

Advisory Council on the Education of Gifted and Talented Children

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Ms. Renee Hasty

DATA ANALYSIS SUPPORT

Dr. Matt Goodman
EducationPlus

WHY IS GIFTED EDUCATION IMPORTANT?

Insights from gifted young people....Gifted Children
Documentary

*Just having somebody say like you're okay, it is ok to be who you are;
I think that definitely saved me from going down some pretty scary paths.*

They thought I was some kind of deviant creature and hell child.

It's a passion that is inside you.

They were trying to fix me rather than figure me out.

*I saw like four different psychologists trying to figure me out. There is
nothing to diagnose. It is like a completely unique thing.*

*Being with other gifted students is fun because they actually understand
me.*

WHY IS GIFTED EDUCATION IMPORTANT?

Insights from Professionals....Gifted Children Documentary

What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning. Chuck Grassley

- * Many gifted children show their abilities in ways that are not recognized or appreciated in mainstream environments.
- * These challenges frequently cause difficulties at home and at school.
- * Gifted children often need help interacting in the mainstream world, finding supportive environments and channeling their talents.

COUNCIL BACKGROUND

- * Established in 2013 - State Statute 161.249
- * Includes seven Missouri residents with expertise in gifted education
- * Members appointed by the Commissioner of Education
- * Provides advice “regarding all rules and policies to be adopted by the State Board of Education relating to the education of gifted and talented children” in Missouri.

GOALS OF REPORT

GOAL 1: Review progress on approved recommendations from the Council’s 2015 report.

GOAL 2: Review recommendations not approved in 2015.

GOAL 3: Update state data about gifted students and programs.

GOAL 4: Present new recommendations related to educating gifted and talented children.

PROGRESS

2015 APPROVED RECOMMENDATIONS

- * Recommendation #1 - ACCESSIBLE DATA - *In process*
- * Recommendation #2 - ANNUAL STATE DATA REPORT - *In process*
- * Recommendation #3 - CHANGE AP/IB FOR IDENTIFICATION - **ACCOMPLISHED**
- * Recommendation #4 - UNDERREPRESENTED BEST PRACTICES - **ACCOMPLISHED**
- * Recommendation #5 - TWICE EXCEPTIONAL BEST PRACTICES - **ACCOMPLISHED**

