

Ohio Department of Education
 Proposed Operating Standards for Gifted
 Education – Feedback Survey Results
 December 17, 2015



Introduction

The Ohio Department of Education conducted a survey of Superintendents, Principals, Central Office Administrators, Gifted Coordinators, Gifted Intervention Specialists, teachers, parents, and students to obtain feedback on proposed revisions to Ohio’s Gifted Rule.

The survey contained demographic questions (respondent’s role, organizational type, and organizational setting) and four sections corresponding to each area of the proposed Gifted Rule (identification, services, funding, and accountability) Each section of the survey began with the proposed Gifted Rule text for that area, followed by two 5-point Likert-scale questions, and concluded with an open-ended call for suggested changes to the proposed rule.

A total of 2,332 individuals provided responses to the rule questions, the majority being parents (35.1%) and teachers (16.1%); Superintendents (4.2%) and students (<1%) made up the smallest groups. Most respondents were associated with traditional public schools (82.5%) in suburban areas (41.6%).

Summary of findings

Scale items

Respondents were asked two Likert-scale questions (5-point scale, where 5 = Strongly Agree, 3 = Neutral, and 1 = Strongly Disagree) for each of the rule’s four areas. Mean (numeric averages from the 5-point scales) responses for these questions are given in the table below. These means range from 2.67 (between disagree and neutral) to 3.55 (between neutral and agree).

Question	M
Identification: The proposed rule provides the guidance needed to support identification of gifted students	3.22
Identification: The proposed rule clearly defines opportunities for identification of students as gifted	3.24
Services: The proposed rule provides flexibility in how districts may serve gifted students	3.46
Services: The proposed rule describes standards for the quality and extent of gifted services	2.67
Funding: The proposed rule outlines the district obligation to report on funds that support gifted education annually	3.55
Funding: Gifted staff qualifications for educational service centers that receive gifted unit funding are clear	3.45
Accountability: Requirements for submission of annual plans and reports set clear expectations for identification and services for gifted students in the proposed rule	3.21
Accountability: Components of the gifted indicator and the use of the indicator in the annual district report card are essential to evaluation of gifted education services as outlined in the proposed rule	3.01

Open-ended responses

Respondents gave 4,180 open-ended responses to questions about specific changes to the proposed rule. These responses were coded into categories for subsequent analysis.

The Ohio Association for Gifted Children (OAGC) recommendations, which were posted on their website, dominated the open-ended responses and were the most frequently mentioned suggestion for each rule area. However, other themes were also identifiable across areas, such as concerns about program funding and perceived vagueness of the proposed rule. Below are more details about the trends in the open-ended responses for each area of the rule:

- **Identification**
 - Other frequently mentioned suggestions included accountability for services, stricter identification standards, and reduced student testing.
- **Services**
 - Common suggestions included reducing district flexibility and creating stricter quality standards for gifted teachers and gifted services in general.
- **Funding**
 - Participant responses aligned regarding funding aspects of the proposed rule. Suggestions for funding portion primarily referred to a need for increased funding, more transparent reporting of spending on gifted programming, require gifted certification and/or licensing, and consequences for districts who do not use the funds appropriately.
- **Accountability**
 - Participants wanted to see increased accountability and oversight with enforcement for services, clarified standards and better data for evaluation, and for the value-added component to be removed.

Key findings - Identification

Respondents were asked to rate their agreement on the following statements using a 5-point Likert scale with 1 being “strongly agree” and 5 being “strongly disagree.”

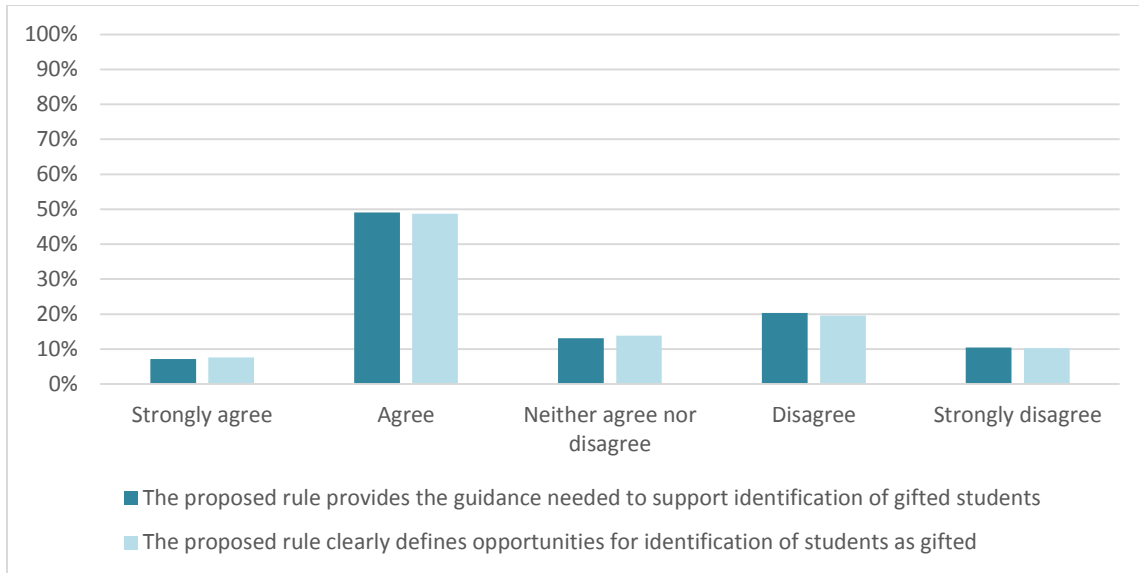
- Over half of total respondents “agree” (49.1%) or “strongly agree” (7.1%) with the statement that “The proposed rule provides the guidance needed to support identification of gifted students.” Across all respondents the mean score was 3.22, with breakdowns as follows:
 - Primary role: Scores ranged from 2.80 (Gifted Coordinators) to 4.10 (students).
 - Type of school: Scores ranged from 2.99 (education service centers) to 3.31 (community schools).
 - Setting of organization: Scores ranged from 3.10 (multiple settings) to 3.35 (rural).
- Over half of total respondents “agree” (48.7%) or “strongly agree” (7.6%) with the statement that “The proposed rule clearly defines opportunities for identification of students as gifted.” Across all respondents the mean score was 3.24, with breakdowns as follows:
 - Primary role: Scores ranged from 2.91 (Gifted Coordinators) to 4.15 (students).
 - Type of school: Scores ranged from 3.01 (education service centers) to 3.34 (community schools).
 - Setting of organization: Scores ranged from 3.11 (multiple settings) to 3.36 (rural).

Respondents were asked to answer an open-ended question regarding what specific changes they would make to the identification portion of the proposed rule.

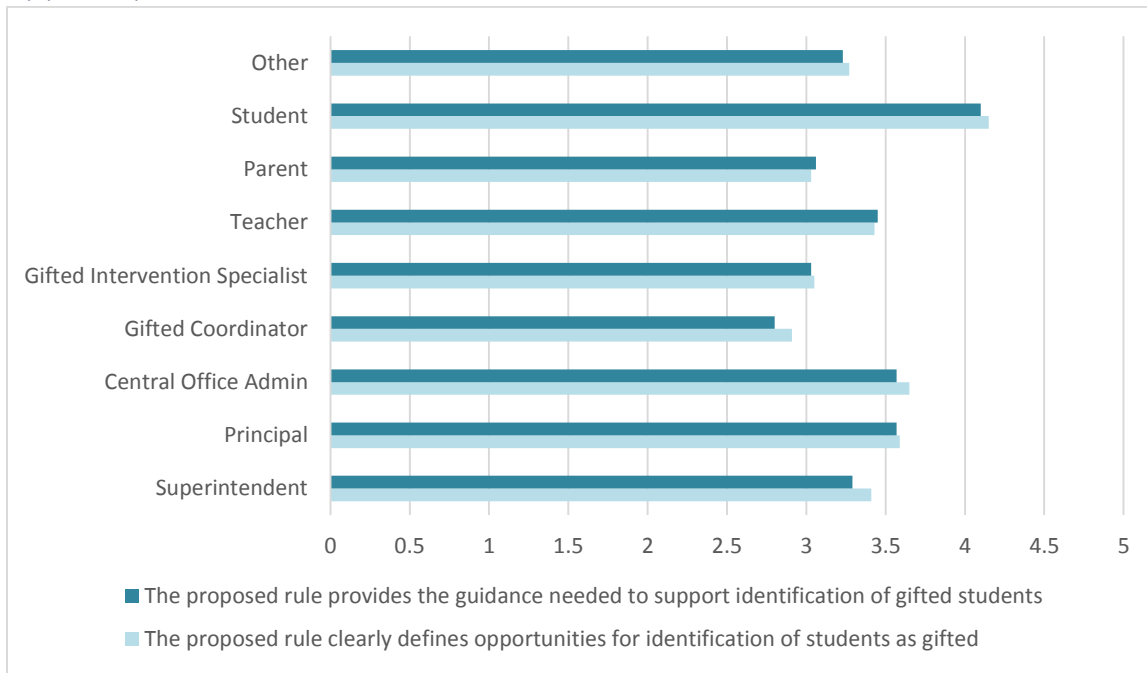
- Of total respondents, 16.8 percent would like to see the language for OAGC recommendations include 1. Limit the testing in this initial grade band to superior cognitive ability and specific academic areas of math and reading. In addition, incorporate the deleted elements from the identification section that are required in Ohio Revised Code (ORC) and which exist in the current operating standards. 2. Reinstate identification and service definitions as outlined in current operating standards 3301-51-15 section A to provide clarity to districts.
- Of total respondents, 13.5 percent thought that the language in the rule was too vague and want more detail. Differences in desired changes occurred by subgroup, including:
 - Superintendents (33.3%), Principals (16.1%), and Central Office Personnel (18.6%), would like to see the number of tests reduced or limited.
 - Gifted Coordinators (28.2%) and Gifted Intervention Specialists (23.6%), would like to see OAGC recommendations be more inclusive.
 - Teachers (11.1%) would like more accountability for services to be included in the proposed rule.
 - Parents (18.4%) would like to see more detail in the proposed rule.
 - Personnel from community schools (23.5%) were more likely to want further opportunities for testing included in the proposed rule.
 - There was no significant variation on what changes could be made based on the setting of the organization the respondent resides in.

