

Gifted Program Information



**Cuyahoga Heights Schools
4820 E. 71st Street
Cuyahoga Heights, Ohio 44125**



**District Plan
for the
Identification of and Service for
Children Who are Gifted**

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.

Cuyahoga Heights Schools

The Cuyahoga Heights Board of Education strives to provide a high quality educational experience for all students commensurate with their ability. Gifted children in the school district must be provided opportunities to reach their identified potential. The Board supports differentiated educational services and experiences for these children to guarantee that they reach this potential.

Annually, children who are gifted are identified by qualified trained professionals using a variety of approved assessment procedures. The Board supports efforts to provide services for children who are identified as gifted as an important part of the total kindergarten through grade 12 educational program. The Board ensures that there will be equal opportunity for all children identified to receive any or all appropriate services offered by the District.

The Board directs the Superintendent or his/her designee to develop an identification plan and follow the identification eligibility as prescribed in R. C. 3324.03 and the Ohio Rule for the Identification and Services for Children Who Are Gifted.

The District shall identify children of the District, in grades kindergarten through twelve, who may be gifted in one or more of the following areas:

- A. Superior Cognitive Ability
- B. Specific Academic Ability in One (1) or more of the following content areas:
 - 1. Mathematics
 - 2. Reading, writing, or a combination of these skills
- C. Creative Thinking Ability
- D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama.

The District shall use only those instruments approved by the Ohio Department of Education for screening, assessment, and identification of children who are gifted as provided in the Assessment Instruments for the Identification of Children Who Are Gifted (brochure available for parents/guardians/teachers/etc.).

The District shall accept scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and appropriately qualified and trained personnel outside the school district.

Referrals

The District ensures that there are sufficient and appropriate scheduling procedures for assessment and re-testing using:

- group ability/achievement tests
- individual ability/achievement tests
- checklists
- audition, performance
- display of work

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

- self-referral (student request);
- teacher recommendation;
- parent/guardian request;
- student referral of peer;
- others familiar with a student's potential or performance (e.g., psychologist, guidance counselor, principal, gifted coordinator, community member); and
- performance on district-wide standardized tests of ability and achievement.

Referral forms are available in all buildings (main office/guidance office) and from the Gifted Coordinator. Upon receipt of a referral, the District will:

- secure permission from the parent and/or guardian for testing;
- schedule the student for assessment; and
- provide for at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students.

After assessment for screening/identification:

- notify parent and/or guardian about the results of any screening or assessment instrument within 30 days; and
- notify the parent and/or guardian about the appeal procedure

Screening, Assessing and Identification

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

Stage I: Screening

The screening part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, group test scores, portfolios, observations, review of student records, and outstanding products or performances. All students are included in the screening process. By using the screening process, the district ensures equal access to screening and further assessment by all district students, including culturally diverse, those from low socioeconomic backgrounds, those with disabilities and those for whom English is a second language. Whole-grade screening for superior cognitive identification is done using the In View-A Measure of Cognitive Abilities in grades 2 and 5. All students in grades 3-5 will be screened for specific academic ability in reading and math using the i-Ready diagnostic assessment.

Stage II: Assessment

The assessment stage examines the data gathered from the screening stage and determines if additional assessment is necessary. District determined cut-off scores that move students from the screening stage to the assessment stage are lower than the scores necessary for identification. This approach helps to insure that no potentially gifted student goes unidentified. This process aims to include a wider range of students in the screening pool for identification. District determined cut-off scores are noted next to each test that is used for screening. Parents will be notified within 30 days of receipt of the results of the assessment. All referrals received from the screening stage for potential identification in creativity and/or visual/performing arts are automatically considered using the appropriate instruments/exhibits.

Stage III: Identification

Students who meet the state criteria for identification (per ORC 3324.03 see Appendix) are identified at the end of the screening process and no further testing is necessary.

The Cuyahoga Heights School District accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or appropriately trained personnel outside the school district.

Special Populations

The Cuyahoga Heights School District makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English as a Second Language (ESL) students, economically disadvantaged students, homeless students, disabled students, students with physical or sensory disabilities and any other student who may have special circumstances will not be excluded from potential gifted identification in any manner.

