

Mind the gap: the difference between policy goals and implementation around fitting education for gifted students

The effect of school involvement with policy-making, school support for policy goals and satisfaction of schools with their partnership on the policy-implementation gap



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Abstract

The gap between policy goals and implementation is one of the main reasons for policy failure. Fitting education for gifted students has emerged as a relatively new policy field in the past decade in the Netherlands. This is partly a result of a report that showed that Dutch education does not meet the needs of gifted students, which often causes social-emotional problems and underperformance for these students. In the case of the policy on fitting education for gifted students, schools are concerned with the implementation of the policy goals that the regional partnerships these schools are part of formulated in 2019. In this study, the policy-implementation gap was examined by analysing data on partnership goals (n=122) that were combined with data on schools and their implementation of the policy (n=1046). The policy goals were compared to the actual implementation, resulting in a measurement of the policy-implementation gap. Results of univariate statistical analysis showed that there is indeed a gap between the policy goals as formulated by partnerships and implementation of policy goals by schools. The gap mainly presents itself in the policy goals that take more effort, time, and money to implement. Additionally, six hypotheses were tested on the effect of school involvement with policy-making, school support for policy goals, and school satisfaction with the partnership and the moderating effect of the level of centralization on these effects. Results of multiple regression analysis showed that there was not enough evidence to reject the null hypotheses in favour of the formulated alternative hypotheses. Regression analysis did show that the policy-implementation gap is larger for secondary schools and for larger partnerships. Based on these results, three policy recommendations on teacher education programs, monitoring within secondary schools, and monitoring and close contact with schools in large partnerships were formulated.

Keywords: Policy-implementation gap, fitting education for gifted students, regional partnerships

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1. Introduction

Differences between policy goals and the actual implementation of these goals in practice are one of the main reasons of policy failure (Hudson et al., 2019). In the case of a policy-implementation gap, the goals as described in a policy plan are not, not properly, or only partially implemented by actors “on the ground”. This can result in limited effectiveness of interventions and achievement of the intended goals and effects (Hudson et al., 2019). As actors in the field are often concerned with carrying out the intended plans, it is crucial that these actors are on the same page with the policymakers regarding their goals and perspective (Ansell & Gash, 2008). However, because implementing actors are part of different contexts and fields, they often differ in the way they look at the problem and might have individual ideas or interests (Rein & Schön, 1992; Carlsson, 2000). This all leads to differences in the perceptions and the behavior of policy-making and implementing actors, which in turn affects the implementation – and with that the success – of the intended policy (Ansell & Gash, 2008).

Some studies have tried to explain the differences between policy goals and implementation. Findings show that especially the relationship and interactions between policy-making and implementing actors influence the gap between policy goals and implementation (Ansell & Gash, 2008; Hudson et al., 2019). The literature on the policy-implementation gap distinguishes three main factors that have an effect on policy implementation and the gap with policy goals: involvement of implementing actors with the policy-making, their support for the policy goals, and their satisfaction with the policy-making actors.

Additionally, the context of the policy field plays a role in policy implementation (Ansell & Gash, 2008; Hudson et al., 2019). Various studies have indicated a gap between policy goals and implementation in the field of education. Ferreira and Schulze (2014) found big differences between policy makers’ intentions and teachers’ perspectives on educational policy. This was mostly because of schools and teachers lacking knowledge and expertise, but also because of differences in priorities. Koshy and colleagues (2017) explored the implementation of policy on gifted education of schools in England. They found that local schools often lacked quality services for gifted children because of an absence of monitoring or other control mechanisms.

Although there are some studies on the policy-implementation gap in the field of education, there is still an overall lack of research and theory on the implementation process (Howlett, 2019). This is especially true for policy on fitting education for gifted students, which has not received much attention over the past years in the literature (Koshy et al., 2017). And this while gifted students are facing problems in the current education system in the Netherlands. The Dutch Inspectorate of Education stated in 2018 that gifted children are not challenged and supported enough by schools, despite curriculums and education being of high quality and several earlier attempts for better-fitting education (Onderwijsinspectie, 2018). When education does not respond well to the needs of gifted students, they are more likely to underperform in school and to experience social and emotional issues. They feel misunderstood and do not get along with their peers, often resulting in loneliness and psychological distress (Rinn & Majority, 2018; Vialle et al., 2007). Additionally, gifted students are more likely to leave school early and obtain lower educational achievements than can be expected (Koenderink & van Dijk, 2015). The COVID pandemic seems to have only strengthened these effects. School closures, social isolation and online education affected gifted children strongly, causing sleep disorders, sadness, anger and a lack of motivation (Duraku & Hoxha, 2021). This only confirms the urgency of better fitting education for gifted students.

To tackle this problem, the Dutch government implemented a program in 2019 that subsidizes projects that aim to improve the education and the school environment for gifted students in order for them to be able to fully develop themselves and their abilities (Ministerie van Onderwijs, Cultuur en Wetenschap, 2018). Around 150 regional partnerships around fitting education for children with specific needs lead these projects. These partnerships consist of policy makers and experts that work together with schools in their area. To actually make a change and improve education for gifted students, it is crucial that these actors work together effectively and that they share a common understanding of the problem and its solution(s) (Durlak & DuPre, 2008). Schools in these partnerships need to implement the intended interventions and activities in order to achieve the policy goals (Mofield, 2019).

An evaluation of partnerships around fitting education shows that there are big differences in the goals and activities both between different partnerships and between different schools (Ledoux et al., 2020). These differences also raise questions about a possible gap between policy goals by partnerships and policy implementation by schools. Such a policy-implementation gap in the field of fitting education for gifted students might contribute to limited success of the government policy and prevent the progress of gifted education (De Boer et al., 2013; Hudson et al., 2019). Differences between policy goals and implementation in the

field of education can even lead to stronger inequalities and failed policy implementation (Yemini & Sagie, 2015). This stresses the importance to explore the gap between policy goals and implementation by schools and the reasons why the size of the gap differs between partnerships and schools. With this information, we might come a step closer to improve the education for gifted students and to give them a place in our educational system.

Based on earlier research and the need for more insight in the gap between policy goals and implementation in the field of education for gifted students, the following descriptive questions follow: *What are the goals for better fitting education for gifted students for partnerships and for schools? And How do the goals for better fitting education for gifted students differ between schools and the partnership they are part of?*

Next, I aim to explain this policy-implementation gap by asking the following explanatory question: *To what extent can involvement, support, and satisfaction of school staff explain the policy-implementation gap between schools and the partnerships they are part of? And to what extent do the effects of these factors differ for the structure of the partnership that schools are part of?*

Based on the answers to both the descriptive and the explanatory questions, I hope to formulate an answer to the following policy question: *What kind of policies could be introduced to decrease the size of the policy-implementation gap?* The answer to this question will contribute to narrowing the gap between policy goals and implementation in order to improve education for gifted students. Through this, implementation will be more effective and the policy goals around fitting education for gifted students will be met. Only then will education fit the needs of gifted children and will they be able to reach their full potential.

Background: Partnerships on fitting education

In 2014, the Dutch government introduced the *Wet Passend Onderwijs* (“Law on Education that Fits”) with the aim to improve education for children with additional needs, like dyslexia, autism, and giftedness. With this new policy also came the introduction of partnerships (*Samenwerkingsverbanden*) focused on fitting education for these students. Every schoolboard in primary and secondary (regular or special) education was obliged to become a member of the partnership that was assigned to them based on geographic location (Ledoux, 2020). The partnerships either cover primary or secondary education and usually consist of a general director or project leader, experts, policymakers, and in some cases representatives from schoolboards.

In 2019, the Dutch government introduced a subsidy programme for fitting education specifically for gifted students. In order to receive subsidy from the government, project leaders of the partnerships applying for the subsidy had to hand in a document in which they stated their policy goals (Art. 6.1, *Regeling subsidie begaafde leerlingen po en vo*, 2018). In these subsidy plans, partnerships expressed their goals for fitting education and the ways they would improve education for gifted students. Most partnerships chose to do this through facilitating activities like differentiation of education, gifted education, or professionalization of educational staff. To apply for the subsidy, partnerships were provided with an application form that served as a guideline for the subsidy plan. Some partnerships only filled out this form, while others additionally wrote a more elaborate plan stating specific goals and plans for action or activities. The subsidy plans had to be handed in before March 31, 2019. Based on several criteria, government officials decided which partnerships qualified for subsidy.

In total, 139 partnerships handed in their subsidy plan to the government. Out of these, 131 partnerships received a grant from the government to improve education for gifted students according to their goals as stated in the document. Policy makers were allowed to deviate slightly from the plan over the course of the subsidy programme and were overall free to decide how to spend the subsidy money. With the government subsidy that the 131 partnerships received they started implementing their goals and activities in the second half of 2019.

Partnerships mostly spend the subsidy money on the implementation of policy goals. However, partnerships are able to decide for themselves how they organize the implementation of the policy goals. Some partnerships are more centralized, meaning that the partnership has control over the subsidy money. With this money, the partnership organizes activities for

schools and facilitates implementation of the policy goals by offering services and expertise to schools. Ledoux et al. (2020) refer to this approach as the expertise model, as experts or policy makers play a big role in policy-making and have control over the implementation of policy goals. On the other side there are partnerships who follow a more decentralized approach to their organization and the implementation of their policy goals. In these partnerships, schoolboards or school leaders receive money to organize activities that promote fitting education for their gifted students. Based on the number of students, they receive a part of the subsidy money that their partnership was granted. In this school model (Ledoux et al., 2020), schools are responsible for the implementation of policy goals and often get more freedom to use the money in a way that fits their school. The school model and expertise model are not the only two approaches to the organization of partnerships, but are more seen as the two extremes. Most partnerships organize their implementation somewhere between the decentralized school model and the centralized expertise model.

2. Theoretical framework

Involvement of school staff with the policy-making process

The involvement of stakeholders like schools in the policy-making process is crucial for the implementation and the effectiveness of the intended policy. Actors within schools like school leaders and teachers are the ones concerned with the implementation of the policy goals as they were formulated by the partnership. At the same time, they are also the ones who deal with gifted children on a daily basis. The contribution of their knowledge, skills, and resources they have gathered over the years through experience is essential for successful policy-making and policy implementation (Viennet & Pont, 2017). As they know the daily practice of working with gifted children, these actors often have valuable information on the practicality of policy goals and implementation and the pitfalls of chosen approaches (Pan-Canadian Joint Consortium for School Health, 2010). This practical knowledge can help policymakers to better understand the problem and the context of implementation (Ansell et al., 2017).

Additionally, schools have some freedom or *agency* over how they interpret specific policy and how or to what extent they implement policy. Hill (2006) found that the language of policy objectives is often difficult and very formal, which might complicate implementation due to misunderstanding or reluctance. Involvement of stakeholders in the policy-making process, however, facilitates the common understanding of the policy goals (Hopfenbeck et al., 2015). We can thus speak of mutual knowledge sharing where school staff share their experience, and partnerships share the background and reasoning behind the policy.

Involvement of school staff with policy-making also increases a sense of commitment and sense of responsibility over the implementation in these actors (Gilliam et al., 2002; Ansell, 2017). When they know through their involvement that the policy goals are in their own interest and that they have had a say in the process, schools feel more confident and are more likely to put effort in the implementation of policy goals (Ansell & Gash, 2008).

These findings lead to the following hypothesis

H1: The higher the perceived involvement of schools in the partnership they are part of, the smaller the policy-implementation gap between policy goals and school activities

Support of school staff for policy goals

Stronger support of school staff for the policy goals facilitates the implementation process. In two ways, support of school staff for policy goals contributes to a smaller policy-implementation gap.

First, school staff that support policy goals are more likely to implement the policy goals altogether. The theory of planned behaviour (Ajzen, 1991) states that an individual's attitude towards a certain behaviour is one of the main factors that influence the intention to act in a certain way. Linking this to policy implementation, studies found that teachers are more likely to implement policy goals when they perceive them as relevant and expect them to be effective (Yan & Sin, 2013; Yan, 2014). A more positive attitude towards policy goals thus increases the likelihood of implementation of the policy goals, decreasing the policy-implementation gap.

