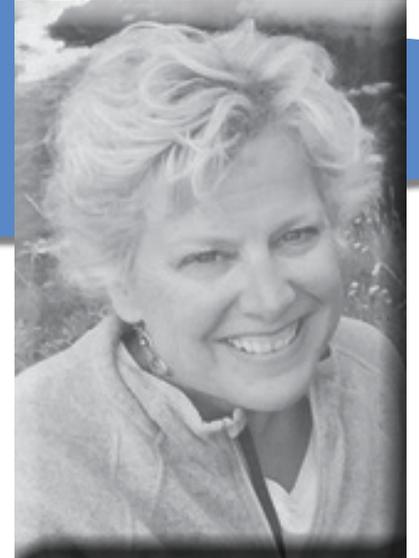


## NEW STATE REPORT CARD AND GIFTED PERFORMANCE INDICATOR A WIN FOR GIFTED ADVOCATES



3. The point system for identification and service needed to be rethought in terms of awarding more points for minority and economically disadvantaged student subgroups.
4. The passing score for gifted students was 117 on the gifted performance index. We needed to determine if this score is still appropriate, and as we will likely have two to three years of Covid-19 regression, did we need to scale up from a lower score over the next few years? Are there other measures that should be included in the gifted performance index?
5. Was it still appropriate to allow districts under 600 ADM to be exempt from the gifted performance indicator?

These concerns were all raised and addressed in the new indicator, which is included, as required by the Ohio Revised Code, in a separate rule, 330-28-04. The table below reflects the old and new gifted performance indicator.

Element	Old Rule Scoring	Changes
Gifted Performance Index	117 (out of 120+) and above is required for a "met" status.	Mirroring the general population performance index changes in the revised achievement component, the gifted index will be tied to an average of the top 2% maximum district/building scores. The score required for a met status will fluctuate based on that average. Instead of a hard score of 117, the met score will be based on a percentage of the average maximum score. This component will be phased in over three years with increasing standards, as was done when the indicator was originally introduced in the report card. All content areas tested will be used in this measurement.
Gifted Progress	A grade of A, B, or C is required for a met status.	Met status will change from grades to stars. Three, four, and five stars will be required for a met status.
Gifted Identification and Service	This element measures the level of identification and service across different grade bands, types of gifted categories, and student subgroups (i.e., economically disadvantaged and minority students, which is required by Ohio Revised Code). Each of these areas is assigned a point value. Districts/buildings are measured out of a hard score of 100, regardless of their subgroup student population. A score of 80 is required for a met status.	<p>Changes to this element reflect requirements from Ohio Revised Code and address problems with the point system that unfairly limits the scores of smaller (mostly rural) districts that have small subgroup populations. The workgroup also recommended changes to better match this element to the standards set out in the gifted rule. Nothing new is measured in this element. The changes include:</p> <ul style="list-style-type: none"> <li>• Restructuring the grade levels to K-2, 3-6, 7-8, and 9-12 to have a more discrete look at early identification practices.</li> <li>• Increasing the points from 100 to 140—again to allow a more discrete delineation of scores and to better emphasize some policy goals.</li> <li>• Using the representation index for subgroup populations so that districts are measured only based on the populations that reside in their districts.</li> <li>• Allowing the scores for districts and buildings to fluctuate based on their populations. For example, if District XYZ has no underrepresented minority students, the number of maximum points that the district is rated on drops from 140 to 110. Currently, the district would lose the points for that subgroup population but still be measured on the same scale of 100.</li> </ul> <p>As with the gifted performance index score, districts and buildings will be rated not by a hard-and-fast score but by a percentage of their maximum points. This element would also be phased in over three years.</p>

The biggest changes are to gifted input points, now renamed the “gifted identification and service element.” The points were increased from 100 to 140 to provide

more points to the identification of underrepresented minority and economically disadvantaged gifted students. The following is the rubric for these points:

