

Gifted Performance Indicator Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description
9/10/2024	FY24	Added 2023-2024 Final District and School Gifted Max Performance Index

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. **The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.**

Table 1: Breadcrumb Trail to Secure Data Center Reports for Districts to Review

Component	Measure	SDC Breadcrumb Trail
Gap Closing Component		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Gifted
	<i>Gifted Performance Index</i>	No SSID level reports currently
	<i>Gifted Progress</i>	Report Portal > Secure Data Center > Value Added > District (or School) Value Added – Overall and Subject Composites In the Value-Added Data tab: Overall Composite > Gifted Students > Three most recent years of gains combined
	<i>Gifted Identification and Services</i>	Report Portal > Secure Data Center > Enrollment > District (or School) Gifted Enrollment

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Introduction

The Gifted Performance Indicator plays a pivotal role in assessing the educational outcomes of students who are gifted, aligning with the following critical principles:

- **Legal Mandates**
 - [Ohio Revised Code \(ORC\) 3302.02 \(A\)](#) and [Ohio Administrative Code \(OAC\) 3301-28-04](#)
- **Accountability and Transparency**
 - Schools and districts are held accountable for the performance of students who are gifted.
 - Transparent reporting mechanisms provide stakeholders with insights into gifted education outcomes.
- **Equity and Access**
 - Equity drives efforts to eliminate disparities among students who are gifted, considering factors like race, ethnicity, English learner status, socioeconomic status, and disability.
 - Access ensures all gifted learners receive appropriate educational opportunities.
- **Data-Driven Decision Making**
 - Educators analyze data on the achievement, growth, and services of students who are gifted.
 - Evidence informs adjustments to instructional strategies and resource allocation.
- **Continuous Improvement**
 - Schools strive for ongoing enhancements in gifted education.
 - Regular assessments and feedback drive improvements in identification, services, and overall outcomes.

In summary, the Gifted Performance Index reflects Ohio's commitment to nurturing gifted potential while maintaining transparency, equity, and data-informed practices.

Definitions

REPRESENTATION INDEX (RI)

A ratio that demonstrates how well groups of students in the overall student population are represented in the gifted student population. This index is calculated by taking the percentage of students in the student group in the gifted population divided by the percentage of students in the student group in the overall student population.

UNDERREPRESENTED MINORITY (URM)

In Ohio schools, underrepresented minority (URM) refers to students who historically have comprised a minority of the U.S. population. Efforts to address these disparities are crucial for fostering educational equity and opportunity. The underrepresented minority student group

includes students reported with demographics of Black, Non-Hispanic; Hispanic; Multi-Racial; American/Alaskan Native; and Pacific Islander as of March 31.

ECONOMICALLY DISADVANTAGED (ED)

In Ohio, economically disadvantaged students are those who meet any of the following conditions:

- Qualification for free and reduced lunch.
- Identification as Medicaid eligible (direct certification).

These indicators help address poverty and its effects on students' educational outcomes. A higher RI indicates a more equitable representation of ED students. Schools should aim for a balanced and inclusive environment that supports all students, regardless of economic background.

The economically disadvantaged student group includes students reported with *Disadvantagement Element (FD110)* = 1, 3, 4, 5, 6, or 7.

FULL-TIME EQUIVALENT ENROLLMENT (FTE)

FTEs are generated for a student at a district or school that serves the student with educational programming. A student who is enrolled all day, every day, for an entire year in a district or school will have an FTE of 1.0. A student who is enrolled for less time each day or less days of the year will generate a partial FTE. Students that attend elsewhere may be included in a district or school's FTE if they came back to the district or school for educational programming (e.g., electives, arts, music, physical education).

FIRST-TIME TEST TAKERS

A student is considered a first-time test-taker when they take an assessment for the first time and have a valid proficiency score from the reported assessment. If the test was taken but invalidated (for good cause) or non-scoreable, it is reported with a *Score Not Reported (FA235) Reason*.

RE-TESTER

A student is considered a re-tester if they have previously taken the same assessment and received a valid proficiency score. However, 'Untested' is not considered a valid proficiency level in this context. Additionally, a student who takes an end-of-course exam but previously took a substitute assessment (such as AP or IB), is not categorized as a re-tester.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS INDICATOR

This indicator includes students who are gifted and meet the Where Kids Count business rules criteria. For more details, consult, [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#). Additionally, refer to [Appendix A](#) for detailed information about Education Management Information System (EMIS) reporting and a description of the inclusion criteria.

EVALUATED ORGANIZATIONS

Traditional public schools and districts are evaluated for the Gifted Performance Indicator. Starting in the 2022-2023 school year, community schools (established under [ORC 3314](#)) are able to opt-in to receive the gifted performance indicator that contributes to the Gap Closing Component Rating.

IDENTIFICATION OF STUDENTS WHO ARE GIFTED

Ohio defines students who are gifted as students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment. Students can be identified as gifted in **superior cognitive ability** ([ORC 3324.03\(A\)](#)), **specific academic ability** ([ORC 3324.03 \(B\)](#)), **creative thinking ability** ([ORC 3324.03\(C\)](#)) or **visual or performing arts ability** ([ORC 3324.03\(D\)](#)). More information can be found on the department’s [Gifted Screening and Identification](#) page.

Ohio has the policy, [OAC 3301-51-15](#), of “once identified, always identified” with respect to gifted identification. After any initial gifted identification made in conformance with this rule, a student shall remain identified regardless of subsequent testing or classroom performance. Districts are expected to continue reporting a student as being identified (in the current school year) if the student met the criteria for gifted identification in any prior year.

When calculating the percentage of students identified as gifted, only **current** year EMIS records are used. A student will not be considered “identified” unless a gifted identification code is reported in the current school year. Moreover, 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 does 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 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 year. The Gifted Identification elements are reported as part of the Student Gifted Education (GG) record. A “Y” code for the following element numbers will indicate that the student is gifted in the following areas:

Table 2: Student Gifted Education Record (GG) Identification EMIS Coding

EMIS ELEMENT	Area of Giftedness
GG200	Superior Cognitive
GG210	Math
GG220	Science
GG230	Reading/Writing
GG240	Social Studies
GG250	Creative Thinking
GG260	Visual/Performing Arts

SERVICE TO STUDENTS WHO ARE GIFTED

Students are considered to be “served” if they are identified as gifted with a Written Education Plan (WEP) in place and have a gifted service element reported. Students identified after March 31 of the current school year are not included in this calculation even if they receive gifted services. Any gifted services provided in the current school year are included in this calculation.

Table 3: Student Gifted Education Record (GG) Services EMIS Coding

EMIS ELEMENT	Area of Giftedness
GG510	Superior Cognitive
GG520	Math
GG530	Science
GG540	Reading/Writing
GG550	Social Studies
GG560	Creative Thinking
GG570	Visual/Performing Arts

UNTESTED

[ORC 3302.01\(A\)\(2\)](#) requires untested students to be included in the calculation but schools and districts will receive zero points. Thus, the first step is to determine the total number of students who *should* have taken the assessments. In prior years, some tests were not included. Starting in 2022 and beyond, the law requires all tests in all subjects to be used. Ohio’s current assessments include the following:

- English language arts and Math for grades 3-8
- Science for grades 5 and 8
- English language arts II, Algebra I, Geometry, Integrated Math I and II, Biology, American History and American Government for the high school level.
- Alternate Assessments for students with the most significant cognitive disabilities for all grade levels.