Assessment instruments and conditions shall be used that are appropriate for each student. If necessary, translators shall be secured for students who need that accommodation. Tests that are valid for special populations shall be used for students

from diverse backgrounds. All tests used must be on the current *Chart of Approved Gifted Identification/Screening Instruments (Ohio Department of Education*

Appeal Procedure

An appeal by the parent and/or guardian is the review and re-examination of the results of any part of the identification process, which would include:

- Screening procedure or assessment instrument which results in identification
- The scheduling of a student for assessment
- The placement of a student for services
- Receipt of services

Parents should submit a letter to the Superintendent or designee outlining the nature of the concern. The Superintendent or designee along with the Gifted Supervisor will convene a meeting with the parent and pertinent school personnel to discuss the concern. A written final decision will be issued within 30 days of the appeal and include the reasons for that decision.

Transfer Students

If a student was previously identified in Ohio or another state, parents and/or guardians should report this information to the registrar upon registering into the school system and contact the Gifted Coordinator to be sure they are aware. Once a student has been identified in Ohio, there is no need to re-identify a student. Parents and/or guardians are encouraged to share past Written Education Plans and other pertinent records with Gifted Coordinator. The District accepts outside testing data that follows Ohio Revised Code 3324.01-3324.11.



**Approved
Assessment Instruments
Used by the
Cuyahoga Heights Schools
for Gifted Identification
&
Eligibility Criteria
for Gifted Services
Provided by the District**

Information for Parents

Assessment Instruments

The Cuyahoga Heights Schools only uses assessment instruments (tests) for screening and identification approved by the Ohio Department of Education. To ensure that the test results accurately reflect each student's aptitude or achievement level, tests have also been included that will allow for appropriate screening and identification of students from minority or disadvantaged populations, students with disabilities, and students for whom English is a second language. Where necessary, tests are administered in a student's native language if interpreters are available.

The following tests are used in this District for screening and identification. Our District also acknowledges the *standard error of measurement (SEM)* on these tests in generating eligibility scores. Initial identification must be based on an identification instrument result no older than 24 months. Guidelines are outlined in the Ohio Revised Code 3324.01-3324.11 which is included.

Superior Cognitive Ability

Within the preceding 24 months, the child has:

- a. scored 2 standard deviations above the mean (minus the standard error of measurement), on either an approved individual standardized intelligence test administered by a licensed psychologist or on an approved standardized group intelligence test,
- b. performed at or above the 95th percentile on the composite battery of an approved, nationally normed achievement test, or
- c. attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

Instruments used: Group Intelligence Screener

In View-A Measure of Cognitive Abilities

Screening:	Criteria	124
Identification:	Criteria	128

Instruments used: Individual Intelligence Assessments

Woodcock Johnson IV (WJIV) Test of Cognitive Abilities

Identification	Criteria	127
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Wechsler Intelligence Scale for Children, Fourth Edition (WISC-V)
 Identification Criteria 127

Naglieri Nonverbal Ability Test-Individual Administration
 Identification Criteria ages 5-11 = 125
 ages 12-17 = 126

Specific Academic Ability

Within the preceding 24 months, the child has:

- a. performed at or above the 95th percentile at the national level on an approved individual standardized achievement test of specific academic ability in that field (mathematics, reading, writing or a combination of both, or
- b. performed at or above the 95th percentile at the national level on an approved group standardized achievement test of specific academic ability in that field.

Instruments Used:

Group Achievement Screener

IOWA Assessments, Form E, Complete Battery (Grade 2)
 Screening Criteria 90% NPR
 Identification Criteria 95% NPR

Specific scores used from the IOWA
 Reading Total Criteria 95% NPR
 Math Total Criteria 95% NPR

i-Ready Diagnostic (Grade 3-5)
 Reading Total Criteria 95% NPR
 Math Total Criteria 95% NPR

Individual Achievement Assessment

Woodcock-Johnson IV Test of Achievement
 Identification Criteria 95%

Wechsler Individual Achievement Test (WIAT) (3rd edition)
 Identification Criteria 95%

Visual or Performing Arts Ability

A child shall be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the child has done both of the following:

- a) Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and

- b) Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area. These areas are drawing, painting, sculpting, music, dance and drama.

