

# District Gifted Education Policy

## 2019-2020 Newark City School District

### **DEFINITION**

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.

### **DISTRICT IDENTIFICATION PLAN**

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, visual arts, and performing arts. The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

### **1. DISTRICT PROCESS FOR ASSESSING STUDENTS FOR GIFTED EDUCATION**

#### **A. Criteria and Methods Used to Screen and Select Students for Additional Testing for Gifted Identification**

- Students who have requested assessment or who have been recommended for assessment by teachers, parents, or other children shall be provided at least two opportunities a year for assessment, within 90 days of the referral.
- Student whole-grade and individual screening scores will be reviewed on a regular basis for gifted identification. Scores must be obtained from an instrument approved by the Ohio Department of Education for gifted identification. If the student’s score/s meet the required cut-off score as specified in the Chart of Approved Assessments, the student is identified as gifted and the student’s educational needs are determined. Identification scores remain in effect for the remainder of the student’s K-12 school experience.

#### **B. Test Instruments used for Assessment in Each Area**

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

Identification Area	Instrument
Superior Cognitive Ability	<ul style="list-style-type: none"> <li>• Cognitive Abilities Test (CogAT)</li> <li>• Naglieri Nonverbal Ability Test, 3<sup>rd</sup> Ed. (NNAT 3)- Individual</li> <li>• InView Cognitive Abilities Assessment</li> <li>• Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)</li> <li>• Woodcock-Johnson WJIV, Tests of Cognitive Ability</li> </ul>
Specific Academic Ability (Reading, Math, Science, Social Studies)	<ul style="list-style-type: none"> <li>• Iowa Assessments</li> <li>• TerraNova Achievement Tests</li> <li>• Woodcock-Johnson (WJIV), Tests of Achievement</li> <li>• ACT Test (Math, Reading, and Science Identification only)</li> <li>• Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT 8/9, PSAT 10, PSAT/NMSQT) (Math and Reading Identification only)</li> <li>• SAT Test (Math and Reading Identification only)</li> </ul>
Creative Thinking Ability	<ul style="list-style-type: none"> <li>• Cognitive Abilities Test (CogAT)</li> <li>• Naglieri Nonverbal Ability Test, 3<sup>rd</sup> Ed. (NNAT 3)- Individual</li> <li>• InView Cognitive Abilities Assessment</li> <li>• Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)</li> <li>• Woodcock-Johnson WJIV, Tests of Cognitive Ability</li> <li>• Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) - Part II Creativity</li> <li>• Scales for Identifying Gifted Students (SIGS) – Scale 6: Creativity</li> </ul>
Visual and Performing Arts	<ul style="list-style-type: none"> <li>• Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)</li> <li>• Gifted Rating Scale (GRS)</li> <li>• Gifted and Talented Evaluation Scales – 2<sup>nd</sup> Edition (GATES-2)</li> </ul>

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### C. Whole-Grade Screenings

Grade/s	Area/s Assessed	Instrument
2 and 4	Superior Cognitive Ability	<ul style="list-style-type: none"> <li>Cognitive Abilities Test (CogAT), Form 7</li> </ul>
2 and 4	Reading	<ul style="list-style-type: none"> <li>Iowa Assessment, Form E</li> </ul>
2 and 4	Math	<ul style="list-style-type: none"> <li>Iowa Assessment, Form E</li> </ul>
2 and 4	Creative Thinking	<ul style="list-style-type: none"> <li>Cognitive Abilities Test (CogAT), Form 7</li> <li>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) - Part II Creativity</li> </ul>
11	Reading, Math, Science	<ul style="list-style-type: none"> <li>ACT</li> </ul>

### D. The Referral Process

- The district shall provide at least two opportunities each year to assess referred students.
- Children may be referred, in writing, at any point in the school-year. Referrals will be accepted from the child (self-referral), a peer, a teacher, a parent/guardian, or other members of the school community (e.g. Psychologists, community members, administrator, Gifted Coordinator, etc.)

