

# Gifted Advisory Council



February 12, 2020

# Call to Order

- Welcome

# Meeting Norms

- Pausing
- Paraphrasing
- Posting Questions
- Putting Ideas on the Table
- Providing Data
- Paying attention to Self and Others
- Presuming Positive Intentions

# **Welcome Gifted Advisory Council Members!**

# Introductions

# Review of Today's Agenda

- Review of December Exit Survey Comments
- Review and Approve December 2019 Minutes
- Gifted Education Updates
- Updates from Council Members
- Discuss Timeline and Next Steps

# December Exit Survey Comments

The meeting purpose and objectives were clearly stated.	100% (17/17) agreed/strongly agreed
Our meeting time was convenient for me.	76% (13/17) agreed/strongly agreed 24% (4/17) neutral
We shared decision-making at this meeting.	88% (15/17) agreed/strongly agreed 12% (2/17) neutral
All meeting participants were actively involved.	88% (15/17) agreed/strongly agreed 12% (2/17) neutral
We used our meeting time effectively.	100% (17/17) agreed/strongly agreed
I am satisfied with this meeting.	100% (17/17) agreed/strongly agreed
I enjoyed this meeting.	100% (17/17) agreed/ strongly agreed

# December Exit Survey Comments

## What aspects of this meeting were particularly good?

- Working in small groups allowed for great discussions.
- Really great discussions!
- It's always great to be together with the gifted advocates, and today's discussion was thoroughly engaging.
- Data discussions
- Small groups – agenda
- I appreciate how we are coming together as a group of colleagues.
- Group work
- Data dive was helpful; just the beginning!
- Small group discussions, sharing data
- Data discussions, sharing of ideas
- Enjoyed the dialogue with a wide variety of individuals
- Time to dialogue and brainstorm with colleagues that share the same vision/passion.
- The opportunity to influence positive change for our students in Ohio is so exciting! I'm invigorated!
- Structure, use of data
- Information was shared and then time was given to digest and discuss.
- I appreciated getting the snapshot of the state ID data by population.



# December Exit Survey Comments

## What aspects of this meeting need improvement?

- Longer meeting! We're just getting warmed up!
- More drafting of gifted plan once we dig into more data.
- Thank you for moving meeting time a bit earlier for next time.
- More time to meet – 5 hours in the car for a 2.5 hour meeting.

# December Exit Survey Comments

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

- Ongoing conversation – lets not end today. Post electronically ASAP.
- Thanks, Curtis and Sarah!
- Any chance of ever meeting at the Central Ohio ESC? Hard to find parking and navigate downtown.
- I like the direction we are going and hope we continue momentum and provide opportunity for change positively in our state for gifted.
- This was great. Thank you!
- Really enjoyed it!
- Less time on procedures and process was wonderful!
- Appreciate the diversity of stakeholders on the council.

# **Review and Approve December 2019 Meeting Minutes**

# Gifted Education Updates

# Today's Discussion

- Applications for Innovative Services
- Equity in Gifted Identification

# Applications for Innovative Services

# Recap of last year...

- Developed in partnership with the Gifted Advisory Council
- Focuses on five priority areas
- 11 applications were submitted for the 2019-2020 school year
- No applications were approved

# Considerations for Upcoming Applications

- Only apply for services or settings that are currently not described in the gifted operating standards
- Services must be ongoing and sustained
- Clearly describe how components of the proposed service are integrated
- Implementation plan must be thoroughly developed, including timeline and communication with stakeholders
- Plan to evaluate the service must be clearly described



# Proposed Timeline

**Application window opens – March 13**

**Applications due – April 24**

**Districts notified of initial decisions – May 15**

**Appeals by districts due – May 29**

**Districts notified of final decisions – June 15**

# Review Process

Tier one – feedback from a **subcommittee of volunteers** from the Gifted Advisory Council on **Thursday, April 30**, from 8:30am to 12:30pm at the Ohio Department of Education.

(volunteers last year: Curt Bradshaw, Susan Larson, Kelli Tebbe share out on process)

Tier two – after receiving feedback from the subcommittee, Department of Education gifted education program specialists review the applications and either approve or deny applications. Applicants must receive “meets criteria” in all areas of the *Evaluation Tool* to be approved.

# Equity in Gifted Identification

# Recap from our last meeting...

**Each Child,  
Our Future:  
Equity**

**Five-year  
trends in  
Ohio's data**

**How the  
national  
research  
explains  
those trends**

# ***Each Child, Our Future: Three Core Principles***

Equity

Partnerships

Quality  
Schools



**EQUITY:** Use of the phrase *each child* is intentional. It emphasizes the importance of equity, which is this plan's greatest imperative and number one principle.

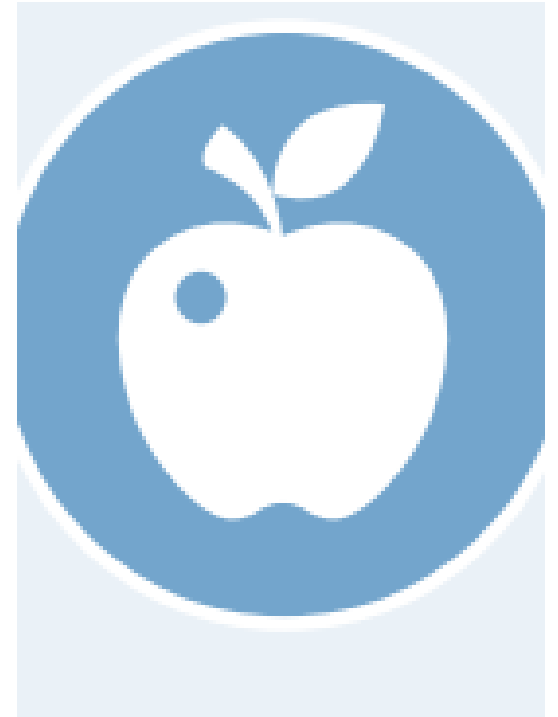
# Equity

Ohio's greatest education challenge remains equity in education achievement for each child.

The path to equity begins with a deep understanding of the history of discrimination and bias and how it has come to impact current society.

There are many paths to success, and each child is capable of succeeding on one or more pathways.

Appropriate supports must be made available so personal and social circumstances do not prohibit a child from reaching his or her greatest aspiration.





