



Troy City School District

**District Plan
for the
Identification of and
Services for
Children Who are Gifted**

Gifted Services Department

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District Policy for the Identification of and Services for Students Who Are Gifted:

Information for Parents

IDENTIFICATION

“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 Ohio Revised Code. Troy City Schools uses a three-part approach to identify students in grades kindergarten through 12, who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

Screening and Assessment

All students in the district are in a pre-assessment pool. Student data is gathered from a variety of sources including teacher, parent, and peer nominations, grades, portfolios, observations, test data, RTI (Response to Intervention) data, and outstanding products or performances. By using the pre-assessment process, the district ensures equal access to screening and further assessment by all students, including those who are culturally diverse, those economically disadvantaged, students with disabilities, and those who have limited English proficiency.

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. Testing is then completed using state-approved gifted screening/identification instruments. The Troy City Schools currently conducts two whole-grade screens in the second and fifth grade levels. Qualified personnel administer all tests in conformance with the instructions provided by the test publishers.

District-determined cut-off scores to move students from the screening stage to the assessment stage are lower than the scores necessary for identification and are outlined in the district brochure: *Assessment Instruments Used for Gifted Identification: Information for Parents*. Assessment strategies provide additional data if necessary for an identification decision and recommendations for available gifted services. Troy City Schools uses only those screening and identification instruments approved for use by the Ohio Department of Education. The district also accepts scores on Ohio Department of Education approved assessment instruments provided by other school districts and/or trained personnel outside the school district. Safeguards are in place to ensure that tests accurately reflect the aptitude and achievement of students in special populations, including those with physical and sensory disabilities. Whenever possible, tests are administered in the student’s native language. Parents/guardians are notified of the results of any screening or assessment within thirty (30) days of the receipt of the assessment results.

Nominations and Referrals

A child may be referred for gifted evaluation on an ongoing basis. Referrals are accepted from a child’s parents/guardians, teachers, individuals familiar with the child’s potential or performance, (e.g. principal, counselor, psychologist, gifted coordinator, etc.) or the child’s self-referral. The district provides at least two opportunities a year for assessment of referred students. Any student transferring into the district will be assessed within ninety (90) days of the transfer, at the request of a parent/guardian. Referral forms are available from the building principal or the gifted services coordinator.

SERVICES

Although the State of Ohio requires gifted identification, it does not mandate comprehensive services for identified gifted children. Gifted students need differentiated curriculum and instruction and support services in order to fully develop their abilities, including opportunities to exceed grade level academic indicators and benchmarks. Due to the wide range of abilities and differing developmental needs of gifted students, no single service can provide an optimal educational experience for all gifted students. A continuum of service options is recommended, matching appropriate educational opportunities to the needs of identified students. Services may include such options as:

- Acceleration options, including: whole-grade acceleration, individual subject acceleration, early admission to kindergarten, early high school graduation
- Cluster grouping for instruction
- Regular classrooms with differentiated instruction using above-grade level content
- Resource rooms
- Self-contained classrooms
- Advanced placement courses
- Dual enrollment opportunities, including CCP (College Credit Plus)
- Honors courses and advanced content courses
- Educational options
- Independent study
- Advanced online courses and programs
- Internships and mentorships

In keeping with the district mission to “guarantee the best education for all students,” Troy City Schools provides a variety of placements to meet the needs of gifted students. Services currently include: Acceleration (K-12), differentiated instruction in the regular classroom with collaborative support and ongoing assistance by the gifted staff (K-8), small group advanced instruction

provided by Gifted Intervention Specialists in a resource room and/or push-in model (1-5), and cluster grouping (6). Additional opportunities include: Cluster grouping for instruction (1-6), Honors and Accelerated courses (7-11), and Advanced Placement/CCP opportunities (9-12).