Second, school staff that support policy goals are more likely to implement the policy goals as intended and are less likely to adjust the goals to their own interests. Support for a specific policy by implementing actors limits the number of people that may oppose to the policy during its implementation (Sabatier & Mazmanian, 1980). As the implementation of policies often interacts with the interests, goals, and daily (work)lives of these actors, it is crucial that they support the policy goals. If they lack the support and understanding for policy goals, actors are less likely to make an effort and invest in the implementation because they expect that the benefits are limited or the outcomes will have negative consequences for them (Spillane et al., 2002). In this case, they will be most likely to act in their own interest, deviate from the plan, or refuse involvement and action (Rice, 2002). When policy goals do meet the needs and interests of the people involved in the implementation, however, they will be more likely to commit to the policy goals as they were intended (Kolleck et al., 2019).

From this reasoning I formulate the following hypothesis:

H2: The higher the support of schools for the policy designed by the partnership they are part of, the smaller the policy-implementation gap between policy goals and school activities

Satisfaction of school staff with the partnership

Satisfaction of policy-implementing actors with policy-making actors or organizations decreases the policy-implementation gap. When school staff perceive the way their partnership approaches them and facilitates or stimulates them to take action as positive, they will be more likely to implement the policy goals as intended (Kalfagianni & Fuchs, 2008; Lawson et al., 2017).

When schools experience positive communication with their partnership, this leads to more clarity of the policy goals and a mutual understanding of the implementation process (Lawson et al., 2017). It also contributes to a feeling of being heard, being supported, and being trusted among school staff (Lawson et al., 2017). These feelings facilitate commitment to the policy goals and their implementation (Geyskens et al., 1996).

According to the social exchange theory (Emerson, 1976), satisfaction with a relationship positively influences commitment to this relationship. Satisfaction is expressed by a balance between costs and benefits. If costs like effort or money of a relationship - in this case the relationship between partnerships and schools - exceed the benefits, commitment to the relationship decreases and the interaction is terminated. However, when schools are facilitated by partnerships in the implementation of policy goals in terms of effort, time, or money, the costs of the relationship are lower. This positively influences the perception of and attitude towards the partnership and its policy goals and strengthens the commitment of school staff to their partnership (Kim & Manoli, 2021). These positive perceptions and attitudes towards the partnership and its policy goals make school staff more likely to implement the intended policy goals (Lassig, 2009).

This reasoning leads to the following hypothesis:

H3: The higher the satisfaction of schools with the partnership they are part of, the smaller the policy-implementation gap between policy goals and school activities

The moderating effect of the level of centralization

The way partnerships organize the implementation of their policy goals has considerable effects on their relationship with schools and on the role of schools in policy implementation. The partnerships around fitting education for gifted children in the Netherlands organize the implementation process either in a more decentralized or in a more centralized way (Ledoux et al., 2020). Partnerships that apply a more decentralized approach to implementation provide money to the schools or schoolboards in their network based on the number of students. Schools then have a lot of freedom and independence in how they want to spend the money and what they want to use it for. The responsibility for activities and interventions lies at the level of the schools, but the partnership formally has to take responsibility for what happens with the money. These more decentralized partnerships give schools a certain degree of discretion: the freedom or autonomy that they have to adjust the policy goals to their specific context (Tummers & Bekkers, 2014). This autonomy allows schools to differentiate in their

implementation as school staff has the power to adjust the policy goals to their own context and make their own individual decisions (Hudson et al., 2019).

Partnerships that use a more centralized approach to policy implementation lack such freedom for implementing actors (Tummers & Bekkers, 2014). Lower-level actors that are concerned with the implementation of policy are mostly following instructions and protocols from higher-level actors (Imperial, 2021). In order to avoid that implementing actors deviate from the policy goals, more centralized partnerships often use control mechanisms like monitoring and frequent contact with schools. Durlak and DuPre (2008) found in their meta-analysis that monitoring of policy implementation is a very effective approach to limit the gap between policy goals and implementation. By monitoring schools, partnerships make sure that they are implementing the policy goals and that this happens according to the plan. In addition to monitoring, more centralized partnerships often provide services to schools, organize activities for schools, and facilitate collaboration. This results in lower costs and effort for school staff to implement policy goals (Hudson et al., 2019; Viennet & Pont, 2017).

The freedom that implementing actors in more decentralized partnerships have, suggests that factors influencing the policy-implementation gap have a stronger effect in more decentralized partnerships. When the decision to implement the policy goals is up to school staff, their involvement, support and satisfaction might influence this decision more. These factors are expected to have less influence in more centralized partnerships, because of monitoring, less discretion, and less need for a cost-benefit analysis when the costs are already very low.

Based on this reasoning I formulate the following three hypotheses:

H4: The negative effect of involvement of school staff with policy-making (H4a), support of school staff for the policy (H4b), and satisfaction of school staff with their partnership (H4c) on the size of the policy-implementation gap is stronger for schools that are part of more decentralized partnerships compared to schools that are part of more centralized partnerships.

Conceptual framework

In figure 1 below, the conceptual framework is depicted including all hypotheses that were formulated in this section.

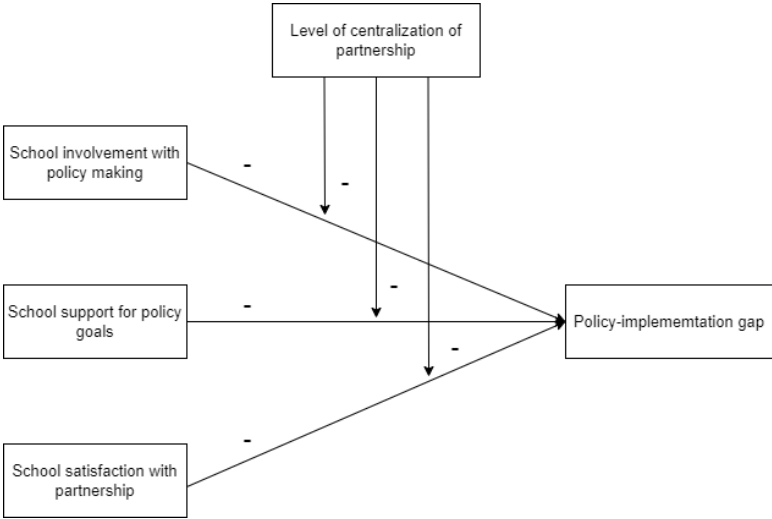


Figure 1: Conceptual framework

3. Methods

3.1 Data

To answer the research questions and test the hypothesis, I used a dataset on Dutch schools that are part of partnerships around fitting education for gifted students. The dataset provides thorough information on the perspectives of school staff on gifted education and the current situation with regards to fitting education in their school. The dataset consists of 1046 respondents representing 1046 individual schools that are part of 122 partnerships. Based on this dataset we get an image of the implementation of activities for gifted students by schools and characteristics of these schools like their involvement, support and satisfaction.

Respondents mainly work at schools that gave giftedness and fitting education priority. In contrast, many studies have emphasized the low priority for gifted education in the Netherlands, implying that the schools in the dataset are most likely not representative (De Boer et al., 2013; Reis & Renzulli, 2010). There are also some regional differences in the dataset, with relatively less respondents from the Northern (Groningen, Drenthe, Friesland) and Eastern (Overijssel) parts of the Netherlands compared to the Western and Southern parts.

Another thing to note is the uneven share of primary and secondary schools with 85.8% of respondents representing a primary school and only 14.2% working at a secondary school. This does, however, loosely correspond with the actual number of primary and secondary schools in the Netherlands. To control for the uneven distribution, a robustness check of the linear regression analysis was performed separately for primary and secondary schools (appendix 3)¹.

The data on school staff were collected by research firm Oberon. Researchers distributed a questionnaire (appendix 1) among 5767 schools in March and April of 2021. All of the invited schools were part of one of the 131 partnerships that were granted subsidy by the government. A contact person of each school was approached via email to fill out the online questionnaire or to send it forward to the employee most involved in the activities around fitting education for gifted students within the school. The email provided information about the research aims and privacy measures such as anonymity and data storage to the respondents. It was also stated that participation in the study was voluntary. Respondents were asked about the implementation of activities in their school, but also about their experiences with their partnership. The response rate was 18%, which the researchers decided was sufficient for the original study as the goal

¹ Results show that there are no significant differences in the conclusions that can be drawn when differentiating between primary schools and secondary schools

was to get a global first image of the first year of the subsidy. Furthermore, due to COVID-19 many partnerships had not yet started with the implementation of their policy goals. Because of these concerns, no reminders were sent or follow-up calls were made.

In addition to the dataset on school staff, I also used a dataset of 131 partnerships that provides information on many features of these partnerships. From this dataset, I used twelve variables on the level of centralization of each partnership and their policy goals. These variables provide an image of the original policy goals of each partnership. I linked this information to the dataset on the schools by matching the information of the partnership that a school is part of to each individual school. By linking this information, I ended up with a final dataset that combines information on school-level and partnership-level, which can later be compared to measure the policy-implementation gap.

This dataset on partnerships was also constructed by research firm Oberon. Researchers analysed the subsidy plan of each partnership that was granted subsidy by the government according to an analytical framework. The analysis provided a summary of each partnership and how they approached fitting education for gifted students.

3.2 Operationalisation

Dependent variable

Policy-implementation gap. To measure the policy-implementation gap, I made a new variable by comparing the policy goals as formulated in the subsidy plan to the actual activities that schools offer to improve education for gifted students. From the dataset on partnerships, I took eleven variables that describe whether or not (0 or 1) the partnership plans on realizing the following activities² in schools:

- Fulltime gifted education
- Parttime gifted education
- Compacting of the curriculum
- Differentiation of the curriculum
- Enrichment of the curriculum
- Transition from primary to secondary education
- Intermezzo (gap) year between primary and secondary school
- (Individual) coaching by educational staff
- (Temporary) educational care arrangement

² All eleven activities are elaborated on in appendix 2

- Hiring and deploying (external) staff with expertise on giftedness
- Training of educational team or teachers

To get a similar measure of the implementation of schools, I used question 11 of the questionnaire among school staff (Appendix 1), where respondents were asked which of these activities are offered by their school. This can refer to activities that are either organized by the school itself or are made available by external parties like the partnership, youth care, or other schools to the specific school's students.

In order to make a variable measuring the policy-implementation gap, I first linked the policy goals of every partnership to each school that is part of the specific partnership by merging the data on partnerships with the data on schools. Next, I recoded the two sets of variables so that 0 means that the activity is not (going to be) realized, and 1 means that the activity is (going to be) realized. Then, eleven new variables were constructed by subtracting the actual implementation of activities from the policy goal. For each variable, 0 means that the activity was implemented (or not implemented) as planned, -1 means that the activity was implemented despite not being part of the policy goals, and 1 means that the activity was not implemented by school staff despite being part of the policy goals.

I then made the final variable that measures the policy-implementation gap by counting the number of "1" for each case. This means that the more activities that were not implemented despite being part of the policy goals, the higher the value on this variable. This results in a hypothetical scale from 0 to 11, where a higher score indicates a bigger gap between policy goals and implementation. I chose to not include the value "-1" in this final dependent variable. The robustness check (appendix 3) shows that there are some differences in the multiple regression analysis with the value "-1" included in the dependent variable. However, information on whether these activities were organized using the subsidy money (after 2019) or whether they already existed before the subsidy period and were funded by the school(board) is not available. As a result, it is unclear whether these diverging activities were implemented during the subsidy period and are thus contributing to the policy-implementation gap. I therefore choose to only include "1" in the final dependent variable.

Table 1 shows that the number of policy goals that were not implemented by schools ranges between 0 and 8. On average, schools do not implement close to two of the goals that were included in the policy goals of their partnership (mean = 1.74). There is quite a lot of variation ($s = 1.54$) in the size of policy-implementation gap between schools compared to the mean.

Independent variables

School staff involvement with policy-making. To measure the involvement of school staff with the policy-making process, the following question from the school questionnaire was used:

Indicate on a scale from 1-5 to what extent your school was involved in the application for subsidy and construction of the subsidy plan with regards to gifted education

The respondents were shown a 5-point Likert scale on which they could indicate to what extent they or their school had been involved with the policy-making process. On this scale, 1 means that the respondent or their school was not involved with this process, while 5 means that they were involved with it to a great extent. Table 1 shows that on average schools were somewhat involved with policy-making (mean = 2.93), but that schools differ quite a lot in their involvement ($s=1.532$).

Support of school staff for policy goals. School support was measured using the following question from the questionnaire among school staff:

Indicate on a scale of 1-5 to what extent you support the content of the subsidy plan of the partnership? Think of goals, the target group, the activities etc.