# Using *Representation Index* to Examine Ohio's Data

Percentage of a group  
that is identified as gifted  
*divided by*

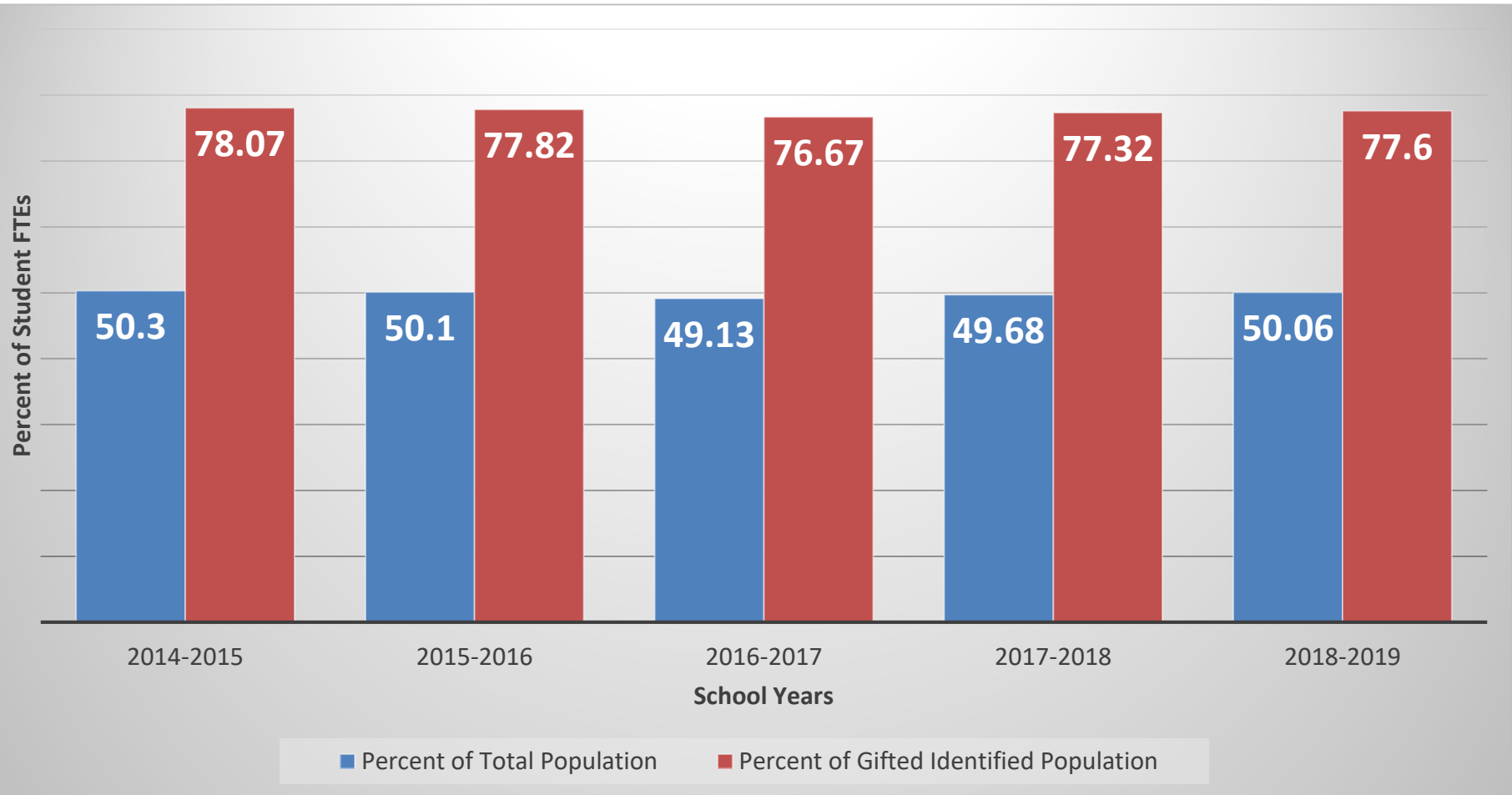
Percentage of that group  
in the general population  
*equals*

*Representation Index*

A *Representation Index* of 1.00  
indicates  
proportionality

A *Representation Index* below .80 is  
considered  
inequitable

# Representation of Students (FTE) *without* Economic Disadvantage



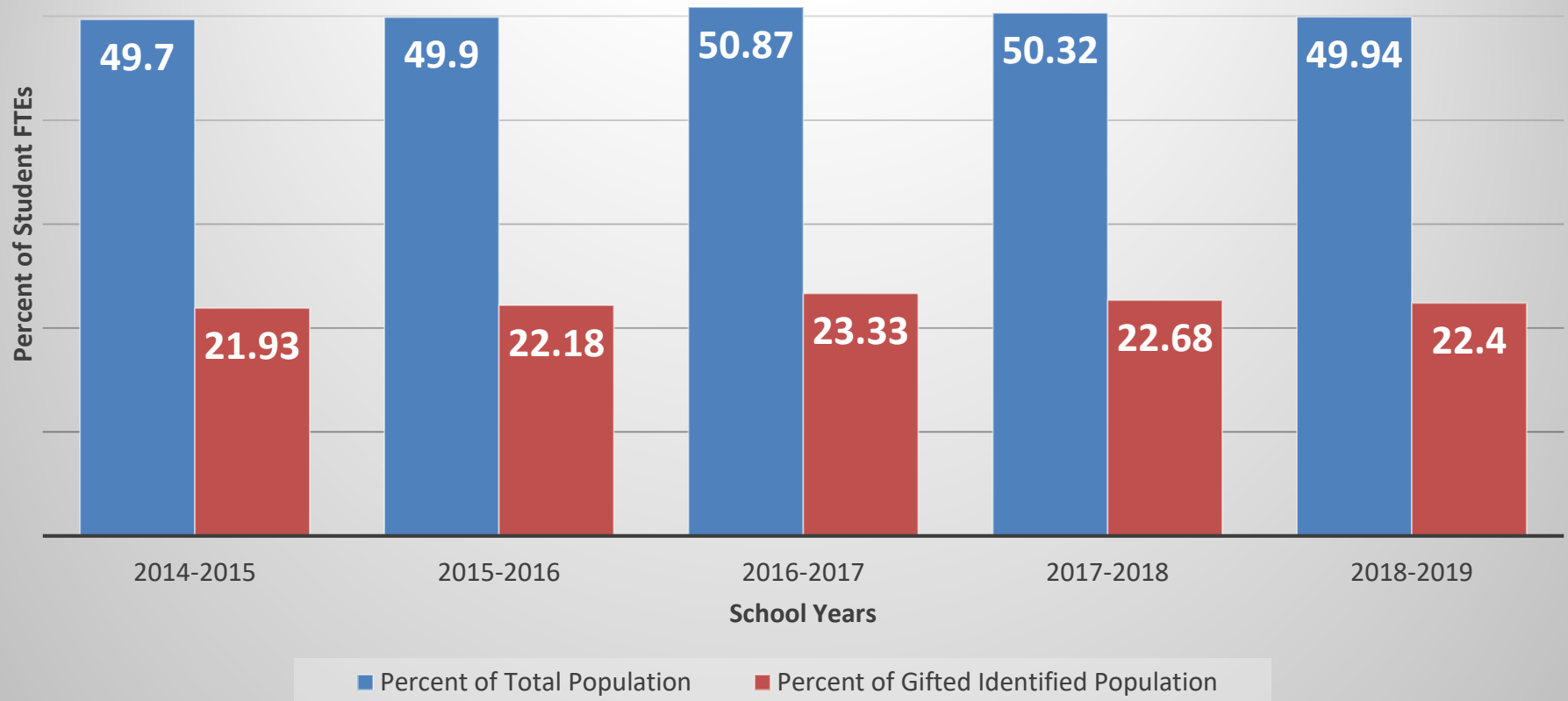


# Representation Index of Identified Students (FTE) *without* Economic Disadvantage

2014-2015	2015-2016	2016 -2017	2017 -2018	2018-2019
1.55	1.55	1.56	1.56	1.55

Representation Index Students (FTE) <i>without</i> Economic Disadvantage by Typology	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Typology 1 (rural, high poverty, small population)	1.42	1.39	1.40	1.38	1.37
Typology 2 (rural, average poverty, very small population)	1.34	1.34	1.33	1.33	1.31
Typology 3 (small town, low poverty, small population)	1.26	1.26	1.26	1.25	1.25
Typology 4 (small town, high poverty, average population)	1.54	1.54	1.54	1.52	1.51
Typology 5 (suburban, low poverty, average population)	1.26	1.26	1.26	1.25	1.26
Typology 6 (suburban, very low poverty, large population)	1.12	1.12	1.14	1.12	1.12
Typology 7 (urban, high poverty, average population)	1.80	1.72	1.79	1.81	1.83
Typology 8 (urban, very high poverty, very large population)	2.13	2.21	2.96	3.21	3.08

