



**2015 State of Gifted Education in Ohio**

(Prepared February, 2015)

Gifted education funding in Ohio has gone through multiple revisions since the **2008/2009** school year. With the dismantling of the gifted unit funding system as of school year **2009/2010**, gifted education funding operated under a “maintenance of effort” provision until the last biennium. This provided absolute flexibility with few or no barriers for districts to use state gifted funding to meet the needs of gifted children as they wished. Unfortunately, the approach resulted in staggeringly negative consequences for gifted students across the state. The new gifted funding system introduced in the last biennium produced, at least on paper, significant increases in funding through a formula that was calculated inside the core funding formula. (In the gifted unit funding system, all gifted funds were allocated outside of the formula.) Because the accountability provisions for the funding are weak and unenforced by the Ohio Department of Education (ODE), the only funding that truly supports gifted education is the **\$3.8** million allocated to ESCs for gifted coordinators and gifted intervention specialists.

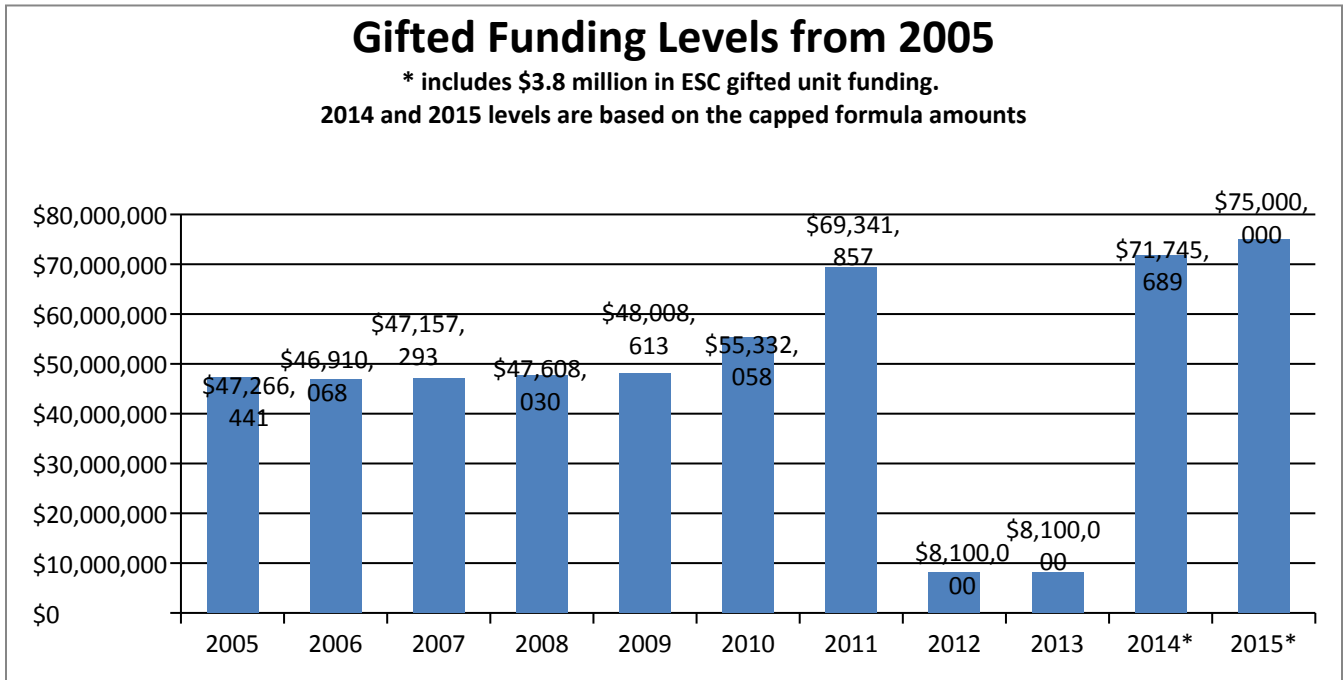
While almost **\$68** million of state gifted funding (based on capped amounts) was allocated to districts in **FY2013**, more than half all districts spent less than amount allocated to the districts in the state funding formula. And while the theory was that districts would use gifted formula funds to pay ESCs for services if needed, this appears to be an issue for many smaller districts (in typology groups 1 – 3) that are disproportionately spending less of their gifted formula amounts than the other larger groups. Gifted students in these smaller districts have been hurt by this formula shift as well as the cut in ESC gifted funding from **\$8.1** million to **\$3.8** million.