In addition, students can take substitute tests in Advanced Placement (AP) and International Baccalaureate (IB) if they are taking corresponding AP or IB courses. These substitute tests can be used to fulfill a graduation requirement for a seal. They are included in the Gifted Performance Index score calculation starting with the 2021-2022 school year and beyond. See [Achievement Component Appendix B](#) for the tests that are included in this calculation.

REPORTING UNTESTED STUDENTS:

Since every student enrolled in a course (with a corresponding test) is required to take the assessments, the district or school must report a reason for any student who doesn’t take it. The *Score Not Reported (FA235)* can be found in the **Student Assessment Record (FA)** of the [EMIS manual](#).

Certain codes exclude test scores from being included in the Gifted Performance Index calculation. However, if the Score Not Reported reason does not exclude the test score, it will be included in the Gifted Performance Index calculation as 'Untested'. [Achievement Component Appendix C](#) can be used to determine whether an untested student will affect the calculation.

SPECIAL CASES:

In two cases of *Score Not Reported (FA235) = I or S*, the student is considered as tested, and the score is identified in the 'Limited' range. For all other cases, the test either counts as a test not taken or excluded from the calculation.

Remember, accurate reporting and inclusion of untested students play a crucial role in assessing school performance.

ASSIGNING TESTS TO PERFORMANCE LEVELS

After determining which tests to include, they are sorted into seven performance levels or 'buckets' based on the score ranges aligned to performance levels. The performance level 'buckets' include:

- Advanced Plus
- Advanced
- Accomplished (*previously known as Accelerated*)
- Proficient
- Basic
- Limited
- Untested

Substitute tests taken in AP or IB courses are converted to the appropriate performance level bucket based on the crosswalk in [Achievement Component Appendix B](#).

CALCULATING POINTS FOR EACH PERFORMANCE LEVEL

Once all the tests are sorted into the appropriate performance level bucket, the percentage of tests are calculated and multiplied by the corresponding weight (shown in the table below). This results in a weighted score which is totaled to create an overall Gifted Performance Index Score.

Table 4: Weighting for each performance level

PERFORMANCE LEVEL	WEIGHT
Advanced Plus	1.3
Advanced	1.2
Accomplished	1.1
Proficient	1.0
Basic	0.6
Limited	0.3

ACCELERATED STUDENTS

[ORC 3302.01 \(A\)\(2\)](#) rewards schools and districts for students with a Formal Written Acceleration Plan (WAP) who are testing in a higher grade level and scoring in the Proficient or higher level. For example, a fifth-grade student (with a WAP) taking a sixth grade math class. This student's score will be eligible to earn a bonus weight if the result is 'Proficient' or higher on the sixth grade math assessment.

The bonus weight is applied by increasing the performance level of any qualifying assessment:

- Proficient range will count as Accomplished
- Accomplished range will count as Advanced
- Advanced range will count as Advanced Plus

The Department uses the **Student Acceleration Record (FB)** of the [EMIS manual](#) (from the current school year) to determine which tests are eligible for the bonus weight. This record is reported for a student who is placed on a Written Acceleration Plan (WAP) for one or more subjects and has a referral from the district's Acceleration Evaluation Committee. If a student is whole grade accelerated or participated in early entrance to kindergarten, an acceleration record is reported as all subjects. All tests in social studies, mathematics, reading/writing and science are eligible for the bonus weight. If a student has a WAP for a single subject, then only that subject's assessment is eligible for the bonus weight. For example, a typical fourth grade student for ELA is taking a fifth-grade math class but only the fifth- grade math test is eligible for the FB Record.

It is important to understand that an acceleration record must be reported **each year** that a student is accelerated for a particular subject. The Department only uses the **current year** acceleration record for the purpose of determining who is eligible for the bonus weight. Students continue to be considered formally accelerated when taking high school end-of-course assessments as long as they remain ahead of their peers. As such, a student who was formally accelerated in elementary or middle school will be eligible to earn the bonus weight on the high school end-of-course exams because those tests are taken one year earlier than a student on a "normal" trajectory.

If a student transfers to another district and continues to be accelerated, the new district should report the acceleration record to be eligible for the bonus weight on any tests taken in the accelerated subject(s).

An acceleration record stops being reported with *Accelerated Status Flag (FB100) = Y* if the student is no longer accelerated. For example, if a fourth-grade student (with a WAP) spent the 2022-2023 school year in fifth grade math, an acceleration record would have been reported for math in the 2022-2023 school year. If the district ends the student's acceleration

designation in 2022-2023, indicating the student does not move ahead to sixth grade math in 2023-2024, an *Accelerated Status Flag (FB100) = N* record is reported for that year. Students are required to take a test annually in third through eighth grade. A student who ends acceleration, takes the Ohio State Test (OST) that matches his or her grade level. This score is included in the Gifted Performance Index and appropriate test measure calculations.

Note: Not all students identified as gifted are accelerated and not all students accelerated are identified as gifted. A student who is accelerated has a formal WAP. A student who is being served in an area identified as gifted, has a WEP.

Gifted Performance Index Calculation

The Gifted Performance Index measure uses the Ohio State Test (OST) performance level results for students in third grade through high school) who are identified as gifted and tested in the corresponding subject of identification. The Gifted Performance Index score accounts for the level of achievement of every gifted learner with a specific academic ability or superior cognitive ability in an identified subject area. Each test is assigned a performance level based on the test score, with higher test scores resulting in higher performance levels. Furthermore, higher performance levels receive larger weights in the calculation – but all achievement levels are included. More information about test performance levels is available in the [Understanding Ohio's State Tests Reports](#) guidance document.

To receive a score in the Gifted Performance Index measure, a school or district must have at least 15 accountable students taking one or more Ohio State Tests (OST). In cases where a school or district has fewer than 15 unique students across all tested grades, the data will be masked, and no Gifted Performance Index Score will be calculated.

- **Code Sections:** [Ohio Revised Code 3302.01\(A\)](#) and [3302.03\(D\)\(1\)\(c\)](#)
- **N-Size:** fifteen (15) accountable students taking one or more assessments
- **Areas of Giftedness:** Superior Cognitive, Math, Science, Reading/Writing, Social Studies
- **Assessment Subjects:** All subjects
- **Grades:** 3-8, high school
- **Tests:** 3-8 English language arts, math, and science, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II, American History, American Government, Biology
- **Alternate Assessments Included:** Yes
- **Substitute Assessments Included:** Yes
- **Full Academic Year:** Yes
- **End-of-Course Retakes in the same school year:** Each subject's end-of-course test counts only one time in each school year and the highest score from all attempts is used for report card purposes.
- **End-of-Course Retakes in different school years:** End-of-course assessment retakes are not included if the previous assessment was already included for accountability purposes. Refer to the definition above on [Re-Testers](#). Retakes do not apply to the

grade 3-8 assessments. Students who retake these assessments are included each time if all other accountability rules are met.

DENOMINATOR

The maximum Gifted Performance Index score is derived by averaging the highest two percent of Gifted Performance Index Scores. This is done separately for schools and districts using the Gifted Performance Index Scores from the current school year. Community schools are included in the school-level calculation if they opt in.

