

House Bill 555 of the 129th General Assembly requires the State Board of Education to submit recommendations to the General Assembly to establish a gifted indicator. Beginning with the report card for the 2014-2015 school year, the performance indicators shall include an indicator that reflects the level of services provided to, and the performance of, students identified as gifted under Chapter 3324. of the Revised Code. The indicator shall include the performance of students identified as gifted on state assessments and a value-added growth measure disaggregated for students identified as gifted.

18. RESOLUTION APPROVING A GIFTED INDICATOR

The Accountability Committee **RECOMMENDS** that the State Board of Education **ADOPT** the following Resolution:

WHEREAS Section 3302.02, as enacted by House Bill 555 of the 129th General Assembly, requires that beginning with the report card for the 2014/2015 year that the performance indicators shall include an indicator that reflects the level of services provided to, and the performance of, students identified as gifted under Chapter 3324 of the Revised Code; and

WHEREAS Section 3302.02 provides that the indicator shall include the performance of students identified as gifted on state assessments and a value-added growth measure disaggregated for students identified as gifted;

WHEREAS the Accountability Committee heard recommendations from the Department and testimony from advocates concerning the development of the gifted indicator; and

WHEREAS, as a result of those initial discussions, a Gifted Indicator Work Group was formed for the purpose of developing recommendations on the gifted indicator for the Accountability Committee; and

WHEREAS the Gifted Indicator Work Group met from March 2014 through May 2014, and developed a recommendation for the Accountability Committee, which was presented to that Committee at its May 12, 2014 meeting; and

WHEREAS the Accountability Committee, at its May 12, 2014 and June 9, 2014 meetings, approved a recommendation to create a gifted indicator, the details of which are set forth in the attached document, which is hereby incorporated herein: Therefore, Be It

RESOLVED, That the State Board of Education hereby approves the attached recommendations regarding the gifted indicator for inclusion in the report card beginning with the 2014/2015 school year and, Be It

FURTHER RESOLVED, That the Superintendent of Public Instruction be, and he hereby is, instructed to implement the gifted indicator in accordance with these recommendations.

Gifted Indicator as approved by the Accountability Committee of the State Board of Education

Part 1. Gifted Progress

- ❖ The Gifted Value-Added Grade from the Report Card will be the progress measure.
- ❖ Any district that has Gifted Value Added, regardless of district enrollment, will be evaluated as “Met/Not Met” for the indicator.

Method of calculating the indicator for districts that do not have a Gifted Value-Added grade

- ❖ A minimum Average Daily Membership (ADM) of 600 for grades K-12 will determine how a district is evaluated for the indicator in the absence of Gifted Value Added.
- ❖ If a district is at or above the ADM level (600) and does not have Gifted Value Added, the district will be rated as “Not Met” for the indicator.
- ❖ If a district is below the ADM level (600) and has neither Gifted Value Added nor Gifted Performance Index, the district will be “Not Rated” for the indicator.
- ❖ If a district is below the ADM (600) level and does not have Gifted Value Added, but does have Gifted Performance Index the district will be evaluated as “Met/Not Rated.”

Summary of how districts will be evaluated for the indicator based on ADM and availability of Gifted Value-Added (“Gifted VA”) and Gifted Performance Index (“Gifted PI”)

ADM (600)	Gifted VA	Gifted PI	How Evaluated
Above	Yes	Yes	Met/Not Met
Above	NR	Yes	Not Met
Above	NR	NR	Not Met
Below	Yes	Yes	Met/Not Met
Below	NR	Yes	Met/Not Rated
Below	NR	NR	Not Rated

Method of calculating the indicator for schools that do not have a Gifted Value-Added grade

- ❖ A minimum ADM will not determine how a school is evaluated for the indicator in the absence of Gifted Value Added.
- ❖ If a school does not have Gifted Value Added, however does have a Gifted Performance Index, the school will be evaluated as “Met/Not Met” for the indicator, based on its Gifted Performance Index and Gifted Inputs.
- ❖ If a school has neither Gifted Value Added nor Gifted Performance Index, the school will be evaluated as “Met/Not Rated” for the indicator, based on Gifted Inputs.
- ❖ Community Schools and STEM Schools will be evaluated using the school level rules.

