ICE BREAKER!

Please open the chat box and participate in the ice breaker!

Gifted Advisory Council

February 24, 2021

Ohio | **Department** of **Education**

Welcome!

Meeting Norms

- Pausing

- Paraphrasing

- Posting Questions in the Chat Box

- Putting Ideas on the Table

- Providing Data

- Paying Attention to Self and Others

- Presuming Positive Intentions

Feedback from Previous Meeting

Oct/Dec Exit Survey Results

Statement	October Results	December Results
The meeting purpose and objectives were clearly stated.	95% (19/20) agreed or strongly agreed 5% (1/20) neutral	97% (29/30) agreed or strongly agreed 3% (1/30) strongly disagreed
Our meeting time was convenient for me.	95% (20/21) agreed or strongly agreed 5% (1/21) neutral	97% (29/30) agreed or strongly agreed 3% (1/30) neutral
We shared decision-making at this meeting.	71% (15/21) agreed or strongly agreed 29% (6/21) neutral	77% (23/30) agreed or strongly agreed 20% (6/30) neutral 3% (1/30) disagreed

Statement	October Results	December Results
All meeting participants were actively involved.	55% (12/22) agreed or strongly agreed 32% (7/22) neutral 13% (3/22) disagreed	77% (23/30) agreed or strongly agreed 23% (7/30) neutral
We used our meeting time effectively.	85% (17/20) agreed or strongly agreed 15% (3/20) neutral	93% (28/30) agreed or strongly agreed 7% (2/30 neutral
I am satisfied with this meeting.	81% (17/21) agreed or strongly agreed 19% (4/21) neutral	90% (27/30) agreed or strongly agreed 10% (3/30) neutral
I enjoyed this meeting.	81% (17/21) agreed or strongly agreed 19% (4/21) neutral	93% (28/30) agreed or strongly agreed 7% (2/30) neutral

December Exit Survey Results

What aspects of this meeting were particularly good?

- The collaboration in the break outs
- I love the small group sessions. makes it much easier to participate and I felt that the others valued my opinions
- I know our mission is a good and important one.
- The breakout sessions and focus on how to increase equity were particularly good.
- I like the use of breakout rooms.
- I appreciate the conversation that is leading us toward action steps and a plan for gifted education in Ohio.
- The breakout discussions were very helpful and will continue to be helpful as we move into workgroups.
- I liked that the meeting was action-oriented and the participants' input drove the discussion.
- I felt like the breakout group discussions were particularly effective in this meeting.

What aspects of this meeting were particularly good?

- Breakout sessions
- I felt light the info was clear and the questions were focused - thanks Maria for great facilitation!
- Reviewing common themes from breakout conversations from October 2020 meeting. Discussions and idea sharing in breakouts during this meeting. Breakout facilitator did a great job in ensuring all voices were heard and respected
- The facilitator had a plan for making sure all voices were heard. It ran a lot smoother than the first meeting.   Participants were actively involved with both making suggestions and asking questions that revolved around the prompts.
- I appreciate the information provided by the state team. I also wanted to mention that I like the online format. Getting to and from an in-person meeting would be an all-day event. This is format is much easier for me. (Although meeting in person is much more enjoyable)
- I liked the breakout sessions because people shared many things that I am struggling with as a Gifted Coordinator and GIS which made me feel hopeful these things will be addressed.
- The discussion I listened to while those on the Gifted Advisory Council were in breakout rooms. Joe was an excellent facilitator and has a welcoming, encouraging demeanor that makes everyone feel included.

Ohio | Department of Education

December Exit Survey Results

What aspects of this meeting were particularly good?

- Maria was a great moderator and I appreciated her strategy of utilizing the chat box as well as the "raise hand" button. I also really enjoyed listening to Joe (and I'm sorry he couldn't hear my chuckle at his jokes!). I learned a lot about the way OEC is set up and I'm hopeful that real progress can be made soon.
- I really like the small group sessions. It is easier for me to talk. I feel the groups have been positive and supportive of my ideas. I don't always get that
- This is the first time I have ever sat in on this meeting and I really appreciate all of the work being done to improve Gifted!
- Participants had the chance to be heard.
- I appreciate Joe's leadership and anecdotal comments- they add just the right amount of humor and joy.
- discussion on making work groups
- Breakout and great discussion.

December Exit Survey Results

What aspects of this meeting need improvement?

- I liked the opportunity to contribute in smaller groups, but I would like the diversity of ideas and voices that slightly larger groups would provide.
- Need to see people to recognize them when not in COVID times!
- Not sure we are really heading anywhere quickly especially when you consider we meet quarterly
- Nothing I can think of.. ...ok, maybe reminding folks that cameras are ok/ helpful in the breakouts? (we figured it out)
- We seem to be giving lots of ideas but do not see how they are being used
- sometimes I feel like we need more time to think about the small group questions.
- Perhaps if we had the small group questions in writing beforehand it could help us think them through. We didn't coordinate what the small groups found at the end and I think quite a few people didn't join the small groups although I'm not sure. I think our small group meeting was good, but I'm not sure that the conclusions by our leader were put together. I guess we really ran out of time

What aspects of this meeting need improvement?

- Meetings almost seem too short, in the sense that we have conversations about what we could do, but we haven't gotten to actually getting started in the work. Or, maybe there needs to be less of a time span between meetings to keep the momentum going?
- I thought all went well. I can't think of any improvements at this time.
- I looked through the Sharepoint files and cannot find copies of the powerpoint slides we use in the meetings. I would like access to those for reference in the future.
- There were a large number of us in the main room while members attended the breakout rooms. Perhaps having a focused discussion so people are more apt to share and connect. The goal is for us to network for the betterment of gifted students, programming, and equity for all. It would be beneficial to have talking points.
- Just the flow....difficult to do with so many and being virtual.
- maybe a longer meeting time to get more done
- My challenge today was navigating Microsoft Teams and some intermittent internet connectivity issues. These are both my issues to resolve, but they did keep me from being as involved as I wanted to be today.
- Perhaps a little less time before going into breakout groups to allow for more time after the groups to share a summary of the other group discussions?

December Exit Survey Results

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

- I know it is a big group but maybe some reporting out of what occurs in breakouts
- I realize that we are only an advisory group, but I can't help but wonder if what we put together will be used. Has the group been effective in the past. It would seem like our goal should be to have gifted programming required in all schools and in order for that to happen, we would need to use the school norm to identify 5% of the top students for programming.
- I really appreciated seeing the contributions I made to the previous week's reflected in the summary and readout for the larger group. I really feel like my voice is being heard and I'm contributing.   A lot of the discussion from this meeting aligned with the research I conducted and that was very exciting.
- I just wanted to note that we are privileged to have Dr. Donna Y. Ford on the council. She has done tremendous work over the years for gifted education and equity. To say she is highly regarded in the field feels like an understatement. I am surprised that we are not looking to her work (she has published extensively on the topic) to help guide our discussions around equity.

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

- I am feeling that not everyone is clear on what the operating standards say about ID and service (including WHY they are so specific)... if we are going to talk about what we need to do to improve equitable access, we need to understand what is already in place form the state level (rather than assuming something or nothing). Fidelity to the OS is not measured, so we need to be cautious about suggesting the OS are insufficient or misguided when there is no real way of talking about what districts actually do with them. (not a critique of awesome and overstretched ODE folks! just an observation about what is lacking in the system itself.)
- I really appreciated seeing the contributions I made to the previous week's reflected in the summary and readout for the larger group. I really feel like my voice is being heard and I'm contributing.   A lot of the discussion from this meeting aligned with the research I conducted and that was very exciting.
- I just wanted to note that we are privileged to have Dr. Donna Y. Ford on the council. She has done tremendous work over the years for gifted education and equity. To say she is highly regarded in the field feels like an understatement. I am surprised that we are not looking to her work (she has published extensively on the topic) to help guide our discussions around equity.

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

- Very anxious to get to the actual development of the strategic plan. Very anxious for the department to share what has been designed (internally) as starting points for the strategic plan.
- I enjoy the discussions that occur due to the vast experiences and roles that the GAC members bring to the table. It really helps broaden my thinking & understanding of the topics at hand.
- In our breakout room, a lot of the discussion revolved around actually just understanding the questions that we were asked to discuss. I'm wondering if a longer discussion as a whole group about what is going to be talked about in the breakout sessions might reduce some of that confusion. It would also allow the introverts of the group (of which there appear to be many) to have a chance to truly formulate their thoughts before the breakout sessions.
- I was very glad that my schedule permitted me to attend today. Perhaps an email communication can be sent earlier than two days prior to the meeting to help with scheduling. Thank you again for the opportunity!
- Encourage participants to turn on their cameras.

Moving Forward

Agenda

- Strategy Conversation
  - Data Discussion
  - Workgroups
    - Three Pillars Structure
    - Plan Components

- Next Steps and Closing Comments

Ohio | Department of Education

Strategy Conversation

Data Discussion

Using Representation Index to Examine Ohio's Data

Percentage of a group in the gifted population

divided by

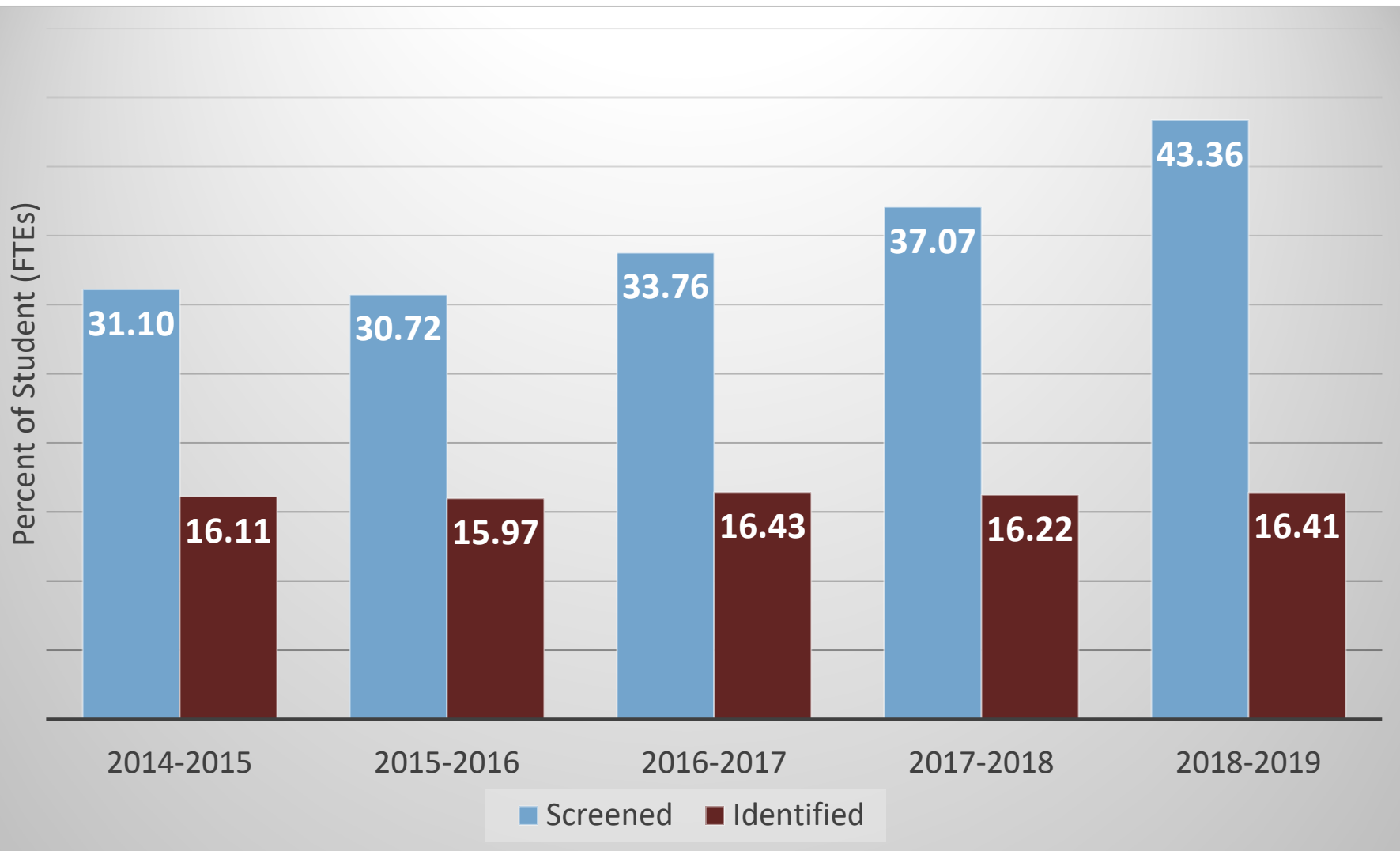**Percentage of that group in the general population**

equals

Representation Index

A Representation Index of 1.00 indicates proportionality

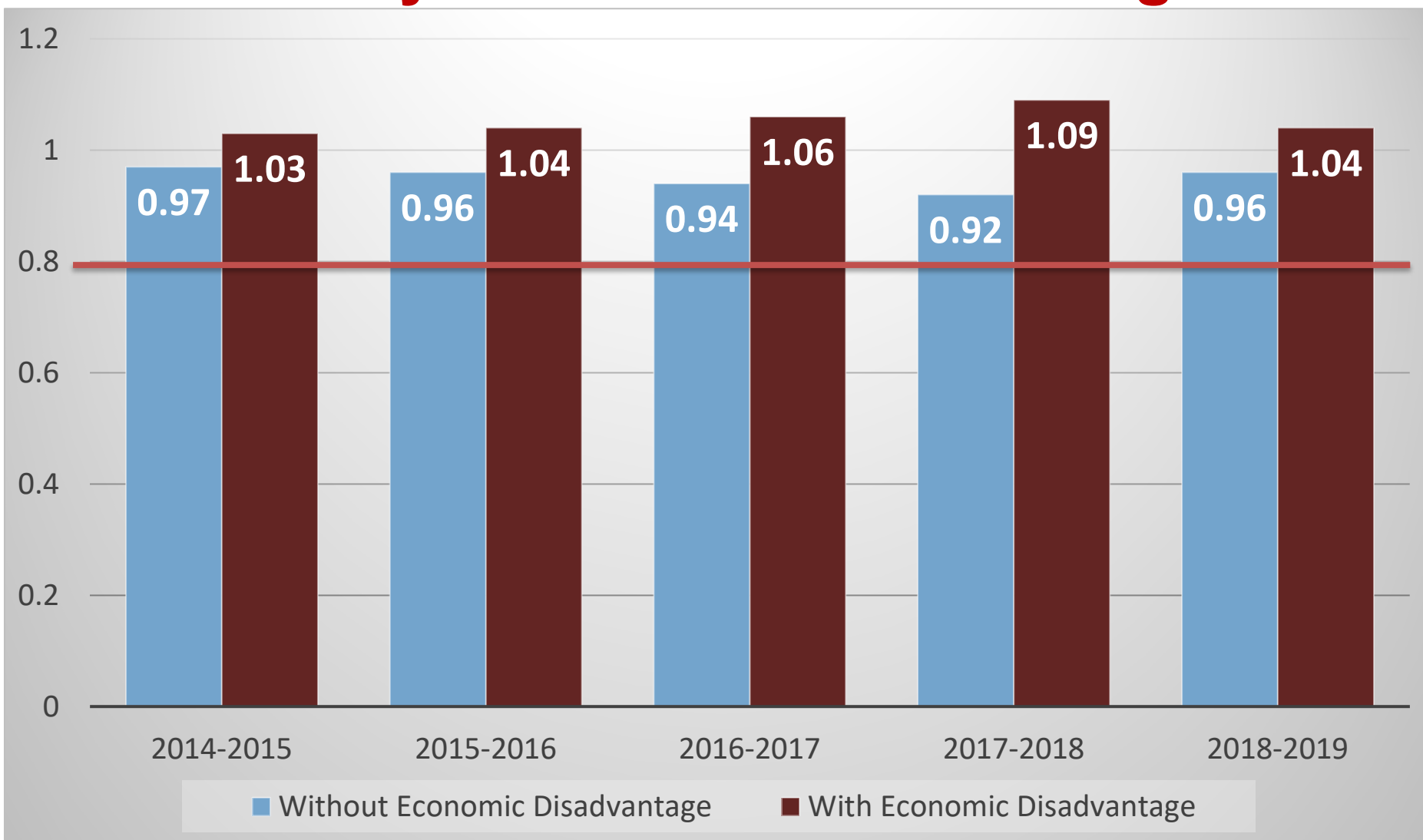**A Representation Index below .80 is considered inequitable**

Ohio | Department of Education

Percent Screened and Identified Five Year Trend

2018-2019 Percent Screened and Identified by Typology

Typology	Percent Student (FTE) Screened	Percent Student (FTE) Identified
Typology 1	33.81%	12.61%
Typology 2	31.30%	14.68%
Typology 3	42.34%	16.19%
Typology 4	36.33%	11.45%
Typology 5	45.01%	18.80%
Typology 6	46.70%	31.53%
Typology 7	43.33%	9.00%
Typology 8	57.60%	8.99%

Representation Index: Student (FTE) Screened by Economic Disadvantage Status

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Without Economic Disadvantage	0.97	0.96	0.94	0.92	0.96
With Economic Disadvantage	1.03	1.04	1.06	1.09	1.04

■ Without Economic Disadvantage   ■ With Economic Disadvantage

Ohio | Department of Education

2018-2019 Representation Index: Student (FTE) Screened by Economic Disadvantage Status

Typology	*Without* Economic Disadvantage	*With* Economic Disadvantage
Typology 1	1.04	.96
Typology 2	1.01	.99
Typology 3	.99	1.02
Typology 4	.99	1.01
Typology 5	.95	1.11
Typology 6	1.00	1.01
Typology 7	1.07	.98
Typology 8	.54	1.02

