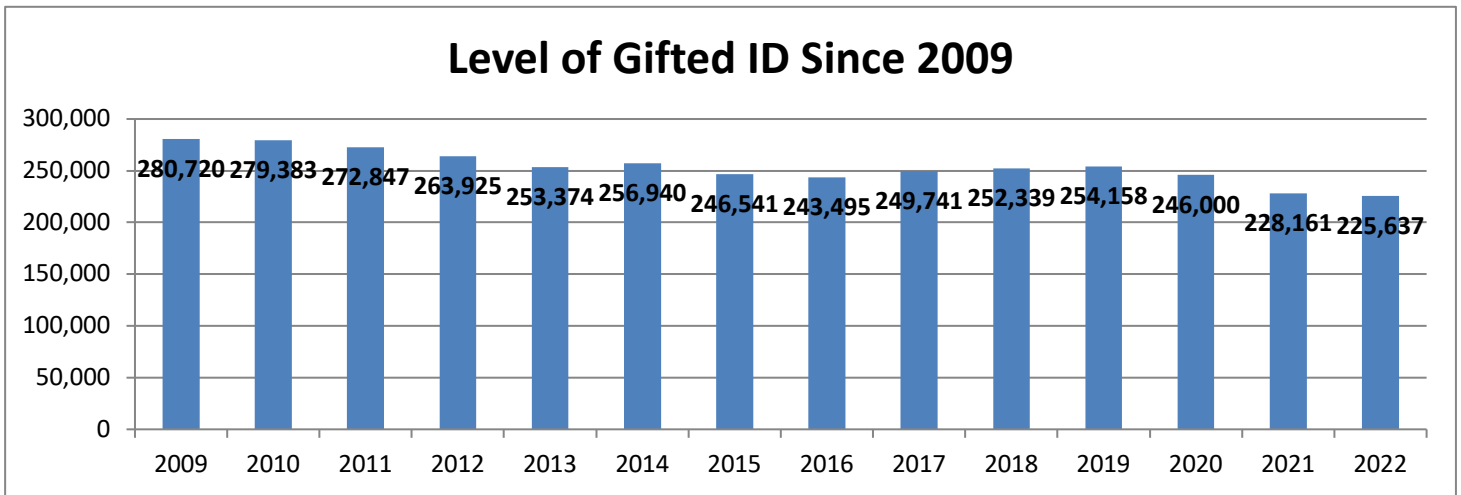




**2022 State of Gifted Education in Ohio**  
**February, 2023**

**Gifted Identification**

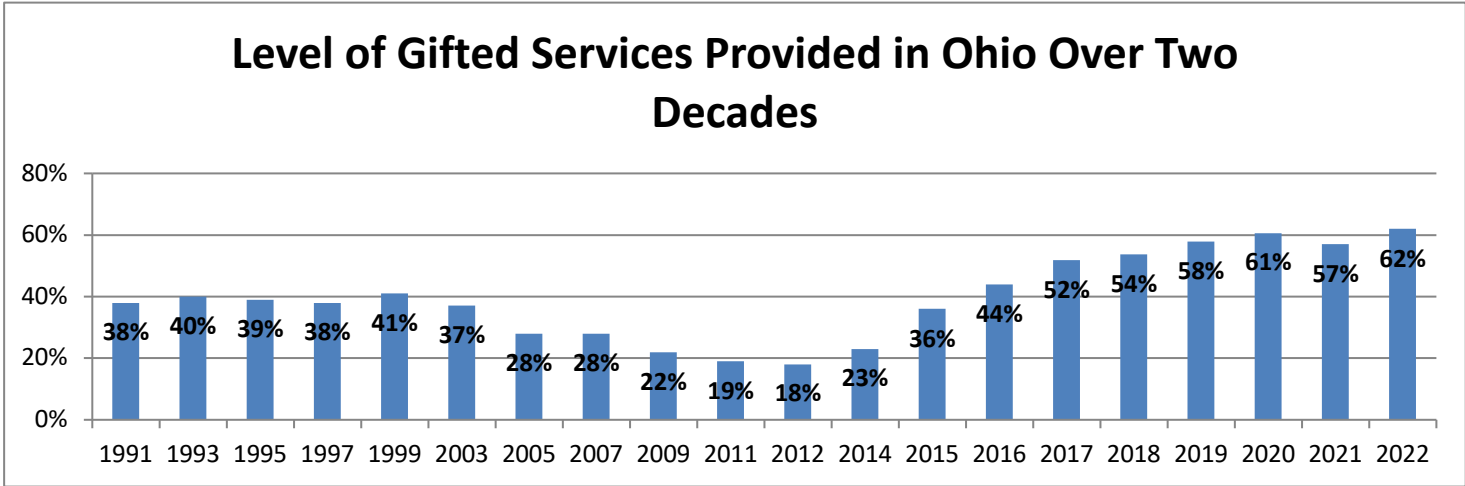
In the school year ending in 2009, districts identified 280,720 students as gifted. That figure is now 225,637, a drop of 19.62% from 2009, but also representing another decline from 2021 which is alarming. After a trend of decreasing identification numbers from 2011 to 2016, gifted identification had steadily increased from 2016 to 2019. But these gains were wiped out in in 2020 during the pandemic, and the losses have continued. In 2020-2021, 517 districts reported identifying fewer gifted students than in 2019-2020. This was likely due to Covid-19 issues, but as declines continue in 2021-2022, there may be more at play here.



