New Report Card Measures
What It Means for Gifted Education

Gifted Performance Indicator August 2015 report card

Gifted Indicator

- A simple composite of measures

  - ❖ Student Performance Measures
    - Gifted Value-Added, existing grade from LRC
    - Gifted Achievement, calculated using Gifted Performance Index
    - Future inclusions as available, e.g., ACT

  - ❖ District/School Input Measure
    - Identification: Percentage of enrolled students identified as Gifted, by grade band (K-3, 4-8, 9-12)
    - Service: Percentage of enrolled students who receive Gifted services, by grade band (K-3, 4-8, 9-12)

  - ❖ Gifted Indicator can be calculated for districts/schools that have a Gifted Value-Added grade and a Gifted Performance Index
    - 557 of 609 districts in FY13

Input Measure Point System

DISTRICTS	>0 - 1.9%	2.0- 4.9%	5.0- 9.9%	10.0- 19.9%	20.0- 29.9%	30.0- 39.9%	40%+
Identification of enrolled students							
Grades K-3	1	2	3	4	4	4	4
Grades 4-8	-	1	2	3	3	3	3
Grades 9-12	-	1	2	3	3	3	3
Service to enrolled students *							
Grades K-3	2	4	6	8	8	8	8
Grades 4-8	-	2	4	6	6	6	6
Grades 9-12	-	2	4	6	6	6	6
Service to identified students *							
Grades K-3	-	-	2	2	4	6	8
Grades 4-8	-	-	-	-	2	4	6
Grades 9-12	-	-	-	-	2	4	6

Gifted Data on the New Report Card

DISTRICT GRADE

Coming in
2015

DISTRICT DETAILS

VIEW SCHOOLS

Financial Data

These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

VIEW DATA

Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

Performance Index
88.9% .... **B**

Indicators Met
100.0% .... **A**

COMPONENT GRADE

Coming in
2015

VIEW MORE DATA

VIEW GIFTED DATA

Progress

This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?

Value-Added
Overall.. **A**
Gifted.. **A**
Lowest 20% in Achievement.................................... **B**
Students with Disabilities...................................... **A**

COMPONENT GRADE

Coming in
2015

VIEW MORE DATA

Gap Closing

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

Annual Measurable Objectives
87.0% .... **B**

COMPONENT GRADE

Coming in
2015

VIEW MORE DATA

Graduation Rate

This grade answers the question – How many ninth graders graduate in four years or five years?

Graduation Rates
95.9% of students graduated in 4 years........................ **A**
95.1% of students graduated in 5 years........................ **A**

COMPONENT GRADE

Coming in
2015

VIEW MORE DATA

K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade? The 2014 report card will report some results. The 2015 report card will display one grade for kindergarten through grade 3.

COMPONENT GRADE

Coming in
2015

Prepared for Success

This grade answers the question – Are students who graduate from our district ready for college or a career? There are six ways to show that graduates are prepared. In the 2014 school year, the report card will show

COMPONENT GRADE

Coming in
2015

Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in 2015

GIFTED STUDENTS

GRADE

B

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level, the more the points awarded in the district's index. This rewards schools and districts for improving performance.

GRADE

A

Indicators Met

Indicators Met measures how many students have passed the state tests at a minimum level, called proficient, or higher. Test results are reported for each student in a grade and subject. At least 75 percent of students must pass to get credit for the indicator. Starting in the 2013-14 school year, a district or school needs to have 80 percent of their students pass at a minimum level or higher in order to "meet" an indicator.

Performance Index

◉ Calculation   ○ Pie Chart   ○ Trend

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced	0.0	x	1.3	=	0.0
Advanced Plus	32.8	x	1.2	=	39.4
Accelerated	32.5	x	1.1	=	35.8
Proficient	27.6	x	1.0	=	27.6
Basic	5.9	x	0.6	=	3.5
Limited	1.2	x	0.3	=	0.3
Untested	0.0	x	0.0	=	0.0
					106.6

88.9%

106.6 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Indicators Met %

◉ Indicators   ○ Comparison   ○ Proficiency Levels   ○ Trend

3rd Grade	Mathematics	91.5%	✔
	Reading	92.7%	✔
4th Grade	Mathematics	90.4%	✔
	Reading	95.5%	✔
5th Grade	Mathematics	89.9%	✔
	Reading	93.3%	✔
	Science	90.2%	✔
6th Grade	Mathematics	88.1%	✔
	Reading	93.5%	✔
7th Grade	Mathematics	92.4%	✔
	Reading	95.9%	✔

100.0%

24 out of 24

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Performance Index

Formally accelerated students receive next higher scoring level if score is proficient or above
If score is advanced, additional proportional weight is assigned, as approved by the State Board.
Assigned subject by subject

Performance Index

For the purpose of calculating the PI score, a formally accelerated student's assessment that

- scores in the "Proficient" range will count as if it is in the "Accelerated" range;

- an assessment in the "Accelerated" range will count as if it is in the "Advanced" range and

- an assessment in the "Advanced" range will be given a new weight of 1.3 points in the new "Advanced Plus" range.

