

Update to 2019-2020 Report Card Information

The U.S. Department of Education has provided states the ability to seek one-year waivers from the Every Student Succeeds Act's (ESSA) testing and accountability requirements. The Ohio General Assembly subsequently passed emergency legislation canceling the spring administration of Ohio's State Tests and waiving report card requirements other than reporting of some limited, available data. The legislation also put in place a "Safe Harbor" period for many elements of the accountability system. Accordingly, the Ohio Department of Education sought and received a federal ESSA waiver for the 2019-2020 school year.

This technical document details how the measure or calculation works in a typical school year. Ohio School Report Cards, Dropout Prevention and Recovery report cards and Career-Technical Planning District report cards all have multiple measures that use assessment data that are not available or are substantially limited this year.

Please visit the [Report Card FAQ](#) website for more information about data availability for the 2019-2020 report cards.

Contact accountability@education.ohio.gov with additional questions.

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 as follows:

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 value-added growth measure disaggregated for students identified as gifted.

In the 2012-2013 and 2013-2014 school years, ODE reported the same data used for the gifted indicator, but it was not included as an indicator in the Indicators Met measure. On the 2014-2015 report card the Gifted Indicator became part of the graded Indicators Met measure, and it carries the same weight as all other indicators in the measure.

Evaluated Organizations

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.

Calculation Specifics

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. Evaluation requires at least 10 or more unique students with applicable tests;
- Progress of gifted students, as determined by the Gifted Value-Added grade. Evaluation requires at least 6 unique students identified 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. Evaluation requires at least 10 unique students of 1% of the students to be identified in the school or district.

Business Rules

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

A public district that has a Gifted Value-Added letter grade calculated, regardless of the size of the enrollment, will be rated as “Met” or “Not Met” for the Gifted Indicator versus receiving a “Not Calculated” or “NC” as the final determination.

For public districts that do not have enough students identified to calculate Gifted Value-Added letter grade, the Full-Time Equivalent Enrollment (FTE) for grades K-12 will determine whether a district is evaluated for the indicator.

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

- If a district without a Gifted Value-Added letter grade is below an FTE of 600:
 - And a 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.

 - And a Gifted Performance Index is NOT calculated, the district is not rated (NC).

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 Calculated” based on only the Gifted Input total points, but inputs alone cannot cause the school to earn a rating of “Not Met”.

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 receive the rating of “Met” or “Not Met” on the Gifted Indicator.

Gifted Performance Index

The Gifted Performance Index Score (PI score) 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 and on the ELA and math End-of-Course exams at the high school level (Algebra I, Geometry, Integrated Math I, Integrated Math II, and ELA II). Note that the ELA 1 test was eliminated in the 2019-20 school year for students in the Class of 2023 and later. As of the date this document was updated, ODE still is requiring students to take the geometry/integrated math 2 tests, but that could change if the agency amends its ESSA state plan. If a change is made, this document will be updated.

Each achievement level (Limited, Basic, Proficient, Accelerated, Advanced or Advanced Plus) is assigned a weight which is multiplied by the percentage of tests at the achievement level. Untested students also count in the calculation, but the school or district earns no points for them. The points are summed to create a PI score on a scale of 0 to 120 points. 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 any ELA tests for students identified as gifted in reading, any math tests for students identified as gifted in math, and the science test results for students identified as gifted in science who take the science test in grades 5 and 8. All applicable 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 applicable tests are not evaluated on this piece. Science and social studies tests at the high school level are not included per Ohio law.

An index of **117.0** points is needed to meet this piece of the Gifted Indicator for both districts and schools in the 2019-2020 school year.

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 2019-2020, 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 II

*This document will be updated if the ESSA state plan is updated to eliminate these tests.

As was mentioned above in the PI Score section, 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 needed to meet this piece of the Gifted Indicator for both districts and schools.

