



## Testimony to the House Finance Committee on HB64

March 25, 2015

**Chairman Smith, Ranking Member Driehaus, members of the committee:**

Thank you for the opportunity to testify today on HB64. My name is Ann Sheldon, and I am the Executive Director of the Ohio Association for Gifted Children (OAGC).

Gifted education funding in Ohio has gone through multiple revisions over the last six years. With the dismantling of the gifted unit funding system after 2008, gifted education funding operated under a “maintenance of effort” provision until the last biennium. This provided absolute flexibility for districts to use state gifted funding to meet the needs of gifted children as they wished. This approach resulted in huge decreases in gifted identification, service, and staffing levels. (Please see the attached “**2015 State of Gifted Education**” for more details). The gifted funding component introduced in the last biennium provided, at least on paper, significant increases in funding through a formula that was calculated inside the foundation funding formula. (In the old gifted unit funding system, gifted funds were allocated outside the formula.) However, because the accountability provisions for the funding are weak and unenforced by the Ohio Department of Education (ODE), the only funding that is undisputedly allocated to gifted education is **\$3.8** million in ESC funding for gifted coordinators and intervention specialist units.

In HB64, the gifted education funding formula from the last biennium is retained. This should result in the current funding level of about **\$72** million to districts. *(The formula allows **\$5.05** per ADM for the identification of gifted students. In addition, one gifted coordinator unit of funding is allocated for every **3,300** students in a district’s gifted unit ADM, with a minimum of **0.5** units and a maximum of **8** units allocated for the district, plus one gifted intervention specialist unit is allocated for every **1,100** students in a district’s gifted unit ADM, with a minimum of **0.3** units allocated for the district. Each unit is valued at **\$37,750**. The value of each unit is very low, which would suggest that the formula does not provide an adequate level of funding.)* Unfortunately, the majority of school districts report that they are not spending the current allocated amounts of gifted funding on gifted students. Under-spending on gifted education is a particular problem in smaller, rural districts. In part, this is due to the cut in gifted ESC unit funding in the last biennium from **\$8.1** million to **\$3.8** million. Smaller districts depend heavily on ESCs to provide gifted services. The theory in the last biennium was that districts would use gifted funding inside the formula to pay ESCs for needed services. In practice, this has not happened in many cases.

**OAGC requests that gifted ESC funding be increased back to the 2011/2012 level of \$8.1 million. ESCs supporting smaller, low-wealth districts should be given priority in funding. We also ask that the cap on gifted funding in the education funding formula be removed and that gifted funding be moved outside of the transitional aid guarantee to allow more funding to flow to smaller districts.**

## Accountability

As critical as funding is, accountability for the use of gifted funds is just as important. Despite the fact that ORC 3317.40 states that districts are intended to use student sub-group funding for that specific sub-group, **335** districts are spending below their (capped) allocated gifted funding formula amount. Less than one-quarter of all gifted students are served in Ohio. In fact, **227** districts report serving fewer gifted students than they did five years ago; **228** have decreased gifted identification, and **141** districts report serving no gifted children at all. If gifted students were all performing well, this would be less concerning. Yet, only **154** districts met the 2014 gifted performance indicator. **OAGC requests the following provisions be enacted to improve this situation:**

1. **Increase the level of accountability for gifted funding by requiring all districts to spend gifted funding in the foundation formula on identification and appropriately licensed gifted personnel.** Districts showing great promise in the area of gifted performance could be waived from this requirement.
2. **Require ODE to collect and post data on gifted services offered by each district by grade band as well as the number of licensed gifted personnel employed or contracted by the district.** This would allow parents to determine the types and levels of services provided to gifted students.
3. **Revise the sub-group accountability language to allow ODE to use the full gifted performance indicator to gauge the success of the gifted sub-group.** Currently, ODE only uses the gifted performance index and gifted value-added scores. ODE staff has indicated that ORC restricts them from including the full gifted performance indicator. ODE should be able to evaluate the gifted sub-group based on the full gifted performance indicator.
4. **Require that districts indicating that gifted students are served must be providing services that are either accelerated or supported at minimum levels by qualified gifted intervention specialists.** Too many districts are indicating that gifted students are being served even though the “services” provided are undefined levels of differentiated instruction from a classroom teacher with minimal or no training in gifted education and no support from a gifted intervention specialist. This is an attempt by some districts to increase served numbers to gain gifted input points on the gifted performance indicator. Beyond the inherent ethical question of this practice, it greatly hinders the ability to determine whether and which gifted services have the greatest impact on gifted student performance. If anything can be called service, than nothing is service.

