



LAKEWOOD CITY SCHOOLS

District Identification and Service Plan for Students Who Are Gifted

Lakewood City Schools
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The Law and the Rule

The Lakewood City Schools Board Of Education complies with the Ohio Revised Code 3324.01-07 (law) and Ohio Administrative Code 3301-51-15 (rule) which requires that gifted and talented students be identified in grades K-12.

A gifted student is defined by the State of Ohio as “one who performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.”

Students are identified as gifted in Ohio in four categories listed below. Four fields are included in specific academic ability: mathematics, reading/writing, science, and/or social studies. With the exception of visual or performing arts, the child must have achieved the required score within the preceding 24 months.

Superior Cognitive Ability	Specific Academic Ability	Creative Thinking Ability	Visual/Performing Arts Ability
<i>Score two standard deviations above the mean minus the standard error of measurement on an approved intelligence test, perform at or above the ninety-fifth 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.</i>	<i>Perform at or above the 95th percentile at the national level on an approved 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.</i>	<i>Score one standard deviation above the mean minus the standard error of measurement on an approved intelligence test and attain a sufficient score, as established by the department of education, on an approved test of creative ability or exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.</i>	<i>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 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.</i>

Districts must also:

- Have an identification plan and local board policy approved by ODE;
- Have regular opportunities for assessment for giftedness based on referrals from teachers, parent/guardian, peer referral, others familiar with the student, self-referral, or performance on state-approved standardized identification tests;
- Include students who are culturally and linguistically diverse, from low socioeconomic status, with disabilities and/or who are limited English proficient;
- Notify parents of assessment results;
- Provide an opportunity to appeal;
- Accept assessments given outside the district by trained personnel;
- Distribute their gifted identification policy to parents.

Referral Procedure for Assessing Students for Gifted Education

The district shall provide 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.

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

- Group tests,
- Individually-administered tests,
- Audition, Performance,
- Display of work,
- Checklists

Students may be referred on an ongoing basis, based on the following:

- Self-referral,
- Teacher recommendation,
- Parent/guardian request,
- Peer referral,
- Others (psychologist, community members, principal, gifted coordinator, etc.)

Referral forms are available on the district website.

*No referral is necessary if the test is administered to a whole grade level.

Upon receipt of a referral, the district will:

- Secure parent/guardian permission to test,
- Schedule the assessment,
- Follow the process outlined in the District Plan,
- Notify parents/guardians of results of screening or assessment and identification within 30 days of receiving test results,
- Notify parent/guardian of appeal procedure.

General

Outside Assessments

The district accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district within the preceding twenty-four months.

Transfer Students

The district ensures that any student transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal or gifted coordinator.

Services

The district ensures equal opportunity for district students identified as gifted to receive appropriate services offered by the district. Refer to the Screening and Assessing section and Gifted Program section of this document.

Appeals Procedure

Parents have an opportunity to appeal any decision about the results of any screening procedure, the scheduling of students for assessment, the assessment results, or the placement of a student in any gifted service. Appeals should be made in writing to the Superintendent within 30 days of notification of results.

Screening and Assessing

Whole Grade Level Screening

Whole grade level screening is conducted using the Cognitive Abilities Test (CogAT) in grades 2 and 5. The Iowa Assessment of Basic Skills is used to screen students in grade 5. The i-Ready Diagnostic is used to screen students in grade 2 and 5. The Cognitive Abilities Test is also used to screen for Creative Thinking Ability in grades 2 and 5. The Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) is used to evaluate students who meet the screening identification.

Cognitive Abilities Test include:

Grades 2 and 5

Iowa Assessments of academic areas include:

Grade 5: Science

i-Ready Diagnostic academic areas include:

Grade 2: Math and Reading

Grade 5: Math and Reading

The Scales for Rating the Behavior Characteristics of Superior Students is used to evaluate students who meet the screening score for creative thinking in grades 2 and 5.

Students who meet the state score for identification are identified at the end of this screening process.

In making decisions about additional assessments, an examination of all available information about a student, including existing test data, is considered to determine if an additional assessment for possible gifted identification should be conducted.

Prior to an additional assessment, parent permission needs to be returned to the school office.

Further Assessment

Further assessments are conducted on students who score within the screening range from the whole grade level assessment in appropriate areas. Assessments used are approved by the Ohio Department of Education, Office of Exceptional Children. Students who meet the state score for identification are identified at the end of this assessment process. Refer to the Assessment Instruments Used for Gifted Identification section of this document.

