



Concerns Regarding the Report Card and the Future of the Gifted Performance Indicator

December 4, 2019

Discussions about the future of report cards for school districts have been ongoing for the last few years. The State Board of Education first convened a work group in early 2017 to discuss potential changes to the report card. In the 132nd General Assembly, former representative, Mike Duffey, introduced HB591, which would have revamped the report card. Other legislation was drafted but never introduced. Ohio Excels has convened a stakeholder group of diverse education groups to try to reach a consensus on how the report should be revised. The Ohio Association for Gifted Children (OAGC) has provided input or has been in most of these discussions with all of these groups deliberating the future of the report card.

Based on the testimony provided by the major education groups to the Report Card Committee on Wednesday, November 13, 2019, OAGC has the following concerns and comments.

Potential Elimination of Indicators Met Element as Part of the Achievement Component -- This recommendation is particularly problematic for the gifted community as the removal of this element would eliminate the single accountability measure for gifted students on the report card – the gifted performance indicator. Unlike all other student subgroups, services to gifted students are not mandated, and many gifted students in Ohio do not receive services appropriate to their educational needs. BASA (Buckeye Association of School Administrators) has indicated that the gifted performance indicator should be moved to a gap closing measure with the gifted input element eliminated. It would be totally ironic to move the gifted indicator to a gap closing or equity measure while gutting the element that shines the brightest light on gifted equity gaps in identification and service between student groups. ***OAGC is highly opposed to the elimination of gifted input points as part of the gifted performance indicator.***

It might be helpful to understand the history of the indicator and how it became one of the achievement performance indicators. The gifted indicator is a met-not met indicator and currently is included as one of the 27 indicators in the achievement component of the report card. The indicator is composed of three elements: gifted value-added, gifted performance index and gifted points which measure the identification and service levels of various categories of gifted subjects and populations including:

- Minority students
- Economically disadvantaged students
- Grade bands (K-3, 4-8, 9-12)
- Visual and Performing Arts

Before the gifted performance indicator, services to gifted students had dropped to 19%. Within five years after the gifted performance indicator was placed on the report card, gifted services increased to a record high of 54% in 2018. Services have increased across all district typologies, not just wealthy districts. Without the indicator (particularly the input points element), services to gifted students will decline as there will be no incentive for districts to identify or serve them. Equally important, critical information about the identification and service of underserved populations will once again be hidden. If you would like more information about gifted in Ohio, please view the attached “2018 State of Gifted in Ohio.” Please note, this document is currently being updated with 2018-2019 data.

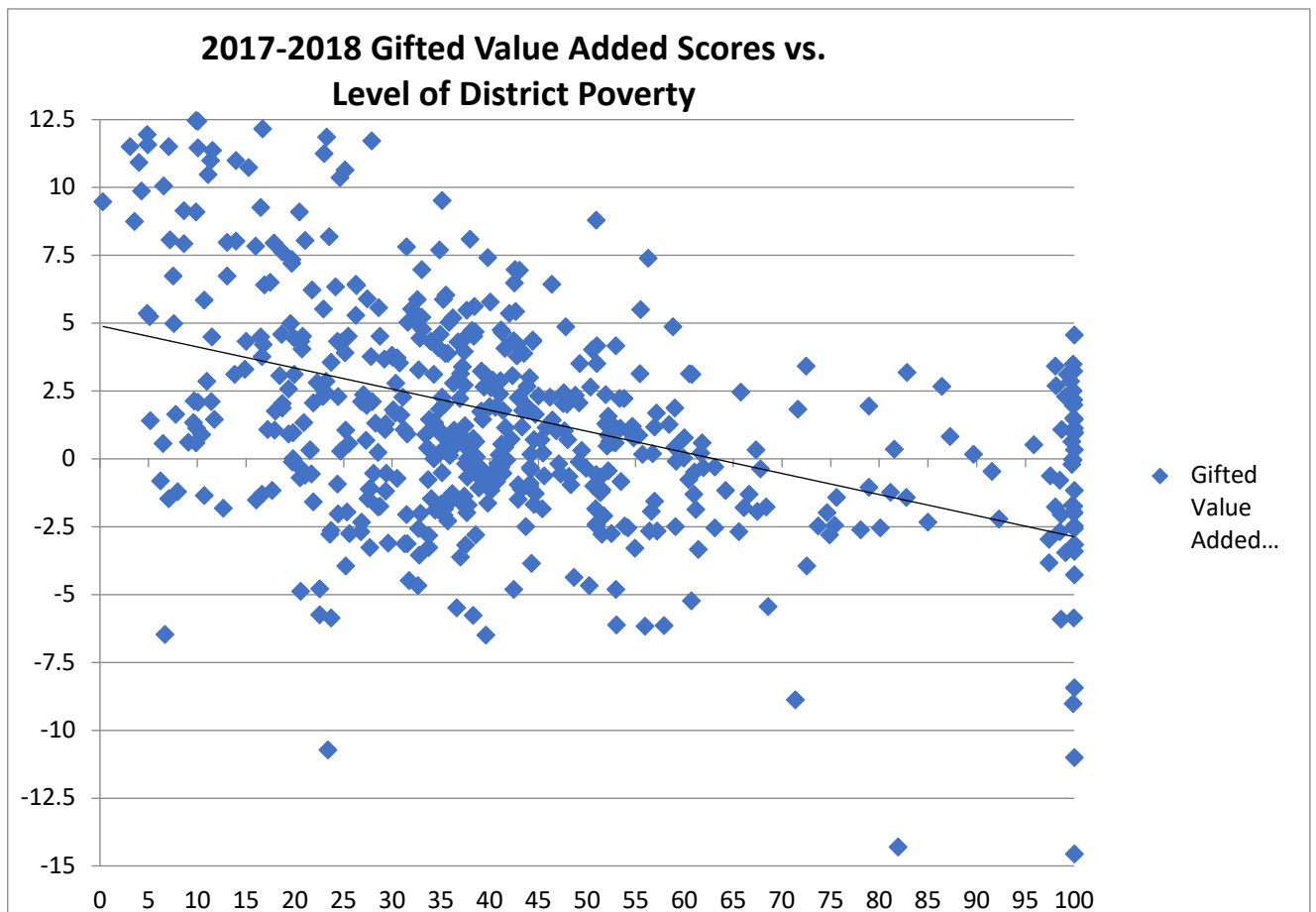
Why is there an identification and service component for gifted and not the other student sub-groups? The reason is quite simple: as stated earlier, gifted students are the only student sub-group for whom services are not mandated. The input points element of the gifted indicator gives districts, parents, and policymakers information about gifted identification and services, especially regarding gifted minority and economically disadvantaged students. Ohio has large gaps in these areas. For example, economically disadvantaged students are only 43% as likely to be identified as gifted in wealthier, suburban districts. The removal of the indicator – particularly the gifted input element - would allow these gaps to, once again, be hidden, which would further hurt minority and economically-disadvantaged gifted students. The 2nd Edition of the Jack Kent Cooke report “Equal Talents, Unequal Opportunities” rated Ohio’s excellence gap a “D.” Please see the Ohio report attached to this document.

While some superintendents were not initially happy about the gifted performance indicator, others have embraced the challenge – across all district typologies. We do believe that additional changes should be made to the gifted performance indicator that would eliminate some issues with small populations of minority and ELL (English Language Learner) students in smaller districts and to increase emphasis on the under-identification and service of minority, ELL, and K-3 student populations. We also believe the definition of minority students should be refined within this element to reflect those minority populations who are currently underserved. But the elimination of the gifted performance indicator or the gifted input element of the indicator would be a huge step backwards for under-identified and under-served student populations. Ohio cannot close the gaps between under-represented gifted students and those more traditionally identified and served if we once again hide information about where those gaps are.

The placement of the gifted performance indicator in the achievement indicators component might not be an ideal fit, but it is accomplishing what is designed to do – increasing identification, service and performance of gifted students. If the achievement component indicators are removed from the report card, as is recommended by many of the major education groups, the gifted performance indicator needs to be moved to a different area of the report card. Removing it completely would not serve the best interest of gifted children, particularly those who are also part of an under-represented student population. In our discussions with the Ohio Excels stakeholder group, former Representative Duffey and other representatives and senators, there appeared to be some consensus around the idea of developing an equity component where the *complete* gifted performance indicator could reside with other measures such as the gap closing

or other new equity measures. OAGC would support this change if the equity component were a graded component (on whatever scale is chosen) and the three elements of the indicator remain.

The Elimination of Value-Added Sub-Group Demotions and Sub-group “N” Sizes – Many of the education groups have called for the elimination of the value-added sub-group demotions. Prior to the budget bill, no district could receive an “A” if any one of the value-added sub-groups received a grade of “B” or below. HB166 made two changes to value-added that relieve the pressure of the demotion. First, the formula for the value-added grades has been changed so that districts and schools have a lower bar for the grades. A “B” grade on value-added last year will be an “A” this year. A “C” will be a “B” etc. The second change is to the demotion formula whereby a district cannot receive an “A” grade if any of the value-added sub-groups has a grade of “C” or below. OAGC believes these changes allow more leeway for districts to receive higher grades for value-added but still maintains some incentive to ensure that value-added sub-groups are not ignored. It is important to understand that while growth as measured by the overall value-added measure does not appear to be highly correlated with the wealth of a district, *this is not the case for at least the gifted value-added sub-group*. Wealth of a district definitely is correlated to the value-added of the sub-group as the chart below indicates. (To see more information about the gifted performance indicator, see the attached “2018 State of Gifted Education in Ohio” document.)



OAGC also supports the “N” size sub-group that is currently in law. Moving the “N” size back to previous levels would be a step backwards in ensuring the districts sufficient attention to underserved student populations.

Prepared for Success Measures – While several education groups have called for the elimination of the prepared for success measure, OAGC supports the measure as important for parents and the public at large to determine whether districts are adequately preparing their students not just to graduate but to succeed in college or careers beyond high school.

Grading Scale and Summative Grades – OAGC does not have not have a strong opinion on whether districts and schools should be graded using an A-F scale or some other scale. We do believe that parents and the public at large are best served by having some rating scale for the various components of the report card. We are also skeptical that a three-grade scale (not met, met, and exceeds) is nuanced enough to capture differences between districts and schools. We do not believe that a summative grade is particularly useful.

OAGC has a separate request regarding the names of the Ohio assessment scores. The current levels are limited, basic, proficient, accelerated, advanced, and advanced plus. OAGC requests that the score level “accelerated” be renamed to “accomplished.” The term “accelerated” has a very specific meaning – that a student is working at above-grade level. The level of “accelerated” on an Ohio assessment is **not** above-grade level. This is confusing to parents, some of whom request grade-skipping for their children as a result of these scores.

