

2023-2024
ALLIANCE CITY SCHOOLS
GIFTED IDENTIFICATION AND SERVICE
PLAN AND POLICY



District Identification Plan

Ohio defines a student who is gifted 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” (Ohio Revised Code 3324.01).

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.

Approved Intelligence Assessments Superior Cognitive Ability

<u>Test Name</u>	<u>Grade Levels</u>	<u>Screen/Reassess Score</u>	<u>ID Score</u>
InView - A Measure of Cognitive Abilities	2-12	126	128
Cognitive Abilities Test (CogAT), Form 8 VQN Composite	K, 3, 7-12	125	127
	1, 2, 4-6	126	128
Cognitive Abilities Test (CogAT), Form 8 QN Composite	5, 7-12	125	127
	3-4, 6	126	128
Cognitive Abilities Test (CogAT), Form 8 VN Composite	1	123	125
	K, 3, 7-10	124	126
	2, 4-6, 11-12	125	127
Cognitive Abilities Test (CogAT), Form 8 Nonverbal Battery	3	123	125
	2, 4-5	124	126
Naglieri Nonverbal Ability Test - NNAT 3 Levels A-D	K-4	124	126



Levels E-G	5-7 8-10 11-12	123 124 125	125 126 127
Wechsler Intelligence Scale for Children - 5th Edition (WISC-V) Full Scale IQ General Ability Index Nonverbal Index Verbal Expanded Crystallized Index Expanded Fluid Reasoning Index	K-12 K-12 K-12 K-12 K-12	125 124 124 124 124	127 126 126 126 126
Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities Gf-Gc Composite	PreK-12 PreK-12	125 125	127 127
Iowa Assessments Complete Battery Forms G	1-8	93%ile	95%ile

Approved Achievement Assessments Specific Academic Ability

<u>Test Name</u>	<u>Grade Levels</u>	<u>Screen/Reassess Score</u>	<u>ID Score</u>
i-Ready Diagnostic	2-5	90%ile	95%ile
MAP Growth 6+	6-10	90%ile	95%ile
The Iowa Assessments Complete Battery, Form G - Use Total Math (with or without math computation), Total ELA and Total Reading Use Total Math (with or without math computation), Total ELA and Total Reading, Science	K Reading/Math Only 1-8	90%ile	95%ile
Terra Nova Achievement Tests, Complete Battery	K Reading/Math Only 1-12	90%ile	95%ile



PSAT/NMSQT, PSAT 10 - Use the scores for Evidence-Based Reading/Writing and Math. Use the percentiles for NATREP	10-11	90%ile	95%ile
SAT - Use the scores for Evidence-Based Reading/Writing and Math. Use the percentiles for NATREP	11-12	90%ile	95%ile
Woodcock-Johnson IV (WJIV) Tests of Achievement - Use Broad Reading, Broad Math score	PreK-12	90%ile	95%ile

Creative Thinking Ability

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

Approved Intelligence Assessments Creative Thinking Ability

<u>Test Name</u>	<u>Grade Levels</u>	<u>Screen/Reassess Score</u>	<u>Qualifying Score</u>
InView - A Measure of Cognitive Abilities	2-12	110	112
Cognitive Abilities Test (CogAT), Form 8 VQN Composite	K-1	109	111
	2-12	110	112
Cognitive Abilities Test (CogAT), Form 8 QN Composite	3-12	110	112
Cognitive Abilities Test (CogAT), Form 8 VN Composite	K	108	110
	1-12	109	111
Cognitive Abilities Test (CogAT), Form 8 Nonverbal Battery	3-5	108	110
	2	109	111
Naglieri Nonverbal Ability Test - NNAT 3 Levels A-D	K-4	108	110



Levels E-G	5-7 8-10 11-12	107 108 109	109 110 111
Wechsler Intelligence Scale for Children - 5th Edition (WISC-V) Full Scale IQ	K-12	110	112
General Ability Index	K-12	109	111
Nonverbal Index	K-12	109	111
Verbal Expanded	K-12	109	111
Crystallized Index			
Expanded Fluid	K-12	109	111
Reasoning Index			
Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities	PreK-12	110	112
Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities Gf-Gc Composite	PreK-12	110	112

Approved Checklists of Creative Behaviors

<u>Test Name</u>	<u>Grade Levels</u>	<u>Screen/Reassess Score</u>	<u>ID Score</u>
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) - 3rd Edition - Part II Creativity	K-12	48-50	51
Gifted Rating Scales - Creativity Scales	K-8	60-65	66

Approved Checklists of Artistic Behavior

<u>Test Name (Individual Only)</u>	<u>Grade Levels</u>	<u>Screen/Reassess Score</u>	<u>ID Score</u>
Visual Arts SRBCSS, Part V	K-12	59-60	61
Musical SRBCSS, Part VI	K-12	37-38	39
Dramatics SRBCSS, Part VII	K-12	54-56	57



Dance Ohio Checklist of Artistic Behavior - Dance	9-12	29-31	32
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Approved Performance Evaluation Tools

<u>Test Name</u> <u>(Individual Only)</u>	<u>Grade Levels</u>	<u>Screen/Reassess</u> <u>Score</u>	<u>ID Score</u>
Visual Arts ODE VPA Rubric for Art	K-12	16-20	21
Music ODE Rubric for Music	K-12	14-17	18
Drama/Theater ODE Rubric for Drama	K-12	16-19	20
Dance ODE Rubric for Dance	K-12	20-25	26

