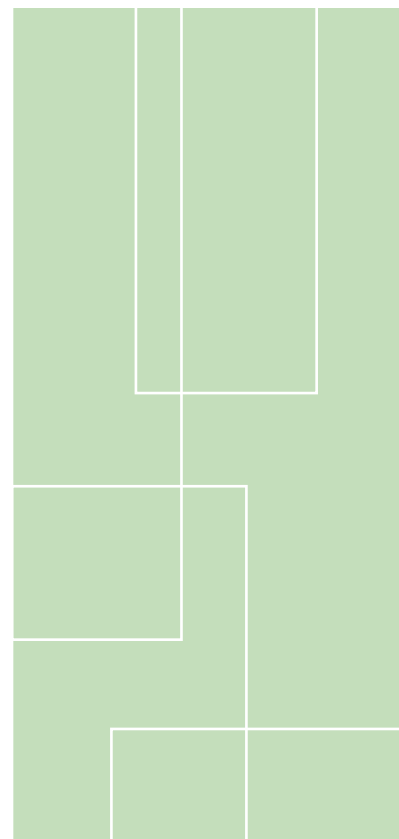
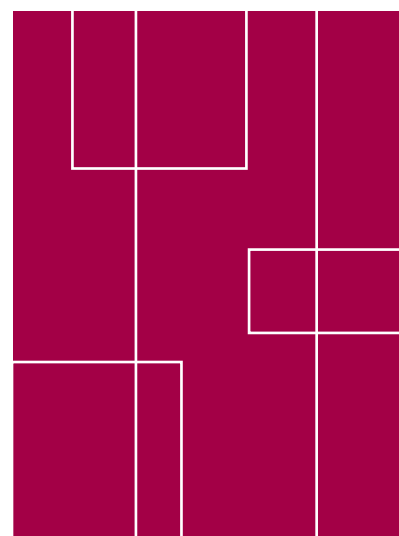
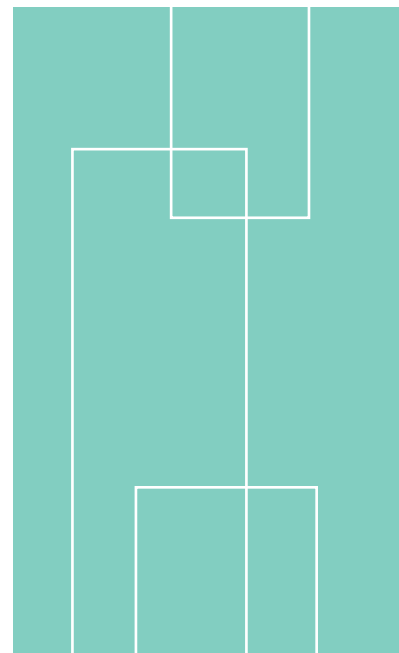


NATIONAL  
FOR THE SOCIETY  
GIFTED  
& TALENTED™  
A MEMBERSHIP ORGANIZATION FOR GIFTED STUDENTS GRADES K-12

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*Connecting gifted and talented children  
and youth to opportunities, resources, & recognition.*



## Introduction

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The National Society for the Gifted & Talented™ (NSGT) is a not-for-profit 501(c)(3) foundation created to honor and encourage gifted and talented (G&T) children and youth. It is committed to acknowledging and supporting the needs of G&T children by providing recognition of their significant academic and artistic accomplishments and access to educational resources and advanced learning opportunities directly related to their interest and talent areas.

The Society was founded by financial support from the Summer Institute for the Gifted and the Educational Testing Service. The goal of the NSGT is to develop an organization where more G&T children and youth are identified, and as members, can expect to find information and opportunities that directly relate to, and cultivate, their abilities and desires to achieve at a high level.

The NSGT will collaborate closely with other G&T program providers, school districts, colleges and universities, community programs, and corporations, and we invite all stakeholders to join with us as affiliate members.

## Purpose

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NSGT decided that a survey of schools and districts would help educators, researchers, parents, and policy makers better understand the current status of the field. NSGT created this survey as part of its mission to support Gifted and Talented students and their educational development. With increased knowledge of the field, leaders can determine the best policies and procedures that will insure that this unique population of students receives appropriate educational programming.

## Procedures

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The survey was developed by experts in the field, including NSGT Board members, Summer Institute for the Gifted staff, and others in the field. The survey was sent electronically to schools and school districts

## Results Overview

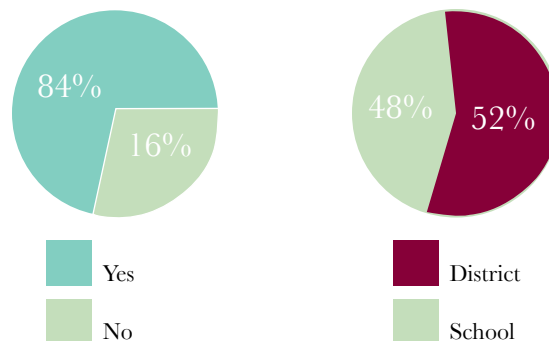
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This report summarizes the results. More complete results, including written comments are posted on the NSGT web-site, [www.nsgt.org](http://www.nsgt.org).