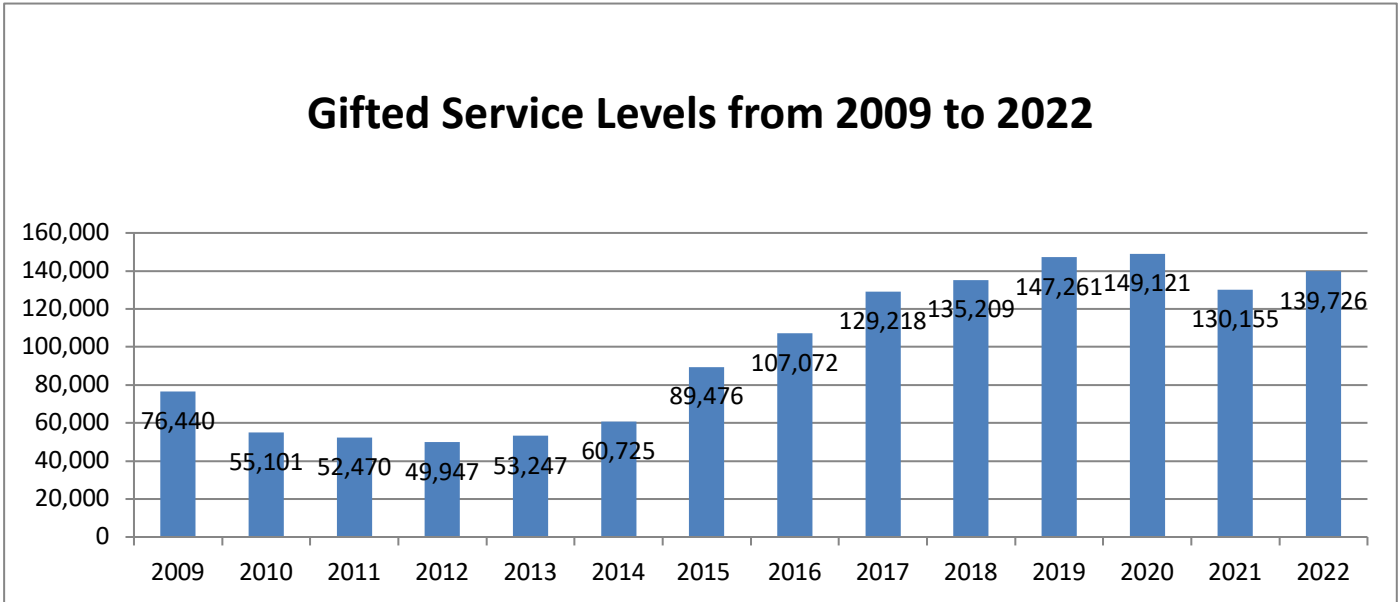
The breakdown by district typology demonstrates that gifted students are still much less likely to be identified in poorer rural districts, small towns, and urban districts. All typologies identified fewer students as gifted in 2022.

| <b><u>District Typology</u></b> | <b><u>Grouping</u></b>         | <b><u># of Districts</u></b> | <b><u>2022% ID'd</u></b> | <b><u>2021% ID'd</u></b> | <b><u>2020% ID'd</u></b> | <b><u>2019% ID'd</u></b> | <b><u>2018% ID'd</u></b> | <b><u>2017% ID'd</u></b> |
|---------------------------------|--------------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1                               | rural, high poverty            | 123                          | 11.40                    | 12.00                    | 12.21                    | 12.52                    | 12.46                    | 12.74                    |
| 2                               | rural, average poverty         | 106                          | 13.30                    | 13.99                    | 14.37                    | 14.70                    | 14.33                    | 14.48                    |
| 3                               | small town, low poverty        | 110                          | 15.10                    | 15.51                    | 15.86                    | 16.28                    | 15.99                    | 15.89                    |
| 4                               | small town, high poverty       | 89                           | 10.16                    | 10.73                    | 10.95                    | 11.39                    | 11.08                    | 11.44                    |
| 5                               | avg. suburb, low poverty       | 77                           | 17.20                    | 17.94                    | 18.16                    | 18.79                    | 18.66                    | 19.08                    |
| 6                               | lg. suburb, very low poverty   | 46                           | 29.35                    | 30.20                    | 30.66                    | 31.50                    | 31.66                    | 31.64                    |
| 7                               | urban, high poverty            | 47                           | 8.0                      | 8.41                     | 8.66                     | 8.97                     | 8.68                     | 9.07                     |
| 8                               | large urban, very high poverty | 8                            | 7.61                     | 8.18                     | 8.58                     | 9.13                     | 9.25                     | 9.41                     |
| <b>State Average</b>            |                                |                              | <b>15.10</b>             | <b>15.65</b>             | <b>15.89</b>             | <b>16.36</b>             | <b>16.19</b>             | <b>16.43</b>             |