## Additional Concerns/Requests

In addition to funding and accountability issues, OAGC has the following concerns and requests:

**Testing Reductions** – HB64 limits assessments to two percent of the school year with certain exemptions for assessments for children with disabilities and limited English proficient students. **OAGC recommends that any testing limitation should exempt assessments to identify gifted students. OAGC also calls for a moratorium on the use of PARCC assessments for gifted identification until the assessment is reviewed for this purpose through the established ODE process for reviewing and approving tests for use in gifted screening/identification.**

**Education De-regulation** — OAGC is concerned about the proposed elimination of certain regulations for high-performing districts in HB64. While the definition of high-performing is generally rigorous, there is no provision for the performance of student sub-groups, which should be a compelling factor

in determining whether a district is high-performing across the board. Allowing the district to keep the designation for three years only if the third-grade reading proficiency component of high-performance is maintained is also problematic. We are particularly alarmed that the state superintendent would be allowed to waive any law, rule, or standard at his or her discretion. This would give the state superintendent more authority than any elected official including the governor. **OAGC recommends that this provision be removed. We also recommend that the definition of high-performing ensure that all sub-group value-added grades be at least a “B” or higher. In addition, the district should only be allowed to keep a high-performing designation for two years if their overall and sub-group value-added measures are maintained.**

**Development of Alternative Providers for Gifted Services -- OAGC believes that it is time to open up alternative service models for gifted students such as regional gifted schools, expanded community schools for gifted children in areas of high need, open enrollment, and vouchers.** Gifted students represent **16%** of the student population in Ohio and **23%** of this population is served. Therefore, it is reasonable that a percentage of the Straight A fund be used to fund initiatives that would support gifted children in creative and effective ways throughout the state.

**Administrators Serving as Coordinators -- OAGC requests that the provision that allows qualified principals and others to serve as gifted coordinators be revised.** This provision has been misinterpreted to mean that *any* administrator can serve as a gifted coordinator. This has undermined gifted support in many districts, where very few individuals have any gifted training. There are now whole counties in Ohio with no access to licensed gifted coordinators. Districts in these counties lag in services to gifted students. Gifted student performance is suffering as a result.

**Changes to College Credit Plus (CC+) –** While OAGC supports the College Credit Plus program, there are additional changes that could make the program more student-friendly. The rules developed for CC+ prohibit students from taking more than 30 college credits per year with an overall limit of 120 college credits. This unfairly penalizes 7th and 8th graders who may need to exceed this limit. Also, some college programs require more than 120 college credits. In addition, one of the gatekeepers keeping students from accessing CC+ is the district use of weighted grades which penalizes students taking CC+ courses. The CC+ rules require districts to provide the highest weight to CC+ courses that the district awards in a particular subject area. This is unhelpful to the student who is taking very high-level CC+ courses because the district does not offer any advanced courses in that subject. Finally, OAGC is concerned that there are not enough funds for non-public and homeschooled students to meet the demand for CC+ courses. In addition, many public students may be unable to afford CC+ fees to private colleges and universities. **OAGC asks that college credit limitations should be altered or removed and that the highest district weight be applied to any CC+ course a student takes. We also recommend that increased funds be allocated to ensure that all students can access CC+, including public students who wish to access private CC+ courses. We support the proposal to provide additional funds to access CC+ programs, but we recommend that any awards for completion be targeted to the neediest districts. Finally, we remain opposed to charging students for taking CC+ courses.**

Thank you for the opportunity to testify. I would be happy to answer any questions you have.