# Representation of Students (FTE) with Economic Disadvantage

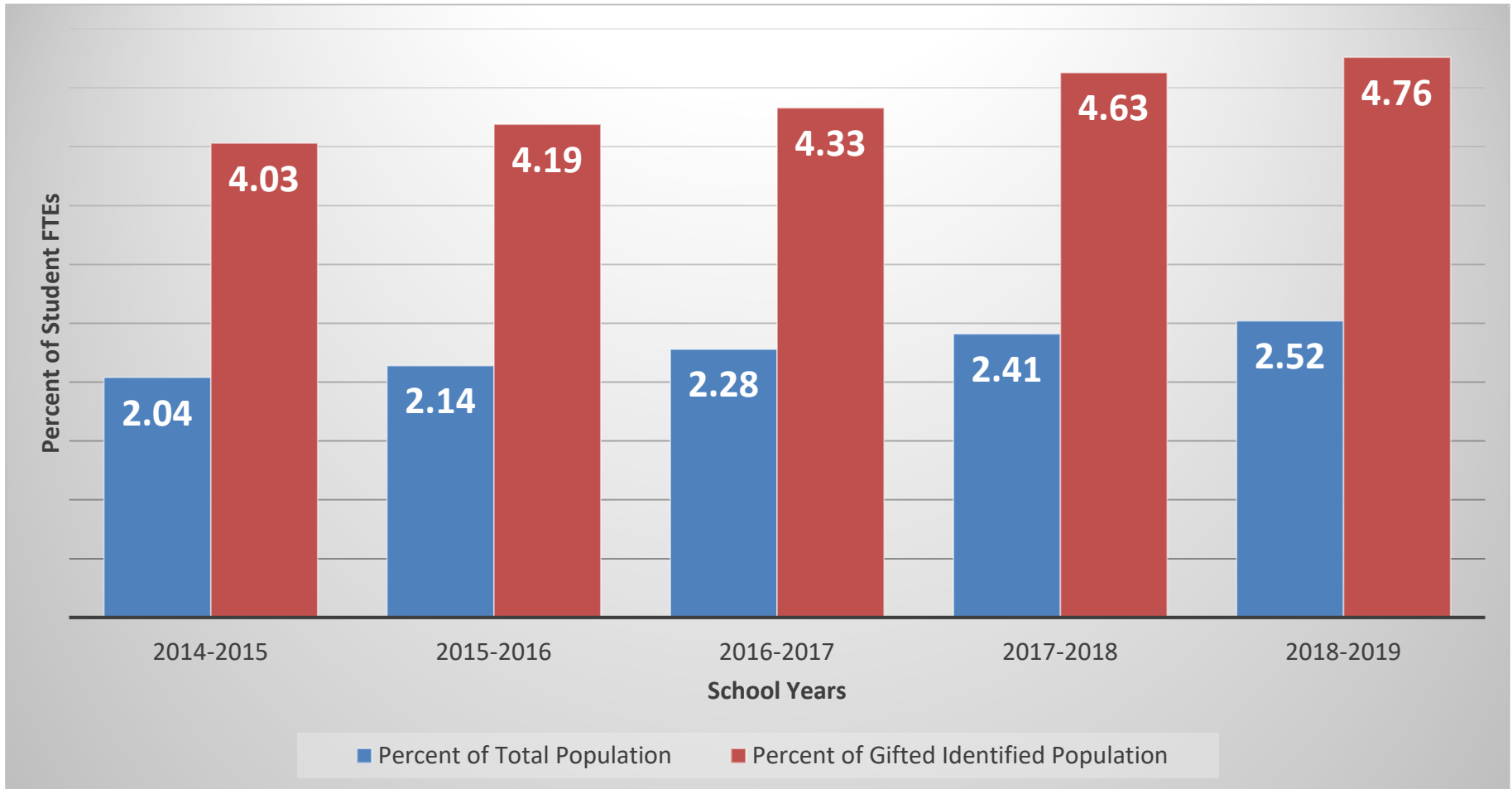


# Representation Index of Identified Students (FTE) *with* Economic Disadvantage

2014-2015	2015-2016	2016 -2017	2017 -2018	2018 -2019
.44	.44	.46	.45	.45

Representation Index Students (FTE) <i>with</i> Economic Disadvantage by Typology	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Typology 1 (rural, high poverty, small population)	<b>.63</b>	<b>.64</b>	<b>.63</b>	<b>.68</b>	<b>.68</b>
Typology 2 (rural, average poverty, very small population)	<b>.53</b>	<b>.52</b>	<b>.54</b>	<b>.53</b>	<b>.53</b>
Typology 3 (small town, low poverty, small population)	<b>.49</b>	<b>.48</b>	<b>.49</b>	<b>.48</b>	<b>.47</b>
Typology 4 (small town, high poverty, average population)	<b>.58</b>	<b>.60</b>	<b>.61</b>	<b>.63</b>	<b>.62</b>
Typology 5 (suburban, low poverty, average population)	<b>.43</b>	<b>.43</b>	<b>.45</b>	<b>.45</b>	<b>.45</b>
Typology 6 (suburban, very low poverty, large population)	<b>.35</b>	<b>.34</b>	<b>.36</b>	<b>.32</b>	<b>.31</b>
Typology 7 (urban, high poverty, average population)	<b>.66</b>	<b>.71</b>	<b>.71</b>	<b>.70</b>	<b>.70</b>
Typology 8 (urban, very high poverty, very large population)	.89	.90	.89	.89	.88