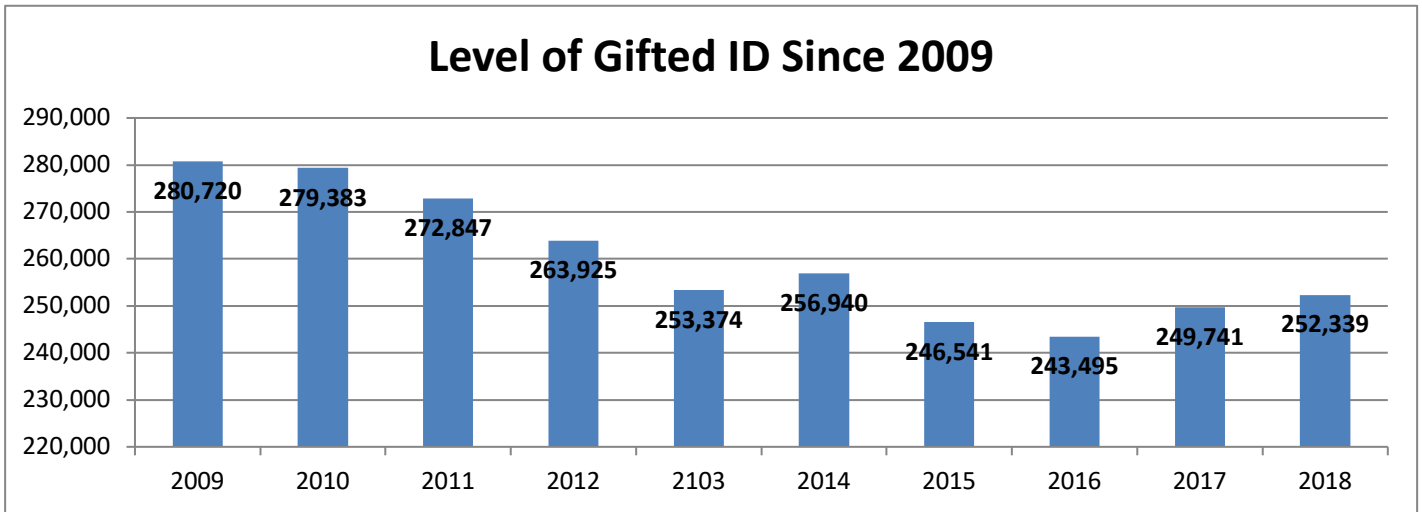
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2018 State of Gifted Education in Ohio
Updated February 5, 2019

Gifted Identification

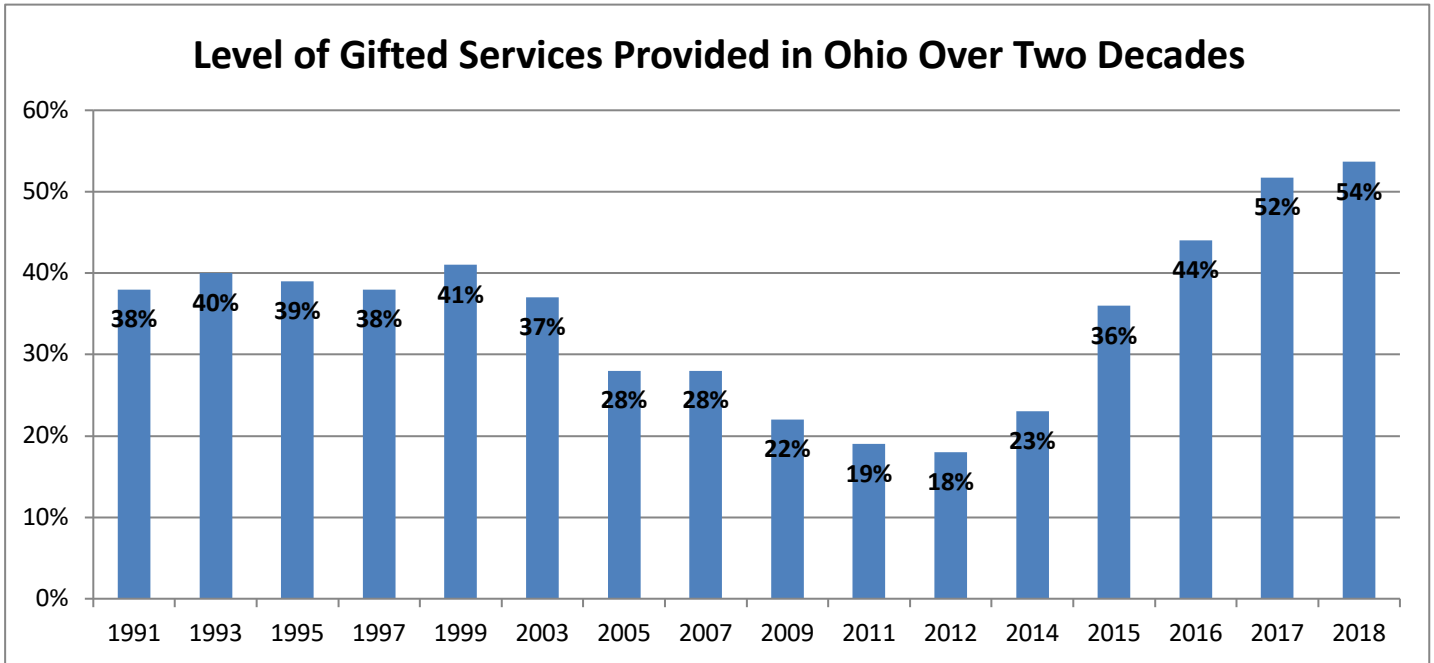
In school year ending in 2009, districts identified 280,720 students as gifted. That figure is now 252,339, a drop of 11.25%. The most significant drops occurred from 2011 to 2012 and 2014 to 2015. The decline continued from 2015 to 2016 with another 1% drop. Gifted identification actually increased from 2016 to 2017 by 2.5%, and another 1% from 2017 to 2018 (though the actual percentage of gifted identified decreased due to an increase in total K-12 enrollment). In 2017-2018, 51 districts were unable to receive a value-added grade due to low identification numbers. Of those districts, 33 were above the 600 ADM threshold set for “not rated” districts on the gifted indicator to count against the district. This is an increase over last year.



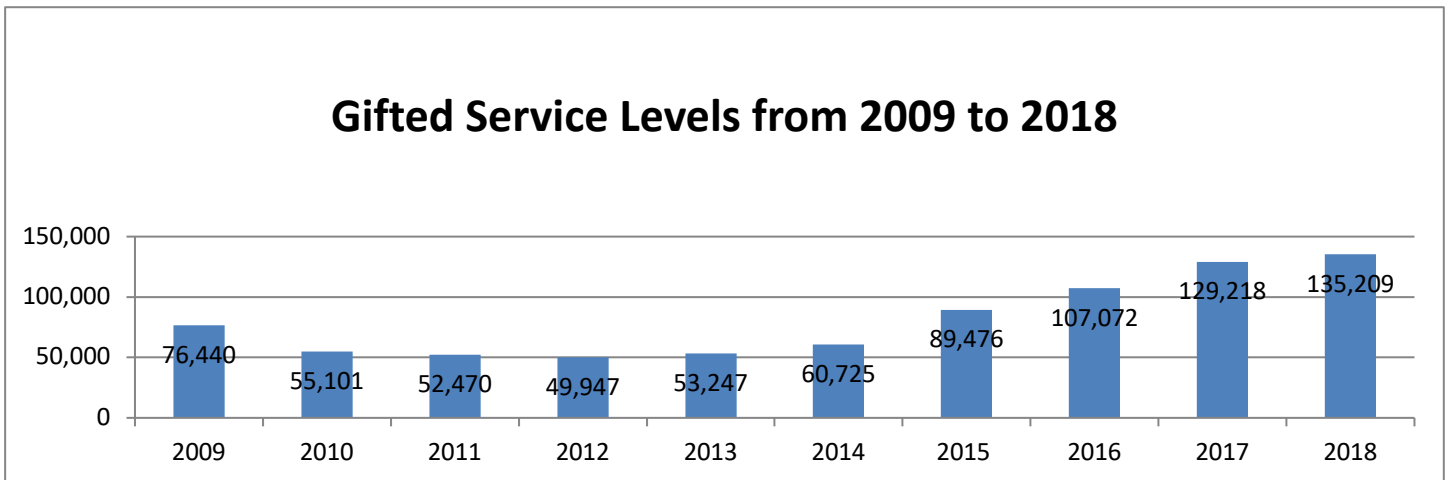
While overall identification numbers increased, the percentage of gifted students decreased slightly for most district types. The breakdown by district typology demonstrates that gifted students are still much less likely to be identified in poorer rural districts, small towns, and urban districts.

District Typology	Grouping	# of Districts	2018% ID'd	2017% ID'd	2016 % ID'd	2015 % ID'd
1	rural, high poverty	123	12.46	12.74	12.13	12.05
2	rural, average poverty	106	14.33	14.48	13.74	13.52
3	small town, low poverty	111	15.99	15.89	15.33	15.65
4	small town, high poverty	89	11.08	11.44	10.74	11.04
5	avg. suburb, low poverty	77	18.66	19.08	18.36	18.53
6	lg. suburb, very low poverty	46	31.66	31.64	30.83	31.00
7	urban, high poverty	47	8.68	9.07	8.7	9.00
8	large urban, very high poverty	8	9.25	9.41	8.04	8.36
State Average		607	16.19	16.43	15.59	15.77

Gifted Services



Districts increased services to gifted students from 60,725 in 2013-2014 to 89,476 in 2014-2015. There was another big jump in “services” provided in 2015-2016 to 107,072 students and again in 2016-2017 with a jump to 129,218 served students. This trend slowed somewhat with an increase of just 2% from 2016-2017 to the 2017-2018 school year. The overwhelming majority of these “new” services over the past four years are being provided in the regular classroom with little to no gifted intervention specialist support with an increase of over 34,000 students. There was an actual reduction in the number of services in pull-out and resource rooms with dedicated gifted intervention specialists. In high school, over 23,000 more students were reported as served in College Credit Plus, Honors courses, and Advanced Placement than three years ago. Almost 16,000 students are now being reported as subject-accelerated, the majority of these students are likely 8th graders taking Algebra.

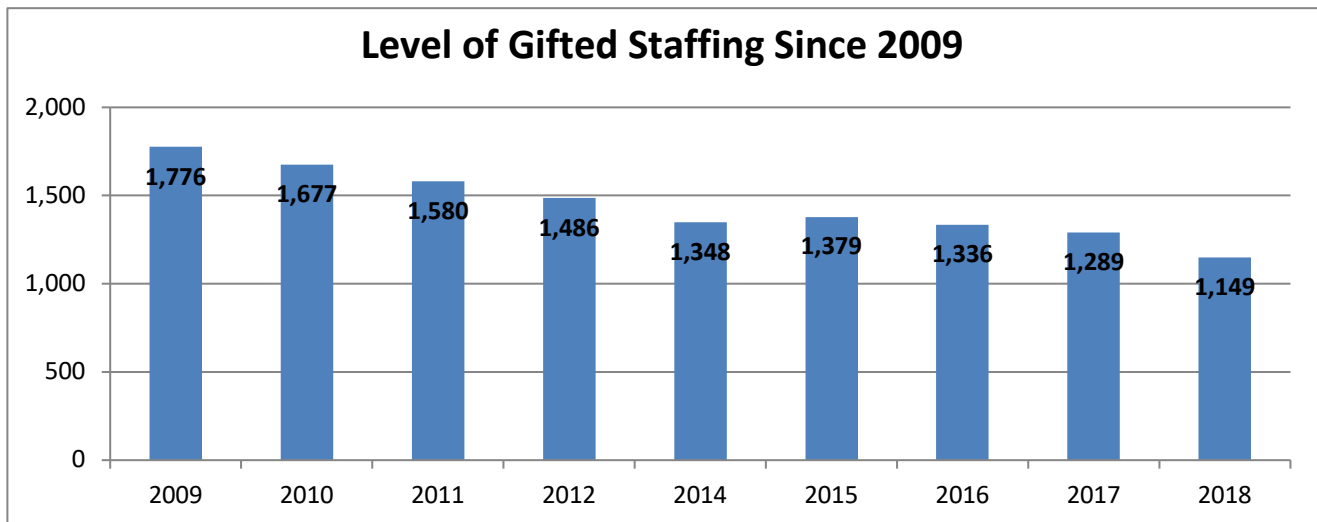


Viewing services by typology is an interesting exercise, because it shows that across all district types there are large service gains for gifted students reported over the past five years, even though we have no idea of the quality of those services. In 2017-2018, over 450 districts reported serving more gifted students though 82 districts, which are predominantly rural or small-town, serve too few gifted students to report. Over half of the statewide service increase can be attributed to 30 districts, the majority of which are suburban.

