

THE ARTS

Our district offers a yearly opportunity for students to demonstrate and potentially identify as gifted in the visual and/ or performing arts. For more information, please contact MRESC Gifted Coordinator Erica Baer at ebaer@mresc.org

To identify as gifted in the arts, students must:

1. score or above the raw score on one of the checklists below (as per a trained evaluator, such as the student's music teacher, art teacher, or private instructor), and
2. meet established ODE criteria on an audition or display of work in front of a trained evaluator.

Scoring criteria for both the evaluation checklists and the performance portion are available from our district's website, or by contacting ebaer@mresc.org.



INDIAN LAKE LOCAL SCHOOLS POLICY AND PLAN FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED

GIFTED AND TALENTED SERVICES MRESC LOCAL SCHOOL DISTRICT



FOR ADDITIONAL INFORMATION, PLEASE
CONTACT THE MRESC COORDINATOR OF
GIFTED SERVICES:
PHONE (937) 599-5195, x.7004
EBAER@MRESC.ORG

BY KS 2007, REVISED 09/17 ~EB

Definition

In Ohio, "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.

Screening & Assessing

The District uses a three-stage approach to screen and identify students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

Stage 1:

The first stage of the screening and identification process involves gathering and reviewing relevant existing data on all students and accepting referrals from parents, teachers, and others with knowledge of student abilities. If sufficient data exists, the district may identify a student as gifted during this step. (Note: the state considers data current if it was administered within 24 months of the child's referral date.)

Teachers, parents, or others such as a psychologist, principal, community member, gifted coordinator, or professional arts instructor may refer students on an ongoing basis for gifted evaluation. Please visit the school's office or website to obtain a referral form.

By using this data review and referral process, the district ensures equal access to screening and further assessment for all district students, including culturally and linguistically diverse children; children from low socioeconomic backgrounds; children with disabilities; and children who are English language learners (ELL).

Stage 2:

SCREENING

The screening stage examines data gathered in Stage 1 and determines if additional assessment is needed.

Rest assured: existing test data are not our only measures of "giftedness". School personnel examine all available information about a student to determine if any evidence of possible giftedness exists for that student. Then, we conduct any necessary additional assessments.

As you read the scores (below), you may notice that the district-determined "screening" scores are lower than the state requirements for identification. A student who reaches a "screening" score may be gifted; however, more testing is needed to determine his/her level of ability, aptitude, or achievement.

Stage 3:

ASSESSMENT FOR IDENTIFICATION

Although existing data or screening assessments (used in Stages 1 and 2) usually identify "gifted" students, a few may require small group or individual assessment in order to fairly determine their eligibility for identification.

If small group or individual assessment is necessary, the district notifies parents to obtain permission for testing by a trained educational professional. If you choose not to grant permission, we will not conduct additional testing.

Once the trained professional completes the additional assessment, we evaluate the data obtained throughout the stages of identification to determine identification and assess the student's educational needs. We then notify parents about these results through a letter – either written or electronic.

TRANSFER STUDENTS

We accept referrals at any time for children transferring into the district. If necessary, we will assess students within 90 days of the transfer.

OUT-OF DISTRICT TESTING

The district accepts test 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. You can reference the list of approved assessments from the Ohio Department of Education Office of Exceptional Children.

WITHDRAWAL

If at any time a student wishes to withdraw from gifted programs or services, the parent or child must make the request in writing and give it to the building Principal or the Gifted Coordinator at the Midwest Regional ESC. If children request to withdraw, either the building Principal or the Gifted Coordinator will notify parents.

SERVICES

We will share results of the gifted identification process with school staff who may use this information to plan appropriate educational experiences. These experiences may include the TAG resource room, cluster grouping, inclusion, advanced classes, acceleration, college credit plus, and educational options for grades K-12.

APPEAL PROCEDURE

A parent may appeal the results from any part of the identification process, including: 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.

