



# State of the States in Gifted Education: Implications for Policy and Advocacy

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# Acknowledgments

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- David Cutler, NAGC
- Maria Lohr and Mark Schwingle, Council of State Directors of Programs for the Gifted
- State Directors, their SEA colleagues and their staff
- Ashley Shen and Rebecca Johnson, doctoral students at the University of North Texas
- Jane Clarenbach

# About the Report

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- The National Association for Gifted Children and the Council of State Directors of Programs for the Gifted joined forces to develop a report, *2020-2021 State of the States in Gifted Education*
- Changes this year:
  - Department of Defense Education Activity, Puerto Rico, Guam, U.S. Virgin Islands
  - Additions and edits to questions
- Current report includes responses from all 50 United States, District of Columbia, Department of Defense Education Activity, and Puerto Rico
- “States”/”respondents”

# Methods

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- Invitations to participate in April 2022
- Data collected between April and September 2022
- Survey was completed online
- 53 respondents (50 United States, District of Columbia, Department of Defense Education Activity, and Puerto Rico)

# Issue of Non-Responses

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- Not all questions applied to all respondents
- Lack of a response does not necessarily indicate the absence of policy
- Lack of a response might indicate lack of knowledge
- Lack of a response might indicate lack of interest in responding

Although 53 respondents completed the survey, results should be considered in context with the total number of respondents for a given question, provided as “ $n = \dots$ ” in the figures and text.

# Organization of the Report

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- Section I: State Education Agency Overview
- Section II: Definition of *Gifted* and Identification
- Section III: Information about the Gifted Student Population
- Section IV: Programs and Services for Gifted Students and Related Policies
- Section V: Personnel and Training Requirements
- Section VI: Factors Impacting Gifted Services
- Section VII: Funding
- Section VIII: Accountability
- Section IX: Themes Across States and Future Directions

# Section I: State Education Agency Overview

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- Allocation of employees at the state education agency to coordinate gifted education
- Range of responsibilities of state agency staff
- Presence of statewide gifted education advocacy groups

**Figure 1. Activities of SEA-Designated Personnel Responsible for Gifted Education (*n* = 51, multiple responses possible)**





# ACTIVITIES OF STATE EDUCATION AGENCY DESIGNATED PERSONNEL

**Figure 2. Activities of SEA Designated Personnel Responsible for Gifted Education (n=48, multiple responses possible)**



## Section II: Definition of *Gifted* and Identification

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- State definitions of *gifted* and usage of that definition if applicable
- State requirements for identification of gifted and talented students
- Information about the universal screening process

# Definition of *Gifted*

Figure 2. State Has Definition of "Gifted" in Law or Policy ( $n = 52$ )

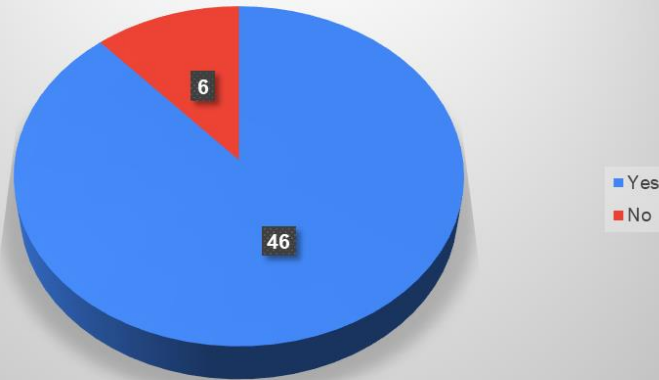
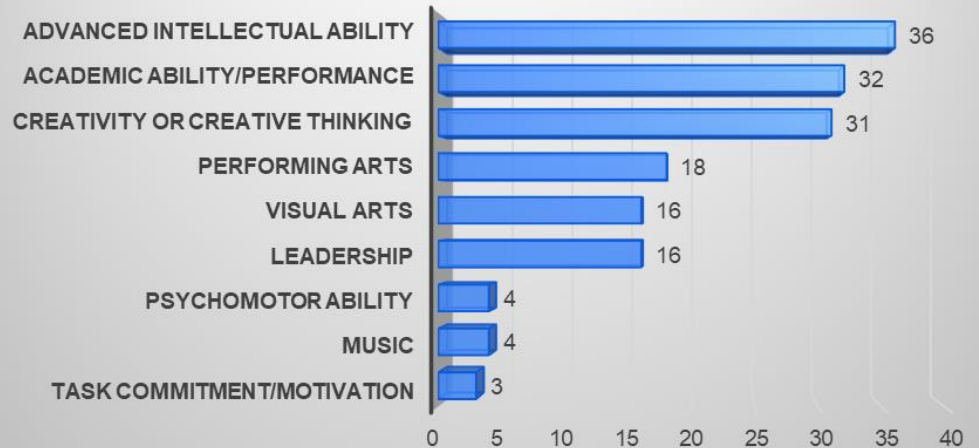
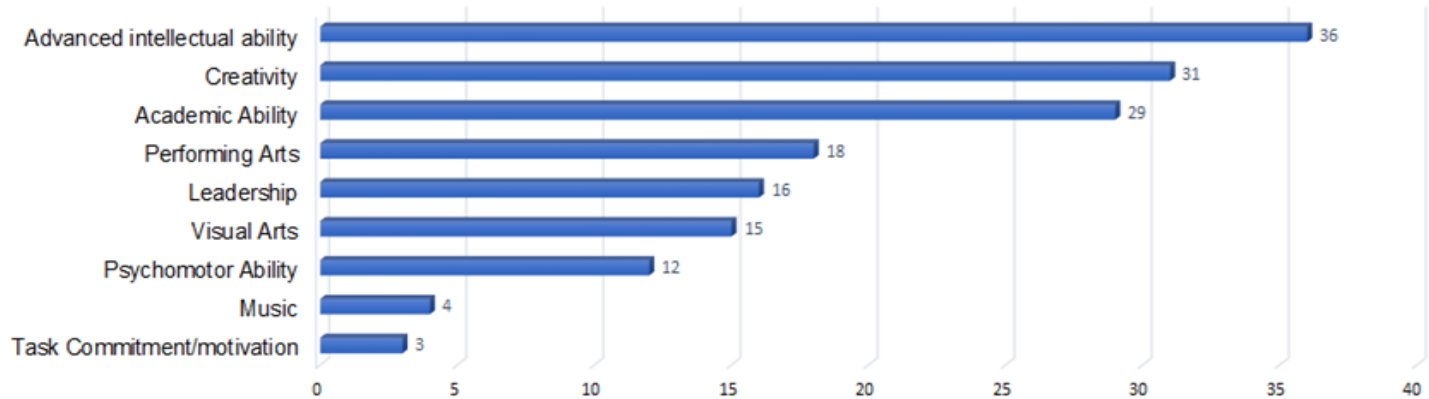


