# Gifted Advisory Council

October 28, 2020
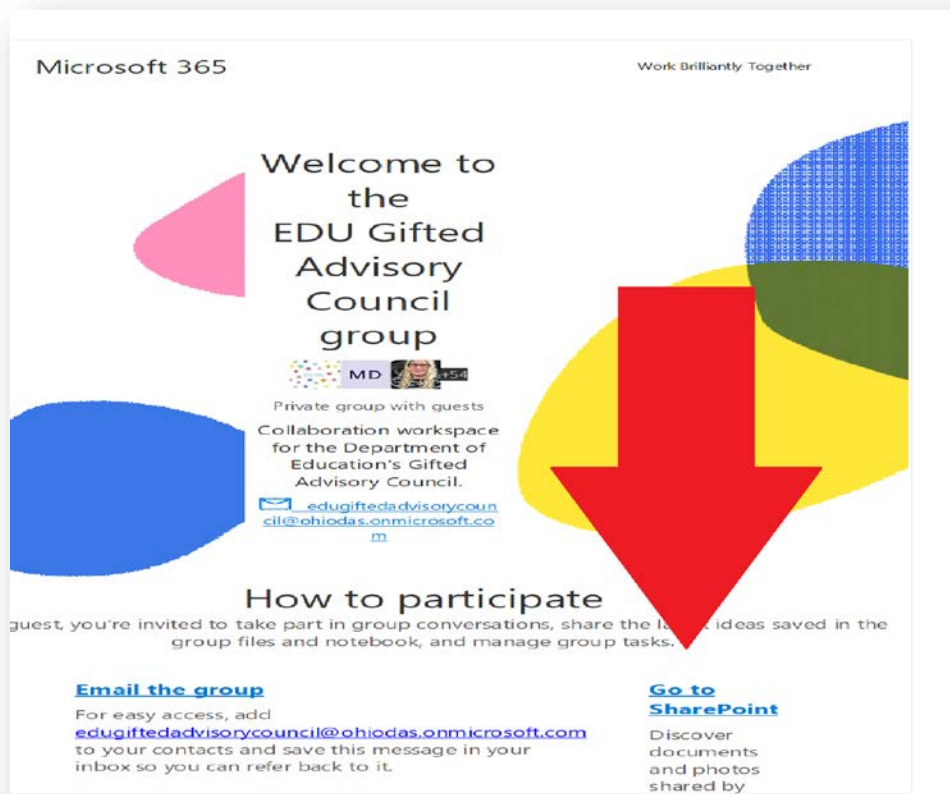
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# **Call to Order**

- Welcome and Thank You

- Introductions

# **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

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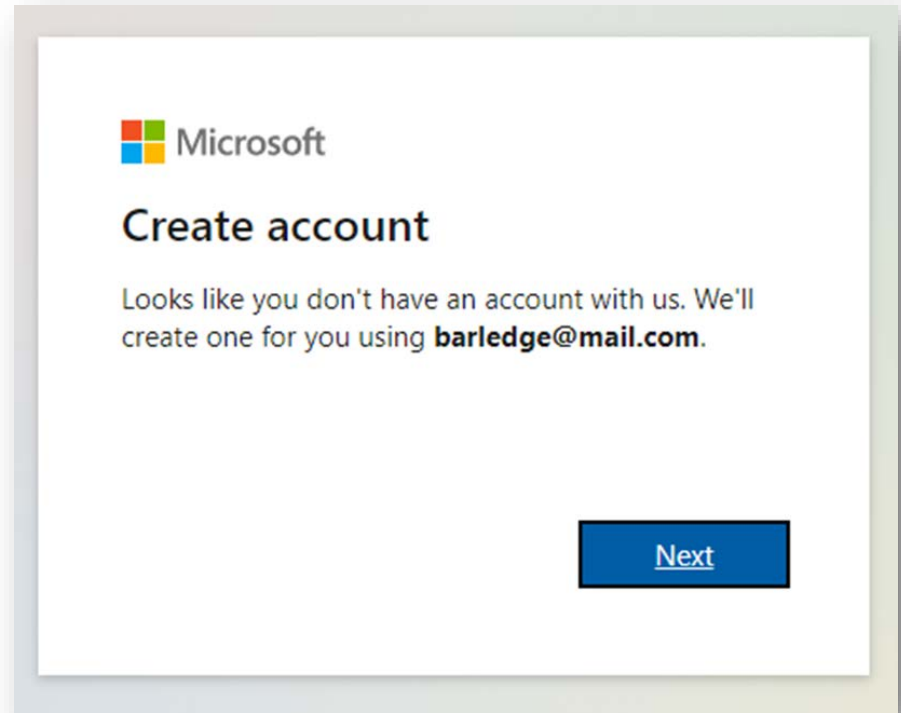
# SharePoint Overview



Microsoft 365                                    Work Brilliantly Together

Welcome to
the
EDU Gifted
Advisory
Council
group

MD

Private group with guests

Collaboration workspace for the Department of Education's Gifted Advisory Council.

✉ edugiftedadvisorycouncil@ohiodas.onmicrosoft.com

## How to participate

guest, you're invited to take part in group conversations, share the latest ideas saved in the group files and notebook, and manage group tasks.

**Email the group**

For easy access, add edugiftedadvisorycouncil@ohiodas.onmicrosoft.com to your contacts and save this message in your inbox so you can refer back to it.

**Go to SharePoint**

Discover documents and photos shared by

**Open your "Welcome email" and click *Go to SharePoint*.**

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# SharePoint Overview

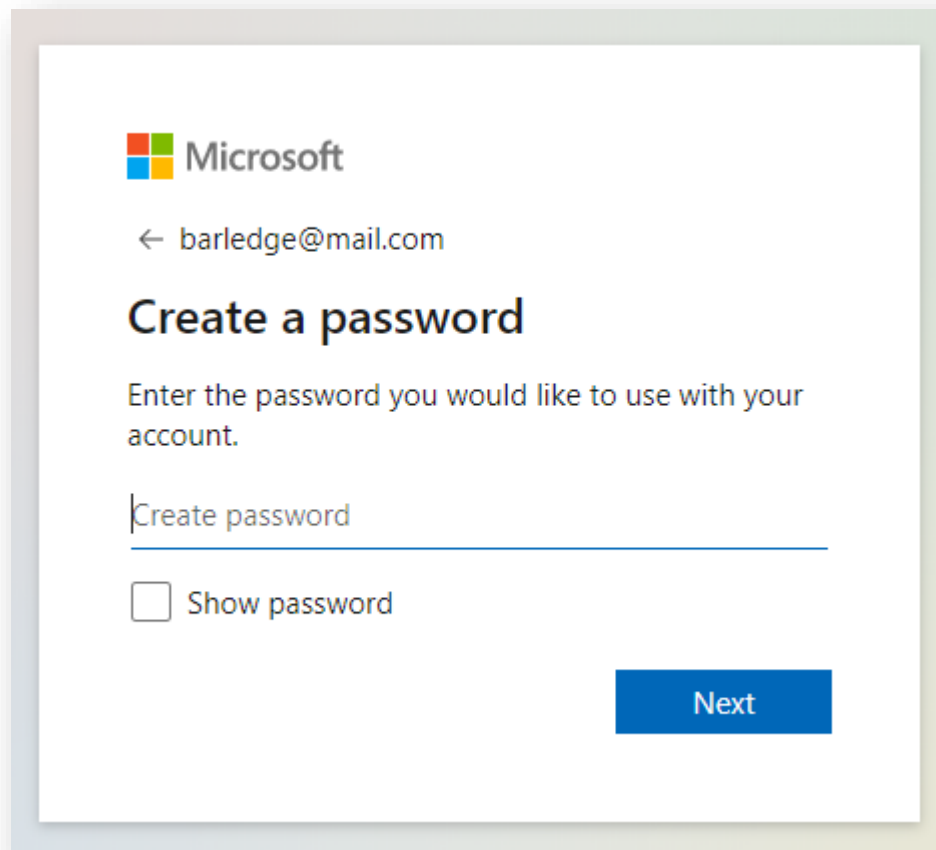You will be prompted to sign in to Microsoft. If you have a Microsoft account, you can use that password.

