

State Board of Education Achievement Committee

February 8, 2016



Introductions

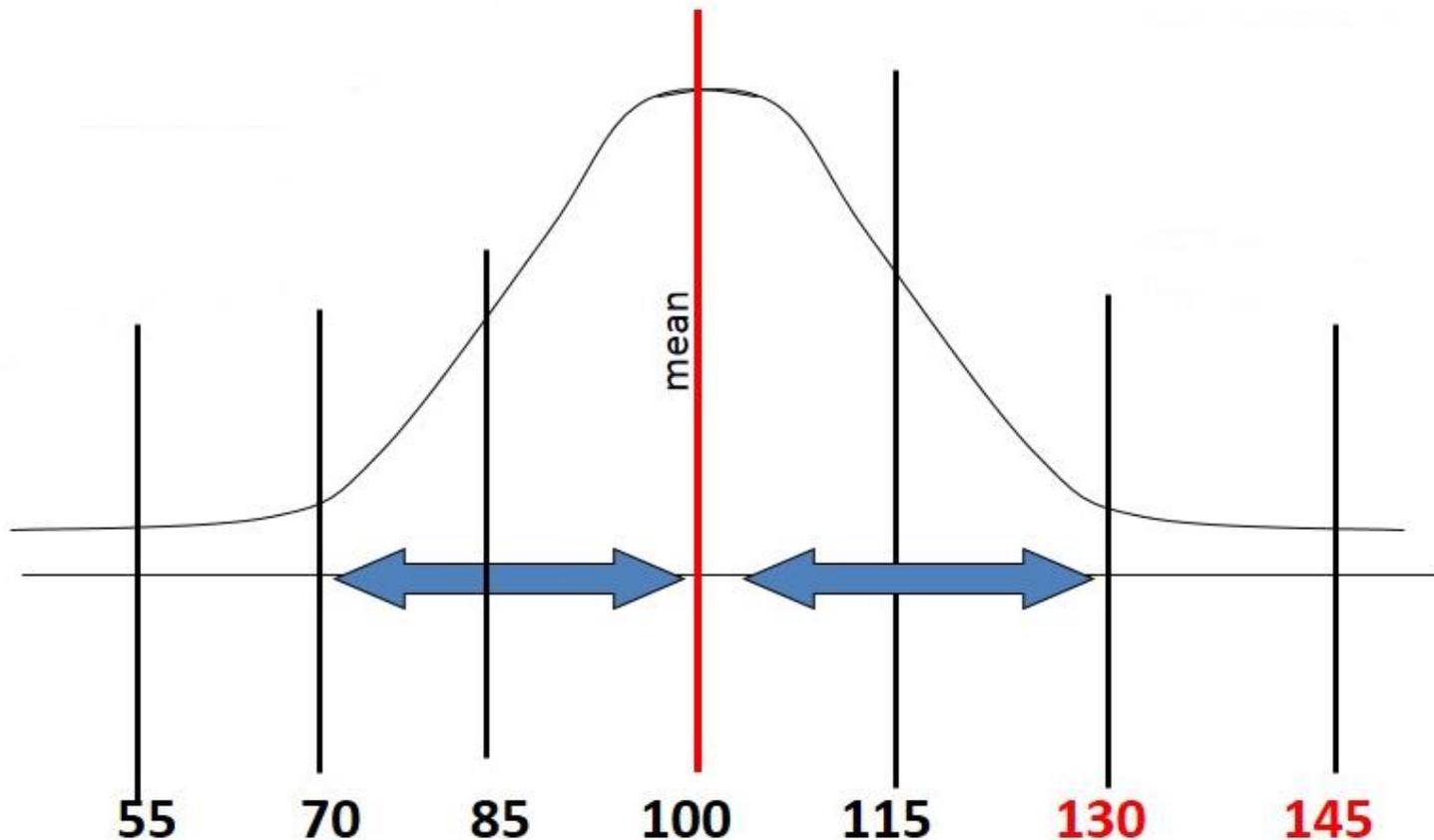
Karen Rumley – Director of Instructional Program,
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Why Do Gifted Students Need Special Instruction?

