



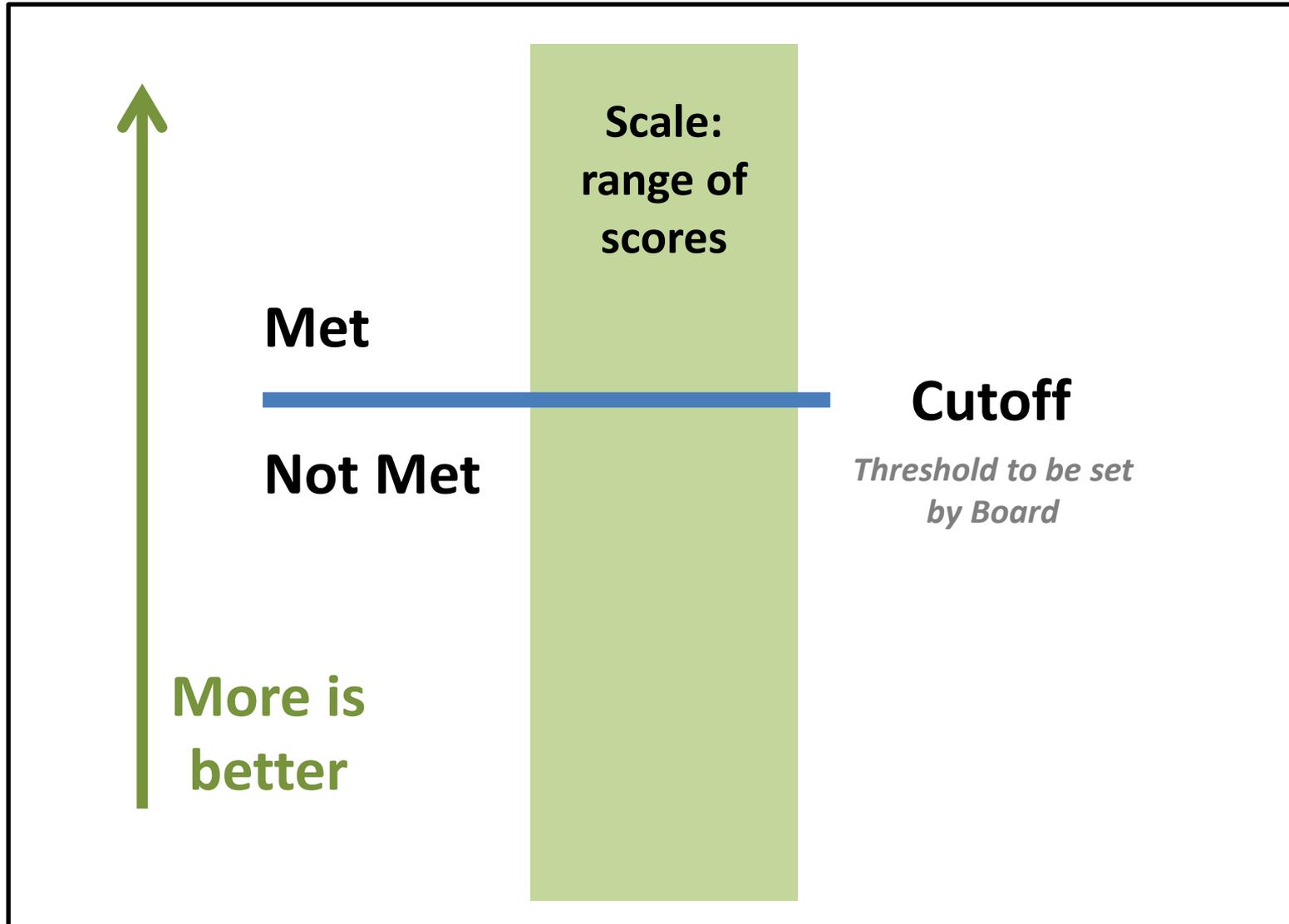
# Gifted Indicator Work Group

03.18.14

# Background

- Board Resolution (Dec 2011) and subsequent Legislative requirement
- Data currently available for the indicator
  - ❖ Students identified as Gifted; receiving Gifted services
  - ❖ Gifted Value-Added
  - ❖ Performance Level data on Gifted students
- What is an indicator?
  - ❖ A scale or a set of scales
  - ❖ A cutoff for each scale to determine meeting the indicator
  - ❖ More complex = harder to interpret