Calculation on the report card

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	3.7	x	1.3	=	4.8
Advanced	36.5	x	1.2	=	43.8
Accelerated	29.2	x	1.1	=	32.1
Proficient	22.8	x	1.0	=	22.8
Basic	5.6	x	0.6	=	3.4
Limited	2.2	x	0.3	=	0.7
Untested	0.1	x	0.0	=	0.0
					107.5

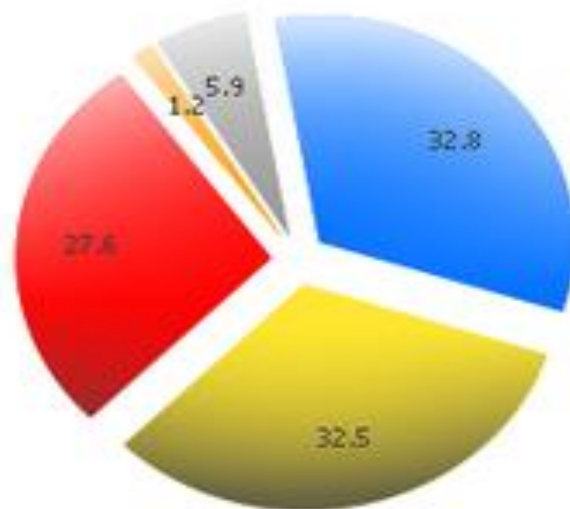| GRADE	# Performance Index
B	The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level, the more the points awarded in the district's index. This rewards schools and districts for improving performance.

Performance Index

○ Calculation   ● Pie Chart   ○ Trend

88.9%

106.6 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Pie chart values: 32.8, 32.5, 27.6, 1.2, 5.9

Legend:
- ■ Advanced Plus
- ■ Advanced
- ■ Accelarated
- ■ Proficient
- ■ Limited
- ■ Basic
- ■ Untested

GRADE

B

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive point every student in each of these levels. The higher the achievement level, the more the points awarded in the district's index. This rewards schools and districts for improving performance.
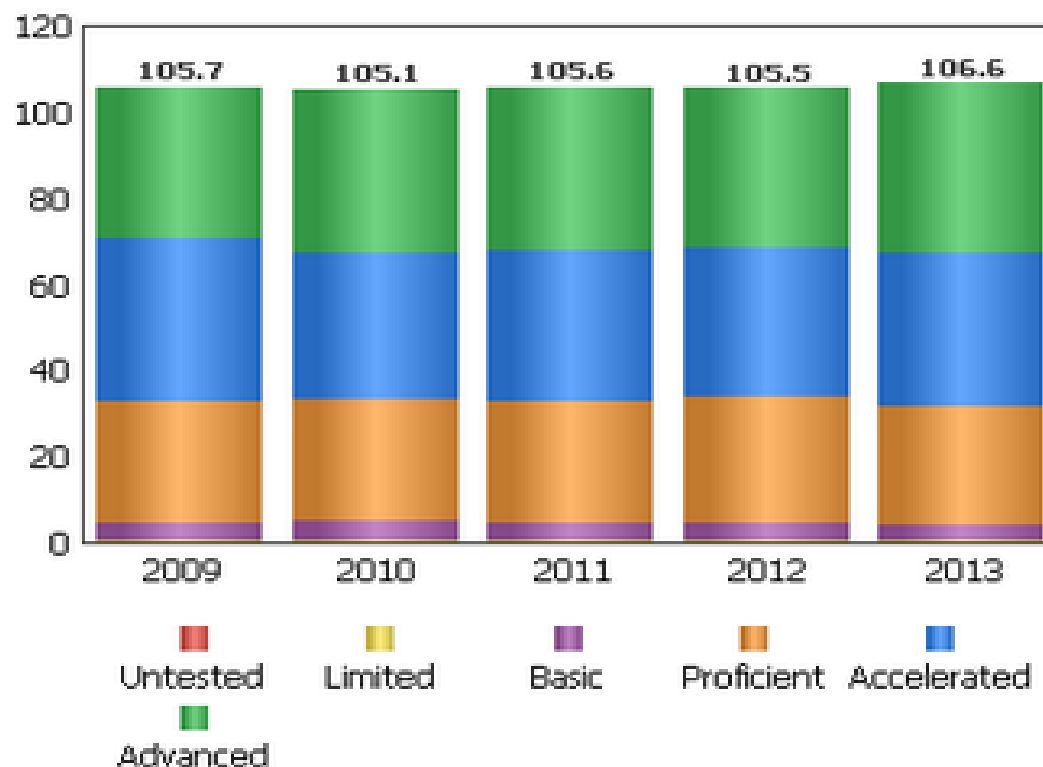
Performance Index

○ Calculation   ○ Pie Chart   ● Trend

88.9%

106.6 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

	2009	2010	2011	2012	2013
	105.7	105.1	105.6	105.5	106.6
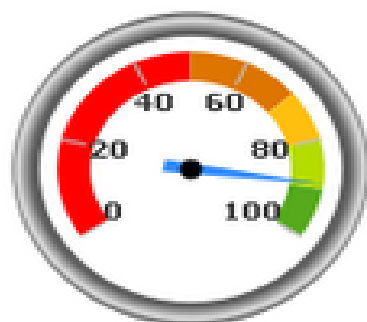
■ Untested   ■ Limited   ■ Basic   ■ Proficient   ■ Accelerated
■ Advanced

