



**District Self-Report 2016**

\* 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**



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2. High quality professional development includes knowledgeable trainers providing regularly scheduled, sustained training. In what ways does your district ensure that district staff members receive high-quality professional development around the topic of gifted education? Please check all that apply.

- A district educator licensed in gifted education provided professional development to educators in my district.
- Gifted education experts from outside of our district provided professional development in my district.
- District staff is reimbursed for college coursework related to gifted education.
- Our district works to increase the number of staff licensed in gifted education.
- Professional development relating to the topic of gifted education is available multiple times per year.
- An educator with gifted licensure meets weekly with general education teachers providing gifted services for ongoing support with curriculum development and instruction.
- An educator with gifted licensure meets monthly with general education teachers providing gifted services for ongoing support with curriculum development and instruction.

Other (please explain and limit your response to 100 characters)

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

My district:

- Uses allowable IEPs and 504 accommodations for students with disabilities.
- Considers test biases and subtest design when selecting assessments for gifted identification in order to allow students to best demonstrate their abilities.
- Uses allowable alternate scores for gifted identification where appropriate (such as 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 talent development strategies to increase identification rates of students from traditionally underrepresented populations. Talent development is the use of enrichment strategies and instructional supports so that students can develop and demonstrate higher levels of academic achievement.
- Has policies in place that encourage referrals of students from underrepresented populations.
- Provides whole grade assessments for gifted identification at one or more grade levels.
- Uses individually administered assessments for twice exceptional students or other students where those scores are more representative of their abilities.

Other (please explain and limit your response to 100 characters)



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4. How does your district ensure equity of access to available gifted services for all students identified as gifted? This includes traditionally underrepresented populations, such as minority, English learners, economically disadvantaged and students with disabilities. Please check all that apply.

My district:

- Has inclusive service criteria that does not unduly restrict an identified student's access to available services.
- Uses allowable alternate identification scores where appropriate (such as WISC general ability index (GAI), CogAT composites for VN or QN, etc.) for service criteria.
- Provides a continuum of gifted 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 within my district.
- 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 traditionally underrepresented populations. This includes minority, economically disadvantaged and English learners.

Other (please explain and limit your response to 100 characters)

5. In grades K-2, what formal gifted services are available in your district? Please check all that apply.

- My district does not provide formal gifted services in grades K-2.
- Gifted intervention specialists provide services.
- General education teachers provide services.
- Students identified as superior cognitively gifted receive services.
- Students identified as gifted in one or both academic areas of mathematics and reading receive services.
- Students identified as gifted in one or both academic areas of science and social studies receive services.
- Students identified as gifted in creative thinking receive services.
- Students identified as gifted in the visual and performing arts receive services.

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6. In grades 3-6, what formal gifted services are available in your district? Please check all that apply.

- My district does not provide formal gifted services in grades 3-6.
- Gifted intervention specialists provide services.
- Gifted education teachers provide services.
- Students identified as superior cognitively gifted receive services.
- Students identified as gifted in one or both academic areas of mathematics and reading receive services.
- Students identified as gifted in one or both academic areas of science and social studies receive services.
- Students identified as gifted in creative thinking receive services.
- Students identified as gifted in the visual and performing arts receive services.

7. In grades 7-8, what formal gifted services are available in your district? Please check all that apply.

- My district does not provide formal gifted services at grades 7-8.
- Gifted intervention specialists provide services.
- General education teachers provide services.
- Students identified as superior cognitively gifted receive services.
- Students identified as gifted in one or both academic areas of mathematics and reading receive services.
- Students identified as gifted in one or both academic areas of science and social studies receive services.
- Students identified as gifted in creative thinking receive services.
- Students identified as gifted in the visual and performing arts receive services.

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8. In grades 9-12, what formal gifted services are available in your district? Please check all that apply.

- My district does not provide formal gifted services in grades 9-12.
- Gifted intervention specialists provide services.
- General education teachers provide services.
- Students identified as superior cognitively gifted receive services.
- Students identified as gifted in one or both academic areas of mathematics and reading receive services.
- Students identified as gifted in one or both academic areas of science and social studies receive services.
- Students identified as gifted in creative thinking receive services.
- Students identified as gifted in the visual and performing arts receive services.

9. For student acceleration, I assure that our district uses:

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



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10. What formal acceleration options were implemented in your district? Please check all that apply.

- 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.

Other (please explain and limit your response to 100 characters)

11. To what extent are gifted programming and personnel integrated throughout the district? Please check all that apply.

- My district actively seeks out and establishes partnerships between district-level gifted education staff and administrators and special education and general education staff.
- Gifted licensed staff attends regularly scheduled administrative planning meetings.
- Gifted licensed staff attends regularly scheduled meetings with special education staff.
- Gifted educators attend student intervention team meetings, IEP meetings or 504 meetings to collaborate in the development of plans for twice exceptional students.
- When general education teachers are responsible for gifted services, they collaborate with licensed gifted staff on the development of Written Education Plans.
- All district staff receive professional development on instructional strategies for diverse learners. This includes students identified as gifted and twice exceptional.
- All district staff receive professional development on differentiation for gifted learners.
- All district staff receive professional development on needs and characteristics of gifted learners.

Other (please explain and limit your response to 100 characters)





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12. What topics for professional development or technical assistance do you need the Ohio Department of Education to provide? Please choose **three**.

- 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 equitable access to identification for traditionally underrepresented populations.
- Ensuring equitable access to services for traditionally underrepresented populations.
- 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.
- Integrating gifted education into regularly scheduled district-wide planning meetings.
- Providing a continuum of district gifted services within and across grade levels.

Other (please explain and limit your response to 100 characters)

13. Briefly describe what you feel are the key components of a quality gifted program. Please limit your response to 1,000 characters.