

# 2005-2006 Self Report on Identification and Services for Students Who Are Gifted



## District Name and Contact Information:

District Name:	IRN:	County:	Date Completed:	
Person Completing Form:	Title:	Phone:	E-mail:	Employer's IRN:
Additional Gifted Contact, If Any:	Title:	Phone:	E-mail:	Employer's IRN:

For assistance in completing these questions, see the 2005-2006 Self Report Q&A document. This document (as well as an electronic version of the Self Report form) will soon be available at the Ohio Department of Education Web site ([www.ode.state.oh.us](http://www.ode.state.oh.us)) for gifted education (under the "Topics" tab, click on "Disabilities-Gifted," and then on "Gifted Information.") *Use as much space as you need to answer each question.* We prefer to receive this report electronically as an e-mail attachment, but hard copy submissions also will be accepted. Submission instructions are at the end of this form. According to [Ohio Administrative Code 3301-51-15](#) (F) (4), **every district** is required to submit the Self Report by July 15 each year.

## How to Submit:

The Self Report should be submitted electronically as an e-mail attachment to [gifted@ode.state.oh.us](mailto:gifted@ode.state.oh.us) by **July 15, 2006**. Be sure to save the Self Report file on your local computer BEFORE attaching the file to the e-mail. We also recommend that you "cc" yourself on the e-mail sent to ODE so you can ensure that the message and attachment were properly sent. In the subject line of your e-mail, please type "XXXXXX 2005-2006 Self Report", where XXXXXX is the district's six digit IRN. If you submit your Self Report form by e-mail, the sender will receive a confirmation message within two weeks that the report was received and that ODE staff were able to open the attachment.

If you are unable to submit electronically, please mail the completed Self Report to: 2005-2006 Self Report, Ohio Department of Education, Office for Exceptional Children, 25 S. Front Street MS 205, Columbus, OH 43215. Do not fax your Self Report.

There are three sections in the 2005-2006 Self Report:

- A. Professional Development Related to Gifted Identification and Services for Students Who Are Gifted
- B. Continuum of Services
- C. Efforts to Promote Equity in Gifted Identification and Gifted Services

Self Report items begin on the following page.

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## Section A – Professional Development Related to Gifted Identification and Services for Students Who Are Gifted

**A-1:** This item seeks information regarding the topics of gifted education-related professional development opportunities provided in the school district, and the participants in those opportunities. The left column lists “topics” for professional development. The top row lists “audiences” for professional development opportunities. Consider professional development opportunities provided (or to be provided) during the 2005-2006 school year. Then, find the topic(s) listed in the left column that closely match the topic(s) of professional development provided in your district. Then place an “X” in the row next to that topic for each “audience” that participated in that professional development opportunity. Please mark all topics and audiences that apply. Do NOT report professional development opportunities not provided directly by the school district, such as professional conferences, university courses, etc.

	Regular Education Teachers	School Administrators	Guidance Counselors	School Psychologists	Parents of Gifted Children	Gifted Education Specialists
Written Education Plans for Gifted Students						
Needs and Characteristics of Minority Gifted Children						
Needs and Characteristics of Gifted Children with Limited English Proficiency						
Needs and Characteristics of Gifted Children with Disabilities (“Twice Exceptional” Students)						
Instructional Strategies Appropriate for Gifted Children (E.g. curriculum compacting, differentiating lesson plans for advanced students, etc.)						
Designing/Selecting Curriculum Appropriate for Gifted Children						
Acceleration for Gifted Children and Advanced Students						
Culturally Responsive Instruction in Gifted Education						
Social and/or Emotional Needs and Characteristics of Gifted Children						
Screening and/or Identification of Gifted Students						
Developing a Comprehensive Continuum of Gifted Services						
Incorporating Technology in Gifted Education Services						
Other: (Please Briefly Describe)						

## Section B - Continuum of Services:

A goal of gifted education is to understand the needs of individual students and then match those student needs with an appropriate service. In order to do this, a district needs a continuum of services to meet the diverse needs of its students who are gifted. Ohio Administrative Code (OAC) 3301-51-15 (D) describes a number of settings and instructional approaches that districts can consider when building a continuum of services. The questions in this section

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document services in place for 2005-2006 and provide information on any changes in gifted services expected for the 2006-2007 school year. All services listed in this section must meet the criteria for a formal service (students have WEPS, content is differentiated, equal access for all students who meet the same objective criteria, occurs during regular school day—see pages 31-37 of the [Gifted EMIS Data Guide](#) for additional information.)

**B-1:** In the table below, please complete one row for each gifted service offered by the district in 2005-2006. In the table, a service is defined by the combination of the data in multiple columns. For example, the same setting (first column), when combined with different grade levels and amounts of contact time, may constitute different services; therefore, you may end up listing the same service setting for multiple rows if the answers for other columns vary significantly. Add additional rows as needed. See the online Self Report Q&A document for additional information on each column heading and examples of completed charts.