**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. In 2021, services declined to a below the 2019 levels though there has been some recovery in 2022. The majority of the “new” services over the past eight years are being provided in the regular classroom with little to no gifted intervention specialist support with an increase of over 93,000 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, students reported as served in College Credit Plus, Honors courses, Advanced Placement, and International Baccalaureate has more than doubled in eight years. Over 17,000 students are reported as subject-accelerated: the overwhelming majority of these students are 8<sup>th</sup> graders taking Algebra.

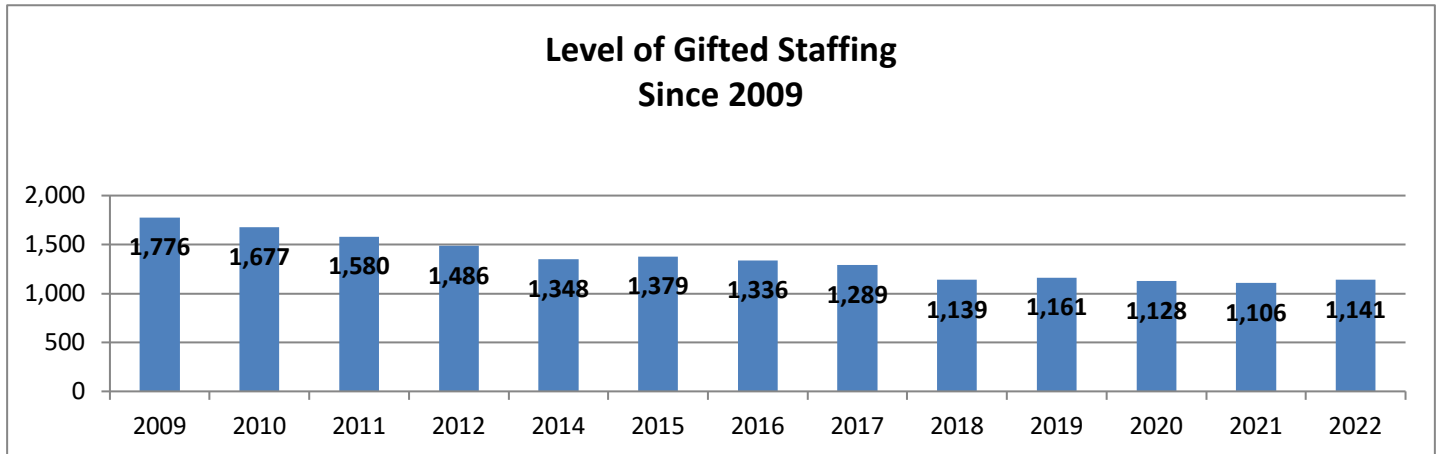


Viewing services by typology is an interesting exercise, because it shows that across all district types there are service gains for gifted students reported over the past few years, even though we have no idea of the quality of those services. In 2021-2022, 283 districts reported serving fewer gifted students even though state-wide there were service gains. Another 60 districts served no or too few gifted students to report.

