Gifted Services Manual

Cobb County

Advanced Learning Programs Department

2014-2015

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Foreword

Cobb's gifted education programs are designed to serve the special needs of gifted students in accordance with Georgia Board of Education Rule 160-4-2-.38.   All regulations and protocols described in this manual are consistent with that law.

The Cobb Board of Education supports cognitive and affective experiences to help students become self-directed learners, critical thinkers, effective communicators, collaborative team members, quality producers, and contributing citizens.   Cobb's gifted program is designed to foster these core competencies in students at every educational level. Cobb County's teachers of the gifted are specifically trained to provide learning opportunities linked to the attainment of these competencies.

This manual identifies the regulations and protocols which must guide gifted personnel in order to preserve the integrity of Cobb's gifted program and comply with state law. Cobb teachers whose instructional assignment includes gifted students must be familiar with the contents of this manual. Additionally, all teachers of the gifted are expected to work collaboratively with colleagues to fulfill the duties and responsibilities described herein.

The information contained in this manual is provided as a guide to Cobb's gifted services.   Supplemental information as well as links to instructional resources can be found in PICASSO.

The ALP office is available to assist with gifted service questions and concerns. Contact numbers are: 770-426-3324 (phone) and 770-429-5884 (fax).

Section I: Management of Gifted Services

Each elementary, middle, and high school in Cobb County has a Gifted Lead Teacher who manages the functions associated with gifted education in the state of Georgia. In addition to the Gifted Lead Teacher, most schools have additional gifted certified teachers. All gifted education personnel are trained to provide educational services to gifted identified students and help with the management of those services.

Teachers of the Gifted:
- Implement required standards (CCGPS/Gifted) using approved curriculum and resources.
- Provide information and resources about gifted education and service to parents, faculty, and administration.
- Follow screening protocol for identifying new students who require testing for gifted eligibility.
- Identify appropriate evaluation instruments, schedule testing, and evaluate results.
- Maintain test security and administer appropriate assessments as needed.
- Develop and provide appropriate intervention strategies for under-performing gifted students.
- Monitor the probation/intervention process.
- Complete gifted service paperwork as required.
- Provide assistance during the FTE cycle.
- Support ALP lead teacher as needed.
- Attend district ALP meetings as directed.

Gifted Lead Teachers (in addition to above duties):
- Ensure all active gifted identified students receive services.
- Support school administration to ensure appropriate scheduling of students for gifted service.
- Mentor and support gifted endorsement candidates and newly certified gifted teachers.
- Provide training on appropriate use of assessment tools as required.
- Manage the student evaluation process for all students tested for gifted service and keep accurate records of all assessments.
- Maintain security and accurate inventory of all testing materials.
- Manage and maintain all gifted service paperwork and student records.
- Transfer records following district protocols.
- Manage the FTE reporting procedures both fall and spring.
- Manage local school gifted account to insure equitable use of funds for gifted instruction.
- Manage and maintain gifted resource inventory.
- Ensure state rules and regulations are being followed (screening, eligibilities, etc.)
- Attend district Gifted Lead Teachers meetings and update administration and/or faculty as needed.

State Eligibility Guidelines

Policies governing eligibility under Option A and B:

1. Data must be collected in all four assessment categories (mental abilities, achievement, creativity, motivation) for all students tested.
2. Eligibility may be determined under either Option A or Option B (State Rule 160-4-2-.38). Always qualify students under Option B if available data supports eligibility under both options.
3. Any test score used to establish eligibility shall be current within two years.
4. Data generated from sources other than a Cobb County School must be considered when determining eligibility but does not automatically supplant school-generated data. Prior to establishing eligibility, any data from outside sources must be reviewed by the Central Eligibility Committee.
5. It is best practice to convene a local school eligibility committee to make eligibility determinations.

Option A. Psychometric Measure: Criteria governing eligibility under option A:

A student must meet criteria in both assessment categories.

Grade Level	Mental Ability Test Score	Achievement Test Score
K-2	99th percentile (Composite Only)	≥ 90th percentile in Total Reading **or** Total Math **or** Composite
3-12	≥ 96th percentile (Composite Only)	≥ 90th percentile in Total Reading **or** Total Math **or** Composite

Option B. Multiple Criteria (for assessment categories): Criteria governing eligibility under option B:

1. A student must meet criteria in any three of the four assessment categories.
2. A nationally-normed test must be used for at least one assessment category.
3. A behavioral rating scale can be used for ONLY ONE assessment category.

Mental Ability	Achievement	Creativity	Motivation
≥ 96th percentile by age on a composite/full scale score or approved component score of a standardized mental ability test	≥ 90th percentile by grade on Total Battery score or Total Reading or Total Math of a standardized achievement test	≥ 90th percent(ile) on a creativity characteristics rating scale OR ≥ 90th percentile on the Total Battery score of a standardized creativity test	≥ 90th percent(ile) on a motivation characteristics rating scale (K-12) OR ≥ 90th percent on a on a product portfolio (K-3 only) OR ≥ 90th percentile on a motivation inventory (4-8 only) OR Two-year academic GPA 3.5 or higher (9-12 only)

Referrals and Assessment

Students may be referred through the automatic or reported referral process; neither type of referral indicates testing is mandatory. An automatic referral occurs when a student's score on a norm-referenced assessment meets specified levels to indicate the need for further consideration of gifted services. A reported referral occurs when a student is referred for consideration for gifted education service and a Referral for Gifted Eligibility form (GF1) is completed. The Local Eligibility Committee (LEC) should be convened as needed to review data and make assessment recommendations. LEC meeting minutes are recorded on the Data Review and Test Request form (GF2). When requesting materials, this form is submitted to the Central Eligibility Committee (CEC) for approval.   Specific procedures can be found in the Section II.

*Note: When there are unusual circumstances regarding student data, contact the ALP office for guidance.

Local Eligibility Committee (LEC)
The **L**ocal **E**ligibility **C**ommittee is a school-based group of teachers and administrators who meet as needed to review data and make assessment recommendations regarding gifted eligibility. It should be established at the beginning of each school year. Confidentiality of student situations and assessments is to be honored at all times. All members are accountable for decisions and accuracy of paperwork once it has been signed.
The LEC has three primary roles:
1. Make recommendations about students referred for gifted eligibility, especially when they do not fit standard protocol.
2. Review test scores to help determine if there is a need for further testing.
3. Review paperwork for accuracy and completeness.

Automatic Referrals

Cobb County uses a systematic approach to identify highly capable students who may qualify for gifted service. The Gifted Lead reviews system-wide standardized test scores and other available data to determine if further assessment is required. Automatic referrals are generated through system-wide testing.

Reported Referrals
A reported referral (GF1) may be submitted by teachers, counselors, administrators, parents/guardians, peers, self or other individuals with knowledge of the student's abilities. **Students who received gifted services in other states do not have automatic reciprocity and are considered reported referrals.** After a GF1 is received, the process begins with a review of records; a referral does not indicate mandatory testing.

In-State Reciprocity

Any student who meets Georgia's gifted eligibility criteria is considered eligible to receive gifted education service in Cobb County upon verification of records. Complete all required notification of service paperwork (GF4, GF6M/H) and obtain required signatures. The student's previous eligibility records must be attached to the GF4 when it is sent to the ALP office. Transfer students who qualify for gifted services in Cobb, but whose academic performance is not satisfactory, may begin gifted services on probation.

Contact the ALP office for guidance as needed. Email the ALP administrative assistant when you place the paperwork in the county mail.

Note: Students **may not** be scheduled into the elementary resource class (Target) or high school gifted electives until all signatures have been obtained.

Assessment Windows
Cobb County has three windows for gifted service evaluation. The assessment window schedule provides the gifted lead with a specific period of time in which to evaluate referrals and administer assessments used in determining a student's eligibility for gifted services.

System-Wide Assessment
Cobb County systematically assesses elementary and middle school students in the areas of mental ability and/or achievement. Results from these assessments may be used as screening and to determine eligibility.

Out-of-System and Private Assessment
Data generated from sources other than a Cobb County School must be considered but do not automatically supplant school-generated data to determine eligibility. Any outside data must be reviewed by the Central Eligibility Committee (ALP office) PRIOR to establishing eligibility.

Gifted Program Services

Gifted Delivery Models
The following are the only approved delivery models for gifted service in the Cobb County School District.

Elementary School

Resource Class -- All students are identified as gifted according to Georgia State Board of Education criteria.
- The teacher has the gifted endorsement on their teaching certificate.
- Curriculum must be based on Cobb County's Gifted Process Standards and the CCGPS.
- Class size is limited to the maximum specified by the State Board of Education.
- Students must receive a minimum of five segments per week.