If you don't have a Microsoft account, you will see this.

Click "Next".



Microsoft

Create account

Looks like you don't have an account with us. We'll create one for you using **barledge@mail.com**.

Next

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# SharePoint Overview

Create a password and proceed with the prompts to set up your Microsoft account.



■■ Microsoft

← barledge@mail.com

**Create a password**

Enter the password you would like to use with your account.

Create password

☐ Show password

Next

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# Gifted Advisory Council Bylaws

- Review of Bylaws

- Chair Elect

# **Purpose of the Council**

Gifted Advisory Council:

- The superintendent of public instruction shall establish a gifted advisory council. The council shall:

- Represent a variety of stakeholders from diverse regions of the state, including parents, general and gifted educators, administrators and others as determined by the superintendent;

- Assist in the development and updating of a department-approved plan for gifted education in Ohio;

- Advise on policy recommendations;

- Serve as advisors in establishing criteria for review of proposals to implement innovative gifted services; and

- Establish criteria for identifying and recognizing schools, districts, and other educational providers

*Ohio Administrative Code 3301-51-15(I)*

GAC Coverage Map
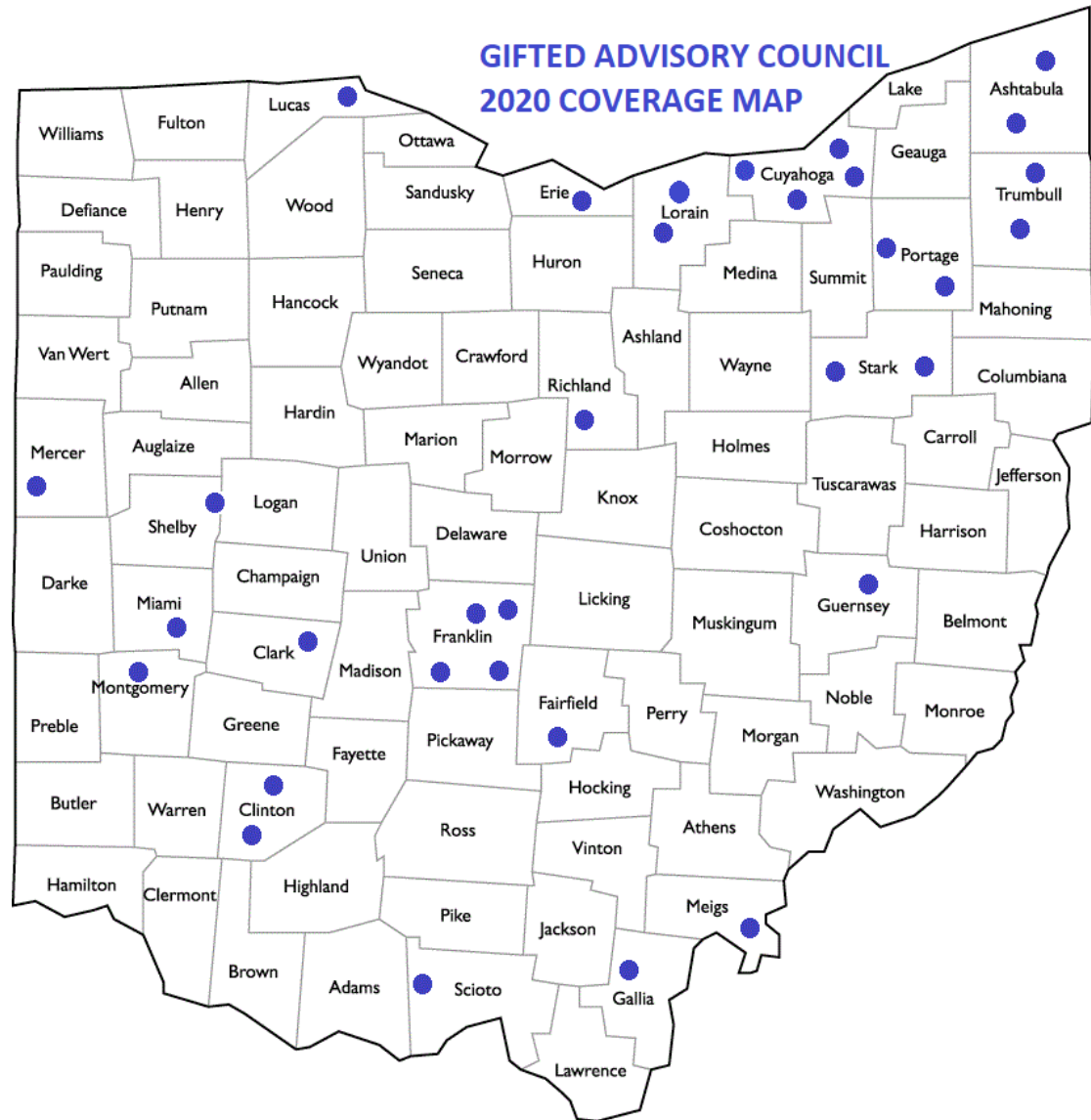
# **Review of Today's Agenda**

Where We Were, Where We Are, and Where We Are Going

> ➤ Ohio's Data Story: Equity Overview

> ➤ Ohio's Data Story: Next Steps

Strategy Conversation

> ➤ Planning the Plan: Developing Ohio's
>
>   Strategic Plan for Gifted Education

> ➤ Breakout Discussions

Next Steps and Closing

> ➤ Evaluation

> ➤ Next Meeting – December 9, 2020

# Where We Were, Where We Are, and Where We are Going

## Ohio's Data Story: Equity Review

## Ohio's Data Story: Next Steps

# Each Child, Our Future

**Vision** — In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

## Four Learning Domains

**Foundational Knowledge & Skills**
Literacy, numeracy and technology

**Well-Rounded Content**
Social studies, sciences, languages, health, arts, physical education, etc.

**Leadership & Reasoning**
Problem-solving, design thinking, creativity, information analytics

**Social-Emotional Learning**
Self-awareness & management, social awareness, relationship skills, responsible decision-making

