

# Griffin-Spalding County School System

Gifted Education Services  
Summary and Overview  
November 2020

[www.TinyURL.com/GSCSGifted](http://www.TinyURL.com/GSCSGifted)





## "I Am Gifted" Musical Montage



# MYTHS ABOUT GIFTED STUDENTS

## **MYTH: GIFTED STUDENTS WILL ACHIEVE WITHOUT GUIDANCE.**

**FACT:** Without guidance and support, gifted students may lose motivation or underachieve.

## **MYTH: GIFTED STUDENTS WILL MAKE STRAIGHT A'S.**

**FACT:** Gifted students will not always achieve, especially if unmotivated.

## **MYTH: GIFTED STUDENTS LEARN BEST ON THEIR OWN.**

**FACT:** Gifted students benefit from being grouped with their intellectual peers for a significant part of their instructional day.

## **MYTH: GIFTED STUDENTS SHOULD BE GIVEN A LARGE QUANTITY OF WORK AT AVERAGE GRADE LEVEL.**

**FACT:** Gifted students need a high degree of educational challenge, not more work at an average or repetitious level.

## **MYTH: GIFTED STUDENTS ARE OFTEN SOCIALLY POPULAR WITH PEERS.**

**FACT:** Gifted students are often ostracized socially, especially at the secondary level.

## **MYTH: EXTRA HELP FOR GIFTED STUDENTS FOSTERS SNOBBERY AND IS LIKELY TO LEAD TO AN ELITIST CLASS.**

**FACT:** Giftedness is fragile. Every child deserves an education that is appropriate to individual needs. Children at both extremes of the ability spectrum need special education.

## **MYTH: GIFTED STUDENTS ARE "TEACHER PLEASERS" AND EASY TO TEACH.**

**FACT:** In order for gifted students to maintain high levels of achievement, teachers must make curricular adjustments.

Without appropriate modifications, gifted students may develop behavior problems.

## **MYTH: GIFTED STUDENTS ARE NEARLY ALWAYS FROM UPPER MIDDLE CLASS PROFESSIONAL FAMILIES.**

**FACT:** Gifted students are from diverse racial, ethnic, and socio-economic backgrounds.

## **MYTH: GIFTED STUDENTS ARE BEST SERVED WHEN TUTORING.**

**FACT:** When gifted students consistently tutor others, often they are not learning anything new. This can create unhealthy self-esteem issues for both the tutored and the gifted student.

## Myths About Gifted Students





# Characteristics of Gifted Children



Characteristic	Positive Behavior	Negative Behavior
Learns rapidly/easily	Memorizes and masters basic facts quickly	Gets bored easily, resists drill, disturbs others, underachieves
Reads intensively	Reads, uses library on own	Neglects other responsibilities
Perfectionist	Exceptional accomplishments	Intolerant of mistakes
Retains quantity of information	Ready recall and responses	Resists repetitions, "know it all"
Long attention span	Sticks with task of personal interest	Resists class routine, dislikes interruptions
Imaginative, curious, many interests	Asks questions, gets excited about ideas, takes risks	Goes on tangents, no follow-through, disorganized
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others
Alert, observant	Recognizes problems	Impolitely corrects adults
Good sense of humor	Able to enjoy subtleties of thought	Plays cruel jokes or tricks on others
Comprehends, recognizes relationships	Able to solve problems alone	Interferes in the affairs of others, can be bossy
Aesthetic insight, awareness	Appreciation of the arts	Poses personal values/judgements on others
Highly verbal, extensive vocabulary	Fluent with words, numbers, leads peers in positive ways	Leads others into negative behaviors, monopolizes discussion
Individualistic, strong-willed	Asserts self and ideas, has small circle of friends; sense of own uniqueness	Stubborn in beliefs
Self-motivated, self-sufficient	Requires minimum teacher direction or help	Aggressive, challenges authority
Prefers older adults	Wise beyond years	Isolated or misunderstood
Highly sensitive, passionate	Emphasizes fairness and morality, compassionate	Over-reacts to situations
Views with a different perspective	Observes across boundaries, makes connections	Resists limitations and narrowly focused content

## Characteristics of Gifted Children



# Gifted Program Eligibility Criteria

(See GA SBOE Rule 160-4-2-.38; GA Dept. of Ed. Georgia Resource Manual for Gifted Education Services 2019-2020, pages 7-8):

Students in the Griffin-Spalding County School System become eligible for gifted education services based upon the criteria provided in the State Board of Education. A multiple criteria assessment process is used to evaluate student eligibility for gifted services. The evaluation of students for the gifted program requires collecting data in the areas of:

- Mental Abilities – Measures of cognitive ability: how a student processes information, solves problems, reasons, conceptualizes
- Achievement – Measures of academic performance
- Motivation – Measures of goal directed behaviors
- Creativity – Measures of creative thinking including fluency, innovation, uniqueness, etc.

