

Commencing Coordination: Guidelines and Timelines for New Gifted Coordinators

Stefanie Hall, NBCT, Gifted Coordinator South-Western City School District
OAGC Coordinator Division, Region 1 Representative

Caitlin Hughes, Gifted Coordinator Fairfield County ESC
OAGC Coordinator Division, Chair

OAGC Fall Conference - Monday, October 16, 2023

Questions??

Jot them down as you go!

Visit our Coordinator Table in the lobby for information and questions.

OAGC Coordinator Division

Additional session topics:

**HQPD,
Representation Index,
Data, Value Added,
Talent Development**

Welcome & Introduction

- ❖ Introductions
- ❖ One of the benefits of being a member of the Coordinator Division is access to the **OAGC Coordinator Division** handbook.
- ❖ In order to be a member of the Coordinator Division, one needs to be a member of OAGC (\$40) and also a member of the Coordinator Division (\$15).
 - To join online, please go the [website](#)

A TIMELINE FOR COORDINATORS

** Dates determined based on District's testing schedule

Whole Grade Testing/Grade Levels Determine Re-testing Schedule	Referral Opportunities (At least twice per year) Accelerations	Professional Development VPA Nomination and Evaluations	Send Gifted ID Letters No Service Letters
Month	Requirement	Best Practices	
August	Review <i>District Gifted Identification Plan and Gifted Education Policy</i> Review <i>Operating Standards for Identifying and Serving Students Who are Gifted</i> Ohio Revised Code 3324.01-07 & Ohio Administrative Code 3301-51-15	Confirm OAGC and Coordinator Division Membership is up-to-date Meet new staff members; Work with parent advocacy group (if applicable) to establish meeting schedule Update Gifted ID/Plan section of district website	
September	Written <i>Education Plans</i> developed and implemented (on-going) Work with appropriate personnel to establish current year <i>High Quality Professional Development (HQPD)</i> programming	Work with <i>EMIS Coordinator</i> to insure timely reporting for staff and student information, including accelerated students and gifted contact information in OEDS (Ohio Education Directory System) Work with <i>District Test Coordinator</i> , building psychologists (or other appropriate personnel) regarding whole-grade and individual <i>testing schedule</i> ** On-going <i>High Quality Professional Development (HQPD)</i> Help seniors with college applications as needed	
October	Review <i>School Districts' Expenditures for Gifted</i> published on ODE website ** <i>EMIS</i> : Initial Staff and Student Collection records due	Review district/building report card data; establish plans for improvement Attend <i>OAGC Fall Conference</i> ; submit membership dues if needed On-going <i>High Quality Professional Development (HQPD)</i> <i>WEP Notifications</i> to parents for signature	
November		Attend <i>NAGC Fall Conference</i>	
December	Dec. 1: <i>District Plan and Policy</i> completed and uploaded to account in OH ID ** <i>EMIS</i> : Updated Staff and Student Collection records due	Attend <i>OAGC Coordinator Division's Coordinator Conference</i> Work with guidance department regarding PSAT scores and communicating with parents On-going <i>High Quality Professional Development (HQPD)</i>	

A Timeline for Gifted Coordinators


January		<p>Begin collecting data for the <i>Gifted Self-Report</i></p> <p>Work with appropriate personnel regarding <i>Early Entrance to Kindergarten</i> procedures; publicize</p> <p>Mid-year review and revision of Written Education Plans</p> <p>On-going <i>High Quality Professional Development (HQPD)</i></p>
February		<p>After district report card data analysis, revise (as needed) <i>District Identification & Service Plan</i> for next year</p> <p>Monitor <i>summer opportunities</i> for students and disseminate information</p> <p>Attend and/or send staff to <i>OAGC Teacher Academy</i></p> <p>On-going <i>High Quality Professional Development (HQPD)</i></p>
March	March 31: Identification date deadline for <i>EMIS</i> reporting- current school year service	On-going <i>High Quality Professional Development (HQPD)</i>
April	Review <i>District Plan and Policy</i> revisions approved by ODE	<p>Work with building administrators regarding cluster-group recommendations or self-contained <i>classroom rosters</i></p> <p>On-going <i>High Quality Professional Development (HQPD)</i></p>
May	Teacher <i>HQPD hours completed</i> by last teacher work day	Examine current <i>budget</i> and determine budget needs for next year (e.g., updated assessments)
June/July	<p>Reporting of the district's expenditures for identification of and services provided to the gifted ss (check with Treasurer's Dept.)</p> <p><i>Gifted Self-Report</i> submission deadline (OH ID Portal Account - Compliance)</p> <p><i>EMIS</i>: Final Staff and Student Collection records due</p>	<p>Depending on assessment schedule, submit assessment purchase orders</p> <p>Look for ODE guidance on submission and deadline for <i>Gifted Self-Report</i></p>

