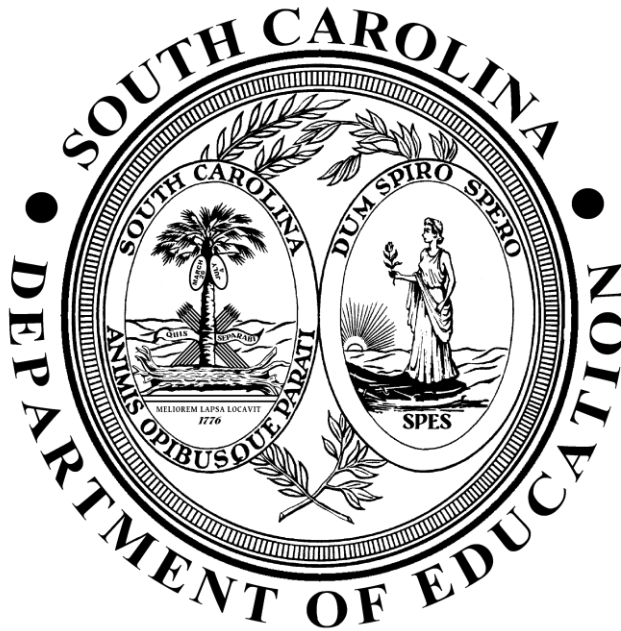


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION



South Carolina
Gifted and Talented Best Practices Guidelines:
Program Monitoring and Reporting

Pursuit to Regulation 43-220

May 2018

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Introduction

Monitoring is defined in these guidelines as data collection and analysis, examination of written evidence, along with interviews and observation. It is intended to ensure the district's gifted and talented (GT) program is in compliance with Regulation 43-220. The areas to be monitored include curriculum, program models, identification process (including notification and referral procedures), personnel endorsement, professional training, and student services (both support and instructional).

To ensure compliance, reporting of specific information is required annually to the South Carolina Department of Education (SCDE). Presently, the SCDE requires districts to submit a Form A report (out of the Gifted Identification Forms and Tasks (GIFT) program) in June and an annual update of the District Strategic Plan on the GT Goals and Objectives in April. All South Carolina school districts must collect and maintain on a continuous basis the written evidence specified in Regulation 43-220. Records may be maintained as hard copy files and/or in computer databases. Districts will be informed annually by the SCDE concerning processes and timelines for submitting required data and reports.

These Guidelines replace chapter 9 – Monitoring and Reporting – of the *South Carolina Gifted and Talented Best Practices Manual* (2d ed. 2006). The manual is being updated by a series of best practices guidelines.

The Legislative Mandate

Requirements outlined in these guidelines are provided pursuant to S.C. Code Ann. § 59-29-170 (Programs for Talented Students), which can be accessed at <http://www.scstatehouse.gov/code/title59.php>.

Not later than August 15, 1987, gifted and talented students at the elementary and secondary levels must be provided programs during the regular school year or during summer school to develop their unique talents in the manner the State Board of Education must specify and to the extent state funds are provided. The Education Oversight Committee shall study the implementation of this section and report its findings to the General Assembly by July 1, 1986. By August 15, 1984, the State Board of Education shall promulgate regulations establishing the criteria for student eligibility in Gifted and Talented Programs. The funds appropriated for Gifted and Talented Programs under the Education Improvement Act of 1984 must be allocated to the school districts of the State on the basis that the number of gifted and talented students served in each district bears to the total of all those students in the State. However, districts unable to identify more than forty students using the selection criteria established by regulations of the State Board of Education shall receive fifteen thousand dollars annually. Provided, further, school districts shall serve gifted and talented students according to the following order of priority: (1) grades 3-12 academically identified gifted and talented students not included in the state-funded Advanced Placement Program for eleventh and twelfth grade students; (2) after all students eligible under priority one are served, students in grades 3-12 identified in one of the following visual and performing arts areas: dance, drama, music,

and visual arts must be served; and (3) after all students eligible under priorities one and two are served, students in grades 1 and 2 identified as academically or artistically gifted and talented must be served. All categories of students identified and served shall be funded at a weight of .30 for the base student cost as provided in Chapter 20 of this title. Where funds are insufficient to serve all students in a given category, the district may determine which students within the category shall be served. Provided, further, no district shall be prohibited from using local funds to serve additional students above those for whom state funds are provided.