Agreement with rules statements re: identification

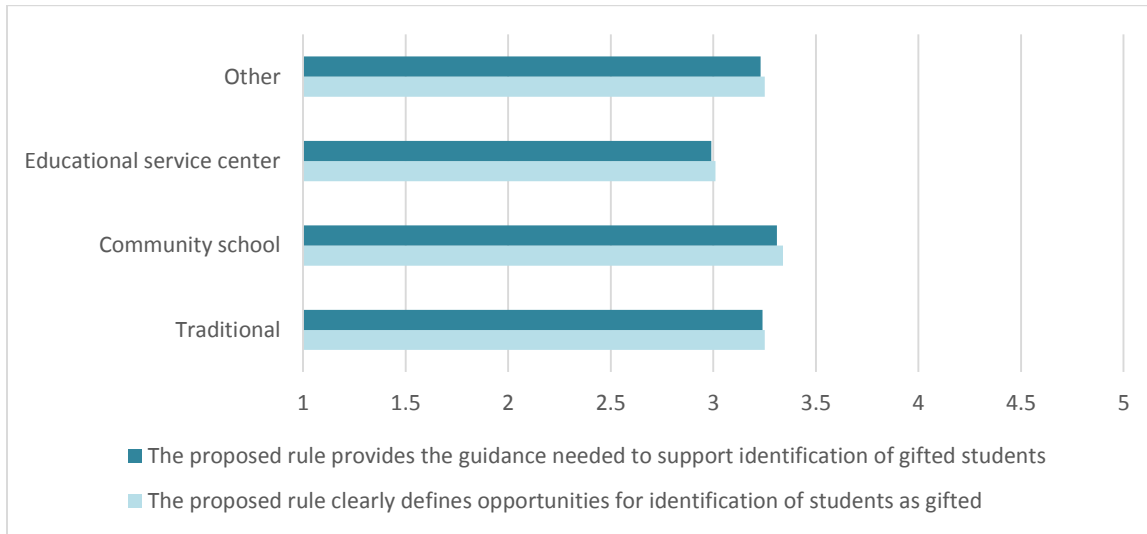
All respondents



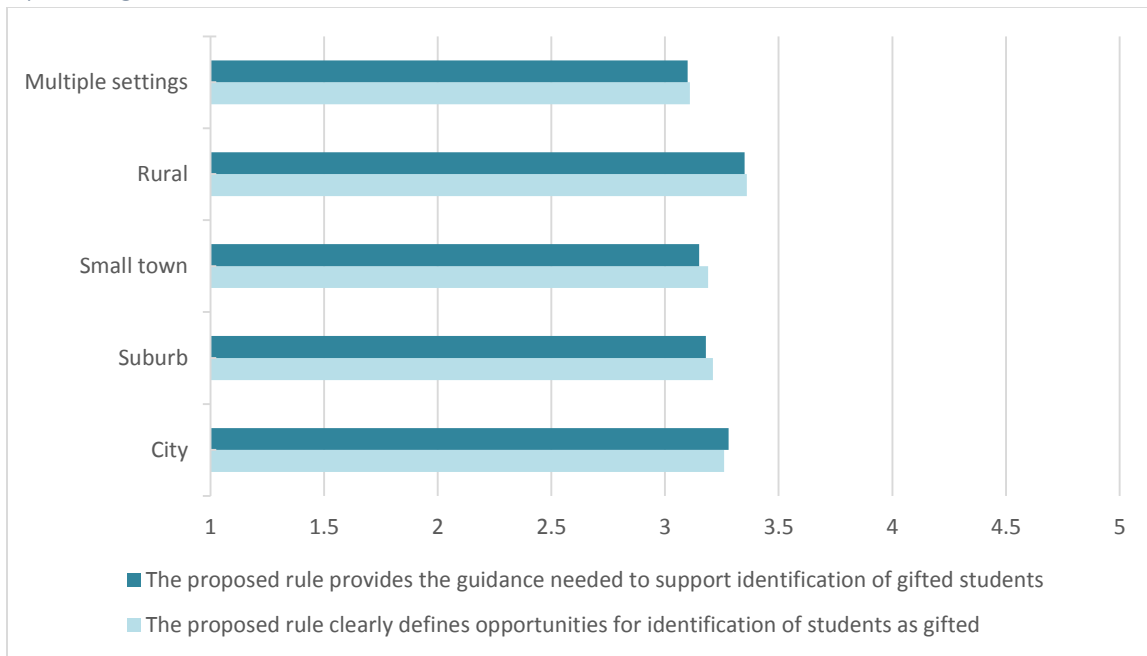
By primary role



By type of school



By setting



Most frequent responses to proposed rule re: identification

All respondents

Response category (N=864 responders; 1077 coded responses)	%	N
OAGC Recommendations ^{1,2}	16.8	145
Too broad, vague; give more detail	13.5	117
Accountability for services	7.9	68
More stringent identification standards are needed (e.g., multiple tests)	6.9	60
Reduce / limit testing	6.6	57

By primary role

	Super-intendent (N=36)	Principal (N=56)	Central Office Admin. (N=59)	Gifted Coordinator (N=117)	Gifted Intervention Specialist (N=110)	Teacher (N=108)	Parent (N=304)
OAGC Recommendations	0.0%	1.8%	10.2%	28.2%	23.6%	9.3%	16.8%
Abbreviated OAGC Recommendations	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%
Reduce / limit testing	33.3%	16.1%	18.6%	3.4%	6.4%	4.6%	2.0%
Remove science and social studies gifted testing in K-3 band	0.0%	3.6%	18.6%	12.8%	8.2%	1.9%	0.7%
Too broad, vague; give more detail	8.3%	7.1%	10.2%	17.1%	10.9%	8.3%	18.4%
Accountability for services	5.6%	7.1%	1.7%	4.3%	7.3%	11.1%	8.9%
Need to provide funding for services/process	19.4%	7.1%	8.5%	2.6%	3.6%	5.6%	2.3%
More stringent identification standards are needed (e.g., multiple tests)	8.3%	7.1%	11.9%	8.5%	9.1%	9.3%	4.9%
No suggested changes	22.2%	12.5%	8.5%	3.4%	5.5%	6.5%	3.0%

¹ Language for OAGC recommendations: 1) Limit the testing in this initial grade band to superior cognitive ability and specific academic areas of math and reading. In addition, incorporate the deleted elements from the identification section that are required in ORC and which exist in the current operating standards. 2) Reinstate general identification

² Language for abbreviated version of OAGC recommendations: Reinstate identification and service definitions as outlined in current operating standards 3301-51-15 and adjusted to some extent in the draft passed by the State Board of Education Achievement Committee on 11.11.13

By type of school

	Traditional public district or school (N=681)	Community school (N=17)	Educational service center (N=45)	Other (N=35)
OAGC Recommendations	15.0%	11.8%	35.6%	14.3%
Abbreviated OAGC Recommendations	0.6%	0.0%	0.0%	0.0%
Define terms (e.g., superior cognitive ability)	2.6%	0.0%	8.9%	5.7%
Too broad, vague; give more detail	13.5%	11.8%	22.2%	11.4%
Accountability for services	8.1%	0.0%	6.7%	14.3%
Provide more testing opportunities (e.g., more frequent testing or testing on weekends)	3.8%	23.5%	4.4%	5.7%
Need to provide funding for services/process	4.1%	17.6%	4.4%	2.9%
Include non-standardized / alternative assessments	3.5%	0.0%	0.0%	11.4%
More stringent identification standards are needed (e.g., multiple tests)	6.9%	17.6%	6.7%	2.9%

By setting

	City (N=178)	Suburb (N=360)	Small town (N=122)	Rural (N=136)	Multiple settings (N=64)
OAGC Recommendations	18.5%	14.2%	15.6%	14.0%	28.1%
Abbreviated OAGC Recommendations	0.0%	0.8%	0.0%	0.7%	0.0%
Reduce / limit testing	3.4%	4.4%	12.3%	11.0%	7.8%
Be more inclusive / support under-represented groups	2.2%	3.1%	2.5%	0.7%	9.4%
Too broad, vague; give more detail	12.9%	16.7%	13.1%	8.8%	9.4%
Accountability for services	5.6%	7.2%	9.0%	11.0%	7.8%
Provide more testing opportunities (e.g., more frequent testing or testing on weekends)	7.9%	3.3%	4.9%	2.2%	9.4%
Need to provide funding for services/process	3.9%	3.3%	5.7%	8.8%	3.1%
More stringent identification standards are needed (e.g., multiple tests)	6.7%	8.6%	4.9%	5.9%	4.7%
No suggested changes	3.9%	6.1%	4.1%	8.8%	9.4%

Key findings – Services

Generally speaking, respondents tended to agree that the proposed rule provides flexibility in how districts may serve gifted students.

The mean level of agreement ranged from “neither agree nor disagree” to “agree” for all subgroups:

- Primary roles ranged from 3.23 for Superintendents to 3.93 for students.
- Type of school ranged from 3.37 for educational service centers to 3.63 for other school types.
- Setting of organization ranged from 3.40 for multiple settings to 3.55 for city locations.

Alternatively, there was some disagreement that the proposed rule clearly describes standards for the quality and extent of gifted services. Approximately 37 percent of respondents “agreed” or “strongly agreed” while 47 percent “disagreed” or “strongly disagreed” with the statement.

The mean level of agreement for subgroups were reflective of the disagreement regarding rule clarity.

- Of all primary roles, Gifted Coordinators rated the statement lowest with a mean of 2.01, while Gifted Intervention Specialists (2.12) and other roles (2.79) also averaged close to “disagree.” The highest level of agreement was Principals at 3.34.
- Educational service centers rated the statement lowest of all types of schools at 2.18, while only community schools averaged above the “neither agree nor disagree” response, rating at 3.02.
- All organizational settings were below the neutral response option, with scores ranging between 2.48 (suburbs) to 2.96 (rural).

These sentiments were reflected in the responses to the open-ended question that asked respondents if they had recommendations for specific changes to the proposed rule as it related to services. The vast majority of responses recommended either following the OAGC recommendations as a whole, or recommended individual components of those recommendations. Four of the six most frequently-mentioned suggestions were either “follow OAGC recommendations” or verbatim suggestions that mirrored the OAGC recommendations. The second most frequent theme (20%) was that giving districts flexibility or allowing them to establish their own criteria was problematic.

The most reported suggestion varied dramatically by subgroup:

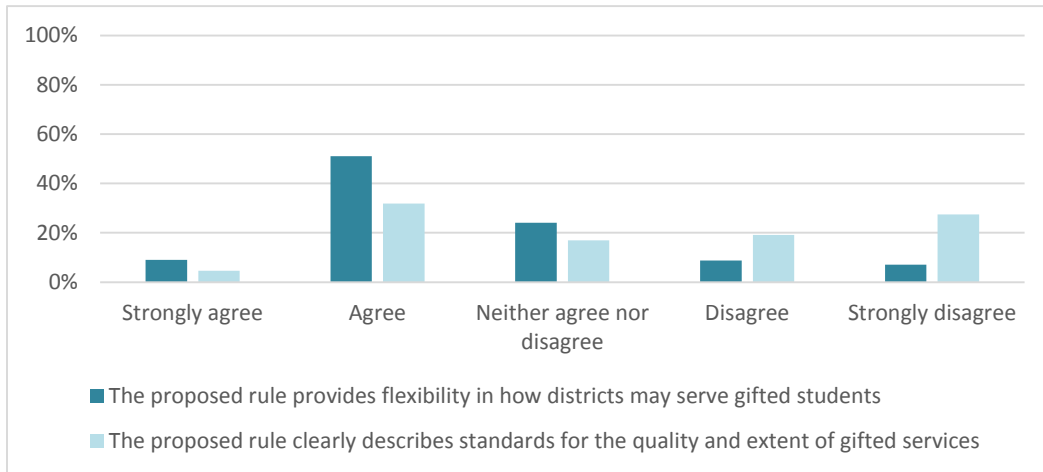
- For primary roles, Gifted Coordinators were most likely to suggest that the rules follow OAGC recommendations (26.7%). Central Office Administrators most frequently suggested removing the provision that allows poorly or untrained general education teachers to provide service unless in an accelerated classroom (15.8%) and were equally concerned that the proposed rule gives the district too much flexibility (15.8%). Keeping gifted coordinator and GIS qualifications from current standards and ensuring all gifted instructors get high quality professional development was the most reported choice for Gifted Interventional Specialists (39.6%), teachers (20.6%), and parents (22.7%).
- When reviewing findings by type of school, following OAGC recommendations was the most reported suggestion from educational service centers (31.5%) and other types of schools (20.0%). Traditional public districts were most likely to suggest keeping gifted coordinator and GIS qualifications from current standards and ensure all gifted instructors get high quality professional development (24.1%). Educational service centers (31.5%) and community schools

were most likely to suggest that the proposed rule gave districts too much flexibility and that district-determined criteria was problematic.