Cluster Grouping – Five to eight identified gifted students are grouped in an otherwise heterogeneous classroom, rather than being dispersed among classes at that grade level. For this model to qualify for FTE funding (two segments maximum) the regular classroom teacher must be gifted endorsed and document curriculum modifications for the gifted students using separate lesson plans and individual student contracts which identify all the following:
- Data supporting the student's need for an advanced curriculum in an identified content area (e.g., pretest grades)
- Learning objectives for the gifted students
- Alternative activities in which the gifted students will be engaged
- Dates and amount of time (in segments) the gifted students will be engaged in higher-level activities
- Means by which the gifted students learning will be assessed (e.g., the expected outcomes or products)
- Subjects may include reading/language arts, math, science, and social studies.

Middle School

Advanced Content Class -- Students are homogeneously grouped on the basis of academic performance/achievement in a specific academic content area. Classes include gifted and highly-able students who have demonstrated exceptional ability and motivation in a particular content area as determined by local school criteria. Advanced content classes qualify as gifted service only if:
- the teacher has the gifted in-field endorsement
- the approved differentiated AC curriculum located in Picasso is implemented, and
- the maximum size specified for gifted classes by the State Board Rule is observed.

High School

Advanced Content Class - Students are homogeneously grouped on the basis of academic performance/achievement and interest in a specific academic content area. Classes include gifted and highly-able students. High Ability learners are enrolled in AC courses based on local school review of student course history. Advanced Content (AC) classes qualify as gifted service only if:
- the curriculum is differentiated,
- the maximum size specified for gifted classes by the State Board Rule is observed, and
- the teacher has the following qualifications in the specific advanced content course.

Examples of High School Advanced Content Courses:

Honors Level Courses - The teacher must have the appropriate content area certification and the gifted endorsement.

Advanced Placement (AP) Courses - The teacher must have the appropriate content area certification. In addition, the teacher must (a) have received College Board Summer Institute Training for the specific AP course; and, (b) have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students or have the gifted endorsement. The course must follow the College Board approved audit.

International Baccalaureate (IB) Courses - The teacher must have the appropriate content area certification. In addition, the teacher must (a) have received International Baccalaureate training for the specific IB subject area; and, (b) have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students or have the gifted endorsement.

Resource Class (approved gifted electives) - All students must be identified as gifted by Georgia State Board of Education criteria. The class is limited to the maximum size specified by the State Board of Education. The teacher must have the gifted endorsement. The curriculum must have an academic content foundation with a focus on interdisciplinary enrichment activities. The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level. Gifted students may receive no more than ten segments per week of resource class service.

Joint Enrollment/Postsecondary Options (considered Indirect Services) - High school students co-enrolled in college, university, or technical school courses may receive both high school and

college credit. FTE funding generated while away from the regular school campus will be awarded to the post-secondary institution.

Curriculum Guidelines

The Cobb County School District supports a differentiated curriculum for students receiving gifted service. This curriculum provides for a K-12 continuum of cognitive development focused on creative and critical thinking that allows for construction of learning at an appropriate pace. This curriculum is reviewed annually. Professional development opportunities regarding gifted and advanced learners are available.

Elementary School: Gifted process standards provide the framework for instruction in the resource classroom. A district elementary curriculum committee creates, evaluates and revises current curriculum and resources. In addition, the Gifted Specialist is responsible for supporting Common Core Georgia Performance Standards.

Middle School: Advanced content courses differ in pace and complexity and implement the approved curriculum. Advanced content courses are available in English/language arts, science, social studies, math, plus foreign language and art (8th grade only). Teachers of AC courses are expected to utilize the AC curriculum posted on PICASSO.

High School: Honors, Advanced Placement (approved audit required), IB, gifted electives, and magnet courses are available. These advanced content courses differ in pace and complexity from on-level coursework.   Contact the ALP office for a list of approved gifted electives.

Gifted Service Protocols

Students identified as gifted shall receive at least five segments per week (or the yearly equivalent) of gifted education services. Cobb County sets continued participation guidelines. Probation allows for students to receive interventions when their performance in any gifted service class falls below continuation criteria.   Discontinuation of service occurs when a student no longer demonstrates a need for any gifted service.
- Note: contact the ALP Office for guidance when special circumstances and situations occur for individual students.

Continued Participation

Elementary School
Resource
Acceptable progress in the gifted resource classroom is defined as maintaining a majority of S's and P's each quarter. Students must also earn at least one S per standard in 7 out of 11 standards over the course of the year.

Elementary gifted resource students will receive a Target Progress Report provided they are in attendance approximately 65% of the classes offered each quarter. At the end of the 4th quarter, student performance for the entire year will be reviewed. The annual review section at the bottom of the progress report will indicate services for the following year. The gifted resource teacher must notify students and their parent/guardian if data indicates probation is a possibility.

Middle School
> **Advanced Content**
> Acceptable progress is determined separately for each advanced content area in which a student is served and is defined as:
> - Maintaining a grade average of 80 or higher in the advanced content class for which gifted service is provided.
> - Meeting standards on the state required competency test in the content area for which gifted service is provided.

High School
> **Advanced Content**
> Acceptable progress is determined separately for each advanced content area in which student is served and is defined as:
> - Maintaining a semester grade average of 74 or higher in the advanced content class for which gifted service is provided.

Probation

Elementary: When the student's performance does not meet the Cobb County criteria for continued participation, a student may be placed on probation. The student's probationary status remains in effect for a minimum of 18 weeks for elementary; continuation past 18 weeks requires LEC consultation. Probation may carry over from one grade to the next with the exception of school level changes (elementary resource class to middle school AC course).

Secondary: For middle school, a student's probationary status remains in effect for a minimum of one semester; continuation past one semester or into the next school year requires LEC consultation. For high school, probation remains in effect until the end of the course. Contact ALP office for guidance as needed.

The Gifted Specialist/ALP Lead should follow these procedures:
1. Notify the parent and student in writing of probation using the GF7E/M/H.
2. Complete the Record of Intervention and Support (GF8E/M/H). Communicate with parent(s) and student to review student performance and to revise the intervention plan, if needed.
3. Monitor student progress, adjust interventions, and update GF8 as needed during the grading period.
4. Maintain and document adequate communication with parents throughout the intervention process.

At the end of each grading period in which the student is on probation, determine if:
1. Interventions were successful for two consecutive grading periods, and probation is discontinued;
2. Probation continues with updated interventions, if necessary (indicate on GF8), or
3. Services are to be discontinued.
   a. **Elementary** – Student no longer receives service in resource class (Target).
   b. **Middle & High**–
      - Student no longer receives service in the advanced content class in which probation occurred OR
      - Student is no longer enrolled in any advanced content classes; therefore, the student no longer receives any gifted service.

Note for elementary resource model: The LEC may place a student on probation for the following year if the student did not meet standards on a state competency test and the lack of performance can be linked to missed regular education instructional hours while in the gifted resource room. A record of intervention should be completed for any child receiving gifted services who does not meet standards on any portion of the CRCT.

Intervention and Support

RTI
Response to Intervention (RTI) is a process used to provide students with additional academic and/or behavioral support. Gifted students are on Tier 4 of RTI based on their need for specialized instruction.

Intervention Guidelines
Gifted students who experience difficulty meeting standards may require interventions and support to ensure success. The Record of Intervention and Support (GF8E/M/H) is used to document the assistance given to these students in lieu of county general education RTI forms.

The purpose of the intervention process is to improve a student's performance. Although work study habits and/or behavior may impact a student's performance, these factors should not be the primary cause for placing a student on probation nor the primary focus of the intervention plan. Assessments, and therefore grades, should reflect a student's mastery of standards.

Record of Intervention and Support: The Gifted Lead/ Teacher must identify appropriate intervention strategies and complete the Record of Intervention and Support (GF8), documenting required parent contact. This form must be completed for each nine weeks' period when:
- a student is on probation and intervention strategies are needed.
- an elementary student has not met standards on any portion of the CRCT.

A quality intervention plan should contain two elements central to producing improved student performance:

1. Individualization of strategies based on needs of a student.
2. Instructional strategies/interventions focused on mastery of standards.

Discontinuation of Gifted Services

Services may be discontinued due to student performance or by parent request.

Due to performance:

All levels: A student's progress and performance during probation will determine if gifted service is discontinued. There **must be documented evidence** of an implemented intervention plan.
Elementary School: Gifted service must be discontinued for a minimum of **18 weeks** before any reconsideration of service can occur.
Middle School: Discontinuation of service occurs only when a student no longer demonstrates a need for **any** advanced content class.
High School: Discontinuation of service occurs only when a student no longer demonstrates a need for **any** advanced content class. Gifted students not receiving gifted service through AP,

Honors, gifted resource class, IB, or dual enrollment for more than two consecutive semesters must be discontinued from service.

Parent Request/Voluntary Discontinuation
A parent may request a student be removed from gifted service at any time by providing written notification. Gifted service in elementary resource must be discontinued for a minimum of **18 weeks** before any reconsideration of service can occur, barring extenuating circumstances.

