

QUESTIONNAIRE: STATE OF THE STATES 2014-2015

Q2 DEMOGRAPHICS

Q6 Contact Information

Q7 Were you the primary contact for gifted education in your State Education Agency (SEA) in 2014-2015?

- Yes No

Q8 Does your state have a state gifted education advocacy group (e.g., an NAGC affiliate)?

- Yes No

Q9 Please provide the contact information for gifted education advocacy groups in your state in 2014-2015.

Q10 STATE EDUCATION AGENCY

Q11 Under which departments/divisions does your SEA include gifted/talented education? (Check all that apply.)

- Special Education
- Exceptional Students
- General Education
- Gifted and Talented (separate from special or general education)
- Curriculum and Instruction
- Vocational/Technical
- Other (please specify) _____

Q12 How many designated SEA personnel have 100% of their time allocated to gifted/talented education? (Enter a number.)

Q13 How many designated SEA personnel (non-support personnel and not upper management with oversight responsibility) have partial responsibility for gifted/talented education? (Enter a number.)

Q14 Does the office for gifted education in the SEA have a supervisory role in any of the following programs? (Check all that apply.)

- College Board Advanced Placement courses and/or exams
- International Baccalaureate program
- Concurrent enrollment in college and public school course
- Credit by examination
- Governor's schools
- Special statewide high schools
- Academic or other competition
- Online learning opportunities
- Virtual high school

	Very negative	Negative	Slightly negative	Neutral	Slightly positive	Positive	Very positive	Not applicable
Standards-based education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State mandate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of state mandate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal K-12 education law focus on struggling learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development initiatives in gifted education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of recognition of GT students in federal education law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Site-based decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability grouping debate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in state funding for gifted education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compliance / monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of compliance / monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decrease in general education formula (funding or FTE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charter schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on needs in science, technology, engineering, and mathematics (STEM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Intervention (RtI) framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acceleration implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common Core state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective teacher and principal reform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of Common Core State Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 What other positive or negative forces are affecting gifted education in your state?

Q23 Please rate the degree of attention needed in each of the following areas of gifted education in order for gifted education services in your state to be optimal.

	Least in need of attention	Not in need of attention	Neutral	In need of attention	Most in need of attention
Inclusion of underrepresented students in gifted education (e.g., low SES, ethnicity, disabled, ELL, rural)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding for gifted education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding for professional training in gifted education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of above-grade level state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mastery of mathematics among teachers of the gifted at the elementary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mastery of science among teachers of the gifted at the elementary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National mandate for gifted education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program evaluation in gifted education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-service training at the undergraduate level in gifted education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional training for general education teachers to provide gifted/talented instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing academic growth in gifted students as a separate group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching standards for licensure/endorsement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate level coursework in gifted education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of classroom/district assessments that can measure above-grade level mastery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum that differentiates state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State definition of gifted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of alternative assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 What other areas are in greatest need of attention in order for gifted education services to be optimal in your state?

Q25 **GIFTED EDUCATION ADVISORY COMMITTEE**

Q26 Does your state have a statewide gifted education advisory committee(s)?

Yes

No

Q27 What kind of statewide gifted education advisory committee(s) does your state have? (Check all that apply.)

- Standing
- Ad-hoc
- Part of a state special education advisory committee

Q28 To whom do(es) the gifted education advisory committee(s) report? (Check all that apply.) [Standing advisory committee]

- Governor
- Legislature
- State superintendent/state board of education
- Not applicable
- Other (please specify)

Q29 To whom do(es) the gifted education advisory committee(s) report? (Check all that apply.) [Ad-hoc advisory committee]

- Governor
- Legislature
- State superintendent/state board of education
- Not applicable
- Other (please specify)

Q30 To whom do(es) the gifted education advisory committee(s) report? (Check all that apply.) [Part of a state special education advisory committee]

- Governor
- Legislature
- State superintendent/state board of education
- Not applicable
- Other (please specify)

Q31 How are statewide gifted education advisory committee members selected? (Check all that apply.)