Gifted Identification




Gifted Identification

Whole-Grade Screeners

- Each district is required to administer **two whole-grade** screenings per year
 - must occur once during the **K-2 grade band** and once during the **3-6 grade band**
 - assess **superior cognitive ability, creative thinking ability, specific academic ability in reading and in mathematics**
- 

Gifted Identification

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 - District determined re-assessment criteria
- 

Gifted Identification

Whole-Grade Screeners

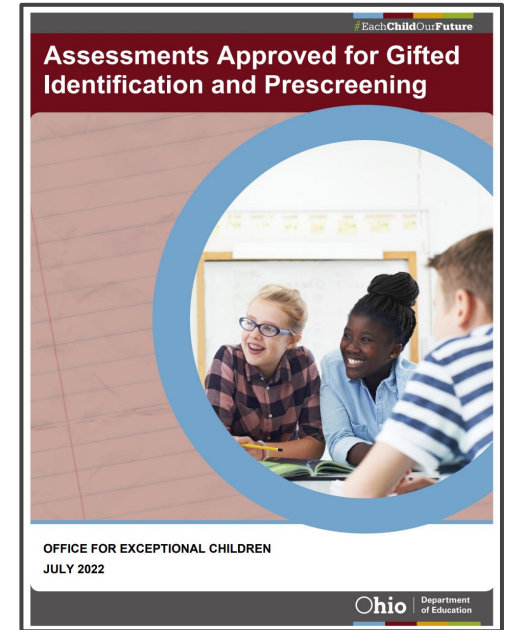
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Referrals for Individual Testing

- At least 2 opportunities per year
 - Referrals may be made by parents, teachers, or students
 - Referral Forms (website)
 - SCA, SAA, CTA, VPA
- 

Gifted Identification

- Assessment instruments must be listed on the [**Chart of Approved Assessments**](#)
- Comprehensive Gifted document (22-23) - [**Assessments Approved for Gifted Identification and Screening**](#)




Gifted Identification

- Assessment instruments must be listed on the ***Chart of Approved Assessments***
- Parental notification of results within 30 days
- Appeals process




Gifted Services - Service Models

Gifted Intervention Specialist

- **Full-time Self-Contained**
 - **Co-teaching in a Cluster Group Classroom**
 - **Resource Room/Pull-out Program**
- 


Gifted Services - Service Models

General Education Teacher

- **Cluster Group Classroom**
 - **Co-teaching in a Cluster Group Classroom**
 - **Honors Classroom**
 - **Advanced Placement (AP)**
 - **International Baccalaureate (IB)**
- 

Gifted Services - Service Models

Other Service Options

- **Trained Arts Instructor**
 - **College Credit Plus**
 - **Educational Options/Innovative Services**
- 

Gifted Services - Service Models

Other Service Options

- **ACCELERATION- with FB Record**
 - **Early Entrance to Kindergarten**
 - **Subject Acceleration**
 - **Whole Grade Acceleration**
 - **Early Graduation**



Written Education Plans (WEP)



Services
Provided

REQUIRED if services are reported to ODE

Goals

Personnel

Progress Monitoring

WEP Review Deadline

Progress
Reporting


Signature
Page

Waiver of
Assignments

[ODE WEP Evaluation Checklist](#)


No Service Letters

A no services letter should clearly communicate that the student is not receiving gifted services.

