

Gifted Advisory Council



September 2023

Welcome



Roll Call



Agenda

- **April Meeting Feedback**
- **Approve April Minutes**
- **Public Comment**
- **Updates**
- **Lunch**
- **Workgroup Breakouts**
- **Debrief, Next Steps, Closing Comments**



Meeting Norms

Pausing

Paraphrasing

Asking Questions

Putting Ideas on the Table

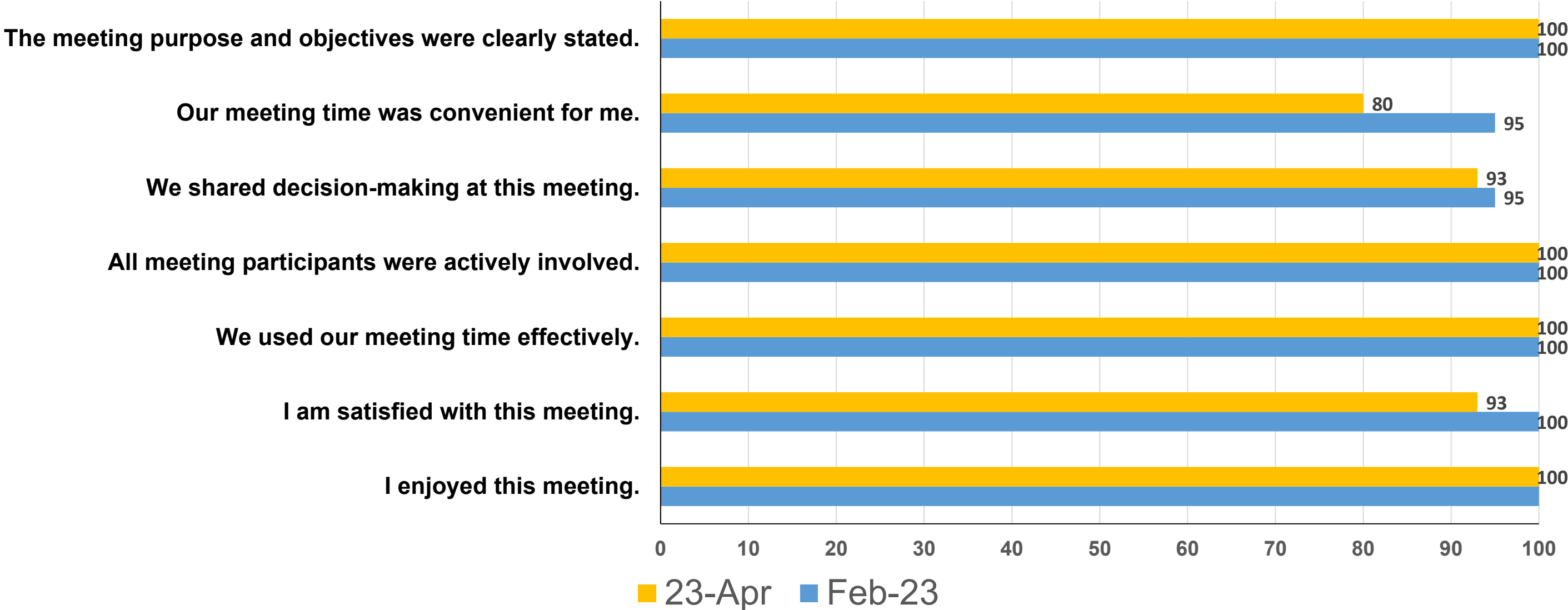
Providing Data

Paying Attention to Self and Others

Presuming Positive Intentions

April Feedback

How are we doing?



What aspects of this meeting were particularly good?

- The collegial discussions.
- Strong group support.
- The discussion time in the work groups was helpful. I feel like we have a lot of work to do and more group members and more meeting time would be helpful.
- The discussion in the workgroup, timeline updates were done effectively and quickly, past feedback was done well, and it is just nice to be in a room with such passion and knowledge.
- Hopefully making a difference for gifted students!
- I really enjoyed this meeting! I feel like our group made a great deal of progress and was delighted to see that our areas of emphasis aligned so well with the other two groups. I think the guiding questions put together by Maria (ODE) were super helpful for helping us actually make headway on the recommendations.
- I like the time to hear how other districts integrate gifted programming.
- Time for the workgroups to meet. The 10 am start time.



What aspects of this meeting need improvement?

- An understanding of whether what we do is effective. Are we being strategic?
- I'd like to know what the end result/product will be of our work groups. I'd also like more consistency with members of the workgroup from year to year. When the two-year commitment is up, it's hard to have people left in the workgroup to carry on the work. Maybe make this a three-year commitment? I also think we need to meet maybe 5-6 times a year. I feel that 4 is not enough for all we'd like to accomplish.

Do you have any suggestions or additional comments about this meeting?

- We need a perspective on what will happen with our recommendations.

