



## HB 555 Changes to Gifted

January 17, 2013

HB 555, which was passed in December, 2012 includes many changes to the district/school report card. The entire education accountability system will be overhauled in the next few years. While many changes such as college and career-ready standards will have affect gifted students, there are some specific language changes in HB 555 which directly change accountability measures for gifted students. These include the following:

1. Changes to the language regarding the gifted performance indicator
2. Addition of gifted sub-group for a value-added indicator
3. Refined definition of gifted sub-group
4. Changes to how accelerated students are assessed and the weights of accelerated scores in the performance index

This document describes each of these changes, the dates that the changes will go into effect and the necessary process for each change to be implemented. Language that is underlined is new statutory language included in the bill. Language that with a ~~strike-through~~ is deleted statutory language.

**1. Gifted Performance Indicator** – The language for this item changed several times throughout the deliberation of this bill. The final language is as follows:

Under Section 3302.02

Beginning with the report card for the 2014-2015 school year, the performance indicator reflecting 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.

This language reflects what is in the state board resolution adopted December of 2011, which called for the development of a gifted dashboard the elements of which could be used in a gifted performance indicator. A copy of the state board resolution on the gifted performance indicator can be found at [http://www.oagc.com/files/corrected\\_GT\\_resolution\\_Dec\\_2011.12.13.11.final\\_.pdf](http://www.oagc.com/files/corrected_GT_resolution_Dec_2011.12.13.11.final_.pdf). The dashboard is to be developed by September, 2013.

The new statutory language also confirms that the gifted performance indicator will be a graded (probably met/not met) indicator. The indicator along with several others (e.g. performance on math assessments etc.) will be graded as unit based on the number of indicators met.

Note: There is some confusion about the new language as ODE put out a document which neglects to include that levels of services provided to gifted children is still fully part of the gifted performance indicator. OAGC is working to get that corrected.

**2. Addition of gifted sub-group as a value-added indicator** – The language for this item is as follows:

Under 3302.03 (A) (1) (v)

Whenever the value-added progress dimension is used as a graded performance measure, whether as an overall measure or as a measure of separate subgroups, the grades for the measure shall be calculated in the same manner as prescribed in division (A)(1)(e) of this section.

(f) The value-added progress dimension score for a school district or building disaggregated for each of the following subgroups: students identified as gifted, students with disabilities, and students whose performance places them in the lowest quintile for achievement on a statewide basis. Each subgroup shall be a separate graded measure.

Grades will go into effect for this value-added subgroup element for the **2012/2013** school year. Grades will be determined by the amount of progress the subgroups make relative to a year's worth of growth. A district value-added score over two standard measures of error above the mean would receive an "A." A district score between one and two standard measures of error above the mean would receive a "B." A district score between one standard measures of error above and below the mean would receive a "C." A district score between one and two standard measures of error below the mean would receive a "D." A district score two standard measures of error below the mean would receive an "F."

In addition to a separate performance subgroup, the subgroup performance affects overall value-added growth measure:

Under Section 3302.03 (C)(1)(e)

In adopting benchmarks for assigning letter grades for overall score on value-added progress dimension under division (C)(1)(e) of this section, the state board shall prohibit the assigning of a grade of "A" for that measure unless the district's or building's grade assigned for value-added progress dimension for all subgroups under division (C)(1)(i) of this section is a "B" or higher.

In other words, if the gifted subgroup does not receive a grade above a "C," the district's overall value-added grade will not be able to receive a grade higher than a "B."

**3. Refined definition of gifted subgroup** -- For years the Ohio Department of Education has reported the performance of gifted students on state assessments as a whole group with no thought to the category of giftedness. The bill changes the language to ensure that only the appropriate categories of gifted are included in the subgroup performance measures. The language is as follows:

Under Section 3302.01(B)(5)

Students identified as gifted in superior cognitive ability and specific academic ability fields under Chapter 3324. of the Revised Code. For students who are gifted in specific academic ability fields, the department shall use data for those students with specific academic ability in math and reading. If any other academic field is assessed, the department shall also include data for students with specific academic ability in that field.

**4. Changes to how accelerated students are assessed and the weights of accelerated scores in the performance index –**

Under Section 3302.01 (A)

The department shall ~~also determine the performance index score a school district or building needs to achieve for the purpose of the performance ratings assigned pursuant to section 3302.03~~ assign additional weights to students who have been permitted to pass over a subject in accordance with a student acceleration policy adopted under section 3324.10 of the Revised Code. If such a student attains the proficient score prescribed under division (A)(2)(c) of section 3301.0710 of the Revised Code or higher on an assessment, the department shall assign the student the weight prescribed for the next higher scoring level. If such a student attains the advanced score, prescribed under division (A)(2)(a) of section 3301.0710 of the Revised Code, on an assessment, the department shall assign to the student an additional proportional weight, as approved by the state board. For each school year that such a student's score is included in the performance index score and the student attains the proficient score on an assessment, that additional weight shall be assigned to the student on a subject-by-subject basis.

This language, which goes into effect for the 2012/2013 school year, removes the real or perceived disincentive that administrators have to the practice of accelerating students. The extra weight is for both the year that student is initially accelerated and *for every year thereafter*. Implementation of this language will require ODE to change current policy instructing districts to only document a student as accelerated for the first year of acceleration. It will also require ODE to re-evaluate the current policy of only recording individual students as being accelerated rather than whole classes. For example, a sixth grade student taking seventh grade math is considered accelerated and will take the 7th grade math assessment. However, a whole class of 6<sup>th</sup> grade students taking 7<sup>th</sup> grade math is not considered acceleration and those students are tested at the 6<sup>th</sup> grade level. The addition of weighted scores in the performance index should cause ODE to rethink this policy.