

*Join the Gifted Department in the Division of Student Services for a Gifted Education Information Night on Tuesday, August 20 from 6:00 until 7:30. Learn about the characteristics of giftedness, process for gifted identification, how gifted-identified students are served, and more.*



**DISRUPTING FOR EXCELLENCE**

**NEW LEVELS  
HEIGHTS**

# **Gifted Education Information Night - for Staff and Parents**

**Tuesday, August 20, 2024 6:00 PM – 7:30 PM**





## DCSD **MIRACLES** Framework

Motion Towards Equity  
Improved Instructional Core  
Relevant and Rigorous Course of Study  
Attract and Retain High Quality Staff  
Commitment to Accountability  
Learning Environments that Support Student Success  
Establish Expected Targets Driven by Results  
Sound Fiscal Stewardship



## DCSD **Goal Areas**

1. Student Academic Success with Equity and Access
2. School, Family, and Community Engagement
3. Recruit, Develop, and Retain Talent
4. Culture and Climate
5. Mental Health and Wellness
6. Organizational Excellence

## DCSD's **Six Systems**

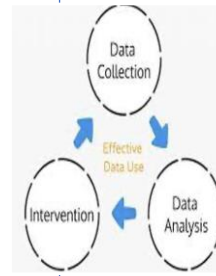
- System 1:** Standards Deconstruction and Curriculum Implementation  
**System 2:** Effective Use of Data  
**System 3:** Collaborative Planning and Instructional Practices for Deeper Learning  
**System 4:** Progress Monitoring and Analysis of Student Work  
**System 5:** Academic and Behavioral Support  
**System 6:** Instructional Feedback and Professional Learning

*To ensure student success,  
leading to higher education, work,  
and life-long learning*





**SYSTEM 1**  
Standards and Curriculum



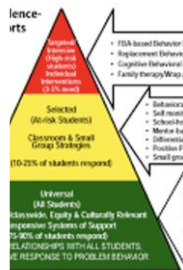
**SYSTEM 2**  
Effective Use of Data



**SYSTEM 3**  
Collaborative Planning  
and Instructional Practices for  
Deeper Learning



**SYSTEM 4**  
Progress Monitoring and  
Analysis of Student Work



**SYSTEM 5**  
Academic and Behavioral  
Support



**SYSTEM 6**  
Instructional Feedback  
and Professional Learning

# What is Giftedness?

Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.

Student with gifts and talents:

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Require sufficient access to appropriate learning opportunities to realize their potential.
- Can have learning and processing disorders that require specialized intervention and accommodation.
- Need support and guidance to develop socially and emotionally as well as in their areas of talent.

According to National Association for Gifted Children <https://nagc.org/page/what-is-giftedness>

In Georgia, a gifted education student is defined as one who demonstrates a **high degree of intellectual and/or creative ability(ies)**, exhibits an **exceptionally high degree of motivation**, and/or **excels in specific academic fields**, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her ability(ies).

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>

## Common Characteristics of Gifted Children:

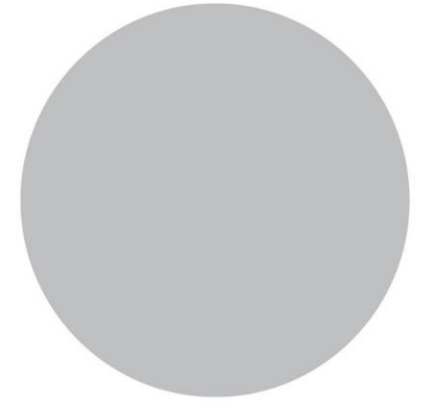
- Ability to comprehend material several grade levels above their age peers
- Surprising emotional depth and sensitivity at a young age
- Strong sense of curiosity
- Enthusiastic about unique interests and topics
- Quirky or mature sense of humor
- Creative problem solving and imaginative expression
- Absorbs information quickly with few repetitions needed
- Self-aware, socially aware, and aware of global issues

According to the Davidson Institute <https://www.davidsongifted.org/prospective-families/gifted-traits-and-characteristics/>



