



## Fairview Park City School District

21620 Mastick Rd. • Fairview Park, OH 44126 / P: (440) 331-5500 • F: (440) 356-3545  
Keith Ahearn, Superintendent • Rob Showalter, Treasurer

---

### Explanation of Fairview Park City Schools Elementary Gifted Services

The state of Ohio defines a gifted student as one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.”

Fairview Park identifies students in grades K-12 for gifted identification in the following areas:

- Superior cognitive ability;
- Specific academic ability: mathematics, reading/writing, science, social studies
- Creative thinking ability; and
- Visual or performing arts ability: dance, drama, music, and visual arts.

#### Criteria for Identification by Ability Area

**Superior Cognitive Ability:** when a student scores two standard deviations above the mean, minus the standard error of measurement, on an approved intelligence test. Fairview Park administers the Cognitive Abilities Test (CogAT) to all students in second and fifth grades. CogAT scores of 128 or higher in second and fifth grades meet the criteria for a gifted identification in Superior Cognitive ability.

**Specific Academic Ability:** when a student performs at or above the 95 percentile nationally in a specific academic ability field on an approved nationally-normed achievement test. Fairview Park uses results from the Measures of Academic Progress (MAP) Reading and Math achievement tests which are administered three times a year to students in second through eighth grade.

### Elementary Gifted Services

#### **Cluster Group Classroom**

Students in grades two through five with a gifted identification in specific academic ability in reading or math or in superior cognitive ability may be eligible for gifted services in a cluster group classroom.

A cluster group classroom is a regular class in which a number of students who have been identified as gifted are grouped together. Their gifted service takes place within this otherwise typical setting. Service to students in the cluster classroom is often subtler than in other models of service. Students remain in the standard reading and/or math classroom and the teacher adjusts student assignments and lessons to go at a faster pace, go deeper into a topic, or broaden the scope of what the typical student is learning. Cluster group classroom teachers receive ongoing professional development on the social-emotional and academic needs of gifted learners. Cluster grouping promotes teachers' use of challenging and differentiated instruction for students with a gifted identification.

#### **4th and 5th Grade Gifted Reading or Gifted Math**

Students with a gifted identification in specific academic ability in reading or math or in superior cognitive ability and a demonstrated need for more intensive support may be eligible for placement in a single subject self-contained course in reading and/or math in which the gifted intervention specialist is the teacher of record. Need for more intensive support is determined through a combination of consistent high achievement scores, superior cognitive ability, and evidence of behaviors indicative of gifted individuals. In the self-contained setting, the gifted intervention specialist differentiates content and process to promote challenging instruction for students with a gifted identification.