Gifted Students

The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

Coming in
2015

ALL ACHIEVEMENT
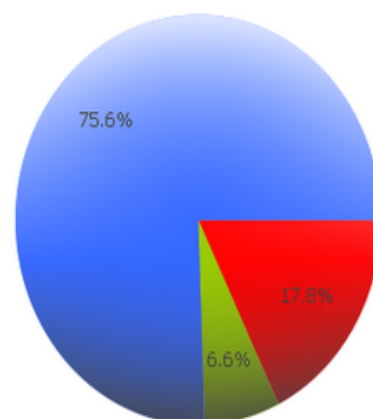
Gifted Overview

◉ Overview   ○ Achievement   ○ Value Added

Students Identified as Gifted

24.4% of enrollment

Students Receiving Gifted Services

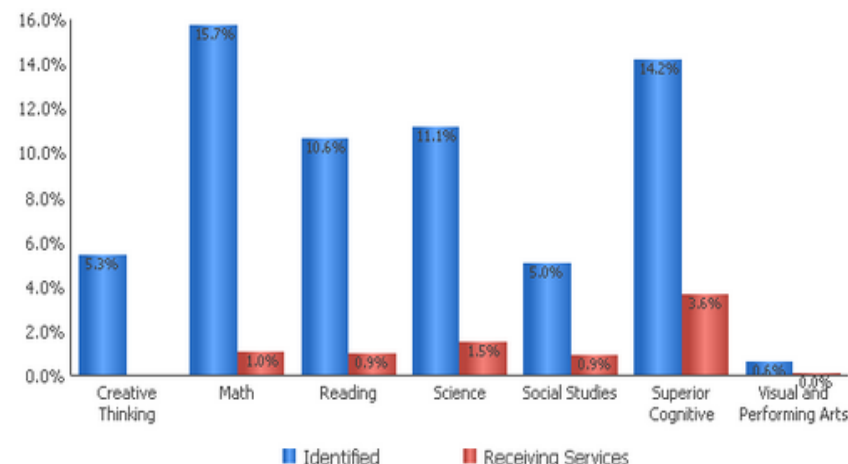6.6% of enrollment

Pie chart:
- 75.6%
- 17.8%
- 6.6%

Legend:
- Identified as Gifted, Not Receiving Services
- Receiving Gifted Services
- Not Identified as Gifted

Additional Information on Identification and Services

◉ Enrollment by Gifted Category   ○ Identified and Receiving Services

All Grades ▼

This chart shows the percentage of all enrolled students that are identified as gifted and that are receiving gifted services.

Bar chart (Identified / Receiving Services):
- Creative Thinking: 5.3%
- Math: 15.7% / 1.0%
- Reading: 10.6% / 0.9%
- Science: 11.1% / 1.5%
- Social Studies: 5.0% / 0.9%
- Superior Cognitive: 14.2% / 3.6%
- Visual and Performing Arts: 0.6% / 0.0%

Legend: ■ Identified   ■ Receiving Services

Note: Students may be identified in more than one category

Gifted Overview
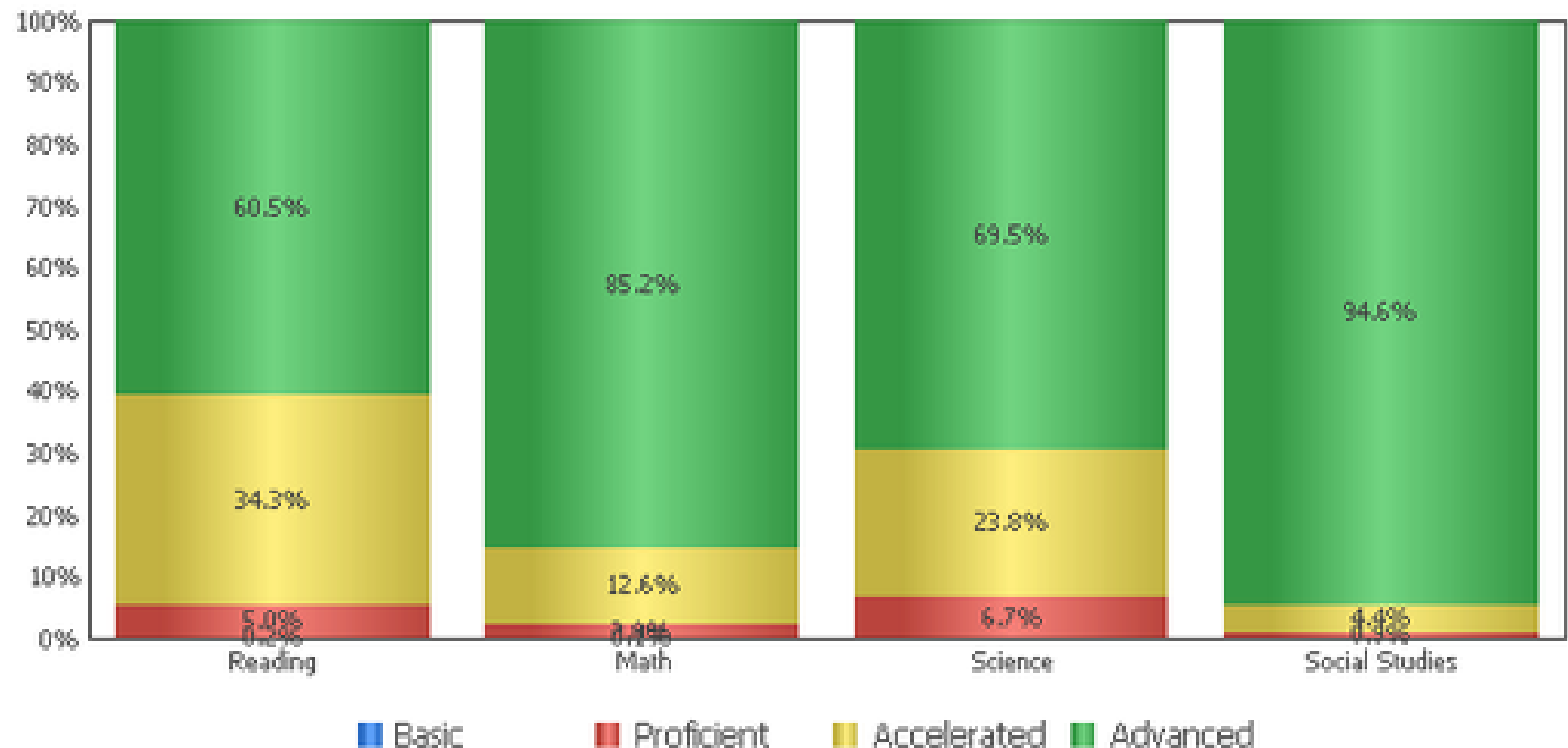
○ Overview   ○ Achievement   ● Value Added

Value Added measures the progress for all students identified as
gifted in reading, math, and/or superior cognitive ability.

