

***Operating Standards for Identifying and
Serving Gifted Students
(3301-51-15)***

Review of Survey Results

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Director

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Review of Activities

Sept. 14: Draft introduced

Week of Oct. 12: Background documents

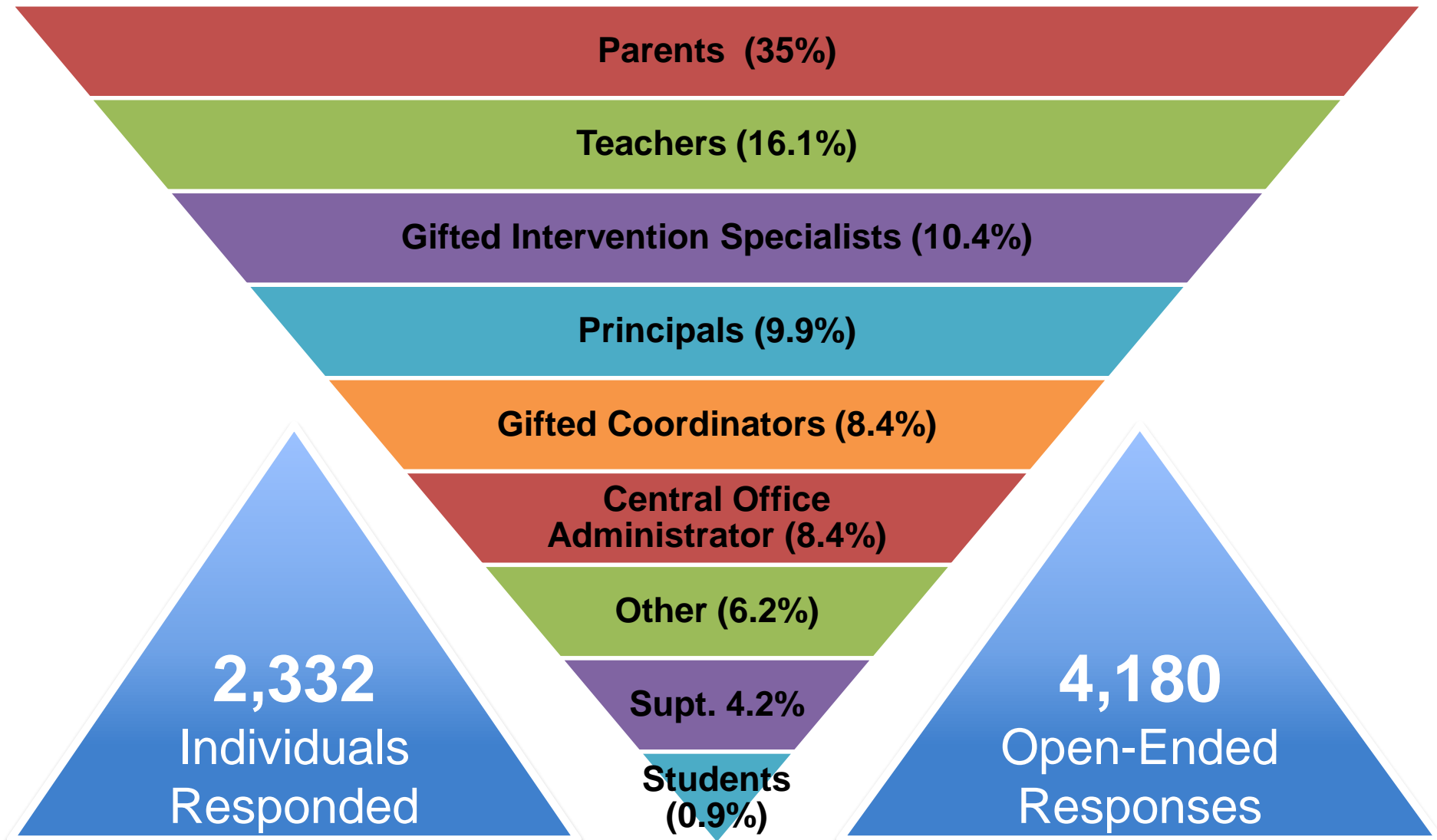
Oct. 20: Survey opened