| <u>District Type</u> | <u># of Districts</u> | <u>2022 % of ID Served</u> | <u>2022% of ADM Served</u> | <u>2021 % of ID Served</u> | <u>2021% of ADM Served</u> | <u>2020 % of ID Served</u> | <u>2020% of ADM Served</u> | <u>2019 % of ID Served</u> | <u>2019 % of ADM Served</u> |
|----------------------|-----------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| <b>1</b>             | <b>123</b>            | 61.5                       | 7.0                        | 55.64                      | 6.68                       | 62.77                      | 7.67                       | 58.83                      | 7.37                        |
| <b>2</b>             | <b>106</b>            | 64.3                       | 8.5                        | 57.13                      | 7.99                       | 57.48                      | 8.26                       | 56.74                      | 8.34                        |
| <b>3</b>             | <b>110</b>            | 71.0                       | 10.7                       | 66.32                      | 10.29                      | 68.35                      | 10.84                      | 64.76                      | 10.54                       |
| <b>4</b>             | <b>89</b>             | 69.64                      | 7.1                        | 66.34                      | 7.12                       | 70.67                      | 7.74                       | 67.70                      | 7.71                        |
| <b>5</b>             | <b>77</b>             | 64.71                      | 11.1                       | 61.50                      | 11.04                      | 65.19                      | 11.84                      | 62.87                      | 11.81                       |
| <b>6</b>             | <b>46</b>             | 60.82                      | 17.8                       | 53.28                      | 16.09                      | 57.87                      | 17.74                      | 54.22                      | 17.08                       |
| <b>7</b>             | <b>47</b>             | 57.50                      | 4.8                        | 58.44                      | 4.92                       | 61.64                      | 5.35                       | 57.21                      | 5.13                        |
| <b>8</b>             | <b>8</b>              | 34.36                      | 2.6                        | 31.26                      | 2.56                       | 32.05                      | 2.75                       | 36.23                      | 3.31                        |
| <b>State Average</b> |                       | <b>61.9</b>                | <b>9.3</b>                 | <b>57.05</b>               | <b>8.93</b>                | <b>60.62</b>               | <b>9.63</b>                | <b>57.94</b>               | <b>9.48</b>                 |

**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 2021-2022, there were only 1,141 (down from about 1,776 in 2008-2009) licensed gifted coordinators and intervention specialists working in Ohio school districts. Considering that over 15% of Ohio’s student population is identified as gifted, this level is entirely inadequate. 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. (Note: there is an increase in gifted staffing as 2022 as ODE added new categories of staff not previously included.)



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 is across the board. There were over 400 gifted coordinators in 2009. Today, there are 228. 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.

| Typology             | Number of Districts | % Change in Overall Gifted Staff from 2009 to 2022 | % Change in Gifted Coordinators from 2009 to 2022 | % Change in Gifted Intervention Specialists from 2009 to 2022 |
|----------------------|---------------------|--|---|---|
| 1                    | 123                 | -44.68   | -7.67   | -55.41  |
| 2                    | 107                 | -38.44   | -15.02  | -44.23  |
| 3                    | 110                 | -43.74   | -16.88  | -50.12  |
| 4                    | 89                  | -43.15   | -39.11  | -44.30  |
| 5                    | 77                  | -24.80   | -11.00  | -27.66  |
| 6                    | 46                  | -3.65  | 17.83   | -6.21   |
| 7                    | 47                  | -34.85   | -31.57  | -100.00   |
| 8                    | 8                   | -19.67   | -7.43   | -21.34  |
|                      |                     |  |   |   |
| <b>State Average</b> | <b>606</b>          | <b>-24.76</b>                                      | <b>-14.38</b>                                     | <b>-26.97</b>   |

### 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 level of actual services was truly being provided.) It is disturbing that increases in gifted services reported over the past eight years are almost all being provided in the regular classroom with fewer and fewer licensed gifted intervention specialist staff involved.

| Gifted Service Changes from 2014-2022 compared to Gifted Staff Changes |              |              |              |              |              |              |              |              |              |             |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|
|  | 2014         | 2015         | 2016         | 2017         | 2018         | 2019         | 2020         | 2021         | 2022         |             |
| Regular classroom with cluster grouping                                | 21,007       | 32,624       | 39,368       | 52,301       | 55,710       | 69,621       | 76,170       | 67,678       | 76,143       | <b>362%</b> |
| Resource room/Pullout with GIS   | 14,071       | 13,855       | 13,124       | 13,842       | 11,288       | 11,782       | 12,873       | 9,548        | 9,811        | <b>-30%</b> |
| <b>Licensed Gifted staff</b>   | <b>1,348</b> | <b>1,379</b> | <b>1,336</b> | <b>1,289</b> | <b>1,149</b> | <b>1,161</b> | <b>1,128</b> | <b>1,106</b> | <b>1,141</b> | <b>-15%</b> |