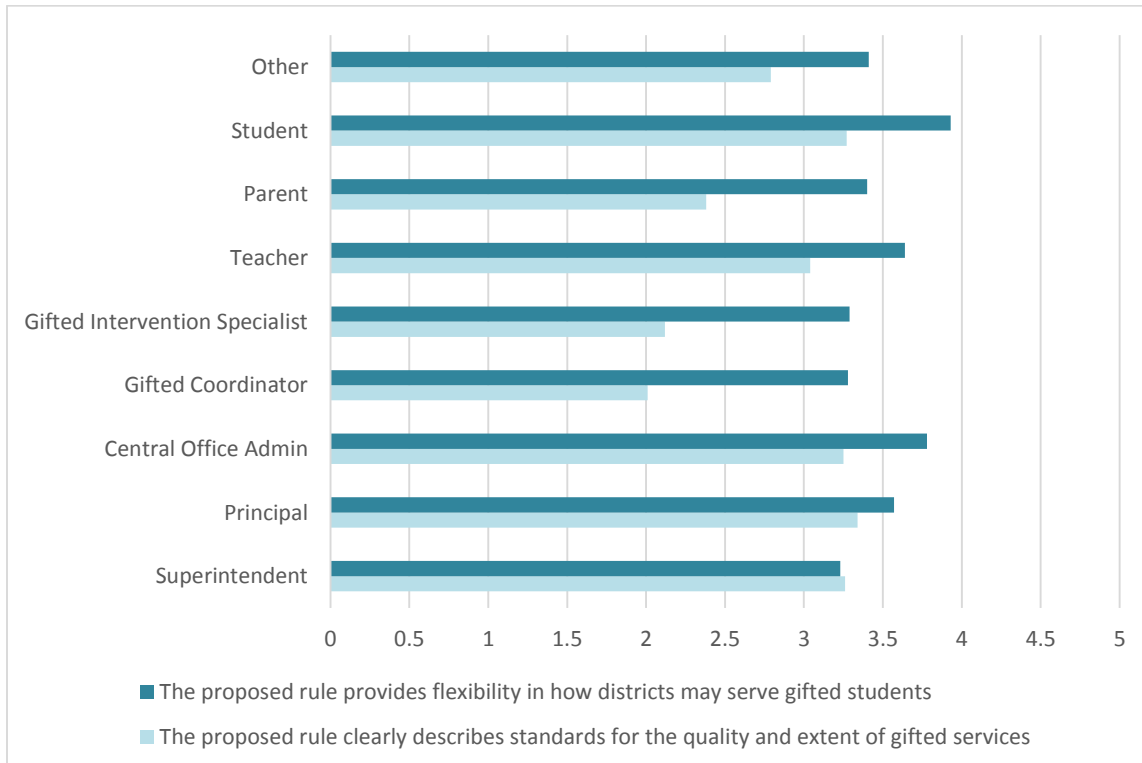
- City (22.2%), suburban (26.4%), and rural (19.3%) respondents were most likely to recommend keeping gifted coordinator and GIS qualifications from current standards and ensure all gifted instructors get high quality professional development. Small town (19.5%) and multiple setting respondents were most likely to suggest that the proposed rule gave districts too much flexibility and that district-determined criteria was problematic.

Agreement with rules statements re: services

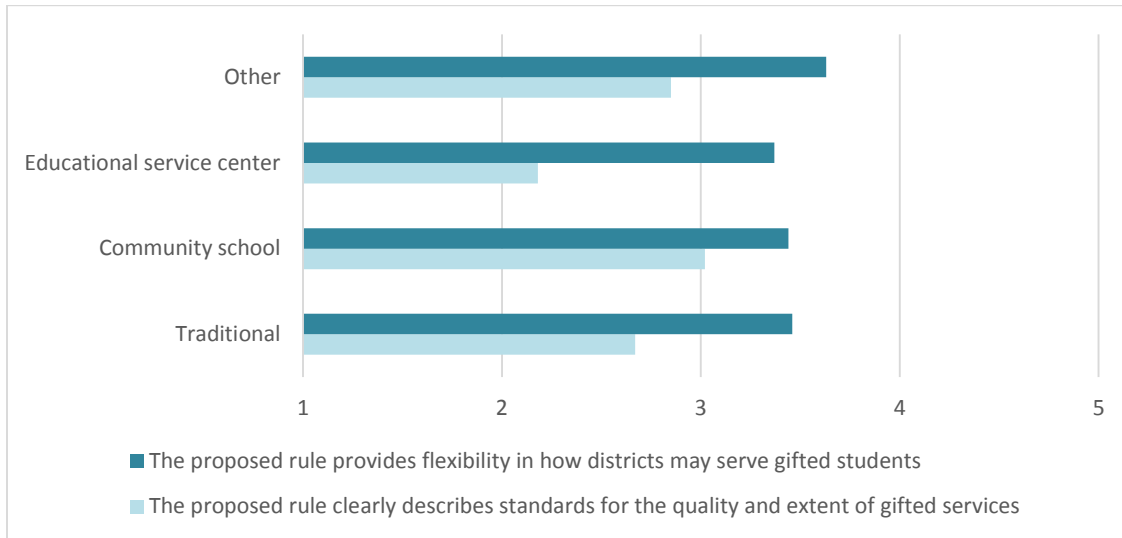
All respondents



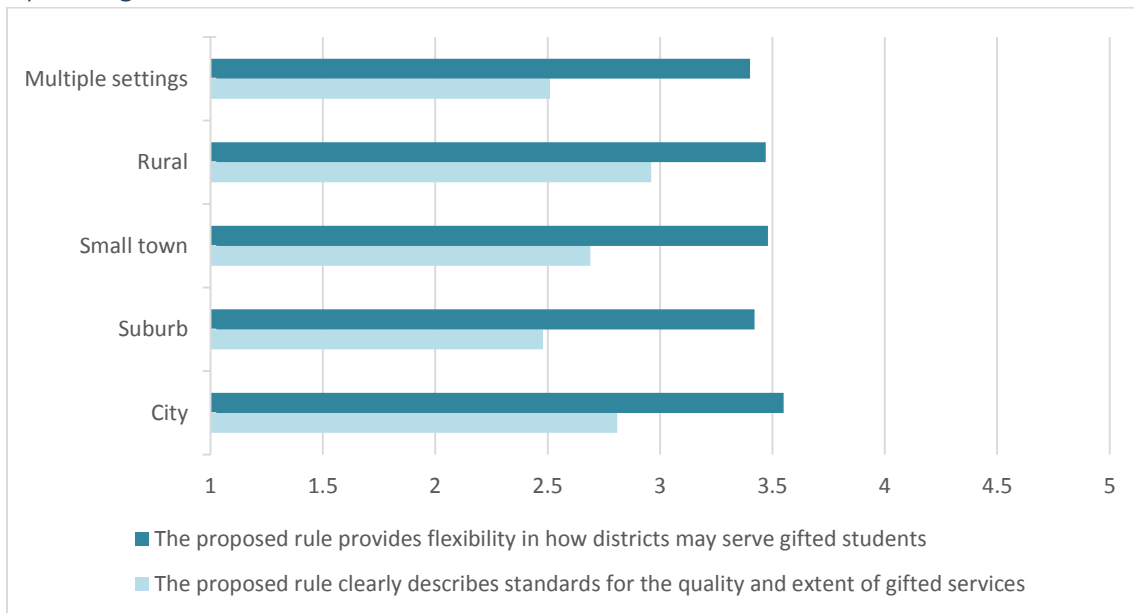
By primary role



By type of school



By setting



Most frequent responses to proposed rule re: services

All respondents

Response category (N=918 responders; 1430 coded responses)	%	N
Reinstate gifted coordinator and intervention specialist qualifications from current standards for both districts and ESCs and ensure that all gifted instructors are provided high quality professional development ³	22.9	210
Giving district too much flexibility/district-determined criteria problematic	19.6	180
Follow OAGC recommendations	15.4	141
Remove the provision that allows poorly or untrained general education teachers to provide service unless it is an accelerated classroom	12.1	111
The rule eliminates all quality parameters/standards for service	12.1	111

By primary role

	Super-Intendent (N=33)	Principal (N=36)	Central Office Admin. (N=57)	Gifted Coordinator (N=135)	Gifted Intervention Specialist (N=139)	Teacher (N=102)	Parent (N=361)
Follow OAGC recommendations	0.0%	5.6%	3.5%	26.7%	19.4%	5.9%	15.2%
Remove the provision that allows poorly or untrained general education teachers to provide service unless it is an accelerated classroom	0.0%	2.8%	15.8%	14.1%	18.7%	16.7%	9.1%
Keep gifted coordinator & GIS qualifications from current standards & ensure all gifted instructors get high quality professional development	3.0%	8.3%	12.3%	25.2%	39.6%	20.6%	22.7%
Earmark/provide funding	36.4%	11.1%	7.0%	0.7%	2.2%	5.9%	1.1%
The rule eliminates all quality parameters/ standards for service	3.0%	8.3%	12.3%	18.5%	15.1%	8.8%	10.5%
Giving district too much flexibility; district-determined criteria problematic	9.1%	8.3%	15.8%	21.5%	25.9%	14.7%	20.8%
Rule is too vague	3.0%	11.1%	14.0%	11.1%	5.8%	5.9%	10.0%
Flexibility is good	9.1%	5.6%	5.3%	1.5%	0.0%	2.0%	1.4%
No suggested changes	15.2%	11.1%	5.3%	2.2%	0.7%	6.9%	1.9%

³ Indicates many responses included in this category include language used in the OAGC recommendations, which included: 1) Reinstate minimum service minutes for students from current operating standards along with caseload limits. 2) Reinstate and more carefully define service and instructional settings as provided in the current standards. 3) Remove the provision that allows poorly or untrained general education teachers to provide service unless it is an accelerated classroom. 4) Reinstate gifted coordinator and intervention specialist qualifications from current standards for both districts and ESCs and ensure that all gifted instructors are provided high quality professional development. 5) Increase the scope and depth of the written education plan and a reasonable attempt to require parent signature. Also, require that a gifted coordinator or gifted intervention specialist collaborate on the writing of WEPS. 6) Reinstate instruction time requirement for gifted intervention specialists from current standards.

By type of school

	Traditional public district or school (N=742)	Community school (N=20)	Educational service center (N=54)	Other (N=25)
Follow OAGC recommendations	13.3%	15.0%	31.5%	20.0%
Reinstate minimum service minutes for students from current operating standards along with caseload limits	9.2%	10.0%	16.7%	12.0%
Remove the provision that allows poorly or untrained general education teachers to provide service unless it is an accelerated classroom	12.5%	5.0%	7.4%	12.0%
Keep gifted coordinator & GIS qualifications from current standards & ensure all gifted instructors get high quality professional development	24.1%	15.0%	14.8%	12.0%
The rule eliminates all quality parameters/standards for service	10.8%	15.0%	20.4%	20.0%
Giving district too much flexibility; district-determined criteria problematic	19.0%	20.0%	31.5%	12.0%
Make WEPs stronger/regularly reviewed/started earlier	3.6%	5.0%	0.0%	12.0%
Gifted students need mandatory specialized services/more than normal classes; should be clustered/small groups	6.5%	10.0%	0.0%	12.0%

By setting

	City (N=189)	Suburb (N=421)	Small town (N=118)	Rural (N=119)	Multiple settings (N=65)
Follow OAGC recommendations	16.9%	13.1%	16.9%	15.1%	23.1%
Reinstate minimum service minutes for students from current operating standards along with caseload limits	7.4%	10.9%	7.6%	13.4%	10.8%
Keep gifted coordinator & GIS qualifications from current standards & ensure all gifted instructors get high quality professional development	22.2%	26.4%	17.8%	19.3%	16.9%
The rule eliminates all quality parameters/standards for service	15.9%	9.7%	10.2%	10.1%	23.1%
Giving district too much flexibility; district-determined criteria problematic	16.4%	20.9%	19.5%	15.1%	27.7%

Key findings – Funding

When asked how strongly they agreed or disagreed with the statement “The proposed rule outlines the district obligation to report on funds that support gifted education annually,” a little over half of all respondents (53.4%) reported that they “agreed” with the statement and an additional 9.8 percent “strongly agreed.” Over a quarter of respondents “neither agreed nor disagreed.”

