

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



## WHAT ARE THE AREAS OF GIFTED IDENTIFICATION?

### Identification Criteria:

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 95<sup>th</sup> 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 95<sup>th</sup> 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 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?

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 Page here.](#)

### **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 O.D.E. 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 and programs, as well as 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 fall 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 K-1 will be assessed three times each year using Measure of Academic Progress or Growth (MAP for Growth) to assess **specific academic ability** in Reading and Math.

All students in grades 2 -8 will be assessed three times each year, using Measure of Academic Progress to assess **specific academic ability** in Reading and Math.

All high school students taking ELA 9 and 10, Algebra I and Geometry will be assessed at least once each year, using Measure of Academic Progress to assess **specific academic ability** in Reading and/or Math.

***Visual and Performing Arts:*** Nominated Cuyahoga Falls students are evaluated at the annual Summit Area Gifted Educators assessment day each spring.

## **ASSESSMENT INSTRUMENTS in ADDITION to FULL GRADE SCREENERS**

### **Superior Cognitive Ability**

#### **Wechsler Intelligence Scale for Children (WISC-V)**

*Screen @ 125, ID @ 127*

#### **Woodcock Johnson - IV (Tests of Cognitive Abilities)**

*Screen @ 125, ID @ 127*

**Otis-Lennon School Ability Test 8th Edition**

*Screen @ 124, ID @ 126*

**Specific Academic Ability**

**Woodcock Johnson– IV (Tests of Achievement)**

**Kaufman Test of Educational Achievement III**

**Weschler Individual Achievement Test (WIAT) 3rd Ed.**

*For all of the above: Screen at 93%ile, Identify at 95%ile*

**Creative Thinking Ability**

**Screening based on Cognitive Ability Scores (112 or above)**

**Identification based on qualifying score on**

**Gifted and Talented Evaluation Scales 2 (Creative Thinking Section IV)**

Or

**Scales for Rating the Behavioral Characteristics of Superior Students**

**Visual and Performing Arts**

**ODE Rubric for Visual Art**

*Screen @ 54, ID @ 57*

**ODE Education Rubric for Music Performance**

*Screen @ 14, ID @ 18*

**Gifted and Talented Evaluation Scales (GATES)**

*Screen @ 57, ID @ 78*

**ODE Rubric for Dance Audition,**

*Screen @ 20, ID @ 26*

**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 score of 128 or above.

- Students in grades 3, 4 and 5 who are identified as having superior cognitive ability with a score of 128 or higher 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).

To qualify for middle school gifted services, students must be identified as Gifted: Superior Cognitive with a score of 128 or above.

- Students in grades 6, 7 and 8 who are identified as having superior cognitive ability with a score of 128 or higher will be cluster grouped into the same ELA class with a teacher who is a certified gifted intervention specialist; 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 95<sup>th</sup> 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.

### **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.

**\*\*High School Level:**

In most content areas, honors and AP courses are offered. College Credit Plus options are available as well. However, the district does not report such advanced coursework as gifted services.

***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; 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:

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