



2020-2021 **State** of the **States** in **Gifted** **Education**

National Association for Gifted Children and
the Council of State Directors of Programs for the Gifted



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PREFACE

Foreword from the Council of State Directors of Programs for the Gifted

The Council of State Directors of Programs for the Gifted (CSDPG) is pleased to once again partner with the National Association for Gifted Children (NAGC) on the *2020-2021 State of the States in Gifted Education* Survey and Report. This biennial survey and report represent an important partnership in support of the nation's advanced learners.

Information collected in this survey provides insight into several key factors impacting gifted education policies and practices at the local, state, and federal levels. These factors include, but are not limited to, the following:

- Gifted Identification policies and practices;
- Gifted services and other advanced learning opportunities;
- Funding for gifted education; and
- Accountability

The resulting report is intended to be used for education and research about the experiences of students who are gifted across the nation. Let the report serve as a lever of positive change to improve outcomes and opportunities for all advanced learners.

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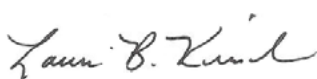
Foreword from the National Association for Gifted Children

The National Association for Gifted Children (NAGC) in collaboration with the Council of State Directors of Programs for the Gifted is pleased to present the *2020-2021 State of the States in Gifted Education* report. The *State of the States* is the only broad study of state data on gifted education in the United States and provides a detailed look at the funding, identification, range of services, and policies that support K-12 gifted and talented education.

With the onset of the COVID-19 pandemic in early 2020, educators across the country have experienced myriad challenges. This report offers some of the first insights into how the pandemic specifically impacted gifted and talented education.

As conversations concerning equity continue to progress, the report also presents new data on the initiatives that some states are taking to address equity in gifted education. While these steps are largely encouraging, we know a significant amount of work remains to be done in order to close the excellence gaps that continue to impact historically marginalized and underserved gifted children.

NAGC has pledged to continue to publish this vital report and to continue to take the nation's pulse regarding state support for gifted and talented education. We do this because we expect that our national and state leaders will use this critical information to create a strong and equitable system of support for gifted learners. And we are confident that the *State of the States* report will not only be a useful resource for leaders seeking to advance gifted and talented education across the country, but will also be a tool for advocates to increase support for gifted learners. Working together we can achieve our vision of all children having the opportunities and support to realize their full potential.



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President



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Executive Director

Board Members of the Council of State Directors of Programs for the Gifted and the National Association for Gifted Children

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We thank David Cutler (National Association for Gifted Children), Maria Lohr (Ohio; Council of State Directors of Programs for the Gifted), and Mark Schwingle (Wisconsin; Council of State Directors of Programs for the Gifted) for their assistance with this project.

We thank all the state directors and their SEA colleagues and staff for their assistance in providing the data found within this report.

We thank Yuyang Shen and Rebecca Johnson, doctoral students at the University of North Texas, and former NAGC colleague Jane Clarenbach, for their assistance with this project.

Executive Summary

There is no federal mandate to identify or serve gifted students in the United States, so it is up to states and local education agencies (LEAs) to determine and provide gifted education services in public schools across the nation. This means there is substantial variation in the quantity and quality of services across and within the states.

This *State of the States in Gifted Education* report offers a snapshot of gifted education during the school year 2020-2021. The National Association for Gifted Children (NAGC) and the Council of State Directors of Programs for the Gifted (CSDPG) conducted this survey of state education agencies to determine if and how states provide and support programs for gifted students.

For the 2020-2021 report, findings are included from all 50 states, the District of Columbia and two additional entities, the Department of Defense Education Activity and Puerto Rico.

DEFINITION OF GIFTED AND IDENTIFICATION

There were 46 out of 52 respondents who reported that they had a state definition of *gifted*. Most frequently mentioned aspects of giftedness in state definitions included advanced intellectual ability, creativity or creative thinking, and academic ability/performance. The majority of respondents (41) indicated that LEAs were required to follow their state's definition of gifted and that they were required by law or rule to identify gifted and talented students in their state. There was more leeway in the criteria and/or method used to identify gifted students as only 10 reported that the identification process was state mandated. Most states also indicated that a universal screening process for referral and/or gifted identification was determined by LEAs.

PERSONNEL AND TRAINING

The majority of states have personnel assigned to gifted education at the state education agency (SEA) level. Slightly less than half of the respondents (21) reported that their state provides one full-time equivalent for gifted education and 14 respondents reported less than one full-time equivalent. The SEA-designated personnel responsible for gifted education is typically responsible for providing technical assistance, responding to family questions, providing professional development, and developing state policies and/or guidelines.

There is minimal state-level oversight related to training and credentials of professionals who work with gifted students. Only 14 states required LEAs to have a gifted education administrator/coordinator and of those, only four indicated that credentials in gifted education were required for these positions. Training requirements to meet the needs of gifted students for administrators, counselors, and special education professionals typically were not required and/or were determined by the LEA. There were generally more training expectations for teachers of the gifted than other personnel, typically requiring an endorsement in gifted education. Only four respondents indicated that all pre-service teachers were required to take university courses in gifted education.

GIFTED EDUCATION SERVICES AND INFLUENTIAL FACTORS

A little more than half of the states reported that they had a law or rule mandating gifted education programming options. From pre-kindergarten to upper elementary grades (grades 5/6), the most common service delivery models were reported as differentiation in the general education classroom, pull-out programs, subject-matter acceleration, and cluster classrooms. There was a slight change in middle school with differentiation, honors/advanced coursework, and subject-matter acceleration being most commonly offered. In high school, there was a notable difference with Advanced Placement, honors/advanced coursework, and dual enrollment/joint enrollment/concurrent enrollment as the most common service delivery models.

The five most influential factors impacting gifted education were reported as site-based decision-making or local control, lack of recognition of gifted students in federal education law, state mandate, professional development initiatives in gifted education, and focus on student growth for accountability. As a follow-up to the last report, the survey for this report included questions about influential factors such as state equity efforts and the impact of the COVID-19 pandemic and the 2015 Every Student Succeeds Act (ESSA) on gifted education.

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Ten states reported that they had a state-level policy and/or state-level initiative to address the equity/excellence gap for gifted students and 13 indicated that this was determined by the LEAs. The most common ways that states were addressing this gap was by teacher training/professional development and culturally responsive teaching.

The COVID-19 pandemic had a largely negative impact on gifted education. Missouri summed it up thusly: “We all experienced the same storm in different ships.” Challenges related to virtual learning, staff shortages, and funding cuts were noted by multiple states leading to potential underidentification, learning loss, and mental health issues in their gifted student population. For a handful of states, there were positives related to virtual learning (e.g., some students thrived in this learning environment) and the innovation and collaboration that occurred as a response to the pandemic.

Fifteen states reported various impacts of the 2015 ESSA on their state’s policies or practices in gifted education related to access to funding and professional development for educators. There were minimal or no effects reported for the remaining 10 states.

OTHER POLICIES AND PRACTICES

Slightly less than half of the 50 respondents reported their state has state program standards/guidelines for gifted education. Few states reported policies regarding early entrance to kindergarten; dual or concurrent enrollment in a community college, college, or university; and middle school students receiving credit toward high school graduation or proficiency-based promotion. Few states reported requirements in law or rule regarding academic guidance and counseling, differentiated instruction, content-based acceleration, contact time/required minutes of service, multi-tiered systems of support for gifted students, response to intervention for gifted students, and automatic or conditional reciprocity either within a state or across states for gifted identification.

FUNDING

Slightly more than half of the respondents (26) reported having dedicated funding from the state for gifted education. Only a few reported changes to funding from the last report with some changes made in response to the COVID-19 pandemic. Some of the respondents indicated that state funds were specifically earmarked for universal

screening (8), identification of gifted students (8), programming for gifted students (10), and to address the equity/excellence gap in gifted education (1).

ACCOUNTABILITY

Respondents differed in their requirements to monitor and report on the quality of their gifted programs and services. While many SEAs did not produce an annual report on gifted and talented services, a majority required their LEAs to do so through state accountability procedures, regulations, or guidelines. Close to 60% of respondents (28) indicated that their state monitored and/or audited their LEA gifted education programs. A little more than half the respondents (27) indicated their LEAs were required to submit gifted education identification plans, program implementation plans, and/or policy plans to their SEA. Of these plans, just 18 respondents indicated the gifted education identification plans, program implementation plans, and/or policy plans had to be approved by the state education agency. Further, just 8 states required gifted and talented indicators (such as the percent of students identified for gifted education in the district, or gifted student performance information) on district report cards or other state accountability reporting forms.

CONCLUSION

This report provides a current overview of common themes and state-level support and direction for gifted education in the United States. The National Association for Gifted Children and the Council of State Directors of Programs for the Gifted hope the *2020-2021 State of the States in Gifted Education* report will provide a better understanding of the complexities of gifted education across the nation and assist stakeholders in their efforts to improve all aspects of gifted education at the LEA and SEA levels.

Introduction

The National Association for Gifted Children (NAGC) and the Council of State Directors of Programs for the Gifted (CSDPG) collaborated early in 2022 to conduct a survey of if and how states provide and support programs and services for gifted students. This report, *2020-2021 State of the States in Gifted Education*, is a result of that survey and its subsequent analysis. Previous versions of this report were published in 2020 based on the 2018-2019 school year (Rinn et al., 2020), and in 2015 based on the 2014-2015 school year (NAGC & CSDPG, 2015), among others.

This *State of the States in Gifted Education* report provides a look at gifted education during the academic year 2020-2021. The current report differs from the 2018-2019 report as the Department of Defense Education Activity, Puerto Rico, Guam, and the U.S. Virgin Islands were invited to participate. Also, a number of survey questions were edited for clarity from the previous survey, and others were added because of continued and increased interest in access to and equity in gifted education. For example, multiple questions were added to address nuances in identification methods and funding for gifted education. Finally, a question regarding the COVID-19 pandemic was added to provide the first national glimpse at the impact of the pandemic on gifted education.

For the 2020-2021 report, we were able to gather data from all 50 U.S. states, the District of Columbia, the Department of Defense Education Activity, and Puerto Rico, thus making this report the most representative *State of the States* report to date.

Methods

Representatives from the National Association for Gifted and the Council of State Directors of Programs for the Gifted collaborated with the research team to revise and shorten the survey used in the 2018-2019 report. Once the survey was shortened and the revisions were complete, all 50 United States, the District of Columbia, the Department of Defense Education Activity, Puerto Rico, Guam, and the U.S. Virgin Islands were invited to participate in this project in April 2022. For the purposes of this report, the U.S. states, the District of Columbia, the Department of Defense Education Activity, Puerto Rico, Guam, and the U.S. Virgin Islands are sometimes referred to, in general, as “states” or “respondents.”

Invitations to complete the survey for this report were sent to the designated representative of the state education agency. In most cases, these representatives were either directly or indirectly affiliated with gifted education within the associated state agency. In other cases, some representatives had roles that were not directly related to gifted education, but the associated state agency deemed them appropriate (e.g., Director of Strategic Initiatives or Director of College, Career, and Student Success). Multiple requests for participation, as well as follow-up requests regarding incomplete data and inconsistencies, were made by email and telephone on approximately a weekly basis between April and August of 2022. Further clarifications and inconsistencies were addressed between August and September 2022.

The survey covered multiple topic areas, including personnel, policies, services, funding, and other information about the 2020-2021 school year, which is the most recent year for which all respondents had complete information. The survey was completed online using Qualtrics and respondents were provided the option to save their progress and submit at a later time for ease of submission. Representatives from all 50 U.S. states, the District of Columbia, the Department of Defense Education Activity, and Puerto Rico completed surveys. The representatives were all state education agency personnel.

VALIDITY CONSIDERATIONS AND LIMITATIONS

Responses from all 53 respondents were reported by state education agency employees. In most cases, these employees were directly affiliated with gifted education (e.g., Gifted and Talented Education Specialist, Gifted and Talented Coordinator, Director of Office of Gifted Education). In some cases, there was a vacancy at the state for gifted education affiliated employees or no such position existed. In those cases, an employee that supervised gifted education in the state responded to the survey or an employee in the state education agency who could respond to the survey was charged with the task.

Because of this variation in the survey completers, there are likely issues of validity. The primary validity issue is the variance of institutional and current knowledge across respondents. In some states, the respondent had many years of experience leading gifted education services within their state. At others, the respondent might be a (very) new hire. Further, in the cases where the affiliated employee responded to the survey, there is a possibility that the responses provided are not an accurate reflection of the state’s policies as the individual might not have the institutional knowledge required to accurately and adequately respond to all questions on the survey. Attempts were made to rectify any inconsistencies by comparing responses to the 2018-2019 survey responses and following up with the respondent for clarification. Regardless, the responses should be interpreted as a snapshot or representation of gifted education in each state.

NON-RESPONSES

The lack of a response to a particular question on the survey used in this report should be interpreted with caution. There are a variety of reasons for a non-response in this report, including, but not limited to, the following:

- Not all questions in this survey applied to all respondents. For example, a respondent would not get a question about a funding source if they had indicated their state did not provide funding.
- The lack of a response does not necessarily indicate the absence of a policy or number. Lack of response can be attributed to a respondent unable to provide the information despite knowing the requested information (e.g., due to legal reasons).
- In other cases, a lack of response could indicate that the respondent did not know the answer to the question and chose not to respond.
- A non-response could also indicate that an individual did not wish to elaborate on a response, or a question was not required (e.g., in questions that asked a respondent to explain their choices).
- As such, although 53 respondents completed the survey, results should be considered in context with the total number of respondents for a given question, which is provided within the text and as “*n* = ...” in the tables and figures.

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About the Report

The *2020-2021 State of the States* report is organized into nine sections: Information about state education agencies, identification, the gifted student population, programs and services for gifted students and related policies, school personnel and training requirements, factors impacting gifted education, funding, accountability, and themes across states and future directions. Common themes were derived after a team review of both quantitative and qualitative data from the survey and consideration of themes from the prior 2014-2015 and 2018-2019 reports to provide consistency and continuity. This report reflects the responses to the 2020-2021 survey, which is found at the end of this report. The report also includes 73 tables reporting all responses to all questions. Within the summary of findings, the reader is directed to the specific table(s) containing the data for each question being discussed.

Abbreviations employed throughout the report include:

NAGC: National Association for Gifted Children

CSDPG: Council of State Directors of Programs for the Gifted

SEA: State Education Agency

LEA: Local Education Agency

GT: Gifted and Talented

FTE: Full-time Equivalent

STEM: Science, Technology, Engineering, and Math

ESSA: Every Student Succeeds Act

CLED: Culturally, Linguistically, and Economically Diverse

RTI: Response to Intervention, and

N/A: Not Applicable.

SECTION I: State Education Agency Overview

This section covers the allocation of personnel for gifted education in each state and includes information from questions 9-11. Information in this section pertains to allocation of employees at the state education agency to coordinate gifted education, the range of responsibilities for state agency staff, and the presence of statewide gifted education advocacy groups.

SECTION II: Definition of Gifted and Identification

This section covers the state definitions of *gifted* and state requirements for identification of gifted students and includes information from questions 13-15 and 20-24c. Information in this section pertains to state definitions of gifted and usage of that definition if applicable, state requirements for identification of gifted and talented students, and information about the universal screening process.

SECTION III: Information about the Gifted Student Population

This section covers information about students identified as gifted in the 2020-2021 school year and includes information from questions 25-28. Information in this section pertains to the number of students enrolled in traditional public schools in 2020-2021 and those identified as gifted within the total number enrolled, as well as information on sub-groups of students identified as gifted.

SECTION IV: Programs and Services for Gifted Students and Related Policies

This section covers information about programs and services available for gifted students in each state and includes information from questions 39-52b. Information in this section pertains to delivery models through which gifted services are provided across grade levels, policies related to gifted services, and state program standards/guidelines for gifted education.

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SECTION V: Personnel and Training Requirements

This section covers personnel training requirements for those who work with gifted students and includes information from questions 37-38b and 53-57b. Information in this section pertains to state requirements regarding pre-service teacher training, certification and endorsement, and professional learning requirements for coordinators, administrators, counselors, and special education professionals.

SECTION VI: Factors Impacting Gifted Services

This section covers factors impacting gifted services and includes information from questions 12 and 65-69. Information in this section pertains to local, state, and federal factors and policies that impact gifted education across states, as well as to issues regarding the equity/excellence gap in gifted education, the COVID-19 pandemic, and the 2015 Every Student Succeeds Act.

SECTION VII: Funding

This section covers funding related to gifted education and includes information from questions 58-64b. Information in this section pertains to policies around funding, amounts of state funding, if and how funds are earmarked for gifted education, and funding earmarked specifically for the universal screening process and for addressing the equity/excellence gap in gifted education.

SECTION VIII: Accountability

This section covers LEA and SEA accountability practices related to gifted and talented services and includes information from questions 29-36b. Information in this section pertains to SEA and LEA reporting practices and the monitoring and/or auditing of LEA gifted education programs.

SECTION IX: Themes Across States and Future Directions

This section covers common themes across states found in the current analysis, as well as a comparison to the previous two *State of the States* reports (2014-2015; 2018-2019). Information from question 71 is included.

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SUMMARY OF FINDINGS

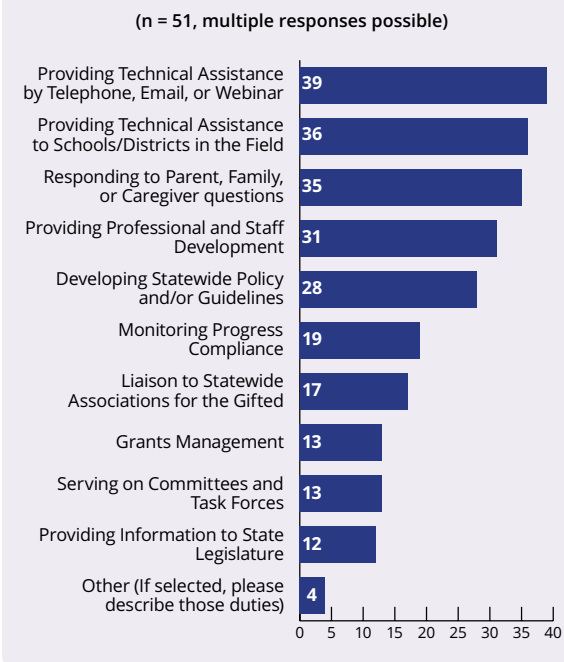
Section I: State Education Agency Overview

This section covers the allocation of personnel for gifted education in each state and includes information from questions 9-11. Information in this section pertains to allocation of employees at the state education agency to coordinate gifted education, the range of responsibilities for state agency staff, and the presence of statewide gifted education advocacy groups. See tables 1-2 for information covered in this section.

Respondents were asked how many full-time equivalents were assigned to gifted education at the SEA (state agency) level in 2020-2021. Of the 52 respondents, there were between 0 to 6 full-time equivalents assigned per state. Most reported 1 full-time equivalent (21), followed by less than 1 full-time equivalent (14) and 0 full-time equivalents (9). See table 1 for the full-time equivalents by respondent.

Respondents were asked to select the top five activities from a list of 10 that were performed by the SEA-designated personnel responsible for gifted education based on the amount of time spent on those activities in their state. Respondents also had the option to indicate “other.” Of the 51 respondents, the most common activities reported were providing technical assistance by telephone, email, or webinar (39); providing technical assistance to schools/districts in the field (36); responding to parent, family, or caregiver questions (35); providing professional and staff development (31); and developing statewide policy and/or guidelines (28) (see figure 1). See table 2 for activities listed by respondent, as well as any explanations or comments about the activities for gifted and talented education provided by a SEA.

FIGURE 1. Activities of SEA-Designated Personnel Responsible for Gifted Education



Respondents were asked how many full-time equivalents were assigned to gifted education at the SEA level in 2018-2019. Of the 49 respondents, there were between 0 to 4 full-time equivalents assigned per state. Most reported 1 full-time equivalent (25), followed by 0 full-time equivalents (10), less than 1 full-time equivalent (9), 3 full-time equivalents (3), and 4 full-time equivalents (2). See table 1 for the full-time equivalents by respondent.

Section II: Definition of *Gifted* and Identification

This section covers the state definitions of gifted and state requirements for identification of gifted students and includes information from questions 13-15 and 20-24c. Information in this section pertains to state definitions of gifted and usage of that definition if applicable, state requirements for identification of gifted and talented students, and information about the universal screening process. See tables 3-11 for information covered in this section.

DEFINITION OF GIFTED

The No Child Left Behind Act (NCLB) (2002) reauthorized the 1965 Elementary and Secondary Education Act (ESEA) and provides the federal definition of gifted and talented:

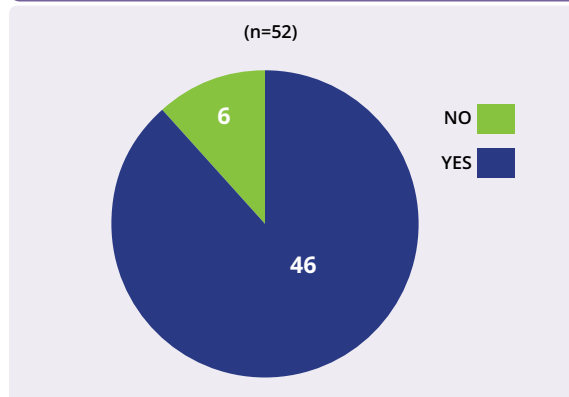
The term 'gifted and talented,' when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

P.L. 107110 [Title IX, Part A, Definition 22] [2002]; 20 USC 7801[22] [2004]

However, there is no federal mandate related to gifted identification and services. Therefore, states have the authority to determine how to define, identify, and serve gifted students.

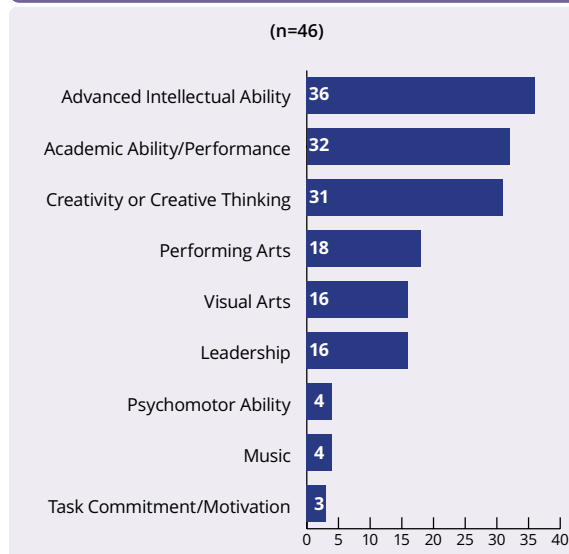
Respondents were asked whether their state has a definition of gifted, and if so, to provide a URL to that definition and indicate whether that definition has changed since the 2018-2019 school year. Of the 52 respondents, 46 respondents noted that they had a state definition of gifted, and 6 responded that they did not have one (see figure 2). See table 3 for responses by state as well as the URLs to the state definitions, as applicable.

FIGURE 2. State Has Definition of "Gifted" in Law or Policy



Definitions varied across respondents and included demonstrated or potential for multi-dimensional aspects of giftedness such as advanced intellectual ability (36), academic ability/performance (32), creativity or creative thinking (31), performing arts (18), leadership (16), visual arts (16), music (4), psychomotor ability (4), and task commitment/motivation (3) (see figure 3).¹ See table 4 for the text of the state definitions of gifted.

FIGURE 3. Areas Included in State Definition of Gifted



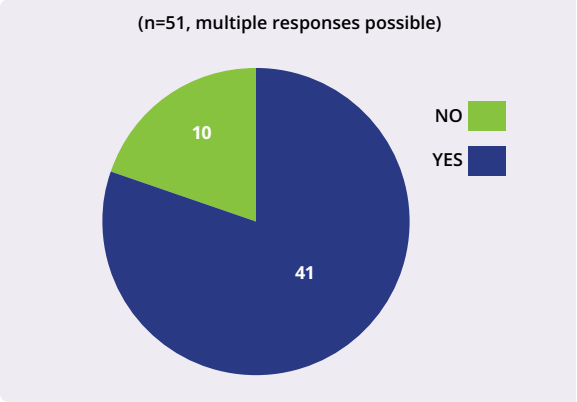
Respondents were also asked if LEAs were required to follow their state's definition of gifted. Of the 46 respondents, 41 indicated yes and 5 indicated no (see table 5).

¹ Hawaii's definition has not changed since the 2018-2019 State of the States report. However, Hawaii representatives said their definition is in use but no longer officially published due to legislative action, which we note in Section IX: Themes Across States and Future Directions. Thus, we do not include Hawaii as having a definition in the data (table 3), but we include the definition for reference in table 4.

IDENTIFICATION FOR GIFTED SERVICES

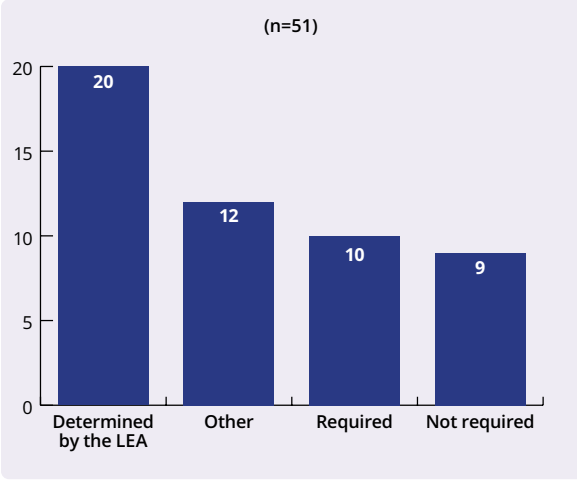
Of the 51 respondents, 41 require by law or rule the identification of gifted and talented students and 10 do not (see figure 4 and table 6, which also includes the URL to the law or rule, as applicable).

FIGURE 4. State Mandates Identification of Gifted Students



Respondents were asked if LEAs in their state are required to use specific criteria/methods for identification of gifted and talented students. Of the 51 respondents, 10 responded yes, 9 responded no, 20 responded it is determined by the LEA, and 12 responded “other,” with a number of those indicating some blend of state requirement and choice within the LEAs as to how to implement that state requirement (see figure 5). See table 7 for responses by state, additional comments, and the URL to the law or rule mandating specific criteria/methods for identification.

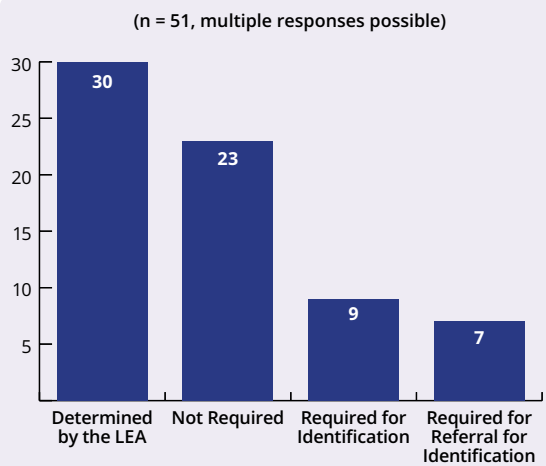
FIGURE 5. Requirements Regarding Specific Criteria/Methods for Identification



Respondents were asked which measures their state uses for identification of gifted and talented students. There were 10 responses, which ranged from broad guidelines such as “two subjective and two objective measures must be included (one of which must assess creativity)” (Arkansas) to detailed guidelines on the identification and assessment process (Colorado, Georgia, Kentucky, Ohio, and South Carolina). Some of the states explicitly referred to a state-approved list of assessments (Georgia, Maryland, Ohio, and South Carolina) and 5 provided a list of specific assessments (Department of Defense, Colorado, Georgia, Pennsylvania, and South Carolina). Tennessee noted that their measures were “completely state mandated.” Table 8 includes all state responses to this question.

Respondents were asked if LEAs in their state are required to use a universal screening process for referral and/or identification for gifted services. Of the 51 respondents, 7 states required a universal screening process for referral for identification, 9 states required it for identification, 23 states indicated a universal screening process is not required, and 30 states indicated a universal screening process is determined by the LEA (see figure 6). See table 9 for responses by state.

FIGURE 6. Requirements for Universal Screening Process



For those for which a universal screening process is required for referral for identification and/or for identification for gifted services, of the 28 respondents, 6 indicated the state specifies when and with whom the screening occurs (e.g., screening of all 2nd graders), 3 indicated the state does not specify when and with whom the screening occurs, and 19 indicated the process is determined by the LEA. For those 6 states that specify when and with whom the screening occurs, most indicate at least one screen occurs around the second grade. See table 10 for information by state regarding when and with whom the screening occurs and any comments regarding the screening process, if applicable.

For those LEAs that are required by their state to use a universal screening process for referral for identification and/or identification for gifted services, respondents were asked if the state specifies an instrument(s) to be used. Of the 26 respondents, in 1 state all LEAs must use the same instrument(s), in 2 states the LEAs can choose from a list of approved instruments/assessments, and in 16 states the instrument(s) is determined by the LEA. Four respondents indicated their state does not specify an instrument(s) and 3 indicated “other.” See table 11 for information by state, as well as the list of instruments specified by state, as applicable, and any explanation provided regarding those instruments.

See Section VII: Funding for more information on if and how states provide funding specifically earmarked for identification of gifted students and to conduct the universal screening process for gifted education. Also see the Other Policies and Practices subsection in Section IV: Programs and Services for Gifted Students and Related Policies for information about reciprocity for identification of gifted students.

Section III: Information about the Gifted Student Population

This section covers information about students identified as gifted during the 2020-2021 school year and includes information from questions 25-28. Information in this section pertains to the number of students enrolled in traditional public schools in 2020-2021 and those identified as gifted within the total number enrolled, as well as information on sub-groups of students identified as gifted. See tables 12-15 for information covered in this section.

Respondents were asked how many students in traditional public schools (i.e., non-charter) were enrolled in their state in 2020-2021, as well as how many students were identified as gifted and talented in those public schools in their state in 2020-2021. For those that did not provide the number of students identified as gifted and talented in their state, the respondent either did not answer the question, data were not available, or data were not collected.

Multiple states reported that they were unable to separate enrollment numbers between non-charter and charter public schools. These cases are indicated by state when applicable. See table 12 for enrollment numbers by state and any additional information or clarifications provided by each state, as applicable.

States reported the number of students identified as gifted and talented in their state during 2020-2021. See table 13 for specific numbers by state. It is important to note that gifted identification is based on how the state classifies and defines gifted students and may not be indicative of actual numbers of gifted students. Also see table 13 for any comments provided by the respondents in relation to enrollment and identification counts provided.

The 2015 Every Student Succeeds Act (ESSA) included some provisions related specifically to gifted and talented learners. States must collect and report achievement data disaggregated by student sub-group at each achievement level including advanced levels, and states/districts that receive Title II professional development funds must use the money to address the learning needs of all students including gifted and talented learners (NAGC, 2015). Thus, respondents were then asked whether their state collects data on sub-groups of students identified as gifted and talented. Of the 51 respondents, 32 indicated yes, 14 indicated no, and 5 indicated data is collected only at the local level (see figure 7 and table 14).

FIGURE 7. Does State Collect Data on Sub-Groups of Students Identified as Gifted?

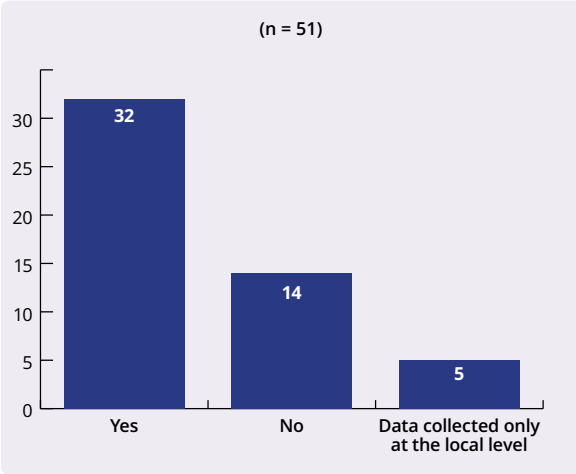


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Of the states where data on sub-groups of students identified as gifted and talented is collected (and available), respondents were asked to indicate the percentage of students belonging to various demographic groups (see table 15).

- Regarding gender, of the 23 respondents, gender proportions of identified gifted students ranged with most states being fairly evenly split between relatively proportional numbers of males and females identified for gifted services. Some states had more extreme ranges, such as Colorado with 55.3% male/44.7% female and Hawaii with 44% male/56% female. For the first time, the *2020-2021 State of the States* survey included an option for states to indicate the percentage of students identified for gifted services who identify as non-binary. Several states reported those percentages (Nevada reported <1%, Oregon reported 0.5%, Virginia reported 0.02%) and one state indicated that data will be available starting with the 2021-2022 school year (Illinois).
- Regarding race/ethnicity, 25 respondents provided some or all data regarding students identified as gifted across racial/ethnic groups in their state.

- Regarding the percentage of identified gifted students who are also English Learners, of the 19 respondents, states range from 0 (Kansas) to 15.61% (New Mexico).
- Regarding the percentage of identified gifted students who are also identified for special education services under the Individuals with Disabilities Education Act (IDEA) or who have a Section 504 plan under the Rehabilitation Act, of the 19 respondents, states range from 0.07% (New Mexico) to 9% (Colorado).
- Regarding the percentage of identified gifted students from low socioeconomic status backgrounds, of the 19 respondents, states range from 14.5% (Colorado) to 65.67% (Nevada).

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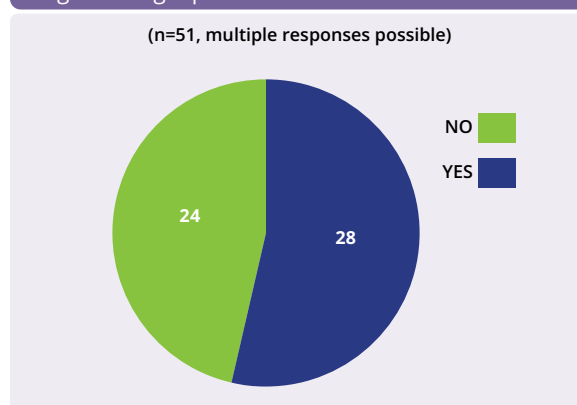
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Section IV: Programs and Services for Gifted Students and Related Policies

This section covers information about programs and services available for gifted students in each state and includes information from questions 39-52b. Information in this section pertains to delivery models through which gifted services are provided across grade levels, policies related to gifted services, and state program standards/guidelines for gifted education. See tables 16-38 for information covered in this section.

Of the 52 respondents, 28 reported their state has a law or rule that mandates gifted programming options/services and 24 reported their state does not (see figure 8). See table 16 for responses by state and the URL to the law or rule, as applicable. See table 17 for comments, explanations, or context about the law or rule (or lack of) for gifted programming options/services by state, as applicable.

FIGURE 8. State Mandates Gifted Programming/Options



See Section VII: Funding for more information on whether states provide funding specifically earmarked for programming for gifted students.

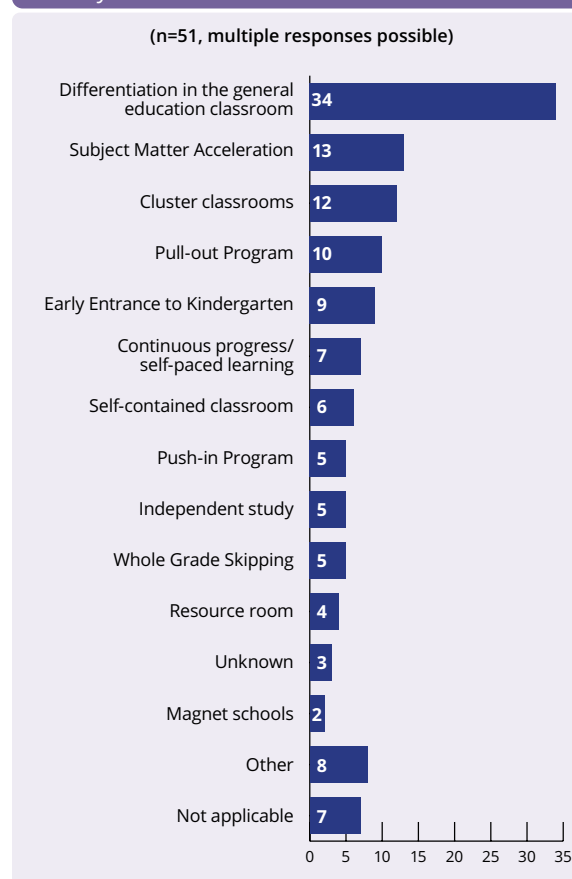
GIFTED SERVICES ACROSS GRADE LEVELS

Respondents were asked to select the top three delivery models through which gifted services are provided across grade levels.

Regarding pre-kindergarten and kindergarten, 47 states responded; 7 of those indicated not applicable and 3 indicated unknown (1 state indicated both not applicable and unknown; 1 state indicated both not applicable and differentiation in the general education classroom). The

most common delivery model through which gifted services are provided was reported as differentiation in the general education classroom (34), followed by subject matter acceleration (13), cluster classrooms (12), pull-out program (10), and early entrance to kindergarten (9). Further, 8 “other” service delivery models were listed, which largely include models that center on enrichment activities (see figure 9). See table 18 for delivery models through which gifted services are provided, by state, and table 19 for further comments about the delivery models used in pre-kindergarten and kindergarten.

FIGURE 9. Pre-K and Kindergarten Service Delivery Models



Regarding the early elementary grades (1-3), of the 48 respondents, 2 indicated not applicable and 3 indicated unknown (1 state indicated both not applicable and unknown). The most common delivery model through which gifted services are provided was differentiation in the general education classroom (38), followed by pull-out program (28), subject matter acceleration (25),

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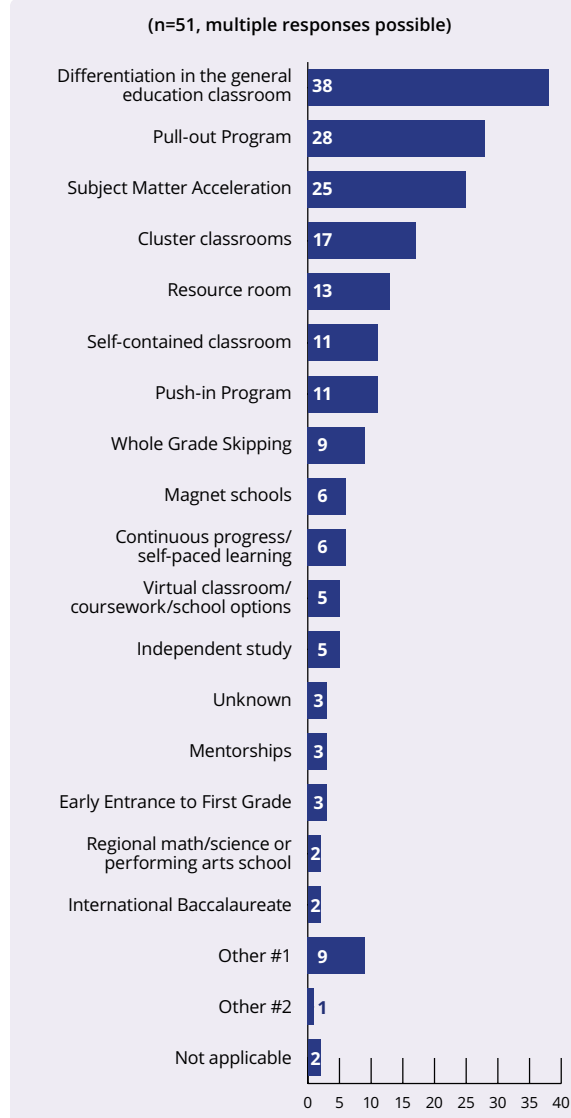
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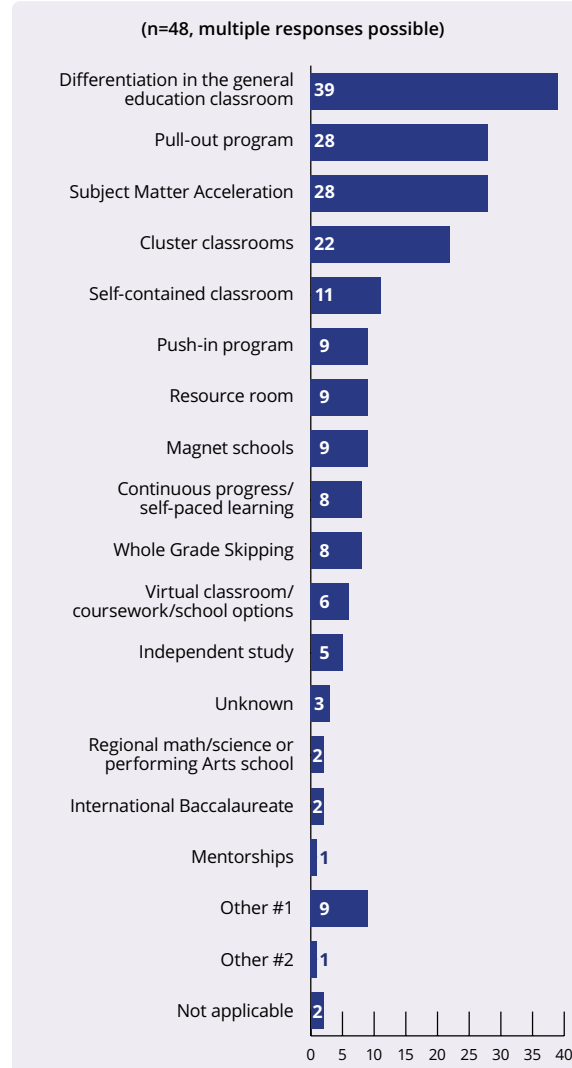
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cluster classrooms (17), and resource room (13). Further, 10 “other” service delivery models were listed and include enrichment activities and also focus on the district and local context in providing specific services (see figure 10). See table 20 for delivery models through which gifted services are provided, by state, and table 21 for further comments about the delivery models used in the early elementary grades (1-3).

FIGURE 10. Early Elementary Service Delivery Models

Regarding the upper elementary grades (4-5/6), of the 48 respondents, 2 indicated not applicable and 3 indicated unknown (1 state indicated both not applicable and unknown). The most common delivery model through which gifted services were provided was differentiation in the general education classroom (39), followed by pull-out program (28), subject matter acceleration (28), and cluster classrooms (22). Further, 10 “other”

service delivery models were listed, which included a similar focus on enrichment activities and a focus on the district and local content in providing specific services as was reported in the early elementary grades (see figure 11). See table 22 for delivery models through which gifted services are provided, by state, and table 23 for further comments about the delivery models used in the upper elementary grades (4-5/6).

FIGURE 11. Upper Elementary Service Delivery Models

Regarding middle school (grades 6/7-8), of the 48 respondents, 2 indicated not applicable and 3 indicated unknown (1 state indicated both not applicable and unknown). The most common delivery model through which gifted services are provided was differentiation in the general education classroom (34), honors/advanced coursework (33), subject matter acceleration (28), pull-out program (19), cluster classroom (15), and whole grade skipping (12). Further, 8 “other” service

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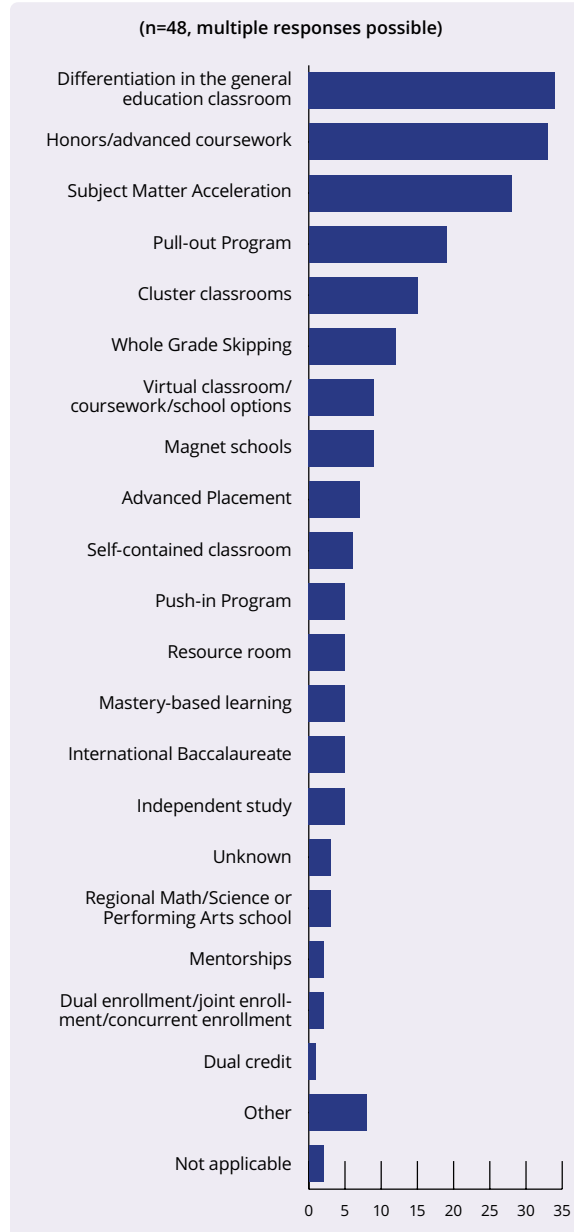
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delivery models were listed and largely include models that center on enrichment activities (see figure 12). See table 24 for delivery models through which gifted services are provided, by state, and table 25 for further comments about the delivery models used in middle school (grades 6/7-8).

FIGURE 12. Middle School Service Delivery Models

Regarding high school, of 48 respondents, 3 indicated not applicable and 3 indicated unknown (1 state indicated both not applicable and unknown). The most common delivery model through which gifted services are provided was Advanced Placement (38), followed by honors/advanced coursework (37), dual enrollment/joint enrollment/concurrent enrollment (30), subject matter acceleration (18), and differentiation in

the general education classroom (15). Further, 8 “other” service delivery models were listed and largely include models that center on enrichment activities and internships (see figure 13). See table 26 for delivery models through which gifted services are provided, by state, and table 27 for further comments about the delivery models used in high school.

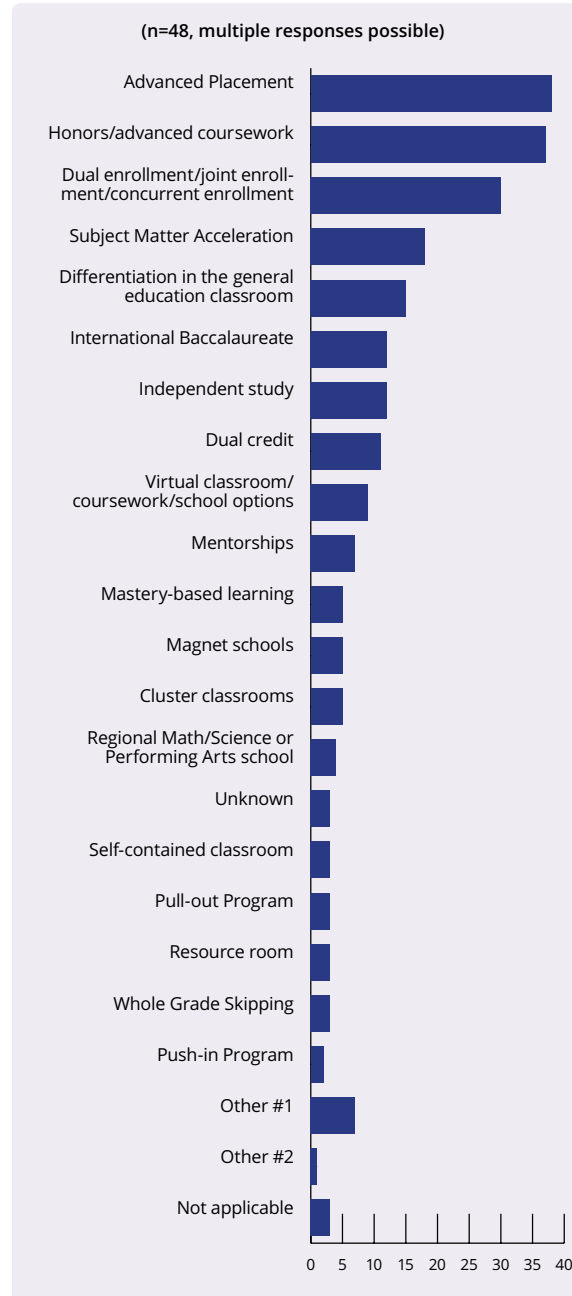
FIGURE 13. High School Service Delivery Models

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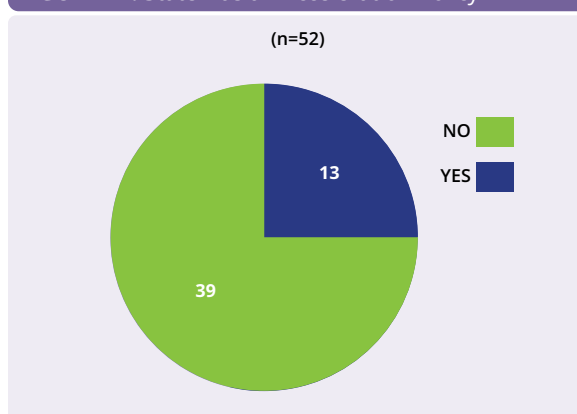
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OTHER POLICIES AND PRACTICES

Respondents were asked to indicate whether their state had a law or rule regarding several policies that may have implications for students identified as gifted.

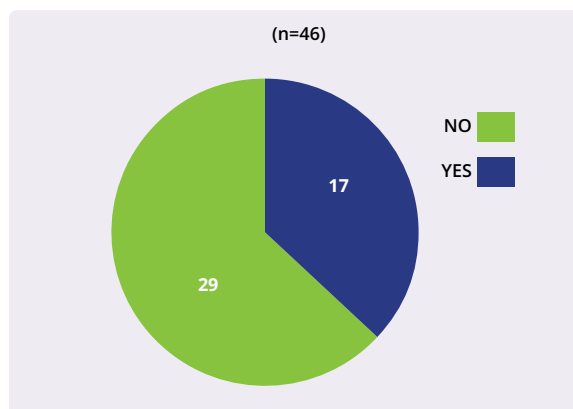
Regarding an acceleration policy, 52 states responded. Of these, 13 indicated their state had a law or rule about acceleration and 39 indicated their state did not (see figure 14). See table 28 for information by state and the URLs to more information about acceleration laws or rules, as applicable.

FIGURE 14. State Has an Acceleration Policy



Regarding an early entrance to kindergarten policy, 46 states responded. Of these, 17 indicated their state had a law or rule about early entrance to kindergarten and 29 indicated their state did not (see figure 15). See table 29 for information by state and for the URLs to more information about early entrance to kindergarten laws or rules, as applicable.

FIGURE 15. State Has Early Entrance to



Regarding a policy on dual or concurrent enrollment in a community college, college, or university, 51 states responded. Of these, 35 indicated their state had a law or rule about dual or concurrent enrollment, 15 indicated it is determined by the LEA, and 1 indicated there is no law or rule (see figure 16). Regarding in what grade students are allowed dual or concurrent enrollment in a community college, college, or university, 47 states responded. Of these, 1 state indicated 7th grade, 1 state indicated 8th grade, 14 states indicated 9th grade, 4 states indicated 10th grade, 1 state indicated 11th grade, and 1 state indicated 12th grade. Most states (25) indicated the grade at which students are allowed dual or concurrent enrollment in a community college, college, or university is determined by the LEA. See table 31 for more information by state and for the URLs to more information about dual or concurrent enrollment laws or rules, as applicable.

