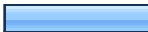

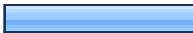














Gifted Performance Indicator/Dashboard Elements SurveyMonkey Survey









1. Please indicate your primary role in the district with regard to gifted education. (Please select only one category.)

		Response Percent	Response Count
District Gifted Coordinator		21.3%	36
ESC Gifted Coordinator		15.4%	26
District Gifted Intervention Specialist		28.4%	48
ESC Gifted Intervention Specialist		4.7%	8
District Treasurer		0.0%	0
Superintendent		0.0%	0
Curriculum Coordinator		1.8%	3
School Counselor		0.0%	0
School Psychologist		0.6%	1
Director of Special Education		1.8%	3
Parent		9.5%	16
Classroom Teacher		8.3%	14
Other (please specify)		8.3%	14
		answered question	169
		skipped question	2

2. Please choose the best description of your district:

		Response Percent	Response Count
Rural		28.8%	49
Suburban		45.9%	78
Urban		18.8%	32
Community School		1.8%	3
Other (please specify)		4.7%	8
		answered question	170
		skipped question	1

3. Please indicate the approximate size of your district:

		Response Percent	Response Count
Under 500 students		3.0%	5
Between 500 and 1,000 students		8.3%	14
Between 1,001 and 2,500 students		24.9%	42
Between 2,501 and 5,000 students		23.1%	39
Between 5,001 and 10,000 students		17.8%	30
Between 10,001 and 25,000 students		10.1%	17
Greater than 25,000 students		4.1%	7
N/A or Don't Know		8.9%	15
		answered question	169
		skipped question	2

4. Here are some potential items that could be included on a district gifted dashboard. Please take some time to rate how valuable believe each item might be in measuring the level of gifted services provided and the performance of gifted students in each school district.

	Not Important	Somewhat Important	Important	Very Important	Rating Average	Response Count
Ohio Achievement Assessment and Ohio Graduation Test scores for gifted students identified in math and reading as well as those identified in the superior cognitive area.	10.7% (18)	28.0% (47)	35.1% (59)	26.2% (44)	2.77	168
Student growth measures for gifted students identified in reading, mathematics and superior cognitive (grades 3-8 math and reading)	0.6% (1)	10.1% (17)	32.0% (54)	57.4% (97)	3.46	169
District ACT/SAT scores	9.0% (15)	19.2% (32)	38.3% (64)	33.5% (56)	2.96	167
PSEO/AP/IB data - participation and scores	6.3% (10)	26.9% (43)	36.9% (59)	30.0% (48)	2.91	160
Gifted screened, assessed, and identification numbers in all grades and categories	10.2% (17)	14.5% (24)	35.5% (59)	39.8% (66)	3.05	166
Evidence of best practice for identification (including whole grade testing and testing of diverse populations)	6.5% (11)	20.8% (35)	39.9% (67)	32.7% (55)	2.99	168
Evidence of identification of minority and disadvantaged population	8.9% (15)	32.1% (54)	37.5% (63)	21.4% (36)	2.71	168
Service numbers in all grades and categories (to demonstrate continuum of services)	7.7% (13)	17.9% (30)	28.6% (48)	45.8% (77)	3.13	168
Results of gifted identification audits (Are districts actually identifying students K-12 in all categories?)	13.6% (23)	22.5% (38)	33.1% (56)	30.8% (52)	2.81	169
Number of staff members and their levels with graduate coursework in	7.1% (12)	26.0% (44)	30.2% (51)	36.7% (62)	2.96	169

gifted						
Number of staff and grade/subject assignments with gifted license or endorsement	7.7% (13)	20.2% (34)	31.0% (52)	41.1% (69)	3.05	168
Professional development in the area of gifted	5.3% (9)	13.0% (22)	35.5% (60)	46.2% (78)	3.22	169
Credit flexibility in both middle and high school(credit granted)	10.2% (17)	24.0% (40)	35.3% (59)	30.5% (51)	2.86	167
Achievement of twice exceptional students	6.5% (11)	32.0% (54)	43.2% (73)	18.3% (31)	2.73	169
Percents of students screened, identified and served -- by gifted categories and student subgroups (race, gender, Econ Disadvantaged, grades	13.0% (22)	27.2% (46)	33.1% (56)	26.6% (45)	2.73	169
Percent of students referred and accelerated at all grade levels including early entrance. (May also wish to include the number of students taking above grade level assessments.)	11.8% (20)	23.1% (39)	40.2% (68)	24.9% (42)	2.78	169
Gifted education spending per pupil	9.5% (16)	16.6% (28)	22.5% (38)	51.5% (87)	3.16	169
Proportions of Program Codes and Gifted Education/Gifted Arts Courses	16.4% (27)	37.6% (62)	31.5% (52)	14.5% (24)	2.44	165
Gifted Coordinator FTEs per pupil	12.7% (21)	25.3% (42)	33.7% (56)	28.3% (47)	2.78	166
Ratios of "Screened/Assessed/Identified - by gifted categories	13.8% (23)	35.9% (60)	32.3% (54)	18.0% (30)	2.54	167
Percentile OAA/OGT scores differentiated by Service Models	22.6% (38)	34.5% (58)	29.8% (50)	13.1% (22)	2.33	168
Graduation and dropout rates for gifted students	8.3% (14)	16.7% (28)	35.7% (60)	39.3% (66)	3.06	168
Discipline rates for gifted students	23.5% (39)	34.3% (57)	27.7% (46)	14.5% (24)	2.33	166
answered question						169
skipped question						2

5. If you had to choose six items that you believe must be included in a gifted dashboard, which six items would you pick? Please rank them in order of importance. Select "1" for the item you believe is most crucial. The next items are in the priority order. Do not assign a number to items not in your top six.

	1	2	3	4	5	6	Rating Average	Response Count
Ohio Achievement Assessment and Ohio Graduation Test scores for gifted students identified in math and reading as well as those identified in the superior cognitive area.	27.4% (20)	21.9% (16)	17.8% (13)	12.3% (9)	11.0% (8)	9.6% (7)	1.00	73
Student growth measures for gifted students identified in reading, mathematics and superior cognitive (grades 3-8 math and reading)	50.0% (59)	21.2% (25)	10.2% (12)	8.5% (10)	7.6% (9)	2.5% (3)	1.00	118
District ACT/SAT scores	12.8% (6)	21.3% (10)	21.3% (10)	23.4% (11)	10.6% (5)	10.6% (5)	1.00	47
PSEO/AP/IB data - participation and scores	5.7% (2)	11.4% (4)	8.6% (3)	14.3% (5)	34.3% (12)	25.7% (9)	1.00	35
Gifted screened, assessed, and identification numbers in all grades and categories	19.2% (14)	17.8% (13)	19.2% (14)	12.3% (9)	15.1% (11)	16.4% (12)	1.00	73
Evidence of best practice for identification (including whole grade testing and testing of diverse populations)	15.0% (9)	28.3% (17)	20.0% (12)	15.0% (9)	10.0% (6)	11.7% (7)	1.00	60
Evidence of identification of minority and disadvantaged population	0.0% (0)	12.5% (2)	18.8% (3)	25.0% (4)	18.8% (3)	25.0% (4)	1.00	16
Service numbers in all grades and categories (to demonstrate continuum of services)	20.3% (16)	21.5% (17)	19.0% (15)	19.0% (15)	15.2% (12)	5.1% (4)	1.00	79
Results of gifted identification audits (Are districts actually identifying students K-12 in all categories?)	4.0% (1)	8.0% (2)	12.0% (3)	8.0% (2)	36.0% (9)	32.0% (8)	1.00	25

Number of staff members and their levels with graduate coursework in gifted	6.5% (2)	22.6% (7)	25.8% (8)	22.6% (7)	16.1% (5)	6.5% (2)	1.00	31
Number of staff and grade/subject assignments with gifted license or endorsement	3.8% (2)	17.0% (9)	17.0% (9)	26.4% (14)	20.8% (11)	15.1% (8)	1.00	53
Professional development in the area of gifted	13.4% (9)	11.9% (8)	28.4% (19)	19.4% (13)	13.4% (9)	13.4% (9)	1.00	67
Credit flexibility in both middle and high school(credit granted)	4.2% (1)	12.5% (3)	25.0% (6)	20.8% (5)	8.3% (2)	29.2% (7)	1.00	24
Achievement of twice exceptional students	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (6)	20.0% (3)	40.0% (6)	1.00	15
Percents of students screened, identified and served -- by gifted categories and student subgroups (race, gender, Econ Disadvantaged, grades	23.4% (11)	12.8% (6)	14.9% (7)	19.1% (9)	8.5% (4)	21.3% (10)	1.00	47
Percent of students referred and accelerated at all grade levels including early entrance. (May also wish to include the number of students taking above grade level assessments.)	0.0% (0)	8.6% (3)	20.0% (7)	11.4% (4)	34.3% (12)	25.7% (9)	1.00	35
Gifted education spending per pupil	15.1% (11)	16.4% (12)	19.2% (14)	11.0% (8)	20.5% (15)	17.8% (13)	1.00	73
Proportions of Program Codes and Gifted Education/Gifted Arts Courses	12.5% (1)	12.5% (1)	25.0% (2)	25.0% (2)	12.5% (1)	12.5% (1)	1.00	8
Gifted Coordinator FTEs per pupil	3.1% (1)	12.5% (4)	9.4% (3)	34.4% (11)	15.6% (5)	25.0% (8)	1.00	32
Ratios of "Screened/Assessed/Identified - by gifted categories	0.0% (0)	11.1% (1)	11.1% (1)	0.0% (0)	55.6% (5)	22.2% (2)	1.00	9
Percentile OAA/OGT scores differentiated by Service Models	10.0% (1)	0.0% (0)	0.0% (0)	20.0% (2)	30.0% (3)	40.0% (4)	1.00	10
Graduation and dropout rates for gifted students	0.0% (0)	10.8% (4)	10.8% (4)	8.1% (3)	24.3% (9)	45.9% (17)	1.00	37

Discipline rates for gifted students	0.0% (0)	10.0% (1)	0.0% (0)	30.0% (3)	20.0% (2)	40.0% (4)	1.00	10
answered question								166
skipped question								5

6. In the above question, is there research or evidence to support the items that you have chosen to be the most important elements on a gifted dashboard? If so, please share what the evidence or research is.

		Response Count
		27
answered question		27
skipped question		144

7. Please indicate which elements you believe should be used as part of a composite performance indicator and which should be for reporting purposes only.