<u>District Type</u>	<u># of Districts</u>	<u>2018 % of ID Served</u>	<u>2018 % of ADM Served</u>	<u>2017 % of ID Served</u>	<u>2017 % of ADM Served</u>	<u>2016 % of ID Served</u>	<u>2016 % of ADM Served</u>	<u>2015 % of ID Served</u>	<u>2015 % of ID Served by ADM</u>
1	123	56.40	7.03	56.15	7.03	46.09	8.19	33.85	3.83
2	106	50.52	7.24	53.32	7.72	43.24	5.94	31.88	4.31
3	111	62.32	9.97	55.44	8.81	48.79	7.48	40.16	6.28
4	89	60.48	6.70	57.02	6.52	52.25	5.61	40.13	4.43
5	77	56.98	10.64	53.06	10.12	46.61	8.56	38.67	7.16
6	46	50.76	16.07	48.26	15.27	39.5	12.18	34.07	10.56
7	47	53.23	4.62	51.54	4.67	43.23	3.76	32.84	2.96
8	8	33.75	3.12	46.24	4.35	36.07	2.9	37.08	3.1
State Average	607	53.38	8.67	51.74	8.5	43.09	6.86	36.29	5.72

Gifted Staffing

The increase in gifted services should logically include an increase in licensed gifted staffing levels. But that is not the case. Gifted staffing has plummeted over the past few years. As of 2017-2018, there were only 1,149 (down from about 1,289 in 2016-2017) licensed gifted coordinators and intervention specialists working in Ohio school districts and ESCs. Considering that 16.19 percent of Ohio’s student population is identified as gifted, this level is entirely inadequate. Licensed gifted staffing in districts and ESCs has decreased by 36% since the FY2008–2009 school year. Gifted coordinator numbers decreased by 69%, while the number of gifted intervention specialists decreased by 29%. The issue of appropriate gifted staffing is critical to any discussion of gifted services. Classroom teachers in Ohio are provided no preservice training to understand, identify, or provide services to gifted children. Districts indicating that gifted students are served in the classroom with no support from a gifted intervention specialist and low-quality gifted professional development are usually doing little more than filling out a checklist to gain gifted service points for the gifted performance indicator. This is why it is so important that classroom teachers get appropriate levels of high-quality gifted professional development.



The breakdown by district typology reveals once again that rural districts have seen the worst of gifted staff reductions in the state from 2009, though the decline of gifted staff seems to be acute in smaller urban districts, as well. (Note: The graph below does not include ESC staff which have also declined.) While large urban districts had increased hiring of staff up until 2016-2017, there has been a decline in gifted staff in 2017-2018. Declines in staffing

have continued in all district typologies from 2016-2017 to 2017-2018. Given these decreases in gifted staff and increases in gifted services, it is clear that more districts are providing services without the support of trained gifted staff. Staff decreases over the last decade have been particularly acute in district typologies 1-5 and 7.

Typology	Number of Districts	% Decline in Overall Gifted Staff from 2017 to 2018	% Decline in Gifted Coordinators from 2017 to 2018	% Decline in Gifted Intervention Specialists from 2017 to 2018	% Decline in Overall Gifted Staff from 2009 to 2018	% Decline in Gifted Coordinators from 2009 to 2018	% Decline in Gifted Intervention Specialists from 2009 to 2018
1	123	27.08%	44.20%	22.46%	54.45%	67.09%	50.79%
2	107	36.84%	76.20%	23.70%	55.59%	78.88%	49.83%
3	111	8.42%	53.59%	-4.46%	48.47%	69.80%	43.40%
4	89	13.76%	52.76%	3.70%	42.47%	70.88%	34.37%
5	77	9.95%	44.94%	5.95%	37.29%	77.06%	29.05%
6	46	7.68%	33.42%	5.99%	23.20%	67.90%	17.88%
7	47	4.58%	42.72%	-2.82%	35.94%	72.29%	25.36%
8	8	10.26%	14.29%	9.86%	3.71%	31.43%	-0.08%
State Average	608	12.22%	46.38%	6.77%	35.84%	69.36%	28.69%

Gifted Service Setting Changes Compared to Gifted Staff Changes

It is clear from the chart below that many of the service increases in gifted are not supported by gifted staff. (Note: As there was no minimal level of professional development required of classroom teachers reported as serving gifted students prior to the 2017-2018 school year, it is not clear what the level of actual services was truly being provided.) It is disturbing that record increases in gifted services reported are almost all being provided in the regular classroom with fewer and fewer licensed gifted intervention specialist staff involved.

Gifted Service Changes from 2014-2018 compared to Gifted Staff Changes						
	2014	2015	2016	2017	2018	
Regular classroom with cluster grouping	21,007	32,624	39,368	52,301	55,710	165%
Resource room/Pullout with GIS	14,071	13,855	13,124	13,842	11,288	-20%
Licensed GIS staff	1,348	1,379	1,336	1,289	1,149	-14.76%

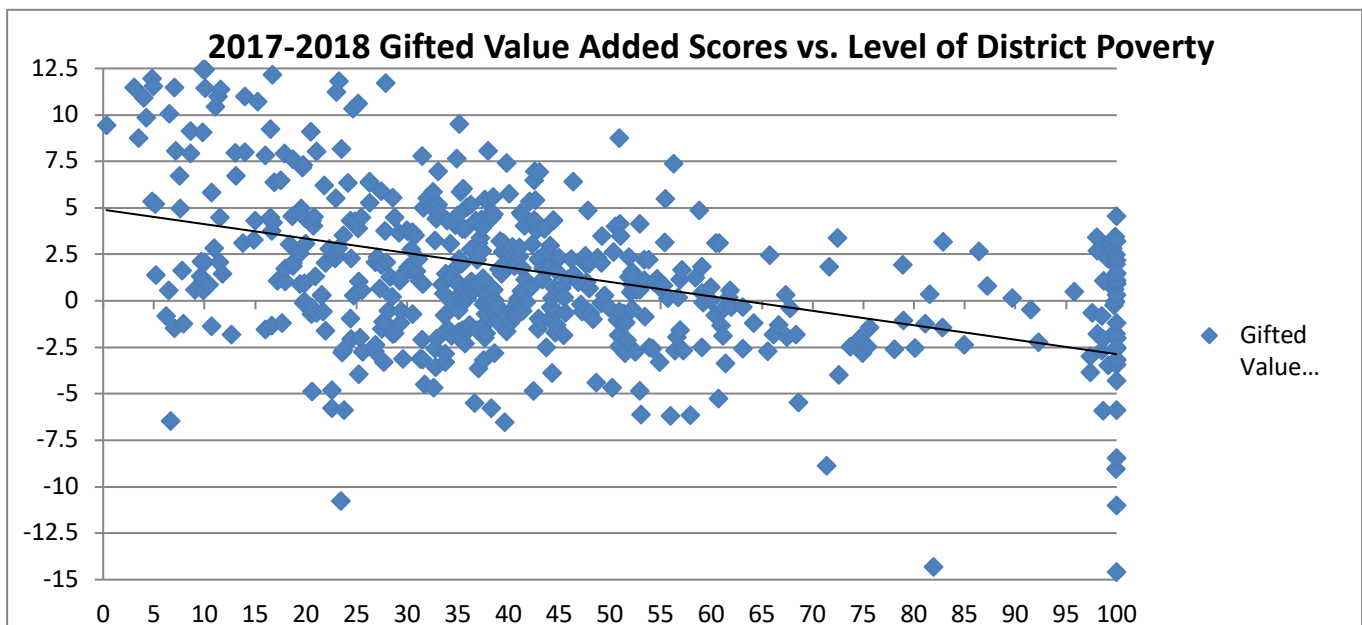
Vulnerable Populations

The gifted performance indicator—the only current output measure for gifted students—breaks out district identification and services across grade bands, types of giftedness, and student demographics. Data on gifted identification and services in grades K–3, disadvantaged, and minority students indicate that gifted gaps remain.

Economically Disadvantaged Students: Students classified as economically disadvantaged are less than half as likely as other students to be identified as gifted in the state of Ohio. Those who are identified are almost as likely to be served as non-economically disadvantaged students in their district. However, service numbers of economically disadvantaged gifted are markedly worse in rural districts. The lack of identification of this population supports the need for whole grade screening, which is widely supported by research.

Typology	Number of Districts	2017 % ID'd	2017 % of ID Served	% Gifted Disadvantaged ID	% Disadvantaged ID as % of Overall ID	% Gifted Disadvantaged Served	% Disadvantaged Served as % of Overall Served
1	123	12.46	56.40	7.58	60.84	51.19	90.76
2	106	14.33	50.52	7.60	53.02	46.28	91.61
3	111	15.99	62.32	7.53	47.09	56.23	90.24
4	89	11.08	60.48	6.34	57.25	57.85	95.65
5	77	18.66	56.98	8.79	47.08	53.17	93.31
6	46	31.66	50.76	13.47	42.56	56.08	110.47
7	47	8.68	53.23	6.13	70.61	53.21	99.96
8	8	9.35	33.75	7.06	76.32	36.44	107.95
State Avg	607	16.19	53.58	7.86	48.56	52.73	98.40

Another way to view how serious this issue is becoming is to look at the value-added scores of gifted subgroup by district poverty levels. The distribution for all student value-added scores has no relation to poverty. The scatter plots show no trend. This is not the case for the gifted student subgroup where there is a clear decline in value-added scores based on the level of district poverty. It comes down to opportunity. Wealthier districts are providing more true services while poorer districts while reporting service increases continue to cut staff and limit opportunities for gifted students.



Minority Students: Districts also have some issues identifying minority students especially considering these figures may be somewhat skewed. This is because the minority gifted student category includes students identified as Asian, who historically have been more likely to be identified as gifted than any other subgroup in the state of Ohio, including non-Hispanic white students. Overall, minority students are less likely than non-Hispanic whites to be identified as gifted, particularly in small towns and urban districts. While minority gifted students are almost as likely to be served if they are identified as non-minority students, this is not the case in some rural districts and large urban districts.

<u>Typology</u>	<u>Number of Districts</u>	<u>2017 % ID'd</u>	<u>2017 % of ID Served</u>	<u>% Gifted Minority ID</u>	<u>% Minority ID as % of Overall ID</u>	<u>% Gifted Minority Served</u>	<u>% Minority Served as % of Overall Served</u>
1	123	12.46	56.40	7.66	61.44	45.17	80.10
2	106	14.33	50.52	9.26	64.59	40.06	79.29
3	111	15.99	62.32	9.79	61.20	58.69	94.17
4	89	11.08	60.48	6.31	56.98	58.30	96.41
5	77	18.66	56.98	12.15	65.08	60.04	105.36
6	46	31.66	50.76	25.98	82.08	64.57	127.20
7	47	8.68	53.23	4.84	55.71	54.76	102.87
8	8	9.35	33.75	5.23	56.46	33.75	100.00
State Average	607	16.19	53.58	9.82	60.67	52.45	98.05

Grades K-3: As with all student subgroups, the earlier that gifted students are identified and provided with appropriate intervention, the more likely they are to realize their potential. Unfortunately, in Ohio the majority of districts do a poor job of identifying young gifted students. Over 10% of Ohio’s districts do not identify any or extremely few gifted children in grades K–3. One-third of districts identify fewer than 3 percent of their K–3 population. While on average Ohio districts identify about 16.19% of their students as gifted, only 7.2% of students are identified as gifted in grades K–3. Aside from wealthy suburban districts, no other district typology groups appear to do a good job of identifying gifted children in the early grade levels. The problem is particularly acute in small town and urban areas where it is critically important to identify and provide services as early as possible.