FIGURE 16. State Has Dual or Concurrent Enrollment Policy

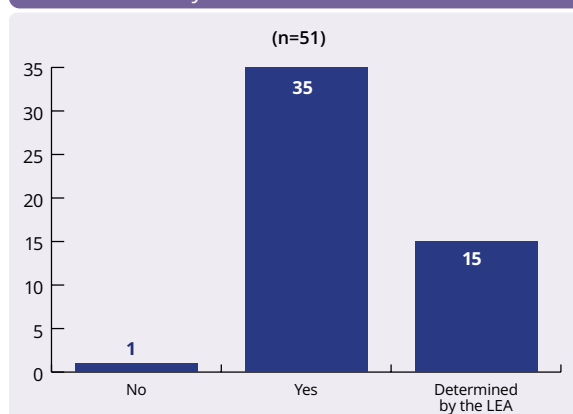


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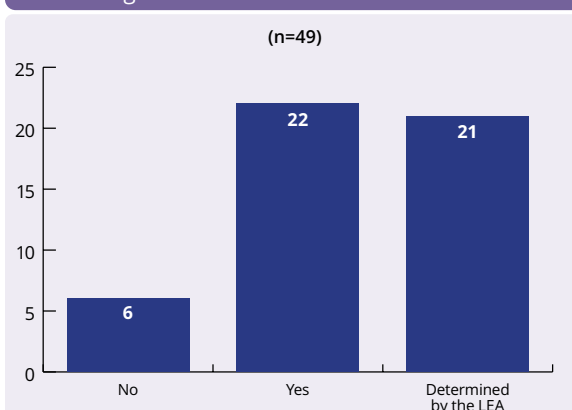
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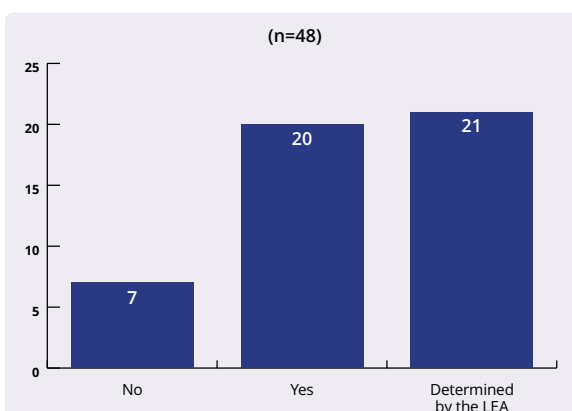
Regarding a state law or rule permitting middle school students to receive credit toward high school graduation, 49 states responded. Of these, 22 indicated having a state law or rule about middle school credit toward high school graduation, 6 indicated no law or rule, and 21 indicated it is determined by the LEA (see figure 17). See table 32 for more information by state and for the URLs to more information about middle school students receiving credit toward high school graduation, as applicable.

FIGURE 17. State Permits Middle School Credit Toward High School Graduation



Regarding a state law or rule permitting proficiency-based promotion (demonstrating proficiency without seat time in a course), 48 states responded. Of these, 20 indicated having a state law or rule regarding proficiency-based promotion, 7 indicated no law or rule, and 21 indicated it is determined by the LEA (see figure 18). See table 33 for more information by state and the URLs to more information about proficiency-based promotion.

FIGURE 18. State Permits Proficiency-Based



Respondents were asked to indicate other policies and practices from a list provided that were required by rule or law in their state. They also were provided with an “other” option to report additional policies and practice. See figure 19 for summaries of the responses to 6 questions.

Regarding academic guidance and counseling, of the 45 respondents, 16 reported it is required by rule or law in their state, 10 reported it is not required, and 19 reported it is determined by the LEA.

Regarding differentiated instruction, of the 45 respondents, 15 reported it is required by rule or law in their state, 4 reported it is not required, and 26 reported it is determined by the LEA.

Regarding content-based acceleration, of the 45 respondents, 9 reported it is required by rule or law in their state, 6 reported it is not required, and 30 reported it is determined by the LEA.

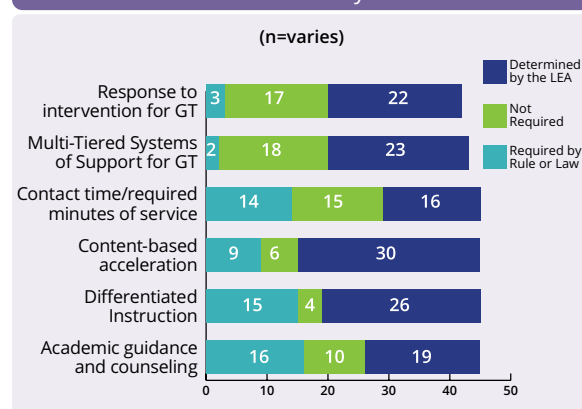
Regarding contact time/required minutes of service, of the 45 respondents, 14 reported it is required by rule or law in their state, 15 reported it is not required, and 16 reported it is determined by the LEA.

Regarding multi-tiered systems of support for GT, of the 43 respondents, 2 reported it is required by rule or law in their state, 18 reported it is not required, and 23 reported it is determined by the LEA.

Regarding response to intervention for gifted students, of the 42 respondents, 3 reported it is required by rule or law in their state, 17 reported it is not required, and 22 reported it is determined by the LEA.

Regarding “other” services, a handful of states reported other services that are required by rule or law. See tables 34 and 35 for responses by state.

FIGURE 19. Services Available by State



Respondents were also asked about issues regarding reciprocity and identification for gifted services. As such, respondents were asked to report upon automatic and conditional reciprocity conditions within and across states that were required by rule or law in their state, not required, or determined by the LEA. See figure 20 for summaries of the responses to 4 questions.

Regarding automatic reciprocity for GT identification with other states, of the 43 respondents, 2 reported it is required by rule or law in their state, 26 reported it is not required, and 15 reported it is determined by the LEA.

Regarding conditional reciprocity for GT identification with other states, of the 43 respondents, 4 reported it is required by rule or law in their state, 22 reported it is not required, and 17 reported it is determined by the LEA.

Regarding reciprocity for GT identification between districts within a state, of the 44 respondents, 15 reported it is required by rule or law in their state, 12 reported it is not required, and 17 reported it is determined by the LEA.

Regarding conditional reciprocity for GT identification between districts within a state, of the 43 respondents, 5 reported it is required by rule or law in their state, 20 reported it is not required, and 18 reported it is determined by the LEA. See table 36 for responses by state regarding reciprocity for identification for gifted services and table 37 for any comments, explanations, or context about any of the services described above.

Respondents were also asked whether their state has state program standards/guidelines for gifted education. Of the 50 respondents, 23 reported their state has state program standards/guidelines for gifted education and 27 reported their state does not (see figure 21). See table 38 for information by state and the URLs to the state program standards/guidelines, as applicable.

FIGURE 21. State Has Program Standards/Guidelines

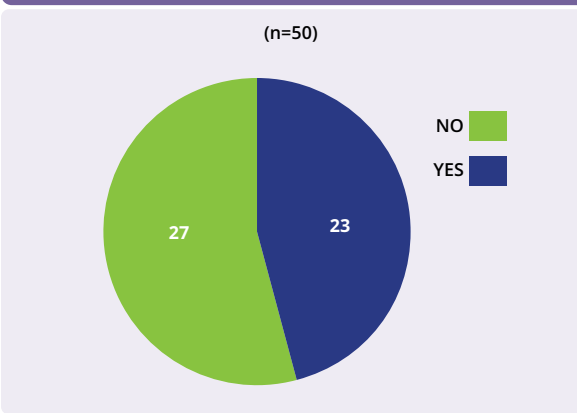
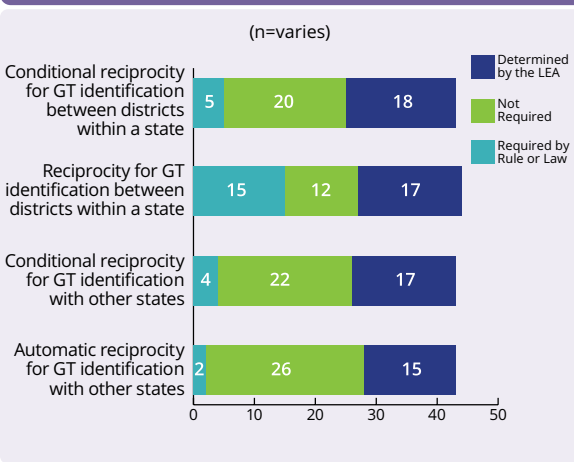


FIGURE 20. Reciprocity for GT Identification



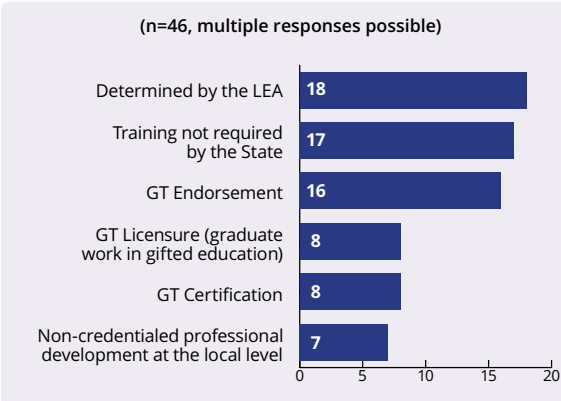
Section V: Personnel and Training Requirements

This section covers personnel training requirements for those who work with gifted students and includes information from questions 37-38b and 53-57b. Information in this section pertains to state requirements regarding pre-service teacher training, certification and endorsement, and professional learning requirements for teachers, coordinators, administrators, counselors, and special education professionals. See tables 39-46 for information covered in this section.

Respondents were asked to indicate whether their state has a law or rule requiring each LEA to have a gifted education administrator/coordinator. Of the 52 states that responded to the question, 14 responded yes and 38 responded no. See table 39 for information by state and the URLs to the law or rule about gifted education administrators/coordinators, as applicable. Of the 14 states indicating a law or rule requiring each LEA to have a gifted education administrator/coordinator, 4 of those indicated their state has a law or rule requiring the gifted education administrator/coordinator to have a credential in gifted education and 10 indicated their state did not. See table 40 for information by state and any additional comments provided by each state regarding LEA administrators/coordinators, as applicable.

Respondents were asked what level of training in gifted education is required in their state for teachers of gifted students. Of the 46 states that responded, 23 states mandate some sort of training: GT Endorsement (16), GT Certification (8), GT Licensure (graduate work in gifted education) (8), and non-credentialed professional development at the local level (7) (multiple responses were possible). Another 17 respondents indicated training was not required by the state, 18 indicated that training was determined by the LEA. See table 41 for responses by state and table 42 for further comments about training requirements for teachers of the gifted in each state, as well as the URLs to more information about policy regarding licensure, endorsement, or credentialing.

FIGURE 22. Gifted Education Teacher Training Requirement



Respondents were asked whether all pre-service teacher candidates in their state are required to take university coursework in gifted education. Of the 49 states that responded, 4 indicated university coursework is required (Idaho, Iowa, Maine, Virginia). See table 43 for responses by state and the URLs to policy regarding this coursework.

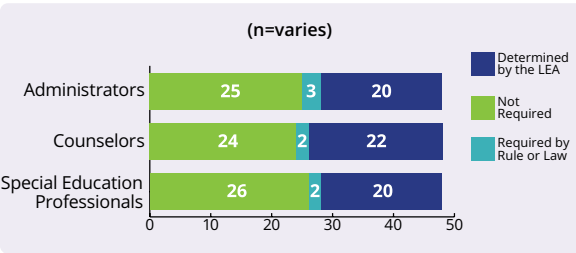
Respondents were asked to indicate whether there are GT professional learning requirements for different professionals in their states. See figure 23 for the responses to 3 questions.

Regarding professional learning requirements for administrators on the nature and needs of gifted students, 48 states responded. Of these, 3 indicated GT professional learning is required, 25 indicated it is not required, and 20 indicated it is determined by the LEA. See table 44 for responses by state and the URLs to policy as applicable.

Regarding professional learning for counselors on the nature and needs of gifted students, 48 states responded. Of these, 2 indicated GT professional learning is required, 24 indicated it is not required, and 22 indicated it is determined by the LEA. See table 45 for responses by state and the URLs to policy as applicable.

Regarding professional learning for special education professionals on the nature and needs of gifted students, 48 states responded. Of these, 2 indicated GT professional learning is required, 26 indicated it is not required, and 20 indicated it is determined by the LEA. See table 46 for responses by state and the URLs to policy as applicable.

FIGURE 23. State Required Professional Learning on



Section VI: Factors Impacting Gifted Services

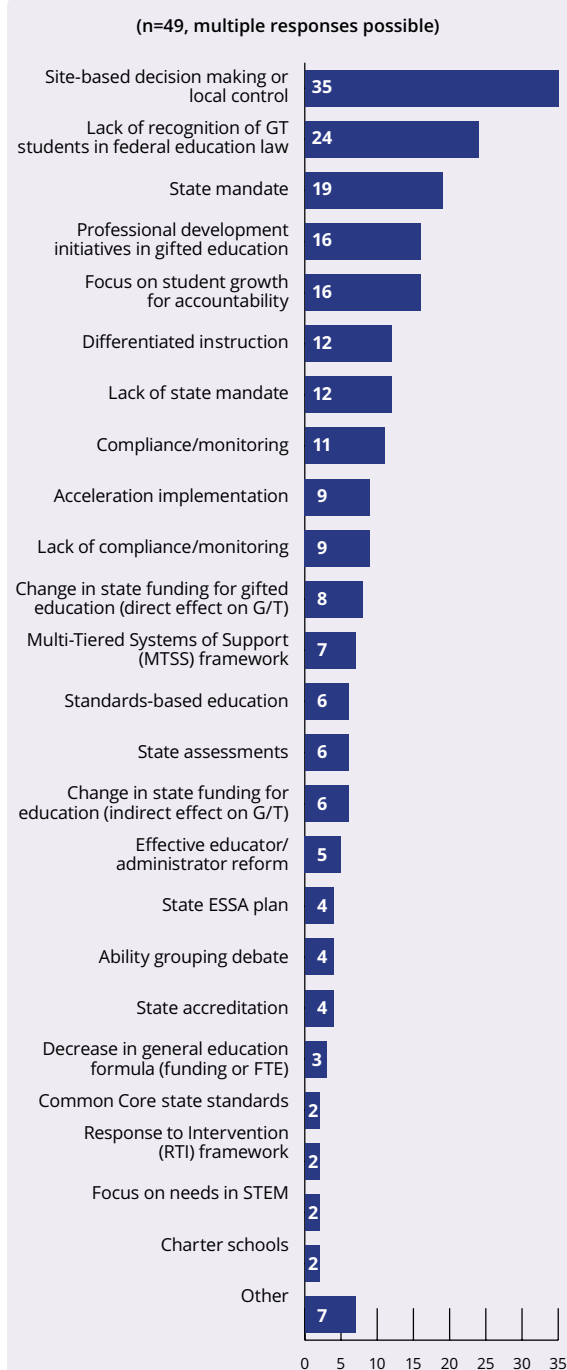
This section covers factors impacting gifted services and includes information from questions 12 and 65-69. Information in this section pertains to local, state, and federal factors and policies that impact gifted education across states, as well as to issues regarding the equity/excellence gap in gifted education, the COVID-19 pandemic, and the 2015 Every Student Succeeds Act (ESSA). See tables 47-53 for information covered in this section.

Respondents were asked to select the top five most influential factors impacting gifted education services in their state from among a list of 24 factors (multiple responses were possible), as well as the option to mark "other."

There were 49 respondents to this question. See table 47 for responses by state. The most common factor impacting gifted education was reported as site-based decision-making or local control (35). Other factors commonly cited are lack of recognition of GT students in federal education law (24), followed by state mandate (21), professional development initiatives in gifted education (16), focus on student growth for accountability (16), lack of state mandate (12), and differentiated instruction (12) (see figure 24).

Specifically with regard to state policy, respondents were asked to provide the URLs to any new or changed state policies that have impacted gifted education services in their state in the past three years and to provide an explanation. That information can be found in table 48.

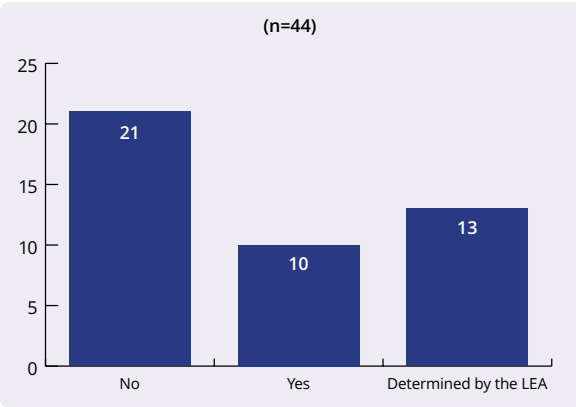
FIGURE 24. Factors Impacting Gifted Education Services



EQUITY/EXCELLENCE GAP FOR GIFTED STUDENTS

Respondents were asked if their state has a policy and/or initiative to address the equity/excellence gap for gifted students. Of the 44 respondents, 10 states have a policy and/or initiative, 21 states do not, and 13 report that such initiatives are determined by the LEA (see figure 25).

FIGURE 25. State Policy/Initiative to Address Equity/



The 10 states that reported having a policy and/or initiative to address the equity/excellence gap for gifted students were asked to report the special population(s) specifically addressed in the policy and/or initiative. They were also provided an “other” option. Of the 10 respondents, 8 states indicated the policy/initiative addressed students who are English Learners, 7 state policies/initiatives included students based on socioeconomic status, 6 states included students who are racially/ethnically/culturally diverse, 5 states included students who are twice exceptional, and 5 states included students who live in rural settings in their policy and/or initiative. See table 49 for information by state.

Respondents were asked to select the ways in which their state is addressing the equity/excellence gap for gifted students from among a list of 10 factors (multiple responses were possible), as well as the option to mark “other.”

There were 36 respondents to this question. The most common way states reported addressing the equity/excellence gap in gifted education was by teacher training/professional development, as reported by 27 states. Other common strategies included culturally responsive teaching (15), followed by using alternative assessment (e.g., nonverbal tests like the NNAT) (13), state policy or initiative (12), and universal screening (9) (see figure 26).

See table 50 for responses by state and table 51 for comments regarding the ways in which the respondent’s state is addressing the equity/excellence gap in gifted education. See more information in Section VII: Funding regarding if and how states are providing funding to address the equity/excellence gap in gifted education.

FIGURE 26. How States Address Equity/Excellence



COVID-19 PANDEMIC

Respondents were asked to describe the ways in which the COVID-19 pandemic impacted gifted education in their state. The majority of the 36 respondents indicated that the pandemic led to a varied, mostly negative, impact on gifted education. Five states indicated there was not enough information known at the time of the survey or not applicable and a handful of states indicated some positive outcomes.

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The positives were related to the flexibility, innovation, collaboration that occurred as a response to the pandemic, some opportunities for students that came with virtual learning, and even ways that the pandemic highlighted gaps in technology that the states were able to address.

Minnesota wrote:

... During this time [the COVID-19 pandemic] we were reminded daily of the incredible flexibility, dedication and compassion of Minnesota educators, administrators and support staff. Remarkable things happened in many classrooms and homes as educators learned new and innovative ways of delivering instruction.

Other states shared similar sentiments, with mention of an increase in online options and some flexibility for gifted learners to move beyond grade level as positives.

Of the responses to this question, most reported a substantial negative impact of the COVID-19 pandemic on gifted education in their state. Several states noted the suspension of or difficulties with universal screening, referral, identification, and services during the pandemic. A few mentioned that gifted education teachers were reassigned or pulled away from their responsibilities to substitute for teacher absences. Others mentioned issues with students feeling isolated during times of remote learning, social and emotional struggles during the pandemic, learning loss, and a decrease in test scores.

Some respondents were unable to provide information for various reasons. Some states reported not collecting this information while some did not have any information yet. New Hampshire reported, "It is very hard to determine at this time. The pandemic has forced schools to redirect energy and resources to preventing the spread of the virus." See table 52 for responses by state.

2015 EVERY STUDENT SUCCEEDS ACT (ESSA)

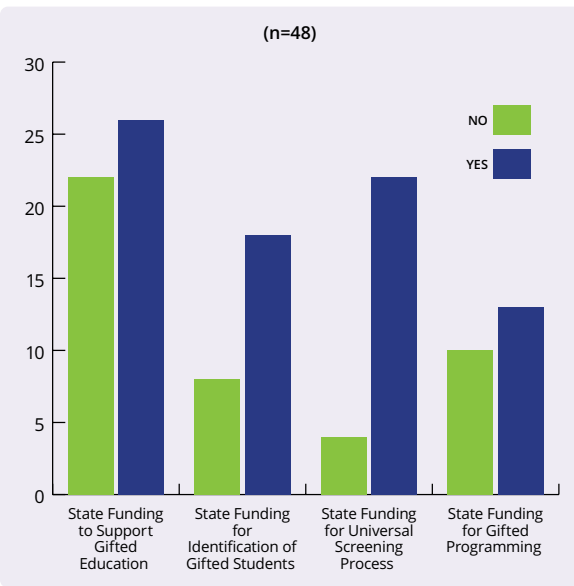
Respondents were asked to describe ways in which the 2015 Every Student Succeeds Act (ESSA) affected their state's policies or practices in gifted education. Of the 25 respondents, 6 respondents indicated this question was not applicable, 2 indicated that they were unsure of the effects of ESSA (Alabama and Wisconsin), and one (Michigan) simply noted "it hasn't" to indicate no effect of ESSA in their state's gifted education. In California's case, they observed that "gifted education was removed from California Education Code before ESSA was implemented." The remaining 15 respondents reported varying levels of impact of ESSA on their state's policies or practices in gifted education such as additional funding or access to funding (e.g., Kentucky, Illinois, Missouri, Minnesota, Pennsylvania) and some mention of the use of funds to increase professional learning opportunities for teachers (e.g., New Jersey). Other states report less impact because policies were already in place to include gifted students as a subgroup in reporting practices and to use federal dollars to support professional learning opportunities for teachers regarding gifted learners (e.g., North Carolina). See table 53 for responses by state.

Section VII: Funding

This section covers funding related to gifted education and includes information from questions 58-64b. Information in this section pertains to policies around state funding, amounts of funding, if and how funds are dedicated for gifted education, and funding provided specifically for the universal screening process and to address the equity/excellence gap in gifted education. See tables 54-62 for information covered in this section.

Respondents were asked if their states provide dedicated funding to LEAs specifically earmarked to support gifted education. Of the 48 respondents, 26 said their states provide dedicated funding and 22 said their states do not (see figure 27). See table 54 for responses by state and the URLs to policy information regarding funding as applicable. See table 55 for a description of how each state provides dedicated funding to support gifted education programs, as applicable.

FIGURE 27. State Funding for Gifted Identification



Respondents were asked to report how much funding was provided by their state to LEAs to support gifted education in the academic years 2019-2020 and 2020-2021. For the academic year 2019-2020, of the states that provided dedicated funding to support gifted education, respondents reported funding amounts ranging from \$350,000 (Montana) to \$75,734,497.70 (North Carolina). For the academic year 2020-2021, respondents reported funding amounts with a similar range from \$350,000 (Montana) to \$76,623,596.20 (North Carolina). See table 56 for funding amounts by

state. Respondents were asked to explain the funding and/or any changes since the previous *State of the States* survey. Responses indicate a number of states have not experienced any changes, but several have seen increases in funding and others have experienced decreases in funding, some of which can be attributed to the COVID-19 pandemic. See table 57 for responses by state.

Respondents were also asked how much funding is provided by the state to support gifted education programs but not distributed to LEAs in the academic years 2019-2020 and 2020-2021. The activities that the state supported ranged from Governor's Schools, funding the SEA office responsible for gifted and talented, statewide professional development, and statewide academic competitions. Of the 18 states that responded to this question, 4 reported some type of funding increase, 4 reported decreases in funding, and 8 reported no changes. The two remaining states either indicated not applicable for one or both sets of years. Of note, Arizona indicated that the decrease from \$50,000 in 2019-2020 to \$0 in 2020-2021 was due to COVID-19 pandemic-related budget changes initiated by their state legislature. See table 58 for responses by state, as well as any comments, explanations, or context about the sources of funding for gifted education.

It should be noted that what constitutes dedicated funding varies by state. In Indiana, for example, there is a flat allocation of \$500,000 that can be spent for testing purposes. In contrast, Wyoming provides a block grant to school districts that can be used for gifted education purposes but does not necessarily have to be used in that way. Further, how direct funds are calculated varies by state. States like Virginia calculate allocated funds through a formula that awards an average teacher salary per 1,000 students in the general population. In contrast, other states like Oklahoma or Texas use formulas that account for the number of gifted students who qualify for services. Finally, in some states, unallocated funds carry over to the next fiscal year. For example, in Iowa, any funds dedicated towards gifted education that are not spent in a given fiscal year can be used in the following fiscal year in addition to their annual allocation. See tables 57 and 58 for further details from states, as appropriate.

FUNDING FOR IDENTIFICATION

Respondents were asked whether their state provided funding specifically earmarked for identification of gifted students in the academic year 2020-2021. Of the 26 respondents, 8 reported their state provided funding specifically earmarked for identification of gifted students in the academic year 2020-2021 and 18 reported their state did not (see figure 27).

Of the 8 respondents who reported their state provided funding specifically earmarked for identification of gifted students in the academic year 2020-2021, 6 indicated the funding source was included in funds allocated to LEAs specifically for gifted education. See table 59 for information by state.

FUNDING FOR UNIVERSAL SCREENING

Respondents were asked whether their state provided funding specifically earmarked to conduct the universal screening process for gifted identification in the academic year 2020-2021. Of the 26 respondents, 4 reported their state provided funding specifically earmarked to conduct the universal screening process for gifted identification in the academic year 2020-2021 and 22 reported their state did not (see figure 27).

Of the 4 respondents, 2 indicated the funding source was included in funds allocated to LEAs specifically for gifted education. See table 60 for information by state, as well as comments about funding for universal screening in gifted education in each state as applicable.

FUNDING FOR PROGRAMMING

Respondents were asked whether their state provided funding specifically earmarked for programming for gifted students in the academic year 2020-2021. Of the 23 respondents, 10 reported their state provided funding specifically earmarked for programming for gifted students in the academic year 2020-2021 and 13 reported their state did not (see figure 27). See table 61 for information by state.

FUNDING TO ADDRESS THE EQUITY/ EXCELLENCE GAP IN GIFTED EDUCATION

Respondents were asked whether their state provided funding to address the equity/excellence gap in gifted education in the academic year 2020-2021. Of the 23 respondents, 1 reported their state provided funding to address the equity/excellence gap in gifted education in the academic year 2020-2021 (North Carolina) and 22 reported their state did not. See table 62 for information by state and explanations regarding that funding by state as applicable.

Section VIII: Accountability

This section covers LEA and SEA accountability practices related to gifted and talented services and includes information from questions 29-36b. Information in this section pertains to SEA and LEA reporting practices and the monitoring and/ or auditing of LEA gifted education programs. See tables 63-72 for information covered in this section.

REPORTING PRACTICES

Respondents were asked whether the SEA or gifted education services unit in their state produces an annual report on gifted and talented services. Of the 50 respondents, 6 responded yes, 36 responded no, and 8 responded “other.” See table 63 for responses by state and the URLs to the most recent annual reports, as applicable.

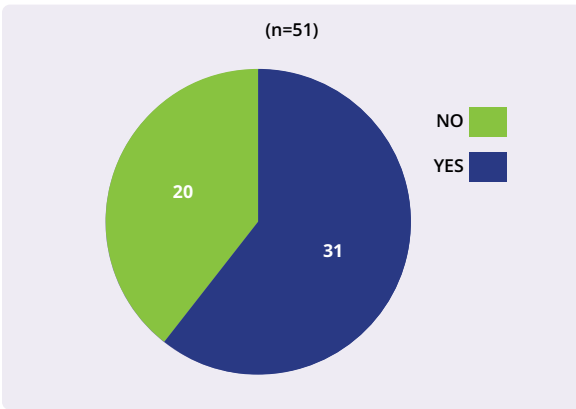
Respondents were asked whether the LEAs in their states are required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines. Of the 51 respondents, 31 responded yes and 20 responded no (see figure 28). See table 64 for responses by state and comments or context about the required report on gifted and talented education programs as applicable.

Respondents were asked if their state identifies gifted as a sub-reporting group for accountability purposes. Of the 51 respondents, 13 responded yes and 38 responded no. See table 65 for responses by state and comments or context about each state’s mandate for reporting gifted as a sub-group for accountability purposes, as applicable.

Respondents were asked if gifted and talented indicators (such as the percent of students identified for gifted education in the district, or gifted student performance information) are required by state law or rule to be included on district report cards or other state accountability reporting forms. Of the 51 respondents, 8 responded yes, 36 responded no, and 7 responded it is determined by the LEA. See table 66 for responses by state and any comments or context about each state’s required gifted and talented indicators, as applicable.

Of those states that require gifted and talented indicators on district report cards or other state accountability reporting forms, respondents were asked about the indicators on which they must report. Of the 8 respondents, 6 indicated they must report the number of identified gifted students and 5 indicated they must report demographics of the gifted population. See table 67 for responses by state and comments about specific indicators on district report cards or other state accountability reporting forms.

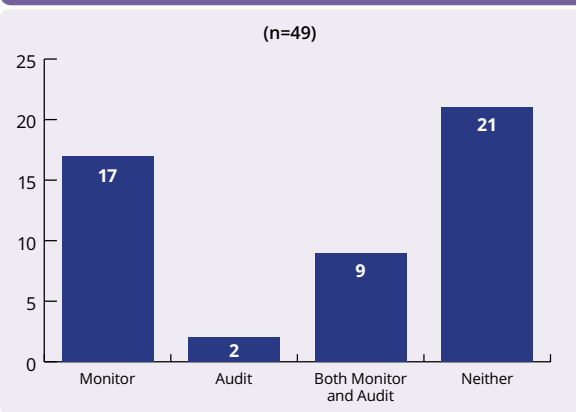
FIGURE 28. LEA Reporting Required on GT Programs



SEA MONITORING AND/OR AUDITING OF LEA GIFTED EDUCATION PROGRAMS

Of 49 respondents, 17 reported their state monitors LEA gifted education programs, 2 reported their state audits LEA gifted education programs, 9 reported their state both monitors and audits LEA gifted education programs, and 21 reported their state neither monitors nor audits LEA gifted education programs (see figure 29). See table 68 for responses by state and comments about the monitoring and/or auditing of LEA gifted education programs, as applicable.

FIGURE 29. SEA Monitor/Audit of LEA Gifted Education Programs



Respondents were asked whether LEAs in their state are required to submit various reports and/or plans to the SEA. Of 50 respondents, 22 reported LEAs in their state are required to submit gifted education identification plans to the SEA, 20 reported LEAs in their state are required to submit program implementation plans to the SEA, 15 reported LEAs in their state are required to submit policy plans to the SEA, and 23 reported LEAs are not required to submit gifted education identification, program implementation, or policy plans to the SEA (multiple responses possible). See table 69 for responses by state and see table 70 for comments or context about submitting gifted education identification, program implementation, and/or policy plans, as applicable.

Respondents were asked whether LEA-submitted plans must be approved by the state. Of 50 respondents, 15 reported the SEA must approve the LEA gifted education identification plans, 14 reported the SEA must approve the LEA program implementation plans, 8 reported the SEA must approve the LEA policy plans, and 32 reported the SEA is not required to approve the LEA gifted education identification, program implementation, or policy plans (multiple responses possible). See table 71 for responses by state and see table 72 for comments or context about state approval for gifted education identification, program implementation, and/or policy plans.

Section IX: Themes Across States and Future Directions

This section covers common themes across states found in the current analysis, as well as a comparison to the previous two *State of the States* reports (2014-2015; 2018-2019). Information from question 71 is included. See table 73 for information covered in this section.

Drawing on findings from the current report and the previous two reports (2014-2015; 2018-2019), many of the themes remain similar to the previous reports regarding decentralized decision-making and limited accountability; service and program options, particularly as they relate to the importance of training and professional learning; the influence of federal education law; and access and equity. Some notable changes this year were related to a more nuanced understanding regarding issues of access and equity, as well as policies and initiatives underway across states to address issues of access and equity, and a new theme related to the Influence of the COVID-19 pandemic on educational policies and funding related to gifted education across the states.

DECENTRALIZED DECISION-MAKING AND LIMITED ACCOUNTABILITY

An emphasis on local control, and to a lesser degree state control, is a theme observed across the *State of the States* reports. SEAs and LEAs continue to remain the authorities in determining programs and services for gifted students due to lack of a federal mandate for gifted education. While decentralization allows states to address specific needs of their population, it leads to variation and (at times) inconsistencies in services across and within states.

The five most influential factors affecting gifted education reported by 49 states for this report were site-based decision-making or local control (35), lack of recognition of gifted students in federal education law (24), state mandate (21), professional development initiatives in gifted education (16), and focus on student growth for accountability (15). In 2018-2019, 50 states reported that the top five most influential factors were site-based decision-making or local control (41), state mandate (29), professional development initiatives (28), lack of recognition of gifted students (27), and a focus on student growth for accountability (25). As can be seen, site-based decision-making or local control was considered the most influential factor on gifted education for both sets of years.

Also comparatively high was the importance placed on a lack of recognition of gifted students in federal education law and state mandates. Notable differences this year were that fewer states selected professional development initiatives (-12), focus on student growth for accountability (-10), and differentiated instruction (-12) compared to the prior report. Fewer influential factors were selected this year overall as compared to the previous report and some of that may have been due to new categories that were added (e.g., multi-tiered systems of support framework) that may have dispersed these counts.

State definitions of gifted remained largely the same from the prior report with the majority still including advanced intellectual ability, creativity or creative thinking, and academic ability/performance as aspects of giftedness. Also notable in the previous and current report was the acknowledgement of leadership and the arts (visual, performing, and musical) as components to consider in identifying students for gifted services. These aspects of giftedness are generally those reflected in the federal definition of giftedness, from which states may have received inspiration or guidance when creating their own definitions. There were a few states that noted changes or extraneous circumstances related to their definitions this year. For example, Rhode Island mentioned they were in the process of revising their definition. In the case of Hawaii, they explained in a follow-up email that due to legislative action: "The Board of Education Policy on G/T does not state the definition. We still have the same definition, but it is not published in any official document."

Of the 46 states with a definition of gifted, 41 indicated that LEAs were required to follow their state's definition of gifted. They were also required by law or mandate to identify gifted and talented students in their state with more freedom in the criteria and/or method used to identify gifted students. Most states also indicated that LEAs determined their universal screening and/or gifted identification process.

As observed in the prior report, the different definitions of gifted across states represent another example of decentralization and impacts the quantity and quality of students identified as gifted. Moreover, while there were 46 state definitions of gifted, only 10 states indicated specific criteria/methods mandated for the

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identification of gifted and talented students. Thus, most decisions on how to identify gifted students occur at the district or building level. In both reports, only 30 respondents were able to provide data on the number of identified gifted students in their state; in others, this information was not collected or otherwise unavailable.

A comparison of accountability across the three *State of the States* reports provides more evidence for this theme of decentralization. In the current report, 27 respondents indicated their LEAs were required to submit gifted education identification plans program implementation plans, and/or policy plans to the state education agency. However, of these, just 18 respondents indicated the gifted education identification plans, program implementation plans, and/or policy plans had to be approved by the state education agency. Although the question was asked slightly differently in the 2018-2019 report, some comparison can be made: 27 of the 50 respondents indicated their LEAs were required to submit gifted education program implementation plans to their SEA, and 26 out of 49 indicated that those plans were reviewed by the SEA. Only 19 indicated the plans required approval by their SEA. Additionally, in the prior two reports (2014-2015; 2018-2019), about half of the states indicated that their state monitors/audits LEA gifted education programs. In the current report (2020-2021), similarly, 57% (n = 28) of respondents indicated that their state monitored and/or audited their LEA gifted education programs.

As with the 2018-2019 *State of the States* report, a number of state education agencies had newly hired individuals in the gifted and talented specialist position, vacant positions, or gifted education led by someone wearing many hats. This meant that institutional knowledge was potentially lost or unknown. This may also have been an unintended consequence of the COVID-19 pandemic as recent news and policy reports suggest the existence of teacher shortages across the United States (Nguyen et al., 2022). An analysis of Bureau of Labor Statistics data indicated that “overall employment in the K-12 labor market declined by 9.3 percent at the onset of the pandemic and remains well below pre-pandemic levels” (Bleiberg & Kraft, 2022, p. 1). Furthermore, more educators may leave the profession due to burn-out and stress. According to a National Education Association (NEA) survey conducted in January 2022 of 3,621 non-retired NEA members,

91% reported that pandemic-related stress was a serious problem for educators and 55% of educators were considering leaving the workforce earlier than originally planned (Walker, 2022).

SERVICE AND PROGRAMMING OPTIONS

In the current report, of 51 respondents, 41 require by law or rule the identification of gifted students and 10 do not. However, of 52 respondents, only 28 reported their state has a law or rule that mandates gifted programming options/services and 24 reported their state does not. In the 2018-2019 report, these questions were asked differently and included the option to respond to the questions regarding identification and programming options/services by indicating it was determined by the LEA. This year, the states were required to indicate just either that identification and programming options/services were required by the state or that they were not.

Of the 28 states that report a law or rule that mandates gifted programming option/services, not many states report policies, state laws, or rules regarding any of the following: early entrance to kindergarten; dual or concurrent enrollment in a community college, college, or university; middle school students receiving credit toward high school graduation; proficiency-based promotion; academic guidance and counseling; differentiated instruction; content-based acceleration; contact time/required minutes of service; multi-tiered systems of support for gifted students; response to intervention for gifted students; and automatic or conditional reciprocity either within a state or across states for gifted identification. This provides another example of decentralization at the state level, as most of these programming options/services are determined at the LEA level if they are available.

Respondents were asked to report gifted services provided by grade level:

- The most common gifted service delivery model in pre-kindergarten and kindergarten was reported as differentiation in the general education classroom by 34 states. This is the same finding from the 2018-2019 report and the 2014-2015 report (which had slightly different answer choices and used regular classroom but is similar).

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- The most common gifted service delivery model in the early elementary grades was reported as differentiation in the general education classroom by 37 states. This is the same finding from the 2018-2019 report. The use of cluster classrooms was the most common service delivery model reported in the 2014-2015 report.
- The most common gifted service delivery model in the upper elementary grades was reported as differentiation in the general education classroom by 38 states. This is the same finding from the 2018-2019 report. The use of cluster classrooms was the most common service delivery model reported in the 2014-2015 report.
- The most common gifted service delivery model in middle school was reported as differentiation in the general education classroom by 33 states, immediately followed by honors/advanced coursework by 32 states. This is the same finding from the 2018-2019 report. Honors/advanced coursework was the most common service delivery model reported in the 2014-2015 report.
- The most common service delivery model in high school was reported as Advanced Placement by 37 states, immediately followed by honors/advanced coursework by 36 states. The most common service delivery model reported in both the 2018-2019 and 2014-2015 reports was Advanced Placement.

From pre-kindergarten to the upper elementary grades (grades 5/6), the most common service delivery models were reported as differentiation in the general education classroom, pull-out programs, subject matter acceleration, and cluster classrooms. Differentiation in the general education classroom is included at the middle school level, which also includes honors/advanced coursework and subject matter acceleration. In high school, emphasis turns to Advanced Placement, honors/advanced coursework, and dual enrollment/joint enrollment/concurrent enrollment. Similar to the 2018-2019 report, there is a heavy emphasis on differentiation in the general education classroom. There is also a heavy emphasis on acceleration, as seen in the use of honors/advanced coursework, Advanced Placement, and dual enrollment/joint enrollment/concurrent enrollment as service delivery models.

IMPORTANCE OF TRAINING AND PROFESSIONAL LEARNING

Given the continued focus on differentiation in the general education classroom across pre-K through middle school and the continued focus on acceleration across middle school and high school as the most frequently reported service delivery models across three separate *State of the States* reports (2014-2015; 2018-2019; 2020-2021), the responses in this report again emphasize the need for professional learning for general education teachers and pre-service teachers. While this report does not provide information on the number of gifted learners who are in a full-time gifted education setting, the information on service delivery models reported across the states make it likely that more teachers than just the gifted education specialist will be working with students identified for gifted services.

Most states and LEAs are training teachers of the gifted in some capacity. Of the 46 respondents, 23 states mandate training and 18 states indicate that training is determined by the LEA. Only 17 of 46 states that responded indicated teachers of the gifted are not required to have a credential in gifted education. Training for other professionals in the LEA is much more limited.

At the LEA level, 14 states (of 52 respondents) indicated their state has a law or rule requiring the LEA to have a gifted education administrator/coordinator, but only 4 of those indicated their state has a law or rule requiring the gifted education/coordinator to have a credential in gifted education. Similar to the 2018-2019 findings, professional learning opportunities regarding gifted students and gifted education for administrators, counselors, and special education professionals are largely not required by the states or are determined by the LEAs. Also similar to the 2018-2019 findings, pre-service teachers are largely not required to take university coursework related to gifted students or gifted education.

In many states, LEAs have the control to provide professional learning opportunities to various professionals who will undoubtedly encounter students identified for gifted services throughout the school day. Findings from this report and the previous *State of the States* report provide evidence for LEAs and SEAs to consider or further consider the need for increased professional learning regarding gifted students for both general education teachers and teachers of the gifted, as well as other professionals in a school/ across a district. Further, this report provides evidence for the need for pre-service teacher

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university coursework on the nature and needs of gifted students and the strategies and goals of gifted education. University professors and administrators should consider offering coursework on their university campus for pre-service teachers and other undergraduate majors that may impact elementary and secondary education so that these teachers and others working in schools will begin their careers prepared to work with gifted students.

INFLUENCE OF FEDERAL EDUCATION LAW

Out of 49 respondents, 35 states reported the most common factor impacting gifted education in their state was site-based decision-making or local control followed by lack of recognition of gifted students in federal education law, which was reported by 24 states. Similar to the 2018-2019 *State of the States* report, the current report again notes that the lack of federal education law for gifted education results in SEA and LEA authority with regard to gifted education. However, without guidance, direction, or funding from the federal government, a haphazard system of education results for the gifted student population.

In the 2018-2019 report, the authors recommended further exploration of the effects of the 2015 ESSA mandate on gifted education in future reports. In the 2018-2019 report, findings indicated the states selected professional development initiatives as the third most common factor impacting gifted education and the authors speculated that finding might be related to the recent 2015 ESSA mandate. In the current report, respondents were directly asked to describe ways in which the 2015 ESSA mandate affected their state's policies or practices in gifted education. Of the 25 respondents, 9 indicated they were unsure, the question was not applicable, or that ESSA had no effect in their state. Of the remaining respondents, most indicate the impact ESSA has had on funding for gifted education and professional learning opportunities for teachers and others in their state. It is certainly possible that SEA and LEA initiatives related to the 2015 ESSA mandate were overshadowed by the COVID-19 pandemic.

INFLUENCE OF THE COVID-19 PANDEMIC

This *State of the States* report captured a snapshot of gifted education during the 2020-2021 school year, which also coincided with a particularly difficult time in the United States, and indeed around the world, surrounding the COVID-19 pandemic. Many schools were still virtual at the start of the 2020-2021 school year with transitions to in-person learning happening at various times during that year. Staffing shortages affected learning for many students, including those identified for gifted programs. Respondents to this report were asked to describe the ways in which the COVID-19 pandemic impacted gifted education in their state. Although it is too early to know the long-term ramifications of a global pandemic on public education, respondents were able to give some insight into the effects of the pandemic on gifted education in their state and several themes emerged.

The majority of states indicated that gifted identification and services were impacted, mostly in negative ways. The shift to virtual learning made it challenging for students to be screened, nominated, and identified for gifted services, and even when they were being served, there were limits to how students' learning needs could be accommodated by distance learning. Staffing shortages exacerbated the situation. Some states also shared concerns about learning loss and mental health issues for their gifted population. One common response across states was that gifted education services were seen as secondary. For example, Hawaii observed that gifted education was put on the "back burner" because there were so many other issues that took precedence in schools. Wisconsin noted that teachers of gifted students were pulled out of their duties and were reassigned as substitutes for classrooms when a teacher was out due to testing positive or needing to quarantine for COVID-19. Resources were reallocated to where states and LEAs considered areas of greatest need and in some cases, budgeting for gifted education was decreased. Some states indicated that not enough information is known at this time and more data needed to be collected. A handful of states indicated positive outcomes related to virtual learning (e.g., better socioemotional and/or academic outcomes for some students) and opportunity for innovation and collaboration in response to the pandemic.

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ACCESS AND EQUITY

The previous *State of the States* report (2018-2019) observed an increase in efforts to address issues related to access and equity for underserved gifted populations from the 2014-2015 report. In the current report, this trend continues. Questions related to specific efforts on access and equity and universal screening were expanded to better probe these efforts.

Respondents were directly asked whether their state had a policy and/or initiative to address the equity/excellence gap for gifted students and 10 states responded in the affirmative, 13 that it was determined by the LEAs, and 21 stated that they did not. The most common way that states addressed the equity/excellence gap was by teacher training/professional development (27), which echoed the qualitative responses from the 2018-2019 report. Other common methods included culturally responsive teaching (15), alternative assessments (13), state policy or initiative (12), and universal screening (9).

There were several questions related to universal screening in the 2018-2019 report and the current report. In the 2018-2019 report, 18 respondents indicated that a universal screening process was used for referral for identification or identification as compared to 16 in 2020-2021. There was a notable decrease in states (-9) that reported not requiring universal screening and a slight increase in states (+5) that indicated that LEAs determined this process in the current report: 32 indicated that the universal screening process was not required in 2018-2019 as opposed to 23 in 2020-2021; and 25 indicated that the process was determined by the LEA in 2018-2019 as opposed to 30 in 2020-2021.

Similar to the 2018-2019 report, very few state guidelines exist for states required to use a universal screening process and funding is limited. The majority of respondents in the 2020-2021 report indicated that the process for when and with whom the screen occurs is determined by the LEA. While some states have an approved list of instruments/assessments used as a part of the universal screening process, 16 respondents indicated that the instrument(s) is determined by the LEA. Eight states reported providing funding specifically earmarked for identification of gifted students, and four reported funding specifically to conduct universal screening.

This report shows that there are promising areas of progress in access and equity related to gifted education, but also highlights that more work needs to be done. Universal screening has been

found to increase representation of racially and economically diverse students in gifted programs (Card & Giuliano, 2016), but findings from this and the 2018-2019 report demonstrate that it is still largely up to LEAs to implement universal screening and to fund those efforts. Furthermore, while states are reporting various methods to increase access and equity for their diverse student populations, there are still 21 states that lack a policy and/or initiative to address the equity/excellence gap for gifted students.

FUTURE DIRECTIONS AND CONCLUSION

In considering the next *State of the States* report, one area of future direction is the inclusion of all states and territories of the United States. In this data collection period, the Department of Defense Education Activity and Puerto Rico were new additions to this edition of the report. In the previous report (2018-2019), Washington, D.C. was added to the report. Future versions of the report should consider expanding to include the Guam Islands, American Samoa, and U.S. Virgin Islands.

In a similar vein, the rate of missing responses declined from the previous report to this report. Reducing missingness is an important facet of creating a complete picture of gifted education policy in the United States. Future versions of the report should continue to reduce the overall rate of missing responses.

States and LEAs are still collecting data on the effects of the COVID-19 pandemic and issues such as funding reallocation, staffing shortages, and learning loss, and mental health concerns (both for students and staff) are still ongoing. It will be important to continue probing for long-term effects of the COVID-19 pandemic on the state of gifted education moving forward.

This report provides a current overview of common themes and state-level support and direction for gifted education in the United States. The National Association for Gifted Children and the Council of State Directors of Programs for the Gifted hope the 2020-2021 *State of the States in Gifted Education* report will assist stakeholders to have a better understanding of gifted education across the nation in order to continue to improve all aspects of gifted education at the LEA and SEA levels.

APPENDIX

Note: All hyperlinks on the following pages were provided by the respondents at the time of data collection. They may have since been updated, changed, or deleted from the web.

