Distribution of Districts within Type by
Gifted Value-Added Grade

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
District count:	124	107	111	89	77	46	49	6	609
A	4.0%	5.6%	8.1%	7.9%	16.9%	39.1%	6.1%	0.0%	10.0%
B	9.7%	13.1%	10.8%	11.2%	14.3%	23.9%	12.2%	16.7%	12.6%
C	42.7%	49.5%	48.6%	49.4%	44.2%	23.9%	34.7%	33.3%	44.0%
D	16.9%	12.1%	18.9%	15.7%	18.2%	10.9%	20.4%	16.7%	16.3%
F	8.1%	6.5%	9.0%	9.0%	5.2%	2.2%	20.4%	33.3%	8.5%
NA	18.5%	13.1%	4.5%	6.7%	1.3%	0.0%	6.1%	0.0%	8.5%

Distribution of Buildings within District Type by Gifted Value-Added Grade

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
Building count:	428	296	396	380	512	349	371	393	3,125
A	2.6%	4.7%	4.5%	3.4%	8.2%	14.9%	1.9%	1.5%	5.2%
B	7.2%	9.8%	9.1%	7.1%	10.2%	14.6%	6.2%	3.3%	8.4%
C	25.9%	25.3%	28.3%	22.4%	31.3%	29.5%	24.8%	9.4%	24.8%
D	8.2%	7.8%	11.1%	11.6%	10.5%	9.2%	6.5%	3.8%	8.7%
F	4.2%	6.1%	4.3%	5.5%	8.2%	3.4%	7.3%	3.6%	5.4%
NA	51.9%	46.3%	42.7%	50.0%	31.6%	28.4%	53.4%	78.4%	47.5%

Districts NOT receiving a Gifted Value-Added Grade

District Name	Enrollment	Gifted Identification Rate	District Name	Enrollment	Gifted Identification Rate
Bath Local	1,828	0.6%	Ansonia Local	693	9.8%
Warrensville Heights City	1,657	2.1%	North Baltimore Local	693	13.2%
Upper Sandusky Exempted Village	1,656	0.9%	Crestline Exempted Village	673	4.4%
Cardinal Local	1,217	1.3%	Strasburg-Franklin Local	644	11.0%
Dawson-Bryant Local	1,208	1.7%	Fairlawn Local	640	5.3%
Waterloo Local	1,200	4.8%	Millcreek-West Unity Local	636	10.9%
Loudonville-Perrysville Exempted Village	1,174	14.4%	North Central Local	622	12.0%
St Bernard-Elmwood Place City	1,054	5.7%	Windham Exempted Village	616	8.0%
Ripley-Union-Lewis-Huntington Local	1,047	3.4%	Lockland Local	608	6.5%
Berkshire Local	978	0.8%	Upper Scioto Valley Local	589	9.5%
Spencerville Local	961	1.7%	Bradford Exempted Village	572	8.1%
Dalton Local	931	6.6%	Fairport Harbor Exempted Village	549	0.0%
Berne Union Local	877	4.5%	Waynesfield-Goshen Local	541	6.5%
Carey Exempted Village	840	5.8%	Jackson Center Local	541	5.3%
Richmond Heights Local	819	4.9%	Newbury Local	519	2.2%
Wellsville Local	819	0.1%	Ridgemont Local	499	16.7%
South Central Local	808	4.0%	New Boston Local	484	17.2%
Perry Local	807	0.9%	Hardin Northern Local	479	13.2%
Ayersville Local	776	6.0%	Conotton Valley Union Local	460	7.5%
Western Local	766	13.7%	Old Fort Local	451	6.7%
New Miami Local	732	1.9%	Fayette Local	433	13.2%
Southern Local	722	11.1%	Stryker Local	422	0.2%
Western Reserve Local	719	6.6%	Jefferson Township Local	384	4.6%
Bright Local	717	6.7%	Bloomfield-Mespo Local	273	12.9%
McComb Local	707	4.0%	Vanlue Local	242	9.7%
Mississinawa Valley Local	696	9.0%	Bettsville Local	167	3.5%

Students Hitting the Test Ceiling

- In terms of maximum possible points, 87 students statewide "maxed out" on an OAA test of the same subject in consecutive years (SY 2011-12, SY 2012-13)

  - 81 students in Mathematics
  - 6 students in Reading

  Most frequent combinations:

  - 30 students from 5th to 6th grade Math
  - 21 students from 3rd to 4th grade Math
  - 17 students from 4th to 5th grade Math

