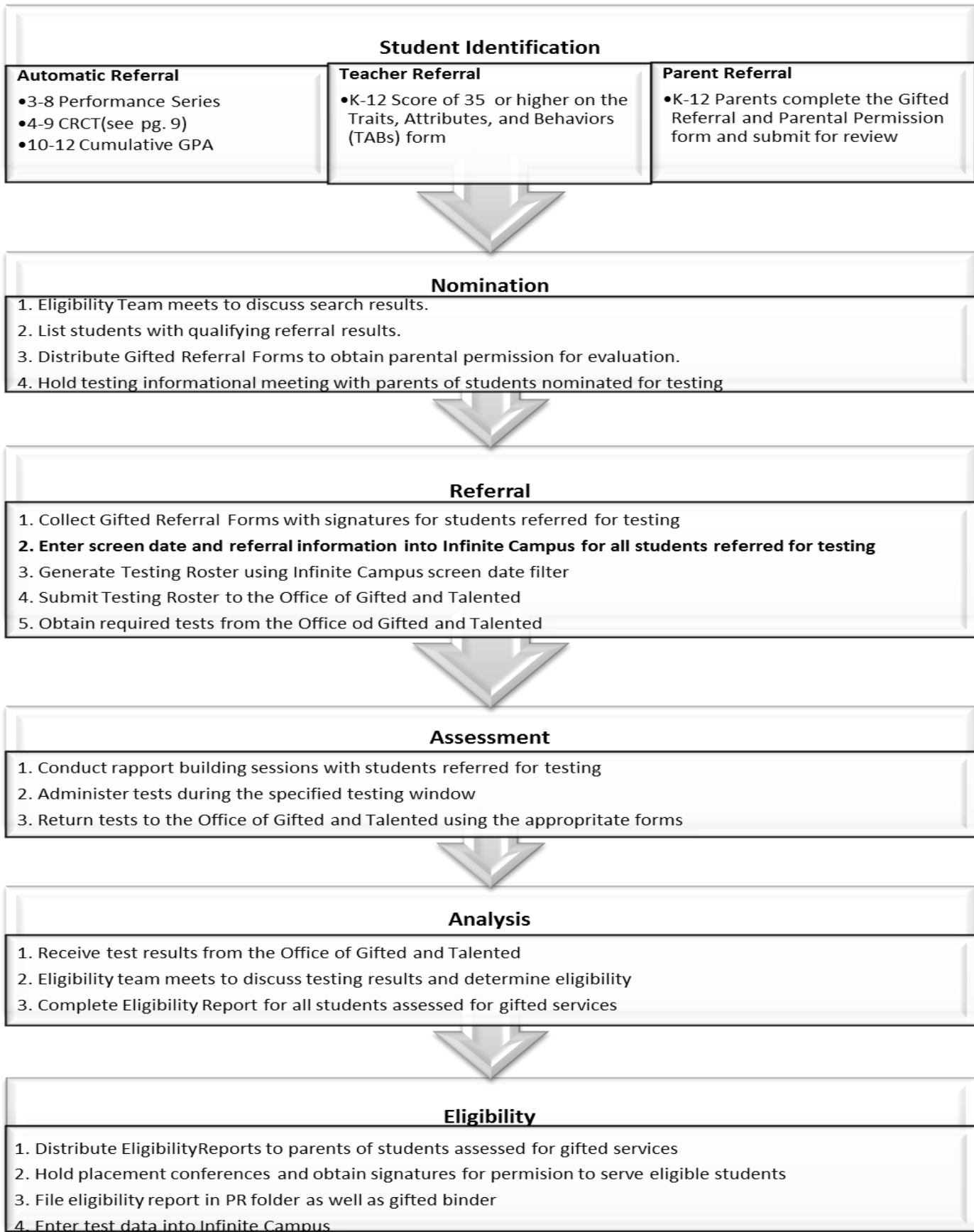


**Atlanta Public School's Implementation of Georgia's Eligibility Rule
State Board of Education Rule 160-4-2-.38**

- In Option A and B, information shall be gathered in **each** of the four categories: *Mental Ability, Achievement, Creativity, and Motivation*
- 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.
- Any piece of information used to establish eligibility shall be **current within two years**.
- In cases where multiple sources of data are available, the most current data shall be utilized. If multiple sources of data are current, system will utilize data that is most beneficial to determining eligibility.
- Data gathered and analyzed by a source outside the school system shall be used **only in the mental ability category**. It shall be supported by two of the three remaining categories, Option B. One of the three remaining categories must be a nationally normed test.