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# Identification



Category	Option A	Option B
	<p>Student must have a qualifying score in the mental ability <u>AND</u> achievement categories.</p> <p><a href="#">GADOE Gifted Resource Manual</a></p>	<p>Student must qualify in <u>three of the four</u> categories</p> <p>(Georgia Department of Education SBOE Rule 160-4-2-.38: Education Programs for Gifted Students)</p>
<b>Mental Ability</b>	<ul style="list-style-type: none"> <li>Grades K-2: 99th percentile composite score on a nationally age normed mental ability test</li> <li>Grades 3-12: ≥96th percentile composite score on a nationally age normed mental ability test</li> </ul>	<ul style="list-style-type: none"> <li>Grades K- 12: ≥96th percentile composite on a nationally normed mental ability tests OR 96th percentile on a component score on a nationally age normed mental ability tests</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> </ul>	<ul style="list-style-type: none"> <li>Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> <li>Grades K-12: Superior product/performance with a score ≥90th percentile on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>Grades K-12: ≥90th percentile on composite score on a nationally normed creativity test</li> <li>Grades K-12: Rating scales used to qualify student creativity must equate to the 90th percentile</li> <li>Grades K-12: Superior product/performance with a score ≥90th percentile on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>Grades 6-12: Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year of world languages</li> <li>Grades K-12: Rating scales used to qualify student motivation must equate to the 90th percentile</li> <li>Grades K-12: Superior product/performance with a score ≥90th percentile on a scale of 1-100, as evaluated by a panel of three or more qualified</li> </ul>



# Georgia Department of Education SBOE Rule 160-4-2-.38 Education Programs for Gifted Students: Evaluation and Eligibility Chart

## [GADOE Gifted Resource Manual](#)

- In option A and B, information shall be gathered in each of the four categories.
- At least one of the criteria must be met by a score on a GADOE approved nationally normed reference test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.
- If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
- Any piece of information used to establish eligibility shall be current within two years.
- Local school systems must establish policies in regards to the use of data gathered and analyzed by private entities.

## Gifted Referral - Annual Process

Uniformly consider fall, winter, and spring MAP data collection. If initial criteria is met, further evaluation may proceed.

Students that score at the 75<sup>th</sup> to the 89<sup>th</sup> percentile in reading or mathematics from MAP may be additionally screened in achievement domain with the Iowa Test of Basic Skills (ITBS) in September and February.

Students that scored in the 90<sup>th</sup> percentile or higher in both creativity and motivation domains from the Renzulli administration will be screened for mental ability using the Cognitive Abilities Test (CogAT) in February.

### Fall Administration: NWEA MAP

Students in grades K-10 who score  $\geq 90^{\text{th}}$  percentile Reading Total (RT) or  $\geq 90^{\text{th}}$  percentile Math Total (MT) on the assessment.

### Winter Administration: NWEA MAP

Students in grades K-10 who score  $\geq 90^{\text{th}}$  percentile Reading Total (RT) or  $\geq 90^{\text{th}}$  percentile Math Total (MT) on the assessment.

### Spring Administration: NWEA MAP

Students in grades K-10 who score  $\geq 90^{\text{th}}$  percentile Reading Total (RT) or  $\geq 90^{\text{th}}$  percentile Math Total (MT) on the assessment.

#### Student is referred for further evaluation for:

- Mental Ability-Cognitive Abilities Test (CogAT)
- Creativity and Motivation - Renzulli

#### Student is referred for evaluation for:

- Mental Ability-Cognitive Abilities Test (CogAT)

### Gifted Referral - Automated

Uniformly consider information collected from MAP, ITBS, CogAT, and Renzulli for **Step II** evaluation. Step II evaluation is the administration of additional assessments conducted during September and February for:

- Torrance Test for Creative Thinking (TTCT) – Creativity
- Gifted Evaluation Scale (GES)/ Grade Point Average (GPA) – Motivation
- Naglieri Nonverbal Ability Test (NNAT) – Mental Ability

### Eligible

Student qualifies under either Option A or Option B (GADOE). Student is now eligible for gifted services

### Pending Eligibility

Additional alternative assessments are needed in the area(s) of: Creativity, Motivation, Mental Ability

