

# Collection of Data About Gifted and Advanced Academics



# Gifted ID by Grade

	Total	Sup. Cognitive	Reading	Math	Science	Soc. Studies	Creative Think.	Vis/Perf Arts
<i>K/1</i>	0	0	0	0	0	0	0	0
<b>2</b>	67	<10	54	36	0	0	0	0
<b>3</b>	85	16	75	46	<10	<10	11	0
<b>4</b>	69	17	44	50	<10	<10	<10	0
<b>5</b>	78	33	48	53	<10	<10	16	<10
<b>6</b>	101	45	59	69	0	0	35	<10
<b>7</b>	83	46	59	55	<10	<10	<10	<10
<b>8</b>	80	32	54	40	22	17	11	<10
<b>9</b>	95	37	60	42	49	23	<10	10
<b>10</b>	103	47	82	57	53	34	<10	13
<b>11</b>	88	25	57	43	60	24	0	<10
<b>12</b>	35	12	22	19	24	16	0	<10
<b>TOTAL</b>	<b>884</b>	<b>313</b>	<b>614</b>	<b>510</b>	<b>213</b>	<b>120</b>	<b>88</b>	<b>48</b>



# Gifted ID by Race/Ethnicity

	Total	Sup. Cognitive	Reading	Math	Science	Soc. Studies	Creative Thinking	Vis/Perf Arts
<i>Asian</i>	18	<10	12	11	<10	<10	<10	<10
<i>Black</i>	16	<10	<10	<10	<10	<10	<10	<10
<i>Hispanic</i>	25	12	14	18	<10	<10	<10	<10
<i>Multiracial</i>	52	20	40	29	<10	<10	<10	<10
<i>White</i>	773	270	539	449	192	110	76	35
<b>TOTAL</b>	<b>884</b>	<b>313</b>	<b>614</b>	<b>510</b>	<b>213</b>	<b>120</b>	<b>88</b>	<b>48</b>

*Green - equal to or greater than representation in total district population*

*Yellow - within 80% of representation in total district population*

*Red - below 80% of representation in total district population*



# Panorama - Student Supports & Environment

**% responding favorably**

Students	Sense of Belonging			School Climate		
	Elementary	Middle	High	Elementary	Middle	High
All	73 (70/80)	53 (70/70)	49 (80/80)	71 (60/70)	62 (70/80)	59 (50/80)
Gifted	74	51	51	70	61	59



# Panorama - Student Competencies

% responding favorably

Students	Self-Management			Social Awareness		
	Elementary	Middle	High	Elementary	Middle	High
All	77 (80/80)	76 (80/90)	77 (80/80)	72 (80/20)	67 (60/50)	75 (90/99)
Gifted	80	76	77	72	66	75

Students	Grit			Emotion Regulation		
	Elementary	Middle	High	Elementary	Middle	High
All	51 (10/10)	51 (10/20)	55 (30/40)	48 (60/*)	52 (80/*)	57 (99/*)
Gifted	51	49	56	49	51	56



# Ohio State Tests Grades 3-8

## % Gifted Scoring Proficient or Higher on Spring Tests

		3	4	5	6	7**	8
<b>Reading</b>	<i>Spring 2021</i>	98.5	95.8	96.8	98.7	97.2	94.7
	<i>All Bexley</i>	82.1	79.2	84.7	79.5	74.4	76.8
<b>Math</b>	<i>Spring 2021</i>	96.7	98.6	96.6	98.8	83.3	97.5
	<i>All Bexley</i>	79.0	86.4	72.8	68.7	56.1	78.4

	5th Grade Science	8th Grade Science	Algebra I	Geometry	ELA II	Biology	US History**	US Govt.**
<i>Spring 2021</i>	96.7	95.7	98.9	94.8	98.9	98.0	100	94.1
<i>All Bexley</i>	77.2	76.8	86.0	86.8	90.4	95.0	83.7	95.0



