



UPDATED
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IDENTIFICATION PROCEDURES AND DISTRICT SERVICE OPTIONS FOR STUDENTS WHO ARE GIFTED

Stow-Munroe Falls City School District
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SMFSchools.org



THE LAW AND THE RULE

The Stow Munroe Falls Board Of Education complies with the Ohio Revised Code 3324.01-07 (law) and Ohio Administrative Code 3301-51-15 (rule) which requires gifted and talented students to 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 to be identified. In Ohio, once a student is identified as gifted, the identification remains in place for the duration of their K-12 education.

Superior Cognitive Ability	Specific Academic Ability	Creative Thinking Ability	Visual/Performing Arts Ability
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.	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.	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.	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.

Districts must also:

- Have an identification plan and local board policy approved by ODEW
- Provide at least two opportunities per year for gifted identification based on referrals from teachers, parents/guardians, peers, others familiar with the student, and students themselves, or performance on district-wide state-approved standardized 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
- Share the District Plan for the Identification of and Services for Students Who Are Gifted

PROCEDURES FOR SCREENING AND ASSESSING STUDENTS FOR GIFTED IDENTIFICATION

Stow Munroe Falls City School District provides at least two opportunities per year using multiple approaches to screen and assess students who perform or show potential for performing at high levels of accomplishment in the four identification categories including: Referral Screening, Whole Grade Screening, and Further Assessment Opportunities.

Stow Munroe Falls ensures there are ample and appropriate scheduling procedures for screening and further assessment using:

- Group tests
- Individually-administered tests
- Audition, Performance
- Display of work
- Checklists
- Instruments appropriate for special populations

Referral Screening: Based on consideration of student data from a variety of sources including teacher, parent, and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, any student can be referred for gifted screening.

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

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

[Referral forms are available on the district website](#) or by request. Referrals submitted 45 school days prior to the next quarter/semester start date are guaranteed placement consideration for the upcoming quarter/semester. Referrals submitted within 45 school days of the quarter/semester start may not result in placement until the following semester.

REFERRAL SCREENING FORM WINDOWS

Referrals Submitted:	Testing:	Placement Consideration for:
March - September	October - November	Second Semester
October - February	March - April	First Semester

Upon receipt of a referral, Stow Munroe Falls Schools will:

- Secure parent/guardian permission to test
- Schedule and complete the screening and further assessment (as needed)
- Notify parents/guardians of results within 30 days of receiving test results

Whole Grade Screening: Stow Munroe Falls students in grades 2 through 8 are assessed periodically throughout the school year using the MAP Growth 2-5 or 6+ Assessments of Reading and Math as part of the ongoing process of measuring student growth. These results are used to screen students for identification in the specific academic areas of reading and math. (MAP assessments completed in a remote learning environment are not used for gifted identification per publisher guidelines.)

Students in grades 2nd and 6th also participate in whole grade screening for gifted identification in the areas of superior cognitive ability using the testing instruments listed below.
Cognitive Abilities Test (CogAT), or Naglieri Nonverbal Ability Test (NNAT3)

During whole grade screening, Stow Munroe Falls Schools will:

- Notify parents/guardians of testing dates
- Complete the screening and further assessment (as needed)
- Notify parents/guardians of test results

Students who meet the state score for gifted identification are identified during the screening process.

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

Further Assessment: Students who score within the screening range during any screening process (referral or whole grade) are eligible for further assessment. Students who meet the state score for identification are identified at the end of this assessment process.

All assessments used are approved by the Ohio Department of Education and Workforce, Office of Exceptional Children. Refer to the Assessment Instruments Used for Gifted Identification section of this document for screening and identification scores for each testing instrument.

Family Notification: Family are notified of whether or not results of their student's testing meet state gifted identification criteria within 30 days of the end of the testing cycle.

Equitable Testing Procedures: Stow Munroe Falls ensures fair and equitable testing of all students, including culturally or linguistically diverse students, students from all socio- economic backgrounds, students with disabilities, and students for whom English is a second language by:

- Implementing both whole-grade screening and referral testing
- Selecting instruments that allow for equitable identification of underrepresented populations
- Using subtest guidance from the Ohio Department of Education and Workforce
- Selecting instruments that allow for required individualized education program (IEP), 504 plan and
- English language accommodations

Outside Assessments: Stow Munroe Falls accepts scores on assessment instruments approved for use by the Ohio Department of Education and Workforce for the purpose of gifted identification provided by other school districts and/or trained personnel outside the school district within the preceding twenty four months.

Transfer Students: The district ensures any student transferring into Stow Munroe Falls will be assessed within 90 days of the transfer at the request of the family.

Appeals Procedure: Families may appeal any decision about the results of any screening procedure, the scheduling of students for assessment, the assessment results, or placement in any gifted service. Appeals should be made in writing to the Superintendent or designee within 30 days of notification of results.