	Should be included as part of a composite measure used to rate districts.	Should be included for reporting purposes only.	Should not be used at all.	I don't know.	Response Count
Ohio Achievement Assessment and Ohio Graduation Test scores for gifted students identified in math and reading as well as those identified in the superior cognitive area.	46.4% (71)	37.9% (58)	12.4% (19)	3.9% (6)	153
Student growth measures for gifted students identified in reading, mathematics and superior cognitive (grades 3-8 math and reading)	79.1% (121)	17.6% (27)	2.6% (4)	0.7% (1)	153
District ACT/SAT scores	34.2% (52)	46.1% (70)	14.5% (22)	5.9% (9)	152
PSEO/AP/IB data - participation and scores	22.7% (34)	57.3% (86)	10.0% (15)	10.0% (15)	150
Gifted screened, assessed, and identification numbers in all grades and categories	36.2% (55)	50.0% (76)	9.2% (14)	5.3% (8)	152
Evidence of best practice for identification (including whole grade testing and testing of diverse populations)	35.8% (54)	41.7% (63)	14.6% (22)	7.9% (12)	151
Evidence of identification of minority and disadvantaged population	19.0% (29)	52.3% (80)	18.3% (28)	10.5% (16)	153
Service numbers in all grades and categories (to demonstrate continuum of services)	46.7% (71)	36.2% (55)	11.2% (17)	5.9% (9)	152
Results of gifted identification audits (Are districts actually identifying students K-12 in all categories?)	19.7% (30)	46.1% (70)	25.0% (38)	10.5% (16)	152

Number of staff members and their levels with graduate coursework in gifted	24.3% (37)	52.0% (79)	16.4% (25)	7.9% (12)	152
Number of staff and grade/subject assignments with gifted license or endorsement	32.5% (49)	48.3% (73)	13.9% (21)	6.6% (10)	151
Professional development in the area of gifted	34.9% (53)	38.8% (59)	18.4% (28)	7.9% (12)	152
Credit flexibility in both middle and high school(credit granted)	29.8% (45)	43.7% (66)	19.9% (30)	6.6% (10)	151
Achievement of twice exceptional students	20.0% (30)	50.0% (75)	22.0% (33)	8.7% (13)	150
Percents of students screened, identified and served -- by gifted categories and student subgroups (race, gender, Econ Disadvantaged, grades	34.2% (52)	42.8% (65)	15.1% (23)	9.2% (14)	152
Percent of students referred and accelerated at all grade levels including early entrance. (May also wish to include the number of students taking above grade level assessments.)	32.5% (50)	52.6% (81)	12.3% (19)	4.5% (7)	154
Gifted education spending per pupil	39.2% (60)	40.5% (62)	15.0% (23)	5.2% (8)	153
Proportions of Program Codes and Gifted Education/Gifted Arts Courses	13.2% (20)	41.1% (62)	26.5% (40)	19.2% (29)	151
Gifted Coordinator FTEs per pupil	22.5% (34)	43.7% (66)	24.5% (37)	9.3% (14)	151
Ratios of "Screened/Assessed/Identified - by gifted categories	15.3% (23)	47.3% (71)	25.3% (38)	12.0% (18)	150
Percentile OAA/OGT scores differentiated by Service Models	8.7% (13)	38.3% (57)	40.3% (60)	12.8% (19)	149
Graduation and dropout rates for gifted students	30.5% (46)	49.7% (75)	13.9% (21)	6.6% (10)	151
Discipline rates for gifted students	8.7% (13)	38.7% (58)	42.0% (63)	10.7% (16)	150
answered question					156

skipped question

15

8. Do you believe districts should be evaluated on the percentage of gifted students they identify?

		Response Percent	Response Count
Yes		23.9%	39
No		67.5%	110
I don't know		8.6%	14

Other (please specify)

38

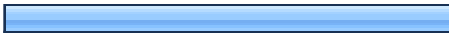


answered question

163

skipped question

8

9. Do you believe districts should be evaluated based on the percentage of gifted students they serve?

		Response Percent	Response Count
Yes		67.1%	110
No		28.0%	46
I don't know		4.9%	8

Other (please specify)

33

answered question

164


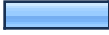


skipped question

7




10. In your opinion, what is the single greatest factor in measuring the performance of a gifted student?

	Response Count
	138
answered question	138
skipped question	33




11. Do you believe districts should have the performance and level of service of their gifted population compared to similar districts, to all districts, or both?

		Response Percent	Response Count
Similar districts only		47.7%	74
All districts		15.5%	24
Both		31.0%	48
I don't know		5.8%	9
	Other (please specify)		15
	answered question		155
	skipped question		16




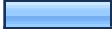
12. If Ohio Achievement Assessment (OAA) and Ohio Graduation Test scores are used to evaluate performance of gifted students, should students identified as superior cognitive be included in measures of math and reading performance?

		Response Percent	Response Count
Yes		49.0%	75
No		33.3%	51
I don't know		17.6%	27
Other (please specify)			28
answered question			153
skipped question			18

13. Do you believe OAAs and OGTs can effectively measure the performance of gifted students?

		Response Percent	Response Count
Yes		21.1%	34
No		70.8%	114
I don't know.		8.1%	13
Why or why not? Please explain.			92
answered question			161
skipped question			10






14. If you believe value-added growth should be used as a measure, how much progress do you believe gifted students should make?

		Response Percent	Response Count
1 year's worth of growth		70.0%	84
1.1 year's worth of growth		3.3%	4
1.2 year's worth of growth		10.8%	13
1.3 year's worth of growth		15.8%	19
	Other (please specify)		56
		answered question	120
		skipped question	51

15. What are we missing? What measures would you include and why?

	Response Count
	59
answered question	59
skipped question	112

16. Optional contact information. (This information will remain confidential and will not be shared with any district, ESC, or Ohio Department of Education staff.)

		Response Percent	Response Count
Last Name:		97.8%	44
First Name:		97.8%	44
District:		91.1%	41
Email Address:		95.6%	43
Phone Number:		86.7%	39
		answered question	45
		skipped question	126

Page 2, Q1. Please indicate your primary role in the district with regard to gifted education. (Please select only one category.)

1	Principal	Oct 3, 2011 3:17 PM
2	Assistant Superintendent	Sep 30, 2011 12:14 PM
3	Consultant	Sep 30, 2011 9:20 AM
4	board member & parent at gifted school	Sep 30, 2011 8:33 AM
5	Retired District Gifted Coordinator	Sep 29, 2011 2:29 PM
6	Consultant	Sep 29, 2011 1:50 PM
7	Professor of Gifted Education	Sep 29, 2011 7:35 AM
8	Currently doctoral student but have served as GIS & coordinator	Sep 28, 2011 5:45 PM
9	Gifted Education Supervisor	Sep 28, 2011 1:46 PM
10	Gifted Program was disbanded this year so I am none of the above in relation to gifted.	Sep 28, 2011 11:51 AM
11	Retired ESC Gifted Coordinator	Sep 28, 2011 11:07 AM
12	Director of Curriculum & Instruction	Sep 28, 2011 10:24 AM
13	retired GIS	Sep 28, 2011 9:20 AM
14	ESC Supervisor - Student Services overseeing Gifted Coordinators/Gifted Ed	Sep 28, 2011 7:35 AM

Page 2, Q2. Please choose the best description of your district:

1	ESC	Oct 3, 2011 2:04 PM
2	Mixed suburban and rural	Oct 2, 2011 11:29 AM
3	ESC	Sep 30, 2011 11:11 AM
4	Educational Service Center	Sep 30, 2011 9:20 AM
5	combination of several districts	Sep 28, 2011 11:12 AM
6	City	Sep 28, 2011 10:28 AM
7	Suburban and rural	Sep 28, 2011 9:02 AM
8	Varied	Sep 28, 2011 7:35 AM

Page 2, Q6. In the above question, is there research or evidence to support the items that you have chosen to be the most important elements on a gifted dashboard? If so, please share what the evidence or research is.

1	Unsure	Oct 3, 2011 2:04 PM
2	I chose the items in my district that other stakeholder's would notice. They would help to shore up decisions not to cut service to gifted students	Oct 3, 2011 1:29 PM
3	The six elements that I have chosen are most consistent with the types of data that currently exist on the district report card. Unless there is a special education dashboard being created that provides more detail, I think similar, basic information is what needs to be presented. Gifted and special education information should mirror one another, in my opinion. There are many issues raised, here, that are important to quality of gifted education programming, but they do not belong on a district report card.	Oct 3, 2011 9:43 AM
4	Value-added research by Dr. William Sanders indicates students benefit by having high performing teachers. Students test scores would showcase if gifted students are growing academically each year. Highly trained teachers would also influence the growth of gifted students academically each year which is why I placed my priorities on showcasing the scores and training the teachers.	Oct 3, 2011 6:43 AM
5	Regardless of type/level of formal services in a district, as well as the possibility of no formal services, gifted students should still be provided an education that ensures growth and progress (VA) each year.	Oct 1, 2011 7:03 AM
6	EMIS data	Sep 29, 2011 1:45 PM
7	making AYP and value-added on state achievement tests	Sep 29, 2011 11:06 AM
8	I would think that identification is mandated so that service can be supported so showing how many GT students are served would reflect how important service is for these populations of students. The college readiness program participation would also highlight how well districts are serving these children. The GT student populations in our district drastically reduce between 5th and 6th, 8th and 9th, and 9th and 12th grades. Knowing if these students are dropping out or just leaving the district would help tremendously.	Sep 29, 2011 9:50 AM
9	I have read research that supports the idea that gifted/all students learn best when the availability of appropriate educational opportunities differentiated for their needs are available.	Sep 29, 2011 6:34 AM
10	The revised content standards and Common Core standards have been developed with extensive research including rigor. The primary measure of program effectiveness should be achievement tests based on those standards.	Sep 28, 2011 5:42 PM
11	I think the most important evidence is the actual SERVICE provided. As Ohio has a mandate to ID but not serve, so much money is spent that has no actual impact on the student.	Sep 28, 2011 10:28 AM
12	I encourage the state to not use OAA/OGT data to measure gifted students or any student. OAA/OGT simply serve the districts/buildings. They do not prepare our students for College and Career Readiness. Anything that promotes College and Career Readiness I am all in, but the days of OAA and OGT need to be gone!!	Sep 28, 2011 10:24 AM

Page 2, Q6. In the above question, is there research or evidence to support the items that you have chosen to be the most important elements on a gifted dashboard? If so, please share what the evidence or research is.

13	x	Sep 28, 2011 9:33 AM
14	Disadvantaged and minority students are often underidentified.	Sep 28, 2011 9:19 AM
15	Yes, there is evidence to support all items except for the PD piece. ODE has never mandated a particular # of hours needed, or what Quality PD looks like.	Sep 28, 2011 8:25 AM
16	So much of the time and effort of our school is now going into passage rates of the OAA. It seems there is more concern that the lower students scores are raised than whether the high students are making any gains. Often gifted student are placed in heterogenous classes in order to "help raise the test scores of the rest of the students". I am concerned that the gifted students education is stagnating and we need schools to be accountable for the learning of all students! (and that includes the gifted and high achieving students!)	Sep 28, 2011 8:22 AM
17	Research has shown districts that receive ongoing, purposeful gifted professional development will have students with higher academic growth. Regular classroom teachers must be armed with the skills and strategies to meet gifted needs. When doing this, it will positively affect all students in the district with rigor and higher standards. We lose many of our brightest to private or charter schools because their needs are not being met in the regular classroom.	Sep 28, 2011 8:22 AM
18	why is the second item only math, reading and superior cognitive?	Sep 28, 2011 7:56 AM
19	no	Sep 28, 2011 7:56 AM
20	Renzulli/Park Gifted Drop Out rates - The Who and Why E. Robertson's 1991 article in Equity and Excellence on "Neglected Dropouts: The Gifted and Talented" said 18-25% of GT students drop out. Are We Failing our Geniuses? http://www.time.com/time/magazine/article/0,9171,1653653,00.html	Sep 28, 2011 7:56 AM
21	Evidence would be found in EMIS reporting and the state report card results.	Sep 28, 2011 7:53 AM
22	Probably not; I am very concerned that the number of National Merit Finalists, Achievement winners, etc. are not listed above. That category would be number 2 on my priority list. Another item might be the number of participants in NUMATS. OAA and OGT data is easy, but not the answer since they are based on minimum standards.	Sep 28, 2011 7:38 AM
23	Students provided a continuum of services will advance and succeed. Therefore, it will show up in the ACT/SAT scores. ACT/SAT scores are a higher standard that the OGT's (for 21st Century Learning, this is something we should be looking at anyway as it is a better predictor of success in higher education). This not only will help show how well as district is serving it's gifted population, but it will show parents whether or not they want their children to continue in that school. It will let parents know if that school is adequately preparing its students for college. Research also shows that highly qualified teachers do a better job in specific areas of need. Therefore, when considering gifted education, there should be something that shows if there are in fact teachers with gifted endorsements.	Sep 28, 2011 7:35 AM
24	Value-added assessment research base (as used in Tennessee--to track	Sep 28, 2011 7:29 AM

Page 2, Q6. In the above question, is there research or evidence to support the items that you have chosen to be the most important elements on a gifted dashboard? If so, please share what the evidence or research is.

continued RATE of growth, not just one year's growth in one year if the child's trajectory has exceeded that)

25	Personal experience: K-4 classroom teachers and support staff showed little to no familiarity with, and some hostility toward, meeting the needs of gifted students.	Sep 28, 2011 7:22 AM
26	The Value-Added growth model has much research behind it Dropout rates of gifted students can also be researched within the underachievement data	Sep 27, 2011 2:39 PM
27	Ohio's value added numbers seem to indicate that our highest quartile has the least growth. Many districts are sorting students using OAA scores rather than nationally normed scores which is poor testing practice. Although we know students can't be identified as gifted with this number, districts use OAA scores to create "advanced" classes and then claim they are serving gifted students (many of whom are not in the aforementioned class).	Sep 27, 2011 10:19 AM

Page 2, Q8. Do you believe districts should be evaluated on the percentage of gifted students they identify?