<u>Typology</u>	<u>Number of Districts</u>	<u>2017 % ID'd</u>	<u>2017 % of ID Served</u>	<u>% Gifted K-3 ID</u>	<u>% K-3 ID as % of Overall ID</u>	<u>% Gifted K-3 Served</u>	<u>% K-3 Served as % of Overall Served</u>
1	123	12.46	56.40	6.14	49.29	53.92	95.62
2	106	14.33	50.52	6.10	42.54	49.85	98.67
3	111	15.99	62.32	7.53	47.22	53.78	86.30
4	89	11.08	60.48	4.08	36.86	53.42	88.33
5	77	18.66	56.98	8.63	46.22	58.33	102.36
6	46	31.66	50.76	18.38	58.06	60.06	118.31
7	47	8.68	53.23	3.93	45.02	48.66	91.42
8	8	9.35	33.75	6.44	69.57	20.56	60.92
State Average	607	16.19	53.58	7.20	44.46	53.20	99.28

Gifted Performance and Growth

The gifted performance indicator (GPI) is composed of three components: gifted value-added scores, the gifted performance index, and gifted input points, the last of which is a measure of gifted identification and service across student demographics and grade bands. Districts must meet each of the component cut scores to meet the overall GPI, with the exception of districts under 600 average daily membership (ADM). The cut scores are a gifted value-added grade of C or above, a gifted performance index score of 117 (out of 120) or above, and a gifted input score of 80 (out of 100) or above. In 2013-2014, 155 districts met the GPI. This dropped to 13 districts in 2014-2015 and then increased to 49 in 2015-2016. As the indicator standards were increased one last time in 2016-2017, the number of districts who met the indicator dropped to 12. As expected, this rose to 38 in 2017-2018 as districts are more familiar with Ohio’s new state assessments and the phase-in of the gifted performance indicator is complete. With the exception of type 8 typology districts (large urban), there were districts in every typology that met the indicator (Type 1 – 3; Type 2 – 3; Type 3 – 9; Type 4 – 2; Type 5 – 5; Type 6 – 15; Type 7 – 1). The breakout of the performance indicator is as follows:

Gifted Performance Indicator Element Comparison					
	2017-2018	2016-2107	2015-2016	2014-2015	2013-2014
Average Value-Added	1.58	1.30	1.09	.34	.31
Average Gifted Input Points	54	52	47	43	36
Average Performance Index	114.2	113.4	112.5	110.5	115.8

In terms of districts that met each element, 140 met the gifted performance index, 406 met gifted value-added, and 91 met the gifted input points element.

<u>2017-2018 Gifted Performance Indicator Breakdown by District Typology</u>			
	<u>Gifted Value- Added</u>	<u>Gifted Performance Index</u>	<u>Gifted Input Points</u>
Type 1	.44	113.42	50.33
Type 2	1.11	114.21	47.58
Type 3	1.30	115.40	56.16
Type 4	.54	113.78	52.03
Type 5	3.25	115.40	61.29
Type 6	7.87	117.59	69.80
Type 7	-.88	110.48	49.26
Type 8	-4.95	106.93	53.81
State Average	1.58	114.24	53.81

There were improvements in all three elements of the gifted performance indicator, but these varied based on typology. For example, type 3 (low-poverty, small town) and 6 (low-poverty, suburban) districts had the largest increase in gifted input points as well as increases in value-added and the gifted performance index. All district typologies had gains in value-added except for Type 1 (rural, high-poverty) and type 4 (small town, high-poverty) which had minor drops. Type 6 (low-poverty, suburban) districts had the highest gain in value-added growth. The gifted performance index increased from 113.41 in 2016-2017 to 114.24 with increases in all typologies. Type 8 (large urban) districts made the most gains. Gifted points increased in all district types except for type 1 (rural, high-poverty) and type 2 (rural, average-poverty) districts with an average increase of 2 points. Type 6 (low-poverty, suburban) districts made the largest point gains.

Gifted Performance Indicator Changes Breakdown by District Typology

	<u>Gifted Value-Added</u>		<u>Gifted Performance Index</u>		<u>Gifted Input Points</u>	
	2017/2018	2017/2016	2017/2018	2017/2016	2017/2018	2017/2016
Type 1	.44	.52	113.42	112.64	50.33	51.07
Type 2	1.11	.94	114.21	113.66	47.58	48.03
Type 3	1.30	1.02	115.40	113.82	56.16	52.59
Type 4	.54	.61	113.78	113.06	52.03	47.93
Type 5	3.25	2.95	115.40	114.95	61.29	58.46
Type 6	7.87	6.12	117.59	116.82	69.80	64.57
Type 7	-.88	-.99	110.48	109.92	49.26	46.21
Type 8	-4.95	-5.28	106.93	105.17	42.38	43.75
State Average	1.58	1.30	114.24	113.41	53.81	51.81

While suburban districts are more likely to meet the gifted performance indicator, it is clear that these districts tend to spend more on gifted students and are more likely to identify gifted students. There does appear to be some correlation between funding and performance with the exception of urban districts.

Type	# of Districts	2018 % ID'd	2018 % of ID Served	2018% of ID Served by ADM	# Met GPI	No VA Score > 600 ADM/	% High VA Scores (A or B)	% Low VA Scores (D or F)	Avg. VA Gain Index	Avg. Gifted Perf Index	Avg. Gifted Points	Expenditure to State Gifted Funding
1	123	12.46	56.40	7.03	3	16	30.08	21.95	.44	113.42	50.33	84.8
2	106	14.33	50.52	7.24	3	6	41.51	18.87	1.11	114.21	47.58	77.2
3	111	15.99	62.32	9.97	9	3	51.35	27.93	1.3	115.4	56.16	100.3
4	89	11.08	60.48	6.7	2	6	40.45	29.21	.54	113.78	52.03	118.5
5	77	18.66	56.98	10.64	5	0	66.23	20.78	3.25	115.4	61.29	146.1
6	46	31.66	50.76	16.07	15	0	82.61	6.52	7.87	117.59	69.8	295.6
7	47	8.68	53.23	4.62	1	2	25.53	46.81	-.88	110.48	49.26	142.7
8	8	9.25	33.75	3.12	0	0	37.50	50.00	-4.95	106.93	42.38	173.7
State Avg.	607	16.19	53.58	8.67	38	33	45.80	24.55	1.58	114.24	53.81	147.8

Funding

Gifted education funding in Ohio has gone through multiple revisions in the past decade. After the dismantling of the gifted unit funding system at the end of the 2009–2010 school year, gifted education funding operated under a maintenance-of-effort provision until 2014. This system provided districts absolute discretion with few or no barriers to use state gifted education funds to meet the needs of gifted children. Unfortunately, the approach resulted in staggeringly negative consequences for gifted students across the state. The new system introduced in the 2014, at least on paper, significant increases in funding through a formula that was calculated inside the core funding formula. (In the gifted unit funding system, all gifted funds were allocated outside the formula.) Because the accountability provisions are weak and unenforced by the Ohio Department of Education (ODE), the only funding that must directly support gifted education is the \$3.8 million allocated to educational service centers (ESCs) for gifted coordinators and intervention specialists.

While over \$73 million of state gifted education funding (based on capped amounts) was allocated to districts in FY2017, almost half of all districts spent less than the amount allocated to them under the state funding formula. Forty-five districts report spending no money on gifted identification and services. The theory behind incorporating the gifted funding mechanism into the district funding formula was that districts would use formula funds to pay ESCs for services if needed. The theory appears to have failed, however, in many smaller districts (particularly in typology groups 1 and 2) that spend disproportionately less of their gifted formula amounts than do other, larger groups. Gifted students in these smaller districts have been hurt by this formula shift as well as by the cut in ESC gifted funding.

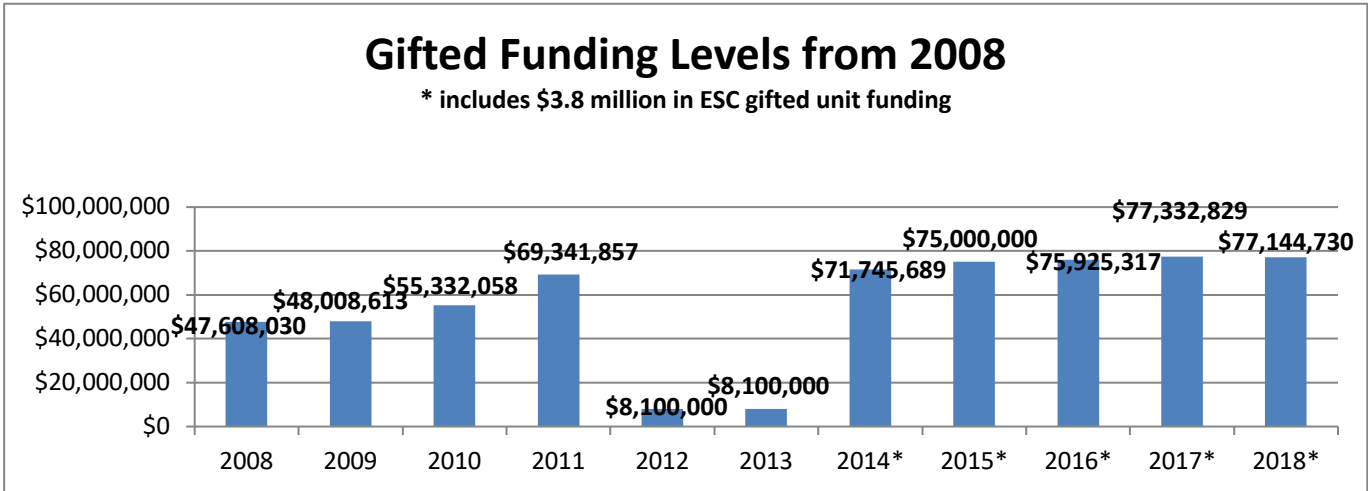
Typology	Number of Districts	Gifted Expenditure to State Funding Allocation*	Districts Spending Under the State Gifted Allocation	Districts Spending \$0 on Gifted
1	123	95.71%	68	10
2	106	86.92%	64	12
3	111	105.16%	56	10
4	89	129.97%	41	3
5	77	148.64%	22	3
6	46	314.78%	3	1
7	47	148.74%	16	1
8	8	196.78%	3	0
State Average	607	157.79%	273	40

*Numbers may vary slightly from ODE allocation data based on data available at the time of this analysis

