



Mission: To provide educational experiences that engage, equip and empower each student.

Vision: Exceptional education for today and tomorrow.

K-12 Gifted Education Standards and Operations 2019-2020

Bexley City Schools
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Ohio Standards for Gifted Education

According to Ohio's operating standards, a "gifted" student will perform or show potential for performing at remarkably high levels when compared to peers of the same age, experience or environment. The operating standards are outlined in [Ohio Revised Code Chapter 3324](#).

In alignment with [Ohio Administrative Code 3301-51-16](#), districts also are required to enact a policy for gifted education (see Board Policy: IGBB, Programs for Students Who Are Gifted).

The law requires districts to test for a child's superior cognitive ability and creative thinking ability and to look at a child's specific academic abilities in mathematics and reading. The state publishes a list of approved tests and qualifying scores, and districts are required to select from these and have additional tests used for retesting of students. Districts are required to offer testing twice a school year, one time before the end of second grade and one time between third and sixth grades. Districts also are required to offer two calendar windows for referrals for testing and accelerations.

Although districts are required to meet minimum standards for identifying gifted students, they are not required to provide specific gifted educational programs. This means that some districts, for example, may offer a mathematics service for students with a mathematics identification or may offer a transdisciplinary studies for students with superior cognitive ability, and others may not offer any gifted programs at all.

Considerations for Underrepresented Students

Ohio's regulations give protection to minorities, to English language learners, to students who are economically disadvantaged, and to students with disabilities. Districts are required to review tests, procedures, and environments for any biases that may prevent underrepresented students from demonstrating their areas of giftedness. Identifying underrepresented students can be challenging, because the characteristics and symptoms associated with certain disabilities can overshadow high-cognitive ability and other exceptionalities. The district makes conscious decisions for the most appropriate test to determine a student's true abilities and regularly reviews its tests using state-approved guidelines and recent research to determine the best retesting options for students who might be overlooked.

Whole-Grade Screening

The state requires screening of giftedness for students in the elementary grades. Districts are to test for giftedness a minimum of two times during the student's academic career; one time in the grade band of grades K-2 and one time in the grade band of 3-6.

The state publishes a list of approved gifted measures and scores. Measures include tests of cognitive ability, which some scholars believe is a true measure of giftedness and should determine differences in school programming; students in the early grades who have high cognitive ability may especially exhibit behavioral and learning issues in the classroom that may not be understood as a result of their cognitive ability, which may be two or more grade levels

above their peers of the same age. State-approved measures also include tests to measure achievement, which measure what students have already learned and if they are more advanced than their grade-level peers. Testing for academic talents (e.g., reading) often reveal a student’s exposure to early learning experiences that may impact a student’s reading ability and content knowledge. Additionally, state-approved measures include checklists to determine creative and artistic abilities.

District Measures

The district uses multiple tests to screen, progress monitor, and benchmark student learning. Some of these tests are approved by the State of Ohio for identifying giftedness (e.g., MAP, PSAT, ACT). As a result, there are multiple opportunities in the district to determine a gifted identification beyond the minimal state requirement for determining giftedness in the academic talents of mathematics and reading. The following provides an overview of assessments used by the district that align to state regulations as well as the general timeline for when the tests are administered:

| Whole-Grade Screening for Giftedness | | |
|--|--------|----------------------|
| Superior Cognitive Ability | Grades | General Timeline |
| InView | 2, 4 | Fall |
| Creative Thinking Ability (two-part process) | Grades | Timeline |
| InView | 2, 4 | Fall |
| State-approved checklists (SRBCSS, etc.) | 2, 4 | Fall, Winter |
| Academic Talent – Mathematics and Reading | Grades | General Timeline |
| MAP (Measures of Academic Progress) | 2-7 | Fall, Winter, Spring |
| PSAT/NMSQT* | 10-11 | Fall |
| ACT* | 11 | Spring |

*Tests include State of Ohio approved measures for identifying giftedness in science and social studies, which are not required academic areas to identify giftedness.

