

State of Delaware
Legislative Task Force
for
Gifted & Talented Education

Preliminary Findings & Recommendations

May 2013

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TABLE OF CONTENTS

<u>EXECUTIVE SUMMARY</u>	3
<u>INTRODUCTION</u>	10
BACKGROUND	10
CHARGE TO THE TASK FORCE	10
DESCRIPTION OF THE TASK FORCE PROCESS	10
FINANCIAL IMPLICATIONS	11
ACTION PLANS	11
<u>RECOMMENDATIONS- SUB-COMMITTEE FINDINGS</u>	9
IDENTIFICATION SUB-COMMITTEE	9
PROGRAMS AND CURRICULUM SUB-COMMITTEE	15
PERSONNEL PREPARATION SUB-COMMITTEE	17
<u>REFERENCES</u>	20
<u>APPENDICES</u>	
APPENDIX A-SURVEY DATA	22
APPENDIX B-THE STATE OF GIFTED AND TALENTED EDUCATION- SURVEY I	30
APPENDIX C-SURVEY I RESPONSES	
APPENDIX D -THE STATE OF GIFTED AND TALENTED EDUCATION- SURVEY II	
APPENDIX E-SURVEY II RESPONSES	
APPENDIX F-Statistics from the National Association for Gifted Children (NAGC)	58

EXECUTIVE SUMMARY

Programs and services for gifted and talented students have long been neglected in the state of Delaware and across most of the United States.

Data results from a survey of Delaware schools conducted by this task force shows that a statewide process for identifying gifted and talented students is needed.

Members of the legislative task force for gifted and talented education offer the following recommendations, all of which are priorities but in no specific order, to address and support the potential of ALL our students.

Short Term Recommendations:

- 1. Support the continuation of this legislative task force through calendar year 2014.** The task force will plan the implementation of legislative outcomes and recommendations from the Delaware Department of Education.
- 2. Create by August 1, 2014 a regulation for identifying gifted and talented students.**
- 3. Create by August 1, 2014, a framework that would support the planning, implementation and progress monitoring of programs for gifted and talented students.** The framework will require school districts and charter schools to embrace the best current research and practices in gifted education and to pool resources locally and statewide.

Long Term Recommendations:

Identification

- 1. Confirm by September 1, 2013, an operational definition of giftedness.**

Responsibility: Delaware Department of Education in conjunction with the Statewide Advisory Council on Programs for Gifted and Talented Students. The task force recommends the use of the current Delaware definition of gifted child adopted in 2012 by the Statewide Advisory Council on Programs for Gifted and Talented Students through DOE
http://www.doe.k12.de.us/infosuites/students_family/gifted/definition.shtml

Rationale: The current Delaware definition of gifted and talented child is inclusionary, is widely used and is aligned to the current federal definition. The current federal definition of gifted students was originally developed in the 1972 *Marland Report to Congress*, and has been modified several times since then. The current definition, which is located in the Elementary and Secondary Education Act, reads:

Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities...

- 2. Establish by August 1, 2014, a policy for alignment of the operational definition, the identification process and multiple criteria for assessing and identifying students for appropriate placement beginning in early childhood.**

Responsibility - Local Education Agencies with support from Delaware Department of Education

Rationale – Services being offered must match the abilities that have been identified. The student must be able to demonstrate the gifted and talented ability and aptitude to be identified. The task force recommends:

- Use of instruments sensitive to the inclusion of underrepresented groups such as low socio-economic status and minority and English Language Learners.
- Use of multiple criteria.
- Data based decision making that rests with an informed, trained team.
- Development of an appeals process.

Programs and Curriculum-

- 1. Establish programs for gifted and talented education in the 2014-15 school year.**

Responsibility: Local Education Agencies with support from Delaware Department of Education

Rationale: Local education agencies need a clearly defined program of curriculum, programs and services to meet the needs of gifted and talented learners.

- By December 31, 2013 the Delaware Department of Education will develop a template for program planning and implementation.
- By June 1, 2014 schools will submit a completed framework for review and feedback.
- By August 15, 2014 template plans will be finalized for implementation in the 2014-15 school year.
- By July 2014 local education agencies will establish district or charter advisory committees.

- 2. Establish by June 30, 2013, a position in the Delaware Department of Education of a highly qualified person(s) by October 1, 2013, to oversee all aspects of the implementation of the recommendations including supporting and monitoring state and local education agencies pertaining to gifted and talented education.**

Responsibility: Delaware General Assembly

Rationale: To support and monitor school districts as they develop their plans, the department of education must dedicate sufficient time and resources to this endeavor. A full-time staff member dedicated to overseeing the implementation of the state and district policies and programs is needed.

Personnel Preparation

- 1. Establish by July 2014, a comprehensive plan for professional development of all educators**

Responsibility: Local Education Agencies with support from Delaware Department of Education

Rationale: All administrators, teachers, staff, and support personnel need extensive expertise in gifted education (Landrum, Shaklee, & Callahan, 2001).

- 2. Establish by July 2014, regulation requiring the use of the *Teacher of Students Who Are Gifted and Talented certificate* based on the current Delaware Administrative Code, Title 14 Del.C. §1220**

Responsibilities: Professional Standards Board and the Delaware Board of Education

Rationale: In order to teach in programs that are identified as specific to gifted and talented students, educators must satisfy the requirements for a Teacher of Students Who Are Gifted and Talented certificate.

INTRODUCTION

Background

At the culmination of the 146th General Assembly in June of 2012, House Concurrent Resolution 57 was drafted and passed into the law. The resolution created a task force to examine programs for gifted and talented students in the state of Delaware. The legislation mandated that the chair of the task force would be the Secretary of Education. Mark Murphy, newly appointed Secretary of Education in April 2013, named Debora Hansen, Education Associate for Gifted and Talented Programs at the Delaware Department of Education to serve in his stead. In addition to naming a diverse and multi-faceted membership the concurrent resolution specifically identified the charge of the task force for the 2012-2013 academic year.

Charge to the Task Force

The Legislative Task Force for Gifted and Talented Education was responsible for the following charge identified by the Delaware and House and Senate.

- Examine models used by other states for gifted and talented programs and recommend any model that would be beneficial or enhance gifted and talented programs in the State of Delaware.
- Determine if the programs that Delaware is using for gifted and talented students could be improved.
- Examine and make recommendations regarding testing used for entry into gifted and talented programs in schools throughout the State of Delaware and determine if there is a need for a uniform test.
- Examine and make recommendations regarding qualifications, guidelines, parameters and benchmarks for gifted and talented programs in schools throughout the State of Delaware.
- Present a final report of its findings and recommendations to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate by March 31, 2013.

Description of the Task Force Process

The Legislative Task Force for Gifted and Talented Education met for the first time on September 26, 2013 and at least every month throughout the duration of the 2012-2013 school year. The first task the group identified was to develop and disseminate a survey to school districts and charter schools to determine the extent of programs throughout the state. To ease the burden of response the survey was separated into two separate instruments where the affirmative response to Question # 14- Does your Local Education Agency identify gifted and talented students?- triggered a second survey that enabled respondents to report greater detail. These survey instruments are included as Appendices B and D.

In November the committee was presented a report from the National Association for Gifted Children. The white paper, *Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students*

co-authored by National Association for Gifted Children president, Paula Olszewski-Kubilius, and executive director, Jane Clarenbach, precipitated the formation of three sub-committees: Identification; Programs and Curriculum and Personnel Preparation. The NAGC Guide to State Policy and the NAGC State of the States Report became the primary resources for state by state comparison in these three areas. From those sub-committee reports task force recommendations emerged.

Financial Implications

No state or federal resources are currently available for the planning and implementation of services and programs for gifted and talented students. The recommendations of this task force are a call to action and should be supported with the resources of time, human capital and financial infrastructure.

Action Plans

The most pressing need is to develop a statewide identification process. This policy should be followed by the development of a framework for local education agencies to plan and implement programs and services based on student need, district or charter school resources, research and best practices in the field of gifted education.

RECOMMENDATIONS- SUB-COMMITTEE FINDINGS

IDENTIFICATION: PROPOSED CRITERIA FOR DELAWARE IDENTIFICATION POLICY FOR GIFTED EDUCATION AND TALENT DEVELOPMENT COMPREHENSIVE PROGRAMS

Introduction

One of the most challenging aspects of gifted and talented education is the ability to accurately identify the students who should be served by such programs. The work of the committee on identification was intended to create a framework for identification that is specific to the purpose of identifying the students who are gifted and talented in identifiable areas and then matching these students to appropriate services and/or programs. There are several areas where this report overlaps with other aspects of G/T education (i.e. programming, staffing, etc.) however, it is important to ensure that identification and service are aligned and not treated as separate issues. Ultimately, there should be a clear match between the students identified for service, the program and staff intended to serve the identified students, and clear expectations for what the identified students should accomplish as a result of the given services. As part of a comprehensive state program designed to meet the needs of gifted and talented students, it should be clear that a student, who is identified in one district, should be able to meet the criteria for giftedness and talent in any other district within the state. And that same student should be just as well served from one district to the next if the identification and programming are successfully planned and implemented.

Using the National Association for Gifted Children's Guide to State Policies (2007) as a guiding format, we provide the following as a recommendation for Delaware's Policy for Gifted and Talented Student Identification.

1. Operational Definition of Giftedness or Eligibility for Talent Development

Who are the students who need to be identified to receive services under gifted education and talent development? The committee was pleased to find that Delaware has already defined the core characteristics found in students to be considered as gifted and talented. The following definition has been established and accepted as part of the Delaware Education Code:

Delaware's Definition of Giftedness

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.

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.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. General intellectual ability
 2. Specific academic aptitude
 3. Creative productive thinking
 4. Leadership ability
 5. Visual and performing arts
 6. Psychomotor ability
- (Marland 1971,) (adapted by SACPGT 2012)

(from http://www.doe.k12.de.us/infosuites/students_family/gifted/definition.shtml)

2. Using Multiple Criteria to Identify Students

The State of Delaware does not have a current mandate for providing gifted and talented services so there is no established criteria with which to identify students.

When identifying students, it is important to recognize the differences in how giftedness and/or talent can and will be expressed. Gifted education scholar Dr. Joseph Renzulli often mentions that giftedness will be revealed “in certain people, at certain times, under certain circumstances”. Therefore, it is vital that the identification process be varied and open to correctly identify all students who could be considered gifted and talented.

On the k-12 spectrum, standardized assessment options vary, but the process should involve a general understanding of openness in finding the students who should be served. More specific detail will follow with respect to grade level standardized assessments, but in general, it is understood and expected that standardized assessment options can be a useful tool to identify students with high academic talent. That is, as long as the assessment is valid for identifying high levels of academic giftedness and talent. Such an assessment should have a high instruction-level “ceiling” (or no ceiling) so it can be determined whether a student is a high-performer within his/her grade level versus being one who should be considered academically gifted.

Standardized assessment is only one way of possibly identifying students to be served by a gifted and talented program. If we understand and accept that students can display gifts and talents under different circumstances, at different times, or under certain conditions, then the pool of students to be serviced must be solicited from other areas as well. Teacher, parent, peer, and self-nomination are also equally valid methods to gather students. Of course, using an assessment can seem easier because the evidence is presented right there in the form of a score or a percentile, but it is certainly not the only way. It is important to remember that, when using one of the other nomination options, evidence of giftedness is still needed, but those methods of identification are just as valid and just as reliable. Evidence could be in the form of coursework, other assessments, and/or projects.

The committee recommends that districts use both standardized assessments and nomination options to maximize their ability to identify the most accurate pool of students to be served. No one method is being endorsed over the other as long as clear evidence is presented to support the recommendation.

- **Students in the primary grades** are usually not a part of the standardized testing pool but can certainly be considered for gifted and talented education services. The committee recommends the following:

Primary Education Identification:

- Opportunities for early entrance to Kindergarten should be publically known and offered at no cost to families residing within the respective district
- For students not in the standardized testing pool, districts need to address how high performance capability will be identified and serviced.

This committee discussed the use of the Smarter Balance Assessment which Delaware has committed to using. While there was still much discussion about the appropriateness of this assessment for the purpose of G/T identification, the committee saw this as a possibly valid assessment if the score of ALD 4 (Achievement Level Descriptor 4) was high enough to yield a result that could be determined as

academically gifted. This could mean that no additional assessment administration or costs would be needed which we recognize as a great concern for districts which will be responsible for implementation.

Additionally, for nomination efforts to work effectively, administrative and instructional staff should participate in professional development opportunities to educate and inform staff on how to effectively identify students for nomination.

Nomination guidelines and opportunities should be clearly published in a consistent and timely manner to allow for parents, peers, and students to be able to participate in the nomination process.

STATEMENT ON CULTURAL SENSITIVITY AND INCLUSION OF UNDERREPRESENTED GROUPS

Whether districts utilize a standardized assessment or nomination methods, it is important to ensure that the identification process is open and fair to all who could be identified. A language barrier, income disparity, ethnicity should not become a barrier to gifted education and talent development. Program opportunities and guidelines should be well publicized. Districts might need to consider publishing materials in additional languages if needed. Bilingual assessment tools might require consideration as well. A nomination process can be very effective in identifying students who may not be recognized through traditional testing. For this reason, it will be very important to ensure that any staff persons who work with students are trained in how to identify students when more “traditional” methods do not work.

3. Aligning the Identification Processes with the Operational Definition

The state definition of giftedness states that “professionally qualified persons” are required to facilitate identification. Districts will be expected to clearly define how they are determining “professional qualifications” with specific regard to gifted and talented identification. We recommend that districts identify their own staff that are certified in gifted /talented education and should be capable of helping with their identification process. Other people who are selected to be involved in the process should meet the district’s definition of professionally qualified with specific regard to the task at hand.

NOTE: *With a possible start date of fall 2014, districts should take note of professional and academic opportunities available. There are conferences available and at least 2 full academic semesters for interested staff to begin developing their academic and professional skills specifically related to Gifted Education and Talent Development.*

The state definition also states that gifted and talented children are those who are “Capable of high performance”...Regardless of which method is used for identification, evidence is needed to confirm that the student has been correctly identified. As previously mentioned, standardized assessments offer specific results as evidence. The additional nomination processes must come with evidence as well:

For parent, teacher, peer, or self nomination – there needs to be a demonstration/confirmation of capability. Some options include:

- Alternate Growth Model Assessments
- Work samples

- Recommendations
- Additional evidence of high performance capability

4. Allow for placement options that match the operational definition

If students are to be identified in accordance with the state definition of giftedness, it is important that the services offered are the right match for the needs of the student.

For the giftedness areas of general intellectual ability and specific academic aptitude, it is the expectation of the committee that a school based program will be developed and implemented without conflict to the existing district practices. While additional resources and/or funding may be needed, programming for gifted academic services is expected to be provided by all districts statewide.

For the giftedness areas of creative productive thinking, leadership ability, visual and performing arts, and psychomotor ability the committee recommends the following:

There should be the creation of an alternate specialized excellence unit (or other appropriately allotted funding) to support the services exclusively for gifted education and talent development for the areas of creativity, leadership, visual and performing arts, and psychomotor ability.

