

Struthers City Schools Gifted Identification Plan

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

Struthers 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. Struthers 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 Struthers administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score
Cognitive Abilities Test (CogAT), 7th Edition <i>*The QN composite used for identification of English learners and students with serious reading disabilities.</i> <i>**The VN composite used for identification of students with mathematical learning disabilities.</i>	VQN Grades K,3, 7-12: 125 Grades 1-2,4-6: 126 QN* Grades 5, 7-12: 125 Grades 3-4, 6: 126 VN** Grades K,3, 7-10: 124 Grade 1: 123 Grades 2, 4-6, 11-12: 125	VQN Grades K,3, 7-12: 127 Grades 1-2, 4-6: 128 QN* Grades 5, 7-12: 127 Grades 3-4, 6: 128 VN** Grades K,3, 7-10: 126 Grade 1: 125 Grades 2, 4-6, 11-12: 127
InView Cognitive Abilities Assessment	Grades 2-12: 126	Grades 2-12: 128

Specific Academic Ability

Assessments Struthers administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score
Stanford Achievement Test, 10th Edition	Grades: K-12 93rd percentile	Grades: K-12 95th percentile
Iowa Assessments, Complete Battery, Form E	Grades: K-12 93rd percentile	Grades: K-12 95th percentile
NWEA Map Growth Assessment	Grades: 2-6 93rd percentile	Grades: 2-6 95th percentile
ACT	Grades: 11,12 93rd percentile	Grades: 11,12 95th percentile

Creative Thinking Ability

Assessments Struthers administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score
Cognitive Abilities Test (CogAT), 7th Edition	VQN	VQN

	Gr. K-1: 109 Gr. 2-12: 110 QN Gr. 3-12: 110 VN Gr. K: 108 Gr. 2-12: 109	Grades K-1: 111 Grades 2-12: 112 QN Grades 3-12: 112 VN Grade K: 110 Grades 1-12: 111
InView Cognitive Abilities Assessment	Grades 2-12: 110	Grades 2-12: 112
AND		
Gifted Rating Scales (GRS)– Creativity Scales	Ages: 4-13.11 Score of 60-65	Ages: 4-13.11 Score of 66
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)– Part II Creativity	Grades: K-12 48-50	Grades: K-12 51

Visual and Performing Arts

Assessments Struthers administers that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):

VPA: Dance

Assessment	Screen Score	ID Score
Ohio Department of Education Rubric	Grades: K-12 20-25	Grades: K-12 26-30
Gifted and Talented Evaluation Scales (GATES-2)	Grades: 9-12 90-110	Grades: 9-12 111

VPA: Drama

Assessment	Screen Score	ID Score
Ohio Department of Education Rubric	Grades: K-12 16-19	Grades: K-12 20-24
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)– Part VIII	Grades: K-12 54-56	Grades: K-12 57

VPA: Music

Assessment	Screen Score	ID Score
Ohio Department of Education Rubric	Grades: K-12 14-17	Grades: K-12 18-21
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)– Part VI	Grades: K-12 37-38	Grades: K-12 39

VPA: Visual Art

Assessment	Screen Score	ID Score
Ohio Department of Education Rubric	Grades: K-12 16-20	Grades: K-12 21-24
Scales for Rating the Behavior Characteristics of	Grades: K-12	Grades: K-12

Identification Process

Struthers shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children. Struthers ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
Whole-Grade Assessments	SC, R, M, and/or CT	2, 5
Individually-administered tests & small-group	SC, CT, SA: R, M, Sci & SS	K-12
Audition, performance	VPA	K-12
Display of work	VPA	K-12

Scheduling Procedures for Administering Assessments

Struthers 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

Equitable Testing Guidance

- Struthers uses allowable student IEP and 504 accommodations. If a particular test does not allow for their use, Struthers does select a comparable approved test.
- Struthers uses or eliminates subtests as specified on the Chart of Approved Assessments and Gifted Identification FAQ.
- Struthers selects instruments that allow for equitable identification of underrepresented populations (Minority students; Students who are economically disadvantaged; Students with disabilities; and English learners.)
- Struthers does not alter identification criteria other than that established in the Ohio Revised Code and Ohio Administrative Code.

Out of District Scores

Struthers 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.

Struthers Referral Process

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, Struthers will:

- Follow the process as outlined in Struthers' Gifted Education Policy and
- Notify parents of results of screening or assessment and identification within 30 days.

Screening

Struthers 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 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.

Equal access and underrepresented populations

Struthers 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. These students could include the following:

- Minority students
- Students who are economically disadvantaged
- Students with disabilities
- English Language Learners

Struthers ensures that assessments instruments:

- Are administered by a trained individual in conformance with the instructions provided by their publisher;
- 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;
- Are 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;

- Are provided and 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 so as 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.

Struthers 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.

Students cannot be excluded from services due to:

- Outside scores
- Specific named test
- Specific named grade level
- Most recent test scores

Transfer

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

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

Struthers ensures equal opportunity for all students identified as gifted to receive any services offered for which the student meets the criteria. (**Services provided by Struthers.**)

Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Gifted Services	Regular classroom with Cluster Grouping Language Arts	3-8	Superior Cognitive AND/OR Reading ID	General Education Classroom Teacher *General Education Teachers currently working toward meeting the HQPD Requirement OR Gifted Intervention Specialist
Gifted Services	Regular Classroom with Cluster Grouping Mathematics	3-6	Superior Cognitive ID AND/OR Math ID	General Education Classroom Teacher *General Education Teachers currently working toward meeting the HQPD Requirement
Gifted Services	Regular Classroom Honors Math	7-8	Superior Cognitive ID AND/OR Math ID	General Education Classroom Teacher Pre-Alg/Alg I *General Education Teachers currently working toward meeting the HQPD Requirement
Gifted Services	Honors ELA and Math Advanced Placement College Credit Plus	9-12	Superior Cognitive ID and/or Related Content ID	General Education Classroom Teacher *General Education Teachers currently working toward meeting the HQPD Requirement
Gifted Services (Year #1)	Regular classroom with early entrance to kindergarten	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 or subject acceleration	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 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

Struthers 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 Struthers within 60 days of receipt of revisions.

If you have questions, please call your building principal or
Amanda Ford, Special Services Director 330 -755-3354