

# AURORA CITY SCHOOLS GIFTED IDENTIFICATION AND SERVICE PLAN

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## Gifted Education in Ohio

### Who is “Gifted” in Ohio?

Gifted students are defined in the Ohio revised Code (3324.01) as those who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment.

### Identification

All public schools in Ohio, with the exception of “community schools,” are required to identify gifted students in kindergarten through grade 12. Students are identified as gifted in one or more of four major categories: superior cognitive ability; specific academic ability; creative thinking ability; and visual or performing arts ability. There are four fields included in specific academic ability: mathematics; science; social studies; and reading or writing, or a combination of these two skills.

Identification is accomplished by using scores on approved performance assessments and nationally normed tests. The identification requirements as defined in state statute for each category are listed below:

<b>Superior Cognitive Ability</b>	<b>Specific Academic Ability in a Field</b>	<b>Creative Thinking Ability</b>	<b>Visual or Performing Arts Ability</b>
Score two standard deviations above the mean minus the standard error of measurement on an intelligence test, perform at or above the 95th percentile on a basic or composite battery of a nationally normed achievement test, or attain an approved score on an above grade-level standardized, nationally normed test.	Perform at or above the 95th percentile at the national level on a standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.	Score one standard deviation above the mean minus the standard error of measurement on an intelligence test and attain a sufficient score, as established by the Department, on a test of creative ability or a checklist of creative behavior.	Demonstrate 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 attain a sufficient score, as established by the Department, on a checklist of behaviors related to a specific arts area.

### Referring Your Child for Screening

Parents have the right to request that their child be screened for possible gifted identification. This request is known as a referral. Parents should receive information on making a referral upon request. Districts will provide two opportunities for such testing each year. Testing should be provided in children’s native languages and take into account accommodations that may be necessary for students with disabilities so that the results accurately reflect the children’s aptitude or achievement levels. Also for gifted identification purposes, districts will honor qualifying scores on approved tests administered within the last 24 months by a licensed school psychologist or psychologist in private practice.

Once children are identified as gifted by an Ohio public school, they are considered identified as gifted in any other Ohio public school. Therefore, when moving from one Ohio school district to another, parents should make sure the former district notifies the new school that their child is gifted and also transfer the child’s gifted identification information.

For details on gifted screening and identification procedures in your child’s school, contact the district’s gifted coordinator or the building principal and request a copy of the district’s “gifted identification plan.”

## **Characteristics of Gifted Children**

*Developed by Dr. Linda Silverman:*

- Reasons well (*good thinker*)
- Learns rapidly
- Has extensive vocabulary
- Has an excellent memory
- Has a long attention span (*if interested*)
- Sensitive (*feelings hurt easily*)
- Shows compassion
- Perfectionist
- Intense
- Morally sensitive
- Has strong curiosity
- Perseverant in their interests
- Has high degree of energy
- Prefers older companions or adults
- Has a wide range of interests
- Has a great sense of humor
- Early or avid reader (*if too young to read, loves being read to*)
- Concerned with justice, fairness
- Judgment mature for age at times
- Is a keen observer
- Has a vivid imagination
- Is highly creative
- Tends to question authority
- Has facility with numbers
- Good at jigsaw puzzles

## **Identification Process for Gifted Children**

Aurora City Schools uses a three-part approach to screen students 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. Aurora City Schools provides assessment opportunities twice during the school year (during the fall and the spring) to accommodate assessment referrals.

Aurora City Schools accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside of the school district. If a parent chooses to obtain testing from licensed psychologist, Aurora City Schools is not responsible for any costs incurred. Lists of approved tests are available from the Ohio Department of Education Office of Exceptional Children.

### **Stage I: Pre-Assessment, Data Review, and Screening**

The pre-assessment, data review, and screening part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, portfolios, observations, review of student records, standardized tests, and outstanding products or performances, etc. All students are involved in the pre-assessment, data review, and screening pool. By using the pre-assessment, data review, and screening process, the district ensures equal access to further assessment by all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language. Students move from this stage to the further evaluation stage, if their scores are lower than the scores necessary for identification. Some children are identified at this stage.

