



AN OVERVIEW OF GIFTED REFERRAL TO PLACEMENT

REFERRAL TO PLACEMENT PROCEDURES FOR GIFTED ELIGIBILITY

in Mississippi

As per the current Regulations for the
Gifted Education Programs

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Why we are here today.....

As per the Mississippi Gifted Education Program Standards, Criterion VII - Guiding Principal 10.2, 10.3, and 10.4:

- Level 2 - Minimum standard: The district provides professional development for all personnel involved in the assessment and identification of potentially gifted students.
- **Level 3 - Above Standard: In addition to level 2, the district's gifted contact person and licensed examiners have successfully completed training regarding the assessment and identification of potentially gifted students.**
- Level 4 - Exemplary: In addition to level 3, training occurs on an ongoing basis.



Six steps of the gifted identification process:

- Referral
- LSC review of referral data
- Parental Permission for testing
- Assessment
- Assessment Report
- LSC eligibility determination

Stage 1: Referral

There are two types of gifted referral processes -

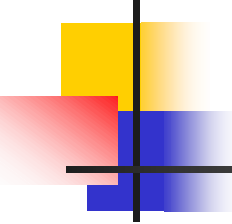
- Type One - Mass Screening : All MS districts must screen all students in at least one grade level each year. Students who score at or above the 90th percentile on the normed group measure of intelligence shall move forward in the process. Students who score between the 85th to 89th percentile shall be subjected to an Emerging Potential for Gifted Referral Checklist. If the students meet the criteria on this checklist, they shall move forward in the referral process.
- Type Two – Individual Referral: A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. The person initiating the referral shall sign the referral form and date it. Once the student is referred, the district personnel shall collect the data required to satisfy the referral criteria. Once a referral form has been initiated, signed, and dated, only the LSC or parents can stop the identification process. *Note* Please remember that no assessment in the individual referral process can be gathered without parental permission!



As per the Mississippi Gifted Education Regulations:

- The gifted identification process shall consist of a combination of subjective and objective measures.
- A multi-factored identification process must be followed to ensure a fair evaluation of each student.

Ultimately satisfying three of the following referral criteria:

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- A score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months
 - A score at or above the superior range on a normed published characteristics of giftedness checklist
 - A score at or above the superior range on a normed published measure of creativity
 - A score at or above the superior range on a normed published measure of leadership
 - A score at or above the 90th percentile on any of the total subject area scores or the composite score on a normed achievement test
 - A score at or above the 90th percentile on a normed measure of cognitive ability
 - A score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months
 - Other measures that are documented in the research on identification of intellectually gifted students



EXAMPLES of Group Measures of Intelligence
might include:

- Otis Lennon School Ability Test (OLSAT)
- Naglieri Nonverbal Ability Test – Third Edition (NNAT3)
- Raven’s Progressive Matrices (RAVENS)



Examples of Published Characteristics of Giftedness measures might include:

- Gifted Rating Scales (GRS):
 - Intellectual Ability area
 - Creativity area
 - Leadership area
- Scales for Identifying Gifted Students (SIGS):
 - General Intellectual Ability area
 - Creativity area
 - Leadership area



Examples of Published Measures of Creativity and
Published Measures of Leadership might include:

- Gifted Rating Scales (GRS)
Creativity Scale
Leadership Scale
- Scales for Identifying Gifted Students (SIGS)
Creativity Area
Leadership Area



Examples of achievement test areas used to meet referral criteria:

- Total Language
- Total Math
- Total Reading
- Total Science
- Total Social Studies
- Composite Score

Examples of normed measures of cognitive ability used to meet referral criteria:

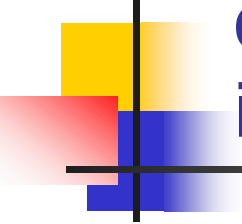
- Woodcock-Johnson III NU Tests of Cognitive Ability
- Cognitive Abilities Test (CogAT), Form 6



An *example* of an existing measure of individual intelligence being provided:

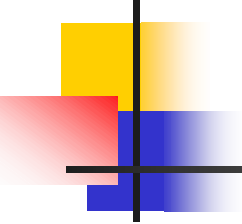
AS PER THE REGULATIONS FOR THE GIFTED EDUCATION PROGRAMS IN MISSISSIPPI:

Each state has a unique set of eligibility criteria for placement in a gifted program. Hence, a student moving to MS with a gifted eligibility from another state must satisfy MS eligibility criteria before being considered for placement in the gifted program. The eligibility ruling from another state may be used to initiate the referral process in MS. There is NO temporary placement in the gifted program while the student goes through the eligibility process within the local district.

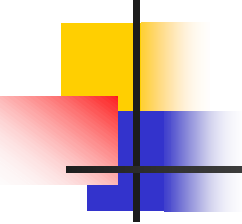


An *example* of other measures that are documented in the research on the I.D. of the intellectually gifted might include:

- Reynolds Intellectual Screening Test (RIST)



Documentation of measures shall be maintained in a written document approved by the local school board indicating that the district is using the state minimal scale/percentile score criteria on all referral measures. This document shall be distributed to district administrators, school counselors, and teachers and shall be available to parents at each school site.



