Gifted Performance Indicator: History, Concerns, and Recommendations

History of the Gifted Performance Indicator

History of the Gifted Performance Indicator

- The original gifted performance indicator (GPI) language was included in HB 1 in 2009. The GPI was to be in place by December 31, 2011.

- The state board resolution from December of 2011 required a phase-in of a gifted indicator. The final indicator was to be based on a review of the elements included in a gifted dashboard. The dashboard was to have been completed by September, 2013.

- The Office for Exceptional Children actually began work to develop a gifted dashboard in 2012 and were told to stop work sometime in 2013.

- HB 555 was passed in December, 2012 requiring a gifted performance indicator for the 2014/2015 report card. HB 555 requires that the indicator is composed, *of at least*, the following components:

  - The level of services provided
  - The performance on state assessments
  - Value-added growth measures

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What Was/Is the Purpose of the GPI?

- Members of the General Assembly realized that without a level of accountability for both funding and services, this population was being ignored across the state.

- It was a way to encourage gifted services without a specific mandate.

- The underlying assumption by legislators was that services were defined as something with meaningful impact on students.

Goals of the Gifted Performance Indicator

- To drive districts to serve more gifted students in ways that allow more gifted students to meet their potential.
- To provide meaningful information to parents, districts, policymakers, and the general public.
- To reinforce the proper identification and service of gifted students especially in underrepresented populations.

Difficulties of Measuring Gifted Outputs

- **Current assessments do not lend themselves to measuring above grade level performance, and they are limited to grades 4 – 8 reading and math**.

- **The cut scores for the levels of achievement are incredibly low making the performance index a very poor measure of performance for this population.**

- **Growth measures are more useful than static achievement levels, particularly on a group basis, but there could be a ceiling effect for individual students.**

- **Small numbers of gifted students in smaller districts.**

- **Dealing with unintended consequences of measures**.

Improvement of the Revised ODE Proposal

- Elimination of a single opportunity index

- Incorporation of grade bands

- Requirement that achievement must be present for indicator to be met.

Concerns with the ODE Proposal

- Viewing percentage of served only as it relates to total students enrolled may let some districts "off the hook" for serving students.
- While simplified, combining performance measures and growth measures may be too simple a solution.
- The new proposal still is based heavily on the gifted performance index.
- The use of the OAAs and the OGTs as a definitive measure of achievement for gifted students is problematic.
- The performance index differential between gifted and non-gifted students in the district is troubling.
- There is little to no consideration for the performance of gifted students who are not tested in grades 4 – 8 and are not identified in math, reading, or superior cognitive areas.

OAGC Priorities in Developing a Gifted Performance Indicator

- To develop an indicator that provides parents, districts, and policymakers a full picture of how gifted children are faring in their district.
- To move away from the performance index as currently configured as a way to gauge gifted performance.
- To move toward above grade level testing for gifted students to ensure that gifted growth measures really do not ceiling out the performance of these students.
- To develop meaningful measures for students beyond grades 4 – 8 and in non-academic areas.
- To create incentives for acceleration.
- To ensure that economically disadvantaged/minority students are identified and served.

Suggestions for Dashboard*

- **Screening, Identification, and Service** percentages by grade band, area (Superior Cognitive Ability/Specific Academic and Creative Thinking/Visual Performing Arts), and demographics

- **Value-Added**
  - Value Added progress for grades 4-8 for students identified as gifted in Superior Cognitive Ability and/or the subject area of testing
  - Value Added progress for high school **when available** for students identified as gifted in Superior Cognitive Ability and/or the subject area of testing
  - Value Added progress by grade level bands for above level testing **when available** for students identified as gifted in Superior Cognitive Ability and/or the subject area of testing