- Gubernatorial appoints
- State legislature appointment
- State superintendent appointment
- State board of education appointment
- Gifted education advisory committee selects its own members
- Other (please specify)

Q32 What are the functions or activities of the statewide advisory committee? (Check all that apply.)

- Study issues impacting gifted students
- Produce reports and/or data on gifted education in the state
- Make recommendations about gifted student education to the state board of education
- Make recommendations about gifted student education to the governor
- Recommend or provide input on law and policies
- Disseminate information about gifted education throughout the state
- Include a membership representative of the state's business and educational communities

Q33 Has the advisory committee produced a written report within the last three years?

- Yes No

Q34 What is the title(s) of this report(s) and how can it be accessed?

Q35 DEFINITION OF GIFTED AND TALENTED STUDENTS

Q36 Does your state have a definition of gifted/talented? (Check all that apply.)

- No definition
 Yes, in state statute
 Yes, in state rules and regulations
 Yes, in other (please specify) _____

Q37 What areas of giftedness are specifically addressed in your state definition of gifted/talented? (Check all that apply.)

- Intellectually Gifted
 Academically Gifted
 Specific academic areas
 Leadership
 Performing/Visual Arts
 Creatively Gifted
 Highly or profoundly Gifted
 Low SES
 Underachieving
 Geographically isolated/rural
 Culturally/ ethnically diverse
 Gifted with a disability
 ESL/ELL
 Other (please specify) _____

Q38 Are LEAs required to follow the state definition?

- Yes No

Q39 What is the citation in the state statute and/or regulation (e.g., Iowa Code 257.44) for the state definition?

Q40 What is the URL for the state statute and/or regulation for the state definition?

Q41 MANDATES FOR IDENTIFICATION AND GIFTED AND TALENTED SERVICES

Q42 Does your state have a mandate to identify and/or serve gifted and talented students?

- Yes No

Q43 What areas are included in your state mandate? (Check all that apply.)

- Identification

- Services

Q44 What is the authority for the state mandate? (Check all that apply.)

- Not specified
- State law specific to gifted education
- State law specific to disabled and gifted education
- Administrative rule
- SEA guidelines
- State Department of Education policy
- Other (please specify) _____

Q45 What is the citation in the state statute, regulation, or rules that mandate gifted education identification and services? (Please provide a citation and/or URL.)

Q46 Is the mandate funded in your state?

- Mandated with full funding
- Mandated with partial funding
- Mandated with no funding

Q47 ALIGNMENT WITH SPECIAL EDUCATION

Q48 Are any of the following services required by your state for gifted and talented students? (Check all that apply.)

- None required
- Free appropriate public education
- Child find
- Individual education plan for gifted students
- Least restrictive environment
- Non-discriminatory testing
- Mediation
- Due process
- Dispute resolution
- Related services

Q49 Please describe the related services.

Q50 STATE REQUIREMENTS FOR IDENTIFICATION

Q51 Does your state require parent/guardian involvement in gifted and talented identification and service decisions?

- Yes
- No

Q52 Are schools required to use specific criteria/methods for identification of gifted students? (Check all that apply)

- Yes, determined at the state level
- Yes, determined at the local level
- No
- Other (please specify) _____

Q53 Which of the following indicators are required for identifying gifted students? (Check all that apply.)

- Indicators are not specified
- IQ scores
- Achievement data
- Nominations/referrals
- Multiple criteria model
- Range of state-approved assessments from which LEAs may select
- Other (please specify) _____

Q54 Approximately what percent of LEAs identify gifted/talented students?

Q55 Does the state mandate the time/juncture at which students are identified for gifted programming mandated in your state?

- Yes No

Q56 At what juncture are students required to be identified for gifted programming in your state? (Check all that apply.)

- All students screened in elementary school (one time only)
- Entering middle school
- Entering high school
- At multiple points in K-12
- When students transfer from out of state
- When students transfer from in state
- Following parent referral
- Following teacher referral
- Following student referral
- When taking other assessments approved for GT identification
- Kindergarten or early entrance screening
- Other (please specify) _____

Q57 When are students usually identified for gifted programming in your state? (Check all that apply.)