## Gifted Programs in the Schools

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84% of the respondents have a formal gifted and talented program. Of that 84%, 52% have district-based programs and 48% have school-based programs. This statistic shows that there is a remarkably high percentage of schools or districts that have programs. The almost even split between school and district administration shows that there is no dominant model between local and district operations.



## How Successful is the Gifted Program?

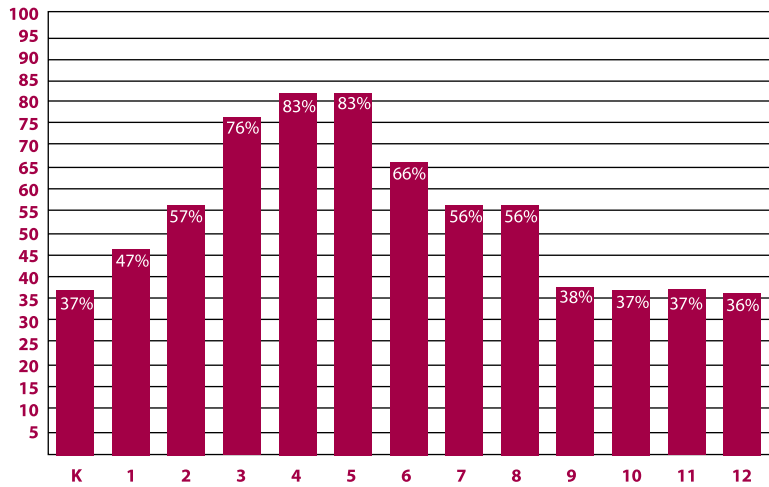
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Schools were asked how well their programs meet the needs of the gifted students in their schools. The table below shows the results which indicate that 62% of the respondents believe that their programs are exceptional or strong; however, only 13% say their programs are exceptional.

Quality of Program	%
Exceptionally	13%
Strongly	49%
Moderately	32%
Weakly	6%

## Grades

The bar graph below shows the percentages of respondents who have programs at each grade level. The grades which have the largest number of programs are the upper elementary and middle school. Lower elementary and high schools have the smallest number of programs.



## Program Models

The table below shows the different program models that are used by the schools. Most respondents picked more than one type of program, thus the percentages total more than 100%. Pull-out programs are the most popular by far, followed by differentiation in the classroom, and then a variety of other approaches.

Program Type	%
Pull Out - Program	70%
Count of in class differentiation (not a program, but a strategy)	51%
Acceleration within Core curriculum areas	36%
Ability-grouping by Core curriculum areas	33%
Cluster grouping and modification	32%
Independent Study	28%
Acceleration by grade	23%
Other, please specify	18%
Full time homogeneous grouping	8%

## Selection Procedures

Schools and districts were asked to identify the methods they use for entrance into their programs. Again most schools employed more than one procedure and thus the percentages total more than 100%. Achievement test scores and teacher recommendations were the two most frequent methods used, followed by IQ scores, parent input, and state criterion test scores. Schools were also asked if they felt the selection methods used were accurate and 71% said yes.

Data	%
Achievement test scores	85%
Teacher recommendations/nominations	83%
IQ test scores	77%
Parental input	57%
State criterion test scores	49%
Creativity tests	25%
Portfolios	19%
Other, please specify	19%
Student interviews	16%
Peer nomination	8%
<b>Response Total</b>	<b>9923</b>

## After-School Activities for Gifted Students

56% of the schools offer after-school activities for gifted students. The kinds of activities are indicated in the table below. Again schools could pick more than one type of activity and thus the percentages total more than 100%.

Activity	%
Academic Competition	81%
Other	45%
Hobbies	38%
Reading Groups	21%
<b>Response Total</b>	<b>2259</b>

## Success of After-School activities in meeting needs of Gifted Students

Schools were asked to evaluate how successful these after-school activities are. The table below shows that 50% of the respondents believe that these programs are exceptional or strong, but only 10% believe that they are exceptional.

Quality of Activities	%
Exceptionally	10%
Strongly	40%
Moderately	38%
Weakly	12%

## Supplemental Programs

Schools were asked if they recommend that their gifted students participate in various supplemental programs, such as after-school, weekends, summers, and etc. Of those who responded, 88% indicated they would recommend such programs. Interestingly, they were further asked if they recommend these supplemental programs because their schools' program is insufficient. Only 26% responded yes, thus the vast majority (74%) think their own school's program is sufficient, but they still recommend supplemental programs. This is similar to the 62% of schools who think their programs are exceptional or strong.

## Issues Gifted Students Face

Schools were asked to rank in order of importance the issues that gifted students face. By far the first choice was lack of Academic Challenge/Rigor, meaning that students are not being sufficiently challenged and programs do not have sufficient rigor. The second choice was Social-Emotional Issues, followed by Peer Issues. Details regarding the responses to this question are on the website: [www.nsgt.org](http://www.nsgt.org).

## Conclusion

The Society's survey concludes that the US recognition and support for gifted and talented youth continues to decline. An emphasis on raising test scores for under-performing children, the elimination of gifted programs and classes in schools, and an overall tendency in our society to be ambivalent about high academic and artistic performance are undermining the development of children with great potential.

There are approximately three million gifted and talented children in grades Kindergarten through twelve nationwide, of whom only a small percentage have been identified and receive support. Clearly, there is a need to help identify these very able children and assist them in realizing their full potential.