

## District Identification Plan

### **Definition of Gifted**

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Revised Code.

### **Identification Criteria**

After any initial gifted identification made in conformance with the Ohio Department of Education Gifted Operating Standards (3301-51-15), a student shall remain identified regardless of subsequent testing or classroom performance. The district shall identify students who are gifted and are enrolled in grades kindergarten through twelve as follows:

#### *Superior Cognitive Ability*

A student shall be identified as exhibiting “superior cognitive ability” if the student did either of the following within the preceding twenty-four months:

- 1) Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed or certified school psychologist or licensed psychologist; or
- 2) Accomplished any one of the following:
  - a. Scored at least two standard deviations above the mean, minus the standard error of measurement on an approved standardized group intelligence test;
  - b. Performed at or above the 95<sup>th</sup> percentile on an approved individual or group standardized basic or composite battery or a nationally normed achievement test; or
  - c. Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

#### *Specific Academic Ability*

A student shall be identified as exhibiting “specific academic ability” superior to that of students of similar age in a specific academic ability field, if, within the preceding twenty-four months the student performed at or above the 95<sup>th</sup> percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A student may be identified as gifted in more than one specific academic ability field.

#### *Creative Thinking Ability*

A student shall be identified as exhibiting “creative thinking ability” superior to a student of a similar age, if within the previous twenty-four months, the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

- 1) Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
- 2) Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

#### *Visual or Performing Arts Ability*

A student shall be identified as exhibiting “visual or performing arts ability” superior to that of students of similar age if the student has done both of the following:

- 1) Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
- 2) Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.

**Description of Assessment Instruments:**

The district only uses assessment instrument(s) for screening and identification which have been approved by the Ohio Department of Education. The district has multiple assessments to identify for giftedness. Using these assessments allows for identification of students who are gifted, as well as selection of students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in each of the areas of gifted identification in this plan. Assessments that may be used by the district are listed beside their respective gifted identification area. Reassessment scores indicate identification for further assessment.

Gifted Area	Assessment for Identification	Assessment for Identification	Assessment for Identification	Assessment for Identification	Assessment for Identification	Assessment for Identification	Checklist for Identification
Superior Cognitive Ability	(CogAT, Form 7, VQN, QN, VN, N: grades k-12) See Appendix for ID and REASSESSMENT SCORES	(Wechsler Intelligence Scale for Children – 5 <sup>th</sup> Edition (WISC-V) Grades K-12)  (Full Scale IQ) (ID SCORE = 127) (REASSESSMENT SCORE = 126)  General Ability Index: (ID SCORE = 126) (REASSESSMENT SCORE = 125)  Nonverbal Index: (ID SCORE = 126) (REASSESSMENT SCORE = 125)  Verbal Expanded Crystallized Index: (ID SCORE = 126) (REASSESSMENT SCORE = 125)	(Woodcock-Johnson IV (WJIV), Test of Cognitive Abilities: Ages 2-90, Grades preK – 12) (ID SCORE = 127) (REASSESSMENT SCORE = 126)  GF & GC Composite when necessary according to technical manual (ID SCORE = 127) (REASSESSMENT SCORE = 126)	(Stanford Achievement Test – 10 <sup>th</sup> Edition, Complete: Levels: Primary 3-TASK 3 grades 3-12) (ID SCORE = 95 <sup>th</sup> percentile) (REASSESSMENT SCORE = 94 <sup>th</sup> percentile)			

