



**Winton Woods City Schools**  
**Gifted Identification**  
**&**  
**Service Model**

2019-2020



## 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 Winton Woods City School District provides opportunities for gifted students. The district shall administer whole grade screening of all students in grades 2 and 5 using approved and appropriate screening assessments for Superior Cognitive Ability and Creative Thinking. The District accepts referrals, identifies and assesses 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 visual and performing arts. The district provides students who request assessment or those recommended for assessment by teachers, parents or other students at least two opportunities a year for assessment regardless of the grade levels where gifted services are offered. The district shall complete initial assessments for students within 90 days of referral. The district shall evaluate transfer students within 90 days of the transfer at the request of a parent. The district follows policy and procedures established in the Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education. Identification in grades Kindergarten through Grade 12 to be identified as follows:

- A. A student shall be identified as having **superior cognitive ability** if the student:
  - a. Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual or group standardized intelligence test;
  - b. Performed at or above the 95<sup>th</sup> percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test;
  - c. Attained an approved score on one or more above-grade level standardized, nationally normed approved tests. In WWCS, students in grade 2 take the InView in the spring and in grade 5 take the CogAT in the fall.
  - d. ELL and students with serious reading disabilities only, grades 2-12 take the Naglieri

**Assessments the district administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):**



Intelligence Tests	Score for Gifted ID	Score for Screening
Cognitive Abilities Test (CogAT), Form 7 VQN Composite	127	122 (K-1)
	128	124 (2-12)
InView-A Measure of Cognitive Abilities	128	124

- B. A student shall be identified as having **creative thinking ability** if the student:
- Scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group standardized intelligence test; AND attains a qualifying score on the Gifted and Talented Evaluation Scales, second edition (GATES2).
  - In WWCS, students in grade 2 take the Terra Nova and InView in the spring and in students in grade 5 take the CogAT in the fall.

**Assessments the district administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):**

Intelligence Tests	Score for Gifted ID	Score for Screening
Cognitive Abilities Test (CogAT), Form 7 VQN Composite	111 (K-2)	110 (K-2)
	113 (3-12)	112 (3-12)
InView-A Measure of Cognitive Abilities	112	111
Creative Thinking Checklist Component	Score for Gifted ID	Score for Screening
Scales for Rating the Behavioral Characteristics of Superior Students-Creativity (Renzulli SCALES)	120	110-119



- C. A student shall be identified as exhibiting **specific academic ability** superior to that of children of similar age in a specific academic field if the student scored at or above the 95<sup>th</sup> percentile level on an approved standardized achievement test of specific academic ability in the fields of mathematics, science, reading, writing, and/or social studies. This will be measured using the MAP tests in reading and math taken by all students in grades 2-10 in WWCS in the fall, winter and spring. Students at the high school will also have two opportunities for identification when in their junior year they take the PSAT in the fall and the ACT in the winter,

**Assessments the district administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):**

<b>Achievement Tests</b>	<b>Score for Gifted ID</b>	<b>Score for Screening</b>
NWEA's Measures of Academic Progress (MPG/MAP)	95th Percentile	94th Percentile
Terra Nova, 3 <sup>rd</sup> Edition, Multiple Assessments	95th Percentile	94th Percentile
PSAT, ACT	95th percentile	

- 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 demonstrated through a display of work and exhibited sufficient performance on an approved checklist of behaviors related to a specific arts area (drawing, painting, sculpting). Students in WWCS are referred for testing for giftedness in visual arts. Assessment happens in the spring.



**Assessments the district administers that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):**

<b>Performance Component</b>	<b>Score for Gifted ID</b>	<b>Score for Screening</b>
Ohio Department of Education Rubric <i>Visual Arts</i>	21	16
<b>Checklist Component</b>	<b>Score for Gifted ID</b>	<b>Score for Screening</b>
Scales for Rating the Behavioral Characteristics of Superior Students <i>Visual Arts</i>	53	40

- E. Early entrance to Kindergarten and whole grade acceleration shall be determined by a qualifying score on the Iowa Acceleration Scale and vote of the acceleration committee.
- F. The district will accept assessment results from other districts or from trained individuals outside the district, as equivalent to district testing per Ohio Revised Code 3324.04.
- G. 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	Superior Cognitive, Creative Thinking, Reading, Math	Grades 2 & 5 (Superior Cognitive, Creative Thinking) Grades 2-10 (Specific Academic: Math & Reading)
· Individually-administered tests	Superior Cognitive, Creative Thinking, Reading, Math, Science, Social Studies, Visual Art	All grades at parent, student, administrator and teacher referral

#### H. 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 results of screening or assessment and identification within 30 days.



#### I. 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.

#### J. 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.

#### K. 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.

#### L. 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.

#### M. 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.

#### N. 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).



**SERVICE**

The Winton Woods City School District is dedicated to the idea that every student has the right to an education that provides opportunities for the maximum development of his/her potential through a world class education. The District encourages, fosters, and supports educational efforts for its gifted and talented population through a continuum of services.

