

# 2018-2019 Self-Report on Identification and Services for Students Who are Gifted

## Planning Document

### Background Information

1. Please provide the following information:
  - District:
  - IRN Number:
  - Name of individual completing this survey:
  - Role of individual completing this survey:
  - Email address of individual completing this survey:

### District Questions

*Please respond to questions 2-16 based on your district's gifted education policies and practices for the 2018-2019 school year.*

#### GIFTED EDUCATION PROGRAM

2. How does your district evaluate the effectiveness of services for students who are gifted? Please check all that apply.
  - District tracks its expenditures to verify appropriate use of funding for gifted identification and services.
  - District administrators periodically review gifted education programming to ensure learners who are gifted receive appropriate educational services.
  - District uses relevant data, including but not limited to the Gifted indicator on the Ohio School Report Cards, to determine if available services are appropriate for the district's population of identified students and adjusts program components as needed.
  - District periodically reviews local gifted policies and procedures to ensure complete implementation across the district.
  - District regularly engages families and other community stakeholders to collect feedback on district gifted education services.
  - Other, please explain.

3. In what ways does your district actively seek and establish partnerships between gifted education staff, district administrators and other staff members? Please check all that apply.

- Gifted-licensed or endorsed staff members regularly attend scheduled administrative planning meetings.
- Gifted-licensed or endorsed staff members regularly attend scheduled meetings with curriculum coordinators.
- Gifted-licensed or endorsed staff members regularly attend scheduled meetings with school building administrators.
- Gifted-licensed or endorsed staff members regularly attend scheduled meetings with special education staff members.
- Gifted-licensed or endorsed staff members regularly attend scheduled meetings with arts education staff members.
- Gifted-licensed or endorsed staff members regularly attend scheduled meetings with career and technical education staff members.
- Gifted program educators attend student intervention team meetings, IEP meetings or 504 plan meetings to collaborate in developing plans for twice exceptional students (i.e., students with disabilities who also are gifted).
- When general education teachers are responsible for gifted services, they collaborate with licensed gifted education staff members on the development of Written Education Plans.
- Other, please explain:

4. In what ways does your district employ or contract personnel with gifted licensure or endorsement? Please check all that apply.

*My district:*

- Employs a full-time gifted coordinator in the district (not contracted from an educational service center).
- Employs a part-time gifted coordinator in the district (not contracted from an educational service center).
- Contracts the full-time services of a gifted coordinator from an educational service center.
- Contracts the part-time services of a gifted coordinator from an educational service center.
- Does not employ or contract the services of a gifted coordinator.
- Employs one or more full-time gifted intervention specialists (not contracted from an educational service center).
- Employs one or more part-time gifted intervention specialists (not contracted from an educational service center).
- Contracts the services of one or more full-time gifted intervention specialists from an educational service center.
- Contracts the services of one or more part-time gifted intervention specialists from an educational service center.
- Does not employ or contract the services of a gifted intervention specialist.
- Other, please explain:

## EQUITY

5. In what ways does your district ensure inclusion of students from traditionally underrepresented populations (minority students, English learners, economically disadvantaged students and students with disabilities) in identifying students who are gifted? Please check all that apply.

*My district:*

- Provides whole-grade assessments for identification of students who are gifted at two or more grade levels.
  - Has policies in place that promote referrals of students from underrepresented populations.
  - Implements interventions and accommodations for students where appropriate.
  - Considers test biases and subtest design when selecting assessments for identification of students who are gifted to allow students to best demonstrate their abilities.
  - Uses allowable alternate scores for identification of students who are gifted where appropriate. Examples include, but are not limited to, the Wechsler Intelligence Scale for Children's (WISC) General Ability Index score (GAI), Cognitive Abilities Test (CogAT) composites for Verbal and Nonverbal (VN) subtests or Quantitative and Nonverbal (QN) subtests, etc.
  - Uses individually administered assessments for students who are twice exceptional or other students where those scores are more representative of their abilities.
  - Uses talent-development strategies to increase identification rates of students from traditionally underrepresented populations. Talent development is the use of enrichment strategies and instructional supports that help students develop and demonstrate higher levels of academic achievement.
  - Implements changes in screening and identification practices and policies to ensure equitable rates of identification of underrepresented populations based upon subgroup population data including, but not limited to, district-level data and Gifted indicator data.
  - Other, please explain:
6. How does your district ensure students who are gifted have an equal opportunity to receive gifted education services? This includes students from traditionally underrepresented populations, such as minority students, English learners, economically disadvantaged students and students with disabilities. Please check all that apply.