There are similar parallels of the needs of gifted students to students with disabilities and other special student populations.



Why Do Gifted Students Need Special Instruction?

Academic Needs

- The standard curriculum is, rightfully, designed for the general population. But, for gifted learners, the...
 - Content is not deep or abstract enough.
 - Pace is not quick enough.
 - Expected outcomes are not creative or advanced enough.
- Many gifted students are twice-exceptional with their area of disability often overshadowing their equal need of being gifted.
- Today's gifted program predicts post-secondary accomplishments.
- Drop out rates are elevated for gifted students, particularly from minority and economically disadvantaged populations.

Why Do Gifted Students Need Special Instruction?

Social Emotional Needs

- Students who are gifted develop asynchronously.
- Gifted students are often highly sensitive both emotionally and physically.
- Some gifted students are perfectionists.
- Some gifted students chronically underachieve, particularly when they are in settings that do not support intellectual curiosity.

What Do We Know About Gifted Students?

Research Findings

- Changing the depth, breadth, and pace of instruction is important.
- Acceleration is effective.
- Grouping with other gifted students is important.
 - Aligned academics
 - Synergy with peers
- Social-emotional supports are important.

Ohio's Response to the Education of Gifted Children

Identification

- Districts are required to identify gifted students under ORC 3324.01-3324.05.
 - Superior Cognitive
 - Specific Academic
 - Visual and Performing Arts
 - Creative Thinking
- Whole Grade Screening
 - Not currently required in the Operating Standards
 - Necessary for ensuring identification of underrepresented populations.
 - Earlier is better.

Ohio's Response to the Education of Gifted Children

Services

- ORC 3324.07 specifies the following service options for gifted students:
 - A differentiated curriculum
 - Cluster grouping
 - Mentorships
 - Accelerated course work
 - College Credit Plus
 - Advanced placement
 - Honors classes
 - Magnet schools
 - Self-contained classrooms
 - Independent study
- 22% of gifted students served in 2013-2014 down from 41% in 1999.

Ohio's Response to the Education of Gifted Children

Other laws regarding gifted education

- ORC 3324.05 requires ODE audits and district annual reports
- ORC 3324.08 requires publication of district gifted expenditures.
- ORC 3317.40 requires accountability for the performance of the sub-group as well as for the funding for the sub-group.
- ORC 3317.02 (D) and 3324.08 requires proper licensure of gifted professionals
- ORC 3302.02 requires the gifted performance indicator
- ORC 3317.40 requires district accountability for gifted students;
- ORC 3301.07 requires ODE to close the achievement gap without suppressing the growth of high-performing students.
- ORC 3319.61 requires general educators to have sufficient knowledge of gifted students to differentiate instruction
- ORC 3324.11 prohibits districts from indicating gifted students are served unless the services are paid for by the district.

