

The Madeira Schools Board of Education recognizes the right of all students to receive educational experiences commensurate with their needs by providing opportunities for the development of intellectual and creative talents. Educational programs should provide for individual differences in students, addressing their unique needs and present opportunities to reach their full potential. When students possess outstanding gifts and talents, the individual and society receive maximum benefits when those attributes are developed and enhanced. By developing these students' outstanding gifts and talents the individual as well as society benefits.

Gifted students, like all students, are different from one another. Flexibility must exist to allow them to move at their own rate, regardless of chronological age or grade placement. Academic subjects and the arts are appropriately taught in a manner that allows gifted students to learn at their instructional level and at their own pace. Appropriate learning experiences are offered through a variety of program opportunities, instructional strategies, and materials to promote diversity in their educational experiences.

In the Madeira Schools, the needs of gifted students are met through a continuum of services, programs and strategies. Parents are viewed as partners who share in this responsibility by seeking opportunities outside the school day to further enrich the students' experience. Many of the needs of identified students at school are addressed within the regular classroom. Practices such as cluster grouping, curriculum compacting, independent study, internships, mentorships, and collaboration may be used to meet identified students' needs within the context of the school day. Madeira City Schools also offers students a vast array of extracurricular and co-curricular enrichments. Students have the opportunity to participate in academic and athletic competitions, service organizations, dramatic productions, and interest based clubs. Extended learning opportunities, such as Destination Imagination, foreign languages, Hands-On-Science, and Career Day are all programs that may also be available to students. In cases of profound giftedness, acceleration options, such as grade or subject acceleration and concurrent enrollment in college may be used to meet student needs.

In addition to classroom experiences, identified students who meet specific criteria qualify to participate in the Enrichment Experience (E2) program. E2 is an enrichment opportunity for students who are identified with high ability and high achievement in a specific content area. For students in grades 7-12, Honors and Advanced Placement courses are available in many content areas.

For more information on opportunities for gifted students or a copy of the policy on gifted identification, please contact your building principal.

## **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), (D) of section 3324.03 of the Revised Code.

Students may be identified as gifted in one or more of the following areas:

Superior Cognitive Ability  
Specific Academic Ability  
Creative Thinking Ability  
Visual and/or Performing Arts

Madeira City Schools uses a two stage approach to identify students in grades K-12 who perform or show potential for performing at high levels of accomplishment in the area of superior cognitive ability (SCA), specific academic ability (SAA), and creativity (CTA). A three stage approach is used to identify students in the area of visual and/or performing arts (VPA).

## **SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY**

### **Screening**

Students in grades K-10 are intermittently administered state approved standardized ability and academic achievement tests to determine eligibility for gifted identification. The administration of these tests may vary from year to year depending upon the state requirements for the administration of other standardized assessments.

By screening all students through grade level testing or referral, the district ensures equal access to students including culturally or linguistically diverse children, children from low socioeconomic background, children with disabilities, and children for whom English is a second language.

Screening eligibility test scores are lower than the scores necessary for identification. Students who meet the criteria for gifted identification at the screening level are not required to take additional assessment for identification (See page 5 for scores). The district also accepts referrals for testing for gifted identification purposes.

in that field. A student may be identified as gifted in more than one specific academic ability field.

- C) A student shall be identified as exhibiting “creative thinking ability” superior to children of a similar age, if within the previous 24 months, the student 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:
- Attained a sufficient score, as established by the Department of Education, on an approved individual or group test of creative ability;
  - Exhibited sufficient performance as established by the Department of Education, on an approved checklist of creative behaviors.
- D) A student shall be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the student has done both of the following:
- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area;
  - Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area.

**For more information on gifted identification and/or service, please contact your child’s principal.**

Assurance of inclusion in screening and assessment procedures for minority and disadvantaged students, children with disabilities, and students for whom English is a second language;  
Assurance that any student transferring into the district will be assessed within 90 days of the transfer at the request of a parent.

