



MARION CITY SCHOOLS 2022-2023

IDENTIFICATION AND SERVICE PLAN FOR GIFTED STUDENTS

INTRODUCTION TO MCS GIFTED IDENTIFICATION AND SERVICE PLAN

Marion City Schools district service plan 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. Marion City Schools accepts referrals; screens and identifies; and 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 for the purposes of identifying and serving gifted students in the district. This plan outlines the methods used to identify gifted students as well as a detailed list of services we offer our gifted student population based on the nature of the student's identification. Assessments of cognitive abilities, creative thinking skills, core academic skills, and visual/performing arts are used to properly identify students so that they may begin receiving gifted services from Marion City Schools, in their area(s) of giftedness.

DEFINITION OF GIFTED

The Ohio Department of Education defines "gifted" as a student who performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of the same age, experience, or environment. Marion City Schools screens and identifies; screens and reassesses; as well as accepts referrals for student gifted identification. Using the assessment strategies outlined in this plan, students can be identified as "gifted" within the following divisions: **(A) (B) (C) (D)**

(A) SUPERIOR COGNITIVE ABILITY: Students shall be identified as gifted in the area of Superior Cognitive Ability when they accomplish any of the following: 1. Scores two standard deviations above the mean, minus the standard error of measurement (SEM), on an approved intelligence test, 2. Performs at or above the ninety-fifth percentile on an approved composite battery of a nationally normed achievement test, 3. Attains an approved score on an approved nationally normed above grade level achievement test.

(B) SPECIFIC ACADEMIC ABILITY: Students shall be identified as gifted in the area of specific academic ability when a student performs at or above the ninety-fifth percentile (minus the SEM) in a specific academic ability field on an approved nationally normed achievement test.

(C) CREATIVE THINKING: Students shall be identified as gifted in the area of creative thinking ability when a student scores one standard deviation above the mean, minus the standard error of measure, on an approved intelligence test and also attains either a qualifying score on an approved checklist of creative behaviors or a qualifying score on an approved creativity test.

(D) VISUAL AND PERFORMING ARTS: Students shall be identified as gifted in the area of visual or performing arts ability when a student demonstrates superior ability in a visual or performing arts area through a display of work, an audition, or other performance or exhibition and also obtains a qualifying score on an approved checklist of behaviors related to a specific arts area.

STATEMENT OF INCLUSION: *Marion City Schools is committed in policy, principle, and practice to ensuring that all students have equal access to screening and further assessment for gifted identification and services.*

- ❖ This inclusion statement applies to traditionally underrepresented student groups including minority students, students who are economically disadvantaged; students with disabilities; and English Learners.

STRATEGIES TO ENSURE EQUAL ACCESS TO GIFTED IDENTIFICATION AND SERVICES

1. Each school year, the district reviews tests, procedures, and services and makes adjustments accordingly to eliminate any biases that may prevent traditionally underrepresented students from demonstrating their areas of giftedness.
2. Whole-grade screenings in grades 2-12 are used at least twice per year as part of the district's effort to increase participation in gifted identification and services (iReady diagnostic tests, MAP NWEA, ACT, etc.).
3. Written Education Plans (WEPs) for ALL gifted students are designed to meet their individual learner needs while speaking to their strengths and are written by service providers and/or coordinator.
4. Alternative assessment scores are considered where applicable (Standard Error of Measurement); et. al.
5. Students receiving special education or language services will receive proper accommodations on identification tests and pre-screeners (where applicable) to ensure students are properly accommodated and served.