For districts that have students who require services in the arts, creativity, leadership, and psychomotor ability, districts should pursue additional funding for these students to provide opportunities for services.

As LEA's develop their plans for how they will meet the needs of Gifted Education and Talent Development, districts are advised to address the following:

- 1. Services must match identified students on all grade levels:**
 - Focus on the needs of the students – not the needs of the schedule
 - Students should receive services for the content area for which they have been identified.
- 2. Instructional Qualifications:**
 - Specify who can teach these courses – G/T certified, AP Trained, I/B Trained, specialized experiences, etc. There should be a clear match between the staff and the services required.
- 3. Develop Clear Student Expectations:**
 - It is expected that students will maintain the high performance which allowed them to be initially identified.
 - Once a student has been identified, selected, and placed, what is the intended outcome of being in the program?
- 4. Progress Monitoring:**
 - Students in the program should be counseled and advised of expectations in order to help the student maintain his/her performance.
- 5. Parental Involvement and Communication:**
 - Parental communication awareness monitoring must be addressed and be consistent and transparent in district plans.

5. The Identification Procedure Should Outline a General Process for Decision-Making Concerning Screening, Identification, and Service

The task force recommends that districts consider funding sources similar to 509 funding, which would ensure separate funding for G/T programming. Funding should have its own line item expenditures to ensure the expenses are strictly used for G/T.

Districts will be expected to submit a plan for their process which will be expected to adhere to the process detailed throughout this identification plan. This process might be included in the district or charter school's consolidated grant application made in summer of each year to the Delaware Department of Education.

6. Provide for an Appeals Process

It is expected that a student or parent could decline the opportunity to participate in the designed program, but if a student is not accepted, district plans must include a process for appeal of the decision to not accept the student. At the heart of the state's definition of giftedness is the student's ability to demonstrate capability of high performance. That should be the only matter in question if a program is designed in accordance with the recommended plan for gifted education in the state of Delaware. Clear communication of student expectations from the program services should help to ensure a positive identification experience.

Conclusion

The Sub-committee for Identification of Gifted and Talented Students has presented a comprehensive plan that focuses on using a variety of methods to identify students who are not just high-performing within their respective grade level, but can be identified as talented above and beyond their grade level needs. These are students who perform at the highest levels of the assessment scale or can produce evidence or work samples that demonstrate an exceptionally high level of gifted ability in an identifiable area. We recognize that this may look very different from district-to-district or school-to-school with regard to the identified population. It is important to remember that we are serving the needs of students with a particular necessity for gifted and talented services. A student identified in one district should be able to meet the same identification standard in any other Delaware district to ensure that students are being served throughout the state. While services and programs may vary, the purpose should be consistent and clear. It is our hope that this document provides a clear framework for how this task can be accomplished.

The Committee for Gifted & Talented Identification Policy

- Katherine Bin-Yusif- chair
- Amy Honisch
- Chris Kohan
- Barbara Rutt
- Dana Tracy

PROGRAMS AND CURRICULUM

- 1. Require Delaware Department of Education to develop a plan by December 31, 2013, that would describe the state expectations for program and curriculum policy that would be reflected in a district plan for serving the needs of gifted learners**

Responsibility: Delaware Department of Education

Rationale: According to the National Association for Gifted Children's report A Guide to State Policies in Gifted Education (2007), "State regulations regarding programming, services, and curriculum options for gifted learners are less frequently documented in policy and are not evident in many states." The purpose of this recommendation is to that the state and local education agencies clear mandate to serve gifted learners. To ensure successful implementation of services, the state should systematically

define and identify gifted students and link the identification to programming and curriculum options. Additionally, if the State clearly defines expectations, local education agencies would have less variability in program options for gifted learners at the local level.

There are nine policy criteria related to program and curriculum for gifted education that should be included when defining the program and curriculum policy. The criteria of a comprehensive and inclusive approach to programming are (1) includes specific grouping arrangements to match the program and to meet the needs of gifted learners; (2) specifies the minimum number of minutes per week of instructional time for gifted program/service; (3) describes appropriate curriculum options; (4) links gifted curriculum to existing state content standards; (5) embeds higher-level thinking processes within content areas; (6) matches student assessment approaches to curriculum objectives; (7) acknowledges program modifications for at-risk and highly gifted learners; (8) references social-emotional support as part of program services; and (9) includes appropriate guidance and counseling services related to academic and career planning

- 2. Require school districts and charter schools to develop a plan by June 1, 2014, and describe the local education agency program and curriculum policy based on state expectations and criteria.**

Responsibility: Local Education Agencies

Rationale: Like the state education agency, clearly defining the program and curriculum policy for meeting the needs of gifted learners would provide consistency throughout an LEA on how gifted learners should be served. Under the direction of the SEA, LEAs should develop a district program and curriculum policy built on the same criteria as the SEA's policy. The LEA should use the same nine criteria outlined in the previous recommendation.

- 3. Require school districts and charter schools to develop a local advisory committee comprised of parents, school personnel, and other community members by July 1, 2014, that will advise the local school board through the superintendent of the educational needs of all gifted students.**

Responsibility: Local Education Agencies

Rationale: To develop a local plan for meeting the needs of gifted learners, a local committee is critical. It would not only allow local education agencies to receive input but serve a monitoring function of the plan.

- 4. Provide funding to establish a position in the Delaware Department of Education of a highly qualified person(s) by October 1, 2013, to oversee all aspects of the implementation of the recommendations including supporting and monitoring state and local education agencies pertaining to gifted and talented education.**

Responsibility: Delaware General Assembly

Rationale: Transforming the education of gifted learners in an entire state is no small task. To support and monitor school districts as they develop their plans, the department of education must dedicate sufficient time and resources to this endeavor. Therefore, a full-time staff member dedicated to overseeing the implementation of the state and district policies and programs is needed. Major responsibilities of the education associate will include collaborating all departments to assist in the

development and implementation of high-quality gifted programs across the state; provide technical assistance to districts and school-based staff on the implementation of gifted programs; collaborate with the education associates for English, science, mathematics and social studies to design and deliver high-quality professional development to educators related to gifted education, including teaching strategies, content-specific knowledge, using technology to enhance learning and strategies to help all learners; design and deliver informational sessions to stakeholders (e.g., school boards, district staff, parents, and students) on the benefits of gifted education; oversee the development of state and district accountability systems including policy and program design; produce a report of program effectiveness by assessing program models and classroom instructional practices; advocate for gifted education across the state with multiple stakeholders; and work cooperatively with other staff and workgroups in all areas to enhance and support of gifted learning as a tool for work force development

The Committee for Gifted & Programs and Curriculum Policy

- Dr. Albert DuPont- chair
- Dr. Debbie Panchisin- chair
- Amy Honisch
- Dr. Ron Russo
- Dr. Michael Thomas

PERSONNEL PREPARATION: Recommended Policies for Professional Preparation and Support

1. Establish by July 2014, a comprehensive structure for professional development of all educators

Responsibility: Delaware Department of Education, Local School District Systems

Rationale: While educators in gifted education and general education appear to share many goals, a large gap exists in general practitioner's knowledge of gifted students' educational and social-emotional needs (Folsum, 2006). One might question whether gifted students are being well served by their schools. All administrators, teachers, staff, and support personnel need extensive expertise in gifted education (Landrum, Shaklee, & Callahan, 2001). Gifted students are assisted in a variety of ways in range of settings. Therefore, it is crucial that all educators have a basic understanding of the educational needs of gifted students. Teachers and other school personnel have a responsibility for creating a learning environment that offers programs appropriate for talent development, fosters motivation, and enhances social-emotional development.

Professional development for teachers is a key mechanism for improving educational practices. The No Child Left Behind Act of 2001 mandates that teachers receive such learning opportunities. Professional development is a logical way to promote effective practices as educators' knowledge and skills are enhanced. With improved pedagogical knowledge and skills comes a better-quality practice. Effective practices can influence students' educational experiences.

Examples

- Professional Development
 - State-approved School District Professional Development Plan to address the needs of professional development for all staff (Counselors)
- *Examples*

- Participate in yearly online professional development that addressed characteristics, identification, pedagogical and methodologies, and social-emotional needs of gifted and talented students
- Summer Institute for Teachers of Gifted and Talented Learners
- Online learning: Professional Development
- District and State Professional Development Day

2. Establish by July 2014, regulation requiring the use of the *Teacher of Students Who Are Gifted and Talented certificate* based on the current Delaware Administrative Code, Title 14 Del.C. §1220

Responsibilities: Professional Standards Board and the Delaware Board of Education

Rationale: Certification requirements for the Teacher of Students Who Are Gifted and Talented are found in the Code of Delaware Regulation (Title 14 Del.C. §1220(a), for Teacher of Students Who Are Gifted and Talented). In order to teach in programs that are identified as specific to students who have been identified as gifted and talented through assessments and other criteria, educators must satisfy the requirements for a Teacher of Students Who Are Gifted and Talented certificate.

Research suggests that educators need to know the professional standards in their field to maintain high levels of professional competence. Standards are used to legitimize educators' knowledge and skills. According to Darling-Hammond (2000), teachers with full certification status are by far the most important determinant of student achievement (p.30). Educators with advanced certificates have increased knowledge and skills that relate to higher student achievement and have a better longevity rate in their field of practice as compared to other educators (Hakel, Koenig, & Elliott, 2008, p.9). Moreover, successful teachers in gifted education programs use strategies commonly cited in the standards and are more confident in their abilities (Siegle & Powell, 2004; Starko & Schack, 1989; Story, 1985). Those with graduate degrees in gifted education understand ways to meet the instructional needs where as teachers with limited training do not meet learner's needs (Johnsen, 2012). Students are therefore, ultimately beneficiaries of their teachers' knowledge and skills of the standards and of ways to implement and facilitate a standard based education process.

Example

Certificate Options

a. *College Course Work for Certificate*

Educators holding an existing license/certification and wish to add the Teacher of Students Who Are Gifted and Talented certification may do so by completing academic semester credits from a regionally accredited college or university (from the United States) (12 credits: four courses)

b. *Delaware Department of Education: 1572 Teacher of Students Who Are Gifted and Talented*

- Foundations of Giftedness, including Cultural and Socioeconomic Equity (3 credits)
- Curriculum Design and Instructional Strategies for Gifted Students (3 credits)

- Psychology of Gifted Students (3 credits)
 - Creative and Critical Thinking Skills (3 credits)
- c. *Alternative Route for Certificate*
Educators holding an existing license/certification and wish to add the Teacher of Students Who Are Gifted and Talented certification may do so by taking and receiving a passing score on the PRAXIS II examination in Gifted Education. (Recommended cut score 154, similar to the state of Iowa)

Recertification

- a. *Professional Development*
Minimum of 90 clock hours over five year for recertification: 45 hours dedicated to gifted and talented education and 45 hours of general education professional development

The Committee for Gifted & Talented Personnel Preparation Policy

- Dr. Sandra Williamson- chair
- Dana Tracy-chair
- Dr. Ron Russo
- Deb Hansen

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APPENDICES

APPENDIX A.....Survey Data

APPENDIX B.....Survey I

APPENDIX C.....Survey I Findings

APPENDIX D.....Survey II

APPENDIX E.....Survey II Findings

APPENDIX F.....Statistics from the National Association for Gifted Children (NAGC)

APPENDIX A

Survey Data

Identification becomes the determining factor for school districts and charter schools to plan and implement programs and services for gifted and talented students. The key question is not whether the district or charter school houses exceptional students but what the school district or charter school is able to provide for those students that it identifies as high potential learners. In many cases students are not identified because no services are available to them.

Members of the gifted and talented task force developing survey instruments intuitively used this information. In an effort to reduce the burden of collecting data and in an effort to expedite the return of the survey findings, the instrument was divided into two components; Survey I requested general information and Survey II provided an opportunity for respondents to expand on questions answered in Survey I. Questions 1-8 on both surveys identified the respondents and their demographics. Respondents answering affirmatively that their district or charter school identified gifted and talented students on Question #14 of Survey I were sent Survey II.

Sussex County- Survey I

Denotes completion of both surveys

School District	No Survey response	identifies gifted and talented students	DOES NOT identify gifted and talented students	Survey II
Cape Henlopen S. D.			X	
Delmar S. D.	X			
Indian River S. D.		X		X
Laurel S. D.	X			
Seaford S. D.		X		elected not to respond
Sussex Tech S. D.	X			
Wood bridge S. D.	X			
Sussex Academy of Arts and Sciences C. S.	X			

Kent County- Survey I

Denotes completion of both surveys

School District	No Survey Response	identifies gifted and talented students	DOES NOT identify gifted and talented students	Survey II
Caesar Rodney S. D.		X		X
Capital S. D.		X		X
Lake Forest S. D.	X			
Milford S. D.	X			
Polytech S. D.				
Smyrna S. D.		X		X
Academy of Dover C. S.				
Campus Community C. S.	X			
Positive Outcomes C. S.				
Providence Creek			X	

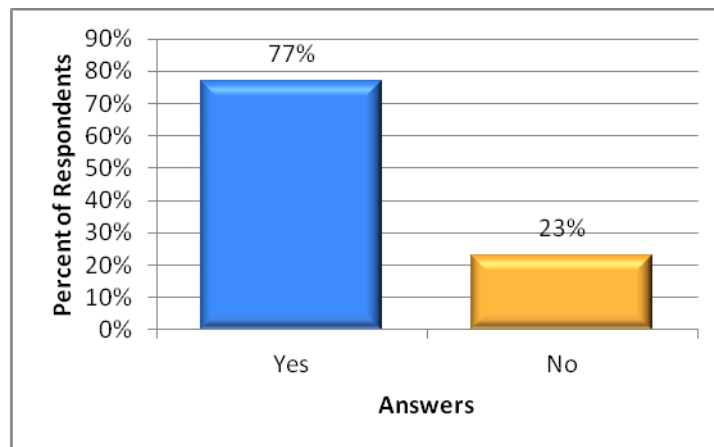
New Castle County - Survey I

Denotes completion of both surveys

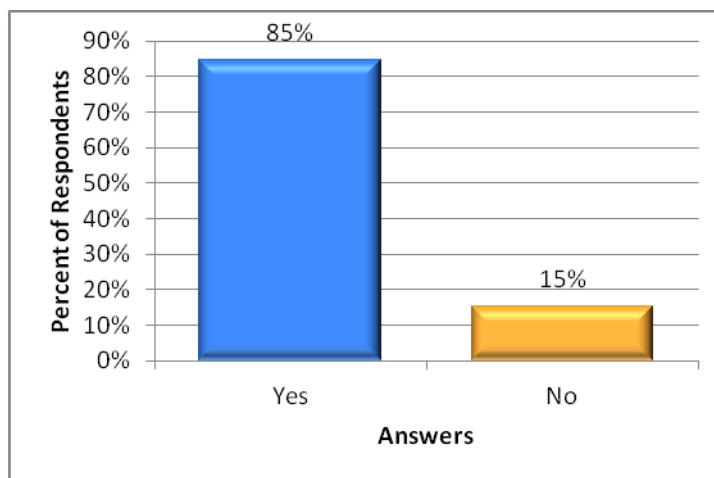
School District	No Survey Response	identifies gifted and talented students	DOES NOT identify gifted and talented students	Survey II
Appoquinimink S. D.		X		elected not to respond
Brandywine S. D.		X		X
Christina S. D.		X		elected not to respond
Colonial S.D.			X	
New Castle County Votech S. D.	X			
Red Clay S. D.		X		X
Charter School of Wilmington			X	
Delaware Academy of Public Safety and Security	X			
Delaware College Preparatory Academy	X			
Eastside C. S.	X			
Edison C. S.	X			
Family Foundations C. S.	X			
Gateway Lab School	X			
Kuumba Academy C. S.	X			
Las Americas ASPIRA Academy	X			
MOT C. S.	X			
Moyer Academy C. S.	X			
Newark C. S.	X			
Odyssey C. S.		X		elected not to respond
Pencader Business and Finance C. S.	X			
Prestige Academy C. S.	X			
Reach Academy for Girls C. S.	X			

Linked with the identification of students are the programs and services provided to those students identified as gifted and talented (Question #15). With one exception all respondents reported a direct correlation between identification and service provided. Only the Charter School of Wilmington reported that the school did not identify gifted and talented students but did provide services to highly able learners.

