

Tattnall County School System



"Whatever it Takes"

Gifted Program Resource Handbook

Revised 7/31/2019

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INTRODUCTION

The purpose of this handbook is to share Tattnall County School System's Gifted Administrative Procedures, in accordance with Georgia State Rule 160-4-2-.38.

MISSION

Tattnall County Schools embrace the philosophy that the Tattnall County Public School System is responsible for providing the educational needs of the community. In accepting this responsibility, the mission of Tattnall County Schools is to provide quality educational skills, abilities, and attitudes necessary to become successful and productive members of society.

Paramount to the pursuit of this mission is the recognition of individual differences among the student population and the belief that provisions must be made which will allow each student to make progress in relation to his/her own ability, stamina, willingness to work, and vocational preference. In accordance with this belief, Tattnall County Schools are committed to providing educational programs designed to meet the individual needs of students. The Galaxy program is utilized meet the needs of our gifted students.

GOAL

The overall goal of the Galaxy Program is to provide for the extension of individual potential, the enhancement of the student's self-concept, and the advancement toward becoming an independent learner beyond the opportunities and experiences of the regular classroom through differentiated curricula offerings.

DEFINITIONS

Gifted Student- A student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities. Students must meet specific eligibility criteria as provided in rule (160-4-2.38) and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

Panel of Qualified Evaluators - experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility

Qualified Psychological Examiner - a psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology

Differentiated Curriculum - courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students

NOTICE

Parent/guardian shall be notified in writing of the following information about the gifted program:

1. Referral procedures and eligibility requirements
2. Notification of initial consideration for gifted education services
3. Types of gifted services provided, academic standards, teaching methods and manner of evaluation of student performance
4. Performance standards that gifted students must meet to maintain their eligibility and receive continued services in the program
5. A description including the length of probationary period and criteria for probation that will be applied to students in jeopardy of losing their eligibility for services
6. Termination of services when students on probation have failed to meet criteria for continuation of services

Written notifications will be provided in the home language of the student.

The Referral Process

A comprehensive screening process will be used to assure that all students, regardless of his or her race, color, religion, national origin, age, disability or sex, will have the opportunity to be considered for gifted education services.

Reported Referral - K-12 students may be nominated for consideration for gifted services by a teacher, counselor, administrator, parent or guardian, peer, self, or other individual with knowledge of the student's abilities. Referral Nomination Packets are available at each school.

Automatic Referrals – A gifted education teacher at each local school will review available norm-referenced and/or standardized tests results to determine those students who meet locally established criteria for referral for gifted education services.

Locally established criteria include:

1. School principals and teachers shall review the results of any norm-referenced testing that is available. Any student with a 90th percentile composite score, a 90th percentile total reading (including reading comprehensive), or a 90th percentile total math shall be considered.
2. School principals and teachers shall also review the results of the Georgia Milestones Assessment. Any student who has at least the 90th percentile on the reading and/or math for that grade level will be considered. The 90th percentile for each grade level shall be determined on the basis of the system wide scores. **Students who meet the above criteria will automatically be referred to the Eligibility Team for review for gifted education testing.**

Eligibility Team

An Eligibility Team will be established to oversee the referral and eligibility process for the gifted program. The Eligibility Team may include, but is not limited to:

- Gifted Endorsed Teacher
- Regular Education Teacher
- School Administrator
- School Counselor
- Academic Coach
- Others deemed necessary to assist in reviewing a student referral or reviewing student assessment data for program eligibility may be included

The Eligibility Team is responsible for:

1. reviewing referrals submitted for gifted education services,
2. reviewing all data collected on students referred for assessment for gifted education services,
3. determining whether referred and assessed students meet program eligibility criteria,
4. determining gifted education services to meet the academic needs of eligible students,
5. reviewing academic/behavior probation referrals and creating a plan of improvement,
6. reviewing re-entry requests.

Parents will be notified in writing when a student has been referred for assessment for gifted education services.

