

**AKRON PUBLIC SCHOOLS POLICY AND PLAN
FOR THE IDENTIFICATION AND SERVICE
OF 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.

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 (reading, mathematics, science, and social studies), creative thinking ability, and/or visual and/or performing arts. The 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.

➤ **Superior Cognitive Ability**

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

ASSESSMENT

SCORE

| | |
|---|---|
| Cognitive Abilities Test, Form 7 | ID 127 (K-2), 128 (3-12) Screen 124 |
| InView – A Measure of Cognitive Abilities | ID 126 Screen 122 |
| Kaufman Assessment Battery for Children, 2 nd Edition (KABC-II) MPI scoring | ID 127 (K-2), 126 (3-12) Screen 124 (K-2), 122 (3-12) |
| Kaufman Assessment Battery for Children, 2 nd Edition (KABC-II) FCI | ID 127 (K-12) Screen 124 |
| Stanford-Binet Intelligence Scale, 5 th Edition | ID 127 Screen 124 |
| Universal Nonverbal Intelligence Test 2 (UNIT) | ID 127 Screen 124 |
| Wechsler Intelligence Scale for Children, 4 th Edition (WISC-IV-Spanish); 5 th Edition (WISC-V) | ID 127 Screen 124 |
| Wechsler Preschool and Primary Scale for Children, 4 th Edition FSIQ (WPPSI-III) | ID 127 Screen 124 |
| Woodcock-Johnson Tests of Cognitive Abilities, 4 th Edition (WJ-IV) | ID 127 Screen 124 |

➤ **Specific Academic Ability**

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

ASSESSMENT

SCORE

| | |
|-------------------------------------|--|
| ACT Assessment Program | Id 95th percentile (grade 6-12) Screen 94th percentile (grade 11-12) |
| Iowa Assessments, Form E | ID 95th percentile Screen 94th percentile |
| Measures of Academic Progress (MAP) | ID 95th percentile Screen 94th percentile |

| | |
|--|---|
| SAT 10th Edition | ID 95th percentile Screen 94th percentile (grades 6-12) |
| Terra Nova 3 rd Edition | ID 95th percentile Screen 94th percentile |
| Wechsler Individual Achievement Test, 3 rd Ed. | ID 95th percentile Screen 94th percentile |
| Woodcock-Johnson Tests of Achievement, 4 th Ed. | ID 95th percentile Screen 94th percentile |

➤ **Creative Thinking Ability**

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

Creative Thinking Ability gifted identification requires the administration of two assessments—an ability assessment and a creative thinking assessment. Students must score a qualifying score on both assessments to be identified as gifted in this area.

*** indicates ability assessment**

**** indicates creative thinking assessment**

ASSESSMENTS

SCORE

| | |
|---|---|
| Cognitive Abilities Test (CoGAT-7), Form 7 * | ID 111 (K-1), 112 (3-12) Screen (K-1) 107, (3-12) 108 |
| Gifted and Talented Education Scale (GATES 2), Section 4, Items 21-30 ** | ID 111 Screen 90 |
| InView – A Measure of Cognitive Abilities * | ID 112 Screen 108 (grades 2-12) |
| Kaufman Assessment Battery for Children, 2nd Edition (KABC-II) MPI * | ID 112 (K-2), 111 (3-12) Screen 109 (K-2), 107 (3-12) |
| Kaufman Assessment Battery for Children, 2nd Edition (KABC-II) FCI * | ID 112 (K-12) Screen 109 |
| Leiter International Performance Scale-R* | ID 110 (ages 2-10), 111 (ages 11-20) Screen 105 (ages 2-10), 107 (ages 11-20) |
| Scales for Rating the Behavior Characteristics of ** Superior Students, (SRBCSS) Part II (Creativity section) | ID 51 Screen 48 |
| Stanford-Binet Intelligence Scale, 5th Edition * | ID 112 Screen 109 (ages 2-85) |
| Torance Test of Creative Thinking & Verbal Forms ** (A & B-Creative Index on either or verbal portion) | ID 95th percentile Screen 94 percentile (grades K-12) |
| Universal Nonverbal Intelligence Test 2 (UNIT) * | ID 112 Screen 109 (ages 5-21) |
| Wechsler Intelligence Scale for Children, 4th Edition (WISC-IV-Spanish); 5th Edition (WISC-V) * | ID 112 Screen 109 (ages 6-16) |
| Wechsler Preschool and Primary Scale for Children, 4th Edition (WPPSI-III) * | ID 112 Screen 109 (ages 2.5-7) |
| Woodcock-Johnson (WJ-IV) Tests of Cognitive * 4th Edition | ID 112 Screen 110 (ages 2-90) |

➤ **Visual and Performing Arts**

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

Visual-Performing Arts Ability gifted identification requires the administration of two assessments (a checklist and demonstration). Students must score a qualifying score on both assessments to be identified as gifted in this area.

*** first assessment**

**** second assessment**

ASSESSMENT

SCORE

Art Advanced Placement Scoring Guidelines **

ID 5 Screen 4

Gifted and Talented Education Scale 2 (GATES2) *

ID 111 Screen 90

Artistic Talent Section, Questions 41-50

Scales for Rating the Behavior Characteristics of Superior *
Students (SRBCSS), Part V-VII:

Artistic ID 61 Screen 59
Dramatic ID 57 Screen 54
Musical ID 39 Screen 37

Display of Work, Audition, or Performance Obs. or Eval. **
(ODE)

Art ID 21 Screen 16
Dance ID 26 Screen 20
Drama ID 20 Screen 16
Music ID 18 Screen 14

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.

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 | SC, SA, CT | 2 & 4—SC, CT; K-8-SA |
| ● Individually-administered tests | SC, SA, CT | K-12 |
| ● Audition, performance | VPA | K-12 |
| ● Display of work | VPA | K-12 |
| ● Exhibition | VPA | K-12 |
| ● Checklists | CT, VPA | K-12 |

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, or identification within 30 days.

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.

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 the Ohio 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.

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 the 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 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 |
|---------------------------|-----------------|-------------|----------------------|------------------|
|---------------------------|-----------------|-------------|----------------------|------------------|

| | | | | |
|--------------------|--|---|---|------------------------------|
| Akron City Schools | Regular Classroom Cluster Group | K-12 | District acceleration policy | Classroom teacher and/or GIS |
| | Regular Classroom with Acceleration | K-12 by request | District acceleration policy | Classroom teacher and/or GIS |
| | Regular Classroom AP | 7-12 | Identification in corresponding area | Classroom teacher |
| | Regular Classroom Honors | 7-12 | Identified in corresponding area | Classroom teacher |
| | College Credit Plus/Dual Enrollment | 7-12 | Identified in corresponding area | University personnel |
| | Co-teaching Cluster Group | | | |
| | Resource Room/Pull Out | 3, 4, 5 (elem.) 5-7 (NIHF-STEM) | SA ID math (3rd -5th) or reading (4th-5th), SC ID; SC ID, SA ID (reading and/or math) 5-7 | GIS and/or classroom teacher |
| | Co-teaching Honors | | | |
| | Arts Classroom | 4-7 (Miller South school of VPA) 9-12 (VPA) | Identified in corresponding area | Classroom Teacher |
| | Self-Contained Classroom (Whole Grade) | | | |
| | Self-Contained Classroom (Single Subject) | 4-7 Language Arts (Miller South school of VPA) 4-5 Math (Miller South school of VPA) | SA ID math or reading, or SC ID | GIS |

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 with a copy to the gifted coordinator. 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
Megan Mannion, Gifted Education & Library Media
at 330.761.3045 or mmannion@apslearns.org***