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

Gifted Inputs

Gifted Input points are awarded based on the identification of, and service provided to, gifted students. Districts have 16 separate input percentages that factor into their Gifted Input points total. Schools have eight separate input percentages that factor into their Gifted Input points total. The Gifted Inputs calculation includes the following:

Input Rate #1. Assigns points based on the percent of total FTE enrollment identified as gifted in at least one academic subject (reading, mathematics, science, social studies) or identified as having superior cognitive abilities. *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. The Gifted Identification elements are reported as part of the Student Gifted Education (GG) record. A “Y” code for the following element numbers place the student in the numerator of this calculation: GG200 (superior cognitive), GG210 (math), GG220 (science), GG230 (reading/writing), and GG240 (social studies).

>> 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 gifted services during the current school year. The denominator of this calculation is the FTE number of students identified as gifted in Input #1 (the numerator from Input #1). The numerator of this calculation is the number of those students who had a gifted service element reported and had at least one gifted service program code or gifted course 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. A “Y” code for the following element numbers and the following program codes place the student in the numerator of this calculation: GG510 (superior cognitive), GG520 (math), GG530 (science), GG540 (reading/writing), and GG550 (social studies) and a program code with a 205XXX or 206XXX extension or a Local Classroom code indicating the student is being taught in a course for a designated gifted population.

>> **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. Assigns points based on the percent of total FTE enrollment identified as gifted in visual/performing arts or creative thinking. *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. A “Y” code for the following element numbers place the student in the numerator of this calculation: GG250 (creative thinking) and GG260 (visual/performing arts).

>> **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 or one gifted program code or course 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. A “Y” code for the following element numbers and the following program codes place the student in the numerator of this calculation: GG550 (creative thinking) and GG570 (visual/performing arts) and a program code with a 205XXX or 206XXX extension or a Local Classroom code indicating the student is being taught in a course for a designated gifted population.

>> **Input Rates #4a, 4b, 4c.** For districts, service rates for students identified as gifted in creative thinking/arts 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 of the seven areas. Points are earned for Input Rate #5 only if a district or building has at least 10 students (FTE) 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. All seven identification codes are used for the purpose of identification.

Input Rate #6. This calculation reports the percentage of identified students from Input #5 who received 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 and program or course 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 (FTE) identified as gifted. All gifted service codes and all gifted program codes or course codes are used in this calculation.

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 (FTE) 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. All seven identification codes are used for the purpose of identification.

Input Rate #8. This calculation reports the percentage of identified students from Input #7 who received 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 and a program or course 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 (FTE) identified as gifted. All gifted service codes and all gifted program codes or course codes are used in this calculation.

Each calculation earns points as determined by the Gifted Inputs scoring tables below (Table 1 for districts and Table 2 for schools). The points from each element are summed to get the total points earned. Gifted Input point totals can range from 0-100, with **80 points** needed to meet the Gifted Indicator for both districts and schools in school year 2019-2020.

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.

Explanation of Gifted Indicator Download File

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

| COLUMN | DESCRIPTION |
|--|--|
| District IRN | Six-digit unique district identifier |
| District Name | District name |
| School Name | School name |
| School IRN | Six-digit unique school identifier |
| County | Count assigned to district or school, based on the district's primary mailing address in the Ohio Educational Directory System (OEDS). |
| Region | Number of the State Support Region to which the school or district belongs |
| 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 | Year-end enrollment based on the number of Full-Time Equivalent students (FTE) for students in grades K-12 |
| Gifted Performance Index | Gifted Performance Index, based on test results in ELA, math, science, and social studies, paired by students' area(s) of giftedness |
| Gifted Value-Added 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 |
| Identified Gifted Percent - Academics | 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 |
| Served Gifted Percent - Academics | 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 |
| Identified Gifted Percent - 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 |
| Served Gifted Percent - 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 |
| Identified Gifted Percent - Economic Disadvantaged | Percentage of students in the economically disadvantaged subgroup that have been identified as gifted in any area. |
| Served Gifted Percent - Economic | Economically disadvantaged students that received gifted services during the school year as a percentage of economically disadvantaged students identified as gifted. |
| Identified Gifted Percent - Minority | Percentage of students in one of the Federally-defined racial or ethnic minority categories that have been identified as gifted in any area. |
| Served Gifted Percent - 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 |