Only respondents who had indicated earlier in the questionnaire that they were familiar with the subsidy plan were shown this question and could indicate their level of support for policy goals on a 5-point Likert scale. On this scale, 1 represented “I don’t support this at all”, while 5 meant “I fully support this”. Respondents also had the option to state that they did not know, which was recoded into a missing value in the final variable.

Table 1 shows that on average, schools agree with the policy goals quite strongly (mean = 3.75), given the scale of 1 to 5.

Satisfaction of school staff with the partnership. To measure satisfaction of school staff with their partnership, I used the following question from the questionnaire among schools:

To what extent are you satisfied with the way in which the partnership stimulates collaboration between schools on the topic of giftedness?

Respondents could indicate their satisfaction on a 5-point Likert scale with 1 being not at all satisfied and 5 being very satisfied with the extent to which the partnership stimulates them. The option that stated “I don’t know how the partnership stimulates collaboration between schools” was recoded as a missing value. Table 1 shows that on average, schools in the dataset were somewhat satisfied with their partnership (mean = 3.28).

Level of centralization. Based on an earlier questionnaire among partnerships, the dataset on partnerships provided a scale of the level of centralization. This scale was constructed based on the extent to which three different aspects of the collaboration with schools are centralized: the distribution of resources, the provision of services, and control of schools. The scores on these items were taken together, resulting in a mean for each partnership to describe the level of centralization of the partnership, with 1 being decentralized, and 10 being centralized. I linked this average value per partnership to each school in the final dataset. This variable indicates the level of centralization for the partnership that the school is part of.

Control variables

Secondary school. In the multiple regression analysis, I will control for school type as it is expected that primary and secondary schools have different priorities with regards to gifted education (De Boer et al., 2013). Differentiation of education is much higher in primary schools compared to secondary schools, possibly both affecting the involvement with and support for the policy and the policy-implementation gap. Additionally, primary schools are more often part of partnerships that are more centralized, resulting in stronger monitoring and facilitation. In contrast, secondary schools are often part of more decentralized partnership due to their size and autonomy, which might increase the policy-implementation gap. A binary variable is used to measure the school type, with 0 suggesting that the respondent represents a primary school, and 1 suggesting that they work at a secondary school.

Size of partnership. The size of the partnership might be another confounding factor in the analysis. Schools that are part of larger partnerships might be less involved with the policy-making and support the policy less due to a bigger distance to the partnership. They also might struggle more with policy implementation due to low monitoring and facilitation by the partnership, resulting in a larger policy-implementation gap (Cull & McKenzie, 2020). The size of the partnership is measured by the number of schools it contains.

Regional population shrinkage. In areas that deal with a lot of shrinkage of the population, schools are often dealing with a decreasing number of students. Because they rely on the number of students for their funds, schools in these areas often have to let go staff and struggle to provide quality education and fitting education (Dijkgraaf et al., 2019). Giftedness is often not a priority anymore in these cases. In order to control for this possibly confounding effect of shrinkage, I used a variable in the dataset that was added by Oberon based on information from

CBS. The original variable measured growth and ranged between 83.3%, meaning that the regional population had decreased by 16.7% in 2019 compared to 2015, and 107.4%, meaning that the regional population had grown by 7.4% in 2019 compared to 2015. To measure the population shrinkage in the region, the number 100 was subtracted from each growth-value, giving the regional population shrinkage. For this variable, negative numbers suggest shrinkage and positive numbers suggest growth of the population.

Table 1: descriptive statistics (mean, standard deviation, median, minimum, maximum) of dependent and independent variables.

	mean (<i>std. dev.</i>)	median	min	max	n
Policy-implementation gap	1.74 (1.540)	1	0	8	1046
Involvement	2.93 (1.352)	3	1	5	561
Support	3.75 (0.973)	4	1	5	506
Satisfaction	3.28 (1.070)	3	1	5	496
Centralization	5.38 (2.209)	5.33	1	10	950
Type of school	0.86	-	0	1	1046
Size of partnership	113.15(86.645)	97	5	412	1046
Regional pop. shrinkage	-3.39(3.822)	-3.44	-16.72	7.42	1046

3.3 Methods

Through doing a univariate analysis of the goals and approaches of both policy makers and school staff, I explore the policy-implementation gap and formulate an answer to the descriptive questions. Next, an ordinary least squares regression will be used to test the six hypotheses. In this analysis, the dependent variable will be predicted using the independent variables. The model finds the best fitting linear relationship between the dependent variable and all included independent variables. At the same time, it allows us to control for other effects and eliminate spurious relationships.

Through doing a multiple linear regression analysis, I estimate the following equation:

$$y = a + b_1x_1 + b_2x_2 + \dots + b_nx_n + e$$

where y is the dependent variable, $x_1, x_2 \dots x_n$ are the independent variables, and $b_1, b_2 \dots b_n$ are the regression coefficients. e then represents the variance in the dependent variable y that cannot be explained by the independent variables x_1 to x_n in the model. The smaller the value of e is, the better the independent variables are at explaining the variance of the scores in the dependent variable, meaning that the model fits the situation well.

In order to perform a valid linear regression analysis, four assumptions must be met. The first assumption is that the observations must be independent of each other. Preferably, the data

is collected using a random sample of the target population. The second assumption is that the relationship between y and the independent variables must be linear. This means that the cases are spread around a straight line and that any residuals are random, rather than patterned. The third assumption concerns *homoscedasticity*, which means that the spread of the residuals, the observations that are not on the regression line, is similar for each predicted value in y . The last assumption is that distribution of the residuals that remain after the multiple linear regression is normal. The assumption check for this study is performed and presented in appendix 5.

3.4 Analytical strategy

In the stepwise multiple regression analysis, the independent variables are added in sets using the “enter method”, ultimately resulting in two models with the last model being the full model.

Hypothesis 1 on the effect of school involvement with policy-making on the size of the policy-implementation gap will be tested using Model 1. Other emptier models were constructed to check for differences in significance and effect sizes, but I concluded that the fuller model (Model 1) fitted the data best and that conclusions did not change compared to emptier models. In Model 1, involvement, support, satisfaction, school type, size of partnership, regional shrinkage and level of centralization, predict the policy-implementation gap. Hypothesis 2 and 3, respectively on the effect of school support for the policy and school satisfaction with the partnership, will also be tested in Model 1 using the same method.

To test hypothesis 4a on the moderating effect of the level of centralization on the effect of school involvement on the policy-implementation gap, I use Model 2. Three interaction variables were added to this second model. To construct these interaction variables, I took the product of the level of centralization and the variables on involvement, support, and satisfaction. These variables measure the change in the effect of involvement, support and satisfaction for changes in the level of centralization. Hypothesis 4b and 4c, respectively on the moderating effect of the partnership model on the effect of school support and school satisfaction on the policy-implementation gap, will also be tested using Model 2.

4. Results

4.1 Descriptive statistics

4.1.1 Univariate analysis

In the introduction, three research questions were introduced. The descriptive question is: *What are the goals for better fitting education for gifted students for partnerships and for schools? How do the goals for better fitting education for gifted students differ between schools and the partnership they are part of?*

To answer this question, I performed a univariate analysis of the activities that aim to improve education for gifted students. Table 2 shows the results of the analysis. The first column of this table lists all activities. Each mean in this table then represents the share of schools for which their partnership has listed the activity as a policy goal or the share of schools who have implemented the activity. Table 2 shows that the goals vary quite strongly across partnerships. Some activities are included as policy goals by most partnerships, like training for teachers (0.875) and increasing the expertise on giftedness within the school (0.920), while other activities are only included by a minority of partnerships, like an intermezzo year between primary and secondary school, (0.167) or a transition period between both schools (0.257). For other activities, the division between partnerships that did or did not include the activities in their subsidy plan is more or less even.

Table 2: descriptive statistics of activities for partnerships and schools per activity

Activity	Partnership goals per school		Implementation per school	
	mean	N	mean	N
Fulltime gifted education	0.577	1046	0.131	1021
Parttime gifted education	0.737	1041	0.779	1038
Compacting	0.407	999	0.933	1022
Differentiation	0.383	1037	0.959	1035
Enrichment	0.436	1041	0.960	1035
Transition primary-secondary	0.257	1046	0.338	925
Intermezzo year	0.167	1046	0.113	889
Individual coaching/guidance	0.533	1036	0.692	964
Care arrangement	0.626	1046	0.603	842
Expertise in school	0.920	1046	0.610	952
Training for teachers	0.875	1043	0.823	1011

The last column in Table 2 shows that most schools did not implement fulltime gifted education (0.131). In contrast, 73.7% of schools did organize parttime education for gifted students. Furthermore, while compacting, differentiation, and enrichment were often not included in as policy goals, almost all schools in the dataset indicated to organize this activity in order to improve education for their gifted students (resp. 0.933, 0.959, 0.960).

For a few activities, the missing values among schools were relatively high. Additional analysis shows that the missing values mainly came from respondents working at primary schools, which explains why they did not fill in an answer for activities that are usually organized by secondary schools (transition and intermezzo year).

Table 3 shows that for most activities the majority of schools implements activities in accordance with the intended goals of the partnership they are part of. There is, however, a fair share of schools that does not offer activities like gifted education (47.6%), individual guidance (16.6%), or extra expertise (34.2%) within the school, even though this was one of the intended goals of the partnership that these schools are part of. These are often the activities that take more effort from schools. Additionally, there are schools that have implemented activities that were not included as policy goals in the original subsidy plan of the partnership. We see that schools especially implement compacting (55.1%), differentiation (59.3%), and enrichment (54.9%) of the curriculum for gifted students without these activities being part of the policy goals.

Table 3: Frequency distribution of the policy-implementation gap per activity

Activity	Relative frequency			N
	Implemented, not policy goal	In line with policy goal	Not implemented policy goal	
Fulltime gifted education	3.2	49.2	47.6	1021
Parttime gifted education	18.5	67.4	14.1	1033
Compacting	55.1	41.9	3.0	976
Differentiation	59.3	39.0	1.8	1026
Enrichment	54.9	42.6	2.5	1030
Transition primary-secondary	24.9	58.5	16.6	925
Intermezzo	8.1	78.6	13.3	889
Training	10.7	73.5	15.8	1008
Care arrangement	21.3	54.6	24.1	842
Individual guidance	32.6	50.8	16.6	954
Expertise	4.3	61.4	34.2	944

Table 4 shows the total policy-implementation gap, after combining the not implemented policy goals for all eleven activities from Table 3. The table also shows that only a fifth (22.7%) of all schools does not deviate from the policy goals by not offering or organizing intended

activities. The policy-implementation gap thus seems to be present in the field of fitting education for gifted students in Dutch schools. Most schools indicated to not organize either 1, 2 or 3 of the activities that were formulated as policy goals by the partnership they are part of. A small part of the schools does not offer or organize more than 3 activities (13.4%). The mean (1.74) suggests that indeed on average schools do not implement almost two of the activities that were set as a policy goal by the partnership. Compared to this mean, however, there is a lot of variation between schools in the size of the policy-implementation gap (st. dev = 1.54).

Table 4: frequency distribution of the total policy-implementation gap

Number of activities in subsidy plan, but not organized by schools	Frequency	Percentage
0	237	22.7
1	317	30.3
2	215	20.6
3	137	13.1
4	75	7.2
5	38	3.6
6	20	1.9
7	4	0.4
8	3	0.3
<hr/>		
Mean (<i>st.dev.</i>)	1.74 (1.54)	
<hr/>		
Total	1046	100

4.2 Multiple regression

4.2.1 Regression analysis

Table 6 shows the results of the stepwise regression analysis. Model 1 shows that the involvement of schools with the policy-making process does not have a significant effect on the size of the policy-implementation gap, controlled for all other effects ($b = -0.073$, $p = 0.223$). This means that there is not enough evidence to reject the null hypothesis in favour of hypothesis 1 on the effect of school involvement on the policy-implementation gap.

In Model 1 we see that the policy-implementation gap does not decrease significantly when the support of school staff for the policy goals is stronger ($b = -0.123$, $p = 0.174$). This implies that there is not enough evidence to reject the null hypothesis in favour of hypothesis H2 on the effect of school support for the policy on the policy-implementation gap.

The effect of satisfaction of school staff with their partnership on the size of the policy-implementation gap in Model 1 is not significant either, controlled for all other effects ($b = 0.104$, $p = 0.184$). There is not enough evidence to reject the null hypothesis in favour of hypothesis H3 on the effect of school satisfaction with the partnership on the policy-implementation gap.

