

Austintown Local School District

IRN: 048298

Plan and Procedures for the Identification and Service of Children who are Gifted

DEFINITION OF GIFTED

"Gifted" is defined as 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

Austintown Local School 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. Austintown follows 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.

Names of approved tests, behavioral checklists, and rubrics administered to students to determine giftedness in all areas of identification recognized under Ohio law:

Superior Cognitive Ability Assessments Austintown Local administers that provide for Superior Cognitive identification			
Assessment	Screen Score	ID Score	Additional Information
Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3) Levels A-G	Grades K-4: 124	Grades K-4: 124	Nonverbal assessment Use Levels A-D
	Grades 5-7: 123	Grades 5-7: 125	Nonverbal assessment Use Levels E-F
	Grades 8-10: 124	Grades 8-10: 126	Nonverbal assessment Use Levels F-G
	Grades 11-12: 125	Grades 11-12: 127	Nonverbal assessment Use Level G
Cognitive Abilities Test (CogAT) Form 7 or 8 Online or paper administration	VQN Form 7 Grades K, 1, 2, 4-6: 126 Grades 3, 7-12: 125 Form 8 Grades K, 1, 7-8: 124	VQN Form 7 Grades K, 1, 2, 4-6: 128 Grades 3, 7-12: 127 Form 8 Grades K, 1, 7-8: 126	Summarizes across the Verbal (V), Quantitative (Q), and Nonverbal-Figural (N) batteries

Group and Individual	Grades 2, 4, 6, 9-10: 125 Grades K, 3, 11-12: 126 Grade 5: 127	Grades 2, 4, 6, 9-10: 127 Grades K, 3, 11-12: 128 Grade 5: 129	
	QN Form 7 Grade K: 124 Grades 1, 5, 7-12: 125 Grades 2-4, 6: 126 Form 8 Grade K: 120 Grades 1, 6: 124 Grade 2, 7-8, 11-12: 125 Grades 3, 4: 126 Grades 5, 9-10: 127	QN Form 7 Grade K: 126 Grades 1, 5, 7-12: 127 Grades 2-4, 6: 128 Form 8 Grade K: 122 Grades 1, 6: 126 Grade 2, 7-8, 11-12: 127 Grades 3, 4: 128 Grades 5, 9-10: 129	The CogAT QN composite (Quantitative – Nonverbal) is approved for identifying students in grades 1-12 for Superior Cognitive Ability. This score is most appropriate for English Learners and/or students with serious reading disabilities (Dyslexia) when administering test levels 9-17/18.
	VN Form 7 Grade 1: 123 Grades K, 3, 7-10: 124 Grades 2, 4-6, 11-12: 125 Form 8 Grade K: 127 Grade 1: 122 Grades 3, 6-8: 123 Grades 9-10: 124 Grades 2, 4, 5: 125 Grades 11-12: 126	VN Form 7 Grade 1: 125 Grades K, 3, 7-10: 126 Grades 2, 4-6, 11-12: 127 Form 8 Grade K: 129 Grade 1: 124 Grades 3, 6-8: 125 Grades 9-10: 126 Grades 2, 4, 5: 127 Grades 11-12: 128	The CogAT VN composite (Verbal – Nonverbal) is approved for identifying students for Superior Cognitive Ability in grades 1-12. This score is most appropriate for use when identifying students with serious mathematics learning disabilities (dysgraphia).
	VQ Form 7 Grades K, 9-10: 124 Grades 1, 2-8, 11-12: 125 Form 8 Grade K: 120 Grades 1, 7-8: 124 Grades 9-10, 11-12: 125 Grades 2-5, 6: 126	VQ Form 7 Grades K, 9-10: 126 Grades 1, 2-8, 11-12: 127 Form 8 Grade K: 122 Grades 1, 7-8: 126 Grades 9-10, 11-12: 127 Grades 2-6: 128	The CogAT VQ composite (Verbal – Quantitative) is approved for identifying students for Superior Cognitive Ability in grades 1-12. This score is most appropriate for use when identifying students with nonverbal learning disabilities.
	Nonverbal (N) Form 7	Nonverbal (N) Form 7	The CogAT Nonverbal battery score (N) is

