

General Goals for Gifted Education in Ohio

- Address inconsistent, discriminatory, or noncompliant screening, assessment and identification practices by reporting, monitoring and publishing service data for all identified gifted students
- Encourage access to service by identified students by reporting, monitoring and publishing service data for all identified gifted students
- Encourage and recognize high academic performance and growth for identified students by reporting, monitoring and publishing service data for all identified gifted students

Relevant ORC Sections for Gifted Performance/Data Collection

- **3301.0714** requires participation and performance data for each district and each grade in each building; also requires collection of number of students in each category of service (including gifted) by subject
- **3302.02** requires a gifted performance indicator beginning with the 2014-15 school year which includes reflects the level of services provided to, and the performance of, students identified as gifted and shall include the performance of students identified as gifted on state assessments and value-added growth measure disaggregated for students identified as gifted.
- **3302.21** requires ranking based on performance of, and opportunities provided to, students identified as gifted including using the value-added progress dimensions and other relevant measures
- **3302.034** (A)(1) Requires collecting data for students who have passed over a grade or subject area under an acceleration policy and (4) the amount of students screened and identified as gifted
- **3324.05** requires ODE to collect annually the number of students in each of grades kindergarten through twelve screened, the number assessed, and the number identified as gifted in each category

State Board Resolution

The State Board of Education adopted a resolution committing to develop a “dashboard” of measures that would encompass measures of student performance and progress as well as district responsiveness to the needs of gifted students.

Strategy

Create an array of measures (dashboard) that would be benchmarked and published annually that could be incorporated into both the performance indicator and rankings. This alignment would allow schools and districts to address areas of weakness (as illustrated by the dashboard) and improve both their ranking and report card performance.

Gifted Dashboard

The dashboard includes the following components: identification, service, progress, achievement, prepared for success. (These components should look familiar.)

Each component will include multiple measures. District data will be published for each measure along side the state and typical district data. Performance benchmarks will be established for each measure using similar districts.

Identification

- Number and percentage of students screened, assessed and identified in superior cognitive and specific academic categories for grades K-3, 4-8 and 9-12
- Percentage of minority, economically- disadvantaged, ELL and SWD students screened, assessed and identified in superior cognitive and specific academic categories for grades K-3, 4-8 and 9-12

Service (Per Gifted Rule)

- Number and percentage of identified students served in superior cognitive and specific academic categories for grades K-3, 4-8 and 9-12
- Number and percentage of identified students served in creativity and arts categories for grades K-3, 4-8 and 9-12
- Percentage of minority, economically- disadvantaged, ELL and SWD students screened served in superior cognitive and specific academic categories for grades K-3, 4-8 and 9-12
- Percentage of students academically accelerated, including early entrance, by grade level bands K-3, 4-8, 9-12

Progress

- Value-added progress grades 4-8, mathematics and reading for students identified in superior cognitive, mathematics and reading categories
- Value-added progress high school level courses **when available** for identified gifted students (superior cognitive, ELA, mathematics, science and social studies)

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- **When available** - progress based on above-level or adaptive assessments by grade level bands K-3, 4-8, 9-12

Achievement

- Results of above grade level testing by grade level bands **when available**
- Percentage of superior cognitive and/or specific academic identified students scoring at 90th NCE on state assessments by grade level
- **When available** – number and percentage of superior cognitive and/or specific academic scoring at highest scoring level (score of 5) on new assessments
- Percentage of middle school students earning high school credit (1 or more credit that school year)
- Number and percentage of identified gifted students earning one high school credit or more through credit-flexibility or credit by examination

Prepared for Success

- Number and percentage of superior cognitive and/or specific academic identified gifted students meeting remediation-free status
- Number and percentage of superior cognitive and/or specific academic identified gifted students enrolled and scoring 3 or better AP, 4 or better IB by course
- ACT/SAT mean composite for superior cognitive and/or specific academic identified students
- Percentage of superior cognitive and/or specific academic identified students earning an Honors Diploma

Gifted Performance Indicator

The dashboard measures will be incorporated into the calculation for the gifted performance indicator with districts reported as meeting the indicator if they meet **80% of the typical (similar) district benchmarks** for each of the eighteen measures below. (Several measures have multiple parts. There will be benchmarks for each data point. For example for the first identification measure benchmarks would have to be met for screened, assessed and identified to meet the overall measure.)