**2015 State of Gifted Education in Ohio**  
**March, 2015**

Gifted education funding in Ohio has gone through multiple revisions in the past six years. After the dismantling of the gifted unit funding system at the end of the 2009–2010 school year, gifted education funding operated under a maintenance-of-effort provision until the last biennium. This system provided districts absolute discretion with few or no barriers to using state gifted education funds to meet the needs of gifted children. Unfortunately, the approach resulted in staggeringly negative consequences for gifted students across the state. The new 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 the formula.) Because the accountability provisions are weak and unenforced by the Ohio Department of Education (ODE), the only funds that truly support gifted education is the \$3.8 million allocated to educational service centers (ESCs) for gifted coordinators and intervention specialists.

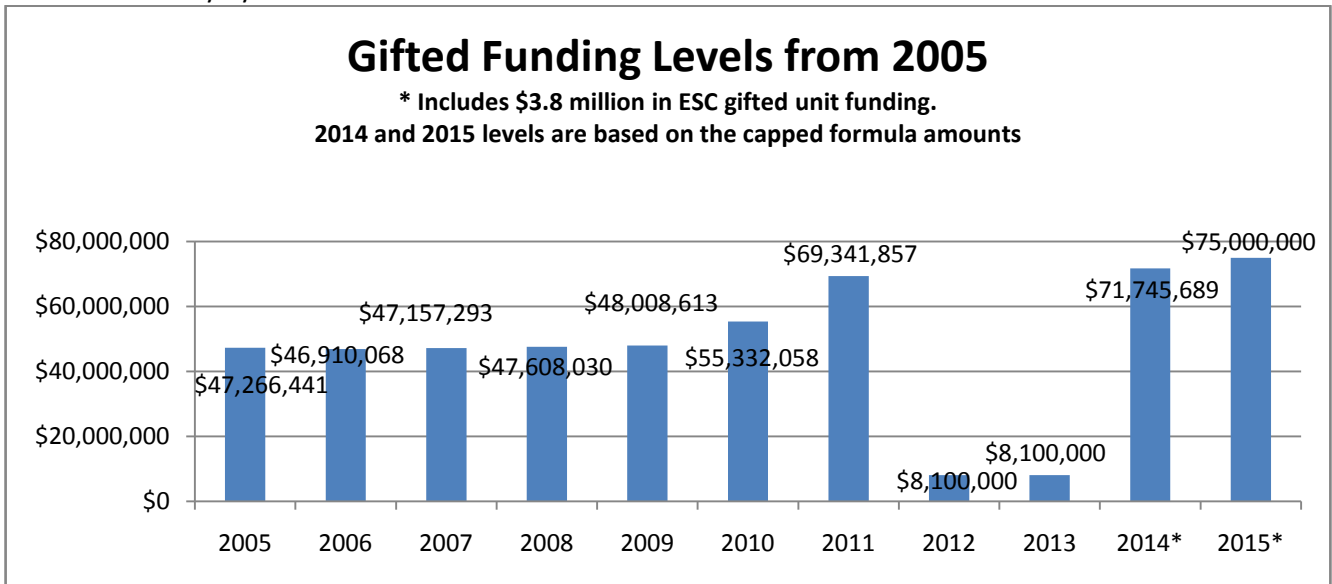
While almost \$68 million of state gifted education funding (based on capped amounts) was allocated to districts in FY2013, more than half of all districts spent less than the amount allocated to them under the state funding formula. These districts are underspending on gifted education by almost \$18 million. The theory was that districts would use formula funds to pay ESCs for services if needed. The theory appears to have failed, however, in many smaller districts (in typology groups 1–3) that spend disproportionately less of their gifted formula amounts than do other, larger groups. Gifted students in these smaller districts have been hurt by this formula shift as well as by the cut in ESC gifted funding.

Typology	Grouping	Number of Districts	Gifted Expenditure to State Gifted Funding Allocation	Districts Spending Under the State Gifted Allocation	Districts Spending \$0 on Gifted
1	rural, high poverty	124	77.97%	88	14
2	rural, average poverty	107	68.20%	74	15
3	small town, low poverty	111	81.80%	70	16
4	small town, high poverty	89	109.56%	46	6
5	avg. suburb, low poverty	77	137.04%	26	1
6	lg. suburb, very low poverty	46	263.69%	6	2
7	urban, high poverty	47	148.37%	21	1
8	large urban, very high poverty	8	125.15%	4	0
<b>State Average</b>		<b>609</b>	<b>130.29%</b>	<b>335</b>	<b>55</b>