*My district:*

- Has inclusive service criteria that do not unduly restrict an identified student's access to available services.
- Uses allowable alternate identification scores where appropriate for service criteria. Examples include, but are not limited to, the Wechsler Intelligence Scale for Children's (WISC) General Ability Index score (GAI), Cognitive Abilities Test (CogAT) composites for Verbal and Nonverbal (VN) subtests or Quantitative and Nonverbal (QN) subtests, etc.
- Provides a continuum of gifted education services to include the implementation of a variety of service settings within and across multiple grade levels.
- Makes services widely available across the district and at multiple buildings in the district.
- Uses talent-development strategies to increase rates of participation in gifted services of students from traditionally underrepresented populations. Talent development is the use of enrichment strategies and instructional supports that help students develop and demonstrate higher levels of academic achievement.

- Implements changes to gifted education services or eligibility criteria to ensure equitable rates of participation of underrepresented populations in gifted services based on subgroup population data including, but not limited to, district-level data and Gifted indicator data.
- Provides professional development to district educators on the needs and characteristics of twice exceptional learners.
- Provides professional development to district educators on the needs and characteristics of English learners who are gifted.
- Provides professional development to district educators on the needs and characteristics of students who are gifted and economically disadvantaged.
- Provides professional development to district educators on the needs and characteristics of students who are gifted and from minority populations.
- Other, please explain:

## PROFESSIONAL DEVELOPMENT FOR GIFTED EDUCATION

7. In what areas does your district offer professional development in gifted education to **all** staff members? Please check all that apply.

- Differentiation for gifted learners.
- Selecting, adapting and creating differentiated curricula.
- Strategies on replacing or extending curriculum for students who are gifted.
- Social and emotional needs of gifted learners.
- Needs and characteristics of students who are gifted from traditionally underrepresented populations.
- Monitoring growth of students who are gifted.
- Formal and informal assessment of students who are gifted.
- Developing Written Education Plans.
- My district only provides professional development in gifted education for gifted intervention specialists and other educators who are designated as providers of gifted services.
- My district does not provide gifted services and therefore does not provide professional development in gifted education to district staff members.
- Other, please explain:

8. District educators who are designated providers of gifted education services are required to receive professional development as described in the Operating Standards for Identifying and Serving Students Who are Gifted (Ohio Administrative Code 3301-51-15). To what extent does your district use the following professional development delivery options to meet this requirement?

Question:	Extensively	Frequently	Occasionally	Rarely
A) Qualifying professional development in gifted education is provided by educators				

Question:	Extensively	Frequently	Occasionally	Rarely
within the district.				
B) Qualifying professional development in gifted education is provided by educational service centers.				
C) Qualifying professional development in gifted education is provided online.				
D) Qualifying professional development in gifted education is provided through attendance at state or national conferences in gifted education.				
E) Qualifying professional development in gifted education is provided for the district by nationally recognized experts in gifted education (for example, presenters, authors,				

<b>Question:</b>	<b>Extensively</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>
researchers, etc.).				
F) Qualifying professional development in gifted education is provided through gifted education college courses provided by college or university faculty.				

Other, please explain:

### WRITTEN EDUCATION PLAN (WEP) DEVELOPMENT

9. What strategies does your district use to ensure it develops Written Education Plans (WEP) in collaboration with educators who have licensure or endorsement in gifted education? Please check all that apply.

