

Data Collections

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Our College Readiness and Talent Development Team

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Gifted in Georgia...

What does it mean?

“ Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.”

Why do we serve gifted identified students in Georgia? Legal Basis

State Law: OCGA 120-2-152

SPECIAL EDUCATION SERVICES

- **TITLE 20.**
- **EDUCATION**
- **CHAPTER**
- **2. ELEMENTARY AND SECONDARY EDUCATION**

- **ARTICLE 6. QUALITY BASIC EDUCATION**
- **PART**
- **3. EDUCATIONAL PROGRAMS**

(a) All children and youth who are eligible for general and career education program under Code Section 20-2-151 and who have special educational needs shall also be eligible for special education services
Special education shall include children who are classified as intellectually gifted

The State Board of Education shall adopt classification criteria for each area of special education to be served on a state-wide basis. The state board shall adopt the criteria used to determine eligibility of students for state funded special education programs

- **(a.1) The criteria adopted by the state board to determine the eligibility of students for state funded special education programs for the intellectually gifted, Category VI pursuant to paragraph (6) of subsection (d) of this Code section, shall authorize local boards of education to use:**

- **(1) The criteria used on July 1, 1993, as amended by state board or state department regulation from time to time; and (2) Multiple eligibility criteria which include:**
- **Evidence of student work product or performance;**
- **Data from teacher, parent, or peer observation; and**
- **Evidence of student performance on nationally normed standardized tests of mental ability, achievement, and creativity.**

Rule 160-4-2-.28 Gifted Education

LEA shall maintain statistical data on the number of students:

- Referred, Eligible and Served

LEA shall evaluate gifted program effectiveness every three years:

- Nomination and Referral, Assessment, Program Design, Curriculum and Instruction, Professional Development and Family Community Involvement

Determination of Eligibility

Option A/Psychometric: After assessing the student in all four areas, the student must meet eligibility requirements in the following areas:

Mental Ability: $\geq 96^{\text{th}}$ percentile (grades 3-12) or 99^{th} percentile (grades K-2) on a standardized test of mental ability - Composite/Total Score only.

Achievement: $\geq 90^{\text{th}}$ percentile on Complete Total (not a CORE Total), total reading, or total math section of a standardized achievement battery .