Gifted Criteria	Option A	Option B
	Student must have a qualifying score in the mental ability AND achievement categories.	Student must qualify in <u>three</u> of the four categories.
Mental Ability	K-2 99 th percentile composite score on a nationally normed mental ability test. 3-12 ≥96 th percentile composite score on a nationally normed mental ability test	K-12 ≥96 th percentile composite <u>OR</u> partial composite <u>OR</u> appropriate component score on a nationally normed mental ability test.
Achievement	K-12 ≥90 th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	K-12 ≥90 th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test OR K-12 Superior product/performance with a score>90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators, indicated in products from teacher directed lessons or winners of district level academic competition
Creativity		K-12 ≥90 th percentile composite on a nationally normed test of creative thinking OR K-12 Superior product/performance with a score>90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators, indicated in products from teacher directed lessons or winners of district level academic competition
Motivation		K-5 ≥90 th percentile Motivation Gifted Rating Scale. OR 6-8 ≥ 90 th percentile Children's Academic Intrinsic Motivation Inventory OR 8-12 cumulative average of 3.5 on a 4.0 scale over the last two years in core academic areas OR 9-12 cumulative average >90 in an Advanced Placement or Honors course OR K-12 Superior product/performance with a score>90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators, indicated in products from teacher directed lessons or winners of district level academic competition

Implementation of Multiple Criteria



Automatic Referral

A. Student Identification

1. Each student in grades K-3 completes the Common Assessment.
2. Teachers will review CRCT scores for students in grades 4-9 highlighting the students whose Reading and Math scores fall within the top 10% of system norms.

Reading		Math	
Grade	90 th Percentile	Grade	90 th Percentile
3	884	3	888
4	873	4	876
5	860	5	879
6	866	6	859
7	854	7	878
8	859	8	857

3. Teachers will review student GPAs for students in grades 10-12 highlighting those who have a cumulative average of 3.5 or better over the last two years in core academic areas.
4. Teachers will review valid Nationally Normed test data of all students, including those new to the building.

B. Nomination

1. Eligibility team will meet to discuss students who have qualifying CRCT scores, students who have a qualifying cumulative average and students who have qualifying Nationally Normed test scores.
2. Eligibility team will complete and send home permission to evaluate forms for students referred for testing in order to obtain signatures.
3. Gifted teacher will enter the screening/referral information into Infinite Campus.
4. Gifted teacher will hold a Testing Informational Meeting for parents of referred students to make them aware of the assessment process.

C. Referral

1. Eligibility team will collect gifted referral forms with signatures and generate a list of students to be tested.
2. Eligibility team will complete the testing roster and upload to the gifted and talented portal.

D. Assessment

1. Gifted teacher will hold rapport building sessions for students being tested for gifted services.
2. All testing will be completed by October 19, 2012.

E. Analysis

1. Test scores will be returned to individual schools by the Office of Gifted and Talented.
2. Eligibility team will meet to discuss test results and complete eligibility reports for students tested.
3. Eligibility team will determine eligibility or ineligibility and will enter required data into Infinite Campus.

F. Eligibility

1. Eligibility team will send eligibility report to parents notifying them of their child's eligibility or ineligibility.
2. Gifted teacher will hold a placement meeting with parents of eligible students to inform them of the way gifted students are served in their school.
3. Gifted teacher files signed eligibility report in PR file for eligible student, while eligibility team files eligibility reports for ineligible students in their PR folder and gifted binder.
4. Student's schedules changed to reflect gifted courses by January 11, 2013.

Teacher/Parent Referral (December 3-14)

A. Student Identification

1. Each teacher who instructs students in grades K-12 will complete the TABs by 12/14/12.
2. Parents will complete the Parental Permission Form and submit for review by 12/14/12.

B. Nomination

1. Eligibility team will meet to discuss students who have a minimum score of 35 on the TABs.
2. Eligibility team will review any parent referrals and make determinations.
3. Eligibility team will compile a list of these students
4. Gifted teacher will enter the screening/referral information into Infinite Campus.
5. Eligibility team will complete and send home permission to evaluate forms for students referred for testing in order to obtain signatures.
6. Gifted teacher will hold a Testing Informational Meeting for parents of referred students to make them aware of the assessment process.

C. Referral

1. Eligibility team will collect gifted referral forms with signatures and generate a list of students to be tested.
2. Eligibility team will complete the testing roster and upload it to the gifted and talented portal.

D. Assessment

1. Gifted teacher will hold rapport building sessions for students being tested for gifted services.
2. All testing will be completed by February 22, 2013.

E. Analysis

1. Test scores will be returned to individual schools by the Office of Gifted and Talented.
2. Eligibility team will meet to discuss test results and complete eligibility reports for students tested.
3. Eligibility team will determine eligibility or ineligibility and gifted teacher will enter required data into Infinite Campus.