- All students screened in elementary school (one time only)
- Entering middle school
- Entering high school
- At multiple points in K-12
- When students transfer from out of state
- When students transfer from in state
- Following parent referral
- Following teacher referral
- Following student referral
- When taking other assessments approved for GT identification
- Kindergarten or early entrance screening
- Other (please specify) _____

Q58 Does the state provide guidance or guidelines for the identification process?

- Yes No

Q59 Does state policy require LEAs throughout the state to follow the same ID process?

- Yes No

Q60 Why are LEAs not required to follow the same identification guidelines or uniform identification process?

- No state policy
 State policy leaves identification process to the LEA
 Other (please specify) _____

Q61 INFORMATION ABOUT THE GIFTED STUDENT POPULATION

Q62 The student population data I will be reporting in this survey are from the school year:

- 2014-2015 2013-2014

Q63 How many public school students were enrolled in your state in year you selected above?

Q64 How many students were identified as gifted and talented in your state in year you selected above?

- Enter a number: _____
 Not collected

Q65 How was the number in the previous answer calculated?

- State-collected information
 Estimate
 District reports (not mandatory reporting)

Q66 How many gifted and talented students, K-12, received services in your state year you selected above?

- Enter a number: _____
 Not collected

Q67 How was the number in the previous answer calculated?

- State-collected information
 Estimate
 District reports (not mandatory reporting)

Q68 Is there a maximum number or percentage of students that a district may identify for gifted programs and services in your state code or policy?

- Yes No

Q69 What is the maximum number or percentage of students that a district may identify for gifted programs and services?

Q70 We are interested in estimates on student subgroup information of the gifted student population. Please indicate whether you can provide the following types of information about students identified as gifted and talented in year you selected above.

	Can provide data	Can provide estimate	Data not collected or available
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gifted students with disabilities (twice exceptional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low SES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q71 What percent (should total 100%) of those students identified as gifted and talented in year you selected above were:

____% Male
 ____% Female

Q72 What percent (should total 100%) of those students identified as gifted and talented in year you selected above were:

____% Black or African American
 ____% American Indian or Alaska Native
 ____% Asian
 ____% Native Hawaiian or other Pacific Islander
 ____% Hispanic or Latino
 ____% White
 ____% Identify as 2 or more races
 ____% Other (please specify)

Q73 What percent of those students identified as gifted and talented in year you selected above were English language learners?

Q74 What percent of those students identified as gifted and talented in year you selected above were gifted students with disabilities (twice exceptional)?

Q75 What percent of those students identified as gifted and talented in year you selected above were low SES?

Q76 Please describe the "other" students identified as gifted and talented and provide its associated percent of the identified gifted and talented population.

Q77 Programming and Accountability

Q78 For which categories of giftedness are programs/services required by your state or offered by schools in your state? (Check all that apply.)

	Required by State	Offered in Schools/Districts
None (no specific services)	<input type="checkbox"/>	<input type="checkbox"/>
Visual/performing arts	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual	<input type="checkbox"/>	<input type="checkbox"/>
General academic	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>
Specific academic areas	<input type="checkbox"/>	<input type="checkbox"/>

Q79 For each of the following grades, in your state (check all that apply):

	Is gifted and talented programming REQUIRED and/or OFFERED?		What percent of gifted and talented students in this grade receive services?
	Required	Offered	Percent
Pre-Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	%
Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 1	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 2	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 3	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 4	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 5	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 6	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 7	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 8	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 9	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 10	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 11	<input type="checkbox"/>	<input type="checkbox"/>	%
Grade 12	<input type="checkbox"/>	<input type="checkbox"/>	%

Q80 SEA/LEA Reports on Gifted and Talented Services

Q81 Does the state department produce an annual report on gifted and talented services in the state?

- Yes No

Q82 Please provide the information/URL to locate the annual report.

Q83 Are there, or will there be, gifted and talented indicators on district report cards or other state accountability reporting forms? (Such as the number of certified teachers of the gifted in the district, the percent of students identified for gifted education in the district, or gifted student performance information.)

- Yes No

Q84 What are the specific gifted and talented indicators reported on district report cards or other state accountability reporting forms? (Check all that apply.)