## **Gifted Education Curriculum: GA Dept. of Ed. Georgia Resource Manual for Gifted Education Services 2019-2020, page 18):**

**Curricula for gifted education learners must incorporate the SBOE approved curriculum...Curricula for gifted students shall focus on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation:**

A differentiated curriculum for gifted learners includes the following expectations:

**Content:** Complex and challenging subject matter that:

- Requires intellectual struggle
- Utilizes primary documents
- Integrates research skills and methods
- Incorporates relevant and real-life experiences
- Integrates interdisciplinary connections

**Process:** Instructional strategies are designed to:

- Emphasize higher-order thinking, problem-solving and communications skills
- Foster self-initiated and self-directed learning
- Promote creative application of ideas
- Model and encourage academic discussion

**Product:** Gifted student products should demonstrate a developmentally appropriate capacity for:

- Self-directed learning
- Meaningful collaboration
- Effective problem solving of challenging and complex issues
- Effective communication
- Social and emotional understanding of self relative to community, culture, and physical environment



## **Gifted Education Curriculum: GA Dept. of Ed. Georgia Resource Manual for Gifted Education Services 2019-2020, page 18):**

Curricula for gifted education learners must incorporate the SBOE approved curriculum. Curricula for gifted students shall focus on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation:

A differentiated curriculum for gifted learners includes the following expectations:

Environmental: Physical setting and work conditions to:

- Change the actual place where students work
- Allow flexible time
- Provide opportunities for independent study and in-depth research
- Provide opportunities for mentorship

Assessment: Gifted learners need various methods and opportunities to document mastery of curriculum such as:

- Pre/post tests
- Self assessment through rubrics
- Creation of goal-based checklists
- Conferencing, commentary, and qualitative feedback (Cobb, 2012)

Georgia Department of Education

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# **Gifted Program Delivery Models Utilized within Griffin-Spalding County School System**

(See GA SBOE Rule 160-4-2-.38; GA Dept. of Ed. Georgia Resource Manual for Gifted Education Services 2019-2020, pages 13-17):

## **Elementary Grades – Program Challenge (Resource Model)**

### **Direct Services**

#### **Resource Class (K-12)**

1. All students must have been identified as gifted by SBOE criteria.
2. The curriculum must have an academic content foundation based on the Georgia curriculum standards, but it should focus on interdisciplinary enrichment activities and not any one content area.
3. 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.
4. 71.2 course numbers should be used for scheduling.
- 4. Gifted students may receive no more than 10 gifted FTE segments per week of resource class service.**



# PROGRAM CHALLENGE

## MISSION

Our mission is to empower, enrich, motivate, and inspire students to expand their creativity, critical thinking and problem solving skills to reach their highest potential.

## VISION

Our vision is to enable students to be supportive of others, empowered to learn and step out of their comfort zones to persevere through the real world.

Created by: PC students,  
parents and staff

Designed by Jhaycee Barnes, PC  
alumna



## Mission & Vision



# **Griffin-Spalding County School System**

## **Middle School Gifted Service Model**

### **(Advanced Content)**

- Automatic placement in Honors content area courses in Language Arts, Science, and Social Studies
- Content based on state and system performance standards
- Course content, pacing, and process skill emphasis along with expected student outcomes differ from the regular education classes
- Regular education students must qualify for honors classes with a rubric score based on Georgia Milestones Assessments, Measures of Academic Progress assessments (MAP), Lexile levels, and classroom achievement levels.





