



Madeira City Schools Gifted Handbook

Madeira City Schools

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Gifted Handbook Madeira City School District

The Madeira City Schools 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 opportunities to reach their full potential. When students possess exceptional abilities, the individual and society may receive maximum benefits when those attributes are developed and enhanced.

Gifted students, like all students, have unique needs. Flexibility must exist to allow them to grow at their own rate, regardless of chronological age or grade placement. Academic subjects and the arts are appropriately taught in a manner that allow 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 Madeira City School District, the needs of students who are gifted are met through a continuum of services and strategies. Parents are viewed as partners who can help by seeking opportunities outside the school day to further enrich the students' experiences. Many of the academic and social needs of students who are gifted are addressed within the general education classroom. Practices such as flexible grouping, differentiated instruction, enrichment activities, honors classes, advanced placement classes, and independent study may be used to meet identified students' needs within the context of the school day. Subject and grade level acceleration may be used to meet the needs of students as well.

Madeira City Schools offer students extra-curricular enrichment opportunities. Students have the opportunity to participate in academic and athletic competitions, service organizations, dramatic productions, and interest based clubs.

To help meet the needs of gifted learners, Madeira educators in grades K-12 receive ongoing high quality gifted professional development on how to support students in their classrooms. The Gifted Intervention Specialist (GIS) and Gifted Coordinator also work with the classroom teachers to provide services and enrichment opportunities to students who are identified as gifted students.

Identified students, in grades 2 through 5, may be eligible to participate in the Enrichment Experience (E²) program. The E² program is a "pullout" enrichment opportunity for students who are identified with superior cognitive ability as well as high achievement in reading and/or math to spend time in a group setting to experience a high level of intellectual challenge and valuable social experiences.

Definition of Gifted

"Gifted" is defined as students who perform or show potential for performing at remarkable high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under Section 3324.01- 07 of the Ohio Revised Code. Ohio's operating standards for identifying and servicing gifted and talented students requires that all school districts screen and identify gifted students in kindergarten through grade twelve who meet specific Ohio Department of Education criteria. In Ohio, students may be identified as gifted in one or more of the following areas: Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability.

Gifted Services

Once a student is identified as gifted in any area, the student is included on a district report to the Ohio Department of Education then the student's family is notified. It is important to note that, according to Ohio law, school districts are only required to identify but not serve students who have been identified as gifted (Ohio does not mandate services for gifted students). Madeira City Schools is committed to providing a continuum of services to our gifted students.

While categories of giftedness and the criteria for gifted identification are established by the state of Ohio, the criteria for participation in E² (Enrichment Experience) is established by the district. Criteria for services may be somewhat different than those for state identification.

Gifted Screening (Specific Academic and Superior Cognitive Ability)

In accordance with state regulations, Madeira Schools offers at least two opportunities a year for testing for gifted identification. By screening all students through grade level testing or referrals, the district ensures equal access to students including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language.

Madeira Schools is aware of the unique assessment needs of diverse students. Every effort is made to administer the most appropriate assessment to every student. This includes individual tests, tests with non-verbal components, tests in the student's native language, additional follow-up assessments, as well as tests valid for special populations.

Any student who has an individualized education plan (IEP) or a 504 Plan will have testing accommodations detailed in his/her plan. Students for whom English is a Second Language (ESL) and is considered an English Learner (EL) will have testing accommodations detailed in his/her plan. English Language Learners may also be eligible to receive alternate tests that are less language based.

After the initial screening, a few outcomes are possible:

- A student obtains a score that meets Ohio's eligibility criteria for being gifted.
- A student's score may be close to the eligibility criteria and would be eligible to undergo a second round of testing. Parents will receive a letter to notify them of this opportunity; at this time parents may elect to have their child re-tested or they may decline further testing.
- A student's score may be distant from the gifted identification criteria, which would not prompt the district to suggest further testing. However, a family has the right to request that any student be re-tested, no matter what scores were indicated on the first round of testing.