GRADE
A

Additional Information on Identification and Services
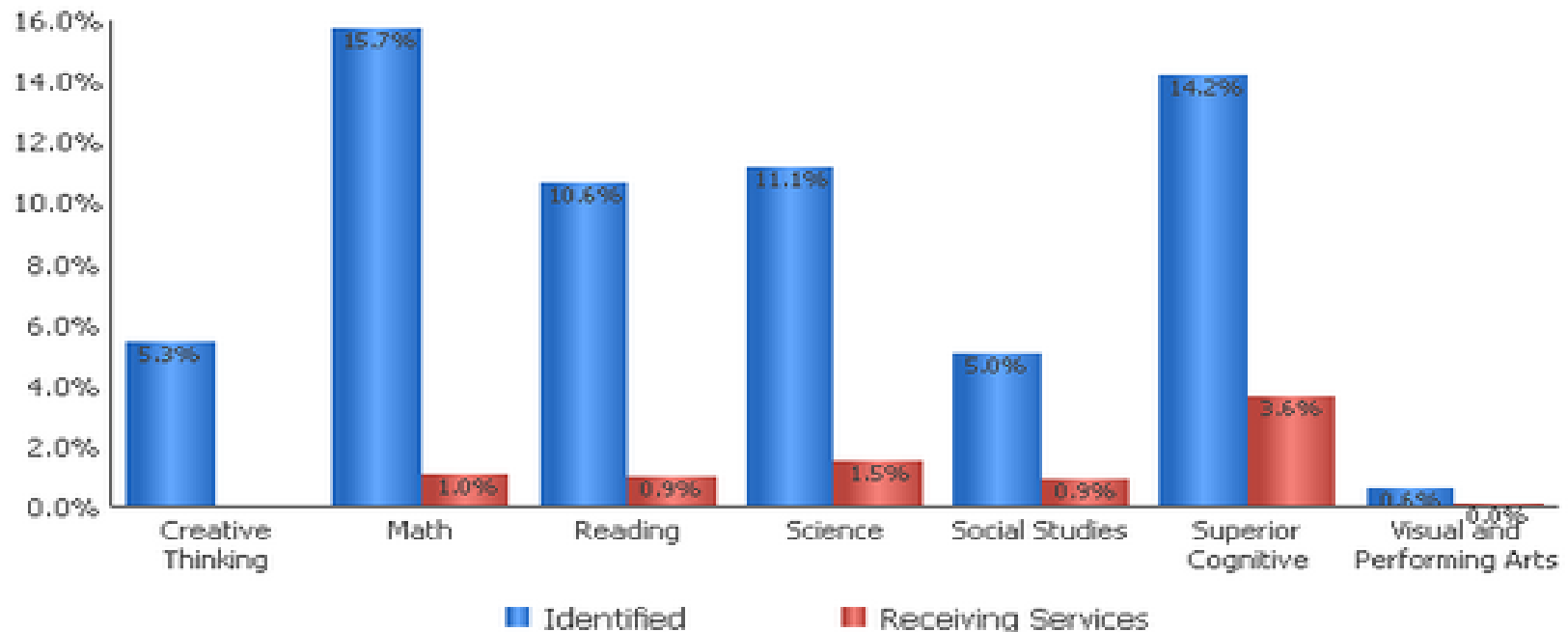
⦿ Enrollment by Gifted Category   ⦾ Identified and Receiving Services