**WHOLE CHILD**

## One Goal

Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

## Three Core Principles

- **Equity**
- **Partnerships**
- **Quality Schools**

## 10 Priority Strategies

1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation

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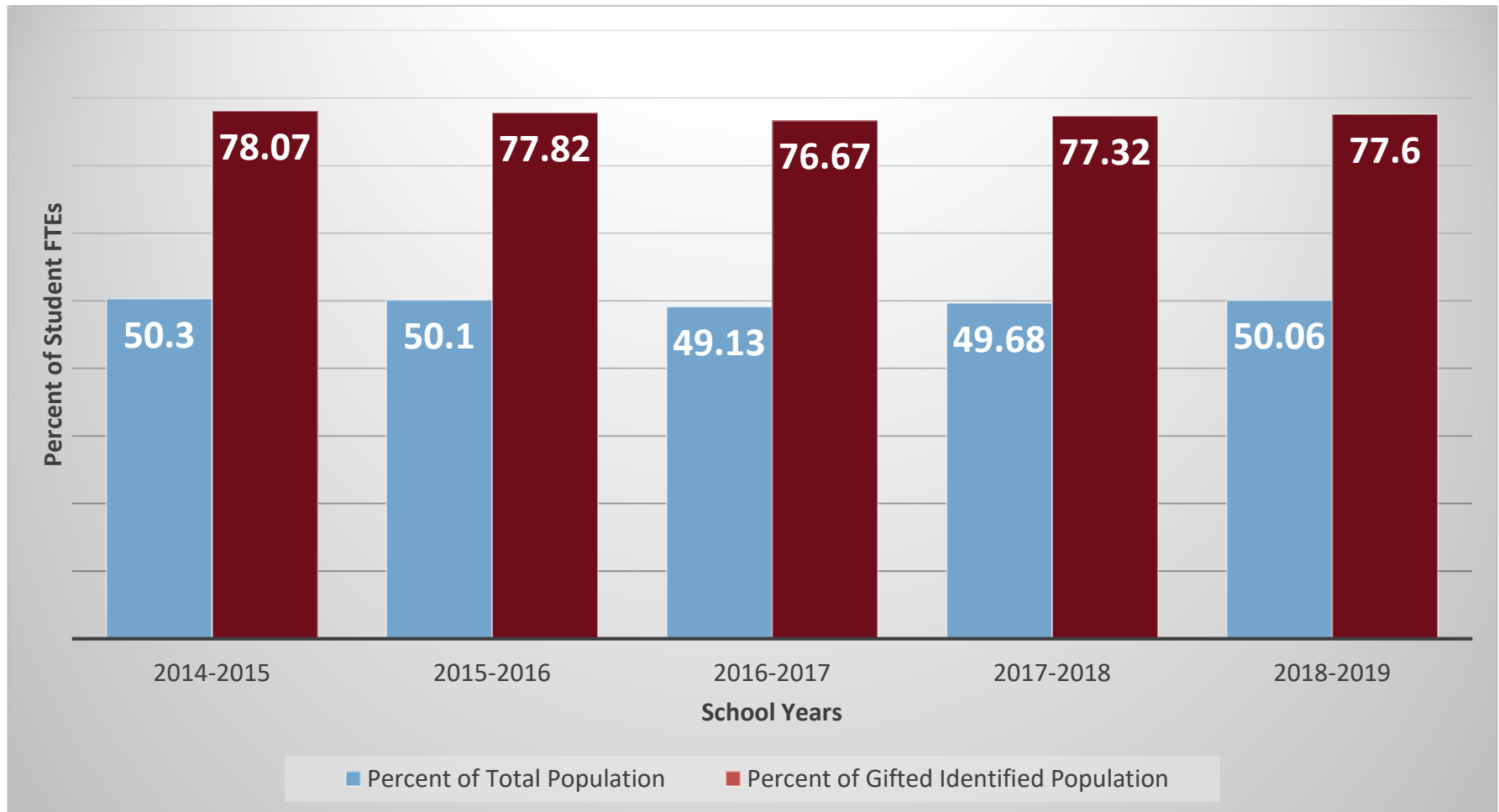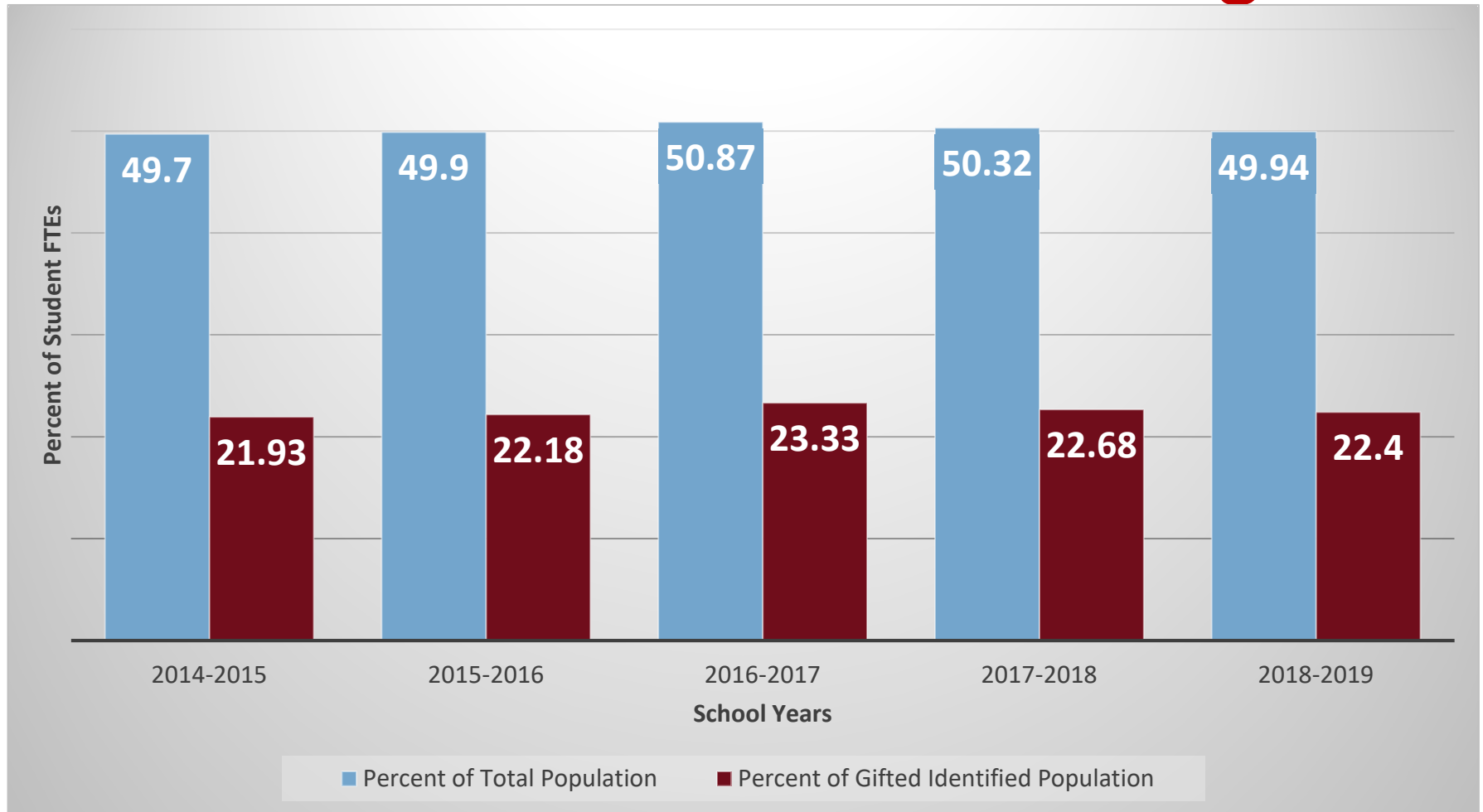
# Defining Equity in Education

Each child has access to relevant and challenging experiences and educational resources necessary across race, gender, ethnicity, language, disability, family background and/or income.

