

**2024**

**Valley  
View  
Local  
School  
District**



This document includes the identification and service plan for Valley View Local School District.

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# Valley View Local Schools

## Commitment to Education

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“ Forging our future, growing our community.

### Vision

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“ We are an educational community committed to fostering lifelong learning.

### Mission

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“ Valley View Spartans are committed to educational excellence by demonstrating collaboration, inclusivity, responsibility, respect and resourcefulness.

### Core Values

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Valley View Local Schools believes that all children are entitled to an education that meets their individual needs. We are committed to providing children with opportunities to progress their abilities.

Our goal is to provide services where our Gifted Learners:

- Develop and apply higher-level thinking and processing skills.
- Use effective, positive leadership skills in the classroom and community.
- Use logical reasoning, creative thinking, and problem-solving skills to come to solutions or hypotheses.
- Develop a desire for excellence to improve their organizational skills and grow in personal responsibility and self-confidence as learners.

We want to create a student-centered, rigorous academic environment specifically designed to meet the intellectual, creative, social, and emotional needs of gifted individuals within their unique culture while helping to produce self-directed, life-long learners who will become productive citizens.

## DISTRICT IDENTIFICATION AND SERVICE PLAN

The following is an outline of the district's current identification and service plan, in accordance with the Ohio Department of Education, and it should be updated and submitted annually as requested by the state.

### DEFINITION

"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.

### DISTRICT IDENTIFICATION PLAN

The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the [list](#) approved by the Ohio Department of Education.

### Specific Academic Ability

These are assessments that Valley View Local Schools choose to administer that provide for superior academic ability identification

**Iowa Assessments (Form E or F): Whole grade screening in grade 1 (Reading and Math) and K-12 by referral or rescreen in all subject areas**

Grade Level	Rescreening Score	Identification Score	Additional Information
K Specific Academic Ability	93rd-94th Percentile	95th Percentile	<ul style="list-style-type: none"><li>• Level 5/6 beginning at midyear</li><li>• Math and reading only</li></ul>
1-12 Specific Academic Ability	93rd-94th Percentile	95th Percentile	<ul style="list-style-type: none"><li>• Levels 7-18</li><li>• Math, reading, science and social studies</li><li>• Use Total Math (with or without math computation), Total ELA, Total Reading, Science and Social Studies</li></ul>
1-12 Superior Cognitive Ability	93rd-94th Percentile	95th Percentile	<ul style="list-style-type: none"><li>• Levels 7-18</li><li>• Use Complete Composite Total Score</li></ul>

Grade Level	Rescreening Score	Identification Score	Additional Information
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1	93rd-94th Percentile	95th Percentile	• Math and reading only
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**NWEA MAP Growth: Whole grade screening in grades 3-6**

Grade Level	Rescreening Score	Identification Score	Additional Information
2-5	93rd-94th Percentile	95th Percentile	• Math and reading only
6+	93rd-94th Percentile	95th Percentile	• Math and reading only

**Stanford Achievement Test (SAT 10): K-12 by referral or used for rescreen**

Grade Level	Rescreening Score	Identification Score	Additional Information
K Specific Academic Ability	93rd-94th Percentile	95th Percentile	• Math and reading only
1-12 Specific Academic Ability	93rd-94th Percentile	95th Percentile	Math, reading, science, and social studies

**Woodcock-Johnson IV (WJ IV) Tests of Achievement: PreK-12 by referral or rescreen**

Grade Level	Rescreening Score	Identification Score	Additional Information
PreK-12 Specific Academic Ability	93rd-94th Percentile	95th Percentile	• Use scores for Broad Reading, Broad Writing and Broad Math

**Superior Cognitive Ability**

These are assessments that Valley View Local Schools choose to administer that provide for superior cognitive identification.

**NNAT3 (Naglieri Nonverbal Abilities Test, Third Edition, Levels A-G): Whole grade 2 and 4 and K-12 by referral or rescreen**

Grade Level	Qualifying Score for Creative Thinking Ability (intelligence test component)	Rescreening Score	Identification Score

K-4	110	124	126
5-7	109	123	125

**CogAt (Cognitive Abilities Test, Forms 7 and 8 VQN Composite): K-12 by referral or rescreen**

A QN composite can be used with English learners and students with serious reading disabilities. A VN composite can be used with students with mathematics learning disabilities

Grade Level	Qualifying Score for Creative Thinking Ability (intelligence test component)	Rescreening Score	Identification Score
K	111	125	127
1	111	126	128
2	112	126	128
3	112	125	127
4-6	112	126	128

**Woodcock-Johnson Cognitive (Option for individual referral or rescreen)**

Grade Level	Qualifying Score for Creative Thinking Ability (intelligence test component)	Rescreening Score	Identification Score
PreK-12	112	125	127

**Creative Thinking Ability**

These are assessments that Valley View Local Schools choose to administer that provide for creative thinking identification. Creativity gifted identification is a two-part task. Students must meet a cognitive criteria as well as a qualifying score on a creativity screener. The cognitive thresholds are listed in the cognitive assessment tables above.

