

Status of Middle School Gifted Programs 2013

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Introduction

The National Research Center on the Gifted and Talented (NRC/GT) at the University of Virginia was commissioned by the U.S. Department of Education to conduct a national survey for the purpose of developing a national portrait of gifted programs and programming options at the middle school level. The survey was designed to provide information describing the current status of middle school gifted programs nationwide, and the results may be used by policymakers, K-12 education leaders, researchers, and stakeholders in the field of gifted education to formulate future directions for quality education of gifted and talented students.

Method

Development of the Survey Questionnaire

Through consultations with officials in the U.S. Department of Education [Office of Elementary and Secondary Education], NRC/Gt principal investigators identified areas of concern important in understanding the status of gifted education programs nationally. Then the researchers drafted an initial survey based on the areas identified which was reviewed by the U.S. Department of Education personnel. The draft survey was informed by current research and national level gifted education standards and included questions across the areas of administration of gifted programs, funding, identification of gifted students, gifted program services, curricular emphases, teacher qualifications, and program evaluation.

Pilot Study. Personnel responsible for gifted programming in three districts representing variations in district size, state, and district-level policies regarding gifted education participated in a pilot study of the survey. These districts also represented rural, suburban, and urban districts and had a wide range of financial allocations for programming. The principal investigators queried each district gifted program coordinator who completed the pilot on his or her experience in completing the survey. The survey was modified for clarity and length based on the feedback.

Sample

Sample size was determined by implementing a 95% confidence level with a 3% margin of error, resulting in a target sample of 1,062. In order to account for potential non-responses, the research team utilized oversampling of 2,000 districts at the middle school level. Market Data Retrieval (MDR) provided district-level information for 2,000 public school districts across the United States according to urbanicity, district size, and distribution of ethnic groups for the middle school-level survey. The sample was made up of 750 urban (35%), 750 suburban (35%), and 500 rural school districts (25%) reflecting the distribution of public school districts across nation at the time of sampling¹.

Concern that sampling districts whose coordinators had already received the *Status of Elementary Gifted Programs Survey* would diminish response rates, the research team reviewed the final sample and eliminated overlapping districts. In addition, school districts that did not serve middle school grades were removed (for example, in Illinois some school districts are elementary only). Consequently, the final sample for the status of middle school gifted programs is comprised of a total of 1,753 school districts;

¹ The source of this data and classification system is the U.S. Department of Education through its statistical branch, the National Center for Education Statistics (NCES). The NCES maintains a database of public schools, the Common Core of Data (CCD), and assigns a locale code to the CCD public school records. MDR has applied the CCD locale codes to the related zip codes, thus providing selection by locale code for all U.S. records.

606 urban school districts (34.6%), 694 suburban school districts (39.6%), and 453 rural school districts (25.8%).

To collect the contact information from the sampled school districts, the research team contacted each state-level director of gifted education or his or her designees soliciting the names and email or postal addresses of the gifted program coordinators. Twelve state directors (Florida, Georgia, Indiana, Kentucky, Massachusetts, Maryland, Missouri, Montana, Utah, Virginia, Washington, and Wyoming) provided contact information for elementary gifted programs in their states. The homepage of each district in the sample was examined if the state-level director of gifted and talented education did not provide the email or U.S. postal service contact information. Email contact information for 1,420 school districts and mailing addresses for 333 school districts in the sample were identified using the combined strategies.

A gifted program was defined on the survey as a program that had a specific process for the identification of a group of students who were provided educational options in ways that differ from regular classroom curricula and/or instructional practices. District-level coordinators/directors were asked to report data for their middle school gifted programs defined as including 6th through 8th grade or (or 5th through 9th grade if the middle school(s) in the district included the 5th or 9th grade). In the first question on the survey district administrators were asked whether their district did provide such a program at the elementary school level. If the answer was no, they were exited from the survey. The survey questions covered information on school district student demographics, size, funding, and teacher resources. In addition, the survey included questions related to gifted program services such as administration of the gifted program, student identification and gifted program services, evaluation of student outcomes and program, and professional education. The complete survey can be found in Appendix 1.

Data Collection

The Status of Middle School Gifted Programs survey was entered into *SurveyMonkey*® (an online survey tool) and hard copies were also printed. The survey was sent to the individual contacts (the gifted coordinators or their designees) in the 1,753 school districts identified by the sampling strategy described earlier. The 1,420 district-level contact persons for whom email addresses were available received an email invitation to participate in the study with a link to the survey. Five reminders over 12 weeks were sent encouraging the district directors/coordinators to respond to and complete the survey.

The other 333 school district coordinators received a questionnaire packet through the mail, including a brief study rationale and directions for completing the survey. All participants were asked to share any documents from their school districts pertinent to their middle school gifted programs if they thought the documents would add to understanding and/or description of their program. Responses on the returned paper surveys were entered manually into the database of survey responses.

Data Analysis

Descriptive quantitative data from the survey provided frequencies of responses on each item in which options were provided for choice. The open-ended section of the survey and the additional documents supplied by respondents were analyzed inductively seeking patterns and common themes in the responses.

Results

Response Rate

A total of 486 (27.7%) of 1,753 district coordinators responded to the survey. Utah had the highest percentage response rate (9:13, 75%). The District of Columbia, Hawaii, Montana, Nevada, South Dakota, Vermont, and Wyoming has the lowest percentage response rate with zero % responding. Ohio had the greatest number of district coordinators responding with a count of 48. Delaware, North Dakota, New Hampshire had the fewest responses, one each, reflecting the small sample sizes of those states. Most states had response rates between 15 and 50%. Suburban school districts had the highest response rate of 27.3%, while 21.9% of the rural and 21.5% of the urban school districts responded.

Table 1

Response Rate by State

State	Surveys Distributed	Surveys Returned	Response Rate	State	Surveys Distributed	Surveys Returned	Response Rate
AK	4	2	50%	MT	9	0	0%
AL	39	14	33%	NC	59	14	33%
AR	34	6	16%	ND	5	1	20%
AZ	35	13	41%	NE	15	4	33%
CA	184	36	22%	NH	8	1	13%
CO	27	5	19%	NJ	90	22	33%
CT	31	8	32%	NM	3	3	23%
DC	2	0	0%	NV	4	0	0%
DE	4	1	25%	NY	89	10	11%
FL	39	16	40%	OH	119	48	42%
GA	55	12	22%	OK	36	2	5%
HI	1	0	0%	OR	19	3	18%
IA	31	10	40%	PA	104	32	38%
ID	12	3	25%	RI	8	2	29%
IL	92	14	22%	SC	19	5	31%
IN	52	9	18%	SD	8	0	0%
KS	30	6	27%	TN	42	8	22%
KY	39	8	27%	TX	166	47	32%
LA	37	8	21%	UT	13	9	75%
MA	41	15	41%	VA	44	21	60%
MD	15	3	25%	VT	3	0	0%
ME	12	2	17%	WA	40	6	17%
MI	68	13	28%	WI	50	14	30%
MN	28	8	44%	WV	17	4	33%
MO	46	8	17%	WY	6	0	0%
MS	33	6	19%	Not reporting		1	
Total	Surveys Distributed	1753	Surveys Returned	486	Response Rate		27.7%

Note. Of 486 responses, 1 school district did not provide state information.

Table 2*Response Rate by Urbanicity*

Category	Surveys Distributed	Surveys Returned	Response Rate
Urban	606	130	21.5%
Suburban	694	189	27.2%
Rural	453	99	21.9%
Total	1753	418	

Note. Of 486 responses, urbanicity of 68 school districts was not identified. This group of districts was not included in this table.

Among the 401 school districts that provided district size informed by student enrollment, the greatest number of districts reported enrollment of less than 5,000 students (176; 43.9%). The response percent and count for school size are shown in the table below.

Table 3*Respondents by District Size*

Options	Number of Districts	Percent
Less than 5,000	176	43.9
5,000-10,000	68	17.0
10,001-30,000	98	24.4
30,001-50,000	32	8.0
50,001-70,000	13	3.2
70,001-100,000	9	1.9
100,001-250,000	5	1.2
250,001-500,000	0	0
More than 500,000	0	0
Total number of districts responding	401	

Gifted Program Status

Four hundred and six (83.7%) districts indicated that they were providing educational options in ways that differ from regular classroom curricula and/or instructional practices for gifted students, while 79 school district coordinators (16.3%) reported not providing any services for gifted students. While a few districts (n=10, 2%) had added programs within past two years, more than 64.1% of the districts reported having programs that had been in existence more than 10 years. Eighty-six (17.7%) of the respondents indicated that a gifted program had been discontinued within the past five years.

Table 4*Program Status*

Options	Number of Districts	Percent
Yes	406	83.7
No	79	16.3

Table 5*Program Status by Urbanicity*

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Yes	116	89.5	159	84.2	85	85.2	46	68.7
No	14	10.5	30	15.8	14	14.8	21	31.3
Total number of districts responding	130		189		99		67	

Note. N= Number of Districts Reporting. %= Percent of the districts reporting the category. The percentages presented were computed based on the number of respondents within each urbanicity group.

Table 6*Number of Years Program in Existence*

Options	Number of Districts	Percent
Less than 1 year	6	1.2
1-2 years	4	0.8
2-5 years	34	7.0
6-10 years	49	10.1
More than 10 years	311	64.1
Total number of districts responding	414	

Table 7*Number of Years Program in Existence by Urbanicity*

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Less than 1 year	2	1.7	2	1.3	1	1.1	1	2.3
1-2 years	2	1.7	1	0.6	1	1.1	0	0.0
2-5 years	7	6.0	13	8.4	10	11.4	4	9.1
6-10 years	10	8.5	26	16.8	10	11.4	3	6.8
More than 10 years	96	82.1	113	72.9	66	75.0	36	81.8
Total number of	117		155		88		44	

districts responding

Note. N= Number of Districts Reporting. %= Percent of the districts reporting the category. The percentages presented were computed based on the number of respondents within each urbancity group.

Table 8

Program Discontinuation or Cut in Past Five Years

Options	Number of Districts	Percent
Yes	86	17.7
No	392	80.8

Table 9

Program Discontinuation or Cut in Past Five Years by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Yes	29	22.5	26	13.9	13	13.4	18	27.7
No	100	77.5	161	86.1	84	86.6	47	72.3
Total number of districts responding	129		187		97		65	

Note. N= Number of Districts Reporting. %= Percent of the districts reporting the category. The percentages presented were computed based on the number of respondents within each urbancity group.

For the districts that indicated that specific educational opportunities were provided to middle school gifted students, more than two-thirds of the districts selected ability grouping (n=288, 70.9%). Special classes of homogeneously grouped gifted students within a regular school setting and acceleration by subject area were also reported by more than 50% of the district coordinators as a programming option. Rural school districts are not as likely to offer International Baccalaureate Middle Years Program or Pre-AP programs. Very few districts regardless of size offer special school options, but again this option was rarest in rural schools.

Table 10

Educational Opportunities for Gifted Students at the Middle School Level

Options	Number of Districts	Percent
Ability Grouping (e.g., student are placed in advanced classes such as honors classes)	288	70.9
Acceleration by content area (e.g., sending a student to a higher level class for mathematics instruction with older children)	277	68.2

Special classes of homogeneously grouped gifted students within a regular school setting	253	62.3
Acceleration by grade	196	48.3
In-class differentiation in general classrooms with no clustering of gifted students	186	45.8
Cluster grouping of gifted students in general education classrooms with in-class differentiation	168	41.4
After-school learning opportunities (either through programs such as Destination Imagination or Future Problem Solving or through activities developed by the school)	130	32.0
Distance learning or online opportunities	112	27.6
Special academic curricular programs such as the International Baccalaureate (IB) Middle Years Programme or Pre Advanced Placement (Pre-AP)	98	24.1
A full-time school for gifted students	24	5.9
Other	57	14.0
Total number of districts responding	406	

Note. As the question allowed multiple responses, the total number of responses is greater than the total number of responding districts.

Table 11

Educational Opportunities for Gifted Students at the Middle School Level by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Ability Grouping (e.g., student are placed in advanced classes such as honors classes)	86	71.7	123	78.3	57	63.3	22	56.4
Acceleration by content area (e.g., sending a student to a higher level class for mathematics instruction with older children)	87	72.5	109	69.4	61	67.8	20	51.3
Special classes of homogeneously grouped	79	65.8	100	63.7	49	54.4	25	64.1

gifted students within a regular school setting								
Acceleration by grade	61	50.8	81	51.6	40	44.4	14	35.9
In-class differentiation in general classrooms with no clustering of gifted students	55	45.8	82	52.2	39	43.3	10	25.6
Cluster grouping of gifted students in general education classrooms with in-class differentiation	57	47.5	66	42.0	32	35.6	13	33.3
After-school learning opportunities (either through programs such as Destination Imagination or Future Problem Solving or through activities developed by the school)	45	37.5	47	29.9	30	33.3	8	20.5
Distance learning or online opportunities	41	34.2	45	28.7	18	20.0	8	20.5
Special academic curricular programs such as the International Baccalaureate (IB) Middle Years Program or Pre Advanced Placement (Pre-AP)	48	40.0	30	19.1	13	14.4	7	17.9
A full-time school for gifted students	15	12.5	6	3.8	2	2.2	1	2.6
Others	23	19.2	16	10.2	15	16.7	3	7.7
Total number of districts responding	120		157		90		39	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The question allowed multiple responses. The percentages presented were computed based on the number of respondents within each urbancity group.

State Regulations

The definition of gifted and talented students (n=234, 81.0%) and teacher qualifications for teaching in the gifted program (n=178, 61.6%) were the elements most often reported as determined by state law or regulations while curriculum provided to gifted students (n=41, 14.2%) was least often reported as governed by state law or regulations. Twenty-two school district coordinators (7.6%) reported that their states did not have any rules or regulations governing programs for gifted and talented. Those 22 districts represented California, Connecticut, Illinois, Louisiana, Massachusetts, Michigan, North Carolina, Hew Hampshire, New Jersey, Pennsylvania, Rhode Island, Texas, and Utah. Because some of these states (e.g., Connecticut, Louisiana, North Carolina, New Jersey, Pennsylvania, Texas, and Utah) actually had state-level regulations regarding identification of and services for gifted students at the time of data collection according to the *State of the States in Gifted Education: National Policy and Practice Data 2010-2011*(NAGC & the Council of State Directors of Programs for the Gifted, 2011), this result suggested that some of the district level gifted education administrators were not aware of state-level rules or regulations.

Table 12
Elements Governed by State Law or Regulations

Options	Number of Districts	Percent	Number of States
My state does not have rules or regulations governing programs for the gifted and talented	22	7.6	14
The definition of gifted and talented	234	81.0	44
The qualifications of teachers who may teach in the gifted program	178	61.6	32
The areas of giftedness served by my program	125	43.3	29
The way in which data are considered for selecting students to receive services	115	39.8	30
The instruments used in the identification process	115	39.8	28
The evaluation of the gifted programs	115	39.8	30
The age at which students are identified	94	32.5	24
The types of grouping arrangements (e.g., pull-out or self-contained) used to serve gifted students	79	27.3	20
The curriculum provided to gifted students	41	14.2	20
Total number of districts responding	289		

Note. The question allowed multiple responses.

Table 13*Elements Governed by State Law or Regulations by Urbanicity*

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
My state does not have rules or regulations governing programs for the gifted and talented	4	4.9	11	10.1	2	3.2	5	14.3
The definition of gifted and talented	64	78.0	82	75.2	53	84.1	32	91.4
The qualifications of teachers who may teach in the gifted program	55	67.1	57	52.3	40	63.5	25	71.4
The areas of giftedness served by my program	38	46.3	43	39.4	26	41.3	19	54.3
The way in which data are considered for selecting students to receive services	29	35.4	46	42.2	24	38.1	14	40.0
The instruments used in the identification process	30	36.6	40	36.7	28	44.4	17	48.6
The evaluation of the gifted programs	36	43.9	39	35.8	26	41.3	13	37.1
The age at which students are identified	25	30.5	30	27.5	28	44.4	10	28.6
The types of grouping arrangements (e.g., pull-out or self-contained) used to serve gifted students	23	28.0	26	23.9	18	28.6	12	34.3
The curriculum provided to gifted students	12	14.6	15	13.8	8	12.7	6	17.1
Total number of districts reporting	82		109		63		35	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. Multiple elements could be selected. The percentages presented were computed based on the number of respondents within each urbanicity group.

For all districts, whether reporting one or more elements of programming defined by the state, the most frequently noted area in which rules or regulations exist is the area of definition and the least

regulated areas were curriculum and types of grouping in programs for gifted students. This result corroborated the status of state-level rules and regulations governing education of gifted students at the time of data collection. According to the *State of the States in Gifted Education: National Policy and Practice Data 2010-2011*(NAGC & the Council of State Directors of Programs for the Gifted, 2011), only 31 states mandate identification and services for gifted students. Furthermore, most of the 31 states do not have specific state-level regulations in areas other than identification and/or services for gifted students. The absence of federal-level regulations in serving gifted students allows state and district-level autonomy, but at the same time, it appears to result in inconsistency and minimal accountability at the district-level evidenced by the responses to this question.

Funding

As shown in Table 14, the largest amount of funding was provided by local sources (n=67, 31.3%) while the least amount of funding was provided by grants or other sources (n=3, 1.4%). Thirty five (16.4%) district coordinators reported having no funding to support their gifted program and 83 (38.8%) districts from 34 states reported not receiving any state-level funding support for middle school gifted programs. While the research team collected data relative to funding amounts for middle school gifted education programming, the question was apparently interpreted in many different ways with some districts including cost of funding for all personnel including all teachers teaching in heterogeneous classrooms that included gifted students at one extreme and others including only expenses directly relating to gifted education services. For that reason, the research team determined that the data was not interpretable in a defensible way and, hence, they are not reported.

Table 14
Funding Sources

Source of Funding	Number of Districts	Percent
State funding only	32	15.0
Local funding only	67	31.3
Other funding source only	3	1.4
A combination of state and local	51	23.8
A combination of state and other	5	2.3
A combination of local and other	13	6.1
A combination of state, local, and other	8	3.7
No funding	35	16.4
Total number of districts responding	214	

Table 15
Funding Sources by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
State funding only	5	8.8	13	15.7	10	23.3	4	12.9
Local funding only	20	35.1	29	34.9	12	27.9	6	19.4
Other funding source only	2	3.5	0	0	0	0	1	3.2
A combination of state and local	21	36.8	11	13.3	10	23.3	9	29.0
A combination of state and other	0	0	2	2.4	0	0	3	9.7
A combination of local and other	1	1.8	10	12.0	2	4.7	0	0
A combination of state, local, and other	2	3.5	2	2.4	3	7.0	1	3.2
No funding	6	10.5	16	19.3	6	14.0	7	22.6
Total number of districts responding	57		83		43		31	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The percentages presented were computed based on the number of respondents within each urbanicity group.

Administration of Gifted Program

The most prevalent administrative allocation for middle school gifted programs was a part-time (less than 50%) administrator for the entire district whose assignment includes gifted education among other responsibilities (n=157, 51.3%). Less than 10% of the district coordinators reported a full-time administrator for just middle school gifted and talented programs. An additional 4.8% had a part-time administrator with specific responsibility for middle school gifted programs in addition to a fulltime administrator responsible for district wide gifted programs. In 47 (15%) districts in 30 states no specific administrative assignment above a teacher-level position was allocated for middle school gifted programming. Among smaller school districts with less than 5,000 students, 83% of the district coordinators reported part-time administrator or no administrative assignment (59% and 24% respectively) for gifted programs in the districts. In contrast, in 70% of the larger school districts with more than 30,000 students the respondents reported a full-time administrative assignment for gifted and talented programs district wide.

Reports of other district staff assigned responsibilities for supporting gifted and talented programs at the middle school level included school psychologists and counselors (n=49, 16.0%) and building level administrators (n=28, 9.2%). While school psychologists' responsibilities were reported to be limited to administering tests for identification, building-level administrators were reported to have a broader range of responsibilities including identification of students, supporting and training teachers and staff, and/or parent education. Gifted education specialists (n=15, 4.9%) and instructional coaches/consultants (n=9, 2.9%) were also indicated as personnel who assisted district administration in the provision of gifted services.

Table 16
Gifted Education Administrator Status

Options	Number of Districts	Percent
A full-time administrator for middle school gifted and talented programs	14	4.6
A full-time, district level administrator for gifted and talented programs in the school district with a part-time administrator for the middle school gifted program (A part-time administrator can be a full-time employee whose assignment includes gifted education among other responsibilities.)	15	4.9
A full-time, district level administrator for gifted and talented programs in the school district, but no additional administrator with specific middle school administrative responsibilities	63	20.6
A part-time (at least 50%) administrator for middle school gifted programs in the district (A part-time administrator can be a full-time employee whose assignment includes gifted education among other responsibilities.)	12	3.9
A part-time (less than 50%) administrator for gifted programs in the district (A part-time administrator can be a full-time employee whose assignment includes gifted education among other responsibilities.)	157	51.3
No administrative assignment (e.g., there is a teacher level position as coordinator)	45	14.7
Total number of districts responding	306	

Table 17
Gifted Education Administrator Status by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%

A full-time administrator for middle school gifted and talented programs	6	6.7	5	4.4	1	1.6	2	4.9
A full-time administrator for gifted and talented programs in the school district with a part-time administrator for the middle school gifted program	8	8.9	5	4.4	2	3.3	0	0.0
A full-time administrator for gifted and talented programs in the school district, but no additional administrator with specific middle school administrative responsibilities	28	31.1	21	18.4	12	19.7	2	4.9
A part-time (at least 50%) administrator for middle school gifted programs in the district	4	4.4	5	4.4	2	3.3	1	2.4
A part-time (less than 50%) administrator for gifted programs in the district (A part-time administrator can be a full-time employee whose assignment includes gifted education among other responsibilities)	36	40.0	62	54.4	32	52.5	27	65.9
No administrative assignment (e.g., there is a teacher level position as coordinator)	8	8.9	16	14.0	12	19.7	9	22.0
Total number of districts responding	90		114		61		41	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The percentages presented were computed based on the number of respondents within each urbancity group.

Endorsement Requirements for Teaching Gifted Students

Approximately half (n=140, 49.1%) of the districts reported that they required teachers to hold an endorsement in gifted education in order to teach middle school gifted and talented students. The percentage of this requirement was higher in urban and rural districts than suburban districts.

Table 18

Endorsement Requirement for Teaching Gifted

Options	Number of Districts	Percent
Yes	140	49.1
No	145	50.9

Table 19*Endorsement Requirement for Teaching Gifted by Urbanicity*

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Yes	46	56.1	41	38.0	33	55.0	20	57.1
No	36	43.9	67	62.0	27	45.0	15	42.9
Total number of districts responding	86		108		60		35	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The percentages were computed based on the number of respondents within each urbanicity group.

Among the districts in which credentials were required to teach gifted students, 54 district coordinators (19.1%) reported that district level requirements for training or background were different than those required by the state.

