

Gifted Indicator – Description and General Business Rules

Background

This Ohio Department of Education (ODE) created the Gifted Indicator in response to language in the Ohio Revised Code (ORC 3302.02) requiring that, beginning with the report card for the 2014-2015 school year, the performance indicators (i.e., “Indicators Met”) shall include an indicator that reflects the level of services provided to, and the performance of, students identified as gifted under ORC 3324. The indicator shall include the performance of students identified as gifted on state assessments and value-added growth measure disaggregated for students identified as gifted. The full text associated with this section of law is available here: [ORC 3302.02](#).

The Gifted Indicator was reported for the 2012-2013 and 2013-2014 school years. On the 2014-2015 report card the Gifted Indicator became part of the graded measure, Indicators Met, and for the 2015-2016 report card and beyond it carries the same weight as all other indicators in the measure.

What organizations are included?

The law requires ODE to evaluate level of services provided to, and the performance of, students identified as gifted in all school districts, as well as all traditional public schools, community schools, and STEM schools. However, as described below, there are conditions under which districts and schools are not rated for the indicator.

What is the Gifted Indicator?

The Gifted Indicator is a “Met” or “Not Met” determination that requires a district or school to obtain a minimum threshold on each of its three parts:

- Performance of gifted students, as determined by the Gifted Performance Index. To be evaluated on this piece, a school or district must have at least 10 unique students with applicable tests;
- Progress of gifted students, as determined by the Gifted Value-Added letter grade. Evaluation on this piece can be based on as few as 6 unique students in a single grade and subject; and
- District or school inputs for gifted students, as determined by a total point score connected to various measures of gifted identification and service. This piece also requires at least 10 unique students to be identified in order for a school or district to be evaluated on inputs.

When are organizations included or excluded from being evaluated on the Gifted Indicator?

The rules for evaluation are different for public school districts as opposed to schools.

Any public district that has a Gifted Value-Added letter grade calculated, regardless of district enrollment, will be rated as “Met” or “Not Met” for the Gifted Indicator.

For public districts that do not have a Gifted Value-Added letter grade calculated, the Average Daily Membership (ADM) for grades K-12 will determine how a district is evaluated for the indicator.

- If a district without a Gifted Value-Added letter grade is at or above ADM of 600, the district will be rated as “Not Met” for the indicator.

- If a district without a Gifted Value-Added letter grade is below ADM of 600
 - And Gifted Performance Index is calculated, the district will be rated as “Met” or “Not Met” based on Gifted Performance Index and Gifted Input total points.

- If a district without a Gifted Value-Added letter grade is below ADM of 600
 - And Gifted Performance Index is NOT calculated, the district is not rated.

The Gifted Indicator determination for schools, unlike for districts, is not conditional to enrollment. A school will be rated as “Met” or “Not Met” based on all three parts of the indicator if available, or based on only two parts of the indicator if one part is not calculated. If a school does not have either a Gifted Value-Added letter grade or a Gifted Performance Index, the school is evaluated as “Met” or “Not Rated” based on only the Gifted Input total points.

Community schools and STEM schools are evaluated using the school level rules. However, community schools and STEM schools are not required to identify or serve gifted students, resulting in only a few of these schools receiving the rating of “Met” or “Not Met” on the Gifted Indicator.

What is the Gifted Performance Index?

The Gifted Performance Index (PI) uses the same calculation rules as the regular PI score. The calculation measures student performance on the Ohio’s State Tests (OST) in grades 3-8 for math, science, and ELA subjects and on the ELA and math End of Course exams at the high school level (Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA I, ELA II). Each achievement level (Limited, Basic, Proficient, Accelerated, Advanced or Advanced Plus) is assigned a weight which is multiplied by the percentage of test results at the achievement level. Untested students also count in the calculation, but the school or district earns no points for them. The resulting points are summed to create a PI score of 0-120. For the Gifted PI, the included tests are limited to test results of gifted students paired by area of giftedness and subject of test.

