Evaluation of the Gifted Program in Pinellas County Schools

Research and Accountability

Pinellas County Schools

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Prepared in partnership with

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Executive Summary

The Pinellas County Schools (PCS) Gifted Program was evaluated with respect to program standards established by the National Association for Gifted Children (NAGC) across six domains including: Curriculum & Instruction, Student Identification, Program Administration and Management, Professional Development, Social-Emotional Guidance and Counseling, and Program Design. Doing so provided a systematic means through which to examine both strengths of the current program as well as areas where improved service delivery methods may enhance educational opportunities provided to gifted students in Pinellas County.

A range of qualitative and quantitative data was utilized to examine the PCS Gifted Program from a variety of perspectives. Survey data were collected from 61 gifted education teachers, 260 general education teachers,144 administrators and guidance counselors, 2440 parents of gifted students and 3553 gifted students attending 3rd- through 8th-grade. PCS student records were utilized to examine gifted students' rates of participation in both gifted student programming as well as challenging curricular options available for all students, including Honors, International Baccalaureate, and Advanced Placement classes. Qualitative sources included a recent report on central issues in gifted education in Florida by the Office of Program Policy Analysis and Government Accountability (OPPAGA) as well as pending Florida legislative bills by Senator Wise (SB 990) and Representative Legg (HB 297). Expert opinions concerning best practices in gifted education were obtained through interviews of Dr. Elizabeth Shaunessy, Coordinator of the Gifted Education Program at the University of South Florida, as well as Jenny Klimis, PCS Supervisor of Gifted Education. Ms. Klimis also provided a wealth of supplemental information concerning current practices within PCS relative to the NAGC standards. Additional supporting sources were consulted to address specific issues in greater depth.

Several positive results emerged from the data. Results indicated that gifted students in PCS enroll in advanced classes at a high rate and perform exceptionally well in those classes. Parent and student satisfaction with the gifted services that are offered in PCS is quite high. PCS has proactively implemented alternative assessment strategies demonstrating a commitment to increase enrollment of students from underrepresented groups in the Gifted Program. Professional development activities are numerous, diverse, well-attended, and highly regarded. Proactive attempts to support parental advocacy through local organizations such as the Gifted Association of Pinellas (GAP) have been impressive.

These strengths represent a strong foundation upon which to improve and expand services offered to meet the educational needs of gifted students in PCS. While several strengths exist in PCS's Gifted Program, several areas were identified in which PCS may improve services. These include:

1. Gifted services currently do not exist at the high school level.
2. Communication between gifted and general education teachers regarding the needs of gifted students in general education settings appears to have room for improvement.
3. The degree to which modifications are made in general education classes consistent with those identified in gifted students' EPs is not clear.
4. The educational needs of gifted students are not met for all content areas
5. The degree to which flexible grouping strategies are employed to meet the needs of gifted students in both general education and gifted classes is unclear.
6. The EP process in PCS and statewide has huge gaps through which monitoring might be poorly implemented.
7. The time lags between screening requests, screening, evaluation, and enrollment are likely excessive.
8. Time lags in the identification process may have a secondary effect of heightened socioeconomic inequalities in access to services.
9. There is no assurance that all students who would qualify for gifted services are screened and tested.

10. While efforts to reach out to parents of gifted students in PCS are clear, there is room for improvement.
11. Gaps in technology appear to exist.
12. Funds designated by PCS to be spent on gifted services may not reach gifted classrooms.
13. In the absence of requirements for general education teachers to participate in training regarding the needs of gifted students, there may be a gap in knowledge concerning issues related to the needs of gifted students.
14. There does not appear to be a standardized affective curriculum designed to meet the specific social and emotional needs of gifted students across grade levels.
15. Social-emotional and career counseling support for gifted students appears to be minimal.
16. Competition associated with enrollment in PCS's premier educational programs including those at Ridgecrest, as well as the IB and CAT programs denies access to these challenging curricular opportunities for a potentially high number of intelligent, motivated students.
17. Limited access to the Ridgecrest, CAT, and IB programs may promote socioeconomic disparities in educational opportunities offered to students within PCS.
18. The manner through which funds from the Florida guaranteed ESE allocation are spent to provide services to students within PCS's Gifted Program and statewide are unclear.

Identification of these areas presents several opportunities to improve services delivered within PCS to meet the educational needs of gifted students. Based upon review of these issues within the present evaluation the following recommendations are offered:

1. Improve funding transparency and accounting.
    a. Account separately for funds received from the ESE guaranteed allocation designated toward provision of services to gifted students. Use these funds to plan expansion of services to address gaps in service delivery across content areas at the elementary, middle, and high school levels.
    b. Identify the amount of funds designated for purchasing materials in gifted classrooms and provide an accounting for how that money is spent at each school.

2. Provide and/or expand full-time gifted services at the elementary, middle, and high school levels.
    a. this would improve the degree to which gifted students' educational needs are met across content areas
    b. doing so would also address difficulties associated with issues of access to PCS's premier educational opportunities including the Ridgecrest, IB, and CAT programs

3. Implement a practical system of universal screening for gifted services that assures that all students who could potentially qualify are screened.
    a. Perform screening in 1st-grade to ensure equality of access to full-time program(s).
    b. Shorten the time between screening, testing, and placement.
    c. Report the time between screening, testing, and placement based upon lunch status.
    d. Include an accounting of the number of students whose parents provide results of private testing by lunch status.
    e. Provide a yearly accounting of the process through which students are screened.
    f. Continue to pursue methods of alternative assessment to address underrepresentation of students in gifted programs from lower socioeconomic status backgrounds.

4. Improve integration and communication among gifted and general education services.
    a. Assure that the EP is either reviewed or consulted more than once every three years.

the EP is likely consulted more frequently for many or perhaps most gifted students, though where this does not occur may be where services are compromised

b. Assure that all general education teachers have access to the EP of each gifted student and are provided the support necessary to tailor educational opportunities to the needs of the gifted student in the general education setting.
c. Assure that flexible grouping strategies are employed to tailor educational opportunities to the needs of gifted students.
d. Provide a system through which gaps in knowledge concerning issues related to gifted student education among general education teachers is addressed.

5. Improve standardization of communication between PCS and parents of gifted students.
   a. Provide a standardized system though which all parents of gifted students are made aware of the opportunity to participate in advocacy organizations including GAP and FLAG.
   b. Communicate with parents concerning issues central to gifted education on a scheduled basis so as to keep parents informed and provide them with the opportunity to provide feedback or ask questions concerning their child's education.

6. Improve standardization and delivery of social-emotional curriculum and career guidance.
   a. Provide a standardized social-emotional curriculum at the elementary and secondary school levels that meets the specific needs of gifted students.
   b. Provide a standardized system of career guidance at the high school level.

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Evaluation of the Gifted Program in Pinellas County Schools

An evaluation of the Gifted Education program in Pinellas County Schools was begun in the summer of 2005. Initial planning meetings were held with Ms. Jenny Klimis, the current district supervisor of Gifted Education, as well as Dr. Elizabeth Shaunessy, who is Coordinator of the Gifted Education Program at the University of South Florida. In consultation with these stakeholders, it was agreed that the most appropriate means of evaluation would be to examine Pinellas County Schools' conformity to the standards set forth by the National Association for Gifted Children (NAGC). NAGC has established standards[1] in each of seven separate programming criteria, including: Curriculum & Instruction, Program Design, Program Administration and Management, Student Identification, Social-Emotional Guidance and Counseling, Professional Development, and Program Evaluation.

Importantly, these areas of programming are currently a focus of legislators in the state of Florida. In January 2008, the Office of Program Policy Analysis and Government Accountability (OPPAGA) released a report[2] in which the mechanisms of gifted student identification, funding allocation, and service delivery were generally depicted as being unclear statewide. Currently, there are bills[3] [4] in the Florida House of Representatives (Legg, HB 297) and Senate (Wise, SB 990), which, if passed, may legislate heightened transparency with regard to funding, and heightened accountability with regard to Gifted Program service delivery statewide. The contents of these bills contain policies relating to six of the seven NAGC programming criteria.

The current evaluation utilized multiple methods to assess Pinellas County Schools' Gifted Program with respect to each of the seven NAGC criteria. Within this evaluation structure, the potential impact of pending legislation in the state of Florida is discussed. Recommendations are made in an effort to facilitate continuous improvement in Pinellas County Schools' ability to provide challenging educational opportunities to gifted students.

The PCS Gifted Program

Services provided to gifted students in Pinellas County Schools vary across Elementary, Middle, and High School levels.

Elementary School Level

Gifted students in the elementary grades are served by either a part-time pullout enrichment program or a full-time gifted magnet program. The majority of students in Pinellas County Schools in kindergarten through 5th-grade receive gifted services one day per week from a certified teacher of the gifted. Teachers are based at either individual schools, or at gifted learning centers throughout the county that serve children from more than one school. Eligible children whose home school does not offer gifted education services are bused to another school or to a gifted learning center one day per week to receive pull-out gifted services. If a student's home school does offer the gifted pull-out program, that student will leave their regular classroom and attend their gifted classroom one day per week.

The Center for Gifted Studies at Ridgecrest Elementary provides the only full-time gifted program in Pinellas County. This gifted magnet program serves students in grades 1 through 5. Elementary students throughout the school district who qualify for gifted education services may apply to the Center for Gifted Studies through the magnet school application process.

Middle School Level

In grades 6 through 8, gifted education services include enrichment and acceleration through gifted elective classes, and the MEGSSS and IMAST programs. These classes may be taken individually, or in any combination.

[1] See Appendix A
[2] See Appendix B
[3] See Appendix C
[4] See Appendix D

Gifted elective classes are scheduled one period per day as part of the student's regular school day. A certified teacher of the gifted is assigned to each middle school. The curriculum of the gifted elective class varies according to grade level; however, the emphasis is on enrichment, critical thinking, and research skills. This elective class is similar to the services provided by the pull-out gifted model in elementary school. Also, this course counts toward the student's allotted elective credit. Students wishing to enroll in other electives such as band, yearbook, etc. often have to give up the gifted elective course in favor of those other electives.

Gifted middle school students who are talented in mathematics are encouraged to enroll in MEGSSS (Mathematics Education for Gifted Secondary School Students). MEGSSS is comprised of a challenging curriculum in which gifted students take their first two high school honors math courses while in middle school. These classes, which are reserved for gifted students, are Algebra 1 Honors in 7th grade and Geometry Honors in 8th grade.

Gifted students are also encouraged to enroll in IMAST (Integrated Math and Science with Technology). This program is designed to challenge students in the areas of science and math through accelerated curriculum, projects, and lab activities which demonstrate the integration of math, science and technology. This course sequence includes Physical Science Honors, which is a high school course taken in 8th grade. While enrollment in the IMAST sequence is designated for gifted students, enrollment in each of the individual classes that comprise IMAST is not limited to gifted students.

High School Level

No gifted education services are targeted specifically to gifted students at the high school level. Gifted high school students are encouraged to take Honors and Advanced Placement courses offered at their school. They may also apply to one of several high school magnet programs, including the International Baccalaureate program, which is located at two of the district's seventeen high schools (Palm Harbor University HS and St. Petersburg HS). Gifted high school students may also have the opportunity to enroll in courses at St. Petersburg College. While each of these options provides challenging curricular opportunities, none are specifically targeted to gifted students.

Differences across Elementary and Secondary Levels

The degree to which gifted students enroll in advanced classes relative to non-gifted students will be examined relative to the NAGC Curriculum and Instruction criteria. While the pull-out and Ridgecrest programs are restricted to gifted students at the Elementary School Level, approximately half of the advanced curricular options in Middle School and all of the advanced curricular options in high school are not restricted to gifted students. Therefore, comparisons are made at both the Middle and High School levels to obtain a clearer understanding of gifted students' participation in these non-restricted advanced curricular options relative to non-gifted students.

Method

National Association of Gifted Children (NAGC) Programming Criteria

In 1998, NAGC released the *Pre-K -- Grade 12 Gifted Program Standards* designed to assist school districts in examining the quality of their programming for gifted learners. The NAGC Standards detail a framework in which each of seven programming criteria contains a subset of guiding principles. For each guiding principle, the NAGC details the level of implementation necessary to meet both *minimum* and *exemplary standards* for that principle. This report is divided into sections corresponding to six of the seven NAGC Programming Criteria: Curriculum & Instruction, Student Identification, Program Administration and Management, Professional Development, Social-Emotional Guidance and Counseling, and Program Design. This evaluation itself represents PCS's compliance with the Program Evaluation criteria. Data are presented to assess Pinellas County Schools' level of implementation for each guiding principle within each criterion.

Survey Assessment

Each of the guiding principles of the NAGC program criteria was converted into survey questions that were rated on a 5-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree, Not Sure). Responses were collected from 61 gifted education teachers, 260 general education teachers,144 administrators and guidance counselors, and 2440 parents of gifted students. Each question was asked across informants with the exception of items that required a more in depth knowledge of gifted programming. In most cases, these were only asked of gifted education teachers. Additionally, 3553 students from grades 3 through 8 also completed a short 11-item survey to assess their satisfaction with gifted programming. Survey results are presented and discussed with respect to each of the NAGC programming criteria with the exception of the Program Evaluation criteria.

Tracking Study

Pinellas School District student records were utilized to track two cohorts of gifted students- one through middle school, and one through high school. Rates of participation were examined in classes designated solely for gifted middle school students. Rates of participation were also examined for challenging curricular options available for all students, including Honors, International Baccalaureate, and Advanced Placement classes. For these analyses, rates of participation were examined for Gifted Students relative to Non-Gifted students in both Exceptional and General Education.

Tracking study results are discussed primarily with respect to the NAGC standards regarding Curriculum & Instruction. Demographic comparisons among gifted and non-gifted groups are discussed with respect to issues relating to Student Identification.

OPPAGA report

Findings of the Office of Program Policy Analysis and Government Accountability (OPPAGA) in their January, 2008 report on Gifted Education programs in the state of Florida are discussed in relation the Program Design and Student Identification criteria of the NAGC. The OPPAGA report stressed the need for transparency in funding allocation and types of services provided within Gifted Programs in Florida. The OPPAGA report also identified the need to incorporate alternative assessment procedures to address socioeconomically-based disparities in enrollment in Gifted Programs, and the need to report the number of students identified based upon traditional and alternative assessment methods.

Florida legislation

Current bills in the Florida House of Representatives (Legg, HB 297) and Senate (Wise, SB 990) contain provisions that would, if passed, affect Gifted Program service delivery statewide. These bills contain provisions related to each of the NAGC criteria with the exception of Social-Emotional Guidance and Counseling. Key provisions include policies for universal screening for gifted services and annual reporting of the number of students screened and identified for gifted services. Annual reporting of the funds specifically allocated to gifted services, as well as the services provided are also proposed. Mandatory preparation in understanding the needs of gifted students as a component of teacher training programs is also proposed. Specific issues are discussed in relation to the NAGC criteria.

Interviews

Jenny Klimis, PCS Supervisor of Gifted Education, provided verbal and written feedback in response to questions intended to clarify the structure of Pinellas County Schools' Gifted Program in relation to the NAGC criteria. In addition to responses clarifying the nature and operation of PCS's Gifted Program, Ms. Klimis provided results of her *Survey of Gifted Program Budget Information and Computer Needs 2/20/06*[5]. Ms. Klimis also provided results of a PCS *Naglieri Nonverbal Ability Test Screening for Title I Schools*[6] conducted in 2006, which was intended to assist in identification of gifted students from underrepresented groups using alternative identification methods.

Dr. Elizabeth Shaunessy, Coordinator of the Gifted Education Program at the University of South Florida, provided initial direction during the process of structuring this evaluation in accord with the NAGC criteria.

[5] See Appendix E
[6] See Appendix F

Following data collection, Dr. Shaunessy provided expert feedback in writing in response to questions concerning current best practices in Gifted Programming. Her feedback is utilized to address issues relating to the teaching of gifted students in general education classes, best practices in Gifted Program design and addressing the Social-Emotional and Counseling needs of gifted students.

Florida Gifted Organizations

The Florida Gifted Network (FGN) and the Florida Association for the Gifted (FLAG) provide information regarding issues associated with gifted education and advocacy for gifted students. FLAG is discussed in relation to the Program Administration and Management criteria of the NAGC, as parents of gifted students in PCS are encouraged to participate in FLAG. FGN's *Talking Points* document[7] states their advocacy positions with regard to pending bills by Wise (SB 990) and Legg (HB 297). These positions are discussed in relation to the Program Design funding criteria and the Student Identification criteria of the NAGC.

Supporting Documents

Additional supporting documents were utilized examine Pinellas County Schools' Gifted Program in relation to the NAGC criteria. The *PCS Gifted Handbook*[8] provided a clear, well-organized description of the established standards and practices in the PCS Gifted Education Program. Contents of the Handbook were used to examine PCS' Gifted Program across all but the Program Evaluation criteria of the NAGC. *Florida's Frameworks for K-12 Gifted Learners*[9] provides guidelines for a challenging and rigorous curriculum for gifted students. These guidelines were the product of the Working on Gifted Issues (WOGI) grant funded by the State of Florida, Department of Education in 2005-2007. They are incorporated into the PCS Gifted Program and are discussed in relation to NAGC's Program Design criteria. The Florida DOE technical assistance paper concerning *Services for Secondary Students Who Are Gifted*[10] highlights central issues concerning service provision to secondary students and is discussed in relation to the Curriculum and Instruction and Program Design criteria of the NAGC.

[7] See Appendix G
[8] See Appendix H
[9] See Appendix I
[10] See Appendix J

NAGC Criteria

I. Curriculum and Instruction standards

1. Differentiated curriculum for the gifted learner must span grades pre-K–12.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.
5. Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.

The first Curriculum and Instruction standard of the NAGC states that differentiated curriculum for the gifted learner must span grades pre-K-12. As indicated in the introduction of this evaluation, PCS provides a differentiated curriculum at the elementary school level through either a one-day pull-out program or the full-time gifted program at Ridgecrest Elementary. At the middle school level there are curricular options reserved for gifted students through mathematics and gifted elective classes. PCS does not provide specialized services to gifted students at the high school level.

The Florida Department of Education technical assistance paper entitled *Services for Secondary Students Who Are Gifted* released in February of 2004 states:

> *1. Are services required at the secondary level for students who meet eligibility criteria for gifted services?*
>
> *Yes. Sections 1001.42(4)(l) and 1003.57, Florida Statutes, require that school districts provide an appropriate program of special instruction, facilities, and services for exceptional students. Additionally, all school districts' "Special Programs and Procedures for Exceptional Students" documents state that students are eligible for gifted services from kindergarten through grade 12.*
>
> *2. If the regular education course offerings are meeting the needs of secondary students who are gifted, must the district still offer or make available secondary gifted services?*
>
> *Yes. Gifted services that meet the individual needs of the student as determined by the educational plan (EP) team must be available at the secondary level. While some gifted students may have their needs met through the general curriculum (honors, Advanced Placement, International Baccalaureate, dual enrollment, etc.), gifted services must be available and considered for all students eligible for these services. Districts must consider the needs of the individual student first and then consider the options for meeting those needs.*

In its current form, the Pinellas County Schools Gifted Program does not meet the first Curriculum and Instruction standard of the NAGC regarding provision of differentiated curriculum for the gifted learner at the high school level. The PCS Gifted Program also does not provide the specialized services for gifted students described in the Florida DOE technical assistance paper on *Services for Secondary Students Who Are Gifted*.

The DOE technical assistance paper includes recommendations for types of services that may be provided to students at the secondary level. These recommendations will be discussed with respect to the NAGC Program Design criteria. In the present section we examined the degree to which gifted students enroll in advanced curricular options relative to non-gifted students at the middle school and high school levels within the present curricular framework.

Tracking Study

Pinellas School District student records were utilized to track two cohorts of gifted students- one through middle school, and one through high school[11]. Rates of participation were examined in classes designated solely for gifted middle school students. Rates of participation were also examined for challenging curricular options available for all students, including Honors, International Baccalaureate, and Advanced Placement classes[12]. For these analyses, rates of participation were examined for Gifted Students relative to Non-Gifted students in both Exceptional and General Education.

Rates of enrollment in special magnet programs at the high school level were also examined for gifted students relative to their non-gifted peers. Indices of academic performance were examined including the mean grades received in advanced middle school classes[13], high school GPA, and the mean number of credits earned at each high school grade level. The number of gifted students taking Language Arts, Math, and Science Advanced Placement exams, as well as scores received on these exams, was also compared between gifted and non-gifted students. Taken together, these analyses were intended to clarify the degree to which gifted students are challenged academically in Pinellas County Schools.

Middle School Advanced Classes

Results presented in Tables 1-5 indicate a pattern in which gifted students enroll in advanced classes at much higher rates than general education students, while enrollment of non-gifted exceptional education students in these classes is rare. While a majority of gifted students enroll in advanced classes in middle school, about 1/3 of gifted students enroll in classes restricted to students in the Gifted Program. Enrollment in MEGSSS Algebra Honors in 7th-grade was 29% and enrollment in MEGSSS Geometry Honors in 8th-grade was 31% among gifted students in the study. Enrollment in the Gifted Elective, another curricular option restricted to gifted students, was 44% in 7th-grade and 52% in 8th-grade. These results indicate that about half of gifted students take advantage of this curricular option, while half opt to enroll in alternate elective classes at the middle school level.

Table 1: Enrollment in 6th-Grade Advanced Classes[14]

	Language Arts 6 Adv				Math I Adv				Earth/Space Science Adv			
	Yes		No		Yes		No		Yes		No	
Non-Gifted Exceptional Ed	31	2%[15]	1346	98%	33	2%	1344	98%	31	2%	1346	98%
Gifted	660	84%	129	16%	414	52%	375	48%	481	61%	308	39%
Non-Gifted General Ed	1152	24%	3626	76%	1251	26%	3527	74%	1072	22%	3706	78%

[11] Students were only included in the tracking study if they were enrolled for at least 100 days in each year of the study and were not retained during any year (grades 6-8 for middle school, 9-12 for high school). While generalizability to students who move out of district, are retained, or do not complete high school is reduced, the validity of comparisons among gifted and non-gifted groups are heightened in that differences found are not skewed by the academic performance of students with less consistent enrollment. Students were tracked through the 2003-2004 school year to correspond as closely as possible to the timeframe in which survey data were collected. We were unable to track students through the 2004-2005 school year due to an inability to access class enrollment data for the second half of the '04-'05 school year.

[12] While enrollment in classes across disciplines is important, analyses were restricted to Language Arts, Math, and Science classes to make the study as parsimonious as possible.

[13] Differences in grading procedures across high school formats (4x4 vs. semester-based), as well as the receipt of different grades for separate semesters of the same class in high school, among other factors, threatened the validity of these comparisons. As such, grades for high school classes were not included in the present study.

[14] The 6th-grade MEGSSS class, currently offered in PCS was not offered during the timeframe of this tracking study.

[15] Exceptional education students enroll in advanced curricular options at minimal levels throughout this report. It must be noted that this is not a sign of any form of restricted access. Rather, most exceptional education students have intellectual, learning, or behavioral disabilities that make enrollment in advanced classes highly difficult and likely stressful. There are, of course, exceptions, and all students should be encouraged to enroll in advanced curricular options if they are motivated to do so and an honest appraisal indicates that successful completion is possible.

Table 2: Enrollment in 7th-Grade Advanced Classes												
	Language Arts 7 Adv				Math II Adv				Life Science 7 Adv			
	Yes		No		Yes		No		Yes		No	
Non-Gifted Exceptional Ed	47	3%	1330	97%	48	3%	1329	97%	40	3%	1337	97%
Gifted	685	87%	104	13%	435	55%	354	45%	353	45%	436	55%
Non-Gifted General Ed	1356	28%	3422	72%	1332	28%	3446	72%	1233	26%	3545	74%

Table 3: Enrollment in Classes exclusively for Gifted Students in 7th-Grade								
	MEGSSS Algebra H				Gifted Elective (7th)			
	Yes		No		Yes		No	
Gifted Students only	229	29%	560	71%	347	44%	442	56%

Table 4: Enrollment in 8th-Grade Advanced Classes												
	Language Arts 8 Adv				Algebra I H				Physical Science H			
	Yes		No		Yes		No		Yes		No	
Non-Gifted Exceptional Ed	39	3%	1338	97%	30	2%	1347	98%	45	3%	1332	97%
Gifted	682	86%	107	14%	336	43%	453	57%	686	87%	103	13%
Non-Gifted General Ed	1434	30%	3344	70%	774	16%	4004	84%	1318	28%	3460	72%

Table 5: Enrollment in Classes exclusively for Gifted Students in 8th-Grade								
	MEGSSS Geometry H				Gifted Elective (8th)			
	Yes		No		Yes		No	
Gifted Students only	244	31%	545	69%	410	52%	379	48%

Grades Received in Middle School Advanced Classes

Results presented in Tables 6-10 indicate that grades received by gifted students in middle school advanced classes are uniformly higher than those received by their non-gifted peers with the exception that the mean grade received in Life Science 7 Advanced was 3.41[16] for both gifted and non-gifted general education students. In most cases, gifted students' average grade lies at the mid-point between an 'A' and a 'B' suggesting that the performance of gifted students in these advanced classes is generally excellent. An exception would be gifted students' average grade of 3.18 in Algebra Honors in 8th-grade. Gifted students enrolled in this class had not taken Algebra Honors in 7th-grade as part of the MEGSSS curriculum. This suggests that gifted students with the highest proficiency in math chose to enroll in the MEGSSS curriculum, while those with less mathematical aptitude, on average, likely opted for the less rigorous curriculum in which Algebra Honors is taken in 8th-grade rather than 7th-grade. In this respect, it appears that the curriculum was perhaps, on average, matched fairly well with the individual talents of gifted students.

Table 6: Mean Grade Received by Students Taking 6th-Grade Advanced Classes

	Language Arts I Adv		Math I Adv		Earth/Space Science Adv	
	Mean	N	Mean	N	Mean	N
Non-Gifted Exceptional Ed	2.81	31	3.06	33	2.97	31
Gifted	3.56	660	3.35	414	3.52	481
Non-Gifted General Ed	3.36	1152	3.16	1251	3.39	1072

Table 7: Mean Grade Received by Students Taking 7th-Grade Advanced Classes

	Language Arts 7 Adv		Math II Adv		Life Science 7 Adv	
	Mean	N	Mean	N	Mean	N
Non-Gifted Exceptional Ed	3.06	47	3.12	48	3.20	40
Gifted	3.54	685	3.37	435	3.41	353
Non-Gifted General Ed	3.37	1356	3.29	1332	3.41	1233

Table 8: Mean Grade Received by Students Taking 7th-Grade Gifted Classes

	MEGSSS Algebra H		Gifted Elective (7th)	
	Mean	N	Mean	N
Gifted Students	3.44	229	3.59	347

Table 9: Mean Grade Received by Students Taking 8th-Grade Advanced Classes

	Language Arts 8 Adv		Algebra 1 H		Physical Science H	
	Mean	N	Mean	N	Mean	N
Non-Gifted Exceptional Ed	3.13	39	3.00	30	3.42	45
Gifted	3.52	682	3.18	336	3.59	686
Non-Gifted General Ed	3.39	1434	3.11	774	3.41	1318

[16] All grades included in these tables are presented in the standard metric (A=4.0, B=3.0, C=2.0, D=1.0, F=0).

Table 10: Mean Grade Received by Students Taking 8th-Grade Gifted Classes				
	MEGSSS Geometry H		Gifted Elective (8th)	
	Mean	N	Mean	N
Gifted	3.43	244	3.52	410

Total Number of Middle School Advanced Classes Taken[17]

Results presented in Tables 11-14 indicate that gifted students were much more likely than their non-gifted peers to enroll in multiple advanced classes at each grade level. While enrollment of non-gifted exceptional education students in any advanced class at each grade level was rare, it was equally rare for a gifted student to not enroll in any advanced classes. Results presented in Table 14 indicate that 86% of gifted middle school students enrolled in at least 5 advanced classes from 6th- through 8th-grade, compared to 25% of non-gifted general education students and 1% non-gifted exceptional education students. These results indicate that gifted students generally take advantage of the advanced curricular options available in middle school.

Table 11: Total Number of Advanced Classes in 6th-Grade						
	Non-Gifted Exceptional Ed		Gifted		Non-Gifted General Ed	
3 Classes	14	1%	264	33%	802	17%
2 Classes	16	1%	302	38%	342	7%
1 Class	21	2%	159	20%	385	8%
0 Classes	1326	96%	64	8%	3249	68%
Total	1377		789		4778	

Table 12: Total Number of Advanced Classes in 7th-Grade						
	Non-Gifted Exceptional Ed		Gifted		Non-Gifted General Ed	
3 Classes	20	1%	314	40%	896	19%
2 Classes	23	2%	337	43%	389	8%
1 Class	29	2%	86	11%	455	10%
0 Classes	1305	95%	52	7%	3038	64%
Total	1377		789		4778	

Table 13: Total Number of Advanced Classes in 8th-Grade						
	Non-Gifted Exceptional Ed		Gifted		Non-Gifted General Ed	
3 Classes	17	1%	553	70%	645	13%
2 Classes	17	1%	116	15%	510	11%
1 Class	29	2%	56	7%	571	12%
0 Classes	1314	95%	64	8%	3052	64%
Total	1377		789		4778	

[17] These totals do not include enrollment in the gifted elective, which was unavailable to non-gifted students. Totals do include enrollment in MEGSSS classes. Although non-gifted students could not enroll in MEGSSS, both gifted and non-gifted students had an equal opportunity to enroll in an advanced math class at each grade level.

Table 14: Total Number of Advanced Classes in Middle School						
	Non-Gifted Exceptional Ed		Gifted		Non-Gifted General Ed	
9 Classes	5	0%	161	20%	385	8%
8 Classes	3	0%	131	17%	267	6%
7 Classes	5	0%	165	21%	162	3%
6 Classes	6	0%	183	23%	185	4%
5 Classes	9	1%	41	5%	174	4%
4 Classes	12	1%	35	4%	144	3%
3 Classes	16	1%	21	3%	247	5%
2 Classes	15	1%	18	2%	269	6%
1 Class	33	2%	11	1%	352	7%
0 Classes	1273	92%	23	3%	2593	54%
Total	1377		789		4778	

Middle School Tracking Study Summary

Overall, results of this middle school tracking study indicate that gifted students in Pinellas County enroll in advanced classes at higher rates than their non-gifted peers in middle school. Gifted students are much more likely to enroll in multiple advanced classes within and across years in middle school relative to their non-gifted peers. Gifted students' performance in these classes is generally excellent. Results suggest that gifted students with higher mathematical aptitude may be more likely to enroll in the challenging MEGSSS curriculum, while those who receive lower grades, on average, in math classes choose to enroll in less challenging, though still advanced math classes.

Importantly, with respect to the first standard of NAGC Curriculum and Instruction criteria and the Florida Department of Education technical assistance paper concerning *Services for Secondary Students Who Are Gifted*, results of this middle school tracking study indicate that approximately 1/3 of gifted students enroll in mathematics instruction reserved for gifted students and taught by teachers trained to serve gifted students. Additionally ½ of the gifted students in this study chose to enroll in the elective class reserved for gifted students in 7th- and 8th-grade. While gifted students generally appear to enroll in challenging curricula at much higher rates than their non-gifted peers, enrollment in specialized instruction designed for gifted students and taught by teachers trained to serve gifted students does not appear to be assured at the middle school level.

High School Enrollment in Magnet Programs

Specialized high school curricula intended for gifted students and taught by teachers trained to serve gifted students' educational needs are not offered in Pinellas County Schools. Specialized magnet programs are offered in several high schools throughout Pinellas County. Both gifted and non-gifted students throughout Pinellas County are eligible to apply to these programs through a competitive process. Gifted students' enrollment in these programs was compared to that of non-gifted students to obtain a clearer understanding of gifted students' enrollment in the programs currently offered.

Table 15: Enrollment in Special Programs

		Not Gifted Exceptional Ed		Gifted[18]		Not Gifted General Ed	
IB[19]	Yes	0	0%	139	22%	57	2%
	No	388	100%	496	78%	2800	98%
CAT[20]	Yes	1	< 1%	56	9%	59	2%
	No	387	99%	579	91%	2798	98%
Wellness[21]	Yes	5	1%	32	5%	135	5%
	No	383	99%	603	95%	2722	95%
CJA[22]	Yes	2	1%	9	1%	76	3%
	No	386	99%	626	99%	2781	97%
BETA[23]	Yes	6	2%	6	1%	61	2%
	No	382	98%	629	99%	2796	98%
CACS[24]	Yes	5	1%	20	3%	70	2%
	No	383	99%	615	97%	2787	98%
CAST[25]	Yes	1	< 1%	11	2%	37	1%
	No	387	99%	624	98%	2820	99%

Results presented in Table 15 indicate vastly different rates of enrollment in Pinellas County's premier International Baccalaureate (IB) and Center for Advanced Technologies (CAT) programs among gifted students relative to non-gifted students. Of the gifted students in this tracking study, 22% were enrolled in the IB program, while 9% were enrolled in the CAT program. In contrast, 2% of non-gifted, general education students enrolled in each of these programs. There were no non-gifted, exceptional education students enrolled in the IB program and only one had enrolled in the CAT program. Although there were more than five times as many non-gifted, general education students in the study, two-thirds of the students in the IB program and half the students in the CAT program were gifted students. Rates of enrollment in Pinellas County's other magnet programs were approximately equal among gifted and non-gifted general education students, while enrollment of non-gifted, exceptional education students in any of these programs was rare.

[18] Students had been identified as gifted as of 8th-grade and then tracked through high school, as student gifted status is not recorded in Pinellas County's enrollment database for high school students.
[19] International Baccalaureate program offered at Palm Harbor University HS and Saint Petersburg HS
[20] Center for Advanced Technologies offered at Lakewood HS
[21] Center for Wellness and Medical Professions offered at Palm Harbor University HS and Boca Ciega HS
[22] Criminal Justice Academy offered at Pinellas Park HS
[23] Business, Economic, and Technology Academy offered at Gibbs HS
[24] Center for the Arts and Communication Studies offered at Johns Hopkins MS
[25] Center for the Advancement of Science and Technology offered at Bay Point MS

High School Enrollment in Advanced Classes

Table 16: Honors Classes							
		Not Gifted Exceptional Ed		Gifted		Not Gifted General Ed	
English Honors I	Yes	14	4%	409	64%	1009	35%
	No	374	96%	226	36%	1848	65%
English Honors II	Yes	18	5%	395	62%	1021	36%
	No	370	95%	240	38%	1836	64%
English Honors III	Yes	12	3%	272	43%	932	33%
	No	376	97%	363	57%	1925	67%
English Honors IV	Yes	21	5%	220	35%	832	29%
	No	367	95%	415	65%	2025	71%
Algebra II Honors	Yes	14	4%	460	72%	667	23%
	No	374	96%	175	28%	2190	77%
Geometry Honors	Yes	10	3%	290	46%	568	20%
	No	378	97%	345	54%	2289	80%
Probability & Statistics	Yes	3	1%	8	1%	51	2%
	No	385	99%	627	99%	2806	98%
Biology I Honors	Yes	17	4%	407	64%	1010	35%
	No	371	96%	228	36%	1847	65%
Biology II Honors	Yes	7	2%	71	11%	251	9%
	No	381	98%	564	89%	2606	91%
Anatomy & Physiology Honors	Yes	19	5%	178	28%	628	22%
	No	369	95%	457	72%	2229	78%
Marine Science II Honors	Yes	2	1%	16	3%	49	2%
	No	386	99%	619	97%	2808	98%
Chemistry I Honors	Yes	19	5%	372	59%	863	30%
	No	369	95%	263	41%	1994	70%
Physics I Honors	Yes	17	4%	304	48%	550	19%
	No	371	96%	331	52%	2307	81%

Pinellas County high school students may enroll in Honors, IB, Advanced Placement, and Dual Enrollment class options. Honors classes are similar to advanced classes available in high school in that they offer greater depth of content and a faster pace of instruction than general class offerings. IB classes are advanced classes available to students within the International Baccalaureate programs at Palm Harbor University HS and Saint Petersburg HS. Advanced Placement classes are comprised of standardized content that prepare students to take Advanced Placement exams, which, if passed are often accepted to satisfy college credit at universities throughout the United States. Dual enrollment classes are offered to Pinellas County high school students at St. Petersburg College[26]. These allow students to take classes for college credit while still in high school.

Results presented in Table 16 indicate that gifted students enrolled in Honors classes at much higher rates than their non-gifted peers. Approximately two-thirds of gifted students were enrolled in each of the Honors classes that are generally taught in the first two years of high school, while one-quarter to one-third of non-gifted, general

[26] Enrollment data for these classes were unavailable for the timeframe of the present study.

education students enrolled in Honors classes and non-gifted, exceptional education students were rarely enrolled in Honors classes. Rates of enrollment of gifted students and non-gifted students decline among Honors classes generally taught in the third and fourth years of high school. Opportunities to enroll in Advanced Placement classes during these years likely divert students from enrollment in Honors classes.

Table 17: IB Classes

		Gifted		Not Gifted General Ed	
IB English I	Yes	134	21%	57	2%
	No	501	79%	2800	98%
IB English II	Yes	135	21%	54	2%
	No	500	79%	2803	98%
IB English III	Yes	56	9%	32	1%
	No	579	91%	2825	99%
IB English IV	Yes	117	18%	45	2%
	No	518	82%	2812	98%
IB Math Analysis	Yes	76	12%	99	3%
	No	559	88%	2758	97%
IB Calculus	Yes	50	8%	22	1%
	No	585	92%	2835	99%
IB Analytic Geometry	Yes	59	9%	23	1%
	No	576	91%	2834	99%
IB Math Studies	Yes	33	5%	21	1%
	No	602	95%	2836	99%
IB Trigonometry	Yes	61	10%	50	2%
	No	574	90%	2807	98%
IB Biology I	Yes	133	21%	58	2%
	No	502	79%	2799	98%
IB Biology II	Yes	48	8%	27	1%
	No	587	92%	2830	99%
IB Biology III	Yes	76	12%	28	1%
	No	559	88%	2829	99%
IB Physics II	Yes	21	3%	14	0%
	No	614	97%	2843	100%
IB Physics III	Yes	14	2%	1	0%
	No	621	98%	2856	100%
IB Chemistry I	Yes	135	21%	54	2%
	No	500	79%	2803	98%
IB Chemistry II	Yes	29	5%	15	1%
	No	606	95%	2842	99%
IB Chemistry III	Yes	55	9%	18	1%
	No	580	91%	2839	99%

As data presented in Table 17 indicate, much higher rates of enrollment among gifted students relative to non-gifted students in the IB program necessarily means that rates of enrollment in each of the IB classes were much higher among gifted students relative to non-gifted students. Additionally, as non-gifted, exceptional education students were not enrolled in the IB program, these students did not take any of the IB classes. When enrollment in Honors and IB classes are combined, we can see that 64% of gifted students were enrolled in English Honors I, while 21% of gifted students were enrolled in IB English I. Taken together, these numbers indicate that 85% of gifted students were enrolled in an advanced English class in their first year. In comparison, 35% of non-gifted, general education students were in English Honors I and 2% were enrolled in IB English. Taken together, 37% of non-gifted, general education students were enrolled in an advanced English class in their first year.

Table 18: AP Classes

		Not Gifted Exceptional Ed		Gifted		Not Gifted General Ed	
AP English Language and Composition	Yes	3	1%	173	27%	247	9%
	No	385	99%	462	73%	2610	91%
AP English Literature and Composition	Yes	3	1%	281	44%	335	12%
	No	385	99%	354	56%	2522	88%
AP Calculus[27]	Yes	2	1%	67	11%	148	5%
	No	386	99%	568	89%	2709	95%
AP Calculus AB	Yes	4	1%	197	31%	209	7%
	No	384	99%	438	69%	2648	93%
AP Calculus BC	Yes	0	0%	58	9%	7	0%
	No	388	100%	577	91%	2850	100%
AP Statistics	Yes	1	< 1%	76	12%	146	5%
	No	387	99%	559	88%	2711	95%
AP Biology	Yes	3	1%	99	16%	133	5%
	No	385	99%	536	84%	2724	95%
AP Environmental Science	Yes	3	1%	39	6%	123	4%
	No	385	99%	596	94%	2734	96%
AP Chemistry	Yes	1	< 1%	68	11%	34	1%
	No	387	99%	567	89%	2823	99%
AP Physics B	Yes	0	0%	3	0%	6	0%
	No	388	100%	632	100%	2851	100%
AP Physics C	Yes	1	< 1%	27	4%	14	0%
	No	387	99%	608	96%	2843	100%

Students have the opportunity to enroll in Advanced Placement (AP) classes in the third and fourth years of high school. Similar to differences found in rates of enrollment in Honors and IB classes, results presented in Table 18 indicate that gifted students enroll in AP classes at much higher rates than non-gifted, general education students, while non-gifted, exceptional education students rarely enroll in AP classes. Disparities in AP English were particularly large. Almost half of the gifted students in this cohort (44%) enrolled in AP English Literature & Composition, and 27% of gifted students enrolled in AP Language & Composition. These rates are sizable compared to non-gifted, general education students who enrolled in AP Literature & Composition and AP Language & Composition at rates of 12% and 9% respectively.

[27] There are two types of AP Calculus classes- Calculus AB, which is the basic AP Calculus class and Calculus BC, which contains all the information in Calculus AB plus additional advanced concepts. In some cases, the data only stated that the student enrolled in "AP Calculus" so it wasn't clear to which class this was referring. Rather than guess, these data are presented separately.

Advanced Placement Exam Participation and Performance

Results presented in Table 19[28] indicate the rates at which students completed the AP Exams necessary to receive college credit for AP classes taken. These data, taken from another source, provide convergent validity indicating that gifted students are both considerably more likely to enroll in AP classes and are also considerably more likely to take the AP exams associated with those classes.

Table 19: Advanced Placement Exams

		Not Gifted Exceptional Ed		Gifted		Not Gifted General Ed	
AP English Language & Composition	Yes	3	1%	194	31%	244	9%
	No	385	99%	441	69%	2613	91%
AP English Literature & Composition	Yes	2	1%	305	48%	342	12%
	No	386	99%	330	52%	2515	88%
AP Calculus AB	Yes	4	1%	187	29%	192	7%
	No	384	99%	448	71%	2665	93%
AP Calculus BC	Yes	0	0%	56	9%	7	< 1%
	No	388	100%	579	91%	2850	99%
AP Statistics	Yes	0	0%	73	11%	123	4%
	No	388	100%	562	89%	2734	96%
AP Biology	Yes	2	1%	98	15%	124	4%
	No	386	99%	537	85%	2733	96%
AP Environmental Science	Yes	1	< 1%	37	6%	107	4%
	No	387	99%	598	94%	2750	96%
AP Chemistry	Yes	2	1%	85	13%	43	2%
	No	386	99%	550	87%	2814	98%
AP Physics B	Yes	0	0%	15	2%	6	< 1%
	No	388	100%	620	98%	2851	99%
AP Physics C Mechanics	Yes	1	< 1%	25	4%	14	< 1%
	No	387	99%	610	96%	2843	99%
AP Physics C Electricity/Magnetism	Yes	0	0%	1	< 1%	0	0%
	No	388	100%	634	99%	2857	100%

[28] The numbers of students taking AP exams were not identical to the numbers of students enrolled in the corresponding AP classes in PCS. Course data and exam data were taken from two separate databases and any number of factors could cause an inexact correspondence in these data. However, differences were not sizable enough to alter conclusions drawn from these data. So, although perhaps inexact, these data were considered valid for the purpose of the comparisons being made and the conclusions being drawn.

Table 20: AP Exam Scores						
	Not Gifted Exceptional Ed		Gifted		Not Gifted General Ed	
	Mean	N	Mean	N	Mean	N
English Language & Composition	2.67	3	3.00	194	2.40	244
English Literature & Composition	1.50	2	3.08	305	2.41	342
Calculus AB	3.50	4	3.12	187	2.16	192
Calculus BC	NA	0	2.95	56	2.86	7
Statistics	NA	0	2.88	73	1.77	123
Biology	2.00	2	3.44	98	2.36	124
Environmental Science	2.00	1	2.43	37	1.81	107
Chemistry	1.00	2	2.69	85	1.47	43
Physics B	NA	0	3.53	15	2.17	6
Physics C: Mechanics	2.00	1	2.36	25	2.36	14
Physics C: Electricity/Magnetism	NA	0	5.00	1	NA	0

Results presented in Table 20 indicate that gifted students score considerably higher, on average, across AP exams relative to their non-gifted peers. The only exceptions to these findings are with respect to similar scores obtained by gifted and non-gifted, general education students on Calculus BC and Physics C: Mechanics. It is likely that the seven non-gifted students brave enough to take Calculus BC and the 14 brave enough to take Physics C: Mechanics possessed an aptitude similar to that of the gifted students. Also notable are the four non-gifted, exceptional education students who averaged 3.5 on the Calculus AB exam. Conclusions cannot be drawn based upon four students, but these scores are nevertheless positive.

While perhaps not directly related to the issue of Curriculum and Instruction for gifted secondary school students, it is perhaps important to note that these data provide fairly incontrovertible evidence that students' performance on standardized tests are determined by more than the quality of instruction provided in schools. Gifted and non-gifted students were enrolled in the same classes. Gifted students performed better on the exams because they are gifted. It may be possible that the gifted students were more highly motivated and more engaged in learning rather than positing a direct relationship between intelligence and test scores. However, it's hard to imagine a scenario where differences in instruction were associated with these differences in test scores.