It is important to understand that because the law requires the Department to use **current** school year data, (i.e. the 2023-2024 gifted maximum will be derived from the average of the highest two percent of school or district Gifted Performance Index scores from the 2023-2024 school year), the maximum Gifted Performance Index score **will change** throughout the reporting window. Additionally, the law requires summer third-grade English language arts (ELA) scores to be included in the Report Card calculations. When all applicable reporting windows close, and all appeals are processed, the final gifted maximum score will be calculated.

Table 5: District Maximum Performance Index

Year	Gifted Maximum Performance Index
2021-2022	120.489
2022-2023	120.556
2023-2024	121.111

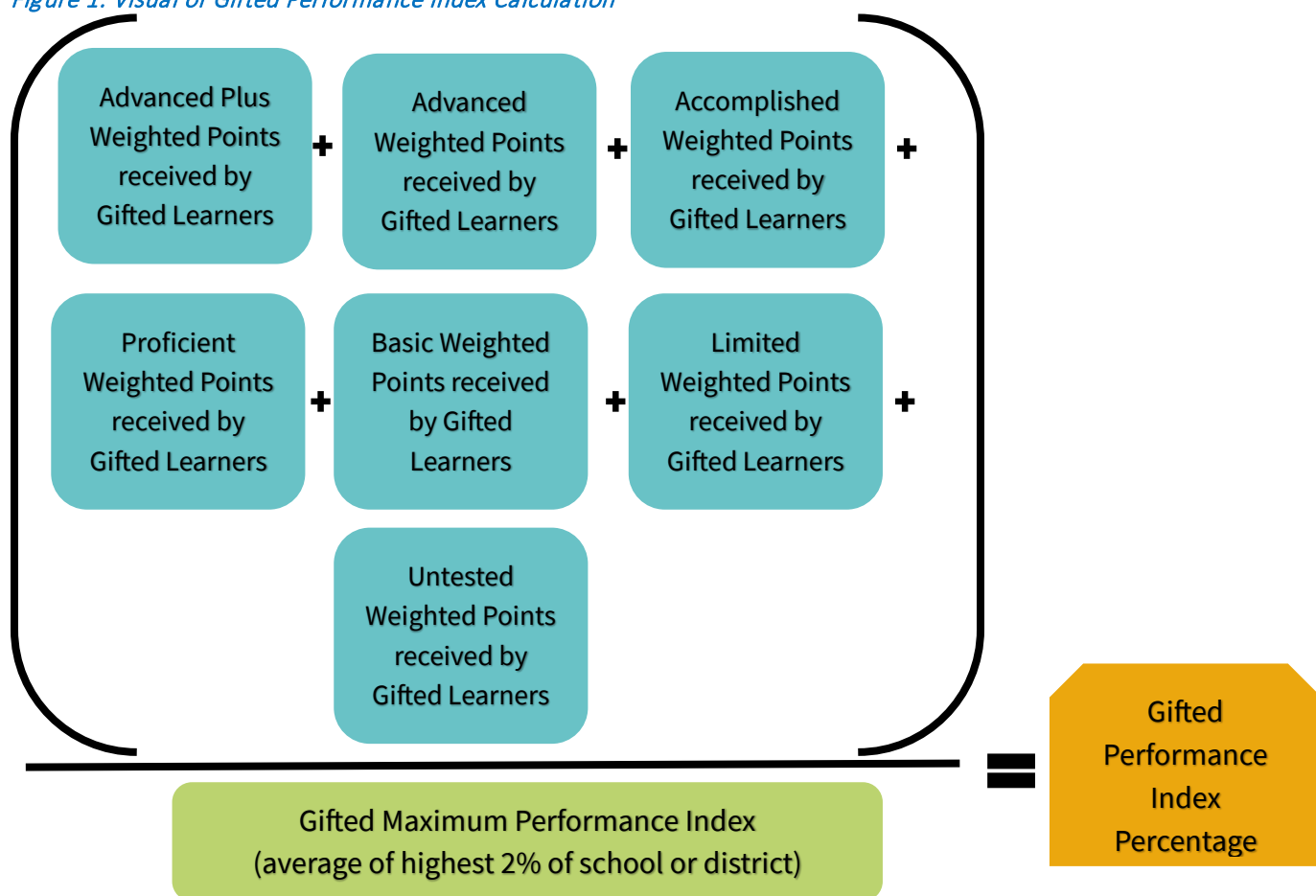
Table 6: School Maximum Performance Index

Year	Gifted Maximum Performance Index
2021-2022	121.114
2022-2023	121.496
2023-2024	121.935

NUMERATOR

The weighted scores for each performance level are summed to create an overall Gifted Performance Index Score.

Figure 1: Visual of Gifted Performance Index Calculation



MEETING THE GIFTED PERFORMANCE INDEX ELEMENT

A school or district can “meet” the Gifted Performance Index element by earning a certain percentage of the school or district maximum gifted performance index score. Districts and schools that meet the goal will earn 5 points towards the Gap Closing Component calculation. The annual goal for the Gifted Performance Index will transition in over three school years:

Table 7: Performance Index Percentage needed to meet Goal

SCHOOL YEAR	PERCENT OF GIFTED MAXIMUM PERFORMANCE INDEX SCORE – SCHOOL LEVEL	PERCENT OF GIFTED MAXIMUM PERFORMANCE INDEX SCORE – DISTRICT LEVEL
2021-2022	95%	95%
2022-2023	96.5%	96.5%
2023-2024	97.5%	97.5%

Gifted Progress Calculation

This element uses the gifted value-added calculation for schools and districts with at least 15 accountable students. The gifted progress element will be based on the value-added growth measure for students identified as gifted in a specific academic ability or superior cognitive

ability. The gifted progress gain index is calculated using the same tests and methodology as the all-student progress gain index that is described in the [Progress Component Technical Documentation](#). Like the Gifted Performance Index, a test is used only when it matches the subject where the student is identified as gifted.

- **Code Sections:** [Ohio Revised Code 3302.01\(A\)](#) and [3302.03\(D\)\(1\)\(c\)](#)
- **N-Size:** Fifteen (15) accountable students taking one or more assessments
- **Areas of Giftedness:** Superior Cognitive, Math, Science, Reading/Writing, Social Studies
- **Assessment Subjects:** All subjects
- **Grades:** 3-8, high school
- **Tests:** 3-8 English language arts, math, and science, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II, American History, American Government, Biology
- **Alternate Assessments Included:** Yes
- **Substitute Assessments Included:** Yes
- **Full Academic Year:** Yes
- **End of Course Retakes in the same school year:** Each subject's end-of-course test counts only one time in each school year and the highest score from all attempts is the one that is used for report card purposes.
- **End of Course Retakes in different school years:** End-of-course assessment retakes are not included if the previous assessment was already included for accountability purposes. Refer to the definition above on [Re-Testers](#). Retakes do not apply to the grade 3-8 assessments. Students who retake these assessments are included each time if all other accountability rules are met.

MEETING THE GIFTED PROGRESS ELEMENT

The Gifted Progress calculation is based on three consecutive years of data (when available). The Department weights the most recent year at 50% of the component rating, and 25% to each of the other years. If three consecutive years are not available, then the following applies:

- If two consecutive years of data are available, the Department weights the most recent year at 67% of the component rating, and 33% to the other year available.
- If two consecutive years of data are not available, the Department uses a single year to calculate the measure and component; weighted at 100%.