	Grade K: 125 Grades 1, 3, 7-12: 123 Grades 2, 4-6: 124 Form 8 Grade K: 125 Grades 1, 2-3, 6: 122 Grades 4-5, 7-8: 123 Grades 9-12: 124	Grade K: 127 Grades 1, 3, 7-12: 125 Grades 2, 4-6: 126 Form 8 Grade K: 127 Grades 1, 2-3, 6: 124 Grades 4-5, 7-8: 125 Grades 9-12: 126	approved for identifying students for Superior Cognitive Ability in grades 2-12 (test Levels 8-17/18). This score is most appropriate for use when identifying English Learners and students with serious mathematical and/or reading disabilities.
InView Cognitive Abilities Assessment Group and Individual	Grades 2-12: 126	Grades 2-12: 128	
Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities, Online or paper administration Individual Only	Grades K-12: 125	Grades K-12: 127	Use Gf-Gc Composite when appropriate
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) Online or paper administration Individual only	FSIQ K-12: 125 GAI, NVI, VECI, EFI K-12: 124	FSIQ K-12: 127 GAI, NVI, VECI, EFI K-12: 126	Use Full Scale IQ (FSIQ) Use GAI, NVI, VECI, EFI

Specific Academic Ability Assessments Austintown Local administers that provide for specific academic ability identification			
Assessment	Screen Score	ID Score	Additional Information
i-Ready Diagnostic	Grades 2-8: 93rd Percentile	Grades 2-8: 95th Percentile	Math and reading only
NWEA MAP Online Administration Group and Individual	MAP Growth 2-5, Gr. 2-5: 93rd percentile MAP Growth 6+, Gr. 6-10: 93rd percentile	MAP Growth 2-5, Gr. 2-5: 95th percentile MAP Growth 6+, Gr. 6-10: 95th percentile	Math & Reading Only

The ACT Online Group and Individual	Grades 11-12: 93rd Percentile	Grades 11-12: 95th Percentile	Use scores for English, Math, Reading, Science and Writing National Percentiles from the score report only
The Iowa Assessments Forms E & F Complete Battery Online or paper administration Group and Individual	Grade: K: 93rd percentile	Grade: K: 95th Percentile	Math & Reading only
	Grades 1-12: 93rd Percentile	Grades 1-12: 95th Percentile	Math, Reading, Science & Social Studies
The Iowa Assessments Forms E & F Core Battery Online or paper administration Group and Individual	Grades 1-12: 93rd Percentile	Grades 1-12: 95th Percentile	Math and Reading Only
The Iowa Assessments Form G Complete Battery Online or paper administration Group and Individual	Grade K: 93rd Percentile	Grade K: 95th Percentile	Math and Reading Only
	Grades 1-8: 93rd Percentile	Grades 1-8: 95th Percentile	Math, Reading, Science & Social Studies
The Iowa Assessments Form G Core Battery Online or paper	Grades 1-12: 93rd Percentile	Grades 1-12: 95th Percentile	Math and Reading Only

administration Group and Individual			
Stanford Achievement Test (10th Edition) Basic Battery Group and Individual	Grades K-12: 93rd Percentile	Grades K-12: 95th Percentile	Math and reading only Levels: SESAT 1 – TASK 3
Stanford Achievement Test (10th Edition) Complete Battery Group and Individual	Grades K-3: 93rd Percentile	Grades K-3: 95th Percentile	Math and reading only Levels: SESAT 1 – Primary 2
	Grades 3-12: 93rd Percentile	Grades 3-12: 95th Percentile	Math, reading, science and social studies Levels: Primary 3 – TASK 3
Woodcock-Johnson Tests of Achievement (WJ IV) Online or paper administration Individual Only	Grades K-12: 93rd Percentile	Grades K-12: 95th Percentile	Use scores for Broad Reading, Broad Writing, and/or Broad Math