Figure 3. Areas Included in State Definition of Gifted ( $n = 52$ , multiple responses possible)



# STATE DEFINITIONS OF *GIFTED*

**Figure 5. Areas Included in State Definition of Gifted  
(n=44, multiple responses possible)**



# Identification

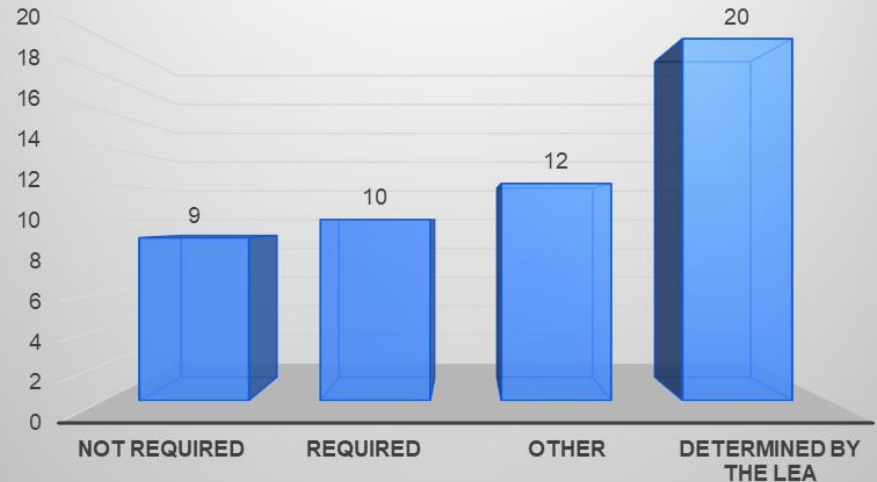
## State Mandate Regarding Identification

