



# Report Card Updates...Now What?

OAGC Coordinator  
Division

# Gifted Indicator Updates

For the 2021-22 school year  
(and beyond)

# Gifted Indicator Changes

## Changes

- ◆ Moving to Gap Closing section on LRC
- ◆ Gifted PI aligns to new rating system

## Staying the same

- ◆ All three components remain
  - ◆ Each component is 5 points (or 20% total) within the Gap Closing points

# Gifted Performance Index

Will use the same calculation rules as the regular Performance Index Score, using a new 'max score' approach.

The thresholds will increase over three years:

- A. In 2021-2022, **earn at least 95% of possible index points**
- B. In 2022-2023, **earn at least 96.5% of possible Index points**
- C. In 2023-2024, **earn at least 97.5% of possible Index points**

# Gifted Indicator Changes

## Changes

- ◆ Moving to Gap Closing section on LRC
- ◆ Gifted PI aligns to new rating system
- ◆ Updated Gifted Input section
  - ◆ Points adjusted to enrollment
  - ◆ Use of Representation Index
  - ◆ Point matrix increased to 140 points (if all represented)
- ◆ Grade bands changed to 4 (from 3)

## Staying the same

- ◆ All three components remain
  - ◆ Each component is 5 points (or 20% total) within the Gap Closing points
- ◆ Gifted Achievement (growth)

# Identification and Service Point Matrix

- District level points use K – 2, 3 – 6, 7 – 8 and 9 – 12 as the grade bands for Superior Cognitive and Specific Academic identification and services; and K – 12 as the grade band for Creativity, Visual or Performing Arts identification and services.
- School level points use the K – 12 grade band for both categories of identification and services.
- Use only those student subgroups that are underrepresented in the identified gifted population for the underrepresented minority category.
- Points for the underrepresented and economically disadvantaged categories will only be added to a school or districts' total possible points if they in fact have enrolled students in the identified subgroups.

To Meet:  
21-22 – 60%  
of points  
22-23 – 70%  
of points  
23-24+ – 80%  
of points



# District Scoring: Identification Superior Cognitive and Specific Academic Ability

K-2 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
1.0%	5 Points
2.0%	9 Points
5.0%	12 Points
10.0%	15 Points

3-6 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
3.0%	2 Points
5.0%	3 Points
10.0%	4 Points
15.0%	5 Points

7-8 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
3.0%	2 Points
5.0%	3 Points
10.0%	4 Points
15.0%	5 Points

9-12 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
3.0%	2 Points
5.0%	3 Points
10.0%	4 Points
15.0%	5 Points



# District Scoring: Service Superior Cognitive and Specific Academic Ability

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

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

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

9-12 Grade Band Superior Cognitive and Specific Academic	
Percent Served	Points
0%	0 Points
1.0%	2 Points
20.0%	4 Points
40.0%	6 Points
60.0%	8 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

<b>Identification: Economic Disadvantage</b>	
<b>Rep Index</b>	<b>Points</b>
0.0	0 Points
0.40	4 Points
0.50	8 Points
0.60	12 Points
0.70	16 Points
0.80	20 Points

<b>Service: Economic Disadvantage</b>	
<b>Rep Index</b>	<b>Points</b>
0.0	0 Points
0.40	2 Points
0.50	4 Points
0.60	6 Points
0.70	8 Points
0.80	10 Points

<b>Identification: Underrepresented Minority</b>	
<b>Rep Index</b>	<b>Points</b>
0.0	0 Points
0.40	4 Points
0.50	8 Points
0.60	12 Points
0.70	16 Points
0.80	20 Points

<b>Service: Underrepresented Minority</b>	
<b>Rep Index</b>	<b>Points</b>
0.0	0 Points
0.40	2 Points
0.50	4 Points
0.60	6 Points
0.70	8 Points
0.80	10 Points

# Representation Index Example

## STEP 1

Robertson City Schools has a total enrollment of **1,000 students.**

## STEP 2

Of the 1,000 students enrolled, **200 students are identified as economically disadvantaged which equals 20% of the total enrollment.**

## STEP 3

RCS has identified 300 students as gifted. **Of those 300 students, 25 students are identified as econ. disadvantaged which is 8% of the gifted students.**



# Representation Index Example

## STEP 4

8% representation  
amongst gifted  
students /  
20% representation  
amongst total  
enrollment =  
**0.4**

Identification: Economic Disadvantage	
Rep Index	Points
0.0	<b>0 Points</b>
<b>0.40</b>	<b>4 Points</b>
0.50	<b>8 Points</b>
0.60	<b>12 Points</b>
0.70	<b>16 Points</b>
0.80	<b>20 Points</b>



# Now What?

For 2021-22 school year (&  
beyond)

# Taking Steps Forward

- ◆ SDC data vs Report Card Face data
- ◆ How does your gifted data match district data?
  - ◆ What areas indicate a gifted specific focus? How can you support district initiatives? How can you be a leader in district initiatives for all students?



# Taking Steps Forward

- ◇ What action steps follow from this PI data?
  - ◇ How is the data supporting our district acceleration policy?
  - ◇ What is my PI score telling me about my gifted service? i.e. Classroom clustering vs GIS services vs acceleration, etc.
  - ◇ Who are the students that we need to support the most?
  - ◇ Who are your “bubble students” (both nearly there and barely there)?

Pick a specific focus that is manageable for 2022-23

# Taking Steps Forward

- ◇ What action steps follow from this VA data?
  - ◇ How can we better support our teachers as they design more robust units within the grade level standards?
  - ◇ Who are your “bubble students” both nearly there and barely there? Are they following a trend? How can you intervene?
  - ◇ Which of students are “hiding”? i.e. Which students are trending down but still above average growth?

Pick a specific focus that is manageable for 2022-23



# Taking Steps Forward

- ◇ What action steps follow from this Identification and Service data?
  - ◇ How do the new grade level divisions impact your service representation?
  - ◇ How does your service representation match your performance outputs?
  - ◇ How are the district's identification practices impacting student groups?
  - ◇ What service needs does the data point to?

*Pick a specific focus that is manageable for 2022-23*

## District Scoring: Representation Identification and Service

<u>Identification:</u> Economic Disadvantage	
Rep Index	Points
0.0	0 Points
0.40	4 Points
0.50	8 Points
0.60	12 Points
0.70	16 Points
0.80	20 Points

<u>Service:</u> Economic Disadvantage	
Rep Index	Points
0.0	0 Points
0.40	2 Points
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0.60	6 Points
0.70	8 Points
0.80	10 Points

<u>Identification:</u> Underrepresented Minority	
Rep Index	Points
0.0	0 Points
0.40	4 Points
0.50	8 Points
0.60	12 Points
0.70	16 Points
0.80	20 Points

<u>Service:</u> Underrepresented Minority	
Rep Index	Points
0.0	0 Points
0.40	2 Points
0.50	4 Points
0.60	6 Points
0.70	8 Points
0.80	10 Points

# Still have questions



## ◇ Monday

- ◇ Session 3 – Naglieri OR Pereira
- ◇ Session 4 – Coordinator  
Division, Equity

## ◇ Tuesday

- ◇ Session 2 – ODE EMIS
- ◇ Session 3 – Coordinator  
Division, Maximizing Student  
Growth Data