The mean level of agreement ranged between “neither agree nor disagree” and “agree” for all members of each subgroup:

- Primary roles ranged from 3.24 for Gifted Coordinators to 3.82 for teachers.
- Type of school ranged from 3.45 for educational service centers to 3.76 for community schools.
- Setting of organization ranged from 3.50 for multiple settings to 3.60 for city locations.

Using the same five point agreement scale respondents were asked if they agreed with the statement “Gifted staff qualifications for education service centers that receive gifted unit funding are clear;” a similar pattern to the first funding statement emerged. Almost half (48.4%) “agreed” and 8.7 percent “strongly agreed” with the statement, while a little over a quarter “neither agreed nor disagreed.”

The mean level of agreement was similar across all subgroups falling between “neither agree nor disagree” and “agree” for each:

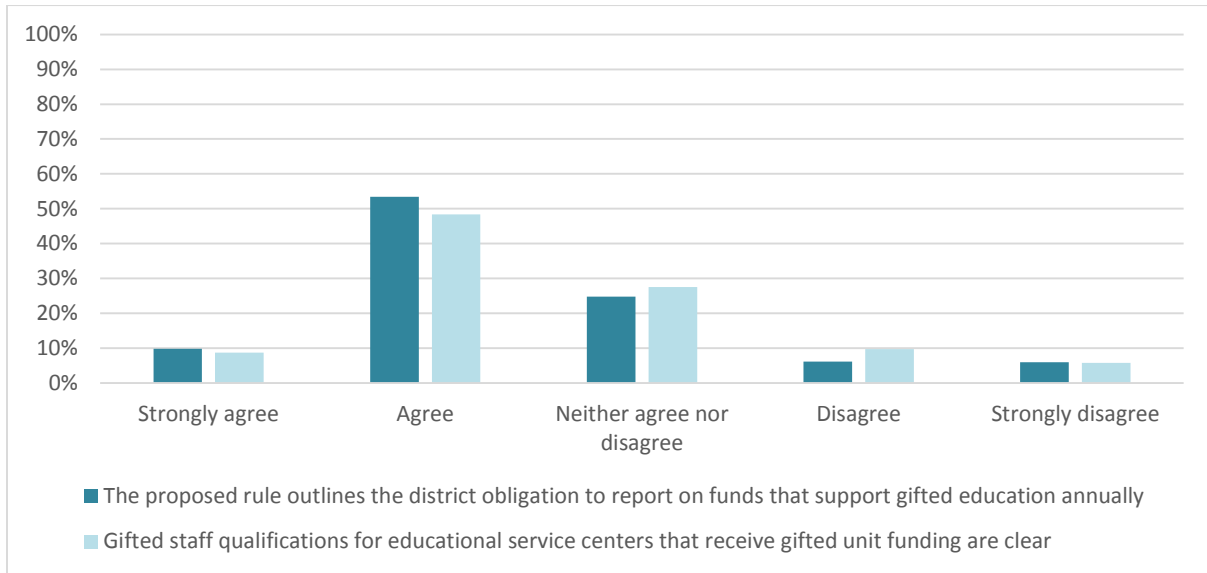
- Primary roles ranged from 3.28 for parents to 3.68 for teachers.
- Type of school ranged from 3.42 for traditional districts to 3.76 for community schools.
- Setting of organization ranged from 3.40 for suburbs to 3.56 for multiple settings.

The most reported suggestions for specific changes to the funding component of the proposed rule was to incorporate funding parameters to ensure gifted earmark funding (37.1%), make sure that funds are adequate (11.0%), and make sure that districts are required to post or disclose in detail the amount they actually spend for gifted programming (8.6%). Additionally:

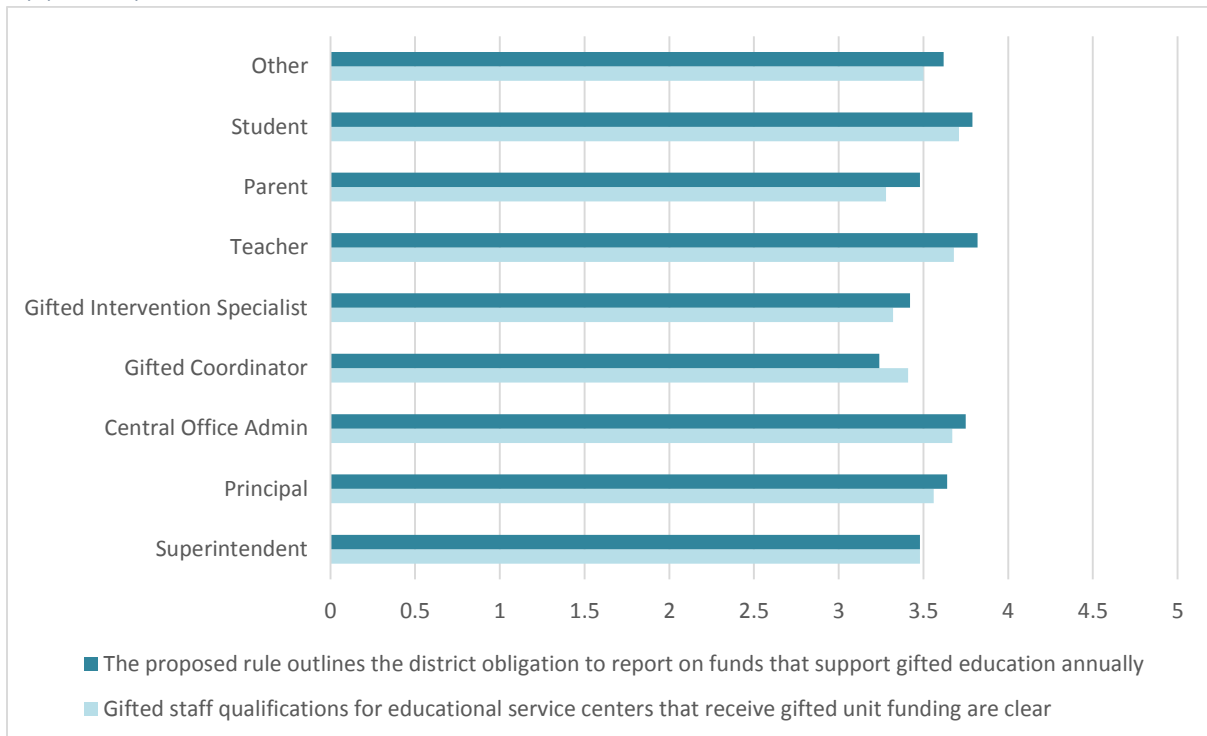
- Incorporating funding parameters to ensure gifted earmarked funding was the most reported suggestion by Central Office Administrators, Gifted Coordinators, Gifted Intervention Specialists, teachers, and parents. Making sure that funding is adequate was the most reported suggestion by Superintendents and Principals.
- The most reported suggestion across all types of schools was to incorporate funding parameters to ensure gifted earmarked funding.
- The most reported suggestion across all settings was incorporating funding parameters to ensure gifted earmarked funding.

Agreement with rules statements re: funding

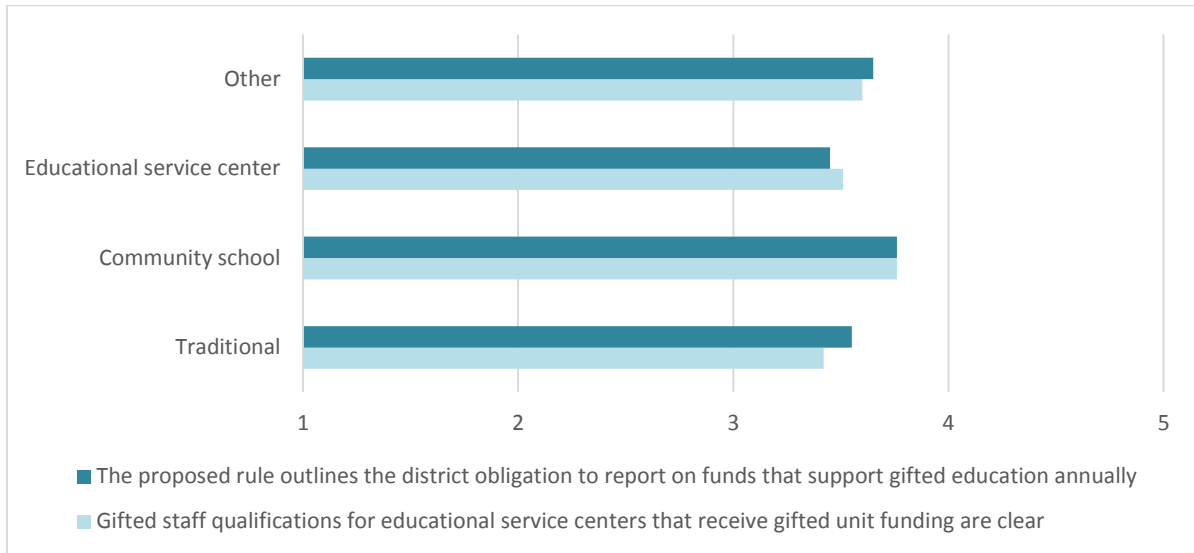
All respondents



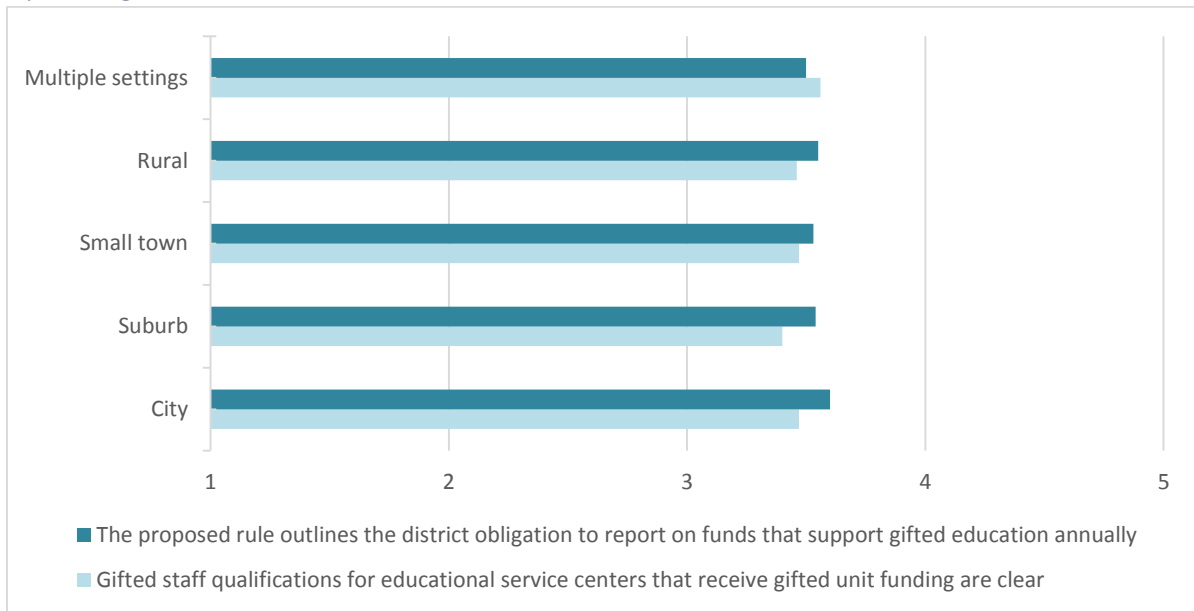
By primary role



By type of school



By setting



Most frequent responses to the proposed rule re: funding

Response category (N=653 responders; 791 coded responses)	%	N
Incorporate funding parameters to ensure gifted earmarked funding as stated in Ohio Revised Code; Assure funds are used for gifted program ⁴	37.1	242
Make sure that funds are adequate; need more funds	11.0	72
Each district should be required to post/disclose the amount they are actually using for gifted programming so that all expenditures are detailed ⁴	8.6	56
Require gifted certification/license for staff who provide services	6.1	40
Set consequences for districts who do not use gifted funds for gifted programs; accountability	5.5	36

