



OFFICE OF RESEARCH AND EDUCATION ACCOUNTABILITY

GIFTED EDUCATION IN TENNESSEE



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Introduction

Tennessee defines an “intellectually gifted” student as one “whose intellectual abilities, creativity, and potential for achievement are so outstanding” that the child requires specifically designed instruction or support services.^A

This report provides an overview of gifted education in Tennessee, how intellectually gifted students are identified and the special education services received, the certification process for teachers of gifted students, and funding available for gifted education. OREA analyzed special education data and interviewed officials from the Tennessee Department of Education (TDOE) and school districts in the course of researching the project.

Intellectually gifted is a category of special education in Tennessee.

Tennessee has chosen to recognize intellectually gifted as a special education category and extend the provisions of the federal Individuals with Disabilities Education Act (IDEA) to such students. IDEA recognizes 13 disability categories, but states may recognize additional categories and extend IDEA provisions to students in these categories. Tennessee recognizes two additional special education categories – “intellectually gifted” and “functional delay” – in addition to the 13 categories established by IDEA. Because intellectually gifted is a special education category in Tennessee, students identified as such must be provided the protections and customized services guaranteed for all special education categories, including the creation and implementation of an Individualized Education Program (IEP).

The Tennessee Department of Education establishes definitions and eligibility standards for all special education categories, including “intellectually gifted.” Advanced students are classified as intellectually gifted when their academic needs cannot be met through the general curriculum provided by their school district. In such cases, the student is provided special education services through an IEP.

Local school districts are required to identify and evaluate intellectually gifted students, as they are for all special education categories.

States and local school districts are required by federal law to identify, locate, and evaluate all children who are in need of special education and related services. This requirement, known as the Child Find mandate, applies to all special education categories. Because Tennessee has chosen to recognize intellectually gifted as a special education category, the Child Find mandate, along with all other IDEA provisions, applies to intellectually gifted students.

Child Find is a component of the Individuals with Disabilities Education Act (IDEA) that requires states and local school districts to identify, locate, and evaluate all children with disabilities residing in the state, regardless of the severity of their disabilities, who are in need of special education and related services.

The two most common methods used by school districts to identify intellectually gifted students are (1) universal screenings and (2) parent or teacher referrals. Under the universal screening method, the school district can use grade-level tests,^B evaluations of social skills and classroom performance, and other data (e.g., attendance, discipline problems) to identify students. Some districts screen students in certain grades (e.g., grade 2 or grade 4) while others screen students in all grades (e.g., all elementary grades, all middle school grades).

^A The full definition of “intellectually gifted” can be found in state policy at <https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html>. The full definition reads as follows: “a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child’s needs exceed differentiated general education programming, adversely affect educational performance, and require specifically designed instruction or support services.”

^B Universal screenings can use periodic grade-level assessments (also known as benchmark assessments) to establish eligibility cut-offs.

Under the referral method, the student’s parents, teachers, or another party refers the student for an evaluation by an evaluation team to determine if the student is intellectually gifted. School districts are required by the state to establish and communicate referral procedures to ensure consistency among the district’s schools.

Districts may use both identification methods but may rely more on one than the other. Some districts, for example, mostly use the referral method and either do not conduct universal screenings or do so to a limited extent. Conducting universal screenings does not limit the ability of parents, teachers, or other parties to refer a student for evaluation.

Once a student has been brought to the attention of school officials, an initial review of the student is conducted by a school team. At least one of the school officials on the team must be trained in the characteristics of gifted children. Numerous sources of data are considered during the initial review, such as classroom performance, and the degree to which the student exhibits the characteristics of giftedness. Input from parents, teachers, school psychologists, and other professional personnel are also considered, as is any input from the student.

All available information relative to the student’s suspected giftedness must be considered by the evaluation team. The team, not an individual, then determines whether a comprehensive evaluation is needed.

Exhibit 1: Intellectually gifted definition and standards

Intellectually gifted	
As defined, a student's needs must:	Eligibility standards include:
<ul style="list-style-type: none"> • exceed the accommodations made in the general curriculum; • adversely affect their education performance; and • require specifically designed instruction or support services 	<ul style="list-style-type: none"> • targeted instruments and assessments; • characteristics of giftedness; and • requirements for a total score an individual must obtain to qualify for services

The school team also considers whether the student’s academic needs can be met through the general education curriculum. If the team determines the student’s academic needs can be met through the general education curriculum, the review process ends and the student is not identified as intellectually gifted. If the determination is that the student’s academic needs cannot be met through the general education curriculum, however, a comprehensive evaluation is scheduled. Prior to the comprehensive evaluation, the school team must obtain informed parental consent and provide notice of the evaluation.

During a comprehensive evaluation, a student’s intellectual ability, educational performance, creativity, and characteristics of giftedness are formally assessed. In addition, the comprehensive evaluation documents how the student’s intellectual giftedness adversely impacts his or her educational performance in the learning environment. Following the completion of the comprehensive evaluation and the determination that the student is eligible for special education services, an IEP is developed for the student and the student is identified as intellectually gifted.

Parental consent for a comprehensive evaluation

Prior to conducting a comprehensive evaluation, the school team must obtain informed parental consent and provide written notice of the evaluation. Once written parental consent is obtained, the district must conduct all agreed upon components of the evaluation and determine eligibility within 60 calendar days of the district’s receipt of parental consent.

If a school district can meet an advanced student’s academic needs through the general curriculum, the student does not receive an IEP and is not identified as intellectually gifted.

A school district might meet an advanced student’s academic needs by grouping the student with other high-performing students or providing an accelerated version of the general curriculum. For example, one district surveyed by OREA allows advanced students in grades 7 and 8 to take high school algebra without an IEP.^C Many times, advanced students’ needs can be accommodated within the general education programming by adapting the curriculum to the needs of the individual students. As part of the tiered approach used for providing interventions, the state encourages districts to find ways to accommodate the needs of advanced students in the general education programming when possible.