GLOSSARY OF COMMONLY USED TERMS

1. Identification (ID): 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 Ohio Department of Education (ODE) 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.
2. Screening (SCR): 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. Students in grades 2-8 are assessed three times each year in the areas of Reading and Math.
3. 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.
4. Out-of-District-Scores: Students who receive(d) a qualifying score within the preceding 24 months assessment instruments approved for use by the ODE.
5. 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.
6. Withdrawal from Gifted Services: If a student wishes to withdraw from gifted programs or services the request should be written by the parent or child to the building administrator or gifted coordinator. If children request to withdraw, parents will be notified.
7. Written Education Plans (WEPS): Any student identified as gifted and reported as served must have a Written Education Plan (WEP). Instruction for gifted students shall be based on individual student needs and guided by a WEP. When students identified as gifted are reported to parents and the ODE as served, they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.
8. Standard Error of Measurement (SEM): The standard error or measurement (SEM) is typically 3-5 points. This means if the assessment or comparable assessment would be administered more than once, the student would be predicted to perform within 3-5 points higher or lower, depending on the assessment instrument's SEM.
9. Twice Exceptional (2e): students who have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities as defined by federal or state eligibility criteria. These disabilities may include specific learning disabilities (SpLD), speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, or other learning differences such as attention deficit hyperactivity disorder (ADHD).

DISTRICT SERVICE PLAN

- ❖ Gifted Services are provided to district students through various service settings which are outlined in the “District Service Plan.”

GIFTED SERVICE	SERVICE SETTING	CRITERIA FOR IDENTIFICATION
Elementary Cluster Classes (K-5)	General Education Classroom	ID: Superior Cognitive Ability and/or Specific Academic Ability: (Reading and/or Mathematics)
Middle School Cluster Classes (6-8)	General Education Classroom	ID: Superior Cognitive Ability and/or Specific Academic Ability: (Reading and/or Mathematics)
Single-Subject Acceleration (K-8)	General Education Classroom	(ID):Superior Cognitive Ability and / or Specific Academic Ability (identification in the accelerated area and in the first year of acceleration)
Whole Grade Acceleration (K-8)	General Education Classroom	(ID):Superior Cognitive Ability and / or Specific Academic Ability (identification in the accelerated area and in the first year of acceleration)
Advanced Placement (AP) Classes (8-12)	General Education Classroom	(ID):Superior Cognitive Ability and / or Specific Academic Ability
Pre-Advanced Placement Classes (8-12)	General Education Classroom	(ID):Superior Cognitive Ability and / or Specific Academic Ability
College Credit Plus (CCP) Courses (8-12)	General Education Classroom <i>with a CCP credentialed instructor</i>	(ID):Superior Cognitive Ability and / or Specific Academic Ability
Honors Classes (9-12)	General Education Classroom	(ID):Superior Cognitive Ability and / or Specific Academic Ability
Visual and Performing Arts (K-12)	<i>General Education Classroom in the "Honors" or "AP" Setting</i>	(ID): Visual and Performing Arts (See Approved Assessments Chart)

- ❖ Gifted services are provided to identified students through the instruction of designated gifted service providers. Our service providers are either Gifted Intervention Specialists (GIS) or are general education teachers who are participating in ongoing high quality professional development (HQPDP). Other qualified professionals (i.e. college professors with CCP credentials and others) provide services within specific settings within the guidelines of the operating standards.

DISTRICT IDENTIFICATION PLAN

- ❖ Criteria and methods the district uses to select students for further testing are included in the “District Identification Plan.” Furthermore, the district provides 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. Alongside this, the district ensures there are ample and appropriate scheduling procedures for assessments and reassessment.

ASSESSMENTS AND METHODS USED TO IDENTIFY GIFTED STUDENTS

TYPE OF ASSESSMENT	CONTENT AREAS	GRADE LEVELS
Whole Grade Tests	Reading, Math, Superior Cognitive Ability Creative Thinking	2 nd through 8 th grade 2 nd grade and 5 th grade
Individually administered tests	Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability	Grades K-12, upon referral
Audition, performance	Visual and Performing Arts Ability	Grades K-12, upon referral
Display of work	Visual and Performing Arts Ability	Grades K-12, upon referral
Exhibition	Visual and Performing Arts Ability	Grades K-12, upon referral
Checklists	Creative Thinking Ability, Visual and Performing Arts Ability	Grades K-12, upon referral