<b>Question:</b>	<b>Primary means of WEP development</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Not at all</b>
A) A district gifted coordinator (not contracted from an educational service center) collaborates with our staff.				
B) A district gifted intervention specialist (not contracted from an educational service center) collaborates with our staff.				
C) A gifted coordinator from an				

Question:	Primary means of WEP development	Frequently	Occasionally	Not at all
educational service center collaborates with our staff.				
D) A gifted intervention specialist from an educational service center collaborates with our staff.				
E) An educator who holds licensure or endorsement in gifted education meets individually with each teacher providing gifted services to develop Written Education Plans.				
F) An educator who holds licensure or endorsement in gifted education meets with a group of teachers providing gifted services to develop Written Education Plans.				
G) An educator who holds licensure or endorsement in gifted education communicates				

<b>Question:</b>	<b>Primary means of WEP development</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Not at all</b>
electronically with teachers providing gifted services to develop Written Education Plans.				

Other, please explain:

## GIFTED EDUCATION SERVICES

10. In what ways has your district's continuum of services for students in grades K-2 changed compared to last school year?

<b>Questions:</b>	<b>Increased</b>	<b>Decreased</b>	<b>Stayed the same</b>	<b>We do not provide services for this identification area at these grade levels.</b>
A) Services for students identified with Superior Cognitive Ability:				
B) Services for students identified with Specific Academic Ability in Mathematics:				
C) Services for students identified with Specific Academic Ability in Reading, Writing or a combination:				
D) Services for students identified with Specific Academic Ability in Science:				



<b>Questions:</b>	<b>Increased</b>	<b>Decreased</b>	<b>Stayed the same</b>	<b>We do not provide services for this identification area at these grade levels.</b>
E) Services for students identified with Specific Academic Ability in Social Studies:				
F) Services for students identified with Creative Thinking Ability:				
G) Services for students identified with Visual or Performing Arts Ability in Dance:				
H) Services for students identified with Visual or Performing Arts Ability in Drama:				
I) Services for students identified with Visual or Performing Arts Ability in Music:				
J) Services for students identified with Visual or Performing Arts Ability in Visual Arts:				

Please indicate the primary factors influencing the changes for services in your district in grades K-2.

11. In what ways has your district's continuum of services for students in grades 3-6 changed compared to last school year?

Questions:	Increased	Decreased	Stayed the same	We do not provide services for this identification area at these grade levels.
A) Services for students identified with Superior Cognitive Ability:				
B) Services for students identified with Specific Academic Ability in Mathematics:				
C) Services for students identified with Specific Academic Ability in Reading, Writing or a combination:				
D) Services for students identified with Specific Academic Ability in Science:				
E) Services for students identified with Specific Academic Ability in Social Studies:				
F) Services for students identified with Creative Thinking Ability:				
G) Services for students identified with Visual or				

<b>Questions:</b>	<b>Increased</b>	<b>Decreased</b>	<b>Stayed the same</b>	<b>We do not provide services for this identification area at these grade levels.</b>
Performing Arts Ability in Dance:				
H) Services for students identified with Visual or Performing Arts Ability in Drama:				
I) Services for students identified with Visual or Performing Arts Ability in Music:				
J) Services for students identified with Visual or Performing Arts Ability in Visual Arts:				

Please indicate the primary factors influencing the changes for services in your district in grades 3-6.

12. In what ways has your district's continuum of services for students in grades 7-8 changed compared to last school year?