Gifted Intervention Specialist Services in Troy City Schools

Troy City Schools recognizes the importance of ensuring that gifted students are served by qualified teachers who understand their needs. In addition to collaborating with staff on affective and academic strategies and supports for gifted-identified and high ability students, Gifted Intervention Specialists (GIS) provide services directly to gifted students in accordance with requirements determined by the Ohio Department of Education and outlined in the *Operating Standards for Identifying and Serving Gifted Students* (Ohio Administrative Code 3301-51-15). Any general education teachers who are deemed service providers will receive specialized training in gifted education to meet state-outlined competencies. The following services are currently available to students meeting specific criteria in certain grade levels:

Options for Students Provided by Gifted Intervention Specialists in Conjunction with Regular Education Staff

Grade	Formal Services Offered
1 - 5	Cluster: group placement by team/homeroom Small groups with GIS utilizing either a resource setting or push-in model, differentiation in classroom with regular education teacher receiving ongoing support from GIS Criteria: Identified gifted in Cognitive, Reading, or Math
6	Cluster: group placement by team/homeroom Criteria: Identified gifted in Cognitive, Reading, or Math

Options for Students Provided by Regular Education Staff

Grade	Informal Options (no WEP) offered
7	Advanced Math Cluster: group placement by team Criteria: Identified gifted in Cognitive and/or Math
8	Algebra: meets criteria outlined by Troy Junior High

Eligibility

Written criteria for determining eligibility for placement in a gifted service are updated annually and shall be provided to any parent/guardian upon request. Current gifted services require gifted identification in the content area in which differentiated instruction is occurring and/or superior cognitive ability. All district students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive those services. ***In cases where the services are at capacity, students with the highest cognitive scores will be given preference.*** Subjective criteria such as teacher recommendations are not used to exclude a student from services in the superior cognitive and specific academic areas if the student is otherwise eligible. Services shall be differentiated and consistent with requirements as determined by the Ohio Department of Education and outlined in the *Operating Standards for Identifying and Serving Gifted Students*, (Ohio Administrative Code 3301-51-15).

Withdrawals

If a parent/guardian wishes for his/her child to withdraw from gifted services, the request should be made to the gifted coordinator. The parent/guardian should submit a letter to the gifted coordinator outlining the nature of the concern. Upon receipt of the request for withdrawal, the gifted coordinator will contact the parent/guardian to discuss the concern. If necessary, a meeting shall be convened with the parent/guardian and may include other school personnel. Withdrawal from gifted services will become effective upon the signing and receipt of the *Gifted Services Decline/Withdrawal Form*.

APPEALS

An appeal by the parent/guardian is the reconsideration of the results of any part of the identification process. A parent/guardian may appeal any decision about the results of any screening procedure, the scheduling of children for assessment, or the placement of their child in any program for the receipt of gifted services. The parent/guardian should submit a letter to the gifted coordinator outlining the nature of the concern. Upon receipt of the request, the gifted coordinator will contact the parent/guardian to discuss the concern. If the issue is not resolved, the gifted coordinator will convene a meeting with the parent/guardian and may include

the principal, superintendent, or other school personnel. The gifted coordinator and/or the superintendent will issue a written final decision within thirty (30) days. The written notice shall include the reason for the decision.

WRITTEN EDUCATION PLANS

Gifted services provided by the Troy City Schools shall be based on the student's areas of identification and individual needs, and will be guided by a written education plan (WEP). The WEP shall:

- Provide a description of the services to be provided including: annual goals for the student for each service to be provided, methods for evaluating progress toward achieving the goals specified, and the methods and schedule for reporting progress to parents;
- Specify staff members responsible for ensuring delivery of each specified service;
- Specify policies regarding the waiver of assignments and re-scheduling of tests;
- Specify a date by which the WEP will be reviewed for possible revision.
- Parents/guardians and all educators responsible for providing gifted education services to the student shall be provided a copy of the written education plan (WEP) within sixty (60) days of the initiation of gifted services, and the best attempt at a parent signature is required. Goals on each WEP will reflect the services provided and the student's areas of gifted identification. Progress toward achieving the goals will be reported to parents/guardians at least once each semester. Each WEP will be reviewed annually.