By primary role

	Super-Intendent (N=35)	Principal (N=26)	Central Office Admin. (N=47)	Gifted Coordinator (N=110)	Gifted Intervention Specialist (N=93)	Teacher (N=52)	Parent (N=244)
Incorporate funding parameters to ensure gifted earmarked funding as stated in Ohio Revised Code; assure funds are used for gifted program	2.9%	3.8%	19.1%	55.5%	51.6%	23.1%	36.5%
Require gifted certification/ license for staff who provide services	0.0%	0.0%	2.1%	6.4%	4.3%	13.5%	8.2%
Each district should be required to post/disclose the amount they are actually using for gifted programming so that all expenditures are detailed	5.7%	3.8%	4.3%	8.2%	11.8%	5.8%	9.0%
Make sure that funds are adequate; need more funds	37.1%	23.1%	12.8%	3.6%	10.8%	7.7%	10.7%
Set consequences for districts who do not use gifted funds for gifted programs; accountability	0.0%	0.0%	8.5%	11.8%	5.4%	5.8%	3.7%
Administrators/coordinators do not need gifted license	5.7%	11.5%	17.0%	3.6%	5.4%	0.0%	0.0%
ESC and school district gifted staff should have same requirements	2.9%	0.0%	14.9%	12.7%	6.5%	0.0%	2.9%
Not enough certified teachers; need time for training	8.6%	3.8%	6.4%	0.0%	1.1%	0.0%	0.0%
No suggested changes	14.3%	15.4%	6.4%	1.8%	1.1%	11.5%	4.1%

⁴ Text from the OAGC recommendations: Funding accountability is referenced several times in O.R.C. including sections 3301.07, 3317.022, 3317.051, and 3317.40. Taxpayers and parents have a right to know that the funds allocated for this population are being spent to serve them. Gifted children become the educational paupers when funding intended to further their education is reallocated to other programs. It sends a distinct message that serving these students is not a priority for Ohio. If funding is not addressed, JCARR may reject this rule given the letter of legislative intent on this issue from Ohio House Speaker Pro Tempore, Rep. Amstutz, who verified that funding for gifted students should be spent on gifted students. Incorporate funding parameters to ensure gifted earmarked funding as stated in Ohio Revised Code (ORC).

By type of school

	Traditional public district or school (N=525)	Community school (N=7)	Educational service center (N=39)	Other (N=19)
Incorporate funding parameters to ensure gifted earmarked funding as stated in Ohio Revised Code; assure funds are used for gifted program	35.0%	57.1%	51.3%	42.1%
Each district should be required to post/disclose the amount they are actually using for gifted programming so that all expenditures are detailed	8.0%	0.0%	10.3%	21.1%
Does not acknowledge that gifted staffing qualifications are eliminated for districts	3.0%	0.0%	2.6%	10.5%
Make sure that funds are adequate; need more funds	11.8%	0.0%	2.6%	10.5%
Set consequences for districts who do not use gifted funds for gifted programs; accountability	5.0%	0.0%	12.8%	5.3%
Administrators/coordinators do not need gifted license	3.4%	14.3%	7.7%	0.0%
ESC and school district gifted staff should have same requirements	4.8%	0.0%	10.3%	0.0%
Provide support for staff training	0.4%	14.3%	0.0%	0.0%
Not enough certified teachers; need time for training	0.8%	14.3%	0.0%	0.0%

By setting

	City (N=136)	Suburb (N=281)	Small town (N=87)	Rural (N=100)	Multiple settings (N=46)
Incorporate funding parameters to ensure gifted earmarked funding as stated in Ohio Revised Code; assure funds are used for gifted program	36.0%	35.2%	42.5%	28.0%	56.5%
Require gifted certification/ license for staff who provide services	5.9%	8.9%	3.4%	2.0%	4.3%
Each district should be required to post/disclose the amount they are actually using for gifted programming so that all expenditures are detailed	5.9%	8.5%	6.9%	12.0%	13.0%
Does not acknowledge that gifted staffing qualifications are eliminated for districts	7.4%	2.1%	0.0%	2.0%	6.5%
Make sure that funds are adequate; need more funds	8.1%	12.5%	12.6%	13.0%	4.3%
Set consequences for districts who do not use gifted funds for gifted programs; accountability	3.7%	5.3%	3.4%	10.0%	6.5%
ESC and school district gifted staff should have same requirements	3.7%	6.4%	8.0%	4.0%	4.3%
No suggested changes	11.0%	3.6%	2.3%	8.0%	4.3%

Key findings – Accountability

Respondents were asked to review the accountability section of the rule and respond if they agreed that the requirements set clear expectations for identification and services for gifted students, and if components and use of the gifted indicator in the district report card are essential to evaluation of gifted education services. They were then asked if they had any specific changes for the proposed rule related to accountability.

When asked how strongly they agreed or disagreed with the statement “Requirements for submission of annual plans and reports set clear expectations for identification and services for gifted students in the proposed rule,” nearly half (49.4%) reported they “agreed” and another 7.7 percent “strongly agreed.” Just over 10 percent “disagreed” and 17.3 percent “strongly disagreed.”

Looking at the mean level of agreement across primary role and school type and setting, agreement ranged from just below the neutral category “neither agree nor disagree” toward the midpoint between neutral and “agree,” with the following results by subgroup:

- Teachers (3.66), Central Office Administrator (3.59), and Principals (3.53) had the highest mean agreement; Gifted Coordinators (2.70), Gifted Intervention Specialist (2.92), and parents (2.98) had the lowest mean agreement.
- Community schools (3.42) had the highest mean agreement and educational service centers (2.80) had the lowest mean agreement.
- Rural setting respondents (3.43) had the highest mean agreement and those with multiple setting organizations (3.00) had the lowest mean agreement.

When asked how strongly they agreed or disagreed with the statement “Components of the gifted indicator and the use of the indicator in the annual district report card are essential to evaluation of gifted education services as outlined in the proposed rule,” over a third (38.0%) “agreed” and another 8.3 percent “strongly agreed.” Over 14 percent “disagreed” with another 20.2 percent indicating they “strongly disagreed.”

Again, looking at the mean level of agreement across primary roles and school type and setting, agreement ranges from just below the neutral category “neither agree nor disagree” to closer to the midpoint between neutral and “agree,” with the following results by subgroup:

- Teachers (3.53), Central Office Administrator (3.23), and students (3.46) had the highest mean agreement; Gifted Coordinators (2.39), Gifted Intervention Specialist (2.68), and Superintendents (2.78) had the lowest mean agreement.
- Community schools (3.21) and other organizations (3.23) had the highest mean agreement and educational service centers (2.55) had the lowest mean agreement.
- Rural setting respondents (3.14) had the highest mean agreement and those with multiple setting organizations (2.73) had the lowest mean agreement.

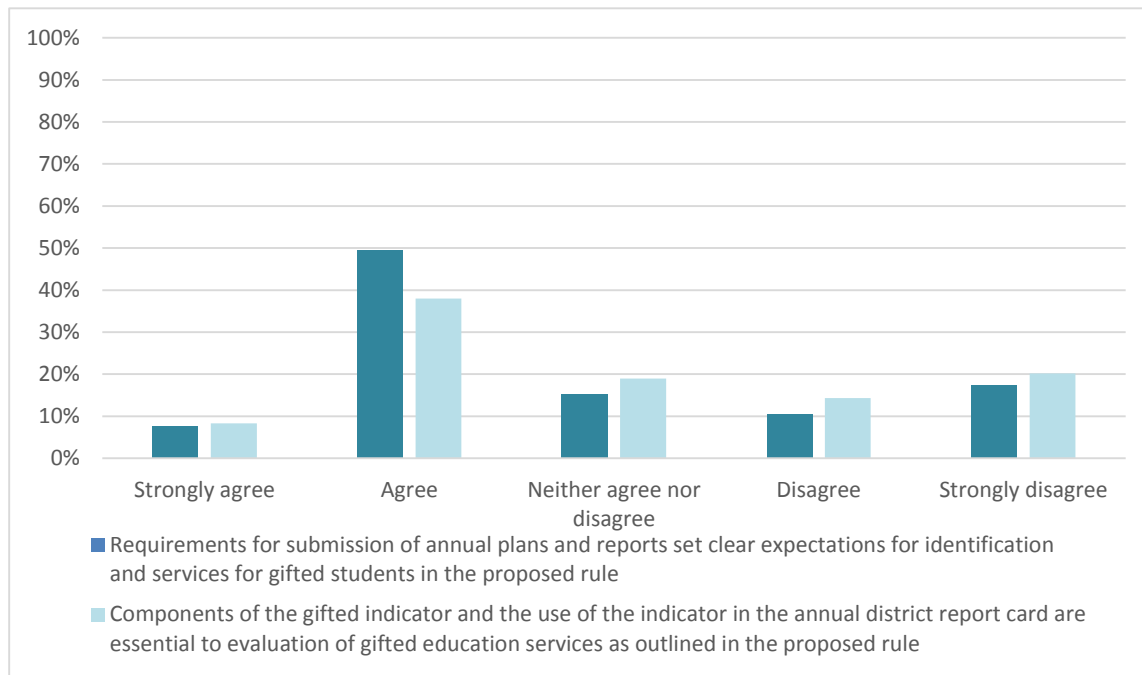
The most reported suggested changes for the accountability section of the proposed rule were to follow the recommendations provided by the OAGC; strengthen accountability (which could include specific oversight or audits and/or a plan for enforcement, including consequences); include methods for evaluation that are meaningful, fair, and accurate and that can assess the effectiveness of service; clarify the definition of or provide specific details about gifted services, which may include ensuring minimum

gifted service standards or stating the specific gifted services offered; and remove or revise plans to report or assess using value-added growth (due to ceiling effects) and standardized tests, which are a poor assessment for gifted students.

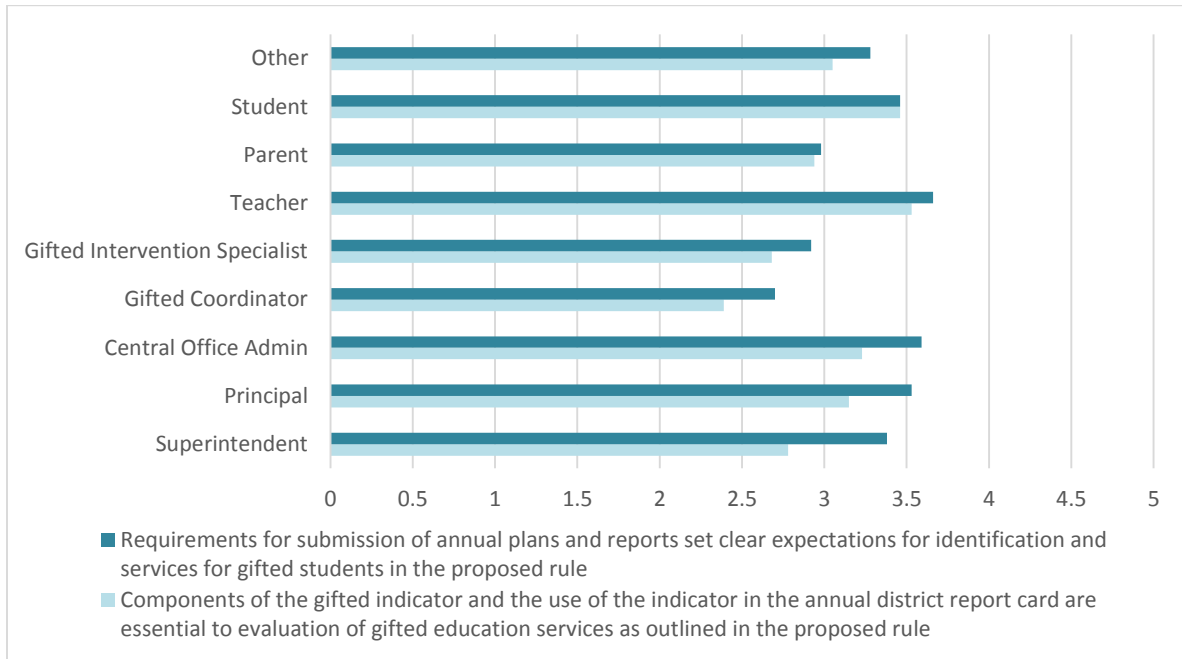
- Superintendents and Principals were more likely to respond that sufficient funds should be provided for gifted service and that gifted funding should only be used to service gifted students
- Gifted Coordinators were more likely to respond that the proposed indicator is not useful or appropriate for evaluation or to ensure quality gifted services, that better measures/data are needed to evaluate effectiveness of services, and that non-printed methods and appropriate timing should be considered in delivering the district policy and identification plan to parents.
- Gifted Coordinators, Gifted Intervention Specialist, teachers, and parents all listed the OAGC recommendations as their top response.
- Community schools responders were more likely to say that value-added growth is a poor measure for gifted students.
- Respondents from suburban organizations were more likely to respond that better accountability, oversight, enforcements, and consequences in accountability were needed; those from small towns were more likely to say that gifted services needed to be better detailed and described, including ensuring minimum gifted standards, and to say that sufficient funds should be provided for gifted services and that these funds should only be used to serve gifted students.