Table 20**District Requirements beyond State Requirements for Teaching Gifted**

Options	Number of Districts	Percent
Yes	54	19.1
No	229	80.9

Table 21**District Requirements beyond State Requirements for Teaching Gifted by Urbanicity**

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Yes	19	23.8	15	13.8	8	13.3	12	35.3
No	61	76.3	94	86.2	52	86.7	22	64.7
Total number of districts responding	80		109		60		34	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The percentages were computed based on the number of respondents within each urbanicity group.

Definition of Giftedness

The majority of respondents (n=226, 81.0%) reported that the state definition for gifted and talented was applied in their district. In those districts where a definition of gifted was indicated as beyond or different from the state definition, the majority of the districts (n=13, 4.7%) provided irrelevant answers such as criteria for identification and names of instruments used in identification processes.

Table 22
Definition of Giftedness

Option	Number of Districts	Percentage
My district does not have any specific definition of gifted and talented students at the middle school level	26	9.3
My district follows the state definition of gifted and talented students	226	81.0
My district uses a definition of gifted and talented beyond or different from the state definition	27	9.7
Total number of districts responding	289	

Table 23
Definition of Giftedness by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity not Reported	
	N	%	N	%	N	%	N	%
My district does not have any specific definition of gifted and talented students at the middle school level	5	6.4	11	9.9	4	6.9	6	18.7
My district follows the state definition of gifted and talented students	63	80.8	87	78.4	52	89.7	24	75.0
My district uses a definition of gifted and talented beyond or different from	10	12.8	13	11.7	2	3.4	2	6.3

the state definition

Total number of districts responding	78	111	58	32
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Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The percentages presented were computed based on the number of respondents within each urbancity group.

Student Identification

Identification at the middle school level. More than 80% (n=241) of district coordinators reported that specific identification procedures were implemented at the middle school level, while the remaining districts provide services to the students who were identified as gifted at the elementary school level.

Table 24

Identification of Gifted Students at the Middle School Level

Options	Number of Districts	Percentage
Yes, we have a specific process in place to identify gifted students and provide services at the middle school level.	241	81.4
No, we do NOT identify gifted students at the middle school level, but we provide services for them. Student eligibility depends on the identification process at the elementary school level.	55	18.6

Table 25

Identification of Gifted Students at the Middle School Level by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reporting	
	N	%	N	%	N	%	N	%
Yes, we have a specific process in place to identify gifted students and provide services at the middle school level.	69	83.1	95	82.6	48	77.4	29	80.6
No, we do NOT identify gifted students at the middle school level, but we provide services for them. Student eligibility depends on the identification process at the elementary school level.	14	16.9	20	17.4	14	22.6	7	19.4

Total number of districts responding	83	115	62	36
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Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The percentages presented were computed based on the number of respondents within each urbancity group.

Identification process and criteria. Among the district coordinators who reported identification at the middle school level, a majority noted that nomination from teachers or parents was a common process used to solicit student names for further consideration in the identification process. Common criteria in determining eligibility of gifted education services included using specific cut-off scores, use of a combination of cut-off scores along with alternative assessments such as student portfolio, student observation, and/or parent input.

The following example illustrates how one district used multiple sources of information, including qualitative data and various quantitative data to identify gifted students. The sources of data include test scores from intellectual ability tests and standardized achievement tests, as well as data gathered through behavior checklists, observations, and student products.

Once nomination is made, students are referred for screening. Screening includes quantitative data (ability and achievement measures) and qualitative data (anecdotal, observation, checklists, and a work product). A campus committee reviews the collected data to make a placement decision. If a decision cannot be reached, additional data is collected.

While the responses included a wide range of identification practices, many school districts still heavily rely on specific cut-off scores to identify gifted students at the middle school level. As noted in the report of elementary school practices, these districts often used such practices in response to state guidelines as illustrated in this example.

Students identified “by state definition of having an IQ of 130+ and a need for specially designed instruction.”

Matrices with arbitrary cut-off scores were also used, despite criticisms in the literature of such practices.

Students are selected by “meeting a score of 17 out of 20 on the matrix.”

Standardized Instruments Used in Identification. The most utilized standardized instrument in the identification process was the Cognitive Abilities Test (CogAT, n=94, 42.7%) followed by Naglieri Nonverbal Ability Test (NNAT) noted by 63 (28.6%) respondents.

Table 26
Standardized Instruments Used in Identification

Options	Number of Districts	Percent
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A Survey of Students' Educational Talents and Skills (ASSETS)	5	2.3
Assessment in Mathematics	18	8.2
Cognitive Abilities Test (CogAT)	94	42.7
Children's Category Test (CCT)	0	0.0
Cornell Critical Thinking Tests (CCTT)	1	0.5
Creative Behavior Inventory (CBI1)	3	1.4
Developing Cognitive Abilities Test (DCAT)	2	0.9
Differential Abilities Scales II (DAS II)	10	4.5
Eby Gifted Behavior Index (EGBI)	2	0.9
Gifted and Talented Evaluation Scale (GATES)	25	11.4
Gifted and Talented Scale (GTS)	3	1.4
Gifted Evaluation Scale (GES-2)	11	5.0
Gifted Rating Scales (GRS)	20	9.1
Guilford Tests of Divergent Thinking	1	0.5
InView	12	5.5
Iowa Test of Basic Skills (ITBS)	56	25.5
Iowa Tests of Educational Developments (ITED)	6	2.7
Kaufman Assessment Battery for Children (KABC-II)	17	7.7
Kaufman Brief Intelligence Test	27	12.3
Kaufman Test of Educational Achievement (KTEA-II)	13	5.9
KeyMath-3 Diagnostic Assessment (KeyMath-3 DA)	3	1.4
Khatena-Morse Multi-talent Perception Inventory (KMMPI)	0	0.0
Measures of Academic Progress (MAP)	15	6.8
Metropolitan Achievement Test	7	3.2
Multidimensional Aptitude Battery-II (MAB-II)	1	0.5
Naglieri Nonverbal Ability Test (NNAT)	63	28.6
Nonverbal Ability Tests (NAT)	4	1.8
Otis Lennon School Ability Test (OLSAT)	60	27.3

Peabody Individual Achievement Test (PIAT)	3	1.4
Pictorial Test of Intelligence, 2 nd ed. (PTI-2)	1	0.5
Ravens Progressive Matrices	19	8.6
Scale for Identifying Gifted Students (SIGS)	14	6.4
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)	27	12.3
Screening Assessment for Gifted Students (SAGES)	15	6.8
School and Cognitive Ability Test (SCAT)	5	2.3
Slosson Intelligence Test	7	3.2
Standard Achievement Tests	35	15.9
Stanford-Binet Intelligence Scale	35	15.9
State Assessment	52	23.6
Steeling Brief Nonverbal Intelligence Test (S-BIT)	1	0.5
Structure of Intellect Learning Abilities Test (SOI-LA)	1	0.5
TerraNova	25	11.4
Test of Cognitive Skills (TCS)	9	4.1
Test of Nonverbal Intelligence (3 rd) (TONI-3)	15	6.8
The Identity-Form System for Gifted Programs	1	0.5
Torrance Tests of Creative Thinking	25	11.4
Universal Nonverbal Intelligence Test (UNIT)	12	5.5
Watson-Glaser Critical Thinking Appraisal	0	0.0
Wechsler Abbreviated Scale of Intelligence (WASI)	17	7.7
Wechsler Individual Achievement Test	23	10.5
Wechsler Intelligence Scale for Children, Revised (WISC-R)	54	24.5
Wechsler Nonverbal Scale of Ability (WNV)	9	4.1
Wechsler Preschool Primary Scale of Intelligence (3 rd) (WPPSI-III)	12	5.5
Wide Range Achievement Test (WRAT Expanded)	6	2.7
Woodcock Johnson Achievement Test	50	22.7

Woodcock Johnson Test of Cognitive Abilities	31	14.1
Other	53	24.0
Total number of districts responding	220	

Note. As respondents were asked to select all the instruments applicable, multiple instruments were selected by many respondents.

Non-standardized instruments used in identification. Teacher nomination (n=198, 91.2%) and parent nomination (n=176, 81.1%) were identified as the most commonly used non-standardized procedures in the identification process. Grades and self-nomination were also reported as sources of data in the identification process by more than 40% of districts.

Table 27

Non-standardized Instruments Used in Identification

Options	Number of District	Percent
Teacher Nomination	198	91.2
Parent Nomination	176	81.1
Grades	130	59.9
Self-Nomination	102	47.0
Peer Nomination	73	33.6
Products	75	34.6
Portfolio	74	34.1
Display of Work, Audition, Performance	74	34.1
Student Interview	41	18.9
Other	25	11.5
Total number of districts responding	217	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The question allowed multiple responses.

Table 28*Non-standardized Instruments Used in Identification by Urbanicity*

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Teacher Nomination	58	92.1	72	87.8	40	90.9	28	100
Parent Nomination	56	88.9	64	78.0	37	84.1	19	67.9
Grades	38	60.3	52	63.4	26	59.1	14	50.0
Self-Nomination	31	49.2	37	45.1	22	50.0	12	42.9
Peer Nomination	27	42.9	22	26.8	16	36.4	8	28.6
Products	30	39.7	23	28.0	16	36.4	6	21.4
Portfolio	25	39.7	28	34.1	18	40.9	3	10.7
Display of Work, Audition, Performance (Observation)	22	34.9	27	32.9	14	31.8	11	39.3
Student Interview	13	20.6	13	15.9	13	29.5	2	7.1
Other	7	11.1	9	11.0	2	4.5	7	25.0
Total number of districts responding	63		82		44		28	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The question allowed multiple responses. The percentages were computed based on the number of respondents within each urbanicity group.

General Student Population Demographics. To compare the general population demographics to the gifted population demographics in the participating districts, information on the ethnicity and free and reduced lunch status of the students in the sample districts were collected through the National Center for Education Statistics (NCES) database. The population of American Indian students was notably small with fewer than 10% of students in that category in the vast majority of school districts reporting. The majority of districts reported that between 1 and 10% of their population was Hispanic, Black, and Asian, with only 66 school district personnel (15.9%) reporting that more than 50% of the middle school populations in their districts were non-White, racial minority students. Among the 374 respondents, 146 (39.1%) reported that more than 50% of the middle school population in their district received free or reduced price lunch.

Table 29*General Student Demographics*

Percent Category	White		Hispanic		Black		American Indian		Asian		Free-reduced Lunch	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 1%	3	0.7	24	5.7	26	6.1	294	69.3	82	19.	3	0.8
1-10%	21	5.0	233	55.0	239	56.4	127	30.0	305	71.9	41	11.0
11-20%	19	4.5	56	13.2	62	14.6	1	0.2	28	6.6	45	12.0
21-30%	21	5.0	32	7.5	34	8.0	0	0.0	7	1.7	42	11.2

31-40%	22	5.2	22	5.2	24	5.7	0	0.0	2	0.5	45	12.0
41-50%	34	8.0	17	4.0	15	3.5	0	0.0	0	0.0	52	13.9
51-60%	42	9.9	14	3.3	7	1.7	1	0.2	0	0.0	47	12.6
61-70%	39	9.2	8	1.9	4	0.9	0	0.0	0	0.0	43	11.5
71-80%	53	12.5	6	1.4	4	0.9	0	0.0	0	0.0	25	6.7
81-90%	64	15.1	3	0.7	5	1.2	0	0.0	0	0.0	17	4.5
More than 90%	106	25.0	9	2.1	4	0.9	1	0.2	0	0.0	14	3.7
Total	485		485		485		485		485		485	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The source of these student demographic data is the U.S. Department of Education through its statistical branch, the National Center for Education Statistics (NCES). The percentages presented were computed based on the number of respondents within each racial category.

Table 30
General Student Demographics by Urbanicity

Percent Category	White			Hispanic			Black			American Indian			Asian			Free-reduced Lunch			
	U	S	R	U	S	R	U	S	R	U	S	R	U	S	R	U	S	R	
Less than 1%	1	2	0	2	5	17	4	9	13	79	13	7	73	10	26	45	1	1	0
1-10%	9	7	3	54	11	65	60	11	2	62	51	49	22	10	13	53	6	25	5
11-20%	10	4	4	23	24	6	25	31	5	0	0	1	10	18	0	7	17	8	
21-30%	12	7	2	15	13	3	16	13	3	0	0	0	2	5	0	16	17	4	
31-40%	7	9	3	9	11	1	9	10	5	0	0	0	1	0	0	11	13	14	
41-50%	16	12	5	6	9	1	8	2	3	0	0	0	0	0	0	17	18	12	
51-60%	19	19	4	9	3	2	2	3	2	0	0	1	0	0	0	15	16	11	
61-70%	15	17	7	4	3	0	2	0	2	0	0	0	0	0	0	12	15	9	
71-80%	19	28	5	1	4	1	2	1	1	0	0	0	0	0	0	10	4	7	
81-90%	14	37	12	2	0	1	1	2	2	0	0	0	0	0	0	5	4	7	
More than 90%	8	43	53	5	3	1	1	3	0	0	0	1	0	0	0	7	4	2	
Total	13	18	98	13	18	98	13	18	98	13	18	98	13	18	98	10	13	79	
	0	5		0	6		0	6		0	6		0	6		7	4		
		413			414			414			414			414			320		

Note. U= Urban school districts. S=Sburban school districts. R=Rural school districts. The source of these student demographic data is the U.S. Department of Education through its statistical branch, the National Center for Education Statistics (NCES). The percentages presented were computed based on the number of respondents within each racial category. As locality of some some districts were not identified, there is discrepancy between the total numbers of districts responding for each racial category in Table 29 and those in Table 30.

Gifted Program Student Demographics. The survey also included questions relating to the racial/ethnic distribution of students in the gifted programs and the proportion of students on free and reduced lunch in the programs. Most districts coordinators (217; 61.8%) reported that between 1 and 10% of students are identified as gifted. Only one district coordinator reported that in his/her district more than 90% of students are identified as gifted.

Table 31
Percentage of Identified Gifted Students

Percent Category	Number of Districts	Percent
Less than 1%	11	3.1
1-10%	217	62.0
11-20%	99	28.3
21-30%	14	4.0
31-40%	4	1.1
41-50%	3	0.9
51-60%	1	0.3
61-70%	0	0.0
71-80%	0	0.0
81-90%	0	0.0
More than 90%	1	0.3
Total number of districts responding	350	

Table 32
Percentage of Identified Gifted Students by Urbanicity

Percent Category	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Less than 1%	2	2.2	6	4.5	2	2.5	1	2.3
1-10%	64	68.8	77	57.5	51	63.8	25	58.1
11-20%	22	23.7	41	30.6	22	27.5	14	32.6
21-30%	2	2.2	5	3.7	5	6.3	2	4.7
31-40%	1	1.1	3	2.2	0	0	0	0
41-50%	1	1.1	1	0.7	0	0	1	2.3
51-60%	0	0.0	1	0.7	0	0	0	0
61-70%	0	0.0	0	0.0	0	0	0	0
71-80%	0	0.0	0	0.0	0	0	0	0

81-90%	0	0.0	0	0.0	0	0	0	0
More than 90%	1	1.1	0	0.0	0	0	0	0
Total number of districts responding	93		134		80		43	

Note. The percentages presented were computed based on the number of respondents within each urbancity group.

Table 33*Gifted Program Student Demographics*

Percent Category	Number of Districts for a Given Category															
	White		Hispanic		Black		Asian		American Indian		Pacific Islander		Multi-Racial		Free-reduced Lunch	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Less than 1%	20	5.8	139	40.2	149	43.3	161	46.7	315	92.1	307	89.5	185	56.1	42	12.7
1-10%	51	14.7	127	36.7	132	38.4	133	38.6	24	7.0	34	9.9	130	39.4	105	31.7
11-20%	15	4.3	27	7.8	32	9.3	32	9.3	1	0.3	2	0.6	10	3.0	43	13.0
21-30%	11	3.2	12	3.5	9	2.6	12	3.5	1	0.3	0	0	3	0.9	41	12.4
31-40%	17	4.9	12	3.5	6	1.7	5	1.4	0	0	0	0	2	0.6	21	6.3
41-50%	16	4.6	13	3.8	6	1.7	0	0	0	0	0	0	0	0	28	8.5
51-60%	19	5.5	5	1.4	2	0.6	0	0	1	0.3	0	0	0	0	14	4.2
61-70%	31	9.0	3	0.9	1	0.3	1	0.3	0	0	0	0	0	0	9	2.7
71-80%	34	9.8	2	0.6	3	0.9	1	0.3	0	0	0	0	0	0	11	3.3
81-90%	63	18.2	0	0	1	0.3	0	0	0	0	0	0	0	0	6	1.8
More than 90%	69	19.9	6	1.7	3	0.9	0	0	0	0	0	0	0	0	11	3.3
Total Number of districts reporting	346		346		344		345		342		343		330		331	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. Each racial category was a separate question. As the respondents skipped some of the questions asking for percentage of students in a given category, the total numbers of responses across racial categories are not equal. The percentages presented were computed based on the number of respondents within each urbancity group.

Table 34*Gifted Program Student Demographics by Urbanicity*

Percent Category	Number of Districts for a Given Category						
	White	Hispanic	Black	Asian	American	Pacific	Multi-Racial

	Indian			Islander			Lunch																	
	U	S	R	U	S	R	U	S	R	U	S	R												
Less than 1%	4	6	6	22	50	50	27	53	48	22	53	68	81	11	82	78	12	84	41	68	54	5	22	9
1-10%	11	22	13	40	47	29	45	49	26	50	52	18	9	9	3	13	5	2	43	48	28	25	45	24
11-20%	5	4	5	11	13	0	9	14	6	12	15	1	1	0	0	1	1	0	2	6	2	11	9	17
21-30%	3	3	2	3	4	1	5	3	1	5	7	0	0	0	0	0	0	0	2	0	1	9	19	8
31-40%	10	6	1	3	6	2	3	1	1	2	2	0	0	0	0	0	0	0	0	1	0	11	3	5
41-50%	9	7	0	5	5	2	0	4	1	0	0	0	0	0	0	0	0	0	0	0	0	6	11	7
51-60%	10	8	1	3	2	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	4	7	3
61-70%	9	12	6	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	1	1
71-80%	8	14	6	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	4	3	4
81-90%	18	24	15	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
More than 90%	5	24	31	3	2	1	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	4	5	2
Total	92	13	86	94	12	85	93	12	85	91	12	87	91	12	86	92	12	86	88	12	85	86	12	82
Number of districts reporting		0			9			8			9			7			7			3			6	

Note. U = urban districts, S = suburban districts, R= rural districts. Each racial category was a separate question. As the respondents skipped some of the questions asking for the percentage of students in a given category, the total numbers of districts reporting varies across categories. As some district coordinators did not report their locality, there is discrepancy between the total number of districts responding for each racial category in Table 33 and those in Table 34

Representation of Certain Groups of Students in Gifted Programs

When the demographic information in Tables 31 and 33 is examined by looking at the alignment between the percentage of certain groups of students in each district and the percentage of the group in the district's gifted programs, representation of minority students and students of poverty in gifted programs was highly variable. For Tables 35, 36, and 37 four categories were created to show alignment between the minority and students of poverty representation in each district and in the district's gifted programs.

When the district coordinator reported the same percentages of students in the subpopulation group in the district and in the district's gifted programs (that is the reported percentage fell in the same category (e.g., 1-10% of a given group both in the district and in the district's gifted program), these districts were categorized under "exact alignment." If the percentage of student representation was within one category, this group of districts was labeled "adjacent alignment." For example, if a district coordinator reported that 21-30 % of the students in the district were Black and 11-20% or 31-40% of the students in gifted programs were Black, that district was placed in the "adjacent alignment" category. Additionally the "divergent alignment" label was applied to the districts with two or three categories separating the district population from the population in the gifted programs while "distant alignment" was applied when the informants reported that there were four or more categories between the percentage of students in the district and in the district's gifted programs. It is noteworthy that this approach was not to suggest a "racial quota" in the identification of gifted students, but to take the local context of each district into account in investigating underrepresentation of minorities (Black and Hispanic students in particular) and students participating in the free and reduced lunch program. Detailed information about representation of these groups of students in each district in the sample can be found in Appendix 2 through 4.

Black students. More than three-fourths of the district coordinators reported exact alignment (n=105, 34.4%) or adjacent alignment (n=139, 45.6%) between the percentage of Black students in the district and percentage of Black students in the district's gifted programs. There were 61 districts (19.9%) in which Black student representation in gifted programs was far lower than the representation of the group in the general student population of the district.

Table 35

Alignment of Black Student Representation in a District and in District's Gifted Programs

Alignment	Number of Districts	Percent
Exact Alignment	105	34.4
Adjacent Alignment	139	45.6
Divergent Alignment	51	16.7
Distant Alignment	10	3.2
Total number of districts responding	305	

Note. Only districts that reported both the percentage of Black students in the district and in the district's gifted programs were included in this table.

Hispanic Students. The pattern of representation of Hispanic students in gifted programs was similar to that of Black students in gifted programs. While more than 80% of the district coordinators reported exact (n=114, 37.1%) alignment or adjacent alignment (n=144, 46.9%), 15.9% (n=49) of the informants indicated that the percentage of Hispanic students in their gifted programs was much lower than the percentage of the group in the general student population of the districts.

Table 36

Alignment of Hispanic Student Representation in a District and in District's Gifted Programs

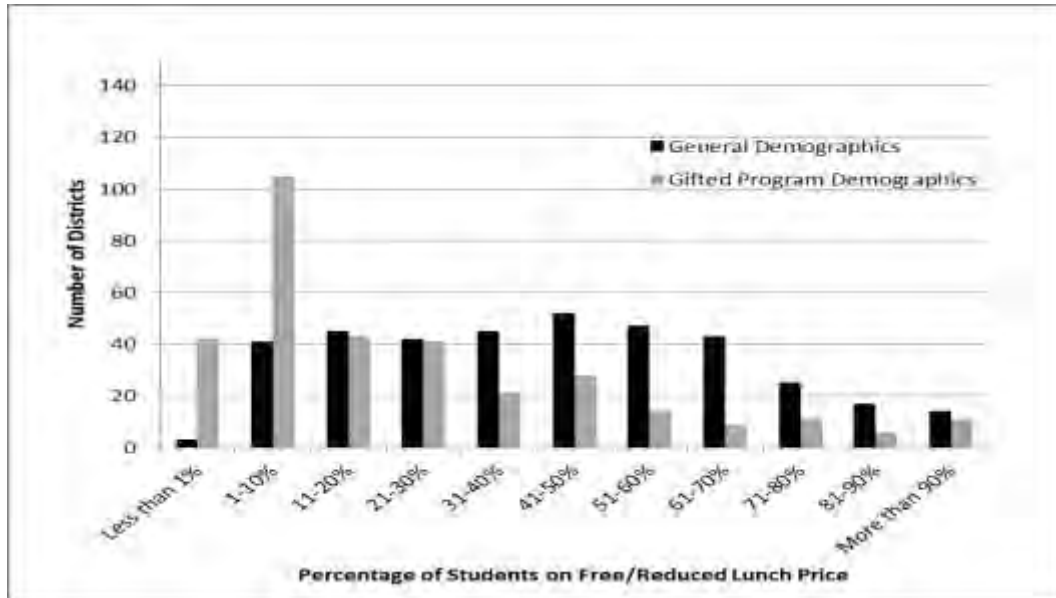
Alignment	Number of Districts in the Category	Percent
Exact Alignment	114	37.1
Adjacent Alignment	144	46.9
Divergent Alignment	36	11.7
Distant Alignment	13	4.2
Total number of districts responding	307	

Note. Only districts that reported both the percentage of Hispanic students in the district and in the district's gifted programs were included in this table.