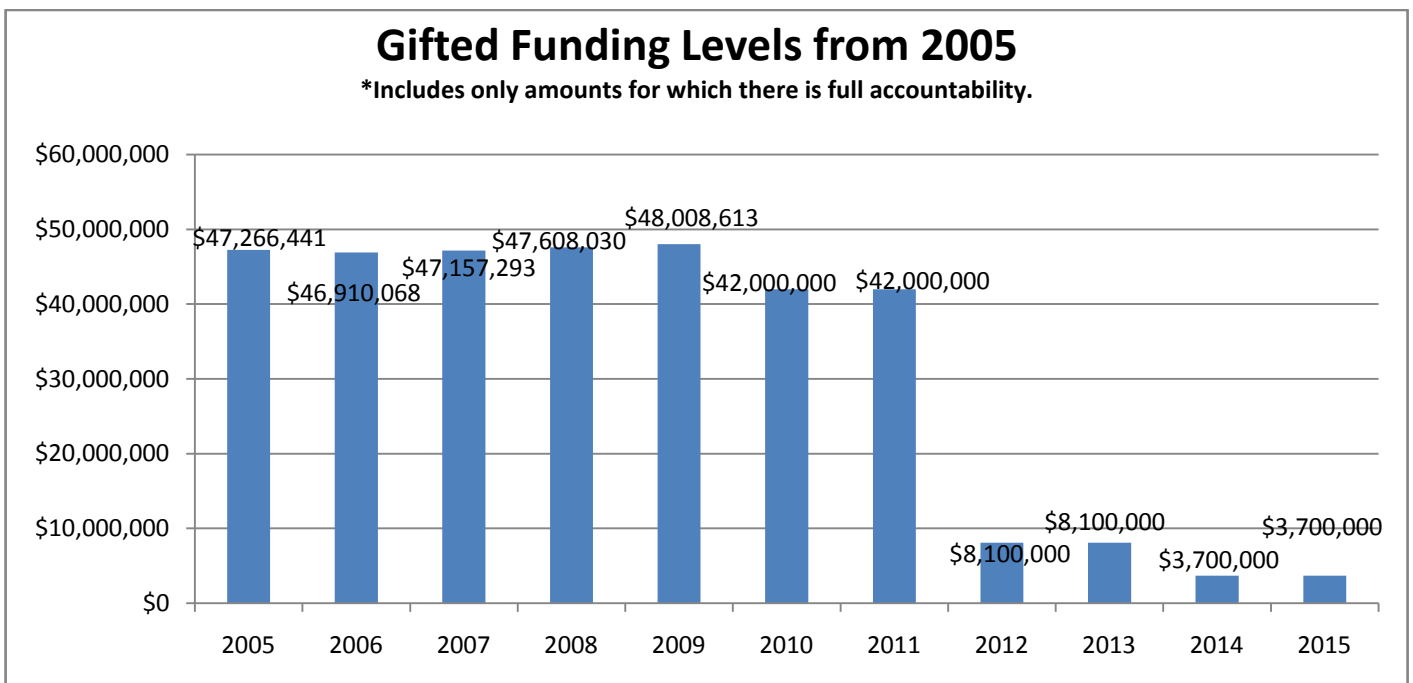
**Historic Levels of Gifted Funding**

Depending on one’s viewpoint, gifted funding either is at the highest level in history or has experienced a decrease of almost 95 percent. Funding was relatively stable until 2009, with the introduction of the evidence-based model. On paper, funding rose for 2010 and 2011, but because districts were operating under only a maintenance-of-effort standard, they were not required to spend the state levels of gifted funding beyond that