Agreement with rules statements re: accountability

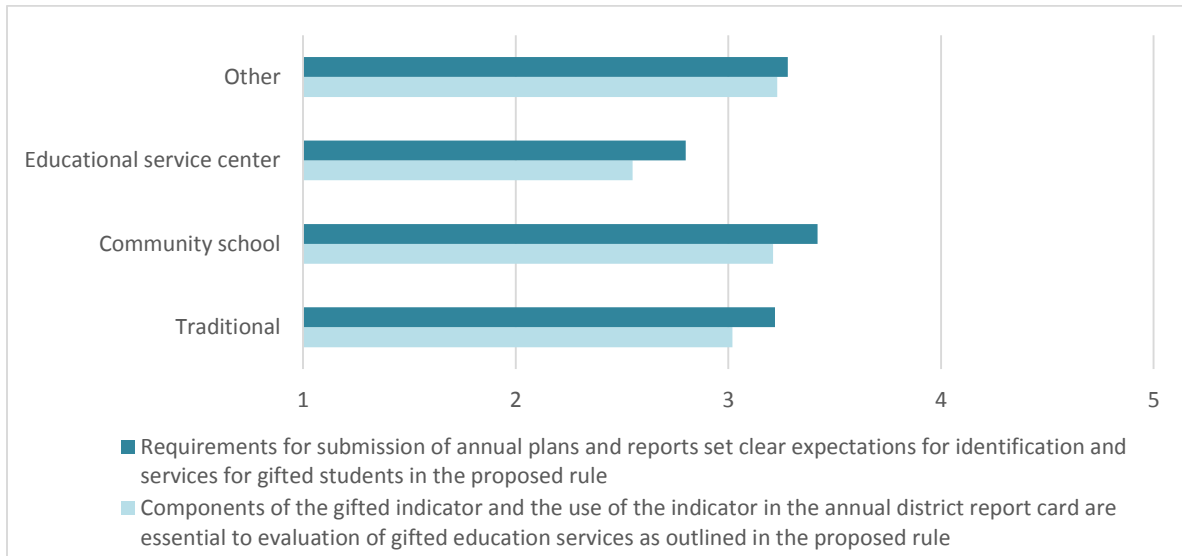
All respondents



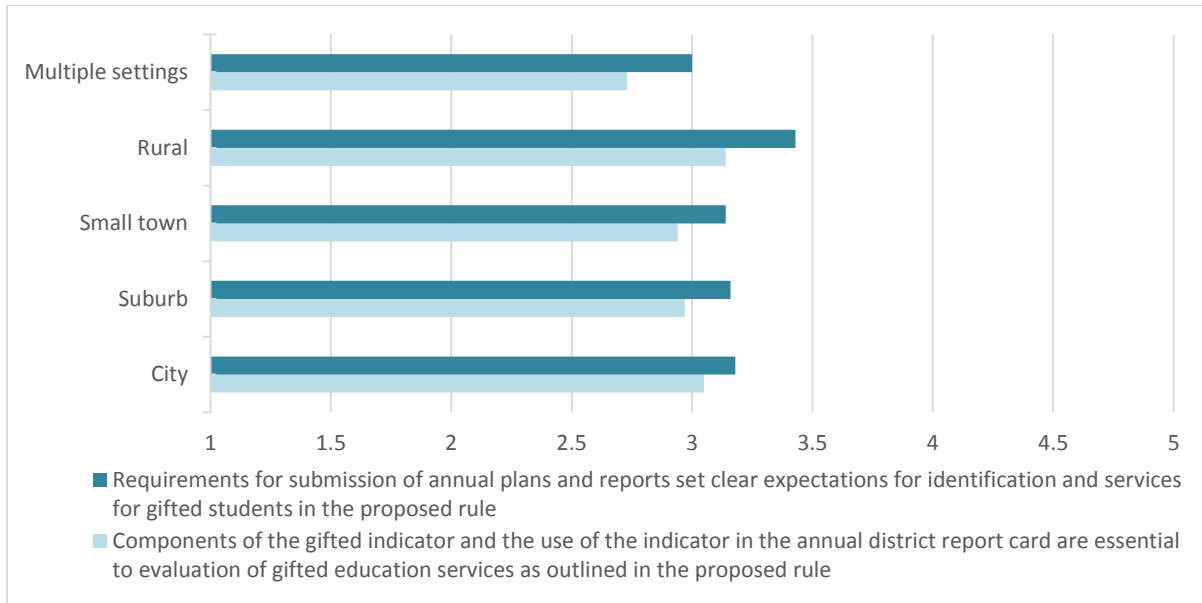
By primary role



By type of school



By setting



Most frequent responses to proposed rule re: accountability

All respondents

Response category (N=622 responders; 882 coded responses)	%	N
Wants recommendations of the OAGC ⁵ ; gave some version of the OAGC recommendations	21.4	133
Accountability is weak; wants better accountability; wants oversight; plan needs enforcement; wants consequences in accountability	10.6	66
The proposed gifted indicator is not useful or appropriate for evaluation or to ensure quality gifted services; need better measures or data to evaluate effectiveness of service	9.8	61
Clarify the definition of or provide specific details about gifted services/clarify how the "level of service" will be measured/ensure minimum gifted standards	8.4	52
Value-added growth is a poor measure for gifted students (ceiling effect)/ remove value-added component	7.2	45

⁵ Text for the OAGC recommendations: 1) Reinstate provisions that require ODE audits and allow ODE to remove funds of non-compliance from current standards, as stipulated in ORC. 2) Incorporate data collection on specific inputs to determine effect of services. In addition, the results of the gifted performance indicator should be incorporated into an annual report outlining the condition of gifted education in the state without limiting the gifted performance indicator to the current elements. 3) Reinstate service and staffing requirements that are in the current operating standards as stated in the service section. With the reinstatement of service and staffing parameters, incorporate waivers on the basis of performance on multiple measures including but not limited to the gifted performance indicator. In addition, include language from ORC that allows ODE to remediate and reconstitute gifted services in districts that are chronically failing gifted students. 4) Reinstate the district service plan as required by ORC.

By primary role

	Super-Intendent (N=24)	Principal (N=28)	Central Office Admin. (N=45)	Gifted Coordinator (N=109)	Gifted Intervention Specialist (N=88)	Teacher (N=56)	Parent (N=226)
Wants recommendations of the OAGC; gave some version of the OAGC recommendations	0.0%	3.6%	8.9%	25.7%	30.7%	16.1%	23.0%
Accountability is weak; better accountability/oversight; plan needs enforcement; wants consequences in accountability	0.0%	3.6%	6.7%	6.4%	10.2%	5.4%	16.4%
The proposed gifted indicator is not useful or appropriate for evaluation or to ensure quality gifted services; need better measures or data to evaluate effectiveness of service	4.2%	14.3%	13.3%	15.6%	5.7%	1.8%	9.3%
Clarify the definition of or provide specific details about gifted services/clarify how the "level of service" will be measured/ensure minimum gifted standards	8.3%	0.0%	11.1%	13.8%	5.7%	7.1%	8.4%
Value-added growth is a poor measure for gifted students (ceiling effect)/ remove value-added component	4.2%	3.6%	6.7%	6.4%	9.1%	14.3%	5.8%
Consider non-printed means of distribution; determine the best time to distribute plan (later in the school year better)	12.5%	3.6%	13.3%	6.4%	3.4%	1.8%	2.2%
Sufficient funds should be provided to for gifted service; gifted funding should only be used to service gifted students	33.3%	21.4%	8.9%	3.7%	6.8%	8.9%	1.8%
New rule creates more bureaucracy or paperwork; new rule is costly and take up time and resources from gifted services	8.3%	7.1%	6.7%	3.7%	2.3%	7.1%	2.2%
Details on qualifications of GIS; gifted students should be served by qualified GIS; ensure adequate number of GIS	0.0%	0.0%	0.0%	10.1%	11.4%	8.9%	3.5%
Indicator is bad for small, poor, or rural districts (they don't have funds/resources to provide same level of service)	12.5%	3.6%	2.2%	4.6%	0.0%	3.6%	0.4%
Drop report card requirement; report card is not useful; rule gives so little guidance that report card doesn't make sense	8.3%	7.1%	6.7%	0.0%	1.1%	0.0%	1.3%

By type of school

	Traditional public district or school (N=490)	Community school (N=10)	Educational service center (N=41)	Other (N=19)
Wants recommendations of the OAGC; gave some version of the OAGC recommendations	19.8%	20.0%	31.7%	26.3%
Accountability is weak; better accountability/oversight; plan needs enforcement; wants consequences in accountability	11.8%	0.0%	7.3%	10.5%
The proposed gifted indicator is not useful or appropriate for evaluation or to ensure quality gifted services; need better measures or data to evaluate effectiveness of service	9.8%	10.0%	9.8%	10.5%
Value-added growth is a poor measure for gifted students (ceiling effect)/ remove value-added component	6.3%	40.0%	2.4%	10.5%
Return to/keep rule currently in place; revise but do not replace current rule; the proposed rule has removed all requirements for quality and fiscal accountability	3.5%	0.0%	2.4%	10.5%
Report should include the number of students actually served	1.0%	20.0%	0.0%	0.0%
Details on qualifications of GIS; gifted students should be served by qualified GIS; ensure adequate number of GIS	5.1%	0.0%	9.8%	0.0%

By setting

	City (N=133)	Suburb (N=263)	Small town (N=85)	Rural (N=87)	Multiple settings (N=48)
Wants recommendations of the OAGC; gave some version of the OAGC recommendations	22.6%	19.0%	23.5%	18.4%	33.3%
Accountability is weak; better accountability/oversight; plan needs enforcement; wants consequences in accountability	8.3%	14.8%	9.4%	4.6%	8.3%
The proposed gifted indicator is not useful or appropriate for evaluation or to ensure quality gifted services; need better measures or data to evaluate effectiveness of service	9.8%	9.9%	8.2%	9.2%	14.6%
Clarify the definition of or provide specific details about gifted services/clarify how the "level of service" will be measured/ensure minimum gifted standards	8.3%	8.0%	10.6%	8.0%	6.3%
Value-added growth is a poor measure for gifted students (ceiling effect)/ remove value-added component	9.0%	6.5%	5.9%	4.6%	12.5%
Include or reinstate audits/include audits and removal of funds for non-compliance	9.0%	6.5%	5.9%	2.3%	6.3%
Consider non-printed means of distribution; determine the best time to distribute plan (later in the school year better)	2.3%	4.2%	2.4%	4.6%	12.5%
Sufficient funds should be provided to for gifted service; gifted funding should only be used to service gifted students	6.0%	5.3%	10.6%	6.9%	2.1%
Proposed rule lacks necessary detail/is too vague; the proposed rule does not ensure quality gifted services; should include clear plan for restructuring failing districts	6.0%	4.9%	3.5%	8.0%	6.3%

