

Griffin-Spalding County School System

Gifted Education Services
Summary and Overview
September 2018



The mission of the Griffin-Spalding County School System is to empower students to graduate college and career ready.

Gifted Services



It is ...

Gardner defines intelligence as abilities to not only solve problems but also create meaningful solutions as related to cultural settings

It is **NOT** ...

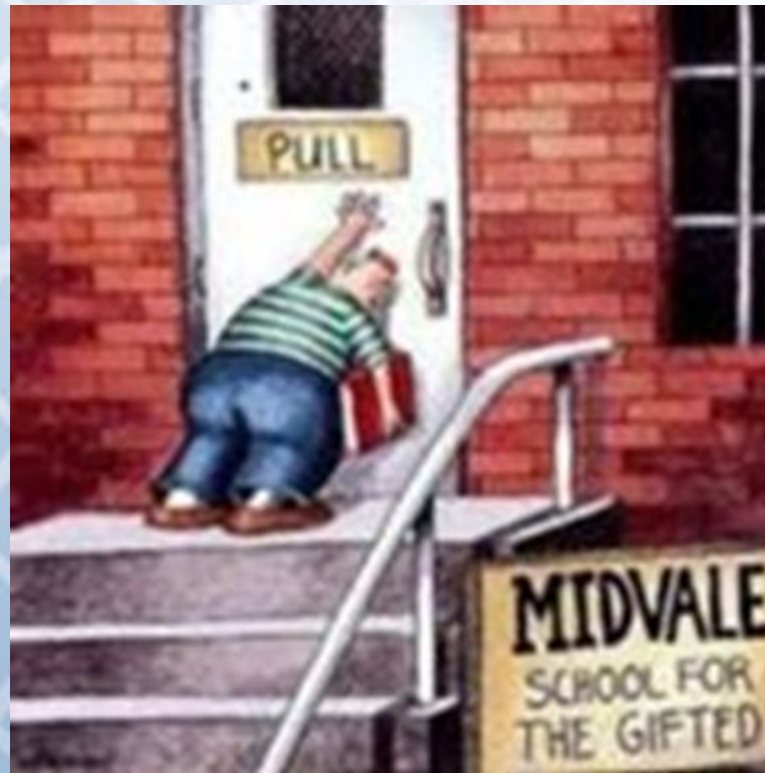
For smart kids only

Giftedness = high IQ



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Consider... What Does It Mean to Be Gifted?



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Bright Student	Gifted Student
Knows the answers	Asks the questions
Interested	Is highly curious
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond groups
Listens with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults





Bright Student	Gifted Student
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Not receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives on Complexity
Is alert	Is keenly observant
Is pleased with his/her learning	Is highly critical



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State of Georgia - Gifted Education Policies and Procedures



Within the State of Georgia, there are three documents that provide the authority and the specific requirements for gifted Education in the state. They are found in state law, State Board of Education (SBOE) Rule, and corresponding SBOE-approved Regulations:

State Law: OCGA 120-2-152 SPECIAL EDUCATION SERVICES:

All children and youth who are eligible for general and career education program under Code Section 20-2-151 and who have special educational needs shall also be eligible for special education services...Special education shall include children who are classified as intellectually gifted...The State Board of Education shall adopt classification criteria for each area of special education to be served on a state-wide basis. The criteria adopted by the state board to determine the eligibility of students for state funded special education programs for the intellectually gifted, Category VI pursuant to paragraph (6) of subsection (d) of this Code section, shall authorize local boards of education to use: (1) The criteria used on July 1, 1993, as amended by state board or state department regulation from time to time; and (2) Multiple eligibility criteria which include: (A) Evidence of student work product or performance; (B) Data from teacher, parent, or peer observation; and (C) Evidence of student performance on nationally normed standardized tests of mental ability, achievement, and creativity.



SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS:

Gifted Student is a student who meets the eligibility criteria as identified in this rule and as defined in the GaDOE Resource Manual for Gifted Education Services.