# Middle School Gifted Courses

## Grades 6 - 8



### English Language Arts

Language Arts/Gr 6 Honors G

Language Arts/Gr 7 Honors G

Language Arts/Gr 8 Honors G

### Mathematics

Mathematics/Grade 6 Honors G

Mathematics/Grade 7 Honors G

Mathematics/Grade 8 Honors G

GSE Algebra I Honors G(MS)

### Science

Science (Grade 6) Honors G

Science(Grade 7) Honors G

Science (Grade 8) Honors G

Honors Physical Sci G (MS)

### Social Studies

Social Studies/Gr 6 Honors G

Social Studies/Gr 7 Honors G

Social Studies/Gr 8 Honors G



# **Griffin-Spalding County School System**

## **High School Gifted Service Model**

### **(Advanced Content)**


- Students identified as gifted may be placed in Honors level classes.
- Examples of Advanced Placement (AP) courses include:
  - English Literature and Composition
  - American Literature
  - Calculus
  - Statistics
  - Chemistry
  - Biology
  - Environmental Science
  - Physics 1 & 2
  - World History
- Honors/AP classes cover topics in greater depth than other courses and require more critical reading and analytical writing.





# High School Gifted Courses

Grades 9 - 12

Mathematics	Social Studies	Science	English Language Arts
AP Calculus AB G	Comparative Religions Hon G	Biology I (Grades 9-12) Hon G	Amer. Lit/Comp Honors G
AP Calculus AB Hon. G	AP Psychology G	Biology II (Grades 9-12) Hon G	
AP Calculus BC G	AP Government/Politics US G	AP Biology G (Grades 9-12)	British Lit./Comp Honors G
AP Calculus BC Hon. G	AP Comparative Government G	AP Environmental Science G	
AP Statistics G	Am. Government/Civics Honor G	Human Anat./Physiology Hon G	AP Eng. Lang/ Comp/Am. Lit G
Calculus Honors G	Economics/Business/Free Hon G	Physical Science Honors G	Ninth Grade Lit./Comp Hon G
GSE Pre-Calculus Hon. G	AP Macroeconomics G	Chemistry Honors G	
GSE Algebra I Hon. G	AP Microeconomics G	Chemistry II Honors G	Tenth Grade Lit./Comp Hon G
GSE Geometry Honors G	Comparative Political/Eco Hon G	AP Chemistry G	
Honors Algebra II G	AP Human Geography G	Physics Honors G	AP English Lit./ Compo G
	United States History Honor G	AP Physics I G	
	AP World History G		
	AP United States History G		
	World History Honors G		
AP European History G			
<i>The mission of the Griffin</i>		13 <i>empower students to graduate college and career ready.</i>	

## Griffin-Spalding County School System High School Gifted Service Model (Advanced Content)

- Students will receive an additional 10 whole points on their final grade average for Advanced Placement and/or Dual Enrollment courses\*
- Students will receive an additional 5 whole points on their final grade average for Honors courses.\*

\*These points are NOT used in the calculation of the HOPE scholarship and may not be used by colleges.





# Griffin-Spalding County School System

## Dual Enrollment

- Griffin Region College and Career Academy
  - Southern Crescent Technical College
  - Gordon State
- Dual Enrollment funding
  - Tuition and textbooks
  - Transportation



# GSCS Gifted Characteristics and Referral Process Video



## Related Links:

- [GSCS 2020-2021 Gifted Testing Dates](#)
- [GSCS CISS Gifted Checklist](#)
- [Elementary Request for Consideration of Gifted Services](#)
- [Secondary Request for Consideration of Gifted Services](#)



# Norm-referenced Assessments used by the Griffin-Spalding County School System for Gifted Eligibility

Students in the Griffin-Spalding County School System become eligible for gifted education services based upon the criteria provided in the State Board of Education Rule 160-4-2-.38. A multiple criteria assessment process is used to evaluate student eligibility for gifted services.

<u>Achievement</u>	<u>Mental Abilities</u>
<ul style="list-style-type: none"><li>• Measures of Academic Progress (MAP)</li><li>• Iowa Assessment</li><li>• Kaufman Test of Educational Achievement (KTEA)</li></ul>	<ul style="list-style-type: none"><li>• Naglieri Nonverbal Ability Test (NNAT)</li><li>• Cognitive Abilities Test (CoGat)</li><li>• Kaufman Brief Intelligence Test (KBIT)</li></ul>
<u>Creativity</u>	<u>Motivation</u>
<ul style="list-style-type: none"><li>• Gifted Rating Scale (GRS)</li><li>• Torrance Test of Creative Thinking (TTCT)</li><li>• Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)</li></ul>	<ul style="list-style-type: none"><li>• Gifted Rating Scale (GRS)</li><li>• Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)</li><li>• Grade Point Average (Grades 8-12): Two-year average on 4.0 scale in core subjects</li></ul>