Yes = 41

No = 10

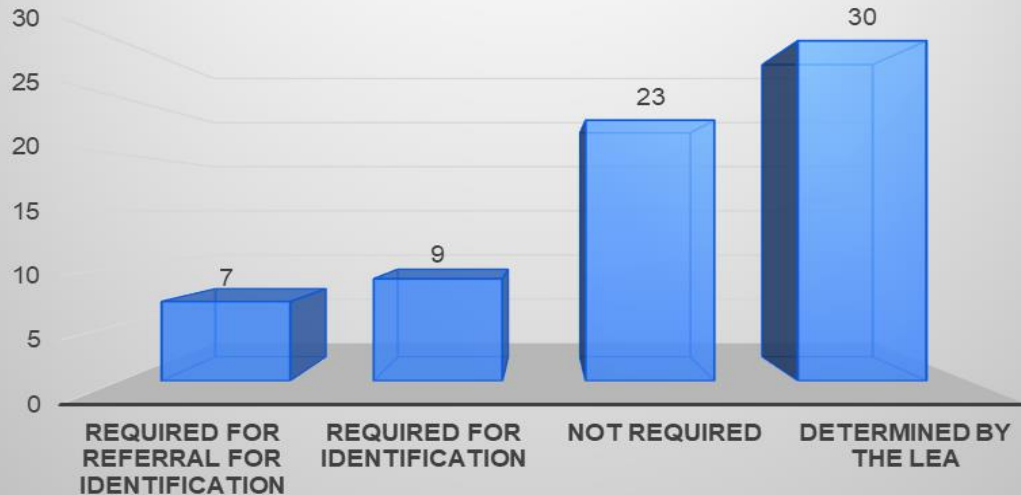
$n = 51$

**Figure 5. Requirements Regarding Specific Criteria/Methods for Identification ( $n = 51$ )**



# Universal Screening Requirements

**Figure 6. Requirements for Universal Screening Process ( $n = 51$ , multiple responses possible)**

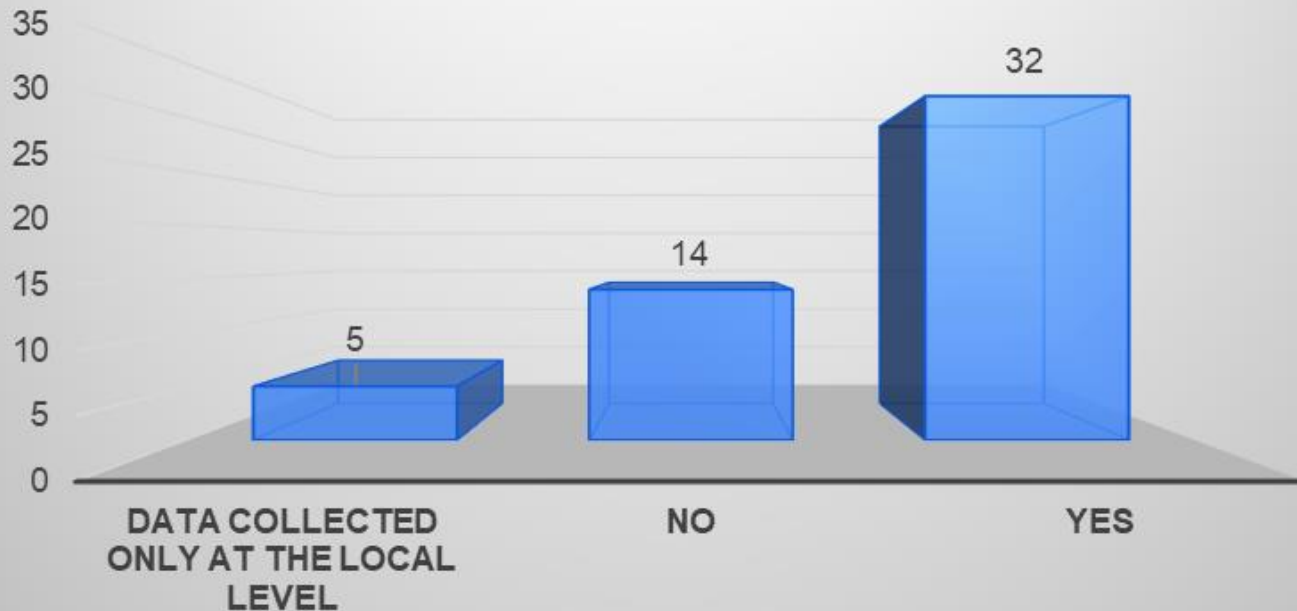


# Section III: Information about the Gifted Student Population

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- Number of students enrolled in traditional public schools in 2020-2021 and those identified as gifted within the total number enrolled
- Information on sub-groups of students identified as gifted