Model 1 does show some interesting results for the control variables. The type of school (primary or secondary) has a relatively strong positive and significant effect on the size of the policy-implementation gap, controlled for all other effects ($b = 0.606$, $p = 0.001$). This suggests that secondary schools implement on average 0.606 policy goals less compared to primary schools, controlled for all other effects. The average policy-implementation gap is thus larger for secondary schools. Additionally, the size of the partnership (total number of schools in the partnership) also has a significant positive effect on the size of the policy-implementation gap ($b = 0.003$, $p = 0.002$). The policy-implementation is thus significantly larger for schools that are part of partnerships that contain more schools. This effect is relatively strong, given that the number of schools in partnership ranges between 5 and 412, and implies that the policy-implementation gap increases with 0.003 points with an increase of one school on the size of the partnership.

Table 6: step-wise linear regression analysis with the policy-implementation gap as dependent variable

	Model 1 ^a		Model 2 ^a	
	b (se)	p	b (se)	p
Constant	0.922(0.382)	0.016	1.408(0.719)	0.051
School involvement	-0.073(0.060)	0.223	-0.118(0.154)	0.443
School support	-0.123(0.090)	0.174	-0.423(0.219)	0.054
School satisfaction	0.104(0.078)	0.184	0.352(0.199)	0.077
Secondary school	0.606(0.182)	0.001	0.593(0.182)	0.001
Size of partnership	0.003(0.001)	0.002	0.003(0.001)	0.002
Regional shrinkage	0.013(0.017)	0.439	0.013(0.017)	0.419
Level of centralization	-0.040(0.030)	0.185	-0.136(0.123)	0.267
Support*centralization			0.010(0.026)	0.709
Involvement*centralization			0.059(0.038)	0.123
Satisfaction*centralization			-0.049(0.036)	0.169
R ² _{adj}	0.031		0.032	
R ² -change	0.007		0.001	
F-change	2.849	0.003	1.102	0.348
N	401		401	

^a dependent variable policy-implementation gap

In Model 2, three interaction effects were added as predictors for the policy-implementation gap. The interaction effects represent the change in effect of the support, involvement, and satisfaction of school staff on the size of the policy-implementation gap when the level of centralization of the partnership increases. With none of the interaction effects being significant, this second model is not significantly better at explaining the variance in the sizes

of the policy-implementation gaps across all schools in the dataset than the previous model (R^2 -change = 0.001, F -change(3, 391) = 1.102, p = 0.348). This also means that there is not enough evidence to reject the null hypotheses for the moderating effect of centralization in favour of hypotheses 4a, 4b and 4c. We can, therefore, not reject the conclusion that the effects of school involvement, school support, and school satisfaction are similar for all partnership models.

5. Conclusion and discussion

In many policy fields, researchers and policy officials have observed a gap between the goals as defined by policy makers and the implementation of these goals (Hudson et al., 2019). In the past decade, fitting education for gifted students in the Netherlands as a policy field has emerged, but studies on policy implementation are still limited. In this study I have looked at the policy goals of Dutch partnerships around gifted education, the implementation by school staff and the difference between the two. Additionally, I have tried to explain this difference, or the so-called policy-implementation gap by testing the effect of school involvement, school support, and school satisfaction with their partnership. I used a dataset on 1046 schools and combined this with a dataset on the 122 partnerships that the schools are part of, and their policy goals. I did a univariate analysis to answer the descriptive question, after which I performed a multiple regression analysis to test the hypotheses on the effects of school involvement, school support and school satisfaction on the size of the policy-implementation gap. In a second model, I tested the moderating effect of the level of centralization on the effect of involvement, support and satisfaction.

Results showed that partnerships differ strongly in the goals that they set to improve education for gifted students. Most partnerships formulated parttime gifted education and professionalization in the school as policy goals, while less partnerships included a better transition from primary to secondary school and adjustments to the curriculum for gifted students as policy goals. Schools offer a large range of different activities and facilities for their gifted students. Almost all schools adjusted their curriculum for gifted students and invested in training for teachers, while a minority of schools offered fulltime gifted education or a transition between primary and secondary schools. It is good to note, however, that these are often the activities that require more effort, time, and money from schools and are therefore often not policy goals for all schools in the partnership. With information on policy goals for specific schools lacking, it is unclear to what extent these activities are part of the policy-implementation gap.

After combining the information on policy goals of partnerships and implementation by schools, we found that there is a considerable gap between the two. Especially the activities like fulltime gifted education, individual guidance or hiring experts were often not (fully) implemented despite them being part of the policy goals. It is important to note that especially fulltime gifted education and an intermezzo year are policy goals that are not expected to be implemented for all schools in a partnership. Surprisingly, adjustments to the curriculum

(compacting, enrichment, differentiation) were often implemented by schools despite not being part of the policy goals. As these are inexpensive approaches to fitting education for gifted students, schools most likely had already implemented these activities before the introduction of the subsidy program.

In addition to exploring the current gap between policy goals and implementation, I tried to explain the size of the gap between the two. The study showed that involvement of schools with the design of policy goals, school support for the policy goals, and school satisfaction with their partnership cannot explain the difference between the policy goals and implementation by schools. I also did not find differences in these effects for different levels of centralization. We can thus conclude that these factors do not play a big role in the specific policy field of fitting education for gifted students. There are most likely other mechanisms that can explain the difference between policy and education.

As for these other mechanisms, our analysis showed some notable results. First, the gap between policy goals and implementation seems to be larger in secondary schools compared to primary schools. This means that secondary schools implement less of the activities that were formulated by their partnership as policy goals. In their meta-analysis, conducted before the law on fitting education was introduced, De Boer et al. (2013) found similar results for the Netherlands. A possible explanation for this difference between primary and secondary schools is the stronger autonomy that secondary school teachers have (Strong & Yoshida, 2014). There is less control and monitoring by school leaders and teachers' characteristics and attitudes are playing a bigger role in their daily behaviour. Additionally, secondary school teachers see their students only a few hours a week, making it more difficult to recognize and support gifted students (Troost, 2016).

Another notable finding in this study was that the policy-implementation gap appeared to be larger for partnerships that cover a larger number of schools. This could be a consequence of weaker monitoring and contact between schools and policy makers, as monitoring has been shown to be an effective tool for successful policy implementation (Durlak and DuPre; 2008). A smaller group of schools and students that policy makers have to take into account might also contribute to more specific policy goals and implementation support. It is important to note, however, that partnerships for primary education are often the larger partnerships while partnerships consisting of secondary schools are often smaller in size. These findings on the effect of primary/secondary school and the size of the partnership on the policy-implementation gap thus do not seem to correspond. A possible explanation is the higher variation in the size

of the policy-implementation gap in the larger partnerships, while overall primary schools implement activities according to the policy goals.

There are some limitations to this study. First, the dataset of school staff is most likely not representative on at least a few aspects. For example, the high priority of school staff in the dataset for giftedness does not correspond with findings in the literature that usually report low priority of gifted education and fitting education for gifted students in schools (De Boer et al., 2013; Reis & Renzulli, 2010). There is thus an overrepresentation of schools giving giftedness a high priority. I also found some regional differences in representativeness of the dataset with schools from Groningen, Drenthe, Friesland and Overijssel being underrepresented in the dataset. In contrast, the distribution of respondents from primary schools and secondary schools was representative for the distribution of schools in the Netherlands. Taken together, some characteristics of Dutch schools are underrepresented, while other characteristics are representative. The data seem to give a slightly non-representative image of the situation in the Netherlands, indicating the need for more representative data to obtain more reliable results.

Another limitation of this study and of the entire process behind the subsidy program is the COVID-19 pandemic. Due to the virus spreading fast, Dutch schools closed their doors in March 2020. With school closure, online education, and a lot of uncertainty, priorities of schools shifted to continue basic education for all students (Suijkerbuijk et al., 2021). By moving to online education, gifted services partially stopped or lacked challenge and enrichment (Wolfgang & Snyderman, 2022). Additionally, some of these gifted services made place for extra guidance for disadvantaged students with learning losses (Haderlein et al., 2021). This has most likely influenced the willingness of schools to participate in the study, but has also enlarged the gap between policy goals and implementation. To account for the effects of the pandemic and draw more reliable conclusions on the explanations for the policy-implementation gap, longitudinal data collection is necessary.

Despite these limitations, this study has contributed to the knowledge on policy implementation in the educational field in the Netherlands, specifically with regards to gifted education. While being a step closer to improving the quality of education for gifted students, there is still a lot unknown about the reasons for the gap between intended policy goals and implementation by schools. Further research is needed to come closer to an evidence-informed solution to stimulate and facilitate schools to improve education for their gifted students.

6. Policy recommendations

Involving school staff even more in decision making, focussing on even stronger facilitation and stimulation, or convincing school staff of the benefits of the policy are all actions that seem to not decrease the size of the gap between policy goals and implementation. Additionally, the results show that implementation is barely influenced by the level of centralization of the partnership. This suggests that not one of the two is better, and that it is case-specific what level of centralization fits the situation and context best.

The difference in the gap between policy goals and implementation for primary and secondary schools does give us some implications for action. Actors from the field who I asked about this were not surprised about the findings. They noted that there have been some attempts to improve implementation in secondary schools but that this remains a struggle mainly due to limited knowledge among teachers and their autonomy. Until now, teacher education programmes for primary education have given giftedness and gifted education more attention than those for secondary education (De Boer et al., 2013). Another finding from the literature is that the common culture in Dutch secondary education gives giftedness less priority. Teachers in secondary education hardly differentiate in their teaching due to the relatively homogeneous classes that are a result of early tracking in the Netherlands (De Boer et al., 2013). This is where possibilities lie for changes in teacher education programmes. Changing school culture starts with the perspectives and attitudes of teachers towards giftedness (Lassig, 2009). As there is a big shortage of teachers in the Netherlands, we must be careful with what we ask of teachers. The current strategy of many schools is to assign a few teachers to follow a course on giftedness and become a giftedness specialist, often taking this on as an extra job. However, to effectively change a school culture, it is important that most or preferably all teachers prioritise gifted education and have the skills to facilitate these students (Lassig, 2009; Haenen & Mol Lous, 2014). At the same time, it is important to avoid higher work pressure for teachers, resulting in the recommendation to provide future teachers with proper education and information on giftedness, the needs of gifted students, and best practices. This way, school culture, especially in secondary schools, will change bottom-up because of new teachers that enter the school with a positive attitude and perspective on giftedness. Changing a school culture does, however, take years and requires support and effort from all people within the school environment. There is still a long way to go.

Policy recommendation 1: Add giftedness and gifted education as a subject to all teacher training programs for both primary and secondary education.

Another implication for policy with the aim to decrease the gap between policy goals and policy implementation in secondary schools is a stronger focus on monitoring within the school. Teachers in secondary education have more autonomy compared to teachers in primary education, combined with low control and monitoring by school leaders (Strong & Yoshida, 2014). This autonomy has been argued to form a barrier in policy implementation. As monitoring is an effective strategy to bridge the gap between policy goals and implementation (Durlak and DuPre, 2008), more focus on monitoring of teachers within secondary schools might facilitate implementation. It is important, however, that secondary school teachers keep their autonomy to enable them to differentiate when necessary and implement the policy goals in the context of their discipline. There are some examples of monitoring teachers that still foster their autonomy, including peer-observations of teachers, giving students and parents the opportunity to voice their feedback, and frequent evaluation meetings among teachers (Page, 2017).

Policy recommendation 2: Introduce monitoring mechanisms within secondary schools that at the same time still foster teacher autonomy to close the policy-implementation gap in secondary education.

Lastly, I propose a hybrid model with stronger focus on monitoring and close contact throughout the policy implementation process for larger partnerships. These are two of the important strategies that smaller partnerships often use to stimulate implementation, and the results of this study show that this seems to work. Although it is impossible to divide bigger partnerships into more small partnerships in this stage and because of monetary and organizational reasons, we can use the working factors of the small partnerships. This is a challenge as monitoring and close, constant contact is easier when a partnership covers a smaller number of schools, but there are some ways in which they can be implemented in other contexts as well. Through a contact person in the partnership that keeps in contact with a small number of schools and facilitates local policy implementation, it is easier for schools to get into contact with the partnership, give their feedback, keep the partnership updated on their plans and activities, and get monitored. This might decrease the policy-implementation gap in bigger partnerships.