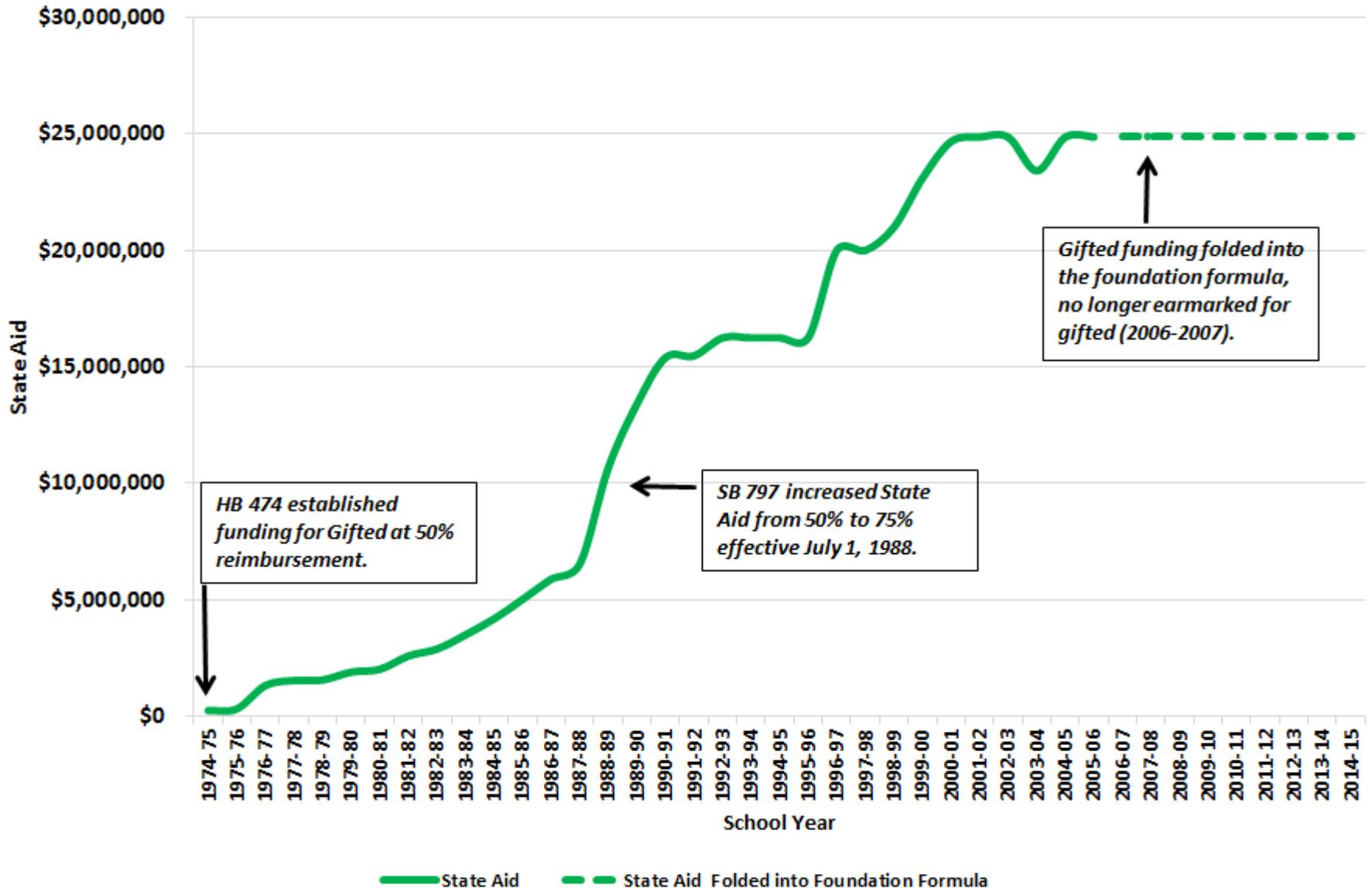
<https://dese.mo.gov/sites/default/files/qs-Gifted-Underrepresented-Gifted-Students-2016.pdf>

2015 RECOMMENDATIONS NOT APPROVED

- * Recommendation #6 - POLICY ALLOWING ACCELERATION FOR QUALIFIED STUDENTS
- * Recommendation #7 - GIFTED COURSE IN TEACHER PREPARATION PROGRAMS
- * Recommendation #8 - ONGOING PROFESSIONAL DEVELOPMENT OF STAFF
- * Recommendation #9 - REQUIRED IDENTIFICATION OF GIFTED STUDENTS WITHIN DISTRICTS
- * Recommendation #10 - EARMARKED FUNDING FOR GIFTED IDENTIFICATION AND PROGRAMMING