ASSESSMENT INSTRUMENTS USED FOR GIFTED IDENTIFICATION

The Stow Munroe Falls City School District uses only assessment instruments approved by the Ohio Department of Education and Workforce for gifted screening and identification. These instruments 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 per testing specifications. The Ohio Department of Education and Workforce set the identification thresholds for each assessment.

[Click on this link for the Ohio Department of Education and Workforce list of Approved Assessments](#)

ASSESSMENTS FOR SUPERIOR COGNITIVE ABILITY IDENTIFICATION

Identification criteria listed below:

Cognitive Abilities Test (CogAT) - Form 7 - VQN Composite	Naglieri Nonverbal Ability Test - 3rd Edition (NNAT3)	Wechsler Intelligence Scale for Children - 5th Edition (WISC-V)	Woodcock-Johnson IV Tests of Cognitive Ability (WJIV)
K 126 Gr. 1 127 Gr. 2 128 Gr. 3 128 Gr. 4 128 Gr. 5 126 Gr. 6. 125 Gr. 7-8 128 Gr. 9-10 128 Gr. 11-12 128 *alternate composite scores utilized per publisher guidelines	Gr. K-4 126 Gr. 5-7 126 Gr. 8-10 125 Gr. 11-12 125	Gr. K-12 127 (Full Scale IQ) Gr. K-12. 126-127 (General Ability Index) *score qualification based on the student's age.	Gr. K-12. 126-127 Ages 11 & 12: 126 All other ages: 127

*****Screening criteria for further assessment = 123 on the CogAT**

ASSESSMENTS FOR SPECIFIC ACADEMIC ABILITY IDENTIFICATION

Identification criteria for identification (for all Achievement Instruments) = 95%ile

MAP Growth 2-5 and MAP Growth 6+	Stanford Achievement Test - 10th Edition	The ACT	Woodcock- Johnson IV, Tests of Achievement (WJIV)
Gr. 2-10 (Math and Reading only)	Gr. K-2 (Math and Reading only) Gr. 3-12	Gr. 11-12 (Math, Reading and Science only)	Gr. K-12

CREATIVE THINKING ABILITY IDENTIFICATION - COGNITIVE ASSESSMENT (PART 1)

*Please note the identification criteria for the Cognitive Tests differs from that listed for students meeting criteria for Superior Cognitive Ability identification and that it represents Part 1 of 2 for identification in Creative Thinking Ability. ***Meeting criteria for both Part 1 and 2 are required for identification.***

Cognitive Abilities Test (CogAT) - Form 7	Naglieri Nonverbal Ability Test - 3rd Edition (NNAT3)	Wechsler Intelligence Scale for Children - 5th Edition (WISC-V)	Woodcock-Johnson IV Tests of Cognitive Ability (WJIV)
Gr. 2 112 Gr. 3 112 Gr. 4 112 Gr. 5 112 Gr. 6 112 Gr. 7-12 112	Gr. K-4 110 Gr. 5-7 109 Gr. 8-10 110 Gr. 11-12 111	Gr. K-12 112 (Full Scale IQ) Gr. K-12. 111 (General Ability Index)	Gr. K-12. 112

CREATIVE THINKING ABILITY IDENTIFICATION OF BEHAVIORAL CHECKLISTS AND RATING SCALES (PART 2)

Gifted and Talented Evaluation Scales (GATES 2)	Torrance Tests of Creative Thinking - Verbal Forms A & B
Gr. K-12 Screen Criteria = 90 Identification Criteria = 111	Gr. 1-12 Screen Criteria = 93%ile Identification Criteria = 95%ile

VISUAL AND/OR PERFORMING ARTS ABILITY CHECKLISTS/RUBRICS

*Students meeting Part 1 will move on to be evaluated for Part 2. ***Meeting criteria for both Part 1 and 2 are required for identification.***

Dance - Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability - Part 1		Dance - Performance Evaluation - Part 2
Gifted and Talented Evaluation Scales 2 (GATES2)	Ohio Checklist of Artistic Behavior - Dance	Ohio Department of Education Rubric
Gr. K-12 Screen Criteria = 90 Identification Criteria = 111	Gr. 9-12 Screen Criteria = 29 Identification Criteria = 32	Gr. K-12 Screen Criteria = 20 Identification Criteria = 26

Drama - Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability - Part 1	Drama - Performance Evaluation -Part 2
Gifted and Talented Evaluation Scales 2 (GATES2)	Ohio Department of Education Rubric
Gr. K-12 Screen Criteria = 90 Identification Criteria = 111	Gr. K-12 Screen Criteria = 16 Identification Criteria = 20