Discontinuation Process
To discontinue service, the Gifted Education Specialist should:

1. Complete the Discontinuation of Service Form (GF9).
2. Attach a copy of the Record of Intervention and Support form (GF8) if discontinuation is due to performance.
3. Attach a copy of the parent letter if discontinuation is due to parent request.
4. Send copies of the GF8 and GF9 **or** the GF9 and parent letter to the ALP Office. Keep the original in the student's gifted folder.
5. Notify the Data Entry Clerk to change student service status in CSIS.

Re-Entry

Once identified eligible for gifted service in the state of Georgia, students are not required to re-establish gifted eligibility regardless of the length of break in service. All re-entry decisions are made on an individual basis by the Central Eligibility Committee. **Local schools may not schedule a student for gifted services until written confirmation is received from the ALP office.**

Breaks in service occur when:
- A student has been removed from gifted service due to academic performance.
- A student has been removed from gifted service due to parent request.
- A student has a change in enrollment status (i.e. residence, private school, etc.).

Elementary students served in a resource classroom whose break in service was due to academic performance or parent request may be reconsidered after 18 weeks. Middle and High School students may request re-entry when performance indicates the need for advanced coursework. Students whose break in service was due to an enrollment change may be re-entered immediately. Academic performance during the break in service will be considered in the re-entry decision.

To re-enter a student:
1. Complete the Re-entry Request Form GF10, obtaining parent signature and attach all required documentation.
2. Send re-entry form and documentation to ALP Central Eligibility Committee.
3. If the Central Eligibility Committee approves re-entry, the Middle or High school Gifted Lead should complete the Service Specifications/Continuation Criteria (GF6M/6H) and obtain required signatures.
4. Notify the data entry person to reactivate services for the student on CSIS.

Twice-Exceptional Students

Students that have been identified as both Special Education and Gifted are classified as twice-exceptional. A gifted student who has a 504 plan may also be classified as twice-exceptional.

Guidelines for Test Administration for Students with an IEP or 504 Plan
Although evaluators must adhere to standardized Directions for Administration (DFA), accommodations created in the Individual Education Plan (IEP) or 504 Plan must be honored during testing. Certain accommodations will invalidate use of the assessment for gifted eligibility. Contact the ALP office for guidance.

Reminders for Students Identified as Twice-Exceptional with an IEP or 504 Plan

The Gifted Lead should:
1. Contact the student's Special Education Case Manager or the 504 contact person to inform him/her of the student's gifted eligibility.
2. Request a copy of the IEP or 504 Plan and adhere to the accommodations. These are confidential documents and should be kept in a secure location.
3. Collaborate with special education case manager and /or 504 personnel to schedule meetings as needed to discuss and/or review interventions and strategies.
4. Contact ALP office for further guidance.

Transition between Levels (elementary to middle, middle to high)
When planning for a twice-exceptional student's transition to middle school or high school, it is recommended that the gifted resource teacher communicate with the special education case manager to discuss participation in IEP meetings. During this meeting, the teacher may describe the student's current academic performance which could impact the student's placement in advanced content classes.

Section II: Evaluation for Gifted Services

Security and Ethics

The Gifted Lead at the local school is responsible for managing the testing process and all assessment materials used for gifted eligibility.

Security
- Testing materials must be stored in a secure place accessible only by the administration and Gifted Lead/teacher. Tests must be stored in a locked cabinet or locked in a room with secure and limited access.
- All testing materials must be inventoried before and after test administration to ensure security.
- Security breaches include, but are not limited to, misplacing test materials, copying of materials, verbal communication of test content, and/or failure to provide an appropriate testing environment.
- No copyrighted tests, rating scales, or answer documents may be duplicated (copied), altered, or divided.

Ethics
- Actions that violate test security are viewed as ethical breaches and could jeopardize teacher certification status.
- Copyrighted assessment instruments or answer documents cannot be shown to parents/guardians and may only be shared with other educators based upon professional need.
- Scores cannot be communicated with anyone except a parent, legal guardian, or an educator whose professional role requires access to the information.
- All personnel involved in the testing process should be informed of the standards governing ethical administration of tests as determined by the **Code of Ethics for Georgia Educators:**

Standard 4: Honesty - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to: falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel.

Standard 7: Confidential Information – An educator should comply with state and federal laws and local school board/governing board policies relating to the confidentiality of student and personnel records, standardized test material and other information covered by confidentiality agreements. Unethical conduct includes but is not limited to: copying or teaching identified test items, discussing test items, etc.

The following Georgia PSC websites provide detailed information on testing security and ethics. Teachers must take time to review the information on these sites prior to test administration.

The Code of Ethics for Educators: http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf

The Georgia Student Assessment Program Student Assessment Handbook:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx

Assessment Windows - Overview

Cobb County has three windows for gifted services evaluation. The assessment window schedule provides the Gifted Lead with a period of time to administer the assessments used in determining a student's eligibility for gifted services. Specific dates will be set each school year.

Window 1 – August through mid-September
- Newly enrolled students with documentation of participation in Gifted Education Programs/services in other states
- Newly enrolled students without gifted documentation who have qualifying scores in two different data categories and only need one additional assessment to qualify for services
  - may not give any mental ability and/or achievement test if that same test will be given in system-wide testing

Window 2 – November through December (dates based upon system-wide testing schedule)
- System-wide data will be used to screen for automatic referrals
- Newly enrolled students with documentation of participation in Gifted Education Programs/services in other states
- Students with approved reported referrals will be evaluated
- Flagged students

Window 3 – Spring
- Referred kindergarten students
- Newly enrolled students with documentation of participation in Gifted Education Programs/services in other states
- Students with approved reported referrals will be evaluated

Administration and Testing Requirements

All Windows
- Personnel administering tests must adhere to all procedures and responsibilities regarding testing security and ethics.
- All tests must be administered by certified staff.
- Test instructions must be followed precisely as stated in each assessment's DFA; **not** doing so may invalidate test scores. The person administering the test may not add or delete anything from the directions in the test manual. Directions may be repeated only if the DFA permits.
- All testing materials should be inventoried before and after test administration to ensure security.
- An accurate count of tests administered must be submitted to the ALP office.
- All personnel administering tests must review all directions and assemble appropriate materials prior to initiating the test.
- Test conditions/environment must be appropriate as explained in Directions for Administration (DFA).
- Students are not to bring electronic devices (cell phones, etc.) into the testing room. Any use of cell phones during testing could result in a student's scores being invalidated.
- When planning for testing sessions, it is recommended that an additional proctor be in the room if assessments are administered to groups larger than 20 students for grades K-2 and 25 students for grades 3-12. An additional proctor is required for groups over 30.
- Any items that could provide assistance to students during the test must be removed.

- Review IEP, IAP, and 504 plans to ensure accommodations required by law are followed. For any student who receives testing accommodations, contact the ALP office to determine whether the scores can be used for gifted eligibility. This may be indicated on the score report by a degree symbol (tiny circle) next to the score.
  - See Appendix C for standard and non-standard accommodations chart.
  - For students with visually impairments, contact the ALP office.

Process Overview
1. Create a schedule that follows the recommended testing schedule in order to administer all necessary gifted eligibility assessments. A schedule should maximize both time and resources.
2. Refer to Appendices E & F for guidelines and available assessments.
3. Administer necessary evaluations and track assessments administered on testing log.
4. Review all data to determine students eligible for gifted services. If a student qualifies under both Options A and B, indicate Option B in CSIS. Enter data and print forms. (Appendices G & H)
5. Convene Local Eligibility Committee (LEC) for review of data on GF4 and GF5.
6. Obtain signatures once eligibility or ineligibility is determined

Testing deadlines:
- All evaluations for gifted eligibility, with the exception of motivation portfolios and psychometric evaluations should be completed before the end of the window.
- Gifted Lead and/or designee must enter all assessment data on the Academic Portal (CSIS) for each student tested.
- Copies of Gifted Eligibility Results (GF4) or Student Assessment Results (GF5) must be sent to parents and ALP office and filed in appropriate folders.
  - This is to be completed by the end of the assessment window, with the exception of motivation portfolios and psychometric evaluations.
  - This procedure does **not** take the place of coding students for FTE purposes.