Nov. 7: Survey closed

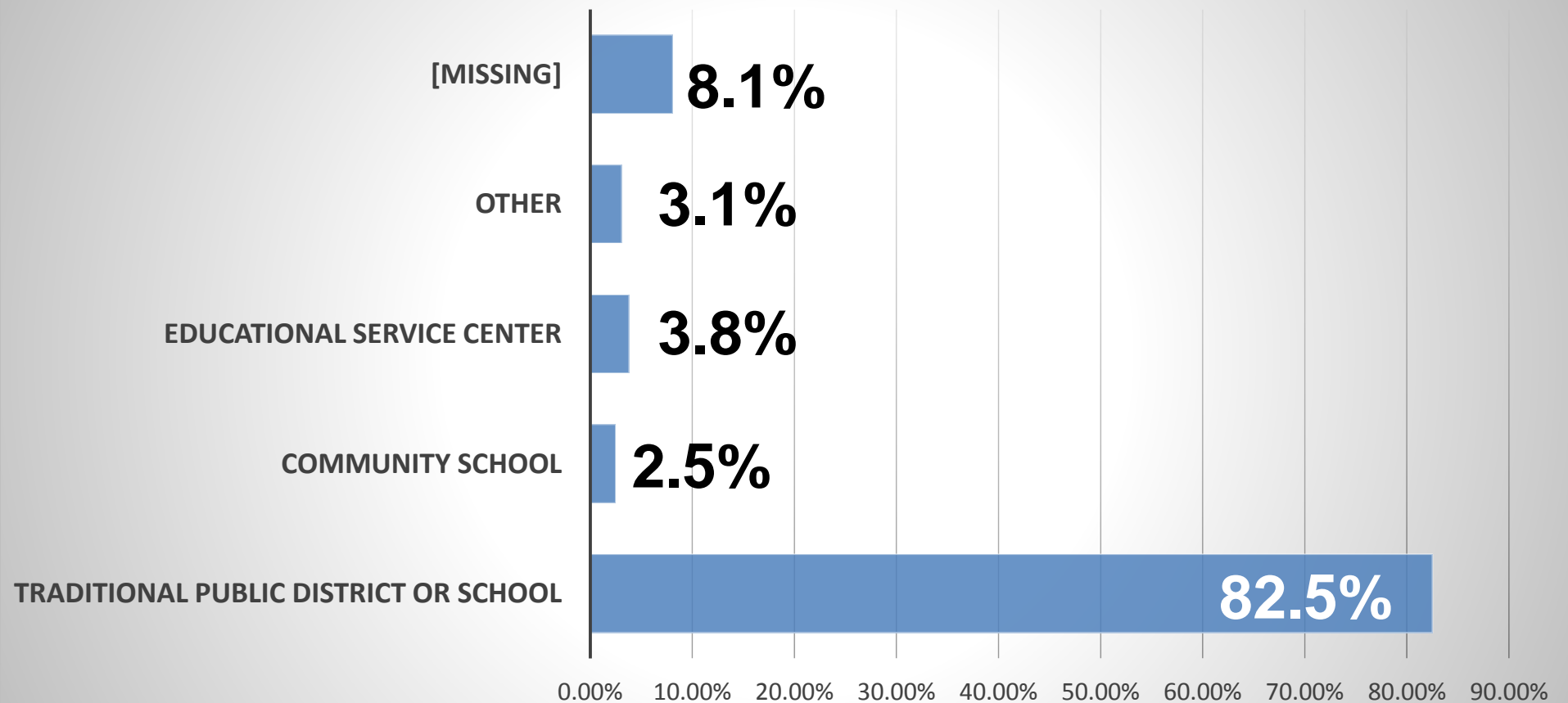
Nov. 16: Review of Survey results

Dec. 14: Summary and Analysis of Results

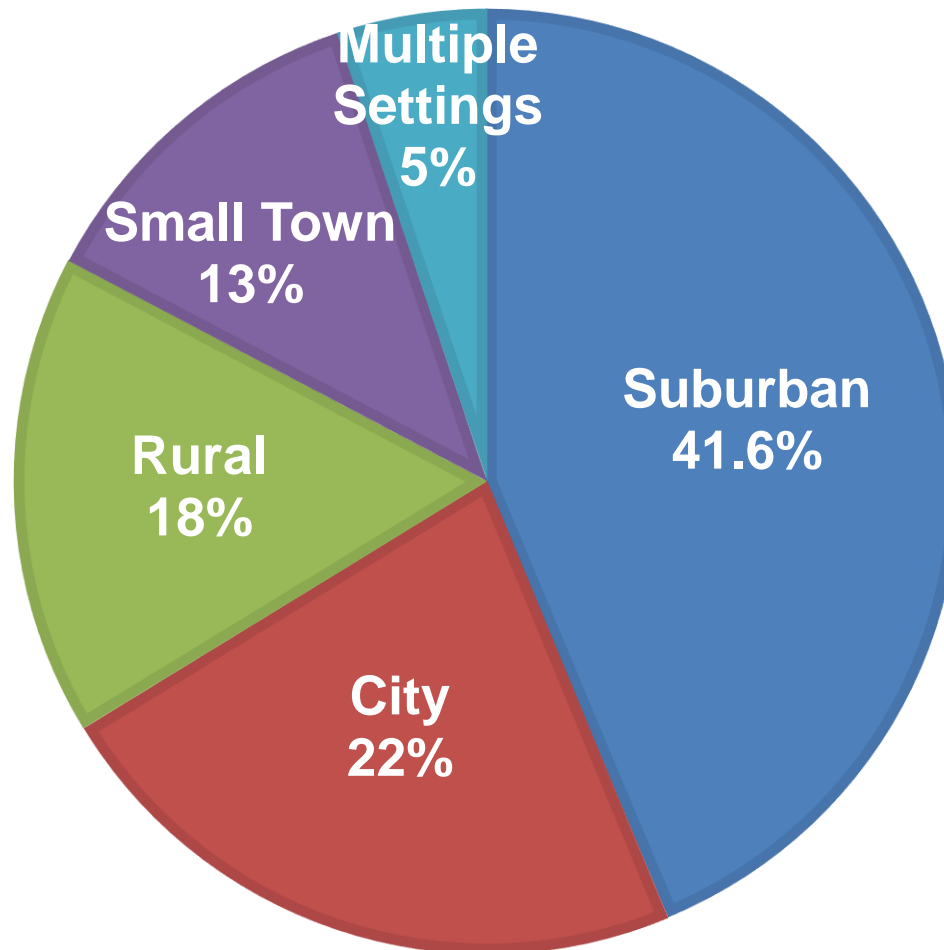
Gifted Rule Survey



Education Programs/Organizations Represented by Respondents

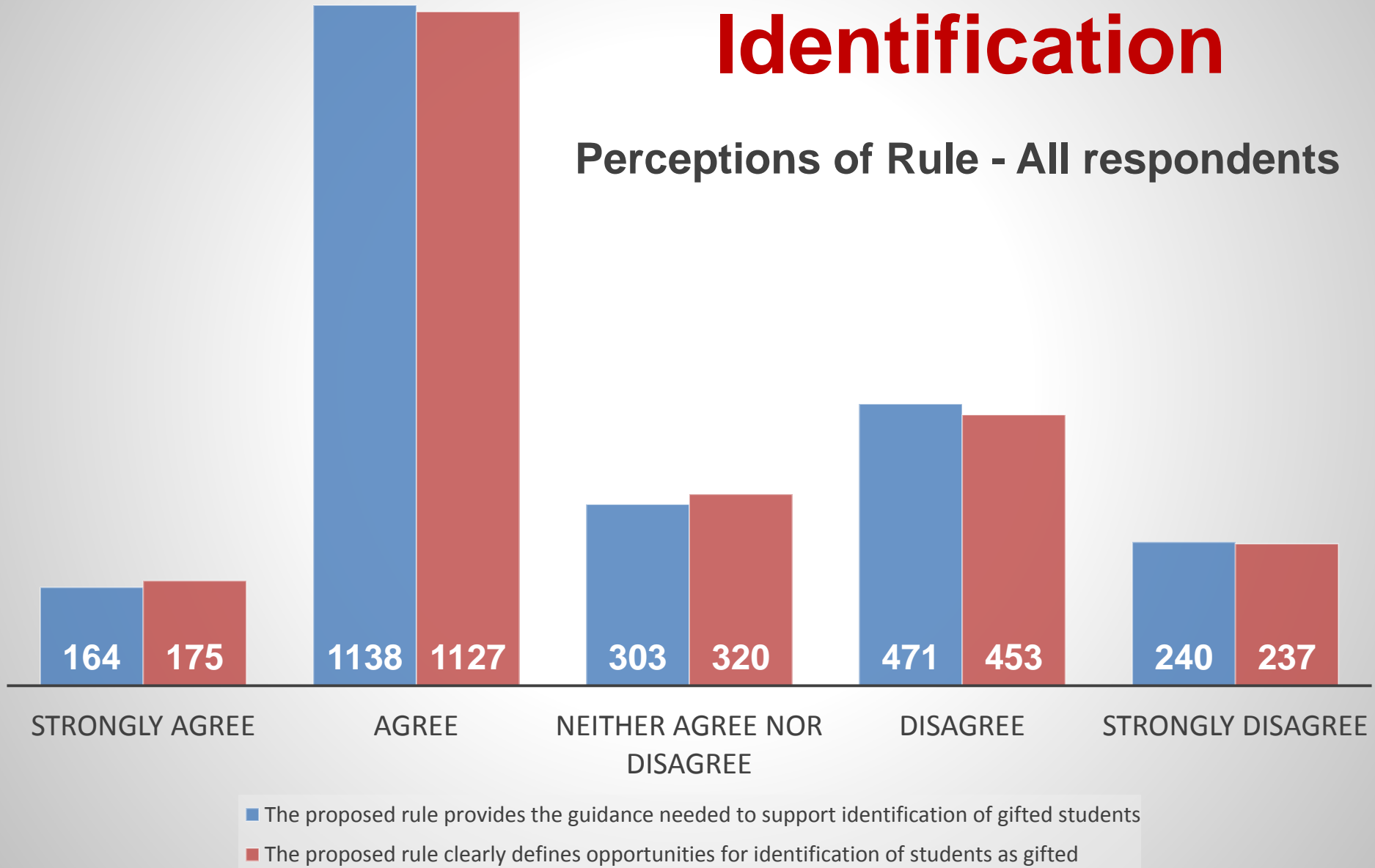


Typology of Settings Represented



Identification

Perceptions of Rule - All respondents



Identification: Open-Ended Responses

16.3% - include language for OAGC recommendations

Identification: Open-Ended Responses

Test superior cognitive ability and the areas of math and reading in the initial grade band

Incorporate the deleted elements required in ORC and which exist in current gifted operating standards

Reinstate identification and service definitions from current operating standards to provide clarity to districts.

Identification:

13.5% - *language is too vague and want more detail*

Reduce or limit the number of tests (Administrators)

OAGC recommendations should be “more inclusive” (included in the operating standards (Gifted Coordinators & Intervention Specialists)