Communicating Results of Tests

General results of district tests are communicated to parents with letters from principals, including family reports if provided by the testing company. New gifted identifications are communicated from the district office with the date for the new identification as well as a summary of service supports provided to the student. Results are communicated within 30 days of receiving the results of the tests.

“Once Gifted, Always Gifted”

Once a student in Ohio obtains a gifted identification using an Ohio-approved measure that identification stays with the student for the duration of the student’s academic career in Ohio. For example, a student who obtains a gifted score on a state-approved mathematics assessment while in elementary school and never achieves another qualifying score in the history of the student’s Ohio school career that student will still be considered a gifted student in mathematics.

New Students to District

If a student moves to another school, the new Ohio district is required to honor the student’s gifted identification(s) if obtained from another Ohio school. The district’s registration form asks parents/guardians enrolling new students to the district to note if their children have gifted identification(s) and were served by the previous district. For students coming from out of state, the district will review prior test scores; if the test scores include Ohio-approved assessments and are within 24 months, the student will be identified. If not, the student will be assessed using Ohio-approved assessments within 90 days of enrollment at the request of parents/guardians: Results of testing are communicated within 30 days of receiving the results.

Retesting and Underrepresented Students

The State of Ohio determines the criteria for giftedness as well as the qualifying scores on approved tests. Students may score in a “screening range” on the approved test, which means students may have a likelihood of obtaining a gifted identification if tested again using another approved test. The state requires districts to have additional approved tests on hand in order to retest and to retest using an assessment more appropriate for students who may be minority students, English language learners, and students with learning disabilities that require an Individual Education Plan (IEP). Identifying underrepresented students with learning and/or social issues can be challenging as the characteristics and symptoms associated with these can overshadow high-cognitive ability and other exceptionalities. The district makes conscious decisions for the most appropriate test to determine a student’s true abilities.

Appeals

Districts also are required to have a procedure for parents/guardians to appeal any decision about the results of testing or the placement of a student in a gifted service (e.g., the parent may believe the “placement” is not appropriate for the student and may request a move back to the general education classroom). The parent/guardian may appeal in writing the result of the test used for gifted identification within 30 days of receiving the test results. Appeals related to specific test administrations should outline the concerns and be submitted to the Director of Personalized Learning. Appeals related to accelerations, including Early Entrance to Kindergarten, should be made in writing to the Superintendent within 30 days of receiving the results of the team decision. A decision regarding the appeal will be made within 30 days of receipt of the written appeal.

Referrals: Suspect a Student Is Gifted? Needs Acceleration or Early Entrance to Kindergarten or First Grade?

Teachers, parents/guardians, and students can make a referral for testing for giftedness at any grade. Districts are required to schedule additional testing windows two times a school year outside of the district's whole-grade screenings. The district schedules referral windows to follow fall testing of cognitive ability and to follow academic testings to aid data collection for referrals for subject or whole grade acceleration for the next semester or new school year:

| Referral Windows for Testing, Acceleration and Early Entrance | |
|---|---|
| Fall Semester: By October 31 (for testing by December) | Spring Semester: By March 31 (for testing by May) |

Referrals for testing and acceleration should be made in writing using the appropriate form and be submitted to the principal. These forms should be submitted to the principal during referral windows: Referral for Gifted Testing and Authorization to Assess and, if applicable, the Referral for Acceleration. Referrals received after the window will not be processed until the next referral window.

Early entrance to kindergarten for students who will not be five years of age by August 1 is considered a whole grade-level acceleration. Applications for early entrance may be submitted as early as January and must be received by the principal by March 31 in order for the district to enact a process of data collection and review for making the determination before the start of the new school year. Applications received by principals after March 31 will not be processed.