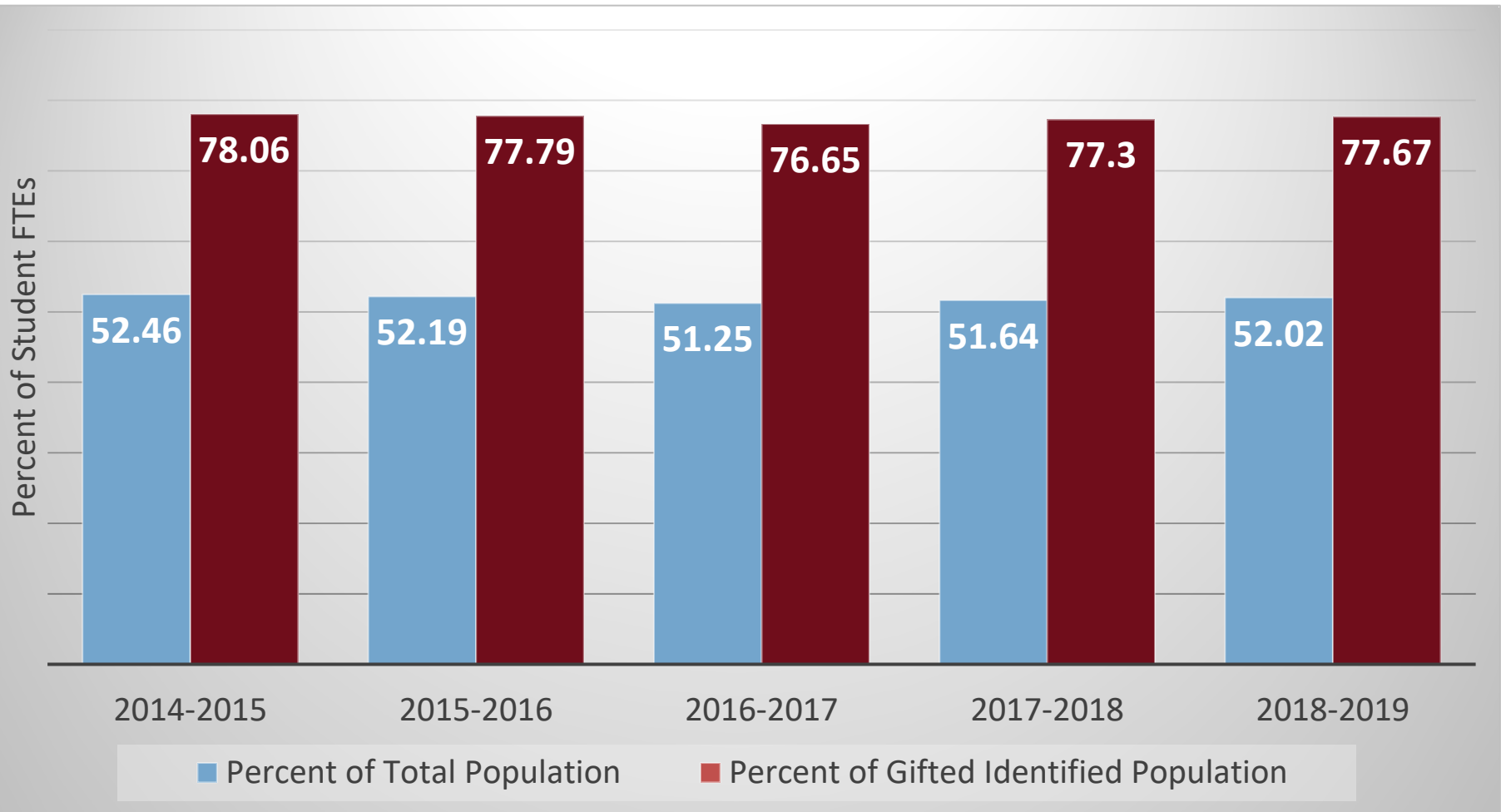# 2018-2019 Representation Index: Student (FTE) Screened by Gender
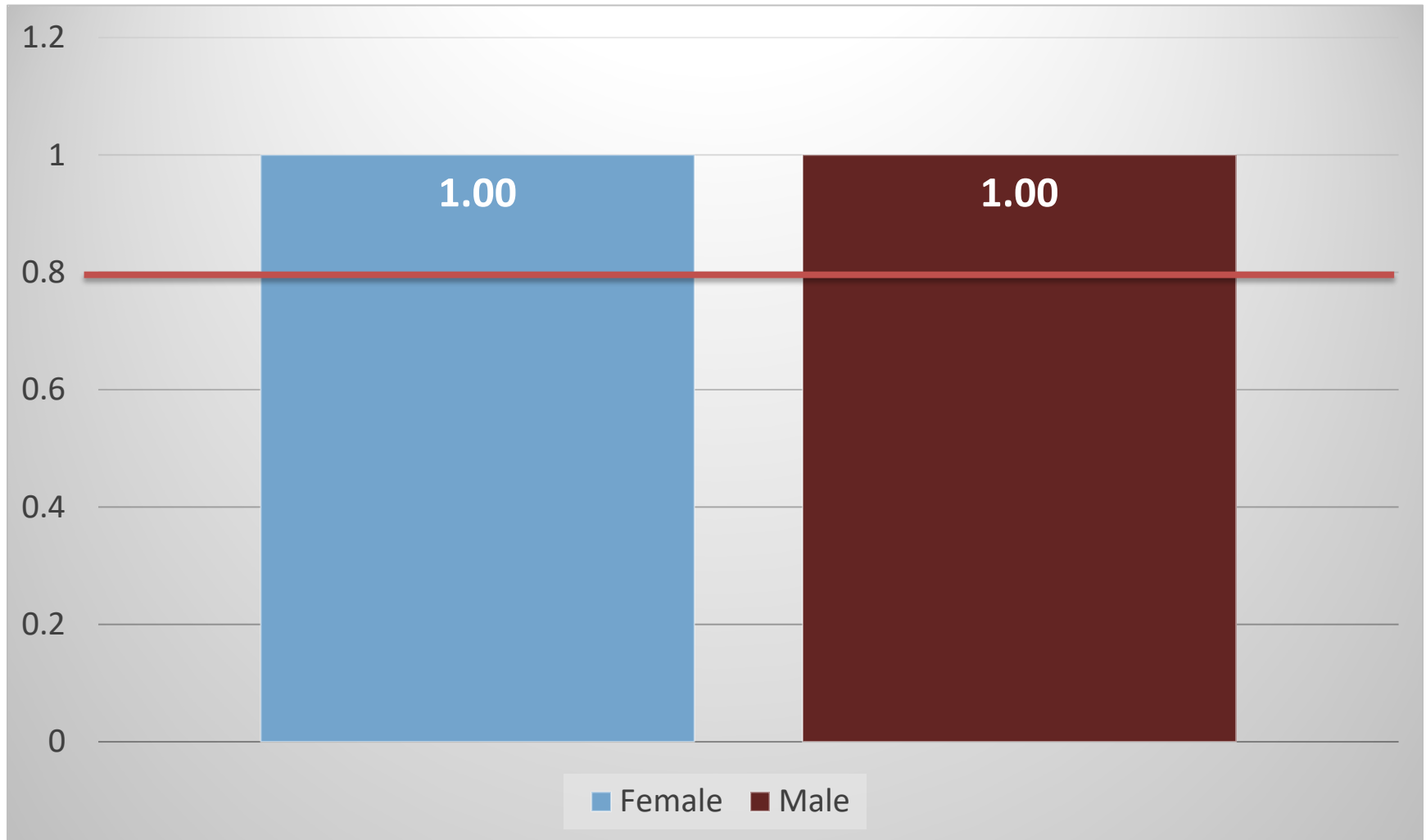
2018-2019 Representation Index: Student (FTE) Screened by Gender

Student Group	Female	Male
Typology 1	1.01	.99
Typology 2	1.01	.99
Typology 3	1.00	1.00
Typology 4	1.00	1.00
Typology 5	1.00	1.00
Typology 6	1.00	1.00
Typology 7	1.00	1.00
Typology 8	1.01	1.00

Ohio | Department of Education

2018-2019 Representation Index: Student (FTE) Screened by Race and Ethnicity

Bar chart showing Representation Index by race and ethnicity:
- Asian: 1.10
- Black: 1.09
- Hispanic: 1.10
- American Indian: 0.98
- Multiracial: 1.10
- Pacific Islander: 0.95
- White: 0.96

Y-axis scale from 0.00 to 1.20. A horizontal reference line is drawn at 0.80.

Legend: ■ Asian ■ Black ■ Hispanic ■ American Indian ■ Multiracial ■ Pacific Islander ■ White
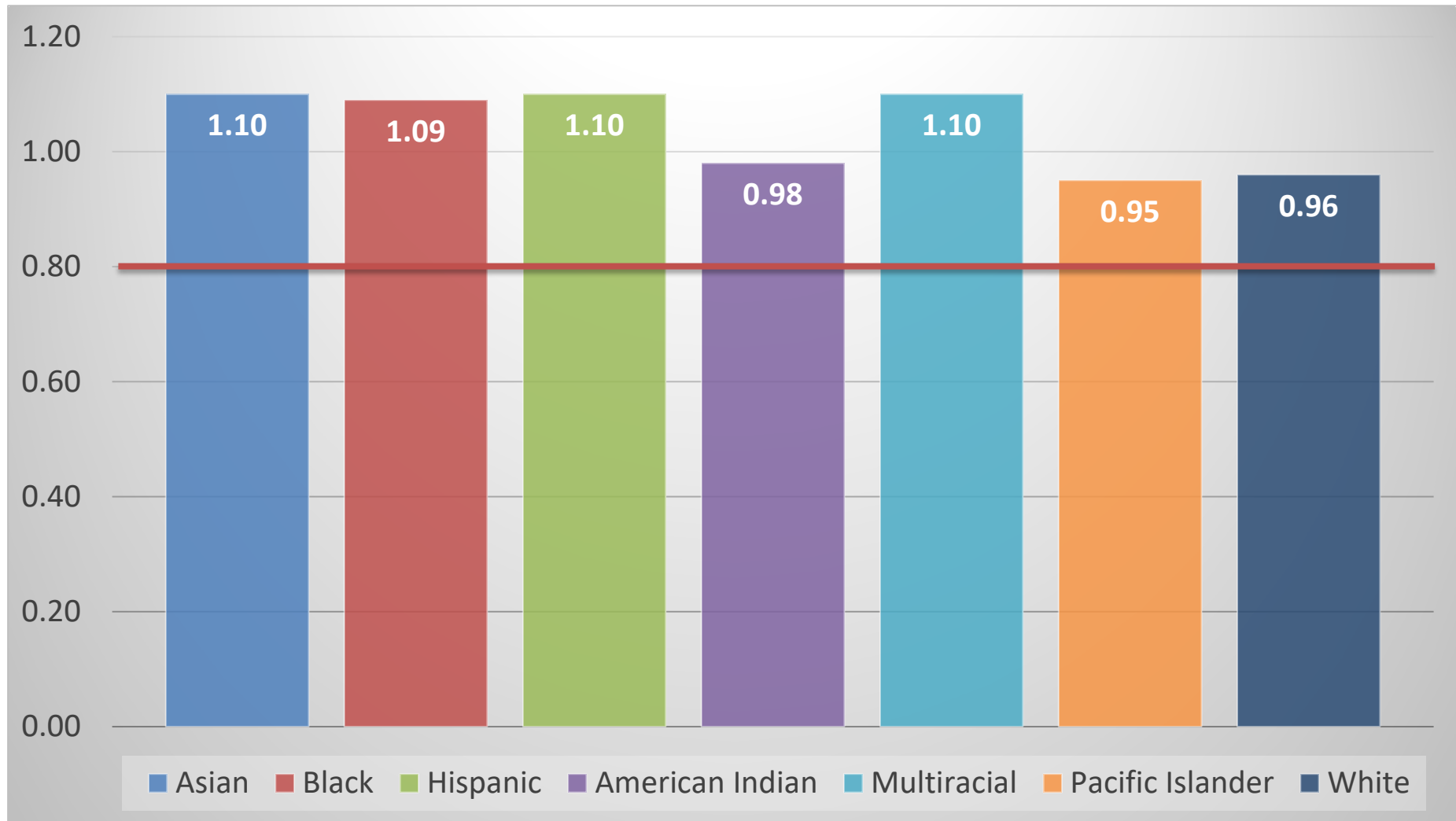
2018-2019 Representation Index: Student (FTE) Screened by Race and Ethnicity and Typology

	Asian	Black	Hispanic	Native American	Multiracial	Pacific Islander	White
1	1.07	.85	.98	.77	1.08	1.29	1.00
2	.93	.82	.89	.99	1.07	1.27	1.00
3	.99	1.00	.96	.98	1.02	.90	1.00
4	1.07	1.06	1.05	.74	1.02	.77	.99
5	1.01	1.11	1.08	.90	1.09	.95	.97
6	.99	.90	1.05	.89	1.04	.90	1.01
7	1.08	.85	1.07	1.03	.97	1.15	1.07
8	1.11	.94	1.01	1.07	1.19	.81	1.07

Percent of Students (FTE) *without* Economic Disadvantage

Percent of Students (FTE) with Economic Disadvantage

Percent of Student FTEs

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percent of Total Population	47.54	47.81	48.75	48.36	47.98
Percent of Gifted Identified Population	21.94	22.21	23.35	22.7	22.33

■ Percent of Total Population   ■ Percent of Gifted Identified Population

Ohio | Department of Education
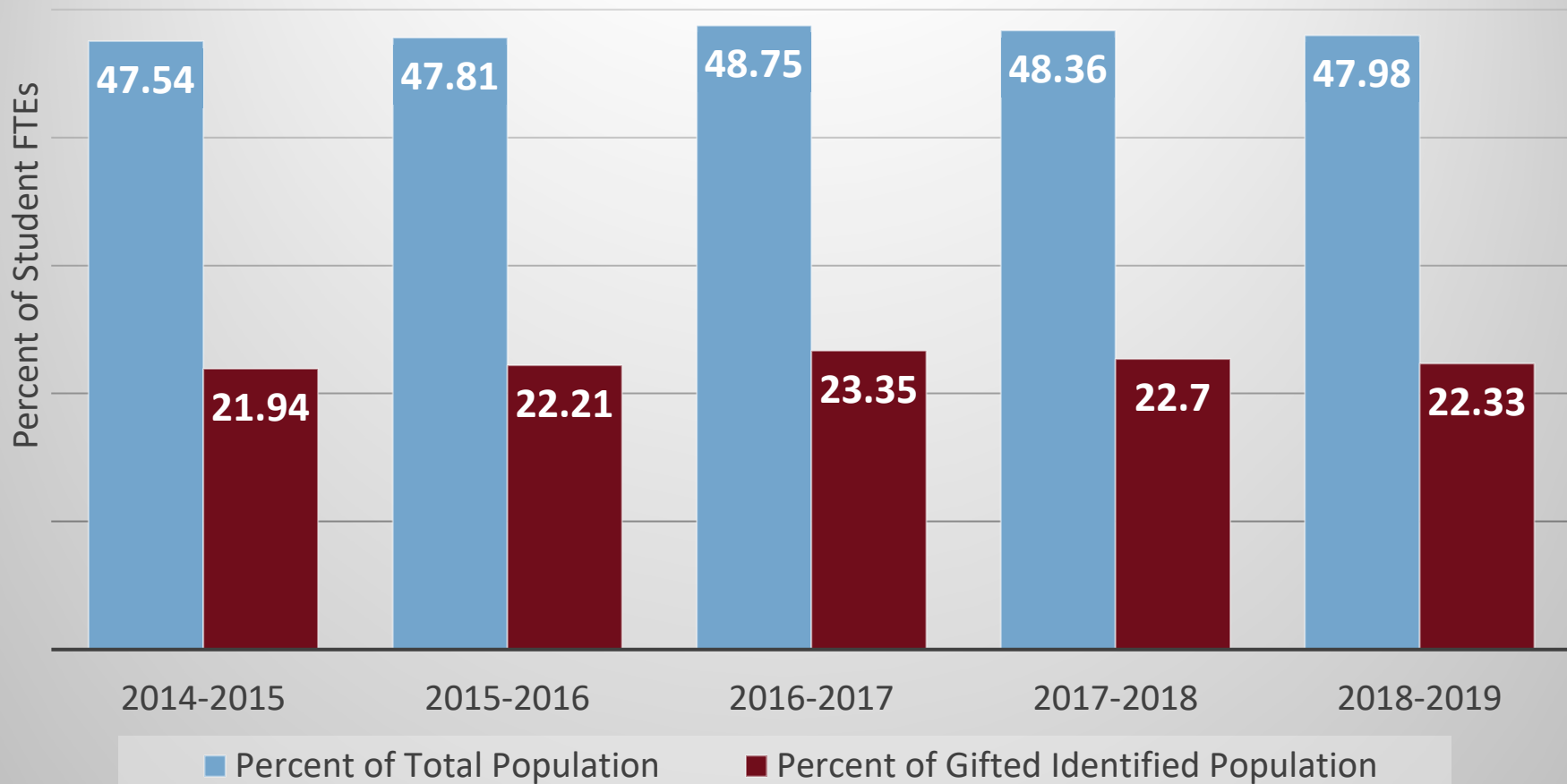
Representation Index: Identified (FTE) by Economic Disadvantage Status 5 Year Trend

School Year	Without Economic Disadvantage	With Economic Disadvantage
2014-2015	1.49	.46
2015-2016	1.49	.46
2016-2017	1.50	.48
2017-2018	1.50	.47
2018-2019	1.49	.47

2018-2019 Percent of Total Enrollment (FTE) by Gender
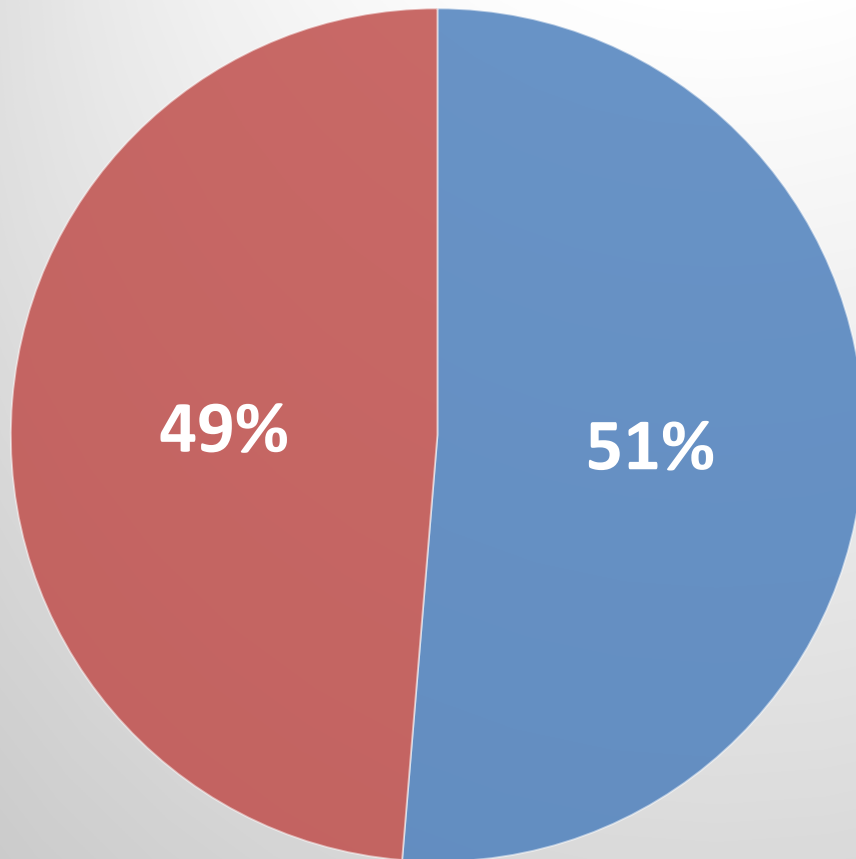
2018-2019 Percent of Identified Students (FTE) by Gender
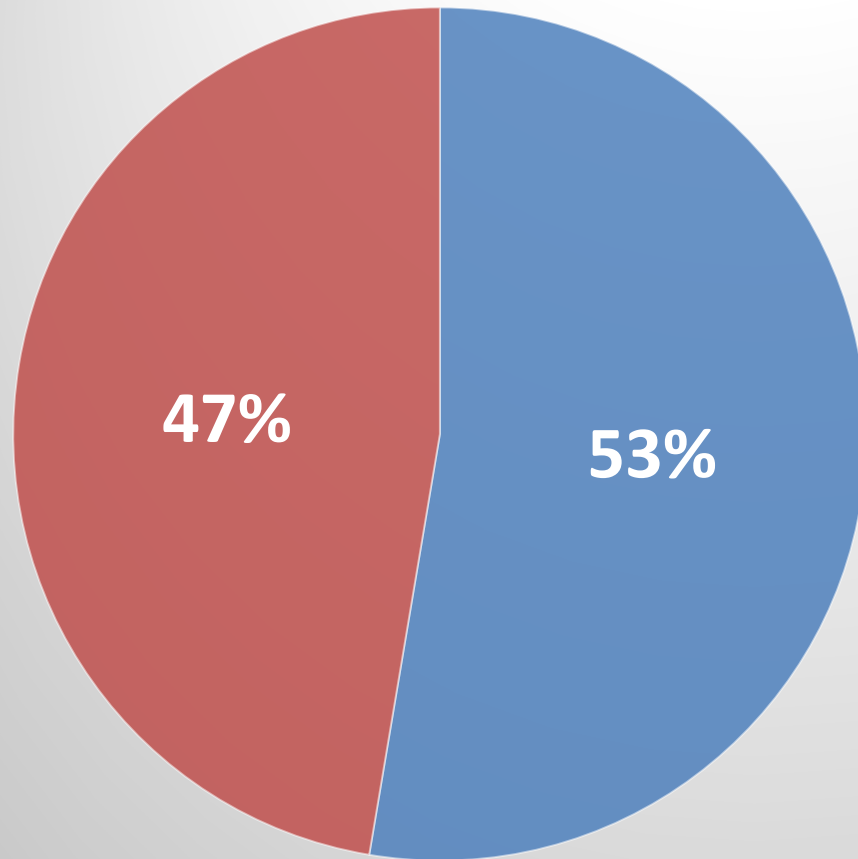
Representation Index: Student (FTE) Identified by Gender

