11/6/13

GIFTED INDICATOR, DASHBOARD, AND REPORT CARD

The State Board must review and revise the gifted indicator to include Gifted Value-Added. The indicator will be reported on the 2013 and 2014 Report Cards, and included in 2015 ratings. Concurrently, the gifted dashboard will be developed. The gifted rankings should be aligned to these measures.

Background

Recent changes in state law and State Board policies have created several important updates to the reporting of gifted education data. These related pieces have been developed separately, and the opportunity exists to align these measures while meeting reporting requirements.

1. **Gifted Indicator**. In 2011, ORC 3302.02 required the State Board of Education to establish a gifted indictor reflecting the level of services provided to, and the performance of, students identified as gifted.
    a. The subsequent Board resolution recommended these components:
        i. Percentage of students identified as gifted
        ii. Percentage of IDENTIFIED students receiving gifted services
        iii. Percentage of ALL students receiving gifted services
        iv. Percentage of gifted students scoring at each achievement level on state tests
    b. It also specified the following timeline:
        i. Indicator to be reported on 2013 and 2014 Report Cards
        ii. A dashboard to be developed
        iii. The indicator to be reviewed and revised by the State Board no later than December 31, 2013 to include measures of student growth.
        iv. The indicator to be included in district and school ratings on 2015 Report Card

2. **Rankings**. House Bill 59 updated ORC 3302.21 with a requirement that the ODE produce several sets of rankings including "the Performance of, and opportunities provided to, students identified as gifted using the value-added progress dimensions, if applicable, and other relevant measures as designated by the superintendent of public instruction."
    a. These rankings were released for the 2013 report card.
    b. They include the following components:
        i. Percentage of students identified as gifted (All categories)
        ii. Percentage of IDENTIFIED students receiving gifted services (All categories)
        iii. Percentage of ALL students receiving gifted services (All categories)
        iv. Percentage of gifted students scoring at each achievement level on state tests (subject specific and superior cognitive)
        v. Value-Added of Gifted Students (Math, Reading, superior cognitive)

3. **Value-Added.** In late 2012, HB 555 outlined the requirements of the new A-F Report Card. This included a separate Value-Added component for students identified as Gifted.
    a. Board decisions and subsequent rules specified that this would include the following gifted students
        i. Math Value-Added: Math and superior cognitive
        ii. Reading Value-Added: Reading and superior cognitive
    b. HB 555 updated 3302.02 to specify that the gifted indicator shall include the performance of students identified as gifted on state assessments *and value-added growth measure disaggregated for students identified as gifted.*

Comparing Measures

Current Board Indicator	Rankings		Value-Added
Percentage of students identified as gifted (All categories)	Opportunity Rank	Percentage of students identified as gifted (All categories)	
Percentage of IDENTIFIED students receiving gifted services (All categories)		Percentage of IDENTIFIED students receiving gifted services (All categories)	
Percentage of ALL students receiving gifted services (All categories)		Percentage of ALL students receiving gifted services (All categories)	
Percentage of gifted students scoring at each achievement level on state tests (subject specific and superior cognitive)	Percentage of gifted students scoring at each achievement level on state tests (subject specific and superior cognitive)		
	Value-Added of Gifted Students (Math, Reading, superior cognitive)		Value-Added of Gifted Students (Math, Reading, superior cognitive)

Proposal

1) Update indicator (as required by ORC) to include Value-Added gifted measure
2) Align measures so that Indicator and Rankings are based on same components and weights (similar to how the Value-Added rankings are based on the Overall-Value Added measure)
3) Create district and school specific Dashboard that will be a drill-down from the Report Card Achievement Component page (since this will be included on the Indicator measure)
    a. In addition, create an in-depth Advanced Report of Gifted data that will allow for sophisticated analysis across districts and schools

Decision Points

1) **Weighting.** The current rankings are based on Value-Added = 1/3, Performance Index = 1/3, and Opportunities = 1/3.
    a. Within the Opportunity rankings, each of the 3 sub-ranks are equal so that Percentage of students identified as gifted = 1/9; percentage of IDENTIFIED students receiving gifted services = 1/9; and percentage of ALL students receiving gifted services = 1/9.
    b. This should be considered in light of discussions regarding inputs/outputs and updated operating standards.