Statewide OAA/OGT Performance Levels in Reading for (Reading/SC) Gifted Students

Test Grade:	3rd	4th	5th	6th	7th	8th	10th
Test Takers	10,231	12,548	13,461	14,914	16,331	16,601	16,811
Below Proficient	0.2%	0.2%	0.7%	0.4%	0.5%	0.4%	0.3%
Proficient (only)	1.1%	9.3%	35.7%	11.2%	11.3%	3.6%	5.5%
Accelerated (only)	6.9%	72.0%	28.7%	32.7%	38.2%	25.5%	39.6%
Advanced	91.8%	18.5%	35.0%	55.6%	50.1%	70.5%	54.5%
Raw points above Advanced cut score							
Cut score or +1 pt	12.4%	7.6%	18.3%	17.9%	20.1%	8.7%	14.2%
+2 points	10.2%	5.6%	7.0%	9.3%	9.5%	10.6%	9.8%
+3 points	13.4%	3.3%	4.7%	8.4%	7.8%	11.3%	9.3%
+4 points	18.5%	1.5%	2.9%	6.8%	5.9%	10.8%	7.7%
+5 points	15.8%	0.5%	1.5%	5.6%	4.0%	10.5%	5.8%
+6 points	12.6%	0.1%	0.5%	3.8%	1.8%	8.5%	4.1%
+7 points	7.0%		0.1%	2.0%	0.8%	6.1%	2.1%
+8 points	1.9%			1.1%	0.2%	3.0%	1.0%
+9 points				0.5%		1.0%	0.4%
+10 points				0.1%			0.1%
+11 points				<0.1%			<0.1%

Statewide OAA/OGT Performance Levels in Math for (Math/SC) Gifted Students

Test Grade:	3rd	4th	5th	6th	7th	8th	10th
Test Takers	10,631	13,233	14,623	15,360	16,320	16,601	16,914
Below Proficient	0.3%	0.4%	0.7%	0.6%	0.7%	0.9%	0.4%
Proficient (only)	5.2%	3.8%	4.6%	3.5%	8.1%	6.8%	1.4%
Accelerated (only)	23.4%	14.7%	9.4%	8.1%	21.3%	34.6%	5.9%
Advanced	71.2%	81.2%	85.3%	87.8%	69.9%	57.7%	92.2%
Raw points above Advanced cut score							
Cut score or +1 pt	8.8%	11.4%	3.4%	2.5%	5.0%	13.7%	5.2%
+2 points	11.8%	7.3%	4.2%	3.0%	5.7%	7.6%	4.0%
+3 points	13.7%	8.5%	4.8%	3.7%	6.6%	7.5%	5.2%
+4 points	13.1%	9.0%	5.9%	4.5%	7.1%	7.5%	6.9%
+5 points	12.1%	9.1%	6.9%	5.0%	7.0%	7.0%	8.6%
+6 points	8.2%	9.2%	8.0%	6.1%	7.1%	6.0%	10.4%
+7 points	3.4%	8.6%	8.9%	7.2%	7.3%	4.5%	11.6%
+8 points		7.6%	9.5%	7.8%	6.8%	2.9%	12.9%
+9 points		5.7%	9.8%	8.5%	5.5%	1.2%	12.7%
+10 points		3.2%	9.3%	9.0%	4.3%		9.6%
+11 points		1.6%	7.5%	9.0%	3.3%		5.1%
+12 points			5.4%	8.2%	2.2%		
+13 points			1.9%	6.6%	1.3%		
+14 points				4.5%	0.5%		
+15 points				2.2%	0.2%		

Statewide OAA/OGT Performance in Science or Social Studies for (subject respective/SC) Gifted Students

Test Subject:	Science			Social Studies
Test Grade:	5th	8th	10th	10th
Test Takers	11,678	14,569	15,194	15,167
Below Proficient	1.0%	1.5%	0.7%	0.5%
Proficient (only)	3.7%	12.5%	5.0%	4.2%
Accelerated (only)	23.8%	32.0%	17.3%	9.8%
Advanced	71.5%	53.9%	77.1%	85.5%
Raw points above Advanced cut score				
Cut score or +1 pt	15.0%	8.1%	11.0%	7.0%
+2 points	9.0%	8.3%	8.8%	6.0%
+3 points	9.9%	8.1%	9.8%	7.3%
+4 points	9.3%	8.1%	10.5%	9.0%
+5 points	8.9%	7.2%	10.0%	10.3%
+6 points	7.4%	5.8%	8.9%	10.9%
+7 points	5.7%	3.9%	7.0%	10.8%
+8 points	3.5%	2.5%	5.5%	9.7%
+9 points	1.9%	1.3%	3.3%	7.4%
+10 points	0.8%	0.5%	1.7%	4.6%
+11 points	0.2%	0.1%	0.5%	2.0%
+12 points			0.1%	0.5%

Distribution of Districts within Type by Gifted Performance Index

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
District count:	124	107	111	89	77	46	49	6	609
< 100.0	3.2%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%
100.0 - 104.9	0.8%	2.8%	0.0%	0.0%	0.0%	0.0%	10.2%	0.0%	1.5%
105.0 - 109.9	4.0%	1.9%	1.8%	1.1%	1.3%	2.2%	8.2%	33.3%	3.0%
110.0 - 114.9	44.4%	42.1%	32.4%	39.3%	24.7%	13.0%	55.1%	66.7%	37.3%
115.0 +	44.4%	50.5%	63.1%	53.9%	74.0%	84.8%	26.5%	0.0%	55.2%
NA	3.2%	1.9%	2.7%	5.6%	0.0%	0.0%	0.0%	0.0%	2.3%