Some districts modify the general curriculum for advanced students who meet certain criteria. For example, a district may provide an academic enrichment program, such as the Encore program in Metro Nashville Public Schools. Encore is for K-8 students of high academic ability who meet the eligibility criteria set by the district, which includes test results, referrals from teachers/school psychologists, and students’ results on other screening instruments. An intellectually gifted IEP is not required to participate in Encore, and this has been cited as one reason for the district’s low number of intellectually gifted IEPs compared to other districts.

For the 2019-20 school year, 106 students out of Metro Nashville’s total student population of 82,283 (or 0.13 percent) had an intellectually gifted IEP.^D As a point of comparison, 2,817 students out of the 107,393 students (or 2.62 percent) enrolled in Shelby County Schools had an intellectually gifted IEP for the same school year.

Spotlight on K-8 enrichment and gifted programs

In Tennessee, enrichment programs and gifted programs are similar in that they both provide instruction to academically advanced students, but they differ on whether an intellectually gifted IEP is required for participation. Gifted programs require an IEP, while enrichment programs do not.

Metro Nashville Public Schools and Shelby County Schools both offer enrichment programs for students. Enrichment programs provide students with instruction that is broader in scope, greater in depth, and involves activities that modify and supplement the general education curriculum.

Metro’s enrichment program, Encore, is available in two preschools and to all eligible students in K-8. Program eligibility is based on a student’s scores on various screening instruments; students are not required to have an IEP. As of school year 2020-21, Metro employs 72 Encore teachers, all of whom have gifted teaching endorsements or have completed gifted employment standards. Teachers are placed in schools based on the number of Encore students in the building. Encore classes are typically offered a few times a week. Metro does not currently have a specific enrichment program for grades 9-12.

Shelby County’s program, CLUE (Creative Learning in a Unique Environment) is available to all eligible students in preschool through high school. Gifted teachers provide CLUE programming to eligible students in all the district’s preschools. In K-3, an IEP is not required for students to participate in the CLUE enrichment courses. In grades 3-5, an IEP is required for students to participate in the gifted courses. The course options available through CLUE are the same, but the gifted courses require an IEP while the enrichment courses do not. In grades PreK-5, eligible students attend two CLUE sessions per week for a total of five hours each week. For students in grades 6-12, an IEP team determines the specific services that will be offered to each student.

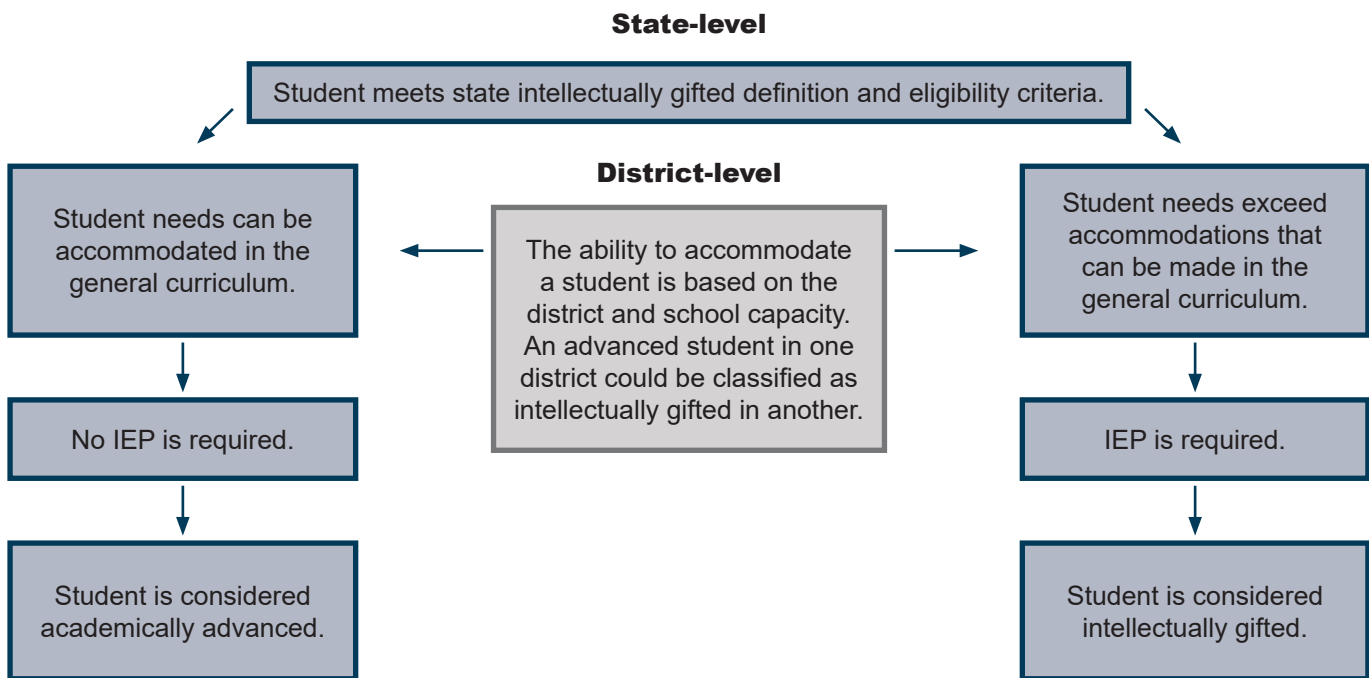
As of school year 2020-21, Shelby County employs 114 gifted teachers who travel to schools or are assigned to one base school, depending on the number of students identified as intellectually gifted across the district’s schools.

^C Grouping students by academic ability or providing an accelerated version of the general curriculum may also be used for students with an intellectually gifted IEP. Districts differ in their ability to meet advanced students’ academic needs through the general curriculum.

^D Students in Metro Nashville whose academic needs exceed what the district provides through Encore or other academic opportunities receive an intellectually gifted IEP.