In calculating this PI score, the measure includes the ELA test results for students identified as gifted in reading, math test results for students identified as gifted in math, and the science test results for students identified as gifted in science. All tested subjects are used for students identified as having superior cognitive abilities. As with the overall Performance Index, the Gifted PI calculation requires a minimum of 10 unique students with one test or more. Schools or districts with fewer than 10 gifted students with tests are not evaluated on this piece.

An index of **117.0 is the qualifying threshold** toward meeting the Gifted Indicator for both districts and schools in the 2018-2019 school year.

What is Gifted Value-Added?

Value-Added is a growth measurement that assesses the impact of a district or building on student progress from year to year. Value-added for gifted students is a graded measure on the Ohio School Report Cards. For 2018-2019, Gifted Value-Added is based on the following assessments:

4th grade ELA and math
5th grade ELA, math and science
6th grade ELA, math
7th grade ELA and math
8th grade ELA, math and science
Algebra I and Geometry
Integrated Math I and Integrated Math II
ELA I and ELA II

High school end of course tests in social studies and science are not included per state law.

Like the Gifted Performance Index, a test is used only when it matches the subject where the student is identified as gifted.

A letter grade of **“C” is the qualifying threshold** toward meeting the Gifted Indicator for both districts and schools.

Technical information on Ohio's Value-Added measures is available [here](#):

What are Gifted Inputs?

Gifted Inputs pertain to the identification of, and service provided to, gifted students. Districts have 16 separate rates that factor into their Gifted Input point total. Schools have eight separate rates that factor into their Gifted Input point total. The Gifted Input rates include the following:

Input Rate #1. Students identified as gifted in at least one academic subject (reading, mathematics, science, social studies) or identified as having superior cognitive abilities as percentage of total enrollment (based on ADM for K-12 or applicable grades). *Note that Ohio has the policy of “once identified, always identified” with respect to gifted identification. Districts are expected to continue reporting a student as being identified in the current school year if he or she met the criteria to qualify as being gifted in any prior year.* When calculating the percent of students identified as gifted, ONLY current year EMIS records are used. A student will not be in the identified percentage unless a gifted identification code is reported in the current school year. Moreover, in order to be deemed identified for the current year’s report card, a student must be identified no later than March 31 of that school year. Data to not need to be reported in EMIS by March 31, this simply means the district must have the test score showing the student met the criteria to be deemed gifted no later than that date. Students identified on April 1 or later will be included in their school and district’s calculation for the first time in the following school year.

>> Input Rates #1a, 1b, 1c. For districts, the identification rates for academic subject/superior cognitive are calculated separately for three grade bands: a) K-3, b) 4-8, and c) 9-12. All other calculation rules are the same as described above.

Input Rate #2. This calculation reports the percentage of identified students from Input #1 who received pertinent gifted services during the current school year. The denominator of this calculation is the number of students identified as gifted in Input #1 (the numerator from Input #1). The numerator is the number of those students who had at least one gifted service code reported in the current school year. Students identified after March 31 of the current school year are not included in this calculation even if they do receive gifted services. Any gifted services provided at any time in the current school year are included in this calculation.

>> Input Rates #2a, 2b, 2c. For districts, service rates for students identified as gifted in academic subject/superior cognitive are calculated separately for three grade bands: a) K-3, b) 4-8, and c) 9-12. All other calculation rules are the same as described above.

- Points are earned for Input Rate(s) #2 only if a district or building has at least 1.0% of students identified as gifted in the corresponding Input Rate(s) #1.

Input Rate #3. Students identified as gifted in visual/performing arts or creative thinking as percentage of total enrollment (based on ADM for K-12 or applicable grades). *Note that Ohio has the policy of “once identified, always identified” with respect to gifted identification. Districts are expected to continue reporting a student as being identified in the current school year if he or she met the criteria to qualify as being gifted in any prior year.* When calculating the percent of

students identified as gifted, ONLY current year EMIS records are used. A student will not be in the identified percentage unless a gifted identification code is reported in the current school year. Moreover, in order to be deemed identified for the current year's report card, a student must be identified no later than March 31 of that school year. Data to not need to be reported in EMIS by March 31, this simply means the district must determine the student met the criteria to be deemed gifted no later than that date. Students identified on April 1 or later will be included in their school and district's calculation for the first time in the following school year.