Motivation Portfolios (K-3 only)

1. Upon review of assessment data, Gifted Lead generates a list of students who qualify for a motivation portfolio for gifted eligibility.
2. The classroom teachers are notified of the students who are eligible for a motivation portfolio.
3. The classroom teacher reviews available student work and determines students for whom completion of a motivation portfolio is appropriate.
4. If a teacher cannot compile evidence for a portfolio, obtain written notice and inform the principal.
5. Once final motivation portfolio needs are determined, complete the Motivation Portfolio Evaluation Request form and submit it to the ALP office.
6. The ALP lead teacher will be provided with a date and time in which Motivation Portfolios will be conducted. It is the responsibility of the ALP lead teacher at the local school to develop a schedule for the evaluations. Classroom coverage for homeroom and/or Target teacher(s) should be arranged with the principal.
7. Once evaluation is complete, paperwork should be filed as follows:
   a. Portfolio Evaluation Results:
      - For students who qualify, the Portfolio Evaluation Results form should be placed in the student's gifted folder.
      - For students who do not qualify, the Portfolio Evaluation Results form should be kept with other assessment data from the current year. This data must be kept for two years.
   b. Motivation Portfolio Individual Evaluator's Record

- Forms should be kept with other assessment data from the current year. This data must be kept for two years.
8. Complete eligibility process and submit all required paperwork. (Appendix G)

High School Screening Tools

High schools should screen students for possible referral for gifted assessment each year. Possible screening tools are listed below.

- PSAT Data: Compare students scoring in the top 10% for your school to identified gifted student list
- Transcript Review: Student earning 90 or higher in advanced courses consistently in multiple subject areas (can be completed during registration process)
- Compared students scoring in the top 10% of school EOCT scores to identified gifted student list
- Compared class rank list (top10%) to list of identified gifted student list
- Compare AP Potential data for students qualifying for multiple AP courses to identified gifted student list
- Collaborate with guidance personnel to identify potential gifted students from outside district and state
- Individual teachers may refer students in their classes that were high performers to gifted lead

Testing Procedures

During the assessment process, a spreadsheet must be utilized to record and track all student assessment data collected during the gifted evaluation process.

Window 1

1. The GF1, Referral for Gifted Eligibility, is completed.
2. The Gifted Lead reviews all available information and assessment data with the Local Eligibility Committee of his/her school.
3. Following a review of data, the Local Eligibility Committee (LEC) will make a recommendation regarding further assessment. It shall be supported by both qualitative and quantitative evidence.
   a. If no further assessment is warranted, no testing occurs at this time. Notify parents.
   b. If the LEC determines that the data warrants further evaluation, a Data Review and Test Request form (GF2) shall be completed and sent to the Central Eligibility Committee (CEC). Attach previous state gifted eligibility to GF2.
   c. The CEC will approve or deny the recommendation for further assessment and communicate the decision.
   d. If not approved, notify parents. If approved, the Gifted Lead should obtain permission to test (GF3).
   e. Proceed with testing. Review new assessment data to determine eligibility status.
      - If eligible, enter data into the Academic Portal and generate a GF4.
      - If ineligible for gifted service, enter data into the Academic Portal, generate a GF5, and obtain required signatures.

- Complete all required notification of service paperwork (6M/H).
- Obtain required signatures.
4. Submit GF4 and/or GF5 paperwork to ALP office:
    a. Email list student names on GF4s/5s to ALP secretary.
    b. Deliver or send by county mail to ALP office.
    c. Give eligibility information to data clerk to enter Student Services in CSIS

Note: All paperwork is completed in the Academic Portal/CSIS (Appendix G & H).

Window 2

Automatic Referrals
  1st Grade: Review data from system-wide CogAT testing.
   1. Identify the following using total reading, total math, and complete composite scores:
       - Students with one or more scores at ≥90%ile.
       - Students with two or more scores at 70%ile.
       The process stops for all other students.
   2. Distribute the GES-3 to classroom teacher for these students.
   3. Identify students with an 85%ile or higher in motivation or creativity.
   4. Determine students who require further evaluation for gifted eligibility:
       - ≥90%ile CogAT composite or component **OR**
       - ≥85% in creativity and motivation
   5. Obtain Permission to Test form (GF3) for each identified student.
   6. Administer evaluations as needed in the following order:
       - Achievement
       - Mental ability
       - TTCT
       - Motivation portfolio
   7. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

3rd Grade: Review data from system-wide CogAT and IOWA testing.

Remove from your testing spreadsheet all students who already have gifted eligibility, active or inactive, and any retained students.

Option A
   1. Determine students eligible under Option A. Any student who qualifies under Option A still requires data collection in all four areas.
       a. Distribute GES-3 to classroom teacher for identified Option A students.
       b. Score GES-3.
       c. Follow eligibility paperwork procedures.

Option B
   1. Identify students who have one of the following:
       - Score(s) at or above the 90th percentile on any area of the CogAT **AND/OR**
       - Score(s) at or above the 90th percentile on the IOWA in the areas of total reading, total math, and/or composite

2. Distribute the GES-3 to classroom teacher for these students and score.
3. Determine students who require further evaluation. Refer to Evaluation Guidelines chart.
4. Obtain Permission to Test form (GF3) for students requiring further evaluation for gifted eligibility.
5. Administer additional evaluations as needed in the following order:
   a. Mental ability
   b. TTCT
   c. Motivation portfolio
6. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

5th Grade: Review data from system-wide IOWA testing

1. Identify the following using total reading, total math, and complete composite scores:
   - Students with one or more scores at ≥90%ile.
   - Students with two or more scores at 70%ile.

   The process stops for all other students.
2. Remove from your spreadsheet all students who already have gifted eligibility, active or inactive, and any retained students.
3. Distribute the GES-3 to classroom teachers for the students remaining on this spreadsheet.
4. Identify students with an 85%ile or higher in motivation or creativity.
5. Determine students who require further evaluation for gifted eligibility:
   - ≥90%ile Iowa Total Reading, Total Math or complete composite **OR**
   - ≥85% in creativity and motivation
6. Obtain Permission to Test form (GF3) for each student requiring further evaluation for gifted eligibility.
7. Administer additional evaluations as needed in the following order:
   - Mental ability
   - CAIMI
   - TTCT
8. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

7th Grade: Review data from system-wide CogAT and IOWA testing.

Remove from your testing spreadsheet all students who already have gifted eligibility, active or inactive.

Option A
1. Determine students eligible under Option A. Any student who qualifies under Option A still requires data collection in all four areas.
   a. Distribute GES-3 to two academic classroom teachers for identified Option A students.
   b. Score GES-3. Record the highest creativity and motivation scores.
   c. Follow eligibility paperwork procedures.

Option B
1. Identify students who have one of the following:
   - Score(s) at or above the 90th percentile on any area of the CogAT **AND/OR**
   - Score(s) at or above the 90th percentile on the IOWA in the areas of total reading, total math, and/or composite

2. Distribute the GES-3 to two academic classroom teachers for these students.
3. Score GES-3. Record the highest creativity and motivation scores.
4. Determine students who require further evaluation. Refer to Evaluation Guidelines chart.
5. Obtain Permission to Test form (GF3) for students requiring further evaluation for gifted eligibility.

6. Administer additional evaluations as needed in the following order:
   a. Mental ability
   b. CAIMI
   c. TTCT

Reported Referrals

Prior to the assessment window:
1. The GF1, Referral for Gifted Eligibility, is completed.
2. The Gifted Lead reviews all available information and data with the Local Eligibility Committee of his/her school.
3. Contact the ALP office for GES-3 if the student does not have any type of available assessment data. A score of 70%ile must be earned in both Subscale 1 Intellectual and Subscale 3 Specific Academic Aptitude in order to continue.
4. Following a review of data, the Local Eligibility Committee (LEC) will make a recommendation regarding further assessment. It shall be supported by both qualitative and quantitative evidence.
   a. If no further assessment is warranted, no testing occurs at this time. **Notify parents.**
   b. If the LEC determines that the data warrants further evaluation, a Data Review and Test Request form (GF2) shall be completed and sent to the Central Eligibility Committee (CEC).
   c. The CEC will approve or deny the recommendation for further assessment and communicate the decision.
   d. If not approved, notify parents. If approved, the Gifted Lead should obtain permission to test (GF3) and notify parents of assessment window dates.

During the assessment window:
1. Administer evaluations as needed in the following order:
   - Mental ability
   - Achievement
   - GES-3 (if not already completed)
   - CAIMI (grades 4-8)
   - TTCT
   - Motivation portfolio (grades 1-3)
2. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

Automatic Referrals 'Flagged' for possible Option B
A student is 'flagged' if s/he was **not** eligible for gifted services in the prior year and:
   - K-2 - A mental ability composite score at or above the 96th percentile **OR**
   - K-12 - A mental ability component at or above the 96th percentile
                        AND
   - K-12 -An achievement score in Reading, Math, and/or Composite at or above the 90th percentile.

1. Distribute the GES-3 to classroom teacher for flagged students and score.
2. Determine if TTCT, CAIMI, and/or Motivation Portfolio is needed.
   a. If a TTCT, CAIMI, or Motivation Portfolio was administered during the previous academic year, the same assessment may not be given the following academic year.
3. Review data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

Note: All paperwork is completed in the Academic Portal/CSIS (Appendix G& H).

