

**Florida Plan
for K-12
Gifted Education**

**Bureau of Standards and Instructional Support
Division of Public Schools
Florida Department of Education
Revised 2017**

Education of Gifted Students in Florida

The Florida State Plan

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The Florida Plan for K-12 Gifted Education

Purpose

The Florida K-20 education system mission is to increase the proficiency of all students by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents and communities. The department is required to maintain an accountability system that measures student progress toward the following goals:

- Higher student achievement;
- Seamless articulation and maximum access;
- Skilled workforce and economic development; and
- Quality efficient services.

Section (s.) **1003.57**, Florida Statutes (F.S.), specifies each district school board is responsible for providing an appropriate program of special instruction, facilities and services for all exceptional students. Section **1008.33**, F.S., indicates that the academic performance of all students has a significant effect on the state school system and that the State Board of Education shall enforce accountability requirements to improve the academic performance of all districts, schools and students.

The Florida Plan for K-12 Gifted Education is intended to set a path for subsequent district program plans to ensure high expectations and achievement for gifted learners. The strengths of the student determine the programming options to guide rigorous and differentiated instruction.

Information about gifted education in the districts was requested and compiled to provide a scope of current practices. The goals for this plan are based on the work of Dr. Joyce VanTassel-Baska, the compiled district information and current Florida Department of Education (FDOE) data.

Districts implementing a meaningful program plan for gifted students assure the following:

- Goal 1: A system for screening and identifying students with high potential;
- Goal 2: A continuum of evidence-based service models with an acceleration plan;
- Goal 3: Development of meaningful educational plans (EPs) for students with rigorous and challenging curriculum available to differentiate services for the gifted learner;
- Goal 4: Guidance and counseling strategies to meet the social emotional needs of the gifted ;
- Goal 5: Monitoring to ensure students are making appropriate learning gains;
- Goal 6: Professional development supporting gifted education; and
- Goal 7: A system for evaluating gifted services to facilitate effective changes as needed.

Florida Statutes and Rules Relevant to Gifted Education

Definition:

- **Section 1003.01(3)(a), F.S.**, Definitions (of exceptional student)

District Responsibilities for Gifted services:

- **Section 1003.57, F.S.**, Exceptional students instruction
- **Section 1008.31, F.S.**, Florida's K-20 education performance accountability system; legislative intent; mission, goals, and system-wide measures; data quality improvements
- **Rule 6A-6.03019, Florida Administrative Code (F.A.C.)**, Special Instructional Programs for Students who are Gifted
- **Rule 6A-6.0331, F.A.C.**, General Education Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Student Education Services
- **Rule 6A-6.03313, F.A.C.**, Procedural Safeguards for Exceptional Students Who Are Gifted
- **Rule 6A-6.03311, F.A.C.**, Procedural Safeguards and Due Process Procedures for Parents and Students with Disabilities
- **Rule 6A-6.0334, F.A.C.**, Individual Educational Plans (IEPs) and Educational Plans (EPs) for Transferring Exceptional Students

State Board of Education (SBE) Oversight Responsibilities:

- **Section 1008.32, F.S.**, State Board of Education oversight enforcement authority
- **Section 1008.33, F.S.**, Authority to enforce public school improvement

Funding:

- **Section 1011.62, F.S.**, Funds for operation of schools
- **Section 1011.75, F.S.**, Gifted education exemplary program grants
- **Rule 6A-7.099, F.A.C.**, Challenge Grant Program for the Gifted

Certification:

- **Section 1012.42, F.S.**, Teacher teaching out-of-field
- **Rule 6A-1.0503, F.A.C.**, Definition of Qualified Instructional Personnel

- **Rule 6A-4.01791, F.A.C.**, Specialization Requirements for the Gifted Endorsement

Acceleration:

- **Section 1002.3105, F.S.**, Academically Challenging Curriculum to Enhance Learning (ACCEL) Options
- **Section 1003.21(2), F.S.**, School attendance
- **Section 1003.4281, F.S.**, Early high school graduation
- **Section 1003.4295, F.S.**, Acceleration options

Dual Enrollment:

- **Section 1007.271(8), F.S.**, Dual enrollment programs

Individual Educational Plans (IEPs) and Educational Plans for Gifted Students (EPs):

- **Rule 6A-6.030191, F.A.C.**, Development of Educational Plans for Exceptional Students Who Are Gifted
- **Rule 6A-6.03028, F.A.C.**, Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities
- **Rule 6A-6.03313, F.A.C.**, Procedural Safeguards for Exceptional Students Who Are Gifted
- **Rule 6A-6.03311, F.A.C.**, Procedural Safeguards and Due Process Procedures for Parents and Students with Disabilities.

Districts also have policies regarding gifted education listed in their Special Policies and Procedures Plan (SP&P). These SP&Ps can be located at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

A Brief History of Gifted Education in Florida

- 1956 Provision for state and local funds for gifted programs adopted in rule
- 1968 Gifted added to the definition of exceptional student education
- 1975 Mandate for gifted education under exceptional student education
- 1977 Rule 6A-6.03019, F.A.C., Special Instructional Programs for Students Who Are Gifted, adopted
- 1981 Challenge Grant established
- 1983 Pilot projects initiated to address underrepresented populations
- 1991 Rule 6A-6.03019, F.A.C., Special Instructional Programs for Students Who Are Gifted, revised and adopted
- 1992 Rule 6A-4.01791, F.A.C., Specialization Requirements for the Gifted Endorsement, adopted
- 2002 Rule 6A-6.03019, F.A.C., Special Instructional Programs for Students Who Are Gifted, was revised to define underrepresented populations as limited English proficient (LEP) and low socio-economic status families (SES)
- 2004 Rule 6A-6.030191, F.A.C., Development of Educational Plans for Exceptional Students Who Are Gifted, and Rule 6A-6.03313, F.A.C., Procedural Safeguards for Exceptional Students Who Are Gifted, adopted
- 2006 Guaranteed allocation funding for high school gifted students leveled
- 2014 Academically Challenging Curriculum to Enhance Learning (ACCEL) law enacted, requiring each school to offer acceleration options

Florida's Goals and Expectations for Gifted Education

The Florida Plan for K-12 Gifted Education is based on seven goals which were originally created with Dr. Van Tassel-Baska based on "A Guide to State Policies in Gifted Education" (2007) and the National Association for Gifted Children (NAGC) Pre-K-Grade 12 Gifted Program Standards. It is updated regularly to reflect research and best practices. The goals for Florida's Gifted Education Program include:

Goal I: Identification of Gifted Learners

The state will provide information on recommended methods for district-wide screening intended to increase identification of students for gifted services from all populations beginning at an early age. Gifted screenings will be available from K-12 in all districts.