CONFERENCE

Parents should submit a letter to the District Superintendent or Gifted Coordinator outlining the nature of the concern.

The District Superintendent or Gifted Coordinator will convene a meeting with a parent/guardian, which may include other school personnel.

Review

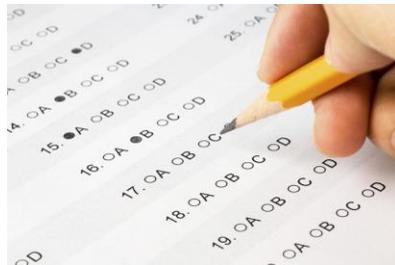
The District Superintendent or Gifted Coordinator will issue a final decision (written) within 30 days of the appeal. This written notice will include the reason(s) for the decision(s).

Written Education Plans

Each identified student who receives services begins with a Written Education Plan (WEP) which documents adjustments made to the curriculum in his/her area(s) of identification and person/s responsible for the instructional delivery. We share WEP progress with parents via progress reports sent home at the end of each semester (Jan. 15th and May 15th).

Assessment Instruments

The district has selected the following assessment instruments for screening and identification. The district may also use other instruments approved by the Ohio Department of Education as needed.



SUPERIOR COGNITIVE ABILITY

Ohio identifies “superior cognitive ability” when a student (within the past 24 months):

1. scores two standard deviations above the mean
- On an approved, individual standardized test of Intelligence given by a licensed psychologist; or
2. either a) scores at least two standard deviations Above the mean on an approved, standardized Group intelligence test; or
b) achieves at or above the 95th percentile on a state-approved group or individual intelligence test; or
c) attains an approved score on an above grade-level standardized, nationally normed test.

For these purposes, our district uses these tests:

Iowa Tests of Basic Skills – Form A, C or E, Identification 95th percentile
Wechsler Intelligence Scale for Children – Fifth Edition, Identification, FSIQ 127, GAI 127

Woodcock Johnson IV (WJIV) – Tests of Cognitive Abilities, Identification 127

For special populations:

Cognitive Abilities Test-Form 7, Identification – 127 grades K-1; 128 grades 2-12
Naglieri Nonverbal Ability Test – Individual Administration identification – Ages 5-11 ~ 125
12-18 ~126

SPECIFIC ACADEMIC ABILITY

Our district also identifies students’ giftedness in specific academic areas. Students who score in the 95th percentile or above in reading, mathematics, science, or social studies automatically identify as gifted in that/ those areas. Students who score at or above the 90th are in the “screening” range.

Iowa Tests of Basic Skills – Form A, C or E, Identification 95th percentile

MPG, K-1 or Measure of Academic Progress (2-12), reading/ math

PSAT/NMSQT 10th-11th grades

TerraNova Third Edition (Common Core, complete battery, or multiple assessments; K-12)

Woodcock Johnson III, NU (WJIII/NU) – Tests of Achievement, Form C, brief battery
Woodcock Johnson IV (WJIV) Tests of Achievement
Wechsler Individual Achievement Test (WIAT) – 3rd Ed.,

CREATIVITY

Ohio identifies students as gifted in creative thinking when students receive an approved score on an approved intelligence test *and* also demonstrate creativity through performance.

Our district uses the intelligence tests below for assessing creativity:

Cognitive Abilities Test, Form 7, VQN composite: K-1 identification ~ 111; K-2 identification ~ 112

Woodcock Johnson IV, Tests of Cognitive Abilities (including NU edition), Identification ~ 112

Our district uses these tests to assess performance:

Gifted and Talented Evaluation Scales 2 (GATES) (Creative Thinking Section, questions 21-30), Scr~65, Id ~ 83
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part II Creativity, Screening ~ 48 Identification ~ 51

For a thorough list of Ohio’s approved assessments as well as a detailed explanation of Ohio’s identification criteria, please visit:
<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Chart-of-Approved-Assessment-and-Gifted-Education>