**Figure 7. Does State Collect Data on Sub-Groups of Students Identified as Gifted? ( $n = 51$ )**



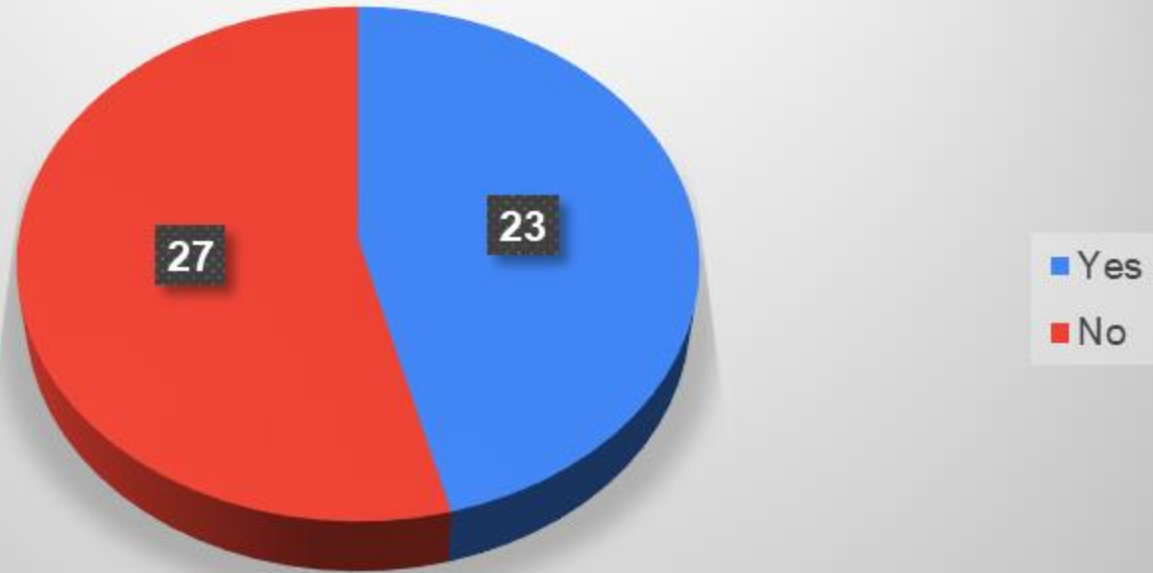


# Section IV: Programs and Services for Gifted Students and Related Policies

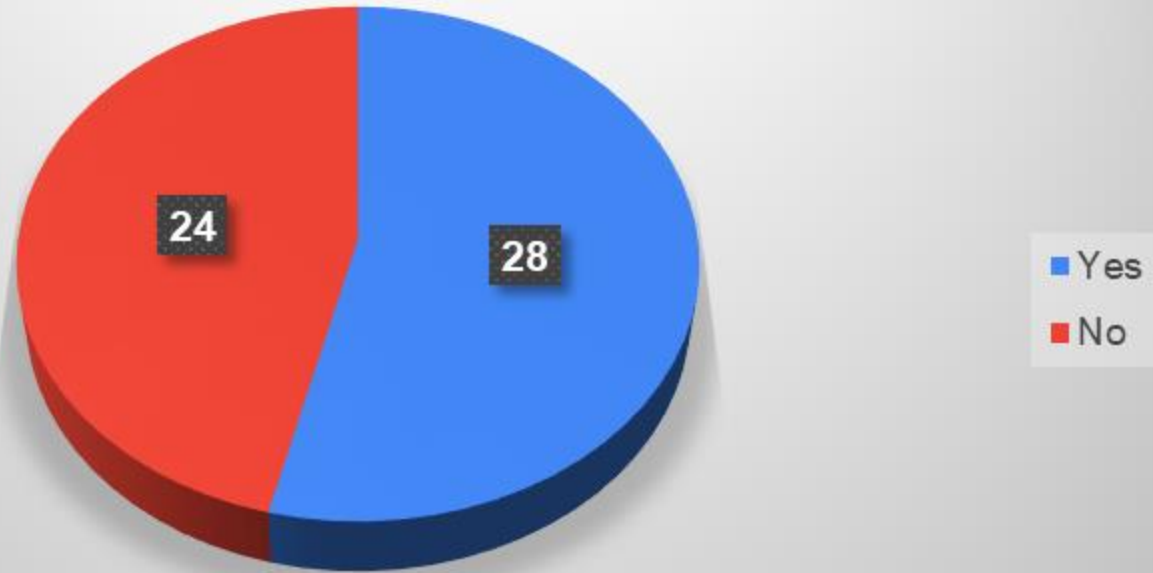
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- Delivery models through which gifted services are provide across grade levels
- Policies related to gifted services
- State program standards/guidelines for gifted education

**Figure 21. State Has Program Standards/Guidelines ( $n = 50$ )**



**Figure 8. State Mandates Gifted Programming/Options ( $n = 52$ )**

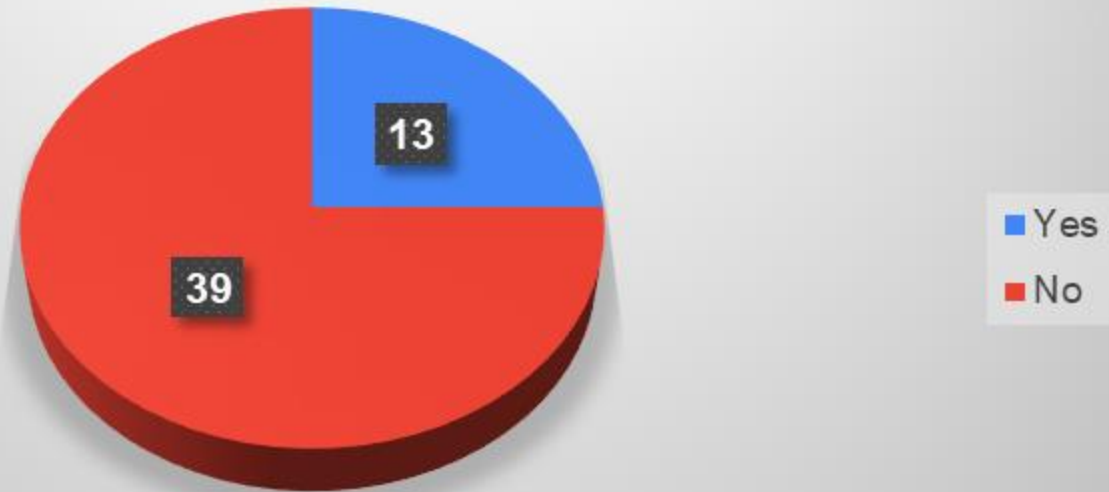


# Service Emphasis

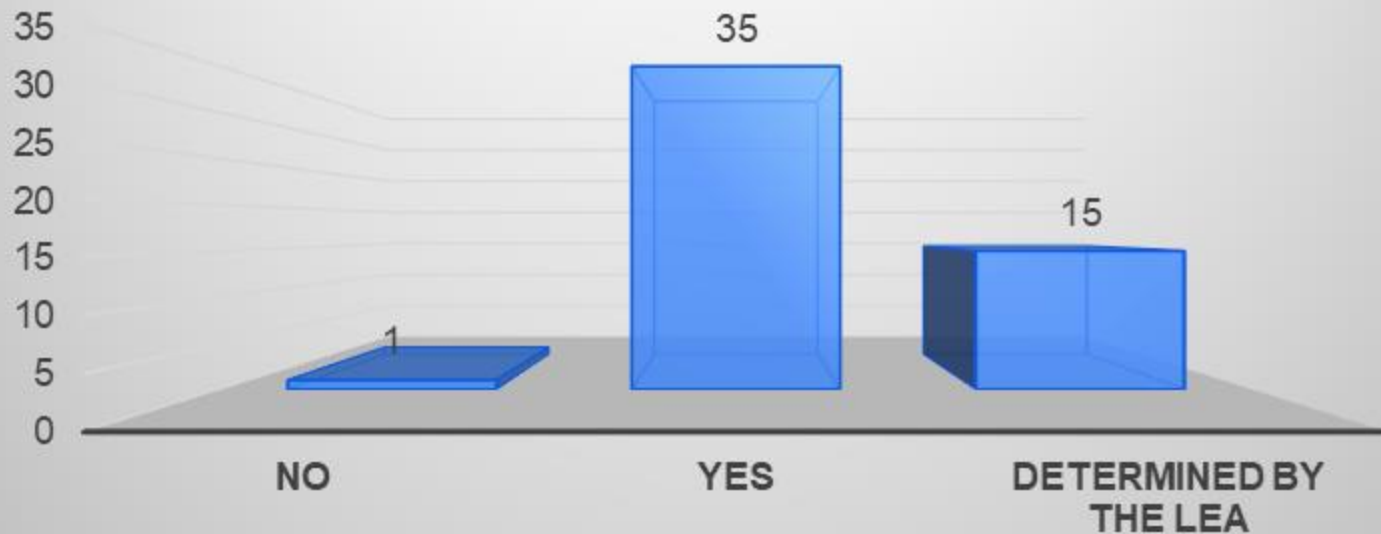
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- Differentiation
- Pull-out programs
- Acceleration
- Advanced Placement and honors/advanced coursework
- Dual enrollment/joint enrollment/concurrent enrollment