**Torrance Test of Creative Ability - Figural Forms A and B: Whole grade screening in grades 2 and 4**

Grade Level	Rescreening Score	Identification Score
K-12	93rd-94th percentile	95th percentile

**Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part II Creativity: Rescreen only**

Grade Level	Rescreening Score	Identification Score
K-12	48-50 points	51 points (Use raw scores)

Further student nominations are based on district scores, students who have moved in, and/or by specific parent and/or teacher request. The Nomination/permission to test form is available via the gifted staff. Nominated students will be administered the screening tool in their building on a prearranged date by either a gifted staff member, a district staff member, school psychologists, and/or MCECSC.

**Visual and Performing Arts**

These are assessments the district administers that provides for visual and performing arts identification. Students in grades K-12 are screened by referral and/or nomination. Nominations for screening must be submitted by written request to the gifted coordinator. Identification is a two-part process. If a student attains the identification criteria checklist score, the student will be invited to submit a portfolio of works or participate in an audition to be evaluated using the Ohio Department of Education Visual and Performing Arts Rubric.

**Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)**

Part V Artistic Talent:

	Grade Level	Rescreening Score	Identification Score	Additional Information
<u>Part V - Artistic Talent:</u>	K-12	59-60 points	60 points	<ul style="list-style-type: none"> <li>• Use raw scores</li> <li>• Use for behavioral checklist component for Visual or Performing Arts Ability identification – visual arts</li> </ul>
<u>Part VI - Musical Talent:</u>	K-12	37-38 points	39 points	<ul style="list-style-type: none"> <li>• Use raw scores</li> <li>• Use for behavioral checklist component for Visual or Performing Arts Ability identification – music</li> </ul>
<u>Part VII - Dramatic Talent:</u>	K-12	54-56 points	57 points	<ul style="list-style-type: none"> <li>• Use raw scores</li> <li>• Use for behavioral checklist component for Visual or Performing Arts Ability identification – drama</li> </ul>

### **Gifted Rating Scales (GRS) - Artistic Scales**

Grade Level	Rescreening Score	Identification Score	Additional Information
Grades K-8 Ages 4-13	60-65	66	<ul style="list-style-type: none"><li>• Use T scores</li><li>• Use for behavioral checklist component for Visual or Performing Arts identification – dance, drama, music and visual arts</li></ul>

### **Gifted Rating Scales (GRS) - Artistic Scales**

Grade Level	Rescreening Score	Identification Score	Additional Information
Grades 9-12 Ages 14 and up	90-110	111	<ul style="list-style-type: none"><li>• Use standard scores</li><li>• Use for behavioral checklist component for Visual or Performing Arts Ability identification – dance only</li></ul>

## IDENTIFICATION PROCESS

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by school staff member, teachers, parents, or other children. The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

### **Referrals**

- Children may be referred in writing on an ongoing basis, based on the following:
  - Child request (self-referral);
  - Teacher/school staff recommendation;
  - Parent/guardian request;
  - Child referral of peer; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.) Upon receipt of a referral, the district will:
  - Follow the process as outlined in this document; and
  - Notify parents of results of screening or assessment and identification within 30 days.

### **Screening**

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities, and children for whom English is a second language.

### **Identification**

The selected screening assessment is an approved identification instrument. When the screening assessment has been completed and if the score meets cut-off scores specified in the Ohio Department of Education guidance, then the identification decision is made and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

### **Reassessment**

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument falls within a district-specified range below the identification score, re-assessment for possible identification occurs. A different approved assessment tool will be used to reassess the student.

### **Out of District Scores**

The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools, and/or trained personnel outside the school district. If a student is transferring from an out of



state school, the testing instrument that was used for identification will be cross referenced with the current approved assessment list from the Ohio Department of Education. The district ensures that any child 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 the gifted coordinator.

### **Appeal Procedure**

An appeal by the parent is the reconsideration of the result of any part of the identification process which would include:

- Screening procedure or assessment instrument (which results in identification);
- The scheduling of children for assessment;
- The placement of a student in any program; and
- Receipt of services.