Not all districts offer academic enrichment programs, however. This is due in part to issues of size and scale. Smaller school districts may find it more difficult to justify and fund a district-wide enrichment program if only a small number of students in the district meet intellectually gifted eligibility standards and the students are spread out among multiple schools. Other methods for meeting advanced students' academic needs through the general curriculum, such as grouping students by academic ability, may also be a challenge for smaller school districts for various reasons. In such cases, the academic needs of students who meet intellectually gifted standards should be met through special education services (i.e., the customized educational services that are part of an intellectually gifted IEP).

Exhibit 2: Process for determining IEP eligibility



An IEP is developed for students who are identified as intellectually gifted, meaning their academic needs surpass what the school district can provide through the general curriculum.

The IEP is the written plan for the special education services that will be provided to the student. Special education services may address social needs in addition to academic ones. Some intellectually gifted students may struggle with social skills or may become easily bored and disengage from their schoolwork.

Federal and state laws and regulations specify the information that must be documented in each student's IEP and require that an IEP be in place at the beginning of the school year. The student's individual needs based on his/her specific area(s) of exceptionality are documented in the IEP, as well as how those needs will be addressed by teachers and other educators. IEPs also include measurable annual academic and functional goals.

Districts and schools must provide meaningful opportunities for parents to participate in the development, review, and revision of their child's IEP. Input provided by parents/guardians must be reflected in the IEP. Such input can include concerns about academic performance, social and personal skills, interactions with peers and educators, and factors outside of school that may affect the child's performance in school.

An intellectually gifted student's IEP will also specify the supports and services to be provided, such as part-time assignment of the student to regular classes and special classes, grouping the student with others who

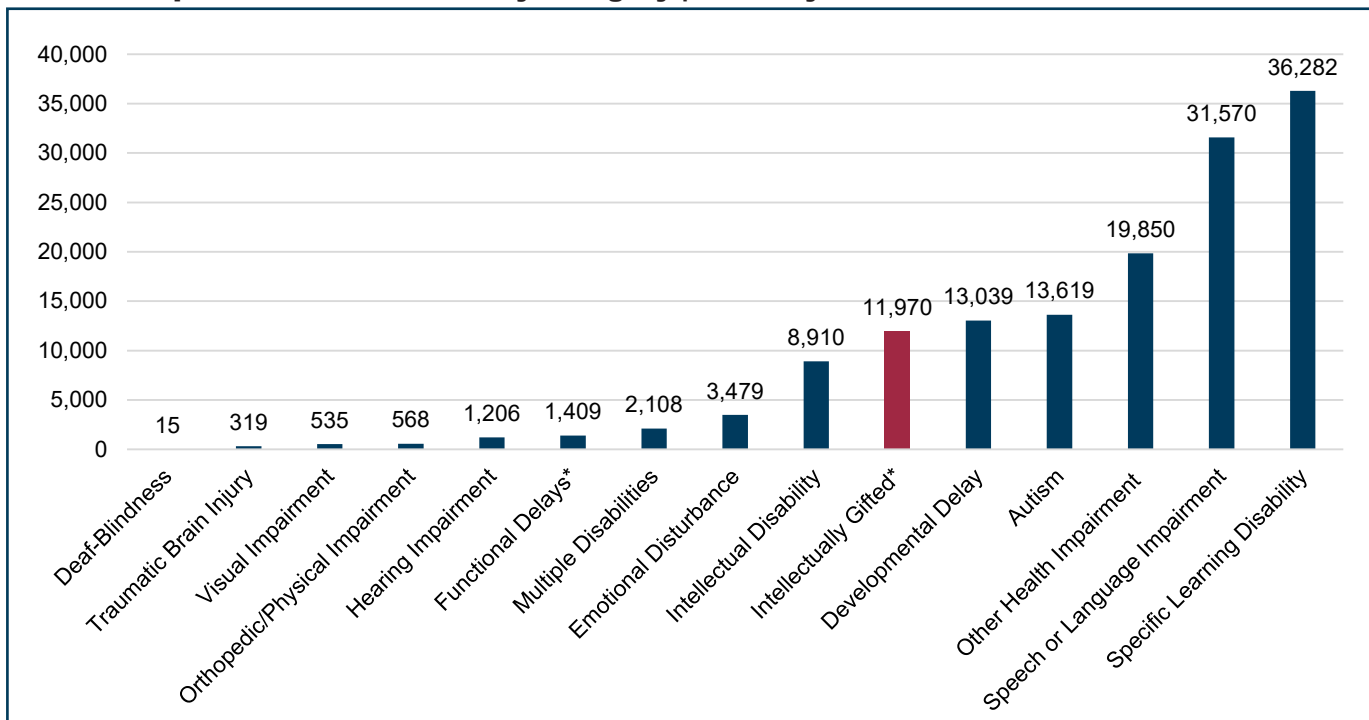
have similar abilities, acceleration by subject (e.g., assigning 8th grade-level material to a 5th grade student), or grade advancement (i.e., skipping a grade). In Chester County Schools, for example, IEP services include advanced curriculum options and acceleration based on a student’s classroom performance. In addition to academic matters, an IEP may address social and personal concerns, interactions with peers and educators, and any relevant family information that may be affecting the child’s performance at school.

A student’s IEP is developed by an IEP team, which includes the student’s parent(s) or guardian(s), regular education teacher, special education teacher, and other parties. The IEP team reviews and revises the IEP annually.

More than 13,000 students had intellectually gifted IEPs for the 2019-20 school year.

Exhibit 3 shows the number of intellectually gifted IEPs relative to all other special education categories for the 2019-20 school year.