School Year	Females	Males
2014-2015	.98	1.02
2015-2016	.98	1.02
2016-2017	.98	1.02
2017-2018	.97	1.03
2018-2019	.97	1.03

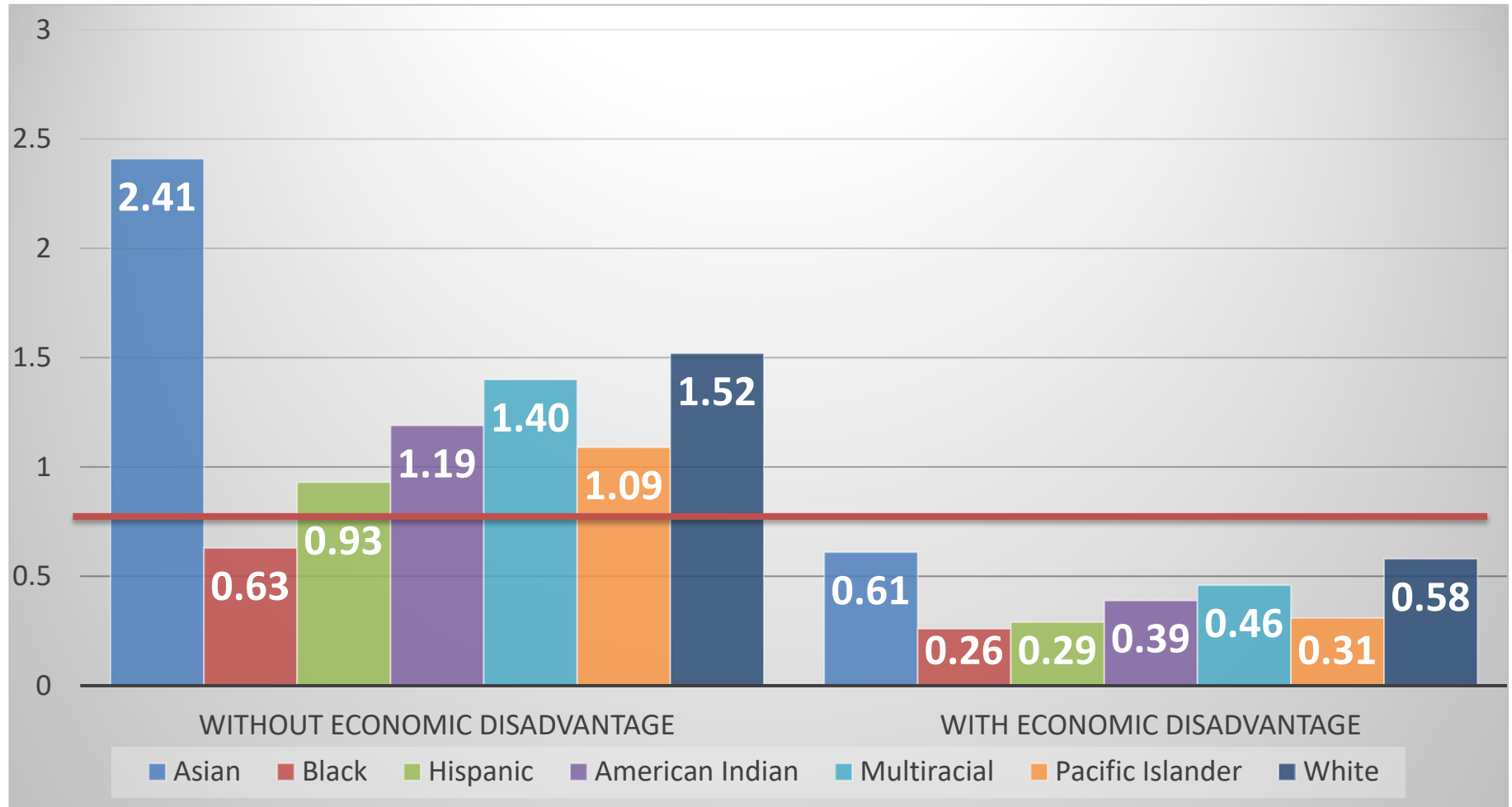# 2018-2019 Representation Index: Identified Student (FTE) by Gender and Category
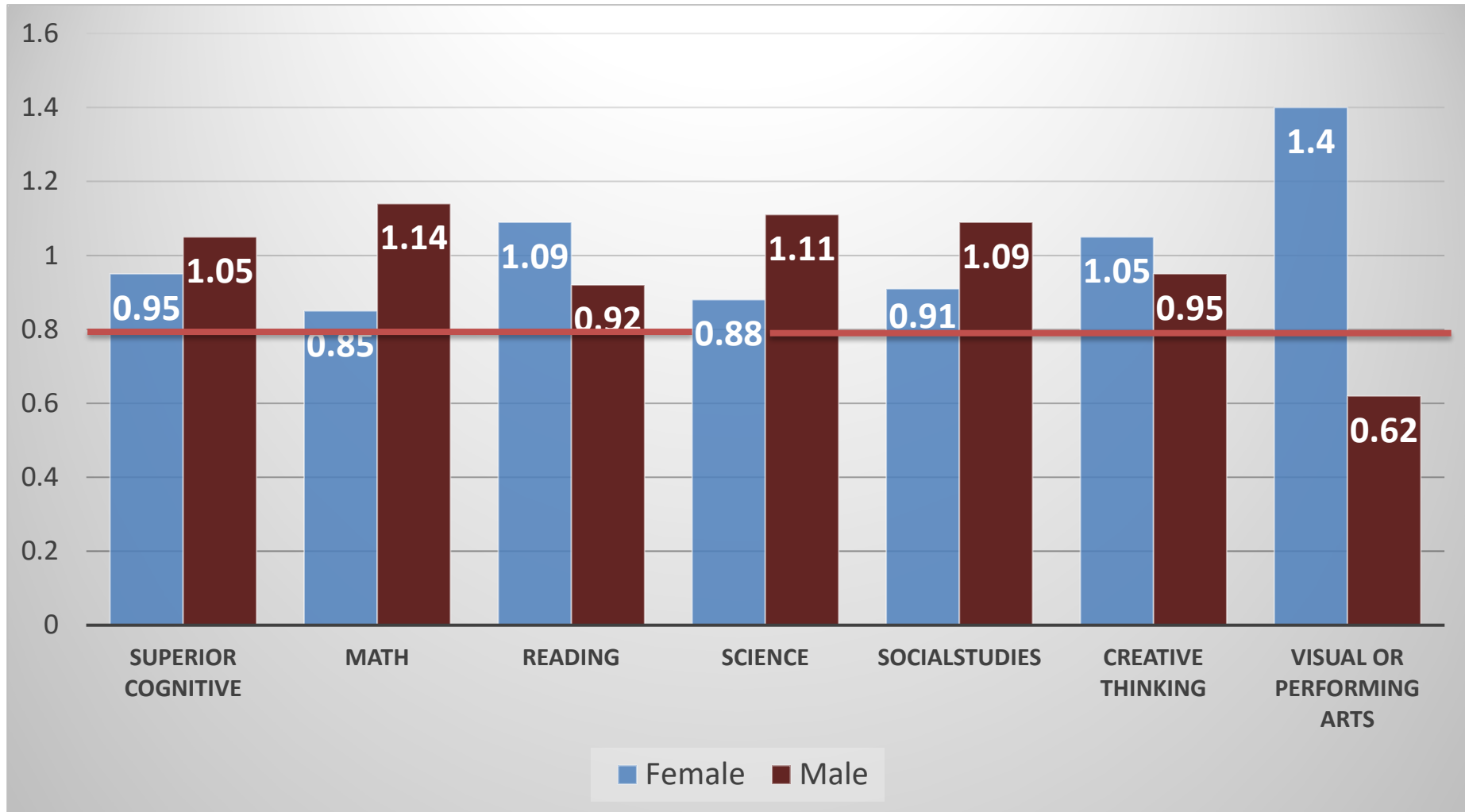
Category	Female	Male
SUPERIOR COGNITIVE	0.95	1.05
MATH	0.85	1.14
READING	1.09	0.92
SCIENCE	0.88	1.11
SOCIALSTUDIES	0.91	1.09
CREATIVE THINKING	1.05	0.95
VISUAL OR PERFORMING ARTS	1.4	0.62

Ohio | **Department** of Education
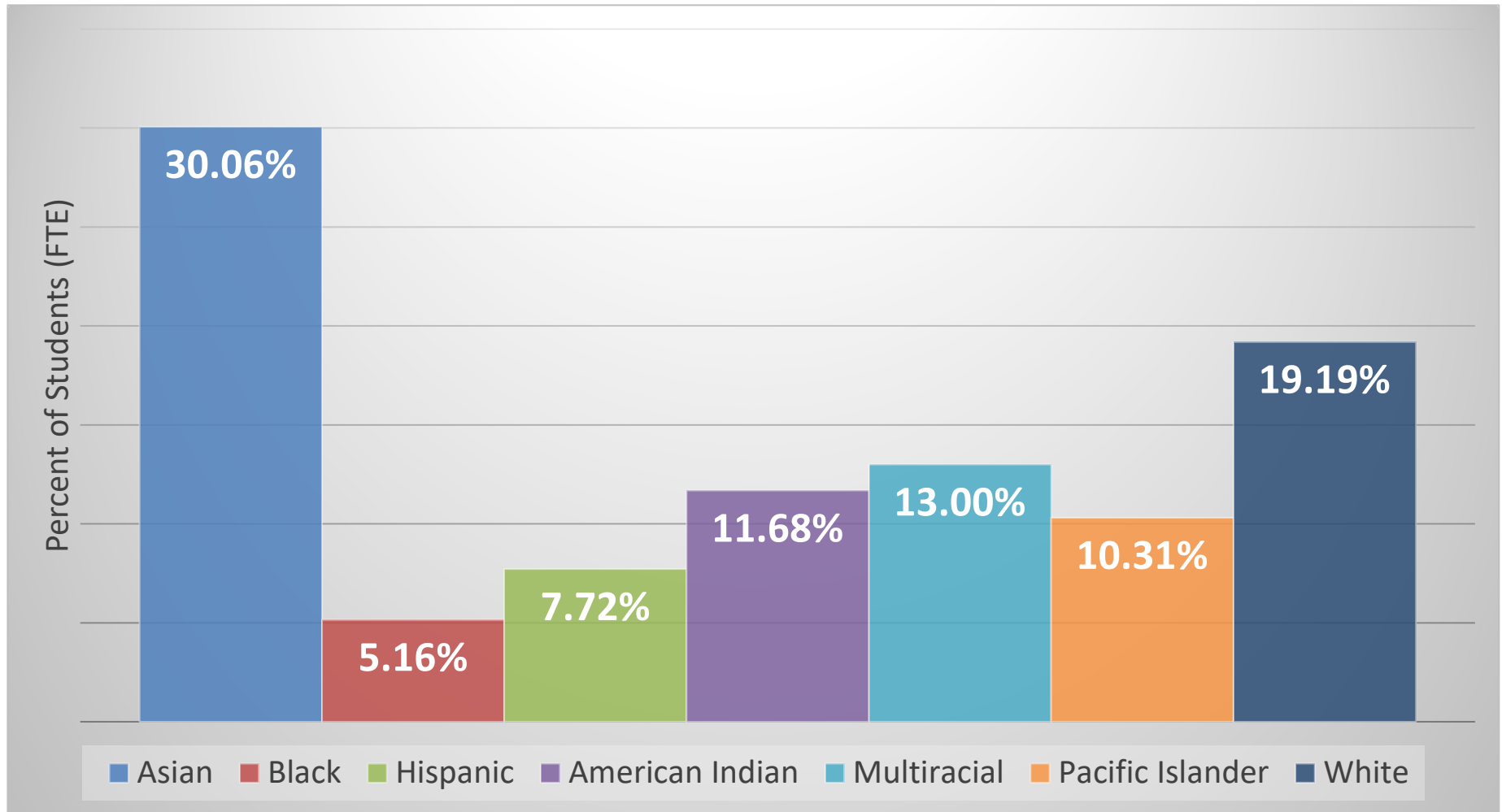
2018-2019 Representation Index: Identified by Race and Ethnicity

Student Group	Representation Index
Asian	1.83
Black	.31
Hispanic	.47
American Indian	.71
Multiracial	.79
Pacific Islander	.63
White	1.17

2018-2019 Representation Index: Identified by Economic Disadvantage Status and Race and Ethnicity
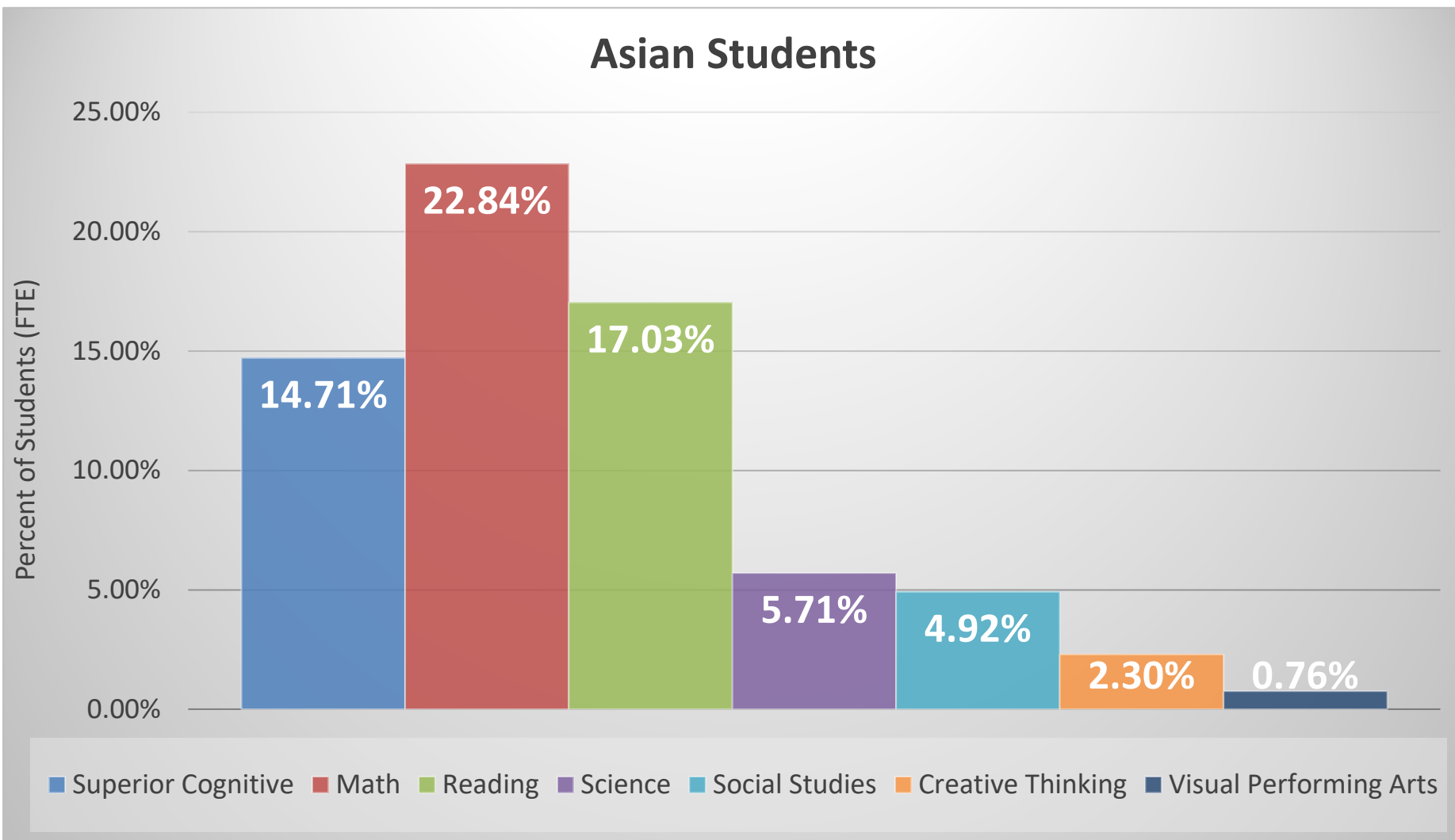