Table 21: Number of AP Exams									
	Not Gifted Exceptional Ed			Gifted			Not Gifted General Ed		
	N	%	Total %	N	%	Total %	N	%	Total %
0 Exams	377	97%	97%	203	32%	32%	2187	77%	77%
1 Exam	9	2%	99%	137	22%	54%	345	12%	89%
2 Exams	1	< 1%	99%	110	17%	71%	180	6%	95%
3 Exams	0	0%	99%	79	12%	83%	96	3%	98%
4 Exams	1	< 1%	100%	60	9%	92%	36	1%	99%
5 Exams				36	6%	98%	13	< 1%	100%
6 Exams				8	1%	99%			
7 Exams				2	< 1%	100%			

Results presented in Table 21 indicate that only 32% of gifted students did not take an AP exam. In contrast, 77% of non-gifted, general education students and 97% of non-gifted, exceptional education students did not take an AP exam. Almost half of the gifted students took two or more AP exams, while this was only true for 10% of non-gifted, general education students and for just 2 of the 388 non-gifted, exceptional education students.

Global High School Participation and Performance Indices

Table 22: Credits Earned			
	Not Gifted Exceptional Ed	Gifted	Not Gifted General Ed
Credits in 00/01	6	9	7
Credits through 01/02	13	15	14
Credits through 02/03	19	22	20
Credits through 03/04	26	29	27

Results presented in Table 22 indicate that gifted students, on average, enroll in more credits than do non-gifted students throughout their high school years.

Table 23: Grade Point Average			
	Not Gifted Exceptional Ed	Gifted	Not Gifted General Ed
GPA in 00/01	2.67	3.34	2.96
GPA through 01/02	2.70	3.41	3.02
GPA through 02/03	2.74	3.95	3.24
GPA through 03/04	2.85	3.94	3.30

Results presented in Table 23 indicate that gifted students' mean Grade Point Average (GPA) is higher than that of their non-gifted peers throughout high school. In part due to bonus points associated with enrollment in advanced classes, gifted students in this study averaged a 3.94 GPA through the conclusion of their senior year. Similar to results obtained when grades were examined for middle school students, the academic performance of gifted students in Pinellas County high schools was excellent.

Table 24: Total Number of Advanced Classes (AP/IB/Honors) Taken in High School									
	Not Gifted Exceptional Ed			Gifted			Not Gifted General Ed		
	N	%	Total %	N	%	Total %	N	%	Total %
0 Classes	317	82%	82%	24	4%	4%	955	33%	33%
1 Class	38	10%	92%	16	2%	6%	351	12%	45%
2 Classes	10	2%	94%	17	3%	9%	231	9%	54%
3 Classes	4	1%	95%	23	4%	13%	153	5%	59%
4 Classes	4	1%	96%	16	2%	15%	136	5%	64%
5 Classes	4	1%	97%	20	3%	18%	134	5%	69%
6 Classes	3	1%	98%	36	6%	24%	160	5%	74%
7 Classes	1	< 1%	98%	25	4%	28%	138	5%	79%
8 Classes	3	1%	99%	59	9%	37%	135	5%	84%
9 Classes	2	< 1%	99%	63	10%	47%	140	5%	89%
10 Classes	1	< 1%	99%	59	9%	56%	103	4%	93%
11 Classes	1	< 1%	100%	113	18%	74%	101	3%	96%
12 Classes				58	9%	83%	49	2%	98%
13 Classes				38	6%	89%	32	1%	99%
14 Classes				43	7%	96%	33	1%	99%
15 Classes				19	3%	99%	4	< 1%	99%
16 Classes				3	< 1%	99%	2	< 1%	100%
17 Classes				3	< 1%	100%			

Results presented in Table 24 represent the total number of Advanced English, Math, and Science classes taken in high school. Results indicate that only 18% of gifted students enrolled in five or less advanced classes, compared to more than two-thirds (69%) of the non-gifted, general education students and almost all (97%) of the non-gifted, exceptional education students. During their high school years, a majority of gifted students enrolled in more than nine advanced English, Math, and Science classes.

Table 25: Received Standard HS Diploma[29]				
	Diploma		No Diploma	
Not Gifted Exceptional Ed	290	75%	98	25%
Gifted	625	98%	10	2%
Not Gifted General Ed	2630	92%	227	8%

Results presented in Table 25 indicate that among students who remained enrolled in Pinellas County schools for at least 100 days per year for each of their four years through the completion of the 2003-2004 school year, nearly all of the gifted students (98%) received their high school diploma. This near unanimous completion rate contrasts with the 8% non-completion rate among non-gifted, general education students and the 25% non-completion rate among non-gifted, exceptional education students.

[29] These graduation rates only reflect diploma status for students who were present at least 100 days during all four years of the study and did not drop out or move out of county by the completion of the '03/04 school year. A comparison of dropout rates across groups was beyond the scope of this study due to complexities in those data.

Table 26: High School Courseload				
	Challenging Courseload		Regular Courseload	
Not Gifted Exceptional Ed	37	10%	351	90%
Gifted	558	88%	77	12%
Not Gifted General Ed	1297	45%	1560	55%

Results presented in Table 26 provide a global estimate of the degree to which gifted and non-gifted students engage in a rigorous courseload during their high school years. For this analysis, a "regular courseload" consisted of less than five advanced English, Math, and Science classes for students who were not enrolled in any magnet program and did not take any Advanced Placement exams. Using this somewhat arbitrary definition, the vast majority of gifted students (88%) engaged in a curriculum that contained evidence of more than minimal challenge above the regular high school courseload. In contrast, 45% of non-gifted, general education students and 10% of non-gifted, exceptional education students demonstrated engagement in a challenging curriculum based upon these criteria.

This definition of a "challenging courseload" can be debated and modified without much opposition. However, the percentages achieved through this definition appear consistent with the overall trends shown throughout the data presented in this tracking study. Overall, about 90% of gifted students are taking advantage of the advanced curricular options available in Pinellas County high schools. Importantly, there are also a significant minority (12% by this definition) who are not enrolled in a challenging curriculum.

The reasons why these 12% are not enrolled in a challenging curriculum are not apparent through the results of this study. It may be the case that these students were enrolled in advanced classes in history or the arts or other disciplines that were not assessed. While this is possible, it does not seem likely that a gifted student would pursue advanced curricular options in these areas of study and not enroll in advanced classes in English, Math, or Science. It also does not seem likely that high schools in a county as large as Pinellas would not be able to provide a subset of gifted students access to advanced curricular opportunities. However, without further investigation, this remains a remote possibility.

Perhaps a more plausible hypothesis is that gifted students who do not intend to pursue higher education opportunities choose to take the path of least resistance toward obtaining their high school diploma. While it would be the student's prerogative to do so, one might argue that such a decision should be made in the context of safeguards implemented to assure that this decision is not made lightly. Ideally, clearer conclusions could be drawn with respect to the question of why a minority of gifted students do not enroll in advanced curricular options. However, further study would be necessary to arrive at a more definitive answer to this important question.

High School Tracking Study Summary

Specialized high school curricula intended for gifted students and taught by teachers trained to serve gifted students' educational needs are not currently offered in Pinellas County Schools. Results of this high school tracking study indicate that in lieu of a specialized gifted program, students who are gifted are much more likely to enroll in each of the advanced curricular options available to all high school students. For example, two-thirds of the students enrolled in the International Baccalaureate program were gifted students even though gifted students comprised only 16%[30] of the study sample. Eighty-five percent of gifted students were enrolled in either Honors or IB English in their first year. Gifted students were much more likely to enroll in AP classes and take AP exams than their non-gifted peers. Gifted students receive more credits in high school, have higher GPAs and enroll in considerably more advanced high school English, Math, and Science classes overall than do their non-gifted peers. Despite these encouraging findings, a significant minority of gifted students appear to enroll in a minimally challenging curriculum through their high school years. The reasons why this occurs are unclear at this time.

[30] This is a relatively high percentage as non-gifted students are less likely to complete high school. Since the sample is comprised of students present at least 100 days for all four years, a higher percentage of gifted students are included relative to non-gifted students. The fact that students who are not present at the conclusion of their fourth year are not included strengthens the validity of the findings as enrollment and performance differences between gifted and non-gifted students are not artificially inflated through inclusion of students on a path toward high school non-completion.

Implications of Middle and High School Tracking Study Results

Results presented in this section were intended to provide a clearer understanding of the curricular paths taken by gifted students through their secondary school years. The first Curriculum and Instruction standard of the NAGC states that differentiated curriculum for the gifted learner must span grades pre-K-12. This standard is reinforced by The Florida Department of Education technical assistance paper entitled *Services for Secondary Students Who Are Gifted* released in February of 2004. This paper indicates that specialized services must be provided to gifted students throughout their elementary and secondary school years.

While improvements in curricular options can be made, all gifted students at the elementary school level in Pinellas County appear to have access to specialized gifted student curriculum through either the full-time program at Ridgecrest or the one day pullout program available throughout the district. Therefore we chose to focus our efforts upon understanding curriculum for gifted students in the secondary school years. At the middle school level, specialized instruction opportunities are limited to enrollment in specialized math and gifted elective classes, while specialized instruction for gifted learners does not exist at the high school level.

Tracking study results indicate that gifted middle and high school students are enrolled in advanced curricular options at much higher rates than their non-gifted peers. These results indicate that a worst-case scenario in which gifted students are not challenged at all during their secondary school years does not exist for a sizeable majority of this population. Many gifted students enroll in International Baccalaureate and CAT programs in high school. The majority of gifted students are also enrolled in Honors and Advanced Placement classes at much higher rates than their non-gifted peers.

However, there is a significant minority of gifted students who do not appear to be enrolled in advanced curricular options in both the middle and high school tracking studies. Thirteen-percent of gifted middle school students enroll in less than five advanced Language Arts, Math, and Science classes. Twelve-percent of high school gifted students were enrolled in a “regular courseload” in which less than five advanced English, Math, and Science classes were taken in the absence of enrollment in a magnet program or having taken any AP tests. The reasons why these students were not enrolled in more challenging curriculum are unclear at this time. In the absence of Educational Plan (EP) monitoring in high school there is a risk that this minority of gifted students can fall through the proverbial cracks in the system. It may be the case that despite EP monitoring in middle school, a minority of gifted students did not receive the monitoring necessary to ensure enrollment in curriculum that matched their potential. At the present time this is not clear.

The second difficulty suggested by these data is the apparent disconnect between the NAGC criteria, the Florida DOE statutes, and the services provided in Pinellas County Schools. Results of these tracking studies indicate that about one-third of gifted middle school students enroll in each of the MEGSSS classes reserved for gifted students and taught by teachers trained to provide gifted instruction. This, of course, means that two-thirds of gifted students are not enrolled in these classes and are receiving math instruction in the context of general education classes that may be Advanced classes but are not specifically designed for gifted students. Presumably, content of these general education classes is modified in accord with each gifted student’s Educational Plan. However, the degree to which this takes place in practice appears to be inconsistent. This issue is discussed in the next section.

At the high school level there are clearly no specialized or adapted services provided through gifted student instructional practices. While a majority of gifted high school students are enrolled in challenging curricula, the Florida DOE clearly states that enrollment in IB, AP, and similar classes does not constitute gifted program service provision. Equally important is the fact that highly disproportionate enrollment of gifted students in Pinellas County’s premier high school magnet programs, including the IB and CAT program, may restrict opportunities for non-gifted students to enroll in these programs. Having two-thirds of the IB program enrollment comprised of gifted students means that the remaining 57 seats were available to 2% of the non-gifted population. This percentage would be even smaller had students who eventually do not complete school been included in the sample.

Limitations in service provision to gifted secondary students are a problem not only in Pinellas County, but statewide and pending legislation may mandate more stringent systems of accountability. Results of this evaluation will optimally assist Pinellas County Schools in the process of expanding its provision of curriculum and instructional services to gifted students. Specific recommendations regarding potential services are included in the DOE technical assistance paper regarding service provision to secondary school students. These are discussed at the conclusion of this report.

Survey Results

Results presented in Tables 27-33 summarize responses of teachers, administrators and parents at both the elementary and middle school levels to questions aligned with the NAGC Curriculum and Instruction criteria.

Curriculum Scope and Sequence

Elementary Level

Results presented in Table 27a indicate that elementary school (ES) teachers generally agree that the gifted program has a well-defined curriculum scope and sequence that is properly implemented. However, about one-fifth of gifted education teachers disagree with these statements. Disagreement is more pronounced among ES teachers when asked whether the curriculum scope and sequence is defined for all grade levels and all subject areas. ES Administrators, on the other hand, either agree with each of these statements or state that they are not sure. The percentage of ES Administrators who state that they are not sure is approximately equal to the percentage of ES gifted teachers who state that they disagree across three of these four initial questions.

At the elementary school level, the one-day pullout program emphasizes creative, hands-on learning experiences that encourage higher-order thinking and problem solving. One might argue that the main strength of this curriculum is its flexibility. However, the specific curricula may not conform to a highly structured format that is designed for all grade levels. The nature of the program, in which students participate for one day a week, may also preclude inclusion of a well-defined scope and sequence for all subject areas. A percentage of administrators, perhaps recognizing the flexibility provided to gifted education teachers, choose to state that they are not sure whether the curriculum conforms to a defined scope and sequence.

Table 27a: Scope & Sequence: Elementary Schools	ES Gifted Teachers			ES Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
The gifted services program in Pinellas County has a well-defined curriculum scope and sequence	77%	23%	.	78%	9%	13%
The gifted services curriculum scope and sequence is properly implemented	77%	18%	5%	71%	8%	21%
The gifted services curriculum scope and sequence is defined for all grade levels	65%	32%	3%	69%	7%	25%
The gifted services curriculum scope and sequence is defined for all subject areas	58%	40%	2%	52%	12%	36%

Middle School Level

Results presented in Table 27b indicate that middle school gifted teachers agree strongly that gifted services in Pinellas County have a well-defined curriculum scope and sequence that is properly implemented at the middle school level. As discussed earlier when examining results of the middle school tracking study, this scope and sequence consists of opportunities to enroll in advanced math and science classes in the MEGSSS and IMAST programs, as well opportunities to enroll in Gifted Elective classes.

Less consistent support was found for statements that the curriculum is well-defined for all grade levels. This may be associated with non-uniformity in the degree to which gifted students enroll in specialized gifted classes. Results presented in accord with the tracking study indicated that about one-third of gifted students enrolled in specialized math and science classes, and one-half enrolled in the gifted elective classes. While the opportunities available are well-defined, the degree to which students enroll in these offerings from year to year may be less clear. Opportunities to enroll in advanced curriculum designed for the gifted learner in areas other than math and science are not currently offered. Although content of the gifted elective classes may encompass material spanning a number of disciplines, this does not appear to be assured.

Table 27b: Scope & Sequence: Middle Schools	MS Gifted Teachers			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
The gifted services program in Pinellas County has a well-defined curriculum scope and sequence	92%	2%	6%	76%	16%	8%
The gifted services curriculum scope and sequence is properly implemented	90%	4%	6%	72%	17%	11%
The gifted services curriculum scope and sequence is defined for all grade levels	72%	6%	21%	62%	12%	25%
The gifted services curriculum scope and sequence is defined for all subject areas	50%	24%	26%	46%	28%	26%

Gifted Learners in General Education Classes

Elementary Level

When asked whether district curriculum plans include content that challenges gifted learners in the general education classroom, a sizeable minority of elementary-level raters expressed disagreement across informants. Results presented in Table 28a indicate that thirty-percent of gifted teachers and twenty-seven percent of parents disagreed with this statement. General education teachers and administrators were somewhat less likely to disagree. These results suggest that gifted students may not be receiving sufficiently challenging curriculum during the four days a week that they are in general education classrooms.

When asked whether gifted services teachers develop differentiated curriculum in the major disciplines for gifted learners, results indicate a high level of agreement with this statement across raters. Through the EP process, gifted teachers and the EP team develop a plan that is designed to challenge the gifted learner across disciplines. Ninety-eight percent of gifted teachers agree with this statement because it is part of the EP process that occurs for all gifted students. So the planning component appears to be present through the EP process.

When asked whether gifted students are challenged in the gifted classroom, again a majority of respondents across raters agree. However, when asked whether gifted students are challenged in general education settings, more than one-third of gifted teachers and parents disagree. Almost one-third of administrators disagree, while general education teachers disagree to a lesser degree. While there appears to be an effect where the group of raters providing the service, in this case general education teachers, provides the most favorable ratings, overall these results suggest that gifted students may not be engaging in challenging curriculum adapted to the general education setting.

Table 28a: Gifted in General Education: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
District curriculum plans include content that challenges gifted learners in the general education classroom	68%	30%	2%	77%	18%	5%	66%	19%	15%	67%	27%	5%
Gifted services teachers develop differentiated curriculum in the major disciplines for gifted learners	98%	2%	.	73%	7%	20%	70%	9%	21%	84%	9%	7%
When a student is identified as a gifted learner they are provided with more challenging educational opportunities in the gifted classroom in a timely manner	91%	9%	.	73%	14%	13%	82%	12%	6%	90%	8%	2%
When a student is identified as a gifted learner they are provided with more challenging educational opportunities in the general education classroom in a timely manner	50%	36%	14%	75%	21%	4%	61%	31%	8%	47%	42%	11%

Middle School Level

Middle school results presented in Table 28b are consistent with those at the elementary school level in that a significant minority of raters disagree that district curriculum plans include content that challenges gifted learners in the general education classroom. Middle school results contrast with those found in elementary school in that 26% of administrators disagree that gifted services teachers develop differentiated curriculum in the major disciplines for gifted learners. Only 9% of administrators disagreed with this statement at the elementary school level. There was strong agreement from all raters except administrators that once identified a gifted student is provided more challenging educational opportunities in the gifted classroom in a timely manner. Similar to elementary level results, agreement was poor across raters concerning the provision of more challenging educational opportunities in the general education classroom in a timely manner.

The reasons for more negative ratings among middle school administrators relative to elementary school administrators are not clear. They do provide a red flag concerning the possibility that integration between gifted and general education services may be less effective at the middle school level relative to the elementary school level. Taken as a whole, results presented in this section cast doubt regarding the degree to which gifted students are provided challenging educational opportunities in general education classrooms.

Table 28b: Gifted in General Education: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
District curriculum plans include content that challenges gifted learners in the general education classroom	57%	24%	20%	70%	22%	8%	72%	18%	10%	74%	24%	2%
Gifted services teachers develop differentiated curriculum in the major disciplines for gifted learners	88%	6%	6%	70%	16%	14%	67%	26%	7%	66%	19%	15%
When a student is identified as a gifted learner they are provided with more challenging educational opportunities in the gifted classroom in a timely manner	92%	6%	2%	75%	9%	16%	71%	22%	7%	91%	8%	1%
When a student is identified as a gifted learner they are provided with more challenging educational opportunities in the general education classroom in a timely manner	48%	38%	15%	55%	37%	8%	53%	39%	8%	49%	42%	9%

Curricular Acceleration Opportunities

Elementary Level

Results presented in Table 29a do not provide strong support for the degree to which opportunities for curricular acceleration are provided to gifted students at the elementary school level. About two-thirds of respondents agree with statements regarding opportunities for curricular acceleration across raters. In each case, general education teachers are less likely than gifted teachers to agree that opportunities for curricular acceleration are provided. When asked a more general question regarding availability of opportunities for acceleration, gifted teachers do agree at a rate of eighty-percent. However, when more specific questions were asked regarding opportunities for acceleration of content or grade levels available to any gifted student presenting such needs, the rate of agreement dropped to the two-thirds range among gifted teachers. Overall, these responses suggest that gifted students may receive opportunities to engage in accelerated content during their one-day pullout in the gifted classroom. However, survey results do not strongly support the existence of opportunities beyond this involvement.

Table 29a: Curricular Acceleration: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
When warranted, opportunities for curricular acceleration are provided to gifted learners	80%	16%	5%	59%	17%	23%	68%	14%	18%	76%	16%	8%
Acceleration opportunities are based on gifted learners' areas of strength and interest	75%	16%	9%	58%	12%	30%	64%	13%	23%	66%	26%	8%
Acceleration opportunities provided to gifted learners allow for a sufficient ceiling for optimal learning	62%	22%	16%	51%	9%	40%	49%	15%	36%	.	.	.
Possibilities for partial acceleration of content and/or grade levels are available to any student presenting such needs	62%	30%	8%	60%	14%	26%	63%	14%	23%	.	.	.
Possibilities for full acceleration of content and/or grade levels are available to any student presenting such needs	62%	30%	8%	49%	21%	29%	56%	18%	26%	.	.	.

Middle School Level

A similar pattern of results are presented in Table 29b with respect to curricular acceleration opportunities provided to gifted learners at the middle school level. Gifted teachers and parents generally agree that when warranted, opportunities for curricular acceleration are provided to gifted learners. However, when asked whether opportunities for partial acceleration of content and/or grade levels are offered to any student presenting such needs agreement drops to the 50% range, somewhat below the results found among elementary level respondents.

Table 29b: Curricular Acceleration: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
When warranted, opportunities for curricular acceleration are provided to gifted learners	83%	10%	6%	62%	16%	22%	58%	26%	15%	84%	12%	4%
Acceleration opportunities are based on gifted learners' areas of strength and interest	77%	15%	8%	55%	17%	28%	53%	25%	22%	66%	29%	6%
Acceleration opportunities provided to gifted learners allow for a sufficient ceiling for optimal learning	76%	9%	15%	52%	11%	37%	59%	17%	24%	.	.	.
Possibilities for partial acceleration of content and/or grade levels are available to any student presenting such needs	52%	22%	26%	50%	19%	31%	56%	21%	23%	.	.	.
Possibilities for full acceleration of content and/or grade levels are available to any student presenting such needs	52%	27%	20%	48%	21%	31%	52%	30%	18%	.	.	.
The gifted curriculum provides learning experiences to match students' interests, readiness, and learning styles	90%	8%	2%	67%	16%	17%	69%	20%	11%	67%	28%	6%

Differentiated Curriculum in the Gifted Program

In the final multiple informant response, there is general agreement that the gifted curriculum provides learning experiences to match students' interest, readiness, and learning styles. Parents were most likely to disagree with this statement. Parents' responses are likely to be the most critical in this regard as they are evaluating gifted services with respect to their child, and a failure to match any particular interest could be associated with disagreement, whereas responses of teachers and administrators likely reflect the program's intention and evaluation of success more generally in regard to tailoring services in the gifted classroom. Table 30b indicates that the pattern of results is similar at the middle school level, with middle school administrators once again providing somewhat less agreement than elementary level administrators.

Table 30a: Tailored Learning: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
The gifted curriculum provides learning experiences to match students' interests, readiness, and learning styles	98%	2%	.	66%	13%	21%	71%	11%	19%	75%	18%	6%

Table 30b: Tailored Learning: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
The gifted curriculum provides learning experiences to match students' interests, readiness, and learning styles	90%	8%	2%	67%	16%	17%	69%	20%	11%	67%	28%	6%

Parent Perception of Curriculum and Instruction

Parental responses presented in Tables 31a and 31b supported the provision of proper curricular assessment of the gifted student in both the gifted and general education settings at both elementary and middle school levels. There was also clear agreement with statements indicating that their child works at advanced rates of learning in the gifted classroom commensurate with ability.

Table 31a: Curricular Assessment: Elementary Schools	ES Parents		
	Agree	Disagree	Not Sure
My gifted learner is assessed for proficiency in all standard courses of study in the gifted classroom.	86%	9%	5%
My gifted learner is assessed for proficiency in all standard courses of study in the general education classroom.	84%	6%	10%
My child works at his/her assessed level(s) when he/she is receiving gifted services.	87%	9%	4%
When my child is receiving gifted services, he/she works at advanced rates of learning.	91%	6%	3%

Table 31b: Curricular Assessment: Middle Schools	MS Parents		
	Agree	Disagree	Not Sure
My gifted learner is assessed for proficiency in all standard courses of study in the gifted classroom.	88%	7%	5%
My gifted learner is assessed for proficiency in all standard courses of study in the general education classroom.	83%	10%	7%
My child works at his/her assessed level(s) when he/she is receiving gifted services.	87%	10%	3%
When my child is receiving gifted services, he/she works at advanced rates of learning.	92%	6%	1%

Elementary School Pullout

Elementary school general education teachers and administrators were asked questions regarding gifted students' receipt of pullout gifted services one day per week. There was considerable variability in responses of teachers and administrators to these questions. Results presented in Table 32a indicate that only 48% of teachers agree that having gifted students pulled out of their classroom allows them to work at the ability level of the other students. Only 29% agreed that gifted students did not need their instruction during the day they are pulled out. In retrospect, these questions could have been worded more directly. Presumably, teachers are able to work at the ability level of non-gifted students throughout the week. A better question may have been to ask whether tailoring curriculum to the gifted learner interferes with the teacher's ability to provide instruction to non-gifted students. Similarly, rather than asking whether gifted students need their instruction, a better question may have been to ask whether having gifted students pulled out interferes prohibitively with learning essential material in the general education classroom.

General education teachers were also asked a more direct question regarding their perception of whether or not gifted students receive appropriate instruction when they are pulled out of the general education classroom. Responses to this question provided perhaps more reliable information. Only 52% of general education teachers agreed that students receive appropriate instruction when they are pulled out of the general education classroom, 24% disagreed, and 23% indicated that they were "not sure". These numbers may reflect the influence of two factors. First, having students pulled out of a classroom can be viewed as disruptive to the learning process to teachers in the general education classroom. Second, the curriculum provided during gifted program instruction is geared toward more interactive, higher-order thinking rather than instruction aligned with standardized tests. In this context, the "appropriateness" of the gifted curriculum is a matter of perspective.

Table 32a: GIFTED STUDENT PULLOUT: General Education Teachers Part I	ES General Education Teachers		
	Agree	Disagree	Not Sure
Having the gifted students pulled out of my classroom offers me the opportunity to work at the ability level of the other students	48%	52%	.
I believe that the gifted students receive appropriate instruction when they are pulled out of my classroom	53%	24%	23%
I believe that the gifted students do not need my classroom instruction for the day they were receiving gifted education services	29%	67%	4%

General education teachers' responses to three additional questions regarding pullout in Table 32b suggest that 73% of teachers continue with regularly scheduled curriculum when gifted students are pulled out of the classroom, while some provide enrichment activities to non-gifted students during this time. About half of the general education teachers indicated that gifted students are "always" or "sometimes" provided with classroom work missed while receiving gifted services. Administrators' responses to these same questions provided in Table 33 are consistent with responses provided by teachers with regard to each of these issues.

Table 32b: GIFTED STUDENT PULLOUT General Education Teachers Part II	ES General Education Teachers			
	Always	Sometimes	Rarely	Never
I deliver enrichment activities to the general education students during the time that the gifted students are pulled out of my classroom	18%	55%	17%	10%
I continue with the regularly planned activities while the gifted students are pulled out of my classroom	73%	19%	5%	3%
I assign any missed classroom work to the gifted students when they come back to my classroom after receiving gifted education services	22%	36%	22%	19%

Results presented in Table 33 indicate that the perspective of administrators regarding whether students receive appropriate instruction when they are pulled out of the general education classroom was more positive than that of general education teachers. 70% of administrators agreed with this statement compared with 53% of general education teachers above. Administrators also generally agreed that teachers should continue with their regularly planned activities while the gifted students are pulled out of the classroom. Agreement was weak for the remaining questions.

Table 33: GIFTED STUDENT PULLOUT- Administrators	ES Administrators		
	Agree	Disagree	Not Sure
Teachers should conduct enrichment activities with their general education students during the time that the gifted students are pulled out of the classroom.	35%	56%	10%
Teachers should continue with their regularly planned activities while the gifted students are pulled out of the classroom.	79%	19%	3%
Teachers should assign any missed classroom work to the gifted students when they come back to the classroom after receiving gifted education services.	35%	59%	6%
Having the gifted students pulled out of the classroom offers teachers the opportunity to work at the ability level of their other students.	52%	41%	7%
I believe that the gifted students receive appropriate instruction when they are pulled out of the classroom.	70%	16%	14%
I believe that the gifted students do not need the regular classroom instruction for the day they were receiving gifted education services.	37%	54%	9%

Curriculum and Instruction: Take Home Messages from Survey Results

1. *Differentiated curriculum for the gifted learner must span grades pre-K–12.*

Differentiated curriculum is available for gifted learners at the elementary and middle school levels. Survey results suggest that the services offered may be lacking in scope across subject areas. The elementary school one day pullout services offer opportunities to engage in interactive learning activities that encourage higher-order thinking skills. However, the limited amount of time spent receiving gifted instruction may preclude receipt of differentiated curriculum across subject areas in the gifted education classroom. Similarly, middle school gifted services provide differentiated instruction in math and science. However, coverage of additional subject areas is restricted to the Gifted Elective, in which about half of gifted middle school students enroll.

2. *Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.*

Survey results do not provide strong support that regular classroom curricula and instruction is adapted, modified or replaced to meet the unique needs of gifted learners. Survey results suggest that differentiated instruction in the general education classroom is planned for students through the EP process. However there was not strong support for statements that instruction is then tailored to the needs of gifted students in general education classrooms. Notably, gifted education teachers, administrators, and parents are more likely to endorse this view than do general education teachers.

3. *Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.*

In contrast to instruction received in the general education classroom, there appears to be cross-informant support for the assertion that gifted students receive accelerated learning experiences in gifted education settings. At the elementary school level there is more support from administrators than from general education teachers that the accelerated learning experiences received by students in their one day pullout services are “appropriate”.

4. *Educational opportunities for subject and grade skipping must be provided to gifted learners.*

Survey results did not provide strong support for the statement that educational opportunities for subject and grade skipping are provided to gifted learners. At the middle school level, opportunities clearly do exist for acceleration in math and science. By definition, gifted students are offered the opportunity to enroll in high school level classes during middle school. Opportunities for subject skipping at the elementary school level may be less likely, while opportunities for full grade-skipping in PCS are relatively rare with no established standard.

5. *Learning opportunities for gifted learners must consist of continuum of differentiated curricular options, instructional approaches, and resource materials.*

Overall, survey results suggest that gifted students do receive specialized services in elementary and middle school. Results suggest that gifted students are engaged in accelerated rates of learning during these experiences. However, results do not strongly support statements that gifted students receive differentiated instruction in the general education classroom. If this is true, then without broadening the scope of specialized gifted instruction, services provided to gifted students in PCS cannot be said to provide a continuum of differentiated curricular options, instructional approaches, and resource materials across subjects and grade levels.

Interview Results

Dr. Elizabeth Shaunessy provided expert input regarding key issues in conjunction with this evaluation. With regard to the Curriculum and Instruction criteria of the NAGC, Dr. Shaunessy was asked to recommend the most appropriate means through which regular classroom curricula and instruction could be adapted, modified, or replaced to meet the unique needs of gifted learners. This likely represents a key issue as survey results presented above did not provide strong support that regular classroom curricula and instruction is adapted, modified or replaced to meet the unique needs of gifted learners on a consistent basis. Dr. Shaunessy recommended:

> *Homogenous grouping for specific subjects… Not all gifted learners will always need to be grouped together, but this is a good strategy for individuals who are working at a similar level. This allows for small groups to work at a similar pace—whether accelerated, on level, or remediated. Teachers can get a sense of the learners' ability levels on major subjects from prior test information, pre-tests (paper or electronic), observations, etc. Teachers of the Gifted should also provide support to general education teachers (and schedules for planning should reflect this need) in differentiating instruction for the general education services, which can enhance the overall educational services for all students.*

In addition, Dr. Shaunessy highlighted her belief that:

> *An educator—whether of special education, general education, or gifted education, will have a range of abilities represented in his or her classroom and is expected to modify instruction according to this range.*

Gifted (Education Plan) EP Process

The EP process does contain procedures designed to facilitate modification of general education curriculum to meet the needs of the gifted student. Through the EP process, a general education teacher is required to participate in each gifted student's EP meeting or to submit planning notes[31] indicating ways in which general education services are modified to meet the needs of the gifted student. However, these procedural safeguards alone do not ensure that gifted students' needs are met in general education settings. The EP team does not meet yearly and the degree to which existing EP strategies are carried over from year to year is unclear. This issue is multiplied in the middle school setting where the gifted student has several teachers in different disciplines. The existing EP process does not ensure communication, coordination, and monitoring of services provided to gifted students across subject areas, especially in middle school.

Senator Wise (SB 990) and Representative Legg (HB 297) bills

Pending bills in the Florida Senate and House are related to the NAGC Curriculum and Instruction criteria as follows:

1. Differentiated curriculum for the gifted learner must span grades pre-K–12.

> *Beginning with the 2007-2008 fiscal year, a district's expenditure of funds from the guaranteed allocation for students in grades 9 through 12 who are gifted may not be greater than the amount expended during the 2006-2007 fiscal year for gifted students in grades 9 through 12.*

Although funding would be frozen at the 2006-2007 level, exceptional education support for gifted students in grades 9-12 would continue. This would presumably affect PCS if specialized gifted services were provided at the high school level.

a. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.

b. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.

[31] See Appendix K

Programs must:

-Include classroom-based, school-based, and district-based implementation options.
-Include, but are not limited to, subject matter acceleration opportunities, differentiated curricula that address the exceptional learning needs of gifted and academically talented students, and enrichment activities that extend learning opportunities available in the classroom.

While these statements clearly align with the second and third Curriculum and Instruction standards of the NAGC, they do not provide a clear means through which to achieve these goals.

2. Educational opportunities for subject and grade skipping must be provided to gifted learners.

Programs must:

-Include policies that set forth procedures and eligibility criteria for whole-grade acceleration.

This would require PCS to develop specific criteria necessary for a student to receive whole-grade acceleration.

II. Student Identification standards

1. A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.
2. Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.
3. A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.
4. All student identification procedures and instruments must be based on current theory and research.
5. Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.

Most of the information provided in this section concerns the first Student Identification standard. Creating a comprehensive and cohesive process for student nomination is essential to any gifted program. Doing so is also very challenging. Demographic data concerning the gifted student population in PCS is presented. This population consists primarily of Caucasian students who do not receive free or reduced lunch. This is followed by presentation of rates of application of students attending private schools to PCS's full-time gifted program at Ridgecrest. The time lag between nomination, screening, testing, and inclusion in the gifted program is then discussed. Recommendations of the OPPAGA report concerning the need for provision of alternative assessment methods to address socioeconomic disparities in enrollment are discussed. Results of PCS's large-scale implementation of an alternative assessment strategy among Title I schools in the 2006-2007 school year are then presented. This portion of the evaluation concludes with discussion of language included in the Wise (SB 990) and Legg (HB 297) bills that would mandate universal screening for gifted education services. These bills would also mandate reporting of screening and identification statistics across separate demographic groups.

The remaining Student Identification standards are discussed solely with respect to survey results. The PCS Gifted Program satisfies each of these standards consistent with the mandates of Florida law. The second standard concerning instruments used for student assessment to determine eligibility measuring diverse abilities, talents, strengths, and needs can be reflected in two ways. To the degree that this standard implies the need for alternative assessment measures to address disparities in enrollment across demographic groups, this issue is discussed with respect the first Student Identification standard. As written, though, this standard speaks to the broader definition of giftedness, which can include persons with exceptional talents in the arts or performance in a specific area. However, with respect to Florida law, the definition of giftedness for students has been restricted to achievement of a score two standard deviations above the mean on a standardized test of intelligence. Students with perfect pitch who can play Mozart sonatas on the violin at age 8 are gifted, just not by standards of Florida law relating to educational services.

PCS's conformity to Student Identification standards three, four, and five are each addressed in the *PCS Gifted Handbook*[32]. A student assessment profile of individual strengths and needs is developed through the EP process and presented in the *Gifted Handbook.* Provisions for informed consent and appeals are each included in the *Procedural Safeguards* provided to parents through the EP process. Jenny Klimis, Gifted Program Supervisor has also indicated that once a student qualifies for gifted services in PCS he/she is not dismissed from the program unless this is requested by the student's parent. Finally, the *PCS Gifted Handbook* lists the identification measures used to determine eligibility. Each of these is supported by current theory and research.

While the policies and practices of PCS conform to the second, third, fourth, and fifth Student Identification standards as they are currently applied in the state of Florida, the student reassessment portion of the fifth standard is associated with language in the pending Wise (SB 990) and Legg (HB 297) bills that may require school districts to adjust their reassessment procedures. Currently, the state of Florida requires only that the EP of the gifted student is reviewed once every three years. PCS policies conform to this standard. However, language in the pending bills state that:

> *Each student participating in a gifted or academically talented student education program shall be evaluated at least every 3 years according to procedures developed by the department to determine whether the student is benefiting from, and continues to be eligible to participate in, the program.*

This language is purposefully vague so as to allow the DOE to determine the most appropriate means of assessment. It is likely that, if passed, the DOE would not require reassessment of intelligence, as scores on intelligence tests are generally stable after the age of eight. So it is unclear what may be required if these bills were to pass. Arguably, a potentially more effective revision would be to require a review of the student's EP on a

[32] See Appendix H

yearly basis. Optimally, this is already occurring, as PCS encourages, but does not require review of the EP more frequently than every three years. However, cases in which a minority of gifted students may not be accessing challenging curriculum or receiving modified instruction in general education classrooms, may be most likely to be the ones in which the EP remains untouched for three years. A potential cost associated with requiring yearly review of the EP may be a perception by school officials that doing so represents an increase in "paperwork".

Survey Results

Information to Parents[33]

Certain questions asked of informants relating to student identification amounted to a survey of respondents' knowledge of existing practices rather than a survey of their opinion regarding student identification issues. For example, the first two questions asked whether the district provides information annually regarding the process for nominating and screening students in English and then "in a variety of languages". PCS does provide information annually in English and Spanish. Almost all respondents agreed that information is provided in English and a minority disagreed or were 'not sure' whether information was provided in a variety of languages. Whether English and Spanish represents a "variety of languages" is debatable. If PCS screening practices assured that all ESOL students and all students whose parents do not speak English as a primary language were screened for gifted services then this would be a non-issue. However, given that the district is a large one comprised of students from dozens of different ethnic backgrounds in which dozens of languages other than English and Spanish are spoken in their homes, this issue is relevant in the context of non-universal screening.

Table 34a: Information Regarding Identification: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
The district provides information annually regarding the process for nominating and screening students for gifted education programming services in English	100%	.	.	96%	1%	3%	99%	.	1%
The district provides information annually regarding the process for nominating and screening students for gifted education programming services in a variety of languages	74%	10%	16%	85%	9%	6%	89%	5%	6%

Table 34b: Information Regarding Identification: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
The district provides information annually regarding the process for nominating and screening students for gifted education programming services in English	100%	.	.	97%	2%	2%	96%	.	4%
The district provides information annually regarding the process for nominating and screening students for gifted education programming services in a variety of languages	79%	9%	12%	79%	15%	5%	92%	4%	4%

Student Nomination

[33] With one exception regarding the development of EPs (educational plans), respondents' answers to survey questions were similar across elementary and middle school levels. Discussion of results applies to data across grade levels.

The third question asked whether a parent or teacher may nominate students for gifted eligibility screening at any time during the school year. In practice, this is true. In response to the survey, almost all gifted teachers and a sizeable majority of general education teachers and administrators recognized that this is a true statement. Notably, only 84% of ES parents and 76% of MS parents, who both had their child go through the process of becoming eligible for gifted services and had taken the time to fill out this survey, nevertheless did not know that parents are able to nominate their child for gifted eligibility screening at any time during the year. It is very likely that this percentage is lower among parents whose child is not enrolled in gifted education. Therefore, these data suggest that if a teacher does not request screening for gifted services for a student, there is no guarantee that a parent will be aware of his or her right to do so.

Table 35a: Student Nomination: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
A parent or teacher may nominate students for gifted eligibility screening at any time during the school year	98%	2%	.	92%	6%	2%	96%	3%	1%	84%	6%	10%

Table 35b: Student Nomination: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
A parent or teacher may nominate students for gifted eligibility screening at any time during the school year	92%	4%	4%	72%	9%	20%	90%	6%	4%	76%	7%	17%

Time Lag in Identification

The fourth and fifth student identification questions concerned the time lag between nomination, screening and testing (if the screen is passed). With regard to screening, there was an effect where those providing the screening (gifted teachers) and those responsible for assuring that the screening takes place (administrators) were more likely to state that this is done in a timely manner than were parents. In contrast there was cross-informant consensus in that less than two-thirds of teachers and parents agreed that, once screened, students are evaluated by a school psychologist in a timely manner. In practice, there is a sizeable backlog of students waiting to be evaluated for receipt of gifted services. Specific data quantifying the time between screening and receipt of a full gifted evaluation were unavailable in conjunction with this report. The problem in this regard concerns the availability of school psychologists designated for this purpose in relation to the several other duties performed by psychologists in PCS. Jenny Klimis has indicated that students are evaluated for gifted services on weekends in an effort to decrease the time been screening and receipt of a full evaluation. Evaluations are also performed in the summer months to address this issue.

Table 36a: Screening/Evaluation: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Once nominated, students are screened by a gifted services teacher in a timely manner (in my opinion)	83%	14%	3%	78%	20%	2%	83%	16%	1%	69%	23%	8%
Once screened, students are evaluated by a district school psychologist in a timely manner (in my opinion)	59%	39%	2%	62%	34%	4%	72%	27%	2%	61%	30%	9%

Table 36b: Screening/Evaluation: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Once nominated, students are screened by a gifted services teacher in a timely manner (in my opinion)	90%	10%	.	62%	14%	24%	76%	17%	7%	72%	21%	8%
Once screened, students are evaluated by a district school psychologist in a timely manner (in my opinion)	58%	33%	8%	55%	17%	28%	61%	29%	10%	64%	26%	10%

Parent Workshops

There was also weak agreement with the statement that parents of students in PCS are provided with special workshops or seminars to help them understand the meaning of giftedness. Each group of respondents with the exception of middle school gifted teachers only agreed with this statement at a rate of 50% or less. Notably, only 39% of ES parents and 33% of MS parents agreed with this statement. With respect to Student Identification criteria, this question implies provision of workshops either prior to identification or during the identification process. The issue of parent involvement subsequent to a student's enrollment in gifted services will be discussed in relation to the NAGC Program Administration and Management criteria.

Table 37a: Parent Workshops: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Parents of students in Pinellas County Schools are provided with special workshops or seminars to help them understand the meaning of giftedness	50%	34%	16%	37%	27%	36%	50%	15%	35%	39%	53%	8%

Table 37b: Parent Workshops: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Parents of students in Pinellas County Schools are provided with special workshops or seminars to help them understand the meaning of giftedness	60%	20%	20%	37%	16%	47%	38%	13%	49%	33%	61%	6%

Assessment Bias

The seventh question in relation to Student Identification standards asked respondents to provide their opinion regarding whether assessments for gifted education services are unbiased. The percentages of respondents who indicated that they were 'not sure' may have just not been comfortable expressing agreement with a central question such as this without being absolutely sure. However, knowing that fairness in the identification process for any service is essential, 19% of general education teachers, 14% of administrators, and 11% of gifted teachers disagreed that identification is unbiased at the ES level. Twelve percent of teachers and 13% of administrators at the middle school level disagreed with this statement. Almost all MS gifted teachers agreed that identification is unbiased. However, these percentages should be close to zero for all respondents. Optimally, follow up questions would have provided clarity concerning which part of the identification process is perceived as biased. At the present time, we are not sure, although further investigation of this issue is necessary.

Table 38a: Assessment Bias: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Assessments for gifted education services are unbiased.	77%	12%	11%	52%	19%	29%	65%	14%	21%

Table 38b: Assessment Bias: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Assessments for gifted education services are unbiased.	83%	4%	13%	51%	12%	37%	60%	13%	27%

Education Plan (EP) Process

The next four questions concerning the EP process were generally supportive. EPs are developed for all students and they do include the students' learning style and by definition state the students' educational needs. A minority of gifted teachers at the ES level and parents at both ES and MS levels disagree that the EP reflects gifted learners' interests. The gifted education program in PCS may not be able to accommodate the specific interests of all students all the time. As full incorporation of students' interests is a goal to strive toward, less than full agreement on this question indicates room for improvement.

Also notable with respect to questions concerning the EP process is that approximately 20% of ES and MS general education teachers were not sure whether an EP was developed for all gifted students while 6% of ES and 7% of ES and MS general education teachers disagreed. General education teachers should receive the EP of each gifted student in their classes so that necessary accommodations can be made. If approximately 30% aren't sure or disagree that EPs exist for all gifted students then they cannot make necessary accommodations consistent with students' EPs.

Table 39a: EP Process: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Individual assessment plans (EP) are developed for all gifted learners	100%	.	.	73%	6%	21%	89%	4%	7%	86%	9%	5%
Gifted learners' education plans (EP) reflect their interests	84%	16%	.	88%	4%	8%	93%	3%	4%	77%	17%	7%
Gifted learners' education plans (EP) reflect their learning style	100%	.	.	94%	1%	5%	98%	1%	2%	80%	13%	6%
Gifted learners' education plans (EP) reflect their educational needs	100%	.	.	96%	1%	4%	98%	1%	1%	88%	7%	5%

Table 39b: EP Process: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Individual assessment plans (EP) are developed for all gifted learners	93%	7%	.	74%	7%	19%	94%	6%	.	73%	18%	9%
Gifted learners' education plans (EP) reflect their interests	91%	6%	3%	88%	7%	5%	93%	5%	2%	69%	22%	9%
Gifted learners' education plans (EP) reflect their learning style	94%	6%	.	93%	4%	4%	100%	.	.	73%	18%	8%
Gifted learners' education plans (EP) reflect their educational needs	100%	.	.	94%	2%	3%	100%	.	.	82%	11%	8%

Identification Procedures

Statements made in the final two Student Identification questions are both true. Multiple assessment instruments are used to determine student qualifications for gifted services and district guidelines and procedures are reviewed, revised as necessary, and are clearly presented in the *PCS Gifted Handbook*[34]. Respondents with less direct involvement in these processes were much more likely to indicate that they were 'not sure'.