1	Should be based actually serve. on how many of those identified they	Oct 6, 2011 5:58 AM
2	The group tests we are using are too generous with the label of gifted identification.	Oct 3, 2011 1:29 PM
3	This may lead to identification not aligned with the law.	Oct 3, 2011 10:21 AM
4	Every child identified gifted has the right to a year's growth. It is the responsibility of all educators (reg ed in partnership with gifted ed) to meet the needs of these students. Because it is not possible for all of them to receive formal gifted services, teachers must differentiate curriculum in the regular classroom. Regardless if a child is formally served or not, he is still entitled to be challenged at his ability level.	Oct 3, 2011 9:43 AM
5	The emphasis should be on student academic results along with social/emotional guidance and this approach might put it on just testing.	Oct 3, 2011 6:43 AM
6	On the one hand, percentage would indicate districts that are NOT identifying. But, I could see some districts fraudulently identifying some kids to raise that percentage.	Oct 2, 2011 11:29 AM
7	numbers vary per school	Oct 1, 2011 9:19 AM
8	What is this intended to measure? Children are different, even within the same district, year-to-year.	Oct 1, 2011 7:03 AM
9	Assigned to a number of districts over the years, the number of idenfied students varies.	Sep 30, 2011 2:09 PM
10	Some districts have a higher number of identified students living in their districts. It wouldn't be fair to punish schools with a high number of lower academic students. The number screened would be more important.	Sep 29, 2011 4:31 PM
11	District rating should compare schools to districts with similar demographics. Districts with above average racial and economic status disproportionality should be penalized on this element.	Sep 29, 2011 1:50 PM
12	Stupid Question The only way to know the percentage of gifted students identified would be to have a magic ball that said how many there are in all. Then we could create a ratio of identified to magic ball.	Sep 29, 2011 1:09 PM
13	They should be evaluated on identification process. Too many districts do NOT have equal access to assessment. ie No whole grade screening AND using the OAA as a screener.	Sep 29, 2011 12:09 PM
14	Some have overidentified in the past and some have lost a lot of thier GT students to other schools, so comparisons would not be realistic. How would they be evaluated?	Sep 29, 2011 9:50 AM
15	but maybe on the oppportunity for testing that is offered to all students	Sep 29, 2011 8:18 AM
16	If the district is actively involved with the referral and testing process for gifted identification, they have no control over the numbers that would be generated.	Sep 29, 2011 6:44 AM

Page 2, Q8. Do you believe districts should be evaluated on the percentage of gifted students they identify?

17	I would prefer that concentration be centered around services at appropriate differentiated levels. If there are high-level classes that students want to be part of or guidance counselors can steer them towards, I prefer that path to slapping hands of districts who aren't identifying the way we think they should.	Sep 29, 2011 6:34 AM
18	They are required to identify students and this is a fair assessment.	Sep 28, 2011 5:45 PM
19	percentage served compared to identified	Sep 28, 2011 5:34 PM
20	Each district will have different percentages of identified. It is more important to rate a district on how they service those identified as gifted vs. percentage of gifted.	Sep 28, 2011 3:14 PM
21	They should be required to screen all students, but a district cannot be held responsible for the number of students who test as gifted. This is out of the district's control.	Sep 28, 2011 12:35 PM
22	they cannot control this and enforcing this may lead to false identification	Sep 28, 2011 12:16 PM
23	Only percentages will give you a picture as larger districts may look like they are doing a lot, but when they are compared to their total population, that may not be the case.	Sep 28, 2011 11:12 AM
24	We all use different instruments to measure gifted students so how can you be evaluated on this.....The TN and Iowa clearly over ID's students.	Sep 28, 2011 10:24 AM
25	No, as districts are too different - and that data is used for negative purposes	Sep 28, 2011 10:05 AM
26	I try to imagine how this plays out long-term from a PR perspective. I'm uncertain whether percentages should be reported because I would not want rural schools to be viewed negatively, unless comparisons could only be made with similar districts relative to size & socio-economic indicators.	Sep 28, 2011 9:34 AM
27	ID should be accurate. Should not feel pressured to over-ID.	Sep 28, 2011 9:19 AM
28	Districts can not determine the students that enroll so they should not be held accountable for the % identified.	Sep 28, 2011 8:45 AM
29	Yes, as long as they are looking at superior cognitive, reading and math. I do not believe we should have students included on the report card if they are gifted in the arts, since they may not be academically strong students.	Sep 28, 2011 8:24 AM
30	Percentages will vary greatly depending on the demographics of the population so I don't believe this would be a fair or reasonable comparison. It is more important to show that those identified are served and making significant academic progress each year.	Sep 28, 2011 8:22 AM
31	You can't predetermine what percentage of children are gifted. That's ridiculous. They should be evaluated based on whether the OPPORTUNITY for assessment exists.	Sep 28, 2011 7:57 AM
32	too much potential for abuse - I would predict a sudden increase in Creative Thinking Ability	Sep 28, 2011 7:56 AM

Page 2, Q8. Do you believe districts should be evaluated on the percentage of gifted students they identify?

33	Absolutely not. This will vary wildly from district to district and unfair assumptions could be made. No way.	Sep 28, 2011 7:53 AM
34	accountability	Sep 28, 2011 7:52 AM
35	This is tied to SES of the population and i.d. money so it may unfair to evaluate on this criteria.	Sep 28, 2011 7:45 AM
36	We are over-identifying students because of the widespread use of group assessments.	Sep 28, 2011 7:38 AM
37	Really, it means nothing if they identify everyone and then do nothing.	Sep 28, 2011 7:35 AM
38	It is the law	Sep 27, 2011 2:39 PM

Page 2, Q9. Do you believe districts should be evaluated based on the percentage of gifted students they serve?

1	If it makes the districts keep the Gifted Programs, then by all means YES! But for my district there is only one person - we shouldn't be held responsible for a low percentage when the district doesn't have the money for more gifted teachers.	Oct 3, 2011 7:24 PM
2	It depends on whether or not the service is made on instructional needs.	Oct 3, 2011 1:29 PM
3	Not all districts serve their students in the same way. Not all districts have equal staffing, funding, etc.	Oct 3, 2011 9:43 AM
4	If service means by trained teachers....yes.	Oct 3, 2011 6:43 AM
5	what if there is no money? I would love if we served more students, but it is not financially realistic	Oct 1, 2011 3:38 PM
6	Schools have limited funds to provide personnel.	Oct 1, 2011 9:19 AM
7	No. Service is not mandated at this time. Also, districts' capacity to formally serve is different, as well the number of students identified gifted.	Oct 1, 2011 7:03 AM
8	Services are NOT mandated at this time.	Sep 30, 2011 2:09 PM
9	Not all districts provide services in all content areas.	Sep 30, 2011 5:32 AM
10	This should be a percentage of students identified that are served rather than the percentage of the school population that is served.	Sep 29, 2011 4:31 PM
11	The evaluation should be a percentage of served from the identified students, not entire population.	Sep 29, 2011 12:09 PM
12	This depends on what kind of service is being provided.	Sep 29, 2011 10:24 AM
13	District's serving large popluations of GT students should be recognized and those that are not should be identified. All children deserve appropriate opportunitie. Parents of GT students should have access to information like this to make informed decisions about their child's school or district placement.	Sep 29, 2011 9:50 AM
14	See above.	Sep 29, 2011 6:34 AM
15	They are not mandated to serve, just identify, so should we judge them if it is not a mandate? Obviously, high SES districts will come out ahead on these measures. What is the goal?	Sep 28, 2011 5:45 PM
16	same as above	Sep 28, 2011 5:34 PM
17	not percentage of served. Rather how they are served and AYP for the gifted children.	Sep 28, 2011 3:14 PM
18	as long as service is clearly defined and all are playing on a level field with waht counts as service	Sep 28, 2011 12:16 PM
19	Why bother to identify if you are not going to serve!?	Sep 28, 2011 12:10 PM
20	Ever since the 5 hours a week was required for gifted service in EMIS, it can look like few students are getting served. In fact, the gifted teacher is still	Sep 28, 2011 11:51 AM

Page 2, Q9. Do you believe districts should be evaluated based on the percentage of gifted students they serve?

serving gifted students at 3 hours a week but that doesn't count because it's not for the mandated 5 hours. Therefore, the teacher could be seeing 45 children a week but the district only gets credit for 15 getting served (EMIS) because this small district has only one teacher and she can only do so much in the 8 hour day. Being so small, kids are scattered and there might be 5 gifted in 5th grade and 3 in 2nd grade, or 7 in 8th grade. The 5 hour mandate forces the teacher to choose the larger group cluster so her district can get credit for service. The 5 hour mandate did a disservice to gifted overall in this small district.

21	Evaluated in what way and what purpose? Need more information.	Sep 28, 2011 10:28 AM
22	It also depends on the service that is provided to the students.	Sep 28, 2011 10:27 AM
23	Once again, how does this play out long-term? What negative impact may be felt by rural districts or low socio-economic districts?	Sep 28, 2011 9:34 AM
24	Gifted students should be expected to "grow" and that is facilitated by the teacher/district.	Sep 28, 2011 8:45 AM
25	As mentioned above, if we are looking at academic giftedness. Some districts may serve in the arts.	Sep 28, 2011 8:24 AM
26	Districts should be serving students. I think the number of gifted personnel should factor in somehow - there are only 3 members of the gifted department in my district with over 5000 ADM. Most students should be served by regular classroom teachers, but have to have support from gifted staff.	Sep 28, 2011 7:57 AM
27	there is currently too much potential for abuse - I can envision many new WEPs being written that don't do much other than allow the district to say the student is being served	Sep 28, 2011 7:56 AM
28	It depends on the definition of service. If differentiated instruction is service then it's pretty easy to show 100% being served.	Sep 28, 2011 7:53 AM
29	accountability to these kids	Sep 28, 2011 7:52 AM
30	Again, districts' finances determine the level of services they provide.	Sep 28, 2011 7:45 AM
31	It really depends on the district. Again, since we are over-identifying students, the statistics could be misleading.	Sep 28, 2011 7:38 AM
32	Unless the state issues a mandate to serve the gifted population, it would be unfair to evaluate districts in this manner.	Sep 28, 2011 7:20 AM
33	It is not in the law If they change the OAC and ORC to include service, then I think it should be a part of the evaluation	Sep 27, 2011 2:39 PM

Page 2, Q10. In your opinion, what is the single greatest factor in measuring the performance of a gifted student?