### E. The Process for Assessment Following a Referral

- The student will be scheduled for testing with the Gifted Coordinator or the School Psychologist.
- Testing will be scheduled during the school-day.
- Scores must be obtained from an instrument approved by the Ohio Department of Education for gifted identification. If the student's score/s meet the required cut-off score as specified in the Chart of Approved Assessments, the student is identified as gifted and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.
- Parents will be notified within 30 school days of the district's receipt of a student's results.

## 2. DISTRICT PROCEDURES TO ENSURE THAT ALL STUDENTS HAVE EQUAL ACCESS TO SCREENING AND FURTHER ASSESSMENT FOR GIFTED IDENTIFICATION

- The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities, and children for whom English is a second language.
- Steps Taken to Ensure Equity for Traditionally Underrepresented Populations
  - Use of alternative intelligence tests including nonverbal testing.
  - Use of a rolling window for referrals for any student within the district.
  - Individual consultation with teachers in regards to characteristics of underserved populations.
  - Allowable modifications are made for those who require them, in accordance with the testing instrument administration manual.
  - Use a variety of possible testing instruments in order to meet the needs of the district population.

## 3. DISTRICT PROCEDURES ENSURING EQUAL ACCESS FOR ALL STUDENTS IDENTIFIED AS GIFTED TO RECEIVE ANY AVAILABLE GIFTED SERVICES

- Students are placed in gifted services using pre-determined placement procedures, which have been made available to parents, district staff, and the community.
- Students who meet the placement criteria prior to the start of a school year are invited to participate in gifted services for the year.
- As new gifted students transfer in, the district evaluates enrollment in gifted services based on the pre-determined placement criteria and space available in the gifted service classroom.
- As new gifted students are identified during the year, the district evaluates enrollment in gifted services based on the pre-determined placement criteria and space available in the gifted service classroom. Students who are identified as gifted after the start of the second semester (and meet the placement criteria) will be invited to participate in gifted services during the next school year.
- Transportation is guaranteed within the district.

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#### 4. DISTRICT PROCESS FOR STUDENTS TO REFUSE OR WITHDRAW FROM GIFTED SERVICES

Parents may decline or withdraw their child from gifted services by submitting their request in writing to the building administrator.

#### 5. THE DISTRICT-DETERMINED SCORE/S FOR REASSESSMENT AND THE PROCESS FOR REASSESSING STUDENTS WHO MEET THESE SCORES

Reassessment for gifted identification is completed when a student scores within a pre-set range for reassessment on a screening instrument approved by the Ohio Department of Education. Scores are reviewed by Gifted Coordinator and reassessment is scheduled for those students whose scores are within the pre-set range.

##### Superior Cognitive Ability

Instrument Name	Grade/s Administered	Reassessment Score	Identification Score
Cognitive Abilities Test (CogAT), Form 7	2 and 4 K-12 (by referral)	124	Grades K, 3, 7-12 = 127 Grades 1, 2, 4-6 = 128
InView Cognitive Abilities Assessment	K-12 (by referral)	124	128
Naglieri Nonverbal Ability Test, 3 <sup>rd</sup> Ed. (NNAT 3), Individual	K-12 (by referral)	120	Grades K-4 = 126 5 <sup>th</sup> Grade = 125 6-8 <sup>th</sup> , 10 <sup>th</sup> = 126 9 <sup>th</sup> & 11 <sup>th</sup> = 127
Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)	K-12 (by referral)	124	127
Woodcock-Johnson, IV, Tests of Cognitive Ability	K-12 (by referral)	124	127

##### Specific Academic Ability

Instrument Name	Grade/s Administered	Reassessment Score	Identification Score
Iowa Assessments, Form E, Complete Battery	2 and 4 K-12 (by referral)	90 <sup>th</sup> percentile	95 <sup>th</sup> percentile
TerraNova Complete Battery	K-12 (by referral)	93 <sup>rd</sup> percentile	95 <sup>th</sup> percentile
Woodcock-Johnson, IV, Tests of Achievement	K-12 (by referral)	93 <sup>rd</sup> percentile	95 <sup>th</sup> percentile