- **Achievement**
  - Reporting of mean real NCE or percentage of students identified as gifted in Superior Cognitive Ability or subject area of testing scoring at or above the 90th NCE
  - Achievement results by grade level bands for above level testing **when available** for students identified as gifted in Superior Cognitive Ability and/or the subject area of testing
  - Advanced Placement participation and passage rate for superior cognitive and/or specific academic identified students
  - ACT/SAT mean composite for superior cognitive and/or specific academic students **when available**
  - Percentage of superior cognitive and/or specific academic students earning an Honors Diploma

* *See full list of potential output elements in attachment.*

Suggestions for Dashboard*

- **Acceleration**
  - Percentage of gifted students academically accelerated, including early entrance and early graduation, by grade level bands K-3, 4-8, 9-12. (ODE will need to develop a standardized definition of acceleration due to confusion in the field about how to code students who are in advanced courses, such as 8th Algebra, or compacted courses, such as 3 years of math in 2.)
  - Percentage of gifted middle school students earning high school credit (1 plus credit that school year)
  - Percentage of gifted high school students earning college credit

- **Staffing and funding levels**

- **Results of recent gifted service audits**

* *See full list of potential output elements in attachment.*

Dashboard Proposal
Identification & Services (criteria are examples*)

Sup. Cognitive/Academic	2	4	6	8
Screening				
Grades K-3	5.0-14.9%	15.0-29.9%	30.0-49.9%	≥50.0%
Grades 4-8	5.0-14.9%	15.0-29.9%	30.0-49.9%	≥50.0%
Grades 9-12	5.0-14.9%	15.0-29.9%	30.0-49.9%	≥50.0%
Identification				
Grades K-3	0.1-1.9%	2.0-4.9%	5.0-9.9%	≥10.0%
Grades 4-8	0.1-1.9%	2.0-4.9%	5.0-9.9%	≥10.0%
Grades 9-12	0.1-1.9%	2.0-4.9%	5.0-9.9%	≥10.0%

* Criteria for point values above are examples ONLY. They are NOT meant as recommendations.

Dashboard Proposal
Identification & Services (criteria are examples*)

Sup. Cognitive/Academic	2	4	6	8
Service (% of enrollment)				
Grades K-3	0.1-1.9%	2.0-4.9%	5.0-9.9%	≥10.0%
Grades 4-8	0.1-1.9%	2.0-4.9%	5.0-9.9%	≥10.0%
Grades 9-12	0.1-1.9%	2.0-4.9%	5.0-9.9%	≥10.0%
Service (% of ID)				
Grades K-3	15.0-24.9%	25.0-49.9%	50.0-74.9%	≥75.0%
Grades 4-8	15.0-24.9%	25.0-49.9%	50.0-74.9%	≥75.0%
Grades 9-12	15.0-24.9%	25.0-49.9%	50.0-74.9%	≥75.0%

Criteria for point values above are examples ONLY. They are NOT meant as recommendations.

Dashboard Proposal
Identification & Services

Superior Cognitive/Specific Academic	Limited English	Econ. Disadvantaged	African American	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Multiracial	White
Screening								
Grades K-3								
Grades 4-8								
Grades 9-12								
Identification								
Grades K-3								
Grades 4-8								
Grades 9-12								
Service (% of enrollment)								
Grades K-3								
Grades 4-8								
Grades 9-12								
Service (% of ID)								
Grades K-3								
Grades 4-8								
Grades 9-12								

Dashboard Proposal
Identification & Services (criteria are examples)

Creativity/Vis. & Perf. Arts	1	2	3	4
Screening				
Grades K-3	1.0-4.9%	5.0-14.9%	15.0-24.9%	≥25.0%
Grades 4-8	1.0-4.9%	5.0-14.9%	15.0-24.9%	≥25.0%
Grades 9-12	1.0-4.9%	5.0-14.9%	15.0-24.9%	≥25.0%
Identification				
Grades K-3	0.1-1.9%	2.0-4.9%	5.0-9.9%	≥10.0%
Grades 4-8	0.1-1.9%	2.0-4.9%	5.0-9.9%	≥10.0%
Grades 9-12	0.1-1.9%	2.0-4.9%	5.0-9.9%	≥10.0%