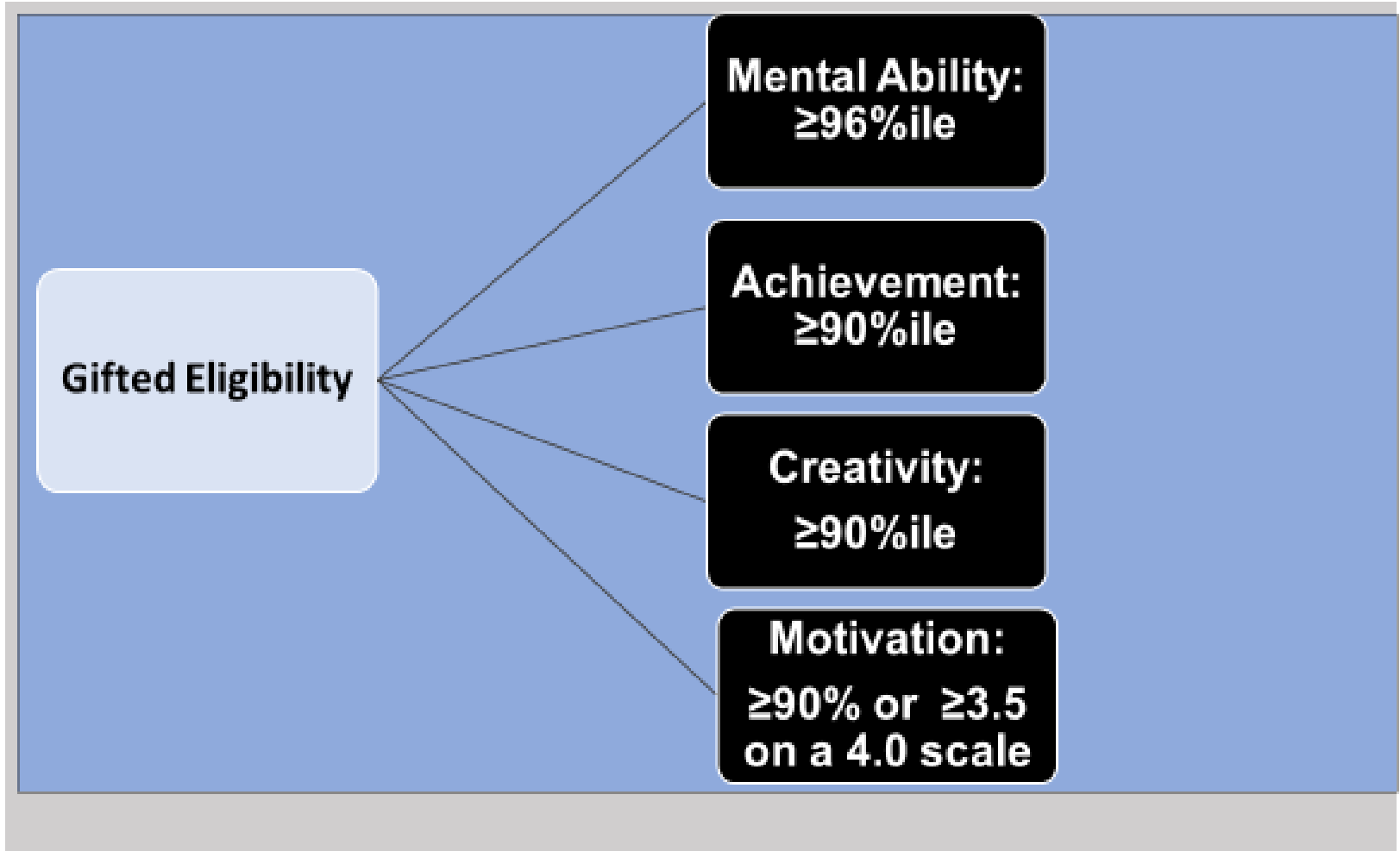
Determination of Eligibility

- **Option B/ Multiple Criteria**: A student must meet eligibility requirements in **three of the four** following areas (one area must be from a nationally normed-reference test):
 - **Mental Ability**: $\geq 96^{\text{th}}$ percentile on a standardized test of mental ability - Component or Composite score
 - **Achievement**: 90^{th} percentile in Complete Total (not a CORE Total), total reading, or total math section of a standardized achievement battery
 - **Creativity**: $\geq 90^{\text{th}}$ percentile / $\geq 90^{\text{th}}$ percent on a creativity assessment
 - **Motivation**: $\geq 90^{\text{th}}$ percentile / $\geq 90^{\text{th}}$ percent on a motivation assessment

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Gifted Eligibility



Continued Participation

- LBOE must have a continuation policy for identified students.
- LBOE must annually review the progress of each gifted student
- LBOE must establish a probationary policy which includes:
 - Defining what is satisfactory performance in gifted classes
 - Length of probationary period – student continues gifted services while on probation
 - Provide for a final review prior to discontinuing services and criteria for resuming gifted services.

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Reciprocity

- A student who meets eligibility in one LEA shall be considered eligible for services in any other LEA in the state
- A student transferring from one LEA to another within the state shall meet the criteria for continuation in the receiving LEA
- There is no mandated reciprocity between states unless students are dependent of military personnel as provided in O.C.G.A. 20-2-2140



FUNDING



FTE

- Gifted Education is one of 19 categories of instruction funded through the state's Full-time Equivalent Funding Formulas (FTE)
- For more resources and information about FTE, go to:
http://app3.doe.k12.ga.us/ows-bin/owa/qbe_reports_public_menu?p_fy=2000



What is a Gifted Segment?