Percentage of local education agencies (LEAs) reporting that they identify gifted & talented students.

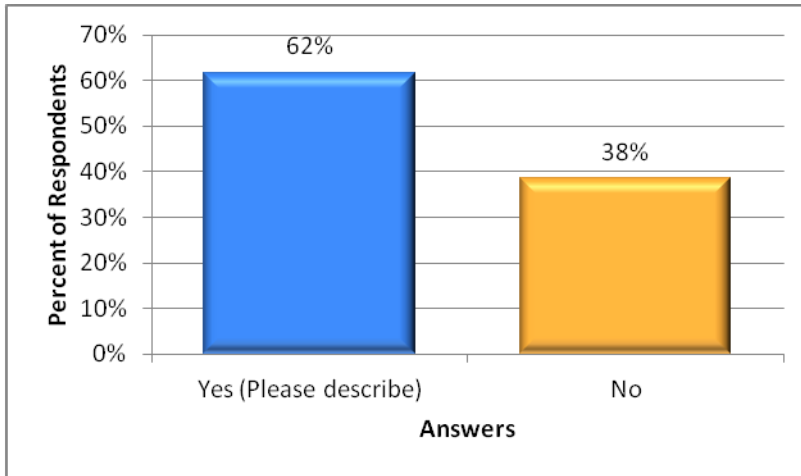


Percentage of LEAs reporting that they provide services for gifted & talented students.

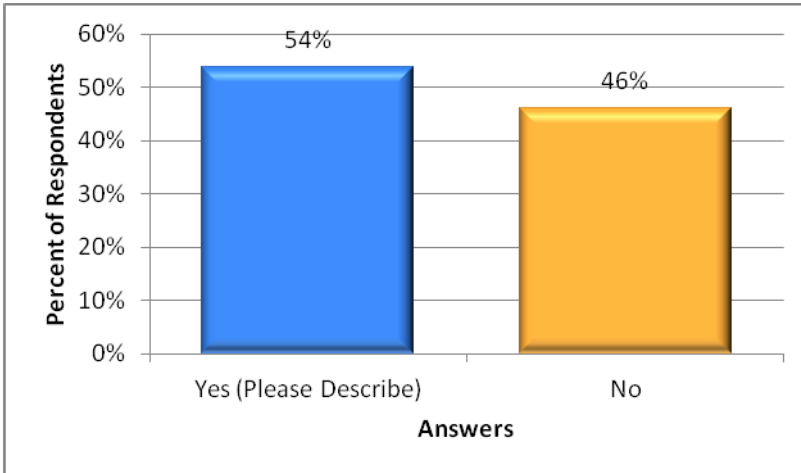


Personnel preparation was the next general area addressed on Survey I. Two questions (Questions #21 and #22) articulated school districts and charter schools that retain staff that identify gifted and talented students and/or provide services to students identified as gifted and talented.

Staff specifically trained to identify gifted & talented students:



Staff specifically trained to serve gifted & talented students:

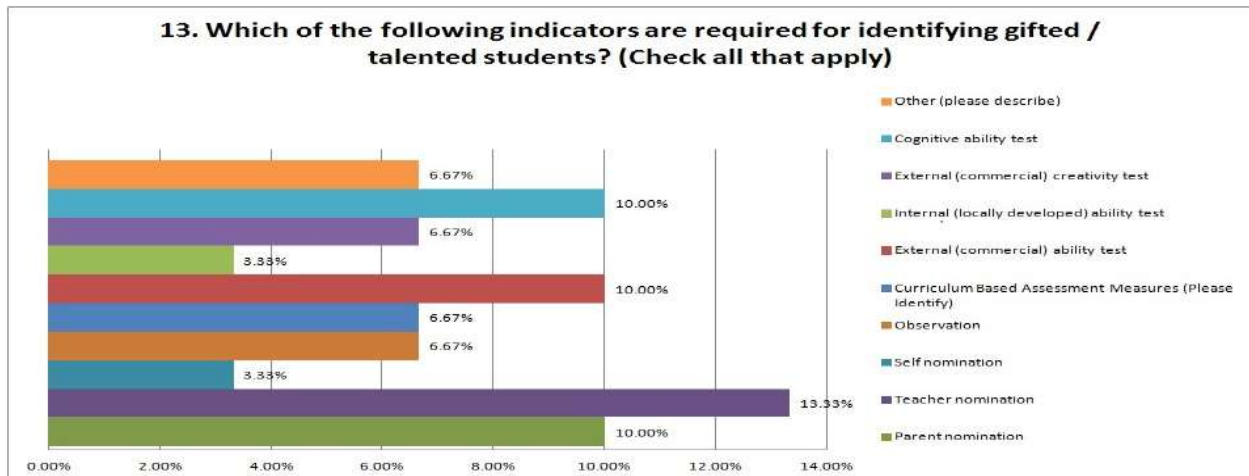


Two school districts (Seaford, and Caesar Rodney) reported having no qualified staff to either identify students or to provide services to those students. The remainder of schools that identified students reported that this process was conducted by qualified staff and services were delivered by highly qualified teachers. The Charter School of Wilmington reported having trained staff for gifted and talented programs but, again, the school reported that it does not identify gifted and talented students in its school population.

Survey II was disseminated to representatives of ten school districts who reported having programs for identified gifted and talented students. Six school districts responded. Question #12 asked if the local education agency used specific criteria for identifying students. The following table lists the indicators and percentage these indicators were used.

Question #13 listed the various indicators for identifying gifted and talented students.

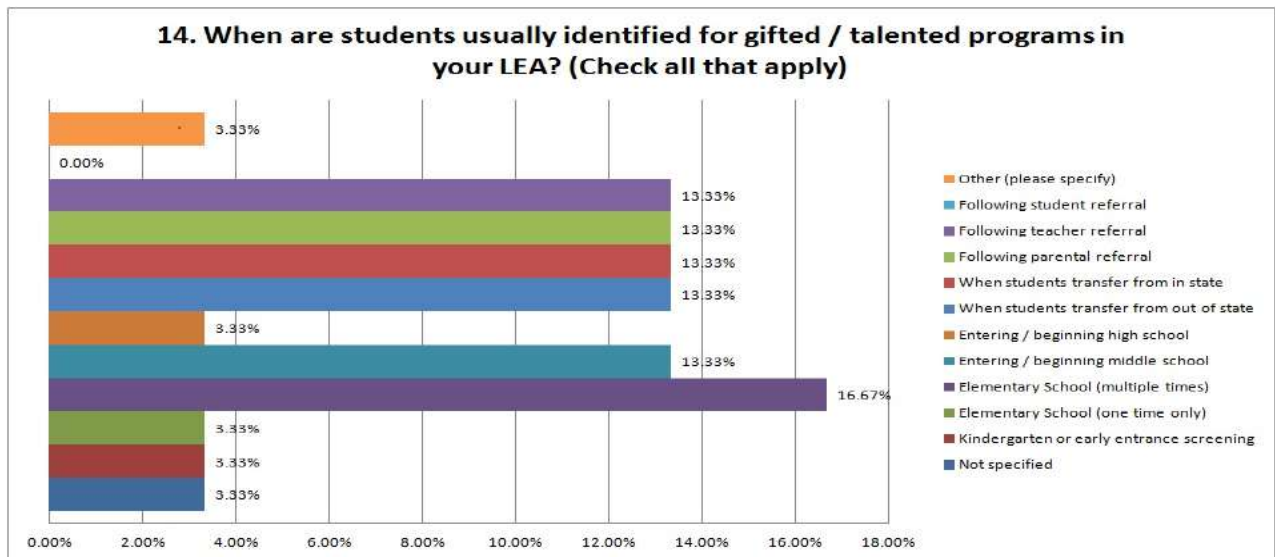
Indicators	Used Indicator
1. Other	6.67%
2. Cognitive ability test	10.00%
3. External creativity test	6.67%
4. Internal ability test	3.33%
5. External ability test	10.00%
6. Curriculum based measures	6.67%
7. Observation	6.67%
8. Self nomination	3.33%
9. Teacher nomination	13.33%
10. Parent nomination	10.00%



The two responses under “other” were described as the use of DCAS scores in conjunction with the Otis Lennon School Ability Test and the use of a matrix (multiple measures) approach.

Question #14 asked respondents to determine when students are most likely identified.

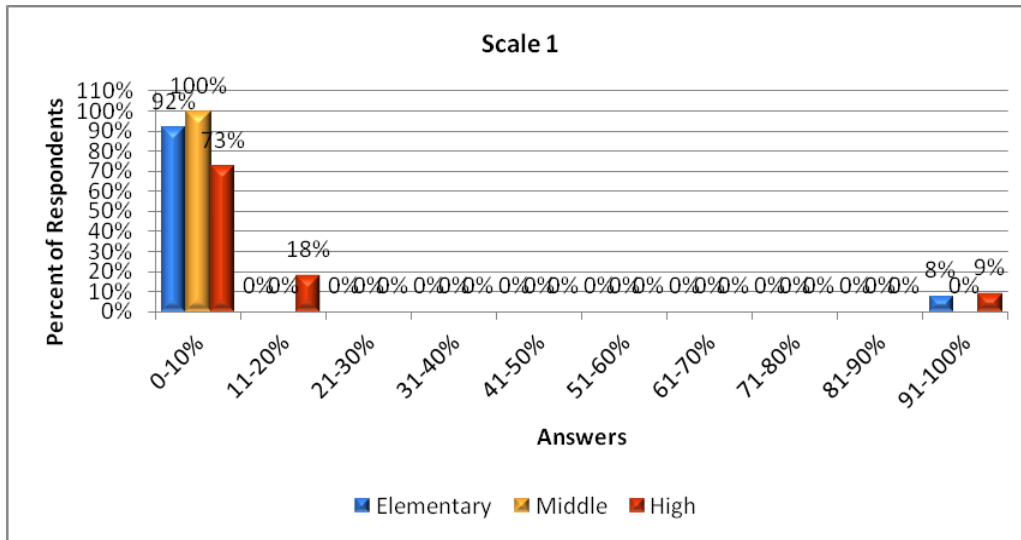
<u>Indicators</u>	<u>Used Indicator</u>
1. Not specified	3.33%
2. Following student referral	0.00%
3. Following teacher referral	13.33%
4. Following parental referral	13.33%
5. Student transfer in state	13.33%
6. Student transfer out of state	13.33%
7. Entering H.S.	3.33%
8. Entering M.S.	13.33%
9. Elem. school multiple points	16.67%
10. Elem. school one entry point	3.33%
11. Kindergarten	3.33%
12. Not specified	3.33%



From the responses submitted it is evident that multiple entry points in elementary school are the time when most students are identified and served.

Reciprocity of gifted and talented students from other states and from other local education agencies was addressed in Questions #15 and Question #16 respectively. All respondents confirmed that their school district accepted students previously identified. Two school districts described policies for multiple entry and exit points for gifted and talented students. Capital School District described re-evaluation on a yearly basis for students transitioning from grades 4-7. Smyrna School District enables parents to make placement requests for their children especially in high school honors or into Advanced Placement learning opportunities.

LEAs next reported on teacher certification and staff development. While gifted certification among school staff is unusual, this is especially apparent in middle school with only slightly better percentages of certified teachers in elementary and high schools. Delaware Department of Education teacher certification data indicates that there are currently 38 teachers in the state certified and working in gifted education.



Funding for gifted and talented programs was the last area of reporting (Question #26). Responses covered the spectrum from reporting no resources to a referendum supported level of \$300, 000 in our largest school district. These were associated comments:

- *Very little except for International Baccalaureate program which is a very recent addition to the high school programming. (Seaford S.D.)*
- *Our funding is for talent development which is broader than GT but supports opportunities for enrichment for students. \$270,000. (Appoquinimink S.D.)*
- *\$20,000. There was funding allocated for the gifted program from a recent referendum but that budget has not been finalized yet. (Brandywine S.D.)*
- *Very little money is devoted to this pull out program at our school. (Odyssey C.S.)*
- *Teaching units are allocated and special services funding. We also have various donations for the program. (Indian River S.D.)*
- *\$100,000 (Red Clay S.D.)*
- *\$8,000 (Smyrna S. D.)*
- *\$55,000 +/- (Caesar Rodney S.D.)*
- *None, none is provided by the State (Charter School of Wilmington)*
- *None (Colonial)*
- *About \$20,000, depending on the year and need. We use existing units, contract for minimal assistance, and use PD grants or other resources for training. (Capital S.D.)*
- *A little under \$300,000 through a referendum. (Christina S.D.)*

Finally respondents on Survey I were given the opportunity to make comments about the status of gifted education in the state of Delaware and/or their district or charter school (Question #27):

- *“There has not been any state wide emphasis or specialized funding for gifted programs; therefore, it appears not to be a priority.”*
- *“There needs to be flexibility for districts to provide services based on their population and needs. A one size fits all will not be what is best for districts.”*
- *“We are always looking to expand the program to early grade levels however funding is limited. Although only 4th and 5th grade students are officially tested for the program, we do have our ExCEL teachers provide creative lessons to our earlier grade levels.”*
- *“Although ranked as the top academic school in the state we continue to be denied resources to move forward.”*
- *“I believe that in the past, some state money was allocated for TAG programs; however this is no longer the case. LEAs would benefit from state allocations.”*
- *“Brandywine is strategically working to improve our identification process for underserved populations.”*
- *“There is definitely a need for professional development for all teachers and specialists. [There] needs to be a common measure for identifying gifted students, development of a gifted talented unit and a set of standards for gifted curriculum.”*
- *“While we are lucky to have a program in Smyrna, it is my opinion that the needs of our GT population would be better served with more teachers teaching STEP at the elementary level (one per school).”*
- *“Colonial has previously focused on differentiation when it comes to addressing the needs of all students. As per RTTT, we continue to expand our Advanced Placement program and are looking into pre-AP programs in the future.”*
- *“Limited resources and support.”*
- *“The Christina School District program at this time is an ENRICHMENT/Talent Development program rather than a Talented & Gifted Program. We do not administer standardized intelligence tests to identify students.”*

