



# **Identification Procedures and District Service Options 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 gifted and talented students to 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 to be identified. In Ohio, once a student is identified as gifted, the identification remains in place for the duration of their K-12 education.

<b>Superior Cognitive Ability</b>	<b>Specific Academic Ability</b>	<b>Creative Thinking Ability</b>	<b>Visual/Performing Arts Ability</b>
<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 95<sup>th</sup> 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
- Provide at least two opportunities per year for gifted identification based on referrals from teachers, parents/guardians, peers, others familiar with the student, and students themselves, 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
- Share the **District Plan for the Identification of and Services for Students Who Are Gifted**

## Procedures for Screening and Assessing Students for Gifted Identification

Orange Schools provide at least two opportunities per year using multiple approaches to screen and assess students who perform or show potential for performing at high levels of accomplishment in the four identification categories including: **Referral Screening, Whole Grade Screening, and Further Assessment Opportunities.**

Orange ensures there are ample and appropriate scheduling procedures for screening and further assessment using:

- Group tests
- Individually-administered tests
- Audition, Performance
- Display of work
- Checklists
- Instruments appropriate for special populations

**Referral Screening:** Based on consideration of 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, any student can be referred for gifted screening.

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

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

Referral forms are available on the district website or by request. Referrals submitted 45 school days prior to the next quarter/semester start date are guaranteed placement consideration for the upcoming quarter/semester. Referrals submitted within 45 school days of quarter/semester start may not result in placement until the following semester.

Referrals submitted:	Testing:	Placement Consideration for:
March - September October - February	October - November March - April	Second Semester First Semester

Upon receipt of a referral, Orange Schools will:

- Secure parent/guardian permission to test
- Schedule and complete the screening and further assessment (as needed)
- Notify parents/guardians of results within 30 days of receiving test results

**Whole Grade Screening:** Orange students in grades 2 through 8 are assessed periodically throughout the school year using the MAP Assessments of Reading and Math as part of the ongoing process of measuring student growth. These results are used to screen students for identification in the specific academic areas of reading and math. (*MAP assessments completed in a remote learning environment are not used for gifted identification per publisher guidelines.*)

Students in grades 2 and 5 also participate in whole grade screening for gifted identification in the areas of superior cognition and creative thinking using the testing instruments listed below.

- Cognitive Abilities Test (CogAT)
- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)

During whole grade screening, Orange Schools will:

- Notify parents/guardians of testing dates
- Complete the screening and further assessment (as needed)
- Notify parents/guardians of test results

Students who meet the state score for identification are identified during the screening process.

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

**Further Assessment:** Students who score within the screening range during any screening process (referral or whole grade) are eligible for further assessment. Students who meet the state score for identification are identified at the end of this assessment process.

All assessments used are approved by the Ohio Department of Education, Office of Exceptional Children. Refer to the Assessment Instruments Used for Gifted Identification section of this document for screening and identification scores for each testing instrument.

**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 end of the testing cycle.

**Equitable Testing Procedures:** Orange ensures fair and equitable testing of all students, including culturally or linguistically diverse students, students from all socio-economic backgrounds, students with disabilities, and students for whom English is a second language by:

- Implementing both whole-grade screening and referral testing
- Selecting instruments that allow for equitable identification of underrepresented populations
- Using subtest guidance from the Ohio Department of Education
- Selecting instruments that allow for students' required individualized education program (IEP), 504 plan and English language accommodations

**Outside Assessments:** Orange accepts scores on assessment instruments approved for use by the Ohio Department of Education for the purpose of gifted identification provided by other school districts and/or trained personnel outside the school district within the preceding twenty four months.

**Transfer Students:** The district ensures any student transferring into Orange will be assessed within 90 days of the transfer at the request of the parent.

**Appeals Procedure:** Parents may appeal any decision about the results of any screening procedure, the scheduling of students for assessment, the assessment results, or placement in any gifted service. Appeals should be made in writing to the Superintendent within 30 days of notification of results.

## **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. These instruments 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 per testing specifications.

