



Lorain City Schools

PLAN FOR THE IDENTIFICATION AND SERVICE OF CHILDREN WHO ARE GIFTED

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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.

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 Lorain City School 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.

Children are identified as gifted in Ohio in four categories listed below. Four fields are included in specific academic ability: mathematics, reading/writing, science, and/or social studies. With the exception of visual or performing arts, the child must have achieved the required score within the preceding 24 months.

Superior Cognitive Ability

Assessments the district administers that provide for superior cognitive identification:

Assessment Instrument	Grade Level	Screening Score	Gifted ID Score
Cognitive Abilities Test (CogAT), Form 7, VQN Composite	K-12	125 (gr. K) 126 (gr.1 -2) 125 (gr. 3) 126 (gr 4-6) 125 (gr. 7-12)	127 (gr. K) 128 (gr.1 -2) 127 (gr. 3) 128 (gr 4-6) 127 (gr. 7-12)
Cognitive Abilities Test (CogAT), Form 7, QN Composite (English learners and students with serious reading disabilities only)	3-12	126 (gr.3-4) 125 (gr. 5) 126 (gr 6) 125 (gr.7-12)	128 (gr.3-4) 127 (gr. 5) 128 (gr 6) 127 (gr.7-12)
Naglieri Nonverbal Ability Test® Third Edition (NNAT3)	K-12	124 (gr. K-4) Levels A-D 123 (gr. 5-7) Levels E & F 124 (gr. 8-10) Levels F & G 125 (gr.11-12) Level G	126 (gr. K-4) Levels A-D 125 (gr. 5-7) Levels E & F 126 (gr. 8-10) Levels F & G 127 (gr.11-12) Level G
InView – A Measure of Cognitive Abilities	2-12	126	128
Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities	preK-12	125	127
Batería IV Woodcock-Muñoz (Batería IV™) Pruebas de habilidades cognitivas (Batería IV COG)	K-12	125	127
Wechsler Intelligence Scale for Children – 5th Edition (WISC-V) Full Scale IQ	K-12	111	112
Raven's Progressive Matrices (Raven's 2)	prek-12	125	127

Specific Academic Ability

Assessments the district administers that provide for specific academic identification:

Assessment Instrument	Age/Grade Level	Screening Score	Gifted ID Score
Woodcock-Johnson, IV, Tests of Achievement	preK-12	93rd percentile	95th percentile
Batería IV Woodcock-Muñoz (Batería IV™) Prueba de aprovechamiento (Batería IV APROV)	K-12	93rd percentile	95th percentile
Measure of Academic (MAP) Growth – 2-5 & 6+ (Math & Reading only)	2-5	93rd percentile	95th percentile
TerraNova, Third Edition (Reading & Math)	2 & 5	93rd percentile	95th percentile
i-Ready® Assessment	6-8	93rd percentile	95th percentile
The Iowa Assessments Complete Battery: Forms E, F, G	K-12	93rd percentile	95th percentile

Creative Thinking Ability

Assessments the district administers that provide for creative thinking identification:

Assessment Instrument	Grade Level	Screening Score	Gifted ID Score
Creative Characteristics Component			
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) 3 rd edition – Part II Creativity	K-12	48-50	51
Gifted Rating Scales (GRS) – Creativity Scales	K-8	60-65	66
Cognitive Abilities Component			
	Grade	Screening Score	
Cognitive Abilities Test (CogAT), Form 7, VQN Composite	K-12	111 (gr. K-1) 112 (gr.2-12)	
Cognitive Abilities Test (CogAT), Form 7, QN Composite (English learners and students with serious reading disabilities only)	3-12	112	
Naglieri Nonverbal Ability Test® Third Edition (NNAT3)	K-12	110 (gr. K-4) Levels A-D 109 (gr. 5-7) Levels E & F 110 (gr. 8-10) Levels F & G 111 (gr.11-12) Level G	
InView – A Measure of Cognitive Abilities	2-12	112	
Raven's Progressive Matrices (Raven's 2)	prek-12	Ages 4-16 109 & Ages 17-20 110	
Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities	preK-12	112	
Batería IV Woodcock-Muñoz (Batería IV™) Pruebas de habilidades cognitivas (Batería IV COG)	K-12	112	
Wechsler Intelligence Scale for Children – 5th Edition (WISC-V) Full Scale IQ	K-12	112	

Visual and Performing Arts

Identification for Visual and Performing Arts Ability involves a two-pronged process because the student is evaluated using both a checklist AND performance component.

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

Assessment Instrument	Grade Level	Screening Score	Gifted ID Score
Checklist Component			
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) –Drama: Part VII	K-12	54-56	57
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Music: Part VI		37-38	39
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Visual Art: Part V		59-60	61
Ohio Checklist of Artistic Behavior – Dance	9-12	29-31	32
Performance Component			
Ohio Department of Education Rubric	K-12	Dance: 20 Drama: 16 Music: 14 Visual Art: 16	Dance: 26 Drama: 20 Music: 18 Visual Art: 21

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. A student's initial assessment shall be completed within 90 days of referral.

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	Cognitive& Creative Thinking	2 & 5
• Whole-grade tests	Reading and Math	2 & 5
• Individually-administered tests	Cognitive, Language Arts, Math, Science, Social Studies, Creative Thinking	K-12 upon referral
• Audition, performance	Visual & Performing Arts	K-12 upon referral
• Display of work	Visual & Performing Arts	K-12 upon referral
• Checklists	Visual & Performing Arts	K-12 upon referral

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 plan; and
- Notify parents of results of screening or assessment and identification within 30 days of the district's receipt of results.

Screening

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic 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 department of education guidance, the identification decision is made and student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

Re-assessment

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.

Out of District Scores

The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools and/or trained personnel outside the school district.

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/CEO 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).

DISTRICT SERVICE PLAN

The district 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. **(Include all formal services provided by the district.)**

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Gifted Education Services	Regular Classroom Cluster Group/w GIS (co-teaching)	1-5	Cognitive, Creative Thinking, Reading and/or, Mathematics Identification	Classroom Teacher & Gifted Intervention Specialist
Gifted Education Services	Regular Classroom Cluster Group	1-8	Cognitive, Creative Thinking, Reading and/or, Mathematics Identification	Classroom Teacher with support from Gifted Intervention Specialist
Whole Grade Acceleration	Regular Classroom	1-11	Iowa Acceleration Scale 3 rd Edition, Team recommendation for Subject Level Acceleration, & Cognitive, Creative Thinking, Reading and/or, Mathematics Identification	Classroom Teacher with support from Gifted Intervention Specialist
Subject Acceleration (ex. 8th graders taking High School Algebra)	Regular or Honors Classroom	1-11	Team recommendation for Subject Level Acceleration & Cognitive, Creative Thinking, Reading and/or, Mathematics Identification	Classroom Teacher with support from Gifted Intervention Specialist
*College Credit Plus	CCP Classroom at Titan College (LHS); Lorain County Community College; Other Post-secondary institution:	7-12	Completion of Course Prerequisites and Identification in the area of Superior Cognition and/or corresponding Specific Academic area	Lorain County Community College Titan College Early College High School Other Post-Secondary institution
Gifted Education Services	Regular Classroom Honors Cluster Group	6-8	Cognitive, Creative Thinking, Reading and/or, Mathematics Identification	Classroom Teacher with support from Gifted Intervention Specialist

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.

IDENTIFICATION AND SERVICE PLAN APPROVAL

District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

If you have questions, please call your building principal or

Michelle Barbosa – Gifted Supervisor

at 440-830-4042