Ohio | Department of Education

2018-2019 Representation Index: Identified by Gender and Race and Ethnicity
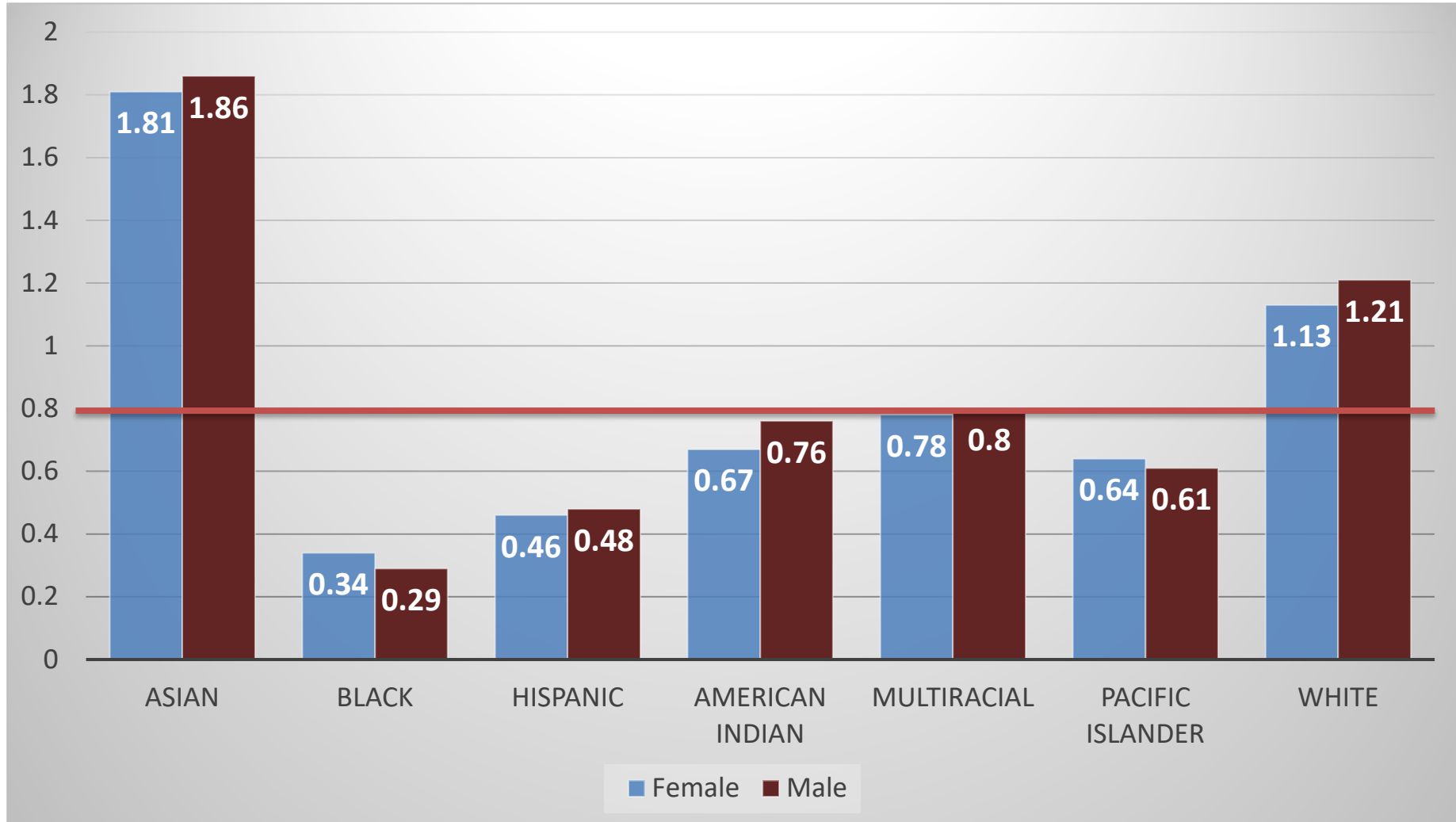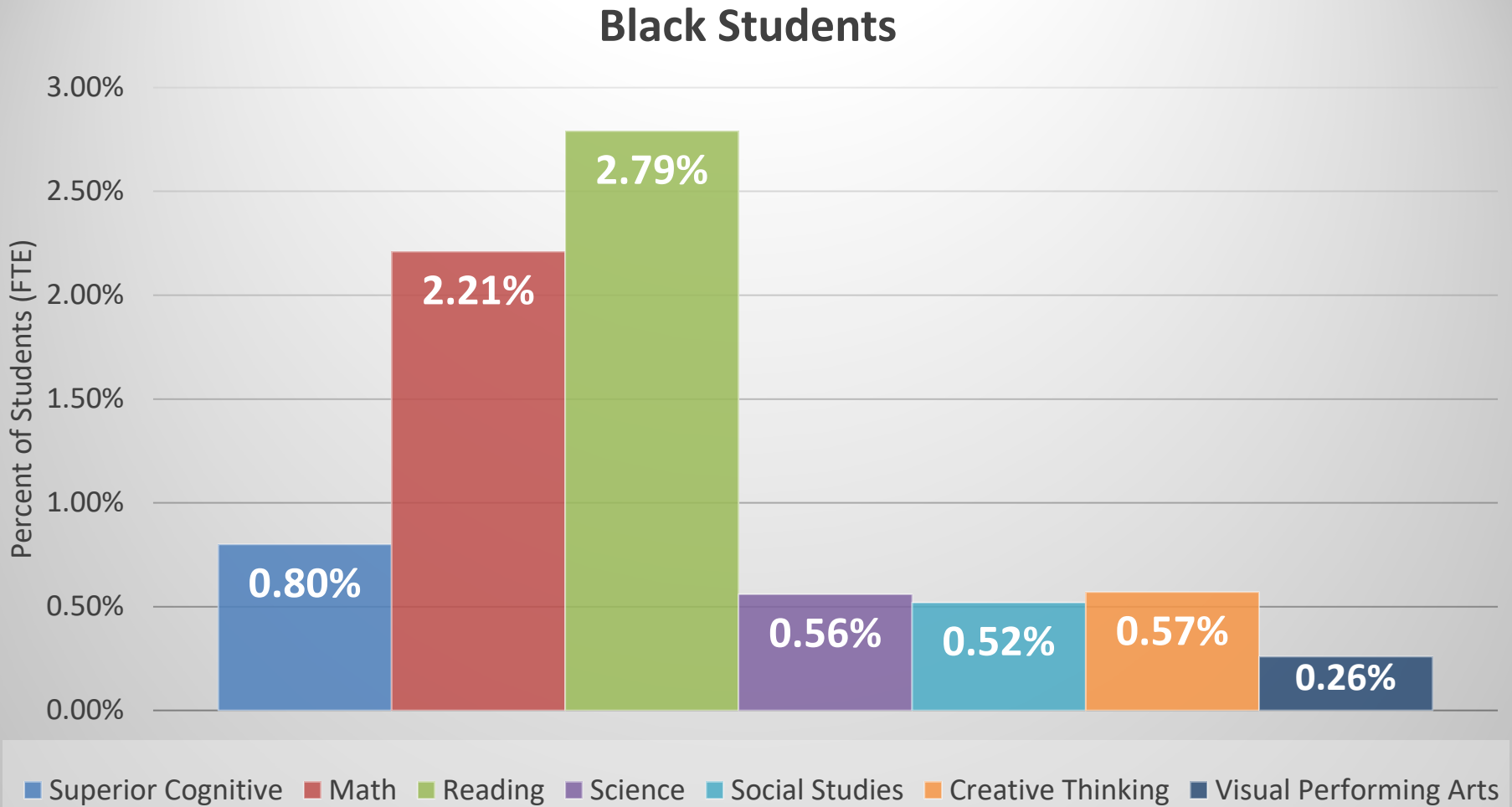
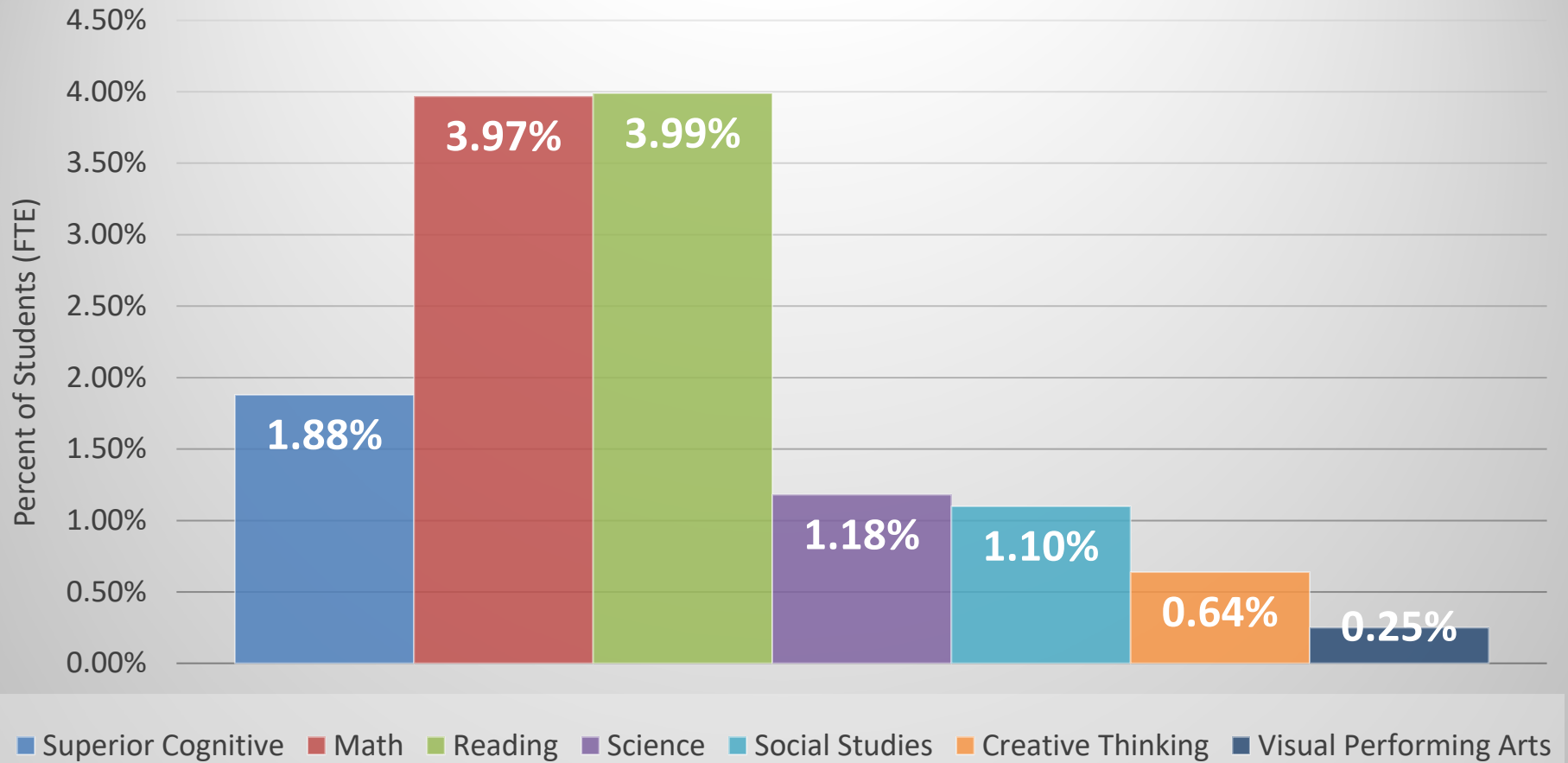# 2018-2019 Percent of Students (FTE) Identified by Race and Ethnicity by Category
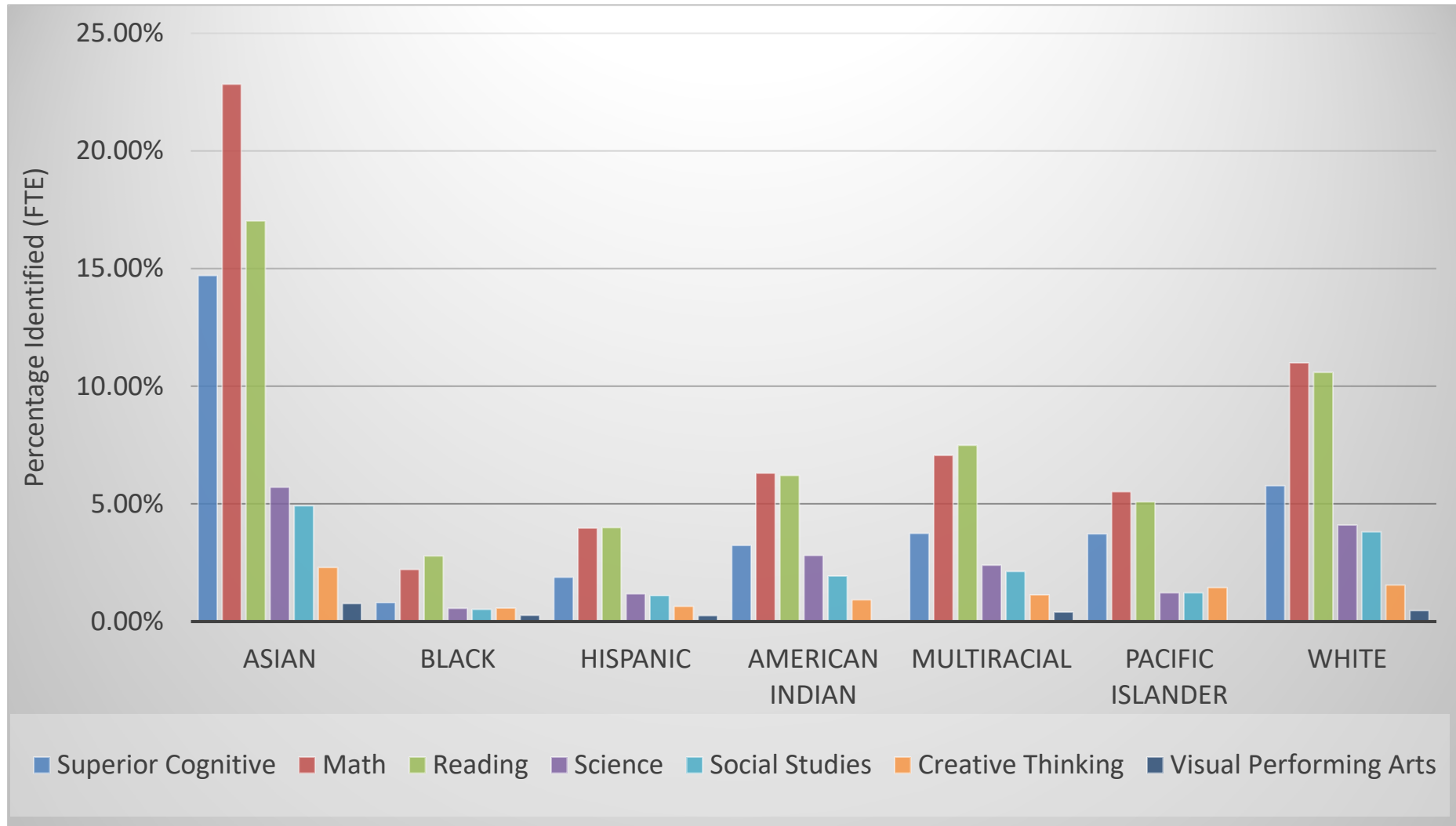
2018-2019 Percent Identified (FTE) by Race and Ethnicity by Identification Category

2018-2019 Percent Identified (FTE) by Race and Ethnicity by Identification Category

Black Students

Superior Cognitive: 0.80%
Math: 2.21%
Reading: 2.79%
Science: 0.56%
Social Studies: 0.52%
Creative Thinking: 0.57%
Visual Performing Arts: 0.26%

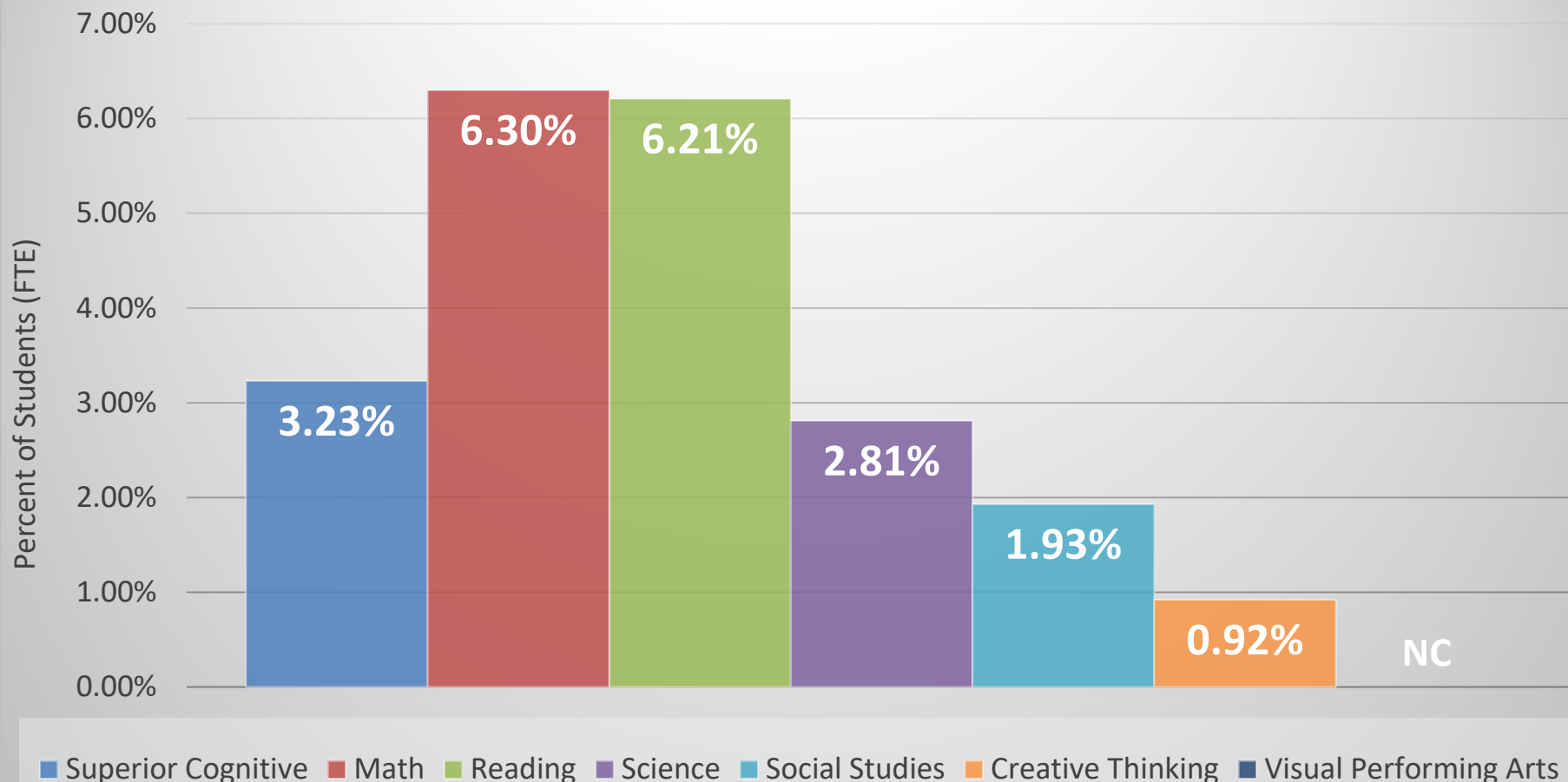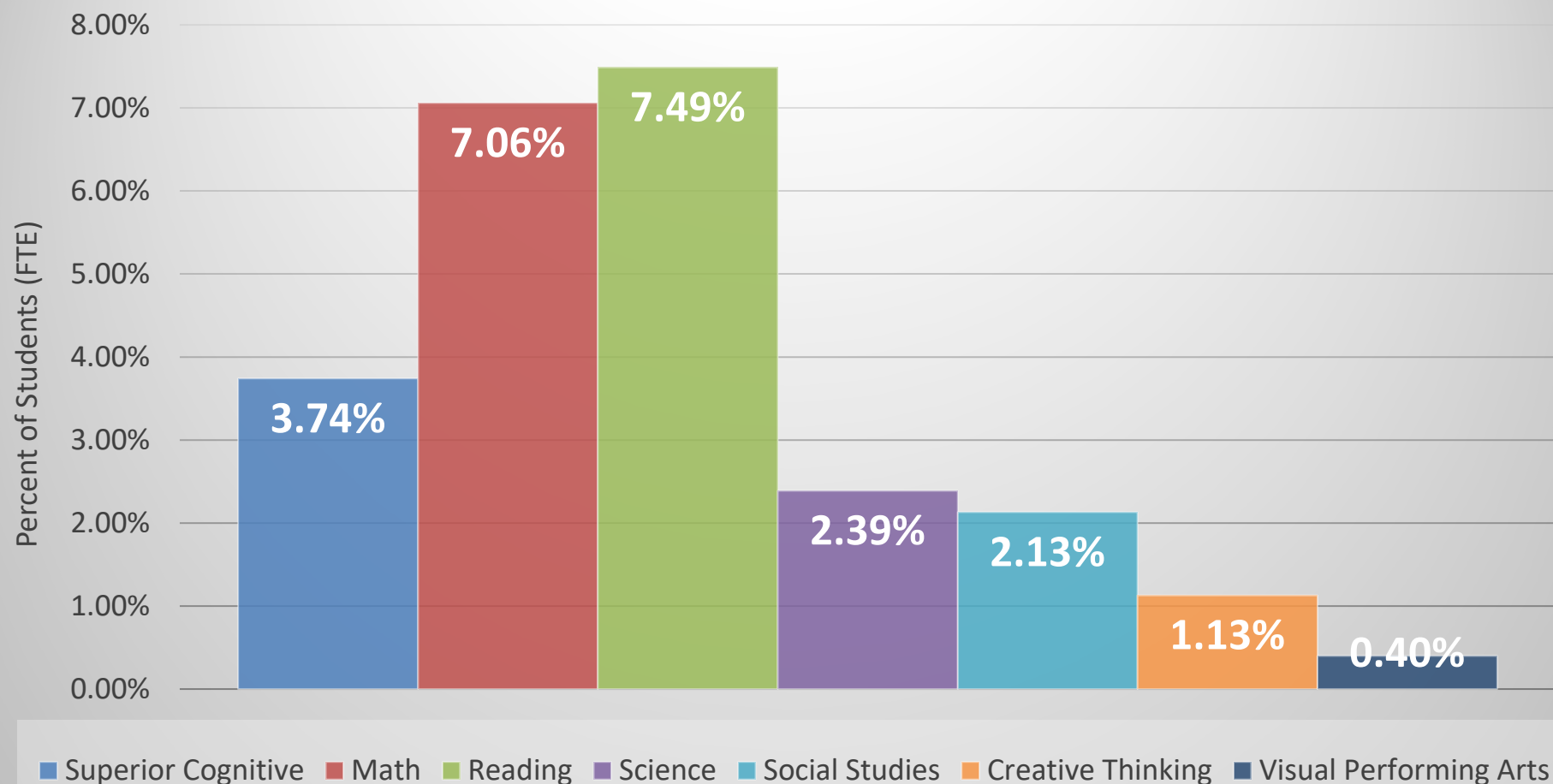Ohio | Department of Education

2018-2019 Percent Identified (FTE) by Race and Ethnicity by Identification Category