Goal II: Program Design/Service Delivery

The state identifies appropriate research-based service models in the Resource Guide (Section II of this document) which districts may use to establish a continuum of programs to meet the learning needs for gifted students K-12.

The state will establish guides for minimum contact time for eligible students. This is located in the Resource Guide as recommended by Dr. Van Tassel-Baska. Acceleration is encouraged when appropriate for the student. Per s. 1002.3105, F.S., it is required that every school have an acceleration plan.

Goal III: Curriculum and Instruction

The state provides guidelines for Educational Plan (EP) development in Rule 6A-6.030191, F.A.C., to ensure these documents address the academic needs of the student to guide appropriate curricula and high expectations based on current levels of performance for the student. Curriculum and instructional strategies shall be appropriately differentiated so that the performance of gifted students will be increased or maintained at high levels, thereby providing adequate support for underachieving gifted students.

Goal IV: Guidance and Counseling

The state will provide strategies for guidance and counseling to meet the unique needs of gifted learners. Social emotional skill building is integral to supporting gifted learners and should be infused into the academic program through leadership opportunities and collaboration with counselors, school psychologists and community resources as needed.

Goal V: Program Administration and Management

The state will provide a template on the General Supervision Website (GSW) at <http://beess.fcim.org/> to guide districts in development of their plan for addressing the needs of students identified as gifted.

Goal VI: Professional Development

The state will ask districts in their Florida School District Self-Assessment Tool and is addressed per s. 1012.42, F.S., to report data relative to educators who work with gifted students to ensure they are appropriately certified and endorsed and provided with current training specific to gifted education and will provide information and recommendations for acquiring training as needed.

Goal VII: Program Evaluation

The state will provide a Florida School District Self-Assessment Tool which is located within the GSW at <http://beess.fcim.org/> for district use as a means of documenting progress in providing appropriate programs and services and will survey districts regularly to identify challenges to implementing this plan.

Metrics for the Florida Plan for K-12 Gifted Education

Goal I Criterion: Identification of Gifted Learners

The state will identify methods for district-wide screening intended to increase appropriate identification of students from all populations beginning at an early age. The state will provide support to districts as they increase access to students of diverse backgrounds across the state.

Indicator I.1: The number of students identified as eligible for gifted services will match the student population for each subgroup within twenty percent.

Strategy I.1.A: The number of students identified as gifted and subgroup numbers will be tracked.

State K-12 Gifted Membership Compared to State Total

	Total Population	Total Gifted	Percent Gifted
2013-2014	2,720,797	156,720	5.76%
2014-2015	2,756,944	161,340	5.85%
2015-2016	2,792,234	165,445	5.92%

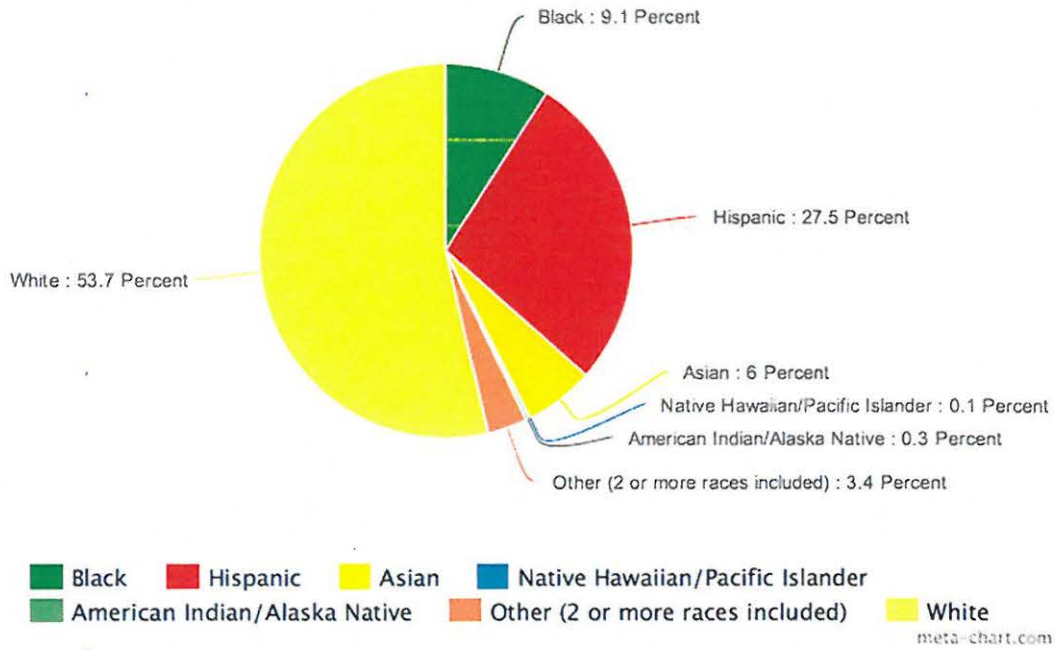
State K-12 ELL Membership in Gifted Compared to State Total