APPROVED ASSESSMENT CHART

TEST NAME			
Superior Cognitive Ability	Grade	SCR	ID
Naglieri Nonverbal Ability Test, Third Edition (NNAT3)	K-4	123	126
	5-7	122	125
	8-10	123	126
	11-12	124	127
CogAT Test of Cognitive Abilities	K	124	127
	1-2	126	128
	3	124	127
	4-6	125	128
	7-12	124	127
Woodcock-Johnson IV, Tests of Cognitive Abilities	K-12	124	127
Specific Academic Ability	Grade	SCR	ID
Iowa Assessments Complete or Core Battery Reading, Math, Science, Social Studies	K-12	93rd percentile	95th percentile
iReady Diagnostic Assessments Reading and Math	2-8	93rd percentile	95th percentile
iReady Diagnostic Assessments MAP Growth NWEA Reading only	9-10	93rd percentile	95th percentile
American College Tests (ACT) Reading, Math, and Science	11-12	93rd percentile	95th percentile
Woodcock-Johnson	K-12	93rd	95th

IV, Tests of Achievement Reading, Math, Science, Social Studies		percentile	percentile
Creative Thinking Ability	Grade	SCR	ID
Naglieri Nonverbal Ability Test, Third Edition (NNAT3)	K-4 5-7 8-10 11-12	107 106 107 108	110 109 110 111
Woodcock Johnson IV, Tests of Cognitive Abilities	K-12	109	112
CogAT Test of Cognitive Abilities	K-1 2-12	109 110	111 112
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part II - Creativity	K-12	48	51
The Gifted Rating Scale (GRS) Creative Behavior Component	K-12	60	66
Visual and Performing Arts	Grade/Skill	SCR	ID
Performance Rubrics for Visual and Performing Arts	Visual Drama Music Dance	16 16 14 20	21 20 18 26
Gifted and Talented Evaluation Scales, Second Edition (GATES-2) Artistic Behaviors Component	Dance	90	111

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	Visual-Part V	59	61
	Music-Part VI	37	39
	Drama-Part VII	54	57
The Gifted Rating Scale (GRS)	K-12	60	66
Artistic Behaviors Component			

REFERRALS

- ❖ District students may be referred in writing on an ongoing basis, based on the following criteria (1-5):
 1. Child request (self-referral);
 2. Teacher recommendation;
 3. Parent/guardian request;
 4. Child referral of peers;
 5. Other (e.g., psychologist, community members, principal, gifted coordinator, etc.).

PARENTAL NOTIFICATIONS

- ❖ Within 30 days, if a student meets one or any of the criteria listed under Gifted ID or SCR, the MCS Gifted and Testing Coordinator (or other qualified staff) will notify parents of official results of any screening or assessment that is administered for the purpose of Gifted Identification. Once an additional assessment has been completed, the data obtained throughout the stages of identification are compared to the ODE gifted standards. Parents are notified of the assessment results through written communication from the district.

RIGHT TO APPEAL

- ❖ 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). An appeal by the parent is the reconsideration of the result of any part of the identification process which would include:
 1. Screening procedure or assessment instrument (which results in identification);
 2. The scheduling of children for assessment;
 3. The placement of a student in any program;
 4. Receipt of services.

DISTRICT ENRICHMENT PLAN

- ❖ Enrichment includes activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichment is not reported to the ODE as gifted services.

IDENTIFICATION AND SERVICE PLAN APPROVAL

- ❖ District identification and service plans must be sent to the ODE 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 ODE immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

LEGAL REFERENCES

- [R.C. § 3324.01](#)
- [R.C. § 3324.02](#)
- [R.C. § 3324.03](#)
- [R.C. § 3324.04](#)
- [R.C. § 3324.07](#)
- [Ohio Adm. Code § 3301-35-06](#)
- [Ohio Adm. Code § 3301-51-15](#)

RESOURCES

1. Operating Standards for Identifying and Serving Students Who are Gifted, 2017
2. Implementing the Operating Standards for Identifying and Serving Students who are Gifted, 2018
3. Approved Assessments for Gifted Identification and Prescreening, 2022
4. Model Student Acceleration Policy for Advanced Learners, 2006

If you have questions, please contact. . .

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