



**DUBLIN CITY SCHOOLS**

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# Gifted Service Task Force

## February 23, 2015

Objective: Study the effectiveness of the current service model and to make recommendations for changes if appropriate. We are responding to changes in standards, community input, state report card requirements, and need to maximize student learning.



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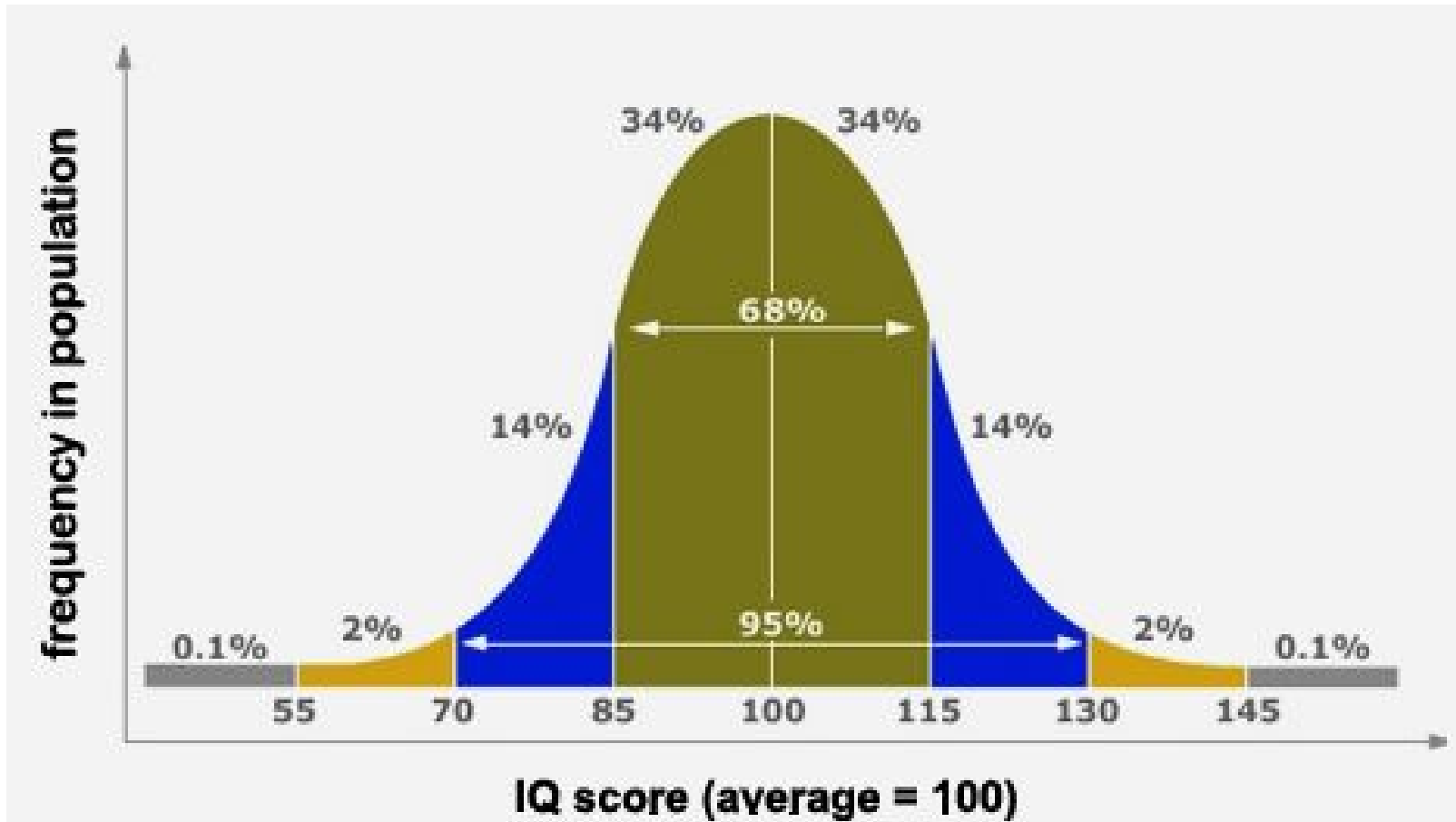
- Process
  - Study Ohio legal requirements for identification
  - Review our current population
  - Study the research on effective service models
  - Develop a draft service plan
  - Gather input from staff and community
  - Revise and draft service criteria
  - Gather input from staff and community
  - Finalize a plan for presentation to Board of Education



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- Ohio Requirements
  - Identify superior cognitive ability
    - 2 standard deviations above the norm on approved ability instrument
  - Identify specific academic ability
    - 95<sup>th</sup> percentile in academic area on approved instrument
  - Required to identify: not required to serve
    - Service criteria is up to district
    - Best practice – consider district’s population to determine which students are different from the norm and design services