Gifted Student - a student who meets the eligibility criteria as identified in this rule and as defined in the GaDOE Resource Manual for Gifted Education Services...The LEA shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to: referral procedures and eligibility requirements, notification of initial consideration for gifted education services, evaluation guidelines, type(s) of gifted services to be provided, academic standards to be met, the teaching, methods employed, and the manner in which students will be evaluated annually, performance standards gifted students are to meet to maintain their eligibility and continued services in the program, description of the probationary period applied to students in jeopardy of losing their eligibility for services, and termination of services when students on probation have failed to meet criteria for continuation of services.

- Gifted-eligible students who move into Georgia from another state must still meet Georgia's gifted-eligibility criteria to receive gifted services in a Georgia public school (the exception is for a gifted-eligible child of an active military family who moves into Georgia)**



SBOE Regulations Related to Program Delivery Models

(See SBOE Rule 160-4-2-.38):

Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the following Georgia Department of Education (GaDOE) approved models. Local Education Agencies (LEA) shall make available to the public and the GaDOE a description of the differentiated curricula and delivery models used for instruction of gifted students...Federal law prohibits discrimination on the basis of race, religion, national origin, sex, disabilities, and economic background...In the delivery models described,...the instruction must be based on the Georgia curriculum standards...The Georgia Professional Standards Commission (GaPSC) requires that gifted education teachers have a gifted education endorsement attached to their Georgia Teaching Certificate. Unless noted otherwise, the total class size specified by the Georgia State Board of Education (GaBOE) Rule 160-5-1-.08 for gifted education classes is 17 at the elementary level and 21 at the middle and high school levels. Direct Services: Resource Class (K-12), Advanced Content (K-12), Cluster Grouping (K-12). Indirect Services: Collaborative Teaching (K-12)

Data shall be used for eligibility in the four areas according to the following (see Evaluation and Eligibility Chart below):



- In option A and B, information shall be gathered in each of the four categories.
- At least one of the criteria must be met by a score on a GADOE approved nationally normed referenced test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.
- If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
- Any piece of information used to establish eligibility shall be current within two years.
- Local school systems must establish policies in regards to the use of data gathered and analyzed by private entities.



**Georgia Department of Education SBOE Rule 160-4-2-.38 Education
Programs for Gifted Students:
Evaluation and Eligibility Chart (7/8/13)**



Category	Option A	Option B
	<p>Student must have a qualifying score in the mental ability AND achievement categories.</p>	<p>Student must have a qualifying score in the mental ability AND achievement categories.</p>
<p>Mental Ability</p>	<ul style="list-style-type: none"> • Grades K-2: 99th% percentile composite score on a nationally age normed mental ability test • Grades 3-12: ≥96th percentile composite score on a nationally age normed mental ability test 	<ul style="list-style-type: none"> • Grades K- 12: ≥96th percentile composite on a nationally normed mental ability tests OR 96th percentile on a component score on a nationally age normed mental ability tests
<p>Achievement</p>	<ul style="list-style-type: none"> • Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test 	<ul style="list-style-type: none"> • Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test • Grades K-12: Superior product/performance with a score ≥90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

Education Programs for Gifted Students:

Evaluation and Eligibility Chart (7/8/13)



Category	Option A	Option B
	<p>Student must have a qualifying score in the mental ability AND achievement categories.</p>	<p>Student must have a qualifying score in the mental ability AND achievement categories.</p>
<p>Creativity</p>	<ul style="list-style-type: none"> • Evaluation data required 	<ul style="list-style-type: none"> • Grades K-12: ≥ 90th percentile on composite score on a nationally normed creativity test • Grades K-12: Rating scales used to qualify student creativity must equate to the 90th percentile • Grades K-12: Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
<p>Motivation</p>	<ul style="list-style-type: none"> • Evaluation data required 	<ul style="list-style-type: none"> • Grades 6-12: Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year of world languages • Grades K-12: Rating scales used to qualify student motivation must equate to the 90th percentile • Grades K-12: Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

Griffin-Spalding County School System Gifted Services Delivery Models: **Delivery Models by Grade Band**