Appendix

Respondent demographics

Overview

	%	N
Responded to rule questions	67.4	2,332
Did not respond to rule questions	32.6	1,130
Total cases in response file	100.0	3,462

By primary role

	Responded to rule questions	
Superintendent	4.2%	98
Principal	9.9%	232
Central Office Administrator	8.4%	197
Gifted Coordinator	8.4%	197
Gifted Intervention Specialist	10.4%	242
Teacher	16.1%	376
Parent	35.1%	819
Student	0.9%	20
Other	6.2%	145
[Missing]	0.3%	6
Total	100.0%	2332

By type of school

	Responded to rule questions	
Traditional public district or school	82.5%	1923
Community school	2.5%	59
Educational service center	3.8%	88
Other	3.1%	72
[Missing]	8.1%	190
Total	100.0%	2332

By setting

	Responded to rule questions	
City	21.8%	509
Suburb	41.6%	971
Small town	12.6%	293
Rural	18.2%	425
Multiple settings	5.4%	125
[Missing]	0.4%	9
Total	100.0%	2332

Respondents vs. nonrespondents

By primary role

	Responded to rule questions		Did not respond to rule questions	
Superintendent	76.6%	98	23.4%	30
Principal	72.0%	232	28.0%	90
Central Office Admin.	76.1%	197	23.9%	62
Gifted Coordinator	77.6%	197	22.4%	57
Gifted Intervention Specialist	70.8%	242	29.2%	100
Teacher	62.8%	376	37.2%	223
Parent	64.1%	819	35.9%	458
Student	47.6%	20	52.4%	22
Other	63.6%	145	36.4%	83
Total	67.4%	2326	32.6%	1125

By type of school

	Responded to rule questions		Did not respond to rule questions	
Traditional public district or school	67.4%	1923	32.6%	932
Community school	69.4%	59	30.6%	26
Educational service center	71.5%	88	28.5%	35
Other	63.7%	72	36.3%	41
Total	67.4%	2142	32.6%	1034

By setting

	Responded to rule questions		Did not respond to rule questions	
City	65.7%	509	34.3%	266
Suburb	64.6%	971	35.4%	532
Small town	70.1%	293	29.9%	125
Rural	75.1%	425	24.9%	141
Multiple settings	71.0%	125	29.0%	51
Total	67.6%	2323	32.4%	1115

Identification

Identification – Scale items

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Total
The proposed rule provides the guidance needed to support identification of gifted students	7.1% (164)	49.1% (1,138)	13.1% (303)	20.3% (471)	10.4% (240)	100.0% (2,316)
The proposed rule clearly defines opportunities for identification of students as gifted	7.6% (175)	48.7% (1,127)	13.8% (320)	19.6% (453)	10.3% (237)	100.0% (2,312)

Identification – By primary role

	Provides the guidance needed to support identification of gifted students		Clearly defines opportunities for identification of students as gifted	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
Superintendent	3.29	98	3.41	98
Principal	3.57	230	3.59	231
Central Office Administrator	3.57	196	3.65	196
Gifted Coordinator	2.80	197	2.91	194
Gifted Intervention Specialist	3.03	240	3.05	240
Teacher	3.45	374	3.43	373
Parent	3.06	815	3.03	813
Student	4.10	20	4.15	20
Other	3.23	141	3.27	142
Total	3.22	2311	3.24	2307

Identification - By type of school

	Provides the guidance needed to support identification of gifted students		Clearly defines opportunities for identification of students as gifted	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
Traditional public district or school	3.24	1912	3.25	1910
Community school	3.31	59	3.34	59
Educational service center	2.99	88	3.01	87
Other	3.23	71	3.25	71
Total	3.23	2130	3.24	2127

Identification – By setting

	Provides the guidance needed to support identification of gifted students		Clearly defines opportunities for identification of students as gifted	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
City	3.28	503	3.26	507
Suburb	3.18	967	3.21	963
Small town	3.15	291	3.19	290
Rural	3.35	423	3.36	421
Multiple settings	3.10	124	3.11	123
Total	3.22	2308	3.24	2304

Open-ended responses - Identification

Response Category (N=864 responders; 1077 coded responses)	%	N
OAGC Recommendations ^{6,7}	16.8	145
Too broad, vague; give more detail	13.5	117
Accountability for services	7.9	68
More stringent identification standards are needed (e.g., multiple tests)	6.9	60
Reduce / limit testing	6.6	57
No suggested changes	6.0	52
Keep previous rule; do not change	5.3	46
Remove science and social studies gifted testing in K-3 band	5.0	43
Provide more testing opportunities (e.g., more frequent testing or testing on weekends)	4.7	41
Need to provide funding for services/process	4.6	40
Employ qualified professionals to work with gifted students	3.7	32
Include non-standardized/alternative assessments	3.7	32
Remove overlap in grade bands (i.e., Grade 3 listed in both)	3.1	27
Define terms (e.g., "superior cognitive ability")	3.1	27
Be more inclusive / support under-represented groups	2.9	25
Add art/music giftedness testing (or other areas)	2.7	23
Increase communication with parents	2.4	21
Develop a list of approved tests	2.1	18
Increase district control / reduce state control	1.7	15
Test younger children more frequently	1.7	15
Remove "once gifted, always gifted"	1.5	13
Increased state control / reduce district control	1.4	12
Provide alternate tests for students with disabilities	1.4	12
More consideration for twice exceptional (2E) students	1.4	12
Incorporate teacher feedback into testing decisions	1.3	11
Discussed need to keep language removed from the current operating standards ⁸	1.2	10
Need to show how rule has changed (comparison to old rule); include language from ORC	1.2	10
Recognize outside testing (e.g., from a psychologist)	0.7	6
This is a question for experts not parents or teachers	0.5	4
Too much focus on special needs/low income/disabled students and normal students are ignored	0.5	4
Other response	9.1	79

⁶ Language for OAGC recommendations: 1. Limit the testing in this initial grade band to superior cognitive ability and specific academic areas of math and reading. In addition, incorporate the deleted elements from the identification section that are required in ORC and which exist in the current operating standards. 2. Reinstate general identification and service definitions as outlined in current operating standards 3301-51-15 section A to provide clarity to districts.

⁷ Language for abbreviated version of OAGC recommendations

⁸ Language regarding the removal of language from the current rule: The specific general language that currently exists in the current operating standards has been removed. This language is necessary to ensure that districts follow best practice and meet the letter and spirit of ORC. Whole grade testing has been expanded which is good, however the language can be improved to improve testing in early grades in a more effective and efficient way to support the identification of under-represented student populations.

Services

Services – Scale items

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Total
The proposed rule provides flexibility in how districts may serve gifted students	9.0% (179)	51.1% (1014)	24.1% (479)	8.7% (173)	7.1% (141)	100.0% (1986)
The proposed rule clearly describes standards for the quality and extent of gifted services	4.6% (92)	31.8% (634)	16.9% (336)	19.2% (383)	27.5% (549)	100.0% (1994)

Services – By primary role

	The proposed rule provides flexibility in how districts may serve gifted students		The proposed rule clearly describes standards for the quality and extent of gifted services	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
Superintendent	3.23	91	3.26	92
Principal	3.57	197	3.34	198
Central Office Administrator	3.78	179	3.25	179
Gifted Coordinator	3.28	179	2.01	180
Gifted Intervention Specialist	3.29	212	2.12	213
Teacher	3.64	307	3.04	307
Parent	3.40	686	2.38	688
Student	3.93	14	3.27	15
Other	3.41	116	2.79	117
Total	3.46	1981	2.67	1989

Services - By type of school

	The proposed rule provides flexibility in how districts may serve gifted students		The proposed rule clearly describes standards for the quality and extent of gifted services	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
Traditional public district or school	3.46	1639	2.67	1645
Community school	3.44	48	3.02	49
Educational service center	3.37	76	2.18	77
Other	3.63	59	2.85	59
Total	3.46	1822	2.67	1830

Services - By setting

	The proposed rule provides flexibility in how districts may serve gifted students		The proposed rule clearly describes standards for the quality and extent of gifted services	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
City	3.55	435	2.81	436
Suburb	3.42	805	2.48	810
Small town	3.48	255	2.69	255
Rural	3.47	374	2.96	376
Multiple settings	3.40	110	2.51	110
Total	3.46	1979	2.67	1987

Open-ended responses - Services

Response category (N=918 responders; 1430 coded responses)	%	N
Reinstate gifted coordinator and intervention specialist qualifications from current standards for both districts and ESCs and ensure that all gifted instructors are provided high quality professional development ⁹	22.9	210
Giving district too much flexibility/district-determined criteria problematic ⁹	19.6	180
Follow OAGC recommendations	15.4	141
Remove the provision that allows poorly or untrained general education teachers to provide service unless it is an accelerated classroom ¹	12.1	111
The rule eliminates all quality parameters/standards for service ⁹	12.1	111
Reinstate minimum service minutes for students from current operating standards along with caseload limits	10.2	94
Rule is too vague	8.9	82
Standards should be comparable to special education/ESL students	5.8	53
Gifted children need mandatory specialized services/more than normal classes.	5.8	53
Earmark/provide funding	3.9	36
Reinstate and more carefully define service and instructional settings as provided in the current standards	3.6	33
Creates inequities/inconsistencies among districts	3.5	32
Make WEPs stronger/regularly reviewed/started earlier	3.4	31
Standards reduce 22 EMIS codes to 3 ⁹	3.3	30
Flexibility is good	2.0	18
Reinstate old rule	1.7	16
Differentiation not appropriate/problematic/insufficient	1.4	13

⁹ Indicates responses used language used in the OAGC recommendations, which included: 1) Reinstate minimum service minutes for students from current operating standards along with caseload limits. 2) Reinstate and more carefully define service and instructional settings as provided in the current standards. 3) Remove the provision that allows poorly or untrained general education teachers to provide service unless it is an accelerated classroom. 4) Reinstate gifted coordinator and intervention specialist qualifications from current standards for both districts and ESCs and ensure that all gifted instructors are provided high quality professional development. 5) Increase the scope and depth of the written education plan and a reasonable attempt to require parent signature. Also, require that a gifted coordinator or gifted intervention specialist collaborate on the writing of WEPs. 6) Reinstate instruction time requirement for gifted intervention specialists from current standards.

