

GEP

Virtual Office Hour

Mat Sheriff and Lorie Sisk

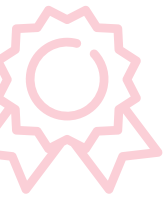
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DEPARTMENT OF
EDUCATION

August 31, 2023





1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Gifted Updates

- The 2023 GEP Regulations are being reviewed by MDE staff attorneys prior to board submission for APA.

Other Updates

- PGS for Evaluating Gifted Teachers
- Family Guide for GEP
- Regional Trainings
- Monitoring Visits

Gifted Contact Persons

- Two per district
- One person should be endorsed in Gifted and has experience in the GEP
- Liaison between local districts and the MDE
- Often serves as Lead Teacher for Gifted Program
- Is NOT an additional district level administrative position

Regulations for Gifted Education Programs 2013, page 26

Gifted Students and Grades



- Gifted students in grades 2 – 6 **may not be** required to make-up class work missed when they are scheduled to be in the gifted classroom.
- It is not reasonable to expect gifted students, by virtue of having been granted gifted eligibility, to be academically advanced.

Regulations for Gifted Education Programs 2013, page 24

Gifted Education Program Requirements



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- 300 minutes of instructional time (recommended)
240 minutes of instructional time (required)
- Teacher holds gifted endorsement
- Personalized instruction based on student interest

Regulations for Gifted Education Programs 2013

MSIS



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- Intellectually Gifted Course Code: 662001
- Students have to be marked as gifted.
- Students have to be scheduled with a teacher who has gifted endorsement.
- Teacher schedule should reflect 330 minutes teaching in the gifted education program.

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If any of these data points is incorrect, the district may lose funding for gifted education teacher units, which is included in the MAEP lump sum.

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- Gifted teacher units are funded on a 40+1 calculation.
- Gifted teachers may serve up to 60 students per year.
- If the district's gifted teacher to student ratio is greater than 1:60 or if any teacher has more than 60 students on roll, the district is in **non-compliance with Accreditation Standard 17.8.**



Identification Requirements

Six steps of the gifted identification process:

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

- Referrals must be accepted from anyone.
- Mass/Universal Screening - all students from one grade level must be screened annually
- Parent permission to test must be collected.
- Students cannot be denied referral to the gifted education program based on academic success.

Regulations for Gifted Education Programs 2013, pages 2 - 7

Please create a system for verifying students who enter your GEP.

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!

- Gifted Evaluation Scale-Third Edition (GES-3) – 95th%
- Gifted Rating Scales (GRS) – 84th%
- Scales for Identifying Gifted Students (SIGS) – 91st%

***Please Note:** Only the general intellectual ability, creativity, and leadership areas can be used to meet referral criteria in Mississippi according to Mississippi regulations.

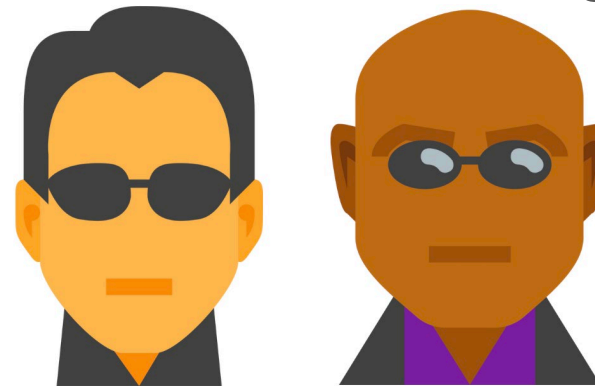
- Mississippi students who have satisfied criteria on the Emerging Potential for Gifted Checklist yet did not satisfy minimal acceptable criteria on an individual test of intelligence, but did score at least at the 84th percentile or have a scale score that falls within the range of the 90th percentile 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. (Districts may choose to use the attached MDE sample as their matrix)

Ultimately satisfying three of the following referral criteria:

- 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

- ❖ It is permissible and perhaps even advisable to make this one of the first steps in the process of referral to placement for the students.
- ❖ I have found that this sometimes negates teacher bias towards some students.
- ❖ Also, I know that the Scales are expensive, but you are leaving out a lot of gifted students when you don't have teachers fill out one for every student that you are screening. This will help with your numbers.
- ❖ A parent rating Scale will also help if you need another criterion.

- MDE approved matrix: If district assessment personnel uses a matrix to corroborate Emerging Potential for Gifted data, whatever matrix choice is used must be approved by MDE. Simply submit the choice via email to Mat Sherrif, MDE Gifted Education Specialist, at msherriff@mdek12.org or Lorie Sisk, MDE Gifted Support Service Specialist, at lsisk@mdek12.org for MDE approval. District assessment personnel may choose to use the following MDE sample as their matrix -



MDE SAMPLE
GIFTED IDENTIFICATION MATRIX
FOR CORROBORATING EMERGING POTENTIAL FOR GIFTED

To receive a gifted eligibility ruling, a student must score a minimum of 15 points.

Student's Name: _____ School: _____

		1 point	2 points	3 points	4 points	5 points
Group Intelligence Test: _____	Date administered: _____	80% - 84%	85% - 89%	90% - 93%	94% - 97%	98% & above
Normed Achievement Tests: _____	Date administered: _____	80% - 84%	85% - 89%	90% - 93%	94% - 97%	98% & above
General Characteristics Checklist: _____	Date administered: _____	80% - 84%	85% - 89%	90% - 93%	94% - 97%	98% & above
Creativity Checklist: _____	Date administered: _____	80% - 84%	85% - 89%	90% - 93%	94% - 97%	98% & above
Leadership Checklist: _____	Date administered: _____	80% - 84%	85% - 89%	90% - 93%	94% - 97%	98% & above
<i>Total points for each column</i>		_____	_____	_____	_____	_____
Total number of points	_____					

Please remember: A district-developed matrix must be approved by the MDE.



This is who we are doing this for.

**DON'T
FORGET!**

- ❖ Our main goal in gifted testing is to identify intellectually gifted children for our district's gifted program.
- ❖ Closely bound in this goal is the need for all steps in identification to be non-biased, fair, and equitable.
- ❖ NAGC reports that EL (English learner) students may be underrepresented, along with minorities and students from low-income families in the results of these assessments. Far too often, it is gifted learners are underchallenged or never identified, especially if the identification process begins and ends with an assessment. This single-mindedness can create a process that is flawed.

- Resource room
- Class Size: 8 – 12 students, recommended
- While local districts have flexibility in the operation of programs, general education class size as mandated in the accreditation standards is inappropriate for gifted classes. The integrity of the program must be maintained.

Regulations for Gifted Education Programs 2013 pg. 23

Differentiated Curriculum:
Outcomes for Gifted Education Programs 2017

Thinking Skills	Success Skills
Creativity	Affective Skills
Information Literacy	Communication

Regulations for Gifted Education Programs 2013 pg. 23

Gifted Programs should not:

- Be more of the same from the classroom
- Activity books and worksheets
- One style of teaching/learning



Regulations for Gifted Education Programs 2013 pg. 23

Gifted Programs should:

- Focus on the specific developmental needs of gifted learners
- Focus on complex issues, problem solving, and critical thinking



Regulations for Gifted Education Programs 2013 pg. 23

Gifted Programs should:

- Base learning on student interest with student input
- Aid students in understanding themselves and giftedness



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