# Representation of Students by Race and Ethnicity: Asian



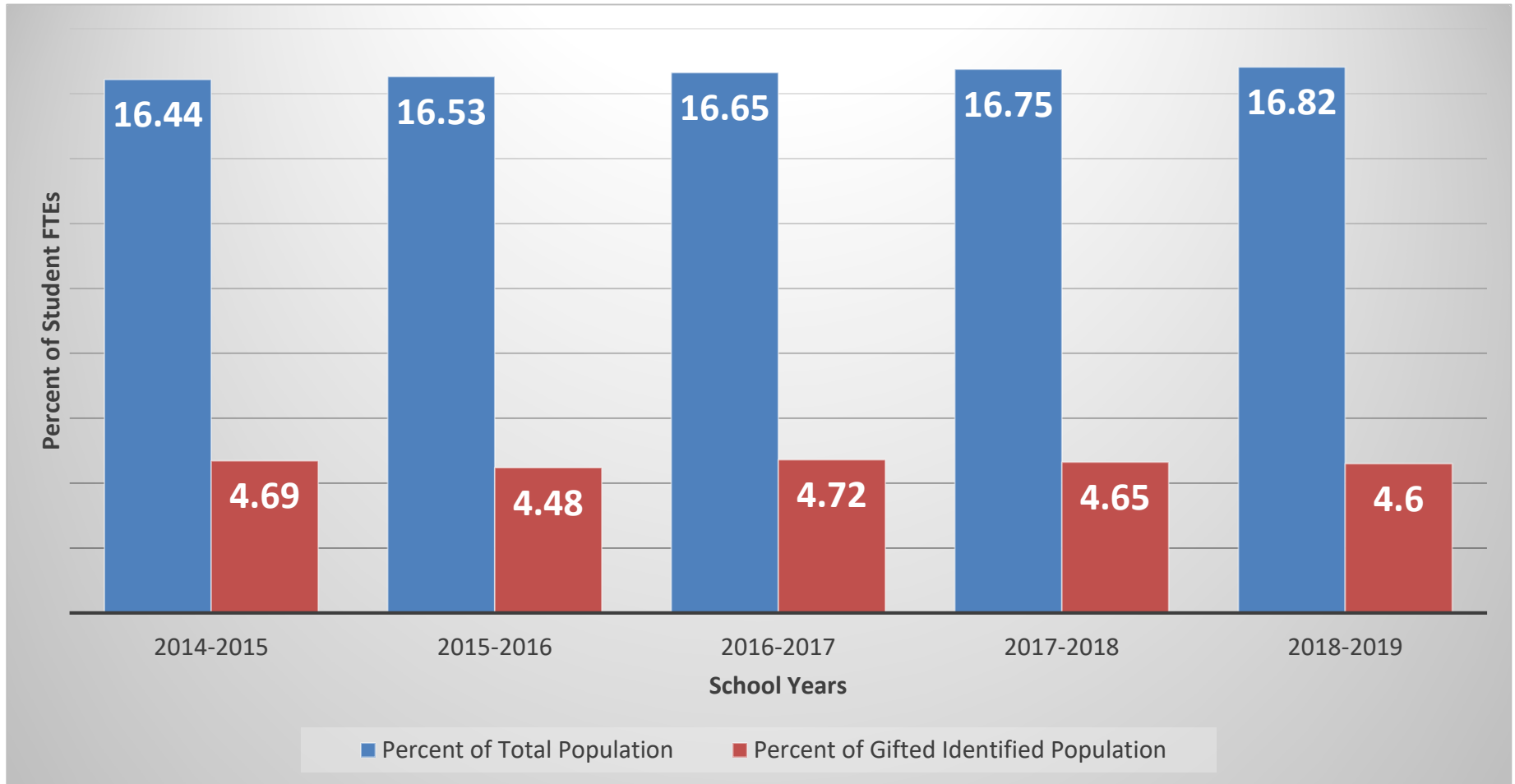
# Representation Index of Identified Students (FTE) by Race and Ethnicity: Asian

2014-2015	2015-2016	2016 -2017	2017 -2018	2018 -2019
1.97	1.95	1.90	1.92	1.89

Representation Index Race and Ethnicity by Typology: <i>Asian</i>	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Typology 1 (rural, high poverty, small population)	1.60	1.63	1.74	1.69	1.57
Typology 2 (rural, average poverty, very small population)	1.26	1.39	1.59	1.54	1.44
Typology 3 (small town, low poverty, small population)	1.32	1.26	1.37	1.48	1.49
Typology 4 (small town, high poverty, average population)	1.56	1.57	1.58	1.58	1.74
Typology 5 (suburban, low poverty, average population)	1.23	1.21	1.16	1.09	1.04
Typology 6 (suburban, very low poverty, large population)	1.34	1.32	1.31	1.33	1.33
Typology 7 (urban, high poverty, average population)	1.69	1.64	1.59	1.58	1.68
Typology 8 (urban, very high poverty, very large population)	1.07	1.14	1.08	1.08	1.12