Elementary School (K-5) Program Challenge

At the elementary level, identified gifted students are served through the Program Challenge Enrichment Program. Students attend gifted resource classes one day a week. These classes are taught at the Elementary Enrichment Center. Students experience curriculum with an academic content foundation based on the state and system curriculum performance standards. The focus of the elementary gifted curriculum is interdisciplinary enrichment activities. Units are revised as needed to ensure that our gifted students are achieving at a high level. The content and pacing of the curriculum is differentiated to the extent that activities are clearly not appropriate for more typical students at that grade level. In addition, students identified as gifted may be served with collaborative teaching or cluster grouping. Gifted students will receive appropriate differentiated curriculum and instruction in their regular school classrooms on days they are not attending Program Challenge. At a minimum, eligible students are served the equivalent of five segments of gifted instruction per week.

Middle School (6-8)

Middle school gifted services are delivered through advanced content courses in English/Language Arts, Mathematics, Science and Social Studies. When possible, placement in academic classes is based on the student's area(s) of giftedness. The content of these courses is based on state and system curriculum performance standards, but the course content, pacing, process skill emphasis and expected student outcomes differ from the course more typical students at that grade level would take. In addition, students identified as gifted will receive appropriate differentiated curriculum and instruction in their other classes. Units are revised as needed to ensure that our gifted students are achieving at a high level. At a minimum, eligible students are served the equivalent of five segments of gifted instruction per week.

High School (9-12)

At the high school, gifted services are delivered through advanced content courses in the academic areas. Honors, Advanced Placement (AP), and Dual Enrollment courses provide advanced learning experiences for the high school gifted student. The content and pacing of the curriculum is differentiated to the extent that activities are clearly not appropriate for more typical students at that grade level. In addition, students identified as gifted will receive appropriate differentiated curriculum and instruction in their other classes. Units are revised as needed to ensure that our gifted students are achieving at a high level. At a minimum, eligible students are served the equivalent of five segments of gifted instruction per week.



Griffin-Spalding County School System
Middle School Gifted Service Model



- Automatic placement in Honors content area courses in Language Arts, Science, and Social Studies
- Content based on state and system performance standards
- Course content, pacing, and process skill emphasis along with expected student outcomes differ from the regular education classes
- Regular education students must qualify for honors classes with a rubric score based on Georgia Milestones Assessments, Measures of Academic Progress assessments (MAP), Lexile levels, and classroom achievement levels.



Middle School Gifted Courses

Grades 6 - 8



English Language Arts

Language Arts/Gr 6 Honors G

Language Arts/Gr 7 Honors G

Language Arts/Gr 8 Honors G

Mathematics

Mathematics/Grade 6 Honors G

Mathematics/Grade 7 Honors G

Mathematics/Grade 8 Honors G

GSE Algebra I Honors G(MS)

Science

Honors Physical Sci G (MS)

Science(Grade 7) Honors G

Science (Grade 8) Honors G

Science (Grade 6) Honors G

Social Studies

Social Studies/Gr 6 Honors G

Social Studies/Gr 7 Honors G

Social Studies/Gr 8 Honors G

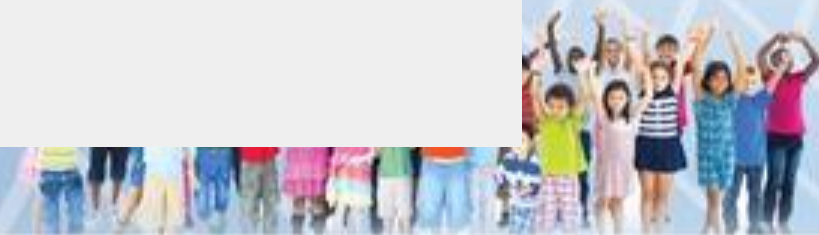


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Griffin-Spalding County School System High School Gifted Service Model



- Students identified as gifted will automatically be placed in Honors level classes.
- Advanced Placement (AP) courses are available in:
 - English Literature and Composition
 - American Literature
 - Calculus
 - Statistics
 - Chemistry
 - Biology
 - Environmental Science
 - Physics 1 & 2
 - World History
- Honors/AP classes cover topics in greater depth than other courses and require more critical reading require more critical reading and analytical writing.