### Not Eligible

No further evaluation is needed. Student continues in regular education programs

Assessment Type	Category	DCSD Implementation
Northwest Measure of Academic Progress (MAP)	Achievement	<ul style="list-style-type: none"> <li>Usage of MAP results from Fall, Winter, and Spring for consideration for all students in grades K-11</li> </ul>
Iowa Test of Basic Skills (ITBS)	Achievement	<ul style="list-style-type: none"> <li>Students who scored at least 75<sup>th</sup> – 89<sup>th</sup> percentile in Reading or Math from Fall or Winter MAP results</li> </ul>
Cognitive Abilities Test (CogAT)	Mental Ability	<ul style="list-style-type: none"> <li>Students who scored at least in 90<sup>th</sup> percentile in both Creativity and Motivation from the Renzulli administration – also offered in 6 other languages including Spanish</li> </ul>
Renzulli for Creativity and Motivation	Creativity and Motivation	<ul style="list-style-type: none"> <li>Teacher observation instrument to assess how often gifted traits and/or behaviors are displayed by students in grades K-11 that have not been gifted identified</li> </ul>
Naglieri Nonverbal Abilities Test (NNAT) Torrance Test for Creative Thinking (TTCT) Gifted Evaluation Scale (GES) Grade Point Average (GPA)	Mental Ability Creativity Motivation Motivation	<ul style="list-style-type: none"> <li>Additional assessment offerings to obtain a third measure in meeting the state's three out of the four domains for gifted identification</li> </ul>

## Benefits of Gifted Education

- Increased opportunities for students to be with like-minded peers
- Instruction at a faster pace to best meet their instructional needs
- Instruction based on students' strengths and/or interest
- Receives instruction from a gifted certified/endorsed teacher that is trained in recognizing the unique needs of gifted students by providing open-ended assignments that encourage critical thinking, creativity, and problem-solving

# **Delivery Models in DCSD:** GADOE approves delivery models for services for gifted-identified students- which require a gifted-endorsed teacher.

[GADOE Gifted Resource Manual](#)

## **Resource Class**

*Only gifted-identified students are served. Content and pacing are differentiated such that the learning activities are clearly not appropriate for typical students at that grade level.*

(i.e. Pull-out class)

## **Advanced Content**

*Students are homogeneously grouped based on achievement and interests. May include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. (i.e. AP or IB class)*

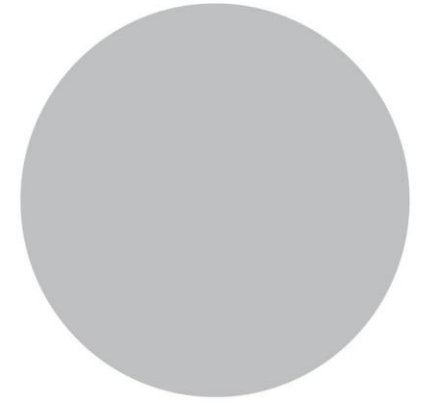
## **Cluster Grouping**

*Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, amongst other students not identified as gifted (i.e. Mixed-ability class)*



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# Supporting Your Child



## Parental Support

- Feed your child's love for knowledge by exploring other resources
- Encourage goal setting
- Conduct regular teacher conferences to discuss your child's academic progress
- Participate in weekend or summer programs
- Connect with other like-minded children



DeKalb  
County  
School District

## GALILEO

GALILEO is the state's virtual gateway to credible, authoritative library resources. Here is a sampling of what's available: Digital Library of Georgia, eBooks on EBSCOhost, and Encyclopædia Britannica.



## GALE

Gale in Context provides students with curriculum-aligned materials that span core subjects. Also included is Gale Presents: Peterson's Test/Career Suite for High School use only.



## MACKINVIA

An online platform providing easy access to eBooks, read-alongs, audiobooks, databases, and videos.



## PEBBLEGO

(K-2nd)  
Animals  
Biographies  
Science  
Social Studies

## PEBBLEGONEXT

3rd-5th)  
American Indian  
History  
Biographies  
Science  
Social Studies  
States



## SORA

A one-tap access to eBooks, audiobooks, Read-Alongs, magazines and more on any device, at any time. Go to Sora in Clever or download the free Sora app.



## WORLD BOOK

A collection of resources designed for all ages and abilities with articles, videos, educator tools, eBooks, research guides and more.







## Georgia Department of Education

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>



## National Association for Gifted Children (NAGC)

<https://nagc.org/>



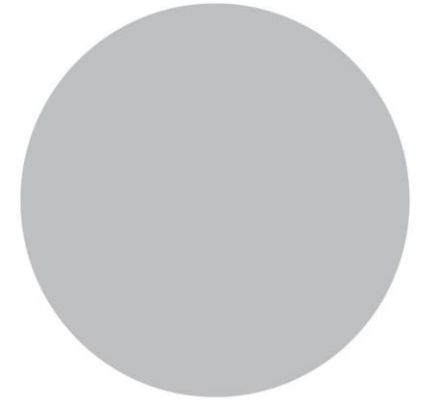
## DeKalb County School District

<https://www.dekalbschoolsga.org/gifted/>



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# Questions and Answers



# Contact Information

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### Identification

- Assessments
- Program Services

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### Instruction

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