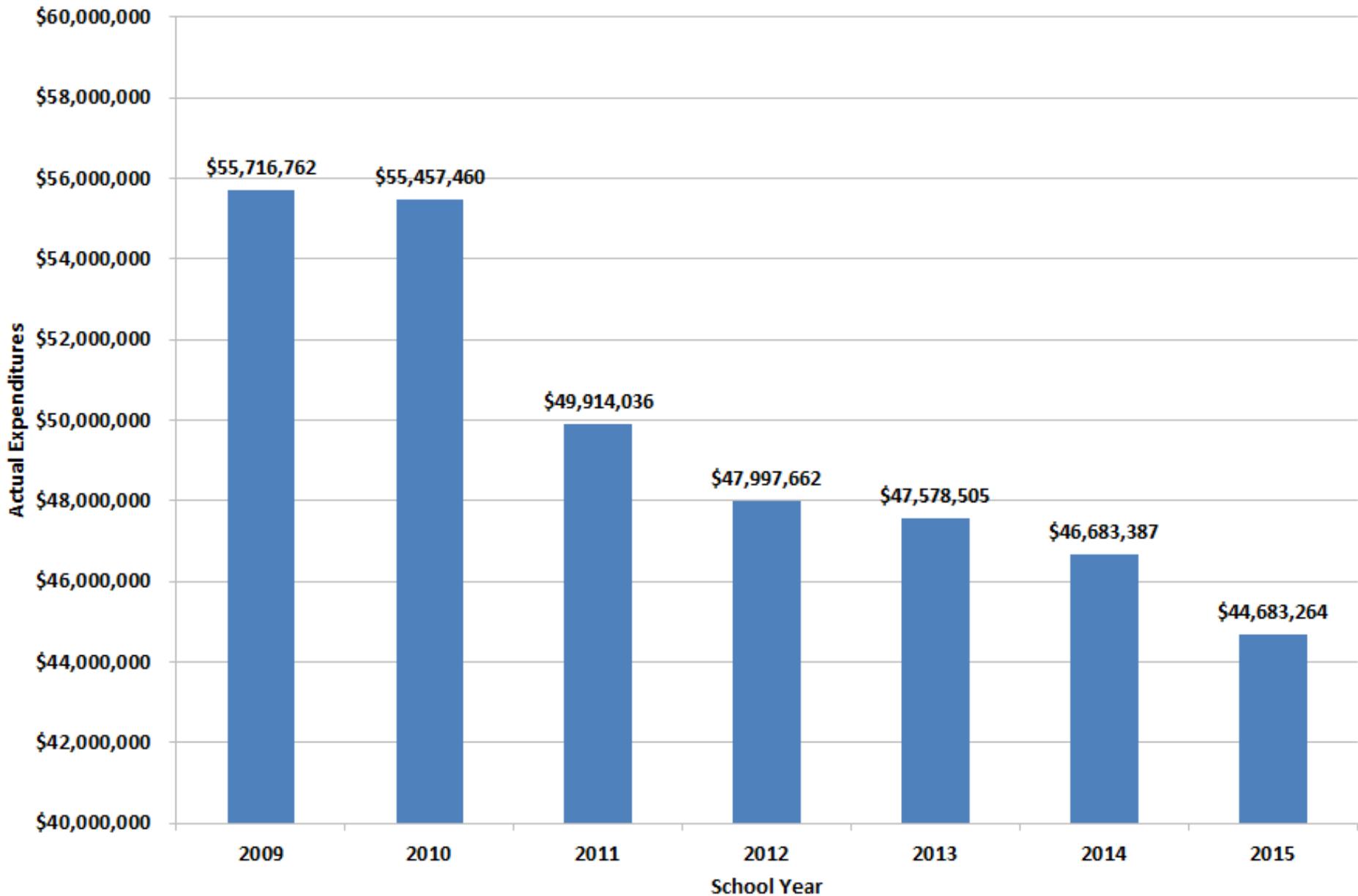
The 2017 Report provides supplemental information for these 2015 recommendations and reconsideration is respectfully requested.