# Representation of Students by Race and Ethnicity: Black

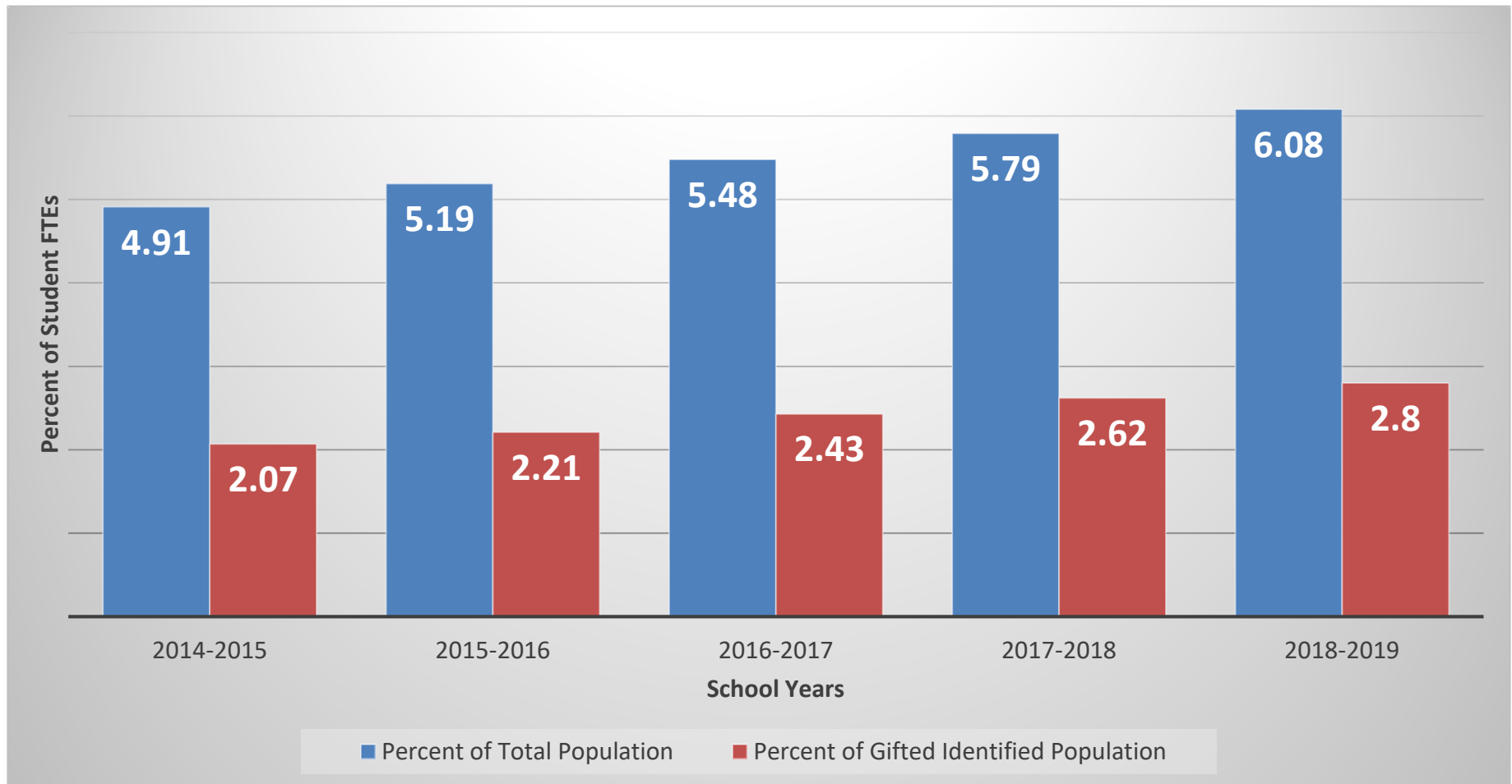


# Representation Index of Identified Students (FTE) by Race and Ethnicity: Black

2014-2015	2015-2016	2016 -2017	2017 -2018	2018 -2019
.29	.27	.28	.28	.27

Representation Index Race and Ethnicity by Typology: <i>Black</i>	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Typology 1 (rural, high poverty, small population)	<b>.46</b>	<b>.47</b>	<b>.46</b>	<b>.44</b>	<b>.44</b>
Typology 2 (rural, average poverty, very small population)	<b>.39</b>	<b>.42</b>	<b>.38</b>	<b>.39</b>	<b>.36</b>
Typology 3 (small town, low poverty, small population)	<b>.30</b>	<b>.29</b>	<b>.31</b>	<b>.32</b>	<b>.34</b>
Typology 4 (small town, high poverty, average population)	<b>.34</b>	<b>.34</b>	<b>.34</b>	<b>.33</b>	<b>.32</b>
Typology 5 (suburban, low poverty, average population)	<b>.30</b>	<b>.30</b>	<b>.31</b>	<b>.31</b>	<b>.30</b>
Typology 6 (suburban, very low poverty, large population)	<b>.31</b>	<b>.30</b>	<b>.30</b>	<b>.30</b>	<b>.31</b>
Typology 7 (urban, high poverty, average population)	<b>.38</b>	<b>.37</b>	<b>.38</b>	<b>.38</b>	<b>.37</b>
Typology 8 (urban, very high poverty, very large population)	<b>.64</b>	<b>.59</b>	<b>.60</b>	<b>.58</b>	<b>.57</b>

# Representation of Students by Race and Ethnicity: Hispanic

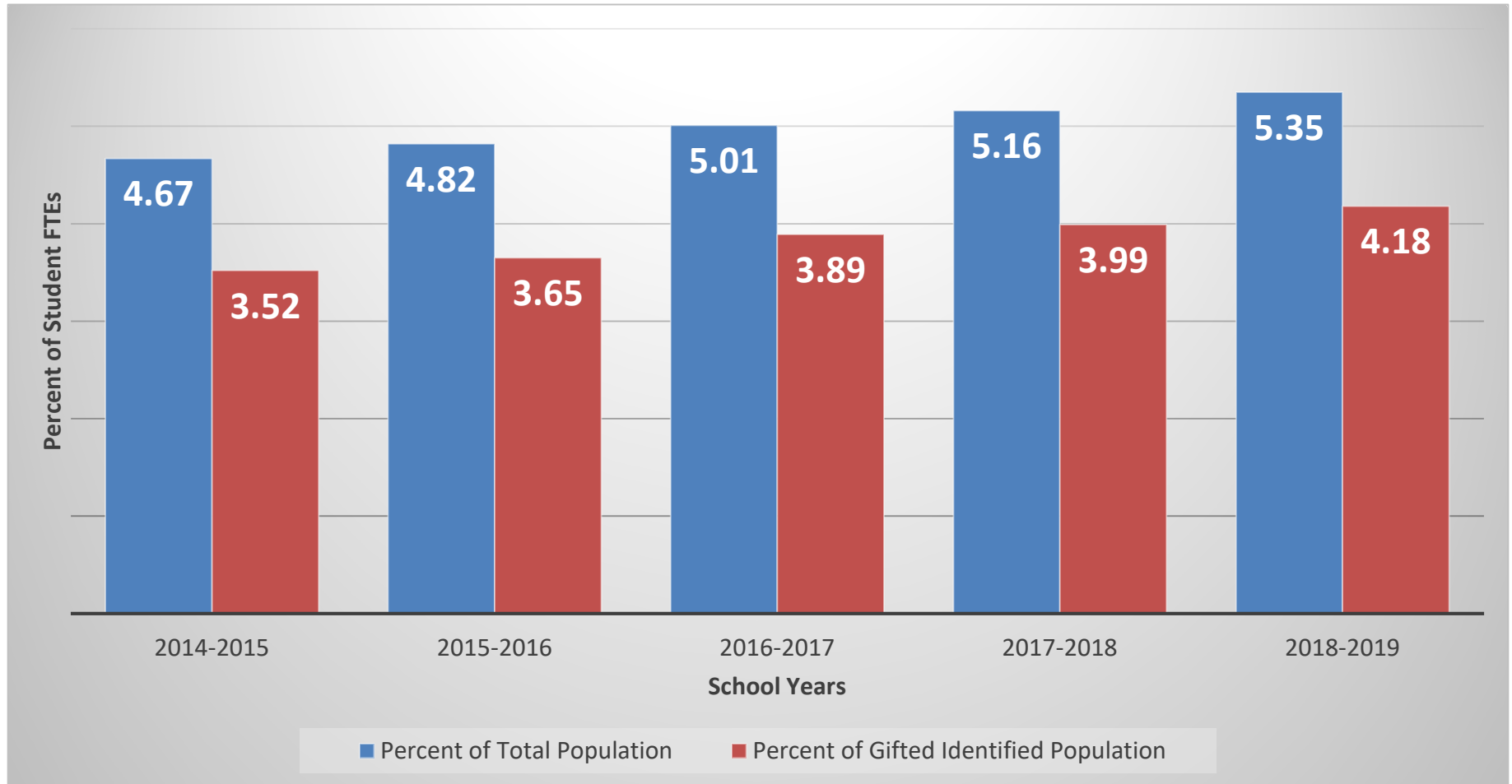


# Representation Index of Identified Students (FTE) by Race and Ethnicity: Hispanic

2014-2015	2015-2016	2016 -2017	2017 -2018	2018 -2019
.42	.43	.44	.45	.46

Representation Index Race and Ethnicity by Typology: <i>Hispanic</i>	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Typology 1 (rural, high poverty, small population)	<b>.52</b>	<b>.52</b>	<b>.55</b>	<b>.53</b>	<b>.54</b>
Typology 2 (rural, average poverty, very small population)	<b>.53</b>	<b>.55</b>	<b>.56</b>	<b>.54</b>	<b>.49</b>
Typology 3 (small town, low poverty, small population)	<b>.48</b>	<b>.48</b>	<b>.48</b>	<b>.49</b>	<b>.52</b>
Typology 4 (small town, high poverty, average population)	<b>.46</b>	<b>.44</b>	<b>.43</b>	<b>.45</b>	<b>.49</b>
Typology 5 (suburban, low poverty, average population)	<b>.46</b>	<b>.45</b>	<b>.47</b>	<b>.47</b>	<b>.48</b>
Typology 6 (suburban, very low poverty, large population)	<b>.46</b>	<b>.46</b>	<b>.48</b>	<b>.49</b>	<b>.49</b>
Typology 7 (urban, high poverty, average population)	<b>.46</b>	<b>.49</b>	<b>.49</b>	<b>.53</b>	<b>.55</b>
Typology 8 (urban, very high poverty, very large population)	<b>.64</b>	<b>.65</b>	<b>.69</b>	<b>.69</b>	<b>.66</b>