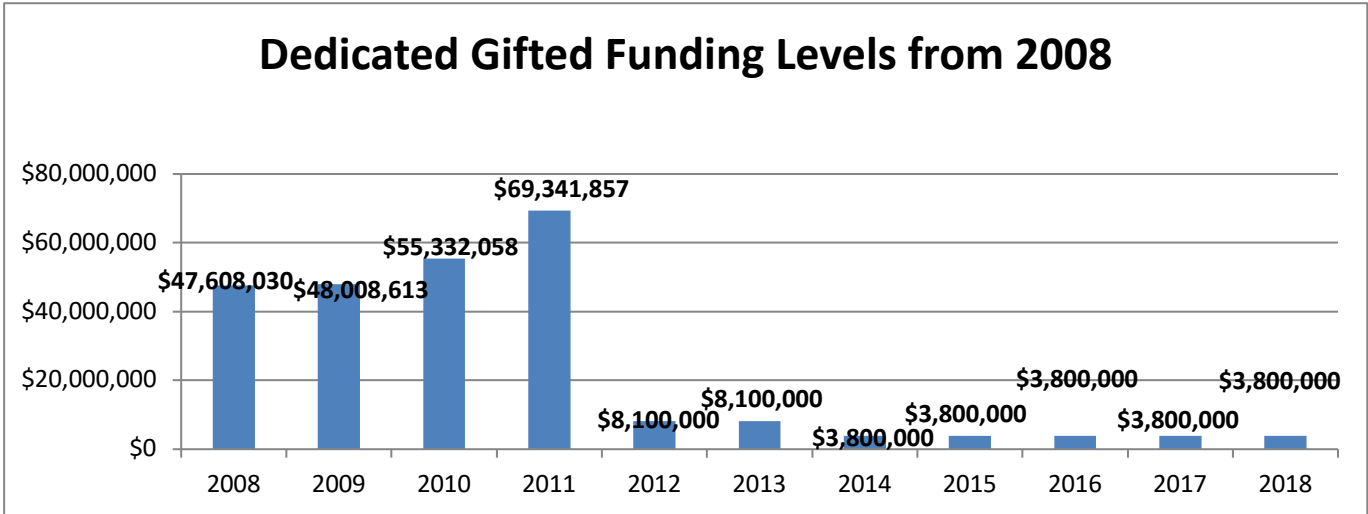
Historic Levels of Gifted Funding

Depending on one's viewpoint, gifted funding either is at the highest level in history or has experienced a decrease of almost 95 percent. Funding was relatively stable until 2009, with the introduction of the evidence-based model. On paper, funding rose for 2010 and 2011, but because districts were operating under only a maintenance-of-effort standard, they were not required to spend the state levels of gifted funding beyond that provided in FY2009. A similar situation existed in the FY2011–2012 biennium. On paper, there was no funding in the bridge formula for gifted, but districts were technically required to meet the 2009 maintenance-of-effort state spending level. Compliance with this requirement was inconsistent at best and, in many cases, nonexistent. In addition, \$8.1 million was allocated to educational service centers (ESCs) for gifted education. In the FY2013–FY2014 biennium, the legislature introduced a new funding formula for gifted education. The formula included funds for identification, gifted coordinators, and gifted intervention specialists. ESC gifted unit funding was cut from \$8.1 million to \$3.8 million. While the ORC states that funding for student subgroups under the formula must spent on those subgroups,

it is clear that the majority of districts do not feel bound by the law in this area. This is particularly true of smaller districts previously served almost exclusively by ESCs.



OR



Summary

Since 2009, the state of gifted in Ohio has declined sharply. Identification of gifted students continues to decline. Even while districts are reporting more services, gifted staff levels continue to drop except in wealthier suburban districts. Services are often nothing more than report-only. It is clear from value-added data that the lack of opportunities for gifted students in districts in higher poverty leaves Ohio’s most vulnerable gifted students at risk. Many districts continue to spend less on gifted students than the state funds allocated for this purpose. Gifted performance is lackluster. Gifted students in small, rural, and urban districts are the least likely to be identified and served. Young gifted students or gifted students who are minority or economically disadvantaged are the least likely to be identified or served in the state—even in wealthy suburban districts. The lack of funding accountability, the lack of services across the state, and the lack of oversight from the ODE have created a situation in which the vast majority of Ohio’s school districts do not meet the new gifted performance indicator. The gifted performance indicator offers some small hope in terms of providing transparency about the state of gifted education in each district, but without changes in services, funding accountability, and oversight, gifted students will remain perpetually underserved in Ohio.

For more information, please contact, Ann Sheldon, OAGC Executive Director at anngift@aol.com or 614-325-1185.

OHIO

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES				OHIO	
	A: 0	B: 14	C: 32	D: 5	F: 0	C+
Excellence Policies	A: 1	B: 10	C: 24	D: 15	F: 1	B+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22				Yes	
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14				Identification only	
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9				3 measures	
..... Extra credit for advanced achievement	Yes: 15				Yes	
..... Include high achievers in growth model	Yes: 38				Yes	
..... Separately report growth for high achievers	Yes: 5				Yes	
..... Other indicators (Number of gifted students, availability of AP courses, etc.)	Yes: 11				None	
State policy allowing early entrance to Kindergarten	Permitted: 9 No policy: 12	LEA determined: 14 Not permitted: 16	Permitted			
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0	Permitted (all districts must have a policy)			
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 Not permitted: 3	Permitted			
State policy on early college/dual enrollment	Yes: 48				Yes	
..... Mandatory	Yes: 11				Mandatory	
..... Public postsecondary institutions required to accept credits	Yes: 24				Yes	
..... Incentive program for early HS graduation	Yes: 6				No	
Excellence Participation Indicators	A: 6	B: 14	C: 20	D: 11	F: 0	C
Percentage of K-12 students identified as gifted	11% or more: 8	3-10%: 30	0-2%: 13		4%	
Percentage of Class of 2013 who took at least one AP exam	26% or more: 30 11-25%: 21				23%	
Excellence Outcomes	A: 4	B: 14	C: 26	D: 6	F: 1	C+
% Advanced Grade 4 Math NAEP 2015	7%				8%	
% Advanced Grade 8 Math NAEP 2015	8%				9%	
% Advanced Grade 4 Reading NAEP 2015	8%				8%	
% Advanced Grade 8 Reading NAEP 2015	3%				4%	
% HS students scoring 3+ on 1+ AP exam 2013	20%				15%	

OHIO

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					OHIO
	A: 0	B: 0	C: 19	D: 31	F: 1	D
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12					C
At least half of state K-12 accountability rating based on growth for all students	Yes: 4 No: 47					No
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42					Required
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					Yes (reimburses district costs for ACT or SAT)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					State/district
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42					No
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46					No
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 D: 13 F: 10 Incomplete: 1					F
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11					0.26
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0 B: 1 C: 27 D: 21 F: 2					D
	Not low-income		Low-income			
			Not low-income	Low-income		
% Advanced G4 Math NAEP 2015	13%	2%	14%	2%		
% Advanced G8 Math NAEP 2015	13%	2%	14%	2%		
% Advanced G4 Reading NAEP 2015	15%	3%	13%	3%		
% Advanced G8 Reading NAEP 2015	6%	1%	7%	1%		
% of students who were low-income	48%				43%	
% of 2013 AP exam takers who were low-income students	28%				11%	
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%				7%	

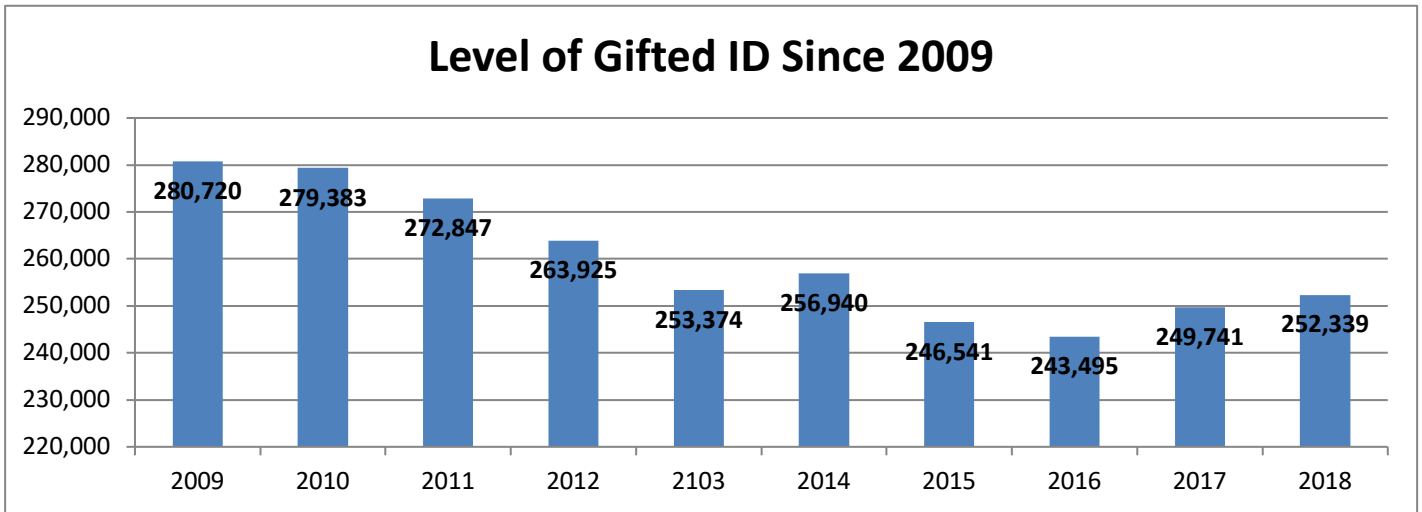
* "Low-income" defined as eligible for free or reduced price lunch subsidies



2018 State of Gifted Education in Ohio
Updated February 5, 2019

Gifted Identification

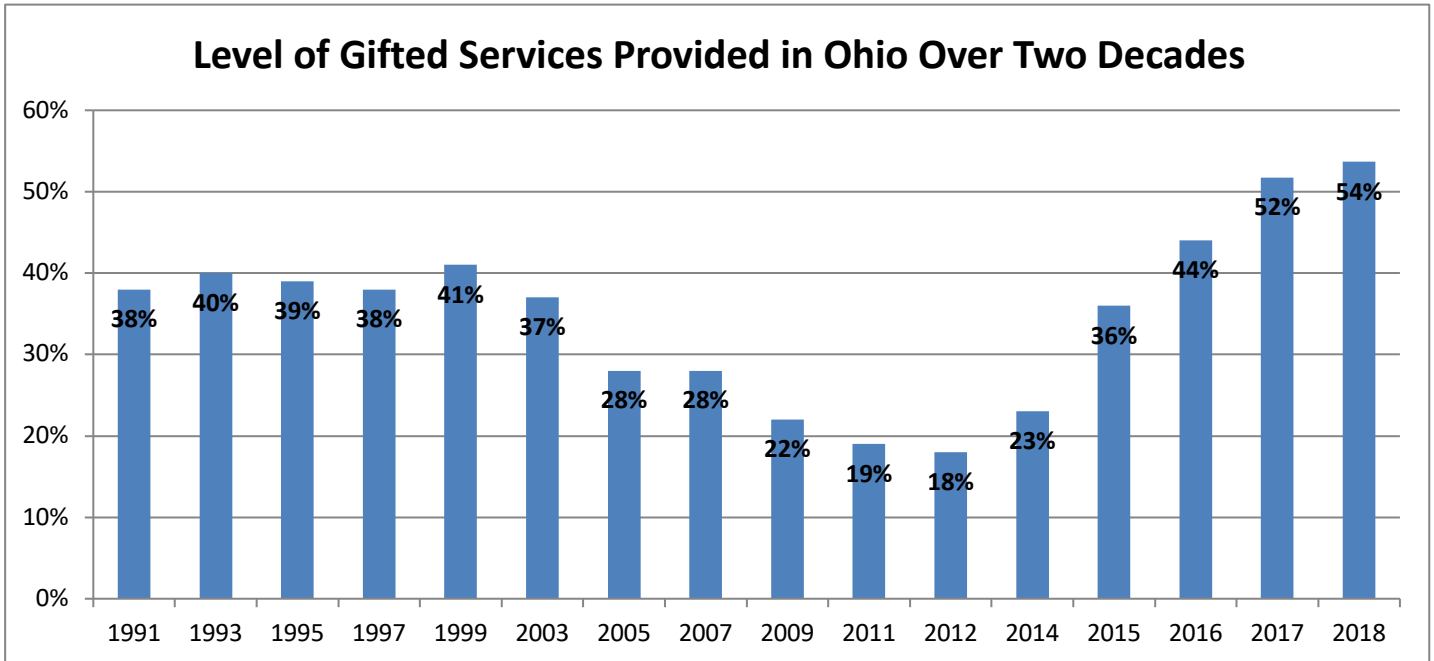
In school year ending in 2009, districts identified 280,720 students as gifted. That figure is now 252,339, a drop of 11.25%. The most significant drops occurred from 2011 to 2012 and 2014 to 2015. The decline continued from 2015 to 2016 with another 1% drop. Gifted identification actually increased from 2016 to 2017 by 2.5%, and another 1% from 2017 to 2018 (though the actual percentage of gifted identified decreased due to an increase in total K-12 enrollment). In 2017-2018, 51 districts were unable to receive a value-added grade due to low identification numbers. Of those districts, 33 were above the 600 ADM threshold set for “not rated” districts on the gifted indicator to count against the district. This is an increase over last year.