Students who enter the district during the school year are eligible for testing for possible gifted identification. If students come with current, qualifying scores on any state-approved tests, these scores may be used; and no further testing would be necessary. If the student arrives in the district without identifying scores, a family may request that tests be administered to the child and the district must comply within 90 days.

Madeira Schools provides parents with written notification of assessment results within 30 days of the receipt of the testing results. Additionally, school personnel providing general education instruction and/or services to identified students are notified of the students' areas of giftedness.

Madeira Schools also accept scores obtained through individual testing performed by licensed psychologists, as long as the scores are from a state-approved test. Assessment scores less than 24 months old are considered.

Gifted Identification Criteria (Specific Academic and Superior Cognitive Ability)

The eligibility criteria for gifted identification in the areas of academic ability and superior cognitive ability must have been obtained within the preceding 24 months on a state approved assessment:

- **Superior Cognitive Ability**
 - Score 2 standard deviations (SD) above the mean minus the standard error of measurement (SEM) on an intelligence test, or
 - perform at or above the 95th percentile on a composite battery of a nationally normed achievement test, or
 - attain an approved score on an above grade-level standardized, nationally normed test.
- **Specific Academic Ability**
 - Perform at or above the 95th percentile at the national level on a standardized achievement test of specific academic ability in that field.
- Students may be identified as gifted in more than one specific academic ability field.

Gifted Identification Testing (Specific Academic and Superior Cognitive Ability)

- **Specific Academic Ability**

- Identification in the areas of reading and math occurs three times a year (Fall/Winter/Spring) in grades K to 8 through the district administered Measures of Academic Progress (MAP). Identification = achieve at or above the 95th percentile
- Identification in the area of science and social studies will be by parent request. For those instances of parent request, the school counselor will administer an achievement assessment such as the Iowa Test of Basic Skills (ITBS). Identification = achieve at or above the 95th percentile
- In the past, students who achieved in the 92nd percentile or higher on an achievement assessment were invited to participate in retesting in the spring. Since the MAP administrations are regularly scheduled throughout the school year, student results will automatically be reviewed and there will be no need to request retesting.

- **Superior Cognitive Ability**

- All students will be administered the Otis Lennon School Ability Test: Eighth Edition (OLSAT 8) in the first and sixth grades.
 - The qualifying score on the OLSAT 8 is an SAI ≥ 126 .
 - Students who obtain an SAI of 125 on the OLSAT will be invited to participate in optional ability retesting.

Gifted Identification (Creativity Thinking and Visual or Performing Arts Ability)

All students are involved in the pre-assessment stage. Pre-assessment involves the referral of students who demonstrate outstanding creative thinking, exceptional products in the area of visual arts, and/or distinguished performances in the area of performing arts through a review of observations and products. Parents, teachers, or community members may make referrals. In order to be screened in the area of creative thinking, students must have scored one standard deviation above the mean on an ability test as required by Ohio law.

Gifted Identification Testing (Creative Thinking and Visual or Performing Arts Ability)

The screening data is gathered and a determination is made if further assessment is necessary. Parent permission is required if further assessment is necessary to determine gifted identification. The district uses the Gifted and Talented Evaluation Scales 2 (GATES 2) for assessment in the area of creative thinking. The district uses the Ohio Department of Education's rating scales for visual and performing arts.

- **Creative Thinking Ability**

- A student shall be identified as exhibiting superior creative thinking ability if the student did either of the following within the preceding twenty-four months: score one standard deviation above the mean minus the standard error of measurement on an intelligence test AND attains a sufficient score as established by the Ohio Department of Education on an approved individual or group test of creative ability or approved checklist of creative behavior. Madeira City Schools administers the GATES 2 (Gifted and Talented Evaluation Scales 2). Students must obtain a scale score of 83 or higher on this assessment.