Identification

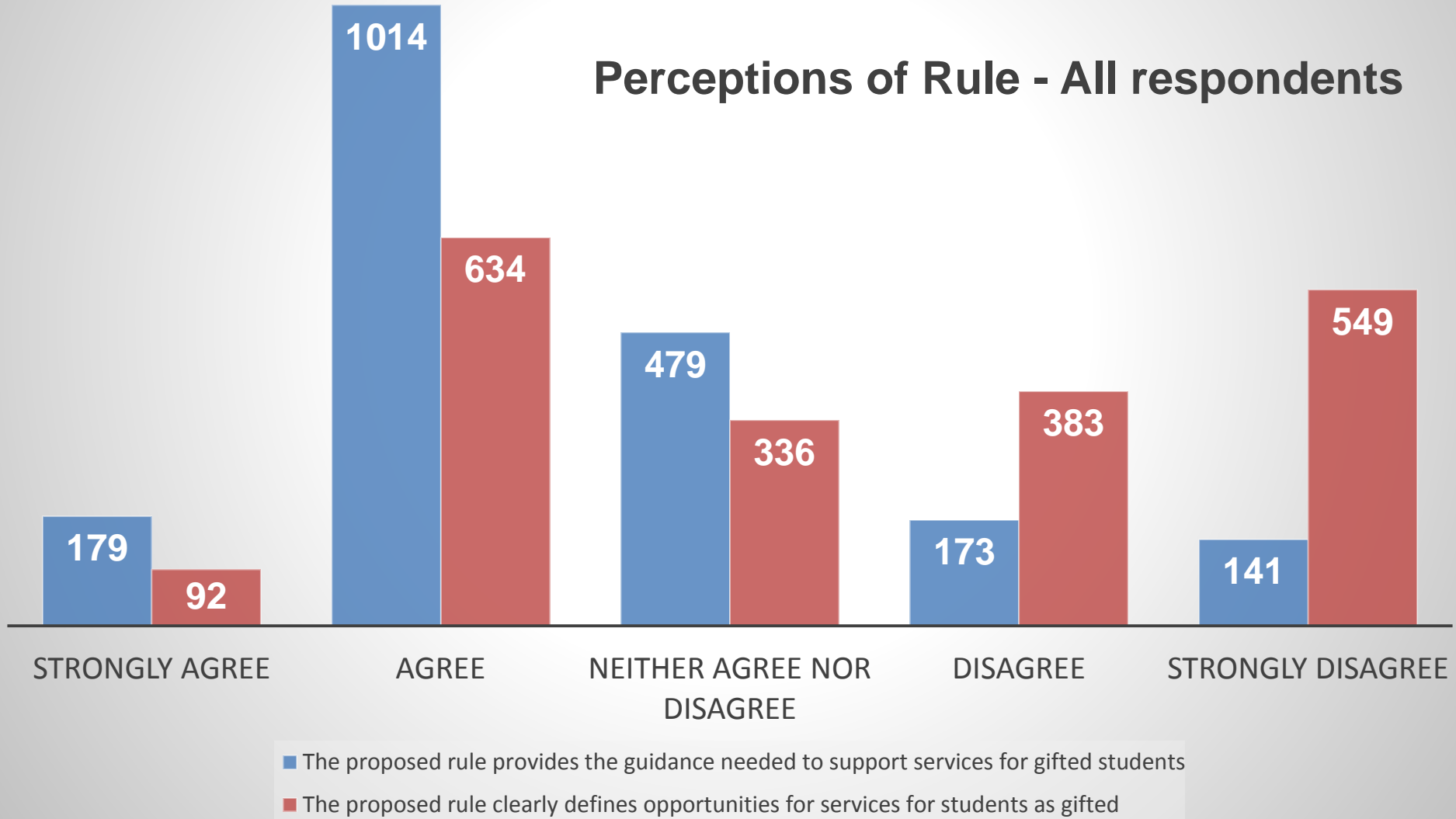
More accountability for services (Teachers)

More detail in the proposed rule (Parents)