Identification of Children who are Gifted – Definition and Criteria

Excerpted from Ohio Revised Code 3324.01-.07

DEFINITIONS - Ohio Revised Code Section 3324.01

(B) "Gifted" means students who perform or show potential for performing at remarkable 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.

(C) "School district" does not include a joint vocational school district.

(D) "Specific academic ability field" means one or more of the following areas of instruction:

- Mathematics
- Science
- Reading, writing, or a combination of these skills
- Social studies
- Visual and performing arts

IDENTIFICATION PLAN - Ohio Revised Code Section 3324.04

The Board of Education of each school district shall adopt a plan for identifying gifted students. The plan shall be submitted to the Department of Education for approval. The Department shall approve the plan within 60 days if it contains all of the following:

(A) A description of the assessment instruments from the list adopted by the Department that the district will use to screen and identify gifted students;

(B) Acceptable scheduling procedures for screening and for administering assessment instruments for identifying gifted students. These procedures shall provide:

- At least two whole grade screening opportunities for (1) 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. These screening opportunities must occur for all students once prior to the end of grade two and again prior to the end of grade six.
- At least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students;
- Assurance of inclusion in screening and assessment procedures for minority and disadvantaged students, children with disabilities, and students for whom English is a second language;
- Assurance that any student transferring into the district will be assessed within 90 days of the transfer at the request of a parent.

(C) Procedures for notification of parents within 30 days about the results of any screening procedure or assessment instrument and the provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program for receipt of services.

(D) A commitment that the district will accept scores on assessment instruments provided by other school districts or trained personnel outside the school district, provided the assessment instruments are on the list approved by the Department of Education under Section 3324.02 of the Revised Code.

IDENTIFICATION CRITERIA - Ohio Revised Code Section 3324.03

The Board of Education of each school district shall identify gifted students in grades kindergarten through 12 as follows:

(A) A student shall be identified as exhibiting “superior cognitive ability” if the student did either of the following within the preceding 24 months:

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

(B) A student shall be identified as exhibiting “specific academic ability” superior to that of children of similar age in a specific academic ability field if within the preceding 24 months the student performs at or above the 95th 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.

(C) A student shall be identified as exhibiting “creative thinking ability” superior to children of a similar age, if within the previous 24 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:

- Attained a sufficient score, as established by the Department of Education, on an approved individual or group test of creative ability;
- Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of creative behaviors.

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

- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area;
- Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area.

SCREENING AND IDENTIFICATION - Ohio Revised Code Section 3324.06

The Board of Education of each school district shall adopt a statement of its policy for the screening and identification of gifted students and shall make available the policy statement to parents. The policy statement shall specify:

(A) The criteria and methods the district uses to screen students and to select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas specified in Section 3324.03 of the Revised Code.

(B) The sources of assessment data the district uses to select students for further testing and an explanation for parents of the multiple assessment instrument required to identify gifted students under Section 3324.03 of the Revised Code;

(C) An explanation for parents of the methods the district uses to ensure equal access to screening and further assessment by all district students, including minority or disadvantaged students, children with disabilities, and students for whom English is a second language;

(D) Provisions to ensure equal opportunity for all district students identified as gifted to receive any services offered by the district;

(E) Provisions for students to withdraw from gifted programs or services, for reassessment of students, and for assessment of students transferring into the district;

(F) Methods for resolving disagreements between parents and the district concerning identification and placement decisions.

APPEALS PROCEDURE - Ohio Revised Code Section 3324.03

Parents have an opportunity to appeal any decision about the results of any screening procedure or the scheduling of children for assessment, or the placement of a student in any program for the receipt of services. Parents should submit a letter to the gifted coordinator outlining the nature of the concern. The gifted coordinator will convene a meeting with the parent, which may include other school personnel. A written final decision will be issued within 30 days of the appeal and include the reasons for that decision.

SERVICE PLAN - Ohio Revised Code Section 3324.07

(A) The board of education of each school district shall develop a plan for the service of gifted students enrolled in the district that are identified under Section 3324.03 of the Revised Code. Services specified in the plan developed by each board may include such options as the following:

- A differentiated curriculum;
- Cluster grouping;
- Mentorships;
- Accelerated course work;
- The post-secondary enrollment option program under Chapter 3365. of the Revised Code;
- Advanced placement;
- Honors classes;
- Magnet schools;
- Self-contained classrooms;
- Independent study;
- Other options identified in rules adopted by the Department of Education.