\*Any gifted ID area, not specific to tested area

\*\*lower number of gifted students may take exams due to compacted math or AP

# PSAT Benchmarks (District)

## % Students Meeting PSAT College-Readiness Benchmarks

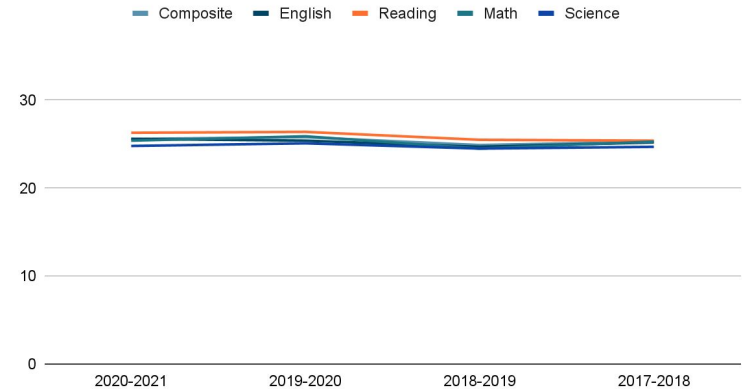
		<b>9</b>	<b>10</b>	<b>11</b>
<b>Evidence-Based Reading &amp; Writing</b>	<i>Bexley</i>	88%	87%	90%
	<i>State</i>	72%	84%	82%
<b>Math</b>	<i>Bexley</i>	78%	72%	78%
	<i>State</i>	57%	66%	61%
<b>Both</b>	<i>Bexley</i>	71%	68%	75%
	<i>State</i>	54%	63%	59%



# ACT 4-Year Trends (District)

	2020-2021	2019-2020	2018-2019	2017-2018
<i>Composite</i>	25.6	25.8	24.9	25.3
<i>English</i>	25.6	25.4	24.7	25.2
<i>Reading</i>	26.3	26.4	25.5	25.4
<i>Math</i>	25.4	25.9	24.5	25.3
<i>Science</i>	24.8	25.1	24.5	24.7

Average ACT Scores





# Advanced Placement Scores (District)

	<b>2020-2021</b>	<b>2019-2020</b>	<b>2018-2019</b>	<b>2017-2018</b>
<i>Mean Score</i>	3.38	3.40	3.38	3.52
<i>% 3 +</i>	78.0%	78.4%	77.8%	80.2%



# Course Representation (District)

	Reference Point	Total	Advanced Placement	CCP	Honors
<i>Asian</i>	3.3%	4.4%	4.1%	11.4%	3.7%
<i>Black</i>	7.2%	3.1%	2.9%	2.9%	3.3%
<i>Hispanic</i>	2.3%	2.0%	1.9%	1.9%	2.1%
<i>Multiracial</i>	5.3%	4.6%	4.0%	9.5%	4.7%
<i>White</i>	81.9%	85.9%	87.1%	74.30%	86.1%



# Survey Results

## Students

188 responses  
180 in services

## Families

175 responses  
288 in services

## Teachers

65 responses  
21 of services



# Importance of Service Elements

	Students	Parents/Guardians	Teachers
<i>Advanced/enriched curriculum</i>	1st (1.70)	1st (1.45)	1st (1.60)
<i>Social-emotional support tailored to needs of gifted learners</i>	2nd (1.87)	3rd (2.33)	2nd (2.02)
<i>Opportunities to interact with similar-ability peers</i>	3rd (1.93)	2nd (2.10)	3rd (2.26)
<i>Direct instruction from a licensed gifted specialist</i>	N/A	4th (2.63)	4th (2.83)



# Value of Family Supports

	Parents/Guardians	Teachers
<i>Quarterly gifted newsletters</i>	3rd (3.20)	5th (3.51)
<i>Bexley Gifted Education website</i>	4th (3.37)	4th (3.26)
<i>Quarterly parent/guardian learning sessions</i>	2nd (2.94)	2nd (2.85)
<i>Individual family conferences</i>	1st (1.70)	1st (2.34)
<i>Lending library of parent resources</i>	5th (3.56)	3rd (3.15)



# Desirability of Options

	Parents/Guardians	Teachers
<i>Expand services to lower grades</i>	3rd (2.67)	2nd (2.91)
<i>Offer math services at the elementary level</i>	1st (2.22)	1st (2.54)
<i>Change the focus of the elementary pullout program</i>	5th (3.55)	3rd (3.02)
<i>Embed gifted services in the general education classroom (including providing required professional development for teachers)</i>	4th (3.11)	4th (3.18)
<i>Expand gifted service options at the middle and high school level beyond advanced courses</i>	2nd (2.51)	5th (3.34)
<i>Move to a co-teaching model at the elementary level</i>	6th (3.65)	6th (3.55)



