

# FY 2018 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 Gifted Education Program Questions

*Please respond to questions 2-16 based on your district and or program practices for the 2017-2018 school year.*

#### GIFTED EDUCATION PROGRAM EVALUATION

2. How does your district evaluate the effectiveness of programming for students who are gifted? Please check all that apply.
  - District tracks its expenditures to verify appropriate use of funding for gifted identification and programming.
  - District administrators periodically review gifted education programming to ensure that learners who are gifted receive appropriate educational services.
  - District uses relevant data, such as the gifted indicator, to determine if available services are appropriate and adjusts program components as needed.
  - District periodically reviews local gifted policies and procedures to ensure complete implementation across the district.
  - The district regularly engages families and other community stakeholders to collect feedback on district gifted education programming.
  - Other, please explain.
3. To what extent are gifted education 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 or endorsed staff members regularly attend scheduled administrative planning meetings.

- Gifted-licensed or endorsed staff members attend regularly scheduled meetings with special 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.
- When general education teachers are responsible for gifted services, they collaborate with licensed gifted education staff members on the development of Written Education Plans.
- All district staff members receive professional development on instructional strategies for diverse learners. This includes students identified as gifted and twice exceptional.
- All district staff members receive professional development on differentiation for gifted learners.
- All district staff members receive professional development on needs and characteristics of gifted learners.
- Other, please explain:

4. In what ways does your district employ or contract personnel with gifted licensure or endorsement?

*My district:*

- Employs a full-time gifted coordinator in the district.
- Employs a part-time gifted coordinator in the district.
- Contracts the services of a gifted coordinator from an educational service center.
- Employs one or more full-time gifted intervention specialists.
- Employs one or more part-time gifted intervention specialists.
- Contracts the services of a gifted intervention specialist from an educational service center.
- 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 (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 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.
- 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 are the WISC general ability index (GAI), and CogAT composites for VN or QN.
- 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.
- 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 students, English learners, economically disadvantaged students and students with disabilities.
- Other, please explain:

## PROFESSIONAL DEVELOPMENT FOR GIFTED EDUCATION

7. In what ways does your district ensure that district educators providing gifted education services meet the professional development requirements in the *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15)? Please check all that apply.

*District educators designated as providers of gifted services:*

- Participated in qualifying professional development provided by educators within the district.
- Participated in qualifying professional development provided by educational service centers.
- Participated in online professional development related to gifted education.
- Attended state or national conferences related to gifted education.
- Attended college courses related to gifted education.
- Met weekly with an educator with gifted licensure or endorsement for ongoing support with curriculum development and instruction.
- Met monthly with an educator with gifted licensure or endorsement for ongoing support with curriculum development and instruction.
- Other, please explain:

8. General education teachers designated as providers of gifted education services received professional development from the following providers:

- A district educator with licensure or endorsement in gifted education.
- A district educator with a graduate degree in gifted education.
- An educator with licensure or endorsement in gifted education from an educational service center.
- An educator with a graduate degree in gifted education from an educational service center.
- A state or national presenter in gifted education.
- Other, please explain:

## WRITTEN EDUCATION PLAN DEVELOPMENT

9. What strategies does your district use to ensure that it develops Written Education Plans in collaboration with educators who have licensure or endorsement in gifted education? Please check all that apply.
- A district gifted coordinator collaborates with our staff.
  - A district gifted intervention specialist collaborates with our staff.
  - A gifted coordinator from an educational service center collaborates with our staff.
  - A gifted intervention specialist from an educational service center collaborates with our staff.
  - An educator who holds licensure or endorsement in gifted education meets individually with each teacher providing gifted services to develop Written Education Plans.
  - An educator who holds licensure or endorsement in gifted education meets with a group of teachers providing gifted services to develop Written Education Plans.
  - An educator who holds licensure or endorsement in gifted education communicates electronically with teachers providing gifted services to develop Written Education Plans.
  - Other, please explain:

## GIFTED EDUCATION SERVICES

10. What formal gifted services are available in your district for one or more grades K-2? Please check all that apply.
- My district does not provide formal gifted services at 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.
11. What formal gifted services are available in your district for one or more grades 3-6? Please check all that apply.
- My district does not provide formal gifted services at grades 3-6.
  - 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.

12. What formal gifted services are available in your district for one or more grades 7-8? 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.

13. What formal gifted services are available in your district for one or more grades 9-12? Please check all that apply.

- My district does not provide formal gifted services at 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.

## ACCELERATION

14. 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.

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 typology.
- 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.