Approve April 2023 Minutes





Public Comment

Updates

- Recent Legislative Changes
- Ohio Department of Education to Department of Education and Workforce
- Future Forward Ohio
- Gifted Rule Updates
- GAC and State Plan for Gifted Education Updates
- Gifted Data Review



Gifted Education Legislative Updates



Funding for Gifted

- Maintained most funding formula calculations for gifted education
- The funding formula calculations for the following categories are unchanged:
 - Identification
 - Referral
 - Gifted Intervention Specialist
 - Gifted Coordinator



Professional Development Funding



Formula for FY2024 = \$21.00 X the greater of 10% of ADM or %Gifted out of ADM X State Share Percentage

Formula for FY2025 = \$28.00 X greater of 10% of ADM or %Gifted out of ADM X State Share Percentage



Gifted Education Funding at Educational Service Centers

- Increased funding up to \$5,357,606
- Distributed through unit-based funding methodology in place prior to fiscal year 2010

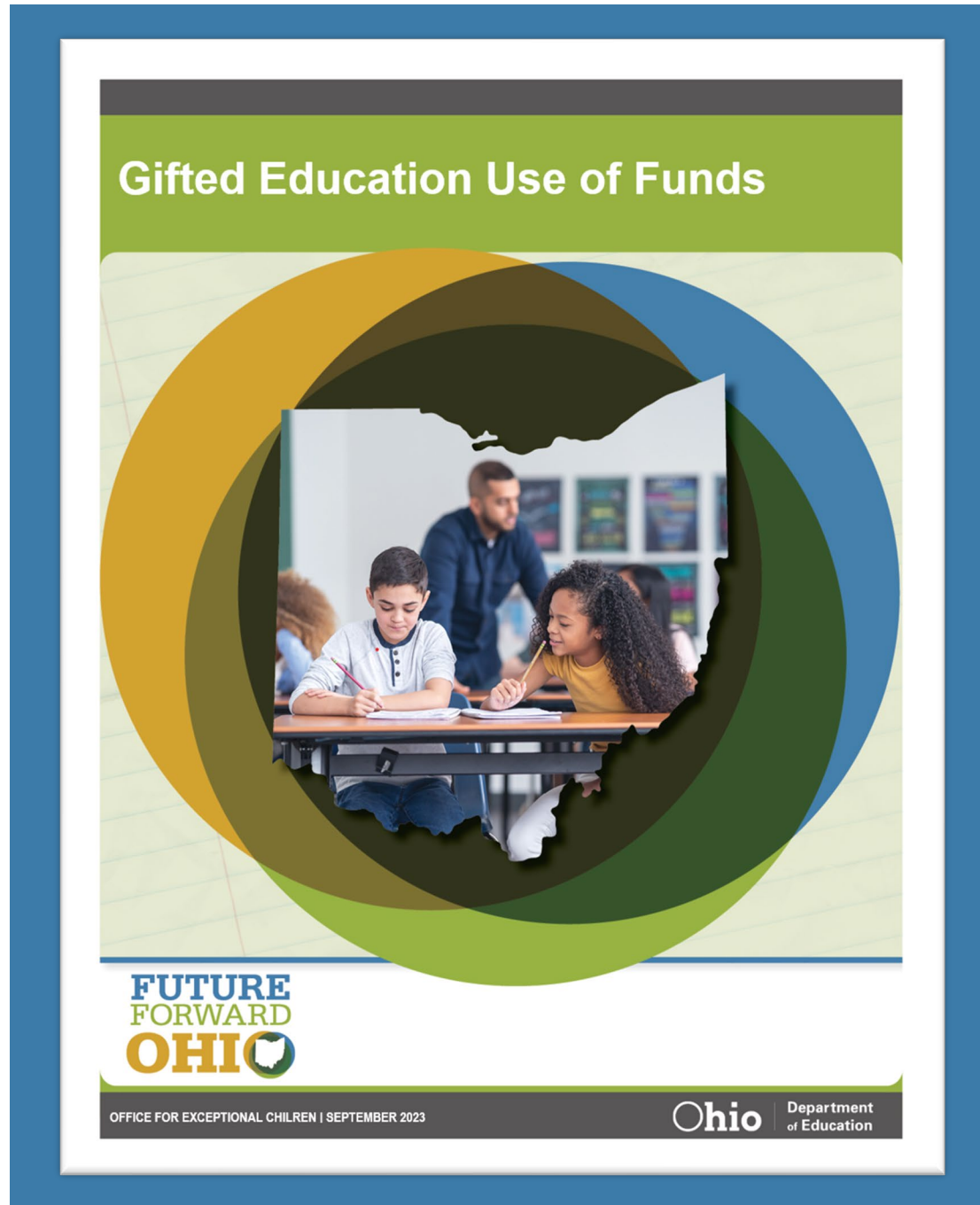


Gifted Funding Expenditures

- Maintained certain restrictions for the use of funds calculated for gifted education:
 - Gifted identification
 - Gifted coordinator services
 - Gifted intervention specialist services
 - Gifted professional development
- *Eliminated* other service providers as determined by the Department



Revisions to Use of Gifted Funds



Notable changes include, but are not limited to, the removal of the following:

- Salary and benefits for general education teachers providing services
- Expenses related to higher education coursework such as College Credit Plus
- Salary and benefits for trained arts instructors providing gifted services



Required Department Reports

- **October 30:**
 - Annual Gifted Funding and Expenditure Report
- **October 31:**
 - Gifted Staffing
 - Available Gifted Services (grade levels changed FY24 and beyond)
 - K-2
 - 3-6
 - 7-8
 - 9-12



Changes to the Ohio Department of Education

**Department of
Education
and
Workforce**

**State Board
of Education**

**Department of
Children and
Youth**



Department of Education and Workforce

- **October 3 - Department of Education and Workforce:**
 - Division for Primary and Secondary Education
 - Division for Career-Technical Education
- Responsible for primary, secondary, special and career-technical education.



