

Austintown Local Schools Gifted Identification Plan

IRN 048298

1. The district process for assessing students for gifted education, including:

a. The criteria and methods the districts uses to screen and select students for further assessment for gifted identification;

Austintown 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 performing arts. Austintown follows policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list of approved assessments by the Ohio Department of Education.

b. Names of approved tests, behavioral checklists, and rubrics administered to students to determine giftedness in all areas of identification recognized under Ohio law;

Superior Cognitive Ability

Assessments Austintown administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

| Assessment | Screen Score | ID Score |
|---|---|--|
| InView Cognitive Abilities Assessment | 126 | 128 |
| Cognitive Abilities Test (CogAT), 7th Edition <i>*The QN composite used for identification of English learners and students with serious reading disabilities.</i> <i>**The VN composite used for identification of students with mathematical learning disabilities.</i> | VQN Grades K,3, 7-12: 125 Grades 1-2,4-6: 126 QN* Grades 5, 7-12: 125 Grades 3-4, 6: 126 VN** Grades K,3, 7-10: 124 Grade 1: 123 Grades 2, 4-6, 11-12: 125 | VQN Grades K,3, 7-12: 127 Grades 1-2, 4-6: 128 QN* Grades 5, 7-12: 127 Grades 3-4, 6: 128 VN** Grades K,3, 7-10: 126 Grade 1: 125 Grades 2, 4-6, 11-12: 127 |

Specific Academic Ability

Assessments Austintown administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):

| Assessment | Screen Score | ID Score |
|--|-----------------|-----------------|
| Stanford Achievement Test, 10th Edition | 93rd percentile | 95th percentile |
| Iowa Assessments, Core Battery, Form E | 93rd percentile | 95th percentile |
| Iowa Assessments, Complete Battery, Form E | 93rd percentile | 95th percentile |
| iReady - Reading & Math Grades 2-5 only | 93rd percentile | 95th percentile |

Creative Thinking Ability

Assessments Austintown administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):

| Assessment | Screen Score | ID Score |
|---|--|--|
| InView Cognitive Abilities Assessment | 110 | 112 |
| Cognitive Abilities Test (CogAT), 7th Edition | VQN Gr. K-1: 109 Gr. 2-12: 110 QN | VQN Grades K-1: 111 Grades 2-12: 112 QN |

| | | |
|---|---|---|
| | Gr. 3-12: 110 VN Gr. K: 108 Gr. 2-12: 109 | Grades 3-12: 112 VN Grade K: 110 Grades 1-12: 111 |
| AND | | |
| Gifted Rating Scales (GRS) – Creativity Scales | Ages: 4-13.11 Score of 60-65 | Ages: 4-13.11 Score of 66 |
| Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part II Creativity | Grades: K-12 48-50 | Grades: K-12 51 |

Visual and Performing Arts

Assessments Austintown administers that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):

VPA: Dance

| Assessment | Screen Score | ID Score |
|-------------------------------------|---|--------------------------------------|
| GATES 2- 2nd Edition | Grades 9-12 Standard Score of 90-110 | Grades 9-12 Standard Score of 111 |
| AND | | |
| Ohio Department of Education Rubric | Grades: K-12 20 | Grades: K-12 26 |

VPA: Drama

| Assessment | Screen Score | ID Score |
|--|--|-------------------------------------|
| Scales for Rating the Behavioral Characteristics of Superior Students – SRBCSS | Grades K-12 Standard Score of 54-56 | Grades K-12 Standard Score of 57 |
| AND | | |
| Ohio Department of Education Rubric | Grades: K-12 16 | Grades: K-12 20 |

VPA: Music

| Assessment | Screen Score | ID Score |
|--|--|-------------------------------------|
| Scales for Rating the Behavioral Characteristics of Superior Students – SRBCSS | Grades K-12 Standard Score of 37-38 | Grades K-12 Standard Score of 39 |
| AND | | |
| Ohio Department of Education Rubric | Grades: K-12 14 | Grades: K-12 18 |