Response category (N=918 responders; 1430 coded responses)	%	N
Increase the scope and depth of the written education plan and a reasonable attempt to require parent signature	1.1	10
Incorporate data collection/better evaluate students	1.1	10
Eliminate WEPs or make them not be mandatory	1.1	10
Achievement focus/testing may not address all types of giftedness	1.0	9
Social emotional support is necessary	0.9	8
Require that a gifted coordinator/gifted intervention specialist collaborate on writing WEPs	0.7	6
Involve the children in the planning/determination/WEP process	0.7	6
Differentiation is good/needed	0.5	5
Gifted children should not receive different services	0.4	4
General teachers should be allowed to serve gifted students	0.4	4
Social emotional support is not necessary	0.4	4
Too much paperwork/reporting.	0.4	4
Require ODE audits	0.3	3
Incorporate teacher feedback in identification process	0.3	3
Allow ODE to remediate/reconstitute services in districts that are chronically failing gifted students	0.2	2
Reduce or eliminate minute/time requirement language	0.2	2
No changes	4.0	37
Other	0.3	3
Irrelevant response	6.1	56

Funding

Funding – Scale items

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Total
The proposed rule outlines the district obligation to report on funds that support gifted education annually	9.8% (189)	53.4% (1025)	24.8% (475)	6.1% (117)	5.9% (113)	100.0% (1919)
Gifted staff qualifications for educational service centers that receive gifted unit funding are clear	8.7% (167)	48.4% (927)	27.5% (527)	9.7% (185)	5.8% (111)	100.0% (1917)

Funding - By primary role

	The proposed rule outlines the district obligation to report on funds that support gifted education annually		Gifted staff qualifications for educational service centers that receive gifted unit funding are clear	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
Superintendent	3.48	91	3.48	91
Principal	3.64	190	3.56	189
Central Office Administrator	3.75	173	3.67	172
Gifted Coordinator	3.24	174	3.41	174
Gifted Intervention Specialist	3.42	204	3.32	204
Teacher	3.82	288	3.68	289
Parent	3.48	669	3.28	668
Student	3.79	14	3.71	14
Other	3.62	113	3.50	113
Total	3.55	1916	3.45	1914

Funding - By type of school

	The proposed rule outlines the district obligation to report on funds that support gifted education annually		Gifted staff qualifications for educational service centers that receive gifted unit funding are clear	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
Traditional public district or school	3.55	1588	3.42	1587
Community school	3.76	45	3.76	45
Educational service center	3.45	71	3.51	72
Other	3.65	57	3.60	57
Total	3.56	1761	3.44	1761

Funding - By setting

	The proposed rule outlines the district obligation to report on funds that support gifted education annually		Gifted staff qualifications for educational service centers that receive gifted unit funding are clear	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
City	3.60	422	3.47	419
Suburb	3.54	778	3.40	778
Small town	3.53	243	3.47	244
Rural	3.55	364	3.46	364
Multiple settings	3.50	105	3.56	105
Total	3.55	1912	3.45	1910

Open-ended responses - Funding

Response category (N=653 responders; 791 coded responses)	%	N
Incorporate funding parameters to ensure gifted earmarked funding as stated in Ohio Revised Code; assure funds are used for gifted program ¹⁰	37.1	242
Make sure that funds are adequate; need more funds	11.0	72
Each district should be required to post/disclose the amount they are actually using for gifted programming so that all expenditures are detailed ¹⁰	8.6	56
Require gifted certification/license for staff who provide services	6.1	40
Set consequences for districts who do not use gifted funds for gifted programs; accountability	5.5	36
ESC and School district gifted staff should have same requirements	5.5	36
What are the reporting guidelines? What needs to be reported?	3.7	24
Administrators/coordinators do not need gifted license	3.5	23
Does not acknowledge that gifted staffing qualifications are eliminated for districts	3.2	21
Define gifted licenses/certification/standards	2.9	19
Required ODE audits/monitoring	2.0	13
Keep gifted programs and children in the school district	2.0	13
Don't need certification for teachers to teach gifted students/use best teachers	1.8	12
Gifted funding unit must be tied to licensed gifted staff	1.5	10
Need to evaluate gifted specialists/programs/do they work?	1.5	10
Too vague. Different interpretations	1.2	8
Not enough certified teachers/Need time for training	1.2	8
Note where funds are coming from	1.1	7
Districts should not post allocations of funds	0.9	6
Need more clarification on what counts as gifted education	0.8	5
Funding allocation should reflect number of students	0.8	5

¹⁰ Text from the OAGC recommendations: Funding accountability is referenced several times in O.R.C. including sections 3301.07, 3317.022, 3317.051, and 3317.40. Taxpayers and parents have a right to know that the funds allocated for this population are being spent to serve them. Gifted children become the educational paupers when funding intended to further their education is reallocated to other programs. It sends a distinct message that serving these students is not a priority for Ohio. If funding is not addressed, JCARR may reject this rule given the letter of legislative intent on this issue from Ohio House Speaker Pro Tempore, Rep. Amstutz, who verified that funding for gifted students should be spent on gifted students. Incorporate funding parameters to ensure gifted earmarked funding as stated in Ohio Revised Code (ORC).

Response category (N=653 responders; 791 coded responses)	%	N
Clarification on allowable expenditures	0.6	4
Distinguish funds by testing versus services	0.6	4
Gifted funding needs to be line itemed and not in the general funds to improve accountability	0.5	3
Provide support for staff training	0.5	3
Not enough gifted supervisors available	0.3	2
Need more clarification on how to allocate funds for gifted teachers who also teach other units	0.3	2
Does funding only count if you have gifted units	0.3	2
Make similar reporting as other special programs (special education, ESL)	0.3	2
Districts should allocate funds for curriculum	0.3	2
Require Master's degree instead of certification	0.2	1
Other	1.4	9
Response not relevant	8.3	54
No suggested changes	5.7	37

Accountability

Accountability - Scale items

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Total
Requirements for submission of annual plans and reports set clear expectations for identification and services for gifted students in the proposed rule	7.7% (141)	49.4% (904)	15.2% (278)	10.4% (191)	17.3% (316)	100.0% (1830)
Components of the gifted indicator and the use of the indicator in the annual district report card are essential to evaluation of gifted education services as outlined in the proposed rule	8.3% (153)	38.0% (697)	19.0% (349)	14.3% (263)	20.2% (371)	100.0% (1833)

Accountability - By primary role

	Requirements for submission of annual plans and reports set clear expectations for identification and services for gifted students in the proposed rule		Components of the gifted indicator and the use of the indicator in the annual district report card are essential to evaluation of gifted education services as outlined in the proposed rule	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
Superintendent	3.38	88	2.78	88
Principal	3.53	171	3.15	170
Central Office Administrator	3.59	166	3.23	165
Gifted Coordinator	2.70	168	2.39	170
Gifted Intervention Specialist	2.92	199	2.68	198
Teacher	3.66	280	3.53	279
Parent	2.98	632	2.94	637
Student	3.46	13	3.46	13
Other	3.28	110	3.05	110
Total	3.20	1827	3.00	1830

Accountability - By type of school

	Requirements for submission of annual plans and reports set clear expectations for identification and services for gifted students in the proposed rule		Components of the gifted indicator and the use of the indicator in the annual district report card are essential to evaluation of gifted education services as outlined in the proposed rule	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
Traditional public district or school	3.22	1514	3.02	1516
Community school	3.42	43	3.21	43
Educational service center	2.80	69	2.55	69
Other	3.28	53	3.23	53
Total	3.21	1679	3.01	1681

Accountability - By setting

Setting of Organization	Requirements for submission of annual plans and reports set clear expectations for identification and services for gifted students in the proposed rule		Components of the gifted indicator and the use of the indicator in the annual district report card are essential to evaluation of gifted education services as outlined in the proposed rule	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
City	3.18	401	3.05	401
Suburb	3.16	740	2.97	740
Small town	3.14	229	2.94	232
Rural	3.43	354	3.14	353
Multiple settings	3.00	100	2.73	101
Total	3.20	1824	3.00	1827

Open-ended responses - Accountability

Response category (N=622 responders; 882 coded responses)	%	N
Wants recommendations of the OAGC; gave some version of the OAGC recommendations ¹¹	21.4	133
Accountability is weak; wants better accountability; wants oversight; plan needs enforcement; wants consequences in accountability	10.6	66
The proposed gifted indicator is not useful or appropriate for evaluation or to ensure quality gifted services; need better measures or data to evaluate effectiveness of service	9.8	61
Clarify the definition of or provide specific details about gifted services/clarify how the "level of service" will be measured/ensure minimum gifted standards	8.4	52
Value-added growth is a poor measure for gifted students (ceiling effect)/ remove value-added component	7.2	45
Include or reinstate audits/include audits and removal of funds for non-compliance	6.4	40
If districts are to be accountable (via indicator or report card) they should have adequate funding; sufficient funds should be provided to serve gifted students; gifted funding should only be used for services to gifted students	6.1	38
Need details on assessing qualifications of gifted instructors; Gifted students should be served by qualified instructor/Gifted Intervention Specialists (GIS); ensure adequate number for gifted instructors per student	5.8	36
Standardized tests are a poor assessment for gifted students/ evaluation should go beyond just standardized tests	5.6	35
Proposed rule lacks necessary detail/is too vague; the proposed rule does not ensure quality gifted services; should include clear plan for restructuring failing districts	5.5	34
Gifted identification, instructor qualifications, and/or services should be standardized throughout Ohio; Specific concern is raised that lack of standardization will cause rating or comparing districts to be unfair and meaningless and there is no means to ensure quality gifted services	5.3	33
Clarify how info will be distributed to parents (and which parents); ensure plan will be received; consider non-printed means of distribution; determine the best time to distribute plan (later in the school year might be better when it is more applicable)	4.2	26
The new rule just creates more bureaucracy or paperwork/new rule is costly and take up time and resources from gifted services	3.7	23
Return to/keep rule currently in place; revise but do not replace current rule; the proposed rule has removed all requirements for quality and fiscal accountability	3.5	22
Vagueness of proposed rule or use of inputs allows districts to manipulate data (game the numbers) for better report cards and/or to obtain funds; use of report card is this way is flawed	3.2	20
Proposed plan just requires screening and identifying, there is nothing specifically states schools have to provide quality gifted services to gifted students; how can districts be rated if they don't have to provide services	3.1	19
Clarification and details needed for the gifted indicator	2.9	18

¹¹ Text for the OAGC recommendations: 1) Reinstate provisions that require ODE audits and allow ODE to remove funds of non-compliance from current standards, as stipulated in ORC. 2) Incorporate data collection on specific inputs to determine effect of services. In addition, the results of the gifted performance indicator should be incorporated into an annual report outlining the condition of gifted education in the state without limiting the gifted performance indicator to the current elements. 3) Reinstate service and staffing requirements that are in the current operating standards as stated in the service section. With the reinstatement of service and staffing parameters, incorporate waivers on the basis of performance on multiple measures including but not limited to the gifted performance indicator. In addition, include language from ORC that allows ODE to remediate and reconstitute gifted services in districts that are chronically failing gifted students. 4) Reinstate the district service plan as required by ORC.

The gifted indicator is bad for/biased against small, poor, or rural districts (they don't have funds/resources to provide same level of service)	2.1	13
Clarify the definition of or provide specific details about identification of gifted students; identification of gifted students should come from experts not the district staff	1.9	12
Drop the report card requirement; the report card is not useful/can be problematic; rules are vague/so little guidance in service accountability via report card doesn't make sense	1.8	11
Operating standards should follow the Ohio Revised Code (ORC)	1.3	8
Report should include the number of students actually served	1.3	8
Report/Plan should include what services are actually provided	1.3	8
Clarify/provide more details on the use and delivery of the report card	1.3	8
Require certain number of minutes for gifted instruction	1.0	6
Parents/gifted students/special needs staff/educators should be able to provide input into the rule	1.0	6
Too much weight/emphasis in the K-3 band; early over identification is a problem	1.0	6
Students not receiving gifted services by qualified gifted instructors should not be included in reporting/the report card	0.5	3
Points for race/minorities are unfair to districts from few or no minority students	0.5	3
Clarify that the fine arts are a part of these services/ ensure inclusion of the fine arts in services/report on fine arts services	0.5	3
Indicator/report card should align with standards/state assessments; this is difficult when standards/state assessments are in flux	0.5	3
Districts do not have expertise to develop plans and reports to serve gifted students; there has not been enough training for staff on the gifted indicator and gifted services	0.5	3
Other	4.3	27
N/A; No; nothing	3.7	23
Response not relevant	3.2	20
Survey is biased/set-up poorly/has other issue	1.0	6
Question is unfair because it doesn't compare to the old rule; comparison with the current rule is required to understand what is lacking in the proposed rule	0.6	4