## Griffin-Spalding County School System Gifted Eligibility Criteria (June 2017)

A student can qualify with one of the two following sets of criteria:



Mental Ability	Achievement
Grades K-2: 99 <sup>th</sup> percentile Grades 3-12: 96 <sup>th</sup> percentile or higher on a composite of a standardized mental ability test	90 <sup>th</sup> percentile or higher on Total Battery (Composite) OR Total Reading OR Total Mathematics on a standardized achievement test

A student must meet both of the areas above. . . OR

Mental Ability	Achievement	Creativity	Motivation
Grades K-12: 96 <sup>th</sup> percentile or higher on a composite or qualifying allowable component of a standardized mental ability test	90 <sup>th</sup> percentile or higher on Total Battery OR Total Reading OR Total Mathematics of a standardized achievement test	90 <sup>th</sup> percentile or higher on a standardized creativity test OR 90 <sup>th</sup> percentile or higher on a standardized creativity rating scale	A two-year average of a 3.5 GPA on a 4.0 scale in regular core subjects of math, English/Language Arts, Social Studies, Science in grades 3-12 OR 90 <sup>th</sup> percentile or higher on a standardized motivational characteristics rating scale
Naglieri Nonverbal Ability Test (NNAT) Cognitive Abilities Test (CoGAT) Kaufman Brief Intelligence Test (KBIT)	Measures of Academic Progress (MAP) Iowa Assessment Kaufman Test of Educational Achievement (KTEA)	Gifted Rating Scale (GRS) Torrance Test of Creative Thinking (TTCT) Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)	Gifted Rating Scale (GRS) Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)

A student **must meet three** of the four areas listed above. The rating scale may be used for either creativity or motivation, but not for both.

A student must meet the eligibility criteria in order to receive gifted services.

**If a student does not meet qualifications, they may be tested again only after 2 years.**

# Griffin-Spalding County Schools Gifted Identification Procedures



## Phase One:

### Talent Identification

**Automatic Referrals:** Review of available Measures of Academic Progress (MAP) results data

**Structured Observations:** Characteristics Instruments for Screening Students K-5;

**Referrals by Individuals:** Anyone with knowledge of students' abilities.



## Phase Two: School Level Screening

In-School Review teams meet to consider available data on all names submitted for consideration to determine those students in need of instructional modifications, further evaluation, and/or additional services.



### No Additional Services Needed

Instructional modifications suggested if indicated

#### Referral Process Ends

If parent referral – parent is notified



## Phase Three: Evaluation for Services

Referral process continues. Gifted evaluation teams notify parents, obtain consent to evaluate, collect and record data.



## Phase Four: Eligibility Determination

Gifted Eligibility Team meets to review data and determine eligibility for services and document status.

### Non Eligible

Parents notified and, if needed, instructional modifications suggested to classroom teacher

### Eligible

Parent notified

### Referred for Special Case Review.

Special circumstances, etc.

## Phase Five: Service Delivery Determination

Parent consent for participation in gifted services received. Services scheduled.





# Steps for Gifted Eligibility

**Screening:** CISS (Panning for Gold) process – All K-5 teachers observe students over a period of time identifying characteristics. (Elementary Only)

**Referral:** Students may be referred in two ways:

- Students are identified with high assessment scores, and other supporting data
- Parents, school staff, and students can submit referrals, with supporting data
  - Students names are submitted to the school level review team.
  - Review team makes final determinations on students referred for testing.

**Testing:** Students are tested in each of the following areas: mental abilities, achievement, creativity, and motivation.

**Eligibility:** Students who have met 3 of the 4 qualifications in the testing areas.

# Request for Consideration of Gifted Services



216 South Sixth Street • P.O. Drawer N • Griffin, GA 30224  
Phone: (770) 229-3700 • www.spalding.k12.ga.us

## ELEMENTARY

205 Spalding Drive  
Griffin, Georgia 30223  
Phone 770-229-3733 Fax 770-467-4635

### Request for Consideration of Gifted Services

Student Name: _____	Date of Birth _____
Ethnicity: _____	Grade _____
Teacher: _____	School _____
Gifted Endorsed? <input type="checkbox"/> Y <input type="checkbox"/> N	
Please explain any modifications concerning this student: (Vision, hearing, special needs, I.E.P., 504 Plan, etc.) If none, please write N/A.	

