



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

Orange City Schools
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The Law and the Rule

The Orange 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.”

Students 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 approved 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 an approved 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 approved intelligence test and attain a sufficient score, as established by the department of education, on an approved test of creative ability or exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.</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 exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.</i>

Districts must also:

- 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 students who are culturally and linguistically diverse, from low socioeconomic 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 for Assessing Students for Gifted Education

The district shall provide at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students. *Referral deadlines for assessment are the third week in August and the third week in December before winter break for students. Deadlines are posted on the current referral forms.*

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

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

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

- Self-referral,
- Teacher recommendation,
- 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,
- Provide parent/guardian with “Things My Child Likes To Do” questionnaire to complete,
- 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

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 within the preceding twenty four months.

Transfer Students

The district ensures that any student 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 or gifted

coordinator.

Services

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

Appeals Procedure

Parents have an opportunity to appeal any decision about the results of any screening procedure, the scheduling of students for assessment, the assessment results, or the placement of a student in any gifted service. Appeals should be made in writing to the Superintendent within 30 days of notification of results.

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.

By using the pre-assessment process, the district ensures equal access to screening and further assessment for all district students, including culturally or linguistically diverse students, students from low socioeconomic backgrounds, students with disabilities, and students for whom English is a second language.

Stage II: Whole Grade Level Screening

The screening stage examines the data gathered from the pre-assessment stage and then whole grade level screening is conducted using the Cognitive Abilities Test (CogAT) in grades 2 and 5. The Iowa Assessment of Basic Skills is used to screen students in grades 2 and 5. The Measures of Academic Progress (MAP) is used to screen students in grades 2 and 5. The Cognitive Abilities Test is also used to screen for Creative Thinking Ability in grades 2 and 5. The Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) is used to evaluate students who meet the screening identification.

Cognitive Abilities Test include:

Grades 2 and 5

Iowa Assessments of academic areas include:

Grade 2: Reading

Grade 5: Science

MAP Assessments of academic areas include:

Grade 2: Math

Grade 5: Reading and Math

The Scales for Rating the Behavior Characteristics of Superior Students include:

Grades 2 and 5

Students who meet the state score for identification are identified at the end of this screening process.

In making decisions about additional assessments, examination of all available information about a student, including existing test data, is considered to determine if any evidence of possible giftedness exists for that student to conduct an additional assessment.

Prior to additional assessment, parent permission, and “Things My Child Likes To Do” questionnaire needs to be returned to the school office.

Stage III: Further Assessment

Further assessments are conducted on students who score within the screening range from the whole grade level assessment in appropriate areas. Assessments used are approved by the Ohio Department of Education, Office of Exceptional Children. Students who meet the state score for identification are identified at the end of this assessment process. Refer to the Assessment Instruments Used for Gifted Identification section of this document.

Parent Notification

Parents are notified of whether or not results of their child’s testing meet state gifted identification criteria within 30 days of the date test results are received by the district.

Assessment Instruments Used for Gifted Identification

The Orange City School District uses only assessment instruments approved by the Ohio Department of Education for gifted screening and identification. The list of instruments used by the district and administration methods include assessments appropriate for students who are culturally diverse, economically disadvantaged, have a disability or have limited English Proficiency. Assessments are administered by qualified personnel as required by each instrument.

Intelligence Tests for Superior Cognitive Ability Identification

- **Cognitive Abilities Test (CogAT), Form 7**
Gr. K-1 Screen Criteria= 122 Identification Criteria = 127
Gr. 2-12 Screen Criteria= 124 Identification Criteria = 128
- **Kaufman Assessment Battery for Children- 2nd Edition (KABC-II)**
Gr. K-2 Screen Criteria= 124 Identification Criteria = 127
Gr. 3-12 Screen Criteria= 122 Identification Criteria = 126
- **Naglieri Nonverbal Ability Test- Individual Administration**
Ages 5-11 Screen Criteria = 120 Identification Criteria = 125
Ages 12-17 Screen Criteria = 122 Identification Criteria = 126
- **Naglieri Nonverbal Ability Test- 2nd Edition, Group Administration**
Screen Criteria = 121 Identification Criteria: 126
- **Otis Lennon School Ability Test- 8th Edition**
Screen Criteria = 120 Identification Criteria = 126
- **Wechsler Adult Intelligence Scale- 4th Edition (WAIS-IV)**
Screen Criteria = 124 Identification Criteria = 127
- **Wechsler Intelligence Scale for Children- 5th Edition (WISC-V)**
Screen Criteria = 124 Identification Criteria = 127 (Full Scale IQ)
Screen Criteria = 124 Identification Criteria = 127 (General Ability Index)
- **Wechsler Nonverbal Scale of Ability- 5th Edition (WISC-V)**
Screen Criteria = 120 Identification Criteria = 125
- **Wechsler Preschool & Primary Scale of Intelligence- 4th Edition (WPPSI-IV)**
Screen Criteria = 124 Identification Criteria = 127 (Full Scale IQ)
Screen Criteria = 122 Identification Criteria = 126 (General Ability Index)
- **Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities**
Screen Criteria = 124 Identification Criteria = 127

