



CUYAHOGA FALLS CITY SCHOOL DISTRICT

Department of Gifted Services

PLAN for STUDENT IDENTIFICATION AND SERVICES

2024 -2025

What are the areas of Gifted Education?

Identification Criteria

Ohio Revised Code (O.R.C.) Section 3324.03 outlines the criteria for gifted identification, summarized below:

(A) **Superior Cognitive** – A child shall be identified if the child, within the last 24 months, scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual or group standardized intelligence test or performed at or above the 95th percentile on an approved individual or group standardized nationally normed achievement test.

(B) **Specific Academic Ability** – A child shall be identified if the child performed at or above the 95th percentile on a nationally-normed achievement test within the last 24 months.

(C) **Creative Thinking Ability** – A child shall be identified if the child scored one standard deviation above the mean, minus the standard error of measurement on an ability or intelligence test and had a sufficient score on an Ohio Department of Education (ODE) approved checklist.

(D) **Visual and Performing Arts** – A child shall be identified by demonstrating superior ability through a display of work, audition, or performance and a sufficient score on an ODE-approved checklist.

How are students identified as gifted learners?

Definition: The State of Ohio defines Gifted as students who perform or show “potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.” [Visit \(ODE\)](#)

Screening and Assessing

The district uses multiple ways 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. Safeguards are in place to ensure that the tests used are valid for special populations and reflect accurate aptitude/achievement in students with physical and sensory disabilities.

Assessment for Screening

In addition to full-grade screenings, the district utilizes a gifted RtI process. School personnel examine all available information about a student to determine if evidence of possible giftedness exists for that student and conduct necessary additional assessment.

Assessment for Identification

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group testing requirements of Sections 3324.01.07 of the Ohio Revised Code. Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made, and student educational needs are determined. Parents must be notified of the results of assessment within 30 days. (Scores based on assessment instruments approved for use by the ODE and provided by other school districts and/or trained personnel outside the district are accepted as well.)



Referral

The district shall provide at least two opportunities per year for assessment in the case of children referred by teachers, parents, peers, or self-referral; such assessment will take place within 90 days of referral.

Transfer

The district ensures that any child who transfers into the district will be screened at the request of the parent within 90 days.

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services, the request should be written by the parent and submitted to the building principal and coordinator of gifted services.

Appeal

Parents may appeal any part of the identification processes by submitting a letter to the superintendent and the coordinator of gifted services outlining the nature of the concern. The superintendent will issue a final decision within 30 days of the appeal.

**Please note: Ohio does not mandate services for gifted students.
Each district must determine the services, programs, and the criteria for qualification.**

WHAT DOES SCREENING AND ASSESSMENT LOOK LIKE IN THE CUYAHOGA FALLS CITY SCHOOL DISTRICT?

Grade Level Screening:

- All students in grades two (2) and five (5) will be assessed in the winter with CogAT 7 (Cognitive Abilities Test) to assess overall **cognitive ability**. These assessments shall be followed by additional screening for Creative Thinking Ability for students who qualify.
- All students in grades two (2) and five (5) will be assessed in the winter with IOWA Assessment Complete Battery. These assessments shall be followed by additional screening for Creative Thinking Ability for students who qualify
- **Visual and Performing Arts:** Nominated Cuyahoga Falls students are evaluated at the annual Summit Area Gifted Educators assessment day.

ASSESSMENT INSTRUMENTS in ADDITION to FULL GRADE SCREENERS

Superior Cognitive Ability

- Wechsler Intelligence Scale for Children (WISC-V)
 - Criteria: Screen @ 125
 - FSIQ:
 - Creative Thinking = 112
 - Cognitive Identification = 127
 - GAI/EFI/NVI/VECI:
 - Creative Thinking = 111
 - Cognitive Identification = 126
- Woodcock Johnson - IV (Tests of Cognitive Abilities)
 - Criteria: Screen @ 125
 - Cognitive = 127 (pre-K to grade 12)
 - Creative Thinking threshold for further assessment = 112



Specific Academic Ability

- Woodcock Johnson - IV (Tests of Achievement)
- Kaufman Test of Educational Achievement III
- Wechsler Individual Achievement Test (WIAT) 3rd Ed.
 - Criteria for Specific Academic Ability Assessments above: Screen @ 93%, ID at 95%ile

Creative Thinking Ability

- Screening based on Cognitive Ability Scores (112 or above); then,
- Identification based on qualifying score on the following:
 - The Gifted Rating Scale (GRS) or
 - Scales for Rating the Behavior Characteristics of Superior Students