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

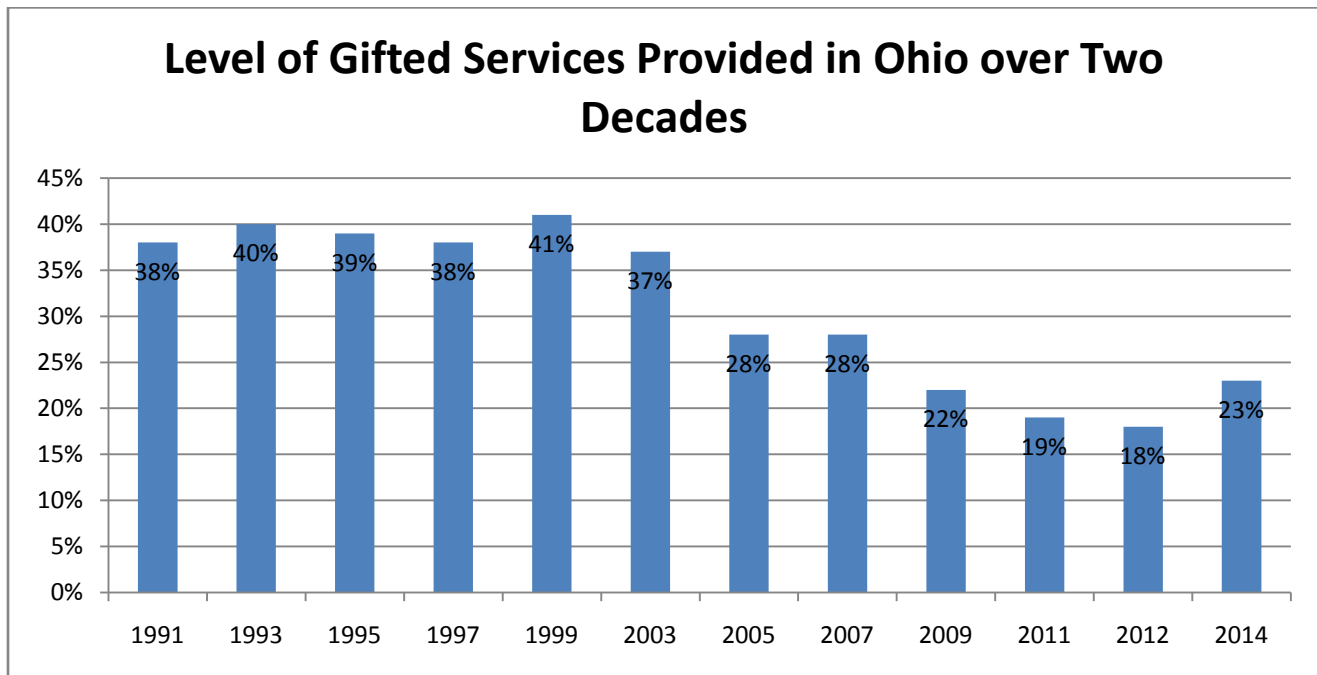


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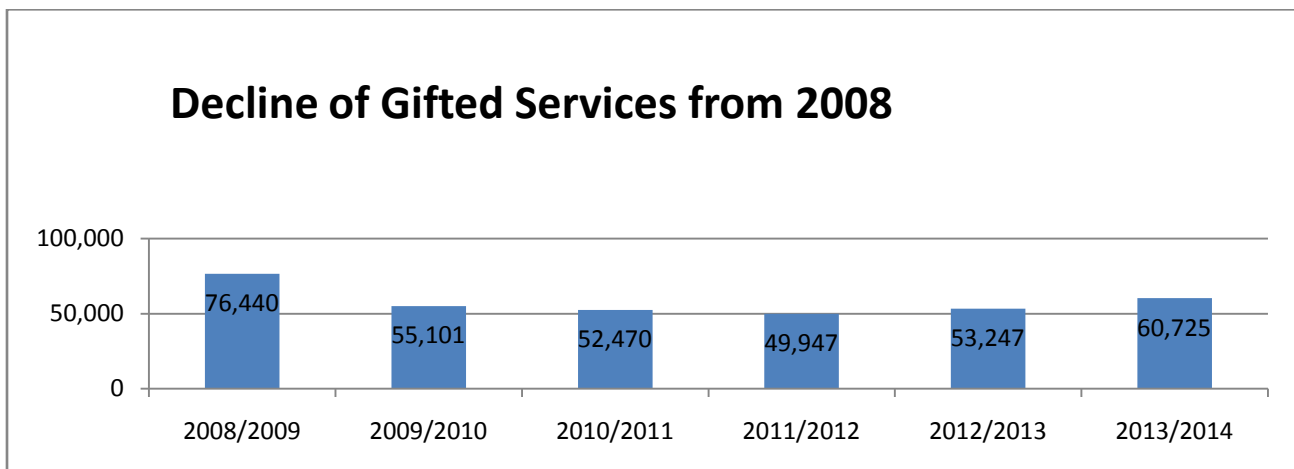


## Gifted Services

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, dropping below 19 percent of that total in 2012.