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

4800 Mark Center Dr.
Alexandria, VA 22350

<https://www.dodea.edu/Curriculum/giftedEduc/index.cfm>

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

1200 First Street, NE
Washington, DC 20002

<https://dcps.dc.gov/page/advanced-and-enriched-instruction>

PUERTO RICO DEPARTMENT OF EDUCATION

P.O. Box 190759
San Juan, Puerto Rico 00919-0759

<https://www.de.pr.gov>

ALABAMA STATE DEPARTMENT OF EDUCATION

P.O. Box 302101
Montgomery, AL 36130

<https://www.alabamaachieves.org/gifted-education/>

ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT

801 West 10th Ave., Suite 200
Juneau, AK 99811

<https://education.alaska.gov/program-contacts>

ARIZONA DEPARTMENT OF EDUCATION

1535 West Jefferson St., Bin #64
Phoenix, AZ 85007

<http://www.azed.gov/gifted-education/>

ARKANSAS DEPARTMENT OF EDUCATION

Four Capitol Mall, Slot 28
Little Rock, AR 72201

<https://dese.ade.arkansas.gov/Offices/learning-services/gifted--talented-and-advanced-placement>

CALIFORNIA DEPARTMENT OF EDUCATION

1430 North St.
Sacramento, CA 95814

<https://www.cde.ca.gov/sp/gt/>

COLORADO DEPARTMENT OF EDUCATION

1560 Broadway, Suite 1100
Denver, CO 80203

<https://www.cde.state.co.us/gt>

CONNECTICUT STATE DEPARTMENT OF EDUCATION

450 Columbus Blvd.
Hartford, CT 06103

<https://portal.ct.gov/SDE/Gifted-and-Talented/Identifying-gifted-and-talented-children-in-CT>

DELAWARE DEPARTMENT OF EDUCATION

401 Federal St., Suite 2
Dover, DE 19901

<https://www.doe.k12.de.us/domain/140>

FLORIDA DEPARTMENT OF EDUCATION

325 West Gaines
Tallahassee, FL 32399

<http://www.fldoe.org/academics/standards/gifted.shtml>

GEORGIA DEPARTMENT OF EDUCATION

205 Jesse Hill Jr. Dr. SE
Atlanta, GA 30334

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>

HAWAII STATE DEPARTMENT OF EDUCATION

475 22nd Ave.
Honolulu, HI 96816

<http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/GiftedandTalented/Pages/home.aspx>

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IDAHO STATE DEPARTMENT OF EDUCATION

650 West State St.
Boise, ID 83720

<https://www.sde.idaho.gov/academic/gifted-talented/>

ILLINOIS STATE BOARD OF EDUCATION

100 North First St.
Springfield, IL 62777

<https://www.isbe.net/advancedlearners>

INDIANA DEPARTMENT OF EDUCATION

100 N. Senate Ave.
Indianapolis, IN 46204

<https://www.in.gov/doe/students/high-ability-education/>

IOWA DEPARTMENT OF EDUCATION

400 East 14th St.
Des Moines, IA 50319

<https://educateiowa.gov/pk-12/advanced-learning-opportunities/gifted-talented>

KANSAS STATE DEPARTMENT OF EDUCATION

900 SW Jackson St.
Topeka, KS 66612

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Gifted-Education-Services>

KENTUCKY DEPARTMENT OF EDUCATION

300 Sower Blvd.
Frankfort, KY 40601

<https://education.ky.gov/specialed/GT/Pages/default.aspx>

LOUISIANA DEPARTMENT OF EDUCATION

1201 North Third St.
Baton Rouge, LA 70802

<https://www.louisianabelieves.com/academics/gifted-and-talented-students>

MAINE DEPARTMENT OF EDUCATION

23 State House Station
Augusta, ME 04333

<https://www.maine.gov/doe/mtss/funding/gpa/gt>

MARYLAND STATE DEPARTMENT OF EDUCATION

200 West Baltimore St., Floor 5
Baltimore, MD 21201

<http://www.marylandpublicschools.org/programs/Pages/Gifted-Talented/index.aspx>

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

75 Pleasant St.
Malden, MA 02148

<http://www.doe.mass.edu/>

MICHIGAN DEPARTMENT OF EDUCATION

608 West Allegan St., P.O. Box 30008
Lansing, MI 48909

<https://www.michigan.gov/mde/services/flexible-learning>

MINNESOTA DEPARTMENT OF EDUCATION

400 North East Stinson Blvd.
Minneapolis, MN 55413

<https://education.mn.gov/MDE/dse/gift/>

MISSISSIPPI DEPARTMENT OF EDUCATION

359 West Lamar St.
Jackson, MS 39201

<https://www.mdek12.org/OAE/OEER/ALGP>

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

205 Jefferson St., P.O. Box 480
Jefferson City, MO 65102

<https://dese.mo.gov/quality-schools/gifted-education>

MONTANA OFFICE OF PUBLIC INSTRUCTION

1227 11th Ave.
Helena, MT 59601

<http://opi.mt.gov/Educators/Teaching-Learning/Gifted-Talented-Advanced-Placement>

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NEBRASKA DEPARTMENT OF EDUCATION

500 South 84th St., 2nd Floor
Lincoln, NE 68510

<https://www.education.ne.gov/hal/>

NEVADA DEPARTMENT OF EDUCATION

2080 East Flamingo Rd., Suite 210
Las Vegas, NV 89119

<http://www.doe.nv.gov/>

**NEW HAMPSHIRE DEPARTMENT OF
EDUCATION**

25 Hall Street
Concord, NH 03301

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/technical-advisory-gifted-and-talented_0.pdf

NEW JERSEY DEPARTMENT OF EDUCATION

100 Riverview Plaza
Trenton, NJ 08625

<https://www.nj.gov/education/standards/gifted/index.shtml>

**NEW MEXICO PUBLIC EDUCATION
DEPARTMENT**

300 Don Gaspar Avenue
Santa Fe, NM 87501

<https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf>

**NEW YORK STATE EDUCATION
DEPARTMENT**

89 Washington Ave.
Albany, NY 12234

<http://www.nysed.gov>

**NORTH CAROLINA DEPARTMENT OF PUBLIC
INSTRUCTION**

6307 Mail Service Center
Raleigh, NC 27699

<https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education>

**NORTH DAKOTA DEPARTMENT OF PUBLIC
INSTRUCTION**

600 East Boulevard Ave., Dept. 201
Bismarck, ND 58505

<https://www.nd.gov/dpi/education-programs/academic-support-programs>

OHIO DEPARTMENT OF EDUCATION

25 South Front St.
Columbus, OH 43215

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education>

**OKLAHOMA STATE DEPARTMENT OF
EDUCATION**

2500 North Lincoln Blvd.
Oklahoma City, OK 73105

<https://sde.ok.gov/gifted-and-talented-education>

OREGON DEPARTMENT OF EDUCATION

255 Capitol St. NE
Salem, OR 97310

<https://www.oregon.gov/ode/learning-options/TAG/Pages/default.aspx>

**PENNSYLVANIA DEPARTMENT OF
EDUCATION**

1713 Bridge Street
New Cumberland, PA 17070

<https://www.education.pa.gov/K-12/Gifted%20Education/Pages/default.aspx>

**RHODE ISLAND DEPARTMENT OF
EDUCATION**

255 Westminster St.
Providence, RI 02903

<https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/LearningBeyondGradeLevel.aspx>

**SOUTH CAROLINA DEPARTMENT OF
EDUCATION**

1429 Senate St.
Columbia, SC 29201

<https://ed.sc.gov/instruction/standards-learning/advanced-academic-programs/gifted-and-talented/>

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**SOUTH DAKOTA DEPARTMENT OF
EDUCATION**800 Governors Dr.
Pierre, SD 57501<https://doe.sd.gov/>**TENNESSEE DEPARTMENT OF EDUCATION**710 James Robertson Parkway
Nashville, TN 37243[https://www.tn.gov/education/student-support/
special-education/intellectually-gifted.html](https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html)**TEXAS EDUCATION AGENCY**1701 North Congress Ave.
Austin, TX 78701[https://tea.texas.gov/academics/special-student-
populations/gifted-and-talented-education](https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education)**UTAH STATE BOARD OF EDUCATION**250 East 500 South
Salt Lake City, UT 84114<https://schools.utah.gov/curr/giftedtalented>**VERMONT AGENCY OF EDUCATION**1 National Life Dr., Davis 5
Montpelier, VT 05620<https://education.vermont.gov/>**VIRGINIA DEPARTMENT OF EDUCATION**101 North 14th St.
Richmond, VA 23219[https://doe.virginia.gov/instruction/gifted_ed/
index.shtml](https://doe.virginia.gov/instruction/gifted_ed/index.shtml)**WASHINGTON OFFICE SUPERINTENDENT OF
PUBLIC INSTRUCTION**P.O. Box 47200
Olympia, WA 98504[https://www.k12.wa.us/student-success/learning-
alternatives/highly-capable-program](https://www.k12.wa.us/student-success/learning-alternatives/highly-capable-program)**WEST VIRGINIA DEPARTMENT OF
EDUCATION**1900 Kanawha Blvd. East, Building 6, Suite 750
Charleston, WV 25305[https://wvde.us/special-education/resources-sp-
page/gifted/](https://wvde.us/special-education/resources-sp-page/gifted/)**WISCONSIN DEPARTMENT OF PUBLIC
INSTRUCTION**125 South Webster St.
Madison, WI 53703<https://www.dpi.wi.gov/gifted>**WYOMING DEPARTMENT OF EDUCATION**122 West 25th St., Suite E200
Cheyenne, WY 82002<https://edu.wyoming.gov/>

State Gifted and Talented Association Websites

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

N/A

GEORGIA ASSOCIATION FOR GIFTED CHILDREN

<http://www.gagc.org/>

DISTRICT OF COLUMBIA

N/A

HAWAII

N/A

PUERTO RICO

N/A

IDAHO: THE ASSOCIATION FOR THE GIFTED

<http://itagsage.org/>

ALABAMA ASSOCIATION FOR GIFTED CHILDREN

<http://www.alabamagifted.org/>

ILLINOIS ASSOCIATION FOR GIFTED CHILDREN

<http://www.iagcgifted.org/>

ALASKA

N/A

INDIANA ASSOCIATION FOR THE GIFTED

<http://www.iag-online.org/index.html>

ARIZONA ASSOCIATION FOR GIFTED AND TALENTED

<http://www.arizonagifted.org/>

IOWA TALENTED AND GIFTED ASSOCIATION

<http://www.iowatag.org/>

ARKANSANS FOR GIFTED AND TALENTED EDUCATION

<https://giftedarkansas.org/>

KANSAS ASSOCIATION FOR THE GIFTED, TALENTED AND CREATIVE

<http://www.kgtc.org/>

CALIFORNIA ASSOCIATION FOR THE GIFTED

<http://www.cagifted.org/>

KENTUCKY ASSOCIATION FOR GIFTED EDUCATION

<http://kagegifted.org/>

COLORADO ASSOCIATION FOR GIFTED AND TALENTED

<http://www.coloradogifted.org/>

ASSOCIATION FOR GIFTED AND TALENTED STUDENTS IN LOUISIANA

<http://agtslouisiana.org/>

CONNECTICUT ASSOCIATION FOR THE GIFTED

<https://www.ctgifted.org/>

MAINE EDUCATORS OF THE GIFTED AND TALENTED

<http://www.megat.org/>

DELAWARE

N/A

MARYLAND COALITION FOR GIFTED AND TALENTED EDUCATION

<http://mcgate.org/>

FLORIDA ASSOCIATION FOR THE GIFTED

<http://www.floridagifted.org/>

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MARYLAND EDUCATORS OF GIFTED STUDENTS<http://www.megs.org>**MASSACHUSETTS ASSOCIATION FOR GIFTED EDUCATION**<http://www.massgifted.org/>**MICHIGAN ASSOCIATION FOR GIFTED CHILDREN**<http://mifgiftedchild.org/>**MINNESOTA COUNCIL FOR THE GIFTED AND TALENTED**<http://mcgt.net/>**MINNESOTA EDUCATORS OF THE GIFTED AND TALENTED**<http://www.mnegt.org/>**MISSISSIPPI ASSOCIATION FOR GIFTED CHILDREN**<https://www.magcgifted.org/>**GIFTED ASSOCIATION OF MISSOURI**<http://www.mogam.org/>**MONTANA ASSOCIATION OF GIFTED AND TALENTED EDUCATION**<http://www.mtagate.org/>**NEBRASKA ASSOCIATION FOR THE GIFTED**<http://www.negifted.org/>**NEVADA**

N/A

NEW HAMPSHIRE ASSOCIATION FOR GIFTED EDUCATION<http://www.nhage.org/>**NEW JERSEY ASSOCIATION FOR GIFTED CHILDREN**<http://www.njagc.org/>**NEW MEXICO ASSOCIATION FOR THE GIFTED**<http://nmgifted.org/>**GIFTED NEW YORK STATE, INC.**<https://giftednys.org>**NORTH CAROLINA ASSOCIATION FOR THE GIFTED AND TALENTED**<http://www.ncagt.org/>**NORTH DAKOTA ASSOCIATION FOR GIFTED CHILDREN**<https://ndagc.org/>**OHIO ASSOCIATION FOR GIFTED CHILDREN**<http://www.oagc.com/>**OKLAHOMA ASSOCIATION FOR THE GIFTED, CREATIVE, AND TALENTED**<http://www.oagct.org/>**OREGON ASSOCIATION FOR TALENTED AND GIFTED**<http://www.oatag.org/>**PENNSYLVANIA ASSOCIATION FOR GIFTED EDUCATION**<https://www.facebook.com/giftedpage>**RHODE ISLAND**

N/A

SOUTH CAROLINA CONSORTIUM FOR GIFTED EDUCATION<http://www.scgifted.org/>**SOUTH DAKOTA**

N/A

TENNESSEE ASSOCIATION FOR THE GIFTED<http://www.tngifted.com/>

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TEXAS ASSOCIATION FOR THE GIFTED & TALENTED<http://txgifted.org/>**UTAH ASSOCIATION FOR GIFTED CHILDREN**<http://www.uagc.org/>**VERMONT**

N/A

VIRGINIA ASSOCIATION FOR THE GIFTED<http://www.vagifted.org/>**WASHINGTON ASSOCIATION OF
EDUCATORS OF THE TALENTED AND GIFTED**<https://waetag.com/>**WEST VIRGINIA ASSOCIATION FOR GIFTED
AND TALENTED**<https://wvgifted.com/>**WISCONSIN ASSOCIATION FOR TALENTED
AND GIFTED**<http://www.watg.org/>**WYOMING**

N/A

Questionnaire: 2020-2021 State of the States

QE-QF Demographics

Q9 How many full-time equivalents were assigned to gifted education at the SEA (state department) level in 2020-2021?

Q10 Does your state have state gifted education advocacy groups (e.g., an NAGC affiliate)?

☐ Yes ☐ No

Q10b Provide the URLs/links to the website of each gifted education advocacy group in your state.

Q11 Please select the top five activities performed by SEA designated personnel responsible for gifted education based on the amount of time spent on the activities.

- ☐ Providing Technical Assistance to Schools/Districts in the Field
- ☐ Providing Technical Assistance by Telephone, Email, or Webinar
- ☐ Providing Professional and Staff Development
- ☐ Providing Information to State Legislature
- ☐ Developing Statewide Policy and/or Guidelines
- ☐ Monitoring Progress Compliance
- ☐ Responding to Parent, Family, or Caregiver questions
- ☐ Serving on Committees and Task Forces
- ☐ Liaison to Statewide Associations for the Gifted
- ☐ Grants Management
- ☐ Other (If selected, please describe those duties)

Q11b If applicable, provide any explanations/comments about the activities for gifted and talented education provided by your SEA.

Q12 Please select the top five most influential components impacting gifted education services in your state.

- ☐ Change in state funding for education (indirect effect on G/T)
- ☐ Change in state funding for gifted education (direct effect on G/T)
- ☐ Decrease in general education formula (funding or FTE)
- ☐ Focus on student growth for accountability
- ☐ State assessments
- ☐ Compliance/monitoring
- ☐ Lack of compliance/monitoring
- ☐ Standards-based education
- ☐ State mandate
- ☐ Lack of state mandate
- ☐ Professional development initiatives in gifted education
- ☐ State accreditation
- ☐ Lack of recognition of GT students in federal education law
- ☐ Site-based decision-making or local control
- ☐ Ability grouping debate
- ☐ Charter schools
- ☐ Differentiated instruction
- ☐ Focus on needs in STEM
- ☐ Response to Intervention (RTI) framework
- ☐ Multi-Tiered Systems of Support (MTSS) framework
- ☐ Acceleration implementation
- ☐ Common Core state standards
- ☐ State ESSA plan
- ☐ Effective educator/administrator reform
- ☐ Other (If selected, please describe the force(s) affecting gifted education in your state)

DEFINITION OF GIFTED

Q13 Does your state have a definition of “gifted” in law or rule?

- ☐ Yes ☐ No

Q13b Please provide a URL to your state definition.

Q14 If your state has a definition of “gifted” in law or rule, has the definition changed since the 2018-2019 school year?

- ☐ Yes
☐ No
☐ My state does not have a definition of “gifted” in law or rule.

Q15 Are LEAs required to follow the state definition of gifted?

- ☐ Yes ☐ No

STATE REQUIREMENTS FOR IDENTIFICATION

Q20 Does your state require by law or rule the identification of gifted and talented students?

- ☐ Yes ☐ No

Q20b Please provide a URL to the law or rule for identification in your state.

Q21 Are LEAs in your state required to use specific criteria/methods for identification of gifted and talented students?

- ☐ Yes
☐ No
☐ Determined by the LEA
☐ Other (if selected, please explain)

Q21b Please list the measures your state uses for identification of gifted and talented students.

Q21c Please provide the URL/link to the law or rule mandating specific criteria/methods for identification.

Q22 Are LEAs in your state required to use a universal screening process for referral and/or identification of gifted and talented students? (Choose as many as apply.)

- ☐ Used for Referral for Identification
☐ Used for Identification
☐ Not Required
☐ Determined by the LEA

Q23 If a universal screening process is required for referral or identification, does the state specify when and with whom the screen occurs (e.g., screening of all 2nd graders)?

- ☐ Yes
☐ No
☐ Determined by the LEA

Q23b Please describe when and with whom the state specifies.

Q23c Please explain.

Q24 If a universal screening process is required, does the state specify an instrument(s) to be used?

- ☐ Yes, all LEAs must use the same instrument(s)
☐ Yes, LEAs can choose from a list of approved instruments/assessments
☐ Determined by the LEA
☐ No
☐ Other

Q24b Please describe/identify the instrument(s) to be used.

Q24c Please explain.

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INFORMATION ABOUT THE GIFTED STUDENT POPULATION

Q25 How many public school students (traditional public schools, e.g., non-charter) were enrolled in your state in 2020-2021?

Q25b If applicable, provide any additional information or clarifications.

Q26 How many students were identified as gifted and talented in your state (in traditional public schools, e.g., non-charter) in 2020-2021? (If data were not collected, please state so.)

Q26b If applicable, provide comments on the number you reported related to gifted and talented identification.

Q27 Does your state collect data on sub-groups of students identified as gifted and talented?

- ☐ Yes
- ☐ No
- ☐ Data collected only at the local level

Q28 Of the total gifted student population in 2020-2021, provide the percentage of students identified as gifted and talented from the following sub-groups:

- ___ % of GT students who are male
- ___ % of GT students who are female
- ___ % of GT students who identify as non-binary
- ___ % of GT students who are Black or African American
- ___ % of GT students who are American Indian or Alaska Native
- ___ % of GT students who are Asian
- ___ % of GT students who are Native Hawaiian or other Pacific Islander
- ___ % of GT students who are Hispanic or Latinx
- ___ % of GT students who are White
- ___ % of GT students who identify as 2 or more races
- ___ % of GT students who are categorized as "other" race/ethnicity
- ___ % of GT students who are English Learners (ELs)

___ % of GT students who are identified for special education services under the Individuals with Disabilities Education Act or who have a Section 504 plan under the Rehabilitation Act

___ % of GT students who are from low socioeconomic status (SES) backgrounds

SEA/LEA REPORTS ON GIFTED AND TALENTED SERVICES

Q29 Does the SEA or gifted education services unit produce an annual report on gifted and talented services in the state?

- ☐ Yes
- ☐ No
- ☐ Other (Please explain)

Q29b Please provide a URL/Link to the most recent annual report.

Q30 Are LEAs in your state required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines?

- ☐ Yes ☐ No

Q30b If applicable, please provide any comments or context about the required report on gifted and talented education programs.

Q31 Does your state identify "gifted" as a sub-reporting group for accountability purposes?

- ☐ Yes ☐ No

Q31b If applicable, please provide any comments or context about your state's mandate for reporting gifted as a sub-group for accountability purposes.

Q32 Are gifted and talented indicators required by state law or rule (such as the percent of students identified for gifted education in the district, or gifted student performance information) to be included on district report cards or other state accountability reporting forms?

- ☐ Yes
- ☐ No
- ☐ Determined by the LEA

Q32b If applicable, please provide any comments or context about your state's required gifted and talented indicators.

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Q33 If the state requires gifted and talented indicators on district report cards or other state accountability reporting forms, check all the specific indicators that apply.

- ☐ Number of identified gifted students
- ☐ Demographics of the gifted population
- ☐ Achievement/performance of gifted students (as a separate group)
- ☐ Learning growth of gifted students (as a separate group)
- ☐ Availability of Advanced Placement/ International Baccalaureate/ Cambridge courses
- ☐ Dual or concurrent enrollment with institutions of higher education
- ☐ Career/technical education
- ☐ Graduation rate of gifted students (as a separate group)
- ☐ Dropout rate of gifted students (as a separate group)
- ☐ Number of students granted early entrance to kindergarten
- ☐ Number of students who graduated early from high school
- ☐ Other (Please explain)

Q33b If applicable, provide comments about specific indicators on district report cards or other state accountability reporting forms.

Q34 Does your state monitor/audit LEA gifted education programs?

- ☐ Monitor
- ☐ Audit
- ☐ Both Monitor and Audit
- ☐ Neither

Q34b If applicable, please provide comments about your state's monitoring/auditing.

Q35 Are LEAs required to submit gifted education identification, program implementation, and/or policy plans to the SEA? Select all that apply.

- ☐ Yes, identification plans must be submitted.
- ☐ Yes, program implementation plans must be submitted.
- ☐ Yes, policy plans must be submitted.
- ☐ No

Q35b If applicable, please provide any comments or context about submitting gifted education identification, program implementation, and/or policy plans.

Q36 Must LEA gifted education identification, program implementation, and/or policy plans be approved by the SEA? Select all that apply.

- ☐ Yes, identification plans must be approved.
- ☐ Yes, program implementation plans must be approved.
- ☐ Yes, policy plans must be approved.
- ☐ No

Q36b If applicable, please provide comments or context about state approval for gifted education identification, program implementation, and/or policy plans.

GIFTED EDUCATION ADMINISTRATOR/ COORDINATOR

Q37 Does your state law or rule require each LEA to have a gifted education administrator/ coordinator?

- ☐ Yes
- ☐ No

Q37b Please provide the URL/link to the law or rule.

Q38 Does your state law or rule require that the gifted education administrator/coordinator have a credential in gifted education?

- ☐ Yes
- ☐ No

Q38b Please provide any additional comments on LEA administrators/coordinators.

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GIFTED EDUCATION DELIVERY MODELS**Q39** Does your state have a law or rule that mandates gifted programming options/services?☐ Yes ☐ No**Q39b** Provide any comments, explanations, or context about the law or rule (or lack of) for gifted programming options/services.**Q39c** Please provide the URL/link to the law or rule.**Q40** Please select the top three delivery models through which gifted services are provided in pre-K and kindergarten in your state.

- ☐ Early Entrance to kindergarten
- ☐ Whole Grade Skipping
- ☐ Subject Matter Acceleration
- ☐ Continuous progress/self-paced learning
- ☐ Independent study
- ☐ Magnet schools
- ☐ Differentiation in the general education classroom
- ☐ Self-contained classroom
- ☐ Resource room
- ☐ Pull-out Program
- ☐ Push-in Program
- ☐ Cluster classrooms
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable
- ☐ Unknown

Q40b Provide any comments, explanations, or context about the delivery models and grades where the models are used.**Q41** Please select the top five delivery models through which gifted services are provided in early elementary grades (1-3) in your state.

- ☐ Early Entrance to First Grade
- ☐ Whole Grade Skipping
- ☐ Subject Matter Acceleration
- ☐ Cluster classrooms
- ☐ Continuous progress/self-paced learning
- ☐ Differentiation in the general education classroom
- ☐ Independent study
- ☐ International Baccalaureate
- ☐ Magnet schools
- ☐ Mentorships
- ☐ Regional math/science or performing arts school
- ☐ Resource room
- ☐ Pull-out Program
- ☐ Push-in Program
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable
- ☐ Unknown

Q41b Provide any comments, explanations, or context about the delivery models and grades where the models are used.

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Q42 Please select the top five delivery models through which gifted services are provided in upper elementary grades (4-5/6) in your state.

- ☐ Whole Grade Skipping
- ☐ Subject Matter Acceleration
- ☐ Cluster classrooms
- ☐ Continuous progress/self-paced learning
- ☐ Differentiation in the general education classroom
- ☐ Independent study
- ☐ International Baccalaureate
- ☐ Magnet schools
- ☐ Mentorships
- ☐ Regional math/science or performing Arts school
- ☐ Resource room
- ☐ Pull-out program
- ☐ Push-in program
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable
- ☐ Unknown

Q42b Provide any comments, explanations, or context about the delivery models and grades where the models are used.

Q43 Please select the top five delivery models through which gifted services are provided in middle school (grades 6/7-8) in your state.

- ☐ Whole Grade Skipping
- ☐ Subject Matter Acceleration
- ☐ Advanced Placement
- ☐ Cluster classrooms
- ☐ Dual credit
- ☐ Dual enrollment/joint enrollment/concurrent enrollment
- ☐ Differentiation in the general education classroom
- ☐ Honors/advanced coursework
- ☐ Independent study
- ☐ International Baccalaureate
- ☐ Magnet schools
- ☐ Mastery-based learning
- ☐ Mentorships
- ☐ Regional Math/Science or Performing Arts school
- ☐ Resource room
- ☐ Pull-out Program
- ☐ Push-in Program
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable
- ☐ Unknown

Q43b Provide any comments, explanations, or context about the delivery models and grades where the models are used.

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Q44 Please select the top five delivery models through which gifted services are provided in high school in your state.

- ☐ Whole Grade Skipping
- ☐ Subject Matter Acceleration
- ☐ Advanced Placement
- ☐ Cluster classrooms
- ☐ Dual credit
- ☐ Dual enrollment/joint enrollment/concurrent enrollment
- ☐ Differentiation in the general education classroom
- ☐ Honors/advanced coursework
- ☐ Independent study
- ☐ International Baccalaureate
- ☐ Magnet schools
- ☐ Mastery-based learning
- ☐ Mentorships
- ☐ Regional Math/Science or Performing Arts school
- ☐ Resource room
- ☐ Pull-out Program
- ☐ Push-in Program
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1
- ☐ Other #2
- Other #3
- Not applicable
- Unknown

Q44b Provide any comments, explanations, or context about the delivery models and grades where the models are used.

OTHER POLICIES AND PRACTICES

Q45 Does your state have an acceleration policy in law or rule?

- ☐ Yes ☐ No

Q45b Please provide a URL/link to the acceleration law or rule.

Q46 Does your state have an early entrance to kindergarten policy in law or rule?

- ☐ Yes ☐ No

Q46b Please provide a URL/link to the early entrance to kindergarten law or rule.

Q47 Under your state laws and rules, are students allowed dual or concurrent enrollment in a community college, college, or university?

- ☐ Yes
- ☐ No
- ☐ Determined by the LEA

Q47b Please provide a URL/link to the dual or concurrent enrollment law or rule.

Q48 Beginning with what grade are students allowed dual or concurrent enrollment in a community college, college, or university?

- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ Determined by the LEA

Q49 Does your state have a law or rule permitting middle school students to receive credit toward high school graduation?

- ☐ Yes
- ☐ No
- ☐ Determined by the LEA

Q49b Please provide a URL/link to the state law or rule permitting middle school students to receive credit toward high school graduation.

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Q50 Does your state law or rule permit proficiency-based promotion (demonstrating proficiency without seat time in the course)?

- ☐ Yes
☐ No
☐ Determined by the LEA

Q50b Please provide a URL/link to the state law or rule permitting proficiency-based promotion.

GIFTED AND TALENTED SERVICES

Q51 Which of the following are available in your state?

	Required by Rule or Law	Determined by LEA	Not Required
Academic guidance or counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content-based acceleration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact time/ required minutes of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multi-Tiered Systems of Support for GT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Automatic reciprocity for GT identification with other states	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conditional reciprocity for GT identification with other states	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reciprocity for GT identification between districts within your state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conditional reciprocity for GT identification between districts within your state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to intervention for GT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other #1			
Other #2			
Other #3			

Q51b Please provide any comments, explanations, or context about any of the services you listed above.

Q52 Does your state have state program standards/guidelines for gifted education?

- ☐ Yes ☐ No

Q52b Please provide the URL/link to your state program standards.

Q53 What level of training in gifted education is required for teachers of the gifted in your state? Check all that apply.

- ☐ GT Endorsement
☐ GT Certification
☐ GT Licensure (graduate work in gifted education)
☐ Non-credentialed professional development at the local level
☐ Training not required by the State
☐ Determined by the LEA

Q53b Provide comments about GT teacher training requirements in your state.

Q53c Please provide a URL/link to the policy regarding licensure, endorsement, or credentialing.

GENERAL EDUCATION TEACHER TRAINING

Q54 Are all pre-service teacher candidates in your state required to take university coursework in gifted education?

- ☐ Yes ☐ No

54b Please provide a URL/link to the policy requiring pre-service coursework in gifted education.

OTHER TRAINING

Q55 Is professional learning for administrators on the nature and needs of gifted students required in your state?

- ☐ Yes
- ☐ No
- ☐ Determined by the LEA

Q55b Please provide a URL/link to the policy requiring coursework in gifted education for administrators.

Q56 Is professional learning for counselors on the nature and needs of gifted students required in your state?

- ☐ Yes
- ☐ No
- ☐ Determined by the LEA

Q56b Please provide a URL/link to the policy requiring coursework in gifted education for counselors.

Q57 Is professional learning for special education professionals on the nature and needs of gifted students required in your state?

- ☐ Yes
- ☐ No
- ☐ Determined by the LEA

Q57b Please provide a URL/link to the policy requiring coursework in gifted education for special education professionals.

STATE FUNDING

Q58 Does your state provide dedicated funding to LEAs specifically earmarked to support gifted education?

- ☐ Yes ☐ No

Q58b Please describe how your state provides dedicated funding to support gifted education programs.

Q58c Please provide the URL/link to the policy regarding funding for gifted education.

Q59 How much funding was provided by the state to LEAs to support gifted education in the following years:

- ☐ 2019-2020
- ☐ 2020-2021

Q59b If applicable, explain the funding and/or any changes since the previous *State of the States* survey.

Q60 How much funding is provided by the state (but not distributed to LEAs) to support gifted education programs in gifted education in the following years:

- ☐ 2019-2020
- ☐ 2020-2021

Q60b Please provide any comments, explanations, or context about the sources of funding for gifted education.

Q61 Did your state provide funding specifically earmarked for identification of gifted students in 2020-2021?

- ☐ Yes ☐ No

Q61b Please indicate the funding source for identification of gifted students.

- ☐ included in funds allocated to LEAs specifically for GT education
- ☐ included in funds allocated to LEAs for general education
- ☐ included in funds allocated to LEAs for use in testing
- ☐ additional funds to LEAs specified for universal screening
- ☐ included in funds for which districts can apply
- ☐ other

Q62 Did your state provide funding specifically earmarked to conduct the universal screening process for gifted education in 2020-2021?

- ☐ Yes ☐ No

Q62b Please indicate the funding source for universal screening.

- ☐ included in funds allocated to LEAs specifically for GT education
- ☐ included in funds allocated to LEAs for general education
- ☐ included in funds allocated to LEAs for use in testing
- ☐ additional funds to LEAs specified for universal screening
- ☐ included in funds for which districts can apply
- ☐ other

Q62c Please provide comments about funding for universal screening for gifted education in your state.

Q63 Did your state provide funding specifically earmarked for programming for gifted students in 2020-2021?

- ☐ Yes ☐ No

Q64 Does your state provide funding to address the equity/excellence gap in gifted education in 2020-2021?

- ☐ Yes ☐ No

Q64b Please explain that funding.

IMPACT OF STATE AND FEDERAL POLICY

Q65 Please provide the URLs/links to any new or changed state policies that impact gifted education services in your state from the last three years and explanation.

Q66 Please select the way(s) your state is addressing the equity/excellence gap in gifted education:

- ☐ State policy or initiative
- ☐ Universal screening
- ☐ Using alternative assessment (e.g., nonverbal tests like the NNAT)
- ☐ Using specialized checklists (e.g., CLED checklist)
- ☐ Teacher training/professional development
- ☐ Engagement of families and communities of color
- ☐ Culturally responsive teaching
- ☐ Hiring diverse faculty
- ☐ Conducting research
- ☐ Javits funding
- ☐ Other

Q67 Does your state have a policy and/or initiative to address the equity/excellence gap for gifted students?

- ☐ Yes
- ☐ No
- ☐ Determined by the LEA

Q67b Select the special population(s) specifically addressed in the policy and/or initiative:

- ☐ English Learners
- ☐ Racially/ethnically/culturally diverse
- ☐ Twice Exceptional (2E)
- ☐ Rural
- ☐ Socioeconomic Status (e.g., qualifies for free/reduced lunch)
- ☐ Other

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Q67c If applicable, please provide comments regarding the ways in which your state is addressing the equity/excellence gap in gifted education.

Q68 In what ways has the COVID-19 pandemic impacted gifted education in your state?

Q69 In what ways has the 2015 Every Student Succeeds Act (ESSA) affected your state's policies or practices in gifted education?

CONCLUDING COMMENTS

Q70 Provide any clarifications to your responses that you would like to make. (Please include a reference to the question text in your answer.)

Q71 Please provide any comments that will help future efforts to study the status of gifted education in the United States.

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Section I: State Education Agency Overview

Table 1. State-Level Support for Gifted Education

	Q9 How many full-time equivalents were assigned to gifted education at the SEA (state department) level in 2020-2021?	Q10 Does your state have state gifted education advocacy groups (e.g., an NAGC affiliate)?
Department of Defense	4	No
District of Columbia	0	No
Puerto Rico	0	No
Alabama	2	Yes
Alaska	0.1	No
Arizona	0.2	Yes
Arkansas	4	Yes
California	1	Yes
Colorado	6	Yes
Connecticut	0.3	Yes
Delaware	0- This position is associated with the visual and performing arts position.	Yes
Florida	1	Yes
Georgia	3 for our College Readiness and Talent Development unit	Yes
Hawaii	1	No
Idaho	0.5 I am also in charge of Arts and Humanities	Yes
Illinois	1	Yes
Indiana	1	Yes
Iowa	1	Yes
Kansas	Less than 1 FTE	Yes
Kentucky	1	Yes
Louisiana	1	Yes
Maine	0	Yes
Maryland	1	Yes
Massachusetts	0	Yes
Michigan	0	Yes

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	Q9 How many full-time equivalents were assigned to gifted education at the SEA (state department) level in 2020-2021?	Q10 Does your state have state gifted education advocacy groups (e.g., an NAGC affiliate)?
Minnesota		Yes
Mississippi	1	Yes
Missouri	1	Yes
Montana	0.25	Yes
Nebraska	1	Yes
Nevada	1	No
New Hampshire	0	Yes
New Jersey	2	Yes
New Mexico	0.5	Yes
New York	Less than .1 FTE	Yes
North Carolina	5	Yes
North Dakota	0.06	Yes
Ohio	3	Yes
Oklahoma	1	Yes
Oregon	1	Yes
Pennsylvania	1	Yes
Rhode Island	0	No
South Carolina	1	Yes
South Dakota	0.1	No
Tennessee	0.5	Yes
Texas	1	Yes
Utah	1	Yes
Vermont	0	No
Virginia	1	Yes
Washington	0.5	Yes
West Virginia	0.1	Yes
Wisconsin	1	Yes
Wyoming	Less than 5% of 1 FTE's job duties.	No
SUMMARY	range = 0 - 6	Yes = 43; No = 10
	n = 52	n = 53

Table 2A. Activities of SEA-Designated Personnel Responsible for Gifted Education

	Q11 Please select the top five activities performed by SEA designated personnel responsible for gifted education based on the amount of time spent on the activities.										
	Providing Technical Assistance to Schools/Districts in the Field	Providing Technical Assistance by Telephone, Email, or Webinar	Providing Professional and Staff Development	Providing Information to State Legislature	Developing Statewide Policy and/or Guidelines	Monitoring Progress Compliance	Responding to Parent, Family, or Caregiver questions	Serving on Committees and Task Forces	Liaison to Statewide Associations for the Gifted	Grants Management	Other (If selected, please describe those duties)
Department of Defense	•	•	•		•		•				
District of Columbia											
Puerto Rico											
Alabama	•	•	•			•			•		
Alaska									•		Collection of GT Plans
Arizona	•	•					•	•	•		
Arkansas		•	•			•		•		•	
California	•	•	•	•			•		•		
Colorado	•	•	•			•				•	
Connecticut		•	•		•		•		•		
Delaware	•	•	•			•	•				
Florida	•	•			•		•		•		
Georgia	•	•	•				•			•	
Hawaii	•	•	•		•						Maintain, modify and revise Infinite Campus, statewide database for identified G/T students
Idaho	•	•	•		•	•					
Illinois		•				•	•	•	•		
Indiana	•	•	•		•					•	
Iowa	•	•	•				•		•		
Kansas	•	•	•		•	•	•	•	•		
Kentucky	•	•	•			•			•		
Louisiana	•	•	•				•				
Maine	•			•	•						
Maryland	•	•				•	•			•	
Massachusetts				•							

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Q11 Please select the top five activities performed by SEA designated personnel responsible for gifted education based on the amount of time spent on the activities.

	Providing Technical Assistance to Schools/Districts in the Field	Providing Technical Assistance by Telephone, Email, or Webinar	Providing Professional and Staff Development	Providing Information to State Legislature	Developing Statewide Policy and/or Guidelines	Monitoring Progress Compliance	Responding to Parent, Family, or Caregiver questions	Serving on Committees and Task Forces	Liaison to Statewide Associations for the Gifted	Grants Management	Other (If selected, please describe those duties)
Michigan							•				
Minnesota		•	•		•		•			•	
Mississippi	•	•	•		•	•					
Missouri		•	•		•	•		•			
Montana		•	•	•	•		•	•	•	•	
Nebraska	•	•	•					•		•	
Nevada	•			•	•	•	•				
New Hampshire	•			•	•		•			•	
New Jersey	•	•	•				•	•			
New Mexico		•		•	•		•		•		
New York		•					•				
North Carolina		•	•	•	•		•		•		
North Dakota	•	•	•		•		•				<p>NDDPI and NDAGC partnered in the writing of North Dakota's Best Practices for Gifted Education document</p> <p>NDAGC presented at the NDCEL conference (North Dakota Council of Education Leaders) on the Best Practices document</p> <p>NDAGC President and Chair serves on the ESSA Committee</p> <p>NDAGC has partnered with a North Dakota University System Researcher to evaluate the scope of GT services in the state, including the number of personnel who provide these services</p>
Ohio		•			•	•	•	•			
Oklahoma	•	•	•		•	•					
Oregon	•	•	•		•		•				

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Q11 Please select the top five activities performed by SEA designated personnel responsible for gifted education based on the amount of time spent on the activities.

	Providing Technical Assistance to Schools/Districts in the Field	Providing Technical Assistance by Telephone, Email, or Webinar	Providing Professional and Staff Development	Providing Information to State Legislature	Developing Statewide Policy and/or Guidelines	Monitoring Progress Compliance	Responding to Parent, Family, or Caregiver questions	Serving on Committees and Task Forces	Liaison to Statewide Associations for the Gifted	Grants Management	Other (If selected, please describe those duties)
Pennsylvania	•	•	•		•	•	•				
Rhode Island	•	•					•				
South Carolina	•	•	•		•	•					
South Dakota							•				
Tennessee	•	•	•	•	•		•	•			
Texas		•			•		•	•		•	
Utah			•	•	•				•	•	
Vermont											Proficiency-based education systems, as required by Vermont's Education Quality Standards, are designed to benefit all children by enabling them to progress at their own pace and creating the space and time to do so. Additionally, the goal of proficiency-based learning is to provide equitable, relevant, and rigorous learning opportunities that engage each and every student and foster the skills, knowledge, and habits of work necessary to be successful in the 21st century.
Virginia	•	•		•			•		•		
Washington		•	•	•		•	•			•	
West Virginia	•	•			•		•		•		
Wisconsin	•		•				•	•		•	
Wyoming	•	•			•	•	•	•			
Summary *Multiple responses possible n = 51	36	39	31	12	28	19	35	13	17	13	4

Table 2B. Activities of SEA-Designated Personnel Responsible for Gifted Education

	Q11b If applicable, provide any explanations/comments about the activities for gifted and talented education provided by your SEA.
Department of Defense	We are both an SEA and LEA.
Alabama	We monitor districts on a 5-year cycle via the Cognia platform. Regional trainings for gifted coordinators and specialists are held annually in at least 7 regions across the state. Gifted sessions are also provided at the annual state conference during July and at the Alabama Association for Gifted Children conference each October. Districts may use the technical assistance form to request assistance at any time.
Delaware	Our SEA provides the facilitation for the Gifted Advisory Council. Our state is a local control state, so how services are provided is up to each LEA.
Georgia	Our College Readiness and Talent Development unit works with district and school-level gifted educators to enhance their programs. Our unit provides guidance and support for our gifted, AP, and IB programs. We provide professional development and resources to assist districts as they begin and enhance their talent development programs. Additionally, we provide online workshops with relevant advanced learning topics such as: Advanced Academics 101, AP Virtual Academy, problem solving strategies, cultivating creativity, and gifted service delivery models of resource room, collaborative, and advanced content.
Hawaii	Schools are required to input data on all screened and identified G/T students into student information system.
Maine	Technical assistance was primarily provided to Maine schools and districts. In the 2018/2019 year, Maine began to facilitate professional development for the field, provide information to the legislature, and develop state policy.
Michigan	The Michigan Department of Education supports questions from parents, family, or caregivers as part of our larger responsibility to those audiences. We have no authority in law or in funding streams to do anything more than that. We do encourage systems to develop robust multi-tiered systems of support that consider all students, including those identified as gifted.
Minnesota	During the pandemic all technical assistance, meetings, and professional assistance moved from in-person to virtual.
Missouri	It was difficult to choose just five items in the list provided! I would like to include the following as top 10 items: Working with the Advisory Council on the Education of Gifted and Talented Children, Responding to Parent Questions, and Liaison to the Gifted Association of Missouri, DESE liaison to Missouri Scholars Academy and Missouri Fine Arts Academy. I am currently working on a large project called Portrait of a Gifted Learner to round out my top 10.
New Jersey	NJDOE hosts technical assistance webinars for educators and school administrators across the State, as needed. Many technical assistance sessions are created in response to the identified needs from the gifted and talented reports that LEAs complete during their NJQSAC review cycle (NJQSAC reviews occur every year while each cohort is reviewed every 3 years). LEAs and County staff can also request a TA session in response to a need they identify within their school/district. NJDOE also presents at educational association conferences and meetings.
North Carolina	While NCDPI does not have a formal compliance role in monitoring of local AIG Programs, we do support progress and compliance with legislation to the extent by which our legislation supports. Due to COVID, the team's technical assistance and support moved to more phone, email, and virtual correspondence with district and school gifted coordinators in the field.
Oklahoma	Oklahoma is a locally controlled state; therefore, districts are able to choose what activities work best for their population.
Tennessee	District Level, School Building Level
Virginia	Virginia only has one employee to handle gifted education and Governor's Schools.
Wisconsin	The top five varies based on the time of the year.

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Section II: Definition of *Gifted* and Identification

Table 3A. State Definition of Gifted in Law or Rule

Q13 Does your state have a definition of gifted in law or rule?

Department of Defense	Yes	Missouri	Yes
District of Columbia	No	Montana	Yes
Puerto Rico		Nebraska	Yes
Alabama	Yes	Nevada	Yes
Alaska	Yes	New Hampshire	Yes
Arizona	Yes	New Jersey	Yes
Arkansas	Yes	New Mexico	Yes
California	No	New York	Yes
Colorado	Yes	North Carolina	Yes
Connecticut	Yes	North Dakota	Yes
Delaware	Yes	Ohio	Yes
Florida	Yes	Oklahoma	Yes
Georgia	Yes	Oregon	Yes
Hawaii ¹	No	Pennsylvania	Yes
Idaho	Yes	Rhode Island	Yes
Illinois	Yes	South Carolina	Yes
Indiana	Yes	South Dakota	No
Iowa	Yes	Tennessee	Yes
Kansas	Yes	Texas	Yes
Kentucky	Yes	Utah	Yes
Louisiana	Yes	Vermont	Yes
Maine	Yes	Virginia	Yes
Maryland	Yes	Washington	Yes
Massachusetts	No	West Virginia	Yes
Michigan	No	Wisconsin	Yes
Minnesota	Yes	Wyoming	Yes
Mississippi	Yes	Wyoming	Yes
SUMMARY Responses = 52		Yes = 46 No = 6	

¹ Hawaii representatives said their definition is in use but no longer officially published due to legislative action, which we note in Section IX: Themes Across States and Future Directions. Thus, we do not include Hawaii as having a definition in the data in this table, but we include the definition for reference in table 4.

Table 3B. State Definition of Gifted in Law or Rule

	Q13b Please provide a URL to your state definition.
Department of Defense	https://www.dodea.edu/Curriculum/giftedEduc/index.cfm
Alabama	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf
Alaska	http://www.akleg.gov/basis/aac.asp#4.52.800
Arizona	https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00779.htm
Arkansas	https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf
Colorado	https://www.cde.state.co.us/gt/gifteddefinition
Connecticut	https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf
Delaware	https://www.doe.k12.de.us/domain/140
Florida	https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.03019
Georgia	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Gifted%20Education/Georgia-Gifted-Resource-Manual.pdf
Idaho	https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH20/SECT33-2001/
Illinois	https://www.ilga.gov/legislation/publicacts/fulltext.asp?name=094-0151&GA=094
Indiana	http://iga.in.gov/legislative/laws/2022/ic/titles/020#20-36-1-3
Iowa	https://www.legis.iowa.gov/docs/code/257.44.pdf
Kansas	http://www.ksde.org/Portals/0/SES/misc/iep/EligibilityIndicators.pdf
Kentucky	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	https://www.doa.la.gov/media/qknk551n/28v101.doc
Maine	https://www.maine.gov/sos/cec/rules/05/071/071c104.doc
Maryland	https://mgaleg.maryland.gov/mgawebwebsite/laws/StatuteText?article=ged&section=8-201&enactments=false
Minnesota	https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE073050&RevisionSelectionMethod=latestReleased&Rendition=primary
Mississippi	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/2013%20Regulations%20for%20the%20Gifted%20Education%20Programs%20in%20Mississippi%20-%20Board%20Approved%202013.05.17.pdf
Missouri	https://revisor.mo.gov/main/OneSection.aspx?section=162.675&bid=8022&hl=gifted%u2044
Montana	https://leg.mt.gov/bills/mca/title_0200/chapter_0070/part_0090/section_0010/0200-0070-0090-0010.html
Nebraska	https://www.education.ne.gov/wp-content/uploads/2017/10/Rule3_1998.pdf
Nevada	https://www.leg.state.nv.us/NAC/NAC-388.html#NAC388Sec043
New Hampshire	https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/technical-advisory-gifted-and-talented_0.pdf
New Jersey	https://www.nj.gov/education/standards/gifted/legislation.shtml
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf

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Q13b Please provide a URL to your state definition.

New York	https://casetext.com/regulation/new-york-codes-rules-and-regulations/title-8-education-department/chapter-ii-regulations-of-the-commissioner/subchapter-i-scholarships-and-grants/part-142-educating-the-gifted-and-talented/section-1422-definition
North Carolina	https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted
North Dakota	https://www.ndlegis.gov/cencode/t15-1c32.pdf#nameddest=15p1-32-10
Ohio	https://codes.ohio.gov/ohio-revised-code/section-3324.01
Oklahoma	https://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=91282
Oregon	https://www.oregon.gov/ode/learning-options/TAG/Documents/tagors.pdf
Pennsylvania	http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=
Rhode Island	http://www.ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Laws-Regulations/Ed-Programs-Gifted-Talented-Children.pdf
South Carolina	https://ed.sc.gov/index.cfm?LinkServID=5FD381E6-C221-0449-5E1C5EE985A2F0F8
Tennessee	https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html
Texas	https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education
Utah	https://www.schools.utah.gov/file/4c36f46e-b654-4993-b1a8-6197b3c1d4ac
Vermont	https://legislature.vermont.gov/statutes/section/16/001/00013
Virginia	https://law.lis.virginia.gov/admincode/title8/agency20/chapter40/section20/
Washington	https://app.leg.wa.gov/WAC/default.aspx?cite=392-170-035
West Virginia	http://wvde.state.wv.us/policies/policy.php?p=2419&alt=1
Wisconsin	https://dpi.wi.gov/gifted/laws
Wyoming	See sec. 21-9-101(c)(ii) at https://wyoleg.gov/NXT/gateway.dll?f=templates&fn=default.htm

Table 4. State Definitions of Gifted

	State Definitions
Department of Defense	In 1993, the United States Department of Education defined gifted learners as children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
District of Columbia	N/A
Puerto Rico	
Alabama	Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.
Alaska	Gifted means exhibiting outstanding intellect, ability, or creative talent.
Arizona	Gifted pupil means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability.
Arkansas	Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and /or motivation, and creative ability.
California	N/A
Colorado	Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e., twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness : General or specific intellectual ability Specific academic aptitude Creative or productive thinking Leadership abilities Visual arts, performing arts, musical or psychomotor abilities
Connecticut	(1) Extraordinary learning ability means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both. (2) Gifted and talented' means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts. (3) Outstanding talent in the creative arts means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

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Delaware	<p>Delaware's Definition of Giftedness (Currently under Revision) The definition of a gifted child in Delaware (Title 14, Delaware Code, 1975, 1993) was developed for the purposes of federal education programs and is still the most universally accepted.</p> <p>Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.</p> <p>Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: general intellectual ability; specific academic aptitude; creative productive thinking; leadership ability; visual and performing arts; psychomotor ability (Marland 1971, 2)</p>
Florida	Florida defines gifted students as students who have superior intellectual development and are capable of high performance.
Georgia	A gifted education student is defined as one who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her ability(ies).
Hawaii ¹	Gifted and talented are children and youth whose superior performance or potential indicates possible giftedness in intellectual, creative, or specific academic abilities, leadership capability, psychomotor ability, or talent in the performing and visual arts.
Idaho	Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.
Illinois	Children who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.
Indiana	<p>High ability student means a student who:</p> <ol style="list-style-type: none"> (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and (2) is characterized by exceptional gifts, talents, motivation, or interests. <p>Domain includes the following areas of aptitude and talent:</p> <ol style="list-style-type: none"> (1) General intellectual. (2) General creative. (3) Specific academic. (4) Technical and practical arts. (5) Visual and performing arts. (6) Interpersonal.
Iowa	<ol style="list-style-type: none"> 1. Gifted and talented children are those children who are identified as possessing outstanding abilities and who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. 2. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination: <ol style="list-style-type: none"> a. General intellectual ability. b. Creative thinking. c. Leadership ability. d. Visual and performing arts ability. e. Specific ability aptitude.

¹ Hawaii representatives said their definition is in use but no longer officially published due to legislative action, which we note in Section IX: Themes Across States and Future Directions. Thus, we do not include Hawaii as having a definition in the data in table 3, but we include the definition text for reference here.

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Kansas	<p>Gifted and talented programs means programs to identify, through multiple assessment instruments, and serve students with outstanding abilities in the following areas:</p> <ul style="list-style-type: none"> (i) general intellectual ability; (ii) specific academic aptitude; and (iii) creative or productive thinking.
Kentucky	<p>Exceptional students are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts.</p>
Louisiana	<p>Gifted children and youth are students who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude.</p>
Maine	<p>Gifted and talented children shall mean those children in grades K-12 who excel, or have the potential to excel, beyond their age peers, in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive specialized instruction through these programs if they have exceptional ability, aptitude, skill, or creativity in one or more of the following categories:</p> <ol style="list-style-type: none"> 1. General Intellectual Ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in all academic areas. 2. Specific Academic Aptitude as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in one or more academic area(s). 3. Artistic Ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in the literary, performing, and/or visual arts. <p>NOTE: Children with exceptional General Intellectual Ability and/or exceptional Specific Academic Aptitude usually comprise five percent of the school population. Students with exceptional Artistic Ability usually comprise five percent of the school population. Children in the top two percent of the school population may be considered highly gifted.</p>
Maryland	<p>Gifted and talented student means an elementary or secondary student who is identified by professionally qualified individuals as:</p> <ul style="list-style-type: none"> (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields.
Massachusetts	N/A
Michigan	N/A
Minnesota	<p>Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. The potential of gifted students requires differentiated and challenging educational programs or services beyond those provided in the general school program. Students capable of high performance include those with demonstrated achievement or potential ability in one or more of these areas: general intellectual, specific academic subjects, creativity, leadership, and visual/performing arts.</p>

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Mississippi	<p>Intellectually gifted children shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.</p> <p>Academically gifted children shall mean those children and youth who are found to have an exceptionally high degree of demonstrated academic ability as documented through the identification process.</p> <p>Artistically gifted children shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the visual arts as documented through the identification process.</p> <p>Creatively gifted children shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the performing arts as documented through the identification process.</p>
Missouri	Gifted children - children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade-level curriculum.
Montana	High ability/high potential students are defined as children with capabilities that require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society.
Nebraska	Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully.
Nevada	<p>Gifted and talented means a person who possesses or demonstrates outstanding ability in one or more of the following:</p> <ol style="list-style-type: none"> 1. General intelligence; 2. Academic aptitude in a specific area; 3. Creative thinking; 4. Productive thinking; 5. Leadership; 6. The visual arts; or 7. The performing arts.
New Hampshire	Gifted and Talented Student means a student identified as having unique academic, artistic, or athletic potential according to assessments selected and administered locally.
New Jersey	Gifted and talented student means a student who possesses or demonstrates a high level of ability in one or more content areas when compared to his chronological peers in the school district and who requires modifications of his educational program if he is to achieve in accordance with his capabilities.
New Mexico	As used in 6.31.2.12 NMAC, gifted child means a school-age person as defined in Subsection D of Sec. 22-13-6 NMSA 1978 whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets the eligibility criteria in 6.31.2.12 NMAC and for whom a properly constituted IEP team determines that special education services are required to meet the child's educational needs.
New York	The term gifted pupils means those pupils who show evidence of high performance capability and exceptional potential in areas such as general intellectual ability, special academic aptitude and outstanding ability in visual and performing arts. Such definition shall include those pupils who require educational programs or services beyond those normally provided by the regular school program in order to realize their full potential.
North Carolina	Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.
North Dakota	Student who is gifted means an individual who is identified by qualified professionals as being capable of high performance and who needs educational programs and services beyond those normally provided in a regular education program.
Ohio	Gifted means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Revised Code.