State Board of Education

- State Superintendent of Public Instruction
- Educator licensure requirements
- Process and issue educator licenses
- Educator Conduct
- School district territory transfer disputes
- Teacher and school counselor evaluation systems
- Teacher of the Year program
- Educator Standards Board



Department of Children and Youth



- Transfers some duties, functions, programs and staff from several state agencies
- Programs will include, but not be limited to:
 - Prevention and Early Identification
 - Early Education
 - Support





**FUTURE
FORWARD
OHIO**



Ohio

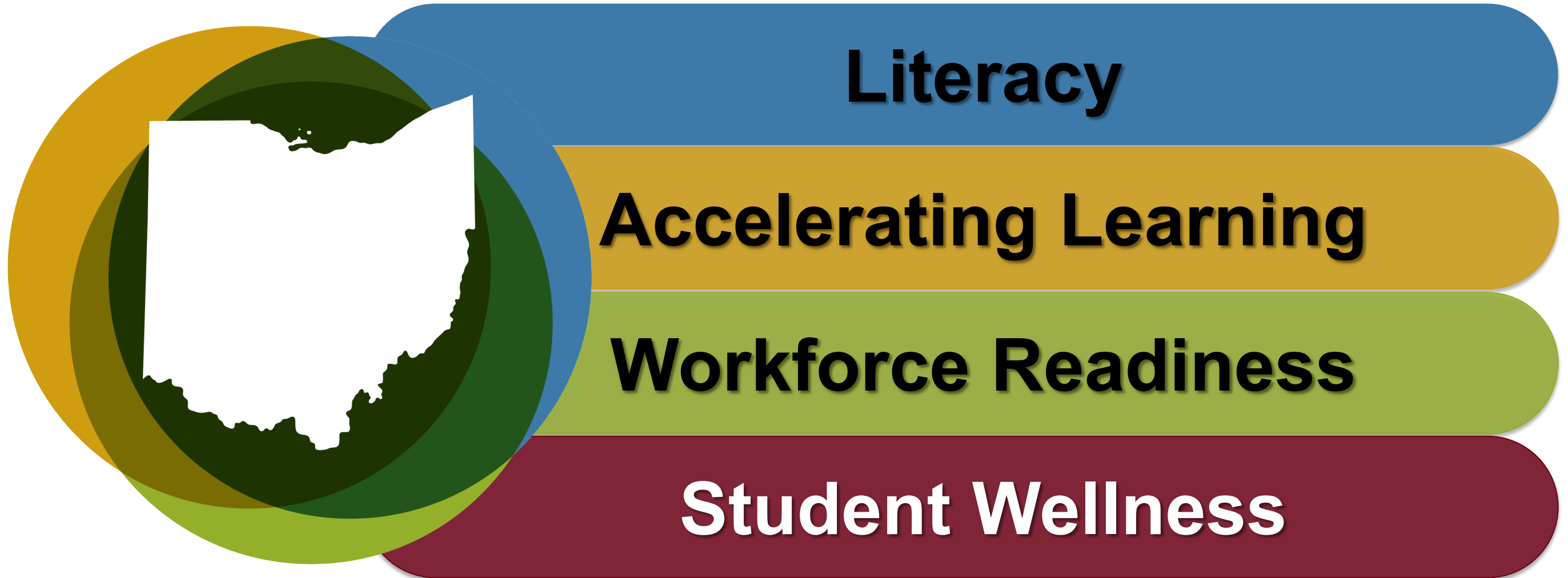
Department
of Education



Ohio

Department
of Education

Future Forward Ohio Priorities



Future Forward Ohio: Three Strategies



Overcoming Obstacles to Learning



Accelerating Learning (Literacy & Mathematics)



Preparing Students for Future Success



Gifted Rule Updates



Changes to the Rule Review Process

Authority Transfer

Chapter 119

Joint Committee on Agency Rule Review (JCARR)



Timeline Extension

- Timeline extension granted by the Joint Committee for Agency Rule Review in July
- Rule review timeline extended to end of January
- A second timeline extension available, if needed





Gifted Advisory Council and State Plan for Gifted Education Updates



Gifted Advisory Council 2023-2024 Applications

- ✓ Window open May 1 – May 24
- ✓ Received 96 applications
- ✓ Invited 14 to join
- ✓ 38 total members

Regional Representation



Region	Number of Members
Midwest	7
Northeast	6
Northwest	5
Southwest	7
Southeast	5
At-Large	8

Institutes of Higher Education Represented:
 Cleveland State University, Kent State University,
 The Ohio State University, University of Cincinnati

Additional Organizations Represented: Ohio
 Association for Gifted Children



Typology Representation

Typology Code	Major Grouping	Full Descriptor
1	Rural	High Student Poverty Small Student Population
2	Rural	Average Student Poverty Very Small Student Population
3	Small Town	Low Student Poverty Small Student Population
4	Small Town	High Student Poverty Average Student Population Size
5	Suburban	Low Student Poverty Average Student Population Size
6	Suburban	Very Low Student Poverty Large Student Population
7	Urban	High Student Poverty Average Student Population
8	Urban	Very High Student Poverty Very Large Student Population