Exhibit 3: Special education IEPs by category | School year 2019-20

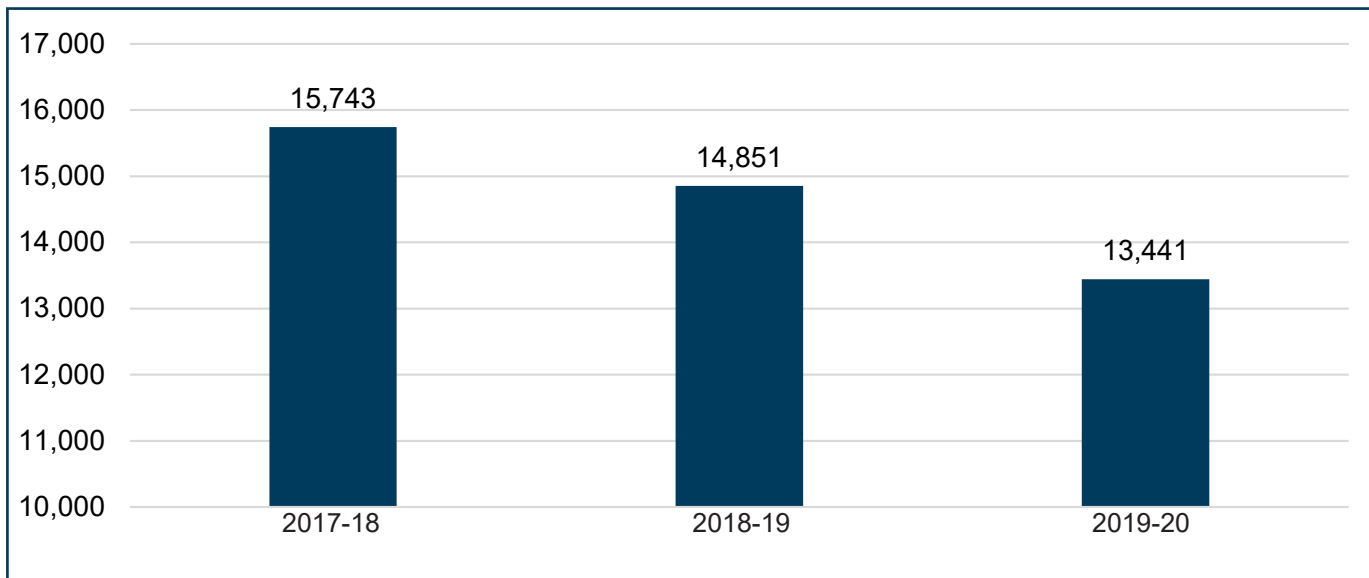


Note: (1) * Functional delays and intellectually gifted are two state-recognized disability categories and are not recognized under IDEA. (2) Totals for this chart were pulled as of December 1, 2019. IDEA disability totals are reported to the federal government as of December 1 each year. The Tennessee-recognized disability categories were added to the federally reported numbers as a point of comparison. All other charts are based on the end-of-year totals.

Source: Tennessee Department of Education.

The number of intellectually gifted IEPs in the state has decreased in the last three school years. In school year 2018-19, the number of intellectually gifted IEPs dropped by 5.67 percent from the previous year and dropped again in school year 2019-20, by 9.49 percent. TDOE representatives attribute the decline in intellectually gifted IEPs to two primary factors: (1) TDOE revised intellectually gifted eligibility standards to increase the required minimum IQ score, which resulted in fewer students qualifying; and (2) TDOE continues to work with districts to improve the quality of general education programming to create a more enriched curriculum for all students. An enriched curriculum has the potential to meet more students’ needs without the use of IEPs.

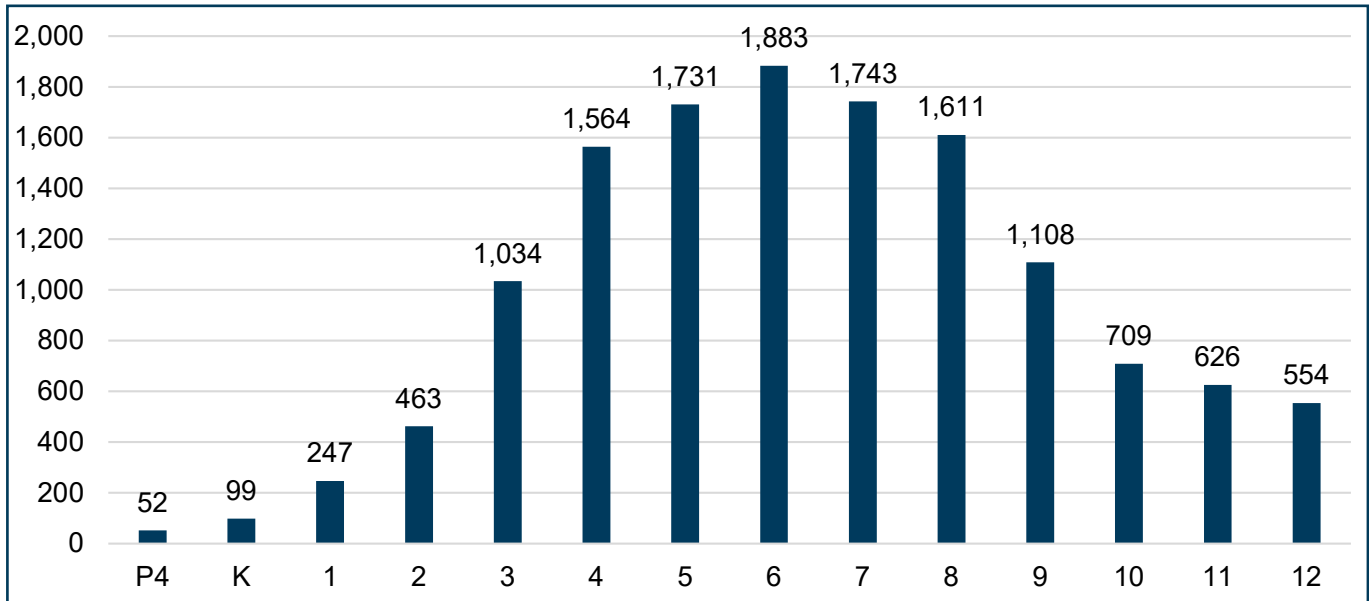
Exhibit 4: Intellectually gifted IEPs | School years 2017-18, 2018-19, and 2019-20



Source: Tennessee Department of Education.