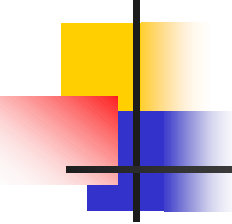
Note: Any student who does not meet the minimum criteria (score in the 90th percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria, can be referred by anyone for the Individual Referral for Screening Process. 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.



LSC Requirements:

- Each district shall establish a Local Survey Committee (LSC) for the Gifted Education Program. The LSC shall be involved in determining a student's eligibility for an intellectually gifted, artistically gifted, creatively gifted, and/or academically gifted program. The LSC shall include, but is not limited to, gifted education teachers and administrators. It may also include regular education teachers, school psychologists or psychometrists, and parents. It SHOULD include a special education teacher when a student is being considered for an eligibility under the twice-exceptional criteria. The LSC may be a building level committee which is responsible for students enrolled at that school, a district level committee which is responsible for students enrolled in the entire district, or a combination of the two.

LSC review of referral data:



Once the referral data has been collected, the LSC shall review all the data and make one of the following recommendations:

1. The student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage.
2. The student has not satisfied minimal criteria on at least three measures; however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time.
3. The student has not satisfied minimal criteria on at least three measures and the identification process should STOP!



Emerging Potential for Gifted Populations:

- At this point district personnel shall make the decision as to the possibility that the student might be eligible for consideration as a candidate for an emerging potential for gifted assessment. If it is believed that the student might have emerging gifted potential, then the Emerging Potential Intellectually Gifted Checklist should be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for certain factors that exist that may put the student at a disadvantage when inappropriate instruments are used during the assessment process.



Obtaining Parental Permission for testing:

- At this time, district personnel shall obtain written parental permission for testing. In JPS, a letter accompanies the GPPDS. This letter explains at what stage the student is in the referral process. This letter also explains the parents' rights under the Family Educational Rights and Privacy Act (FERPA).



Assessment:

- Once the LSC has determined that a student has satisfied minimal criteria on three measures from the referral stage, the student shall move forward to the assessment stage which includes the individual test of intelligence. District personnel shall review and compile all data available on the student. This data shall also be made available to the licensed examiner. The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. In NO CASE will the examiner be related to the student being tested. The examiner shall review ALL available data on the student, even the data that was not used to satisfy referral criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures should be followed during the selection and administration of all assessments as reflected in the examiner's manuals.



Assessment Report:

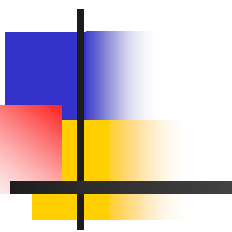
- The examiner shall provide a signed and dated report of the test administration to include testing conditions, scores on all subtests, and the strengths and weaknesses of the student. A student must score at or above the 91st percentile composite/full scale.
- Refer to page 7 of the 2013 Regulations for the eleven (11) components required in the written report.



Stage 5: Assessment Report

District personnel shall write an Assessment Report which must contain the following components:

1. Student's name,
2. Name of at least three measures from Stage 1: Referral that were used to determine the need to administer an individual test of intelligence,
3. Results of each measure,
4. Name of individual who administered or completed each measure and the date administered or completed,
5. Test behaviors for any individually administered test(s),
6. Interpretation of the results of each individually administered test(s),
7. Name of the person who administered the individual test of intelligence and date test was administered,
8. Qualifications of the individual who administered the individual test of intelligence,
9. Results of the individual test of intelligence to include scores on all subtests and, identified strengths and weaknesses,
10. Name of the person responsible for writing the Assessment Report, his/her signature, and position, and
11. Date of the Assessment Report.



District personnel shall make decisions as to whether the minimal acceptable criteria set in the regulations will be used, or if a higher minimal acceptable criteria will be used. The assessment criteria and acceptable minimal scale/percentile scores to be used shall be documented in writing in the district's Gifted Education Program Proposal submitted to and approved by the Office of Curriculum and Instruction at the MDE. If a district decides to raise its minimal acceptable scale/percentile score for gifted eligibility above the state minimum scale/percentile score, justification shall be provided to the MDE in writing. Included in the justification must be documentation that the district continuously addresses the Emerging Potential for Gifted guidelines as outlined in the Regulations.



Emerging Potential for Gifted:

- Students who have satisfied criteria on the Emerging Potential for Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least the 84th percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score, may be administered one of the following additional measures to determine eligibility:
 1. A test of cognitive abilities with a minimal score at the 90th percentile,
 2. A group intelligence measure with a minimal score at the 90th percentile, or
 3. A district-developed matrix approved by the MDE.

Identification criteria, as approved by the MDE on the local district's Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.



Potentially Twice-Exceptional Students:

- Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did NOT satisfy all of required minimal acceptable referral criteria but did meet at least one referral criterion shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 91st percentile on the individual test of intelligence (composite score or approved subtest score) or in the opinion of the reviewing committee, would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one year. At the end of that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.



LSC Eligibility Determination:

- Once the Assessment Report is finalized, the LSC shall meet to review all data and determine if eligibility criteria has or has not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program.



Parental Notification:

- District personnel shall notify in writing the parents of each student tested for the intellectually gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District personnel shall also notify parents in writing about their rights under the FERPA.