

District Gifted Identification Plan and Gifted Education Policy



MARTINS FERRY CITY SCHOOL DISTRICT

District Contact Information

Barbie McKeegan, Gifted Intervention Specialist
Martins Ferry City School District

barbie.mckeegan@omeresanet.net

(740) 633-9741 x 2126

Lisa Burrell, Gifted Coordinator
East Central Ohio Educational Service Center

lisa.burrell@ecoesc.org

(740) 695-9773 ext. 8408

Definition of Gifted:

A child who is gifted demonstrates advanced ability or performance in one or more areas when compared to others their age.

District Identification Plan and Process

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 require districts to provide yearly whole-grade gifted testing in grade bands K-2 and 3-6 and offer testing based on referrals for any gifted area: superior cognitive, creative thinking, math, reading, science, social studies, visual and performing arts at least twice per year.

- Whole-grade gifted testing is completed in December for Kindergarten and October for grade 4.
- Referrals are taken in the fall semester, beginning in September, and in the spring semester, beginning in January.
- Transfer students will be assessed at the request of the parent.
- Testing for referrals and transfer students are completed within 90 days of receiving the referral form or request from the parent.

These rules also specify that assessment instruments must come from the list approved by the Ohio Department of Education.

Assessments provided are as follows:

Assessments for Gifted Identification

Assessments the district may administer that provide for superior cognitive identification: (Or any on the state list of approved assessments.)

Intelligence Tests for Superior Cognitive Ability Identification

Cognitive Abilities Test Form 7 or 8 VQN Composite

Group and Individual testing	Grade K	Screen = 125, ID = 127
Group and Individual testing	Grade 1 & 2	Screen = 126, ID = 128
Group and Individual testing	Grade 3	Screen = 125, ID = 127
Group and Individual testing	Grades 4-6	Screen = 126, ID = 128
Group and Individual testing	Grades 7-12	Screen = 125, ID = 128

Cognitive Abilities Test Form 7 or 8 QN Composite - used for special circumstances

Group and Individual	Grades 3-4	Screen = 126, ID = 128
Group and Individual	Grade 5	Screen = 125, ID = 127
Group and Individual	Grade 6	Screen = 126, ID = 128
Group and Individual	Grades 7-12	Screen = 125, ID = 127

Cognitive Abilities Test Form 7 or 8 VN Composite - used for special circumstances

Group and Individual	Grade K	Screen = 124, ID = 126
Group and Individual	Grade 1	Screen = 123, ID = 125
Group and Individual	Grade 2	Screen = 125, ID = 127
Group and Individual	Grade 3	Screen = 124, ID = 126
Group and Individual	Grades 4-6	Screen = 125, ID = 127
Group and Individual	Grades 7-10	Screen = 124, ID = 126
Group and Individual	Grades 11-12	Screen = 125, ID = 127

Cognitive Abilities Test Form 7 or 8 Nonverbal Battery - used for special circumstances

Group and Individual	Grade 2	Screen = 124, ID = 126
Group and Individual	Grade 3	Screen = 123, ID = 125
Group and Individual	Grade 4	Screen = 124, ID = 126
Group and Individual	Grade 5	Screen = 124, ID = 126

The IOWA Assessments: Forms E & F Complete Battery: Composite Score

Group and Individual	Grades 1-12	Screen = 93 rd percentile ID = 95 th percentile
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The IOWA Assessments: Form G Complete Battery: Composite Score

Group and Individual	Grades 1-8	Screen = 93 rd percentile ID = 95 th percentile
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Wechsler Intelligence Scale for Children® Fifth Edition (WISC®-V), Full-Scale IQ (FSIQ)

Individual	Grades K-12	Screen = 125, ID = 127
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Wechsler Intelligence Scale for Children® Fifth Edition (WISC®-V), General Ability Index (GAI) use for special circumstances only

Individual	Grades K-12	Screen = 124, ID = 126
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Wechsler Intelligence Scale for Children® Fifth Edition (WISC®-V), Nonverbal Index (NVI) use for special circumstances only

Individual	Grades K-12	Screen = 124, ID = 126
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Wechsler Intelligence Scale for Children® Fifth Edition (WISC®-V), Verbal Expanded Crystallized Index (VECI) use for special circumstances only

Individual	Grades K-12	Screen = 124, ID = 126
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Wechsler Intelligence Scale for Children® Fifth Edition (WISC®-V), Expanded Fluid reasoning Index (EFI) use for special circumstances only

Individual	Grades K-12	Screen = 124, ID = 126
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Specific Academic Ability

Assessments the district may administer that provide for specific academic identification: (Or any on the state list of approved assessments.)