Students in the later elementary school grades (i.e., grades 3 through 5) and middle school grades are more likely to have an intellectually gifted IEP than students in high school, as shown in Exhibit 5. Academically advanced high school students are instead more likely to be served through enrichment courses. Eligibility for enrichment courses may include a minimum GPA or the completion of certain prerequisite courses, but an intellectually gifted IEP is not required. Examples of enrichment courses include Advanced Placement,^E dual enrollment,^F and International Baccalaureate courses.^G

Exhibit 5: Intellectually gifted IEPs by grade | School year 2019-20



Note: (1) P4 refers to students who are 4 years old in preschool. (2) Totals for the chart are 13,242. Students in P3 (students who are 3 years old in preschool) and missing numbers account for 17 total cases.

Source: Tennessee Department of Education.

^E AP classes are college-level courses designed by the College Board and taught by high school faculty. Postsecondary institutions may award credit based on the score earned on a national exam in several subjects.

^F Eligible high school students can earn high school and college credit through dual enrollment courses. Dual enrollment classes may be held at a high school, at a postsecondary institution, or online.

^G IB programs are academically challenging courses of study aligned to internationally benchmarked exams. In addition to high school programs, IB programs are available for primary years (ages 3-12) and middle years (ages 11-16). There are 24 IB schools in Tennessee, nine of which are in Metro Nashville Public Schools.

In school year 2019-20, 135 school districts in Tennessee reported 13,441 students with intellectually gifted IEPs. The districts with the highest number of intellectually gifted IEPs were Shelby County Schools, Hamilton County Schools, Williamson County Schools, and Rutherford County Schools. All other districts had fewer than 550 students with intellectually gifted IEPs; 44 districts had fewer than 10 students with such IEPs.

Exhibit 6: Districts with the highest numbers of intellectually gifted IEPs | School year 2019-20

District	Total Students	Gifted IEPs	Percent of students with gifted IEPs
Shelby County	107,393	2,817	2.62%
Hamilton County	44,256	1,517	3.43%
Williamson County	40,674	1,458	3.58%
Rutherford County	46,850	1,122	2.39%

Source: Tennessee Department of Education.

The quality of the general education curriculum is one factor that can affect the number of students requiring an intellectually gifted IEP in a district. A more rigorous curriculum may meet the academic needs of a greater number of advanced students and, thus, fewer students will need intellectually gifted IEPs to have their academic needs met. For instance, Knox County has a small percentage of students that receive an intellectually gifted IEP, which TDOE representatives attribute to the enrichment opportunities offered by the district. Similarly, the small percentage of students with an intellectually gifted IEP in Metro Nashville Public Schools has been attributed in part to the school district’s enrichment program for academically advanced students.

On average, 1.34 percent of students statewide have an intellectually gifted IEP. The districts with the highest proportion of intellectually gifted IEPs to student population were Lakeland (17.13 percent) and Germantown (6.40 percent).

Exhibit 7: Top 10 and bottom 10 districts based on the percentage of students with an intellectually gifted IEP | School year 2019-20

Top 10 districts			
District	Total Students	Gifted IEPs	Percent of students with gifted IEPs
Lakeland School System	1,827	313	17.13%
Germantown Municipal School District	6,093	390	6.40%
Collierville Schools	9,055	424	4.68%
Bartlett City Schools	8,966	409	4.56%
Arlington Community Schools	4,778	177	3.70%
Williamson County Schools	40,674	1,458	3.58%
Hamilton County Department of Education	44,256	1,517	3.43%
Paris Special School District	1,551	50	3.22%
Hollow Rock Bruceton Special School District	618	19	3.07%
Millington Municipal Schools	2,517	74	2.94%

Bottom 10 districts			
District	Total Students	Gifted IEPs	Percent of students with gifted IEPs
Anderson County Schools	6,140	10	0.16%
Cheatham County Schools	5,881	*	0.15%
Wilson County Schools	18,685	27	0.14%
Hawkins County Schools	6,398	*	0.14%
Metro Nashville Public Schools	82,283	106	0.13%
Jefferson County Schools	6,991	*	0.13%
Kingsport City Schools	7,365	*	0.12%
Hamblen County Schools	10,219	11	0.11%
Blount County Schools	10,470	*	0.09%
Knox County Schools	59,904	*	0.02%

Note: Asterisks in the chart indicate suppressed counts for districts with fewer than 10 intellectually gifted IEPs reported. All percentages for suppressed counts were calculated with a maximum value of nine. All percentages in the chart for suppressed counts have the potential to be overinflated if the district has fewer than nine students with gifted IEPs. The Tennessee School for the Blind and the Richard City Special School District, both of which reported fewer than 10 intellectually gifted IEPs, would have appeared in the Top 10 list but were excluded because applying a maximum value of nine students in both instances could result in an overinflated percentage.

Source: Tennessee Department of Education.

It is important to note that only students who receive special education services (e.g., an IEP) are identified as intellectually gifted. As noted earlier (see page 4), if a school district can meet an advanced student’s academic needs through the general curriculum, the student will not receive an IEP and will not be identified as intellectually gifted. In districts that provide enrichment programs and other opportunities for academically advanced students, the number of intellectually gifted IEPs may be lower than it would be otherwise, but other factors should also be considered. For example, identification practices could influence the number of intellectually gifted IEPs in a district. Some districts screen students for intellectual giftedness while other districts are more reliant on referrals from teachers, school psychologists, and other parties.