# Requirements for an Indicator



# Goals of indicator framework

- Simplify—Make the indicator easy to compute and the system difficult to manipulate
- Accommodate additional measures of results as available in the future
- Differentiate grade level inputs
- Make incentives explicit
- Assure fairness for all types of districts regardless of demographics

# OAGC Priorities

- Developing an indicator that provides parents, districts, and policymakers a full picture of how gifted children are faring in their district. The measure should be easy to understand and difficult to manipulate.
- Moving away from the performance index as a way to gauge gifted performance. The low cut scores of accelerated and advanced make this measurement less than ideal. Perhaps looking at NCE's at higher levels such as 90th NCE to begin with or;
- Moving toward above grade level testing for gifted students to ensure that gifted growth measures really do not ceiling out the performance of these students.
- Looking through the lens of various grade bands (K-3, 4-8, 9-12) so that all grades are considered.
- Creating incentives for acceleration including earned high school credit in middle school; earned college credit in high school.
- Ensuring that economically disadvantaged/minority students are identified and served.
- Developing meaningful measures for students beyond grades 4 – 8 and in non-academic areas. At least until there is value-added at the high school level and K – 2, we have huge gaps.

# Gifted Indicator – Current Status

- Composite of measures

- ❖ Student Outcome Measure – Progress

- Gifted Value-Added, existing grade from LRC

- ❖ Student Outcome Measure – Performance

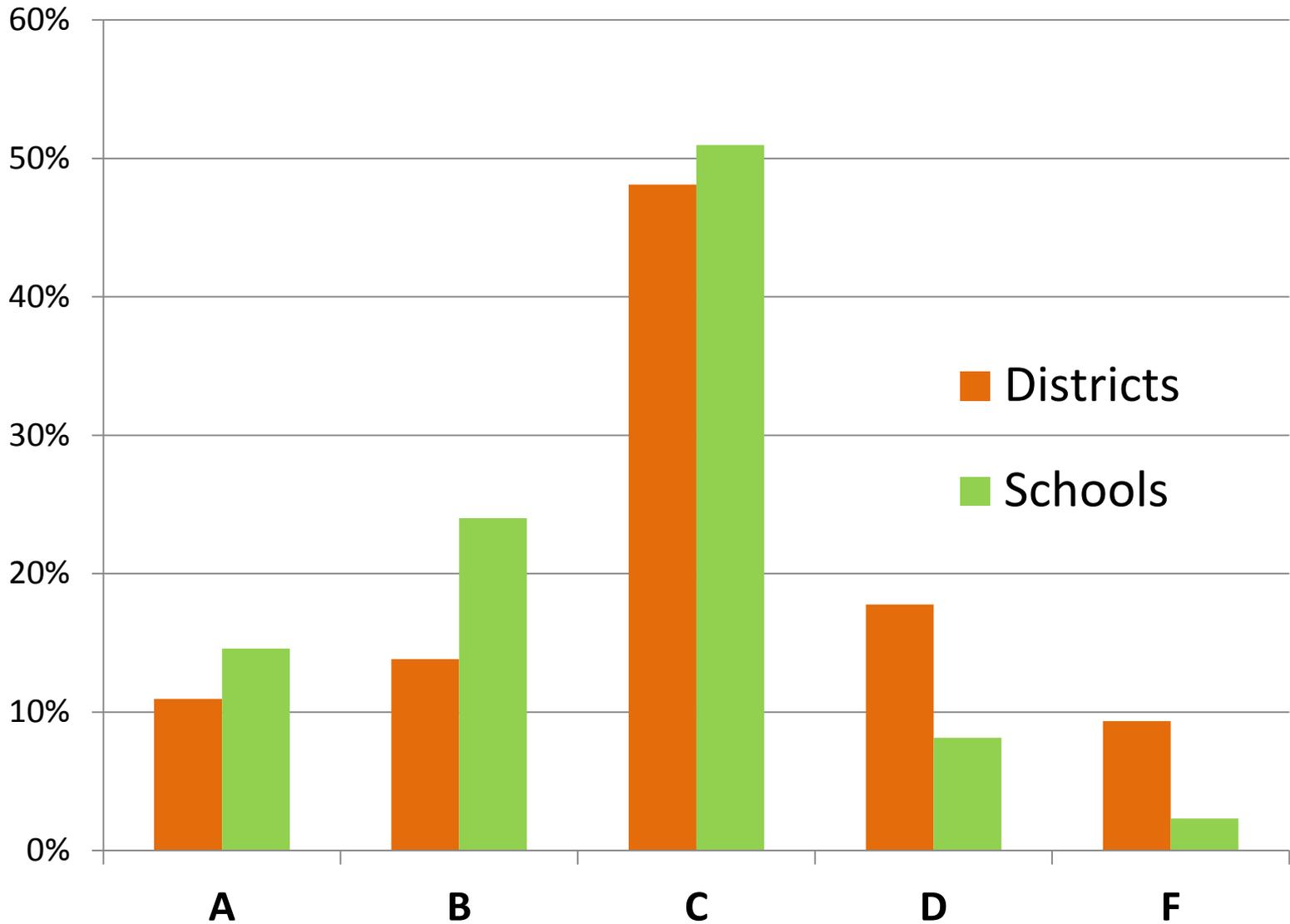
- Gifted Achievement, calculated using Gifted Performance Index
- Future inclusions as available, e.g., ACT