<u>Typology</u>	<u>Number of Districts</u>	<u>Gifted Expenditure to State Gifted Funding Allocation</u>	<u>Districts Spending Under the State Gifted Allocation</u>	<u>Districts Spending \$0 on Gifted</u>
1	124	77.97%	88	14
2	107	68.20%	74	15
3	111	81.80%	70	16
4	89	109.56%	46	6
5	77	137.04%	26	1
6	46	263.69%	6	2
7	47	148.37%	21	1
8	8	125.15%	4	0
<b>State Average</b>	<b>609</b>	<b>130.29%</b>	<b>335</b>	<b>55</b>

**Historic Levels of Gifted Funding**

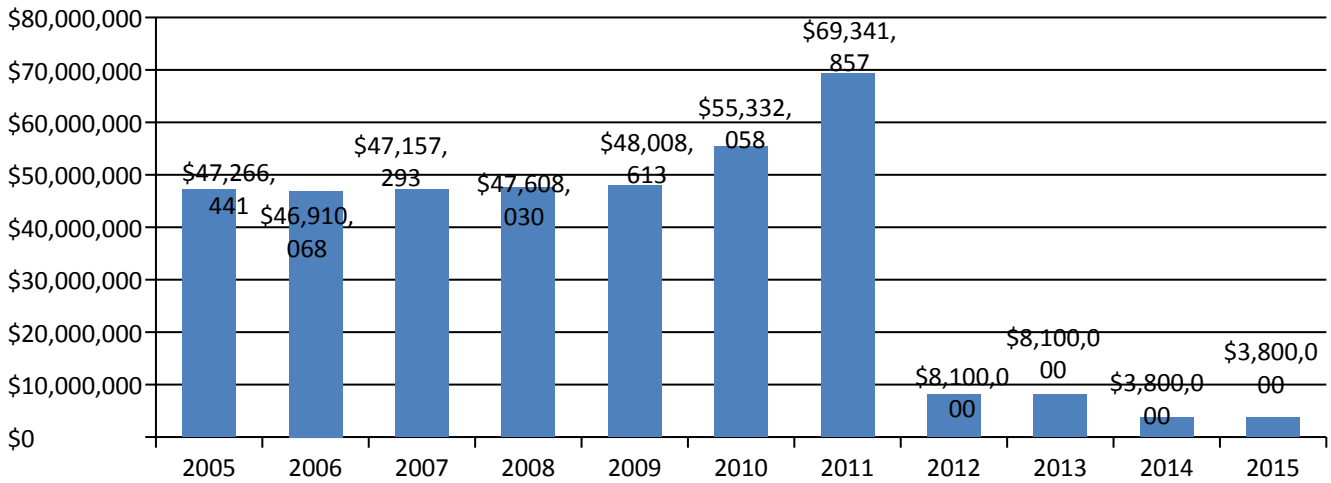
Depending on one’s viewpoint, gifted funding is either at the highest level in history or has experienced a decrease of almost **95%**. Funding was relatively unchanged until **2009** with the introduction of the evidence-based model system. On paper, funding rose for the years **2010** and **2011**, but as districts were only obligated to meet a maintenance of effort provision, they were not required to spend the state levels of gifted funding

beyond that provided in **FY2009**. For the **FY2011/2012** biennium, a similar situation existed. 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 appeared to be inconsistent at best and in many cases, non-existent. In addition, **\$8.1** million was allocated for gifted funding for educational service centers (ESCs). In the current **FY2013/FY2014** biennium a new funding formula was introduced for gifted. 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. While ORC states that funding for student subgroups in the funding formula must spent on those sub-groups, it is clear that the majority of districts do not feel bound by the law in this area. This is particularly true for smaller districts previously served almost exclusively by ESCs.