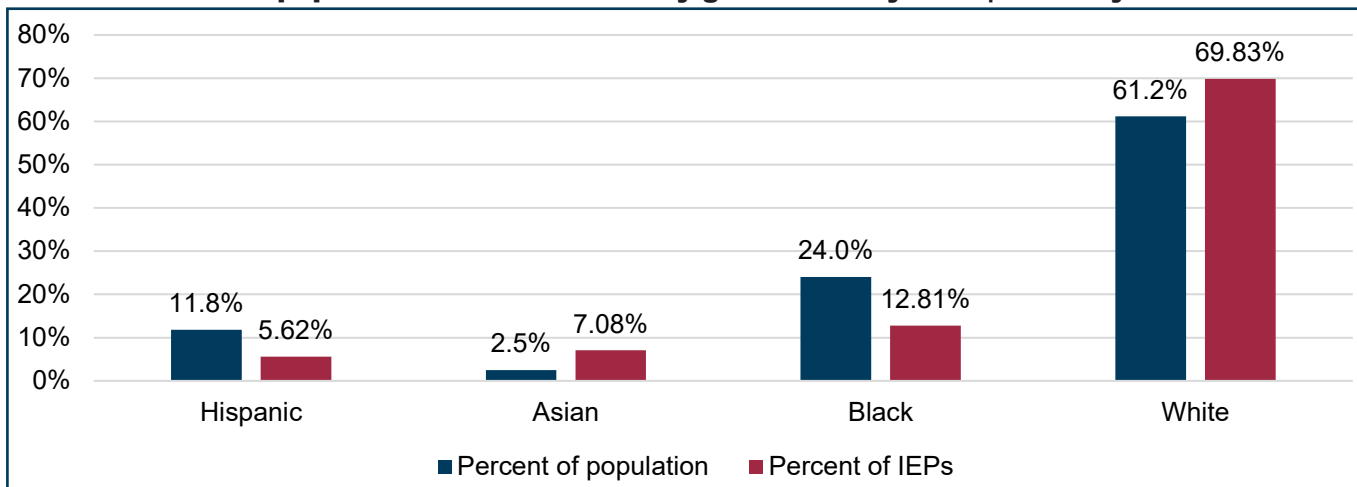
TDOE monitors district trends in the identification of students for special education services, including for intellectually gifted students. The department reviews demographic data to see if districts show trends in overrepresenting or underrepresenting certain groups. The department contacts districts when data shows a divergence from expected identification levels (i.e., overidentification or underidentification) to better understand the reasons for the divergence and, if needed, to help such districts bring their identification levels more in line with expectations.

In consultation with TDOE, such districts may conduct a self-evaluation of their special education program to identify possible changes. TDOE may also assist districts with reviewing and changing their screening process, the IEP process, and other special education policies and procedures.

Intellectual giftedness is found across all student demographics (e.g., family income, race, language, etc.). Students from certain minority groups have historically been underidentified as intellectually gifted and underrepresented in gifted programs. Limitations of identification tools, biased assessments, and a focus on the deficits of such students rather than their strengths are some of the reasons for underidentification and underrepresentation that have been cited.

Data for the 2019-20 school year show White students and Asian students were overrepresented among students with intellectually gifted IEPs compared to their representation in the overall student population. Hispanic and Black students were underrepresented.

Exhibit 8: Student population and intellectually gifted IEPs by race | School year 2019-20



Note: The data for gifted IEPs included an additional category for “multiple races,” which accounted for 4.66 percent of the gifted IEPs. The dataset for the whole student population did not include a category for multiple races, and, therefore, was not included in the comparison chart. The categories of “Pacific Islander” (0.2 percent of population) and “American Indian” (0.4 percent of population) were also excluded due to low values. For both categories, intellectually gifted IEPs accounted for fewer than 35 total intellectually gifted IEPs.

Source: Tennessee Department of Education.

Gifted teachers are required for providing special education services to intellectually gifted students.

Special education activities carried out by gifted teachers include writing an intellectually gifted student’s IEP, supervising the student’s progress in accomplishing the goals listed in the IEP, and providing related supports and services.

To become qualified to teach gifted education, a teacher must either obtain a gifted endorsement on their teaching certificate (which requires the completion of approximately five college courses on gifted education) or obtain a gifted employment standard waiver (which requires completing the equivalent of two college courses).^H

In order to obtain a gifted endorsement, teachers must attend an educator preparation program (EPP) approved by the state. EPPs prepare undergraduate and graduate students to become licensed teachers. The gifted endorsement is one of multiple special education endorsements offered by EPPs.¹ In 2021, five universities in Tennessee offer endorsements for gifted education: Johnson University; Lipscomb University; Union University; University of Tennessee-Knoxville; and Vanderbilt University.

In lieu of a gifted endorsement, teachers may obtain a gifted employment standard waiver to teach gifted education. Employment standard instructional programs are shorter compared to endorsement programs^l and must be approved by TDOE for the standard to be recognized for teaching gifted education in Tennessee. Upon completion of the program, the teacher applies for an employment standard waiver from TDOE. Any school district, public university, or private university may develop an employment standard program.

Regular classroom teachers of students with an intellectually gifted IEP are not required to have a gifted endorsement or employment standard waiver.

^H Gifted teachers may also help implement enrichment programs for other students. For example, in Metro Nashville Public Schools, all teachers in the Encore program, an enrichment program open to students without intellectually gifted IEPs, must have a gifted employment standard waiver at a minimum. (See page 4 for more information about the Encore program.)

¹ Other special education endorsements include the reading specialist endorsement and the special education interventionist endorsement.

^l As noted above, endorsement programs require the completion of approximately five college courses; employment standard programs require the equivalent of two college courses.

The BEP and other local funds provide funding for gifted education in Tennessee.

As for all other students with an IEP, students with intellectually gifted IEPs are included in the enrollment count for special education students and generate funding through the special education component in the state’s education funding program, the Basic Education Program (BEP). The BEP formula generates funding for special education instructional positions, instructional supplies, equipment, and travel based on the number of identified and served special education students enrolled in a district.

In general, special education students who require more hours of services generate more BEP funding.^K For BEP funding purposes, special education students are placed into one of 10 options based on the level of services needed. Students in option one require the lowest level of special education services and, thus, generate the smallest amount of special education funding per identified student of the 10 options. Students in options seven through 10, by contrast, require the highest level of special education services and generate the highest amount of special education funding per identified student of the 10 options.

