The New Gifted Contact Persons Training

Chauncey Spears, Office Director – Advanced Learning/Gifted/Social Studies
Office of Elementary Education
October, 2014
Agenda

• Gifted Standards
• Gifted Regulations
• Gifted Records
• Gifted Teacher Unit Funding
• Gifted Statistics
• Questions
Standards of Excellence

“Standards of excellence in gifted programs are crucial. If our field does not have benchmarks of excellence, some gifted programs will continue to use a random collection of unconnected practices.”

- Sally Reis
MDE Documents

• Gifted Education Program Standards
• Regulations for Gifted Education Programs
• Suggested Outcomes for Artistically Gifted, Intellectually Gifted (2-8), and Academically Gifted (9-12)
• Training via PowerPoint Presentations/Webinars
Gifted Standards/Self-Evaluation Rubric

• The 2013 Gifted Standards were approved by the State Board of Education (SBE) during the 2013-2014 school year. They are in effect for the 2014-2015 school year.

• The changes in the standards reflect the changes in the regulations (e.g., class size, mandated minutes of instruction, etc.).

• The changes in the standards center on two main areas, issues of equity in identifying students and the utility of the standards for districts in program design and evaluation.

• Some standards were renumbered or split up in order to help with readability and utility of the standards document itself.
Components of the Gifted Standards

• Curriculum and Instruction
• Program Administration & Management
• Program Design
• Program Evaluation
• Social-emotional Guidance & Counseling
• Professional Development
• Student Identification and Assessment
Additional Requirements in the Standards

• Career Exploration
• Life Skills
• Visual & Performing Arts
• Affective Needs
• Social-emotional Needs
• Counseling At-risk Gifted Students
Gifted Standards

• The Gifted Standards document is used to monitor gifted programs during the gifted program monitoring visit conducted by MDE auditors.
• Districts also use the Gifted Standards document to conduct annual gifted program self-evaluations.
Self-Evaluations

• The Annual Gifted Program Self-Evaluation must be conducted, the results of which submitted to the Office of Curriculum and Instruction by **June 30** each year.

• During the Spring each year, a web link is sent out on the gifted program list serve for districts to submit this evaluation electronically via an online survey tool from the MDE.

• Districts must submit the annual self-evaluation online each year to remain in compliance with gifted regulations and standards.
Monitoring Visit

• Auditors verify minimal compliance with the Mississippi Gifted Education Program Standards and regulations.

• The standards reflect the research and best practices in the field of gifted education.

• The gifted education program standards align with the national program standards from the National Association of Gifted Children.
Monitoring Visit

• The visit itself will consist of two parts:
  – Verification of documentation for compliance
  – Classroom visit

• Each district scheduled to be monitored must submit an updated Gifted Program Proposal to the Office of Curriculum and Instruction by November 15 of the school year scheduled to be monitored.

• Non-compliance with gifted regulations and standards could result in a downgrade of the district’s accreditation status - see Accountability Standard 17.8.
Standards Criteria

The standards have seven criteria:

1. Curriculum & Instruction
2. Program Administration & Management
3. Program Design
4. Program Evaluation
5. Socio-emotional Guidance & Counseling
6. Professional Development
7. Student Identification & Assessment
Standards Criteria

- Each of the seven criteria is composed of guiding principles.
- Each guiding principle has four levels of compliance:
  - Level 1 “Non-Compliance”
  - Level 2 “Minimal Compliance”
  - Level 3 “Exemplary Compliance”
  - Level 4 “Outstanding Compliance”
Gifted Monitoring Instrument

Gifted Education Programming Criterion I: Curriculum and Instruction
Description: Gifted education services shall include curricular and instructional opportunities directed to the unique needs of the gifted students.