Hispanic Students

2018-2019 Percent Identified (FTE) by Race and Ethnicity by Identification Category
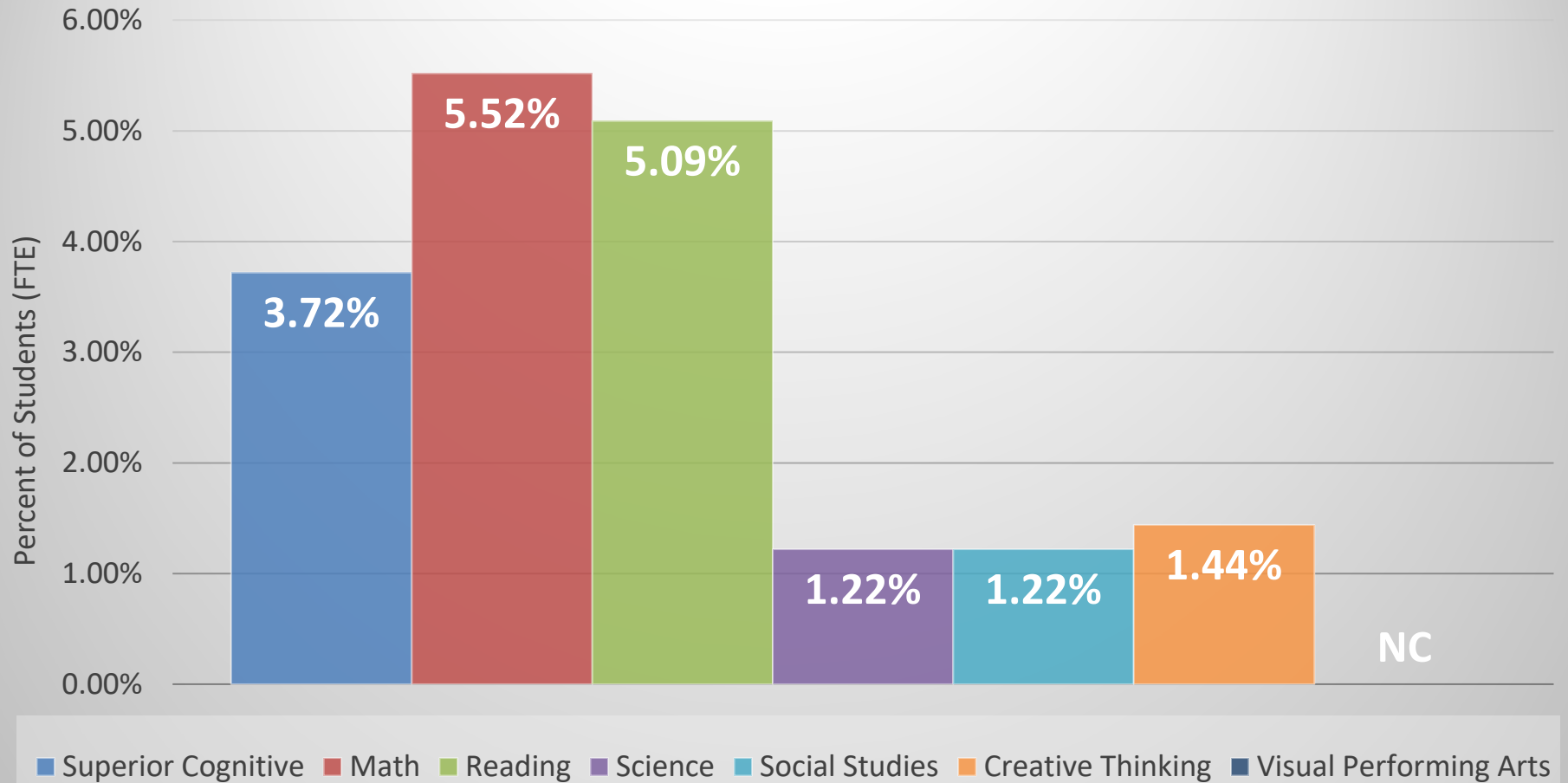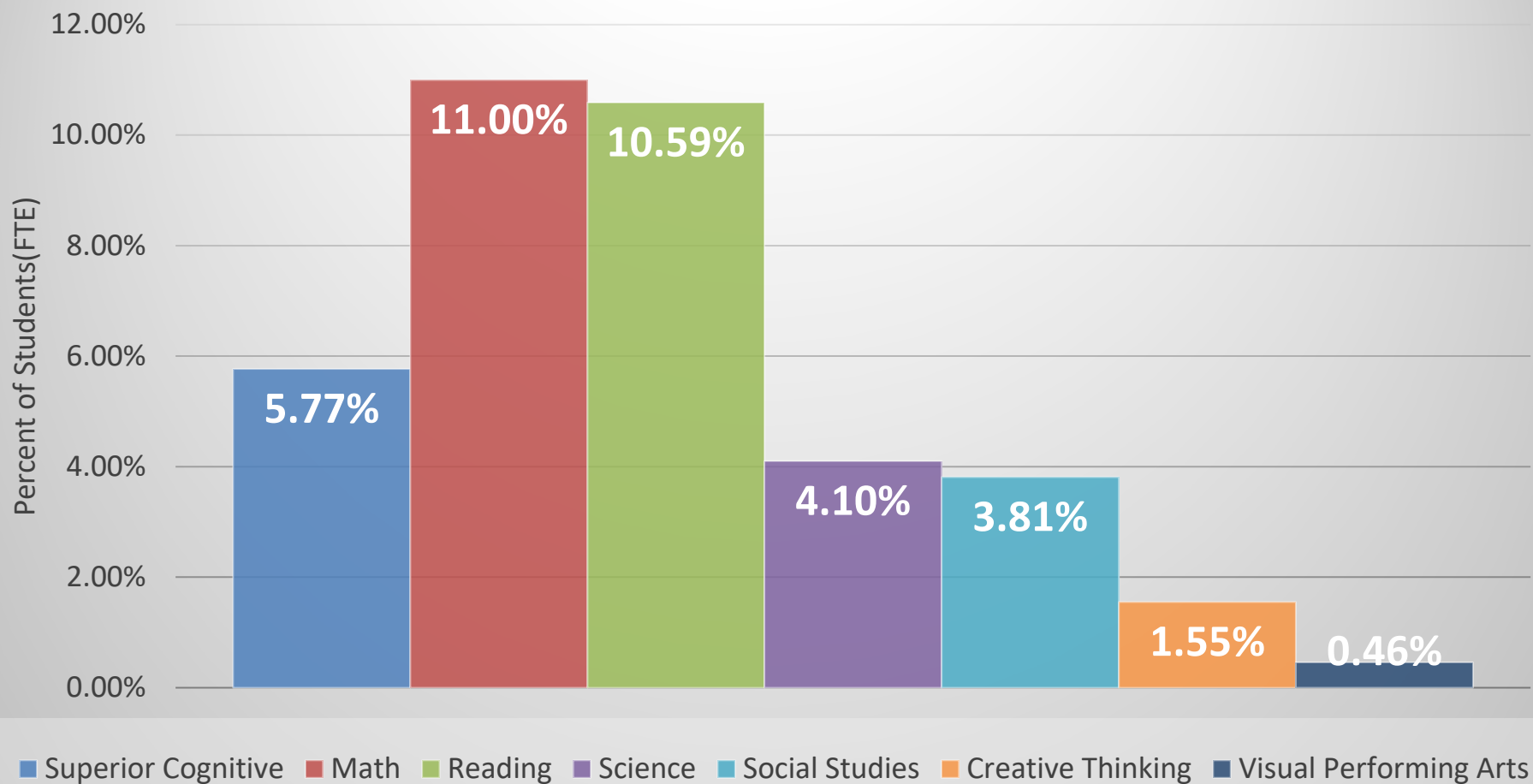

American Indian Students

- Superior Cognitive: 3.23%
- Math: 6.30%
- Reading: 6.21%
- Science: 2.81%
- Social Studies: 1.93%
- Creative Thinking: 0.92%
- Visual Performing Arts: NC

Percent of Students (FTE)

Legend: Superior Cognitive ■ Math ■ Reading ■ Science ■ Social Studies ■ Creative Thinking ■ Visual Performing Arts

Ohio | Department of Education

2018-2019 Percent Identified (FTE) by Race and Ethnicity by Identification Category

Pacific Islander Students

- Superior Cognitive: 3.72%
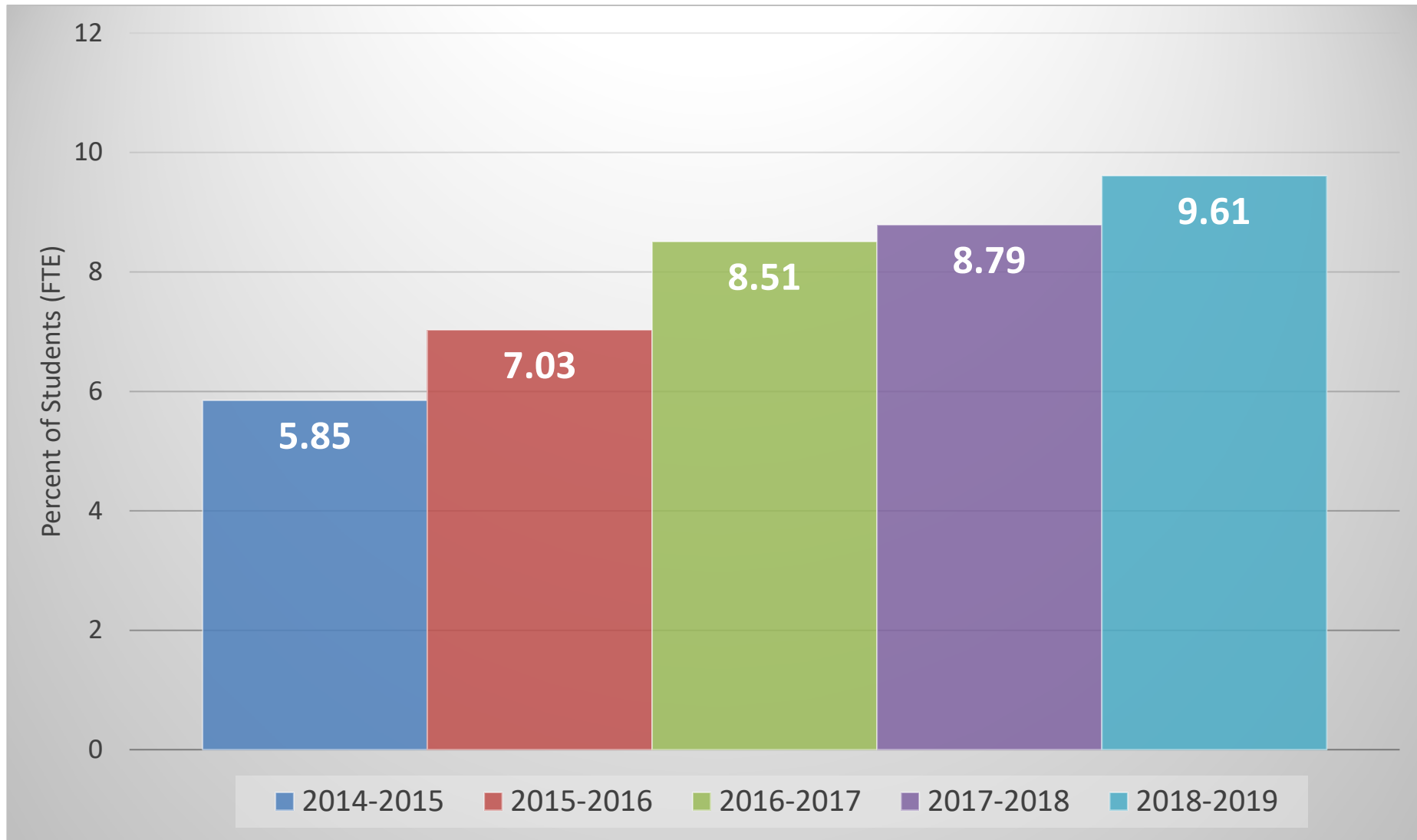- Math: 5.52%
- Reading: 5.09%
- Science: 1.22%
- Social Studies: 1.22%
- Creative Thinking: 1.44%
- Visual Performing Arts: NC

Ohio | Department of Education

Percent of Enrolled Students (FTE) Served

Ohio | Department of Education
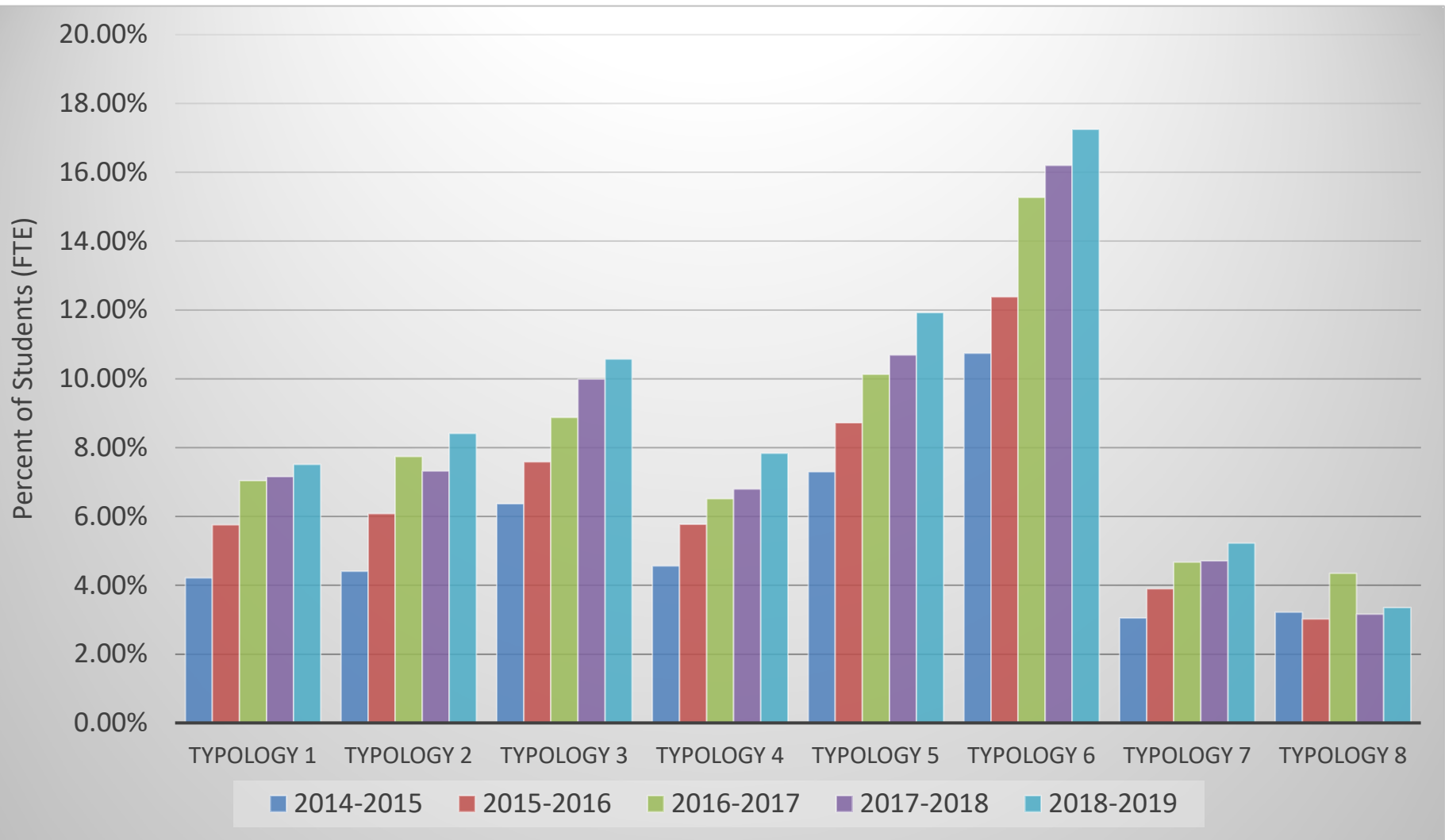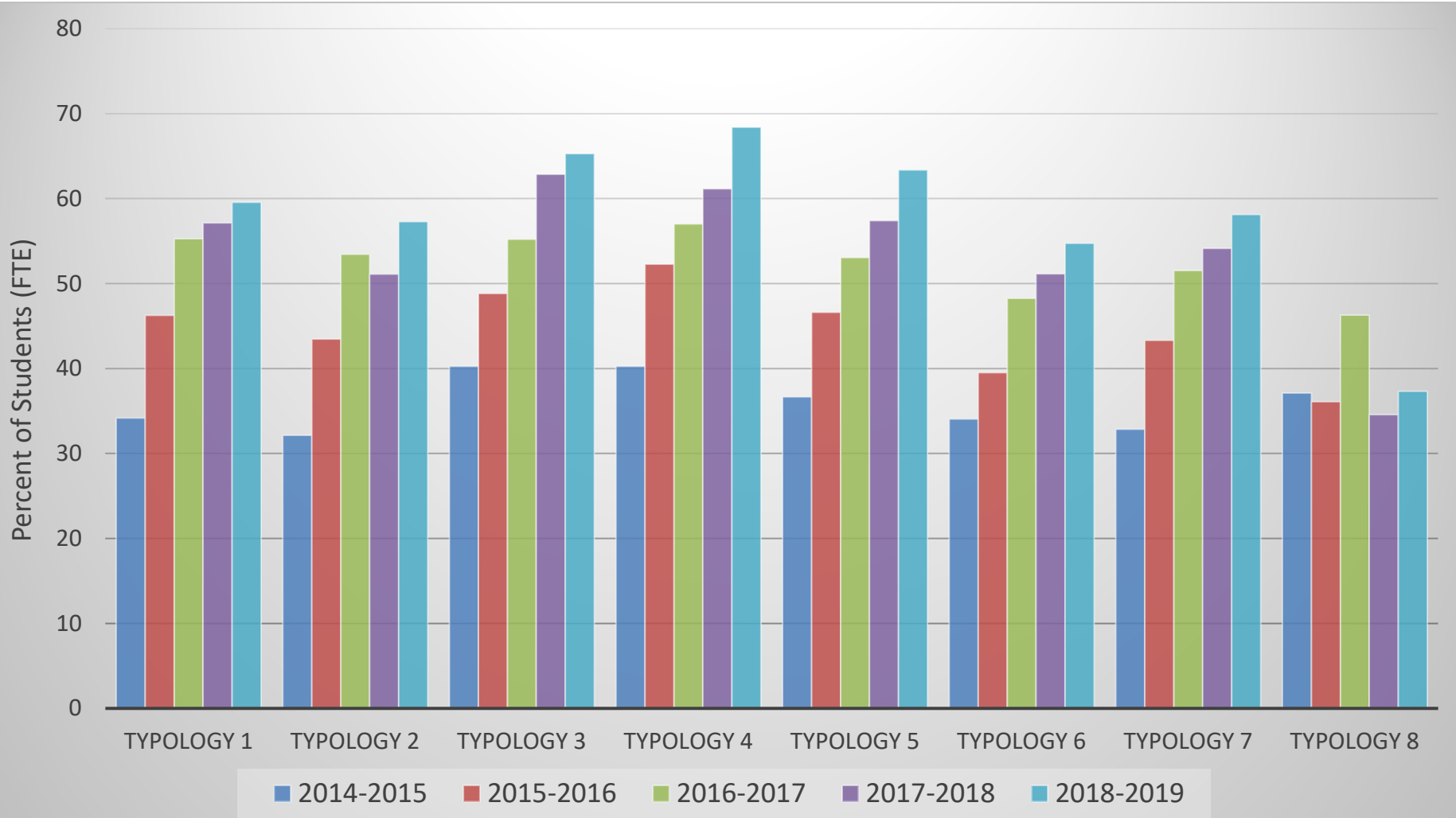
Percent of Identified Students (FTE) Served
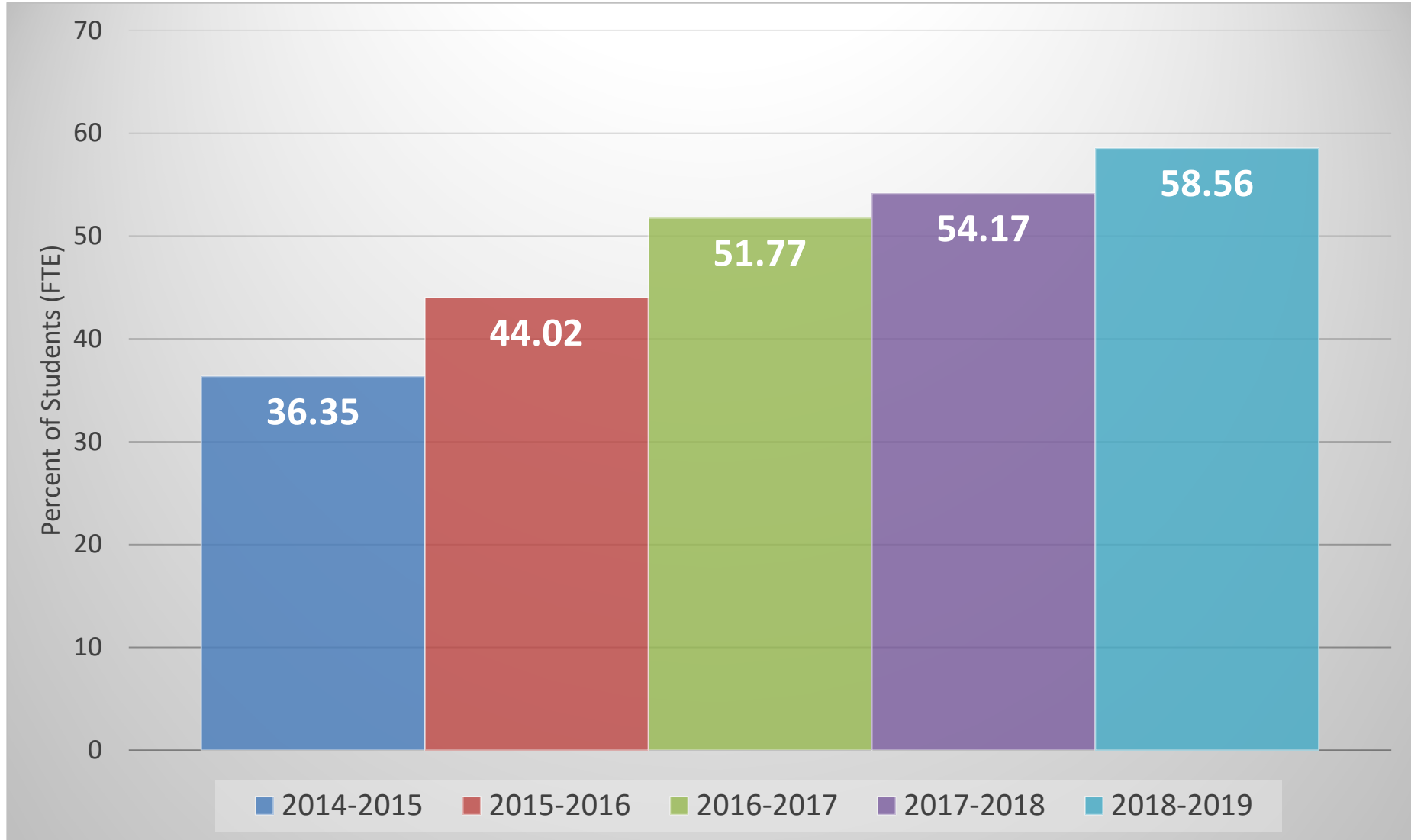
Percent of Enrolled Students (FTE) Served by Typology