Grade Band	Superior Cognitive & Creative Thinking Ability	Reading/ Writing	Mathematics	Science	Social Studies	Art
<b>K-2</b>	Gifted Enrichment Class					
<b>3-4</b>	Gifted Enrichment Class/Push-ins/Pull Out					
<b>5-6</b>	Gifted Enrichment Class/Push-ins/Cluster Grouping					GTA
<b>7-8</b>	Advanced or accelerated classes, Push-Ins/Pull Out	ELA/Social Studies Push-in/ Pull Out	Accelerated Math 7, Algebra, Geometry, Push-in/Pull Out		ELA/Social Studies Push-in/ Pull Out	GTA
<b>9-12</b>	Honors, Advanced Placement or College Credit Plus Courses		Honors Algebra I	Honors Physical Science	Honors World Studies	Advanced Art
	Honors American History		Honors Algebra II	Honors Biology	Honors American History	AP Art: Drawing
	Honors English 9		Honors Geometry	Honors Chemistry	AP US History	Honors Introduction to Art
	Honors English 10		Honors Pre-Calculus	AP Chemistry	AP US Government	2D Art
	Honors English 11		AP Calculus AB	AP Physics	Honors AGS American Studies	3D Art
	Honors English 12		AP Calculus BC	AP Physics II	College Credit Plus Options	College Credit Plus Options
	AP English Language and Composition		College Credit Plus Options	College Credit Plus Options		
	AP English Literature and Composition					
	Spanish IV					
	Spanish V					
	Chinese IV					
	Chinese V					
	College Credit Plus Options					



## DESCRIPTION OF GIFTED SERVICES

### **Winton Woods Primary Buildings**

Students identified as gifted at WWPB and WWPS will take a daily gifted enrichment class. This class will be taught by a licensed Gifted Intervention Specialist (GIS). The course will focus on providing students with opportunities to further develop critical and creative thinking abilities and additional academic opportunities and enrichment in the subject area in which they are identified. This class will allow students to pursue academic topics and personal interests not covered in the scope and sequence of the general academic class, with an emphasis on project based learning.

### **Winton Woods Elementary School**

Students identified as gifted at WWES will take a daily gifted enrichment class. This class will be taught by a licensed Gifted Intervention Specialist (GIS). The course will focus on providing students with opportunities to further develop critical and creative thinking abilities and additional academic opportunities and enrichment in the subject area in which they are identified. This class will allow students to pursue academic topics and personal interests not covered in the scope and sequence of the general academic class, with an emphasis on project based learning. Additionally, the GIS will push into the General Education class on a regular basis to provide students with enrichment and extension opportunities within the regular, grade level curriculum. The GIS will also pull out students on a regular basis to provide above grade level enrichment and extension in math and reading.

### **Winton Woods Intermediate School**

Students identified as gifted at WWIS will take a daily gifted enrichment class. This class will be taught by a licensed Gifted Intervention Specialist (GIS). The course will focus on providing students with opportunities to further develop critical and creative thinking abilities and additional academic opportunities and enrichment in the subject area in which they are identified. This class will allow students to pursue academic topics and personal interests not covered in the scope and sequence of the general academic class, with an emphasis on project based learning. Fifth grade students who are identified



gifted will be taught core subject content by a GIS. Sixth grade students who are identified gifted will be co-taught reading and writing by a GIS.

Students identified Gifted and Talented in Visual Arts will have the opportunity to take GTA taught by a trained arts instructor.

### **Winton Woods Middle School**

Students identified as gifted at WWMS will be able to enroll in accelerated and advanced classes in math, and foreign language. The Gifted Intervention Specialist will push in and pull out of the English and social studies classes to differentiate grade level curriculum. Students identified as gifted in Superior Cognitive, Creative Thinking, and specific academic subjects will participate in a daily advisory bell each morning with the Gifted Intervention Specialist.

Students identified Gifted and Talented in Visual Arts will have the opportunity to take GTA taught by a trained arts instructor.

### **Winton Woods High School**

Students identified as gifted at WWHS will be encouraged to participate in honors and Advanced Placement (AP) courses and College Credit Plus courses (CCP).

Students identified Gifted and Talented in Visual Arts will have the opportunity to take GTA taught by a trained arts instructor. They will also have the opportunity to take advanced visual arts classes, including those for Advanced Placement (AP).

Appeals are sent to the principal of the building where the child attends school. The District will work with the parent and principal to resolve appeals in a collaborative, amicable and timely manner.

The district does not exclude students from service options due to reassessment, test scores from trained personnel outside of the district if the student meets the criteria for gifted identification specified in the Ohio Operating Standards for Identifying and Serving Students Who are Gifted (OAC 3301-51-15).



## WRITTEN EDUCATION PLANS

Students identified as gifted and talented and participating in gifted and talented services will have a Written Education Plan (WEP). The WEP will include the following elements:

- Description of services to be provided;
- Goals for the student for each service to be provided;
- Methods for evaluating progress toward goals specified;
- Method and schedule for reporting progress to parents;
- Staff responsible for ensuring delivery of each service prescribed;
- Policies regarding waiver of assignments and re-scheduling of tests;
- And the deadline for the next review of the WEP.

The learning goals identified on the WEP are based on the student's needs and interests, and the WEP is written in consultation with the student, parents, and teacher(s). Teachers and staff involved in delivering gifted services will receive a copy of the student's WEP. Quarterly progress monitoring reports are sent home to parents that indicate a student's progress in meeting goals identified on the WEP. The entire WEP is reviewed with the student at least once a year. The student's progress may be reviewed through the use of teacher observations, student portfolios, assessments, checklists, self-evaluations, student conferences, and/or a review of a student's work products. Students are encouraged to be self-directed learners who stretch to reach their maximum potential.