Distribution of Buildings within District Type by Gifted Performance Index

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
Building count:	428	296	396	380	512	349	371	393	3,125
< 100.0	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	11.7%	1.8%
100.0 - 104.9	1.6%	1.0%	0.3%	0.5%	0.4%	0.0%	2.4%	8.9%	1.9%
105.0 - 109.9	10.5%	7.8%	4.3%	6.6%	4.1%	0.3%	13.2%	16.0%	7.8%
110.0 - 114.9	49.3%	48.3%	51.3%	50.5%	52.3%	37.8%	46.1%	13.2%	43.9%
115.0 +	16.4%	23.6%	29.0%	18.9%	33.2%	53.0%	10.2%	2.3%	23.3%
NA	21.7%	19.3%	15.2%	23.4%	10.0%	8.9%	26.1%	47.8%	21.3%

Distribution of Districts within Type by Gifted "Achievement" Index

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
District count:	124	107	111	89	77	46	49	6	609
< 60.0	4.8%	7.5%	2.7%	1.1%	2.6%	10.9%	6.1%	0.0%	4.6%
60.0 - 64.9	5.6%	6.5%	5.4%	2.2%	3.9%	0.0%	4.1%	0.0%	4.4%
65.0 - 69.9	12.1%	7.5%	4.5%	5.6%	0.0%	2.2%	6.1%	16.7%	6.2%
70.0 - 74.9	6.5%	14.0%	15.3%	7.9%	5.2%	10.9%	6.1%	16.7%	9.9%
75.0 - 79.9	26.6%	25.2%	26.1%	20.2%	28.6%	28.3%	24.5%	0.0%	25.3%
80.0 - 84.9	29.8%	21.5%	38.7%	42.7%	40.3%	26.1%	34.7%	50.0%	33.5%
85.0 - 89.9	9.7%	11.2%	4.5%	13.5%	19.5%	15.2%	16.3%	16.7%	11.8%
90.0 +	1.6%	4.7%	0.0%	1.1%	0.0%	6.5%	2.0%	0.0%	2.0%
NA	3.2%	1.9%	2.7%	5.6%	0.0%	0.0%	0.0%	0.0%	2.3%

Distribution of Buildings within District Type by Gifted "Achievement" Index

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
Building count:	428	296	396	380	512	349	371	393	3,125
< 60.0	9.6%	7.8%	6.8%	4.5%	5.3%	6.0%	7.5%	22.6%	8.7%
60.0 - 64.9	8.6%	8.1%	10.1%	6.1%	6.8%	6.0%	4.6%	5.3%	7.0%
65.0 - 69.9	12.6%	17.2%	12.1%	11.6%	17.4%	17.5%	10.8%	6.9%	13.2%
70.0 - 74.9	18.5%	17.6%	24.0%	18.7%	26.0%	26.1%	17.3%	8.1%	19.7%
75.0 - 79.9	16.8%	18.2%	20.5%	19.2%	19.7%	18.9%	19.9%	5.1%	17.3%
80.0 - 84.9	9.3%	8.1%	7.6%	12.6%	10.9%	12.3%	8.1%	3.1%	9.1%
85.0 - 89.9	2.3%	2.4%	2.8%	3.4%	3.5%	3.4%	4.0%	0.8%	2.8%
90.0 +	0.5%	1.4%	1.0%	0.5%	0.4%	0.9%	1.6%	0.3%	0.8%
NA	21.7%	19.3%	15.2%	23.4%	10.0%	8.9%	26.1%	47.8%	21.3%

Distribution of Districts within Type by Identified Gifted among All Enrolled, K-12

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
District count:	124	107	111	89	77	46	49	6	609
< 5.0%	8.1%	6.5%	5.4%	12.4%	1.3%	2.2%	18.4%	16.7%	7.6%
5.0 - 9.9%	31.5%	29.9%	14.4%	28.1%	5.2%	0.0%	44.9%	66.7%	23.3%
10.0 - 14.9%	37.9%	24.3%	27.9%	32.6%	23.4%	4.3%	28.6%	16.7%	27.6%
15.0 - 19.9%	16.9%	24.3%	21.6%	19.1%	24.7%	8.7%	4.1%	0.0%	18.6%
20.0 - 24.9%	2.4%	6.5%	18.9%	5.6%	28.6%	19.6%	4.1%	0.0%	11.3%
25.0% +	3.2%	8.4%	11.7%	2.2%	16.9%	65.2%	0.0%	0.0%	11.7%

Distribution of Buildings within District Type by Identified Gifted among All Enrolled, K-12