Exhibit 9: Options of service

Option of Service	Contact hours	Funding generated through the BEP for number of students identified
Option 1	a. Documented consultation b. Less than 1 hour per week of direct instructional service c. Related services at least twice a month and less than 1 hour per week	Funding for 1 teacher for every 91 special education students enrolled
Option 2	1–3 hours per week of direct instructional services	Funding for 1 teacher for every 58.5 special education students enrolled
Option 3	4–8 hours per week of direct instructional services	
Option 4	9–13 hours per week of direct instructional services	Funding for 1 teacher for every 16.5 special education students enrolled
Option 5	14–22 hours per week of direct instructional services	
Option 6	4 or more hours per day in the general education classroom with direct service from a special education assistant	
Option 7	23 or more hours per week of direct instructional services	Funding for 1 teacher for every 8.5 special education students enrolled
Option 8	32.5 or more hours per week of direct instructional services, including 2 related services	
Option 9	24 hours per day of residential services	
Option 10	3 or more hours per week of direct instruction in a home or hospital setting	

^KAs with all BEP funding, the state provides a portion of the calculated total and local districts are required to provide the remaining portion, known as the BEP local match. Districts may also supplement BEP funding with additional local funding.

Federal IDEA funding cannot be used for gifted education services because students identified as intellectually gifted are not among the special education categories covered by the IDEA.¹ Teachers who provide services to a student in both categories – a student in one of the federally recognized IDEA categories who has also been identified as intellectually gifted – may not count time spent providing intellectually gifted services to the student for IDEA reimbursement.

The Jacob K. Javits Gifted and Talented Students Education Act provides federal grant funding for applied research and the National Research Center on the Gifted and Talented. The grant funding's purpose is to improve identification and service to students underrepresented in gifted and talented programs, such as students from low-income backgrounds and English language learners. Past grants have been awarded to states and universities for research on gifted education and gifted program development. Tennessee has applied in the past, but has not been awarded grant funding.

¹Tennessee includes two additional categories for special education services that are not covered in IDEA: intellectually gifted and functional delay.

Appendix A: Gifted IEPs by district

District	Total Students	Gifted IEPs	Percent of students with gifted IEPs
Achievement School District	10,761	29	0.27%
Alamo City School	575	*	1.57%
Alcoa City Schools	2,075	*	0.43%
Anderson County Schools	6,140	10	0.16%
Arlington Community Schools	4,778	177	3.70%
Athens City Schools	1,628	23	1.41%
Bartlett City Schools	8,966	409	4.56%
Bedford County Schools	8,765	18	0.21%
Benton County Schools	2,067	24	1.16%
Bledsoe County Schools	1,627	37	2.27%
Blount County Schools	10,470	*	0.09%
Bradford SSD	568	*	1.58%
Bradley County Schools	9,943	36	0.36%
Bristol TN City Schools	3,902	11	0.28%
Campbell County Schools	5,159	*	0.17%
Cannon County Schools	1,932	10	0.52%
Carter County Schools	4,853	34	0.70%
Cheatham County Schools	5,881	*	0.15%
Chester County Schools	2,778	*	0.32%
Claiborne County Schools	3,971	57	1.44%
Clay County Schools	1,041	14	1.34%
Cleveland City Schools	5,588	49	0.88%
Cocke County Schools	4,391	46	1.05%
Coffee County Schools	4,169	100	2.40%
Collierville	9,055	424	4.68%
Crockett County Schools	1,948	*	0.46%
Cumberland County Board of Education	7,012	27	0.39%
Dayton City Schools	828	*	1.09%
Decatur County Schools	1,512	20	1.32%
Dekalb County Schools	2,830	76	2.69%
Dickson County Schools	8,026	71	0.88%
Dyer County Schools	3,749	57	1.52%
Dyersburg City Schools	2,449	68	2.78%
Elizabethton City Schools	2,483	27	1.09%
Etowah City School	362	*	2.49%
Fayette Public County Schools	3,262	34	1.04%
Fayetteville City Schools	1,323	*	0.68%

District	Total Students	Gifted IEPs	Percent of students with gifted IEPs
Fentress County Schools	2,081	36	1.73%
Franklin County Schools	5,070	26	0.51%
Franklin SSD	3,483	19	0.55%
Germantown	6,093	390	6.40%
Gibson County School District	3,889	43	1.11%
Giles County Schools	3,654	26	0.71%
Grainger County Schools	3,219	16	0.50%
Greene County Schools	6,130	52	0.85%
Greeneville City Schools	2,834	*	0.32%
Grundy County Schools	1,850	18	0.97%
Hamblen County Schools	10,219	11	0.11%
Hamilton County Department of Education	44,256	1,517	3.43%
Hardeman County Schools	3,291	32	0.97%
Hardin County Schools	3,402	15	0.44%
Hawkins County Schools	6,398	*	0.14%
Haywood County Schools	2,631	50	1.90%
Henderson County Schools	3,845	24	0.62%
Henry County Schools	2,947	54	1.83%
Hickman County Schools	3,288	15	0.46%
Hollow Rock Bruceton SSD	618	19	3.07%
Houston County Schools	1,296	31	2.39%
Humboldt City Schools	1,102	*	0.82%
Humphreys County Schools	2,837	*	0.32%
Huntingdon SSD	1,279	24	1.88%
Jackson County Schools	1,370	*	0.66%
Jackson Madison Schools	12,071	225	1.86%
Jefferson County Schools	6,991	*	0.13%
Johnson City Schools	7,908	41	0.52%
Johnson County Schools	1,977	39	1.97%
Kingsport City Schools	7,365	*	0.12%
Knox County Schools	59,904	*	0.02%
Lake County Schools	703	*	1.28%
Lakeland School System	1,827	313	17.13%
Lauderdale County Schools	3,704	82	2.21%
Lawrence County Schools	6,693	66	0.99%
Lebanon Special School District	3,788	*	0.24%
Lenoir City Schools	2,365	*	0.38%
Lewis County Schools	1,635	*	0.55%