High School Gifted Courses

Grades 9 - 12



Mathematics
AP Calculus AB G
AP Calculus AB Honors G
AP Calculus BC G
AP Calculus BC Honors G
AP Statistics G
Calculus Honors G
GSE Pre-Calculus Honors G
GSE Algebra I Honors G
GSE Geometry Honors G
Honors Algebra II G

Social Studies
Comparative Religions Hon G
AP Psychology G
AP Government/Politics US G
AP Comparative Government G
Am. Government/Civics Honor G
Economics/Business/Free Hon G
AP Macroeconomics G
AP Microeconomics G
Comparative Political/Eco Hon G
AP Human Geography G
United States History Honor G
AP World History G
AP United States History G
World History Honors G
AP European History G

Science
Biology I (Grades 9-12) Hon G
Biology II (Grades 9-12) Hon G
AP Biology G (Grades 9-12)
AP Environmental Science G
Human Anatomy/Physiology Hon G
Physical Science Honors G
Chemistry Honors G
Chemistry II Honors G
AP Chemistry G
Physics Honors G
AP Physics I G

English Language Arts
American Lit/Comp Honors G
British Lit./Comp Honors G
AP Eng. Lang/Comp/Am. Lit G
Ninth Grade Lit./Comp Hon G
Tenth Grade Lit./Comp Hon G
AP English Literature/Compos G



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Griffin-Spalding County School System
High School Gifted Service Model



- Students will receive an additional 10 whole points on their final grade average for Advanced Placement and/or Dual Enrollment courses
- Students will receive an additional 5 whole points on their final grade average for Honors courses. (These points are NOT used in the calculation of the HOPE scholarship and are not used by many colleges.)



- Griffin Region College and Career Academy
 - Middle Georgia State University
 - Southern Crescent Technical College
 - Gordon State
- Move On When Ready (MOWR) funding
 - Tuition and textbooks
 - Transportation





GSCS Board Policy: IDDD- Education Program for Gifted Students

The Griffin-Spalding County Board of Education recognizes the need to provide gifted education services to students who have the potential for exceptional academic achievement in grades K-12.

The Superintendent or his/her designee shall develop and maintain regulations and procedures for the operation and guidelines for the development of the descriptions and continuation policies for the gifted program as described in the Georgia Department of Education Regulations and Procedures and as prescribed by state law and SBOE rule 160-4-2-.38.

ADOPTED: July 2006 REVISED: August 2012

GSCS Administrative Regulation: IDDD-R(1)- Gifted Program Eligibility

Students in the Griffin-Spalding County School System become eligible for gifted education services based upon the criteria provided in the State Board of Education Rule 160-4-2-.38. A multiple criteria assessment process is used to evaluate student eligibility for gifted services.

Last Issued Date: 8/30/2012 Original Issued Date: 8/30/2012

GSCS Administrative Regulation: IDDD-R(2)- Gifted Program Continuation Plan

Student performance in the gifted program will be evaluated annually and the conclusion of each grading period by the local school's gifted education program teacher(s). This evaluation will be based on the student's performance in the gifted program classroom.

Last Issued Date: 1/3/2018 Original Issued Date: 8/30/2012

GSCS Administrative Regulation: IDDD-R(3)- Acceleration Consideration Procedures and Guidance

Last Issued Date: 1/3/2018 Original Issued Date: 8/30/2012 Last Reviewed Date: 1/3/2018

GSCS Gifted Program Description

The Griffin-Spalding County School System recognizes the need to provide gifted education services to K-12 students who demonstrate the potential for exceptional achievement. The academic instructional program for identified gifted students enhances and extends the state and local curriculum. Students may access the gifted referral procedures without discrimination with regard to race, religion, national origin, gender, disabilities, or economic background. Students must qualify within state guidelines for gifted program eligibility and placement using assessment tools that meet Georgia Department of Education standards of reliability and validity. The procedures described here establish the framework for the Griffin-Spalding County School System to provide gifted services under Georgia Code IDDD and Department of Education rule 160-4-2-.38. (GSCS Gifted Resource Manual, June 2017).