Percent of Identified Students (FTE) Served by Typology

Percent Served (FTE) by Economic Disadvantage Status
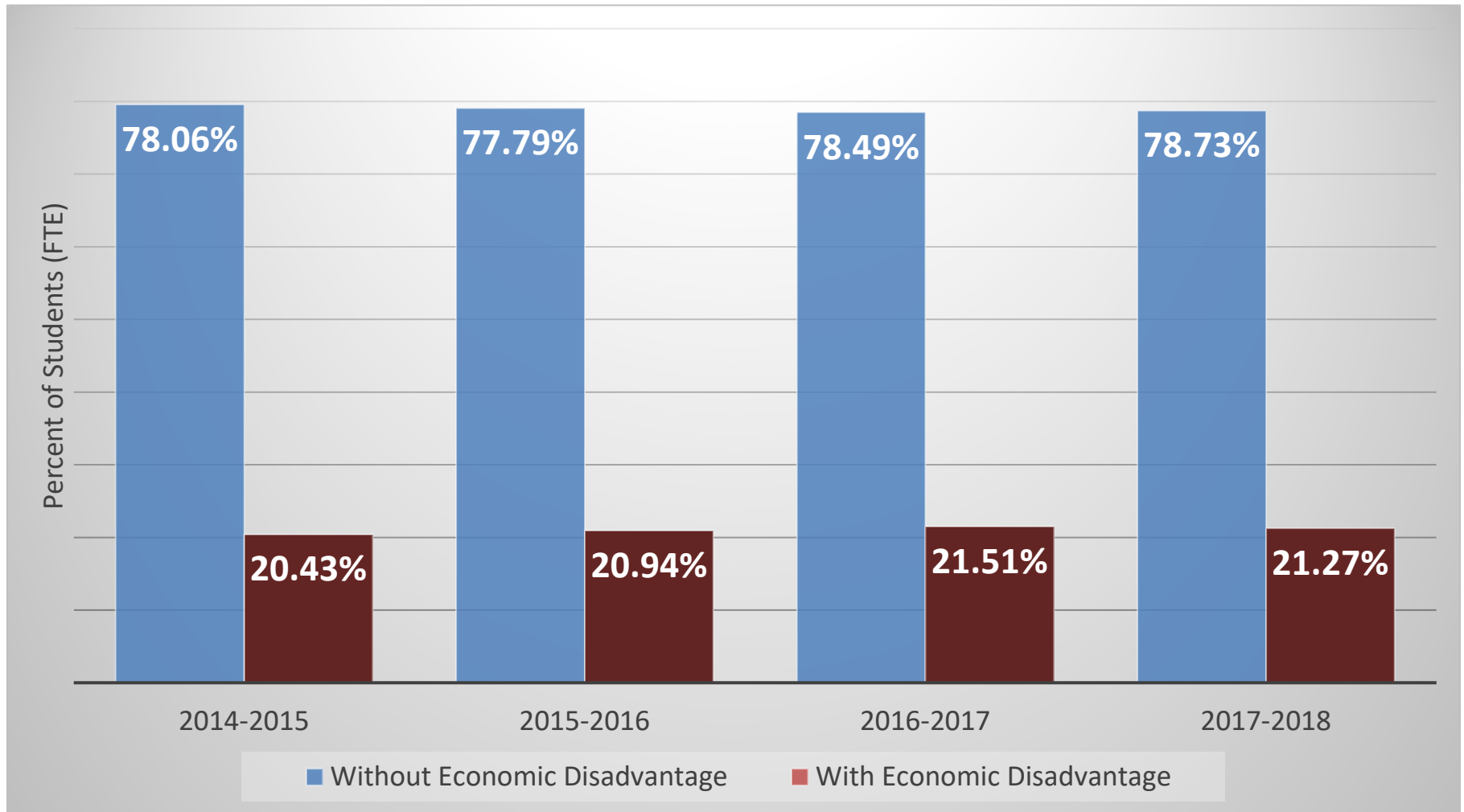
Representation Index: Served (FTE) by Economic Disadvantage Status

School Year	Without Economic Disadvantage	With Economic Disadvantage
2014-2015	1.52	.43
2015-2016	1.51	.44
2016-2017	1.53	.44
2017-2018	1.52	.44
2018-2019	1.52	.44

2018-2019 Representation Index: Student (FTE) Served by Economic Disadvantage Status

Typology	*Without* Economic Disadvantage	*With* Economic Disadvantage
Typology 1	1.40	.65
Typology 2	1.37	.45
Typology 3	1.27	.43
Typology 4	1.50	.63
Typology 5	1.27	.42
Typology 6	1.14	.25
Typology 7	1.68	.76
Typology 8	1.39	.98

Ohio | Department of Education

2018-2019 Percent of Students (FTE) Served by Gender
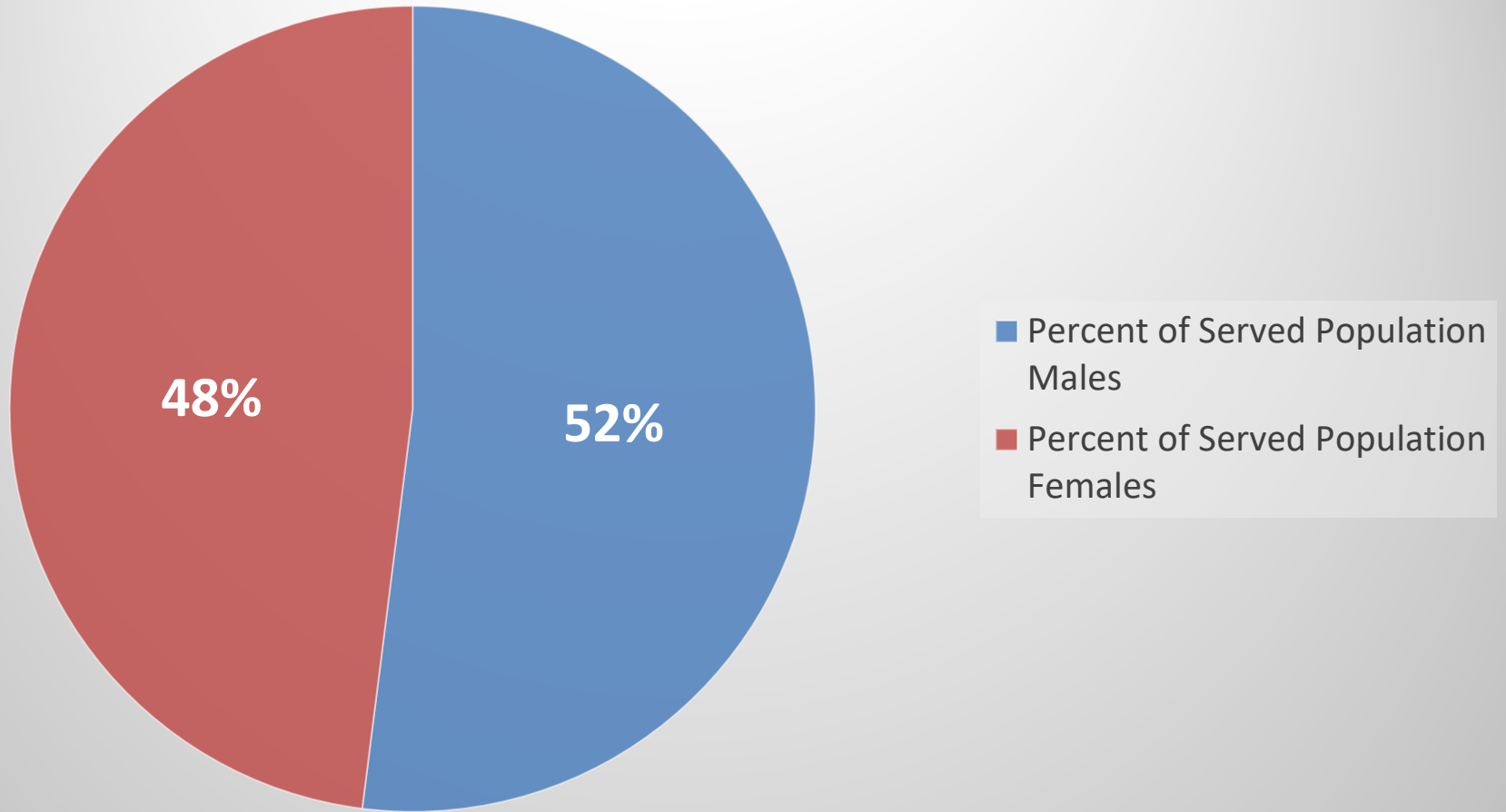
Representation Index: Served by Gender

School Year	Females (FTE)	Males (FTE)
2014-2015	1.01	.99
2015-2016	1.00	1.00
2016-2017	1.00	1.00
2017-2018	.99	1.01
2018-2019	.99	1.01

2018-2019 Representation Index: Student (FTE) Served by Gender and Typology

Student Group	Female	Male
Typology 1	1.01	.99
Typology 2	1.00	1.00
Typology 3	1.00	1.00
Typology 4	1.00	1.00
Typology 5	.97	1.03
Typology 6	.97	1.03
Typology 7	1.00	1.00
Typology 8	1.06	.94
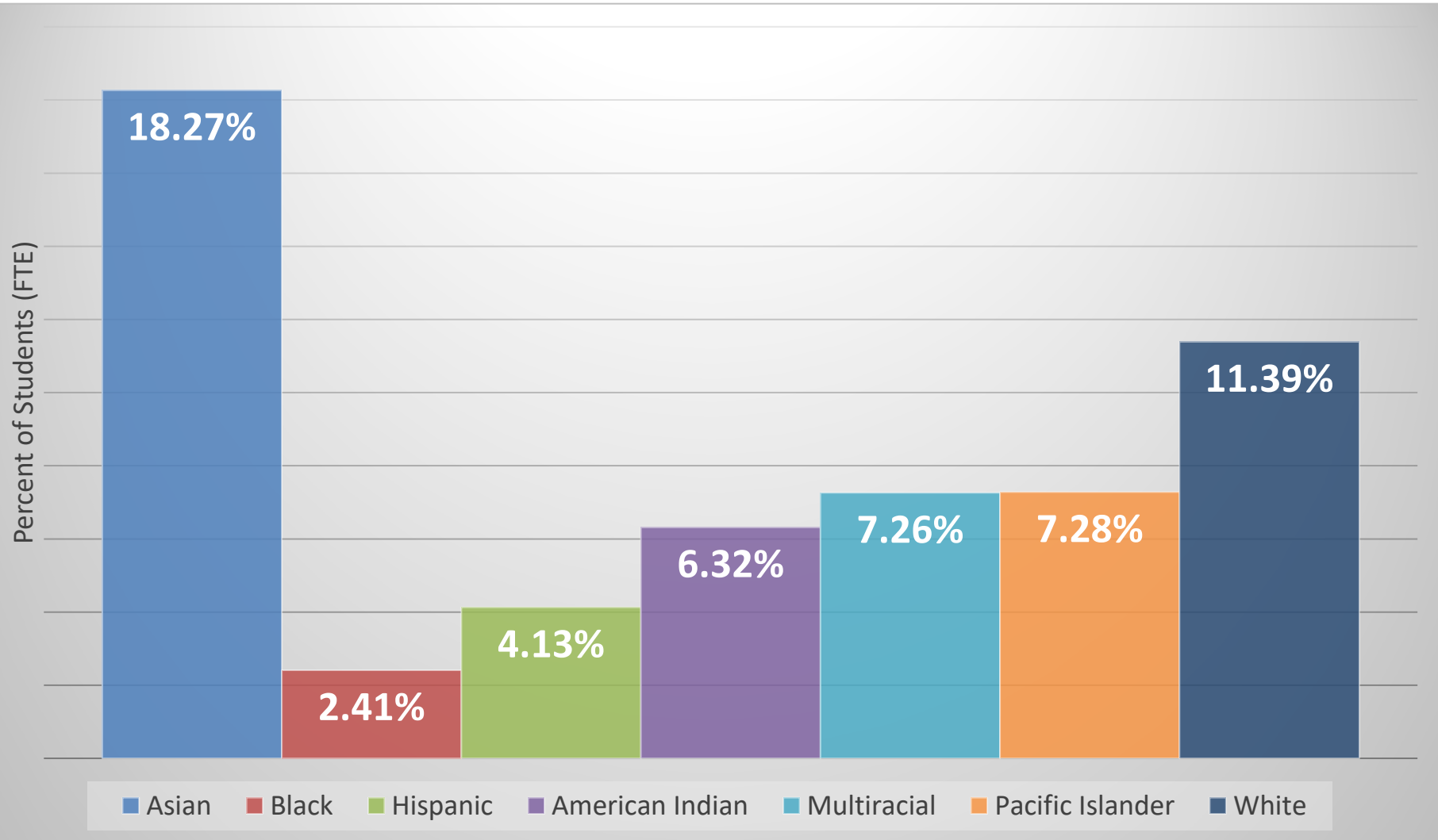
Ohio | Department of Education

2018-2019 Percent of Students (FTE) Served by Race and Ethnicity

2018-2019 Representation Index: Served by Race and Ethnicity

Student Group	Representation Index
Asian	1.90
Black	.25
Hispanic	.43
American Indian	.66
Multiracial	.76
Pacific Islander	.76
White	1.19

Ohio | Department of Education

2018-2019 Representation Index: Student (FTE) Served by Race and Ethnicity and Typology

	Asian	Black	Hispanic	Native American	Multiracial	Pacific Islander	White
1	1.82	.47	.48	NC	.67	NC	1.02
2	1.43	.33	.51	NC	.67	NC	1.02
3	1.56	.34	.48	.76	.68	NC	1.03
4	1.70	.35	.50	NC	.66	NC	1.09
5	1.16	.33	.48	.59	.75	.63	1.14
6	1.45	.25	.43	.67	.88	.88	1.09
7	1.65	.41	.55	1.02	.83	1.01	1.42
8	1.35	.48	.61	1.01	1.21	NC	2.28

Percent of Districts that Report Service by Grade Band

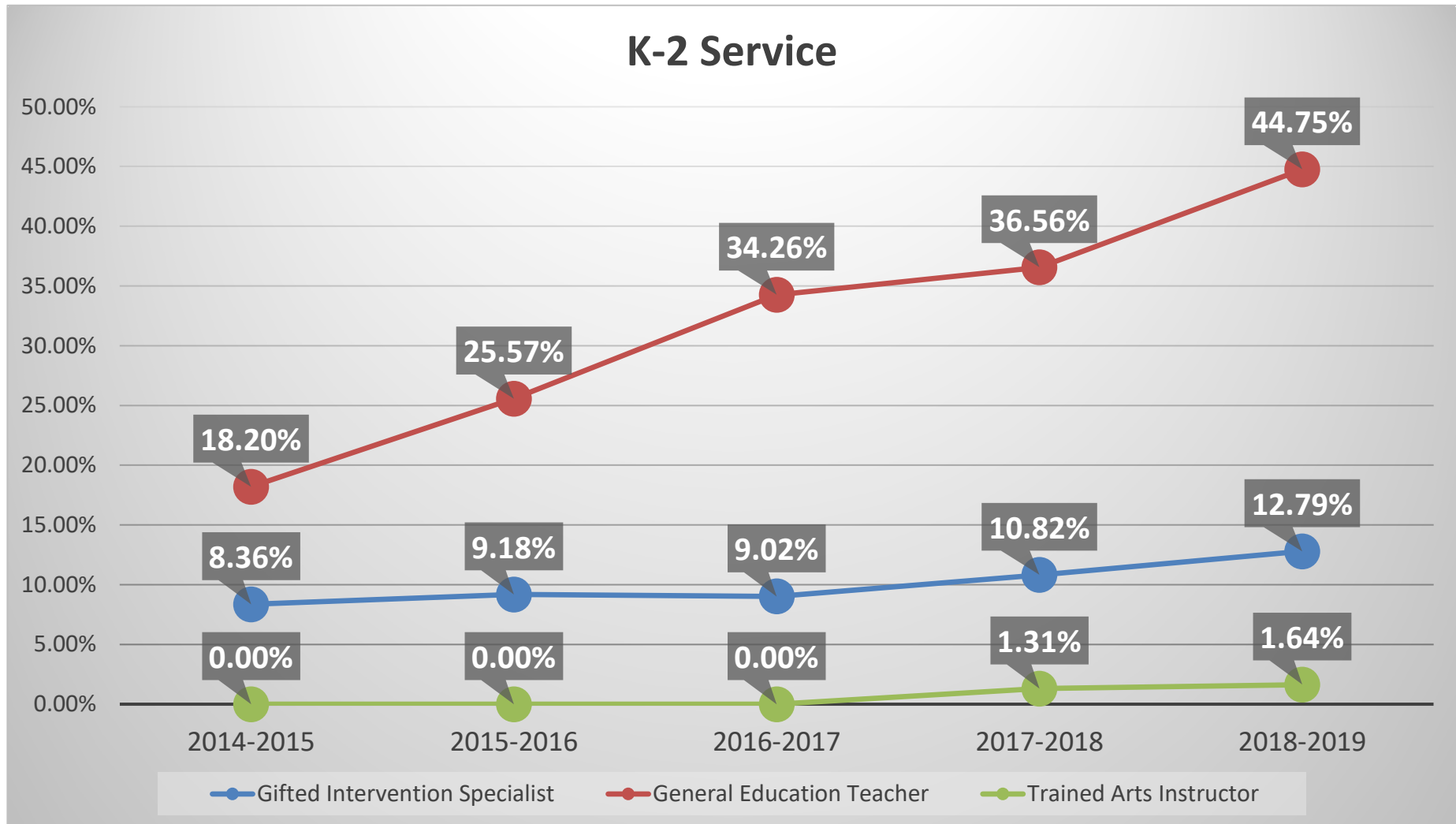|	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K-2 Services	26.89%	37.38%	44.75%	49.02%	53.11%
3-6 Service	80.33%	84.43%	87.54%	86.07%	87.54%
7-8 Service	69.34%	75.08%	81.48%	81.48%	81.64%
9-12 Service	59.02%	68.69%	77.21%	75.57%	78.03%