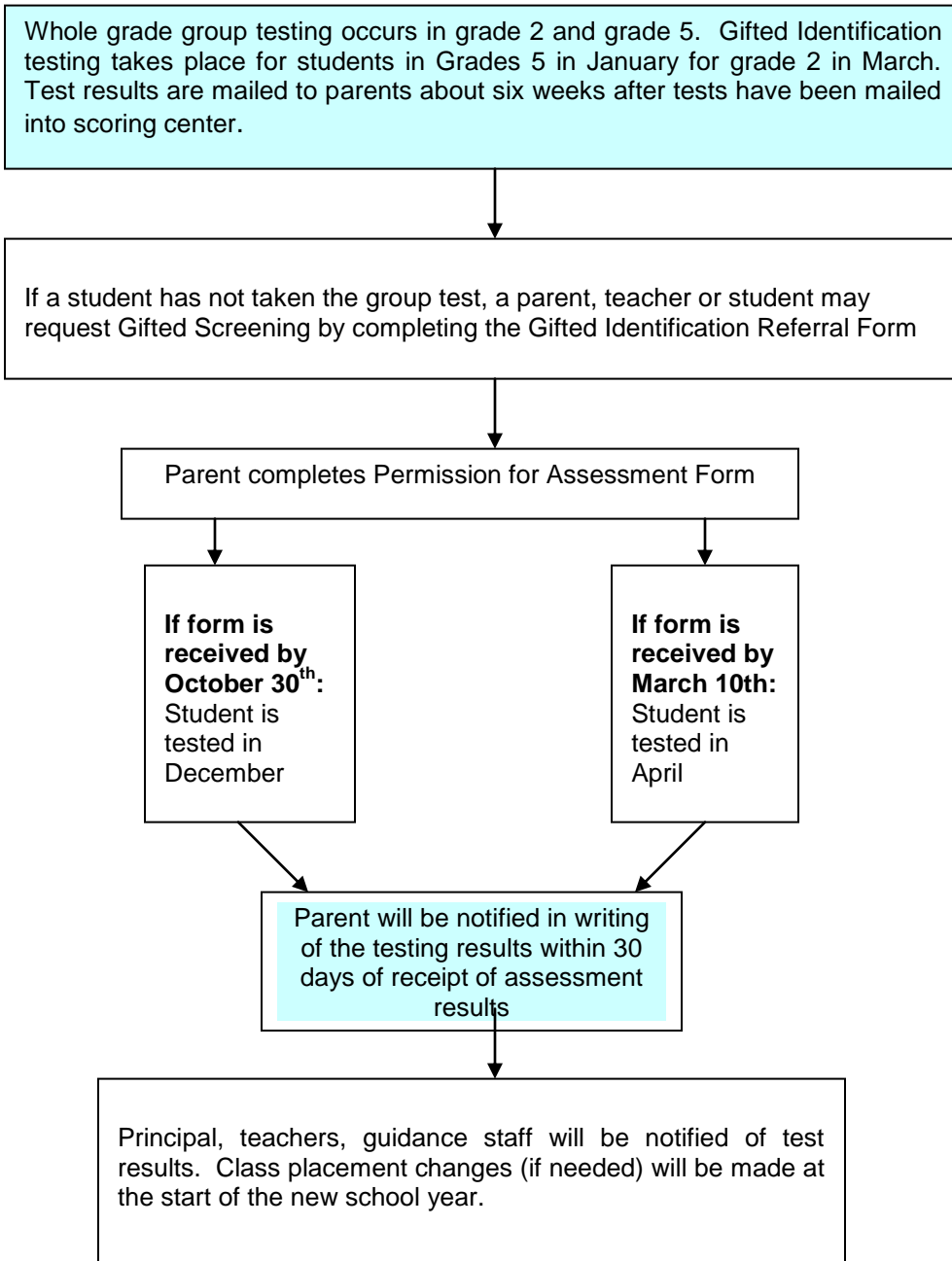
### **Stage II: Further Evaluation**

The further evaluation stage examines the data gathered from the pre-assessment, data review, and screening stage to determine if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if an evidence of possible giftedness exists for that student and conduct necessary additional assessment. District-determined cut-off test scores, to move students from this stage to the assessment stage, are lower than the scores necessary for identification. Testing is generally conducted in small group settings. Parents must be notified within thirty days of the results of this testing. Some children are identified at this stage.