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Oklahoma	<p>Gifted and talented children means those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, demonstrated abilities of high performance capability means those identified students who score in the top three percent (3%) on any national standardized test of intellectual ability. Said definition may also include students who excel in one or more of the following areas:</p> <ul style="list-style-type: none"> a. creative thinking ability, b. leadership ability, c. visual performing arts ability, and d. specific academic ability.
Oregon	<p>Talented and gifted children means those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in one or more of the following areas:</p> <ul style="list-style-type: none"> (a) General intellectual ability as commonly measured by measures of intelligence and aptitude. (b) Unusual academic ability in one or more academic areas. (c) Creative ability in using original or nontraditional methods in thinking and producing. (d) Leadership ability in motivating the performance of others either in educational or noneducational settings. (e) Ability in the visual or performing arts, such as dance, music or art.
Pennsylvania	Mentally gifted—Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.
Rhode Island	Learning Beyond Grade Level (frequently called Gifted and Talented Education) is the identification of students who show evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity; as well as in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.
South Carolina	<ol style="list-style-type: none"> 1. Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require educational programming beyond that normally provided by the general school programming in order to achieve their potential. 2. Gifted and talented abilities for these regulations include <ul style="list-style-type: none"> (a) Academic and Intellectual Ability: Students who have the academic and/or intellectual potential to function at a high level in one or more academic areas. (b) Visual and Performing Arts: Students who have the artistic potential to function at a high performance level in one or more of the fine arts (dance, music, theatre, and visual arts).
South Dakota	N/A
Tennessee	Intellectually Gifted means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services. Children from all populations (e.g., all cultural, racial, and ethnic groups, English Learners, all economic strata, twice exceptional, etc.) can be found to possess these abilities. Children identified as intellectually gifted are exempted from the discipline procedures at 34 C.F.R. §300.530- 537. Children with a dual diagnosis that includes intellectually gifted must be considered as children with a disability and may not be exempted from the discipline procedures at 34 C.F.R. §300.530-537.
Texas	<p>Gifted and talented student means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:</p> <ul style="list-style-type: none"> (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.

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State Definitions

Utah	Gifted and talented programs means programs to identify, through multiple assessment instruments, and serve students with outstanding abilities in the following areas: (i) general intellectual ability; (ii) specific academic aptitude; and (iii) creative or productive thinking.
Vermont	Gifted and talented children means children identified by professionally qualified persons who, when compared to others of their age, experience, or environment, exhibit capability of high performance in intellectual, creative, or artistic areas, possess an unusual capacity for leadership, or excel in specific academic fields.
Virginia	Gifted students means those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.
Washington	Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace but are present within all protected classes according to chapters 28A.640 and 28A.642 RCW.
West Virginia	Giftedness is exceptional intellectual abilities and potential for achievement that requires specially designed instruction and/or services beyond those normally provided in the general classroom instruction.
Wisconsin	Gifted and talented pupils means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
Wyoming	Gifted and talented students identified by professionals and other qualified individuals as having outstanding abilities, who are capable of high performance and whose abilities, talents and potential require qualitatively differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Table 5A. Requirements Regarding State Definition of Gifted

Q14 If your state has a definition of gifted in law or rule, has the definition changed since the 2018-2019 school year?

Department of Defense	No	Missouri	No
District of Columbia		Montana	No
Puerto Rico		Nebraska	No
Alabama	No	Nevada	No
Alaska	No	New Hampshire	No
Arizona	No	New Jersey	No
Arkansas	No	New Mexico	No
California		New York	No
Colorado	No	North Carolina	No
Connecticut	No	North Dakota	No
Delaware	Yes	Ohio	No
Florida	No	Oklahoma	No
Georgia	No	Oregon	No
Hawaii		Pennsylvania	No
Idaho	No	Rhode Island	Yes
Illinois	No	South Carolina	No
Indiana	No	South Dakota	
Iowa	No	Tennessee	No
Kansas	No	Texas	No
Kentucky	No	Utah	No
Louisiana	No	Vermont	No
Maine	No	Virginia	No
Maryland	No	Washington	No
Massachusetts		West Virginia	No
Michigan		Wisconsin	No
Minnesota	No	Wyoming	No
Mississippi	No	Summary	Yes = 2
		n = 46	No = 44

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Table 5B. Requirements Regarding State Definition of Gifted**Q15 Are LEAs required to follow the state definition of gifted?**

Department of Defense	Yes	Missouri	Yes
District of Columbia		Montana	Yes
Puerto Rico		Nebraska	No
Alabama	Yes	Nevada	Yes
Alaska	Yes	New Hampshire	Yes
Arizona	Yes	New Jersey	Yes
Arkansas	Yes	New Mexico	Yes
California		New York	Yes
Colorado	Yes	North Carolina	Yes
Connecticut	Yes	North Dakota	No
Delaware	Yes	Ohio	Yes
Florida	Yes	Oklahoma	Yes
Georgia	Yes	Oregon	Yes
Hawaii		Pennsylvania	Yes
Idaho	No	Rhode Island	Yes
Illinois	Yes	South Carolina	Yes
Indiana	Yes	South Dakota	
Iowa	Yes	Tennessee	Yes
Kansas	Yes	Texas	Yes
Kentucky	Yes	Utah	Yes
Louisiana	Yes	Vermont	Yes
Maine	Yes	Virginia	Yes
Maryland	Yes	Washington	No
Massachusetts		West Virginia	Yes
Michigan		Wisconsin	Yes
Minnesota	No	Wyoming	Yes
Mississippi	Yes	Summary	Yes = 41
		n = 46	No = 5

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Table 6A. State Requirements for Identification of Gifted Students**Q20** Does your state require by law or rule the identification of gifted and talented students?

Department of Defense	Yes	Mississippi	Yes
District of Columbia	No	Missouri	No
Puerto Rico		Montana	Yes
Alabama	Yes	Nebraska	Yes
Alaska	Yes	Nevada	Yes
Arizona	Yes	New Hampshire	Yes
Arkansas	Yes	New Jersey	Yes
California	No	New Mexico	Yes
Colorado	Yes	New York	No
Connecticut	Yes	North Carolina	Yes
Delaware	Yes	North Dakota	No
Florida	Yes	Ohio	Yes
Georgia	Yes	Oklahoma	Yes
Hawaii	No	Oregon	Yes
Idaho	Yes	Pennsylvania	Yes
Illinois	Yes	Rhode Island	No
Indiana	Yes	South Carolina	Yes
Iowa	Yes	South Dakota	
Kansas	Yes	Tennessee	Yes
Kentucky	Yes	Texas	Yes
Louisiana	Yes	Utah	Yes
Maine	Yes	Vermont	No
Maryland	Yes	Virginia	Yes
Massachusetts	No	Washington	Yes
Michigan	No	West Virginia	Yes
Minnesota	Yes	Wisconsin	Yes
		Wyoming	Yes
		Summary n = 51	Yes = 41 No = 10

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Table 6B. State Requirements for Identification of Gifted Students

	Q20b Please provide a URL to the law or rule for identification in your state.
Department of Defense	https://www.dodea.edu/Offices/PolicyAndLegislation/upload/DoDEA-AI-1308-01-Advanced-Academic-Programs-and-Svcs-K-5.pdf https://www.dodea.edu/Offices/PolicyAndLegislation/upload/RG-2590-1-Gifted-Education-Students.pdf
Alabama	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf
Alaska	http://www.akleg.gov/basis/aac.asp#4.52.800
Arizona	https://www.azed.gov/sites/default/files/2015/03/arizonagiftededucationstatutesadministrativecode.pdf
Arkansas	Definition (pgs. 4 and 6), Identification Standards (pgs. 8-9; pgs. 17-19) https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf
Colorado	https://www.cde.state.co.us/gt/lawsregs#giftedrules
Connecticut	https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf
Delaware	https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/140/902%20Final%20Order%20SEC%20and%20SBE.pdf
Florida	https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.03019
Georgia	https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.38.pdf
Idaho	https://adminrules.idaho.gov/rules/current/08/080203.pdf
Illinois	https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=100-0421
Indiana	IC 20-36-2-2 Sec. 2, (2), (4), (6): http://iga.in.gov/legislative/laws/2022/ic/titles/020#20-36-2-2 IAC 511 6-9.1-2 Sec. 2 (c) - 1): http://iac.iga.in.gov/iac/iac_title?iact=511 The above statute applies to all traditional public school corporations.
Iowa	https://www.legis.iowa.gov/docs/iac/chapter/281.59.pdf
Kansas	https://www.ksde.org/Portals/0/SES/legal/Kansas-Regulations-KAR.pdf
Kentucky	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	Bulletin 1508, Pupil Appraisal Handbook, Chapter 9. Gifted and Talented: https://www.doa.la.gov/media/qknk551n/28v101.doc
Maine	https://www.maine.gov/sos/cec/rules/05/071/071c104.doc Districts are also permitted to request a waiver from the department from this requirement.
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.07.02.htm
Minnesota	https://www.revisor.mn.gov/statutes/cite/120B.15
Mississippi	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/2013%20Regulations%20for%20the%20Gifted%20Education%20Programs%20in%20Mississippi%20-%20Board%20Approved%202013.05.17.pdf
Montana	https://leg.mt.gov/bills/mca/title_0200/chapter_0070/part_0090/section_0020/0200-0070-0090-0020.html
Nebraska	https://www.education.ne.gov/wp-content/uploads/2017/10/Rule3_1998.pdf
Nevada	https://www.leg.state.nv.us/NAC/NAC-388.html#NAC388Sec435
New Hampshire	https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/technical-advisory-gifted-and-talented_0.pdf
New Jersey	https://www.nj.gov/education/standards/gifted/legislation.shtml
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf

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Q20b Please provide a URL to the law or rule for identification in your state.

North Carolina	Article 9B: https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-legislation
Ohio	https://codes.ohio.gov/ohio-revised-code/section-3324.03
Oklahoma	https://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=91282
Oregon	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287785
Pennsylvania	https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.21.html&d=reduce
South Carolina	https://ed.sc.gov/index.cfm?LinkServID=5FD381E6-C221-0449-5E1C5EE985A2F0F8
Virginia	https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:1/
Washington	https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.185&full=true#28A.185.030
West Virginia	http://wvde.state.wv.us/policies/policy.php?p=2419&alt=1
Wisconsin	https://dpi.wi.gov/gifted/laws
Wyoming	See sec. 21-9-101(c)(ii) at https://wyoleg.gov/NXT/gateway.dll?f=templates&fn=default.htm

Table 7. Requirements for Specific Criteria/Methods for Identification

	Q21 Are LEAs in your state required to use specific criteria/methods for identification of gifted and talented students?			
	Yes	No	Determined by the LEA	Other (If selected, please explain)
Department of Defense	•			
District of Columbia		•		
Puerto Rico				
Alabama				Universal Screening
Alaska		•		
Arizona				Other - (Per ARS 15-779.02(A)(1): 1. Provide for routine screening for gifted pupils using one or more tests adopted by the state board as prescribed in section 15-203, subsection A, paragraph 15 and section 15-779.01. School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the state board of education. LEAs shall at least identify students per the above but have the option to leverage additional processes to locally identify gifted learners based on local context.)
Arkansas	•			
California			•	
Colorado	•			
Connecticut			•	
Delaware			•	
Florida				Yes, but determined partially by the LEA
Georgia	•			
Hawaii				
Idaho			•	
Illinois			•	

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Q21 Are LEAs in your state required to use specific criteria/methods for identification of gifted and talented students?

	Yes	No	Determined by the LEA	Other (If selected, please explain)
Indiana				Other - The state requires by IC 20-26-2-2 Sec.2 (2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student. AND IAC 511 6.9-1.2 Sec. 2. (C) 1) (1) A multifaceted student assessment plan, including the following: (A) Performance-based assessment. (B) Potential-based assessment. (C) Other forms of assessment. However, the specific measures used and the parameters for identification are determined at the local level.
Iowa		•		
Kansas			•	
Kentucky	•			
Louisiana				Criteria for gifted and talented identification is defined in Bulletin 1508, The Pupil Appraisal Handbook. Districts determine the gifted evaluation instruments to be used in determining classification. Talented evaluation instruments are provided by the state.
Maine				There are criteria for identifying students as gifted and talented. However, there is no mandated methodology that must be followed or implemented to make the identification.
Maryland	•			
Massachusetts		•		
Michigan		•		
Minnesota			•	
Mississippi			•	
Missouri				Yes, there are guidelines, but LEAs have local control. Therefore, each district has different identification processes based on the guidelines.
Montana			•	
Nebraska		•		
Nevada			•	
New Hampshire			•	
New Jersey			•	
New Mexico			•	

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Q21 Are LEAs in your state required to use specific criteria/methods for identification of gifted and talented students?

	Yes	No	Determined by the LEA	Other (If selected, please explain)
New York			•	
North Carolina			•	
North Dakota			•	
Ohio	•			
Oklahoma				For criteria 1, it must be a nationally normed test of intellectual ability, but districts can use the assessment of their choice. For criteria 2, districts can choose completely.
Oregon			•	
Pennsylvania	•			
Rhode Island		•		
South Carolina	•			
South Dakota				
Tennessee	•			
Texas			•	
Utah			•	
Vermont		•		
Virginia				LEA's have a choice as to the criteria they use but are required to use certain categories (nationally normed instruments) of criteria for certain areas of giftedness identification.
Washington				Some specific criteria and others left up to the LEA
West Virginia			•	
Wisconsin				There are requirements in rule about the creation of a pupil profile via the identification process, but LEAs have flexibility about what assessments are used, how the profile is built, etc.
Wyoming		•		
Summary n = 51	10	9	20	12

Table 7. Requirements for Specific Criteria/Methods for Identification

	Q21c Please provide the URL/link to the law or rule mandating specific criteria/methods for identification.
Department of Defense	https://www.dodea.edu/Offices/PolicyAndLegislation/upload/DoDEA-AI-1308-01-Advanced-Academic-Programs-and-Svcs-K-5.pdf ; https://www.dodea.edu/Offices/PolicyAndLegislation/upload/RG-2590-1-Gifted-Education-Students.pdf
Alabama	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf
Arizona	https://www.azed.gov/sites/default/files/2015/03/arizonagiftededucationstatutesadministrativecode.pdf
Arkansas	Identification Standards (pgs. 8-9; pgs. 17-19) https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf
Colorado	https://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=6251&fileName=1%20CCR%20301-8
Florida	https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.03019 and http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.57.html
Georgia	https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.38.pdf
Indiana	http://iga.in.gov/legislative/laws/2022/ic/titles/020#20-36 and http://iac.iga.in.gov/iac/iac_title?iact=511
Kentucky	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	Bulletin 1508, Pupil Appraisal Handbook, Chapter 9. Gifted and Talented https://www.doa.la.gov/media/qknk551n/28v101.doc
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.07.02.htm
Missouri	https://www.sos.mo.gov/CMSImages/AdRules/csr/current/5csr/5c20-100.pdf
Ohio	https://codes.ohio.gov/ohio-revised-code/section-3324.02 and https://codes.ohio.gov/ohio-revised-code/section-3324.03
Oklahoma	https://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=91282
Pennsylvania	http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.22.html&d=
South Carolina	https://ed.sc.gov/index.cfm?LinkServID=5FD381E6-C221-0449-5E1C5EE985A2F0F8
Tennessee	https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_intellectually_gifted_evaluation_guidance.pdf
Virginia	https://law.lis.virginia.gov/admincode/title8/agency20/chapter40/
Washington	https://app.leg.wa.gov/RCW/default.aspx?cite=28A.300.770
Wisconsin	https://dpi.wi.gov/gifted/laws

Table 8. Criteria/Methods Used for Identification

	Q21b Please list the measures your state uses for identification of gifted and talented students.
Department of Defense	<ul style="list-style-type: none"> • CogAT Screener for 2nd grade students • Full battery CogAT for students who are referred • Parent Perspective (Questionnaire) • TABs (for Teacher observations) • Student Interview • Student Work Samples • Achievement data • NO CUT OFF Scores • We use guidelines to provide recommendation for services (no labeling of students)
Arkansas	<p>2 subjective and 2 objective measures must be included (one of which must assess creativity)</p> <p>12.02(2)(c) Identification Procedures</p> <p>The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally under-represented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p> <p>12.02(2)(c)(iii) timeline of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;</p> <p>12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department's chart of common and varied assessment tools used in identification;</p> <p>12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;</p> <p>12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;</p> <p>12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability;</p> <p>12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and</p> <p>12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student's ALP.</p> <p>12.02(2)(d) Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool</p>
Colorado	

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Q21b Please list the measures your state uses for identification of gifted and talented students.**Colorado (continued)**

12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age mates.

12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.

12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95th percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.

We also have specific criteria for early access, as follows:

12.08(2)(d) Criteria for Early Access

The AU shall evaluate a child referred by the parent for early access using the following criteria. The evaluation will lead to a student profile of strengths, performance, readiness, needs and interests, and a determination of appropriate placement. All criteria must be considered in making the determination – test scores alone do not meet the standards of a determination.

12.08(2)(d)(i) Aptitude

12.08(2)(d)(i)(A) Aptitude supporting early access is indicated by a highly advanced level of performance compared to age-peers on cognitive abilities rating scales or 97th percentile and above on standardized cognitive ability tests. Every child with a score above 97th percentile may not benefit from early access to kindergarten or first grade.

12.08(2)(d)(i)(B) The AU shall describe the method(s) and the developmentally appropriate tools for assessment that will be used to determine potential in general cognitive abilities and school success (e.g., individualized ability test, such as the Wechsler Preschool and Primary Scale of Intelligence or Woodcock Johnson Cognitive Ability Scale, or Kaufman Brief Intelligence Test).

12.08(2)(d)(ii) Achievement

12.08(2)(d)(ii)(A) Achievement supporting early access is indicated by a highly advanced level of performance compared to age-peers on achievement rating scales, performance assessment, or 97th percentile and above on standardized achievement tests. Typically, early access children function two or more years above their age peers.

12.08(2)(d)(ii)(B) The AU shall describe the method(s) and tools for assessment that will be used to determine knowledge and skills in reading, writing and mathematics (e.g., curriculum-based assessment, above-level testing, and individualized achievement tests, such as the test of early math ability/reading ability, Woodcock Johnson III Tests of achievement, or Iowa Tests of basic skills).

12.08(2)(d)(iii) Performance

12.08(2)(d)(iii)(A) Performance supporting early access is indicated by work samples and informal teacher and/or parent data indicating demonstrated ability above age peers.

12.08(2)(d)(iii)(B) The AU shall describe the method(s) and tools for assessment that will be used to determine actual demonstration of the student's work (e.g., work samples, independent reading, advanced vocabulary, observational data).

12.08(2)(d)(iv) Readiness, Social Behavior and Motivation

12.08(2)(d)(iv)(A) Readiness, social behavior and motivation for early access are determined by the child's ability to demonstrate the indicators deemed necessary for kindergarten or first grade by the district's standards or national standards (e.g., district readiness checklist, normed-checklists and rating scales, such as the California Preschool Competency Scale or the Preschool/Kindergarten Behavioral and Social Scale or Bracken School Readiness).

12.08(2)(d)(iv)(B) The AU shall describe the method(s) and tools for evaluation that will be used to determine a child's readiness for kindergarten or first grade, social maturity, and eagerness to learn.

12.08(2)(d)(v) Support Systems

12.08(2)(d)(v)(A) The AU shall define and implement a support system to assist in a child's success in and transition through early access by evidence of:

12.08(2)(d)(v)(A)(I) A letter of determination of the early access decision signed by the parent, gifted education staff, early childhood staff, the receiving teacher and building administrator indicating recognition and support of the child's placement (determination letters will be placed in the child's cumulative file);

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Q21b Please list the measures your state uses for identification of gifted and talented students.

Colorado (continued)

12.08(2)(d)(v)(A)(II) A transition goal in the child's advanced learning plan for the first year of early access;
 12.08(2)(d)(v)(A)(III) Methods of communication with the student about school success; and
 12.08(2)(d)(v)(A)(IV) Methods for parent-teacher communication.
 12.08(2)(d)(v)(B) The AU will describe how parents, teachers, school administrators and the learning environment will contribute to a positive support system.

Georgia

Gifted students are evaluated in four areas: mental ability, achievement, creativity, and motivation;
 For Option A students must have a qualifying score in mental ability and achievement categories but must have evaluation data collected in creativity and motivation. Qualifying mental ability scores are:

- Grades K-2 99th% percentile composite score on a nationally age normed mental ability test
- Grades 3-12 ≥ 96 th percentile composite score on a nationally age normed mental ability test.

Qualifying achievement scores are Grades K-12 ≥ 90 th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test.
 For Option B students must qualify in three of the four categories.
 Qualifying mental ability scores are Grades K- 12 ≥ 96 th percentile composite OR appropriate component score on a nationally age normed mental ability tests.
 Qualifying scores for achievement are:

- Grades K-12 ≥ 90 th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test
- Grades K – 12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators.

Qualifying scores for creativity are:

- Grades K-12 ≥ 90 th percentile on composite score on a nationally normed creativity test
- Grades K-12 Rating scales used to qualify student creativity must equate to the 90th percentile
- Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators and

Qualifying scores for motivation are:

- Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, ELA, social studies, science, and full year world languages. (See pg. 36 for additional information)
- Grades K-12 Rating scales used to qualify student motivation must equate to the 90th percentile
- Grades K – 12 Superior product/performance/structured observation with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators.

Districts may choose which assessments they use based on suggested approved list from GaDOE.

Kentucky

704 KAR Section 3(7) In the primary program, formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.
 (8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.
 (9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:

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Q21b Please list the measures your state uses for identification of gifted and talented students.**Kentucky (continued)**

- (a) A collection of evidence (e.g., primary portfolios) demonstrating student performance; (b) Inventory checklists of behaviors specific to gifted categories; (c) Diagnostic data; (d) Continuous progress data; (e) Anecdotal records; (f) Available formal test data; (g) Parent interview or questionnaire; (h) Primary review committee recommendation; (i) Petition system; and (j) Other valid and reliable documentation.
- (10) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.
- 704 KAR Section 3(11) For a student in grades four (4) through twelve (12), a local school district's procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:
- (a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options; (b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:
1. A collection of evidence from portfolios demonstrating student performance; 2. Inventory checklists of behaviors specific to gifted categories; 3. Continuous progress data; 4. Anecdotal records; 5. Peer nominations; 6. Formal testing data specific to gifted categories; 7. Parent interview or questionnaire; 8. Primary review committee recommendation for those entering the fourth grade; 9. Self-nomination or petition system; 10. Student awards or critiques of performance or products specific to gifted categories; and 11. Other valid and reliable documentation; 12 To qualify as a gifted and talented student in grades four (4) through twelve (12), the following criteria shall be met in one (1) of these gifted and talented categories:
- (a) General intellectual ability shall be determined by a student score within the ninth stanine on a full scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:
1. High performance on additional individual or group intellectual assessment;
 2. Observation of applied advanced reasoning ability; or 3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.
- (b) Specific academic aptitude shall be determined by composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized normed achievement test. Evidence of specific academic aptitude also may include:
1. High performance on an additional individual or group test of academic aptitude;
 2. Student awards or critiques of performances; 3. Off-level testing; 4. Portfolio of high academic performances; or 5. Student progress data.
- (c) Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. Documented evidence of creative thinking ability also may include:
1. Creative writing samples; 2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.); 3. Behavioral checklists or observations specific to creative behavior; or 4. Observation of original ideas, products or problem-solving.
- (d) Leadership or psychosocial abilities shall be determined by a variety of informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity. Evidence of psychosocial or leadership ability also may include:
1. Sociograms (i.e., questionnaires designed to assess leadership characteristics); 2. Peer recommendations; 3. Behavioral checklists or observations specific to leadership behavior; 4. Portfolio entries which display leadership qualities; or 5. Offices held by student in extracurricular activities and class government.
- (e) Visual and performing arts talent shall be determined through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:
1. Awards or critiques of performance; or 2. Portfolio of visual or performing arts ability.

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Q21b Please list the measures your state uses for identification of gifted and talented students.**Maryland**

- A. Each local school system shall establish an equitable process for identifying gifted and talented students as they are defined in Education Article, Â§8-201, Annotated Code of Maryland.
- B. The identification pool for gifted and talented students shall encompass all students.
- C. The identification process shall use universal screening and multiple indicators of potential, ability, and achievement from an annually reviewed Maryland State Department of Education approved list of assessments and checklists. COMAR13A.04.07.02 A, B, and C

Ohio

Superior Cognitive Ability: Districts shall identify students as gifted in the area of superior cognitive ability if within the previous twenty-four months a student scores at least two standard deviations above the mean, minus the standard error of measure on an approved individual standardized intelligence test administered by a licensed school psychologist or a licensed psychologist, or accomplishes any one of the following: scores two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test; performs at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test; or attains an approved score on one or more above-grade level standardized, nationally-normed approved test.

Specific Academic Ability: Districts shall identify students as gifted in the area of specific academic ability if within the previous twenty-four months, a student performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field.

Creative Thinking Ability: Districts shall identify students as gifted in the area of creative thinking ability if within the previous twenty-four months a student scores one standard deviation above the mean, minus the standard error of measure, on an approved individual or group intelligence test and also attains either a sufficient score, as established by the department of education, on an approved individual or group test of creative ability or exhibited sufficient performance, as established by the Department of education, on an approved checklist of creative behaviors.

Visual or Performing Arts Ability: Districts shall identify students as gifted in the area of visual or performing arts ability when a student demonstrates superior ability in a visual or performing arts area through a display of work, an audition, or other performance or exhibition and also obtains a qualifying score on an approved checklist of behaviors related to a specific arts area.

Pennsylvania

Nationally normed and standardized cognitive WISC-V, W-J, Reynolds, Stanford-Binet and achievement testing, multiple criteria when cognitive assessment is yielding lower than 130 FSIQ/GAI, masking factors, universal screeners (KBIT, Olsat, Naglieri, Benchmarks State testing results,)

These are just a small sampling of tools used as Districts may choose tools to fit their demographic needs.

South Carolina

Assessment for Eligibility (a) Districts must ensure that all assessment instruments/measures are reviewed for bias and accurately assess the abilities/skills/potential intended to be measured; these abilities/skills/potentials are consistent with the definition of population set forth in this regulation; and, to the extent that subjective assessment criteria are used, those individuals conducting the assessment are trained to ensure proper evaluation.

(b) No private testing will be accepted for eligibility, but those results may be considered for referral purposes.

(c) The following criteria organized by dimensions shall be used in the screening/referral/assessment processes of identification:

(1) Dimension A: Reasoning Abilities - These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three. a) Individual aptitude test (full-scale or component score) b) Group aptitude test (composite, verbal, or nonverbal scores)

(2) Dimension B: High Achievement in Reading and/or Mathematical Areas - These students demonstrate high achievement (94th national percentile and above or meet criteria set forth by the SCDE) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments. (See the most current edition of the South Carolina Gifted and Talented Best Practices Manual for approved subtest areas.)

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Q21b Please list the measures your state uses for identification of gifted and talented students.**South Carolina (continued)**

(3) Dimension C: Intellectual/Academic Performance - These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through

a) Evidence of commitment in academic disciplines through grades for placement in grades six through twelve; the standard is 3.75 points on a 4.0 scale (See the glossary of terms for a listing of the academic disciplines.); or

b) Assessments of performance on STAR Performance Task Assessment for placement in grades three through six.

Instruments for these assessments will be maintained secure under S.C. Code Ann. Section 59-1-445 (1990), Section 59-1-445, Violations of mandatory test security; penalties; investigations. The performance standard for the primary level is sixteen on either the verbal or nonverbal assessments for placement into grade three and eighteen on either the verbal or nonverbal assessment for placement into grade four. The performance standard for the intermediate level is sixteen on the verbal or twenty-two on the nonverbal for placement into grade five and eighteen on the verbal or twenty-five on the nonverbal for placement into grade six. The qualifying standards for new forms of STAR Performance Task Assessment will be equivalent to those of the base year.

(4) Districts will follow steps established by the SCDE to guarantee no single criterion eliminates students from gifted and talented programming participation.

Approved assessments include the following:

Dimension A: Aptitude

- CogAT
- Differential Ability Scales (DAS) – Second Edition
- Naglieri Nonverbal Ability Test (NNAT3)
- Naglieri General Ability Test (V, NV, Q)*
- Raven's Progressive Matrices
- Stanford – Binet Intelligence Scales, Fifth Edition (SB5)
- Wechsler Intelligence Scale for Children Fifth Edition (WISC-V)
- Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)

Dimension B: Achievement

- CASE Benchmarks
- i-Ready
- Iowa Assessments (IA)
- Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
- MAP Growth
- Renaissance STAR*
- Partnership for Assessment of Readiness for College and Careers (PARCC) (Grade 3-8)
- SC READY
- Smarter Balanced (Grade 3-8)
- Stanford Achievement Test, Tenth Edition (Stanford 10)
- Woodcock-Johnson IV Tests of Achievement (WJ IV)

Aptitude test scores (Dimension A) are effective for five years and achievement scores are effective for two years.

*These assessments will be piloted for the 2022-2023 school year while the state and vendor collect data. Updates will be released for the 2023-2023 school year.

Tennessee

completely state mandated

The following states did not respond: District of Columbia, Puerto Rico, Alabama, Alaska, Arizona, California, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Rhode Island, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Table 9. State-Required Universal Screening Process

	Q22 Are LEAs in your state required to use a universal screening process for referral and/or identification of gifted and talented students? (Choose as many as apply.)			
	Used for Referral for Identification	Used for Identification	Not Required	Determined by the LEA
Department of Defense	•			
District of Columbia			•	
Puerto Rico				
Alabama	•	•		•
Alaska				•
Arizona				•
Arkansas			•	•
California				•
Colorado			•	
Connecticut				•
Delaware				•
Florida			•	•
Georgia			•	
Hawaii			•	
Idaho			•	•
Illinois				•
Indiana		•		•
Iowa			•	
Kansas			•	•
Kentucky	•	•		
Louisiana				•
Maine			•	
Maryland	•	•		
Massachusetts			•	
Michigan			•	
Minnesota			•	•
Mississippi	•	•		
Missouri	•	•		
Montana				•
Nebraska			•	

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Q22 Are LEAs in your state required to use a universal screening process for referral and/or identification of gifted and talented students? (Choose as many as apply.)

	Used for Referral for Identification	Used for Identification	Not Required	Determined by the LEA
Nevada			•	•
New Hampshire				•
New Jersey			•	•
New Mexico				•
New York				•
North Carolina				•
North Dakota				•
Ohio	•	•		
Oklahoma				•
Oregon			•	•
Pennsylvania				•
Rhode Island			•	
South Carolina		•		
South Dakota				
Tennessee				•
Texas				•
Utah		•		•
Vermont			•	
Virginia				•
Washington			•	
West Virginia			•	•
Wisconsin			•	
Wyoming			•	
Summary *Multiple responses possible n = 51	7	9	23	30

Table 10A. Requirements for a Universal Screening Process

	Q23 If a universal screening process is required for referral or identification, does the state specify when and with whom the screen occurs (e.g., screening of all 2nd graders)?		
	Yes	No	Determined by the LEA
Department of Defense	•		
Alabama	•		
Alaska			•
Arizona			•
California			•
Connecticut			•
Delaware			•
Illinois			•
Indiana			•
Kentucky			•
Louisiana			•
Maryland	•		
Mississippi			•
Missouri			•
Montana			•
New Hampshire			•
New Mexico			•
New York	•		
North Carolina			•
North Dakota			•
Ohio	•		
Oklahoma			•
Pennsylvania			•
South Carolina	•		
Tennessee		•	
Texas		•	•
Utah			•
Virginia		•	
Summary n = 28	6	3	19

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Table 10B. Requirements for a Universal Screening Process

	<p>Q23b Please describe when and with whom the state specifies.</p> <p>Q23c Please explain.</p>
Department of Defense	The CogAT is administered to all 2nd graders in October. February is used as a makeup window for students who were not in DoDEA schools in October or who were absent for most of the month.
Alabama	During the second-grade year. Most districts screen during the second or third quarter of the year.
Maryland	<p>A. The identification pool for gifted and talented students shall encompass all students.</p> <p>D. A universal screening process shall be used to identify a significant number of students in every school and at least 10 percent in each local school system, as early as possible, but no later than Grade 3. Additional identification shall occur at the 3-5 and 6-9 grade bands for participation in the programs and services described in Regulation .03 of this chapter. COMAR13A.04.07.02 A and D</p> <p>Universal screening is required; the LEAs must select screener(s) from the State-approved list and determine when they will administer the screeners, as long as identification is complete by the end of Grade 3.</p>
New York	All NY students first entering school are screened for, among other things, possible giftedness
Ohio	<p>Public school districts (city, local, and exempted village) are required to provide at least two whole-grade screening opportunities as follows:</p> <p>(a) For (I) superior cognitive ability, (II) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (III) creative thinking ability for all students once prior to the end of Grade 2.</p> <p>(b) For (I) superior cognitive ability, (II) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (III) creative thinking ability for all students once after the completion of Grade 2 but prior to the end of Grade 6.</p>
South Carolina	<p>All second graders are given CogAT and Iowa for identification. In addition, districts may choose to use any of the following assessments to identify students for GT services:</p> <p>Dimension A: Aptitude</p> <ul style="list-style-type: none"> • CogAT • Differential Ability Scales (DAS) – Second Edition • Naglieri Nonverbal Ability Test (NNAT3) • Naglieri General Ability Test (V, NV, Q)* • Raven's Progressive Matrices • Stanford – Binet Intelligence Scales, Fifth Edition (SB5) • Wechsler Intelligence Scale for Children Fifth Edition (WISC-V) • Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) <p>Dimension B: Achievement</p> <ul style="list-style-type: none"> • CASE Benchmarks • i-Ready • Iowa Assessments (IA) • Kaufman Test of Educational Achievement, Third Edition (KTEA-3) • MAP Growth • Renaissance STAR* • Partnership for Assessment of Readiness for College and Careers (PARCC) (Grade 3-8) • SC READY • Smarter Balanced (Grade 3-8) • Stanford Achievement Test, Tenth Edition (Stanford 10) • Woodcock-Johnson IV Tests of Achievement (WJ IV) <p>Aptitude test scores (Dimension A) are effective for five years and achievement scores are effective for two years.</p> <p>*These assessments will be piloted for the 2022-2023 school year while the state and vendor collect data. Updates will be released for the 2023-2023 school year.</p>

Table 11A. Instrument(s) Used for a Universal Screening Process

	Q24 If a universal screening process is required, does the state specify an instrument(s) to be used?				
	Yes, all LEAs must use the same instrument(s)	Yes, LEAs can choose from a list of approved instruments)/ assessments	Determined by the LEA	No	Other
Department of Defense	•				
Alabama			•		
Alaska			•		
Arizona			•		
California			•		
Connecticut			•		
Delaware				•	
Illinois			•		
Indiana					•
Kentucky			•		
Louisiana			•		
Maryland		•			
Mississippi			•		
Missouri			•		
Montana			•		
New Hampshire			•		
New Mexico			•		
New York			•		
North Carolina					•
Ohio		•			
Oklahoma			•		
South Carolina					•
Tennessee				•	
Texas				•	
Utah			•		
Virginia				•	
Summary n = 26	1	2	16	4	3

Table 11B. Instrument(s) Used for a Universal Screening Process

	<p>Q24b Please describe/identify the instrument(s) to be used.</p> <p>Q24c Please explain.</p>
Department of Defense	Cognitive Abilities Test Screener
Indiana	The state recommends the use of a norm-referenced, adaptive test for the performance-based assessment, a norm-referenced verbal and quantitative reasoning test for the potential-based assessment, and a qualitative measure (such as a scale of gifted characteristics collected from multiple individuals working with the student) for the other form.
Louisiana	All school systems must use one of the following literacy screening instruments to screen all students in kindergarten through third grade: Acadience Reading (formerly DIBELS), DIBELS 8th, STEEP, or STEP. School systems determine other screening instruments to be used.
Maryland	School systems must use universal screening and multiple indicators of potential, ability, and achievement selected from a list of State Department of Education-approved assessments and checklists found in the Maryland Model for Gifted and Talented Education. http://mdrules.elaws.us/comar/13a.04.07.02
North Carolina	This is not applicable because universal screening, while encouraged, is not required. The LEA determines whether or not a universal screening instrument is used.
Ohio	Ohio law requires the Ohio Department of Education to construct a list of assessments approved for gifted identification. Public school districts select approved assessments from this list to conduct whole-grade screenings. The list of approved assessments and assessments approved for gifted identification can be found on the Department's website at: https://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Chart-of-Approved-Assessment-and-Gifted-Education Whole-grade screenings cover four areas of identification (superior cognitive ability; specific academic ability in mathematics; specific academic ability in reading, writing or a combination of these skills; and creative thinking ability). Districts must choose assessments approved for each area of identification covered by the whole-grade screenings.
South Carolina	LEAs must use CogAT and Iowa to screen all second graders. In addition, they may choose from the following assessments: Dimension A: Aptitude <ul style="list-style-type: none"> • CogAT • Differential Ability Scales (DAS) – Second Edition • Naglieri Nonverbal Ability Test (NNAT3) • Naglieri General Ability Test (V, NV, Q)* • Raven's Progressive Matrices • Stanford – Binet Intelligence Scales, Fifth Edition (SB5) • Wechsler Intelligence Scale for Children Fifth Edition (WISC-V) • Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) Dimension B: Achievement <ul style="list-style-type: none"> • CASE Benchmarks • i-Ready • Iowa Assessments (IA) • Kaufman Test of Educational Achievement, Third Edition (KTEA-3) • MAP Growth • Renaissance STAR* • Partnership for Assessment of Readiness for College and Careers (PARCC) (Grade 3-8) • SC READY • Smarter Balanced (Grade 3-8) • Stanford Achievement Test, Tenth Edition (Stanford 10) • Woodcock-Johnson IV Tests of Achievement (WJ IV) Aptitude test scores (Dimension A) are effective for five years and achievement scores are effective for two years. *These assessments will be piloted for the 2022-2023 school year while the state and vendor collect data. Updates will be released for the 2023-2024 school year.
No responses were received to Q24c.	

Section III: Information about the Gifted Student Population

Table 12A. Student Enrollment by State

Q25 How many public school students (traditional public schools, e.g., non-charter) were enrolled in your state in 2020-2021?	
Department of Defense	62,701
District of Columbia	93,977
Alabama	716,467
Alaska	126,876
Arizona	1,111,087
Arkansas	473,004
California	6,186,278
Colorado	886,517
Connecticut	513,079
Delaware	138,414
Florida	2,791,687
Georgia	1,730,015
Hawaii	2,606
Idaho	272,167
Illinois	1,900,000
Indiana	982,308
Iowa	479,264
Kansas	476,435
Kentucky	638,236
Louisiana	768,403
Maryland	879,286
Massachusetts	911,465
Michigan	1,443,456
Minnesota	872,759
Missouri	859,343
Montana	145,637
Nebraska	324,176
Nevada	482,364
New Hampshire	167,910
New Jersey	1,362,400
New Mexico	282,297
New York	2,512,973
North Carolina	1,380,287
North Dakota	110,842
Ohio	1,582,131
Oklahoma	694,113
Oregon	560,917
Pennsylvania	1,502,349
Rhode Island	138,566
South Carolina	130,719
South Dakota	135,984
Texas	5,371,586
Utah	464,168
Vermont	80,692
Virginia	1,252,756
Washington	1,074,464
West Virginia	148,417
Wisconsin	829,935
Wyoming	91,938
The following states did not respond: Puerto Rico, Maine, Mississippi, Tennessee	

Table 12B. Student Enrollment by State

	Q25b If applicable, provide any additional information or clarifications.
Department of Defense	This includes preschool through grade 12
District of Columbia	Note - we do not have this number disaggregated by sector (public or public charter)
Arizona	https://www.azed.gov/sites/default/files/2021/05/FY21%20Oct%201%20Enrollment%20Redacted%20Formatted%20UPDATED%20V2.xlsx
Arkansas	Public school data includes public charter schools.
Illinois	https://www.illinoisreportcard.com/State.aspx?source=studentcharacteristics&Stateid=IL
Iowa	K-12 Head counts by Fall 2020 Count Day (October 1)
Maryland	GT data are not available for SY 2020-2021.
Michigan	In Michigan, charter school students are public school students. Information was obtained from https://www.mischooldata.org/student-enrollment-counts-report/
Missouri	Charter schools are public schools in Missouri; I do not keep data on traditional vs charter.
Montana	https://opi.mt.gov/Portals/182/Superintendent-Docs-Images/Facts%20About%20Montana%20Education.pdf?ver=2021-06-10-162844-327
New York	charter school students are included
Oregon	Enrollment decreased significantly (about 20,000 less students than the previous school year)
Texas	https://tea.texas.gov/sites/default/files/enroll-2020-21.pdf
Utah	This number includes charters as they are counted with other LEAs for the purpose of gifted funds.
Virginia	Here is a link to build a report about Fall Membership (select the year) for public school students in VA: https://p1pe.doe.virginia.gov/apex/f?p=180:1:::p_session_id,p_application_name:-2340610672065330036,fallmembershipstudents
West Virginia	Note: The number provided includes only students in first through eighth grades that match grade levels in which gifted services are allowed.

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Table 13A. Students Identified as Gifted by State

	Q26 How many students were identified as gifted and talented in your state (in traditional public schools, e.g., non- charter) in 2020-2021? (If data were not collected, please state so.)
Department of Defense	5,743
District of Columbia	no data were collected on this metric
Alabama	60,045
Alaska	Data not collected
Arkansas	40,020
California	We do not track this data in California at the state level
Colorado	62,552
Delaware	Specific data not collected
Florida	166,288
Georgia	180,758
Hawaii	2,606
Idaho	13,709
Illinois	65,476
Indiana	124,935
Iowa	36,580
Kansas	10,858
Kentucky	86,946
Louisiana	28,042
Maryland	GT data are not available for SY 2020-2021.
Massachusetts	Data not collected.
Michigan	Data not collected
Minnesota	Schools are not required to report the number of students identified as gifted
Mississippi	not collected
Montana	5,903
Nebraska	42,143
Nevada	8,255
New Hampshire	No data collected
New Jersey	108,895
New Mexico	11,327
New York	data not collected
North Carolina	161,927
North Dakota	Data not collected at the state level.
Ohio	230,377
Oklahoma	86,299
Oregon	35,509
Pennsylvania	44,113
Rhode Island	Do not collect this data
South Carolina	17,619
Texas	434,391 identified and served in traditional public schools

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Q26 How many students were identified as gifted and talented in your state (in traditional public schools, e.g., non-charter) in 2020-2021? (If data were not collected, please state so.)

Utah	We do not have actual identification numbers; gifted funding is based on the student counts in an LEA
Vermont	Vermont does not collect data regarding gifted and talented students.
Virginia	174,976
Washington	72,772
West Virginia	4,013
Wisconsin	Data is not collected
Wyoming	3,038

The following states did not respond: Puerto Rico, Arizona, Connecticut, Maine, Missouri, South Dakota, Tennessee

Table 13B. Students Identified as Gifted by State

Q26b If applicable, provide comments on the number you reported related to gifted and talented identification.

Alabama	Gifted Primary Exceptionality - 58,520 and Gifted Secondary Exceptionality (IDEA Primary) - 1,525
Arkansas	Public school data includes public charter schools.
Colorado	This number includes charter students as they are required to identify per state statute. Many charters are authorized by local districts and fall under their authority when it comes to gifted education.
Indiana	If including all public LEAs, the total is 127,207. The totals creating the percentage of students includes all public LEAs (traditional and charter).
Iowa	Based on student-level data summary.
Kentucky	Includes Primary Talent Pool
Maryland	GT data are not available for SY 2020-2021.
Minnesota	Beginning 2021, the state of Minnesota has implemented a new reporting system. The new system moves from labeling to capturing data on who and how students are served.
New Hampshire	Data will start being collected, per state law, in August 2022
New Jersey	In accordance with the Strengthening Gifted and Talented Education Act, New Jersey collects data on identified gifted and twice-exceptional students in grades K-12 whereas the New Jersey Fall enrollment report includes students enrolled in Pre-K through grade 12.
North Carolina	Our data set includes all AIG identified in NC's 115 LEAs and select charter schools that have official AIG programs.
Pennsylvania	Our numbers decreased by approximately 10,000 identified students attributed to the circumstances of school closings due to COVID
South Carolina	These are students newly identified in 2020-2021.
Texas	9,458 enrolled in charter schools
Virginia	This numbers represents students identified in general intellectual aptitude, specific academic aptitude, career and technical aptitude, and visual and performing arts aptitude.
West Virginia	By State Code Gifted services are only provided in grades 1 through 8.

Table 14. Sub-Groups of Students Identified as Gifted

	Q27 Does your state collect data on sub-groups of students identified as gifted and talented?		
	Yes	No	Data collected only at the local level
Department of Defense	•		
District of Columbia		•	
Puerto Rico			
Alabama	•		
Alaska		•	
Arizona	•		
Arkansas	•		
California	•		
Colorado	•		
Connecticut	•		
Delaware		•	
Florida	•		
Georgia	•		
Hawaii	•		
Idaho		•	
Illinois			•
Indiana	•		
Iowa	•		
Kansas	•		
Kentucky	•		
Louisiana	•		
Maine	•		
Maryland	•		
Massachusetts		•	
Michigan		•	
Minnesota		•	
Mississippi			•
Missouri			
Montana		•	
Nebraska	•		
Nevada	•		

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Q27 Does your state collect data on sub-groups of students identified as gifted and talented?

	Yes	No	Data collected only at the local level
New Hampshire		•	
New Jersey	•		
New Mexico			•
New York		•	
North Carolina	•		
North Dakota			•
Ohio	•		
Oklahoma	•		
Oregon	•		
Pennsylvania	•		
Rhode Island		•	
South Carolina	•		
South Dakota		•	
Tennessee	•		
Texas	•		
Utah			•
Vermont		•	
Virginia	•		
Washington	•		
West Virginia	•		
Wisconsin		•	
Wyoming	•		
Summary n = 51	32	14	5

Table 15. Data on Sub-Groups of Students Identified as Gifted

Q28 Of the total gifted student population in 2020-2021, provide the percentage of students identified as gifted and talented from the following sub-groups:														
	Male	Female	Non-binary	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or other Pacific Islander	Hispanic or Latinx	White	2 or more races	Other race/ethnicity	English Learners (ELs)	Special education services/ Section 504 plan	Low socioeconomic status (SES)
Department of Defense	53	47	NA	6	<1	8.13	1.34	16.72	49.14	16.39	7.66	3.47	7.26	NA
Alabama	49	51	0	16	2	3	0.20	6	75	3	0	1	3	35
Arkansas	47.01	52.99		14.92	0.42	2.86	0.22	8.98	69.66	11.92				49.53
Colorado	55.3	44.7		1.80	0.30	5.60	0.10	15.4	70.9	5.60		1.40	9.00	14.5
Georgia	48.7	51.3		18.1	0.17	11.47	0.01	9.31	56.08	4.76				
Hawaii	44	56	0	0.40	0.30	42.90	10.70	10.70	18.20	16.60	0	1	2.60	20.90
Illinois			Data will be available SY 21-22											
Indiana	50.9	47.3	not included in data report	4.8	0.13	4.9	0.06	7	78.5	4.6	not included in data report	1.1	not included in data report	23
Iowa	52.02	47.98	0	2.1	0.16	3.8	0.08	5.86	84.6	3.36	NA	0.21	3.86	21.01
Kansas	58	42	0	2	0	8	0	8	77	5	0	0	4	Unknown
Kentucky	48	52	NA	6	<1	<1	<1	4.60	81	4	NA	1	3	37
Louisiana	41.60	58.40	n/a	22.40	0.50	5.10	0.10	5.70	63	3.20	n/a	0.50	4.70	41.80
Maine	48	52							91.7		8.3			18.6
Maryland	GT data are not available for SY 2020-2021.													
Nebraska				2.97	0.64	4.51	0.09	10.15	77.76	3.87				
Nevada	49.72	46.84	<1	3.83	<1	10.99	<1	23.69	46.83	9.96	0	2.13	4.07	65.67
New Jersey	46.40	53.60	0	8.50	0.12	19.10	0.26	20.70	48.90	2.30		8.00	4.20	22.2
New Mexico	57.32	42.68	N/A	1.62	6.51	4.13	0.18	43.44	44.26	4.29	N/A	15.61	0.07	38.16
New York	Data not collected.													
North Carolina	51.16	48.84	Not collected	9.74	0.63	7.85	0.09	9.38	67.86	4.46	N/A	5.54	1.45	16.06
Ohio	52.78	47.22	Do not collected	5.18	0.09	5.12	0.06	3.07	82.64	4.5	Do not collected	0.21	2.48	21.4
Oklahoma	49.57	50.43	N/A	3.9	11.3	3.99	0.19	12.7	57.4	10.47	N/A	0.4	2.1	35
Oregon	53.3	46	0.5	1.1	0.3	10.9	0.3	11.3	67.2	8.9		0.5	4.1	41.3
Pennsylvania	55	45	we do not track this data in gifted	3.5	0.09	10.6	0.11	4.3	83.7	4.2		0.06	5	15.7

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Q28 Of the total gifted student population in 2020-2021, provide the percentage of students identified as gifted and talented from the following sub-groups:

	Male	Female	Non-binary	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or other Pacific Islander	Hispanic or Latinx	White	2 or more races	Other race/ethnicity	English Learners (ELs)	Special education services/ Section 504 plan	Low socioeconomic status (SES)
Rhode Island	N/A													
South Carolina				13					72					
Texas	51.2	48.8	N/A	6.6	0.3	11.5	0.1	42.3	36	3.2	N/A	10.3	2.1	38.6
Virginia	50.2	49.7	0.02	12.02	0.21	14.67	0.17	10.14	55.73	7.42	not reported	4.76	3.15 (504 students not included in this %)	21.21
West Virginia	54.2	45.8	NA	1.90	NA	3.50	<1%	1.40	89.6	3.50	NA	<1%	5	Data was not available
Wisconsin	Unknown.													
Wyoming	These data are not reported.													
*All numbers listed in percentages. Several states provided raw numbers (e.g., Nevada) and percentages were calculated based upon the enrollment numbers of gifted students provided by the state.														
The following states did not respond: District of Columbia, Puerto Rico, Alaska, Arizona, California, Connecticut, Delaware, Florida, Idaho, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, North Dakota, South Dakota, Tennessee, Utah, Vermont, Washington														

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Section IV: Programs and Services for Gifted Students and Related Policies

Table 16A. State Mandate for Gifted Programming Options/Services

Q39 Does your state have a law or rule that mandates gifted programming options/ services?

Department of Defense	Yes	Missouri	No
District of Columbia	No	Montana	No
Puerto Rico		Nebraska	No
Alabama	Yes	Nevada	No
Alaska	Yes	New Hampshire	No
Arizona	Yes	New Jersey	Yes
Arkansas	Yes	New Mexico	Yes
California	No	New York	No
Colorado	Yes	North Carolina	Yes
Connecticut	No	North Dakota	No
Delaware	No	Ohio	No
Florida	Yes	Oklahoma	Yes
Georgia	Yes	Oregon	Yes
Hawaii	No	Pennsylvania	Yes
Idaho	Yes	Rhode Island	No
Illinois	No	South Carolina	Yes
Indiana	No	South Dakota	No
Iowa	Yes	Tennessee	No
Kansas	Yes	Texas	Yes
Kentucky	Yes	Utah	No
Louisiana	Yes	Vermont	No
Maine	No	Virginia	Yes
Maryland	Yes	Washington	Yes
Massachusetts	No	West Virginia	Yes
Michigan	No	Wisconsin	Yes
Minnesota	No	Wyoming	Yes
Mississippi	Yes	Summary n = 52	Yes = 28 No = 24

Table 16B. State Mandate for Gifted Programming Options/Services

	Q39c Please provide the URL/link to the law or rule.
Department of Defense	https://www.dodea.edu/Offices/PolicyAndLegislation/upload/DoDEA-AI-1308-01-Advanced-Academic-Programs-and-Svcs-K-5.pdf and https://www.dodea.edu/Offices/PolicyAndLegislation/upload/RG-2590-1-Gifted-Education-Students.pdf
Alabama	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf and https://www.helpline.law.com/usa-statutes/alabama/Title%2016%20EDUCATION./Chapter%2039%20EDUCATION%20OF%20EXCEPTIONAL%20CHILDREN
Alaska	http://www.akleg.gov/basis/aac.asp#4.52.800
Arizona	https://www.azed.gov/sites/default/files/2015/03/arizonagiftededucationstatutesadministrativecode.pdf
Arkansas	Pages 20 - 25 https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf
Colorado	https://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=6251&fileName=1%20CCR%20301-8
Florida	https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.03019 Special Instructional Programs for Students who are Gifted
Georgia	https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.38.pdf
Idaho	https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH20/SECT33-2003/
Iowa	https://www.legis.iowa.gov/docs/iac/chapter/281.59.pdf
Kansas	See chapter 2: https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special_Education/Legal-Special-Education-Law/Kansas-Special-Education-Process-Handbook
Kentucky	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	https://www.louisianabelieves.com/docs/academics/backgrounder---about-the-gifted-program.doc?sfvrsn=7b98d2c3_2
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.07.03.htm
Mississippi	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/2013%20Regulations%20for%20the%20Gifted%20Education%20Programs%20in%20Mississippi%20-%20Board%20Approved%202013.05.17.pdf
New Jersey	https://www.nj.gov/education/standards/gifted/legislation.shtml
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
North Carolina	https://ncleg.net/EnactedLegislation/Statutes/pdf/ByArticle/Chapter_115c/Article_9B.pdf
Oklahoma	https://sde.ok.gov/sde/sites/ok.gov.sde/files/Regulations%20and%20Program%20Approval%20Standards.pdf
Oregon	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286193
Pennsylvania	https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.2.html&d=reduce
South Carolina	https://www.scstatehouse.gov/code/t59c029.php
Texas	https://tea.texas.gov/sites/default/files/ch089a.pdf
Virginia	https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:1/Regulations : https://law.lis.virginia.gov/admincode/title8/agency20/chapter40/
Washington	https://app.leg.wa.gov/RCW/default.aspx?cite=28A.185.010
West Virginia	http://wvde.state.wv.us/policies/policy.php?p=2419&alt=1 and https://www.wvlegislature.gov/wvcode/ChapterEntire.cfm?chap=18&art=20&section=1

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Q39c Please provide the URL/link to the law or rule.