All Grades ▾

This chart shows the percentage of all enrolled students that are identified as gifted and that are receiving gifted services.
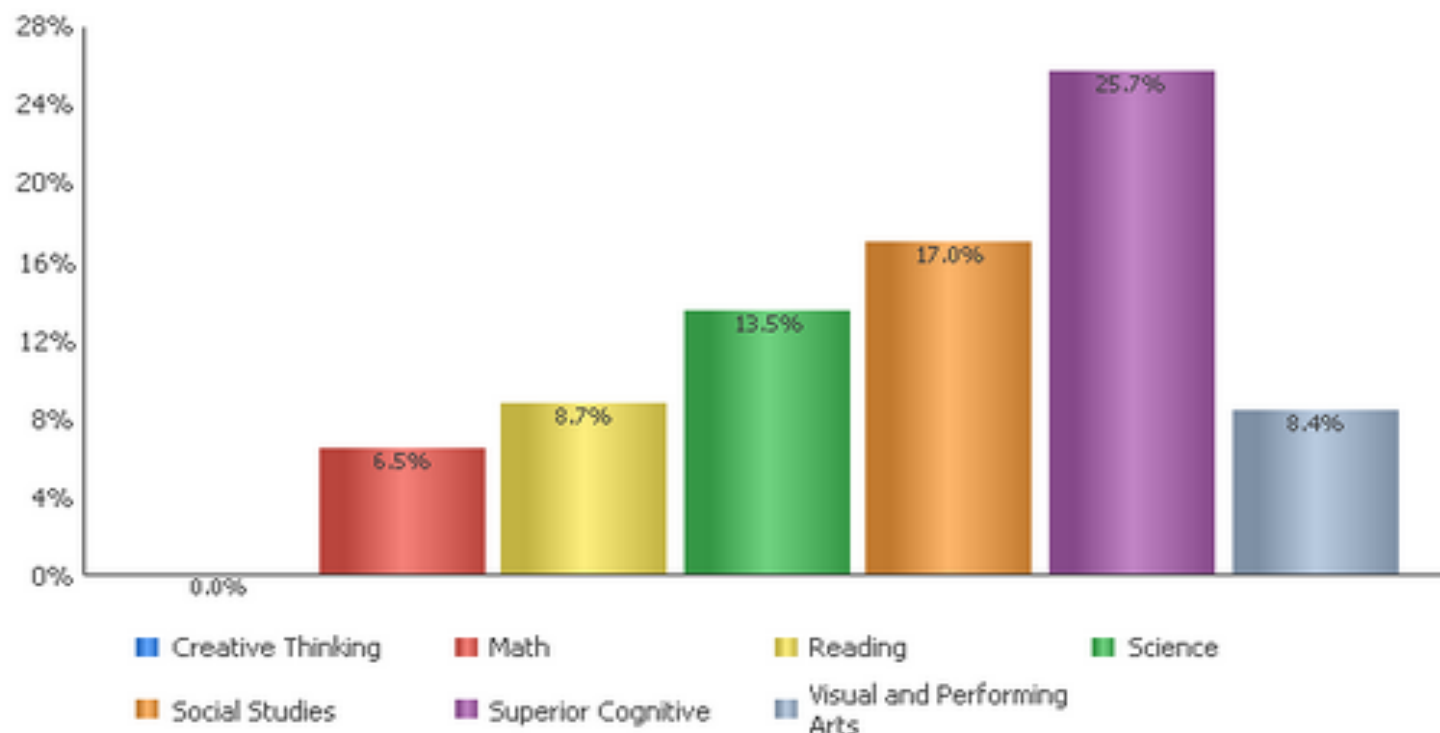

Note: Students may be identified in more than one category

Additional Information on Identification and Services

○ Enrollment by Gifted Category   ◉ Identified and Receiving Services

All Grades ▼

This chart shows, of the students identified as gifted, the percentage of students receiving gifted services.

Legend:
- ■ Creative Thinking
- ■ Math
- ■ Reading
- ■ Science
- ■ Social Studies
- ■ Superior Cognitive
- ■ Visual and Performing Arts

Values: Creative Thinking 0.0%, Math 6.5%, Reading 8.7%, Science 13.5%, Social Studies 17.0%, Superior Cognitive 25.7%, Visual and Performing Arts 8.4%

Value-Added Findings: Teachers Can Make a Difference
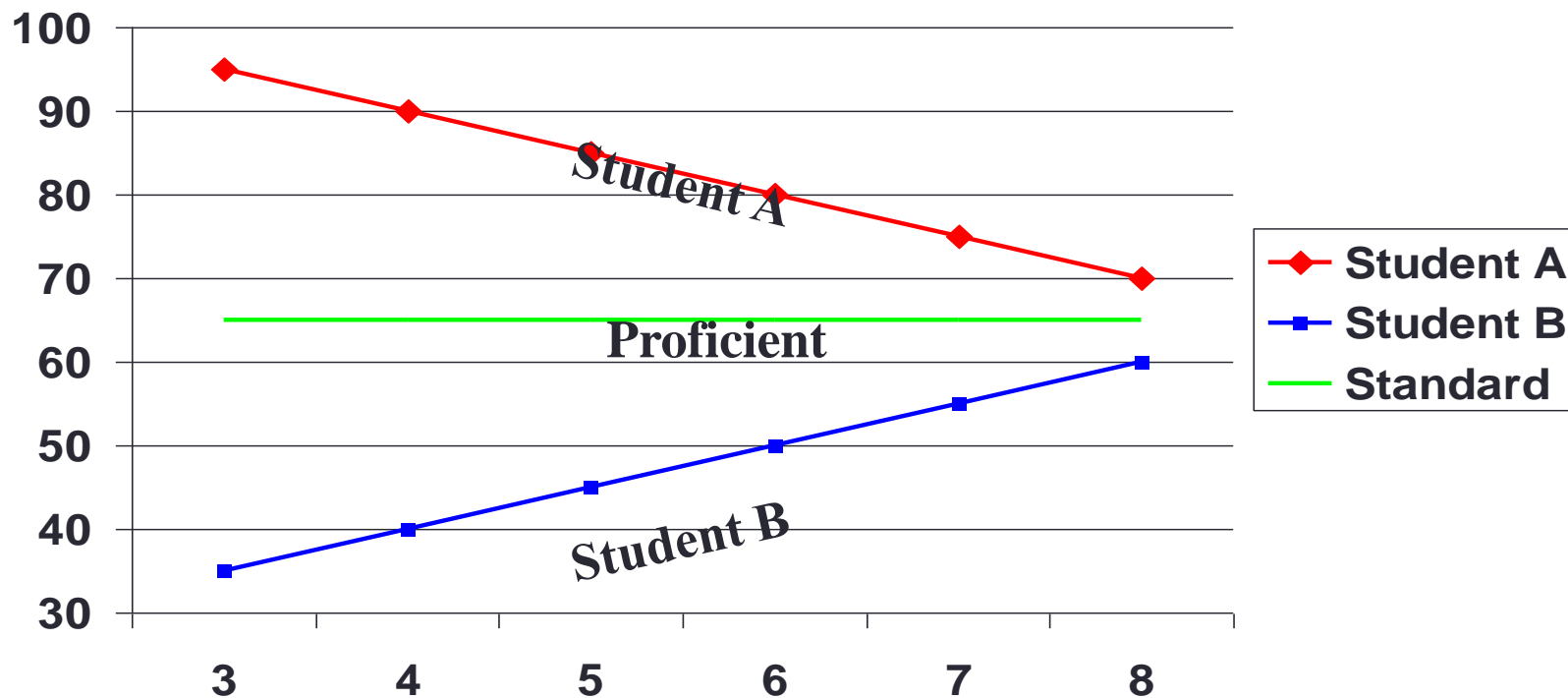
We must expect progress for all students.

