The Southern Fulton School District's process for locating students who are thought to be gifted and may need specially designed instruction.

The Southern Fulton School District uses a comprehensive process to locate students who are thought to be gifted and/or high achieving and may need specially designed instruction.
Our Multi-Tiered System of Support (MTSS) process is a system in place in each of our buildings. The process allows teachers to recommend highly achieving students for immediate enrichment. Data is continually gathered that allows the MTSS team to recommend a student for a gifted evaluation.

A referral for a Gifted Multidisciplinary Evaluation (GMDE) may be made by a parent, teacher, or other professional school personnel when the child demonstrates high potential consistent with giftedness or a performance level that exceeds that of other students in the classroom. The following is used to locate students who are thought to be gifted and may need specially designed instruction:

A request has been made by the student's parents either verbally or in writing. Parent referrals are an essential component of ensuring comprehensive support for students. It's crucial to recognize that parents have the right to initiate the process and move directly to Permission to Evaluation (PTE) and evaluation, regardless of the stage of screening. This ensures that the needs of the child are addressed promptly and comprehensively, prioritizing their educational journey and well-being.

The level 1 screener in grades k-2 are points earned for classroom percentage grade in either reading and math, reading comprehension score (Acadience), and the SIGS-2 score. In grades 3 – 12 students may earn points for the classroom percentage in grade either reading or math, PSSA in either ELA or Mathematics, SIGS-2, and CoGAT (cognitive Abilities Test) Composite Score.

The student is thought to be gifted because the school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the general education classroom. The Southern Fulton School District currently utilizes the Cognitive Abilities Test (CogAT). In Grade 2, students may undergo the Cognitive Abilities Test (CogAT), which is a standardized assessment designed to measure cognitive development and abilities in various domains. Administered by educators and school psychologists, the CogAT evaluates a child's reasoning skills, problem-solving abilities, and aptitude for learning. It consists of three batteries: verbal, quantitative, and nonverbal, each assessing different aspects of cognitive functioning. The verbal battery assesses language and verbal reasoning skills, including vocabulary and comprehension. The quantitative battery evaluates mathematical reasoning and problem-solving abilities, while the nonverbal battery focuses on spatial and figural reasoning, often through the use of visual puzzles and patterns. The results of the CogAT provide educators with valuable insights. However, it's essential to interpret CogAT scores within the context of other assessments and observations to gain a comprehensive understanding of a student's cognitive abilities and potential. In the context of the Cognitive Abilities Test (CogAT), scoring in the 98th percentile indicates exceptional cognitive abilities compared to peers of the same age group. This high percentile score typically triggers a direct

move towards a comprehensive evaluation to assess the child's needs, strengths, and potential for advanced educational programs. Conversely, scoring at the 90th percentile is still indicative of above-average cognitive abilities. In such cases, the district often collects additional data and information to determine whether the student should proceed towards further testing or evaluation. This additional data may include observations of classroom performance, teacher recommendations, and other relevant assessments to gain a holistic understanding of the student's abilities and potential needs. Ultimately, decisions about educational placement and support services are made based on a comprehensive assessment of the child's abilities, taking into account various factors beyond just CogAT scores.

A referral from the child's teachers based upon a review of classroom performance compared to other students in the classroom, PSSA scores, Keystone Exams, or other district identified assessments.

The results of the screening, along with other measures, will help the team determine if a comprehensive evaluation is needed. If the team determines the need for a comprehensive evaluation, the Southern Fulton School District would initiate the multidisciplinary evaluation and issue a Permission to Evaluate Form. The district must receive a parent's or guardian's signature on the Permission to Evaluate form in order to proceed with the evaluation by the certified school psychologist. The school district then has 60 calendar days to complete a Gifted Written Report from the date the Permission to Evaluate was received by the district.

The Southern Fulton School District procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

The screening process (Level 1 – Grades K-2), the points are assigned by class percentiles grades in reading or math, Acadience data and teacher SIGS. Points are then assigned according to percentiles. Five points for the 99th or above, four points at the 98th, three points at the 95th to 97th, two points at the 91st-94th, and 1 point at the 90$^{th.}$ SIGS-2. Teacher scales scoring comprises, earning five points for 130+, four points for 126-129, three points for 121-125, two points for 116-120, and one point for 115. *At the K-2 level, if the score is 10 or more out of a possible 15 (75%), the student is referred for Level 2 screening.

The screening process for (Level 1 – Grades 3-12) includes academic grades, PSSA scores in ELA or Mathematics, CoGAT (Cognitive Abilities Test) Composite Score, and SIGS-2 (teacher score). Points are assigned based on percentiles and standard scores on these measures. For example, five points in the 99th or above, four points in the 98th percentile, three points in the 95th – 97th, two points for the 91st to 94th, and one point for 90th. Additionally, SIGS-2 teacher scales and CoGAT scores earning, five points for 130+, four points for 126-129, three points for 121-125, two points for 116-120, and one point for 115.
*At the 3-12th grade level, if the score is 15 or more out of a possible 20 (75%), the student is referred for Level 2 screening.

The level II screener assigns points to the following areas:
Intellectual Ability: Standardized scores can be obtained from any of the following assessments: WISC-V (FSIQ, or GAI), or WISC-V Verbal Comprehension Index or Fluid Reasoning Index (expanded); Stanford-Binet (Full Scale/Nonverbal/Verbal Quotients); or Kaufman Assessment Battery for Children FCI/MPI.
Achievement Attributes: Standardized scores can be obtained from any of the following assessments: WIAT-4 or KTEA-3 Reading Comprehension or WIAT-4 or KTEA3 Math Concept and Reasoning
Teacher and Parent Ratings on the SIGS-2 (Scales for Identifying Gifted Students-2)
Teacher ratings on the Chuska Scale for Acquisition and Retention

For example, scores 0-5 points are earned based on a standard score. Five points earned of 130+, four points for a score of 126-129, three points for a score of 121-125, two points for a score of 116-120, and one point for a score of lower than 115. Percentile rankings on the WIAT-IV,/KTEA-3, SIGS-2 Teacher and Parent earn, five points for the 99th percentile, four points for the 98th percentile, three points for the 90/5–90/7 percentile, two points for the 91st–94th percentile, one point and lower for than the 90th percentile. Chuska Rating Scales are compiled by the number of items marked as present for this student. For example, ranging from 1 to 19 for the Rate of Acquisition (19 is the highest number possible) and 1 to 12 for the Rate of Retention (12 is the highest number possible).

Total Score Recommendation: 45 to 34 = Gifted

SFSD Level 1 Screener for Gifted Eligibility

SFSD Multiple Criteria Gifted Identification Matrix- Level 2