Percent of Districts that Report Service by Grade Band and Service Model

K-2 Service

Gifted Intervention Specialist — General Education Teacher — Trained Arts Instructor

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
General Education Teacher	18.20%	25.57%	34.26%	36.56%	44.75%
Gifted Intervention Specialist	8.36%	9.18%	9.02%	10.82%	12.79%
Trained Arts Instructor	0.00%	0.00%	0.00%	1.31%	1.64%

Ohio | Department of Education

Percent of Districts that Report Service by Grade Band and Service Model

3-6 Service

- Gifted Intervention Specialist: 59.34% (2014-2015), 60.16% (2015-2016), 58.69% (2016-2017), 54.92% (2017-2018), 54.92% (2018-2019)
- General Education Teacher: 47.54% (2014-2015), 55.74% (2015-2016), 63.61% (2016-2017), 64.59% (2017-2018), 73.11% (2018-2019)
- Trained Arts Instructor: 0.33% (2014-2015), 0.16% (2015-2016), 0.00% (2016-2017), 5.25% (2017-2018), 8.20% (2018-2019)

Ohio | Department of Education

Percent of Districts that Report Service by Grade Band and Service Model

7-8 Service

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
General Education Teacher	50.00%	58.03%	65.74%	67.54%	75.25%
Gifted Intervention Specialist	31.31%	31.64%	32.30%	27.05%	26.39%
Trained Arts Instructor	0.16%	0.49%	0.49%	6.89%	9.84%

Legend: Gifted Intervention Specialist — General Education Teacher — Trained Arts Instructor

Percent of Districts that Report Service by Grade Band and Service Model

9-12 Service

- Gifted Intervention Specialist
- General Education Teacher
- Trained Arts Instructor

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
General Education Teacher	51.80%	57.70%	68.52%	67.05%	74.75%
Gifted Intervention Specialist	9.51%	10.66%	12.62%	4.10%	6.72%
Trained Arts Instructor	0.49%	0.49%	0.49%	10.66%	15.41%

Ohio | Department of Education

2018-2019 Representation Index: Served by Economic Disadvantage Status and Service Model

Student Group	Gifted Intervention Specialist	General Education	Visual or Performing Arts
Without Economic Disadvantage	1.40	1.56	1.24
With Economic Disadvantage	.57	.39	.74

Ohio | Department of Education

2018-2019 Representation Index: Served by Gender and Service Model

Student Group	Gifted Intervention Specialist	General Education	Visual or Performing Arts
Female	.98	.98	1.44
Male	1.02	1.02	.58

2018-2019 Representation Index: Served by Race and Ethnicity and Service Model

Student Group	Gifted Intervention Specialist	General Education	Visual or Performing Arts
Asian	2.67	1.78	.76
Black	.39	.20	.68
Hispanic	.49	.40	.67
American Indian	.83	.63	NC
Multiracial	.86	.73	.90
Pacific Islander	.68	.75	NC
White	1.12	1.21	1.11

2018-2019 Representation Index: Served by Economic Disadvantage Status and Race and Ethnicity

Student Group	Without Economic Disadvantage	With Economic Disadvantage
Asian	2.51	.62
Black	.58	.20
Hispanic	.89	.25
American Indian	1.13	.34
Multiracial	1.36	.42
Pacific Islander	1.35	.36
White	1.55	.58

Ohio | Department of Education

2018-2019 Representation Index: Served by Gender and Category

Legend: ■ Female ■ Male

Category	Female	Male
SUPERIOR COGNITIVE	0.97	1.03
MATH	0.85	1.14
READING	1.11	0.9
SCIENCE	0.91	1.09
SOCIALSTUDIES	0.94	1.06
CREATIVE THINKING	1.07	0.93
VISUAL OR PERFORMING ARTS	1.46	0.57
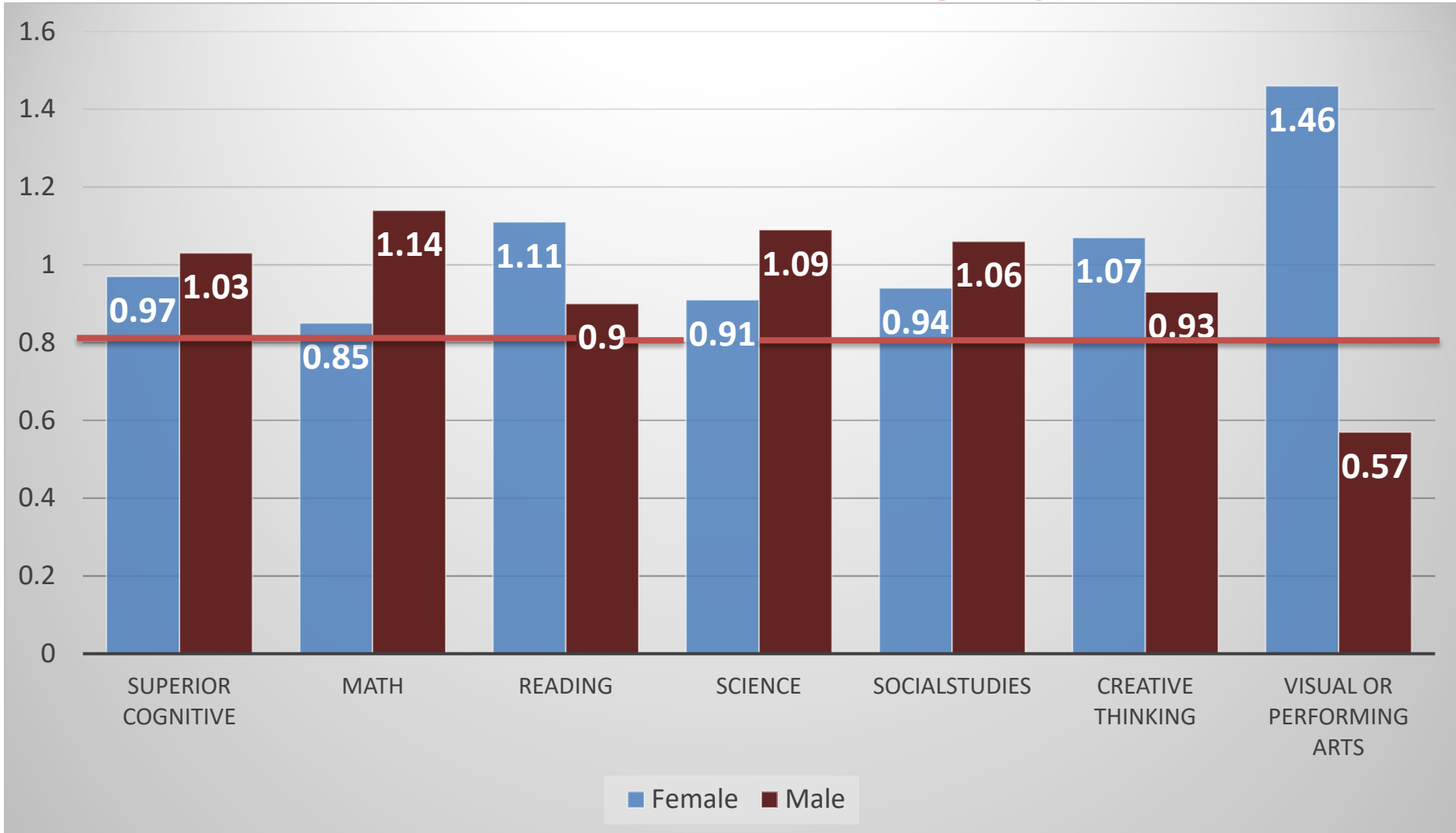
2018-2019 Representation Index: Served by Gender and Race and Ethnicity
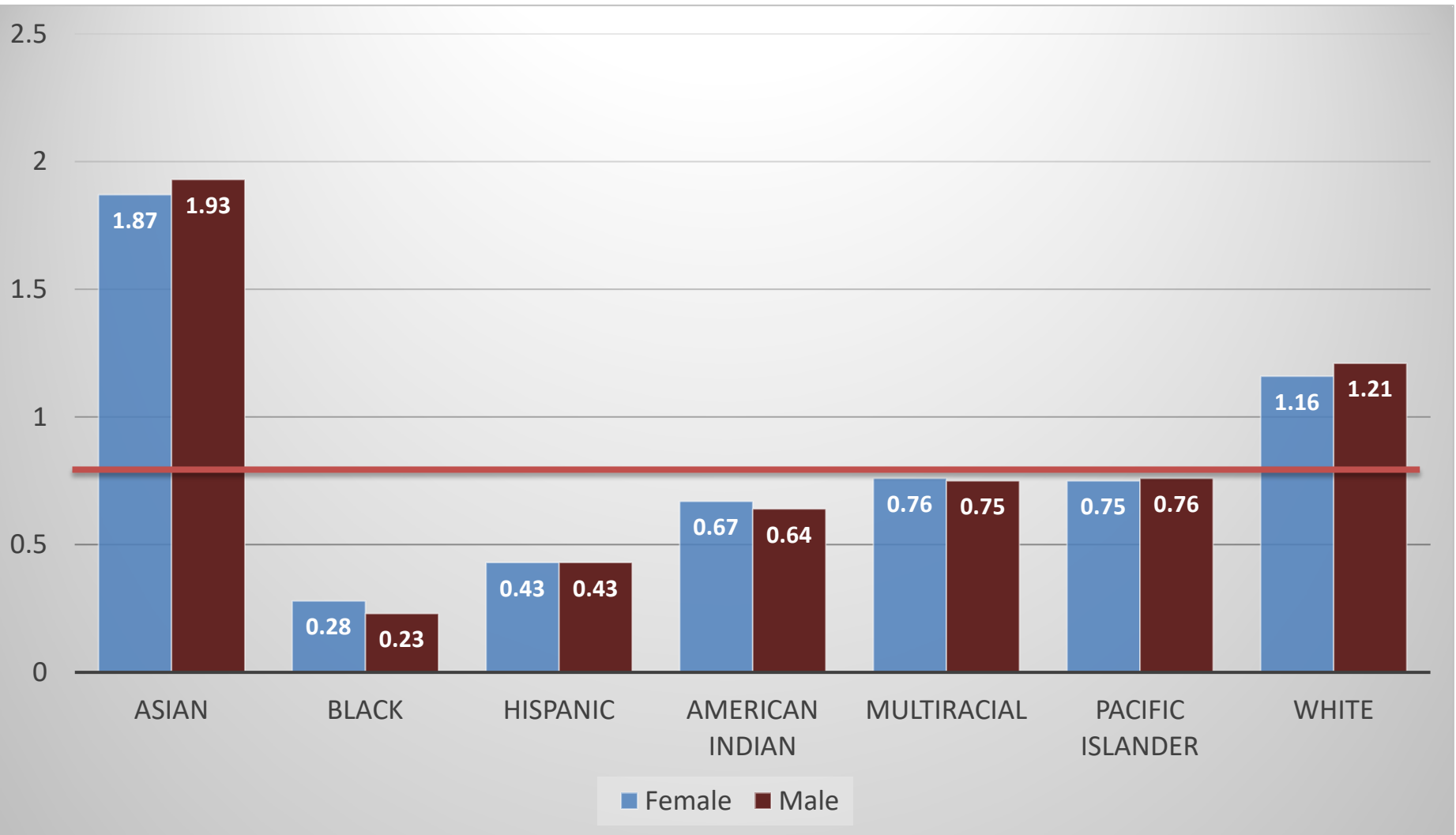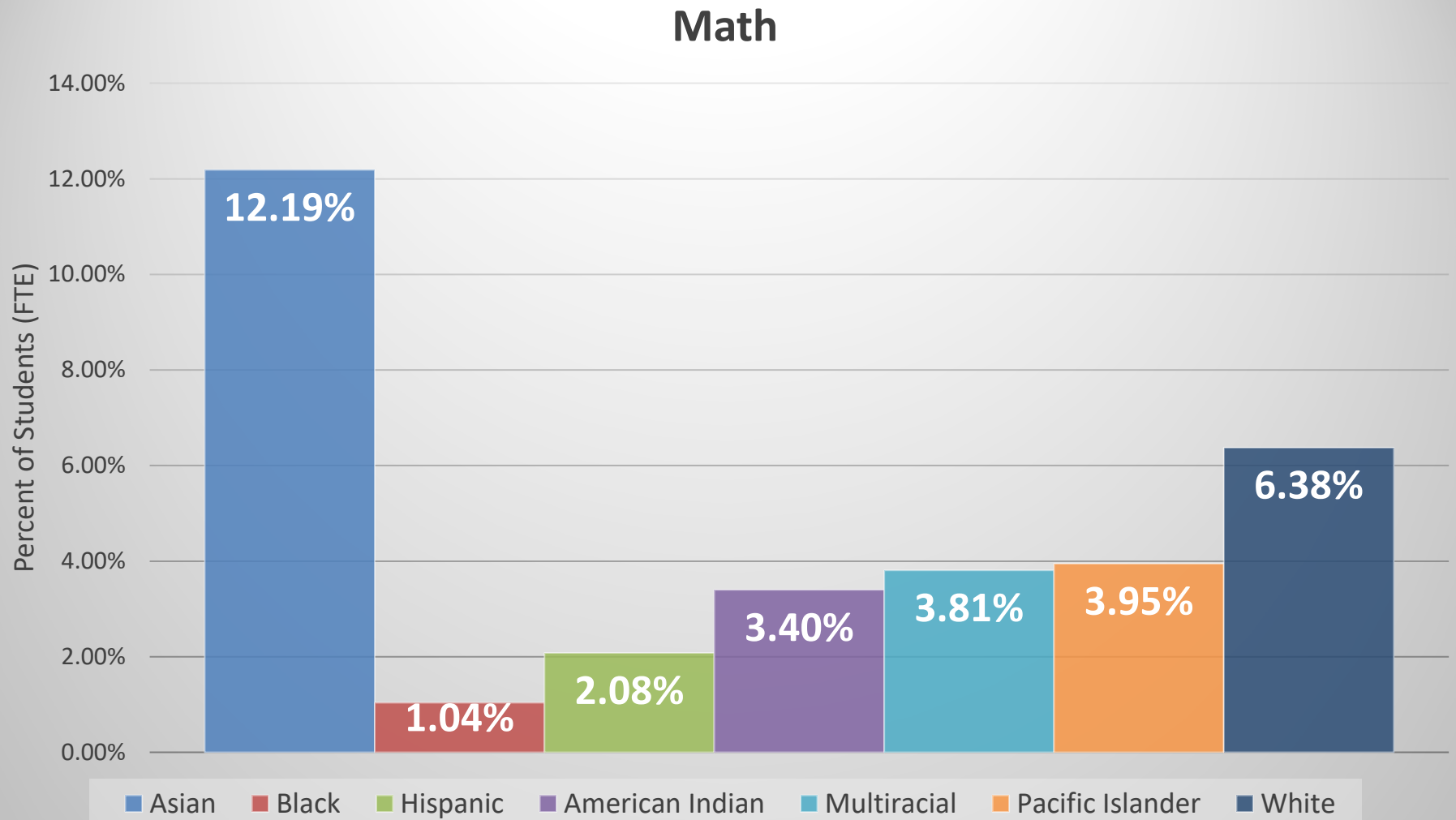
2018-2019 Percent Served by Race and Ethnicity and Category