#### Things to Look For:

Achievement	Mental Ability	Motivation	Creativity
Look For: MAP: Reading and Math Classroom assessments	Look For: -ability to think critically, reason logically	Look For: -unusually persistent -independent -bored with common tasks	Look For: -risk taker -includes details in work -original ideas
Reasons why you are referring this student for gifted services (required):			

#### For Review Team Members only:

Date of meeting: _____
Signatures: _____
Referral Type
<input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Other
Review Team Decision
<input type="checkbox"/> Refer for possible screening <input type="checkbox"/> Wait <input type="checkbox"/> No further screening required at this time

### Elementary Request for Consideration of Gifted Services



216 South Sixth Street • P.O. Drawer N • Griffin, GA 30224  
Phone: (770) 229-3700 • www.spalding.k12.ga.us

## SECONDARY

205 Spalding Drive  
Griffin, Georgia 30223  
Phone 770-229-3733 Fax 770-467-4635

### Request for Consideration of Gifted Services

Student Name: _____	Date of Birth _____
Ethnicity: _____	Grade _____
Teacher: _____	School _____
Gifted Endorsed? <input type="checkbox"/> Y <input type="checkbox"/> N	
Please explain any modifications concerning this student: (Vision, hearing, special needs, I.E.P., 504 Plan, etc.) If none, please write N/A.	

#### Things to Look For:

Achievement	Mental Ability	Motivation	Creativity
Look For: MAP: Reading and Math Classroom assessments	Look For: -ability to think critically, reason logically	Look For: -unusually persistent -independent -bored with common tasks	Look For: -risk taker -includes details in work -original ideas
Reasons why you are referring this student for gifted services (required):			

#### For Review Team Members only:

Date of meeting: _____
Signatures: _____
Referral Type
<input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Other
Review Team Decision
<input type="checkbox"/> Refer for possible screening <input type="checkbox"/> Wait <input type="checkbox"/> No further screening required at this time

### Secondary Request for Consideration of Gifted Services

# CISS: What is it?

## CISS stands for Characteristics Instrument for Screening Students

Griffin-Spalding County Schools  
Program Challenge

### CISS Checklist

#### Panning for Gold TABs Descriptors

The following definitions and descriptions of traits, aptitudes and behaviors associated with the giftedness construct may be used to observe the performance of children in your classroom.