Parent Notification

Parents are notified of whether or not the results of their child's testing meet state gifted identification criteria within 30 days of the date test results are received by the district.

Assessment Instruments Used for Gifted Identification

The Lakewood City School District uses only assessment instruments approved by the Ohio Department of Education for gifted screening and identification. The list of instruments used by the district and administration methods include assessments appropriate for students who are culturally diverse, economically disadvantaged, have a disability or have limited English Proficiency. Assessments are administered by qualified personnel as required by each instrument.

Intelligence Tests for Superior Cognitive Ability Identification

- **Cognitive Abilities Test (CogAT), Form 7**

Gr. K and 3 Screen Criteria= 123	Identification Criteria = 127
Gr. 1-5 Screen Criteria= 124	Identification Criteria = 128
Gr. 7-12 Screen Criteria= 123	Identification Criteria = 127

- **InView Cognitive Abilities Assessment**

Gr. 2-8 Screen Criteria = 124	Identification Criteria = 128
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- **Naglieri Nonverbal Ability Test- 3rd Edition, Group Administration**

Gr. K-4 Screen Criteria = 121	Identification Criteria= 126
Gr. 5-7 Screen Criteria= 120	Identification Criteria= 125
Gr. 8-10 Screen Criteria = 121	Identification Criteria = 126
Gr. 11-12 Screen Criteria = 122	Identification Criteria = 127

- **Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities**

Screen Criteria = 124	Identification Criteria = 127
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- **Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)**

Screen Criteria= 124	Identification Criteria= 127
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Achievement Assessments for Specific Academic Ability Identification

- Iowa Tests of Basic Skills (ITBS) Form E, F, or G
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile
- Curriculum Associates i-Ready Diagnostic Grades 2-8
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile
- SAT Grades 11-12
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile (NATREP)
- Terra Nova- Third Edition
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile
- Woodcock-Johnson IV, Tests of Achievement (WJ IV)
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile

Creative Thinking Ability

A student shall be identified as exhibiting “creative thinking ability” superior to students 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 ODE, on a test of creative ability or a checklist of creative behavior
- AND
2. Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

*Note that the identification criteria for the Cognitive Tests differ from that listed for students meeting the criteria for Superior Cognitive Ability identification.

Intelligence Tests for Creative Thinking Ability Identification

- Cognitive Abilities Test (CogAT), Form 7
Gr. K-1 Identification Criteria = 111
Gr. 2-12 Identification Criteria = 112

Behavioral Checklists and Rating Scales for Creative Thinking Ability Identification

- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)- Part II Creativity
Screen Criteria = 48-50 Identification Criteria = 51 and above

Visual and/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 demonstrate superior ability to a trained individual through a display of work, an audition, or other performance or exhibition.

Dance

Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability:

- Ohio Checklist of Artistic Behavior- Dance
Grades 9-12
Screen Criteria = 29-31 Identification Criteria = 32-35

Performance Evaluation:

- Ohio Department of Education Arts Performance Evaluation Rubric- Dance
Screen Criteria = 20-25 Identification Criteria = 26

Drama

Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability:

- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part VII
Screen Criteria = 54-56 Identification Criteria = 57 and above

Performance Evaluation:

- Ohio Department of Education Arts Performance Evaluation Rubric- Drama/Theatre
Screen Criteria = 16-19 Identification Criteria = 20

Music

Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability:

- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part VI
Screen Criteria = 37-38 Identification Criteria = 39 and above

Performance Evaluation:

- Ohio Department of Education Arts Performance Evaluation Rubric- Music
Screen Criteria = 14-17 Identification Criteria = 18

Visual Arts

Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability:

- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part V
Screen Criteria = 59-60 Identification Criteria = 61 and above

Display of Work Portfolio:

- Ohio Department of Education Arts Performance Evaluation Rubric- Visual Arts
Screen Criteria = 16-20 Identification Criteria = 21

Gifted Program

Mission Statement

Our mission, through the support of the total learning community, is to serve and meet the needs of academically talented students by nurturing their affective and cognitive development. In doing so, we hope to enhance their potential for life-long learning and maximize their productive contributions to the communities in which they will live.