Achievement Assessments for Specific Academic Ability Identification

- Iowa Tests of Basic Skills (ITBS) Form C
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile
- Kaufman Tests of Educational Achievement- 3rd Edition (KTEA-III)
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile
- Measures of Academic Progress or Growth – Math 2-5 OH and 6+ OH
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile
- Measures of Academic Progress or Growth – Reading 2-5 OH and 6+ OH
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile
- Preliminary SAT 10 (PSAT 10)
Grade 10 Identification Criteria = 95th percentile
- Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
Grade 10-11 Identification Criteria = 95th percentile
- SAT Test
Grade 6-12 Identification Criteria = 95th percentile
- Stanford Achievement Test-10th Edition
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile
- Terra Nova- Third Edition
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile
- Wechsler Individual Achievement Test (WIAT)- 3rd Edition
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile
- Woodcock-Johnson IV, Tests of Achievement (WJ IV)
Screen Criteria = 93rd percentile Identification Criteria = 95th percentile

Creative Thinking Ability

A student shall be identified as exhibiting “creative thinking ability” superior to students of a similar age, if within the previous twenty-four months, the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

1. Attained a sufficient score, as established by the ODE, on a test of creative ability or a checklist of creative behavior

AND

2. Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

*Note that the identification criteria for the Cognitive Tests differs from that listed for students meeting criteria for Superior Cognitive Ability identification.

Intelligence Tests for Creative Thinking Ability Identification

- 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
- Otis Lennon School Ability Test-8th Edition
Identification Criteria = 110
- Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)
Identification Criteria = 112

Behavioral Checklists and Rating Scales for Creative Thinking Ability Identification

- Gifted and Talented Evaluation Scale 2 (GATES 2)- Questions 21-30
Screen Criteria = 90-110 Identification Criteria = 111 and above
- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)- Part II Creativity
Screen Criteria = 48-50 Identification Criteria = 51 and above

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 demonstrate superior ability to a trained individual through a display of work, an audition, or other performance or exhibition.

Dance

Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability:

- Gifted and Talented Evaluation Scales 2 (GATES 2)- Artistic Talent Section, Questions 41-50
Screen Criteria = 90-110 Identification Criteria = 111 and above

Performance Evaluation:

- Ohio Department of Education Rubric
Screen Criteria = 20-25 Identification Criteria = 26-30

Drama

Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability:

- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part VII
Screen Criteria = 54-56 Identification Criteria = 57 and above

Performance Evaluation:

- Ohio Department of Education Rubric
Screen Criteria = 16-19 Identification Criteria = 20-24

Music

Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability:

- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part VI
Screen Criteria = 37-38 Identification Criteria = 39 and above

Performance Evaluation:

- Ohio Department of Education Rubric
Screen Criteria = 14-17 Identification Criteria = 18-21

Visual Arts

Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability:

- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part V
Screen Criteria = 59-60 Identification Criteria = 61 and above

Display of Work Portfolio:

- Ohio Department of Education Rubric
Screen Criteria = 16-20 Identification Criteria = 21-24

Gifted Program

Mission Statement

The gifted program mission statement is a direct reflection of the Orange City Schools mission statement:

The Orange Schools' mission is to authentically engage students in a positive, supportive, nurturing, and safe environment in order to develop critical-thinking and civic-minded citizens who will contribute to the local community and our global society.

Goals

In continuation of the Orange City Schools design for excellence, the gifted program will:

- **Provide appropriate learning experiences in flexible settings with intellectual and/or chronological peers.**
- **Provide a curriculum which challenges each student by incorporating creative problem solving, oral, written and artistic expression, research, critical and divergent thinking.**
- **Provide self-directed, independent and diverse activities, assignments and services, which extend learning beyond the regular classroom curriculum and address individual interests, talents and needs.**
- **Offer professional development 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.**

Gifted Program Overview

The Orange City School District 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 and district data are recorded in a rubric to determine placement of students in district gifted services.

