

How are Students Identified as Gifted?

SCREENING AND ASSESSING:

The district uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in each of the areas of **gifted identification**. At each stage safeguards are in place to insure that the tests used are valid for special populations and reflect accurate aptitude/achievement in students with physical and sensory disabilities.

Pre-Assessment: All students are involved. Using this process, the district ensures equal access by all district students to screening and further assessment, regardless of culture, socioeconomic status, disabilities, and children for whom English is a second language.

Assessment for Screening: The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if evidence of possible giftedness exists for that student, and then may conduct additional assessments. District-determined cut-off scores, to move students from screening stage to the assessment stage, are lower than the scores necessary for identification.

Assessment for Identification: Strategies for assessment include individual and group testing as outlined in Sections 3324.01-.07 of the Ohio Revised Code. Once additional assessment has been completed and the data obtained throughout the stages of identification are evaluated, the identification decision is made and student educational needs are determined. Parents must be notified of assessment results within 30 days. (Scores based on assessment instruments approved for use by the ODE, and provided by other school districts and/or trained personnel outside the district are accepted as well.)

Referral: The district shall provide at least two (2) opportunities per year for assessment in the case of children referred by teachers or parents.

Transfer: The district ensures that any child transferring into the district will be screened at the request of the parent within ninety (90) days. If the student was previously identified within the previous twenty-four (24) months, Kent City Schools accepts the scores provided by other districts and/or trained personnel outside the school district if the assessment instrument is on the approved Ohio Department of Education list.

Appeal: Parents may appeal any part of the identification processes by submitting a letter to the superintendent outlining the nature of the concern. The superintendent will issue a final decision within thirty (30) days of the appeal.

DEFINITION:

The State of Ohio defines a "Gifted" student as one who performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of the same age, experience, or environment.

Identification Criteria:

ORC Section 3324.03 outlines the criteria for gifted identification as summarized below:

(A) **Superior Cognitive** – A child shall be identified if the child, within the last 24 months, scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual or group standardized intelligence test OR performed at or above the 95th percentile on an approved individual or group standardized nationally normed achievement test.

(B) **Specific Academic Ability** – A child shall be identified if the child performed at or above the 95th percentile on a nationally-normed achievement test within the last 24 months.

(C) **Creative Thinking Ability** – A child shall be identified if the child scored one standard deviation above the mean, minus the standard error of measurement on an ability or intelligence test AND had a sufficient score on an ODE-approved checklist.

(D) **Visual and Performing Arts** – A child shall be identified by demonstrating superior ability through a display of work, audition, or performance AND a sufficient score on an ODE-approved checklist.

www.kentschools.net/gifted

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KENT CITY SCHOOLS



POLICY for the IDENTIFICATION of and SERVICES for STUDENTS who are GIFTED

Updated June 2017

Kent City School District

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KENT City School District Services and Other Opportunities

ASSESSMENT OPPORTUNITIES

Grade Level Screening: All students in grades two (2) and four (4) will be assessed in the fall with:

Cognitive Abilities Test (CogAT) to assess overall cognitive ability and creative thinking ability

Iowa Test of Basic Skills (ITBS) to assess specific academic ability in Reading, Math, Science, and/ or Social Studies

Visual and Performing Arts: Nominated Kent students are evaluated at the annual Summit Area Gifted Educators assessment day each spring.

Referrals (cognitive ability, academic achievement, creative thinking, or visual/ performing arts) may be initiated at any time with the building principal.

TESTING

□ All assessments used have been approved by the Ohio Department of Education and are listed in the *Chart of Approved Gifted Identification / Screening Instruments*.

□ All testing in the Kent City Schools will be administered by qualified personnel.

□ Parents are notified of results within thirty (30) days of test completion. A Parent Notification of Assessment Results letter will be sent home indicating whether the child qualifies for gifted services or whether additional testing is needed.

Kent CSD Services

Ohio does not mandate services for gifted students. Each district must determine which services and programs shall be provided, in addition to qualifying criteria for such services. The Kent City Schools has established the following services criteria based on state-approved tools for identification:

Service:

Formal services are available for students in grades 4-8 who are identified as having Superior Cognitive Ability and/ or Specific Academic Ability in Reading.

- Services in grades 4 and 5 are provided daily as part of the English language arts class with the gifted intervention specialist co-teaching with the classroom teacher. Student goals for reading and/ or superior cognitive ability will be met in this environment.
- Services in grades 6 through 8 are provided daily in the English language arts class by a classroom teacher who is a gifted intervention specialist or trained/ qualified teacher. Student goals for reading and/ or superior cognitive ability will be met in this environment.

Withdrawal: If at any time a student wishes to withdraw from gifted services, the request should be written by the parent.

Each gifted student receiving service will have a Written Education Plan (WEP) that includes a description of services, goals, and progress monitoring plans. A copy of the WEP, as well as periodic progress reports, will be provided for parents.

All district students identified as gifted will have equal opportunity to receive services offered.

Additional Advanced Opportunities:

Enrichment opportunities are available through co- and extra-curricular activities and other building-based initiatives.

- Qualifying students, in grades 6-8, have the option of taking higher level math classes for their math credit. Placement decisions are made in the spring and are based on student performance data from numerous sources.
- The high school offers advanced, honors, and Advanced Placement (AP) classes, in addition to the Expeditionary Academy and College Credit Plus opportunities, for students seeking advanced coursework. Numerous Career Technical Education programs offer students rigorous academic and inquiry-based pathways to a variety of career fields, including certification programs.

Visit your **building's website** for more information about available activities. The district gifted webpages include opportunities within and outside of the Kent Schools that may be of interest to gifted students and their families.

Refer to the **District Acceleration Policy** for more information about subject and whole-grade acceleration options and procedures.

Learn more about ongoing evaluation of gifted opportunities in the Kent City Schools by visiting the Kent Schools' district gifted webpage at: www.kentschools.net/gifted

The KCSD Gifted Services Team:

Gifted Intervention Specialists (GIS): Chip Hawks, Dan Young, Lindsay Potok

English Language Arts teachers grades 4-8

Building Principals: Abbey Bolton (Davey ES), Todd Poole (Holden ES), Janice Swan (Longcove ES), Heidi Singer (Walls ES), Anthony Horton (Stanton MS)

School Psychologists: Amanda Gilmore, Christine Randall, Christina Riddell, Cindy Thompson