- Segments (1/6 or Instructional Day)
- Grades K-2 = 45 minutes
- Grades 3-12 = 50 minutes (approximate)



2019 – 2020 FTE Amounts

FTE weight for FY 20



Grade(s)	Regular Education	Gifted Education
Kdg.	1.6786	1.6715
Grades 1-3	1.2944	1.6715
Grades 4-5	1.0389	1.6715
Grades 6-8	1.1377	1.6715
Grades 9-12	1.0000	1.6715

Data Collection

LBOE shall collect and maintain statistical data on the number of students referred for evaluation, the number of students determined to be eligible, and the number of students actually served.

Data must be archived and maintained by subgroups (grade level, gender, ethnicity, SWD, ELL)

Full Time Reporting

- **Five key points:**
 - **Class size – Additional students per School Waiver Status or Charter agreement.**
 - **Teacher has Gifted Education Endorsement or a non-renewable certificate issued by GA PSC**
 - **Gifted Education eligible and served student**
 - **Gifted Education course number**
 - **Differentiated curriculum, instruction and/or assessment.**



GIFTED DELIVERY MODEL FTE CODES

- The codes represents the type of gifted services students received. Only one gifted model should be used per teacher and period. Codes include:
- 1 – Resource Model (RM)
- 2 – Advanced Content (AC)
- 3 – Cluster Group (CG) Modification
- 4 – Collaborative Teaching (CT) Modification
- 5 – Internship/Mentorship
- 7 – Approved Innovative Model
- 8 -- Advance Placement (AP) (Grades 9-12)
- 9 - International Baccalaureate (IB) (Grades 11 & 12)

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Gifted Content Area of Curriculum Codes

	Gifted Content Area of Curriculum Codes indicates the subject area of the curriculum delivered for gifted services for a course.
*Content Code	Curriculum Description
01	Resource RM – Interdisciplinary/Enrichment
07	Language Arts
08	Reading
09	Social Studies
10	Science
11	Mathematics
12	Fine Arts
13	World Languages (Foreign Language)
14	Technology
Blank	Not Applicable
	<p>*If the code is ‘1’ Resource Model, the Gifted Content Area of Curriculum can only be ‘01’.</p> <p>If the code is ‘2’, ‘3’, ‘4’, ‘8’ or ‘9’ the Gifted Content Area of Curriculum can only be ‘7’, ‘08’, ‘9’, ‘10’, ‘11’, ‘12’, ‘13’ or ‘14’.</p> <p>If the Delivery Model code is ‘5’ or ‘7’, the Gifted Content Area of Curriculum must be blank.</p>



**12 Gifted Education
FTE's (72
segments)=Teacher
Allotment**

**20 Regular High School
Education FTE's (120
segments)=Teacher
Allotment**

Gifted Delivery Models

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Fast Facts on Delivery Models

At least 5 segments a week

Each system and school needs to decide which model(s) work best for you.

Systems can make changes to the delivery models through the Innovative Model Application process.

Approved Delivery Models

Direct Services

- Resource Class
- Advanced Content Class
- Cluster Grouping

Indirect Services

- Collaborative Teaching
- Mentorship/Internship
- System Created Innovative Model

Number of Segments Per Instructional Model

Resource = no more than 10 per week/Can schedule more with flexibility

Cluster Model = no more than 2 per day/Can schedule more with flexibility

Advanced Content = no limit

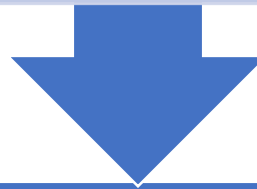
Collaborative Model = 8 segments per class, 3 classes + one gifted teacher/can schedule more with flexibility.

A pullout class focuses on:

**Enrichment &
Acceleration**

**Critical
Thinking**

Creativity



**Classes can be blended with
district flexibility.**

Resource (pull out programs)

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Gifted Education Delivery Models

Advanced Content:


Classes are available for grades K-12. Curriculum, instruction, pacing and assessment are accelerated.