Window 3

Reported Referrals – For students who move into Cobb after Window 2 closed. See *Window 2 Testing Procedures, Reported Referrals* section

Kindergarten Students
 Classroom teachers review school year data:
- DRA converted to Fountas and Pinnell Level
- GKIDS Math Problem Solving
2. Identify all students with a minimum of Fountas and Pinnell Level G **and/or** Exceeds Math Problem Solving. Screening process ends students not meeting these minimums.
3. Distribute the GES-3 to classroom teacher for these students.
4. A score of 70%ile or higher must be earned in both Subscale 1 Intellectual **and** Subscale 3 Specific Academic Aptitude in order to continue.
5. Obtain Permission to Test form (GF3) for each student to be tested.
6. Record GES-3 Creativity and Motivation scores.
7. Administer evaluations as needed in the following order:
- Mental ability
- Achievement - Total Reading and Math only
8. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

Note: All paperwork is completed in the Academic Portal/CSIS (Appendix G& H).

Mental Ability Assessments

Cognitive Abilities Test (CogAT)

The Cognitive Abilities Test (CogAT) is a nationally norm-referenced test that assesses learned reasoning and problem solving ability using verbal, quantitative, and nonverbal (spatial) symbols. This test can be administered to students in grades K-12. The CogAT is administered system-wide in first, third and seventh grades. Contact the ALP office for any assessments not stored at your school. This is the first mental ability assessment to be administered as it renders multiple scores that may be used for gifted eligibility. Scores used for eligibility:
- Option A - composite score only
- Option B - composite or component score may be used

Naglieri Nonverbal Ability Test (NNAT2)

The Naglieri Nonverbal Ability Test (NNAT2) is the approved mental ability follow-up assessment. This nationally norm-referenced test measures general reasoning ability and can be administered to students in grades K-12. The test scores are not influenced by a student's verbal or quantitative knowledge, which makes the test useful for culturally and linguistically diverse populations.
The NNAT provides a composite score only.

Important Points:
- Age norms are used for all mental ability tests.
- For any students receiving accommodations during system-wide testing, contact the ALP office to determine whether the scores can be used for gifted eligibility. Accommodations may be indicated on the score report by a degree symbol.

Individual Intellectual Assessment Referral

Individual psychometric evaluations (psych) may only be requested if a student meets specific threshold criteria after having been assessed at the local school using two different mental abilities instruments. Psychometric evaluation requests must be submitted to the ALP Central Eligibility Committee for approval using the Individual Intellectual Assessment Referral form (GF11).

Guidelines to request a psychometric evaluation:

Option A
Student must have:
- One qualifying achievement score, **and**
- Two **composite** mental ability scores within 2 points of a qualifying score
  K – 2: 97th – 98th %ile   3 – 12: 94th – 95th %ile

Option B
Student must have:
   Two data categories with qualifying scores (among achievement, creativity, and motivation) **and**

- A CogAT **composite** or **component** score within 2 points of a qualifying score, **and**
- A follow-up **composite** mental ability score within 2 points of a qualifying scores on the NNAT.

Procedures to request an Individual Intellectual Assessment

1. Compile all current assessment data on the Individual Intellectual Assessment Referral (GF11). Students must have passed both hearing and vision screening within the previous 9 months for referral to be considered. If needed, the school nurse may conduct hearing and vision screenings if permission has been provided on the GF3.
2. Attach the copy with original signatures of the Permission to Test (GF3).
3. Send both forms to the ALP office for review by the Central Eligibility Committee (CEC). The CEC will review all referrals. Approvals are dependent on data review and are not automatic. The ALP Lead teacher at the referring school will be notified by email of the decision of the CEC.
4. Keep a list of all students referred for an individual intellectual assessment.

If the referral is approved:
- The ALP office submits a request to the Department of Special Student Services for psychometric testing. Although the ALP office sends a letter to the parents explaining the need for additional testing, the Gifted Lead may contact parents as well.

- The Individual Intellectual Assessment will be scheduled and administered by a county psychologist based on availability. Special Student Services Department attempts to complete evaluations within a 60-day (school days) window. Do not contact the Special Student Services department or your local school psychologist to inquire about the status of this assessment. The ALP office is the liaison.
- Once the assessment is complete, the ALP office will send the report to the ALP lead at the local school so that scores may be indicated on the GF4 or GF5. Paperwork should be sent promptly to parents.

    If the referral is not approved, the ALP school lead teacher will be notified by the CEC and appropriate paperwork should be sent home.

Achievement Assessments

IOWA

The IOWA is a nationally norm-referenced standardized test used to measure acquired learning in a specific subject area such as reading or mathematics. This test may be administered to students in grades K-12. The IOWA is administered system-wide in third, fifth and seventh grades. The IOWA may be provided by the ALP department for reported referrals.
Begin by administering the Reading Part 1 and 2, Vocabulary, Math Parts 1 & 2, and Computation sections. If the student has a qualifying score in either Reading Composite or Math Composite, achievement testing may end here. If a qualifying score is not earned, you must administer the test in its entirety.

Terra Nova

The Terra Nova is a nationally norm-referenced standardized test used to measure acquired learning in a specific subject area such as reading or mathematics. This test may be administered to students in grades K-10.
Scores used for eligibility on any achievement test:
- Option A & B - Reading Total, Math Total, or Complete Battery

    Note: Both the total reading and the total math sections must be completed, scored and recorded.

Important Points:
- Grade norms are used for all achievement tests.
- Achievement does not have an automatic second measure assessment in Cobb County.
- If a child repeats a grade in a year when an achievement test is given, the test scores cannot be used for gifted eligibility in the year the grade is repeated.
- For any students receiving accommodations during system-wide testing, contact the ALP office to determine whether the scores can be used for gifted eligibility.   Accommodations may be indicated on the score report by a degree symbol.

Creativity and Motivation Assessments

Hawthorne Gifted Evaluation Scale (GES-3), Creativity Sub-Scale

- This rating scale must be completed by a teacher who has observed the student for a **minimum of six weeks**. Educators must be trained every other year before completing this instrument.

Scores used for eligibility:
- Component score only; reported as an age norm

Torrance Test of Creative Thinking (TTCT)

The Torrance Test of Creative Thinking (TTCT) is a nationally norm-referenced standardized test which measures a student's creativity through the components of fluency, flexibility, originality, and elaboration. Artistic ability does not factor into this test. The TTCT consists of three tasks, assessing different aspects of creative functioning. TTCT's are to be submitted to the ALP Office for scoring. During system-wide testing, attach a completed log to TTCT's before sending to the ALP Office. Outside the assessment window, email the ALP secretary a list of student names for whom the TTCT is being submitted for scoring.

Scores used for eligibility:
- Composite score only; reported as a grade norm

Hawthorne Gifted Evaluation Scale (GES-3), Motivation Sub-Scale

- This rating scale must be completed by a teacher who has observed the student for a **minimum of six weeks**. Educators must be trained every other year before completing this instrument.

Scores used for eligibility:
- Component score only; reported as an age norm

Motivation Portfolio – Grades K-3

The purpose of a motivation portfolio is to identify students who will receive gifted education service based on specific student strengths demonstrated through work samples showing exceptional motivation. This portfolio should consist of student artifacts from various sources and content areas, through multiple methods, and over multiple points in time.

Scores used for eligibility:
- Student Portfolio Score, calculated as a percent

Children's Academic Intrinsic Motivation Inventory (CAIMI)

The Children's Academic Intrinsic Motivation Inventory (CAIMI) is specifically used to measure academic intrinsic motivation in grades 4-8. It measures a student's academic motivation in specific subject areas and in general. This is a self-assessment completed by the student under the supervision of a teacher.

Scores used for eligibility:
- Specific subject area or general score may be used, reported as a grade norm
- Must have ≥90 in two different sub-scores to qualify in motivation

Academic GPA – Grade Point Average (high school only)
GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, language arts, social studies and foreign language.

Section III: Gifted Records and Reports

The Gifted Lead at the local school generates and manages the gifted education records. Gifted education folders contain records of students' gifted eligibility and service.   In addition, the Gifted Lead maintains electronic records of all referrals and eligibility.   All records containing confidential information, such as student folders and computer files, must be kept secured at all times. Access to these materials is restricted to the Gifted Lead and other certified personnel as professional need requires.

Electronic Data Collection

All students assessed for gifted eligibility must have their assessment data entered on the academic portal. Gifted Eligibility Results (GF4) and Student Assessment Results (GF5) forms must be generated using CSIS in the academic portal.

