



SC Public Charter School District Charter School Gifted and Talented Programs

Updated June 2016

Schools that receive specific add-on funding for gifted and talented (GT) students are required to comply with all components of the state GT regulation ([43-220](#)). The list below includes the key components, though schools should refer to the regulation itself for full details. Schools should also refer to the South Carolina Gifted and Talented [Best Practices Manual](#) for further guidance.

Programming

- The models and teacher-pupil ratios that are approved for programming service are:

Grades	Approved Programming Models	Teacher-Pupil Ratios
1-2	Regular Classroom/Itinerant Teacher	1:10
	Resource Room/Pull-out	1:15
3-5	Special School	1:25
	Special Class	1:25
	Resource Room/Pull-out	1:20
6-8	Special School	1:25
	Special Class	1:25
	Resource Room/Pull-out	1:20
9-12	Special School	1:25
	Special Class	1:25

- The following time requirements must be met to assure funding:

Grades	Programming Model	Minimum Minutes Per Year (Per Week*)
1-3	Resource Room/Pull-out	4500 (125)
	Special Classroom/Itinerant	8100 (225)
4-8	Resource Room/Pull-out	7200 (200)
	Special Classroom/Itinerant	8100 (225)
9-12	Special Classroom/Itinerant	8100 (225)

*Assumes programming services of 36 weeks per school year.

- Teachers shall be provided two hundred and fifty minutes per week or the appropriate grade-level equivalent for planning.
- Annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other gifted and talented student-focused topics shall be provided for all teachers working with gifted and talented students.

Screening/Referral Procedures

- Schools shall screen all students by reviewing census aptitude and achievement test scores. Referrals from administrators, parents, teachers, and students must be accepted. Initial screening does not in itself guarantee placement.
- Schools shall provide all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements; implement processes for identifying the academically gifted and talented from all student populations; provide training/guidance regarding the characteristics of academic giftedness for teachers and other

district staff involved in the identification process; and use screening criteria and procedures that are directly related to the purpose of the gifted and talented programming.

- No private testing will be accepted for eligibility, but those results may be considered for referral purposes.
- The District uses the GIFT Database to record assessment results, identify students who are eligible for GT services, and generate GT Profiles for qualifying students.

Placement

- The school shall assign an evaluation/placement team composed of at least a teacher, an administrator, and a guidance counselor or a psychologist. In the event all three categories cannot be represented, more than one member may be chosen from one of the three categories.
- The evaluation/placement team shall have the responsibility to interpret and evaluate student data in such a way that will ensure appropriate placement. The evaluation/placement team may require additional assessment before determining student placement. Placement may involve a trial period for at least one semester but not more than one year.
- The evaluation/placement team will be responsible for developing appropriate written procedures for removing a student from the gifted and talented programming.

Teacher Qualifications

- Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the programming.
- Each teacher of a state-funded gifted and talented course or class shall have completed a gifted and talented endorsement program approved by the SCDE.
 - Exception 1: Newly assigned teachers will have one year to meet gifted and talented endorsement requirements.
 - Exception 2: Teachers who have a master's degree or higher in gifted education from an accredited Institution of Higher Learning may have this requirement waived upon approval of credentials by the SCDE.

Artistically Gifted & Talented

Refer to Regulation 43-220 and the SC Gifted and Talented [Artistic Best Practices Manual](#) for information on identifying and serving these students.

Funding

- The Gifted and Talented funding formula changed beginning with the 2014-2015 school year. The guidance provided in this document is based on information from the SCDE but may be revised in each year's Funding Manual.
- GT students in grades 3-12 may receive an additional 0.15 EFA weighting. The school must ensure each student is state-identified as GT, served in a GT or Honors program that meets the requirements of Regulation 43-220, and coded as "High Achieving" in PowerSchool.
- High school students who are enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and are coded as "High Achieving" in PowerSchool will receive an additional 0.15 EFA weighting. GT-identification is NOT required.

Appendix A: Identification Criteria

Students who meet the eligibility criteria in TWO of the three dimensions are eligible for gifted and talented services. Aptitude test results alone can qualify a student for placement (see Dimension A).

Dimension	Assessment	Criteria
<p>Dimension A</p> <p>Reasoning Abilities (Aptitude)</p>	<p>CogAT OLSAT TCS Ravens</p>	<p>Nationally normed aptitude test:</p> <ul style="list-style-type: none"> • 93rd national <u>age</u> percentile on verbal/linguistic, quantitative/mathematical, nonverbal, or a composite of the three <p>Students may be eligible for placement based on aptitude alone:</p> <ul style="list-style-type: none"> • A composite score at the 98th national age percentile for students entering grades one and two • A composite score at the 96th national age percentile for students entering grades three through twelve
<p>Dimension B</p> <p>High Achievement</p>	<p>ITBS MAT TerraNova MAP Stanford</p> <p>SCPASS ACT Aspire</p>	<p>Nationally normed achievement test:</p> <ul style="list-style-type: none"> • 94th national percentile on approved subtests: <ul style="list-style-type: none"> ○ Reading comprehension or ○ Mathematical concepts and problem solving • If the approved subtests are unavailable, use the <i>total</i> reading or <i>total</i> mathematics score <p>State Accountability Exam:</p> <ul style="list-style-type: none"> • Top 10% of the population taking the test • Scores change each year (see Appendix B)
<p>Dimension C</p> <p>Academic Performance</p>	<p>Performance Tasks Assessment (a.k.a. Project STAR)</p> <p>GPA</p>	<p>Performance Tasks Assessment:</p> <ul style="list-style-type: none"> • Primary verbal or nonverbal: <ul style="list-style-type: none"> ○ 16 for students entering grade three ○ 18 for students entering grade four • Intermediate verbal: <ul style="list-style-type: none"> ○ 16 for students entering grade five ○ 18 for students entering grade six • Intermediate nonverbal: <ul style="list-style-type: none"> ○ 22 for students entering grade five ○ 25 for students entering grade six <p>Grade point average (GPA) in the academic disciplines:</p> <ul style="list-style-type: none"> • 3.75 GPA on a 4.0 scale (not UGP), for students entering grades six through twelve, using year-ending four core courses plus foreign language, if offered.

Note: Students identified in one SC school district are eligible for services in any SC school district, and students who have met the state identification criteria in another state and who transfer into a SC public school are eligible for GT services as deemed appropriate by the school's Placement Team.

Appendix B: State Assessment Qualifying Scores

<u>Year</u>	<u>Subject</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
2015	ACT Aspire Reading	419	422	426	428	428	431
	ACT Aspire Math	419	422	425	429	430	433
2014	SCPASS ELA	720	700	698	698	703	693
	SCPASS Math	721	733	743	703	715	703
2013	SCPASS ELA	719	697	718	698	689	711
	SCPASS Math	698	716	711	707	705	697
2012	SCPASS ELA	733	700	703	698	694	695
	SCPASS Math	704	724	714	709	702	697
2011	SCPASS ELA	720	692	698	696	703	689
	SCPASS Math	698	716	711	707	702	697
2010	SCPASS ELA	709	697	717	698	688	698
	SCPASS Math	691	710	706	701	700	688
2009	SCPASS ELA	702	694	701	689	686	679
	SCPASS Math	681	701	700	694	694	692

These scores change each year and are based on a percentage (top 10% and ties) of the population taking the test.