If a school or district earns the equivalent of a “3 – Star”, “4 – Star”, or “5 – Star” rating for the **Gifted** Progress calculation, the Gifted Progress element will be met, and five points will be counted toward the Gap Closing component.

The Department will use the methodology adopted by the State Board of Education for assigning a rating for the progress component as described in the [Progress Component Technical Documentation](#).

Gifted Identification and Services Calculation

The Gifted Identification and Services element is composed of several different identification and service calculations offering schools and districts the opportunity to earn up to 140 points. Each percentage or ratio is worth a specific number of points (outlined in the scoring sections below). The number of calculations at the school level differs from the district, as explained in separate scoring sections. The number of gifted calculations a school or district receives varies based on the unique enrollment and student group composition. More specifically, a school or district is only eligible to earn points if they have an enrollment Full Time Equivalent (FTE) of at least 15 in the applicable denominator.

- **Code Sections:** [Ohio Revised Code 3302.01\(A\)](#) and [3302.03\(D\)\(1\)\(c\)](#)
- **N-Size:** Fifteen (15) accountable students
- **Areas of Giftedness:** Superior Cognitive, Math, Science, Reading/Writing, Social Studies, Creative Thinking, or Visual/Performing Arts

While each identification and service calculation are unique, they can be grouped together into three broad categories:

- 1) Identification Percentages
- 2) Service Percentages
- 3) Representation Indices

Identification Percentages

Identification percentages represent the percentage of students within a school or district who are identified as gifted learners. The calculation is performed by dividing the FTE of students identified as gifted by the total FTE of all enrolled students. Separate percentages are calculated based on the student's area of giftedness. Students identified with Superior Cognitive or Specific Academic ability are grouped together. Students with Creative Thinking or Visual or Performing Arts ability are grouped together.

Figure 3: Visual of Grade Band Superior Cognitive and Specific Academic Ability Identification Percentage

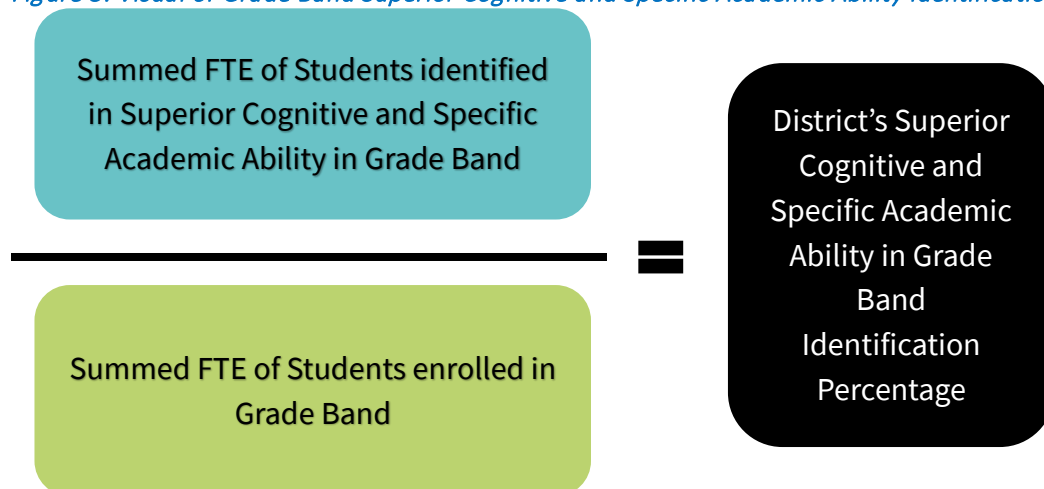
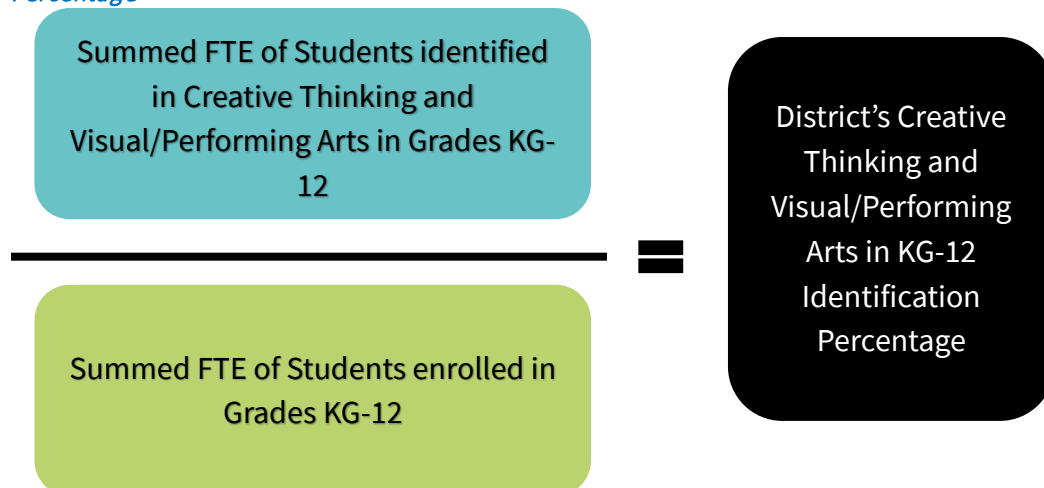


Figure 2: Visual of KG-12 Grade Band Creative Thinking and Visual or Performing Arts Identification Percentage



Service Percentages

Service Percentages represent the percentage of students identified as gifted within a school or district who are receiving gifted services per a current WEP. They are calculated by dividing the FTE of students who received gifted services during the current school year by the FTE of students identified as gifted. Like the Identification Percentages, separate percentages are calculated based on the area the student is receiving services. Students served with Superior Cognitive or Specific Academic ability services are grouped together, and students served with Creative Thinking or Visual or Performing Arts ability services are grouped together.

Figure 3: Visual of Grade Band Superior Cognitive and Specific Academic Ability Service Percentage

