

<https://tinyurl.com/OAGCRI>

Representation Index

Decoding The Data



Becca Fredmonsky
Rfredmonsky@orangecsd.org
Tricia Crawford
Tcrawford@rpesd.org

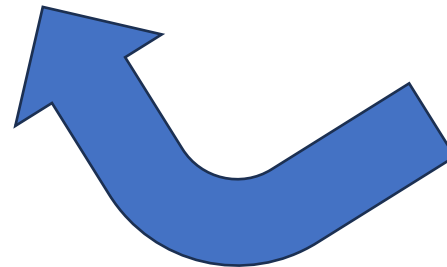
OAGC Coordinator Division

Gifted Indicator

Gifted Identification and Services

Total Points:	97
Possible Points:	140
Gifted Identification and Service Percentage:	69.3%
Gifted Identification and Services Met?	Not Met

The Gifted Identification and Services element awards points based on the levels of identification of and services provided to gifted students. In 2022-2023, schools and districts must earn 70% of possible points on this element to receive points towards the Gap Closing Component.



Gifted Students

Gap Closing

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.

Gifted Performance Indicator

Overview Performance Index Gifted Identification and Services

The Gifted Performance Indicator includes three elements: Performance Index for gifted students, academic growth for gifted students, and Gifted Identification and Services points.

Gifted Progress

Value Added Rating:	5 Stars
Value Added Met?	Met

The Gifted Progress element measures academic growth for students identified as gifted. A school or district must earn the equivalent of a 3 Star rating or better to receive points towards the Gap Closing Component.

Gifted Performance Index

Performance Index:	118.630
Max Gifted Performance Index:	120.556
Performance Index Percentage:	98.4%
Performance Index Met?	Met

The Gifted Performance Index Score uses the same calculation rules as the regular Performance Index Score, including applicable tests as required in state law. The Gifted Performance Index Score is calculated only for students identified as gifted in the school/district. In 2022-2023, schools and districts must earn 96.5% of the maximum score on this element to receive points towards the Gap Closing Component.

Gifted Identification and Services

Total Points:	97
Possible Points:	140
Gifted Identification and Service Percentage:	69.3%
Gifted Identification and Services Met?	Not Met

The Gifted Identification and Services element awards points based on the levels of identification of and services provided to gifted students. In 2022-2023, schools and districts must earn 70% of possible points on this element to receive points towards the Gap Closing Component.

Gifted Indicator Final Result

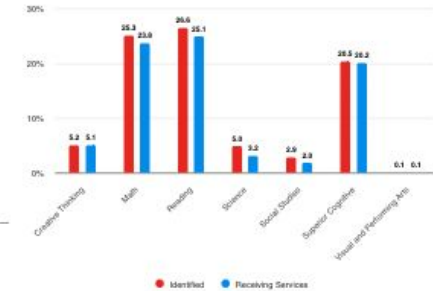
10
Indicator

The Gifted Performance Indicator can contribute up to 15 points towards the Gap Closing Component - 5 points per element met. Schools and districts do not have to meet all elements to earn points, points are awarded per element.

Additional Information on Identification and Services

Identification and Services Screening and Acceleration

All Grades



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

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

Representation Index

A representation index is the ratio between a given student group's representation in the gifted population and its representation in the overall student population. The representation index reflects the degree to which the student group is represented within the gifted population.