	2013-14	2014-15	2015-16
Gifted ELL Students	885	814	824
Total gifted students	156,720	161,340	165,445
% Students of total gifted who are ELL	0.56%	0.50%	0.50%
Total ELL Students	258,854	260,779	273,612
Total students in state	2,720,797	2,756,944	2,792,234
% ELL students in state	9.5%	9.5%	9.8%

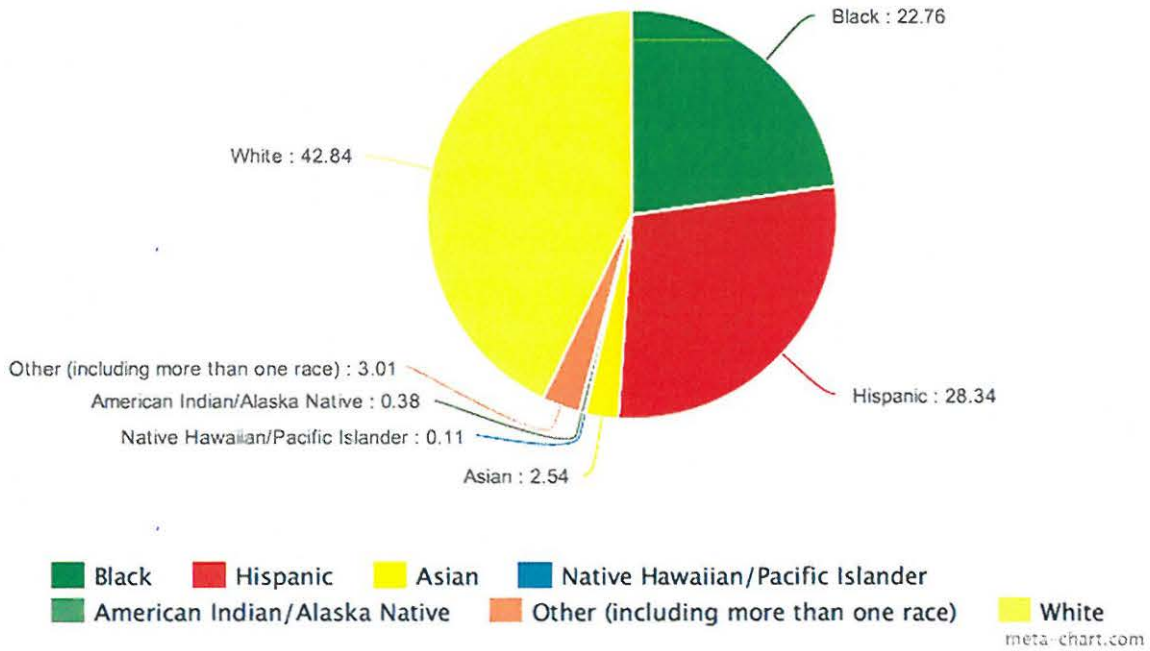
State K-12 Students with Free and Reduced Lunch (FRL) in Gifted Compared to State Total

	2013-14	2014-15	2015-16
Total students with FRL in gifted	54,017	54,873	51,681
Total gifted students	156,720	161,340	165,445
% gifted students with FRL	34%	34%	31%
Total students with FRL in state	1,590,629	1,609,811	1,640,382
Total students in state	2,720,797	2,756,944	2,792,234
% students with FRL in state	59%	58%	59%

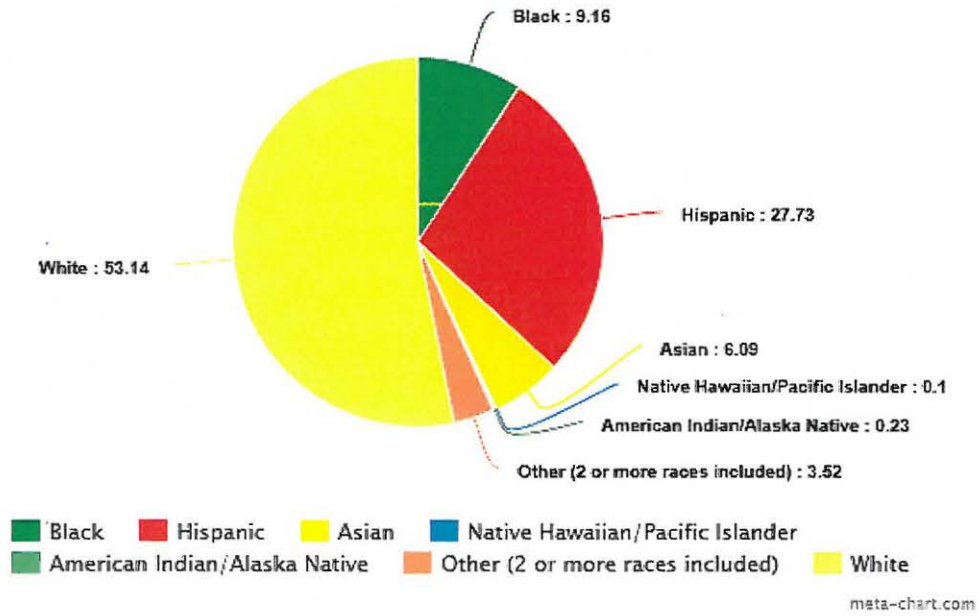
Gifted Program Demographics in Florida, 2013-14
Florida Department of Education