<b>Motivation</b> Evidence of desire to learn <u>Description:</u> Forces that initiate, direct and sustain individual or group behavior in order to satisfy a need for attain a goal <u>How it may look:</u> <ul style="list-style-type: none"> <li>Aspires to be somebody, to do something</li> <li>Is an enthusiastic learner</li> <li>Demonstrates persistence in pursuing or completing self-selected tasks (may be culturally influenced evident in school or non-school activities)</li> </ul>	<b>Interests</b> Intense (perhaps unusual) interest <u>Description:</u> Activities, avocations, objects, etc., which have special worth or significance and are given special attention <u>How it may look:</u> <ul style="list-style-type: none"> <li>Demonstrates unusual or advanced interests in a topic or activity</li> <li>Is a self-starter</li> <li>Is beyond age-group</li> <li>Pursues activity unceasingly</li> </ul>	<b>Communication Skills</b> Highly expressive; effective use of words, numbers, symbols <u>Description:</u> Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers) <u>How it may look:</u> <ul style="list-style-type: none"> <li>Demonstrates unusual ability to communicate (verbally, physically, artistically, or symbolically)</li> <li>Uses particularly apt examples, illustrations or elaboration</li> </ul>	<b>Problem-Solving Ability</b> Effective, often inventive, strategies for recognizing and solving problems <u>Description:</u> Process of determining a correct sequence of alternatives leading to a desired goal or successful task completion <u>How it may look:</u> <ul style="list-style-type: none"> <li>Demonstrates unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working</li> <li>Creates new designs, invents</li> </ul>	<b>Memory</b> Large storehouse of information on school or non-school topics <u>Description:</u> Exceptional ability to retain and retrieve information <u>How it may look:</u> <ul style="list-style-type: none"> <li>Already knows information</li> <li>Needs only 1-2 repetitions for mastery</li> <li>Has a wealth of information about school or non-school topics</li> <li>Pays attention to details</li> <li>Manipulates information</li> <li>Is highly curious</li> </ul>
<b>Inquiry</b> Questions, experiments, explores <u>Description:</u> Method of process of seeking knowledge, understanding or information <u>How it may look:</u> <ul style="list-style-type: none"> <li>Asks unusual questions for age</li> <li>Plays around with ideas</li> <li>Demonstrates extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations</li> </ul>	<b>Insights</b> Quickly grasps new concepts and makes connections, senses deeper meanings <u>Description:</u> Sudden discover of the correct solution following incorrect attempts based primarily on trial and error. <u>How it may look:</u> <ul style="list-style-type: none"> <li>Demonstrates exceptional ability to draw inferences</li> <li>Appears to be a good guesser; keenly observant</li> <li>Possesses heightened capacity for seeing unusual and diverse relationships</li> <li>Integrates ideas and disciplines</li> </ul>	<b>Reasoning</b> Logical approaches to figuring out solutions <u>Description:</u> Highly conscious, directed, controlled, active, intentional, forward-looking, goal oriented thought <u>How it may look:</u> <ul style="list-style-type: none"> <li>Makes generalizations</li> <li>Uses metaphors and analogies; thinks things through in a logical manner</li> <li>Thinks critically; comes up with plausible answers</li> </ul>	<b>Imagination/Creativity</b> Produces many ideas; highly original <u>Description:</u> Process of forming mental images of objects, qualities, situations, or relationships, which aren't immediately apparent to the senses; problem-solving through nontraditional patterns of thinking <u>How it may look:</u> <ul style="list-style-type: none"> <li>Shows exceptional ingenuity using everyday materials</li> <li>Creates wild, seemingly silly ideas, often fluently/flexibly</li> </ul>	<b>Humor</b> Conveys and picks up on humor <u>Description:</u> Ability to synthesize key ideas or problems in complex situations in a humorous way <u>How it may look:</u> <ul style="list-style-type: none"> <li>Has a keen sense of humor; may be gentle/hostile</li> <li>Sees unusual relationships</li> <li>Demonstrates unusual emotional depth</li> <li>Demonstrates sensory awareness</li> </ul>



## **CISS: What is it?**

**CISS stands for Characteristics Instrument for Screening Students**

**CISS is a screening completed throughout the school year to screen for gifted characteristics so that appropriate services may be provided for those students.- This is an initial SCREENING and does NOT automatically admit a student into the gifted program.**

- **ALL K-5 homeroom teachers must complete CISS form.**
- **Any Secondary teacher can complete CISS form.**
- **If a student is already gifted, they do not need to be CISSed.**
- **Just because a student has an IEP does not mean that he/she may not be gifted – CISS them!**
- **Just because a student has a high score on the form does not mean a student will automatically qualified for gifted services. CISS form is just one aspect of screening.**
- **[GSCS CISS Gifted Checklist](#)**



# 2020-2021 GSCS Elementary Gifted Eligibility Review Timeline



## Fall 2020

November 30 - December 11	Gifted-eligible referral forms submitted to the school- Complete Referral Packets
December 9-11	Hold review team meetings at the school
December 14	Referral packets due to Program Challenge Center
Week of January 11	Consent forms and Teacher Checklists sent to schools
January 19	Consent forms and Teacher Checklists due back to Program Challenge Center
January 25 - January 29	Gifted Testing Window

## Spring 2021

February 25	Gifted Education Parent Information Night 5:30pm-6:30pm (Virtual or In-Person TBD)
March 1-12	Gifted-eligible referral forms submitted to the school- Complete Referral Packets
March 11-12	Hold review team meetings at the school
March 15	Referral packets due to Program Challenge Center
Week of March 22	Consent forms and Teacher Checklists sent to schools
March 31	Signed Consent Forms and completed Teacher Checklists due back to Program Challenge Center
April 14-20	Gifted Testing Window