- Number of identified gifted students
- The achievement/performance of gifted students (as a separate group)
- The learning growth of gifted students (as a separate group)
- Availability of AP/International Baccalaureate classes
- Dual or concurrent enrollment
- Career/technical education
- Graduation rate
- Dropout rate
- Early entrance to Kindergarten
- Early exist from high school
- Other (please specify) _____

Q85 Does your state monitor/audit LEA programs for gifted/talented students?

- Yes No

Q86 Are LEAs required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines?

- Yes No

Q87 What information is required in the report about gifted education programs and services? (Check all that apply.)

- Gifted student achievement/performance
- Gifted services options
- Program evaluation
- Teacher training
- Service options
- Demographic breakdown of students served
- Other (please specify)

Q88 How does the state ensure compliance?

Q89 Data submitted on gifted and talented students are used in the following ways (Check all that apply.):

- Not used
- District accountability for student performance
- Accountability for teacher performance
- Included in a report to the state board of education
- Included in a report to the state legislature
- To inform gifted education program development
- Other (please specify)

Q90 Are school districts required to submit gifted education program implementation plans to the SEA?

- Yes No

Q91 Must local gifted education plans be approved by the SEA?

- Yes No

Q92 Which components of the district gifted and talented plan must be approved by the SEA state under state law, regulation, or guidelines? (Check all that apply.)

- State-required components of the plan are approved at the local level
- Definition of gifted and talented
- Identification
- Programming
- Funding
- Program evaluation
- Teacher training
- Family engagement/involvement
- Personnel
- Other (please specify)

Q93 **GIFTED EDUCATION ADMINISTRATOR**

Q94 Does your state require each school district to have a gifted education administrator?

- Yes No

Q95 Is a gifted education administrator position required by the state to be full-time?

- Yes No

Q96 Approximately what percentage of LEAs in the state have a full-time gifted education administrator?

Q97 Does the state require a gifted education administrator to have gifted and talented training (e.g., certification or endorsement)?

- Yes No

Q98 PRE-K AND KINDERGARTEN DELIVERY MODELS

Q99 We are interested in an estimate of the top delivery models through which services are provided in Pre-K and Kindergarten. Is it possible to estimate this information for your state?

- Yes No

Q100 Please rank the top five delivery models through which services are provided in Pre-K and Kindergarten in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

- ___ Continuous progress/self-paced learning
- ___ Independent study
- ___ Magnet schools
- ___ Regular classroom
- ___ Self-contained classroom
- ___ Telescoped learning
- ___ Resource room
- ___ Cluster classrooms
- ___ Other (please specify) _____

Q101 EARLY ELEMENTARY DELIVERY MODELS

Q102 We are interested in an estimate of the top delivery models through which services are provided in early elementary grades (1-3). Is it possible to estimate this information for your state?

- Yes No

Q103 Please rank the top five delivery models through which services are provided in early elementary grades (1-3) in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

- ___ Cluster classrooms
- ___ Continuous progress/self-paced learning
- ___ Independent study
- ___ International Baccalaureate
- ___ Magnet schools
- ___ Mentorships
- ___ Regional Math/Science school
- ___ Regional Performing Arts school
- ___ Regular classroom
- ___ Resource room
- ___ Self-contained classroom
- ___ Telescoped learning
- ___ Virtual classroom/coursework
- ___ Virtual School
- ___ Other (please specify) _____

Q104 UPPER ELEMENTARY DELIVERY MODELS

Q105 We are interested in an estimate of the top delivery models through which services are provided in upper elementary grades (4-5/6). Is it possible to estimate this information for your state?

- Yes No

Q106 Please rank the top five delivery models through which services are provided in upper elementary grades (4-5/6) in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

- ___ Cluster classrooms
- ___ Continuous progress/self-paced learning
- ___ Credit by demonstrated mastery
- ___ Dual Enrollment
- ___ Honors/advanced coursework
- ___ Independent Study
- ___ International Baccalaureate (primary years program)
- ___ Magnet schools
- ___ Mentorships
- ___ Regional Math/Science school
- ___ Regional Performing Arts school
- ___ Regular classroom
- ___ Resource Room
- ___ Self-contained classroom
- ___ Telescoped Learning
- ___ Virtual Classroom/Coursework
- ___ Virtual School
- ___ Other (please specify) _____

Q107 MIDDLE SCHOOL DELIVERY MODELS

Q108 We are interested in an estimate of the top delivery models through which services are provided in middle school (grades 6 - 7/8). Is it possible to estimate this information for your state?