### **Stage III: Assessment for Identification**

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Additional assessments includes individual and group state approved testing. Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and student's educational needs are determined.

# Flow Chart of Identification Process



## Testing Instruments

Students can be identified gifted in the following areas: **Superior Cognitive, Specific Academic, Creative Thinking Ability, or Visual and Performing Arts.** A student can be gifted in one or more of these areas. Below is a list of the testing instruments used for each area of giftedness. Included in this list are some of the testing instruments that may be used at Aurora City Schools, however, there are other tests included on the Ohio Approved List of Assessment Instruments for the Identification of Gifted Children. All tests administered are given by qualified personnel.

### Superior Cognitive Identification

A child must have a score that is two standard deviations above the mean  $\pm$  SEM on an approved group or individual nationally standardized intelligence test.

#### Group Testing:

##### *CogAT Form 7(Cognitive Abilities Test)*

- Group Tests are given in grades 2 and 5
- Screening score for Grades 2-12: 127
- Identification score for Grades 2-12: 128+

Or

#### Individual Testing:

##### *WJIII (Woodcock Johnson Tests of Cognitive Abilities)*

- An individual tests is given when additional data is needed for identification
- Screening score: 126
- Identification score for Grades K-12: 127+

## **Specific Academic Identification**

A child must have a score of the 95th percentile or better on an approved group or individual nationally standardized test of academic achievement.

A child may be identified in one or more of the following areas of instruction:

- Reading and/or Writing
- Math
- Science
- Social Studies

### **Group Testing:**

#### ***Iowa Tests of Basic Skills Math & Reading Sections***

- Group Math & Reading tests is given in grades 2 & 5
- Screening score: 94<sup>th</sup> percentile
- Identification score: 95<sup>th</sup> percentile or above

**Or**

### **Individual Testing:**

#### ***WJIII (Woodcock Johnson Tests of Academic Achievement – third edition)***

- An individual test is given when additional data is needed for identification
- Screening score: 94<sup>th</sup> percentile in any area of reading, math, science, and social studies.
- Identification score: 95<sup>th</sup> percentile in any area of reading, math, science, and social studies.



## **Creative Thinking Ability Identification**

A child must have a standard score 112 on an approved group or individual nationally standardized intellectual assessment test.

WJIII (Woodcock Johnson Tests of Cognitive Abilities)

CogAT (Cognitive Abilities Test)

### ***And***

Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) - Creative Characteristics

- Screening score 48-50
- Identification score 51+

## **Visual and Performing Arts Ability**

Scales for Rating the Behavioral Characteristics of Superior Students

- Screening score: **Art 40+ (Part V)**, Music 25+ (Part VI), **Drama 36+ (Part VII)**
- identification score: **Art 53+ (Part V)**, Music 34+ (Part VI), **Drama 48+ (Part VI)**

GATES (Gifted and Talented Evaluation Scale)

- Screening score: 57+,
- Identification score: 78+

Display of Work - Ohio Department of Education Scoring Rubric for Visual and Performing Arts

- Identification score: **Art 21+**, Music 18+, **Drama 20+**, Dance 26+

## **Referral Process for Gifted Identification**

A student may be referred for Gifted Identification Screening by a teacher, parent, psychologist, school counselor, principal, or even by the student themselves.

The form below must be completed by the person making the referral. Please click on the link below to fill out the following form. Completed forms need to be sent to the Gifted Services Office at 121 Aurora Hudson Rd Aurora, OH 44202 or emailed to the Gifted Coordinator at [hkeenan@aurora-schools.org](mailto:hkeenan@aurora-schools.org).

[Gifted Services Referral Form](#)

Parents must also fill out the following Permission to Assess Form and the Parent Inventory Checklist. Please click on the links below to complete the forms. Both forms need to be sent to the Gifted Services Office at 102 E. Garfield Rd Aurora, OH 44202 or emailed to the Gifted Coordinator at [hkeenan@aurora-schools.org](mailto:hkeenan@aurora-schools.org).