Students in the free and reduced lunch program. The representations of this group of students in general and in gifted programs were considered in two ways. While the total middle school population had a relatively normal distribution relating to percentage of students on free or reduced price lunch, the distribution of the number of districts reporting a given percentage of students on free or reduced price lunch in their gifted programs was skewed with gifted programs having a relatively small proportion of students participating in the free and reduced lunch program as shown in figure 1.

Figure 1

Representation of Students on Free/reduced Lunch Overall and in Gifted Programs



In addition, only 45.2% (n=148) of the district coordinators reported exact or adjacent alignment between the percentage of students on free and reduced lunch in the district and the percentage of the group of students in the district gifted programs.

Table 37

Alignment of Student of Poverty Representation in a District and in District's Gifted Programs

Alignment	Number of Districts	Percent
Exact Alignment	70	21.4
Adjacent Alignment	78	23.8
Divergent Alignment	123	37.6
Distant Alignment	56	17.1
Total number of districts responding	327	

Note. Only districts that reported both the percentage of students of poverty in the district and in the district's gifted programs were included in this table.

Strategies to identify historically underrepresented gifted students. The strategies most frequently used to identify gifted students from historically underrepresented populations were the use of alternative assessments (n=65, 40.1%) and teacher recommendation (n=34, 21.1%) among 162 provided answers to the question. The alternative assessments reported included non-verbal assessments such as the Naglieri Nonverbal Ability Test or the Bilingual Verbal Ability Tests, student portfolios, student interviews, and/or teacher observation checklists. Eight district coordinators (4.9%) also reported

providing extra professional development for teachers as a mean of increasing identification of gifted students from historically underrepresented populations. In addition, six district coordinators (3.7%) indicated that establishing a certain percentage of students who would be identified from underrepresented populations in gifted programs enabled them to increase the proportion of identified gifted students from ethnic minorities or students receiving free or reduced lunch. Other responses included using local norms in testing results and providing specialized programs for twice exceptional students who were eligible for both gifted education and special education services.

Among the districts that provided answers to the question, 44 districts (27.2%) noted that they did not need to identify students from any underrepresented population as their demographics were not diverse, and/or they they did not have any resources to support underrepresented populations.

Table 38
Strategies to Identify Historically Underrepresented Gifted Students

Responses	Number of Districts	Percent
None	44	27.2
Alternative assessments (e.g., Non-verbal assessments, student portfolios, teacher observation, student interviews)	65	40.1
Teacher recommendation	34	21.0
Extra professional development for teachers	8	4.9
Assigning certain percentage for underrepresented populations	6	3.7
Assigning extra points for underrepresented populations	4	2.5
Other	2	1.2
Total number of districts responding	162	

Note. The question allowed multiple responses.

Strategies to develop talent in historically underrepresented gifted students. Of 121 district coordinators responding to the inquiry regarding strategies for developing talent in underrepresented populations, the greatest number of respondents (n=52, 43.0%) indicated that they did not have any strategic plan to develop talent in underrepresented populations at the middle school level. Among respondents reporting strategies used to develop talent potential in gifted students from underrepresented population, building an extra support system such as mentoring or tutoring was most often named as the strategy used (n=23, 19.0%). Additional strategies listed include (a) differentiated instruction (n=18, 14.9%); (b) other learning opportunities to develop creative problem-solving skills (e.g., Destination ImagiNation, Math Olympiad, or Brain Boosters, n=12, 10.0%); and (c) providing professional development for teachers on ways to provide adequate instructions for the gifted students from the underrepresented population (n=7, 5.8%). Other responses include online courses and use of alternative measures of student learning such as portfolios and interviews.

Overarching Goals of the Middle School Gifted Programs

Among the 236 respondents that provided information on the overall goals of their middle school gifted programs, 174 (73.7%) focused on learning activities indicating that their gifted programs existed to provide adequate learning opportunities commensurate with student needs through differentiation, enrichment, and/or acceleration. Among responses, one cluster of responses (n= 58,24.6%) focused on identification of students whose learning needs are not met in regular classrooms or equitable identification of gifted students from diverse background.

Other goals noted included (a) promoting problem-solving skills, critical/creative-thinking skills, research skills, and/or leadership skills (n=61, 25.8%); (b) promoting learner independence with self-directed study (n=30, 12.7%); (c) supporting social/emotional needs through counseling and guidance service (n=20, 8.5%); (d) providing teacher training and professional development (n=20, 8.5%); (e) facilitating supportive learning environment with like-ability students through cluster grouping or pull-out programs (n=17, 7.2%); (f) preparing for high school and college (n=12, 5.1%); and (g) developing quality curriculum (n=3, 1.3%).

Framework for Middle School Gifted Programming

Among the 286 district coordinators that responded to the question, 40.2% (n=115) indicated that they did not use any particular model to guide their gifted program services. The second largest number of district coordinators (n=102, 35.7%) reported using Tomlinson’s Model of Differentiated Instruction to guide their gifted program services. Renzulli’s Enrichment Clusters Model (n=52, 18.2%) and Kaplan’s Depth and Complexity Model (n=51, 17.8%) were models used the next most frequently. This response pattern was consistent regardless of urbanicity of the districts.

Table 39

Primary Gifted Programming Model Utilized

Options	Number of Districts	Percent
No particular model	115	40.2
Model of Differentiated Curriculum (Tomlinson)	102	35.7
Enrichment Clusters (Renzulli)	52	18.2
Depth and Complexity Model (Kaplan)	51	17.8
AP Framework and Curriculum Guides	41	14.3
Parallel Curriculum Model (Tomlinson)	35	12.2
Integrated Curriculum Model (VanTassel-Baska)	32	11.2
Enrichment Triad Model (Renzulli)	27	9.4
Multiple Menu Model (Renzulli)	25	8.7
Schoolwide Enrichment Model (Renzulli)	21	7.3

IB Framework and Curriculum Guides	18	6.3
Consultation and Collaboration Model (Landrum)	16	5.6
Levels of Services (Treffinger)	12	4.2
Autonomous Learner Model (Betts)	9	3.1
Purdue 3-stage Model	6	2.1
SMPY Model	4	1.4
Other	29	10.1
Total number of districts responding	286	

Note. The question allowed multiple responses.

Table 40
Primary Gifted Programming Model Utilized by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
No particular model	29	35.8	38	35.2	30	49.2	18	50.0
Model of Differentiated Curriculum (Tomlinson)	37	45.7	36	33.3	19	31.1	10	27.8
Enrichment Clusters (Renzulli)	16	19.8	19	17.6	12	19.7	5	13.9
Depth and Complexity Model (Kaplan)	20	24.7	18	16.7	6	9.8	7	19.4
AP Framework and Curriculum Guides	14	17.3	16	14.8	7	11.5	4	11.1
Parallel Curriculum Model (Tomlinson, et.al.)	13	16.0	15	13.9	5	8.2	2	5.6
Integrated Curriculum Model (VanTassel-Baska)	10	12.3	15	13.9	4	6.6	3	8.3
Enrichment Triad Model (Renzulli)	10	12.3	11	10.2	3	4.9	3	8.3
Multiple Menu Model (Renzulli)	8	9.9	11	10.2	4	6.6	2	5.6
Schoolwide Enrichment Model (Renzulli)	7	8.6	6	5.6	5	8.2	3	8.3
IB Framework and Curriculum Guides	13	16.0	3	2.8	0	0	2	5.6

Consultation and Collaboration Model (Landrum)	5	6.2	7	6.5	4	6.6	0	0
Levels of Services (Treffinger)	1	1.2	7	6.5	4	6.6	0	0
Autonomous Learner Model (Betts)	3	3.7	3	2.8	2	3.3	1	2.8
Purdue 3-stage Model	2	2.5	2	1.9	1	1.6	1	2.8
SMPY Model	1	1.2	2	1.9	1	1.6	0	0
Other	9	11.1	12	11.1	6	9.8	2	5.6
Total number of districts responding	81		108		61		36	

Note. N= Number of school districts reporting the percent category. %= Percent of the districts reporting the category. The question allowed multiple responses. The percentages were computed based on the number of respondents within each urbancity group.

Program model goals. Although the intent of the question asking for specific measurable goals for the programming model was to elicit goals different from the overall goal of the gifted program services, responses were very similar to the stated gifted program goals provided earlier. Among 230 provided answers, the greatest number of districts (n=204, 88.7%) indicated their goal was to develop student critical and creative-thinking skills through acceleration and enrichment opportunities. Other responses included facilitating self-directed, independent learning and providing a supportive learning environment with intellectual peers.

Program Service Delivery Type²

Special classes of homogeneously grouped gifted students within a regular school setting were identified as the programming model *most* used to deliver services (n=105, 36.1%) followed by ability grouping at 28.2% (n=82). Other responses include a combination of the options listed and pull-out program for 2-4 hours per week.

Table 41

Program Service Delivery Type

Options	Number of Districts	Percent
Special classes of homogeneously grouped gifted students within a regular school setting	105	36.1
Ability Grouping (e.g., student are placed in advanced classes	82	28.2

² Program service delivery type is the term used in this report to refer to administrative groupings or gifted program delivery options including pull-out program models, in-class instruction for gifted students, acceleration, full time classes for the gifted, etc.

such as honors classes)

In-class differentiation in general classrooms with no clustering of gifted students	33	11.3
Cluster grouping with in-class differentiation	30	10.3
Acceleration by content area	11	3.8
Special programs such as the International Baccalaureate Middle Years Programme or Pre-Advanced Placement	7	2.4
A full-time school for gifted students	5	1.7
Distance learning or online opportunities	2	0.7
Acceleration by grade	1	0.3
After-school learning opportunities	0	0.0
Other	15	5.2
Total number of districts responding	291	

Note. The question allowed multiple responses.

Table 42

Program Service Delivery Type by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Special classes of homogeneously grouped gifted students within a regular school setting	29	35.4	42	38.2	19	29.7	15	42.9
Ability Grouping (e.g., student are placed in advanced classes such as honors classes)	24	29.3	35	31.8	13	20.3	10	28.6
In-class differentiation in general classrooms with no clustering of gifted students	12	14.6	13	11.8	5	7.8	3	8.6
Cluster grouping of gifted students with in-class differentiation	5	6.1	10	9.1	12	18.8	3	8.6
Acceleration by content area	1	1.2	4	3.6	5	7.8	1	2.9
Special programs such as the International Baccalaureate Middle Years Programme or Pre Advanced Placement	2	2.4	0	0	3	4.7	2	5.7

A full-time school for gifted students	4	4.9	1	0.9	0	0	0	0
Distance learning or online opportunities	0	0	0	0	2	3.1	0	0
Acceleration by grade	0	0	1	0.9	0	0	0	0
After-school learning opportunities	0	0	0	0	0	0	0	0
Other	5	6.1	4	3.6	5	7.8	1	2.9
Total number of districts responding	82		110		64		35	

Note. N= Number of school districts reporting the percent category. %= Percent of the districts reporting the category. The question allowed multiple responses. The percentages were computed based on the number of respondents within each urbancity group.

Proportion of the gifted students served by the primary service model. Respondents were asked what percentage of students were served by the model that they indicated as the primary model used to provide gifted services to students in their district. Forty -fourpercent of the responding districts reported that they served between 75 and 99 percent of the identified students through their primary service model. Another 33.7% (n=97) of districts served 100% of identified gifted students through the model selected as the primary service model. Thus, it is apparent that levels of service or multiple service options to match student need may be largely unavailable in the middle school level.

Table 43

Percentage of Identified Students Served by the Primary Service Delivery Type

Options	Number of Districts	Percent
100%	97	33.7
75-99%	128	44.4
50-74%	36	12.5
25-49%	13	4.5
Less than 25%	14	4.9
Total number of districts responding	288	

Table 44*Percentage of Identified Students Served by the Primary Service Delivery Type by Urbanicity*

Options	Urban		Suburban		Rural		Urbanicity Not Reporting	
	N	%	N	%	N	%	N	%
100%	24	30.4	42	38.5	17	26.6	14	38.9
75-99%	40	50.6	46	42.2	28	43.8	14	38.9
50-74%	9	11.4	12	11.0	11	17.2	4	11.1
25-49%	5	6.3	4	3.7	1	1.6	3	8.3
Less than 25%	1	1.3	5	4.6	7	10.9	1	2.8
Total number of districts responding	79		109		64		36	

Note. N= Number of school districts reporting the percent category. %= Percent of the districts reporting the category. The percentages were computed based on the number of respondents within each urbanicity group.

Amount of time students received gifted education services. More than 40% of the respondents indicated that gifted students received services through the primary service delivery mode for one to four hours per week. Only 2.4% reported offering services less than 1 hour per week. Responses in the other category include one to two hours per day or eight to ten hours per week. The percentage for urban districts for full-time programs was higher than the average percentage across respondents.

Table 45*Time per Week Students Received Gifted Education Services*

Options	Number of Districts	Percent
Less than 1 hour per week	7	2.4
1-4 hours per week	121	42.0
One day per week	13	4.5
All of their time	65	22.6
Other	82	28.5
Total number of districts responding	288	

Table 46*Time per Week Students Received Gifted Education Services by Urbanicity*

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Less than an hour per week	0	0.0	3	2.7	4	6.3	0	0.0
1-4 hours per week	25	30.9	46	41.8	36	56.3	14	42.4
One day per week	2	2.5	5	4.5	2	3.1	4	12.1
All of their time	27	33.3	26	23.6	7	10.9	5	15.2
Other	27	33.3	30	27.3	15	23.4	10	30.3
Total number of districts responding	81		110		64		33	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The percentages were computed based on the number of respondents within each urbanicity group.

Cluster grouping. Among 145 districts' answers to the question on how cluster groups were determined, the application of multiple criteria (e.g., teacher evaluation, parent input, local benchmark testing results, unit exams, IQ scores) was the primary determinant of how cluster groups were created and assigned (n=66, 45.5%). However, the other responses are overlapping (e.g., "information from identification process" could also be multiple criteria) so results on this question were difficult to interpret and were not broken down by urbanicity.

Table 47*Criteria for Determining Cluster Grouping*

	Number of Districts	Percent
Multiple criteria	66	45.5
Information from the identification process	30	20.7
Subject specific	22	15.2
Tests results	17	11.7
Building level schedule	5	3.4
Classroom teacher decision	3	2.1
Student interest	2	1.4
Total number of districts responding	145	

Curricular materials used. No particular curricular materials were used in 76 districts (36.2%) while the other 134 district coordinators (63.8%) who did indicate the use of particular curricular materials reported a variety of such curricular materials. Among the group of coordinators who reported curricular materials, 28 respondents (20.9%) indicated that teacher-developed materials guided instruction in their middle school programs for gifted students. The identified curricular materials used in the remaining districts include public resources such as Library of Congress materials, pre-developed materials such as LEGO robotics, Junior Great Books, Accelerated Math, New England Math League, curricular materials developed by the College of William and Mary, materials developed by Michael Clay Thompson, and academic competition materials, which included Destination Imagination, Mock Trial, National History Day, and Science Fair.

Most Developed Content Area. Mathematics was identified as the most well-developed content area for middle school gifted and talented students in the largest number of districts (n=116, 41.7%). An additional 90 (32.4%) district coordinators indicated language arts was the most developed content area. Each of the other areas was noted as most developed by fewer than 12% of the respondents.

Table 48
Most Developed Content Area

Options	Number of Districts	Percent
Mathematics	116	41.7
Language Arts	90	32.4
Science and Technology	32	11.5
Social Sciences	14	5.0
Visual and Performing Arts	4	1.4
Other	22	7.9
Total number of districts responding	278	

Table 49
Most Developed Content Area by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Mathematics	31	40.3	44	40.4	25	43.9	16	45.7
Language Arts	26	33.8	40	36.7	14	24.6	10	28.6
Science and Technology	7	9.1	10	9.2	10	17.5	5	14.3

Social Sciences	6	7.8	5	4.6	1	1.8	2	5.7
Visual and Performing Arts	1	1.3	1	0.9	2	3.5	0	0.0
Other	6	7.8	9	8.3	5	8.8	2	5.7
Total number of districts responding	77		109		57		35	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The percentages were computed based on the number of respondents within each urbanicity group.

Most Developed Skills Area. Problem solving (n=72, 26.5%) and creative-thinking skills (n=60, 2.1%) were identified by the largest number of school divisions overall as the most developed skill areas. While these skills were noted as most developed by the greatest proportion of suburban and rural districts, research skills were identified as the most developed in the greatest proportion of urban school districts.

Table 50
Most Developed Skill Area

Options	Number of Districts		Percent	
Problem Solving skills	72		26.5	
Creative thinking skills	60		22.1	
Research skills	43		15.8	
Metacognitive skills	32		11.8	
Writing skills	21		7.7	
Communication skills	23		8.5	
Affective skills	5		1.8	
Other	16		5.9	
Total number of districts responding	272			

Table 51
Most Developed Skill Area by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Problem Solving skills	15	20.0	24	23.3	18	30.5	15	42.9
Creative thinking skills	15	20.0	19	18.4	20	33.9	6	17.1

Research skills	17	22.7	14	13.6	6	10.2	6	17.1
Metacognitive skills	5	6.7	20	19.4	5	8.5	2	5.7
Writing skills	7	9.3	8	7.8	2	3.4	4	11.4
Communication skills	8	10.7	10	9.7	4	6.8	1	2.9
Affective skills	1	1.3	3	2.9	1	1.7	0	0.0
Other	7	9.3	5	4.9	3	5.1	1	2.9
Total number of districts responding	75		103		59		35	

Note. N=Number of school districts reporting the category. %= Percentage of the districts reporting the category. The percentages were computed based on the number of respondents within each urbancity group.

Student Outcome Measures

The majority of the district coordinators (n=126, 64.0%) reported that informal assessments at the classroom level (e.g., teacher developed rubrics, classroom observation, interview, or student satisfaction questionnaires) served as student outcome measures in middle programs for gifted students. A total of 35 (15.8%) district coordinators indicated that they did not measure student outcomes in programs for gifted students at the middle school level.

Table 52

Student Learning Outcome Measures

Options	Number of Districts	Percent
Do not measure outcomes	35	15.1
Informal assessments	126	64.0
State bench mark test	96	48.7
Cognitive Abilities Test	5	2.5
Competition performance	3	1.5
Total number of districts responding	232	

Note. As some of the district coordinators reported one or more options listed, the total number of responses is greater than the total number of responding districts.

Results of measuring student outcomes. While informal measures dominated student outcome assessment in programs for gifted students at the middle school level, 95.1% (n=212) of districts indicate that they used student outcome results for program improvement such as curriculum and instruction modification, planning intervention programs or professional development for teachers. The rest of the

districts (n=11, 4.9%) reported that they did not take any actions based on the student outcome measure results.

Use of the National Gifted Education Programming Standards

In order to guide school districts in the use of recommended best practices in gifted education, The National Association for Gifted Children issued the *Pre K-Grade 12 Gifted Education Programming Standards* (NAGC, 2010). The stated purpose for the Standards is to help educators in Pre-K-12 settings be effective in working with gifted learners by helping them understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services and to guide the planning of programs for those students. The majority of school district coordinators responding to this survey do not use the *Standards* to guide programming (n=167, 60.9%). Among the 107 respondents that did report using *the NAGC Standards* to guide program decisions, the greatest number of respondents reported applying the *Standards* in the area of curriculum planning and instruction (n=91, 33.2%) while the least used *Standards* were in the area of learning and development (n=64, 23.4%). The area of curriculum planning and instruction was the area to which the most districts apply *NAGC Standards* across urbanicity of the districts. While the area of learning and development was the least used among urban and suburban districts, the standards for professional development were least used in rural districts. The standards for programming were least used in the districts that did not report their urbanicity.

Table 53

Areas to Which the NAGC Standards Were Applied

Answer Options	Number of Districts	Percent
Currently not using the standards	167	60.9
Curriculum planning and instruction	91	33.2
Programming	70	25.5
Professional development	68	24.8
Assessment	68	24.8
Learning environments	64	23.4
Learning and development	62	22.6
Total number of districts responding	274	

Note. The question allowed multiple responses.

Table 54

Areas to Which the NAGC Standards Were Applied by Urbanicity

Options	Urban	Suburban	Rural	Urbanicity Not Reported
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	N	%	N	%	N	%	N	%
Currently not using the standards	43	55.1	61	57.5	41	70.7	22	68.8
Curriculum planning and instruction	30	38.5	38	35.8	15	25.9	8	25.0
Programming	24	30.8	34	32.1	9	15.5	3	9.4
Professional development	29	37.2	29	27.4	6	10.3	4	12.5
Assessment	22	28.2	29	27.4	8	13.8	9	28.1
Learning environments	21	26.9	29	27.4	10	17.2	4	12.5
Learning and development	20	25.6	28	26.4	9	15.5	5	15.6
Total number of districts responding	78		106		58		32	

Note. N= Number of school districts reporting the percent category. %= Percent of the districts reporting the category. Multiple standards could be selected. The percentages were computed based on the number of respondents within each urbancity group.

Professional Education

Teaching credentials. The data relating to teacher credentials presented a very difficult problem for analysis. In our first analysis we noted many cases of extreme outliers. Follow-up inquires to several school districts indicated that the respondents had, in some cases, misinterpreted the question. In other cases, an afternoon workshop once a year resulted in attribution of the label “certified/endorsed.” To avoid providing misleading information, we have chosen not to include the data from this section of the survey.

Desired qualities and characteristics of teachers of gifted students. Among 56 districts, professional training in gifted education (n=47, 83.9%) and an add-on endorsement in gifted education (n=40, 71.4%) were named as a desired quality in teachers of gifted students followed closely by strong content knowledge (n=37, 66.1%) and the ability to provide adequate curriculum and instruction for gifted students.

Table 55

Desired Teacher Qualities and Characteristics for Teaching Gifted

Response Option	Number of Districts	Percentage
Professional training in gifted education	47	83.9
Add-on endorsement or certification in gifted education	40	71.4
Strong content knowledge	37	66.1
Ability to provide adequate curriculum and	37	66.1

instruction for gifted students		
Competency in using technology	30	53.6
Prior experience in teaching gifted students	25	44.6
Advanced degree in gifted education	12	21.4
Other	9	16.1
Total number of districts responding	56	

Note. The question allowed multiple responses.