OR

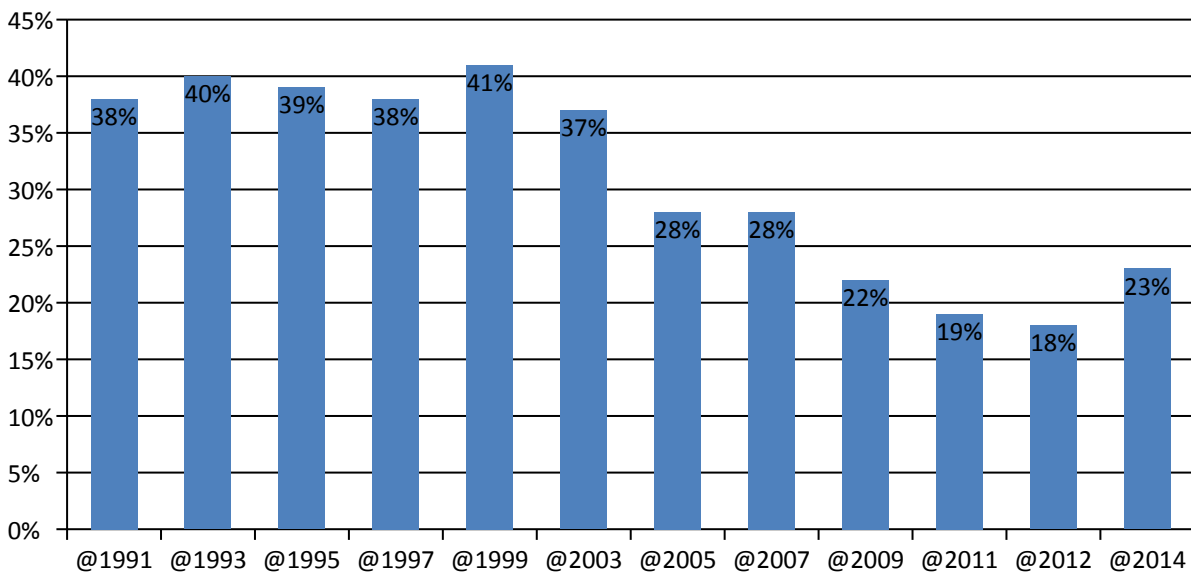
## Gifted Funding Levels from 2005



### Gifted Services

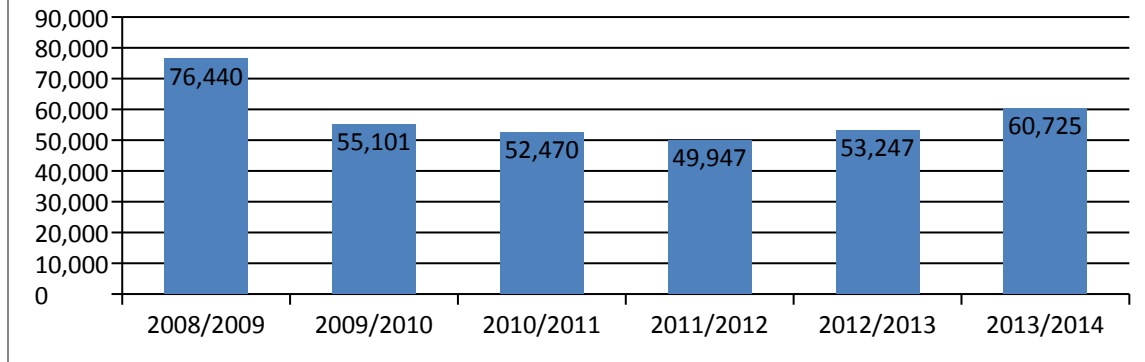
Services to gifted children reached a peak in 1999 and have been in decline ever since. In school year **2012/2013**, service levels hit a new low as dropped below **19% in 2012**.

## Level of Gifted Services Provided in Ohio Over Two Decades



In the **2013/2014** school year, Ohio districts served approximately **60,725** gifted students. In the **2008/2009** school year, **76,440** gifted students were served. This was the last year Ohio had the gifted unit funding system that was outside the school funding formula and which had built-in accountability. Even with the recent service increases, services to gifted students are still well below the **2008/2009** levels.