## District Scoring: Identification and Service Superior Cognitive and Specific Academic Ability

K-2 Grade Band Superior Cognitive and Specific Academic		3-6 Grade Band Superior Cognitive and Specific Academic		7-8 Grade Band Superior Cognitive and Specific Academic		9-12 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points	Percent Identified	Points	Percent Identified	Points	Percent Identified	Points
0%	0 Points	0%	0 Points	0%	0 Points	0%	0 Points
0.1%	1 Points	0.1%	1 Points	0.1%	1 Points	0.1%	1 Points
1.0%	5 Points	3.0%	2 Points	3.0%	2 Points	3.0%	2 Points
2.0%	9 Points	5.0%	3 Points	5.0%	3 Points	5.0%	3 Points
5.0%	12 Points	10.0%	4 Points	10.0%	4 Points	10.0%	4 Points
10.0%	15 Points	15.0%	5 Points	15.0%	5 Points	15.0%	5 Points

K-2 Grade Band Superior Cognitive and Specific Academic		3-6 Grade Band Superior Cognitive and Specific Academic		7-8 Grade Band Superior Cognitive and Specific Academic		9-12 Grade Band Superior Cognitive and Specific Academic	
Percent Served	Points	Percent Served	Points	Percent Served	Points	Percent Served	Points
0%	0 Points	0%	0 Points	0%	0 Points	0%	0 Points
1.0%	2 Points	1.0%	2 Points	1.0%	2 Points	1.0%	2 Points
10.0%	4 Points	20.0%	4 Points	20.0%	4 Points	20.0%	4 Points
40.0%	6 Points	40.0%	6 Points	40.0%	6 Points	40.0%	6 Points
60.0%	8 Points	60.0%	8 Points	60.0%	8 Points	60.0%	8 Points
80.0%	10 Points	80.0%	10 Points	80.0%	10 Points	80.0%	10 Points

## District Scoring: Creative Thinking and Visual or Performing Arts

K-12 Grade Band Creative Thinking and Visual or Performing Arts	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
1.0%	2 Points
2.0%	3 Points
5.0%	4 Points
10.0%	5 Points

K-12 Grade Band Creative Thinking and Visual or Performing Arts	
Percent Served	Points
0%	0 Points
1.0%	1 Points
10.0%	2 Points
40.0%	3 Points
60.0%	4 Points
80.0%	5 Points

## District Scoring: Representation Identification and Service

Identification: Economic Disadvantage		Service: Economic Disadvantage		Identification: Underrepresented Minority		Service: Underrepresented Minority	
Rep Index	Points	Rep Index	Points	Rep Index	Points	Rep Index	Points
0.0	0 Points	0.0	0 Points	0.0	0 Points	0.0	0 Points
0.40	4 Points	0.40	2 Points	0.40	4 Points	0.40	2 Points
0.50	8 Points	0.50	4 Points	0.50	8 Points	0.50	4 Points
0.60	12 Points	0.60	6 Points	0.60	12 Points	0.60	6 Points
0.70	16 Points	0.70	8 Points	0.70	16 Points	0.70	8 Points
0.80	20 Points	0.80	10 Points	0.80	20 Points	0.80	10 Points

It is important to note two other changes that are not fully reflected in the gifted rule. The first is that the N-size for reporting increases to 15. In the report card system that is being replaced, the N-size for gifted subgroups was 10, and for value-added reporting it was 6. This will likely mean that fewer districts and buildings will have all the subgroups reflected in the gifted identification and service element. The value-added and performance index will also be affected. The other change not reflected in the rule is that there will no longer be a minimum ADM of 600 for the gifted performance indicator to apply to districts. This is no longer needed, as subgroup sizes have been increased. In addition, this minimum ADM requirement has never been required for any other element in the report card, so it did not make sense to apply it to the gifted performance indicator.