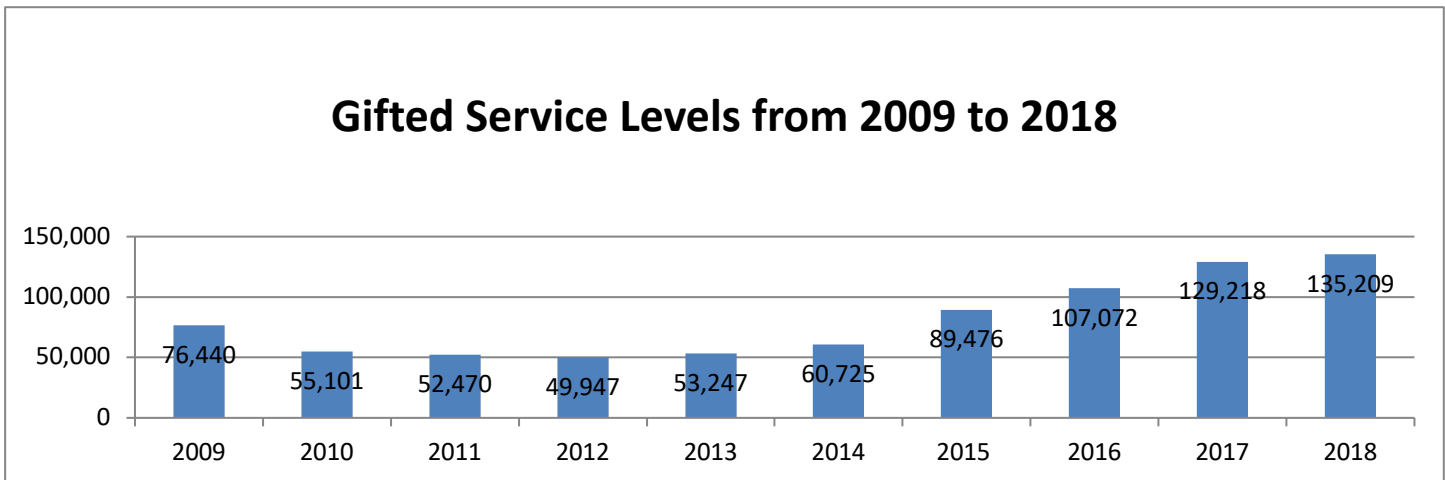
While overall identification numbers increased, the percentage of gifted students decreased slightly for most district types. The breakdown by district typology demonstrates that gifted students are still much less likely to be identified in poorer rural districts, small towns, and urban districts.

District Typology	Grouping	# of Districts	2018% ID'd	2017% ID'd	2016 % ID'd	2015 % ID'd
1	rural, high poverty	123	12.46	12.74	12.13	12.05
2	rural, average poverty	106	14.33	14.48	13.74	13.52
3	small town, low poverty	111	15.99	15.89	15.33	15.65
4	small town, high poverty	89	11.08	11.44	10.74	11.04
5	avg. suburb, low poverty	77	18.66	19.08	18.36	18.53
6	lg. suburb, very low poverty	46	31.66	31.64	30.83	31.00
7	urban, high poverty	47	8.68	9.07	8.7	9.00
8	large urban, very high poverty	8	9.25	9.41	8.04	8.36
State Average		607	16.19	16.43	15.59	15.77

Gifted Services



Districts increased services to gifted students from 60,725 in 2013-2014 to 89,476 in 2014-2015. There was another big jump in “services” provided in 2015-2016 to 107,072 students and again in 2016-2017 with a jump to 129,218 served students. This trend slowed somewhat with an increase of just 2% from 2016-2017 to the 2017-2018 school year. The overwhelming majority of these “new” services over the past four years are being provided in the regular classroom with little to no gifted intervention specialist support with an increase of over 34,000 students. There was an actual reduction in the number of services in pull-out and resource rooms with dedicated gifted intervention specialists. In high school, over 23,000 more students were reported as served in College Credit Plus, Honors courses, and Advanced Placement than three years ago. Almost 16,000 students are now being reported as subject-accelerated, the majority of these students are likely 8th graders taking Algebra.



Viewing services by typology is an interesting exercise, because it shows that across all district types there are large service gains for gifted students reported over the past five years, even though we have no idea of the quality of those services. In 2017-2018, over 450 districts reported serving more gifted students though 82 districts, which are predominantly rural or small-town, serve too few gifted students to report. Over half of the statewide service increase can be attributed to 30 districts, the majority of which are suburban.

<u>District Type</u>	<u># of Districts</u>	<u>2018 % of ID Served</u>	<u>2018 % of ADM Served</u>	<u>2017 % of ID Served</u>	<u>2017 % of ADM Served</u>	<u>2016 % of ID Served</u>	<u>2016 % of ADM Served</u>	<u>2015 % of ID Served</u>	<u>2015 % of ID Served by ADM</u>
1	123	56.40	7.03	56.15	7.03	46.09	8.19	33.85	3.83
2	106	50.52	7.24	53.32	7.72	43.24	5.94	31.88	4.31
3	111	62.32	9.97	55.44	8.81	48.79	7.48	40.16	6.28
4	89	60.48	6.70	57.02	6.52	52.25	5.61	40.13	4.43
5	77	56.98	10.64	53.06	10.12	46.61	8.56	38.67	7.16
6	46	50.76	16.07	48.26	15.27	39.5	12.18	34.07	10.56
7	47	53.23	4.62	51.54	4.67	43.23	3.76	32.84	2.96
8	8	33.75	3.12	46.24	4.35	36.07	2.9	37.08	3.1
State Average	607	53.38	8.67	51.74	8.5	43.09	6.86	36.29	5.72

Gifted Staffing

The increase in gifted services should logically include an increase in licensed gifted staffing levels. But that is not the case. Gifted staffing has plummeted over the past few years. As of 2017-2018, there were only 1,149 (down from about 1,289 in 2016-2017) licensed gifted coordinators and intervention specialists working in Ohio school districts and ESCs. Considering that 16.19 percent of Ohio’s student population is identified as gifted, this level is entirely inadequate. Licensed gifted staffing in districts and ESCs has decreased by 36% since the FY2008–2009 school year. Gifted coordinator numbers decreased by 69%, while the number of gifted intervention specialists decreased by 29%. The issue of appropriate gifted staffing is critical to any discussion of gifted services. Classroom teachers in Ohio are provided no preservice training to understand, identify, or provide services to gifted children. Districts indicating that gifted students are served in the classroom with no support from a gifted intervention specialist and low-quality gifted professional development are usually doing little more than filling out a checklist to gain gifted service points for the gifted performance indicator. This is why it is so important that classroom teachers get appropriate levels of high-quality gifted professional development.



The breakdown by district typology reveals once again that rural districts have seen the worst of gifted staff reductions in the state from 2009, though the decline of gifted staff seems to be acute in smaller urban districts, as well. (Note: The graph below does not include ESC staff which have also declined.) While large urban districts had increased hiring of staff up until 2016-2017, there has been a decline in gifted staff in 2017-2018. Declines in staffing

have continued in all district typologies from 2016-2017 to 2017-2018. Given these decreases in gifted staff and increases in gifted services, it is clear that more districts are providing services without the support of trained gifted staff. Staff decreases over the last decade have been particularly acute in district typologies 1-5 and 7.

Typology	Number of Districts	% Decline in Overall Gifted Staff from 2017 to 2018	% Decline in Gifted Coordinators from 2017 to 2018	% Decline in Gifted Intervention Specialists from 2017 to 2018	% Decline in Overall Gifted Staff from 2009 to 2018	% Decline in Gifted Coordinators from 2009 to 2018	% Decline in Gifted Intervention Specialists from 2009 to 2018
1	123	27.08%	44.20%	22.46%	54.45%	67.09%	50.79%
2	107	36.84%	76.20%	23.70%	55.59%	78.88%	49.83%
3	111	8.42%	53.59%	-4.46%	48.47%	69.80%	43.40%
4	89	13.76%	52.76%	3.70%	42.47%	70.88%	34.37%
5	77	9.95%	44.94%	5.95%	37.29%	77.06%	29.05%
6	46	7.68%	33.42%	5.99%	23.20%	67.90%	17.88%
7	47	4.58%	42.72%	-2.82%	35.94%	72.29%	25.36%
8	8	10.26%	14.29%	9.86%	3.71%	31.43%	-0.08%
State Average	608	12.22%	46.38%	6.77%	35.84%	69.36%	28.69%

Gifted Service Setting Changes Compared to Gifted Staff Changes

It is clear from the chart below that many of the service increases in gifted are not supported by gifted staff. (Note: As there was no minimal level of professional development required of classroom teachers reported as serving gifted students prior to the 2017-2018 school year, it is not clear what the level of actual services was truly being provided.) It is disturbing that record increases in gifted services reported are almost all being provided in the regular classroom with fewer and fewer licensed gifted intervention specialist staff involved.

Gifted Service Changes from 2014-2018 compared to Gifted Staff Changes						
	2014	2015	2016	2017	2018	
Regular classroom with cluster grouping	21,007	32,624	39,368	52,301	55,710	165%
Resource room/Pullout with GIS	14,071	13,855	13,124	13,842	11,288	-20%
Licensed GIS staff	1,348	1,379	1,336	1,289	1,149	-14.76%

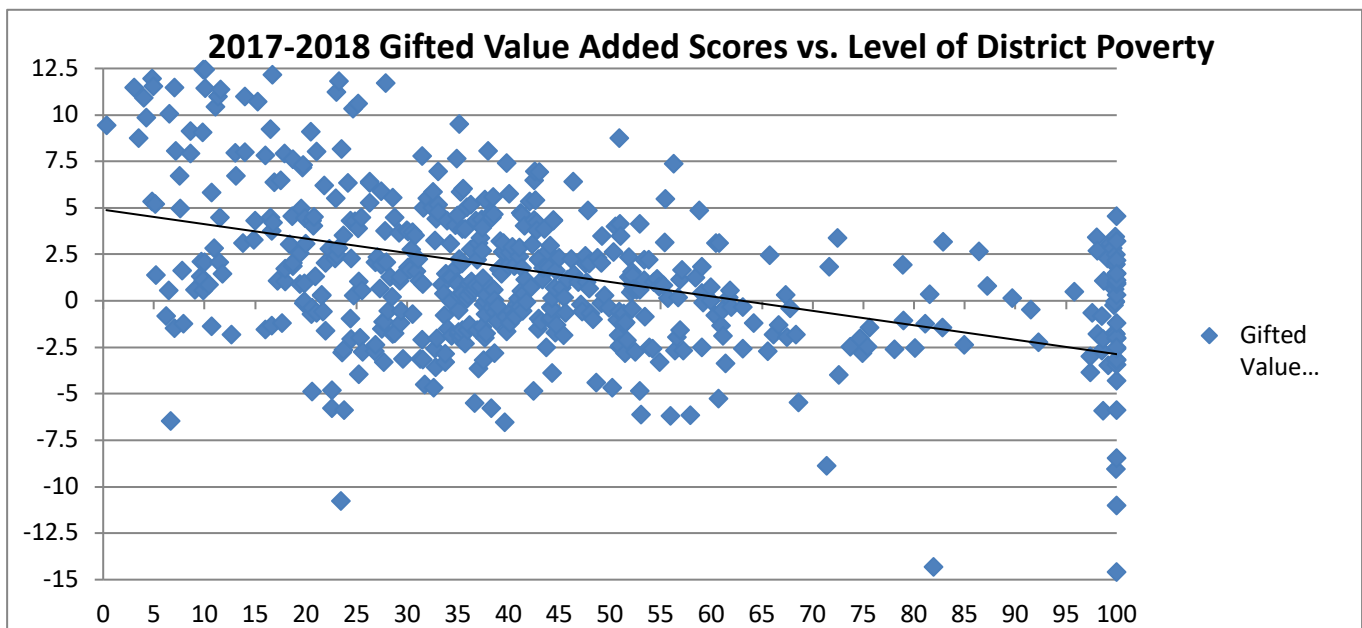
Vulnerable Populations

The gifted performance indicator—the only current output measure for gifted students—breaks out district identification and services across grade bands, types of giftedness, and student demographics. Data on gifted identification and services in grades K–3, disadvantaged, and minority students indicate that gifted gaps remain.