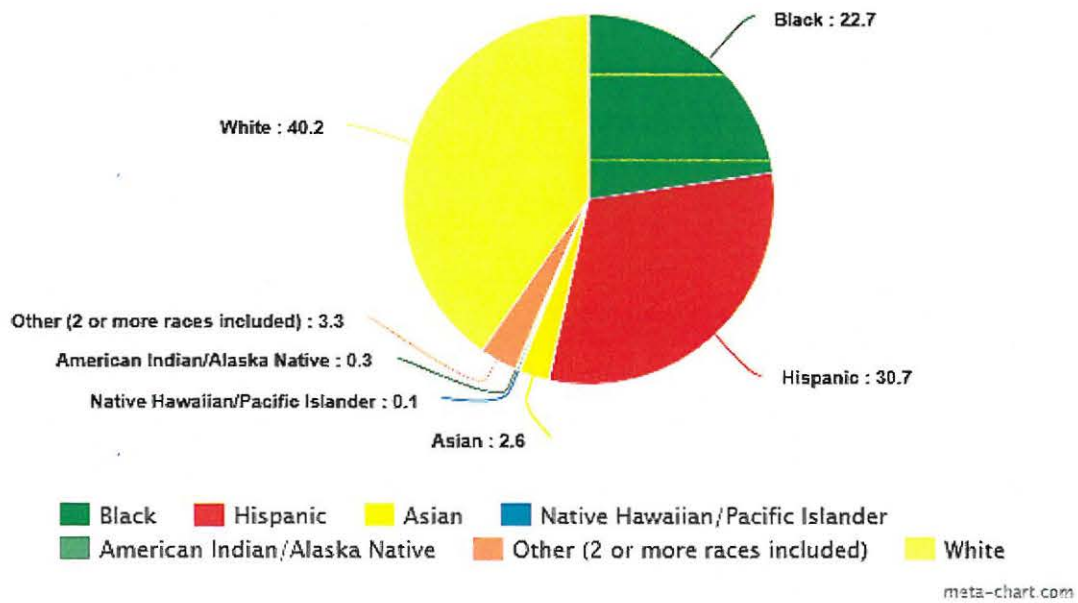
Total Student Demographics in Florida 2013-14



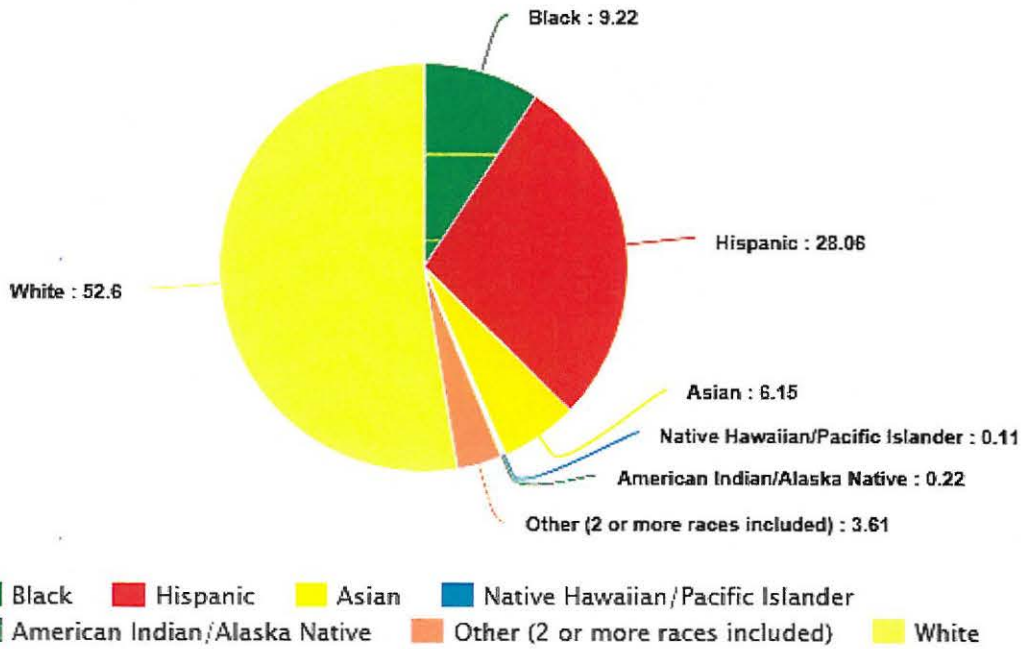
Gifted Program Demographics in Florida 2014-15
Florida Department of Education



Total Student Demographics in Florida 2014-2015
Florida Department of Education

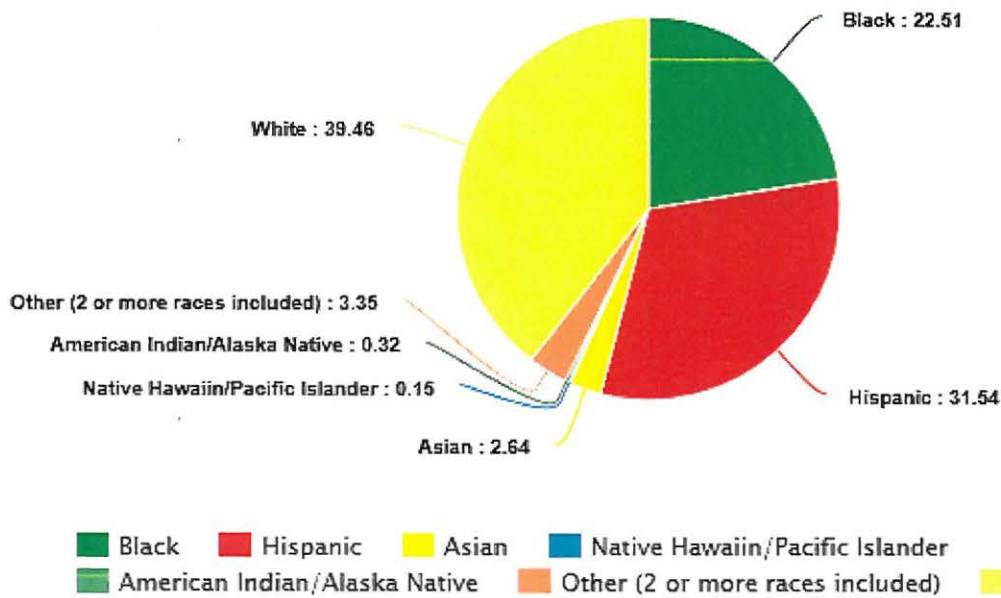


Gifted Program Demographics 2015-16
Florida Department of Education



meta-chart.com

Total Student Demographics in Florida 2015-16
Florida Department of Education



meta-chart.com

Strategy I.1.B: Resources will be available on the Florida Department of Education (FDOE) gifted website for district use in increasing the awareness of gifted characteristics for all educators.