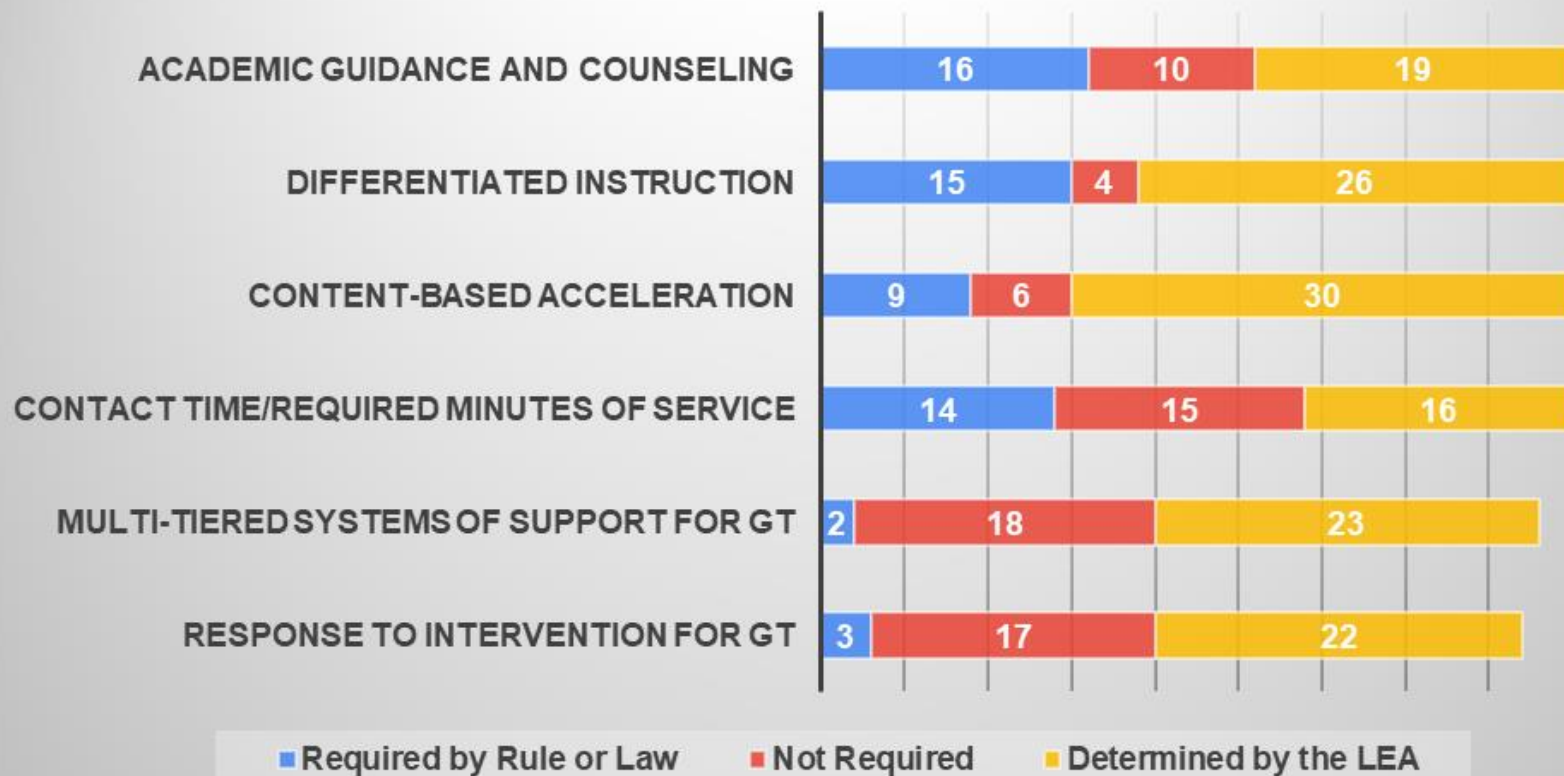
**Figure 14. State Has an  
Acceleration Policy ( $n = 52$ )**



**Figure 16. State Has Dual or Concurrent Enrollment Policy  
(*n* = 51)**



## Figure 19. Services Available by State



# Section V: Personnel and Training Requirements

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- State requirements regarding pre-service teacher training, certification, and endorsement
- Professional learning requirements for coordinators, administrators, counselors, and special education professionals