[Permission to Assess Form](#)

## **Gifted Services Appeal Procedures**

Within 30 days of a test decision, a written appeal must be submitted in writing to the building principal which outlines the nature of the appeal. Additional testing data is gathered if needed.

The building principal or designee will convene a meeting which will include the parent/guardian and may include other administrators, gifted personnel, child's classroom teacher, school psychologist and/or other persons who have knowledge of the child or gifted education.

District personnel will review all pertinent information related to the concern and discuss the appeal.

## **Assessment of Transfer Students**

Aurora City Schools accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside of the school district. The student must have achieved the identification score required within the preceding 24 months. The district ensures that any child transferring into the district will be assessed within 90 days of transfer at the request of the parent.

## **Gifted Services:**

### **State Gifted Education Overview**

The State of Ohio revised the Operating Standards for Identification and Service of Gifted Students in July 2017. As a result, Aurora's service plan has been realigned to reflect the changes in this law. Ohio law does not mandate services for gifted students; however, through our continuum of services, Aurora City School District demonstrates a commitment to meeting the needs of all children, including gifted students.

## **Aurora City Schools Continuum of Gifted Services**

Aurora City Schools has developed a continuum of Gifted Services to offer multiple opportunities to meet the unique needs of our gifted students. Gifted Services may be delivered by the classroom teacher, the gifted intervention specialist, special area teachers or support staff.

Aurora City Schools Continuum of Gifted Services includes:

- General classroom enrichment and extension
- Differentiated instruction
- Cluster and ability grouping
- Advanced/honors level classes
- Acceleration Options
  - Early Entrance to Kindergarten
  - Subject Acceleration
  - Whole Grade Acceleration
  - Early Graduation
- Advanced Placement classes
- International Baccalaureate classes
- Post-Secondary Option
- Extracurricular Programs

## Description of Gifted Services and Criteria for Determining Eligibility

To ensure proper student placements are made, Aurora City Schools uses current test data to place students into gifted services. Student placement decisions are based on qualifying scores on state approved tests administered within the last 24 months.

*\* In order to remain in compliance with Ohio's gifted law, criteria may change due to enrollment and staffing.*

### **Grades K-1**

If students are identified in Kindergarten or 1<sup>st</sup> grade, gifted services are provided by the classroom teacher through differentiated instruction.

Criteria: 127+ CogAT Form 7 Levels 5/6 or 7 (Gr. K or 1)

### **Grades 2**

#### Regular Classroom with Cluster Grouping

Superior Cognitive identified students are deliberately placed in classes with a teacher who has received professional development in meeting the needs of gifted learners. Instruction for clustered students is delivered by the regular classroom teacher.

Criteria: 127+ CogAT Form 7 Levels 5/6 or 7 (Gr. K or 1)

### **Grades 3-5**

#### Regular Classroom with Cluster Grouping

Identified gifted students are deliberately placed in classes with other gifted students and with a teacher who has received professional development in meeting the needs of gifted learners. Instruction for clustered students is delivered by the regular classroom teacher.

Criteria: 95<sup>th</sup> percentile on the reading or math Iowa, and/or identified as creative thinking ability

#### Grade 3 Enrichment Services

For 30 minutes after lunch each day, the gifted intervention specialist will provide enrichment activities for students who have been identified as superior cognitive.

Criteria: 127+ CogAT Form 7 Levels 5/6 or 7 (Gr. K or 1) **or** 128+ CogAT Form 7 Levels 8 (Grade 2) **or** any superior cognitive gifted qualifying score on a state approved gifted

#### Gifted Math Plus (This class may change- currently under revision)

Gifted Math Plus is a class made up of superior cognitive students who have also demonstrated advanced understanding of math concepts. Math core curriculum is taught at an accelerated pace. After students have mastered core curriculum, advanced, in-depth, interdisciplinary enrichment exercises are covered. The students are not accelerated to the next year's math curriculum; they are enriched at the current grade level.