Wisconsin	https://dpi.wi.gov/gifted/laws
Wyoming	W.S. 21-9-101(c) https://wyoleg.gov/NXT/gateway.dll?f=templates&fn=default.htm

Table 17. Comments on State Mandate for Gifted Programming Options/Services**Q39b** Provide any comments, explanations, or context about the law or rule (or lack of) for gifted programming options/services.

Department of Defense	Policy is created by DoDEA Headquarters.
Alabama	The Alabama Exceptional Child Education Act includes intellectually gifted in the definition of exceptional children. The Gifted chapter of the Alabama Administrative Code mandates gifted programming options/services. Links to both are included in the next section.
Arizona	School districts are required to develop and regularly update a Scope and Sequence for Gifted Education Programs and Services per ARS 15-779.02. The Scope and Sequence is required to address the elements of program design, identification, curriculum, instruction, social development, emotional development, professional development of administrators, teachers, school psychologists and counselors, parent involvement, community involvement, program assessment and budgeting. Districts have flexibility regarding how they design their programs and services to ensure that their identified students are provided appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil. per the definition of Gifted Education in ARS 15-779(1).
Arkansas	Pages 20 – 25: https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf
Georgia	Our state rule gives LEAs the responsibility to develop the curricula for gifted students
Hawaii	Chapter 51 was part of the Hawai'i Administrative Rules but has been deleted. Hawai'i Board of Education Policy 105.5 is the only governing instrument. See https://boe.hawaii.gov/policies/Board%20Policies/Gifted%20and%20Talented.pdf
Idaho	a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3-30-07) b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3-30-07) c. The district shall match student needs with appropriate program options.
Illinois	Determined by the Local Education Agency
Indiana	It is recommended but not required that each LEA have a coordinator who is licensed in gifted education.

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	Q39b Provide any comments, explanations, or context about the law or rule (or lack of) for gifted programming options/services.
Iowa	<p>59.5(2) Development of curriculum and instructional strategies. The program of instruction shall consist of content and teaching strategies that reflect the accelerative pace, intellectual processes and creative abilities that characterize gifted and talented students. A linkage between the selection of students, the anticipated student outcomes and the special instructional programs shall be evident.</p> <p>Learning activities shall provide for the development of skills which are beyond the scope of the regular classroom, introduce advanced concepts and contents, and offer students a greater latitude of inquiry than would be possible without the specialized instructional program. Specialized instructional activities shall be those not ordinarily found in the regular school program and may include, but shall not be limited to:</p> <ul style="list-style-type: none"> a. A special curriculum supplementing the regular curriculum, using a high level of cognitive and affective concepts and processes. b. Flexible instructional arrangements such as special classes, seminars, resource rooms, independent study, student internships, mentorships, research field trips, and research centers
Maine	Determined by the Local Education Agency
Maryland	<p>A. Each school system shall provide different services beyond those normally provided by the regular school program from an annually reviewed Maryland State Department of Education approved list of programs and services in order to develop the gifted and talented student's potential. Appropriately differentiated, evidenced-based programs and services shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning.</p> <p>B. Each school system shall review the effectiveness of its programs and services.</p> <p>C. Each school system shall implement programs and services for gifted and talented students that:</p> <ul style="list-style-type: none"> (1) Provide a continuum of appropriately differentiated curriculum and evidence-based academic programs and services in grades PreK-12 during the regular school day for identified gifted and talented students. (2) Provide programs and services to support the social and emotional growth of gifted and talented students. (3) Provide programs and services to inform and involve parents/guardians of gifted and talented students.
Minnesota	<p>Minnesota school districts may identify, serve and evaluate programs for the gifted.</p> <p>Every district, including our charter schools, is required to have identification procedures and acceleration procedures.</p> <p>Acceleration, including early entrance to kindergarten and first grade, is intended to find a better match between student instructional needs and their curriculum. We actively advocate LEAs move away from narrowly defined programs to robust services.</p> <p>Minnesota state statute 120B.15 details the mandates and also provides guidance on the identification of students for services.</p>
Missouri	Governor Parson signed SB 681 into law in July 2022 that requires services for gifted and talented learners beginning in the 2023-2024 school year. ¹
North Carolina	NC's gifted legislation (Article 9B) requires the delivery of services for identified students. These services are outlined in the Local AIG Plans approved by each local board of education.
Ohio	Gifted education services are not mandated in the state of Ohio. However, if a public school district chooses to report identified students as served to the Department or to parents and caregivers, services must follow state rules for the provision of services detailed in the Operating Standards for Identifying and Serving Students Who are Gifted, Ohio Administrative Code 3301-51-15. https://codes.ohio.gov/ohio-administrative-code/rule-3301-51-15
Rhode Island	Determined by the Local Education Agency

¹ Change occurred after the report time period (2020-21) but may be of interest to the reader.

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Q39b Provide any comments, explanations, or context about the law or rule (or lack of) for gifted programming options/services.

South Carolina	<p>SECTION 59-29-170. Programs for gifted and talented students.</p> <p>Not later than August 15, 1987, gifted and talented students at the elementary and secondary levels must be provided programs during the regular school year or during summer school to develop their unique talents in the manner the State Board of Education must specify and to the extent state funds are provided. The Education Oversight Committee shall study the implementation of this section and report its findings to the General Assembly by July 1, 1986. By August 15, 1984, the State Board of Education shall promulgate regulations establishing the criteria for student eligibility in Gifted and Talented Programs. The funds appropriated for Gifted and Talented Programs under the Education Improvement Act of 1984 must be allocated to the school districts of the State on the basis that the number of gifted and talented students served in each district bears to the total of all those students in the State. However, districts unable to identify more than forty students using the selection criteria established by regulations of the State Board of Education shall receive fifteen thousand dollars annually. Provided, further, school districts shall serve gifted and talented students according to the following order of priority: (1) grades 3-12 academically identified gifted and talented students not included in the state-funded Advanced Placement Program for eleventh and twelfth grade students; (2) after all students eligible under priority one are served, students in grades 3-12 identified in one of the following visual and performing arts areas: dance, drama, music, and visual arts must be served; and (3) after all students eligible under priorities one and two are served, students in grades 1 and 2 identified as academically or artistically gifted and talented must be served. All categories of students identified and served shall be funded at a weight of .30 for the base student cost as provided in Chapter 20 of this title. Where funds are insufficient to serve all students in a given category, the district may determine which students within the category shall be served. Provided, further, no district shall be prohibited from using local funds to serve additional students above those for whom state funds are provided.</p> <p>https://www.scstatehouse.gov/code/t59c029.php</p>
Tennessee	Determined by the Local Education Agency
Texas	<p>The state has rules and standards related to gifted programming options and services. Rules can be found here: https://tea.texas.gov/sites/default/files/ch089a.pdf The Texas State Plan for the Education of Gifted/Talented Students provides the accountability standards for schools. https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf</p>
Virginia	<p>Virginia Code requires that each school division identify gifted students and provide differentiated services to meet their needs.</p> <p>The Virginia Administrative Code provides Regulations Governing Educational Services for Gifted Students. These Regulations provide details/options on identification practices and service options, parental rights, and appeals.</p>
Washington	Districts are to provide a variety and array of services. There are no parameters about what constitutes these services.
West Virginia	Policy 2419 and WV State Code mandates gifted services. Policy 2419 gives examples of programming options such as differentiation, acceleration, enrichment or independent study but does not mandate all such options be implemented in each district.
Wisconsin	LEAs are required to provide appropriate programming for pupils identified as gifted or talented and appropriate program is defined but it is very subjective and not monitored by the SEA unless there is a complaint.

Table 18. Pre-K and Kindergarten Service Delivery Models

	Q40 Please select the top three delivery models through which gifted services are provided in Pre-k and kindergarten in your state.														
	Early Entrance to kindergarten	Whole Grade Skipping	Subject Matter Acceleration	Continuous progress/ self-paced learning	Independent study	Magnet schools	Differentiation in the general education classroom	Self-contained classroom	Resource room	Pull-out Program	Push-in Program	Cluster classrooms	Other	Not applicable	Unknown
Department of Defense		•	•				•				•	•			
District of Columbia															
Puerto Rico															
Alabama		•	•		•		•						Consultative Services		
Alaska														•	
Arizona	•						•					•			
Arkansas							•		•				Whole Group Enrichment. In LEAs where students are not typically formally identified in kindergarten, students are provided weekly enrichment.		
California				•	•	•	•	•	•			•	after school enrichment		
Colorado	•		•				•								
Connecticut													Determined by LEA		
Delaware			•				•					•			
Florida															
Georgia							•		•			•			
Hawaii			•				•								
Idaho														•	
Illinois	•	•	•												
Indiana							•			•		•			

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Q40 Please select the top three delivery models through which gifted services are provided in Pre-k and kindergarten in your state.

	Early Entrance to kindergarten	Whole Grade Skipping	Subject Matter Acceleration	Continuous progress/ self-paced learning	Independent study	Magnet schools	Differentiation in the general education classroom	Self-contained classroom	Resource room	Pull-out Program	Push-in Program	Cluster classrooms	Other	Not applicable	Unknown
Iowa		•	•				•								
Kansas							•			•	•				
Kentucky			•				•			•					
Louisiana							•	•	•						
Maine													Delivery models are determined at the local (district/ school) level		
Maryland	•						•						Primary Talented Development: Early Learning Program PreK-2		
Massachusetts															
Michigan														•	•
Minnesota	•			•			•								
Mississippi														•	
Missouri							•			•		•			
Montana							•								
Nebraska							•			•			Clubs/Academic competitions		
Nevada							•								
New Hampshire															•
New Jersey							•				•	•			
New Mexico				•	•	•	•	•							
New York															•
North Carolina			•				•			•					
North Dakota	•						•								
Ohio	•							•				•			
Oklahoma			•				•			•					
Oregon			•				•				•				

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Q40 Please select the top three delivery models through which gifted services are provided in Pre-k and kindergarten in your state.

	Early Entrance to kindergarten	Whole Grade Skipping	Subject Matter Acceleration	Continuous progress/self-paced learning	Independent study	Magnet schools	Differentiation in the general education classroom	Self-contained classroom	Resource room	Pull-out Program	Push-in Program	Cluster classrooms	Other	Not applicable	Unknown
Pennsylvania		•	•							•					
Rhode Island				•			•								
South Carolina														•	
South Dakota															
Tennessee				•	•		•	•				•	As determined by IEP team.		
Texas	•			•			•			•	•	•			
Utah							•							•	
Vermont															
Virginia							•			•		•			
Washington							•								
West Virginia														•	
Wisconsin	•		•				•								
Wyoming				•	•		•	•							
Summary n = 47	9	5	13	7	5	2	34	6	4	10	5	12	8	7	3

*Multiple responses possible

*Some states responded with more than five delivery models. All responses were included in the analyses.

Table 19. Comments on Pre-K and Kindergarten Service Delivery Models

	Q40b Provide any comments, explanations, or context about the delivery models and grades where the models are used.
Department of Defense	The model applies to all grades.
Florida	I am uncertain of all programs available for kindergarten students in each district.
Georgia	Gifted services can start in kindergarten. We do not have Pre-K gifted services.
Hawaii	Most schools do not offer G/T identification in Pre-K or kindergarten.
Indiana	Differentiation in the general education classroom is the most common practice across grade levels. Pull-out programs are most often seen in the elementary levels, and clustering is often used in tandem with differentiation in middle and high school course composition.
Michigan	Michigan doesn't require or collect this information
Minnesota	All Minnesota districts are required by law to have a procedure for evaluating students in three domains for early entrance: cognitive, social and emotional. Though early entrance is rare it is utilized and effective for those for whom it is appropriate.
Missouri	Very few schools are providing pre-K services and only a few are providing services to kindergarten students.
North Carolina	Please note that there are many options of how students are served All Day, Every Day in NC. Gifted is a K-12 program in NC.
Ohio	<p>Ohio does not identify or serve students who are gifted in pre-kindergarten. Gifted identification and services (if provided) may begin in kindergarten. General education teachers who are designated providers of gifted service must participate in required clock hours of professional development in gifted education covering specific competencies and provided by educators with gifted licensure or endorsement, graduate degrees in gifted education, or who are state or national presenters in gifted education. This includes services provided in cluster classrooms.</p> <p>Services may be provided in a wide variety of settings including virtual learning environments and at magnet schools. However, districts are not able to report magnet schools or virtual learning environments separately from other service options. For example, a student may attend a magnet school only for students identified as gifted and where gifted services are provided. The service at this building would be reported as self-contained and not magnet school.</p>
Pennsylvania	<ol style="list-style-type: none"> 1. Elementary often uses the pullout model 2. Middle Level tends to use pullout, seminars and classroom differentiation 3. High Schools use classroom differentiation, AP, Honors, IB and dual enrollment for identified students.
South Carolina	SC provides GT services in grades 3-12.
Texas	Determined at the local level
Virginia	VA school divisions are required to identify students K-12. However, the majority of divisions only identify students K-2 mostly by referral and their program is typically differentiation in the classroom or once a week or month pull-out. Pre-K is not required by law and is not part of our school divisions.
West Virginia	Gifted services are only available by WV state code beginning in first grade.

Table 20. Early Elementary Service Delivery Models

	Q41 Please select the top five delivery models through which gifted services are provided in early elementary grades (1-3) in your state.																		
	Early Entrance to First Grade	Whole Grade Skipping	Subject Matter Acceleration	Cluster classrooms	Continuous progress/ self-paced learning	Differentiation in the general education classroom	Independent study	International Baccalaureate	Magnet schools	Mentorships	Regional math/science or performing arts school	Resource room	Pull-out Program	Push-in Program	Self-contained classroom	Virtual classroom/ coursework/school options	Other	Not applicable	Unknown
Department of Defense		•	•	•	•									•					
District of Columbia																			
Puerto Rico																			
Alabama			•	•		•							•				Consultative services by the Gifted specialist		
Alaska																		•	
Arizona			•	•		•							•	•					
Arkansas						•						•					Whole Group Enrichment. In LEAs where students are not typically formally identified in any of the grades in this grade band, students are provided weekly enrichment.		
California						•	•	•	•	•	•	•			•	•			
Colorado				•		•							•						
Connecticut																	Determined by LEA		
Delaware			•	•		•													
Florida			•	•	•	•	•		•	•	•	•	•	•	•	•			
Georgia			•	•		•						•					Innovative		
Hawaii		•	•			•							•						
Idaho		•	•			•							•			•			
Illinois	•	•	•			•													
Indiana				•		•							•		•		Between Class Grouping		
Iowa		•	•		•	•							•						
Kansas												•	•	•					
Kentucky			•			•							•						

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Q41 Please select the top five delivery models through which gifted services are provided in early elementary grades (1-3) in your state.

	Early Entrance to First Grade	Whole Grade Skipping	Subject Matter Acceleration	Cluster classrooms	Continuous progress/self-paced learning	Differentiation in the general education classroom	Independent study	International Baccalaureate	Magnet schools	Mentorships	Regional math/science or performing arts school	Resource room	Pull-out Program	Push-in Program	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable	Unknown
Louisiana	•		•			•						•	•						
Maine																Delivery models are determined at the local (district/school) level. Context will be district and/or school specific.			
Maryland			•	•		•			•				•						
Massachusetts																			
Michigan																		•	•
Minnesota			•	•		•							•	•					
Mississippi												•	•						
Missouri		•	•	•		•							•						
Montana						•							•						
Nebraska						•							•			•	Competitions (quiz bowl, book blasters, etc.)		
Nevada			•	•		•			•			•			•	•			
New Hampshire																			•
New Jersey				•		•			•			•		•					
New Mexico			•	•	•	•							•						
New York																			•
North Carolina						•							•	•					
North Dakota			•			•						•							
Ohio				•								•		•	•		Educational Options may include any of the following: independent studies, internships, mentorships, or credit flexibility.		
Oklahoma			•			•							•						
Oregon						•								•	•				
Pennsylvania		•	•	•									•	•					

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	Early Entrance to First Grade	Whole Grade Skipping	Subject Matter Acceleration	Cluster classrooms	Continuous progress/self-paced learning	Differentiation in the general education classroom	Independent study	International Baccalaureate	Magnet schools	Mentorships	Regional math/science or performing arts school	Resource room	Pull-out Program	Push-in Program	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable	Unknown
Rhode Island					•	•	•												
South Carolina						•							•		•				
South Dakota																			
Tennessee						•											Other #1 - Acceleration Other #2 - Small group of intellectual peers by IEP goal.		
Texas	•	•	•		•	•	•	•		•			•	•	•	•			
Utah			•			•			•				•						
Vermont																			
Virginia				•		•						•	•		•				
Washington				•		•							•						
West Virginia		•	•			•						•	•						
Wisconsin			•			•							•						
Wyoming			•		•	•	•								•				
Summary n = 48	3	9	25	17	6	38	5	2	6	3	2	13	28	11	11	5	9	2	3

*Multiple responses possible

*Some states responded with more than five delivery models. All responses were included in the analyses.

Table 21. Comments on Early Elementary Service Delivery Models

Q41b Provide any comments, explanations, or context about the delivery models and grades where the models are used.

Alabama

Pull-out program begins in third grade. Gifted specialists provide direct services through the pull-out program in grade 3 and indirect consultative services in grades K-2.

Florida

The LEAs may determine gifted program delivery for students through the student educational plan found in Rule 6A-6.030191 Development of Educational Plans for Exceptional Students who are Gifted. The choices made on this survey question are based on experience with district gifted coordinators and not on hard data.
<https://www.flrules.org/gateway/ruleno.asp?id=6A-6.030191> The educational plan is dependent on district resources and curriculum that can be offered.

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Q41b Provide any comments, explanations, or context about the delivery models and grades where the models are used.

Hawaii	Only three elementary schools offer the International Baccalaureate program.
Indiana	Data provided is for K-2
Maine	Delivery models are determined at the local (district/school) level. Context will be district and/or school specific.
Michigan	Michigan doesn't require or collect this information.
Minnesota	During the pandemic many services were hampered by staff shortages. Gifted education specialists were commonly called upon to substitute for absent classroom staff. The shortage was pronounced in districts who had previously relied on pull-out services.
Missouri	Most gifted programs begin in 2nd or 3rd grade, with some providing services in first grade. We do have a state statute that requires districts to offer subject matter and grade-level acceleration. Another statute does NOT allow early entrance to kindergarten.
North Carolina	Please note that there are many options of how students are served All Day, Every Day in NC. Over the last several years, NC has embraced Talent Development programming options. These options often occur in the regular classroom or in small groups with a specialist.
Ohio	<p>General education teachers who are designated providers of gifted service must participate in required clock hours of professional development in gifted education covering specific competencies and provided by educators with gifted licensure or endorsement, graduate degrees in gifted education, or who are state or national presenters in gifted education. This includes services provided in cluster classrooms.</p> <p>Services may be provided in a wide variety of settings including virtual learning environments and at magnet schools. However, districts are not able to report magnet schools or virtual learning environments separately from other service options. For example, a student may attend a magnet school only for students identified as gifted and where gifted services are provided. The service at this building would be reported as self-contained and not magnet school. Similarly, districts may report services through Educational Options, which include options such as independent study, internships, mentorships, and credit flexibility (credit through demonstrated mastery). However, current reporting does not provide specificity as to which option is being reported for service.</p> <p>In addition, a service option may include co-teaching in a cluster classroom where a gifted intervention specialist (and educator who holds gifted licensure or endorsement) and a trained general education teacher both provide services. In Ohio, this is reported as co-teaching, but for the purpose of this survey this is indicated through the related response option push-in program. Similarly, in Ohio, the resource room or pull-out setting is reported as one setting resource room/pull-out. For the purposes of this survey, the resource room response was used.</p>
South Carolina	<p>SC provides GT services in grades 3-12.</p> <p>SC-Approved Program Models:</p> <p>Regular Classroom/Itinerant Teacher, Grades 1 & 2*</p> <p>Multi-Age Classroom, Grades 1 & 2*</p> <p>Resource Room/Pull-out Class or Center, Grades 3-8 and Grades 1 & 2*</p> <p>Special Class, Grades 3-12</p> <p>Special School, Grades 3-12</p> <p>Note. * Grades 1 and 2 are not currently funded by the state.</p>
Texas	Determined at the local level
Virginia	Most 1st and 2nd grade classrooms are differentiated. Many divisions do a formal screening of all students in second grade so the grade 3 service options could be very different -- more options for self-contained or cluster classrooms.

Table 22. Upper Elementary Service Delivery Models

Q42 Please select the top five delivery models through which gifted services are provided in upper elementary grades (4-5/6) in your state. Whole Grade Skipping

	Whole Grade Skipping	Subject Matter Acceleration	Cluster classrooms	Continuous progress/ self-paced learning	Differentiation in the general education classroom	Independent study	International Baccalaureate	Magnet schools	Mentorships	Regional math/science or performing Arts school	Resource room	Pull-out program	Push-in program	Self-contained classroom	Virtual classroom/ coursework/school options	Other	Not applicable	Unknown
Department of Defense	•	•	•	•	•								•					
District of Columbia																		
Puerto Rico																		
Alabama		•	•		•							•				Consultative services by the gifted specialist		
Alaska																	•	
Arizona		•	•		•							•	•					
Arkansas					•						•							
California																We do not collect this information		
Colorado			•		•							•						
Connecticut																Determined by LEA		
Delaware		•	•		•													
Florida	•	•	•	•	•	•		•	•	•	•	•	•	•	•			
Georgia		•	•		•						•					Innovative		
Hawaii	•	•	•		•							•						
Idaho		•			•							•	•	•				
Illinois		•	•		•					•								
Indiana			•		•							•		•		Between Class Grouping		
Iowa	•	•		•	•							•						
Kansas	•				•							•						
Kentucky		•	•		•			•				•						
Louisiana		•			•			•			•	•						
Maine																Delivery models are determined at the local (district/school) level.		
Maryland		•	•		•			•				•						
Massachusetts																		
Michigan																	•	•
Minnesota		•	•		•							•	•					
Mississippi											•	•						
Missouri	•	•	•		•							•						

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Q42 Please select the top five delivery models through which gifted services are provided in upper elementary grades (4-5/6) in your state. Whole Grade Skipping

	Whole Grade Skipping	Subject Matter Acceleration	Cluster classrooms	Continuous progress/self-paced learning	Differentiation in the general education classroom	Independent study	International Baccalaureate	Magnet schools	Mentorships	Regional math/science or performing arts school	Resource room	Pull-out program	Push-in program	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable	Unknown
Montana					•							•						
Nebraska					•							•			•	Competitions (quiz bowl, book blasters, etc.)		
Nevada		•	•		•			•			•			•	•			
New Hampshire																		•
New Jersey		•	•		•			•				•						
New Mexico		•	•	•	•							•						
New York																		•
North Carolina		•	•		•							•	•					
North Dakota		•			•						•			•	•			
Ohio			•								•		•	•		Honors/advanced coursework		
Oklahoma		•			•							•						
Oregon		•			•									•				
Pennsylvania	•	•			•							•			•			
Rhode Island				•	•	•												
South Carolina					•							•		•				
South Dakota																		
Tennessee					•	•										Other #1 - Acceleration Other #2 - small group of intellectual peers working on IEP goals		
Texas	•	•	•	•	•	•	•	•				•	•	•	•			
Utah		•		•	•			•				•						
Vermont																		
Virginia			•		•		•	•						•				
Washington			•		•							•						
West Virginia		•			•						•	•	•					
Wisconsin		•			•							•						
Wyoming		•		•	•	•								•				
Summary n = 48	8	28	22	8	39	5	2	9	1	2	9	28	9	11	6	9	2	3

*Multiple responses possible

*Some states responded with more than five delivery models. All responses were included in the analyses.

Table 23. Comments on Upper Elementary Service Delivery Models

	Q42b Provide any comments, explanations, or context about the delivery models and grades where the models are used.
Department of Defense	We use a Level of Service model in grades K-5
Alabama	Gifted specialists provide direct services in a pull-out program for grades 4-5 and indirect consultative services for grades 4-6. Sixth grade services vary depending on the organization of the school. (i.e., elementary or middle)
Alaska	LEA Determination
California	Locally determined
Florida	<p>The LEAs may determine gifted program delivery for students through the student educational plan found in Rule 6A-6.030191 Development of Educational Plans for Exceptional Students who are Gifted. The choices made on this survey question are based on experience with district gifted coordinators and not on hard data.</p> <p>https://www.flrules.org/gateway/ruleno.asp?id=6A-6.030191 The educational plan is dependent on district resources and curriculum that can be offered.</p>
Indiana	Data provided is for grades 3-5
Maine	Delivery models are determined at the local (district/school) level.
Michigan	Michigan doesn't require or collect this information.
Minnesota	Staffing shortages during the pandemic impacted pull-out and push-in services as gifted education specialists filled in for absent classroom teachers who were ill.
Missouri	In Missouri, our guidelines require that gifted services are provided through a pull-out program, rather than a push-in model.
North Carolina	Please note that there are many options of how students are served All Day, Every Day in NC
Ohio	<p>The grade levels used for this response included only grades 4-6.</p> <p>General education teachers who are designated providers of gifted service must participate in required clock hours of professional development in gifted education covering specific competencies and provided by educators with gifted licensure or endorsement, graduate degrees in gifted education, or who are state or national presenters in gifted education. This includes services provided in cluster classrooms or honors/advanced coursework.</p> <p>Services may be provided in a wide variety of settings including virtual learning environments and at magnet schools. However, districts are not able to report magnet schools or virtual learning environments separately from other service options. For example, a student may attend a magnet school only for students identified as gifted and where gifted services are provided. The service at this building would be reported as self-contained and not magnet school.</p> <p>In addition, a service option may include co-teaching in a cluster classroom where a gifted intervention specialist (and educator who holds gifted licensure or endorsement) and a trained general education teacher both provide services. In Ohio, this is reported as co-teaching, but for the purpose of this survey this is indicated through the related response option push-in program. Similarly, in Ohio, the resource room or pull-out setting is reported as one setting resource room/pull-out. For the purposes of this survey, the resource room response was used.</p>
South Carolina	<p>SC provides GT services in grades 3-12.</p> <p>SC-Approved Program Models:</p> <ul style="list-style-type: none"> Resource Room/Pull-out Class or Center, Grades 3-8 Special Class, Grades 3-12 Special School, Grades 3-12
Texas	Determined at the local level
Virginia	Depending on the size of the school divisions, these options are very different. Smaller divisions tend more toward differentiation and cluster classrooms. Larger divisions tend more towards specialized schools and programs. These models are also impacted by fiscal resources for each division.

Table 24. Middle School Service Delivery Models

Q43 Please select the top five delivery models through which gifted services are provided in middle school (grades 6/7-8) in your state.

	Whole Grade Skipping	Subject Matter Acceleration	Advanced Placement	Cluster classrooms	Dual credit	Dual enrollment/joint enrollment/ concurrent enrollment	Differentiation in the general education classroom	Honors/advanced coursework	Independent study	International Baccalaureate	Magnet schools	Mastery-based learning	Mentorships	Regional Math/Science or Performing Arts school	Resource room	Pull-out Program	Push-in Program	Self-contained classroom	Virtual classroom/coursework/ school options	Other	Not applicable	Unknown
Department of Defense	•	•					•	•														
District of Columbia																						
Puerto Rico																						
Alabama	•	•	•				•	•														
Alaska																					•	
Arizona		•		•			•	•				•										
Arkansas		•					•	•							•				Pre-AP			
California			•	•			•	•		•	•		•	•	•				•			
Colorado			•					•								•						
Connecticut																			Determined by LEA			
Delaware		•					•												Odyssey of the Mind			
Florida	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•				
Georgia		•		•			•	•											Innovative			
Hawaii	•			•			•	•								•						
Idaho		•	•					•				•							•			
Illinois		•		•			•	•						•								
Indiana				•			•	•										•	Between Class Grouping			
Iowa	•	•				•	•					•										
Kansas	•	•														•						
Kentucky			•	•			•									•	•					
Louisiana							•	•			•				•	•						
Maine																			Delivery models are determined at the local (district/school) level.			
Maryland		•					•	•			•					•						
Massachusetts																						
Michigan																					•	•
Minnesota	•	•					•	•											•			
Mississippi															•	•						

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Q43 Please select the top five delivery models through which gifted services are provided in middle school (grades 6/7-8) in your state.

	Whole Grade Skipping	Subject Matter Acceleration	Advanced Placement	Cluster classrooms	Dual credit	Dual enrollment/joint enrollment/concurrent enrollment	Differentiation in the general education classroom	Honors/advanced coursework	Independent study	International Baccalaureate	Magnet schools	Mastery-based learning	Mentorships	Regional Math/Science or Performing Arts school	Resource room	Pull-out Program	Push-in Program	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable	Unknown
Missouri	•	•					•	•								•						
Montana							•									•						
Nebraska		•					•	•											• Competitions (quiz bowl, book blasters, etc.)			
Nevada				•				•			•											
New Hampshire																					•	
New Jersey		•		•				•			•					•						
New Mexico		•		•			•	•								•						
New York																						•
North Carolina		•		•				•	•							•			•			
North Dakota							•	•											•			
Ohio		•		•				•									•	•				
Oklahoma							•	•	•			•				•						
Oregon		•					•	•														
Pennsylvania	•	•					•	•								•						
Rhode Island							•	•	•	•									•			
South Carolina		•					•											•				
South Dakota																						
Tennessee				•			•	•		•										Small group of intellectual peers working on IEP goals		
Texas	•	•	•	•			•	•		•	•					•	•	•	•			
Utah	•	•						•			•					•						
Vermont																						
Virginia							•	•		•	•							•				
Washington		•					•	•														
West Virginia		•					•								•	•	•					
Wisconsin		•					•									•						
Wyoming	•	•					•	•	•													
Summary n = 48	12	28	7	15	1	2	34	33	5	5	9	5	2	3	5	19	5	6	9	8	2	3

*Multiple responses possible

*Some states responded with more than five delivery models. All responses were included in the analyses.

Table 25. Comments on Middle School Service Delivery Models

State	Q43b Provide any comments, explanations, or context about the delivery models and grades where the models are used.
Department of Defense	The middle school program is in the process of getting updated.
Alabama	Some LEAs serve students in grades 6-8 in a pull-out program. The method of service delivery is determined by the school structure.
Alaska	LEA Determination
California	Locally determined
Florida	LEAs may determine gifted program delivery for students through the student educational plan. Rule 6A-6.030191 Development of Educational Plans for Exceptional Students who are Gifted https://www.flrules.org/gateway/ruleno.asp?id=6A-6.030191 The educational plan is dependent on district resources and curriculum that can be offered. The choices made on this survey question are based on experience with district gifted coordinators and not on hard data.
Hawaii	Only one middle school offers the International Baccalaureate program.
Indiana	Several of the choices above were not offered within the LEA report.
Maine	Delivery models are determined at the local (district/school) level.
Michigan	Michigan doesn't require or collect this information.
Missouri	Virtual coursework is an option at all grade levels, and I would consider virtual courses as #6. We have virtual gifted courses through two providers. We have a few PEGS programs in elementary and middle school and students are in the PEGS program full-time. Competency Based Learning is being used in just a couple of districts.
North Carolina	Please note that there are many options of how students are served All Day, Every Day in NC
Ohio	The grade levels used for this response included only grades 7 and 8. General education teachers who are designated providers of gifted service must participate in required clock hours of professional development in gifted education covering specific competencies and provided by educators with gifted licensure or endorsement, graduate degrees in gifted education, or who are state or national presenters in gifted education. This includes services provided in cluster classrooms or honors/advanced coursework. Services may be provided in a wide variety of settings including virtual learning environments and at magnet schools. However, districts are not able to report magnet schools or virtual learning environments separately from other service options. For example, a student may attend a magnet school only for students identified as gifted and where gifted services are provided. The service at this building would be reported as self-contained and not magnet school. In addition, a service option may include co-teaching in a cluster classroom where a gifted intervention specialist (and educator who holds gifted licensure or endorsement) and a trained general education teacher both provide services. In Ohio, this is reported as co-teaching, but for the purpose of this survey this is indicated through the related response option push-in program.
South Carolina	SC provides GT services in grades 3-12. SC-Approved Program Models: Resource Room/Pull-out Class or Center, Grades 3-8 Special Class, Grades 3-12 Special School, Grades 3-12
Texas	Determined at the local level
Virginia	Options for middle school students seem to be impacted by the fiscal resources available at the school division level.

Table 26. High School Service Delivery Models

Q44 Please select the top five delivery models through which gifted services are provided in high school in your state.

	Whole Grade Skipping	Subject Matter Acceleration	Advanced Placement	Cluster classrooms	Dual credit	Dual enrollment/joint enrollment/ concurrent enrollment	Differentiation in the general education classroom	Honors/advanced coursework	Independent study	International Baccalaureate	Magnet schools	Mastery-based learning	Mentorships	Regional Math/Science or Performing Arts school	Resource room	Pull-out Program	Push-in Program	Self-contained classroom	Virtual classroom/coursework/ school options	Other	Not applicable	Unknown
Department of Defense			•					•		•												
District of Columbia																						
Puerto Rico																						
Alabama			•			•	•	•		•												
Alaska																					•	
Arizona		•	•		•	•		•														
Arkansas			•			•	•	•												Pre-AP		
California			•			•		•	•	•	•			•					•			
Colorado			•			•		•														
Connecticut																						
Delaware		•	•					•														
Florida	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Georgia			•	•			•	•					•									
Hawaii		•	•		•			•														
Idaho			•			•		•				•							•			
Illinois			•			•		•	•	•												
Indiana				•			•	•										•		Between Class Grouping		
Iowa		•	•			•			•				•									
Kansas		•	•													•						
Kentucky		•	•		•	•		•														
Louisiana			•			•		•						•	•							
Maine																				Delivery models are determined at the local (district/school) level.		
Maryland		•	•			•		•			•											
Massachusetts																						

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Q44 Please select the top five delivery models through which gifted services are provided in high school in your state.

	Whole Grade Skipping	Subject Matter Acceleration	Advanced Placement	Cluster classrooms	Dual credit	Dual enrollment/joint enrollment/concurrent enrollment	Differentiation in the general education classroom	Honors/advanced coursework	Independent study	International Baccalaureate	Magnet schools	Mastery-based learning	Mentorships	Regional Math/Science or Performing Arts school	Resource room	Pull-out Program	Push-in Program	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable	Unknown
Michigan																					•	•
Minnesota		•	•			•	•	•														
Mississippi																					•	
Missouri	•	•	•		•	•																
Montana			•			•	•	•	•													
Nebraska			•			•		•											•	Competitions (quiz bowl, book blasters, etc.)		
Nevada			•			•	•	•					•							Other #1 - job shadowing Other #2 - internships		
New Hampshire																						•
New Jersey			•			•		•	•			•										
New Mexico		•	•				•	•				•										
New York																						•
North Carolina			•			•		•		•									•	Interest based opportunities - like academic competitions, CTE course work, interest-based clubs, and mentorship/ internship opportunities		
North Dakota			•			•	•		•				•						•			
Ohio		•	•	•		•		•														
Oklahoma			•		•	•		•	•													
Oregon			•		•		•	•		•												
Pennsylvania		•	•			•		•	•													
Rhode Island		•				•	•	•	•	•			•						•			
South Carolina		•					•	•														
South Dakota																						
Tennessee			•			•		•														
Texas	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•			

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Q44 Please select the top five delivery models through which gifted services are provided in high school in your state.

	Whole Grade Skipping	Subject Matter Acceleration	Advanced Placement	Cluster classrooms	Dual credit	Dual enrollment/joint enrollment/concurrent enrollment	Differentiation in the general education classroom	Honors/advanced coursework	Independent study	International Baccalaureate	Magnet schools	Mastery-based learning	Mentorships	Regional Math/Science or Performing Arts school	Resource room	Pull-out Program	Push-in Program	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable	Unknown
Utah		•	•			•		•		•												
Vermont																						
Virginia			•			•				•	•			•								
Washington		•	•		•			•														
West Virginia		•	•		•	•		•														
Wisconsin			•		•	•	•	•														
Wyoming								•	•	•		•							•			
Summary n = 48	3	18	38	5	11	30	15	37	12	12	5	5	7	4	3	3	2	3	9	7	3	3

*Multiple responses possible

*Some states responded with more than five delivery models. All responses were included in the analyses.

Table 27. Comments on High School Service Delivery Models

State	Q44b Provide any comments, explanations, or context about the delivery models and grades where the models are used.
Alaska	LEA determination
California	Locally determined
Florida	LEAs may determine gifted program delivery for students through the student educational plan. Rule 6A-6.030191 Development of Educational Plans for Exceptional Students who are Gifted https://www.flrules.org/gateway/ruleno.asp?id=6A-6.030191 The educational plan is dependent on district resources and curriculum that can be offered. The choices made on this survey question are based on experience with district gifted coordinators and not on hard data.
Indiana	Many of the options included in this survey were not offered as options on the report LEAs submitted regarding offered services. The state of Indiana requires at least 2 AP and 2 Dual Credit options be available at each high school.
Maine	Delivery models are determined at the local (district/school) level.
Michigan	Michigan doesn't require or collect this information.

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State	Q44b Provide any comments, explanations, or context about the delivery models and grades where the models are used.
Missouri	We have several options for high school students, but the only option that is considered gifted education services are: 1) Gifted Resource Teacher, 2) Electives offered by a Gifted Certified Teacher, and 3) Courses in ELA or other content offered by a teacher who has Content and Gifted certifications. The top five services are offered by the high schools but are not considered gifted education services.
North Carolina	Please note that there are many options of how students are served All Day, Every Day in NC. We consider AP/IB/Cambridge, dual enrollment to be subject acceleration, even though you have it listed separately.
Ohio	<p>General education teachers who are designated providers of gifted service must participate in required clock hours of professional development in gifted education covering specific competencies and provided by educators with gifted licensure or endorsement, graduate degrees in gifted education, or who are state or national presenters in gifted education. This includes services provided in cluster classrooms, honors/advanced coursework, or Advanced Placement courses.</p> <p>Services may be provided in a wide variety of settings including virtual learning environments and at magnet schools. However, districts are not able to report magnet schools or virtual learning environments separately from other service options. For example, a student may attend a magnet school only for students identified as gifted and where gifted services are provided. The service at this building would be reported as self-contained and not magnet school.</p> <p>College Credit Plus is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities at no or limited costs to students and families. For the purposes of this survey, services through College Credit Plus are reported here as Dual enrollment/joint enrollment/concurrent enrollment.</p>
South Carolina	<p>SC provides GT services in grades 3-12.</p> <p>SC-Approved Program Models</p> <p>Special Class, Grades 3-12</p> <p>Special School, Grades 3-12</p>
Texas	Determined at the local level
Virginia	Most high school students have access to AP and dual enrolled (high school and college credit) courses. Most school divisions have access to the Academic Year Governor's Schools (AYGS). The AYGS programs typically a content area focus, so not all gifted students are interested in this option. Currently these programs (19 schools) serve over 7,000 students. Some divisions have magnet school -- and while these are not specifically for gifted students, the area of focus for the school may draw some gifted into the program (engineering and medicine are popular magnet school programs).
West Virginia	Gifted services end in 8th grade. Courses such as honors, AP, Dual Credit and International Baccalaureate are in place in high school which are recommended for students exiting gifted services. A personalized education plan is developed in the 8th grade for each student identifying the coursework and level that the student should take through graduation to challenge and maximize their learning experience. This plan is reviewed and updated annually. A few 8 th -grade gifted students can qualify for additional support services in high school as an exceptional gifted student based on underperformance, having an IEP-based disability or low socioeconomic status.

Table 28A. State Acceleration Policy**Q45 Does your state have an acceleration policy in law or rule?**

Department of Defense	No	Missouri	Yes
District of Columbia	No	Montana	No
Puerto Rico		Nebraska	No
Alabama	Yes	Nevada	No
Alaska	No	New Hampshire	No
Arizona	No	New Jersey	No
Arkansas	No	New Mexico	Yes
California	No	New York	Yes
Colorado	No	North Carolina	Yes
Connecticut	No	North Dakota	No
Delaware	No	Ohio	Yes
Florida	Yes	Oklahoma	Yes
Georgia	No	Oregon	No
Hawaii	No	Pennsylvania	Yes
Idaho	No	Rhode Island	No
Illinois	Yes	South Carolina	No
Indiana	No	South Dakota	No
Iowa	No	Tennessee	No
Kansas	No	Texas	Yes
Kentucky	No	Utah	No
Louisiana	No	Vermont	No
Maine	No	Virginia	No
Maryland	No	Washington	Yes
Massachusetts	No	West Virginia	No
Michigan	No	Wisconsin	No
Minnesota	Yes	Wyoming	No
Mississippi	No	Summary	Yes = 13
		n = 52	No = 39

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Table 28B. State Acceleration Policy

	Q45b Please provide a URL/link to the acceleration law or rule.
Alabama	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf
Florida	http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
Illinois	https://www.isbe.net/Documents/Gifted-Accelerated-Pres.pdf#search=gifted%20and%20accelerated
Minnesota	https://www.revisor.mn.gov/statutes/cite/120B.15
Missouri	https://revisor.mo.gov/main/OneSection.aspx?section=162.722&bid=35974&hl=acceleration%u2044
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
New York	Section 100.4(d) Acceleration for grade 8 math students. http://www.nysed.gov/curriculum-instruction/1004-program-requirements-grades-5-through-8
North Carolina	https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-legislation
Ohio	https://codes.ohio.gov/ohio-revised-code/section-3324.10
Oklahoma	https://sde.ok.gov/gifted-and-talented-education-programming-options
Pennsylvania	http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.41.html&d=reduce
Texas	https://tea.texas.gov/sites/default/files/ch074c.pdf
Washington	https://app.leg.wa.gov/rcw/default.aspx?cite=28A.320.195

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Table 29A. State Early Entrance to Kindergarten Policy**Q46** Does your state have an early entrance to kindergarten policy in law or rule?

Department of Defense	No	Missouri	Yes
District of Columbia	No	Montana	Yes
Puerto Rico		Nebraska	No
Alabama	No	Nevada	Yes
Alaska	No	New Hampshire	No
Arizona	Yes	New Jersey	No
Arkansas	No	New Mexico	Yes
California	No	New York	
Colorado	Yes	North Carolina	Yes
Connecticut		North Dakota	Yes
Delaware	No	Ohio	Yes
Florida	No	Oklahoma	
Georgia	No	Oregon	No
Hawaii	No	Pennsylvania	No
Idaho	No	Rhode Island	No
Illinois	Yes	South Carolina	No
Indiana	No	South Dakota	
Iowa	No	Tennessee	No
Kansas	No	Texas	No
Kentucky	Yes	Utah	
Louisiana	Yes	Vermont	No
Maine	No	Virginia	No
Maryland	Yes	Washington	No
Massachusetts	No	West Virginia	Yes
Michigan	No	Wisconsin	Yes
Minnesota	Yes	Wyoming	Yes
Mississippi		Summary	Yes = 17
		n = 46	No = 29

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Table 30A. State Dual or Concurrent Enrollment Policy

Q47 Under your state laws and rules, are students allowed dual or concurrent enrollment in a community college, college, or university?

Department of Defense		Missouri	Yes
District of Columbia	Yes	Montana	Determined by the LEA
Puerto Rico		Nebraska	Yes
Alabama	Yes	Nevada	Determined by the LEA
Alaska	Determined by the LEA	New Hampshire	Determined by the LEA
Arizona	Determined by the LEA	New Jersey	Determined by the LEA
Arkansas	Yes	New Mexico	Yes
California	Determined by the LEA	New York	Determined by the LEA
Colorado	Yes	North Carolina	Yes
Connecticut	Determined by the LEA	North Dakota	Yes
Delaware	Yes	Ohio	Yes
Florida	Yes	Oklahoma	Yes
Georgia	Yes	Oregon	Yes
Hawaii	No	Pennsylvania	Determined by the LEA
Idaho	Yes	Rhode Island	Yes
Illinois	Determined by the LEA	South Carolina	Yes
Indiana	Yes	South Dakota	Yes
Iowa	Yes	Tennessee	Yes
Kansas	Yes	Texas	Determined by the LEA
Kentucky	Yes	Utah	Determined by the LEA
Louisiana	Yes	Vermont	Yes
Maine	Yes	Virginia	Determined by the LEA
Maryland	Yes	Washington	Yes
Massachusetts	Yes	West Virginia	Determined by the LEA
Michigan	Yes	Wisconsin	Yes
Minnesota	Yes	Wyoming	Yes
Mississippi	Yes	Summary n = 51	Yes = 35 No = 1 Determined by the LEA = 15

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Table 30B. State Dual or Concurrent Enrollment Policy

	Q47b Please provide a URL/link to the dual or concurrent enrollment law or rule.
District of Columbia	https://dcps.dc.gov/service/participate-dual-enrollment
Alabama	http://www.alabamaadministrativecode.state.al.us/docs/ed/290-3-1.pdf
Arkansas	https://dese.ade.arkansas.gov/Files/20201102110218_FINAL_Rules_Governing_Grading_and_Course_Credit_1.pdf
Colorado	https://www.cde.state.co.us/postsecondary/concurrentenrollment
Delaware	https://education.delaware.gov/wp-content/uploads/2020/02/200121_dual_enrollment_guidance_document.pdf
Florida	http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
Georgia	https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.34.pdf
Idaho	https://legislature.idaho.gov/statutesrules/idstat/title33/t33ch2/sect33-203/#:~:text=Idaho%20Statutes&text=33%2D203.,school%2C%20for%20dual%20enrollment%20purposes
Indiana	http://iga.in.gov/legislative/laws/2022/ic/titles/021#21-43 and http://iga.in.gov/legislative/laws/2022/ic/titles/020#20-36-5
Iowa	https://www.legis.iowa.gov/docs/code/261E.1.pdf
Kentucky	https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=4203
Louisiana	Bulletin 741, Louisiana Handbook for Public School Administrators, Chapter 23. §2327. Dual Enrollment: https://www.doa.la.gov/media/d0vfr3jj/28v115.doc
Maine	https://legislature.maine.gov/legis/statutes/20-A/title20-Asec6971.html and https://legislature.maine.gov/legis/statutes/20-A/title20-Asec15689-A.html and https://legislature.maine.gov/legis/statutes/20-A/title20-Ach208-Asec0.html
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.03.02.10.htm
Massachusetts	https://malegislature.gov/laws/generallaws/parti/titleii/chapter15a/section39
Michigan	http://legislature.mi.gov/doc.aspx?mcl-388-511
Minnesota	https://www.revisor.mn.gov/statutes/cite/124D.09
Mississippi	http://www.mississippi.edu/cjc/dual_enrollment.asp and http://www.mississippi.edu/cjc/downloads/dual_credit_course_listing_2022.pdf
Missouri	https://revisor.mo.gov/main/OneSection.aspx?section=173.2500&bid=33145&hl=dual%u2044credit
New Mexico	https://hed.nm.gov/resources-for-schools/public_schools/dual-credit
North Carolina	General Statute § 115C-238.50-.55 – Establishes Cooperative Innovative High Schools: https://files.nc.gov/dpi/documents/advancedlearning/cihs/legislation/cihs-egislation-fall2015.pdf Session Law 2017-57: Modifies CIHS supplemental funding to align with economic tier designations (beginning on page 35): https://www.ncleg.gov/enactedlegislation/sessionlaws/pdf/2017-2018/sl2017-57.pdf Session Law 2011-145: Establishes the Career and College Promise program and consolidates Cooperative Innovative High Schools (incorporating original CIHS legislation) under CCP (beginning at page 37): https://www4.ncleg.net/sessions/2011/bills/house/pdf/h200v9.pdf
North Dakota	https://www.nd.gov/dpi/sites/www/files/documents/Academic_Support/NDCC_15.1-25.pdf
Ohio	https://codes.ohio.gov/ohio-revised-code/chapter-3365
Oklahoma	https://sde.ok.gov/sites/ok.gov.sde/files/210-35-27%20Proposed%20Text%20(inc%20Public%20Comments).pdf
Rhode Island	https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/EarlyCollegeOpportunities.aspx

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Q47b Please provide a URL/link to the dual or concurrent enrollment law or rule.

Tennessee	https://www.tn.gov/content/dam/tn/education/ccte/eps/pc967_dual_credit.pdf
Vermont	https://education.vermont.gov/student-learning/flexible-pathways/dual-enrollment
Washington	https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.320.196
Wisconsin	https://dpi.wi.gov/dual-enrollment
Wyoming	https://edu.wyoming.gov/for-parents-students/dual-enrollment/

Table 31. Grade Level Associated with Dual or Concurrent Enrollment Policy

	Q48 Beginning with what grade are students allowed dual or concurrent enrollment in a community college, college, or university?								
	5	6	7	8	9	10	11	12	Determined by the LEA
Department of Defense									
District of Columbia									•
Puerto Rico									
Alabama						•			
Alaska									•
Arizona					•				
Arkansas					•				
California									
Colorado									•
Connecticut									•
Delaware						•			
Florida									•
Georgia						•			
Hawaii									
Idaho				•					
Illinois									•
Indiana								•	
Iowa									•
Kansas									•
Kentucky									•
Louisiana									•
Maine					•				
Maryland									•
Massachusetts									
Michigan					•				
Minnesota					•				
Mississippi									
Missouri									•
Montana									•
Nebraska									•

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Q48 Beginning with what grade are students allowed dual or concurrent enrollment in a community college, college, or university?

	5	6	7	8	9	10	11	12	Determined by the LEA
Nevada									•
New Hampshire									•
New Jersey									•
New Mexico									•
New York									•
North Carolina					•				
North Dakota						•			
Ohio			•						
Oklahoma									•
Oregon					•				
Pennsylvania									•
Rhode Island					•				
South Carolina					•				
South Dakota					•				
Tennessee									•
Texas									•
Utah									•
Vermont							•		
Virginia					•				
Washington					•				
West Virginia									•
Wisconsin					•				
Wyoming					•				
Summary n = 47	0	0	1	1	14	4	1	1	25

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Table 32A. Middle School Credit Toward High School Graduation**Q49** Does your state have a law or rule permitting middle school students to receive credit toward high school graduation?