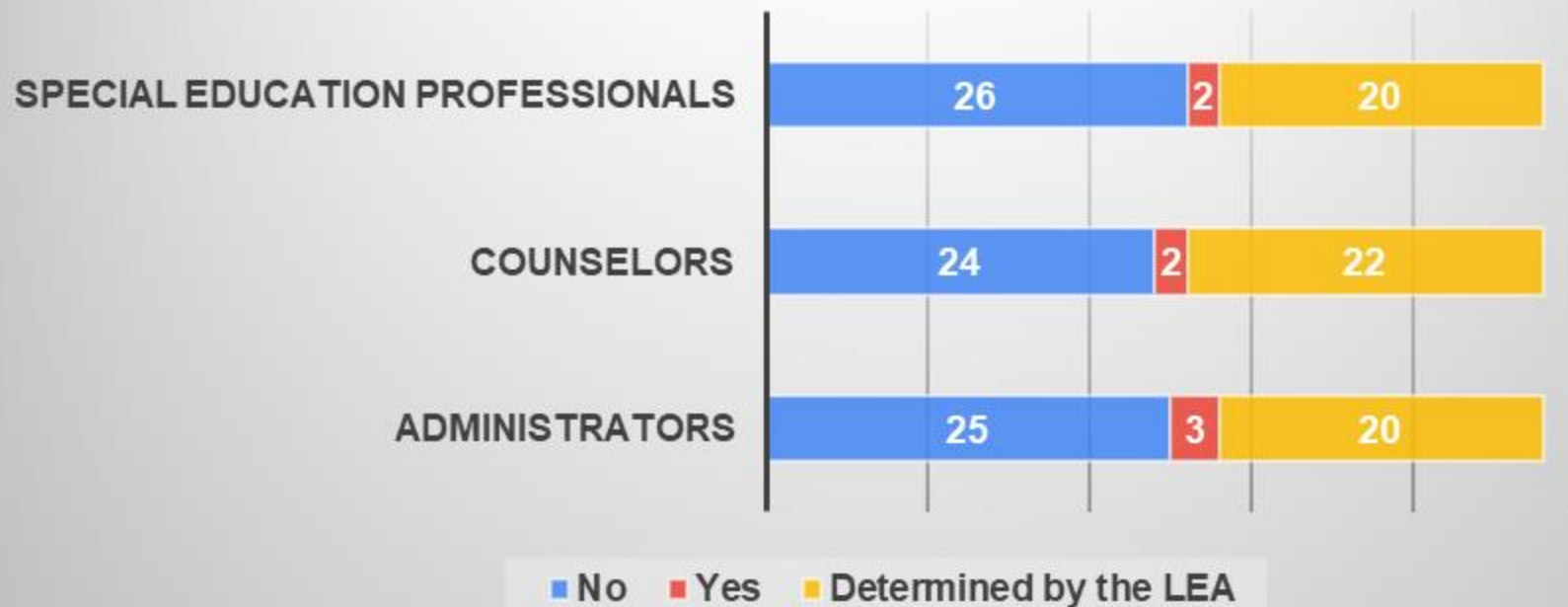


# Personnel Requirements

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- Gifted Education Administrator Coordinator at the LEA Level
  - $n = 52$
  - Yes = 14
    - 4 of these require a credential in gifted education
  - No = 38
- Teachers of Gifted Students
  - $n = 46$
  - State mandates some type of training
    - Yes = 23
    - No = 17
    - Determined by the LEA = 18