		Expanded Fluid Index: (ID SCORE = 126) (ID SCORE = 125)					
Creative Thinking Ability	(CogAT, Form 7, VQN, QN, VN, N: grades k-12) See Appendix for ID and REASSESSMENT SCORES	(Wechsler Intelligence Scale for Children – 5 <sup>th</sup> Edition (WISC-V) Grades K-12)  (Full Scale IQ) (ID SCORE = 112) (REASSESSMENT SCORE = 111)  General Ability Index: (ID SCORE = 111) (REASSESSMENT SCORE = 110)  Nonverbal Index: (ID SCORE = 111) (REASSESSMENT SCORE = 110)  Verbal Expanded Crystallized Index: (ID SCORE = 111) (REASSESSMENT SCORE = 110)  Expanded Fluid Index: (ID SCORE = 111) (REASSESSMENT SCORE = 110)	(Woodcock-Johnson IV (WJIV), Test of Cognitive Abilities: Ages 2-90, Grades preK – 12) (ID SCORE = 112) (REASSESSMENT SCORE = 111)  GF & GC Composite when necessary according to technical manual (ID SCORE = 112) (REASSESSMENT SCORE = 111)				SRBCSS – Part Two, Creativity, Grades K-12 ID Score = 51 Reassessment Score = 48-50  OR  GRS - Checklist of Creative Behaviors Component, Grades K - 8 ID SCORE = 66 REASSESSMENT SCORE = 60-65
Specific Academic Ability (Reading, Writing, or combination of the two)	MAP Growth: Grades 2-5 ID SCORE = 95 <sup>th</sup> percentile REASSESSMENT SCORE = 94 <sup>th</sup> percentile	ACT Test:  ID SCORE:  Grades 11 & 12 – 95 <sup>th</sup> percentile (percentile on actual score report)  REASSESSMENT SCORE: Grades 11 & 12 - 94 <sup>th</sup> percentile (percentile on actual score report)	(Woodcock-Johnson, IV, Tests of Achievement: Ages 2-90) (ID SCORE = 95 <sup>th</sup> percentile) (REASSESSMENT SCORE = 94 <sup>th</sup> percentile)	PSAT/NMSQT and PSAT 10: Grades 10, 11  Use scores for Evidence-Based Reading/Writing  Use percentile for NATREP	(Terra Nova 3 <sup>rd</sup> Edition, Complete Battery: Grades K - 12) (ID SCORE = 95 <sup>th</sup> percentile) (REASSESSMENT SCORE = 94 <sup>th</sup> percentile)	(Stanford Achievement Test – 10 <sup>th</sup> Edition, Complete: Grades K - 12) (ID SCORE = 95 <sup>th</sup> percentile)	

			Use Broad Reading, Broad Writing	ID SCORE = 95th percentile REASSESSMENT SCORE = 94th percentile		(REASSESSME NT SCORE = 94 <sup>th</sup> percentile)	
Specific Academic Ability (Math)	MAP Growth: Grades 2-5 ID SCORE = 95th percentile REASSESSMENT SCORE = 94th percentile	ACT Test: ID SCORE: Grades 11 & 12 – 95 <sup>th</sup> percentile (percentile on actual score report)  REASSESSMENT SCORE: Grades 11 & 12 - 94th percentile (percentile on actual score report)	(Woodcock-Johnson, IV, Tests of Achievement: Ages 2-90) (ID SCORE = 95 <sup>th</sup> percentile) (REASSESSMENT SCORE = 94 <sup>th</sup> percentile) Use Broad Math scores	PSAT/NMSQT and PSAT 10: Grades 10, 11  Use scores for Evidence-Based Math  Use percentile for NATREP  ID SCORE = 95th percentile REASSESSMENT SCORE = 94th percentile	(Terra Nova 3 <sup>rd</sup> Edition, Complete Battery: Grades K - 12) (ID SCORE = 95 <sup>th</sup> percentile) (REASSESSME NT SCORE = 94 <sup>th</sup> percentile)	(Stanford Achievement Test – 10 <sup>th</sup> Edition, Complete: Grades K - 12) (ID SCORE = 95 <sup>th</sup> percentile) (REASSESSME NT SCORE = 94 <sup>th</sup> percentile)	
Specific Academic Ability (Social Studies)	(Terra Nova 3 <sup>rd</sup> Edition, Complete Battery: grades 1-12) (ID SCORE = 95 <sup>th</sup> percentile) (REASSESSMENT SCORE = 94 <sup>th</sup> percentile)	(Stanford Achievement Test – 10 <sup>th</sup> Edition, Complete: <b>Levels:</b> Primary 3-TASK 3 grades 3-12) (ID SCORE = 95 <sup>th</sup> percentile) (REASSESSMENT SCORE = 94 <sup>th</sup> percentile)					
Specific Academic Ability (Science)	(Terra Nova 3 <sup>rd</sup> Edition, Complete Battery: grades 1-12) (ID SCORE = 95 <sup>th</sup> percentile) (REASSESSMENT SCORE = 94 <sup>th</sup> percentile)	ACT Test: ID SCORE: Grades 11 & 12 – 95 <sup>th</sup> percentile (percentile on actual score report)  REASSESSMENT SCORE: Grades 11 & 12 - 94th percentile (percentile on actual score report)	(Stanford Achievement Test – 10 <sup>th</sup> Edition, Complete: <b>Levels:</b> Primary 3-TASK 3 grades 3-12) (ID SCORE = 95 <sup>th</sup> percentile) (REASSESSMENT SCORE = 94 <sup>th</sup> percentile)				

