

District Gifted Education Plan for Screening, Assessment and Identification

2020-21 North Fork Local School District

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.

1. DISTRICT PROCESS FOR ASSESSING STUDENTS FOR GIFTED EDUCATION

A. Criteria and Methods Used to Screen and Select Students for Additional Testing for Gifted Identification

- Students who have requested assessment or who have been recommended for assessment by teachers, parents, or other students are provided at least two opportunities a year for assessment.
- Student whole-grade and individual screening scores will be reviewed on a regular basis for gifted identification. Scores must be obtained from an instrument approved by the Ohio Department of Education for gifted identification. If the student’s score/s meet the required cut-off score as specified in the Chart of Approved Assessments, the student is identified as gifted and the student’s educational needs are determined. Identification scores remain in effect for the remainder of the student’s K-12 school experience.

B. Test Instruments used for Assessment in Each Area

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

Identification Area	Instrument
Superior Cognitive Ability	<ul style="list-style-type: none"> • Cognitive Abilities Test, Forms 7, 8 • Naglieri Nonverbal Ability Test, 3rd Ed. (NNAT 3) • Woodcock Johnson IV (WJIV) Test of Cognitive Abilities • InView Ability Tests
Reading: Specific Academic Ability	<ul style="list-style-type: none"> • Iowa Assessments • PSAT 8/9 • Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and PSAT 10 • Stanford Achievement Test Series, Tenth Edition (SAT10) • SAT Test • TerraNova Achievement Tests • The ACT Assessments • Woodcock-Johnson, IV, Tests of Achievement
Math: Specific Academic Ability	<ul style="list-style-type: none"> • Iowa Assessments • PSAT 8/9 • Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and PSAT 10 • Stanford Achievement Test Series, Tenth Edition (SAT10) • SAT Test

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	<ul style="list-style-type: none"> • TerraNova Achievement Tests • The ACT Assessments • Woodcock-Johnson, IV, Tests of Achievement
Science: Specific Academic Ability	<ul style="list-style-type: none"> • Iowa Assessments • Stanford Achievement Test, Tenth Edition (SAT10) • The ACT Assessment • TerraNova Achievement Tests
Social Studies: Specific Academic Ability	<ul style="list-style-type: none"> • Iowa Assessments • Stanford Achievement Test, Tenth Edition (SAT10) • TerraNova Achievement Tests
Creative Thinking Ability	<ul style="list-style-type: none"> • Cognitive Abilities Test, Forms 7, 8 • Naglieri Nonverbal Ability Test, 3rd Ed. (NNAT 3) • Woodcock Johnson IV (WJIV) Test of Cognitive Abilities • InView Ability Tests • Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)- Part II Creativity • The Gifted Rating Scale (GRS) • Scales for Identifying Gifted Students (SIGS)
Visual and Performing Arts	<ul style="list-style-type: none"> • Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)- Parts V (visual arts), VI (music), VII (drama) • The Gifted Rating Scale (GRS) • Gifted and Talented Evaluation Scales, 2nd Edition (GATES-2) • ODE Ohio Checklist of Artistic Behavior- Dance

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C. Whole-Grade Screenings

Grade/s	Area/s Assessed	Instrument
2 and 5	Superior Cognitive Ability	<ul style="list-style-type: none"> • InView Ability Tests
2 and 5	Reading	<ul style="list-style-type: none"> • Terra Nova Achievement Tests
2 and 5	Math	<ul style="list-style-type: none"> • Terra Nova Achievement Tests
2 and 5	Creative Thinking	<ul style="list-style-type: none"> • Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)- Part II Creativity • Scales for Identifying Gifted Students (SIGS) • InView Ability Tests

D. The Referral Process

- The district shall provide at least two opportunities each year to assess referred students.
- Children may be referred, in writing, at any point in the school-year. Referrals will be accepted from the child (self-referral), a peer, a teacher, a parent/guardian, or other members of the school community (e.g. psychologists, community members, administrator, gifted coordinator, etc.).

E. The Process for Assessment Following a Referral

- The student will be scheduled for testing with the coordinator of gifted services or the school psychologist.
- Testing will be scheduled during the school-day.
- Scores must be obtained from an instrument approved by the Ohio Department of Education for gifted identification. If the student's score/s meet the required cut-off score as specified in the Chart of Approved Assessments, the student is identified as gifted and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.
- Parents will be notified of testing results within 30 days of receiving and reviewing the results.

2. DISTRICT PROCEDURES TO ENSURE THAT ALL STUDENTS HAVE EQUAL ACCESS TO SCREENING AND FURTHER ASSESSMENT FOR GIFTED IDENTIFICATION

- A. 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.
- B. Steps Taken to Ensure Equity for Traditionally Underrepresented Populations
 - Use of alternative intelligence tests including nonverbal testing.
 - Use of a rolling window for referrals for any student within the district.
 - Individual consultation with teachers in regards to characteristics of underserved populations.
 - Allowable modifications are made for those who require them, in accordance with the testing instrument administration manual.
 - Use a variety of possible testing instruments in order to meet the needs of the district population.

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3. DISTRICT PROCEDURES ENSURING EQUAL ACCESS FOR ALL STUDENTS IDENTIFIED AS GIFTED TO RECEIVE ANY AVAILABLE GIFTED SERVICES

- A. Students who meet the placement criteria are invited to participate in gifted services. Students will be placed in descending order in services until the class enrollment limit is reached.
- B. As new students transfer in, or are identified during the year, the district evaluates enrollment in gifted services based on the pre-determined placement criteria and space available in the gifted service.
- C. Students will be placed in gifted services using pre-determined placement procedures.

4. DISTRICT PROCESS FOR STUDENTS TO REFUSE OR WITHDRAW FROM GIFTED SERVICES

Parents may decline or withdraw their child from gifted services by submitting their request in writing to the building administrator.

5. THE DISTRICT-DETERMINED SCORE/S FOR REASSESSMENT AND THE PROCESS FOR REASSESSING STUDENTS WHO MEET THESE SCORES

Re-assessment for gifted identification is completed when a student scores within a pre-set range for re-assessment on a screening instrument approved by the Ohio Department of Education. Scores are reviewed by district personnel and re-assessment is scheduled if the student is not already scheduled to be re-evaluated within 90 days.

Instrument Name	Grade/s Administered	Reassessment Score	Identification Score
InView Ability Tests	2 and 5	126	128
• Terra Nova Achievement Tests	2 and 5	93 rd percentile	95 th percentile

6. DISTRICT PROCESS FOR STUDENTS TRANSFERRING INTO THE DISTRICT TO RECEIVE SERVICES

- A. **Out of District Scores:** The district accepts scores from assessments approved for use by the Ohio Department of Education for the purposes of identification and placement. If the child had not previously been identified within the State of Ohio, the scores must be from an assessment completed within the preceding 24 months using an approved instrument.
- B. **Transfer Students:** 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 submit a written request for testing to the building administrator.

7. APPEAL PROCEDURES

Parents have the right to appeal. 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 final decision in writing within 30 days of the appeal. This written notice should include the reason for the decision(s). An appeal by the parent is the reconsideration of the results of any part of the identification process, which could include:

- Screening procedure or assessment instrument
- The scheduling of children for assessment
- The placement, or non-placement, of a student in any program
- Receipt of services

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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.

Area/s of Identification	Grade Level/s	Service Description	Service Setting
Superior Cognitive Ability	6-12 11-12 9-12	<ul style="list-style-type: none"> • Honors Classes: (R, M, SCI, SS) • Advanced Placement (AP) Courses • College Credit Plus (CCP) Courses 	<ul style="list-style-type: none"> • Honors with General Ed. Teacher • AP Classroom • College Course
Reading/Writing	3-5 6-12	<ul style="list-style-type: none"> • Cluster Grouping • Honors Classes 	<ul style="list-style-type: none"> • General Education Classroom • Honors with General Ed. Teacher
Math	3-5 6-12 12	<ul style="list-style-type: none"> • Cluster Grouping • Honors Classes • Advanced Placement (AP) Courses 	<ul style="list-style-type: none"> • General Education Classroom • Honors with General Ed. Teacher • AP Classroom
Science	9-11 12	<ul style="list-style-type: none"> • Honors Classes • Advanced Placement (AP) Courses 	<ul style="list-style-type: none"> • General Education Classroom • AP Classroom
Social Studies	9-12 11	<ul style="list-style-type: none"> • Honors Classes • Advanced Placement (AP) Courses 	<ul style="list-style-type: none"> • General Education Classroom • AP Classroom
Creative Thinking		None	None
Dance		None	None
Drama		None	None
Music		None	None
Visual Art		None	None
			*GIS= Gifted Intervention Specialist