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# Representation of Students (FTE) with Economic Disadvantage

# Representation of Students by Race and Ethnicity: Asian



Chart: Percent of Student FTEs by School Years

| School Years | Percent of Total Population | Percent of Gifted Identified Population |
|---|---|---|
| 2014-2015 | 2.04 | 4.03 |
| 2015-2016 | 2.14 | 4.19 |
| 2016-2017 | 2.28 | 4.33 |
| 2017-2018 | 2.41 | 4.63 |
| 2018-2019 | 2.52 | 4.76 |

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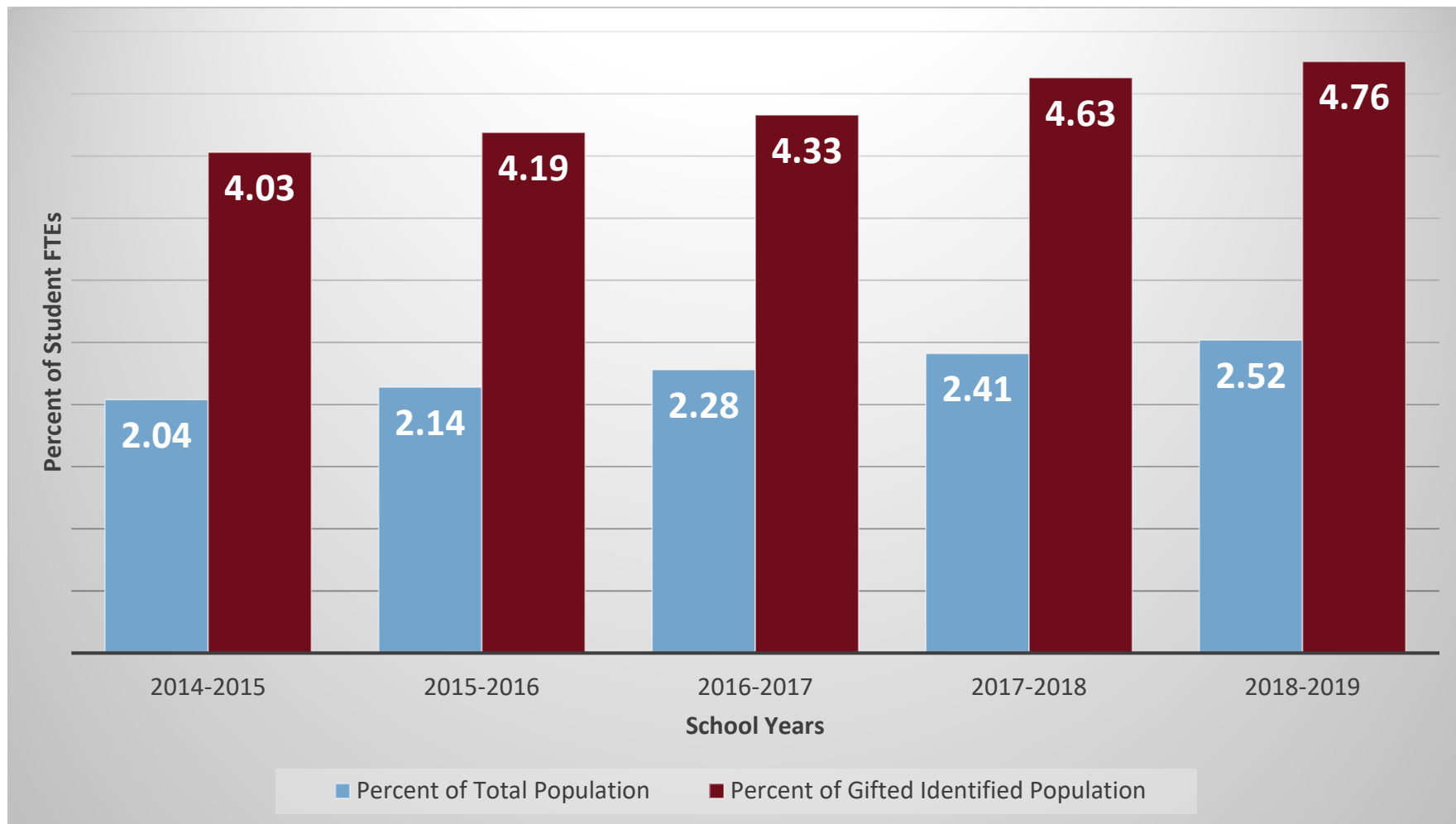
# Representation of Students by Race and Ethnicity: White

