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ADVANCED LEARNING
ENRICHMENT. EXTENSION. EXPERIENCES.

Gifted Procedures Manual



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Foreword

Cobb's gifted education services are designed to meet 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 rule under state 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 that guide gifted personnel to preserve the integrity of Cobb County School District's gifted program and comply with state law. Cobb teachers who serve 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 the district's gifted services. Supplemental information can be found in the Cobb Teaching and Learning System (CTLIS) or on other approved sites.

The Resource Manual is frequently updated and should be regarded as a "living" document. Changes are highlighted.

Section I: Management of Gifted Services

Responsibilities

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 endorsed teachers. All gifted education personnel are trained to provide educational services to gifted identified students and assist with management of those services.

Teachers of the Gifted

- Implement required standards (Georgia/Gifted/AP/IB) using approved course frameworks and resources.
- Provide information and resources about gifted education and services 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.
- Assist during the FTE cycle.
- Support the Gifted Lead Teacher as needed.
- Attend district gifted or Advanced Learning meetings and trainings as directed.
- Serve on the LEC (Local Eligibility Committee) as needed.

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 endorsed gifted teachers.
- Provide training on the appropriate use of assessment tools as required.
- Provide training on strategies and/or interventions as needed.
- Manage the evaluation process for all students tested for gifted service and keep accurate records of all assessments.
- Maintain the security and accurate inventory of all testing materials.
- Manage all gifted service records and screens through ALTitude.
- Manage the FTE reporting procedures both fall and spring.
- Manage the local school gifted account to ensure equitable use of funds for gifted instruction.
- Manage and maintain a gifted resource inventory.
- Ensure state rules and regulations are being followed (screening, eligibilities, etc.).
- Attend district Gifted Lead Teacher meetings and update administration and/or faculty as needed.

Data Collection

Cobb County School District annually reviews statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of students eligible for gifted services, and the number of students served during the school year.

The Advanced Learning Department evaluates gifted programming continually using criteria established by the GaDOE, available data, and district priorities.

Public Review

Cobb County School District makes available for review this Gifted Procedures Manual, as posted on the district website, and gifted education curricula, through annual school-based meetings.

State Gifted Eligibility Guidelines

- Information shall be collected in all four assessment categories (mental ability, achievement, creativity, motivation) for all students tested, whether eligibility is determined under Option A or Option B.
- At least one of the criteria must be met by a score on an approved nationally normed test.
- Data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- A rating scale may be used to evaluate only one assessment category.
- Any score used to establish eligibility shall be current within two years.
- Data generated from sources other than a Cobb County school shall 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.

Category	Option A	Option B
	Student must have a qualifying score in the mental ability AND achievement categories.	Student must qualify in <u>three of the four</u> categories.
Mental Ability	• Grades K-2: 99th percentile composite score on a nationally normed, age normed mental ability test • Grades 3-12: ≥96th percentile composite score on a nationally normed, age normed mental ability test	• Grades K-12: ≥96th percentile composite OR approved component score on a nationally normed, age normed mental ability test
Achievement	• Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	• Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test • Grades 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
Creativity	• Evaluation data required	• Grades K-12: ≥90th percentile composite score on a nationally normed creativity test • Grades K-12: ≥90th percentile on a ratingscale used to qualify student creativity • Grades 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
Motivation	• Evaluation data required	• Grades 6-12: Two-year average GPA of 3.5 on a 4.0 scale in regular core subjects of mathematics, English/language arts, social studies, science, and full-year world languages • Grades K-12: Superior product/performance/structured observation with a score ≥90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

Source: [GIFTED EVALUATION and ELIGIBILITY CHART.pdf](#)

Referrals and Assessment

Students may be referred through the automatic or reported referral process; neither type of referral necessitates testing. 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 service and a Referral for Gifted Eligibility is completed in ALtitude. The Local Eligibility Committee (LEC) convenes to review available data and make evaluation 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 are found in Section 2.

Local Eligibility Committee (LEC)

The **Local Eligibility Committee** is a school-based group of three or more teachers and administrators who meet to review data and make evaluation recommendations regarding gifted eligibility. Each school should establish an LEC at the beginning of the school year. Confidentiality of student information and data is honored. All members are accountable for eligibility decisions and the accuracy of forms.

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 determine if there is need for further testing.
3. Review forms for accuracy and completeness.

Automatic Referrals

Cobb County uses a systematic approach to identify students who may qualify for gifted service. The Gifted Lead reviews system-wide nationally normed test scores and other available data to determine if further evaluation is required. Automatic referrals are based on system-wide testing.

Reported Referrals

A reported referral may be submitted in ALtitude by teachers, counselors, administrators, parents/guardians, peers, self, or other individuals with knowledge of the student's abilities. After a referral is received, the eligibility determination process begins with a review of records; a referral does not necessitate testing. Students who received gifted services in other states do not have automatic reciprocity and are considered reported referrals; an out-of-state gifted eligibility form replaces the need for a referral form.

In-State Reciprocity

A student with gifted eligibility transferring from another state-funded school or district within Georgia is, upon verification of records, considered eligible to receive gifted education services in Cobb County. The student's previous eligibility records must be used to enter data and attached to Cobb's eligibility form in ALtitude. Transfer students who qualify for gifted services in Cobb, but whose academic performance is not satisfactory, may begin gifted services on probation. Eligibility and Continuation Criteria forms must be completed and acknowledged before services begin. Students may not be scheduled into the elementary Target class, middle school resource, high school gifted electives, or counted for FTE until all acknowledgements (digital signatures) are obtained.

Military Dependent Reciprocity

Dependents of military personnel identified as gifted during the parent/guardian's active service in another state or country are immediately placed in gifted services. Students who are dependents of military personnel are eligible if they are members of a household with at least one active-duty member of the uniformed services, a member or veteran who is severely injured and medically discharged, or a member that died on active duty as a result of injuries sustained on active duty. Contact the Advanced Learning department for additional guidance.

Assessment Windows

Cobb County School District has three windows for gifted evaluation. The assessment window schedule provides the gifted lead with specific periods of time for evaluating referrals and administering assessments used in determining a student's eligibility for gifted services. This schedule is provided at the beginning of each school year and is outlined on the district's annual testing calendar.

Internal Assessments

Cobb County School District evaluates students in the areas of mental ability and/or achievement through system-wide testing. Results from these assessments may be used as screening tools or to determine eligibility.

Data from current CCSD-administered psychological evaluations may be used for screening or eligibility purposes. Schools must contact the AL office for guidance.

External Assessments

Assessment data gathered and analyzed by a source outside the Cobb County School District shall be considered as part of the referral and evaluation process. External assessments considered for use in the referral process must be the most current editions normed within a 10-year period prior to administration. External data must be reviewed by the Central Eligibility Committee.

Data from private and/or individually administered psychological or other evaluations shall not be substituted for data the district and/or school generates during the initial eligibility process. Outside data shall not be used as a sole source of data in any one category when determining eligibility.

Gifted Services

The Cobb County School District supports differentiated learning through advanced coursework for students receiving gifted service. **Students identified as gifted and whose participation has received parental consent must receive at least five segments per week (or the yearly equivalent) of gifted services.** Services provide for a K-12 continuum of cognitive, affective, and academic development. Cobb's programs of study are reviewed annually.