For Families New to Bexley – Additional Testing (Summer) Window

For parents/guardians with children new to the district and who would like to have their children considered for early entrance to kindergarten or first grade, a summer testing window is scheduled for the first few weeks in August. Submit the application, if possible, prior to August 1. Elementary principals do not keep office hours in July: Principal office hours for the next school year start August 1, so applications for early entrance submitted after June may be submitted to the district's Central Office: c/o Margaret Hahn, Secretary to Chief Academic Officer, 348 S. Cassingham Rd. – Margaret.Hahn@Bexley.us, (fax) 614.231.8448, (o) 614.231.7611.

Service and Supports

The plan for the service of gifted students enrolled in the district is developed in accordance with Ohio Revised Code Sect. 3324.04. Ohio law requires districts to identify students who are

gifted in superior cognitive ability and in the talents of creative thinking ability, mathematics, and reading but does not require districts to serve all students with gifted identifications with special programming. On average, about 40 percent of the district's K-12 students have one or more gifted identifications across multiple areas, so throughout the district's classrooms, there are clusters of students with various identifications.

Districts are required to report annually to the state those students with gifted identifications. The state also requires districts to report students who are "served," according to the state's definition of "service." The state's definition of service is defined by whether or not the student has a written education plan (known in Bexley as a Personalized Learning Plan) according to the student's exceptionality(ies) and as supported by the teacher's gifted licensure or number of hours of gifted professional development completed by general education teachers. These numbers are reflected on the district's State Local Report Card along with other data that reflect the demographics and achievement of the district's students with gifted identifications (ODE, 2018).

For 2019-2020 the district is reporting all students with superior cognitive ability as served. These students will be engaged in writing Personalized Learning Plans, determining two learning goals in collaboration with a teacher adviser. At the end of each semester, the student and teacher adviser will reflect on goal progress.

Service for Superior Cognitive Ability

The district's historical service is for students who have superior cognitive ability, recognizing that a student who has superior cognitive ability is different than a student who is simply bright or advanced. Students with superior cognitive ability typically have intellectual levels two to four years above their age-level peers; as a result, these students especially benefit from time spent with academic peers during part of the school day.

Elementary

The district's elementary cognitive service is delivered to students in grades 3-5 while also receiving their English language arts instruction. A Gifted Intervention Specialist delivers the cognitive service typically in a pull-out classroom for the English language arts. However, students in grade 3 may remain in the general classroom that is co-taught by the Gifted Intervention Specialist. No matter, the Gifted Intervention Specialist assures support for the students' intellectual abilities while also being the teacher of record for the English language arts for all students in grades 3-5, who have been identified with superior cognitive ability.

Because students with superior cognitive ability may have abilities two or more grade levels above their same age peers, the district focuses its early services on providing for their cognitive needs in the context of learning the English language arts, a subject which allows for transdisciplinary study and for use of a variety of texts to challenge students' thinking, helping them to move at a pace and depth that differs from the general education classroom.

Middle and High Schools

Students in grades 6-8 may be clustered in classrooms and may participate in compacted curriculum; compacted curriculum is generally for students who have been accelerated in math at earlier grade levels. High school students have a variety of course options to engage their interests and that provide intellectual rigor. These courses include Honors and AP courses as well as options for College Credit Plus / Dual Enrollment.

Personalized Learning Plans

In school year 2019-2020, all students with superior cognitive ability across all grades will engage in writing and reflecting on Personalized Learning Plans. Previous written education plans included generic goals and did not involve students in the development. In alignment with the district's Strategic Plan each student in the district, and not just those with superior cognitive ability, will have a personalized learning plan that engages the student and the student's teacher(s) in developing and assessing personal plans. The move to Personalized Learning Plans from generic written education plans does not change how all other students with gifted identifications will be supported in the general education classrooms; these students will continue to receive differentiated instruction in the general education classroom based upon their gifted identifications.