- Yes No

Q109 Please rank the top five delivery models through which services are provided in middle school (grades 6 - 7/8) in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

- ___ Advanced Placement (College Board)
- ___ Cluster classrooms
- ___ Continuous progress/self-paced learning
- ___ Credit by demonstrated mastery
- ___ Dual Enrollment
- ___ Honors/advanced coursework
- ___ Independent study

- International Baccalaureate (middle years program)
- Magnet Schools
- Mentorships
- Regional Math/Science school
- Regional Performing Arts school
- Regular Classroom
- Resource Room
- Self-Contained Classroom
- Subject acceleration
- Telescoped Learning
- Virtual Classroom/Coursework
- Virtual School
- Other (please specify) _____

Q110 HIGH SCHOOL DELIVERY MODELS

Q111 We are interested in an estimate of the top delivery models through which services are provided in high school. Is it possible to estimate this information for your state?

- Yes No

Q112 Please rank the top five delivery models through which services are provided in high school in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

- Advanced Placement (College Board)
- Cluster classrooms
- Continuous progress curriculum
- Credit by demonstrated mastery
- Dual Enrollment (in college)
- Honors/advanced coursework
- Independent study
- International Baccalaureate
- Magnet schools
- Mentorships
- Regional Math/Science school
- Regional Performing Arts school
- Regular classroom
- Resource room
- Self-contained classroom
- Self-paced learning
- Telescoped learning
- Virtual classroom/coursework
- Virtual high school
- Other (please specify) _____

Q113 OTHER POLICIES AND PRACTICES

Q114 Does your state have an acceleration policy?

- State policy specifically permits

- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine

Q115 What is the age requirement (years and months) or cut-off date (e.g., “must be 5 by June 1”) in your state for admission to Kindergarten?

Q116 Does your state have an early entrance to kindergarten policy in state statute or regulation?

- State policy specifically permits
- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine

Q117 What criteria are used to make an early entrance to kindergarten determination? (include URL where available)

Q118 Under your state laws and regulations, are students allowed dual or concurrent enrollment in a community college, college, or university?

- State policy specifically permits
- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine

Q119 What is the earliest grade that a student can begin dual or concurrent enrollment in a community college, college, or university?

- Left to LEA to determine
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Other (please specify) _____

Q120 What is the earliest age that a student can begin dual or concurrent enrollment in a community college, college, or university?

- Left to LEA to determine
- Age 12
- Age 13
- Age 14
- Age 15
- Age 16
- Age 17
- Other (please specify) _____

Q121 Is high school credit given for courses completed at a community college, college, or university?

- State policy specifically permits
- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine

Q122 Who pays the tuition for a student dually or concurrently enrolled at a community college, college, or university? (Check all that apply.)

- SEA
- LEA
- Family
- Other (please specify) _____

Q123 Are middle school students permitted to be dually/concurrently enrolled in high school?

- State policy specifically permits
- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine

Q124 May middle school students receive credit toward high school graduation for the courses in which they are dually/concurrently enrolled?

- State policy specifically permits
- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine

Q125 Does your state allow proficiency-based promotion (demonstrating proficiency without seat time in that course) for gifted and talented students?

- State policy specifically permits
- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine

Q126 How does the student demonstrate proficiency? (Check all that apply.)

- Left to LEA to determine
- Multiple choice test
- Essay
- Lab experiments
- Standardized tests
- Oral exam
- Portfolio
- Performance
- End of course assessment
- Other (please specify) _____

Q127 Once a student demonstrates proficiency, what are the options to accommodate his/her needs for advancement? (Check all that apply.)

- Left to LEA to determine
- Individualized instruction
- Correspondence courses
- Independent study
- Dual/concurrent enrollment
- Cross-grade grouping
- Cluster grouping
- Grade/course advancement
- Individualized education programs
- Internship
- Other (please specify) _____

Q128 Does your state allow credit towards high school graduation for demonstrated proficiency?