A Representation Index of 1.00 indicates proportionality

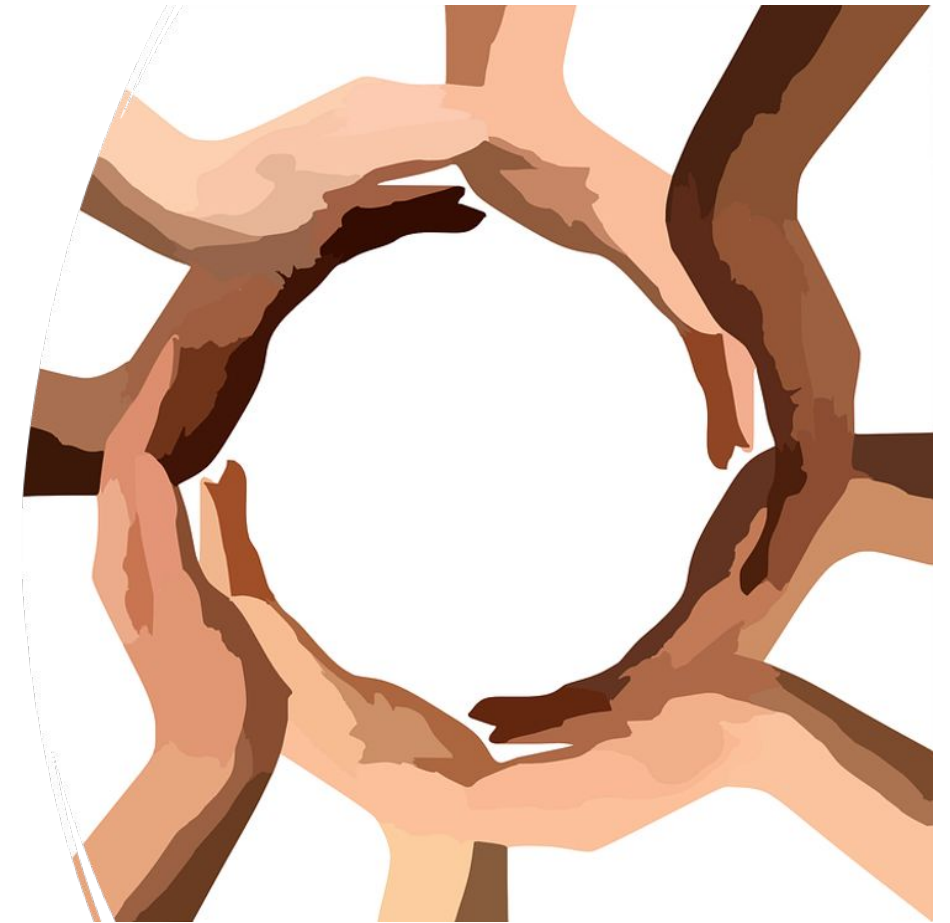
A Representation Index below .80 is considered inequitable

Representation Index

A representation index is calculated for each school or district in the underrepresented minority category and economically disadvantaged category.

- Only those student subgroups that are underrepresented in the identified gifted population will be included in the underrepresented minority category.
- Points for the underrepresented minority and economically disadvantaged categories will only be added to a school or districts' total possible points if they have enrolled students in the identified subgroups.

SCHOOL YEAR	PERCENT OF POSSIBLE GIFTED IDENTIFICATION AND SERVICE POINTS
2021-2022	60%
2022-2023	70%
2023-2024	80%



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	0 Points
0.40	4 Points
0.50	8 Points
0.60	12 Points
0.70	16 Points
0.80	20 Points



District Scoring: Representation Identification and Service

Identification: 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

Service: Economic Disadvantage

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

Identification: 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

Service: 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

Report Card

- Overview of component
- Public facing = limited data
- Need more information in order to ask better guiding questions

Gifted Students

Gap Closing

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Gifted Performance Indicator

Overview Performance Index Gifted Identification and Services

The Gifted Identification and Services element awards points based on the levels of identification of and services provided to gifted students. In 2022-2023, schools and districts must earn 70% of possible points on this element to receive points towards the Gap Closing Component.

Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

K-2



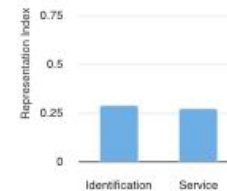
Identified and Served
Identified, Not Served
Not Identified