Criteria: A superior cognitive gifted qualifying score on a state approved test

### **Middle School**

#### Gifted Language Arts Grades 6-7

Gifted Language Arts is a class made up of superior cognitive students who have also demonstrated advanced understanding of reading concepts. The middle school language arts core curriculum is taught at an accelerated pace. Students analyze the elements of classic and contemporary young adult novels with age-appropriate themes through literature circles. There is an emphasis on English grammar and usage rules for effective written work (i.e., essays, journals,

and commentaries). The students are not accelerated to the next year's language arts curriculum; they are enriched with more challenging material at the current grade level. This class is taught by the middle school gifted intervention specialist.

Criteria: A student who is identified as superior cognitive or gifted in reading

#### Gifted Accelerated Math Grades 6-8

Students identified as gifted in mathematics are placed in the Gifted Accelerated Math Class in grades 6-8. The course curriculum for the Gifted Accelerated Math 6th graders is centered on the Ohio 7th Grade Mathematics Indicators and Benchmarks with integration of the Ohio 6th and 8th Grade Mathematics Indicators and Benchmarks. By the end of this course, the students will have covered core Ohio 6-8th Grade Mathematics Indicators and Benchmarks.

The course curriculum for the Gifted Accelerated Math 7th graders is centered on the Ohio 9th Grade Mathematics Indicators and Benchmarks. The course follows a constructivist integrated approach to mathematics with strong focus on linear and nonlinear functions and relationships. The course curriculum for the Gifted Accelerated Math 8th graders is centered on the Ohio 10th Grade Mathematics Indicators and Benchmarks. The course follows a constructivist integrated approach to mathematics with strong focus on Geometry, Trigonometric Relationships, and Matrices. These math students will be prepared to enter the high school at the 11th grade level of integrated mathematics which has a strong focus on pre-calculus topics.

Criteria: A student who is identified as gifted in math on a state approved gifted math test or 95<sup>th</sup> percentile or above on the Iowa Test of Basic Skills Math section

#### ***High School***

The high school offers many challenging opportunities for academically talented high school students:

- International Baccalaureate
- Advanced Placement Classes
- Honors/Advanced Classes
- Post-Secondary Enrollment Options
- Extracurricular Activities



## **Acceleration Procedure Forms**

A student may be referred for Gifted Acceleration by a teacher, parent, psychologist, school counselor, principal, or even by the student themselves.

The form below must be completed by the person making the referral. Please click on the link below to fill out the following form. Completed forms need to be sent to the Gifted Services Office at 102 E. Garfield Rd Aurora, OH 44202 or emailed to the Gifted Coordinator at [hkeenan@aurora-schools.org](mailto:hkeenan@aurora-schools.org).

### Acceleration Referral Form

Parents must also fill out the following Acceleration Permission to Assess Form. Please click on the links below to complete the forms. Completed forms need to be sent to the Gifted Services Office at 102 E. Garfield Rd Aurora, OH 44202 or emailed to the Gifted Coordinator at [hkeenan@aurora-schools.org](mailto:hkeenan@aurora-schools.org).

### Acceleration Permission to Assess Form

## **Aurora City Schools** **Acceleration Procedures**

### **Acceleration areas:**

- Early entrance to kindergarten
- Whole grade acceleration
- Subject acceleration
- Early graduation

### **Referral Process:**

1. Any student residing in the District may be referred by a teacher, administrator, gifted specialist, guidance counselor, school psychologist or a parent to the principal of his/her school for evaluation for possible accelerated placement
2. Acceleration Referral form is completed and returned to building principal
3. Principal sends referral form to gifted coordinator

### **Evaluation Process:**

1. Gifted coordinator sends Acceleration Evaluation Permission Form to parent or guardian
2. Gifted Coordinator forms a committee of the classroom teacher, building administrator, guidance counselor, school psychologist, gifted teacher, and parent
3. Gifted Coordinator collects data from the following sources:
  - Gifted coordinator administers additional ability and achievement tests if needed
  - School counselor administers appropriate grade level assessments if needed
  - Classroom teacher fills out teacher input form
  - School psychologist administers early entrance testing if needed
4. Gifted Coordinator sets date for Acceleration Evaluation Committee meeting