Respondents were given the opportunity to offer suggestions and comments pertaining to gifted and talented education that might assist in the findings of this report (Question #29):

- *“We need to make gifted education a priority if we wish to be competitive in a global market; however, “gifted” education should not be limited to very small numbers of already high performing students, an elite group. We need to support all students who demonstrate proficiency and encourage them to challenge themselves to work at more rigorous levels. “*

- *“Whatever decisions the task force makes, mandates cannot be placed on districts that are without funding that will be sustained over time. In addition, we need to consider how we offer opportunities for acceleration and enrichment for all students. Often times the way we identify gifted and talented excludes students who are bright but have not been provided the same opportunities and experiences as others.”*
- *“I believe Brandywine is the only stand alone gifted program in the state.”*
- *“Being a charter school most of our funds are used for remediation and not enrichment. As of now our program is a pull out.”*
- *“Please support this program by providing direct funds allocated only for gifted and talented students.”*
- *“The definition of a talented and gifted student is left up to each individual local education agency. With that said, a student could be identified as talented and gifted in one district (or charter school) yet move another and not be labeled as gifted and talented. It would be beneficial to have established statewide criteria for identification as well as a program to deliver the gifted services.”*
- *“Due to the various measures available and used to identify students making a standard assessment and scores would be paramount in successful implementation statewide.”*
- *“Funding is an issue for students who are taking college courses while still in high school.”*
- *“Where does Advanced Placement fit into the scope of gifted/talented education? Honor coursework? We have both of these in our core content areas at the high school level.”*
- *“Significant support is needed to change the climate to a performance system which flies in the face of graded systems or seat time.”*

The lack of data and/or unreported data confirms the conjectures of members of the legislative task force. School districts and charter schools electing not to respond to Survey I may have lacked the human resources to respond or there was no program upon which to report. School districts and charter schools electing not to respond to Survey II reported not having programs that lent themselves to questions asked. For example, Appoquinimink School District has implemented the Schoolwide Enrichment Model where enrichment clusters provide opportunities for every student. Through that process tiers of enrichment and acceleration are planned and implemented for students demonstrating the need for more specialized services.

The need to define and understand terms common to gifted education was also a limiting factor in accurately determining the extent of programs and services to gifted and talented students.

APPENDIX B



Delaware
Department
of Education

The State of Gifted / Talented Education in Delaware - 2012 Survey I

1. Salutation:

2. Full Name:

3. Title:

4. Department:

5. Mailing Address:

6. Telephone:

7. Fax Number:

8. Email Address:

Local Education Agency

9. Do you have a designated person or office in your LEA (school district or charter school) that is responsible for gifted / talented education (including identification and services provided)?

Yes
 No

10. Does your LEA publish an annual report on gifted / talented education services?

Yes (please specify)
 No

11. Please provide the url for the annual report:

Reporting

12. Is there an indicator on with the LEA student report card that describes the gifted / talented level of instruction and the student level of performance in that instruction?

Yes (please specify)
 No

Gifted/Talented Education Advisory Committee

13. What support does your district or charter school offer to parents around gifted and talented students? (Check all that apply)

A representative to the Statewide Advisory Council on Programs for Gifted and Talented
 Handbook of gifted / talented services
 A parent advisory council
 Meetings for parents of gifted / talented students
 Parent workshops
 A blog or e-mail distribution list
 Other (please describe)

Requirements for Identification

14. Does your LEA identify gifted and talented students?

- Yes
- No

Programming and Accountability

15. Does your LEA provide services to gifted and talented students?

- Yes
- No

Other Policies and Practice

16. Does your LEA have a school board policy, procedure or regulation in regard to acceleration?
(If "Yes" please describe if "No" type N/A)

17. Does your LEA have a school board policy, procedure or regulation in regard to early entrance to kindergarten that applies to gifted / talented students?
(If "YES" please describe, if "NO" type N/A)

18. Does your LEA have a school board policy, procedure or regulation in regard to dual or concurrent enrollment in a community college, college, or university?
(If "YES" please describe, if "NO" type N/A)

19. Does your LEA allow proficiency-based promotion (demonstrating proficiency without seat time in that course) for gifted and talented students?

- Yes
- No

20. Does your LEA allow credit towards high school graduation for demonstrated proficiency?

- Yes
- No

Personnel Preparation

21. Does your LEA have staff specifically trained for identifying gifted and talented students?

- Yes (Please describe)
- No

21A. If answered yes to question 21

22. Does your LEA have staff specifically trained for providing services for gifted and talented students

- Yes (Please Describe)
- No

23. How many professionals in your LEA have certification in gifted / talented education? (Number of Teachers - provide number for each level)	Scale 1
Elementary	<input type="text"/>
Middle	<input type="text"/>
High	<input type="text"/>

24. Is based on:

- An estimate
- Collected data

Professional Development

25. What percentage of your district or charter school general education teachers and staff do you estimate receive annual staff development in gifted / talented education?

Data not Collected	0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Elementary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Funding

26. How much LEA funding is devoted to gifted and talented programs?

Concluding Comments

27. Is there anything else you would like to say about the status of gifted education in the state of Delaware and or your district or charter school?

28. Are there any clarifications to your responses that you would like to make? (Please include a reference to the question text in your answer.)

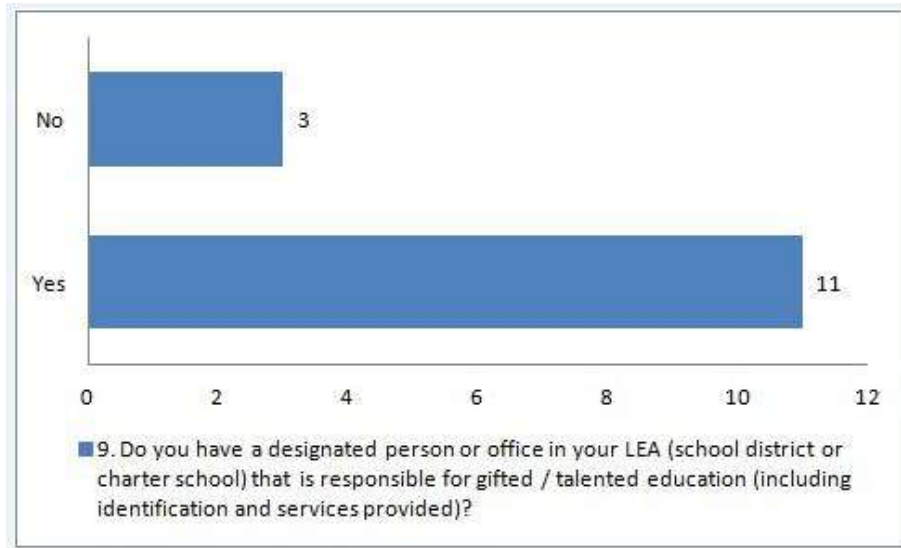
29. Any comments you wish to make that you think will assist the Legislative Task Force for Gifted and Talented Education complete their report?

APPENDIX C

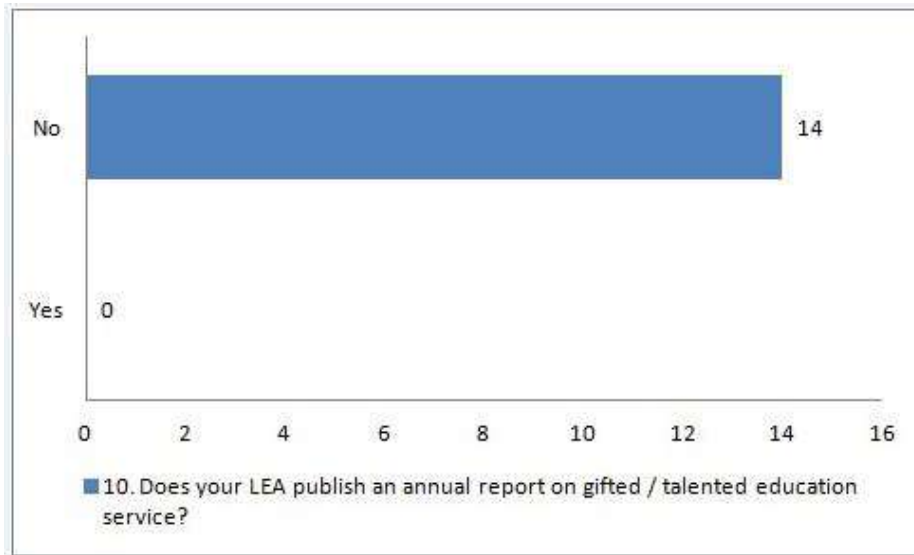
Survey I Findings- Charts and Graphs

Questions 1-8 –respondent demographics

9. In Survey I- Question #9 you indicated that your LEA has a designated person or office for gifted/ talented education. What person or what office is responsible for oversight of gifted/ talented education in your LEA?



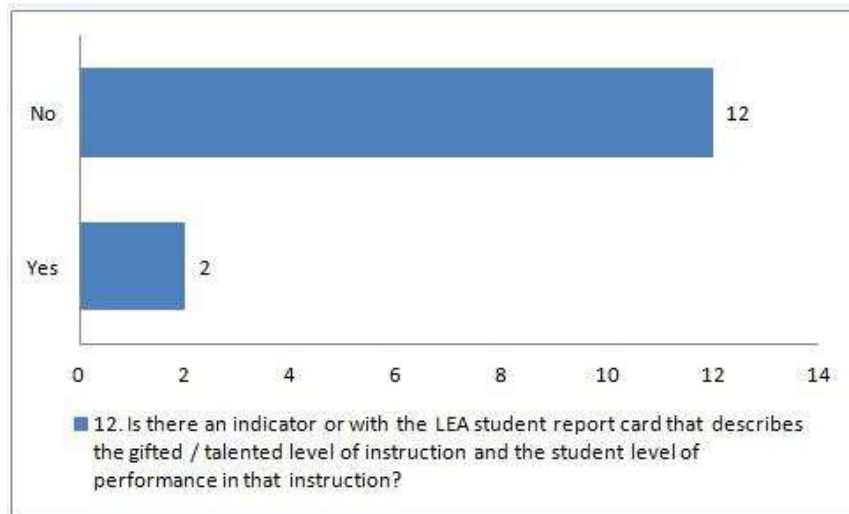
10. Does your LEA publish an annual report on gifted/talented education service?



11. Please provide the url.

No responses.

12. Is there an indicator or with the LEA student report card that describes the gifted /talented level of instruction and the student level of performance in that instruction?

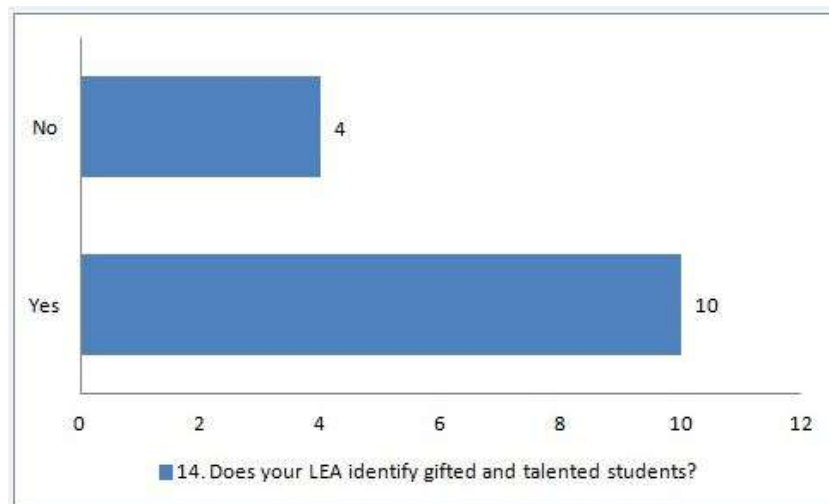


13. What support does your school district or charter school offer to parents of gifted and talented students?

Seven responded a representative to the Statewide Advisory Council on Programs for Gifted and Talented. Four elected not to respond.

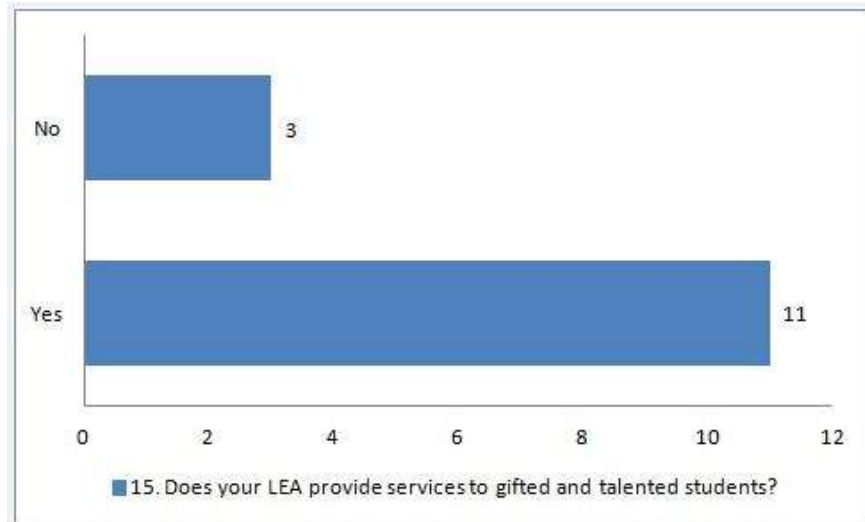
14. Does your LEA identify gifted and talented students?

Yes- 10 No-4



15. Does your LEA provide services to gifted and talented students?

Yes- 11 No-3



16. Does your LEA have a school board policy, procedure or regulation in regard to acceleration?

Yes- 6 No-1 N/A- 6 No response -1

17. Does your LEA have a school board policy, procedure or regulation in regard to early entrance to kindergarten that applies to gifted and talented students?