Visual/Performing Arts and Creative Thinking

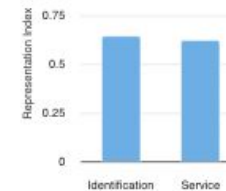


Identified and Served
Identified, Not Served
Not Identified

Economically Disadvantaged Students



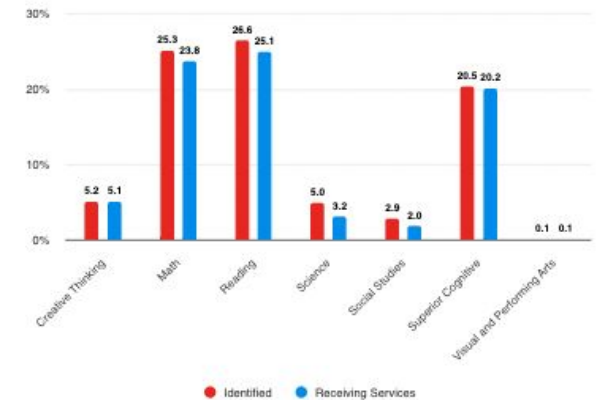
Underrepresented Minority Students



Additional Information on Identification and Services

Identification and Services Screening and Acceleration

All Grades



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

Additional Data – Secure Data Center

The screenshot displays the Ohio Department of Education Report Portal interface. At the top, a navigation bar includes the OH|ID logo and links for My Apps, App Store, Account Settings, and Security Profile. Below this, three app cards are visible: 'One Needs Assessment', 'Report Portal', and 'School District Reports'. The 'Report Portal' card is circled in blue and labeled with a '1.'. Below the app cards, a header section identifies the user as 'Fredmonsky, Rebecca' with a 'logout' button. A 'Home' dropdown menu is also present. The main content area features a welcome message and a list of report categories: 'Public Data', 'Secure Data Center', 'Finance', and 'Nonpublic Data'. The 'Secure Data Center' category is circled in blue and labeled with a '2.'. The 'Secure Data Center' description states: 'Reports available to Districts and other LEAs depicting local report card measures.'

1. Report Portal
EDU report portal district users

2. Secure Data Center
Reports available to Districts and other LEAs depicting local report card measures.

Additional Data – Secure Data Center

Ohio Department of Education

Home

Financial
Reports about Expenditures.

Value Added
Reports about Value Added data.

3. Local Report Card
Reports depicting local report card measures.

Graduation
Reports about High School Graduation Rates.

Improving At-Risk K-3 Readers
Reports about Diagnostic results, K-3 Literacy and Third Grade Reading Guarantee results.

Ohio Department of Education Report Portal

Secure Data Center / Local Report Card

4. District Local Report Card
District report depicting report card measures.

School Local Report Card
School report depicting report card measures.

Similar Districts
Ohio's Local Report Card starts with any given district and identifies up to 20 districts that are most similar according to...

Ohio Department of Education District Local Report Card Reports

Select a District
Select a School Year

Data Last Updated: 8/11/2023 11:08:38 AM

Overall Rating	District Details	Achievement	Progress	Gap Closing	Early Literacy
Graduation Rates	College, Career, Workforce and Military Readiness	College, Career, Workforce and Military Readiness Report Only	5. Detail	Chronic Absenteeism	Opportunity to Learn
College Enrollment and Graduation	Non-Graduate Measures	Performance Indicators	Student Opportunity Profiles	Important Information about 2022-2023 School Year Reports	

Select a School Year:
2022-2023

For the 2022-2023 school year, districts with at least 10 unique students in the Gifted Performance Index calculation will meet the performance benchmark if the district has at least 96.5% of the possible performance index score using the gifted district level maximum score.

