

Identification Criteria

The district uses assessment instruments approved by the Ohio Department of Education and criteria established in the Ohio Revised Code (Section 3324.03) for the identification of gifted students K-12.

Superior Cognitive Ability

- InView – Grades 2 and 6, Group Testing (Screening 127, Identification 128 and above)
- Naglieri Nonverbal Ability Test (NNAT), Group & Individual (Group-Screening 123, Identification 124 and above, Individual-Screening 124, Individual 125 and above)
- CogAt 7 (Screening 121 and above, Identification 128 and above.)
- Wechsler Intelligence Scale for Children V (WISC), (Screening 126, Identification 127 and above)
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI), 3rd Ed., Individual (Screening 126, Identification 127 and above)

Specific Academic Ability

- Terra Nova Assessment Series, 3rd Ed., Group
- Wechsler Individual Achievement Test, 4th Ed., Individual
- Woodcock-Johnson IV Tests of Achievement, Individual
- (Screening for each test 94th percentile, Identification 95th percentile)
- Iowa Test of Academic Achievement

Creative Thinking Ability

- Individual or Group intelligence test score of:
- InView, WISC-IV, WPPSI : 112
- NNAT: 109 (Group) 110 (Indl, gr K-6) 111 (Indl, gr 7-12)
- and evidence of creative thinking ability using Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Creativity, Part II.

Visual/Performing Arts Ability

Two part process for identification: An **evaluation** using a checklist of artistic behaviors (Scales for Rating the Behavioral Characteristics of Superior Students – SRBCSS) and **analysis** of a collection of student's work (visual art) or performance (music, drama, theatre, or dance) using a State-approved rubric by a trained individual

Visual Arts:
Screening: 14-17
Identification: 21-24

Drama & Theatre
Screening: 10-12
Identification: 13-15

Music:
Screening: 16-20
Identification: 18-21

Dance:
Screening: 20-25
Identification: 26-30



A Great Place to Learn
A Great Place to Live

Vision

Our vision is to be the benchmark of educational excellence.

Mission

Our mission is to prepare students to contribute to the competitive and changing world in which we live.

Values

Driven by a vision to be the benchmark of educational excellence, the Westerville School District strives daily to exemplify the following organizational values:

Respect, Inclusiveness, Community,
Communication, Collaboration, Innovation,
Nurturing, Trust, Accountability

Board of Education

Gerrie Cotter, President
Tracy Davidson, Vice President
Dr. Nancy Nestor-Baker
Richard W. Bird
Rick Vilardo

Dr. John R. Kellogg, Ed.D.
Superintendent/CEO

Westerville City Schools
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Westerville, OH 43081
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Identifying Students Who are Gifted

Gifted Education Program

936 Eastwind Drive
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(614) 797-5887

Caley Nestor Baker
District Gifted Education Coordinator

About Gifted Education

Under the direction of the **Department of Academic Affairs**, this office is responsible for identifying and working to meet the needs of our gifted students by developing, delivering and encouraging ability-appropriate academic challenges as well as social/emotional support for the student.

Middle School Programming for 2018-19 School Year

Students, grades 6 through 8, will be administratively placed, based on areas of gifted identification, into an advanced class (subject area class) differentiated from regular subject area class in terms of breadth, depth, and complexity. To be eligible for placement into advanced class(es), student must meet the following criteria:

- Advanced Language Arts – identified as gifted in specific academic area of reading, and/or Superior Cog.
- Advanced Social Studies – identified as gifted in specific academic areas of social studies AND superior cognitive ability,
- Advanced Science – identified as gifted in specific academic areas of science AND superior cognitive ability, and
- 6th grade Advanced Math – Meet the criteria established by the math department for placement in Advanced Math
- Placement is subject to availability and principal approval

"...the goal of gifted and talented education, Pre-K to 12, [should] be the development of gifted young adults, that is, students who by high school graduation possess the task commitment and creative spirit to complement their high levels of cognitive ability, individuals who have the emotional and vocational maturity and the patience to acquire the necessary expertise to make significant contributions in their chosen careers."