- ❖ District Input Measures\*

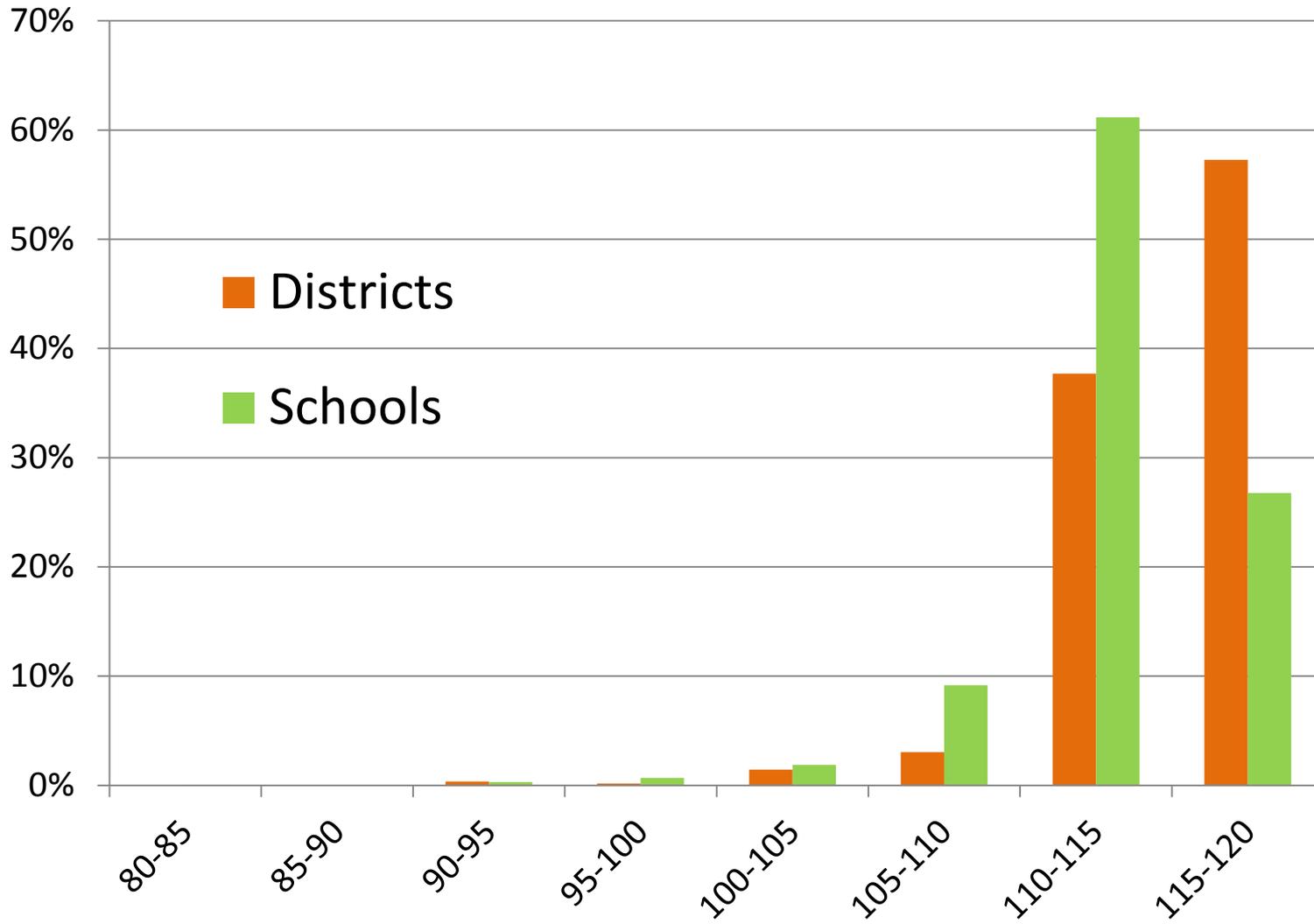
- Identification: Percentage of enrolled students identified as Gifted, by grade band (K-3, 4-8, 9-12)
- Service to enrolled: Percentage of enrolled students who receive Gifted services, by grade band (K-3, 4-8, 9-12)
- Service to identified: Percentage of students identified as Gifted who receive Gifted services, by grade band (K-3, 4-8, 9-12)