Table 40a: Identification Procedures: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Multiple assessment instruments are used to determine student qualification for gifted services	82%	12%	5%	63%	12%	25%	79%	13%	8%	.	.	.
Pinellas County Schools' district guidelines and procedures for gifted education are reviewed and revised as necessary	91%	2%	7%	47%	6%	47%	65%	3%	32%	.	.	.

Table 40b: Identification Procedures: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Multiple assessment instruments are used to determine student qualification for gifted services	82%	11%	7%	59%	6%	34%	70%	8%	23%	.	.	.
Pinellas County Schools' district guidelines and procedures for gifted education are reviewed and revised as necessary	87%	2%	11%	50%	6%	44%	65%	.	35%	.	.	.

[34] See Appendix H

Student Identification: Take Home Messages from Survey Results

1. Potential for Bias in Identification

Survey results indicate that a subset of parents is potentially unaware that they have the right to nominate their child for screening. Parental awareness would not be a potential determinant of gifted student identification under a system of universal screening. Absent a system of universal screening, there is no assurance that eligible students will be identified.

A significant number of respondents also expressed disagreement with the statement that identification procedures are unbiased. Without follow-up questions, it is unclear why some respondents disagreed with this statement. The potential for eligible students to not be identified under a non-universal system of screening presents perhaps the strongest potential for bias.

2. Waiting Period

Survey results indicate dissatisfaction among parents and recognition of a notable time lag between nomination, screening, evaluation, and placement. While the specific average time involved in this process was unavailable in accord with the current evaluation, it is considered to be lengthy. PCS has taken steps to reduce the time between nomination and placement. Specific data are necessary to calculate PCS's success in these efforts and take further steps if necessary.

3. General Education Teachers' Awareness of EPs

More than 25% of general education teachers at both the ES and MS levels either were not sure or disagreed with the statement that all gifted students receive EPs. These responses suggest that some general education teachers may not be implementing EPs for all gifted students. Without a more clearly defined system of scheduled communication between the EP team and the gifted students' general education teachers, there is no assurance that accommodations are being made in the general education setting.

Gifted Student Demographics in PCS

Tables 41a through 43b present the gender, ethnicity, and lunch status of students in the middle and high school tracking studies discussed above. Results presented in Tables 41a and 41b indicate that there was a somewhat higher percentage of boys in the middle school program while the high school gifted sample contained an almost equal number of boys and girls. This pattern stands in contrast to non-gifted exceptional education students, in which there are twice as many boys than girls, and the general education population, which consists of more girls due to the highly disproportionate number of boys in exceptional education.

Table 41a: Gender- Middle School

	Non-Gifted Exceptional Ed		Gifted		Non-Gifted General Ed	
Girls	513	37%	342	43%	2588	54%
Boys	864	63%	447	57%	2190	46%
Total	1377		789		4778	

Table 41b: Gender- High School

	Not Gifted Exceptional Ed		Gifted		Not Gifted General Ed	
Girls	139	36%	319	50%	1655	58%
Boys	249	64%	316	50%	1202	42%
Total	388		635		2857	

Results presented in Tables 42a and 42b indicate that 87% of both the middle school and high school samples of gifted students were Caucasian. Percentages of African-American students are much higher in the non-gifted exceptional education and general education groups in both middle and high school relative to their representation in the gifted group. The percentages of African-American students decline in the non-gifted high school groups. This is most likely a result of African-American students being more likely to not complete high school.

Table 42a: Ethnicity- Middle School

	Non-Gifted Exceptional Ed		Gifted		Non-Gifted General Ed	
African-American	496	36%	40	5%	841	18%
Asian	13	1%	38	5%	150	3%
Caucasian	806	59%	689	87%	3518	74%
Latino	54	4%	16	2%	214	4%
Mixed Ethnicity	7	1%	4	1%	44	1%
Native American	1	0%	2	0%	11	0%
Total	1377		789		4778	

Table 42b: Ethnicity- High School

	Not Gifted Exceptional Ed		Gifted		Not Gifted General Ed	
African-American	97	25%	44	7%	353	12%
Asian	6	2%	29	5%	103	4%
Caucasian	272	70%	551	87%	2288	80%
Latino	12	3%	9	1%	102	4%
Mixed	1	0%	1	0%	8	0%
Native American	0	0%	1	0%	3	0%
Total	388		635		2857	

Results presented in Tables 43a and 43b indicate that 86% of middle school students and 89% of high school students in the gifted samples did not receive free or reduced lunch. This is contrasted with the non-gifted exceptional education and general education groups, both of which include much higher percentages of students receiving free or reduced lunch. The percentages of students receiving free or reduced lunch decline in the high school group. This is most likely a result of students receiving free or reduced lunch being more likely to not complete high school.

Table 43a: Lunch Status- Middle School

	Non-Gifted Exceptional Ed		Gifted		Non-Gifted General Ed	
Not Free/Reduced	479	35%	679	86%	2822	59%
Free/Reduced	898	65%	110	14%	1956	41%
Total	1377		789		4778	

Table 43b: Lunch Status- High School						
	Not Gifted Exceptional Ed		Gifted		Not Gifted General Ed	
Not Free/Reduced	225	58%	564	89%	2185	76%
Free/Reduced	163	42%	71	11%	672	24%
Total	388		635		2857	

Taken together, these results indicate that students in the gifted program in PCS are much more likely to be Caucasian and to not receive free or reduced lunch. This can occur because either 1) students from these groups are less likely to meet the test score criteria for placement in the gifted program using standard testing measures, or 2) intelligent students who are African-American or receive free or reduced lunch are not screened and tested as frequently. Without a universal screening system the second hypothesis cannot be eliminated. The first hypothesis, if true, can be addressed through implementation of an alternative assessment system that provides more students from underrepresented groups the opportunity to participate in the gifted program.

Related Socioeconomic Issues in Student Identification

Ridgecrest

The Center for Gifted Studies at Ridgecrest Elementary provides the only full-time gifted program in Pinellas County. This gifted magnet program serves students in grades 1 through 5. Elementary students throughout the school district who qualify for gifted education services may apply to the Center for Gifted Studies through the magnet school process. Information provided by Jenny Klimis indicates that one-third of applicants to the Ridgecrest program consist of private or homeschooled students.

Ridgecrest Applications for 07-08 school year

First grade – 20 of the 53 (38%) applicants were private or home school students
Second grade – 2 of the 10 (20%) applicants were private or home school students
Third grade – 4 of the 18 (22%) applicants were private or home school students
Fourth grade – 1 of the 2 (50%) applicants were private or home school students

27 of the 83 (32%) total applicants were private or home school students

Assuming that acceptance rates are similar to these numbers from year to year then one-third of the students who attend Ridgecrest would otherwise be attending private schools or would be homeschooled. This leaves only two-thirds of the seats at Ridgecrest open to all other students in the district. This represents a problem of access similar to that discussed earlier with regard to the IB program in high school. In the absence of gifted education services at the high school level, two-thirds of the students in the IB program are gifted. This leaves one-third of the seats open to non-gifted students throughout the district. The difference between these scenarios is that applications at the elementary school level may be influenced by parental affluence.

Further information provided by Jenny Klimis stated:

Private/home school parents who request gifted evaluation for their children are handled through my office. During the first semester of this year 2007-2008:
26 students were screened
31 students were referred based on private testing

This represents another means through which more affluent students may have an advantage with respect to receipt of gifted services. These data indicate that in a single semester, results of costly private testing were provided to the district by the parents of 31 students who qualified for receipt of gifted services. It is not clear whether this would provide an advantage in the application process to Ridgecrest relative to a less affluent student. However, excessive waiting periods between screening and testing could prevent a less affluent student from being able to enroll in Ridgecrest while a more affluent student providing private testing results was considered. Further investigation of these issues is necessary.

Alternative Eligibility

Florida Administrative Code rule 6A-6.03019

The relationship between socioeconomic status and gifted enrollment is not unique to PCS. Students from low socio-economic backgrounds are underrepresented in gifted programs statewide. To address this issue, Florida Administrative Code provides alternative eligibility requirements to support increased enrollment for students from low socio-economic backgrounds and those with limited English proficiency. Under the alternative requirements, students are not required to demonstrate an IQ of two standard deviations above the mean if they meet criteria specified in an approved school district plan for increasing the gifted program participation of underrepresented groups.

OPPAGA Results and Recommendations regarding Alternative Eligibility

Issues related to student identification were a key focus of the Office of Program Policy Analysis and Government Accountability (OPPAGA) report[35] on Gifted Education programs in the state of Florida. Results presented in the OPPAGA report indicated that:

> *the number of newly identified gifted students increased by 11% during 2006-07 from the prior year. Districts reported using alternative requirements to identify 1,017 new gifted students in 2006-07, an increase of 17.6% over the prior year. However, this underestimates the number of identifications made using alternative requirements as 19 districts could not identify which requirements were used for their new gifted identifications. These districts include some of Florida's largest school districts (Hillsborough, Miami-Dade, and Palm Beach). As a result, the Legislature and the Department of Education do not have information to determine whether the alternative requirements are being applied as intended, to identify and serve underrepresented populations*[36]

Based upon these data, the OPPAGA report recommended that each school district:

> *Create a data element in the automated student data base that school districts will use to report whether a student was identified as gifted under the general or alternative identification requirements.*

Alternative Eligibility Placement in PCS

Data provided by PCS in conjunction with the OPPAGA report indicated that PCS was one of the school districts that were able to provide identification data separately based upon the method used.

Table 44: PCS OPPAGA Identification	Year	Total New Gifted Identifications/Newly Eligible	Total Identified Under Alternative Identification Plan	Percentage Identified Under Alternative Identification Plan
Pinellas	2006-07	1246	94	7.5%
	2005-06	1146	104	9.1%

A footnote in the OPPAGA table indicated that Pinellas 2005-2006 data did not include students identified in grades 6-8. Increases in rates of identification from 2005-06 to 2006-2007 for both standard and alternative methods were smaller in PCS than the state averages reported by OPPAGA. Differences would be even smaller if middle school data from 2005-06 were included.

Increased Identification

Overall increases in identification across the state appear be due to two factors. First, increasing attention at the state level to issues of identification has likely spurred school districts to focus upon improving identification methods. This has likely led to increases in the number of students identified. Lower rates of increased identification in PCS may suggest that gaps in identification methods are not as wide in PCS as they may be on

[35] See Appendix B
[36] OPPAGA report, p. 6

average statewide. Second, increased attention has clearly been focused upon using alternative identification procedures to address underrepresentation of students from lower socioeconomic backgrounds and those with limited English proficiency. Increased attention to these issues has been associated with increased rates of identification among these underrepresented groups statewide. However, the number of students identified using alternative identification procedures actually declined in PCS from 2005-06 to 2006-07 according to data presented in Table 44. The reasons for these results are not clear. It is unlikely that PCS's methods of alternative identification are so refined as to have reached a ceiling in which all students who may be eligible are identified yearly.

2006 PCS Title I Screening

In an effort to address issues of underrepresentation in PCS, grant funding was obtained from the Florida DOE to screen 5085 first-grade students for gifted eligibility in PCS using the Naglieri Nonverbal Ability Test. More than $50,000 was obtained to screen 4861 Title I students across 54 schools and PCS provided $2368.30 to screen 224 non-Title I students in 2 schools[37].

Table 45: Results of NNAT Screening: Feb 8, 2008[38]

Title I Schools/First-Grade Students/Screened in Fall 2006

Number of Schools by Region	Students Screened	Students at or above the 90th percentile on NNAT		Students placed as of 2/4/08	Percent of students above 90th percentile on NNAT who were placed	Percent of total tested who were placed
Region I (21)	1850	256	14%	44	17%	2%
Region II (13)	1170	160	14%	36	23%	3%
Region V (19)	1668	183	11%	35	19%	2%
Total (53)	**4688**	**599**	**13%**	**115**	**19%**	**2%**

Results presented in Table 45 indicate that 115 students from Title I schools were placed as a result of alternative identification methods used in conjunction with this initiative. This represents 2% of the total number of students screened. Although 2% is a low percentage, an increase of 115 students from low socioeconomic backgrounds who otherwise may not have received gifted services is meaningful by any standard.

The timetable between screening, evaluation, and placement is unclear with respect to these data. Data submitted in conjunction with the OPPAGA report indicated that 94 students were placed in PCS under alternative assessment criteria, yet these data indicate that 115 students were placed in PCS based upon an identification process that began in Fall 2006. Discrepancies in these data suggest that the identification process for at least 21 students took longer than a full school year[39]. If these students from low socioeconomic backgrounds had wanted to apply to Ridgecrest in the first-grade year they would have been unable to do so while a more affluent student could have provided results of private testing. When the less affluent is placed sometime in his or her second grade year, the seat at Ridgecrest is already taken by the more affluent student.

Despite potential time lags in identification, participation in this alternate identification process clearly indicates the intention of PCS to address issues of underrepresentation of students from lower socioeconomic backgrounds that are prevalent throughout school districts across the state of Florida as indicated in the OPPAGA report. The best approach is to continue to support these efforts while recognizing that more needs to be done both in Pinellas and across the state of Florida. Continued participation in alternative identification initiatives while clearly reporting the results of these initiatives according to the recommendation of the OPPAGA report will improve educational opportunities for students from underrepresented groups.

[37] See Appendix L

[38] Data presented in Table 45 was provided by Jenny Klimis

[39] This number is higher if students were identified using alternative identification methods outside the scope of this Title I initiative.

Senator Wise (SB 990) and Representative Legg (HB 297) bills

Issues related to student identification for gifted programs are also central to pending Florida bills by Senator Wise (SB 990) and Representative Legg (HB 297). Policies related to student identification are included in three sections of the current forms of these bills.

Universal Screening and Parental Notification

> *(1) The Department of Education shall develop, and district school boards shall implement screening procedures for the determination of students who should be further evaluated for identification as a gifted or an academically talented student. The screening shall be annually conducted for all students in an elementary, middle, and high school grade level designated by the department, based upon peer reviewed research, to be the most appropriate time for such screening and shall also be made available at least annually to students in all other K through 12 grade levels upon written request by a student's parent or teacher. Each district school board shall annually provide written notification to parents of students in grades K through 12 of the availability of such screening.*

This language would mandate universal screening of students for gifted program eligibility. Based upon results reviewed so far, a practical form of universal screening appears to be the best way to ensure that PCS does not fail to identify eligible students. This language also would mandate universal notification to parents of students across grade levels of their right to nominate their child for screening when attending grades where universal screening is not provided. Survey responses discussed above indicated that many parents and some teachers are likely unaware of parents' rights to nominate their child for gifted screening. Universal notification concerning these rights would address these gaps.

Gifted vs. Academically Talented

> *(b) Eligibility criteria for gifted and academically talented student identification which includes, but is not limited to, demonstration of a need for services or activities not ordinarily provided by the school in order to fully develop the student's capabilities and demonstration of: 1. Superior intellectual development on a standardized intelligence test for gifted student identification; or 2. High achievement capability in one or more academic subject areas for academically talented student identification.*

This language, and language found throughout the Wise and Legg bills, draws a distinction between gifted students and academically talented students. Under this language, gifted students would be those defined under standard criteria in which intelligence test scores are two standard deviations or more above the mean. The implications of this language can be substantial. This language could potentially eliminate alternative assessment criteria for gifted placement. Students from underrepresented groups may be designated as "academically talented" under this language but would not qualify for gifted services. Gifted services are included under the ESE umbrella. This allows for funding to be received from the guaranteed allocation for gifted students. This also provides the procedural safeguards and protections afforded to students under the ESE umbrella. Funding and procedural protections would likely be reduced or eliminated for students designated as "academically talented".

Mandated Reporting

> *Each district school board shall report annually to the department by school and grade level the number of students screened and identified under subsection (1); the types of gifted and academically talented student education programs that it offers; the number of, and performance data for, students in such programs; and the number of students who were accelerated one or more whole grades. When reporting the number of students, district school boards shall classify students according to race, ethnicity, and national origin.*

This language would mandate strict reporting by each school district to determine the degree to which district practices conform to the mandates contained in these bills were they to become law. This language would track districts' implementation of universal screening procedures. This language would also mandate reporting of data separately by race, ethnicity, and national origin. Underrepresented groups are currently defined as those from low socioeconomic status backgrounds and those with limited English proficiency. However, data provided in this report and throughout the state indicate that gifted programs consist primarily of Caucasian students. If a distinction were drawn between "gifted" and "academically talented" students then members of racial and ethnic minority groups would potentially be included in academically talented programs at higher rates than gifted

programs. Language in this section would mandate reporting of participation and performance of students from separate racial and ethnic groups.

Language concerning accounting of service provision and utilization are also key components of this legislation and are discussed later with regard to the Program Design criteria of the NAGC.

Florida Gifted Network (FGN) Response to Pending Legislation

Language provided in pending Florida Senate and House bills described above is viewed as potentially problematic by members of the Florida Gifted Network, which is a grass roots advocacy organization comprised of parents and educators. The FGN has released a document stating their concerns[40]. A majority of their concerns regard issues related to student identification. They state:

> ***Please ensure that Gifted Education remains under Exceptional Student Education (ESE) in statute.*** *Exceptional Student Education (ESE), often referred to as the Special Education Umbrella, covers a broad range of students whose educational needs cannot normally be met in the regular classroom by general education teachers. If the Legislature is going to create a program for students who are academically talented, this may be an equally important initiative, yet it is different from gifted education which is an Exceptional Student Education program. As such, an Academically Talented program should be addressed in a separate statute.*

Creation of an "academically talented" program would not qualify as exceptional student education under the language of the current statutes. Through their statement above, FGN expresses concern that creation of an "academically talented" designation may represent a movement toward removing gifted services from ESE status. As such, they are requesting separation of issues relating to gifted student education, which is covered under ESE, and academically talented student education, which would not be covered under ESE.

> ***Avoid establishing a new definition of gifted that would create a barrier to the identification of students from traditionally under-represented populations.*** *If the legislature chooses to define "gifted student" rather than leaving this to the Department of Education and the Florida Board of Education, care must be taken to avoid creating barriers to the identification of gifted students from poverty households and diverse cultures and languages. Equal care must be taken to ensure that any definition is fiscally supportable.*

By defining gifted criteria solely in terms of intellectual functioning two standard deviations or more above the mean on an intelligence test, this bill could potentially eliminate funding for the education of gifted students identified under alternative criteria currently established by the Florida DOE.

> ***Ensure no unintended consequences and unfunded mandates.*** *Please make certain that no provision inadvertently diverts gifted education funds. For example, one provision in the original bills mandates screening for all students at elementary, middle, and high school levels. While expanding identification efforts is worthwhile, without new funding, the increased cost for additional screenings will reduce the overall funds available to provide the services for the identified students.*

While universal screening appears necessary to ensure fairness in the identification process, this should be done in the most practical and efficient manner possible. This statement from the FGN suggests that rather than requiring separate costly screening for all students in a certain grade, a decision to use an existed method of universal testing as a screen to determine a subset of students to then screen for gifted services may be much more cost efficient. A gifted student possesses exceptional intellectual ability. Providing a unique test to all students to screen for giftedness would likely be viewed as excessive. However, there would need to be a standardized method of determining which students could reasonably be expected to potentially pass a screening test for giftedness.

[40] See Appendix G

III. Program Administration and Management standards

1. Appropriately qualified personnel must direct services for the education of gifted learners.
2. Gifted education programming must be integrated into the general education program.
3. Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as compliance agencies.
4. Requisite resources and materials must be provided to support the efforts of gifted education programming.

Jenny Klimis is the district Supervisor of Gifted Education in Pinellas County Schools. She is appropriately qualified to serve in this position in accord with the requirements of the Pinellas County School District.

> *Minimum Qualifications: Master's degree from an accredited college or university. State Certification in Exceptional Student Education or a related field and Educational Leadership, or an equivalent as defined by the Department of Education. Five (5) years of related professional experience. Demonstrated knowledge of curriculum, instruction, and assessment of the Sunshine State Standards and Special Diploma Sunshine State Standards, behavioral interventions, management strategies, IDEA, and NCLB. Must show evidence of working knowledge of the principles of quality management or commit to begin training in the area of quality within the first six (6) months of employment.*

Ms. Klimis possesses a Masters degree in Gifted Education from the University of South Florida. She is certified in the area of Educational Leadership. Although she is not certified in Exceptional Student Education, she is certified in Elementary Education and Early Childhood Education and possesses the Gifted Endorsement. She has five years of prior experience as a resource teacher for the PCS Gifted Program in which her duties included training of staff and assisting in program administration and management. In addition, Ms. Klimis has 22 years of teaching experience including 4 years as a teacher of middle school gifted students and 13 years as a teacher of elementary school gifted students. She is currently Board Secretary for the Florida Association of Gifted (FLAG). She is a member of state grant funded committees including Working on Gifted Issues (WOGI) and a prior member of the state advisory committee for gifted issues. The wealth of information submitted by Ms. Klimis in conjunction with this evaluation has provided considerable support for her ability to direct Gifted Program services in Pinellas County in accord with principles of quality management and a commitment to continuous improvement.

Survey Results

Cross-Informant survey responses addressed standards 2, 3, and 4 of the Program Administration criteria of the NAGC.

Coordination of Services

Results presented in Tables 46a and 46b suggest that there is room for improvement with regard to processes of coordination between gifted and general education programs. Responses are consistent with results presented in accord with the Curriculum and Instruction standards in that communication between gifted and general education teachers does not appear to be optimal. When asked whether there is coordination between gifted education services and the general education program, a significant number of respondents disagreed. At the elementary level, approximately one-quarter of gifted teachers and administrators disagreed with this statement, while one-third of general education teachers disagreed. Disagreement was somewhat higher at the middle school level. These results support the need to expand efforts to enhance coordination between gifted and general education teachers at both the elementary and secondary school levels.

Table 46a: Coordination of Services: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Responsibility for the education of gifted learners is shared between the gifted services and general education programs at my school	81%	18%	2%	78%	18%	4%	80%	16%	4%	79%	14%	7%
There is coordination between gifted education services and the general education program throughout my school	74%	24%	2%	59%	34%	8%	69%	27%	4%	.	.	.

Table 46b: Coordination of Services: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Responsibility for the education of gifted learners is shared between the gifted services and general education programs at my school	75%	23%	2%	66%	26%	8%	66%	30%	5%	84%	12%	4%
There is coordination between gifted education services and the general education program throughout my school	63%	31%	6%	49%	42%	8%	58%	39%	3%	.	.	.

Communication between School Personnel and Parents

Results presented in Tables 47a and 47b indicated the need for improvement with regard to communication between school personnel and the parents of gifted students. Middle school parents were more likely to indicate that their child's gifted teacher frequently updates them regarding their child's progress. This may be a result of gifted students spending one day a week in their pull-out classroom while middle school students may enroll in only one MEGSSS class a semester, but that class meets daily. In contrast, parents of elementary school students were more likely to report that gifted services staff informs parents of major policies and practices in gifted education. This result may reflect greater attention to policies and practices among parents of gifted students in elementary school as they familiarize themselves with the program.

When asked whether parents of gifted learners have regular opportunities to share input and make recommendations concerning school-based gifted services, agreement was generally in the 50% to 75% range across respondents and declines in middle school relative to elementary school. Approximately 30% of parents of gifted students at both levels indicated that they have regular opportunities to share input and make

recommendations about program operations with the gifted coordinator. Responses to both of these questions clearly indicate room for improvement in communication between parents and school personnel.

Table 47a: Communication with Parents: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
My child's gifted teacher frequently updates me on my student's educational progress.	.	.	.	.	.	.	.	.	.	68%	27%	5%
The district gifted education services staff informs parents of major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.)	75%	25%	.	76%	9%	16%	78%	10%	12%	89%	9%	2%
Parents of gifted learners have regular opportunities to share input and make recommendations about the services at my school	70%	28%	2%	59%	18%	23%	75%	14%	11%	60%	32%	9%
Parents of gifted learners have regular opportunities to share input and make recommendations about program operations with the program coordinator at the district level	46%	41%	13%	40%	14%	46%	37%	19%	44%	28%	52%	20%

Table 47b: Communication with Parents: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
My child's gifted teacher frequently updates me on my student's educational progress.	.	.	.	.	.	.	.	.	.	79%	16%	5%
The district gifted education services staff informs parents of major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.)	85%	6%	8%	55%	8%	38%	73%	8%	19%	69%	28%	3%
Parents of gifted learners have regular opportunities to share input and make recommendations about the services at my school	66%	26%	9%	51%	15%	34%	75%	14%	11%	46%	45%	9%
Parents of gifted learners have regular opportunities to share input and make recommendations about program operations with the program coordinator at the district level	53%	15%	32%	42%	15%	43%	52%	15%	34%	29%	56%	15%

Technology

Results presented in Tables 48a and 48b concerned the provision of state-of-the-art technology and new materials to support appropriate instruction within the Gifted Program. Support for both of these statements was weak across raters at both the elementary and middle school levels. These responses suggest the possibility that purchasing decisions may not adequately meet the needs of gifted learners in PCS.

Table 48a: Technology: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Gifted education services provide state-of-the-art technology to support appropriate instruction	57%	41%	2%	42%	24%	34%	53%	22%	26%	63%	31%	7%
The plan for purchasing new materials at my school reflects the needs of gifted learners	62%	35%	3%	54%	30%	15%	73%	16%	11%	.	.	.

Table 48b: Technology: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Gifted education services provide state-of-the-art technology to support appropriate instruction	62%	36%	2%	52%	28%	20%	53%	34%	12%	54%	40%	5%
The plan for purchasing new materials at my school reflects the needs of gifted learners	56%	42%	2%	48%	26%	26%	59%	25%	16%	.	.	.

General Education Teacher involvement in EP process

Data presented in conjunction with this report have suggested room for improvement in the degree to which the gifted and general education programs are integrated in PCS. In 2006, student EP procedures began to include the requirement that a general education teacher either participate in a gifted student's EP committee or submit planning notes[41] to facilitate integration of gifted services into the general education curriculum. This policy was implemented following collection of data in conjunction with this evaluation. Therefore, an updated survey might suggest some improvement in communication among gifted and general education teachers.

Currently, this practice represents the only means through which communication between gifted and general education teachers is standardized. Further, the EP team does not meet yearly and the degree to which existing EP strategies are carried over from year to year is unclear. This issue is multiplied in the middle school setting where the gifted student has several teachers in different disciplines. The combination of these issues suggests that the existing EP process does not ensure communication, coordination, and monitoring of services provided to gifted students across subject areas, especially in middle school.

Positive Working Relationships: GAP, FLAG, OPPAGA, and Pending State Mandates

PCS maintains positive working relationships with constituency and advocacy groups, as well as compliance agencies. PCS district personnel including Jenny Klimis have advocated for parental involvement in the Gifted Association of Pinellas. Ms. Klimis works closely with this parent advocacy group. During Ms. Klimis' two years as Gifted Program Supervisor enrollment in GAP has increased considerably. This group meets often to disseminate information and promote advocacy regarding gifted student issues in Pinellas County.

[41] See Appendix K

Ms. Klimis also serves as Secretary of the Florida Association for the Gifted (FLAG), which is the state organization aligned with the NAGC. The role of this organization is to disseminate information and promote advocacy regarding gifted student issues in the state of Florida.

PCS does not have a similar parental advocacy group that is internal to the school system. Ms. Klimis reports attempts to involve parents in the PCS ESE advisory committee. However, issues relevant to gifted student education were not necessarily relevant to representatives of students with other exceptionalities. This, in part, provided impetus for Ms. Klimis to advocate for parental involvement in GAP.

If promoting parental involvement in GAP and FLAG are the preferred methods of supporting parental advocacy in Pinellas County Schools, then it may be useful to provide a standardized means to ensure that all parents of gifted children in Pinellas County are aware of these organizations.

PCS has also complied with data requests from OPPAGA. Information provided by Pinellas assisted this state oversight committee in their efforts to assess the current state of gifted education in Florida and to recommend improvements.

As indicated throughout this report, pending legislative bills would, if passed, require a substantial increase in the amount of information provided to state oversight bodies concerning service provision to gifted students in PCS and throughout school districts statewide. It is possible then that continued positive working relationships with compliance agencies will require timely implementation of requested record keeping practices and provision of data collected in accord with those practices.

Parental Communication

Apart from advocating parental involvement in advocacy groups such as GAP and FLAG, it is necessary to ensure that all parents of gifted students are aware of the gifted educational opportunities available through PCS. Currently, the EP process serves as the standardized framework though which information is provided to parents. However, the same gaps in the EP process through which communication between gifted and general education teachers may lag can also impede timely communication to parents regarding the opportunities available to their gifted learners. If the EP team does not convene for three years then there is no guarantee that parents will remain informed.

PCS has taken steps to address these potential gaps. In conjunction with this report, Ms. Klimis has provided copies of memos distributed to parents of gifted fifth-grade students describing opportunities available to their children through middle school gifted services[42]. Despite the current lack of gifted services provided in high school, a similar memo in which alternative options to pursue challenging high school curricula are presented may be useful to parents of eighth-grade gifted students. To the degree to which communication practices are standardized, PCS can assure that all parents receive timely necessary information regarding gifted services provided to their gifted learners. Doing so would also empower parents to remain involved in their child's learning and to communicate with school and district personnel should they have a question or recommendation. Survey results presented above indicate that doing so may be both appreciated and useful to parents of gifted students in PCS.

[42] See Appendix M and N

Parent Satisfaction

Despite parental concerns regarding communication and technology in gifted classrooms noted through survey results presented above, parents generally report a high level of satisfaction with gifted services received by their children. Results presented in Table 49 indicate that parental satisfaction with PCS services is generally in the 90% range. Results presented previously with regard to the Curriculum and Instruction standard had indicated that parents of gifted learners were generally more pleased with gifted services than with general education services. Results presented below indicate that the vast majority of parents agree that their child engages in challenging activities in the gifted education program. Relative to general education services, the activities in the gifted education program are more challenging. While approximately 85% of parents at both ES and MS levels indicate that they are pleased with the amount of services their child receives through the gifted education program, a significant minority of approximately 15% disagree. Despite this subset of parents who report dissatisfaction, the overall level of parent satisfaction is quite high.

Table 49: PARENT SATISFACTION	ES Parents			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
I am pleased with the amount of progress made by my child since receiving gifted services.	89%	8%	3%	91%	7%	2%
I am comfortable participating in teacher-parent conferences with my child's gifted education teacher.	92%	3%	5%	85%	4%	11%
My child engages in challenging activities in the gifted education program.	95%	4%	1%	92%	7%	1%
Gifted education services incorporate adequate materials to meet my child's needs.	90%	7%	3%	85%	12%	3%
The activities and services provided by gifted services meet my child's needs.	88%	10%	2%	85%	12%	3%
I am pleased with the amount of services my child receives through the gifted education program.	84%	14%	2%	82%	16%	2%
Overall, I am pleased with the gifted education services provided for my child.	90%	9%	1%	88%	10%	1%

Provision of Resources and Materials

The fourth and final NAGC Program Administration and Management standard concerns the provision of resources and materials necessary to support the efforts of gifted education programming. This issue is closely tied to that of funding, which will be addressed in more detail with respect to the final Program Design criteria of the NAGC. Accounting for funds allocated to gifted student services is currently a central issue statewide.

Currently, gifted services in Pinellas County are supported through a variety of methods. Results of a budget survey completed by Jenny Klimis in 2006 are presented in Table 50. Each gifted teacher receives funds to support learning activities in his or her classroom. Funds are received both from the school in which the classroom is located and also from additional donations/partnerships. Results presented in Table 50 indicate considerable variability across schools in the funds allocated to gifted classrooms. A majority of teachers report receipt of funds less than $250 for the 2005-06 school year. Most teachers report receipt of funds from separate donations and partnerships to support learning activities in their classrooms. Approximately half of elementary school gifted classrooms report having more than 3 computers. However the condition of the computers and the degree to which they are integrated into instruction is unknown. Availability of computers is reduced in middle school. However, the nature of the curriculum in middle school may focus less upon computer use as a means of promoting learning.

Table 50: 2006 Gifted Program Budget Survey	Elementary Pull-out (31 Teachers)	Ridgecrest (2 Teachers)	Middle School (31 Teachers)
Budget			
Unaware of budget	1	1	8
Reported as 0	7	1	10
$100-250	11	0	10
$251-500	10	0	2
0ver $500	2	0	1
Received donations	26	2	18
Computers			
No student computers	3		13
1-3 student computers	11	1	10
More than 3	16	1	6

Additional information provided by Ms. Klimis indicates that elementary school pull-out programs are supported in part through math curriculum purchased through Ms. Klimis' budget. Kaufmann Brief Intelligence Test- II (KBIT-II) screening protocols are provided at no charge to schools. Renzulli Learning materials have been provided through district initiative funds beginning in 2006-07. Ms. Klimis reports that teachers of elementary school pullout programs also provide materials to support creative learning activities that are not purchased directly by PCS. A variety of means are employed to provide funding for these materials including expenditure of teachers own funds.

Taken together, it appears that resources and materials are provided through several alternate means to support learning in gifted classrooms within PCS. This somewhat patchwork system does likely meet the educational needs of gifted students in PCS. However, the degree to which funds expended in gifted classrooms are provided by PCS varies across schools. A more structured system that begins with identification of optimal technology and resource needs and then provides funding through the ESE guaranteed allocation to meet those needs may be preferable to the current system.

IV. Professional Development standards[43]

1. A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.
2. Only qualified personnel should be involved in the education of gifted learners.
3. School personnel require support for their specific efforts related to the education of gifted learners.
4. The educational staff must be provided with time and other support for the preparation and development of differentiated education plans, materials, and curriculum.

Staff Development Program

Currently there is no requirement in the state of Florida or PCS that general education teachers engage in gifted education staff development activities. This necessarily affects PCS's standing with regard to the first Professional Development standard of the NAGC. In the context of existing Florida law, PCS's standing with regard to this standard can only fairly be applied to staff development activities for school staff within the Gifted Program. PCS does provide a comprehensive staff development program for educators within the Gifted Program. Table 51 presents a list of Gifted Program training opportunities available within PCS. All but one of these is offered to teachers within the Gifted Program. The one offering to general education teachers, *Teaching Gifted in General Education*, is poorly attended considering the overall number of general education teachers in the district. All gifted education teachers attend a yearly training that is presented at the start of each school year to update teachers regarding new procedures and requirements. A New Teacher Orientation is also held each year for teachers new to the district. This training provides an overview of the Gifted Program. Copies of the *PCS Gifted Handbook* and the *Educational Plan (EP)* are provided during this training.

Table 51: PCS Gifted Education Training Attendance	2005-06	2006-07
District-wide Training	All	All
Intuitive Math and Logic	7/05 (2)	
Gifted Handbook	7/05 (2)	7/06 (13)
Gifted Education Plan		
Gifted Alternative Placement		
Gifted Underachievers	6/06 (22)	
DeBono's Thinking Skills	6/05 (17)	6/07 (16)
Thematic Unit I	6/06 (14)	6/07 (26)
Thematic Unit II	6/06 (16)	6/07 (26)
Math for Elementary Gifted	6/06 (13)	
Teaching Gifted in General Education	6/06 (31)	6/07 (16)
Special Populations of Gifted	6/06 (11)	
Gifted Curriculum 7 & 8	7/05 (19)	
Flip and Fold Projects		6/07 (20)
Renzulli Learning System		8/06 (28) 1/07 (31)
Art in History		6/07 (16)

Personnel Qualifications

Florida is one of the few states that have a requirement for Gifted Education. It is considered an endorsement rather than a certification. To be a highly qualified elementary gifted teacher, the teacher must have elementary certification and the gifted endorsement. For middle school, the teacher must hold middle school content area certification and the gifted endorsement.

[43] Most of the information in this section other than survey results was provided almost verbatim by Ms. Klimis

To earn the endorsement a teacher must complete five courses: Nature and Needs of Gifted, Guidance for Gifted, Special Populations of Gifted, Curriculum Strategies for Gifted, and Theory of Creativity. These courses can be completed through district administered courses (300 hours / 60 hours each) or through university coursework. Gifted is considered a critical shortage area.

Each year, three courses are offered through the district. The curriculum is provided by the state. Instructors are experienced gifted teachers who are also nationally board certified. Funding to pay the instructors is requested annually through the Curriculum and Instruction budget process.

Teachers in the endorsement courses are those who must attend as they are teaching out of field and the balance are teachers interested in gifted children and hope to secure a position in the future. The current class has 28 participants- 10 are teaching out of field. Class attendance for the 2005-06 school year through 2007-08 is presented in Table 52. This training process ensures that only qualified personnel are involved in the education of gifted students within the Gifted Program. In cases where teachers lack the necessary qualifications due to critical shortages in this area, efforts are clearly made to receive the gifted endorsement in a timely manner.

Table 52: PCS Gifted Endorsement Class Attendance	Nature and Needs	Guidance for Gifted	Special Populations	Curriculum for Gifted	Theory of Creativity
2005-06	20	19	16		
2006-07	17			13	15
2007-08		21	28		

Additional School Personnel Support

Ms. Klimis reports that mentors, comprised of highly qualified PCS gifted education teachers, are provided to new teachers in the gifted program.

In addition to formal workshops, three to four *Pinellas Association of Gifted Educators (PAGE)* meetings are held per year. These meetings are voluntary and are generally attended by 20-30 teachers. *Professional Learning Community (PLC)* meetings are also held for both elementary and middle school level gifted education teachers. The elementary PLC meeting is held during the hour before each PAGE meeting, and the middle school PLC meeting is held during the hour following each PAGE meeting.

PCS also supports teachers' efforts to attend state and national conferences dedicated to the education of gifted students. The gifted department reimburses registration costs for attendance at these conferences. The NAGC conference is being held in Tampa in November of 2008. Attendance by PCS teachers is strongly encouraged for this conference.

Aside from funding to support the provision of resources and materials, gifted education teachers do receive a range of professional support services within PCS.

Staff Development Survey Results

Gifted vs. General Education Staff Development

Results presented in Tables 53a and 53b initially appear to provide fairly weak support for Staff Development activities within PCS. In most cases, only half or less of the respondents agree with statements concerning ongoing provision of staff development activities to teachers of gifted learners. However, responses to the first four Staff Development questions are confounded by a failure to differentiate between gifted and general education teachers. The NAGC standard indicates the need to provide comprehensive staff development services to all teachers involved in the education of gifted learners. In PCS and most other districts this definition includes general education teachers. However, in PCS and across the state of Florida, general education teachers are not required to participate in ongoing staff development concerning the needs of gifted students. Therefore, weak agreement with the first four questions below likely reflects a failure to differentiate between gifted education teachers who do participate in ongoing staff development regarding gifted issues, and general education teachers who do not. While these responses do not provide heightened insight concerning professional development activities of gifted education teachers, they do likely highlight the discrepancy in professional development activities between gifted and general education teachers.

Table 53a: Staff Development: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
All staff members at my school are provided on-going staff development on the nature and needs of gifted learners	46%	49%	5%	47%	46%	7%	48%	45%	7%
All staff members at my school are provided on-going staff development on the appropriate instructional strategies for gifted learners	49%	46%	5%	48%	47%	5%	54%	40%	6%
All teachers of gifted learners at my school continue to be actively engaged in the study of gifted education through staff development or graduate degree programs	68%	27%	5%	38%	24%	38%	49%	23%	28%
Only teachers with advanced expertise in gifted education have primary responsibility for the education of gifted learners at my school	60%	38%	2%	32%	52%	16%	35%	54%	11%

Table 53b: Staff Development: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
All staff members at my school are provided on-going staff development on the nature and needs of gifted learners	50%	46%	4%	39%	53%	8%	40%	55%	5%
All staff members at my school are provided on-going staff development on the appropriate instructional strategies for gifted learners	52%	43%	4%	45%	49%	5%	41%	53%	5%
All teachers of gifted learners at my school continue to be actively engaged in the study of gifted education through staff development or graduate degree programs	78%	15%	7%	47%	20%	33%	56%	21%	23%
Only teachers with advanced expertise in gifted education have primary responsibility for the education of gifted learners at my school	62%	29%	9%	68%	28%	5%	46%	52%	2%

Planning Time

Responses presented in Tables 54a and 54b suggest that in many cases teachers do not agree that regularly scheduled planning time is allotted to teachers for the development of differentiated education programs and resources for gifted learners. This is particularly true among general education teachers whose agreement is 38% at the elementary level and 33% at the middle school level. This likely provides an impediment to communication among gifted and general education teachers concerning application of gifted students' EP within general education settings. These results suggest that to improve the degree to which gifted student EPs are implemented within general education classrooms, scheduled planning time must be allotted for gifted and general education teachers to choose appropriate curriculum for gifted learners.

Table 54a: Planning Time: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Regularly scheduled planning time is allotted to teachers for the development of differentiated educational programs and resources for gifted learners (e.g., release time, summer pay, etc.)	50%	48%	2%	38%	40%	22%	48%	32%	19%

Table 54b: Planning Time: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Regularly scheduled planning time is allotted to teachers for the development of differentiated educational programs and resources for gifted learners (e.g., release time, summer pay, etc.)	57%	41%	2%	33%	40%	26%	64%	24%	12%

Teacher/Administrator Satisfaction Surveys

In contrast to the results presented in Tables 53a and 53b, results presented in Table 55 provide strong support for PCS staff development among gifted education teachers. Agreement is generally in the 90% range with statements concerning the appropriateness of gifted education training opportunities provided in PCS. Agreement is somewhat less (78% at the ES level and 77% at the MS level) with the statement that there is a need for training in academic strategies. This question could have been worded more precisely. There is clearly a need for training in academic strategies. However, there may be a need for *more* training in academic strategies. As written, the meaning of responses to this question is unclear. Overall, though, these results support staff development efforts provided to gifted education teachers.

Table 55: Gifted Teacher Satisfaction	ES Gifted Teachers			MS Gifted Teachers		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
I have a working knowledge of the regular education curriculum	97%	3%	.	98%	2%	.
I have a working knowledge of the gifted education curriculum	100%	.	.	96%	4%	.
The objectives of the gifted education services are clear to me	98%	2%	.	94%	4%	2%
I receive regular updates to inform me of changes in the gifted education service requirements	100%	.	.	90%	4%	6%
The expectations for gifted education students have been communicated to me	95%	5%	.	94%	4%	2%
The goals and procedures of the gifted education services are clear to me	98%	2%	.	93%	2%	4%
Changes in gifted education services are communicated to me in a timely manner	98%	2%	.	92%	2%	6%
I have received a sufficient amount of staff development on providing gifted education services to students	90%	8%	2%	87%	13%	.
Within the past two years, I have received useful training on differentiated instruction	87%	10%	3%	93%	7%	.
There is a need for training in academic strategies	78%	17%	5%	77%	23%	.
Administrative support offered through gifted education services is sufficient	95%	4%	2%	87%	11%	2%

Responses of general education teachers presented in Table 56 once again provide support for the need to enhance communication between gifted and general education teachers. Only two-thirds of general education teachers at both the elementary and middle school levels agree that the expectations for gifted education students have been communicated to them. The same percentage agrees that the goals and procedures of gifted education services are clear to them. Given these responses, it is hard to imagine that the EPs of gifted students are being implemented with fidelity in general education classrooms.

Table 56: General Education Teacher Satisfaction	ES General Education Teachers			MS General Education Teachers		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
The expectations for gifted education students have been communicated to me	64%	31%	5%	67%	23%	10%
The goals and procedures of the gifted education services are clear to me	65%	30%	5%	68%	25%	8%
Within the past two years, I have received useful training on differentiated instruction	69%	28%	3%	65%	33%	2%
There is a need for training in academic strategies	86%	12%	3%	62%	35%	3%

The responses of administrators are perhaps the most striking. Only 50% at both elementary and middle school levels agree that they have received a sufficient amount of staff development on providing gifted education services to students. Taken together, results presented in Tables 56 and 57 provide additional evidence that there is a strong need to implement policies so that the needs of gifted students are clearly and explicitly communicated to all educators, especially with regard to educational opportunities in general education classrooms.

Table 57: Administrator Satisfaction	ES Administrators			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
I have received a sufficient amount of staff development on providing gifted education services to students	51%	37%	13%	50%	47%	3%
There is a need for training in academic strategies	79%	16%	6%	86%	7%	7%

Senator Wise (SB 990) and Representative Legg (HB 297) bills

Currently the state of Florida does not require general education teachers to receive training in the needs of gifted students. Results presented in this section highlight disparities in staff development and knowledge between gifted and general education teachers. Results suggest that these disparities likely serve to impede communication and understanding regarding the needs of gifted students. This is likely associated with failure to provide sufficiently challenging educational opportunities within general education settings.

The issue of teacher training with regard to the needs of gifted students is addressed directly in pending Florida bills by Senator Wise (SB 990) and Representative Legg (HB 297). These bills state:

> *(4) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 necessary to implement this section. Section 2. Paragraph (c) of subsection (3) of section 1004.04, Florida Statutes, is amended to read:*
> *1004.04 Public accountability and state approval for teacher preparation programs.—*
> *(3) DEVELOPMENT OF TEACHER PREPARATION PROGRAMS.--A system developed by the Department of Education in collaboration with postsecondary educational institutions shall assist departments and colleges of education in the restructuring of their programs in accordance with this section to meet the need for producing quality teachers now and in the future. (c) State-approved teacher preparation programs must incorporate: 1. Appropriate English for Speakers of Other Languages instruction so that program graduates will have completed the requirements for teaching limited English proficient students in Florida public schools. 2. Scientifically researched, knowledge-based reading literacy and computational skills instruction so that program graduates will be able to provide the necessary academic foundations for their students at whatever grade levels they choose to teach. 3. Gifted and academically talented student instruction so that program graduates will be able to recognize the characteristics of a gifted or academically talented student and will have knowledge of the requirements under s. 1003.572 for the screening, identification, and education of such students.*

This language would mandate all teacher preparation programs to include training in gifted and academically talented student instruction. In the absence of a comprehensive staff development program regarding the needs of gifted students, training would be provided through teacher preparation programs. Optimally, PCS may consider means through which staff development can be expanded to provide necessary information to general education teachers beyond the 16 teachers who enrolled in the staff development training regarding teaching gifted students in the general education classroom in June of 2007.