### **Acceleration Evaluation Committee:**

1. Committee meets to conduct a fair and thorough evaluation of the student
2. Parents are invited to share information and ask questions
3. Committee reviews all data and makes a decision by consensus or majority vote
4. If acceleration is recommended, committee completes a Written Acceleration Plan
5. Parent is notified in writing of committee decision within 45 days
6. Parent may appeal decision to the Superintendent within 30 days of notification
7. Superintendent's decision is final

### **Acceleration Timeline**

<b>Referral</b>	<b>Evaluation</b>	<b>Placement</b>
60 days before start of school (June 23 <sup>rd</sup> )	Within 45 days	By the first day of school
60 days before the start of second semester (November 23 <sup>rd</sup> )	Within 45 days	By the first day of second semester (January 23 <sup>rd</sup> )

Other cases	Principal's discretion for evaluation to occur. Within 45 days of decision for evaluation	Recommendation of acceleration committee
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**Flow Chart of Acceleration Process**

**Acceleration includes subject, whole grade, early entrance to kindergarten and early graduation**

Parent, teacher or student completes Acceleration Referral Form and sends to Building Principal

Parent completes Acceleration Evaluation Permission Form (Sent to parent by Special Services)

Special Services notifies Gifted Coordinator to begin Acceleration Process

- Gifted Coordinator...**
- Gathers data, administers additional testing if needed
  - Forms committee of parents, teacher(s), administrator, guidance counselor, school psychologist, gifted teacher or coordinator
  - Sets date for Acceleration Evaluation Committee Meeting

- Acceleration Evaluation Committee Meeting:**
- Entire group meets to discuss data, parents have an opportunity to share information or concerns
  - Committee discusses and makes a decision by consensus or majority vote
  - Committee writes a Written Acceleration Plan

Committee decides when appropriate placement will occur; however, placement must occur before the following timelines

<b>Referral</b>	<b>Evaluation</b>	<b>Placement</b>
May 1 <sup>st</sup>	Within 45 days	By the first day of school
60 day before the start of second semester (November 23 <sup>rd</sup> )	Within 45 days	By the first day of second semester (January 23 <sup>rd</sup> )

Within 45 days of referral, the parent will be notified in writing the result of the acceleration request



## **Withdrawal Process**

If at any time a student wishes to withdraw from gifted services, the request should be submitted in writing by the parent or child to the coordinator of gifted services. If a student requests to withdraw, parents will be notified. If a student or parent later requests to re-enter gifted services, a written request must be submitted to the gifted coordinator.

## Written Education Plans (WEP)

A WEP is a document on file created for each identified gifted student being served by Aurora City Schools. Teachers and gifted intervention specialists develop goals for students based on the student's specific area of gifted identification. Goals can be academic, social/emotional, or behavioral. These goals guide gifted services in the classroom.

A WEP documents the area(s) a gifted student is identified and how the student is being serviced by the district. Each student receiving gifted services in grades 2-8 has a WEP. WEP's are shared with students' parents each fall during conferences. Classroom teachers maintain and update student WEP's during the school year.

WEP's include the following information:

- Description of services to be provided
- Goals for the students for each service to be provided
- Methods for evaluating progress toward goals specified
- Method and schedule for reporting progress to parents
- Staff responsible for delivering services
- Policy regarding waiver of assignments
- Date of next review period

## **What is Differentiated Instruction?**

### **The Differentiated Curriculum**

Differentiated instruction is how teachers in Aurora meet the day-to-day academic needs of our gifted learners within the classroom. Our teachers understand that not every child must be doing the same activity at the same time as every other student in his/her class. Different learners have different needs, and teachers design learning opportunities for students according to each student's needs, readiness, and interests.

### **Differentiated Instruction Framework**

- Clear learning goals
- Pre-assessment
- Plan lessons and activities based on data from the pre-assessment
  - Flexible groups
  - Higher order thinking skills through projects and assessments
  - Higher level questioning
  - Leveled activities / tiered lessons
  - Curriculum extension activities
  - Student choice and challenge at classroom learning centers
  - Independent study
- Post assessment

**Gifted Links:**

<http://www.oagc.com/>

<http://www.hoagiesgifted.org/>

<http://www.nagc.org/>

<http://www.sengifted.org/>

<http://gtworld.org/>

<http://www.sylviarimm.com/>

<http://www.gifted.uconn.edu/NRCGT.html>