- each year that a district does not provide a student with services
 - clearly tells parents when gifted services are not available.
 - may include a list of enrichment opportunities provided, but make it clear that these opportunities do not meet the requirements for gifted education services.
 - Districts that do not provide services at any grade level still must send a no services letter.
- 


Gifted Identification Plan

Each district's Board of Education must adopt [a plan for gifted identification](#):

1. Assessments used
 2. Scheduling procedures for whole grade screenings and referral tests (at least 2 per year)
 3. Assurances that the district will follow the law on:
 - a. Assessing transfer students within ninety days of the transfer- at the request of a parent
 - b. Equitable testing practices for minority and disadvantaged students, students with disabilities, and ELL students
 - c. Procedures for notification of parents within thirty days about the results and the provision of an opportunity for parents to appeal any decision
 - d. A commitment that the district will accept scores on assessment instruments provided by other school districts or trained personnel outside the school district, provided the assessments are on the Approved List
- 

Gifted Service Policy

Includes all information on Gifted Identification Plan and:

- Provisions for students to withdraw from gifted services, for reassessment of students, and for assessment of students transferring into the district
 - Methods for resolving disagreements between parents and the district concerning identification and placement decisions
 - A list of district gifted education services offered to students identified as gifted, including identification areas and grade levels served, service settings, and criteria for receiving services
 - [Planning Guide](#)
- 

The background is a solid pink color. In the top right corner, there are several overlapping triangles of different shades of pink and magenta, creating a geometric pattern.

Day 2-

Same Time, Same Place
Tomorrow

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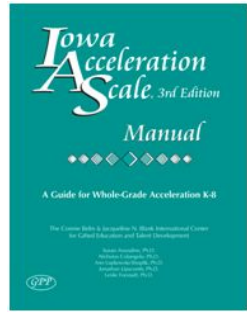
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Acceleration

The ***Iowa Acceleration Scale*** is used as a tool to help guide the decision making process for Early Entrance and Whole Grade Acceleration.



Early Entrance to Kindergarten

- Not handled the same in every district for students with birthdays before January 1. Check local board policy.

Whole Grade

- Assigning a student to a higher grade level than is typical given the student's age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.

Acceleration


Subject

- Sometimes a gifted or highly capable student will need acceleration in one or more subject areas.
- Single subject acceleration should follow district policy and procedures.
- Top performing students, high data points


Early Graduation

- Some students will finish high school in less than four years.
- Those students may or may not be identified as gifted.
- Work with high school guidance counselors to ensure correct information.


CCP- sometimes counts as acceleration, but not usually



Written Acceleration Plan (WAP)


- For any student who is reported in EMIS as accelerated, a Written Acceleration Plan (WAP) must be in place AND a copy in student cumulative file
 - The WAP is not the same as a Written Education Plan (WEP).
 - Specific to acceleration.
 - Although several students may have similar WAPs, the WAP should still be viewed as an individualized document to the specific student.
 - Model acceleration plans and templates are available on the ODE website.
- 

WAP Components

- Type of Acceleration
 - Placement (from -- to)
 - Strategies for Successful Transition
 - Procedures for HS Credit
 - Staff to Monitor Implementation
 - Signature Page
- 

Professional Development

Specialized Training on 8 Competencies for ALL educators providing gifted services

1. Differentiate Instruction
 2. Differentiated Curriculum
 3. Extend or Replace General Ed Curricula, Modify the Learning Process, Design Alternative Assignments & Projects
 4. Social and Emotional Needs
 5. Characteristics & Needs of Underrepresented Populations
 6. Use Data
 7. Formal and Informal Assessments
 8. Written Education Plans
- 

Professional Development

Requirements

- **60 Hours in First 4 Years**
 - *Minimum of 15 hours per year*
 - *PD can roll over from year to year during those 4 years.*
 - *AP and IB teachers with full AP and IB training are required to obtain 30 hours over 4 years*

- **After the 60 Hours**
 - *Continuous, On-going*
 - *Subsequent PD hours determined by individual districts*
 - *Based on competencies*

Professional Development

RESOURCES

OAGC offers

- ❖ *an annual Fall Conference*
- ❖ *a Coordinator Division winter workshop*
- ❖ *a spring Teacher Academy*

Responsive Learning <https://www.responsivelearning.com/>

HQPD <http://www.oagc.com/HQPD.asp>

UNIVERSITY PROGRAMS (*Univ. of Cincinnati, Ashland Univ., Muskingum*)

ESC PROFESSIONAL DEVELOPMENT OPPORTUNITIES



District Accountability

EMIS Reporting

- EMIS collects gifted data regarding staff and students. (GG record)
- Acceleration is also a part of required EMIS data. (FB record)
- BOY, MOY, EOY collections- check with EMIS coordinator

Gifted Indicator

- The indicator is comprised of **three separate components**
 - ***Gifted Performance Index (Achievement)*** - *minimum of 15 accountable students*
 - ***Gifted Progress (Value-Added)***- *minimum of 15 accountable students*
 - ***Gifted Identification and Service***- *minimum of 15 accountable students*

Search “Gifted Indicator” on ODE’s website for Technical Documentation.