Table 56

Desired Teacher Qualities and Characteristics for Teaching Gifted by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Professional training in gifted education	17	81.0	13	86.7	6	66.7	11	100.0
Add-on endorsement or certification in gifted education	16	76.2	10	66.7	7	77.8	7	63.6
Strong content knowledge	14	66.7	8	53.5	6	66.7	9	81.8
Ability to provide adequate curriculum and instruction for gifted students	15	71.4	11	73.3	5	55.6	6	54.5
Competency in using technology	10	47.6	8	53.5	5	55.6	7	63.6
Prior experience in teaching gifted students	11	52.4	8	53.3	2	22.2	4	36.4
Advanced degree in gifted education	7	33.3	4	26.7	0	0.0	1	9.1
Other	4	19.0	3	20.0	1	11.1	1	9.1
Total number of districts reponding	21		15		9		11	

Note. N= Number of school districts reporting the percent category. %= Percent of the districts reporting the category. The percentages were computed based on the number of respondents within each urbanicity group.

Staff development activities. Differentiation strategies for teaching gifted students (n=205, 77.9%) was the most frequent area of reported staff development for general education teachers at the middle school level. Regarding staff development hours devoted to the areas of gifted education, the majority of districts (n=159, 57.6%) reported spending less than five hours of staff development per year in the area of gifted education.

Table 57
Staff Development Areas

Response Option	Number of Districts	Percentage
Differentiation strategies for teaching gifted students	205	77.9
Characteristics of gifted and talented students	177	67.3
Ways to modify curriculum and instruction for gifted students	139	52.9
Ways to meet social/emotional needs of gifted students	87	33.1
Utilization of assessment in instruction	80	30.4
Ways to identify gifted student from diverse backgrounds	76	28.9
Development of instructional materials for gifted students	69	26.2
Program service options for gifted and talented	57	21.7
Ways to work with parents in addressing the needs of gifted students	55	20.9
Multiple perspectives on giftedness and talents	44	16.7
Other	30	11.4
Total number of districts responding	263	

Note. As the question allowed multiple responses, the total number of responses is greater than the total number of responding districts.

Table 58
Staff Development Areas by Urbanicity

Options	Urban	Suburban	Rural	Urbanicity Not Reported
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	N	%	N	%	N	%	N	%
Differentiation strategies for teaching gifted students	53	72.6	86	85.1	43	78.2	23	67.6
Characteristics of gifted and talented students	54	74.0	69	68.3	40	72.7	14	41.2
Way to modify curriculum and instruction for gifted students	41	56.2	53	52.5	28	50.9	17	50.0
Ways to meet social/emotional needs of gifted students	29	39.7	35	34.7	16	29.1	7	20.6
Utilization of assessment in instruction	26	35.6	35	34.7	13	23.6	6	17.6
Ways to identify gifted student from diverse backgrounds	29	39.7	29	28.7	11	20.0	7	20.6
Development of instructional materials for gifted students	24	32.9	29	28.7	11	20.0	5	14.7
Program service options for gifted and talented	24	32.9	19	18.8	10	18.2	4	11.8
Ways to work with parents in addressing the needs of gifted students	21	28.8	22	21.8	6	10.9	6	17.6
Multiple perspectives on giftedness and talents	15	20.5	21	20.8	4	7.3	4	11.8
Other	13	17.8	8	7.9	7	12.7	2	5.9
Total number of districts responding	73		101		55		34	

Note. N= Number of school districts reporting the percent category. %= Percent of the districts reporting the category. The question allowed multiple responses. The percentages were computed based on the number of respondents within each urbancity group.

Table 59
Staff Development Hours Devoted to Areas of Gifted Education

Response Options	Number of Districts	Percent
Less than 5 hours	159	57.6
Between 5 and 10 hours	52	18.8
Between 10 and 20 hours	23	8.3
More than 20	42	15.2

Total number of districts responding	276
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Table 60
Staff Development Hours Devoted to Areas of Gifted Education by Urbanicity

	Urban		Suburban		Rural		Urbanicity Not Reporting	
	N	%	N	%	N	%	N	%
Less than 5 hours	34	43.0	59	56.2	44	77.2	22	62.9
Between 5 and 10 hours	16	20.3	21	20.0	7	12.3	8	22.9
Between 10 and 20 hours	6	7.6	11	10.5	3	5.3	3	8.6
More than 20 hours	23	29.1	14	13.3	3	5.3	2	5.7
Total number of districts responding	79		105		57		35	

Note. N= Number of school districts reporting the percent category. %= Percent of the districts reporting the category. The percentages were computed based on the number of respondents within each urbanicity group.

Evaluation and Program Improvement

Program evaluation requirement. Nearly 50% (n=146) of districts reporting had a requirement to evaluate the programs for gifted students in their district, while the other 147 districts (50.2%) did not. The greatest number of districts (n=67, 49.6%) reported yearly evaluation while 10 districts (7.4%) indicated evaluating the gifted program less frequently than every five years. Nearly 80% of the districts had completed a program evaluation after 2009.

Table 61
Program Evaluation Requirement

Options	Number of Districts	Percent
Yes	146	49.8
No	147	50.2

Table 62
Program Evaluation Requirement by Urbanicity

Options	Urban	Suburban	Rural	Urbanicity Not Reported
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	N	%	N	%	N	%	N	%
Yes	49	57.0	54	49.1	29	47.5	14	38.9
No	37	43.0	56	50.9	32	52.5	22	61.1
Total number of districts responding	86		110		61		36	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The percentages were computed based on the number of respondents within each urbanicity group.

Table 63
Program Evaluation Frequency

Options	Number of Districts	Percent
Every year	67	49.6
Every two years	13	9.6
Every three to five years	45	33.3
Less frequently than every five years	10	7.4
Total number of districts responding	135	

Table 64
Program Evaluation Frequency by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Every year	18	42.9	26	51.0	14	50.0	9	64.3
Every two years	5	11.9	6	11.8	2	7.1	0	0.0
Every three to five years	16	38.1	14	27.5	11	39.3	4	28.6
Less frequently than every five years	3	7.1	5	9.8	1	3.6	1	7.1

Total number of districts responding	42	51	28	14
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Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The percentages were computed based on the number of respondents within each urbanicity group.

Table 65
Time of Last Program Evaluation

Options	Number of Districts	Percentage
2011	53	39.3
2010	38	28.1
2009	13	9.6
2008	11	8.1
2007	4	3.0
2006	3	2.2
2005	3	2.2
2004	2	1.5
2003	2	1.5
2002	0	0.0
2001	3	2.2
Before 2001	2	1.5
Total number of districts responding	134	

Table 66
Time of Last Program Evaluation by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
2011	18	42.9	20	39.2	8	29.6	7	50.0
2010	10	23.8	17	33.3	9	33.3	2	14.3
2009	3	7.1	5	9.8	4	14.8	1	7.1
2008	4	9.5	3	5.9	4	14.8	0	0.0
2007	2	4.8	1	2.0	0	0.0	1	7.1
2006	2	4.8	0	0.0	0	0.0	1	7.1
2005	0	0.0	2	3.9	0	0.0	1	0.0
2004	1	2.4	0	0.0	1	3.7	0	0.0
2003	1	2.4	1	2.0	0	0.0	0	0.0
2002	0	0.0	0	0.0	0	0.0	0	0.0
2001	0	0.0	2	3.9	0	0.0	1	7.1
Before 2001	1	2.4	0	0.0	1	3.7	0	0.0
Total number of districts	42		51		27		14	

responding

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The percentages were computed based on the number of respondents within each urbanicity group.

Program evaluation design and implementation. Evaluation of gifted programs at the middle school level was characterized as an in-house evaluation carried out by educators working in the program (n=63, 47.0%). Program evaluation completed by a professional outside evaluator occurred in very few districts (n=5, 3.7%). In 11 districts, the respondents indicated that a local advisory group (e.g., educators in the program, parents, and community leaders) carried out an evaluation of their gifted programs.

Table 67

Program Evaluation Design and Implementation

Options	Number of Districts	Percent
Educators working in the program	63	47.0
A governmental agency such as the state department of education	27	20.1
Educators in the research and/or evaluation department of your school district	17	12.7
A professional outside evaluator	5	3.7
Other	22	16.4
Total number of districts responding	134	

Table 68

Program Evaluation Design and Implementation by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
Educators working in the program	16	38.1	26	51.0	16	59.3	5	35.7
A governmental agency such as the state department of education	10	23.8	5	9.8	7	25.9	5	35.7
Educators in the research and/or evaluation department of your school district	9	21.4	6	11.8	1	3.7	1	7.1
A professional outside evaluator	0	0.0	5	9.8	0	0.0	0	0.0
Other	7	16.7	9	17.6	3	11.1	3	21.4

Total number of districts responding	42	51	27	14
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Note. N= number of school districts reporting the category. %= percent of the districts reporting the category. The percentages were computed based on the number of respondents within each urbancity group.

Indicators for judging the success of the gifted program. Feedback from stakeholders in the middle school gifted programs such as parents, students, teachers, and administrators was most frequently cited as the source of information for judging the success of gifted programs (n=66, 58.9%). Respondents also reported use of student achievement outcomes or progress on state assessments (n=26, 24.1%) and increases in identification and retention of gifted students (n=17, 14.3%) as indicators of success. Other indicators with less than 10 responses included achievements from educational competitions, feedback from an external evaluator, and anecdotal evidence.

Plans to make changes to the gifted program. More than 40% of districts indicated no plans to change their gifted programs in the next 12-18 months. Among the 155 district coordinators (57.6%) that indicated planned changes, professional development based on evaluation outcomes was selected as the area of focus for change by the greatest number of districts (n=74).

In the area of identification of gifted students, 28 school district coordinators (10.4%) specified planned changes such as utilization of alternative instruments for identification of historically underrepresented gifted students, a revision of the identification process, plans for continuous identification starting from kindergarten through grade 12, or identification of creativity in students. Other areas for change included program evaluation (n=26, 9.7%), professional development (n=15, 5.6%), administration (n=4, 1.5%), and gifted education teacher cuts (n=2, 0.7%).

Table 69
Areas of Planned Program Changes

Options	Number of Districts	Percent
No plan to change	114	42.4
Professional development based on evaluation outcomes	74	27.5
Service delivery options	70	26.0
Program services	69	25.7
Evaluation of student progress	65	24.2
Program goals and objectives	54	20.1
Student referral and identification	54	20.1
Operational definition of giftedness	13	4.84
Other	20	7.4
Total number of districts responding	269	

Note. As the question allowed multiple responses, the total number of responses is greater than the total number of responding districts.

Table 70
Areas of Planned Program Changes by Urbanicity

Options	Urban		Suburban		Rural		Urbanicity Not Reported	
	N	%	N	%	N	%	N	%
No plan to change	29	38.7	44	43.6	25	43.1	16	45.7
Professional development based on evaluation outcomes	30	40.0	27	26.7	10	17.2	7	20.0
Service delivery options	21	28.0	24	23.8	19	32.8	6	17.1
Program services	23	30.7	24	23.8	15	25.9	7	20.0
Evaluation of student progress	25	33.3	16	15.8	14	24.1	10	28.6
Program goals and objectives	19	25.3	21	20.8	10	17.2	4	11.4
Student referral and identification	17	22.7	27	26.7	7	12.1	3	8.6
Operational definition of giftedness	7	9.3	5	5.0	1	1.7	0	0.0
Other	7	9.3	4	4.0	6	10.3	3	8.6
Total number of districts responding	75		101		58		35	

Note. N= Number of school districts reporting the category. %= Percent of the districts reporting the category. The question allowed multiple responses and the percentages were computed based on the number of respondents within each urbanicity group.

Summary

The great variability across states and local levels in serving gifted students as identified in the elementary survey responses was persistent at the middle school level as well. Further, the survey results also documented challenges in serving gifted students with the absence of federal-level policy, minimal guidance at the state level, and minimal accountability in education gifted students.

Gifted Program Status

- More than 90% of the respondents reported that their districts provided a gifted and talented program to their students and their programs had been in existence more than 10 years.
- For the districts that indicated that specific educational opportunities were provided to middle school gifted students, more than two-thirds of the districts selected ability grouping (n=288, 70.9%). Special classes of homogeneously grouped gifted students within a regular school setting and acceleration by subject area were also reported by more than 50% of the district coordinators as a programming option

Policies on Gifted Education

- **State-level regulations.** The definition of gifted and talented students (n=234, 81.0%) and teacher qualifications for teaching in the gifted programs (n=178, 61.6%) were the elements most often determined by state law or regulations. Twenty two (7.6%) district coordinators in 14 states reported that their state did not have rules or regulations governing programs for gifted students.
- **Funding.** The largest amount of funding was provided by local sources (n=167, 31.3%) while the least amount of funding was provided by grants or other sources and 35 (16.4%) district coordinators reported having no funding to support their middle school gifted programs.
- **Administrative allocation.** Less than 5% of the districts (n=14) were guided by a full-time administrator for middle school gifted programs. The most prevalent administrative allocation for middle school gifted programs was a part-time administrator of district wide gifted programs whose assignment includes gifted education among other responsibilities (n=157, 51.3%).
- **Teacher qualification requirements.** State-endorsed credentials for teaching middle school gifted students were required in only 49.1% (n=140) of the districts.

Definition of Giftedness

- **Definition of giftedness.** The majority of respondents (n=226, 46.6%) reported that the state definition for gifted and talented was applied in their district.

Identification of Gifted Students

- **Identification practice.** Among the district coordinators who reported identification at the middle school level, a majority noted that nomination from teachers or parents was a common process used to solicit student names for further consideration in the identification process. Common criteria in determining eligibility of gifted education services were using specific cut-off scores as recommended in state guidelines or use of a combination of cut-off scores along with alternative assessments such as student portfolio, student observation, or parent input.
- **Demographic Representation.** Underrepresentation of minority students and economically disadvantaged students in middle school gifted programs showed a wide variation. More than 80% of the districts coordinators reported exact alignment or adjacent alignment between the percentage of Black students in the district and the percentage of Black students in the district's gifted programs. The pattern of representation of Hispanic students in gifted programs was similar to that of Black students in gifted programs. On the other hand, underrepresentation of students of poverty, based on their free or reduced lunch program status was greater than that of Black and Hispanic students. Less than 50% (n=148) of the respondents reported exact or adjacent alignment between this group of students the districts and their gifted programs.
- **Identification of historically underrepresented populations.** The strategies most frequently used to identify gifted students from historically underrepresented populations were the use of alternative assessments and teacher recommendation (reported by 119 district coordinators (73.5%) among 162 who provided answers to the question).
- **Talent development among historically underrepresented populations.** While nearly half of the districts (n=52, 43.0%) indicated that they did not have a strategic plan to develop talent potential in underrepresented populations at the middle school level, many other specific strategies were named across the remaining districts. Among the strategies frequently reported as

used to develop talent potential in gifted students from historically underrepresented populations were building an extra support system such as mentoring or tutoring (n=23, 19.0%).

Gifted Programming

- **Program goals.** Among the 236 respondents that provided information on the overall goals of their middle school gifted programs, 174 (73.7%) indicated that their gifted programs existed to provide adequate learning opportunities commensurate with student needs through differentiation, enrichment, and/or acceleration. An additional 58 (24.6%) school district coordinators listed program goals related to identification such as identification of students whose learning needs are not met in regular classrooms or equitable identification of gifted students from diverse background.
- **Framework for gifted programming.** Tomlinson's Model of Differentiated Instruction (Tomlinson, 2001) was selected as the model guiding programming in 102 districts (35.7%) while 115 (40.2%) district coordinators indicated that no particular model guided their gifted programming in their districts.
- **Program delivery.** Special classes of homogeneously grouped gifted students within a regular school setting (n=105, 36.1%) and ability grouping (n=82, 28.2%) were identified as the programming model most used to deliver gifted education services. More than 40% of the respondents indicated that gifted students received services through the primary service delivery mode for one to four hours per week
- **Curricular materials.** No particular set of materials dominated use. In 76 districts (36.2%) reporting no particular curricular materials were used while the other 134 district coordinators (63.8%) who did indicate the use of particular curricular materials reported a variety of such curricular materials were used. Among this group of coordinators, 28 respondents (20.9%) indicated that teacher-developed materials guided instruction in their middle school programs for gifted students.
- **Content areas and skills developed.** Mathematics and problem solving skills were identified as the most well-developed content and skills areas for middle school gifted students by the largest number of respondents.
- **Learning outcome measures.** Informal assessments including teacher-developed rubrics, classroom observation, interview, or surveys were the methods used to measure student learning outcomes at the middle school level noted by 126 (64.0%) coordinators.
- **Results of measuring student outcomes.** While informal measures dominated student outcome assessment in programs for gifted students at the middle school level, 95.1% (n=212) of districts indicate that they used student outcome results for program improvement such as curriculum and instruction modification, planning intervention programs or professional development for teachers. The rest of the districts (n=11, 4.9%) reported that they did not take any actions based on the student outcome measure results.
- **Use of the national gifted education programming standards.** The majority of school district coordinators responding to this survey do not use the Standards to guide programming (167; 61%). Among the 107 respondents that did report using the NAGC Standards to guide program decisions, the greatest number of respondents reported applying the Standards in the area of curriculum planning and instruction (n=91, 33.2%); the least used Standards were in the area of learning and development (n=64, 23.4%).

- **Professional development.** Of those district coordinators that indicated desired qualities and characteristics of teachers of gifted students, professional training in gifted education (n=47, 83.9%) or an add-on endorsement in gifted education (n=40, 71.4%) was named as a desired quality in teachers of gifted students. Differentiation strategies for teaching gifted students was the most frequent area of reported staff development for general education teachers at the middle school level, but the majority of districts (n=159, 57.6%) reported devoting less than five hours of staff development per year in the area of gifted education.

Evaluation and Program Improvement

- **Evaluation of gifted programs.** Nearly 50% (n=146) of respondents indicated that the district required evaluation the middle school gifted program. Among the districts with evaluation requirements, evaluations were characterized as in-house evaluations carried out by educators working in the program.
- **Planned changes.** In reporting planned changes in the middle school gifted program in the next 12-18 months, 114 informants (42.4%) indicated no plans to change despite many challenges documented in the responses. Among the 125 district coordinators that indicated planned changes, professional development based on evaluation outcomes was selected as the area of focus for change by the greatest number of districts (n=74, 27.5%).

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Appendix 1: The Status of Middle school Gifted Programs Survey

I. Introduction

Policymakers, researchers, and administrators are concerned about the status of gifted programs and programming options in the United States. The National Research Center on the Gifted and Talented has been commissioned by the U.S. Department of Education to gather data from school districts around the country to develop a portrait of the current status of gifted programs in middle school schools. Accordingly, we have randomly sampled school districts across the United States according to size, distribution of ethnic groups, etc. Your district was selected as one that is important in this endeavor.

If you do not have a program that provides services to gifted and talented students, the first question on the survey will give you the opportunity to respond accordingly, and you will be exited from the survey. The survey is structured so that you will only be asked questions that fit your particular situation.

The results of the survey are completely anonymous and only aggregated data will be reported. We expect that it will take about 30 minutes to complete the survey. For some questions, you may need to obtain data from another department. Questions focus on school district and gifted program demographics (race/ethnicity); free/reduced lunch; gifted program administration; type of curriculum elements implemented in the middle school gifted program; the identification process; professional development.

Should you have any concerns or questions, please contact us. We thank you in advance for your efforts.

Carolyn M. Callahan, Ph.D.

Tonya R. Moon, Ph.D.

National Research Center on the Gifted and Talented

University of Virginia

II. General Directions

We have selected your school district to report on its MIDDLE SCHOOL gifted program for 5-8th or 6-9th grade students depending on the subset of grades considered middle school in your school district. For the purposes of this survey, a gifted program is defined as a program that has a specific process for the identification of a group of students who are provided educational options in ways that differ from regular classroom curricula and/or instructional practices.

You will answer the question in most cases by selecting the responses most closely aligned with statistics, policy, or practice in your school district. On some occasions you may be asked whether you wish to provide an explanation and there will be a response box where you can fill in such information.

III. Gifted Program Services

1. In which state is your school district located?
2. Did your school district offer a program that was discontinued/cut within the past 5 years?
 Yes NO
3. Do you offer educational opportunities that differ from regular classroom curricula and/or instructional practices for advanced students at the middle school level?
 Yes NO

IV. Gifted Services Offered

1. How long has the gifted program for middle school students been in existence?
 Less than one year
 Between 1 and 2 years
 Between 2-5 years
 Between 6-10 years
 More than 10 years
2. What educational opportunities do you provide for gifted students at the middle school level in your district? Check all that apply.
 In-class differentiation in general classrooms with no clustering of gifted students
 Cluster grouping of gifted students in general education classrooms with in-class differentiation
 Ability grouping (e.g., students are placed in advanced classes such as honors classes)
 Acceleration by grade (e.g., grade skipping)
 Acceleration by content area (e.g., sending a student to a higher grade level class for mathematics instruction with older children)
 Special classes of homogeneously grouped gifted students within a regular school setting (e.g., Algebra; a special enrichment class for gifted students)
 Special academic curricular programs such as the International Baccalaureate (IB) Middle Years Programme or Pre-Advanced Placement (Pre-AP)
 A full-time school for gifted students
 After-school learning opportunities (either through programs such as Destination ImagiNation or Future Problem Solving or through activities developed by the school)
 Distance learning or online opportunities

Other (please specify)

IV. District Demographics

1. What is the size of your school district's student population?

- | | |
|---------------------------------------|---|
| <input type="radio"/> Less than 5,000 | <input type="radio"/> 70,001-100,000 |
| <input type="radio"/> 5,001-10,000 | <input type="radio"/> 100,001-250,000 |
| <input type="radio"/> 10,001-30,000 | <input type="radio"/> 25,001-500,000 |
| <input type="radio"/> 30,001-50,000 | <input type="radio"/> More than 500,000 |
| <input type="radio"/> 50,001-70,000 | |

2. What at percentage of students at the middle school level in your school district participates in the free/reduced lunch program?

- | | |
|-------------------------------------|-------------------------------------|
| <input type="radio"/> Less than 10% | <input type="radio"/> 51-60% |
| <input type="radio"/> 1-10% | <input type="radio"/> 61-70% |
| <input type="radio"/> 11-20% | <input type="radio"/> 71-80% |
| <input type="radio"/> 21-30% | <input type="radio"/> 81-90% |
| <input type="radio"/> 31-40% | <input type="radio"/> More than 90% |
| <input type="radio"/> 41-50% | |

V. Gifted Program Demographics

1. What percentage of middle school level students in your school district are identified as gifted?

- | | |
|-------------------------------------|-------------------------------------|
| <input type="radio"/> Less than 10% | <input type="radio"/> 51-60% |
| <input type="radio"/> 1-10% | <input type="radio"/> 61-70% |
| <input type="radio"/> 11-20% | <input type="radio"/> 71-80% |
| <input type="radio"/> 21-30% | <input type="radio"/> 81-90% |
| <input type="radio"/> 31-40% | <input type="radio"/> More than 90% |
| <input type="radio"/> 41-50% | |

2. What percentage of middle school level students served in the program for gifted students in your school district are White, non-Hispanic?