<table>
<thead>
<tr>
<th>Guiding Principle</th>
<th>Level 1 Does Not Meet Standard</th>
<th>Level 2 Meets Minimum Standard</th>
<th>Level 3 Above Standard</th>
<th>Level 4 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The local gifted education program shall provide a qualitatively different educational experience in addition to and different from the regular program of instruction.</td>
<td>1.1 The gifted education program does NOT provide to identified gifted students a qualitatively different learning experience designed to meet the special needs of gifted students.</td>
<td>1.2 The gifted education program provides to identified gifted students a qualitatively different learning experience designed to meet the special needs of gifted students.</td>
<td>1.3 In addition to level 2, there is evidence that identified gifted students’ individual needs, interests, and learning styles have been determined and that curriculum and instruction have been modified accordingly.</td>
<td>1.4 In addition to level 3, the information collected is shared with all school personnel responsible for the appropriate education of the individual students.</td>
</tr>
<tr>
<td>2. Differentiated curriculum shall be provided for identified gifted students.</td>
<td>2.1 No differentiated curriculum is provided for gifted learners.</td>
<td>2.2 The district’s Instructional Management Plan for gifted students provides for differentiated curriculum that is in compliance with State Board of Education policy and state law.</td>
<td>2.3 In addition to level 2, the Instructional Management Plan is reviewed and updated annually based upon the results of the gifted program evaluation.</td>
<td>2.4 In addition to level 3, gifted students, parents, and community leaders are involved in the development of the Instructional Management Plan.</td>
</tr>
</tbody>
</table>

https://districtaccess.mde.k12.ms.us/curriculumandInstruction/default.aspx
Gifted Regulations

• The *Regulations for Gifted Education Programs, 2013* are in effect for the 2014-2015 school year.

• Changes in the regulations reflect new funding realities as well as equity in the identification process.

• The regulations document can be found online at [http://www.mde.k12.ms.us/curriculum-and-instruction/advanced](http://www.mde.k12.ms.us/curriculum-and-instruction/advanced)
Student Identification Process - Referral

• Annual mass screening is mandated on at least one grade level, utilizing a normed group measure of intelligence (e.g., RAVENS).
• Mass screening helps with identification of students who may not otherwise be referred for gifted services.
• Individual referrals are still permissible.
• The results of the normed group measure of intelligence cannot preclude a student from being individually referred.
• Districts can contact the Office of Curriculum and Instruction for help with selectencing a mass screening instrument if needed.
Scenario #1

- Tyrone is referred for gifted testing by his mother. Tyrone was part of a mass screening process where he did not meet referral criteria. Can the district decide that since he was in the universal screened pool and did not meet referral criteria, that he should not go on to be considered with other referral tools?
- **No.** "The individually referred student shall not be excluded from the referral process by their performance on the normed group measure of intelligence administered during the Mass Screening Referral Process" (pg. 5)
• Minimal criteria scores on referral instruments are now set at “superior” or 90th percentile for eligibility for assessment.

• Obtaining these scores on at least 3 referral instruments meets eligibility requirements for assessment, including the mass screening instrument.

• There is no longer a need to use referral data twice to make a determination for assessment eligibility.
Student Identification – Emerging Potential for Gifted Assessment/Identification

• Formally known as “Disadvantaged for Gifted Assessment”.

• Makes provisions for certain factors that exist that may put the student at a disadvantage when inappropriate instruments are used during the assessment/identification process.

• After the referral data is collected, the LSC can consider the emerging potential of a student, *if he/she does not meet referral criteria.*

• The LSC can then request more data to be collected (by completing the Emerging Potential Checklist – Appendix A) or proceed with the assessment if it feels that a student could have emerging potential.
Scenario #2

Isabella has been individually referred by her counselor for gifted testing. During the referral stage, it is observed by her teachers that she is very nervous taking the screener. She becomes withdrawn and distracted toward the end of the screening process. The results indicate that she did not score in the 90th percentile on the screener or other referral instruments. Can the LSC then complete an Emerging Potential checklist and, if eligible, submit Isabella for assessment?
Scenario #2 (continued)

- Yes. “If it is believed that the student might have emerging gifted potential, then the Emerging Potential for Intellectually Gifted Assessment Checklist should be completed for possible use during the assessment process”. (pg. 5)

- The purpose of the Gifted Identification Process is to include, not exclude, any and all students who would benefit from the program. “The identification process shall provide an equitable opportunity for the inclusion of students with an emerging potential for gifted...close attention and careful consideration shall be paid to all information available and collected on each individual student”. (pg. 2)
Student Identification Process -- Parental Permission for Testing

• District personnel must obtain written permission from parents if the LSC rules a student eligible for assessment.

• District personnel must notify parents in writing concerning FERPA.

• Districts must maintain files of all students who are ruled eligible for assessment. These files must include results from the referral instruments, the Assessment Report, and LSC ruling documentation (Gifted Pupil Personal Data Sheet).
Student Identification Process -- Assessment

• The minimum eligibility score is increased for IQ testing from the 90\textsuperscript{th} percentile to the 91\textsuperscript{st} percentile to align with psychometric recommendations.