Gifted Intervention Specialists work directly with classroom teachers and students to design curriculum to meet the needs of students with accelerated abilities. Experiences are provided

both within the classroom and in small groups outside the classroom. Instruction is consistent with the student's areas of identification.

Instructional settings may include large group, small group and/or individual instruction; flexible grouping; cluster grouping; grade acceleration; subject acceleration; early entrance; early graduation; resource rooms; Advanced Placement courses; Honors courses; educational options; dual enrollment opportunities; mentorships and internships.

At all grade levels the Gifted Intervention Specialist:

- Assists the classroom teacher with the identification of students,
- Consults with staff, students and parents regarding academic and social/emotional needs of gifted children,
- Collaborates with staff to determine student needs and appropriate services for students in each classroom,
- Designs activities and resources for use within the classroom,
- Designs services that vary from the curriculum in pace, breadth, and depth,
- Provides ongoing observation, collaboration and data collection to adjust instruction 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 and a withdrawal form will be issued. If a student requests to withdraw, parents will be notified. Parents have the final decision regarding withdrawals.

Written Education Plan (WEP)

An individual Written Education Plan (WEP) 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 at conferences during the first grading period and at the beginning of the next school year.

Gifted Service and Options

The district provides two types of programming. A “**service**” denotes a setting in compliance with the Operating Standards. An “**option**” denotes a setting which addresses the student's area of identification without fully meeting the **Operating Standards** criteria.

Elementary School Grades K-5

Superior Cognitive/Creative Thinking and Academic Ability Service (225), Grades 1-5

Students identified in the areas of superior cognitive or creative thinking ability AND reading *or* math are provided instruction no less than one core content class period a day or an average of fifteen percent of the school week by the Gifted Intervention Specialist in a resource room setting. Student learning is driven by Written Education Plans in which the curriculum connects with grade level content standards and is interdisciplinary with a focus on reading and math. Student learning is long term, in depth and includes:

- Project-based work integrating a variety of subject areas
- Student-based interests incorporating research, technology integration, collaboration
- Service-based learning
- Affective learning

Academic Cluster Grouping Service, Grades 2-3

Students identified in the areas of reading *and/or* math OR superior cognitive ability will be placed in cluster groups within the general education classroom. Instruction focuses on the academic area of identification and is provided for no less than one core content class period a day or an average of fifteen percent of the school week. Students receive high-level instruction that is differentiated to meet their abilities and extends beyond the grade level standards in terms of depth and breadth. The course is taught by the general education teacher who has received specialized training in gifted education. Student learning is driven by Written Education Plans (WEP).

Math Enrichment Option, Grades 4-5

Students identified in the areas of superior cognitive ability *or* creative thinking ability *or* mathematics are provided enrichment and problem solving activities from the Gifted Intervention Specialist for 60 minutes a week. These students will not have Written Education Plans (WEP).

Accelerated Math 6 Service, Grade 5

Students identified in the areas of mathematics *and/or* superior cognitive ability and who meet criteria for the class set forth by the district, work with a classroom teacher on an accelerated math curriculum which will cover sixth grade standards. Student learning is driven by Written Education Plans (WEP). Students in this class will also have Written Acceleration Plans (WAP) to guarantee accurate placement.

*Students participating in the 225 gifted program(s) will be issued a waiver of assignments during time missed in the general education classroom.

Middle School Grades 6-8

Superior Cognitive/Creative Thinking Ability/Science Option

Students identified in the areas of superior cognitive *and/or* creative ability *and/or* science choose courses based on topics of interest. In all courses, students will engage in extensions and interdisciplinary connections related to language arts, math, technology, science, critical thinking, social studies and the arts. Students will strengthen their critical thinking, creativity, and problem solving skills with science content directly aligned to national and state standards. Social and communication skills are design components of lessons. Each course contains an online component and is taught by the Gifted Intervention Specialist. These students will not have Written Education Plans (WEP).

Course options include:

6th: Bio Resilience

7th: CSI: Crime Scene Investigations

8th: Materials Science and Engineering

Accelerated Classes and Cluster Grouping Service, Grades 6, 7, and 8

Accelerated Mathematics: Students identified in the areas of superior cognitive ability *and/or* mathematics and who meet the criteria each class set forth by the district will be placed in the accelerated math classes. Instruction focuses on the academic area of mathematics and is provided for no less than one core content class period a day or an average of fifteen percent of the school week. Students receive accelerated content and instruction that is differentiated to meet their abilities and extends beyond the grade level standards in terms of depth and breadth. Student learning is driven by Written Education Plans (WEP) or Written Acceleration Plans (WAP) when necessary.