Department of Defense		Missouri	No
District of Columbia	Determined by the LEA	Montana	Determined by the LEA
Puerto Rico		Nebraska	No
Alabama	Yes	Nevada	Determined by the LEA
Alaska	Determined by the LEA	New Hampshire	Yes
Arizona	Yes	New Jersey	Determined by the LEA
Arkansas	Yes	New Mexico	Yes
California	Determined by the LEA	New York	Yes
Colorado	Determined by the LEA	North Carolina	Yes
Connecticut	Determined by the LEA	North Dakota	Determined by the LEA
Delaware	No	Ohio	Yes
Florida	Yes	Oklahoma	Determined by the LEA
Georgia	Yes	Oregon	Determined by the LEA
Hawaii	No	Pennsylvania	Determined by the LEA
Idaho	Determined by the LEA	Rhode Island	Determined by the LEA
Illinois	Determined by the LEA	South Carolina	Yes
Indiana	Determined by the LEA	South Dakota	Yes
Iowa	Yes	Tennessee	Yes
Kansas	Determined by the LEA	Texas	Yes
Kentucky	Determined by the LEA	Utah	Determined by the LEA
Louisiana	Yes	Vermont	No
Maine	Determined by the LEA	Virginia	No
Maryland	Yes	Washington	Yes
Massachusetts		West Virginia	Determined by the LEA
Michigan	Yes	Wisconsin	Yes
Minnesota	Yes	Wyoming	Yes
Mississippi		Summary <i>n</i> = 49	Yes = 22 No = 6 Determined by the LEA = 21

Table 32B. Middle School Credit Toward High School Graduation

	Q49b Please provide a URL/link to the state law or rule permitting middle school students to receive credit toward high school graduation.
Alabama	http://www.alabamaadministrativecode.state.al.us/docs/ed/290-3-1.pdf
Arizona	15-701.01(j) requires SBE to adopt rules to allow high school students to demonstrate competency in a course without taking a course and SBE Rule R7-2-302(5)(c) requires LEAs to provide an opportunity for students to demonstrate competency in lieu of classroom time, upon request of the student. https://apps.azsos.gov/public_services/Title_07/7-02.pdf
Arkansas	Page 10, Standards for Accreditation - https://dese.ade.arkansas.gov/Files/Standards_for_Accreditation_(FINAL_5-2-22)_20220502133915.pdf
Georgia	160-5-1-.15 (Post) (gadoe.org); https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.48.pdf
Idaho	https://adminrules.idaho.gov/rules/current/08/080203.pdf
Iowa	https://www.legis.iowa.gov/docs/code/256.7.pdf
Kentucky	https://apps.legislature.ky.gov/law/kar/titles/704/003/305/
Louisiana	Bulletin 741, Louisiana Handbook for Public School Administrators, Chapter 23 §2315. Adding Electives to the Program of Studies-Middle and Secondary, https://www.doa.la.gov/media/d0vfr3jj/28v115.doc
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.03.02.04.htm
Michigan	See Sec. 1278b(2) http://legislature.mi.gov/doc.aspx?mcl-380-1278b
New Hampshire	https://www.education.nh.gov/partners/education-outside-classroom/nh-career-academy
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
New York	http://www.nysed.gov/curriculum-instruction/1004-program-requirements-grades-5-through-8
North Carolina	State Board Policy (Course for Credit) does allow for middle school students to earn credit towards high school graduation. View Policy CCRE-001: Course for Credit (eboardsolutions.com)
North Dakota	There is nothing in law but guidance to schools is that they can issue credit for coursework in grades 7 and 8 that is equal or above the rigor that the same course offered to high school students would be.
Ohio	https://codes.ohio.gov/ohio-revised-code/section-3313.603 (Ohio Revised Code 3313.603 (G))
Tennessee	https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2.103_High_School_Policy_10-20-17.pdf
Texas	https://tea.texas.gov/sites/default/files/ch074b.pdf
Washington	https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.230.090
West Virginia	https://wvde.state.wv.us/policies/policy.php?p=2510&alt=1
Wisconsin	https://dpi.wi.gov/cal/middle-school-credit
Wyoming	WY Administrative Rule Chapter 31: WY Graduation Requirements See Section 4 (a)(i)(E) https://rules.wyo.gov/Default.aspx#

Table 33A. State Proficiency-Based Promotion Policy

Q50 Does your state law or rule permit proficiency-based promotion (demonstrating proficiency without seat time in the course)?

Department of Defense		Missouri	Yes
District of Columbia	Determined by the LEA	Montana	No
Puerto Rico		Nebraska	Determined by the LEA
Alabama	Yes	Nevada	Determined by the LEA
Alaska	Determined by the LEA	New Hampshire	Yes
Arizona	Yes	New Jersey	Determined by the LEA
Arkansas	Yes	New Mexico	Determined by the LEA
California	Determined by the LEA	New York	Yes
Colorado	Determined by the LEA	North Carolina	Yes
Connecticut	Determined by the LEA	North Dakota	No
Delaware	No	Ohio	Yes
Florida	Yes	Oklahoma	Yes
Georgia	Yes	Oregon	Determined by the LEA
Hawaii	No	Pennsylvania	Determined by the LEA
Idaho	Yes	Rhode Island	No
Illinois	Determined by the LEA	South Carolina	No
Indiana	Yes	South Dakota	
Iowa	Yes	Tennessee	No
Kansas	Determined by the LEA	Texas	Determined by the LEA
Kentucky	Determined by the LEA	Utah	Determined by the LEA
Louisiana	Determined by the LEA	Vermont	Yes
Maine	Determined by the LEA	Virginia	Determined by the LEA
Maryland	Yes	Washington	Yes
Massachusetts		West Virginia	Determined by the LEA
Michigan	Yes	Wisconsin	Determined by the LEA
Minnesota	Yes	Wyoming	Yes
Mississippi		Summary	Yes = 20
		n = 48	No = 7
			Determined by the LEA = 21

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Table 33B. State Proficiency-Based Promotion Policy

	Q50b Please provide a URL/link to the state law or rule permitting proficiency-based promotion.
Alabama	http://www.alabamaadministrativecode.state.al.us/docs/ed/290-3-1.pdf
Arizona	15-701.01(j) requires SBE to adopt rules to allow high school students to demonstrate competency in a course without taking a course and SBE Rule R7-2-302(5)(c) requires LEAs to provide an opportunity for students to demonstrate competency in lieu of classroom time, upon request of the student. https://apps.azsos.gov/public_services/Title_07/7-02.pdf https://www.azleg.gov/viewdocument?docName=https://www.azleg.gov/ars/15/00701-01.htm
Arkansas	Page 8-9 of Grading and Course Credit Rules 2022, Flexibility in Awarding High School Course Credit by Demonstrated Mastery - https://dese.ade.arkansas.gov/Files/20201102110218_FINAL_Rules_Governing_Grading_and_Course_Credit_1.pdf
Colorado	https://www.cde.state.co.us/postsecondary/graduationguidelines
Florida	http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
Georgia	https://law.justia.com/codes/georgia/2020/title-20/chapter-2/article-6/part-3/section-20-2-159-4/
Idaho	https://adminrules.idaho.gov/rules/current/08/080203.pdf
Indiana	http://iga.in.gov/legislative/laws/2022/ic/titles/020#20-36
Iowa	https://www.legis.iowa.gov/docs/code/256.7.pdf
Kentucky	https://apps.legislature.ky.gov/law/kar/titles/704/003/305/
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.03.02.04.htm
Michigan	See Sec. 1278a(4) http://legislature.mi.gov/doc.aspx?mcl-380-1278a
Minnesota	https://www.revisor.mn.gov/statutes/cite/120B.021
Missouri	See slide 22: https://dese.mo.gov/media/pdf/graduation-requirements-0
New Hampshire	https://www.education.nh.gov/partners/education-outside-classroom/nh-career-academy
New York	http://www.nysed.gov/curriculum-instruction/1005-diploma-requirements#CreditByExam
North Carolina	State Board Policy (Course for Credit) allows for students to earn credit by demonstrating mastery (CDM): View Policy CCRE-001: Course for Credit (eboardsolutions.com) This is for high school students, and middle school students, earning credit for a high school course.
Ohio	https://codes.ohio.gov/ohio-revised-code/section-3313.603 Ohio Revised Code 3313.603 (j). This is referred to as Credit Flexibility in Ohio.
Oklahoma	https://sde.ok.gov/sites/ok.gov.sde/files/210-35-27%20Proposed%20Text%20(inc%20Public%20Comments).pdf
Texas	https://tea.texas.gov/sites/default/files/ch074b.pdf
Vermont	https://education.vermont.gov/student-learning/proficiency-based-learning and https://education.vermont.gov/documents/state-board-rules-series-2000
Virginia	https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section110/
Washington	https://apps.leg.wa.gov/wac/default.aspx?cite=180-51-051
West Virginia	https://wvde.state.wv.us/policies/policy.php?p=2510&alt=1
Wisconsin	https://dpi.wi.gov/sites/default/files/imce/cal/Fostering%20Innovation%20Credit%20Flexibility%202017.pdf
Wyoming	WY Administrative Rule Chapter 31: WY Graduation Requirements See Section 4 (a)(i)(E) https://rules.wyo.gov/Default.aspx#

Table 34. Services Available by State Part 1

	Q51 Which of the following are available in your state?					
	Academic guidance and counseling	Differentiated Instruction	Content-based acceleration	Contact time/ required minutes of service	Multi-Tiered Systems of Support for GT	Response to intervention for GT
Alabama	Determined by the LEA	Determined by the LEA	Required by Rule or Law	Required by Rule or Law	Not Required	Required by Rule or Law
Alaska	Required by Rule or Law	Required by Rule or Law	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Arizona	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Arkansas	Required by Rule or Law	Required by Rule or Law	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Determined by the LEA
California	Not Required	Determined by the LEA	Determined by the LEA	Not Required		Determined by the LEA
Colorado	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Determined by the LEA
Connecticut	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	
Delaware	Required by Rule or Law	Required by Rule or Law	Determined by the LEA	Determined by the LEA	Required by Rule or Law	Determined by the LEA
Florida	Not Required	Not Required	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required
Georgia	Required by Rule or Law	Required by Rule or Law	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Determined by the LEA
Hawaii	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required	Not Required
Idaho	Required by Rule or Law	Determined by the LEA	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Determined by the LEA
Illinois	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Indiana	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required	Not Required
Iowa	Not Required	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required
Kansas	Required by Rule or Law	Required by Rule or Law	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Required by Rule or Law
Kentucky	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required	Not Required
Louisiana	Not Required	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required
Maryland	Required by Rule or Law	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Michigan	Determined by the LEA	Determined by the LEA	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Not Required
Minnesota	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA

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Q51 Which of the following are available in your state?

	Academic guidance and counseling	Differentiated Instruction	Content-based acceleration	Contact time/ required minutes of service	Multi-Tiered Systems of Support for GT	Response to intervention for GT
Missouri	Required by Rule or Law	Determined by the LEA	Required by Rule or Law	Required by Rule or Law	Determined by the LEA	Determined by the LEA
Montana	Determined by the LEA	Determined by the LEA	Determined by the LEA	Not Required	Determined by the LEA	Required by Rule or Law
Nebraska	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Nevada	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Determined by the LEA
New Hampshire	Required by Rule or Law	Determined by the LEA	Determined by the LEA	Not Required	Not Required	Not Required
New Jersey	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
New Mexico	Determined by the LEA	Determined by the LEA	Determined by the LEA	Not Required	Required by Rule or Law	Determined by the LEA
New York	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
North Carolina	Determined by the LEA	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Determined by the LEA	Determined by the LEA
North Dakota	Required by Rule or Law	Determined by the LEA	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Determined by the LEA
Ohio	Determined by the LEA	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Not Required	Not Required
Oklahoma	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Oregon	Not Required	Required by Rule or Law	Determined by the LEA	Required by Rule or Law	Not Required	Not Required
Pennsylvania	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Rhode Island	Required by Rule or Law	Determined by the LEA	Required by Rule or Law	Determined by the LEA		
South Carolina	Determined by the LEA	Determined by the LEA	Determined by the LEA	Required by Rule or Law	Not Required	Not Required
Tennessee	Not Required	Determined by the LEA	Not Required	Not Required	Not Required	Not Required
Texas	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Utah	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Virginia	Required by Rule or Law	Required by Rule or Law	Determined by the LEA	Not Required	Not Required	Not Required
Washington	Not Required	Determined by the LEA	Determined by the LEA	Not Required	Not Required	
West Virginia	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Determined by the LEA	Not Required	Not Required

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Q51 Which of the following are available in your state?

	Academic guidance and counseling	Differentiated Instruction	Content-based acceleration	Contact time/ required minutes of service	Multi-Tiered Systems of Support for GT	Response to intervention for GT
Wisconsin	Required by Rule or Law	Determined by the LEA	Determined by the LEA	Not Required	Determined by the LEA	Determined by the LEA
Wyoming	Not Required	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required
Summary	Required by Rule or Law = 16 Not Required = 10 Determined by the LEA = 19 n = 45	Required by Rule or Law = 15 Not Required = 4 Determined by the LEA = 26 n = 45	Required by Rule or Law = 9 Not Required = 6 Determined by the LEA = 30 n = 45	Required by Rule or Law = 14 Not Required = 15 Determined by the LEA = 16 n = 45	Required by Rule or Law = 2 Not Required = 18 Determined by the LEA = 23 n = 43	Required by Rule or Law = 3 Not Required = 17 Determined by the LEA = 22 n = 42

The following states did not respond: Department of Defense, District of Columbia, Puerto Rico, Maine, Massachusetts, Mississippi, South Dakota, Vermont

Table 35. Services Available by State Part 2: Other Services Reported by States

Q51 Which of the following are available in your state, continued?

	Other #1	Text	Other #2	Text	Other #3	Text
Alabama	Required by Rule or Law	Consultative Services	Required by Rule or Law	Advanced/ Honors courses		
Maine	Required by Rule or Law	System of intervention is required				
Minnesota	Required by Rule or Law	Early entrance to kindergarten or first grade	Required by Rule or Law	Whole grade and subject acceleration	Required by Rule or Law	Early graduation

Table 36. Services Available by State Part 3: Reciprocity Rules for GT Identification

	Q51 Which of the following are available in your state, continued?			
	Automatic reciprocity for GT identification with other states	Conditional reciprocity for GT identification with other states	Reciprocity for GT identification between districts within your state	Conditional reciprocity for GT identification between districts within your state
Alabama	Not Required	Not Required	Required by Rule or Law	Not Required
Alaska	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Arizona	Determined by the LEA	Required by Rule or Law	Determined by the LEA	Required by Rule or Law
Arkansas	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
California			Determined by the LEA	Not Required
Colorado	Not Required	Determined by the LEA	Required by Rule or Law	Required by Rule or Law
Connecticut	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Delaware	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law
Florida	Required by Rule or Law	Not Required	Required by Rule or Law	Not Required
Georgia	Not Required	Not Required	Required by Rule or Law	Not Required
Hawaii	Not Required	Not Required	Not Required	Not Required
Idaho	Not Required	Not Required	Determined by the LEA	Determined by the LEA
Illinois	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Indiana	Not Required	Not Required	Not Required	Not Required
Iowa	Not Required	Not Required	Not Required	Not Required
Kansas	Not Required	Determined by the LEA	Required by Rule or Law	Not Required
Kentucky	Not Required	Not Required	Not Required	Not Required
Louisiana	Not Required	Not Required	Required by Rule or Law	Not Required
Maryland	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Michigan	Not Required	Not Required	Not Required	Not Required
Minnesota	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Missouri	Not Required	Required by Rule or Law	Not Required	Required by Rule or Law
Montana	Not Required	Not Required	Determined by the LEA	Determined by the LEA
Nebraska	Not Required	Not Required	Not Required	Not Required

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Q51 Which of the following are available in your state, continued?

	Automatic reciprocity for GT identification with other states	Conditional reciprocity for GT identification with other states	Reciprocity for GT identification between districts within your state	Conditional reciprocity for GT identification between districts within your state
Nevada	Not Required	Not Required	Required by Rule or Law	Required by Rule or Law
New Hampshire	Not Required	Not Required	Not Required	Not Required
New Jersey	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
New Mexico	Determined by the LEA	Determined by the LEA	Required by Rule or Law	
New York	Not Required	Not Required	Not Required	Not Required
North Carolina	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
North Dakota	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Ohio	Not Required	Required by Rule or Law	Required by Rule or Law	Not Required
Oklahoma	Determined by the LEA	Determined by the LEA	Required by Rule or Law	Determined by the LEA
Oregon	Not Required	Not Required	Not Required	Not Required
Pennsylvania	Not Required	Not Required	Required by Rule or Law	Determined by the LEA
South Carolina	Not Required	Not Required	Required by Rule or Law	Not Required
Tennessee	Not Required	Not Required	Required by Rule or Law	Not Required
Texas	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Utah	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
Virginia	Not Required	Not Required	Determined by the LEA	Determined by the LEA
Washington	Determined by the LEA	Determined by the LEA	Determined by the LEA	Determined by the LEA
West Virginia	Not Required	Not Required	Required by Rule or Law	Not Required
Wisconsin	Not Required	Determined by the LEA	Not Required	Determined by the LEA
Wyoming	Not Required	Not Required	Not Required	Not Required
Summary	Required by Rule or Law = 2 Not Required = 26 Determined by the LEA = 15 n = 43	Required by Rule or Law = 4 Not Required = 22 Determined by the LEA = 17 n = 43	Required by Rule or Law = 15 Not Required = 12 Determined by the LEA = 17 n = 44	Required by Rule or Law = 5 Not Required = 20 Determined by the LEA = 18 n = 43

The following states did not respond: Department of Defense, District of Columbia, Puerto Rico, Maine, Massachusetts, Mississippi, Rhode Island, South Dakota, Vermont

Table 37. Comments Regarding Services Available by State

	Q51b Please provide any comments, explanations, or context about any of the services you listed above.
Arizona	<p>ARS 15-779.01 speaks to reciprocity for identification:</p> <p>C. If a pupil who was previously identified as a gifted pupil by a school district or charter school transfers into another school district, the school district into which the pupil transferred shall determine in a timely manner whether the pupil shall be identified as a gifted pupil in that school district. The school district into which the pupil transferred shall provide gifted education to transfer pupils who are identified as gifted without unreasonable delay. https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00779-01.htm</p>
Florida	<p>6A-6.03024, F.A.C. Provision of Occupational or Physical Therapy to Exceptional Students as a Related Service</p> <p>1002.3105 Academically Challenging Curriculum to Enhance Learning (ACCEL) options.—</p> <p>(1) ACCEL OPTIONS.—</p> <p>(a) Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.</p> <p>(b) At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44; work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.</p>
Indiana	Much is recommended from the state level; however, local control determines outcome.
Maine	Each district must have a plan, but the delivery is up to each district.
Minnesota	Minnesota's new Ed-Fi reporting system implemented fiscal year 2022 collects data on how students are served.
Missouri	Counseling is part of our Missouri School Improvement Program and is not just for gifted students, but for all students.
North Carolina	<p>https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-legislation</p> <p>Most services in the state of NC are governed by the LEA, with guidance from the NC AIG Program Standards. However, there is legislation that mandates the acceleration of students in mathematics when the student scores at the highest level on a state mandated end-of-grade or end-of-course assessment in mathematics. https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S500v7.pdf</p> <p>In addition, there is state board policy (CCRE-001) that requires districts to implement the credit by demonstrated mastery process. View Policy CCRE-001: Course for Credit https://www.dpi.nc.gov/media/12569/open</p>

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Q51b Please provide any comments, explanations, or context about any of the services you listed above.

Ohio	<p>Gifted education services are not mandated in the state of Ohio. However, if a public school district chooses to provide gifted education services for students in grades K-12, they must follow state rules for the provision of services detailed in the Operating Standards for Identifying and Serving Students Who are Gifted, Ohio Administrative Code 3301-51-15. While allowable service settings do not specifically include academic guidance or counseling, schools may include goals on a student's Written Education Plan regarding curricular, guidance and instructional practices which support the student's social and emotional needs.</p> <p>Related to reciprocity with other states, there is only reciprocity if the student's date of identification is no more than 24 months old and the student's identification is in conformance with state criteria for identification (qualifying score on an approved assessment).</p> <p>Related to reciprocity between school districts within the state, once a student is identified as gifted by a public school district in the state of Ohio in conformance with the state laws and rules for gifted identification, the student retains this identification regardless of subsequent testing or classroom performance.</p>
Texas	Local educational agencies determine the series for G/T students.
Virginia	Since each school division has its own definition of a gifted student in that division, we have 132 different operational definitions of giftedness. You can be 'gifted' in one school division and not in another. Giftedness in Virginia is based on the 'strength' of the regular curriculum and the content area(s) that the school division feels students are not being served at the higher academic end.

Table 38A. State GT Program Standards/Guidelines**Q52** Does your state have state program standards/guidelines for gifted education?

Department of Defense		Missouri	Yes
District of Columbia	No	Montana	No
Puerto Rico		Nebraska	No
Alabama	Yes	Nevada	No
Alaska	Yes	New Hampshire	No
Arizona	Yes	New Jersey	No
Arkansas	Yes	New Mexico	Yes
California	Yes	New York	Yes
Colorado	Yes	North Carolina	Yes
Connecticut	No	North Dakota	Yes
Delaware	Yes	Ohio	Yes
Florida	Yes	Oklahoma	No
Georgia	Yes	Oregon	No
Hawaii	No	Pennsylvania	Yes
Idaho	No	Rhode Island	Yes
Illinois	No	South Carolina	Yes
Indiana	Yes	South Dakota	No
Iowa	No	Tennessee	No
Kansas	No	Texas	Yes
Kentucky	Yes	Utah	No
Louisiana	No	Vermont	No
Maine	No	Virginia	Yes
Maryland	Yes	Washington	No
Massachusetts	No	West Virginia	No
Michigan	No	Wisconsin	No
Minnesota	No	Wyoming	No
Mississippi		Summary	Yes = 23
		n = 50	No = 27

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Table 38B. State GT Program Standards/Guidelines

	Q52b Please provide the URL/link to your state program standards.
Alabama	https://www.alabamaachieves.org/wp-content/uploads/2022/03/GE_2022311_AlabamaGiftedEducationProgramsStandardsandStudentOutcomesManual_V1.0.pdf
Alaska	http://www.akleg.gov/basis/aac.asp#4.52.800
Arizona	https://www.azed.gov/sites/default/files/2015/03/arizonagiftededucationstatutesadministrativecode.pdf
Arkansas	https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf
California	See sec. 1.3: https://www.cde.ca.gov/sp/gt/documents/guidebook.doc (archived)
Colorado	https://www.cde.state.co.us/gt/giftededqualityprogramassessment and https://www.cde.state.co.us/gt/bocesqualityprogramassessment
Delaware	https://www.doe.k12.de.us/domain/140
Florida	https://www.cpalms.org Florida's Frameworks for K12 Gifted Learners: http://www.fldoe.org/core/fileparse.php/5660/urlt/k12giftedlearners.pdf Florida plan for K-12 Gifted Education: http://www.fldoe.org/core/fileparse.php/7567/urlt/FPK12GE.pdf Resource Guide for the Education of Gifted Students in Florida: http://www.fldoe.org/core/fileparse.php/5660/urlt/RGEGSF.pdf Gifted Education Programs webpage: http://www.fldoe.org/academics/standards/gifted.shtml
Georgia	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Gifted%20Education/Gifted%20Education%20Print%20Ready%20Program%20Standards%20for%20Gifted%20Learners.pdf
Indiana	http://iac.iga.in.gov/iac/iac_title?iact=511
Kentucky	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.03.02.04.htm
Missouri	https://dese.mo.gov/media/pdf/gifted-education-program-guidelines-0
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
New York	http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-gifted-education-extensions
North Carolina	AIG Program Standards and Related Legislation NC DPI download (nc.gov) NC AIG Program Standards: https://www.dpi.nc.gov/media/11786/download?attachment
North Dakota	https://www.nd.gov/dpi/sites/www/files/documents/SpeEd/Guidelines/FINAL_ND%20Best%20Practices%20for%20Gifted%20Education.pdf
Ohio	https://codes.ohio.gov/ohio-administrative-code/rule-3301-51-15
Pennsylvania	https://www.education.pa.gov/Documents/K-12/Gifted%20Education/Gifted%20Program%20Guidelines.pdf
Rhode Island	https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/LearningBeyondGradeLevel.aspx
South Carolina	https://ed.sc.gov/instruction/standards-learning/advanced-academic-programs/gifted-and-talented/
Texas	https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf
Virginia	Reference Guide for the Development and Review of Local Plans for the Education of the Gifted (PDF): https://doe.virginia.gov/instruction/gifted_ed/ref_guide_dev_eval_of_local_plans.pdf

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Section V: Personnel and Training Requirements

Table 39A. LEA Gifted Education Administrator/Coordinator

Q37 Does your state law or rule require each LEA to have a gifted education administrator/coordinator?

Department of Defense	No	Missouri	No
District of Columbia	No	Montana	No
Puerto Rico		Nebraska	No
Alabama	Yes	Nevada	No
Alaska	No	New Hampshire	No
Arizona	No	New Jersey	Yes
Arkansas	Yes	New Mexico	No
California	No	New York	No
Colorado	Yes	North Carolina	Yes
Connecticut	No	North Dakota	No
Delaware	No	Ohio	No
Florida	Yes	Oklahoma	No
Georgia	No	Oregon	No
Hawaii	No	Pennsylvania	No
Idaho	Yes	Rhode Island	No
Illinois	No	South Carolina	No
Indiana	No	South Dakota	No
Iowa	Yes	Tennessee	Yes
Kansas	Yes	Texas	No
Kentucky	Yes	Utah	No
Louisiana	Yes	Vermont	No
Maine	No	Virginia	No
Maryland	No	Washington	No
Massachusetts	No	West Virginia	No
Michigan	No	Wisconsin	Yes
Minnesota	No	Wyoming	No
Mississippi	Yes	Summary	Yes = 14
		n = 52	No = 38

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Table 39B. LEA Gifted Education Administrator/Coordinator

State	Q37b Please provide the URL/link to the law or rule.
Alabama	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf
Arkansas	Pgs. 14-16 https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf
Colorado	https://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=6251&fileName=1%20CCR%20301-8 (Specific language can be found in section 12.02(2)(j)(i))
Florida	In accordance with the Individuals with Disabilities Education Act (IDEA), the Department is responsible for ensuring that the requirements of IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (section 300.600(b)(1) and (2) of Title 34, Code of Federal Regulations). State monitoring and enforcement (b) The primary focus of the State's monitoring activities must be on - (1) Improving educational results and functional outcomes for all children with disabilities; and (2) ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.
Idaho	https://adminrules.idaho.gov/rules/current/08/080203.pdf
Iowa	https://www.legis.iowa.gov/docs/iac/chapter/12-11-2013.281.59.pdf
Kentucky	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	Bulletin 1706, Subpart 2, Chapter 11. §1167 Appointment of a Gifted/ Talented Program Contact Person, https://www.doa.la.gov/media/fcajmeji/28v43.doc
Mississippi	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/2013%20Regulations%20for%20the%20Gifted%20Education%20Programs%20in%20Mississippi%20-%20Board%20Approved%202013.05.17.pdf
New Jersey	https://www.nj.gov/education/standards/gifted/legislation.shtml
North Carolina	https://www.ncleg.net/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_115c/Article_9B.pdf
Wisconsin	https://dpi.wi.gov/gifted/laws

Table 40. LEA Gifted Education Administrator/Coordinator Credential Requirement

	Q38 Does your state law or rule require that the gifted education administrator/coordinator have a credential in gifted education?	Q38b Please provide any additional comments on LEA administrators/coordinators.
Alabama	No	Administrators/coordinators are strongly encouraged to attend gifted professional development provided by the SEA. They are also the main point of contact for all gifted updates and compliance monitoring.
Arkansas	Yes	GT licensure requires graduate level coursework and obtaining a passing score on the GT Praxis.
Colorado	No	It is recommended that a qualified person lead the Administrative Unit and they are required to make a good faith effort to hire a qualified person but due to limited availability of qualified personnel it is not required.
Florida	No	
Idaho	No	Administration. The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. (3-30-07)
Iowa	Yes	<p>282-13.28(24) Talented and gifted teacher.</p> <p>a. Authorization. The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the talented and gifted from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.</p> <p>b. Program requirements—content. Completion of 12 undergraduate or graduate semester hours of coursework in the area of the talented and gifted to include the following:</p> <p>(1) Psychology of the gifted.</p> <p>1. Social needs; 2. Emotional needs.</p> <p>(2) Programming for the gifted.</p> <p>1. Prekindergarten-12 identification; 2. Differentiation strategies; 3. Collaborative teaching skills; 4. Program goals and performance measures; 5. Program evaluation.</p> <p>(3) Practicum experience in gifted programs.</p> <p>NOTE: Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.</p>
Kansas	No	
Kentucky	No	
Louisiana	No	
Mississippi	Yes	
New Jersey	No	
North Carolina	Yes	NC AIG Program Standards outline guidance for the licensure of gifted LEA administrators/coordinators. These standards are in State Board of Education Policy (ACIG-000) in North Carolina.
Tennessee	No	The gifted coordinators must have either an administrative endorsement, gifted endorsement, or met the state-level gifted employment standards.
Wisconsin	No	One person is required at each LEA to coordinate the gifted and talented program. Building level coordinators are not required but are encouraged.
Summary n = 14	Yes = 4 No = 10	

Table 41. Training Requirements for Teachers of the Gifted

Q53 What level of training in gifted education is required for teachers of the gifted in your state? Check all that apply.						
	GT Endorsement	GT Certification	GT Licensure (graduate work in gifted education)	Non-credentialed professional development at the local level	Training not required by the State	Determined by the LEA
Alabama		•	•			
Alaska						•
Arizona	•					
Arkansas	•		•			
California					•	
Colorado	•					•
Connecticut						•
Delaware		•				
Florida	•					
Georgia						•
Hawaii					•	
Idaho					•	•
Illinois					•	•
Indiana					•	•
Iowa	•					
Kansas			•			
Kentucky			•			
Louisiana		•	•			
Maine	•					
Maryland				•	•	•
Michigan					•	
Minnesota					•	•
Missouri		•				
Montana					•	
Nebraska					•	
Nevada	•					
New Hampshire					•	
New Jersey					•	•
New Mexico	•					

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Q53 What level of training in gifted education is required for teachers of the gifted in your state? Check all that apply.

	GT Endorsement	GT Certification	GT Licensure (graduate work in gifted education)	Non-credentialed professional development at the local level	Training not required by the State	Determined by the LEA
New York		•				
North Carolina	•	•	•	•		•
North Dakota	•					
Ohio	•		•	•		
Oklahoma				•		
Oregon					•	
Pennsylvania						•
Rhode Island					•	
South Carolina	•					
Tennessee	•	•				
Texas	•	•	•	•	•	•
Utah						•
Vermont						
Virginia				•		•
Washington					•	•
West Virginia	•					
Wisconsin					•	
Wyoming	•			•		•
Summary *Multiple responses possible n = 46	16	8	8	7	17	18

The following states did not respond: Department of Defense, District of Columbia, Puerto Rico, Massachusetts, Mississippi, South Dakota

Table 42A. Comments and More Information about Training Requirements for Teachers of the Gifted

Q53b Provide comments about GT teacher training requirements in your state.	
Arkansas	<p>Gifted Coordinators/Administrators and persons who teach identified gifted students in homogeneous groups are required to complete graduate level work in gifted education and receive a passing score on the GT praxis exam.</p> <p>Other program options with varying teacher training requirements are also used to serve gifted students.</p>
Colorado	<p>We have three levels of endorsement: Core, Specialist, and Director that can be obtained by completing an approved program (We currently have 3 universities with approved programs) Many local administrative units have developed internal certification programs to aid in increasing the number of individuals with training in gifted education.</p>
Florida	<p>6A-4.01791 Specialization Requirements for the Gifted Endorsement – Academic Class Beginning July 1, 1992.</p> <p>(1) A bachelor's or higher degree with certification in an academic class coverage; and,</p> <p>(2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:</p> <p>(a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;</p> <p>(b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;</p> <p>(c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;</p> <p>(d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations;</p> <p>(e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.</p> <p>Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-92.</p>
Indiana	<p>GT Licensure is recommended but not required. Tuition support is regularly provided from the state to encourage educators/ administrators/ counselors to obtain their license.</p>
Iowa	<p>282-13.28(24) Talented and gifted teacher.</p> <p>a. Authorization. The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the talented and gifted from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.</p> <p>b. Program requirements—content. Completion of 12 undergraduate or graduate semester hours of coursework in the area of the talented and gifted to include the following:</p> <p>(1) Psychology of the gifted.</p> <p>1. Social needs.</p> <p>2. Emotional needs.</p> <p>(2) Programming for the gifted.</p> <p>1. Prekindergarten-12 identification.</p> <p>2. Differentiation strategies.</p> <p>3. Collaborative teaching skills.</p> <p>4. Program goals and performance measures.</p> <p>5. Program evaluation.</p> <p>(3) Practicum experience in gifted programs.</p> <p>NOTE: Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.</p>

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	Q53b Provide comments about GT teacher training requirements in your state.
Maryland	<p>A. Teachers and other personnel assigned specifically to work with students who have been identified as gifted and talented shall engage in professional learning aligned with the competencies specified by the Gifted and Talented Education Specialist certification in COMAR 13A.12.03.12. COMAR13A.04.07.04A</p> <p>B. Teachers who wish to pursue leadership roles in gifted and talented education shall be encouraged to obtain Gifted and Talented Education Specialist certification as defined in COMAR 13A.12.03.12. COMAR13A.04.07.04B</p>
Minnesota	Though not required, teacher preparation certificates and graduate coursework are highly desirable credentials for gifted education specialists, coordinators and directors. Throughout the school year educators have the opportunity to attend professional learning workshops on timely topics. These workshops are provided by the state and are intended to increase the skill and capacity of teachers, specialists and administrators to meet the needs of gifted learners. The annual Hormel Foundation Gifted and Talented Symposium extends learning and focuses on creating equitable systems of identification and support for highly able learners.
North Carolina	All AIG teachers in the state of NC must have an AIG Add-On License to their primary educator license if they are funded by the state AIG allocation. LEAs and Charter Schools may determine other professional learning requirements for other personnel based on the NC AIG Program Standards.
North Dakota	Interested individuals may complete the Praxis Assessment to have a gifted and talented endorsement that can be added to a professional teaching license.
Ohio	<p>In the state of Ohio, gifted intervention specialists are educators who hold valid licensure or endorsement in gifted education and provide services to students who are identified as gifted. As of January 1, 2019, successful candidates for gifted education licensure or endorsement must take and pass the content assessment, Ohio Assessments for Educators - Gifted Education.</p> <p>In addition, districts may designate general education teachers as providers of gifted services. These educators must receive professional development from an educator who holds licensure or endorsement in gifted education, a graduate degree in gifted education, or is a state or national presenter in gifted education as follows:</p> <p>For general education teachers who are designated providers of gifted services and who have earned at least 24 hours of certified AP or IB training within the past five years, at least 7.5 clock hours of gifted education professional development each year over four years (a minimum total of 30 clock hours) related to the following competencies:</p> <p>The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness;</p> <p>The ability to select, adapt or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;</p> <p>The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;</p> <p>The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments; and</p> <p>The ability to participate in the development of the Written Education Plan.</p> <p>For general education teachers who are designed providers of gifted services and who have NOT earned at least 24 hours of certified AP or IB training within the past five years, at least 15 clock hours of gifted education professional development each year over four years (a minimum of 60 total clock hours) related to the following competencies:</p> <p>The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness;</p> <p>The ability to select, adapt or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;</p> <p>The ability to provide an extension or replacement of the general education curricula to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs;</p> <p>The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;</p>

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Q53b Provide comments about GT teacher training requirements in your state.

Ohio (continued)	<p>The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;</p> <p>The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;</p> <p>The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and</p> <p>The ability to participate in the development of the Written Education Plan.</p> <p>General education teachers who are designated providers of gifted services are also required to receive ongoing support from an educator with gifted licensure or endorsement and district-determined hours of ongoing gifted education professional development after the total clock hour requirements are met.</p>
Pennsylvania	Any Instructional certification in any area and level is required for teachers of gifted with gifted specific training through Intermediate Units to teach enrichment. To teach course-specific content that is graded and weighted the teacher must meet highly qualified status.
South Carolina	South Carolina requires the Gifted and Talented Endorsement for teachers of gifted students. South Carolina funds some graduate courses in the nature and needs of gifted learners and introduction to curriculum for gifted learners. These two courses are required for teacher endorsement in gifted education and address foundational professional development needs of teachers of the gifted and talented. Although these courses are beneficial and will continue, best practices suggest that more extensive training that is ongoing is necessary for teachers to establish full professional credentials in the field of gifted education.
Texas	School districts shall ensure that: (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students; (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester; (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.
Utah	In secondary programs, a GT endorsement is required.
Virginia	School divisions can require teachers to have gifted education endorsement -- a few require this endorsement. The Regulations require that training in the gifted education competencies occur each year. Since these competencies comprise 4 college courses, school divisions only address a few competencies each year.
Wisconsin	Training is encouraged but is not required
Wyoming	The Professional Teaching Standards Board, which licenses teachers, requires teachers to be certified with a GT Endorsement if the course or class is titled Gifted and Talented. If students are not receiving credit or the course is for enrichment, the teacher does not need to be certified in Gifted and Talented.

Table 42B. Comments and More Information about Training Requirements for Teachers of the Gifted

	Q53c Please provide a URL/link to the policy regarding licensure, endorsement, or credentialing.
Alabama	https://www.alabamaachievers.org/wp-content/uploads/2021/02/290-3-2-Educator-Certification-Chapter-Effective-4-24-16.pdf
Arizona	https://www.azed.gov/sites/default/files/2017/02/Requirements%20for%20Endorsement%20-%20Gifted.pdf?id=58a22a041130c2091cf212c9
Arkansas	Pages 14 - 16, Pages 20-25 - https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf https://dese.ade.arkansas.gov/Offices/educator-effectiveness/educator-licensure/adding-to-a-license
Colorado	https://www.cde.state.co.us/cdeprof/giftededucationcorerules https://www.cde.state.co.us/cdeprof/giftededucationspecialistrules https://www.cde.state.co.us/educatortalent/directorspedandgiftedrules
Delaware	https://regulations.delaware.gov/AdminCode/title14/1500/1572.shtml#TopOfPage
Florida	https://www.flrules.org/gateway/RuleNo.asp?title=CERTIFICATION&ID=6A-4.01791
Georgia	https://www.gapsc.com/Rules/Current/Certification/505-2-.98.pdf https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.90.pdf
Iowa	https://www.legis.iowa.gov/docs/iac/chapter/11-05-2008.282.14.pdf
Kentucky	https://apps.legislature.ky.gov/law/kar/titles/016/002/110/
Louisiana	Bulletin 746, Bulletin 746—Louisiana Standards for State Certification of School Personnel §1321 Requirements to add Academically Gifted and §539.Artist or Talented Certificate, https://www.doa.la.gov/media/ebbnvnr2/28v131.doc
Maine	https://www.maine.gov/sos/cec/rules/05/071/071c104.doc
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.07.04.htm http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.03.12.htm
Missouri	https://dese.mo.gov/media/pdf/gifted-certification-requirements
Nevada	https://www.leg.state.nv.us/NAC/NAC-391.html#NAC391Sec394
New York	http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-gifted-education-extensions
North Carolina	https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-add-licensure https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-legislation
North Dakota	https://www.nd.gov/espb/licensure/license-information
Ohio	https://codes.ohio.gov/ohio-administrative-code/rule-3301-24-05 https://codes.ohio.gov/ohio-administrative-code/rule-3301-24-14 https://codes.ohio.gov/ohio-administrative-code/rule-3301-51-15
Oklahoma	https://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=91287
Pennsylvania	http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.5.html&d=
South Carolina	https://ed.sc.gov/instruction/standards-learning/advanced-academic-programs/gifted-and-talented/
Tennessee	Currently under revision.
Texas	https://tea.texas.gov/sites/default/files/ch089a.pdf

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Q53c Please provide a URL/link to the policy regarding licensure, endorsement, or credentialing.

Virginia	Regulations requiring training: https://law.lis.virginia.gov/admincode/title8/agency20/chapter40 Competencies in gifted education: https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section320
Washington	https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/gifted-education/
West Virginia	http://wvde.state.wv.us/policies/policy.php?p=5202&alt=1
Wyoming	W.S. 21-2-802(a) https://wyoleg.gov/statutes/compress/title21.pdf

Table 43. Pre-Service University Requirements in GT for All Teacher Candidates

Q54 Are all pre-service teacher candidates in your state required to take university coursework in gifted education?	
Department of Defense	
District of Columbia	No
Puerto Rico	
Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California	No
Colorado	No
Connecticut	No
Delaware	No
Florida	No
Georgia	No
Hawaii	No
Idaho	Yes
Illinois	No
Indiana	No
Iowa	Yes
Kansas	No
Kentucky	No
Louisiana	No
Maine	Yes
Maryland	No
Massachusetts	No
Michigan	No
Minnesota	No
Mississippi	
Missouri	No
Montana	No
Nebraska	No
Nevada	No
New Hampshire	No
New Jersey	No
New Mexico	No
New York	No
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	No
Oregon	No
Pennsylvania	No
Rhode Island	No
South Carolina	No
South Dakota	
Tennessee	No
Texas	No
Utah	No
Vermont	No
Virginia	Yes
Washington	No
West Virginia	No
Wisconsin	No
Wyoming	No
Summary n = 49	Yes = 4 No = 45

Q54b Please provide a URL/link to the policy requiring pre-service coursework in gifted education.

Idaho	https://www.sde.idaho.gov/cert-psc/psc/standards/files/standards-initial/Standards-for-Initial-Certification-for-Program-Reviews-after-July-1-2022.pdf
Iowa	https://www.legis.iowa.gov/docs/iac/chapter/02-12-2020.281.79.pdf
Maine	A course is required related to exceptional students. Gifted students would be included in these exceptionalities.
Virginia	https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/section190/

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Table 44. GT Professional Learning Requirements for Administrators**Q55** Is professional learning for administrators on the nature and needs of gifted students required in your state?

Department of Defense		Missouri	No
District of Columbia	No	Montana	No
Puerto Rico		Nebraska	No
Alabama	No	Nevada	Determined by the LEA
Alaska	No	New Hampshire	No
Arizona	Determined by the LEA	New Jersey	Determined by the LEA
Arkansas	No	New Mexico	Determined by the LEA
California	Determined by the LEA	New York	No
Colorado	Determined by the LEA	North Carolina	Determined by the LEA
Connecticut	Determined by the LEA	North Dakota	Determined by the LEA
Delaware	No	Ohio	No
Florida	No	Oklahoma	Determined by the LEA
Georgia	Determined by the LEA	Oregon	No
Hawaii	No	Pennsylvania	Determined by the LEA
Idaho	Determined by the LEA	Rhode Island	Determined by the LEA
Illinois	Determined by the LEA	South Carolina	No
Indiana	No	South Dakota	
Iowa	Yes	Tennessee	No
Kansas	Determined by the LEA	Texas	Yes
Kentucky	Yes	Utah	Determined by the LEA
Louisiana	No	Vermont	
Maine	No	Virginia	Determined by the LEA
Maryland	Determined by the LEA	Washington	No
Massachusetts	No	West Virginia	Determined by the LEA
Michigan	No	Wisconsin	No
Minnesota	No	Wyoming	No
Mississippi		Summary	Yes = 3
		n = 48	No = 25
			Determined by LEA = 20

Q55b Please provide a URL/link to the policy requiring coursework in gifted education for administrators.

Iowa	https://www.legis.iowa.gov/docs/iac/chapter/02-12-2020.281.79.pdf
Kentucky	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Texas	https://tea.texas.gov/sites/default/files/ch089a.pdf

Table 45. GT Professional Learning Requirements for Counselors

Q56 Is professional learning for counselors on the nature and needs of gifted students required in your state?

Department of Defense		Missouri	No
District of Columbia	No	Montana	No
Puerto Rico		Nebraska	No
Alabama	Determined by the LEA	Nevada	Determined by the LEA
Alaska	No	New Hampshire	No
Arizona	Determined by the LEA	New Jersey	Determined by the LEA
Arkansas	No	New Mexico	Determined by the LEA
California	Determined by the LEA	New York	Determined by the LEA
Colorado	Determined by the LEA	North Carolina	Determined by the LEA
Connecticut	Determined by the LEA	North Dakota	Determined by the LEA
Delaware	No	Ohio	No
Florida	No	Oklahoma	Determined by the LEA
Georgia	Determined by the LEA	Oregon	No
Hawaii	No	Pennsylvania	Determined by the LEA
Idaho	Determined by the LEA	Rhode Island	Determined by the LEA
Illinois	Determined by the LEA	South Carolina	No
Indiana	Determined by the LEA	South Dakota	
Iowa	Yes	Tennessee	No
Kansas	Determined by the LEA	Texas	Yes
Kentucky	No	Utah	Determined by the LEA
Louisiana	No	Vermont	
Maine	No	Virginia	Determined by the LEA
Maryland	Determined by the LEA	Washington	No
Massachusetts	No	West Virginia	No
Michigan	No	Wisconsin	No
Minnesota	No	Wyoming	No
Mississippi		Summary	Yes = 2
		n = 48	No = 24
			Determined by the LEA = 22

Q56b Please provide a URL/link to the policy requiring coursework in gifted education for counselors.

Iowa	https://www.legis.iowa.gov/docs/iac/chapter/02-12-2020.281.79.pdf
Texas	https://tea.texas.gov/sites/default/files/ch089a.pdf

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Table 46. GT Professional Learning Requirements for Special Education Professionals**Q57** Is professional learning for special education professionals on the nature and needs of gifted students required in your state?

Department of Defense		Missouri	No
District of Columbia	No	Montana	No
Puerto Rico		Nebraska	No
Alabama	Determined by the LEA	Nevada	Determined by the LEA
Alaska	No	New Hampshire	No
Arizona	Determined by the LEA	New Jersey	Determined by the LEA
Arkansas	No	New Mexico	Determined by the LEA
California	Determined by the LEA	New York	Determined by the LEA
Colorado	Determined by the LEA	North Carolina	Determined by the LEA
Connecticut	No	North Dakota	No
Delaware	No	Ohio	No
Florida	No	Oklahoma	Determined by the LEA
Georgia	Determined by the LEA	Oregon	No
Hawaii	No	Pennsylvania	Determined by the LEA
Idaho	Determined by the LEA	Rhode Island	Determined by the LEA
Illinois	Determined by the LEA	South Carolina	No
Indiana	Determined by the LEA	South Dakota	
Iowa	Yes	Tennessee	No
Kansas	Determined by the LEA	Texas	No
Kentucky	No	Utah	Determined by the LEA
Louisiana	No	Vermont	
Maine	Yes	Virginia	Determined by the LEA
Maryland	Determined by the LEA	Washington	No
Massachusetts	No	West Virginia	No
Michigan	No	Wisconsin	No
Minnesota	No	Wyoming	No
Mississippi		Summary	Yes = 2
		n = 48	No = 26
			Determined by the LEA = 20

Q57b Please provide a URL/link to the policy requiring coursework in gifted education for special education professionals.

Iowa	https://www.legis.iowa.gov/docs/iac/chapter/02-12-2020.281.79.pdf
Maine	All education programs require a course related to exceptional students. Gifted students would be included in these exceptionalities.

Section VI: Factors Impacting Gifted Services

Table 47. Factors Impacting Gifted Education Services

	Q12 Please select the top five most influential components impacting gifted education services in your state.																								
	Change in state funding for education (indirect effect on G/T)	Change in state funding for gifted education (direct effect on G/T)	Decrease in general education formula (funding or FTE)	Focus on student growth for accountability	State assessments	Compliance/monitoring	Lack of compliance/monitoring	Standards-based education	State mandate	Lack of state mandate	Professional development initiatives in gifted education	State accreditation	Lack of recognition of GT students in federal education law	Site-based decision making or local control	Ability grouping debate	Charter schools	Differentiated instruction	Focus on needs in STEM	Response to Intervention (RTI) framework	Multi-Tiered Systems of Support (MTSS) framework	Acceleration implementation	Common Core state standards	State ESSA plan	Effective educator/administrator reform	Other (If selected, please describe the force(s) affecting gifted education in your state)
Department of Defense						•		•			•				•							•			
District of Columbia																									
Puerto Rico																									
Alabama		•				•			•				•	•											
Alaska			•						•					•											
Arizona		•							•		•		•	•											
Arkansas				•		•			•			•		•											
California		•								•				•							•				GATE Testing
Colorado						•			•		•		•	•											
Connecticut									•		•			•			•								
Delaware				•			•		•					•		•									
Florida				•									•	•							•			•	
Georgia					•						•			•			•						•		
Hawaii						•				•	•		•				•								
Idaho		•										•		•						•					Unfunded state mandate
Illinois				•			•			•											•			•	
Indiana							•								•	•		•						•	
Iowa					•	•			•				•	•											
Kansas	•												•	•					•	•					
Kentucky	•	•				•			•				•												
Louisiana				•	•		•	•	•																
Maine														•											

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Q12 Please select the top five most influential components impacting gifted education services in your state.

	Change in state funding for education (indirect effect on G/T)	Change in state funding for gifted education (direct effect on G/T)	Decrease in general education formula (funding or FTE)	Focus on student growth for accountability	State assessments	Compliance/monitoring	Lack of compliance/monitoring	Standards-based education	State mandate	Lack of state mandate	Professional development initiatives in gifted education	State accreditation	Lack of recognition of GT students in federal education law	Site-based decision making or local control	Ability grouping debate	Charter schools	Differentiated instruction	Focus on needs in STEM	Response to Intervention (RTI) framework	Multi-Tiered Systems of Support (MTSS) framework	Acceleration implementation	Common Core state standards	State ESSA plan	Effective educator/administrator reform	Other (If selected, please describe the force(s) affecting gifted education in your state)
Maryland									•				•	•			•						•		
Massachusetts																									
Michigan										•			•	•					•	•					
Minnesota				•									•	•			•				•				
Mississippi										•	•		•				•				•				
Missouri				•	•	•								•											New law goes into effect in the next school year that mandates gifted education services, clearly a big change from a permissive system.
Montana				•					•		•			•						•					
Nebraska				•						•				•						•			•		
Nevada	•					•							•	•		•									
New Hampshire		•								•	•			•											The pandemic has impacted recognition of and focus on gifted and talented students as all schools have been forced to respond to immediate health-related challenges.
New Jersey					•	•			•		•			•											
New Mexico							•		•				•	•						•					
New York	•									•															
North Carolina				•	•				•		•			•											
North Dakota				•						•			•	•									•		
Ohio	•									•			•	•							•				
Oklahoma				•				•	•								•								Returning to in-person learning.
Oregon				•		•	•						•										•		

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Q12 Please select the top five most influential components impacting gifted education services in your state.