The following gifted delivery models are available to Cobb County schools. Class sizes listed under "FTE Guidelines" on page 37 are applicable to all models.

Gifted Delivery Models

Direct Service Models

Resource Class (K-12) – All students are identified as gifted according to Georgia State Board of Education criteria. Examples: ES Target, MS resource class, HS gifted electives

- The teacher has the gifted in-field endorsement on his/her teaching certificate.
- Course frameworks are based on Cobb County's Gifted Process and Georgia standards.
- 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.
- Students must receive a minimum of five segments per week **(or the yearly equivalent).**

Advanced Content/Honors (4-12) – Students are homogenously grouped based on 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. Only gifted identified students in the class are eligible for the gifted FTE weight. Elementary schools may offer Advanced Content courses in reading/language arts and math. Middle and high school advanced content/honors levels courses are available in core content and world language classes. High school credit courses taught in middle school are considered Advanced Content level courses. Students may receive no more than two gifted FTE segments per day of advanced content services in the same content area.

Advanced Content classes qualify as gifted service when:

- The teacher has the gifted in-field endorsement on his/her teaching certificate.
- The approved differentiated AC course framework located in CTLS is implemented.

Cluster Grouping (K-12) – Identified gifted students are placed as a group (6-8 students when available) into an otherwise heterogeneous classroom, rather than being dispersed among classes at that grade level. Only gifted identified students qualify for the gifted FTE weight. For this model to qualify for FTE funding (two segments maximum per student), the regular classroom teacher must be gifted-endorsed and she/he must complete the required forms documenting evidence of need and course modifications for the gifted students. **Daily intentional differentiated instruction must be evident to claim gifted FTE.**

*Note: Before scheduling this model in grades 6-12, contact the AL office for guidance.

Documentation includes using separate lesson plans and individual or group contracts identifying the following:

- Data supporting the student's need for advanced coursework in the identified content area; subjects include reading, language arts, math, science, and social studies
- Learning targets for the gifted students
- Content, teaching strategies, and process skills 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 evaluated (formative and summative)

Additional Models

Advanced Placement (AP) Courses (Gr 9-12 only) – Students are homogeneously grouped based on achievement and interest in a specific content area. The course must follow the College Board approved audit. The teacher must have the appropriate content area certification. In addition, the teacher must either have a GaPSC issued gifted endorsement or (a) have received College Board Summer Institute Training for the specific AP course; and, (b) have had at least 10 clock hours of professional development in characteristics of gifted learners and course differentiation for gifted students. The 10 clock hours may be obtained by completing the Gifted Characteristics for AP Teachers ('AP 10-Hour course'), offered twice annually by CCSD.

International Baccalaureate (IB) Courses (Gr 11-12 only) – Students are homogeneously grouped based on achievement and interest in a specific content area. The teacher must have the appropriate content area certification. In addition, the teacher must either have a GaPSC issued gifted endorsement or (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 course differentiation for gifted students.

Gifted Curriculum

Gifted curriculum is based in rigorous curricular content in conjunction with critical inquiry, creativity, communication of complex thoughts, and an authentic approach to learning. There is a balance of curricular depth and breadth while fostering the development of academic skills and habits. Students' cognitive and affective skills are developed. Georgia standards are extended and enriched.

The Cobb County School District advocates for high standards in content, process, product, environment, and assessment.

Content - Learning activities extend beyond the grade level course framework and:

- Differentiate curriculum to adequately address the learning needs of gifted learners
- Integrate interdisciplinary connections
- Require significant use of primary data and/or documents
- Incorporate research and technology
- Incorporate relevant and real-life experiences
- Require intellectual struggle

Process - Instructional strategies are designed to:

- Emphasize higher order thinking, problem solving, and communication skills
- Foster self-initiated and self-directed learning
- Model and encourage academic discussion
- Encourage motivation and interest

Product - Student products should demonstrate a developmentally appropriate capacity for:

- Self-directed learning
- Meaningful collaboration
- Effective problem solving and communication
- Affective understanding of self, relative to community, culture, and physical environment

Assessment - Teachers utilize various methods and opportunities to document student mastery of standards such as:

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

Environment - Physical setting and work conditions are designed to:

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

Gifted curriculum incorporates deep learning and instructional strategies that foster high levels of student empowerment. Deep learning moves students beyond surface-level content to intentional, meaningful learning and conceptual understanding that can be applied across disciplines and in relevant, real-world contexts.

Gifted Instruction

Gifted Resource

Provided gifted curriculum strengthens students' cognitive and affective skills and nurtures mastery of Cobb County School District gifted standards. It has an academic content foundation based on Georgia standards but focuses on interdisciplinary enrichment tasks and not one content area.

Instruction for students in gifted resource includes the following TKES-aligned components:

Instructional Strategies:

- Utilizes research-based instructional strategies with resources appropriate for gifted students
- Focuses on complex conceptual thinking over content acquisition
- Utilizes questions to elicit higher order reasoning
- Allows student discussion to drive instruction
- Extends' students learning with available technology
- Promotes inquiry and research related to real-world problems and dilemmas
- Integrates use of multiple resources to develop understanding and verify information
- Encourages exploration of multiple solutions to real world problems and challenges students to think deeply

Differentiated Instruction:

- Differentiates the instructional content, process, product, assessment, and learning environment to address students' pacing needs, strengths, and interests
- Uses diagnostic, formative, and summative assessment data to inform small group, whole group, and individual instruction and conferencing
- Provides appropriately challenging learning activities for all students (leveled/tiered activities and resources, small-group instruction, independent study, etc.)

Assessment Strategies:

- Aligns student assessment with Cobb County School District gifted standards
- Uses assessment strategies appropriate for gifted students
- Engages students in self-assessment of work and self-reflection on abilities and potential
- Engages students in development of tools to assess performance-based products

Assessment Uses:

- Uses formal and informal assessment to monitor progress, adjust instruction, and determine opportunities for scaffolding, enrichment, and/or extension.
- Provides constructive and frequent feedback to students on their mastery of gifted standards.
- Engages students in creation and self-assessment of standards-based goals.

Positive Learning Environment:

- Communicates a clear agenda and standard/purpose for learning activities.
- Creates an inquiry-based environment where students question, do, communicate, and reflect.
- Creates an environment that provides opportunities for open communication, flexibility, and creative expression.
- Promotes an environment where students work toward common goals with shared accountability for the outcome.

Academically Challenging Learning Environment:

- Creates an environment where higher-order reasoning and self-reflection are the focus.
- Creates an environment where students set high standards for work.
- Communicates high expectations commensurate with students' abilities.
- Encourages students to formulate thought-provoking questions.
- Extends students beyond their zones of proximal development.
- Encourages perseverance despite failure and adversity.

Advanced Content

Advanced Content teachers use approved curriculum resources and guides to provide complex and challenging subject matter to facilitate higher-level learning. Advanced content lessons and units extend beyond the grade level course framework.