>> **Input Rates #3a, 3b, 3c.** For districts, identification rates for the arts/creative thinking are calculated separately for three grade bands: a) K-3, b) 4-8, and c) 9-12. All other calculation rules are the same as described above.

Input Rate #4. This calculation reports the percentage of identified students from Input #3 who received pertinent gifted services during the current school year. The denominator of this calculation is the number of students identified as gifted in Input #3 (the numerator from Input #3). The numerator is the number of those students who had at least one gifted service code reported in the current school year. Students identified after March 31 of the current school year are not included in this calculation even if they do receive gifted services. Any gifted services provided at any time in the current school year are included in this calculation.

>> **Input Rates #4a, 4b, 4c.** For districts, service rates for students identified as gifted in academic subject/superior cognitive are calculated separately for three grade bands: a) K-3, b) 4-8, and c) 9-12. All other calculation rules are the same as described above.

Input Rate #5. Percentage of students in the economically disadvantaged subgroup that have been identified as gifted in any area. Points are earned for Input Rate #5 only if a district or building has at least 10 students (ADM) who are economically disadvantaged. *Note that Ohio has the policy of "once identified, always identified" with respect to gifted identification. Districts are expected to continue reporting a student as being identified in the current school year if he or she met the criteria to qualify as being gifted in any prior year.* When calculating the percent of economically disadvantaged students identified as gifted, ONLY current year EMIS records are used. A student will not be in the identified percentage unless a gifted identification code is reported in the current school year. Moreover, in order to be deemed identified for the current year's report card, a student must be identified no later than March 31 of that school year. Data to not need to be reported in EMIS by March 31, this simply means the district must determine the student met the criteria to be deemed gifted no later than that date. Students identified on April 1 or later will be included in their school and district's calculation for the first time in the following school year.

Input Rate #6. This calculation reports the percentage of identified students from Input #5 who received pertinent gifted services during the current school year. The denominator of this calculation is the number of students identified as gifted in Input #5 (the numerator from Input #5). The numerator is the number of those students who had at least one gifted service code reported in the current school year. Students identified after March 31 of the current school year are not

included in this calculation even if they do receive gifted services. Any gifted services provided at any time in the current school year are included in this calculation. Points are earned for Input Rate #6 only if a district or building has at least 10 economically disadvantaged students (ADM) identified as gifted.

Input Rate #7. Percentage of students in one of the federally-defined racial or ethnic minority categories that have been identified as gifted in any area. For this measure, minority categories include American Indian or Alaskan Native, Asian, Non-Hispanic Black, Pacific Islander, Hispanic, and Multiracial. Points are earned for Input Rate #7 only if a district or building has at least 10 students (ADM) who are in one of the minority racial or ethnic subgroups. *Note that Ohio has the policy of “once identified, always identified” with respect to gifted identification. Districts are expected to continue reporting a student as being identified in the current school year if he or she met the criteria to qualify as being gifted in any prior year.* When calculating the percent of minority students identified as gifted, ONLY current year EMIS records are used. A student will not be in the identified percentage unless a gifted identification code is reported in the current school year. Moreover, in order to be deemed identified for the current year’s report card, a student must be identified no later than March 31 of that school year. Data to not need to be reported in EMIS by March 31, this simply means the district must determine the student met the criteria to be deemed gifted no later than that date. Students identified on April 1 or later will be included in their school and district’s calculation for the first time in the following school year.

Input Rate #8. This calculation reports the percentage of identified students from Input #7 who received pertinent gifted services during the current school year. The denominator of this calculation is the number of students identified as gifted in Input #7 (the numerator from Input #7). The numerator is the number of those students who had at least one gifted service code reported in the current school year. Students identified after March 31 of the current school year are not included in this calculation even if they do receive gifted services. Any gifted services provided at any time in the current school year are included in this calculation. Points are earned for Input Rate #8 only if a district or building has at least 10 racial or ethnic minority students (ADM) identified as gifted.