--Value Added Assessment: Battelle for Kids, 2005

Progress

This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. It answers the question – Did the students get a year's worth of growth? Did they get more? Did they get less?

For more detailed data on Progress and Value-Added,   click here.

GRADE

A

Overall
This measures the progress for all students in math and reading, grades 4-8.

GRADE

A

Gifted Students
This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE

B

Students in the Lowest 20% in Achievement
This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

GRADE

A

Students with Disabilities
This measures the progress for students with disabilities.

GRADE

Coming
in 2016

High School
A High School measure of progress will be implemented in the 2015-16 school year.

Progress Details

◉ Value-Added Data   ◯ Progress vs. Performance Index

This table shows the Progress scores by test grade and subject.

Test Grade	Progress Score		
	Reading	**Mathematics**	**All Tests**
All Grades	4.8	8.3	8.3
4th Grade	2.6	2.1	3.1
5th Grade	6.3	11.1	11.1
6th Grade	-0.7	-3.5	-2.6
7th Grade	1.9	10.4	7.7
8th Grade	-2.8	-7.5	-6.6

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.0 and up
B = 1.0 to 1.9
C = -1.0 to 0.9
D = -2.0 to -1.1
F = below -2.0

This bubble chart shows the relationship between each subgroup's performance index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.

Grade (vertical axis): A, B, C, D, F

Horizontal axis: 0, 20, 40, 60, 80, 100, 120

Legend:
- Overall
- Students w/ Disabilities
- Lowest 20%
- Gifted
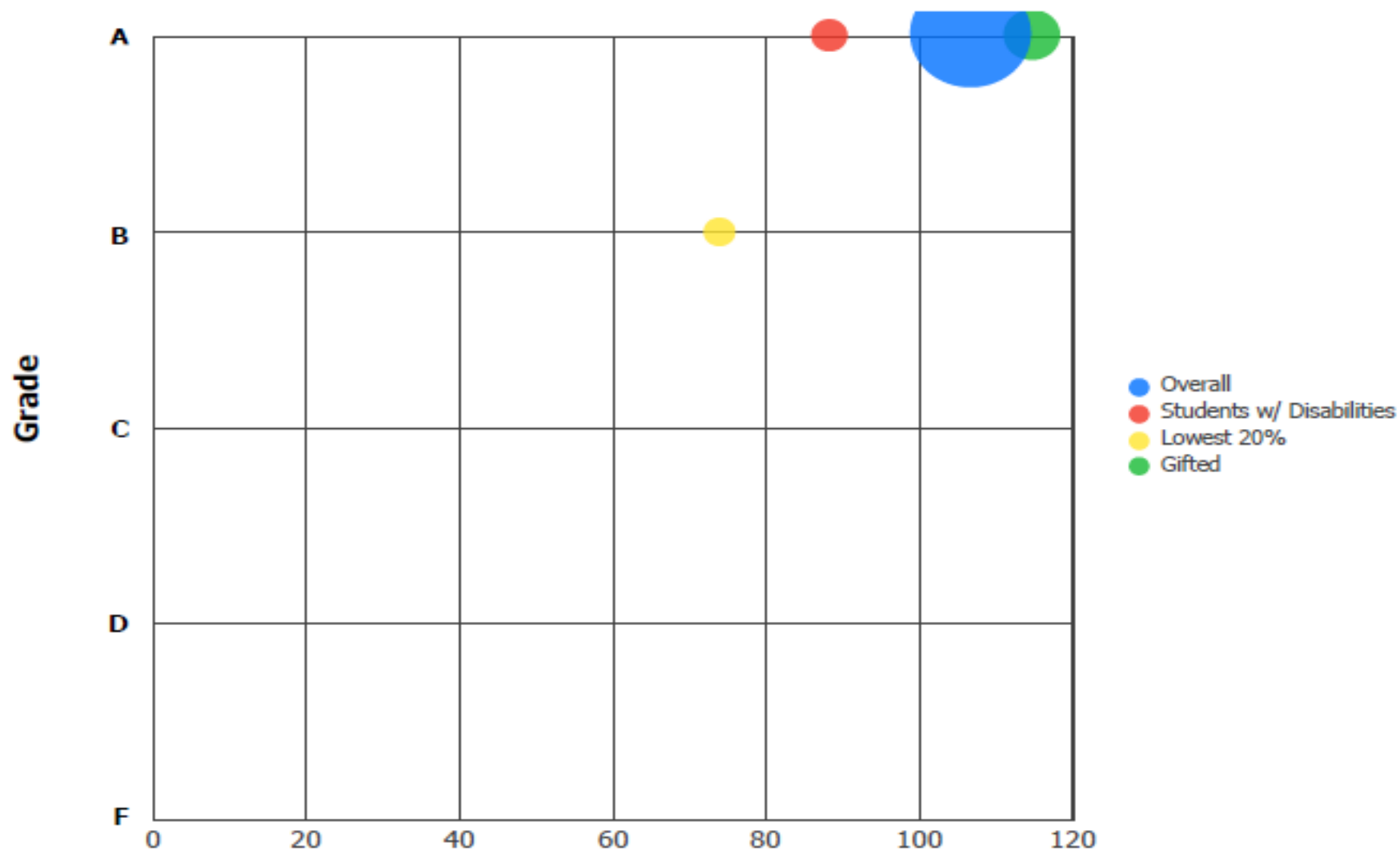
Prepared for Success Component Measures