### Vulnerable Populations

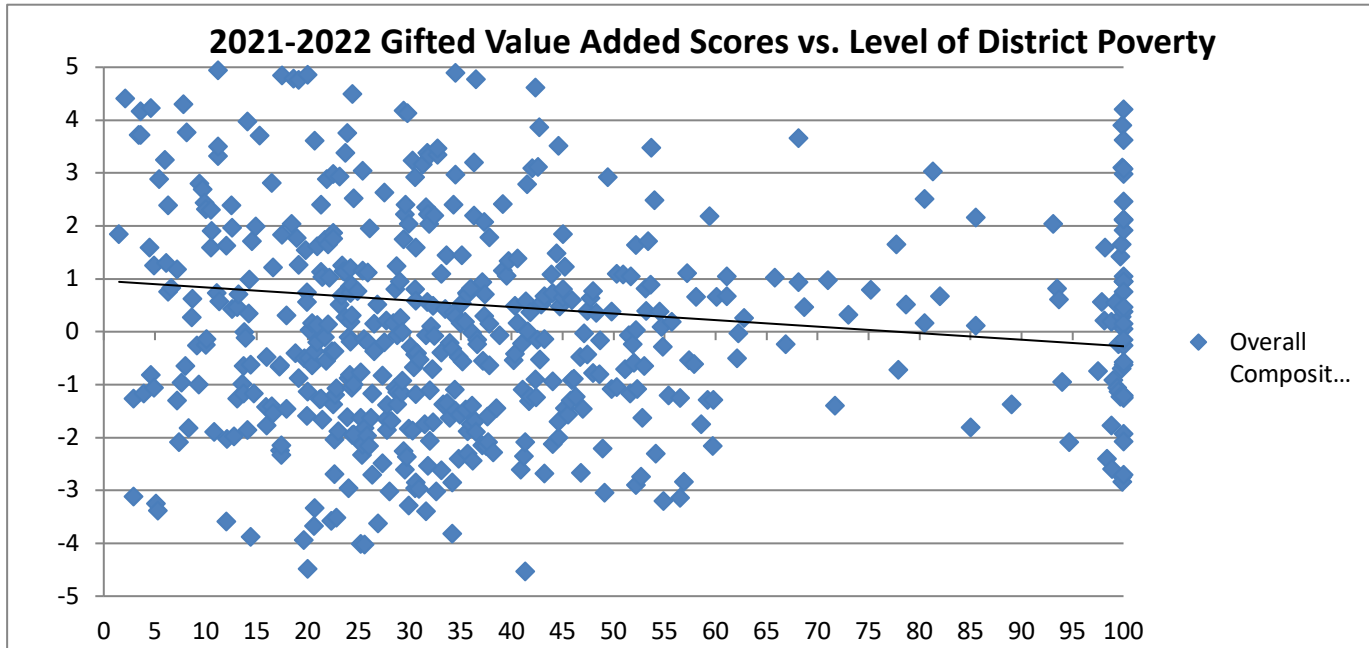
Data on gifted identification and services in grades K–2, economically disadvantaged, and minority students indicate that gifted gaps are pervasive and persistent. To view the issue, it is best to use the representation index (RI). A gifted representation index (RI) is the ratio between any given group's representation in the identified gifted population and its representation in the overall student population. A gifted RI is similar to the risk ratios often used in special education proportionality calculations. Computing an RI compares the percentage of students identified as gifted who come from a given student population to the percentage of students in an overall population from that same subgroup. A gifted RI of 1.0 translates to proportional representation. For example, if a district's identified gifted population is made up of 25% Hispanic students, but the school's Hispanic population is 50% of the total population, then the RI is .50. An RI of .50 means Hispanic students are represented half as

frequently in the gifted population as in the total population. An RI less than .8 indicates the subgroup population is insufficiently represented.

Economically Disadvantaged Students: Even while students classified as economically disadvantaged comprise 45% of Ohio’s student population, they make up only 21% of the identified gifted student population. Across all district typologies, except for type 8, students who are economically disadvantaged are much less likely to be identified and served as those students who are not economically disadvantaged. The problem is particularly acute in suburban districts.

| Typology  | ALL Student Full Time Equivalents (FTEs) | FTEs of ALL Students IDed as Gifted | Economically Disadvantaged Students (FTEs) | Economically Disadvantaged Students IDed as Gifted (FTEs) | Representation Index Students Identified as Gifted Who are Economically Disadvantaged | FTEs of All Students Who Receive Gifted Services | Economically Disadvantaged Students Served as Gifted (FTEs) | Representation Index Students Served as Gifted Who are Economically Disadvantaged |
|-----------|--|-------------------------------------|--|---|---|--|---|---|
| 1         | 135,188                                  | 15,961                              | 66,976                                     | 5,436   | .69   | 9,938  | 3,264   | 0.67  |
| 2         | 91,648                                   | 12,489                              | 32,639                                     | 2,448   | .55   | 8,014  | 1,420   | 0.50  |
| 3         | 163,481                                  | 25,025                              | 47,483                                     | 3,366   | .46   | 17,772   | 2,326   | 0.45  |
| 4         | 166,139                                  | 17,445                              | 91,295                                     | 5,864   | .61   | 12,133   | 3,854   | 0.58  |
| 5         | 295,577                                  | 52,130                              | 83,748                                     | 6,935   | .47   | 33,652   | 4,426   | 0.46  |
| 6         | 244,847                                  | 73,356                              | 33,263                                     | 3,278   | .33   | 44,496   | 1,619   | 0.27  |
| 7         | 173,998                                  | 15,359                              | 133,846                                    | 8,144   | .73   | 8,794  | 5,066   | 0.79  |
| 8         | 176,379                                  | 13,866                              | 165,604                                    | 11,160  | .85   | 4,735  | 4,631   | 1.03  |
| Statewide | <b>1,455,404</b>                         | <b>225,631</b>                      | <b>654,853</b>                             | <b>46,632</b>   | <b>.46</b>  | <b>139,434</b>                                   | <b>26,606</b>   | <b>0.42</b>   |

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 (though not necessarily to economically disadvantaged students).