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- Dublin Population
  - @ 8% is identified with superior cognitive ability
  - @34% have 95<sup>th</sup> percentile a specific academic area (reading, math, etc.)
- Research (Service Delivery)
  - Multiple service
  - Use multiple criteria to identify/determine service
  - Differentiation
  - Services should match area of giftedness
  - No one best model



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- Task Force Decisions:
  - Differentiate between superior cognitive students and specific academic students
  - Consider grade levels:
    - K-3
    - 4-5
    - 6-8
    - 9-12
  - Advanced and accelerated math options should be available to students who show advanced math ability based upon multiple criteria.



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- Feedback received - themes
  - “I support the changes.”
  - “Add testing earlier.”
  - “The new framework should address these (current model) shortcomings.”
  - “Add a full-time pull-out for superior cognitive students.”
  - “I agree with the new K-3 approach.”



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- Feedback received
  - “Provide training to teachers.”
  - “I like hearing that differentiation needs to happen in every classroom.”
  - “Very happy about cluster grouping.”
  - “Compact math instead of skipping.”
  - “Communicate services and criteria clearly to parents.”





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- Feedback received
  - “I like the fact that students can receive services for math and superior cognitive ability.”
  - Multiple selection criteria
  - Concerned about budget implications
  - Do we have enough GISs to do this?
  - Get parent input on cluster grouping students
  - Look at middle school options



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- Conflicting feedback received
  - Test more
  - Test less
  - More pull-out
  - Less pull-out
  - Self-contained classes for superior cognitive
  - Inclusion for superior cognitive
  - “I am disappointed in the model.”
  - “Your model sounds great.”



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- What do other districts require for service?
  - Olentangy: Superior Cog score and 95<sup>th</sup> percentile reading or math
  - Worthington: Superior Cog score and 95<sup>th</sup> percentile in reading or math
  - Upper Arlington: Superior Cog score and 95<sup>th</sup> percentile in reading, math, or social studies (depending on service offered)
  - Bexley: Superior Cog score and 95<sup>th</sup> percentile reading



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- What do other districts require for service?
  - Delaware: Superior cognitive score
  - Outside Central Ohio
    - Indian Hill: 132 (98<sup>th</sup> percentile) and 95<sup>th</sup> percentile in reading or math
    - Loveland: Superior Cog score
    - Mason: Superior Cog score
    - Lakota: Superior Cog or 115 and two scores at 95<sup>th</sup> percentile in previous 12 months
    - Sycamore: Superior Cog and two scores at 95<sup>th</sup> percentile in previous 12 months



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- What has Dublin required?
  - Superior Cognitive score
  - OR**
  - One 95<sup>th</sup> percentile in reading or math
- How do we compare?
  - Very low criteria for service
  - With many high achievers, our criteria is not appropriate to our population

4th -5th  
Superior Cog  
Pull-out with  
GIS

4th-5th Superior  
Cog  
Cluster Group in  
Regular  
Classroom

K-3  
Enrichment  
Regular  
Classroom  
With GIS

**K-5 Classroom Instruction  
(high quality, differentiated)**

Grade 5  
Compacted 5/6 Math  
Pull-out



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Math?

## Mathematics Course Sequences

Grade	Path I	Path II	Path III
K	Math K	Math K	Math K
1	Math 1	Math 1	Math 1
2	Math 2	Math 2	Math 2
3	Math 3	Math 3	Math 3
4	Math 4	Math 4	Math 4
5	Math 5	Math 5/6	Math 5/6
6	Math 6	Math 7	Math 7/8
7	Math 7	Math 8	Algebra 1
8	Math 8	Algebra 1	Geometry
9	Algebra 1	Geometry	Algebra 2
10	Geometry	Algebra 2	Pre-Calculus
11	Algebra 2	Pre-Calculus	Calculus AB
12	Pre-Calculus	Calculus AB	Calculus BC





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- Math Criteria
  - 5/6 Compacted
    - 4<sup>th</sup> Fall MAP
    - 4<sup>th</sup> Winter MAP
    - 4<sup>th</sup> CogAt 4<sup>th</sup>
    - teacher rubric
  - Need to determine appropriate points to placement in Math 5/6



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- Math Criteria
  - Grade 6 – begin two paths
    - 5<sup>th</sup> Fall MAP
    - 5<sup>th</sup> Winter MAP
    - 4<sup>th</sup> CogAT
    - Placement Test
    - 5<sup>th</sup> Teacher Rubric
  - Need to determine points needed for placement at each level

- Questions?