Policy recommendation 2: Pay attention to monitoring and close contact with school staff throughout the policy-implementation stage in all partnerships. I recommend a hybrid model with focus on monitoring and close contact in larger partnerships.

Taken together, these recommendations might improve fitting education for gifted students in all schools and contexts. There is, however, a need for more research on the policy field of

education for gifted students. Only when we have a clear image of what the working factors in policy implementation in this specific field are and why they work, can we make more evidence-informed decisions and really make a difference.

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Appendix 1. Questionnaire schools

Introductie vragenlijst

Welkom bij de vragenlijst over de (subsidie)activiteiten op het gebied van (hoog)begaafdheid op uw school en in uw samenwerkingsverband. Het invullen van de vragenlijst duurt ongeveer 20 minuten. U kunt de vragenlijst tussentijds onderbreken en op een later moment verder gaan. Om de leesbaarheid van de vragen te vergroten gebruiken wij in onze vragen de term '(hoog)begaafde leerlingen'. We bedoelen met deze term 'leerlingen met kenmerken van (hoog)begaafdheid'.

We stellen eerst een aantal algemene contextvragen (Deel A). Daarna stellen we een aantal vragen over de activiteiten die door uw school en door het samenwerkingsverband worden georganiseerd op het gebied van (hoog)begaafdheid (ongeacht de subsidie) (Deel B). Vervolgens vragen we naar de realisatie van de activiteiten rondom (hoog)begaafdheid vanuit de subsidie (Deel C). Als laatste stellen we enkele vragen over de mate waarop er momenteel sprake is van kennis, kennisdeling, een passend aanbod en samenwerking op het gebied van (hoog)begaafdheid in uw school (Deel D).

Als u deelneemt aan dit onderzoek worden uw persoonsgegevens in lijn met de algemene verordening gegevensbescherming (AVG) verwerkt ten behoeve van statistisch onderzoek. Uw gegevens worden alleen verwerkt om op overkoepelend niveau uitspraken te doen. We rapporteren niet over gegevens die tot de persoon herleidbaar zijn. Door het openen van de enquête-link gaat u akkoord met ons [privacybeleid](#) en met het opslaan en analyseren van uw gegevens.

Bij vragen over het onderzoek of de vragenlijst kunt u contact opnemen met {Researcher} {Mail researcher}

Alvast dank voor uw medewerking.

Deel A. Algemeen

Hier volgen enkele contextvragen.

- 1. Wat is uw functie? Meerdere antwoorden mogelijk**
 - () *Schooldirecteur/ adjunct-directeur*
 - () *Specialist (hoog)begaafdheid in de school*
 - () *Leerkracht/Docent*
 - () *Intern begeleider*
 - () *Zorgcoördinator*
 - () *Orthopedagoog*
 - () *Remedial Teacher*
 - () *Anders, namelijk ____*
- 2. In hoeverre heeft het thema (hoog)begaafdheid prioriteit bij u op school?**
1 – geen prioriteit – 5 heel veel prioriteit
- 3. In welke mate heeft uw school momenteel een passend onderwijs- en ondersteuningsaanbod voor hoogbegaafde leerlingen?**
(1) niet of nauwelijks passend – (5) zeer passend

Deel B. Activiteiten rondom (hoog)begaafdheid

Hieronder volgen eerst vragen over de manier van signaleren en selecteren van hoogbegaafde leerlingen op uw school. Daarna volgen er vragen over de activiteiten die op uw school en in uw samenwerkingsverband plaatsvinden rondom (hoog)begaafdheid.

B1. Doelgroep: signaleren en selecteren

- 4. Wordt er bij u op school een doelgroepomschrijving gehanteerd om te bepalen welke leerlingen tot de doelgroep (hoog)begaafde leerlingen behoren?**
ja/gedeeltelijk/nee (indien nee, volgende 2 vragen overslaan)

<<niet tonen als 4 = nee>>
- 5. Welke van de onderstaande doelgroepomschrijvingen past het beste bij de doelgroep omschrijving zoals deze bij u op school wordt gehanteerd? (Indien ja of gedeeltelijk bij vraag 4; meerdere antwoorden mogelijk)**
 - Hoog presterende leerlingen
 - Leerlingen met een hoog IQ
 - Dubbel bijzondere leerlingen
 - Onderpresteerders
 - Thuiszitters of vastgelopen leerlingen
 - Hoog sensitieve leerlingen
 - Leerlingen met hoogbegaafdheidskenmerken (creatief, snelle denker etc.)
 - Anders namelijk ... (max 15 woorden)
<<niet tonen als 4 = nee>>
- 6. Geef aan in hoeverre het u lukt om op basis van de doelgroepomschrijving de juiste leerlingen te signaleren en selecteren voor de onderwijs- en ondersteuningsactiviteiten.**
1 lukt helemaal niet – 5 lukt heel goed

7. Is er een gezamenlijke werkwijze waarop (hoog)begaafde leerlingen kunnen worden gesignaleerd die bij u op school gehanteerd wordt?

Ja, deze is er vanuit het samenwerkingsverband

Ja, deze is er vanuit ons schoolbestuur

Ja, deze is er vanuit onze school

Nee, deze is er (nog) niet (volgende drie vragen overslaan)

Weet ik niet (volgende drie vragen overslaan)

<<Tonen als 7 a/b/c/>>

8. Wordt deze werkwijze voor signalering in de praktijk ook toegepast?

Ja, vrijwel altijd (volgende vraag overslaan)

Ja, meestal wel (volgende vraag overslaan)

Nee, meestal niet

Nee, vrijwel nooit

<<Verbergen als 7 = d/e OF 8 = a/b>>

9. Wat is er nodig om de werkwijze voor het signaleren van (hoog)begaafde leerlingen in de praktijk meer of beter toe te kunnen passen?

Open antwoord

<<Verbergen als 7 = d/e>>

10. Hoe signaleert u op school de (hoog)begaafde leerlingen? Met behulp van... (meerdere antwoorden mogelijk).

- Weet ik niet
- Een vragenlijst voor ouders
- Een vragenlijst voor een leerling
- Een vragenlijst voor de leerkracht
- De algemene indruk van de leerkracht
- Observaties van gedragsspecialisten, (hoog)begaafdheidsexperts, intern begeleiders en/of zorgcoördinatoren
- Een klassikale IQ-test
- M.b.v. een individuele IQ-test
- M.b.v. een groepsscreening
- M.b.v. prestaties op toetsen/LVS-gegevens
- M.b.v. prestaties in de klas/bij spreekbeurten/ eigen projecten
- M.b.v. informatie over het schoolverloop en overige relevante schoolinformatie (bijv. over onderwijsaanpassingen)
- M.b.v. informatie vanuit een zorginstantie
- M.b.v. een signaleringsinstrument, namelijk(open)
- M.b.v. gesprekken met ouders over hun kind
- M.b.v. psychologisch onderzoek
- M.b.v. observatie instrumenten, namelijk ...
- M.b.v. stimulerend signaleren
- M.b.v. een portfolio
- Anders namelijk, m.b.v.....

B2. Activiteiten rondom (hoog)begaafdheid op uw school en in uw samenwerkingsverband

11. Welke van onderstaande activiteiten vinden plaats op uw school, zijn beschikbaar voor uw school of kan uw school aan deelnemen (ongeacht de subsidie)?

	<i>Ja, deze activiteit wordt op onze school georganiseerd</i>	<i>Ja, deze activiteit wordt bovenschools georganiseerd</i>	<i>Nee, deze activiteit wordt niet georganiseerd</i>	<i>Ik weet niet of deze activiteit wordt georganiseerd</i>
<i>Onderwijs- en ondersteuningsactiviteiten voor (hoog)begaafde leerlingen</i>				
Voltijd groepsonderwijs voor (hoog)begaafden				
Deeltijd groepsonderwijs voor (hoog)begaafden (bijv. plusklas of bovenschools verrijkingsaanbod)				
Tussenjaar tussen het po en vo voor (hoog)begaafden (bijv. Intermezzo)				
Activiteit(en) t.b.v. een soepele overgang van po naar vo (bv 10-14 onderwijs)				
Individuele begeleiding voor (hoog)begaafden				
Specifieke arrangementen met extra ondersteuning en begeleiding voor dubbel bijzondere leerlingen				
Specifieke arrangementen voor (hoog)begaafde leerlingen die dreigen uit te vallen of thuiszitten				
Verrijking van de lesstof				
Compacten van de lesstof				
Differentiatie in de lessen				
<i>Activiteiten voor onderwijsprofessionals</i>				
Scholing m.b.t. (hoog)begaafdheid (Opleiding, training, cursus)				

Individuele begeleiding van onderwijsprofessionals m.b.t. (hoog)begaaftheid				
Aannemen/inkopen van personeel met expertise op (hoog)begaaftheid				
Lerende netwerken /werkgroepen /intervisie m.b.t. (hoog)begaaftheid				
Conferenties, congressen, webinars en symposia m.b.t. (hoog)begaaftheid				
Activiteiten rondom beleid en samenwerking				
	Ja dit gebeurt of is gebeurd in ons samenwerkingsverband	Nee dit gebeurt niet in ons samenwerkingsverband	Ik weet niet of dit wordt georganiseerd	
Het aanbod voor (hoog)begaaftde leerlingen binnen het samenwerkingsverband in kaart brengen				
Het instellen van een informatiepunt of steunpunt voor vragen van ouders, leerlingen en/of docenten op het gebied van (hoog)begaaftheid				
Het samenwerkingsverband stimuleert actief de samenwerking tussen scholen op het gebied van (hoog)begaaftheid				

B3. Onderwijs- en ondersteuningsactiviteiten voor (hoog)begaaftde leerlingen

(deze sectie alleen uitvragen als er activiteiten voor leerlingen zijn, op basis van vraag 11)

De volgende vragen gaan over alle activiteiten die onderdeel uitmaken van het onderwijs- en ondersteuningsaanbod voor (hoog)begaaftde leerlingen.

In onderstaande tabel zijn de onderwijs- en ondersteuningsactiviteiten voor (hoog)begaaftde leerlingen weergegeven die bij u op school of binnen het samenwerkingsverband worden georganiseerd (m.u.v. verrijken, differentiëren en compacten).

12. Voor welk type activiteiten bent u bekend met de toelatingscriteria die worden gehanteerd?

	Ja, ik ben bekend met de toelatingscriteria	Ik ben deels bekend met de toelatingscriteria	Ik ben niet bekend met de toelatingscriteria	Voor deze activiteit worden geen toelatingscriteria gehanteerd
Hier activiteiten laten zien die zijn geselecteerd (Niet laten zien: differentiatie in de les, compacten en verrijken, omdat hier waarschijnlijk amper toelatingscriteria voor zijn en niet de activiteiten onder 'beleid en samenwerking')				

13. Wat zou uw school graag anders zien rondom de deelname van (hoog)begaafde leerlingen aan de onderwijs- en ondersteuningsactiviteiten? Meerdere antwoorden mogelijk.

- *Er is niets wat ik anders zou willen zien*
- *Kortere/geen wachtlijsten*
- *Betere samenwerking met andere partijen, namelijk*
- *Duidelijke communicatie over welke leerlingen deel kunnen nemen*
- *Duidelijke communicatie over hoe leerlingen deel kunnen nemen*
- *Minder bureaucratie (invullen van veel formulieren etc. voor deelname van de leerlingen)*
- *Grotere beschikbaarheid van het aanbod*
- *Een ander (type) aanbod dat passend is voor de onderwijsbehoeften van (hoog)begaafde leerlingen bij ons op school, namelijk ... (optionele toelichting)*
- *Voldoende expertise om de leerlingen goed te kunnen begeleiden bij de onderwijs- en ondersteuningsactiviteiten*
- *We zouden graag willen zien dat er (betere) afstemming plaatsvindt tussen de activiteit waaraan de leerling deelneemt en de reguliere onderwijs situatie van de leerling.*
- *Wij zouden graag een betere terugkoppeling krijgen over de deelname van onze leerlingen aan activiteiten waar onze school niet direct bij betrokken is*
- *Krijgen van advies na afloop van de activiteit (hoe nu verder?)
Een thuis-nabij aanbod*
- *Ik zou graag zien dat er op een andere manier wordt omgegaan met de COVID-19 maatregelen*
- *Anders, namelijk...*

Toelichting (optioneel):

14. Welke succesfactoren en/of opbrengsten ervaart uw school in de deelname van (hoog)begaafde leerlingen aan onderwijs- en ondersteuningsactiviteiten rondom (hoog)begaafdheid? Meerdere antwoorden mogelijk.

