pull-out instruction per week. The majority of schools in State 3 report that students receive 5 hours or more per week.

Additionally, a large percentage of responding schools in States 1 and 2 report that gifted students participate in cluster grouping. However, only 36% of State 1 schools report that tiered instructional activities are 'frequently' or 'always' used in cluster groups. Schools in State 2 were more likely to report that teachers 'frequently' or 'always' use tiered instructional activities.

Regarding reassessment decisions, the majority of responding districts across the three states reassessed students who were not identified for the gifted program at regular intervals (States 1 and 2) or as needed (State 3). The majority of responding districts in all three states do not reassess students who have been identified for the gifted program. In other words, across all three states, once students are identified as gifted, they remain gifted during the remainder of their time in the school district.

Finally, the majority of responding districts across the three states do not offer special activities for potentially gifted elementary school students from underrepresented populations. Although more districts in State 1 appear to offer activities than districts in other states. Of the districts that offer special activities for students from underrepresented populations, most of them (across the three states) report utilizing teacher nominations as a means of determining access to these activities. Additionally, districts in State 2 and 3 used standardized tests. Most districts in all three states reported not utilizing a specific curriculum to guide these special activities.

## Significance

Overall, these results suggest that gifted identification and selection across the three states focus on academics (such as reading, math) and/or cognitive ability. However, program practices do not seem to align with this focus. Schools overwhelmingly report using pull-out programs for gifted students, but schools and districts generally do not use a curriculum to guide gifted program activities. Even for those schools that offer a separate curriculum for gifted students, the focus of that curriculum tends to be on process skills (versus above grade level content, for example). Schools report that students identified as gifted in ELA or math tend to spend over 5 hours or more in the regular education ELA or math classroom, respectively and most schools use expanded grade level standards in these classes. Further, most schools and districts report that teachers have 'a lot' or 'complete' autonomy in selecting content for gifted students. Even though these findings might be troubling for some, being aware of what is happening in schools is the first step to improving the condition of education for gifted students. In the full presentation, we will discuss recommendations for schools and districts and further examine the alignment between state, district, and school policies and practices.

## References

Matthews, M., Peters, S., McCoach, D. B., & McBee, M. (2013). *Beyond gifted education: Designing and implementing advanced academic programs*. Austin, TX: Prufrock Press.

National Association for Gifted Children and the Council of State Directors of Programs for the Gifted (2015). *State of the States in Gifted Education Report*. Retrieved from http://www.nagc.org/sites/default/files/key%20reports/2014-2015%20State%20of%20the%20States%20%28final%29.pdf

## Tables

**Which of the following statements describes the way in which elementary students are classified as gifted once they have been identified?**

Students Classified as Globally Gifted

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 89 | 93 | 2 | 184 |
| | Percentage | 87.3 | 64.1 | 3.9 | 61.5 |
| Yes | Frequency | 13 | 52 | 50 | 116 |
| | Percentage | 12.8 | 35.9 | 96.2 | 38.5 |
| Total | Frequency | 102 | 145 | 52 | 299 |
| | Percentage | 100 | 100 | 100 | 100 |

Students Classified as Gifted in Reading/ELA

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 10 | 33 | 49 | 92 |
| | Percentage | 9.7 | 22.8 | 100.0 | 31.0 |
| Yes | Frequency | 93 | 112 | 0 | 205 |
| | Percentage | 90.3 | 77.2 | 0.0 | 69.0 |
| Total | Frequency | 103 | 145 | 49 | 297 |
| | Percentage | 100 | 100 | 100 | 100 |

Students Classified as Gifted in Math

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 15 | 36 | 49 | 100 |
| | Percentage | 14.56 | 24.83 | 100 | 33.67 |
| Yes | Frequency | 88 | 109 | 0 | 197 |
| | Percentage | 85.4 | 75.2 | 0.0 | 66.3 |
| Total | Frequency | 103 | 145 | 49 | 297 |
| | Percentage | 100 | 100 | 100 | 100 |

**At what grade level are students most commonly first identified as gifted?**

Grade level of Identification

| Grade | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| K | Frequency | 0 | 2 | 1 | 3 |
| | Percentage | 0.0 | 1.4 | 2.0 | 1.0 |
| 1st | Frequency | 0 | 0 | 10 | 10 |
| | Percentage | 0.0 | 0.0 | 19.6 | 3.3 |
| 2nd | Frequency | 5 | 50 | 32 | 87 |
| | Percentage | 4.9 | 34.5 | 62.8 | 29.1 |
| 3rd | Frequency | 68 | 75 | 8 | 151 |
| | Percentage | 66.0 | 51.7 | 15.7 | 50.5 |
| 4th | Frequency | 30 | 8 | 0 | 38 |
| | Percentage | 29.1 | 5.5 | 0.0 | 12.7 |
| 5th | Frequency | 0 | 5 | 0 | 5 |
| | Percentage | 0.0 | 3.5 | 0.0 | 1.7 |
| None of the above | Frequency | 0 | 5 | 0 | 5 |
| | Percentage | 0.0 | 3.5 | 0.0 | 1.7 |
| Total | Frequency | 103 | 145 | 51 | 299 |
| | Percentage | 100 | 100 | 100 | 100 |

**Does your district use a test as a universal screening procedure (i.e., administer one test to all students at a given grade level to screen for giftedness)?**

Universal Screening Use

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 18 | 8 | 39 | 65 |
| | Percentage | 17.7 | 5.5 | 75.0 | 21.7 |
| Yes | Frequency | 84 | 137 | 13 | 234 |
| | Percentage | 82.4 | 94.5 | 25.0 | 78.3 |
| Total | Frequency | 102 | 145 | 52 | 299 |
| | Percentage | 100 | 100 | 100 | 100 |

**At what grade level(s) do you administer the universal screener to all students to screen for potential giftedness?**

Grade in which Universal Screener Administered

| | | State 1 N=85 | State 2 N=138 | State 3 N=13 |
|---|---|---|---|---|
| Grade K | Frequency | 0 | 2 | 5 |
| | Percentage | 0 | 1.5 | 41.7 |
| Grade 1 | Frequency | 0 | 15 | 5 |
| | Percentage | 0 | 10.9 | 38.5 |
| Grade 2 | Frequency | 8 | 103 | 9 |
| | Percentage | 9.4 | 74.6 | 75.0 |
| Grade 3 | Frequency | 71 | 24 | 4 |
| | Percentage | 82.6 | 17.4 | 33.3 |
| Grade 4 | Frequency | 14 | 5 | 4 |
| | Percentage | 16.5 | 3.6 | 33.3 |
| Grade 5 | Frequency | 12 | 13 | 3 |
| | Percentage | 14.1 | 9.4 | 25.0 |