2) **Which gifted students?**
    a. Value-Added includes math, reading and superior cognitive (a recent rule clarified these categories).
    b. The PI measures in the rankings are subject-specific and include the superior cognitive students.
    c. The Opportunity measures are the only measures that capture ALL categories of gifted students.

3) **Schools with no gifted identification.** If a school that has tested grades has no gifted students identified, should the gifted indicator count against that school (i.e., be included in the number of potential indicators)?

4) **Units of measurement (scale).** The rankings are an average of rankings of its three components.
    a. Staff will present a proposal for a way to scale the indicator at the December Accountability Committee

5) **Meeting/Not meeting an indicator**. Once a scale has been created, a decision needs to be made regarding what level constitutes "meeting" the indicator (i.e. cut-off for "met/not met").

6) **Dashboard components.** The Report Card is designed to be parent focused with specific information related to a district or school. Dashboards, by definition, should be focused with a limited number of strategic measures. This proposal includes a parent friendly dashboard, and a more detailed "Advanced Report".

Measure	Location		
	Dashboard	Advanced Report	Future Consideration
Indicator (met/not met)	X		
Percentage of students identified as gifted (All	X		

Measure	Location		
	Dashboard	**Advanced Report**	**Future Consideration**
categories)			
Percentage of IDENTIFIED students receiving gifted services (All categories)	X		
Percentage of ALL students receiving gifted services (All categories)	X		
Percentage of gifted students scoring at each achievement level on state tests (subject specific and superior cognitive)	X		
Value-Added of Gifted Students (Math, Reading, superior cognitive)	X and also on Progress Page		
Percentage of students screened, assessed and identified in superior cognitive and specific academic categories for grades K-3, 4-8 and 9-12		X	
Audit results			X (if/when data available)
Percentage of minority, economically- disadvantaged, ELL and SWD students screened, assessed and identified in superior cognitive and specific academic categories for grades K-3, 4-8 and 9-12		X	
Percentage of students served in superior cognitive and specific academic categories for grades K-3, 4-8 and 9-12		X	
Percentage of minority, economically- disadvantaged, ELL and SWD students screened served in superior cognitive and specific academic categories for grades K-3, 4-8 and 9-12		X	
Percentage of students academically accelerated, including early entrance by levels		X	
Value-added progress high school level courses when available for identified gifted students (superior cognitive, ELA, mathematics, Science and social studies)			2015 -- also on Progress Page
Results of above grade level testing by grade levels			X (some data considerations)
Percentage of superior cognitive and/or specific academic identified students scoring at 90th NCE on OAA and OGT by grade level			Would require development in EVAAS

Measure	Location		
	Dashboard	**Advanced Report**	**Future Consideration**
Percentage of superior cognitive and/or specific academic scoring at advanced level (score of 5) on new assessments			2015
Percentage of middle school students earning high school credit		X	
Percentage of students in K-3 assessed as reading above grade level (benchmark set by state board)			X
Percentage of superior cognitive and/or specific academic identified gifted students meeting remediation-free status			2015
Percentage of superior cognitive and/or specific academic identified gifted students enrolled and scoring 3 or better AP, 4 or better IB by course			2015
ACT/SAT mean composite for superior cognitive and/or specific academic identified students			When available
Percentage of superior cognitive and/or specific academic identified students earning an Honors Diploma		X	