- **Visual or Performing Arts**

- A student shall be identified as exhibiting superior visual or performing arts ability if the student did either of the following within the preceding twenty-four months: demonstrate to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area and attain a sufficient score as established by the Ohio Department of Education on an approved checklist of behaviors related to the specific arts area. Madeira City School District administers the Ohio Department of Education Rubric – Performance Component. Qualifying scores for each component:
 - Visual
 - Identification Score = 21-24
 - Drama
 - Identification Score = 20-24
 - Music
 - Identification Score = 18-21
 - Dance
 - Identification Score = 26-30

Gifted Services (E² Pull-Out Programming)

One of the services offered to second through fifth graders is the E² gifted pullout program, in which students learn among a group of peers with similar ability levels. Students receive enrichment instruction provided by the gifted intervention specialist.

Families have the opportunity to decide whether or not their child will participate in E², since it is an optional program offered to students who meet eligibility criteria. Madeira Schools is willing to consult with any family that has questions about whether entering or continuing the E² program is appropriate for their child.

In Madeira Schools, students are tested regularly throughout the school year and their scores may fluctuate. In certain situations, a student's score may "drop" below the eligibility criteria for gifted identification and services.

In the event that a student's test score drops below the eligibility criteria for gifted identification, acceleration, and/or services the following will occur:

- In the state of Ohio, once a student has been identified as gifted they are always considered gifted regardless of future test scores.
- Madeira Schools has no desire to remove students from the E² program and will not remove them from gifted services due to a drop in test scores.
- Madeira Schools has no desire to remove accelerated students and will not remove them from whole-grade or single-subject acceleration due to a drop in test scores.
- It is possible that a student may be withdrawn from an accelerated placement and/or E² program if the gifted service is having a negative impact on the student. In this situation, the school team, along with the parents, would meet to discuss the best options for the student to determine if he/she should remain in E² and/or accelerated program.
- If a student withdraws from the gifted program, they cannot re-enter until the following school year. In order to re-enter the gifted program, students need a current IQ score (within 24 months) plus two scores on the MAP achievement tests at 95th percentile or higher in the same subject area within a 12-month period.

Gifted Services: E² (Eligibility Criteria)

For accessing gifted services in grades 2 through 5, all students must:

- Obtain a cognitive ability score of 130 or higher (on a state approved assessment),

AND

- Achieve at or above the 95th percentile, in the same subject area (math or reading), on 2 of the last 3 administrations of the MAP. Administrations must have occurred within the current 12-month window. Families may submit other state approved assessments for gifted identification in the area of math and reading; however, the MAP will be the assessment tool utilized for program placement.
- New Students to Madeira: The same criteria applies; however, for those students who need 2 MAP administrations, the student will participate in one administration of the MAP and then will be given the ITBS as part of the 2 assessment requirement. This option ONLY applies to students who are new to Madeira City Schools.

Gifted High Quality Professional Development

As a district, we understand that not all students who are identified gifted meet the criteria for pullout programming. Therefore, we have made a commitment to provide high quality professional development for all educators in grades kindergarten through twelve.

Our educators, who are designated providers of gifted education services, receive high-quality professional development in gifted education. This professional development meets eight gifted education competencies. Educators also receive ongoing support from an educator with gifted licensure or endorsement.

Written Education Plan (WEP – Service Plan)

Students who are eligible and are receiving gifted services will have a Written Education Plan (WEP). The WEPs will be written by the gifted department and will address educational goals for the student.

Appeals Procedure

Parents have an opportunity to appeal any decision regarding the results of any screening procedure, scheduling of children for assessment, or placement of children in any program. Please contact your building principal to submit an appeal.

Contact Information

To learn more about the gifted program and services in Madeira City Schools, please visit www.madeiracityschools.org and click on District Office, and then Student Services.

You may also contact Kevin Wright, Director of Student Services, at kwright@madeiracityschools.org; Katrice Quitter, Gifted Coordinator, at kquitter@madeiracityschools.org; or Dr. Tracy Alley, Gifted Intervention Specialist, at talley@maderiacityschools.org

Frequently Asked Questions

Question 1. What are the procedures for screening and identifying students as being gifted and talented?