1	evidence of at least 1.3 years growth in a year	Oct 6, 2011 5:58 AM
2	academic growth	Oct 5, 2011 12:47 PM
3	yearly growth	Oct 5, 2011 12:13 PM
4	Observations	Oct 5, 2011 9:24 AM
5	Growth	Oct 5, 2011 8:00 AM
6	classroom performance and evaluations	Oct 4, 2011 4:25 PM
7	are they making at least one year's growth based on a consistent assessment - OAA or a norm-ref test	Oct 4, 2011 8:58 AM
8	ACT/SAT scores, value added growth, portfolio assessments as well as end of course grades.	Oct 4, 2011 7:42 AM
9	Servicing the gifted student is the most important element for a student. I don't know if you can truly assess everything they have learned.	Oct 4, 2011 7:31 AM
10	How that student achieves in the area of Math and Reading.	Oct 3, 2011 4:13 PM
11	Growth.	Oct 3, 2011 3:17 PM
12	Whether or not they demonstrate growth each year.	Oct 3, 2011 2:04 PM
13	Progress	Oct 3, 2011 1:29 PM
14	I'm not sure	Oct 3, 2011 10:34 AM
15	the growth measure	Oct 3, 2011 10:21 AM
16	The type of services provided that student.	Oct 3, 2011 8:33 AM
17	value-added data	Oct 3, 2011 6:43 AM
18	The goals set and met for the child's WEP	Oct 3, 2011 6:16 AM
19	Having gifted intervention specialists who are able to differentiate their teaching in order to connect with students who have different learning styles and strengths	Oct 2, 2011 6:22 PM
20	test results on OAA	Oct 2, 2011 12:43 PM
21	Student growth - but there would need to be adequate measures of growth to determine this.	Oct 2, 2011 11:29 AM
22	1 year's growth or above - value added	Oct 1, 2011 3:54 PM
23	not sure	Oct 1, 2011 3:39 PM
24	Maybe ACT....	Oct 1, 2011 3:38 PM

Page 2, Q10. In your opinion, what is the single greatest factor in measuring the performance of a gifted student?

25	Daily performance in class shows more than a one day test.	Oct 1, 2011 9:19 AM
26	Regardless of type/level of formal services in a district, as well as the possibility of no formal services, gifted students should be provided an education that ensures growth and progress (VA) each year.	Oct 1, 2011 7:03 AM
27	We need to make sure they are making a year or more growth each year which can be augmented by staff who have consistent gifted PD and/or coursework.	Oct 1, 2011 5:42 AM
28	Documented student growth each year.	Sep 30, 2011 2:09 PM
29	Impossible to choose	Sep 30, 2011 1:54 PM
30	Sorry, I don't know.	Sep 30, 2011 1:35 PM
31	The growth of the students involved in the program. This is a better measure of the progress they are making.	Sep 30, 2011 12:14 PM
32	Their achievement	Sep 30, 2011 11:11 AM
33	Yearly Growth	Sep 30, 2011 9:20 AM
34	growth within a year by subject	Sep 30, 2011 8:33 AM
35	Post HS success - college placement and eventually job placement	Sep 30, 2011 5:56 AM
36	Continued academic growth and achievement	Sep 30, 2011 5:41 AM
37	Observing and assessing his/her ability to solve complex problems and to think "outside the box"	Sep 30, 2011 5:32 AM
38	Consistant test scores that show achievement and ability	Sep 30, 2011 5:32 AM
39	I don't believe there is one single factor. The use a of portfolio of products would be more reflective, but very labor intensive to manage. The use of OAA/OGT scores is not appropriate -- a high stakes once a year screener is not indicative of a student's performance.	Sep 29, 2011 6:55 PM
40	growth	Sep 29, 2011 6:09 PM
41	How much they have learned during a school year, but I am not sure the best way to measure that.	Sep 29, 2011 4:31 PM
42	Diversity in the evaluation.	Sep 29, 2011 2:29 PM
43	value added growth	Sep 29, 2011 2:23 PM
44	The obvious answer is academic growth based on a standardized achievement measure for fairness and consistency across districts. However, the assessment tools and growth calculations used must take into account the potential for ceiling effects on grade-level assessments and the fact that gifted students may enter a grade level already having mastered a significant amount of content.	Sep 29, 2011 1:50 PM
45	Value-Added measures; SAT/ACT scores	Sep 29, 2011 1:45 PM

Page 2, Q10. In your opinion, what is the single greatest factor in measuring the performance of a gifted student?

46	do the students consider their curriculum to be engaging, rigorous and worthwhile. Measurement could be by course and end of career exit surveys.	Sep 29, 2011 1:09 PM
47	Growth	Sep 29, 2011 12:09 PM
48	student growth demonstrated on achievement tests	Sep 29, 2011 11:06 AM
49	In my opinion, the single greatest factor is cannot be measured in a test. It has to do with the gifted student's ability to be empowered to work for himself and not others.	Sep 29, 2011 10:24 AM
50	Continuity of service from the point identified to grade 12. Is that student offered appropriate opportunities at all grade levels? If not, they cannot even show growth.	Sep 29, 2011 9:50 AM
51	yearly growth in identified area	Sep 29, 2011 9:24 AM
52	Students' academic growth	Sep 29, 2011 8:42 AM
53	Opportunities provided in a spectrum of services.	Sep 29, 2011 7:35 AM
54	Measurable annual growth not restricted to assigned grade level	Sep 29, 2011 7:22 AM
55	school performance	Sep 29, 2011 6:37 AM
56	Growth and enabling.	Sep 29, 2011 6:34 AM
57	CONSISTANT performances at or above gifted levels.	Sep 29, 2011 6:04 AM
58	Achievement	Sep 29, 2011 5:44 AM
59	Growth in learning	Sep 29, 2011 4:51 AM
60	Value added data for how much students are gaining each year. Districts are going to need flexibility on how best to serve these students, but as long as the students are given the appropriate education to learn that's a step in the right direction.	Sep 29, 2011 4:42 AM
61	That value is being added to gifted students' learning each year, regardless of formal GIS service or not.	Sep 29, 2011 3:03 AM
62	Appropriate student growth measures	Sep 28, 2011 7:47 PM
63	Service opportunities--variety, quality of the service model based on research, quality/training of the educators, etc.	Sep 28, 2011 6:43 PM
64	I am hard pressed to select one and I realize that you are limited by having to select objective measures. I think a portfolio similar to that used by Deborah Meier would be the best indicator. perhaps rubrics of some kind would be a compromise? Children's reflections should (ideally) be a component as well. Do THEY feel they have made progress academically and intellectually this school year?	Sep 28, 2011 5:45 PM
65	Achievement tests and graduation tests	Sep 28, 2011 5:42 PM

Page 2, Q10. In your opinion, what is the single greatest factor in measuring the performance of a gifted student?

66	a years growth from their achievement level - i.e if they are in 3rd grade and reading at the 6th grade level, they should grow to the 7th grade level by the end of the year.	Sep 28, 2011 5:34 PM
67	academic achievement in the area of giftedness	Sep 28, 2011 3:55 PM
68	AYP per child. Have they been challenged sufficiently to grown based on their ability from year to year.	Sep 28, 2011 3:14 PM
69	The only measurement thart our district is looking at is the OAA. But, measurement can also be seen on the lowas.	Sep 28, 2011 2:19 PM
70	Yearly Growth	Sep 28, 2011 2:08 PM
71	yearly growth	Sep 28, 2011 2:01 PM
72	Comparison to student's ability	Sep 28, 2011 1:50 PM
73	Growth	Sep 28, 2011 1:46 PM
74	At this point value added..at least until something more reliable can be used	Sep 28, 2011 1:36 PM
75	Consistent performance on normed and standardized achievement tests - or above-grade-level normed and standardized assessment instruments	Sep 28, 2011 12:55 PM
76	These types of students will be best evaluated by a portfolio of their work.	Sep 28, 2011 12:35 PM
77	If they are serving gifted students and in what way. Is the service model a best practice. Is it achieving student growth.	Sep 28, 2011 12:25 PM
78	growth	Sep 28, 2011 12:23 PM
79	State testing and ACT/SAT though none of these is perfect.	Sep 28, 2011 12:17 PM
80	student growth - but NOT OAA or OGT results - these show nothing - cut scores as too low	Sep 28, 2011 12:16 PM
81	Their social-emotional well-being as well as their academic performance each grading period.	Sep 28, 2011 12:05 PM
82	Parent and child feedback. If the child is no longer bored and stifled in school then that child is performing wonderfully. They are going to pass the OAA's no matter what. They are not always going to mentally survive a boring school days.	Sep 28, 2011 11:51 AM
83	Are they capable of thinking outside of the box?	Sep 28, 2011 11:50 AM
84	There needs to be evidence that the student has made a year's progress.	Sep 28, 2011 11:24 AM
85	The must show growth from one year to the next on state tests. Putting gifted kids in heterogeneous groupings sometimes holds them back and they aren't able to grow as much as they could.	Sep 28, 2011 11:23 AM
86	You must have an accurate beginning data point AND you must allow for	Sep 28, 2011 11:12 AM

Page 2, Q10. In your opinion, what is the single greatest factor in measuring the performance of a gifted student?

	students who are performing ABOVE the grade level indicators to demonstrate that knowledge.	
87	Achievment levels on Nationally Normed assessments (e.g., ACT or SAT)	Sep 28, 2011 11:07 AM
88	Providing a service model that meets their needs. I.e. grade/subject acceleration is available if the student meets the criteria.	Sep 28, 2011 10:58 AM
89	Avoiding test ceilings which lower actual scores.	Sep 28, 2011 10:57 AM
90	Growth	Sep 28, 2011 10:55 AM
91	Academic progress aligned to their ability level	Sep 28, 2011 10:54 AM
92	Growth	Sep 28, 2011 10:51 AM
93	Product production	Sep 28, 2011 10:40 AM
94	So often, what the students perform cannot be measured. Not everything can or should be synthesized into a score. But the greatest factor is most likely does the measure reflect what is learned?	Sep 28, 2011 10:28 AM
95	College and Career Readiness. Explore - PLAN - ACT This is what will get students scholarships and opportunities after high school.	Sep 28, 2011 10:24 AM
96	Yearly growth (more than 1.0)	Sep 28, 2011 10:05 AM
97	Yearly testing using nationally-normed or internationallay-normed tests...IOWA, EXPLORE, ACT/SAT, PIRLS, PISA, etc.	Sep 28, 2011 9:34 AM
98	yearly increase in ability	Sep 28, 2011 9:33 AM
99	value added would not be accurate.	Sep 28, 2011 9:29 AM
100	Their ability to move beyond grade expectations.	Sep 28, 2011 9:20 AM
101	What are they producing, creating?	Sep 28, 2011 9:19 AM
102	growth	Sep 28, 2011 9:17 AM
103	Performance can only be measured if GT students needs are being met. Are their academic and social/emotional needs being met so we can measure their performance?	Sep 28, 2011 9:02 AM
104	Test scores	Sep 28, 2011 9:01 AM
105	If gifted service was provided.	Sep 28, 2011 9:00 AM
106	Cooperation - between school, student, and home	Sep 28, 2011 8:45 AM
107	continued growth over time not always measured by the OAA	Sep 28, 2011 8:42 AM
108	yearly growth in their identified area(s)	Sep 28, 2011 8:25 AM

Page 2, Q10. In your opinion, what is the single greatest factor in measuring the performance of a gifted student?