\* Building level input measures would not be grade band specific

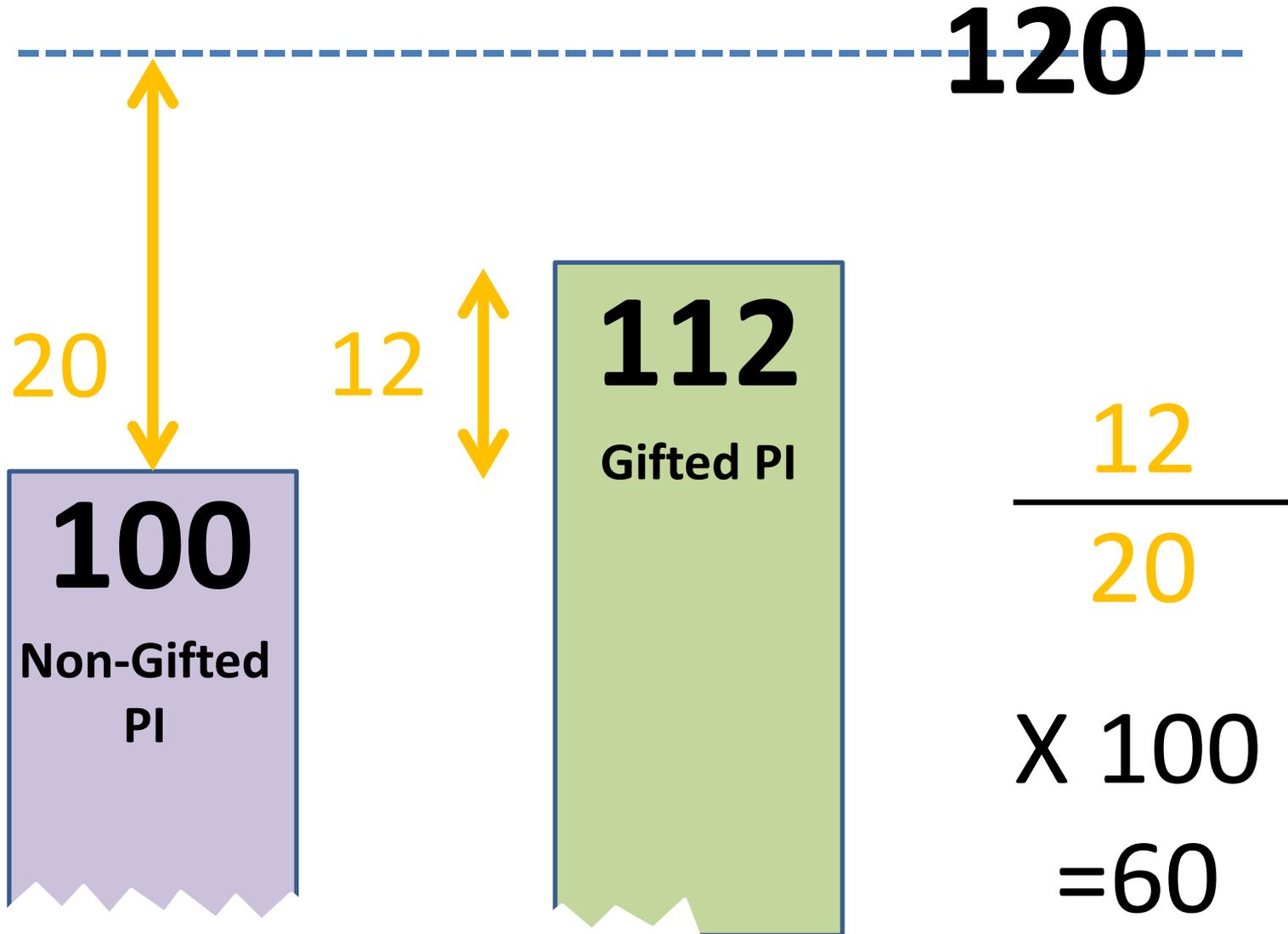
# Gifted Value-Added Grades



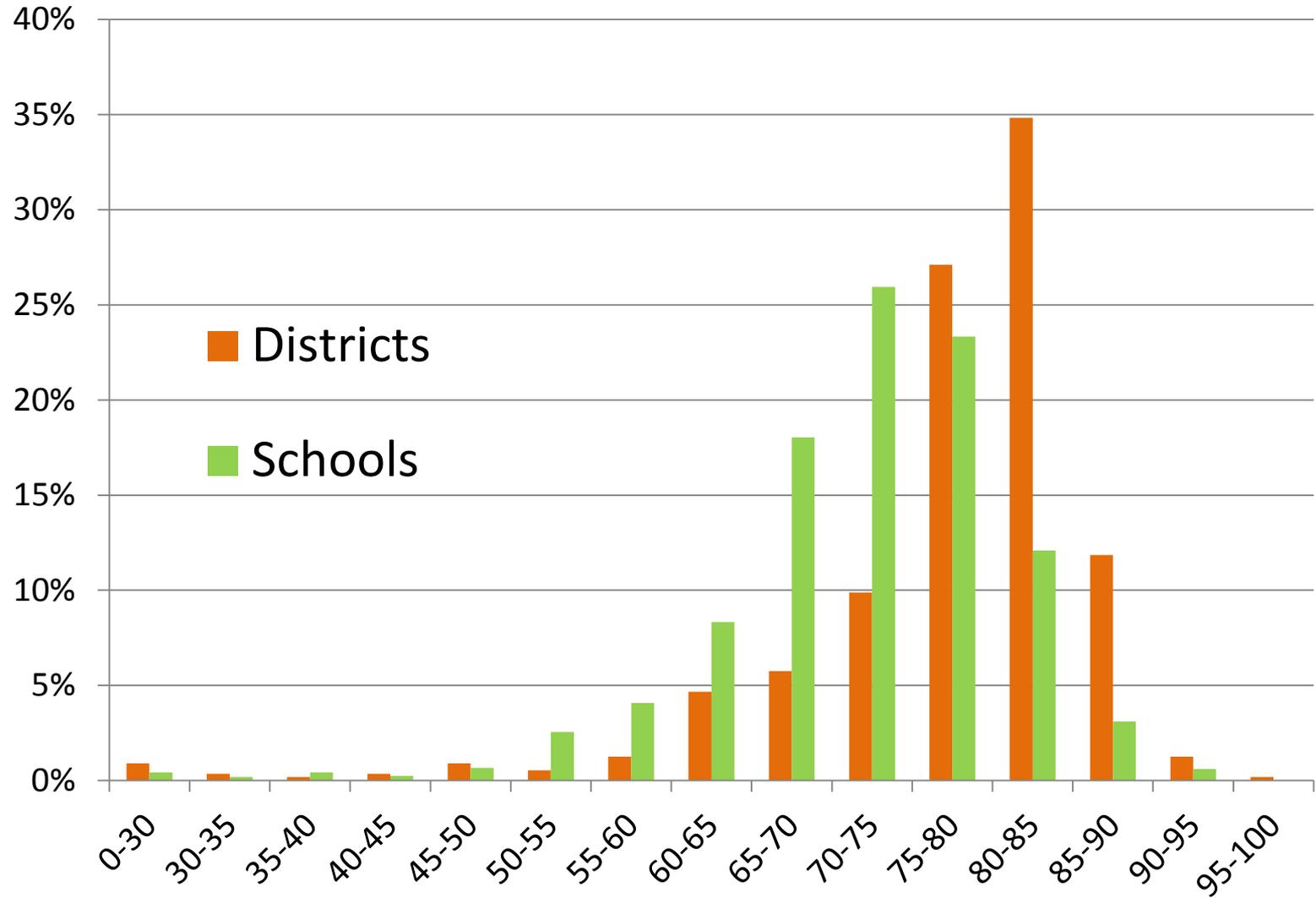
# Gifted Performance Index



# Gifted Achievement Proposed by Staff



# Gifted Achievement



# Input Measure

- Measure is a point system that includes Gifted identification and service
- Incentives are structured to reward/weight:
  - ❖ Service more than identification
  - ❖ K-3 more than higher grades