Support for All Students

Students who do not have superior cognitive ability are supported in the general education classroom. These students include those with identifications in academic, creative thinking, and visual and performing arts talents. Teachers differentiate instruction based upon student readiness and interest. Research on the effectiveness of differentiation shows this method benefits a wide range of students, including those who have high ability or are advanced. Some examples of differentiated instruction include:

- Providing students with choice to allow exploration of topics of interest or to search for new information related to topics not studied.
- Continually assessing and adjusting lessons to meet student needs.
- Providing opportunities for students to have greater depth of learning or acceleration when mastery of concepts and procedures is demonstrated.
- Facilitating creation of original productions that engage creative thinking and design processes.
- Grouping students by shared interest, topic or ability for assignments.

Gifted intervention specialists may provide consultative services and collaborations with general education teachers during grade level and department meetings. The state requires teachers without a gifted education endorsement on their licenses to have professional development that is focused on eight competencies for educating gifted learners (ODE, 2017). Professional development for these competencies may happen during staff meetings, district professional development, attendance at local, state and national workshops and conferences, and other district related activities.

Acceleration as Service

Acceleration is a form of gifted service. Parents/guardians, teachers and students themselves can submit referrals for acceleration for either subject area or whole grade. Requests for acceleration should be made during one of the district's two referral windows (by end of October for testing by December and by the end of March for testing by May). Results will be shared with students, parents/guardians, and teachers during the months of December and May.

The acceleration process involves the collection of multiple data points, additional testing, and review of all of the data by an acceleration committee that includes the student's principal, current teacher(s), potential teacher(s), school counselor, a gifted representative, and other support specialists. The principal composes the acceleration committee and leads the committee with assistance from gifted personnel who support additional testing and collection of data to inform the acceleration committee's decision to accelerate or not to accelerate the student.

Ohio regulations define four types of acceleration:

Early Entrance to Kindergarten

This is the practice of admitting a student to kindergarten who has not reached the age at which students are admitted to kindergarten and with the purpose of providing access to appropriately-challenging learning opportunities. Students in the district must be five years old on or before August 1 in order to be enrolled in kindergarten for the new school year. Parents/guardians who desire early entrance for their child must submit the application to the principal by March 31. Applications after this date will not be processed.

Subject Area

This is the practice of assigning a student to a higher grade level or course than is part of the typical academic transition. Students must be able to demonstrate knowledge of content and skills for the grade level to be skipped as a result of the acceleration. The acceleration placement is not about the delivery of content that is compacted (two years into one), but is about that student's readiness to advance without matriculation in the content to be delivered in the typical academic track.

Whole Grade

This is the practice of assigning a student to a higher grade-level than is typical given the student's age for the purpose of providing access to appropriately-challenging learning opportunities. This acceleration results in an earlier graduation from high school and matriculation with peers who may be older with a different level of maturity, as the placement is full time and may affect participation in peer groups of an advanced age.

Early High School Graduation

This is the practice of completing the high school program in less than four years for the purpose of providing earlier than typical access to post-secondary education opportunities.

Acceleration Referral and Assessment Process

Referrals for accelerations should be received by the principal during one of the district's referral windows: by October 31 for testing by December and by March 31 for testing by May. Referrals received after these windows will not be processed until the next referral window.

Students being referred for an acceleration in the current year should be received no later than October 31. The principal begins the acceleration process by having a conversation with the parents/guardians of the student being referred. The district uses the Iowa Acceleration Scale (IAS) (3rd Ed.) for whole grade acceleration to inform data collection. The district has a single subject acceleration tool based upon the IAS to utilize in those cases. The IAS is the only measurement tool that is approved by the state to determine accelerations (See Board Policy: IKEB-R, Acceleration).

Board of Education Policies

The following are relevant policies for gifted education in the district:

- IGBB, Programs for Students Who Are Gifted
- IKEB, IKEB-R, Acceleration
- JEB, Entrance Age (Mandatory Kindergarten)
- JEBA, JEBA-R, Early Entrance to Kindergarten
- IKFA, Early Graduation
- JB, Equal Educational Opportunities

“Who Do I Contact for...?”

