



**District Plan
for the
Identification of
and
Services For
Students
Who Are Gifted**

Euclid City School District
651 East 222nd Street
Euclid, Ohio 44123

Revised: July 2018, November 2018

The Law and the Rule

The Euclid Board of Education complies with the Ohio Revised Code 3324.01-07 (law) and Ohio Administrative Code 3301-51-15 (rule) which requires that gifted and talented students be identified in grades K-12.

A gifted student is defined by the State of Ohio 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.”

Children are identified as gifted in Ohio in four categories listed below. Four fields are included in specific academic ability: mathematics, reading/writing, science, and/or social studies. With the exception of visual or performing arts, the child must have achieved the required score within the preceding 24 months.

Superior Cognitive Ability	Specific Academic Ability	Creative Thinking Ability	Visual/Performing Arts Ability
<i>Score two standard deviations above the mean minus the standard error of measurement on an intelligence test, perform at or above the ninety-fifth percentile on a basic or composite battery of a nationally normed achievement test, or attain an approved score on an above grade-level standardized, nationally normed test.</i>	<i>Perform at or above the 95th percentile at the national level on a standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.</i>	<i>Score one standard deviation above the mean minus the standard error of measurement on an intelligence test and attain a sufficient score, as established by the Department, on a test of creative ability or a checklist of creative behavior.</i>	<i>Demonstrate to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area and attain a sufficient score as established by the Department, on a checklist of behaviors related to a specific arts area.</i>

The Law and the Rule

Districts must:

- Have an identification plan and local board policy approved by ODE
- Have regular opportunities for assessment for giftedness based on referrals from teachers, parent/guardian, peer referral, others familiar with the student, self referral, or performance on district-wide state-approved standardized tests
- Include children who are culturally and linguistically diverse, from low socio-economic status, with disabilities and/or who are limited English proficient
- Notify parents of assessment results
- Provide an opportunity to appeal

- Accept assessments given outside the district by trained personnel
- Distribute their gifted identification policy to parents

Referral Procedure

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

- Group tests
- Individually-administered tests
- Audition or Performance
- Display of work
- Checklists

Children may be referred on an ongoing basis, based on the following:

- Self-referral
- Teacher recommendation/referral
- Parent/guardian request
- Peer referral
- Others (psychologist, community members, principal, gifted coordinator, etc.)

Referral forms are available in each school building office and on the District web site.

**No referral is necessary if the test is administered to a whole grade level. **

Upon receipt of a referral, the district will:

- Secure parent/guardian permission to test
- Schedule the assessment
- Follow the process outlined in the District Plan
- Notify parents/guardians of results of screening or assessment and identification within 30 days of receiving test results
- Notify parent/guardian of appeal procedure

General

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.

Outside Assessments

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.

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 contact the building principal.

Services

The District ensures equal opportunity for all district students identified as gifted to receive appropriate services offered by the district. Refer to the Screening and Assessing section of this document.

Appeals Procedure

An appeal by the parent and/or guardian is the review and re-examination 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 a student for assessment
- The placement of a student for services
- Receipt of services

Parents should submit a letter to the Superintendent or Director of Curriculum outlining the nature of the concern. The Superintendent and/or Director of Curriculum will convene a meeting with the parent and pertinent school personnel to discuss the concern. A written final decision will be issued within 30 days of the appeal and include the reasons for that decision.

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 four identification categories. The district assessment list includes tests for special populations.

Stage I: Pre-Assessment

Pre-assessment involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances. All students are involved in the pre-assessment pool.

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.

Stage II: Screening

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. All students in grades *one* and *five* are screened for possible gifted identification in superior cognitive ability and creative thinking, and grades *two* and *six* for possible gifted identification in math and reading.

Specific Academic Ability

- Iowa Tests of Basic Skills (ITBS) Form E
Screen Criteria: 90th percentile Identification Criteria: 95th percentile
- NWEA MAP Growth – Math, Reading grades 2-10
Screen Criteria: 90th percentile Identification Criteria: 95th percentile
- Wechsler Individual Achievement Test 3rd Edition (WIAT III)
Screen Criteria: 90th percentile Identification Criteria: 95th percentile
- Woodcock-Johnson IV, Tests of Achievement (WJ IV)
Screen Criteria: 90th percentile Identification Criteria: 95th percentile
- iReady Diagnostic- Math, Reading grades 2-8
Screen Criteria: 90th percentile Identification Criteria: 95th percentile
- Terra Nova, Third Edition, Multiple Assessments
Screen Criteria: 90th percentile Identification Criteria: 95th percentile

Creative Thinking Ability

Within the preceding 24 months, a child identified in the area of Creative Thinking Ability has done both:

1. attained a sufficient score, as established by the ODE, on a test of creative ability or a checklist of creative behavior
- AND
2. achieved a required score of one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test of the Cognitive Ability Tests on the District list. (Note that the screen criteria and identification criteria for the Cognitive Tests differs from that listed for students meeting criteria for Superior Cognitive Ability identification.)

