

Project Challenge



For more information contact:
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The mission of Walthall County School District gifted program is to insure that intellectually gifted children, as defined by the Mississippi Department of Education, are offered appropriate educational experiences that are qualitatively different from those available in the regular classroom in order to provide opportunities for them to realize their potential and abilities.

Goals

To promote self-direction and autonomy in students and to incorporate the strengths and interests of students into a varied and flexible curriculum that exposes each student to many fields of learning.

To enable students to integrate the following process skills into their lives: thinking skills, creativity, information literacy, success skills, affective (social and emotional) skills, and communication skills.

The Walthall County School District provides a program of enrichment for intellectually gifted students in second through sixth grade. The program is called "Project Challenge."

Mississippi Department of Education gifted regulations and state mandate require that intellectually gifted students in grades two through six be provided services by a teacher with a gifted endorsement for a minimum of 48 minutes per day.



STUDENT IDENTIFICATION PROCESS

STAGE 1: REFERRAL

Referral for the gifted education program is based on consideration of performance in the regular classroom, potential ability, test performance, intellectual characteristics, creativity, and/or leadership potential. While grades and/or achievement test scores might be an indicator of giftedness, by MDE Regulations, neither classroom behavior, grades, or achievement test scores may be used to eliminate a student from the identification process. As mandated in MDE Gifted Regulations, the Walthall County School District follows the state minimal scale/percentile score on all referral measures.

There are two types of referral processes:

Type One: Mass Screening Referral Process

A norm group measure of intelligence will be administered to all first grade students in the mass screening referral process to assist identifying students in underrepresented populations. All students who obtain a full scale/composite score at or above the 90th percentile shall move forward in the referral process.

Type Two: Individual Referral Process

This process involves students who are individually referred for gifted eligibility. Any student who does not meet the minimum acceptable criteria (score in the 90th percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria, can be referred by anyone for the Individual Referral for Screening Process. All students in grades served by the program comprise the initial screening pool of potential recipients for gifted education services. A student may be referred for consideration, pending documentation of the above criteria, by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. A referral must be initiated by written request to the teacher of the gifted. The person initiating the referral shall sign the referral form and date it. Once the student is referred, the district personnel shall collect the data required to satisfy the referral criteria.

Students participating in the Individual Referral Process shall satisfy three of the following criteria, with only one coming from the checklist, before moving forward to the LSC Review of Referral Data Stage:

In addition to the norm group measure of intelligence obtained in mass screening, a student shall satisfy two of the following criteria, with only one coming from the checklist, before moving to Stage 2 of the identification process. Student participating in the Individual Referral Process shall satisfy three of the following, with only one coming from the checklist:

- a score at or above the superior range on a normed published characteristic of giftedness checklist,
- a score at or above the superior range on a normed published measure of creativity,
- a score at or above the superior range on a normed published measure of leadership,
- a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
- a score at or above the 90th percentile on a normed measure of cognitive ability,
- a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past 12 months, and/or other
- measures that are documented in the research on identification of intellectually gifted students.

STAGE 2: LSC REVIEW OF REFERRAL DATA

Once the referral data have been collected, the LSC shall review all data and make one of the following recommendations:

1. the student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
2. the student has not satisfied the minimal criteria on at least three measures, however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
3. the students has not satisfied minimal criteria on at least three measures and the identification process should stop.

Provisions for Emerging Potential for Gifted Populations

At this point the LSC shall make the decision as to the possibility that the student could be eligible for consideration as a candidate for an emerging potential for gifted assessment. If it is believed that the student might have emerging gifted potential, then the Emerging Potential for Intellectually Gifted Assessment Checklist will be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for factors that exist and may put the student at a disadvantage when inappropriate instruments are used during the assessment phase.

STAGE 3: PARENTAL PERMISSION FOR TESTING

If a student meets the criteria for referral, the Gifted Local Survey Committee will recommend individual assessment to determine eligibility for an "Intellectually Gifted" ruling. Written parental permission for testing must be obtained before any individual testing is initiated and parents will be notified in writing of their rights under FERPA.

STAGE 4: ASSESSMENT

District personnel shall review and compile all data available on the student. This data shall be made available to a licensed examiner who will administer an individual test of intelligence.

In no case will the examiner be related to the student being tested. The examiner shall review all available data on the student to select the most appropriate test of intelligence. Standard operating procedures will be followed during the selection and administration of all assessments as reflected in the examiner's manuals.

A student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria.

Identification criteria, as approved by the MDE on the Walthall County School District Program Proposal, must be satisfied for a student to be ruled eligible by the LSC

for the intellectually gifted education program.