• Districts are required to provide justification when raising IQ assessment cut scores above the state minimum.

• Justification must detail how the district will address emerging potential while raising the scores.
Scenario #3

Mars School District has a challenge with the number of students who are meeting the eligibility requirements for the intellectually gifted program. The district decides to increase the minimum eligibility score from the 91st percentile to the 95th percentile. In the justification of raising the minimum score, the district cited that they did not have the physical space to accommodate all the students who could score at the 91st percentile on the individual test of intelligence. Would the Mars School District be justified in raising the minimum eligibility score?
Scenario #3 (Continued)

- The district would be justified in raising the minimum eligibility score if and only if the justification included all of the following:
  - The number of students who would be eligible at the state minimum score;
  - The classroom space available to accommodate gifted students;
  - The number of gifted students who would be eligible at the raised minimum score;
  - Confirmation that in the group of students scoring between the state minimum score and the district raised score, the proportion of traditionally underrepresented students (economically disadvantaged, racial minorities, students with IEP’s, English Language Learners, etc.) is the same or less than their proportion in the general student population of the district;
  - A district developed assessment matrix (MDE approved) showing how students could be ruled eligible by means other than the intelligence assessment.
Scenario #3 (Continued)

• Districts that raise the minimum scores must allow for students with scores above the state minimum score to be eligible for Emerging Potential.

• For students who are eligible for Emerging Potential, the district can then utilize one of the three assessment criteria for eligibility determinations.
  – A test of cognitive abilities with a minimal score at the 90th percentile,
  – A group intelligence measure with a minimal score at the 90th percentile, or
  – A district-developed matrix approved by the MDE.
Student Identification Process -- Assessment

• Districts will not have to re-assess or make eligibility determinations for any students who were referred or assessed in the past because of the new assessment regulations.

• In order to ensure all gifted program proposals are aligned to the MDE Gifted Program Monitoring Cycle, those districts scheduled for a monitoring visit in the 2014-2015 school year need to submit new proposals to the Curriculum and Instruction Office before November 15, 2014.
Student Identification Process -- Emerging Potential for Assessment

• Students who score at the 84th percentile (or within the 90% confidence interval of the 91st percentile) on the assessment and meet criteria on the Emerging Potential for Gifted Assessment Checklist (Appendix A of the regulations), may be administered one of the following additional measures to determine eligibility:

  – A test of cognitive abilities with a minimal score at the 90th percentile,
  – A group intelligence measure with a minimal score at the 90th percentile, or
  – A district-developed matrix approved by the MDE.
Student Identification Process -- Potentially Twice Exceptional Students

• Students with IEPs who meet at least one referral criterion and score in the 91st percentile on the Assessment can be ruled eligible by the LSC.

• If a student with an IEP does not score in the 91st percentile, but in the opinion of the LSC would benefit from gifted education services, they could be ruled provisionally eligible.

• After 1 year, the LSC will reconvene and make a determination as to whether the provisionally eligible student will continue in the program.
Scenario #4

Tiffany is a student with Asperger Spectrum Disorder who has accommodations through an IEP. She is referred for gifted by her friend. During the referral process, the LSC considers whether she would qualify for Emerging Potential eligibility. The Emerging Potential Checklist is completed and she does not meet the criteria for Emerging Potential. After the referral process is over, Tiffany does not meet any of the referral criteria for assessment eligibility. Can the LSC submit Tiffany for the assessment - the individual test of intelligence?
Scenario #4 (Continued)

- **No.** Since Tiffany did not meet the criteria for Emerging Potential on the Emerging Potential Checklist, and did not meet any of the referral criteria, she would not be a candidate for assessment. Students with IEPs must now meet at least 1 referral criteria to be considered for assessment. The LSC at this point cannot submit Tiffany for assessment and the identification process ends.

- Students with IEPs are not automatically eligible for Emerging Potential. Students with IEPs must also meet Emerging Potential Criteria in order to meet eligibility for Emerging Potential.
Scenario #5

- Juan is a student with a physical disability who is served with accommodations through an IEP. During the mass screening process, Juan meets 2 of the 3 required referral criteria. Juan is from Mexico and is also served with ELL services. Should Juan be considered for Emerging Potential?
Scenario #5 (Continued)

- Yes. Limited English Proficiency is one of the criteria for eligibility on the Emerging Potential Checklist.

Option II

If the student satisfies five (5) or more of the following criteria, the student may be considered for emerging potential for testing criteria as defined in the regulations.