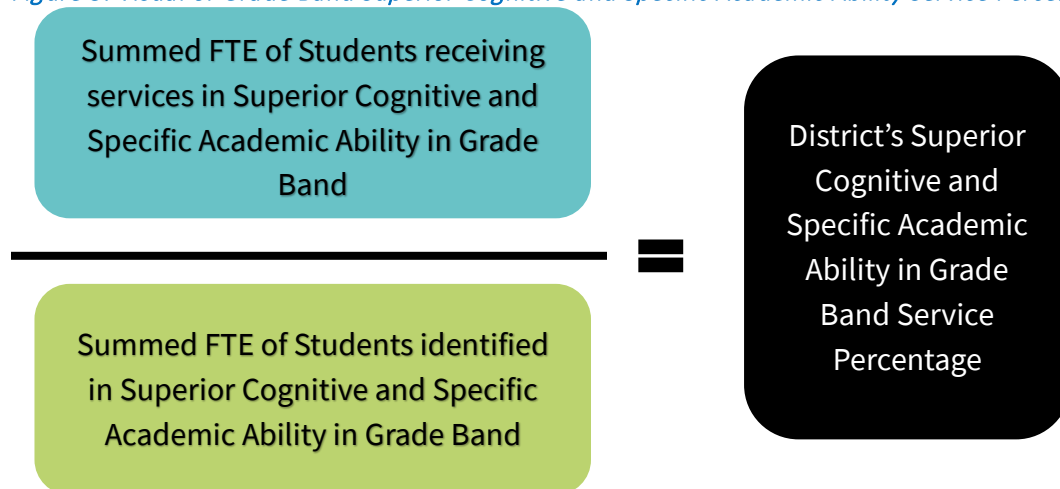
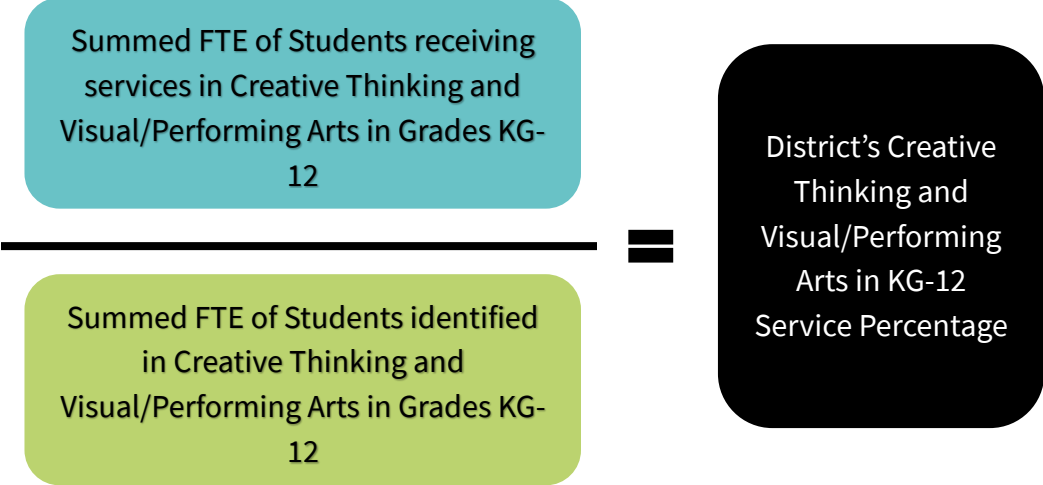


Figure 4: Visual of KG-12 Grade Band Creative Thinking and Visual or Performing Arts Service Percentage



Representation Indices

Representation Indices give an indication of the achievement of student groups represented in a gifted population. It is calculated by dividing the percentage of the gifted population who are a part of the student group by the percentage of the overall student population who are members of that same student group. When a group is the same percentage of the gifted population as the overall student population, the ratio will be close to one. This indicates the group is well represented in the gifted population. Alternatively, an index closer to 0.3 indicates students in that group are identified or served less than expected, based on the percentage of the overall student population of the group.

Separate indices are calculated for gifted identification and gifted service as well as - **economically disadvantaged students** and **underrepresented minority students**. Unlike the Identification and Service Percentages discussed above, all gifted students are grouped together regardless of the area of giftedness.

Figure 5: Visual of Representation Index Calculation for Identification

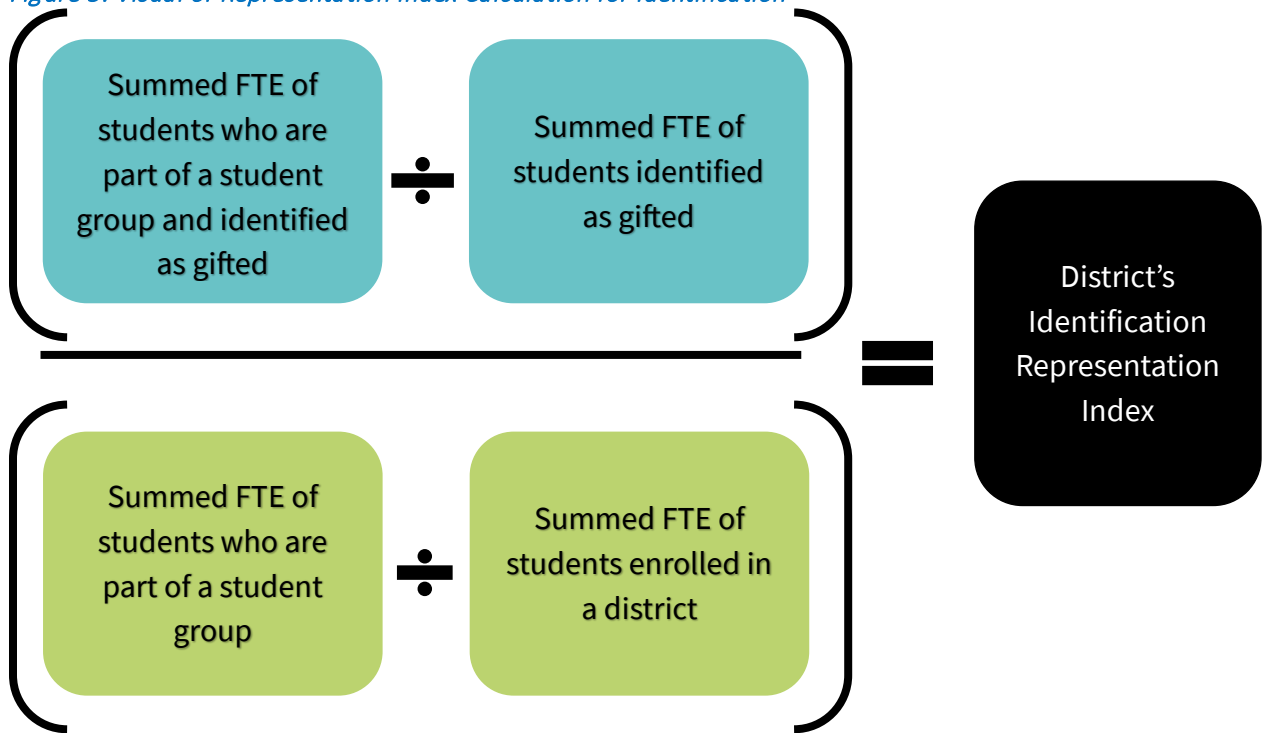
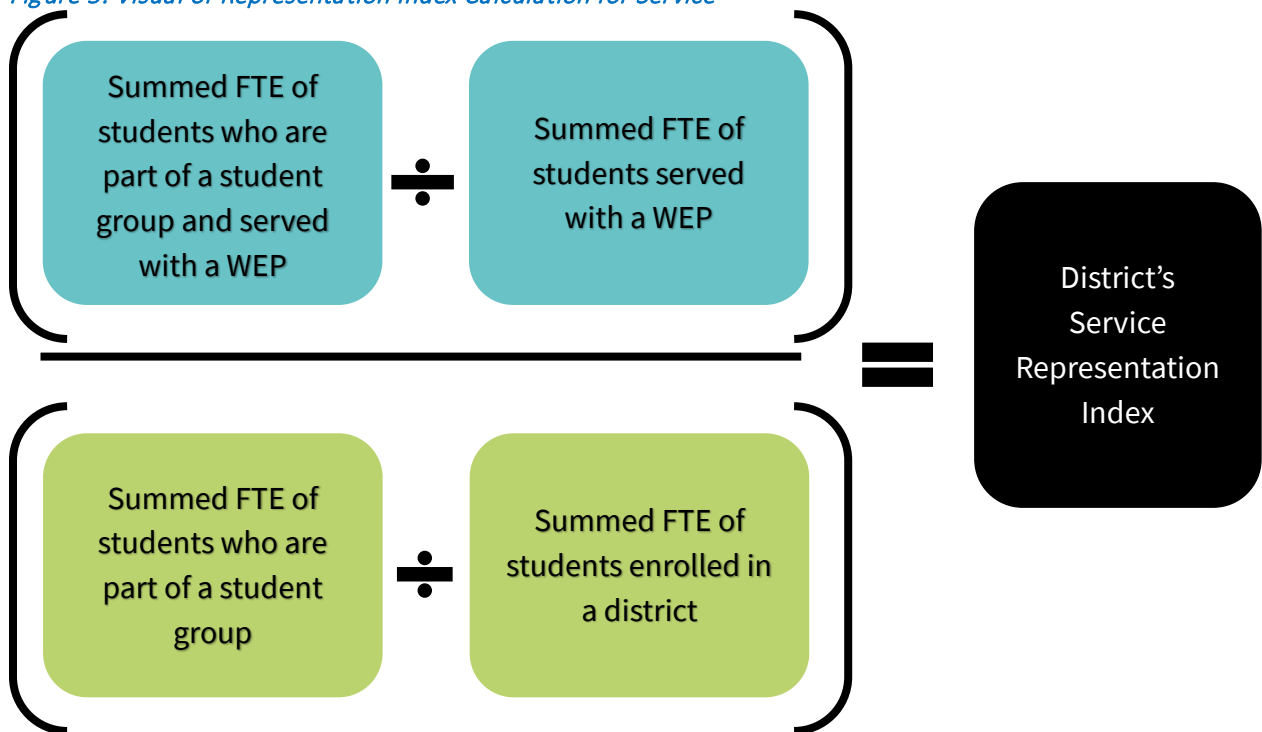