Gifted Indicator Technical Documentation



Click to see Gifted Identification and Se

Gifted Value Added Met

Yes

Gifted Value Added Grade

5 Stars

Gifted Identification and Services Met

No

Gifted Performance Index Met

Met

Gifted Performance Index

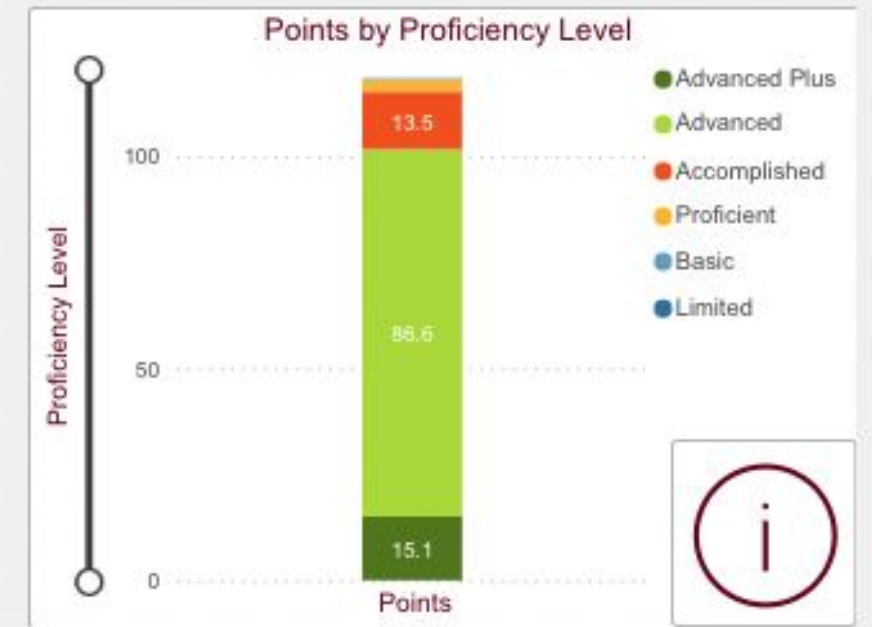
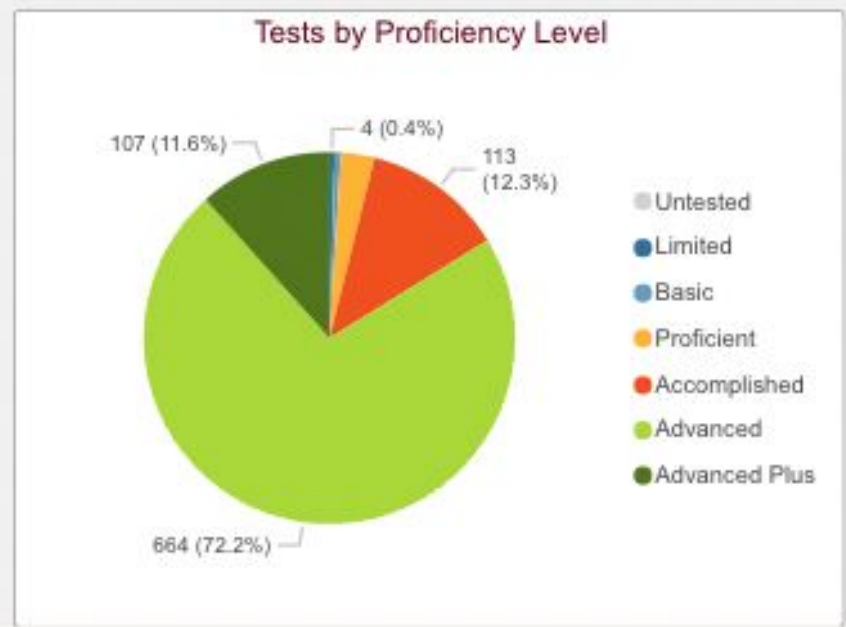
118.630

Max Gifted Performance Index Score

120.556 ⓘ

Gifted Performance Index Percent

98.4



A district will meet the gifted progress element if the district would receive a three-star, four-star, or five-star rating for the progress component based solely on students identified as gifted. In making this calculation, the department will use the methodology adopted by the state board of education for assigning a rating for the progress component.



Gifted Identification
and ServicesGifted Super Cog
IdentificationGifted Super Cog
ServicesCreative Thinking and
Arts

Select a School Year:

2022-2023



A representation index is the ratio between a given student group's representation in the gifted population and its representation in the overall student population. The representation index reflects the degree to which the student group is represented within the gifted population.

***A Representation Index of 1.00 indicates proportionality.
A Representation Index below 0.80 is considered inequitable.***

Economic Disadvantage Identification
Points

0

Economic Disadvantage Service
Points

0

Underrepresented Minority
Identification Points

12

Underrepresented Minority Service
Points

6

Economic Disadvantage Identification
Representation Index0.29
Index167.12
Denominator FTEEconomic Disadvantage Services
Representation Index0.27
Index18.19
Denominator FTEUnderrepresented Minority
Identification Representation Index0.65
Index416.52
Denominator FTEUnderrepresented Minority Services
Representation Index0.62
Index100.60
Denominator FTE

A close-up, slightly blurred photograph of a black calculator keypad. The central focus is a single button with white mathematical symbols: a multiplication sign (x) on the left, a division sign (÷) in the middle, and a subtraction sign (-) on the right. The background shows other buttons, including a plus sign (+) to the right and a square root symbol (√) below, but they are out of focus.