District Accountability

Point Assignments for Measures/Indicators		
Measure/Indicator	Details	Possible Points
Gifted Performance Indicator	Gifted Performance Index	0 or 5
	Gifted Progress (Growth)	0 or 5
	Gifted Identification and Services	0 or 5
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year	Not Included 2021-2022
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement from prior year; English learners' performance on OELPA	0 or 5
Graduation	Meet annual goal; at individual subgroup level	Up to 10
English Language Arts – Achievement	Meet annual goal; at individual subgroup level	Up to 10
English Language Arts – Progress (Growth)	Meet annual goal; at individual subgroup level	Up to 10
Mathematics – Achievement	Meet annual goal; at individual subgroup level	Up to 10
Mathematics – Progress (Growth)	Meet annual goal; at individual subgroup level	Up to 10
Total Possible:		70

District Accountability - Gifted Performance Index

- Only test results of students who are gifted, paired by area of giftedness and subject of test, are included (all applicable tests for Superior Cognitive Ability)
- “Maximum score” calculation used to determine the percentage of possible points is based on the average performance of the top 2% of districts and schools
- Performance “bump” for students with FB acceleration record

SCHOOL YEAR	PERCENT OF GIFTED MAXIMUM PERFORMANCE INDEX SCORE – SCHOOL LEVEL	PERCENT OF GIFTED MAXIMUM PERFORMANCE INDEX SCORE – DISTRICT LEVEL
2021-2022	95%	95%
2022-2023	96.5%	96.5%
2023-2024	97.5%	97.5%



District Accountability - FB Record & Performance Index

- Subject Areas: M, R, W, S, C
- Accelerated Status: Y/N
- Changes:
 - No Accelerated Level Count
 - No Assessment Flag
- Affects Performance Index for Overall AND Gifted Indicator for Proficient and Higher
 - Aligned with area of identification for Gifted Indicator calculation

Proficiency Level	Weight
Advanced Plus	1.3
Advanced	1.2
Accelerated	1.1
Proficient	1.0
Basic	0.6
Limited	0.3
Tests Not Taken	0.0



District Accountability - Gifted Progress

- **4th:** ELA and math, **5th:** ELA, math and science, **6th:** ELA, math, **7th:** ELA and math
8th: ELA, math and science, **HS:** Algebra I and Geometry* /Integrated Math I and Integrated Math II*, ELA II
- Use overall value-added score for a district or building with three consecutive years of value-added data(ORC 3302.03) (One-year 21-22, two-years 22-23, 3-years 23-24)
- “3 Star”, “4 Star”, or “5 Star” rating for the Gifted Progress calculation = “Met” 5 points

DISTRICT RANGE	RATING	RATING DESCRIPTION	SCHOOL RANGE
Growth index of at least +2 and effect size of at least +0.1	5 Stars	Significant evidence that the district exceeded student growth expectations by a larger magnitude	Growth index of at least +2 and effect size of at least +0.2
Growth index of at least +2 and effect size of less than +0.1	4 Stars	Significant evidence that the district exceeded student growth expectations	Growth index of at least +2 and effect size of less than +0.2
Greater than or equal to -2 but less than +2	3 Stars	Evidence that the district met student growth expectations	Greater than or equal to -2 but less than +2
Less than -2 and effect size of at least -0.1	2 Stars	Significant evidence that the district fell short of student growth expectations	Less than -2 and effect size of at least -0.2
Less than -2 and effect size of less than -0.1	1 Star	Significant evidence that the district fell short of student growth expectations by a larger magnitude	Less than -2 and effect size of less than -0.2

District Accountability - Gifted Identification and Service

- Based on Student GG Record (March 31st id Accountability Date)
- 14 categories for districts
 - K-2, 3-6, 7-8, 9-12 for superior cognitive & specific academic id & service
 - K-12 for creative thinking & VPA id & service
- 8 categories for schools
 - K-12 for superior cognitive & specific academic id & service
 - K-12 for creative thinking & VPA id & service
- Representation Index used for Underrepresented Minority & Economically Disadvantaged subgroups id & service (15 FTE student minimum)