Instruction for students in Advanced Content includes the following TKES-aligned components:

Instructional Strategies:

- Requires significant use of primary data and/or documents
- Incorporates research and technology skills
- Models and encourages high level academic discussion
- Requires analysis, evaluation, and synthesis
- Requires evidence from multiple sources to support a conjecture or theory

Differentiated Instruction:

- Differentiates instruction to adequately address the learning needs of gifted students
- Requires intellectual struggle
- Emphasizes inquiry and problem-based learning
- Promotes the creative application of ideas
- Allows for flexible time frames
- Provides opportunities for independent study and in-depth research
- Uses pre/post data for purposeful, guided grouping and personalized learning opportunities
- Provides challenging independent and group activities that utilize voice and choice
- Models and expects meaningful collaboration
- Uses deeper or more complex resources to engage students at their level

Academically Challenging Learning Environment:

- Supports affective needs of gifted students such as perfectionism, anxiety, intensity, sensitivity, etc.
- Fosters student initiated and student directed learning
- Provides qualitative feedback for improvement and growth to higher levels of learning
- Promotes self-assessment through students created rubrics and goal-based checklists
- Provides for and supports intellectual struggle
- Introduces nuance, metaphors, and abstract ideas
- Encourages curiosity

Gifted Service Protocols

Identified gifted students shall receive at least five segments per week (or the yearly equivalent) of gifted education services. The Cobb County School District sets continued participation guidelines. Probation policies dictate that students receive interventions when their performance in any gifted service class falls below continuation criteria thresholds. Discontinuation of service occurs when a student no longer demonstrates a need for gifted service.

Note: Contact the AL Office for guidance when special circumstances and situations occur for individual students.

Continued Participation

Elementary School: Gifted Resource Model – Acceptable progress in the gifted resource classroom is defined as maintaining at least 7 S's and P's each reporting period. Students must also earn at least one S per standard in 7 out of 10 standards over the course of the year with emphasis given to the priority elements if served both semesters.

Elementary gifted resource students receive a Target Progress Report provided they are in attendance 65% of the classes offered each reporting period. In May, student performance for the year is reviewed. The annual review section at the bottom of the progress report indicates services for the following year. The gifted resource teacher must notify students and their parent/guardian if data indicates probation is a possibility.

Elementary School: Other Service Models – Acceptable progress in content specific models is defined as maintaining an 80% or higher graded average in the gifted weighted course for which service is provided. In addition, students must score in the proficient or distinguished level on the state competency test for the content area in which gifted services are provided. Content specific services are discontinued for a child who does not demonstrate proficiency on the state competency test.

Middle School – Acceptable progress is determined separately for each gifted weighted course in which a student is served and is defined as maintaining an 80% or higher graded average in the gifted weighted course for which service is provided. In addition, students must score in the proficient or distinguished level on the state competency test for the content area in which gifted services are provided.

High School – Acceptable progress is determined separately for each gifted weighted course area in which a student is served and is defined as maintaining a 74% or higher graded average in the gifted weighted course for which service is provided.

Probation

Elementary – When the student's performance does not meet Cobb County criteria for continued participation, he/she may be placed on probation. A record of intervention must be completed. The student's probationary status remains in effect for a minimum of 18 weeks; continuation past 18 weeks requires LEC consultation. Probation may carry over from one grade to the next. Elementary gifted leads should notify the feeder middle school of students who did not meet the annual review standards on their final Target progress report.

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 must be completed for any child receiving gifted services who is placed on probation.

Middle School – When the student’s performance does not meet Cobb County criteria for continued participation in his/her only gifted weighted course, he/she may be placed on probation. A student’s probationary status remains in effect for a minimum of one official grading period; continuation into the following school year requires LEC consultation.

High School – When the student’s performance does not meet Cobb County criteria for continued participation in his/her only gifted weighted course, he/she may be placed on probation. A student’s probationary status remains in effect until the end of the course. Contact the AL office for guidance as needed.

Probation Procedures – The Gifted Specialist/AL Lead should follow these procedures:

- 1) Notify the parent and student of probation via ALtitude.
- 2) Collaboratively complete the Record of Intervention and Support (GF8E/M/H) with the teacher of the related gifted weighted course unless the student is changing level (elementary to middle). Communicate with parent(s) and student to review student performance and to revise the intervention plan if needed. Keep the GF8 on file at the school.
- 3) Monitor student progress, adjust interventions, and update the 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:

- Interventions were successful, and probation is discontinued;
- Probation continues with updated interventions, if necessary (indicate on GF8), or
- Services are to be discontinued when the student does not receive service through any gifted FTE eligible course.

Intervention and Support

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 district general education forms.

The purpose of the intervention process is to improve a student’s performance. Although work 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 be 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 classroom teacher must identify appropriate intervention strategies and complete the Record of Intervention and Support (GF8), documenting required parent contact. This form must be completed and filed at the local school each grading period when the student is on probation and intervention strategies are needed.

A quality intervention plan contains two elements central to improved student performance:

- Individualization of strategies based on the needs of a student
- Instructional strategies/interventions focused on mastery of standards

Discontinuation of Services

Discontinuation Due to Performance: In all grades, 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 resource class services must be discontinued for a minimum of 18 weeks before any reconsideration of service can occur. Gifted service is discontinued for all applicable models.

Middle School: Discontinuation of service occurs only when a student no longer demonstrates a need for any gifted weighted course.

High School: Discontinuation of service occurs only when a student no longer demonstrates a need for any gifted weighted course. Gifted students not receiving gifted services for more than two consecutive semesters must be discontinued from gifted service.

Discontinuation Due to 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. Gifted service is discontinued for all applicable models.

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

1. Complete Discontinuation of Service in ALtitude.
2. Upload a copy of the Record of Intervention and Support (GF8) if discontinuation is due to performance. Upload a copy of the parent letter if discontinuation is due to parent request.
3. Send to the parent/guardian.
4. Change the student service status in ALtitude and notify the local school's scheduler.

Re-Entry

Once eligible for gifted service in the state of Georgia, students are not required to re-establish eligibility, regardless of the length of break in service. The Central Eligibility Committee makes all re-entry decisions on an individual basis. Local schools may not schedule a student for gifted services with a .2 course number until approval is received from the AL office.

Breaks in Service – 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 gifted resource classroom whose break in service was due to academic performance or parent request may be reconsidered after 18 weeks. Middle and high schools may request re-entry for a student whose performance indicates the need for gifted services/advanced coursework. Students whose break in service was due to an enrollment change of six or fewer weeks may be re-entered immediately without further steps. Academic performance during the break in service will be considered in the re-entry decision.

Re-Entry Process – To re-enter a student, the Gifted Education Specialist should:

1. Complete the Re-Entry Request in ALtitude, uploading required documentation.
2. Send the Re-Entry Request and documentation to AL Central Eligibility Committee.
3. If the Central Eligibility Committee approves re-entry, the CEC sends to the parent for acknowledgement.
4. Change the student service status in ALtitude and notify the local school's scheduler—only after parent acknowledgement is evident in ALtitude.

This process is not necessary for students experiencing a change in enrollment status that lasts less than 6 weeks. Ensure services remain active.

Twice-Exceptional Students

Students identified for both special education and gifted services are classified as twice-exceptional. A gifted student who has a 504 plan may also be classified as twice-exceptional.

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

Gifted Lead/Specialist should:

- Contact the student's special education case manager or the 504 contact to inform him/her of the student's gifted eligibility and services.
- 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.
- Collaborate with the special education case manager and/or 504 personnel to schedule meetings as needed to discuss and/or review interventions and strategies.
- Communicate with the special education case manager concerning participation in the IEP meeting when planning for transition between levels.
- Contact AL office for further guidance.