Creative Thinking Ability

Assessments **Austintown Local** administers that provide for creative thinking identification

Assessment	Screen Score	ID Score	Additional Information
Cognitive Abilities Test (CogAT) Form 7 or 8 Online or paper administration Group and Individual	VQN Form 7 Grades K-1: 110 Grades 2-12: 111	VQN Form 7 Grades K-1: 111 Grades 2-12: 112	Summarizes across the Verbal (V), Quantitative (Q), and Nonverbal-Figural (N) batteries Use when appropriate as specified in the technical manual and publisher guidance
	Form 8 Grades K, 2: 110 Grade 1: 109 Grades 3-12: 111	Form 8 Grades K, 2: 111 Grade 1: 110 Grades 3-12: 112	
	QN Form 7 Grades K-1: 110 Grades 2-12: 111	QN Form 7 Grades K-1: 111 Grades 2-12: 112	
	Form 8 Grades K-1: 109 Grades 2-3, 6, 9-10: 110 Grades 4-5, 7-8, 11-12: 111	Form 8 Grades K-1: 110 Grades 2-3, 6, 9-10: 111 Grades 4-5, 7-8, 11-12: 112	
	VN Form 7 Grade K: 109 Grades 1-12: 110	VN Form 7 Grade K: 110 Grades 1-12: 111	
	Form 8 Grades K-2: 109 Grades 3, 5-12: 110 Grade 4: 111	Form 8 Grades K-2: 110 Grades 3, 5-12: 111 Grade 4: 112	
	VQ Form 7 Grade K: 109 Grades 1, 9-10: 110 Grades 2-8, 11-12: 111	VQ Form 7 Grade K: 110 Grades 1, 9-10: 111 Grades 2-8, 11-12: 112	
	Form 8 Grades K-1: 109 Grades 2-5, 11-12: 110	Form 8 Grades K-1: 110 Grades 2-5, 11-12: 111	

	Grades 6-10: 111	Grades 6-10: 112	
	Nonverbal (N) Form 7 Grades K-1: 108 Grade 2: 110 Grades 3-12: 109 Form 8 Grades K-1: 107 Grades 2-3, 9-12: 108 Grades 4-8: 109	Nonverbal (N) Form 7 Grades K-1: 109 Grade 2: 111 Grades 3-12: 110 Form 8 Grades K-1: 108 Grades 2-3, 9-12: 109 Grades 4-8: 110	
Wechsler Intelligence Scale for Children (WISC-V), 5th Edition Online or paper administration Individual only	K-12: 111 K-12: 110	K-12: 112 K-12: 111	Use Full Scale IQ (FSIQ) Use GAI, NVI, VECI, EFI
Woodcock-Johnson Tests of Cognitive Abilities (WJIV) Online or paper administration Individual Only	Grades K-12: 111	Grades K-12: 112	Use Gf-Gc Composite when appropriate
InView Cognitive Abilities Assessment Group and Individual	Grades 2-12: 111	Grades 2-12: 112	
AND			
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) Individual Only	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Use Creativity checklist component for Creative Thinking Ability
OR			
Gifted Rating Scales, 2nd	Grades K-12	Grades K-12	Use for behavioral checklist

Edition (GRS-2) Individual Only	T Score of 60-65	T Score of 66	component for Creative Thinking Ability
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**Visual and Performing Arts Ability:
DANCE**

Assessments Austintown Local administers that provide for visual and performing arts in Dance identification