- Meeting the Gifted Indicator requires attaining a minimum number of points
- Board guidance is needed to set a minimum point threshold for the input measure

# Input Measure Point System

DISTRICTS	>0 - 1.9%	2.0- 4.9%	5.0- 9.9%	10.0- 19.9%	20.0- 29.9%	30.0- 39.9%	40%+
Identification of enrolled students							
Grades K-3	1	2	3	4	4	4	4
Grades 4-8	-	1	2	3	3	3	3
Grades 9-12	-	1	2	3	3	3	3
Service to enrolled students *							
Grades K-3	2	4	6	8	8	8	8
Grades 4-8	-	2	4	6	6	6	6
Grades 9-12	-	2	4	6	6	6	6
Service to identified students *							
Grades K-3	-	-	2	2	4	6	8
Grades 4-8	-	-	-	-	2	4	6
Grades 9-12	-	-	-	-	2	4	6

SCHOOLS	>0 - 1.9%	2.0- 4.9%	5.0- 9.9%	10.0- 19.9%	20.0- 29.9%	30.0- 39.9%	40%+
Identification of enrolled students	1	2	3	4	4	4	4
Service to enrolled students **	2	4	6	8	8	8	8
Service to identified students **	-	-	2	2	4	6	8

\* Service points count only if a district has identified at least 1.0% of students (by grade band) as Gifted.

\*\* Service points count only if a school has identified at least 1.0% of students as Gifted for the school.