Program Philosophy

Children, emerging adolescents, and young adults who are academically talented are a unique population. They differ from their age peers in abilities, interests, and sensitivities. In order to excel and achieve their potential, academically talented youth require different and diverse experiences to meet their educational needs.

The aim is to provide advanced and enriched opportunities that replace, supplement, or extend learning beyond the standard curriculum and that incorporates different modes of instruction. These opportunities will encourage and develop creative and critical thinking, provide practice in problem formation and solution, develop responsibility to self and others, and enhance the appreciation of life-long learning.

Gifted Program Overview

The Lakewood City School District provides a continuum of services for students who need differentiated curriculum and instruction and support services. The identification data compiled through the Screening and Assessment procedures and district data are used to determine the placement of students in district gifted services.

Instructional settings may include large group, small group and/or individual instruction; flexible grouping; cluster grouping; grade acceleration; subject acceleration; early entrance; early graduation; Advanced Placement courses; Honors courses; educational options; dual enrollment opportunities; mentorships and internships.

If at any time a student wishes to withdraw from services, the parent or child should submit a

written request to the building administrator and a withdrawal form will be issued. If a student requests to withdraw, parents will be notified. Parents have the final decision regarding withdrawals.

Written Education Plan (WEP)

An individual Written Education Plan (WEP) is created for each identified student receiving gifted services in compliance with the State Operating Standards. The WEP contains a description of those services and is shared with parents each fall at conferences during the first grading period.

Gifted Service

Elementary School Grades K-5

Superior Cognitive and Academic Ability Service (Self-Contained), Grades 3-5

Students identified in the areas of superior cognitive AND reading AND math abilities of 90th percentile or above, are provided instruction in a full-time self-contained classroom where the gifted intervention specialist is the teacher of record. This program is housed at Grant Elementary School. Student learning is driven by Written Education Plans (WEP) containing academic goals which connect with grade level content standards. Emphasis is placed on problem finding and problem solving, logic, creative and critical thinking, cooperative as well as independent study, and time management and study habits. Students are subject accelerated in mathematics as documented by the Written Acceleration Plan (WAP).

Academic Cluster Grouping Service, Grades 3-5

Students identified in the areas of reading *and/or* math OR superior cognitive ability will be placed in cluster groups within the general education classroom. Instruction focuses on the academic area of identification and is provided for no less than one core content class period a day or an average of fifteen percent of the school week. Students receive high-level instruction that is differentiated to meet their abilities and extends beyond the grade level standards in terms of depth and breadth. The course is taught by the general education teacher who has received specialized training in gifted education. Student learning is driven by Written Education Plans (WEP).

Middle School Grades 6-8

Accelerated Classes and Cluster Grouping Service, Grades 6, 7, and 8

Advanced and Honors courses are offered for English Language Arts, Math, Science, and Social Studies. These classes are composed of gifted and high-ability students who are challenged

through differentiated instruction, critical and creative thinking lessons, and/or project-based learning. Students identified in superior cognitive ability and/or a specific academic area and who meet the district criteria set forth by each class will be placed in an advanced or honors class. Services are in the form of a single subject honors classroom. Instruction is provided for no less than one core content class period a day or an average of fifteen percent of the school week. Students receive a Written Education Plan (WEP) when their area(s) of identification align with the advanced course they are taking.

Math Courses Include:

Grade 6: Honors Math 6/7A, Honors Math 7B/8 OR Advanced Algebra I

Grade 7: Honors Math 7B/8, Advanced Algebra I, Advanced Geometry

Grade 8: Advanced Algebra I, Advanced Geometry OR Advanced Algebra II (Enrolled at LHS)

Language Arts Courses Include:

Advanced Language Arts 6, Advanced Language Arts 7, Advanced Language Arts 8

Social Studies Courses Include:

Advanced Social Studies 6, Advanced Social Studies 7, Advanced Social Studies 8

Science Courses Include:

Advanced Science 6, Advanced Science 7, Advanced Science 8

High School Grades 9-12

Advanced Classes Service Grades 9-12

Students identified in the areas of superior cognitive ability *and/or* an academic content area and who meet the district criteria set forth by each class may be placed in advanced classes. Instruction is provided for no less than one core content class period a day or an average of fifteen percent of the school week. Students receive high-level instruction that is differentiated to meet their abilities and extends beyond the grade level standards in terms of depth and breadth. Student learning is driven by Written Education Plans (WEP).