Each rate earns points as determined by the Gifted Inputs scoring tables below (Table 1 for districts and Table 2 for schools). Gifted Input point totals can range from 0-100, with **80 points set as the qualifying threshold** toward meeting the Gifted Indicator for both districts and schools in school year 2018-2019.

Note that the calculation is identical for schools and districts except that the data are not disaggregated by grade band in the school calculation.

The district and school tables below provide additional details on the number of points earned for each percent identified and served.

Table 1. Gifted Inputs scoring table for traditional districts

Rate#		<1.0%	1.0-1.9%	2.0-4.9%	5.0-5.9%	6.0-6.9%	7.0-9.9%	10.0-14.9%	15.0-19.9%	20.0-39.9%	40.0-69.9%	70.0-79.9%	80.0%+
Academic Subject or Superior Cognitive													
Identification of Enrolled Students													
1a	Grades K-3	0	3	6	9			12	15				
1b	Grades 4-8	0		3	5			6	8				
1c	Grades 9-12	0		3	5			6	7				
Service to Identified Students													
2a	Grades K-3	0						4	8	12	16	20	
2b	Grades 4-8	0						2		4	8	10	
2c	Grades 9-12	0						2		4	8	10	
Visual & Performing Arts or Creative Thinking													
Identification of Enrolled Students													
3a	Grades K-3	0		1									
3b	Grades 4-8	0		1		2							
3c	Grades 9-12	0			1		2						
Service to Identified Students													
4a	Grades K-3	0								1			
4b	Grades 4-8	0						1			2		
4c	Grades 9-12	0						1			2		

Rate#		<2.0%	2.0-4.9%	5.0-9.9%	10.0-14.9%	15.0-19.9%	20.0-39.9%	40.0-59.9%	60.0-79.9%	80.0%+
Economically Disadvantaged Students										
Identification of Disadvantaged										
5	Grades K-12	0	1	2	3	4				
Service to Disadvantaged Identified as Gifted										
6	Grades K-12	0		1	2		3	4	5	6
Racial/Ethnic Minority Students										
Identification of Minority										
7	Grades K-12	0	1	2	3	4				
Service to Minority Identified as Gifted										
8	Grades K-12	0		1	2		3	4	5	6

Table 1 Notes

- Rates #2a, 2b, 2c) In order to receive points for service to Specific Academic /Superior Cognitive gifted students, a district must have at least 1.0% of total enrollment identified as gifted in Specific Academic /Superior Cognitive, specific to each grade band.
- Rate #5) In order to receive points for gifted identification of economically disadvantaged students, a district must have at least 10 enrolled students who are economically disadvantaged.
- Rate #6) In order to receive points for gifted service to economically disadvantaged students, a district must have at least 10 economically disadvantaged students identified as gifted.
- Rate #7) In order to receive points for gifted identification of racial/ethnic minority students, a district must have at least 10 enrolled students who are in a racial/ethnic minority.
- Rate #8) In order to receive points for gifted service to racial/ethnic minority students, a district must have at least 10 racial/ethnic minority students identified as gifted.

Table 2. Gifted Inputs scoring table for schools, community schools and STEM schools

Rate#		<1.0%	1.0-1.9%	2.0-4.9%	5.0-5.9%	6.0-6.9%	7.0-9.9%	10.0-14.9%	15.0-19.9%	20.0-39.9%	40.0-69.9%	70.0-79.9%	80.0%+
Academic Subject or Superior Cognitive													
Identification of Enrolled Students													
1	Grades K-12	0	3	12	19			24	30				
Service to Identified Students													
2	Grades K-12	0						8	12	20	32	40	
Visual & Performing Arts or Creative Thinking													
Identification of Enrolled Students													
3	Grades K-12	0		2	3	4	5						
Service to Identified Students													
4	Grades K-12	0						2	3	5			

