

GEORGIA CYBER ACADEMY

Advanced & Gifted Resource Manual

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Our Vision

Georgia Cyber Academy envisions a learning environment where students are empowered - through the collaborative partnership of its students, parents, learning coaches, teachers, and administrators - to successfully reach their full academic potential and emerge career or college ready, and prepared to assume roles as positive contributors to society.

Our Mission

Georgia Cyber Academy provides and supports an interactive virtual learning environment to support individualized and differentiated student-centered educational experiences serving students from kindergarten through the 12th grade.

School Beliefs

Georgia Cyber Academy...

- Is deeply committed to the success and welfare of our students, families and their communities.
- Engages students in rigorous academic standards through a virtual connection.
- Is committed to individualized learning paths and the growth of each student.
- Is constantly evolving and changing to better meet the needs of our students and families.

We believe...

- Quality education begins with a partnership between the student, parents, and teachers.
- All students are on different paths. We meet them where they are and help them to get where they are going.
- High standards and rigor lead to student academic success.
- We are accountable for student success.
- We must adapt to our students' needs.

The Learning Environment Is...

- Virtual
- Rigorous
- Data-Driven
- Connected
- Engaging
- Individualized

The students are...

- Unique
- Engaged
- Motivated
- Innovative
- Inspiring
- Capable

School Overview

Georgia Cyber Academy operates a schoolwide Title One Educational program serving approximately 11,000 students who reside in every county across the state. Our goals for this school year are for students to build a firm academic foundation from which they can move forward to the next grade level successfully or graduate and to create a strong school community. Our rigorous curriculum, coupled with supportive school programs, is designed with these goals in mind. Our entire faculty and staff are eager to support our students on their journey to academic excellence and assisting them in reaching their goals.

Accreditation

Georgia Cyber Academy is accredited by AdvancED. Accreditation means that our programs and curriculum meet rigorous standards recognized by colleges, universities and employers.

Advanced & Gifted Program Description

The Advanced and Gifted Program (A&G) is a supplemental enrichment program designed to meet the needs of our advanced learners in a variety of ways including: enriched sessions, curriculum compacting, topic enrichment and extension, honors, advanced, and/or accelerated course planning and placement; along with other activities which incorporate academics, multiple intelligences, and social interaction.

General Advanced and Gifted qualifications are set forth by GaDOE Gifted guidelines and implemented in accordance with specific Georgia Cyber Academy program criteria. These requirements are subject to change year to year; therefore, students may need to requalify annually to remain in the A&G program.

Participants in the A&G are expected to maintain exemplary progress and achievement. If you feel your student qualifies for the program, please contact the Assistant Director of Advanced & Gifted Programs, Marchele Nelson, at mnelson@georgiacyber.org for additional information. Please note that students must qualify each year to participate in the Advanced & Gifted Program.

Advanced & Gifted learning options also include Advanced Placement (AP), Acceleration, and Honors courses. Georgia Cyber Academy plans to offer the following AP and Honors courses for the 2020-2021 school year:

- Honors 9th Grade Literature and Composition
- Honors World Literature
- Honors American Literature
- Honors Biology
- Honors Chemistry
- Honors Physics
- Honors Algebra
- Honors Geometry
- Honors World History
- AP English Language and Composition
- AP English Literature and Composition
- AP Biology

- AP Environmental Science
- AP Calculus AB
- AP Statistics
- AP World History
- AP US History
- AP US Government and Politics

In addition, Georgia Cyber Academy will allow qualifying students to take the following AP classes through Georgia Virtual School for the 2020-2021 school year:

- AP Art History
- AP Chemistry
- AP Physics 1: Algebra Based
- AP Physics 2: Algebra Based
- AP Physics C: Mechanics
- AP Human Geography
- AP Comparative Government and Politics
- AP European History
- AP Microeconomics
- AP Macroeconomics
- AP Psychology
- AP Calculus BC
- AP Computer Sciences A
- AP Computer Science Principles

The GCA Advanced and Gifted Program Resource Guide outlines the specific procedures needed to fully implement the identification and assessment of Georgia Cyber Academy’s students. It also clearly defines the implementation of the State of Georgia’s rule for defining and serving gifted students. The resource is useful for Advanced and Gifted Program Teachers, Gifted Eligibility Team Chairpersons, and school leaders, and parents. GCA is a charter school and is subject to the rules and regulations of all Georgia public schools.

Referral and Eligibility

Process

Step 1:

- Suggested Referral: A student is referred for consideration by teachers, counselors, administrators, or parent/guardians with knowledge of student’s academic abilities

and/or

- Automatic Referral: Students who score at specified levels on nationally norm-referenced tests

Step 2:

- Eligibility Team: The eligibility team uniformly considers information collected on student referrals. The team decides if it is appropriate to proceed with formal evaluation.