**What type of assessment do you use as a universal screener?**

Type of Assessment used as Universal Screener

| | | State 1 N=85 | State 2 N=138 | State 3 N=12 | Total |
|---|---|---|---|---|---|
| Group Test of Cognitive Ability | Frequency | 14 | 59 | 4 | 77 |
| | Percentage | 16.5 | 42.8 | 36.4 | 32.9 |
| Non-verbal Test of Cognitive Ability | Frequency | 14 | 14 | 3 | 31 |
| | Percentage | 16.5 | 10.1 | 27.3 | 13.3 |
| Teacher Rating Scale | Frequency | 78 | 101 | 1 | 180 |
| | Percentage | 90.7 | 73.2 | 9.1 | 76.6 |
| Standardized Achievement Test | Frequency | 23 | 25 | 4 | 52 |
| | Percentage | 27.1 | 18.1 | 30.8 | 22.0 |

**Which of the following pieces of evidence does your district use as part of the identification process?**

Parent Nomination

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 22 | 17 | 6 | 45 |
| | Percentage | 21.4 | 11.7 | 11.5 | 15.0 |
| Yes | Frequency | 81 | 128 | 46 | 255 |
| | Percentage | 78.6 | 88.3 | 88.5 | 85.0 |
| Total | Frequency | 103 | 145 | 52 | 300 |
| | Percentage | 100 | 100 | 100 | 100 |

Teacher Nomination

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 9 | 7 | 2 | 18 |
| | Percentage | 8.7 | 4.8 | 3.9 | 6.0 |
| Yes | Frequency | 94 | 138 | 50 | 282 |
| | Percentage | 91.3 | 95.2 | 96.2 | 94.0 |
| Total | Frequency | 103 | 145 | 52 | 300 |
| | Percentage | 100 | 100 | 100 | 100 |

Teacher Rating Scale

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 24 | 37 | 4 | 65 |
| | Percentage | 23.3 | 25.5 | 7.7 | 21.7 |
| Yes | Frequency | 79 | 108 | 48 | 235 |
| | Percentage | 76.7 | 74.5 | 92.3 | 78.3 |
| Total | Frequency | 103 | 145 | 52 | 300 |
| | Percentage | 100 | 100 | 100 | 100 |

Student Work Samples

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 38 | 31 | 34 | 103 |
| | Percentage | 36.9 | 21.4 | 68.0 | 34.6 |
| Yes | Frequency | 65 | 114 | 16 | 195 |
| | Percentage | 63.1 | 78.6 | 32.0 | 65.4 |
| Total | Frequency | 103 | 145 | 50 | 298 |
| | Percentage | 100 | 100 | 100 | 100 |

Cognitive Ability Test

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 5 | 8 | 5 | 18 |
| | Percentage | 4.9 | 5.5 | 9.6 | 6.0 |
| Yes | Frequency | 98 | 137 | 47 | 282 |
| | Percentage | 95.2 | 94.5 | 90.4 | 94.0 |
| Total | Frequency | 103 | 145 | 52 | 300 |
| | Percentage | 100 | 100 | 100 | 100 |

Achievement Test

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 4 | 6 | 17 | 27 |
| | Percentage | 3.9 | 4.1 | 32.7 | 9.0 |
| Yes | Frequency | 99 | 139 | 35 | 273 |
| | Percentage | 96.1 | 95.9 | 67.3 | 91.0 |
| Total | Frequency | 103 | 145 | 52 | 300 |
| | Percentage | 100 | 100 | 100 | 100 |

Observation Tools

Dynamic Assessment

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 51 | 41 | 29 | 121 |
| | Percentage | 49.5 | 28.3 | 59.2 | 40.7 |
| Yes | Frequency | 52 | 104 | 20 | 176 |
| | Percentage | 50.5 | 71.7 | 40.8 | 59.3 |
| Total | Frequency | 103 | 145 | 49 | 297 |
| | Percentage | 100 | 100 | 100 | 100 |

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 100 | 133 | 49 | 282 |
| | Percentage | 98.0 | 91.7 | 100.0 | 95.3 |
| Yes | Frequency | 2 | 12 | 0 | 14 |
| | Percentage | 2.0 | 8.3 | 0.0 | 4.7 |
| Total | Frequency | 102 | 145 | 49 | 296 |
| | Percentage | 100 | 100 | 100 | 100 |

Performance-Based Assessment

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 70 | 57 | 34 | 161 |
| | Percentage | 68.6 | 39.3 | 69.4 | 54.4 |
| Yes | Frequency | 32 | 88 | 15 | 135 |
| | Percentage | 31.4 | 60.7 | 30.6 | 45.6 |
| Total | Frequency | 102 | 145 | 49 | 296 |
| | Percentage | 100 | 100 | 100 | 100 |

Non-Verbal Assessment

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 55 | 46 | 29 | 130 |
| | Percentage | 53.9 | 31.7 | 58.0 | 43.8 |
| Yes | Frequency | 47 | 99 | 21 | 167 |
| | Percentage | 46.1 | 68.3 | 42.0 | 56.2 |
| Total | Frequency | 102 | 145 | 50 | 297 |
| | Percentage | 100 | 100 | 100 | 100 |

Creativity Test

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 97 | 81 | 44 | 222 |
| | Percentage | 95.1 | 55.9 | 86.3 | 74.5 |
| Yes | Frequency | 5 | 64 | 7 | 76 |
| | Percentage | 4.9 | 44.1 | 13.7 | 25.5 |
| Total | Frequency | 102 | 145 | 51 | 298 |
| | Percentage | 100 | 100 | 100 | 100 |

Self-Nomination

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 73 | 82 | 35 | 190 |
| | Percentage | 70.9 | 56.6 | 70.0 | 63.8 |
| Yes | Frequency | 30 | 63 | 15 | 108 |
| | Percentage | 29.1 | 43.5 | 30.0 | 36.2 |
| Total | Frequency | 103 | 145 | 50 | 298 |
| | Percentage | 100 | 100 | 100 | 100 |

**Does your district assess English language learners in their native language when identifying students as gifted?**

ELL Students Assessed in Native Language

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| Yes, always | Frequency | 4 | 27 | 11 | 42 |
| | Percentage | 3.9 | 18.8 | 21.2 | 14.1 |
| Yes, for common languages | Frequency | 14 | 28 | 23 | 65 |
| | Percentage | 13.7 | 19.4 | 44.2 | 21.8 |
| Only if requested | Frequency | 36 | 45 | 8 | 89 |
| | Percentage | 35.3 | 31.3 | 15.4 | 29.9 |
| No | Frequency | 48 | 44 | 10 | 102 |
| | Percentage | 47.1 | 30.6 | 19.2 | 34.2 |
| Total | Frequency | 102 | 144 | 52 | 298 |
| | Percentage | 100 | 100 | 100 | 100 |

**Does your district modify the identification process when evaluating students from underserved populations?**

District Modifies Identification Process When Evaluating Students from Underserved Populations

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 76 | 110 | 19 | 205 |
| | Percentage | 74.5 | 76.4 | 36.5 | 68.8 |
| Yes | Frequency | 26 | 34 | 33 | 93 |
| | Percentage | 25.5 | 23.6 | 63.5 | 31.2 |
| Total | Frequency | 102 | 144 | 52 | 298 |
| | Percentage | 100 | 100 | 100 | 100 |