109	Student growth.	Sep 28, 2011 8:24 AM
110	There are so many areas that show growth in a gifted student and many are not easy to measure. I think the only practical way is to show growth of at least one year academically and test scores are probably the only practical way we have to do this. I wish there was some way to show their growth in social skills, emotional skills, independent learning skills, and a variety of other things taught through our gifted programs -- but right now I am most concerned about their academic growth -- I feel many stagnate starting at a very young age!	Sep 28, 2011 8:22 AM
111	The most important is to measure how much yearly growth a student exhibits. There are too many ceilings on the tests we implement. We need to be able to measure a student's ability passed grade level achievement.	Sep 28, 2011 8:22 AM
112	achievement scores	Sep 28, 2011 8:13 AM
113	Their performance on classroom work versus state testing.	Sep 28, 2011 8:09 AM
114	Growth over time - are they achieving a year of growth in each academic year at school?	Sep 28, 2011 8:05 AM
115	After being served in a gifted service, a gifted student continues to select higher level courses like AP.	Sep 28, 2011 8:05 AM
116	There is no one factor to measure the performance of all gifted kids. There are a diverse group!	Sep 28, 2011 8:02 AM
117	There is no assessment to measure what I find most important - no way to measure it at all. I think when we teach our gifted students to use their gifts by thinking creatively and critically, we've made a lifelong impact. Underachievers versus those who work to their potential are also highly important and tie in what I said before. There's also no way to ACCURATELY and OBJECTIVELY measure this.	Sep 28, 2011 7:57 AM
118	no such creature exists - most of these questions only relate to the academically gifted	Sep 28, 2011 7:56 AM
119	Using an assessment that measures annual growth for this special population (which should always be more than a year's worth of traditional growth). OAA and OGT are not good measurements of growth for high achieving students. Above grade level assessments are much better to establish baselines and growth. (EXPLORE in grade school, etc PLAN, ACT, SAT administered years in advance of traditional calendar) This would also ensure college and career readiness moving forward so that students have the best chance at scholarship opportunities. This would set Ohio up to meet the college and career readiness demands that the new common core will impose.	Sep 28, 2011 7:56 AM
120	Sorry, but it's not something you can out a number on and to evaluate a district based on something that cannot truly be measured in a data analysis manner is wrong-minded. I've been at this a long time and I have moved students from point a to point b, from confusion to fulfillment, from poor academic performance to high academic performance. It's the intangible progress or growth that is most important with these students. You want to put that in a box and assign a	Sep 28, 2011 7:53 AM

Page 2, Q10. In your opinion, what is the single greatest factor in measuring the performance of a gifted student?

number to it and I am here to tell you that is the wrong approach. Everyone wants a simple number to look at to determine success or failure but education doesn't work like that nor does life. CogAT 129, Iowa 95, OAT whatever those numbers are, GPA, class rank, SAT, performance indicators, etc. No way, not with something this important. I have had students who have been the brightest in an entire school and go on to be valedictorian and go to prestigious universities, but that isn't necessarily success. Learning to take a risk, to question their preconceived notions, to seek a real education not a GPA, to grow as a person - as a life long learner. I really hate the idea of creating a number that people will look at and say a district is or is not successful in educating gifted children. You're going to do it, I know that, but I just hate the idea.

121	Whether served students exhibited a year's growth in their area/s of identification.	Sep 28, 2011 7:45 AM
122	Academic growth	Sep 28, 2011 7:41 AM
123	Growth - Value Added	Sep 28, 2011 7:41 AM
124	ACT/SAT/PSAT data	Sep 28, 2011 7:38 AM
125	growth AYP	Sep 28, 2011 7:37 AM
126	Service type combined with growth. There needs to be demonstration of Best Practice, State of Ohio approved models combined with growth in order for this to work.	Sep 28, 2011 7:35 AM
127	Motivation	Sep 28, 2011 7:33 AM
128	achievement on nationally normed, standardized tests (not the OAA and OGT) with adequate ceilings	Sep 28, 2011 7:29 AM
129	whether or not he/she is achieving to his/her potential, not whether or not he/she is achieving to the grade level standards	Sep 28, 2011 7:28 AM
130	achievement, growth	Sep 28, 2011 7:27 AM
131	Nationally normed tests as they are the most objective.	Sep 28, 2011 7:22 AM
132	Using out-of-level tests so as to remove ceilings and get an accurate picture of the student's abilities.	Sep 28, 2011 7:22 AM
133	On-going, high quality professional development for General Education Teachers, so that they have exposure to the modifications needed by students who are gifted. If the General Education Teacher has the student for a majority of the day, but doesn't understand the student's giftedness, then the student isn't going to grow.	Sep 28, 2011 7:20 AM
134	Students making 1 years growth in all subjects	Sep 28, 2011 7:18 AM
135	I wish I had a clear picture but I do not right now.	Sep 28, 2011 7:16 AM
136	Level of service provided. Having a teacher in the classroom is not enough - it's what that teacher does with the student. If the teacher is ineffective why bother	Sep 28, 2011 7:15 AM

Page 2, Q10. In your opinion, what is the single greatest factor in measuring the performance of a gifted student?

with the class - the gifted child is capable of distinguishing when they are being challenged.

137	The growth/gain of the individual student	Sep 27, 2011 2:39 PM
138	Growth - IF measured by an instrument that has a ceiling which is high enough. NOT the OAA	Sep 27, 2011 10:19 AM

Page 2, Q11. Do you believe districts should have the performance and level of service of their gifted population compared to similar districts, to all districts, or both?

1	Each district, no matter how similar are never completely alike. Look at the district how they are serving and evaluate based on their performance and level of service.	Oct 3, 2011 4:13 PM
2	no, none of the above	Oct 3, 2011 10:21 AM
3	More affluent districts can hire more qualified staff, offer more services, spend more per student, etc.	Oct 3, 2011 9:43 AM
4	Neither, as gifted services are not mandated at this time.	Oct 1, 2011 7:03 AM
5	Why is there a need to compare?	Sep 29, 2011 2:29 PM
6	Districts should be compared to similar districts for rating elements related to test scores, all districts for elements related to access to services.	Sep 29, 2011 1:50 PM
7	Students have to compete with all students on national achievement and ability exams and ultimately on college readiness exams. It should not matter where they are, this data shows what they are offered	Sep 29, 2011 9:50 AM
8	For now, this could be a target.	Sep 29, 2011 6:34 AM
9	Until gifted services are mandated, performance only compared to similar districts	Sep 29, 2011 3:03 AM
10	similar districts for accountability, overall comparison for a state-wide look.	Sep 28, 2011 11:12 AM
11	Again, similar in what way? I'm not a big advocate of the high stakes tests, so don't like either choice.	Sep 28, 2011 10:28 AM
12	Don't compare unless you use College and Career Readiness Assessments.	Sep 28, 2011 10:24 AM
13	Initially, I would think, "similar districts, only" - however, I would want to hear all sides of this debate before making a decision.	Sep 28, 2011 9:34 AM
14	No. Comparisons are incredibly unfair. There are too many factors at work, too many variables. It's a mistake, but you're going to do it.	Sep 28, 2011 7:53 AM
15	Services should be mandated by the state.	Sep 28, 2011 7:20 AM

Page 2, Q12. If Ohio Achievement Assessment (OAA) and Ohio Graduation Test scores are used to evaluate performance of gifted students, should students identified as superior cognitive be included in measures of math and reading performance?

1	The assessments we use for superior cognitive ID don't necessarily correlate to measures of math and reading performance.	Oct 3, 2011 1:29 PM
2	I am not sure how well a superior cognitive score on the CogAt in grade 2 relates to, for example, reading performance in grade 7.	Oct 3, 2011 10:34 AM
3	Depends on where the student identifies in math and reading -- some superior cog students may also be gifted in these other areas, but may not test well depending on their learning styles	Oct 2, 2011 6:22 PM
4	I've seen superior cognitive students who are not math savvy	Oct 1, 2011 3:38 PM
5	I have experienced some of my highest cognitive ability students have not received the highest scores on the OAA. They think outside the box and read more into the questions than what is asked.	Sep 29, 2011 6:09 PM
6	Superior Cog are sometimes weak in OAA test areas if they are creative and have strength in the Visual or Performing Arts.	Sep 29, 2011 2:29 PM
7	Most, if not all, students identified as superior cognitive also obtain either a reading or math identification...or both. There would be double reporting in a way.	Sep 29, 2011 1:45 PM
8	Yes as well as students identified only in those areas.	Sep 29, 2011 1:09 PM
9	I do not believe the State Test are an adequate form of measure.	Sep 29, 2011 12:09 PM
10	Looks like an apples to oranges comparison to me. The OAA was not and is not designed to measure this kind of thing.	Sep 29, 2011 10:24 AM
11	Only if they receive appropriate service in those areas!	Sep 28, 2011 8:46 PM
12	Yes, if it assists the school with serving these children. Need to focus on the educational services and curriculum rather than just on the measurement!!	Sep 28, 2011 7:47 PM
13	The OAA and OGT are not appropriate instruments for this - cut scores are TOO LOW!	Sep 28, 2011 12:16 PM
14	They are already included in the results. Every student takes the OGT and OAA whether they are gifted or not.	Sep 28, 2011 12:10 PM
15	I believe that if the performance of gifted children is evaluated by the OAA & OGT test scores, then the ceiling effect needs to be addressed.	Sep 28, 2011 12:05 PM
16	OAA and OGT require minimum levels of knowledge and reasoning. The percentage to pass these test is frequently under 50 %. How can they measure gifted performance if they sit in classrooms that drill to the test?	Sep 28, 2011 11:50 AM
17	I don't believe the OAA or OGT provide measures necessary for evaluation. How about ACT or SAT?	Sep 28, 2011 11:07 AM
18	Let's all pray greatly that the OAA and OGT is not the instrument.	Sep 28, 2011 10:24 AM

Page 2, Q12. If Ohio Achievement Assessment (OAA) and Ohio Graduation Test scores are used to evaluate performance of gifted students, should students identified as superior cognitive be included in measures of math and reading performance?

19	No, because a superior cognitive ID has implications based on various reasoning skills which may not correlate to a strength in a specific academic area. A strong nonverbal learner with a cognitive ID is an example. A strong verbal learner may be weak in the quantitative area & vise-versa.	Sep 28, 2011 9:34 AM
20	We should explore whether superior cog kids are achieving.	Sep 28, 2011 9:20 AM
21	Question is moot. These scores should not be used.	Sep 28, 2011 9:19 AM
22	Gifted in one area is not gifted across the board. This is a common misconception.	Sep 28, 2011 8:45 AM
23	Again - this is ridiculous. What about my twice-exceptional kids? I have brilliant kids who struggle to read and write.	Sep 28, 2011 7:57 AM
24	Two reasons: 1) Most gifted models include superior cognitive students in their service delivery, even if it is a content specific model. 2) If superior cognitive students are not performing at an accelerated or, minimally, advanced level in reading and math, this should trigger serious concerns for a district as this expectation should be a non-negotiable	Sep 28, 2011 7:56 AM
25	No way. Get serious. Those tests do not stretch students. I've had to dumb down students to take those tests. If a district wants to create a rubric and include that information then it might be okay but rubrics can be incredibly arbitrary.	Sep 28, 2011 7:53 AM
26	No - and there needs to be discrimination between the identification of the other types of identification as well. Students identified in reading should be classified as such. That doesn't happen right now. So, we hear: "your gifted student isn't showing growth in math." Well, that's because that student isn't identified in math, it's reading. Then we look at the reading score and discover that it's off the chart. It's an issue that needs to be fixed.	Sep 28, 2011 7:35 AM
27	Not every district serves gifted students in the same way.	Sep 28, 2011 7:33 AM
28	Not sure what this is asking.	Sep 28, 2011 7:22 AM

Page 2, Q13. Do you believe OAAs and OGTs can effectively measure the performance of gifted students?