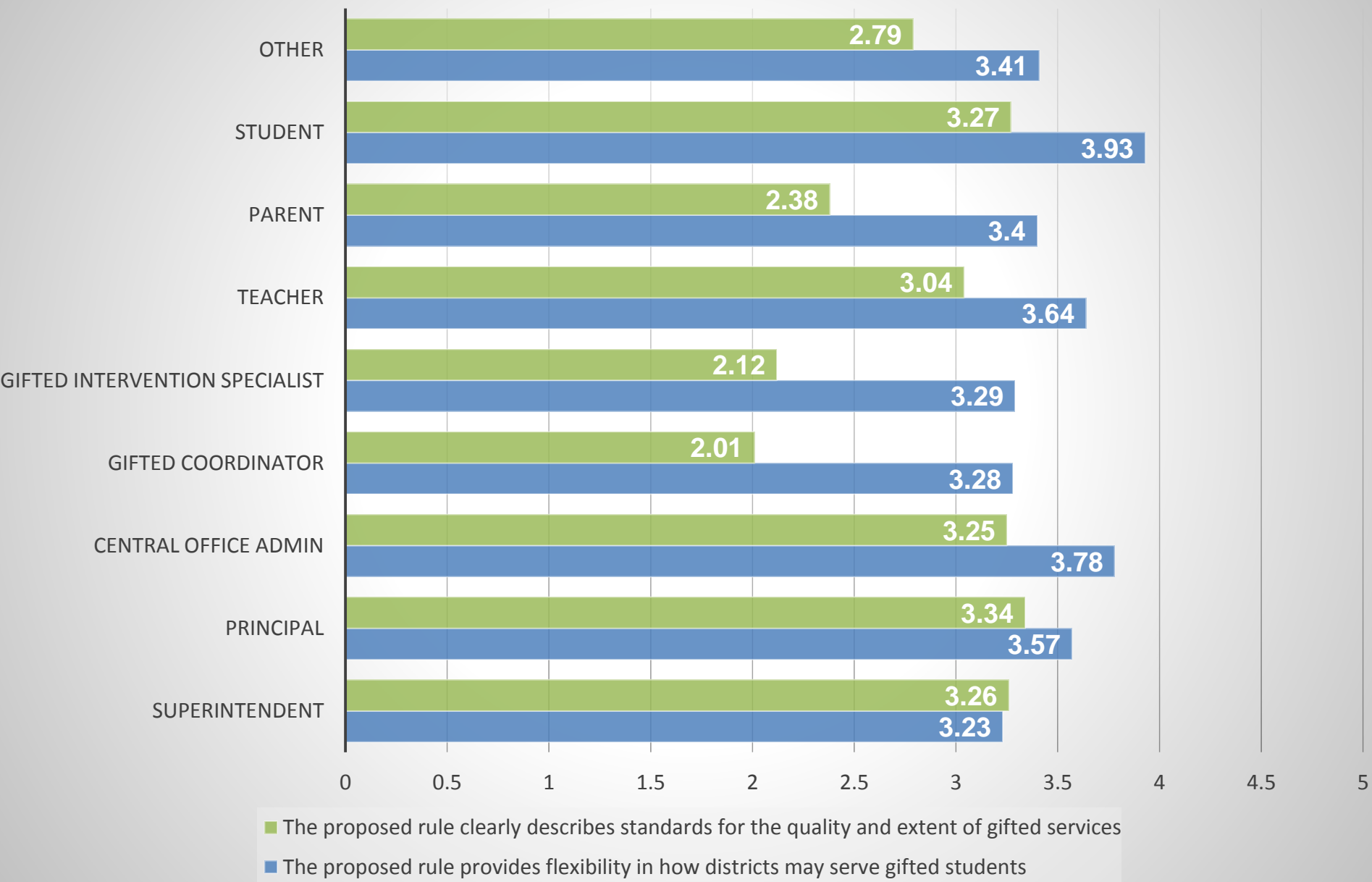
Opportunities for more testing (Community Schools)

Services

Perceptions of Rule - All respondents



Average Perception Score by Primary Role



Funding

Incorporate funding parameters to ensure gifted earmark funding (37%)