Testing opportunities are provided annually for students in grades K-12 for identification of giftedness. The Otis Lennon Ability Test is administered to all students in first and sixth grades for superior cognitive ability and creative thinking. The Measures of Academic Progress (MAP) is administered to students, three times a year, and in grades K-8 for math and reading.

Question 2. When can I request testing for my child?

If parents would like testing for their child outside of the district's testing schedule, they can complete a testing referral form and submit it to the building principal. Information is available on our district website and available in each building.

Question 3. What are the methods used to screen/assess students who are economically disadvantaged, have a disability, or are English Language Learners (ELL)?

Students are observed by teachers and parents and recommended for testing. The non-verbal portion of the Cognitive Abilities Test (CogAT) can be administered in these cases. The English for Speakers of Other Languages (ESOL) teacher can assist with the test administration if the need arises. The child's Individualized Education Plan (IEP) and intervention specialist will be consulted to determine if testing accommodations are necessary. The tests administered are valid for special populations and approved by the state of Ohio.

Question 4. Who can administer the screening and identification instruments?

The school counselor, school psychologist and gifted intervention specialist can give the group administered tests of achievement and/or cognitive ability. However, there are specific cognitive ability assessments that can only be administered by the school psychologist.

Question 5. What are the procedures for notifying parents of assessment results?

Madeira Schools provides parents with written notification of assessment results within 30 days of the receipt of the testing results.

Question 6. What are the procedures for assessment of transfer students?

Students who enter the district during the school year are eligible for testing for possible gifted identification. If students come with current, qualifying scores on any state-approved tests, these scores may be used; and no further testing would be necessary. If the student arrives in the district without identifying scores, a family may request that tests be administered to the child and the district must comply within 90 days.

Question 7. Does Madeira City Schools accept outside testing?

Madeira Schools accepts scores obtained through individual testing performed by licensed psychologists. Assessment scores less than 24 months old are considered valid, if they are on the Ohio Department of Education's chart of approved assessments.

Question 8. What is the appeals process for decisions regarding screening and identification of gifted students?

If a parent disagrees with the testing results, they can write a letter to the Director of Student Services requesting a meeting. At that time, further testing and other options can be considered. If an agreement cannot be reached, the Director of Student Services will form a committee consisting of the gifted coordinator, general education teacher, parents, guidance counselor, and principal in hopes a satisfactory decision can be reached.

Question 9. What is the criteria for admission into the Madeira Schools gifted program (E²)?

Gifted pullout services are offered in grades two through five. In order to be eligible for the gifted program (E²), students must obtain a cognitive ability score of 130 or higher (on a state approved assessment), and achieve at or above the 95th percentile in the same subject area (math or reading) on 2 of the last 3 administrations of the Measures of Academic Progress (MAP). Administrations must have occurred within the current 12-month window. Families may submit other state approved assessments for gifted identification in the area of math and reading; however, the MAP will be the assessment tool utilized for program placement.

Question 10. What services will my child receive through the gifted program for grades 2-5?

Students in grades two through five visit the gifted resource room five days a week for approximately 40 minutes daily. Students are taught in a resource room setting composed of fifteen students or less with a certified gifted intervention specialist. Students are taught multi-disciplinary, hands-on, and challenging units of study centered on their interests and strengths. Simulations, field trips, special speakers, informational fairs, advanced reading material, unique technology projects, and much more are some of the components of the gifted program for superior cognitive students.

Question 11. What is the withdrawal process?

Students are permitted to withdraw from the gifted program with written consent of their parents.

Question 12. How are students evaluated?

Students are evaluated through observations, interest inventories, rubrics, student self-evaluations, and peer evaluations throughout the school year.

Question 13. Do parents receive gifted progress updates?

Progress reports are sent home in December and May of each year. Monthly e-newsletters are sent to parents as well.

Question 14. Who is responsible for delivering gifted services?

Gifted Intervention Specialist and general education teacher who have received high quality gifted education professional development.

Question 15. When do parents receive a Written Education Plan (WEP)?

A copy of the WEP is given to parents annually and teachers have access to the WEP database throughout the school year.