### GAP-CLOSING MEASURE

The other major change in the report card for gifted is the placement of the gifted performance indicator. Previously, gifted held two places in the report card. The first was as an indicator in the indicators section of the achievement component. The second was in progress as a value-added subgroup measure. The total weight for gifted in the report card in these two areas was about 3 percent. In the new report card, the gifted performance indicator is moved to the gap-closing measure along with the chronic absentee measure. The federally required subgroup measurements were changed to measure both progress and achievement. Finally, the measure contains an ELL progress measure. The new measure is based on a maximum of 75 points and looks like this:

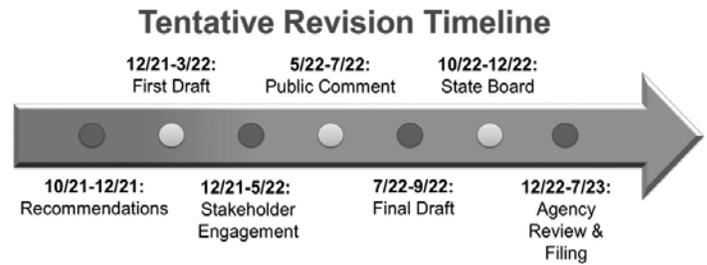
Point Assignments for Measures/Indicators		
Measure/Indicator	Details	Possible Points
Gifted Performance Indicator	Gifted Performance Index	5
	Gifted Progress (Growth)	5
	Gifted Identification and Services	5
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year	5
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement from prior year; English learners' performance on Ohio English Language Proficiency Assessment (OELPA)	5
Graduation	Meet annual goal; at individual subgroup level	10
English Language Arts – Achievement	Meet annual goal; at individual subgroup level	10
English Language Arts – Progress (Growth)	Meet annual goal; at individual subgroup level	10
Mathematics – Achievement	Meet annual goal; at individual subgroup level	10
Mathematics – Progress (Growth)	Meet annual goal; at individual subgroup level	10
<b>Total Possible:</b>		<b>75</b>

The gifted performance indicator is broken out into the three elements (performance index, progress, and gifted identification and services), each of which is assigned 5 points. Unlike the previous system, which is all or nothing, to receive a met status on the indicator, districts and buildings can receive points for each element of the indicator that they meet. The weight of the gifted performance indicator in the gap-closing measure allows the gifted weight in the report card to remain at approximately 3 percent. Nevertheless, the school administrator associations (BASA for superintendents, OSBA for school boards, OASBO for treasurers, and the two principals' associations) objected to the allocation of 15 points to gifted. These associations traditionally have favored as little accountability as possible for gifted students. The gap-closing measure will be reviewed after one year as it is a newly constructed measure, and the ODE was unable to fully simulate the effects of the measure. The gifted performance indicator will be reviewed every three years, as required by law.

Despite those objections, the Performance and Impact Committee of the State Board of Education voted the rules out at the February board meeting, with one member abstaining. The full board voted on the report card rules package on March 15. The next steps will be for the board hold a Chapter 119 hearing and for the package to go to the Joint Committee on Agency Rule Review (JCARR) for approval. That will happen in April or May, after this column was written. Assuming that the rules package is approved, the new report card will go into effect immediately to provide ratings for the achievement, progress, gap closing, early literacy, and graduation components. A composite rating will be added for the 2022–2023 school year. It is likely that the General Assembly will pass legislation to waive any negative sanctions from poor report card ratings for at least one or two years.

#### GIFTED RULE REVISION

For some gifted advocates who may still be suffering PTSD from the last gifted rule revision, here is some bad news: we are about to revise the rules again. Look for upcoming stakeholder engagement meetings before the end of the school year. The following is the ODE's timeline for the rule revision process:



#### GIFTED FUNDING CHANGES

As most gifted coordinators are aware, funding for gifted education looks very different this year because of the incorporation of a new funding formula in the state budget (HB 110). After many delays, the new formula amounts are now available. In addition, the ODE released guidance on the use of gifted education funds last month. The guidance reviews the new gifted funding formula as well as the new accounting codes for gifted funding. Finally, the guidance provides an overview of how gifted funding can be expended. The expenditure rules are quite clear:

1. State gifted funds must be allocated to gifted education.
2. Districts have flexibility on how to spend the funds as long as they are spent on gifted education.
3. Districts may roll over funds from FY 2022 to FY 2023. Guidance for whether funds can be rolled over to FY 2024 is not provided. (The O.R.C. likely prohibits this.)

The guidance also discusses allowable and nonallowable expenditures in each of the function codes. The link to the guidance is <https://education.ohio.gov/getattachment/Topics/Special-Education/Special-Education-Data-and-Funding/Gifted-Education-Expenditures/Gifted-Education-Use-of-Funds-2022.pdf.aspx?lang=en-US>.