# Student Experience in Services

	Level of Challenge	Pace	Understand Self as Gifted
<i>CogELA (3-5)</i>	Somewhat too hard - 1 Just right - 5	Somewhat too fast - 3 Good pace - 2 Somewhat too slow - 1	Helps - 3 Somewhat helps - 2 Does not help - 1
<i>Middle School ELA (6-8)</i>	Somewhat too hard - 5 Just right - 26 Somewhat too easy - 6	Somewhat too fast - 13 Good pace - 10 Somewhat too slow - 14	Helps - 6 Somewhat helps - 31
<i>Compacted Math (6-8)</i>	Somewhat too hard - 4 Just right - 26 Somewhat too easy - 7	Somewhat too fast - 8 Good pace - 21 Somewhat too slow - 8	Helps - 15 Somewhat helps - 22



# Student Experience in Services

	Level of Challenge	Pace	Understand Self as Gifted
<i>Honors (9-12)</i>	Significantly too hard - 1 Somewhat too hard - 16 Just right - 64 Somewhat too easy - 12	Significantly too fast - 2 Somewhat too fast - 22 Good pace - 57 Somewhat too slow - 10 Significantly too slow - 2	Helps - 25 Somewhat helps - 49 Does not help - 19
<i>Advanced Placement (9-12)</i>	Somewhat too hard - 9 Just right - 42 Somewhat too easy - 10	Significantly too fast - 1 Somewhat too fast - 10 Good pace - 40 Somewhat too slow - 8 Significantly too slow - 2	Helps - 17 Somewhat helps - 29 Does not help - 15

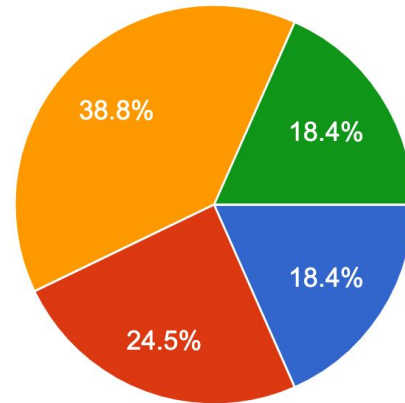




# Survey Results - Discovery Elective

If you took Discovery, please rate your experience in Discovery.

49 responses



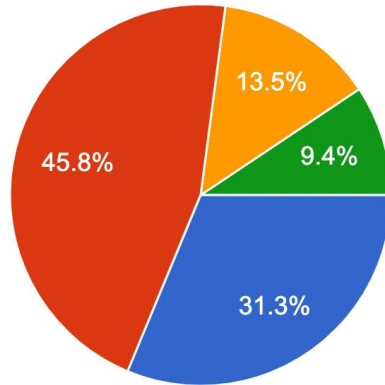
- I feel like this class helped me grow my areas of strength and explore my areas of interest in a way that often challeng...
- I feel like this class helped me grow my areas of strength and explore my areas of interest in a way that sometimes ch...
- I feel like this class helped me explore my areas of interest but didn't always...
- I do not feel like this class helped me grow my areas of strength or explore...



# Survey Results - Needs Met in Gen Ed

In general, do you feel your learning experience in classes that are NOT formal gifted services meet your needs as a gifted learner?

192 responses



- Yes, my needs are being met very well in my current classes.
- My needs are generally being met in my current classes.
- Some of my needs are being met in my current classes.
- Few of my needs are being met in my current classes.



# Student Comment Themes (27)

## Curriculum

- Excessive workload in AP/Honors (6)
- Courses that are not advanced are too easy (3)
- Differentiate curriculum/have different levels assignments in non-advanced courses (3)
- Homework is busy work/repetitive (2)
- Would like an advanced science/social studies class (2)
- Honors classes not challenging enough (1)
- Would like elementary gifted math (1)
- Likes compacted math (1)
- Doesn't want to watch inspirational videos on Discovery (1)
- Wants to remain in gifted ELA (1)



# Student Comment Themes

## Supports

- Transition from elementary to MS to HS is difficult (3)
- Elementary didn't prepare to study in MS/HS (2)
- Would like to interact with other students in class (2)
- Would like to interact with similar ability peers to get experience of not being the best all the time (2)
- Too much stress/pressure (1)
- Need help choosing classes/advising (1)
- Ask students for input in class (1)
- Doesn't feel valued/supported emotionally (1)
- Flexible seating options (1)
- Like CogELA teacher (1)