<p>Visual or Performing Arts Ability: Dance</p>	<p>(Ohio Department of Education Rubric: grades k-12) (ID SCORE = 26-30) (REASSESSMENT SCORE = 20-25)</p>						<p>GRS - Checklist of Artistic Behaviors Component, Grades K - 8 ID SCORE = 66 REASSESSMENT SCORE = 60-65</p> <p>OR</p> <p>GATES II, Checklist of artistic behaviors component, Grades 9 - 12 ID SCORE = 111 REASSESSMENT SCORE = 90 - 110</p>
<p>Visual or Performing Arts Ability: Drama</p>	<p>(Ohio Department of Education Rubric: grades k-12) (ID SCORE = 20-24) (REASSESSMENT SCORE = 16-19)</p>						<p>SRBCSS – Part VII, Grades K-12 ID Score = 57 Reassessment Score = 54 – 56</p> <p>OR</p> <p>GRS - Checklist of Artistic Behaviors Component, Grades K - 8 ID SCORE = 66 REASSESSMENT SCORE = 60-65</p>
<p>Visual or Performing Arts Ability: Music</p>	<p>(Ohio Department of Education Rubric: k-12) (ID SCORE = 18-21) (REASSESSMENT SCORE = 14-17)</p>						<p>SRBCSS – Part VI, Grades K-12 ID Score = 39 Reassessment Score = 37-38</p> <p>OR</p>

							GRS - Checklist of Artistic Behaviors Component, Grades K - 8 ID SCORE = 66 REASSESSMENT SCORE = 60-65
Visual or Performing Arts Ability: Visual Arts	(Ohio Department of Education Rubric: grades k-12) (ID SCORE = 51) (REASSESSMENT SCORE = 48-50)						SRBCSS – Part V, Grades K-12 ID Score = 61 Reassessment Score = 59-60  OR  GRS - Checklist of Artistic Behaviors Component, Grades K - 8 ID SCORE = 66 REASSESSMENT SCORE = 60-65

Tests Approved for Pre-Screening Only:

According to Ohio Revised Code, Chapter 3324, The Department of Education shall ensure that the approved list of assessment instruments includes instruments that allow for appropriate screening and identification of gifted minority and disadvantaged students, children with disabilities, and students for whom English is a second language.

**Provision of Whole Grade Screening**

Whole grade screening for (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (3) creative thinking ability for all students will take place in 2<sup>nd</sup> grade and 4<sup>th</sup> grade.

**Scheduling Procedures for Screening and Administering Assessment Instruments**

The screening and assessment procedures have been developed to ensure the inclusion of minority and disadvantaged students, students with disabilities, and English language learners.

Assessments will be provided and administered in the student's native language or other mode of communication if English is a barrier to the student's performance or if requested by the parent.

Assessments are provided and administered using the accommodations in a student's Individualized Education Plan or 504 Plan. If these accommodations are not consistent with a test's allowable accommodations, a comparable state approved assessment instrument shall be used.