# Representation of Students by Race and Ethnicity: Multiracial



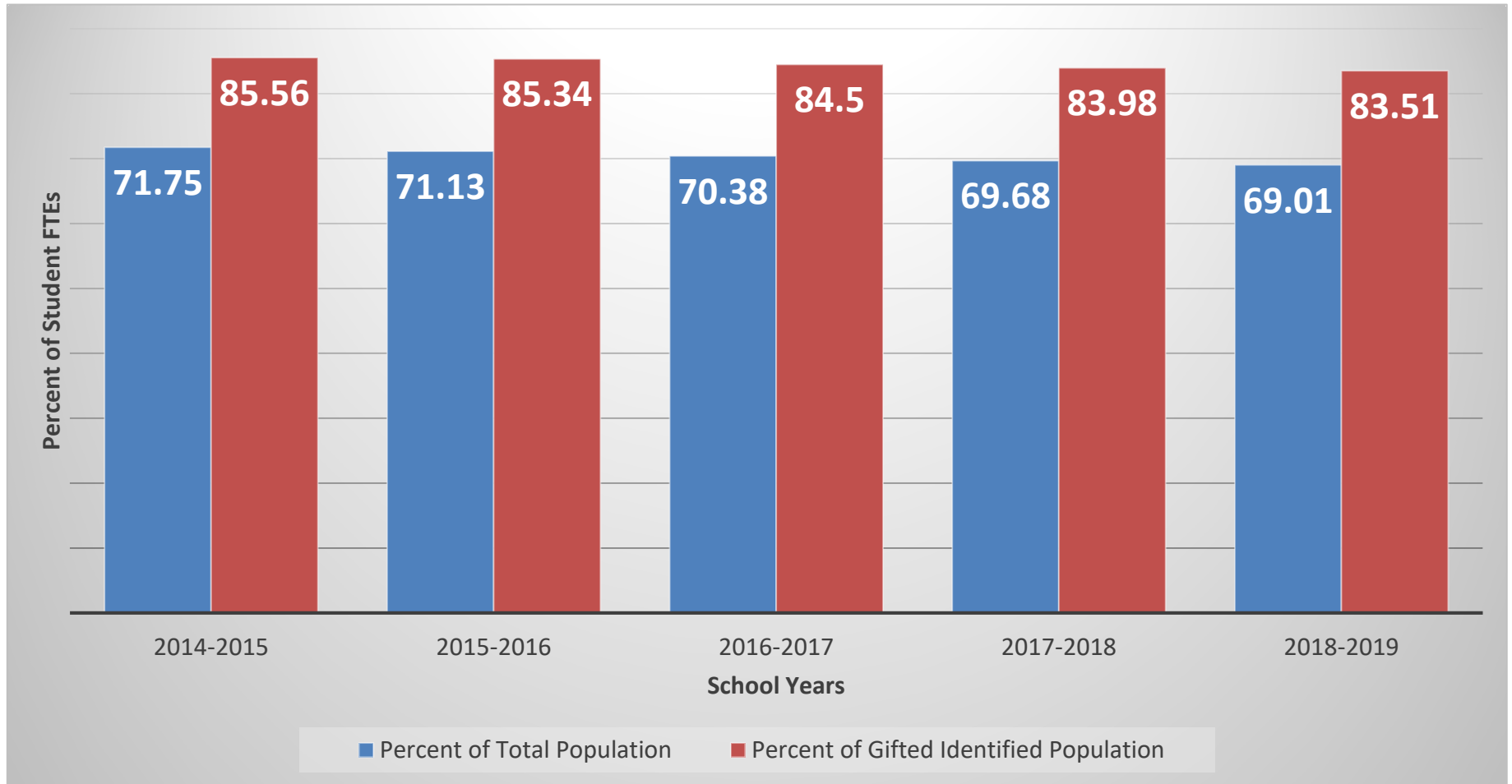
# Representation Index of Identified Students (FTE) by Race and Ethnicity: Multiracial

2014-2015	2015-2016	2016 -2017	2017 -2018	2018 -2019
.75	.76	.78	.77	.78



Representation Index Race and Ethnicity by Typology: <i>Multiracial</i>	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Typology 1 (rural, high poverty, small population)	.62	.62	.63	.59	.65
Typology 2 (rural, average poverty, very small population)	.78	.74	.74	.71	.70
Typology 3 (small town, low poverty, small population)	.66	.64	.68	.65	.70
Typology 4 (small town, high poverty, average population)	.64	.63	.67	.66	.63
Typology 5 (suburban, low poverty, average population)	.72	.72	.73	.74	.74
Typology 6 (suburban, very low poverty, large population)	.89	.90	.90	.89	.92
Typology 7 (urban, high poverty, average population)	.83	.83	.83	.81	.79
Typology 8 (urban, very high poverty, very large population)	1.12	1.16	1.15	1.19	1.23