___ The student has limited English proficiency or English is not the primary language in the home.
___ Non-standard English interferes with learning activities.
___ There is evidence of frequent moves from one school to another or one district to another.
___ Few academic enrichment opportunities are available in the home or local neighborhood.
___ Home or after-school responsibilities may interfere with the student’s learning activities.
___ Cultural values may be in conflict with dominant culture.
___ There is a lack of access to cultural activities within the dominant culture.
___ The student has poor reading skills.
___ The student is frequently absent.
___ The student demonstrates difficulty staying on task.
Scenario #5 (continued)

• Juan would have to meet at least 4 other criteria to be eligible for Emerging Potential.

• Because Juan has an IEP and has met 2 referral criteria, he could also be submitted for the assessment and considered for a provisional eligibility ruling.
Scenario #5B

Juan has been submitted for assessment and does not meet the minimum eligibility score, is there a way that Juan can be ruled eligible?
Scenario #5B (Continued)

• If Juan qualifies for Emerging Potential, and scores within the 84th percentile on the assessment (or the 90% confidence interval of the 91st percentile), then he can be ruled eligible based on the Emerging Potential Assessment Criteria.

• Juan could also be ruled eligible if “in the opinion of the reviewing committee, [he] would benefit from participation in the intellectually gifted program, [Juan] may be granted a provisional eligibility for the intellectually gifted program...” (pg. 7)
Schematic of Identification Process

STAGE 1
Referral

Mass Screening Process

Individual Referral Process

STAGE 2
LSC Review of Data

Meets Referral Criteria?
Yes  No

STAGE 3
Parent Permission for Testing?
Yes*  No*

*Notify the parents of FERPA rights

Meets emerging potential or twice exceptional provisions for referral?
Yes  No

YES
Go on to Stage 3

NO
End identification process

STAGE 4
Assessment

YES
Go on to Stage 4

NO
End identification process

STAGE 5
Assessment Report

STAGE 6
LSC Eligibility Determination

Meets Eligibility Criteria?
Yes  No

YES
Notify the parents of LSC eligibility ruling and FERPA rights

NO
End identification process

NO
Acquire parental permission for placement to serve gifted eligible student

NO
Notify the parents of LSC eligibility ruling and FERPA rights

NO
End identification process
Class Size

• For grades 2-8, a class size of 8-12 students is recommended. This allows for more local flexibility with scheduling and teacher rosters.

• “[The] general education class size as mandated in the accreditation standards is inappropriate for gifted classes. The integrity of the program shall be maintained.” (p. 23)
Class Time

• The revised regulations adjust the class time recommendation to 300 minutes per week with a mandated minimum of 240 minutes per week.

• This allow schools with non-traditional schedules some flexibility in minimum class time requirements for gifted instruction.
Gifted Contact Persons

- Districts can now have 2 gifted contact persons.
- One must be certified in gifted education.
- Contact persons do not have to be district/building administrators.
- Gifted contact persons should communicate with the superintendent regarding information from MDE concerning gifted education.
Non-Compliance

• Accreditation status downgrade is a consequence of non-compliance with gifted regulations.
• Funding may be withheld for non-compliance.
• The hearing and appeals procedures related to accreditation are outlined in Accreditation Policy 6.0 as indicated in the Mississippi Public School Accountability Standards, 2014.
Appendices

• Appendix A: Emerging Potential Checklist
• Appendix B: Gifted Education Program Proposal
• Appendix C: MS Code 37-23-171 through 181 (Gifted Education Laws for MS)
Gifted Records

• All information/data collected as part of the identification process shall be placed in an individual eligibility file for each student.

• Districts must maintain a file for each student tested for eligibility in the Intellectually Gifted Program, whether they are ruled eligible or not for participation in the Gifted Education program.

• These records are maintained in a separate locked storage facility/file cabinet. (pg.3)
Gifted Records

• Access to the information shall be restricted to those personnel working directly with the identification process, working directly in the gifted education program, or that have a documented need to know.

• Once the referral process begins, parents must be informed of the information/data that is collected. Parents shall have access to these records.

• Each district shall have a policy that establishes the process that parents shall adhere to when requesting to access these files.
Gifted Records

• The following documents need to be present in each gifted file for eligible students
  – Referral Instrument Results
  – Gifted Pupil Personal Data Sheet (GPPDS) with eligibility determination signed by the LSC
  – Assessment Team Member Report
  – Parent Permission To Place notice

• These files and the information contained therein **shall not** be placed in the student’s cumulative record folder.
Gifted Records

• Assessment Protocols: Districts make the determination as to how to treat assessment instrument protocols. Consult with local psychometrists for guidance.