Visual and Performing Arts

- ODE Rubric for Visual Art
 - Criteria: Screen @ 16, ID @ 21
- ODE Education Rubric for Music Performance
 - Criteria: Screen @ 14, ID @ 18
- Gifted and Talented Evaluation Scales (GATES-2) for Dance (grades 9-12, Ages 14+)
 - Screen @ 90, ID @ 111
- Ohio Checklist of Artistic Behavior-Dance for Dance (grades 9-12, Ages 14+)
 - Screen @ 29, ID @ 32
- ODE Rubric for Drama/ Theatre
 - Screen @ 16, ID @ 20

The Cuyahoga Falls City School District uses the listed assessment instruments for screening and identification pursuant to ORC 3324.01-07.

CRITERIA FOR GIFTED SERVICES and OTHER OPPORTUNITIES

Cuyahoga Falls has established the following criteria based on state-approved tools for identification.

Service: Superior Cognitive Programming:

To qualify for the elementary services in grades 3, 4 and/or 5 students must be identified as Gifted: Superior Cognitive with a qualifying score as designated by an Ohio Department of Education (ODE) approved test.

- Students in grades 3, 4 and 5 who are identified as having superior cognitive ability with a qualifying score as designated by an Ohio Department of Education (ODE) approved test will be cluster grouped into the same class. Students will receive instruction, either from a teacher who is a certified gifted intervention specialist, or from a teacher who is receiving High Quality training in the nature and needs and instruction of gifted students. This will be reported as a service to the Ohio Department of Education (ODE).

Service: Specific Academic Programming::

To qualify for the elementary services in grades 3, 4 and 5 students must be identified as gifted in Reading and/or Math at the 95th percentile or higher.

- Students in grades 3, 4 and 5 who are identified as gifted in reading and/or identified as gifted in math will be cluster grouped for instruction. Students will receive instruction, either from a teacher who is a certified gifted intervention specialist, or from a teacher who is receiving High Quality training in the nature and needs and instruction of gifted students; this will be reported as a service to the Ohio Department of Education (ODE).



- Students in grades 6, 7, and 8 who are in the first year of a subject-area acceleration in a subject area where they have been identified as gifted are also considered to be receiving a gifted service; this will be reported as a service to the Ohio Department of Education (ODE). These students will receive a WAP (Written Acceleration Plan), identifying the acceleration that is taking place, as well as the supports in place for the transition and a transition period should the acceleration not be a successful placement.
- Students in grades 6,7,8 with a Math ID and/ Superior Cognitive ID and qualifying scores based upon objective criteria, are provided with advanced and/or accelerated content from a teacher who is receiving High Quality training in the nature and needs and instruction of gifted students within an compact math course.
- Students in grades 6,7,8 with a Reading ID and/Superior Cognitive ID and qualifying scores based upon objective criteria, are provided with advanced and/or accelerated content from a teacher who is receiving High Quality training in the nature and needs and instruction of gifted students within an Honors ELA course.
- Gifted students who do not meet objective criteria for honors classes may be cluster grouped in general education classes with teacher who is receiving High Quality training in the nature, needs and instruction of gifted students.

High School Level:

- At the high school level, students identified as gifted have the opportunity to take Honors, AP, and College Credit Plus courses, which are offered in many content areas. These classes are taught by a general education teacher who is receiving High Quality training in the nature, needs and instruction of gifted students. For the 2024-2025 school year, AP students will receive Written Education Plans.

Enrichment Opportunities::

- Third through eighth grade students who have been identified as superior cognitive may also be included in other enrichment opportunities or opportunities to meet their social and emotional needs. If students miss class due to these opportunities, they shall be exempted from routine classwork missed that day unless it is the introduction of new information, a project that is due, or a test or quiz.

All district students identified as gifted will have equal opportunity to receive services offered.

Refer to the District Acceleration Policy for more information about subject and whole-grade acceleration options and procedures.

Students who are reported as receiving services will receive a WEP (Written Education Plan) to guide their gifted services that is created by or developed in collaboration with an educator who holds licensure or endorsement in gifted education. A copy of this plan will be provided to the parents/guardians; all educators responsible for providing differentiated instruction in general education settings will have access to an electronic copy of the WEP.

For questions, please contact: Tammi Belko, Gifted Intervention Specialist 330-926-3800 x502039

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