Gifted Eligibility Results (GF4)
1. Generate and print this form using CSIS in the academic portal (Appendices G & H).
2. ALP district staff (or designee) reviews the form for accuracy.
3. Print two copies. The gifted lead and two other LEC members review then sign both copies in **BLUE** ink.
4. Send both copies of this form home; one for parents to keep and one to be signed and returned before a student may receive gifted service (elementary resource class or high school gifted electives).
5. Send the original copy with all signatures to the ALP office for scanning (no copies accepted). Once the signed original is scanned, it will be returned to the local school. The signed original shall be placed in the school folder.
6. Give your data entry clerk a copy to place in the permanent record. The clerk also codes the type of referral, eligibility status, and service model in the academic portal. This is essential for state reporting accuracy.

Student Assessment Results (GF5)
1. Generate and print this form using CSIS in the academic portal.
2. ALP district staff (or designee) reviews the form for accuracy.
3. Print two copies. The Gifted Specialist and two other LEC members review then sign both copies in **BLUE** ink.
4. Send one copy home for parents.
5. Send the original copy with all signatures to the ALP office for scanning (no copies accepted). Once the signed original is scanned, it will be returned to the local school.
6. Keep the original signed document on file at the local school.
7. The data entry clerk must be provided with the GF 5's for coding in CSIS. The clerk shall code the type of referral and eligibility status.

Creating an Initial Record (Gifted Folder)

For each newly identified gifted student, create a gifted folder that contains the following documents with appropriate signatures: Permission to Test (GF3) if applicable, Gifted Eligibility Results (GF4), and Service Specifications/Continuation Criteria (GF6M/6H). This folder will follow the student from school to school while s/he is enrolled in Cobb County.

Maintaining Records

Active Records - In addition to the items listed above, copies of all forms indicating any change in service

must be placed in the gifted folder, i.e. probation, intervention, and discontinuation of service. Elementary schools must also include a copy of the 4th quarter gifted progress report.

Inactive Records - Records become inactive when a student is removed from gifted service or transfers out of Cobb County Public Schools. Gifted folders for inactive students are maintained in a locked file cabinet at the local school until one of the following occurs:
1. Re-entry for gifted service is granted - folder becomes active and electronic data is updated.
2. Student moves to the next level school (middle or high school) - see "Transferring Records."
3. Student enrolls in another Cobb County School - upon receiving record request from certified personnel, folder is transferred to new school via county mail.

Graduates' Records - Gifted folders should be kept for one year after graduation and then destroyed. (See Disposal of Records)

Transferring Records

Individual Records
1. When a gifted student transfers to another Cobb school, the Gifted Specialist/ ALP Lead forwards the student's folder to the receiving school upon confirmation that the student is registered.
2. When a student transfers out of Cobb County, the gifted folder is kept at the last Cobb school attended until the student returns or his/her projected graduation date has passed.   A **copy** of the gifted eligibility report may be sent to another district upon request by certified personnel; however, the gifted folder is never transferred out-of-district.

Grade Level Records (Elementary to Middle/Middle to High)
   Sending school:
1. Generate list of rising students; verify records for each student on the list.
2. Prepare individual folders so they contain only materials listed below:
   - Permission to Test (GF3), if applicable
   - Gifted Eligibility Report (GF4)
   - All Probation (GF7E/M) and Record of Intervention and Support (GF8) forms, if applicable
   - All Discontinuation of Service (GF9E, M, or H) forms, if applicable
   - Re-entry Request Form (GF10), if applicable
   - Copy of 5th grade Target Progress Report (GF12E) – for rising 6th grade only
3. Recreate any missing gifted folders.
4. Separate active and inactive gifted education folders for current Cobb students. Organize folders alphabetically for each receiving school and attach a student list to each folder group.
5. Contact the ALP lead teacher at the receiving school to determine the method of transfer.

   Receiving school:
1. Generate a current list of rising students by feeder school.
2. Communicate with each feeder school to obtain gifted folders.
3. Compare gifted folders received with the student lists. Confirm receipt of folders in writing.

Gifted Magnet Student Records - Records for magnet students should be transferred to the student's home school. These records will be transferred to magnet schools after the first ten days of class upon request by magnet coordinators.

Disposal of Confidential Student Records and Assessments

Materials are to be disposed as follows:
1. Gifted Specialist/ALP Lead contacts CCSD Records Center at 678-581-6836 for record destruction protocol.
2. Follow record destruction protocol directions.   NOTE: Security classification is IMMEDIATE DESTRUCTION; authorization is by principal or other administrator.
3. While boxed records are awaiting pick up, they must be stored in secure location. Please make sure office staff is aware of storage location and has access to storage location.

NOTE: Used assessment materials and obsolete records can be destroyed after two years.

Reports

The following reports are used to evaluate and manage gifted service.

School Schedule and Caseload Report (Elementary Only)
This report provides data about services provided. It indicates the number of gifted students and Talent Development students served per grade level each day. This report is to be submitted with principal signature to the ALP Office two times each year (September and January).

Annual Report of Gifted Assessment and Service (Elementary and Middle)
At the end of the year, the ALP lead submits an online report indicating the number of active gifted students per grade level as well as a summary of gifted service protocols such as training dates, probations, discontinuation of service, etc.

End-of-Year Checklist (Elementary and Middle)
This report indicates ALP Teacher end-of-year responsibilities and certifies completion. This report is submitted to the ALP office prior to summer break.

Referral and Eligibility Data Report (Elementary)
This report collects data required by the state. The Gifted Lead creates an electronic report of all students who were referred (GF1) but **not** tested. This data should be entered throughout the school year and is submitted electronically in May.

High School Screening Report (High School)
This report includes information regarding the methods each high school used to screen students for possible gifted assessment and identification.

State Funding (FTE)

FTE is the Full Time Equivalency count that is conducted by the state. The Gifted Specialist/ALP Lead will monitor this process twice yearly -- October and March. This count gives the state gifted service data for students at each school in the district. For accurate reporting, all courses eligible for gifted FTE weight must be coded correctly. The Gifted Specialist/ALP Lead should carefully review all FTE emails and procedures before coding any courses.

Critical FTE Guidelines

The Gifted Specialist should:
- Follow all FTE directions sent by the ALP office.
- Ensure that all gifted students receive appropriate service yearly:
  - Elementary – five segments a week (contact the ALP office with unusual situations)
  - Middle and High – minimum of 1 Advanced Content course
- Work with the data clerk to ensure that 'gifted service' is coded in CSIS for all newly identified gifted students.
- Work with data clerk to ensure all courses and or students eligible for gifted FTE weight are coded appropriately.
- Work with scheduler proactively to maximize service to students / FTE.

Resource Management

Use of Gifted Funds

Gifted funds may be used to purchase resources necessary to support instruction for the district-approved gifted curriculum. The Gifted Lead should work with the school bookkeeper to complete required paperwork. All funds must be spent by the deadline designated by the ALP office.

Resource Inventories (Instructional and Test)

Instructional: The Gifted Lead is responsible for managing all instructional resources purchased with gifted funds. A Gifted Resource Inventory should be created and updated as resources are received or purchased. This document should be kept on file at the local school. All resources purchased with gifted funds should be labeled as property of ALP.

Test: The Non-Consumable Test Inventory should be completed and updated annually. This document should be kept on file at the local school.

Property Disposal
The Gifted Lead should follow local school procedures when disposing of obsolete resources and equipment. Contact your local school 'eqTransfer' for procedures.

APPENDICES

Appendix A
List of Forms and Letters

Form #	Form Title
GF1	Referral for Gifted Eligibility
GF2	Data Review and Test Request
GF3	Permission to Test (NCR)
GF4	Gifted Eligibility Results (printed from Academic Portal)
GF5	Student Assessment Results (printed from Academic Portal)
GF6M	Middle School Service Specification and Continuation Criteria (NCR)
GF6H	High School Service Specification and Continuation Criteria (NCR)
GF7E	Probation- Elementary
GF7M	Probation – Middle
GF7H	Probation – High
GF8E	Record of Intervention and Support – Elementary
GF8M	Record of Intervention and Support – Middle
GF8H	Record of Intervention and Support – High
GF9E	Discontinuation of Service – Elementary
GF9M	Discontinuation of Service – Middle
GF9H	Discontinuation of Service – High
GF10	Re-Entry Request Form
GF11	Individual Intellectual Assessment Referral
GF12E	Elementary Progress Report – Grade level specific
GF13E	Elementary Class Roster FTE Documentation
GF14E	Elementary Cluster FTE Roster FTE Documentation
GF15E	Elementary Cluster Model Service Documentation
GL2	Parent Letter - Motivation Portfolio

Appendix B
Notification to Parents/Guardians

Each of the following circumstances requires documented parent notification utilizing appropriate Cobb County gifted forms as directed below. **All gifted forms are legally binding documents; therefore, great care must be taken to ensure the accuracy of all recorded information and the professional appearance of documents.**

