

Jackson Public School District  
Open Doors Gifted Education Program  
Self-Evaluation Results (2017-2018)

**Criterion I: Curriculum and Instruction**

**Gifted education services shall include curricular and instructional opportunities directed to the unique needs of the gifted students.**

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<b>Guiding Principle 1</b>	The local gifted education program shall provide a qualitatively different educational experience in addition to and different from the regular program of instruction.
<b>Level 3 Above Standard</b>	1.3 In addition to Level WKHUH LV HYLGHQFH WKDW LGHQWLILHG learning/HG VW styles have been determined and that curriculum and instruction have been modified accordingly.
<b>Guiding Principle 2</b>	

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**Criteria II: Program Administration and Management**  
**Appropriate gifted education programming must include the establishment of a systemic means of developing, implementing, and managing services.**

<p><b>Guiding Principle 1</b></p> <p><b>Level 4</b> <b>Exemplary</b></p>	<p>Appropriately qualified personnel shall direct services for the education of gifted students.          1.4 In addition to Level 3, at least one gifted contact person has completed an advanced degree program in gifted education and/or holds an administrative endorsement.</p>
<p><b>Guiding Principle 2</b></p> <p><b>Level 2</b> <b>Meets Standard</b></p>	<p>Gifted programming shall be an integral SDUW RI WKH GLVWULFW¶V RYHUDOO HGXF minimum of 240 minutes per week of services in an approved gifted education program.          2.2 Gifted students receive a minimum of the mandated 240 minutes per week of services from an appropriately endorsed teacher in an approved gifted education program. <i>(Goal 5. Objective 1; Goal 5. Objective 2)</i></p>
<p><b>Guiding Principle 3</b></p> <p><b>Level 2</b> <b>Meets Standard</b></p>	<p>Gifted education programming shall include positive working relationships with advocacy groups.          3.2 There is evidence of established communication with advocacy groups. <i>(Goal 5. Objective 3)</i></p>
<p><b>Guiding Principle 4</b></p> <p><b>Level 2</b> <b>Meets Standard</b></p>	<p>Gifted education program shall maintain all correspondence with MDE.          4.2 There is evidence or record of an established correspondence with MDE. <b><u>Note: This is the highest level a school or school district is able to receive for this Guiding Principle.</u></b></p>
<p><b>Guiding Principle 5</b></p> <p><b>Level 3</b> <b>Above Standard</b></p>	<p>Gifted education programming shall include a positive working relationship with parents.          5.3 In addition to Level 2, parents of gifted students have regular opportunities to share input and make recommendations about program operations.</p>
<p><b>Guiding Principle 6</b></p> <p><b>Level 4</b> <b>Exemplary</b></p>	<p>Gifted education program shall include a positive working relationship with administrative and district instructional personnel.          6.4 In addition to Level 3, the gifted contact person or coordinator make an annual presentation to the local school board concerning the status of the gifted education program.</p>

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<p><b>Guiding Principle 7</b></p> <p><b>Level 4 Exemplary</b></p>	<p>Requisite resources and materials shall be provided to adequately support the efforts of gifted education programming.          7.4 In addition to Level 3, plans for acquisition of new instructional and library materials address the needs of gifted students in all educational settings.</p>
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**Criterion III: Program Design**  
**The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.**

<p><b>Guiding Principle 1</b></p> <p><b>Level 4 Exemplary</b></p>	<p>A continuum of programming services shall exist for gifted learners.          1.4 In addition to Level 3, a continuum of service options is provided at each grade level permissible in all areas of giftedness. Levels of service are matched to the individual needs, interests, and abilities of each gifted student.</p>
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<p><b>Guiding Principle 2</b></p> <p><b>Level 3 Above Standard</b></p>	<p>Adequate funds shall be EXGJHWHG WR DOORZ IRU JLIWHG SURJUDPPLQJ WKDW          2.3 In addition to Level 2, local funds are used WR VXSSOHPHQW DSSURSULDWH VHUYLFH</p>
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<b>Guiding Principle 6</b>  <b>Level 2</b> <b>Meets Standard</b>	<p>Reliable and valid instruments are used for identifying gifted students.</p> <p>6.2 Assessment instruments used are reliable and valid for identifying gifted students and are in compliance with MDE requirements. <b><u>Note: This is the highest level a school or school district is able to receive for this Guiding Principle.</u></b></p>
<b>Guiding Principle 7</b>  <b>Level 4</b> <b>Exemplary</b>	<p>Written procedures for student identification shall include provisions for informed consent, notification of results, student reassessment, and student exiting.</p> <p>7.4 In addition to Level 3, individual conferences are held with parents to review the assessment team report, the UHTXLUHPHQW IRU DQQXDO UHDVVHVPHQW RI WKH VWXGHQW¶V SI exiting the program.</p>
<b>Guiding Principle 8</b>  <b>Level 4</b> <b>Exemplary</b>	<p>The district has a policy in place for parent appeals.</p> <p>8.4 In addition to Level 3, these guidelines are reviewed on an annual basis and revised as necessary.</p>
<b>Guiding Principle 9</b>  <b>Level 4</b> <b>Exemplary</b>	<p>Student assessment instruments used to determine eligibility for gifted education services shall be selected based on the strengths of the individual student.</p> <p>9.4 In addition to Level 3, the selection of instruments is based upon a comprehensive student profile for each student that takes into account multiple factors.</p>
<b>Guiding Principle 10</b>  <b>Level 4</b> <b>Exemplary</b>	<p>Staff development is provided to all personnel involved in the identification and assessment of potentially gifted students.</p> <p>10.4 In addition to Level 3, training occurs on an ongoing basis.</p>