### **Assessments for Superior Cognitive Ability Identification**

**Screening criteria for re-assessment (for all Superior Cognitive Ability Instruments) = 123**  
**Identification criteria listed below:**

- Cognitive Abilities Test (CogAT), Form 7.8

Gr. K	127
Gr. 1-2	128
Gr. 3	127
Gr. 4-6	128
Gr. 7-12	127
  
- Naglieri Nonverbal Ability Test- 3rd Edition

Gr. K-4	126
Fr. 5-7	125
Gr. 8-10	126
Gr. 11-12	127
  
- Ravens2

Ages 4-16	124
Ages 17-20	125
  
- Wechsler Intelligence Scale for Children- 5th Edition (WISC-V)

Gr. K-12	127 (Full Scale IQ)
Gr. K-12	126 (General Ability Index)
  
- Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities

Gr. K-12	127
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## **Assessments for Specific Academic Ability Identification**

*Screening* criteria for re-assessment (for all Achievement Instruments) = 93

*Identification* criteria for identification (for all Achievement Instruments) = 95

- MAP Growth 2-5 and MAP Growth 6+, (Math and Reading only) Gr. 2-10
- PSAT/NMSQT and PSAT 10 (Math and Reading only) Gr. 10-11
- SAT Test (Math and Reading only) Gr. 11-12
- Stanford Achievement Test-10<sup>th</sup> Edition (Gr. K-2 Reading and Math only) Gr. K-12
- Terra Nova- Third Edition (Gr. K, Reading and Math only) Gr. K-12
- The ACT (Math, Reading and Science only) Gr. 11-12
- The Iowa Assessments (Gr. K, Reading and Math only) Gr. K-12
- Woodcock-Johnson IV, Tests of Achievement (WJ IV) Gr. K-12

## **Tests for Creative Thinking Ability Identification (Part 1)**

\*Please note the identification criteria for the Cognitive Tests differs from that listed for students meeting criteria for Superior Cognitive Ability identification and that it represents Part 1 of 2 for identification in Creative Thinking Ability.

- Cognitive Abilities Test (CogAT), Form 7,8  
Gr. K-1           111  
Gr. 2-12         112
- Naglieri Nonverbal Ability Test, - 3rd Edition  
Gr. K-4           110  
Gr. 5-7           109  
Gr. 8-10         110  
Gr. 11-12        111
- Ravens2  
Ages 4-16        109  
Ages 17-20      110
- Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)  
Gr. K-12         112 (Full Scale IQ)  
Gr. K-12         111 (General Ability Index)
- Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities  
Gr. K-12         112

## **Behavioral Checklists and Rating Scales for Creative Thinking Ability Identification (Part 2)**

- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)- Part II Creativity  
Gr. K-12         Screen Criteria = 48                            Identification Criteria = 51
- Scales for Identifying Gifted Students (SIGS) - Scale 6: Creativity  
Gr. K-12         Screen Criteria = 110                            Identification Criteria = 120
- The Gifted Rating Scale (GRS) - Creativity Scales  
Gr. K-8           Screen Criteria = 60                                Identification Criteria = 66

## **Visual and/or Performing Arts Ability Checklists/Rubrics**

### **Dance – Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability (Part 1):**

- Gifted Rating Scales (GRS)-Artistic Scales  
Grades K-8      Screen Criteria = 60 -65      Identification Criteria = 66 and above
- Gifted and Talented Evaluation Scales 2 (GATES 2)- Artistic Talent Section, Questions 41-50  
Grades 9-12      Screen Criteria = 90-110      Identification Criteria = 111 and above

### **Dance - Performance Evaluation (Part 2):**

- Ohio Department of Education Rubric  
Gr. K-12      Screen Criteria = 20-25      Identification Criteria = 26-30

### **Drama – Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability (Part 1):**

- Gifted Rating Scales (GRS)-Artistic Scales-  
Grades K-8      Screen Criteria = 60      Identification Criteria = 66 and above
- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part VII  
Gr. K-12      Screen Criteria = 54      Identification Criteria = 57

### **Drama - Performance Evaluation (Part 2):**

- Ohio Department of Education Rubric  
Gr. K-12      Screen Criteria = 16-19      Identification Criteria = 20-24

### **Music – Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability (Part 1):**

- Gifted Rating Scales (GRS)-Artistic Scales-  
Grades K-8      Screen Criteria = 60      Identification Criteria = 66 and above
- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part VI  
Gr. K-12      Screen Criteria = 37      Identification Criteria = 39

### **Music - Performance Evaluation (Part 2):**

- Ohio Department of Education Rubric  
Gr. K-12      Screen Criteria = 14-17      Identification Criteria = 18-21

### **Visual Arts - Behavioral Checklists and Rating Scales for Visual Arts Ability (Part 1):**

- The Gifted Rating Scale (GRS) - Artistic Scales  
Gr. K-8      Screen Criteria = 60      Identification Criteria = 66
- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part V  
Gr. K-12      Screen Criteria = 59      Identification Criteria = 61

### **Visual Arts - Display of Work Portfolio (Part 2):**

- Ohio Department of Education Rubric  
Gr. K-12      Screen Criteria = 16      Identification Criteria = 21

## Gifted Service Overview

Orange School District provides a continuum of services for students who need differentiated curriculum, instruction and support services. Students who are identified as gifted are provided gifted services aligned with areas identification and assessment of student need.