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
Building count:	428	296	396	380	512	349	371	393	3,125
< 2.0%	9.1%	5.1%	7.3%	14.5%	6.1%	5.7%	12.4%	22.1%	10.3%
2.0 - 4.9%	12.9%	12.2%	7.8%	12.1%	6.8%	2.3%	23.7%	24.9%	12.7%
5.0 - 9.9%	27.3%	25.0%	19.4%	25.5%	16.4%	9.2%	28.3%	24.7%	21.9%
10.0 - 14.9%	22.2%	19.6%	21.0%	20.3%	17.4%	9.7%	19.1%	10.9%	17.6%
15.0 - 19.9%	15.7%	15.9%	17.2%	14.5%	19.3%	10.6%	9.4%	5.6%	13.8%
20.0 - 24.9%	6.1%	11.5%	9.8%	5.3%	15.4%	11.2%	4.3%	4.8%	8.7%
25.0 - 29.9%	3.7%	6.1%	10.4%	5.5%	8.4%	9.5%	1.9%	1.8%	6.0%
30.0% +	3.0%	4.7%	7.1%	2.4%	10.2%	41.8%	0.8%	5.1%	9.1%

Distribution of Districts within Type by Gifted Served among Identified, K-12

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
District count:	124	107	111	89	77	46	49	6	609
< 10.0%	46.8%	45.8%	51.4%	31.5%	24.7%	28.3%	26.5%	33.3%	39.2%
10.0 - 19.9%	17.7%	22.4%	20.7%	22.5%	29.9%	28.3%	20.4%	16.7%	22.3%
20.0 - 29.9%	14.5%	17.8%	10.8%	15.7%	19.5%	21.7%	26.5%	0.0%	16.6%
30.0 - 39.9%	8.1%	10.3%	7.2%	11.2%	10.4%	13.0%	12.2%	33.3%	10.0%
40.0 - 49.9%	4.0%	0.9%	2.7%	11.2%	5.2%	2.2%	6.1%	16.7%	4.6%
50.0% +	8.9%	2.8%	7.2%	7.9%	10.4%	6.5%	8.2%	0.0%	7.2%

Distribution of Buildings within District Type by Gifted Served among Identified, K-12

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
Building count:	428	296	396	380	512	349	371	393	3,125
< 5.0%	59.6%	63.2%	60.9%	48.4%	40.2%	30.1%	41.2%	52.4%	49.2%
5.0 - 14.9%	6.3%	5.4%	6.1%	4.7%	8.0%	8.0%	7.3%	7.9%	6.8%
15.0 - 24.9%	4.7%	5.7%	7.3%	6.3%	10.4%	13.8%	6.7%	5.6%	7.6%
25.0 - 49.9%	11.7%	12.8%	12.4%	17.1%	23.6%	31.5%	20.5%	24.4%	19.4%
50.0 - 74.9%	12.6%	6.4%	9.1%	13.4%	9.4%	9.2%	14.0%	6.6%	10.2%
75.0% +	5.1%	6.4%	4.3%	10.0%	8.4%	7.4%	10.2%	3.1%	6.9%

Distribution of Districts within Type by
Gifted Served among All Enrolled, K-12

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
District count:	124	107	111	89	77	46	49	6	609
< 1.0%	45.2%	41.1%	41.4%	30.3%	18.2%	8.7%	28.6%	33.3%	34.0%
1.0 - 2.9%	29.0%	32.7%	29.7%	33.7%	28.6%	21.7%	49.0%	50.0%	31.7%
3.0 - 4.9%	14.5%	17.8%	12.6%	16.9%	20.8%	15.2%	16.3%	16.7%	16.1%
5.0 - 9.9%	10.5%	7.5%	10.8%	19.1%	23.4%	43.5%	4.1%	0.0%	14.8%
10.0% +	0.8%	0.9%	5.4%	0.0%	9.1%	10.9%	2.0%	0.0%	3.4%

Distribution of Buildings within District Type by Gifted Served among All Enrolled, K-12

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
Building count:	428	296	396	380	512	349	371	393	3,125
< 1.0%	63.3%	65.2%	62.9%	54.5%	42.6%	31.2%	51.2%	66.2%	54.3%
1.0 - 2.9%	10.7%	10.1%	10.1%	13.4%	12.9%	8.6%	21.0%	13.2%	12.6%
3.0 - 4.9%	10.0%	11.8%	7.3%	9.5%	13.3%	11.5%	11.6%	5.6%	10.1%
5.0 - 9.9%	11.2%	8.8%	11.9%	12.6%	18.8%	22.3%	10.5%	8.4%	13.3%
10.0 - 14.9%	2.8%	3.4%	4.3%	7.6%	7.8%	13.2%	3.8%	3.3%	5.8%
15.0% +	1.9%	0.7%	3.5%	2.4%	4.7%	13.2%	1.9%	3.3%	3.9%

Proposed Point System for Gifted Inputs

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.