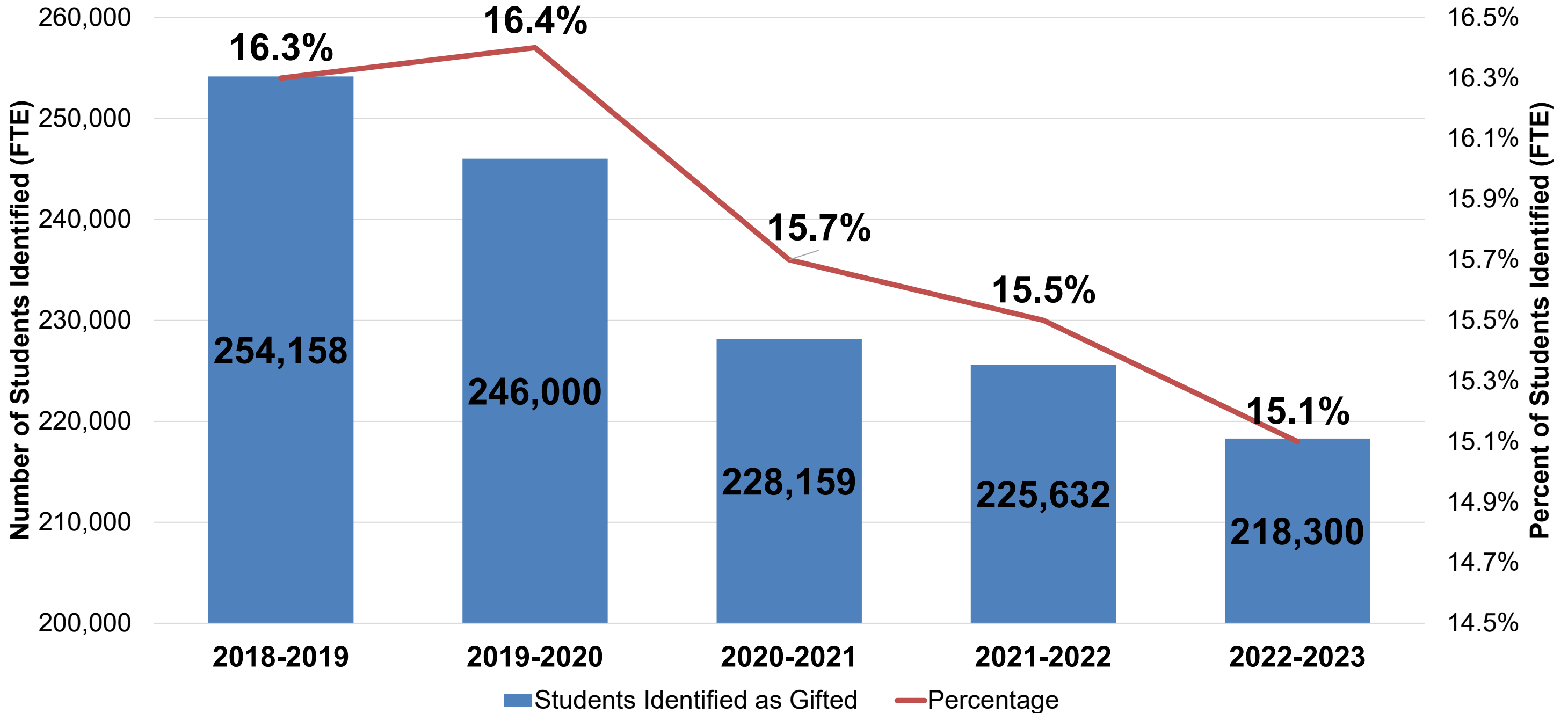
Typology Code	Number of GAC Members Representing
Rural	8
Small Town	6
Suburban	6
Urban	5
ESC	5
IHE	6
Other	2



Member Roles	Number
Directors of Curriculum and Instruction	3
General Education Teachers	3
Gifted Coordinators	8
Gifted Intervention Specialists	6
Parents	6
Psychologists	2
Representatives from Higher Education	6
Superintendents	3
Ohio Association for Gifted Children Executive Director	1



Five Year Trend: Identification



Gifted Identification by Typology

School District Typology	2018-2019	2020-2021
Overall State Level	16.3%	15.7%
Typology 1: Rural (<i>high student poverty, small student population</i>)	12.5%	12.0%
Typology 2: Rural (<i>average student poverty, very small student population</i>)	14.7%	14.0%
Typology 3: Small Town (<i>low student poverty, small student population</i>)	16.3%	15.5%
Typology 4: Small Town (<i>high student poverty, average student population</i>)	11.4%	10.7%
Typology 5: Suburban (<i>low student poverty, average student population</i>)	18.8%	18.0%
Typology 6: Suburban (<i>very low student poverty, large student population</i>)	31.5%	30.2%
Typology 7: Urban (<i>high student poverty, average student population</i>)	9.0%	8.4%
Typology 8: Urban (<i>very high student poverty, very large student population</i>)	9.1%	8.2%



Gifted Identification by Grade Band

Grade Band	2018-2019	2020-2021
K-2	6.9%	3.5%
3-6	17.6%	17.3%
7-8	19.9%	19.3%
9-12	20.5%	20.9%