Ohio's Response to the Education of Gifted Children

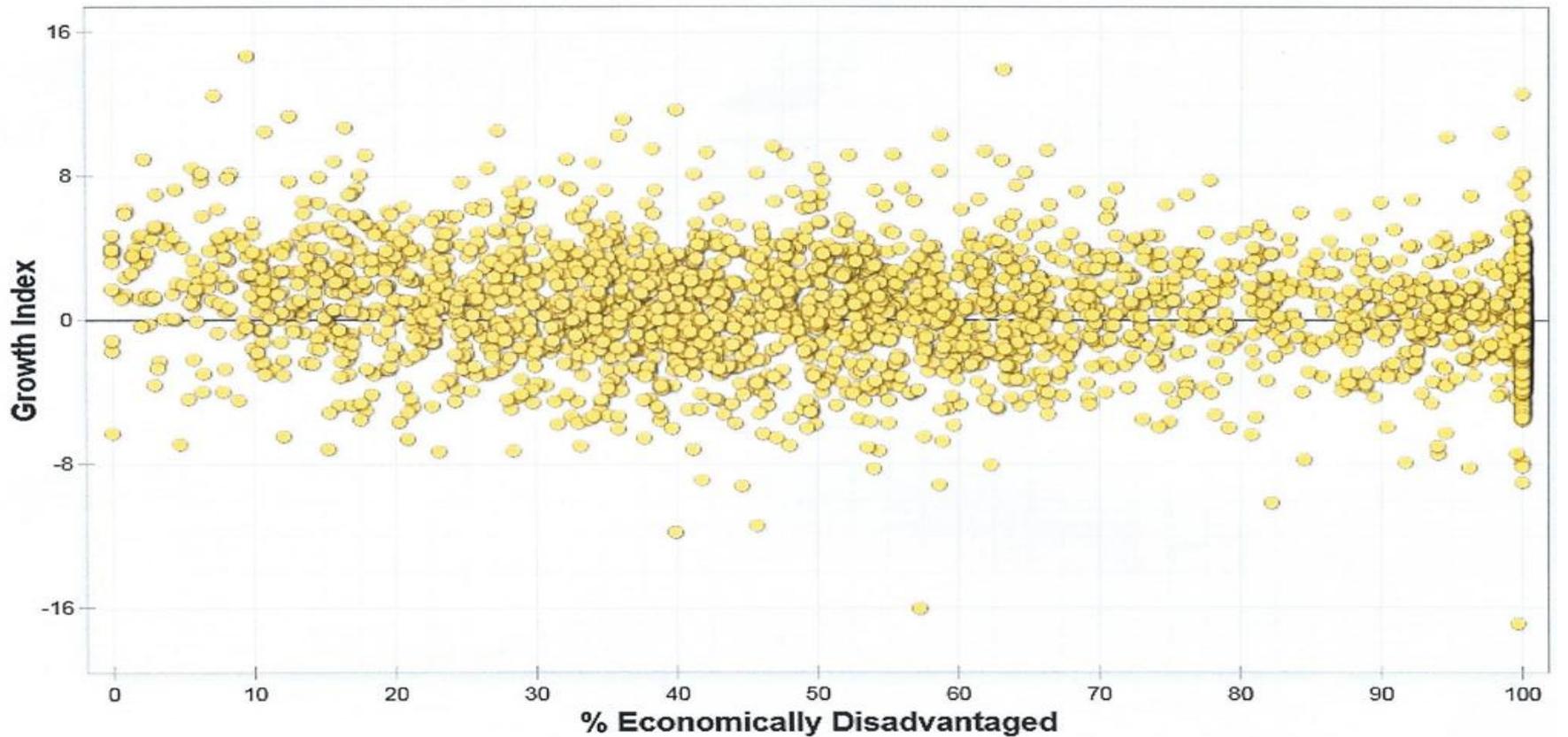
Concerning Outcomes

- Students are almost *3 times more likely* to be identified and served if they reside in a wealthy district than in a poor rural or urban district.
- Students classified as economically disadvantaged are less than *half as likely to be identified* as gifted as other students and *80% as likely to be served*.
- Ohio's excellence gap is *the fifth worst in the country*.
- The 2015 NAEP data show Ohio *declining* from the advanced levels in math and reading in both 4th and 8th grades.
- A quote from the *Equal Talents, Unequal Opportunities* report precisely sums up the Ohio problem, "In the absence of comprehensive policy support for advanced learning, economic conditions appear to drive outcomes."