## Decline of Gifted Services from 2008



A recent upswing in service levels is likely attributed to the new gifted performance indicator which shines the light on gifted identification, services, growth, and performance. While the increase in services over the past two years is encouraging, some of the increases can be attributed to districts that are documenting services in areas that they have neglected to report rather than actually increasing services. In addition, there is evidence that some districts are documenting services that are not truly services (e.g. gifted students in a regular classroom with no support from any gifted staff, minimal teacher training, and no accelerated gifted content).

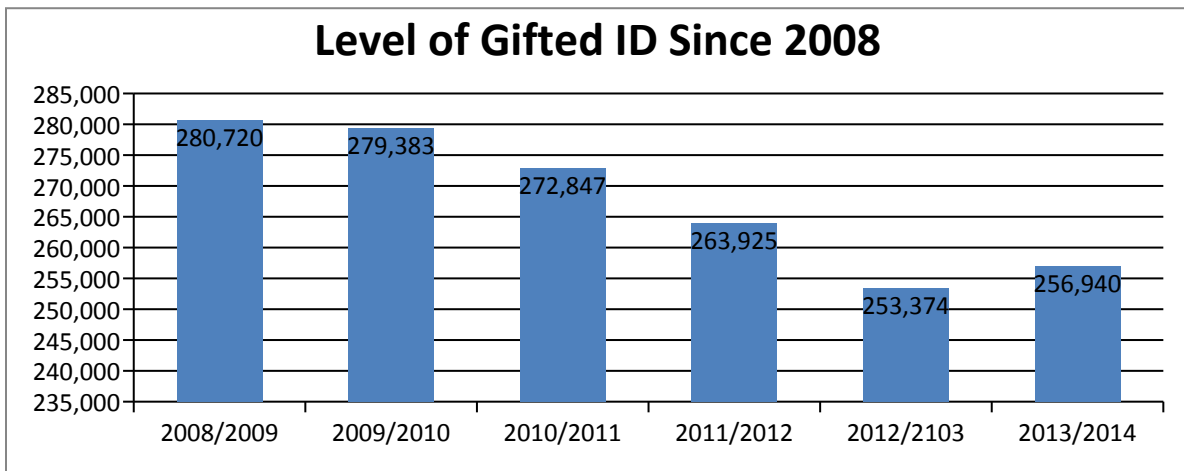
Viewing services by typology is an interesting exercise as it shows that gifted students in smaller, rural districts, small towns and urban areas do not fare as well as those in larger, more suburban districts. Digging a little deeper into the data it is clear that while there are reported increases in almost all district typology groups, the majority of districts are not increasing service levels. In fact, almost two-thirds of the service increases can be attributed to fewer than 50 districts.

Typology	Number of Districts	2014 % of ID'd	2014 % of ID Served	2014 % of ID Served by ADM		Served loss/gain from 2013	% Served loss/gain as % of ADM	# of Districts Serving Fewer or the Same as 2013	% of Districts Serving Fewer or the Same as 2013
				2014 % of ID Served by ADM	ID loss/gain from 2013				
1	124	12.47	20.18	2.52	0.22%+	3.75%+	.50%+	74	59.68%
2	107	13.69	18.84	2.58	-.12%	5.12%+	.68%+	61	57.01%
3	111	15.93	23.11	3.68	-.35%	5.35%+	.79%+	50	45.05%
4	89	12.03	25.26	3.04	-.38%	.44%+	-0.04%	55	61.80%
5	77	19.62	24.91	4.89	.14%+	2.77%+	.57%+	38	49.35%
6	46	31.68	22.29	7.06	1.54%+	.70%+	.56%+	18	39.13%
7	47	9.87	24.56	2.42	.02%	.92%+	.10%+	26	55.32%
8	8	9.47	29.1	2.76	-.15%	6.18%	.55%+	5	62.50%

<b>State Average</b>	<b>609</b>	<b>16.55</b>	<b>23.46</b>	<b>3.88</b>	<b>.19%+</b>	<b>2.45%</b>	<b>.45%+</b>	<b>327</b>	<b>53.69%</b>
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**Gifted Identification**

To compound matters, the service percentage is a statistic that is likely artificially high as districts are identifying fewer gifted students. In school year **2008/2009**, districts identified **280,720** students as gifted. That figure is now down to **256,940** a drop of **8.5%** with the vast majority of that drop from **2010/2011** to **2011/2012**. This would make sense if the number of students overall was decreasing, but in fact the number of students attending school districts has increased. Again, it is clear from the breakdown in district typology groups that gifted students are much less likely to be identified in smaller rural districts, small towns, and urban districts.