A: Service setting - use a single code from Column A Codes below for each row	B: Local name district uses for service, if any	C: How instruction and/or content are differentiated - use one or more codes from Column C Codes below	D: Length of service period - use a single code from Column D Codes below	E: Approx. % of weekly instructional time served student is in this setting during service period	F: Role(s)/Title(s) of staff responsible for service delivery - use one or more codes from Column F Codes below	Who Receives This Service?		
						G: Grade level(s) served	H: Gifted ID area(s) used to select students for service	I: Additional objective criteria (if any) used to determine which gifted students receive service
				%				
				%				
				%				
				%				
				%				
				%				

Column A Codes	Column C Codes	Column D Codes	Column F Codes
1 - Resource/pull-out room 2 - Self-contained gifted classroom - all subjects 3 - Self-contained gifted classroom - subject specific (include subject(s) in parenthesis) 4 - Regular classroom - no grouping 5 - Regular classroom with cluster grouping 6 - Regular classroom with whole grade acceleration 7 - Regular classroom with single subject acceleration 8 - Regular classroom with early entrance to K 9 - Advanced Placement (AP) course 10 - Post Secondary Enrollment Option course 11 - Honors Class 12 - Educational Option (includes independent study) 13 - Guidance services 14 - Magnet school 15 - Other (please briefly describe service setting)	1 - Replacement or extension of the regular curriculum 2 - Focus on broad based issues 3 - Focus on themes or problems 4 - Multidisciplinary study 5 - Curriculum compacting 6 - Methods to stimulate high level thought, including critical thinking, divergent thinking, abstract thinking, logical reasoning, and problem solving 7 - Oral, written, and artistic expression 8 - Independent study and research methods 9 - In depth study of a topic through open-ended tasks 10 - In depth study of a topic through products that reflect complex abstract, and/or higher level thinking skills 11 - Other - please briefly describe how the depth, breadth, and/or pace of instruction is differentiated	1 - All year (or within a few weeks of all year) 2 - Half a year/one semester 3 - Twelve weeks 4 - Nine weeks 5 - Other - please briefly describe the duration of this service	1 - Gifted Intervention Specialist 2 - General Education Teacher (non-GIS) 3 - School Counselor and/or Psychologist 4 - Gifted Coordinator 5 - College Faculty 6 - Arts Specialist 7 - Other - briefly describe

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**B-2:** Compared to the total number of gifted students who received gifted services in 2005-2006, the number of gifted students who will receive gifted services in 2006-2007 is expected to:

( ) decrease by 25% or more ( ) decrease by 5-24% ( ) stay about the same ( ) increase by 5-24% ( ) increase by 25% or more

**B-3:** Compared to the 2005-2006 school year, the number of different gifted services (e.g. rows in the table) provided in the 2006-2007 school year is expected to:

( ) decrease significantly ( ) decrease somewhat ( ) remain similar ( ) increase somewhat ( ) increase significantly

**B-4:** If the number of services and/or students served will change in 2006-2007, briefly describe the change(s) and the reason(s) for the change(s):

## Section C – Efforts to Promote Equity in Gifted Identification and Gifted Services

C-1: This item asks for information regarding strategies employed by your district to promote equity in gifted identification and services. The left column lists strategies that might be used to help ensure that students from groups underrepresented among the population of students identified as gifted statewide are appropriately identified and served in your district. Currently, minority students, economically disadvantaged students, students with limited English proficiency, and students with disabilities are significantly underrepresented among students identified as gifted and students receiving gifted services statewide. Place an “X” in the column next to each strategy your district has implemented during the 2004-2005 and/or 2005-2006 school year(s). Then, using the scale listed in the top row of the table, rate your perception of the impact of this strategy on increasing equity and proportional representation of students from all backgrounds among students identified as gifted and receiving gifted services in your district.

Strategy Used? (If “yes,” mark an “X” in left column next to the strategy used.)		Negative Impact	No Impact	Modest Positive Impact	Strong Positive Impact
<input type="checkbox"/>	Provided professional development on recognizing characteristics of gifted minority students.				
<input type="checkbox"/>	Provided professional development on recognizing characteristics of gifted students who are economically disadvantaged.				
<input type="checkbox"/>	Provided professional development on recognizing characteristics of gifted students who have disabilities.				
<input type="checkbox"/>	Provided professional development on recognizing characteristics of gifted students with limited English proficiency.				
<input type="checkbox"/>	Modified the district gifted identification plan.				
<input type="checkbox"/>	Expanded use of non-verbal tests (e.g. NNAT, UNIT, Raven’s Progressive Matrices) in gifted screening and assessment efforts.				
<input type="checkbox"/>	Expanded use of tests designed for students who do not speak English as their first language (e.g. Appenda) in gifted screening and assessment efforts.				

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(Item C-1, Continued from Previous Page)

	Strategy Used? (If "yes," mark with an "X")	Negative Impact	No Significant Impact	Modest Positive Impact	Strong Positive Impact
<input type="checkbox"/>	Expanded "whole grade" screening efforts by one or more grades from grade K through grade 3.				
<input type="checkbox"/>	Expanded "whole grade" screening efforts by one or more grades from grade 4 through 12.				
<input type="checkbox"/>	Significantly increased the general level of challenge of the regular school curriculum.				
<input type="checkbox"/>	Significantly increased use of culturally responsive instructional strategies in regular education settings.				
<input type="checkbox"/>	Significantly increased use of culturally responsive instructional strategies in gifted education service settings.				
<input type="checkbox"/>	Developed or expanded "early intervention" programs and/or services for students who exhibit characteristics of giftedness but have not yet been identified as gifted.				
<input type="checkbox"/>	Modified criteria used to determine eligibility of gifted students to receive gifted services.				
<input type="checkbox"/>	Expanded efforts to solicit parent and teacher nominations/referrals of students from underrepresented groups for gifted screening.				
<input type="checkbox"/>	Expanded "school wide enrichment" opportunities for students (including students not identified as gifted) based on student talents and interests.				