Distribution of Districts within Type by Total Points for Gifted Inputs

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
District count:	124	107	111	89	77	46	49	6	609
0 - 4	6.5%	5.6%	4.5%	5.6%	0.0%	0.0%	4.1%	0.0%	4.3%
5 - 9	37.1%	26.2%	27.0%	23.6%	11.7%	2.2%	12.2%	33.3%	23.5%
10 - 14	13.7%	21.5%	23.4%	18.0%	11.7%	15.2%	22.4%	0.0%	17.9%
15 - 19	14.5%	17.8%	16.2%	14.6%	22.1%	10.9%	12.2%	16.7%	15.9%
20 - 24	12.9%	14.0%	11.7%	11.2%	18.2%	26.1%	26.5%	0.0%	15.3%
25 - 29	5.6%	9.3%	7.2%	11.2%	11.7%	17.4%	18.4%	16.7%	10.2%
30 - 34	5.6%	4.7%	2.7%	10.1%	15.6%	21.7%	2.0%	33.3%	8.0%
35 + (50 max)	4.0%	0.9%	7.2%	5.6%	9.1%	6.5%	2.0%	0.0%	4.9%

Distribution of Buildings within District Type by Total Points for Gifted Inputs

Type#:	1	2	3	4	5	6	7	8	
Setting:	Rural	Rural	Small Town	Small Town	Sub-urban	Sub-urban	Urban	Urban	All
Poverty level:	High	Average	Low	High	Low	Very Low	High	Very High	
Building count:	428	296	396	380	512	349	371	393	3,125
0 - 1	7.2%	4.7%	6.8%	11.6%	5.3%	4.3%	10.0%	17.8%	8.5%
2 - 3	23.1%	21.6%	15.9%	18.4%	8.4%	3.4%	18.6%	26.7%	16.8%
4 - 5	26.9%	35.8%	33.8%	17.6%	22.9%	21.5%	13.5%	8.4%	22.3%
6 - 7	6.1%	3.0%	7.3%	5.0%	6.4%	2.0%	8.4%	8.9%	6.0%
8 - 9	2.6%	3.4%	3.5%	4.2%	5.9%	1.7%	5.7%	7.9%	4.4%
10 - 11	6.5%	5.4%	5.3%	6.1%	7.2%	10.6%	4.9%	5.1%	6.4%
12 - 13	4.2%	4.4%	3.8%	6.8%	8.0%	9.5%	10.0%	5.3%	6.5%
14 - 15	8.2%	9.8%	5.6%	9.2%	9.4%	9.5%	13.5%	6.1%	8.8%
16 - 17	5.1%	4.4%	4.3%	5.3%	9.2%	8.9%	4.6%	4.3%	5.9%
18 - 20	10.0%	7.4%	13.6%	15.8%	17.4%	28.7%	11.1%	9.4%	14.3%

SAS® EVAAS®

MARCH 2014

If students are already high-achieving, is it harder to show growth through EVAAS?

Introduction

Educators serving high-achieving students are often concerned that their students' entering achievement level makes it more difficult for them to show growth. However, with EVAAS, educators are neither advantaged nor disadvantaged by the type of students that they serve. The modeling reflects the philosophy that all students deserve to make appropriate academic progress each year; as such, EVAAS provides reliable and valid measures of growth for students, regardless of their achievement level.

EVAAS in Theory

The value-added models used in Ohio are designed to estimate whether students made one year's worth of growth. For OAA in mathematics and reading, one year's worth of growth is about maintaining achievement levels. For OAA in science, one year's worth of growth is about meeting expected performance based on a specific group's prior academic performance.

Furthermore, while the OAA is designed to discriminate proficient from non-proficient, OAA is also designed to have sufficient stretch to discriminate between Limited, Basic, Proficient, Accelerated, and Advanced performance levels. Accordingly, there is sufficient stretch in the OAA testing scales to measure the growth of high-achieving students.

In fact, any test that is used in EVAAS analyses must meet three criteria, and OAA meets these criteria:

- Must be aligned to curriculum standards.
- Must be reliable and valid.
- Must demonstrate sufficient stretch at the extremes.

EVAAS in Practice

Actual data may be the most readily apparent evidence. The graphs below plot the average entering achievement for each school in Ohio against its growth index (the value-added estimate divided by its standard error). Each dot represents one school. The light gray line at zero represents "expected growth" and the two black lines cross at +2 and -2, which makes it easy to identify schools whose growth index indicates significant evidence that students made more or less than the expected growth, respectively.

Regardless of the school's achievement, there is essentially no correlation to the growth index. In other words, the dots representing each school do not trend up or down as achievement increases; the cluster of dots is fairly even across the achievement spectrum.

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FIGURE 1: OHIO GROWTH INDEX V. AVERAGE ACHIEVEMENT BY SCHOOL FOR OAA MATH GRADE SIX