Economically Disadvantaged Students: Students classified as economically disadvantaged are less than half as likely as other students to be identified as gifted in the state of Ohio. Those who are identified are almost as likely to be served as non-economically disadvantaged students in their district. However, service numbers of economically disadvantaged gifted are markedly worse in rural districts. The lack of identification of this population supports the need for whole grade screening, which is widely supported by research.

Typology	Number of Districts	2017 % ID'd	2017 % of ID Served	% Gifted Disadvantaged ID	% Disadvantaged ID as % of Overall ID	% Gifted Disadvantaged Served	% Disadvantaged Served as % of Overall Served
1	123	12.46	56.40	7.58	60.84	51.19	90.76
2	106	14.33	50.52	7.60	53.02	46.28	91.61
3	111	15.99	62.32	7.53	47.09	56.23	90.24
4	89	11.08	60.48	6.34	57.25	57.85	95.65
5	77	18.66	56.98	8.79	47.08	53.17	93.31
6	46	31.66	50.76	13.47	42.56	56.08	110.47
7	47	8.68	53.23	6.13	70.61	53.21	99.96
8	8	9.35	33.75	7.06	76.32	36.44	107.95
State Avg	607	16.19	53.58	7.86	48.56	52.73	98.40

Another way to view how serious this issue is becoming is to look at the value-added scores of gifted subgroup by district poverty levels. The distribution for all student value-added scores has no relation to poverty. The scatter plots show no trend. This is not the case for the gifted student subgroup where there is a clear decline in value-added scores based on the level of district poverty. It comes down to opportunity. Wealthier districts are providing more true services while poorer districts while reporting service increases continue to cut staff and limit opportunities for gifted students.



Minority Students: Districts also have some issues identifying minority students especially considering these figures may be somewhat skewed. This is because the minority gifted student category includes students identified as Asian, who historically have been more likely to be identified as gifted than any other subgroup in the state of Ohio, including non-Hispanic white students. Overall, minority students are less likely than non-Hispanic whites to be identified as gifted, particularly in small towns and urban districts. While minority gifted students are almost as likely to be served if they are identified as non-minority students, this is not the case in some rural districts and large urban districts.

<u>Typology</u>	<u>Number of Districts</u>	<u>2017 % ID'd</u>	<u>2017 % of ID Served</u>	<u>% Gifted Minority ID</u>	<u>% Minority ID as % of Overall ID</u>	<u>% Gifted Minority Served</u>	<u>% Minority Served as % of Overall Served</u>
1	123	12.46	56.40	7.66	61.44	45.17	80.10
2	106	14.33	50.52	9.26	64.59	40.06	79.29
3	111	15.99	62.32	9.79	61.20	58.69	94.17
4	89	11.08	60.48	6.31	56.98	58.30	96.41
5	77	18.66	56.98	12.15	65.08	60.04	105.36
6	46	31.66	50.76	25.98	82.08	64.57	127.20
7	47	8.68	53.23	4.84	55.71	54.76	102.87
8	8	9.35	33.75	5.23	56.46	33.75	100.00
State Average	607	16.19	53.58	9.82	60.67	52.45	98.05

Grades K-3: As with all student subgroups, the earlier that gifted students are identified and provided with appropriate intervention, the more likely they are to realize their potential. Unfortunately, in Ohio the majority of districts do a poor job of identifying young gifted students. Over 10% of Ohio’s districts do not identify any or extremely few gifted children in grades K–3. One-third of districts identify fewer than 3 percent of their K–3 population. While on average Ohio districts identify about 16.19% of their students as gifted, only 7.2% of students are identified as gifted in grades K–3. Aside from wealthy suburban districts, no other district typology groups appear to do a good job of identifying gifted children in the early grade levels. The problem is particularly acute in small town and urban areas where it is critically important to identify and provide services as early as possible.

<u>Typology</u>	<u>Number of Districts</u>	<u>2017 % ID'd</u>	<u>2017 % of ID Served</u>	<u>% Gifted K-3 ID</u>	<u>% K-3 ID as % of Overall ID</u>	<u>% Gifted K-3 Served</u>	<u>% K-3 Served as % of Overall Served</u>
1	123	12.46	56.40	6.14	49.29	53.92	95.62
2	106	14.33	50.52	6.10	42.54	49.85	98.67
3	111	15.99	62.32	7.53	47.22	53.78	86.30
4	89	11.08	60.48	4.08	36.86	53.42	88.33
5	77	18.66	56.98	8.63	46.22	58.33	102.36
6	46	31.66	50.76	18.38	58.06	60.06	118.31
7	47	8.68	53.23	3.93	45.02	48.66	91.42
8	8	9.35	33.75	6.44	69.57	20.56	60.92
State Average	607	16.19	53.58	7.20	44.46	53.20	99.28

Gifted Performance and Growth

The gifted performance indicator (GPI) is composed of three components: gifted value-added scores, the gifted performance index, and gifted input points, the last of which is a measure of gifted identification and service across student demographics and grade bands. Districts must meet each of the component cut scores to meet the overall GPI, with the exception of districts under 600 average daily membership (ADM). The cut scores are a gifted value-added grade of C or above, a gifted performance index score of 117 (out of 120) or above, and a gifted input score of 80 (out of 100) or above. In 2013-2014, 155 districts met the GPI. This dropped to 13 districts in 2014-2015 and then increased to 49 in 2015-2016. As the indicator standards were increased one last time in 2016-2017, the number of districts who met the indicator dropped to 12. As expected, this rose to 38 in 2017-2018 as districts are more familiar with Ohio’s new state assessments and the phase-in of the gifted performance indicator is complete. With the exception of type 8 typology districts (large urban), there were districts in every typology that met the indicator (Type 1 – 3; Type 2 – 3; Type 3 – 9; Type 4 – 2; Type 5 – 5; Type 6 – 15; Type 7 – 1). The breakout of the performance indicator is as follows:

Gifted Performance Indicator Element Comparison					
	2017-2018	2016-2107	2015-2016	2014-2015	2013-2014
Average Value-Added	1.58	1.30	1.09	.34	.31
Average Gifted Input Points	54	52	47	43	36
Average Performance Index	114.2	113.4	112.5	110.5	115.8

In terms of districts that met each element, 140 met the gifted performance index, 406 met gifted value-added, and 91 met the gifted input points element.

<u>2017-2018 Gifted Performance Indicator Breakdown by District Typology</u>			
	<u>Gifted Value- Added</u>	<u>Gifted Performance Index</u>	<u>Gifted Input Points</u>
Type 1	.44	113.42	50.33
Type 2	1.11	114.21	47.58
Type 3	1.30	115.40	56.16
Type 4	.54	113.78	52.03
Type 5	3.25	115.40	61.29
Type 6	7.87	117.59	69.80
Type 7	-.88	110.48	49.26
Type 8	-4.95	106.93	53.81
State Average	1.58	114.24	53.81

There were improvements in all three elements of the gifted performance indicator, but these varied based on typology. For example, type 3 (low-poverty, small town) and 6 (low-poverty, suburban) districts had the largest increase in gifted input points as well as increases in value-added and the gifted performance index. All district typologies had gains in value-added except for Type 1 (rural, high-poverty) and type 4 (small town, high-poverty) which had minor drops. Type 6 (low-poverty, suburban) districts had the highest gain in value-added growth. The gifted performance index increased from 113.41 in 2016-2017 to 114.24 with increases in all typologies. Type 8 (large urban) districts made the most gains. Gifted points increased in all district types except for type 1 (rural, high-poverty) and type 2 (rural, average-poverty) districts with an average increase of 2 points. Type 6 (low-poverty, suburban) districts made the largest point gains.

Gifted Performance Indicator Changes Breakdown by District Typology

	<u>Gifted Value-Added</u>		<u>Gifted Performance Index</u>		<u>Gifted Input Points</u>	
	2017/2018	2017/2016	2017/2018	2017/2016	2017/2018	2017/2016
Type 1	.44	.52	113.42	112.64	50.33	51.07
Type 2	1.11	.94	114.21	113.66	47.58	48.03
Type 3	1.30	1.02	115.40	113.82	56.16	52.59
Type 4	.54	.61	113.78	113.06	52.03	47.93
Type 5	3.25	2.95	115.40	114.95	61.29	58.46
Type 6	7.87	6.12	117.59	116.82	69.80	64.57
Type 7	-.88	-.99	110.48	109.92	49.26	46.21
Type 8	-4.95	-5.28	106.93	105.17	42.38	43.75
State Average	1.58	1.30	114.24	113.41	53.81	51.81

While suburban districts are more likely to meet the gifted performance indicator, it is clear that these districts tend to spend more on gifted students and are more likely to identify gifted students. There does appear to be some correlation between funding and performance with the exception of urban districts.

Type	# of Districts	2018 % ID'd	2018 % of ID Served	2018% of ID Served by ADM	# Met GPI	No VA Score > 600 ADM/	% High VA Scores (A or B)	% Low VA Scores (D or F)	Avg. VA Gain Index	Avg. Gifted Perf Index	Avg. Gifted Points	Expenditure to State Gifted Funding
1	123	12.46	56.40	7.03	3	16	30.08	21.95	.44	113.42	50.33	84.8
2	106	14.33	50.52	7.24	3	6	41.51	18.87	1.11	114.21	47.58	77.2
3	111	15.99	62.32	9.97	9	3	51.35	27.93	1.3	115.4	56.16	100.3
4	89	11.08	60.48	6.7	2	6	40.45	29.21	.54	113.78	52.03	118.5
5	77	18.66	56.98	10.64	5	0	66.23	20.78	3.25	115.4	61.29	146.1
6	46	31.66	50.76	16.07	15	0	82.61	6.52	7.87	117.59	69.8	295.6
7	47	8.68	53.23	4.62	1	2	25.53	46.81	-.88	110.48	49.26	142.7
8	8	9.25	33.75	3.12	0	0	37.50	50.00	-4.95	106.93	42.38	173.7
State Avg.	607	16.19	53.58	8.67	38	33	45.80	24.55	1.58	114.24	53.81	147.8

Funding

Gifted education funding in Ohio has gone through multiple revisions in the past decade. After the dismantling of the gifted unit funding system at the end of the 2009–2010 school year, gifted education funding operated under a maintenance-of-effort provision until 2014. This system provided districts absolute discretion with few or no barriers to use state gifted education funds to meet the needs of gifted children. Unfortunately, the approach resulted in staggeringly negative consequences for gifted students across the state. The new system introduced in the 2014, at least on paper, significant increases in funding through a formula that was calculated inside the core funding formula. (In the gifted unit funding system, all gifted funds were allocated outside the formula.) Because the accountability provisions are weak and unenforced by the Ohio Department of Education (ODE), the only funding that must directly support gifted education is the \$3.8 million allocated to educational service centers (ESCs) for gifted coordinators and intervention specialists.