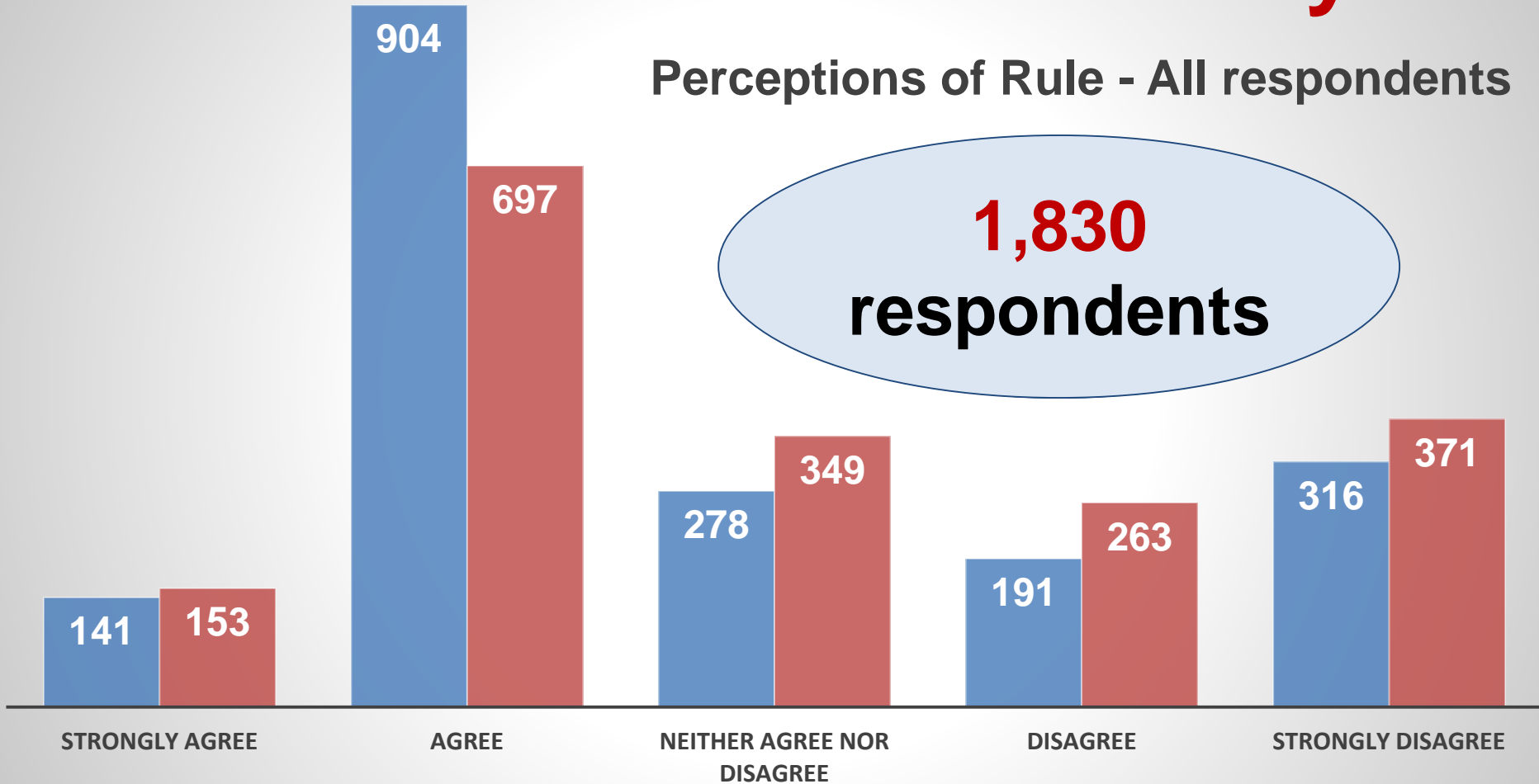
Make sure funds are adequate (11%)

Require districts to disclose the amount actually spent for gifted programming in detail (8.6%)

Accountability

Perceptions of Rule - All respondents

1,830
respondents



- Requirements for submission of annual plans and reports set clear expectations for identification and services for gifted students in the proposed rule
- Components of the gifted indicator and the use of the indicator in the annual district report card are essential to evaluation of gifted education services as outlined in the proposed rule

Accountability Comments

Follow OAGC recommendations

Strengthen accountability

Methods for evaluation

Clarify the definition of gifted services

*Remove/revise plans to
report/assess using value added
growth and standardized tests*

Proposed Timeline

	Activity
January 2016	Invited Public Participation
February 2016	Invited Public Participation
March 2016	Invited Public Participation
April 2016	Introduce Draft 2 of the Proposed <i>Operating Standards for Identifying and Serving Gifted Standards (3301-51-15)</i>
May 2016	Committee Discussion

Proposed Public Participation

January 2016

- *Ohio Association of Gifted Children*

February 2016

- *Buckeye Association of School Administrators*
- *Ohio Association of Elementary School Administrators*
- *Ohio Association of Secondary School Administrators*

March

- *Ohio Educational Service Center Association*
- *Ohio Federation of Teachers*
- *Ohio Education Association*
- *Ohio School Boards Association*
- *Other interested parties*