# Multiple-Scale Indicator

## Performance Measures

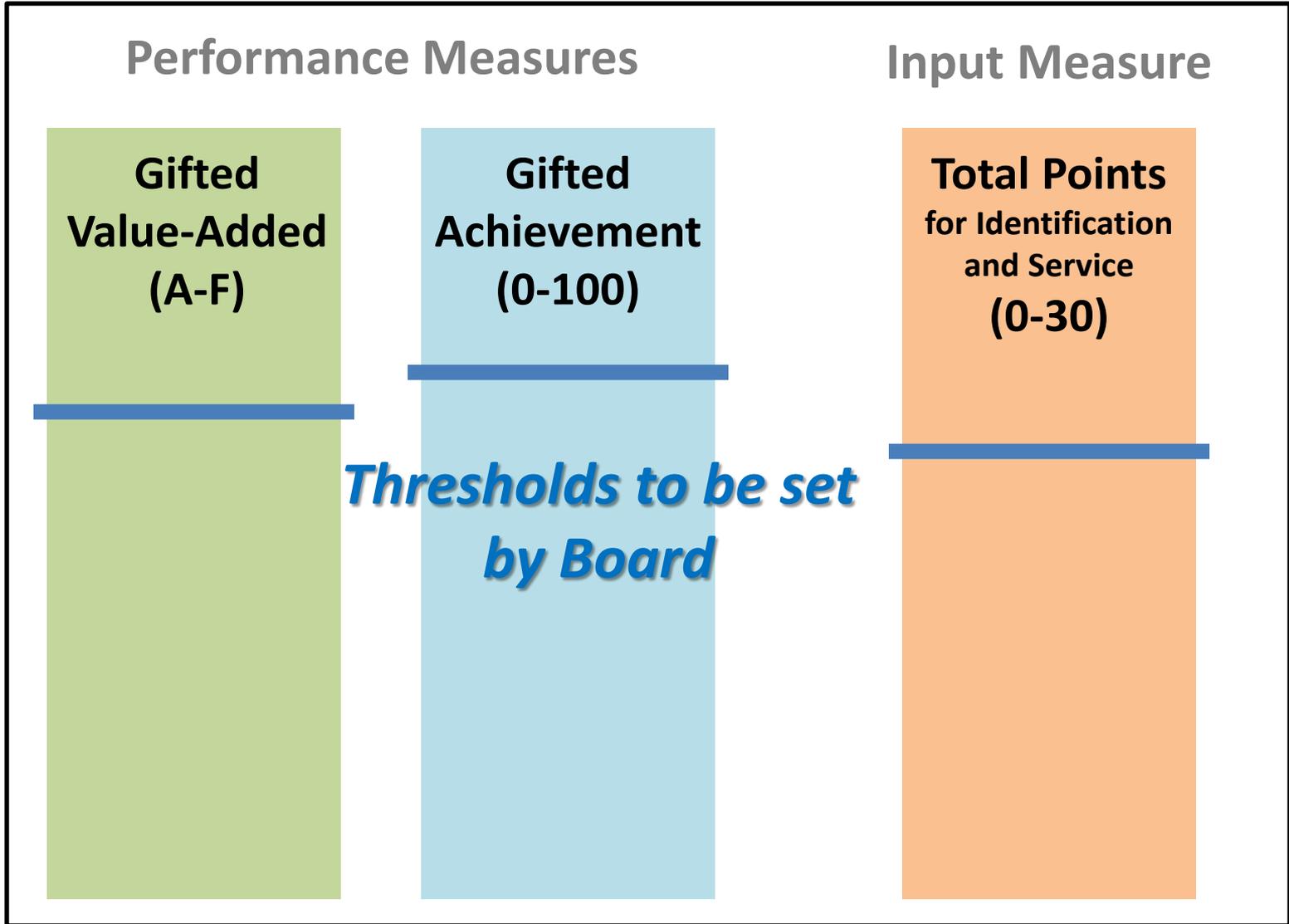
**Gifted  
Value-Added  
(A-F)**

**Gifted  
Achievement  
(0-100)**

## Input Measure

**Total Points  
for Identification  
and Service  
(0-30)**

*Thresholds to be set  
by Board*



## 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 indicator 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 or district that has tested grades has no gifted students identified (or too few to generate a computation), 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 has presented a proposal to develop a multi-measure indicator.
  - b. OAGC has provided input to the department that has led to the current iteration of the proposal.
  
- 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, with additional data available in the Advanced Reports.