Regulation 43-220 (2013) states the following pertaining to program monitoring and reporting:

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Reporting

1. Districts will report to the SCDE information, which includes, but is not limited to, student eligibility, screening, and referrals. Districts will annually collect and maintain, district statistical data on (1) the number, by race, of students referred for evaluation for eligibility for gifted and talented education services; (2) the number, by race, of students determined eligible for services; (3) the number, by race, of students actually served during the school year; and (4) the number, by school, by grade, by race, by model, of students actually served during the school year through the required statewide database as designated by the SCDE.
2. Districts shall review annually the performance of gifted and talented students on the state approved assessment, AP exams, IB exams, SAT, ACT, and similar college entrance tests. Districts shall summarize the performance of gifted and talented students on these assessments and report trend data to the SCDE annually. These data will be disaggregated demographically and reported annually to the General Assembly.
3. Official enrollment reports to be used for funding purposes shall be submitted at the end of the 135-day enrollment period and shall be adjusted by the 45-day enrollment period or the year receiving funding. The enrollment reports shall be submitted on forms to be furnished by the SCDE.

Five Year Plan with Annual Updates

Included as a part of the District Strategic Plan, districts must develop a five-year plan for district GT programs (academic and artistic) and report annually on their progress using templates that are provided by the SCDE. The SCDE is responsible for reviewing plans and providing districts with written feedback. The District Strategic Plan includes assurances regarding the GT program and its compliance with Regulation 43-220.

Data Collection and Analysis

Districts must report to the SCDE information that includes, but is not limited to, student eligibility, screening, referrals, and students served. These data must be maintained using GIFT software, which is provided to the districts. The SCDE is responsible for maintaining these data and for reporting these data to the Office for Civil Rights when requested. The collected

information is submitted using the Form A report out of GIFT in June of each year. Districts must annually collect and report statistical data for the district on the following:

- Number, by race and gender, of students referred during the identification process;
- Number, by race and gender, of students determined eligible for gifted and talented education services;
- Number, by race and gender, of students actually served during the school year;
- Number, by school, by grade, by program model, of students actually served during the school year; and
- Artistically GT programs require similar data as above reported by arts area.

To facilitate the reporting process, districts should collect and maintain the following:

- Documentation of written and electronic notification of the identification process as communicated to students, parents, and teachers annually;
- Evidence of census screening with aptitude and achievement measures;
- Referral documentation specifying the race and gender of the student referred and the referring party;
- Student profiles on all students screened (including those who were placed and those not placed);
- Evaluation/Placement Team documentation;
- Student assessment and evaluation data (for students being served);
- Program evaluation data; and
- Records of teacher endorsement and ongoing professional development.

Examination of Written Evidence

For purposes of providing written evidence about the gifted and talented program, the district should have the following documentation readily available:

- Mission statement and rationale;
- Written program goals and objectives;
- Written program design (describing program models/services);
- Written scope and sequence;
- Written description of support services;
- Professional development plan and implementation;
- Records of teacher endorsement, advanced endorsement, and GT certification;
- Policy on trial placement and removal of students;
- Program brochures, handbooks, newsletters, websites; and
- District financial records.

Interviews and Observations in the Classroom

Interview and observations conducted at the classroom level should yield evidence about various aspects of the GT program, including the following:

- Differentiated curriculum;
- Differentiated instructional strategies;
- Acceleration;

- Enrichment;
- Curriculum compacting;
- Inquiry and hands-on activities;
- Personalized learning; and
- High student engagement.