Step 3:

If the Eligibility team decided that it is appropriate to proceed:

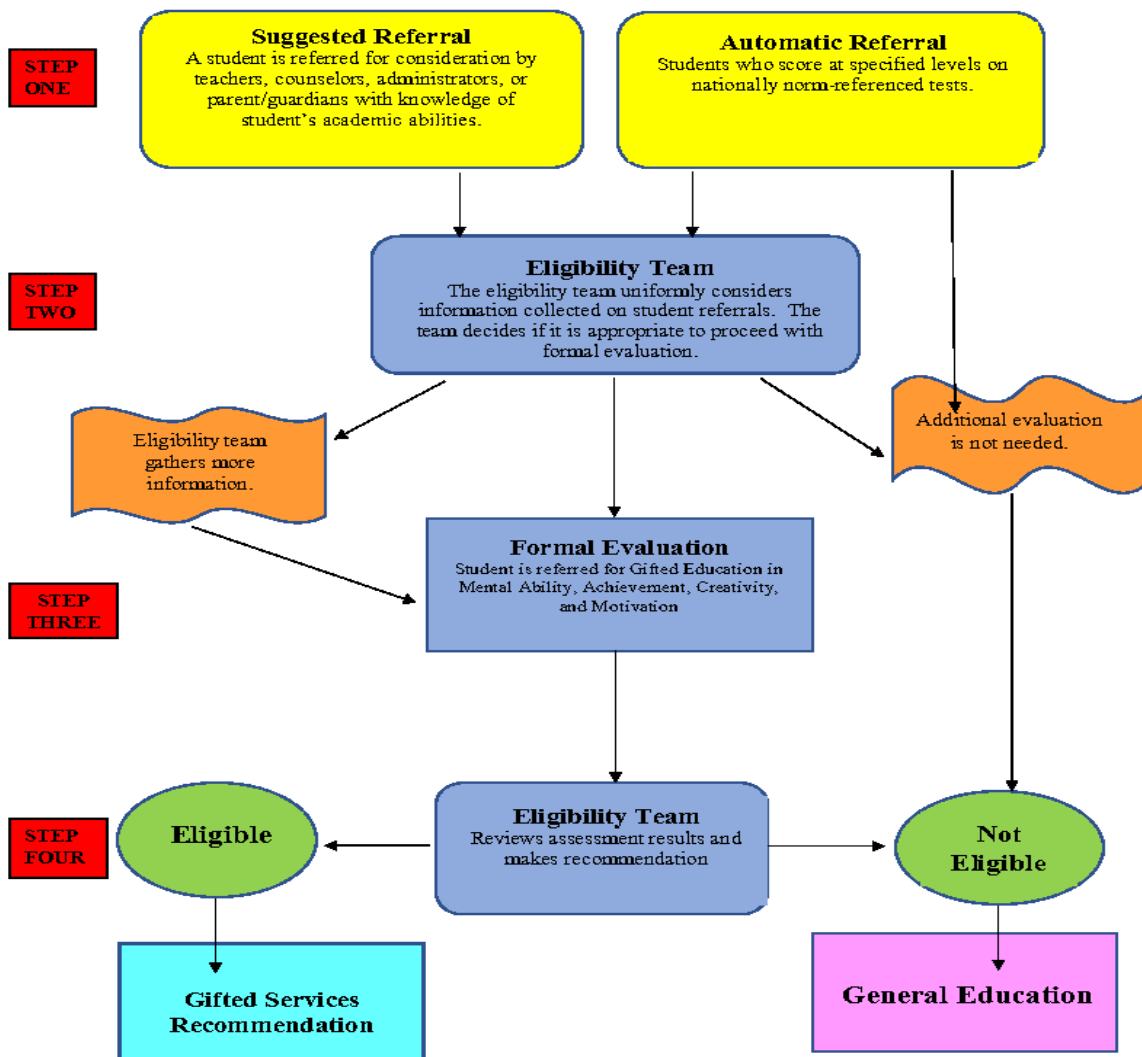
- Formal Evaluation: Student is referred for Gifted Education in Mental Ability, Achievement, Creativity, and Motivation

If the Eligibility team decided that additional evaluation is not needed:

- Not Eligible: General Education

Step 4:

- Eligibility Team: Reviews assessment results and makes recommendation
 - Eligible: Gifted Services Recommendation
 - Not Eligible: General Education



Gifted Program

Criteria

- In option A and B, information shall be gathered in each of the four categories.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- Any piece of information used to establish eligibility shall be current within 2 years.
- A rating scale can be used for either motivation or creativity, not for both.

Categories

- Mental Ability
- Achievement
- Creativity
- Motivation

Option A

To be eligible for gifted services, student must have a qualifying score in the mental ability AND achievement categories.