• Gifted Transfer Students: Districts must be prompt in sending gifted eligibility information to other districts.

• By Law, all intellectually gifted students in grades 2-6 in Mississippi must be served by local districts, barring parent refusal of service.
Gifted Records

• The following information must be sent in the file of a gifted transfer student:
  – Gifted Pupil Personal Data Sheet (GPPDS)
  – Assessment Team Member Report
  – Parent Permission to Place

• The district of Initial eligibility can send more information. Districts should consult with their local Special Education Departments concerning record maintenance after students have exited the program.
Scenario #6

• Bethany is a 4\textsuperscript{th} grade student in Mississippi that is eligible for the intellectually gifted program. Her family moves from “Sussex County”, MS (SCS) to Prairie View School District (PVSD) in Mississippi. The PVSD requests the protocols from the assessment to accompany the gifted student files from SCS. Is SCS required by state regulations to send assessment protocols to PVSD?
Scenario #6

• **No.** The districts are only required to send the GPPDS, assessment report, and the Parent Permission to Place for transfer students.

• Once a district received these documents, it should serve eligible students immediately: “A Mississippi eligibility determination ... shall be accepted by all school districts within state” (pg. 3)
Funding of Gifted Teacher Units

• All funding of gifted teacher units is done based on the TU allocation recommendation made to the Legislature by the Mississippi Department of Education.

• Gifted funding for the past 4 years has been included in the MAEP lump sum funding for each district.

• Funding will be in the MAEP Lump Sum for the 2014-2015 School Year.

• The new gifted regulations (2013) do not change the funding/allocation formula for TU’s.
Funding and Program Flexibility

• Funding for gifted education for the past 4 years has been included in the MAEP Lump Sum “at a reduced rate” according to the MDE.

• To accommodate the reduced rate of funding, the MDE is allowing flexibility to districts when it comes to gifted program support, scheduling, and staffing.

• The TU reconciliation process will take place during the 2014-2015 School year; but actual proration of funds will not take place.
Gifted Programs/Eligibility Types

• Intellectually Gifted (IG)- Grades 2-12
• Creatively Gifted (CG)- Grades 2-12
• Academically Gifted (AG)- Grades 9-12
• Artistically Gifted (Art G)- Grades 2-12
• State Funding is for Grades 2-6 Intellectually Gifted Only
Funding and Program Flexibility

• Districts can have teachers rolls with 60-65 students and remain in compliance.

• Students can be scheduled for a minimum of 4 hours/week, according to the 2013 Gifted regulations.

• Districts are expected to maintain program integrity with any flexibility utilized in the planning, support, and staffing of gifted programs.
Allocation of Gifted Teacher Units

• The gifted teacher unit allocation that a district receives is a single number.

• For the 2014-2015 School Year, districts were allocated TU’s based on the number of intellectually gifted (IG) students in grades 2-6 in MSIS during the 3rd Month Snap Shot, (December 10, 2013).

• The number of IG students in grades 2-6 in MSIS for each district on this date will be the number used each year.
Allocation of Gifted Teacher Units

*If data is entered incorrectly, the district may not be in compliance to receive full funding.*
Funding of Gifted Teacher Units

Funding Formula Grades 2-6

- The 40 + 1 rule: One unit for 20 eligible students,
- The TU’s allocated increases incrementally to 2 as the number of students approaches 40.
- Once the district has 41 students, the TU’s allocated increases incrementally to 3 as the number of eligible students approached 81.
- This process continues until all of the eligible students are accounted for.
Funding of Gifted Teacher Units

The Gifted Students Report (Grades 2-6)

– Compares gifted course code on student’s schedule to the gifted eligibility type marked on the student’s record.

– If the course code and gifted eligibility type match, then the student is counted as an eligible gifted student.