VPA: Visual Art

| Assessment | Screen Score | ID Score |
|--|--|-------------------------------------|
| Scales for Rating the Behavioral Characteristics of Superior Students – SRBCSS | Grades K-12 Standard Score of 59-60 | Grades K-12 Standard Score of 61 |
| AND | | |
| Ohio Department of Education Rubric | Grades: K-12 16 | Grades: K-12 21 |

c. The grade levels and areas for which districts administer required whole-grade screenings;

| Type of Assessment | Content Area(s) | Grade Level(s) |
|-------------------------|---|----------------|
| Whole-Grade Assessments | Superior Cognitive, Reading, Math, and/or Creative Thinking | 2, 6 |

d. Scheduling procedures for administering assessments for the identification of students who are gifted to include students referred for testing (including transfer students) and equitable testing practices to ensure inclusion of students from traditionally underrepresented populations; and

Scheduling Procedures for Administering Assessments

Austintown notifies parents for/of:

- Scheduling of assessments, including whole-grade screenings
- Assessment results (within 30 days of receipt)
- Appeals procedures related to assessments and results

Equitable Testing Guidance

- Austintown uses allowable student IEP and 504 accommodations. If a particular test does not allow for their use, Austintown does select a comparable approved test.
- Austintown uses or eliminates subtests as specified on the Chart of Approved Assessments and Gifted Identification FAQ.
- Austintown selects instruments that allow for equitable identification of underrepresented populations (Minority students; Students who are economically disadvantaged; Students with disabilities; and English learners.)
- Austintown does not alter identification criteria other than that established in the Ohio Revised Code and Ohio Administrative Code.

e. The process for making a referral, including who can refer students for gifted identification assessment; and Austintown provides at least two opportunities each year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents or other students.

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

- Student request (self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Student referral of peer; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

f. The process for assessment based upon referrals

Upon receipt of a referral, Austintown will:

- Follow the process as outlined in Austintown’s Gifted Education Policy and
- Notify parents of results of screening or assessment and identification within 30 days.

Screening

Austintown ensures equal access to screening and further assessment of 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.

Identification

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

Reassessment

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score, re-assessment for possible identification occurs.

2. District procedures to ensure that all students have equal access to screening and further assessment for gifted identification, including:

a. A general statement of inclusion; and

Austintown ensures equal access to screening and further assessment of 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.

b. Steps the district takes to ensure equity for traditionally underrepresented populations, particularly:

- i. Minority students;
- ii. Students who are economically disadvantaged;
- iii. Students with disabilities; and
- iv. English learners.

Austintown ensures that assessments instruments:

- Are administered by a trained individual in conformance with the instructions provided by their publisher;
- Have been validated for the specific purpose and populations for which they are used and measure the specific area(s) of gifted ability;
- Allow for appropriate screening and identification of minority or disadvantaged students, students with disabilities, and English learners;
- Are provided and administered in the student's native language or other mode of communication if English is a barrier to the student's performance or if requested by the parent;
- Are provided and administered using the accommodations in a student's Individualized Education Program or 504 Plan. If these accommodations are not consistent with a test's allowable accommodations, a comparable approved assessment instrument shall be used; and
- Are selected and administered so as to best ensure that when a test is administered to a student with a disability or impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's disability or impaired sensory, manual or speaking skills.

3. Procedures ensuring equal access for all students identified as gifted to receive any available gifted services.

Austintown 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.

Students cannot be excluded from services due to:

- Outside scores

- Specific named test
- Specific named grade level
- Most recent test scores

4. The process for students to refuse or withdraw from gifted programs and services.

If at any time a student wishes to withdraw from gifted programs or services the request should be written by the parent or student to the building administrator. If students request to withdraw, parents will be notified.