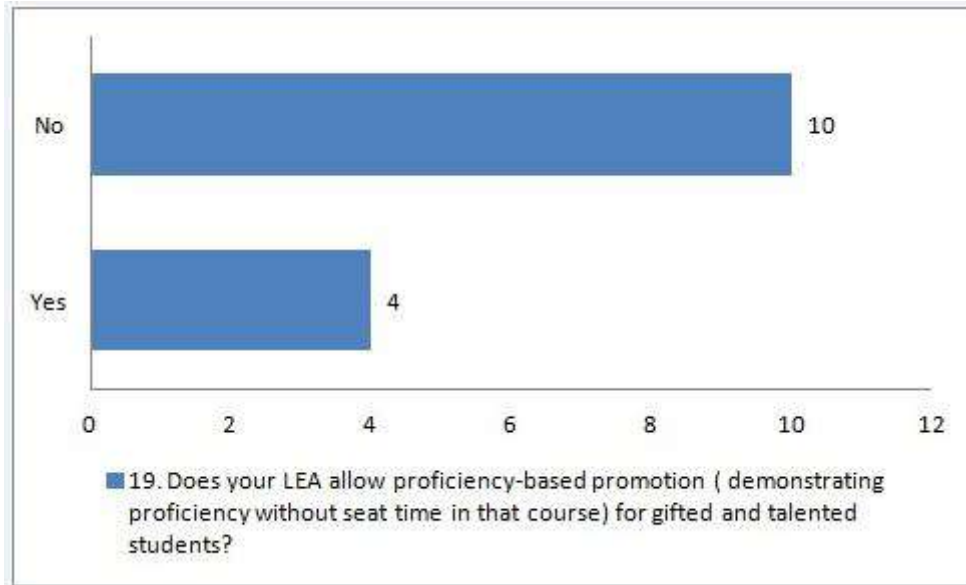
Yes- 8 No-1 N/A- 4 No response -1

18. Does your LEA have a school board policy, procedure or regulation in regard to dual or concurrent enrollment in a community college, college or university?

Yes- 8 No-1 N/A- 4 No response -1

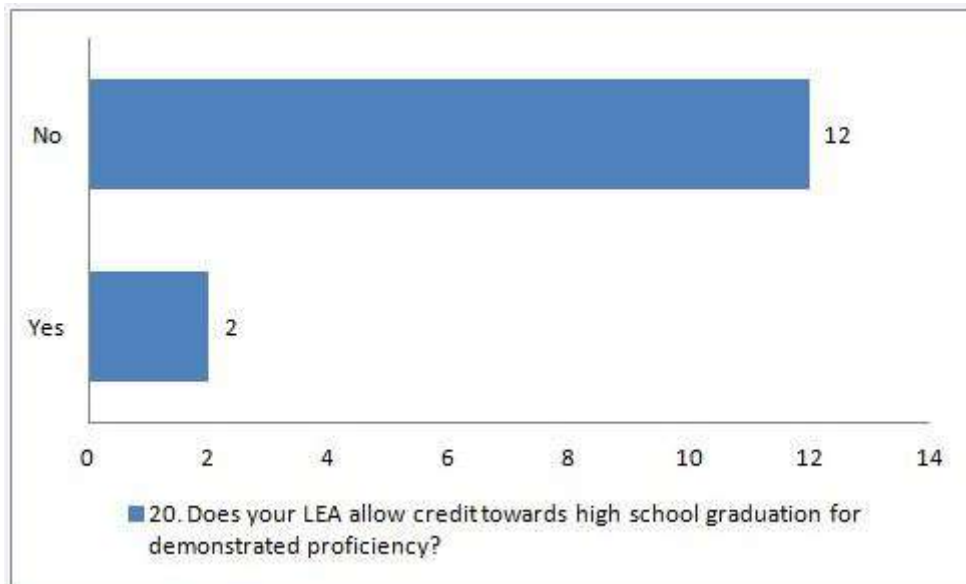
19. Does your LEA allow proficiency- based promotion (demonstrating proficiency without seat time in that course) for gifted and talented students?

Yes- 4 No -10



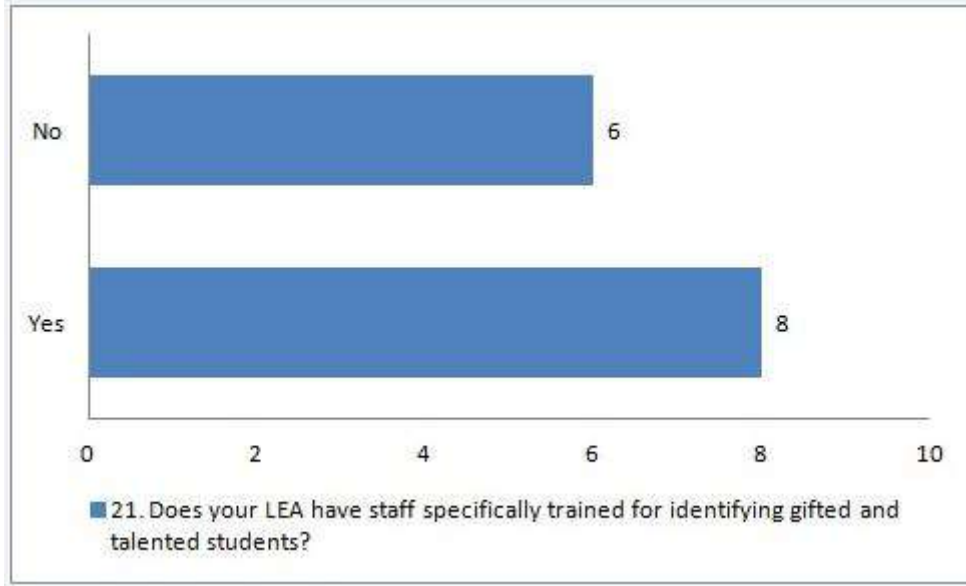
20. Does your LEA allow credit towards high school graduation for demonstrated proficiency?

Yes- 2 No -12



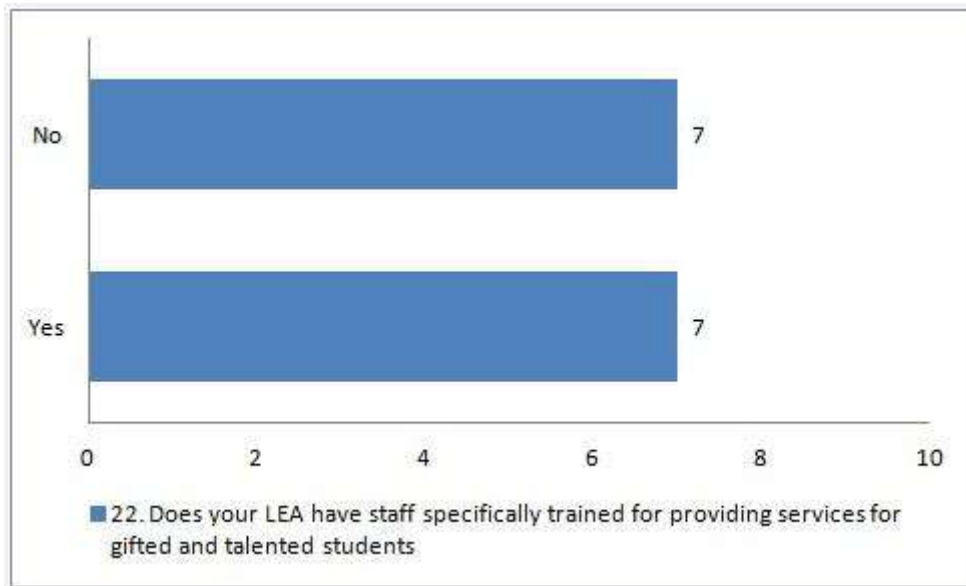
21. Does your LEA have staff specifically trained for identifying gifted and talented students?

Yes- 8 No -6



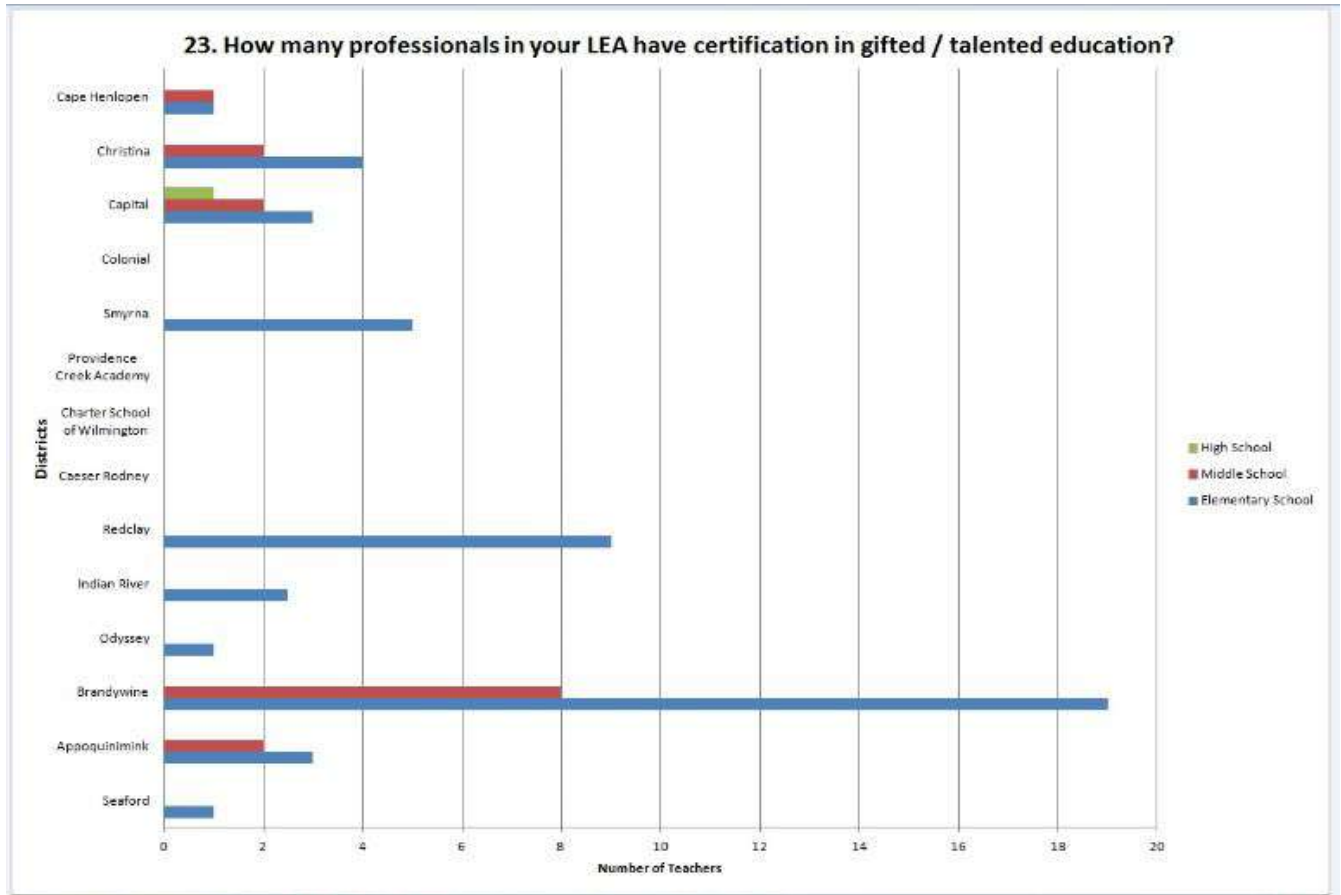
22. Does your LEA have staff specifically trained for providing services for gifted and talented students?

Yes- 7 No -7

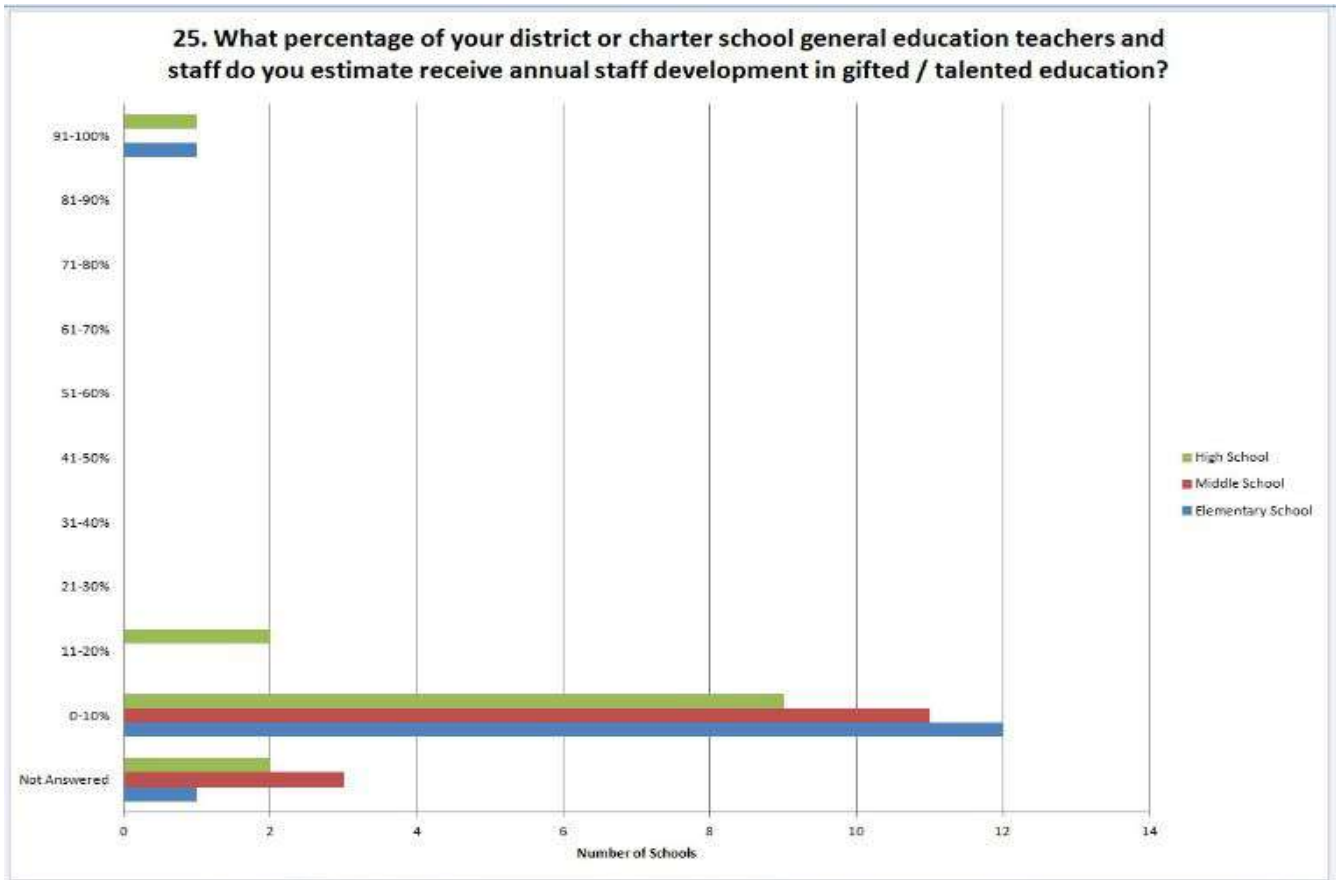


23. How many professionals in your LEA have certification in gifted/talented education?

Ten responses were based on an estimate. Four responses were based on collected data. (Question 24)



25. What percentage of your district or charter school general education teachers and staff do you estimate receive annual staff development in gifted/talented education?