V. Social-Emotional Guidance & Counseling

1. Gifted learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development.
2. Gifted learners must be provided with career guidance services especially designed for their unique needs.
3. Gifted at-risk students must be provided with guidance and counseling to help them reach their potential.
4. Gifted learners must be provided with affective curriculum in addition to differentiated guidance and counseling services.
5. Underachieving gifted learners must be served rather than omitted from differentiated services.

Social-emotional guidance and counseling issues are perhaps the most often overlooked issues in gifted education both within PCS and statewide. Noticeably, this is the only NAGC criterion that is not addressed in pending legislative bills by Senator Wise and Representative Legg. None of the first four Social-Emotional Guidance and Counseling standards are met through PCS services. However, in accord with the fifth standard, underachieving gifted learners, as defined by any criteria, are served rather than omitted from the gifted program within PCS, as no students are removed from the program once they qualify unless specifically requested by the student's parent or guardian.

Ms. Klimis has indicated that at the elementary school level individual teachers may choose to implement portions of affective curriculum of their choosing. However, there is no standardized method of delivery of services to address the social-emotional guidance and counseling needs of gifted students at any educational level.

Dr. Shaunessy Feedback

Given the paucity of existing social-emotional and guidance services within the PCS gifted program, Dr. Shaunessy was asked to provide her feedback concerning what exemplary social-emotional and guidance services would entail. Dr. Shaunessy stated:

> *drawing from the Aiming for Excellence Gifted Program Standards (NAGC), these guidance and counseling services should include EP objectives related to individual social and emotional needs, interventions when problems develop as a result of inappropriate educational services, counseling services by a trained guidance staff who has experience working with this population. The counselor should facilitate exchanges among faculty and parents regarding the affective needs of the gifted and supporting the ongoing development of gifted children. Career counseling—specific to the needs of the gifted learners in the school—should also be provided, especially to address long-term educational goals in K-12 and beyond and connecting learners with appropriate mentors, specialists, and others who can guide career planning and related goal setting. These services should not duplicate those provided to the general population, but be tailored to the unique social-emotional needs of the gifted. Curriculum for the gifted (in gifted classes or general ed classes) should include components that address their unique needs (perfectionism, underachievement, stress and coping, asynchronous development, overexcitabilities, etc.).*

Dr. Shaunessy's response highlights the unique social-emotional and guidance needs of gifted learners. While giftedness presents many advantages there is also a need to address potential challenges that are much more prevalent among gifted students relative to non-gifted students. Perfectionism, asynchronous development, and other potential challenges may interfere with the gifted student's ability to fulfill his or her exceptional potential. There is a wealth of curricular materials available to meet the needs of gifted students. Standardized social-emotional curriculum can be implemented at the elementary school level through either one-day pullout or full-time gifted services. At the middle school level, standardized social-emotional curriculum could be provided as a component of the gifted elective.

At the high school level, career planning and goal-setting is paramount. Gifted students have a uniquely strong potential to be leaders in the fields of science, medicine, law, etc. Specialized career counseling services can help to ensure that students' goals are well-matched to their interests and talents. Specialized counseling services can also provide a liaison function between gifted and general education teachers from the elementary level through high school to ensure that the needs of gifted students are met in general education classrooms. Attendance in

minimally challenging classes represents a primary source of social-emotional stress and frustration for gifted students at all academic levels.

Survey Results

Counseling and Career Guidance

Survey results presented in Tables 58a through 59b provide mixed results concerning the degree to which PCS provides services to meet the social-emotional and counseling needs of gifted students. Responses suggest that counseling efforts have room for improvement. There was not strong support across respondents and grade levels regarding the provision of counseling efforts tailored to the needs of gifted students. However, at the middle school level there was a somewhat higher level of support- near 70%, among gifted teachers and administrators concerning the provision of specialized career guidance services. Perhaps some non-standardized efforts are made to provide career guidance services to gifted students at the middle school level.

Table 58a: Counseling and Career Guidance: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
My school has a counselor who has specific training in working with diverse gifted learners (i.e., underachievement, multiple talents, etc.)	55%	31%	14%	55%	21%	25%	65%	26%	9%	55%	20%	25%
Gifted learners are provided with appropriate college and career guidance	47%	17%	36%	38%	8%	54%	44%	11%	45%	.	.	.
Gifted learners are provided with academic (college) and career guidance at an earlier age/grade than students in the general education program	43%	22%	34%	31%	15%	55%	26%	24%	51%	.	.	.

Table 58b: Counseling and Career Guidance: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
My school has a counselor who has specific training in working with diverse gifted learners (i.e., underachievement, multiple talents, etc.)	63%	22%	15%	51%	16%	33%	53%	37%	10%	45%	27%	28%
Gifted learners are provided with appropriate college and career guidance	70%	11%	20%	49%	14%	37%	68%	16%	16%	.	.	.
Gifted learners are provided with academic (college) and career guidance at an earlier age/grade than students in the general education program	59%	24%	17%	39%	23%	37%	49%	26%	25%	.	.	.

Social-Emotional Curriculum and Academic Planning

Results presented in Tables 59a and 59b indicate strong agreement among teachers and administrators concerning the provision of information relating to personal/social awareness, academic planning, and career awareness. Agreement with these issues among parents was generally lower and in the 70% range across elementary and middle school levels. These responses indicate that there must be some efforts to address social emotional and career guidance issues through curriculum provided to gifted students. However, the degree to which this information is standardized and relevant to the particular needs of gifted students is not clear.

Table 59a: Social/Emotional Curriculum: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators			ES Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
The gifted curriculum contains appropriate information on personal/social awareness and adjustment	100%	.	.	89%	2%	9%	94%	1%	5%	70%	15%	14%
The gifted curriculum contains appropriate information on academic planning	100%	.	.	90%	2%	7%	95%	.	5%	70%	15%	15%
The gifted curriculum contains appropriate information on vocational and career awareness	94%	3%	3%	84%	4%	12%	92%	2%	6%	52%	22%	26%

Table 59b: Social-Emotional Curriculum: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators			MS Parents		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
The gifted curriculum contains appropriate information on personal/social awareness and adjustment	100%	.	.	90%	6%	4%	96%	.	4%	60%	27%	12%
The gifted curriculum contains appropriate information on academic planning	100%	.	.	94%	4%	3%	100%	.	.	68%	20%	12%
The gifted curriculum contains appropriate information on vocational and career awareness	97%	3%	.	86%	11%	3%	93%	5%	2%	52%	31%	17%

Gifted At-Risk Students

Definition

Dr. Shaunessy was asked to define what is meant by a "gifted at-risk student". Dr. Shaunessy indicated:

> *The most often-used definition is a discrepancy between potential (say, on an IQ test) and performance (grades, output, etc.). There might be a gradual or sporadic downturn in achievement or a drastic change in documented abilities as manifested in school or out of school.*

Detailed information concerning the prevalence of gifted at-risk students in PCS was not obtained in conjunction with the present evaluation. This was due, in part, to lack of a definition of this term prior to initiation of this evaluation.

Tracking Study Results

Results presented in accord with the *Tracking Studies* presented above with regard to the Curriculum and Instruction NAGC criterion indicated that approximately 15% of gifted students at the middle school and high school levels appear to engage in a minimally challenging curriculum. The reasons why this subset of gifted students did not enroll in advanced English, Math, and Science curriculum was unclear.

Overall, *Tracking Study* results indicated that gifted students generally perform better in terms of grades and standardized test scores (e.g. AP test scores) than do non-gifted students attending the same classes. Therefore, it is reasonable to suggest that a gifted student who consistently performs below the average performance level of a non-gifted student and well below the average performance level of a gifted student could be considered at risk.

Monitoring: Senator Wise (SB 990) and Representative Legg (HB 297) bills

A more in-depth analysis of the prevalence and performance of "At-Risk Gifted" students would be a priority consideration with respect to future evaluation efforts. While the Wise and Legg bills do not include any language concerning provision of social-emotional or targeted guidance services, there is language that states:

> *Each district school board shall report annually to the department by school and grade level…the types of gifted and academically talented student education programs that it offers; the number of, and performance data for, students in such programs*

Analysis of performance data for students in such programs could include an examination of the percentage of students who meet a pre-defined "at-risk" criterion. Methods of service provision and utilization could then be examined among this group of students to determine ways in which their need may be addressed.

EP Process

Currently, it is the intention of the EP process to enact interventions designed to address the needs of gifted students who are not performing well academically. The degree to which this occurs and the degree to which these efforts are effective when they occur is not clear.

VI. Program Design standards

1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.
2. Gifted education must be adequately funded.
3. Gifted education programming must evolve from a comprehensive and sound base.
4. Gifted education programming services must be an integral part of the general education school day.
5. Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum.
6. Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.

The first, fourth, and sixth Program Design standards are interrelated and describe a gifted program consisting of a continuum of services that add to the nature of the general education program and are an integral part of the general education school day. Analysis of the current PCS Gifted Program presented in this evaluation suggests that gifted students at the elementary and middle school levels are provided with services that add to the nature of the general education program. Pull-out services and the full-time Ridgecrest program provide unique learning opportunities to gifted students at the elementary school level. The MEGSSS, IMAST, and Gifted Elective curricula provide enriched learning opportunities to gifted students at the middle school level.

Elementary School Program Design

Data presented to this point also suggest that the current PCS Gifted Program is lacking in scope in several ways. At the elementary school level there is one full-time program at Ridgecrest. Competition for entrance into this program is high. Results presented in accord with this evaluation suggest that enrollment in Ridgecrest may be biased toward more affluent students through socioeconomic disparities that clearly exist with regard to the speed of identification and may possibly exist with regard to the rate of identification. Optimally, full-time gifted services can be expanded at the elementary school level in PCS. Expansion of full-time services to include all gifted students who choose to participate would not only ensure equality of access across socioeconomic levels, but would also serve to enhance the likelihood and degree to which PCS's brightest students receive challenging curricular opportunities tailored to their unique talents and learning styles.

Evidence from a more recent parent survey provided further support for expansion of full-time gifted services at the elementary school level.

> *A number of parents, both Ridgecrest and one-day enrichment program, feel their teachers do not meet their children's individual needs. Classes are taught at the same level, regardless of the child's level. This is especially true for the one-day enrichment children. One parent (Case #64) at Leila G. Davis Elementary who has one child currently in the program and another who completed it cites that the gifted class's large size (35 children) makes it difficult for a child to receive individual attention regarding their strengths and weaknesses. This parent would like a daily gifted program with a smaller teacher-child ratio. Other one-day enrichment program parents in our survey share this opinion. One parent (Case #18) from McMullen Booth Elementary would like a full-time gifted class or program at the school.*
>
> *The majority of one-day enrichment program parents are satisfied with their gifted services. One parent (Case #36) from Brooker Creek Elementary observed that although a child may have a gifted teacher for five years the school system does not allow the teacher to be a proactive advocate for an individually tailored approach to learning. The parent writes "What a waste!"*[44]

These survey responses are consistent with survey responses presented previously in conjunction with this report in that parents are generally supportive of any gifted services they receive as they are perceived as preferable to general education services. "The majority of one-day enrichment program parents are satisfied with their gifted services". However, data also make a clear case for expansion of services. In this case, anecdotal evidence suggests that large class size may inhibit the teacher's ability to tailor instruction to the strengths and needs of individual gifted students.

[44] See Appendix O p. 2

Middle School Program Design

Data presented in conjunction with this evaluation indicated that about one-third of gifted students enroll in MEGSSS curriculum that is delivered solely to gifted students. About half of the gifted student population at the middle school level enrolls in the Gifted Elective. The remainder of curricular options place gifted students alongside non-gifted students in advanced classes that may or may not meet the needs of gifted students. Similar to the elementary school level, there appears to be a clear need to expand curricular options available to gifted students. Results of the *Gifted Association of Pinellas (GAP)* survey were telling in this regard:

> *The majority of parents are sometimes satisfied with the middle school gifted program. Only four surveys reported they were completely satisfied with it. The Advanced Language Arts and Geography/History classes had the most criticism (14 respondents). One parent (Case #13) from Seminole Middle School wrote: "Advanced classes are not the same as 'gifted only.'" This parent also states that her son is starting to dislike science because he is so bored in his science class. The non-gifted classes are considered boring and repetitive. Another parent (Case #54) from Safety Harbor Middle School has to ask the Advanced Language Arts teacher for extra work because the class is not challenging…One survey, Case #71 representing a high school graduate, stated a desire for an all day middle school gifted program with honors classes. There is a concern that the children are "breezing" through classes without much effort. There were also comments likening the Geography class to a coloring class and being too easy for the gifted students. Parents would like gifted Geography/History classes.*[45]

While these statements are anecdotal and based on a limited sample, and the coloring comment may be a bit too harsh, they do provide an honest account of the sentiments of parents and former students who are concerned with the scope of curricular options available at the middle school level. Tracking survey data comparing the performance of gifted students to non-gifted students in advanced middle school classes supports "Case #71"'s impression that a percentage of gifted students may in fact be "breezing" through these classes.

As is the case in elementary school, data presented in conjunction with this evaluation indicate that provision of full-time gifted services in which students are challenged at the level of their ability in middle school is clearly the most optimal means of addressing what appear to be apparent gaps in service delivery in the general education setting.

High School Program Design

In contrast to the elementary and middle school levels where services are provided in PCS, gifted high school students do not have access to curriculum that is tailored to their learning needs. In the absence of gifted services at the high school level, students who had been identified as gifted in middle school are much more likely to enroll in the challenging IB and CAT programs. The majority of gifted high school students also enroll in Honors and Advanced Placement classes at much higher rates than non-gifted students. By any assessment standard, the performance of gifted students in these curricular options is superior to that of non-gifted students. AP test scores are higher among gifted students. GPAs are higher among gifted students. In addition to higher enrollment rates in Honors and AP classes, gifted students also earn more credits overall in high school relative to non-gifted students.

While all of these results are positive in that the majority of gifted students are enrolling in advanced curricular options and performing exceptionally well, these data present difficulties from a Program Design standpoint. Two-thirds of the students enrolled in the IB program and half of the students enrolled in the CAT program in this evaluation's *Tracking Study* were gifted. As is the case with Ridgecrest at the elementary school level, these programs receive many more applications than they can accept. In the absence of gifted programming at the high school level, many gifted students enroll in IB and CAT. This limits the opportunity of smart, hard-working, though nevertheless non-gifted students to enroll in these programs. There are also likely many gifted students who are not granted access to these programs due to limited availability of seats. Therefore, at the high school level PCS has many students, both gifted and non-gifted who want to be challenged through programs such as IB and CAT but are not provided the opportunity. Expansion of services provided to gifted students at the high school level would address this issue.

Again, the recent survey conducted through the Gifted Association of Pinellas (GAP) provided telling anecdotal evidence:

[45] See Appendix O p. 3

Case # 15 is not satisfied with the quality of high school education at East Lake High School. This respondent suggests grouping gifted students together for core classes (math, science, language arts, social studies). There is also a concern for the performance level in honor classes. The respondent wrote that there is a 'need to raise the bar for honors classes – 9th and 10th grades." This respondent's student has experienced a severe change from 8th to 9th grade. The student's classmates' ability has declined and this respondent wonders how these students qualified for honors classes.

Case #71 had a different experience. This respondent's student went to the Center for Advanced Technologies at Lakewood High School and was very satisfied with the program. The student was able to take a number of challenging Advanced Placement classes. When asked for a comment about a particular subject the responded wrote, "well rounded education, we got our tax dollars worth."[46]

This survey, with a sample size of two, summed up issues discussed in this section perfectly. The contrast between the student at East Lake High and the student who was enrolled in CAT is striking.

Services for Secondary Students Who are Gifted

The Florida DOE technical assistance paper concerning *Services for Secondary Students Who are Gifted*[47] indicates several options that may be pursued to provide gifted services at the secondary school level.

> *Students who are gifted may be provided exceptional student education (ESE) services through a variety of options including but not limited to modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. These services may occur in a general education class or gifted class. Gifted students may also require services in the areas of social skills development, underachievement, perfectionism, or counseling.*[48]

This TAP then lists specific courses in the Florida Course Code Directory that are available for secondary students who are gifted. Enrollment in the Florida Virtual School is listed as an option for gifted instruction. Provision of consultation services are offered as an option to meet the needs of gifted students at the high school level. The TAP also discusses the possibility of restructuring existing programs such as the IB program to meet the needs of gifted students.

"Frameworks"

The third program design standard indicates that gifted education programming must evolve from a comprehensive and sound base. The Florida DOE working in conjunction with the Florida Association for the Gifted (FLAG) has outlined seven primary goals for gifted education in the state of Florida. Results of this collaboration are presented in *Florida's Frameworks for K-12 Gifted Learners.*[49] In accord with the "Frameworks", the seven primary goals are:

> *1. By graduation, the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.*
>
> *2. By graduation, the student identified as gifted will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.*
>
> *3. By graduation, the student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.*

[46] See Appendix O p. 4
[47] See Appendix J
[48] See Appendix J p. 2
[49] See Appendix I

4. By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real world problems.

5. By graduation, the student identified as gifted will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.

6. By graduation, the student identified as gifted will be able to set and achieve personal, academic, and career goals.

7. By graduation, the student identified as gifted will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines.

These goals and processes necessary to achieve them are examined in depth in *Florida's Frameworks for K-12 Gifted Learners.* PCS plans to provide training for teachers in accord with these principles in August, 2008. Providing training in these principles provides a necessary step toward ensuring that PCS's gifted program continues to evolve from a comprehensive and sound base. In addition to provision of training in these principles to teachers within the gifted program it may be necessary to examine whether specific learning opportunities offered through PCS are the strongest possible offerings considering the range of curricular options available.

The present evaluation has been focused mainly upon understanding the range of services offered to gifted students in PCS and the processes in place to ensure that students are provided the opportunity to receive necessary services. A close examination of the specific content of each service in relation to specific curricular standards is beyond the scope of the present evaluation. However, doing so through a committee comprised of experts in the field of gifted education would be a highly useful step toward ensuring that the content of PCS's gifted offerings provides the best possible curricular opportunities for PCS's students.

Dr. Shaunessy Feedback

Dr Shaunessy was asked to describe what a state-of-the-art gifted program would look like in terms of programs and resources offered. She indicated that:

NAGC provides a guide for the exemplary levels of programs and services in the Aiming for Excellence Manual. A full continuum of services should be available for K-12 learners based on the needs, ages, developmental levels, and community…should include a variety of types of services, including consultation, pull-out, special schools, etc…the Program should address the wide range of cognitive, affective, and behavioral components of giftedness.

Taken together, the "Frameworks" and NAGC's *Aiming for Excellence Manual* provide a comprehensive and sound base from which gifted services in PCS may evolve. Clearly there is an understanding among PCS leadership and local experts in the field of gifted education regarding best practices in program design. The intention and the trainings in place reflect PCS's commitment to a standards driven program design. The degree to which specific curriculum delivered to gifted students within PCS will reflect this commitment to standards will depend upon the processes through which curricular options grounded in these best practices are chosen, trained, implemented, and continuously monitored.

Flexible Grouping

The fifth Program Design standard of the NAGC indicates that flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum. The importance of flexible grouping was discussed in relation to adaptation of services for gifted students in general education classrooms. Dr. Shaunessy expressed her support for the necessity of including differentiated instructional opportunities for gifted students in general education classrooms through flexible grouping. Dr. Shaunessy had indicated that

This allows for small groups to work at a similar pace—whether accelerated, on level, or remediated. Teachers can get a sense of the learners' ability levels on major subjects from prior test information, pre-tests (paper or electronic), observations, etc. Teachers of the Gifted should also provide support to general education teachers (and schedules for planning should reflect this need) in differentiating instruction for the general education services, which can enhance the overall educational services for all students.

When applied to the gifted education classroom, flexible grouping can be used as an equally useful means of individualizing instruction based upon the specific strengths of each gifted student. Parental feedback presented earlier in this section indicated concern regarding the large number of students enrolled in elementary gifted pullout classrooms. There was concern that enrollment levels precluded an individualized approach to learning despite the EP process requiring accommodations. Effective standardized provision of flexible grouping through means indicated by Dr. Shaunessy could broaden the degree to which gifted students receive instruction tailored to their specific strengths in both general education and gifted classrooms.

Program Design Survey Results

Policies and Procedures

Results presented in Tables 60a and 60b provide strong support for the system of policies and procedures governing the Gifted Program in PCS. There is near unanimous support for the degree to which PCS explicitly delineates the design of its Gifted Program. The *Gifted Program Handbook* clearly outlines the processes and procedures indicated in Tables 60a and 60b. While there is room for improvement in PCS in many of these areas as discussed previously in this evaluation, for instance with regard to policies and procedures regarding the identification of gifted learners, the policies that do exist are clearly stated. These survey results indicate effectiveness in the degree to which these central policies are communicated to teachers and administrators.

Table 60a: Policies and Procedures: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding the identification of gifted learners	100%	.	.	98%	2%	0%	99%	1%	.
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding curriculum and instruction services for gifted learners	100%	.	.	97%	2%	1%	100%	.	.
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding the delivery of gifted services to eligible learners	100%	.	.	96%	3%	1%	99%	1%	.
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding teacher preparation for educating gifted learners	100%	.	.	96%	1%	3%	100%	.	.
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding articulation of instruction plans for gifted learners	98%	.	2%	95%	4%	2%	99%	.	1%
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding evaluations of gifted learners' academic progress	100%	.	.	98%	1%	1%	99%	1%	.
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding encouraging parental involvement of gifted learners	98%	2%	.	96%	3%	1%	98%	2%	.

Table 60b: Policies and Procedures: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding the identification of gifted learners	100%	.	.	99%	1%	.	98%	.	2%
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding curriculum and instruction services for gifted learners	100%	.	.	98%	2%	.	98%	.	2%
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding the delivery of gifted services to eligible learners	98%	2%	.	98%	2%	.	98%	.	2%
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding teacher preparation for educating gifted learners	98%	2%	.	96%	4%	.	98%	.	2%
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding articulation of instruction plans for gifted learners	100%	.	.	94%	6%	.	98%	.	2%
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding evaluations of gifted learners' academic progress	100%	.	.	95%	5%	.	98%	.	2%
Pinellas County Schools has a comprehensive program plan that includes policies and procedures regarding encouraging parental involvement of gifted learners	95%	3%	3%	97%	3%	.	96%	2%	2%

Accelerated Curriculum Opportunities

While most respondents agree that accelerated curriculum opportunities are provided for gifted learners in all grade levels, there is a significant minority of respondents in the 15% range who disagree. There are in fact accelerated curriculum opportunities for students at all grade levels to the degree to which the elementary school pullout program is an accelerated curriculum opportunity. However, the scope of opportunities available can be improved.

Table 61a: Accelerated Curriculum Opportunities: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
There are accelerated curriculum opportunities for gifted learners in all grade levels	72%	18%	10%	62%	15%	23%	82%	8%	10%

Table 61b: Accelerated Curriculum Opportunities: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
There are accelerated curriculum opportunities for gifted learners in all grade levels	72%	17%	11%	69%	16%	15%	73%	16%	11%

Funding

Agreement with statements that gifted education services receive funding consistent with the implementation of program goals was generally weak. Approximately 50% of respondents agreed with these statements across grade levels. Gifted teachers were more likely to explicitly disagree with these statements, while general education teachers and administrators were more likely to indicate that they weren't sure. Funding issues are central to the provision of all programs in school districts statewide. Arguments can be made concerning the relationship between program expectations and program funding across a wide range of programs. However, there are specific issues with regard to gifted program funding that must be addressed to provide gifted programs with the best possible likelihood of success. These issues are discussed following presentation of survey results.

Table 62a: Funding: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Gifted education services receive funding consistent with the implementation of program goals	46%	46%	8%	40%	5%	55%	55%	9%	36%
Gifted education services receive sufficient funding to adequately meet the program goals	50%	47%	3%	40%	9%	51%	56%	13%	31%

Table 62b: Funding: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Gifted education services receive funding consistent with the implementation of program goals	57%	30%	13%	44%	12%	44%	53%	17%	30%
Gifted education services receive sufficient funding to adequately meet the program goals	56%	35%	8%	42%	15%	43%	53%	22%	25%

Mission Statement

Approximately one-quarter of respondents across grade levels disagreed with the statement that their school has a mission/philosophy statement that addresses the need for gifted education. The mission statement for the PCS Gifted Program in the *PCS Gifted Handbook* states:

> *To provide a positive learning environment in which all students have the opportunity to reach their highest potential as citizens who can meet the challenges of a changing global society.*[50]

This mission statement is followed by a listing of the PCS Gifted Program goals, which are:

1. *Provide students with the opportunity to fully master the knowledge and skills that are part of Pinellas County Schools Student Expectations.*

2. *Provide students with a learning environment conducive to developing and expanding their individual areas of giftedness.*

3. *Provide a differentiated learning environment for students which emphasize and expands their thinking abilities and independent learning skills.*

4. *Provide a program which allows opportunities for students to expand their understanding and acceptance of self and others.*

5. *Provide students with opportunities to solve real life problems and to develop products and information that will be communicated to others.*

6. *Assure that teachers of the gifted have the knowledge and ability to provide appropriate education and programming to the students they teach and have access to the training necessary to provide these services.*

Survey results suggest that individual schools may need to communicate either this mission statement or an individualized, school-based mission statement more clearly.

Table 63a: Mission Statement: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
My school has a mission/ philosophy statement that addresses the need for gifted education	69%	25%	7%	56%	25%	19%	72%	21%	7%

Table 63b: Mission Statement: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
My school has a mission/ philosophy statement that addresses the need for gifted education	71%	27%	2%	52%	29%	19%	62%	28%	9%

[50] See attachment 8 p. 2; This Mission Statement was developed by Pinellas County Gifted Program Educators. December 1999

Flexible Grouping

Survey results provide strong support for the use of flexible grouping arrangements across content areas as reported by general education teachers and administrators at the elementary school level. Responses of gifted teachers at the elementary school level provide less support that flexible grouping strategies are employed across content areas. Agreement that flexible grouping strategies are used declines across raters at the middle school level. There is general agreement among raters across grade levels that guidelines are in place to support the use of flexible grouping strategies. These results suggest that the use of flexible grouping is expected to take place within PCS. Survey results suggest that this is more likely to occur at the elementary level than at the middle school level.

Table 64a: Flexible Grouping: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Gifted learners are included in flexible grouping arrangements in all content areas	66%	17%	17%	81%	5%	14%	78%	7%	15%

Table 64b: Flexible Grouping: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Gifted learners are included in flexible grouping arrangements in all content areas	69%	17%	15%	54%	26%	19%	63%	24%	13%

Final Questions

Additional Program Design survey results indicate that there is more support among gifted teachers than among general education teachers and administrators that gifted services supplement and build on skills and knowledge learned in general education classrooms. With regard to the remaining questions, early entrance is not allowed by law in the state of Florida. Grade skipping occurs very infrequently, and dual enrollment is most often discussed with regard to high school students' enrollment in classes at Saint Petersburg College. Although enrollment in the gifted pullout program in elementary school and gifted offerings in middle school can be described as "dual enrollment".

Table 65a: Guidelines: Elementary Schools	ES Gifted Teachers			ES General Education Teachers			ES Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Gifted services supplement and build on skills and knowledge learned in the general education classrooms (to ensure continuity as students progress through the program)	88%	9%	3%	65%	17%	18%	77%	12%	11%
Pinellas County Schools has gifted education guidelines in place for early entrance	56%	22%	22%	64%	18%	18%	58%	25%	17%
Pinellas County Schools has gifted education guidelines in place for grade skipping	65%	25%	10%	56%	29%	15%	50%	37%	13%
Pinellas County Schools has gifted education guidelines in place for ability grouping	90%	2%	8%	85%	5%	11%	80%	11%	9%
Pinellas County Schools has gifted education guidelines in place for dual enrollment	95%	5%	.	73%	8%	19%	77%	11%	12%

Table 65b: Guidelines: Middle Schools	MS Gifted Teachers			MS General Education Teachers			MS Administrators		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
Gifted services supplement and build on skills and knowledge learned in the general education classrooms (to ensure continuity as students progress through the program)	80%	7%	13%	64%	20%	16%	72%	16%	11%
Pinellas County Schools has gifted education guidelines in place for early entrance	81%	8%	11%	73%	12%	15%	81%	9%	9%
Pinellas County Schools has gifted education guidelines in place for grade skipping	69%	19%	12%	55%	33%	13%	45%	39%	16%
Pinellas County Schools has gifted education guidelines in place for ability grouping	98%	2%	.	85%	5%	11%	84%	9%	6%
Pinellas County Schools has gifted education guidelines in place for dual enrollment	90%	8%	2%	77%	10%	14%	84%	9%	6%

Student Satisfaction Survey Results

Overall, student satisfaction survey results indicated a strikingly positive assessment of gifted services. Responses of elementary school students were somewhat more positive than those of middle school students. However, responses were extremely positive across levels.

Lower agreement levels were expressed by Ridgecrest students with respect to two questions that compared gifted services to general education services. These questions were not valid for Ridgecrest students as they are enrolled in gifted services full time.

Table 66: Student Satisfaction Survey	Ridgecrest Students			ES Gifted Students			MS Gifted Students		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
In my gifted class, I learn new ideas.	98%	2%	0%	97%	2%	1%	95%	4%	1%
In my gifted class, I have the opportunity to study topics, issues and/or real-life problems that are interesting.	94%	5%	1%	92%	6%	2%	85%	14%	2%
In my gifted class, I share responsibility in planning and organizing my learning.	92%	6%	2%	91%	6%	3%	80%	17%	3%
In my gifted class, I am given the opportunity to evaluate my learning.	89%	7%	4%	94%	3%	3%	80%	16%	4%
In my gifted class, I am given opportunities to develop my special interests, creative abilities, inquiry skills and/or academic strengths.	86%	12%	2%	90%	8%	2%	83%	15%	2%
In my gifted class, I have opportunities for more in-depth learning than in my general education classes.	57%	3%	40%	92%	6%	2%	89%	10%	2%
In my gifted class, I have the opportunity to work with other high ability students who share my academic strengths and interests.	87%	12%	1%	91%	8%	1%	87%	12%	2%
I have access to challenging materials in my gifted class.	89%	10%	1%	90%	8%	2%	85%	12%	2%
I have the opportunity to complete more advanced projects in my gifted class than I do in my regular classes.	62%	7%	31%	91%	8%	1%	83%	15%	3%

Technology

There was a notable and likely valid, decline in agreement levels with respect to whether students have access to challenging technologies in their gifted classes. Poor levels of agreement with this statement in relation to the highly positive assessment provided through responses to most survey questions are consistent with prior discussion of data indicating variability in access to technology across schools and classrooms and questions regarding whether the technology provided is sufficient to meet the goals of the gifted program.

Table 67: Student Satisfaction Survey-Technology	Ridgecrest Students			ES Gifted Students			MS Gifted Students		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
I have access to challenging technologies in my gifted class.	83%	15%	3%	67%	27%	6%	57%	34%	9%

Time Spent in Gifted Classes

The final question asked students whether they think they spend enough time in their gifted class. This question could have been worded more precisely. The intention was to determine whether students would like to spend more time, less time, or about the same amount of time in gifted classes compared to non-gifted classes. However, as written, half of elementary school pullout gifted students and two-thirds of middle school students agreed with this statement. This suggests that there is likely a desire to spend more time in gifted classes. This would be consistent with the positive nature of responses to the survey overall. However, more precise data is needed to determine the degree to which students would choose to participate in broadened gifted services, and which types of services they believe would best meet their educational needs.

Table 68: Student Satisfaction Survey-Time Spent in Gifted	Ridgecrest Students			ES Gifted Students			MS Gifted Students		
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure
I think I spend enough time in my gifted class.	71%	7%	23%	52%	46%	2%	67%	31%	2%

Funding

The second program design standard, and the final standard reviewed in this section, states that gifted education must be adequately funded. Funding plays a large role in determining the degree to which school districts are able to meet the educational needs of students. Clearly, the degree to which any improvements can be made to the PCS Gifted Program following submission of this evaluation depends heavily upon the funds available to implement improved services.

OPPAGA

A primary difficulty with regard to gifted education statewide is the issue of fiscal accountability. This issue was central to the recent OPPAGA report. With regard to funding gifted education, the OPPAGA report indicated that:

> *On a per-student level, school districts receive $9,177 for each gifted student. Of this $6,879 is basic student funding and $2,298 is funding from the ESE guaranteed allocation. The state increased funding for gifted students by 26% between the 2005-06 and 2007-08 school years. Much of this increase occurred in 2006-07 when the gifted portion of the guaranteed allocation increased from $243 million in 2005-06 to $276 million.* [51]

Despite these funding levels, the OPPAGA report indicates that:

> *in 1997 the Legislature changed the ESE funding system and the Department of Education no longer required districts to track program costs by category of student. School district finance officers told us they generally no longer track the costs of serving gifted students and cannot readily determine how much of the guaranteed allocation their districts spend on gifted services*[52]

Wise (SB 990) and Legg (HB 297) bills

As a consequence, it is not known whether gifted education is adequately funded in PCS or throughout the state of Florida because funding allocated to gifted services is not reported by school districts. The pending Senate and House bills by Senator Wise (SB 990) and Representative Legg (HB 297) would require that school districts account separately for funds allocated to gifted services. This legislation states that:

> *Each district school board in its annual financial report to the department shall separately identify the amount expended from the guaranteed allocation for students identified as exceptional who do not have a matrix of services and for gifted students in grades K through 12.*[53]

Apart from the issue of providing a financial report accounting for funds received by the state to support gifted student education, it is necessary to know where and how these funds are spent as a key step when considering expanding services to more effectively meet the educational needs of gifted students within PCS.

PCS Gifted Classroom Funds

Results presented with regard to the Program Administration and Management criteria of the NAGC indicated that PCS gifted teachers generally report receipt of less than $250 to provide materials to support gifted education in their classrooms. There is a question concerning whether funds provided to schools from the district to support gifted student education reach the gifted classrooms. Without stricter accounting methods the degree to which funds reach gifted classrooms remains unclear.

PCS Gifted Program Funds

In addition to funds provided by the district to acquire materials within gifted classrooms, there is a larger question concerning the manner in which the $2,298 received from the ESE guaranteed allocation this year per gifted student is spent. The degree to which improvements can be made in services provided to gifted students in PCS depends in part on the funds available. This evaluation has highlighted several areas where PCS can improve services provided to gifted students within the district.

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[51] Appendix B OPPAGA report, p. 2; numbers pertain to the 2007-2008 school year

[52] OPPAGA report p. 3

[53] Appendix C Senator Wise SB990 p. 7

Perhaps the most productive approach toward achieving improvement in services provided to gifted students might be to begin with a consideration of what the best possible program would look like, and then, beginning from that framework, determining how funds allocated can be used to meet those needs in the 2008-2009 school year and beyond.

Importantly, the purpose of engaging in this process is not to highlight any potential past discrepancies that may or may not have existed in funding gifted education in PCS or any other district across Florida, but to move forward with the intention of using the funds provided to support the best possible education to meet the needs of gifted students.

Conclusions and Recommendations

The goal of the present evaluation was to examine ways in which the Pinellas County School System (PCS) may continue to improve its Gifted Program to meet the educational needs of gifted students within the district. PCS's Gifted Program was evaluated with respect to the program criteria provided by the National Association of Gifted Children (NAGC). Although the goal was to identify ways in which Pinellas County's Gifted Program might improve services, several areas were identified in which PCS's Gifted Program and its gifted students are currently performing quite well. These include:

1. Results indicated that gifted students in PCS enroll in advanced classes at a high rate and perform exceptionally well in those classes.
2. Gifted students in PCS perform well on nationally standardized Advanced Placement tests at the high school level.
3. Parent and student satisfaction with the gifted services that are offered in PCS is quite high.
4. PCS has proactively implemented alternative assessment strategies demonstrating a commitment to increase enrollment of students from underrepresented groups in the Gifted Program.
5. Professional development activities are numerous, diverse, well-attended, and highly regarded.
6. Proactive attempts to support parental advocacy through local organizations such as GAP have been impressive.

These strengths represent a strong foundation upon which to improve and expand services offered to meet the educational needs of gifted students in PCS. While several strengths exist in PCS's Gifted Program, several areas were identified in which PCS may improve services within the Gifted Program. These include:

1. Gifted services currently do not exist at the high school level.
2. Communication between gifted and general education teachers regarding the needs of gifted students in general education settings appears to have room for improvement.
3. The degree to which modifications are made in general education classes consistent with those identified in gifted students' EPs is not clear.
4. The educational needs of gifted students are not met for all content areas
5. The degree to which flexible grouping strategies are employed to meet the needs of gifted students in both general education and gifted classes is unclear.
6. The EP process in PCS and statewide has huge gaps through which monitoring might be poorly implemented.
7. The time lags between screening requests, screening, evaluation, and enrollment are likely excessive.
8. Time lags in the identification process may have a secondary effect of heightened socioeconomic inequalities in access to services.
9. There is no assurance that all students who would qualify for gifted services are screened and tested.
10. While efforts to reach out to parents of gifted students in PCS are clear, there is room for improvement.
11. Gaps in technology appear to exist.
12. Funds designated by PCS to be spent on gifted services may not reach gifted classrooms.
13. In the absence of requirements for general education teachers to participate in training regarding the needs of gifted students, there may be a gap in knowledge concerning issues related to the needs of gifted students.
14. There does not appear to be a standardized affective curriculum designed to meet the specific social and emotional needs of gifted students across grade levels.
15. Social-emotional and career counseling support for gifted students appears to be minimal.
16. Competition associated with enrollment in PCS's premier educational programs including those at Ridgecrest, as well as the IB and CAT programs denies access to these challenging curricular opportunities for a potentially high number of intelligent, motivated students.
17. Limited access to the Ridgecrest, CAT, and IB programs may promote socioeconomic disparities in educational opportunities offered to students within PCS.
18. The manner through which funds from the Florida guaranteed ESE allocation are spent to provide services to students within PCS's Gifted Program and statewide are unclear.

Identification of these areas presents several opportunities to improve services delivered within PCS to meet the educational needs of gifted students. Based upon review of these issues within the present evaluation the following recommendations are offered:

1. Improve funding transparency and accounting
    c. Account separately for funds received from the ESE guaranteed allocation designated toward provision of services to gifted students. Use these funds to plan expansion of services to address gaps in service delivery across content areas at the elementary, middle, and high school levels.
    d. Identify the amount of funds designated for purchasing materials in gifted classrooms and provide an accounting for how that money is spent at each school.

2. Provide and/or expand full-time gifted services at the elementary, middle, and high school levels.
    a. this would improve the degree to which gifted students' educational needs are met across content areas
    b. doing so would also address difficulties associated with issues of access to PCS's premier educational opportunities including Ridgecrest, IB, and CAT programs.

3. Implement a practical system of universal screening for gifted services that assures that all students who could potentially qualify are screened.
    a. Perform screening in 1st-grade to ensure equality of access to full-time program(s).
    b. Shorten the time between screening, testing, and placement.
    c. Report the time between screening, testing, and placement based upon lunch status.
    d. Include an accounting of the number of students whose parents provide results of private testing by lunch status.
    e. Provide a yearly accounting of the process through which students are screened.
    f. Continue to pursue methods of alternative assessment to address underrepresentation of students in gifted programs from lower socioeconomic status backgrounds.

4. Improve integration and communication among gifted and general education services.
    a. Assure that the EP is either reviewed or consulted more than once every three years.
        -the EP is likely consulted more frequently for many or perhaps most gifted students, though where this does not occur may be where services are compromised
    b. Assure that all general education teachers have access to the EP of each gifted student and are provided the support necessary to tailor educational opportunities to the needs of the gifted student in the general education setting.
    c. Assure that flexible grouping strategies are employed to tailor educational opportunities to the needs of gifted students.
    d. Provide a system through which gaps in knowledge concerning issues related to gifted student education among general education teachers is addressed.

5. Improve standardization of communication between PCS and parents of gifted students.
    a. Provide a standardized system though which all parents of gifted students are made aware of the opportunity to participate in advocacy organizations including GAP and FLAG.
    b. Communicate with parents concerning issues central to gifted education on a scheduled basis so as to keep parents informed and provide them with the opportunity to provide feedback or ask questions concerning their child's education.

6. Improve standardization and delivery of social-emotional curriculum and career guidance.
    a. Provide a standardized social-emotional curriculum at the elementary and secondary school levels that meets the specific needs of gifted students.
    b. Provide a standardized system of career guidance at the high school level.

Each of these recommendations follows from the data presented in accord with this evaluation. The feasibility with which each might be implemented is a determination that will be made by PCS within the overall broader context of issues related to service delivery throughout the district that go beyond the scope of this evaluation. It is possible, or even likely, that further assessment may be necessary prior to implementation of any changes in policy or service delivery. For example, consideration of potential expansion of full-time gifted services offered at the elementary, middle, or high school levels should be preceded by a survey of all current gifted students to determine how many would enroll if these programs were offered. The number would likely be quite high.

Additional issues addressed in this evaluation require further clarification as well. It is necessary to understand the reasons why a subset of about 15% of gifted students at the middle and high school levels do not engage in challenging curricular options. Currently, it is not clear whether these students are being adequately monitored, or are choosing to enroll in less challenging curriculum without consideration of their educational needs. It is also necessary to more fully understand the time lag from screening, to evaluation, to placement. Without these numbers, statements made in this evaluation are only inferences. These numbers should be made available and assurances should be made that they are not resulting in socioeconomic disparities in placement.

Many of the recommendations made are designed to standardize processes to improve service delivery. It may be possible that 99% of gifted students are accessing modified content through flexible grouping strategies in general education classrooms. This does not appear to be true from the data presented in accord with this evaluation. However, the only way to be sure is to regularly track compliance and to provide necessary additional supports to teachers to implement EPs.

Finally, pending Florida legislation from Senator Wise (SB 990) and Representative Legg (HB 297) might have a substantial impact upon the ways through which districts account for the funds and services provided to gifted students. A whole new class of “academically talented” students might be created. Training of general education teachers in the needs of gifted students might become mandated at the university level. Requirements concerning alternative assessment methods to increase representation of underrepresented groups in Gifted Program services may be eliminated. It will be important to meet the strict accounting methods and provision of services required were these bills to become law. Equally important is the understanding that this evaluation has concerned the education of Pinellas County’s brightest students. Many of the leaders of tomorrow will come from this group of students. The opportunity to have a large number of bright, motivated students who want to be challenged through programs like Ridgecrest, IB, and CAT, and then expanding those opportunities and watching these students succeed in PCS and beyond, is exciting.

APPENDIX A

National Association Gifted Children Standards

Introduction

In 1998, NAGC developed and released the *Pre-K—Grade 12 Gifted Program Standards* to assist school districts in examining the quality of their programming for gifted learners. Recognizing that the ongoing evaluation and re-tooling of a successful gifted program is an evolutionary process, the NAGC Standards detail a framework including both *minimum standards* (nominal requirements for satisfactory programs) and *exemplary standards* (characteristics of excellence in gifted education programming).

To help you focus on important aspects of gifted programming, the current *Standards* are divided into seven criterion areas: Program Design, Program Administration and Management, Student Identification, Curriculum and Instruction, Socio-Emotional Guidance and Counseling, Professional Development, and Program Evaluation.

Several **organizing principles** guided the work of the task force, including:

- Standards should encourage but not dictate approaches of high quality.
- Standards represent both requisite program outcomes and standards for excellence.
- Standards establish the level of performance to which all educational school districts and agencies should aspire.
- Standards represent professional consensus on critical practice in gifted education that most everyone is likely to find acceptable.
- Standards are observable aspects of educational programming and are directly connected to the continuous growth and development of gifted learners.

For more information and guidance about using the *NAGC Pre-K—Grade 12 Gifted Program Standards*, visit www.nagc.org.

Definitions

Gifted learners are "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." (*No Child Left Behind*, 2002).

Gifted education programming is a coordinated and comprehensive structure of informal and formal services provided on a continuing basis intended to effectively nurture gifted learners.

A standard is a criterion-based designated level of performance against which programming success is measured (Worthen, Sanders, & Fitzpatrick, 1997). The *Standards* here allow us to evaluate existing programs, compare services across schools and districts, and provide guidance for developing new programs for gifted learners. This document contains both ***minimum standards***—requisite conditions for acceptable gifted education practice and ***exemplary standards***—desirable and visionary conditions for excellence in gifted education practice.

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References

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Pre-K–Grade 12 Gifted Program Standards

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Gifted Education Programming Criterion: Student Identification

Description: Gifted learners must be assessed to determine appropriate educational services.

Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.	1.0M Information regarding the characteristics of gifted students in areas served by the district must be annually disseminated to all appropriate staff members. 1.1M All students must comprise the initial screening pool of potential recipients of gifted education services. 1.2M Nominations for services must be accepted from any source (e.g., teachers, parents, community members, peers, etc.). 1.3M Parents must be provided with information regarding an understanding of giftedness and student characteristics.	1.0E The school district should provide information annually, in a variety of languages, regarding the process for nominating students for gifted education programming services. 1.1E The nomination process should be ongoing and screening of any student should occur at any time. 1.2E Nomination procedures and forms should be available in a variety of languages. 1.3E Parents should be provided with special workshops or seminars to gain a full meaning of giftedness.
2. Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.	2.0M Assessment instruments must measure the capabilities of students with provisions for the language in which the student is most fluent, when available. 2.1M Assessments must be culturally fair. 2.2M The purpose(s) of student assessments must be consistently articulated across all grade levels. 2.3M Student assessments must be sensitive to the current stage of talent development.	2.0E Assessments should be provided in a language in which the student is most fluent, if available. 2.1E Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices. 2.2E Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels. 2.3E Student assessments should be sensitive to all stages of talent development.
3. A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.	3.0M An assessment profile must be developed for each child to evaluate eligibility for gifted education programming services. 3.1M An assessment profile must reflect the unique learning characteristics and potential and performance levels.	3.0E Individual assessment plans should be developed for all gifted learners who need gifted education. 3.1E An assessment profile should reflect the gifted learner's interests, learning style, and educational needs.
4. All student identification procedures and instruments must be based on current theory and research.	4.0M No single assessment instrument or its results denies student eligibility for gifted programming services. 4.1M All assessment instruments must provide evidence of reliability and validity for the intended purposes and target students.	4.0E Student assessment data should come from multiple sources and include multiple assessment methods. 4.1E Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures.
5. Written procedures for student identification must include, at the very least, provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.	5.0M District gifted programming guidelines must contain specific procedures for student assessment at least once during the elementary, middle, and secondary levels. 5.1M District guidelines must provide specific procedures for student retention and exiting, as well as guidelines for parent appeals.	5.0E Student placement data should be collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification. 5.1E District guidelines and procedures should be reviewed and revised when necessary.

Gifted Education Programming Criterion: Professional Development

Description: Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.	1.0M All school staff must be made aware of the nature and needs of gifted students. 1.1M Teachers of gifted students must attend at least one professional development activity a year designed specifically for teaching gifted learners.	1.0E All school staff should be provided ongoing staff development in the nature and needs of gifted learners, and appropriate instructional strategies. 1.1E All teachers of gifted learners should continue to be actively engaged in the study of gifted education through staff development or graduate degree programs.
2. Only qualified personnel should be involved in the education of gifted learners.	2.0M All personnel working with gifted learners must be certified to teach in the areas to which they are assigned, and must be aware of the unique learning differences and needs of gifted learners at the grade level at which they are teaching. 2.1M All specialist teachers in gifted education must hold or be actively working toward a certification (or the equivalent) in gifted education in the state in which they teach. 2.2M Any teacher whose primary responsibility for teaching includes gifted learners, must have extensive expertise in gifted education.	2.0E All personnel working with gifted learners should participate in regular staff development programs. 2.1E All specialist teachers in gifted education should possess a certification/specialization or degree in gifted education. 2.2E Only teachers with advanced expertise in gifted education should have primary responsibility for the education of gifted learners.
3. School personnel require support for their specific efforts related to the education of gifted learners.	3.0M School personnel must be released from their professional duties to participate in staff development efforts in gifted education.	3.0E Approved staff development activities in gifted education should be funded at least in part by school districts or educational agencies.
4. The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, curriculum.	4.0M School personnel must be allotted planning time to prepare for the differentiated education of gifted learners.	4.0E Regularly scheduled planning time (e.g., release time, summer pay, etc.) should be allotted to teachers for the development of differentiated educational programs and related resources.

Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling

Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Gifted learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development.	1.0M Gifted learners, because of their unique socio-emotional development, must be provided with guidance and counseling services by a counselor who is familiar with the characteristics and socio-emotional needs of gifted learners.	1.0E Counseling services should be provided by a counselor familiar with specific training in the characteristics and socio-emotional needs (i.e., underachievement, multipotentiality, etc.) of diverse gifted learners.
2. Gifted learners must be provided with career guidance services especially designed for their unique needs.	2.0M Gifted learners must be provided with career guidance consistent with their unique strengths.	2.0E Gifted learners should be provided with college and career guidance that is appropriately different and delivered earlier than typical programs.
3. Gifted at-risk students must be provided with guidance and counseling to help them reach their potential.	3.0M Gifted learners who are at risk must have special attention, counseling, and support to help them realize their full potential.	3.0E Gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes should be provided with specialized intervention services.
4. Gifted learners must be provided with affective curriculum in addition to differentiated guidance and counseling services.	4.0M Gifted learners must be provided with affective curriculum as part of differentiated curriculum and instructional services.	4.0E A well-defined and implemented affective curriculum scope and sequence containing personal/social awareness and adjustment, academic planning, and vocational and career awareness should be provided to gifted learners.
5. Underachieving gifted learners must be served rather than omitted from differentiated services.	5.0M Gifted students who are underachieving must not be exited from gifted programs because of related problems.	5.0E Underachieving gifted learners should be provided with specific guidance and counseling services that address the issues and problems related to underachievement.

Gifted Education Programming Criterion: Program Evaluation

Description: Program evaluation is the systematic study of the value and impact of services provided.

Guiding Principles	Minimum Standards	Exemplary Standards
1. An evaluation must be purposeful.	1.0M Information collected must reflect the interests and needs of most of the constituency groups.	1.0E Information collected should address pertinent questions raised by all constituency groups, and should be responsive to the needs of all stakeholders.
2. An evaluation must be efficient and economic.	2.0M School districts must provide sufficient resources for program evaluation.	2.0E School districts should allocate adequate time, financial support, and personnel to conduct systematic program evaluation.
3. An evaluation must be conducted competently and ethically.	3.0M Persons conducting the evaluation must be competent trustworthy. 3.1M The program evaluation design must address whether or not services have reached intended goals. 3.2M Instruments and procedures used for data collection must be valid and reliable for their intended use. 3.3M Ongoing formative and summative evaluation strategies must be used for substantive program improvement and development. 3.4M Individual data must be held confidential.	3.0E Persons conducting the evaluation should possess an expertise in program evaluation in gifted education. 3.1E The evaluation design should report the strengths and weaknesses found in the program, as well as critical issues that might influence program services. 3.2E Care should be taken to ensure that instruments with sufficient evidence of reliability and validity are used, and that they are appropriate for varying age, developmental levels, gender, and diversity of the target population. 3.3E Formative evaluations should be conducted regularly with summative evaluations occurring minimally every five years or more often as specified by state or local district policies. 3.4E All individuals who are involved in the evaluation process should be given the opportunity to verify information and the resulting interpretation.
4. The evaluation results must be made available through a written report.	4.0M Evaluation reports must present the evaluation results in a clear and cohesive format.	4.0E Evaluation reports should be designed to present results and encourage follow-through by stakeholders.

Gifted Education Programming Criterion: Program Design

Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.	1.0M Gifted programming services must be accessible to all gifted learners.	1.0E Levels of services should be matched to the needs of gifted learners by providing a full continuum of options.
2. Gifted education must be adequately funded.	2.0M Gifted education funding should be equitable compared to the funding of other local programming.	2.0E Gifted education programming must receive funding consistent with the program goals and sufficient to adequately meet them.
3. Gifted education programming must evolve from a comprehensive and sound base.	3.0M Gifted education programming must be submitted for outside review on a regular basis. 3.1M Gifted programming must be guided by a clearly articulated philosophy statement and accompanying goals and objectives. 3.2M A continuum of services must be provided across grades pre-K–12.	3.0E Gifted education programming should be planned as a result of consultation with informed experts. 3.1E The school or school district should have a mission/ philosophy statement that addresses the need for gifted education programming. 3.2E A comprehensive pre-K–12 program plan should include policies and procedures for identification, curriculum and instruction, service delivery, teacher preparation, formative and summative evaluation, support services, and parent involvement.
4. Gifted education programming services must be an integral part of the general education school day.	4.0M Gifted education programming should be articulated with the general education program. 4.1M Appropriate educational opportunities must be provided in the regular classroom, resource classroom, separate, or optional voluntary environments.	4.0E Gifted services must be designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress through the program. 4.1E Local school districts should offer multiple service delivery options as no single service should stand alone.
5. Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum.	5.0M The use of flexible grouping of gifted learners must be an integral part of gifted education programming.	5.0E Gifted learners should be included in flexible grouping arrangements in all content areas and grade levels to ensure that gifted students learn with and from intellectual peers.
6. Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.	6.0M Existing and future school policies must include provisions for the needs of gifted learners.	6.0E Gifted education policies should exist for at least the following areas: early entrance, grade skipping, ability grouping, and dual enrollment.

Gifted Education Programming Criterion: Program Administration and Management

Description: Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Appropriately qualified personnel must direct services for the education of gifted learners.	1.0M The designated coordinator of gifted education programming must have completed coursework or staff development in gifted education and display leadership ability to be deemed appropriately qualified.	1.0E The designated gifted programming coordinator must have completed a certification program or advanced degree program in gifted education.
2. Gifted education programming must be integrated into the general education program.	2.0M The gifted education program must create linkages between general education and gifted education at all levels.	2.0E Responsibility for the education of gifted learners is a shared one requiring strong relationships between the gifted education program and general education school wide.
3. Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as with compliance agencies.	3.0M Gifted programming staff must establish ongoing parent communication. 3.1M Gifted programs must establish and use an advisory committee that reflects the cultural and socio-economic diversity of the school or school district's total student population, and includes parents, community members, students, and school staff members. 3.2M Gifted education programming staff must communicate with other on-site departments as well as other educational agencies vested in the education of gifted learners (e.g., other school districts, school board members, state departments of education, intermediate educational agencies, etc.).	3.0E The gifted education programming staff should facilitate the dissemination of information regarding major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.) to school personnel, parents, community members, etc. 3.1E Parents of gifted learners should have regular opportunities to share input and make recommendations about program operations with the gifted programming coordinator. 3.2E The gifted education program should consider current issues and concerns from other educational fields and agencies regarding gifted programming decision making on a regular basis.
4. Requisite resources and materials must be provided to support the efforts of gifted education programming.	4.0M Resources must be provided to support program operations. 4.1M Technological support must be provided for gifted education programming services. 4.2M The library selections must reflect a range of materials including those appropriate for gifted learners.	4.0E A diversity of resources (e.g., parent, community, vocational, etc.) should be available to support program operations. 4.1E Gifted education programming should provide state-of-the-art technology to support appropriate services. 4.2E The acquisition plan for purchasing new materials for the school should reflect the needs of gifted learners.

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Gifted Education Programming Criterion: Curriculum and Instruction

Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted learner.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Differentiated curriculum for the gifted learner must span grades pre-K–12.	1.0M Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district.	1.0E A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	2.0M Instruction, objectives, and strategies provided to gifted learners must be systematically differentiated from those in the regular classroom. 2.1M Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals. 2.2M Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration. 2.3M Gifted learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated	2.0E District curriculum plans should include objectives, content, and resources that challenge gifted learners in the regular classroom. 2.1E Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners. 2.2E Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners. 2.3E Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided with more challenging educational opportunities.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	3.0M A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners.	3.0E When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing a sufficient ceiling for optimal learning.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.	4.0M Decisions to proceed or limit the acceleration of content and grade acceleration must only be considered after a thorough assessment.	4.0E Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.
5. Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.	5.0M Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials. 5.1M Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study, and research projects) must be available.	5.0E Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should be available. 5.1E Differentiated educational program curricula for students pre-K–12 should be modified to provide learning experiences matched to students' interests, readiness, and learning styles.

APPENDIX B

Office of Program Policy Analysis and Government Accountability
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OFFICE OF PROGRAM POLICY ANALYSIS & GOVERNMENT ACCOUNTABILITY

January 2008 **Report No. 08-01**

Florida's Gifted Student Population Grew Faster Than the Overall School Enrollment

at a glance

Although the number of students attending Florida's public K-12 schools declined in 2006-07, students identified as gifted grew almost 7% to 124,491 full-time students. The state provided approximately $276 million in funding for gifted students through the Exceptional Student Education program in addition to the basic funding provided for all students. Districts were unable to identify their expenditures for gifted students.

Florida's school districts identified almost 17,000 new gifted students in 2006-07, including approximately 1,000 students identified through alternative identification provisions which do not require the same minimum IQ for underrepresented groups. However, this understates the number of gifted students identified under alternative provisions as 19 districts could not report these data. Districts also reported providing more services for gifted students in 2006-07; the largest increase occurred in gifted consultation services, in which a gifted endorsed specialist works with gifted students and their teachers to ensure the student's educational needs are met. However, high school gifted students do not tend to take high school elective courses that are designed for gifted students. Rather, honors and other advanced courses constitute 46% of their courses.

Florida is 1 of only 16 states that classifies gifted programs as part of exceptional student education. School districts generally believe that funding gifted students through the guaranteed allocation provides stability in funding and planning, although it can result in increased paperwork. Parents of gifted students report that their children benefit from Exceptional Student Education protections, although some parents report that they did not initially understand these protections.

Scope

As directed by the Florida Legislature, this report provides information about Florida's K-12 gifted program. The report addresses five questions.

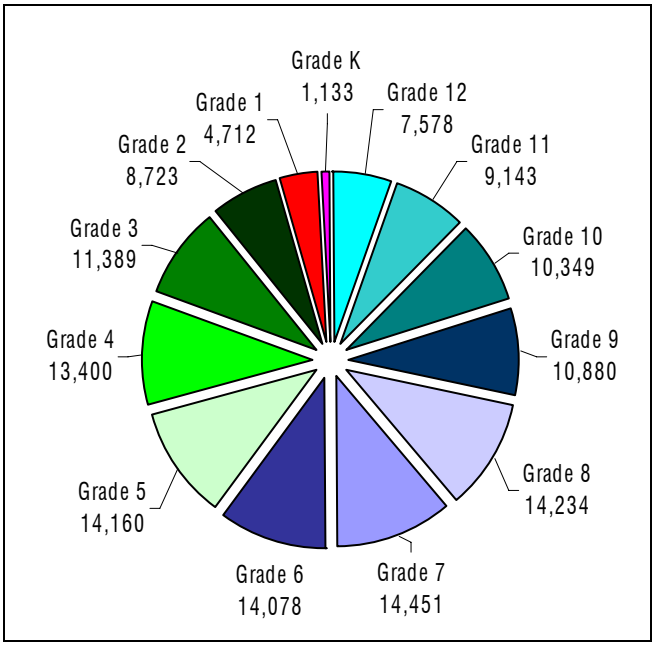
- How much funding does the state provide school districts for gifted services, and how do districts account for these expenditures?
- How do other states fund services for gifted students?
- How do school districts identify gifted students, and how many have been identified in the last two years?
- What types of services and programs do school districts provide to gifted students?
- What are the advantages and disadvantages of classifying gifted students as exceptional students?

To research these questions, we interviewed school district staff and finance officers, conducted focus groups of parents, students and teachers, obtained information from the 67 school districts, examined Department of Education data on courses in which gifted students enroll and the certifications of their teachers, and interviewed gifted education directors in other states.

Background

In Florida, a gifted student is defined as one who has superior intellectual development and is capable of high performance. Gifted students have an exceptional ability to acquire and process information and may not be adequately served by the standard school curriculum. Florida is 1 of 26 states that require identification and services for gifted students. Florida law classifies gifted students as exceptional students. [1]

Exhibit 1
School Districts Reported Serving Over 134,000 Students With an Exceptionality of Gifted During 2006-07



Source: OPPAGA survey of school districts. This exhibit represents students served during 2006-07 and not the 124,491 full-time equivalent students which are the basis of funding through the guaranteed allocation.

School districts reported that they served 134,230 gifted students during 2006-07. [2] As shown in Exhibit 1, Grades 4 through 8 have the highest number of gifted students and account for more than half of the statewide gifted students. This exhibit is based upon the total number of students districts reported serving, which is greater than the number of full-time equivalent students, which are the basis of state funding.

Questions

How much funding does the state provide school districts for gifted services, and how do districts account for these expenditures?

The Legislature provided school districts approximately $1.158 billion to serve gifted students in 2007-08. This was an increase of 26% over the last two years. The Legislature funds gifted education in two ways. First, school districts receive a regular funding level for all students through the Florida Education Finance Program (FEFP). In Fiscal Year 2007-08, school districts received approximately $868 million to meet the basic education needs of gifted students. Second, gifted students are funded through the Exceptional Student Education (ESE) guaranteed allocation, which is provided for most students with disabilities as well as those identified as gifted. [3] The portion of the ESE guaranteed allocation that was generated by gifted students for the 2007-08 school year was approximately $290 million. On a per-student level, school districts receive $9,177 for each gifted student. Of this $6,879 is basic student funding and $2,298 is funding from the ESE guaranteed allocation.

The state increased funding for gifted students by 26% between the 2005-06 and 2007-08 school years. Much of this increase occurred in 2006-07 when the gifted portion of the guaranteed allocation increased from $243 million in 2005-06

[1] Section 1003.01(3)(a), *F.S.* In February 2007, the gifted student program was administratively moved from the Bureau of Exceptional Education and Student Services to the Bureau of Instruction and Innovation. However, Florida gifted students continue to be classified and funded as exceptional students and the Bureau of Exceptional Education and Student Services still oversees procedural safeguards. According to a 2004 National Association of Gifted Children survey of 47 states, 16 states include gifted education with Exceptional Student or Special Education Departments.

[2] Based on OPPAGA survey of school districts, this total reflects the number of students served during the year and not full-time equivalents.

[3] Five of the 16 states do not separate the funds allocated for gifted and other special needs students. These states are Alabama, Florida, Idaho, Rhode Island, and West Virginia.

to $276 million. These changes occurred for two reasons. First, the Legislature increased the ESE guaranteed allocation by 6.9% in 2006-07. In addition, the number of gifted students increased by 6.7% in 2006-07. This occurred even though both the total number of students attending Florida's public schools and overall ESE enrollment changed little in 2006-07. As shown in Exhibit 2, gifted enrollment increased by 6.7% in 2006-07 while the other categories changed little. In 2007-08 the number of gifted full-time equivalent students continues to increase. Although the number of gifted students only grew by 1.3%, the percentage change was still greater than that of the overall K-12 student enrollment or the overall ESE enrollment, both of which are in decline.

Most districts do not track expenditures on gifted student services because they are not required to do so. While state funding for gifted students can be identified, districts' actual expenditures for these students are unknown as districts were unable to identify their total expenditures for gifted student education services. Prior to 1997, districts were required to track program costs for each category of exceptional students (e.g., gifted, hearing impaired, specific learning disabled). The Legislature established funding levels for each type of exceptional student based on the expenditures that school districts reported for serving these students. However, in 1997 the Legislature changed the ESE funding system and the Department of Education no longer required districts to track program costs by category of student. School district finance officers told us they generally no longer track the costs of serving gifted students and cannot readily determine how much of the guaranteed allocation their districts spend on gifted services. [4]

How do other states fund services for gifted students?

States vary in how they fund gifted services. Among the 20 states that we contacted, the two most common approaches for state allocations are grant-based (10 states), which are similar to Florida's guaranteed allocation, and pupil-weighted (7 states). Grant-based funds can differ dramatically, based on whether they require districts to apply for funds (California, Washington, Indiana) or not (Florida, Michigan, Pennsylvania, Maryland, North Carolina, Kentucky, and New York). Pupil-weighted allocations provide state funds on a per student basis based on students' differentiated needs. Grants can be a fixed amount of funding per student, or based on formulas that allocate funds according to district averages.

[4] OPPAGA conducted a teleconference with Department of Education finance administrators and the School District Finance Officers Council. School district finance officers generally told us they could not report their gifted costs without examining individual ESE expenditures and attempting to determine which ones were applicable to gifted students. Although a few districts reported that they can estimate gifted expenditures there is currently no uniform tracking method across all districts.

Exhibit 2
The Number of Gifted Full-Time Equivalent Students Has Increased Although Public School Enrollment Has Declined

	Fiscal Year				
	2005-06	2006-07		2007-08	
Total full-time equivalent students	2,630,062	2,625,949	(-0.16%)	2,614,116	(-0.45%)
ESE full-time equivalent students	493,375	496,326	(0.60%)	492,216	(-0.83%)
Gifted full-time equivalent students	116,639	124,491	(6.73%)	126,128	(1.31%)

Source: The 2005-06 and 2006-07 data are based on OPPAGA's analysis of the Department of Education's end of year full-time equivalents (FTEs not headcounts) for Florida's 67 school districts. The guaranteed allocation is based upon projected FTEs and not end of year FTEs. The 2007-08 FTEs are based upon October counts and not the end of year final count.

To identify how other states structure and fund their programs for gifted students, we conducted structured telephone interviews with state gifted education directors from 10 Southern Regional Education Board member states and the 10 remaining states that had the highest K-12 enrollment. [5]

Many states cap funding for gifted services. Ten of the 20 states we contacted use a funding mechanism that caps the allocation districts receive for gifted services to a set percentage of each district's average daily attendance. [6] Florida historically had not used a similar funding cap. However, the Florida Legislature capped the expenditures for gifted high school services in 2007-08 at the 2006-07 amount.

Six states we contacted in addition to Florida do not allocate funding for gifted programs independently from other services or programs. These states could not estimate how much funding is allocated to their gifted students. These states and the 13 states that provide separate allocations are listed in Exhibit 3.

Exhibit 3
Thirteen States Provide Separate Allocations for Gifted Students

State Allocations to Gifted	
Separate	**Mixed**
Arizona	Alabama [1]
California	Florida
Georgia	Michigan
Illinois	New Jersey
Indiana	New York
Kentucky	Pennsylvania
Maryland	Tennessee
North Carolina	
Ohio	
South Carolina	
Texas	
Virginia	
Washington	

[1] Alabama began funding gifted services separately in 2007-08.

Source: OPPAGA interview of state gifted program directors.

[5] The 10 Southern Regional Education Board member states we contacted were Alabama, Florida, Georgia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Texas, and Virginia. The 10 additional states we interviewed were Arizona, California, Illinois, Indiana, Michigan, New Jersey, New York, Ohio, Pennsylvania, and Washington.

[6] These 10 states include Alabama, Arizona, California, Indiana, North Carolina, Ohio, Pennsylvania, Texas, Virginia, and Washington.

How do districts identify gifted students?

State eligibility requirements for the gifted program are established in the *Florida Administrative Code,* which lays out two methods: (1) general eligibility requirements and (2) alternative eligibility requirements for students from low socio-economic backgrounds or with limited English proficiency who are underrepresented in gifted programs. [7] Under the general eligibility requirements, a student must achieve a score of two standard deviations above the mean or higher on an individually administered intellectual evaluation to qualify for gifted services (this generally equates to a determination that the student has an IQ of 130 or higher). Under the alternative requirements, students are not required to demonstrate an IQ of two standard deviations above the mean if they meet criteria specified in an approved school district plan for increasing the gifted program participation of underrepresented groups. [8]

School districts use four steps to identify which students are eligible for gifted services. Florida statutes provide that school districts must identify eligible gifted students; determine their educational needs; and provide them an appropriate program of special instruction, facilities, and services. Districts generally follow a four-step process to identify gifted students. These steps are: (1) identifying students to be screened for eligibility; (2) screening identified students and recommending those who meet criteria for further assessment; (3) individually evaluating recommended students by a school or outside psychologist; and (4) district reviews of psychologists' evaluations and related materials to make final determinations of student eligibility to receive gifted services.

School districts use a variety of mechanisms to determine which students should be screened for the gifted program and most do not universally screen all students in a particular grade. As summarized in Exhibit 4, most districts select the students they screen for gifted program eligibility based upon student academic performance, teacher recommendations, and reviews of student

[7] Rule 6A-6.03019, *F.A.C.*

[8] Ibid.

records. About two-thirds of districts consider parent recommendations in deciding what students to screen for the program. A few school districts (13) reported screening all students in a particular grade.

Exhibit 4
School Districts Employ a Variety of Methods to Determine Which Students to Screen for Gifted Programs

Criteria to Select Students for Screening	Districts
Student Academic Performance	65
Teacher Recommendation	62
Student Record Review	60
Parent Recommendation	44
Screen all Students (in a particular grade)	13
Screen all Students Who Are New in District	10

Source: OPPAGA survey of Florida school districts.

Districts consider several factors when screening students for gifted programs, and few use intellectual ability tests as part of their initial screening. As demonstrated in Exhibit 5, most school districts consider student grades and scores on assessment tests such as the FCAT when screening students. Districts also frequently use checklists of the characteristics of gifted students, and many also use teachers' formal or informal observations of students. [9] Only 12 of Florida's 67 school districts report using a test of intellectual ability when screening students to determine whether they will receive an individual evaluation for gifted program eligibility.

Exhibit 5
Most Districts Consider Assessments and Grades When Screening Students for Gifted Services

Methods to Identify Students Who May Be Gifted	Number of Districts
State or District Assessments (e.g., FCAT)	63
Students' Grades	58
Gifted Characteristics Checklist	52
Formal or Informal Observation	42
Student Work	33
Test of Intellectual Ability	12
Student Interviews	10

Source: OPPAGA survey of Florida school districts.

Based upon the results of the screening, school district staff may recommend a student for an individual evaluation by a school district psychologist. School district psychologists consider a student's performance on a test of intellectual ability when determining whether to recommend a student for gifted services. District psychologists may administer a test of intellectual ability or review a student's performance on a test administered by a private psychologist. Psychologists have the discretion to select from one of several approved test instruments. The most frequently used test instrument during 2006-07 was the Wechsler Intelligence Scale for Students-Fourth Edition (WISC-IV); 54 school districts reported that their psychologists used this instrument. Ten school districts reported that their psychologists used the Naglieri Nonverbal Ability Test, (NNAT), which is designed for students with culturally and linguistically diverse backgrounds. Five of these 10 school districts used this test in high school.

School districts consider IQ test scores when determining whether a student is eligible for gifted services. When making gifted eligibility determinations, all districts are required to consider the student's performance on a test of intellectual ability and whether the student meets the characteristics on a gifted checklist. [10] In addition, state rule specifies that in order for a student to receive gifted services, the school district must be unable to meet the student's learning needs with the standard curriculum. [11]

Under the general eligibility requirements a student must achieve a score of two standard deviations or higher on an individually administered intellectual evaluation (which generally is an IQ of 130 or higher) to qualify for gifted services. Fifty-three school districts report also using alternative eligibility requirements for underrepresented groups. Under these requirements an IQ of two standard deviations above the mean is not necessary if the student meets the criteria specified in an approved school district plan. [12] Similar to students identified

[9] Gifted checklists are developed by the individual districts and may include items such as whether students are solving problems in a unique and creative manner, are setting high self expectations, have an avid interest or ability in at least one nonacademic area, and retain what is learned with little repetition.

[10] The school district psychologist may administer an IQ test or may look at the student's results of an IQ test that was administered through a private psychologist.

[11] Rule 6A-6.0331, *F.A.C.*

[12] Rule 6A-6.03019, *F.A.C.*

under the general requirements, students who are identified under the alternative requirements must meet the criteria of a gifted characteristics checklist. Exhibit 6 shows some of the other factors school districts consider when making gifted eligibility determinations.

Exhibit 6
In Addition to Tests of Intellectual Ability, a Student's State or District Assessment Scores Are Often Considered When Determining Eligibility

Factors Considered When Determining If a Student Is Gifted	Number of Districts
Test of Intellectual Ability (IQ tests)	67
Gifted Checklist	67
State or District Assessments	45
Formal or Informal Observation	39
Portfolio of Student Work	34
Student Interviews	3

Source: OPPAGA survey of Florida school districts.

Once a student is identified as gifted, the district is required to develop an Educational Plan for the student which is to be updated at least every three years. The plan must include a statement of the student's educational performance level, short term instructional objectives, and a statement describing the specially designed instruction the student will receive and how their progress will be measured.

Like Florida, several other states also require the identification of gifted students. According to national research, state policies for gifted education have been more focused on identification than emphasizing appropriate services. A majority (14 of 20) of the states we interviewed have statutes, similar to Florida, that mandate the identification of and services for gifted students. Also like Florida, most (18 of 20) of the sampled states allow school district staff to select which intelligence test to use when evaluating a student.

How many new gifted students were identified over the past two years?

School districts report identifying over 31,500 new gifted students during the past two academic years. Districts identified nearly 1,900 students who were identified using alternative requirements, but many districts could not report such identifications. As shown in Exhibit 7, the number of newly identified gifted students increased by 11% during 2006-07 from the prior year. Districts reported using alternative requirements to identify 1,017 new gifted students in 2006-07, an increase of 17.6% over the prior year. However, this underestimates the number of identifications made using alternative requirements as 19 districts could not identify which requirements were used for their new gifted identifications. These districts include some of Florida's largest school districts (Hillsborough, Miami-Dade, and Palm Beach). As a result, the Legislature and the Department of Education do not have information to determine whether the alternative requirements are being applied as intended, to identify and serve underrepresented populations. For district specific information about new gifted identifications please see Appendix A.

Exhibit 7
The Number of Newly Identified Gifted Students Grew in 2006-07

	2005-06	2006-07	Percentage of Change
Gifted Students Identified	14,965	16,625	11.1%
Students Identified Under Alternative Requirements	865	1,017	17.6%
Total Gifted Student Identifications in Districts that Reported Identifications Using Alternative Requirements [1]	6,255	7,234	15.7%
Percentage of Students Identified through Alternative Requirements in Reporting Districts	13.8%	14.1%	--

[1] Nineteen districts could not report the number of newly identified gifted students who were identified under alternative identification requirements.
Source: OPPAGA survey of Florida school districts.

What types of services and programs are provided to gifted students?

Districts must provide gifted services that are appropriate to the student's needs as determined by their educational plan, but are not required to offer special gifted courses. For example, districts are allowed to restructure a student's basic content area courses as a gifted program offering if the education plan team determines that this would meet the student's needs. The types of services gifted students receive fall into two general categories: (1) indirect services, usually consultation, in which a gifted endorsed specialist works with gifted students and their teachers to ensure the student's educational needs are met, and (2) direct services, usually classroom instruction from a gifted endorsed teacher, which school districts deliver through a variety of part-time and fulltime models. [13]

Indirect services and consultation have substantially increased

School districts reported serving 20,701 gifted students through consultation services in 2006-07. [14] This was a 60% increase over the prior year. Most of these services are delivered to high school students. As shown in Exhibit 8, the number of gifted high school seniors served through consultations increased by almost 226% in 2006-07. A large part of this increase occurred in the Miami-Dade school district, which provided no gifted consultation services in 2005-06, but served 5,477 gifted high school students through consultation services in 2006-07. For district specific information about the number of students receiving consultation services please see Appendix B.

School districts use different approaches to deliver consultation services. For example, at one high school we visited, one gifted endorsed teacher was responsible for providing consultation services for about 600 students. The teacher monitored the students' grades monthly, provided techniques or strategies to regular education teachers as needed, and met with gifted students who were experiencing difficulties. At another high school we visited, consultation services focused more on traditional guidance counseling. In addition to monitoring gifted students' grades, a gifted endorsed teacher routinely met with gifted students and worked with them to ensure they could enroll in the most appropriate courses for their learning needs.

School districts use a variety of models to provide direct classroom instruction from a gifted endorsed teacher

School districts use several models to provide instruction to gifted students from a gifted endorsed teacher: (1) support facilitation or *push-in models* are used when a gifted endorsed teacher comes into a gifted student's classroom to provide instruction that supplements the regular classroom instruction; (2) *pull-out* models are used when gifted students leave their regular classroom to receive additional instruction from a gifted endorsed teacher; (3) *cluster schools* are sites where gifted students are brought to receive instruction during part or all of their day; (4) *co-teaching,* involves two teachers (at least one of whom has a gifted endorsement) who teach a class with both gifted and other students for an entire period; (5) s*elf-contained* gifted classes have a gifted endorsed teacher who provides instruction to a class that contains all gifted students; and (6) courses with gifted and other students in which the teacher differentiates instruction for the gifted students. [15]

Not all districts were able to provide information about the number of students who received gifted services through co-teaching, self-contained gifted courses, or differentiated gifted instruction in a mixed ability course.

Push-in/pull-out services. Districts reported that they provided over 47,000 gifted students with push-in or pull-out services in 2006-07. This represented an increase of 4.4% from the prior year. This model is extensively used in grades K-8. Districts often use push-in or pull-out services when there are not enough gifted students in a

[13] Gifted services may be delivered by a teacher with a gifted endorsement or one who is in the process of earning an endorsement.

[14] Broward did not report how many of its students received consultation services.

[15] Advanced courses such as honors or advanced placement are not considered 'gifted courses' unless they are tailored to meet the needs of gifted students by a gifted endorsed teacher or facilitator.

school to make up an entire gifted class at each grade level.

Pull-out and push-in services varied across districts and schools. For example in one school we visited, a multi-grade group of gifted students went to a gifted resource room one day a week for the entire day, and their lessons were focused on science and social studies with activities tailored to their unique interests. These students were responsible for making up the work they missed in their regular classroom while attending the gifted class. At another school, the students went to a gifted classroom during their regular science and math periods. At this school the gifted teacher was responsible for covering the required science and math content.

Almost 20,000 gifted students received cluster services. In the cluster model, students receive gifted services at a specific school site for either part of or their entire school day. In 2006-07, 19,858 students received gifted services through cluster schools. Like push-in/pull-out services, cluster schools are used mostly at the elementary and middle school levels.

Districts often use cluster schools to bring gifted students together from several schools in order to have enough students to provide one or more gifted classes at each grade level. For example, one district uses cluster schools in order to provide full-time gifted programs for elementary school students. For district specific information about the number of students receiving cluster services please see Appendix B.

Districts are not required to report how many students receive each type of service or what part of students' instructional day is spent receiving gifted services. While districts were able to report the number of students who received services in the push-in/pull-out and cluster models, many districts were unable to report the proportion of each gifted student's instructional day that was spent receiving direct gifted instruction. To estimate the proportion of gifted students' day in which they receive direct instruction designed for gifted students, we analyzed the master course schedule districts report to the Department of Education and reviewed teachers' certification (gifted endorsement) records. This approach may not capture all push-in or co-teaching models if the

Exhibit 8
Consultation Services Increased by 59% in 2006-07

	Type of Service								
	Consultation			Push-in/Pull-out			Cluster		
Year	2005-06	2006-07	Percentage of Change	2005-06	2006-07	Percentage of Change	2005-06	2006-07	Percentage of Change
Kindergarten	125	64	-48.8%	268	312	16.4%	493	559	13.4%
Grade 1	252	176	-30.2%	2,051	2,129	3.8%	1,119	1,114	-0.4%
Grade 2	362	301	-16.9%	3,576	3,550	-0.7%	1,955	2,164	10.7%
Grade 3	392	418	6.6%	4,685	4,888	4.3%	2,742	2,889	5.4%
Grade 4	443	404	-8.8%	5,488	5,706	4.0%	3,008	3,522	17.1%
Grade 5	562	451	-19.8%	6,222	6,266	0.7%	3,307	3,664	10.8%
Grade 6	579	644	11.2%	3,688	3,729	1.1%	1,477	1,766	19.6%
Grade 7	652	650	-0.3%	3,533	3,738	5.8%	1,377	1,643	19.3%
Grade 8	660	681	3.2%	2,320	2,475	6.7%	1,422	1,663	16.9%
Grade 9	2,533	3,979	57.1%	1,276	1,348	5.6%	200	228	14.0%
Grade 10	2,458	4,137	68.3%	1,028	1,120	8.9%	167	204	22.2%
Grade 11	1,838	4,284	133.1%	822	909	10.6%	149	166	11.4%
Grade 12	1,069	3,483	225.8%	720	689	-4.3%	113	145	28.3%
Grade Level Not Reported*	**1,020**	**1,029**	**0.9%**	**9,697**	**10,525**	**8.5%**	**680**	**131**	**-80.7%**
Total	**12,945**	**20,701**	**59.9%**	**45,374**	**47,384**	**4.4%**	**18,209**	**19,858**	**9.1%**

Note: Duval County Schools did not provide 2005-06 data. The percentage change if Duval data is excluded for both 2005-06 and 2006-07 is 54%, 3%, and -3% for consultation, push-in/pull-out, and cluster, respectively. Several school districts did not provide grade level breakouts for each of these services. The service is reported in 'Grade Level Not Reported' when that is the case.
Source: OPPAGA survey of Florida school districts.

district did not report the gifted endorsed teacher as the teacher of record. In addition, teachers who are in the process of earning their gifted endorsement may provide gifted instruction, but they are not recorded in the department's data as gifted endorsed.

Gifted students take fewer self-contained gifted courses during high school than in elementary and middle school. As shown in Exhibit 9, self-contained gifted courses are more common in middle and elementary schools than in high schools. Slightly over a quarter (28%) of the courses taken by Florida's gifted middle school students are classes serving only gifted students. In elementary schools, 25% of the courses taken by gifted students are in self-contained classrooms; however, in high schools this percentage is only 11%. Exhibit 9 also shows that the majority of the teachers of these classes had a gifted endorsed teaching certificate. However, teachers who are in the process of earning their endorsement are also permitted to teach gifted courses.

For elementary students, 12% of their courses are with a gifted endorsed teacher in a mixed ability classroom. For middle and high school students these percentages are 10% and 6%, respectively. We could not determine if instruction in these courses is differentiated for gifted students, as this would require reviewing each class' lesson plan.

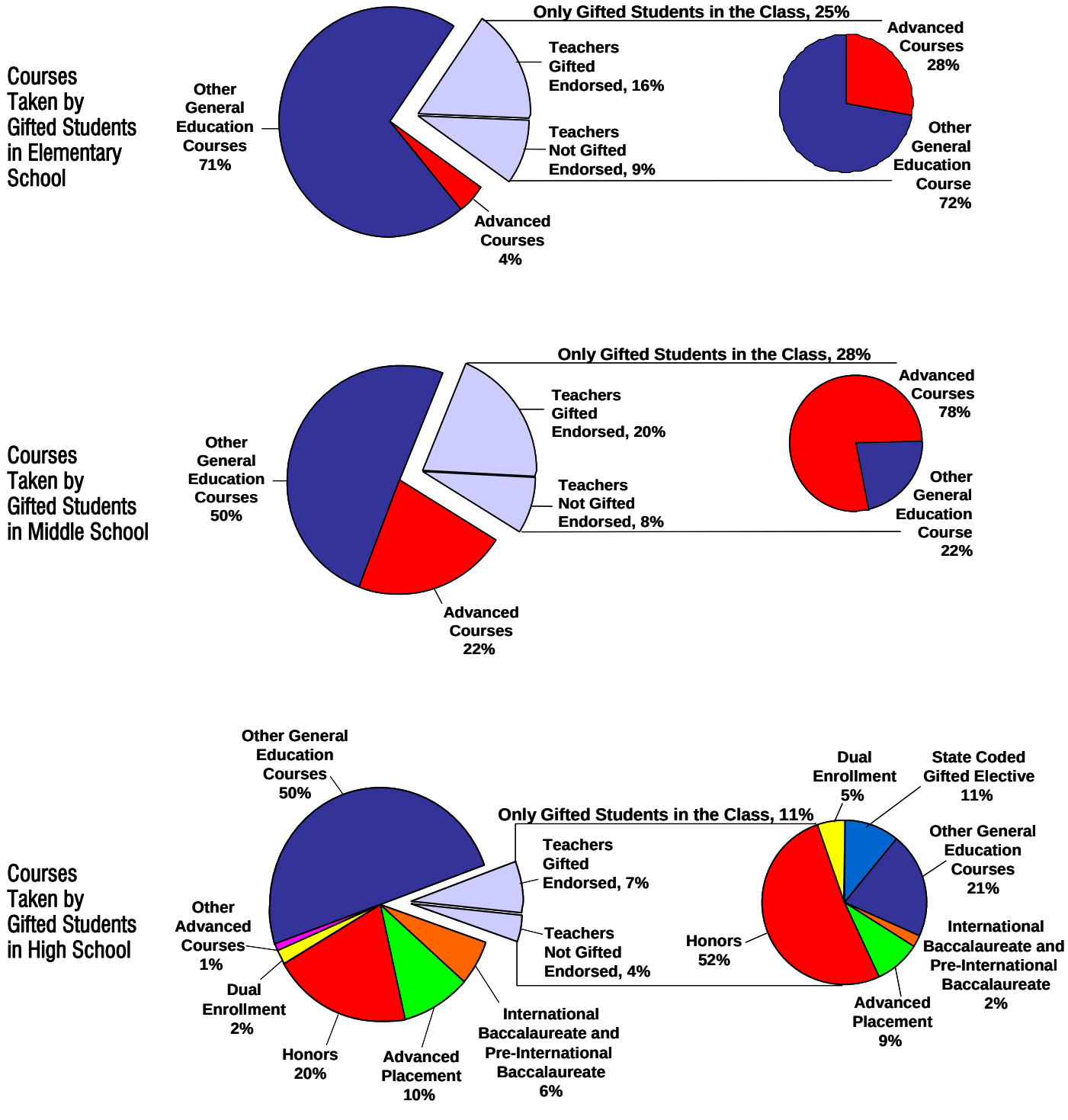
Many of the self-contained gifted courses taken by middle and high school students are advanced courses. As shown in Exhibit 9, most (78%) of the self-contained gifted courses taken by gifted middle school students and 79% of those taken by high school students were advanced courses. These included honors, advanced placement, and dual enrollment courses in high school. For middle and elementary students, these courses included advanced academics as well as other advanced courses such as Middle/Junior High Advanced Comprehensive Science 3.

Gifted student's enrollment in advanced courses provided as self-contained gifted courses with a gifted endorsed teacher differs by district and school. Schools in 30 districts provide advanced middle school self-contained gifted courses with gifted endorsed teachers. However in high school, only 16 districts provide advanced self-contained gifted courses with gifted endorsed teachers. Most of these courses (83%) are honors courses. Many of these courses (72%) are taken by students in either Miami-Dade or Sarasota. Some school districts we visited, including Miami-Dade, provided advanced placement and honors courses that were restricted to gifted students because they believed that these students need separate courses to meet their needs. However, other schools we visited believed that gifted students' needs were met through regular advanced placement and honors courses and they did not provide special gifted only versions of these courses.

Most gifted courses that high school students take are not listed as a gifted course in the state course code directory. The state course code directory does not accurately reflect the range of gifted courses offered to high school students. The directory currently lists only four high school course codes for gifted students, which account for only 11% of the gifted courses that high school students take. This occurs because districts may designate specific sections of courses not designated in the course code directory as a gifted course. This flexibility allows districts to offer the gifted courses that they believe their gifted students need. For example, a district could decide to offer English Honors I or American History as a gifted course, enroll only gifted students in that course and use a gifted endorsed teacher to teach the class. These types of courses are not reflected in the state course code directly but account for most of the gifted courses school districts offer to gifted students at the high school level.

Districts and schools use different means to meet gifted students' needs. While districts and schools we visited varied greatly in the way they served gifted students, they consistently believed they were meeting the needs of their gifted students. Generally, the gifted students and parents who participated in our focus groups also believed that the students' needs were being met.

Exhibit 9
After 8th Grade, Gifted Students Are Less Likely to Be in Gifted-Only Classes



Source: OPPAGA analysis of the Department of Education's Student Course Schedule, which included 908,000 courses taken by students with an exceptionality of gifted.

What are the advantages and disadvantages of classifying gifted students as exceptional students?

An issue in the gifted program has been whether it should continue to be part of the Exceptional Student Education (ESE) program or should be established as a separate stand-alone program. We identified advantages and disadvantages of classifying gifted students as exceptional students by reviewing available research and holding focus group discussions with parents, gifted students, teachers, and district administrators. Overall, this issue centers on the statutory protections that apply to Exceptional Student Education and the funding of gifted services through the guaranteed allocation. Exhibit 10 summarizes the advantages and disadvantages of classifying gifted students as exceptional students.

Advantages. Our research identified four primary advantages of serving gifted children as part of the ESE program. First, parents in our focus groups indicated that the program's current placement was beneficial because federal and state laws required that gifted students, like all ESE students, must receive education plans. These plans can help ensure that gifted students receive educational services that meet their needs. Second, parents noted that they have the right to contest school decisions made about their gifted children's education programs; this right is ensured for all ESE students. However, some parents told us they only fully understood these rights after their child had been identified as gifted for several years.

Third, teachers in our focus groups noted that including gifted programs in the ESE program recognizes that these students have different needs. The teachers indicated that they focus on critical thinking skills and creative projects when teaching gifted students, compared to ensuring that all students learned basic material when teaching in standard classrooms. Finally, some school district officials, as well as parents and teachers, indicated that serving gifted students in the ESE program provides a stable funding source because there are federal and state mandates to fund the ESE program.

Disadvantages. We identified three primary disadvantages to categorizing gifted students as exceptional. First, because gifted is part of Exceptional Student Education, there is a risk that any time federal or state policies for exceptional students are changed, such changes, meant primarily for students with disabilities, could also be applied to gifted students, creating additional paperwork for school districts. For example, the Florida Department of Education includes the gifted program as part of its focused monitoring activities of districts' exceptional student education services. However, some district personnel have told us that this requires unnecessary additional work for them and it is not clear to them why gifted should be included in these monitoring efforts, which are primarily intended to ensure districts are in compliance with federal and state laws governing students with disabilities.

Second, some parents and teachers assert that gifted students should not be included with students with disabilities because of their widely differing needs. While gifted students generally need enrichment services above and beyond the standard curriculum, students with disabilities are more likely to require accommodations or modifications to access the regular curriculum.

Third, because school districts report the cost of all basic exceptional student education programs in one sum and the gifted education program costs are not separately reported, there is a lack of transparency about how much money school districts spend for gifted services. Several parents told us that it was unclear how much funding was available for their child's gifted services and how much was being spent on those services.

In part due to these concerns, at least one state, Tennessee, recently considered moving its gifted programs out of the ESE program. However, the state decided not to take this step because parents of gifted students were concerned that this would remove the mandate for funding gifted education and that funding for gifted services would be more likely to be cut once they were no longer part of the umbrella of special education. An official of the state of New York reported concerns with a lack of transparency because the state, like Florida, appropriated gifted program funds together with

funding for other students. However, New York has not considered changing this funding structure to provide greater assurance that allocated funds are spent for gifted services.

