Gifted Advisory Council

Office for Exceptional Children
Welcome!

• Introductions
• Norms
• Purpose
• Agenda
Gifted Advisory Council

• The superintendent of public instruction shall establish a gifted advisory council. The council shall:

1. Represent a variety of stakeholders from diverse regions of the state, including parents, general and gifted educators, administrators another as determined by the superintendent;
Gifted Advisory Council

2. Assist in the development and updating of a department approved plan for gifted education in Ohio;

3. Advise on policy recommendations;
4. Serve as advisors in establishing criteria for review of proposals to implement innovative gifted services; and

5. Establish criteria for identifying and recognizing schools, districts, and other educational providers

Ohio Administrative Code 3301-51-15(1)
Overview:
2017 Gifted Operating Standards
Overview: 2017 Gifted Operating Standards – Key Changes

- Timeline
- Identification
- Services
- Equal Access to Services
- Written Education Plans
- Professional Development
Timeline: Gifted Rule Continued

November 2016: Draft voted out of Committee

December 2016: Draft unanimously voted on by full Board

January – March 2017: Draft filed with JCARR, Chapter 119 hearings, and JCARR approval

July 1, 2017: Operating Standards for Identifying and Serving Students Who are Gifted, effective
Identification
<table>
<thead>
<tr>
<th>My requirements…</th>
<th>Grades K-2</th>
<th>Grades 3-6</th>
<th>Grades 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole grade testing:</td>
<td>Yes, at least once in this grade band</td>
<td>Yes, at least once in this grade band</td>
<td>Not required</td>
</tr>
<tr>
<td>Superior Cognitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least two opportunities per year based on referrals:</td>
<td>Yes, at all grade levels</td>
<td>Yes, at all grade levels</td>
<td>Yes, at all grade levels</td>
</tr>
<tr>
<td>Any identification area</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Testing for Identification Guidance

### Whole Grade Screening
- Must use a test approved for gifted identification.
- Superior cognitive and creative thinking may use the same assessment.
- For creative thinking, checklists are not required unless a student meets the qualifying cognitive ability score.
- This requirement *cannot* be met by reviewing previous test scores.

### Referrals
- Must use a test approved for gifted identification.
- Testing must be completed within 90 calendar days of referral.
- Whole grade testing may count as *one* opportunity for that grade level.
- This requirement *cannot* be met by reviewing previous test scores.
If a parent chooses to opt out of whole-grade testing, the district may follow district procedures. However, subgroups of students should not be removed from whole-grade testing.
Service Settings
Summary of Key Requirements

- Educator meets professional development requirements and, for General Educators, receives ongoing support.
- Class size and caseload equivalent to district class size and caseload – *except where noted*.
- Instructional time equivalent to district instructional time – *except where noted*.
- Identified students are deliberately placed into services.
- Services guided by students’ written education plans.
### Summary of Key Requirements Continued

<table>
<thead>
<tr>
<th>Maximum class size is twenty students</th>
<th>Maximum caseload for the gifted intervention specialist is 80 students</th>
<th>Instruction is 15% of the instructional time for a school week OR one core content class period per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Full-time self-contained classroom</td>
<td>• Co-teaching cluster group setting</td>
<td>• Cluster group setting in a general education classroom</td>
</tr>
<tr>
<td>• Co-teaching cluster group setting</td>
<td>• Resource room/pull-out setting</td>
<td>• Co-teaching cluster group setting</td>
</tr>
<tr>
<td>• Resource room/pull-out setting</td>
<td></td>
<td>• Resource room/pull-out setting</td>
</tr>
</tbody>
</table>
How are districts in your area providing services to students who are gifted?
Equal Access to Services
**Summary of Key Requirements**

<table>
<thead>
<tr>
<th>Service criteria must:</th>
<th>Students cannot be excluded from services due to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Not limit equal opportunity for underrepresented populations</td>
<td>• Reassessment</td>
</tr>
<tr>
<td>• Include an explanation of how service placement methods ensure equal access</td>
<td>• Outside scores</td>
</tr>
<tr>
<td></td>
<td>• Specific named test</td>
</tr>
<tr>
<td></td>
<td>• Specific named grade level</td>
</tr>
<tr>
<td></td>
<td>• Other restrictions such as requiring multiple qualifying scores, etc.</td>
</tr>
</tbody>
</table>
Guidance: No Services Letter

Required by all districts, including those that do not offer gifted education services.

Required only when an identified student does not receive any gifted education services.

Disseminated each year services are not provided.

It must be clear that any “enrichment opportunities” detailed in the letter are not gifted services.
Written Education Plans
Written Education Plan Guidance

• WEPs must be developed in collaboration with an educator with gifted licensure or endorsement.
• Provide a copy of the WEP to collaborating educator, service provider, and parents.
• Report progress to parents and students at least twice per year.
• WEPs are for the duration of the course and may cover more than one course.
• Reasonable attempt to obtain parent signature must be in writing.
• Students may not be denied services due to a lack of a parent signature on the WEP.
Professional Development
## Professional Development for General Educators

**Summary of Key Requirements from the Operating Standards**

- Must meet eight competencies

  - Provided by an educator who:
    - Holds gifted licensure or endorsement
    - Holds a graduate degree in gifted education
    - Is a state or national presenter in gifted education

- 30 hours during year one, 30 hours during year two, additional hours in year three and beyond.