**District Cuts**

In terms of what all of this means at the district level, the facts are astonishing. Since **FY2008/2009**, **227** districts have decreased gifted services and **228** districts have decreased identification. At this point, **141** districts provide no services to gifted children (or too few to count). This is compared to **84** districts in **FY2008/2009** that provided no services to gifted children.

**Vulnerable Populations**

Because of the new gifted performance indicator, a bright spot in gifted policy, we now have breakouts of district identification and services across grade bands, types of giftedness, and student demographics. Data on gifted identification and services in grades K-3, disadvantaged and minority students tell a bleak tale:

Grades K-3: As with all student sub-groups, the earlier gifted students are identified and provided with appropriate intervention, the more likely they are to realize their potential. Unfortunately, in Ohio it is evident that the majority of districts do a poor job of identifying and serving young gifted students. Over **10%** of Ohio’s districts do not identify any gifted children in grades K-3. Almost one-third of districts identify fewer than **3%** of their K-3 population. The statistics are even more extreme if we examine gifted assessment data in grades K-2. While on average, Ohio districts identify about **16.55%** of their students as gifted, only **6.7%** of gifted students are identified in K-3. Service figures are worse, with only **3.88%** of gifted students in K-3 receiving services while the state average is **23.46%**. While no district typology group appears to do a good job of identifying gifted children in the early grade levels, it is a particularly acute problem in the urban areas.

Typology	Number of Districts	% ID'd	2014 % of ID Served	% of ID Served by ADM	2014 % Gifted K-3 ID	2014 % K-3 ID as % of Overall ID	2014 % Gifted K-3 Served	2014 % K-3 Served as % of Overall Served
1	124	12.4 7	20.18	2.52	5.4	43.30%	16.3	80.77%
2	107	13.6 9	18.84	2.58	5.6	40.91%	17.8	94.48%
3	111	15.9 3	23.11	3.68	6.5	40.80%	19.6	84.81%
4	89	12.0 3	25.26	3.04	4.2	34.91%	18.9	74.82%
5	77	19.6 2	24.91	4.89	8.8	44.85%	22.6	90.73%
6	46	31.6 8	22.29	7.06	18	56.82%	18.1	81.20%
7	47	9.87	24.56	2.42	4.2	42.55%	22.5	91.61%
8	8	9.47	29.1	2.76	4.2	44.35%	26.9	92.44%
<b>State Average</b>	609	16.5 5	23.46	3.88	6.7	40.48%	19.4	82.69%

Economically Disadvantaged Students – Students who are classified as economically disadvantaged are less than half as likely to be identified as gifted in the state of Ohio and **81%** less likely to get service. These are alarming figures. While urban districts tend to do a better job of identifying economically disadvantaged students as gifted, the large urban districts fail to provide a commensurate level of services to these students. Suburban districts do a very poor job of identifying and serving gifted economically disadvantaged students.