F. Eligibility

1. Eligibility team will send eligibility report to parents notifying them of their child's eligibility or ineligibility within thirty (30) days of receiving test results.
2. Gifted teacher will hold a placement meeting with parents of eligible students to inform them of the way gifted students are served in their school.
3. Gifted teacher files signed eligibility reports in Gifted Program folder.

GEORGIA RECIPROCITY

Georgia BOE Rule 160-4-2-.38 establishes reciprocity between Georgia school systems. Any student eligible for gifted services in a Georgia school system is eligible for gifted services in Atlanta Public Schools.

Reciprocity is also granted to any student whose household includes at least one of the following: an active duty member of the uniformed services; a member or veteran of the uniformed services who is severely injured and medically discharged; a member of the uniformed services that died on active duty or as a result of injuries sustained on active duty. In order for a student to receive gifted services at in APS, eligibility must be verified through any of the following:

- Eligibility Report
- Annual Review Form (continued placement area checked)
- Report Card with gifted courses and corresponding .2 course number

Once a school receives any or all of the aforementioned documents, an APS eligibility report must be completed by the gifted teacher using the testing data and/or documentation of services. The parent should sign the eligibility report granting the school permission to serve the student. The gifted teacher will enter the student's information into Infinite Campus marking the student's initial eligibility in the current year. The original eligibility report should be filed in the permanent record and in the gifted folder along with the data used to verify reciprocity.

OUT OF STATE GIFTED

Students who have a gifted identification from another state are automatically referred for testing immediately upon registration. Testing will take place during the next scheduled testing window.

Eligibility team chair or gifted contact should:

- Verify eligibility via the eligibility report.
- Determine if the scores are current within 2 years.
- Collect data that may be needed according to Georgia BOE Rule 160-4-2-.38: Mental Ability, Achievement, Creativity, Motivation during the next scheduled testing window.
- Determine eligibility

PRIVATE SCHOOLS AND OTHER NATIONALLY NORMED ACHIEVEMENT TESTS

Any student that has the 90th percentile or higher on the Total Reading, Total Math, or Complete Composite of a Nationally Normed locally administered test, shall be automatically referred for testing during the next appropriate testing window.

OUTSIDE PSYCHOLOGICALS

Any student that has a composite score at the 96th percentile or higher on a mental ability test administered by a licensed psychologist in the state of Georgia shall be automatically referred for testing. Psychological evaluation shall be supported by two of the three remaining categories, Option B. One of the three remaining categories must be a nationally normed test administered by the local school.

504 AND IEP TESTING ACCOMMODATIONS

The GA DOE provides a Resource Manual for Gifted Education Services. The manual includes answers to the following question.

“Q: Some of our special education/504 students took the ITBS in a non-standard administration (i.e., extended time, test read to the student) and received Total Math or Reading scores at the 90%ile or higher. Can these scores be used for eligibility?”

A: No. The scores from nonstandard administrations of tests may not be used to establish gifted program eligibility. Many students’ IEPs or Section 504 accommodations call for extended time for completion of classroom and/or standardized tests. However, extended time may not be given on norm-referenced tests (such as CogAT, ITBS, or TTCT) when those test results will be used for determining gifted program eligibility. Whenever the administration of a standardized test is modified in any way (including extended time), the results are no longer comparable to those obtained by the norm group. They are, therefore, invalid for the purpose of ranking student performance (the very purpose of norm-referenced tests). The Georgia DOE has addressed this issue in its Test Coordinator’s Manual. *Please note that a non-standard test administration results in invalid scores for a norm-referenced test. Such invalid scores cannot be used for determining eligibility for special programs.*

Our multiple criteria eligibility rule (160-4-2-.38) provides a variety of ways to fairly assess students who have uneven patterns of test scores (as is often the case with LD or ADD students). To assure students with disabilities experience the best testing situation (since extended time may not be given on the group-normed test typically used for gifted program screening), gifted program professionals may want to consider individual testing by a school psychologist experienced in testing children with a variety of learning difficulties. They would be in the best position to select instruments and determine testing settings that, in essence, would “test around” the child’s disability, but still yield valid scores. They would also be skilled at interpreting test results on the basis of all pertinent data. Individually administered mental ability and/or achievement tests, along with the performance and observational data collected during gifted program screening, would provide the most valid and instructionally useful data in planning appropriate educational services.”

Many students with IEPs and 504 plans have current individually administered mental ability and/or achievement tests in their files. As long as the scores are less than two years old, the Gifted Eligibility Team may use the scores in place of the CogAT or Performance Series Assessment or use ITBS scores from a nonstandard administration. If you have further questions do not hesitate to contact the Office of Gifted and Talented Education for clarification.