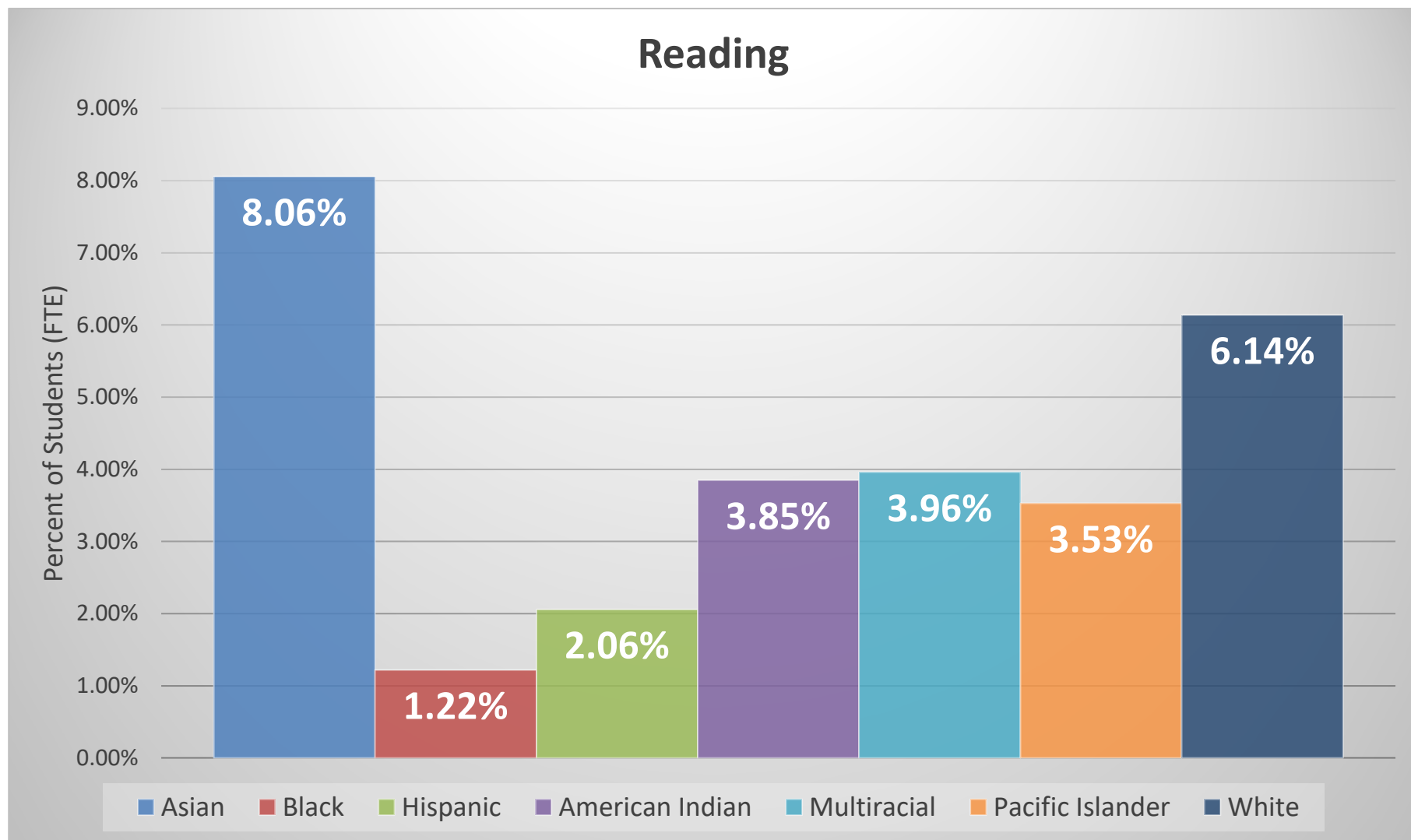# 2018-2019 Percent of Students (FTE) Served by Race and Ethnicity and Category
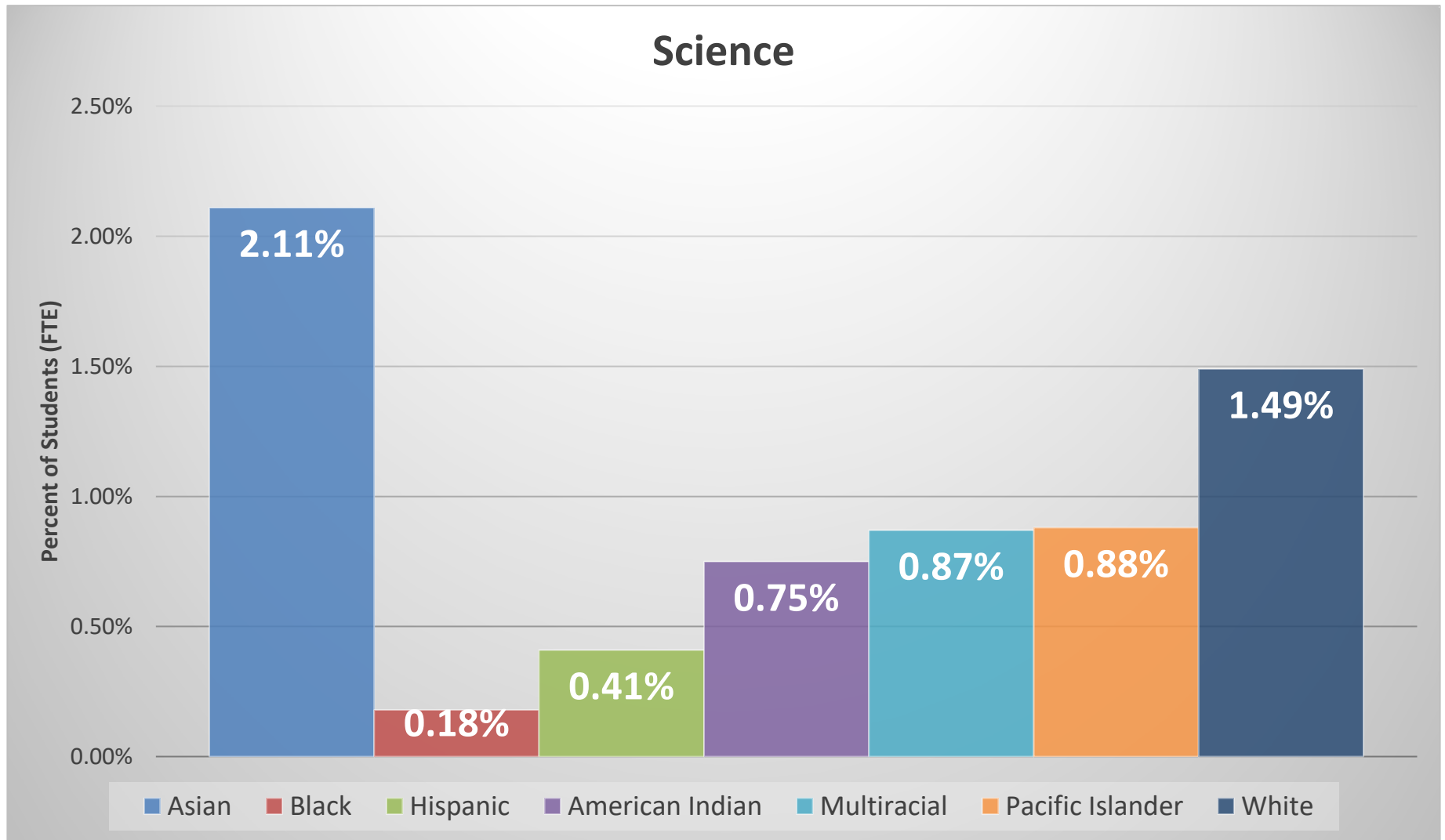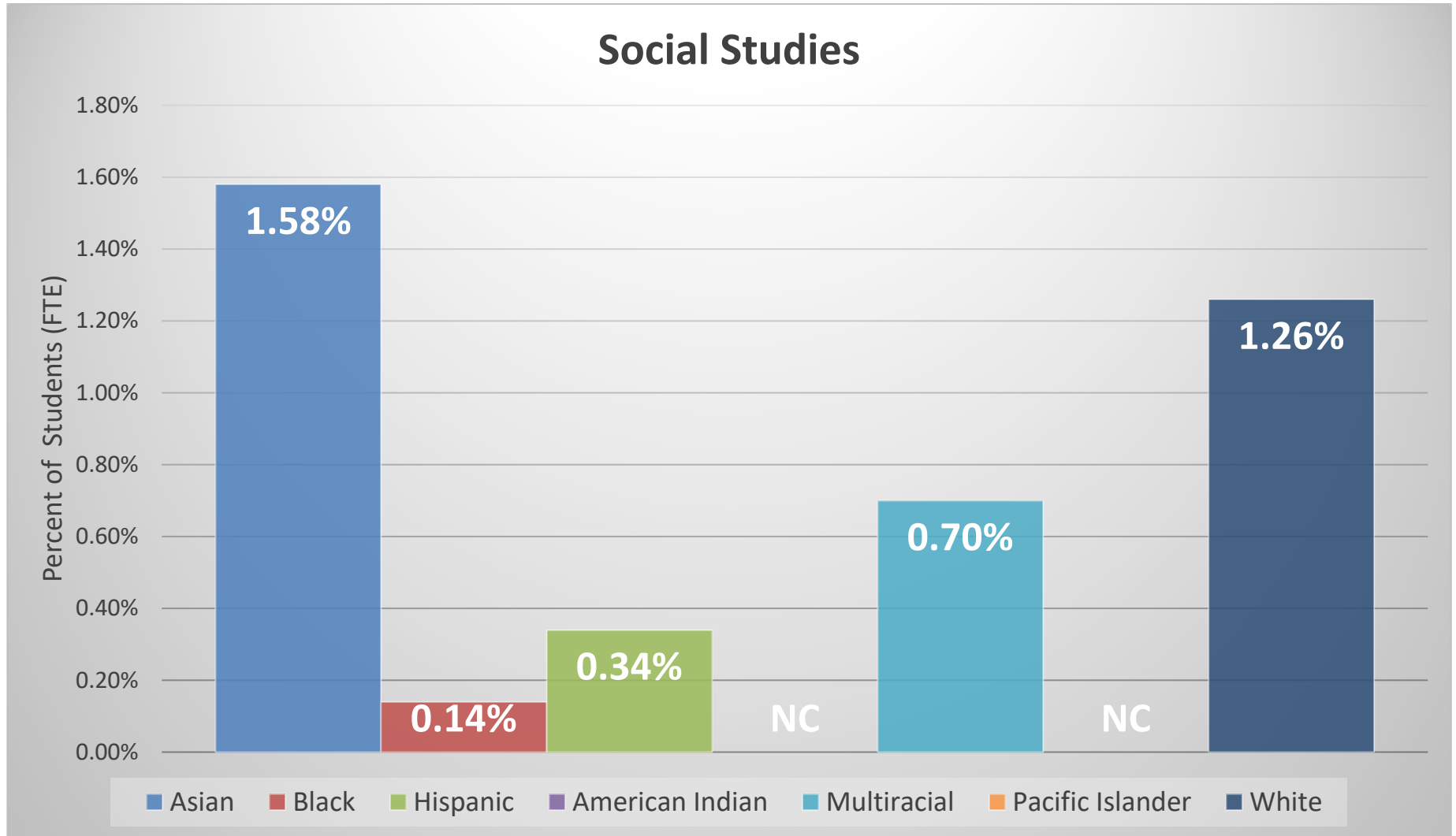

Superior Cognitive

- Asian: 9.36%
- Black: 0.53%
- Hispanic: 1.20%
- American Indian: 1.74%
- Multiracial: 2.39%
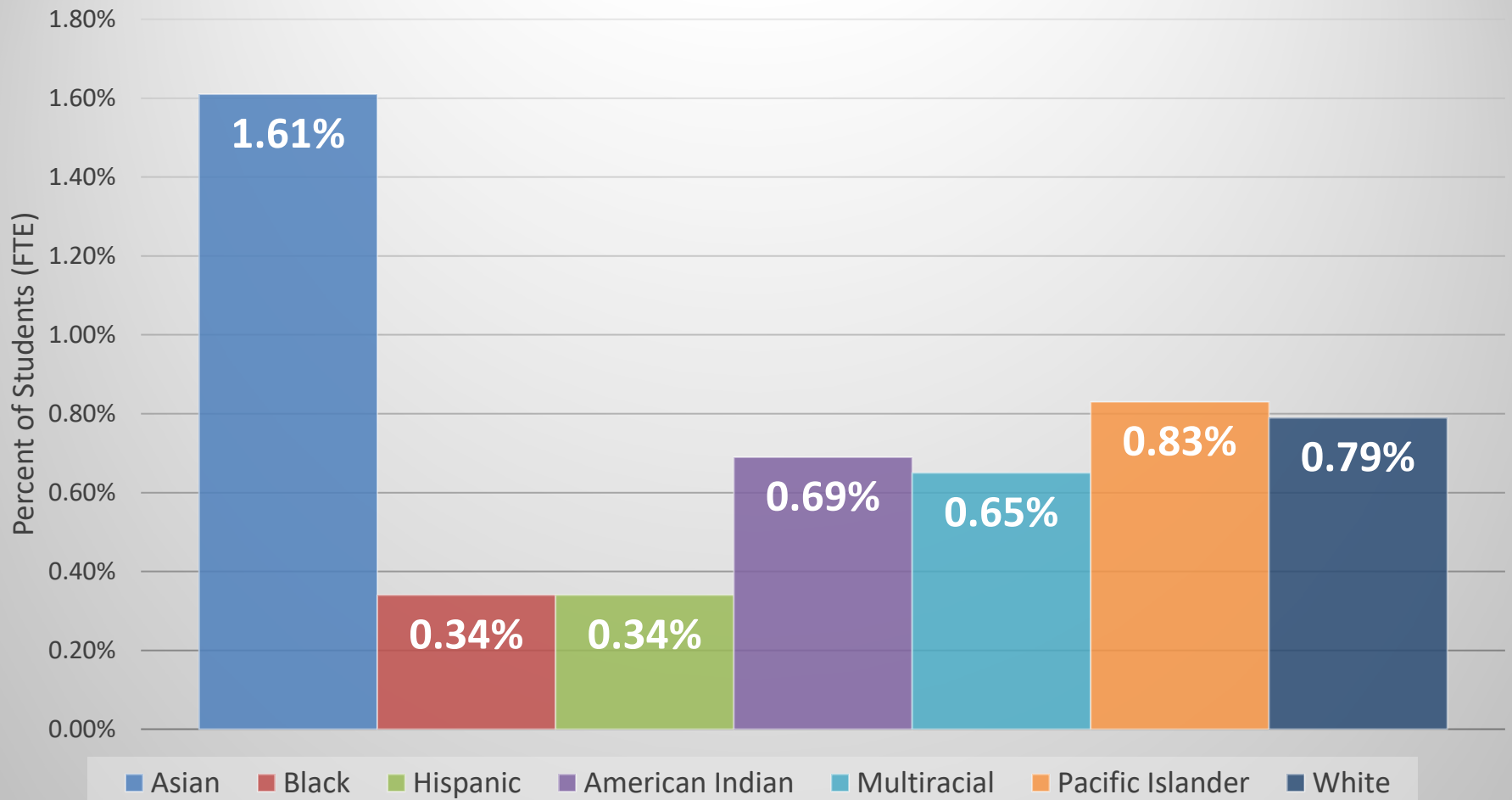- Pacific Islander: 2.88%
- White: 3.79%

2018-2019 Percent of Students (FTE) Served by Race and Ethnicity and Category

Math

2018-2019 Percent of Students (FTE) Served by Race and Ethnicity and Category

Reading

Percent of Students (FTE)

- Asian: 8.06%
- Black: 1.22%
- Hispanic: 2.06%
- American Indian: 3.85%
- Multiracial: 3.96%
- Pacific Islander: 3.53%
- White: 6.14%

Ohio | Department of Education

# 2018-2019 Percent of Students (FTE) Served by Race and Ethnicity and Category

Science

2018-2019 Percent of Students (FTE) Served by Race and Ethnicity and Category

Social Studies

2018-2019 Percent of Students (FTE) Served by Race and Ethnicity and Category

Creative Thinking

Percent of Students (FTE)

- Asian: 1.61%
- Black: 0.34%
- Hispanic: 0.34%
- American Indian: 0.69%
- Multiracial: 0.65%
- Pacific Islander: 0.83%
- White: 0.79%

Ohio | Department of Education

2018-2019 Percent of Students (FTE) Served by Race and Ethnicity and Category

Visual or Performing Arts
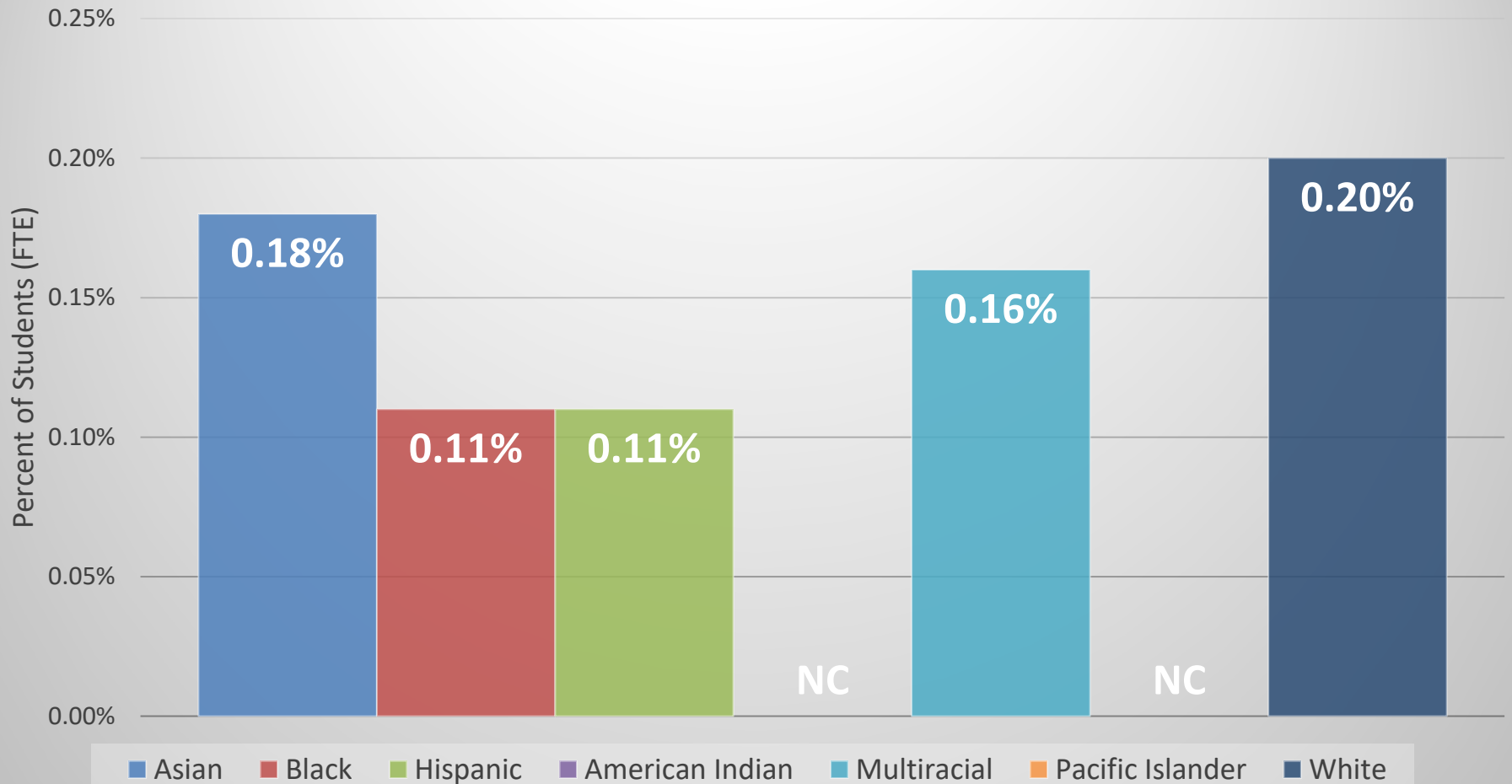
Summary of Key Observations: 2018-2019 Representation Index by Race and Ethnicity

Student Group	Screened	Identified	Served
Asian	1.10	1.83	1.90
Black	1.09	.31	.25
Hispanic	1.10	.47	.43
American Indian	.98	.71	.66
Multiracial	1.10	.79	.76
Pacific Islander	.95	.63	.76
White	.96	1.17	1.19

Ohio | Department of Education

Observations from Ohio's Data

- Dramatic and persistent underrepresentation exists for particular student groups
- Patterns are similar over 5-year trends
- Patterns are similar across typologies

Ohio | Department of Education

Additional Observations from Ohio's Data

- All student groups are well-represented in screening

- Representation indexes for services are similar to those for identification
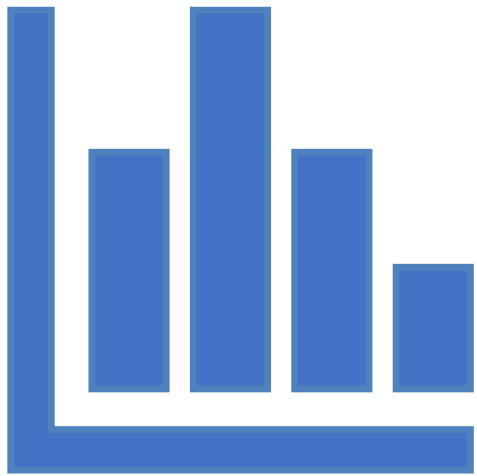
The Bottom Line...

Identification is the gatekeeper.

Underrepresented student groups are screened at similar rates as other student groups but identified at dramatically different rates.
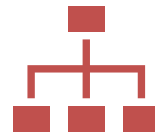
Once identified, underrepresented groups are served at slightly lower rates than other student groups.

Reactions to the Data

What are your reactions after viewing Ohio's data on screening, identification and service?

Strategy Conversation

Workgroups

Three Pillars Structure

Plan Components

Ohio | Department of Education

Proposed Workgroups

Equitable Identification Practices

Highly Effective Student Supports and Services

Job Embedded Professional Development
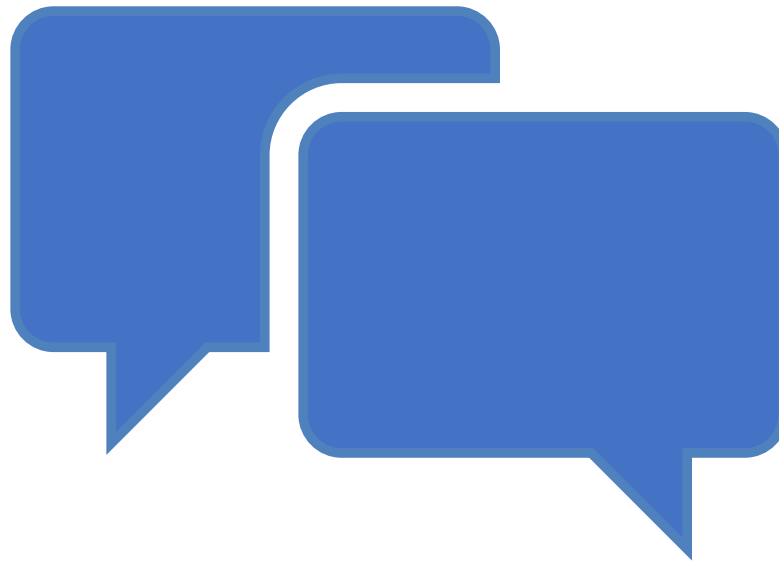
Workgroup Pillars

CURRENT RESEARCH

BEST PRACTICES

OPPORTUNITIES FOR CHANGE

Workgroup Discussion and Reactions

Next Steps and Closing Comments

- **Members of the Gifted Advisory Council** please complete the meeting evaluation using the link in the chat box.

- **Next meeting** – April 28, 2021