	Change in state funding for education (indirect effect on G/T)	Change in state funding for gifted education (direct effect on G/T)	Decrease in general education formula (funding or FTE)	Focus on student growth for accountability	State assessments	Compliance/monitoring	Lack of compliance/monitoring	Standards-based education	State mandate	Lack of state mandate	Professional development initiatives in gifted education	State accreditation	Lack of recognition of GT students in federal education law	Site-based decision making or local control	Ability grouping debate	Charter schools	Differentiated instruction	Focus on needs in STEM	Response to Intervention (RTI) framework	Multi-Tiered Systems of Support (MTSS) framework	Acceleration implementation	Common Core state standards	State ESSA plan	Effective educator/administrator reform	Other (If selected, please describe the force(s) affecting gifted education in your state)
Pennsylvania						•			•		•		•	•							•				Lack of funding
Rhode Island										•				•			•								
South Carolina	•				•						•		•	•											
South Dakota																									
Tennessee				•			•	•		•			•		•		•								
Texas		•	•	•		•	•							•											
Utah											•		•	•			•							•	
Vermont																									Vermont's collective focus is to ensure educational equity by leveraging student-centered learning and flexible pathways that create a diversity of rich experiences and opportunities for all students to meet those standards.
Virginia					•	•		•	•		•														
Washington	•								•					•	•							•			
West Virginia								•					•	•				•			•				
Wisconsin	•						•		•	•			•									•			
Wyoming												•		•			•	•		•					
Summary n = 49	6	8	3	16	6	11	9	6	19	12	16	4	24	35	4	2	12	2	2	7	9	2	4	5	7

*Multiple responses possible

Table 48. State Policies that Impact Gifted Education Services

	Q65 Please provide the URLs/links to any new or changed state policies that impact gifted education services in your state from the last three years and explanation.
Alabama	We did not have any policy changes that impacted gifted education services in our state.
Arizona	A new Gifted G weight was added to the state's school finance funding formula beginning in SY21-22: https://www.azed.gov/finance/fy-2022-gifted-add-payment Additionally, \$850,000 was appropriated in SY21-22 and SY22-23 for the SEA to procure and provide an instrument to allow for universal screening of all 2nd grade public school students statewide: https://www.azed.gov/gifted-education
Indiana	As funding is not specific to addressing the equity/excellence gap in gifted education, IC 20-36-2-2 Sec. 2 (2) requires student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. And IC 20-36-2-2 Sec. 2 (6) states that programs must use best practices to increase the number of participants in high ability student programs who are from racial and ethnic groups that have been underrepresented in those programs.
Minnesota	The state of Minnesota fully implemented the Ed-Fi Implementation of the new Ed-Fi reporting system includes student level reporting in gifted education. Data sets collected are: whole grade and subject acceleration, in-school and out-of- school enrichment, advanced academics and full-time gifted services. Links to Ed-fi information are found here: https://education.mn.gov/MDE/dse/datasub/edfi/doc/
Missouri	In July 2022 Governor Parson signed into law SB 861, which requires services for gifted and talented learners (sec. 162.720). https://www.senate.mo.gov/22info/BTS_Web/Bill.aspx?SessionType=R&BillID=71259862 ¹
Nevada	https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB555.pdf
New Hampshire	https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/technical-advisory-gifted-and-talented_0.pdf
New Jersey	https://www.nj.gov/education/standards/gifted/legislation.shtml
New York	N/A
North Carolina	Session Law 2019-185: Provides that qualified 9th and 10th grade students determined to academically gifted may participate in the College Transfer Pathway of Career and College Promise: https://www.ncleg.gov/EnactedLegislation/SessionLaws/PDF/2019-2020/SL2019-185.pdf Session Law 2019-120: Revises Advanced Mathematics course enrollment. All students in grades 3-5 who earn at the highest level on an EOG mathematics assessment shall be offered advanced learning opportunities in mathematics the following year. Students in grades 6 and higher who earn at the highest level on an EOG or EOC mathematics assessment shall be placed in an advanced mathematics course in the following year; for those students in grade 7 who earn at the highest level on the EOG in mathematics, they shall be placed in a high school mathematics course in eighth grade: https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S500v7.pdf
North Dakota	N/A
Texas	https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf

¹ Change occurred after the report time period (2020-21) but may be of interest to the reader.

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Q65 Please provide the URLs/links to any new or changed state policies that impact gifted education services in your state from the last three years and explanation.

Virginia	New proposed Regulations Governing Educational Services for Gifted Students were proposed and passed (10/15/2020) by the Board of Education (BOE). These Regulations go through a regulatory process (a series of sign-offs and public comments) after the Governor does the initial sign-off. However, they were passed by the BOE, sent through initial sign-offs and were withdrawn from the Governor's Office by the BOE on April 22, 2021. Here is the link to the Regulations that were initially passed by the BOE but withdrawn from the regulatory process. Go to Item J on the agenda: https://www.doe.virginia.gov/boe/meetings/2020/10-oct/agenda-101520.shtml
Washington	NA
Wisconsin	WI State Budget 2021-23 2021 WI Act 58: Funding for G/T grant doubled from \$237,200 to \$474,400 based on work between WATG and Sen. Bernier and Rep. Petryck. See increase and description on pages 594 and 613. See https://docs.legis.wisconsin.gov/misc/lfb/budget/2021_23_biennial_budget/202_comparative_summary_of_provisions_2021_act_58_august_2021_entire_document

Table 49A. State Policy and/or Initiative to Address the Equity/Excellence Gap

Q67 Does your state have a policy and/or initiative to address the equity/excellence gap for gifted students?

Department of Defense		Missouri	Yes
District of Columbia		Montana	No
Puerto Rico		Nebraska	No
Alabama	Determined by the LEA	Nevada	Determined by the LEA
Alaska		New Hampshire	No
Arizona	Determined by the LEA	New Jersey	Yes
Arkansas	No	New Mexico	No
California	Determined by the LEA	New York	No
Colorado	Determined by the LEA	North Carolina	Yes
Connecticut		North Dakota	Determined by the LEA
Delaware	No	Ohio	Yes
Florida	Yes	Oklahoma	Determined by the LEA
Georgia	Yes	Oregon	No
Hawaii	No	Pennsylvania	Yes
Idaho	No	Rhode Island	Determined by the LEA
Illinois	Determined by the LEA	South Carolina	No
Indiana	No	South Dakota	
Iowa	No	Tennessee	No
Kansas	No	Texas	Yes
Kentucky	No	Utah	Determined by the LEA
Louisiana	No	Vermont	
Maine	Determined by the LEA	Virginia	No
Maryland	Yes	Washington	Yes
Massachusetts		West Virginia	Determined by the LEA
Michigan	No	Wisconsin	No
Minnesota	Determined by the LEA	Wyoming	No
Mississippi		Summary	Yes = 10
		n = 44	No = 21
			Determined by the LEA = 13

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Table 49B. State Policy and/or Initiative to Address the Equity/Excellence Gap

	English Learners	Racially/ ethnically/ culturally diverse students	Twice exceptional (2E)	Rural	Socioeconomic status (e.g., qualifies for free/ reduced lunch)
Florida	•				•
Georgia				•	
Maryland	•	•			•
Missouri	•	•	•	•	•
New Jersey	•		•		
North Carolina	•	•	•		•
Ohio		•		•	•
Pennsylvania	•	•	•	•	•
Texas	•	•	•	•	•
Washington	•				
Summary n = 10	8	6	5	5	7

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Table 50. How States Address the Equity/Excellence Gap

	Q66. Please select the way(s) your state is addressing the equity/excellence gap in gifted education:										
	State policy or initiative	Universal screening	Using alternative assessment (e.g., nonverbal tests like the NNAT)	Using specialized checklists (e.g., CLED checklist)	Teacher training/professional development	Engagement of families and communities of color	Culturally responsive teaching	Hiring diverse faculty	Conducting research	Javits funding	Other
Alabama		•	•	•	•		•				
Arizona	•	•			•	•				•	
Arkansas					•						Regional GT Specialists have goals that address the equity/excellence gap in gifted education. LEA risk assessments include elements related to equitable services for all student groups.
California											We do not address this at the state level.
Colorado		•	•	•	•	•	•				
Connecticut					•		•				
Delaware			•		•		•	•			
Georgia	•				•						Collaboration with the Office of Rural Education and Innovation
Hawaii						•					
Illinois							•	•	•		
Indiana					•						
Iowa											
Kansas					•		•		•		
Kentucky	•	•	•		•		•	•			
Louisiana		•	•								
Maine	•	•							•		
Maryland	•				•					•	
Minnesota					•	•	•		•	•	Advocacy
Missouri	•	•	•	•	•		•	•			
Nebraska					•						
Nevada											LEAs make all decisions

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Q66. Please select the way(s) your state is addressing the equity/excellence gap in gifted education:

	State policy or initiative	Universal screening	Using alternative assessment (e.g., nonverbal tests like the NNAT)	Using specialized checklists (e.g., CLED checklist)	Teacher training/professional development	Engagement of families and communities of color	Culturally responsive teaching	Hiring diverse faculty	Conducting research	Javits funding	Other
New Hampshire											
New Jersey	•				•						
New Mexico			•				•				
New York											N/A
North Carolina	•				•						
North Dakota		•	•	•	•	•	•	•	•	•	
Ohio	•	•	•		•		•				
Oklahoma					•		•			•	
Oregon	•				•		•				
Pennsylvania	•				•		•		•		Applied for a Javits Grant in April of 2022 to address the disproportionality. Grants will be awarded in August 2022.
South Carolina			•		•						
Tennessee											Do not do that
Texas	•		•		•						
Virginia			•	•	•						
Washington			•		•						
Wisconsin					•		•			•	
Summary *Multiple responses possible n = 35	12	9	13	5	27	4	15	5	7	6	8

The following states did not respond: Department of Defense, District of Columbia, Puerto Rico, Alaska, Florida, Idaho, Massachusetts, Michigan, Mississippi, Montana, Rhode Island, South Dakota, Utah, Vermont, West Virginia, Wyoming

Table 51. Comments on Addressing the Equity/Excellence Gap

	Q67c If applicable, please provide comments regarding the ways in which your state is addressing the equity/excellence gap in gifted education.
Alabama	The state department works with LEAs to identify strategies to use in equitably identifying students for gifted programming. A book study was conducted with gifted coordinators and specialists to address underserved gifted students. Resources were purchased and provided to LEAs for the purpose of encouraging talent development in K-2.
Arkansas	<p>*Risk Assessment includes calculation of equity gaps. If gaps exist, risk is increased.</p> <p>*Equity Gaps Calculations Worksheet for Districts/Coops</p> <p>*Recommendations/conversations during statewide meeting, meetings with regional specialists and district coordinators, and onsite technical assistance visits - regarding universal screeners and whole group enrichment data</p> <p>*Supporting regional Educational Service Center GT Specialists by providing PD related to identification of underserved populations</p> <p>*Regional GT Specialists have goals that address the equity/excellence gap in gifted education.</p>
Colorado	Colorado has revised identification guidance in support of equitable identification practices, and we have developed guidance specific to identification of English Learners. Talent development is encouraged as a way to serve students prior to formal identification. We also identify in all academic areas (reading, writing, mathematics, science, social studies, and world language), talent areas (visual arts, performing arts, music, dance, psychomotor), creative or productive thinking, and leadership.
Delaware	Delaware SEA and LEAs have focused on providing professional learning opportunities for teachers and administrators to understand dual exceptionalities including services for English Language Learners https://www.doe.k12.de.us/domain/595
Georgia	We are partnering with our division of Rural Education and Innovation (REI) to broaden access for gifted services. Our agency has established the division of Rural Education and Innovation to provide a continued, cabinet-level voice for the needs of rural Georgia, establish state and community partnerships to channel resources, and identify funding opportunities within the agency to support rural areas of our state https://www.gadoe.org/rural/Pages/default.aspx
Hawaii	We offer online training for elementary and middle school teachers that include modules on addressing equity/excellence gap in gifted education.
Illinois	Through state statute, ISBE has elevated the level of data collection required at the local district level on an annual basis. This, along with the newly implemented Equity Journey Continuum will allow us to conduct data analysis and research related to opportunity gaps. More initiatives have been focused on other Advanced Academic Programs, such as Accelerated Placement, which now requires the automatic enrollment of every student who scores at or above a specific level on state/nationally normed assessments.
Kansas	The Gifted consultant is working to create professional development that is responsive to equity gaps in education. The Kansas chapter of NAGC (KGTC) is asking specifically for professional development around equity gaps in gifted education in Kansas.
Kentucky	Through training and communication, the state of Kentucky is addressing the equity/excellence gap in gifted education.
Maine	We are currently working on it by collecting data.
Maryland	Maryland Jacob Javits grant is focused on improving identification, services, and programs for all students, especially those from historically underrepresented student groups.
Minnesota	Minnesota Department of Education (MDE) provides training opportunities for educators, administrators and policy makers creating systems of support gifted and highly able learners throughout the school year. The annual Hormel Foundation Gifted and Talented Education Symposium focuses on strategies for implementing equitable and inclusive systems of identification and services. All work MDE is viewed through a lens equity, inclusion and diversity. Further, the gifted and talented education specialist collaborates with the other specialists including specialists in ethnic studies, Indigenous Americans, multi-linguals, federal programs, special education and early childhood education. The Office of Indian Education and the Office of Diversity, Equity and Inclusion frequently provide training and consultation that aids the gifted education specialist in her work. At MDE, we advocate statewide for universal screening and talent development services. Acceleration to find a better match between student instructional needs and the curriculum is a frequently used strategy to address the needs of all students. We focus on providing a challenging and appropriate education. Services are driven by student need rather than student label.

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Q67c If applicable, please provide comments regarding the ways in which your state is addressing the equity/excellence gap in gifted education.

Missouri	<p>We have three main initiatives:</p> <ol style="list-style-type: none"> 1. Guidance: https://dese.mo.gov/media/pdf/identifying-and-serving-traditionally-underrepresented-gifted-students AND https://dese.mo.gov/media/pdf/using-local-norms-equitably-identify-gifted-learners-0 2. Professional Learning: I am presenting at conferences, my Gifted and Talented Tuesday events, and at school districts on the importance of equity and excellence. 3. Alternate Identification Plans (see page 9; the page number is printed on right bottom): https://dese.mo.gov/media/pdf/gifted-education-program-guidelines-0
New Jersey	<p>In November 2019, the NJDOE convened its first Strengthening Gifted and Talented Education Advisory Committee (SGTEAC). Committee members include GT teachers, administrators, principals, superintendents, and other experts throughout the State. As a result, sub-committees were established in the following areas: 1) Strengthening Gifted Education Law Implementation; 2) Professional Development for Administrators, Teachers, Preservice Teachers; 3) Identification; 4) Programming Options and Services; and 5) Intersectionality of Cognitive and Affective Needs.</p> <p>Our Title III Coordinator is also an active member of SGTEAC to ensure ELLs and Immigrant students are included in gifted education discussions and planning.</p> <p>The SEA also works with an executive group of 10 gifted education experts within SGTEAC to assist with planning meetings and reviewing gifted education content.</p>
New York	N/A
North Carolina	<p>In the fall of 2019, NCDPI launched a Call to Action strategic initiative for realizing equity and excellence in gifted education which identified six critical actions to do so. A year later, we launched a Guidebook to share Promising Practices which highlight the work being accomplished in the districts aligned with the critical actions along with a comprehensive annotated bibliography to further support work in these critical actions. In addition, in June 2021, our State Board of Education approved our revised NC AIG Program Standards, which now explicitly include standards and practices which address issues of equity. NC has worked on many of these issues throughout the last decade, however, by raising the urgency and focusing on actions versus ideas with a variety of leaders in district and charter schools, we will further change mindsets, policies and practices and realize equity and excellence in gifted education. To view NC's Call to Action, please visit: https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/call-action-equity-and-excellence</p>
North Dakota	<p>The Guidelines for Gifted Programming were reviewed by a state stakeholder team who revised and renamed the document to ND Best Practices for Gifted Education Guide. Content contains information related to closing the equity gap and including diverse students in gifted and talented programs. NAGC Standards are incorporated throughout the document. Professional learning activities have taken place with school administrators and through the ND Association for Gifted Children (NDAGC).</p>
Ohio	<p>As of July 2017, Ohio's Operating Standards for Identifying and Serving Students Who are Gifted (Ohio Administrative Code 3301-51-15) requires public school districts (city, local, and exempted village) to provide whole-grade testing for gifted identification for all students once in the K-2 grade band and once in the 3-6 grade band for the following identification areas: Superior cognitive ability, Specific academic ability in mathematics, Specific academic ability in reading/writing, and Creative thinking ability. The gifted operating standards also require specified clock hours of professional development for general education teachers who are designated providers of gifted service, covering several competencies, including culturally responsive pedagogy and the social and emotional needs of students who are gifted. In addition, the gifted operating standards clarify that service criteria shall not be unduly restrictive. Unduly restrictive criteria is criteria that has the effect of limiting access to services for populations of students.</p>

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Q67c If applicable, please provide comments regarding the ways in which your state is addressing the equity/excellence gap in gifted education.

Ohio (continued)	<p>In 2019, the Ohio Department of Education began the process of developing a state plan for improving and strengthening outcomes for students who are gifted. As required by Ohio Administrative Code 3301-51-15, Ohio's Gifted Advisory Council assists with this project. This multi-year project began with the review and analysis of state data related to gifted identification and services. In 2021, three workgroups were created to assist the Department with the next steps of the project. Each workgroup has a particular area of focus: equitable identification practices, highly effective student supports and services, and job-embedded professional development. Workgroups reviewed and discussed current research and best practices related to their areas of focus and assisted with the development of a stakeholder engagement plan. Broad stakeholder engagement will assist the Department with identifying the successes, challenges, and needed improvements across areas such as identification, gifted services and instruction, acceleration, talent development, professional development, and educator recruitment and retention. Future project steps include enacting the stakeholder engagement plan, identifying themes from stakeholder feedback, and developing recommendations for Ohio's plan to improve and strengthen outcomes for students who are gifted. After this plan is developed, additional next steps will include resource development and plan implementation.</p> <p>In addition to this plan, Senate Bill 310, passed in December 2020, commissioned multiple education cost-related research projects. Responsibility for these research projects falls across multiple offices at the Ohio Department of Education. One such study requires the Department to develop recommendations for an incentive program for rural school districts to provide services for students identified as gifted. This study focuses on Ohio's 231 rural school districts and will identify the barriers to gifted identification and service provision and existing best practices related to identification and service provision. It will also identify possible incentives to support districts in gifted identification and service provision and describe a plan for implementing those incentives, including the costs associated with those incentives. These recommendations are due to the Ohio legislature in December 2022.</p>
Oklahoma	Oklahoma received a Javits Grant in 2017 that is used to address equity in gifted and talented education.
Pennsylvania	Primarily the state has an equity initiative for equity in education in general. In the gifted group, we are conducting book studies with districts and teachers as well as collecting data and analyzing the data across the Commonwealth related to equity issues. Additionally, we are providing professional development and technical assistance to districts regarding evidenced-based best practices for screening and evaluation procedures. We will begin (2022-2023) training administrators, psychologists, and general education and gifted support teachers across the Commonwealth specifically to be talent scouts as we shift to non-biased referral practices.
South Carolina	Professional development is provided districts on establishing and using local norms for local identification.
Tennessee	The funding will change in a year. Tennessee currently has a new funding law, the Tennessee Investment Student Achievement Act, which will include GT. It was approved this year and will be active for one year.
Texas	Districts are to evaluate their programs to determine how reflectively the program enrollment is to district enrollment numbers.
Utah	NA
Washington	Professional learning about identification and services for underserved student groups and strategies for talent development

Table 52. Effects of the COVID-19 Pandemic on Gifted Education

	Q68 In what ways has the COVID-19 pandemic impacted gifted education in your state?
Alabama	The pandemic affected our Second-Grade Child Find process when students were in the virtual learning setting. Completion of teacher behavior rating scales was difficult. Our state provided a waiver from the child find process for the 2020-2021 SY, so many LEAs completed the process for both second and third graders during the 2021-2022 SY. Gifted pull-out services were impacted due to virtual learning.
Arkansas	Increased understanding of the flexibility that exists within state standards for serving gifted students
California	We have not gathered any information about this subject
Colorado	We have seen gifted staff pulled to other roles to support cohorting of students into smaller groups, online options have increased and along with that some flexibility for gifted learners to move beyond grade level as needed.
Connecticut	Remote learning impacted students from a social and emotional standpoint.
Delaware	Covid impacted the ability to identify students. It also made teacher recommendation for gifted students more challenging because teachers were unable to build relationships as they have in the past.
Georgia	We are a local control state. LEAs have worked to meet the needs of the gifted learners in their individual districts. We have provided guidance and support for them.
Hawaii	While schools were conducting distance learning, no screening was taking place. Most schools felt there were so many other issues to deal with that gifted education was put on the back burner.
Idaho	The \$1 million-line-item funding for gifted education is not reinstated into the state budget. The impact has been fewer students identified, reduction of gifted FTE's and elimination of programs regardless of the state mandate.
Illinois	Data could have been affected by the suspension of in-person instruction during the 2020-21 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.
Indiana	Educator exhaustion and the lack of desire for professional growth and learning specific to gifted education.
Kansas	Gifted students, much like other special education students, are not receiving the same quality of services they were receiving before the pandemic.
Kentucky	Screening, identification, and services to gifted students.
Louisiana	Several school systems offered virtual gifted and talented instruction as an instructional service delivery model. All gifted and talented evaluations were conducted using recommended masking guidance and social distancing for indoor and outdoor activities.
Maine	COVID-19 increases the capacity to look for additional alternatives for gifted students in education and it increased individual needs for GT students.
Maryland	The COVID-19 pandemic disrupted in-person learning as well as GT identification and services. Available online universal screeners and many other assessment tools were seen as not secure and/or less valid and reliable than the in-person versions, so most of the data points and critical indicators used for identification were not available.
Michigan	Unknown

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Q68 In what ways has the COVID-19 pandemic impacted gifted education in your state?

Minnesota	<p>COVID-19 impacted all Minnesota school districts and charter schools through closure, student absence, and staffing shortages. During the early days of the pandemic, we discovered the existence of gaps in technology access and in health care. Statewide efforts to close those gaps have lessened their impact resulting in 1:1 technology purchases and expanded broadband and health care options. While some gifted learners and their families were frustrated by changes in instructional delivery and services, others enjoyed the opportunity to work from home and time to explore areas of passion. Many gifted learners adapted well and enjoyed increased opportunities for project-based learning. During this time, we were reminded daily of the incredible flexibility, dedication and compassion of Minnesota educators, administrators, and support staff. Remarkable things happened in many classrooms and homes as educators learned new and innovative ways of delivering instruction.</p> <p>When schools reopened many gifted learners experienced increased levels of anxiety and greater social and emotional needs. Staff shortages led to reassignment of some gifted education specialists to general classrooms changes in gifted services. The resulting changes were unintended and unavoidable. LEA efforts to ensure safety and minimize the impact of the pandemic on students led to difficult decisions. Their needs were often a sharp contrast to others who fell behind during the pandemic. Whole grade and subject acceleration requests have increased in LEAs across the state.</p>
Missouri	<p>We all experienced the same storm in different ships, so the impact varied. Many school districts were virtual in 2020-21 and many districts faced staffing shortages in 2021-22. Overall, there are fewer students identified as gifted now compared to pre-pandemic, for a variety of reasons. Also, our state testing shows, overall, lower test scores in Reading, Math, and Science. I am hearing reports about students not scoring as strongly on the WISC-V. There are several job openings for gifted educators next year as several people have retired.</p>
Nevada	Initially, we reduced the funding provided to districts. Districts determined how to provide services and identification practices.
New Hampshire	It is very hard to determine at this time. The pandemic has forced schools to redirect energy and resources to preventing the spread of the virus.
New Jersey	<p>The State is in the process of collecting quantifiable performance data on all students, including gifted education.</p> <p>Additionally, in July 2021, the Office of Supplemental Educational Programs hosted a statewide roundtable discussion where students from the West Windsor-Plainsboro Regional School District Gifted and Talented program shared strategies for student mental well-being and the work they have been doing to de-stigmatize mental health conversations, especially during the COVID-19 pandemic.</p>
New Mexico	Covid-19 made identification of gifted students incredibly difficult during 2020-2021. Providing appropriate programming was also difficult due to distance learning.
New York	N/A
North Carolina	During the pandemic, LEAs were forced to consider how to identify and serve students in the virtual environment. Our team developed specific resources to be used in a virtual environment. Recent data analyzing the learning loss for NC's students indicates that gifted students were among those who experienced learning loss as well. One of the positive impacts of COVID-19 was the increased communication with our gifted coordinators across the state, which increased the level of collaboration during this difficult time.
North Dakota	<p>The COVID-19 pandemic affected districts differently. Some districts found the virus negatively impacted GT services by placing students into regular classroom distance learning, while other districts were able to continue to provide support during school closures. Districts with tiered services dealt with the tiers differently. If students were in self-contained classrooms, they continued to be served in self-contained settings. Virtual classrooms were set up to meet the needs of students who did not want to do in-person learning during the self-contained time. There were no direct services offered for students who received services at Tier II. Instead, teachers were given materials to use based on the academic needs of the students.</p> <p>Some districts chose to use ESSER funds to help close the gap, but others did not use ESSER funds for gifted education.</p>

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Q68 In what ways has the COVID-19 pandemic impacted gifted education in your state?

Ohio	During the COVID-19 pandemic, identification and services decreased for Ohio's gifted students. School building closures presented many challenges for school districts and students, including challenges with providing and accessing assessments for gifted identification and gifted education services. In addition, students who are gifted also demonstrated learning loss on measures, such as state assessments.
Pennsylvania	<p>We did not collect specific data on these impacts; however, these are examples of comments from districts, our Statewide Gifted Teacher Network, and parent complaints.</p> <p>Gifted students shut down during virtual learning and at times failed the entire year.</p> <p>Gifted students had an increase in mental health hospitalizations during the pandemic.</p> <p>Parents pulled their children out of public schools and enrolled them in cyber charter schools.</p> <p>Teachers were unable to implement GIEP's written to include competitions that did not occur during the pandemic. GIEP's had to be revised with new goals.</p> <p>Teachers were not prepared for the virtual platforms, thus loss of instructional time.</p> <p>Data collections were not completed consistently thus writing Present Levels of Educational Performance with current instructional levels was challenging.</p> <p>Evaluations were not happening when schools were closed, creating a major backlog of evaluations when districts returned to hybrid or in-person instruction.</p>
Tennessee	It improved virtual access.
Texas	Decrease in enrollment, challenges in identification in group settings and virtually, breaks in G/T services due to teacher absences, and teacher shortages.
Utah	NA
Virginia	Some students want to continue virtual learning, but gifted education services do not follow the students -- programs are offered and students follow the program of services -- most virtual options do not have specific gifted curriculum.
Washington	Many LEAs report struggling to provide services for highly capable and advanced learners during remote learning. Some LEAs have moved toward mastery-based learning during online instruction.
West Virginia	Concerns that the disruption to the learning process with emergency closures, quarantines, remote learning, blended learning, and virtual learning options has resulted in a loss of learning gains. Some teachers of the gifted have concerns that fewer students are being referred for gifted as a result.
Wisconsin	There are so, so many ways. For example, GT staff were often pulled out of their school or district positions to work as a classroom subs, so their work got put aside. Some students thrived since they felt a sense of safety when learning remotely but the opposite was true as well.
Wyoming	Looking at data from 2019-2020 (3.8%) 2020-2021 (3.3%) and 2021-2022 (3.1%) of identified Gifted and Talented students, shows a downward trend.
The following states did not respond: Department of Defense, District of Columbia, Puerto Rico, Alaska, Arizona, Florida, Iowa, Massachusetts, Mississippi, Montana, Nebraska, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Vermont	

Table 53. Effects of ESSA on Gifted Education

	Q69 In what ways has the 2015 Every Student Succeeds Act (ESSA) affected your state's policies or practices in gifted education?
Alabama	Unsure at this time.
Arkansas	Gifted students' performance is publicly reported.
California	Gifted education was removed from California Education Code before ESSA was implemented
Georgia	A gifted task force was established to support our gifted initiatives per our ESSER state plan.
Hawaii	n/a
Illinois	ESSA: identification as Gifted is a data component to the Evidence-Based Funding Model the state uses for district funding. Districts receive additional funding for each student identified as gifted.
Iowa	The loss of the specific SEA grant to support Advanced Placement for Low Income Students has been noticed by LEAs.
Kentucky	Allowed access to Title funds for gifted education identification and services.
Maryland	Maryland added the following language to its Every Student Succeeds Act (ESSA) Consolidated State Plan regarding the state accountability system: The State intends to take steps to add "gifted and talented students" as an additional student group by the end of school year 2017-2018.
Michigan	It hasn't affected the state policies or practice in gifted education.
Minnesota	<p>The Every Student Succeeds Act (ESSA) includes a flexible block grant program under Title IV, Part A. The funds are used by Minnesota LEAs to augment gifted education revenue. Title IV, Part A authorizes activities in three broad areas: 1) providing students with a well-rounded education (e.g., college and career counseling, STEM, music and arts, civics, IB/AP, computer science) 2) Supporting safe and healthy students (e.g., comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education) and 3) supporting the effective use of technology (e.g., professional development, blended and personalized learning, and devices).</p> <p>More than 20% of Minnesota schools allocated some or all of their Title IV A funds to augment services through purchases e.g., additional staff time, counseling services, accelerated instructional materials and/or software to provide enrichment. While Title IV A remains the most visible use of ESSA funds, increasingly other funds are braided to extend opportunities for gifted and talented learners.</p>
Missouri	Some ESSA funding is used for gifted programs.
New Hampshire	The Title IV A program can be used to support academic enrichment. This is a new program under ESSA.
New Jersey	The Office of Supplemental Educational Programs provides technical assistance sessions to LEAs and County Offices that include information on how to utilize Title I funds for identification and programming services of gifted students and Title II funds for professional development for educators.
New York	N/A
North Carolina	ESSA did not impact the state of North Carolina in the same way it did other states because our state already included gifted students as a subgroup in our statewide accountability model and there were already partnerships in place across districts to use federal dollars to support professional development focused on the characteristics and needs of gifted learners. In addition, our NC AIG Program Standards included some discussion of program accountability, which included the review of student achievement and growth, for both individual gifted students and the subgroup of gifted learners in a district or charter school. One major area where NC benefited with the reauthorization of ESEA, was the opportunity for our state to be able to eliminate double testing for middle school students specifically, who were accelerated into the introductory high school math course (NC Math 1) while still in eighth grade. Our state did codify the reporting in our state plan to acknowledge its value to the State.
North Dakota	N/A

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Q69 In what ways has the 2015 Every Student Succeeds Act (ESSA) affected your state's policies or practices in gifted education?

Pennsylvania	There is a very small amount of funding available for districts to access specifically for gifted; however, the bulk of the funding is primarily for IDEA. The ESSA report card requires districts to report the number of students scoring advanced on state-wide assessment when in the past the districts only report below basic, basic and proficient.
Tennessee	Changes are associated with special education.
Texas	N/A
Utah	NA
Virginia	Initially we offered micro-credentials to AYGs teachers and paid for the funds through ESSA grants. Since the pandemic we have not resumed this option -- plus NAGC was revamping their micro-credentials.
Washington	NA
Wisconsin	Not sure that it had any substantive effect

The following states did not respond: Department of Defense, District of Columbia, Puerto Rico, Alaska, Arizona, Colorado, Connecticut, Delaware, Florida, Idaho, Indiana, Kansas, Louisiana, Maine, Massachusetts, Mississippi, Montana, Nebraska, Nevada, New Mexico, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia, Wyoming

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Section VII: Funding

Table 54A. Dedicated State Funding to LEAs to Support Gifted Education

Q58 Does your state provide dedicated funding to LEAs specifically earmarked to support gifted education?

Department of Defense		Missouri	No
District of Columbia	No	Montana	Yes
Puerto Rico		Nebraska	Yes
Alabama	Yes	Nevada	Yes
Alaska	Yes	New Hampshire	No
Arizona	Yes	New Jersey	No
Arkansas	Yes	New Mexico	Yes
California	No	New York	No
Colorado	Yes	North Carolina	Yes
Connecticut		North Dakota	Yes
Delaware	No	Ohio	Yes
Florida	Yes	Oklahoma	Yes
Georgia		Oregon	No
Hawaii	Yes	Pennsylvania	No
Idaho	No	Rhode Island	No
Illinois	No	South Carolina	Yes
Indiana	Yes	South Dakota	No
Iowa	Yes	Tennessee	No
Kansas	No	Texas	No
Kentucky	Yes	Utah	Yes
Louisiana	Yes	Vermont	No
Maine	Yes	Virginia	Yes
Maryland	No	Washington	Yes
Massachusetts	No	West Virginia	No
Michigan	No	Wisconsin	No
Minnesota	Yes	Wyoming	Yes
Mississippi		Summary	Yes = 26
		n = 48	No = 22

Table 54B. Dedicated State Funding to LEAs to Support Gifted Education

	Q58c Please provide the URL/link to the policy regarding funding for gifted education.
Alaska	https://education.alaska.gov/schoolfinance/foundationfunding
Arizona	https://www.azleg.gov/legtext/55Leg/1R/laws/0404.pdf
Arkansas	A.C.A. § 6-20-2208 - Monitoring of Expenditures- https://advance.lexis.com/documentpage/?pdmfid=1000516&crd=b1a20c31-ae41-4029-b179-9c2c2bc0ae07&config=00JAA2ZjZiM2VhNS0wNTVLTQ3NzUtYjQzYy0yYWZmODJiODRmMDYKAFBvZENhdGFsb2FxiY Cnse0pIlgqYk9PK&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A4WVD-8TJ0-R03K-7555-00008-00&pdcontentcomponentid=234170&pdteaserkey=sr0&pditab=allpods&comp=vss_kkk&earg=sr0&prid=6a3f90b0-10bf-45f8-aeff-cf5d83969a8c
Colorado	https://www.cde.state.co.us/gt/giftedfundingsources
Florida	sec. 1001.42(4)(l) http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1001/Sections/1001.42.html
Hawaii	https://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Weighted-Student-Formula.aspx
Indiana	http://iga.in.gov/legislative/2021/bills/house/1001#document-dbc2cc8e
Iowa	https://www.legis.iowa.gov/docs/code/257.46.pdf
Kentucky	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	https://www.louisianabelieves.com/funding/minimum-foundation-program
Maine	Title 20-A, Chapter 311; Chapter 606-B, ñ15672 ,Äi 9(A) and ñ15681-A (5); Rule Chapter 104: https://legislature.maine.gov/statutes/20-A/title20-Ach311sec0.html
Minnesota	https://www.revisor.mn.gov/statutes/cite/126C.10
Montana	https://leg.mt.gov/bills/mca/title_0200/chapter_0070/part_0090/section_0030/0200-0070-0090-0030.html
Nebraska	https://www.education.ne.gov/wp-content/uploads/2017/10/Rule3_1998.pdf
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/SBFAB_home_How-New-Mexico-Schools-Are-Funded-4-7-16.pdf
North Dakota	N/A
Ohio	https://codes.ohio.gov/ohio-revised-code/section-3317.022 (Ohio Revised Code 3317.022 (A)(6)(a)) https://education.ohio.gov/getattachment/Topics/Special-Education/Special-Education-Data-and-Funding/Gifted-Education-Expenditures/Gifted-Education-Use-of-Funds-2022.pdf.aspx?lang=en-US
Oklahoma	https://www.oscn.net/applications/oscn/deliverdocument.asp?lookup=Previous&listorder=221400&dbCode=STOKST70&year=
South Carolina	https://ed.sc.gov/index.cfm?LinkServID=5FD381E6-C221-0449-5E1C5EE985A2F0F8
Utah	https://www.schools.utah.gov/curr/giftedtalented
Virginia	The Standards of Quality must be downloaded from this link and then use “find” to bring you to the funding statement. https://www.doe.virginia.gov/boe/quality/index.shtml
Washington	https://app.leg.wa.gov/RCW/default.aspx?cite=28A.185.020
Wyoming	https://www.wyoleg.gov/Legislation/2017/HB0236 See 21-15-111 Definitions subsection 3(b)(xxiv)

Table 55. How States Provide Dedicated Funding to LEAs to Support Gifted Education

	Q58b Please describe how your state provides dedicated funding to support gifted education programs.
Alabama	District enrollment plus gifted enrollment divided by two equals the total student number to be multiplied by the state gifted allotment.
Alaska	A fund amount is generated by formula in which districts may allot a portion towards specialized programs, including gifted programs.
Arizona	Starting in SY21-22, HB 2898 established a new Group B add-on weight for gifted pupils. The new Group B weight is limited to educational programs for gifted pupils who score at or above the 97th percentile, based on national norms (age or grade norms), on a test adopted by the State Board of Education. Qualifying pupils will generate the new 0.007 Group B add-on funding.
Arkansas	Act 917 of 1995 stipulates an expenditure requirement replacing the funding provision that had previously existed. This expenditure requirement reads: Local school districts shall expend from state and local revenues not less than the following amounts on gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education - the previous year's average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year's average daily membership, multiplied by fifteen hundredths (.15) times the base local revenue per student.
Colorado	Annually the state allocates funds to each administrative unit based on the total student population of the administrative unit. We also employ a hold harmless formula to support small and rural administrative units with additional funds. Funds are also dedicated to a grant to universal screening and the hiring of qualified personnel for which annual application are submitted. The administrative units receive a pro-rata amount based on the total funds available and the amount requested.
Florida	For students identified as exceptional who do not have a matrix of services and students who are gifted in grades K through 8, there is created a guaranteed allocation to provide these students with a free appropriate public education, in accordance with sec. 1001.42(4) (l) and rules of the State Board of Education, which shall be allocated initially to each school district in the amount provided in the General Appropriations Act. These funds shall be supplemental to the funds appropriated for the basic funding level, and the amount allocated for each school district shall be recalculated during the year, based on actual student membership from FTE surveys. Upon recalculation, if the generated allocation is greater than the amount provided in the General Appropriations Act, the total shall be prorated to the level of the appropriation based on each district's share of the total recalculated amount. These funds shall be used to provide special education and related services for exceptional students and students who are gifted in grades K through 8. A district's expenditure of funds from the guaranteed allocation for students in grades 9 through 12 who are gifted may not be greater than the amount expended during the 2006-2007 fiscal year for gifted students in grades 9 through 12.
Hawaii	Every HIDOE school receives funds through a weighted student formula. There is a line item in WSF that gives a .265 weight to 3% of the school's total population for gifted and talented education.
Indiana	GIFTED AND TALENTED EDUCATION PROGRAM In each fiscal year, \$500,000 shall be made available to school corporations and charter schools to purchase verbal and quantitative reasoning tests to be administered to all students within the corporation or charter school that are enrolled in kindergarten, second grade, and fifth grade.
Iowa	State funding formula based on the total K-12 district student population. The funding is categorical funding used to supplement the cognitive and affective needs of identified gifted students. Any portion of the gifted and talented program budget that remains unexpended at the end of the budget year shall be carried over to the subsequent budget year and added to the gifted and talented program budget for that year.
Kentucky	The General Assembly allocates gifted education funding. The amount is decided every two years. Presently, funding is at \$10 million.

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Q58b Please describe how your state provides dedicated funding to support gifted education programs.

Louisiana	Louisiana's Minimum Foundation Program provides funding for gifted and talented students in all public and charter schools that have a current Individualized Education Plan on file with the state. Sixty percent of the base student cost amount is multiplied by the weighted number of identified students for each Local Education Agency (LEA). These funds are included in the school system funding that is dispersed monthly to Local Education Agencies. School systems are accountable for how gifted/talented funding is spent.
Maine	School units file annual program applications for approval by the Maine Department of Education; Rule Chapter 104 determines the program costs eligible for subsidy consideration. Subsidy is provided two years after the program is approved; the subsidy allocation is the lesser of the approved program budget or the actual program expenditures. State and local shares are then applied to the allocation.
Minnesota	<p>§Subd. 2b. Gifted and talented revenue. Gifted and talented revenue for each district equals the district's adjusted pupil units for that school year times \$13. A school district must reserve gifted and talented revenue and, consistent with section 120B.15, must spend the revenue only to:</p> <ol style="list-style-type: none"> (1) identify gifted and talented students; (2) provide education programs for gifted and talented students; or (3) provide staff development to prepare teachers to best meet the unique needs of gifted and talented students
Montana	Districts receive funding through the Gifted and Talented Grant if they apply for the funds and qualify. Schools are required to match the state funds.
Nebraska	Local systems may apply to the department for base funds and matching funds pursuant to this section to be spent on approved accelerated or differentiated curriculum programs. Each eligible local system shall receive one-tenth of one percent of the appropriation as base funds plus a pro rata share of the remainder of the appropriation based on identified students participating in an accelerated or differentiated curriculum program, up to ten percent of the prior year's fall membership...
New Mexico	Through state equalization formula.
North Carolina	North Carolina's funding model consists of a funding formula that provides a set amount of funding for 4% of the LEAs average daily membership (ADM). Currently, the formula is \$1407.54 per student for 4% of the LEA's ADM.
North Dakota	Levels of Service application outlines professional FTEs and level of education allocated to providing gifted services to students in districts which determines the amount of funding provided.
Ohio	<p>In the years prior to fiscal year 2022, state law provided funding for identification of and services to students who are gifted, however, there were no specific spending requirements on gifted education funds. Amended Substitute House Bill 110, Ohio's main operating budget passed in July 2021, overhauled funding for gifted education for the current biennium. For fiscal years 2022 and 2023, gifted funding is determined as follows:</p> <p>Identification funds in the amount of \$24.00 times the district's enrolled average daily membership (ADM) at grades kindergarten through grade 6 times the district's state share percentage.</p> <p>Gifted referral funds in the amount of \$2.50 times the district's enrolled ADM times the district's state share percentage.</p> <p>Gifted professional development funds in the amount of \$7.00 in fiscal year 2022 and \$14.00 in fiscal year 2023 times 10 percent of the district's enrolled ADM or the percentage of the district's enrolled students who are identified as gifted (whichever is greater) times the district's state share percentage.</p> <p>Gifted coordinator unit funds the amount of \$85,776 times the district's number of gifted coordinator units times the district's state share percentage. The number of units is determined as one unit for every 3,300 students in the district's enrolled ADM, with a minimum number of units of 0.5 and a maximum number of units of 8.0.</p>

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Q58b Please describe how your state provides dedicated funding to support gifted education programs.

Ohio (continue)	<p>IGifted intervention specialist unit funding at grades kindergarten through grade 8 in the amount of \$89,378 times the district's number of gifted intervention specialist units at grades kindergarten through grade 8 times the district's state share percentage. The number of units is determined as one unit for every 140 students who is identified as gifted and enrolled in grades kindergarten through grade 8, with a minimum number of units of 0.3.</p> <p>Gifted intervention specialist unit funding at grades 9-12 in the amount of \$80,974 times the district's number of gifted intervention specialist units at grades 9-12 times the district's state share percentage. The number of units is determined as one unit for every 140 students who is identified as gifted and enrolled in grades 9-12, with a minimum number of units of 0.3.</p> <p>Currently, Ohio law specifies that a district's funds must only be spent for the identification of students who are gifted, gifted coordinator services, gifted intervention specialist services and other service providers approved by the Department, and gifted education professional development. While districts must spend their total or overall allocation on gifted education, they have the flexibility to spend gifted funding received on any combination of allowable expenditures. The Department is required to monitor districts' use of funds for fiscal years 2022 and 2023.</p> <p>State funding for gifted education is also provided to Educational Service Centers. Educational Service Centers provide large-scale support and special programs to local, city, and exempted village school districts. School districts may enter into service agreements with Educational Service Centers. State law authorizes the Ohio Department of Education to set aside \$3.8 million for Educational Service Centers for gifted education.</p>
Oklahoma	<p>Funding is calculated through the State Aid Formula for gifted and talented funding. This is based on the number of students who qualify among the two categories for identification.</p>
South Carolina	<p>Funding</p> <p>1. Allocation of Funds</p> <p>The SCDE will annually calculate each district's allocation based on the number of gifted and talented students projected to be served in each district as it relates to the total of all such students in the state. Unobligated funds, which become available during the fiscal year (July 1-June 30) will be redistributed to serve additional eligible students.</p> <p>2. Distribution of Funds</p> <p>School districts will be authorized to expend allocated funds on students meeting the eligibility criteria of prior regulations and students meeting the eligibility criteria and being served in approved programming. Distribution of funds will be made periodically with a final adjustment occurring at the end of the 135-day attendance reporting period for regular academic programming.</p> <p>3. Base Allocation for School Districts with Small Enrollments</p> <p>School districts identifying and serving, according to the State Board of Education Regulations, forty students or less shall receive a minimum funding of \$15,000 for academic programming.</p>
Utah	LEAs and charters apply for funding through a grant program.
Virginia	An average teacher's salary is determined for the division. Based on the division's 'ability to pay' (local composite index) a portion of an average teacher's salary is paid by the state for 1 teacher per 1000 students (all students not just gifted).
Washington	Legislature will allocate funding based on 5.0 percent of each school district's population.
Wyoming	Funding provided to districts is allocated through a block grant. This portion of the funding is generated based on the average daily membership of students toward use for Gifted and Talented. Districts are not required to and may not necessarily use the allocated monies for that purpose.

Table 56. State Funding Amounts to LEAs to Support Gifted Education

	Q59 How much funding was provided by the state to LEAs to support gifted education in 2019-2020?	Q59 How much funding was provided by the state to LEAs to support gifted education in 2020-2021?
Alabama	\$3,725,000.00	\$4,875,000.00
Arizona	\$950,000	\$0
Arkansas	FY 20 - Expenditure Required based on Foundation Funding Formula - \$24,006,792.32	FY 21 - Expenditure Required based on Foundation Funding Formula - \$24,410,409.21
Colorado	\$11,912,395.00	\$12,216,985.10
Hawaii	\$5,978,247	\$5,649,781
Indiana	\$12,889,958	\$10,988,164
Iowa		\$42,474,942
Kentucky	\$6.1 million	\$6.1 million
Louisiana	\$44,013,521	\$44,357,855
Minnesota	12.3 million	?
Montana	\$350,000	\$350,000
Nebraska	2.3 Million	2.3 Million
Nevada	\$3,044,544 because of pandemic, budget shortages	\$6,672,193
North Carolina	\$75,734,497.70	\$76,623,596.20
North Dakota	\$400,000	\$400,000
Ohio	\$74,189,557.72	\$74,189,557.72
Oklahoma	\$54,221,455	\$53,108,069.54
South Carolina		\$31,115,267.65
Utah	NA	\$6,328,000
Virginia	\$35,314,827	\$36,382,479
Washington	\$30,490,000	\$31,551,000
Wyoming	\$3,833,881 or \$41.63 per average daily membership	\$4,074,317 or \$44.07 per average daily membership

The following states did not respond: Department of Defense, District of Columbia, Puerto Rico, Alaska, California, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Hampshire, New Jersey, New Mexico, New York, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Vermont, West Virginia, Wisconsin

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Table 57. Comments Regarding Funding Changes

	Q59b If applicable, explain the funding and/or any changes since the previous <i>State of the States</i> survey.
Alabama	Funding for gifted has steadily increased since the last survey. The Senate passed the ETF budget for 2023 and significantly increased funding to \$9,850,000 with \$925,000 earmarked for the Gifted and Talented Student competitive grant program.
Arizona	Funding has not been appropriated for the Gifted Education state grant since SY19-20. The state legislature passed an emergency 'skinny budget' in Spring 2020 due to the pandemic, and funding was not included for the grant at that time.
Hawaii	The population of HIDOE students has gone down and funding is solely based on total school population, not identified G/T students.
Idaho	Due to budgetary holdbacks resulting from the COVID-19 pandemic, the \$1 million-line-item funding for gifted education was removed from the state budget and has not been reinstated.
Indiana	As the amount of the appropriation has not changed in our biennial budget, a large portion of all state funding for the 2020-2021 school year was held in reserve due to COVID.
Iowa	Increases every year by percent of supplemental aid approved by state legislature.
Kentucky	The General Assembly allocated \$3.8 million more to the Gifted Education program for 2022-2024.
Minnesota	Funding for gifted and talented programs in Minnesota is a formula based on the total number of K-12 students enrolled in public schools. Fluctuations in enrollment impact the total received by the LEAs but not the funding formula.
Montana	Funding was provided to the LEAs who submitted applications and received approval. Schools are required to match the funds.
New Jersey	LEAs are encouraged to utilize Title I, Part A funds, Title II, Part A funds, as well as ARP ESSER funds for the provision of gifted and talented professional development for educators and for gifted and twice-exceptional student mental health resources.
North Carolina	The per child amount (for 4% of the LEA's average daily membership) is adjusted each year, to account for cost-of-living increases. Otherwise, funding for gifted learners has been stable for the last two decades.
North Dakota	Each district that employs gifted and talented teachers is provided the opportunity to apply for the Levels of Service funds.
Ohio	<p>In the previous biennium, state law provided funding for identification of and services to students who are gifted; however, there were no specific spending requirements on gifted education funds. During fiscal years 2020 and 2021, flat funding was provided to school districts based on fiscal year 2019 funding, with reductions.</p> <p>The funding in fiscal year 2019 was distributed through three streams:</p> <p>Gifted Identification Funding, based on the per pupil amount of \$5.05 applied to the formula Average Daily Membership (ADM) of the district.</p> <p>Gifted Coordinator Services Funding, based on a salary figure of \$37,370 for every coordinator serving 3,300 students in the formula Average Daily Membership (ADM), reduced by the number of community school students, with a minimum of 0.5 and a maximum of 8 coordinators per district.</p> <p>Gifted Intervention Specialist Funding, based on a salary figure of \$37,370 for every specialist serving 1,100 students in the formula Average Daily Membership (ADM), reduced by the number of community school students, with a minimum of 0.3 specialists per district.</p> <p>Gifted education funding was not equalized by the State Share Index. Here was the calculation:</p> <p>Identification Funding = (Formula ADM) X \$5.05</p> <p>Coordinator Funding = [(Formula ADM Community School ADM) / 3,300] x \$37,370</p> <p>Specialist Funding = [(Formula ADM Community School ADM) / 1,100] x \$37,370</p> <p>The law limited the number of required coordinators to a minimum of 0.5 and a maximum of 8. The minimum number of specialists for a district was set at 0.3</p>

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Q59b If applicable, explain the funding and/or any changes since the previous *State of the States* survey.**Ohio (continued)**

Amended Substitute House Bill 110, Ohio's main operating budget passed in July 2021, overhauled funding for gifted education for the current biennium. For fiscal years 2022 and 2023, gifted funding is determined as follows:

Identification funds in the amount of \$24.00 times the district's enrolled average daily membership (ADM) at grades K-6 times the district's state share percentage.

Gifted referral funds in the amount of \$2.50 times the district's enrolled ADM times the district's state share percentage.

Gifted professional development funds in the amount of \$7.00 in fiscal year 2022 and \$14.00 in fiscal year 2023 times 10 percent of the district's enrolled ADM or the percentage of the district's enrolled students who are identified as gifted (whichever is greater) times the district's state share percentage.

Gifted coordinator unit funds the amount of \$85,776 times the district's number of gifted coordinator units times the district's state share percentage. The number of units is determined as one unit for every 3,300 students in the district's enrolled ADM, with a minimum number of units of 0.5 and a maximum number of units of 8.0.

Gifted intervention specialist unit funding at grades K-8 in the amount of \$89,378 times the district's number of gifted intervention specialist units at grades K-8 times the district's state share percentage. The number of units is determined as one unit for every 140 students who is identified as gifted and enrolled in grades K-8, with a minimum number of units of 0.3.

Gifted intervention specialist unit funding at grades 9-12 in the amount of \$80,974 times the district's number of gifted intervention specialist units at grades nine through grade twelve times the district's state share percentage. The number of units is determined as one unit for every 140 students who is identified as gifted and enrolled in grades 9-12, with a minimum number of units of 0.3.

Currently, Ohio law specifies that a district's funds must only be spent for the identification of students who are gifted, gifted coordinator services, gifted intervention specialist services and other service providers approved by the Department, and gifted education professional development. While districts must spend their total or overall allocation on gifted education, they have the flexibility to spend gifted funding received on any combination of allowable expenditures. The Department is required to monitor districts' use of funds for fiscal years 2022 and 2023.

State funding for gifted education is also provided to Educational Service Centers. Educational Service Centers provide large-scale support and special programs to local, city, and exempted village school districts. School districts may enter into service agreements with Educational Service Centers. State law authorizes the Ohio Department of Education to set aside \$3.8 million for Educational Service Centers for gifted education.

South Carolina

Funding

1. Allocation of Funds

The SCDE will annually calculate each district's allocation based on the number of gifted and talented students projected to be served in each district as it relates to the total of all such students in the state. Unobligated funds, which become available during the fiscal year (July 1-June 30) will be redistributed to serve additional eligible students.

2. Distribution of Funds

School districts will be authorized to expend allocated funds on students meeting the eligibility criteria of prior regulations and students meeting the eligibility criteria and being served in approved programming. Distribution of funds will be made periodically with a final adjustment occurring at the end of the 135-day attendance reporting period for regular academic programming.

3. Base Allocation for School Districts with Small Enrollments

School districts identifying and serving, according to the State Board of Education Regulations, forty students or less shall receive a minimum funding of \$15,000 for academic programming.

Texas

LEAs should use the basic allotment to fund G/T program services at 12%. LEAs must report all expenditures of program funds using Program Intent Code 21 and the expenditures.