Exhibit 10
There Are Both Advantages and Disadvantages to Classifying Gifted Students as Exceptional

Advantages	Disadvantages
▪ Requires that gifted students have an education plan, which can help ensure that gifted students receive needed services	▪ Including gifted in Exceptional Student Education runs the risk that policies intended for students with disabilities are inappropriately applied to gifted students.
▪ Parents have the right to contest school decisions.	▪ Gifted students have widely different needs than students with disabilities.
▪ Recognizes that gifted students have needs above and beyond the standard curriculum	▪ Lack of transparency in how gifted funds are being spent (perception that gifted funds are being used for non-gifted students)
▪ Allows for a stable funding source for gifted services	

Source: OPPAGA analysis.

Recommendations

To ensure that alternative policies for identifying gifted students in underrepresented groups are being applied to those groups, and to allow for the Department of Education and the Legislature to better measure the direct services that school districts provide gifted students we recommend that the Department of Education take the steps described below.

- Create a data element in the automated student data base that school districts will use to report whether a student was identified as gifted under the general or alternative identification requirements.
- Revise the state course directory to enable districts to indicate those courses in which gifted students receive differentiated instruction.

Agency Response

In accordance with the provisions of s. 11.51(5), Florida Statutes, a draft of our report was submitted to the Department of Education to review and respond. The department provided informal input but did not provide a written response to this report.

OPPAGA supports the Florida Legislature by providing evaluative research and objective analyses to promote government accountability and the efficient and effective use of public resources. This project was conducted in accordance with applicable evaluation standards. Copies of this report in print or alternate accessible format may be obtained by telephone (850/488-0021), by FAX (850/487-3804), in person, or by mail (OPPAGA Report Production, Claude Pepper Building, Room 312, 111 W. Madison St., Tallahassee, FL 32399-1475). Cover photo by Mark Foley.

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Appendix A

District-Level Information About Newly Identified Gifted Students

Appendix A includes district-level information about newly identified gifted students in 2005-06 and 2006-07. It shows the total number of new gifted identifications, the number and percentage who were identified using an alternative identification policy, whether the district used an alternative identification policy, and whether the district was able to separately report those identifications made under an alternative policy. This information was reported to us by each school district.

School District	Year	Total New Gifted Identifications/ Newly Eligible	Total Identified Under Alternative Identification Plan	Percentage Identified Under Alternative Identification Plan	District Reported Using an Alternative Identification Plan
Alachua	2006-07	537	136	25.3%	Yes Alternative Identification Plan
	2005-06	341	90	26.4%	Yes Alternative Identification Plan
Baker	2006-07	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Bay	2006-07	111	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	71	Unknown	Unknown	Yes Alternative Identification Plan
Bradford	2006-07	16	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Brevard	2006-07	799	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	749	Unknown	Unknown	Yes Alternative Identification Plan
Broward	2006-07	2,011	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	1,904	Unknown	Unknown	Yes Alternative Identification Plan
Calhoun	2006-07	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Charlotte	2006-07	62	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	61	Unknown	Unknown	Yes Alternative Identification Plan
Citrus	2006-07	105	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	102	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Clay	2006-07	348	47	13.5%	Yes Alternative Identification Plan
	2005-06	314	24	7.6%	Yes Alternative Identification Plan
Collier	2006-07	130	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	138	Unknown	Unknown	Yes Alternative Identification Plan
Columbia	2006-07	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Miami-Dade	2006-07	1,803	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	1,199	Unknown	Unknown	Yes Alternative Identification Plan
DeSoto	2006-07	39	18	46.2%	Yes Alternative Identification Plan
	2005-06	17	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Dixie	2006-07	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Duval	2006-07	405	80	19.8%	Yes Alternative Identification Plan
	2005-06	470	82	17.4%	Yes Alternative Identification Plan
Escambia	2006-07	275	26	9.5%	Yes Alternative Identification Plan
	2005-06	190	36	18.9%	Yes Alternative Identification Plan
Flagler	2006-07	29	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	36	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Franklin	2006-07	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Gadsden	2006-07	15 or fewer students [1]	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	Unknown	Unknown	Yes Alternative Identification Plan
Gilchrist	2006-07	28	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	22	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Glades	2006-07	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan

School District	Year	Total New Gifted Identifications/ Newly Eligible	Total Identified Under Alternative Identification Plan	Percentage Identified Under Alternative Identification Plan	District Reported Using an Alternative Identification Plan
Gulf	2006-07	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	17	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Hamilton	2006-07	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Hardee	2006-07	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Hendry	2006-07	15 or fewer students [1]	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	Unknown	Unknown	Yes Alternative Identification Plan
Hernando	2006-07	45	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	162	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Highlands	2006-07	37	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	32	Unknown	Unknown	Yes Alternative Identification Plan
Hillsborough	2006-07	545	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	681	Unknown	Unknown	Yes Alternative Identification Plan
Holmes	2006-07	15 or fewer students [1]	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	Unknown	Unknown	Yes Alternative Identification Plan
Indian River	2006-07	65	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	82	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Jackson	2006-07	30	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	37	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Jefferson	2006-07	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Lafayette	2006-07	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Lake	2006-07	113	20	17.7%	Yes Alternative Identification Plan
	2005-06	119	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Lee	2006-07	774	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	791	Unknown	Unknown	Yes Alternative Identification Plan
Leon	2006-07	163	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	163	Unknown	Unknown	Yes Alternative Identification Plan
Levy	2006-07	43	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	40	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Liberty	2006-07	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Madison	2006-07	18	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Manatee	2006-07	332	69	20.8%	Yes Alternative Identification Plan
	2005-06	218	47	21.6%	Yes Alternative Identification Plan
Marion	2006-07	160	70	43.8%	Yes Alternative Identification Plan
	2005-06	139	34	24.5%	Yes Alternative Identification Plan
Martin	2006-07	96	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	86	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Monroe	2006-07	47	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	56	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Nassau	2006-07	33	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	34	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Okaloosa	2006-07	192	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	159	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Okeechobee	2006-07	44	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	27	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Orange	2006-07	1,864	139	7.5%	Yes Alternative Identification Plan
	2005-06	1,340	159	11.9%	Yes Alternative Identification Plan
Osceola	2006-07	99	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	85	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
Palm Beach	2006-07	1,596	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	1,457	Unknown	Unknown	Yes Alternative Identification Plan

School District	Year	Total New Gifted Identifications/ Newly Eligible	Total Identified Under Alternative Identification Plan	Percentage Identified Under Alternative Identification Plan	District Reported Using an Alternative Identification Plan
Pasco	2006-07	284	30	10.6%	Yes Alternative Identification Plan
	2005-06	318	70	22.0%	Yes Alternative Identification Plan
Pinellas [2]	2006-07	1,246	94	7.5%	Yes Alternative Identification Plan
	2005-06	1,146	104	9.1%	Yes Alternative Identification Plan
Polk	2006-07	120	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	260	Unknown	Unknown	Yes Alternative Identification Plan
Putnam	2006-07	15 or fewer students [1]	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	Unknown	Unknown	Yes Alternative Identification Plan
St. Johns	2006-07	80	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
	2005-06	99	15 or fewer students [1]	15 or fewer students [1]	Yes Alternative Identification Plan
St. Lucie	2006-07	99	22	22.2%	Yes Alternative Identification Plan
	2005-06	118	22	18.6%	Yes Alternative Identification Plan
Santa Rosa	2006-07	69	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	62	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Sarasota	2006-07	625	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	581	Unknown	Unknown	Yes Alternative Identification Plan
Seminole	2006-07	487	109	22.4%	Yes Alternative Identification Plan
	2005-06	558	71	12.7%	Yes Alternative Identification Plan
Sumter	2006-07	58	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	49	Unknown	Unknown	Yes Alternative Identification Plan
Suwannee	2006-07	26	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Taylor	2006-07	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Union	2006-07	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
Volusia	2006-07	395	73	18.5%	Yes Alternative Identification Plan
	2005-06	292	40	13.7%	Yes Alternative Identification Plan
Wakulla	2006-07	16	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	15 or fewer students [1]	Unknown	Unknown	Yes Alternative Identification Plan
Walton	2006-07	25	Unknown	Unknown	Yes Alternative Identification Plan
	2005-06	22	Unknown	Unknown	Yes Alternative Identification Plan
Washington	2006-07	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan
	2005-06	15 or fewer students [1]	No Alternative Plan	No Alternative Plan	No Alternative Identification Plan

[1] In order to preserve student confidentiality, totals are not listed for school districts that reported 15 or fewer students in a category.

[2] Pinellas' 2005-06 data does not include grades 6-8.

Note: "Unknown" is listed for districts that were unable to separately report the number of students identified using alternative identification policies.

Source: OPPAGA survey of Florida school districts.

Appendix B

District Level Information About Three Types of Gifted Services

This appendix provides details about the information school districts submitted to us about three types of gifted services (consultation services, push-in/pull-out classes, and cluster schools). Our survey defined these services as described below.

- Consultation: A gifted teacher provides consultation to a regular classroom teacher and the regular classroom teacher then provides gifted instruction to the student.
- Push-in: A gifted teacher comes into a regular classroom to provide gifted instruction.
- Pull-out: Gifted students are shifted from their classroom into a resource room/other classroom with only gifted students.
- Cluster schools: These are schools that draw upon students from areas outside of the students' neighborhood school boundaries to receive gifted services at a specific school site for either part of or the entire school day.

Some school districts told us that they provide combination services or gifted classes that do not fall into the above definitions. These other services are not included in Appendix B. All 'gifted only classes' were factored into the analysis which is shown in Exhibit 9 of this report.

District	Service Model	Number of Students Who Participated in This Service Model
Alachua	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	1,667
	Push-In/Pull-Out 2005-06	1,566
	Cluster 2006-07	511
	Cluster 2005-06	517
Baker	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	75
	Push-In/Pull-Out 2005-06	73
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Bay	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	321
	Push-In/Pull-Out 2005-06	397
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Bradford	Consultation 2006-07	25
	Consultation 2005-06	32
	Push-In/Pull-Out 2006-07	79
	Push-In/Pull-Out 2005-06	91
	Cluster 2006-07	33
	Cluster 2005-06	34
Brevard	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	113
	Push-In/Pull-Out 2005-06	115
	Cluster 2006-07	474
	Cluster 2005-06	394
Broward [2, 3]	Consultation 2006-07	Unknown
	Consultation 2005-06	Unknown
	Push-In/Pull-Out 2006-07	Unknown
	Push-In/Pull-Out 2005-06	Unknown
	Cluster 2006-07	Unknown
	Cluster 2005-06	Unknown
Calhoun	Consultation 2006-07	42
	Consultation 2005-06	35
	Push-In/Pull-Out 2006-07	35
	Push-In/Pull-Out 2005-06	34
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Charlotte	Consultation 2006-07	669
	Consultation 2005-06	670
	Push-In/Pull-Out 2006-07	75
	Push-In/Pull-Out 2005-06	66
	Cluster 2006-07	247
	Cluster 2005-06	237

District	Service Model	Number of Students Who Participated in This Service Model
Citrus	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	874
	Push-In/Pull-Out 2005-06	793
	Cluster 2006-07	57
	Cluster 2005-06	62
Clay	Consultation 2006-07	204
	Consultation 2005-06	153
	Push-In/Pull-Out 2006-07	1,388
	Push-In/Pull-Out 2005-06	1,228
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Collier	Consultation 2006-07	2,953
	Consultation 2005-06	3,179
	Push-In/Pull-Out 2006-07	2,953
	Push-In/Pull-Out 2005-06	3,179
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Columbia	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	76
	Cluster 2005-06	64
Miami-Dade	Consultation 2006-07	5,477
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	10,014
	Push-In/Pull-Out 2005-06	9,282
	Cluster 2006-07	200
	Cluster 2005-06	556
DeSoto	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	136
	Push-In/Pull-Out 2005-06	108
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Dixie	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Duval	Consultation 2006-07	811
	Consultation 2005-06	Unknown
	Push-In/Pull-Out 2006-07	679
	Push-In/Pull-Out 2005-06	Unknown
	Cluster 2006-07	2,167
	Cluster 2005-06	Unknown
Escambia	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	218
	Push-In/Pull-Out 2005-06	212
	Cluster 2006-07	832
	Cluster 2005-06	834
Flagler	Consultation 2006-07	22
	Consultation 2005-06	16
	Push-In/Pull-Out 2006-07	226
	Push-In/Pull-Out 2005-06	149
	Cluster 2006-07	66
	Cluster 2005-06	172
Franklin	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Gadsden	Consultation 2006-07	57
	Consultation 2005-06	56
	Push-In/Pull-Out 2006-07	112
	Push-In/Pull-Out 2005-06	115
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Gilchrist	Consultation 2006-07	93
	Consultation 2005-06	68
	Push-In/Pull-Out 2006-07	104
	Push-In/Pull-Out 2005-06	109
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Glades	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	28
	Push-In/Pull-Out 2005-06	31
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Gulf	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	123
	Push-In/Pull-Out 2005-06	133
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Hamilton	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]

District	Service Model	Number of Students Who Participated in This Service Model
Hardee	Consultation 2006-07	90
	Consultation 2005-06	70
	Push-In/Pull-Out 2006-07	43
	Push-In/Pull-Out 2005-06	65
	Cluster 2006-07	29
	Cluster 2005-06	23
Hendry	Consultation 2006-07	26
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	53
	Push-In/Pull-Out 2005-06	60
	Cluster 2006-07	53
	Cluster 2005-06	60
Hernando	Consultation 2006-07	73
	Consultation 2005-06	66
	Push-In/Pull-Out 2006-07	507
	Push-In/Pull-Out 2005-06	503
	Cluster 2006-07	68
	Cluster 2005-06	62
Highlands	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	389
	Push-In/Pull-Out 2005-06	406
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Hillsborough [2]	Consultation 2006-07 [4]	699
	Consultation 2005-06 [4]	661
	Push-In/Pull-Out 2006-07	7,021
	Push-In/Pull-Out 2005-06	7,029
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Holmes	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Indian River [2]	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	261
	Push-In/Pull-Out 2005-06	280
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Jackson	Consultation 2006-07	32
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	137
	Cluster 2005-06	140
Jefferson	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Lafayette	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Lake	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	32
	Push-In/Pull-Out 2005-06	35
	Cluster 2006-07	276
	Cluster 2005-06	286
Lee	Consultation 2006-07	2,247
	Consultation 2005-06	1,726
	Push-In/Pull-Out 2006-07	1,794
	Push-In/Pull-Out 2005-06	1,971
	Cluster 2006-07	1,551
	Cluster 2005-06	1,754
Leon [2]	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	433
	Push-In/Pull-Out 2005-06	467
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Levy	Consultation 2006-07	79
	Consultation 2005-06	50
	Push-In/Pull-Out 2006-07	259
	Push-In/Pull-Out 2005-06	214
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Liberty	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Madison	Consultation 2006-07	75
	Consultation 2005-06	70
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]

District	Service Model	Number of Students Who Participated in This Service Model
Manatee	Consultation 2006-07	1,099
	Consultation 2005-06	1,091
	Push-In/Pull-Out 2006-07	313
	Push-In/Pull-Out 2005-06	230
	Cluster 2006-07	461
	Cluster 2005-06	455
Marion	Consultation 2006-07	526
	Consultation 2005-06	531
	Push-In/Pull-Out 2006-07	490
	Push-In/Pull-Out 2005-06	384
	Cluster 2006-07	88
	Cluster 2005-06	88
Martin	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	303
	Push-In/Pull-Out 2005-06	295
	Cluster 2006-07	131
	Cluster 2005-06	171
Monroe	Consultation 2006-07	140
	Consultation 2005-06	123
	Push-In/Pull-Out 2006-07	162
	Push-In/Pull-Out 2005-06	145
	Cluster 2006-07	131
	Cluster 2005-06	124
Nassau	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	347
	Push-In/Pull-Out 2005-06	325
	Cluster 2006-07	72
	Cluster 2005-06	106
Okaloosa	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	1,351
	Push-In/Pull-Out 2005-06	1,264
	Cluster 2006-07	67
	Cluster 2005-06	68
Okeechobee	Consultation 2006-07	62
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	24
	Push-In/Pull-Out 2005-06	80
	Cluster 2006-07	113
	Cluster 2005-06	65
Orange	Consultation 2006-07	1,630
	Consultation 2005-06	1,445
	Push-In/Pull-Out 2006-07	2,670
	Push-In/Pull-Out 2005-06	2,624
	Cluster 2006-07	1,573
	Cluster 2005-06	1,499
Osceola	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	236
	Push-In/Pull-Out 2005-06	191
	Cluster 2006-07	173
	Cluster 2005-06	192
Palm Beach	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	832
	Push-In/Pull-Out 2005-06	847
	Cluster 2006-07	3,702
	Cluster 2005-06	3,655
Pasco	Consultation 2006-07	642
	Consultation 2005-06	394
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	151
	Cluster 2005-06	228
Pinellas	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	2,240
	Push-In/Pull-Out 2005-06	2,080
	Cluster 2006-07	1,174
	Cluster 2005-06	1,217
Polk	Consultation 2006-07	1,144
	Consultation 2005-06	959
	Push-In/Pull-Out 2006-07	2,521
	Push-In/Pull-Out 2005-06	2,474
	Cluster 2006-07	55
	Cluster 2005-06	15 or fewer students [1]
Putnam	Consultation 2006-07	139
	Consultation 2005-06	154
	Push-In/Pull-Out 2006-07	285
	Push-In/Pull-Out 2005-06	209
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
St. Johns	Consultation 2006-07	54
	Consultation 2005-06	57
	Push-In/Pull-Out 2006-07	75
	Push-In/Pull-Out 2005-06	61
	Cluster 2006-07	840
	Cluster 2005-06	768
St. Lucie	Consultation 2006-07	444
	Consultation 2005-06	345
	Push-In/Pull-Out 2006-07	88
	Push-In/Pull-Out 2005-06	116
	Cluster 2006-07	539
	Cluster 2005-06	645

District	Service Model	Number of Students Who Participated in This Service Model
Santa Rosa	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	385
	Push-In/Pull-Out 2005-06	408
	Cluster 2006-07	84
	Cluster 2005-06	87
Sarasota	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	79
	Push-In/Pull-Out 2005-06	102
	Cluster 2006-07	2,735
	Cluster 005-06	2,618
Seminole	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	4,098
	Push-In/Pull-Out 2005-06	4,074
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Sumter	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	205
	Push-In/Pull-Out 2005-06	124
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Suwannee	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	15 or fewer students [1]
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Taylor	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	123
	Push-In/Pull-Out 2005-06	131
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Union	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	64
	Push-In/Pull-Out 2005-06	61
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Volusia	Consultation 2006-07	910
	Consultation 2005-06	727
	Push-In/Pull-Out 2006-07	20
	Push-In/Pull-Out 2005-06	15 or fewer students [1]
	Cluster 2006-07	992
	Cluster 2005-06	1,028
Wakulla	Consultation 2006-07	15 or fewer students [1]
	Consultation 2005-06	15 or fewer students [1]
	Push-In/Pull-Out 2006-07	125
	Push-In/Pull-Out 2005-06	113
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Walton	Consultation 2006-07	142
	Consultation 2005-06	160
	Push-In/Pull-Out 2006-07	259
	Push-In/Pull-Out 2005-06	236
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]
Washington	Consultation 2006-07	31
	Consultation 2005-06	25
	Push-In/Pull-Out 2006-07	50
	Push-In/Pull-Out 2005-06	46
	Cluster 2006-07	15 or fewer students [1]
	Cluster 2005-06	15 or fewer students [1]

[1] In order to preserve student confidentiality, totals are not listed for school districts that reported 15 or fewer students in a category.

[2] Several districts including Broward, Hillsborough, Indian River, and Leon noted that in their districts many gifted students receive gifted services either in content area courses or in full-time models, which are not reflected in this appendix.

[3] Broward reported that it does not track which of its five gifted service models students use. The district plans to implement a tracking system in 2009.

[4] Hillsborough noted that the district did not receive weighted funding for students in grades 8-12 who received consultation services.

Note: All courses in which a gifted student's teacher of record was gifted endorsed were included in the course analysis presented on pages 9-11 of this report.

Source: OPPAGA survey of Florida school districts.

APPENDIX C

Florida House of Representatives: LEGG Bill

A bill to be entitled

An act relating to gifted and academically talented student education; creating s. 1003.572, F.S.; requiring the Department of Education to develop procedures for screening students for identification as gifted or academically talented students; specifying parental notice and other requirements for such screening; requiring the department to develop eligibility criteria for gifted and academically talented student identification and specifying criteria therefor; requiring the department to develop model gifted and academically talented student education programs and specifying program requirements; requiring the department to develop procedures for evaluating the effectiveness of model education programs; requiring the department to develop procedures and eligibility criteria for whole-grade acceleration; requiring district school boards to implement screening procedures, eligibility criteria, model education programs, evaluation procedures, and whole-grade acceleration policies; requiring district school board reporting; requiring rulemaking; amending s. 1004.04, F.S.; requiring state-approved teacher preparation programs to incorporate specified gifted and academically talented student instruction; amending s. 1011.62, F.S.; requiring certain school district guaranteed allocation expenditures to be reported separately; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1003.572, Florida Statutes, is created to read:

1003.572 Gifted and academically talented student education.--

(1) The Department of Education shall develop, and district school boards shall implement:

(a) Screening procedures for the determination of students who should be further evaluated for identification as a gifted or an academically talented student. The screening shall be annually conducted for all students in an elementary, middle, and high school grade level designated by the department, based upon peer-reviewed research, to be the most appropriate time for such screening and shall also be made available at least annually to students in all other K through 12 grade levels upon written request by a student's parent or teacher. Each district school board shall annually provide written notification to parents of students in grades K through 12 of the availability of such screening.

(b) Eligibility criteria for gifted and academically talented student identification that includes, but is not limited to, demonstration of a need for services or activities not ordinarily provided by the school in order to fully develop the student's capabilities and demonstration of:

1. Superior intellectual development on a standardized intelligence test for gifted student identification; or

2. High achievement capability in one or more academic subject areas for academically talented student identification.

(c) Model gifted and academically talented student education programs for students identified under paragraph (b). The programs must:

1. Be based upon best practices set forth in peer-reviewed research.

2. Include classroom-based, school-based, and district-based implementation options.

3. Include, but are not limited to, subject matter acceleration opportunities, differentiated curricula that address the exceptional learning needs of gifted and academically talented students, and enrichment activities that extend learning opportunities available in the classroom.

(d) Procedures for annually evaluating the effectiveness of model gifted and academically talented student education programs.

(e) Policies that set forth procedures and eligibility criteria for whole-grade acceleration.

(2) Each student participating in a gifted or academically talented student education program shall be evaluated at least every 3 years according to procedures developed by the department to determine whether the student is benefiting from, and continues to be eligible to participate in, the program.

(3) Each district school board shall report annually to the department by school and grade level: the number of students screened and identified under subsection (1); the types of gifted and academically talented student education programs that

it offers; the number of, and performance data for, students in such programs; and the number of students who were accelerated one or more whole grades. When reporting the number of students, district school boards shall classify students according to race, ethnicity, and national origin.

(4) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 necessary to implement this section.

Section 2. Paragraph (c) of subsection (3) of section 1004.04, Florida Statutes, is amended to read:

1004.04 Public accountability and state approval for teacher preparation programs.--

(3) DEVELOPMENT OF TEACHER PREPARATION PROGRAMS.--A system developed by the Department of Education in collaboration with postsecondary educational institutions shall assist departments and colleges of education in the restructuring of their programs in accordance with this section to meet the need for producing quality teachers now and in the future.

(c) State-approved teacher preparation programs must incorporate:

1. Appropriate English for Speakers of Other Languages instruction so that program graduates will have completed the requirements for teaching limited English proficient students in Florida public schools.

2. Scientifically researched, knowledge-based reading literacy and computational skills instruction so that program graduates will be able to provide the necessary academic

foundations for their students at whatever grade levels they choose to teach.

3. Gifted and academically talented student instruction so that program graduates will be able to recognize the characteristics of a gifted or academically talented student and will have knowledge of the requirements under s. 1003.572 for the screening, identification, and education of such students.

Section 3. Paragraph (e) of subsection (1) of section 1011.62, Florida Statutes, is amended to read:

1011.62 Funds for operation of schools.--If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.--The following procedure shall be followed in determining the annual allocation to each district for operation:

(e) Funding model for exceptional student education programs.--

1.a. The funding model uses basic, at-risk, support levels IV and V for exceptional students and career Florida Education Finance Program cost factors, and a guaranteed allocation for exceptional student education programs. Exceptional education cost factors are determined by using a matrix of services to document the services that each exceptional student will receive. The nature and intensity of the services indicated on

the matrix shall be consistent with the services described in each exceptional student's individual educational plan.

b. In order to generate funds using one of the two weighted cost factors, a matrix of services must be completed at the time of the student's initial placement into an exceptional student education program and at least once every 3 years by personnel who have received approved training. Nothing listed in the matrix shall be construed as limiting the services a school district must provide in order to ensure that exceptional students are provided a free, appropriate public education.

c. Students identified as exceptional, in accordance with chapter 6A-6, Florida Administrative Code, who do not have a matrix of services as specified in sub-subparagraph b. shall generate funds on the basis of full-time-equivalent student membership in the Florida Education Finance Program at the same funding level per student as provided for basic students. Additional funds for these exceptional students will be provided through the guaranteed allocation designated in subparagraph 2.

2. For students identified as exceptional who do not have a matrix of services and students who are gifted in grades K through 8, there is created a guaranteed allocation to provide these students with a free appropriate public education, in accordance with s. 1001.42(4)(l) ~~(m)~~ and rules of the State Board of Education, which shall be allocated annually to each school district in the amount provided in the General Appropriations Act. These funds shall be in addition to the funds appropriated on the basis of FTE student membership in the Florida Education Finance Program, and the amount allocated for each school

district shall not be recalculated during the year. These funds shall be used to provide special education and related services for exceptional students and students who are gifted in grades K through 8. Beginning with the 2007-2008 fiscal year, a district's expenditure of funds from the guaranteed allocation for students in grades 9 through 12 who are gifted may not be greater than the amount expended during the 2006-2007 fiscal year for gifted students in grades 9 through 12. Each district school board in its annual financial report to the department shall separately identify the amount expended from the guaranteed allocation for students identified as exceptional who do not have a matrix of services and for gifted students in grades K through 12.

Section 4. This act shall take effect July 1, 2008.

APPENDIX D

Florida Senate: WISE Bill

Florida Senate - 2008 **SB 990**

By Senator Wise

5-00606A-08 2008990__

A bill to be entitled

An act relating to gifted and academically talented student education; creating s. 1003.572, F.S.; requiring the Department of Education to develop procedures for screening students for identification as gifted or academically talented students; specifying parental notice and other requirements for such screening; requiring the department to develop eligibility criteria for gifted and academically talented student identification and specifying criteria therefor; requiring the department to develop model gifted and academically talented student education programs and specifying program requirements; requiring the department to develop procedures for evaluating the effectiveness of model education programs; requiring the department to develop procedures and eligibility criteria for whole-grade acceleration; requiring district school boards to implement screening procedures, eligibility criteria, model education programs, evaluation procedures, and whole-grade acceleration policies; requiring district school board reporting; requiring rulemaking; amending s. 1004.04, F.S.; requiring state-approved teacher preparation programs to incorporate specified gifted and academically talented student instruction; amending s. 1011.62, F.S.; requiring certain school district guaranteed allocation expenditures to be reported separately; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

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(a) Screening procedures for the determination of students who should be further evaluated for identification as a gifted or an academically talented student. The screening shall be annually conducted for all students in an elementary, middle, and high school grade level designated by the department, based upon peer-reviewed research, to be the most appropriate time for such screening and shall also be made available at least annually to students in all other K through 12 grade levels upon written request by a student's parent or teacher. Each district school board shall annually provide written notification to parents of students in grades K through 12 of the availability of such screening.

(b) Eligibility criteria for gifted and academically talented student identification which includes, but is not limited to, demonstration of a need for services or activities not ordinarily provided by the school in order to fully develop the student's capabilities and demonstration of:

1. Superior intellectual development on a standardized intelligence test for gifted student identification; or

2. High achievement capability in one or more academic subject areas for academically talented student identification.

(c) Model gifted and academically talented student education programs for students identified under paragraph (b). The programs must:

1. Be based upon best practices set forth in peer-reviewed research.

2. Include classroom-based, school-based, and district-based implementation options.

3. Include, but are not limited to, subject matter acceleration opportunities, differentiated curricula that address the exceptional learning needs of gifted and academically talented students, and enrichment activities that extend learning opportunities available in the classroom.

(d) Procedures for annually evaluating the effectiveness of model gifted and academically talented student education programs.

(e) Policies that set forth procedures and eligibility criteria for whole-grade acceleration.

(2) Each student participating in a gifted or academically talented student education program shall be evaluated at least every 3 years according to procedures developed by the department to determine whether the student is benefiting from, and continues to be eligible to participate in, the program.

(3) Each district school board shall report annually to the department by school and grade level: the number of students screened and identified under subsection (1); the types of gifted and academically talented student education programs that it offers; the number of, and performance data for, students in such programs; and the number of students who were accelerated one or more whole grades. When reporting the number of students,

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1. Appropriate English for Speakers of Other Languages instruction so that program graduates will have completed the requirements for teaching limited English proficient students in Florida public schools.

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will have knowledge of the requirements under s. 1003.572 for the screening, identification, and education of such students.

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b. In order to generate funds using one of the two weighted cost factors, a matrix of services must be completed at the time of the student's initial placement into an exceptional student education program and at least once every 3 years by personnel who have received approved training. Nothing listed in the matrix shall be construed as limiting the services a school district

must provide in order to ensure that exceptional students are provided a free, appropriate public education.

c. Students identified as exceptional, in accordance with chapter 6A-6, Florida Administrative Code, who do not have a matrix of services as specified in sub-subparagraph b. shall generate funds on the basis of full-time-equivalent student membership in the Florida Education Finance Program at the same funding level per student as provided for basic students. Additional funds for these exceptional students will be provided through the guaranteed allocation designated in subparagraph 2.

2. For students identified as exceptional who do not have a matrix of services and students who are gifted in grades K through 8, there is created a guaranteed allocation to provide these students with a free appropriate public education, in accordance with s. 1001.42(4)(l) ~~(m)~~ and rules of the State Board of Education, which shall be allocated annually to each school district in the amount provided in the General Appropriations Act. These funds shall be in addition to the funds appropriated on the basis of FTE student membership in the Florida Education Finance Program, and the amount allocated for each school district shall not be recalculated during the year. These funds shall be used to provide special education and related services for exceptional students and students who are gifted in grades K through 8. Beginning with the 2007-2008 fiscal year, a district's expenditure of funds from the guaranteed allocation for students in grades 9 through 12 who are gifted may not be greater than the amount expended during the 2006-2007 fiscal year for gifted students in grades 9 through 12. Each district school board in its annual financial report to the department shall separately

identify the amount expended from the guaranteed allocation for students identified as exceptional who do not have a matrix of services and for gifted students in grades K through 12.

Section 4. This act shall take effect July 1, 2008.

APPENDIX E

Budget Information

Survey of Gifted Program Budget Information and Computer Needs 2/20/06
Summary Report

Gifted Program teachers were surveyed regarding gifted class budget information and computer needs.

The survey items were:

1. Gifted Budget allotted by your school for 05-06
2. Approximate amount of additional funds from donations/partnerships for 05-06
3. How many total computers do you have in your gifted classroom?
4. What type of teacher station do you have?
5. Do you have a printer? If yes, what type?
6. How many student computers?
7. How many student printers?
8. Does your school have a computer lab?
9. Do your students have access to the lab on a regular basis during their gifted class time?
10. Please list the type(s) of student computers available in your gifted classroom.

Total Responding 64	Elementary Pull-out (31)	Ridgecrest (2)	Middle School (31)	
BUDGET				
Unaware of budget	1	1	8	
Reported as 0	7	1	10	
$100-250	11	0	10	
$251-500	10	0	2	
0ver $500	2	0	1	
Received donations	26	2	18	
Computers				
No student computers	3		13	
1-3 student computers	11	1	10	
More than 3	16	1	6	

APPENDIX F

Results: Naglieri Nonverbal Ability Test

Appendix F

Mid Year Results of Naglieri Nonverbal Ability Test
Title I Schools/ First Grade Students/ Fall 2006
February 2008

Summary

School	Students Tested	Students at or above 90th percentile	% ≥ 90%	Students placed as of February 4	% of students above 90% who were placed	% of total tested who were placed
Region I (21)	1850	256	14%	44	17%	2%
Region II (13)	1170	160	14%	36	23%	3%
Region V (19)	1668	183	11%	35	19%	2%
Total (53)	**4688**	**599**	**13%**	**115**	**19%**	**2%**

APPENDIX G

Florida Gifted Network: Talking Points

Florida Gifted Network & Excellence in Education

Gifted Education

The Florida Legislature is currently reviewing two bills affecting Gifted Education. The first bill is Senate Bill 990 by Senator Steve Wise (R-Jacksonville) and the second is House Bill 297 by Representative John Legg (R-Port Richey).

On behalf of the *Florida Gifted Network* and *Excellence in Education*, which are grass roots advocacy organizations comprised of parents and educators, we request that the following concepts be included in the bills:

- **Please ensure that Gifted Education remains under Exceptional Student Education (ESE) in statute.** Exceptional Student Education (ESE), often referred to as the *Special Education Umbrella*, covers a broad range of students whose educational needs cannot normally be met in the regular classroom by general education teachers.

  If the Legislature is going to create a program for students who are academically talented, this may be an equally important initiative, yet it is different from gifted education which is an Exceptional Student Education program. As such, an Academically Talented program should be addressed in a separate statute.

- **Please adequately fund gifted education for students in grades K-12 within the ESE Guaranteed Allocation.** Some have advocated providing funds only for students in ages K-8. Gifted Education programs are designed for students in ages K-12 and must remain available for eligible students.

- **Avoid establishing a new definition of gifted that would create a barrier to the identification of students from traditionally under-represented populations.** If the legislature chooses to define "gifted student" rather than leaving this to the Department of Education and the Florida Board of Education, care must be taken to avoid creating barriers to the identification of gifted students from poverty households and diverse cultures and languages. Equal care must be taken to ensure that any definition is fiscally supportable.

- **Ensure no unintended consequences and unfunded mandates**. Please make certain that no provision inadvertently diverts gifted education funds. For example, one provision in the original bills mandates screening for all students at elementary, middle, and high school levels. While expanding identification efforts is worthwhile, without new funding, the increased cost for additional screenings will reduce the overall funds available to provide the services for the identified students.

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www.floridagiftednet.org

Local contact:

APPENDIX H

Pinellas County Schools

CD Gifted Program Handbook

is available and may be obtained

from the Research and Accountability Department

Office Ph. 727.588.6253

Fax 727.588.5182

APPENDIX I

Florida’s Framework for K-12 Gifted Learners

Florida's Frameworks for K–12 Gifted Learners

Providing guidelines, which support a challenging and rigorous curriculum that enhances the *Florida Sunshine State Standards* in order to meet the needs of gifted students in our schools.

Sponsored by the
Florida Department of Education Working on Gifted Issues Challenge Grant Project
Florida Association for the Gifted

2007

This publication was initiated through the Working on Gifted Issues (WOGI) Challenge Grant Project through the North East Florida Educational Consortium (NEFEC) and the University of North Florida with Christine Weber, Principal Investigator, Cort McKee, Project Director, and Karen Hairston, Project Director, funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, and the Clearinghouse Information Center.

Florida Department of Education
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Task Force Members

Christine L. Weber, Ph.D.	co-chair	University of North Florida
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Willis Henderson	member	Escambia County Public Schools
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Jodi O'Meara	member	FDLRS—Manatee County Public Schools
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Suzanne Rawlins	member	Volusia County Public Schools
Laurel Stanley, Ed.D.	member	University of North Florida

Thank you to the Florida Association for the Gifted (FLAG) for their co-sponsorship and support of this project.

Thank you to the Coordinators and ESE Directors of Gifted Programs who provided feedback to the task force members at the Florida Department of Education Statewide Meeting, October 2006, in Daytona Beach.

A special thank you is extended to Dr. Beverly Shaklee (George Mason University, Virginia) and Dr. Cecelia Boswell (Austin Creek Education Systems, Texas) for providing editorial comments and suggestions as part of the document's external review. Dr. Shaklee is one of three editors for the National Association of Gifted Children's *Aiming for Excellence: Gifted Programs Standards* (2001). Dr. Boswell is one of the developers for the *Texas Advanced Academics Curriculum Evaluation System* (2005-2007).

This is *Florida's Frameworks for K-12 Gifted Learners* available through the Bureau of Exceptional Education and Student Services, Florida Department of Education, designed to assist school districts and state agencies, which support education programs in the provision of special programs for exceptional students. For additional information on this publication contact the Clearinghouse Information Center, Bureau of Exceptional Education and Student Services, K-12 Public Schools, Florida Department of Education, Room 628 Turlington Building, Tallahassee, Florida 32399-0400.

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PREFACE

This document, *Florida's Frameworks for K-12 Gifted Learners*, is the product of the Working on Gifted Issues (WOGI) grant, funded by the State of Florida, Department of Education 2005-2007. It provides a framework for developing and designing differentiated learning experiences for gifted students that complements the standards and benchmarks outlined in the *Florida Sunshine State Standards*. The resulting document combines the current research and practices related to educating gifted children and the expertise of a task force consisting of gifted educators, parents, and representatives from the Florida Department of Education.

The task force members discussed the work of two previous documents published by the Florida Department of Education-*GAGE: Greater Accountability in Gifted Education* (1994) and *Blueprint: Organizing for Results* (1995)-and the impact these documents had on the accountability of meeting students' needs in the state of Florida. The task force members determined the need to update those reports in the form of a curricular framework for gifted learners. Additional guidelines were provided by *Aiming for Excellence: Gifted Program Standards* published by the National Association for Gifted Children (NAGC). This document is intended to assist educators as they plan outcomes that are appropriate for gifted learners. See the Glossary on pages 44-45 for an explanation of terms and concepts.

RATIONALE/MISSION STATEMENT

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. This can be accomplished by offering opportunities for students to:

- Pursue topics of study in greater depth or to a greater level of cognitive challenge
- Tackle a wider range of authentic and complex academic tasks that require doing real world work
- Advance through activities at a faster pace
- Develop a sense of self and the possibilities that the world has to offer

These experiences may be addressed in a differentiated curriculum that may involve the modification of content, process, product, and/or the learning environment (Tomlinson, 1999).

In *Curriculum for Gifted and Talented Students* (2004), Joyce Van Tassel-Baska states:

> The trend for curriculum designed for the gifted in the future must embrace paradox. It must provide students with a rigorous, high-quality experience that readies them to successfully traverse the next level of educational challenge in a selective university as well as ground them in self-learning and social learning of the moment. It must help them find true self in the midst of growing toward a professional career. It must inculcate a healthy sense of respect for civilizations' past accomplishments as well as the desire to shape a new and better world in the future. Such a curriculum must first be envisioned, then developed, and then implemented. The real challenge for the future of curriculum in this field is the preparation of educators committed to the vision of curriculum as the core of what makes gifted education a worthwhile enterprise (p. xxxii).

The goal of the *Florida's Frameworks for K–12 Gifted Learners* is to provide guidelines, which support a challenging and rigorous curriculum that enhances the *Florida Sunshine State Standards* in order to meet the needs of gifted students in our schools. The following rigor and challenge guidelines interrelate and reinforce curriculum, instruction, and assessment

to help define academic excellence in programs for gifted learners. William Daggett (2005) suggests that when these three components of instructional planning are viewed together, relevant learning becomes the focus.

- **Curriculum** is advanced, sophisticated, and consistently building upon and extending beyond the general curriculum. Rigorous and challenging curriculum is enhanced through the study of universal concepts, complex levels of generalizations, and essential questions. Students are consistently engaged in multiple, complex, thought provoking and ambiguous texts/materials that challenge what they think and feel. Application is made to real-world unpredictable situations.

- **Instructional delivery** employs a variety of research-based strategies and methods from various curricular models that emphasize skills such as inquiry, investigation, and experimentation. Students are regularly provided with opportunities for understanding the "whys" through scholarly dialogue/discussions and they reflect on concepts, generalizations, and essential questions encountered with rigorous texts/materials. The teacher constantly probes students to deepen meaning and to provide rationale for positions.

- **Multiple assessments** are used to consistently monitor students' growth and understanding of increasing complexity of materials, ideas, issues, and problems. The teacher provides opportunities for students to reflect on understanding and growth. Assessments match the level of rigor and relevance identified in the learning objectives.

(adapted from the North Carolina's Public School's *Rigor Rubric for Education Programs,* http://www.ncpublicschools.org/ec/development/gifted/nonnegotiables/and *Daggett's Rigor/Relevance Framework, 2005*)

References

Blueprint: Organizing for results (1995). Tallahassee, FL: Florida Department of Education.

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Frameworks for K-12 Gifted Learners

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Landrum, M. S., Callahan, C. M., & Shaklee, B. D. (Eds.). (2001). *Aiming for excellence: Gifted program standards.* Waco, TX: Prufrock Press.

North Carolina Public Schools. *Rigor rubric for education programs.* Retrieved January, 23, 2007, from http://www.ncpublicschools.org/ec/development/gifted/nonnegotiables/?&print=true

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: ASCD.

Van Tassel Baska, J. (Ed.). (2004). *Curriculum for gifted and talented students*. Thousand Oaks, CA: NAGC and Corwin Press.

SUGGESTED USE OF FLORIDA'S FRAMEWORKS FOR K–12 GIFTED LEARNERS

Florida's Frameworks for K–12 Gifted Learners has been created for many different stakeholders within gifted education. We envision the document as primarily serving district coordinators and teachers of gifted learners-those in the trenches. We also have designed the document to assist superintendents, ESE specialists, regular education classroom teachers, parents, and students in understanding how gifted education can be more effective, engaging, and enriching.

Each group just mentioned will have different reasons to use the *Frameworks*. However, all groups will benefit from a few points of reference prior to delving into its content.

- Think of the Program Goals as a woven tapestry rather than a list. While we have arranged the goals by content (1 & 2), process (3 & 4), affect (5 & 6), and product (7), they do not stand alone or relate to just one goal. Each goal reflects components of and can be linked with all other goals. There is no hierarchy or recommended order for addressing the goals in curricular design. This is true of the objectives and traits within each goal. We encourage you to never single out any trait, objective, or goal as you use this document to design, evaluate, or implement gifted education services.
- The Program Goals include both an expository explanation and a set of rubrics to assist in the understanding process. We recognize that some readers will go immediately to the rubrics to glean their pertinent information from the document, while others will dwell upon the exposition. We suggest using both, and we recommend the reading of all Program Goal expositions prior to delving into the rubrics. That way you will have 'created a space' in your mind for the specificity the rubrics will deliver.
- The Rubrics present a four-tiered scale for measuring student outcomes within the particular trait for each objective. This scale: Know, Understand, Perform, and Accomplish (see Interpreting the Rubrics, p. 9) qualitatively describes the behaviors and attitudes you will discern in students to move them along the rubric. We picture these measures as being workable throughout the student's tenure during Gifted Education services. In other words, it is possible that a second grade gifted learner could work at an Accomplish level in a particular trait/objective/goal, though later, in sixth grade, be working at an Understand level in the same trait/objective/goal. This scenario is not problematic. The scale should not be seen as a ladder to climb through the years, but rather a descriptor of the student's Zone of Proximal Development at any particular point in time during his/her education.

Frameworks for K-12 Gifted Learners

- A graphic organizer helps to show the integrated nature of the program goals.
- A set of support materials helps to explain several concepts found within the programs goals/objectives/rubrics.
- A glossary also clarifies some of the terminology used within the program goals/objectives/rubrics.
- A bibliography which identifies resources used in the development of the *Frameworks*.

As previously stated, teachers of gifted learners and district coordinators can use the *Frameworks* in many ways. We hope it is used to help design and revise gifted education services statewide. It is a tool for enhancing curricular design, assisting teachers and coordinators in their quest to create rigorous and challenging learning experiences. It can be used in the creation of Individual Student Education Plans, as it describes many areas (66 traits within 22 objectives within seven program goals) of focused study. Equally, it can be a tool of assessment, helping districts hone and organize their programs around central issues.

Superintendents and ESE specialists can use the *Frameworks* in this latter area, availing themselves a way to look at the special world of gifted education. Some of our administrators may not have a sufficient background or training in gifted education, so these *Frameworks* will help them perceive and approach the quality control to which we all aspire.

General education classroom teachers can also benefit by considering the nature of challenge and rigor that these *Frameworks* suggest. While gifted learners cannot meet high expectations for success without high challenges in their learning environments, all students will benefit from high challenges. And as most general education teachers will work with gifted learners on a regular basis, this document also will help these teachers to better understand how that work might be developed in the differentiated classroom.

Finally, parents and students can use this document to evaluate the education they are receiving. Gifted education is an important component in the lives of many students, and it behooves us to avail them and their families with better ways to understand how that education should be conducted.

STUDENT OUTCOMES – FRAMEWORK GOALS AND OBJECTIVES

1. By graduation, the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.
   a) Locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.
   b) Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.
   c) Identify and apply investigative methodologies that are followed in a selected field of knowledge.

2. By graduation, the student identified as gifted will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.
   a) Identify significant questions within and across disciplines.
   b) Generate significant questions within and across disciplines.
   c) Evaluate and refine significant questions within and across disciplines.