In the 2013–2014 school year, Ohio districts served approximately 60,725 gifted students. In the 2008–2009 school year, they served only 76,440. This was the last year in which the gifted unit funding system existed outside the school funding formula with built-in accountability. Despite recent increases, services to gifted students are still well below the 2008–2009 levels.



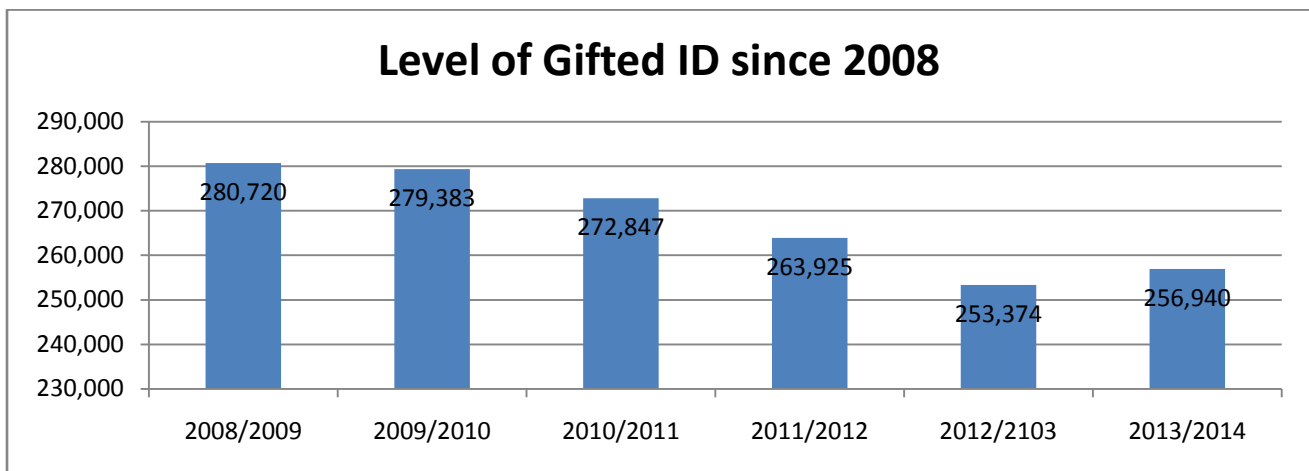
A recent upswing in service levels is likely attributable to the new gifted performance indicator, which shines the light on gifted identification, services, growth, and performance. While the increase is encouraging, some of it can be attributed to districts' documenting services in areas that they previously neglected to report rather than to an actual increase in services. In addition, there is evidence 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). This theory is supported by the continuing decline of gifted education staffing levels in 2013–2014.

Viewing services by typology is an interesting exercise, because it shows that gifted students in small rural districts, small towns, and urban areas do not fare as well as those in large suburban districts. And although 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 % ID'd	2014 % of ID Served	2014 % of ID Served by ADM	ID loss/gain from 2013	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
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>

**Gifted Identification**

The service percentage statistic is likely to be artificially high because districts are identifying ever 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 percent, the vast majority of which took place from 2010–2011 to 2011–2012. Again, the breakdown by district typology demonstrates that gifted students are much less likely to be identified in rural districts, small towns, and urban districts.



**District Identification and Service Cuts**

At the district level, the facts are astonishing. Since FY2008–2009, 227 districts have decreased gifted services, and 228 districts have decreased levels of gifted identification. Currently, 141 districts provide no services at all to gifted children (or too few to count).whereas in FY2008–2009, only 84 districts provided no services.