Evaluation Information

Once a student has been referred by the Eligibility Committee for formal evaluation, and parental consent for evaluation has been received, a gifted program teacher will begin the evaluation process. Any test scores used must be no older than two years. When a student's score is within one standard error of measure (SEM) on the mental ability test, a second test will be administered. Other than this situation which requires retesting, professional judgment should be used regarding additional testing of students.

Once a student has been evaluated and found eligible, the gifted teacher will obtain written consent from parents/guardians before providing services.

Once a student has been evaluated and found to be ineligible, the student should not be re-evaluated for two years unless the re-evaluation provides compelling evidence that the student's performance level has changed.

Testing

Written consent shall be obtained from guardian(s) prior to evaluation. Once permission for evaluation has been secured, the following instruments/assessments/data collection may be used to evaluate students:

Mental Ability

Mental Ability tests used for determining eligibility for placement shall meet the following criteria:

- A. Measure intelligence or cognitive ability
- B. The most current edition of published test
- C. Yield percentile rankings by age(s)
- D. Normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.
- E. Test development included bias review

Achievement

A norm-referenced achievement test is used for determining eligibility for placement and the following criteria shall be met:

- A. Most current edition of published test
- B. Measure, at a minimum, reading, including reading comprehension, and give a total reading score or total mathematics score based upon a combination of scores in math concepts and applications
- C. Yield percentile rankings
- D. Normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.
- E. Test development included bias review

Creativity (*Torrance Test of Creative Thinking, Gifted Rating Scale, Gifted Evaluation Scale, etc.*)

A norm-reference tests of creativity or a standardized creativity characteristics rating scale will be used for determining eligibility for placement and shall meet the following criteria:

- A. Provide scores of fluency, originality, and elaboration
- B. Yield percentile rankings
- C. Normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.
- D. Test development included bias review

As evidence of creativity, students, or individuals on behalf of students, may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

Motivation

A norm-referenced rating scale of motivation can be used for determining eligibility for placement and shall meet the following criteria:

- A. The scale shall relate to the construct of motivation.
- B. Differentiate levels such that judgments may be equated to the 90th percentile

For grades 6-12, students shall have a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B, or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B. Grades used to determine the GPA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages.

As evidence of motivation, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years prior to evaluation. The products, performances, or structured observations submitted shall be reviewed by a panel of qualified evaluators.

If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.

Outside Testing Data

Assessment data submitted from sources outside the school district, such as private assessments, may be considered as part of the evaluation process. This outside data may not be substituted for data the school district generates during the testing process and may never be the sole source of assessment data for determining eligibility for program services.

Eligibility Criteria

To be eligible for gifted education services, a student must meet eligibility criteria as defined by the State Board of Education Rule 160-4-2.38 (see chart below).

Category	Option A	Option B
(Assessments may include, but are not limited to the following:)	Student must have a qualifying score in the mental ability AND achievement categories.	Student must qualify in <u>three of the four</u> categories.
Mental Ability (CogAT, In View, Naglieri, Otis-Lennon School Ability Test, Raven's Progressive Matrix, Test of Nonverbal Intelligence)	<input type="checkbox"/> Grades K-2 99th% percentile composite score on a nationally age-normed mental ability test <input type="checkbox"/> Grades 3-12 ≥96th percentile composite score on a nationally age normed mental ability test	<input type="checkbox"/> Grades K - 12 ≥ 96th percentile composite OR appropriate component score on a nationally age normed mental ability tests
Achievement (ACT, California Achievement Test, California Test of Basic Skills, Comprehensive Test Program, EXPLORE by ACT, national normed FCAT, Woodcock-Johnson, WIAT, KTEA, Terra Nova, SAT, Stanford Achievement Test 10 th Edition)	<input type="checkbox"/> Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	<input type="checkbox"/> Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test <input type="checkbox"/> Grades K – 12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Creativity (Creativity Assessment Packet w/out the Williams Scale, GRS P, GRS S, Williams Scale, Gifted Evaluation Scale, Torrance Test of Creative Thinking) *If a scale is used for creativity, a different evaluation tool will be used for motivation.	<input type="checkbox"/> Evaluation data required	<input type="checkbox"/> Grades K-12 ≥ 90th percentile on composite score on a nationally normed creativity test <input type="checkbox"/> Grades K-12 Rating scales used to qualify student creativity must equate to the 90th percentile <input type="checkbox"/> Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Motivation (GPA, NGA, CAIMI, Gifted Evaluation Scale, GATES) *If a scale is used for motivation, a different evaluation tool will be used for creativity.	<input type="checkbox"/> Evaluation data required	<input type="checkbox"/> Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year world languages. (See pg. 30 for add'l information) <input type="checkbox"/> Grades K-12 Rating scales used to qualify student motivation must equate to the 90th percentile <input type="checkbox"/> Grades K – 12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