Ohio's Response to the Education of Gifted Children

ALL STUDENTS

Value-Added Scatter Plot

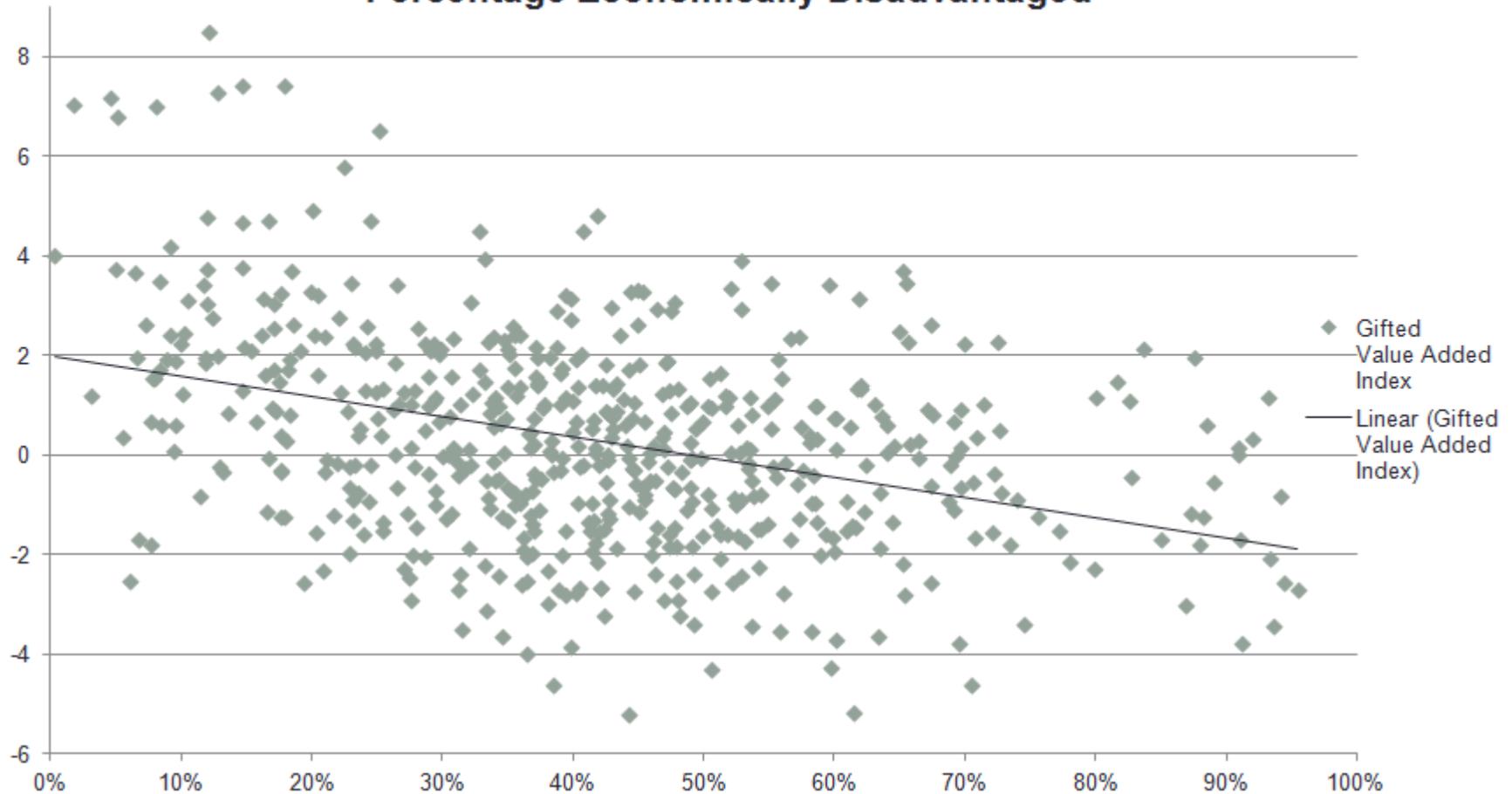


Mouse

Graph

Ohio's Response to the Education of Gifted Children

**Gifted Value Added Index vs.
Percentage Economically Disadvantaged**



Ohio's Response to the Education of Gifted Children

Quote from ODE Survey:

“As a parent in a small middle class city and as a professional working with urban districts I am seriously disheartened by the quality of services provided to gifted students across multiple districts. The teachers’ attitude toward gifted students comes across as ‘loathing,’ and with our focus as a state on driving down the standards, the teachers do NOT focus on gifted children at all. Therefore, I believe that the State Department is providing too much flexibility to districts in how they can check the box on serving students... When I approached my 2nd grader's school principal and classroom teacher to discuss the fact that my child is bored and not challenged in the classroom at all, the teacher's response was, ‘I have 20 other children, and I can't provide your child extra support because he is too far ahead.’” When I asked what the child is supposed to do for the 27 hours he spends in the regular classroom (he is shipped to another school for 3 hours each week for ‘gifted services’), the teacher’s response was, ‘That's what being gifted is about; he is smart and can figure this out.’... I share these specific instances to share that this is the push back I am getting as an educated parent in a middle class community. The situation is much worse for gifted students in urban districts. As a parent I continuously feel that my gifted child is a burden for the school. Gifted education in our great state is a sham based on my experience.”