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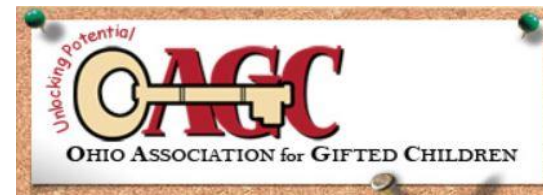
Dashboard Proposal
Identification & Services (criteria are examples)

Creativity/Vis. & Perf. Arts	1	2	3	4
Service (% of enrollment)				
Grades K-3	0.1-1.9%	2.0-4.9%	5.0-9.9%	≥10.0%
Grades 4-8	0.1-1.9%	2.0-4.9%	5.0-9.9%	≥10.0%
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Dashboard Proposal
Identification & Services

Creative Thinking/Visual Performing Arts	Limited English	Econ. Disadvantaged	African American	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Multiracial	White
Screening								
Grades K-3								
Grades 4-8								
Grades 9-12								
Identification								
Grades K-3								
Grades 4-8								
Grades 9-12								
Service (% of enrollment)								
Grades K-3								
Grades 4-8								
Grades 9-12								
Service (% of ID)								
Grades K-3								
Grades 4-8								
Grades 9-12								

Dashboard Proposal
Value-Added Measures

	Math	Reading	Others as available	Composite
Grades 4 – 8				
Grades K – 3 (when available)				
Grades 9 – 12 (when available)				
Above Grade Level Testing (when available)				

Dashboard Proposal
Achievement Measures

	District	Similar Districts	State
Percent identified students scoring at or above 90th NCE on State Achievement Tests			
Percent identified students taking and passing above level tests			
Advanced Placement Participation			
AP Test Passage Rate			
PSEO Participation			

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Dashboard Proposal
Acceleration (*criteria are examples)

	1	2	3	4
Acceleration				
Grades K-3	1.0-4.9%	5.0-9.9%	10.0-14.9%	≥15.0%
Grades 4-8	1.0-4.9%	5.0-9.9%	10.0-14.9%	≥15.0%
Grades 9-12	1.0-4.9%	5.0-9.9%	10.0-14.9%	≥15.0%
Early Credit				
HS credit in Middle	10.0-19.9%	20.0-29.9%	30.0-44.9%	≥45.0%
College credit in HS	10.0-19.9%	20.0-29.9%	30.0-44.9%	≥45.0%

- Percent of students identified as gifted in superior cognitive ability and/or specific academic ability
- *   *Criteria for point values above are examples ONLY. They are NOT meant as recommendations.*

Dashboard Proposal
Staffing and Funding

	District	Similar Districts	State
Staffing			
# Gifted Coordinators			
# Gifted Intervention Specialists			
Funding			
State funds for Gifted ID			
Amount spent on Gifted ID			
State funds for Gifted Services			
Amount spent on Gifted Services			

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Alternative Proposal

- An alternative approach to that proposed by ODE is to use selective measures from the gifted dashboard as the basis for developing the gifted performance indicator.

- Some of the dashboard measures could be incorporated into the calculation for the gifted performance indicator with districts reported as meeting the indicator if they meet **80%** of the included measures. Several measures have multiple parts. There will be benchmarks for each data point. Some measures may be more heavily weighted.

OR

- A point system similar to that proposed in the ODE input measures could be developed.

- More weight can be given to specific measures such as service that are higher priority. The measures can also be combined into various categories for an overall category "grade."

Alternative Proposal Suggested Components

<u>Identification and Service</u>

- 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 students screened, assessed, and identified in creative thinking and visual and performing arts 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 (as a percentage of enrolled and identified as gifted)

- Number and percentage of identified students served in creativity and arts categories for grades K-3, 4-8, and 9-12

Alternative Proposal Suggested Components

Growth

- 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)

- Value-added progress based on above-level assessments by grade level bands K-3, 4-8,9-12.