Minority Students: Districts also have significant issues identifying minority students especially Black and Hispanic students. Overall, all typologies do a poor job of identifying Black and Hispanic students as gifted. Even though almost 27% of the Ohio’s student population is under-represented minority (Black, Hispanic, and multi-racial), only 12% of these students are identified as gifted. The RI for under-represented minority students is .45 to be identified and .39 to be served. These indices are abysmally low. The gap in identification and service of under-represented minorities should receive significant attention from state policymakers.

| Typology         | ALL Student Full Time Equivalents (FTEs) | FTEs of ALL Students IDed as Gifted | Under-represented Minority Students (FTEs) | Under-represented Minority Students IDed as Gifted (FTEs) | Representation Index Students Identified as Gifted Who are Under-represented Minority | FTEs of All Students Who Receive Gifted Services | Under-represented Minority Students Served as Gifted (FTEs) | Representation Index Students Served as Gifted Who are Under-represented Minority |
|------------------|--|-------------------------------------|--|---|---|--|---|---|
| 1                | 135,188                                  | 15,961                              | 8,068                                      | 573   | .60   | 9,938  | 344   | 0.59  |
| 2                | 91,648                                   | 12,489                              | 4,543                                      | 340   | .55   | 8,014  | 227   | 0.57  |
| 3                | 163,481                                  | 25,025                              | 13,895                                     | 1,172   | .55   | 17,772   | 757   | 0.50  |
| 4                | 166,139                                  | 17,445                              | 30,684                                     | 1,629   | .51   | 12,133   | 1,097   | 0.49  |
| 5                | 295,577                                  | 52,130                              | 69,180                                     | 5,572   | .46   | 33,652   | 3,669   | 0.47  |
| 6                | 244,847                                  | 73,356                              | 52,920                                     | 8,534   | .54   | 44,496   | 4,631   | 0.48  |
| 7                | 173,998                                  | 15,359                              | 91,999                                     | 3,782   | .49   | 8,794  | 2,285   | 0.52  |
| 8                | 176,379                                  | 13,866                              | 402,894                                    | 6,583   | .63   | 4,735  | 2,045   | 0.57  |
| <b>Statewide</b> | <b>1,455,404</b>                         | <b>225,631</b>                      | <b>392,254</b>                             | <b>28,184</b>   | <b>.45</b>  | <b>139,434</b>                                   | <b>15,055</b>   | <b>0.39</b>   |

Similar issues can also be seen in data for the K-2 student population. As with other at-risk populations, the sooner a gifted student is identified and receives appropriate services the more likely the gifted student is to be academically successful.

**Gifted Performance Indicator**

The gifted performance indicator (GPI) is composed of three components: gifted value-added scores, the gifted performance index, and gifted Identification and service points, the last of which is a measure of gifted identification and services across student demographics and grade bands. The calculation of the gifted performance indicator changed for school year 2021-2022 with the overall report card reform changes. The new rules allow districts to receive 5 points of each element and to comply with other changes in the calculation of value-added and gifted points. Districts no longer need to meet each of the component cut scores to meet the overall gifted performance indicator. The cut scores are a gifted value-added grade of 3 stars and above, a gifted performance index score of 117 (out of a maximum calculated each year) or above, and a gifted input score of 100 (out of 140) or above calculated based on the maximum number of points a district can receive which varies. Both the gifted performance index and the gifted points element are in the first year of a three-year phase-in period. The breakout of the performance indicator for 2020-2021 is as follows:

| Gifted Performance Indicator Element Comparison |           |           |           |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|   | 2021-2022 | 2020-2021 | 2018-2019 | 2017-2018 | 2016-2107 | 2015-2016 | 2014-2015 | 2013-2014 |
| Average Value-Added Gains Index                 | .48       | N/A       | 1.08      | 1.58      | 1.30      | 1.09      | .34       | .31       |
| Average Gifted Point Percentage                 | 54.79     | N/A       | N/A       | N/A       | N/A       | N/A       | N/A       | N/A       |
| Average Performance Index                       | 112.96    | 109.9     | 114.5     | 114.2     | 113.4     | 112.5     | 110.5     | 115.8     |

Value-added scores were not calculated in 2020/21 due to the pandemic. Gifted are calculated differently from 2021/2022 based on the report card reform measures.

