



## **Brief Update on 2016-2017 Gifted Performance Results and Other Statistics**

### **Identification**

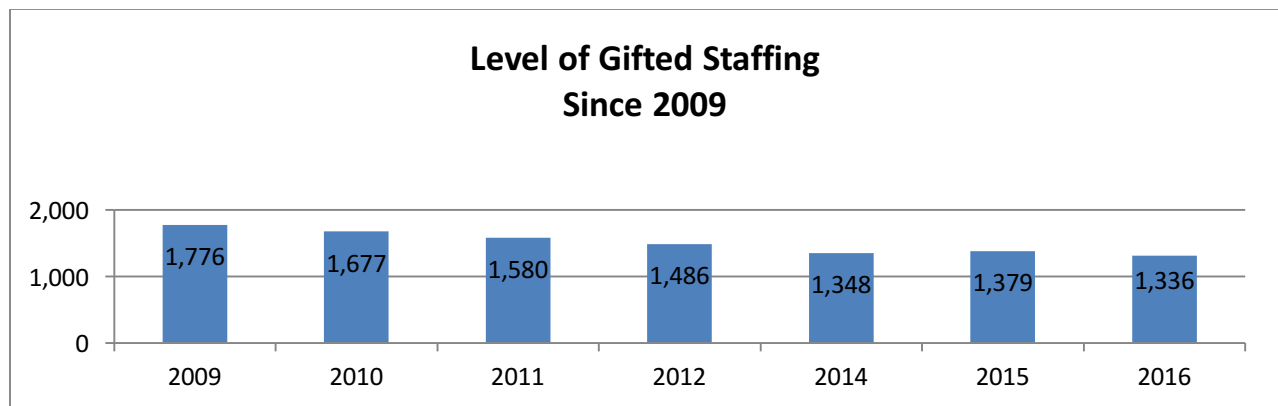
Gifted identification increased by 2.5% from 2015-2016 to 2016-2017 (243,495 to 249,741), reversing a years-long trend of declining gifted identification. This increase in identification is likely responsible for the decline in the number of districts who were able to receive a gifted performance indicator rating. In 2015-2016, 58 districts were unable to receive a rating due to low identification numbers. This number declined to 51 districts in 2016-2017. Of those, 31 were above the 600 ADM threshold set for “not rated” districts on the gifted indicator to count against the district, which is an improvement over last year.

### **Services**

Districts increased services to gifted students from 60,725 in 2013-2014 to 89,476 in 2014-2015 and again in 2015-2016 to 107,072. There was another big jump in “services” provided in 2016-2017 to 129,218 though the level of true, new services is highly questionable. The overwhelming majority of these “new” services over the past few years are being provided in the regular classroom with a **158%** increase in services being provided in the regular classroom with no clustering and no support from a gifted intervention specialist. Service reductions were seen in pull-out and resource rooms with dedicated gifted intervention specialists. In high school, 15,000 more students were reported as served in College Credit Plus, Honors courses, and Advanced Placement than two years ago. In elementary schools, 18,000 more students are now being provided services in the regular classroom though it is unclear that any service is provided as classroom teachers remain largely untrained to provide these services. Almost 11,000 students are now being reported as subject-accelerated, the vast majority of these students are likely 8<sup>th</sup> graders taking Algebra. (Note: While the overall service numbers are from 2016—2017, service setting numbers and percentages are based on 2015-2016 data. When new data are available, this brief will be updated.)

### **Gifted Staffing**

While districts supposedly are serving almost 40,000 more gifted students in two years, those students were largely not served by gifted intervention specialists. In fact, gifted staffing across Ohio declined. In many cases, Written Education Plans (WEPs) are being mass produced with no likely educational impact for the students for whom they are written. (Note: Staffing levels will be updated when the 2016-2017 data are available).



## Gifted Performance Indicator (GPI)

In 2013-2014, 155 districts met the GPI. This dropped to 13 districts in 2014-2015 and then increased to 49 in 2015-2016. As the indicator standards were increased one last time in 2016-2017, the number of districts who met the indicator dropped once again to 12. The breakout of the performance indicator is as follows:

Gifted Performance Indicator Element Comparison				
	2016-2107	2015-2016	2014-2015	2013-2014
Average Value-Added	1.30	1.09	.34	.31
Average Gifted Input Points	52	47	43	36
Average Performance Index	113.4	112.5	110.5	115.8

2016-2017 Gifted Performance Indicator Breakdown by District Typology			
	<u>Gifted Value- Added</u>	<u>Gifted Performance Index</u>	<u>Gifted Input Points</u>
<b>Type 1</b>	.52	112.64	51.07
<b>Type 2</b>	.94	113.66	48.03
<b>Type 3</b>	1.02	113.82	52.59
<b>Type 4</b>	.61	113.06	47.93
<b>Type 5</b>	2.95	114.95	58.46
<b>Type 6</b>	6.12	116.82	64.57
<b>Type 7</b>	-.99	109.92	46.21
<b>Type 8</b>	-5.28	105.17	43.75
<b>State Average</b>	<b>1.30</b>	<b>113.41</b>	<b>51.81</b>

VALUE-ADDED CHANGES BY TYPOLOGY					
Type	<u>2016/ 2017</u>	<u>2015/ 2016</u>	<u>2014/ 2015</u>	<u>2013/ 2014</u>	<u>2012/ 2013</u>
<b>1</b>	.52	.64	<b>-.67</b>	<b>-0.30</b>	<b>0.01</b>
<b>2</b>	.94	.66	-.19	0.02	0.023
<b>3</b>	1.02	.67	.44	0.07	-0.15
<b>4</b>	.61	.71	-.76	-0.21	-0.22
<b>5</b>	<b>2.95</b>	<b>2.67</b>	.01	1.30	0.24
<b>6</b>	<b>6.12</b>	<b>4.7</b>	<b>6.03</b>	<b>3.31</b>	<b>1.70</b>
<b>7</b>	<b>-.99</b>	<b>-1.68</b>	.28	-0.65	-0.63
<b>8</b>	<b>-5.28</b>	<b>-2.88</b>	<b>-.69</b>	<b>-2.34</b>	<b>-1.67</b>
<b>State Avg.</b>	<b>1.30</b>	<b>1.09</b>	<b>.34</b>	<b>0.31</b>	<b>0.01</b>

The gifted performance index increased from 112.54 in 2015-2106 to 113.41 with increases in all typologies except for type 8 (large urbans). Type 3 (rural), 5, and 6 (suburban) made small increases while type 4 (small towns) and type 7 (smaller urbans) made the largest gains. All district typologies had gains in value-added except for type 8 (large urbans) which had a major drop. Type 6 districts (large urbans) had the largest increase in value-added from last year. Gifted points increased in all district types with an average increase of over 4 points. Type 6 districts made the largest point gains.