# Representation of Students by Race and Ethnicity: Multiracial



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



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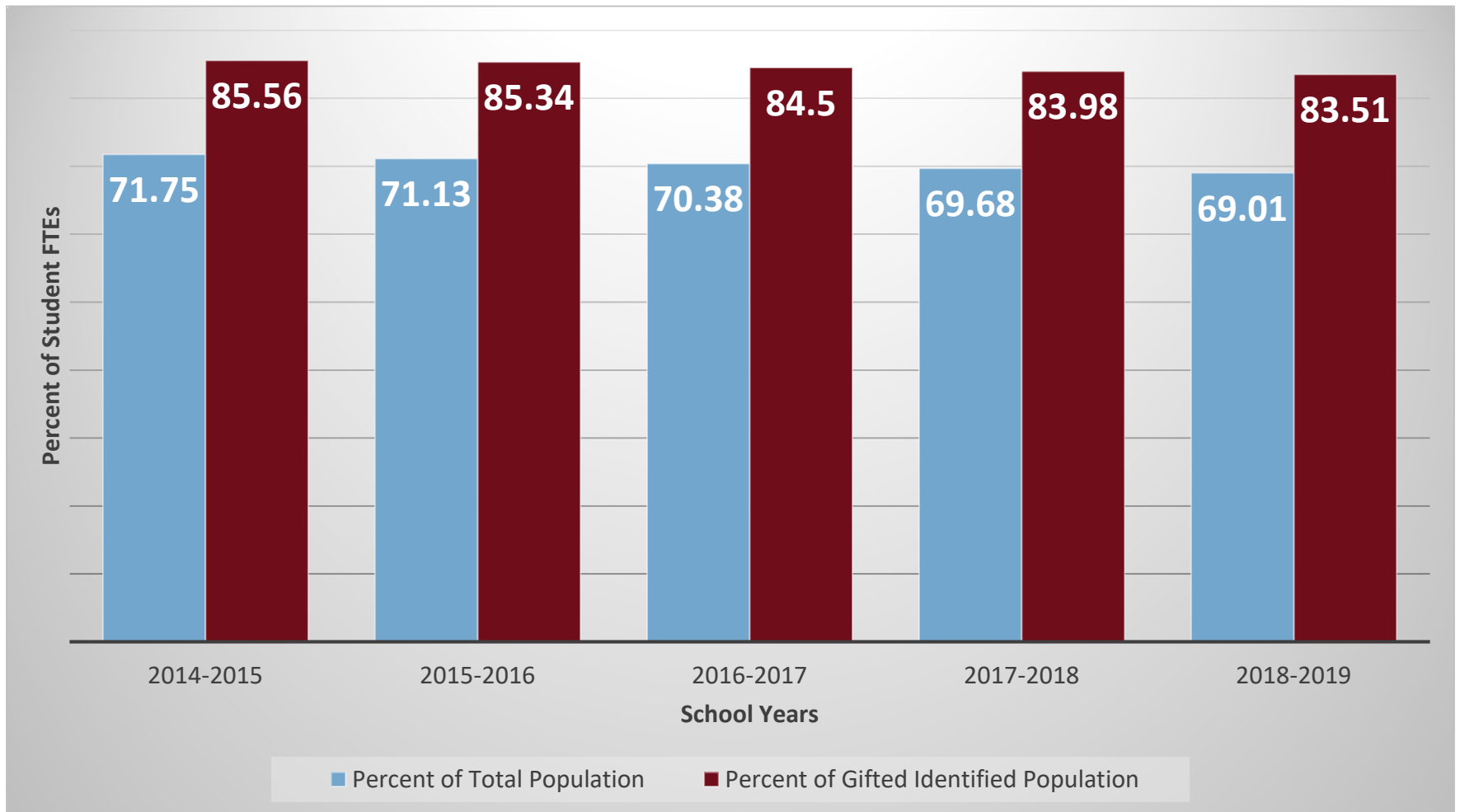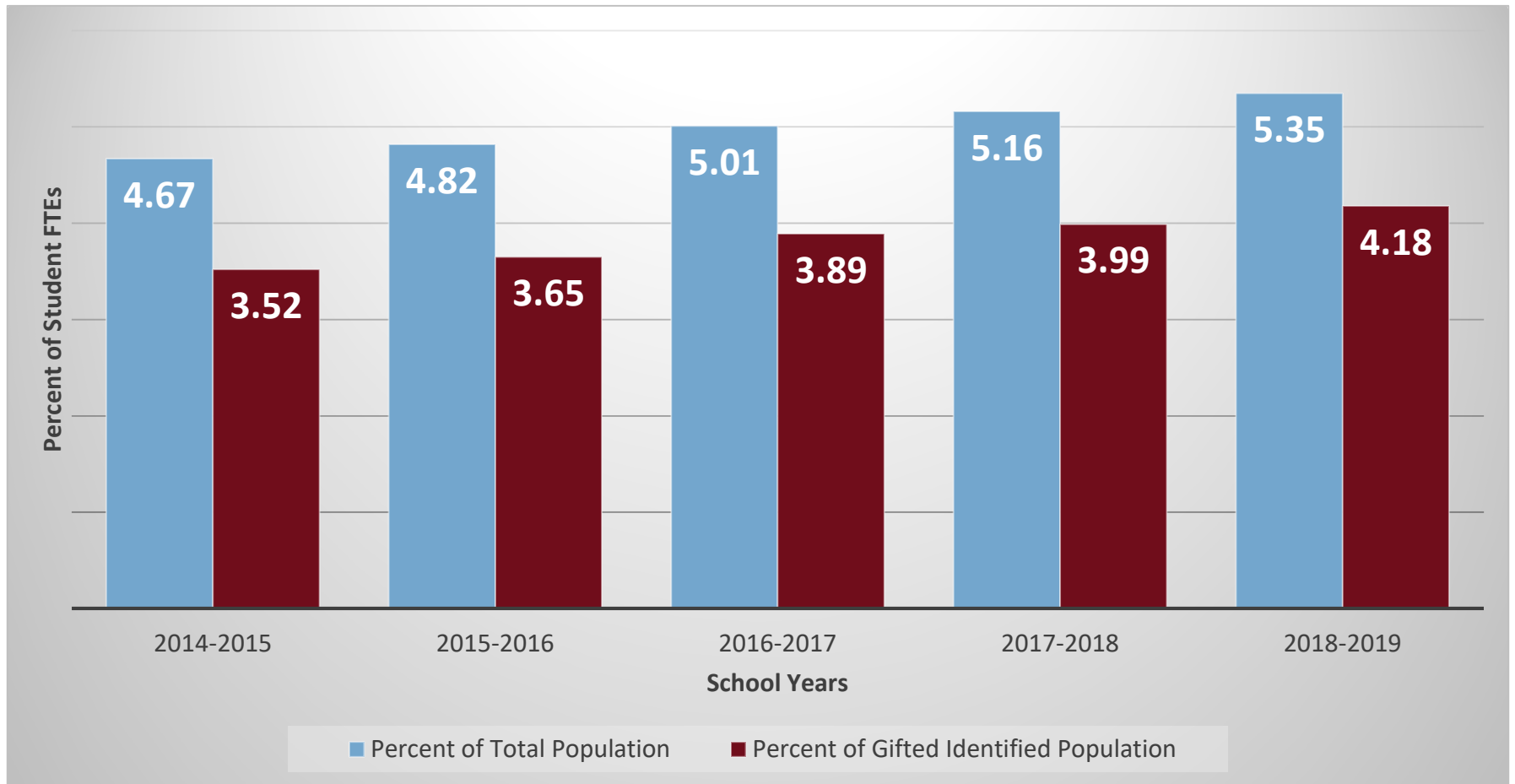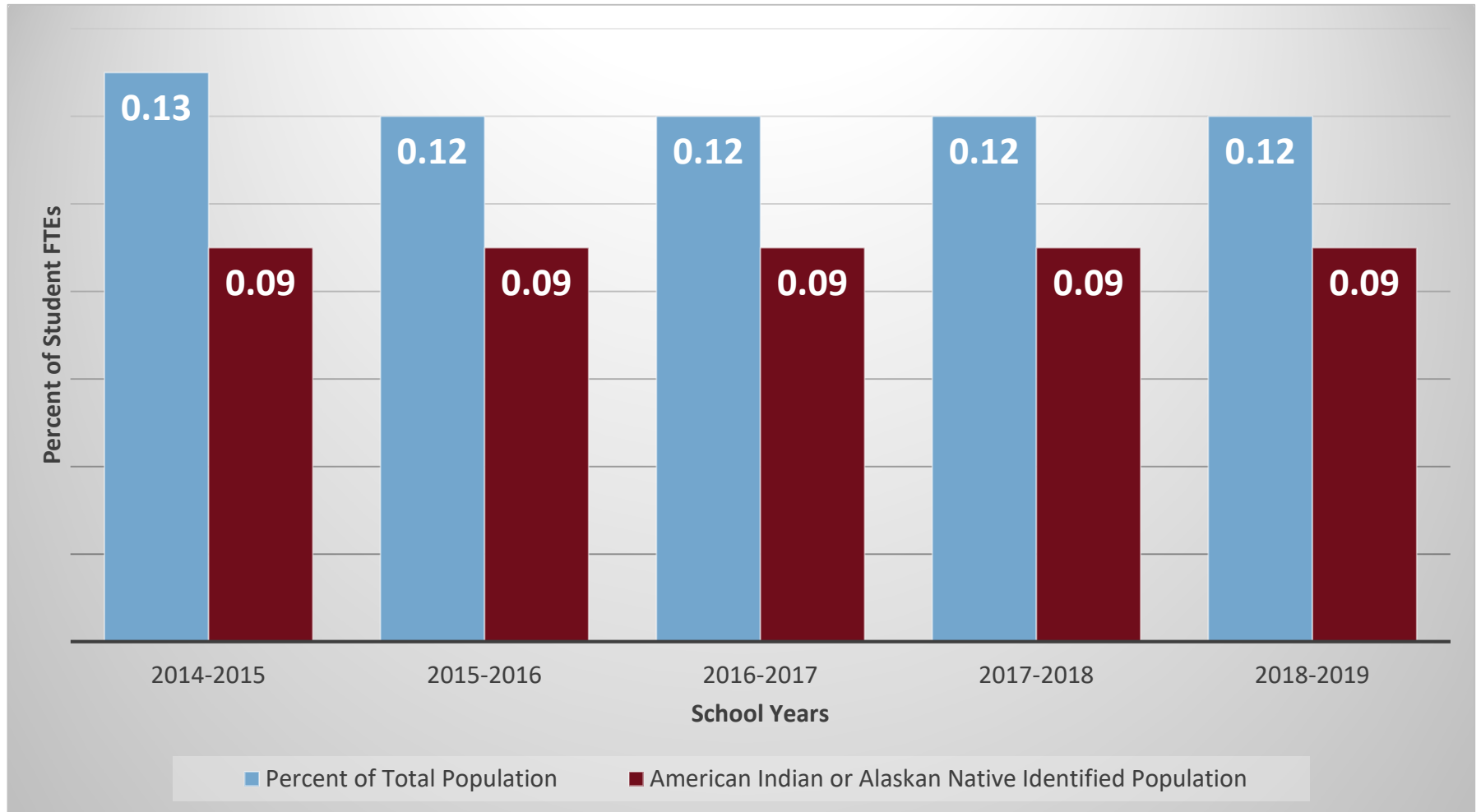# Representation of Students by Race and Ethnicity: Pacific Islander