<b>Questions:</b>	<b>Increased</b>	<b>Decreased</b>	<b>Stayed the same</b>	<b>We do not provide services for this identification area at these grade levels.</b>
A) Services for students identified with Superior Cognitive Ability:				
B) Services for students identified with Specific Academic Ability in Mathematics:				

<b>Questions:</b>	<b>Increased</b>	<b>Decreased</b>	<b>Stayed the same</b>	<b>We do not provide services for this identification area at these grade levels.</b>
C) Services for students identified with Specific Academic Ability in Reading, Writing or a combination:				
D) Services for students identified with Specific Academic Ability in Science:				
E) Services for students identified with Specific Academic Ability in Social Studies:				
F) Services for students identified with Creative Thinking Ability:				
G) Services for students identified with Visual or Performing Arts Ability in Dance:				
H) Services for students identified with Visual or Performing Arts Ability in Drama:				
I) Services for students identified with Visual or				

<b>Questions:</b>	<b>Increased</b>	<b>Decreased</b>	<b>Stayed the same</b>	<b>We do not provide services for this identification area at these grade levels.</b>
Performing Arts Ability in Music:				
J) Services for students identified with Visual or Performing Arts Ability in Visual Arts:				

Please indicate the primary factors influencing the changes for services in your district in grades 7-8.

13. In what ways has your district's continuum of services for students in grades 9-12 changed compared to last school year?

<b>Questions:</b>	<b>Increased</b>	<b>Decreased</b>	<b>Stayed the same</b>	<b>We do not provide services for this identification area at these grade levels.</b>
A) Services for students identified with Superior Cognitive Ability:				
B) Services for students identified with Specific Academic Ability in Mathematics:				
C) Services for students identified with Specific Academic Ability in Reading, Writing or a combination:				
D) Services for students identified with Specific				

<b>Questions:</b>	<b>Increased</b>	<b>Decreased</b>	<b>Stayed the same</b>	<b>We do not provide services for this identification area at these grade levels.</b>
Academic Ability in Science:				
E) Services for students identified with Specific Academic Ability in Social Studies:				
F) Services for students identified with Creative Thinking Ability:				
G) Services for students identified with Visual or Performing Arts Ability in Dance:				
H) Services for students identified with Visual or Performing Arts Ability in Drama:				
I) Services for students identified with Visual or Performing Arts Ability in Music:				
J) Services for students identified with Visual or Performing Arts Ability in Visual Arts:				

Please indicate the primary factors influencing the changes for services in your district in grades 9-12.

## ACCELERATION

14. For student acceleration, I assure our district uses:

- The Ohio Department of Education Model Acceleration Policy; OR
- A district-developed acceleration policy approved by the Ohio Department of Education.

15. For what formal acceleration options were students evaluated this year in your district? Please check all that apply.

- No students were evaluated for acceleration in my district this year.
- Early entrance to kindergarten.
- Whole-grade acceleration.
- Subject acceleration through course compacting. Compacting is where a student is accelerated through course content by condensing already mastered curriculum.
- Subject acceleration through credit flexibility.
- Subject acceleration through College Credit Plus.
- Subject acceleration through Algebra I in grade 8.
- Subject acceleration, not including Algebra I in grade 8, credit flexibility, College Credit Plus or course compacting.
- Early graduation to pursue postsecondary educational opportunities.

## PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE NEEDS

16. What topics for professional development or technical assistance would benefit your district most? Please check all that apply.

- Implementing whole-grade screenings.
- Improving communication with parents regarding gifted education requirements.
- Developing district-level strategic plans for gifted education.
- Developing practices and policies specific to rural, small town, suburban or urban district typologies.
- Developing Written Education Plans with quality goals and rigorous methods of evaluation.
- Increasing the implementation of the district acceleration policy.
- Providing general educators with high-quality professional development and ongoing assistance.
- Ensuring equal access to identification for traditionally underrepresented populations.
- Ensuring students who are gifted have an equal opportunity to receive services.
- Training on topics related to gifted education, including needs and characteristics of twice exceptional students.
- Implementing talent development strategies to increase rate of identification.
- Facilitating collaboration between gifted education and special education.
- Other, please explain.

Thank you for completing the 2018-2019 Self-Report on Identification and Services for Students Who are Gifted.