3. By graduation, the student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.
   a) Use a variety of research tools and methodologies.
   b) Use and manipulate information sources.
   c) Detect bias and reliability in the process of research.
   d) Apply ethical standards to research and analyses.

4. By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real-world problems.
   a) Identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.
   b) Analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective problem solutions.
   c) Use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.

5. By graduation, the student identified as gifted will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.
   a) Accept divergent views to positively effect change.
   b) Identify leadership traits and qualities as they appear in different individuals and situations.
   c) Manifest significant leadership skills and organize group(s) to achieve project goals.

6. By graduation, the student identified as gifted will be able to set and achieve personal, academic, and career goals.
   a) Identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.
   b) Assume primary responsibility for learning, including identifying needs and setting reasonable goals.
   c) Design plans of action to address benefits and obstacles in achieving goals of personal interest.

7. By graduation, the student identified as gifted will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines.
   a) Develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences.
   b) Create products that synthesize information from diverse sources illustrating divergent solutions or perspectives.

INTERPRETING THE RUBRICS

Rubrics use four markers to describe successful meeting of a particular trait. These markers are defined here:

Know—the ability to recall and locate information. One who knows can cite facts, concepts, and ideas. One who knows deals with knowledge in singular fashion; not recognizing, and poorly able to function with the interconnectedness between knowledge fields.

Learners who know see the individual snapshot.

Understand—the ability to recall, interpret, and connect information. One who understands can use information from multiple sources, though not always simultaneously. One who understands can be flexible and creative with knowledge. Combining knowledge fields occurs here, though not necessarily with ease or on one's own.

Learners who understand see the collage of snapshots.

Perform—the ability to analyze and synthesize information from multiple sources simultaneously. One who performs can use knowledge inventively, in novel situations. One who performs links knowledge fields in creative ways so that boundaries blur.

Learners who perform see the snapshots in motion.

Accomplish—the ability to evaluate and use information from multiple sources critically and effectively to accomplish a significant purpose. One who accomplishes has internalized the processes addressed in the first three levels and has the ability to call on those processes automatically. One who accomplishes has ownership of knowledge, yet will share it willingly.

Learners who accomplish see the snapshots moving in 3D.

Student Outcomes Program Goal 1

By graduation, the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.

This program goal speaks to the recognition of knowledge as a human system of understanding. It recognizes that knowledge is a human construct, and that all knowledge is affected by setting (time and place), terms, and structures. Knowledge changes people, and people change knowledge. Knowledge is a complex process including experiences, interactions, and interpretations. Knowledge is much more than what we know. It is also how we know, why we know, where we know, and when we know.

For gifted learners these ideas are both approachable and appropriate. Gifted learners should be guided toward the development of a personal epistemology (theory of knowledge) while moving through gifted programs. Their intellectual talents must be challenged to find ways to explore the nature of knowing so that they begin to see how knowledge developed and used in different disciplines is made up of characteristics inherent to those disciplines. Gifted students' abilities to comprehend complex issues and to evaluate knowledge systems of divergent fields must be nurtured.

Student Objectives:

The gifted student will:

- Locate, define, and organize a field of study as it relates to the broad spectrum of knowledge
- Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study
- Identify and apply investigative methodologies that are followed in a selected field of knowledge

Student Outcomes Program Goal 1

Objective 1: The student will locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Nature of Knowledge	Locates and lists the general divisions of knowledge, i.e., art, science, humanities, etc., and recognizes integrated fields and disciplines	Identifies and defines a field of interest and analyzes how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided	Differentiates fact, concept, theory, and principle and employs each in developing meaning and knowledge	Constructs own meaning within a chosen field and makes new contributions to this respective field of study
Basic Research	Identifies and locates basic reference sources that support general research in several disciplines	Analyzes the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided	Uses multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field	Uses a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline
Manipulation of Data	Manipulates data in order to determine contributions of the discipline to the community and world	Seeks connections between fields to make sense of patterns and trends	Poses research questions that help interpret the effects of major trends and issues over time	Develops themes and connections across historical events, periods, and fields
Organization of Data	Creates or selects an existing system for organizing data in a sequence	Constructs an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field	Identifies and illustrates themes, patterns, and structures that define an area of study	Challenges accepted bodies of knowledge and organizational methodologies

Frameworks for K-12 Gifted Learners

Student Outcomes Program Goal 1

Objective 2: The student will identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Conceptual Frameworks	Formulates questions to determine the relevance of the skills and knowledge required of a discipline Identifies established rules or laws (principles) of nature which impact daily life and draws conclusions regarding their role in the world of work	Demonstrates understanding of conceptual themes and their organizational opportunities within a body of knowledge Differentiates similarities and differences between functional concepts and principles within a field	Creates graphic organizers that organize the logical sequences of key conceptual themes in a field of study Assimilates the often conflicting nature of knowledge generated within integrated disciplines	Analyzes data and research methods used and developed by scholars within a field; internalizes conceptual themes of that (those) discipline(s) Questions accepted conventions and rules and identifies ambiguity
Components and Methodologies	Identifies and uses terminology authentic to a chosen discipline of knowledge	Creates a list of the methodological skills and processes (general and specific) used by practicing professionals in a field	Understands and delineates the diversity of language, tools, and methodologies between and among disciplines	Experiments with a variety of methods to analyze data to develop greater understanding
Conceptual Connections	Identifies essential principles that govern and drive a series of key concepts in a chosen field	Demonstrates foundational knowledge of various fields and disciplines	Analyzes and synthesizes concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts	Applies and transfers understanding to other disciplines

Student Outcomes Program Goal 1

Objective 3: The student will identify and apply investigative methodologies that are followed in a selected field of knowledge.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Skill Development	Locates relevant information about varied professionals and identifies personal strengths that may contribute to the field	Compares and contrasts job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals	Uses and refines the skills and methods of a professional in a discipline	Seeks an understanding of the ethical issues and standards that frame a discipline
Management of Data for Research	Identifies a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners	Compares and contrasts general and specific methods of research used by practitioners to seek answers to viable professional questions	Uses appropriate data gathering instruments needed for a research study	Applies the scientific method naturally, i.e., identifies routine problem areas, focuses the problem, states hypotheses, locates resources, classifies and organizes data, draws conclusions, and reports findings
Investigative Methodologies	Identifies content area specialists to establish a sense of cause and effect within a field	Understands, identifies, and analyzes relationships among variables, constants, and controls in research	Applies the indicators that reflect quality in a field and understands how the field measures success	Challenges existing theories, principles, and rules through research and experimentation
Support Structures	Recognizes and identifies the need for support structures found within a designated field of study and establishes the nature of specific supports	Recognizes the values and perspectives of those who hold opposing views within the discipline	Interviews content area specialists to verify the application of methodologies incorporated in a study	Collaborates with professionals, experts, and others in the field to advance research, development, and understanding in the field

Student Outcomes Program Goal 2

By graduation, the student identified as gifted will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.

This program goal speaks to a need of developing the critical inquiry skills of gifted students. Inquiry drives learning, frames curiosity, and connects topics. Inquiry helps students produce quality research and engage in reflective self-assessment. Questioning, as a pedagogical skill, is sometimes taken for granted, since it is such a prominent tool within the process of learning. However, developing our students' skills to improve and enrich their abilities to construct, refine, and evaluate questions of all types and across a wide range of disciplines is a major goal of education.

For gifted students who see and experience the world differently from their peers, critical inquiry may be one of the keys to discovering new avenues for life's pursuits. It must be said that this is more than a research and 'schooling' issue, as it speaks to the way our students will both listen and react to the news of the world around them. As this world continues to integrate and coalesce in myriad ways, critical thinking and inquiry become all the more important. The art of questioning allows students to develop deeper and clearer perspectives. They will be able to evaluate their leaders, their colleagues, their friends, and themselves when they can generate, refine, and evaluate questions critically.

Student Objectives:

The gifted student will:

- Identify significant questions within and across disciplines
- Generate significant questions within and across disciplines
- Evaluate and refine significant questions within and across disciplines

Student Outcomes Program Goal 2

Objective 1: The student will identify significant questions within and across disciplines.

Trait	Know	Understand	Perform	Accomplish
The nature of questions	Regards questions as seeking black/white information, facts, in singular disciplines	Sees potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects	Recognizes that questions connect disciplines and build better frameworks for thinking	Seeks and uses questions that connect divergent disciplines in order to expand understanding
The importance of questions	Identifies and situates questions within a singular discipline's method of inquiry	Analyzes and synthesizes questions that connect methods of inquiry in different disciplines	Orders/categorizes questions that link divergent disciplines and frame different inquiry methods	Uses questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines
The power of questions	Explains the function of questions within singular disciplines	Understands the function of questions to connect multiple disciplines	Demonstrates an initial use of questions to drive critical thought within a discipline	Manifests an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines

Student Outcomes Program Goal 2
Objective 2: The student will generate significant questions within and across disciplines.

Trait	Know	Understand	Perform	Accomplish
Question creation	Creates questions that drive factual exploration within singular disciplines	Unites questions that drive broader exploration within disciplines	Manipulates ideas to create and organize questions that drive inquiry and connect divergent disciplines	Uses questions that link divergent disciplines to develop personal understandings of experiences
Questions and inquiry	Explains the kind of information questions seek	Explains how the questions limit and/or expand the nature of the exploration	Uses questions to refocus the nature of the inquiry	Uses questions to situate personal interest and background within the inquiry

Student Outcomes Program Goal 2
Objective 3: The student will evaluate and refine significant questions within and across disciplines.

Trait	Know	Understand	Perform	Accomplish
Questions scrutinized	Recognizes the quality of questions (both identified and created) that frame singular disciplinary inquiry	Explains the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines	Evaluates questions (both identified and created) as a regular component of personal research and exploration	Explores the nature of questioning, always aware that better questions deliver the potential for more complete information
Questions revised	Refines questions as directed so they explore a clearer line of inquiry within a single discipline	Synthesizes questions as directed so they explore a clearer line of inquiry and integrate disciplines	Develops questions spontaneously and independently while conducting personal research and exploration	Refines questions as a general practice or characteristic of intellectual pursuit

Student Outcomes Program Goal 3

By graduation, the student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.

This program goal speaks to the development of a broad range of research skills and strategies that manifest themselves in a variety of disciplines and intellectual pursuits. Research skills, in this context, include both research done for academic pursuits as well as that which is pursued for personal interest. Skills of analysis, of discerning the importance and nature of differing sources, and of the pursuit of further study are all significant parts of the activities that embody research.

For gifted students, this represents the opportunity to explore deeply and freely areas of significant interest. Gifted learners should be encouraged to investigate those areas and ideas they find fascinating. Such interest could be harnessed to expose these learners to more significant research methodologies and practices. Important here is the idea that research should be conducted in multiple fields/disciplines. Throughout the full range of the gifted program, students should be encouraged to explore and integrate multiple areas of research.

Student Objectives:

The gifted student will:

- Use a variety of research tools and methodologies
- Use and manipulate information sources
- Detect bias and reliability in the process of research
- Apply ethical standards to research and analyses

Student Outcomes Program Goal 3

Objective 1: The student will use a variety of research tools and methodologies.

Trait	Know	Understand	Perform	Accomplish
Cooperative research	Participates in a cooperative group to solve problems and/or complete a research project	Demonstrates ethical leadership and/or teamwork within a research workgroup	Works cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research	Integrates a variety of appropriate components uncovered from cooperative research within a field of study
Scientific method	Demonstrates the ability to gather and document data relevant to scientific investigations using the scientific method	Analyzes the impact or effect of chosen alternatives (variables) within the scientific method	Constructs scientific research using proper protocol for scientific study	Uses scientific method to produce products or solutions to problems in a research setting and in a non-research setting
Research tools	Recognizes organizational tools used for research in a variety of fields	Uses organizational strategies to generate ideas for research and/or creative products	Communicates results of research using the established organizational tools within a field of study	Creates unique tools that incorporate a variety of methods of communication/organization for the clarification of others about a field of study

Student Outcomes Program Goal 3
Objective 2: The student will use and manipulate information sources.

Trait	Know	Understand	Perform	Accomplish
Information in Multiple Contexts	Identifies and locates information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.	Analyzes the relevance and usefulness of information for the completion of a specific task	Generates, classifies, and evaluates ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns	Assembles ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study
	Uses a systematic approach to locate information from a variety of reference materials, including the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page)	Appropriates accurate information for research and experimentation to create an original work	Uses multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes	Analyzes and synthesizes information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation

Student Outcomes Program Goal 3

Objective 3: The student will detect bias in the process of research.

Trait	Know	Understand	Perform	Accomplish
Deductive and Inductive Reasoning	Demonstrates the ability to retrieve information from a reliable data base Defines deductive and inductive reasoning and distinguishes the different thought processes each uses	Describes the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority Explains whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable	Critiques and defends statements of deductive and inductive reasoning Evaluates judgments made within the context of an argument	Implements deductive and/or inductive reasoning within discussion and/or product development in a field of study Brings consistent use of different reasoning types to active study and research in a field
Fact versus Opinion	Identifies fact and opinion and recognizes the important implications for each	Juxtaposes opinions and facts from multiple sources to support or validate conclusions	Analyzes opinions and facts of experts within a research field	Creates, defends, and adapts opinions developed after the analysis of data within a variety of fields

Student Outcomes Program Goal 3

Objective 4: The student will apply ethical standards to research and analyses.

Trait	Know	Understand	Perform	Accomplish
Ethics	Identifies ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.)	Explains ethical standards in regard to intellectual effects on research outcomes	Clarifies and develops a personal ethic regarding critical research	Analyzes the use of ethical protocol as it pertains to real-world problems and concerns

Student Outcomes Program Goal 4

By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real-world problems.

This program goal speaks to the need of learners' ability to blend ideas and potential solutions for problems from a wide variety of inputs. Divergent views are the mainstay of teamwork and team-based learning, as it is rare for any two individuals to feel exactly the same way about any body of data. By embracing divergent views**,** the process of problem finding is enhanced. With critical evaluation and synthesis, multiple information sources can be included into action plans that use broad arching evidence and seek acceptance from multiple audiences. This leads to building consensus rather than merely compromising.

For gifted students, the ability to evaluate divergent views is important because often those students have been able to depend upon their own thinking in exclusion of others' points of view to obtain success in school. Learning to synthesize multiple viewpoints is important in continuing cognitive growth as well as engendering a more positive acceptance of viewpoints that differ from one's own thinking. Making sure that gifted learners have significant time to engage with real-world problems from multiple perspectives helps grow not only their problem solving skills but also their inter- and intra-personal skills. Though gifted students often have success in the world of school, part of our task is to assure them an equally significant success outside of school.

Student Objectives:

The gifted student will:

- Identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue
- Analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective solutions
- Use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems

Student Outcomes Program Goal 4

Objective 1: The student will identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Problem Investigation	Recognizes multiple problems within a complex issue; poses research questions	Categorizes and prioritizes identified problems within a complex issue; generates hypotheses	Uses established criteria to focus the problem statement and generate solutions	Proposes new avenues for research of existing and future related problems
Multiple Perspectives	Acknowledges diverse viewpoints of a problem	Compares and contrasts multiple perspectives of a problem	Integrates multiple points of view into a problem statement	Restructures the problem statement to reflect new perspectives
Supportive Constructs	Generates an effective argument on each side of a problem	Develops multiple supporting statements from different perspectives	Communicates supportive evidence convincingly in multiple formats	Defends, challenges, and articulates points of view using available resources; develops effective rebuttals
Solution Finding	Proposes multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political)	Establishes and applies criteria for evaluation of solutions	Creates original solutions and products based on evaluated criteria; analyzes possible consequences and impacts; tests conclusions to improve ideas	Extends solutions to aid in solving future problems; seeks alternative innovative outcomes or solutions
Creative Thinking	Generates numerous and varied ideas to solve a real-world problem (fluency and flexibility)	Synthesizes unique alternatives to solve a problem (originality)	Elaborates ideas through collaborative processes with colleagues	Evaluates and modifies ideas and products to improve usefulness

Student Outcomes Program Goal 4

Objective 2: The student will analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective solutions.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Data Analysis	Locates information and data sources relative to a complex, real-world problem	Makes decisions about the usefulness of data to filter out extraneous information	Uses a variety of tools and techniques to organize data to draw conclusive statements	Performs data analysis using tools of practicing professionals for a specific intent
Forecasting Solutions	Identifies patterns within related facts and information	Organizes facts and information using various methods to predict potential outcomes	Uses forecasting tools to evaluate possible solutions (e.g., trend analysis, futures wheels, and Delphi Technique)	Anticipates and plans for possible, probable, and preferable future outcomes
Critical Thinking	Distinguishes between fact and opinion in a variety of sources	Recognizes bias and value statements in a variety of media	Uses inductive and deductive thinking processes to draw conclusions	Analyzes, interprets, and synthesizes details and facts to examine relationships, infer meanings, and predict outcomes
Ethics	Recognizes the role of values in the development of attitudes about a complex problem	Uses knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions	Uses the value system most common to a field of study to evaluate solutions and products	Promotes humane and respectful solutions to complex problems

Student Outcomes Program Goal 4

Objective 3: The student will use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Evaluation	Recognizes existing knowledge and attitudes about a complex problem	Analyzes the impacts of existing knowledge and attitudes; identifies personal assumptions and blind spots in approaching the problem	Identifies knowledge gaps and inconsistencies to challenge existing attitudes and beliefs	Uses multiple sources to affect change in generally accepted knowledge and attitudes
Creative Methodology	Recognizes contributions of inventors and innovators in multiple fields of accomplishment Identifies a variety of problem solving methods	Analyzes and/or replicates methods used by creators and problem solvers in multiple fields Differentiates the effectiveness of problem solving methods in a variety of settings	Creates original products using various inventive strategies Applies appropriate methodologies for problem solving based on their usefulness	Designs original problem solving models for use in specific situations Reflects on adequacy of inventive processes and problem solving in various disciplines
Communication	Identifies stakeholders within a complex problem	Uses multiple tools and techniques to target identified audiences; uses precise language to explain positions	Uses information about the stakeholders to develop convincing arguments to support solutions	Advocates convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience

Student Outcomes Program Goal 5

By graduation, the student identified as gifted will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.

This program goal speaks to the social nature of learning and its relationship to leadership. Intellectual prowess is not found only in isolated segments of cognitive thought but is found throughout an individual's life-long journey. It is found in relationships with family, friends, mentors, and with everyone who shares social contact with the individual. Recognizing that some situations require an individual to 'step up' and assume a leadership role while other situations equally demand a more following frame of mind is an essential skill in navigating social interactions.

For gifted learners there is often a common struggle between leading and following. Implied in this program goal is the directive to engage gifted learners in all levels of learning so that they experience the pursuit of intellectual goals from several perspectives. Some elements of leadership seem to come naturally to gifted learners, especially as they become intellectual leaders in the classroom setting. Yet, recent research has shown there is a need to establish effective leadership skills as a curricular component in the gifted classroom. When gifted learners get together, it is important for them to understand that through the art of weaving relationships, we learn how to work with others towards common goals, leading and following.

Student Objectives

The student will:

- Accept divergent views to positively affect change
- Identify leadership traits and qualities as they appear in different individuals and situations
- Manifest significant leadership skills and organize group(s) to achieve project goals

Student Outcomes Program Goal 5
Objective 1: The student will accept divergent views to positively effect change.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Consensus Building	Recognizes the essential need to respect the ideas, feelings, and abilities of others	Demonstrates a greater awareness of others through participation in programs and projects that emphasize service to others	Uses diverse individual beliefs and values of the group to design plans of action that address issues or problems	Defends the results and gains support for a plan of action to address issues or problems within a diverse population
Personal Qualities	Identifies personal strengths and weaknesses that influence positive group dynamics Identifies personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny	Recognizes leadership patterns and behaviors that positively affect change in a group Compares and contrasts the personal and academic goals of self and others in order to build cohesion	Improves group performances through individual strengths and collaborative rules of courtesy and order Demonstrates the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others	Analyzes positive and negative aspects of leadership that drive the beliefs and values of a diverse group Designs, plans, and evaluates a plan of action to address an issue or problem of personal interest
Conflict Resolution	Verbalizes an awareness of the cause/effect relationship of his/her behavior within a group setting	Generates a list of solutions to a group conflict, predicting possible concomitant results that might impact the group	Implements conflict management and resolution techniques to bring about positive change	Reflects upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving

Student Outcomes Program Goal 5

Objective 2: The student will identify leadership traits and qualities as they appear in different individuals and situations.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Problem Solving	Identifies characteristics that empower an individual to be a proficient, creative problem solver	Recognizes and emulates effective implementation of creative problem solving skills	Simulates a creative problem solving encounter with a diverse group of individuals	Analyzes the productivity of the group's response to the problem following the conclusion of a creative problem solving experience
Diversity	Identifies in individuals the qualities of empathy and sensitivity to the ideas of others	Promotes diversity in talents and intellectual abilities of each member of the group	Displays flexibility when incorporating individual beliefs and values toward goal attainment	Analyzes diverse leadership styles of outstanding leaders and evaluates the impact to one's own personal leadership skills
Self-awareness	Identifies personal attributes as areas of strengths or weakness	Differentiates between individual strengths and weaknesses as motivators and/or limiters	Demonstrates an understanding of positive self-worth and recognizes limits in the emotional capacity of individuals	Celebrates self-advocacy as a personal strength; accepts weaknesses as an opportunity for change

Student Outcomes Program Goal 5

Objective 3: The student will manifest significant leadership skills and organize group(s) to achieve project goals.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Group Dynamics	Adheres to the established rules of interaction in accepting and respecting consensus	Demonstrates the ability to convey to group members good decision making skills	Stimulates group discussion and decision making by asking appropriate questions	Directs the group through an analysis and synthesis of the final solution to the achievement of a project goal
Communication	Conveys information, concepts, and ideas using appropriate and advanced techniques	Shows an awareness of the experiences, needs, and concerns of others in the communication process	Solidifies group cohesion toward an assigned task using both verbal and non-verbal skills	Analyzes and synthesizes the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal
Technology	Identifies appropriate technology to achieve a project goal	Demonstrates the ability to propose new uses for current technology	Integrates information systems in the problem solving process	Uses information systems to identify and analyze trends and events in order to forecast future implications
Cooperative Learning	Recognizes positive interdependence as a basic tenet	Conveys an understanding of the importance of group cohesiveness and pride	Demonstrates the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles	Displays flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members

Student Outcomes Program Goal 6

By graduation, the student identified as gifted will be able to set and achieve personal, academic, and career goals.

This program goal speaks to the need of students to become self-reflective about the nature of their learning. Such abilities engender stronger metacognitive skills and work to enhance traits of lifelong learning. Being able to understand and describe both strengths and weaknesses allows a learner to navigate the paths toward higher learning with better success. Such a skill also puts personal learning into a clearer perspective: when learners are able to enumerate strengths and weaknesses, they are able to determine which of those they might use while pursuing life's pleasures and endeavors. And, as the goal suggests, such knowledge has the potential to help students set personal goals that may effect changes in those measures. It is hoped that gifted learners will perceive and understand the nature of learning weaknesses and then set a course to rectify that situation. Of course, it is important here to note that not all goals in this area will address institutional learning.

Gifted learners often dance to rhythms of a different sort. Our task in this goal is to encourage gifted learners to become self-reflective and self-affecting, thereby giving them the potential to deal with goals and standards personally and individually. Combined with the other program goals, this goal puts the gifted learner in a position to develop even after formal, institutional learning has ended. It is our hope that gifted learners always pursue personal research interests, ask informative and probing questions, develop outstanding products of their creative intelligence, and critically examine the complexity of knowledge in their world. This goal helps engender that thinking, though it may be carried out in ways far different from what we may initially imagine.

Student Objectives:

The gifted student will:

- Identify personal strengths and weaknesses and accept challenges in both areas to maximize learning
- Assume primary responsibility for learning, including identifying needs and setting reasonable goals
- Design plans of action to address benefits and obstacles in achieving goals of personal interest

Student Outcomes Program Goal 6

Objective 1: The student will identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Metacognition	Identifies and uses numerous tools to recognize personal strengths/weaknesses, learning styles/ preferences	Interprets assessments and identifies skills/abilities necessary for professional performance in a field of study	Recognizes challenges and creates goals for developing expertise in a field of study	Evaluates and refocuses goals and the path to accomplishment through self-reflection and evaluation
Learning Profile	Recognizes the components of personal learning preferences	Reflects on learning/work preferences to identify themes and changes over time	Compares how components of learning preferences align with professionals in a field of study	Uses learning/work preferences to develop products in one or more disciplines
Acceptance of Challenge	Recognizes the need to accomplish tasks in areas of both strength and weakness	Identifies strategies and resources to overcome obstacles	Returns to a task that was not successful; evaluates alternatives and seeks support from outside resources	Seeks opportunities to try new experiences in areas of strengths and weaknesses
Evaluation	Uses evaluation of previous tasks to improve performance	Reviews progress toward accepting challenges in various areas	Reflects on failures and successes through self evaluation; acknowledges constructive criticism	Solicits feedback from professionals related to projects and synthesizes critiques into personal growth

Student Outcomes Program Goal 6

Objective 2: The student will assume primary responsibility for learning, including identifying needs and setting goals.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Independence	Recognizes the need to set goals for assigned tasks	Systematically approaches setting and modifying goals with support from teachers and/or peers	Documents failures as a learning tool and alters plans when appropriate	Incorporates a system of goal-setting as a lifelong learner
Self-Motivation	Follows directions to complete a task	Takes initiative to complete tasks	Demonstrates persistence in returning to tasks and overcoming obstacles; adheres to timelines and other benchmarks	Strives for professional quality in self-selected projects and performances
Priority	Identifies a number of long and short-term goals and distinguishes between them	Prioritizes goals by importance, time, resources, and sustainability	Evaluates and anticipates how controllable and non-controllable events and behavior affect goal achievement	Exercises visionary thinking and focuses on the future to adjust and readjust goals
Critical Reflection	Identifies assumptions, beliefs, values, cultural practices, and social structures to assess impact	Analyzes assumptions in relation to specific historical and cultural context	Proposes alternative ways of thinking to challenge prevailing ways of knowing and acting	Questions patterns of action to establish truth or viability of a proposition or action

Student Outcomes Program Goal 6

Objective 3: The student will design plans of action to address benefits and obstacles in achieving goals of personal interest.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Communication	Communicates recognition of personal growth in areas of weakness and areas of strength	Uses appropriate and field-specific language to describe challenges in a variety of areas; goals are well-defined and specific	Designs oral and written plans to set goals and identify steps toward goal achievement and uses those plans in work	Reflects on appropriateness of designed goal-setting plans; alters plans when appropriate; makes future plans for goal achievement based on successes/failures
Talent Development	Identifies stages of talent development within a body of content	Evaluates personal levels of achievement and aligns them with levels of talent development	Produces high-quality products and performances that advance through a field's level of talent development	Develops products and performances of professional quality through individual strengths in relationship to fields of study
Action Plan Components	Demonstrates knowledge of steps toward goal achievement	Goals and objectives developed are realistic and systematic	Action plans include appropriate allocation of time, money, materials, and other resources	Action plan includes components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources
Social Context	Recognizes how goals of self and others interconnect	Establishes goals for self that acknowledge goals of peers and others	Assumes responsibility for developing and managing goals that contribute to personal and group attainment	Incorporates multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career)

Student Outcomes Program Goal 7

By graduation the student identified as gifted will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines.

This program goal speaks to the student's natural tendency for transforming learning into meaningful products. Although learning manifests itself in many ways, too often it is driven by one-dimensional assignments that require minimal modes of cognition and expression. Creative learning, however, manifests itself in myriad ways, and students should be encouraged to explore creative expression through a variety of cognitive avenues. Outcomes should provide multiple linkages between fields and disciplines.

For the gifted learner this means designing presentations that unite problem solving systems within the various areas of human expression and thought. Gifted learners should pride themselves by developing products that define their level of new understanding, and by delivering those products to authentic audiences. The challenge here is in discerning how those audiences play a role in solving the problem inherent in the learning. Clearly this goal integrates with all other program goals. As each student strives for quality in her/his products, a level of expertise that demonstrates accomplished practice is developed. Here we pursue the larger goal of instilling the desire to think of all learning as the continuum of knowledge essential to developing self-efficacy and the continuous movement toward self-actualization.

Student Objectives:

The gifted student will:

- Develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences
- Create products that synthesize information from multiple sources illustrating solutions to real-life problems

Student Outcomes Program Goal 7

Objective 1: The student will develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Audience Recognition	Identifies an authentic audience based on set criteria related to a specific topic	Communicates recognition of audience members' strengths and needs	Reacts and refines performance based on audiences' strengths and needs	Communicates intentional reaction to subtle and overt feedback from audience
Communication	Prepares and executes practiced performance to communicate ideas	Integrates ideas with visual supports to emphasize key point(s) in a performance	Identifies personal presentation style and adapts that style to different purposes, moods, tones	Demonstrates evidence of refining a performance to communicate personal style
Advanced Presentation	Uses advanced language and symbol systems to communicate ideas	Evaluates the personal preferences of others related to language and symbol systems	Evaluates self in the area of presentation, language, and symbol systems	Based on evaluation, revises and adapts presentation, language, and symbol systems for specific and various audiences
Problem Solving	Creates product to solve a problem or communicate a perspective	Uses strategies or tools of persuasion to resolve an issue or communicate a perspective	Creates specific strategies targeted at opposing viewpoints/perspectives	Addresses critics with prepared, defensible arguments that effectively defend solutions

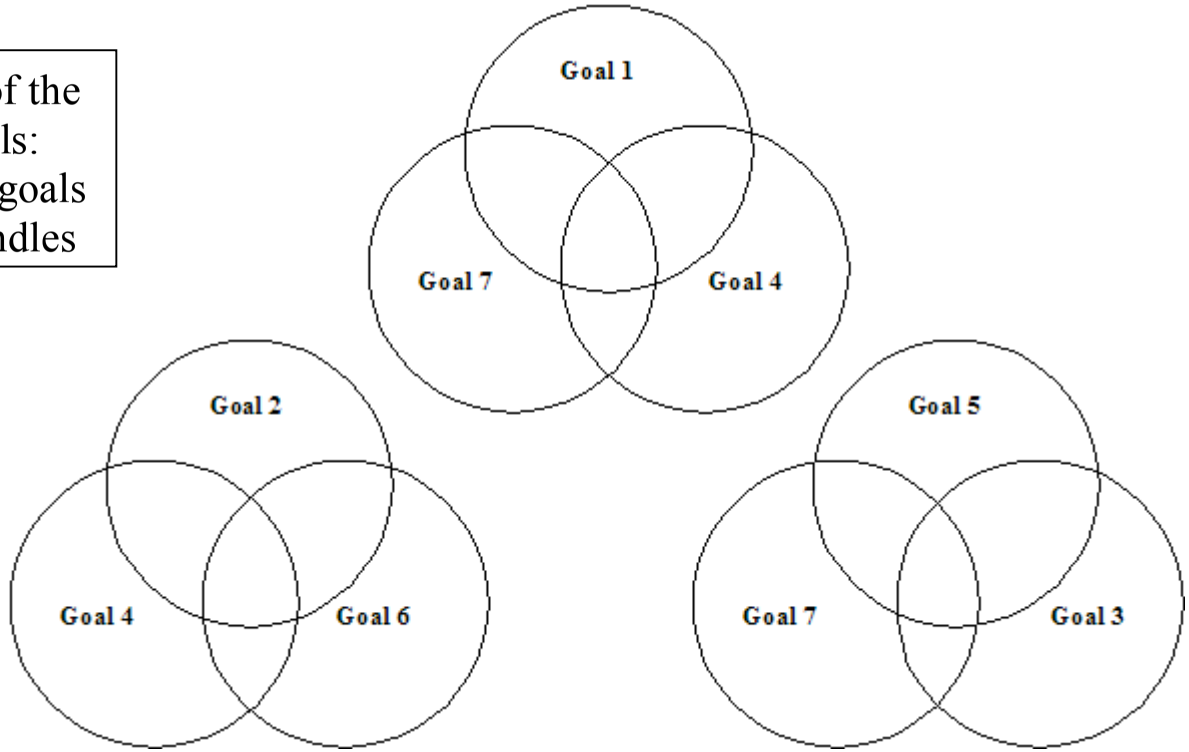
Student Outcomes Program Goal 7

Objective 2: The student will create products that synthesize information from multiple sources illustrating solutions to real-life problems.

TRAIT	KNOW	UNDERSTAND	PERFORM	ACCOMPLISH
Inventive Thinking	Generates ways to improve an existing product using two related sources	Creates an original product for a specific audience using inductive and deductive reasoning	Creates a product with defined rationale using multiple sources from varied fields or disciplines	Creates and defends a product using multiple sources that can be used in and across fields/disciplines
Metaphorical Promotion	Creates a statement or product using two related ideas to strengthen the message	Illustrates a new concept using two or more related ideas innovatively	Creates two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle	Incorporates multiple sources from varied perspectives to create and test a novel theory
Praxis	Generates multiple solutions to a given problem	Generates a new, personal concept by synthesizing multiple solutions and multiple perspectives	Creates a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study	Critiques or defends a personal theory based on evidence from multiple sources and multiple perspectives

Frameworks for K-12 Gifted Learners

Visual model of the program goals: Integrating the goals into usable bundles



Visualizing the integrated nature of the seven Program Goals helps to illustrate how the goals work to align many aspects of gifted education. Integration is demonstrated here in groups of three, though it is possible to expand into groups of four integrated elements. Our idea is that program decisions always include at least three combined goals, drawing together aspects of content, process, affect, and product in assorted ways. Decisions here mean a full range of possibilities, from full scale curricular design to consideration of a specific unit of study for an individual learner. Looking, then, at the first set of three circles, we see that content, process, and product are brought together, while the second set includes content, process, and affect. The third group includes process, affect, and product. Interestingly, this integration of program goals naturally creates a focus in the area where all three ideas mesh, or on the mergence of two of the goals. In this way, a combination of three goals allows a creative user to have four ways to perceive the integration. So, in the third set of three goals above, a teacher can think of ways Goals 7 (product) and 3 (process) combine; the way Goals 5 (affect) and 3 (process) combine; the way Goals 7 (product) and 5 (affect) combine; as well as how all three goals combine. As stated, it is even possible to imagine an integration of four goals, though we caution users against trying to take the model too far. While a combination of all four goal areas is possible, it is important to remember that programs and instruction of quality can not be all things to all people. Using the Venn diagram model as shown would allow a school and/or a district to create timely uses of different goals within the parameters of their whole program. Ultimately, each goal could be explored several times in conjunction with many other goals, in various combinations, and with different outcome productions.

Categories of Knowledge

Facts
Are specific, concrete details that are verifiable.

Examples:
- The capital of Florida is Tallahassee.
- George Washington was the first president of the United States.

Concepts
Are general ideas or understandings, themes, patterns, structures or categories which define areas of study.
(They are the tools with which a specialist works. They serve as a vocabulary and are powerful organizers of a field.)

Examples:
- Culture
- Evaporation
- Migration

Macro-concepts
Are the concepts that extend across disciplines.
(They are powerful connections that extend meaning and relevance.)

Examples:
- Systems
- Change
- Patterns

Frameworks for K-12 Gifted Learners

Principles
Are the enduring truths, laws, or rules that are arrived at through rigorous study/research. They explain the relationships between two or more concepts.
(They help learners probe the "big idea" of a discipline.)

Examples:
- A culture consists of shared knowledge, art, customs, values, beliefs, habits, symbols and perceptions of its people.
- Objects in the sky have patterns of movement.

Skills
Are proficiencies, abilities, techniques, strategies, methods and procedures used by practitioners in a field of study.
(They are used to teach students the information necessary for acquiring knowledge about a field's methods.)

Examples:
- Learning how to analyze a plot like an author.
- Learning how to grid a dig site like an archeologist.
- Learning how to use a compass and the sun's position to determine directionality like a cartographer.

Attitudes
Are the appreciations, values, and beliefs of experts in a field.
(They may be used to examine where students are along the growth continuum.)

Examples:
- Does the student take responsibility for his/her own learning?
- Does the student envision new possibilities?

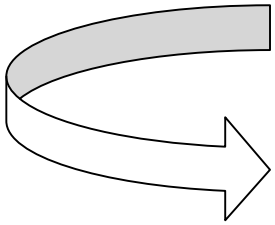
Adapted from Renzulli, J., & Hays, L. (2000). *The multiple menu model: A practical guide for developing differentiated curriculum* and Tomlinson, C. A., Kaplan, S., Purcell, P. Purcell, J., Leppien, J., Burns, D., & Strickland, C. (2006a). *The parallel curriculum in the classroom: A design to develop high potential and challenge high ability learners.*

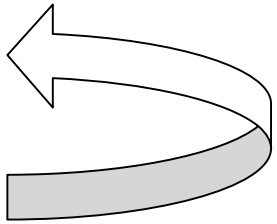
SCIENTIFIC METHOD

OBSERVATION
Take a look at some aspect of the universe or the nearby world. Notice details. Watch what is happening for a period of time or in repeated opportunities of observation.

HYPOTHESIS
Determine a tentative idea regarding <u>why</u> what observed is happening.

PREDICTIONS
Use the hypothesis to guess (predict) what may happen again.





EXPERIMENT
Using only one variable, test the predictions or make further observations multiple times. Some experiments should be conducted in different seasons, different laboratory conditions, different settings and/or with different personnel to ensure that the results are repeatable. Modify the hypothesis if you observe that the predicted outcome is different than expected. Try again.

THEORY
When consistency is obtained from the experimenting, the hypothesis becomes a theory. At that time, the theory is only a proposition as to why the phenomenon occurs. If further evidence is found later, the theory may be altered.

LAW
Theory becomes law when there is absolute proof that the hypothesis is correct. *Example: The Law of Gravity*

Bloom's Taxonomy*

Knowledge: Requires students to recall data or information.

Comprehension: Requires students to understand the meaning, translation, interpolation, and interpretation of facts.

Application: Requires students to use a concept in a new situation or in a novel way.

Analysis: Requires students to separate material or concepts into component parts in order to identify the organizational structure.

Synthesis: Requires students to create a structure or pattern from diverse elements.

Evaluation: Requires students to make judgments about the value of ideas or materials.

*Bloom, B. S. (1984). *Taxonomy of educational objectives.* Boston, MA: Allyn and Bacon.

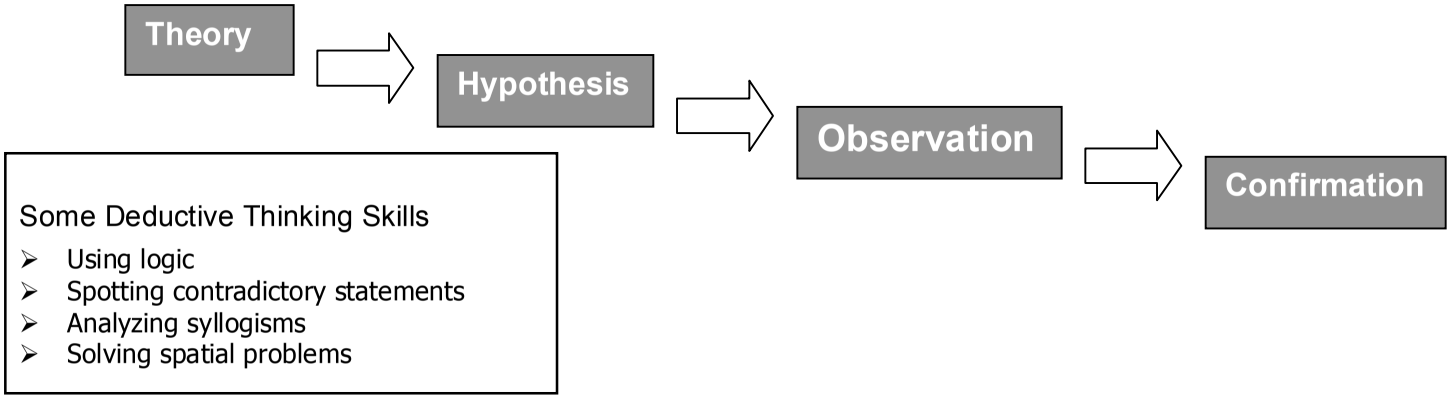
INDUCTIVE AND DEDUCTIVE THINKING

In logic, two broad methods of reasoning are often referred to as the ***deductive*** and ***inductive*** approaches.

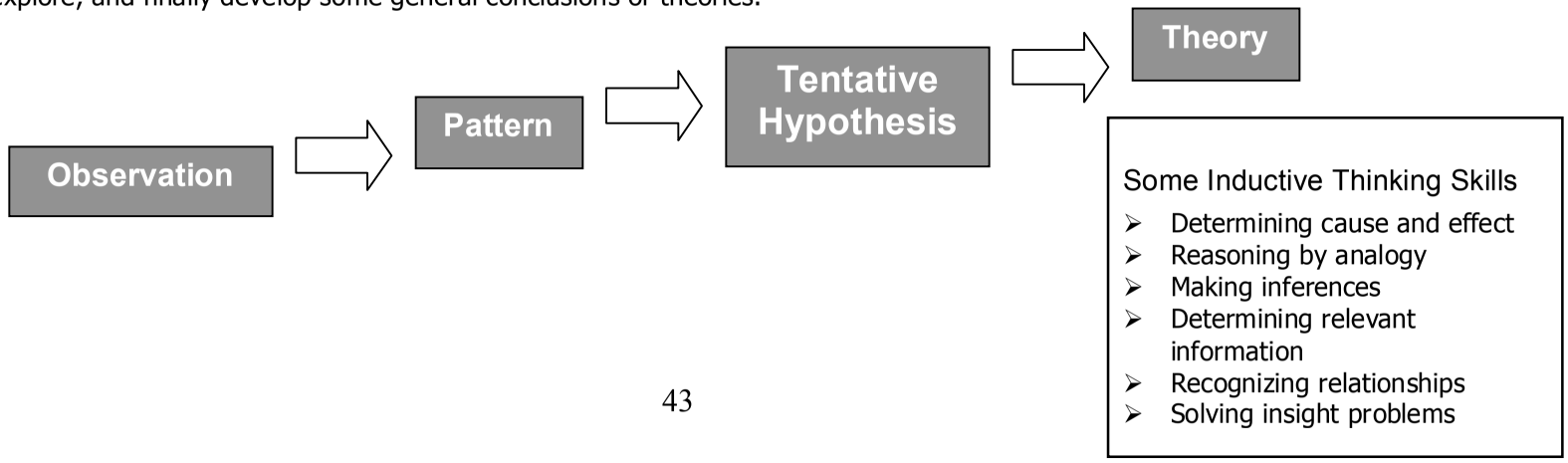
Deductive Thinking: The process of reasoning in which a specific conclusion follows from stated premises (from general to specific).

Inductive Thinking: The process of deriving general principles from particular facts or instances (from specific to general).

Deductive Thinking begins with a theory, which can lead to the development of a hypothesis we can test. Observations are made which can lead to the confirmation (or lack of confirmation) of the original theory.



In inductive reasoning, we begin with specific observations and measures, begin to detect patterns and regularities, formulate some tentative hypotheses to explore, and finally develop some general conclusions or theories.



Glossary

The following terms appear throughout the Program Goals. While each is probably understood, there may be times when a specific usage creates a minor shift in denotation or connotation. This glossary will assist in the use of the program goals and rubrics.

Analysis	The process of evaluating data for the purpose of developing a deeper understanding of the phenomena under consideration
Authentic Audience	A group of individuals representative of those who work directly in a particular field; a group that understands the intellectual and affective content of the material being presented
Complexity of Knowledge	The idea that all knowledge is, to one degree, an illusion, and to another degree temporary; an understanding that we must question what we know from multiple perspectives
Concepts	General ideas derived or inferred from specific instances or occurrences
Conceptual Frameworks	A broad set of related concepts supporting and describing a specific body of knowledge
Conceptual Sequence	An orderly progression of developing concepts from specific instances or occurrences
Construct	A concept, model, or schematic idea
Cooperative Learning	Learning engagements designed to bring diverse learners to the same 'table' of learning; learning where several stakeholders take part in finding and solving problems
Critical Inquiry	The set of abilities by which an individual can conduct investigations in a disciplined manner to develop explanations and knowledge about a matter
Critical Reflection	A personal look inside to discern the nature of a learning experience; a moment where what I think I know is questioned from the point of view of what knowledge is (see 'complexity of knowledge')
Critical Thinking	The process of 'unpacking' the issues and parameters within a particular inquiry; the ability to evaluate multiple issues simultaneously
Deductive Reasoning	The process of reasoning in which a specific conclusion follows from stated premises
Differentiated Curriculum	A learning program that is appropriate to different levels and abilities of students, taught in a manner that reflects their different natures and needs
Disciplines	Branches of knowledge or teaching
Divergent Disciplines	Branches of knowledge or teaching that are often thought of as markedly different from each other

Frameworks for K-12 Gifted Learners

Epistemology	An exploration of the character of knowledge; a theory of knowledge; the nature of knowledge applied through an understanding of the self
Fluency	The cognitive ability to work smoothly and, often, quickly within a domain
Forecasting Tools	Cognitive skills that allow effective predictions of outcomes, generally based on experience and application of specific and general ideas
Generalizations	Making specific knowledge apply to broad circumstances; turning the small details into the big picture
Inductive Reasoning	The process of deriving general principles from particular facts or instances
Inter-personal	Skills that help the individual interact with others in the social environment; often these are seen as the measure of an individual's ability to maneuver in the social world
Intra-personal	Skills that help individuals manage themselves within the social milieu; skills that help lessen internal conflict while also increasing understanding of external experience
Macroconcepts	General ideas involving whole systems or groups
Metacognition	Thinking about one's own thinking; awareness of the mental process of knowing
Pedagogy	The art or profession of teaching; a study or understanding of the skills used in a learning environment
Praxis	A process of conceptualizing meanings and theories, then practicing the knowledge outcome
Self-directed Learning	Learning that begins with the learner's understanding of interests and goals, that incorporates self-discovered questions and resources, that involves self-assessment and renewal, and that meets standards that are appreciable by a general assessment of learning
Synthesis	The art of bringing ideas together to form newer, more effective uses of the multiple ideas

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Florida Department of Education
Jeanine Blomberg, Commissioner

ESE 312674

APPENDIX J

DOE: Technical Assistance Paper

Paper Number: FY 2004-13 February 2004

Technical Assistance Paper 312273

Services for Secondary Students Who Are Gifted

Introduction

The Bureau of Instructional Support and Community Services has received numerous questions regarding services for secondary students who are gifted, including requests for information regarding secondary gifted services when secondary students who are gifted participate successfully in general education options. This technical assistance paper was developed to update school personnel on the requirements for gifted services for secondary students who are gifted.