Career-Technical Education Report Card Proposal

Components	2012-2013 Report Card As Published	Proposed 2013-2014 Report Card	Proposed 2014-2015 Report Card	Proposed 2015-2016 and Beyond Report Card
Achievement	**Component:** Achievement **Report Only** **Technical Skill Assessment Passage Rate:** Proportion of Students Passing Technical Skill Assessments	**Component:** Achievement ***Individual Grades for Element*** **Technical Skill Assessment Passage Rate:** Proportion of Students Passing Technical Skill Assessments	**Component:** Achievement **Individual Grades for Element** **Technical Skill Assessment Passage Rate:** Proportion of Students Passing Technical Skill Assessments	**Component:** Achievement **Individual Grades for Element** **Technical Skill Assessment Passage Rate:** Proportion of Students Passing Technical Skill Assessments
Graduation	**Component:** Graduation **Grade Both Measures** **4-Year Graduation Rate** **5-Year Graduation Rate**	**Component:** Graduation **Grade Both Measures** **4-year Cohort Graduation Rate** **5-Year Cohort Graduation Rate**	**Component:** Graduation **Grade Both Measures, *Component Grade*** **4-year Cohort Graduation Rate** **5-Year Cohort Graduation Rate**	**Component:** Graduation **Grade Both Measures, Component Grade** **4-year Cohort Graduation Rate** **5-Year Cohort Graduation Rate**
Prepared for Success	**Component:** Prepared for Success **Report Only** **Dual Enrollment:** Proportion of Students Who Earned Credit in AP, IB, PSEO, or CTE courses offering articulated credit	**Component:** Prepared for Success **Report Only** **Students :** Proportion of Students Who Earned Credit in AP, IB, PSEO, or CTE courses offering articulated credit ***Report measures used in the Prepared for Success component on the traditional school/district report card***	**Component:** Prepared for Success **Report Only** **Dual Enrollment:** Proportion of Students Who Earned Credit in AP, IB, PSEO, or CTE courses offering articulated credit **Report measures used in the Prepared for Success component on the traditional school/district report card**	**Component:** Prepared for Success **Report Only** **Dual Enrollment:** Proportion of Students Who Earned Credit in AP, IB, PSEO, or CTE courses offering articulated credit **Report measures used in the Prepared for Success component on the traditional school/district report card**
Post-Program Outcomes	**Component:** Post-Program Outcomes **Grade Post-Program Placement** **Industry Credentials:** Proportion of students earning an industry certificate or credential within 6 months after leaving secondary education. **Post-Program Placement:** Proportion of students who were enrolled in postsecondary education or advanced training, in the military service or employed 6 months after leaving secondary education.	**Component:** Post-Program Outcomes **Grade Post-Program Placement** **Industry Credentials:** Proportion of students earning an industry certificate or credential within 6 months after leaving secondary education. **Post-Program Placement:** Proportion of students who were enrolled in postsecondary education or advanced training, in the military service or employed 6 months after leaving secondary education.	**Component:** Post-Program Outcomes ***Component and Individual Measure Grades*** **Industry Credentials:** Proportion of students earning an industry certificate or credential within 6 months after leaving secondary education. **Post-Program Placement:** Proportion of students who were enrolled in postsecondary education or advanced training, in the military service or employed 6 months after leaving secondary education.	**Component:** Post-Program Outcomes **Component and Individual Measure Grades** **Industry Credentials:** Proportion of students earning an industry certificate or credential within 6 months after leaving secondary education. **Post-Program Placement:** Proportion of students who were enrolled in postsecondary education or advanced training, in the military service or employed 6 months after leaving secondary education.
Collective Federal Accountability Results	**Component: Federal Accountability Results** **Report Only for all Students and Subgroups** Federal accountability requires that CTPDs meet locally negotiated targets on eight measures related to the Carl D Perkins Act. These measures are: **Academic Attainment- Reading** **Academic Attainment- Math** **Technical Skill Attainment** **Secondary School Completion** **1-Year Student Graduation Rates** **Placement** **Nontraditional Participation** **Nontraditional Completion** Results for all students and subgroup populations will be included in the report.	**Component: Collective Federal Accountability Results** **Report Only for all Students and Subgroups** Federal accountability requires that CTPDs meet locally negotiated targets on eight measures related to the Carl D Perkins Act. These measures are: **Academic Attainment- Reading** **Academic Attainment- Math** **Technical Skill Attainment** **Secondary School Completion** **1-Year Student Graduation Rates** **Placement** **Nontraditional Participation** **Nontraditional Completion** Results for all students and subgroup populations will be included in the report.	**Component: Collective Federal Accountability Results** ***Used in Overall Designation*** Federal accountability requires that CTPDs meet locally negotiated targets on eight measures related to the Carl D Perkins Act. These measures are: **Academic Attainment- Reading** **Academic Attainment- Math** **Technical Skill Attainment** **Secondary School Completion** **1-Year Student Graduation Rates** **Placement** **Nontraditional Participation** **Nontraditional Completion** Results for all students and subgroup populations will be included in the report.	**Component: Collective Federal Accountability Results** **Used in Overall Designation** Federal accountability requires that CTPDs meet locally negotiated targets on eight measures related to the Carl D Perkins Act. These measures are: **Academic Attainment- Reading** **Academic Attainment- Math** **Technical Skill Attainment** **Secondary School Completion** **1-Year Student Graduation Rates** **Placement** **Nontraditional Participation** **Nontraditional Completion** Results for all students and subgroup populations will be included in the report.
Employability Skills				***Component: Employability Skills*** ***Report Only*** **Examples of Potential Measures:** ***CTSO Participation Beyond the District:*** *Career-Tech Student Organizations provide opportunities for leadership development and refinement of soft skill that employers desire.* ***Work Based Learning:*** *Learning on the job is a key aspect of many CTE programs.*