– If the course code and the gifted eligibility type do not match, then the student is counted as ineligible.
Gifted Students Report

Details the number of gifted students by:

• Teacher
• School
• Grade
• Gifted program type
• Number of eligible and/or ineligible students
Gifted Students Report

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Course Description</th>
<th>Grade</th>
<th>AG</th>
<th>ARTG</th>
<th>CO</th>
<th>2ND</th>
<th>3RD</th>
<th>4TH</th>
<th>5TH</th>
<th>6TH</th>
<th>7-8</th>
<th>9-12</th>
<th>IG</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2-8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>S1 3</td>
<td>662001 INTELLECTUALLY GIFTED (IG)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Course Description</th>
<th>Grade</th>
<th>AG</th>
<th>ARTG</th>
<th>CO</th>
<th>2ND</th>
<th>3RD</th>
<th>4TH</th>
<th>5TH</th>
<th>6TH</th>
<th>7-8</th>
<th>9-12</th>
<th>IG</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2-8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>S1 2</td>
<td>662001 INTELLECTUALLY GIFTED (IG)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DISTRICT TOTALS

END OF REPORT
## Gifted Students Report

**THGREEN**  
2008 - 2009  
MSIS

<table>
<thead>
<tr>
<th>District:</th>
<th>CO SCHOOL DIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>SCHOOL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Course Description</th>
<th>Grade Level</th>
<th>AG</th>
<th>ARTQ</th>
<th>CO</th>
<th>IG_EL</th>
<th>IG</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>662001 INTELLECTUALLY GIFTED (IQ)</td>
<td>2-8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### School Name

### Gifted Program

### Grade Level

### Eligible and Ineligible Students Served
Funding of Gifted Teacher Units

Example:

– Course code is 662001 for intellectually gifted in grades 2-12.

– If the Gifted Students Report finds a course code of 662001 on the student’s schedule and an intellectually gifted eligibility is indicated on the student’s record, then the student is counted as eligible.

– If the Gifted Students Report finds a course code of 662001 on the student’s schedule and an artistically gifted eligibility is indicated on the student’s record, then the student is counted as ineligible.
Gifted Students with Multiple Gifted Eligibility Rulings in Grades 2-6

If the course codes and eligibility rulings match, the students are counted as eligible the first time the program finds them scheduled into a gifted course AND counts them as ineligible each additional time the program finds them scheduled into a gifted course. **This is because a student may be counted only once for the funding of teacher units, in grades 2-6.**
Scenario #7

• Johnnie is a 5th grader who has both a creatively gifted ruling and an intellectually gifted ruling. He takes the intellectually gifted (IG) class and a gifted art course.

• In MSIS, he will populate as eligible in the IG course and ineligible (for funding) in the art course, because Johnnie cannot be counted twice for funding in the gifted program in grades 2-6.
Funding of Gifted Teacher Units Grades 2-6

• Full funding of a TU requires the teacher has at least 20 eligible students on roll for a full-time teacher of the gifted.

• A teacher of the gifted who serves fewer than 20 students, ineligible students, only a part of the instructional day in the gifted program is subject to “proration”.

• A teacher that does not have the appropriate endorsement(s) is not eligible for funding.
A Note about “Working Full Time in the Gifted Program” Grades 2-12

• According to Accreditation Standard 13.1, “The teaching day must provide at least 330 minutes of instruction per day.”.

• For the purpose of funding teacher units, “full time in the gifted program” means 330 minutes per day.

• A minimum of 330 minutes per day in the gifted program must be reflected on the individual teacher schedules.

• These minutes include instructional time (in gifted courses), planning time, and/or assessment time (if warranted).
Teacher Schedule Edit Report

<table>
<thead>
<tr>
<th>YEARS OF EXPERIENCE: 22</th>
<th>DISTRICT TIME: 100</th>
<th>DAYS EMPLOYED: 187</th>
<th>LEVEL ASSIGNMENT:</th>
<th>ANNUAL SALARY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS:</td>
<td>CITY</td>
<td>STATE/ZIP: MS 38801</td>
<td>PHONE:</td>
<td></td>
</tr>
</tbody>
</table>

**SPECIAL EDUCATION**

<table>
<thead>
<tr>
<th>TOTAL 3 AND 4 YEAR OLDS:</th>
<th>TOTAL ENROLLMENT:</th>
<th>INSTRUCTIONAL TIME MORE THAN 100%:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>VOCATIONAL NO. OF STUDENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BY GRADE LEVEL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 8 9 10 11 12 SCHOOL</td>
</tr>
</tbody>
</table>