GSCS Gifted Program Instructional Philosophy

The intent of the gifted services is to provide educational opportunities and experiences to help students extend their learning, develop individual potential, enhance their self-concept, and become independent learners. The Griffin-Spalding County School System will make efforts to match students' learning needs and interests to programming options available in our district (GSCS Gifted Resource Manual, June 2017).

GSCS Gifted Program Identification and Referral Procedures

Formal identification of the student begins as early as kindergarten and continues through grade 12. In order to identify all students in need of instructional modification and/or special services, a comprehensive talent search is conducted annually and includes the following components:

Automatic Referrals K-12 – When a system-wide norm referenced test is administered, students who score at or above the 95th percentile on the total battery or total math or total reading will be referred for additional testing.

Structured Observation – under the direction of an In-School Review Team, the following observation is conducted system-wide:

Characteristics Instrument for Screening Students, in grades K-5, classroom teachers formally observe their students during a designated time period each fall and note those students demonstrating specific behaviors associated with gifted children. Surveys are returned to the gifted program teacher. Names of students needing instructional modification or additional services are listed along with available data and submitted to the In-School Review Team for consideration of need such as further assessment to determine eligibility for gifted education services or instructional modification in the regular classroom. Teachers retain a copy of their original surveys and may add names throughout the year, based on informal observations, for future consideration.

Reported Referrals - Any person who has knowledge of a student's intellectual functioning, such as teachers, counselors, administrators, parents, guardians, peers, self, and others may make a referral. However, such referral does not mandate an evaluation of a student. The referring party should complete the *Characteristics Instrument for Screening Students* by circling the characteristics observed and give it to the school counselor. All available data such as norm referenced test scores, grades, etc. are entered on an *Eligibility Report*, attached to a completed survey, and submitted to the *In-School Review Team* for consideration of need.

Parents will be notified in writing of the initial consideration for gifted education services.

Written notifications will be provided in the home language of the student to the extent feasible.

Gifted Eligibility Criteria

Students in the Griffin-Spalding County School System become eligible for gifted education services based upon the criteria provided in the State Board of Education Rule 160-4-2-.38.

A multiple criteria assessment process is used to evaluate student eligibility for gifted services.

The referral and evaluation of students for the gifted program requires collecting data in the areas of:

Mental Abilities – Measures of cognitive ability: how a student processes information, solves problems, reasons, conceptualizes

Achievement – Measures of academic performance

Motivation – Measures of goal directed behaviors

Creativity – Measures of creative thinking including fluency, innovation, uniqueness, etc.



Griffin-Spalding County Schools Gifted Identification Procedures



Phase One:

Talent Identification

Automatic Referrals: Review of available Measures of Academic Progress (MAP) results data

Structured Observations: Characteristics Instruments for Screening Students K-5;

Referrals by Individuals: Anyone with knowledge of students' abilities.



Phase Two: School Level Screening

In-School Review teams meet to consider available data on all names submitted for consideration to determine those students in need of instructional modifications, further evaluation, and/or additional services.



No Additional Services Needed

Instructional modifications suggested if indicated

Referral Process Ends

If parent referral – parent is notified



Phase Three: Evaluation for Services

Referral process continues. Gifted evaluation teams notify parents, obtain consent to evaluate, collect and record data.



Phase Four: Eligibility Determination

Gifted Eligibility Team meets to review data and determine eligibility for services and document status.

Non Eligible

Parents notified and, if needed, instructional modifications suggested to classroom teacher

Eligible

Parent notified

Referred for Special Case Review.

Special circumstances, etc.

Phase Five: Service Delivery Determination

Parent consent for participation in gifted services received. Services scheduled.



