

CUYAHOGA FALLS CITY SCHOOL DISTRICT
Department of Gifted Services
PLAN for STUDENT IDENTIFICATION AND SERVICES



Definition of Gifted

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 for Gifted Identification

The District uses multiple ways to screen students in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts. The District adheres to the guidance from Ohio Revised Code and provides whole grade level screenings and individual assessments. Safeguards are in place to ensure that the tests used are valid for special populations. Accommodations are in place for students with disabilities to allow for accurate aptitude/achievement results.

Superior Cognitive Ability Identification: when students score two standard deviations above the mean, minus the standard error of measurement, on an approved intelligence test. Cuyahoga Falls administers the Cognitive Abilities Test (CogAT) to all students in second and fifth grades. A CogAT cognitive index score of 128 or higher qualifies students with a superior cognitive gifted identification.

Specific Academic Ability Identification - Reading or Math: when students perform at or above the 95th percentile in a specific academic field on an approved nationally-normed achievement test. Cuyahoga Falls administers the NWEA MAP Growth Math and Reading achievement tests to all students in grades 2 - 8. A score in the 95thile or higher qualifies students as having a specific academic gifted identification.

Creative Thinking Ability: when students score one standard deviation above the mean, minus the standard error of measurement, on an approved intelligence test and also attain a qualifying score on an approved checklist of creative behaviors. Teachers complete the creativity section on Scales for Rating the Behavior Characteristics of Superior Students for second and fifth graders who have met the ability test requirement on the CogAT.

Visual or Performing Arts: when students demonstrate superior ability through a display of work, audition, or performance and a sufficient score on an ODE-approved checklist during an evaluation by a team of professionals. Nominated Cuyahoga Falls students are evaluated at the annual Summit Area Gifted Educators assessment day.

Alternate Pathways to Gifted Identification

Referral: Referrals may be made by teachers, parents/guardians, peers, or self-referral. For an initial referral in any area of identification, testing will be completed within 90 calendar days of the referral. A referral form is available on the district website.

Transfer: Cuyahoga Falls will honor a student's gifted identification from another district as long as the identification was made using assessment instruments approved for use by the ODE.

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

Appeal: Parents/guardians 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.

Assessments for Gifted Identification

The Cuyahoga Falls City School District uses assessment instruments for screening and identification pursuant to ORC 3324.01-07. Each year the Ohio Department of Education publishes a list of assessments that have been approved for District use for gifted identification.

Assessment Instruments in Addition to Full-Grade Screeners

Superior Cognitive Ability

- Weschler Intelligence Scale for Children (WISC-V): Criteria: Screen @ 125, ID @ 127
- Woodcock Johnson - IV (Tests of Cognitive Abilities): Criteria: Screen @ 125, ID @ 127

Specific Academic Ability

- Woodcock Johnson - IV (Tests of Achievement): ID @ 95%ile
- TerraNova Achievement Tests, Third Edition (Math, Reading, Grades 2-12): ID @ 95%ile
- The Iowa Assessments, Survey Battery (Math and Reading, Grades 1-8): ID @ 95%ile

Creative Thinking Ability

- Screening based on Cognitive Ability Scores (112 or above); then,
- Identification based on qualifying score on: 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

Servicing Gifted Students

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

Elementary School Gifted Services

Grades 3 - 5

Cluster Group within the classroom to enrich English Language Arts and/or Mathematics for students with gifted identifications in Superior Cognitive Ability, Specific Academic Ability, and/or Creative Thinking Ability.

Gifted students are deliberately placed in a cluster group with other identified gifted students. The teachers will differentiate the work to provide enrichment opportunities to challenge students.

Classroom teachers with a gifted cluster group receive ongoing professional development to support the social-emotional and academic needs of gifted learners.

Middle School Gifted Services

Cluster Group within English Language Arts Courses for grades 6, 7, and 8.

Students with a gifted identification as superior cognitive, specific academic ability in reading, and/or creative thinking will be deliberately placed in a cluster group with other students identified as gifted for service. The teachers will differentiate the work to provide enrichment opportunities to challenge students. Teachers with gifted students in their English Language Arts classes receive ongoing professional development to support the social-emotional and academic needs of gifted learners.

Compacted Curriculum Math Course for Sixth and Seventh; Accelerated Course for Eighth

This math pathway is designed to compact middle school math content standards into two years of instruction. In sixth grade, students receive instruction based on sixth and seventh grade math standards. In seventh grade, students receive instruction based on seventh and eighth grade math standards. Students who successfully complete the compacted curriculum will take the high school course, Algebra I, during their eighth grade year. These courses are rigorous, fast-paced, and designed to challenge students through higher-level thinking opportunities and accelerated pacing.

High School Gifted Services

In most content areas, honors and Advanced Placement (AP) courses are offered. College Credit Plus (CCP) opportunities are also available per state guidelines for any qualifying student in grades 7 - 12.

Written Education Plan (WEP)

Students who are reported as receiving gifted services will receive a WEP (Written Education Plan) to guide their gifted services. This plan is developed in a collaboration between the classroom teacher providing the gifted service and an educator who holds licensure or endorsement in gifted education. A copy of this plan will be provided to the parents/guardians.

For questions, please contact:

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