Assessment	Screen Score	ID Score	Additional Information
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist Individual Only	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts.
GRS-2 (Gifted Rating Scales, 2nd Ed.) Checklist Individual Only	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use for behavioral checklist component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.
Ohio Checklist of Artistic Behavior - DANCE Individual Only	Grades 9-12 Ages: 14.0-18.11 Score: 29-31	Grades 9-12 Ages: 14.0-18.11 Score: 32	Use for behavioral checklist component for Visual or Performing Arts Ability identification - Dance Only
AND (if the student has a qualifying score above)			
Ohio Department of Education Visual and Performing Arts Evaluation Rubric: Dance Individual Only	Grades: K-12 20-25	Grades: K-12 26	Use for performance evaluation tool component for Visual or Performing Arts Ability identification

**Visual and Performing Arts Ability:
DRAMA**

Assessments Austintown Local administers that provide for visual and performing arts in Drama identification:

Assessment	Screen Score	ID Score	Additional Information
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist Individual Only	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Use Artistic Talent Checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts.

GRS-2 (Gifted Rating Scales, 2nd Ed.) Checklist Individual Only	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use for behavioral checklist component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.
AND (if the student has a qualifying score above)			
Ohio Department of Education Visual and Performing Arts Evaluation Rubric: Drama/Theatre Individual Only	Grades: K-12 16 -19	Grades: K-12 20	Use for performance evaluation tool component for Visual or Performing Arts Ability identification

Visual and Performing Arts Ability: MUSIC (INSTRUMENTAL AND/OR VOCAL) Assessments Austintown Local administers that provide for visual and performing arts in Music identification:			
Assessment	Screen Score	ID Score	Additional Information
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist Individual Only	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts.
GRS-2 (Gifted Rating Scales, 2nd Ed.) Checklist Individual Only	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use for behavioral checklist component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.
AND (if the student has a qualifying score above)			
Ohio Department of Education Visual and Performing Arts Evaluation Rubric: Music Individual Only	Grades: K-12 14-17	Grades: K-12 18	Use for performance evaluation tool component for Visual or Performing Arts Ability identification

Visual and Performing Arts Ability
VISUAL ARTS

Assessments Austintown Local administers that provide for visual and performing arts in Visual Arts identification:

Assessment	Screen Score	ID Score	Additional Information
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist Individual Only	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts.
GRS-2 (Gifted Rating Scales, 2nd Ed.) - Checklist Individual Only	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use for behavioral checklist component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.
AND (if the student has a qualifying score above)			
Ohio Department of Education Visual and Performing Arts Evaluation Rubric: Visual Art Individual Only	Grades: K-12 16-20	Grades: K-12 21	Use for performance evaluation tool component for Visual or Performing Arts Ability identification

Whole Grade Screenings

Type of Assessment	Identification Areas	Grade Level(s)
Whole-Grade Assessments	Superior Cognitive Ability, Creative Thinking	2, 6
Whole-Grade Assessments	Science	6, 11
Whole-Grade Assessments	Math & Reading	2-5, 11

Assessments Based on Referrals

Type of Assessment	Identification Areas	Grade Level(s)
Individual or Small Group Administered Assessments	Superior Cognitive Ability Specific Academic Ability: Reading, Math, Science, Social Studies Creative Thinking	K-12
Audition, performance	Visual & Performing Arts	K-12
Display of work	Visual & Performing Arts	K-12
Exhibition	Visual & Performing Arts	K-12
Checklists	Creative Thinking Visual & Performing Arts	K-12

Making a 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
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Upon receipt of a referral, the Austintown Local will:

- Follow the process as outlined in Austintown Local's Gifted Education Plan and
- Notify parents of the results of screening or assessment and identification within 30 days.

Scheduling Procedures for Administering Assessments

Austintown Local notifies parents for/of:

- Scheduling of assessments, including whole-grade screenings
- Assessment results (within 30 days of receipt)
- Appeals procedures related to assessments and results

Screening

Austintown Local ensures equal access to screening and further assessment of 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.

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 the 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

Austintown Local accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education & Workforce, provided by other schools and/or trained personnel outside the school district.

Transfer

Austintown Local 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.