(B) Each board shall file the plan developed under Division (A) of this section with the Department of Education. The Department shall review and analyze each plan to determine if it is adequate and to make funding estimates.

(C) Unless otherwise required by law, rule, or as a condition for receipt of funds, school boards may implement the plans developed under Division (A) of this section, but shall not be required to do so until further action by the General Assembly or the State Superintendent of Public Instruction.

Assessment Instruments Used for Gifted Identification

Information for Parents

The district uses the following assessment instruments for the screening and identification of gifted students. All assessments are approved for gifted screening/identification by the Ohio Department of Education. The screening and identification criteria are listed for each test. Students scoring in the “screening” range will prompt a more in-depth examination of the child’s abilities.

Superior Cognitive Ability

Instruments

Screening Criteria	Identification Score	
Cognitive Abilities Test (CogAT), Form 7	Grade K: 125+ Grade 1-2: 126+ Grade 3: 125+ Grades 4-6: 126+ Grades 7-12: 127	Grade K: 127 Grade 1-2: 128 Grade 3: 127 Grades 4-6: 128 Grades 7-12: 127
Naglieri Nonverbal Ability Test, 3 rd Edition (NNAT3)	Grades K-4: 124+ Grade 5: 123+ Grades 6-8: 124+ Grade 9: 125+ Grade 10: 124+ Grades 11-12: 125+	Grades K-4: 126 Grade 5: 125 Grades 6-8: 126 Grade 9: 127 Grade 10: 126 Grades 11-12: 127

Weschler Intelligence Scale for Children, 5 th Edition (WISC-V) Full Scale IQ or General Ability Index	125+	127
Woodcock-Johnson IV (WJIV), Test of Cognitive Abilities	125+	127

Specific Academic Ability

Instruments

	Screening Criteria	Identification Score
Iowa Tests of Basic Skills (ITBS), Form E (grades K-8)	93-94%ile	95%ile
Iowa Tests of Educational Development (ITED), Form E, Complete Battery (grades 9-12)	93-94%ile	95%ile
i-Ready Diagnostic, Reading and Math (grades 2-6)	93-94%ile	95%ile
Woodcock-Johnson IV, Tests of Achievement	93-94%ile	95%ile

Creative Thinking Ability

Instruments

	Screening Criteria	Identification Score
Cognitive Abilities Test (CogAT), Form 7	111 – K-1 112 – 2-12	None – prerequisite for a creativity evaluation
Naglieri Nonverbal Ability Test, 3 rd Edition (NNAT3)	Ages 5-11: 110 Ages 12-17: 111	None – prerequisite for a creativity evaluation
Weschler Intelligence Scale for Children, 5 th Edition (WISC-V) Full Scale IQ or General Ability Ind	112	None – prerequisite for a creativity evaluation
Woodcock-Johnson IV (WJIV), Test of Cognitive Abilities	112	None – prerequisite for a creativity evaluation
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), Part II Creativity	48-50	51

Visual or Performing Arts Ability

To be identified as gifted in the visual and performing arts, a student must score in the identification range on an approved behavioral checklist and on a Display of Work portfolio evaluation.

Behavioral Checklists

	Screening Criteria	Identification Score
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS):		
<i>Visual Arts:</i> Part V	59-60	61
<i>Drama:</i> Part VII	54-56	57
<i>Music:</i> Part VI	37-38	39

Display of Work

	Screening Criteria	Identification Score
Display of Work, Audition and/or Performance with Trained Individual using:		
ODE Rubric for Scoring Visual Art Display	16-20	21-24
ODE Rubric for Scoring Dance Audition/Performance	20-25	26-30
ODE Rubric for Scoring Drama/Theater Performance	16-19	20-24
ODE Rubric for Scoring Music Performance	14-17	18-21