**In what ways do you modify the evaluation process for students from underserved populations?**

How Districts Modify the Identification Process for Underserved Populations

| | | State 1 N=27 | State 2 N= 34 | State 3 N=33 | Total |
|---|---|---|---|---|---|
| Evaluate ELL in Native Language | Frequency | 7 | 11 | 18 | 36 |
| | Percentage | 25.9 | 32.4 | 54.6 | 38.3 |

| | | | | | |
|---|---|---|---|---|---|
| Non-Verbal Assessment | Frequency | 17 | 29 | 24 | 70 |
| | Percentage | 63.0 | 85.3 | 72.7 | 74.5 |
| Flexible about Test Scores | Frequency | 16 | 10 | 29 | 55 |
| | Percentage | 59.3 | 29.4 | 87.9 | 58.5 |
| Talent Pool Approach | Frequency | 8 | 27 | 5 | 40 |
| | Percentage | 29.6 | 79.4 | 15.6 | 43.0 |
| Extra Consideration | Frequency | 12 | 13 | 9 | 34 |
| | Percentage | 44.4 | 38.2 | 28.1 | 36.6 |
| Different Weighting | Frequency | 2 | 4 | 19 | 25 |
| | Percentage | 7.4 | 11.8 | 59.4 | 26.9 |

**Which statements describe your district's decision-making process regarding selecting and placing students in the gifted program?**

District Decision Making Process Regarding Selecting and Placing Students in the Gifted Program

| | | State 1 N=104 | State 2 N=145 | State 3 N=52 |
|---|---|---|---|---|
| Selection Committee or Student Study Team | No | 36.9% | 25.7% | 66.7% |
| | Yes | 63.1% | 74.3% | 33.3% |
| Matrix | No | 50.0% | 76.4% | 64.0% |
| | Yes | 50.0% | 23.6% | 36.0% |
| Cutscore | No | 42.2% | 45.1% | 13.5% |
| | Yes | 57.8% | 54.9% | 86.5% |
| Modify Traditional Criteria for Underrepresented Students | No | 84.3% | 89.6% | 46.2% |
| | Yes | 15.7% | 10.4% | 53.9% |

## Curriculum

**Is there a district-wide mathematics curriculum that is specifically designed for gifted students?**

District-Wide Mathematics Curriculum Specifically for Gifted Students?

| | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| No | Frequency | 94 | 133 | 50 | 277 |
| | Percentage | 91.3% | 92.4% | 96.2% | 92.6% |
| Yes | Frequency | 9 | 11 | 2 | 22 |
| | Percentage | 8.7% | 7.6% | 3.9% | 7.4% |
| Total | Frequency | 103 | 144 | 52 | 299 |
| | Percentage | 100 | 100 | 100 | 100 |

**Do all elementary schools in your district use this mathematics curriculum with their gifted students?**

Do All Elementary School Use the Mathematics Curriculum?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 1 | 5 | 0 | 6 |
| | Percentage | 11.11 | 45.45 | 0 | 27.27 |
| Yes | Frequency | 8 | 6 | 2 | 16 |
| | Percentage | 88.89 | 54.55 | 100 | 72.73 |
| Total | Frequency | 9 | 11 | 2 | 22 |
| | Percentage | 100 | 100 | 100 | 100 |

**Is there a district-wide reading/English language arts curriculum that is specifically designed for gifted students?**

District-Wide Reading/ELA Curriculum Specifically for Gifted Students?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 90 | 127 | 50 | 267 |
| | Percentage | 87.4 | 87.6 | 96.2 | 89 |
| Yes | Frequency | 13 | 18 | 2 | 33 |
| | Percentage | 12.6 | 12.4 | 3.9 | 11 |
| Total | Frequency | 103 | 145 | 52 | 300 |
| | Percentage | 100 | 100 | 100 | 100 |

**Do all elementary schools in your district use this reading/English language arts curriculum with their gifted students?**

Do All Elementary School Use the Reading/ELA Curriculum?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 2 | 9 | 0 | 11 |
| | Percentage | 15.4 | 50.0 | 0.0 | 33.3 |
| Yes | Frequency | 11 | 9 | 2 | 22 |
| | Percentage | 84.6 | 50.0 | 100.0 | 66.7 |
| Total | Frequency | 13 | 18 | 2 | 33 |
| | Percentage | 100 | 100 | 100 | 100 |

**Indicate the ways in which the regular education reading/English language arts standards are adapted for gifted students.**

ELA Standards: Same Standards

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| no | Frequency | 595 | 274 | 518 | 1,387 |
| | Percentage | 67.9 | 70.1 | 71.7 | 69.7 |
| yes | Frequency | 281 | 117 | 205 | 603 |
| | Percentage | 32.1 | 29.9 | 28.4 | 30.3 |
| Total | Frequency | 876 | 391 | 723 | 1,990 |
| | Percentage | 100 | 100 | 100 | 100 |

ELA Standards: Extended Learning Activities

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| no | Frequency | 394 | 157 | 362 | 913 |
| | Percentage | 44.8 | 40.0 | 50.0 | 45.7 |
| yes | Frequency | 485 | 236 | 362 | 1,083 |
| | Percentage | 55.2 | 60.1 | 50.0 | 54.3 |
| Total | Frequency | 879 | 393 | 724 | 1,996 |
| | Percentage | 100 | 100 | 100 | 100 |

ELA Standards: Expanded Standards

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| no | Frequency | 154 | 81 | 161 | 396 |
| | Percentage | 17.5 | 20.6 | 22.2 | 19.8 |
| yes | Frequency | 725 | 312 | 563 | 1,600 |
| | Percentage | 82.5 | 79.4 | 77.8 | 80.2 |
| Total | Frequency | 879 | 393 | 724 | 1,996 |
| | Percentage | 100 | 100 | 100 | 100 |

ELA Standards: Above Grade Level Standards

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| no | Frequency | 499 | 179 | 506 | 1,184 |
| | Percentage | 56.8 | 45.6 | 69.9 | 59.3 |
| yes | Frequency | 380 | 214 | 218 | 812 |
| | Percentage | 43.2 | 54.5 | 30.1 | 40.7 |
| Total | Frequency | 879 | 393 | 724 | 1,996 |
| | Percentage | 100 | 100 | 100 | 100 |

**Indicate the ways in which the regular education mathematics standards are adapted for gifted students.**

Math Standards: Same Standards

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 605 | 274 | 521 | 1,400 |
| | Percentage | 69.1 | 70.1 | 72.1 | 70.4 |
| Yes | Frequency | 271 | 117 | 202 | 590 |
| | Percentage | 30.9 | 29.9 | 27.9 | 29.7 |
| Total | Frequency | 876 | 391 | 723 | 1,990 |
| | Percentage | 100 | 100 | 100 | 100 |

Math Standards: Extended Learning Activities

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 384 | 168 | 359 | 911 |
| | Percentage | 43.8 | 43.0 | 49.7 | 45.8 |
| Yes | Frequency | 492 | 223 | 364 | 1,079 |
| | Percentage | 56.2 | 57.0 | 50.4 | 54.2 |
| Total | Frequency | 876 | 391 | 723 | 1,990 |
| | Percentage | 100 | 100 | 100 | 100 |