Gifted Intervention Specialists work directly with classroom teachers and students to design curriculum and instruction to meet the needs of students with advanced abilities. Experiences are provided both within and outside the classroom.

Instructional settings may include: large group, small group and/or individual instruction; flexible grouping; cluster grouping; grade acceleration; subject acceleration; early entrance; resource room; Advanced Placement, College Credit Plus; and/or Honors courses.

At all grade levels, the Gifted Intervention Specialist:

- Assists with identification of students
- Consults with staff, students and parents regarding academic and social/emotional needs
- Collaborates with staff, students, and parents to determine appropriate service
- Assists in differentiating activities and providing resources for use within the classroom
- Provides instructional opportunities that vary in pace, breadth, and depth
- Monitors student growth with ongoing observation, collaboration and data collection and adjusts 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 and a Declining Service form for the current year 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 Ohio State Operating Standards. The WEP contains a description of services and is shared with parents at conferences during the first grading period. Progress is reported throughout the year.

## Gifted Services and Options

**Services and Options:** 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.

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.



### **At Moreland Hills Elementary School:**

**Problem Solving Option, Grades K-2:** In grades K-2, all students participate in problem solving activities in the classroom with the support of a Gifted Intervention Specialist. In Kindergarten, a Gifted Intervention Specialist works with students and teachers in each classroom once per week. First grade students see a Gifted Intervention Specialist for problem solving lessons once a month, and second graders once every other month. In all grades, problem solving strategies are incorporated into content area lessons and/or intersessions.

**Academic Cluster Group Classroom Service, Grades 1 -5:** Students identified in superior cognitive ability, creative thinking, reading, and/or math are purposefully placed in cluster groups within general education classrooms. Differentiated instruction focuses on academic areas of identification and is provided during the core content class period. Students receive high-level curriculum and instruction to meet their needs and extend understandings beyond the grade level standards in terms of depth and breadth. The content is taught by the general education teacher who has received specialized training in gifted education with ongoing support from a Gifted Intervention Specialist who co-teaches in the general education classroom at least one day a week. Student learning is driven by Written Education Plans (WEP).

**Resource Room Service, Grades 1-5:** Students identified in the area of superior cognition and students identified in the areas of creative thinking ability AND reading *or* math are provided instruction one day a week by a Gifted Intervention Specialist in a resource room setting. Student learning is driven by Written Education Plans. Resource Room curriculum connects with grade level content standards and is interdisciplinary. Student learning is long term, in depth and includes:

- Project-based work integrating a variety of subject areas
- Student-based interest exploration using research, technology, and collaboration
- Service-based learning
- Affective learning

### **At Brady Middle School:**

**Academic Cluster Group Classroom Service, Grades 6-8:** Students identified in superior cognitive ability, creative thinking, reading, and/or math are purposefully placed in cluster groups within general education classrooms. Differentiated instruction focuses on academic areas of identification and is provided during the core content class period. Students receive high-level curriculum and instruction to meet their needs and extend understandings beyond the grade level standards in terms of depth and breadth. The content is taught by the general education teacher who has received specialized training in gifted education with ongoing support from a Gifted Intervention Specialist who co-teaches in the general education classroom as planned throughout the year. Student learning is driven by Written Education Plans (WEP).

**Science Elective Option, Grades 6-8:** Students identified in the areas of superior cognitive *and/or* creative ability *and/or* science are provided science enrichment through science elective course options. Students engage in extensions and interdisciplinary connections related to language arts, math, technology, science, critical thinking, social studies and the arts. These electives were designed to strengthen critical thinking, creativity, problem solving, social and communication skills with science content directly aligned to national and state standards. Each course is taught by the Gifted

Intervention Specialist. This Option is not included in Written Education Plans (WEP).