Music- Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability - Part 1	Music - Performance Evaluation -Part 2
Gifted and Talented Evaluation Scales 2 (GATES2)	Ohio Department of Education Rubric
Gr. K-12 Screen Criteria = 90 Identification Criteria = 111	Gr. K-12 Screen Criteria = 14 Identification Criteria = 18

Visual Arts - Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability - Part 1	Visual Arts - Display of Work Portfolio - Part 2
Gifted and Talented Evaluation Scales 2 (GATES2)	Ohio Department of Education Rubric
Gr. K-12 Screen Criteria = 90 Identification Criteria = 111	Gr. K-12 Screen Criteria = 16 Identification Criteria = 21

GIFTED SERVICE OVERVIEW

Stow Munroe Falls School District provides a continuum of services for students who need differentiated curriculum, instruction and support services. Students who are identified as gifted are provided gifted services aligned with areas of identification and assessment of student need.

The Gifted Coordinator works directly with classroom teachers and students to design curriculum and instruction to meet the needs of students with advanced abilities. Instructional settings may include: large group, small group and/or individual instruction; flexible grouping; cluster grouping; grade acceleration; subject acceleration; early entrance; resource room; Advanced Placement, College Credit Plus; and/or Honors courses.

At all grade levels, the Gifted Coordinator:

- Assists with identification of students
- Consults with staff, students and families regarding academic and social/emotional needs
- Collaborates with staff, students, and families to determine appropriate service
- In conjunction with the general education teacher assists in differentiating instruction and providing resources for use within the classroom.
- In conjunction with the general education teacher provides instructional opportunities that vary in pace, breadth, and depth.
- In conjunction with the general education teacher monitors student growth with ongoing observation, collaboration and data collection and adjusts instruction to meet changing/evolving needs.

If at any time a student wishes to withdraw from services, the family or child should submit a written request and a Declining Service form for the current year will be issued. If a student requests to withdraw, the family will be notified. Parents/guardians have the final decision regarding withdrawals.

Written Education Plan: An individual Written Education Plan is created for each identified student receiving gifted services in compliance with the Ohio State Operating Standards. The Written Education Plan contains a description of services and is shared with families during the first grading period. Progress is reported throughout the year.

ACCELERATION

The Ohio Revised Code section 3324.10 requires that districts put into effect an acceleration policy for advanced students. Acceleration allows students who demonstrate advanced ability 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 at the K-6 level for Whole Grade Level Acceleration to examine cognitive abilities, academic achievement, aptitude scores, data points and social and emotional well-being of the child. At the 7-12 level acceleration is determined through the placement process using a combination of achievement data, teacher recommendation and student intent. All candidates for acceleration must demonstrate evidence of advanced achievement when applicable. The acceleration committee, including parents, meet to discuss student data and the next steps for academic success.

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

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

****Referrals submitted 45 school days prior to the next quarter/semester start date are guaranteed placement consideration for the upcoming quarter/semester. Referrals submitted within 45 school days of quarter/semester start may not result in placement until the following quarter/semester.***

GIFTED SERVICES AND OPTIONS

Services and Options: The district ensures equal opportunity for students identified as gifted to receive services offered by the district related to areas of giftedness. Refer to the Screening and Assessment and Gifted Program section of this document for identification procedures and service descriptions.

The district provides two types of programming. A “service” denotes a setting in compliance with the Operating Standards for the State of Ohio. An “option” denotes a setting which addresses the student’s area of identification without fully meeting the criteria of the Operating Standards.

Acceleration Service, Grades K-12:

Students in the first year of a formal acceleration matching their area of identification can be served through the acceleration. Students who have been formally accelerated in the current school year receive accelerated content and 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 and Written Acceleration Plans. For more information on acceleration, see the District Acceleration Policy.

The district ensures equal opportunity for students identified as gifted to receive services offered by the district related to areas of giftedness. Refer to the Screening and Assessing section

Academic Cluster Group Classroom Service, Grades 2nd-6th: Students identified in superior cognitive ability, creative thinking, reading, and/or mathematics are purposefully placed in cluster groups within general education classrooms. Differentiated instruction focuses on academic areas of identification and are provided during the core content class period. Students receive high-level curriculum and instruction to meet their needs and extend understandings beyond the grade level standards in terms of depth and breadth. The content is taught by the general education teacher who has received specialized training in the area of gifted education. The general education teacher receives ongoing support from the Gifted Coordinator that holds their Gifted Intervention Specialist Licensure. Student learning is driven by Written Education Plans.