Math Standards: Expanded Standards

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| no | Frequency | 154 | 82 | 175 | 411 |
| | Percentage | 17.6 | 21.0 | 24.2 | 20.7 |
| yes | Frequency | 722 | 309 | 548 | 1,579 |
| | Percentage | 82.4 | 79.0 | 75.8 | 79.4 |
| Total | Frequency | 876 | 391 | 723 | 1,990 |
| | Percentage | 100 | 100 | 100 | 100 |

Math Standards: Above Grade Level Standards

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| no | Frequency | 469 | 159 | 500 | 1,128 |
| | Percentage | 53.5 | 40.7 | 69.2 | 56.7 |
| yes | Frequency | 407 | 232 | 223 | 862 |
| | Percentage | 46.5 | 59.3 | 30.8 | 43.3 |
| Total | Frequency | 876 | 391 | 723 | 1,990 |
| | Percentage | 100 | 100 | 100 | 100 |

**Is there a gifted education curriculum for reading/English language arts that is separate from the regular education curricula offered at your school?**

Gifted education curriculum for Reading/ELA that is separate from the regular curricula offered

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 564 | 271 | 580 | 1,415 |
| | Percentage | 64.2 | 69.0 | 80.0 | 70.9 |
| Yes | Frequency | 315 | 122 | 145 | 582 |
| | Percentage | 35.8 | 31.0 | 20.0 | 29.1 |
| Total | Frequency | 879 | 393 | 725 | 1,997 |
| | Percentage | 100 | 100 | 100 | 100 |

**At what grade levels is reading/English language arts gifted curriculum used?**

Grade levels in which reading/English language arts gifted curriculum used

| | | State 1 N=308 | State 2 N=119 | State 3 N=145 |
|---|---|---|---|---|
| Grade K | Frequency | 62 | 25 | 53 |
| | Percentage | 20.1 | 21.0 | 36.3 |
| Grade 1 | Frequency | 69 | 42 | 93 |
| | Percentage | 22.4 | 35.3 | 63.7 |
| Grade 2 | Frequency | 105 | 63 | 119 |
| | Percentage | 34.1 | 52.9 | 81.5 |
| Grade 3 | Frequency | 216 | 107 | 132 |
| | Percentage | 70.1 | 89.9 | 90.4 |
| Grade 4 | Frequency | 287 | 113 | 134 |
| | Percentage | 93.2 | 95.0 | 91.8 |
| Grade 5 | Frequency | 290 | 111 | 131 |
| | Percentage | 94.2 | 93.3 | 89.7 |

**Which of the following statements describe your school's reading/English language arts curriculum for gifted students?**

Description of ELA curriculum for gifted students

| | State 1 N=309 | State 2 N=119 | State 3 N=146 |
|---|---|---|---|
| Faster Pace | 115 | 40 | 60 |
| | 37.2 | 33.6 | 41.1 |
| More Depth | 236 | 90 | 102 |
| | 76.4 | 75.6 | 69.9 |
| More Breadth | 175 | 53 | 79 |
| | 56.6 | 44.5 | 54.1 |
| Above Grade Level Content | 184 | 82 | 79 |
| | 59.6 | 68.9 | 54.1 |
| Process Skills | 252 | 95 | 116 |
| | 81.6 | 79.8 | 79.5 |

*Summary: The majority of responding schools that offer a separate gifted education curriculum for ELA use a curriculum that focuses on process skills. A large proportion of schools also focus on providing more depth in the ELA curriculum <cross tab b/w depth and process skills>*

**On average, how many hours per week does a gifted identified student spend receiving this reading/English language arts gifted curriculum?**

How many hours per week does a gifted student receive separate ELA curriculum?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| 0 hours | Frequency | 2 | 1 | 4 | 7 |
| | Percentage | 0.7 | 0.8 | 2.8 | 1.2 |
| 1 hour | Frequency | 101 | 27 | 13 | 141 |
| | Percentage | 32.7 | 22.7 | 9.0 | 24.7 |
| 2 hours | Frequency | 72 | 37 | 29 | 138 |

| | | | | | |
|---|---|---|---|---|---|
| | Percentage | 23.3 | 31.1 | 20.1 | 24.1 |
| 3 hours | Frequency | 30 | 15 | 12 | 57 |
| | Percentage | 9.7 | 12.6 | 8.3 | 10.0 |
| 4 hours | Frequency | 23 | 15 | 11 | 49 |
| | Percentage | 7.4 | 12.6 | 7.6 | 8.6 |
| 5 or more hours | Frequency | 75 | 21 | 71 | 167 |
| | Percentage | 24.3 | 17.7 | 49.3 | 29.2 |
| Don't Know | Frequency | 6 | 3 | 4 | 13 |
| | Percentage | 1.9 | 2.5 | 2.8 | 2.3 |
| Total | Frequency | 309 | 119 | 144 | 572 |
| | Percentage | 100 | 100 | 100 | 100 |

**On average, how many weeks per year does a gifted identified student spend receiving this reading/English language arts gifted curriculum?**

How many weeks per year does a gifted student receive separate ELA curriculum?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| 0-8 weeks | Frequency | 8 | 4 | 8 | 20 |
| | Percentage | 2.6 | 3.4 | 5.6 | 3.5 |
| 9-17 weeks | Frequency | 4 | 4 | 2 | 10 |
| | Percentage | 1.3 | 3.4 | 1.4 | 1.8 |
| 18-26 weeks | Frequency | 59 | 26 | 19 | 104 |
| | Percentage | 19.1 | 21.9 | 13.2 | 18.2 |
| 27-35 weeks | Frequency | 97 | 53 | 37 | 187 |
| | Percentage | 31.4 | 44.5 | 25.7 | 32.7 |
| 35+ weeks | Frequency | 131 | 27 | 72 | 230 |
| | Percentage | 42.4 | 22.7 | 50.0 | 40.2 |
| Don't Know | Frequency | 10 | 5 | 6 | 21 |

| | | | | | |
|---|---|---|---|---|---|
| | Percentage | 3.2 | 4.2 | 4.2 | 3.7 |
| Total | Frequency | 309 | 119 | 144 | 572 |
| | Percentage | 100 | 100 | 100 | 100 |

**Is there a gifted education curriculum for mathematics that is separate from the regular education curricula offered at your school?**

Gifted education curriculum for Math that is separate from the regular curricula offered

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 604 | 308 | 595 | 1,507 |
| | Percentage | 69.1 | 78.8 | 82.2 | 75.8 |
| Yes | Frequency | 270 | 83 | 129 | 482 |
| | Percentage | 30.9 | 21.2 | 17.8 | 24.2 |
| Total | Frequency | 874 | 391 | 724 | 1,989 |
| | Percentage | 100 | 100 | 100 | 100 |