## Figure 23. State Required Professional Learning on Gifted Students

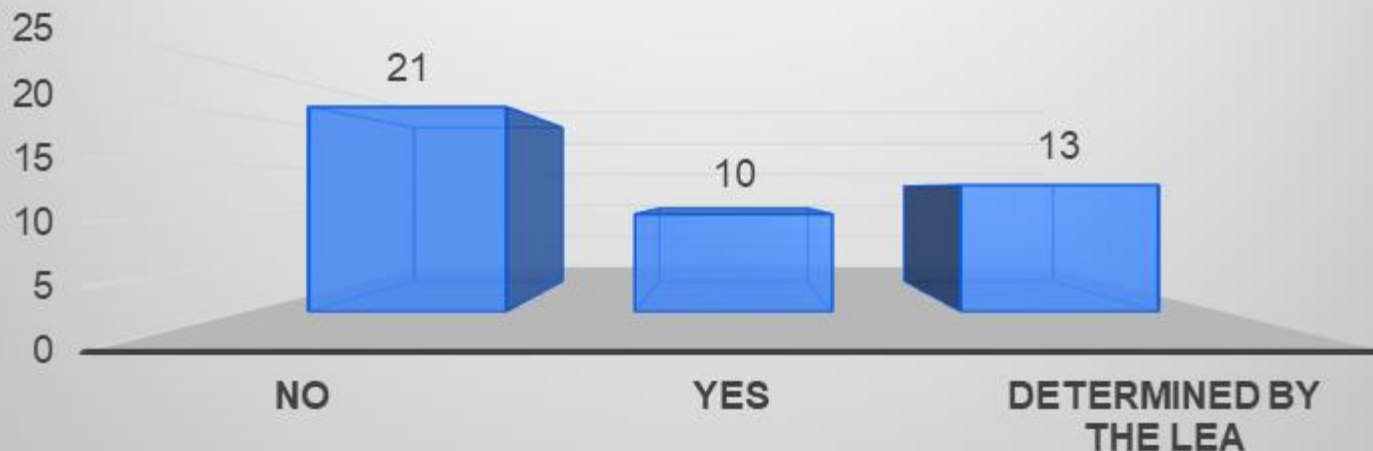


# Section VI: Factors Impacting Gifted Services

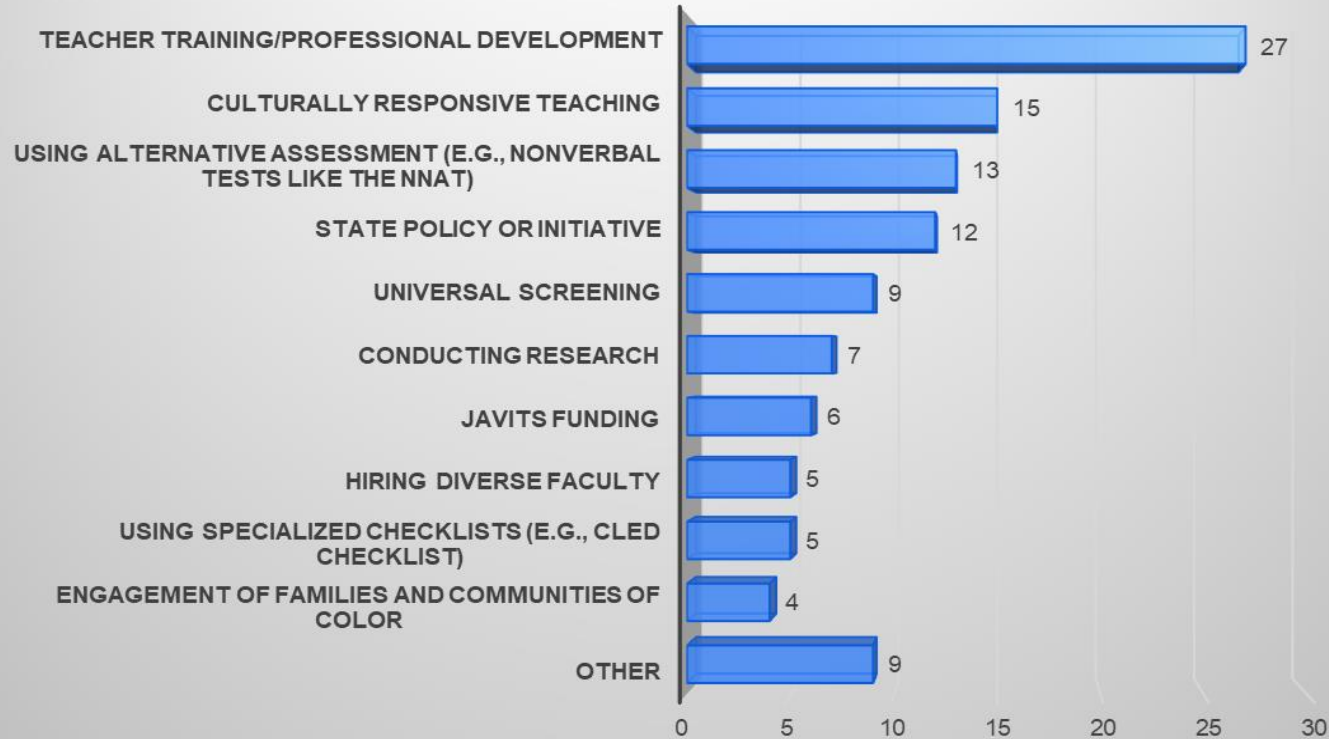
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- Local, state, and federal factors and policies that impact gifted education across states
- Issues regarding the equity/excellence gap in gifted education
- Issues regarding the COVID-19 pandemic
- Issues regarding the 2015 Every Students Succeeds Act