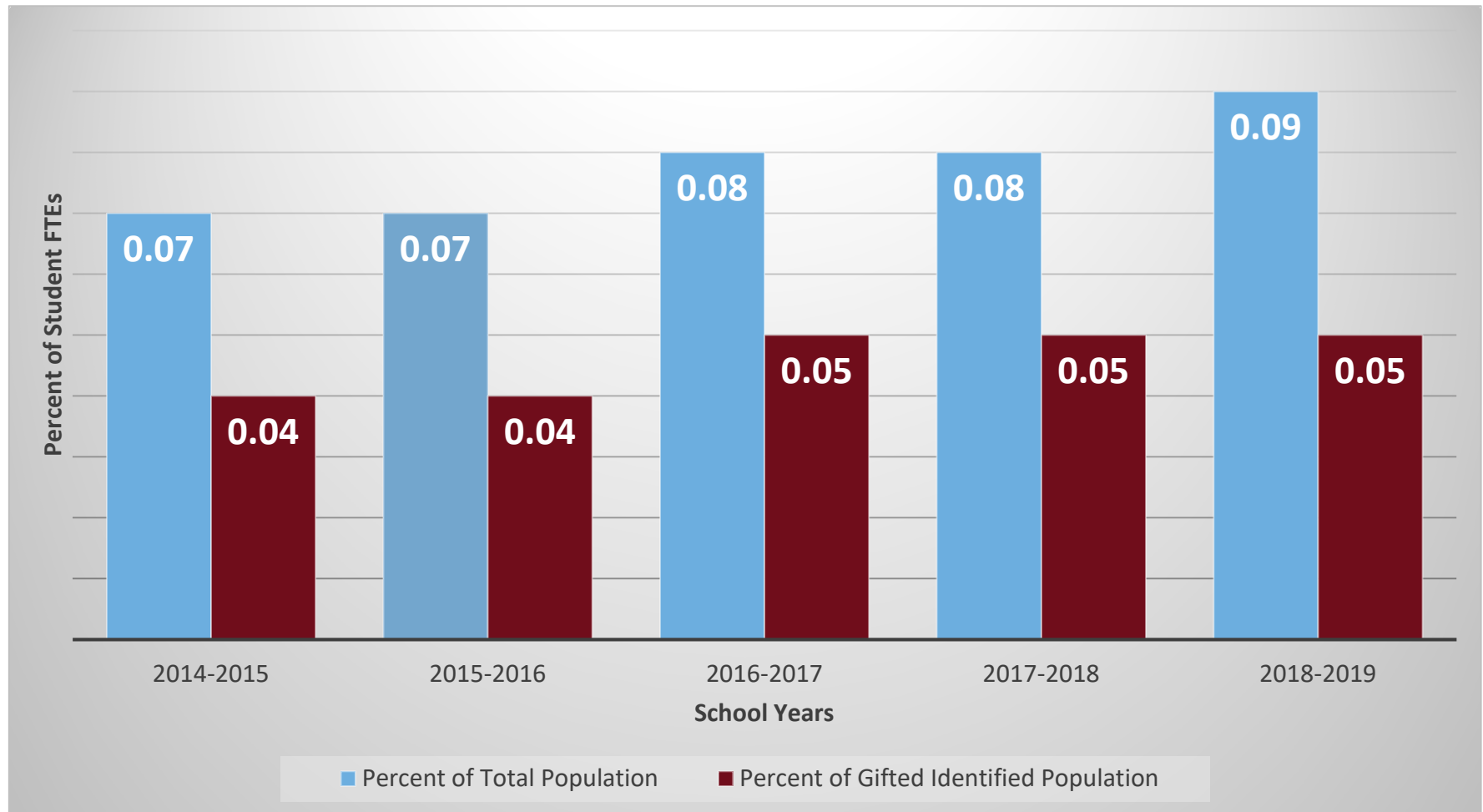
# Representation of Students by Race and Ethnicity: Hispanic
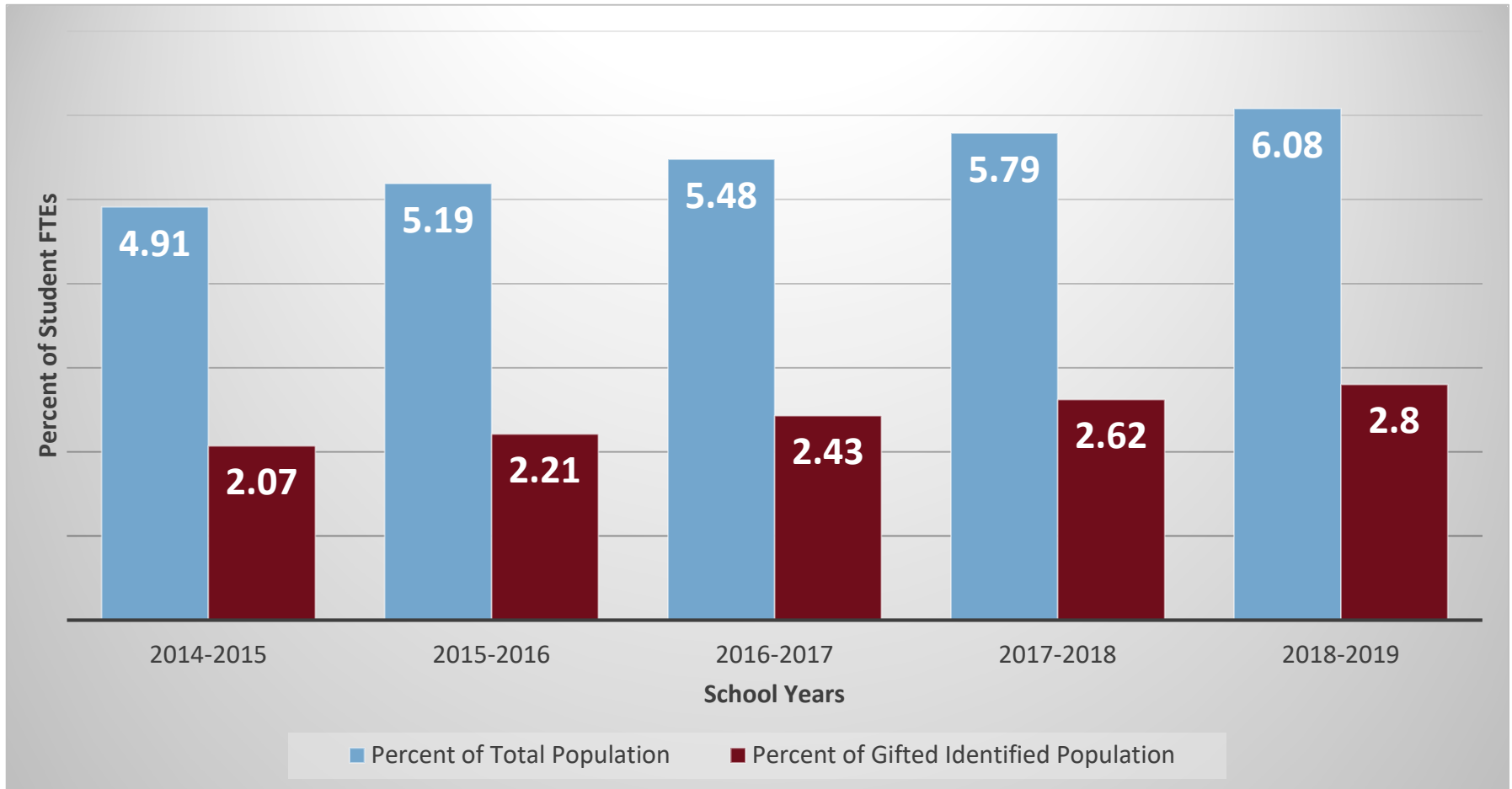
# Representation of Students by Race and Ethnicity: Black
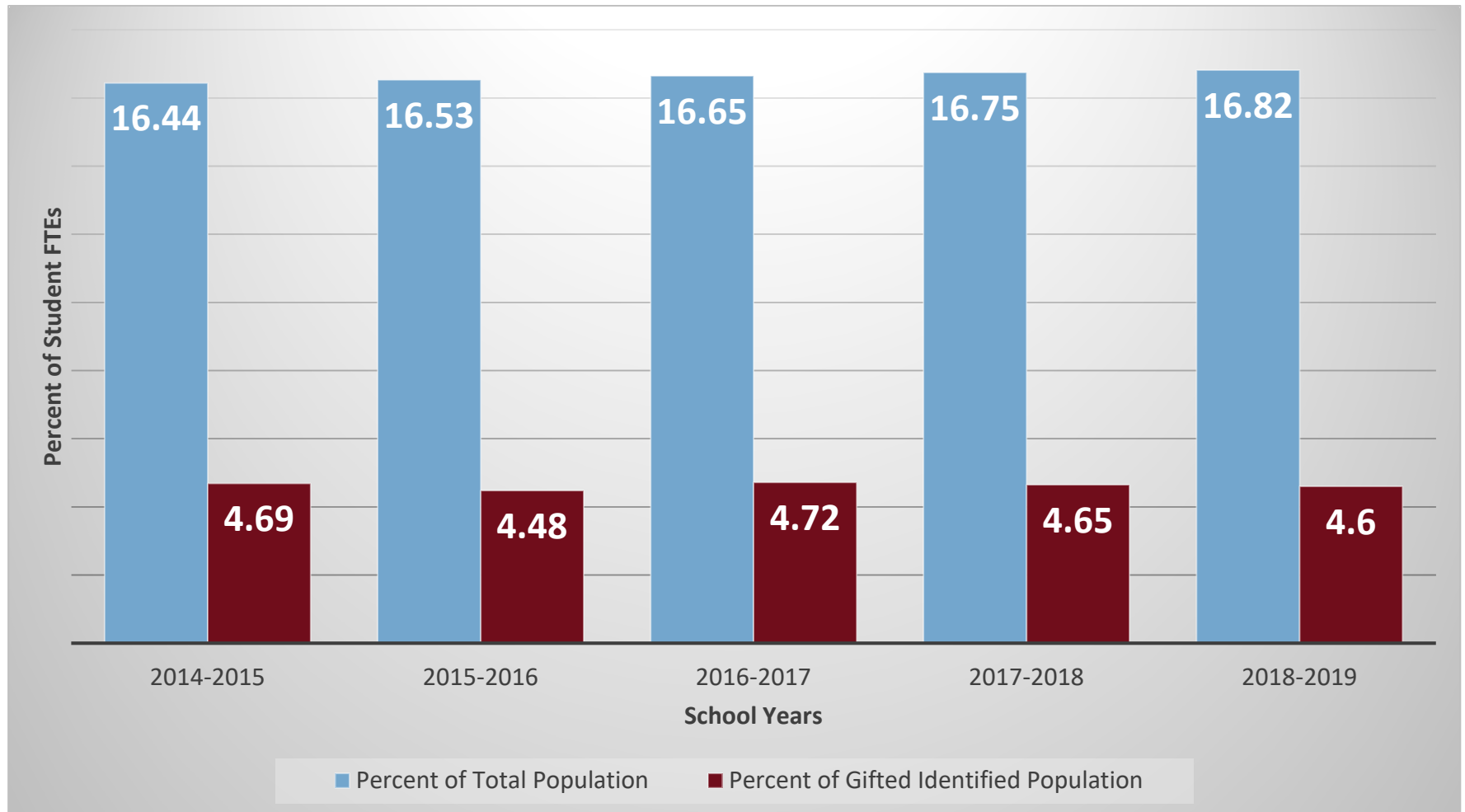
# Using Representation Index to Examine Ohio's Data