SAT

Group and Individual	Grades 11-12	Screen = 93 rd percentile ID = 95th percentile	Reading/Writing and Math
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Stanford Achievement Test, Tenth Edition (SAT 10), Basic Battery

Group and Individual	Grades K-12	Screen = 93 rd percentile ID = 95th percentile	Math and Reading: SESAT 1 - Task 3
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Stanford Achievement Test, Tenth Edition (SAT 10), Complete Battery

Group and Individual	Grades K-3	Screen = 93 rd percentile ID = 95th percentile	Math and Reading: SESAT 1 - Primary 2
Group and Individual	Grades 3-12	Screen = 93 rd percentile ID = 95th percentile	Math, Reading, Science, Social Studies: Primary 3 -Task 3

Terra Nova Achievement Tests, Complete Battery

Group and Individual	Grade K	Screen = 93 rd percentile ID = 95th percentile	Math & Reading Only
Group and Individual	Grades 1-12	Screen = 93 rd percentile ID = 95th percentile	Math, Reading, Science, Social Studies

Terra Nova Achievement Tests, Multiple Assessments

Group and Individual	Grades 1-12	Screen = 93 rd percentile ID = 95th percentile	Math, Reading, Science, Social Studies
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The ACT

Group and Individual	Grades 11-12	Screen = 93 rd percentile ID = 95th percentile	English, Math, Reading, Science and Social Studies
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The Iowa Assessments: Complete Battery: Forms E and F

Group and Individual	Grade K	Screen = 93 rd percentile ID = 95th percentile	Math and Reading Only
Group and Individual	Grades 1-12	Screen = 93 rd percentile ID = 95th percentile	Math, Reading, Science, and Social Studies

The Iowa Assessments: Complete Battery: Form G

Group and Individual	Grade K	Screen = 93 rd percentile ID = 95th percentile	Math and Reading Only
Group and Individual	Grades 1-8	Screen = 93 rd percentile ID = 95th percentile	Math, Reading, Science, and Social Studies

Creative Thinking Ability

Screening and Assessment Tools the district administers that provide for creative thinking identification: (Or any on the state list of approved assessments.)

There are two parts for Creative Thinking Ability Identification:

- Part 1 - qualifying score from an intelligence test;
- Part 2 - qualifying score from an approved checklist or creative thinking assessment.

Part 1: Cognitive Abilities Test (CogAT) Form 7 or 8,	Grades K-1 Grades 2-12	K-1 Reassessment Score = 109 K-1 Qualifying Score = 111+ 2-12 Reassessment Score = 110 2-12 Qualifying Score = 112+
CogAt QN (qualitative and nonverbal) Composite	Grades 3-12	Reassessment Score = 110 Qualifying Score = 112+
CogAT NV (verbal and nonverbal) Composite	Grade K Grades 1-12	K Reassessment Score = 108 K Qualifying Score = 110+ 1-12 Reassessment Score = 109 1-12 Qualifying Score = 111+
CogAT N (nonverbal) Composite	Grades 2 Grade 3-5	Grade 2 Reassessment Score = 108 Grade 2 Qualifying Score = 110+ 3-5 Reassessment Score = 109 3-5 Qualifying Score = 111+

Part 1: Wechsler Intelligence Scale for Children® Fifth Edition (WISC®-V) FSIQ – Full Scale IQ	Grades K-12	Reassessment Score = 110 Qualifying Score = 112+
Wechsler Intelligence Scale for Children® Fifth Edition GAI – General Ability Index	Grades K-12	Reassessment Score = 109 Qualifying Score = 111+
Wechsler Intelligence Scale for Children® Fifth Edition NVI – Nonverbal Index	Grades K-12	Reassessment Score = 109 Qualifying Score = 111+
Wechsler Intelligence Scale for Children® Fifth Edition VECI – Verbal Expanded Crystallized Index	Grades K-12	Reassessment Score = 109 Qualifying Score = 111+
Wechsler Intelligence Scale for Children® Fifth Edition EFI – Expanded Fluid Reasoning Index	Grades K-12	Reassessment Score = 109 Qualifying Score = 111+
Part 2: SRBCSS - Scales for Rating the Behavioral Characteristics of Superior Students (3rd Ed.) Part II Creativity Characteristics	Grades K-12	Reassessment Score = 48, ID = 51
Part 2: Torrance Test of Creative Ability - Figural Forms A & B and/or Verbal Forms A & B	K-12 1-12	Reassessment = 93 rd percentile ID = 95th percentile

Visual and Performing Arts

Assessments the district may administer that provide for visual and performing arts identification: (Or any on the state list of approved assessments.)