Assessments Approved for Pre-Screening Only

<u>Test Name</u> <u>(Individual Only)</u>	<u>Grade Levels</u>	<u>Area of</u> <u>Identification</u>	<u>Assessment</u> <u>Type</u>
i-Ready Diagnostic	K-1	Specific Academic	Math/Reading
TerraNova Third Edition, Survey	2-12	Specific Academic	Math/Reading/ Science/Social Studies

Identification Process

Type of Assessment	When Administered	Content Area(s)	Grade Level(s)
Whole-grade tests <ul style="list-style-type: none">• InView• TerraNova• i-Ready• MAP• SAT	November November September, January, May September, January, May March	Superior Cognitive Science, Social Studies Reading, Math Reading, Math Reading, Math, Science	2,5 5 1-5 6-10 11
Individually or small group administered tests	Ongoing when requested	All	K-12 by referral



Audition, performance - Stark County VPA Assessment	November	VPA	K-12 by referral
Display of work - Stark County VPA Assessment	November	VPA	K-12 by referral
Exhibition - Stark County VPA Assessment	November	VPA	K-12 by referral
Checklists - VPA Creativity	September January	VPA, Creativity	K-12 by referral

Referral

The district ensures there are ample and appropriate opportunities for assessments and reassessment using: group tests; individually-administered tests; audition, performance; display of work; exhibition; and checklists. Children may be referred 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, within ninety days, the district will obtain permission for assessment, schedule and complete the assessment. Upon completion, parents will be notified in writing of results of screening or assessment and identification within thirty days. The district shall provide at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children. Referral forms are located on the Alliance City Schools website and can be submitted to the building principal or district gifted coordinator.

Screening

All students in grades 2 and 5 are screened for giftedness in superior cognitive ability and creative thinking ability. Also, all students in grades 2 through 10 are screened in reading and math three times a year. We screen all 5th graders for giftedness in science and social studies. Whole-grade testing typically occurs in late fall/early winter. Students are also tested upon referral in small groups or individually. The district conducts its Visual and Performing Arts gifted identification process coordinated by the Stark County ESC in the fall of each year. This process is for students who demonstrate indications of giftedness in the visual and performing arts. Referrals will be accepted for any student in grades K12. Parents will be notified in writing of results of screening or assessment and identification within thirty days.

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. The district takes the following steps to ensure the equity for these traditionally underrepresented populations:

- Selecting assessments which allow the accommodations in a student's Individualized Education Program or 504 Plan
- Administering assessments in a student's native language if the language serves as a barrier to identification
- Securing school psychologists to administer instruments where applicable.



Identification

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code. Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made, and the student's educational needs are determined. Alliance City Schools uses assessments for assessment and identification from the ODE approved list, which is available upon request. Parents will be notified in writing of results of screening or assessment and identification within thirty days. 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.

Out of District Scores

The district accepts scores on assessment instruments completed within the preceding 24 month period approved for use by the Ohio Department of Education provided by other school districts 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. Parents should contact the building principal to obtain a referral for assessment. Additionally, following the registration process and receipt of records from a previous district, student records are reviewed to determine if a previous gifted identification exists. Students that transfer into the district with a valid identification will be placed into any gifted service for which they have met the criteria for service.

Appeal Procedure

An appeal by the parent is the reconsideration of the results 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. Once parents 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, to discuss the concern. 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). The decision of the superintendent or designee is final.



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.

Service Setting	Grade Level	Criteria for Service	Service Provider
Regular Classroom Cluster Group	K-12	Identified in sup cog, math, reading, science, social studies and/or creative thinking	Regular classroom teacher with gifted PD hours
Regular Classroom with Acceleration	K-12	Accelerations will follow the district's acceleration plan (Policy 5410)	Regular classroom teacher with gifted PD hours
Regular Classroom AP	9-12	Identified in AP subject area or sup cog	Regular classroom teacher with AP training & with gifted PD hours
Regular Classroom CCP	10-12	Identified in sup cog or CCP subject area	Regular classroom teacher trained and certified in CCP area
Arts classroom	K-12	Identified in any of the arts areas	Trained arts instructor

Written Education Plans

All school districts in Ohio reporting services to gifted students must have on file a copy of a Written Education Plan (WEP) for each student served. Ohio Administrative Code 3301-51-15 (D)(4) outlines the specific points that must be included on the WEP.

The WEPs contain annual goals for the students which are statements that describe the knowledge, skills and/or behaviors a student is expected to be able to demonstrate during the time period for which the WEP is in effect. Annual goals are based on the student's academic needs, as identified in the present levels of performance. Goals are targeted toward specific needs, skills or content in each area of identification that will be served. Goals will be met by differentiation by acceleration, complexity, depth of understanding, challenge, abstractness, and/or cognitive creativity and will be provided through a regular education class, accelerated placement, arts classroom, advanced placement and/or CCP. Four times a year the regular classroom teacher providing gifted services will evaluate and report the students' progress in meeting these goals.

WEPs will be reviewed and updated annually. Parents and classroom teachers are distributed digital or written copies of the WEP at the beginning of each school year. Parents are asked for a signature to acknowledge receipt of the WEP. For students who are not receiving gifted services, parents are notified in writing with a no service letter.

**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 and gifted coordinator. If children request to withdraw, parents will be notified. After the request is received, a meeting will be held with the gifted teacher, coordinator and parents and a decision reached. Future participation in gifted services will be discussed.cc

If you have questions, please contact your building principal or
Natalie Kern (Gifted Coordinator)
kernna@alliancecityschools.org or 330-821-2100 Ext.1222