Section 2: 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 location accessible only by the administration and Gifted Lead/Teacher(s). Tests must be stored in a locked cabinet or locked in a room with secure and limited access whenever not in use.
- 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.
- No test items may be disclosed or used for any other reason.
- Used assessment instruments are not maintained by the district.

Ethics

- Actions that violate test security are viewed as ethical breaches and may 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 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 located at <http://www.gapsc.com/Ethics/CodeOfEthics.aspx>. Pay special attention to Standard 4: Honesty and Standard 7: Confidential Information.

Assessment Windows

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

Newly enrolled students with documentation of participation in gifted education programs in other states may be assessed at any point in the school year, provided school personnel are available to evaluate these students.

Window 1

- August – mid September
- Newly enrolled students without gifted documentation who have two qualifying scores in different data categories and who need only one additional assessment to qualify for services

*Note: Do not administer any mental ability and/or achievement test if that test will be given during system-wide testing.

Window 2

- November – December (dates based upon system-wide testing schedule)
- Students identified as automatic referrals through system-wide data analysis
- First grade students with qualifying assessment data or data within the re-evaluation range from the Kindergarten assessment window
- Students with approved reported referrals
- Students flagged as needing additional assessment(s)
- Students requiring motivation portfolios

Window 3

- Late April – May
- Kindergarten students identified as automatic referrals through system-wide data analysis
- Students eligible for an ELL achievement portfolio
- Students with approved reported referrals

Administration and Testing Requirements

- 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 Directions for Administration (DFA); not doing so may invalidate test scores. Directions may be repeated only if the DFA or a student's testing accommodations (per IEP or 504) permits.
- Review IEP and 504 plans to ensure accommodations required by law are followed. Contact the AL office for additional guidance, such as to determine whether the scores can be used for gifted eligibility. See Appendix D for a chart of standard and non-standard accommodations.
- All materials should be inventoried before and after test administration to ensure security.
- An accurate count of assessments administered must be submitted to the AL office.
- Test conditions/environment must be appropriate as explained in the DFA.
- Electronic devices (cell phones, smart watches, etc.) are not permitted in testing rooms. Any use of electronic devices during testing may result in 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.
- Items that could assist students during the test must be removed.

Process Overview

1. Identify students to be tested.
2. Create a school testing schedule that follows the recommended testing timeline.
3. Review all directions, appendices, guidelines, and available assessments.
4. Administer and track all assessments administered, including dates given.
5. Review all data to determine students eligible for gifted services.
6. Enter data and generate **score reports**.
7. Review assessments and forms for accuracy (locally, with partner schools as assigned, and district level)
8. Follow directions for destruction of testing materials. Used assessment instruments are not maintained by the district.
9. Obtain acknowledgements in ALtitude.
10. Change the student service status in ALtitude and notify the local school's scheduler.

Process Completion

By the end of the testing window, the following items must be completed:

- All evaluations, with exception of psychometric evaluations
- All assessment data entered for each student in ALtitude
- **Score reports** approved by CEC
- **Score reports** sent to parents for acknowledgement
- Service screen entered by gifted specialist/lead

High School Screening

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

- PSAT Data: Students who score in the top 10% of their school
- Transcript Review: Students who earn 90 or higher in advanced courses consistently in multiple subject areas (can be completed during registration process)
- EOC: Student who score in top 10% of their school
- AP Potential data for students who qualify for multiple AP courses
- TABs: Frasier's Traits, Aptitudes, and Behaviors

The gifted lead should also collaborate with guidance personnel to screen newly enrolled students by reviewing assessment data that is collected during the enrollment process.

Guidelines for Test Administration for Students with an IEP or 504 Plan

Although evaluators must adhere to standardized Directions for Administration (DFA), accommodations included in the Individual Education Plan (IEP) or 504 Plan must be honored during testing. Scores obtained with non-standard accommodations will be used for screening purposes; a second measure may be approved after review of the student's IEP.

See Appendix D for a list of standard and non-standard accommodations. Contact the AL office for guidance when a student's accommodations are non-standard.

Testing Procedures

During the evaluation process, teachers use a spreadsheet to record all student data. They enter data and generate gifted eligibility forms in ALtitude.

Window 1

1. A Referral for Gifted Eligibility is completed in ALtitude.
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) makes 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 data warrants further evaluation, a Data Review and Test Request form (GF2) is completed and sent to the Central Eligibility Committee (CEC). Attach previous state's gifted eligibility to GF2 if applicable.
 - c. The CEC approves or denies the recommendation for further assessment and communicates the decision.
 - d. If not approved, notify parents.
 - e. If approved, the Gifted Lead obtains Permission to Test in ALtitude.
4. Administer approved assessments.
5. Review all data to determine which students are eligible for gifted services. Follow eligibility form procedures. Enter all data and generate forms in ALtitude.

Window 2

Automatic Referrals – All teachers use a spreadsheet to organize testing data. Students who are already identified as gifted (active and inactive) and students who have been retained in the current grade level are removed from the spreadsheet.

1st Grade Students

1. Enter data on the testing spreadsheet for students who were evaluated but found ineligible in Kindergarten, including transfer students from other Cobb schools.
2. Review data from system-wide CogAT testing. Enter scores for all students evaluated and found ineligible in Kindergarten. Identify which students have one or more scores at the ≥ 90 th percentile in verbal, quantitative, non-verbal, in a related subcomposite, and/or complete composite. Add these students to your spreadsheet.
3. Determine if any students now qualify (complete forms).
4. Distribute the GRS for students without Kindergarten creativity and motivation scores.
5. Obtain Permission to Test for students requiring additional assessment.
6. Administer assessments, as needed, in the following order:



7. Review all data to determine which students are eligible for gifted services. Follow eligibility form procedures. Enter all data and generate forms in ALtitude.

3rd Grade Students

1. Review data from system-wide CogAT and IOWA testing.
2. Determine students eligible under Option A. Any student who qualifies under Option A still requires data collection in all four areas. Distribute the GRS to classroom teacher for identified Option A students. Score and follow eligibility form procedures.
3. Determine students who require further evaluation for gifted eligibility:
 - ≥ 90 th percentile on any component, subcomposite, or composite of the CogAT and/or
 - ≥ 85 th IOWA Total Reading or Total Math or
 - ≥ 90 th IOWA complete composite or
4. Distribute the GRS to the classroom teacher for these students and score.
5. Determine students who require further evaluation. Refer to the Evaluation Guidelines chart (Appendix C). Obtain Permission to Test for students requiring further evaluation for gifted eligibility.
6. Administer additional assessments as needed in the following order:



7. Review all data to determine which students are eligible for gifted services. Follow eligibility form procedures. Enter all data and generate forms in ALTitude.

5th Grade Students

1. Review data from system-wide IOWA testing.
2. Identify students with one or more scores at or above the 85th IOWA total reading, total math, or complete composite.
3. Distribute the GRS to classroom teachers for these students.
4. Determine students who require further evaluation for gifted eligibility:
 - ≥ 85 th IOWA Total Reading or Total Math or
 - ≥ 90 th IOWA complete composite or
 - ≥ 85 th in creativity and motivation
5. Obtain Permission to Test for each student requiring further evaluation.
6. Administer additional assessments as needed in the following order:



7. Review all data to determine which students are eligible for gifted services. Follow eligibility form procedures. Enter all data and generate forms in ALTitude.