- State policy specifically permits
- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine

Q129 **OTHER POLICIES AND PRACTICES**

Q130 Which of the following are parts of program/service delivery for gifted students in your state?

	State policy specifically requires	State policy does not require	State policy leaves LEA to determine	No state policy; up to LEA to determine
Social-emotional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic guidance and counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content-based acceleration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q131 How much contact time is specified in state policy?

Q132 Does your state recognize gifted eligibility from other states?

- State policy specifically permits
- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine

Q133 Does your state have a policy requiring LEAs to recognize gifted eligibility from other LEAs in the same state?

- State policy specifically permits
- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine

Q134 Does your state's Response to Intervention (RtI) or Multi-Tiered System of Supports (MTSS) framework include attention to gifted and talented students?

- State policy specifically permits
- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine

Q135 **GENERAL EDUCATION TEACHER TRAINING**

Q136 Are all pre-service teacher candidates in your state required by the state to take coursework in gifted education?

- Yes
- No

Q137 Is the requirement imposed by (Check all that apply.):

- State statute
- State regulation
- State policy

Q138 Is the gifted education content typically delivered via (Check all that apply.):

- A unit in a special education or other course
- Integrated into methods courses
- A separate course
- Other (please describe) _____

Q139 Is there discussion in your state about increasing all pre-service teachers' knowledge and skills in working with gifted students?

- No discussion
- Change licensure requirements
- State teacher preparation standards for all teachers include reference to gifted/advanced students
- Other (please specify)

Q140 Do any of the following require that pre-service teacher candidates receive coursework in gifted education? (Check all that apply.)

- One or more LEAs
- One or more teacher preparation programs

Q141 Do general education teachers in your state receive professional development on gifted students after initial certification?

- State policy requires; please enter the number of hours required:
- State policy leaves up to LEAs to determine
- No state policy; up to LEAs to determine
- Voluntary

Q142 Do general education teachers in your state receive CEUs on gifted students after initial certification?

- State policy requires; please enter the number of hours required:
- State policy leaves up to LEAs to determine
- No state policy; up to LEAs to determine
- Voluntary

Q143 Do general education teachers in your state receive other training on gifted students after initial certification?

- State policy requires; please enter the number of hours required:
- State policy leaves up to LEAs to determine
- No state policy; up to LEAs to determine
- Voluntary

Q144 What percentage of general education teachers and staff statewide do you estimate receive annual staff development in gifted education?

Q145 **GIFTED AND TALENTED EDUCATION TEACHER TRAINING**

Q146 Does your state offer gifted and talented credentialing (certification/endorsement)?

- Yes
- No

Q147 How are hours earned for certification or endorsement? (Check all that apply.)

- Not specified
- Course semester credit hours
- Continuing Education Units (CEUs)
- Staff development
- Other (please specify) _____

Q148 How many course semester credit hours, Continuing Education Units, or staff development hours are required for certification or endorsement?

Q149 Does your state require professionals working in programs for gifted and talented students to have certification or endorsement?

- Yes
- No

Q150 What percentage of professionals working in programs for gifted and talented students had a gifted and talented endorsement or certification in 2014-2015 in your state?

Q151 Is this based on:

- An estimate
- Collected data
- Data not collected/not applicable

Q152 Does your state require annual staff development hours in gifted education for teachers working in programs for gifted and talented students?

- Yes
- No

Q153 How many hours of staff development are required?

Q154 What percentage of teachers and staff working in programs for gifted and talented students statewide do you estimate receive annual staff development in gifted education?

Q155 Does your state have written competencies, other than endorsement or certification standards, for teachers of the gifted in specialized programs?

- Yes
- No

Q156 Please describe these competencies.

Q157 **OTHER TRAINING**

Q158 Is training for administrators on the nature and needs of gifted students required in coursework in their endorsement/certification as administrators within your state?

- Yes
- No

Q159 Is training for counselors on the nature and needs of gifted students required in coursework in their counselor endorsement/certification within the state?

- Yes
- No

Q160 **DEGREE PROGRAMS**

Q161 Are degrees with an emphasis in gifted education offered at universities in your state?