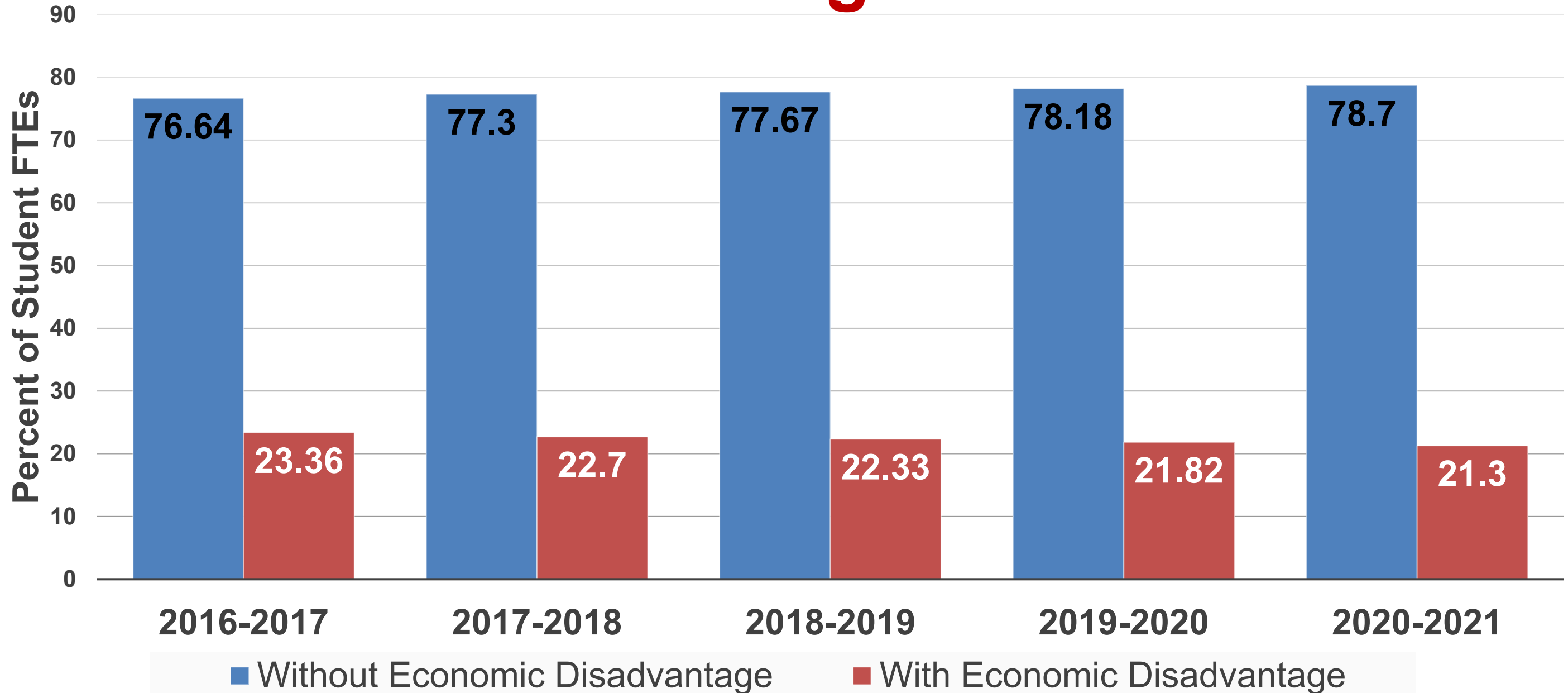


Percent Students Identified by Race/Ethnicity

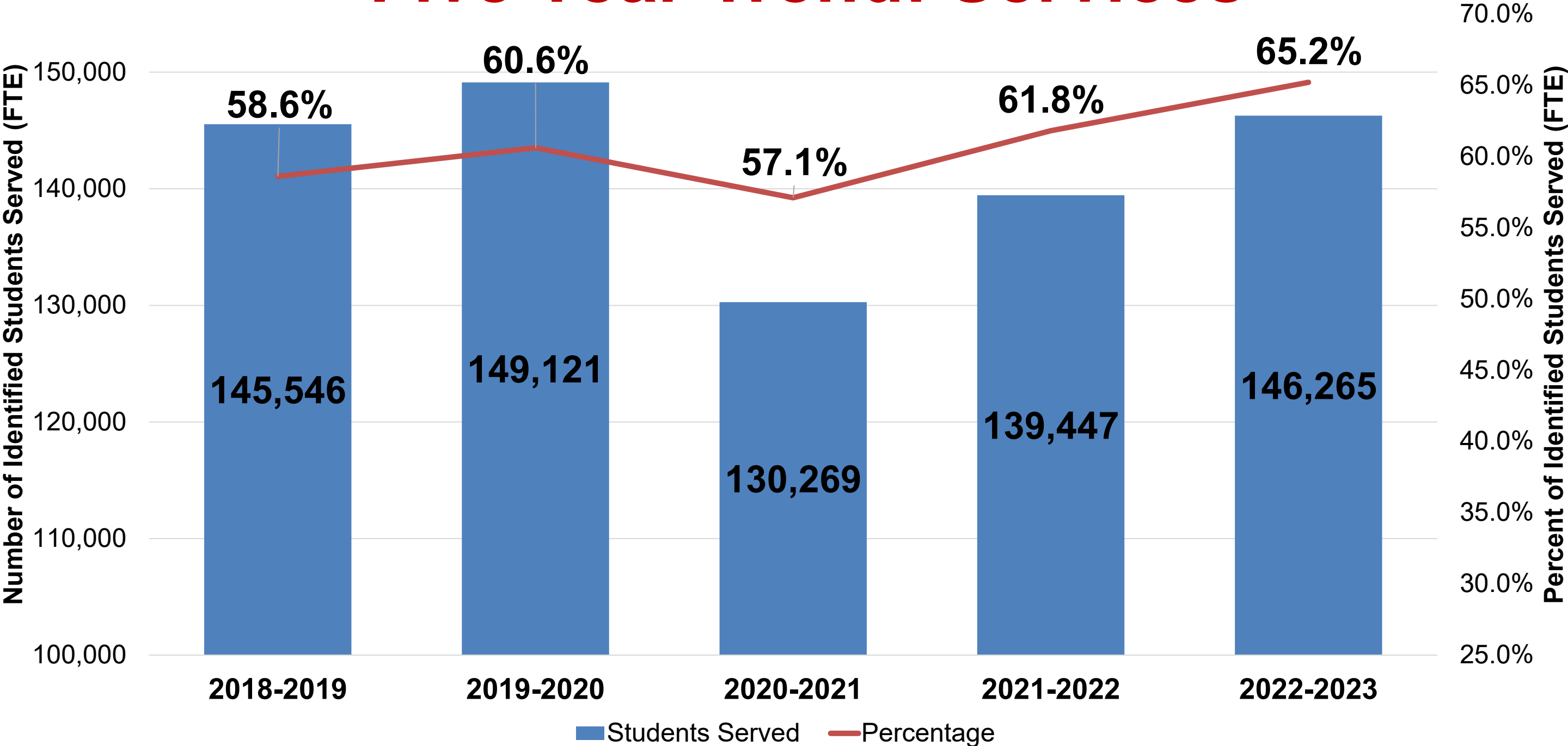
Student Group	2018-2019	2020-2021
<i>All</i>	16.34%	15.68%
Asian	29.17%	28.35%
Black	4.98%	4.68%
Hispanic	7.49%	7.13%
Multiracial	12.55%	11.88%
Native American	11.34%	11.61%
Pacific Islander	9.82%	9.96%
White	18.68%	18.05%