- College Admission Test:
  - Percent taken
  - Percent remediation free
- Dual Enrollment Credit
  - Number of students earning three college credits
- Industry Credentials
  - Percent of students receiving

Prepared for Success Component Measures

- Honors Diploma
  - Percentage who receive
- Advanced Placement (AP)
  - Percentage participating
  - Percentage with score of 3 or above
- International Baccalaureate (IB)
  - Percentage participating
  - Percentage with a score of 4 or better

USING REPORT CARD DATA

What to do with the information

Performance Index

- Monitor the performance of gifted students in their areas of identification
- Provide intervention for those not performing up to potential
- Provide intervention for those performing above grade level
- Report accelerated students in EMIS
- Verify that accelerated students test at their accelerated grade level on the state assessment

Indicators

- Administer whole-grade screening for identification in superior cognitive ability and specific academics

- Monitor the achievement of students in their area of identification

Value-Added Growth

- Request an EVAAS log-in for your district
- View *school value-added* reports
- Click on *school diagnostic link*
- Select *gifted subgroup*
- Drill down to the student list
- Progress monitor each student throughout the year in all areas of identification

Analyzing Your Data

- Evaluate current status of service to gifted students

- Does the district have service opportunities at all levels; elementary, middle, and high school?

- Consider dual enrollment, AP, IB, and PSEO programs that are truly advanced level and make sure WEPs are written for gifted students

- Review student test results for all district assessments that are on the approved list for gifted identification
- (i.e. EXPLORE, PLAN, ACT, PSAT, NMSQT)

Instruction for Gifted Students

- Delivery
- Grouping
- Management
- Acceleration
- Assessments
- Settings

Can You Grow Being Taught What You Already Know?

Unnecessary repetition— 74.25 days (41%)

Content previously mastered*— 81 days (45%)

Remainder— 24.75 days (14%)

(*Reis, Westberg, Kulikowich, & Purcell, 1998)

Eric Calvert, Ed.D, Northwestern University
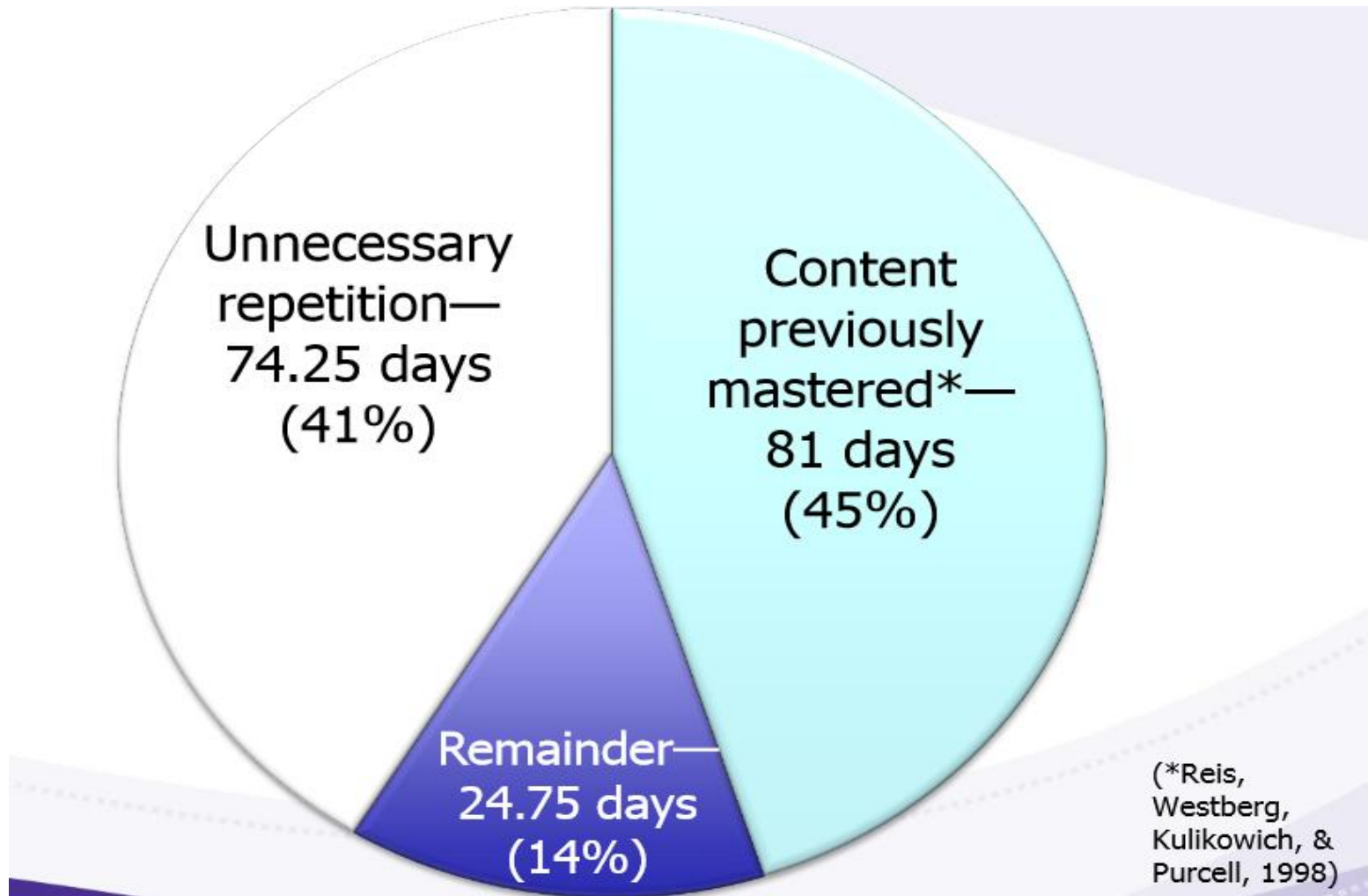
- Growth is maximized when:
  - All students are optimally challenged
  - All students receive appropriate support
  - All students are highly *engaged* in learning
  - Standards, curricula, and assessment are highly aligned