# Representation of Students by Race and Ethnicity: White

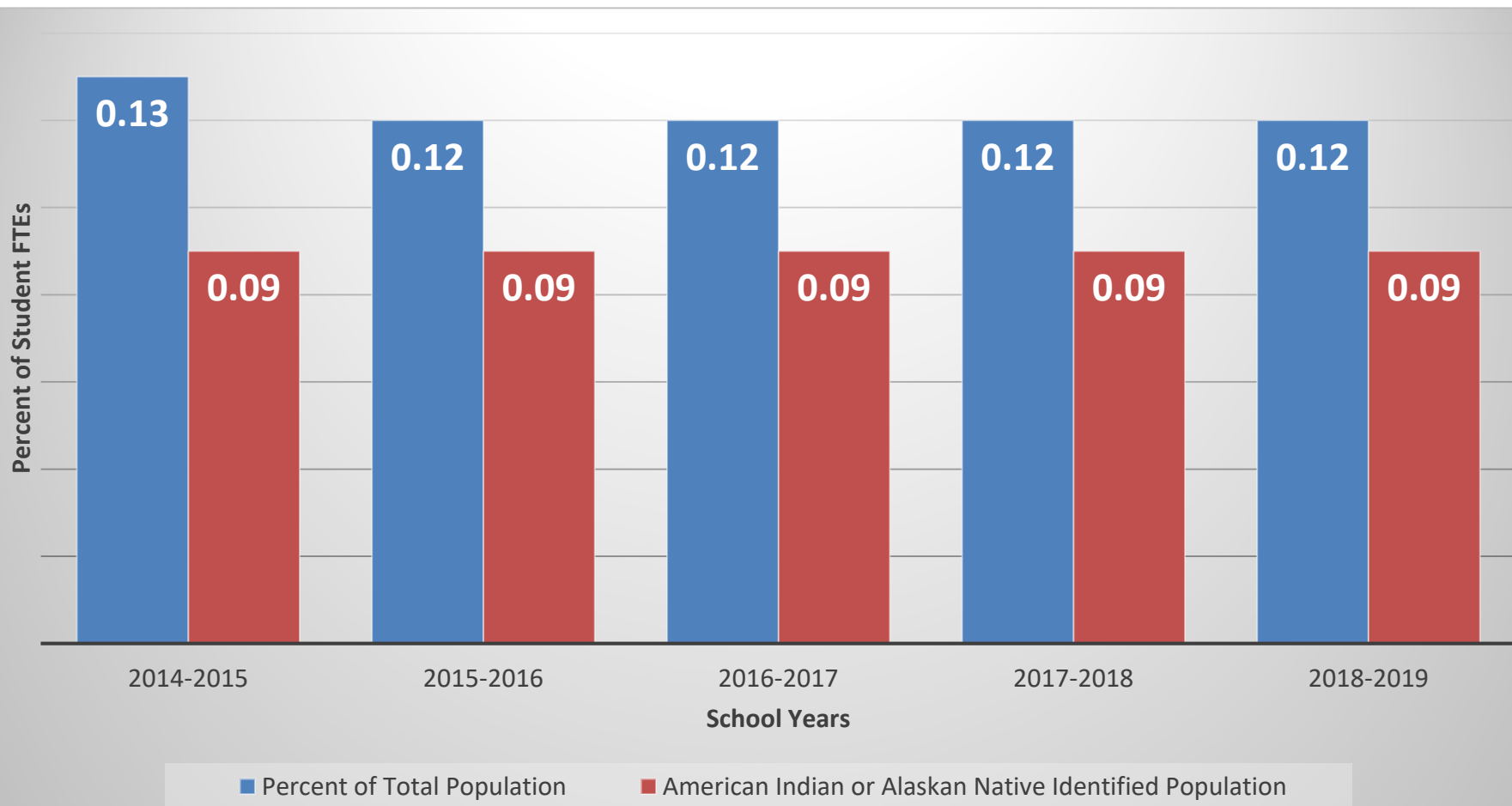


# Representation Index of Identified Students (FTE) by Race and Ethnicity: White

2014-2015	2015-2016	2016 -2017	2017 -2018	2018 -2019
1.19	1.20	1.20	1.21	1.21

Representation Index Race and Ethnicity by Typology: <i>White</i>	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Typology 1 (rural, high poverty, small population)	1.02	1.02	1.02	1.02	1.02
Typology 2 (rural, average poverty, very small population)	1.01	1.01	1.01	1.02	1.02
Typology 3 (small town, low poverty, small population)	1.03	1.03	1.03	1.03	1.03
Typology 4 (small town, high poverty, average population)	1.09	1.09	1.09	1.10	1.10
Typology 5 (suburban, low poverty, average population)	1.12	1.13	1.13	1.14	1.15
Typology 6 (suburban, very low poverty, large population)	1.08	1.08	1.09	1.09	1.09
Typology 7 (urban, high poverty, average population)	1.37	1.39	1.40	1.42	1.44
Typology 8 (urban, very high poverty, very large population)	1.85	1.96	1.96	2.02	2.07