Er wordt duidelijk gecommuniceerd over het aanbod voor leerlingen (bijv. welke leerlingen kunnen deelnemen en hoe ze kunnen deelnemen)

Er is voldoende capaciteit voor leerlingen

Tevreden ouders

Minder schoolverzuim van (hoog)begaafde leerlingen

Een goede ondersteuning bij de koppeling tussen de activiteiten en de klassensituatie te verbeteren

Een goede terugkoppeling over de deelname van onze leerlingen aan activiteiten waar onze school niet direct bij betrokken is

Het krijgen van advies na afloop van de activiteit (hoe nu verder?)

Er is veel expertise aanwezig

De activiteiten zijn passend voor de onderwijsbehoeften van de (hoog)begaafde leerlingen bij ons op school

Deelname heeft positieve sociaal-emotionele opbrengsten voor de deelnemende leerlingen

Deelname heeft positieve cognitieve opbrengsten voor de deelnemende leerlingen

Ik ervaar geen succesfactoren in de deelname van leerlingen aan onderwijs- en ondersteuningsactiviteiten

Anders, namelijk.....

Toelichting (optioneel):

15. Geef op een schaal van 1 – 5 aan in hoeverre COVID-19 het afgelopen jaar invloed heeft gehad op de uitvoering van alle activiteiten voor (hoog)begaafde leerlingen van uw school?

1 Geen invloed 5 zeer veel invloed

weet ik niet

Toelichting (optioneel)

B4. Kennisdelings- en professionaliseringsactiviteiten voor onderwijsprofessionals

(deze sectie alleen uitvragen als er activiteiten zijn op het gebied van kennisdeling en professionalisering – basis van vraag 11)

U heeft aangegeven dat de volgende kennisdeling- en professionaliseringsactiviteiten (ongeacht de subsidie) voor onderwijsprofessionals bij u op school of binnen het samenwerkingsverband worden georganiseerd:

Hier opsomming van geselecteerde activiteiten weergeven.

16. Wat zou u graag anders zien rondom de deelname van onderwijsprofessionals aan de kennisdelings- en professionaliseringsactiviteiten op het gebied van (hoog)begaafdheid?

Er is niets dat ik anders zou willen zien

Voldoende tijd om deel te nemen

De activiteit(en) moeten beter aansluiten bij onze onderwijspraktijk

Voldoende tijd om het geleerde in praktijk te brengen

Zorg dragen voor vervanging

De schoolleiding zou de onderwijsprofessionals meer moeten stimuleren om deel te nemen aan de activiteiten

Een duidelijke omschrijving van het doel van de activiteit

Dat er follow-up activiteiten worden georganiseerd

Dat er meer onderwijsprofessionals kunnen deelnemen

Betere samenwerking met andere partijen, namelijk

Duidelijke communicatie over welke onderwijsprofessionals deel kunnen nemen

*Duidelijke communicatie over hoe onderwijsprofessionals deel kunnen nemen
 Een aanbod dat passend is voor de professionaliseringsbehoeften m.b.t. (hoog)begaafdheid van de
 onderwijsprofessionals van onze school
 Een school-nabij aanbod
 Ik zou graag zien dat er op een andere manier wordt omgegaan met de COVID-19 maatregelen
 Anders, namelijk...*

Toelichting (optioneel):

17. Welke succesfactoren en/of opbrengsten ervaart u in de deelname van onderwijsprofessionals aan kennisdelings- en professionaliseringsactiviteiten? Meerdere antwoorden mogelijk.

*Er wordt duidelijk gecommuniceerd over het aanbod voor onderwijsprofessionals (bijv. welke onderwijsprofessionals kunnen deelnemen en hoe ze kunnen deelnemen)
 Er is voldoende capaciteit voor deelname
 Er wordt veel expertise overgedragen
 Kennisuitwisseling binnen de school
 Kennis die wordt opgedaan tijdens de kennisdelings- en professionaliseringactiviteiten kan ook worden toegepast in onze onderwijspraktijk
 De activiteiten zijn passend voor de professionaliseringsbehoeften m.b.t. (hoog)begaafdheid van de onderwijsprofessionals van onze school
 Deelname heeft als gevolg dat de expertise rondom (hoog)begaafdheid bij ons op school toeneemt
 Deelname heeft tot gevolg dat wij (hoog)begaafde leerlingen beter kunnen ondersteunen en onderwijzen bij ons op school
 Deelname heeft als gevolg dat de samenwerking met andere scholen op het gebied van (hoog)begaafdheid toeneemt
 Onze onderwijsprofessionals ervaren geen succesfactoren in hun deelname aan de kennisdelings- en professionaliseringsactiviteiten
 Ik ervaar geen succesfactoren in de deelname van leerlingen aan onderwijs- en ondersteuningsactiviteiten (als uitsluitend programmeren)
 Anders, namelijk*

Toelichting (optioneel):

18. Bent u tevreden over alle kennisdelings- en professionaliseringsactiviteiten op het gebied van (hoog)begaafdheid die worden georganiseerd voor de onderwijsprofessionals van uw school?

	<i>Ja</i>	<i>Gedeeltelijk</i>	<i>Nee</i>
De kwaliteit van de activiteiten			
Het type activiteiten			
De beschikbaarheid van de activiteiten			

Toelichting (optioneel)

19. Geef op een schaal van 1- 5 aan in hoeverre COVID-19 de afgelopen 12 maanden invloed heeft gehad op de kennisdeling op het gebied van (hoog)begaafdheid in uw school?

*1 geen invloed – 5 heel veel invloed.
 weet ik niet*

20. Geef op een schaal van 1- 5 aan in hoeverre COVID-19 de afgelopen 12 maanden invloed heeft gehad voor uw onderwijsprofessionals op de uitvoering van de professionaliseringsactiviteiten op het gebied van (hoog)begaafdheid?

*1 geen invloed – 5 heel veel invloed.
weet ik niet*

Deel C. Realisatie van activiteiten vanuit de subsidieregeling (hoog)begaafdheid.

Onderstaande vragen gaan over de realisatie van activiteiten vanuit de subsidieregeling (hoog)begaafdheid.

21. Bent u bekend met de inhoud van het subsidieplan (hoog)begaafdheid van uw samenwerkingsverband?

- () Ja (routing: vraag 22, 23 en dan 25)*
- () Ja, op hoofdlijnen of alleen voor de activiteiten op mijn eigen school (routing naar vraag 22, 23, 24. 25 overslaan.)*
- () Nee (routing: naar vraag 26)*

<<Verbergen voor 21C>>

22. Geef op een schaal van 1 – 5 aan in hoeverre uw school werd betrokken bij de aanvraag van de subsidie en de opzet van het subsidieplan m.b.t. (hoog)begaafdheid?

(1) niet betrokken – (5) heel erg betrokken

<<Verbergen voor 21C>>

23. Geef op een schaal van 1 – 5 aan in hoeverre u achter de inhoud van het subsidieplan van het samenwerkingsverband staat? Denk daarbij aan doelen, doelgroep, type activiteiten etc.

*(1) ik sta hier helemaal niet achter – (5) ik sta hier volledig achter
Weet ik niet*

<<Verbergen voor 21A EN C>>

24. U heeft aangegeven gedeeltelijk bekend te zijn met de inhoud van het subsidieplan (hoog)begaafdheid van uw samenwerkingsverband.

Worden de activiteiten uit het subsidieplan waarvan u op de hoogte bent ook daadwerkelijk gerealiseerd?

- Ja alle activiteiten worden gerealiseerd
- Een gedeelte van de activiteiten wordt gerealiseerd
- Nee
- Weet ik niet

(Routing bij 'ja' of 'weet ik niet' vraag 26 overslaan. Bij 'een gedeelte' of 'nee' naar vraag 26).

<<Verbergen voor 21B EN C>>

25. Worden de activiteiten zoals beschreven in het subsidieplan ook daadwerkelijk gerealiseerd?

- Ja alle activiteiten worden gerealiseerd
- Een gedeelte van de activiteiten wordt gerealiseerd
- Nee
- Weet ik niet

(Routing bij 'ja' of 'weet ik niet' vraag 26 overslaan)

26. Waarom worden de activiteiten (gedeeltelijk) niet gerealiseerd?

(open vraag)

27. Heeft uw school een deel van de subsidiegelden ontvangen vanuit het samenwerkingsverband om zelf activiteiten rondom (hoog)begaafdheid op te richten en uit te voeren op uw school?

Ja / Nee/ Weet ik niet.

Routing: als bij 21 'nee' en hier 'nee' of 'weet ik niet', dan naar deel D.

28. Welke van onderstaande activiteiten die plaatsvinden op uw school of beschikbaar zijn voor uw school worden geheel of gedeeltelijk gefinancierd vanuit de subsidie voor (hoog)begaafdheid?

Hier alleen geselecteerde activiteiten uit deel B laten zien

	<i>Ja, deze activiteit wordt vanuit de subsidie gefinancierd</i>	<i>Nee, deze activiteit wordt niet vanuit de subsidie gefinancierd</i>	<i>Ik weet niet of deze activiteit wordt georganiseerd vanuit het subsidiegeld, maar deze wordt wel georganiseerd</i>
Activiteiten rondom onderwijs- en ondersteuningsaanbod voor (hoog)begaafde leerlingen			
Voltijd groepsonderwijs voor (hoog)begaafden			
Deeltijd groepsonderwijs voor (hoog)begaafden (bijv. plusklas of bovenscholingsaanbod)			
Tussenjaar tussen po en vo voor (hoog)begaafden (bijv. intermezzo)			
Activiteit(en) t.b.v. een soepele overgang van po naar vo (bv 10-14 onderwijs)			
Individuele begeleiding voor (hoog)begaafden			
Specifieke arrangementen met extra ondersteuning en begeleiding voor dubbel bijzondere leerlingen			
Specifieke arrangementen voor (hoog)begaafde leerlingen die dreigen uit te vallen of thuiszitten			

Verrijking van de lesstof			
Compacten van de lesstof			
Differentiatie in de lessen			
Activiteiten voor onderwijsprofessionals			
Scholing m.b.t. (hoog)begaafdheid (Opleiding, training, cursus)			
Individuele begeleiding van onderwijsprofessionals m.b.t. (hoog)begaafdheid			
Aannemen/inkopen van personeel met expertise op (hoog)begaafdheid			
Lerende netwerken /werkgroepen /intervisie m.b.t. (hoog)begaafdheid			
Conferenties, congressen, webinars en symposia m.b.t. (hoog)begaafdheid			

29. Wordt uw school op de hoogte gehouden van de inzet van de subsidie? Meerdere antwoorden mogelijk.

Nee

Ja, onze school wordt geïnformeerd over de inzet van subsidie voor het onderwijs- en ondersteuningsaanbod voor hoogbegaafde leerlingen.

Ja, onze school wordt geïnformeerd over de inzet van subsidie voor professionaliseringsactiviteiten.

Ja, onze school wordt geïnformeerd over de inzet van subsidie voor een steun of kennispunt.

30. In hoeverre bent u tevreden over de manier waarop het samenwerkingsverband de samenwerking stimuleert tussen scholen op het gebied van (hoog)begaafdheid?

1-niet tevreden – 5 heel erg tevreden

ik weet niet hoe het samenwerkingsverband de samenwerking stimuleert tussen scholen

toelichting

Deel D. Aanwezige kennis, kennisdeling, passend aanbod en samenwerking

De volgende vragen gaan over de mate waarop er momenteel sprake is van kennis, kennisdeling, een passend aanbod en samenwerking op het gebied van (hoog)begaafdheid in uw school.