District

The district's Director of Personalized Learning (Dr. Quint Gage) has oversight of the district's gifted education. The district has coordination support with a purchased service contract for a gifted consultant with the Educational Service Center of Central Ohio (ESCCO). The ESCCO gifted consultant has an office in the district but is not on-site on a full-time basis and does not have oversight or supervisory authority of district staff but assists the Director of Personalized Learning with compliance to the state's gifted operating rules and regulations; with data collection and analysis; and in supporting teachers with their support of students. The ESCCO gifted consultant may also be a resource for parents/guardians seeking opportunities outside the school day and school year to enrich their child's learning.

Building

Parents/guardians should consult with their child's teachers (K-12) for understanding how differentiated instruction occurs in the classroom and may consult with the building's gifted intervention specialist (elementary) for additional insights.

Referrals for testing and acceleration should be made in writing directly to the student's principal. The principal is knowledgeable about the district's process and can communicate the process to parents/guardians. The principal consults with the gifted intervention specialist (elementary) in the buildings and with the Director of Personalized Learning and the ESCCO gifted consultant for data collection and additional test administrations.

The district has multiple forms available on the district website: [Referral for Gifted Testing, Authorization to Assess, Referral for Acceleration, and Early Entrance to Kindergarten Application](#).

Contact Information

All [referrals for testing and acceleration](#) should be made directly to the building principal, who initiates these processes:

Principal Jeannine Hetzler
Cassingham Elementary School
Jeannine.Hetzler@Bexley.us
614.237.4266

Principal Susan Drake
Maryland Elementary School
Susan.Drake@Bexley.us
614.237.3280

Principal Melissa Klosterman-Lando
Montrose Elementary School
Melissa.Klosterman-Lando@Bexley.us
614.237.4226

Principal Jason Caudill
Bexley Middle School
Jason.Caudill@Bexley.us
614.237.4277

Principal Kristin Robbins
Bexley High School
Kristin.Robbins@Bexley.us
614.231.4591

For [early entrance to kindergarten](#) requests, parents/guardians contact the principal of the building of potential enrollment. The principal will initiate the application process. An initial screener will be administered to determine eligibility for further testing and data collection. If the child qualifies for additional testing, the Iowa Acceleration Scale (IAS) (3rd Ed.) is used to inform the testing and data collection and analysis process. An acceleration committee is formed by the principal. The acceleration committee reviews the data collected on the IAS (3rd Ed.) and makes the recommendation for acceleration. The principal communicates the recommendation to parents/guardians.

Other inquiries, such as compliance to state operating guidelines, may be directed to:

Dr. Quint Gage, Director of Personalized Learning
Quint.Gage@Bexley.us
614.231.7611Ext 4225

For appeals challenging the testing results of an early entrance to kindergarten application or an acceleration committee's decision against subject or whole grade acceleration, contact the district's Chief Academic Officer. Appeals must be in writing and submitted within 30 days of receiving test results for early entrance or the acceleration committee's decision:

Jill Abraham, Chief Academic Officer
Jill.Abraham@Bexley.us
614.231.7611

References

- Ohio Department of Education (ODE). (2018). *Gifted indicator - description and general business rules*. Columbus, OH: Author. Retrieved October 1, 2018
<http://education.ohio.gov/Topics/Data/Report-Card-Resources/Achievement-Component/Gifted-Students-Indicator>
- Ohio Revised Code Chapter 3324: Gifted students. Retrieved October 1, 2018
<https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio/Ohio-Revised-Code-3324.pdf.aspx>
- Ohio Administrative Code 3301-51-15: Ohio operating standards for identifying and serving students who are gifted (effective 2018/July 23). Retrieved October 1, 2018
<http://codes.ohio.gov/oac/3301-51-15>