Gifted Self-Contained Classroom, Grades 4th, 5th & 6th: Students identified in the area of superior cognitive ability are provided instruction by a Gifted Intervention Specialist in a resource

room setting. Resource Room curriculum encompasses the 4C's while embedding interdisciplinary projects connected to learning standards. Student learning is long term, in depth and includes:

- Project-based work integrating a variety of subject areas
- Student-based interest exploration using research,
- Technology, and collaboration
- Service-based learning
- Affective learning

Honors Classroom Service, Grades 9-12: Students identified in the areas of superior cognitive ability, creative thinking ability, and/or a specific academic area receive service in honors classes related to their areas of identification. Instruction is provided for no less than one core content class period a day. 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 content specialist teacher who has received specialized training in gifted education with ongoing support from a Gifted Intervention Specialist. Student learning is driven by Written Education Plans.

Advanced Placement (AP) Classroom Service, Grades 9-12: Students identified in the areas of superior cognitive ability, creative thinking ability and/or specific academic areas in the AP domain receive service through AP courses. Instruction is provided for no less than one core content class period a day. 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 AP teacher who has received specialized training in gifted education with ongoing support from a Gifted Intervention Specialist. Student learning is driven by Written Education Plans.

College Credit Plus (CCP) Service Grades 7-12: 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 at the participating college/university campus and/or online. 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 goals are documented in the Written Education Plans.

ADVANCED PLACEMENT COURSES OFFERED AT SMFCSD

Courses Include:	Recommended Prerequisites	Service in Gifted Identification Area(s)
AP Seminar AP English Language AP English Lit. & Comp. AP Research	Honors English 9 Honors English 10 Honors English 11	Cognitive, Creativity and/or Reading

AP Statistics AP Precalculus AP Calculus AB AP Calculus BC	Honors Algebra II/Trig Honors Precalculus	Cognitive and/or Mathematics, Creative Thinking
AP Spanish	Honors Spanish 4	Cognitive, Creating Thinking
AP U.S. History AP U.S. Government and Politics AP Macro and Micro Economics AP European History AP Psychology	Honors World History Honors or AP U.S. History	Cognitive and/or Social Studies, Creative Thinking
AP Biology AP Chemistry AP Physics AP Environmental Science	Honors Biology and Chemistry Honors Chemistry	Cognitive and/or Science, Creative Thinking

Glossary Terms

Acceleration: A strategy that allows students to access curriculum above their current grade level based on demonstrated readiness and academic need.

Advanced Placement (AP): College-level courses offered in high school that may allow students to earn college credit through successful completion of coursework and exams.

Appeal Process: A procedure that allows families to request a review of decisions regarding gifted identification, assessment, or services.

Cluster Grouping: The intentional placement of students with similar advanced learning needs within a general education classroom to facilitate differentiated instruction.

Cognitive Ability: The capacity to reason, problem-solve, learn, and think abstractly, often measured through intelligence or aptitude assessments.

College Credit Plus (CCP): An Ohio program that allows eligible students to earn both high school and college credit by taking college courses.

Creative Thinking Ability: The capacity to generate original ideas, solve problems in innovative ways, and demonstrate imaginative thinking.

Differentiation: The process of modifying content, instruction, products, or learning environments to meet students' individual learning needs.

Gifted Identification: The formal process used to determine whether a student meets Ohio's criteria for giftedness in one or more identified areas.

Gifted Intervention Specialist (GIS): A licensed educator trained to identify, support, and provide services for gifted learners.

Honors Course: An advanced-level course designed to provide increased rigor, depth, complexity, and pace of instruction.

Individual Subject Acceleration: Advancement in a specific subject area while remaining with age-level peers for other subjects.

MAP Growth Assessment: A nationally normed assessment used to measure student achievement and growth in reading and mathematics over time.

MTSS (Multi-Tiered System of Supports): A framework that provides academic, behavioral, and social-emotional support based on student needs.

Ohio Department of Education and Workforce (ODEW): The state agency responsible for establishing and monitoring gifted identification and service requirements in Ohio.

Referral Screening: The process by which a student is nominated for gifted assessment by a teacher, parent, peer, community member, or self-referral.

Resource Room Service: A specialized educational setting where students receive instruction designed to meet advanced learning needs.

Screening: The initial process used to identify students who may qualify for gifted identification and further assessment.

Self-Contained Gifted Classroom: A classroom composed primarily of identified gifted students receiving instruction from a Gifted Intervention Specialist.

Specific Academic Ability: Giftedness demonstrated in a particular academic area such as mathematics, reading/writing, science, or social studies.

Superior Cognitive Ability: Giftedness demonstrated through exceptionally high performance on approved cognitive ability assessments.

Whole Grade Screening: The practice of assessing all students within a grade level for potential gifted identification.

Written Acceleration Plan (WAP): A formal document outlining supports, expectations, and monitoring procedures for an accelerated student.

Written Education Plan (WEP): A document that describes the gifted services, goals, and learning experiences provided to a student identified as gifted.