- Mental Ability:
 - Grades K-2 99th percentile composite score on a nationally age normed mental ability test
 - Grades 3-12 96th percentile or greater composite score on a nationally age normed mental ability test
- Achievement:
 - 90th percentile or greater Total Reading, Total Math, or Complete Battery on a nationally normed achievement test
- Creativity:
 - Evaluation data required
- Motivation:
 - Evaluation data required.

Option B

To be eligible for gifted services, student must qualify in three of the four areas:

- Mental Ability:
 - 96th percentile (or greater) composite OR appropriate component score on a nationally age-normed mental ability test
- Achievement:
 - 90th percentile or greater Total Reading, Total Math, or Complete Battery on a nationally normed achievement test
- Creativity:
 - 90th percentile greater or on composite score on a nationally normed creativity test
 - Rating scales used to qualify student creativity must equate to the 90th percentile
- Motivation:
 - 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subjects of mathematics, English/language arts, social studies, science, and full year world languages
 - K-12 Rating scales used to qualify student motivation must equate to the 90th percentile

*****Private test data from an outside source may not be used to determine eligibility; it may be used as a referral for further evaluation.**

Gifted Program Criteria Table

<ul style="list-style-type: none"> • In option A and B, information shall be gathered in each of the four categories. • Any data used to establish eligibility in one category shall not be used to establish eligibility in another category. • Any piece of information used to establish eligibility shall be current within 2 years. • A rating scale can be used for either motivation or creativity, not for both. 			
Mental Ability	Achievement	Creativity	Motivation
Option A: To be eligible for gifted services, student must have a qualifying score in the mental ability AND achievement categories.			
Grades <u>K-2</u> 99 th percentile composite score on a nationally age normed mental ability test Grades 3-12 96 th percentile or greater composite score on a nationally age normed mental ability test	90th percentile or greater Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	Evaluation data required	Evaluation data required.
Option B: To be eligible for gifted services, student must qualify in three of the four areas:			
96th percentile (or greater) composite OR appropriate component score on a nationally age-normed mental ability test	90th percentile or greater Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	90th percentile greater or on composite score on a nationally normed creativity test Rating scales used to qualify student creativity must equate to the 90th percentile	6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subjects of mathematics, English/language arts, social studies, science, and full year world languages K-12 Rating scales used to qualify student motivation must equate to the 90th percentile
***Private test data from an outside source may not be used to determine eligibility; it may be used as a referral for further evaluation.			

Gifted Protocols

Gifted Testing

All Gifted testing is by invitation only and may be given in person and/or online. All online testing will be monitored by camera and microphone.

Reciprocity within Georgia

Any student who meets the Georgia gifted eligibility criteria is considered eligible to receive gifted education services at GCA upon verification of records.

Out of State and Off-Cycle Testing

While there is no reciprocity for students identified for gifted outside of the state of Georgia, students who were identified as gifted in another state shall automatically be considered for testing during the next testing cycle at GCA.

NOTE: Students may not be scheduled into gifted classes until eligibility has been verified and parent permission has been obtained.

Probation

Students eligible for gifted services must meet satisfactory performance in the gifted classroom. Gifted identified students at GCA being served in the gifted classroom shall be evaluated, at a minimum, twice yearly. Students who do not maintain satisfactory performance in their gifted classes will be placed on probation.

Once a student is placed on probation, the student's probationary status remains in effect for the remainder of the current year for elementary and middle school students. For high school, probation remains in effect until the end of the course. At all levels, transfer students who qualify for gifted services at GCA, but whose performance does not meet continuation criteria, may begin services on probation. Contact the Advanced & Gifted Assistant Director for guidance as needed.

The gifted teacher should follow these procedures:

1. Notify the parent and student in writing of probation using the *Notification of Probation Status* form.
2. Prepare a written plan and communicate with parent(s) and student to review student performance and expectations.
3. Monitor student progress and adjust interventions if 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:

1. Interventions were successful, and student is showing satisfactory improvement. Probation continues with updated interventions
- OR
2. Services are to be discontinued. The parent will be notified in writing prior to dismissal.
 - a. Elementary – Student no longer receives service in resource class.
 - b. Middle & High– Student no longer receives service in the advanced content class in which probation occurred

OR

Student is no longer enrolled in any advanced content classes; therefore, the student no longer receives any gifted service and is discontinued from the A&G program.

Voluntary discontinuation

A parent may request a student be removed from the gifted service program at any time by providing written notification. Gifted services in elementary resource and middle school advanced content courses must be discontinued for a minimum of 18 weeks before any reconsideration of service can occur, barring extenuating circumstances.

Program Re-Entry

Once identified eligible for gifted services in the state of Georgia, students are not required to re-establish gifted eligibility, regardless of the length of break in service. All re-entry decisions are made on an individual basis by the Eligibility Team. Factors to be considered in the reentry decision should include evidence of the student's advanced learning needs and the recency and performance levels of any previous gifted program referrals or placements.