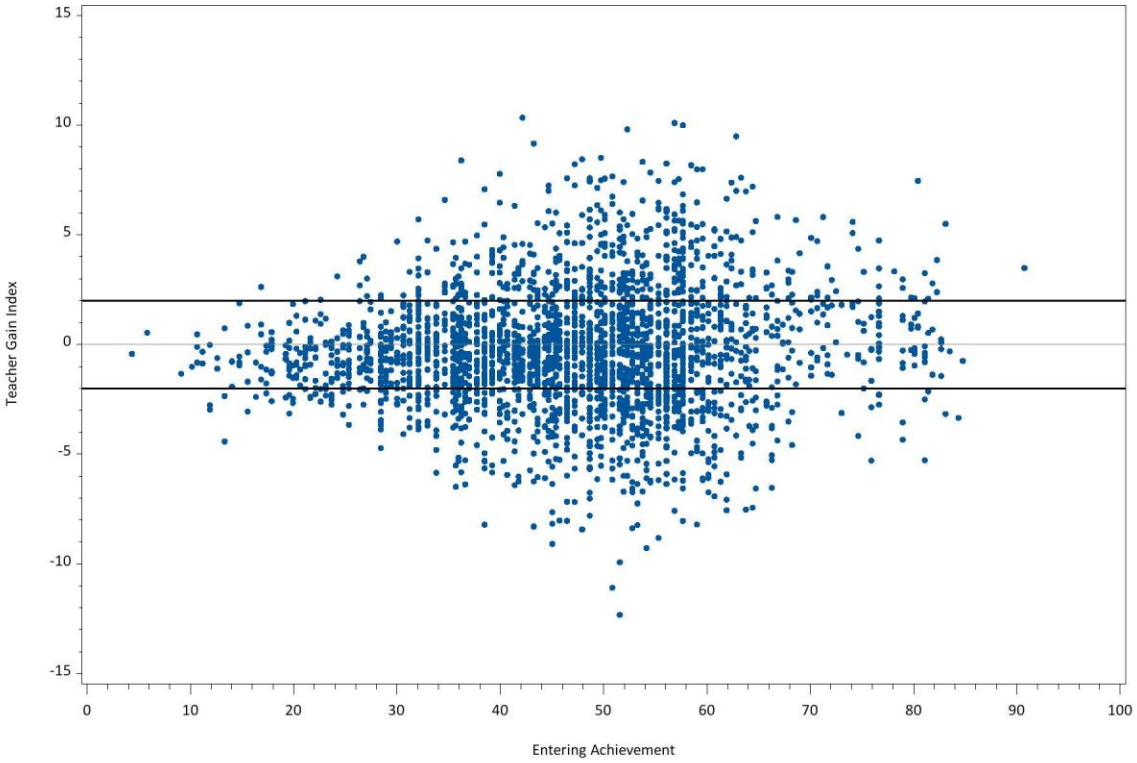
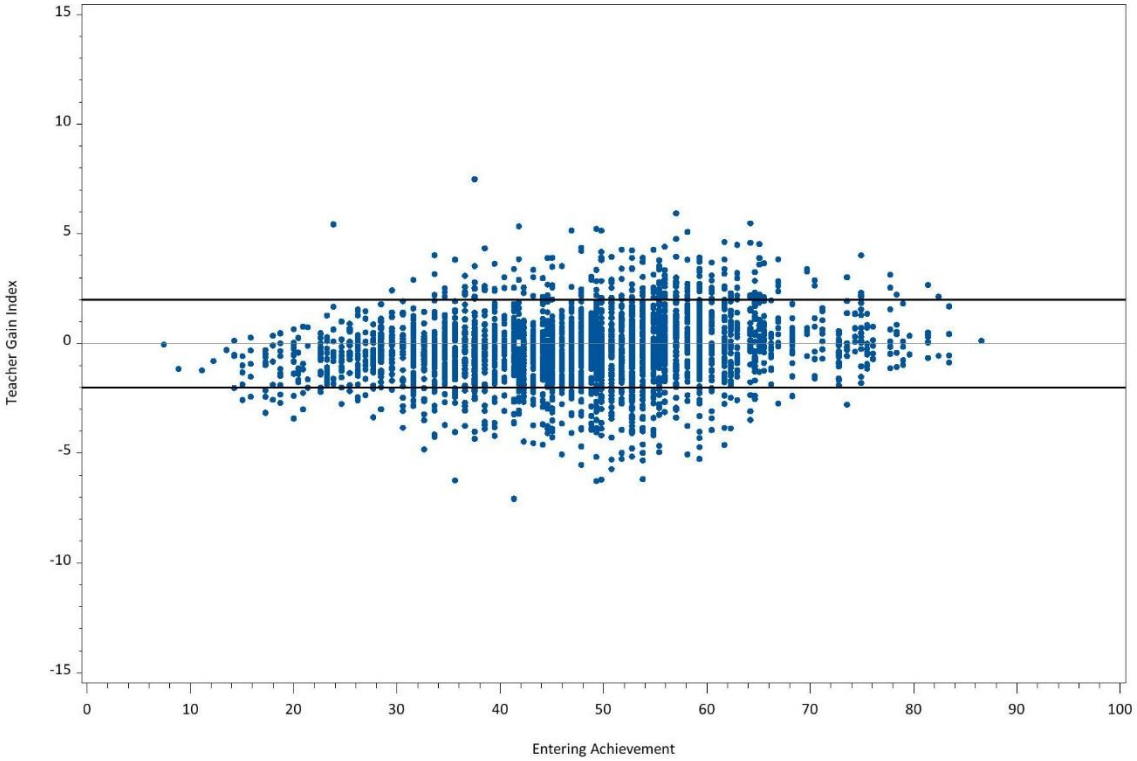


FIGURE 2: OHIO GROWTH INDEX V. AVERAGE ACHIEVEMENT BY SCHOOL FOR OAA READING GRADE SIX



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Teacher Value-added results by grade and subject and prior achievement level of students