Title of Form and Purpose	Form
Permission to test – Teacher / Gifted Lead must complete permission to test forms any time assessments are administered that are not part of a system-wide testing event. Parents must receive, sign, and return a permission to test form **before** a student can be assessed using any testing instrument. Observation instruments such as rating scales or artifacts gathered in the portfolio process do not require parental permission.	GF3
Gifted Eligibility Results – Gifted Lead/Teacher must enter data into the Academic Portal and generate this form for all students qualifying under either option A or B. Students **may not** be scheduled into the elementary resource class (Target) or high school gifted electives until a signed copy of this form indicating parental consent for placement is received. A copy of this form must be placed in the student's permanent record.	GF4
Student Assessment Results – Gifted Lead/Teacher must enter data into the Academic Portal and generate this form for any student assessed for gifted eligibility and not meeting Georgia criteria for gifted service.	GF5
Service Specifications/Continuation Criteria – Gifted Lead/Teacher must provide parents with notification of service specifications and continued participation criteria at the time initial eligibility is established. Subsequent notifications must be provided for students continuing gifted service as they enter sixth and ninth grades or after a break in service.	GF6M GF6H
Probation – Gifted Lead/Teacher must provide parents with notification of student's probationary status at the completion of any grading period during which a student fails to meet continuation criteria. Appropriate instructional interventions must be developed and implemented.	GF7E GF7M GF7H
Record of Intervention and Support – Gifted Lead/Teacher must identify appropriate intervention strategies and complete a record of intervention and support, documenting required parent contact. This form must be completed for each nine weeks' period during which a student is on probation and intervention strategies are needed.	GF8E GF8M GF8H
Discontinuation of Service – Gifted Lead/Teacher must notify parents in the event the student fails to meet continuation criteria after the implementation of intervention strategies. In middle and high school parents must be notified of discontinuation only when service is no longer provided in any content area.	GF9E GF9M GF9H

Appendix C
Iowa/CogAT Accommodations for Special Groups of Students
Students With Disabilities and English Learner Students

Standard accommodations are indicated on the chart below by an "S", non-standard accommodations are indicated by "NS", and shaded areas indicate an accommodation that is not available, appropriate or allowed.

Accommodations	Students with Disabilities (Special Education, Section 504)	English Learner (EL)
Setting Accommodations:		
Special Education or ESOL classroom	S	S
Special or adapted lighting	S	
Small group	S	S
Preferential seating	S	S
Sound field adaptations (e.g., listening devices)	S	
Adaptive furniture (e.g., slant board)	S	
Individual or study carrel	S	S
Individual administration	S	S
Test administered by certified educator familiar to student	S	
Presentation Accommodations:		
Large print test booklet	S	
Sign the directions	S	
Sign the test questions (any content area or subtest)	NS	
Sign the reading passages (of the Reading test)	NS	
Explain or paraphrase directions for clarity (in English only)	NS	NS
Braille test booklet	NS	
Color overlays or templates	S	S
Reading the test (Iowa) in English only (except Reading Part 1 or Part 2 or Vocabulary)	S*	S*
Reading the test (CogAT) in English only (any subtest)	NS	NS
Low vision aids (e.g., CCTV, magnifying equipment)	S	
Repetition of directions (in English only)	S	S
Materials presented with contrast and tactile clues	NS	
Audio amplification devices or noise buffer/listening devices	S	
Response Accommodations:		
Mark answers in test booklet	S	S
Point to answers	NS	NS
Verbal responses in English only	NS	NS
Adapted writing tools (e.g., pencil grips, large diameter pencil)	S	
Calculator or adapted calculator (on Iowa Math Computation test or CogAT Quantitative battery)	NS	
Scribe**	S	S
Word to word dictionary***		S
Scheduling Accommodations:		
Frequent monitored breaks	NS	NS
Optimal time of day for testing	S	
Extended time	NS	NS
Flexibility in the order of administration for content areas	S	

*If any part of the Iowa Reading or Vocabulary test is read, administration is <u>non-standard. Reading any part of the CogAT is a non-standard administration.</u>
**For students physically unable to mark answers – guidelines must be followed exactly
***Only words may be translated; definitions are not permitted

Appendix D

Assessment Terminology

Achievement refers to the degree to which students have learned specific subject matter content.

Age norms compare the student's score to a norm group of students of the same age.

Criterion-referenced tests measure how much a student knows about a particular set of standards (criteria).
Grade norms compare the student's score to a norm group of students at the same grade level.

Mental ability refers to a student's general capability to succeed in a school setting. Scores obtained may be comparable to those received on an IQ test.

Norm-referenced tests compare a student's score against the scores of a norm group, which is a group of people who have already taken the test.

Percentage indicates a rate or proportion per hundred. For example, on a one hundred point scale, earning 75 points would equate to a score of 75%.

Percentile indicates how well a student did on a test compared to others in the norm group. For example, a student scoring in the 75th percentile, scored better than 75% of those in the Norm group. This score is not related to a percentage of questions answered correctly.

Second Measure indicates a need for further assessment of students who have scores within a range close to qualifying for gifted identification. Cobb may give a second measure in the areas of mental ability, creativity, and motivation.

Window: A specified period of time in which the eligibility processes are completed.

SHADED TESTS ARE CONSUMABLE

Mental Ability Test Levels – age norms used

	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAT	5/6	**7***	8	**9***	10	11	12	**13/14***	13/14	15/16	15/16	17/18	17/18
NNAT	A	B	C	D	D	E	E	F	F	F	G	G	G

* May not be used for students who participate in district-wide testing.

Achievement Test Levels – grade norms used

	K	1	2	3	4	5	6	7	8	9	10	11	12
Terra Nova	10	11	12	13	14	15	16						
IOWA – Fall		5/6	8	**9***	10	**11***	12	**13***	14	15	16	17/18	17/18
IOWA– Spring	5/6	7	8	**9***	10	**11***	12	**13***	14	15	16	17/18	17/18

* May not be used for students who participate in district-wide testing.

Creativity Assessments

Hawthorne Gifted Evaluation Scale (GES-3)	K-12
Torrance Test of Creative Thinking (TTCT)	K-12

Motivation Assessments

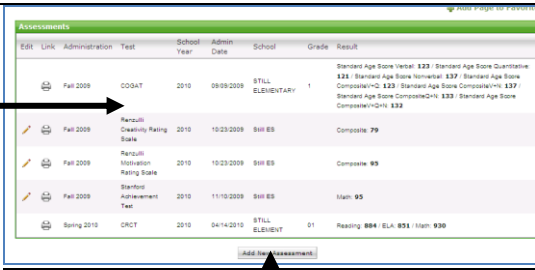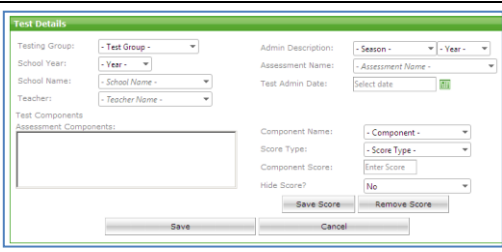| Hawthorne Gifted Evaluation Scale (GES-3)	K-12
Motivation Portfolio	K-3
Children's Academic Intrinsic Motivation Inventory	4-8
GPA of 3.5 or better in core academics on a 4.0 scale and in top 10% of class (2-year average)	9-12
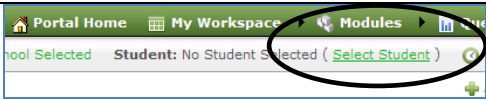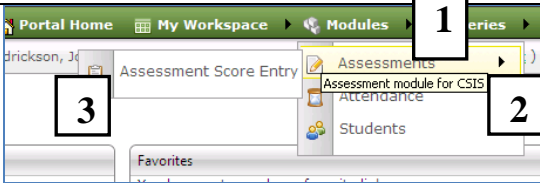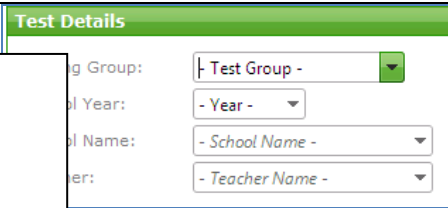
	Option	Grade	Qualifying Score	May assess if:	Available Instruments:
Mental Abilities	A	K-2	99%ile composite	90-98%ile component or composite	CogAT NNAT
		3-12	96%ile or higher composite	90-95%ile component or composite	
	B	K-12	96%ile or higher on composite or approved component	90-95%ile component or composite	*Psychometric Evaluations
Achievement	A & B	K - 12	90%ile on Total Reading, Total Math, Total Battery	**No follow-up assessment available**	IOWA Terra Nova
Creativity	B	K - 12	90% on Creativity Assessment	85% and above on creativity assessment	Gifted Evaluation Scale (GES-3) TTCT
Motivation	B	K - 12	90% on Motivation Assessment	85% and above on motivation assessment	Gifted Evaluation Scale (GES-3) K-3: Product Portfolio 4-8: CAIMI 9-12: GPA

*Individual psychometric evaluations (psych) may only be requested if a student meets threshold criteria after having been assessed at the local school using two different mental abilities instruments – refer to Section II for details. Psych requests must be submitted to the ALP Central Eligibility Committee for approval using the Individual Intellectual Assessment Referral form (GF11).