Questions and Answers

Service Options

1. Are services required at the secondary level for students who meet eligibility criteria for gifted services?

Yes. Sections 1001.42(4)(l) and 1003.57, Florida Statutes, require that school districts provide an appropriate program of special instruction, facilities, and services for exceptional students. Additionally, all school districts' "Special Programs and Procedures for Exceptional Students" documents state that students are eligible for gifted services from kindergarten through grade 12.

2. If the regular education course offerings are meeting the needs of all secondary students who are gifted, must the district still offer or make available secondary gifted services?

Yes. Gifted services that meet the individual needs of the student as determined by the educational plan (EP) team must be available at the secondary level. While some gifted students may have their needs met through the general curriculum (honors, Advanced Placement, International Baccalaureate, dual enrollment, etc.), gifted services must be available and considered for all students eligible for these services. Districts must consider the needs of the individual student first and then consider the options for meeting those needs.

REFER QUESTIONS TO:

Donnajo Smith
ESE Program Development and Services
325 West Gaines Street, Room 614
Tallahassee, FL 32399-0400
donnajo.smith@fldoe.org
850/245-0478 SC 205-0478

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The New Department of Education
Jim Horne, Commissioner

TECHNICAL ASSISTANCE PAPERS (TAPs) are produced periodically by the Bureau of Instructional Support and Community Services to present discussion of current topics. The TAPs may be used for inservice sessions, technical assistance visits, parent organization meetings, or interdisciplinary discussion groups. Topics are identified by state steering committees, district personnel, and individuals, or from program compliance monitoring.

BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES

3. What are the options for meeting the needs of gifted students at the secondary level?

Students who are gifted may be provided exceptional student education (ESE) services through a variety of options including but not limited to modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. These services may occur in a general education class or gifted class. Gifted students may also require services in the areas of social skills development, underachievement, perfectionism, or counseling.

In addition to receiving gifted services, students who are gifted may opt for the three-year, 18 credit college preparatory program or career preparatory program as specified in Section 1003.43, Florida Statutes.

4. Is consultation an appropriate service for secondary students who are gifted?

Yes. Consultation must include regular face-to-face meetings between general education teachers and a gifted teacher to plan, implement, and monitor instructional alternatives designed to ensure that the student who is gifted is making successful academic progress. All teachers providing support to students via consultation with the student's general education teachers are required to maintain a record of the teachers, courses, and students to whom they are providing services. Although teachers providing consultation are not necessarily providing any direct services to students who are gifted, they are required to have the gifted endorsement.

It is not considered a gifted service for a teacher to conduct meetings or seminars with a group of students monthly (or less frequently) to discuss college planning, career counseling, etc. This information should be part of the general high school program available to any student through the guidance counselors.

5. Is it appropriate to offer only one service delivery model (such as consultation) at the secondary level?

No. As with any student who is gifted at any level, EP teams for secondary students who are gifted must have the flexibility to identify appropriate services based on the student's present level of performance and needs.

6. What gifted courses are available for secondary students who are gifted?

The *Course Code Directory and Instructional Personnel Assignments* document lists courses that are available for secondary students who are gifted. These courses are Skills for Students Who Are Gifted, Externship for Students Who Are Gifted, Research Methodology for Students Who Are Gifted, and Studies for Students Who Are Gifted. It is also appropriate to restructure basic content area courses as gifted program offerings that meet the needs of gifted students who require services beyond the general curriculum. State Board of Education Rule 6A-6.0312, FAC, identifies the specific requirements for course modifications. However, school districts are not required to offer gifted *courses*, per se. Districts must provide gifted *services* appropriate to the student's needs.

7. Can a district offer Advanced Placement (AP) courses, International Baccalaureate (IB), or other similar courses to a class of gifted students as a gifted course offering?

Yes. For most students, including those identified as gifted, these courses are sufficiently rigorous. In a situation where a group of gifted students requires a curriculum that is beyond the AP or IB course curriculum, the course would be a district-developed course and must be taught by a teacher qualified to teach the AP or IB course who also has the gifted endorsement. Furthermore, for the AP or IB course to be considered a gifted course, the district must ensure that there is evidence that the teacher provides instruction or learning experiences that are beyond the general AP or IB curriculum. Students who are not identified as gifted may participate in this course, but the AP or IB teacher must maintain documentation of the gifted services.

8. Can secondary students who are gifted participate in the Florida Virtual School?

Yes. The Florida Virtual School (FLVS) provides instruction to students in secondary level courses that may not be available in their home school and to students who prefer to take selected courses on-line rather than at their local school. Students may register for a single course or for a full program of study. Courses can be adapted to meet individual student needs. These adaptations may include adding depth, breadth, complexity, or abstractness to the course curriculum and/or adjusting the pace with which the material is presented. The FLVS teacher can work directly with the student to create the needed adaptations, or if this is part of a student's gifted services, the FLVS teacher can work with a gifted endorsed teacher from the student's home school or district. As part of the enrollment process, students must receive the signature of their local school counselor for their desired FLVS course(s). FLVS relies on the expertise of school counselors in helping to determine if the student's enrollment into the on-line course is academically appropriate for the student. It is important to note that the FTE for the course(s) the student is taking goes to the Florida Virtual School rather than the student's home school district.

Additional information about the Florida Virtual School is available by phone at 407-317-3326, on line at www.flvs.net, or via e-mail at info@flvs.net.

Dismissal/Readmission

9. If secondary students who are gifted have their needs met through other program options, must these students be dismissed from the gifted program?

No. If the EP team determines that a student no longer requires gifted services beyond the general curriculum, the district may dismiss the student or retain the student as eligible for gifted services. However, if the EP team determines that the student no longer requires gifted services but does not dismiss the student, a current EP must be maintained that indicates that the student's needs are met through the general curriculum.

10. How should the district address the needs of a student who may require gifted services one semester but not another?

It may be determined through the development of the EP that a student's needs for a specific period of time (e.g., one semester) are met through honors or Advanced Placement courses instead of through enrollment in a gifted course or other gifted services. The EP may provide flexibility for the student to receive gifted services on an intermittent basis if that arrangement meets the student's needs as determined by the EP team. If movement in and out of gifted services is addressed on the EP, it would not be necessary to dismiss the student from receiving services or to rewrite the EP each semester. However, the FTE submitted must be accurate for the survey period.

11. What is the procedure for readmission to the gifted program once a secondary gifted student has been dismissed from the program?

Students who are gifted and who are readmitted to special programs for gifted students after dismissal do not have to meet the eligibility criteria. Instead, eligibility is determined by a staffing committee and would be indicated if the student no longer met the criteria for dismissal as described in the district's special programs and procedures document for the applicable school year.

12. Does a timeline exist for a student to be readmitted to Special Programs for Students Who Are Gifted?

No. A timeline does not exist for readmission. Any timeline should be based on the individual needs of the student.

Teacher Credentials

13. Must gifted services be provided by a teacher with the gifted endorsement?

Yes. Services must be provided directly or indirectly by a teacher with the gifted endorsement. No waivers are available from this requirement. Direct services include face-to-face interactions and instruction by the gifted endorsed teacher to the student. Indirect services include consultation whereby the gifted endorsed teacher works with the general education teacher to provide appropriate services. The services are then provided by the general education teacher to the student.

14. What options are available for teachers to obtain appropriate credentials?

Teachers of students who are gifted are required to have the gifted endorsement. Several options are available for teachers to access the endorsement courses.

- local Florida Diagnostic and Learning Resources Systems (FDLRS) Centers (For contact information for local centers, please call the Florida Department of Education at 850-245-0478.)
- local school districts (Contact your district gifted coordinator for information about district-sponsored endorsement courses.)

- gifted endorsement courses on campus and on-line offered by many of Florida's colleges and universities (Check university web sites or contact your local college or university for course information.)
- gifted courses on-line offered by many universities throughout the country.

Teachers of students who are gifted are also required to have certification appropriate to the subject and content of the courses they are teaching. Several options are available for teachers to establish "in-field" status. Florida law (Section 1012.42, Florida Statutes) specifies that teachers may be considered "in field" if any of the following conditions are met:

- the teacher holds a valid Florida Educator's Certificate with appropriate coverage as provided in the *Course Code Directory* for teaching the course
- the teacher holds a valid Florida Educator's Certificate and has a minor in the field in which the instruction is provided, as shown on an official college transcript or as verified in writing by the college or university
- the teacher holds a valid Florida Educator's Certificate and has demonstrated sufficient subject area expertise in the subject area in which the instruction is provided through an established plan as approved by the district school board.

Additionally, teachers who pass the subject area test for the academic subject area will establish eligibility for application for certification. Steps to obtaining teacher certification in Florida can be found on-line at http://www.firn.edu/doe/edcert/3steps.htm.

Finally, the Florida Department of Education, Office of Student Financial Assistance (OSFA) offers financial assistance to professionals who choose to work in critical shortage areas, which include gifted. Two assistance programs are available.

- Critical Teacher Shortage Loan Forgiveness Program
- Critical Teacher Shortage Tuition Reimbursement Program

Information about these programs, including program descriptions, qualifications, and award amounts is available from OSFA at 1-888-827-2004 or on-line at www.firn.edu/doe/osfa.

APPENDIX K

Exceptional Student Education Department

General Education Teacher Planning Notes (EP)

PINELLAS COUNTY SCHOOLS

EXCEPTIONAL STUDENT EDUCATION (ESE) DEPARTMENT

GENERAL EDUCATION TEACHER PLANNING NOTES FOR EDUCATIONAL PLAN (EP)

Date: _____

To _____ Job Title_____

From: _____ Gifted Program Teacher

Please contact me if you have any questions when you are completing this form.

Re: Information for the development of an Educational Plan (EP) for _____ .
Name

_____ _____ _____
Meeting Date Time Place

Department of Education rules require the general education teacher who teaches the student to participate in the EP process. The EP team needs your input in drafting this year's EP. Please respond to all of the following areas which are applicable to your involvement with this student.

How does the student's advanced academic ability affect his/her progress in the general education curriculum in your classes? Please describe specific enrichment or acceleration activities that you provide in the areas below.

The student receives acceleration in_____
subject area(s)

Please briefly describe activity (ies):

The student receives enrichment activities in _____
subject area(s)

Please briefly describe activity (ies):

Other activities, please describe:

I would like this student to work on the following goals:

Other information that the EP team should consider:

PLEASE RETURN THIS FORM TO: _____ **BY:** _____
Name Date

Thank you for your assistance. Please plan to attend the EP meeting. If you are unable to attend the entire meeting, we may need your participation for a portion of the meeting.

APPENDIX L

DOE: Continuous Improvement/System Improvement Plan

Initial Report

Appendix L

Florida Department of Education
Bureau of Instruction and Innovation
Continuous Improvement/System Improvement Plan
Initial Report
Due April 1, 2007

District _Pinellas District Contact Jenny Klimis
Indicator: Gifted Disproportionality Current risk ratio: below 0.34

2006-2007

Activity	*Timeline*	*Resources*
Identify potentially gifted first graders using the Naglieri Nonverbal Ability Test (NNAT) as a screening instrument		
• Project proposal/approval and request for project funding	7/2006	Gifted Program Supervisor Financial resources • Cost of testing in the 54 Title I schools ($51,182.10) funded by Title I • Cost of testing in the 2 non-Title I schools($2,368.30) funded by the Gifted Program
• Identification of target group of first graders from the 54 Title I schools and 2 non-Title I schools	8/2006	Gifted Program supervisor
• Notification of principals	8/2006	Gifted Program supervisor
• Meeting with gifted teachers to review plan and guidelines of test administration	9/2006	Gifted Program supervisor
• Parent notification of screening	9/2006	Gifted Program supervisor
• Administration of NNAT to 5085 first graders (4861 Title I/224 non-Title I students)	9-11/2006	Gifted Program teachers
• Notification to schools of screening results/review of results	3/2007	Gifted Program supervisor/teachers
• Referral /evaluation by school psychologist of students who scored at or above the 90th percentile	Beginning 3/2007	School personnel/ school psychologists
• Share referral data with supervisor of psychological services	4/2007	Gifted Program supervisor
• Collect/compile data on referrals/eligibility of schools using the NNAT	Beginning 8/2006	Gifted Program supervisor/teachers
• Proposal/request for funding to continue project for 2007-08	4/2007	Gifted Program supervisor
Increase general awareness of typical and diverse characteristics of the gifted for general education teachers		
• Use of district email as a vehicle for sharing information about gifted learners with general education teachers on a scheduled basis	Beginning 4/2007	Available literature on gifted characteristics/gifted education
• *Teaching Gifted in the General Education Classroom* workshop	6/2007	Gifted Program teachers/trainers

APPENDIX M

Parent Letter

February 4, 2008

Dear Parent/Guardian,

Very soon you will begin making decisions about middle school options for your child. As a gifted student, your child will be able to continue receiving gifted services; however, those services will be in a different delivery model than your child currently is receiving.

At the middle school level, three gifted courses are offered: the gifted elective, Mathematics Education for Gifted Secondary School Students (MEGSSS) and Integrated Mathematics and Science with Technology (IMAST). Unlike the elementary pull-out program, these gifted classes are scheduled as part of a student's regular schedule, and they meet on a daily basis. Students also receive a letter grade for their performance in these gifted classes.

Gifted Elective

The gifted elective is similar to the elementary enrichment program in that it provides students the opportunity to study curriculum that usually is not offered at the middle school level. It is offered at all middle schools.

The sixth grade curriculum is an exploration of literature with an emphasis on literary analysis. The focus of this course is on literary genres, such as novels, comedy, drama, mythology, mystery, poetry, satire and science fiction. Literary skills emphasized are designed to help prepare students for course work in high school English honors.

NOTE: All sixth grade students must take a reading class. Students enrolled in the sixth grade gifted elective, or sixth grade MEGSSS may exempt this requirement if they scored at Level 3 or above in reading on the fifth grade FCAT.

The seventh and eighth grade curriculum is designed as a two-year survey of the social sciences. The seventh grade curriculum includes philosophy, psychology and sociology. The eighth grade curriculum includes anthropology, archaeology, paleontology, history of cultures and political science/law. Students may choose the seventh and eighth grade gifted course as an elective.

Mathematics Education for Gifted Secondary School Students (MEGSSS)

The MEGSSS program is designed to challenge mathematically talented gifted students. The MEGSSS curriculum provides gifted students the opportunity for acceleration in the area of mathematics, and successful students will earn two high school math credits during middle school.

Eligibility criteria for sixth grade MEGSSS:

- The student must have a 7, 8 or 9 stanine in math and a 7, 8 or 9 stanine in reading on the fourth grade FCAT or equivalent scores on other standardized achievement tests to be eligible.
- Equivalent fifth grade stanines may be considered for eligibility in the event that a student does not meet criteria on fourth grade testing or if the student is not determined eligible for gifted until late in his or her fifth grade year.
- The reading criteria is required because of the level of vocabulary and comprehension needed to be successful and because the sixth grade MEGSSS program uses two periods of the student's schedule that include both math and reading.

The recommendation for MEGSSS is handled through the Gifted Program Office. Parents/guardians will be notified by letter of their child's eligibility for MEGSSS.

Curriculum

The MEGSSS curriculum originally was designed by a group of gifted teachers seeking to meet the needs of mathematically talented gifted students. It was developed and funded through a state Challenge Grant for gifted education during the mid-1980s. The MEGSSS curriculum provides gifted students the opportunity for acceleration in the area of mathematics.

- MEGSSS classes begin in the sixth grade and continue through the end of eighth grade. The sixth grade curriculum is developed from the *Elements of Mathematics* textbooks. The topics covered are operational systems, integers, sets, subsets, operations with sets, mapping and rational numbers. The sixth grade curriculum is supplemented with the *Introduction to Logic* textbook and pre-algebra topics.
- The curriculum for seventh grade is Algebra I Honors, and for eighth grade it is Geometry Honors. These two courses are high school math courses, and the student will receive one high school credit for each. The final grades from these courses also will become part of the student's high school grade point average (GPA).

MEGSSS is offered at the following middle schools:

South County: Bay Point, Meadowlawn, and Thurgood Marshall Fundamental*
Mid-County: Morgan Fitzgerald*, Pinellas Park and Seminole
South County: Carwise, Dunedin*, Kennedy Middle, Palm Harbor**, Safety Harbor and Tarpon Springs

***** In 2008-09, Thurgood Marshall Fundamental, Morgan Fitzgerald and Dunedin will have MEGSSS in sixth grade only. Seventh grade MEGSSS will be added in 2009-10 and eighth grade MEGSSS in 2010-11.
**In 2008-09, Palm Harbor will have sixth and seventh grade MEGSSS. Eighth grade MEGSSS will be added in 2009-10.

Integrated Mathematics and Science with Technology (IMAST)

Like MEGSSS, the IMAST curriculum originally was developed through a state Challenge Grant for gifted education to provide gifted students with a rigorous science experience. IMAST does not require additional eligibility criteria.

- The sixth grade IMAST course provides opportunities for the study of general concepts, theories and processes relating to the earth/space sciences and their applications through additional exploratory investigations and activities using higher-order thinking skills with an emphasis on analysis and evaluation. The sixth grade IMAST class is not available at all IMAST sites.
- The seventh grade IMAST is an advanced life science course that provides opportunities for the study of general concepts, exploratory experiences, applications and activities relating to life sciences. Additional exploratory investigation and experimental activities are a unique addition to the curriculum.
- The eighth grade IMAST course is physical science honors, and the student will earn a high school science credit. It provides opportunities to study concepts of matter, energy and forces and their applications through exploratory investigations and activities.

IMAST is offered at the following middle schools:

South County: Bay Point (7^{th}/8^{th}), Meadowlawn, Southside Fundamental and Thurgood Marshall Fundamental*
Mid-County: Morgan Fitzgerald*, Pinellas Park and Seminole (7^{th}/ 8^{th})
North County: Carwise, Dunedin*, Kennedy, Palm Harbor**, Safety Harbor and Tarpon Springs

*These are new IMAST schools. For 2008-09, only sixth grade IMAST will be offered. Seventh and eighth IMAST classes will be added as the students progress to the next grade.
**In 2008-09, Palm Harbor will offer sixth and seventh grade IMAST. Eighth grade will be added in 2009-10.

Advanced math and science courses may be an option for gifted students who do not participate in the MEGSSS or IMAST programs. Information about advanced math and science courses available to high-achieving students is available through the individual middle schools.

Before your child completes fifth grade, your child's gifted teacher will invite you to a meeting to discuss and update your child's Educational Plan (EP). Your child's updated EP will reflect the gifted services your child will receive in middle school.

Please feel free to contact the Gifted Program Office at 588-6037 if you have questions or concerns.

APPENDIX N

Frequent Questions

MEGSSS/Student Assignment

Frequently Asked Questions about MEGSSS/Student Assignment 2008/09

Q: When will I know my child's school assignment? How will I be notified?
A: You will be notified by mid-April 2008 by letter.

Q: Can my incoming 6th grader attend the MEGSSS program at a school where an older sibling is currently in assigned?
A: Yes, a preference for a sibling would apply in this situation as long as the older sibling is currently attending grades 6 or 7 at the requested school.

Q: If my child is not successful in the MEGSSS program, can he/she drop out and still remain at the school?
A: Yes. Your child may remain at the MEGSSS site if there is space available.

Q: Can my child attend a MEGSSS school that is not our close to home school?
A: During August there will be an open enrollment period when students can apply for assignment at another school. Assignments will be made based on available space.

Q: If I don't want my child to take the MEGSSS courses, what other math options are available?
A: Advanced math is an option for students who do not elect to take MEGSSS.

Q: If my child doesn't take MEGSSS, may he/she still take IMAST (gifted science)?
A: If your child is assigned to a school that offers IMAST, he/she may take the course. There are no special qualifications for IMAST other than eligibility for gifted services.

Q: How can I know if my child will be successful in MEGSSS?
A: Students who meet the criteria have the academic potential for success in this accelerated math program. Additional factors to be considered are a child's willingness to meet an academic challenge, the willingness to persevere when the work is difficult, and your child's organizational skills. For many students, MEGSSS is the first experience that provides a difficult academic challenge. Parental support is important for your child as he/she develops the skills to cope with academic rigor and challenge. Please confer with your child's MEGSSS teacher for additional support and guidance during the school year.

APPENDIX O

Results: GAP Parent Survey

2008 Survey For Parents Of A Gifted Child

Survey Conducted By The Gifted Association of Pinellas
Survey Written By Tara Armstrong
Analysis and Report By Johanna Moseley
April 4, 2008

Survey Summary

The Gifted Association of Pinellas has recently conducted a survey of parents' opinions. We asked parents of gifted children in Pinellas County Schools about the quality of their children's education. We distributed 250 surveys throughout the county. There were a total of 71 surveys completed and returned. Most of the respondents (54) were from Ridgecrest Elementary, the county's only gifted magnet school. A small sample, 15 surveys, commented on the one-day, enrichment gifted program. This sample includes 4 home school families. Two surveys did not report elementary education.

Elementary School

Overall, most Ridgecrest parents are somewhat satisfied with their children's gifted education, however, they feel the curriculum could be more challenging, particularly in language arts. There is also dissatisfaction with Spanish. Parents want either a proper language class (not a tape for 15 minutes) or the Spanish Immersion Program for the whole magnet. The parents are concerned about middle and high school, particularly middle school. The majority of them want a gifted middle school program comparable with the Ridgecrest program. There is a concern about children losing interest in school with the current middle school program because there are a number of gifted children who have experienced this when moving up to middle school. Two parents (Case #13 and 22) stated that the Ridgecrest curriculum is too rigid and doesn't promote creativity.

Many Ridgecrest respondents to this survey live in North Pinellas County. They would like gifted magnets closer to home. Many of the one-day enrichment program parents said they would have considered sending their children to Ridgecrest if it was closer to their homes. One parent (Case #27) had no desire to travel from McMullen Booth Elementary to Ridgecrest and feels her child missed out on gifted services.

A number of parents, both Ridgecrest and one-day enrichment program, feel their teachers do not meet their children's individual needs. Classes are taught at the same level, regardless of the child's level. This is especially true for the one-day enrichment children. One parent (Case #64) at Leila G. Davis Elementary who has one child currently in the program and another who completed it cites that the gifted class's large size (35 children) makes it difficult for a child to receive individual attention regarding their strengths and weaknesses. This parent would like a daily gifted program with a smaller teacher-child ratio. Other one-day enrichment program parents in our survey share this opinion. One parent (Case #18) from McMullen Booth Elementary would like a full-time gifted class or program at the school.

The majority of one-day enrichment program parents are satisfied with their gifted services. One parent (Case #36) from Brooker Creek Elementary observed that although a child may have a gifted teacher for five years the school system does not allow the teacher to be a proactive advocate for an individually tailored approach to learning. The parent writes "What a waste!"

Middle School

There were 22 respondents for the Middle School survey. None of the children attend a magnet school. The majority of children take MEGSSS, followed by IMAST and a Gifted Class. The majority of parents are sometimes satisfied with the middle school gifted program. Only four surveys reported they were completely satisfied with it. The Advanced Language Arts and Geography/History classes had the most criticism (14 respondents). One parent (Case #13) from Seminole Middle School wrote: "Advanced classes are not the same as 'gifted only.'" This parent also states that her son is starting to dislike science because he is so bored in his science class. The non-gifted classes are considered boring and repetitive. Another parent (Case #54) from Safety Harbor Middle School has to ask the Advanced Language Arts teacher for extra work because the class is not challenging. There was a suggestion (Case #16, Safety Harbor Middle School) for all gifted classes, elementary and middle schools, to be taught at two years above grade level.

Seventeen respondents would like a gifted middle school. There were 2 respondents who did not want the gifted middle school and 3 respondents did not answer the question. There was some concern with a combine middle and high school because of the age difference. Former Ridgecrest parents are especially supportive of a gifted middle school. They would like a continuity of the full day gifted program. One parent (Case #1) from Carwise Middle School wrote that there is a need for a gifted middle school program like Ridgecrest. The Middle School IB Programme also had support, however, parents reported they wanted a gifted middle school more than IB.

Parents would like more challenging classes, besides MEGSSS and IMAST. The majority would like gifted classes for every subject. One survey, Case #71 representing a high school graduate, stated a desire for an all day middle school gifted program with honors classes. There is a concern that the children are "breezing" through classes without much effort. There were also comments likening the Geography class to a coloring class and being too easy for the gifted students. Parents would like gifted Geography/History classes. There were mixed comments about the Gifted Class. Some parents reported the class to be challenging but many said their children were bored with it. One parent (Case #18) form Safety Harbor Middle School would like "logical thinking, chess, other things to stimulate them [students]." This suggestion is echoed by Case #26. The Largo Middle School parent wrote that an ideal program would be "something that is more geared to a profession or logical thinking."

There was a correlation between challenging classes and disruptive behavior. The consensus is that the children are not obtaining new information, especially in 6^{th} grade. One parent (Case #64) from Safety Harbor Middle School wrote, "The gifted programs in elementary and middle school are not truly designed for children with high IQ's. [T]he material and requirements offer no challenges which is dangerous for gifted students who become bored and complacent as a result."

High School

We had the least amount of respondents (2 surveys) for high school. As such, it is difficult to analyze the data. Case #15 discusses a 9th grader while Case #71 represents a high school graduate who is in college.

Case # 15 is not satisfied with the quality of high school education at East Lake High School. This respondent suggests grouping gifted students together for core classes (math, science, language arts, social studies). There is also a concern for the performance level in honor classes. The respondent wrote that there is a 'need to raise the bar for honors classes – 9th and 10th grades." This respondent's student has experienced a severe change from 8th to 9th grade. The student's classmates' ability has declined and this respondent wonders how these students qualified for honors classes.

Case #71 had a different experience. This respondent's student went to the Center for Advanced Technologies at Lakewood High School and was very satisfied with the program. The student was able to take a number of challenging Advanced Placement classes. When asked for a comment about a particular subject the responded wrote, "well rounded education, we got our tax dollars worth." This family would have liked a combined middle and high school. The respondent would also like to include more science, technology and math in a gifted curriculum.

Conclusion

In general there are options for gifted families in Elementary Schools and parents are generally satisfied with them. There has to be a larger sample of the one-day enrichment gifted program in order to fully gauge parent satisfaction of the program. This group is under represented in the Elementary School analysis. In Middle School there are some significant concerns in the non-gifted classes. There is also strong support for a full time gifted Middle School. There is too little data for inference regarding High School. The Gifted Association of Pinellas recommends and supports a full time gifted Middle School and further exploration of options for gifted High School students.

Survey Questions

Elementary Years:

1. Circle the applicable letters that pertain to the Elementary School Programs of your child: A. Magnet Program B. Pull Out one Day Gifted Program C. Fundamental Program D. Home School E. Private School F. None
2. Name of school/program?
3. Were you satisfied with the elementary school program? A. Yes B. No C. Sometimes
4. What would be/was the ideal program for your child in elementary school?
5. Circle the subjects that are/were challenging for your elementary child: A. Math B. Reading C. Grammar D. Spelling E. Writing F. Science G. Social Studies H. Gifted I. Spanish (immersion program)
6. Any subjects not challenging enough?
7. Was your child challenged in K, 1st, 2nd, 3rd, 4th or 5th grade?
8. Did your child's program: inspire your child: A. Yes B. No C. Sometimes; foster creativity: A. Yes B. No C. Sometimes; and identify and work with the needs of your child? A. Yes B. No C. Sometimes

Middle School Years:

9. Circle the applicable letters that pertain to the Middle School Programs of your child: A. Magnet Program B. Fundamental Program C. MEGSSS Class D. IMAST Class E. Home School F. Private School G. Gifted Class
10. Name of school/program?
11. Were you satisfied with the middle school program? A. Yes B. No C. Sometimes
12. What would be/was the ideal program for your child in middle school?
13. Circle the subjects that are/were challenging enough for your middle school child: A. Math B. Reading C. Grammar D. Writing E. Science F. Social Studies G. Gifted Class H. Foreign Language I. Elective
14. Any subjects not challenging enough?
15. Was your child challenged in 6th grade: A. Yes B. No, 7th grade: A. Yes B. No, 8th grade: A. Yes B. No
16. Would gifted classes and an IB Middle Years Programme be an option for your family? A. Yes B. No
17. Would a gifted middle school program be an option for your family? A. Yes B. No **- or -** a combined gifted middle and high school be an option for your family? A. Yes B. No
18. Did your child's program
    Inspire your child: A. Yes B. No C. Sometimes

Foster creativity: A. Yes B. No C. Sometimes; and
Identify and work with the needs of your child? A. Yes B. No C. Sometimes

High School Years:

19. Circle the applicable letters that pertain to the High School Programs of your child: A. Fundamental B. Magnet C. AP Classes D. Career Academies E. Dual Enrollment F. Home School G. Private School
20. Name of school/program?
21. Were you satisfied with the high school program? A. Yes B. No C. Sometimes
22. What would be/was the ideal program for your child in high school?
23. Circle the subjects that are/were challenging enough for your high school child: A. Language Arts B. Math C. Science D. Social Studies E. Career Class F. Foreign Language
24. Any subjects not challenging enough?
25. List all AP classes your child takes/took:
26. Which classes are/were challenging:
27. What subject(s) did your child score a 4 or higher on the AP exam?
28. Was/Is your child challenged in 9^{th}, 10^{th}, 11^{th} or 12^{th} grade?
29. State your comments about a particular subject(s):
30. Would a gifted high school be an option for your family? A. Yes B. No, or a combined gifted middle and high school be an option for your family? A. Yes B. No
31. Did your child's program: inspire your child A. Yes B. No C. Sometimes; foster creativity A. Yes B. No C. Sometimes; and identify the needs of your child? A. Yes B. No C. Sometimes
32. Is/Did the program: prepare your child for college? A. Yes B. No C. Maybe and did you feel your child experienced burn out before or during college? A. Yes B. No C. Maybe

General Questions:

33. If you could create a gifted curriculum/class for your child, what would it include?
34. Comment about your child underachieving due to lack of stimulating classes/curriculum:
35. Comment about your child being taught at his/her level:
36. What can the Gifted Association of Pinellas do for your family?
37. Other Comments:

Elementary School Years

	Q. 1	Q. 2	Q. 3	Q. 5	Q. 6	Q. 7	Q. 8
1	Magnet, Private	Ridgecrest	Yes	Math, Writing, Spanish	N/A	All but 1st grade	Yes, Yes, Yes
2	Magnet	Ridgecrest	Yes	Math, Writing, Science	N/A	All but Kindergarten	Yes, Yes, Yes
3	Magnet	Ridgecrest	Yes	All but Spanish	N/A	All but K & 2nd	Yes, Yes, Yes
4	Magnet	Ridgecrest	Yes	Spanish	Math	1st	Yes, Yes, Yes
5	Pull-Out	McMullen Booth El	Yes	N/A	N/A	N/A	N/A
6	Magnet	Ridgecrest	Yes	None	Math & Grammar	K, 1st, 4th	Yes, Yes, Sometimes
7	Magnet, Pull-Out	Jamerson Elem	Sometimes	Writing & Science (Son)	All (Daughter)	All but 3rd & 4th	No, Sometimes, No
8	Magnet, Pull-Out	Brooker Creek El, Ridgecrest	Yes	All but Spanish	Spanish	All but K & 1st	Yes, Yes, Yes
9	Pull-Out, Hm Sch	Leila Davis El	Yes	N/A	N/A	No	Yes, Sometimes, Sometimes
10	Magnet	Ridgecrest	Yes	None	S.S., Spanish	All grades	Yes, N/A, N/A
11	Pull-Out	Not Listed	No	None	All Subjects	All grades	No, Sometimes, No
12	Private, Magnet	Country Day, Ridgecrest	Yes	Reading & Writing	Math & Spanish	Kindergarten	Yes, Yes, Yes
13	Pull-Out, Magnet, Hm Sch, Private	Oakhurst Elem, Ridgecrest	Sometimes	Gifted	All but Gifted	K, 1st, 3rd	Sometimes, Sometimes, Sometimes

Elementary School Years

	Q. 1	Q. 2	Q. 3	Q. 5	Q.6	Q. 7	Q. 8
14	Magnet	Ridgecrest	Yes	None	Sufficient, not difficult	All Grades	Sometimes, Yes, Sometimes
15	Magnet	Ridgecrest	Yes	None	Sufficient	All Grades	Yes, Yes, Yes
16	Magnet, Pull-Out	Ridgecrest & Leila Davis El	No	None	All of them	None	No, No, No
17	Magnet	Ridgecrest	Yes	Writing	No	1st, 2nd, 3rd	Yes, N/A, Yes
18	Pull-Out	McMullen Booth El	Sometimes	Gifted	Math, S.S., Reading, Science	1st	Sometimes, Sometimes, Sometimes
19	Magnet	Ridgecrest	Yes, Sometimes	None	No	All except 4th	Sometimes, Yes, Sometimes
20	Magnet	Ridgecrest	Yes	All but Spanish	Spanish	3rd	Yes, Yes, Yes
21	Magnet	Ridgecrest	Sometimes	None	No	No	Sometimes, Sometimes, No
22	Pull-Out, Magnet	Frontier, Ridgecrest	Yes	S.S.	Math	K, 1st, 4th, 5th	Sometimes, Sometimes, Sometimes
23	Pull-Out, Magnet	Plumb El, Ridgecrest	Yes	Writing & S.S.	None	K, 1st, 2nd, 3rd	Sometimes, Sometimes, Sometimes
24	Magnet	Ridgecrest	Sometimes	None	Math, Read., Spell.,Science	K	Sometimes, Sometimes, No
25	Magnet	Ridgecrest	Yes	None	No	K & 1st	Yes, Yes, Yes
26	Pull-Out, Magnet	Pinellas Prep, Ridgecrest	Yes	Spanish	Read., Spell., Writing	K, 1st, 2nd	Sometimes, Sometimes, Yes
27	Pull-Out	McMullen Booth El	Sometimes	Depended on teacher	Depended on teacher	K & 4th	Yes-Gifted, Yes-Gifted N/A
28	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Elementary School Years

	Q. 1	Q. 2	Q. 3	Q. 5	Q. 6	Q. 7	Q. 8
29	Pull-Out	Highland Lakes El	Yes	Science & Gifted	Math	5th	Yes, Yes, N/A
30	Magnet, Pull-Out, Hm Sch	Home School, Jamerson	Sometimes	Writing	Science & Reading	No	Sometimes, Sometimes, Sometimes
31	Magnet	Ridgecrest	Sometimes	None	All Subjects	K, 1st, 2nd	No, No, Sometimes
32	Magnet	Ridgecrest	Yes	All but Spanish	Spanish	K – N/A, 1st-5th	Yes, Yes, Yes
33	Pull-Out	Brooker Creek El	Yes	None	Subjects are easy	4th	Yes, Yes, Yes
34	Pull-Out	Brooker Creek El	Sometimes	None	Reading	No answer	Sometimes, Yes, Sometimes
35	Magnet	Ridgecrest	Sometimes	None	All Subjects	No	Sometimes, n/a, n/a
36	Pull-Out	Brooker Creek El	Yes	Writing & Gifted	N/A	Not really	Sometimes, Yes, No
37	Magnet	Ridgecrest	Yes	N/A	N/A	1st, 2nd, 3rd	Yes, Yes, N/A
38	Magnet	Ridgecrest	Yes	Writing	N/A	N/A	Sometimes, N/A, Sometimes
39	Magnet	Ridgecrest	Yes	Reading	Math	3rd	Yes, N/A, N/A
40	Magnet	Ridgecrest	Yes	Reading & Spell.	N/A	1st	Yes, N/A, Yes
41	Magnet	Ridgecrest	Yes	N/A	N/A	1st, 2nd	Yes, Yes, Yes
42	Magnet	Ridgecrest	Yes	N/A	N/A	N/A	N/A
43	Magnet	Ridgecrest	Yes	N/A	N/A	N/A	N/A
44	Pull-Out, Magnet	Garr.Jones, Ridgecrest	Yes	All but Spanish	N/A	3rd	Yes, Yes, Yes
45	Pull-Out, Magnet	Garr.Jones, Ridgecrest	Yes	Math, Grammar, Writing	N/A	3rd	Sometimes, Sometimes, Sometimes
46	Magnet	Ridgecrest	Yes	Gifted	Spanish	1st-5th	Yes, N/A

Elementary School Years

	Q. 1	Q. 2	Q. 3	Q. 5	Q. 6	Q. 7	Q. 8
47	Magnet	Ridgecrest	Yes	Gifted	Spanish	K-5th	Yes, N/A, Yes
48	Magnet	Ridgecrest	Yes	N/A	N/A	1st, 2nd, 3rd	N/A
49	Magnet	Ridgecrest	Yes	Spanish	Writing & Reading	N/A	N/A
50	Magnet	Ridgecrest	N/A	N/A	N/A	N/A	N/A
51	Magnet	Ridgecrest	Sometimes	N/A	N/A	N/A	N/A
52	Magnet	Ridgecrest	Yes	N/A	All	1st-5th	Yes, Yes, Yes
53	Magnet	Ridgecrest	Yes	N/A	N/A	1st, 3rd	Sometimes, Sometimes, Yes
54	Magnet	Ridgecrest	Yes	N/A	Some years more challenging	3rd, 4th	Sometimes, Sometimes, Sometimes
55	Magnet	Ridgecrest	Yes	Math & Reading	N/A	1st-5th	Yes, Yes, Yes
56	Magnet	Ridgecrest	Yes	N/A	N/A	1st, 2nd, 3rd, 5th	N/A
57	Pull-Out, Hm Sch, Private, FLVS	Lake St. George El Montessori	Yes	N/A	N/A	K, 1st, 4th, 5th	Sometimes, Yes, Yes
57	Magnet	Ridgecrest	Yes	Grammar	No	K, 1st, 3rd, 4th, 5th	Yes, Yes, Yes
59	Magnet	Ridgecrest	Sometimes	Math & Science	Science Fair ineffective	K, 1st, 4th (negative challenge), 5th	No, No, Sometimes
60	Pull-Out	Cypress Woods El	Sometimes	None	All Subjects	No	No, No, No
61	Pull-Out	Leila Davis El	Yes	Math & Gifted	N/A	K	N/A
62	Magnet	Ridgecrest	Sometimes	None	No	No	No, No, No
63	Magnet	Ridgecrest	Yes	Math, Lang Arts, S.S., Science	Spelling & Spanish	1st-5th	Yes, Yes, Yes

Elementary School Years

	Q. 1	Q. 2	Q. 3	Q. 5	Q. 6	Q. 7	Q. 8
64	Pull-Out	Leila Davis El	Sometimes	None	All subjects	N/A	Sometimes, Sometimes, Sometimes
65	Magnet	Ridgecrest	Yes	N/A	N/A	N/A	Yes, Yes, Yes
66	Magnet	Ridgecrest	Yes	N/A	N/A	N/A	Yes, Yes, Yes
67	N/A	N/A	N/A	N/A	N/A	N/A	N/A
68	Magnet	Ridgecrest	Yes	N/A	Reading & Writing	N/A	Yes, Sometimes, Yes
69	Magnet	Ridgecrest	Yes	N/A	Science	N/A	Yes, Sometimes, Yes
70	Magnet	Ridgecrest	Yes	N/A	N/A	N/A	Yes, Yes, Sometimes
71	Magnet	Ridgecrest	Yes	Math, Science, SS, Gifted	N/A	3^{rd}, 4^{th}, 5^{th}	Yes, Yes, Yes

Middle School Years

	Q. 9	Q. 10	Q. 11	Q. 13	Q. 14	Q. 15	Q. 16	Q. 17	Q. 18
1	MEGSSS, IMAST, Gifted	Carwise	Yes	MEGSSS	All but MEGSSS	Somewhat in all 3 years	Yes	Yes, Yes	Sometimes, Sometimes, Sometimes
3	MEGSS, IMAST	Safety Harbor	Sometimes	All but Gifted, F. Lang, Elective	N/A	Somewhat in 6th	Yes	Yes, Yes	Sometimes, Yes, Sometimes
5	IMAST, Gifted	Safety Harbor	Yes	N/A	N/A	6th	Yes	Yes, Yes	Sometimes, Sometimes, Sometimes
6	MEGSSS, IMAST	Safety Harbor	Sometimes	None	All Subjects	No	Yes	Yes, Yes	Sometimes, Sometimes,No
13	Gifted	Seminole	Sometimes	Gifted	All but Gifted	6th a little	Yes but no IB	Yes, No	Sometimes, Sometimes, Sometimes
15	MEGSSS, IMAST, Gifted	Tarpon Springs	Sometimes	MEGSSS & Gifted	Lang Arts, SS	Sometimes in all 3 years	Yes	Yes, No	N/A, N/A, N/A
16	MEGSSS, IMAST, Gifted	Safety Harbor	No	MEGSSS, IMAST, Spanish	Lang. Arts, SS	8th	Yes – Gifted; No to IB	Yes, Yes	Yes, Yes, Yes math, science (8th gr.) only
18	MEGSSS, IMAST, Gifted	Safety Harbor	Sometimes	MEGSSS, IMAST, gifted	Geog., Lang Arts	Not really	No	N/A, Yes	No, No, No
19	MEGSSS, IMAST, Gifted	Tarpon Springs	No, Sometimes	MEGSSS	SS, Lang Arts	6th- Math	Yes – Gifted; No- IB	No, No	Sometimes, N/A, N/A

Middle School Years

	Q. 9	Q. 10	Q. 11	Q. 13	Q. 14	Q. 15	Q. 16	Q. 17	Q. 18
22	MEGSSS, Gifted	Seminole	Sometimes	MEGSSS & Gifted	Science, Geog, Lang Arts	6th Math & Gifted	N/A	Yes, Yes	Sometimes, Sometimes, Sometimes
26	Gifted	Largo	Sometimes	Math & Science	N/A	8th	No	Yes	No, No, No
27	IMAST	Safety Harbor	Sometimes	Math, IMAST, Gifted	Lang Arts Geography	6th - somewhat	Yes – Gifted; No – IB	Yes, Yes	No, No, No
30	MEGSSS, IMAST	Bay Point	Sometimes	MEGSSS	Reading, Lang Arts	6th, 7th	Yes	Yes, Yes	Sometimes, No, Sometimes
32	MEGSSS, IMAST, Gifted	Palm Harbor	Sometimes	MEGSSS, SS, Lang Arts, Gifted	IMAST	N/A	N/A	N/A, N/A	N/A, N/A, N/A
36	MEGSSS, IMAST, Gifted	Carwise	Yes	All but For Lang, Gifted	N/A	6th	Only in North County	Yes, Yes	Yes, Yes, Sometimes
50	MEGSSS, IMAST, Gifted	Seminole	No	MEGSSS	All but MEGSSS	Only in MEGSSS	Yes	Yes, Yes	No, No, No

Middle School Years

	Q. 9	Q. 10	Q. 11	Q. 13	Q. 14	Q. 15	Q. 16	Q. 17	Q. 18
54	MEGSSS	Safety Harbor	Sometimes	Science & Gifted	Lang Arts, Geography	6th – Somewhat	Yes	Yes, Yes	Sometimes, Sometimes, Sometimes
56	MEGSSS, IMAST, Gifted	Tarpon Springs	No	MEGSSS & Gifted	N/A	6th & 7th Somewhat	N/A	Yes, Yes	Sometimes, Yes, Sometimes
63	MEGSSS, IMAST, Gifted	Safety Harbor	No	IMAST	Lang Arts, Gifted	6th – very little; 7th – Yes in Private School	Yes	Yes, N/A	Very little, Very little, Very little
64	IMAST, Gifted	Safety Harbor	No	Math	IMAST, Lang Arts, Geography, Spanish	No	Yes	Yes, N/A	No, No, No
67	MEGSSS, IMAST, Gifted	Carwise	No	MEGSSS & Gifted	IMAST, Lang Arts, Geography	N/A	Yes	Yes, Yes	No, No, No
71	MEGSSS, IMAST, Gifted	Safety Harbor	Yes	IMAST, SS, Gifted, For Lang	N/A	6th, 7th, 8th	Yes	Yes, Yes	Yes, Yes, Yes

High School Years

	Q. 19	Q. 20	Q. 21	Q. 23	Q. 24	Q. 25	Q. 27	Q. 28	Q. 30	Q. 31	Q. 32
15	Honors Classes	East Lake	No	None	All Subjects	N/A	N/A	9th – No	No, No	Sometimes, Yes	?
71	Magnet, AP Classes	CAT Lakewood	Yes, Very much so!	Lang Arts, Math, Science, SS, For Lang	N/A	Calc AB BC, English, Chemistry, Physics, World Hist., Literature, Programming	Calc AB BC, Physics, World History, Literature, Programming	9th, 10th, 11th	Yes, Yes	Yes, Yes, Yes	Yes; He was way ahead of most kids in college.