1	2	3	2012-2013 Teacher Value-Added Level					
Subject	**Grade Level**	**Student (prior) Achievement Level**	**level_1 (Lowest)**	**level_2**	**level_3**	**level_4**	**level_5 (Highest)**	**Percent Level 5**
Math	**4th Grade**	**Top 10% of classes (N=419)**	**8**	**20**	**110**	**85**	**196**	**46.8%**
Math	**5th Grade**	**Top 10% of classes (N=345)**	**14**	**20**	**121**	**66**	**124**	**35.9%**
Reading	**4th Grade**	**Top 10% of classes (N=458)**	**4**	**32**	**204**	**108**	**110**	**24.0%**
Reading	**5th Grade**	**Top 10% of classes (N=396)**	**4**	**18**	**199**	**93**	**82**	**20.7%**

How to read this chart:

For each 4th- and 5th-grade teacher, we computed an average achievement level of students in math and reading coming into the school year. We based this on data drawn from prior-year student achievement data.

We looked at this figure for each 2012-2013 teacher in each grade and subject to determine the 10 percent of teachers who started the school year with the highest-performing students. Using 4th-grade reading as an example, (see column 3), there were 4,580 teachers who got a value-added score for the 2012-2013 school year. That means there were 458 teachers had students in the top 10 percent.

We then looked at the value-added scores for that set of teachers to determine if any of them were high value-added scorers for the 2012-2013 school year. Note, for example that for 4th grade reading teachers, 110 out of 458 (24 percent) teaching the highest- performing students had a level 5 value-added score, which is the highest level.

March 18, 2014

OAGC supports the idea of forming a work group to continue the work of developing the gifted performance indicator (GPI). We hope that the development of the gifted dashboard can also be part of this discussion as the original resolution on the gifted performance indicator called for the indicator to be informed by the elements of the gifted dashboard. We appreciate many of the changes that ODE has made as a result of our input. However, there are still some fundamental concerns that we continue to hold, which we hope can be addressed more fully in the work group. We also hope that some of the elements that we wish to include such as measurements that promote acceleration and accountability for funding can be included as part of the overall dashboard and potentially the indicator.

We understand that from January, ODE staff has made additional revisions including:

- **The addition of the measure "gifted students served as a % of gifted students" identified in the input point system.** This was at the request of OAGC and several state board members.
- **The introduction of criteria for evaluation (met/not met)** – Districts would only be evaluated if they have a gifted performance index and gifted value-added scores. However, it is assumed that all districts above 600 ADM should qualify for a gifted PI and gifted value-added score.

<u>OAGC Concerns with Revised ODE Proposal</u>

While ODE continues to make improvements to the GPI proposal, we still have many concerns:

- **While simplified, combining performance measures and growth measures may be too simple a solution.** It is unclear whether ODE's February proposal separates these measures. If the accountability committee ultimately moves forward with the ODE proposal, we would recommend that growth be a separate measure and that districts would continue to meet growth, achievement, and input measure elements to rate a "met" score on the overall indicator.
- **The new proposal still is based heavily on the gifted performance index**, which we know is not a good measure of gifted performance due to the low cut scores for advanced and accelerated levels. (Please see attachment 1). We understand that ODE is reluctant to use NCE (Normal Curve Equivalencies), but OAGC would still like to continue the discussion of using NCEs or some other measure beyond the gifted performance index.
- **The performance index differential between gifted and non-gifted students in the district is troubling.** OAGC does not support the use of the gifted performance index differential. The index is designed to measure a gap that districts are actively trying to close without allowing gifted students to show higher growth than the low-cut accelerated and advanced levels on the OAAs and OGT. We have essentially put a lid on the box of achievement at high end. Given that districts have been repeatedly assured that there is enough stretch in the test to measure this population, there must be an alternative solution.

- **The use of the OAAs and the OGTs as a definitive measure of achievement for gifted students is problematic.** The chair of the Achievement Committee in September indicated that the assessments in place were not suitable to measure gifted students and other assessments or out-of-level assessments might be used to measure gifted student growth. That does not appear to be the case in the ODE proposal.
- **There is still little to no consideration for the performance of gifted students who are not tested in grades 4 – 8 and are not identified in math, reading, or superior cognitive areas.** That leaves a significant number of students left out of the calculation and, therefore, potentially unserved.
- **No breakout of Visual and Performing Arts/Creativity from Superior Cognitive/Specific Academic Categories for Identification and Service** – OAGC believes that without a specific breakout of the visual and performing arts and creativity categories, these categories will get "lost" within the broader categories of superior cognitive and specific academic areas where students are more likely be identified and served.
- **Is 600 ADM the appropriate cut-off for districts that are too small to warrant a rating?** While OAGC appreciates that ODE has set a minimum ADM for districts to be waived from the gifted performance indicator, we do have a few concerns. Currently 52 districts did not receive a gifted value-added subscore due to low numbers of gifted students identified. If the 600 ADM minimum threshold were met 34 districts would automatically receive a "not met" as they have ADM exceeding 600. However, 25 districts that currently are receiving a gifted value-added subgroup have ADM below 600. Will the threshold of 600 provide a perverse disincentive to those districts to relax their identification standards? This is an area that needs more discussion.