Alternative Proposal Suggested Components

Achievement

- Percentage of superior cognitive and/or specific academic identified students scoring at or above the 90th NCE on state assessments by grade level OR a benchmark for mean NCE of this group by grade level

- Results of above grade level testing by grade level bands **when available**

- Mean ACT and SAT scores **when available**

Alternative Proposal Suggested Components

<u>Acceleration</u>

• Percentage of gifted students academically accelerated, including early entrance and early graduation, by grade level bands K-3, 4-8, 9-12. (ODE will need to develop a standardized definition of acceleration due to confusion in the field about how to code students who are in advanced courses, such as 8th Algebra, or compacted courses, such as 3 years of math in 2.)

• Percentage of gifted middle school students earning high school credit (1 plus credit that school year)

• Percentage of gifted high school students earning college credit

General Concerns

- **Goals for the GPI** – Is the purpose of the GPI to set a threshold that the majority of districts can meet or to fully inform parents and the public about what is going on in the district?

- **Definition of service** -- Without a cohesive definition of what service means, we cannot really say that there is connection between service and quality outputs.

- **Measuring performance of gifted students on tests that have low accountability cut scores** – The performance index simply is not a good measure of gifted performance. As the OAAs and OGT are supposed to have significant stretch, we need to remove the current ceiling on the accountability end, as well.

- **Under-identification and service**– There are no real repercussions for districts that are not identifying or serving students correctly or at vastly lower levels than other like districts. Do these districts get a free pass?

Policy Considerations and Questions

- The typical indicator is structured so that 60 to 70% of districts will meet the indicator. Is this appropriate in the case of the gifted performance indicator?

- How is service going to be defined in a way that is meaningful in terms of a measurable output?

- How is the board going to adequately measure gifted achievement with current (and future) assessments?

- What are appropriate "met" scores when so few students are served?

- Should a district that is not serving any gifted students or that is not making an effort to properly identify students automatically receive a "not met" on the GPI?

- Should each metric be weighted the same? Should service levels and value-added scores be weighted more?

Questions?

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Ohio Revised Code 3301.02 requires the State Board of Education, upon recommendation of the superintendent, to establish a report card performance indicator reflecting the level of services provided to, and the performance of, students identified as gifted under Chapter 3324 of the Revised Code, by December 31, 2011. The proposed resolution recommends three components to the gifted report card performance indicator to meet the requirements of ORC 3301.02. These components include the percentage of students who have been identified as gifted; the percentage of students receiving gifted services; and the performance of students receiving services; and the performance of identified students in mathematics and reading on statewide tests. The attached report card performance indicator for students identified as gifted is presented for adoption, in compliance with provisions in Ohio Revised Code 3301.02.

Background materials follow this resolution (Item 13)

13. **RESOLUTION TO ADOPT A GIFTED PERFORMANCE INDICATOR**

The Achievement Committee RECOMMENDS that the State Board ADOPT the following Resolution:

WHEREAS ORC Section 3301.02 requires the State Board of Education to adopt, on recommendation of the Superintendent, by December 31, 2011, a report card performance indicator reflecting the level of services provided to, and the performance of, students identified as gifted; and

WHEREAS ORC Section 3301.07 (K) of the Ohio Revised Code requires the State Board of Education to employ competent persons to analyze and publish data, promote research, advise and counsel with boards of education, encourage the training of teachers in the special instruction of gifted children for the purpose of encouraging the development of special programs of education for academically gifted children; and

WHEREAS ORC Section 3301.0714 (B)(1)(a) requires that the State Board of Education adopt rules for a statewide management information system and guidelines for the establishment and maintenance of that system, which guidelines shall require the data maintained in the education management system to include the number of students receiving each category of instructional service offered by the school district, including specialized instruction programs for gifted students; and