Summary of how schools will be evaluated for the indicator based on availability of Gifted Value-Added and Gifted Performance Index

Gifted VA	Gifted PI	How Evaluated
Yes	Yes	Met/Not Met
NR	Yes	Met/Not Met
Yes	NR	Met/Not Met
NR	NR	Met/Not Rated

Part 2. Gifted Performance

- ❖ The Gifted Performance Index, as originally calculated for the Gifted Rankings, will be the performance measure.
- ❖ The Working group recommends that the Board revisit the Gifted Indicator calculation prior to the 2016 Report Card with sufficient time to make necessary adjustments, in light of the results of new assessments and the availability of additional measures, such as ACT results.
- ❖ A small number of schools do not have Gifted PI, however do have Gifted VA. As noted in the previous section, the school will be evaluated as “Met/Not Met” for the indicator, based on Gifted VA and Gifted Inputs. As of 2013, no districts fell into this situation.

Part 3. Gifted Inputs

- ❖ Gifted inputs will include gifted identification as a percentage of enrollment (defined as Average Daily Membership, or ADM) and gifted service as a percentage of students identified as gifted
- ❖ A point system will include the following categories:
 - Identification and service for Superior Cognitive/Academic Subjects (by grade bands K-3, 4-8, and 9-12, for districts only)
 - Identification and services for Visual & Performing Arts/Creative Thinking (by grade bands K-3, 4-8, and 9-12, for districts only)
 - Identification and service provided to students who are in racial/ethnic minority categories (Federal definition)
 - Identification and service provided to students who are economically disadvantaged
- ❖ Gifted inputs will not include formal acceleration percentages; however, the working group recommends that the Board reconsider addition of formal acceleration prior to the 2016 Report Card.

Gifted Inputs scoring table for districts

Item		<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%+
Superior Cognitive or Academic Subjects													
Identification of Enrolled Students													
1	Grades K-3	0	3	6	9			12	15				
2	Grades 4-8	0		3	5			6	8				
3	Grades 9-12	0		3	5			6	7				
Service to Identified Students													
4	Grades K-3	0						4	8	12	16	20	
5	Grades 4-8	0						2		4	8	10	
6	Grades 9-12	0						2		4	8	10	
Visual & Performing Arts or Creative Thinking													
Identification of Enrolled Students													
7	Grades K-3	0		1									
8	Grades 4-8	0		1		2							
9	Grades 9-12	0			1		2						
Service to Identified Students													
10	Grades K-3	0								1			
11	Grades 4-8	0						1			2		
12	Grades 9-12	0						1			2		

Item		<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										
13	Grades K-12	0	1	2	3	4				
Service to Disadvantaged Identified as Gifted										
14	Grades K-12	0		1	2	3	4	5	6	
Racial/Ethnic Minority Students										
Identification of Minority										
15	Grades K-12	0	1	2	3	4				
Service to Minority Identified as Gifted										
16	Grades K-12	0		1	2	3	4	5	6	

Item notes

- 4-6) In order to receive points for service to identified students in Superior Cognitive/Specific Academic (SC/SA), district must have identified at least 1.0% of enrollment as SC/SA for the grade band.
- 13) In order to receive points for Economic Disadvantage (ED) identification, district must have at least 10 students enrolled as ED.
- 14) In order to receive points for Economic Disadvantage service, district must have at least 10 ED students identified as Gifted.
- 15) In order to receive points for Minority identification, district must have at least 10 students enrolled as Minority.
- 16) In order to receive points for Minority service, district must have at least 10 Minority students identified as Gifted.

Timeline for Gifted indicator:

In order to meet the indicator, a school or district must meet or exceed the scores listed below for Gifted Value-Added, Gifted Performance Index, and Gifted Input Points. The following indicates how the gifted indicator thresholds will be phased in:

- ❖ For school year 2013/2014 - Gifted Value-Added is C and above; Gifted Performance Index is 115 and above; Gifted Input Points is 40 and above.
- ❖ For school year 2014/2015 – Gifted Value-Added is C and above; Gifted Performance Index is 115 and above; Gifted Input Points is 40 and above.
- ❖ For school year 2015/2016 – Gifted Value-Added is C and above; Gifted Performance Index is 116 and above; Gifted Input Points is 60 and above.
- ❖ For school year 2016/2017 – Gifted Value-Added is C and above; Gifted Performance Index is 117 and above; Gifted Input Points is 80 and above.

If the weights for the performance levels are changed in the future, the Gifted Performance Index threshold score shall be adjusted to conform to the new weights in such a way that by school year 2016/2017 the threshold will require that 80% of gifted students scoring at the highest level (currently advanced); 10% scoring at the second highest level (currently accelerated) and 10% scoring at the third highest level (currently proficient). In school year 2015/2016, the threshold will be 80% of gifted students scoring at the highest level (currently advanced) and 20% scoring at the middle level and above (currently proficient and accelerated).

The gifted performance indicator shall be reviewed as needed once new assessments are implemented to determine how new measures will be incorporated and to reset thresholds if required.