General Concerns

OAGC continues to have the following questions/concerns as outlined in the presentation to the accountability last month.

- **What are the board's goals for the GPI?** Is the purpose of the GPI to set a threshold that the majority of districts can meet or to fully inform parents and the public about what is going on in the district? Almost 200 districts are providing no gifted services. Another 100 or so are serving fewer than 15% of their gifted students. Is this an acceptable level to meet an indicator? What is the impact on gifted students, if the threshold to meet an indicator is set merely to accommodate a majority of districts? How does that drive improvement and how does that help parents make the case that something more should be happening for their gifted children? If the board says the district is doing fine, when they are doing almost nothing, it will completely undercut any parental effort to push for services for their children.
- **What is the definition of service?** Without a cohesive definition of what service means, we cannot really say that there is connection between service and quality outputs. There is a big difference between a "service" with as little as 30 minutes a month of contact time versus one that includes ongoing, meaningful supports for gifted students. At the very least, services needs to be defined by minimum level of contact time where curriculum and instruction is adjusted for the gifted student.
- **Measuring performance of gifted students on tests that have low accountability cut scores**. The performance index simply is not a good measure of gifted performance. As the OAAs and OGT

supposedly have significant stretch, we need to remove the current ceiling on the accountability end, as well.

- **Under-identification and service.** There are still no real repercussions for districts that are not identifying students correctly or at vastly lower levels than other like districts. Do these districts merely get a free pass? This issue needs to be addressed in the value-added calculation as well as the gifted performance indicator. Should districts that are serving very few or no students be able to meet the gifted performance indicator? Should there be a penalty? Most of the districts without a value-added rating have more than 500 ADM. With the exception of a few districts, there are similar districts for each district not rated, who managed to identify enough students to achieve a value-added grade.
- **What constitutes a met indicator?** The board needs to discuss how high a bar there should be to meet each measure and whether some measures need to carry more weight than others. Also, should these thresholds be increased each year to drive district support of this population?

Policy Considerations for the Accountability Committee

- **The gifted performance indicator (GPI) is not like any other indicator. The typical indicator is structured so that 60 to 70% of districts will meet the indicator. Is that appropriate in the case of the gifted performance indicator** as the vast majority of districts are doing very little for the population? The point of the indicator is to push districts to increase services that truly provide growth to gifted students.
- **How does ODE develop an assessment plan to ensure that gifted student achievement can be measured appropriately?** The gifted performance index is an ineffective measurement for achievement. ODE staff keeps saying there is ample stretch in the test to measure the performance of gifted students, but that stretch is not available within the accountability system.
- **What are appropriate "met" scores when so few students are served?** What is the best way to push districts to serve more students effectively?
- **Should a district that is not serving any gifted students or that is not making an effort to properly identify students automatically receive a "not met" on the GPI?**
- **Should each metric be weighted the same? Should service levels and value-added scores be weighted more?**

Attachment 1

Percentage of Scores for All Ohio Children At Accelerated and Advanced and Advanced

	3rd	4th	5th	6th	7th	8th
% Advanced Reading	38.31	4.18	7.18	13.93	13.75	13.9
% Accelerated Reading	26.43	40.91	10.33	22.98	25.77	26.9
	64.74	**45.09**	**17.51**	**36.91**	**39.52**	**40.8**

	3rd	4th	5th	6th	7th	8th
% Advanced Math	19.46	24.95	27.22	32.72	17.86	13.9
% Accelerated Math	23.09	21.04	14.63	16.83	18.64	26.29
	42.55	**45.99**	**41.85**	**49.55**	**36.5**	**40.19**

OAT CUT SCORES
(raw scores)

	Cut Scores for Spring, 2013 Adminstration of OAAs/OGT						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10 OGT
Reading Proficent Cut Score	31/49	23/49	25/49	18/49	21/47	23/48	19.5/48
Reading Proficient Percentage	63%	47%	51%	37%	45%	48%	41%
Reading Accelerated Cut Score	36/49	36/49	39/49	32/49	33/47	33/48	30.5/48
Reading Accelerated Percentage	73%	73%	80%	65%	70%	69%	64%
Reading Advanced Cut Score	41/49	44/49	42/49	38/49	39/47	40/48	37.5/48
Reading Advanced Percentage	84%	90%	86%	78%	83%	83%	78%
Math Proficient Cut Score	30/52	24/52	25/52	20/50	17/50	16/46	19/46
Math Proficient Percentage	58%	46%	48%	40%	34%	35%	41%
Math Accelerated Cut Score	41/52	35/52	35/52	30/50	29/50	28/46	28.5/46
Math Accelerated Percentage	79%	67%	67%	60%	58%	61%	62%
Math Advanced Cut Score	46/52	41/52	40/52	36/50	36/50	37/46	35/46
Math Advanced Percentage	88%	79%	77%	72%	72%	80%	76%