See <http://www.fl DOE.org/academics/exceptional-student-edu/gifted-edu.shtml>.

Strategy I.1.C: Resources will be available on the FDOE website for increasing parent awareness of the characteristics of gifted children.

See <http://www.fl DOE.org/academics/exceptional-student-edu/gifted-edu.shtml>.

Indicator I.2: The number of districts reporting implementation of district-wide screening practices will increase.

Strategy I.2.A: Districts will be asked to report current screening strategies to ensure equal access for students. This information will be instrumental in determining the impact on rate of identification, particularly as related to disproportionality.

Strategy I.2.B: FDOE will review the grade levels at which these screenings occur to determine impact on identification at elementary, middle and secondary levels.

Implementation of Screening Strategies

	Districts Indicating Screening Implemented	District-wide Screening	District Report of Instruments Used for Screening
2015	40	16 of 27	KBIT-2, CogAT, NNAT2, teacher/parent rating scales or checklists, OLSAT, Ravens matrix, RIST or PAR, SAGES-2, WASI, achievement tests, Renzuli scales, products/portfolios/performance, Slosson, RIAS, WISC-IV, recommendations, grades

Indicator I.3: To address the need for early intervention, there will be an increase in the number of K-2 students determined eligible for gifted services.

Strategy I.3.A: Districts will be asked to report annually the number of K-2 students determined eligible for gifted services to indicate change.

Total in K-2 Students Identified as Gifted in Florida Public School Districts

Year	Kindergarten Gifted Enrollment in FL	1 st Grade Gifted Enrollment in FL	2 nd Grade Gifted Enrollment in FL	Total Gifted K-2 Enrollment in FL
2014-15	885	4,837	10,338	16,060
2015-16	873	4,568	10,436	15,877

Strategy I.3.B: Materials will be provided related to characteristics of young students with potential by emails to gifted coordinators each year.

Articles on gifted characteristics and young gifted student issues sent in 2015-16 school year:

1. An introduction/review of a new book called Failing our Brightest Kids
<http://www.aasa.org/content.aspx?id=37858>
2. Article about how the book Matilda can teach us about gifted children
<http://www.educationaladvancement.org/12-lessons-about-gifted-kids-from-matilda/>
3. Six Great Internet Resources for your Gifted or Talented Child
<http://www.brighthubeducation.com/teaching-gifted-students/78046-suggested-websites-for-gifted-students/>
4. “Fun things to do” links (from the Texas Association for the Talented and Gifted)
<http://txgifted.org/fun-things-do/>
5. Top 10 Funny Ways you Know your Kid is Gifted
<http://everydaylife.globalpost.com/top-10-funny-ways-kid-gifted-41523.html>
6. Things the World Must Understand about Gifted Children
<http://crushingtallpoppies.com/2013/11/25/8-things-the-world-must-understand-about-gifted-children/>
7. Who are the Gifted and What do they Need?
<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>
8. Brains on Fire: The Multinodality of Gifted Thinkers
<http://education.jhu.edu/PD/newhorizons/Neurosciences/articles/Brains%20on%20Fire/>
9. Understanding Gifted Parenting
<http://crushingtallpoppies.com/2015/11/16/understanding-gifted-parenting/>
10. Parenting Gifted Preschoolers
<http://www.davidsongifted.org/Search-Database/entry/A10106>

11. Gifted Preschooler

<https://www.usm.edu/karnes-gifted/gifted-preschooler>

Strategy I.3.C: The Bureau of Standards and Instructional Support will collaborate with the Office of Early Learning to identify strategies for effectively meeting the needs of potentially gifted and high-achieving students at early levels.

The gifted education specialist at FDOE worked with the Office of Early Learning during the 2015-16 school year to provide information on gifted characteristics to preschool providers, as well as worked on a review team to add gifted information to the Florida Best Practices for Inclusive Education guide.

<http://www.floridainclusionnetwork.com/best-practices-for-inclusive-education/>

Goal II Criterion: Program Design/Service Delivery

The state will identify appropriate research-based service models that districts may use to establish a continuum of services to meet the learning needs for gifted students K-12. The state will establish guides for minimum contact time for eligible students. Acceleration is encouraged when appropriate for the student and should be based on a specified policy in each district to assure accomplishment of program and student goals. All schools are required to have an acceleration plan and to share it with parents. The state will request annual updates regarding the district's advisory group members working to ensure continued academic growth of gifted learners.

Indicator II.1: There will be an increase each year in the number of students provided with appropriate gifted services using the indicated effective models.

Strategy II.1.A: Districts will be asked to report the number of students being served through a continuum of effective support service options available to meet the needs of the K-12 gifted students.

Schools districts providing pull-out and full-time gifted services in Florida (42 districts reported) 2015-16

	Elementary School	Middle School	High School
Pull-out (part-time services in a classroom other than the student's regular class that take place on a regular schedule)	31 of 42	19 of 42	12 of 42
Push-in (a gifted-endorsed teacher provides occasional services to a student while the student is in their regular classroom)	15 of 42	8 of 42	12 of 42
Full-time gifted only (the student receives the majority of their core subjects from a specific teacher or teachers with gifted endorsements and with peers who are all identified as gifted)	16 of 42	11 of 42	2 of 42
Full-time inclusion (the student receives a majority of their core subjects from a specific teacher or teachers with gifted endorsements, but the classes may include peers who are not formally identified as gifted)	17 of 42	22 of 42	10 of 42

Please note: the total amount in a column may be greater than 42 due to variance in models used by districts and the potential to use more than one model within a district.

Strategy II.1.B: Service models with supportive research to document effectiveness are indicated in the Resource Guide in section II Program Design and Service Delivery.