While over \$73 million of state gifted education funding (based on capped amounts) was allocated to districts in FY2017, almost half of all districts spent less than the amount allocated to them under the state funding formula. Forty-five districts report spending no money on gifted identification and services. The theory behind incorporating the gifted funding mechanism into the district funding formula was that districts would use formula funds to pay ESCs for services if needed. The theory appears to have failed, however, in many smaller districts (particularly in typology groups 1 and 2) that spend disproportionately less of their gifted formula amounts than do other, larger groups. Gifted students in these smaller districts have been hurt by this formula shift as well as by the cut in ESC gifted funding.

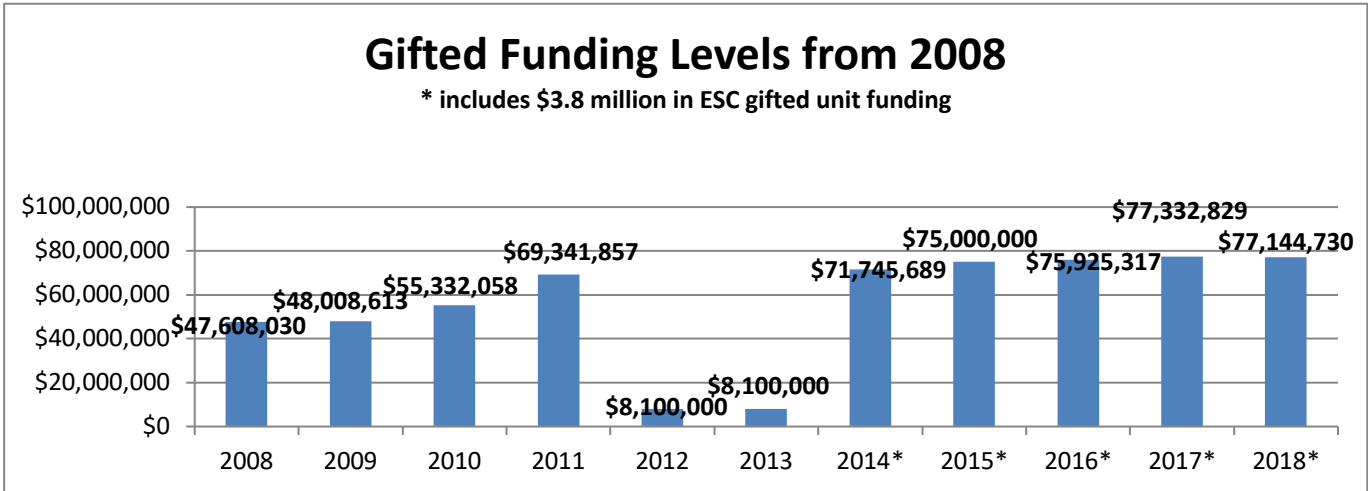
Typology	Number of Districts	Gifted Expenditure to State Funding Allocation*	Districts Spending Under the State Gifted Allocation	Districts Spending \$0 on Gifted
1	123	95.71%	68	10
2	106	86.92%	64	12
3	111	105.16%	56	10
4	89	129.97%	41	3
5	77	148.64%	22	3
6	46	314.78%	3	1
7	47	148.74%	16	1
8	8	196.78%	3	0
State Average	607	157.79%	273	40

*Numbers may vary slightly from ODE allocation data based on data available at the time of this analysis

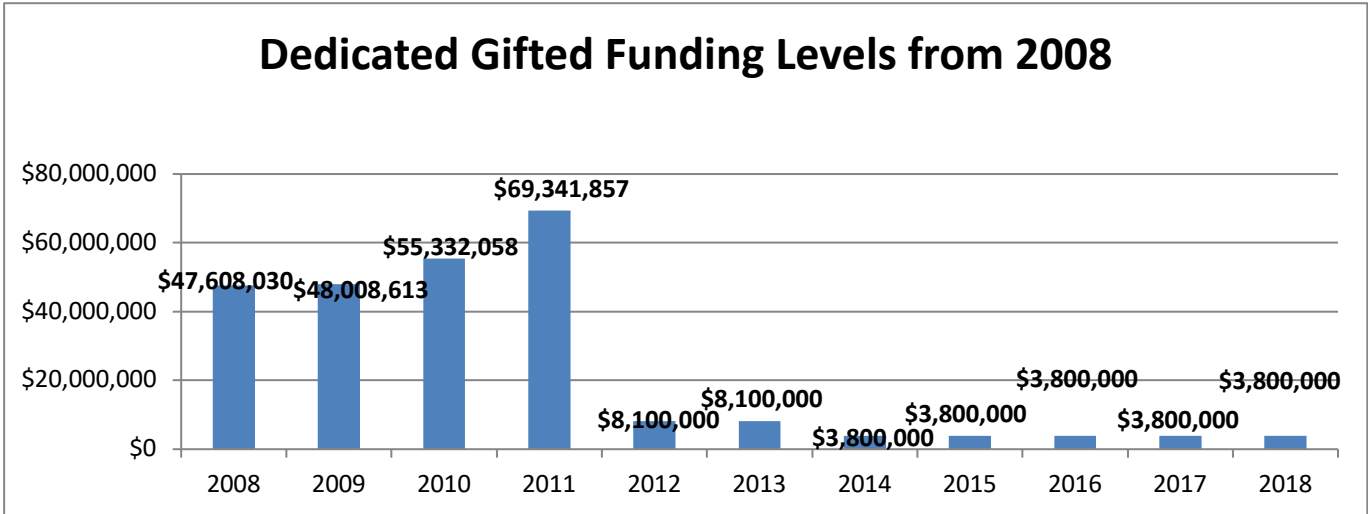
Historic Levels of Gifted Funding

Depending on one's viewpoint, gifted funding either is at the highest level in history or has experienced a decrease of almost 95 percent. Funding was relatively stable until 2009, with the introduction of the evidence-based model. On paper, funding rose for 2010 and 2011, but because districts were operating under only a maintenance-of-effort standard, they were not required to spend the state levels of gifted funding beyond that provided in FY2009. A similar situation existed in the FY2011–2012 biennium. On paper, there was no funding in the bridge formula for gifted, but districts were technically required to meet the 2009 maintenance-of-effort state spending level. Compliance with this requirement was inconsistent at best and, in many cases, nonexistent. In addition, \$8.1 million was allocated to educational service centers (ESCs) for gifted education. In the FY2013–FY2014 biennium, the legislature introduced a new funding formula for gifted education. The formula included funds for identification, gifted coordinators, and gifted intervention specialists. ESC gifted unit funding was cut from \$8.1 million to \$3.8 million. While the ORC states that funding for student subgroups under the formula must spent on those subgroups,

it is clear that the majority of districts do not feel bound by the law in this area. This is particularly true of smaller districts previously served almost exclusively by ESCs.



OR



Summary

Since 2009, the state of gifted in Ohio has declined sharply. Identification of gifted students continues to decline. Even while districts are reporting more services, gifted staff levels continue to drop except in wealthier suburban districts. Services are often nothing more than report-only. It is clear from value-added data that the lack of opportunities for gifted students in districts in higher poverty leaves Ohio’s most vulnerable gifted students at risk. Many districts continue to spend less on gifted students than the state funds allocated for this purpose. Gifted performance is lackluster. Gifted students in small, rural, and urban districts are the least likely to be identified and served. Young gifted students or gifted students who are minority or economically disadvantaged are the least likely to be identified or served in the state—even in wealthy suburban districts. The lack of funding accountability, the lack of services across the state, and the lack of oversight from the ODE have created a situation in which the vast majority of Ohio’s school districts do not meet the new gifted performance indicator. The gifted performance indicator offers some small hope in terms of providing transparency about the state of gifted education in each district, but without changes in services, funding accountability, and oversight, gifted students will remain perpetually underserved in Ohio.

For more information, please contact, Ann Sheldon, OAGC Executive Director at anngift@aol.com or 614-325-1185.

OHIO

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES				OHIO	
	A: 0	B: 14	C: 32	D: 5	F: 0	C+
Excellence Policies	A: 1	B: 10	C: 24	D: 15	F: 1	B+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22				Yes	
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14				Identification only	
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9				3 measures	
..... Extra credit for advanced achievement	Yes: 15				Yes	
..... Include high achievers in growth model	Yes: 38				Yes	
..... Separately report growth for high achievers	Yes: 5				Yes	
..... Other indicators (Number of gifted students, availability of AP courses, etc.)	Yes: 11				None	
State policy allowing early entrance to Kindergarten	Permitted: 9 No policy: 12	LEA determined: 14 Not permitted: 16		Permitted		
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0		Permitted (all districts must have a policy)		
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 Not permitted: 3		Permitted		
State policy on early college/dual enrollment	Yes: 48				Yes	
..... Mandatory	Yes: 11				Mandatory	
..... Public postsecondary institutions required to accept credits	Yes: 24				Yes	
..... Incentive program for early HS graduation	Yes: 6				No	
Excellence Participation Indicators	A: 6	B: 14	C: 20	D: 11	F: 0	C
Percentage of K-12 students identified as gifted	11% or more: 8	3-10%: 30	0-2%: 13		4%	
Percentage of Class of 2013 who took at least one AP exam	26% or more: 30 11-25%: 21				23%	
Excellence Outcomes	A: 4	B: 14	C: 26	D: 6	F: 1	C+
% Advanced Grade 4 Math NAEP 2015	7%				8%	
% Advanced Grade 8 Math NAEP 2015	8%				9%	
% Advanced Grade 4 Reading NAEP 2015	8%				8%	
% Advanced Grade 8 Reading NAEP 2015	3%				4%	
% HS students scoring 3+ on 1+ AP exam 2013	20%				15%	

OHIO

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					OHIO
	A: 0	B: 0	C: 19	D: 31	F: 1	D
Policies to Close Excellence Gaps	A: 0	B: 1	C: 11	D: 27	F: 12	C
At least half of state K-12 accountability rating based on growth for all students	Yes: 4 No: 47					No
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42					Required
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					Yes (reimburses district costs for ACT or SAT)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					State/district
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42					No
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46					No
Excellence Gap Participation Measures	A: 2	B: 13	C: 12	D: 13	F: 10 Incomplete: 1	F
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11					0.26
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0	B: 1	C: 27	D: 21	F: 2	D
	Not low-income		Low-income		Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%		2%		14%	2%
% Advanced G8 Math NAEP 2015	13%		2%		14%	2%
% Advanced G4 Reading NAEP 2015	15%		3%		13%	3%
% Advanced G8 Reading NAEP 2015	6%		1%		7%	1%
% of students who were low-income	48%					43%
% of 2013 AP exam takers who were low-income students	28%					11%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					7%

* "Low-income" defined as eligible for free or reduced price lunch subsidies