26. How much LEA funding is devoted to gifted and talented programs?

- *Very little except for International Baccalaureate program which is a very recent addition to the high school programming. (Seaford S.D.)*
- *Our funding is for talent development which is broader than GT but supports opportunities for enrichment for students. \$270,000. (Appoquinimink S.D.)*
- *\$20,000. There was funding allocated for the gifted program from a recent referendum but that budget has not been finalized yet. (Brandywine S.D.)*
- *Very little money is devoted to this pull out program at our school. (Odyssey C.S.)*
- *Teaching units are allocated and special services funding. We also have various donations for the program. (Indian River S.D.)*
- *\$100,000 (Red Clay S.D.)*

- *\$8,000 (Smyrna S. D.)*
- *\$55,000 +/- (Caesar Rodney S.D.)*
- *None, none is provided by the State (Charter School of Wilmington)*
- *None (Colonial)*
- *About \$20,000, depending on the year and need. We use existing units, contract for minimal assistance, and use PD grants or other resources for training. (Capital S.D.)*
- *A little under \$300,000 through a referendum. (Christina S.D.)*

27. Is there anything else you would like to say about the status of gifted education in the state of Delaware and /or in your district or charter school?

- *“There has not been any state wide emphasis or specialized funding for gifted programs; therefore, it appears not to be a priority.”*
- *“There needs to be flexibility for districts to provide services based on their population and needs. A one size fits all will not be what is best for districts.”*
- *“We are always looking to expand the program to early grade levels however funding is limited. Although only 4th and 5th grade students are officially tested for the program, we do have our ExCEL teachers provide creative lessons to our earlier grade levels.”*
- *“Although ranked as the top academic school in the state we continue to be denied resources to move forward.”*
- *“I believe that in the past, some state money was allocated for TAG programs; however this is no longer the case. LEAs would benefit from state allocations.”*
- *“Brandywine is strategically working to improve our identification process for underserved populations.”*
- *“There is definitely a need for professional development for all teachers and specialists. [There] needs to be a common measure for identifying gifted students, development of a gifted talented unit and a set of standards for gifted curriculum.”*
- *“While we are lucky to have a program in Smyrna, it is my opinion that the needs of our GT population would be better served with more teachers teaching STEP at the elementary level (one per school).”*
- *“Colonial has previously focused on differentiation when it comes to addressing the needs of all students. As per RTTT, we continue to expand our Advanced Placement program and are looking into pre-AP programs in the future.”*
- *“Limited resources and support.”*

- *“The Christina School District program at this time is an ENRICHMENT/Talent Development program rather than a Talented & Gifted Program. We do not administer standardized intelligence tests to identify students.”*

28. Are there any clarifications to your responses that you would like to make?

Question 15- We use differentiated instruction to meet individual student needs across the educational spectrum.

29. Any comments you wish to make that you think will assist the Legislative Task Force for Gifted and Talented Education complete their report?

- *“We need to make gifted education a priority if we wish to be competitive in a global market; however, “gifted” education should not be limited to very small numbers of already high performing students, an elite group. We need to support all students who demonstrate proficiency and encourage them to challenge themselves to work at more rigorous levels. “*
- *“Whatever decisions the task force makes, mandates cannot be placed on districts that are without funding that will be sustained over time. In addition, we need to consider how we offer opportunities for acceleration and enrichment for all students. Often times the way we identify gifted and talented excludes students who are bright but have not been provided the same opportunities and experiences as others.”*
- *“I believe Brandywine is the only stand alone gifted program in the state.”*
- *“Being a charter school most of our funds are used for remediation and not enrichment. As of now our program is a pull out.”*
- *“Please support this program by providing direct funds allocated only for gifted and talented students.”*
- *“The definition of a talented and gifted student is left up to each individual local education agency. With that said, a student could be identified as talented and gifted in one district (or charter school) yet move another and not be labeled as gifted and talented. It would be beneficial to have established statewide criteria for identification as well as a program to deliver the gifted services.”*
- *“Due to the various measures available and used to identify students making a standard assessment and scores would be paramount in successful implementation statewide.”*
- *“Funding is an issue for students who are taking college courses while still in high school.”*
- *“Where does Advanced Placement fit into the scope of gifted/talented education? Honor coursework? We have both of these in our core content areas at the high school level.”*
- *“Significant support is needed to change the climate to a performance system which flies in the face of graded systems or seat time.”*

APPENDIX D



**The State of Gifted/Talented Education in
Delaware-2012 Survey II**

1. Salutation:

2. Full Name

3. Title:

4. Department:

5. Mailing Address:

6. Telephone:

7. Fax Number:

8. E-mail Address:

Local Education Agency

9. In Survey I-Question #9 you indicated that your LEA has a designated person or office for gifted / talented education. What person or what office is responsible for oversight of gifted / talented education in your LEA? Please Describe

10. Does the person / office in your LEA have responsibility for some general other special programs or projects not specifically related to gifted / talented education?

- Yes (Please Describe)
- No specific gifted / talented education office

10A. Please describe if answered yes on question 10.

11. Does the office or person with primary responsibility for gifted / talented education in your LEA have a supervisory role in any of the following programs? (Check all that apply)

- College Board Advanced Placement
- Concurrent enrollment in college and public school course
- Governor's Schools
- Academic and other competitions
- International Baccalaureate program
- SAT / ACT examinations
- Online learning opportunities
- Other (Please identify)

Requirements for Identification

12. You reported on Survey I - Question #14 that your LEA identifies gifted / talented students. Does your LEA use specific criteria / methods for identification of gifted / talented students?

- Yes
- No

13. Which of the following indicators are required for identifying gifted / talented students? (Check all that apply)

<input type="checkbox"/>	Not Specified
<input type="checkbox"/>	Achievement
<input type="checkbox"/>	IQ Scores
<input type="checkbox"/>	Parent nomination
<input type="checkbox"/>	Teacher nomination
<input type="checkbox"/>	Self nomination
<input type="checkbox"/>	Observation
<input type="checkbox"/>	Curriculum Based Assessment Measures (Please Identify)
<input type="checkbox"/>	External (commercial) ability test
<input type="checkbox"/>	Internal (locally developed) ability test
<input type="checkbox"/>	External (commercial) creativity test
<input type="checkbox"/>	Cognitive ability test
<input type="checkbox"/>	Other (please describe) <input type="text"/>

13A. (Identify from question #13)

13B. (Describe from "other" question #13)

14. When are students usually identified for gifted / talented programs in your LEA? (Check all that apply)

- Not specified
- Kindergarten or early entrance screening
- Elementary School (one time only)
- Elementary School (multiple times)
- Entering / beginning middle school
- Entering / beginning high school
- When students transfer from out of state
- When students transfer from in state
- Following parental referral
- Following teacher referral
- Following student referral
- Other (please specify)

14A. (Please describe from question #14)

15. Does your LEA recognize gifted eligibility from other states?

- Yes
- No

16. Does your LEA recognize eligibility from other districts or charter schools within the state?

- Yes
- No

17. Does your LEA have a policy in place for multiple entry and exit points into the programs and services?

- Yes (Please describe)
- No

17A. (Please describe from question #17)

18. How is the identification process funded in your LEA? (Please Describe)

Programming and Accountability

19. In Survey I - Question #15 you indicated that your LEA provides services for gifted / talented students. We are interested in an estimate of identified students receiving services in your LEA (Enter a number or enter "not collected.")

The data I will be reporting in the survey is from the school year:

- 2010-2011
- 2011-2012

Reported Data	Elementary	Middle	High
Male			
Female			
Total			
Black			
Asian			
Pacific Islander			
Hispanic			
White			
2 or more races			
English Language Learners			
Students with Disabilities			
Low Socio-economic			

20. In your LEA, approximately what percentage of identified gifted and talented students in each grade below receive services? (Please describe the parameters of your data collection.)

Data	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Elementary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20A. Please provide description for Elementary data collection

20B. Please provide description for Middle School data collection

20C. Please provide description for High School data collection?

21. What percentage of your LEA school teachers and staff working in specialized programs for the gifted and talented do you estimate receive annual staff development in gifted / talented education?

Data	Elementary	Middle	High
0-10%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11-20%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21-30%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31-40%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41-50%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51-60%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61-70%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70-80%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81-90%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90-91%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91-100%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. In your LEA, approximately what percentage of identified gifted and talented students in each grade below receive services? (Please describe the parameters for your data collection)

Data	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Elementary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Delivery Models

23. We are interested in an estimate of the top delivery models through which services are provided in these grades. (Please number your top and second most common delivery models and add contact time and

Services K-5	K	1	2	3	4	5
Cluster Class Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact time in minutes per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact Time in minutes per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact time in minutes per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self contained classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact time in minutes per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuous progress / self paced learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact time in minutes per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnet school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact time in minutes per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource room / pull out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact time in minutes per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact time in minutes per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response to intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact time in minutes per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Site of delivery:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interdistrict with transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interdistrict without transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnet / Intradistrict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Were interested in an estimate of the top delivery models through which services are provided in these grades. (Please number you top and second most common delivery models and add contact time and

Middle School	6	7	8	Other
Advanced Placement				
Contact time in minutes per week				
International Baccalaureate				
Contact time in minutes per week				
Cluster Classrooms				
Contact time in minutes per week				
Independent Study				
Contact time in minutes per week				
Regular Classrooms				
Contact time in minutes per week				
Self-contained classrooms				
Contact time in minutes per week				
Continuous progress / self paced learning				
Contact time in minutes per week				
Magnet School				
Contact time in minutes per week				
Resource room / pullout				
Contact time in minutes per week				
Dual enrollment in High School				
Contact time in minutes per week				
Honors / advanced work				
Contact time in minutes per week				
Mentorships				
Contact time in minutes per week				
Regional math / science school				
Contact time in minutes per week				
Regional Performing Arts School				
Contact time in minutes per week				
Telescoped learning				
Contact time in minutes per week				
Virtual classroom / coursework				
Contact time in minutes per week				
Other (Please specify)				
Contact time in minutes per week				
Response to intervention				
Contact time in minutes per week				
Site of Delivery:				
Building Level				
Interdistrict with transportation				
Interdistrict without transportation				
Magnet / intradistrict				
Distance learning				
Other (please specify)				

25. We are interested in an estimate of the top delivery models through which services are provided in these grades (Please number your top and second most common delivery models and contact time and delivery location)

High School	9	10	11	12	Other (Please specify)
Advanced Placement					
Contact time in minutes per week					
International Baccalaureate					
Contact time in minutes per week					
Cluster Classrooms					
Contact time in minutes per week					
Independent Study					
Contact time in minutes per week					
Regular Classrooms					
Contact time in minutes per week					
Self Contained Classrooms					
Contact time in minutes per week					
Continuous progress / self paced learning					
Contact time in minutes per week					
Magnet School					
Contact time in minutes per week					
Resource room / pullout					
Contact time in minutes per week					
Dual enrollment in college					
Contact time in minutes per week					
Honors / advanced work					
Contact time in minutes per week					
Mentorships					
Contact time in minutes per week					
Regional Math / science school					
Contact time in minutes per week					
Regional Performing arts school					
Contact time in minutes per week					
Telescoped Learning					
Contact time in minutes per week					
Virtual classroom / coursework					
Contact time in minutes per week					
Other (please specify)					
Contact time in minutes per week					
Site Delivery:					
Building Level					
Interdistrict with transportation					
Interdistrict without transportation					
Magnet / intradistrict					
Distance learning					
Other (please specify)					

26. What percentage of your LEA teachers and staff working in specialized programs for identified gifted / talented students do you estimate receive annual staff development in gifted education?

Staff Development	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Elementary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. How are service delivery models funded in your LEA?

Other Policies and Practice

28. In Survey I - Question 16 you indicated that your LEA has a school board policy, procedure or regulation in regard to dual or concurrent enrollment in community college, college or university. What is the earliest grade that a student can begin dual or concurrent enrollment in a community college, college or university?

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Other

29. May middle school students receive credit toward high school graduation for the courses which they are dually / concurrently enrolled?

Yes

No

30. In Survey I - Question#19 you indicated that your LEA has proficiency-based promotion (demonstrating proficiency without seat time in that course) for the gifted and talented students. How does that demonstrate proficiency?

- Multiple choice test
- Essay
- Lab Experiments
- Standardized Tests
- Oral Exam
- Portfolio
- Performance
- Other

31. Once an identified gifted and talented student demonstrates proficiency, what are the options to accommodate his / her needs for advancement?

- Not applicable
- Individualized instruction
- Correspondence courses
- Independent Study
- Dual / concurrent enrollment
- Cross grade grouping
- Cluste grouping
- Grade / course advancement
- Individualized education programs
- Internship
- Other

32. Which of the following is part of program / service delivery for gifted and talented students in your district or charter school? (Check all that apply)

- Social-emotional support
- Academic guidance and counseling
- Contact time
- Differentiated instruction
- Content-based acceleration
- Enrichment out of school
- Critical and creative problem-solving
- Competitions and contests
- Other

33. We are interested in an estimate on teachers of gifted student subgroup information. Of those teachers identified as teachers of gifted and talented students, what percent are in each of the following groups? (Enter a number or "NC" for not collected)

The data I will be reporting in this survey if from another school year

- 2010-2011
- 2011-2012

Teacher Data	Elementary	Middle	High
Male			
Female			
Total			
Black			
Asian			
Pacific Islander			
Hispanic			
White			
2 or more races			
English Language Learners			

APPENDIX E

Survey II Findings- Charts and Graphs

Questions 1-8 –respondent demographics

9. In Survey I- Question #9 you indicated that your LEA has a designated person or office for gifted/ talented education. What person or what office is responsible for oversight of gifted/ talented education in your LEA?

All six respondents reported that a supervisor in curriculum and instruction is responsible for gifted education.

10. Does the person / office in your LEA have responsibility for some general other special programs or projects not specifically related to gifted / talented education?

Yes -5 No -1 (one person reports being specifically dedicated to gifted education)

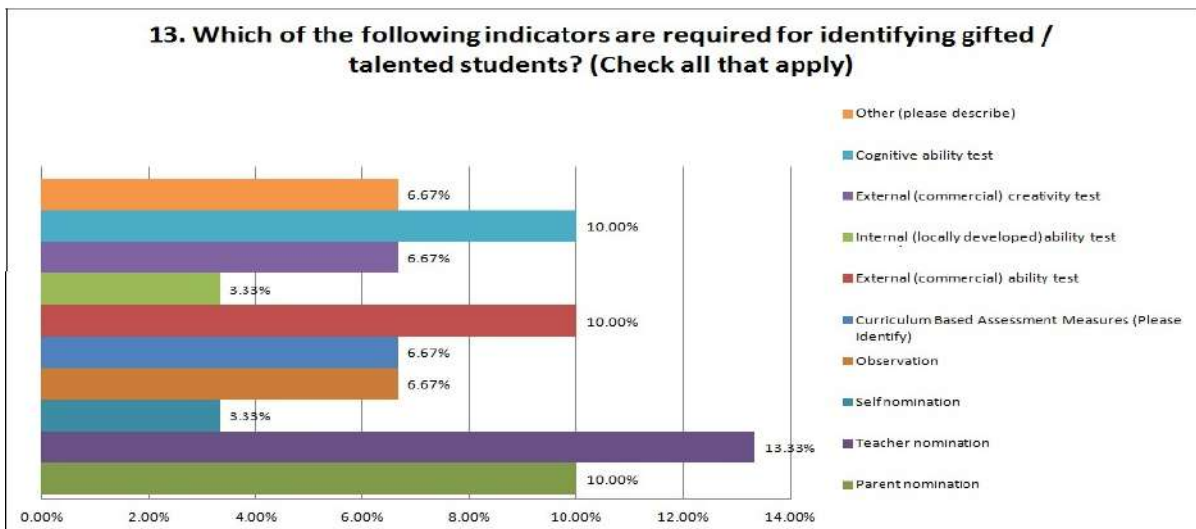
11. Does the office or person with primary responsibility for gifted / talented education in your LEA have a supervisory role in any of the following programs?