**Vulnerable Populations**

The new gifted performance indicator—a rare bright spot in gifted education policy—breaks out 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 subgroups, the earlier that gifted students are identified and provided with appropriate intervention, the more likely they are to realize their potential. Unfortunately, in Ohio the majority of districts do a poor job of identifying and serving young gifted students. More than 10 percent of Ohio’s districts do not identify any gifted children in grades K–3. Almost one third of districts identify fewer than 3 percent of their K–3 population. The statistics on gifted assessment in grades K–2 are even more extreme. While on average, Ohio districts identify about 16.55 percent of their students as gifted, only 6.7 percent of students are identified as gifted in grades K–3. Service also lags in this grade band: only 19.4% percent of gifted students in grades K–3 receive services, while the state average is 23.46 percent. While no district typology group appears to do a good job of identifying gifted children in the early grade levels, the problem is particularly acute in 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	12.47	20.18	2.52	5.4	43.30%	16.3	80.77%
2	107	13.69	18.84	2.58	5.6	40.91%	17.8	94.48%
3	111	15.93	23.11	3.68	6.5	40.80%	19.6	84.81%
4	89	12.03	25.26	3.04	4.2	34.91%	18.9	74.82%
5	77	19.62	24.91	4.89	8.8	44.85%	22.6	90.73%
6	46	31.68	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>	<b>609</b>	<b>16.55</b>	<b>23.46</b>	<b>3.88</b>	<b>6.7</b>	<b>40.48%</b>	<b>19.4</b>	<b>82.69%</b>

Economically Disadvantaged Students: Students classified as economically disadvantaged are less than half as likely as other students to be identified as gifted in the state of Ohio and are only 81 percent as likely to receive gifted services. 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.



<b>Typology</b>	<b>Number of Districts</b>	<b>2014 % ID'd</b>	<b>2014 % of ID Served</b>	<b>2014 % of ID Served by ADM</b>	<b>2014 % Gifted Ec. Disadv. ID</b>	<b>2014 % Ec. Disadv. ID as % of Overall ID</b>	<b>2014 % Gifted Ec. Disadv. Served</b>	<b>2014 % Ec. Disadv. Served as % of Overall Served</b>
1	124	12.47	20.18	2.52	7.2	57.74%	19	94.15%
2	107	13.69	18.84	2.58	7.7	56.25%	17.8	94.48%
3	111	15.93	23.11	3.68	8.3	52.10%	20.1	86.98%
4	89	12.03	25.26	3.04	6.7	55.69%	20	79.18%
5	77	19.62	24.91	4.89	9.2	46.89%	21	84.30%
6	46	31.68	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>	<b>609</b>	<b>16.55</b>	<b>23.46</b>	<b>3.88</b>	<b>8</b>	<b>48.34%</b>	<b>19</b>	<b>80.99%</b>

Minority Students: Districts do a somewhat better job of identifying minority students than they do economically disadvantaged students. These figures may be somewhat skewed because the minority gifted student category includes students identified as Asian, who historically have been more likely to be identified as gifted than any other subgroup in the state of Ohio, including non-Hispanic white students. Overall, however, minority students are less likely than non-Hispanic whites to be identified as gifted, particularly in small towns and smaller urban districts. While on average, minority gifted students are more likely to be served, this is clearly not the case in some small rural districts, small towns, and large urban districts.

<b>Typology</b>	<b>Number of Districts</b>	<b>2014 % ID'd</b>	<b>2014 % of ID Served</b>	<b>2014 % of ID Served by ADM</b>	<b>2014 % Gifted Minority ID</b>	<b>2014 % Minority ID as % of Overall ID</b>	<b>2014 % Gifted Minority Served</b>	<b>2014 % Minority Served as % of Overall Served</b>
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>	<b>609</b>	<b>16.55</b>	<b>23.46</b>	<b>3.88</b>	<b>10</b>	<b>60.42%</b>	<b>25.7</b>	<b>109.55%</b>

### 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 1,350 licensed gifted coordinators and intervention specialists working in Ohio school districts and ESCs. Considering that 16 percent of Ohio’s student population is identified as gifted, this level is entirely inadequate. Licensed gifted staffing in districts and ESCs has decreased

by 24 percent since the FY2008–2009 school year. Gifted coordinator numbers decreased by 23 percent, while the number of gifted intervention specialists decreased by 25 percent. The issue of appropriate gifted staffing is critical to any discussion of gifted services. Classroom teachers in Ohio are provided no preservice training to understand, identify, or provide rudimentary services to gifted children.