7th Grade Students

1. Review data from system-wide CogAT and IOWA testing.
2. Determine students eligible under Option A. Any student who qualifies under Option A still requires data collection in all four areas. Distribute the GES to one academic classroom teacher for identified Option A students. Score and follow eligibility form procedures.
3. Identify potential Option B students who have one of the following:
 - Score(s) at or above the 90th percentile on any component, subcomposite, or composite 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
4. Distribute the GES to two academic teachers for these students and score. Record the highest creativity and motivation scores.
5. Determine students who require further evaluation. Refer to the Evaluation Guidelines chart (Appendix C).
6. Calculate student GPAs by calculating the grades earned during the two years prior to evaluation in mathematics, science, language arts, social studies and year-long foreign language.
7. Obtain Permission to Test for students requiring further evaluation for gifted eligibility.
8. Administer additional assessments as needed in the following order:



9. Review all data to determine which students are eligible for gifted services. Follow eligibility form procedures. Enter all data and generate forms in ALTitude.

8th Grade Students

1. Enter data on the testing spreadsheet for students who were evaluated but found ineligible in 7th grade.
2. Review data from system-wide PSAT 8/9 testing. Enter scores for all students evaluated and found ineligible in 7th grade. Identify which students have one or more scores at the ≥90thile in Evidence-Based Reading and Writing or Total Math. Add these students to your spreadsheet.
3. Determine if any students now qualify (complete forms).
4. Distribute the GES to two academic classroom teachers for students without creativity and motivation scores. Score the GES and record the highest for creativity and motivation.
5. Determine students who require further evaluation. Refer to the Evaluation Guidelines chart (Appendix C).
6. Calculate student GPAs by calculating the grades earned during the two years prior to evaluation in mathematics, science, language arts, social studies and year-long foreign language. Obtain Permission to Test for students requiring additional assessment.
7. Administer assessments as needed in the following order:



8. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures. Enter all data and generate forms in ALtitude.

Flagged Students (Grades 1, 2, 4, 6, and 8)

1. Distribute the GRS or GES to classroom teachers for flagged students and score.
2. Determine if the TTCT and/or Motivation Portfolio is needed. If the above were administered during the previous academic year, the same assessment may not be given in the current one.
3. Review data to determine which students are eligible for gifted services. Follow eligibility form procedures.

Identifying Students to be Flagged

A student may be flagged for the next year's assessment window if he/she was not eligible for gifted services and has both a qualifying Option B mental ability component or subcomposite and a qualifying achievement score.

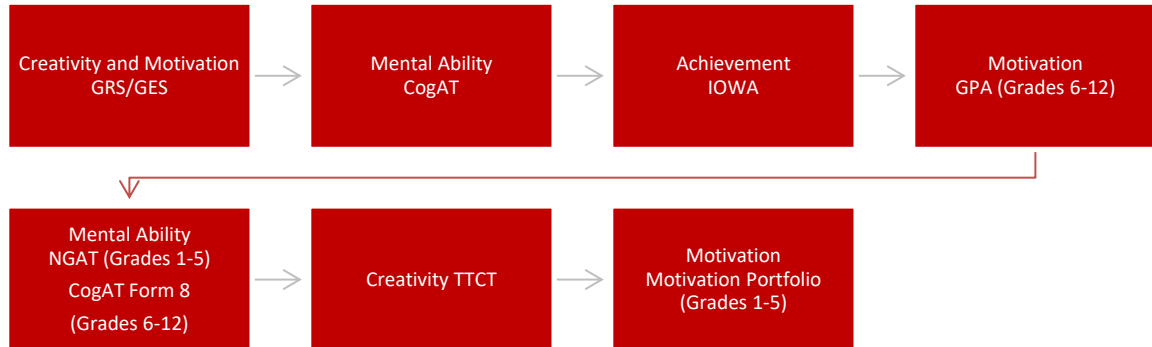
Reported Referrals (Grades 1-12)

Prior to the Assessment Window

1. The Referral for Gifted Eligibility is completed in ALtitude. An out-of-state gifted eligibility form replaces the need for a referral form.
2. The Gifted Lead reviews all available information and data with the Local Eligibility Committee of his/her school. Data includes that obtained from local, district, and state assessments as well as those that are nationally standardized.
3. Following a review of data, the Local Eligibility Committee (LEC) makes a recommendation regarding further evaluation. It shall be supported by both qualitative and quantitative evidence.
4. If no further testing is warranted, notify parents.
5. If the LEC determines the data warrants further evaluation, a Data Review and Test Request form (GF2) is completed and sent to the Central Eligibility Committee (CEC). A Data Review and Test Request form is required for all reported referrals. If an out-of-state gifted eligibility form exists, attach it to the Data Review and Test Request form (GF2).
6. The CEC approves or denies the recommendation for further assessment and communicates the decision.
7. If the recommendation is not approved, notify the parents. If approved, the Gifted Lead obtains Permission to Test and notifies the parent of potential evaluation dates.

During the Assessment Window

1. Noting that not all assessments will be given, administer approved and grade-level appropriate ones in the following order:



2. Review all data to determine which students are eligible for gifted services. Follow eligibility form procedures. Enter all data and generate forms in ALtitude.
3. Return any borrowed non-consumable testing materials to the AL office.

Motivation Portfolios (Grades 1-5)

1. Upon a review of assessment data, the Gifted Lead generates a list of students who qualify for a motivation portfolio (MP).
2. Classroom teachers gather designated student work samples and complete the teacher reflection form.
3. Students who require motivation portfolios complete a perseverance activity and student reflection activity.
4. The Gifted Specialist gathers all required items for the motivation portfolio in a provided folder.
5. The AL department schedules dates and locations for motivation portfolio evaluations.
6. Portfolios are reviewed by a panel of three or more trained evaluators.
7. Once evaluation is complete, the Portfolio Evaluation Results are kept with other evaluation data from the current year. This data must be kept for two years.
8. Complete the eligibility process and submit all required forms.

Window 3

Reported Referrals – For students who enroll in the Cobb County School District after Window 2 has closed, see the “Window 2 Testing Procedures, Reported Referrals” section.

Kindergarten Students – Gifted specialists begin the screening process with a review of universal screening data.

1. Identify all students meeting the established universal screening criteria. The screening process ends for students not meeting the criteria and for those who were retained and are spending a second year in Kindergarten.
2. Distribute the GRS-P to classroom teachers for identified students. Request and distribute the GRS-S for any Kindergarten students who are 7 years of age when Window 3 begins.
3. Obtain Permission to Test for each student to be tested.
4. Record creativity and motivation scores.
5. Administer assessments in the following order:



6. Review all data to determine which students are eligible for gifted services. Follow eligibility form procedures. Enter all data and generate forms in ALtitude.

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 AL office for any assessments not stored at your school. The CogAT is generally the first mental ability assessment to be administered as it renders multiple scores that may be used for gifted eligibility. It may also be used in grades 6-8 as a follow up assessment. It is also available with Spanish, Arabic, Cantonese, Mandarin, Russian, Somali, and Vietnamese directions (audio-led only).