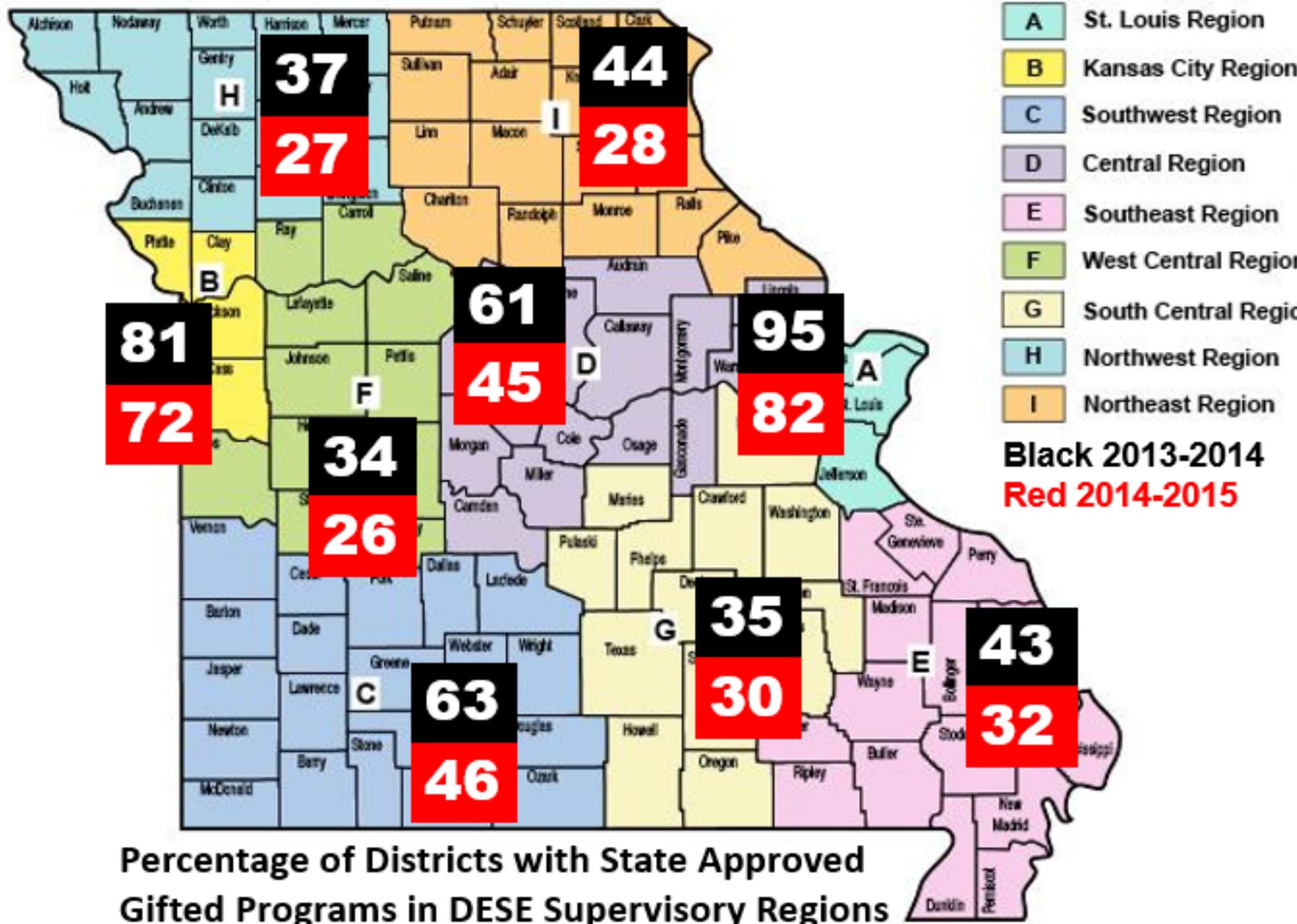
State Aid for State Approved Programs for Gifted Children 1974-1975 to 2014-2015



School District Actual Expenditures, Statewide

Function Code 1210--Gifted, 2008-2009 to 2014-2015





COMPARISON STATES

Based on information from the Davidson Institute, all of Missouri's border states except Illinois have a mandate for serving gifted students. Those states include Arkansas, Iowa, Kansas, Kentucky, Nebraska, Oklahoma and Tennessee.

Of the "Top 10 by 20" DESE comparison states, mandates are present in Maine, Minnesota, New Jersey, Montana, Virginia and Wisconsin.

2017 RECOMMENDATIONS

RECOMMENDATION 11: DESE should be proactive in taking advantage of the new opportunities presented in the Every Student Succeeds Act (ESSA) to focus on the needs of gifted students. Specifically, DESE should:

- Include the scores of gifted students as a separate subgroup on the state and local report cards;
- Encourage local districts to take advantage of the allowable use of Title I funds to help better identify and provide gifted services for the traditionally underrepresented populations;
- Include explicit language requiring the use of Title II funds to provide professional development opportunities for teachers and administrators to better understand the nature and needs of gifted students and how to provide these students with appropriate curriculum and instruction;
- Include grants that provide for the explicit use of Title IV funds to pay for Advanced Placement and International Baccalaureate exam fees of low-income students.

2017 RECOMMENDATIONS

RECOMMENDATION 12: DESE should change the administrative rules for gifted programs to include:

- (1) an identification appeal process for parents or guardians of students applying for gifted services;
- (2) a board-approved policy allowing acceleration for students demonstrating advanced performance or potential for advanced performance and the social/emotional readiness for such acceleration; and
- (3) a plan for annual professional development for gifted staff on educating gifted learners.

RECOMMENDATION 13: DESE should develop a document providing guidance to districts on best practice approaches for meeting the needs of gifted and talented students. This document should incorporate key elements of Response to Intervention (RtI) for gifted students and a Levels of Services (LoS) approach that identifies a wide range of services to meet the varied and complex needs of gifted learners.