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.).

Students served in a gifted classroom whose break in service was due to academic performance or parent request may be reconsidered after 18 weeks. Students whose break in service was due to an enrollment change may be considered for re-entry immediately. Continuation criteria must be met in all circumstances.

To re-enter a student:

1. Obtain Re-entry Form with parent signature and attach all required documentation.
2. If the Eligibility Team approves re-entry, the gifted education teacher should contact the parent.
3. The data entry person is to receive notification to reactivate the student in Infinite Campus. All applicable data fields in Infinite Campus should reflect the current status of re-entry.

Advanced Program

Students may not qualify for the Gifted program but may be high performing. Our goal is to cultivate this student learning, through a program for our Advanced Learners. Students can enroll in Advanced courses if they meet the criteria listed below.

Criteria

Milestones:

- Grades K-2: May only be considered for acceleration and/or enrichment via the Gifted Program.
- Grades 5-12: Level 3 or higher for the 2018-19 school year prior in the content area

MAP Requirement:

- Grades K-2: May only be considered for acceleration and/or enrichment via the Gifted Program.
- Grades 3-4: RIT score \geq 90th percentile for current and prior year in ELA or Math
- Grade 5: \geq 85th percentile RIT **and** 3 or 4 on projected proficiency
- Grades 6-12: 80th percentile **and** 3 or 4 on MAP projected proficiency

Motivation:

- Grades K-2: May only be considered for acceleration and/or enrichment via the Gifted Program.
- Grades 3-4: 3.6% (90%) Content Area
- Grades 5-12: 3.4% (85%) Content GPA (at least one year)

If the student is **missing** prior year data, but meets 2 of the 3 criteria, student may participate in program via waiver for the 1st year. If MAP data is missing, the MAP must be administered prior to program entry.

If a student meets the criteria, he/she can submit the scores to the Advanced and Gifted Point of Contact for review.

Advanced Program Criteria Table

Grade Level	Milestones	MAP requirement	Motivation
K-2	May only be considered for acceleration and/or enrichment via the Gifted Program.		
3rd and 4 th		RIT score \geq 90th percentile for current and prior year in ELA or Math	3.6% (90%) Content Area
5th	Level 3 or higher for at 2018-19 school year in the content area	\geq 85th percentile RIT AND 3 or 4 on Projected Proficiency	3.4% (85%) Content GPA (at least one year)
6-8	Level 3 or higher for at 2018-19 school year in the content area	80th percentile AND 3 or 4 on MAP projected Proficiency	3.4% (85%) Content GPA (at least one year)
9-12	Level 3 or higher for at 2018-19 school year in the content area	80th percentile AND 3 or 4 on MAP projected Proficiency	3.4% (85%) Content GPA (at least one year)

Advanced Protocols

A learner who has been placed in the Advanced classes may continue in those courses provided that he/she maintains overall satisfactory performance in Advanced classes. Satisfactory performance is indicated by the student:

- Showing progress,
- Maintaining an 85 or above average,
- Independently completing assignments at high levels of mastery
- Staying on pace with all assignments in each Advanced level class.

The learner is expected:

- to complete all required assignments
- to actively participate in class activities
- to show exemplary work habits, process skills, academic growth and progress toward mastery of the standards in the class(es)

In the event the learner does not meet the continuation criteria, he/she will be placed on probation for a monitoring period of one semester. In the advanced program, the same steps will be followed as with Gifted protocol.

Probation

The following occurrences can result in suspension from the Advanced program.

1. Failure to submit at least 90% of all assigned work in the Advanced course(s).
2. Request by parent to exit learner from the Advanced Program.
3. In the event that Advanced program participation appears not to be in the learner's best interest for a particular period of time, the parent(s)/guardian(s), Advanced & Gifted point of contact or classroom teacher may request withdrawal from the program even though the learner may be meeting continuation criteria.

An Advanced learner may be exited due to his/her non-performance in the program itself. The exit procedure is

1. Notify the parent and student in writing of probation using the *Notification of Probation Status* form.
2. Conference with the student, learning coach, and teacher. (Documentation Required)
3. Teachers will make placement recommendations to the Advanced & Gifted Point of Contact. The documentation will be reviewed with the Assistant Director and shared with all parties involved.
4. Maintain and document adequate communication with parents throughout the intervention process.

Advanced Learner Re-entry

If a student is suspended from the program, either by choice or due to academic suspension, he/she may be reinstated after a minimum of one semester. Re-entry will require requalifying for services. If a student has been exited by the school through the exit procedure as outlined above, he/she may re-enter through the nomination process and re-qualify, no earlier than the beginning of the next school year and only after he/she has been out of the program for at least one complete semester. In some cases, this will mean that a student will re-enter the program at the beginning of the second semester of the following year.