Strategy II.1.C: Courses designed to meet the needs of students who have met state eligibility criteria and are identified as gifted (Rule 6A-6.03019, F.A.C.) will continue to be indicated in the Course Code Directory. Services for students who are gifted encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment or the learning environment (Rule 6A-6.0311, F.A.C.).

Indicator II.2: There will be an increase in the time spent providing students with gifted services.

Strategy II.2.A: Districts will be asked to report the frequency and duration of service to meet the needs of the students based on the indicators for minimum time of service identified as appropriate in the Resource Guide.

Average Contact Hours per Week 2013
Based on Response from 37 Districts

Grades	Four or More Hours	Five or More Hours	One Class Period or More	Consultation
K-2	8 of 37	13 of 37	12 of 37	6 of 37
3-5	5 of 37	19 of 37	11 of 37	3 of 37
6-8	1 of 37	5 of 37	27 of 37	5 of 37
9-12	0 of 37	0 of 37	13 of 37	26 of 37

Please note when looking at each row the total amount will be greater than 37 because some districts responded to hours serviced and consultation.

Average Contact Hours per Week 2015
Based on Response from 34 Districts

Grades	Four or More Hours	Five or More Hours	One Class Period or More	Consultation
K-2	14 of 34	14 of 34	4 of 34	2 of 34
3-5	15 of 34	17 of 34	0 of 34	2 of 34
6-8	9 of 34	9 of 34	11 of 34	5 of 34
9-12	2 of 34	2 of 34	4 of 34	26 of 34

Indicator II.3: The number of districts reporting implementation of a specific acceleration plan will increase.

Strategy II.3.A: Technical assistance will be provided through FDOE to support districts in developing a policy for acceleration.

Section 1002.3105, F.S. provides guidelines for acceleration policies. The FDOE gifted specialist held phone meetings with district gifted coordinators to provide support and share samples of acceleration plans in 2015-16.

District Report of Implementing a Plan for Acceleration 2013-14 and 2015-16

Current Practice	Response Count 2013-14	Response Count 2015-16
Specific district plan for acceleration	11 of 30	20 of 28
School-based decision (principal decision)	19 of 30	8 of 28
Part of student progression plan	20 of 30	24 of 28

As of 2012, the legislature requires acceleration options in every school.

Indicator II.4: Programs for students who are gifted shall be adequately funded through the Guaranteed Allocation and district dollars to ensure appropriate services.

Strategy II.4.A: The Guaranteed Allocation, provided to the district for all exceptional students, including gifted, ensures continued support to provide for students' needs as compared to other local programming.

In order to fund exceptional education and related services for these students, an Exceptional Student Education Guaranteed Allocation was established by the legislature in addition to the basic funding. The guaranteed allocation is a fixed amount provided to each district. It is the local school district's responsibility to allocate these funds according to the needs of the district. FDOE may ask districts to voluntarily report funding allocated to gifted programs and services in the future.

Indicator II.5: There will be an increase in the number of districts reporting maintenance of a gifted advisory/support group to encourage community participation.

Districts Reporting a Gifted Advisory/Support Group

Year	Yes	No
2013-14	11 of 36	25 of 36
2014-15	28 of 41	13 of 41
2015-16	20 of 28	8 of 28

Goal III Criterion: Curriculum and Instruction

The state will provide guidelines for Education Plan (EP) development to ensure these documents address the academic needs of the student to guide rigorous curricula and high expectations based on current levels of performance for the student. Curriculum and instructional strategies shall be appropriately differentiated so that the performance of gifted students will be increased or maintained at high levels.

Indicator III.1: Each student identified eligible for gifted services will have an individualized EP aligned to state rule which clearly identifies the services necessary to ensure continued academic gains.

Strategy III.1.A: Technical assistance materials will continue to be available on the FDOE gifted website to guide development of significant EPs. Technical assistance materials will continue to be available to guide development and for reviewing EPs to ensure goals are meaningful.

See Technical Assistance Paper: FY 2006-3; Development of Educational Plans for Students Who are Gifted (available at <http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.shtml> after 2016 editing complete).

Strategy III.1.B: Districts will be encouraged to use the FDOE PEER (online education plan) system or similar format to ensure consistency in EP development for all districts.

Implementation of Electronic EP Systems

	# Districts Reporting Use of PEER System	# Districts Reporting Use of Other Electronic Systems	# Districts Reporting Use of Non Electronic System
2013-14	9 of 24	12 of 24	3 of 24
2014-15	38 of 56	15 of 36	3 of 36
2015-16	19 of 33	13 of 33	1 of 33

Indicator III.2: The state will monitor district reviews of EPs through the district Student Policies and Procedures (SP&P) at least every two years to ensure they match the learning needs of students, and that goals are clearly intended to ensure increased academic gains.

Strategy III.2.A: Guidelines for assessment of the EP are provided as part of the Resource Guide.

Strategy III.2.B: Goals for gifted learners will be monitored to ensure the gifted services focus on expected outcomes as indicated in the EP review document in the Resource Guide.

Educational Plan information can be found in the [Resource Guide for the Education of Gifted Students in Florida](#).

Indicator III.3: Differentiated instruction in core content areas will expand the state standards to ensure curriculum is adapted, modified or replaced to meet the needs of gifted learners as required.

Strategy III.3.A: Materials and information specific to implementation of the Frameworks for Gifted Learners will continue to be available on the FDOE gifted website at <http://www.fldoe.org/core/fileparse.php/7567/urlt/k12giftedlearners.pdf>. The Florida Gifted Standards and current course descriptions will be used for planning instruction for gifted learners. Florida gifted education courses are available on CPALMS. The gifted standards can be found at <http://www.cpalms.org/Public/search/Standard#0>.