Courses Include:

Grade 6: Math 7/8 OR Algebra I

Grade 7: Math 7/8, Algebra I, Geometry OR Honors Algebra II/Trigonometry

Grade 8: 8B/Algebra I, Geometry OR Honors Algebra II/Trigonometry

Honors Language Arts: Students identified in the areas of reading *and/or* superior cognitive ability and who meet the district criteria set forth by each class will be clustered into co-taught language arts classes. Instruction focuses on the academic area of language arts and is provided for no less than one core content class period a day or an average of fifteen percent of the school week. Students receive high-level instruction that is differentiated to meet their abilities and extends beyond the grade level standards in terms of depth and breadth. The course is co-taught by a Gifted Intervention Specialist. Student learning is driven by Written Education Plans (WEP).

High School Grades 9-12

At the high school level, the Gifted Intervention Specialist is the contact person for students, staff and parents. The Gifted Intervention Specialist works with classroom teachers and the guidance department to extend educational options beyond the regular curriculum including but not limited to:

- Collaborating with the Honors and AP teachers who provide differentiation.
- Coordinating distance learning and online courses with the technology department and guidance department.
- Designing and monitoring individual Career Opportunities & Mentorship Program opportunities.

Honors Math Classes Service Grades 9-12

Students identified in the areas of superior cognitive ability *and/or* mathematics and who meet the district criteria set forth by each class will be placed in the honors math classes. Services are in the form of a single subject honors classroom with the focus on mathematics. Instruction is provided for no less than one core content class period a day or an average of fifteen percent of the school week. Students receive high-level instruction that is differentiated to meet their abilities and extends beyond the grade level standards in terms of depth and breadth. Student learning is driven by Written Education Plans (WEP).

Courses Include:

Grade 9: Geometry, Honors Algebra II/Trigonometry OR Honors Pre Calculus

Grade 10: Honors Algebra II/Trigonometry, Honors Pre Calculus, OR Honors Calculus

Grade 11: Multivariable Calculus

Grade 12: Multivariable Calculus

Advance Placement (AP) Courses Service Grades 9-12

Students identified in the areas of superior cognitive ability *and/or* a specific academic areas in the AP domain and who meet the district criteria set forth by each class may be placed in AP courses. Instruction is provided for no less than one core content class period a day or an average of fifteen percent of the school week. Students receive high-level instruction that is differentiated to meet their abilities and extends beyond the grade level standards in terms of depth and breadth. Student learning is driven by Written Education Plans (WEP).

Courses Include:	Grade:	Required Gifted Identification Area(s)
AP English Language	11	Cognitive and/or Reading
AP English IV	12	Cognitive and/or Reading
AP Statistics	10-12	Cognitive and/or Mathematics
AP Calculus AB	11-12	Cognitive and/or Mathematics
AP Calculus BC	11-12	Cognitive and/or Mathematics
AP Computer Science Principles	9-12	Cognitive and/or Mathematics
AP Computer Science	10-12	Cognitive and/or Mathematics
AP French	12	Cognitive and/or Reading
AP Spanish	12	Cognitive and/or Reading
AP Latin	12	Cognitive and/or Reading
AP Chinese	11-12	Cognitive and/or Reading
AP U.S. History	10-12	Cognitive and/or Social Studies
AP World History	9	Cognitive and/or Social Studies
AP Government	11-12	Cognitive and/or Social Studies
AP Macroeconomics	11-12	Cognitive and/or Social Studies
AP Microeconomics	11-12	Cognitive and/or Social Studies
AP European History	11-12	Cognitive and/or Social Studies
AP Psychology	10-12	Cognitive and/or Social Studies and/or Science
AP Biology	10-12	Cognitive and/or Science
AP Chemistry	11-12	Cognitive and/or Science and/or Mathematics
AP Physics 1	11-12	Cognitive and/or Science and/or Mathematics
AP Physics C: Electromagnetism	12	Cognitive and/or Science and/or Mathematics
AP Physics C: Mechanics	12	Cognitive and/or Science and/or Mathematics
AP Environmental Science	11-12	Cognitive and/or Science

College Credit Plus (CCP) Service Grades 7-12

College Credit Plus is a program whereby Ohio's high school students may opt to take college courses for high school and college credit. Eligible students may enroll in coursework at the participating college/university campus and/or online. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Students identified in the areas of superior cognitive ability *and/or* a specific academic areas may choose to enroll in these courses. Student learning is driven by Written Education Plans (WEP).

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 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.

****All referrals for subject acceleration must be submitted within 45 calendar days from the start of the school year to be considered for semester placement and within 45 calendar days of the end of the school year for consideration for the upcoming school year.***