New Report Card Measures
What It Means for Gifted Education
Performance Indicators

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

<table>
<thead>
<tr>
<th>DISTRICTS</th>
<th>&gt;0 - 1.9%</th>
<th>2.0 - 4.9%</th>
<th>5.0 - 9.9%</th>
<th>10.0 - 19.9%</th>
<th>20.0 - 29.9%</th>
<th>30.0 - 39.9%</th>
<th>40%+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of enrolled students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades K-3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Grades 4-8</td>
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<td>3</td>
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<tr>
<td>Grades 9-12</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Service to enrolled students *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades K-3</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>8</td>
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<tr>
<td>Grades 4-8</td>
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<td>2</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Grades 9-12</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Service to identified students *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades K-3</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Grades 4-8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
Gifted Data on the New Report Card
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

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 B

Performance Index

- Calculation
- Pie Chart
- Trend

Performance Level

- Achievement
  - Advanced
  - Advanced Proficient
  - Accelerated
  - Proficient
  - Basic
  - Limited
  - Untested

Pct of Students

- Advanced x 0.0 = 0.0
- Advanced Proficient x 1.3 = 39.4
- Accelerated x 1.2 = 35.8
- Proficient x 1.0 = 27.6
- Basic x 0.6 = 3.5
- Limited x 0.3 = 0.3
- Untested x 0.0 = 0.0

Points for this Level

- Advanced x 0.0 = 0.0
- Advanced Proficient x 1.3 = 39.4
- Accelerated x 1.2 = 35.8
- Proficient x 1.0 = 27.6
- Basic x 0.6 = 3.5
- Limited x 0.3 = 0.3
- Untested x 0.0 = 0.0

Points Received

- Advanced 0.0
- Advanced Proficient 39.4
- Accelerated 35.8
- Proficient 27.6
- Basic 3.5
- Limited 0.3
- Untested 0.0

Performance Index: 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 = 60.0 - 69.9%
F = 0.0 - 49.9%

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.

Grade A

Indicators Met %

- 3rd Grade
  - Mathematics: 91.5%
  - Reading: 92.7%
- 4th Grade
  - Mathematics: 90.4%
  - Reading: 96.5%
- 5th Grade
  - Mathematics: 89.9%
  - Reading: 93.3%
- 6th Grade
  - Mathematics: 94.1%
  - Reading: 93.5%
- 7th Grade
  - Mathematics: 92.4%
  - Reading: 96.9%
<table>
<thead>
<tr>
<th>Performance Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formally accelerated students receive next higher scoring level if score is proficient or above</td>
</tr>
<tr>
<td>If score is advanced, additional proportional weight is assigned, as approved by the State Board.</td>
</tr>
<tr>
<td>Assigned subject by subject</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Pct of Students</th>
<th>Points for this Level</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Plus</td>
<td>3.7</td>
<td>x</td>
<td>1.3</td>
</tr>
<tr>
<td>Advanced</td>
<td>36.5</td>
<td>x</td>
<td>1.2</td>
</tr>
<tr>
<td>Accelerated</td>
<td>29.2</td>
<td>x</td>
<td>1.1</td>
</tr>
<tr>
<td>Proficient</td>
<td>22.8</td>
<td>x</td>
<td>1.0</td>
</tr>
<tr>
<td>Basic</td>
<td>5.6</td>
<td>x</td>
<td>0.6</td>
</tr>
<tr>
<td>Limited</td>
<td>2.2</td>
<td>x</td>
<td>0.3</td>
</tr>
<tr>
<td>Untested</td>
<td>0.1</td>
<td>x</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107.5</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

88.9%
106.6 of a possible 120.0

A = 90.0 - 100.0%
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D = 50.0 - 69.9%
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Performance Index

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Performance Index

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106.6 of a possible 120.0

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Untested</th>
<th>Limited</th>
<th>Basic</th>
<th>Proficient</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
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</tr>
</tbody>
</table>
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 Overview**

- **Students Identified as Gifted**: 24.4% of enrollment
- **Students Receiving Gifted Services**: 6.6% of enrollment

**Additional Information on Identification and Services**

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*
This chart illustrates the test achievement levels by students identified as gifted in that test's subject. For example, how well do students identified as gifted in Reading do on the Reading achievement tests?
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

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.

The chart includes categories such as Creative Thinking, Math, Reading, Science, Social Studies, Superior Cognitive, Visual and Performing Arts.
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.

COMPONENT GRADE

Coming in 2015

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
A

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
B

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

GRADE
A

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

GRADE
Coming in 2016

Progress Details

- Value-Added Data
- Progress vs. Performance Index

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

<table>
<thead>
<tr>
<th>Test Grade</th>
<th>Reading</th>
<th>Mathematics</th>
<th>All Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Grades</td>
<td>4.8</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>4th Grade</td>
<td>2.6</td>
<td>2.1</td>
<td>3.1</td>
</tr>
<tr>
<td>5th Grade</td>
<td>6.3</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td>6th Grade</td>
<td>-0.7</td>
<td>-3.5</td>
<td>-2.6</td>
</tr>
<tr>
<td>7th Grade</td>
<td>1.9</td>
<td>10.4</td>
<td>7.7</td>
</tr>
<tr>
<td>8th Grade</td>
<td>-2.8</td>
<td>-7.5</td>
<td>-6.6</td>
</tr>
</tbody>
</table>

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.
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
Analyzing Your Data

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
Analyzing Your Data

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)
• 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
• Effect size = \[
\text{mean of treatment group score} - \text{mean of control group score} \over \text{standard deviation}
\]

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

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

Eric Calvert, Ed.D, Northwestern University
# Readiness Grouping

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

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Academic Growth Impact</th>
<th>Costs</th>
<th>Quality Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every school can do it</td>
<td>High Effect Size 0.5 – 0.8</td>
<td>Very Low Can actually cost less than doing nothing! Cost items: Assessment Transitional support</td>
<td>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</td>
</tr>
<tr>
<td>Permanent Makes differentiating instruction more practical Low school management demands Can narrow diversity of need without narrowing cultural diversity of</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Differentiation in the Regular Classroom

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

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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?

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