**At what grade levels is mathematics gifted curriculum used?**

Grade levels in which Math gifted curriculum used

| | | State 1 N=259 | State 2 N= 81 | State 3 N=129 |
|---|---|---|---|---|
| Grade K | Frequency | 54 | 21 | 46 |
| | Percentage | 20.9 | 25.9 | 35.7 |
| Grade 1 | Frequency | 61 | 32 | 77 |
| | Percentage | 23.6 | 39.5 | 59.7 |
| Grade 2 | Frequency | 83 | 39 | 105 |
| | Percentage | 32.1 | 48.2 | 81.4 |
| Grade 3 | Frequency | 170 | 59 | 111 |
| | Percentage | 65.6 | 72.8 | 86.1 |
| Grade 4 | Frequency | 236 | 72 | 117 |
| | Percentage | 91.1 | 88.9 | 90.7 |

| | | | | |
|---|---|---|---|---|
| Grade 5 | Frequency | 244 | 76 | 117 |
| | Percentage | 94.2 | 93.8 | 90.7 |

**Which of the following statements describe your school's mathematics curriculum for gifted students?**

Description of Math curriculum for gifted students

| | | State 1 N=269 | State 2 N=82 | State 3 N=132 |
|---|---|---|---|---|
| Faster Pace | Frequency | 122 | 42 | 69 |
| | Percentage | 45.4 | 51.2 | 52.3 |
| More In-Depth | Frequency | 207 | 53 | 103 |
| | Percentage | 77.0 | 64.6 | 78.0 |
| Greater Breadth | Frequency | 156 | 40 | 72 |
| | Percentage | 58.0 | 48.8 | 54.6 |
| Above Grade Level Content | Frequency | 176 | 57 | 82 |
| | Percentage | 65.4 | 69.5 | 62.1 |
| Process Skills | Frequency | 204 | 54 | 109 |
| | Percentage | 75.8 | 65.9 | 82.6 |

**On average, how many hours per week does a gifted identified child spend receiving this mathematics gifted curriculum?**

How many hours per week does a gifted student receive separate ELA curriculum?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| 0 hours | Frequency | 4 | 2 | 3 | 9 |
| | Percentage | 1.5 | 2.4 | 2.3 | 1.9 |
| 1 hour | Frequency | 103 | 22 | 24 | 149 |
| | Percentage | 38.4 | 26.8 | 18.3 | 31.0 |
| 2 hours | Frequency | 63 | 23 | 22 | 108 |

| | | | | | |
|---|---|---|---|---|---|
| | Percentage | 23.5 | 28.1 | 16.8 | 22.5 |
| 3 hours | Frequency | 22 | 6 | 8 | 36 |
| | Percentage | 8.2 | 7.3 | 6.1 | 7.5 |
| 4 hours | Frequency | 12 | 9 | 8 | 29 |
| | Percentage | 4.5 | 11.0 | 6.1 | 6.0 |
| 5 or more hours | Frequency | 58 | 18 | 62 | 138 |
| | Percentage | 21.6 | 22.0 | 47.3 | 28.7 |
| Don't Know | Frequency | 6 | 2 | 4 | 12 |
| | Percentage | 2.2 | 2.4 | 3.1 | 2.5 |
| Total | Frequency | 268 | 82 | 131 | 481 |
| | Percentage | 100 | 100 | 100 | 100 |

**On average, how many weeks per year does a gifted identified child spend receiving this mathematics gifted curriculum?**

How many weeks per year does a gifted student receive separate Math curriculum?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| 0-8 weeks | Frequency | 13 | 9 | 2 | 20 |
| | Percentage | 4.9 | 11.0 | 1.5 | 4.2 |
| 9-17 weeks | Frequency | 5 | 4 | 1 | 10 |
| | Percentage | 1.9 | 4.9 | 0.8 | 2.1 |
| 18-26 weeks | Frequency | 22 | 11 | 9 | 42 |
| | Percentage | 8.2 | 13.4 | 6.9 | 8.7 |
| 27-35 weeks | Frequency | 114 | 38 | 50 | 202 |
| | Percentage | 42.5 | 46.3 | 38.2 | 42.0 |
| 35+ weeks | Frequency | 104 | 21 | 59 | 184 |
| | Percentage | 38.8 | 25.6 | 45.0 | 38.3 |
| Don't Know | Frequency | 10 | 2 | 7 | 19 |
| | Percentage | 3.7 | 2.4 | 5.3 | 4.0 |

| | | | | | |
|---|---|---|---|---|---|
| Total | Frequency | 268 | 82 | 131 | 481 |
| | Percentage | 100 | 100 | 100 | 100 |

**Service Models (DS: 15 SS: )**

**Which of the following statements describes your district's use of acceleration as a service delivery option for your elementary school gifted students?**

Use of Acceleration as a Service Delivery Option

| | | State 1 | State 2 | State 3 |
|---|---|---|---|---|
| No Acceleration | No | 90.1% | 91.7% | 82.0% |
| | Yes | 9.9% | 8.3% | 18.0% |
| Subject-based Acceleration | No | 26.5% | 17.2% | 28.9% |
| | Yes | 73.5% | 82.8% | 71.2% |
| Full-grade Acceleration | No | 25.5% | 28.3% | 28.9% |
| | Yes | 74.2% | 71.7% | 71.2% |

**Do gifted students at your school attend pull-out classes for gifted instruction?**

Do gifted students attend pull-out classes for gifted instruction?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 163 | 127 | 230 | 520 |
| | Percentage | 18.8 | 32.7 | 31.9 | 26.3 |
| Yes | Frequency | 703 | 261 | 490 | 1,454 |
| | Percentage | 81.18 | 67.27 | 68.06 | 73.66 |
| Total | Frequency | 866 | 388 | 720 | 1,974 |
| | Percentage | 100 | 100 | 100 | 100 |

**How many hours per week of pull-out instruction does a typical 5th grade gifted student receive?**

Hours per week of pullout instruction a typical 5th grade gifted student receives

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| 0 hours | Frequency | 12 | 7 | 17 | 36 |
| | Percentage | 1.7 | 2.7 | 3.5 | 2.5 |
| 1 hour | Frequency | 205 | 92 | 30 | 327 |
| | Percentage | 29.6 | 35.8 | 6.2 | 22.8 |
| 2 hours | Frequency | 249 | 67 | 62 | 378 |
| | Percentage | 35.9 | 26.1 | 12.8 | 26.4 |
| 3 hours | Frequency | 80 | 31 | 54 | 165 |
| | Percentage | 11.5 | 12.1 | 11.2 | 11.5 |
| 4 hours | Frequency | 48 | 27 | 63 | 138 |
| | Percentage | 6.9 | 10.5 | 13.0 | 9.6 |
| 5 more hours | Frequency | 94 | 30 | 251 | 375 |
| | Percentage | 13.6 | 11.7 | 52.0 | 26.2 |
| Don't Know | Frequency | 5 | 3 | 6 | 14 |
| | Percentage | 0.7 | 1.2 | 1.2 | 1.0 |
| Total | Frequency | 693 | 257 | 483 | 1,433 |
| | Percentage | 100 | 100 | 100 | 100 |

