Findlay City Schools Gifted Update

August 2022

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Welcome to our new newsletter, Findlay City Schools Gifted Update! This newsletter will be published monthly to provide information about gifted education.

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Updated Board Policy

Did you know that Findlay City Schools updated a Board Policy in June? Board Policy 8.06, Programs for Students that are Gifted, was updated this summer to better align with the Ohio Department of Education Gifted Operating Standards. A major change in the policy is the elimination of the qualifying gifted test scores within 24 months. According to the Ohio Department of Education (2018), "Districts may not exclude students from service options due to reassessment or subsequent performance." This change enables us to serve more students that are identified as gifted!

Findlay City Schools mailed 352 no service letters during the 2021-2022 school year. "Each year that a district does not provide a student with gifted education services, the district must notify a student's parent or guardian of this in a 'no services' letter," (Ohio Department of Education, 2018). We want to mail out fewer of those letters this year. We want to provide our students the opportunity to enroll in rigorous advanced courses at the middle school in order to prepare them for the Honors, Advanced Placement, and College Credit Plus courses offered at our high school. We are able to meet the needs of more of our students at the middle school level by not placing on a timeline on the test scores that qualify them as gifted.

We will provide more information about the qualifications for the elementary gifted program, middle school advanced courses, and high school advanced courses in our next edition of Findlay City School Gifted Update.

Source
Ohio Department of Education. (2018, December). Implementing the Gifted Operating Standards. https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for -Gifted-Educatio/Implementing-the-Operating-Standards-for-Identifying-and-Serving-Students-Who-are-Gifted.pdf.aspx

Achievement Versus Growth

Student achievement and student growth are measured by a student's performance on an assessment. Achievement is a single point in time. Student growth is multiple data points over a period of time, such as during a nine-week period, semester, or school year. When examining student growth, students compare their own previous data points with their new data point.

Reflection time! How will you use student data this year to drive your instruction?

Source

SAS Institute, Inc. (2019). Common Questions about Ohio's Value-Added Student Growth Measure. https://education.ohio.gov/getattachment/Topics/Data/Accountability-Resources/Value-Added-Technical-Reports-1/Questions-Value-Added-Student-Growth.pdf.aspx#:~:text=on%20all%20students.-,4.,across%20multiple%20grades%20and%20subjects.

Differentiated Instruction

Differentiated instruction, "… articulates *how* the classroom teacher makes important curricular goals accessible to all learners within the same classroom," (Doubet & Hockett, 2015). Differentiated instruction is proactive and intentional.

Teachers can differentiate instruction to move students to the next level in a variety of ways. Today we will examine one way to differentiate lessons. Teachers are able to differentiate lessons by adding depth. We can add depth to a lesson by taking a content standard and turning it into an essential question and having students answer that essential question. Students use higher level thinking skills as they work on answering essential questions the way that an expert in the field would approach the question. Students defend their answers using multiple resources.

How do I try adding depth in my lessons? Start by reading the Ohio Learning Standards and Model Curriculum for your subject and grade level on the Ohio Department of Education website. This document provides excellent details and lesson ideas about the standards. Examine the standards you are teaching or will be teaching soon. After that, create an essential question based on information in the document that students will be examining during the course of the unit. Lastly, share the essential question with your class and have them work on answering the question throughout the unit. For example, fifth grade science standards examine the way energy flows through food webs. Should scientists in Ohio introduce sturgeon into the Blanchard River? Students learn about food webs and gather necessary information about how sturgeon impacts a local ecosystem.

Source

Doubet, K. J., & Hockett, J. A. (2015). Differentiation in Middle and High School: Strategies to engage all learners. ASCD.

Gifted Referral Form

A new process for referring students for gifted testing will arrive soon! Everyone will have access to a Gifted Referral Form! A Google Form will be completed by the individual making a referral and will be accessible on our school website soon!

Iowa and Cognitive Abilities Test

We have exciting news! The Iowa and Cognitive Abilities Test for students in grades 2, 5, and 8 will be online this year! You will be able to download the reports in 24 - 72 hours after the assessment. Yes, that means that in 1 to 3 days you will be able to use the data to differentiate your instruction based on the assessment results! Stay tuned for more information on asynchronous training to be able to administer the test and access the reports.

The Iowa Assessments provides student achievement data in Reading, English Language Arts, Math, Science, and Social Studies. The Cognitive Abilities Test is an ability assessment that provides useful information to students' creative problem-solving skills. The Cognitive Abilities Test provides information on verbal, quantitative, and nonveral reasoning.

The Cognitive Abilities Test will be October 4, 2022 and the Iowa Assessments will be November 7 - 9, 2022 for students in grades 2, 5, and 8.

If you have ideas for future newsletter topics, please complete this **Google Form**.