31. Geef op een schaal van 1-7 aan in hoeverre er kennis over (hoog)begaafdheid aanwezig is binnen uw school.

	Helemaal mee oneens (1)	(2)	(3)	(4)	(5)	(6)	Helemaal mee eens (7)	Weet niet/ geen zicht op	n.v.t.
Op onze school zijn wij in staat om (hoog)begaafde leerlingen (vroegtijdig) te signaleren.	()	()	()	()	()	()	()	()	
Op onze school hebben wij voldoende kennis om passend onderwijs aan (hoog)begaafde leerlingen te verzorgen.	()	()	()	()	()	()	()	()	
Op onze school hebben wij voldoende vaardigheden om passend onderwijs aan (hoog)begaafde leerlingen te verzorgen.	()	()	()	()	()	()	()	()	
Op onze school zijn wij in staat om schooluitval bij (hoog)begaafde leerlingen te voorkomen.	()	()	()	()	()	()	()	()	
Op onze school zijn wij in staat om gemakkelijk experts op het gebied van (hoog)begaafdheid te raadplegen.	()	()	()	()	()	()	()	()	
Op onze school zijn wij op de hoogte van de mogelijkheden van (extra) ondersteuning en zorg voor (hoog)begaafde leerlingen.	()	()	()	()	()	()	()	()	

32. Bent u, gegeven de omstandigheden (COVID-19), tevreden over wat uw school heeft bereikt de afgelopen 12 maanden met betrekking tot de ontwikkeling in aanwezige kennis over (hoog)begaafdheid?

Schaal: Zeer ontevreden 1 – 7 zeer tevreden

n.v.t

weet niet

33. Geef op een schaal van 1 – 7 aan in hoeverre kennisdeling over (hoog)begaafdheid momenteel plaats vindt binnen uw school.

	Helemaal mee oneens (1)	(2)	(3)	(4)	(5)	(6)	Helemaal mee eens (7)	Weet niet/ geen zicht op	N.v.t.
Onze school wisselt kennis en ervaringen uit met (andere) reguliere scholen op het gebied van (hoog)begaafdheid	()	()	()	()	()	()	()	()	
Onze school wisselt kennis en ervaringen uit met (andere) scholen uit het speciaal (basis) onderwijs scholen op het gebied van (hoog)begaafdheid	()	()	()	()	()	()	()	()	
Op onze school wisselen collega's onderling kennis en ervaringen uit op het gebied van (hoog)begaafdheid met elkaar.	()	()	()	()	()	()	()	()	
De (hoog)begaafdheid-expert(s) van onze school delen kennis en ervaringen met experts van andere scholen.	()	()	()	()	()	()	()	()	
Bovenschoolse (hoog)begaafdheid-expert(s) delen kennis en ervaringen met onderwijsprofessionals binnen onze school.	()	()	()	()	()	()	()	()	

34. Bent u, gegeven de omstandigheden (COVID-19), tevreden over wat uw school heeft bereikt de afgelopen 12 maanden met betrekking tot de ontwikkelingen in de mate van kennisdeling over (hoog)begaafdheid?

Schaal: Zeer ontevreden 1 – 7 zeer tevreden

n.v.t

weet niet

35. Geef op een schaal van 1 – 7 aan in hoeverre er momenteel een passend onderwijs- en ondersteuningsaanbod is voor (hoog)begaafde leerlingen binnen uw school en samenwerkingsverband.

	Helemaal mee oneens(1)	(2)	(3)	(4)	(5)	(6)	Helemaal mee eens(7)	Weet niet/ geen zicht op	N.v.t.
M.b.t. de <i>basisondersteuning</i> is er een passend aanbod voor (hoog)begaafde leerlingen op onze school	()	()	()	()	()	()	()	()	
M.b.t. de <i>lichte ondersteuning</i> is er een passend aanbod voor	()	()	()	()	()	()	()	()	

(hoog)begaafde leerlingen op onze school									
M.b.t. de <i>zware ondersteuning</i> is er een passend aanbod voor (hoog)begaafde leerlingen binnen ons samenwerkingsverband	()	()	()	()	()	()	()	()	
Het onderwijs- en ondersteuningsaanbod in ons samenwerkingsverband is dekkend voor alle (hoog)begaafde leerlingen.	()	()	()	()	()	()	()	()	
Het onderwijs- en ondersteuningsaanbod m.b.t. (hoog)begaafdheid is van goede kwaliteit in ons samenwerkingsverband	()	()	()	()	()	()	()	()	
Het onderwijs- en ondersteuningsaanbod in ons samenwerkingsverband wordt voldoende aangepast op de ondersteuningsbehoeften van (hoog)begaafde leerlingen.	()	()	()	()	()	()	()	()	

36. Bent u, gegeven de omstandigheden (COVID-19), tevreden over wat uw school heeft bereikt de afgelopen 12 maanden in het creëren van een passend onderwijs- en ondersteuningsaanbod voor (hoog)begaafde leerlingen?

Schaal: Zeer ontevreden 1 – 7 zeer tevreden

n.v.t

weet niet

37. Geef op een schaal van 1- 7 aan in hoeverre uw school en uw samenwerkingsverband goed samenwerkt met diverse partijen op het gebied van (hoog)begaafdheid.

	Helemaal mee oneens (1)	(2)	(3)	(4)	(5)	(6)	Helemaal mee eens (7)	Weet niet/ geen zicht op	N.v.t.
Scholen									
Onze school werkt goed samen met (andere) scholen uit het (voortgezet) speciaal onderwijs en/of speciaal basisonderwijs op het gebied van (hoog)begaafdheid	()	()	()	()	()	()	()	()	
Onze school werkt goed samen met het samenwerkingsverband op het gebied van (hoog)begaafdheid	()	()	()	()	()	()	()	()	

Onze school werkt goed samen met scholen/instellingen uit een andere onderwijssector op het gebied van (hoog)begaafdheid	()	()	()	()	()	()	()	()	()
Onze school werkt goed samen met (andere) reguliere scholen op het gebied van (hoog)begaafdheid	()	()	()	()	()	()	()	()	()
Onze school werkt goed samen met (jeugd)zorginstanties op het gebied van (hoog)begaafdheid	()	()	()	()	()	()	()	()	()
Onze school werkt goed samen met ouders op het gebied van (hoog)begaafdheid	()	()	()	()	()	()	()	()	()
Onze school werkt goed samen met (hoog)begaafde leerlingen op het gebied van onderwijs- en ondersteuningsactiviteiten rondom (hoog)begaafdheid	()	()	()	()	()	()	()	()	()

38. Bent u, gegeven de omstandigheden (COVID-19), tevreden over wat uw school heeft bereikt de afgelopen 12 maanden met betrekking tot de samenwerking tussen uw school en andere partijen op het gebied van (hoog)begaafdheid?

Schaal: Zeer ontevreden 1 – 7 zeer tevreden

n.v.t

weet niet

Einde vragenlijst

39. Dit is het einde van de vragenlijst. Heeft u verdere opmerkingen die u wilt meegeven?

40. Over twee jaar zullen wij in het kader van de monitor (hoog)begaafdheid opnieuw een vragenlijst versturen. Graag ontvangen wij uw contactgegevens zodat wij u de volgende keer rechtstreeks kunnen benaderen voor deze vragenlijst. Uw contactgegevens worden niet voor andere doeleinden gebruikt.

Naam:E-mailadres:

Dank u hartelijk voor uw tijd en het invullen!

Uw antwoorden zijn verstuurd. Klik [HIER](#) om uw antwoorden te downloaden als PDF.

Appendix 2. Activities for fitting education

From the document analysis of the subsidy plans of partnerships, eleven activities were distinguished as being the main strategies to improve education for gifted students.

Fulltime gifted education refers to programs focused on challenging and peer-interaction for gifted students during the whole school week. Homogenous groups of gifted students follow their education only in this program.

Parttime gifted education refers to programs focused on challenging and peer-interaction for gifted students. These programs, however, are offered for a limited amount of time per week. Usually this regards a few hours or one day a week. During these hours the students follow the curriculum in a homogenous group with other gifted students, while they spend the rest of the week in a regular, more heterogenous group.

Compacting of the curriculum refers to letting gifted students skip redundant parts of the curriculum. They do not have to repeat the learned curriculum or practice what they learned. Not repeating or practicing previously learned subjects saves time for other more challenging activities.

Differentiation of the curriculum refers to adjusting the curriculum for (groups of) students based on their skills and capabilities. Students will all learn about the same subject, but the way in which they learn can be differentiated.

Enrichment of the curriculum refers to offering gifted students more challenging, broadening or deepening exercises or projects.

A smoother **transition from primary to secondary education** is facilitated by close contact between the primary and future secondary school of a gifted student. By sharing their experiences about the student and communicating the student's needs and talents with the new school, primary school staff can facilitate the transition to secondary school for their gifted students. Additionally, primary school teachers can help prepare the gifted student for their new school to make the transition easier.

An **intermezzo year between primary and secondary school** is a gap year with a strong focus on the development of learning and social skills for gifted children. These children often finish the curriculum of primary school at a very young age but are not ready yet for secondary school. After the intermezzo year, they will enrol in a regular secondary school.

(Individual) coaching by educational staff refers to staff within the school that (individually) guide gifted students in their challenges and needs. This guidance often regards help on a more social-emotional level.

(Temporary) educational care arrangement – in Dutch *onderwijszorgarrangement* – refers to specialised care and guidance offered by youth care organizations for gifted students with more complex needs. Schools, parents and youth care organizations work together to realise the care and guidance for the student.

Hiring and deploying (external) staff with expertise on giftedness refers to schools expanding the expertise on giftedness within the school. This can be either realized through hiring new staff with expertise in the field of giftedness, or by using the existing expertise of staff.

Training of educational team or teachers is used to broaden the knowledge and expertise on giftedness in the school. Schools invest in training their staff to acquire more expertise in the school.

Appendix 3. Robustness check

Adjusted policy-implementation gap

The dependent variable in this study is the policy-implementation gap, that measures differences between intended policy goals and implementation by schools. In the operationalisation of the dependent variable, the difference between policy goals and implementation was measured by taking the sum of each case in which schools did not implement an activity that was stated in the policy goals. We chose to not include the cases in which schools implemented an activity that was not in the partnership plan as it does not entirely correspond with the concept of the policy-implementation gap. As it is something that schools do themselves, without stimulation, it might even be considered as extra effort. However, it does indicate a difference between policy goals and implementation. To check whether there are significant differences in outcomes and conclusions, a robustness check was performed. To this end, I constructed a second variable measuring the policy-implementation gap that includes both the values 1 (no implementation of intended policy) and -1 (implementation of activities not stated as policy goals) as a gap between policy goals and implementation.

Table 5 shows the descriptive statistics of the adjusted policy-implementation gap. Here we see that the mean (4.49) is much higher compared to the original variable (1.74). This suggests that the gap between policy goals and implementation is much higher with the new measurement. Most schools differ on four or five activities from the policy goals.

Table 5: descriptive statistics of adjusted PI gap

Number of strategies that differ from the subsidy plan	Frequency	Percentage
0	19	1.8
1	43	4.1
2	104	9.9
3	145	13.9
4	203	19.4
5	203	19.4
6	177	16.9
7	104	9.9
8	39	3.7
9	9	0.9
Mean (<i>st.dev.</i>)	4.49 (1.88)	
Total	1046	100

Next, the multiple regression analysis was performed again using the new measurement of the dependent variable to compare the effects and their significance to the original analysis. Table 6 shows the full regression model that predicts the adjusted dependent variable, compared to the full regression model that predicts the original dependent variable.

Table 6: multiple regression analysis with dependent variable adjusted PI gap ^(a) compared to original dependent variable ^(b)

	Model 1 ^a		Model 2 ^b	
	b (se)	p	b (se)	p
Constant	4.621 (0.966)	<0.001	1.408(0.719)	0.051
School involvement	-0.365 (0.214)	0.088	-0.118(0.154)	0.443
School support	-0.006 (0.304)	0.984	-0.423(0.219)	0.054
School satisfaction	0.234 (0.276)	0.396	0.352(0.199)	0.077
Secondary school	0.263 (0.252)	0.299	0.593(0.182)	0.001
Size of partnership	0.005 (0.001)	0.001	0.003(0.001)	0.002
Regional shrinkage	-0.079 (0.023)	0.001	0.013(0.017)	0.419
Level of centralization	-0.203 (0.170)	0.234	-0.136(0.123)	0.267
Support*centralization	0.077 (0.037)	0.037	0.010(0.026)	0.709
Involvement*centralization	-0.011 (0.053)	0.835	0.059(0.038)	0.123
Satisfaction*centralization	-0.033 (0.050)	0.509	-0.049(0.036)	0.169
R ² _{adj}	0.059		0.032	
F-change	3.515	<0.001	1.102	0.348
N	401		401	

In Table 6, we see that there are a few differences between the two measurements. First, the constant is higher and significant in the first model predicting the adjusted policy-implementation gap. Additionally, the effect of school type is not significant (b=0.263 p=0.299), while school type had a significant effect when predicting the original policy-implementation gap. This suggests that there is no significant difference in terms of the gap between policy goals and implementation between primary and secondary schools when using the adjusted measurement. Regional shrinkage does, however, now have a significant negative effect on the policy-implementation gap compared to model 2 (b=-0.079 p=0.001). This implies that the policy-implementation gap is bigger for regions where the population is decreasing and that the gap is smaller in regions that experience a growth of the population.