Calculator

[Component Calculator](#)



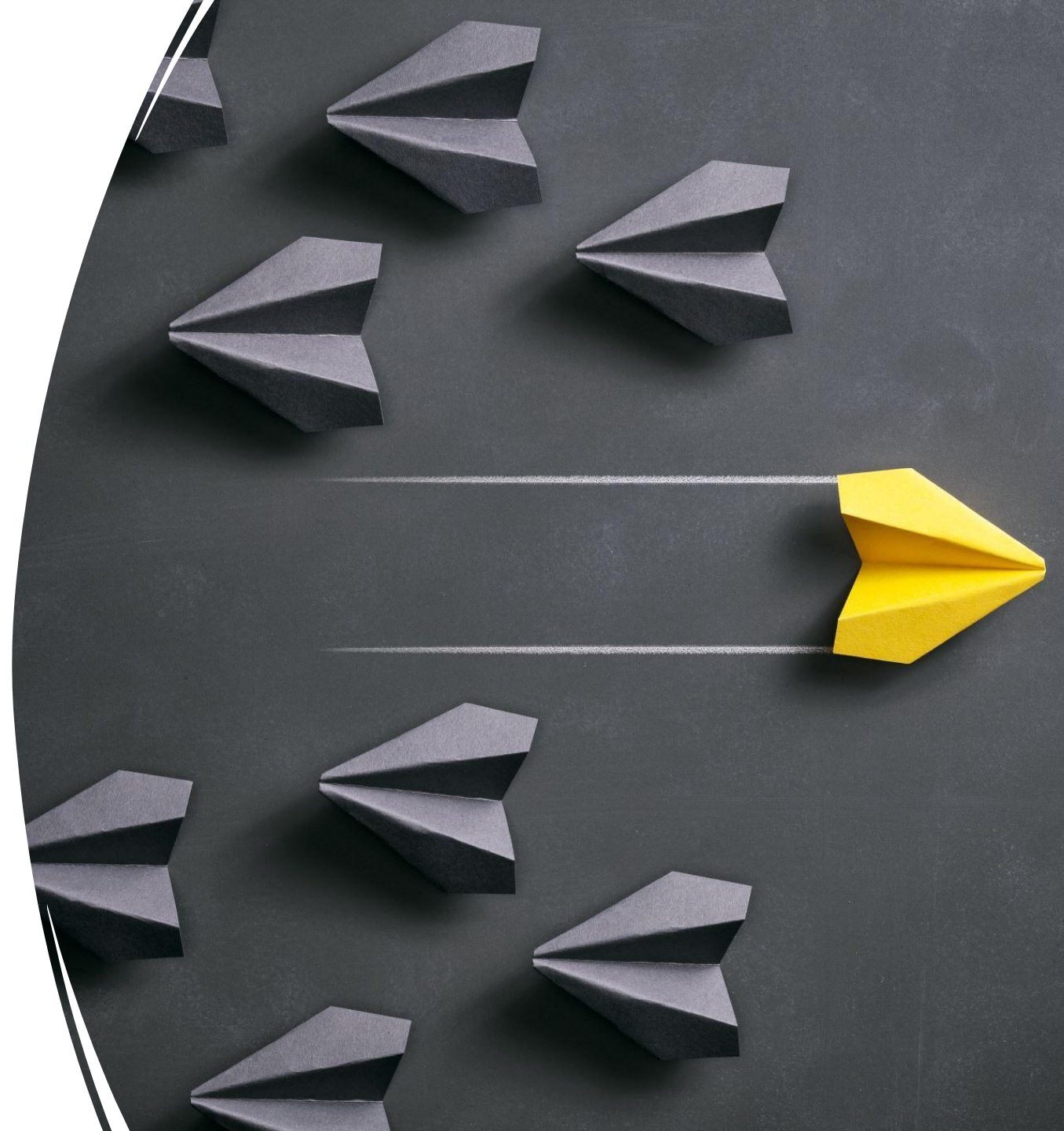
Guiding Questions

What action steps follow this data?