5. The district-determined scores for reassessment and the process for re-assessing students who meet these scores.

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score, re-assessment for possible identification occurs.

- **Achievement Re-assessment Scores**
 - IOWA Form E **93rd-94th%ile**
 - SAT10 **93rd-94th%ile**
- **Superior Cognitive Re-assessment Scores**
 - InView Cognitive Abilities Assessment: **126**
 - Cognitive Abilities Test (CogAT), 7th Edition
 - VQN Composite: Gr. K: **125**, Gr. 1-2: **126**, Gr. 3: **125**, Gr. 4-6: **126**, Gr. 7-12: **125**
 - QN Composite: Gr. 3-4: **126**, Gr. 5: **125**, Gr. 6: **126**, Gr. 7-12: **125**
 - The QN composite should be used for identification of English learners and students with serious reading disabilities.
 - VN Composite: Gr. K: **124**, Gr. 1: **123**, Gr. 2: **125**, Gr. 3: **124**, Gr. 4-6: **125**, Gr. 7-10: **124**, Gr. 11-12: **125**
 - The VN composite should be used for identification of students with mathematical learning disabilities.

6. The process for students transferring into the district to receive services.

Austintown 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.

- Assigned district personnel reviews incoming student permanent records for the following:
 - Gifted Identification/Testing Records
 - If assessments/scores used are not approved for use by the Ohio Department of Education, then the parent will be contacted.
 - Assessment results approved for use by the Ohio Department of Education to identify giftedness in students
 - Placement of students in services that match, if applicable, the student’s identified area

7. A list of district gifted education services offered to students identified as gifted. Please include information about identification areas and grade levels served, as well as the settings where service takes place.

| Name for Service | Service Setting | Grade Level | Criteria for Service | Service Provider |
|------------------|---|-------------|--------------------------------------|--|
| Gifted Services | Regular classroom with Cluster Grouping Language Arts | 3-12 | Superior Cognitive AND/OR Reading ID | General Education Classroom Teacher *General Education Teachers currently working toward meeting the HQPD Requirement |
| Gifted Services | Regular Language Arts classroom with Cluster Grouping | 3-12 | Creative Thinking ID | General Education Classroom Teacher *General Education Teachers currently working toward meeting the HQPD Requirement |

| | | | | |
|----------------------------------|---|------|--|--|
| Gifted Services | Regular Classroom with Cluster Grouping Mathematics | 3-12 | Superior Cognitive ID AND/OR Math ID | General Education Classroom Teacher *General Education Teachers currently working toward meeting the HQPD Requirement |
| Gifted Services | Cluster grouping where a small group of students who are gifted is deliberately placed together in a classroom. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen per cent of the school week | 3-12 | Superior Cognitive ID AND/OR Math ID AND/OR Language Arts ID | General Education Teacher OR Gifted Intervention Specialist |
| Gifted Services | Regular classroom with Cluster Grouping | 2-12 | Visual and Performing Arts ID | Trained Visual and Performing Arts Teacher |
| Gifted Services | Regular Classroom Honors Math | 8-12 | Superior Cognitive ID AND/OR Math ID | General Education Classroom Teacher *General Education Teachers currently working toward meeting the HQPD Requirement |
| Gifted Services | Regular Classroom Advanced Placement College Credit Plus | 9-12 | Superior Cognitive ID and/or Related Content ID | General Education Classroom Teacher *General Education Teachers currently working toward meeting the HQPD Requirement |
| Gifted Services (Year #1) | Regular classroom with early entrance to kindergarten | K | Superior Cognitive &/or Related Content ID Iowa Acceleration Scales, Team Decision | General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel. |
| Gifted Services (Year #1) | Regular classroom with whole grade or subject acceleration | K-12 | Superior Cognitive &/or Related Content ID Iowa Acceleration Scales, Team Decision | General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel. |

8. Methods used for resolving disagreements between parents and the district concerning identification and service placement decisions.

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 students 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).

Revised 10/10/20