* In 2021 the legislature amended state law to create weighted funding to LEAs for students in GT programs beginning in the 2021-22 School year. The GT allotment is equal to the basic allotment multiplied by 0.07 for up to 5% of the LEA's avg daily attendance. <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/gifted/talented-gt-funding>

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Q59b If applicable, explain the funding and/or any changes since the previous *State of the States* survey.

Virginia	No changes in the funding formula from years past. There may be changes to student enrollment numbers that impact each divisions funding. There may have been increases or decreases to the basic student aid amount.
West Virginia	LEAs are given state funds that can be used for gifted and special education at their discretion based on a formula of need and enrollment. However, none of the money is specifically required to be spent for gifted.
Wisconsin	There was an increase in funding for our GT grants in summer 2021 but there is no specific GT funding allotted for each LEA.
Wyoming	The legislature has set the amount at \$40.29 per Average Daily Membership subject to the Estimated Cost Adjustment for supplies, so that is why the amount is different from year to year.

Table 58. Other State Funding to Support Gifted Education

	Q60 How much funding is provided by the state (but not distributed to LEAs) to support gifted education programs in gifted education in 2019-2020?	Q60 How much funding is provided by the state (but not distributed to LEAs) to support gifted education programs in gifted education in the following years in 2020-2021?	Q60b Please provide any comments, explanations, or context about the sources of funding for gifted education.
Alabama	\$350,000.00	\$350,000.00	This funding is for the state gifted office management. These funds pay for the oversight of gifted programming and resources to support the LEAs.
Arizona	\$50,000	0	The state legislature passed an emergency 'skinny budget' in Spring 2020 due to the pandemic, and funding was not included for the Gifted Education grant, and associated administration support, at that time.
Arkansas	\$4,807,883.00	\$5,383,461.02	Regional GT Specialists, Academic Enrichment for Gifted/Talented in Summer (AEGIS) Programs, Arkansas Governor's School, Contribution to Arkansans for Gifted and Talented Education (AGATE) Annual Conference, Contribution to Arkansas Association of Gifted Education Administrators (AAGEA) Fall Conference, Intervention Block Grants (Arkansas Destination Imagination, Arkansas Governor's Quiz Bowl, Arkansas State Science Fair Association, Creativity in Arkansas/ Odyssey of the Mind, National History Day - Arkansas), Advanced Placement Summer Institutes (APSI), Advanced Placement Exams, Pre-AP Training
Colorado	\$784,804	\$627,508.90	
Hawaii	0	0	All WSF funds are sent directly to schools; no funding is allocated to the state office.
Indiana	76,718	33,511	
Iowa	\$25,000	0	The funding amount provided for professional development is SEA funding for the state gifted consultant to provide annual statewide professional development in support of state initiatives as appropriate.
Kentucky	\$6.1 million	\$6.1 million	
Louisiana	\$44,013,521	\$44,357,855	
Minnesota	n/a	n/a	Funding for gifted and talented education is distributed to every public school district and charter school each year. The formula, based on the total public-school enrollment remains the same. The funds allocated fluctuate if K-12 public school enrollment increases or decreases.
Nebraska	0	0	
Nevada	0, one FTE position funding	0, one FTE position funding	

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	Q60 How much funding is provided by the state (but not distributed to LEAs) to support gifted education programs in gifted education in 2019-2020?	Q60 How much funding is provided by the state (but not distributed to LEAs) to support gifted education programs in gifted education in the following years in 2020-2021?	Q60b Please provide any comments, explanations, or context about the sources of funding for gifted education.
North Carolina	\$80,000 + \$10,000 and 4 FTE	\$80,000 + \$10,000 and 6 FTE	\$80,000 supports the Office of Advanced Learning and Gifted Education and \$10,000 supports Cooperative Innovative High Schools. 4 staff in 2019-2020 and 6 staff in 2020-2021 (not including administrative assistants). Note: The state AIG allocation does not include the following other NCDPI-related programs to gifted education: NC AP Partnership (\$2,000,000), AP/IB/CIE Test Fees (\$13,500,000) and Teacher Bonuses; Career and College Promise (NC's Dual Enrollment program); and Governor's School (\$800,000). In the UNC System: NC School for Science and Mathematics, Summer Ventures, and NC School for the Arts.
North Dakota	\$0	\$0	
Ohio	\$3,800,000	\$3,800,000	State funding for gifted education is also provided to Educational Service Centers. Educational Service Centers provide large-scale support and special programs to local, city, and exempted village school districts. School districts may enter into service agreements with Educational Service Centers. State law authorizes the Ohio Department of Education to set aside \$3,800,000 for Educational Service Centers for gifted education.
Oklahoma	0	0	
Utah	NA	0	
Virginia	18,560,517	19,139,086	This is funding in support of Governor's Schools that is found as a line item in the Appropriation Act. Some of these funds go to Academic Year Governor's Schools and can be impacted by increases and decreases in basic student aid. Some of these funds go to Summer Residential Governor's Schools (SRGS) and Summer Regional Governor's Schools (SRgGS). Typically these amounts do not change unless the General Assembly provides additional funds. It has been 5 years since SRGS programs have an increase in funding and over 30 years that SRgGS programs have received an increase in funds.
Washington			https://centrum.org/about-centrum/ Programs for youth are funded through highly capable directly to Centrum
The following states did not respond: Department of Defense, District of Columbia, Puerto Rico, Alaska, California, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, West Virginia, Wisconsin, Wyoming			

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Table 59. State Funding for Identification of Gifted Students**Q61** Did your state provide funding specifically earmarked for identification of gifted students in 2020-2021?

Alabama	No	Montana	No
Alaska	No	Nebraska	No
Arizona	No	Nevada	No
Arkansas	No	New Mexico	No
Colorado	Yes	North Carolina	Yes
Florida	No	North Dakota	No
Hawaii	No	Ohio	No
Indiana	Yes	Oklahoma	Yes
Iowa	No	South Carolina	No
Kentucky	Yes	Utah	No
Louisiana	No	Virginia	No
Maine	Yes	Washington	Yes
Minnesota	Yes	Wyoming	No
Summary n = 26		Yes = 8 No = 18	

Q61b Please indicate the funding source for identification of gifted students.

Colorado	Additional funds to LEAs specified for universal screening
Indiana	Included in funds allocated to LEAs specifically for GT education
Kentucky	Included in funds allocated to LEAs specifically for GT education
Maine	Other: Each district is required to screen- please see funding section of this survey.
Minnesota	Included in funds allocated to LEAs specifically for GT education
North Carolina	Included in funds allocated to LEAs specifically for GT education
Oklahoma	Included in funds allocated to LEAs specifically for GT education
Washington	Included in funds allocated to LEAs specifically for GT education
Summary n = 8	Included in funds allocated to LEAs specifically for GT education = 6 Included in funds allocated to LEAs for general education = 0 Included in funds allocated to LEAs for use in testing = 0 Additional funds to LEAs specified for universal screening = 1 Included in funds for which districts can apply = 0 other = 1

Table 60. State Funding for a Universal Screening Process

Q62 Did your state provide funding specifically earmarked to conduct the universal screening process for gifted education in 2020-2021?

Alabama	Yes	Montana	No
Alaska	No	Nebraska	No
Arizona	No	Nevada	No
Arkansas	No	New Mexico	No
Colorado	Yes	North Carolina	No
Florida	No	North Dakota	No
Hawaii	No	Ohio	No
Indiana	Yes	Oklahoma	No
Iowa	No	South Carolina	Yes
Kentucky	No	Utah	No
Louisiana	No	Virginia	No
Maine	No	Washington	No
Minnesota	No	Wyoming	No
Summary n = 26		Yes = 4 No = 22	

Q62b Please indicate the funding source for universal screening.

Q62c Please provide comments about funding for universal screening for gifted education in your state.

Alabama	Included in funds allocated to LEAs specifically for GT education
Colorado	Additional funds to LEAs specified for universal screening
Indiana	Included in funds allocated to LEAs specifically for GT education
South Carolina	Included in funds allocated to LEAs for use in testing
Summary n = 4 Note: no comments were received to Q62c	Included in funds allocated to LEAs specifically for GT education = 2 Included in funds allocated to LEAs for general education = 0 Included in funds allocated to LEAs for use in testing = 1 Additional funds to LEAs specified for universal screening = 1 Included in funds for which districts can apply = 0 other = 0

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Table 61. State Funding for Programming for Gifted Students

	Q63 Did your state provide funding specifically earmarked for programming for gifted students in 2020-2021?
Alabama	Yes
Alaska	No
Arizona	No
Arkansas	Yes
Colorado	Yes
Hawaii	Yes
Indiana	Yes
Kentucky	No
Louisiana	Yes
Minnesota	Yes
Montana	No
Nebraska	No
Nevada	No
New Mexico	No
North Carolina	Yes
North Dakota	No
Ohio	No
Oklahoma	Yes
South Carolina	No
Utah	No
Virginia	No
Washington	Yes
Wyoming	No
Summary	Yes = 10
n = 23	No = 13

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Table 62. State Funding to Address the Equity/Excellence Gap

	Q64 Does your state provide funding to address the equity/excellence gap in gifted education in 2020-2021?
Alabama	No
Arizona	No
Arkansas	No
Colorado	No
Hawaii	No
Indiana	No
Iowa	No
Kentucky	No
Louisiana	No
Minnesota	No
Montana	No
Nebraska	No
Nevada	No
New Mexico	No
North Carolina	Yes
North Dakota	No
Ohio	No
Oklahoma	No
South Carolina	No
Utah	No
Virginia	No
Washington	No
Wyoming	No
Summary n = 23	Yes = 1 No = 22

Q64b. Please explain that funding.**North Carolina**

Funding we receive at the state level is earmarked for our professional development around our statewide strategic initiative, which is the foundation for all professional development for the last several years. In addition, LEAs can choose to use AIG funds for the purpose of addressing the equity/excellence gap in gifted education. However, funds are not specifically earmarked for this at the LEA level.

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Section VIII: Accountability

Table 63A. Annual State-Level Gifted Education Report

	Q29 Does the SEA or gifted education services unit produce an annual report on gifted and talented services in the state?		
	Yes	No	Other (Please explain)
Department of Defense		•	
District of Columbia		•	
Puerto Rico			
Alabama		•	
Alaska		•	
Arizona		•	
Arkansas			The Arkansas Advisory Council for Education of Gifted and Talented Children Report produces an annual report. The SEA Office of Gifted Education serves as secretary to the council and provides multiple data reports to be included in their annual report.
California		•	
Colorado		•	
Connecticut			Data was collected at the local level. Data is collected through PSIS (Public School Information System).
Delaware		•	
Florida			Gifted reports are included in Special Policies and Procedures reports in the GSW portal.
Georgia	•		
Hawaii	•		
Idaho	•		
Illinois		•	
Indiana		•	
Iowa		•	
Kansas		•	
Kentucky		•	
Louisiana		•	
Maine		•	
Maryland	•		
Massachusetts		•	
Michigan			
Minnesota		•	
Mississippi		•	
Missouri			

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Q29 Does the SEA or gifted education services unit produce an annual report on gifted and talented services in the state?

	Yes	No	Other (Please explain)
Montana			SEA collects data from the LEAs and reports the data to the legislature in the legislative report.
Nebraska		•	
Nevada	•		
New Hampshire		•	
New Jersey		•	
New Mexico			Reported within district data
New York		•	
North Carolina		•	
North Dakota		•	
Ohio			Ohio has not produced an annual report on gifted services, however, Ohio's main operating budget passed in 2021, which will require the Ohio Department of Education to publish no later than October 31 for fiscal years 2022 and 2023, the services offered by each school district in the K-3 grade band, the 4-8 grade band, and the 9-12 grade band and the number of licensed gifted intervention specialists and gifted coordinators employed or contracted by each school district.
Oklahoma	•		
Oregon		•	
Pennsylvania		•	
Rhode Island		•	
South Carolina		•	
South Dakota		•	
Tennessee		•	
Texas		•	
Utah		•	
Vermont			
Virginia			This very basic report is produced by each school division and submitted electronically to the state to be compiled into one report.
Washington		•	
West Virginia		•	
Wisconsin		•	
Wyoming		•	
Summary n = 49	6	36	7

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Table 63B. Annual State-Level Gifted Education Report

	Q29b Please provide a URL/Link to the most recent annual report.
Arkansas	https://dese.ade.arkansas.gov/Offices/learning-services/gifted--talented-and-advanced-placement/gifted--talented-advisory
Florida	http://beessgsw.org/#/spp/institution/public https://edudata.fldoe.org/AdvancedReports.html http://www.fldoe.org/academics/exceptional-student-edu/monitoring/
Georgia	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Pages/default.aspx
Hawaii	https://docs.google.com/document/d/1coJOTMXxbX2zmrFyRmAHmYJGSiyQCSFt5MZxofQ7nY/edit?usp=sharing
Idaho	https://www.sde.idaho.gov/superintendent/files/leg-priorities/reports/2022/Gifted-and-Talented-Program-2021.pdf
Maryland	GT data are not yet available for SY 2020-2021.
Oklahoma	https://sde.ok.gov/sites/default/files/FY%2019%20Annual%20Report%20GT_0.pdf
Virginia	https://doe.virginia.gov/statistics_reports/gifted/index.shtml

Table 64A. State Requirement for LEA Annual GT Report

Q30 Are LEAs in your state required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines?

Department of Defense	No	Missouri	
District of Columbia	No	Montana	Yes
Puerto Rico		Nebraska	No
Alabama	Yes	Nevada	Yes
Alaska	No	New Hampshire	Yes
Arizona	Yes	New Jersey	Yes
Arkansas	Yes	New Mexico	Yes
California	No	New York	No
Colorado	Yes	North Carolina	Yes
Connecticut	Yes	North Dakota	No
Delaware	Yes	Ohio	Yes
Florida	Yes	Oklahoma	Yes
Georgia	No	Oregon	No
Hawaii	No	Pennsylvania	Yes
Idaho	Yes	Rhode Island	No
Illinois	Yes	South Carolina	Yes
Indiana	Yes	South Dakota	No
Iowa	Yes	Tennessee	Yes
Kansas	Yes	Texas	No
Kentucky	Yes	Utah	Yes
Louisiana	No	Vermont	No
Maine	Yes	Virginia	Yes
Maryland	Yes	Washington	Yes
Massachusetts	No	West Virginia	No
Michigan	No	Wisconsin	No
Minnesota	Yes	Wyoming	Yes
Mississippi	No	Summary	Yes = 31
		n = 51	No = 20

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Table 64B. State Requirement for LEA Annual GT Report

	Q30b If applicable, please provide any comments or context about the required report on gifted and talented education programs.
Alabama	LEAs must report on Second Grade Child Find, Standard Child Find, procedures for informing stakeholders, personnel certification, annual staff training, placement and service delivery options, disproportionality, professional development, curriculum and instruction, program administration, caseloads and schedules of gifted specialists, progress from compliance monitoring.
Arizona	School districts are required to develop a Scope and Sequence for Gifted Education Programs and Services per ARS 15-779.02.
Arkansas	A.C.A. § 6-42-109 Reports by school district. Each school district shall report annually to the Division of Elementary and Secondary Education, at a prescribed due date, the extent to which it is providing educational opportunities specifically designed to meet the educational needs of gifted and talented children. https://advance.lexis.com/documentpage/?pdmfid=1000516&crid=13340e7f-c220-41fb-96f6-a6bb62575d34&config=00JAA2ZjZiM2VhNS0wNTVLTQ3NzUtYjYyYyYyZWZmODJiODRmMDYKAFBvZENhdGFsb2FxiYCnsel0pllgqpYkw9PK&pddocfullpath=%2Fshared%2Fdocument%2Fstatistics-legislation%2Furn%3AcontentItem%3A4WVD-91M0-R03K-W08K-00008-00&pdcontentcomponentid=234170&pdteaserkey=sr0&pditab=allpods&comp=vss_kkk&earg=sr0&prid=44b98e3a-649e-4bb5-9d51-95bb9a3a023e
Colorado	Annually, each Administrative Unit must complete a Unified Improvement Plan that includes specific analysis of gifted education data and target setting specific to gifted learners.
Delaware	LEAs are required under regulation 902, to create or refine their Gifted Education Plan. This is a 5-year process where LEA plans are reviewed by the SEA including criteria specific to goals, inclusion of stakeholders, identification by qualified persons, equity in the identification process, external communication and transparency, compliance with Regulation 1572 teacher certification in gifted education, reciprocity, and program and service evaluation.
Florida	Gifted services are provided in the SP&P documents found at http://beessgsw.org/#/spp/institution/public/
Idaho	District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October. The plan shall be updated and submitted every three (3) years thereafter and shall include: (3-30-07) a. Philosophy statement. (3-30-07) b. Definition of giftedness. (3-30-07) c. Program goals. (3-30-07) d. Program options. (3-30-07) e. Identification procedures. (3-30-07) f. Program evaluation. (3-30-07)
Illinois	(13) A methodology for measuring academic growth for gifted and talented children and a procedure for communicating a child's progress to his or her parents or guardian, including but not limited to, a report card. (14) The collection of data on growth in learning for children in a program for gifted and talented children and the reporting of the data to the State Board of Education.
Indiana	As per IC-20-36-2-1 Sec. 1(b) (2), all LEAs participating in the grant and receiving funding are required to submit an annual report to the SEA that includes the results of the programs for which the grant is used, including student general assessment results, program effectiveness, or student achievement.
Iowa	District plans and number of students served by grade level are provided to the Bureau of School Improvement through a data collection system in September. Student Reporting in Iowa (SRI) data is submitted to the Bureau of Information and Analysis in Winter and Spring.
Maine	Maine school districts are required to report on gifted and talented education as part of the comprehensive school review process which is within a 5-year cycle and additionally when and if required by the Department. Schools who receive a waiver from this requirement do not need to report. Financial reports are completed on an annual basis.

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Q30b If applicable, please provide any comments or context about the required report on gifted and talented education programs.

Minnesota	The Ed-Fi system captures student-level data on how students are served in six areas. Schools report: whole grade acceleration, subject acceleration, in school enrichment, out of school enrichment, advanced academics and whether a student is enrolled in a full-time gifted program.
New Hampshire	They are required, as previously stated, to report starting in August 2022
New Jersey	Pursuant to the Strengthening Gifted and Talented Education Act, all local education agencies (LEAs) were required to submit an initial report to the State Gifted coordinator by October 1, 2020, and an updated report on a schedule that coincides with their New Jersey Quality Single Accountability Continuum (NJQSAC) review, [section 11 of P.L.1975, c.212 (C.18A:7A-11)]. To ensure continued compliance, LEAs must submit an updated Gifted and Talented report to New Jersey (NJ) HOMEROOM by October 1 during the year of their NJQSAC review.
North Carolina	Each year, AIG student achievement data is reported on School Report Cards for the schools and districts. AIG students are considered a subgroup for all Accountability measures and data are collected statewide within existing collection measures.
Ohio	School districts are required to report in Ohio's Education Management Information System (EMIS) the number of students screened and assessed for gifted identification, the number of students identified as gifted, the number of students who receive gifted education services, the number of students who are accelerated, gifted education staffing (staff with gifted licensure or endorsement), and gifted education expenditures. Educational Service Centers (ESCs) are required to report gifted education staffing and gifted education expenditures. In addition, school districts are required to complete an annual self-report on the identification and services for students who are gifted. This self-report collects additional information not collected in Ohio's Educational Management Information System (EMIS), such as district policies and practices related to gifted education. This self-report provides information that the Ohio Department of Education uses to develop related resources and professional development.
Oklahoma	Each LEA provides a yearly report on GT with ID processes, programming, and budget details for use of state funds for GT services.
Pennsylvania	Every three years LEAs must submit a Gifted Assurance Plan within the Comprehensive plan for approval and PA completes cyclical gifted compliance for continuing improvement (GCMCI monitoring)
South Carolina	LEAs include information on GT as part of their required strategic plans that are submitted every five years and updated yearly. The GT portion of the plan includes the following information for academic and artistic GT services: at least 2 GT-related performance goals, scope and sequence, grades served, and curriculum used.
Virginia	The Regulations require that the report be completed by the division but not required to be posted to their website or shared in their community.
Washington	LEAs report annually on evaluation of identification procedures, student achievement, match of services to student need and strategies to eliminate barriers to identification; numbers of educators participating in professional learning about advanced learners; numbers of identified highly capable students receiving services
Wyoming	Districts are required to describe available supports for gifted students through the accreditation process.

Table 65A. Gifted as a Sub-Reporting Group for Accountability**Q31.** Does your state identify gifted as a sub-reporting group for accountability purposes?

Department of Defense	Yes	Missouri	
District of Columbia	No	Montana	Yes
Puerto Rico		Nebraska	No
Alabama	No	Nevada	Yes
Alaska	No	New Hampshire	No
Arizona	No	New Jersey	No
Arkansas	No	New Mexico	Yes
California	No	New York	No
Colorado	No	North Carolina	Yes
Connecticut	Yes	North Dakota	No
Delaware	No	Ohio	Yes
Florida	Yes	Oklahoma	No
Georgia	No	Oregon	Yes
Hawaii	No	Pennsylvania	Yes
Idaho	Yes	Rhode Island	No
Illinois	No	South Carolina	No
Indiana	No	South Dakota	No
Iowa	No	Tennessee	No
Kansas	No	Texas	No
Kentucky	No	Utah	No
Louisiana	Yes	Vermont	No
Maine	No	Virginia	No
Maryland	Yes	Washington	No
Massachusetts	No	West Virginia	No
Michigan	No	Wisconsin	No
Minnesota	No	Wyoming	No
Mississippi	No	Summary	Yes = 13
		n = 51	No = 38

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Table 65B. Gifted as a Sub-Reporting Group for Accountability

	Q31b. If applicable, please provide any comments or context about your state's mandate for reporting gifted as a sub-group for accountability purposes.
Department of Defense	It is used for achievement data
Florida	Each district has a policy and procedures document sent to the state for approval. The Bureau of Exceptional Education and Student Services monitors the gifted compliance through this document.
North Carolina	AIG has been an identified subgroup for accountability measures since 2012-2013, and it was reported prior to that in other reporting measures.
Ohio	State law (Ohio Revised Code 3317.40) requires the Ohio Department of Education to identify schools annually that fail to show satisfactory achievement and progress for four specific subgroups of students if they also receive state funding earmarked to serve those student groups. The four subgroups include English learners, students with disabilities, economically disadvantaged, and students who are gifted. Schools identified under this provision must submit an improvement plan to the Department. This is known as Gifted Watch status. For this purpose, the gifted subgroup is defined in law as students identified as gifted in superior cognitive ability and specific academic ability.
Pennsylvania	PA collects data on students on October 1 of every school year in the following categories: GY-Gifted with or without a 504 and receiving services on a GIEP GS-Dually exceptional and receiving gifted services through the IDEA IEP GX – Identified as gifted however the student does not need specially designed instruction NA – Not gifted

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Table 66A. Inclusion of GT Indicators for State Report Cards/Other Accountability

Q32. Are gifted and talented indicators required by state law or rule (such as the percent of students identified for gifted education in the district, or gifted student performance information) to be included on district report cards or other state accountability reporting forms?

Department of Defense	No	Missouri	
District of Columbia	No	Montana	No
Puerto Rico		Nebraska	No
Alabama	No	Nevada	Determined by the LEA
Alaska	No	New Hampshire	No
Arizona	Determined by the LEA	New Jersey	No
Arkansas	Yes	New Mexico	Determined by the LEA
California	Determined by the LEA	New York	No
Colorado	No	North Carolina	Yes
Connecticut	No	North Dakota	Determined by the LEA
Delaware	No	Ohio	Yes
Florida	Yes	Oklahoma	No
Georgia	No	Oregon	No
Hawaii	No	Pennsylvania	No
Idaho	No	Rhode Island	No
Illinois	Yes	South Carolina	No
Indiana	No	South Dakota	No
Iowa	No	Tennessee	No
Kansas	Determined by the LEA	Texas	No
Kentucky	Yes	Utah	Determined by the LEA
Louisiana	No	Vermont	No
Maine	No	Virginia	No
Maryland	Yes	Washington	Yes
Massachusetts	No	West Virginia	No
Michigan	No	Wisconsin	No
Minnesota	No	Wyoming	No
Mississippi	No	Summary n = 51	Yes = 8 No = 36 Determined by the LEA = 7

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Table 66B. Inclusion of GT Indicators for State Report Cards/Other Accountability

	Q32b. If applicable, please provide any comments or context about your state's required gifted and talented indicators.
Florida	Bureau of Exceptional Education and Student Services (BEESS) ESE Policies and Procedures (SP&P)/Monitoring describe the district Plan B numbers and percentage of ELL and SES students compared to total student population.
Maryland	<p>A. Local school system superintendents may exempt specific schools from the requirement to identify a significant number of gifted and talented students.</p> <p>B. Beginning September 1, 2019, local school systems shall report in their consolidated local Every Student Succeeds Act (ESSA) plan:</p> <ol style="list-style-type: none"> (1) The process for identifying gifted and talented students; (2) The number of gifted and talented students identified in each school; (3) The percentage of gifted and talented students identified in the local school system; (4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale; (5) The continuum of programs and services; and (6) Data-informed goals, targets, strategies, and timelines. COMAR13A.04.07.06 A and B
North Carolina	Each year, AIG student achievement data is reported on School Report Cards for the schools and districts. AIG students are considered a subgroup for all Accountability measures and data are collected statewide within existing collection measures.
Ohio	<p>Ohio has a Gifted Performance Indicator on the School Report Card. The Gifted Performance Indicator reflects the level of services to and the performance of students who are identified gifted. Beginning in the 2021-2022 school year the Gifted Indicator is now part of the Gap Closing Component on Ohio's School Report Card, which measures the reduction in educational gaps for student subgroups. The Gifted Performance Indicator includes the following Elements:</p> <p>Gifted Performance Index Element: Measures performance of gifted students on qualifying state tests that correspond to their area of gifted identification, as determined by the Gifted Performance Index score. Evaluation is based on a minimum of 15 unique students.</p> <p>Gifted Progress Element: Measures progress of gifted students on qualifying state tests, as determined by the Gifted Value-Added rating. Evaluation is based on a minimum of 15 unique students across all grades and subject areas.</p> <p>Gifted Identification and Service Element: Measures levels of identification and gifted service for students, including underrepresented minority students and students with economic disadvantage, as determined by a total point score connected to various measure of gifted identification and service. A school or district must have a minimum of 15 unique students to be evaluated.</p> <p>Schools and districts earn five points toward the Gap Closing Component calculation for each Element met for the Gifted Performance Indicator. Thresholds for the 2021-2022 school year are as follows:</p> <p>Gifted Performance Index Element: Earn at least 95% of possible Index points for students identified as gifted.</p> <p>Gifted Progress Element: Earn a 3 star rating or higher on the value-added measure for students identified as gifted.</p> <p>Gifted Identification and Service Element: Earn 60% of all possible points.</p> <p>Thresholds will increase each year over three years for the Gifted Performance Index and Gifted Identification and Services Elements.</p>
Washington	Identified highly capable vs. non-identified highly capable students by LEA are reported in state report card

Table 67A. Specific Gifted and Talented Indicators Required to be Reported

	Q33. If the state requires gifted and talented indicators on district report cards or other state accountability reporting forms, check all the specific indicators that apply:											
	Number of identified gifted students	Demographics of the gifted population	Achievement/performance of gifted students (as a separate group)	Learning growth of gifted students (as a separate group)	Availability of Advanced Placement/ International Baccalaureate/Cambridge courses	Dual or concurrent enrollment with institutions of higher education	Career/technical education	Graduation rate of gifted students (as a separate group)	Dropout rate of gifted students (as a separate group)	Number of students granted early entrance to Kindergarten	Number of students who graduated early from high school	Other
Arkansas			•	•	•	•		•				
Florida	•	•										Each district that participates in Plan B describes ELL and Low SES subgroup numbers and percentage of students related to total district student population. District onsite ESE monitoring reports are completed by BEESS and can be found at http://www.fldoe.org/academics/exceptional-student-edu/monitoring/
Illinois	•	•										
Kentucky	•	•				•	•					
Maryland	•	•										
North Carolina	•	•	•			•						The last two are available but are not reported because those students are accelerated and as a result are captured in those grade-levels. We collected current enrollment (not availability) of Advanced Placement/ International Baccalaureate/ Cambridge courses.

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Q33. If the state requires gifted and talented indicators on district report cards or other state accountability reporting forms, check all the specific indicators that apply:

	Number of identified gifted students	Demographics of the gifted population	Achievement/performance of gifted students (as a separate group)	Learning growth of gifted students (as a separate group)	Availability of Advanced Placement/International Baccalaureate/Cambridge courses	Dual or concurrent enrollment with institutions of higher education	Career/technical education	Graduation rate of gifted students (as a separate group)	Dropout rate of gifted students (as a separate group)	Number of students granted early entrance to Kindergarten	Number of students who graduated early from high school	Other
Ohio			•	•								Percentage of students identified as gifted in superior cognitive ability and specific academic ability and the percentage of those identified students reported as served at the K-2, 3-6, 4-8, and 9-12 grade bands, percentage of students identified as gifted in creative thinking ability and the visual or performing arts, the percentage of those identified students reported as served K-12, the representation of underrepresented minority students for gifted identification and service K-12, and the representation of students with economic disadvantage for gifted identification and service K-12. In addition, the number of students reported as subject and also grade accelerated is provided on the school report card.
Washington	•											
Summary *Multiple responses possible n = 8	6	5	3	2	1	3	1	1	0	0	0	3

Table 67B. Specific Gifted and Talented Indicators Required to be Reported

Q33b. If applicable, provide comments about specific indicators on district report cards or other state accountability reporting forms.

Maryland	GT data are not available for SY 2020-2021.
North Carolina	NCDPI does collect and analyze learning growth, enrollment and completion data for career and technical education courses, graduation cohort rate, and drop-out rate for all students, and our agency has the capability to disaggregate the data to study trends for the gifted population.
Ohio	See the previous comment about the Gifted Performance Indicator.

Table 68. State Monitoring/Auditing of LEA Gifted Education Programs

	Q34. Does your state monitor/audit LEA gifted education programs?				Q34b. If applicable, please provide comments about your state's monitoring/auditing.
	Monitor	Audit	Both Monitor and Audit	Neither	
Department of Defense	•				We act as both SEA and LEA.
District of Columbia				•	
Puerto Rico					
Alabama	•				We monitor through the Cognia platform. Due to Covid-19 safety regulations and staffing we have conducted desk reviews for the last four years. The following items are reviewed during the monitoring cycle: a selection of student hard copy and electronic folders, gifted reporting and data in PowerSchool Special Programs, placement and service delivery options for K-12, spending of gifted allocations, proportionality of student populations in the gifted program, adherence to the Alabama Administrative Code - Gifted, concept-based curriculum units of study, administration of the LEA Plan for Gifted, gifted specialist questionnaires, caseload and class sizes.
Alaska					
Arizona			•		School districts are required to develop and regularly update a Scope and Sequence for Gifted Education Programs and Services per ARS 15-779.02. Review for compliance has also been integrated in the SEA Title I-A LEA monitoring process for Title I-A LEAs.
Arkansas			•		LEA's submit annual program approval applications detailing how students are receiving services and including program evaluation findings from the prior year. LEA's also receive onsite monitoring of their gifted programs from the SEA's GT Office. Which LEA's receive those visits is determined annually based on a risk assessment with additional districts not identified as high risk included as part of a sampling. If a district's gifted program is identified as high risk, this is also reported to the SEA Division of Public School Accountability to be factored into the district's overall risk assessment.
California				•	
Colorado	•				Link to our monitoring resources: https://www.cde.state.co.us/gt/gem
Connecticut				•	
Delaware	•				Regulation 902. Five-year review process of Gifted Education Plans. Delaware has conducted on site monitoring in schools where gifted program classrooms were visited.
Florida			•		Section 1003.57(1)(b)4., Florida Statutes (F.S.), requires that district school boards submit to the Florida Department of Education (FDOE) proposed procedures for the provision of special instruction and services for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for district's use of weighted cost factors under the Florida Education Finance Program (FEFP). This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA). To view a district's approved SP&P visit http://www.beessgsw.org/#/spp/institution/public

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	Q34. Does your state monitor/audit LEA gifted education programs?				Q34b. If applicable, please provide comments about your state's monitoring/auditing.
	Monitor	Audit	Both Monitor and Audit	Neither	
Florida (continued)			•		<p>To view a district's past approved SP&P visit http://beess.fcim.org/sppDistrictDocSearch.aspx</p> <p>Monitoring:</p> <p>In carrying out its roles of leadership, resource allocation, technical assistance, monitoring, and evaluation, the Bureau of Exceptional Education and Student Services is required to examine and evaluate procedures, records, and programs of exceptional student education; provide information and assistance to school districts; and assist the districts in operating effectively and efficiently (section 1008.32, Florida Statutes).</p> <p>In accordance with the Individuals with Disabilities Education Act (IDEA), the Department is responsible for ensuring that the requirements of IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (section 300.600(b)(1) and (2) of Title 34, Code of Federal Regulations).</p> <p>Monitoring Introduction (PDF)</p> <p>SPP 13 Instructions (PDF)</p> <p>SPP 13 Protocol (PDF)</p> <p>Monitoring Reports – Listed by School District are located at: http://www.fldoe.org/academics/exceptional-student-edu/monitoring/</p>
Georgia		•			
Hawaii				•	
Idaho	•				We monitor that the 3-year plan is submitted and updated every three years. We provide a best practices manual and encourage LEAs to use researched-based strategies.
Illinois				•	
Indiana	•				Through the grant application and subsequent final report goals and measurable outcomes and program plans are submitted and reviewed.
Iowa			•		<p>Districts provide their district gifted programming plan and annual data to the Bureau of School Improvement using the Consolidated Accountability and Support Application (CASA) electronically in September.</p> <p>The Bureau of School Business Operations provides spring budget audits that include appropriate expenditures drawn from gifted programming state formula funding.</p>
Kansas	•				We have an IEP file review process that selects random students from districts every three years on a cohort system.
Kentucky			•		
Louisiana		•			
Maine				•	

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	Q34. Does your state monitor/audit LEA gifted education programs?				Q34b. If applicable, please provide comments about your state's monitoring/auditing.
	Monitor	Audit	Both Monitor and Audit	Neither	
Maryland	•				B. Beginning September 1, 2019, local school systems shall report in their consolidated local Every Student Succeeds Act (ESSA) plan: (1) The process for identifying gifted and talented students; (2) The number of gifted and talented students identified in each school; (3) The percentage of gifted and talented students identified in the local school system; (4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale; (5) The continuum of programs and services; and (6) Data-informed goals, targets, strategies, and timelines. COMAR13A.04.07.06B
Massachusetts				•	
Michigan				•	
Minnesota				•	
Mississippi			•		Our state monitors annually and audits every 3-5 years.
Missouri					
Montana				•	
Nebraska				•	
Nevada	•				
New Hampshire				•	
New Jersey	•				Pursuant to the Strengthening Gifted and Talented Education Act, all school districts were required to submit an initial report to the State Gifted Coordinator by October 1, 2020, and an updated report on a schedule that coincides with their New Jersey Quality Single Accountability Continuum (NJQSAC) review, [section 11 of P.L.1975, c.212 (C.18A:7A-11)]. The New Jersey Quality Single Accountability Continuum (NJQSAC) is the Department of Education's monitoring and district self-evaluation system for public school districts. The system focuses on monitoring and evaluating school districts in five key components that, based on research, have been identified to be key factors in effective school districts. Gifted education is monitored by QSAC under Operations Indicator 4 (see page 85 of the QSAC user manual https://www.nj.gov/education/qsac/manual/).
New Mexico				•	
New York				•	
North Carolina				•	
North Dakota				•	

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	Monitor	Audit	Both Monitor and Audit	Neither	
Ohio			•		Public school districts are required to report to the Ohio Department of Education the number of students in grades K-12, who are screened, assessed, and identified as gifted in each gifted identification category under Ohio law (Ohio Revised Code 3324.03). In addition, school districts must report data related to gifted services. Per Ohio law, the Department is required to audit each district's number of students screened, assessed, and identified as gifted once every three years. The Department may audit a district more frequently upon complaint or suspicion of noncompliance. In addition, Ohio school districts are required to participate in audits based on risk assessment criteria as determined by the Department. These audits may include onsite reviews, desk reviews, or self-reviews of gifted education data, policies, practices, and procedures. Districts are provided an opportunity to validate the data used in an audit and the Department shall provide technical assistance to any district found in non-compliance. Districts who are found non-compliant may be placed on a corrective action plan or a district improvement plan.
Oklahoma			•		70:1210.303c8 requires that 25 districts are selected at random each year for audit/monitoring.
Oregon	•				
Pennsylvania	•				PA uses an on-site monitoring of compliance in 10 districts per school year.
Rhode Island				•	
South Carolina	•				Monitoring is done through yearly data reports the LEAs submit, and through strategic plans as mentioned earlier.
South Dakota					
Tennessee			•		
Texas				•	
Utah				•	
Vermont				•	
Virginia	•				VA provides a 'technical review' of each division's local gifted plan every 5 years. This is a peer-reviewed process. It basically provides some feedback to school divisions regarding their plan. Divisions are not mandated to follow the recommendations unless they have not addressed a mandated component of the Regulations.
Washington	•				Monitoring to RCWs (Revised Code of Washington) and WACs (Washington Administrative Code) about highly capable identification and services
West Virginia	•				Gifted is covered under the umbrella of Policy 2419, which addresses special education rules based on disabilities covered by IDEA and requires gifted-eligible students to have an IEP. Cyclical monitoring of districts covers both special education students and gifted student IEPs, teacher certification and caseloads.
Wisconsin				•	
Wyoming	•				The state monitors LEAs in terms of a report which collects information on the teacher, course and enrollment of students.
Summary n = 49	17	2	9	21	

Table 69. LEA Submission of Gifted Education Plans to the SEA

	Q35 Are LEAs required to submit gifted education identification, program implementation, and/or policy plans to the SEA? Select all that apply.			
	Yes, identification plans must be submitted.	Yes, program implementation plans must be submitted.	Yes, policy plans must be submitted.	No
Department of Defense				
District of Columbia				
Puerto Rico				•
Alabama	•	•	•	
Alaska			•	
Arizona	•	•	•	
Arkansas		•		
California				•
Colorado	•	•	•	
Connecticut				•
Delaware		•		
Florida	•	•	•	
Georgia				•
Hawaii				•
Idaho	•	•	•	
Illinois	•		•	
Indiana	•	•		
Iowa	•	•		
Kansas	•			
Kentucky				•
Louisiana				•
Maine	•	•		
Maryland	•	•	•	
Massachusetts				•
Michigan				•
Minnesota				•
Mississippi	•	•		
Missouri				
Montana				•
Nebraska	•			

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Q35 Are LEAs required to submit gifted education identification, program implementation, and/or policy plans to the SEA? Select all that apply.

	Yes, identification plans must be submitted.	Yes, program implementation plans must be submitted.	Yes, policy plans must be submitted.	No
Nevada		•	•	
New Hampshire				•
New Jersey	•	•	•	
New Mexico				•
New York				•
North Carolina	•	•	•	
North Dakota				•
Ohio	•		•	
Oklahoma	•	•	•	
Oregon	•	•	•	
Pennsylvania	•			
Rhode Island				•
South Carolina		•		
South Dakota				•
Tennessee				•
Texas				•
Utah				•
Vermont				•
Virginia	•	•	•	
Washington	•	•		
West Virginia				•
Wisconsin				•
Wyoming	•			
Summary *Multiple responses possible n = 50	22	20	15	23

Table 70. Comments on LEA Submission of Gifted Education Plans to the SEA

	Q35b If applicable, please provide any comments or context about submitting gifted education identification, program implementation, and/or policy plans.
Department of Defense	Policy is created by DoDEA Headquarters. All schools must implement policy
Alabama	Enrichment model programs must submit an alternate matrix for eligibility if applicable. Systems that screen referrals must submit their screening score for approval. All systems must submit an LEA Plan for Gifted that outlines service delivery options for each grade cluster (i.e. K-2, 3-5/6, 6/7-8, 9-12).
Arizona	School districts are required to develop and regularly update a Scope and Sequence for Gifted Education Programs and Services per ARS 15-779.02.
Arkansas	<p>A.C.A. § 6-15-202 Included in Accreditation https://advance.lexis.com/document?crd=92c03be7-708a-4e2d-a63f-7859e909b0dd&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A5VPB-5KW0-R03N-84YY-00008-00&pdsourcgroupingtype=&pdcontentcomponentid=234170&pdmfid=1000516&pdurlapi=true</p> <p>A.C.A. § 6-42-109 Required Report https://advance.lexis.com/document?crd=cd9ca1ef-d037-467e-b219-7d762f05fce3&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A4WVD-91M0-R03K-W08K-00008-00&pdsourcgroupingtype=&pdcontentcomponentid=234170&pdmfid=1000516&pdurlapi=true</p> <p>Identification and policies are reviewed during gifted program monitoring visits.</p>
Colorado	<p>https://www.cde.state.co.us/gt/data</p> <p>Our Comprehensive Program Plans are required to be updated every 5 years at minimum. These plans must address how the administrative unit meets all the conditions set forth in the Colorado Exceptional Children's Education Act.</p>
Delaware	Regulation 902
Florida	<p>Section 1003.57(1)(b)1., Florida Statutes (F.S.), requires that district school boards submit to the Florida Department of Education (FDOE) proposed procedures for the provision of special instruction and services for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for district's use of weighted cost factors under the Florida Education Finance Program (FEFP). This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA).</p> <p>To view a district's approved SP&P visit http://www.beessgsw.org/#/spp/institution/public</p> <p>To view a district's past approved SP&P visit: http://beess.fcim.org/sppDistrictDocSearch.aspx</p>
Indiana	<p>As per HEA 511 6.9-1.2, and to qualify as a program for high-ability students, each LEA must have the following plans on file at the Indiana Department of Education and made available for public review.</p> <ul style="list-style-type: none"> • A multifaceted student assessment plan, including the following: (A) Performance-based assessment. (B) Potential-based assessment. (C) Other forms of assessment. • A curriculum and instructional strategies plan. • A counseling and guidance plan. • A systematic program assessment plan. • A professional development plan
Iowa	<p>In September, LEAs provide their district gifted program plan and annual program data electronically to the Bureau of School Improvement using the Consolidated Accountability and Support Application (CASA).</p> <p>The submitted district gifted program plan includes K-12 gifted program goals/measurements, student identification procedures, gifted program services, gifted program staff development, staffing design, personnel qualifications, and gifted program evaluation process.</p>

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Q35b If applicable, please provide any comments or context about submitting gifted education identification, program implementation, and/or policy plans.

Maryland	<p>B. Beginning September 1, 2019, local school systems shall report in their consolidated local Every Student Succeeds Act (ESSA) plan:</p> <p>(1) The process for identifying gifted and talented students; (2) The number of gifted and talented students identified in each school; (3) The percentage of gifted and talented students identified in the local school system; (4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale; (5) The continuum of programs and services; and (6) Data-informed goals, targets, strategies, and timelines. COMAR13A.04.07.06B</p>
New Jersey	<p>The initial reporting was submitted on October 1, 2020. Subsequent reports are submitted according to each district's NJQSAC review schedule (NJQSAC reviews occur every year, however each LEA cohort is reviewed every three years). The NJQSAC report is a written report that is submitted through NJ HOMEROOM and the student and staff reporting is submitted twice a year as snapshot data through New Jersey's longitudinal data snapshot collector, NJSMART.</p>
North Carolina	<p>By legislation, the State Board of Education/SEA reviews and provides feedback on Local AIG Plans. These Local AIG Plans are approved at the local level and must adhere to the NC AIG Program Standards, which are the state's guidelines and approved SBE policy.</p>
Ohio	<p>School districts are required to submit their local board-approved District Gifted Identification Plan to the Department for approval. When districts submit their identification plans to the Department, they are required to attach a copy of their District Gifted Education Policy. District Gifted Education Policies must be approved by district boards of education. The Department reviews these policies for compliance monitoring purposes but is not required to approve them.</p>
Pennsylvania	<p>Plans are required every three years and include the following categories:</p> <ol style="list-style-type: none"> 1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school websites, etc) 2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction. 3. Describe your district's procedures for determining Eligibility (through multiple criteria) and Need (based on Academic Strength)- for potentially mentally gifted students (Evaluation) 4. Describe the gifted programs that are offered to provide opportunities for acceleration, enrichment, or both. The term programs refers to the continuum of services, not one particular option.
South Carolina	<p>This is done through LEAs' strategic plans.</p>
Virginia	<p>Policies, identification plans and services options are all components of the Local Gifted Plan that must be submitted for technical review every 5 years. Legal approval of each school divisions' local gifted plan must be done by their local school board.</p>
Washington	<p>Annual requirement for District Highly Capable Plan to be approved by School Board and submitted to OSPI for approval</p>

Table 71. SEA Approval of LEA Gifted Education Plans

	Yes, identification plans must be approved.	Yes, program implementation plans must be approved.	Yes, policy plans must be approved.	No
Department of Defense				
District of Columbia				•
Puerto Rico				
Alabama	•	•	•	
Alaska				•
Arizona	•	•	•	
Arkansas		•		
California				•
Colorado				•
Connecticut				•
Delaware		•		
Florida	•	•	•	
Georgia				•
Hawaii				•
Idaho				•
Illinois				•
Indiana	•	•		
Iowa	•			
Kansas				•
Kentucky				•
Louisiana				•
Maine	•	•		
Maryland	•			
Massachusetts				•
Michigan				•
Minnesota				•
Mississippi	•	•		
Missouri				
Montana	•	•	•	
Nebraska				•
Nevada		•	•	

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	Yes, identification plans must be approved.	Yes, program implementation plans must be approved.	Yes, policy plans must be approved.	No
New Hampshire				•
New Jersey	•	•	•	
New Mexico				•
New York				•
North Carolina	•	•	•	
North Dakota				•
Ohio	•			
Oklahoma	•	•	•	
Oregon				•
Pennsylvania	•			
Rhode Island				•
South Carolina				•
South Dakota				•
Tennessee				•
Texas				•
Utah				•
Vermont				•
Virginia				•
Washington	•	•		
West Virginia				•
Wisconsin				•
Wyoming				•
Summary *Multiple responses possible n = 50	15	14	8	32

Table 72. Comments on SEA Approval of LEA Gifted Education Plans

	Q36b If applicable, please provide comments or context about state approval for gifted education identification, program implementation, and/or policy plans.
Department of Defense	NA
Alabama	Each LEA must submit the LEA Plan for Gifted, which provides program goals, evaluation procedures, outlines service delivery for grade clusters, professional development for staff, acceleration policy, members of the gifted referral screening/eligibility team, and any alternate program options, self-monitoring procedures, grievance procedures, and virtual options.
Arizona	School districts are required to develop and regularly update a Scope and Sequence for Gifted Education Programs and Services per ARS 15-779.02.
Arkansas	When LEAs receive onsite monitoring, all requirements from GT Standards are reviewed including requirements for identification, program implementation, and policies. https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf
Delaware	Collected and reviewed by an external reviewer for feedback and returned with approval to LEA.
Indiana	Upon applying for state funding, all applicants are required to submit their program plans as specified in IAC 511 6.9-1.2.
Iowa	The plans are approved as part of the Chapter 12 General Accreditation Standards process through the Bureau of School Improvement.
Maine	Districts complete an application that outlines how funds can be used. The Department does not require a separate plan be submitted other than what's required in the comprehensive school review process. The application is reviewed by Department staff.
Maryland	F. The Department shall: (1) Review and approve each school system's identification process to ensure compliance with this regulation; and (2) Provide a Maryland's Model of Gifted and Talented Education: Maryland Gifted and Talented Student Identification Requirements document that includes available State-mandated achievement assessments for gifted and talented screening for adoption by school systems without an approved identification process. COMAR13A.04.07.02F A. Each school system shall provide different services beyond those normally provided by the regular school program from an annually reviewed Maryland State Department of Education approved list of programs and services in order to develop the gifted and talented student's potential. Appropriately differentiated, evidenced-based programs and services shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning. B. Each school system shall review the effectiveness of its programs and services. COMAR13A.04.07.03 A and B
Montana	The LEA plans are required through the Gifted and Talented Grant. They must be approved to receive funding.

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Q36b If applicable, please provide comments or context about state approval for gifted education identification, program implementation, and/or policy plans.

New Jersey	<p>Pursuant to section 11 of P.L.1975, c.212 (C.18A:7A-11) of the New Jersey Quality Single Accountability Continuum (NJQSAC), each New Jersey school district and county vocational school district shall make a report of its progress in complying with all of the quality performance indicators... every three years, pursuant to a schedule to be established by the commissioner.</p> <p>NJQSAC Operations Indicator 4 monitors whether a school district has [gifted and talented education] policies and procedures that require the use of multiple sources of data to monitor student achievement and progress and to evaluate the effectiveness of programs, initiatives, and strategies. Monitors review district websites to ensure they have a gifted and talented complaint policy on the homepage of the board's internet website (N.J.S.A. 18A:35-38); and detailed information available regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. (N.J.S.A. 18A:35-39).</p> <p>NJQSAC is initiated by a self-evaluation process of various stakeholders in each school community. Once this self-evaluation is completed in the five District Performance Review (DPR) areas of the model, the Department's county offices of education, led by executive county superintendents (ECS), conduct a verification process using the minimum Documentation for Verification to be provided by the district for each of the quality performance indicators: instruction and program; fiscal management; governance; operations; and personnel.</p>
North Carolina	<p>By legislation, the State Board of Education/SEA reviews and provides feedback on Local AIG Plans. These Local AIG Plans are approved at the local level and must adhere to the NC AIG Program Standards, which are the state's guidelines and approved SBE policy. Plans are required by the State Board of Education but are not approved by the SBE/SEA.</p>
Ohio	<p>School districts submit their local board-approved District Gifted Identification Plan to the Department for approval. When districts submit their identification plans to the Department, they are required to attach a copy of their District Gifted Education Policy. District Gifted Education Policies must be approved by district boards of education. The Department reviews these policies for compliance monitoring purposes but is not required to approve them.</p>
Oklahoma	<p>Districts are required to have a plan approved by the SEA as well as their local school board. If any changes are made, these must be re-approved by the school board as well as the SEA.</p>

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Section IX: Themes Across States and Future Directions

Table 73A. Clarifying Comments and Future Directions

Q70 Provide any clarifications to your responses that you would like to make. (Please include a reference to the question text in your answer.)	
Indiana	This comment is not directly specific to a particular question. The State of Indiana has launched the Indiana Graduates Prepared to Succeed Dashboard for school accountability, which requires that all students have opportunities not previously ensured. Within these opportunities are assured credentials of currency upon graduation. Included in those credentials are increased access to advanced coursework in high school that equate to or directly provide post-secondary credits enabling students the option to graduate with the Indiana College Core, which translates to 30 post-secondary credits.
Nevada	Nevada is a local control state, school districts have the ability to spend GT funding to support the need of the districts. GT in Nevada is funded through the Pupil Centered Funding Plan – the PCFP prioritizes equity by funding students based on their unique needs and circumstances.
Ohio	In reference to Q28, due to certain students having been counted with more than one race or ethnicity within the school year, the percentages of the various races or ethnicities, when totaled equal slightly over 100%.
Virginia	We had had a lot of professional development in the summers and sometimes during the school year regarding Twice-Exceptional learners. This has been accomplished through funds from the SPED department.

Table 73B. Clarifying Comments and Future Directions

Q71 Please provide any comments that will help future efforts to study the status of gifted education in the United States.	
Iowa	Federal Law to recognize gifted students as a sub-group and Federal Funding to support academic opportunity to close achievement gaps.
Minnesota	Throughout the United States, gifted education has been plagued by disproportionality in identification of students for services. Directing resources to enhanced early education opportunities, universal screening, and acceleration rather than labels has the potential to change the lives of many. I encourage researchers to study how assessment is used and how it can increase the impact of student services rather than focusing on the gifted label.
Virginia	Our websites for gifted: https://www.doe.virginia.gov/instruction/gifted_ed/index.shtml Our website for Governor's Schools: https://www.doe.virginia.gov/instruction/governors_school_programs/index.shtml

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Gifted Children

For more information, contact:

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