District	Total Students	Gifted IEPs	Percent of students with gifted IEPs
Lexington City Schools	820	*	1.10%
Lincoln County Schools	3,776	10	0.26%
Loudon County Schools	4,647	19	0.41%
Macon County Schools	3,914	*	0.23%
Manchester City Schools	1,393	*	0.65%
Marion County Schools	3,905	13	0.33%
Marshall County Schools	5,370	*	0.17%
Maryville City Schools	5,368	*	0.17%
Maury County Schools	12,635	133	1.05%
McKenzie SSD	1,217	19	1.56%
McMinn County Schools	5,257	94	1.79%
McNairy County Schools	3,921	12	0.31%
Meigs County Schools	1,654	14	0.85%
Metro Nashville Public Schools	82,283	106	0.13%
Milan Special School District	1,903	17	0.89%
Millington Municipal Schools	2,517	74	2.94%
Monroe County Schools	5,153	45	0.87%
Montgomery County Schools	35,932	429	1.19%
Moore County Schools	867	*	1.04%
Morgan County Schools	2,706	*	0.33%
Murfreesboro City Schools	8,724	173	1.98%
Newport City Schools	638	*	1.41%
Oak Ridge Schools	4,565	29	0.64%
Obion County School	3,157	39	1.24%
Oneida SSD	1,217	*	0.74%
Overton County Schools	3,106	26	0.84%
Paris SSD	1,551	50	3.22%
Perry County Schools	1,004	*	0.90%
Polk County Schools	2,171	*	0.41%
Putnam County Schools	11,441	36	0.31%
Rhea County Schools	4,148	17	0.41%
Richard City SSD	255	*	3.53%
Roane County Schools	6,307	109	1.73%
Robertson County Schools	12,383	241	1.95%
Rutherford County Schools	46,850	1,122	2.39%
Sequatchie County Schools	2,136	29	1.36%
Sevier County Schools	14,381	28	0.19%
Shelby County School District	107,393	2,817	2.62%

District	Total Students	Gifted IEPs	Percent of students with gifted IEPs
Smith County Board of Education	2,968	10	0.34%
South Carroll SSD	330	*	2.73%
State Board of Education	841	*	1.07%
Stewart County Schools	1,961	*	0.46%
Sullivan County Schools	8,972	17	0.19%
Sumner County Schools	29,935	540	1.80%
Sweetwater City Schools	1,389	*	0.65%
TN School for the Blind	113	*	7.96%
Tipton County Schools	10,305	153	1.48%
Trenton SSD	1,247	*	0.72%
Tullahoma City Schools	3,509	28	0.80%
Unicoi County Schools	2,188	*	0.41%
Union County Schools	4,705	19	0.40%
Van Buren County Schools	714	*	1.26%
Warren County Schools	6,286	88	1.40%
Washington County Schools	8,362	56	0.67%
Wayne County Schools	2,071	36	1.74%
Weakley County Schools	3,951	34	0.86%
West Carroll SSD	899	*	1.00%
White County Schools	3,771	23	0.61%
Williamson County Schools	40,674	1,458	3.58%
Wilson County Schools	18,685	27	0.14%

Note: Asterisks in the chart indicate suppressed counts for districts with fewer than 10 intellectually gifted IEPs reported. All percentages for suppressed counts were calculated with a maximum value of nine. All percentages for suppressed counts have the potential to be overinflated if the district has fewer than nine students with gifted IEPs.

Source: Tennessee Department of Education.

Appendix B: Intellectually gifted services provided by selected districts

	Shelby County	Metro Nashville	Claiborne County	Gibson County	Chester County	Hawkins County
Grand Division	West	Middle	East	West	West	East
Number of IEPs in SY 2019-20	2,817	106	57	43	>10	>10
Number of gifted teachers in district	114	72	2	1 part-time teacher	1 teacher for 10% of their workload	undetermined
Gifted teachers travel between schools?	Yes, though some are assigned one "base" school	Most teachers are assigned to one or two schools; three teachers assigned to three schools	Yes	Yes	Yes	District uses Special Education teachers to provide IEPs for gifted students
Process used to identify gifted students	Child Find; universal screening; parent, teacher/counselor, external referrals	Universal screeners in certain grades; parent/teacher/counselor referrals in all grades	Rely heavily on parent/teacher referrals; review state assessments for high-achieving students	Screening in 4th grade; parent/teacher/community professional referrals	Screening in K-8; teacher/administrator referrals	Rely on parent/teacher referrals; do not currently screen a specific grade level
Screening in certain grade(s)	Universal screening for students in grades K-8; utilizes an Early Warning System (course failure, attendance, etc.) for grades 9-12	Currently 2nd grade, but looking to add kindergarten	No specific grade; review state assessments for students in grades 2-7	Screening in 4th grade	Screening in K-8 using benchmark assessments	No
Screen prior to entering kindergarten	Yes, with parent/teacher referrals	Yes, through Pre-K centers and parent referrals	No	Yes, with referral	Yes, with referral	Students are screened for special education prior to entering kindergarten, but not specifically for gifted
Early entrance into kindergarten, middle, or high school	Early entrance into kindergarten is allowed as long as the child turns 5 before Sept. 30	Option is available on case-by-case basis	No	Early entrance into kindergarten is allowed as long as the child turns 5 before Sept. 30. Early entrance into middle and high school on a case-by-case basis.	Yes	Early entrance into Kindergarten is allowed as long as the child turns 5 before Sept. 30

	Shelby County	Metro Nashville	Claiborne County	Gibson County	Chester County	Hawkins County
Can middle school students dual enroll in high school?	Yes	Yes	No	No	No	Yes
Additional gifted education opportunities	Offers two-week summer camps for gifted students at no cost to parents	District offers two pre-K Encore programs; Metro has 15 IB schools (though programs are not for gifted students specifically)	N/A	N/A	N/A	N/A

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