Creative Ability Scales and Checklists

- Gifted and Talented Evaluation Scale 2 (GATES 2)
(*Creative Thinking: Section IV, Items 21-30*)
Screen Criteria: 90-110 Identification Criteria: 110
- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)
(*Creativity Part II*) Grades K-12

Screen Criteria: 48-50

Identification Criteria: 51 and above

Creative Thinking Ability- Cognitive Test Criteria

- Cognitive Abilities Test (CogAT), Form 7
Gr. K-1 Identification Criteria = 111
Gr. 2-12 Identification Criteria = 112
- Naglieri Nonverbal Ability Test, Individual Administration
Ages 5-11 Identification Criteria: 110
Ages 12-17 Identification Criteria: 111
- InView – A Measure of Cognitive Abilities
Gr. 2-12 Identification Criteria: 112
- Wechsler Intelligence Scale for Children, Fourth Edition (WISC IV)
Identification Criteria: 112

Visual and/or Performing Arts Ability

To be identified as gifted in the visual and performing arts, a student must score in the identification range on an approved behavioral checklist and on a *Display of Work* portfolio evaluation.

Visual Arts (1 Checklist and Display of Work)

1. **Behavioral Checklists:**
 - Gifted and Talented Evaluation Scales (GATES) Section 5 Items #41-50
Screen Criteria=57-77 Identification Criteria=78 and above
2. **Display of Work Portfolio:**
 - Ohio Department of Education Rubric
Screen Criteria=16-20 Identification Criteria=21-24
 - Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part V
Screen Criteria= 59-60 Identification Criteria= 61 and above

Music (1 Checklist and 1 Display of Work)

1. **Behavioral Checklists:**
 - Gifted and Talented Evaluation Scales (GATES), Section 5 Items #41-50
Screen Criteria=57-77 Identification Criteria=78 and above

services, which extend learning beyond the regular classroom curriculum and address individual interests, talents and needs.

- **Offer high quality professional development (HQPDP) opportunities to staff members that provide support and strategies to meet the needs of a diverse gifted population.**
- **Encourage parent and community support for gifted programming.**
- **Provide affective education opportunities for gifted students.**

Overview

Euclid City Schools provides a continuum of services for students who need differentiated curriculum and instruction and support services. The identification data compiled through the Screening and Assessment procedures described in the previous pages of this document and district data are examined to determine placement of students in district gifted services.

The Gifted Coordinator consults with district teachers and administrators to ensure curriculum meets the needs of students with advanced abilities. Instructional settings may include large group, small group and/or individual instruction; flexible grouping; cluster grouping; grade acceleration; subject acceleration; early entrance; early graduation; honors courses; dual enrollment opportunities such as College Credit Plus; mentorships and internships.

At all grade levels the Gifted Coordinator:

- Assists in identification of students with classroom teacher,
- Consults with staff, students and parents regarding academic and social/emotional needs of gifted children,
- Collaborates with staff to determine student need and appropriate services for students in each classroom,
- Provides ongoing observation, collaboration and data collection to adjust programming to meet changing/evolving needs.

If at any time a student wishes to withdraw from services, the parent or child should submit a written request to the building administrator. If children request to withdraw, parents will be notified.

Written Education Plan (WEP)

An individual Written Education Plan is created for each identified student receiving gifted services in compliance with the State Operating Standards. The WEP contains a description of those services and is shared with parents during the first grading period and end of the year.

Continuum of Services

Elementary School Grades K-5

Students identified in the areas of superior cognitive ability and/or reading and/or math and/or creative thinking ability work directly with a gifted intervention specialist, receiving service directly related to their area(s) of identification beginning in grade 2. Curriculum is advanced and varies from the regular curriculum in pace, breadth, and depth.

Middle School Grades 6-7

Students identified in the areas of superior cognitive and/or reading and/or math and/or creative thinking ability are enrolled in advanced courses. In these courses, students engage in coursework that strengthens their critical thinking, creativity, and problem solving skills with content directly aligned to state standards.

High School Grades 8-12

At the high school level, the gifted coordinator is the contact person for students, staff and families. The gifted coordinator supports classroom teachers, students, and families to extend educational options beyond the regular curriculum. In grades 8 and 9, students identified in the areas of superior cognitive and/or reading and/or math are enrolled in advanced and honors courses. In these courses, students engage in coursework that strengthens their critical thinking, creativity, and problem solving skills with content directly aligned to state standards.

Acceleration

The Ohio Revised Code section 3324.10 requires that districts put into effect an acceleration policy for advanced students. Acceleration allows students who show mastery of grade-level content to experience above grade-level curriculum that is not normally a curricular option, in order to foster academic growth. Acceleration options include *Early Entrance to Kindergarten, Early Entrance to First Grade, Whole Grade Level Acceleration, Subject Acceleration and Early High School Graduation*.

In accordance with state regulations, the Iowa Acceleration Scale is used for Whole Grade Level Acceleration to examine cognitive abilities, academic achievement, aptitude scores, data points and social and emotional well-being of the child. All candidates for acceleration must demonstrate evidence of advanced achievement when applicable. The acceleration committee including the parents meet to discuss data of the student and the next steps for academic success.

Students who are accelerated will have a Written Acceleration Plan (WAP) in order to encourage academic success and a successful transition into acceleration. Once the acceleration is complete, the WAP becomes a part of the student's permanent record.