1	not enough stretch to show true achievement	Oct 6, 2011 5:58 AM
2	The tests do not meet or measure the needs of most identified gifted students.	Oct 5, 2011 12:47 PM
3	The ceiling is too low. Students can be "trained" to answer questions in the proper format. OAA tests measure conformity and not creativity or intelligence.	Oct 5, 2011 9:24 AM
4	I believe that even the students who are gifted sometimes get nervous and do not perform as well as they could.	Oct 4, 2011 4:25 PM
5	are some of the questions created/embedded for the high achieving students - what about a ceiling	Oct 4, 2011 8:58 AM
6	These assessments only account for minimum scores.	Oct 4, 2011 7:42 AM
7	They can have a bad testing day and it's one test.	Oct 3, 2011 7:24 PM
8	OAA's can show if a student understands the information, but is that truly testing their gifted ability?	Oct 3, 2011 4:13 PM
9	It could only be A tool--not the only tool as it is OH curriculum specific--not necessarily gifted assessment.	Oct 3, 2011 3:17 PM
10	It is consistent with how all students are being measured.	Oct 3, 2011 2:04 PM
11	How can you measure a student beyond the standard with only the standard. In other words a student who starts out beyond the ceiling cannot show growth with a measure up to the ceiling.	Oct 3, 2011 1:29 PM
12	Do OAAs and OGTs effectively measure the performance of any student? Not everyone excels at paper and pencil tests.	Oct 3, 2011 9:43 AM
13	OAAs and OGTs are not nationally-normed assessments. They are not valid and reliable indicators of student achievement and abilities for students who function at an above grade-level realm. There are "ceilings" on those assessments which do not allow for advanced-level learners to demonstrate how well they can do on above grade level items.	Oct 3, 2011 6:57 AM
14	They aren't used to identify gifted so they should n't be used to measure performance.	Oct 3, 2011 6:16 AM
15	Some gifted students simply do not test well on standardized tests, but are able to show measures through other means such as project- or inquiry-based learning	Oct 2, 2011 6:22 PM
16	The ceiling just isn't high enough.	Oct 2, 2011 11:29 AM
17	they are floor tests	Oct 1, 2011 3:38 PM
18	OAAs and OGTs only measure what students know that is on the test. Not all skills and knowledge levels of students are reflected in test scores.	Oct 1, 2011 9:19 AM
19	It would be hoped that all students, including gifted students, show high achievement and growth progress in the core curriculum from year to year.	Oct 1, 2011 7:03 AM

Page 2, Q13. Do you believe OAAs and OGTs can effectively measure the performance of gifted students?

20	These tests are a joke and waste of time for gifted students. The drill and kill nature of testing in Ohio leaves gifted students bored and unmotivated. The low expectations of Ohio testing results inflate results as well. In short, these tests have reduced true learning, creativity, and topic mastering.	Oct 1, 2011 5:42 AM
21	To the extent that they can measure the performance of students who are not gifted	Sep 30, 2011 1:54 PM
22	OAAs and OGTs tell you where average or below students - they tell you nothing about gifted students.	Sep 30, 2011 1:35 PM
23	I believe they need to be broken down further by Adv/Acc/Prof.	Sep 30, 2011 9:20 AM
24	It's one measure that is important but certainly does not provide a complete picture	Sep 30, 2011 5:56 AM
25	It's one test on one day. What if a student is a horrible test taker or is having a bad day or doesn't feel well? There are so many variables that can affect how ANY student performs on a single test.	Sep 30, 2011 5:32 AM
26	Many of the gifted students would be able to pass the OAA before the school year even began. A high OAA isn't an indicator that they have had any growth that school year.	Sep 29, 2011 4:31 PM
27	Potentially yes if students are allowed to take above grade level assessments or tests are revised to remove ceiling effects and to include more items that measure higher level thinking skills. In their current forms, these assessments are not appropriate measures for this purpose.	Sep 29, 2011 1:50 PM
28	They are too easy - the ceiling is too low - they are not nationally normed.	Sep 29, 2011 1:09 PM
29	OAA and OGT are NOT normed nationally and are NOT true measures of student ability.	Sep 29, 2011 12:09 PM
30	Only if you can identify which test questions are measuring students achievement at answering higher level thinking questions.	Sep 29, 2011 11:06 AM
31	A common well regarded, unbiased, nationally- normed ability and achievement test should be used by all districts in the state of Ohio to accurately compare performance among GT students in the state. The OAA and OGT are too basic to show what GT student ability.	Sep 29, 2011 9:50 AM
32	Giftedness is not just one academic subject	Sep 29, 2011 9:24 AM
33	If the OAA/OGT are measuring knowledge at each grade level and a gifted child is performing above that grade level, the test scores only show that the child has mastered that grade level's skills. It doesn't show that they are performing above grade level.	Sep 29, 2011 8:42 AM
34	not familiar with the OGT, OAA doesn't allow for student growth in personal areas of interest	Sep 29, 2011 8:18 AM
35	The test results reflect content standards for one grade only. Students topping the test are not accurately measured	Sep 29, 2011 7:22 AM

Page 2, Q13. Do you believe OAAs and OGTs can effectively measure the performance of gifted students?

36	These assessments are one way of looking at gifted student performance/achievement and can be used as part of a data review set.	Sep 29, 2011 6:34 AM
37	They are aligned to what is being taught and have appropriate stretch built within the tests	Sep 29, 2011 5:44 AM
38	OAAs only measure if a student knows what is tested, not when they learned it.	Sep 29, 2011 4:42 AM
39	Both are inappropriate measures for performance for most gifted children. For example, my 10th grader's OGT scores for Science, Math and Soc. Studies were "Advanced". How would she be measured for 11th & 12 grades?	Sep 28, 2011 7:47 PM
40	These tests are criterion referenced. My concern is that students are "coached" in scoring camps and the like to give the "best possible answer"- in essence, by taking these tests students learn little more than how to be good test takers and give the test creators /scorers what they want. In fact, I have had gifted students penalized for creative answers that showed much greater insight than bland, paint by numbers answers.	Sep 28, 2011 5:45 PM
41	grade level ceilings 3 arbitrary rankings 40% to pass the OGT - enough said	Sep 28, 2011 5:34 PM
42	There seems to be an "unanswerable" question as to measuring AYP of the gifted. It is unfair that once a child is above grade level they should still be expected to make gains of a full year's growth beyond their current rating. Also, it is one test on one day. Most gifted kids need to be tested more comprehensively to show growth.	Sep 28, 2011 3:55 PM
43	since the actual percentage changes year to year for each test for each grade, there is no way to accurately measure performance for gifted students. Subject level ACTs are a better way to determine if gifted children are performing at subject level or above vs. OGT for high school.	Sep 28, 2011 3:14 PM
44	First and foremost, grade-level performance ceiling; inconsistent scoring practices: OAA/OGT's are not normed or standardized; the "cut" scores are subject to changes each year, which changes the "reported" scores, making year-to-year performance comparisons unreliable and invalid; although I understand what it is trying to do, the value-added formula was developed for non-educational purposes by a non-educator	Sep 28, 2011 12:55 PM
45	Sometimes gifted students think "outside the box." These assessments don't always take that into consideration.	Sep 28, 2011 12:35 PM
46	If a student is already above grade level in ability, then a grade level test will not show all that they are capable of. However, I think it should be included because it is the best of what we have currently.	Sep 28, 2011 12:25 PM
47	Ceiling causes false impression made a year's growth when students did not. Need to have higher ceiling that is used to identify a year's growth.	Sep 28, 2011 12:17 PM
48	It should indicate whether they are scoring higher than their peers. It may not show their potential. I've had some students get 100% on an OAA at their grade level. How would they score at an advanced level?	Sep 28, 2011 12:10 PM

Page 2, Q13. Do you believe OAAs and OGTs can effectively measure the performance of gifted students?

49	I believe that the ceiling effect that takes place when gifted children take those tests, causes us to not have a true picture of gifted children's growth.	Sep 28, 2011 12:05 PM
50	These tests are just another avenue for measuring performance although they are not the ONLY avenue.	Sep 28, 2011 11:51 AM
51	OAA and OGT require minimum levels of knowledge and reasoning. The percentage to pass these test is frequently under 50 %. How can they measure gifted performance if they sit in classrooms that drill to the test?	Sep 28, 2011 11:50 AM
52	How is "effectively" defined? Identification can only be made with a nationally normed test, and comparing those scores with the OAA is apples and oranges. Should an identified student perform well on the OAA in their identified area? Absolutely yes.	Sep 28, 2011 11:24 AM
53	The only problem is that when a child is already scoring in the high advanced range, there is very little room to show growth.	Sep 28, 2011 11:23 AM
54	Because the OAAs and OGT do not allow students to go beyond their grade level, you do not get a true picture of their capabilities. Also on the OGT, students who are accelerated into sophomore level classes as freshmen or younger do not have the opportunity to test immediately after having taken the applicable accelerated subject. If I am accelerated into geometry, I should be able to take the OGT math section of the test.	Sep 28, 2011 11:12 AM
55	These tests do not contain enough material that is challenging. A gifted math student who performs 2 -3 grade levels beyond his peers, will not show growth on this type of assessment.	Sep 28, 2011 10:58 AM
56	For now, what else do we have that everyone has to give?	Sep 28, 2011 10:51 AM
57	Only if there is no ceiling on the test. Presently we have a very large % that achieve advanced/acc and that does not indicate giftedness, nor measures growth.	Sep 28, 2011 10:40 AM
58	The questions are not always ones that kids who over think tests do well on.	Sep 28, 2011 10:28 AM
59	It only tests at grade level and the student may still not have hit the ceiling yet with their performance.	Sep 28, 2011 10:27 AM
60	Too often, the tests are too easy and they don't see the point so they don't do well	Sep 28, 2011 10:05 AM
61	I think yearly administrations of nationally-normed tests can more effectively measure the perform of GT kids.	Sep 28, 2011 9:34 AM
62	single test	Sep 28, 2011 9:33 AM
63	The bar is way too low. A nationally normed test is needed.	Sep 28, 2011 9:20 AM
64	These tests do not show what a student can produce. They are not good indicators of college and workplace success.	Sep 28, 2011 9:19 AM
65	Low ceilings and some students overthink the test	Sep 28, 2011 9:01 AM

Page 2, Q13. Do you believe OAAs and OGTs can effectively measure the performance of gifted students?