- How do the grade level divisions impact your service representation?
- How does your service representation match your performance outputs?
- How are the district identification practices impacting student groups?
- What service needs does the data point to?

Taking Steps Forward

- Best Practices
- Assessment type
- Talent development
- Student Advocacy
- Action Plan



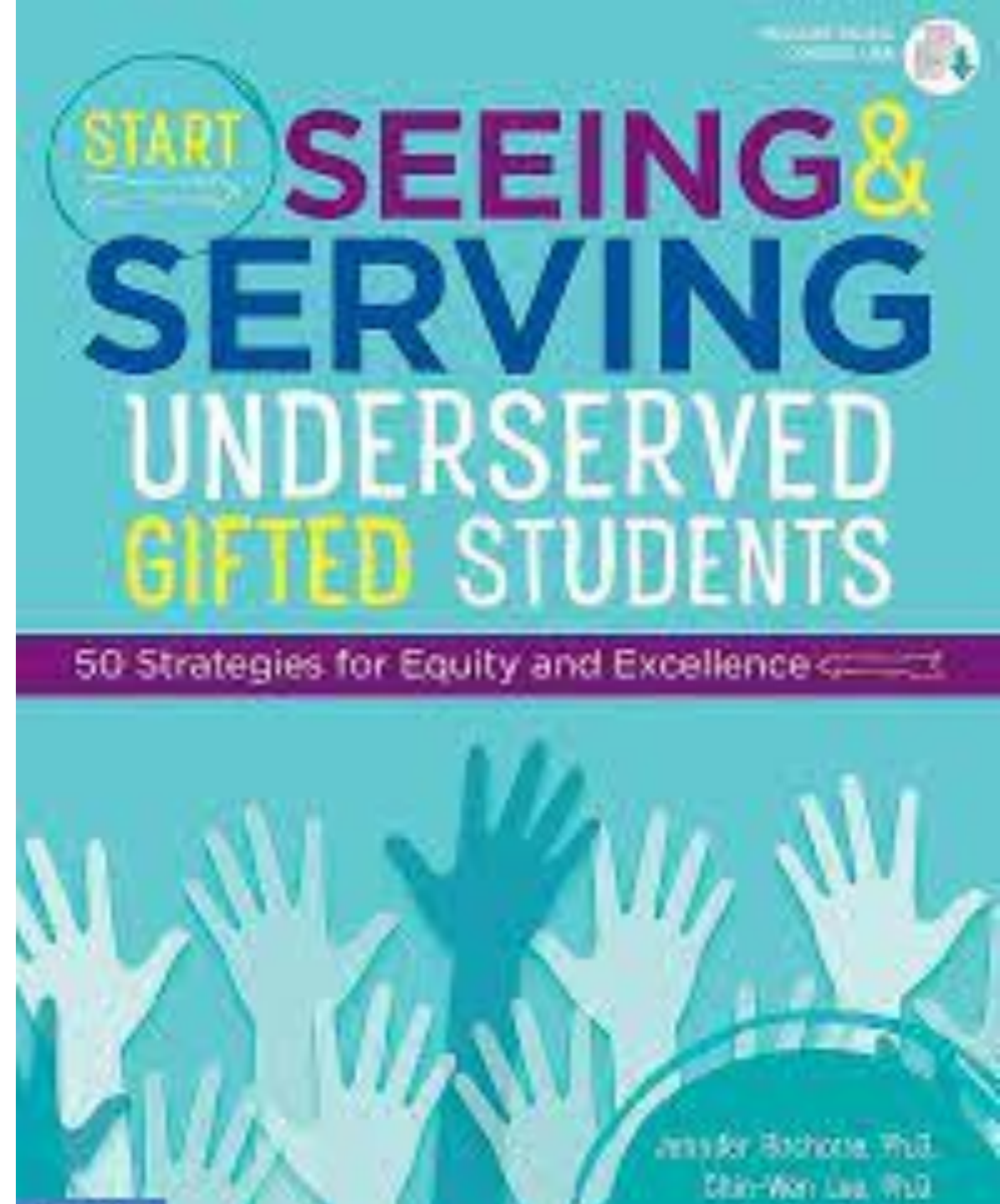
Explore Best Practices within your District



Best Practices in Identification Checklist

Take a look at your school's or district's gifted-identification practices and note strengths and areas for improvement.