**CERTIFICATION**

<table>
<thead>
<tr>
<th>CERTIFICATE NO.</th>
<th>CLASS TYPE</th>
<th>ENDORSEMENT AREAS</th>
<th>VALID FROM</th>
<th>VALID TO</th>
<th>ISSUED</th>
</tr>
</thead>
<tbody>
<tr>
<td>187157</td>
<td>1 RC</td>
<td>207 000 000 000</td>
<td>08/12/03</td>
<td>06/30/04</td>
<td>08/12/03</td>
</tr>
<tr>
<td>1 RC</td>
<td>207 000 000 000</td>
<td>07/19/04</td>
<td>06/30/10</td>
<td>07/20/04</td>
<td></td>
</tr>
</tbody>
</table>

General Ed. Minutes, Gifted Minutes, and Student Enrollment Numbers
Data Entry

The teacher’s schedule must have a code “6” under federal programs. If the code “6” is not there, the MSIS program cannot find them for funding through gifted, nor can it find them to include the students in the “Gifted Students Report” when allocations are calculated.
<table>
<thead>
<tr>
<th>ITEM/PRD</th>
<th>Fed</th>
<th>Sch</th>
<th>Prog</th>
<th>Hs</th>
<th>Tipe</th>
<th>Course Title</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>207</td>
<td></td>
<td></td>
<td>ENGLISH- GRADE 10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>207</td>
<td></td>
<td></td>
<td>ENGLISH- GRADE 10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>207</td>
<td></td>
<td></td>
<td>ENGLISH- GRADE 10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>207</td>
<td></td>
<td></td>
<td>ENGLISH II, GRADE 10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>207</td>
<td></td>
<td></td>
<td>ENGLISH II, GRADE 10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>207</td>
<td></td>
<td></td>
<td>INSTRUCTIONAL PLANNING TIME</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Certification**

<table>
<thead>
<tr>
<th>Cert No</th>
<th>Class</th>
<th>Typ</th>
<th>Endorsement Areas</th>
<th>Valid From</th>
<th>Valid To</th>
<th>Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>107157</td>
<td>1</td>
<td>NC</td>
<td>000</td>
<td>08/12/03</td>
<td>06/30/04</td>
<td>08/12/03</td>
</tr>
<tr>
<td>1</td>
<td>SS</td>
<td>207</td>
<td>000</td>
<td>07/19/03</td>
<td>06/30/04</td>
<td>07/19/03</td>
</tr>
<tr>
<td>1</td>
<td>ST</td>
<td>149</td>
<td>000</td>
<td>06/30/05</td>
<td>06/30/05</td>
<td>06/30/05</td>
</tr>
<tr>
<td>2</td>
<td>ST</td>
<td>119</td>
<td>000</td>
<td>06/30/05</td>
<td>06/30/05</td>
<td>06/30/05</td>
</tr>
<tr>
<td>2</td>
<td>ST</td>
<td>119</td>
<td>000</td>
<td>06/30/05</td>
<td>06/30/05</td>
<td>06/30/05</td>
</tr>
</tbody>
</table>

**Endorsements**

**Federal Program Code**
Data Entry

• Students must have the “correct” gifted program indicator marked.
• Each student must have the correct gifted course code on their schedule.
• The course codes and periods must match on the student’s schedule and teacher’s schedule or the student will not populate the teacher’s schedule.
Data Entry Codes

• 662001 intellectually gifted (grades 2-12)
• 662003 creatively gifted (grades 2-12)
• 662004 artistically gifted (grades 2-12)
• All gifted course codes for grades 9-12 are found in the Approved Courses for the Secondary Schools of Mississippi at http://www.mde.k12.ms.us/acad/id/curriculum/Curr.htm
Data Entry and Assessment Time

• 662005 is the code for Assessment Time.
• A district may assign one assessment period to a teacher of the gifted based on the number of gifted students being served district wide.
  – 1-300 (1 class period)
  – 301-600 (2 class periods)
  – 601-900 (3 class periods); etc.
Data Entry and Assessment Time

• A teacher of the gifted may have up to 60 minutes of Assessment Time per day, or ½ day per week if scheduled all in the same day (p.25 in regulations).