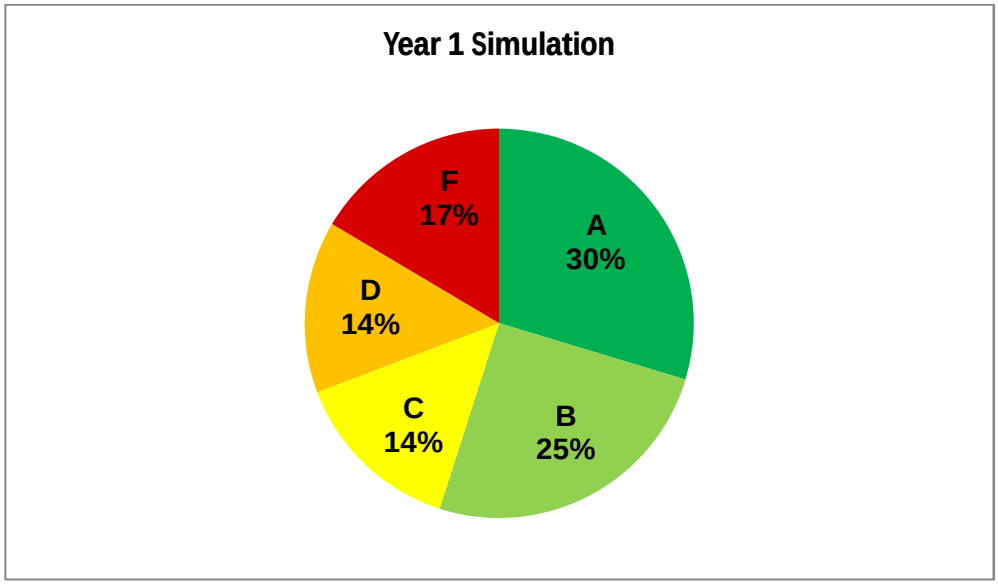
Proposed Technical Skill Attainment Grading Schema:

This schema raises the bar over time, in concert with policy changes to support high participation in technical assessments. The higher 15-16 standard is in line with new policies and data reporting instructions being implemented in the current school year (to be reported on the 15-16 report card). The lower standard on 13-14 and 14-15 report cards for both passage rate and participation rate is in line with policies in place during the applicable testing years.

Federal Target for Technical Skill Attainment: 68% for data reported on 13-14; 69% for data reported on 14-15 and 15-16 report cards

Technical Assessment Passage Rate (passed assessment/took assessment):

	13-14 Report Card	14-15 Report Card	15-16 Report Card
A	100%-80%	100%-80%	100%-90%
B	79.9%-70.0%	79.9%-70.0%	89.9%-80.0%
C	69.9%-60.0%	69.9%-60.0%	79.9%-70.0%
D	59.9%-55.0%	59.9%-55.0%	69.9%-60.0%
F	<55.0%	<55.0%	<60.0%

Technical Assessment Participation Rate (took assessment/eligible for assessment):

	13-14 Report Card	14-15 Report Card	15-16 Report Card
Promotion	>70.0%	>70.0%	n/a
Demotion	<50.0%	<50.0%	<90.0%
Second Demotion	n/a	n/a	<80.0%