



Ohio Administrative Code Rule 3301-28-04 Gifted performance indicator.

Effective: June 16, 2022

(A) Beginning with the report card issued for the 2021-2022 school year, the report card will include a gifted performance indicator in the gap closing component. The gifted performance indicator will include the following elements to indicate whether the gifted performance indicator is met:

(1) A gifted performance index;

(2) Gifted progress;

(3) Gifted identification and services.

(B)

(1) The gifted performance index element will measure the performance of students on state assessments, as measured by the performance index score described in section 3302.01 of the Revised Code, disaggregated for students identified as gifted.

(2) The performance benchmarks for the gifted performance index element will be phased in over three years using the following thresholds:

(a) For the 2021-2022 school year, schools will meet the performance benchmark if the school has at least ninety-five per cent of the possible performance index score using the gifted school level maximum score. For the 2021-2022 school year, districts will meet the performance benchmark if the school has at least ninety-five per cent of the possible performance index score using the gifted district level maximum score.

(b) For the 2022-2023 school year, schools will meet the performance benchmark if the school has at least 96.5 per cent of the possible performance index score using the gifted school level maximum score. For the 2022-2023 school year, districts will meet the performance benchmark if the school has



at least 96.5 per cent of the possible performance index score using the gifted district level maximum score.

(c) For the 2023-2024 school year and each school year thereafter, schools will meet the performance benchmark if the school has at least 97.5 per cent of the possible performance index score using the gifted school level maximum score. For the 2023-2024 school year, districts will meet the performance benchmark if the school has at least 97.5 per cent of the possible performance index score using the gifted district level maximum score.

(C)

(1) The gifted progress element will be based on the value-added growth measure under section 3302.021 of the Revised Code, disaggregated for students identified as gifted.

(2) A district or school will meet the gifted progress element if the district or school 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.

(D)

(1) The gifted identification and services element will measure both:

(a) The percentage of students in each grade level identified as gifted and disaggregated by traditionally underrepresented and economically disadvantaged students;

(b) The level of services provided to students as measured by the percentage of students provided services in each grade level and disaggregated by traditionally underrepresented and economically disadvantaged students.

For the purpose of this paragraph (D) of this rule, students will be considered traditionally underrepresented based on a representation index used by the department of education. The representation index will be a ratio calculated that shows the representation of students identified as



gifted in the overall student population.

(2)) The performance benchmarks for the gifted identification and services element will be phased in over three years using the following thresholds:

(a) For the 2021-2022 school year, school districts and schools will meet the performance benchmark if the district or school has at least sixty per cent of possible points of the gifted identification and services point matrix. The total possible points will not exceed one hundred forty points.

(b)) For the 2022-2023 school year, school districts and schools will meet the performance benchmark if the district or school has at least seventy per cent of possible points of the gifted identification and services point matrix. The total possible points will not exceed one hundred forty points.

(c) For the 2023-2024 school year and each school year thereafter, school districts and schools will meet the performance benchmark if the district or school has at least eighty per cent of possible points of the gifted identification and services point matrix. The total possible points will not exceed one hundred forty points.

(3)

(a) For the purpose of measuring gifted identification and services for school districts under paragraph (D) of this rule, a districts points will be based on the following grade bands for superior cognitive and specific academic identification and services:

(i) Kindergarten and grades one and two;

(ii) Grades three, four, five, and six;

(iii) Grades seven and eight;

(iv) Grades nine, ten, eleven, and twelve.



(b) For the purpose of measuring gifted identification and services for school districts under paragraph (D) of this rule, a districts points will be based on a grade band of kindergarten through grade twelve for creativity, visual, or performing arts identification and services.

(c) For the purpose of measuring gifted identification and services for schools under paragraph (D) of this rule, a schools points will be based on a grade band of kindergarten through grade twelve for all types of gifted identification and services.

(E) Community schools established under Chapter 3314. of the Revised Code will not receive the gifted performance indicator for the 2021-2022 school year. Starting with the 2022-2023 school year, community schools that notify the department of education of the schools election to receive the gifted performance indicator and will then have the gifted performance indicator contribute to the schools gap closing component rating.

(F) Within three years after the effective date of this rule, the department, in consultation with the state gifted advisory council, shall provide recommendations to the state board regarding the performance benchmarks established in this rule.