Course descriptions for Advanced Academics for Gifted Students can be found at:
[Advanced Academics: K-5 for Gifted Students \(#7755040\)](#)
[Advanced Academics: 6-8 & Career Planning for Gifted Students \(#7855042\)](#)
[Skills for Students who are Gifted \(#7963090\)](#)
[Research Methodology for Students who are Gifted \(#7965010\)](#)
[Studies for Students who are Gifted \(#7965040\)](#)
[Externship for Students who are Gifted \(#7965030\)](#)

Strategy III.3.C: Access will be provided to differentiated lessons and units that can be replicated.

Curriculum Materials Specific for Gifted

Materials on FDOE Website	
<u>State Plan and Resource Guide for Gifted Education in Florida</u>	<u>CPALMS Resources</u>
<u>Florida's Frameworks for K-12 Gifted Learners</u>	<u>Handbook for Parents of Students Who Are Gifted</u>
<u>Services for Secondary Students who are Gifted FAQ</u>	<u>What is Exceptional Student Education for Children Who Are Gifted?</u>
<u>Development of Educational Plans for Students Who Are Gifted</u>	<u>Assessing Limited English Proficient (LEP) Students for Eligibility for Gifted Programs</u>
<u>Nonverbal Tests of Intelligence</u>	<u>¿Qué es la educación de estudiantes excepcionales para niños(as) superdotados(as)?</u>
<u>Use of Part Scores with Tests of Intelligence</u>	
<u>Standard Error of Measurement</u>	

Indicator III.4: Students who are gifted will be provided with appropriate and challenging educational opportunities that will result in an increase in student performance on standardized test scores in the gifted subcategory.

Strategy III.4.A: Achievement of students who are gifted on state assessments will be tracked to identify levels of accomplishment, and school districts will determine whether services provided are having an impact.

Florida Standards Assessments 2014-15 and 2015-16

Test Name	Total Gifted Test Takers 2014-15	Total Gifted Test Takers Scoring 3 or Higher 2014-15	Total Gifted Test Takers 2015-16	Total Gifted Test Takers Scoring 3 or Higher 2015-16
English Language Arts (3-10)	126,309	120,815	130,049	123,971
Math (3-8)	82,771	79,239	85,884	82,429
Algebra 1	15,633	14,580	15,434	14,615
Algebra 2	11,867	8,950	10,548	8,033
Geometry	13,726	12,836	14,996	13,963

Strategy III.4.B: Resources for literacy will be available on the CPALMS website to provide support in instructional strategies.

Literacy information is provided on the FDOE literacy webpage at <http://www.fldoe.org/academics/standards/subject-areas/literacy>.

Indicator III.5: Students who evidence mastery of grade-level standards should be afforded the opportunity to exceed them, and the number of students accelerated will increase.

Strategy III.5.A: Districts will be asked to identify the number of students accelerated and type of acceleration implemented (as indicated in the Resource Guide).

Types of acceleration used by districts during 2015-16 school year (of 46 districts)

Type of acceleration used	Percent of reporting districts that use this type of acceleration
Ability grouping/differentiation in same grade classrooms	70%
Multi-age classes based on areas of strength in the subject areas	35%
Multi-age classes with differentiation	41%
Full-time gifted programs with differentiated curriculum	41%
Subject acceleration	85%
Grade level acceleration	76%
Early matriculation	39%
Dual enrollment	96%
AP courses	93%
IB programs	61%
AICE programs	41%
Community mentors or externships	20%

Indicator III.6: Each school district will encourage gifted students to enroll in advanced courses in the content areas. FDOE will track enrollment of gifted students in advanced courses by district/state.

The latest data is available at <https://edstats.fldoe.org/SASPortal/main.do>.

Goal IV Criterion: Guidance and Counseling

The state will provide strategies for guidance and counseling to meet the unique needs of gifted learners.

Indicator IV.1: Gifted learners will be provided with differentiated guidance strategies to meet their unique needs, to provide support and encourage continued enthusiasm for learning.

Strategy IV.1.A: Resources related to the Guidance and Counseling for the Gifted endorsement module will continue to be updated so materials are available related to the unique characteristics of this population, such as underachievement or perfectionism.

Strategy IV.1.B: Materials will continue to be available on the FDOE website for guidance in understanding the unique social and emotional characteristics of a gifted child.

Related Resources Available
FDOE gifted education webpage resources at http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.stml
Regional workshops for teachers and parents—as arranged annually with school districts
FDOE webinar trainings—previous webinars are accessible at http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.stml

Indicator IV.2: Currently, consultation is the most common service provided for students in grades 9-12 who are gifted; those services shall be carefully defined to establish consistency in service to lower the number of gifted student dropouts.

Strategy IV.2.A: A clear definition of consultative services will be provided by the state.

See Resource Guide for the Education of Gifted Students in Florida.

Strategy IV.2.B: The state will survey districts to determine intent and purpose of the consultative services provided.

Percent of districts who use consultation for the following reasons (as reported in 2016)

Districts that use consultation only when a student chooses not to participate in other regularly scheduled gifted services (or per parent request)	54%
Districts that choose consultation but would like more information on how to support students with a different model	3%
Districts who have limited resources due to small numbers of students in need of gifted services	24%
Districts who have a consultation model that allows them to provide more support than another type of model due to other schedule issues or use of a multi-tiered system of support	19%

Strategy IV.2.C: The state will encourage districts to provide training on mental health/education partnerships and the importance of supporting social-emotional characteristics and needs of gifted students.

Webinars on these topics are archived and available at <http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.stml>.

Goal V Criterion: Program Administration and Management

The state will provide a template to guide each district in development of their plan for addressing the needs of students identified as gifted.

Indicator V.1: There will be an increase each year in the number of districts developing and implementing a plan for gifted education.

Strategy V.1.A: Technical assistance, guidance and materials will be provided to support districts electing to develop a plan for gifted education.

This information is available in the Resource Guide for the Education of Gifted Students in Florida.

Strategy V.1.B: The state will provide a template for use in development of the district plan in 2016-17.

Gifted District Plans

	2010-11	2013-14	2015-16
Districts that have a gifted plan	9	16	37

Indicator V.2: The state currently asks each district to designate a contact to coordinate programs and services within the district and to collaborate with the FDOE. There will be an increase in the number of these contacts who have the gifted endorsement.