Note: The Ohio Department of Education’s Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts shall be used during the identification process in this category. Only experts in the potential field for identification may assess portfolios and/or performances to ensure quality in identifying superior ability in the particular arts area(s).

Instruments Used:

Visual Arts Ability (examples: drawing, painting, sculpting):

Ohio Department of Education Rubric

Screening	Criteria	16-20
Identification	Criteria	21-24

Drama/Theatre Identification:

Ohio Department of Education Rubric

Screening	Criteria	16-19
Identification	Criteria	20-24

Music Identification:

Ohio Department of Education Rubric

Screening	Criteria	14-17
Identification	Criteria	18-21

Dance Identification:

Ohio Department of Education Rubric

Screening	Criteria	20-25
Identification	Criteria	26-30

Creative Thinking Ability

Identifying creative thinking ability is a two-step process. Districts can identify a student as gifted in creative thinking when the student receives both a qualifying score on an approved assessment of cognitive abilities (intelligence test), as well as a qualifying score either on an approved checklist of creative behaviors or a test of creative ability.

A child shall be identified as exhibiting “creative thinking ability” superior to children of a similar age, if within the previous twenty-four months, the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

- a) Attained a sufficient score, as established by the Ohio Department of Education, on an approved individual or group test of creative ability; or
- b) Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.

Instruments Used:

In View-A Measure of Cognitive Abilities

Identification:

Criteria

112

And

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)

Creativity (Part II)

Identification

Criteria

51

(Part II)

Gifted and Talented Evaluation Scales 2 (GATES 2)

Identification

Criteria

111

(Section 4, items 21-30)

*The district retains the right to use other approved Ohio Department of Education assessment and screening tools that may meet the specific needs of any student.



**Cuyahoga Heights Schools
Plan for the Delivery
of Gifted Services to Students**

Cuyahoga Heights Schools Gifted Services Plan

In continuing compliance with Ohio law and school board policy, the Cuyahoga Heights School District identifies students who meet state mandated criteria to be identified as gifted. The identification process enables the district to make required reports to the Ohio Department of Education (ODE).

- It is important to note that the Cuyahoga Heights School District will screen all students for gifted identification in Superior Cognitive Ability, Creative Thinking Ability, Math, and Reading in grade 2 and again in grade 5. Currently, the District provides advanced math and reading service options to students identified as gifted these areas in grades 3 through 5.
- Options for Gifted Services - Grades 3-5:
 - #1 - Cluster grouping within the regular education classroom; enrichment services provided by the regular education classroom teacher with support from the gifted coordinator and/or gifted intervention specialist.
 - #2 - Pullout services in reading and/or math outside the regular education classroom provided by a gifted intervention specialist.
- Stakeholders may refer any student for gifted or acceleration screening based on a set criteria. Referral packets are available on the school website - www.cuyhts.org.
- Students who are eligible and are receiving gifted services will have a Written Education Plan (WEP). The WEP will address educational goals for the student. The WEP will also outline the services and method for evaluating and reporting the student's progress. A copy of the WEP will be provided to parents/guardians for their records.
- The Cuyahoga Heights School District assures that a qualifying score from approved assessments obtained from outside the school district will be accepted from outside of the district.
- Parents may always call the Assistant Superintendent at 216-429-5769 or the building principal to discuss the gifted referral and screening process in the district.

The State of Ohio has specific criteria which must be met to be identified as gifted. 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 follows policies 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. Students referred in the areas of Visual and Performing Arts will be required to perform for a panel of professional judges to be identified.

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Acceleration

Sometimes a student (grades K-12) may need more than what is currently offered in the classroom. If this is the case, typically the parent and/or teachers confer, and then a referral requesting an acceleration conference is completed by District personnel. Parents may always call Dr. Theodore Caleris, Assistant Superintendent, at 216-429-5769 or the building principal to discuss acceleration issues.

Whole-grade and subject acceleration is thoughtfully considered by the acceleration team on a case-by-case basis. All accelerated students will have a Written Acceleration Plan meeting ODE guidelines. Early admission to kindergarten and early graduation from high school can also be requested. The Cuyahoga Heights School District adopted a policy for acceleration and follows the guidelines set forth in that policy in determining all acceleration requests.