How does the new funding system compare to the old? Long story short: for this biennium, gifted funds are decreased by about 1 percent. There are several reasons for this. First, and most significantly, the new funding system applies state share to the gifted funding components. The old system did not. This means that wealthier (type 5 and 6) districts will receive fewer funds in the new system and that less wealthy districts will receive more. Second, the major funding element in the formula for GISs now depends on gifted identification. This means that the fewer gifted

students a district has identified, the fewer funds that district will receive. The old system relied on general student population for all aspects of gifted funding. Because we have seen a significant decrease in gifted identification over the past two years, funding also has decreased overall. Last, the funding formula is not fully funded, and it may never be.

To find your district's gifted funding,

1. Go to <https://education.ohio.gov/Topics/Finance-and-Funding>.
2. Click on School Funding and Payment Reports: <https://education.ohio.gov/Topics/Finance-and-Funding/School-Payment-Reports>.

3. Click on Foundation Funding Reports FY2022 under Traditional Schools: <https://reports.education.ohio.gov/finance/foundation-payment-report>.
4. Select LEA type (e.g., Traditional School District) and Fiscal Year 2022.
5. Click on Payment Date, Specific LEA and select your school district; under Payment Report, select Detailed Payment Report.

Here is an example:

The screenshot shows the Ohio Department of Education website interface for generating a Detailed School Finance Payment Report (SFPR). The page includes a navigation bar with the Ohio Department of Education logo and a 'Login' button. Below the navigation bar, there are filters for 'LEA Type' (Traditional School District) and 'Fiscal Year' (2022). A 'Payment Date' dropdown menu is open, showing options from 04-Feb-2022 to 15-Oct-2021. The main content area is currently empty, and a 'Detailed School Finance Payment Report (SFPR)' button is visible at the bottom of the filter section. The footer contains contact information for Dr. Stephanie K. Siddens, Interim Superintendent of Public Instruction, and the Ohio Department of Education.

## GIFTED ACCOUNTABILITY MEASURES

The budget bill contained several gifted accountability provisions. For example, the bill

- Requires a school district to spend the gifted funds it receives through the school funding formula on the identification of gifted students, gifted coordinator services, gifted intervention specialist services, other service providers approved by the ODE, and gifted professional development.
- Requires each district to submit, as part of its annual report to the ODE regarding the identification of gifted students required by current law, the number of students receiving gifted services in each category of gifted student.
- Requires the ODE's annual report of each district's expenditures of gifted funding (as required under continuing law) also to include the amount of gifted funding received by each district.

- Requires the ODE to publish the following by October 31 each year, using data submitted by school districts:
  - Services offered by districts to students identified as gifted in each of the K–3, 4–8, and 9–12 grade bands; and
  - The number of licensed gifted intervention specialists and coordinators employed or contracted by each district.
- Requires the ODE to audit each district’s gifted service numbers in the same manner as it audits each district’s gifted identification numbers under current law.
- Requires rather than permits, as under current law, the ODE to reduce a district’s foundation funding if the district is not in compliance with existing requirements regarding identification of gifted students and the reporting requirement regarding the services provided to gifted students.

While some of these provisions are in place now, don’t expect to see any data changes on the report card or expenditures until next October.

#### BILLS WE ARE WATCHING

Along with several bills prohibiting critical race theory and vaccine requirements, here are a few others that the OAGC will continue to monitor. HB 322 and HB 327 both deal with “divisive concepts.” HB 327 has been amended, and hearings continue. If any bill on this issue is passed, it will be HB 327. HB 529 would require teachers to post their curricula online for parents to view.

One bill in particular that we are watching, HB 368, would allow districts to determine how to weight College Credit Plus courses. Gifted advocates may remember that when districts were allowed to assign disparate weights to College Credit Plus courses vis-à-vis Advanced Placement or Honors courses, students taking College Credit Plus courses were often put at a disadvantage in calculating class standing. Under this process, many worthy students were unable to receive scholarships as a result of unequal treatment of advanced course work. In sponsor and proponent testimony, most support for the bill appears to be based on anecdotes rather than on data. To date, there has been no hearing for interested party or opponent testimony. For more information on the bill, watch the OAGC’s advocacy updates, which we post at the OAGC website at <https://oagc.com/advocacy/advocacy-alerts/>. There have been no hearings on this bill since the new year, but it is too soon to say that it won’t be revived.