Trend: Percent Identified (FTE) by Economic Disadvantage Status



Five Year Trend: Services



Gifted Service by Typology

School District Typology	2018-2019	2020-2021
Overall State Level	60.7%	57.2%
Typology 1: Rural (<i>high student poverty, small student population</i>)	62.8%	55.6%
Typology 2: Rural (<i>average student poverty, very small student population</i>)	57.5%	57.1%
Typology 3: Small Town (<i>low student poverty, small student population</i>)	68.4%	66.3%
Typology 4: Small Town (<i>high student poverty, average student population</i>)	70.7%	66.3%
Typology 5: Suburban (<i>low student poverty, average student population</i>)	65.2%	61.5%
Typology 6: Suburban (<i>very low student poverty, large student population</i>)	57.9%	53.3%
Typology 7: Urban (<i>high student poverty, average student population</i>)	61.6%	58.4%
Typology 8: Urban (<i>very high student poverty, very large student population</i>)	32.1%	31.3%



Gifted Service by Grade Band

Grade Bands	2018-2019	2020-2021
K-2	40.7%	42.8%
3-6	66.8%	63.1%
7-8	66.4%	64.6%
9-12	51.5%	49.9%

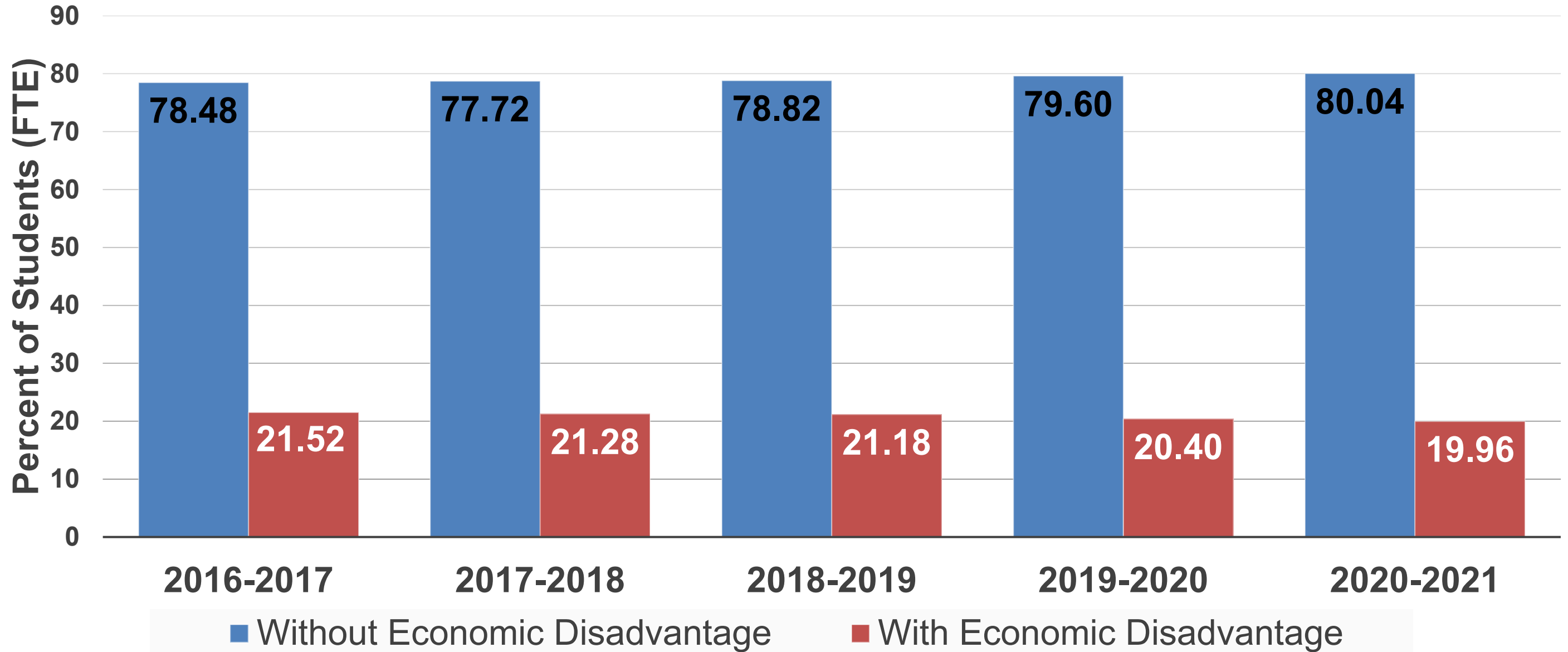


Percent Students Served by Race/Ethnicity

Student Group	2018-2019	2020-2021
<i>All</i>	9.37%	8.75%
Asian	17.73%	16.41%
Black	2.34%	2.01%
Hispanic	4.03%	3.62%
Multiracial	7.04%	6.44%
Native American	6.13%	5.91%
Pacific Islander	6.93%	6.88%
White	11.13%	10.54%



Trend: Percent Served (FTE) by Economic Disadvantage Status



Department Approved Plan for Gifted Education Progress



Ohio's Plan for Gifted Education: Where are We Now?