- Yes
- No

Q162 At which levels are degrees with an emphasis in gifted education offered? (Check all that apply.)

- Bachelors
- Master's
- Specialist's

- Ph.D.
- Ed.D.
- Other (please specify) _____

Q163 STATE AND NATIONAL FUNDING

Q164 Does your state provide funding to LEAs to support gifted education services?

- Yes
- No

Q165 How is funding provided to LEAs?

- Funding is allocated to LEAs specifically for gifted education services
- Funding is available from the state through grants to LEAs
- Funding is available from the state through the general allocation
- Funding is available from the state through formula allocation
- Other _____

Q166 What is the type of funding formula for gifted education in your state? (Check all that apply.)

- Discretionary funding: Districts apply for state funds and send a plan for how funds will be used.
- Weighted funding: State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.
- Flat grant: A state provides a specific amount per student, with all districts receiving the same amount.
- Percentage reimbursement: State provides a specific percentage of the prior year's budget.
- Resource based: Funding is figured based on the specific education resources, such as staff or classroom units.
- Other: _____

Q167 Please indicate the amount of funding provided by the state to LEAs to support gifted education services for each of the following years:

2012-2013: \$ _____

2013-2014: \$ _____

2014-2015: \$ _____

Q168 Is there a cap (ceiling) or other limit on the distribution of state funds to LEAs?

- Yes, there is a cap or other limit in state law or policy
- No, but the total amount allocated can fluctuate from year to year
- Other (please specify) _____

Q169 What is the basis for the cap (ceiling) or other limit on the distribution of state funds? (Check all that apply.)

- Percent of identified students
- Percent of Average Daily Attendance (ADA)
- Teacher units
- Other (please specify) _____

Q170 What is the percentage (%) of the cap (ceiling) on state funding?

Q171 How are state funds disbursed? (Check all that apply.)

- To all LEAs by mandate
- To LEAs through discretionary funding, based on application
- To all LEAs as part of general funding to districts
- Competitive grants
- Governor's schools and summer programs
- Residential schools for the gifted and talented
- Virtual high school
- Not applicable
- Other (please specify) _____

Q172 Does the state require/limit how the gifted funds are spent? (Check all that apply.)

- No requirements/limitations from the state (other than to support gifted students)
- Must be spent in specific areas (e.g., professional development, hiring teachers)
- Student materials and instruction
- Limited equipment and technology
- Other (please specify) _____

Q173 Which of the following does your state fund at the state level? (Check all that apply.)

- None
- School for Math and Science
- School for the Fine and Performing Arts
- School for the Humanities
- Governor's school (summer)
- Governor's school (school year)
- Virtual high school
- AP/International Baccalaureate tests
- ACT/SAT/Discover test
- Other (please specify) _____

Q174 If no:

- The state does not allocate any funds for gifted education services
- State funding is retained at the state agency for gifted program administration and oversight

Q175 Please indicate the amount of funding retained at the state agency for gifted program administration and oversight for each of the following years:

2012-2013: \$ _____

2013-2014: \$ _____

2014-2015: \$ _____

Q176 **IMPACT OF STATE AND FEDERAL POLICY**

Q177 What has been the impact of federal law on gifted and talented programs and services in your state?

Q178 In what ways could federal policy benefit gifted students and families?

- Increase accountability for gifted student learning
- Increase capacity of teachers to differentiate curriculum
- Increase family engagement in child's learning and/or school
- Conduct research to develop best practices and disseminate to local districts
- No benefit
- Other: _____

Q179 What recent changes in your state's education policies, regulations, or funding practices might impact gifted and talented education in your state?

Q180 What positive developments and/or innovations in gifted education are occurring in your state?

Q181 Is your state making changes in teacher training and/or curriculum planning specifically for gifted students, based on the new Common Core State Standards?

- Yes, at the state level
- No
- Districts are doing this work
- Not applicable

Q182 How are NAGC's Pre-K to 12 gifted programming standards used in your state?

Q183 **CONCLUDING COMMENTS**

Q184 Are there any clarifications to your responses that you would like to make? (Please include a reference to the question number and text in your answer.)