Classes may be a blend of gifted and honors regular education students.

Cluster Grouping

5-8 (recommendation)

gifted students at a grade level
are placed in a regular education
mixed ability classroom



Curriculum, pacing and
assessments are
differentiated so that
instruction is
appropriately accelerated for
the gifted students.

Collaboration:

A gifted program teacher plans differentiated curriculum and instruction with a regular education teacher.

The regular education teachers leads classes of gifted education and regular education students based on the developed plans.

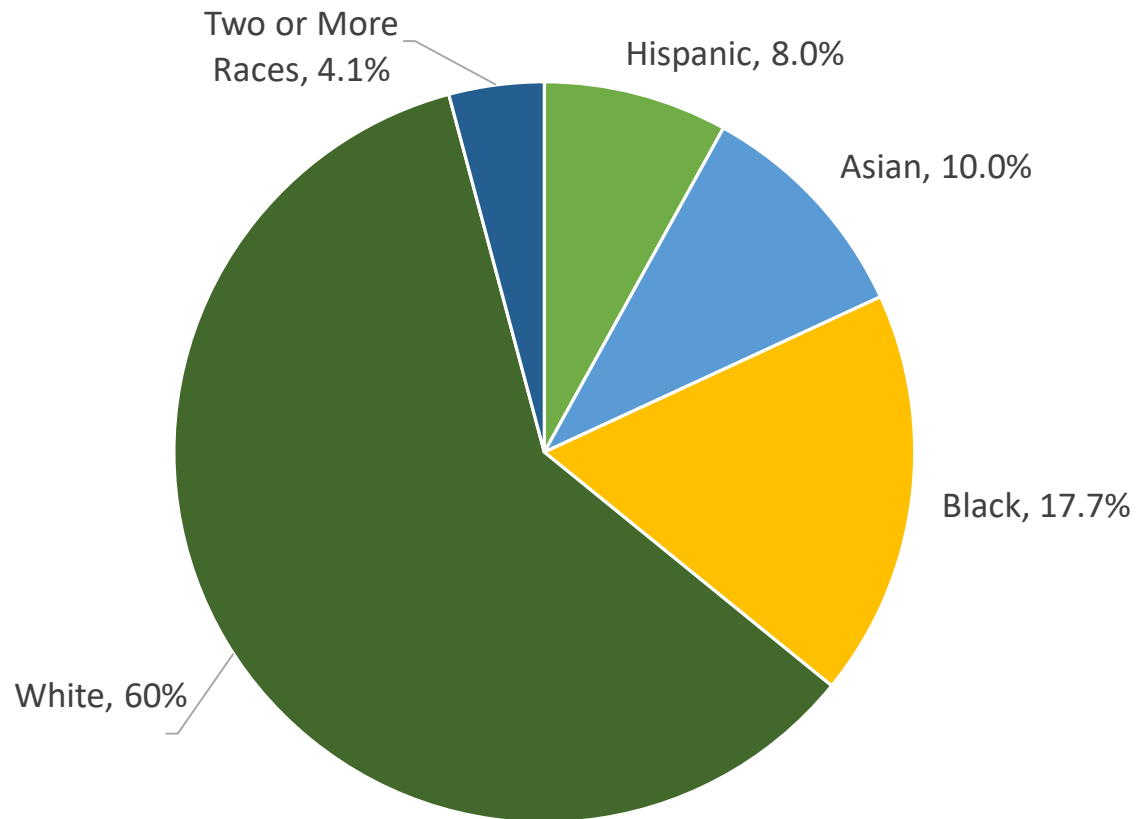
Table 1: Planning Time for Gifted Program Specialist in the Collaborative Teaching Model

Number of classes within which the gifted specialist collaborates	Number of segments counted at the gifted weight	Required collaborative planning time in minutes
1-3	1-24	45-60
4-6	25-48	90-120
7-9	49-72	135-180
10-12	73-96	180-240
13-15	97-120	225-300
16-18	121-144	270-360