Rate#		<2.0%	2.0-4.9%	5.0-9.9%	10.0-14.9%	15.0-19.9%	20.0-39.9%	40.0-59.9%	60.0-79.9%	80.0%+
Economically Disadvantaged Students										
Identification of Disadvantaged										
5	Grades K-12	0	1	2	3	4				
Service to Disadvantaged Identified as Gifted										
6	Grades K-12	0		1	2		3	4	5	6
Racial/Ethnic Minority Students										
Identification of Minority										
7	Grades K-12	0	1	2	3	4				
Service to Minority Identified as Gifted										
8	Grades K-12	0		1	2		3	4	5	6

Table 2 Notes

- Rate #2) In order to receive points for service to Specific Academic /Superior Cognitive gifted students, a school must have at least 1.0% of total enrollment identified as gifted in Specific Academic /Superior Cognitive.
- Rate #5) In order to receive points for gifted identification of economically disadvantaged students, a school must have at least 10 enrolled students who are economically disadvantaged.
- Rate #6) In order to receive points for gifted service to economically disadvantaged students, a school must have at least 10 economically disadvantaged students identified as gifted.
- Rate #7) In order to receive points for gifted identification of racial/ethnic minority students, a school must have at least 10 enrolled students who are in a racial/ethnic minority.
- Rate #8) In order to receive points for gifted service to racial/ethnic minority students, a school must have at least 10 racial/ethnic minority students identified as gifted.

Gifted Indicator Download File - What do the data in each column mean?

Below is a description of the contents of each column in the download files available for the Gifted Indicator.

COLUMN	DESCRIPTION
School Year	School year
District Name	District name
School Name	School name
Gifted Indicator Status	Met/Not Met/Not Rated status for the Gifted Indicator, as evaluated for any district, community school, or STEM school with at least 1 student identified as gifted
Enrollment K-12	Year-end enrollment based on Average Daily Membership (ADM) for students in grades K-12
Gifted PI	Gifted Performance Index, based on test results in ELA, math, science, and social studies, paired by students' area(s) of giftedness
Gifted VA Letter Grade	Gifted Value-Added letter grade as reported in the Ohio School Report Card
Gifted Input Points	Point total of 0-100 based on the sum of scoring table results for 16 input rates for districts and 8 input rates for schools
ODE Designated County	Count assigned to district or school, based on the district's primary mailing address in the Ohio Educational Directory System (OEDS)
District IRN	Six-digit unique district identifier
School IRN	Six-digit unique school identifier
School Type	School Type: Elementary, Middle, Jr. High, and High School for traditional public schools; conversion or startup for community schools; or STEM school
Ident Gifted Acad	Students identified as gifted in at least one academic subject or as having superior cognitive abilities as percentage of total enrollment. For districts, identification rates are calculated separately for 3 grade bands: a) K-3, b) 4-8, and c) 9-12
Serv Gifted Acad	Students that received pertinent gifted services during the school year as a percentage of students identified as gifted in at least one academic subject or as having superior cognitive abilities. For districts, service rates are calculated separately for 3 grade bands: a) K-3, b) 4-8, and c) 9-12
Ident Gifted Arts	Students identified as gifted in visual/performing arts or creative thinking as percentage of total enrollment. For districts, identification rates are calculated separately for 3 grade bands: a) K-3, b) 4-8, and c) 9-12
Serv Gifted Arts	Students that received pertinent gifted services during the school year as a percentage of students identified as gifted in the arts or creative thinking. For districts, service rates are calculated separately for 3 grade bands: a) K-3, b) 4-8, and c) 9-12
Ident Gifted Econ Disadv	Percentage of students in the economically disadvantaged subgroup that have been identified as gifted in any area.
Serv Gifted Econ Disadv	Economically disadvantaged students that received gifted services during the school year as a percentage of economically disadvantaged students identified as gifted.
Ident Gifted Minority	Percentage of students in one of the Federally-defined racial or ethnic minority categories that have been identified as gifted in any area.
Serv Gifted Minority	Students in a racial or ethnic minority category that received gifted services during the school year as a percentage of racial or ethnic minority students identified as gifted