# Representation of Students by Race and Ethnicity: American Indian or Alaskan Native

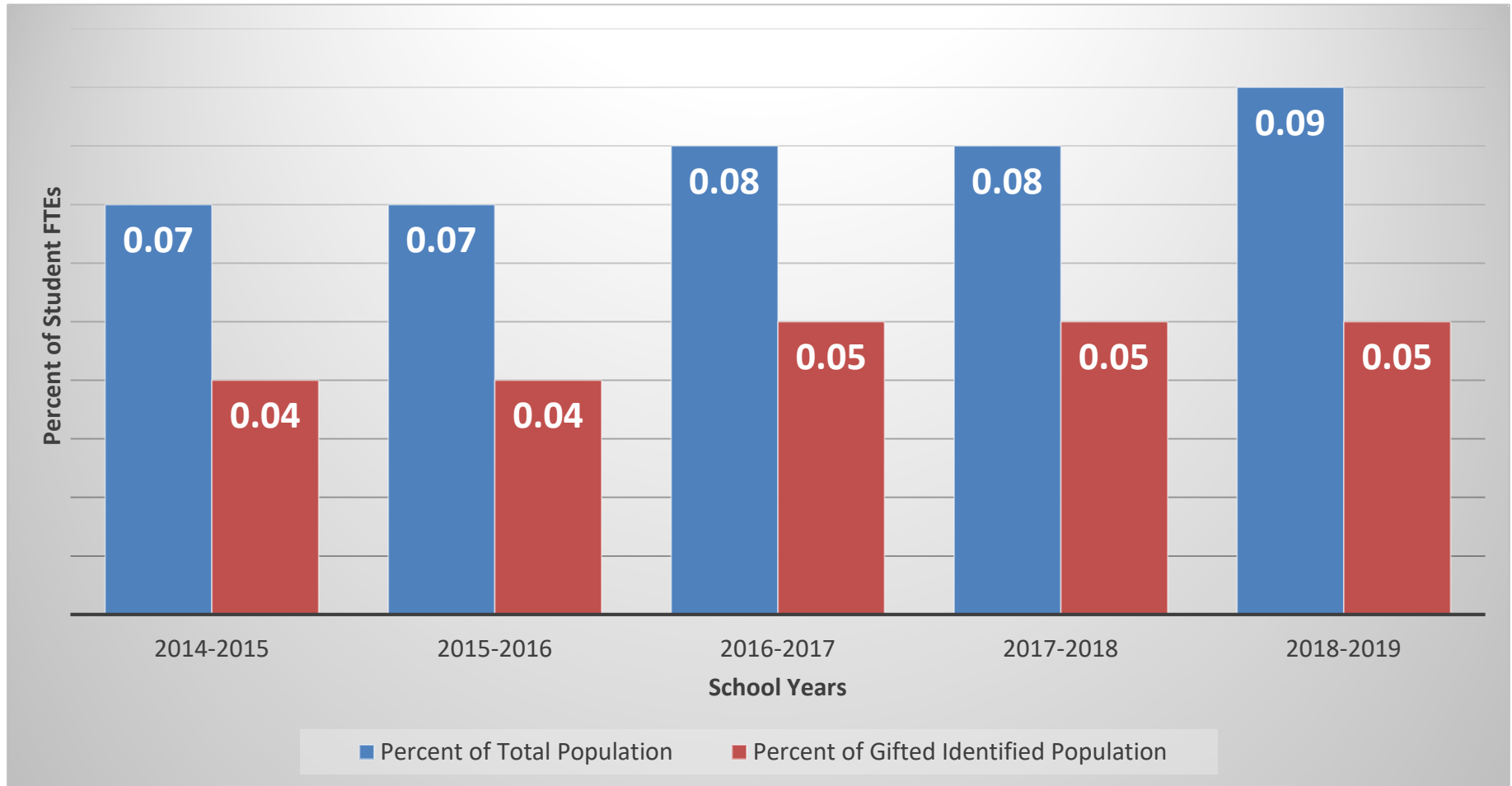


# Representation Index of Identified Students (FTE) by Race and Ethnicity: American Indian or Alaskan Native

2014-2015	2015-2016	2016 -2017	2017 -2018	2018 -2019
.72	.72	.73	.71	.69

Representation Index Race and Ethnicity by Typology: <i>American Indian or Alaskan Native</i>	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Typology 1 (rural, high poverty, small population)	NC	<b>.51</b>	NC	NC	NC
Typology 2 (rural, average poverty, very small population)	1.15	1.06	1.21	NC	NC
Typology 3 (small town, low poverty, small population)	<b>.66</b>	<b>.70</b>	<b>.64</b>	<b>.72</b>	<b>.72</b>
Typology 4 (small town, high poverty, average population)	<b>.55</b>	<b>.61</b>	<b>.58</b>	NC	NC
Typology 5 (suburban, low poverty, average population)	.82	.81	<b>.74</b>	<b>.70</b>	<b>.60</b>
Typology 6 (suburban, very low poverty, large population)	<b>.75</b>	<b>.78</b>	.83	<b>.79</b>	.81
Typology 7 (urban, high poverty, average population)	.98	.91	1.04	1.04	0.98
Typology 8 (urban, very high poverty, very large population)	1.20	1.15	1.08	1.04	.90

# Representation of Students by Race and Ethnicity: Pacific Islander





# Representation Index of Identified Students (FTE) by Race and Ethnicity: Pacific Islander

2014-2015	2015-2016	2016 -2017	2017 -2018	2018 -2019
.52	.48	.58	.61	.62

Representation Index Race and Ethnicity by Typology: <i>Pacific Islander</i>	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Typology 1 (rural, high poverty, small population)	NC	NC	1.06	NC	NC
Typology 2 (rural, average poverty, very small population)	NC	NC	NC	NC	NC
Typology 3 (small town, low poverty, small population)	NC	NC	NC	<b>.71</b>	NC
Typology 4 (small town, high poverty, average population)	NC	NC	NC	NC	NC
Typology 5 (suburban, low poverty, average population)	<b>.40</b>	<b>.43</b>	<b>.53</b>	<b>.56</b>	<b>.56</b>
Typology 6 (suburban, very low poverty, large population)	<b>.53</b>	<b>.46</b>	<b>.56</b>	<b>.65</b>	<b>.73</b>
Typology 7 (urban, high poverty, average population)	<b>.68</b>	<b>.74</b>	.94	.87	<b>.70</b>
Typology 8 (urban, very high poverty, very large population)	1.02	NC	.83	NC	.89

# The Bottom Line...

- Particular groups of Ohio's students are dramatically underrepresented among students who are identified as gifted
- This is a persistent and pervasive pattern that requires systemic change
- “Excellence without equity is not excellence at all.” – Carmen, et al. (2018)

# Group Discussion



# Updates from Council Members

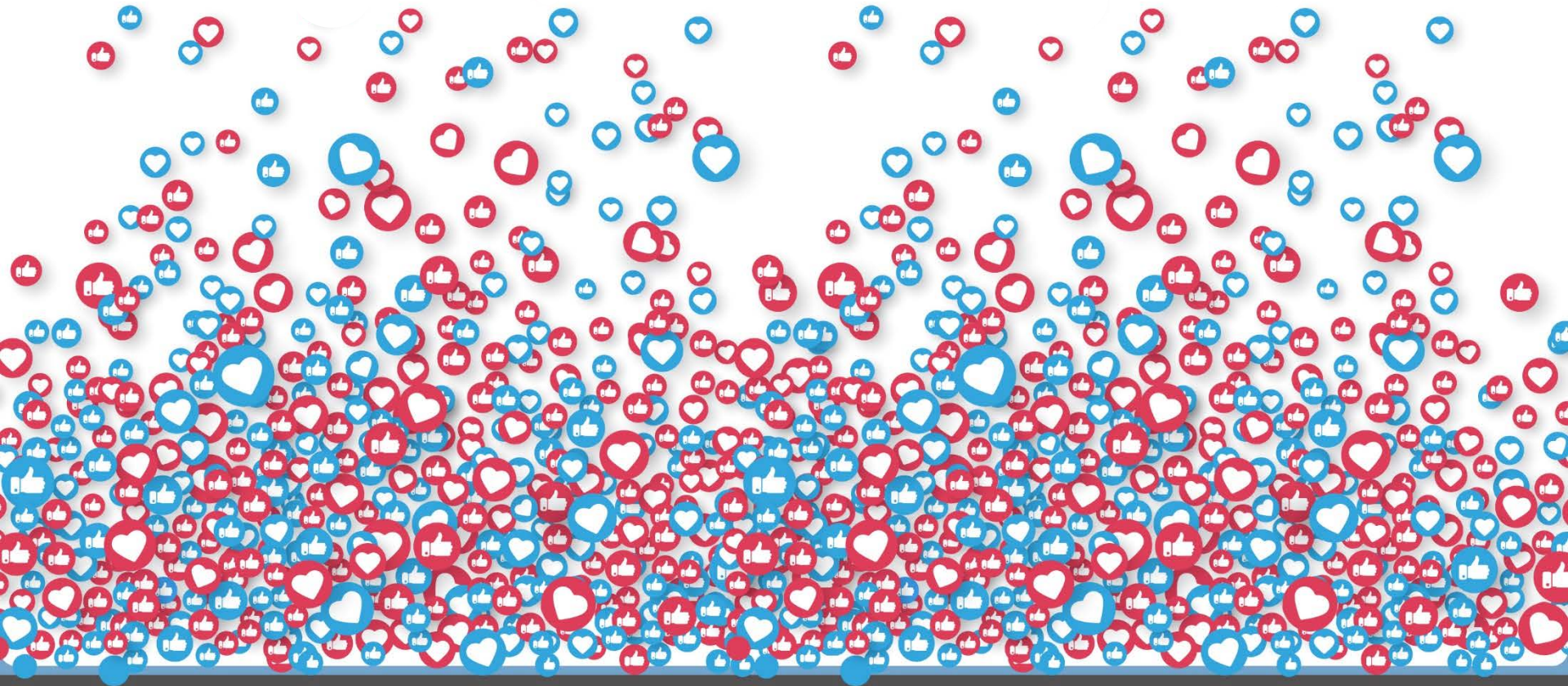
# Next Steps and Closing Comments

- Next meeting date
  - April 29, 2020
- Complete evaluation





# @OHEducation



Ohio

Department  
of Education

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community with us!**

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**Celebrate educators!**

**#OhioLovesTeachers**