WILLOUGHBY-EASTLAKE CITY SCHOOLS
PLAN FOR THE IDENTIFICATION AND SERVICE OF CHILDREN WHO ARE GIFTED

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.

➢SUPERIOR COGNITIVE ABILITY

Assessments the district administers that provide for Superior Cognitive Ability identification:

Cognitive Abilities Test (CogAT)

Gr. K, 1, 7-8 = 126 identification score

Gr. 2, 4, 6, 9-10 = 127 identification score

Gr.3, 11-12 = 128 identification score

Gr. 5 = 129 identification score

Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3)

Gr. K-4, Levels A-D = 126 identification score

Gr. 5-7, Levels E-F = 125 identification score

Grades 8-10, Levels F-G = 126 identification score

Grades 11-12, Level G = 127 identification score

➢SPECIFIC ACADEMIC ABILITY

Assessments the district administers that provide for Specific Academic Ability identification:

Stanford Achievement Test, Tenth Edition (SAT 10), Complete Battery

Gr. K-12 = 95% identification score

Gr. K-12 = 90-94% screening score

The IOWA Assessments, Complete Battery: Form G

Gr. K-12 = 95% identification score

Gr. K-12 = 90 - 94% screening score

MAP Growth 2-5

Gr. 2-5 = 95% identification score

Gr. 2-5 = 90-94% screening score

➢CREATIVE THINKING ABILITY

Assessments the district administers that provide for Creative Thinking Ability identification:

Students are screened using the CogAT as a qualifying score:

Gr 1 = 110 qualifying score

Gr. K, 2 = 111 qualifying score

Gr. 3-12 = 112 qualifying score

If students meet the qualifying score, the following assessment are used to assess further:

Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2)

Grades K-12 = 111 identification score

➢VISUAL AND PERFORMING ARTS

Assessments the district administers that provide for Visual and Performing Arts identification:

Areas of possible identification: Visual Arts and Performing Arts (dance, drama, music)

Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2)

Grades K-12, Artistic Talent Checklist 90-110 qualifying score

If students meet the qualifying score, the following assessment are used to assess further:

Ohio Visual and Performing Arts Performance Evaluation Rubric

Gr. K-12 Dance = 20-25 points screening score 26 points identification

score

Drama = 16-19 points screening score 20 points identification score

Music = 14-17 points qualifying score 18 points identification score

Visual Arts = 16-20 points qualifying score 21 points identification score

IDENTIFICATION PROCESS

The district shall provide at least two opportunities each year for assessment. Children may refer themselves or they may be referred by a parent/guardian, teacher, principal or other staff member.

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

Type of Assessment/Content Area(s)	Grade Level(s)
● Whole-grade tests Superior Cognitive Ability Math, Reading	Grades 2, 5
● Individually-administered tests Superior Cognitive Ability, Math, Reading, Science, Social Studies, Creative Thinking, Visual and Performing Arts	K-12
● Audition, performance Drama, Dance, Music	K-12
● Display of Work Visual Arts	K-12
● Exhibition of Visual Arts	K-12

Referral

Children may be referred in writing on an ongoing basis, based on the following: ● Child request (self-referral);
● Teacher recommendation;
● Parent/guardian request;
● Child referral of peer; and
● Others (e.g., psychologist, community members, principal, gifted coordinator)

Upon receipt of a referral, the district will:

● Follow the process as outlined below 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

When the screening assessment has been completed, if the data obtained is from an approved identification instrument and the score meets cut-off scores specified in department of education guidance, 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 on which the student is within a district-specified range below the identification score, re-assessment for possible identification occurs.

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.

Transfer

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.

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.

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Cluster Grouping	Regular Classroom *Cluster Group*	Grade 1-5	Gifted Identification in Specific Academic Ability, Creative Thinking or Superior Cognitive Ability	Classroom Teacher
Whole Grade or Subject Acceleration	Regular Classroom with Acceleration	Grades K-8	Gifted identification is not required but student must meet district data-driven criteria	Classroom Teacher
Advanced Placement Courses	Regular Classroom	Grades 9-12	Gifted Identification in Specific Academic Ability, Creative Thinking or Superior Cognitive Ability	Classroom Teacher
College Credit Plus Courses	High School Campus or at College or University	Grades 9-12	Gifted Identification in Specific Academic Ability, Creative Thinking, Visual and Performing Arts, or Superior Cognitive Ability	Adjunct Professor or College/University Instructor
Honors Courses	Regular Classroom *Honors*	Grades 6-12	Gifted Identification in Specific Academic Ability, Creative Thinking or Superior Cognitive Ability	Classroom Teacher

School of Innovation (STEM school)	Regular Classroom with GIS Support Cluster Group Honors	Grades 3-8	Gifted Identification in Superior Cognitive Ability and identification Math or Reading	Classroom Teacher and GIS

Written Education Plans

When students identified as gifted 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.

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 to the building administrator. If children request to withdraw, parents will be notified.

IDENTIFICATION AND SERVICE PLAN APPROVAL

District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

If you have questions, please contact your building principal or
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