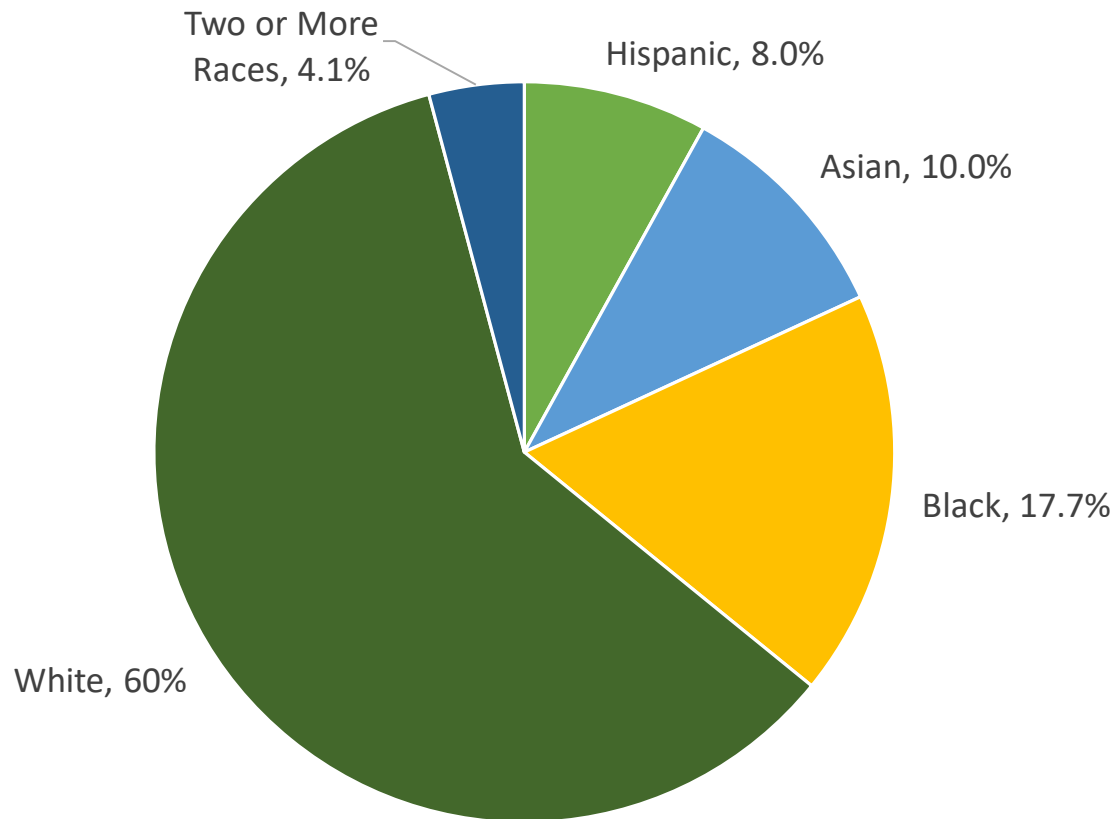
Gifted FTE 2015 – 2019

	2015	2016	2017	2018	2019
Total Gifted Students In Georgia	177,877	179,828	181,899 Total Students 1,764,215	181,053 Total Students 1,768,642	181,842 Total Students 1,767,178
Hispanic	12,223	13,028	13,855	14,511	15,355
Asian	15,481	16,564	17,364	18,191	19,079
Black	31,922	32,395	32,562	32,064	32,720
White	111,411	110,430	110,581	108,317	106,293