- *Music, Art, PE and foreign exchange students*
- *All other curricular programs and instructional practices*
- *The person manages about 50 other projects.*
- *ELL, Social Studies, DCAS, Technology, Mentoring, Developmental Arts, Fine Arts*

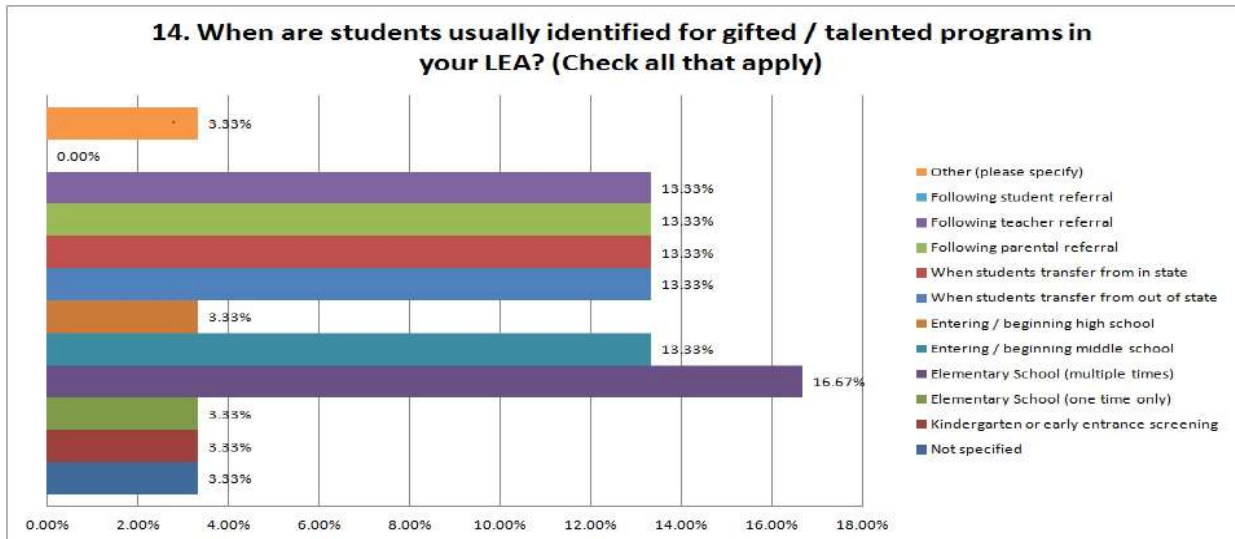
12. You reported on Survey I - Question #14 that your LEA identifies gifted / talented students. Does your LEA use specific criteria / methods for identification of gifted / talented students?

Yes -5 No response- 1

13. Which of the following indicators are required for identifying gifted/talented students? (Check all that apply)



14. When are students usually identified for gifted/talented programs in your LEA? (Check all that apply)



15. Does your LEA recognize eligibility from other states?

Yes -5 No -1

16. Does your LEA recognize eligibility from other districts or charter schools within the state?

Yes -5 No -1

17. Does your LEA have a policy in place for multiple entry and exit points into the programs and services?

Yes -2 No -4

Please describe- *As students transition through the grades, they are reviewed at grade 4 for grade 5, grade 6 for grade 7.*

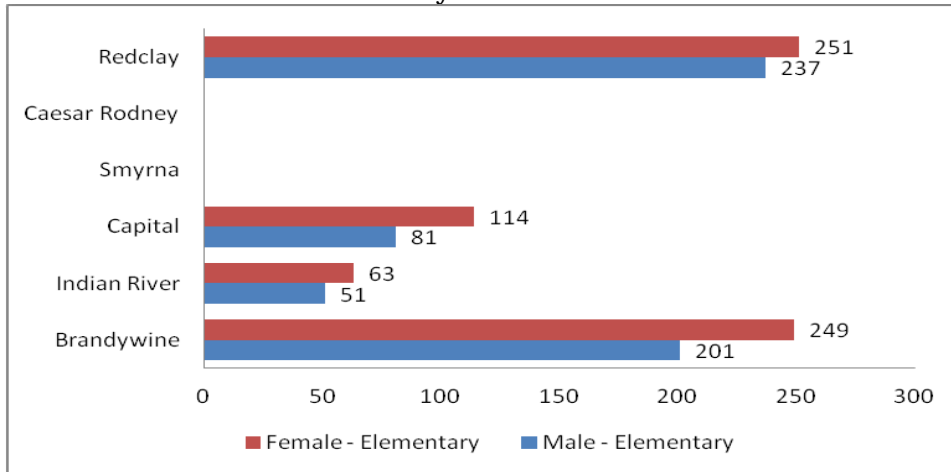
18. How is the identification process funded in your LEA?

Four responses- All indicated that local district funding was used.

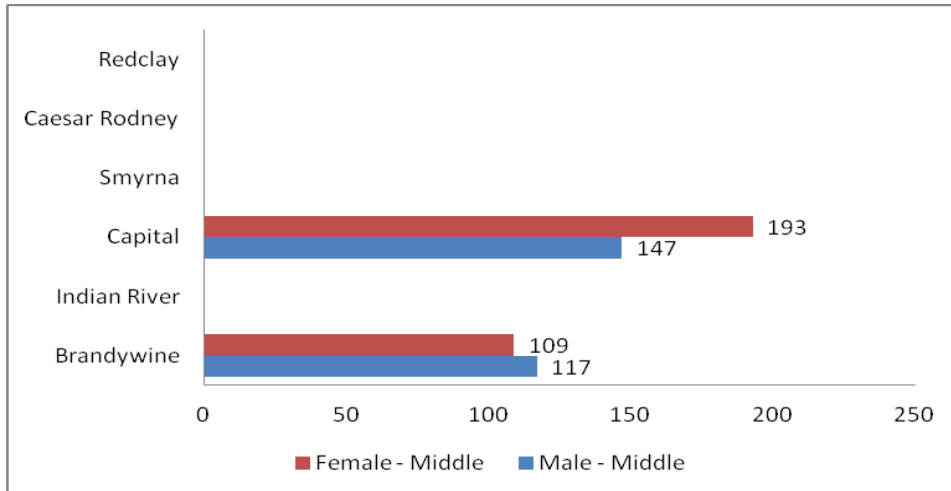
19. In Survey I- Question 15 you indicated that your LEA provides services to gifted/talented students. We are interested in an estimate of identified students receiving services in your LEA.

All responses were from the 2011-2012 school year.

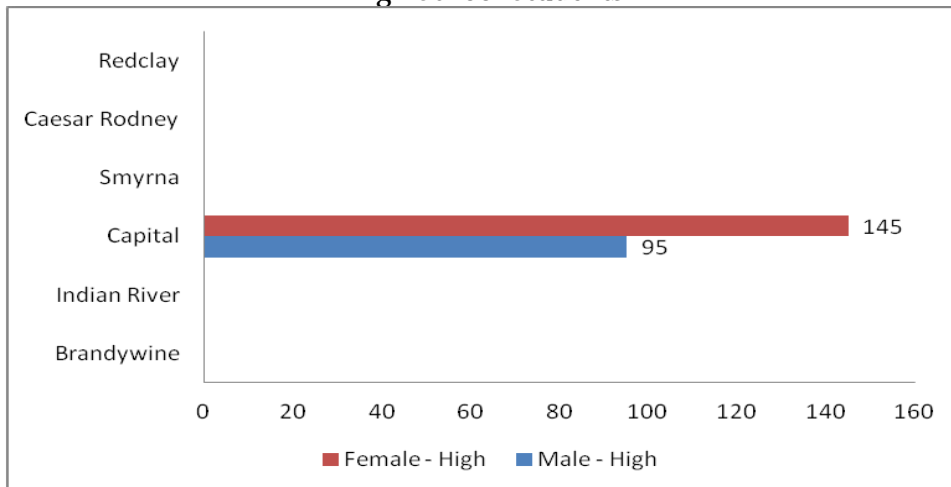
Elementary School Students



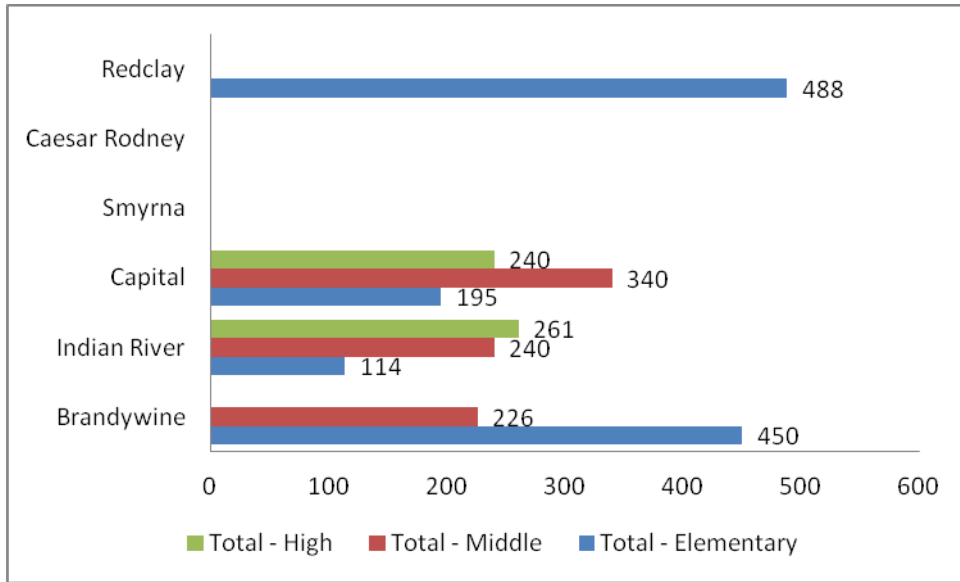
Middle School Students



High School Students



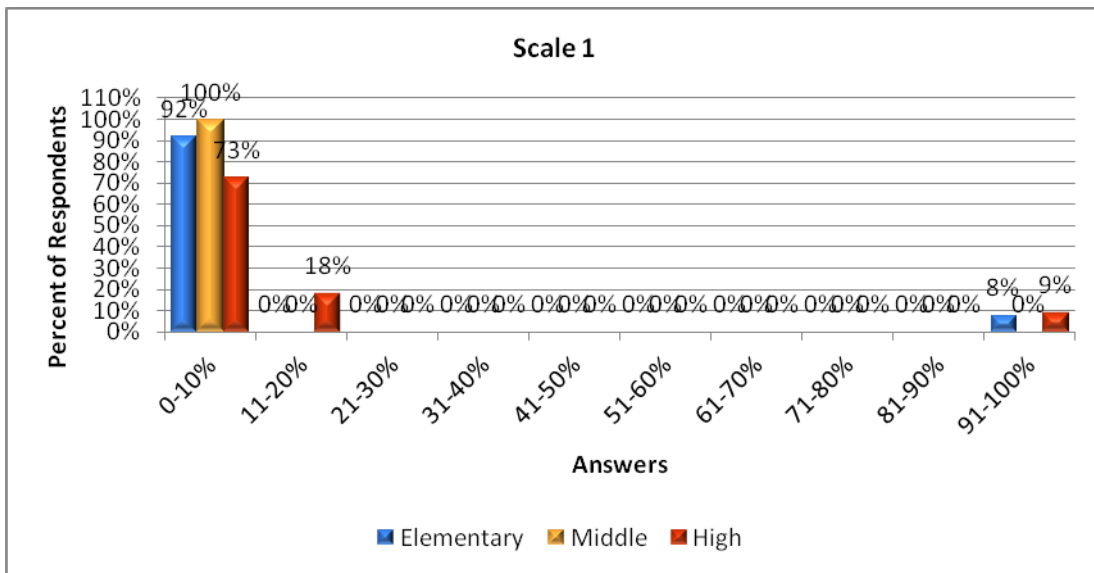
Total Number of Students



20. In your LEA approximately what percentage of identified gifted and talented students in each grade below receive services?

Data does not support clear conclusion.

21. What percentage of LEA school teachers and staff working in specialized programs for the gifted and talented do you estimate receive annual staff development in gifted/talented education?



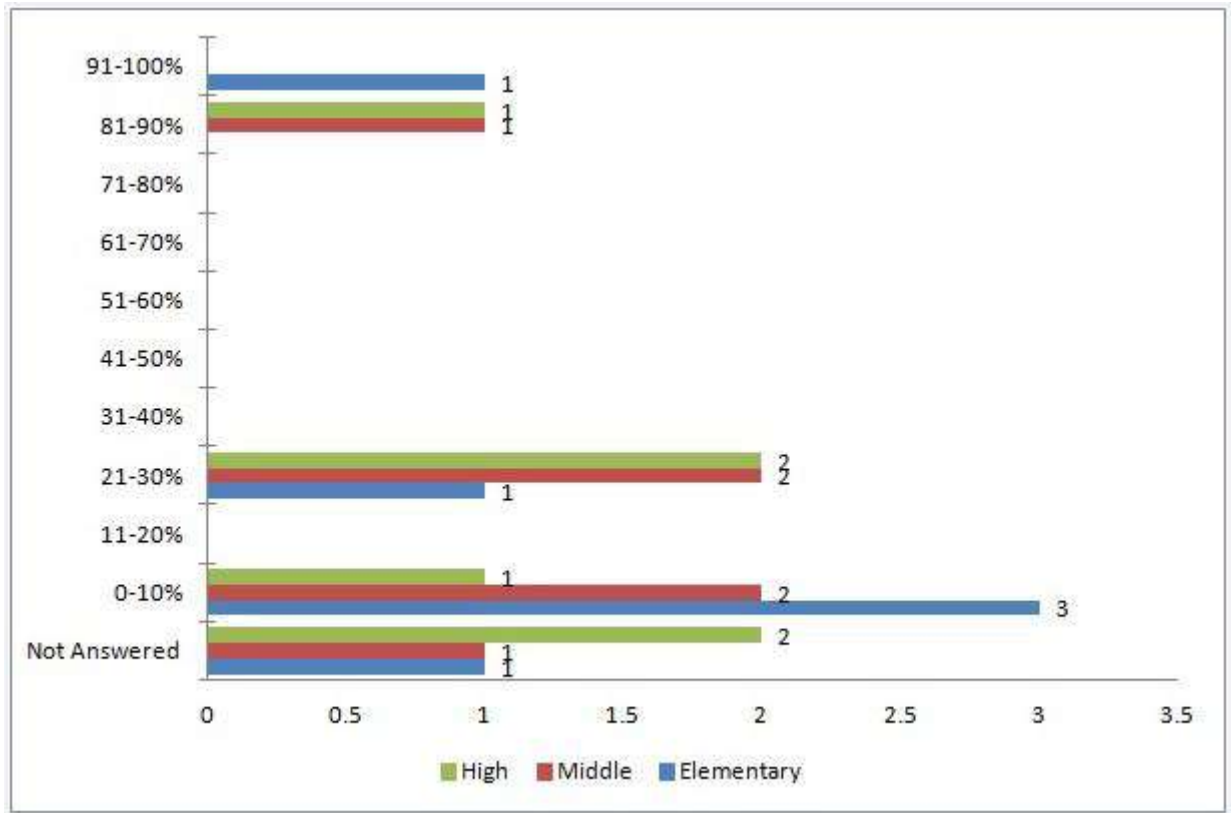
22. In your LEA approximately what percentage of identified gifted and talented students in each grade below receive services?