##### Creative Thinking Ability

Instrument Name	Grade/s Administered	Reassessment Score	Identification Score
Cognitive Abilities Test (CogAT), Form 7	2 and 4 K-12 (by referral)	110	Grades K-1 = 111 Grades 2-12 = 112
Naglieri Nonverbal Ability Test, 3 <sup>rd</sup> Ed. (NNAT 3), Individual	K-12 (by referral)	108	Grades K-4 = 110 5 <sup>th</sup> Grade = 109 6-8 <sup>th</sup> , 10 <sup>th</sup> = 110 9 <sup>th</sup> & 11 <sup>th</sup> = 111
InView Cognitive Abilities Assessment	K-12 (by referral)	110	112

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Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)	K-12 (by referral)	110	112
Woodcock-Johnson, IV, Tests of Cognitive Ability	K-12 (by referral)	110	112
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) - Part II Creativity	2 and 4 K-12 (by referral)	48-50	51
Scales for Identifying Gifted Students (SIGS) – Scale 6 Creativity	K-12 (by referral)	110-119	120

### Visual and Performing Arts Ability

Instrument Name	Grade/s Administered	Reassessment Score	Identification Score
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	K-12 (by referral)	Visual Arts Criteria: 59-60 Musical Criteria: 37-38; Drama Criteria: 54-56	Visual Arts Criteria: 61 Musical Criteria: 39 Drama Criteria: 57
Gifted Rating Scale (GRS)	Grades K-8 (by referral)	Artistic Talent: <i>T</i> score = 60-65	Artistic Talent: <i>T</i> score = 66
Gifted and Talented Evaluation Scale (GATES-2)	Grades 9-12 (by referral)	Dance Only: 90-110	Dance Only: 111

### 6. DISTRICT PROCESS FOR STUDENTS TRANSFERRING INTO THE DISTRICT TO RECEIVE SERVICES

- A. **Out of District Scores:** The district accepts scores from assessments approved for use by the Ohio Department of Education for the purposes of identification and placement. If the child had not previously been identified within the State of Ohio, the scores must be from an assessment completed within the preceding 24 months using an approved instrument from the Ohio Department of Education.
- B. **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 submit a written request for testing to the building administrator.

### 7. APPEAL PROCEDURES

Parents have the right to appeal. 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 final decision in writing within 30 days of the appeal. This written notice should include the reason for the decision(s). An appeal by the parent is the reconsideration of the results of any part of the identification process, which could include:

- Screening procedure or assessment instrument;
- The scheduling of children for assessment;
- The placement, or non-placement, of a student in any program;
- Receipt of services.

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### 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.

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Gifted Cluster Classroom	<b>Co-teaching in Cluster Grouping Setting</b>	4, 5, 6	Identified as Gifted in Math and/or Superior Cognitive Ability	Gifted Intervention Specialist and Regular Classroom Teacher with Gifted Professional Development and ongoing support from gifted trained educator.
Gifted Cluster Classroom	<b>Regular Classroom with Cluster Grouping</b>	4, 5	Identified as Gifted in Reading and/or Creative Thinking Ability	Regular Classroom Teacher with Gifted Professional Development and ongoing support from gifted trained educator.
Enriched Middle School Math (Math 7/8)	<b>Regular Classroom Honors Course</b>	7	Identified as Gifted in Math and/or Superior Cognitive Ability	Regular Classroom Teacher with Gifted Professional Development and ongoing support from gifted trained educator.
Algebra	<b>Regular Classroom with Acceleration</b>	8	Identified as Gifted in Math and/or Superior Cognitive Ability	Regular Classroom Teacher with Gifted Professional Development and ongoing support from gifted trained educator.
Advanced Placement American History, Chemistry, Calculus A/B and B/C, Government, English Lang/Comp and Literature, Biology, Spanish, French, Physics	<b>Advanced Placement Course</b>	9, 10, 11, 12	Gifted ID matches course	Advanced Placement Teacher with AP training, Gifted Professional Development and ongoing support from gifted trained educator.
College Credit Plus	<b>Regular Classroom CCP</b>	9, 10, 11, 12	Gifted ID matches course	College Professor