Scores used for eligibility:

- Option A – composite score only
- Option B – composite, sub-composite, or component score may be used

Naglieri General Ability Tests (NGAT)

The Naglieri General Ability Tests – Verbal, Nonverbal, and Quantitative – are nationally norm-referenced tests in grades K-6. They allow students to solve problems regardless of the language they speak and reduce the amount of formal knowledge required so tests measure how well students ‘think’ rather than what students ‘know’. All test questions require a student to recognize relationships among pictures, shapes, or numbers to arrive at the correct answer. These tests are the mental ability assessments administered in Kindergarten due to language-free animated instructions and minimal knowledge requirement. It is the follow up assessment in grades 1-5.

Scores used for eligibility:

- Option A – composite score only
- Option B – Verbal, Nonverbal, or Quantitative tests/components

Naglieri Nonverbal Ability Test (NNAT)

The Naglieri Nonverbal Ability Test (NNAT) is an approved mental ability follow-up assessment in grades 6-12. 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 nonverbal component score only.

Important Points:

- Age norms are used for all mental ability tests.
- For any students receiving accommodations during system-wide testing, contact the AL office to determine whether the scores can be used for gifted eligibility.

Individual Intellectual Assessment Referral (Grades 1-12)

Individual psychometric evaluations may only be requested if a student in grade 1 or higher meets specific threshold criteria after having been assessed at the local school using two different mental ability instruments. Psychometric evaluation requests must be submitted to the AL Central Eligibility Committee for approval using the Individual Intellectual Assessment Referral form (GF11).

Guidelines to Request as Psychometric Evaluation – 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

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 Permission to Test.
2. Attach the original Permission to Test.
3. Send both forms to the AL office for review by the Central Eligibility Committee (CEC). The CEC reviews all referrals. Approvals are dependent on data review and are not automatic. The AL Lead teacher at the referring school is notified by email of the decision of the CEC.

Approval

1. The AL office submits a request to the Department of Special Student Services for psychometric testing. Although the AL office sends a letter to the parents explaining the need for additional testing, the Gifted Lead may contact parents as well.
2. The Individual Intellectual Assessment is scheduled and administered by a school psychologist. Special Student Services 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 AL office is the liaison.
3. Once the assessment is complete, the AL office sends the report to the Gifted Lead at the local school so that scores may be indicated on the **score report**. Forms should promptly be sent to parents.
4. If the referral is not approved, the Gifted Lead is notified by the CEC, and the appropriate form is sent.

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 AL department for automatic Kindergarten referrals and for reported referrals.

Important Points:

- Grade norms are used for all achievement tests.
- If a child repeats a grade in a year in which 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 AL office to determine whether the scores can be used for gifted eligibility.

Logramos

The Logramos 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 Spanish speaking students in grades K-8. It is a direct Spanish translation of many of the items in the IOWA test; when translation of items was not appropriate, replacement Spanish items were developed. The Spanish used in Logramos is common among students from a variety of Spanish-speaking countries. The Logramos may be provided by the AL department for reported referrals.

Important Points:

- Grade norms are used for all achievement tests.
- Administration of the Logramos requires a reported referral, LEC Data Review and Test Request, and rationale for the request. Administration is audio-led.
- If a child repeats a grade in a year in which 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 AL office to determine whether the scores can be used for gifted eligibility.

ESOL Achievement Portfolio

The ESOL Achievement Portfolio is a product portfolio used to measure a student's math achievement. This portfolio may be utilized with students currently receiving ESOL services in grades 4-5.

Important Points:

- The student must be actively receiving ESOL services in the Cobb County School District.
- The student must have scored $\geq 80\%$ ile in Total Math on the most recent administration of the IOWA.
- If a child repeats a grade in a year in which an achievement test is given, the test scores cannot be used for gifted eligibility in the year the grade is repeated.
- The Individual Evaluator Record is submitted to the Central Eligibility Committee with evidence attached.

PSAT 8/9

The PSAT 8/9 is a nationally norm-referenced standardized test used to measure acquired learning in specific subject areas such as math and evidence-based reading and writing, as well as what a learner needs to succeed in college. This test may be administered to students in grades 8-9. The PSAT 8/9 is administered system-wide in eighth grade.

Important Points:

- Grade norms are used for all achievement tests.
- If a child repeats a grade in a year in which 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 AL office to determine whether the scores can be used for gifted eligibility.
- The PSAT 8/9 is administered system-wide in eighth grade but is not available for reported referrals.

Creativity and Motivation Assessments

Gifted Rating Scale 2 (GRS2) – Creativity Sub-Scale (Grades K-5)

- The GRS-P, Primary Edition, is completed only for 5- and 6-year-old Kindergarten students. The GRS-S is completed for 7-year-old Kindergarten students and for all in 1st-5th grade.
- 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.
- May be completed by only one certified teacher for a student and should be completed by the one who serves the student for the majority of his/her instructional time

Scores Used for Eligibility – Component score only; reported as an age norm

Gifted Evaluation Scale (GES) – Creativity Sub-Scale (Grades 6-12)

- This rating scale must be completed by a teacher who has observed the student for a minimum of six weeks. Educators must be trained before completing this instrument. Documentation of training must be kept on file at the local school.
- May be completed by a certified teacher with input from other school personnel familiar with the student

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. TTCTs are submitted to the AL Office for scoring. During Window 2, attach a completed log to TTCTs.

Scores Used for Eligibility: Composite score only; reported as a grade norm

Gifted Rating Scale 2 (GRS2) – Motivation Sub-Scale (Grades K-5)

- The GRS-P, Primary Edition, is completed only for 5–6-year-old Kindergarten students. The GRS-S is completed for 7-year-old Kindergarten students and for all in 1st-5th grade.
- 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.
- May be completed by only one certified teacher for a student and should be completed by the one who serves the student for the majority of his/her instructional time

Scores Used for Eligibility – Component score only; reported as an age norm

Gifted Evaluation Scale (GES) – Motivation Sub-Scale (Grades 6-12)

- This rating scale must be completed by a teacher who has observed the student for a minimum of six weeks. Educators must be trained before completing this instrument. Documentation of training must be kept on file at the local school.

- May be completed by a certified teacher with input from other school personnel familiar with the student

Scores Used for Eligibility: Component score only; reported as an age norm

Motivation Portfolio (Grades 1-5)

The purpose of a motivation portfolio is to identify students who will receive gifted education service based on specific student strengths in exceptional motivation as demonstrated through classroom performance, perseverance, and self-reflection.

Scores Used for Eligibility: Student Portfolio Score, calculated as a percent

Academic GPA – Grade Point Average (Grades 6-12)

Student GPAs are determined by calculating the grades earned during the two years prior to evaluation in mathematics, science, English/language arts, social studies, and full-year world language when included in a student's records. A minimum GPA of 3.5 on a 4.0 scale is required.

Section 3: Gifted FTE Guidelines

FTE Overview

FTE reporting refers to state funding based on student enrollment and services provided to students. It occurs only for services students receive on FTE day. In the Cobb County School District, gifted services are provided through a variety of state-approved models. Service model requirements outlined in this manual must be met to count instructional segments at the gifted weight in FTE reporting. Refer to “Gifted Services” and to Appendix F for these requirements and contact the AL office for additional guidance.

For state-funded FTE earnings, the count dates are the first Tuesday in October and the first Thursday in March. The FTE count days provide a “point in time snapshot” of the scheduled instructional services provided on that date.

Class Size

Gifted education class sizes are established by the State Board of Education. The maximum individual gifted education class sizes are listed below:

Elementary (K-5): 17

Middle School (6-8): 21

High School (9-12): 21

Note: Class sizes may be adjusted based on Strategic Waiver System contracts. Be mindful that the expressed legislative intent of the additional gifted funding is to provide additional resources and lower student to teacher ratios directly for gifted students.