Best Practice	Strengths	Areas for Improvement
Teachers, administrators, and families regularly receive information about the potential characteristics and behaviors of gifted students, including how these characteristics and behaviors may differ in underserved populations.		
The district or school offers universal screenings that provide all students at a particular grade level the opportunity for an initial gifted assessment.		



Inclusive Identification Practices



“See Me” Checklist for Inclusive Identification

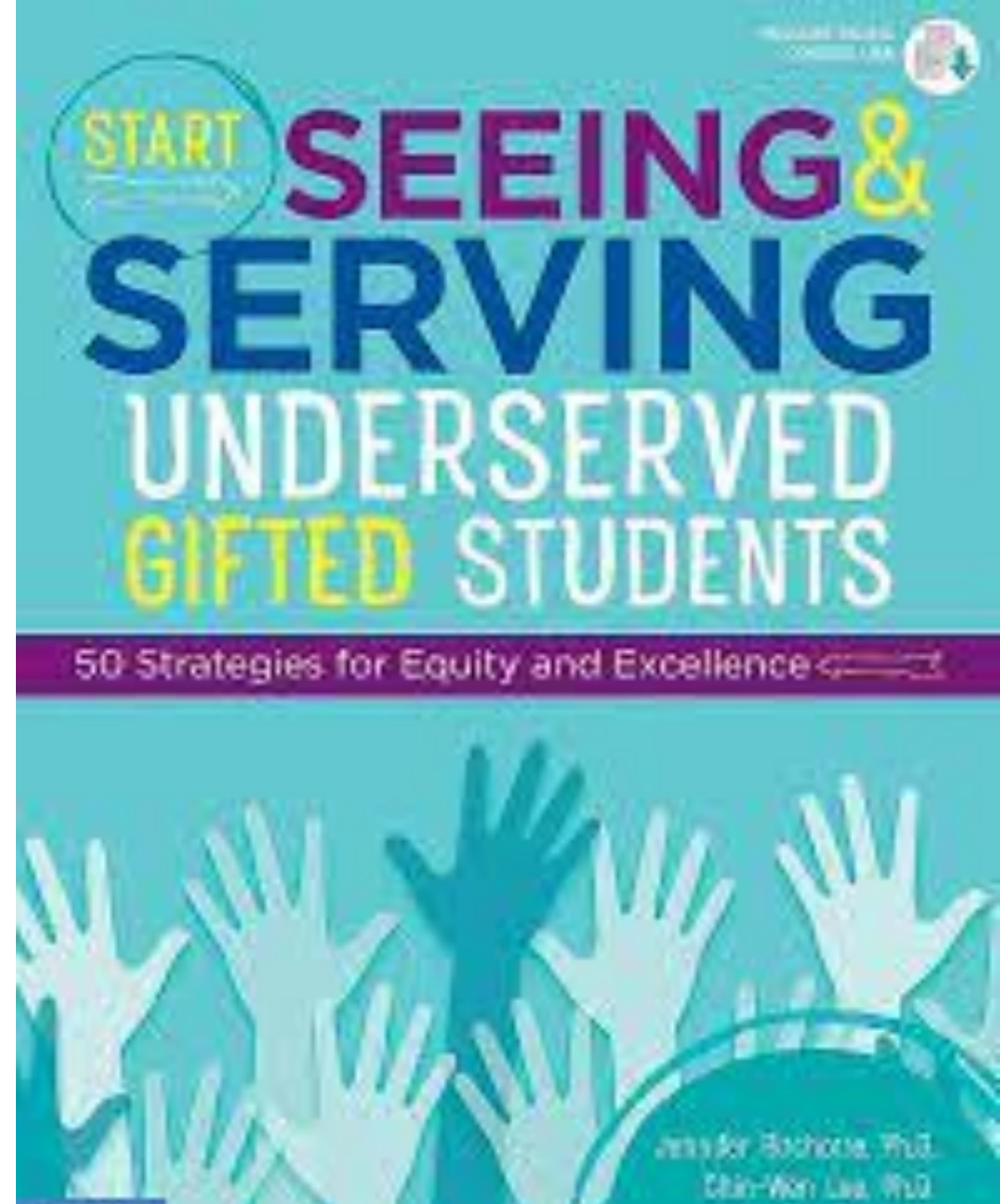
Checklist to reflect on your implicit biases and inclusive identification practices. Revisit to become more aware of your areas of strength and your areas for growth.