• If the district qualifies for more than one assessment period, it can be scheduled for as many teachers that qualify based on the regulations.
Finding Problems in MSIS

• After first month’s data has been submitted to MIS, each district should run the following reports:
  – Gifted Students Report
  – Schedules for all teachers of the gifted

• Before 3rd month data is submitted, districts need to check the Holding Area Report from the Student Package before the data is submitted.
Teacher’s Schedule

• Each teacher’s schedule provides the following information:
  – Class period with number of students
  – Class minutes and gifted minutes

• If the number of gifted minutes is less than the number of class minutes, there are one or more students scheduled that do not have the gifted indicator marked on the student record.
# Teacher’s Schedule

[Image of a page from a Mississippi Adequate Education Program Report - Gifted Education]

- **Federal Program Code**
- **Endorsements**

## Federal Program Code

<table>
<thead>
<tr>
<th>ITEM/PRG</th>
<th>SEM NO.</th>
<th>COURSE</th>
<th>GIFTED</th>
<th>SPED</th>
<th>LO</th>
<th>STUD</th>
<th>GRADE</th>
<th>HI</th>
<th>GRADE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>230171</td>
<td>55</td>
<td>22</td>
<td>10</td>
<td>10</td>
<td>010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Endorsements

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TYPE</th>
<th>ENDORSEMENT AREAS</th>
<th>valid From</th>
<th>Valid To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NC</td>
<td>207 000 000 000 000</td>
<td>08/12/03</td>
<td>06/30/04</td>
</tr>
<tr>
<td>1</td>
<td>SS</td>
<td>207 000 000 000 000</td>
<td>07/19/03</td>
<td>07/20/04</td>
</tr>
<tr>
<td>1</td>
<td>ST</td>
<td>149 000 000 000 000</td>
<td>06/30/05</td>
<td>06/19/00</td>
</tr>
<tr>
<td>2</td>
<td>ST</td>
<td>119 000 000 000 000</td>
<td>06/30/05</td>
<td>07/20/04</td>
</tr>
<tr>
<td>2</td>
<td>ST</td>
<td>119 000 000 000 000</td>
<td>06/30/05</td>
<td>07/20/04</td>
</tr>
</tbody>
</table>

### Notes
- This page is part of the Mississippi Adequate Education Program Report for Gifted Education.
- Federal Program Code indicates the course code for the course "G-ENGLISH, ACCELERATED, GRADE 10".
Reasons for “Prorations” of Teacher Units

These are the most prevalent reasons why districts are prorated (or out of compliance):

– Teachers of the gifted (grades 2-6) teach less than 20 or more than 60 students.

– Teachers of the gifted are not working full time in the gifted program, including assessment and instructional planning time.

– Teachers are not documented as having proper certification to teach gifted students.
Scenario #8

• A district has a total of 80 gifted students which would qualify the district for 2.9 teacher units. Fifteen (15) of the gifted students attend the middle school and 65 of them attend the elementary school. There is one teacher at the middle school and another at the elementary school.

• Would the district be in full compliance concerning both teachers?
Scenario #8 (cont.)

**NO.** The district would be considered “out of compliance”. The middle school teacher is teaching too few students to be considered “Full time in the gifted program”, and the elementary teacher is teaching too many students. To receive full funding, there would have to be a more even distribution of the students between the middle and elementary schools, or a maneuvering in the schedules so that the middle school teacher could teach some of the elementary gifted students.
Reiterations

To help ensure full compliance with all gifted funding regulations, make sure each teacher of the gifted:

– is licensed and endorsed in gifted which is documented correctly in MSIS.

– is “working full time in the gifted program” including instructional time, planning time, and assessment time (if warranted).

– All data should be accurately entered and reflected in MSIS at MDE.

– Districts must work with the vendor for their local software package to ensure data is accurately reflected in the district package and in MSIS at MDE.
Gifted Students in Mississippi

• Jasmine Murray- 2014 Ms. America Finalist
• American Idol Finalist in 2009
• Graduate of the MS School for the Arts
Gifted Students in Mississippi 2012-2013

Public School Enrollment
- Total- 492,847
- White- 225,326- 46%
- Black- 243,827- 49%
- Asian- 4,786-1%
- Hispanic-13,376 -2%
- Native American- 1153-0.2%
- Multi-racial-4,379-0.1%

Gifted Students
- Total- 29,427-6% of Total students
- White-20,730- 70%
- Black- 7,273- 25%
- Asians-640- 2%
- Hispanics-637 -2%
- Native American-43-0.01%
- Multi-racial-163-0.1%
Gifted Students and Socio-Economic Status

Total Percentage of Gifted Students on F/R Lunch 44%. General Student Pop. Eligible for Free Lunch 62%

• 47% of Asian Gifted Students
• 82% of Black Gifted Students
• 80% of Hispanic Gifted Students
• 53% of Native American Gifted Students
• 36% of White Gifted Students
Contact Information

Chauncey Spears

crspears@mde.k12.ms.us

601-359-2586