Other bills that we are watching include HB 298, which would return the State Board of Education to an all-elected status based on Ohio’s congressional districts. Like other bills, HB 298 has not had a hearing in 2022. Because the new state board electoral maps have drastically redistricted state board regions to favor Republicans, it will be interesting to see if this bill moves forward.

HB 290, the so-called backpack bill, would allow student scholarships for any student to attend a private school. If passed, every school-aged child would be eligible for either a \$5,500 (grades K–8) or a \$7,500 (grades 9–12) voucher. Parents could spend these dollars on private school tuition, homeschool supplies, advanced placement testing, or education therapies. The bill had a hearing in February, and the main concern appears to be the cost involved. Some believe the price tag could approach one billion dollars.

HB 61 and SB 132 would prohibit transgender girls from participating in either K–12 or college athletics.

HB 99 would change the requirements for training of a school staff member who wants to carry a firearm at a K–12 school. An Ohio Supreme Court ruling essentially made the training requirement on par with what peace officers are currently required to have in order to be certified in the state. The bill drops the requirement down to about 18 hours of training plus an additional two hours of firearms training. The bill passed the Ohio House, largely along party lines. It has not received a hearing in the Ohio Senate.

#### STATE BOARD OF EDUCATION AND STATE SUPERINTENDENT SEARCH

The State Board of Education search is reaching a final stretch, and the surprise ending appears to be that the person previously in charge of the search committee will be the desired finalist as state superintendent. As readers may recall, Paolo DeMaria, the former state superintendent, retired as at the end of September. Subsequently, the appointed interim superintendent, John Richards, chose to retire in early October. The state board then appointed Stephanie Siddens as the interim superintendent. The vice president of the board, Steve Dackin, was in charge of the search committee. Dackin was previously the superintendent of Reynoldsburg City Schools and a finalist for state superintendent in 2011. He dropped out as a candidate even though he was reportedly the favored choice of the Kasich administration. Dackin recently retired from Columbus State Community College. On February 28, Dackin abruptly resigned from the board,

and his application was one of 28 received by the state board by the March 1 deadline. It is widely speculated that Dackin is the DeWine administration's favored candidate. The governor will likely need to appoint two new board members, one to replace Dackin and one to fill another seat, in order to have the number of votes he would need to secure this selection. In the meantime, the state board has elected Martha Manchester, an appointed member, to replace Dackin as vice president.

The State Board of Education is now fully back to in-person meetings, though parts of the meetings will still be shown on the Ohio Channel at [www.ohiochannel.org](http://www.ohiochannel.org). For more information about the State Board of Education meetings, please go to <http://education.ohio.gov/State-Board>.

**OHIO GIFTED ADVISORY COMMITTEE**

The Ohio Gifted Advisory Committee continues to meet. The focus of the council has sharpened to study the following three areas:

1. Equitable identification of gifted students;
2. Highly effective student supports and services; and
3. Job-embedded professional development.

The council has split into different committees to explore these topics outside regularly scheduled full meetings. The committee's plan is to develop a state strategy around these three areas that can be implemented either through directives from the Ohio Department of Education or the State Board of Education, or if necessary, to seek a statutory change through the Ohio General Assembly. The committees have been concentrating on developing stakeholder surveys regarding various aspects of gifted identification and services.

For more information about the Ohio Gifted Advisory Committee, please go to <http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio/Gifted-Advisory-Council>.

To keep abreast of all advocacy news, please check the OAGC website frequently for new policy and advocacy items. Also, if you wish to sign up for the Ohio Gifted listserv, please e-mail [artsnyder44@cs.com](mailto:artsnyder44@cs.com) for directions. You may also e-mail me directly at [anngift@aol.com](mailto:anngift@aol.com), and I will make sure that you are added to the listserv.

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