Griffin-Spalding County School System Gifted Eligibility Criteria (June 2017)

A student can qualify with one of the two following sets of criteria:



Mental Ability	Achievement
Grades K-2: 99 th percentile Grades 3-12: 96 th percentile or higher on a composite of a standardized mental ability test	90 th percentile or higher on Total Battery (Composite) OR Total Reading OR Total Mathematics on a standardized achievement test

A student must meet both of the areas above. . . OR

Mental Ability	Achievement	Creativity	Motivation
Grades K-12: 96 th percentile or higher on a composite or qualifying allowable component of a standardized mental ability test	90 th percentile or higher on Total Battery OR Total Reading OR Total Mathematics of a standardized achievement test	90 th percentile or higher on a standardized creativity test OR 90 th percentile or higher on a standardized creativity rating scale	A two-year average of a 3.5 GPA on a 4.0 scale in regular core subjects of math, English/Language Arts, Social Studies, Science in grades 3-12 OR 90 th percentile or higher on a standardized motivational characteristics rating scale
Naglieri Nonverbal Ability Test (NNAT), Otis-Lennon School Ability Test (OLSAT) Kaufman Brief Intelligence Test (KBIT)	Measures of Academic Progress (MAP), Iowa Test of Basic Skills (ITBS), Kaufman Test of Educational Achievement (KTEA)	Gifted Rating Scale (GRS), Torrance Test of Creative Thinking (TTCT)	Gifted Rating Scale (GRS), Hawthorne

A student must meet three of the four areas listed above. The rating scale may be used for either creativity or motivation, but not for both.

A student must meet the eligibility criteria in order to receive gifted services. If a student does not meet qualifications, they may be tested again after 2 years.



The mission of the Griffin-Spalding County School System is to empower students to graduate college and career ready.

Steps for Gifted Eligibility

Screening: CISS (Panning for Gold) process – All K-5 teachers observe students over a period of time identifying characteristics. (Elementary Only)

Referral: Students may be referred in two ways. Students names are submitted to the school level review team. Review team will determine which students are referred for testing.

- Students with high scores as well as supporting data qualifications
- Parents, teacher and student referrals with supporting data qualifications

Testing: Students are tested in each of the following areas: mental ability, achievement, creativity, and motivation.

Eligibility: Students who have met 3 of the 4 qualifications in the testing areas.



CISS: What is it?

CISS stands for Characteristics Instrument for Screening Students



CISS is a screening completed throughout the school year to screen for gifted characteristics so that appropriate services may be provided for those students.

This is a SCREENING and does NOT admit a student into the gifted program.

- **ALL K-5 teachers need to fill out a CISS form.**
- **If a student is already gifted, they do not need to be CISSed.**
- **Just because a student has an IEP does not mean that he/she may not be gifted – CISS them!**
- **Just because a student has a high score on the form does not mean a student will automatically be placed in gifted – it doesn't even mean they'll definitely be tested. The CISS form is just one aspect of screening.**
- **Remember, some of the behaviors associated with those listed on the CISS form may not always be demonstrated in a positive way, but that does not mean they don't exist!**



Gifted Eligibility Review Timeline



Gifted Eligibility Process- Timeline (Fall)

9/4/18- 9/18/18: Complete CISS Checklists and Referral Packets with K-5 classrooms

9/19/18-9/29/18: Conduct Gifted Eligibility Review Team Meetings at school sites

9/28/18: CISS Checklists and Referral Packets due to Program Challenge Center

10/15/18: Consent Forms and GRS sent to schools

10/18/18: Signed Consent Forms and completed GRS due to Program Challenge Center

10/22/18-10/26/18: Gifted Testing

Gifted Eligibility Process- Timeline (Spring)