- | | |
|-------------------------------------|-------------------------------------|
| <input type="radio"/> Less than 10% | <input type="radio"/> 51-60% |
| <input type="radio"/> 1-10% | <input type="radio"/> 61-70% |
| <input type="radio"/> 11-20% | <input type="radio"/> 71-80% |
| <input type="radio"/> 21-30% | <input type="radio"/> 81-90% |
| <input type="radio"/> 31-40% | <input type="radio"/> More than 90% |
| <input type="radio"/> 41-50% | |

3. What percentage of middle school level students served in the program for gifted students in your school district are Hispanic?

- | | |
|-------------------------------------|------------------------------|
| <input type="radio"/> Less than 10% | <input type="radio"/> 51-60% |
| <input type="radio"/> 1-10% | <input type="radio"/> 61-70% |
| <input type="radio"/> 11-20% | <input type="radio"/> 71-80% |

- 21-30%
- 31-40%
- 41-50%

- 81-90%
- More than 90%

4. What percentage of middle school level students served in the program for gifted students in your school district are Black, African-American?

- Less than 10%
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%

- 51-60%
- 61-70%
- 71-80%
- 81-90%
- More than 90%

5. What percentage of middle school level students served in the program for gifted students in your school district are Asian, Asian-American (including South Asian)?

- Less than 10%
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%

- 51-60%
- 61-70%
- 71-80%
- 81-90%
- More than 90%

6. What percentage of middle school level students served in the program for gifted students in your school district are American Indian or Alaska Native?

- Less than 10%
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%

- 51-60%
- 61-70%
- 71-80%
- 81-90%
- More than 90%

7. What percentage of middle school level students served in the program for gifted students in your school district are Pacific Islander or Native Hawaiian?

- Less than 10%
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%

- 51-60%
- 61-70%
- 71-80%
- 81-90%
- More than 90%

8. What percentage of middle school level students served in the program for gifted students in your school district are multi-racial?

- Less than 10%
- 1-10%
- 11-20%

- 51-60%
- 61-70%
- 71-80%

-) 21-30%
-) 31-40%
-) 41-50%

-) 81-90%
-) More than 90%

9. What percentage of middle school level students served in the program for gifted students in your school district participate in the free/reduced lunch program?

-) Less than 10%
-) 1-10%
-) 11-20%
-) 21-30%
-) 31-40%
-) 41-50%

-) 51-60%
-) 61-70%
-) 71-80%
-) 81-90%
-) More than 90%

VI. Administration of your gifted program services

1. Does your district have a district coordinator or administrator for gifted and talented programs? Choose the option which best matches the situation in your district.

- A full-time administrator for middle school gifted and talented programs
- A full-time administrator for gifted and talented programs in the school district with a part-time administrator for the middle school gifted program (A part-time administrator can be a full-time employee whose assignment includes gifted education among other responsibilities)
- A full-time administrator for gifted and talented programs in the school district, but no additional administrator with specific middle school administrative responsibilities
- A part-time (at least 50%) administrator for middle school gifted programs in the district (A part-time administrator can be a full-time employee whose assignment includes gifted education among other responsibilities)
- A part-time (less than 50%) administrator for gifted programs in the district (A part-time administrator can be a full-time employee whose assignment includes gifted education among other responsibilities)
- No administrative assignment (e.g., there is a teacher level position as coordinator)

2. Are other district level staff assigned responsibilities for supporting gifted and talented programs at the middle school level?

(Please describe the responsibilities of those individuals in the textbox provided and indicate what proportion of their time is assigned to the gifted program. Example: A school psychologist who oversees the identification process and is assigned 25% time for that responsibility).

3. What is annual appropriation budget allocated for K-12 gifted programs in your school district from all sources?

4. Describe the funding base for providing services for middle school level gifted students. Please list the total funding in dollars from each resource level. Please be sure to enter \$0 if you do not receive any funds from the source.

State funding

Local funding

Grant or other sources

Please describe other sources of funding

5. Which of the following elements of your middle school gifted program are determined by state law or regulations governing programs for the gifted and talented? Check all that apply.

- My state does not have rules or regulations governing programs for the gifted and talented
- The definition of gifted and talented
- The areas of giftedness served by a school district
- The age at which students are identified
- The instruments used in the identification process
- The way in which data are considered for selecting students to receive services
- The types of grouping arrangements (e.g., pull-out or self-contained) used to serve gifted students
- The curriculum provided to gifted students
- The qualifications of teachers who may teach gifted students
- The evaluation of the gifted programs
- Other

6. What are overarching goals of your middle school gifted program? Please articulate your gifted program goals in detail. (Examples: Provide adequate learning opportunities for advanced students through differentiated curriculum and instruction. Equitable identification of gifted students from diverse background. Development of students with knowledge of the methodologies of the major disciplines.)

7. Are the NAGC PreK-Grade12 Gifted Education Programming Standards used as a basis for policy making regarding the middle school gifted program? If so, in which areas are the standards used? Please check all that apply.

- Currently NOT using the NAGC PreK-Grade 12 Standards
- Learning and development
- Assessment
- Curriculum planning and instruction
- Learning environments

- Programming
- Professional development

8. Of the options listed below, which option is used to serve the majority of identified middle school students in your school district? Please select only one answer.

- In-class differentiation in general classrooms with no clustering of gifted students
- Cluster grouping of gifted students in general education classrooms with in-class differentiation
- Ability grouping (e.g., students are placed in advanced classes such as honors classes)
- Acceleration by grade (e.g., grade skipping)
- Acceleration by content area (e.g., sending a student to a higher grade level class for mathematics instruction with older children)
- Special classes of homogeneously grouped gifted students within a regular school setting (e.g., Algebra; a special enrichment class for gifted students)
- Special academic curricular programs such as the International Baccalaureate (IB) Middle Years Programme or Pre Advanced Placement (Pre-AP)
- A full-time school for gifted students
- After-school learning opportunities (either through programs such as Destination ImagiNation or Future Problem Solving or through activities developed by the school)
- Distance learning or online opportunities
- Other (please specify)

9. What proportion of the identified middle school gifted students in your district is served by the model selected in question 8 above?

- 100%
- 75-99%
- 50-74%
- 25-49%
- Less than 25%

10. What is the amount of time (on average) the students are provided services per week in the model selected in question 8 above?

- Less than an hour per week
- 1-4 hours per week
- One day per week
- All of their time
- Other (please specify)

11. If students are cluster grouped in classrooms, how is the cluster group determined?

12. Which particular framework(s) are used to guide the development of the program, curriculum, and instruction used in delivering services that you indicated in the question 8 above? Please check all that apply.

- NO particular model
- Autonomous Learner Model (Betts)
- Consultation and Collaboration Model (Landrum)
- Depth and Complexity Model (Kaplan)
- Enrichment Clusters (Renzulli)
- Enrichment Triad Model (Renzulli)
- Integrated Curriculum Model (VanTassel-Baska)
- Levels of Services (Treffinger)
- Model of Differentiated Curriculum (Tomlinson)
- Multiple Menu Model (Renzulli)
- Parallel Curriculum Model (Tomlinson, et.al.)
- Purdue 3-stage Model
- Schoolwide Enrichment Model (Renzulli)
- Stanley Model of Talent Identification and Development
- AP Frameworks and Curriculum Guides
- IB Frameworks and Curriculum Guides
- Other (please specify)

13. What are the top three student outcome goals of the services offered using this program model? (Example: promote critical creative thinking skills or develop problem solving skills)

14. What instrument/assessment tools do you use to measure student achievement outcomes? (For example, if you promote critical thinking skills in gifted programs, how do you measure it? If you do not measure student outcomes, please indicate that in the space below as well)

15. What actions do you take based on the measured student outcomes? (For example, use the results to modify curriculum and instruction in the program or design teacher development activities)

16. Are there particular curricular materials used in the gifted and talented program at the middle school level?

17. What content area has the most well-developed curriculum that is offered to middle school gifted and talented students? Please choose only one area.

- Mathematics
- Language Arts
- Science/Technology
- Social Sciences/History
- Visual and Performing Arts
- Other (please specify)

18. Which skill areas are best developed within the curriculum provided to middle gifted and talented students? Please choose only one area.

- Research skills
- Creative thinking skills
- Problem solving skills
- Metacognitive skills
- Affective skills
- Writing skills

- Communication skills
- Other (please specify)

VIII. Identification of Gifted Students

1. What definition of giftedness is used at the middle school level in your school district?

- My district does not have any specific definition of gifted and talented students at the middle school level.
- My district follows the state definition of gifted and talented students.
- My district uses a definition of gifted and talented beyond or different from the state definition (If so, please specify the area of giftedness in middle school students used in your district below).

2. Does your school district identify gifted students at the middle school level using identification procedures specific for middle school?

- Yes, we have a specific process in place to identify gifted students and provide services at the middle school level.
- No, we do NOT identify gifted students at the middle school level, but we provide services for them. Student eligibility depends on the identification process at the elementary school level.

IX. Identification Process

1. Please describe the identification process used for identifying students at the middle school level in your school district.

2. What are the criteria for identifying students for the middle school gifted program (For example, obtaining a specific cutoff score on a standardized instrument; meeting a set score on a matrix; selecting a certain percentage of students from the population; etc.)?

3. Which published instruments are used to identify gifted students at the middle school level? Please check all that apply.

- Otis Lennon School Ability Test (OLSAT)
- Peabody Individual Achievement Test (PIAT)
- Assessment in Mathematics
- Children's Category Test (CCT)
- Ravens Progressive Matrices
- Cognitive Abilities Test (CogAT)
- Cornell Critical Thinking Tests (CCTT)
- Screening Assessment for Gifted Students (SAGES)

- Creative Behavior Inventory (CBI1)
- Slosson Intelligence Test
- Stanford Achievement Tests
- Differential Abilities Scales II (DASII)
- Stanford-Binet Intelligence Scale
- State bench marks assessment
- Eby Gifted Behavior Index (EGBI)
- Steeling Brief Nonverbal Intelligence Test (S-BIT)
- Gifted and Talented Evaluation Scale (GATES)
- Structure of Intellect Learning Abilities Test (SOI-LA)
- Gifted and Talented Scale (GTS)
- Terra Nova
- Gifted Evaluation Scale (GES-2)
- Test of Cognitive Skills (TCS)
- Gifted Rating Scales (GRS)
- Group Inventory for Finding Creative Talent (GIFT)
- Test of Nonverbal Intelligence (3rd) (TONI-3)
- Guilford Tests of Divergent Thinking
- The Identity-Form System for Gifted Programs
- InView
- Torrance Tests of Creative Thinking
- Iowa Tests of Basic Skills (ITBS)
- Universal Nonverbal Intelligence Test (UNIT)
- Iowa Tests of Educational Development (ITED)
- Watson-Glaser Critical Thinking Appraisal
- Kaufman Assessment Battery for Children (KABC-II)
- Wechsler Abbreviated Scale of Intelligence (WASI)
- Kaufman Brief Intelligence Test

- Wechsler Individual Achievement Test
- Kaufman Test of Educational Achievement (KTEA-II)
- Wechsler Intelligence Scale for Children, Revised (WISC-R)
- KeyMath-3 Diagnostic Assessment (KeyMath-3 DA)
- Wechsler Nonverbal Scale of Ability (WNV)
- Khatena-Morse Multi-talent Perception Inventory (KMMPI)
- Measures of Academic Progress (MAP)
- Metropolitan Achievement Test
- Wide Range Achievement Test (WRAT Expanded)
- Multidimensional Aptitude Battery-II (MAB-II)
- Woodcock Johnson Achievement Test
- Naglieri Nonverbal Ability Test (NNAT)
- Woodcock Johnson Test of Cognitive Abilities
- Nonverbal Ability Tests (NAT)
- Reynolds Intellectual Assessment Scale
- Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
- Scholastic Assessment Test (SAT)
- American College Testing (ACT)
- Developing Cognitive Abilities Test (DCAT)
- School and College Ability Test (SCAT)
- Kingore Observation Scale (KOS)
- SIGS (Scales for Identifying Gifted Students)
- SRBCSS (Scales for Rating the Behavioral Characteristics of Superior Students, Renzulli-Hertman)
- Other (please specify)

4. Check any other procedures or data sources used in the identification process at the middle school level.

- Display of Work, Audition, and/or Performance Observation

- Grades
- Parent Nomination
- Peer Nomination
- Portfolio
- Products
- Self Nomination
- Student Interview
- Teacher Nomination
- Other (please specify)

5. Please describe any specific strategies used to IDENTIFY talent potential in underrepresented populations at the middle school level (e.g., ethnic minorities, students of poverty, ELL learners, twice-exceptional students). This might include use of portfolios in the identification process, use of alternative testing instruments, etc. Please be as specific as possible.

6 Please describe any strategies used to DEVELOP talent potential in underrepresented populations at the middle school level (e.g., ethnic minorities, students of poverty, ELL learners, twice-exceptional students). Please be as specific as possible.

X. Professional Education

1. Does your district require a state endorsed credential for teaching middle school level gifted and talented students?

- Yes
- No

2. Does your district require training or background for teachers of the gifted that are different and unique or go beyond those required by the state?

- Yes
- No

XI. Teacher Qualifications

1. What qualities or characteristics are sought in a teacher of middle school level gifted students in your district? (Check all that apply)

- Add-on endorsement or certification in gifted education
- Advanced degree in gifted education

- Professional training in gifted education
- Prior experience in teaching gifted students
- Strong content knowledge
- Ability to provide adequate curriculum and instruction for gifted students
- Competency in using technology
- Other (Please specify)

XII. Staff Development

1. What were the areas addressed in the staff development opportunities provided to general education teachers at the middle school level on the education of gifted students *during the past school year*?

- Characteristics of gifted and talented students
- Multiple perspectives on giftedness and talents
- Ways to identify gifted students from diverse backgrounds
- Ways to modify curriculum and instruction for gifted students
- Differentiation strategies for teaching gifted students
- Development of instructional materials for gifted students
- Utilization of assessment in instruction
- Program service options for gifted and talented students
- Ways to meet social/emotional needs of gifted students
- Ways to work with parents in addressing the needs of gifted students
- Other (Please specify)

2. What is the total number of staff development hours designated specifically to the area of gifted students or gifted student education during the past year?

- Less than 5 hours
- Between 5 and 10 hours
- Between 11 and 20 hours
- More than 20 hours

3. What is the total number of teachers who are serving identified gifted students at the middle school level?

4. Among the teachers who are serving identified gifted students at the middle school level, estimate the number of teachers endorsed in gifted education.

XIII. Evaluation of Gifted Program

1. Is the gifted program in your district evaluated? That is, do you develop and implement a specific plan for collecting data about the various elements of your program (including student outcomes) to use for program development and improvement?

Yes

No

XIV. Program Evaluation Practice

1. Please identify up to 5 indicators that have been established for judging the success of the district's gifted program.

2. How often is the gifted program evaluated (using a systematic plan for collecting and analyzing program related data)?

Every year

Every two years

Every three to five years

Less frequently than every five years

3. When was the last time your gifted program was evaluated (year)?

4. Who was responsible for the evaluation of the gifted program the last time it was evaluated?

Educators working in the program

Educators in the research and/or evaluation department of your school district

A professional outside evaluator

A governmental agency such as the state department of education

Other (please specify)

XV. Plans for Change

1. Are there plans to make changes in any of the following areas at the middle school level gifted program during the next 12-18 months? Check as many as apply.

No plan to change

- Operational definition of giftedness
- Program goals and objectives
- Student referral and identification
- Program services
- Service delivery options
- Evaluation of gifted student progress
- Professional development based on evaluation of gifted program outcomes
- Other (please specify)

2. If you checked any area(s) as targets for possible change, please describe the planned changes.

XVI. Completion of the Survey

If you have any documents describing the gifted program in your district (e.g., Local Plan for Education of the Gifted), please send those to us as well (**nrcgtuva@virginia.edu**).

We appreciate the time and attention you have given to this survey. Thank you for your participation.

National Research Center on the Gifted and Talented
University of Virginia

Appendix 2: Black Student Representation in Middle School Gifted Programs

State	District Student Enrollment	Percentage of Black Student in District	Percentage of Black Students in the District Gifted Programs
1 AK	30,001-50,000	1-10%	1-10%
2 AL	Less than 5,000	21-30%	11-20%
3 AL	Less than 5,000	1-10%	1-10%
4 AL	Less than 5,000	21-30%	11-20%
5 AL	Less than 5,000	More than 90%	More than 90%
6 AL	Less than 5,000	41-50%	21-30%
7 AL	Less than 5,000	1-10%	Less than 1%
8 AL	Less than 5,000	Less than 1%	Less than 1%
9 AL	5,001-10,000	1-10%	Less than 1%
10 AL	10,000-30,000	21-30%	71-80%
11 AL	10,000-30,000	11-20%	1-10%
12 AL	50,001-70,000	71-80%	51-60%
13 AR	Less than 5,000	1-10%	Less than 1%
14 AR	Less than 5,000	Less than 1%	1-10%
15 AR	Less than 5,000	1-10%	1-10%
16 AR	5,001-10,000	11-20%	1-10%
17 AZ	Less than 5,000	1-10%	Less than 1%
18 AZ	Less than 5,000	1-10%	1-10%
19 AZ	5,001-10,000	11-20%	Less than 1%
20 AZ	5,001-10,000	1-10%	Less than 1%
21 AZ	5,001-10,000	11-20%	Less than 1%
22 AZ	5,001-10,000	Less than 1%	Less than 1%
23 AZ	10,000-30,000	1-10%	1-10%
24 AZ	10,000-30,000	1-10%	1-10%
25 AZ	10,000-30,000	1-10%	1-10%
26 AZ	30,001-50,000	1-10%	Less than 1%
27 AZ	30,001-50,000	1-10%	1-10%
28 AZ	30,001-50,000	11-20%	Less than 1%
29 CA	Less than 5,000	1-10%	Less than 1%
30 CA	Less than 5,000	21-30%	11-20%
31 CA	Less than 5,000	1-10%	Less than 1%
32 CA	5,001-10,000	1-10%	1-10%
33 CA	5,001-10,000	1-10%	1-10%
34 CA	5,001-10,000	1-10%	Less than 1%
35 CA	10,000-30,000	21-30%	11-20%
36 CA	30,001-50,000	1-10%	Less than 1%
37 CA	30,001-50,000	Less than 1%	Less than 1%
38 CA	30,001-50,000	21-30%	1-10%
39 CA	70,001-100,000	11-20%	1-10%

40	CO	10,000-30,000	1-10%	Less than 1%
41	CO	30,001-50,000	1-10%	1-10%
42	CO	30,001-50,000	1-10%	1-10%
43	CO	50,001-70,000	11-20%	1-10%
44	CT	Less than 5,000	1-10%	Less than 1%
45	CT	5,001-10,000	21-30%	31-40%
46	CT	5,001-10,000	1-10%	1-10%
47	CT	10,000-30,000	41-50%	61-70%
48	FL	30,001-50,000	21-30%	1-10%
49	FL	30,001-50,000	31-40%	11-20%
50	FL	30,001-50,000	1-10%	1-10%
51	FL	30,001-50,000	31-40%	1-10%
52	FL	50,001-70,000	11-20%	11-20%
53	FL	50,001-70,000	1-10%	Less than 1%
54	FL	100,001-250,000	21-30%	1-10%
55	FL	100,001-250,000	21-30%	1-10%
56	GA	Less than 5,000	1-10%	Less than 1%
57	GA	Less than 5,000	61-70%	More than 90%
58	GA	5,001-10,000	11-20%	1-10%
59	GA	5,001-10,000	31-40%	1-10%
60	GA	5,001-10,000	71-80%	21-30%
61	GA	10,000-30,000	Less than 1%	Less than 1%
62	GA	10,000-30,000	11-20%	11-20%
63	GA	10,000-30,000	81-90%	51-60%
64	IA	Less than 5,000	1-10%	Less than 1%
65	IA	Less than 5,000	1-10%	Less than 1%
66	IA	Less than 5,000	1-10%	Less than 1%
67	IA	5,001-10,000	1-10%	1-10%
68	IA	5,001-10,000	1-10%	1-10%
69	IA	5,001-10,000	1-10%	1-10%
70	IA	10,000-30,000	1-10%	Less than 1%
71	IA	10,000-30,000	11-20%	1-10%
72	IA	30,001-50,000	11-20%	11-20%
73	IA	Not Reported	1-10%	1-10%
74	ID	Less than 5,000	Less than 1%	Less than 1%
75	ID	Less than 5,000	1-10%	Less than 1%
76	IL	Less than 5,000	81-90%	1-10%
77	IL	Less than 5,000	81-90%	1-10%
78	IL	Less than 5,000	31-40%	1-10%
79	IL	Less than 5,000	1-10%	Less than 1%
80	IL	Less than 5,000	1-10%	Less than 1%
81	IL	Less than 5,000	Less than 1%	Less than 1%
82	IL	Less than 5,000	11-20%	1-10%

83	IL	Less than 5,000	21-30%	41-50%
84	IL	10,000-30,000	1-10%	1-10%
85	IN	Less than 5,000	Less than 1%	Less than 1%
86	IN	5,001-10,000	11-20%	1-10%
87	IN	5,001-10,000	1-10%	1-10%
88	IN	10,000-30,000	1-10%	1-10%
89	KS	Less than 5,000	11-20%	Less than 1%
90	KS	5,001-10,000	1-10%	1-10%
91	KS	10,000-30,000	1-10%	1-10%
92	KS	10,000-30,000	1-10%	Less than 1%
93	KY	Less than 5,000	Less than 1%	Less than 1%
94	KY	Less than 5,000	1-10%	11-20%
95	KY	Less than 5,000	1-10%	Less than 1%
96	KY	Less than 5,000	1-10%	Less than 1%
97	KY	10,000-30,000	1-10%	1-10%
98	KY	10,000-30,000	11-20%	11-20%
99	LA	Less than 5,000	31-40%	41-50%
100	LA	Less than 5,000	51-60%	31-40%
101	LA	5,001-10,000	31-40%	11-20%
102	LA	10,000-30,000	21-30%	1-10%
103	LA	10,000-30,000	41-50%	1-10%
104	MA	Less than 5,000	1-10%	1-10%
105	MA	Less than 5,000	1-10%	1-10%
106	MA	5,001-10,000	1-10%	Less than 1%
107	MA	50,001-70,000	31-40%	11-20%
108	MD	10,000-30,000	1-10%	1-10%
109	MD	50,001-70,000	11-20%	1-10%
110	ME	Less than 5,000	1-10%	Less than 1%
111	ME	Less than 5,000	1-10%	Less than 1%
112	MI	Less than 5,000	1-10%	1-10%
113	MI	Less than 5,000	1-10%	Less than 1%
114	MI	Less than 5,000	1-10%	Less than 1%
115	MI	5,001-10,000	41-50%	41-50%
116	MI	10,000-30,000	1-10%	Less than 1%
117	MI	10,000-30,000	61-70%	31-40%
118	MN	Less than 5,000	31-40%	21-30%
119	MN	Less than 5,000	1-10%	1-10%
120	MN	Less than 5,000	1-10%	1-10%
121	MN	10,000-30,000	11-20%	1-10%
122	MN	10,000-30,000	1-10%	1-10%
123	MO	Less than 5,000	1-10%	Less than 1%
124	MO	Less than 5,000	1-10%	Less than 1%
125	MO	5,001-10,000	11-20%	1-10%