Stakeholder Survey



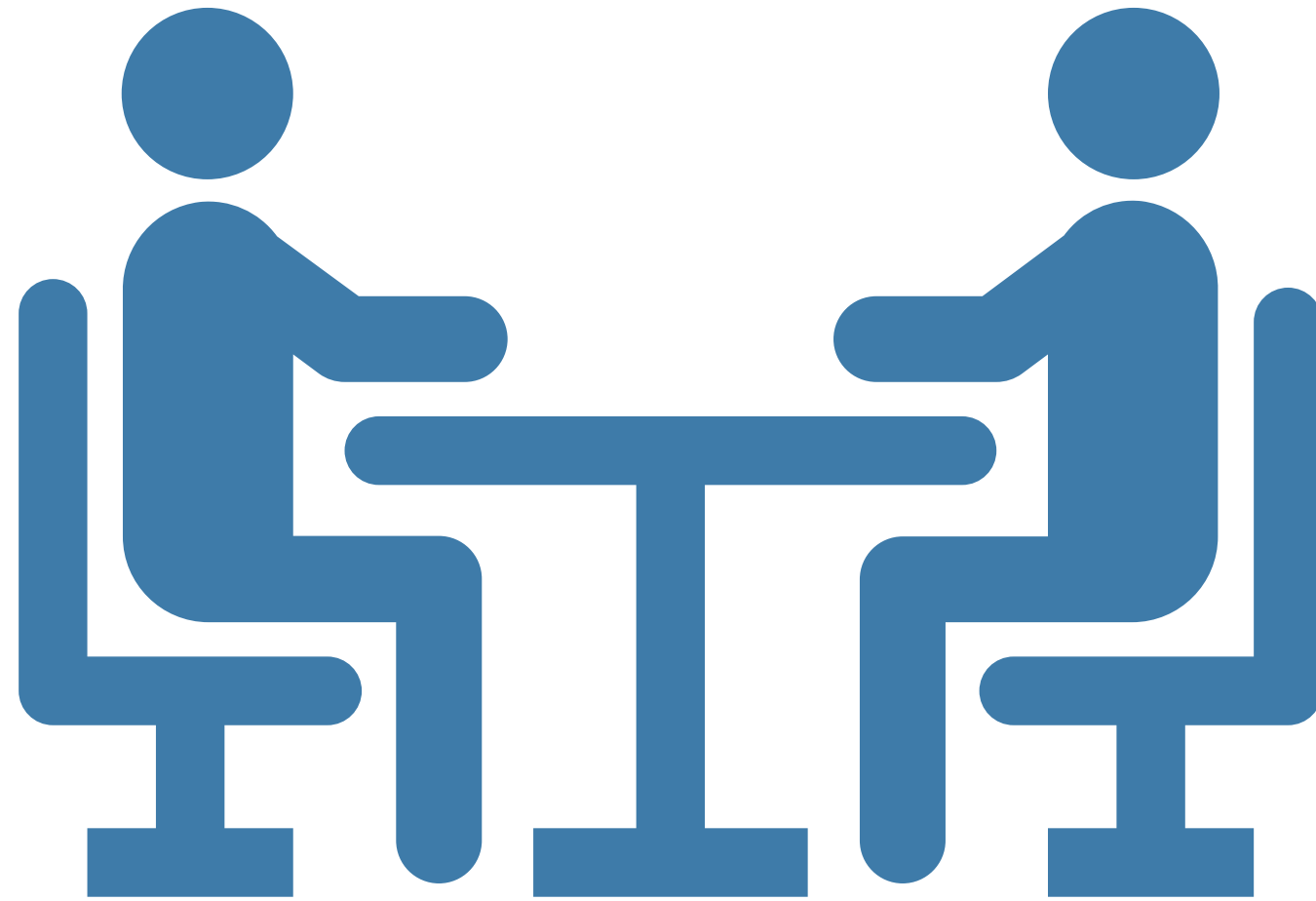
Draft
Recommendations



Lunch



Workgroup Breakouts



Equitable Identification Practices

Workgroup Members

Donna Ford	Abbie Sigmon
Christina Gulley	Anne Flick
Sylvia Rimm	Paula Hemmelgarn
Amy Rossler	Shana Stober
Frank Sansosti	Claire Hughes
Heidi Bollin	Leah Barger
Jenni Ferro	

Equitable Identification Practices: Logic Model Impact Goal

Ohio will have a population of students who are gifted that is more equitably reflective of Ohio's total student population as a result of change in policy and practice regarding gifted identification that is reflective of the idea that students who are gifted are present in all student groups regardless of racial, ethnic or cultural backgrounds, gender, economic status, disability or English language proficiency.