Data does not support clear conclusion.

23, 24, and 25. We are interested in the top delivery models through which services are provided in these grades.

Data does not support clear conclusion.

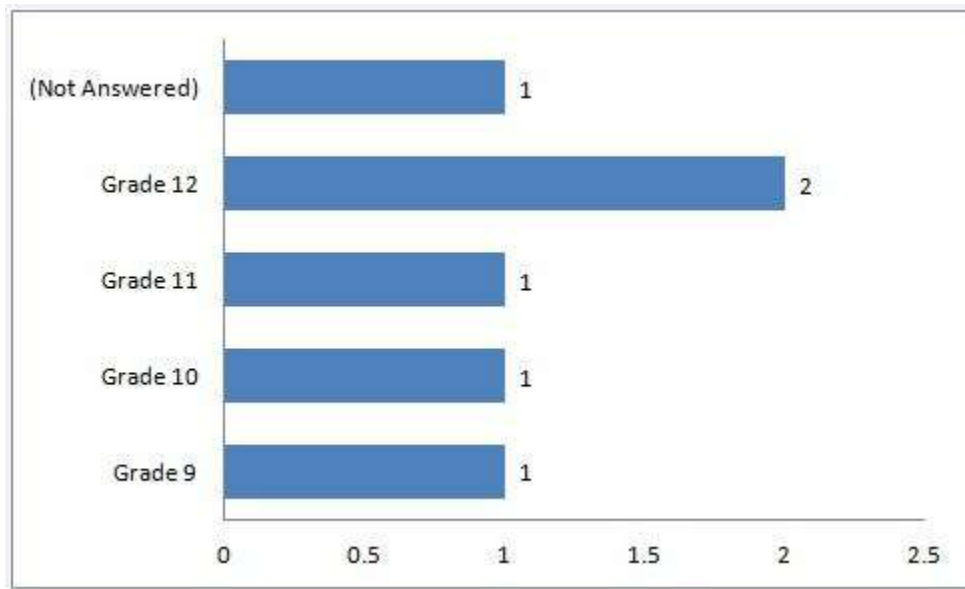
26. What percentage of your LEA teachers and staff working in specialized programs for identified gifted and talented students do you estimate receive annual staff development in gifted education?



27. How are service delivery models funded in your LEA?

- *Through the gifted budget*
- *Mostly local funds*
- *Squeezed out of regular units and part-time related arts (librarians) serve the 3rd and 4th grade as a pull-out*
- *Professional development funds, local funds, RTTT funds*

28. In Survey I- Question 16 you indicated that your LEA has a school board policy procedure or regulation in regard to concurrent enrollment in community college, college or university. What is the earliest grade that students s can begin dual or concurrent enrollment in a community college, college or university?



29. May middle school students receive credit toward high school graduation for the courses which they are dually/concurrently enrolled?

Yes -2 No -3 No Response -1

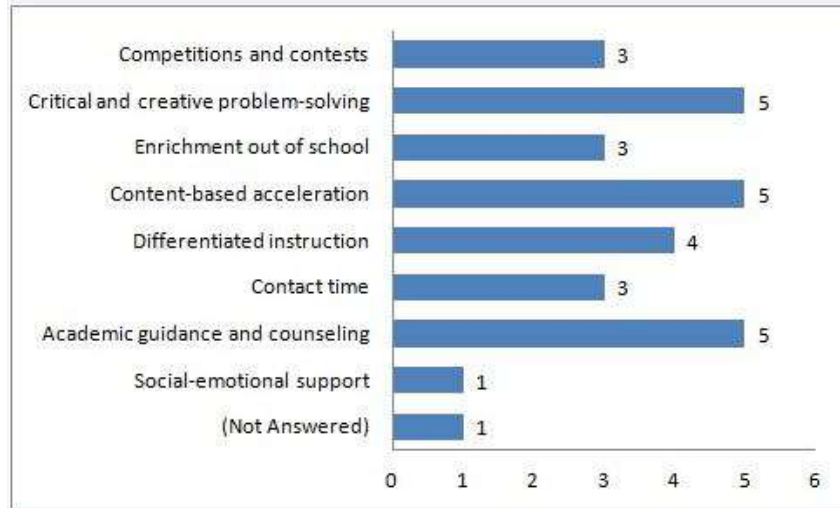
30. In Survey I-Question 19 you indicated that your LEA has proficiency-based promotion for gifted and talented students. How does the student demonstrate proficiency?

Two responded standardized tests. One responded performance and three provided no response.

31. Once an identified gifted and talented student demonstrates proficiency, what are the options to accommodate his/her needs for advancement?

Two responded grade /course advancement. One responded K-8 self contained classroom, one responded use multiple options and two provided no response.

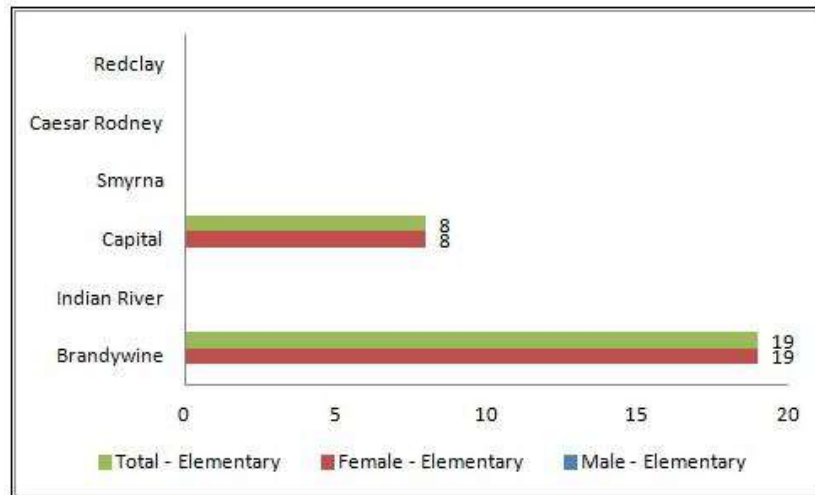
32. Which of the following is part of the program/service for gifted and talented students in your district or charter school?



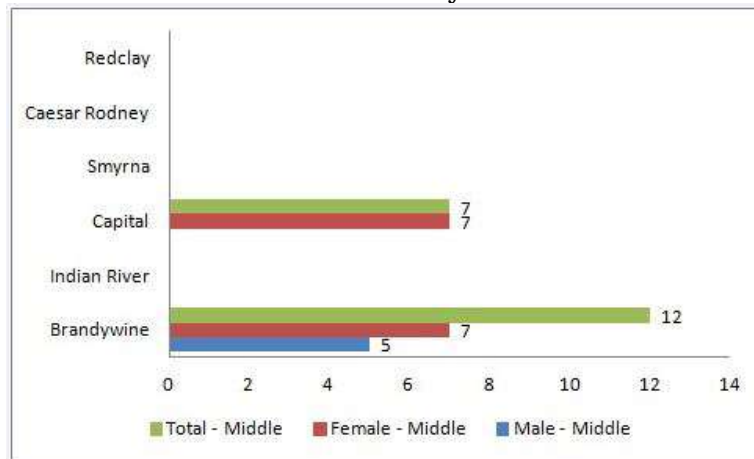
33. We are interested in an estimate on teachers of gifted student sub-group information. Of those teachers identified as teachers of gifted and talented students, what percentage are in each of the following groups?

All data was reported from the 2011-2012 school year.

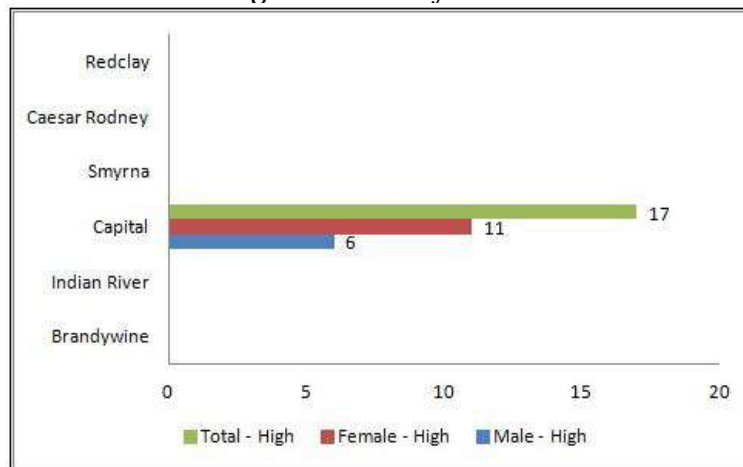
Elementary Schools - by Gender



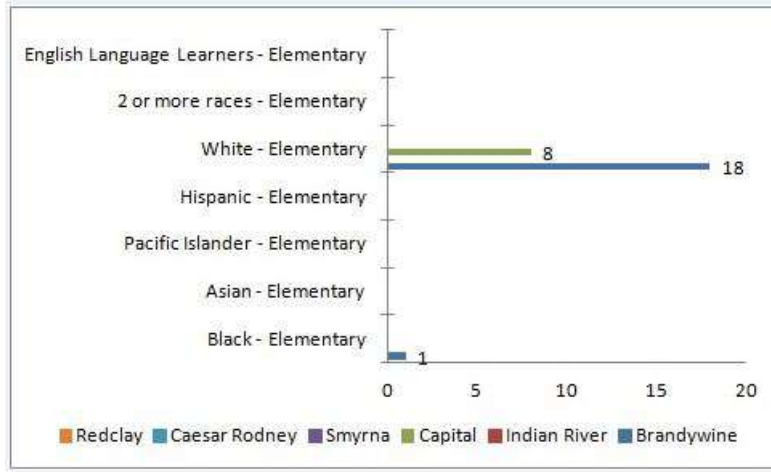
Middle Schools - by Gender



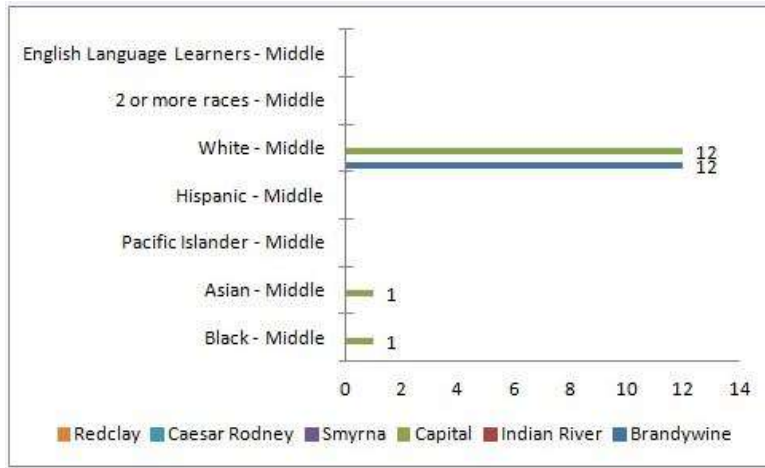
High Schools - by Gender



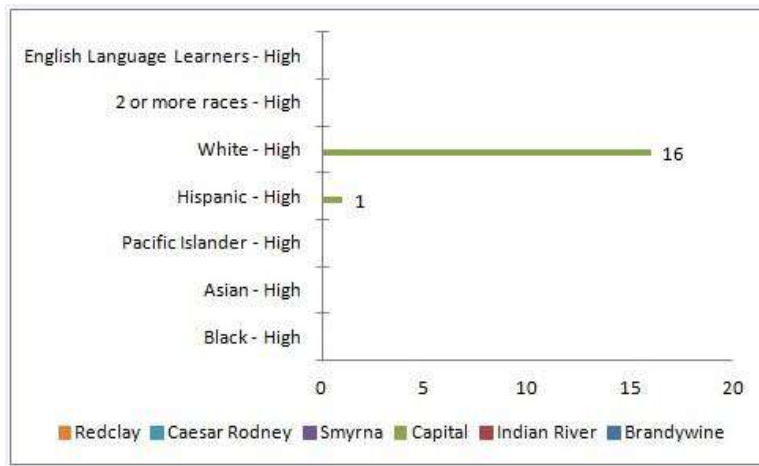
Elementary Schools – by Race and Ethnicity



Middle Schools - by Race and Ethnicity



High Schools - by Race and Ethnicity



APPENDIX F

National Association for Gifted Children Statistics

Findings from the recently published white paper ***Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students*** co-authored by National Association for Gifted Children president, Paula Olszewski-Kubilius, and executive director, Jane Clarenbach, clearly articulates a call to action:

- The U.S. has large income disparities between its citizens, has low percentages of high scoring students, and one of the highest percentages of low scoring students compared to other countries.
- The U.S. produces fewer students scoring at the highest levels of achievement in reading, math, and science on the PISA compared to countries such as New Zealand, Canada, China, Singapore, Finland, and Japan.
- PISA data shows that countries with a more even distribution of economic resources have a higher average level of achievement and produce more highly skilled students and fewer low skilled students.
- Less than 8% of U.S. students score at excellent levels in reading, math, or science on the NAEP tests (the nation's report card).
- Gaps exist at the very top: African Americans, Latinos, Native Americans, and English Language Learners are acutely underrepresented among the top 1%, 5%, and 10% of students at all levels of the educational system from kindergarten through graduate and professional school (Miller).
- Extremely few students who qualify for free and reduced lunch score at the advanced level on NAEP (i.e. between 1.7% to 1% of 8th graders in science, writing, or civics); even lower percentages for students who qualify for free lunch.
- Students who scored at the 90th percentile or above ("high flyers") on reading or math subtests of the Measure of Academic Progress grew at similar rates as low and middle achievers in math but at slower rates in reading (Fordham Study).
- From 2000 to 2007, the lowest achieving students (lowest 10%) in the nation made rapid gains in reading and math while the performance of the top students (highest 10%) was stagnant (NAEP).
- 30% to 48% of students scoring in the top 10% on reading or math tests descend out of the top decile as they continue through years of school (High Flyers).
- For low-income high achievers, 56% of first graders remained in the top achievement quartile by the fifth grade, compared to 69% of higher income children (Achievement Trap).