Gifted Performance Ranking

A point system based on district performance on selected dashboard measures would establish the ranking system. Recommend the following measures be considered

- Number and percentage of students screened, assessed and identified in superior cognitive and specific academic categories for grades K-3, 4-8 and 9-12
- Number and percentage of identified students served in superior cognitive and specific academic categories for grades K-3, 4-8 and 9-12

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- Number and percentage of identified students served in creativity and arts categories for grades K-3, 4-8 and 9-12
- Percentage of students academically accelerated, including early entrance, by grade level bands K-3, 4-8, 9-12
- Value-added progress grades 4-8, mathematics and reading for students identified in superior cognitive, mathematics and reading categories
- Value-added progress high school level courses **when available** for identified gifted students (superior cognitive, ELA, mathematics, science and social studies)
- Results of above grade level testing by grade level bands **when available**
- Percentage of superior cognitive and/or specific academic identified students scoring at 90th NCE on state assessments by grade level
- Percentage of middle school students earning high school credit (1 or more credit that school year)
- ACT/SAT mean composite for superior cognitive and/or specific academic identified students
- Percentage of superior cognitive and/or specific academic identified students earning an Honors Diploma

Appendix A

3301.0714 (B) The guidelines adopted under this section shall require the data maintained in the education management information system to include at least the following:

(1) Student participation and performance data, for each grade in each school district as a whole and for each grade in each school building in each school district that includes:

(a) The numbers of students receiving each category of instructional service offered by the school district, such as regular education instruction, vocational education instruction, specialized instruction programs or enrichment instruction that is part of the educational curriculum, instruction for gifted students, instruction for students with disabilities, and remedial instruction. The guidelines shall require instructional services under this division to be **divided into discrete categories** if an instructional service is limited to a specific subject, a specific type of student, or both, such as regular instructional services in mathematics, remedial reading instructional services, instructional services specifically for students gifted in mathematics or some other subject area, or instructional services for students with a specific type of disability. The categories of instructional services required by the guidelines under this division shall be the same as the categories of instructional services used in determining cost units pursuant to division (C)(3) of this section.

3302.02

Not later than one year after the adoption of rules under division (D) of section [3301.0712](#) of the Revised Code and at least every sixth year thereafter, upon recommendations of the superintendent of public instruction, the state board of education shall establish a set of performance indicators that considered as a unit will be used as one of the performance categories for the report cards required by section [3302.03](#) of the Revised Code. In establishing these indicators, the superintendent shall consider inclusion of student performance on assessments prescribed under section [3301.0710](#) or [3301.0712](#) of the Revised Code, rates of student improvement on such assessments, the breadth of coursework available within the district, and other indicators of student success.

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.

3302.034

(A) Not later than December 31, 2013, the state board of education shall adopt and specify measures in addition to those included on the report card issued under section [3302.03](#) of the Revised Code. The measures adopted under this section shall be reported separately, as specified under division (B) of this section, for each school district, each building in a district, each community school established under Chapter 3314., each STEM school established under Chapter 3326., and each college-preparatory boarding school established under Chapter 3328. of the Revised Code. The measures shall include at least the following:

(1) Data for students who have passed over a grade or subject area under an acceleration policy prescribed under section [3324.10](#) of the Revised Code;

(2) The number of students who are economically disadvantaged as determined by the department of education;

(3) The number of lead teachers employed by each district and each building once the data is available through the education management information system established under section [3301.0714](#) of the Revised Code;

(4) The amount of students screened and identified as gifted under Chapter 3324. of the Revised Code;

(5) Postgraduate student outcome data as described under division (E)(2)(d)(ii) of section [3314.017](#) of the Revised Code;

(6) Availability of courses in fine arts;

(7) Participation with other school districts to provide career-technical education services to students;

(8) The amount of extracurricular services offered to students

(B) The department shall report this information annually beginning with the 2013-2014 school year and make this information available on its web site for comparison purposes.

3302.21

(A) The department of education shall develop a system to rank order all city, exempted village, and local school districts, community schools established under Chapter 3314. of the Revised Code except those community schools to which section 3314.017 of the Revised Code applies,

and STEM schools established under Chapter 3326. of the Revised Code according to the following measures:

(1) Performance index score for each school district, community school, and STEM school and for each separate building of a district, community school, or STEM school. For districts, schools, or buildings to which the performance index score does not apply, the superintendent of public instruction may develop another measure of student academic performance based on similar data and performance measures if appropriate and use that measure to include those buildings in the ranking so that districts, schools, and buildings may be reliably compared to each other.

(2) Student performance growth from year to year, using the value-added progress dimension, if applicable, and other measures of student performance growth designated by the superintendent of public instruction for subjects and grades not covered by the value-added progress dimension or the alternative student academic progress measure if adopted under division (C)(1)(e) of section 3302.03 of the Revised Code;

(3) Current operating expenditure per equivalent pupils as defined in section 3302.26 of the Revised Code;

(4) Of total current operating expenditures, percentage spent for classroom instruction as determined under standards adopted by the state board under section 3302.20 of the Revised Code;

(5) Performance of, and opportunities provided to, students identified as gifted using value-added progress dimensions, if applicable, and other relevant measures as designated by the superintendent of public instruction.

The department shall rank each district, each community school except a community school to which section 3314.017 of the Revised Code applies, and each STEM school annually in accordance with the system developed under this section.

3324.05

(A) Each school district shall submit an annual report to the department of education specifying the number of students in each of grades kindergarten through twelve screened, the number assessed, and the number identified as gifted in each category specified in section [3324.03](#) of the Revised Code.

(B) The department of education shall audit each school district's identification numbers at least once every three years and may select any district at random or upon complaint or

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suspicion of noncompliance for a further audit to determine compliance with sections [3324.03](#) to [3324.06](#) of the Revised Code.