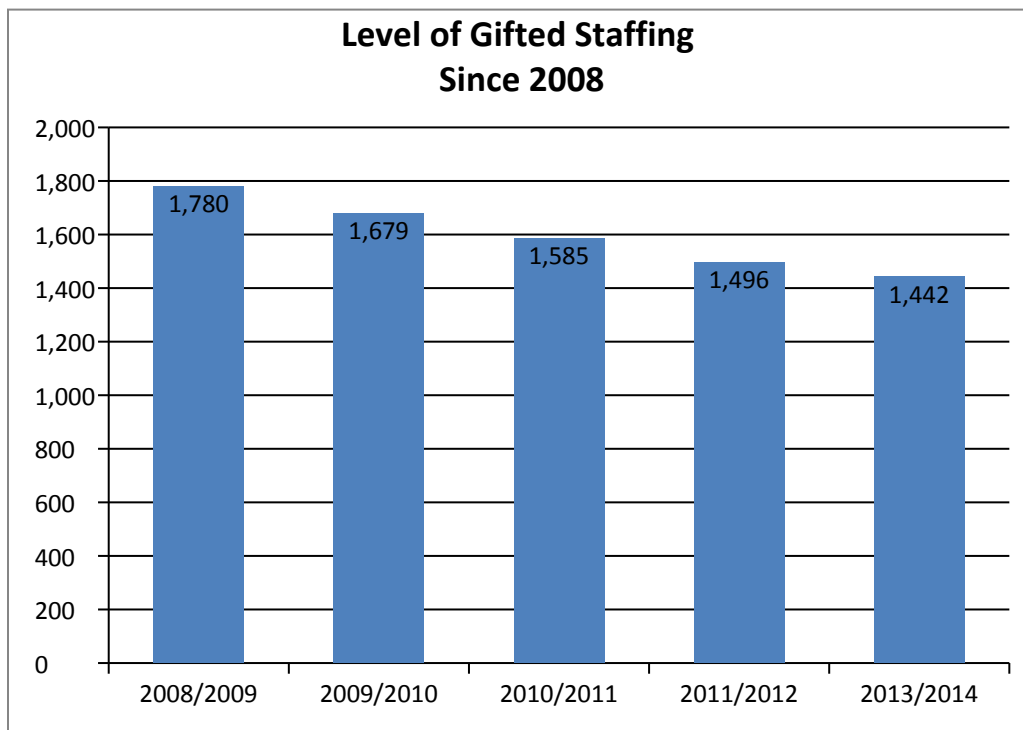
Typology	Number of Districts	2014 % ID'd	2014 % of ID Served	2014 % of ID Served by ADM	2014 % Gifted Ec. Disadv. ID	2014 % Ec. Disadv. ID as % of Overall ID	2014 % Gifted Ec. Disadv. Served	2014 % Ec. Disadv. Served as % of Overall Served
1	124	12.4 7	20.18	2.52	7.2	57.74%	19	94.15%
2	107	13.6 9	18.84	2.58	7.7	56.25%	17.8	94.48%
3	111	15.9 3	23.11	3.68	8.3	52.10%	20.1	86.98%
4	89	12.0 3	25.26	3.04	6.7	55.69%	20	79.18%
5	77	19.6 2	24.91	4.89	9.2	46.89%	21	84.30%
6	46	31.6 8	22.29	7.06	12.1	38.19%	16.8	75.37%
7	47	9.87	24.56	2.42	6.3	63.83%	26.5	107.90%
8	8	9.47	29.1	2.76	7.4	78.14%	19.7	67.70%
<b>State Average</b>	609	16.5 5	23.46	3.88	8	48.34%	19	80.99%

Minority Students – Districts do a somewhat better job of identifying minority students vs. economically disadvantaged students, though the numbers may be somewhat skewed as minority gifted student figures include minority students identified as Asian who have historically been more likely to be identified as gifted in the state of Ohio than any other sub-group including non-Hispanic white students. Overall, however, minority students are less likely to be identified as gifted particularly in small towns and smaller urban districts. And while on average, minority students are more likely to be served, this is clearly not the case in some small rural districts, small towns, and the large urban districts.

<u>Typology</u>	<u>Number of Districts</u>	<u>2014 % ID'd</u>	<u>2014 % of ID Served</u>	<u>2014 % of ID Served by ADM</u>	<u>2014 % Gifted Minority ID</u>	<u>2014 % Minority ID as % of Overall ID</u>	<u>2014 % Gifted Minority Served</u>	<u>2014 % Minority Served as % of Overall Served</u>
1	124	12.47	20.18	2.52	7.8	62.55%	28.4	140.73%
2	107	13.69	18.84	2.58	9.8	71.59%	6.4	33.97%
3	111	15.93	23.11	3.68	9.9	62.15%	28.1	121.59%
4	89	12.03	25.26	3.04	6.9	57.36%	22.3	88.28%
5	77	19.62	24.91	4.89	12.4	63.20%	25.6	102.77%
6	46	31.68	22.29	7.06	21.5	67.87%	28.6	128.31%
7	47	9.87	24.56	2.42	5.1	51.67%	27.4	111.56%
8	8	9.47	29.1	2.76	6.5	68.64%	18.7	64.26%
<b>State Average</b>	609	16.55	23.46	3.88	10	60.42%	25.7	109.55%