# Parent/Guardian Perspective of Services

	Level of Challenge	Pace	Understand Self as Gifted
<i>CogELA (3-5)</i>	Good match to needs - 19 Somewhat too easy - 7 Significantly too easy - 2	Good pace - 17 Somewhat too slow - 11	Ample attention - 12 Some attention - 12 No attention - 4
<i>Middle School ELA (6-8)</i>	Significantly too hard - 1 Good match - 25 Somewhat too easy - 7	Somewhat too fast - 3 Good pace - 27 Somewhat too slow - 3	Ample attention - 3 Some attention - 17 No attention - 13
<i>Compacted Math (6-8)</i>	Good match to needs - 19 Somewhat too easy - 7 Significantly too easy - 2	Good pace - 17 Somewhat too slow - 11	Ample attention - 12 Some attention - 12 No attention - 4



# Parent/Guardian Perspective of Services

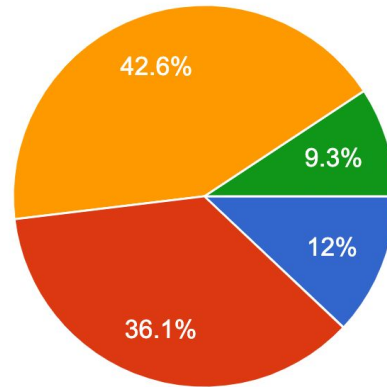
	Level of Challenge	Pace	Understand Self as Gifted
<i>Honors (9-12)</i>	Significantly too hard - 1 Good match - 38 Somewhat too easy - 9 Significantly too easy - 1	Significantly too fast - 1 Somewhat too fast - 1 Good pace - 38 Somewhat too slow - 9 Significantly too slow - 1	Ample attention - 10 Some attention - 23 No attention - 16
<i>Advanced Placement (9-12)</i>	Somewhat too hard - 3 Good match - 54 Somewhat too easy - 7 Significantly too easy - 2	Somewhat too fast - 2 Good pace - 55 Somewhat too slow - 8 Significantly too slow - 1	Ample attention - 7 Some attention - 30 No attention - 29



# Survey Results - Needs Met in Gen Ed

In general, do you feel the learning experience your gifted student(s) receive in classes that are NOT formal gifted services meet their needs a gifted learners?

183 responses



- Their needs are being met very well in their current classes.
- Their needs are generally being met in their current classes.
- Some of their needs are being met in their current classes.
- Few of their needs are being met in their current classes.



# Parent/Guardian Comment Themes (90)

## Elementary

- Add elementary math service (12)
- Need something for young gifted children/lack of challenge (11)
- Expand elementary services beyond superior cognitive ability (7)
- Expand ELA services in elementary (1)
- Service elementary science/social studies (1)
- Add 3rd grade pullout (2)
- Explore cross class/grade ability groups (2)
- Multiage pullout means less individual attention (1)
- Need/benefitted from intervention outside regular classroom (3)
- Work on transitioning kids back into homeroom class after pullout time (1)
- Gen ed setting not differentiated for gifted needs (6)
- Current gen ed setting is fine as long as student can work at own pace with appropriate curriculum materials (2)
- Prefers in class model to pull out (3)





# Parent/Guardian Comment Themes

## Middle School

- Expand gifted middle school options (2)
- Add middle school advanced science (3)
- Add middle school advanced social studies (2)
- Need middle school ELA services (2)
- Expand superior cog options at middle school (1)
- Add new world language options to middle school (1)
- Use interdisciplinary ELA/history/world language classes (1)
- Add advanced middle school art options (1)
- Not sure what work in middle school is gifted/what isn't (1)
- Gifted is well served in middle school (1)



# Parent/Guardian Comment Themes

## High School

- Advanced Placement/Honors is not gifted service - more about achievement than supporting gifted (3)
- Workload in high school is excessive - more rather than different (1)
- Advanced Placement/Honors courses dry/superficial (1)
- Add new world language options to high school (1)
- Use interdisciplinary ELA/history/world language classes (1)
- Close gap between mid and high level classes (1)
- Encourage high school parent/teacher conferences even when child does not have a problem (1)



# Parent/Guardian Comment Themes

## General Curriculum/Instruction

- Include time for creativity/exploration in gifted/advanced classes (4)
- Difficult for teachers to support gifted in the general classroom (4)
- Pace/challenge inconsistent among service options (3)
- Need opportunities for real world problem solving/team projects or experiential learning (3)
- Offer choice within gifted opportunities (2)
- Need services/opportunities to engage with similar peers (3)
- Embed more support for gifted social/emotional needs (4)
- Important to provide gifted students academic challenge (2)
- Add extracurriculars/ awards for gifted students (4)
- Add more art opportunities (1)
- Develop a cohesive gifted curriculum (1)
- Child needs feedback in class (1)
- Have two teachers in a classroom (1)
- Need consistent system to track engagement and achievement (1)



