



Brief Update on 2015-2016 Gifted Performance Indicator Results and Other Statistics

Identification

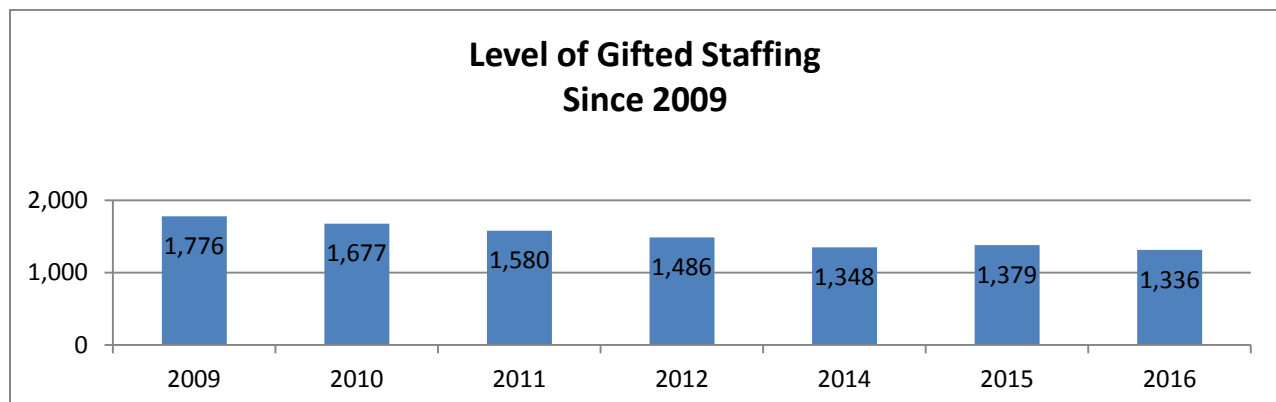
Gifted identification declined by **4%** from 256,940 in 2013-2014 to 246,541 in 2014-2015. This trend continues as identification was reduced another **1%** in 2015-2016 to 243,495 students. Reducing identification allows districts to increase their percentage of gifted students as served. This is a troubling trend. The number of districts that were not rated in gifted value-added because of a lack of data due to low identification numbers increased from 51 to 59 districts in 2014-2015. This number held steady at 58 districts not rated in 2015-2016. Only 23 of those districts were below the 600 ADM threshold set for “not rated” districts on the gifted indicator to count against the district. These districts were from all typologies except suburban (type 5 and 6) and large urban (type 8).

Services

Districts increased services to gifted students from 60,725 in 2013-2014 to 89,476 in 2014-2015. There was another big jump in “services” provided in 2015-2016 to 107,072 though the level of true, new services is highly questionable. The overwhelming majority of these “new” services over the past two 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 8th graders taking Algebra.

Gifted Staffing

While districts supposedly served almost 30,000 more gifted students last year, those students were largely not served by gifted intervention specialists. In fact, gifted staffing across Ohio declined. Surveys conducted by OAGC indicate that districts serving gifted students in the classroom without an accelerated curriculum (e.g. Honors, AP etc.) are being supported by teachers untrained to provide actual gifted supports. Written Education Plans are being mass produced with no likely educational impact for the students for whom they are written.



Gifted Performance Indicator (GPI)

In 2013-2014, 155 districts met the GPI. While last year, only 13 districts met the indicator, in 2015-2016, this number increased to 49 this year. The breakout of the performance indicator is as follows:

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

<u>2015-2016 Gifted Performance Indicator Breakdown by District Typology</u>			
	<u>Gifted Value-Added</u>	<u>Gifted Performance Indicator</u>	<u>Gifted Input Points</u>
Type 1	.64	111.98	45.5
Type 2	.66	112.68	42.4
Type 3	.67	113.98	48.7
Type 4	.71	110.96	44.8
Type 5	2.67	114.65	54.4
Type 6	4.7	116.51	48.7
Type 7	-1.68	107.05	43.6
Type 8	-2.88	105.59	38
State Average	1.09	112.54	47.26

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

Type 1, 2, 3, and 4 (rural and small cities) had increases in value-added scores this past year. Type 5 districts made the largest value-added gains. Wealthy suburban districts while still showing value-added scores at a much higher level than the other districts did decline as do both type 7 and 8 (urban) districts.