**Figure 25. State Policy/Initiative to Address Equity/Excellence Gap in Gifted Education ( $n = 44$ )**



**Figure 26. How States Address  
Equity/Excellence Gap in Gifted Education  
(*n* = 36, multiple responses possible)**

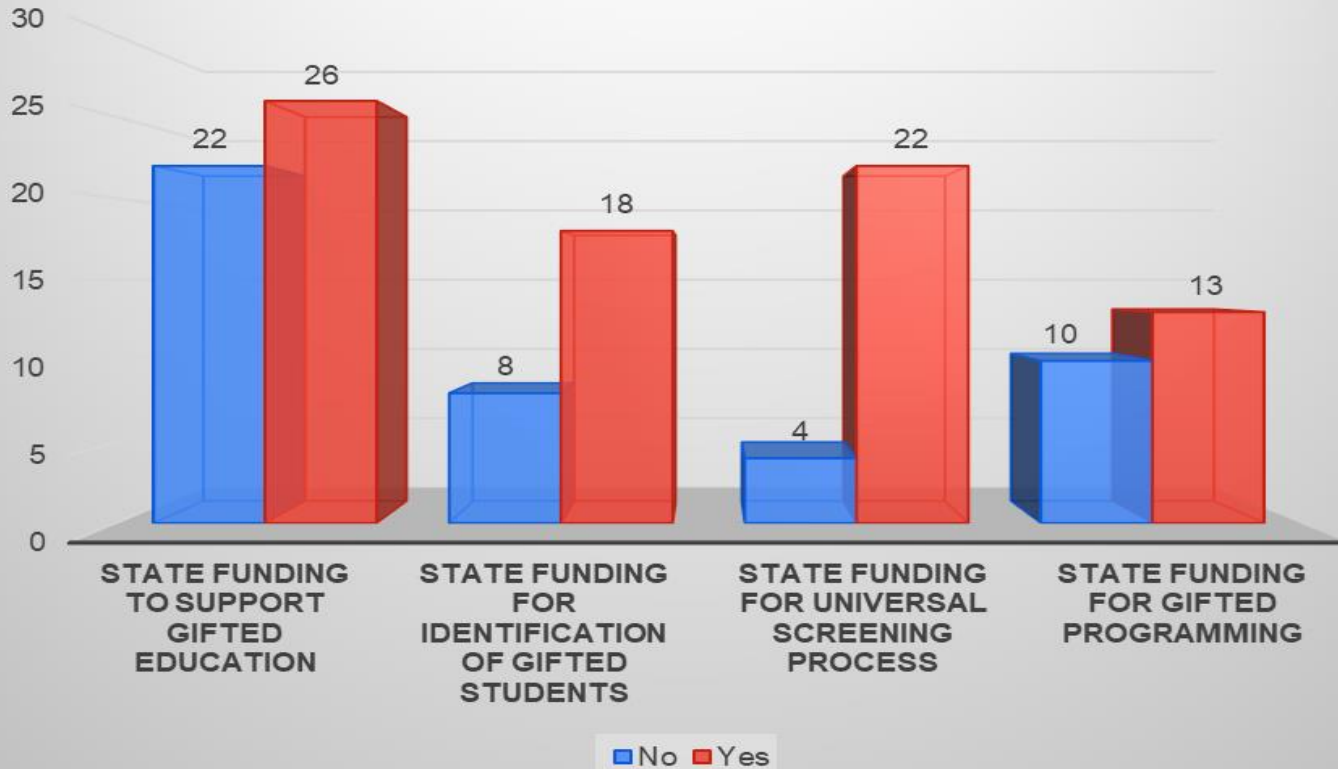


# Section VII: Funding

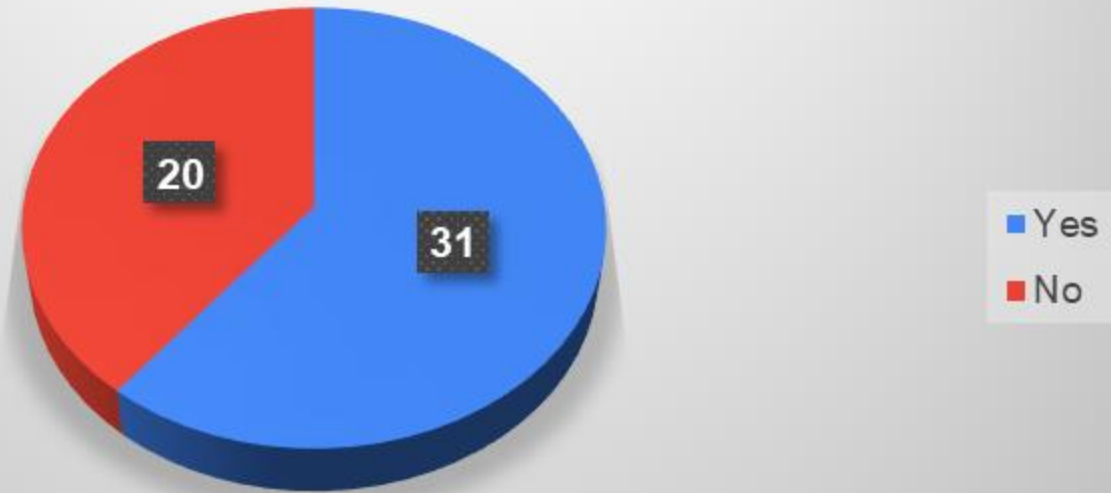
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- Policies around funding
- Amounts of state funding
- If and how funds are earmarked for gifted education
- Funding earmarked specifically for the universal screening process
- Funding earmarked specifically for addressing the equity/excellence gap in gifted education

# Figure 27. State Funding for Gifted Identification and Services



## Figure 28. LEA Reporting Required on GT Programs and Services ( $n = 51$ )





**Figure 29. SEA Monitor/Audit of LEA Gifted Education Programs ( $n = 49$ )**



# Plan Submission and Approval

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- Submission of Plans
  - Submission of gifted identification plans (22)
  - Submission of program implementation plans (20)
  - Submission of policy plans (15)
  - No submission requirements (23)
- Approval of Plans
  - Approval of gifted identification plans (15)
  - Approval of program implementation plans (14)
  - Approval of policy plans (8)
  - No approvals required (32)

# Section IX: Themes Across States and Future Directions

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- Themes across states found in the current analysis
- Comparison to the previous two *State of the States* reports (2014-2015; 2018-2019)
- Future directions

# Decentralized Decision-Making and Limited Accountability

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- Major theme across the *State of the States* reports
- SEAs and LEAs authorities in gifted education
- State definitions of *gifted* remained similar to prior report
- Rates of state monitoring/auditing of LEA gifted programs remained similar to prior report
- Loss of instructional knowledge due to staff turnover

# ESSA And GT

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- Increased funding for GT
- New Associated Policy
- Didn't influence GT

# Equity And GT

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- The LEA is the primary driver
- Teacher training is the primary method followed by culturally responsive teaching
- Universal Screening only supported directly in 9 states
- Four states offer funding earmarked for universal screening
- Lack of direct state support does not mean Universal screening procedures are not used in other states.

# Effects of the COVID-19 Pandemic on Gifted Education

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*... During this time [the COVID-19 pandemic] we were reminded daily of the **incredible flexibility, dedication and compassion** of Minnesota educators, administrators and support staff. Remarkable things happened in many classrooms and homes as educators learned **new and innovative ways of delivering instruction**. [Minnesota, 2022]*

# COVID And GT

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- Personnel Spread Thin
- Less Resources
- Issues associated with identification (especially where teacher nominations are used). Lower Scores and fewer identified.
- Online services delivery models were not effective
- Rates of state monitoring/auditing of LEA gifted programs remained similar to prior report
- Don't know



# Future Directions

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- Continue to reduce rate of missing responses
- Continue to explore effects of the COVID-19 pandemic
- Advocacy

# For More Information or to Connect

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Rinn, A. N., Mun, R. U., & Hodges, J. (2022). *2020-2021 State of the States in Gifted Education*. National Association for Gifted Children and Council of State Directors of Programs for the Gifted.

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