## State of Georgia - Total Enrollment: K-12

State of Georgia Grades K-12	School Year 2015	School Year 2016	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Enrollment Totals	1,687,215 Students	1,699,523 Students	1,707,049 Students	1,710,445 Students	1,717,863 Students	1,769,621 Students
Race/Ethnicity	2015	2016	2017	2018	2019	2020
White (Non-Hispanic Origin)	41.72%	40.89%	40.10%	38.40%	38.94%	38%
Black (Non-Hispanic Origin)	38.12%	36.89%	36.78%	36.71%	36.59%	36%
Asian	3.72%	3.88%	4.03%	4.17%	4.27%	4%
Multiracial	3.37%	3.36%	3.50%	3.65%	3.79%	4%
Hispanic	14.06%	14.66%	15.27%	15.72%	16.10%	16.6%
American Indian	0.19%	.19%	.19%	.19%	.19%	N/A



## State of Georgia – Total Gifted-identified Students: K-12

State of Georgia Grades K-12	School Year 2015	School Year 2016	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Enrollment Totals	177,877	179,828	181,899	181,053	181,842	183,703
Gifted Students	Gifted Students	Gifted Students	Gifted Students	Gifted Students	Gifted Students	Gifted Students
Race/Ethnicity	2015	2016	2017	2018	2019	2020
White (Non-Hispanic Origin)	62.63%	61.40%	60.79%	59.82%	58.45%	57.3%
Black (Non-Hispanic Origin)	17.94%	18.01%	17.90%	17.70%	18.00%	18.00%
Asian	8.70%	9.21%	9.54%	10.04%	10.49%	11%
Multiracial	*	*	*	*	*	4.5%
Hispanic	6.87%	6.22%	7.61%	8.01%	8.44%	8.8%
American Indian	*	*	*	*	*	*



## GSCS Total Enrollment: K-12

<b>GSCS All-grades Enrollment Totals</b>	<b>School Year 2015*</b>	<b>School Year 2016*</b>	<b>School Year 2017*</b>	<b>School Year 2018</b>	<b>School Year 2019</b>	<b>School Year 2020</b>
<b>Enrollment*</b>	<b>11,953</b>	<b>11,721</b>	<b>11,719</b>	<b>10,383</b>	<b>10,353</b>	<b>9,704</b>
<b>White (Non-Hispanic Origin)</b>	<b>43.39%</b>	<b>41.88%</b>	<b>40.48%</b>	<b>38.80%</b>	<b>37.69%</b>	<b>36.78%</b>
<b>Black (Non-Hispanic Origin)</b>	<b>44.56%</b>	<b>45.48%</b>	<b>46.49%</b>	<b>47.18%</b>	<b>47.66%</b>	<b>48.11%</b>
<b>Asian</b>	<b>0.72%</b>	<b>0.83%</b>	<b>0.81%</b>	<b>0.85%</b>	<b>0.78%</b>	<b>0.73%</b>
<b>Multiracial</b>	<b>4.23%</b>	<b>4.22%</b>	<b>4.53%</b>	<b>4.58%</b>	<b>4.85%</b>	<b>4.79%</b>
<b>Hispanic</b>	<b>6.86%</b>	<b>7.34%</b>	<b>7.42%</b>	<b>8.27%</b>	<b>8.69%</b>	<b>9.30%</b>
<b>American Indian</b>	<b>0.23%</b>	<b>0.23%</b>	<b>0.27%</b>	<b>0.32%</b>	<b>0.26%</b>	<b>0.29%</b>

\*\*Total enrollment figures presented for 2015, 2016, 2017 reflect the aggregate total number of students who attended GSCS at any point in time during those school years. Total enrollment figures presented for 2018, and 2019 reflect the total number of students enrolled in GSCS during May 2018 and May 2019 - not the aggregate total of students who attended GSCS during the those school years. Total Enrollment figures presented for 2020 reflect the number of students enrolled during October 2019, and do not reflect Pre K enrollment.