Figure 5: Visual of Representation Index Calculation for Service



DISTRICT LEVEL GIFTED IDENTIFICATION AND SERVICES SCORING

Districts can earn points up to **14** separate percentages or ratios.

Districts have the opportunity to earn points for **5** different **identification** percentages (up to 35 points)

- **4** - Superior Cognitive and Specific Academic Ability Identification Percentages
 - K-2 Grade Band (up to 15 points)
 - 3-6 Grade Band (up to 5 points)
 - 7-8 Grade Band (up to 5 points)
 - 9-12 Grade Band (up to 5 points)
- **1** - Creative Thinking and Visual or Performing Arts Ability Identification Percentages
 - K-12 Grade Band (up to 5 points)

Districts have the opportunity to earn points for **5** different **service** percentages (up to 45 points)

- **4** - Superior Cognitive and Specific Academic Ability Service Percentages
 - K-2 Grade Band (up to 10 points)
 - 3-6 Grade Band (up to 10 points)
 - 7-8 Grade Band (up to 10 points)
 - 9-12 Grade Band (up to 10 points)
- **1** - Creative Thinking and Visual or Performing Arts Ability Service Percentages
 - K-12 Grade Band (up to 5 points)

Districts have the opportunity to earn points for **4** different **Representation Indices** (up to 60 points)

- **2** - Identification Indices
 - Underrepresented Minority (up to 20 points)
 - Economically Disadvantaged (up to 20 points)
- **2** - Service Indices
 - Underrepresented Minority (up to 10 points)
 - Economically Disadvantaged (up to 10 points)

SCHOOL LEVEL GIFTED IDENTIFICATION AND SERVICES SCORING

Schools can earn points up to 8 separate percentages or ratios.

Schools have the opportunity to earn points for **2** different Identification Percentages.

- **1** - Superior Cognitive and Specific Academic Ability Identification Percentages
 - K-12 Grade Band
- **1** - Creative Thinking and Visual or Performing Arts Ability Identification Percentages
 - K-12 Grade Band

Schools have the opportunity to earn points for **4** different Representation Indices.

- **2** -Identification Indices
 - Underrepresented Minority
 - Economically Disadvantaged
- **2** - Service Indices
 - Underrepresented Minority
 - Economically Disadvantaged

Schools have the opportunity to earn points for **4** different Representation Indices.

- **2** - Identification Indices
 - Underrepresented Minority
 - Economically Disadvantaged
- **2** - Service Indices
 - Underrepresented Minority
 - Economically Disadvantaged

MEETING THE GIFTED IDENTIFICATION AND SERVICES ELEMENT

Schools or districts can meet the Gifted Identification and Services element of the Gifted Indicator if a certain percentage of possible points across Identification, Service, and Representation Index categories is earned. Districts and schools that meet the goal will earn five points toward the Gap Closing component calculation. The total possible points cannot exceed 140 points but may be less depending on the student groups in the school. The annual goal will transition over three school years as shown in the table below.

Table 8: Identification and Service Percentage Needed to Meet Goal

SCHOOL YEAR	PERCENT OF POSSIBLE GIFTED IDENTIFICATION AND SERVICE POINTS
2021-2022	60%
2022-2023	70%
2023-2024	80%

Student Examples

Grades Kindergarten-12th

- Student A is white, economically disadvantaged, and enrolled in the second grade at District 1 at Elementary 1 from the first day of school until the last day of school, generating a 1.0 FTE. The student is identified as gifted in Math (without a WEP) and does not receive gifted services.
- Student B is Hispanic, economically disadvantaged, and enrolled in the fourth grade at District 1 at Elementary 1 from the first day of school until the last day of school, generating a 1.0 FTE. The student is identified as gifted in Math and Science and being served in Math per a WEP. The student took the fourth grade Math assessment.
- Student C is Hispanic, economically disadvantaged, and enrolled in the ninth grade at the middle school in District 1, generating a .9 FTE. The student is identified as gifted in Reading, not receiving gifted services because a WEP is not in place and took the ELA II end-of-course exam. Furthermore, one course was taken at the joint vocational school.,
- Student D is white, economically disadvantaged, and enrolled in District 1 but attends a JVS (full-time) as an eleventh grader, generating 0 FTE. The student is identified as gifted in Social Studies but not receiving services because a WEP is not in place. The student took the Government end-of-course exam.
- Student E is white, economically disadvantaged, and enrolled in the eleventh grade at the high school in District 1, generating 0.54 FTE. The student is identified as gifted in superior cognitive ability, receiving services through a WEP and took three CCP courses. The student did not take any end-of -course exams.
- Student F is white, economically disadvantaged, and enrolled in the ninth grade at the high school in District 1, generating 1.0 FTE. The student is identified as gifted in Creative Thinking and receiving services through a WEP. The student took the Geometry end-of-course exam.

Example 1: Student Examples

	Student A	Student B	Student C	Student D	Student E	Student F
Gifted Performance Index Percentage	No	Yes	Yes	No	No	No
Gifted Progress	No	Yes	Yes	No	No	No
Gifted Identification FTE	1.0	1.0	0.9	0	0.54	1.0
Gifted Services FTE	0	1.0	0	0	0.54	1.0
Gifted Representation Index Underrepresented Minority FTE	0	1.0	0.9	0	0	0
Gifted Representation Index Economically Disadvantaged FTE	1.0	1.0	0.9	0	0	1.0

If a student is counted in the measures (Gifted PI or Gifted Progress) for the district or school, it will be indicated with **YES**.