1/22/18-2/1/19: Complete Referral Packets

2/4/19-2/13/19: Hold review team meetings at the school

2/15/19: Referral packets due to Center

Week of March 4: Consent forms and GRS sent to schools

3/13/19: Signed Consent Forms and completed GRS due to Center

3/18/19-3/22/19: Gifted Testing



GSCS Total Enrollment: K-12

GSCS All-grades Enrollment Totals	School Year 2015 11,953 Students	School Year 2016 11,721 Students	School Year 2017 11,719 Students	School Year 2018 10,383 Students*
Race/Ethnicity	2015	2016	2017	2018
White (Non-Hispanic Origin)	43.39%	41.88%	40.48%	38.80%
Black (Non-Hispanic Origin)	44.56%	45.48%	46.49%	47.18%
Asian	0.72%	0.83%	0.81%	0.85%
Multiracial	4.23%	4.22%	4.53%	4.58%
Hispanic	6.86%	7.34%	7.42%	8.27%
American Indian	0.23%	0.23%	0.27%	0.32%

*Total enrollment figures presented for 2015, 2016, 2017 reflect the aggregate total number of students who attended GSCS at any point in time during those school years. Total enrollment figures presented for 2018 reflect the total number of students enrolled in GSCS during May 2018, not the aggregate total of students who attended GSCS during the 2017-18 school year.



GSCS Total Gifted-identified Students: K-12

GSCS All-grades Gifted-identified Enrollment Totals	School Year 2015 761 Gifted Students	School Year 2016 804 Gifted Students	School Year 2017 835 Gifted Students	School Year 2018 736 Gifted Students
Race/Ethnicity	2015	2016	2017	2018
White (Non-Hispanic Origin)	70.74%	68.25%	66.13%	63.45%
Black (Non-Hispanic Origin)	18.09%	20.35%	21.07%	22.87%
Asian	1.42%	1.4%	2.11%	2.25%
Multiracial	3.55%	3.16%	4.86%	4.35%
Hispanic	6.03%	6.49%	5.35%	6.6%
American Indian	0.18%	0.35%	0.49%	0.48%



GSCS Elementary Gifted-identified Students: K-5



GSCS Grades K-5	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Enrollment Totals	4,109 students	3,968 students	4,015 students	3,902 students
Race/Ethnicity	2015	2016	2017	2018
White (Non-Hispanic Origin)	42.99%	40.82%	38.95%	36.86%
Black (Non-Hispanic Origin)	43.81%	45.36%	46.38%	47.96%
Asian	0.66%	0.68%	0.80%	0.85%
Multiracial	5.09%	4.67%	5.43%	5.13%
Hispanic	7.21%	8.22%	8.22%	8.90%
American Indian	0.24%	0.25%	0.22%	0.31%



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Griffin-Spalding
County School System
Grow Sustain Collaborate Succeed

GSCS Elementary (K-5) - Referrals for Gifted-eligibility Review

GSCS Grades K-5	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Referrals for Gifted-eligibility Review						
Number of Students Referred for Gifted-eligibility Review	189	171	181	235	129	171
Race/Ethnicity						
White (Non-Hispanic Origin)	52%	52%	45%	51%	48%	50%
Black (Non-Hispanic Origin)	33%	29%	39%	34%	40%	35%
Asian	1%	1%	3%	.5%	1%	2%
Multiracial	4%	4%	6%	5%	6%	6%
Hispanic	9%	11%	6%	9%	5%	6%
American Indian	0	2%	0	.5%	0	1%



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GSCS Elementary (K-5) - Referrals Newly-Determined Gifted-eligible

GSCS Grades K-5	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Referrals Determined Gifted-eligible						
Number of Students Determined Gifted-eligible	48	66	70	65	40	57
Race/Ethnicity						
White (Non-Hispanic Origin)	56%	61%	54%	45%	68%	58%
Black (Non-Hispanic Origin)	34%	24%	31%	40%	28%	30%
Asian	0	1.5%	3%	1%	0	2%
Multiracial	4%	1.5%	7%	6%	2%	7%
Hispanic	6%	9%	7%	8%	2%	3%
American Indian	0	3%	0	0	0	0%



We *THANK YOU*
for your attendance and participation!

Gifted Elementary Education

Marnie Bailey

Jhondee Barnes

Amy Brown

Cara Cook

Gifted Secondary Education

Raye Aragon

Director of K-12 Curriculum

Ashley Crawford

Executive Director of Elementary Education

Dr. Norman Sauce

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Mr. James Smith