Gifted Specialist Responsibilities

- Follow all FTE directions sent by the AL office.
- Ensure that all gifted students receive appropriate service yearly:
 - Elementary – minimum of five Gifted Resource segments a week or the yearly equivalent (contact the AL office with unusual situations)
 - Middle and High – minimum of one Advanced Content or Gifted Resource course
- Ensure that ‘gifted service’ is coded in ALtitude for all newly identified gifted students.
- Work with the data entry clerk to ensure all courses eligible for gifted FTE weight are coded appropriately.
- Work with the scheduler to maximize service to students/FTE. All service models are year-long and are scheduled at the start of the school year.

FTE Process

The gifted FTE process is completed through the coding of individual students and coding course sections. Once a student is identified gifted and coded on the student services screen, the coding stays with the student until graduation or he/she is withdrawn from services. For student services to earn gifted FTE, several steps should be followed:

Fall

- July/August – Provide the scheduler with information needed to schedule students' gifted services. FTE is schedule driven. Elementary students should be scheduled for all appropriate services at this time, including gifted resource, and if served, gifted cluster, and/or Advanced Content.
- September – Submit applicable FTE forms to the data entry clerk and to the AL office as directed.
- October – The AL office sends segment comparison charts for gifted specialists to review. The number of segments coded should equal the total number scheduled at the local school. Gifted specialists at the elementary level should see the number of segments coded equal the number totaled from submitted forms.
- Access the SSP3204/Student Services by Program report as an ALtitude query. Gifted segments are identified with the program code "I". Comparing this report to gifted FTE forms ensures accuracy of reporting data.

Spring

- January – Ensure all newly eligible students receive gifted services. Provide the scheduler with information needed to schedule students' gifted services. FTE is schedule driven. Newly eligible elementary students should be scheduled for all appropriate services at this time, including gifted resource, and if served, gifted cluster, and/or Advanced Content.
- February – Submit applicable FTE forms to the data entry clerk and to the AL office as directed.
- March – The AL office sends segment comparison charts for gifted specialists to review. The number of segments coded should equal the total number scheduled at the local school. Gifted specialists at the elementary level should see the number of segments coded equal the number totaled from submitted forms.
- Access the SSP3204/Student Services by Program report as an ALtitude query. Gifted segments are identified with the program code "I". Comparing this report to gifted FTE forms ensures accuracy of reporting data.

Section 4: Gifted Records and Reports

Electronic Records

The local Gifted Lead manages all gifted education records. Access to these materials is restricted to the Gifted Lead and other certified personnel as professional need requires.

All students evaluated for gifted eligibility must have their assessment data entered and forms created in ALtitude.

Generating Gifted Eligibility Results

1. Use ALtitude to generate this form.
2. The Gifted Lead and two other LEC members review for accuracy and acknowledge.
3. Submit for district approval.
4. The AL team (or designee) reviews the form for accuracy; corrections may be needed.
5. Send to parent during the designated time frame.
6. Code student in ALtitude. Type of referral and eligibility status are coded. This information is essential for state reporting accuracy.

Generating Student Assessment Results

1. Use ALtitude to generate this form.
2. The Gifted Lead and two other LEC members review for accuracy and acknowledge.
3. Submit for district approval.
4. The AL team (or designee) reviews the form for accuracy; corrections may be needed.
5. Send to parent during the designated time frame.
6. Code student in ALtitude. Type of referral and eligibility status are coded. This information is essential for state reporting accuracy.

Accessing Gifted Records

All gifted records are available in OnTrack through the Student Profile Screen. Click on the Documents tab to view records such as Eligibility Results/Eligible, Assessment Results/Ineligible, Discontinuation, and/or Re-Entry.

The Gifted Lead must ensure forms for all evaluated students are created in ALtitude. The Gifted Lead may also access all gifted forms in ALtitude, including those not transferred to OnTrack as part of the student record.

Transition Between Levels

Sending School

At the end of the school year, send a list of students who are inactive, were on probation, or did not meet end of year continuation criteria to the correct feeder school. The receiving school will print a report of rising gifted students.

Receiving School

Print a report of rising gifted students using OnTrack. Provide the appropriate personnel a list of all identified gifted students to verify they are scheduled with the correct gifted (.2) course numbers.

Disposal of Assessments and Records

Printed records and assessments are disposed of as follows:

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

Reports

The following reports are used to manage and evaluate 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 submitted to the AL Office two times each year (August and January).

Annual Report of Gifted Service (Elementary and Middle)

At the end of the year, the AL lead submits an online report that provides a summary of gifted service protocols such as trainings, probations, discontinuation of service, etc.

End-of-Year Checklist (Elementary and Middle)

This report lists AL Teacher end-of-year responsibilities and certifies completion. The AL Lead submits this report to the AL office.

Referral and Eligibility Data

All referral and eligibility data is stored in ALtitude.

Resource Management

Gifted Funds

Gifted funds are used to purchase resources necessary to support instruction for gifted students. The Gifted Lead should work with the school bookkeeper to follow local school procedures. All funds must be spent by the deadline designated by the AL office.

Instructional Inventories

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 is kept on file at the local school. All resources purchased with gifted funds are labeled as Property of AL.

Test Inventories

The Non-Consumable Test Inventory is completed and updated annually. This document is kept on file at the local school and submitted to the AL office.

Property Disposal

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

Appendix A: 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; great care must be taken to ensure the accuracy of all recorded information and professional submission of documents. All forms requiring parent signature are sent through ALtitude and accessed via the enrolling adult's ParentVue account, where acknowledgement/digital signatures are obtained. Forms not requiring parent notification, such as Local Data Review and those for FTE purposes, are found in the established Microsoft Team.

Form and Purpose	Location
Permission to Test: Gifted Lead/Teacher must complete permission to test forms any time assessments are administered that are not part of a system-wide testing event. Parents must receive and acknowledge a Permission to Test form before a student is administered any test. Observation instruments such as rating scales or artifacts gathered during the portfolio process do not require parent permission.	ALtitude
Gifted Eligibility Results: Gifted Lead/Teacher must enter data into ALtitude and generate this form for all students qualifying under either option A or B. Students may not be scheduled into gifted resource or elective classes until acknowledgement indicating parental consent for placement is received.	ALtitude
Student Assessment Results: Gifted Lead/Teacher must enter data into ALtitude and generate this form for any student evaluated for gifted eligibility and not meeting Georgia criteria for gifted service.	ALtitude
Service Specifications/Continuation Criteria: Notification of service specifications and continued participation criteria are automatically sent with eligibility in ALtitude at the time eligibility is established. Subsequent notifications are provided for students continuing gifted service as they enter each grade level or after a break in service.	ALtitude
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.	ALtitude
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.	MS Team
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.	ALtitude

Appendix B: Available Assessments – 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
NGAT	Level determined by system, acc. to grade level												
NNAT							E	F	F	F	G	G	G

*Note: Form 7 in levels designated with a star are not to be used for students who participate in district-wide testing. Form 8 is available for limited use in grades 6-12; please contact the AL office for more information. The CogAT is available to be administered with Spanish, Arabic, Cantonese, Mandarin, Russian, Somali, and Vietnamese directions.