With regards to the hypotheses, however, only the null hypothesis stating that there is no moderation effect of the partnership model on the effect of involvement on the policy-

implementation gap can now be rejected ($b=0.077$ $p=0.037$). The slope suggests that the negative effect of school involvement is weaker for more centralized partnerships. Involvement, support, and satisfaction all have no significant effect on the adjusted gap between policy goals and implementation, however. The same goes for the moderating effect of the partnership model on the influence of school support and school satisfaction.

Primary and secondary education

The distribution of respondents from primary and secondary schools appeared to be quite uneven. With 84.8% primary schools and only 14.2% secondary schools represented in the dataset, there is reason to believe the effects for both schools differ. In Table 7, the multiple regression analysis from this study is repeated for only the primary schools in the dataset, and in Table 8, the same multiple regression analysis is shown for only the secondary schools. The only notable difference is the significant moderation effect of level of centralization of the partnership on the effect of support for the policy on the policy-implementation gap for primary schools ($b=0.079$, $p=0.049$). This significant effect was not found in the regression analysis that was conducted on all schools taken together and is also not observed for secondary schools. This result implies that for primary schools, the negative effect of their support for the policy is weaker when they are part of a more centralized partnership.

With regards to the fit of the model, we see that the explained variance in the policy-implementation gap in secondary schools is higher than the explained variance for primary schools (resp. $R^2_{adj} = 0.147$ compared to $R^2_{adj} = 0.019$). This suggests that the regression model fits the situation of secondary schools better than the situation of primary schools.

Table 7: multiple regression analysis for primary schools with dependent variable PI gap

	Model 1 ^a	
	b (se)	P
Constant	1.866 (0.704)	0.009
School involvement	0.105 (0.172)	0.543
School support	-0.446 (0.229)	0.052
School satisfaction	0.236 (0.222)	0.290
Secondary school	0.003 (0.001)	0.006
Size of partnership	0.028 (0.020)	0.162
Regional shrinkage	-0.128 (0.126)	0.311
Level of centralization	-0.022 (0.031)	0.481
Support*centralization	0.079 (0.040)	0.049
Involvement*centralization	-0.044 (0.041)	0.295
R ² _{adj}	0.019	
F-change	1.652	0.100
N	302	

Table 8: multiple regression analysis for secondary schools with dependent variable PI gap

	Model 1 ^a	
	b (se)	P
Constant	1.969 (2.325)	0.399
School involvement	-0.603 (0.331)	0.072
School support	-0.251 (0.549)	0.649
School satisfaction	0.436 (0.477)	0.363
Secondary school	0.029 (0.008)	<0.001
Size of partnership	-0.074 (0.037)	0.052
Regional shrinkage	-0.093 (0.372)	0.804
Level of centralization	0.082 (0.052)	0.119
Support*centralization	-0.038 (0.098)	0.700
Involvement*centralization	-0.020 (0.078)	0.802
R ² _{adj}	0.147	
F-change	2.881	0.005
N	98	

Appendix 4. Bivariate analysis

Table 9 shows the results of the bivariate analysis. In order to measure the coherence between each pair of continual variables, the Pearson correlation was used, while an ANOVA was used to assess the level of coherence between each pair of continual and categorical variables.

Table 9: coherence matrix of dependent and independent variables

	PI gap	Satisfaction	Involvement	Support	Type of school	Size of partnership	Regional shrinkage
PI gap	-						
Satisfaction	0.019 ^a	-					
Involvement	-0.117** ^a	0.421** ^a	-				
Support	-0.101* ^a	0.593** ^a	0.493** ^a	-			
Type of school	0.032 ^b	0.195** ^b	0.255** ^b	0.197** ^b	-		
Size of partnership	0.134** ^a	-0.087	0.100* ^a	-0.070 ^a	0.363** ^b	-	
Regional shrinkage	0.103** ^a	-0.066 ^a	-0.072 ^a	-0.101* ^a	0.182** ^b	0.038 ^a	-
Level of centralization	-0.022 ^a	0.000 ^a	-0.011 ^a	0.063 ^a	0.100** ^b	0.009 ^a	0.014 ^a

*significant at $p < 0.05$, **significant at $p < 0.01$; two-sided test
Coherence measure calculated with: ^a Pearson correlation, ^b R^2 in ANOVA

Looking at satisfaction, involvement, and support, we see that the correlations between the policy-implementation gap and these three variables are relatively low (< 0.2). The association of respondents' satisfaction with the partnership that their school is part of with the policy-implementation gap is negligible and not significant ($r = 0.019$; $p = 0.673$), suggesting that higher satisfaction of school staff with their partnership is not significantly associated with a bigger or smaller policy-implementation gap. Involvement of schools with policy-making, however, is negatively and significantly associated with the policy-implementation gap ($r = -0.117$; $p = 0.005$). Although we are speaking of a small correlation coefficient, there is evidence for a relation where a stronger involvement of schools with the partnership is associated with a smaller the policy-implementation gap, suggesting that more policy goals would be actually implemented by schools. The same reasoning also appears to be true for the support that school staff have for the subsidy plans of their partnership. There is a small negative yet significant association between the support of school staff and the policy-implementation gap ($r = -0.101$; $p = 0.023$). This significant relation suggests that stronger support of school staff for the goals and activities in the subsidy plan of the partnership that they are part of is associated with a smaller policy-implementation gap.

A surprising result is the significant differences between scores in most variables between respondents from primary schools and respondents in secondary schools. Satisfaction, involvement, and support are all positively associated with the type of school, implying that the average score on these main effects is significantly higher for secondary schools compared to primary schools. This relation is not significant for the policy-implementation gap ($r=0.032$; $p=0.214$), suggesting that there is no significant difference in average size of the gap between primary and secondary schools.

Appendix 5. Assumption check

In order for the linear regression analysis to be a statistically reliable method for testing the hypotheses, four assumptions must be met.

Independence of observations

In this current study, there are some factors that challenge the assumption of independent observations. As participation to the questionnaire was voluntary, there is possibly a response bias where mainly the schools that already give high priority to giftedness or recognize students that are or might be gifted have responded. Additionally, the fact that groups of schools share the same partnership might influence the independence of the observations. Answers to the questionnaire could have been influenced by the regional or organizational context. This leads to the answers possibly correlating stronger than they would if they were independent. It is, however, difficult to say to what extent these factors influence the analysis and conclusions, but it is important to be careful with the conclusions that have been drawn from this study and to take into account the possibility of a response bias.

Linearity between x and y

In the scatterplot in figure 1, the standardized predicted values are set against the standardized residuals from the multiple regression analysis performed in chapter 4. The figure shows us that there is a slight deviation from the assumption of linearity. We observe a pattern of horizontal lines in the set of cases in the scatterplot, which is the consequence of the dependent variable having a limited number of possible values (0 to 8). This systematic downward trend in the cases points towards a violation of linearity. Furthermore, the points are not completely randomly distributed around zero (0), with some outliers to the maximum. Both these observations result in the mean to deviate from 0 for some predicted values. There is thus a violation of the assumption of linearity. There is, however, not a clear pattern or shape that points towards a non-linear relationship, suggesting that a linear line fits the data best.

Homoscedasticity: homogeneity of variance

From the scatterplot in figure 2 we can also conclude something about the homogeneity of variance. For this assumption to be met, the variance in the cases must be similar for each predicted value of y. In the scatterplot, we see that overall the variance is quite similar for each

value on the x-axis. We do not observe a clear pattern in the variance, although the downward trend of the points and the few outliers near the top of the scatterplot do cause some concern. We can conclude that the assumption of homoscedasticity is violated but as we do not observe a pattern in the variance, the violation is small.

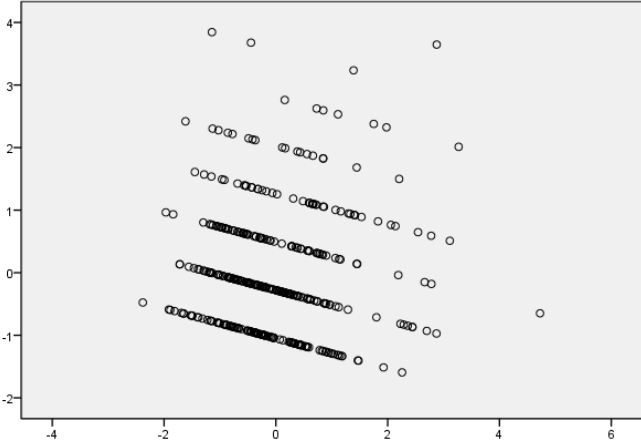


Figure 2: Scatterplot with standardized predicted values on the x-axis and standardized residuals on the y-axis

Normality of residuals

In figure 3 and 4, the normality of the residuals can be assessed. In the histogram in figure 3 we see that the distribution of the standardized residuals is right skewed. We see that most residuals fall between -1.5 and 1 standard deviations from the regression line. There are some outliers above the regression line that pull the distribution to the right and form a tail. This affects the assumption of normality, as the mean of the residuals is not 0 because of these observations. In the pp-plot in figure 4, it is again confirmed that the observed values do not follow the expected normal distribution, with a few deviations from the normal line. The assumption of normality is thus violated.

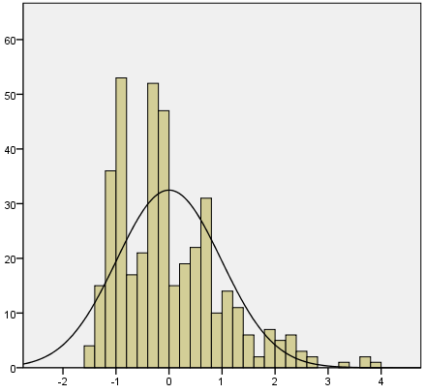


Figure 3: Histogram of standardized residuals from regression with dependent variable PI gap

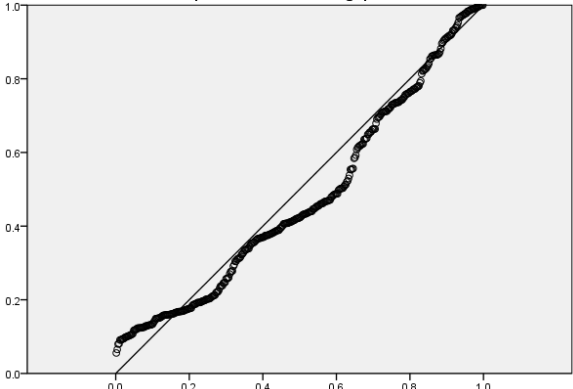


Figure 4: PP-plot of observed probability on x-axis and expected probability on y-axis

Multicollinearity

Last, I look at multicollinearity, which is the correlation between two or more independent variables in the regression model. This correlation results in an overlap in the part of the dependent variable that the two variables explain, inflating standard errors around the slopes and leading to less reliable inferences and conclusions on the effects of the predictors. In Table 10, we see the VIF scores of each independent variable in the multiple regression analysis that was performed in the study. The VIF scores are fairly high, given the usual maximum of 10. We mainly see these high values indicating multicollinearity for the variables that are included in the interaction effects. This is expected with interaction terms as when for example involvement increases, the interaction term of involvement*model also increases.

Table 10: multiple regression analysis with dependent variable PI gap

	Model 2		VIF
	b (se)	p	
Constant	1.408(0.719)	0.051	
Involvement	-0.118(0.154)	0.443	9.670
Support	-0.423(0.219)	0.054	10.631
Satisfaction	0.352(0.199)	0.077	10.610
School type	0.593(0.182)	0.001	1.463
Size of partnership	0.003(0.001)	0.002	1.297
Regional shrinkage	0.013(0.017)	0.419	1.108
Partnership model	-0.136(0.123)	0.267	16.783
Involvement*model	0.059(0.038)	0.123	35.904
Support*model	0.010(0.026)	0.709	16.138
Satisfaction*model	-0.049(0.036)	0.169	26.475
R ² _{adj}	0.032		
R ² -change	0.001		
F-change	1.102	0.348	
N	401		