For Identification and Services, the FTE will be the indication if the student is included, zero indicates “not included”, and anything greater than Zero is **YES**.

District Example Identification and Services

Example 2: District FTE per Student Group

Student Group	Grade Bands				
	KG-2	3-6	7-8	9-12	K-12
All Student FTE	7489.76	9392.75	4362.70	9326.98	30572.45
All Student Economically Disadvantaged FTE					26040.94
All Student Underrepresented Minority					23886.87
All Gifted Learners FTE					3862.28
All Gifted Learners Economically Disadvantage FTE					1767.05
All Gifted Learners Underrepresented Minority FTE					1450.59
All Served Gifted Learners FTE					1038.94
All Served Gifted Learners Economically Disadvantaged FTE					332.84
All Served Gifted Learners Underrepresented Minority FTE					323.50
All Gifted Learners in Academics	221.67	1343.72	709.94	1396.78	
All Gifted Learners in Arts					506.11
All Served Gifted Learners in Academics	3.73	77.72	110.00	629.12	
All Served Gifted Learners in Arts					249.08

Example 3: Calculations with the Points Earned and Points Possible

Grade Band and Area of Giftedness	Calculation	Points Earned	Points Possible
K-2 Grade Band Superior Cognitive and Specific Academic Identification	$221.67/7489.76 = 2.95\%$	9	15
3-6 Grade Band Superior Cognitive and Specific Academic Identification	$1441.45/9392.75 = 15.35\%$	4	5

7-8 Grade Band Superior Cognitive and Specific Academic Identification	$761.58/4362.70=17.46\%$	5	5
9-12 Grade Band Superior Cognitive and Specific Academic Identification	$1498.37/9326.98=16.06\%$	5	5
K-2 Grade Band Superior Cognitive and Specific Academic Served	$3.73/237.79=1.57\%$	2	10
3-6 Grade Band Superior Cognitive and Specific Academic Served	$77.72/1343.72=5.78\%$	2	10
7-8 Grade Band Superior Cognitive and Specific Academic Served	$110/709.94=15.49\%$	2	10
9-12 Grade Band Superior Cognitive and Specific Academic Served	$629.12/1396.78=45.04\%$	6	10
KG-12 Grade Band Creative Thinking and Visual or Performing Arts Identification	$506.11/30572.45=1.66\%$	2	5
KG-12 Grade Band Creative Thinking and Visual or Performing Arts Services	$249.08/506.11=49.21\%$	3	5
Representation Index for Economically Disadvantaged Identification	$1767.05/3862.28=45.75\%$ $26040.94/30572.45=85.18\%$ $45.75\%/85.18%=53.71\%$	8	20
Representation Index for Economically Disadvantaged Services	$332.84/1038.94=32.04\%$ $26040.94/30572.45=85.18\%$ $32.04\%/85.18%=37.61\%$	0	10
Representation Index for Underrepresented Minority Identification	$1450.59/3862.28=37.56\%$ $23886.87/30572.45=78.13\%$ $37.56\%/78.13%=48.07\%$	4	20
Representation Index for Underrepresented Minority Services	$323.50/1038.94=31.14\%$ $23886.87/30572.45=78.13\%$ $31.14\%/78.13%=39.86\%$	0	10
Totals		52	140
Percent of possible Gifted Identification and Service Points Earned		37.14% NOT MET	

School Example Identification and Services

Example 4: School Building FTE per Student Group

Student Group	K-12
All Student FTE	600
All Student Economically Disadvantaged FTE	125
All Student Underrepresented Minority	68
All Gifted Learners FTE	269
All Gifted Learners Economically Disadvantage FTE	8
All Gifted Learners Underrepresented Minority FTE	12
All Served Gifted Learners FTE	265
All Served Gifted Learners Economically Disadvantaged FTE	7
All Served Gifted Learners Underrepresented Minority FTE	10
All Gifted Learners in Academics	220
All Gifted Learners in Arts	30
All Served Gifted Learners in Academics	210
All Served Gifted Learners in Arts	30

Example 5: Calculations with the Points Earned and Points Possible

Grade Band and Area of Giftedness	Calculation	Points Earned	Points Possible
K-12 Grade Band Superior Cognitive and Specific Academic Identification	$220/600 = 36.67\%$	30	30
K-12 Grade Band Superior Cognitive and Specific Academic Served	$210/220 = 95.45\%$	40	40
KG-12 Grade Band Creative Thinking and Visual or Performing Arts Identification	$30/600 = 5\%$	5	5
KG-12 Grade Band Creative Thinking and Visual or Performing Arts Services	$30/30 = 100\%$	5	5
Representation Index for Economically Disadvantaged Identification	$8/269 = 2.97\%$ $125/600 = 20.83\%$ $2.97\%/20.83\% = 14.26\%$	0	20
Representation Index for Economically Disadvantaged Services	Denominator >20	0	0
Representation Index for Underrepresented Minority Identification	$10/269 = 3.72\%$ $68/600 = 11.33\%$ $3.72\%/11.33\% = 32.83\%$	0	20
Representation Index for Underrepresented Minority Services	Denominator >20	0	0
Totals		80	120
Percent of possible Gifted Identification and Service Points Earned		66.67% NOT MET	

Appendix A Inclusion Criteria (EMIS)

Students will count at the **educating building/district** for the following measures/indicators:

- Performance Index and Value Added of Gifted Performance Measure of the Traditional Gap Closing Component on the Traditional Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) = educating building/district IRN Students are enrolled in the educating district for a [full academic year \(FAY\)](#) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** Specific criteria to be included in student group Gifted- *GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#) as described in definition above and [Re-testers](#) in Grades 3-8 AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S*

NOTE: Test date indicates the test was taken between July of prior year through May of current year.

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN Students are enrolled in the educating district for a [full academic year \(FAY\)](#) **AND** Student generates base FTE for dates included in FAY **AND** District Relationship Element (FS140) = 1 **AND** Sent Reason Element (FS200 or FS230) = EX or NP **AND** Sent Reason Percent of Time (FS220 or FS250) >0 **AND** Specific criteria to be included in student group Gifted- *GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#) as described in definition above and [Re-testers](#) in Grades 3-8 AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S*

NOTE: Test date indicates the test was taken between July of the prior year through May of the current year.

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN Students are enrolled in the educating district for a [full academic year \(FAY\)](#) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND_Sent Reason Element (FS200 or FS230) = PI or PS AND* Specific criteria to be included in student group Gifted- GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = **Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#)** as described in definition above and [Re-testers](#) in Grades 3-8 **AND** *Test Grade Level (FA200) =*

03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S

NOTE: Test Date indicates the test was taken between July of the prior year through May of the current year.

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

Students will count at the **sending district** for the Achievement Component if the students are reported in the Education Management Information System (EMIS) with the following by the educating district:

IF the students are reported in the Education Management Information System (EMIS) with the following:

Educating District reports: *Majority of Attendance IRN Element (FN220) = educating building/district IRN* (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230) = CR, CT, JV, MR, or OS PS AND* Specific criteria to be included in student group Gifted- GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = **Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#)** as described in definition above and [Re-testers](#) in Grades 3-8 **AND** *Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S*

NOTE: Test date indicates the test was taken between July of the prior year through May of the current year.