Achievement Test Levels (Grade Norms Used)

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

*Note: Levels designated with a star are not to be used for students who participate in district-wide testing; **request an alternate form or assessment.** To request an audio led Logramos, the LEC rationale on the Data Review and Test Request (GF2) must include the student's primary or home language and the ELL specialist, classroom teacher, and/or parent's observations regarding the student's listening and reading proficiency in his/her primary language.

Creativity Assessments

Gifted Rating Scale 2 (GRS-P)	K
Gifted Rating Scale 2 (GRS-S)	1-5
Hawthorne Gifted Evaluation Scale (GES)	6-12
Torrance Test of Creative Thinking (TTCT)	K-12

Motivation Assessments

Gifted Rating Scale 2 (GRS-P)	K
Gifted Rating Scale 2 (GRS-S)	1-5
Hawthorne Gifted Evaluation Scale (GES)	6-12
Motivation Portfolio	K-5
GPA of 3.5 or better in core academics on a 4.0 scale (2-year average)	6-12

Appendix C: Evaluation Guidelines

Area	Option	Grade	Qualifying Score	May Evaluate If...	Assessments
Mental Ability	A	K-2	99%ile composite	90-98%ile composite, sub-composite, or approved component	CogAT ¹ NGAT ² NNAT ³ Psychometric Evaluations ⁴
		3-12	96%ile or higher composite	90-95%ile composite, sub-composite, or approved component	
	B	K-12	96%ile or higher on composite, sub-composite ¹ , or approved component	90-95%ile on composite, sub-composite, or approved component	
Achievement	A & B	K - 12	90%ile on Total Reading, Total Math, ELA Total (grades 6-12 only), Total Battery	85-89%ile on Total Reading or Total Math	IOWA Logramos ⁵ ESOL Achievement Portfolio ⁶ PSAT 8/9 ⁷
Creativity	B	K - 12	90% on Creativity Assessment	85-89%ile on Creativity Assessment	K: GRS2 P 1: GRS2 S 6-12: GES 1-12: TTCT
Motivation	B	K - 12	90% on Motivation Assessment	85-89%ile on Motivation Assessment	K: GRS2 P 1-5: GRS2 S 6-12: GES K-5: Product Portfolio 6-12: GPA

1. Subcomposite CogAT scores may be used for eligibility under Option B or for re-evaluation under Option A or B. CogAT Form 8 may be requested for students in grades 6-12 when re-evaluation is appropriate, and eligibility is possible only under Option A.
2. The Naglieri General Ability Tests are available in grades K-5 and may be used with all populations, including non-native English speakers.
3. The Naglieri NonVerbal Ability Test is available in grades 6-12 and may be used as re-evaluation and/or eligibility under Option B only.
4. 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. Psych requests must be submitted to the AL Central Eligibility Committee for approval using the Individual Intellectual Assessment Referral form (GF11).
5. The Logramos is available for non-native English speakers. Requests must be submitted to the AL Central Eligibility Committee using the LEC Data Review and Test Request form. See Section 2, Mental Ability and Achievement Assessments, and Appendix B for additional information.
6. An ESOL achievement portfolio may be utilized if a 4th or 5th grade student meets threshold criteria after having been evaluated using the IOWA. Refer to Section 2 for details. The ESOL Achievement Portfolio Individual Evaluator Record must be submitted with evidence attached to the AL Central Eligibility Committee.
7. The PSAT 8/9 is administered system-wide in eighth grade. It is not available for evaluation of reported referrals.

Appendix D: Testing Accommodations for Special Groups of Students

Accommodations	Students with Disabilities (Special Education, Section 504)	English Learner (EL)
<i>Setting Accommodations</i>		
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	
<i>Presentation Accommodations</i>		
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 ¹	S ¹
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	
<i>Response Accommodations</i>		
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 ²	S	S
Word to word dictionary ³		S
<i>Scheduling Accommodations</i>		
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	

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

Appendix E: 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.

Referral indicates the process by which a student is brought to the attention of the school as potentially meeting requirements for consideration for gifted evaluation. Referrals are considered either reported (by individuals) or automatic (system test scores). Referral does not guarantee the student will be evaluated.

Screening refers to the process of reviewing student data to determine if a need for further evaluation for gifted services is warranted.

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, achievement, creativity, and motivation.

Testing Window refers to a specified period of time in which the eligibility processes are completed.

Appendix F: Gifted Service Models in the Cobb County School District

	Resource Class	Advanced Content	Cluster Grouping	Advanced Placement (AP)	International Baccalaureate (IB)
Use	ES: Primary gifted service model MS/HS: School by school decision	ES: Grades 4-5, R/ELA and Math only MS/HS: Core content and world language; HS credit courses taught in MS	ES: Additional gifted service model	Grades 9-12	Grades 11-12
Certification	Gifted in-field endorsement on teaching certificate	Gifted in-field endorsement on teaching certificate	Gifted in-field endorsement on teaching certificate	Content area certification; APSI for specific course and gifted endorsement or 10-hour gifted course	Content area certification; IB training for specific course and gifted endorsement or 10-hour gifted course
Who Served	Gifted identified students	ES: Gifted and highly able students who meet established criteria MS/HS: Gifted and highly able students based on achievement and interest	Gifted identified students	Gifted and highly able students based on achievement and interest	Gifted and highly able students based on achievement and interest
Classroom	Homogeneously grouped in a gifted resource classroom	Homogeneously grouped within/as general education classroom	General education classroom	Homogeneously grouped	Homogeneously grouped
Segments	5-6 per student, up to a +5 maximum of 22 students per class	1 per student per content area (*only gifted students, up to a +5 maximum of 26, scheduled for gifted segments)	1-2 per student, up to A +5 maximum of 13 students per class	1 per student per content area (*only gifted students scheduled for gifted segments)	1 per student per content area (*only gifted students scheduled for gifted segments)
Required Documentation	Implementation of course frameworks based on Cobb County's gifted process and GA standards	Implementation of differentiated AC course framework located in CTLS	Evidence of need and course modifications; separate lesson plans and student contracts	Course follows College Board approved audit	Course follows IB subject guide/syllabus
Standards	CCSD cognitive and affective gifted standards	Grade level standards and AC course frameworks	Grade level standards	Grade level standards and College Board defined course standards	Grade level standards and IBO defined course standards
Curriculum	Curriculum options provided by AL department and focused on cognitive and affective development	4-5: AC Rdg/ELA & Math MS/HS: Grade level curriculum with appropriate differentiation	Grade level curriculum with appropriate differentiation	College Board curriculum with appropriate differentiation	IBO curriculum with appropriate differentiation
Performance Evaluation	Progress report distributed each semester, Quarterly Feedback Report as needed	Grade level report card distributed each grading period, Academic Alerts as needed	Grade level report card distributed each grading period, Academic Alerts as needed	Grade level report card distributed each grading period, AP exams	Grade level report card distributed each grading period, IB assessments
Continuation Criteria	ES: A minimum of 7 out of 10 S's and P's each semester, with a minimum of 7 out of 10 S's annually with the exception of students beginning services midyear MS/HS: Continued gifted eligibility	ES/MS: ≥80% in the related advanced content area over the course of the year and proficient or distinguished Milestones designation HS: Continued gifted eligibility	Continued gifted eligibility	Continued gifted eligibility	Continued gifted eligibility