Approved Standard Accommodations for Students with Disabilities

The following standard accommodations may be used as they are listed in the Georgia State Accommodations Manual. All other accommodations are considered Non-standard and cannot be used to determine eligibility for gifted services.

Setting Accommodation	Norm Reference Test
1. Special education classroom	Standard
2. Special or adapted lighting	Standard
3. Small group	Standard
4. Preferential seating	Standard
5. Sound field adaptations	Standard
6. Adaptive furniture (e.g. slant board)	Standard
7. Individual or study carrel	Standard
8. Individual administration	Standard
9. Test administered by certified educator familiar to student	Standard
Presentation Accommodations	
10. Large print	Standard

11. Sign the directions	Standard
12. Color overlays, templates, or place markers	Standard
13. Low vision aids (e.g. CCTV, magnifying equipment)	Standard
14. Repetition of directions (in English only)	Standard
15. Audio amplification devices or noise buffer/listening devices	Standard
Response Accommodations	
16. Student marks answers in test booklet	Standard
17. Scribe	Standard
18. Adapted writing tools (e.g. pencil grips, large diameter pencil)	Standard
Scheduling Accommodations	
19. Optimal time of day for testing	Standard

Assessment Tools

The APS Office of Gifted and Talented Education will initiate evaluation by providing the assessment tools for the areas of Mental Ability, Creativity and Achievement. The eligibility team will gather data in the area of Motivation. The eligibility team will further gather any additional data needed in areas of Mental Ability, Achievement, Creativity and Motivation by utilizing the approved instruments listed in the chart below.

Screening	Mental Ability	Achievement	Creativity	Motivation
First Look	<ul style="list-style-type: none"> ➤ CogAT- $\geq 96^{\text{th}}$ %ile 	<ul style="list-style-type: none"> ➤ ITBS- $\geq 90^{\text{th}}$ %ile ➤ Performance Series Assessment ➤ SAT/PSAT- $\geq 90^{\text{th}}$ %ile ➤ Academic Performance (See description of acceptable products) 	<ul style="list-style-type: none"> ➤ TTCT- $\geq 90^{\text{th}}$ %ile 	<ul style="list-style-type: none"> ➤ GRS- $\geq 90^{\text{th}}$ %ile ➤ CAIMI- $\geq 90^{\text{th}}$ %ile ➤ Academic Performance (See description below) Semester grade of 90 or higher in an Advanced placement or Honors Course (grades 6-12)
Second Look	<ul style="list-style-type: none"> ➤ TONI-3- $\geq 96^{\text{th}}$ %ile ➤ Referral for Individual Psychological Testing 	<ul style="list-style-type: none"> ➤ Academic Product- $\geq 90^{\text{th}}$ %ile ➤ Academic Performance (See description of acceptable products) 	<ul style="list-style-type: none"> ➤ Academic Product- $\geq 90^{\text{th}}$ %ile 	<ul style="list-style-type: none"> ➤ Academic Product- $\geq 90^{\text{th}}$ %ile ➤ Academic Performance (See description of acceptable products)

Mental Ability Tests		Achievement Tests	
OLSAT	<i>Otis Lennon School Ability Test, 8th Edition</i>	ITBS	<i>Iowa Test of Basic Skills</i>
CogAT	<i>Cognitive Ability Test - Form 6</i>	CTBS	<i>Comprehensive Test of Basic Skills</i>
WISC IV	<i>Wechsler Intelligence Scale-IV</i>	StAT	<i>Stanford Achievement Test 10</i>
MAT	<i>Matrix Analogies Test</i>	MAT	<i>Metropolitan Achievement Test 9</i>
BINET V	<i>Stanford Binet-V</i>	CAT	<i>California Achievement Test</i>
DAS	<i>Differential Abilities Scale-2</i>	SAT	<i>Scholastic Aptitude Test</i>
DAT	<i>Differential Aptitude Test (VR+NR=</i>	PSAT	<i>Practice Scholastic Aptitude Test</i>
TOTAL)		Test	

Products/Performances

All student products and performance used for eligibility must have been produced or obtained within two calendar years prior to evaluation. Products and performance must be scorable on a scale of 1-100 as defined in the DOE Rule 160-4-2-.38 and must be evaluated by a panel of three or more qualified evaluators. The descriptions below provide guidance as to the products and performances acceptable for eligibility.

Products	Performances
Individual winner as a first place award from district, state, or national competition in the following areas	
One Fair	Performances

<p>Geography Bee Spelling Bee Future Problem Solving Odyssey of the Mind Math League Academic Bowl or Decathlon Science Olympiad Governor's Honor Material accepted by editor or executive of a national publication or corporation</p>	<p>Participation in any of the following programs Duke Talent Identification Program (TIP) Governor's Honor Model United Nation Outstanding Delegate</p>
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