Highly Effective Student Supports and Services

Workgroup Members

Jennifer Detmar	Tiffany Buchanan
TK Kuykendall	Toni Linblade
Jeanne Osterfeld	Thomas Lish-Brown
Sara Watson	Kimberly McCormick
Brad Morris	Stephanie Heidenreich
Denise Cooley	Lynn Carney
Katie Baker	

High Quality Student Supports and Services: Logic Model Impact Goals

- Services will be required and documented for students who are gifted.
- Highly effective strategies will be used by individual teachers to best meet the needs of gifted students in their individual settings.
- Supports for affective and social emotional needs of students will be embedded in district practices.

Job Embedded Professional Development

Workgroup Members

Maggie Gunnerson

Michelle Andears

Elizabeth Deuer

Dawn Harris

Kylie Duskey

Emily Crabtree

Kristin Barker

Brandi Goodwin

Denise Toler

Jennifer Ehlers

Deborah Glynn

Matthew Henderson

Job Embedded Professional Development: Logic Model Impact Goals

- Increase the number of educators with the required training to support the academic and social and emotional needs of students who are gifted.
- Increase the accessibility of professional development for educators and administrators while providing examples of alignment to other professional development and processes in districts.

**The Fordham Institute's
National Working
Group on Advanced
Education Report:**

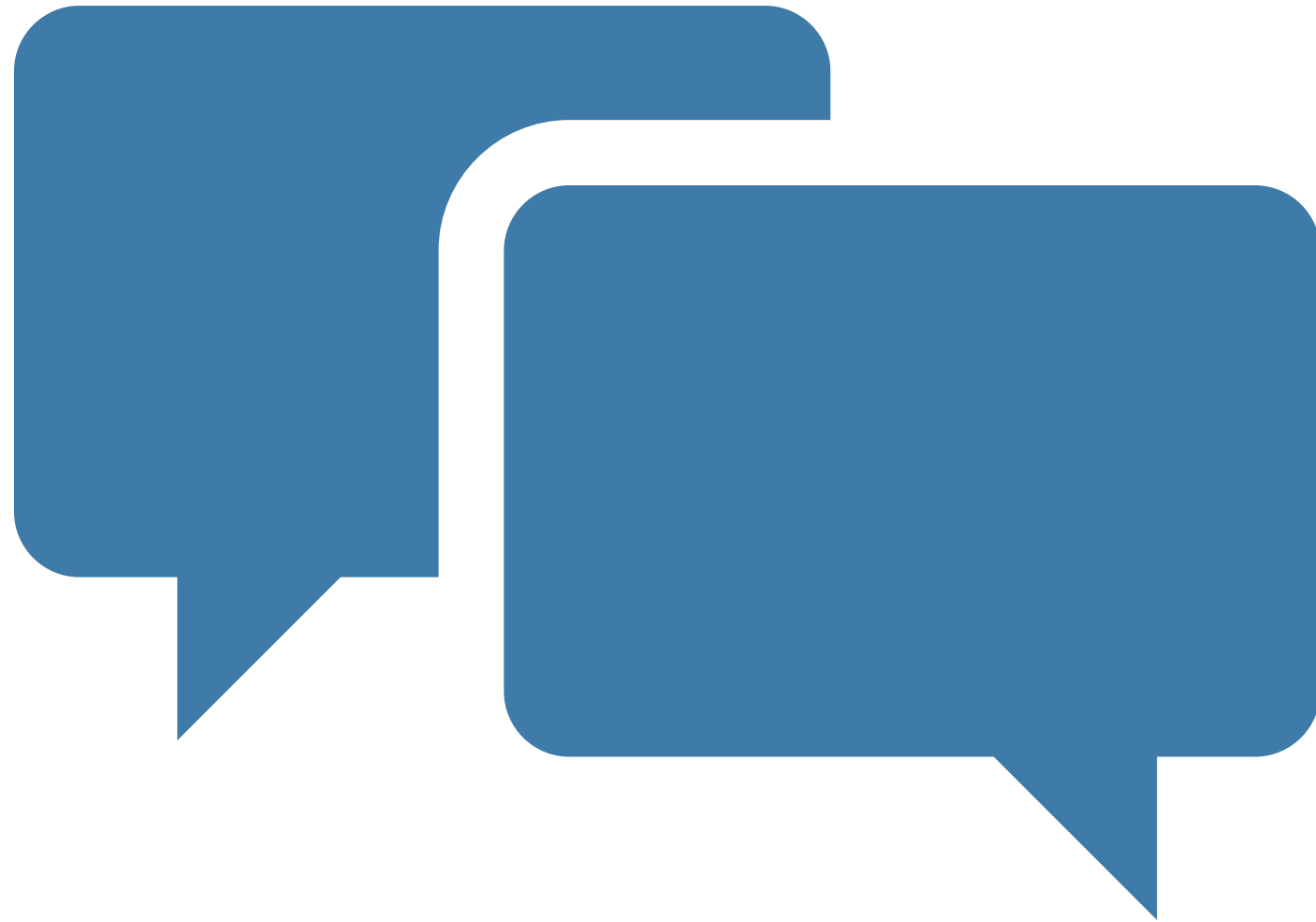
***Building a Wider, More
Diverse Pipeline of
Advanced Learners***



Discussion Questions

1. What resonated with you? Why?
2. What surprised you? Why?
3. Ohio is specifically mentioned in the report as a national example of policies for acceleration. What other areas in the report do you see as strengths for Ohio?
4. How do you see the outlined recommendations aligning with research and best practices identified by your workgroup?
5. How might information shared in this report inform possible recommendations made by your workgroup?
6. After reading through the report, is there anything you believe your workgroup or the Council should explore further?

Debrief



Closing

Next Steps

Closing Comments

Next Meeting Date

- December 6, 2023

Adjourn



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