**Does the subject area of the pull-out program match the subject area of the class from which the student is pulled?**

Subject match between pull-out program and class from which students are pulled?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| Yes | Frequency | 314 | 112 | 187 | 613 |
| | Percentage | 45.2 | 43.6 | 38.6 | 42.7 |
| Sometimes | Frequency | 312 | 116 | 213 | 641 |
| | Percentage | 45.0 | 45.1 | 44.0 | 44.7 |
| No | Frequency | 62 | 22 | 65 | 149 |
| | Percentage | 8.9 | 8.6 | 13.4 | 10.4 |

| | | | | | |
|---|---|---|---|---|---|
| Don't Know | Frequency | 6 | 7 | 19 | 32 |
| | Percentage | 0.9 | 2.7 | 3.9 | 2.2 |
| Total | Frequency | 694 | 257 | 484 | 1,435 |
| | Percentage | 100 | 100 | 100 | 100 |

**Indicate the subject areas and grade levels in which students receive pull-out gifted instruction**.

Grade levels in which students receive pullout gifted instruction-ELA

| | | State 1 N=681 | State 2 N=239 | State 3 N=392 |
|---|---|---|---|---|
| Grade K | Frequency | 82 | 56 | 145 |
| | Percentage | 12.0 | 23.4 | 37.0 |
| Grade 1 | Frequency | 138 | 87 | 256 |
| | Percentage | 20.3 | 36.4 | 65.3 |
| Grade 2 | Frequency | 187 | 125 | 294 |
| | Percentage | 27.5 | 52.3 | 75.0 |
| Grade 3 | Frequency | 453 | 188 | 309 |
| | Percentage | 66.5 | 78.7 | 78.8 |
| Grade 4 | Frequency | 648 | 207 | 308 |
| | Percentage | 95.2 | 86.6 | 78.6 |
| Grade 5 | Frequency | 654 | 201 | 319 |
| | Percentage | 96.0 | 84.1 | 81.4 |

Grade levels in which students receive pullout gifted instruction-Math

| | | State 1 N=667 | State 2 N=233 | State 3 N=383 |
|---|---|---|---|---|
| Grade K | Frequency | 76 | 43 | 142 |
| | Percentage | 11.4 | 18.5 | 37.1 |
| | Frequency | 121 | 64 | 240 |

| | | | | |
|---|---|---|---|---|
| Grade 1 | Percentage | 18.1 | 27.5 | 62.7 |
| Grade 2 | Frequency | 158 | 97 | 285 |
| | Percentage | 23.7 | 41.6 | 74.4 |
| Grade 3 | Frequency | 431 | 171 | 311 |
| | Percentage | 64.6 | 73.4 | 81.2 |
| Grade 4 | Frequency | 637 | 199 | 309 |
| | Percentage | 95.5 | 85.4 | 80.7 |
| Grade 5 | Frequency | 637 | 199 | 309 |
| | Percentage | 95.5 | 85.4 | 80.7 |

**Do gifted students at your school participate in push-in classes, in which the gifted education teacher either co-teaches or works with the gifted students in the regular education classroom?**

Do gifted students participate in push-in classes?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 499 | 264 | 553 | 1,316 |
| | Percentage | 58.2 | 68.9 | 77.3 | 67.3 |
| Yes | Frequency | 358 | 119 | 162 | 639 |
| | Percentage | 41.8 | 31.1 | 22.7 | 32.7 |
| Total | Frequency | 857 | 383 | 715 | 1,955 |
| | Percentage | 100 | 100 | 100 | 100 |

**How many hours per week of push-in instruction does a typical 5th grade gifted student receive?**

Hours per week of push-in instruction a typical 5th grade gifted student receives

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| 0 hours | Frequency | 75 | 29 | 38 | 142 |
| | Percentage | 20.9 | 24.4 | 23.0 | 22.1 |

| | | | | | |
|---|---|---|---|---|---|
| 1 hour | Frequency | 138 | 43 | 19 | 200 |
| | Percentage | 38.4 | 36.1 | 11.5 | 31.1 |
| 2 hours | Frequency | 60 | 15 | 18 | 93 |
| | Percentage | 16.7 | 12.6 | 10.9 | 14.5 |
| 3 hours | Frequency | 27 | 4 | 19 | 50 |
| | Percentage | 7.5 | 3.4 | 11.5 | 7.8 |
| 4 hours | Frequency | 17 | 5 | 4 | 26 |
| | Percentage | 4.7 | 4.2 | 2.4 | 4.0 |
| 5 or more hours | Frequency | 28 | 13 | 53 | 94 |
| | Percentage | 7.8 | 10.9 | 32.1 | 14.6 |
| Don't Know | Frequency | 14 | 10 | 14 | 38 |
| | Percentage | 3.9 | 8.4 | 8.5 | 5.9 |
| Total | Frequency | 359 | 119 | 165 | 643 |
| | Percentage | 100 | 100 | 100 | 100 |

**For each subject area, indicate the grade levels that have push-in instruction for the gifted students.**

Grade levels in which students receive push-in gifted instruction-ELA

| | | State 1 N=97 | State 2 N=131 | State 3 N=310 |
|---|---|---|---|---|
| Grade K | Frequency | 25 | 26 | 41 |
| | Percentage | 25.8 | 19.9 | 13.2 |
| Grade 1 | Frequency | 32 | 58 | 52 |
| | Percentage | 33.0 | 44.3 | 16.8 |
| Grade 2 | Frequency | 37 | 74 | 58 |
| | Percentage | 38.1 | 56.5 | 18.7 |
| Grade 3 | Frequency | 54 | 73 | 137 |
| | Percentage | 55.7 | 55.7 | 44.2 |

| | | | | |
|---|---|---|---|---|
| Grade 4 | Frequency | 61 | 75 | 216 |
| | Percentage | 62.9 | 57.3 | 69.7 |
| Grade 5 | Frequency | 64 | 78 | 225 |
| | Percentage | 66.0 | 59.5 | 72.6 |

Grade levels in which students receive push-in gifted instruction-Math

| | | State 1 N=310 | State 2 N=99 | State 3 N=136 |
|---|---|---|---|---|
| Grade K | Frequencies | 32 | 22 | 17 |
| | Percentage | 10.3 | 22.2 | 12.5 |
| Grade 1 | Frequencies | 45 | 29 | 53 |
| | Percentage | 14.5 | 29.3 | 39.0 |
| Grade 2 | Frequencies | 56 | 35 | 66 |
| | Percentage | 18.1 | 35.4 | 48.5 |
| Grade 3 | Frequencies | 127 | 53 | 76 |
| | Percentage | 41.0 | 53.5 | 55.9 |
| Grade 4 | Frequencies | 210 | 55 | 71 |
| | Percentage | 67.7 | 55.6 | 52.2 |
| Grade 5 | Frequencies | 235 | 65 | 84 |
| | Percentage | 75.8 | 65.7 | 61.8 |

