

A STATEWIDE EVALUATION OF
GIFTED EDUCATION IN MISSOURI

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ABSTRACT

The purpose of this study was to evaluate the effectiveness of the different program delivery models for gifted students and the nature of gifted education in Missouri currently. School districts were sent a Gifted Education Program Questionnaire (GEPQ) that addressed the nature of gifted education and the perception of educators about the gifted programs in their school districts. Historical core data including dropout rates, graduation rates, MAP scores, discipline referral rates, and attendance rates were used as dependent variables to determine the effectiveness of gifted program delivery models in Missouri.

The grades most frequently served by gifted programs were 3-8 and boys were enrolled in gifted programs at a higher rate than girls. Minorities comprised 18% of the enrollment in gifted programs by school districts. The current research did not identify one program delivery model as more effective than another program delivery model with all of the dependent variables; dropout rates, graduation rates, MAP scores, discipline referral rates, or attendance rates. The only consistent result was that programs with more than two program delivery models were more effective than gifted programs that offered only one program delivery model. The perceptions of educators were that stakeholder support was important, resources for gifted programs were a concern, and meeting student needs was both a strength and concern for gifted programs throughout the state. This was a knowledge-based, baseline program evaluation of gifted education in Missouri.