Parents should submit a letter to the superintendent or designee outlining the nature of the concern.

The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

### **DISTRICT SERVICE PLAN**

The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria. The following is a list of all formal service options available through the district.

#### **NOTES:**

- Superior Cognitive and Creative Thinking identifications will be served in English/language arts (ELA) math, science and social studies.

Grade Level	Service Setting	Service Provider
Grades K-5	<p>Students will be clustered appropriately in groups of 3-8 students within the general education classroom. Students should be clustered based on identification area when this can be accomplished. If this can't happen, then the students should be placed in the general classroom together and this can still be a cluster. If there are only 2 students identified as gifted, these students can be clustered together to receive gifted services.</p> <p>The general education classroom teachers who are providing gifted services will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas.</p>	Regular Classroom Teacher
Grades 6-8	<p>Students will be clustered appropriately in groups of 3-8 students within the general education classroom. The general education classroom teachers who are providing gifted services will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas. Honors or advanced classes are offered in Language Arts and Math and Science at certain grade levels. Cluster grouping is a service option for students that are enrolled in a class that does not offer a higher level alternative (Honors/Advanced).</p> <p>Eighth-graders taking Algebra I or 9th grade Physical Science will receive Acceleration Plans written annually in collaboration with the Gifted Supervisor and the teacher of record.</p>	Regular Classroom Teacher
Grades 9-12	<p>Students will have the opportunity to choose from a variety of ODE accepted courses such as College Credit Plus, AP, and Honors when scheduling classes. Cluster grouping is a service option for students that are enrolled in a class that does not offer a higher level alternative (i.e. CCP, AP, Honors). The general education classroom teachers will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas.</p>	Regular Classroom Teacher
<b>Additional Service Options:</b>		
Academic Acceleration	<p>Acceleration should always be of consideration when determining most appropriate service options for individual students. This should include both subject and whole grade acceleration. It is recommended the coordinator of gifted programming communicates with the various preschool educators/ regarding early-entrance, etc. The process approved by the Ohio Department of</p>	

## **Written Education Plans**

Gifted students will have records annually provided by a qualified service provider that outlines their services and set specific goals to be achieved over the course of the year to ensure growth and enrichment. This document is the Written Education Plan. Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor. When students identified as gifted, they are reported to parents and the Ohio Department of Education as served, they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*. CCP students' Written Education Plans will be written in collaboration with the high school guidance counselor and the gifted supervisor using the course syllabus as a guide for the goal of course completion.

### **Written Education Plan Timeline:**

- Initial WEPs will be completed and sent out district wide to be signed.
- Mid-Year WEPs will be completed and sent home.
- End of Year WEPs will be completed by the last day of school and sent home with final grade cards.

## **Withdrawal**

If at any time a student wishes to withdraw from gifted programs or services the request should be written by the parent or child, if he or she is 18 year if age or older, to the building administrator. If children request to withdraw, parents will be notified. This is considered a decline of services and must be renewed each year. Parents may decline services for their student on an annual basis and must have appropriate documentation on file for the student.

## **Additional Notes:**

- Early entrance to kindergarten is an option for qualifying students as a gifted service.
- The number of students identified each year should be considered and services adjusted to meet the needs of the population.
- The social/emotional component of working with gifted students is critical and should not be overlooked. Counselors must work together (with the classroom teacher when appropriate) to ensure the social/ emotional needs are met.
- Students who have dual exceptionalities are to be offered appropriate services in accordance to the area(s) of identification and offered these opportunities in an equitable manner.

## **Outline of Support Services from MCEC**

<b>District ID and Service Plan</b>
Create ID + Service Plan
Update Parent Brochure/ Website

State Gifted Reporting
<b>Gifted Student District/ Building Reports</b>
Create and Share District Level Reports
Create and Share Building Level Reports
Create and Share Reports for Teachers
<b>Accelerations and Testing Requests</b>
Coordinate all Testing for Acceleration Requests
Assist in Team Meeting for all Acceleration Requests
<b>Identification of Gifted Students</b>
Analyze MAP Results
Create Notification Letters/ Labels/ EMIS Reporting
Coordinate Retesting Schedule
Coordinate Processes for Referrals
Coordinate Cognitive & Creative Testing
<b>Service for Gifted Students</b>
Provide Professional Development
Consult with District Leadership on Service Options/ Class Offerings
Assist with Cluster Grouping of Gifted Students
Assist educators in the writing, review and evaluation of Written Education Plans
Google WEP process