WHEREAS the Achievement Committee of the State Board of Education directed staff from the Office for Exceptional Children and the Office of Policy and Accountability to work with stakeholders from the gifted community to develop recommended components of the gifted performance indicator and dashboard; and

WHEREAS a survey of stakeholder groups including gifted coordinators and intervention specialists, parents, classroom teachers, curriculum coordinators, administrators and higher educators, representative of regular public and community schools from urban, rural and suburban districts of all sizes was conducted during September and October 2011 to garner input regarding the gifted performance indicator components and the gifted education dashboard; and

WHEREAS it was agreed that beginning with the 2011-12 school year the gifted performance indicator and dashboard be phased in over a period of three years; and

WHEREAS it was agreed that the gifted performance indicator components for the 2011-12, 2012-13 and 2013-14 school years consist of the percentage of students who have been identified as gifted; the percentage of students receiving gifted services, both as a percentage of the number of gifted students and as a percentage of the student body as an whole; and the percentage of students identified as gifted scoring at each achievement level on statewide tests; and

WHEREAS the Achievement Committee discussed these components in its September and October 2011 meetings; and

WHEREAS the full Board, during its November 2011 meeting adopted a Resolution of Intent to adopt the gifted performance indicator; Therefore Be It

RESOLVED that downloadable gifted performance data, the first phase of the gifted performance indicator and dashboard, be available no later than September 1, 2012; no later than December 31, 2012, gifted data collected from the 2011-12 school year be analyzed and reviewed and a draft of a gifted dashboard be developed; and Be It Further

RESOLVED that no later than September 1, 2013 a gifted education dashboard will be <u>developed and</u> presented with initial benchmarks and timetable for reviewing and resetting the benchmarks and that the dashboard be available on the Department of Education website; and Be It Further

RESOLVED that the State Board of Education adopt the performance indicator as specified in Attachment A, attached hereto and incorporated herein by this reference, for the local report card for 2012-13 and 2013-14; and Be It Further

RESOLVED that the gifted performance indicator shall be included on school district and district building report cards on an information only basis beginning with report cards issued for the 2012-13 school year and be incorporated into the district and district building rating beginning with the 2014-15 school year; and Be It Further

RESOLVED that the gifted performance indicator be reviewed and revised by the State Board of Education no later than December 31, 2013 to include measures of student achievement growth of identified gifted students and other relevant measures from the gifted education dashboard (superior cognitive and specific academic areas); and Be It Further

RESOLVED that the State Board of Education directs the State Superintendent of Instruction and he hereby is instructed to implement the gifted performance indicator and dashboard and provide the State Board of Education periodic progress reports.

List of Potential Outputs

General Comments

Because of the disparate measurements available for various grade bands, and because we are seeing very little attention paid to K – 3 students, it is appropriate and necessary to break down outputs by grades, potentially K -3, 4 – 8, and 9 – 12.

The best tool available to measure achievement gains would be off-grade level assessments for all grade-bands. This needs to be part of the discussion. Also, we need to discuss increasing the standard for value-added. It is quite possible, especially for math, that a single year's worth of progress is too low. Research shows that gifted students should be making easily 1.3 years worth of growth. This may be a better metric.

For all grade bands, the following components should be measured:

1. Identification metrics including:
    a. Number and percent of students screened, assessed, and identified in each category by grade level or band.
    b. Number and percent of minority students, students on free-and-reduced lunch, twice exceptional and ELL students identified.
    c. Number and percent of grade levels whole grade screening is implemented.
    d. Results of gifted identification audits.
2. Performance metrics including:
    a. Performance on above-grade level tests
    b. Number and percent of gifted students performing at the 90th NCE on OAAs and OGT.
    c. Performance on other yet-to-be-developed assessments potentially at levels that go beyond the advanced or level 5 cut scores.
3. Opportunity Metrics
    a. Number and percent of students receiving services in each category by grade level or grade band.
    b. Number and percent of minority students, students on free-and-reduced lunch, twice exceptional and ELL students identified.
    c. Number and percent of students accelerated at each grade level.
    d. Results of gifted service audits.
4. Growth metrics
    a. Value-added data on state assessments.
    b. Value-added data on nationally-normed assessments in subjects and in years where there are no state tests.
    c. Value-added on above-grade level assessments.
5. Social/Emotional metrics
    a. Access to counseling with staff having gifted training
    b. Presence of social emotional supports in WEPs
6. Quality of Support metrics
    a. Number of trained (i.e. with a gifted license) gifted professionals, both GIS and coordinator
    b. Level (hours) of training of general education teachers
    c. Percent of parents satisfied with services
    d. Percent of student satisfaction from annual survey
7. Transparency of funding/district support metrics
    a. Level of state gifted funding provided
    b. Dollars for gifted spent on testing
    c. Dollars for gifted spent on equipment/materials
    d. Dollars for gifted spent on professional development
    e. Dollars for gifted spent on specialized staffing (i.e. GIS/coordinator)
8. Student metrics beyond state assessments

      a.   Percent meeting or exceeding measurable WEP goals
      b.   Level of service provided to meet all areas identified
      c.   Other? Need to develop this a bit more.

Other Measures Stratified by Grade-Bands

K - 3
1. Amount of time spent in direct gifted service.
2. Number of students who have gained early access to kindergarten and 1st grade
3. Results of MAP tests that are frequently used in districts.
4. Number of students performing at the 90 NCE on MAP or other tests.
5. Performance and sustained growth on measure of K -3 literacy assessments.
6. Performance on nationally-normed, out-of-level assessments.

4 – 8
1. Results of MAP tests that are frequently used in districts.
2. Number and percentage of students receiving high school credit for middle school/jr. high school work. (Could look specifically at the number of students completing Algebra in 7th grade, Algebra II or geometry in 8th grade etc.; the number of students having completed 2 years of foreign language, the number of students having taken high school end-of-course exams before entering high school).
3. Number and percent of students in classes that prepare students for IB or AP coursework.

9 – 12
1. Number and percentage of students passing end-of-course exams at an accelerated pace.
2. Number and percentage of students using credit flex options.
3. Scores on ACT/SAT
4. Scores on new end-of-course exams
5. College remediation rates
6. Drop-out rates
7. Graduation rates
8. Number of students receiving college level credit through PSEO or dual enrollment
9. Number of students scoring 4s and 5s on AP tests and whatever is comparable for IB
10. Number of students enrolled in AP, PSEO, IB (different metric from scores)

OAT CUT SCORES
(raw scores)

	Cut Scores for Spring, 2013 Adminstration of OAAs/OGT						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10 OGT
Reading Proficent Cut Score	31/49	23/49	25/49	18/49	21/47	23/48	19.5/48
Reading Proficient Percentage	63%	47%	51%	37%	45%	48%	41%
Reading Accelerated Cut Score	36/49	36/49	39/49	32/49	33/47	33/48	30.5/48
Reading Accelerated Percentage	73%	73%	80%	65%	70%	69%	64%
Reading Advanced Cut Score	41/49	44/49	42/49	38/49	39/47	40/48	37.5/48
Reading Advanced Percentage	84%	90%	86%	78%	83%	83%	78%
Math Proficient Cut Score	30/52	24/52	25/52	20/50	17/50	16/46	19/46
Math Proficient Percentage	58%	46%	48%	40%	34%	35%	41%
Math Accelerated Cut Score	41/52	35/52	35/52	30/50	29/50	28/46	28.5/46
Math Accelerated Percentage	79%	67%	67%	60%	58%	61%	62%
Math Advanced Cut Score	46/52	41/52	40/52	36/50	36/50	37/46	35/46
Math Advanced Percentage	88%	79%	77%	72%	72%	80%	76%