126	MO	10,000-30,000	1-10%	1-10%
127	MO	10,000-30,000	1-10%	1-10%
128	MO	10,000-30,000	1-10%	81-90%
129	MO	10,000-30,000	21-30%	1-10%
130	MS	Less than 5,000	81-90%	71-80%
131	MS	Less than 5,000	31-40%	1-10%
132	MS	Less than 5,000	1-10%	Less than 1%
133	NC	Less than 5,000	1-10%	1-10%
134	NC	Less than 5,000	71-80%	11-20%
135	NC	Less than 5,000	1-10%	1-10%
136	NC	5,001-10,000	11-20%	1-10%
137	NC	5,001-10,000	1-10%	Less than 1%
138	NC	10,000-30,000	1-10%	1-10%
139	NC	10,000-30,000	31-40%	11-20%
140	NC	10,000-30,000	21-30%	21-30%
141	NC	30,001-50,000	21-30%	Less than 1%
142	NC	50,001-70,000	51-60%	21-30%
143	NC	100,001-250,000	41-50%	11-20%
144	NE	Less than 5,000	1-10%	1-10%
145	NJ	Less than 5,000	1-10%	1-10%
146	NJ	Less than 5,000	1-10%	Less than 1%
147	NJ	Less than 5,000	11-20%	1-10%
148	NJ	Less than 5,000	21-30%	21-30%
149	NJ	Less than 5,000	1-10%	Less than 1%
150	NJ	Less than 5,000	11-20%	Less than 1%
151	NJ	Less than 5,000	1-10%	1-10%
152	NJ	Less than 5,000	1-10%	1-10%
153	NJ	Less than 5,000	Less than 1%	Less than 1%
154	NJ	Less than 5,000	1-10%	Less than 1%
155	NJ	Less than 5,000	11-20%	11-20%
156	NJ	Less than 5,000	31-40%	11-20%
157	NJ	Less than 5,000	1-10%	1-10%
158	NJ	5,001-10,000	51-60%	41-50%
159	NJ	5,001-10,000	1-10%	1-10%
160	NJ	5,001-10,000	51-60%	41-50%
161	NJ	5,001-10,000	41-50%	21-30%
162	NJ	10,000-30,000	11-20%	1-10%
163	NM	5,001-10,000	1-10%	Less than 1%
164	NY	Less than 5,000	11-20%	Less than 1%
165	NY	Less than 5,000	1-10%	1-10%
166	NY	Less than 5,000	1-10%	Less than 1%
167	NY	Less than 5,000	1-10%	Less than 1%
168	NY	10,000-30,000	Less than 1%	Less than 1%

169	OH	Less than 5,000	1-10%	1-10%
170	OH	Less than 5,000	1-10%	Less than 1%
171	OH	Less than 5,000	11-20%	Less than 1%
172	OH	Less than 5,000	Less than 1%	Less than 1%
173	OH	Less than 5,000	1-10%	1-10%
174	OH	Less than 5,000	1-10%	Less than 1%
175	OH	Less than 5,000	1-10%	Less than 1%
176	OH	Less than 5,000	1-10%	Less than 1%
177	OH	Less than 5,000	1-10%	1-10%
178	OH	Less than 5,000	41-50%	31-40%
179	OH	Less than 5,000	1-10%	1-10%
180	OH	Less than 5,000	1-10%	Less than 1%
181	OH	Less than 5,000	1-10%	Less than 1%
182	OH	Less than 5,000	1-10%	Less than 1%
183	OH	5,001-10,000	21-30%	11-20%
184	OH	5,001-10,000	1-10%	Less than 1%
185	OH	5,001-10,000	1-10%	1-10%
186	OH	5,001-10,000	41-50%	1-10%
187	OH	10,000-30,000	11-20%	Less than 1%
188	OH	10,000-30,000	11-20%	1-10%
189	OH	10,000-30,000	11-20%	1-10%
190	OH	10,000-30,000	11-20%	1-10%
191	OH	10,000-30,000	1-10%	1-10%
192	OH	Not Reported	Less than 1%	Less than 1%
193	OK	100,001-250,000	11-20%	1-10%
194	PA	Less than 5,000	1-10%	Less than 1%
195	PA	Less than 5,000	1-10%	Less than 1%
196	PA	Less than 5,000	1-10%	Less than 1%
197	PA	Less than 5,000	1-10%	Less than 1%
198	PA	Less than 5,000	1-10%	Less than 1%
199	PA	Less than 5,000	1-10%	Less than 1%
200	PA	Less than 5,000	11-20%	1-10%
201	PA	Less than 5,000	1-10%	1-10%
202	PA	Less than 5,000	1-10%	11-20%
203	PA	Less than 5,000	11-20%	Less than 1%
204	PA	Less than 5,000	1-10%	1-10%
205	PA	Less than 5,000	1-10%	Less than 1%
206	PA	Less than 5,000	1-10%	Less than 1%
207	PA	Less than 5,000	1-10%	1-10%
208	PA	Less than 5,000	1-10%	Less than 1%
209	PA	Less than 5,000	1-10%	Less than 1%
210	PA	5,001-10,000	1-10%	Less than 1%
211	PA	5,001-10,000	1-10%	Less than 1%

212	PA	5,001-10,000	1-10%	Less than 1%
213	PA	5,001-10,000	1-10%	Less than 1%
214	PA	5,001-10,000	1-10%	1-10%
215	PA	5,001-10,000	More than 90%	More than 90%
216	PA	10,000-30,000	1-10%	Less than 1%
217	PA	10,000-30,000	1-10%	Less than 1%
218	PA	10,000-30,000	1-10%	1-10%
219	PA	10,000-30,000	1-10%	Less than 1%
220	PA	10,000-30,000	1-10%	Less than 1%
221	RI	10,000-30,000	21-30%	21-30%
222	SC	Less than 5,000	31-40%	11-20%
223	SC	Less than 5,000	31-40%	11-20%
224	SC	10,000-30,000	31-40%	11-20%
225	SC	30,001-50,000	31-40%	11-20%
226	TN	Less than 5,000	1-10%	Less than 1%
227	TN	Less than 5,000	1-10%	11-20%
228	TN	Less than 5,000	1-10%	Less than 1%
229	TN	10,000-30,000	1-10%	Less than 1%
230	TN	30,001-50,000	11-20%	Less than 1%
231	TN	70,001-100,000	41-50%	21-30%
232	TN	Not Reported	11-20%	Less than 1%
233	TX	Less than 5,000	1-10%	Less than 1%
234	TX	Less than 5,000	21-30%	11-20%
235	TX	Less than 5,000	Less than 1%	Less than 1%
236	TX	Less than 5,000	1-10%	Less than 1%
237	TX	Less than 5,000	1-10%	1-10%
238	TX	Less than 5,000	1-10%	1-10%
239	TX	Less than 5,000	1-10%	1-10%
240	TX	Less than 5,000	1-10%	Less than 1%
241	TX	Less than 5,000	Less than 1%	Less than 1%
242	TX	Less than 5,000	21-30%	Less than 1%
243	TX	Less than 5,000	1-10%	Less than 1%
244	TX	5,001-10,000	1-10%	1-10%
245	TX	5,001-10,000	71-80%	71-80%
246	TX	5,001-10,000	1-10%	Less than 1%
247	TX	10,000-30,000	Less than 1%	Less than 1%
248	TX	10,000-30,000	1-10%	1-10%
249	TX	10,000-30,000	1-10%	1-10%
250	TX	10,000-30,000	Less than 1%	Less than 1%
251	TX	10,000-30,000	11-20%	1-10%
252	TX	10,000-30,000	1-10%	1-10%
253	TX	10,000-30,000	1-10%	1-10%
254	TX	10,000-30,000	11-20%	11-20%

255	TX	30,001-50,000	Less than 1%	Less than 1%
256	TX	30,001-50,000	11-20%	1-10%
257	TX	30,001-50,000	11-20%	1-10%
258	TX	30,001-50,000	1-10%	1-10%
259	TX	30,001-50,000	31-40%	1-10%
260	TX	30,001-50,000	1-10%	1-10%
261	TX	30,001-50,000	11-20%	1-10%
262	TX	30,001-50,000	1-10%	1-10%
263	TX	30,001-50,000	31-40%	41-50%
264	TX	50,001-70,000	11-20%	1-10%
265	TX	50,001-70,000	11-20%	11-20%
266	TX	50,001-70,000	21-30%	1-10%
267	TX	70,001-100,000	21-30%	1-10%
268	TX	70,001-100,000	1-10%	1-10%
269	TX	70,001-100,000	11-20%	1-10%
270	UT	10,000-30,000	1-10%	Less than 1%
271	UT	10,000-30,000	1-10%	Less than 1%
272	UT	50,001-70,000	1-10%	Less than 1%
273	UT	50,001-70,000	1-10%	Less than 1%
274	VA	Less than 5,000	41-50%	1-10%
275	VA	Less than 5,000	51-60%	11-20%
276	VA	Less than 5,000	11-20%	1-10%
277	VA	Less than 5,000	41-50%	11-20%
278	VA	Less than 5,000	11-20%	Less than 1%
279	VA	5,001-10,000	1-10%	1-10%
280	VA	5,001-10,000	1-10%	1-10%
281	VA	5,001-10,000	11-20%	1-10%
282	VA	10,000-30,000	11-20%	1-10%
283	VA	10,000-30,000	61-70%	31-40%
284	VA	10,000-30,000	1-10%	Less than 1%
285	VA	10,000-30,000	1-10%	1-10%
286	VA	10,000-30,000	11-20%	Less than 1%
287	VA	10,000-30,000	11-20%	1-10%
288	VA	10,000-30,000	1-10%	Less than 1%
289	VA	100,001-250,000	11-20%	11-20%
290	WA	10,000-30,000	1-10%	1-10%
291	WA	10,000-30,000	1-10%	Less than 1%
292	WI	Less than 5,000	1-10%	Less than 1%
293	WI	Less than 5,000	1-10%	Less than 1%
294	WI	Less than 5,000	1-10%	1-10%
295	WI	Less than 5,000	1-10%	Less than 1%
296	WI	Less than 5,000	1-10%	Less than 1%
297	WI	Less than 5,000	1-10%	Less than 1%

298	WI	Less than 5,000	1-10%	Less than 1%
299	WI	Less than 5,000	1-10%	Less than 1%
300	WI	5,001-10,000	1-10%	Less than 1%
301	WI	10,000-30,000	1-10%	Less than 1%
302	WV	Less than 5,000	1-10%	Less than 1%
303	WV	Less than 5,000	1-10%	Less than 1%
304	WV	5,001-10,000	1-10%	1-10%
305	Not Reported	Less than 5,000	1-10%	1-10%

Appendix 3: Hispanic Student Representation in Middle School Gifted Programs

	State	District Student Enrollment	Percentage of Hispanic Student in District	Percentage of Hispanic Students in the District Gifted Programs
1	AK	30,001-50,000	11-20%	1-10%
2	AL	Less than 5,000	1-10%	Less than 1%
3	AL	Less than 5,000	1-10%	1-10%
4	AL	Less than 5,000	1-10%	Less than 1%
5	AL	Less than 5,000	1-10%	1-10%
6	AL	Less than 5,000	1-10%	Less than 1%
7	AL	Less than 5,000	1-10%	Less than 1%
8	AL	Less than 5,000	1-10%	Less than 1%
9	AL	5,001-10,000	11-20%	Less than 1%
10	AL	10,000-30,000	1-10%	1-10%
11	AL	10,000-30,000	1-10%	Less than 1%
12	AL	50,001-70,000	1-10%	1-10%
13	AR	Less than 5,000	1-10%	1-10%
14	AR	Less than 5,000	1-10%	Less than 1%
15	AR	Less than 5,000	1-10%	Less than 1%
16	AR	5,001-10,000	1-10%	1-10%
17	AZ	Less than 5,000	21-30%	41-50%
18	AZ	Less than 5,000	81-90%	51-60%
19	AZ	5,001-10,000	31-40%	1-10%
20	AZ	5,001-10,000	More than 90%	More than 90%
21	AZ	5,001-10,000	61-70%	1-10%
22	AZ	5,001-10,000	More than 90%	More than 90%
23	AZ	10,000-30,000	11-20%	1-10%
24	AZ	10,000-30,000	71-80%	51-60%
25	AZ	10,000-30,000	61-70%	41-50%
26	AZ	30,001-50,000	21-30%	1-10%
27	AZ	30,001-50,000	11-20%	11-20%
28	AZ	30,001-50,000	81-90%	Less than 1%
29	CA	Less than 5,000	51-60%	21-30%
30	CA	Less than 5,000	51-60%	41-50%
31	CA	Less than 5,000	More than 90%	More than 90%
32	CA	5,001-10,000	41-50%	31-40%
33	CA	5,001-10,000	41-50%	1-10%
34	CA	5,001-10,000	21-30%	31-40%
35	CA	5,001-10,000	21-30%	11-20%
36	CA	10,000-30,000	31-40%	21-30%
37	CA	30,001-50,000	More than 90%	71-80%
38	CA	30,001-50,000	31-40%	21-30%

39	CA	30,001-50,000	51-60%	31-40%
40	CA	70,001-100,000	51-60%	41-50%
41	CO	10,000-30,000	11-20%	1-10%
42	CO	30,001-50,000	21-30%	11-20%
43	CO	30,001-50,000	1-10%	1-10%
44	CO	50,001-70,000	11-20%	1-10%
45	CT	Less than 5,000	1-10%	1-10%
46	CT	5,001-10,000	11-20%	1-10%
47	CT	5,001-10,000	21-30%	1-10%
48	CT	10,000-30,000	41-50%	51-60%
49	FL	30,001-50,000	21-30%	1-10%
50	FL	30,001-50,000	41-50%	1-10%
51	FL	30,001-50,000	1-10%	Less than 1%
52	FL	30,001-50,000	1-10%	1-10%
53	FL	50,001-70,000	11-20%	1-10%
54	FL	50,001-70,000	11-20%	11-20%
55	FL	100,001-250,000	21-30%	11-20%
56	FL	100,001-250,000	31-40%	11-20%
57	GA	Less than 5,000	11-20%	1-10%
58	GA	Less than 5,000	1-10%	1-10%
59	GA	Less than 5,000	1-10%	Less than 1%
60	GA	5,001-10,000	1-10%	1-10%
61	GA	5,001-10,000	51-60%	11-20%
62	GA	5,001-10,000	1-10%	Less than 1%
63	GA	10,000-30,000	11-20%	11-20%
64	GA	10,000-30,000	1-10%	1-10%
65	GA	10,000-30,000	1-10%	Less than 1%
66	IA	Less than 5,000	1-10%	Less than 1%
67	IA	Less than 5,000	1-10%	Less than 1%
68	IA	Less than 5,000	1-10%	Less than 1%
69	IA	5,001-10,000	31-40%	1-10%
70	IA	5,001-10,000	11-20%	11-20%
71	IA	5,001-10,000	1-10%	Less than 1%
72	IA	10,000-30,000	1-10%	1-10%
73	IA	10,000-30,000	1-10%	1-10%
74	IA	30,001-50,000	11-20%	11-20%
75	IA	Not Reported	1-10%	1-10%
76	ID	Less than 5,000	1-10%	Less than 1%
77	ID	Less than 5,000	41-50%	31-40%
78	IL	Less than 5,000	11-20%	Less than 1%
79	IL	Less than 5,000	61-70%	41-50%
80	IL	Less than 5,000	11-20%	1-10%
81	IL	Less than 5,000	1-10%	Less than 1%

82	IL	Less than 5,000	1-10%	1-10%
83	IL	Less than 5,000	31-40%	31-40%
84	IL	Less than 5,000	71-80%	41-50%
85	IL	Less than 5,000	1-10%	Less than 1%
86	IL	10,000-30,000	21-30%	1-10%
87	IN	Less than 5,000	1-10%	1-10%
88	IN	5,001-10,000	1-10%	1-10%
89	IN	5,001-10,000	1-10%	Less than 1%
90	IN	10,000-30,000	1-10%	1-10%
91	KS	Less than 5,000	21-30%	41-50%
92	KS	5,001-10,000	1-10%	Less than 1%
93	KS	10,000-30,000	1-10%	1-10%
94	KS	10,000-30,000	11-20%	1-10%
95	KY	Less than 5,000	Less than 1%	Less than 1%
96	KY	Less than 5,000	1-10%	1-10%
97	KY	Less than 5,000	Less than 1%	Less than 1%
98	KY	Less than 5,000	1-10%	Less than 1%
99	KY	10,000-30,000	1-10%	1-10%
100	KY	10,000-30,000	1-10%	1-10%
101	LA	Less than 5,000	1-10%	Less than 1%
102	LA	Less than 5,000	1-10%	Less than 1%
103	LA	5,001-10,000	1-10%	Less than 1%
104	LA	10,000-30,000	1-10%	Less than 1%
105	LA	10,000-30,000	1-10%	1-10%
106	MA	Less than 5,000	1-10%	1-10%
107	MA	Less than 5,000	1-10%	1-10%
108	MA	Less than 5,000	1-10%	Less than 1%
109	MA	5,001-10,000	21-30%	Less than 1%
110	MA	50,001-70,000	31-40%	11-20%
111	MD	10,000-30,000	1-10%	1-10%
112	MD	50,001-70,000	1-10%	1-10%
113	ME	Less than 5,000	Less than 1%	Less than 1%
114	ME	Less than 5,000	Less than 1%	Less than 1%
115	MI	Less than 5,000	1-10%	Less than 1%
116	MI	Less than 5,000	1-10%	Less than 1%
117	MI	Less than 5,000	1-10%	1-10%
118	MI	5,001-10,000	1-10%	1-10%
119	MI	10,000-30,000	1-10%	Less than 1%
120	MI	10,000-30,000	11-20%	1-10%
121	MN	Less than 5,000	1-10%	1-10%
122	MN	Less than 5,000	1-10%	1-10%
123	MN	Less than 5,000	21-30%	21-30%
124	MN	10,000-30,000	1-10%	1-10%

125	MN	10,000-30,000	11-20%	21-30%
126	MO	Less than 5,000	1-10%	1-10%
127	MO	Less than 5,000	1-10%	Less than 1%
128	MO	5,001-10,000	1-10%	Less than 1%
129	MO	10,000-30,000	1-10%	1-10%
130	MO	10,000-30,000	1-10%	1-10%
131	MO	10,000-30,000	1-10%	1-10%
132	MO	10,000-30,000	1-10%	1-10%
133	MS	Less than 5,000	1-10%	Less than 1%
134	MS	Less than 5,000	1-10%	1-10%
135	MS	Less than 5,000	1-10%	Less than 1%
136	NC	Less than 5,000	1-10%	1-10%
137	NC	Less than 5,000	1-10%	Less than 1%
138	NC	Less than 5,000	1-10%	Less than 1%
139	NC	5,001-10,000	1-10%	1-10%
140	NC	5,001-10,000	1-10%	1-10%
141	NC	10,000-30,000	1-10%	1-10%
142	NC	10,000-30,000	1-10%	1-10%
143	NC	10,000-30,000	21-30%	1-10%
144	NC	30,001-50,000	1-10%	Less than 1%
145	NC	50,001-70,000	1-10%	1-10%
146	NC	100,001-250,000	11-20%	1-10%
147	NE	Less than 5,000	21-30%	21-30%
148	NJ	Less than 5,000	1-10%	Less than 1%
149	NJ	Less than 5,000	1-10%	Less than 1%
150	NJ	Less than 5,000	1-10%	Less than 1%
151	NJ	Less than 5,000	11-20%	11-20%
152	NJ	Less than 5,000	1-10%	Less than 1%
153	NJ	Less than 5,000	11-20%	1-10%
154	NJ	Less than 5,000	1-10%	1-10%
155	NJ	Less than 5,000	11-20%	Less than 1%
156	NJ	Less than 5,000	11-20%	11-20%
157	NJ	Less than 5,000	1-10%	1-10%
158	NJ	Less than 5,000	1-10%	1-10%
159	NJ	Less than 5,000	11-20%	11-20%
160	NJ	Less than 5,000	1-10%	Less than 1%
161	NJ	5,001-10,000	41-50%	41-50%
162	NJ	5,001-10,000	1-10%	Less than 1%
163	NJ	5,001-10,000	11-20%	1-10%
164	NJ	5,001-10,000	1-10%	1-10%
165	NJ	10,000-30,000	11-20%	1-10%
166	NM	5,001-10,000	41-50%	1-10%
167	NY	Less than 5,000	1-10%	Less than 1%

168	NY	Less than 5,000	21-30%	1-10%
169	NY	Less than 5,000	1-10%	1-10%
170	NY	Less than 5,000	1-10%	Less than 1%
171	NY	10,000-30,000	1-10%	Less than 1%
172	OH	Less than 5,000	1-10%	Less than 1%
173	OH	Less than 5,000	1-10%	Less than 1%
174	OH	Less than 5,000	Less than 1%	Less than 1%
175	OH	Less than 5,000	1-10%	1-10%
176	OH	Less than 5,000	1-10%	Less than 1%
177	OH	Less than 5,000	1-10%	Less than 1%
178	OH	Less than 5,000	1-10%	Less than 1%
179	OH	Less than 5,000	1-10%	Less than 1%
180	OH	Less than 5,000	1-10%	1-10%
181	OH	Less than 5,000	1-10%	Less than 1%
182	OH	Less than 5,000	1-10%	Less than 1%
183	OH	Less than 5,000	1-10%	Less than 1%
184	OH	Less than 5,000	1-10%	Less than 1%
185	OH	Less than 5,000	1-10%	Less than 1%
186	OH	Less than 5,000	1-10%	Less than 1%
187	OH	5,001-10,000	1-10%	Less than 1%
188	OH	5,001-10,000	1-10%	Less than 1%
189	OH	5,001-10,000	1-10%	Less than 1%
190	OH	5,001-10,000	1-10%	Less than 1%
191	OH	10,000-30,000	1-10%	1-10%
192	OH	10,000-30,000	1-10%	1-10%
193	OH	10,000-30,000	1-10%	Less than 1%
194	OH	10,000-30,000	1-10%	Less than 1%
195	OH	10,000-30,000	1-10%	Less than 1%
196	OH	Not Reported	1-10%	Less than 1%
197	OK	100,001-250,000	1-10%	1-10%
198	PA	Less than 5,000	Less than 1%	Less than 1%
199	PA	Less than 5,000	1-10%	1-10%
200	PA	Less than 5,000	1-10%	1-10%
201	PA	Less than 5,000	1-10%	31-40%
202	PA	Less than 5,000	Less than 1%	Less than 1%
203	PA	Less than 5,000	1-10%	1-10%
204	PA	Less than 5,000	11-20%	1-10%
205	PA	Less than 5,000	11-20%	1-10%
206	PA	Less than 5,000	1-10%	Less than 1%
207	PA	Less than 5,000	Less than 1%	Less than 1%
208	PA	Less than 5,000	Less than 1%	Less than 1%
209	PA	Less than 5,000	1-10%	Less than 1%
210	PA	Less than 5,000	Less than 1%	Less than 1%