66	This evaluation is one shot... on one day... in one area... all done the same way - This is not the way ALL learn and demonstrate learning.	Sep 28, 2011 8:45 AM
67	They do not accurately measure what a student has learned in a class for gifted students during the year.	Sep 28, 2011 8:42 AM
68	The OAA's and OGT's skew performance data for all students, not just gifted because they are not nationally normed.	Sep 28, 2011 8:25 AM
69	I'm not sure, but I'm hopeful this can work -- but I defer to those with more knowledge of these tests and how they show growth in students that are already performing at the high levels.	Sep 28, 2011 8:22 AM
70	There is a ceiling on the tests. They only measure if a student has mastered specific grade level benchmarks, not what their true ability is.	Sep 28, 2011 8:22 AM
71	They measure minimum standards, so do not truly reflect what gifted students know and are able to do. We need to use an out-of-grade-level test for gifted students to get a true picture of their abilities.	Sep 28, 2011 8:05 AM
72	I think the ceiling of these tests is too low.	Sep 28, 2011 8:05 AM
73	This is a yes and no question. We need to ensure gifted students perform well, but the tests don't measure the extent or depth of their learning.	Sep 28, 2011 8:02 AM
74	It's a basic performance indicator. It should be obvious that the state does not allow the use of OAA or OGT even as a screener for gifted identification thus it's not appropriate for gifted kids.	Sep 28, 2011 7:57 AM
75	they are supposed to be a test that every student can pass, which leads to a low ceiling	Sep 28, 2011 7:56 AM
76	It is only one measure but if taken seriously, it should be a reflection of their achievement.	Sep 28, 2011 7:56 AM
77	Because gifted students traditionally score in the 90th and upper percentiles, thereby making it more difficult to establish growth each year. Some kids hit the ceiling each and every year. This is not a good measurement of growth for them.	Sep 28, 2011 7:56 AM
78	Not even close. You need an above grade level test to do this not a simple OAA. If you keep lowering the standard and broadening the definition then the very meaning of gifted will be diluted. Nationally normed tests work across state lines. Is a student who took a test in Georgia gifted in Ohio, and if not is it fair to transfer students who did not get to take the OAA? No, no, and no.	Sep 28, 2011 7:53 AM
79	OAA's just test...some kids do not test well but are brilliant	Sep 28, 2011 7:52 AM
80	Perhaps it might work to compare OAA and OGT outcomes to gifted performance after 2014 when the new tests with higher ceilings are used but it would not be accurate to report gifted performance on the current tests.	Sep 28, 2011 7:45 AM
81	I'm not sure that the test ceiling is high enough.	Sep 28, 2011 7:41 AM

Page 2, Q13. Do you believe OAAs and OGTs can effectively measure the performance of gifted students?

82	OAAs and OGT are minimum proficiency tests.	Sep 28, 2011 7:41 AM
83	The OAA's and OGT's are a minimal standard. Many of my gifted students topped out (flat-lined) at the top of the Advanced range. It was a good indication of when I might assess further for acceleration, but they don't tell me anything about the P21 skills (communication, collaboration, critical thinking, and creativity) that everyone seems to be promoting.	Sep 28, 2011 7:35 AM
84	The tests are not nationally normed tests that provide acquisition of above-grade level content.	Sep 28, 2011 7:33 AM
85	not nationally normed and very low ceilings	Sep 28, 2011 7:29 AM
86	They measure grade level content knowledge.	Sep 28, 2011 7:28 AM
87	It is a standard measure used by all districts.	Sep 28, 2011 7:27 AM
88	It's not nationally normed.	Sep 28, 2011 7:22 AM
89	Personal experience: my children scored barely above average on state tests, but are identified as highly to profoundly gifted via multiple individually administered and/or out-of-level tests.	Sep 28, 2011 7:22 AM
90	I'm not sure they effectively measure the performance of any students. I have found that especially my gifted students tend to overthink and misinterpret the reading questions somewhat frequently.	Sep 28, 2011 7:20 AM
91	When the Value-Added calculation is completed through Battelle, you can see where the gifted population falls on statewide assessments already.	Sep 28, 2011 7:20 AM
92	Sometimes they are in classes that provide a different curriculum to the regular class in Math and English - how can these be compared with the general population, I would like to see how my child compares with other identified gifted students.	Sep 28, 2011 7:15 AM

Page 2, Q14. If you believe value-added growth should be used as a measure, how much progress do you believe gifted students should make?

1	What is considered a year's worth when the ceiling is too low in the first place?	Oct 5, 2011 9:24 AM
2	You need to have a foundation score and expect that to increase. Most gifted students are already at the top and have no where to go so they show no growth.	Oct 4, 2011 7:31 AM
3	At least 1 year but would hope & expect more.	Oct 3, 2011 2:04 PM
4	Because some of their scores are so close to the top, it is much more difficult to see change.	Oct 3, 2011 10:34 AM
5	at least 1 year's growth	Oct 3, 2011 9:43 AM
6	Don't believe it should be used.	Oct 3, 2011 6:16 AM
7	When students perform at the 99th percentile, what it required to show a year's growth the next year?	Oct 1, 2011 9:19 AM
8	I'd like to see more than a year's growth as it forces administrations and staff to be better trained in gifted issues.	Oct 1, 2011 5:42 AM
9	unsure	Sep 30, 2011 1:54 PM
10	I don't know.	Sep 30, 2011 1:35 PM
11	Gifted students who are performing at the top of their class, may in fact not always show a year's growth	Sep 30, 2011 5:32 AM
12	It should probably vary by student. Definitely more than one year. There is a difference between a student with an IQ of a 130 and an IQ of over 160.	Sep 29, 2011 4:31 PM
13	Something along these lines...more than a year would be expected in the area of academic area identification.	Sep 29, 2011 1:45 PM
14	Should be tearmed "at least one year's worth of growth."	Sep 29, 2011 1:09 PM
15	It depends on where they start. All kids should grow at least one year but some GT kids are well beyond the measures from the start, making evaluations unfair at these high levels.	Sep 29, 2011 9:50 AM
16	but this depends on the area being measured, for some things it is easier to top out (such as reading fluency) other areas could be able to show more than a year's growth	Sep 29, 2011 8:18 AM
17	No-the research behind VA is flawed (as are the statistics). How can you possibly measure VA when a student is already ahead in any particular grade?	Sep 29, 2011 7:35 AM
18	As much as possible	Sep 29, 2011 7:22 AM
19	1 YEAR IF IT IS ACCELERATED	Sep 29, 2011 7:07 AM
20	All students should make a yr's growth - that is the intent of using value-added. If students grow more, whether gifted or not, all the better.	Sep 29, 2011 6:34 AM

Page 2, Q14. If you believe value-added growth should be used as a measure, how much progress do you believe gifted students should make?

21	This would depend on whether we are measuring one year's growth as growth from 4th to 5th grade or one year's growth based on where the student tested the previous year.	Sep 29, 2011 4:42 AM
22	At least 1.0, with the exact growth indicated.	Sep 28, 2011 8:46 PM
23	Definitely more than a year, but other than that I think there should be growth levels determined by students' identification scores. For example, a student identified in one area with a lower cognitive score may not achieve as a student with an identification in the same academic area with a significantly higher cognitive score.	Sep 28, 2011 6:43 PM
24	if it is measured from their ability/achievement level not from their grade placement	Sep 28, 2011 5:34 PM
25	See above	Sep 28, 2011 3:55 PM
26	if compared to their actual rate year-to-year for each child ... should be at least 1 year growth (compared to what they did the year before)	Sep 28, 2011 3:14 PM
27	At least 1 year's worth of growth - but you must be able to measure it accurately (you cannot if they are at the 99% percentile)	Sep 28, 2011 2:08 PM
28	Only performance on normed and standardized achievement instruments	Sep 28, 2011 12:55 PM
29	This is difficult. When a child comes to their teacher reading at a level 13 in the 4th grade, how can you accurately measure their growth over the course of that year? Sometimes students will learn, but not in ways that are measurable by a test.	Sep 28, 2011 12:35 PM
30	this is hard ot say due to individual schools adn teachers - as we know a lot of teachers only teach to the test	Sep 28, 2011 12:16 PM
31	minimum; many will surpass this	Sep 28, 2011 12:10 PM
32	I do not believe that value-added data should be used to measure gifted children's growth based on the reasons I stated in #13.	Sep 28, 2011 12:05 PM
33	A year's growth from what starting point?	Sep 28, 2011 11:50 AM
34	At least 1 year's growth- but why limit to 1.3?	Sep 28, 2011 11:24 AM
35	THis is totally dependent upon the ability of the test to measure beyond one year's worth of growth, particularly if you are scoring at 97 98 NCE.	Sep 28, 2011 11:12 AM
36	At least one year's growth, although hard to measure since the assessments change from year to year	Sep 28, 2011 11:07 AM
37	That would depend on if they are serviced or not. If no service at least 1 year.If serviced, more.The)	Sep 28, 2011 10:40 AM
38	Value added is an outstanding growth measure. Apply the value added theory to a different type of assessment than the OAA. Sanders has clearly stated there is	Sep 28, 2011 10:24 AM

Page 2, Q14. If you believe value-added growth should be used as a measure, how much progress do you believe gifted students should make?

	not enough stretch in our state assessments to calculate a valid value added measure.	
39	At least a year's worth of growth, but I'd like more info. before deciding. Currently, gifted service is dictated by district goals for the program/students. Some still view it as "enrichment," while other districts communicate the expectation for an accelerated pace or a certain level of performance/achievement. A state-wide decision needs to be made to communicate the intent of gifted programs.	Sep 28, 2011 9:34 AM
40	Will depend on the area of giftedness.	Sep 28, 2011 9:20 AM
41	When students are already very high functioning, it is sometimes very difficult to show a year's growth.	Sep 28, 2011 9:19 AM
42	VA should not be used as a measure. Not enough ceiling for GT students	Sep 28, 2011 9:02 AM
43	It should be equally valued as those who are below grade level.	Sep 28, 2011 8:45 AM
44	If measured on a test without a ceiling. A national normed test would be better than the OAA or the OGT for measuring value-added with the gifted population.	Sep 28, 2011 8:42 AM
45	More than a year's growth	Sep 28, 2011 8:24 AM
46	Not really sure about this, though -- at least a year but most should be able to grow more than a year.	Sep 28, 2011 8:22 AM
47	Why would we expect students working one to many years above grade level to reach a year's growth? We don't have the funding to handle the numbers it would take!!	Sep 28, 2011 7:57 AM
48	it depends on the student. Some could make more than a 1.3 year's worth of growth as research for curriculum compacting indicates.	Sep 28, 2011 7:56 AM
49	I don't really know. These tests have ceilings so they are not the right to measure what you are really trying to get at.	Sep 28, 2011 7:53 AM
50	At least a year's growth EVERY YEAR	Sep 28, 2011 7:41 AM
51	Value-Added methodology is subject to scrutiny.	Sep 28, 2011 7:38 AM
52	Same as expected for a typical student. The OAA does not measure a gifted child's growth. Gifted students can grow in areas not measured.	Sep 28, 2011 7:33 AM
53	child should continue his own trajectory--some make 3 years of growth in a year and should not be prevented from doing so	Sep 28, 2011 7:29 AM
54	a year or more	Sep 28, 2011 7:27 AM
55	The amount of progress gifted students are expected to make should depend on, among other things, their level of giftedness.	Sep 28, 2011 7:22 AM
56	Depends on the child.	Sep 28, 2011 7:15 AM

Page 2, Q15. What are we missing? What measures would you include and why?

