

Assessment Instruments Used for Gifted Identification

The district uses the following assessment instruments for screening and identification pursuant to ORC 3324.01-07. Additional tests beyond those named may be used if needed in response to special needs, such as culturally diverse, economically disadvantaged, disability, or limited English proficiency. The tests will be chosen from the approved assessment list by the Ohio Department of Education and Ohio Revised Code (Section 3324.03) for the identification of gifted students K-12 based on need.

Superior Cognitive Ability:		
ITBS (Iowa) Complete battery	Grade 2 (K-8)	Screen = 90% ID = 95%
CogAT form 7	Grade 3	Screen = 120 ID = 128
SAT	Grades 6-12	Screen = 90% ID = 95%

Creative Thinking Ability:		
Creative thinking includes innovative ideas, non-conventional approaches to problem solving and the ability to examine things from new or different perspectives.		
CogAT form 7	Grade 3 (K-12)	Screen = 110 ID = 112
Gifted and Talented Education Scales (GATES2) – Section IV, items 21-30	Grades K-12	Screen = 80 ID = 83
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 2004 Version – Part II	Grades K-12	Screen = 48 ID = 51
Woodcock-Johnson IV (WJIV) – Tests of Achievement	Grades K-12	Screen = 110 ID = 112

Specific Academic Ability:		
ITBS (Iowa) Complete battery	Grade 2 (K-8)	Screen = 90% ID = 95%
ACT	Grades 6-12	Screen = 90% ID = 95%
Woodcock-Johnson IV (WJIV) – Tests of Achievement	Grades K-12	Screen = 90% ID = 95%
STAR Math and Reading (Screening only)	Grade 5	Screen = 90%
Visual & Performing Arts:		
Clark's Drawing Abilities Test	Grade 4 (K-12)	Screen = 6 ID = 9
Gifted and Talented Education Scales (GATES2) – Section V, items 41-50	Grades K-12	Screen = 57 ID = 78
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 2004 Version – Part V (art), VI (music), VII (drama)	Grades K-12	Art: Screen=59 /ID=61; Music: Screen=37/ID=39; Drama: Screen=54 /ID=57
Ohio Department of Education Rubric for Scoring Visual Art / Music / Drama / Dance Performance	Grades K-12	Art: Screen=16 /ID=21; Music: Screen=14/ID=18; Drama: Screen=16 /ID=20; Dance: Screen=20/ID=26

WRITTEN EDUCATION PLAN (WEP)

A Written Education Plan (WEP) guides the gifted services based on the student's area(s) of identification and individual needs. The Written Education Plan:

- provides a description of the services to be provided, including goals for the student in each service specified;
- specifies staff members responsible for providing that specific services are delivered;
- contains the aforementioned procedure for resolving disputes with regard to identification and placement decisions;
- specifies policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general classroom if different from the District policy detailed in the services section;
- specifies dates for when progress towards the goals will be reported and when the WEP will be reviewed for possible revision.

The WEP shall be developed in collaboration with an educator who holds licensure or endorsement in gifted education. The WEP shall include goals for the student, methods and performance measurements for evaluating progress on the goals, and a schedule for reporting progress to students and parents.

Parents and all educators responsible for providing gifted education services to the students, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.

The district reports to parents and the Ohio Department of Education that a student is receiving gifted education services only if the services are provided in conformance with the Operating Standards for Identifying and Serving Gifted Students.

DISTRICT POLICY AND PLAN FOR THE IDENTIFICATION OF AND SERVICES FOR STUDENTS WHO ARE GIFTED

Information for Parents



Ada Exempted Village School District

Revised June 15, 2017

District Contact Information

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IDENTIFICATION

Screening and Assessing:

The District uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual/performing arts.

The district uses assessment instruments approved by the Ohio Department of Education and criteria established in the Ohio Revised Code (Section 3324.03) for the identification of gifted students K-12. For specific tests used by the District on a regular basis, see the list enclosed. Additional approved tests can be found through the Ohio Department of Education's Chart of Approved Gifted Identification / Screening Instruments.