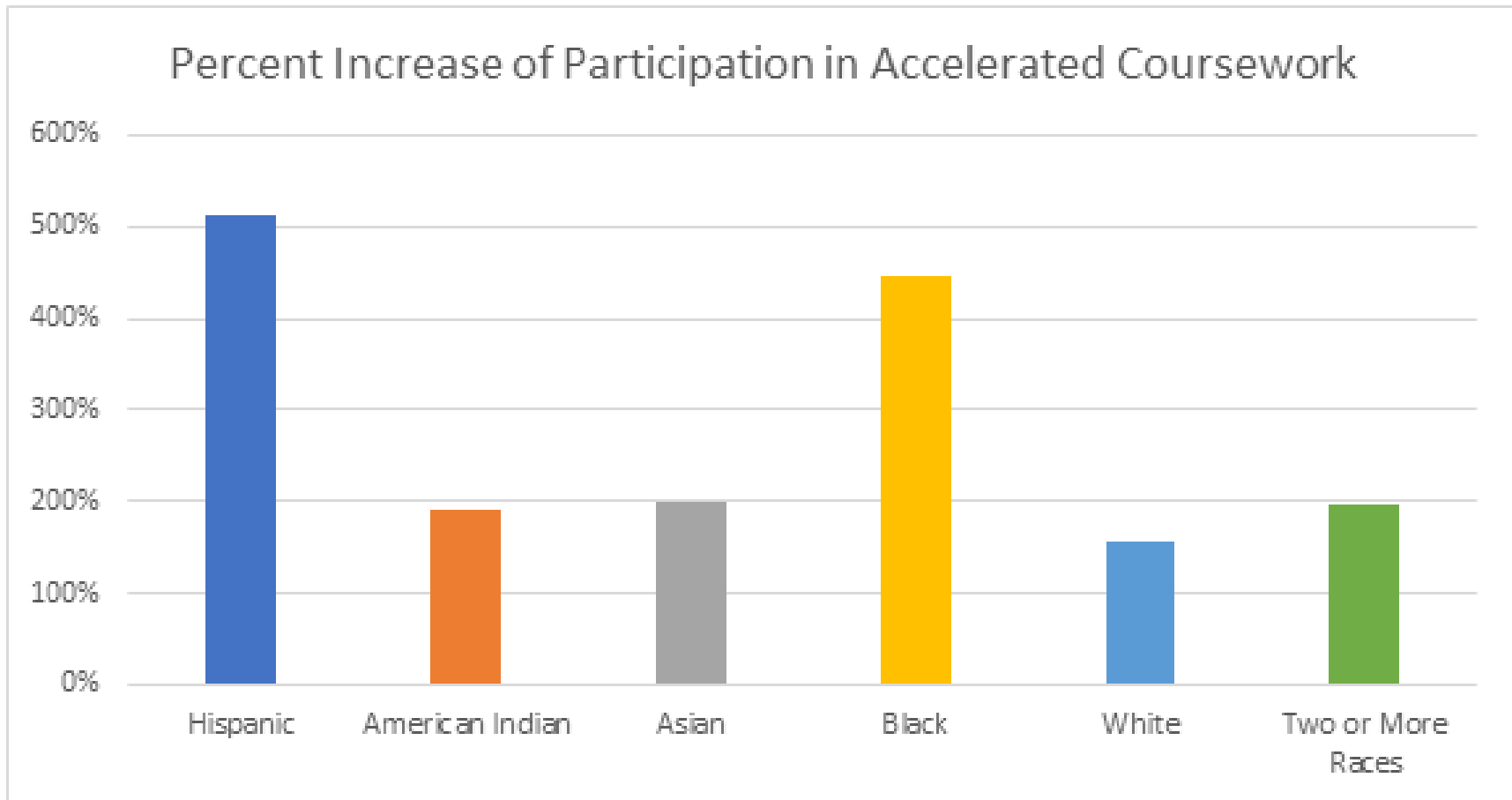
Gifted Demographics



Gifted Demographics



Towards Equity



Educating Accelerated Learners Breaks Down into Three Categories

Identify
Advanced
potential

Provide
appropriate
environment

Produce
advanced
achievement

Identify Advanced Potential

- Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. NAGC Definition

- Know the cognitive and affective characteristics of gifted learners.

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Georgia Department of Education

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