SCHOOL YEAR	PERCENT OF POSSIBLE GIFTED IDENTIFICATION AND SERVICE POINTS
2021-2022	60%
2022-2023	70%
2023-2024	80%



District Accountability

Self-Report

- Required each year
- Submitted to ODE
- Annual survey on the effectiveness of the identification of and services to students who are gifted
- Self-Report is emailed to Superintendents and Gifted Contacts as listed in the Ohio Education Directory System (OEDS)



Gifted Funding

District Funding

- Coordinators in school districts may track their funding by looking on the ODE site under **Finance & Funding**.
- “Gifted Use of Funds” document- additional accountability beginning FY 22
- **Update for FY23 - No longer use funds for “other service providers”**

ESC Funding

- Many Gifted Coordinators and intervention specialists are employed through **Education Service Centers (ESCs)** and are funded with formula based state funding and district purchases of services.
- ESC funding is based on the number of resources and education level and may be accessed on the ODE website.

Gifted Expenditure Report

- Each year, the Ohio Department of Education is required to report school district expenditures for gifted education. Data for the previous fiscal year are published by the following October 30.
- Use search terms *“Gifted Education Expenditures”* to access the Excel file on the ODE website.

Other Topics in the Gifted Coordinator Handbook

- College and Career Counseling
- Working with Family and Advocacy Groups
- Gifted Resources
- Online Academic Resources for Students
- Enrichment Opportunities



ODE Website

The screenshot shows a web browser window with the URL `education.ohio.gov/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio`. The page header includes a language selection dropdown, navigation links for "Login", "State Agencies", and "Online Services", and the "Ohio.gov" logo. The main header features the "Ohio Department of Education" logo, social media icons for email, Facebook, Twitter, Instagram, LinkedIn, and YouTube, and a search bar. A dark red navigation bar contains links for Home, Administrators, Teachers, Parents, Topics, How Do I?, About, Media, and Contact. The breadcrumb trail reads "Home > Other Resources > Gifted Education > Rules, Regulations and Policies for Gifted Education".

QUICK LINKS

- » Teaching Gifted Students
- » For Parents
- » Gifted Screening and Identification
- » Data Reporting and Accountability
- » Rules, Regulations and Policies for Gifted Education
 - Academic Acceleration for Advanced Learners
 - Policies for Academic Acceleration

Rules, Regulations and Policies for Gifted Education

On July 16, 2018, the Joint Committee for Agency Rule Review approved the revised gifted operating standards (Ohio Administrative Code 3301-51-15). These rules, effective July 27, 2018, provide districts with increased flexibility while also ensuring quality education services for students who are gifted.

Rules and Regulations

- » [Ohio Revised Code 3324](#)
- » [Operating Standards for Identifying and Serving Students Who are Gifted](#) 📄 (effective July 27, 2018)
- » Translations of the Ohio Revised Code can be found [here](#).



Coordinator

Division

Regions

Coordinator Division Contacts

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Region 10 Collette Smith
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Region 11 Todd Stanley
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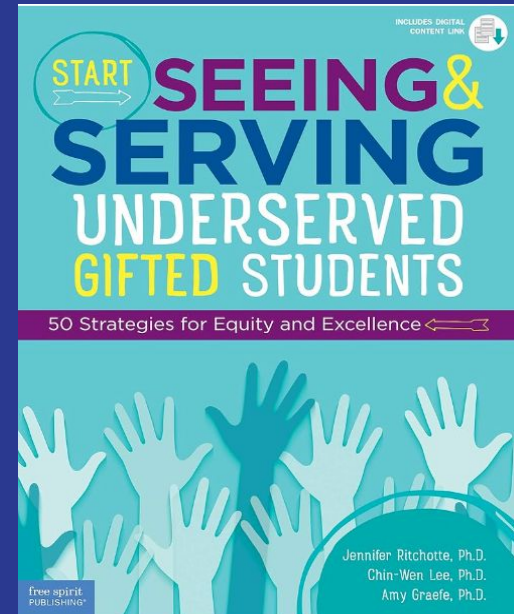
Region 12 Michele McCaughtry
ml.mccaughtry@esceasternohio.org



Coordinator Division Workshop

- Friday, December 1st
- Quest Conference Center
- *Seeing & Serving in Ohio*
 - Jennifer Ritchotte
 - Amy Graefe

[Registration Link](#)



Commencing Coordination:

Guidelines and Timelines for New Gifted Coordinators

THANK YOU FOR ATTENDING TODAY!

Contact Information:

Caitlin Hughes - chughes@fairfielddesc.org

OAGC Coordinator Division, Chair

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