## GSCS Total Gifted-identified Students: K-12



<b>GSCS All Grades</b>	<b>School Year 2015</b>	<b>School Year 2016</b>	<b>School Year 2017</b>	<b>School Year 2018</b>	<b>School Year 2019</b>	<b>School Year 2020</b>
<b>Gifted-identified Students</b>	<b>761 Gifted Students</b>	<b>804 Gifted Students</b>	<b>835 Gifted Students</b>	<b>736 Gifted Students</b>	<b>690 Gifted Students</b>	<b>595 Gifted Students</b>
<b>White (Non-Hispanic Origin)</b>	<b>70.74%</b>	<b>68.25%</b>	<b>66.13%</b>	<b>63.45%</b>	<b>62.89%</b>	<b>61.51%</b>
<b>Black (Non-Hispanic Origin)</b>	<b>18.09%</b>	<b>20.35%</b>	<b>21.07%</b>	<b>22.87%</b>	<b>24.49%</b>	<b>24.71%</b>
<b>Asian</b>	<b>1.42%</b>	<b>1.4%</b>	<b>2.11%</b>	<b>2.25%</b>	<b>1.44%</b>	<b>1.01%</b>
<b>Multiracial</b>	<b>3.55%</b>	<b>3.16%</b>	<b>4.86%</b>	<b>4.35%</b>	<b>4.34%</b>	<b>4.37%</b>
<b>Hispanic</b>	<b>6.03%</b>	<b>6.49%</b>	<b>5.35%</b>	<b>6.6%</b>	<b>6.37%</b>	<b>8.07%</b>
<b>American Indian</b>	<b>0.18%</b>	<b>0.35%</b>	<b>0.49%</b>	<b>0.48%</b>	<b>0.43%</b>	<b>0.33%</b>

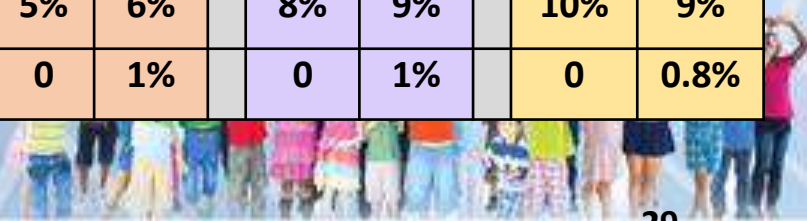


# GSCS Elementary (K-5)

## Referrals for Gifted-eligibility Review



GSCS Grades K-5	Fall 2015	Spring 2016		Fall 2016	Spring 2017		Fall 2017	Spring 2018		Fall 2018	Spring 2019		Fall 2019	Spring 2020
Referrals for Gifted-eligibility Review														
Number of Students Referred for Gifted-eligibility Review	189	171		181	235		129	171		133	167		124	248
Race/Ethnicity														
White (Non-Hispanic Origin)	52%	52%		45%	51%		48%	50%		44%	40%		54%	50%
Black (Non-Hispanic Origin)	33%	29%		39%	34%		40%	35%		42%	42%		28%	32%
Asian	1%	1%		3%	0.5%		1%	2%		1%	1%		2%	1.2%
Multiracial	4%	4%		6%	5%		6%	6%		5%	7%		6%	7%
Hispanic	9%	11%		6%	9%		5%	6%		8%	9%		10%	9%
American Indian	0	2%		0	0.5%		0	1%		0	1%		0	0.8%



## GSCS Elementary (K-5)

### Referrals Newly-Determined Gifted-eligible



GSCS Grades K-5	Fall 2015	Spring 2016		Fall 2016	Spring 2017		Fall 2017	Spring 2018		Fall 2018	Spring 2019		Fall 2019
Referrals Determined Gifted-eligible													
Number of Students Determined Gifted-eligible	48	66		70	65		40	57		42	52		50
Race/Ethnicity													
White (Non-Hispanic Origin)	56%	61%		54%	45%		68%	58%		52%	69%		60%
Black (Non-Hispanic Origin)	34%	24%		31%	40%		28%	30%		36%	21%		22%
Asian	0	1.5%		3%	1%		0	2%		0	0		2%
Multiracial	4%	1.5%		7%	6%		2%	7%		5%	4%		6%
Hispanic	6%	9%		7%	8%		2%	3%		5%	6%		10%
American Indian	0	3%		0	0		0	0		2%	0		0%



## Helpful Links:

- [Georgia Department of Education Gifted Education Website](#)
- [Georgia Department of Education Gifted Education Resource Manual 2020-2021](#)
- [GSCS Gifted Education Website](#)
- [GSCS Gifted Resource Manual 2020-2021](#)
- [GSCS 2020-2021 Gifted Testing Dates](#)
- [GSCS CISS Gifted Checklist](#)
- [GSCS Program Challenge Handbook 2020-2021](#)
- [GSCS Gifted Services Q and A](#)
- [Elementary Request for Consideration of Gifted Services](#)
- [Secondary Request for Consideration of Gifted Services](#)





**We *THANK YOU***  
**for your attendance and participation!**



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