Ohio's Response to the Education of Gifted Children

- The draft operating standards from September 2015 ignore most of the requirements spelled out in ORC.
- One response from the ODE survey:

“If the intent was to simplify the document by removing descriptions provided in ORC 3324, you may consider the extra work conscientious districts will take to correlate law and rule as they have typically turned to the rule for explanations of how to implement the law, which actually de-simplifies the document in practice as districts will now have to turn between the two documents to do it “right” if they are so concerned. It could also mean a complete free for all for districts that hold the rule as the comprehensive guidance document and assume it clarifies law.”

- Survey themes:
 - In open-ended responses, four of the six most frequently mentioned suggestions were to follow OAGC’s recommendations.
 - Increasing flexibility for service is problematic.

“It actually makes my job a good deal more difficult when ODE gives me all this ‘flexibility.’ Just tell me what I should be doing. I have no gifted background so some direction would be helpful. Gifted services aren't mandated, but shouldn't some best practice come into play here?”

Inputs and Outputs

Current Ohio Gifted Outputs

- Gifted Performance Indicator
 - Gifted Value-Added
 - Gifted Performance Index
 - Gifted Input Points
- Funding information

Inputs and Outputs

Limitations of Outputs

- Inconsistent tests over past three years
- Ceiling effect of tests
- Quantitative measures
- Manipulation of metrics
- Accountability
 - 335 districts did not spend full allocated gifted amount on gifted services in 2013-2014.
 - No onsite gifted audits since 2013
- Lack of superintendent support

Why Are Inputs Still Important?

As someone commented in the ODE gifted operating survey:

“The current standards require a certain minimum amount of gifted service per week, and this disappears in the new standards. The current standards require gifted services to be taught by certified Gifted Intervention Specialists, and this disappears in the new standards. School Boards want flexibility, but in the field of gifted ed, flexibility ends up meaning less service for gifted students-especially in schools with financial issues. From what we can tell, the only accountability the schools have for gifted children under the new standards is an indicator on the state report card, but administrators who don't understand the complex needs of gifted children will likely think this need can be met by placing students in accelerated classes with teachers who have no training in working with gifted children. This can work with part of the gifted population, but not the part of the population who is most at risk. Gifted children who are most at risk usually just frustrate untrained teachers. We are all for innovative ways to meet the needs of gifted kids, but these standards are not the way to do it.”

Local Control

- More than 1000 variations of existing options for local districts to provide gifted service.
- Defining inputs does not undermine local control.
- Superintendent views
 - One-third of superintendents do not feel restricted by current standards.
 - Others requested ability to use service options that already exist.
 - “The restrictions we face are not due to the operating standards but rather due lack of resources.”

Inputs are Necessary

- Lack of inputs creates an opportunity gap.
- Standards and inputs defined for other areas - 3GRG
- Anything is service = Nothing is service
- 70% of professionals in gifted education are concerned services will degrade further.
- Parameters to understand output data
- Comment from ODE survey:
 - *If a district wants cheap, convenient services, there will be no GIS left in the district for collaborative opportunities. Welcome to Ohio's McGifted Services: Cheap and convenient opportunities for Ohio's most capable learners."*

Why are Gifted Intervention Specialists (GISs) Important?

- Specialized training
 - Nature and needs
 - Social-emotional development
 - Curriculum design and instructional practices
 - Creativity
- Provides a sense of understanding and belonging for a gifted child
- Able to support the parent/guardian

“School administrators, building principals, school counselors, athletic directors, special education teachers, reading teachers, etc., all have special certificates, licenses. It isn't just about the piece of paper/license. It's about the training they get!”