**Do gifted teachers and regular education teachers who co-teach have common planning time?**

Common planning time for gifted and regular education teachers

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| Yes | Frequency | 153 | 47 | 64 | 264 |
| | Percentage | 42.5 | 39.8 | 39.0 | 41.1 |
| No | Frequency | 194 | 63 | 87 | 340 |

| | | | | | |
|---|---|---|---|---|---|
| | Percentage | 53.9 | 53.4 | 53.0 | 53.0 |
| Don't Know | Frequency | 13 | 8 | 13 | 34 |
| | Percentage | 3.6 | 6.8 | 7.9 | 5.3 |
| Total | Frequency | 360 | 118 | 164 | 642 |
| | Percentage | 100 | 100 | 100 | 100 |

**Do gifted students at your school participate in cluster grouping (not homogeneous grouping), in which the gifted students stay in the same classroom as the regular education teacher and students, but are purposefully grouped based on ability?**

Do gifted students participate in cluster grouping?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| Yes | Frequency | 540 | 229 | 278 | 1,047 |
| | Percentage | 62.9 | 59.8 | 38.9 | 53.6 |
| No | Frequency | 290 | 128 | 374 | 792 |
| | Percentage | 33.8 | 33.4 | 52.4 | 40.5 |
| Don't Know | Frequency | 28 | 26 | 62 | 116 |
| | Percentage | 3.3 | 6.8 | 8.7 | 5.9 |
| Total | Frequency | 858 | 383 | 714 | 1,955 |
| | Percentage | 100 | 100 | 100 | 100 |

**Are tiered instructional activities used with the cluster groups?**

Are tiered instructional activities used with the cluster groups?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| Never | Frequency | 5 | 1 | 3 | 9 |
| | Percentage | 0.9 | 0.4 | 1.1 | 0.9 |
| Rarely | Frequency | 46 | 8 | 5 | 59 |
| | Percentage | 8.6 | 3.5 | 1.8 | 5.7 |
| Sometimes | Frequency | 267 | 90 | 64 | 421 |
| | Percentage | 49.7 | 39.8 | 23.1 | 40.5 |

| | | | | | |
|---|---|---|---|---|---|
| Frequently | Frequency | 163 | 98 | 146 | 407 |
| | Percentage | 30.4 | 43.4 | 52.7 | 39.1 |
| Always | Frequency | 29 | 16 | 44 | 89 |
| | Percentage | 5.4 | 7.1 | 15.9 | 8.6 |
| Don't Know | Frequency | 27 | 13 | 15 | 55 |
| | Percentage | 5.0 | 5.8 | 5.4 | 5.3 |
| Total | Frequency | 537 | 226 | 277 | 1,040 |
| | Percentage | 100 | 100 | 100 | 100 |

**Indicate the subject areas and grade levels that use cluster grouping.**

Grade levels that use cluster grouping- ELA

| | | State 1 N=530 | State 2 N=219 | State 3 N=270 |
|---|---|---|---|---|
| Grade K | Frequency | 56 | 69 | 91 |
| | Percentage | 10.6 | 31.5 | 33.7 |
| Grade 1 | Frequency | 83 | 107 | 155 |
| | Percentage | 15.7 | 48.9 | 57.4 |
| Grade 2 | Frequency | 114 | 132 | 188 |
| | Percentage | 21.5 | 60.3 | 69.6 |
| Grade 3 | Frequency | 282 | 184 | 216 |
| | Percentage | 53.2 | 84.0 | 80.0 |
| Grade 4 | Frequency | 483 | 196 | 216 |
| | Percentage | 91.1 | 89.5 | 80.0 |
| Grade 5 | Frequency | 494 | 200 | 225 |
| | Percentage | 93.2 | 91.3 | 83.3 |

Grade levels that use cluster grouping- Math

| | | State 1 N=524 | State 2 N=220 | State 3 N=265 |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Grade K | Frequency | 49 | 56 | 82 |
| | Percentage | 9.4 | 25.5 | 30.9 |
| Grade 1 | Frequency | 73 | 88 | 139 |
| | Percentage | 13.9 | 40.0 | 52.5 |
| Grade 2 | Frequency | 95 | 118 | 163 |
| | Percentage | 18.1 | 53.6 | 61.5 |
| Grade 3 | Frequency | 265 | 166 | 198 |
| | Percentage | 50.6 | 75.5 | 74.7 |
| Grade 4 | Frequency | 467 | 181 | 199 |
| | Percentage | 89.1 | 82.3 | 75.1 |
| Grade 5 | Frequency | 483 | 191 | 209 |
| | Percentage | 92.2 | 86.8 | 78.9 |

**How many hours per week of cluster grouping does a typical 5th grade gifted student receive in the regular education reading/English language arts classroom?**

Hours per week of cluster grouping that a typical 5th grade gifted student receives in the regular education ELA classroom

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| 0 hours | Frequency | 29 | 8 | 31 | 68 |
| | Percentage | 5.7 | 3.8 | 12.2 | 7.0 |
| 1 hour | Frequency | 30 | 23 | 11 | 64 |
| | Percentage | 5.9 | 11.0 | 4.3 | 6.6 |
| 2 hours | Frequency | 38 | 24 | 32 | 94 |
| | Percentage | 7.4 | 11.4 | 12.6 | 9.6 |
| 3 hours | Frequency | 45 | 22 | 24 | 91 |
| | Percentage | 8.8 | 10.5 | 9.5 | 9.3 |
| 4 hours | Frequency | 22 | 23 | 12 | 57 |

| | | | | | |
|---|---|---|---|---|---|
| | Percentage | 4.3 | 11.0 | 4.7 | 5.8 |
| 5 or more hours | Frequency | 299 | 91 | 128 | 518 |
| | Percentage | 58.3 | 43.3 | 50.4 | 53.0 |
| Don't Know | Frequency | 50 | 19 | 16 | 85 |
| | Percentage | 9.8 | 9.1 | 6.3 | 8.7 |
| Total | Frequency | 513 | 210 | 254 | 977 |
| | Percentage | 100 | 100 | 100 | 100 |

**How many hours per week of cluster grouping does a typical 5th grade gifted student receive in the regular education mathematics classroom?**

Hours per week of cluster grouping that a typical 5th grade gifted student receives in the regular education Math classroom

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| 0 hours | Frequency | 33 | 15 | 39 | 87 |
| | Percentage | 6.5 | 6.8 | 14.2 | 8.7 |
| 1 hour | Frequency | 35 | 25 | 16 | 76 |
| | Percentage | 6.9 | 11.4 | 5.8 | 7.6 |
| 2 hours | Frequency | 37 | 20 | 21 | 78 |
| | Percentage | 7.2 | 9.1 | 7.6 | 7.8 |
| 3 hours | Frequency | 42 | 17 | 23 | 82 |
| | Percentage | 8.2 | 7.7 | 8.4 | 8.2 |
| 4 hours | Frequency | 23 | 24 | 15 | 62 |
| | Percentage | 4.5 | 10.9 | 5.5 | 6.2 |
| 5 or more hours | Frequency | 285 | 88 | 121 | 494 |
| | Percentage | 55.8 | 40.0 | 44.0 | 49.1 |
| Don't Know | Frequency | 56 | 31 | 40 | 127 |
| | Percentage | 11.0 | 14.1 | 14.6 | 12.6 |
| Total | Frequency | 511 | 220 | 275 | 1,006 |

| | | | | | |
|---|---|---|---|---|---|
| | Percentage | 100 | 100 | 100 | 100 |

1. **Do gifted students at your school attend homogeneously grouped (by ability or achievement level) classes?**

Do gifted students attend homogeneously grouped classes (by ability or achievement level)?