Strategy V.2.A: Districts will be surveyed annually to determine the endorsement status of the designated coordinator to provide leadership for the gifted program.

District Report of Gifted Program Management

	2010-11	2015-16
District contact gifted endorsed	62%	70%
District contact currently working on gifted endorsement	7%	7%
Gifted endorsement status not available for district contact	31%	23%

Indicator V.3: Because educators, parents and the community share responsibility for the continued academic growth of gifted learners, districts will be encouraged to designate an advisory support group to provide feedback related to the gifted program and services. (This aligns with Goal II.)

Strategy V.3.A: FDOE will survey districts to identify those with a gifted advisory/support group.

District gifted advisory group status 2015-16

District has a gifted advisory group	Percent of districts
Yes	71%
No	29%

Strategy V.3.B: Districts completing the Self-Assessment Tool will indicate the make-up of the group members to reflect stakeholders in the district.

2015-16 Gifted Advisory Group Members

Districts who have a gifted advisory group made of only district employees	11%
Districts who have a gifted advisory group including district employees as well as other community members	20%
Districts who did not respond to this question	69%

Indicator V.4: There will be an increase in participation in the application process for gifted competitive grants to encourage collaboration with the community and higher education facilities.

Strategy V.4.A: Materials will be provided to districts about grants and scholarships available to support gifted education and services.

Information and materials about grants and scholarships is emailed by the FDOE gifted education specialist to district gifted supervisors each school year.

Strategy V.4.B: The FDOE gifted education specialist will provide districts with an Updated list of potential grants that they can apply for each year.

Applications Received for Gifted Grant

	2012	2013	2014	2015	2016
Collaborative Curriculum Challenge Grant	3	3	2	3	3

Goal VI Criterion: Professional Development

The state will ask districts to report data relative to educators who work with gifted students to ensure they are appropriately certified and endorsed and provided with current training specific to gifted education, and all teachers have training on the characteristics of gifted learners, including special populations of gifted learners (ELL, twice exceptional, etc.).

Indicator VI.1: The number of teachers with a gifted endorsement who provide services for gifted students will increase.

Strategy VI.1.A: Districts will be asked to report teacher endorsement data annually.

Teachers Holding a Valid Florida Educator’s Certificate with the Gifted Endorsement

	2014-15	2015-16	2016-17
Teachers fully Gifted Endorsed	18,118	18,004	17,601
Teachers with Gifted Endorsement teaching at least one gifted-specific course	535	560	519

Indicator VI.2: There will be an increase in the number of districts reporting professional development opportunities to increase awareness of gifted student characteristics.

Strategy VI.2.A: Materials will continue to be available through the state gifted specialist for use in training educators in gifted awareness and instructional strategies. See FDOE gifted education webpage at <http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.stml>.

Strategy VI.2.B: Districts will be asked to report training using these materials to ensure general educational personnel are provided information relative to gifted education through an annual survey.

The FDOE gifted education specialist surveyed district gifted coordinators on types of training that were provided to their district staff in 2015-16. They included:

Gifted endorsement trainings
Site-based sessions on gifted characteristics and needs
Florida Association for the Gifted conference workshops
FDOE webinars
Technology for gifted students trainings
EP trainings
Creativity workshops
Mini-workshops on gifted issues/district symposiums
Principal/administrator trainings on gifted needs
Learning and brain research trainings
Differentiation workshops

Indicator VI.3: There will be an increase in the number of districts indicating they provide professional development specific to the needs of teachers who work with gifted students, including training in content areas for which they are responsible.

Strategy VI.3.A: Tools and materials for use in professional development specific to gifted will be made available on the FDOE gifted webpage at <http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.stml>.

Strategy VI.3.B: Districts will be asked to report training specific for gifted in annual gifted education survey.

This data request is part of the district self-assessment contained in the Resource Guide for the Education of Gifted Students in Florida.

Strategy VI.3.C: Information will be available to district coordinators to provide updates on current issues of significance that could provide subsequent professional development materials.

This information is emailed to gifted coordinators by the FDOE gifted education specialist as available.

Strategy VI.3.D: State workgroups will be formed to research topics of interest as indicated in an annual needs assessment survey conducted by FDOE. Each group will be composed of educators who will research the topic for best practices and assist with edits and comments regarding specified FDOE documents as requested.

Year	State gifted education workgroup projects
2015-16	Reviewing Florida Gifted Plan, Resource Guide and Guidance and Counseling Endorsement Module

Strategy VI.3.E: The state will conduct quarterly training conference calls for district coordinators regarding topics chosen by coordinators and workgroups, as well as focusing on best practices and new research findings.

The 2015-16 training calls were created as webinars and are available at <http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.stml>.

Goal VII: Program Evaluation

The state will provide a Florida School District Self-Assessment Tool for district use as a means of documenting progress in providing appropriate programs and services.

Indicator VII.1: Districts will utilize the Florida School District Self-Assessment Tool each year.

Strategy VII.1.A: Technical assistance will be available to guide implementation of the self assessment tool.

This tool may be found in the Appendices to the Resource Guide for the Education of Gifted Students in Florida.

Strategy VII.1.B: FDOE will provide guidelines for district use in implementation of the Self-Assessment and program evaluation.

This information may be found in the Resource Guide for the Education of Gifted Students in Florida.

Strategy VII.1.C: Comments will be compiled from districts' self assessments to determine the effectiveness of the tool and indications of the impact on future programming and services in the district in gifted education surveys each year.

This data request is part of the District Self Assessment Tool found in the Appendices of the Resource Guide for the Education of Gifted Students in Florida.

Strategy VII.1.D: FDOE will compile feedback from participating districts to guide subsequent steps in future program evaluation from gifted education surveys each year.

This data request is part of the District Self Assessment Tool found in the Appendices of the Resource Guide for the Education of Gifted Students in Florida.