Ernesto Bernal
"Gifted Child Quarterly," Summer, 2003

Definition

In Ohio, the term "Gifted" (also sometimes referred to as "Able and Talented" in Westerville) refers to students who perform or show potential for performing at high levels of accomplishment when compared to others of their age, experience, or environment and who are identified following procedures and criteria established by the Ohio Revised Code.

This brochure summarizes the District Plan for the Identification of Children Who Are Gifted that was adopted by the Board of Education and approved by the Ohio Department of Education. A copy of the complete document is available from the Gifted Education Department.

Screening and Assessing

The District uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

Stage I: SCREENING: DATA REVIEW AND REFERRALS

The first step of the screening and identification process involves gathering and reviewing relevant existing data on all students and accepting referrals from parents, teachers, and others with knowledge of student abilities. If sufficient data exist, a student may be identified as gifted during this stage.

Children may be referred to the Gifted Education Department on an ongoing basis, through teacher or parent referral, and by others with knowledge of the child's abilities such as a psychologist, principal, or professional arts instructor. A student may also refer him/herself for screening and identification. Referral forms are available in each school office and on the Westerville City School District website.

By using the pre-assessment process, the district ensures equal access to screening and further assessment by 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.

Stage II: GROUP ASSESSMENT

Although many gifted students become identified as a result of the review of existing test data, some students may require additional assessment. If so, parents are notified of the need for additional information and permission for small group testing is obtained.

Small group assessments are conducted and additional data are gathered, as necessary. Results are examined to determine eligibility for identification.

Stage III: INDIVIDUAL ASSESSMENT

Although most gifted students are identified by existing data or small group assessments as listed in stages I and II, a few students may require individual assessment in order to fairly determine their eligibility for identification.

If individual assessment is necessary, parents are notified and permission for testing is obtained. A trained

professional conducts the individual assessments. Results are examined to determine eligibility for identification.

PARENT NOTIFICATION

Parents of students who meet the Ohio identification criteria are notified by mail within 30 days. The child's school is also notified and a record of the identification is placed in the child's cumulative file.

SERVICES

The District ensures equal opportunity for all district students identified as gifted to be considered for participation in district services. Each program service has qualifying criteria that must be met by identified students for participation.

Cluster Grouping—Third, fourth and fifth grade students identified as gifted in the specific academic area of math, reading or Sup. Cog. are deliberately placed in a class with services provided by the regular classroom teacher receiving high quality professional development from the gifted education department. In addition, these identified students in these grades will have access to an on-line secure learning community to receive enrichment and extensions to grade level curriculum as well as small group instruction for 40 minutes 1/6 days with a Gifted Facilitator.

Direct service option for elementary students includes an elementary self-contained program in grades 3 through 5. For the 2018-19 school year, third grade students eligible for self-contained gifted program must have obtained a cognitive ability score of 131 or higher, along with a score at or above the 90th percentile in the specific academic area of math and/or reading. Fourth and grade students eligible for the self-contained program must have obtained a cognitive ability score of 131 or higher, along with a score at or above the 90th percentile in the specific academic area of math and/or reading. Students eligible for the self-contained program must have been identified as superior cognitively gifted through the use of a state approved cognitive abilities test.

WITHDRAWAL

If at anytime a student wishes to withdraw from the programs or services, a written request should be submitted by the parent or child to the Supervisor of

Gifted Education. If a child requests to withdraw, parents will be notified. The withdrawal or probation process may also be activated by attendance, social/emotional behavior, or academic effort.

APPEAL PROCEDURE

If there is a disagreement about student identification, it can usually be resolved through communication with the educators who have been involved in the identification process.

The following procedures may be used to appeal a decision about the results of screening procedures or assessment, the scheduling of children for assessment, or for eligibility for services.

Case Conference

This informal opportunity to clarify issues and answer questions can be arranged by contacting the principal of the building in which a child is enrolled or the Gifted Supervisor.

Administrative Review

Parents may make a written request that the Executive Director conduct an administrative review of the issue.

TRANSFER STUDENTS

The district accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district. 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.