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180)* = **B PS AND** Specific criteria to be included in student group Gifted-GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = **Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#)** as described in definition above and [Re-testers](#) in Grades 3-8 **AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S**

NOTE: Test date indicates the test was taken between July of the prior year through May of the current year.

OR

For *How Received Element (FS180)* = **K**, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district **PS AND** Specific criteria to be included in student group Gifted-GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = **Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#)** as described in definition above and [Re-testers](#) in Grades 3-8 **AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S**

NOTE: Test date indicates the test was taken between July of the prior year through May of the current year.

Students will count at the **educating building/district** for the following measures/indicators:

- Identification and Services of the Gifted Performance Measure of Traditional Gap Closing Component on the Traditional Report Card

IF The students are reported in the Education Management Information System (EMIS) with the following:

Student generates base Full Time Equivalency (FTE) - See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** Specific criteria to be included in student group Gifted- GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = **Y**

Appendix B District Level Scoring Tables

Table 9: K-2 Grade Band Superior Cognitive and Specific Academic Scoring for District Identification

K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Percent Identified	Points Earned	Percent Identified	Points Earned	Percent Identified	Points Earned	Percent Identified	Points Earned
0% to < 0.1%	0	0% to < 0.1%	0	0% to < 0.1%	0	0% to < 0.1%	0
>= 0.1% to < 1.0%	1	>= 0.1% to < 3.0%	1	>= 0.1% to < 3.0%	1	>= 0.1% to < 3.0%	1
>=1.0% to < 2.0%	5	>=3.0% to < 5.0%	2	>=3.0% to < 5.0%	2	>=3.0% to < 5.0%	2
>=2.0% to < 5.0%	9	>=5.0% to < 10.0%	3	>=5.0% to < 10.0%	3	>=5.0% to < 10.0%	3
>=5.0% to < 10.0%	12	>=10.0% to < 15.0%	4	>=10.0% to < 15.0%	4	>=10.0% to < 15.0%	4
>=10.0%	15	>=15.0%	5	>=15.0%	5	>=15.0%	5

Table 10: KG-12 Grade Band Creative Thinking and Visual or Performing Arts Scoring for District Identification

Percent Identified	Points Earned
0% to < 0.1%	0
>= 0.1% to < 1.0%	1
>=1.0% to < 2.0%	2
>=2.0% to < 5.0%	3
>=5.0% to < 10.0%	4
>=10.0%	5

Table 11: K-2 Grade Band Superior Cognitive and Specific Academic Scoring for District Service

K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Percent Served	Points Earned	Percent Served	Points Earned	Percent Served	Points Earned	Percent Served	Points Earned
0% to < 1.0%	0	0% to < 1.0%	0	0% to < 1.0%	0	0% to < 1.0%	0
>= 1.0% to < 10.0%	2	>= 1.0% to < 20.0%	2	>= 1.0% to < 20.0%	2	>= 1.0% to < 20.0%	2
>=10.0% to < 40.0%	4	>=20.0% to < 40.0%	4	>=20.0% to < 40.0%	4	>=20.0% to < 40.0%	4

>=40.0% to < 60.0%	6	>=40.0% to < 60.0%	6	>=40.0% to < 60.0%	6	>=40.0% to < 60.0%	6
>=60.0% to < 80.0%	8	>=60.0% to < 80.0%	8	>=60.0% to < 80.0%	8	>=60.0% to < 80.0%	8
>=80.0%	10	>=80.0%	10	>=80.0%	10	>=80.0%	10

Table 12: KG-12 Grade Band Creative Thinking and Visual or Performing Arts Scoring for District Service

Percent Identified	Points Earned
0% to < 1.0%	0
>= 1.0% to < 10.0%	1
>=10.0% to < 40.0%	2
>=40.0% to < 60.0%	3
>=60.0% to < 80.0%	4
>=80.0%	5

Table 13: Representation Index for Economically Disadvantaged and Underrepresented Minority Identification

Economically Disadvantaged		Underrepresented Minority	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	4	>= 0.4 to < 0.5	4
>=0.5 to < 0.6	8	>=0.5 to < 0.6	8
>=0.6 to < 0.7	12	>=0.6 to < 0.7	12
>=0.7 to < 0.8	16	>=0.7 to < 0.8	16
>=0.8	20	>=0.8	20

Table 14: Representation Index for Economically Disadvantaged and Underrepresented Minority for Service

Economically Disadvantaged		Underrepresented Minority	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	2	>= 0.4 to < 0.5	2
>=0.5 to < 0.6	4	>=0.5 to < 0.6	4
>=0.6 to < 0.7	6	>=0.6 to < 0.7	6
>=0.7 to < 0.8	8	>=0.7 to < 0.8	8
>=0.8	10	>=0.8	10

Appendix C School Level Scoring Tables

Table 15: KG-12 Grade Band Superior Cognitive or Specific Academic Ability Scoring for School Identification

Percent Identified	Points Earned
0% to < 0.1%	0
>= 0.1% to < 1.0%	5
>=1.0% to < 2.0%	10
>=2.0% to < 5.0%	15
>=5.0% to < 10.0%	20
>=10.0% to <15.0%	25
>=15.0%	30

Table 16: KG-12 Grade Band Creative Thinking and Visual or Performing Arts Scoring for School Identification

Percent Identified	Points Earned
0% to < 0.1%	0
>= 0.1% to < 1.0%	1
>=1.0% to < 2.0%	2
>=2.0% to < 3.0%	3
>=3.0% to < 5.0%	4
>=5.0%	5

Table 17: KG-12 Grade Band Superior Cognitive and Specific Academic Ability Scoring for School Services

Percent Identified	Points Earned
0% to < 1.0%	0
>= 1.0% to < 10.0%	5
>=10.0% to < 40.0%	10
>=40.0% to < 60.0%	20
>=60.0% to < 80.0%	30
>=80.0%	40

Table 18: KG-12 Grade Band Creative Thinking and Visual or Performing Arts Scoring for School Identification

Percent Identified	Points Earned
0% to < 0.1%	0
>= 0.1% to < 10.0%	1
>=10.0% to < 40.0%	2
>=40.0% to < 60.0%	3
>=60.0% to < 80.0%	4
>=80.0%	5

Table 19: Representation Index for Economically Disadvantaged and Underrepresented Minority Identification

Economically Disadvantaged		Underrepresented Minority	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	4	>= 0.4 to < 0.5	4
>= 0.5 to < 0.6	8	>= 0.5 to < 0.6	8
>= 0.6 to < 0.7	12	>= 0.6 to < 0.7	12
>= 0.7 to < 0.8	16	>= 0.7 to < 0.8	16
>= 0.8	20	>= 0.8	20

Table 20: Representation Index for Economically Disadvantaged and Underrepresented Minority for Service

Economically Disadvantaged		Underrepresented Minority	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	2	>= 0.4 to < 0.5	2
>= 0.5 to < 0.6	4	>= 0.5 to < 0.6	4
>= 0.6 to < 0.7	6	>= 0.6 to < 0.7	6
>= 0.7 to < 0.8	8	>= 0.7 to < 0.8	8
>= 0.8	10	>= 0.8	10