211	PA	Less than 5,000	1-10%	Less than 1%
212	PA	Less than 5,000	Less than 1%	Less than 1%
213	PA	Less than 5,000	Less than 1%	Less than 1%
214	PA	5,001-10,000	Less than 1%	Less than 1%
215	PA	5,001-10,000	11-20%	1-10%
216	PA	5,001-10,000	1-10%	Less than 1%
217	PA	5,001-10,000	1-10%	Less than 1%
218	PA	5,001-10,000	Less than 1%	Less than 1%
219	PA	10,000-30,000	1-10%	Less than 1%
220	PA	10,000-30,000	1-10%	Less than 1%
221	PA	10,000-30,000	1-10%	1-10%
222	PA	10,000-30,000	1-10%	Less than 1%
223	PA	10,000-30,000	21-30%	Less than 1%
224	RI	10,000-30,000	51-60%	31-40%
225	SC	Less than 5,000	1-10%	Less than 1%
226	SC	Less than 5,000	1-10%	Less than 1%
227	SC	10,000-30,000	1-10%	1-10%
228	SC	30,001-50,000	1-10%	1-10%
229	TN	Less than 5,000	1-10%	1-10%
230	TN	Less than 5,000	1-10%	Less than 1%
231	TN	Less than 5,000	1-10%	Less than 1%
232	TN	10,000-30,000	1-10%	Less than 1%
233	TN	30,001-50,000	1-10%	Less than 1%
234	TN	70,001-100,000	11-20%	1-10%
235	TN	Not Reported	1-10%	Less than 1%
236	TX	Less than 5,000	61-70%	31-40%
237	TX	Less than 5,000	More than 90%	More than 90%
238	TX	Less than 5,000	1-10%	Less than 1%
239	TX	Less than 5,000	41-50%	1-10%
240	TX	Less than 5,000	21-30%	21-30%
241	TX	Less than 5,000	1-10%	1-10%
242	TX	Less than 5,000	11-20%	1-10%
243	TX	Less than 5,000	81-90%	1-10%
244	TX	Less than 5,000	31-40%	21-30%
245	TX	Less than 5,000	71-80%	41-50%
246	TX	Less than 5,000	41-50%	41-50%
247	TX	5,001-10,000	11-20%	1-10%
248	TX	5,001-10,000	11-20%	11-20%
249	TX	5,001-10,000	31-40%	Less than 1%
250	TX	10,000-30,000	31-40%	11-20%
251	TX	10,000-30,000	More than 90%	1-10%
252	TX	10,000-30,000	41-50%	11-20%
253	TX	10,000-30,000	11-20%	1-10%

254	TX	10,000-30,000	11-20%	11-20%
255	TX	10,000-30,000	More than 90%	More than 90%
256	TX	10,000-30,000	61-70%	51-60%
257	TX	10,000-30,000	51-60%	31-40%
258	TX	30,001-50,000	71-80%	61-70%
259	TX	30,001-50,000	31-40%	41-50%
260	TX	30,001-50,000	41-50%	1-10%
261	TX	30,001-50,000	61-70%	61-70%
262	TX	30,001-50,000	More than 90%	More than 90%
263	TX	30,001-50,000	21-30%	11-20%
264	TX	30,001-50,000	11-20%	1-10%
265	TX	30,001-50,000	11-20%	1-10%
266	TX	30,001-50,000	51-60%	21-30%
267	TX	50,001-70,000	31-40%	11-20%
268	TX	50,001-70,000	41-50%	31-40%
269	TX	50,001-70,000	11-20%	1-10%
270	TX	70,001-100,000	51-60%	41-50%
271	TX	70,001-100,000	61-70%	51-60%
272	TX	70,001-100,000	51-60%	1-10%
273	UT	10,000-30,000	21-30%	11-20%
274	UT	10,000-30,000	41-50%	1-10%
275	UT	50,001-70,000	1-10%	Less than 1%
276	UT	50,001-70,000	21-30%	11-20%
277	VA	Less than 5,000	11-20%	1-10%
278	VA	Less than 5,000	1-10%	Less than 1%
279	VA	Less than 5,000	1-10%	1-10%
280	VA	Less than 5,000	1-10%	Less than 1%
281	VA	Less than 5,000	1-10%	1-10%
282	VA	5,001-10,000	1-10%	Less than 1%
283	VA	5,001-10,000	1-10%	Less than 1%
284	VA	5,001-10,000	1-10%	Less than 1%
285	VA	10,000-30,000	1-10%	Less than 1%
286	VA	10,000-30,000	1-10%	1-10%
287	VA	10,000-30,000	1-10%	31-40%
288	VA	10,000-30,000	1-10%	1-10%
289	VA	10,000-30,000	1-10%	1-10%
290	VA	10,000-30,000	1-10%	1-10%
291	VA	10,000-30,000	1-10%	Less than 1%
292	VA	100,001-250,000	11-20%	11-20%
293	WA	10,000-30,000	1-10%	1-10%
294	WA	10,000-30,000	1-10%	1-10%
295	WI	Less than 5,000	11-20%	Less than 1%
296	WI	Less than 5,000	11-20%	1-10%

297	WI	Less than 5,000	1-10%	Less than 1%
298	WI	Less than 5,000	1-10%	Less than 1%
299	WI	Less than 5,000	1-10%	1-10%
300	WI	Less than 5,000	1-10%	Less than 1%
301	WI	Less than 5,000	1-10%	1-10%
302	WI	5,001-10,000	1-10%	Less than 1%
303	WI	10,000-30,000	11-20%	1-10%
304	WV	Less than 5,000	Less than 1%	Less than 1%
305	WV	Less than 5,000	Less than 1%	Less than 1%
306	WV	5,001-10,000	1-10%	Less than 1%
307	Not Reported	Less than 5,000	1-10%	1-10%

Appendix 4: Representation of Students on Free/ Reduced Lunch Price in Middle School Gifted Programs

	State	District Student Enrollment	Percentage of Students of Poverty in District	Percentage of Students of Poverty in the District's Gifted Programs
1	AL	Less than 5,000	More than 90%	61-70%
2	AL	Less than 5,000	41-50%	31-40%
3	AL	Less than 5,000	31-40%	Less than 1%
4	AL	Less than 5,000	81-90%	71-80%
5	AL	Less than 5,000	51-60%	51-60%
6	AL	Less than 5,000	81-90%	41-50%
7	AL	Less than 5,000	21-30%	1-10%
8	AL	5,001-10,000	11-20%	1-10%
9	AL	10,000-30,000	11-20%	11-20%
10	AL	10,000-30,000	31-40%	11-20%
11	AL	50,001-70,000	71-80%	51-60%
12	AR	Less than 5,000	31-40%	11-20%
13	AR	Less than 5,000	1-10%	1-10%
14	AR	Less than 5,000	21-30%	31-40%
15	AR	5,001-10,000	21-30%	21-30%
16	AZ	Less than 5,000	61-70%	31-40%
17	AZ	Less than 5,000	81-90%	61-70%
18	AZ	5,001-10,000	71-80%	71-80%
19	AZ	5,001-10,000	81-90%	81-90%
20	AZ	5,001-10,000	More than 90%	More than 90%
21	AZ	5,001-10,000	51-60%	Less than 1%
22	AZ	10,000-30,000	81-90%	81-90%
23	AZ	10,000-30,000	31-40%	31-40%
24	AZ	30,001-50,000	21-30%	1-10%
25	AZ	30,001-50,000	11-20%	11-20%
26	AZ	30,001-50,000	More than 90%	71-80%
27	CA	Less than 5,000	More than 90%	More than 90%
28	CA	30,001-50,000	71-80%	71-80%
29	CA	Less than 5,000	51-60%	41-50%
30	CA	Less than 5,000	51-60%	21-30%
31	CA	Less than 5,000	51-60%	21-30%
32	CA	5,001-10,000	21-30%	21-30%
33	CA	5,001-10,000	21-30%	1-10%
34	CA	5,001-10,000	41-50%	1-10%
35	CA	5,001-10,000	31-40%	1-10%
36	CA	10,000-30,000	51-60%	41-50%
37	CA	10,000-30,000	81-90%	71-80%
38	CA	10,000-30,000	1-10%	Less than 1%

39	CA	10,000-30,000	31-40%	1-10%
40	CA	10,000-30,000	21-30%	1-10%
41	CA	30,001-50,000	41-50%	21-30%
42	CA	30,001-50,000	61-70%	61-70%
43	CA	70,001-100,000	61-70%	51-60%
44	CO	10,000-30,000	31-40%	1-10%
45	CO	30,001-50,000	21-30%	11-20%
46	CO	30,001-50,000	1-10%	1-10%
47	CO	50,001-70,000	11-20%	1-10%
48	CT	Less than 5,000	1-10%	Less than 1%
49	CT	5,001-10,000	41-50%	31-40%
50	CT	5,001-10,000	11-20%	1-10%
51	CT	10,000-30,000	More than 90%	81-90%
52	CT	10,000-30,000	More than 90%	More than 90%
53	FL	10,000-30,000	1-10%	Less than 1%
54	FL	10,000-30,000	1-10%	1-10%
55	FL	10,000-30,000	1-10%	Less than 1%
56	FL	30,001-50,000	1-10%	Less than 1%
57	FL	30,001-50,000	61-70%	21-30%
58	FL	30,001-50,000	1-10%	11-20%
59	FL	30,001-50,000	61-70%	31-40%
60	FL	50,001-70,000	51-60%	21-30%
61	FL	50,001-70,000	51-60%	51-60%
62	FL	100,001-250,000	61-70%	21-30%
63	FL	100,001-250,000	51-60%	31-40%
64	GA	Less than 5,000	More than 90%	More than 90%
65	GA	Less than 5,000	41-50%	21-30%
66	GA	Less than 5,000	71-80%	1-10%
67	GA	Less than 5,000	51-60%	1-10%
68	GA	5,001-10,000	71-80%	41-50%
69	GA	5,001-10,000	61-70%	31-40%
70	GA	5,001-10,000	51-60%	1-10%
71	GA	10,000-30,000	61-70%	51-60%
72	GA	10,000-30,000	21-30%	1-10%
73	GA	10,000-30,000	41-50%	21-30%
74	IA	Less than 5,000	41-50%	Less than 1%
75	IA	Less than 5,000	1-10%	1-10%
76	IA	Less than 5,000	11-20%	1-10%
77	IA	5,001-10,000	61-70%	61-70%
78	IA	5,001-10,000	51-60%	21-30%
79	IA	5,001-10,000	1-10%	1-10%
80	IA	10,000-30,000	41-50%	31-40%
81	IA	10,000-30,000	21-30%	1-10%

82	IA	30,001-50,000	71-80%	41-50%
83	IA	Not Reported	51-60%	1-10%
84	ID	Less than 5,000	31-40%	1-10%
85	ID	Less than 5,000	71-80%	71-80%
86	IL	Less than 5,000	51-60%	41-50%
87	IL	Less than 5,000	41-50%	21-30%
88	IL	Less than 5,000	51-60%	1-10%
89	IL	Less than 5,000	11-20%	1-10%
90	IL	Less than 5,000	71-80%	71-80%
91	IL	Less than 5,000	81-90%	71-80%
92	IL	Less than 5,000	11-20%	Less than 1%
93	IL	Less than 5,000	21-30%	Less than 1%
94	IL	Less than 5,000	61-70%	41-50%
95	IL	5,001-10,000	41-50%	11-20%
96	IL	10,000-30,000	31-40%	11-20%
97	IN	Less than 5,000	21-30%	21-30%
98	IN	Less than 5,000	41-50%	11-20%
99	IN	Less than 5,000	61-70%	41-50%
100	IN	Less than 5,000	61-70%	61-70%
101	IN	5,001-10,000	51-60%	31-40%
102	IN	5,001-10,000	61-70%	31-40%
103	IN	10,000-30,000	11-20%	1-10%
104	KS	Less than 5,000	71-80%	31-40%
105	KS	5,001-10,000	41-50%	41-50%
106	KS	10,000-30,000	31-40%	1-10%
107	KS	10,000-30,000	51-60%	21-30%
108	KY	Less than 5,000	31-40%	21-30%
109	KY	Less than 5,000	81-90%	81-90%
110	KY	Less than 5,000	More than 90%	More than 90%
111	KY	10,000-30,000	31-40%	11-20%
112	KY	10,000-30,000	81-90%	61-70%
113	LA	Less than 5,000	51-60%	Less than 1%
114	LA	Less than 5,000	71-80%	21-30%
115	LA	Less than 5,000	61-70%	51-60%
116	LA	5,001-10,000	41-50%	21-30%
117	LA	10,000-30,000	More than 90%	21-30%
118	LA	10,000-30,000	51-60%	11-20%
119	MA	Less than 5,000	21-30%	Less than 1%
120	MA	Less than 5,000	11-20%	1-10%
121	MA	Less than 5,000	21-30%	Less than 1%
122	MA	5,001-10,000	31-40%	21-30%
123	MA	50,001-70,000	71-80%	71-80%
124	MD	10,000-30,000	11-20%	31-40%

125	MD	50,001-70,000	21-30%	1-10%
126	ME	Less than 5,000	41-50%	11-20%
127	ME	Less than 5,000	41-50%	1-10%
128	MI	Less than 5,000	41-50%	1-10%
129	MI	Less than 5,000	31-40%	1-10%
130	MI	Less than 5,000	31-40%	11-20%
131	MI	5,001-10,000	61-70%	21-30%
132	MI	10,000-30,000	71-80%	41-50%
133	MI	10,000-30,000	1-10%	1-10%
134	MN	Less than 5,000	31-40%	11-20%
135	MN	Less than 5,000	41-50%	1-10%
136	MN	Less than 5,000	61-70%	41-50%
137	MN	10,000-30,000	41-50%	31-40%
138	MN	10,000-30,000	11-20%	1-10%
139	MO	Less than 5,000	61-70%	1-10%
140	MO	Less than 5,000	41-50%	21-30%
141	MO	Less than 5,000	21-30%	Less than 1%
142	MO	10,000-30,000	41-50%	21-30%
143	MO	10,000-30,000	11-20%	1-10%
144	MO	10,000-30,000	11-20%	1-10%
145	MO	10,000-30,000	31-40%	1-10%
146	MS	Less than 5,000	61-70%	41-50%
147	MS	Less than 5,000	81-90%	1-10%
148	MS	Less than 5,000	41-50%	11-20%
149	NC	Less than 5,000	71-80%	51-60%
150	NC	5,001-10,000	61-70%	41-50%
151	NC	5,001-10,000	71-80%	1-10%
152	NC	10,000-30,000	11-20%	1-10%
153	NC	10,000-30,000	71-80%	41-50%
154	NC	10,000-30,000	61-70%	21-30%
155	NC	50,001-70,000	51-60%	1-10%
156	NC	100,001-250,000	51-60%	11-20%
157	NE	Less than 5,000	71-80%	11-20%
158	NH	Less than 5,000	31-40%	1-10%
159	NJ	Less than 5,000	61-70%	51-60%
160	NJ	Less than 5,000	41-50%	41-50%
161	NJ	Less than 5,000	1-10%	1-10%
162	NJ	Less than 5,000	1-10%	Less than 1%
163	NJ	Less than 5,000	1-10%	Less than 1%
164	NJ	Less than 5,000	11-20%	1-10%
165	NJ	Less than 5,000	1-10%	1-10%
166	NJ	Less than 5,000	41-50%	21-30%
167	NJ	Less than 5,000	Less than 1%	Less than 1%

168	NJ	Less than 5,000	71-80%	51-60%
169	NJ	Less than 5,000	11-20%	11-20%
170	NJ	5,001-10,000	11-20%	1-10%
171	NJ	5,001-10,000	41-50%	1-10%
172	NJ	5,001-10,000	71-80%	51-60%
173	NJ	5,001-10,000	41-50%	1-10%
174	NJ	10,000-30,000	41-50%	21-30%
175	NM	5,001-10,000	71-80%	41-50%
176	NY	Less than 5,000	31-40%	Less than 1%
177	NY	Less than 5,000	1-10%	1-10%
178	NY	Less than 5,000	31-40%	31-40%
179	NY	Less than 5,000	1-10%	1-10%
180	NY	Less than 5,000	11-20%	1-10%
181	NY	Less than 5,000	51-60%	21-30%
182	NY	10,000-30,000	11-20%	Less than 1%
183	OH	Less than 5,000	61-70%	61-70%
184	OH	Less than 5,000	11-20%	1-10%
185	OH	Less than 5,000	41-50%	11-20%
186	OH	Less than 5,000	31-40%	11-20%
187	OH	Less than 5,000	61-70%	41-50%
188	OH	Less than 5,000	1-10%	Less than 1%
189	OH	Less than 5,000	11-20%	11-20%
190	OH	Less than 5,000	1-10%	Less than 1%
191	OH	Less than 5,000	31-40%	1-10%
192	OH	Less than 5,000	Less than 1%	Less than 1%
193	OH	Less than 5,000	31-40%	1-10%
194	OH	Less than 5,000	21-30%	1-10%
195	OH	Less than 5,000	41-50%	41-50%
196	OH	Less than 5,000	51-60%	1-10%
197	OH	Less than 5,000	41-50%	1-10%
198	OH	Less than 5,000	31-40%	11-20%
199	OH	Less than 5,000	31-40%	11-20%
200	OH	Less than 5,000	1-10%	Less than 1%
201	OH	Less than 5,000	61-70%	1-10%
202	OH	Less than 5,000	11-20%	1-10%
203	OH	Less than 5,000	51-60%	41-50%
204	OH	5,001-10,000	81-90%	31-40%
205	OH	5,001-10,000	Less than 1%	Less than 1%
206	OH	5,001-10,000	81-90%	31-40%
207	OH	5,001-10,000	11-20%	1-10%
208	OH	5,001-10,000	21-30%	1-10%
209	OH	5,001-10,000	11-20%	1-10%
210	OH	10,000-30,000	1-10%	1-10%

211	OH	10,000-30,000	21-30%	1-10%
212	OH	10,000-30,000	1-10%	1-10%
213	OH	10,000-30,000	41-50%	1-10%
214	OH	10,000-30,000	21-30%	11-20%
215	OH	Not Reported	61-70%	Less than 1%
216	OK	Less than 5,000	61-70%	21-30%
217	OK	100,001-250,000	21-30%	11-20%
218	OR	5,001-10,000	61-70%	11-20%
219	PA	Less than 5,000	1-10%	11-20%
220	PA	Less than 5,000	31-40%	1-10%
221	PA	Less than 5,000	31-40%	21-30%
222	PA	Less than 5,000	21-30%	1-10%
223	PA	Less than 5,000	1-10%	Less than 1%
224	PA	Less than 5,000	11-20%	Less than 1%
225	PA	Less than 5,000	1-10%	Less than 1%
226	PA	Less than 5,000	21-30%	1-10%
227	PA	Less than 5,000	31-40%	1-10%
228	PA	Less than 5,000	21-30%	11-20%
229	PA	Less than 5,000	1-10%	Less than 1%
230	PA	Less than 5,000	61-70%	21-30%
231	PA	Less than 5,000	41-50%	11-20%
232	PA	Less than 5,000	11-20%	Less than 1%
233	PA	5,001-10,000	11-20%	Less than 1%
234	PA	5,001-10,000	More than 90%	61-70%
235	PA	5,001-10,000	51-60%	Less than 1%
236	PA	5,001-10,000	11-20%	1-10%
237	PA	5,001-10,000	1-10%	1-10%
238	PA	5,001-10,000	11-20%	Less than 1%
239	PA	5,001-10,000	31-40%	11-20%
240	PA	10,000-30,000	1-10%	1-10%
241	PA	10,000-30,000	11-20%	1-10%
242	PA	10,000-30,000	51-60%	1-10%
243	PA	10,000-30,000	11-20%	11-20%
244	PA	10,000-30,000	11-20%	11-20%
245	RI	10,000-30,000	81-90%	71-80%
246	SC	Less than 5,000	21-30%	21-30%
247	SC	Less than 5,000	31-40%	21-30%
248	SC	10,000-30,000	51-60%	21-30%
249	TN	Less than 5,000	31-40%	Less than 1%
250	TN	Less than 5,000	41-50%	11-20%
251	TN	Less than 5,000	51-60%	Less than 1%
252	TN	70,001-100,000	61-70%	31-40%
253	TN	Not Reported	1-10%	Less than 1%

254	TX	Less than 5,000	51-60%	1-10%
255	TX	Less than 5,000	1-10%	1-10%
256	TX	Less than 5,000	71-80%	21-30%
257	TX	Less than 5,000	61-70%	41-50%
258	TX	Less than 5,000	41-50%	1-10%
259	TX	Less than 5,000	More than 90%	More than 90%
260	TX	Less than 5,000	41-50%	21-30%
261	TX	Less than 5,000	51-60%	21-30%
262	TX	Less than 5,000	81-90%	51-60%
263	TX	Less than 5,000	31-40%	1-10%
264	TX	Less than 5,000	61-70%	41-50%
265	TX	Less than 5,000	51-60%	41-50%
266	TX	5,001-10,000	41-50%	Less than 1%
267	TX	5,001-10,000	41-50%	41-50%
268	TX	5,001-10,000	51-60%	51-60%
269	TX	10,000-30,000	11-20%	1-10%
270	TX	10,000-30,000	61-70%	31-40%
271	TX	10,000-30,000	More than 90%	More than 90%
272	TX	10,000-30,000	31-40%	21-30%
273	TX	10,000-30,000	21-30%	21-30%
274	TX	10,000-30,000	More than 90%	More than 90%
275	TX	10,000-30,000	51-60%	21-30%
276	TX	10,000-30,000	51-60%	41-50%
277	TX	10,000-30,000	21-30%	1-10%
278	TX	30,001-50,000	81-90%	81-90%
279	TX	30,001-50,000	More than 90%	More than 90%
280	TX	30,001-50,000	61-70%	21-30%
281	TX	30,001-50,000	1-10%	1-10%
282	TX	30,001-50,000	41-50%	41-50%
283	TX	30,001-50,000	61-70%	71-80%
284	TX	30,001-50,000	61-70%	More than 90%
285	TX	30,001-50,000	41-50%	1-10%
286	TX	30,001-50,000	21-30%	11-20%
287	TX	50,001-70,000	41-50%	41-50%
288	TX	50,001-70,000	21-30%	1-10%
289	TX	70,001-100,000	41-50%	31-40%
290	TX	70,001-100,000	71-80%	1-10%
291	TX	70,001-100,000	51-60%	51-60%
292	UT	10,000-30,000	31-40%	11-20%
293	UT	10,000-30,000	41-50%	11-20%
294	UT	50,001-70,000	21-30%	1-10%
295	UT	50,001-70,000	41-50%	41-50%
296	VA	Less than 5,000	61-70%	61-70%

297	VA	Less than 5,000	51-60%	21-30%
298	VA	Less than 5,000	71-80%	71-80%
299	VA	Less than 5,000	11-20%	1-10%
300	VA	Less than 5,000	41-50%	1-10%
301	VA	5,001-10,000	31-40%	1-10%
302	VA	5,001-10,000	21-30%	1-10%
303	VA	5,001-10,000	11-20%	1-10%
304	VA	10,000-30,000	31-40%	11-20%
305	VA	10,000-30,000	51-60%	31-40%
306	VA	10,000-30,000	21-30%	1-10%
307	VA	10,000-30,000	11-20%	1-10%
308	VA	10,000-30,000	21-30%	1-10%
309	VA	10,000-30,000	1-10%	1-10%
310	VA	10,000-30,000	1-10%	Less than 1%
311	VA	70,001-100,000	21-30%	21-30%
312	VA	100,001-250,000	21-30%	11-20%
313	WA	10,000-30,000	41-50%	11-20%
314	WI	Less than 5,000	21-30%	1-10%
315	WI	Less than 5,000	31-40%	Less than 1%
316	WI	Less than 5,000	41-50%	Less than 1%
317	WI	Less than 5,000	21-30%	1-10%
318	WI	Less than 5,000	81-90%	81-90%
319	WI	Less than 5,000	31-40%	11-20%
320	WI	Less than 5,000	11-20%	1-10%
321	WI	Less than 5,000	21-30%	1-10%
322	WI	5,001-10,000	1-10%	Less than 1%
323	WI	10,000-30,000	21-30%	11-20%
324	WV	Less than 5,000	51-60%	11-20%
325	WV	Less than 5,000	61-70%	41-50%
326	WV	5,001-10,000	31-40%	1-10%
327	Not Reported	Less than 5,000	11-20%	1-10%

Appendix 5: Representation of Certain Subgroups of Students in Middle School Gifted Programs

The table below shows comparison between percentage of Black, Hispanic, and students on free/reduced lunch price and representation of those subgroups in gifted programs in the districts where districts reported more than 30% of their students are Black, Hispanic, or on free/reduced lunch price.