**Gifted Staffing**

Along with services, licensed gifted staffing levels have plummeted over the past few years. As of the **2013/2014** school year, there were fewer than **1,450** licensed gifted professionals working in Ohio districts and ESCs. Considering that **16%** of Ohio’s student population is identified as gifted, this level is highly inadequate. Licensed gifted staff decreased from by **23%** since the **FY2008/2009** school year. Gifted coordinator numbers decreased by **21%** while the number of gifted intervention specialists has decreased by **24%**. The issue of appropriate gifted staffing is critical to the discussion of gifted services. Classroom teachers in Ohio are provided no pre-service in order to understand, identify or provide rudimentary services to gifted children in Ohio.



### Gifted Performance and Growth

The new gifted performance indicator (GPI) is composed of three components: gifted value-added scores, gifted performance index, and gifted input points, which is a measure of gifted identification and service across student demographics and grade bands. Districts must meet each of the component cut scores to meet the overall GPI, with the exception of districts under 600 ADM. The cut scores required this year were a gifted value-added grade of “C” or above, a gifted performance index score of 115 (out of 120) or above, and a gifted input score of 40 (out of 100 possible points) or above. The GPI will be fully-phased in by the 2016-2017 school year when the cut scores will be increased to be more in line with other report card indicators. Even at current low levels of expectations for districts, the majority of districts did not meet the indicator this past year. Suburban districts (type 5 and 6) in general were more successful in meeting the gifted performance indicator. While suburban districts are more likely to meet the GPI, it is also clear that these districts tend to spend more on gifted students and are more likely to identify gifted students. However, in every district typology group with the exception of large urban districts, some districts were able to meet the gifted performance indicator. There does appear to be some correlation between funding and performance. Of the 154 districts that met the gifted performance indicator, 106 districts (over two-thirds), spent at or more than the state gifted allocation in the state core funding formula.

<u>Typology</u>	<u>#of Dist</u>	<u>2014 %</u>	<u>2014</u>		<u>% High Value-Added Scores*</u>	<u>% Low Value-Added Scores**</u>	<u>Average Value-Added Gain Index</u>	<u>Avg. Gifted Points</u>	<u>Average Gifted Performance Index</u>	<u>Gifted Expenditure to State Funding Allocation</u>
			<u>% of ID Serv</u>	<u># Met GPI</u>						



1	124	12.47	20.1	8	11	8.87	22.58	29.03	-0.297	34.71	115.11	77.97%
2	107	13.69	18.8	4	21	2	20.56	19.62	0.0192	33.35	115.86	68.20%
3	111	15.93	23.1	1	28	3	29.73	26.13	0.0695	38.1	116.32	81.80%
4	89	12.03	25.2	6	14	6	20.22	26.97	-0.2103	34.07	115.68	109.56%
5	77	19.62	24.9	1	42	7	55.26	11.84	1.2963	43.71	116.89	137.04%
6	46	31.68	22.2	9	33	4	67.39	0	3.3107	45.74	117.63	263.69%
7	47	9.87	24.5	6	5	3	20	44.19	-0.6491	37.39	114.35	148.37%
8	8	9.47	29.1	0	0	0	0	75	-2.34	32.38	112.01	125.15%
State Avg.	609	16.55	23.4	6	155	1	32.13	24.59	0.3052	36	115.8	130.29%

\*A or B grades

\*\*D or F grades

### Summary

Since **FY2008/2009**, **227** districts have decreased services to gifted students. Of those, **141** districts provide no services to gifted students. Gifted staffing has decreased by **16%**. State gifted funding levels are either at an all-time historical high or an abysmal low depending on whether districts are accountable for spending gifted funding in the core formula on gifted students. Gifted students in small rural and urban areas are the least likely to be identified and served. Young gifted students or those 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 funding accountability, the lack of services across the state, and the lack of oversight from ODE have created a situation where three-quarters of Ohio’s districts do not meet the new gifted performance indicator. Without changes in funding accountability and oversight, gifted students will remain perpetually under-served in Ohio.