

District Identification Plan

Definition of Gifted

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

Identification Criteria

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

Superior Cognitive Ability

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

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

Specific Academic Ability

A student shall be identified as exhibiting “specific academic ability” superior to that of students of similar age in a specific academic ability field, if, within the preceding twenty-four months the student performed at or above the 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.

Creative Thinking Ability

A student shall be identified as exhibiting “creative thinking ability” superior to a student of a similar age, in within the previous twenty-four months, the student scored one standard

deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

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

Visual or Performing Arts Ability

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

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

Description of Assessment Instruments:

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

Gifted identification Area	Assessment for Identification	Alternative Assessment for Identification
Superior Cognitive Ability	InView ID Score 128	CogAT ID Score 128
Creative Thinking Ability	GATES 2 ID score 111	Torrance Test of Creative Thinking ID score 130
Specific Academic Ability (Reading)	NWEA MAP 95 th percentile	Iowa Assessments 95th percentile
Specific Academic Ability (Math)	NWEA MAP 95 th Percentile	Iowa Assessments 95th percentile
Visual or Performing Arts Ability	Rubrics for Visual and Performing Arts	Ohio Checklist for Artistic Behavior ID score 32-35

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

Provision of Whole-Grade Screening

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

Scheduling Procedures for Screening and Administering Assessment Instruments

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

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

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

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

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

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

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

The following dates represent the two opportunities for assessment of referred students: November 8, March 8.

Parent Communication and Notification Procedures

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

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

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

Parents will be notified within 30 days of the district's receipt of a student's results on any screening procedure or assessment instrument. Parents may appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment, or the placement of a student in any program or for receipt of services.

Appeal Procedures

Parents may appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment, or the placement of a student in any program or for receipt of services. In order to submit an appeal, parents must complete the Appeal Form and submit it to the district office. Once an official appeal has been submitted to the district office, the district will contact the parent. The Appeals Form is located online and at the district office.

Acceptance of Outside Assessment Results

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

Service Providers

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

Department of Education Approval

The district shall work with the Department of Education to amend the plan and ensure the plan meets approval, and if the district changes the plan, such changes shall be submitted to the Department of Education immediately following district Board of Education approval.