Assigned district personnel review incoming student permanent records for the following:

- Gifted Identification/Testing Records – If assessments or scores used are not approved by the Ohio Department of Education & Workforce, then the parent will be contacted.
- Assessment results approved for use by the Ohio Department of Education & Workforce to identify giftedness in students.
- Placement of the student in services that match, if applicable, the child's identified area.

Appeal Procedures

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).

Equitable Practices

Austintown Local ensures equal access to screening and further assessment of 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.

- Assessments are administered using the accommodations in a student's Individualized Education Program or 504 Plan. If these accommodations are not consistent with a test's allowable accommodations, a comparable approved assessment instrument shall be used; and
 - ◆ are selected and administered to best 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 the student's disability or impaired sensory, manual or speaking skills.
 - ◆ are provided and administered in the student's native language or other modes of communication if English is a barrier to the student's performance or if requested by the parent;
- Austintown Local uses or eliminates subtests as specified on the Chart of Approved Assessments and Gifted Identification FAQ.
- Austintown Local selects instruments that allow for equitable identification of underrepresented populations (Minority students; economically disadvantaged students; students with disabilities; and English learners.)
- Austintown Local does not alter identification criteria other than that established in the Ohio Revised Code and Ohio Administrative Code.
- Assessments are administered by a trained individual in conformance with the instructions provided by their publisher.
- Assessments have been validated for the specific purpose and populations for which they are used and measure the specific area(s) of gifted ability.
- Allow for appropriate screening and identification of minority or disadvantaged students, students with disabilities, and English learners.

Gifted Education Services

District Name for Service	Service Setting	Grade Level(s)	Criteria for Service	Service Provider
Gifted Service Language Arts	Regular Classroom Cluster Grouping EMIS Code: 205062	K-12	Superior Cognitive ID; Creative Thinking ID; and/or Reading ID	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Service Math	Regular Classroom Cluster Grouping EMIS Code: 205062	K-12	Superior Cognitive ID and/or Math ID	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Service Science	Regular Classroom Cluster Grouping EMIS Code: 205062	7-12	Science ID	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Services Math	Honors Math EMIS Code: 205075	6-12	Superior Cognitive ID and/or Math ID	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Services ELA	Honors ELA EMIS Code: 205075	6-12	Superior Cognitive ID and/or ELA ID and/or CT ID	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Services Language Arts Math Science VPA	Advanced Placement EMIS Code: 205065	9-12	Superior Cognitive and/or Reading ID and/or Math ID and/or Science ID and/or VPA ID	AP Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Services Language Arts Math	College Credit Plus (CCP) course(s) EMIS Code: 205070	7-12	Superior Cognitive ID and/or Related Content ID	General Education Classroom Teacher Collaboration and support between classroom

Science VPA				teachers and gifted support personnel. Local college/ university
Gifted Services VPA	Services through a trained arts instructor EMIS Code: 205095	2-12	VPA ID	VPA Instructor with support from gifted support personnel
Gifted Services (Year #1)	Regular classroom with early entrance to kindergarten EMIS Code: 205055	K	Superior Cognitive, &/or Related Content ID, Iowa Acceleration Scales, Team Decision	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Services (Year #1)	Regular classroom with whole-grade acceleration EMIS Code: 205050	K-12	Superior Cognitive, &/or Related Content ID, Iowa Acceleration Scales, Team Decision	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Services (Year #1)	Regular classroom with subject acceleration EMIS Code: 205052	K-12	Superior Cognitive, &/or Related Content ID, Iowa Acceleration Scales, Team Decision	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.

Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education and Workforce as served, they must have a Written Education Plan in compliance with the Operating Standards for Identifying and Serving Gifted students.

District Enrichment Plan

Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to the Ohio Department of Education as gifted services.

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.

If you have questions, please contact your building principal or:

Jeff Swavel

Austintown Local Schools

Email: jswavel@austintownschoools.org

Phone: 330.797.3900 ext. 1521

Revised June 2026