Classroom Teachers & HQPD

Current State of Qualifications Reported on OAGC Survey

- 60% indicated an increase in the number of WEPs written for gifted students.
- 83% indicated classroom teachers providing gifted services had no gifted licensure nor were they working toward obtaining one.
- 71% indicated there was no co-planning between gifted specialists and teachers.
- 55% indicated there was no monitoring process to determine effectiveness

Current Federal Opinion on Qualifications

ESSA Title II professional development funds require a plan to train educators about gifted students.

Classroom Teachers & HQPD

OAGC Position on Role of the Regular Classroom Teacher

- Unless instruction in the regular classroom is accelerated, services provided to gifted students in a general regular classroom must be supported by gifted intervention specialists to be reported as services.
- A new gifted certificate program should be developed in the core areas essential for classroom teachers.
 - Administered by Institutions of Higher Education
 - 78% of superintendents surveyed supported such a certificate.
- In interim, 3 years of specific gifted professional development while teachers services to gifted students in the general education classroom.

OAGC's Recommendations

- Reinstate current *minimum service minutes* for students from current operating standards along with *caseload limits*.
 - Reinstate and improve *service and instructional settings* as provided in the current standards and adjusted to some extent to reflect changes in law and remove the provision that untrained general education teachers provide service unless it is an accelerated classroom.
 - Reinstate *gifted coordinator and intervention specialist qualifications* from current standards for both districts and ESCs and ensure that all gifted instructors are provided true high quality professional development.
 - Incorporate *funding parameters* to ensure gifted earmarked funding is spent accordingly as stated in Ohio Revised Code (ORC)

OAGC's Recommendations

- Reinststate *instruction time requirement* for teachers from current standards so that gifted intervention specialists spend most of their time with gifted students.
- Reinststate provisions that require *ODE audits* and allow ODE to remove funds of non-compliance from current standards, as stipulated in ORC.
- Incorporate *data collection* on specific inputs to determine the effect of services. including an annual report outlining the condition of gifted education in the state.
- Increase the *scope and depth of the written education plan* and a reasonable attempt to require parent/guardian signature.

OAGC's Recommendations

- Revise *whole grade testing from K-3 to K-2* and limit the testing in this initial grade band to superior cognitive ability and specific academic areas of math and reading. In addition, incorporate the deleted elements from the identification section that are required in ORC and exists in the current operating standards.
- With the reinstatement of service parameters as described previously, incorporate *waivers on the basis of performance* on multiple measures including, but not limited to, the gifted performance indicator. In addition, include language from ORC that allows ODE to remediate and reconstitute gifted services in districts that are chronically failing gifted students.
- Reinststate the *district service plan* as required by ORC.

The Implications for Ohio if We Continue to Ignore Gifted Students

- Mental Health
- Academic Achievement - Ohio's ranking in the Quality Counts report has declined over the years from 5th in 2010 to 23rd in 2016.
- Economic development
- Social change and innovation

The Implications for Ohio if We Continue to Ignore Gifted Students

In OAGC's survey, one superintendent commented:

“It is Important that the State of Ohio continues to support gifted programs in our schools. We need to implement a set of operating standards that will support and extend gifted programs. The current draft seems to be pushing for a dismantling of programs, rather than encouraging districts to build and strengthen their programs. If the State of Ohio wants to make districts responsible by including a Gifted Indicator, why would the draft of the new standards be written as if to encourage districts to do away with their programs. Our gifted students are the country's best and brightest. They are our future; our doctors, scientists, and more. We need to be responsible and careful with the decisions that we make that will either encourage them to go on and achieve all that they can or discourage from reaching their full potential. I can't imagine any educator choosing the latter.”

The Implications for Ohio if We Continue to Ignore Gifted Students

Quote from the ODE gifted operating standards survey:

“One can't have a standard without any standards. Flexibility is great and other proposed drafts of gifted standards provide choice. This proposal is a free for all. It isn't nearly as important that district needs are met as it is for student needs to be met. This appears to be all about what the district needs. Children are at the mercy and whim of whomever has the power. In addition to not providing for the immediate needs of students, this proposal will not provide any quality data to help us determine which service models best promote student growth over time and in a variety of different districts.”