

Parkway Local Schools  
District Gifted Education Policy

**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, and/or visual and/or 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.

**Superior Cognitive Ability**

Assessments the district administers that provide for superior cognitive identification:

<b>Cognitive Abilities Test (CogAT) Form 7, 8; VQN Composite</b>		
Grade Level	Identification Score	Screen Score
Kindergarten, 3rd & 7-12	127	120
1-2 & 4-6	128	120
<b>InView Cognitive Abilities Assessment</b>		
Grade Level	Identification Score	Screen Score
2-12	128	120
<b>Naglieri Nonverbal Ability Test – Third Edition (NNAT 3)</b>		
Grade Level	Identification Score	Screen Score
K-4 & 8-10	126	120
5-7	125	120
11-12	127	120
<b>Wechsler Intelligence Scale for Children, 5<sup>th</sup> Edition (WISC-V)</b>		
Grade Level	Identification Score	Screen Score
K-12	127	120
<b>Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities</b>		
Grade Level	Identification Score	Screen Score
PreK-12	127	120

## Specific Academic Ability

Assessments the district administers that provide for specific academic identification:

<b>Measure of Academic Progress (MAP) Growth 2-5 &amp; 6+ – Ohio Academic Standards Alignment, Survey with Goals (Reading and Math Only)**</b>		
Grade Level	Identification Score	Screen Score
2-5 & 6-10	95	90
<b>Stanford Achievement Test - 10th Edition, Basic and Complete Battery - Math and Reading Only</b>		
Grade Level	Identification Score	Screen Score
K-12	95	90
<b>TerraNova Achievement Tests Complete Battery</b>		
Grade Level	Identification Score	Screen Score
K-12	95	90
<b>The ACT - Math, Science, and Reading</b>		
Grade Level	Identification Score	Screen Score
11-12	95	90
<b>The SAT - Math and Reading</b>		
Grade Level	Identification Score	Screen Score
11-12	95	90
<b>The PSAT/NMSQT - Math and Reading</b>		
Grade Level	Identification Score	Screen Score
10-11	95	90
<b>The PSAT 8/9 - Math and Reading</b>		
Grade Level	Identification Score	Screen Score
8-9	95	90
<b>The Iowa Assessments Core and Complete Battery Forms E, F, and G</b>		
Grade Level	Identification Score	Screen Score
K-12	95	90
<b>Woodcock-Johnson IV, Tests of Achievement</b>		

Grade Level	Identification Score	Screen Score
PreK-12	95	90
<b>Star Reading (Full Star Reading Test Only)</b>		
Grade Level	Identification Score	Screen Score
3-12	95	90

\*\*Retesting in reading or math with a paper/pencil test will be offered to students following the winter administration of MAP if a student meets the following criteria:

- Students are not already identified as gifted in the subject area.
- At least 1 of the most recent 3 administrations of MAP included a score of 94th percentile in the subject area.
- At least 1 additional score out of the most recent 3 administrations of MAP included a score at or above the 90th percentile

### Creative Thinking Ability

Assessments the district administers that provide for creative thinking identification:

<b>Cognitive Abilities Test (CogAT) Form 7, 8; VQN Composite</b>		
Grade Level	Identification Score	Screen Score
K-1	111	110
2-12	112	111
<b>InView – A Measure of Cognitive Abilities</b>		
Grade Level	Identification Score	Screen Score
2-12	112	111
<b>Naglieri Nonverbal Ability Test – Third Edition (NNAT 3)</b>		
Grade Level	Identification Score	Screen Score
K-4, & 8-10	110	109
5-7	109	108
11-12	111	110
<b>Wechsler Intelligence Scale for Children, 5<sup>th</sup> Edition (WISC-V)</b>		
Grade Level	Identification Score	Screen Score
K-12	112	111

<b>Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities</b>		
Grade Level	Identification Score	Screen Score
PreK-12	112	111
<b>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)</b>		
Grade Level	Identification Score	Screen Score
K-12	51	48-50
<b>Gifted Rating Scales (GRS) (Creativity Scale)</b>		
Grade Level	Identification Score	Screen Score
K-8	<i>T</i> Score 66	<i>T</i> Score 60-65

### Visual and Performing Arts

Assessments the district administers that provides for visual and performing arts identification:

<b>Gifted Rating Scales (GRS) (Artistic Scale)</b>		
Grade Level	Identification Score	Screen Score
K-8	<i>T</i> Score 66	<i>T</i> Score 60-65
<b>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Visual, Part V; Music, Part VI; Drama, Part VII)</b>		
Grade Level	Identification Score	Screen Score
K-12	Visual: 61 Music: 39 Drama: 57	59-60 37-38 54-56
<b>Gifted and Talented Evaluation Scale - Second Edition</b>		
Grade Level	Identification Score	Screen Score
9-12	Dance: 111	90-110
<b>Ohio Checklist of Artistic Behavior - Dance</b>		
Grade Level	Identification Score	Screen Score
9-12	32-35	31
<b>Performance Rubrics for Visual and Performing Arts</b>		

Grade Level	Identification Score	Screen Score
K-12	Visual: 21-24 Music: 18-21 Drama: 20-24 Dance: 26-30	16-20 16-19 14-17 20-25

**IDENTIFICATION PROCESS**

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

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 tests	IQ & Creative Thinking Math & Reading Math, Reading & Science	2 & 4 2-8 11
Individually-administered tests	IQ, Math, Reading, Science, and Social Studies	K-12
Audition, performance	Music, Dance, Drama	K-12
Display of work	Art	K-12
Exhibition	Art, Music, Dance, Drama	K-12
Checklists	Creativity, Art, Music, Dance, Drama	K-12

**Referral**

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

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

Upon receipt of a referral, the district will:

- Follow the process as outlined in this brochure; and
- Notify parents of the results of screening or assessment and identification within 30 days.

Students referred with permission on file by September 30 will be tested between October 1 and October 31. Students referred with permission on file by February 28 will be tested between March 1 and March 31. Students referred after March 1 will be tested the following fall.

### Screening

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children 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 the 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

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.

### 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).

### **Gifted Services in Parkway Local Schools**

Parkway Local Schools recognizes the importance of ensuring that gifted students are served by qualified teachers who understand their needs. In addition to collaborating with staff on affective and academic strategies and supports for gifted-identified and high-ability students, Gifted Intervention Specialists (GIS) provide services directly to gifted students in accordance with requirements determined by the Ohio Department of Education and outlined in the Operating Standards for Identifying and Serving Gifted Students (Ohio Administrative Code 3301-51-15). The following services are currently available to students meeting specific criteria in certain grade levels:

Grade	Formal Services Offered
2-12	<p>Cluster Group with a general education teacher providing instruction. Students identified as gifted in the areas of superior cognitive ability and/or specific academic ability in reading and/or math will receive gifted services through placement in the general ed. classroom. A general education teacher is the service provider.</p> <p><b>Criteria for Service:</b></p> <ul style="list-style-type: none"> <li>a) Identified superior cognitive</li> <li>b) Identified in math and/or reading</li> </ul>
7	<p>Regular classroom with cluster grouping with a gifted intervention specialist. Students identified as gifted in the areas of superior cognitive ability and/or specific academic ability in math will receive gifted services through placement in the general ed. classroom. A gifted intervention specialist is the service provider.</p> <p><b>Criteria for Service:</b></p> <ul style="list-style-type: none"> <li>a) Identified superior cognitive</li> <li>b) Identified in math</li> </ul>
8	<p>Single Subject Acceleration</p> <p>Services are available for students identified in math through participation in Pre-Algebra as a 7th-grade student and Algebra as an 8th-grade student.</p>
9-12	<p>College Credit Plus</p> <p>Services are available for identified students through CCP courses in the student's academic areas of strength and/or interest and/or identified area.</p> <p><b>Criteria for Service:</b></p> <ul style="list-style-type: none"> <li>a) Identified Superior Cognitive</li> <li>b) Identified in math, reading, science, social studies, and/or creative thinking.</li> </ul>

### **Eligibility**

Written criteria for determining eligibility for placement in a gifted service are updated annually and shall be provided to any parent/guardian upon request. Current gifted services require gifted identification in the content area in which differentiated instruction is occurring and/or superior cognitive ability. All district students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive those services. In cases where the services are at capacity, students with the highest cognitive scores will be given preference. Subjective criteria such as teacher recommendations are not used to exclude a student from services in the superior cognitive and specific academic areas if the student is otherwise eligible. Services shall be differentiated and consistent with requirements as determined by the Ohio Department of Education and outlined in the Operating Standards for Identifying and Serving Gifted Students, (Ohio Administrative Code 3301-51-15).

### Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education as served, they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

### Withdrawal

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

If you have questions, please call your building principal or  
**WENDI MOORMAN MERCER COUNTY ESC GIFTED COORDINATOR**  
at 419-586-6628.