Stage I – Screening: Data Review and Referrals:

The first step of the screening and identification process involves gathering and reviewing relevant existing data on *all* students and accepting referrals from parents, teachers, and other students. Referral forms are kept in the elementary office and are posted online on the district's website. If sufficient data exist, a student may be identified as gifted during this stage. Children may be referred and screened on an ongoing basis, through teacher or parent referral, and by others with knowledge of the child's abilities such as a psychologist, principal, or professional arts instructor. By using the pre-assessment process, the district ensures equal access to screening and further assessment by 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. Students are entitled to at least two opportunities a year for assessment, K-12.

Stage II – Group Assessment:

During the second, third, fourth, eighth, and tenth grade years, whole grade testing occurs. Results are examined to determine eligibility for identification. Based on those results some students may require additional testing.

Stage III – Individual Assessment:

Although most gifted students are identified by existing data or small group assessments as listed in stages I and II, a few students may require individual

assessment in order to fairly determine their eligibility for identification. This includes transfer students. If individual assessment is necessary, parents are notified and permission for testing is obtained. A trained professional conducts the individual assessments. Results are examined to determine eligibility for identification.

Transfer students:

The district accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district. 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.

Parent Notification

Parents of students who meet the Ohio identification criteria are notified by mail within 30 days. A record of the identification is placed in the child's cumulative file.

Appeal / Complaint Procedure

If there is a disagreement about student identification or services, it can usually be resolved through communication with the personnel involved in the process. The following steps are used to appeal a decision about the results of screening procedures or assessment, the scheduling of children for assessment, eligibility of services, or to report concerns about legal compliance.

The appeal / complaint must be in writing and must contain a statement detailing the facts of the concern.

The appeal / complaint may also provide a potential solution. Begin by contacting the specific personnel involved in the disagreement. If, within 15 days of the written appeal, you are unsatisfied with the results, you may appeal to the next highest level of authority, and so forth.

Withdrawal

If, at any time, a student wishes to withdraw from the services, a written request should be submitted by the parent or child to the gifted coordinator. If a child requests to withdraw, parents will be notified. The withdrawal or probation process may also be activated by attendance, social/emotional issues, or academic issues.

SERVICES

The Ada Exempted Village School District is committed to identifying and meeting the needs of every child. In developing K-12 program options to accomplish this goal, we recognize that a variety of opportunities need to be provided in a number of settings to address the diverse abilities and needs of our gifted students.

Each year the District shall submit data and participate in program audits as required by the Department.

Teachers use a wide variety of strategies within the classroom to meet the needs of gifted students through differentiated instruction including: cluster grouping for ability or interest, tiered lessons, curriculum compacting, multiple/varied texts and/or novels, and stations/learning centers. Teachers take training to learn new ways to meet gifted students' needs.

Depending on student need, staffing, and scheduling, services could vary from year to year. Services may consist of one or more of the following:

a differentiated curriculum; differentiated instruction; cluster groupings; resource rooms; early entrance (see Ada Policy 5112); subject acceleration (see Ada Policy 5410); whole grade acceleration (see Ada Policy 5410); early high school graduation (see Ada Policy 5464); honors classes; advanced placement /international baccalaureate courses; dual enrollment opportunities including, but not limited to college credit plus; independent study /educational options /credit flexibility; mentorships /internships; self-contained classrooms; advanced online courses and extended learning programs; services from a trained arts instructor; or other options identified in the rules of the Ohio Department of Education.

K-12 services include gifted coordinator services, identification, consultation, grade / course level acceleration, staff development opportunities, support for affective needs and career exploration and counseling.

Elementary services have included cluster-grouped team-teaching for grades three and four; pull-out services for grades three, four, and five; and summer opportunities information. Pull out services are offered to students in varying areas of identification based on the needs of the students in the varying grades.

Junior/Senior High School Services have included courses for high school credit, academic competitions, summer opportunities information, academic advising, honors/advanced classes, AP classes, dual-enrollment, and College Credit Plus. Students participating in gifted services provided outside the general education classroom are generally exempted from routine class work (worksheets, homework, etc.) assigned during absences from the regular classroom due to participation in the gifted services. Students are to turn in work due the day of absence and make arrangements to make up missed tests. Special class work (projects, book reports, etc.) assigned during the student's absence are to be completed. Exceptions to this policy are to be detailed in the student's Written Education Plan. Gifted services shall occur during the typical instructional day with flexibility allowed for the scheduling of district-approved internships or mentorships and higher-education coursework, including credit flexibility.