Visual Arts

ODE Visual Performing Arts Performance Evaluation Rubric: Visual Art	(Grades K-12) SCREEN = 16-20; ID ≥ 21 p.21
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (V)	(Grades K-12) SCREEN= 59-60; ID ≥ 61 P. 19

Performing Arts

ODE Visual Performing Arts Performance Evaluation Rubric: Music	(Grades K-12) SCREEN = 14-17; ID ≥ 18 P. 21
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VI	(Grades K-12) SCREEN = 37-38; ID ≥ 39 P. 19

Drama

ODE Visual Performing Arts Performance Evaluation Rubric: Drama/Theatre	(Grades K-12) SCREEN = 16-19; ID ≥ 20
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VII	(Grades K-12) SCREEN = 54-36; ID ≥ 57

Dance

Ohio Checklist of Artistic Behavior - Dance	(Grades 9-12) SCREEN = 29-31; ID ≥ 32
ODE Visual Performing Arts Performance Evaluation Rubric: Dance	(Grades K-12) SCREEN = 20-25; ID ≥ 26
Gifted and Talented Evaluation Scales 2 (GATES 2) – VPA Dance ONLY –	(Grades 9-12) SCREEN = 90-110; ID ≥ 111

Identification Process

The district shall provide at least two opportunities each year, fall and spring for assessments based on referrals. The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
● Whole-grade given in October for grade 4 and in December for K	Superior Cognitive and Creative Thinking; Reading, Math, Science, & Social Studies	K and 4th Grades
● Group and Individual	All	Available to all
● Audition, performance	All Visual/Performing Arts (VPA)	Available to all
● Display of work	All Visual/Performing Arts (VPA)	Available to all
● Exhibition	All Visual/Performing Arts (VPA)	Available to all
● Checklists	All Visual/Performing Arts (VPA) & Creative Thinking (CT)	Available to all

Referral

Children may be referred, in writing, for gifted testing twice per year: fall semester and spring semester (see District Identification Plan and Process on page 1), based on the following:

- Child request (peer or self-referral)
- Teacher recommendation
- Parent/Guardian referral
- Other (e.g., psychologist, community member, principal, gifted coordinator, etc.)

Upon receipt of the initial referral in any gifted area, the district will:

- Assess the student within 90 days
- Notify parents of results of screening or assessment and identification within 30 days.

Screening

To ensure equal access to gifted testing, the district:

- Provides alternative assessments for culturally or linguistically diverse children and children from low socioeconomic backgrounds
- Provides alternative assessments with accommodations in accordance with a student's Individual Education Plan or 504 plan.
- Provides assessments in the student's native language.
- Uses the Cognitive Abilities Tests: Nonverbal, Quantitative, and Verbal subtests for superior cognitive and creative thinking abilities; The Iowa Assessments for specific subject area in compliance with Individual Education Plans and 504 plans. (See pages 1 -5 in this document for more detailed information on the assessments used.)

As previously stated, whole-grade screening is provided each year in grades K and 4. Individual screening is provided in all areas based on referrals.

Parents are notified through a Letter of Notification within 30 days of testing. The letter includes a score report with an explanation for gifted identification. If the student meets identification requirements, the area(s) of gifted identification and placement for gifted services are included.

Identification

When the screening assessment has been completed, if the data obtained (from an approved identification instrument) meets cut-off scores specified in department of education guidance, the identification decision is made and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

Reassessment

A student will be reassessed for possible identification if their initial score falls within the screening range. (See pages 1-5 for specific screen scores.)

Out of District Scores

The district accepts scores on assessment instruments approved for use by the Ohio Department of Education, provided by other schools 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 shall contact the building principal.

Appeal Procedure

An appeal by the parent is the reconsideration of the result 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.

Parents should 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. 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).

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. If at any time a student wishes to withdraw from gifted programs or services, the request should be submitted to the building principal or school counselor. The principal or school counselor will notify parents and begin the withdrawal process.

District Service Plan Table

Key:

Advanced Placement (AP): college level classes that can lead to college credit

College Credit Plus (CCP): college classes that can be taken at a college or university that leads to college credit.

Honors classes: more rigorous than regular courses

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Regular Classroom	Regular Classroom Cluster Group	K - 12	Gifted Identification in: specific academic area(s), superior cognitive, and/or creative thinking	Reg. Ed Teacher
Subject or Whole Grade Acceleration	Regular Classroom with Acceleration	K - 12	In accordance with acceleration process	Reg. Ed Teacher
Advanced Placement (AP):	Regular Classroom Advance Placement	9-12	Identification in that subject area	AP teacher
College Credit Plus (CCP)	College Setting	MS/HS	Higher Ed Criteria is determined by each college or university	Higher Ed Teacher
Honors	Regular Classroom Honors	8 - 12	Identification in that subject area	Reg. Ed. Teacher
Pull-Out	Resource Room/Pull Out	5 - 8	Superior Cognitive and/or Creative Thinking	Gifted Intervention Specialist (GIS)
Visual / Performing Arts	Regular Classroom	K - 12	Visual and/or Performing Arts Identification	Fine Arts Teacher