Eric Calvert, Ed.D, Northwestern University

- Effect size =

$$\frac{\text{mean of treatment group score} - \text{mean of control group score}}{\text{standard deviation}}$$

- Caveat: Implementation matters! Good structures but poor implementation will still produce poor outcomes.

Eric Calvert, Ed.D, Northwestern University

Research on Instructional Delivery: PROCESSES

- Gifted students tend to use higher order thinking even without training, but benefit significantly from being trained

- Gifted students prefer a structured learning environment, (desks, tables, etc) but open-ended tasks and assignments

- Academically gifted students tend to be uncomfortable taking risks or dealing with ambiguity; therefore a need for teaching divergent thinking and production exists

- Pull-out options are most effective when focused on accelerative content versus isolated critical or creative thinking skills   Rogers (2002)

Types of Grouping Arrangements for Gifted Students

- Within class by subject areas
  (ES =. 34 with pre-assessment and acceleration)

- Cross grade by subject areas (ES = .45)

- Clustered in one classroom (ES = .62)

- Special classes organized around accelerated and/or enriched curriculum (ES = .65 if content related)

- Fulltime self-contained classes delivering an integrated comprehensive curriculum (ES = .49 – elementary; .33 - secondary)

Rogers, 1998

Necessary Component:
Instructional Management and Acceleration Research

- Grade Skipping (ES=.49)
- Early Entrance to School (ES = .49)
- Subject Acceleration (ES = .57)
- Grade Telescoping (ES = .40)
- Concurrent Enrollment (ES = .22)
- AP Courses (ES = .27)
- Early Admission to College (ES = .30)
- Credit by Examination (ES = .59)
  - Rogers, 1998

Appropriate Learning Assessments for Gifted Students

- Performance-based

- Portfolio

- Off-level achievement tests

- Diagnostic assessments

- Informal assessments (discussion, observation)

Pull-out/Resource Rooms

Benefits	Academic Growth Impact	Costs	Quality Considerations
Can narrow range of needs to facilitate more effective differentiation Social and emotional benefits	Medium Effect size range: 0.30 to 0.60	High Costs of providing service are in addition to full cost of providing regular classroom instruction	Programs that lump all gifted students together have social benefits but minimal academic impact Potential for disconnects

Readiness Grouping

Benefits	Academic Growth Impact	Costs	Quality Considerations
Increases efficacy of differentiation Can reduce time and resources spent teaching students what they already know Social benefits Academic gains for all students	High Effect size up to .62	Low Cluster grouping + consultation can make effective use of limited specialist time Can be used strategically to build teacher capacity to differentiate over time	Ongoing assessment and regular regrouping are essential Teachers with high ability groups will need training and curricular support

Acceleration

Benefits	Academic Growth Impact	Costs	Quality Considerations
Every school can do it Permanent Makes differentiating instruction more practical Low school management demands Can narrow diversity of need without narrowing cultural diversity of	High Effect Size 0.5 – 0.8	Very Low Can actually cost less than doing nothing! Cost items: Assessment Transitional support	Educate stakeholders on facts vs. myths Use appropriate assessment tools and evaluation procedures Plan for school-to-school transitions for subject acceleration Support structures needed for self-paced options

Eric Calvert, Ed.D, Northwestern University

Differentiation in the Regular Classroom

Benefits	Academic Growth Impact	Costs	Quality Considerations
High potential for aligning instruction and standards Flexibility Maintains cultural diversity of classrooms Shared ownership	Low without extensive training, opportunities for co-planning with gifted specialists, coaching, and accountability. Medium with these elements. High with these elements + combination with grouping/acceleration	Startup: High Ongoing: Medium	Most effective with students slightly above grade level Ineffective for very advanced students if not combined with grouping/acceleration Teacher buy-in Principal and specialist support

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Questions?

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Links to resources on ODE Gifted

- Chart of Approved Gifted Identification/Screening Instruments

http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Chart-of-Approved-Assessment-and-Gifted-Education

- Identification of Gifted Students Using Above Grade Level Testing

http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Identification-of-Gifted-Students-Using-Above-Grad

- Model Acceleration Policy

http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners

What might this look like in the classroom?

Teaching Channel
Great Teaching, Inspiring Classrooms.

https://www.teachingchannel.org/videos/keeping-students-engaged