**Course options include:**

- 6th:** Bio Resilience
- 7th:** CSI: Crime Scene Investigations
- 8th:** Materials Science and Engineering

**At Orange High School:**

At the high school level, the Gifted Intervention Specialist is a 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:

- Providing student support as needed including Mentorship/Internship opportunities
- Collaborating with the Honors and AP teachers to provide differentiation
- Providing Professional Development for staff
- Designing and monitoring group and individual student enrichment opportunities

**Honors Classroom Service, Grades 9-12:** Students identified in the areas of superior cognitive ability, creative thinking ability, *and/or* a specific academic area receive service in honors classes related to their areas of identification. 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. The course is taught by the content specialist teacher who has received specialized training in gifted education with ongoing support from a Gifted Intervention Specialist. Student learning is driven by Written Education Plans (WEP).

**Advanced Placement (AP) Classroom Service, Grades 9-12:** Students identified in the areas of superior cognitive ability, creative thinking ability *and/or* specific academic areas in the AP domain receive service through 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. The course is taught by the AP teacher who has received specialized training in gifted education with ongoing support from a Gifted Intervention Specialist. Student learning is driven by Written Education Plans (WEP).

<b>Courses Include:</b>	<b>Recommended Prerequisites</b>	<b>Service in Gifted Identification Area(s)</b>
AP English Language	Honors Lit & Comp II	Cognitive, Creativity and/or Reading
AP English Lit. & Comp.	Honors Lit & Comp III	Cognitive, Creativity and/or Reading
AP Statistics	Algebra II	Cognitive and/or Mathematics
AP Calculus AB	Precalculus	Cognitive and/or Mathematics

AP Calculus BC	Honors Precalculus	Cognitive and/or Mathematics
Multivariable Calculus* (*not AP, but requires AP prerequisite)	AP Calculus BC	Cognitive and/or Mathematics
AP Computer Science: Principles	Algebra I, Exploring CS I	Cognitive and/or Science
AP Computer Science A	Algebra II, Exploring CS 1	Cognitive and/or Science
AP French	French IV Honors	Cognitive and/or Reading
AP Spanish	Spanish IV Honors	Cognitive and/or Reading
AP Latin	Pre-AP Latin	Cognitive and/or Reading
AP Chinese Language and Culture	Chinese IV Honors	Cognitive and/or Reading
AP U.S. History	Honors World History and Honors English	Cognitive and/or Social Studies
AP World History	Concurrent enrollment in Honors English I	Cognitive and/or Social Studies
AP U.S. Government and Politics	Honors American Century or AP U.S. History	Cognitive and/or Social Studies
AP Macro and Micro Economics	Honors American Century or AP U.S. History	Cognitive and/or Social Studies
AP European History	Honors American Century or AP U.S. History	Cognitive and/or Social Studies
AP Psychology	Honors or AP Social Studies course	Cognitive and/or Social Studies
AP Biology	Honors Biology and Chemistry	Cognitive and/or Science
AP Chemistry	Honors Chemistry and concurrent enrollment in Precalculus	Cognitive and/or Science
AP Physics 1	Honors Chemistry	Cognitive and/or Science
AP Physics C: Electricity & Magnetism	AP Physics C: Mechanics or AP Physics I	Cognitive and/or Science
AP Physics C: Mechanics	AP Calculus BC	Cognitive and/or Science
AP Environmental Science	Honors Chemistry and Algebra II	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 goals are documented in the Written Education Plans (WEP).

### **Acceleration Service, Grades K-12**

Students in the first year of a formal acceleration matching their area of identification can be served through the acceleration. For more information on acceleration, see the District Acceleration Policy.

**Accelerated Mathematics Service:** Students identified in the area of superior cognition and/or the specific academic area of mathematics who have been formally accelerated in the current school year 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) and a Written Acceleration Plans (WAP).

## **Acceleration**

The Ohio Revised Code section 3324.10 requires that districts put into effect an acceleration policy for advanced students. Acceleration allows students who demonstrate advanced ability 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 parents, meet to discuss student data 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 the accelerated setting. Once the acceleration is complete, the WAP becomes a part of the student's permanent record.

***\*Referrals submitted 45 school days prior to the next quarter/semester start date are guaranteed placement consideration for the upcoming quarter/semester. Referrals submitted within 45 school days of quarter/semester start may not result in placement until the following quarter/semester.***