Assessments are selected and administered to ensure that when a test is administered to a student with a disability or impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting on the student's disability or impaired sensory, manual or speaking skills.

### **Referral of Students for Gifted Screening**

Additionally, any student transferring into the district will be assessed within ninety days of the transfer, at the request of the parent.

A student can request gifted screening or be referred for gifted screening by teachers, parents, or other students at any time. Two opportunities for assessment, regardless of grade levels where gifted services are offered, will be provided each school year. A student's initial assessment shall be completed within 90 days of referral.

A referral request must be completed using the Referral Form, located online and at the district office. A completed Referral Form must be submitted to the district office. Once submitted, the district will attempt to gain parent permission to assess the student. Parent permission is required to assess students for giftedness. Parents can grant permission to test by completing and submitting the Parent Permission Form, located online and at the district office. Once parent permission has been granted, the student can be scheduled for assessment. Parents will be notified by the district in advance of the assessment date. After the student has been assessed and the district receives the assessment results, the parents will be notified, in writing, of the results within 30 days.

The Following dates represent the two opportunities for assessment of referred students: The last school day Wednesday of December and April

### **Reassessment of Students**

When students meet the reassessment score on any identification assessment that student will need to be reassessed. In order to complete student reassessment, parent permission must be given. Parents will be notified, in writing, of the need for reassessment within 30 days of the district's receipt of assessment scores. Parent permission can be given by completing the parent permission form, located online and at the district office. The permission form should be submitted to the district office. Once parent permission is received, the student will be scheduled for reassessment using a state approved assessment tool, and parents will be notified of the reassessment date in advance. Within 30 days of the district receiving the reassessment score, parents will be notified of student results.

### **Parent Communication and Notification Procedures**

Dates of gifted identification testing, including whole-grade screening, will be clearly communicated to parents.

Parents will be notified of the scheduling of assessments and opportunities for testing based on referrals.

Parent Permission to test is required for referral-based testing as well as when a student qualifies for automatic reassessment.

Parents will be notified, in writing, within 30 days of the district's receipt of a student's results on any screening procedure or assessment instrument.

### **Acceptance of Outside Assessment Results**

The district shall accept assessment results from other districts or from a trained individual outside the district, as equivalent to district testing as set forth in paragraph (C) of the Gifted Operating Standards (3301-51-15), and may not exclude a student from service options due to reassessment, test scores from other districts or test scores from trained personnel outside of the district if the student meets the criteria specified in paragraph (C) of the Gifted Operating Standards (3301-51-15). The district shall not alter eligibility through any consideration of computation other than as set forth in paragraph (C) of the Gifted Operating Standards (3301-51-15).

### **Disagreements and Appeal Procedures**

Any disagreement regarding gifted services, identification, and placement of students in gifted services should be referred to the building principal. If a resolution, through discussion and conference, cannot be reached, the issue should be referred to the director of curriculum, gifted coordinator, and superintendent. The superintendent's office will schedule a meeting with the parents to resolve the issue. At this meeting, personnel providing gifted services may be present, as well as the director of curriculum and gifted coordinator.

Parents may appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment, or the placement of a student in any program or for receipt of services. In order to submit an appeal, parents must complete the district created Appeal Form and submit it to the district office. The Appeal Form is located online and at the district office. Once an official appeal has been submitted to the district office, the district will contact the parent, in writing, to schedule a meeting between the parent and district superintendent or designee. Educators providing gifted services to the referenced student may also be present, including the director of curriculum and gifted coordinator. Within 30 days after the meeting, the superintendent or designee will issue a written decision with rationale to the parent.

### **Service Providers**

The district may contract with any qualified public or private service provider to provide screening or assessment services.

### **Department of Education Approval**

The district shall work with the department of education to amend the plan and ensure the plan meets approval, and if the district changes the plan, such changes shall be submitted to the department of education immediately following district board of education approval.