| Gifted Performance Indicator Changes Breakdown by District Typology |                               |           |                          |           |                          |           |
|---|-------------------------------|-----------|--------------------------|-----------|--------------------------|-----------|
|   | Gifted Value-Added Gain Index |           | Gifted Performance Index |           | Gifted Points Percentage |           |
|   | 2021/2022                     | 2020/2021 | 2021/2022                | 2020/2021 | 2021/2022                | 2020/2021 |
| Type 1  | -.75                          | N/A       | 111.36                   | 111.21    | 53.26                    | N/A       |
| Type 2  | -.33                          | N/A       | 113.64                   | 111.97    | 91.65                    | N/A       |
| Type 3  | .01                           | N/A       | 114.97                   | 112.51    | 54.35                    | N/A       |
| Type 4  | -.26                          | N/A       | 112.45                   | 109.69    | 53.05                    | N/A       |
| Type 5  | 1.99                          | N/A       | 114.57                   | 109.63    | 53.38                    | N/A       |
| Type 6  | 4.47                          | N/A       | 116.88                   | 113.07    | 59.98                    | N/A       |
| Type 7  | .76                           | N/A       | 107.25                   | 100.51    | 60.79                    | N/A       |
| Type 8  | 1.38                          | N/A       | 98.88                    | 84.03     | 57.91                    | N/A       |
| State Average   | .48                           | N/A       | 112.96                   | 109.89    | 54.79                    | N/A       |

**SUMMARY OF ID/SERVICE/PERFORMANCE/EXPENDITURES**

| <u>Type</u> | <u># of Districts</u> | <u>2022 % ID'd</u> | <u>2022 % of ID Served</u> | <u>2022% of ID Served by ADM</u> | <u>Avg. Gifted Perf Index</u> | <u>Avg. Value-Added Gain Index</u> | <u>Avg. Gifted Points % Earned</u> | <u>Expenditure to State Gifted Funding</u> |
|-------------|-----------------------|--------------------|----------------------------|----------------------------------|-------------------------------|------------------------------------|------------------------------------|--|
| 1           | 123                   | 11.4               | 61.5                       | 7.0                              | 111.36                        | -.75                               | 53.26                              | 92%  |
| 2           | 106                   | 13.3               | 64.3                       | 8.5                              | 113.64                        | -.33                               | 91.65                              | 87%  |
| 3           | 110                   | 15.1               | 71.0                       | 10.7                             | 114.97                        | .01                                | 54.35                              | 120%                                       |
| 4           | 89                    | 10.16              | 69.64                      | 7.1                              | 112.45                        | -.26                               | 53.05                              | 149%                                       |
| 5           | 77                    | 17.20              | 64.71                      | 11.1                             | 114.57                        | 1.99                               | 53.38                              | 188%                                       |
| 6           | 46                    | 29.35              | 60.82                      | 17.8                             | 116.88                        | 4.47                               | 59.98                              | 382%                                       |
| 7           | 47                    | 8.0                | 57.50                      | 4.8                              | 107.25                        | .76                                | 60.79                              | 141%                                       |
| 8           | 8                     | 7.61               | 34.36                      | 2.6                              | 98.88                         | 1.38                               | 57.91                              | 245%                                       |
| State Avg.  | 606                   | 15.10              | 61.9                       | 9.3                              | 112.96                        | .48                                | 54.79                              | 184%                                       |

**Funding**

Gifted education funding in Ohio has gone through multiple revisions in the past two decades. After the dismantling of the gifted unit funding system in FY2011, gifted 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 system introduced in the 2014, on paper, significantly increased funding, calculated inside the core funding formula. (In the gifted unit funding system, all gifted funds were allocated outside the formula.) The Cupp-Patterson formula was implemented in the last biennium with a provision that districts receiving gifted funding were required to spend those funds on gifted students or return the funds. While the ODE has still not fully implemented this provision, more districts reported spending gifted funds on gifted students.