Continuation Procedures

Continued placement in the Galaxy Program (Gifted) will be determined by performance in the Galaxy class. Failure to meet continuation performance criteria in the Galaxy classes may result in probation or discontinuation from Galaxy. Progress of each student receiving gifted education services shall be reviewed each year, and a report of progress, along with the continuation policy, will be presented annually to all parents and students receiving services in gifted education.

1. A student who earns below an “A” average (90) for grades K – 8 and below a “B” average (80) for grades 9 - 12 for his/her performance in the Galaxy class for a semester will be placed on probation for the next semester. A Plan of Improvement, including specific goals and evaluation criteria, will be written and probationary period defined by the Eligibility/Review Team. During this time, the student continues to receive gifted education services, but his/her eligibility for receiving gifted education services is in jeopardy and the parent(s)/guardian(s) will be notified. At the conclusion of the probationary period (one semester), the Eligibility/Review Team will meet again to determine continued eligibility.
2. If the student has been able to meet the prescribed goals at the end of the probationary period, placement in the gifted education program continues.
3. If the student has not been able to meet the prescribed goals at the end of the probationary period, gifted education services will be discontinued and parent(s)/guardian(s) will be notified in writing, including specific criteria or conditions for the student to resume gifted education services as determined by the Eligibility/Review Team.
4. In the event that gifted program participation appears not to be in the best interest of the student, the student and/or the parent may submit in writing a request for the student to be placed on voluntary inactive status, citing reasons for the requested change. The parent and student will meet with the gifted program teacher to discuss this decision.

Disruption of Service

The Eligibility/Review Team will meet to determine placement for students who have met the initial eligibility requirement criteria of the Georgia Department of Education for gifted education and have undergone a disruption of services not associated with probation or discontinuation.

Reciprocity

Students from other Georgia Gifted Programs

Any student who meets the State of Georgia eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any school system within Georgia. A student who enrolls in Tattnall County School System will need to present documentation that confirms gifted education service in the previous school system. Gifted students transferring from one school system to another within the state shall continue to receive services in the Tattnall County School System. However, the transferred student must meet the terms of the Tattnall County School System's Continuation Procedure to continue to receive services.

Gifted Students – Transfer from Out of State

There is no mandated reciprocity between states unless a student is a dependent of military personnel as provided in O.C.G.A. 20-2-2140.

Delivery Models

Any state approved model may be used to provide gifted services to meet the advanced learning needs and interests of gifted students, including Resource, Advanced Content, Cluster Grouping, Collaborative Teaching, Joint Enrollment, Internship/Mentorship, and Innovative Models.

Curriculum and Instruction

The Program for Gifted Education is an academic program. Each student who meets the eligibility for gifted services will be provided a minimum of five segments of gifted service per week or year equivalent through one or more approved delivery models. Schools will ensure that reasonable effort is made to match gifted services to the documented advanced learning needs and interests of each student. Curriculum will focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade level and will incorporate the Georgia Standards of Excellence.

Gifted services may be provided in one or more area of the following content areas: mathematics, science, English/language arts, social studies, foreign language, fine arts, and vocational/technical education.

Professional development activities will be provided to develop content which is differentiated, more rigorous, and significantly different from that of the regular classroom, and the student expectations call for utilization of higher levels of thinking and questioning. Tattnall County Schools and/or gifted endorsed staff will meet annually to review and revise its curricula for the gifted students.