# Parent/Guardian Comment Themes

## Identification

- *Would like more than test scores used for entrance to gifted services (2)*
- *Use academic achievement instead of IQ for gifted identification (1)*
- Don't require 2 identification areas for gifted service (1)
- *Redefine gifted/We have too many gifted students (1)*
- *Don't tie MAP test to gifted (1)*
- Feels students get into opportunities based on parent advocacy (1)

*\*\*Note: Items in italics are not able to be adjusted by Bexley City Schools due to state law.*



# Parent/Guardian Comment Themes

## Communication

- Would like more information about options for students/services being received (8)
- Teacher conferences valuable (3)
- Would like guidance on choosing child's path (2)
- District communication about gifted has improved in past year (2)
- Weekly updates from gifted intervention specialist have been helpful (1)
- Parent sessions have been helpful (1)
- Send a reminder email before quarterly parent/guardian sessions (1)



# Parent/Guardian Comment Themes

## General

- Gifted instruction has been excellent/experience is positive (4)
- Generally disappointed in gifted services (4)
- Teachers would benefit from professional development on this population (3)
- Gifted intervention specialist/teacher is supportive (4)
- Need instruction from a gifted intervention specialist (1)
- School counselor has been important support (1)
- Rumor is that the gifted program is boring (1)
- Child is losing interest in program (1)
- Great coordination between general education, gifted, and special education (1)
- Challenges coordinating gifted and special education needs (1)
- Resources for gifted not on par with resources for special education (1)
- Make decisions based on current research on gifted education rather than opinions of others (1)
- Concern about equity (1)
- Comment unrelated to gifted education (1)



# Teacher Perspective

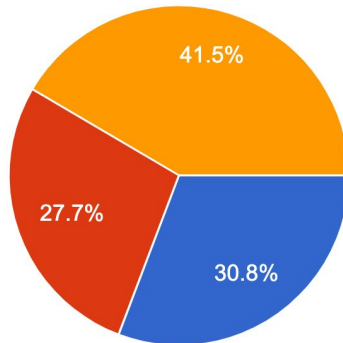
	Average Rating	High Descriptor (5)	Low Descriptor (1)
<i>Appropriateness of curriculum content (depth, challenge) to the needs of the gifted learner</i>	4.33	Perfect match to the learning needs of my gifted students.	Significantly too easy/hard compared to the learning needs of my students
<i>Pace of instruction</i>	4.14	Perfect match to the learning needs of my gifted students.	Significantly too slow/fast compared to the learning needs of my students
<i>Social-emotional instruction or support in response to the needs of the gifted learner</i>	3.90	Ample support tailored to gifted social-emotional needs is embedded in class time	No focus on social-emotional needs of gifted learners in included in class time



# Teacher Perspective

If gifted services were to be embedded in the general education classroom, would you be willing to participate in state-required gifted professional ... hours per year for 4 years, 6 hours per year after)

65 responses



- Yes
- No
- Maybe

Value of Supports	Teachers
<i>Curricular resources designed for gifted learners</i>	1st (1.89)
<i>Professional development related to teaching gifted learners</i>	2nd (2.15)
<i>Coaching or one on one support from a gifted specialist</i>	3rd (2.52)
<i>Co-teaching support from a gifted specialist</i>	4th (2.77)





# Teacher Comment Themes (23)

## Professional Development

- Provide any required gifted professional development during contract time/compensation (5)
- Focus professional development on gifted practices to benefit all students/needs of all students (4)
- Advanced Placement/advanced content training should suffice as gifted professional development (2)
- Want to learn more about supporting gifted students (1)

## Service Model Structure

- Serve math (2)
- Embed gifted services in regular classroom rather than pullout (2)
- Have gifted specialist serve flexible small groups (1)
- Support elementary gifted readers/include in CogELA (1)
- School does not support a co-teaching model (1)
- Put elementary superior cognitive ability, math, and ELA students in self-contained gifted class at one location (1)
- Services models have been inconsistent (1)



# Teacher Comment Themes

## Other

- Concerns about equity (3)
- Change identification/service criteria (1)
- More support at elementary to reach all gifted/high level students (1)
- Concern decision is predetermined (1)
- Students not prepared for high school/Advanced Placement rigor (1)
- Students forced to choose between gifted and art classes (1)