- C) Procedures for notification of parents within 30 days about the results of any screening procedure or assessment instrument and the provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program for receipt of services.
- D) A commitment that the district will accept scores on assessment instruments provided by other school districts or trained personnel outside the school district, provided the assessment instruments are on the list approved by the Department of Education under Section 3324.02 of the Revised Code.

#### **IDENTIFICATION CRITERIA** **Ohio Revised Code Section 3324.03**

The Board of Education of each school district shall identify gifted students in grades kindergarten through 12 as follows:

- A) A student shall be identified as exhibiting “superior cognitive ability” if the student did either of the following within the preceding 24 months:
- Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed psychologist;
  - Accomplished any one of the following:
    - Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
    - Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test;
    - Attained an approved score on one or more above-grade level standardized, nationally normed approved tests.
- B) A student shall be identified as exhibiting “specific academic ability” superior to that of children of similar age in a specific academic ability field if within the preceding 24 months the student performed at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific

#### **Assessment**

Students who meet screening criteria but not identification criteria are administered individual or small group ability and achievement tests. Parent permission is required. Parents are notified within thirty days of the date assessment results are received by the district.

#### **CREATIVITY AND VISUAL AND/OR PERFORMING ARTS**

##### **Pre-Assessment**

All students are involved in the pre-assessment pool. The pre-assessment process involves the referral of students who demonstrate outstanding thinking, products or performances in the areas of creativity and visual and/or performing arts through a review of portfolios, observations, records and outstanding products or performances, etc. Parents, teachers or community members may make referrals using the district screening instrument. Students who are referred are eligible for further screening.\*

\*To be screened students who are referred in the area of creativity must have scored one standard deviation above the norm in the district administered ability test, as required by law.

By using the pre-assessment process, the district ensures equal access to all students including culturally, or linguistically diverse children, children from low socioeconomic background, children with disabilities, and children for whom English is a second language.

### **Screening**

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. School personnel examine all available information about a student to determine if any evidence of possible giftedness exists for that student. If so, then additional assessment is conducted. Parent permission is required to further evaluate a child.

Screening stage test scores are lower than the scores necessary for identification. Students who meet the criteria for gifted identification at the screening stage are identified at this stage.

### **Assessment**

Students who meet screening criteria but not identification criteria may be further assessed. Parent permission is required. Parents are notified of results within thirty days of the date that the assessment results are received by the district.

## **ELIGIBILITY CRITERIA EXCERPT FROM HB 282**

### **DEFINITION**

#### **Ohio Revised Code Section 3324.01**

- B) "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 Revised Code.
- C) "School district" does not include a joint vocational school district.
- D) "Specific academic ability field" means one or more of the following areas of instruction:
  - Mathematics
  - Science
  - Reading, writing, or a combination of these skills
  - Social Studies
  - Visual and performing arts

### **IDENTIFICATION PLAN**

#### **Ohio Revised Code Section 3324.04**

The Board of Education of each school district shall adopt a plan by January 1, 2000, for identifying gifted students. The plan shall be submitted to the Department of Education for approval. The Department shall approve the plan within 60 days if it contains all of the following:

- A) A description of the assessment instruments from the list adopted by the Department that the district will use to screen and identify gifted students.
- B) Acceptable scheduling procedures for screening and for administering assessment instruments for identifying gifted students. These procedures shall provide:
  - 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;

## **APPEALS PROCEDURE**

### **Ohio Revised Code Section 3324.03**

- C) Parents have an opportunity to appeal any decision about the results of any screening procedure or the scheduling of children for assessment, for the placement of a student in any program for the receipt of services.

To appeal, contact your local building principal.