**Percentage of a group in the gifted identified 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**

# 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 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) *without* 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 Index Students (FTE) *with* Economic Disadvantage by Typology | 2014 - 2015 | 2015 - 2016 | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 |
|---|---|---|---|---|---|
| Typology 1 (rural, high poverty, small population) | .63 | .64 | .63 | .68 | .68 |
| Typology 2 (rural, average poverty, very small population) | .53 | .52 | .54 | .53 | .53 |
| Typology 3 (small town, low poverty, small population) | .49 | .48 | .49 | .48 | .47 |
| Typology 4 (small town, high poverty, average population) | .58 | .60 | .61 | .63 | .62 |
| Typology 5 (suburban, low poverty, average population) | .43 | .43 | .45 | .45 | .45 |
| Typology 6 (suburban, very low poverty, large population) | .35 | .34 | .36 | .32 | .31 |
| Typology 7 (urban, high poverty, average population) | .66 | .71 | .71 | .70 | .70 |
| Typology 8 (urban, very high poverty, very large population) | .89 | .90 | .89 | .89 | .88 |

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# 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 |

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# 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 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 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 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 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 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<br>Race and Ethnicity by Typology:<br>*Asian* | 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 Index<br>Race and Ethnicity by Typology:<br>*White* | 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 Index<br>Race and Ethnicity by Typology:<br>*Multiracial* | 2014<br>-<br>2015 | 2015<br>-<br>2016 | 2016<br>-<br>2017 | 2017<br>-<br>2018 | 2018<br>-<br>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 Index<br>Race and Ethnicity by Typology:<br>*American Indian or Alaskan Native* | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---|---|---|---|---|---|
| Typology 1 (rural, high poverty, small population) | NC | **.51** | 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) | **.66** | **.70** | **.64** | **.72** | **.72** |
| Typology 4 (small town, high poverty, average population) | **.55** | **.61** | **.58** | NC | NC |
| Typology 5 (suburban, low poverty, average population) | .82 | .81 | **.74** | **.70** | **.60** |
| Typology 6 (suburban, very low poverty, large population) | **.75** | **.78** | .83 | **.79** | .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 Index Race and Ethnicity by Typology: *Pacific Islander* | 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 | .71 | NC |
| Typology 4 (small town, high poverty, average population) | NC | NC | NC | NC | NC |
| Typology 5 (suburban, low poverty, average population) | .40 | .43 | .53 | .56 | .56 |
| Typology 6 (suburban, very low poverty, large population) | .53 | .46 | .56 | .65 | .73 |
| Typology 7 (urban, high poverty, average population) | .68 | .74 | .94 | .87 | .70 |
| Typology 8 (urban, very high poverty, very large population) | 1.02 | NC | .83 | NC | .89 |

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

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

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# 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

# Path to Equity



- One of Ohio's greatest education challenges is equity in education achievement.