Math Courses Include:

Grade 9-10: Advanced Geometry, Advanced Algebra II/Trigonometry

Grade 11: Advanced Algebra II/Trigonometry

English Language Arts Courses Include:

English I Advanced OR English II Advanced

Science Courses Include:

Advanced Biology, OR Advanced Chemistry

Advanced Placement (AP) Courses Service Grades 9-12

Students identified in the areas of superior cognitive ability *and/or* a specific academic areas in the AP domain and who meet the district criteria set forth by each class may be placed in AP courses. Instruction is provided for no less than one core content class period a day or an average of fifteen percent of the school week. Students receive high-level instruction that is differentiated to meet their abilities and extends beyond the grade level standards in terms of depth and breadth. Student learning is driven by Written Education Plans (WEP).

Courses Include:	Grade:	Required Gifted Identification Area(s)
AP Art History	11-12	Cognitive and/or Social Studies and/or Visual Arts
AP Studio Art: Drawing	11	Cognitive and/or Creative Thinking and/or Visual Arts
AP Studio Art: 2-D Design	12	Cognitive and/or Creative Thinking and/or Visual Arts
AP Studio Art: Photography	12	Cognitive and/or Creative Thinking and/or Visual Arts
AP English Language & Composition	11	Cognitive and/or Reading
AP English Literature & Composition	12	Cognitive and/or Reading
AP Statistics	10-12	Cognitive and/or Mathematics
AP Calculus AB	11-12	Cognitive and/or Mathematics
AP Calculus BC	12	Cognitive and/or Mathematics
AP Computer Science Principles	10-12	Cognitive and/or Mathematics
AP Music Theory	10-12	Cognitive and/or Creative Thinking and/or Performing Art
AP Biology	11-12	Cognitive and/or Science
AP Chemistry	10-12	Cognitive and/or Science and/or Mathematics
AP Environmental Science	11-12	Cognitive and/or Science
AP Physics	11-12	Cognitive and/or Science and/or Mathematics
AP U.S. History 9	9	Cognitive and/or Social Studies
AP U.S. History 10	10	Cognitive and/or Social Studies
AP European History	11-12	Cognitive and/or Social Studies
AP Government and Politics	12	Cognitive and/or Social Studies

AP African American Studies	10-12	Cognitive and/or Social Studies
AP French	12	Cognitive and/or Reading

College Credit Plus (CCP) Service Grades 9-12

College Credit Plus is a program whereby Ohio’s high school students may opt to take college courses for high school and college credit. Eligible students may enroll in coursework taking place at Lakewood High School through a participating college/university campus and/or online. Students may also enroll in on-campus learning through accredited colleges/universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Students identified in the areas of superior cognitive ability *and/or* a specific academic area may choose to enroll in these courses. Student learning is driven by Written Education Plans (WEP) in conjunction with the course syllabus.

Lakewood High School CCP Courses:

- CCP College Composition I & II
- CCP College Algebra and Trigonometry
- CCP Anatomy and Physiology
- CCP Psychology/ Social Psychology
- CCP Spanish
- CCP Musicianship I
- CCP Chamber Ensemble/ Symphony/ Chamber Orchestra
- CCP Survey of American Music

CCP courses taken outside of Lakewood High School and taught by college/university staff are open to all students in grades 7-12.

Acceleration

The Ohio Revised Code section 3324.10 requires that districts put into effect an acceleration policy for advanced students. Acceleration allows students who show mastery of grade-level content to experience above grade-level curriculum that is not normally a curricular option, in order to foster academic growth. Acceleration options include Early Entrance to Kindergarten, Early Entrance to First Grade, Whole Grade Level Acceleration, Subject Acceleration, and Early Graduation.

In accordance with state regulations, the Iowa Acceleration Scale is used for Whole Grade Level Acceleration to examine cognitive abilities, academic achievement, aptitude scores, data points, and social and emotional well-being of the child. All candidates for acceleration must demonstrate evidence of advanced achievement when applicable. The acceleration committee including the parents meet to discuss data of the student and the next steps for academic success.

Students who are accelerated will have a Written Acceleration Plan (WAP) in order to encourage academic success and a successful transition into acceleration. Once the acceleration is complete, the WAP becomes a part of the student's permanent record.

****All referrals for subject acceleration must be submitted within 45 calendar days from the start of the school year to be considered for semester placement and within 45 calendar days of the end of the school year for consideration for the upcoming school year.***