## **SERVICE PLAN**

### **Ohio Revised Code Section 3324.07**

- A) The board of education of each school district shall develop a plan for the service of gifted students enrolled in the district that are identified under Section 3324.03 of the Revised Code. Service specified in the plan developed by each board may include such options as the following:

- A differentiated curriculum;
- Cluster grouping;
- Mentorships;
- Accelerated course work;
- The post-secondary enrollment option program under Chapter 3365. of the Revised Code;
- Advanced placement;
- Honors classes;
- Magnet schools;
- Self-contained classrooms;
- Independent study;
- Other options identified in rules adopted by the Department of Education.

- B) Each board shall file the plan developed under Division (A) of this section with the Department of Education by December 15, 2000. The Department shall review and analyze each plan to determine if it is adequate and to make funding estimates.

- C) Unless otherwise required by law, rule, or as a condition for receipt of funds, school boards may implement the plans developed under Division (A) of this section, but shall not be required to do so until further action by the General Assembly or the State Superintendent of Public Instruction

## **Services Offered**

Based upon assessment results the student's educational program is reviewed to determine the best service delivery option from the continuum of services offered by the district.

## **ASSESSMENT INSTRUMENTS**

The district uses the following assessment instruments for screening and identification. The screening and identification criteria are included.

### **Superior Cognitive Ability (Standard Score)**

(see test in Specific Academic Ability also)

- **Cognitive Abilities Test, Form 5**
  - Identification Criteria 127
- **CogAT Nonverbal**
  - Identification Criteria 127
- **Differential Ability Scales**
  - Identification Criteria 127
- **Woodcock Johnson Revised: Test of Cognitive Ability**
  - Identification Criteria 127
- **Otis Lennon School Ability, 9th Edition**
  - Screening Criteria 125
- **Stanford-Binet Intelligence Scale, 4th Ed.**
  - Screening Criteria 125
- **Wechsler Intelligence Scale for Children, 4th Ed**
  - Screening Criteria 125
- **Wechsler Preschool and Primary Scale of Intelligence**
  - Screening Criteria 125

### Specific Academic Ability

- **Iowa Tests of Basic Skills, Form K/L/M, Complete Battery**
  - Identification Criteria 95%ile
- **Wechsler Individual Achievement Test, 2nd Ed.**
  - Identification Criteria 95%ile
- **Stanford Achievement Test Series, 9th Ed.**
  - Screening Criteria 93%ile
- **Woodcock-Johnson-Revised: Achievement Battery**
  - Screening Criteria 93%ile

### Creative Thinking Ability

- **Gifted and Talented Evaluation Scale (GATES), Section 3, Items #21-30**
  - Identification Criteria 83
- **Scales for Rating the Behavior Characteristics of Superior Students - Creativity (1997)**
  - Screening Criteria 32

### Visual and/or Performing Arts Ability

- **Gifted and Talented Evaluation Scale (GATES), Section 5, Items #41-50**
  - Identification Criteria 78
- **Scales for Rating the Behavior Characteristics of Superior Students Art (v), Music (VI)**
  - Screening Criteria (V)40: (VI) 25

### SCREENING AND IDENTIFICATION Ohio Revised Code Section 3324.06

The Board of Education of each school district shall adopt a statement of its policy for the screening and identification of gifted students and shall distribute the policy statement to parents. The policy statement shall specify:

- A) The criteria and methods the district uses to screen students and to select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas specified in Section 3324.03 of the Revised Code.
- B) The sources of assessment data the district uses to select students for further testing and an explanation for parents of the multiple assessment instruments required to identify gifted students under Section 3324.03 of the Revised Code;
- C) An explanation for parents of the methods the district uses to ensure equal access to screening and further assessment by all district students, including minority or disadvantaged students, children with disabilities, and students for whom English is a second language;
- D) Provisions to ensure equal opportunity for all district students identified as gifted to receive any services offered by the district;
- E) Provisions for students to withdraw from gifted programs or services, for reassessment of students, and for assessment of students transferring into the district;
- F) Methods for resolving disagreements between parents and the district concerning identification and placement decisions.