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| Yes | Frequency | 379 | 184 | 308 | 871 |
| | Percentage | 44.4 | 48.4 | 43.3 | 44.8 |
| No | Frequency | 440 | 171 | 348 | 959 |
| | Percentage | 51.5 | 45.0 | 49.0 | 49.3 |
| Don't Know | Frequency | 35 | 25 | 55 | 115 |
| | Percentage | 4.1 | 6.6 | 7.7 | 5.9 |
| Total | Frequency | 854 | 380 | 711 | 1,945 |
| | Percentage | 100 | 100 | 100 | 100 |

**For each subject area, indicate the grade levels that have homogeneously grouped classes (by ability or achievement level).**

Grade levels that have homogeneously grouped classes- ELA

| | | State 1 N=371 | State 2 N=172 | State 3 N=285 |
|---|---|---|---|---|
| Grade K | Frequency | 41 | 48 | 85 |
| | Percentage | 11.1 | 27.9 | 29.8 |
| Grade 1 | Frequency | 52 | 75 | 144 |
| | Percentage | 14.0 | 43.6 | 50.5 |
| Grade 2 | Frequency | 72 | 90 | 178 |
| | Percentage | 19.4 | 52.3 | 62.5 |
| Grade 3 | Frequency | 180 | 117 | 215 |
| | Percentage | 48.5 | 68.0 | 75.4 |
| Grade 4 | Frequency | 306 | 124 | 228 |

| | | | | |
|---|---|---|---|---|
| | Percentage | 82.5 | 72.1 | 80.0 |
| Grade 5 | Frequency | 317 | 136 | 236 |
| | Percentage | 85.4 | 79.1 | 82.8 |

Grade levels that have homogeneously grouped classes- Math

| | | State 1 N=367 | State 2 N=172 | State 3 N=284 |
|---|---|---|---|---|
| Grade K | Frequency | 33 | 35 | 74 |
| | Percentage | 9.0 | 20.4 | 26.1 |
| Grade 1 | Frequency | 45 | 49 | 130 |
| | Percentage | 12.3 | 28.5 | 45.8 |
| Grade 2 | Frequency | 61 | 67 | 164 |
| | Percentage | 16.6 | 39.0 | 57.8 |
| Grade 3 | Frequency | 171 | 97 | 202 |
| | Percentage | 46.6 | 56.4 | 71.1 |
| Grade 4 | Frequency | 295 | 124 | 218 |
| | Percentage | 80.4 | 72.1 | 76.8 |
| Grade 5 | Frequency | 318 | 137 | 230 |
| | Percentage | 86.7 | 79.7 | 81.0 |

## Reassessment Decisions

### Are students who were not identified for the gifted program re-assessed to determine eligibility?

Are Non-Identified Students Re-assessed to Determine Eligibility?

| | State 1 N=102 | State 2 N=144 | State 3 N=52 |
|---|---|---|---|
| No | 5.9% | 9.0% | 6.1% |
| Yes, At Regular Intervals | 58.4% | 54.2% | 16.3% |

| | | | |
|---|---|---|---|
| Yes, As Needed | 49.0% | 52.8% | 84.6% |

**Are students who have been identified for the program re-assessed to determine continued eligibility?**

Are Identified Students Re-assessed to Determine Continued Eligibility?

| | State 1 N=103 | State 2 N=143 | State 3 N=52 |
|---|---|---|---|
| No | 81.6% | 59.4% | 94.2% |
| Yes, At Regular Intervals | 10.8% | 30.8% | 2.0% |
| Yes, As Needed | 10.8% | 11.2% | 4.1% |

## Special Activities

**Does your district offer special activities for potentially gifted elementary school students from underrepresented populations (i.e., low income, African American, Hispanic or Latino, Native American, English language learners, twice exceptional) that prepare them to be identified for the gifted program?**

District Offers Special Activities for Potentially Gifted Elementary School Students from Underrepresented Populations

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 62 | 99 | 43 | 204 |
| | Percentages | 60.2 | 68.3 | 82.7 | 68.0 |
| Yes | Frequency | 41 | 46 | 9 | 96 |
| | Percentages | 39.8 | 31.7 | 17.3 | 32.0 |
| Total | Frequency | 103 | 145 | 52 | 300 |
| | Percentages | 100 | 100 | 100 | 100 |

**Which of the following piece(s) of evidence does your district use when determining which students should participate in these special activities?**

Evidence Used to Determine Student Participate in Special Activities

| | | State 1 N=41 | State 2 N=45 | State 3 N=9 |
|---|---|---|---|---|
| Standardized Test | Frequency | 17 | 25 | 6 |
| | Percentage | 41.5 | 55.6 | 66.7 |
| Teacher Nominations | Frequency | 28 | 37 | 6 |
| | Percentage | 68.3 | 82.2 | 66.7 |
| Parent Nominations | Frequency | 14 | 17 | 3 |
| | Percentage | 34.2 | 37.8 | 37.5 |
| Observational Tools/ Checklists | Frequency | 24 | 18 | 3 |
| | Percentage | 58.5 | 40.0 | 37.5 |
| Performance-based Assessment | Frequency | 17 | 22 | 4 |
| | Percentage | 41.5 | 48.9 | 50.0 |
| Non-Verbal Assessment | Frequency | 13 | 19 | 4 |
| | Percentage | 31.7 | 42.2 | 50.0 |

**When are these special activities generally offered?**

When are Special Activities Offered?

| | | State 1 N=41 | State 2 N=43 | State 3 N=9 |
|---|---|---|---|---|
| During the school day within general education classrooms | Frequency | 27 | 18 | 3 |
| | Percentage | 65.9 | 41.9 | 33.3 |
| During the school day outside of general education classrooms | Frequency | 24 | 30 | 6 |
| | Percentage | 58.5 | 69.8 | 75.0 |
| Outside of the regular school day | Frequency | 7 | 27 | 1 |
| | Percentage | 17.1 | 62.8 | 12.5 |

**Does your district use a specific curriculum to guide these special activities?**

District Utilizes Curriculum to Guide Special Activities

| | | State 1 | State 2 | State 3 | Total |
|---|---|---|---|---|---|
| No | Frequency | 21 | 34 | 5 | 60 |
| | Percentage | 51.2 | 77.3 | 55.6 | 63.8 |
| Yes | Frequency | 20 | 10 | 4 | 34 |
| | Percentage | 48.8 | 22.7 | 44.4 | 36.2 |
| Total | Frequency | 41 | 44 | 9 | 94 |
| | Percentage | 100 | 100 | 100 | 100 |

References: