

**GROVEPORT MADISON LOCAL POLICY AND PLAN
FOR THE IDENTIFICATION AND SERVICE
OF CHILDREN WHO ARE GIFTED
2022-2023**

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 administers whole grade gifted identification assessments and individual referrals for gifted identification. The district accepts screening and identification scores completed within the preceding twenty-four months for students moving into the district and will screen or reassess 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 utilized by public school districts for gifted identification purposes must be on the [Ohio Department of Education’s list of assessments approved for gifted identification and prescreening](#).

➤ **Superior Cognitive Ability**

Assessments the district administers that provide for superior cognitive:

Instrument Name	Grade administered	Reassessment Score	Identification Score
In-View	2,5	126-127	128 or above
<i>Woodcock Johnson Test of Cognitive Abilities, 4th Ed.</i>	K-12	126	127 or above
<i>COGAT – FORM 8</i>	K-12	See ODE’s list of approved assessments for gifted identification. Reassessment score=ID score - 1	See ODE’s list of approved assessments for gifted identification. CogAT Form 8 ID scores vary by level and applicable battery or composite score.

➤ **Specific Academic Ability**

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

Instrument Name	Grade administered	Reassessment Score	Identification Score
<i>i-Ready Diagnostic Math & Reading only</i>	2-8	94 th percentile	95 th percentile
<i>TerraNova Achievement Test</i>	2,5	94 th percentile	95 th percentile
<i>Iowa Assessments Form G</i>	1-8	94 th percentile	95 th percentile
<i>Woodcock Johnson IV Achievement Test</i>	K-12	94 th percentile	95 th percentile
<i>Stanford Achievement Test (10th Edition)</i>	K-12	94 th percentile	95 th percentile
<i>MAP Growth Math & Reading only</i>	2-10	94 th percentile	95 th percentile

Italicized tests are given only as requested by referrals in the grade levels as they are requested.

* Tests scores are used for students to opt to take these assessments at the secondary level.

➤ **Creative Thinking Ability**

Cognitive Assessments the district administers as a pre-requisite to assessment for creative thinking identification

Instrument Name	Grade administered	Qualifying Score for Creative Thinking Ability (intelligence test component)	Creative Thinking Ability Checklists
<i>Woodcock Johnson Test of Cognitive Abilities, IV</i>	K-12	112	<p><i>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) administered; score of 51 or above = creative thinking ID/score of 48-50 results in a reassessment or</i></p> <p><i>Gifted Rating Scales (GRS) – Creativity Scales; score of 66 or above = creative thinking ID/score of 60-65 results in a reassessment</i></p>
In-View	2,5	112	<p><i>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) administered; score of 51 or above = creative thinking ID/score of 48-50 results in a reassessment or</i></p> <p><i>Gifted Rating Scales (GRS) – Creativity Scales; score of 66 or above = creative thinking ID/score of 60-65 results in a reassessment</i></p>
<i>CogAT Form 8</i>	K-12	See ODE's list of approved assessments for gifted identification qualifying score for creative thinking ability intelligence test component for various levels, composite and battery scores	<p><i>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) administered; score of 51 or above = creative thinking ID/score of 48-50 results in a reassessment or</i></p> <p><i>Gifted Rating Scales (GRS) – Creativity Scales; score of 66 or above = creative thinking ID/score of 60-65 results in a reassessment</i></p>

➤ **Visual and Performing Arts**

Assessments the district administers that provide for visual and performing arts identification:

Instrument Name	Grade administered	Reassessment Score	Identification Score
<i>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)</i>	K-12	Art: 59-60 Dance: 29-31 Drama: 54-56 Music: 37-38	Art: 61 or above Dance: 32 or above Drama: 57 or above Music: 39 or above
<i>ODE Performance Evaluation Tools from ODE</i>	K-12	Art: 16-20 Dance: 20-25 Drama: 16-19 Music: 14-17	Art: 21 or above Dance: 26 or above Drama: 20 or above Music: 18 or above

IDENTIFICATION PROCESS

The district 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.

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

Type of Assessment	Content Area(s)	Grade Level(s)
<ul style="list-style-type: none"> Whole-grade tests 	Superior Cognitive Ability Specific Academic Ability - Reading, Math, Science, Social Studies	Math, Reading: 1-10 Superior Cognitive & Creativity: 2,5 Science: 5 Social Studies: 5
<ul style="list-style-type: none"> Individually-administered tests 	Superior Cognitive Ability Specific Academic Ability - Reading, Math, Science, Social Studies Creativity	All (as requested) 1-12 and reassessment as needed K: Sup Cog, Reading, Math, and Creativity
<ul style="list-style-type: none"> Audition, performance 	Drama, Music (instrumental and vocal) Dance	K-12 by referral Age 14 or above
<ul style="list-style-type: none"> Display of work 	Visual Art	K-12 by referral
<ul style="list-style-type: none"> Checklists 	Drama, Music, Art Dance	K-12 by referral Age 14 or above

Referral

Children may be referred to the Director of Teaching and Learning in writing by October 1st for the 1st semester and March 1st for the second semester, 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 district will:

- Follow the process as outlined in this document; and
- Notify parents of results of screening or assessment and identification within 90 days.

Screening

The district will utilize an approved Gifted Identification Assessment from the Ohio Department of Education. 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.

Steps Taken to Ensure Equal Access of Underrepresented Populations

- Use of alternative intelligence tests including nonverbal testing
- Use of a rolling window for referrals for any student within the district as well as transfer students
- Individual consultation with teachers in regards to characteristics of underserved populations
- Whole grade in reading and math testing multiple times per year in a large range of grade levels to ensure each student is assessed.
- Modifications aligned to testing manuals to ensure accommodations are made for those who require them.
- A variety of possible test measures in order to meet the needs of the population served within the district

Identification

When the screening assessment has been completed, if the data obtained meets the approved ODE cut-off scores specified in the ODE guidance document, the identification decision is made and student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

Procedures to Ensure Equal Access within Services

- Students who meet identification criteria are invited to service
- Transportation is guaranteed within the district to district programming which is only in certain schools
- As new students transfer in or are identified during the year the district evaluates enrollment and in cases where students can be placed in service where equal access can be given across the district placement will be made.

Reassessment

If the student data or score from an approved screening instrument or from an approved identification instrument is within a district-specified range, reassessment for possible identification can occur with parental consent.

Out of District Scores

The district 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.

Transfer

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 in writing. Parents shall contact the building principal.

Services for Transfer Students

A transfer student who meets the criteria for service will be eligible for gifted services. If a student enters the district and space is not available in a class they will be invited to begin services, the following year.

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

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.

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Single Subject Acceleration	Regular Classroom with Acceleration	K-12	Meets district acceleration policy and data requirements; Acceleration Committee Agreement	General Education Teacher licensed for course
Single Subject Acceleration with GIS as the teacher of Record	Self-Contained Single Subject	6-8	Meets district single subject acceleration and data requirements Acceleration Committee Agreement	Gifted Intervention Specialist
<u>AP Courses</u> (variety in all content areas which varies by student enrollment)	Regular Classroom AP	9-12	Gifted identification in superior cognitive ability, Math, Reading, Science, or Social Studies (the subject area corresponding with the course of enrollment). Non-gifted ID'd students may select to take AP courses	AP-trained teacher with authorized AP course and training by Gifted Specialist or approved gifted professional development
CCP Approved course (varies)	Regular Classroom CCP	7-12	Gifted identification in superior cognitive ability, Math, Reading, Science, or Social Studies in the subject area corresponding with	CCP Trained teacher with authorized course

			the course of enrollment. Non-gifted ID'd students may select to take CCP courses.	
<u>6-11</u> <u>Honors Courses</u> Honors English 9-12 Honors World History Honors US History/ American History Honors Chemistry Honors Biology Honors 7 th grade Math Honors 8 th grade Math Honors Geometry Honors Algebra Honors Algebra II Honors Pre-Calculus	Regular Classroom Honors	6-12	Gifted identification in superior cognitive ability, Math, Reading, Science, or Social Studies in the subject area corresponding with the course of enrollment. Non-gifted ID'd students maybe recommended to participate in Honors courses.	Regular Classroom Teachers approved training by Gifted Intervention Specialist or approved gifted professional development. May also be a licensed gifted intervention specialist
Gifted Single Subject Self Contained	Self-Contained Classroom (Single Subject)	2-8	<u>2-5</u> Gifted Math sections: SC or Math ID for math courses <u>2-5</u> Gifted Reading Sections- SC or reading ID for reading course sections <u>6-8</u> : SC or Math OR Reading OR Science ID for corresponding areas of service.	All Gifted Intervention Specialists, no regular classroom teachers
Gifted Resource Room/ Pull Out	Resource room/ Pull out	2-8	GIS provides services to a maximum of 20 students at one time and a max. caseload of 80 students who are gifted. Approximately 5 hours per week.	Gifted Intervention Specialist , no regular classroom teachers.
Gifted Honors Courses / Gifted grouping	Cluster class/ grouping	2-8	Classrooms where GIS or Reg. Ed Teacher is teacher of record for both gifted and regular ed students who have been placed according to gifted identification in the content area of course.	Regular Classroom Teachers &/or GIS Support and PD aligned with OAC for gifted.

Written Education Plans

When a student has been identified as Gifted and parents have requested Gifted Service, the student must have a Written Education Plan (WEP) in compliance with the Ohio Department of Education's, *Operating Standards for Identifying and Serving Gifted Students*.

Withdrawal

If at any time a student or parent wishes to withdrawal from Gifted programs or services, the parent will be asked to complete the Gifted Withdrawal Form found on our district website or provided by staff. Forms should be turned in to the Director of Teaching and Learning. Parents can request future Gifted service by contacting the Director of Teaching and Learning. If a student requests to withdrawal, parents will be notified.

DISTRICT ENRICHMENT

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.

IDENTIFICATION AND SERVICE PLAN APPROVAL

District 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 the district within 60 days of receipt of revisions.

If you have questions, please call
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614-492-2520