**GIFTED DASHBOARD: Planned Elements (Spring 2014)**

<b>Element</b>		<b>Notes</b>
1	Gifted Indicator status (met/not met)	<ul style="list-style-type: none"> <li>Placeholder on 13 &amp; 14 Dashboard.</li> <li>Will report in .xlsx for 13 &amp; 14, pending Board approval</li> <li>Also on Achievement Page table</li> </ul>
2	Value-Added: Gifted	<ul style="list-style-type: none"> <li>Also on Progress Page</li> <li>This will include HS in 2016 when data is available</li> </ul>
3	Percentage of gifted students scoring at each achievement level on state tests – subject specific and superior cognitive (Chart and table)	<ul style="list-style-type: none"> <li>Model stacked bar on PI page</li> <li>Will include advanced level (score of 5) on new assessments in 2015 and beyond</li> </ul>
4	District/building aggregate summary of screening, identification, and service	
5	District/building summary of categories	Chart
<b>Screening</b>		
6	Screening - Percentage of ALL students screened; with grade bands K-3, 4-8 and 9-12 <ul style="list-style-type: none"> <li>By category</li> <li>By subgroup</li> </ul>	<ul style="list-style-type: none"> <li>Planned, placeholder in 13</li> <li>Chart and table</li> <li>Must be included in 2014 (ORC)</li> <li>Needs to be added to DW.</li> </ul>
<b>Identification</b>		
7	Identification - Percentage of ALL students identified; with grade bands K-3, 4-8 and 9-12; by category <ul style="list-style-type: none"> <li>By category</li> <li>By subgroup</li> </ul>	Chart and table
<b>Service (ALL students)</b>		
8	Service - Percentage of ALL students served; with grade bands K-3, 4-8 and 9-12 <ul style="list-style-type: none"> <li>By category</li> <li>By subgroup</li> </ul>	Chart and table
<b>Service (IDENTIFIED students)</b>		
9	Service - Percentage of IDENTIFIED students served; with grade bands K-3, 4-8 and 9-12 <ul style="list-style-type: none"> <li>By category</li> <li>By subgroup</li> </ul>	Chart and table
<b>Formal Acceleration</b>		
10	Percentage of students (of total enrollment) formally accelerated. Total; and grade bands K-3, 4-8 and 9-12 <ul style="list-style-type: none"> <li>whole grade</li> <li>subject specific</li> </ul>	<ul style="list-style-type: none"> <li>Planned, placeholder in 13</li> <li>Chart and table</li> <li>Must be included in 2014 (ORC)</li> <li>Needs to be added to DW.</li> </ul>
11	Percentage of Gifted Students (tests) that are formally accelerated that score proficient or higher (all tests)	<ul style="list-style-type: none"> <li>Planned, placeholder in 13</li> <li>Needs to be added to DW.</li> </ul>

**Items that may be added to Dashboard when available**

<b>Element</b>		<b>Notes</b>
<b>Prepared for Success tab</b>		
12	Remediation Free – Percentage of superior cognitive and/or specific academic identified gifted students meeting remediation-free status	2015
13	Honors Diploma – Percentage of superior cognitive and/or specific academic identified students earning an Honors Diploma	2015
14	AP – Percentage of superior cognitive and/or specific academic identified gifted students enrolled and scoring 3 or better on AP.	2015
15	IB – Percentage of superior cognitive and/or specific academic identified gifted students enrolled and scoring 4 or better IB by course	2015
16	Dual Enrollment – Percentage of superior cognitive and/or specific academic identified gifted students who have earned at least three college credits through dual enrollment programs	2015
<b>Other future measures</b>		
17	ACT/SAT mean composite for superior cognitive and/or specific academic identified students	Potentially 2015

**Items for Future Consideration**

<b>Element</b>	<b>Notes</b>
Audit results	Currently audit reports are in narrative form and have generally not been uploaded for public; and are not universal.
Percentage of middle school students earning high school credit	There are data quality concerns with this measure. Will explore in future
Percentage of students in K-3 assessed as reading above grade level (benchmark set by state board)	“Above grade level” is not currently collected at state level. Diagnostics only collect “on-track/not-on-track”