1	I do not know.	Oct 5, 2011 12:47 PM
2	Extra-curricular, volunteer, and job experiences of students.	Oct 5, 2011 9:24 AM
3	how long the students have been served by gis and if there was an interruption of service	Oct 4, 2011 4:25 PM
4	money is short, the OAA is already in place, why not tweak it to accomodate our needs for the gifted population - NOT for identification purposes but to track academic progress	Oct 4, 2011 8:58 AM
5	There are no social/emotional measures and I am not sure what those would be but we need to consider the whole child and not just the scores/grades the child is capable of producing.	Oct 4, 2011 7:42 AM
6	Just because students have been identified gifted and are being served, this does not mean they are acheiving at their potential. There are so many outside factors that affect our urban students on a daily basis. I am not saying that we don't raise the bar for our gifted students, but is a test and a service really a true measure of a student's growth? I don't know what the answer is, but you really need to look at each district as different from any other. I realize that this will make it almost impossible and that our gifted students should be pushed and challenged to their potential, but we need to remember, they are still children.	Oct 3, 2011 4:13 PM
7	Appears everything has been well thought out!	Oct 3, 2011 2:04 PM
8	Why is credit flex and acceleration being used to measure gifted performance when they are not part of ORC or the Operating Standards for gifted?	Oct 3, 2011 10:21 AM
9	You need to hold districts accountable for individual student growth, but to help that happen, they need to have trained teachers. Teachers are already overburdened with RtT, OIP, etc. They are asked to do more...but get no additional support. They need para-professionals to help them get everything done the way it should be, but with all the budget cuts we seem to reverting to old ways of structure (classroom teachers are responsbile for in-house everything) versus recognizing the need for increasingly specialized personnel as it happens in other professions and businesses. For gifted, they need to have incentives to take the appropriate training. It could be a part of the new teacher evaluation system or there should be some kind of tangible incentive (money for training, teaching grants for gifted instruction, merit pay for working with gifted, etc.) Otherwise, there will be overt and covert, widespread resentment for having to be accountable for this population that historically they feel doesn't need the help. Also, since many districts have cut back services, they now have fewer trained people (if any at all) in their districts to consult regarding gifted needs. Gifted coordinators can only offer sporadic help with curricular needs as they are spread too thin to get to each district in person in a timely way. The emphasis needs to be on the POSITIVE aspects of training, etc. and not perceived to be an "add-on" or punitive in any way. And services should be K-12, in-house with districts taking ownership and pride in advancing the needs of these students versus resentment for an "add-on" they see as not as critical.	Oct 3, 2011 6:43 AM
10	Type of program,goals and evaluation of goals	Oct 3, 2011 6:16 AM

Page 2, Q15. What are we missing? What measures would you include and why?

11	I think you covered it!	Oct 2, 2011 11:29 AM
12	not sure	Oct 1, 2011 3:39 PM
13	Are any students who ever scored a 95th percentile on a standardized test (maybe first grade) included in the gifted student measure, even if they have a below average IQ and/or have never received gifted services?	Oct 1, 2011 9:19 AM
14	Some items listed seem removed from essentials of Gifted ORC/Operating St (ex: Credit Flex?) and might reflect certain approaches/choices a district might make rather than policy/intent for all (ex: Rather than focus on HOW districts identify, ORC/Op St state that they MUST identify)	Oct 1, 2011 7:03 AM
15	Teachers must be required by the state to have a stand alone undergraduate semester class in gifted and more coursework to continue with updating licensure!	Oct 1, 2011 5:42 AM
16	Why are Credit Flex & Acceleration included as possible dashboard measures? They do not fall under Gifted Operating Standards or Gifted ORC.	Sep 30, 2011 2:09 PM
17	N/A	Sep 30, 2011 5:32 AM
18	Classroom teacher observation	Sep 30, 2011 5:32 AM
19	Social/Emotional issues. Do students feel they are accepted and encouraged by classroom teachers in addition to Gifted Intervention Specialists.	Sep 29, 2011 6:55 PM
20	A matrix using several types of evaluations not just written exams.	Sep 29, 2011 2:29 PM
21	Possibly % of identified students participating in above grade level courses/services related to their area(s) of gifted identification.	Sep 29, 2011 1:50 PM
22	You would need to keep the data sorting "clean" by eliminating other identifications such as visual arts, creativity, etc. I would either just do superior cognitive or reading and math identifications. [Not writing/language arts.]	Sep 29, 2011 1:45 PM
23	I truly believe districts should be REQUIRED to screen, identify and serve gifted students.	Sep 29, 2011 12:09 PM
24	% of time spent with GIS compared to in the regular classroom	Sep 29, 2011 11:06 AM
25	Such a good question! Gifted education in Ohio is so non-uniform and constantly changing that it does not seem that any measure would really be able to capture the connection between teaching and learning. I will never forget watching my twice accelerated math student be told to take the 8th grade OAT in math when he was in a 10th grade math class because there was no other test to take and he "had to take a test in math." And his score on that test was going to be used to measure his growth in math! These tests are useful for students who hit the ceiling on a regular basis. If students are already top performers, there is nowhere for them to grow and some other sort of measure is needed. Perhaps using SAT or ACTs the way the Midwest Talent Search does??	Sep 29, 2011 10:24 AM
26	A nationally normed ability and achievement test should be used by all districts for fair comparison. The number of GT students scoring Advanced and	Sep 29, 2011 9:50 AM

Page 2, Q15. What are we missing? What measures would you include and why?

	Accelerated on the OGT and OAA tests would be compelling information for the state and district. Possibly include the minutes of service required by each district and the models each uses to develop best practices.	
27	Program Evaluation data that is empirically based specific to the continuum of services offered within districts. What is working, what needs revision, what are participants (and broad stakeholder groups) sharing about the program and its effectiveness.	Sep 29, 2011 7:35 AM
28	A personal thought: when results come out we begin receiving calls from parents whose children scored "advanced" and thus must be gifted. Since we have found in testing many of these students no correlation between those scores and gifted identification, it would be helpful if the categories could be named more appropriately. There is nothing advanced on any of the OAAs.	Sep 29, 2011 7:22 AM
29	You've covered most possibilities. The only other piece I might suggest is tracking numbers of students who go on to some post-secondary experience.	Sep 29, 2011 6:34 AM
30	How about how many gifted students go to college after high school? Better yet, if possible, how many are still in college after one year? We have students not prepared for college who drop out.	Sep 29, 2011 4:42 AM
31	How can the OAC/Gifted Operating Standards 'musts' for districts help focus and leverage dashboard components? A number of items listed are currently not mandated, but more preference-based and philosophical in nature.	Sep 29, 2011 3:03 AM
32	I don't know what's missing. Problem isn't in the measurement, it's in the lack of "free and appropriate education" courses for the gifted population. Parents who can afford the time/energy/money end up supplementing tremendously. Many are working full-time and don't have the time/energy/money or teaching experience to provide enough supplemental educational opportunities for their gifted children, especially in junior high when homework levels are high. Those without the means don't. These children are lost and left behind.	Sep 28, 2011 7:47 PM
33	Would suggest - not demand - that gifted students take the Explorer tests (school supported) in Elementary school - 4 through 6. ACT from 6th onward MATs example.	Sep 28, 2011 3:14 PM
34	% of gifted funding spent directly for students - classroom supplies, enrichment activities, IB/PSEO/AP program fees, g/t certified instructors who teach g/t labeled courses, professional development for educators who have g/t identified students - not on administrators who "oversee" a gifted program. Districts need to be held accountable for the spending of designated g/t funds on identified g/t students in meeting their educational needs.	Sep 28, 2011 12:55 PM
35	ocial and emotional needs of students,	Sep 28, 2011 12:23 PM
36	Student Surveys whereas the gifted students can respond and reveal how they feel their school district is meeting the needs of the gifted population.	Sep 28, 2011 11:51 AM
37	The ability to think logically, creatively, and critically. These are important to develop new ideas which frequently come from the gifted.	Sep 28, 2011 11:50 AM

Page 2, Q15. What are we missing? What measures would you include and why?

38	Weighting scores of accelerated students to encourage districts to allow this to happen more often.	Sep 28, 2011 11:12 AM
39	SAT or ACT/ IOWA or Terra Nova NATIONALLY NORMED ASSESSMENTS ONLY	Sep 28, 2011 11:07 AM
40	Socio-emotional needs of gifted.	Sep 28, 2011 10:54 AM
41	The OAA would have to measure the growth accurately of a high ability student,	Sep 28, 2011 10:40 AM
42	EXPLORE - PLAN - ACT PSAT - SAT Let's for once help our students succeed after high school. Let's stop worrying about the OAA and OGT assessments and do the right thing for students rather than the adults.	Sep 28, 2011 10:24 AM
43	I would use nationally-normed tests, rather than state developed measures, for yearly assessments of academic growth. IOWA, EXPLORE, PLAN, ACT/SAT, etc..	Sep 28, 2011 9:34 AM
44	x	Sep 28, 2011 9:33 AM
45	I'm not familiar with all tests, but I'd like to see an assessment that allows us to see more than benchmark achievement. A 4th grade gifted child will most likely be in the advanced or accelerated category of reading/math on the OAA. I'd like to be able to see beyond this, to know at what level is their mastery, even if it's passed a 4th grade level.	Sep 28, 2011 8:22 AM
46	Not sure.	Sep 28, 2011 8:09 AM
47	1) Mandate services and fund them! Let's set aside money to appropriately educate these students with special needs and ensure that all districts are held accountable to the best practices.	Sep 28, 2011 8:02 AM
48	Measures should be OBJECTIVE, RELIABLE, and VALID. OAA doesn't meet 2 of those criteria. Thus, value-added doesn't work. Measures need to include things that are easily measurable, like ID numbers, service numbers, gifted spending, etc.	Sep 28, 2011 7:57 AM
49	You're missing the point. The point of gifted education is not found in a number the general public can look at and determine how well or poorly a district is helping gifted kids. The focus needs to be on the students not a number. I know you want to get at helping the student through the use of a number but this is just going to cause more hoop jumping. If there is a way to include student feedback about the programs that would be more important. I interviewed students at the end of every unit and every semester so I could find ways to improve. Later, as a district coordinator I interviewed high school students for their honest feedback. Sometimes teachers and specialists think they are reaching the students but my interviews helped us make important changes, first as a teacher and later as a coordinator. Nowhere in this survey is there any feedback from gifted students.	Sep 28, 2011 7:53 AM
50	Size of district compared to level of services should be used for reporting students separated by area/s of identification.	Sep 28, 2011 7:45 AM

Page 2, Q15. What are we missing? What measures would you include and why?

51	National Merit Semi's, Finalists, Achievement winners; these numbers clearly show whether or not there is rigor in a district and whether students are achieving.	Sep 28, 2011 7:38 AM
52	If we could have the resources to educate the gifted students all week instead of one day a week you would see the growth of the student especially at the K-6 level. When you dont ability group the students and have them go from where they are to a higher level and just have all kids doing the same thing at the same time there will be little growth. A complete restructuring of school needs to take place, School year, school day, etc.	Sep 28, 2011 7:37 AM
53	I would add percentage in the gifted class versus percentage in the regular class (resource room, etc.) so people fully understand how much time gifted students really get to be gifted in a day.	Sep 28, 2011 7:35 AM
54	emphasize the PSEO and credit flex participation as rating tools so that districts have some incentive to utilize these, as now some districts discourage children from participating in these programs due to some loss of funding (PSEO) and possible extra effort (credit flex)--rating the schools on the use of these programs would add at least some incentive to address the disincentives now existing	Sep 28, 2011 7:29 AM
55	Personal experience: Out-of-level achievement tests are a good way to measure a gifted student's growth from year to year. Examples: EXPLORE for grades 3-6, ACT/SAT for grades 6-8.	Sep 28, 2011 7:22 AM
56	As I said, I am really having a difficult time getting my head around how we should measure this.	Sep 28, 2011 7:16 AM
57	What else, outside of the standard academic subjects, are the schools making accessible to the students - with budget cuts you get pay to play for sports but cut the Chess Club and Math Counts where the gifted kids are likely to gravitate towards. The school makes provision for the sports to continue but not the clubs that the gifted kids make use of. These are activities that can directly correlate with the development of the gifted child.	Sep 28, 2011 7:15 AM
58	I would not include the "students referred" portion of the question about acceleration. Just take the word "referred" out of the question and ask about acclerated students	Sep 27, 2011 2:39 PM
59	WEPs?	Sep 27, 2011 10:19 AM