Data Entry: Entering Assessment Data in CSIS

To enter data:

1) Log onto the portal 2) Click 'CSIS' on the left 3) Click 'Select student' 4) Type the student's ID or last name in the appropriate box	
5) Click 'Modules' (1), roll over 'Assessments' on the drop down (2), and then roll to the left to click 'Assessment Score Entry'(3)	
6) You will see this screen: Click here to see the Age percentiles from CogAT or to get more information on tests that were entered by someone other than the ALP department. Click on the Pencil to EDIT previously entered scores. Click on 'Add New Assessment' to enter assessment data.	
7) This is the view of the new assessment entry page; the directions are from section to section.	
8) Begin Data Entry:	

From the drop-down menus:
- Test Group- Gifted
- Year- always the "spring year": ex: this year is **2015**
- Teacher name- child's homeroom teacher.
- If student is from outside the county but inside Georgia, leave teacher name blank /type name of school system where student originally qualified for school name & 'unknown' for the teacher. If the data is from out of state, put the city and state for 'school'.

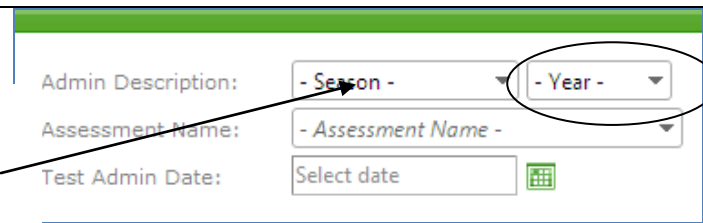|	

9) Enter Assessment Season and Actual Year of Test
 	
Season-
  • Summer: June, July, August
  • Fall: September, October, November
  • Winter: December, January, February
  • Spring: March, April, May
	Admin Description: - Season - - Year -
	Assessment Name: - Assessment Name -
	Test Admin Date: Select date

10) Choose Assessment Name: Use drop down to select, or type the assessment name if it is not listed 11) Enter Test Date: Use the beginning date if test was administered over multiple dates. If only month and year is given, use the 15$^{th.}$ 12) To Enter Scores:	Admin Description: - Season - - Year - Assessment Name: - Assessment Name - Test Admin Date: Select date

Test Components
Assessment Components:

Component Name: - Component -
Score Type: - Score Type -
Component Score: Enter Score
Hide Score? No
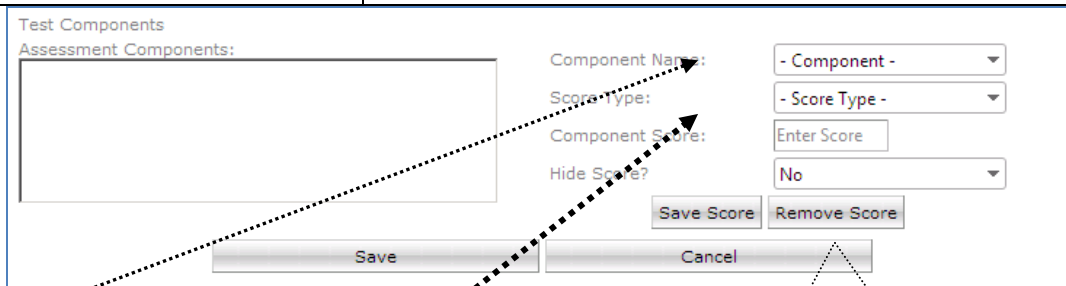
Save Score   Remove Score

Save   Cancel

Component name: Select the name of the component.
Score type: Mental Abilities: Age percentile
        Achievement: Grade percentile
        Creativity (Renzulli or TTCT): Grade percentile
        Motivation (Renzulli or CAIMI): Grade percentile
        Motivation portfolio: Percent

If you make a mistake: Highlight a score in the box to the left and click "remove score" to delete it from that box. It will not affect any other scores in the box.

Component score: enter score

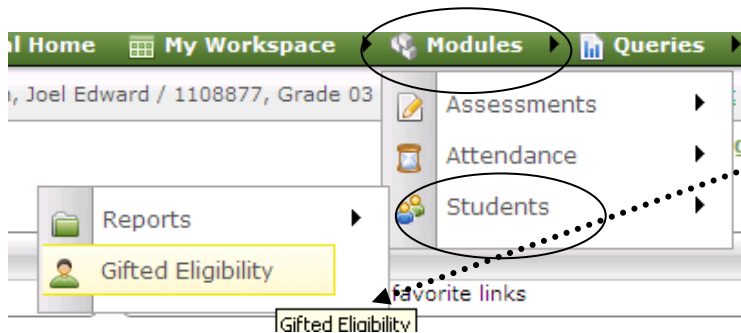Hide score?: leave as 'no'

  •   When finished with a *component*, click *'Save Score'*. The score will appear in the box to the left.
  •   Click the **'Save'** on the **left** when finished with all components of a test.
  •   The assessment and all component scores will appear in the list immediately!
13)   Repeat these steps to enter more test scores. The part in the upper left will "stick" for each subsequent test score entered during that session.
14)   To delete an entire assessment: click "edit" (the pencil icon), and when the window pops up, click "delete" in the bottom row. When you get a dialog box, click "ok".
Be sure to enter all data on all assessments given- including all components of the WISC.

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Appendix H
Printing a GF4 or GF5:

1)   Follow steps 1-4 of Appendix G: Entering Data
2)   Click 'Modules', roll over 'Students' on the drop down, and then roll to the left to click 'Gifted Eligibility'

3)   Click "Add Gifted Eligibility". You will see the Gifted Eligibility window:

Enter the following information:

- <u>School Year</u>: always the 'spring' year of a school year. For example, this school year is **2015**
- <u>Eligibility Status</u>: Choose 'review completed'
- <u>Referred by</u>: Select from the menu
  <u>Is Qualified</u>: Select 'yes' or 'no'
  <u>Qualification Criteria</u>: If a student qualifies under both Option A and Option B, select 'Option B'. If a student qualifies ONLY under Option A, select 'Option A'
- <u>Service Start Date</u>: Select date from calendar for services to begin if the student qualified.

For each assessment that you want reported: (Report all CogAT areas and two highest CAIMI scores)

- <u>Select the</u> assessment: Select the assessment from the drop-down menu. Be sure the boxes to the left are checked.
- <u>Assessment Area</u>: Select the assessment area. (Mental Abilities, Achievement, Creativity, or Motivation)
- Qualified: Select whether the score was or was not qualifying. (You may say 'yes' if the score was a qualifying score, even if the child was not eligible for gifted service. You may say 'no' if the score was NOT a qualifying score, even if the child is eligible for service.)
- Click 'Add'. The assessment will appear in the box above.

Continue adding ALL assessments given this cycle, and any others that were used to qualify the child.

Click 'close'

Click 'print'   The correct form (GF4 or GF5) will appear with the shaded overlay somewhere on it (it may be in different places each time you access this page):

Click here to save an electronic copy. If you save, remember to keep this secure and password protected since it is confidential information.

Click here to print.

Before printing, be sure to look over the form for accuracy and completeness.

Gifted Eligibility Results (GF4)
1. Generate and print this form using CSIS in the academic portal (Appendices G & H).
2. ALP district staff (or designee) reviews the form for accuracy.
3. Print two copies. The gifted lead and two other LEC members review then sign both copies in **BLUE** ink.
4. Send both copies of this form home; one for parents to keep and one to be signed and returned before a student may receive gifted service (elementary resource class or high school gifted electives).
5. Send the original copy with all signatures to the ALP office for scanning (no copies accepted). Once the signed original is scanned, it will be returned to the local school. The signed original shall be placed in the school folder.
6. Give your data entry clerk a copy to place in the permanent record. The clerk also codes the type of referral, eligibility status, and service model in the academic portal. This is essential for state reporting accuracy.

Student Assessment Results (GF5)
1. Generate and print this form using CSIS in the academic portal.
2. ALP district staff (or designee) reviews the form for accuracy.
3. Print two copies. The Gifted Specialist and two other LEC members review then sign both copies in **BLUE** ink.
4. Send one copy home for parents.
5. Send the original copy with all signatures to the ALP office for scanning (no copies accepted). Once the signed original is scanned, it will be returned to the local school.
6. Keep the original signed document on file at the local school.
7. The data entry clerk must be provided with the GF 5's for coding in CSIS. The clerk shall code the type of referral and eligibility status.

Remember: The person who logged into the portal needs to sign the form. His or her name will be printed on the form.