

Vermilion Local Schools

Plan and Policy for Identification and Service of Students Who Are Gifted

Information for Parents



Based upon Ohio Administrative Code 3301-51-15

Updated December 2023

Who is “gifted”?

The Ohio operating standards define “gifted” 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 section 3324.03 of the Ohio Revised Code.

How are students identified?

Ohio law requires districts to be able to identify students in grades K-12 in the following categories:

Superior Cognitive Ability

Creative Thinking Ability

Specific Academic Ability

Visual and Performing Arts Ability

Math

Dance

Reading

Drama

Science

Music

Social Studies

Visual Arts

When are students screened and assessed?

A student is considered **screened** for gifted identification when he or she is first evaluated using a state-approved instrument for gifted identification.

Per state guidelines, the district will provide whole-grade screening opportunities in Grade 2 and Grade 5 in the areas of superior cognitive ability, specific academic ability in math and reading, and creative thinking ability using state-approved assessments and criteria.

The district will screen students individually-referred for gifted identification within 90 days of referral by a trained proctor using state-approved assessments and criteria.

In the case of students who are referred, score within 2 points of the cut-off score, but do not qualify on the initial screening, a second opportunity to be **assessed** with a different state-approved instrument will be provided within the school year. Students referred or eligible for reassessment after March 31st will be rescheduled within 90 days of the district academic calendar.

General Student Population

A student in any grade level may be referred by a teacher, parent, the student, or a peer for individual gifted screening in any area of identification noted above.

Referral Forms may be found on the district website or obtained from any school office.

Parent permission to assess will be obtained before any individual referral assessment takes place. Parent notification of testing results will be by mail, electronic mail or phone within 30 days of district receipt of student results.

Whole Grade Screening

All second and fifth grade students will be screened for potential gifted abilities. The district uses the Cognitive Abilities Test (CogAT®) and Joseph Renzulli's Scales for Behavioral Characteristics of Superior Students to screen students for superior cognitive and creative thinking abilities. The NWEA MAP® or Measures of Academic Progress will be used to screen students for academic ability in the subjects of math and reading.

Special Populations

The district does not discriminate and special populations are included in screening and assessment procedures. State-approved assessment options allow the district to screen children with documented need using alternate measures. These options are designed to include children who may come from a low socioeconomic status, students who are culturally or linguistically diverse, English language learners, and children with disabilities.

Outside Testing and Transfer Students

The district shall accept assessment results completed within the preceding 24 months if results meet the Ohio qualification standards listed on the corresponding year's chart of Approved Assessments. Students that transfer into the district will be assessed within 90 days of transfer upon written parent request. Parents should submit requests to their building principal. Transfer students who meet the gifted identification criteria for district gifted services shall be provided the opportunity to participate in any corresponding grade-level service.

Criteria for Identification

A student shall be identified as exhibiting “**superior cognitive ability**” if the student did either of the following within the preceding 24 months:

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

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 24 months, the student performs at or above the 95% 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.

A student shall be identified as exhibiting “**creative thinking ability**” superior to children of a similar age, if within the previous 24 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:

- Attained a sufficient score, as established by the Ohio Department of Education, on an approved individual or group test of creative ability;
- Established sufficient performance, as established by the Ohio Department of Education, on an approved checklist of creative behaviors.

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

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

After any initial gifted identification made in conformance with Ohio Administrative Code, a student shall remain identified regardless of subsequent testing or classroom performance.

Appeal

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)
- Scheduling of your child for assessment
- Placement of your student in any program
- Receipt of gifted services

Parents should first present the issue to the district gifted coordinator to review the guidelines together within the gifted operating standards in Ohio Academic Code 3301-51-15. If no satisfactory resolution is made, the parent may submit a letter to the superintendent outlining the nature of the concern. The superintendent or assistant superintendent will convene a meeting with the parent or guardian and may include other relevant school personnel. The superintendent or assistant superintendent will issue a written final decision within 30 days of the appeal. The written notice should include a reason for the decision.

Gifted Service

The district ensures equal opportunity for all students identified as gifted entering the school year to receive any eligible services offered by the district. Students identified after the start of the school year will be scheduled for eligible, formal gifted service placement during the next full academic year. Prior to formal placement into gifted services with a Written Education Plan, teachers of newly-identified gifted students are notified to differentiate content and instruction for academic enrichment during the remainder of the year in which they are identified.

Gifted Service Opportunities

Grades 3-12

Academically gifted and creative thinkers are cluster grouped with other identified gifted students in designated classrooms. These classrooms are facilitated by teachers who undergo annual gifted professional development on state-mandated topics in Gifted Education.

Middle School Subject Acceleration

Incoming 6th grade students who are identified as gifted in math *and* with superior cognitive ability may be invited to accelerate in math to PreAlgebra. Qualifying trend data from MAP performance and state assessments must also support a student's readiness for subject acceleration. Successful completion of PreAlgebra -- grades of C or higher and minimum proficiency on the 7th grade Ohio math assessment -- will lead to a second math acceleration of Algebra I taken for high school credit in 7th grade.

Incoming 7th grade students who meet qualifying trend data will be invited to participate in an honors-level PreAlgebra course. Successful completion of PreAlgebra will lead to math acceleration of Algebra I for high school credit in 8th grade. Students do not need a gifted identification to participate if their trend data supports the established criteria for readiness.

Advanced 7th grade students who meet qualifying trend data may also be invited to participate in an honors-level Literature and Composition 7 course. Students who successfully complete Lit/Comp 7 and score in the Accomplished or Advanced range on the 7th grade Ohio state English Language Arts assessment will be encouraged to pursue Honors English Language Arts coursework at the high school. Students do not need a gifted identification to participate if their trend data supports the established criteria for readiness.

High School

Incoming 8th grade students who demonstrate qualifying trend data and successfully completed 7th grade PreAlgebra will be invited to accelerate to Algebra I for high school credit.

Designated Honors and Advanced Placement (AP) instructors offer academic gifted services through select courses in core subjects. Gifted service in these settings rely upon qualifying professional development credentials of the teacher.

College Credit Plus coursework in a gifted student's relative area of strength is recognized as gifted service due to the university-level content, depth and pace. Gifted service in this setting relies upon the advanced content and delivery of the course.

Please note other **district enrichment opportunities** that may address the specific needs of gifted students that cannot be reported as formal gifted service per the Ohio Department of Education.

- Differentiated curriculum and/or instruction
- Honors, College Credit Plus or Advanced Placement (AP) Courses

- National Honor Society
- Academic Challenge Team
- STEAM class activities
- Extra-curricular organizations or after school clubs

Withdraw

If at any time a student wishes to withdraw from gifted programs or services, the request should be written by the parent and submitted to your building principal. If students request to withdraw, parents will be notified and a meeting established to collectively determine the next course of action.

Written Education Plan (WEP)

When students identified as gifted are reported to parents and the Ohio Department of Education and Workforce as **receiving district gifted service**, they must have a Written Education Plan developed in collaboration with an educator who holds licensure or endorsement in gifted education. The WEP includes goals for each service provided, a method and schedule for reporting progress to students and parents, the staff members responsible for delivering service, and an annual review date for possible revision.

Students participating in gifted services outside the regular classroom setting (a resource room or “pull-out” program) are exempt from non-critical assignments within the standard curriculum. Any tests or assessments missed while participating in gifted services may be rescheduled.

For each student identified as gifted who is not provided gifted service within a given year, the district shall distribute a letter to parents once during the school year which communicates that the student does not receive formal district services. This does not disqualify the student from participating in other district enrichment opportunities, or from participating in eligible and available gifted services in subsequent academic school years.

Acceleration Policy

ORC 3324.10 requires all school districts to implement a student acceleration policy. This statute allows districts, among other things, to place a student in a higher grade level than is typical given the student’s age for the purpose of providing student access to appropriately challenging learning opportunities in one or more subject areas. This practice is known as “subject-area acceleration.” Students must meet written criteria reviewed by an acceleration team to accelerate in a specific subject of strength. For whole-grade acceleration, the district follows the research-based protocol of the Iowa Acceleration Scale.

District Assessments Approved for Gifted Identification

Superior Cognitive Ability

Cognitive Abilities Test (CogAT)

Form 7 VQN Composite

Grades K, 3, 7-12

Grades 1-2, 4-6

Screening	125	Identification	127
Screening	126	Identification	128

Wechsler Intelligence Scale for
Children (WISC-V) FSIQ Ages 6-16

Screening	125
Identification	127

Woodcock-Johnson IV Ages 2-90
Tests of Cognitive Abilities or ECAD

Screening	124
Identification	127

InView Cognitive Abilities Assessment

Screening	126
Identification	128

Naglieri Nonverbal Abilities Test, 3rd Ed.
(NNAT-3) Levels A-D

Screening	124
Identification	126

Specific Academic Ability

ACT Assessment Program (AAP)

Screening	93 rd percentile
Identification	95 th percentile

Terra Nova, 3rd Edition
Core Battery 1-12

Screening	93 rd percentile
Identification	95 th percentile

Iowa Assessments, Form G
Complete Battery 1-8

Screening	93 rd percentile
Identification	95 th percentile

Measures of Academic Progress OH
Math and Reading Grades 2—5, 6+

Screening	93 rd percentile
Identification	95 th percentile

Woodcock-Johnson IV
Tests of Achievement

Screening	93 rd percentile
Identification	95 th percentile

Creative Thinking Ability

Requires a minimum qualifying score on an intelligence or ability test:

Cognitive Abilities Test (CogAT)

Form 7 VQN Composite

Grades K-1

Grades 3-12

Minimum Score	111
Minimum Score	112

Wechsler Intelligence Scale for
Children (WISC-V) FSIQ Ages 6-16

Minimum Score	112
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Woodcock-Johnson IV Ages 2-90

Minimum Score	112
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Tests of Cognitive Abilities or ECAD

InView Cognitive Abilities Assessment	Minimum Score 112
Naglieri Nonverbal Abilities Test, 3 rd Ed. (NNAT-3) Levels A-D	Minimum Score 112

In addition to a qualifying score on one of the following rating scales:

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part II – Creativity	Screening 48-50 Identification 51
Gifted Rating Scales Creativity Scales	Screening 60-65 Identification 66

Visual and Performing Arts Ability

Ohio Department of Education

Performance Rubric and Scales for Visual and Performing Arts Identification

Dance	Drama
Screening 20-25 Identification 26-30	Screening 16-19 Identification 20-24
Music	Visual Art
Screening 14-17 Identification 18-21	Screening 16-20 Identification 21-24

Scales for Rating the Behavior Characteristics of Superior Students

SRBCSS - Part VII for Drama	Screening 54-56 Identification 57
SRBCSS – Part VI for Music	Screening 37-38 Identification 39
SRBCSS – Part V for Visual Arts	Screening 59-60 Identification 61