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

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# What is needed?

Systemic changes are needed so personal and social circumstances do not prohibit students from accessing identification or accessing services and advanced learning opportunities.
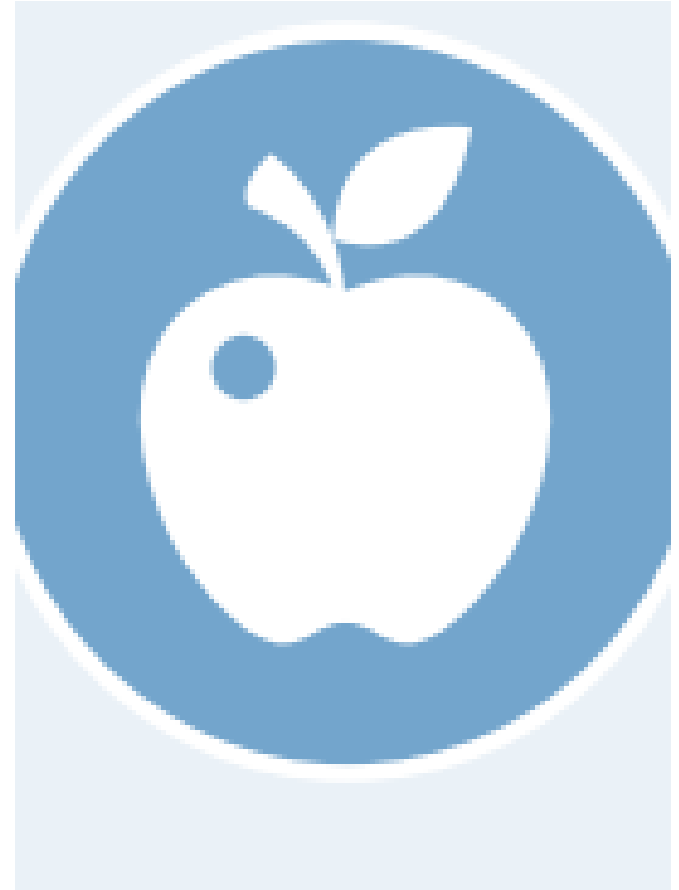
# What does the research say?

- Economic status and race are predictors for identification

- This is a reflection of historic and systemic racism, discrimination, and bias in the United States

- Opportunity to learn is significantly reduced for students who are economically disadvantaged

- Differences in performance on standardized assessments among student groups

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# What does the research say about gifted identification?

- Assessment choice, whole-grade testing, and talent development – still considered good practices in general – are not sufficient to address systemic and persistent underrepresentation

**What we *must* do:**

- Re-think the identification process to allow for additional pathways to identification

# Strategy Conversation

## Planning the Plan

## Developing Ohio's Strategic Plan for Gifted Education
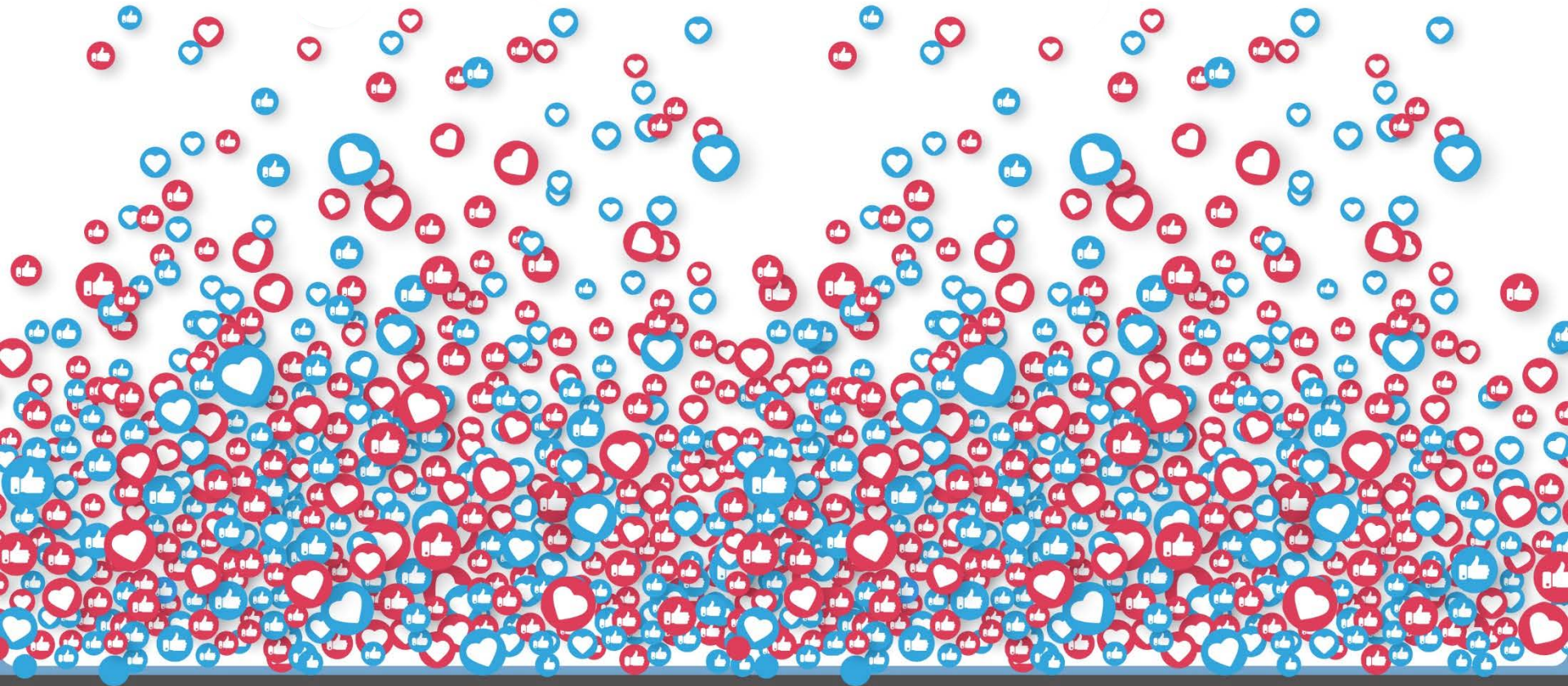
## Breakout Discussions

# Next Steps and Closing Comments

- Please complete the evaluation form and email it to Beth at [Elizabeth.Arledge@education.ohio.com](mailto:Elizabeth.Arledge@education.ohio.com)

- Next meeting – December 9, 2020

@OHEducation

# Share your learning community with us!
## #MyOhioClassroom

# Celebrate educators!
## #OhioLovesTeachers