State	District Enrollment	Percentage of Students in the District			Percentage of Students in Gifted Programs		
		Black	Hispanic	Students on FRL	Black	Hispanic	Students on FRL
1 AL	Less than 5,000	More than 90%	1-10%	81-90%	More than 90%	Less than 1%	71-80%
2 AL	Less than 5,000	Less than 1%	1-10%	41-50%	Less than 1%	Less than 1%	31-40%
3 AL	Less than 5,000	21-30%	1-10%	51-60%	11-20%	1-10%	51-60%
4 AL	Less than 5,000	1-10%	1-10%	More than 90%	1-10%	Less than 1%	61-70%
5 AL	Less than 5,000	1-10%	1-10%	31-40%	Less than 1%	Less than 1%	Less than 1%
6 AL	Less than 5,000	41-50%	1-10%	81-90%	21-30%	Less than 1%	41-50%
7 AL	50,001-70,000	71-80%	1-10%	71-80%	51-60%	1-10%	51-60%
8 AR	Less than 5,000	Less than 1%	1-10%	31-40%	1-10%	1-10%	11-20%
9 AZ	Less than 5,000	1-10%	21-30%	61-70%	Less than 1%	41-50%	31-40%
10 AZ	Less than 5,000	1-10%	81-90%	81-90%	1-10%	51-60%	61-70%
11 AZ	5,001-10,000	1-10%	More than 90%	More than 90%	Less than 1%	More than 90%	More than 90%
12 AZ	5,001-10,000	11-20%	61-70%	71-80%	Less than 1%	1-10%	71-80%
13 AZ	5,001-10,000	Less than 1%	More than 90%	81-90%	Less than 1%	More than 90%	81-90%
14 AZ	5,001-10,000	11-20%	31-40%	51-60%	Less than 1%	1-10%	Less than 1%
15 AZ	10,000-30,000	1-10%	11-20%	31-40%	1-10%	1-10%	31-40%
16 AZ	10,000-30,000	1-10%	71-80%	81-90%	1-10%	51-60%	81-90%
17 AZ	30,001-50,000	11-20%	81-90%	More than 90%	Less than 1%	Less than 1%	71-80%
18 CA	Less than 5,000	21-30%	51-60%	71-80%	11-20%	41-50%	71-80%
19 CA	Less than 5,000	1-10%	51-60%	51-60%	Less than 1%	21-30%	41-50%
20 CA	Less than 5,000	1-10%	More than 90%	More than 90%	Less than 1%	More than 90%	More than 90%
21 CA	5,001-10,000	1-10%	41-50%	31-40%	1-10%	31-40%	1-10%
22 CA	5,001-10,000	1-10%	41-50%	41-50%	Less than 1%	1-10%	1-10%
23 CA	10,000-30,000	21-30%	31-40%	51-60%	11-20%	21-30%	41-50%

24	CA	30,001-50,000	Less than 1%	More than 90%	61-70%	Less than 1%	71-80%	61-70%
25	CA	30,001-50,000	1-10%	51-60%	41-50%	Less than 1%	31-40%	21-30%
26	CA	70,001-100,000	11-20%	51-60%	61-70%	1-10%	41-50%	51-60%
27	CO	10,000-30,000	1-10%	11-20%	31-40%	Less than 1%	1-10%	1-10%
28	CT	5,001-10,000	21-30%	21-30%	41-50%	31-40%	1-10%	31-40%
29	CT	10,000-30,000	41-50%	41-50%	More than 90%	61-70%	51-60%	More than 90%
30	FL	30,001-50,000	21-30%	41-50%	61-70%	1-10%	1-10%	21-30%
31	FL	30,001-50,000	31-40%	1-10%	61-70%	1-10%	1-10%	31-40%
32	FL	30,001-50,000	31-40%	21-30%	1-10%	11-20%	1-10%	11-20%
33	FL	50,001-70,000	1-10%	11-20%	51-60%	Less than 1%	1-10%	21-30%
34	FL	50,001-70,000	11-20%	11-20%	51-60%	11-20%	11-20%	51-60%
35	FL	100,001-250,000	21-30%	31-40%	61-70%	1-10%	11-20%	21-30%
36	FL	100,001-250,000	21-30%	21-30%	51-60%	1-10%	11-20%	31-40%
37	GA	Less than 5,000	1-10%	1-10%	41-50%	Less than 1%	Less than 1%	21-30%
38	GA	Less than 5,000	61-70%	1-10%	More than 90%	More than 90%	1-10%	More than 90%
39	GA	5,001-10,000	11-20%	51-60%	71-80%	1-10%	11-20%	41-50%
40	GA	5,001-10,000	31-40%	1-10%	51-60%	1-10%	Less than 1%	1-10%
41	GA	5,001-10,000	71-80%	1-10%	61-70%	21-30%	1-10%	31-40%
42	GA	10,000-30,000	Less than 1%	11-20%	61-70%	Less than 1%	11-20%	51-60%
43	GA	10,000-30,000	11-20%	1-10%	41-50%	11-20%	1-10%	21-30%
44	IA	Less than 5,000	1-10%	1-10%	41-50%	Less than 1%	Less than 1%	Less than 1%
45	IA	5,001-10,000	1-10%	31-40%	51-60%	1-10%	1-10%	21-30%
46	IA	5,001-10,000	1-10%	11-20%	61-70%	1-10%	11-20%	61-70%
47	IA	10,000-30,000	1-10%	1-10%	41-50%	Less than 1%	1-10%	31-40%
48	IA	30,001-50,000	11-20%	11-20%	71-80%	11-20%	11-20%	41-50%
49	IA	Not Reported	1-10%	1-10%	51-60%	1-10%	1-10%	1-10%
50	ID	Less than 5,000	1-10%	1-10%	31-40%	Less than 1%	Less than 1%	1-10%
51	ID	Less than 5,000	Less than 1%	41-50%	71-80%	Less than 1%	31-40%	71-80%
52	IL	Less than 5,000	11-20%	11-20%	51-60%	1-10%	1-10%	1-10%
53	IL	Less than 5,000	81-90%	1-10%	81-90%	1-10%	Less than 1%	71-80%
54	IL	Less than 5,000	1-10%	31-40%	41-50%	Less than 1%	31-40%	21-30%

55	IL	Less than 5,000	81-90%	1-10%	11-20%	1-10%	1-10%	1-10%
56	IL	Less than 5,000	31-40%	1-10%	71-80%	1-10%	Less than 1%	71-80%
57	IL	Less than 5,000	Less than 1%	71-80%	51-60%	Less than 1%	41-50%	41-50%
58	IL	Less than 5,000	21-30%	61-70%	61-70%	41-50%	41-50%	41-50%
59	IL	10,000-30,000	1-10%	21-30%	31-40%	1-10%	1-10%	11-20%
60	IN	Less than 5,000	Less than 1%	1-10%	41-50%	Less than 1%	1-10%	11-20%
61	IN	5,001-10,000	1-10%	1-10%	51-60%	1-10%	1-10%	31-40%
62	IN	5,001-10,000	11-20%	1-10%	61-70%	1-10%	Less than 1%	31-40%
63	KS	Less than 5,000	11-20%	21-30%	71-80%	Less than 1%	41-50%	31-40%
64	KS	5,001-10,000	1-10%	1-10%	41-50%	1-10%	Less than 1%	41-50%
65	KS	10,000-30,000	1-10%	1-10%	51-60%	Less than 1%	1-10%	21-30%
66	KS	10,000-30,000	1-10%	11-20%	31-40%	1-10%	1-10%	1-10%
67	KY	Less than 5,000	1-10%	Less than 1%	81-90%	Less than 1%	Less than 1%	81-90%
68	KY	Less than 5,000	Less than 1%	Less than 1%	More than 90%	Less than 1%	Less than 1%	More than 90%
69	KY	Less than 5,000	1-10%	1-10%	31-40%	Less than 1%	1-10%	21-30%
70	KY	10,000-30,000	11-20%	1-10%	81-90%	11-20%	1-10%	61-70%
71	KY	10,000-30,000	1-10%	1-10%	31-40%	1-10%	1-10%	11-20%
72	LA	Less than 5,000	51-60%	1-10%	61-70%	31-40%	Less than 1%	51-60%
73	LA	Less than 5,000	31-40%	1-10%	71-80%	41-50%	Less than 1%	21-30%
74	LA	5,001-10,000	31-40%	1-10%	41-50%	11-20%	Less than 1%	21-30%
75	LA	10,000-30,000	21-30%	1-10%	51-60%	1-10%	1-10%	11-20%
76	LA	10,000-30,000	41-50%	1-10%	More than 90%	1-10%	Less than 1%	21-30%
77	MA	5,001-10,000	1-10%	21-30%	31-40%	Less than 1%	Less than 1%	21-30%
78	MA	50,001-70,000	31-40%	31-40%	71-80%	11-20%	11-20%	71-80%
79	ME	Less than 5,000	1-10%	Less than 1%	41-50%	Less than 1%	Less than 1%	1-10%
80	ME	Less than 5,000	1-10%	Less than 1%	41-50%	Less than 1%	Less than 1%	11-20%
81	MI	Less than 5,000	1-10%	1-10%	41-50%	1-10%	1-10%	1-10%
82	MI	Less than 5,000	1-10%	1-10%	31-40%	Less than 1%	Less than 1%	11-20%
83	MI	Less than 5,000	1-10%	1-10%	31-40%	Less than 1%	Less than 1%	1-10%
84	MI	5,001-10,000	41-50%	1-10%	61-70%	41-50%	1-10%	21-30%
85	MI	10,000-30,000	61-70%	11-20%	71-80%	31-40%	1-10%	41-50%

86	MN	Less than 5,000	31-40%	21-30%	61-70%	21-30%	21-30%	41-50%
87	MN	Less than 5,000	1-10%	1-10%	41-50%	1-10%	1-10%	1-10%
88	MN	Less than 5,000	1-10%	1-10%	31-40%	1-10%	1-10%	11-20%
89	MN	10,000-30,000	11-20%	11-20%	41-50%	1-10%	21-30%	31-40%
90	MO	Less than 5,000	1-10%	1-10%	61-70%	Less than 1%	1-10%	1-10%
91	MO	10,000-30,000	1-10%	1-10%	41-50%	1-10%	1-10%	21-30%
92	MO	10,000-30,000	21-30%	1-10%	31-40%	1-10%	1-10%	1-10%
93	MS	Less than 5,000	1-10%	1-10%	61-70%	Less than 1%	Less than 1%	41-50%
94	MS	Less than 5,000	81-90%	1-10%	41-50%	71-80%	Less than 1%	11-20%
95	MS	Less than 5,000	31-40%	1-10%	81-90%	1-10%	1-10%	1-10%
96	NC	Less than 5,000	71-80%	1-10%	71-80%	11-20%	Less than 1%	51-60%
97	NC	5,001-10,000	1-10%	1-10%	71-80%	Less than 1%	1-10%	1-10%
98	NC	5,001-10,000	11-20%	1-10%	61-70%	1-10%	1-10%	41-50%
99	NC	10,000-30,000	31-40%	21-30%	71-80%	11-20%	1-10%	41-50%
100	NC	10,000-30,000	21-30%	1-10%	61-70%	21-30%	1-10%	21-30%
101	NC	50,001-70,000	51-60%	1-10%	51-60%	21-30%	1-10%	1-10%
102	NC	100,001-250,000	41-50%	11-20%	51-60%	11-20%	1-10%	11-20%
103	NE	Less than 5,000	1-10%	21-30%	71-80%	1-10%	21-30%	11-20%
104	NJ	Less than 5,000	11-20%	11-20%	61-70%	1-10%	11-20%	51-60%
105	NJ	Less than 5,000	21-30%	1-10%	41-50%	21-30%	1-10%	41-50%
106	NJ	Less than 5,000	11-20%	11-20%	41-50%	11-20%	11-20%	21-30%
107	NJ	Less than 5,000	31-40%	11-20%	71-80%	11-20%	1-10%	51-60%
108	NJ	5,001-10,000	41-50%	11-20%	41-50%	21-30%	1-10%	1-10%
109	NJ	5,001-10,000	51-60%	1-10%	41-50%	41-50%	Less than 1%	1-10%
110	NJ	5,001-10,000	51-60%	41-50%	71-80%	41-50%	41-50%	51-60%
111	NJ	10,000-30,000	11-20%	11-20%	41-50%	1-10%	1-10%	21-30%
112	NM	5,001-10,000	1-10%	41-50%	71-80%	Less than 1%	1-10%	41-50%
113	NY	Less than 5,000	1-10%	1-10%	51-60%	Less than 1%	Less than 1%	21-30%
114	NY	Less than 5,000	11-20%	21-30%	31-40%	Less than 1%	1-10%	Less than 1%
115	OH	Less than 5,000	1-10%	1-10%	41-50%	1-10%	1-10%	11-20%
116	OH	Less than 5,000	41-50%	1-10%	61-70%	31-40%	Less than 1%	61-70%

117	OH	Less than 5,000	1-10%	1-10%	51-60%	Less than 1%	Less than 1%	41-50%
118	OH	Less than 5,000	1-10%	Less than 1%	31-40%	Less than 1%	Less than 1%	11-20%
119	OH	Less than 5,000	1-10%	1-10%	51-60%	1-10%	Less than 1%	1-10%
120	OH	Less than 5,000	1-10%	1-10%	41-50%	1-10%	1-10%	41-50%
121	OH	5,001-10,000	21-30%	1-10%	81-90%	11-20%	Less than 1%	31-40%
122	OH	5,001-10,000	41-50%	1-10%	81-90%	1-10%	Less than 1%	31-40%
123	OH	10,000-30,000	11-20%	1-10%	41-50%	Less than 1%	Less than 1%	1-10%
124	OH	Not Reported	Less than 1%	1-10%	61-70%	Less than 1%	Less than 1%	Less than 1%
125	PA	Less than 5,000	1-10%	Less than 1%	31-40%	Less than 1%	Less than 1%	1-10%
126	PA	Less than 5,000	1-10%	Less than 1%	31-40%	Less than 1%	Less than 1%	21-30%
127	PA	Less than 5,000	1-10%	Less than 1%	31-40%	Less than 1%	Less than 1%	1-10%
128	PA	Less than 5,000	11-20%	Less than 1%	61-70%	Less than 1%	Less than 1%	21-30%
129	PA	Less than 5,000	1-10%	Less than 1%	41-50%	Less than 1%	Less than 1%	11-20%
130	PA	Less than 5,000	1-10%	Less than 1%	.	Less than 1%	Less than 1%	Less than 1%
131	PA	5,001-10,000	1-10%	1-10%	51-60%	Less than 1%	Less than 1%	Less than 1%
132	PA	5,001-10,000	More than 90%	Less than 1%	More than 90%	More than 90%	Less than 1%	61-70%
133	PA	10,000-30,000	1-10%	1-10%	51-60%	Less than 1%	1-10%	1-10%
134	RI	10,000-30,000	21-30%	51-60%	81-90%	21-30%	31-40%	71-80%
135	SC	Less than 5,000	31-40%	1-10%	31-40%	11-20%	Less than 1%	21-30%
136	SC	Less than 5,000	31-40%	1-10%	21-30%	11-20%	Less than 1%	21-30%
137	SC	10,000-30,000	31-40%	1-10%	51-60%	11-20%	1-10%	21-30%
138	SC	30,001-50,000	31-40%	1-10%	.	11-20%	1-10%	51-60%
139	TN	Less than 5,000	1-10%	1-10%	41-50%	11-20%	1-10%	11-20%
140	TN	Less than 5,000	1-10%	1-10%	51-60%	Less than 1%	Less than 1%	Less than 1%
141	TN	Less than 5,000	1-10%	1-10%	31-40%	Less than 1%	Less than 1%	Less than 1%
142	TN	10,000-30,000	1-10%	1-10%	.	Less than 1%	Less than 1%	1-10%
143	TN	70,001-100,000	41-50%	11-20%	61-70%	21-30%	1-10%	31-40%
144	TX	Less than 5,000	21-30%	31-40%	61-70%	11-20%	21-30%	41-50%
145	TX	Less than 5,000	1-10%	21-30%	81-90%	1-10%	21-30%	51-60%
146	TX	Less than 5,000	1-10%	11-20%	61-70%	Less than 1%	1-10%	41-50%
147	TX	Less than 5,000	1-10%	71-80%	51-60%	Less than 1%	41-50%	1-10%

148	TX	Less than 5,000	1-10%	81-90%	71-80%	Less than 1%	1-10%	21-30%
149	TX	Less than 5,000	21-30%	41-50%	41-50%	Less than 1%	1-10%	1-10%
150	TX	Less than 5,000	Less than 1%	1-10%	51-60%	Less than 1%	Less than 1%	21-30%
151	TX	Less than 5,000	Less than 1%	More than 90%	More than 90%	Less than 1%	More than 90%	More than 90%
152	TX	Less than 5,000	1-10%	41-50%	31-40%	Less than 1%	41-50%	1-10%
153	TX	5,001-10,000	1-10%	31-40%	41-50%	Less than 1%	Less than 1%	Less than 1%
154	TX	5,001-10,000	1-10%	11-20%	41-50%	1-10%	11-20%	41-50%
155	TX	5,001-10,000	71-80%	11-20%	51-60%	71-80%	1-10%	51-60%
156	TX	10,000-30,000	Less than 1%	More than 90%	More than 90%	Less than 1%	1-10%	More than 90%
157	TX	10,000-30,000	Less than 1%	More than 90%	More than 90%	Less than 1%	More than 90%	More than 90%
158	TX	10,000-30,000	11-20%	41-50%	31-40%	11-20%	11-20%	21-30%
159	TX	10,000-30,000	1-10%	51-60%	51-60%	1-10%	31-40%	21-30%
160	TX	10,000-30,000	1-10%	61-70%	51-60%	1-10%	51-60%	41-50%
161	TX	10,000-30,000	1-10%	31-40%	21-30%	1-10%	11-20%	21-30%
162	TX	30,001-50,000	11-20%	41-50%	41-50%	1-10%	1-10%	41-50%
163	TX	30,001-50,000	Less than 1%	More than 90%	More than 90%	Less than 1%	More than 90%	More than 90%
164	TX	30,001-50,000	11-20%	61-70%	81-90%	1-10%	61-70%	81-90%
165	TX	30,001-50,000	1-10%	51-60%	61-70%	1-10%	21-30%	21-30%
166	TX	30,001-50,000	31-40%	31-40%	61-70%	41-50%	41-50%	More than 90%
167	TX	30,001-50,000	31-40%	11-20%	41-50%	1-10%	1-10%	1-10%
168	TX	30,001-50,000	1-10%	71-80%	61-70%	1-10%	61-70%	71-80%
169	TX	50,001-70,000	11-20%	41-50%	41-50%	11-20%	31-40%	41-50%
170	TX	70,001-100,000	21-30%	51-60%	71-80%	1-10%	1-10%	1-10%
171	TX	70,001-100,000	1-10%	61-70%	41-50%	1-10%	51-60%	31-40%
172	TX	70,001-100,000	11-20%	51-60%	51-60%	1-10%	41-50%	51-60%
173	UT	10,000-30,000	1-10%	41-50%	31-40%	Less than 1%	1-10%	11-20%
174	UT	10,000-30,000	1-10%	21-30%	41-50%	Less than 1%	11-20%	11-20%
175	UT	50,001-70,000	1-10%	21-30%	41-50%	Less than 1%	11-20%	41-50%
176	VA	Less than 5,000	11-20%	1-10%	41-50%	1-10%	Less than 1%	1-10%
177	VA	Less than 5,000	41-50%	1-10%	51-60%	11-20%	1-10%	21-30%
178	VA	Less than 5,000	51-60%	1-10%	71-80%	11-20%	1-10%	71-80%

179	VA	Less than 5,000	41-50%	11-20%	61-70%	1-10%	1-10%	61-70%
180	VA	5,001-10,000	11-20%	1-10%	31-40%	1-10%	Less than 1%	1-10%
181	VA	10,000-30,000	61-70%	1-10%	51-60%	31-40%	1-10%	31-40%
182	VA	10,000-30,000	1-10%	1-10%	31-40%	Less than 1%	Less than 1%	11-20%
183	WA	10,000-30,000	1-10%	1-10%	.	Less than 1%	1-10%	11-20%
184	WA	10,000-30,000	1-10%	1-10%	41-50%	1-10%	1-10%	11-20%
185	WI	Less than 5,000	1-10%	11-20%	31-40%	Less than 1%	Less than 1%	Less than 1%
186	WI	Less than 5,000	1-10%	1-10%	41-50%	Less than 1%	Less than 1%	Less than 1%
187	WI	Less than 5,000	1-10%	11-20%	31-40%	Less than 1%	1-10%	11-20%
188	WV	Less than 5,000	1-10%	Less than 1%	61-70%	Less than 1%	Less than 1%	41-50%
189	WV	Less than 5,000	1-10%	Less than 1%	51-60%	Less than 1%	Less than 1%	11-20%
190	WV	5,001-10,000	1-10%	1-10%	31-40%	1-10%	Less than 1%	1-10%