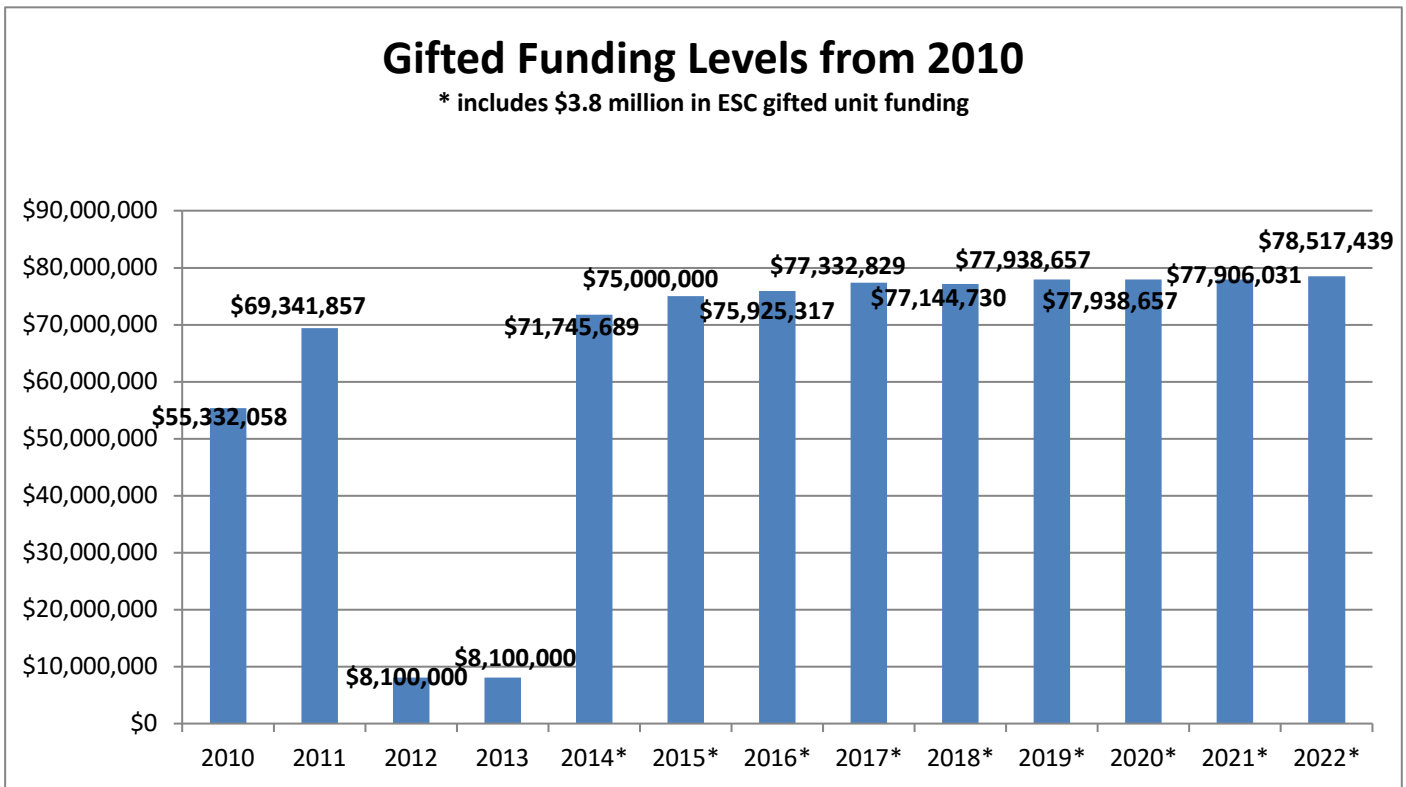
While over \$74 million of state gifted education funding was allocated to districts in FY2022, 268 districts spent less than the amount allocated to them under the state funding formula. Thirty-five districts reported spending no money on gifted identification and services. The theory behind incorporating the gifted funding mechanism into the district funding formula was that districts would use formula funds to pay ESCs for services if needed. Unfortunately, many smaller districts spend less of their gifted formula amounts than do larger districts. Without the ESC gifted unit funding, many districts would have no gifted services at all.

| <u>Typology</u>      | <u>Number of Districts</u> | <u>Gifted Expenditure to State Funding Allocation</u> | <u>Districts Spending Under the State Gifted Allocation</u> | <u>Districts Spending \$0 on Gifted</u> |
|----------------------|----------------------------|---|---|---|
| 1                    | 123                        | 99%   | 10  | 10                                      |
| 2                    | 106                        | 87%   | 63  | 11                                      |
| 3                    | 111                        | 120%  | 52  | 8                                       |
| 4                    | 89                         | 149%  | 42  | 1                                       |
| 5                    | 77                         | 188%  | 19  | 2                                       |
| 6                    | 46                         | 382%  | 4   | 1                                       |
| 7                    | 47                         | 141%  | 14  | 2                                       |
| 8                    | 8                          | 245%  | 1   | 0                                       |
| <b>State Average</b> | <b>606</b>                 | <b>184%</b>   | <b>268</b>  | <b>35</b>                               |



## Levels of Gifted Funding

Gifted 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. In the last biennium (2022-23), the Cupp-Patterson school-funding plan was implemented with yet again a new formula for gifted funding. Included in the last budget was a provision that districts receiving gifted funding were required to spend those funds on gifted students or return the funds. The ODE has still not fully implemented this provision as of the date of this fact sheet. Almost 270 districts spent less on gifted students than allocated from the state. Of those districts, 35 did not report or reported spending 0 funds. Until this provision is enacted with integrity, districts will not feel bound by the law in this area. This is particularly true of smaller districts previously served almost exclusively by ESCs.



## 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. 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 true funding accountability implementation, 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.

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