1: You're aware and want to try.

2: You have tried or are trying.

3: You are consistently aware, implementing changes, and making others aware.

Implicit Bias Awareness	Beginning	Developing	I
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Assessment Options

Equitable Testing Procedures

Districts must ensure the fair and equitable testing of students for gifted identification. This includes selecting appropriate instruments and allowing for identification of all students, including those from populations traditionally underrepresented in gifted education. Districts must use allowable accommodations required by students' individualized education programs (IEPs) and 504 plans.

Some assessments approved for gifted identification have batteries, indexes or composite scores that also are approved for gifted identification. Districts should consider carefully which assessments they administer to students, as there is no “one-size-fits-all” approach. It is possible that certain types of assessments might be more appropriate for some students and not for others. This is especially critical when evaluating students from diverse populations, such as English learners and students with disabilities, among others. When selecting assessments for use, districts should consult with the assessment's technical manual, school psychologists, assessment publishers and others with knowledge or expertise in assessment and the identification of students who are gifted.

Talent Development

All students – Same access to skills

- Intentional and regular instruction on cognitive skills
- Verbal, quantitative, nonverbal games
- PETs or similar
- Think Law

Students 'on the bubble'

- Specific academic and cognitive enrichment
- Data informed
- Pre and Post

Advocate!



Research



Find and build a team



Build a base of awareness



Implement practical ideas



EMPOWERING UNDERREPRESENTED GIFTED STUDENTS

Perspectives
from the Field

Action Plan

I. List the culturally diverse populations served within the district:

(Note: if you serve multiple districts, choose one district as your district of focus.)

~ Which chapter(s) in the book describe the chosen district's diverse populations? _____

II. Think about the district: from a "30,000 foot view":

A. What aspect(s) of the diverse population might be surprising to staff (teachers/administrators) at the district? **WHY?**

Edited by
Joy Lawson Davis, Ed.D.,
and Deb Douglas, M.S.

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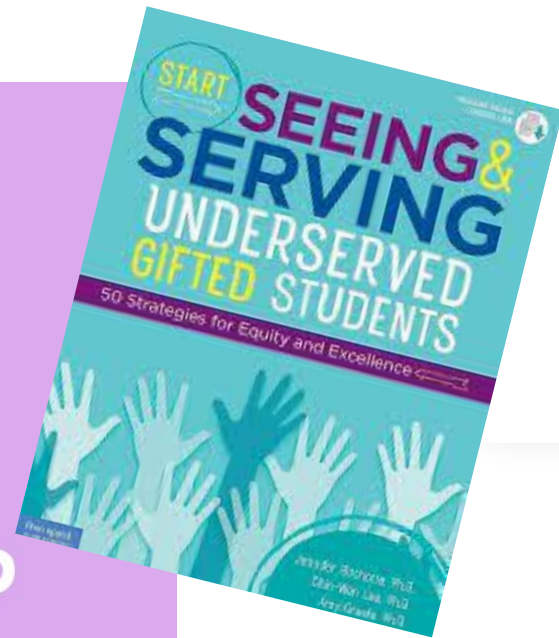
Targeted Action Plan

OAGC

COORDINATOR DIVISION
WINTER WORKSHOP

Keynote Speakers

AMY GRAEFE AND
JENNIFER RITCHOTTE
*Authors of: Start Seeing and Serving
Underserved Gifted Students*



December 1, 2023
9 am - 3 pm

REGISTER NOW



For More Information
<https://oagc.com/events/coordinator-division-winter-workshop/>

SCAN ME

Winter Workshop

December 1, 2023

Quest Conference Center
9200 Worthington Rd.,
Westerville, Ohio

Registration 8:00-8:45

Program begins at 9:00 a.m.

Specific Questions?

Please email:

Accountability@education.ohio.gov



Resources

[ODE Indicator](#)

[Guidance Document](#)