The breakdown by district typology reveals once again that rural and urban districts have seen the worst of gifted staff reductions in the state, though the decline of gifted coordinators seems to be acute in smaller suburban districts, as well. The one bright side is the recent increase in coordinator services in large urban districts. This increase is attributed to a single district that is making huge changes to gifted services this year as a result of poor gifted value-added and performance indicator scores.

Typology	Grouping	Number of Districts	% Decline in Overall Gifted Staff from 2008 to 2014	% Decline in Gifted Coordinators from 2008 to 2014	% Decline in Gifted Intervention Specialists from 2008 to 2014
1	rural, high poverty	124	-34.06%	-31.50%	-34.81%
2	rural, average poverty	107	-22.95%	-26.22%	-22.14%
3	small town, low poverty	111	-32.35%	-24.92%	-34.11%
4	small town, high poverty	89	-27.43%	-29.09%	-26.95%
5	avg. suburb, low poverty	77	-24.12%	-53.64%	-18.00%
6	lg. suburb, very low poverty	46	-18.67%	-20.06%	-18.51%
7	urban, high poverty	47	-27.55%	-53.55%	-19.99%
8	large urban, very high poverty	8	-29.33%	88.57%	-45.47%
<b>State Average</b>		<b>609</b>	<b>-26.25%</b>	<b>-28.59%</b>	<b>-25.75%</b>

### Gifted Performance and Growth

The new gifted performance indicator (GPI) is composed of three components: gifted value-added scores, the gifted performance index, and gifted input points, the last of 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 average daily membership (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) or above. The GPI will be fully phased in by the 2016–2017 school year, when the cut scores will increase to align with other report card indicators. Even at the current low level of expectations for districts, the majority 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 clear that these districts tend to spend more on gifted students and are more likely to identify gifted students. In every district typology group with the exception of large urban districts, however, 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 (more than two thirds), spent at or more than the level of state gifted allocation in the state core funding formula.

Typology	#of Districts	2014 % ID'd	2014 % of ID Served	# Met GPI	% Met GPI	% High Value-Added Scores*	% Low Value-Added Scores**	Average Value-Added Gain Index	Avg. Gifted Points	Average Gifted Performance Index	Gifted Expenditure to State Funding Allocation
1	124	12.47	20.18	11	8.87	22.58	29.03	-0.297	34.71	115.11	77.97%
2	107	13.69	18.84	21	19.62	20.56	19.62	0.0192	33.35	115.86	68.20%
3	111	15.93	23.11	28	25.23	29.73	26.13	0.0695	38.1	116.32	81.80%
4	89	12.03	25.26	14	15.56	20.22	26.97	-0.2103	34.07	115.68	109.56%
5	77	19.62	24.91	42	31.17	55.26	11.84	1.2963	43.71	116.89	137.04%
6	46	31.68	22.29	33	71.74	67.39	0	3.3107	45.74	117.63	263.69%
7	47	9.87	24.56	5	10.63	20	44.19	-0.6491	37.39	114.35	148.37%
8	8	9.47	29.1	0	0	0	75	-2.34	32.38	112.01	125.15%
<b>State Avg.</b>	<b>609</b>	<b>16.55</b>	<b>23.46</b>	<b>155</b>	<b>25.41</b>	<b>32.13</b>	<b>24.59</b>	<b>0.3052</b>	<b>36</b>	<b>115.8</b>	<b>130.29%</b>

\*A or B grades \*\*D or F grades

### Summary

Since FY2008–2009, 227 districts have decreased services to gifted students. Of those districts, 141 provide no services at all. Gifted education staffing has decreased by 16 percent. State funding levels are either at an all-time historical high or an abysmal low, depending on whether districts are accountable for spending gifted education funding in the core formula on gifted students. Gifted students in small, rural, and urban districts are the least likely to be identified and served. Young gifted students or 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 the ODE have created a situation in which three quarters of Ohio’s school districts do not meet the new gifted performance indicator. The gifted performance indicator offers hope in terms of providing transparency about the state of gifted education in each district, but without changes in services, funding accountability, and oversight, gifted students will remain perpetually underserved in Ohio.

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