- Receive on-going support
<table>
<thead>
<tr>
<th>Professional Development for General Educators Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only for those who are designated as providers of gifted education services and do not already hold licensure or endorsement in gifted education.</td>
</tr>
<tr>
<td>Occurs before or during provision of services.</td>
</tr>
<tr>
<td>Count related clock hours received since July 1, 2015.</td>
</tr>
<tr>
<td>Excess hours during year one count toward year two.</td>
</tr>
<tr>
<td>Count AP and IB training related to the competencies toward requirement.</td>
</tr>
<tr>
<td>Districts convert college or university credit hours to clock hours.</td>
</tr>
</tbody>
</table>
How are districts in your area implementing the professional development requirement?
Overview:
State of the State
The Gifted Indicator

• Created in response to Ohio Revised Code 3302.02.
• Reflects the level of services provided to, and the performance of, students identified as gifted, including value-added growth.
• Included as part of the district’s overall graded measure, *Indicators Met*, and carries the same weight as all other indicators in that measure.
Gifted Indicator Thresholds

For the 2016-2017 school year and beyond:

• Gifted Performance Index = 117 points
• Gifted Value-Added = Grade of “C” or higher
• Gifted Input Points = 80 points
Data Trends: Gifted Indicator Data Using 2016-2017 Thresholds

Gifted Indicator
- 2015-2016: 12
- 2016-2017: 2

Performance Index
- 2015-2016: 54
- 2016-2017: 85

Value Added
- 2015-2016: 409
- 2016-2017: 408

Input Points
- 2015-2016: 21
- 2016-2017: 62
Data Trends: Gifted Intervention Specialist Services
Data Trends: General Education Service

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-2</td>
<td>35%</td>
<td>44%</td>
</tr>
<tr>
<td>Grades 3-6</td>
<td>59%</td>
<td>67%</td>
</tr>
<tr>
<td>Grades 7-8</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>70%</td>
<td>76%</td>
</tr>
</tbody>
</table>
2016-2017 Service Provider Comparison

GRADES K-2: 18%

GRADES 3-6: 63%

GRADES 7-8: 34%

GRADES 9-12: 6%
<table>
<thead>
<tr>
<th>Grade Level and Year</th>
<th>Superior Cognitive Ability</th>
<th>Reading and Math</th>
<th>Science and Social Studies</th>
<th>Creative Thinking</th>
<th>Visual and Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2 2015-2016</td>
<td>25%</td>
<td>28%</td>
<td>8%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>K-2 2016-2017</td>
<td>36%</td>
<td>39%</td>
<td>13%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>3-6 2015-2016</td>
<td>78%</td>
<td>77%</td>
<td>20%</td>
<td>22%</td>
<td>10%</td>
</tr>
<tr>
<td>3-6 2016-2017</td>
<td>79%</td>
<td>77%</td>
<td>28%</td>
<td>28%</td>
<td>12%</td>
</tr>
<tr>
<td>7-8 2015-2016</td>
<td>65%</td>
<td>69%</td>
<td>24%</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>7-8 2016-2017</td>
<td>71%</td>
<td>74%</td>
<td>30%</td>
<td>25%</td>
<td>15%</td>
</tr>
<tr>
<td>9-12 2015-2016</td>
<td>57%</td>
<td>60%</td>
<td>48%</td>
<td>19%</td>
<td>16%</td>
</tr>
<tr>
<td>9-12 2016-2017</td>
<td>65%</td>
<td>69%</td>
<td>55%</td>
<td>26%</td>
<td>23%</td>
</tr>
</tbody>
</table>
In regards to the data shared, what resonated with you?
Current Happenings: Guidance

Rules, Regulations and Policies for Gifted Education

On March 6, 2017, the Joint Committee for Agency Rule Review approved the revised gifted operating standards (Ohio Administrative Code 3301-51-15). These rules provide districts with increased flexibility while also ensuring quality education services for students who are gifted.

Rules and Regulations

The following documents are provided in Adobe pdf unless otherwise specified.

- Ohio Revised Code 3324
- NEW 2017 Operating Standards for Identifying and Serving Students Who are Gifted (effective July 1, 2017)
- Translations of the Ohio Revised Code can be found here.

Guidance Documents

- NEW Implementing the Operating Standards for Identifying and Serving Students Who are Gifted: A guide for Ohio school districts and educators
- REVISED Presentation on the 2017 gifted operating standards
- NEW Implementing Whole-Grade Screening Guide
- REVISED Gifted EMIS Data Guide
- NEW Professional Development Resource Guide
- District Gifted Identification Plan
- District Gifted Education Policy

Related Background
Required Documentation in SAFE

District Identification Plan
- Assurances
- Description of whole-grade screening
- Description of tests
- Submitted for Approval

District Policy for Gifted Education
- Description of identification process
- Description of services
- Available to parents
- Submitted, not approved
Questions?
What is the current status of gifted education in your area of the state?

SWOT Analysis Activity

1. Identify the Strengths, Weaknesses, Opportunities, and Threats

2. Individual, one comment per post it note, write down SWOT (10 minutes)
What is the current status of gifted education in your area of the state?

SWOT Analysis Activity

3. With a partner, share post it notes (5 minutes)

4. Put post it notes on chart paper

5. Debrief
Next Steps for December’s Gifted Advisory Council

• Serve as advisors in establishing criteria for review of proposal to implement innovative gifted services:

• Homework:
  • How does your district or region define an innovative service?

  • Based on the information we shared today, what additional data should we identify to assist in the development of an application process for innovative services?
Closing Comments

• Once around the table

• Future meeting schedule:
  – December 5, 2017 – 1:00-3:30
  – March 6, 2018 – 1:00-3:30
  – May 8, 2018 – 1:00-3:30