



Gifted Education Program Guidelines

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Gifted Education Program Guidelines

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Missouri Department of Elementary and Secondary Education

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INTRODUCTION

State Law

By law and tradition, Missouri school systems are expected to provide programs of instruction suitable for the full range of student ability, from students with disabilities through those who are academically advanced. In 1973, the Missouri General Assembly recognized that there are a limited number of academically advanced students whose mental capacity and learning potential are so advanced that they need services beyond the level of those ordinarily provided. As a result, that same year, the General Assembly authorized the state program for gifted students. In so doing, the General Assembly did not intend to diminish in any way the regular program of instruction or to supplant existing programs for the academically advanced students. The intent was clearly to support special efforts to increase the educational opportunities available for students who are identified as gifted.

The state special education law (Missouri House Bill 474) enacted in 1973, authorized the State Board of Education to establish standards for special programs for gifted students. The following sections of state law pertain to gifted education programs:

Section 162.675, RSMo defines gifted children as "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum."

Section 162.720, RSMo states that school districts may establish programs for gifted children "where a sufficient number of children are determined to be gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs . . ." and states that the State Board of Education "shall determine standards for such programs. Approval of such programs shall be made by the State Department of Education based upon project applications submitted each year."

In 2008, the Interstate Compact on Educational Opportunity for Military Children was enacted to facilitate transition of military children:

The compact states (Section 160.2000, RSMo) that "the receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include but are not limited to 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student."

Effective August 28, 2012, Section 160.1990, RSMo was implemented to facilitate transition of foster children:

“The receiving school shall initially honor placement of a foster care student in educational programs based on current educational assessments conducted at the sending school or participation or placement in like programs in the sending school. Such programs include, but are not limited to, gifted and talented programs and English as a second language (ESL). This requirement does not preclude the receiving school from performing subsequent evaluations to ensure appropriate placement of the student.”

Starting with the 2012-2013 school year, legislation requires districts to report: “whether the school district currently has a state-approved gifted education program, and the percentage and number of students who are currently being served in the district’s state-approved gifted education program” and **this information appears on their annual report card.** (Section 160.522, RSMo)

In 2013, the Advisory Council on the Education of Gifted and Talented Children was established with Section 161.249, RSMo. The Council has seven members, and two alternates, appointed by the Commissioner of Education. Members serve for a term of four years and alternates serve for a term of one year. Members must be Missouri residents and are selected based on their knowledge and experience with the education of gifted and talented children. The Council provides advice to the Commissioner and State Board of Education regarding all rules and policies relating to the education of gifted and talented children.

In 2016, state law (Section 163.031.6 RSMo) requires a withholding for districts who experience a significant drop in identified and served gifted students:

“In the 2017-18 school year and in each subsequent school year, if a district experiences a decrease in its gifted program enrollment of twenty percent or more from the previous school year, an amount equal to the product of the difference between the number of students enrolled in the gifted program in the current school year and the number of students enrolled in the gifted program in the previous school year multiplied by six hundred eighty dollars shall be subtracted from the district's current year payment amount. The provisions of this subdivision shall apply to districts entitled to receive state aid payments under both subsections 1 and 2 of this section but shall not apply to any school district with an average daily attendance of three hundred fifty or less.”

The payment adjustment provision was first implemented in the 2017-2018 school year. To determine the payment adjustments, desk audits are completed using the data submitted by districts in their October Missouri Student Information System (MOSIS) Student Information files indicating if a student is identified as gifted and currently being served in a state approved gifted. Districts with state approved gifted programs need to accurately complete the required core data and MOSIS information about these programs to ensure compliance with the provisions of this legislation.

In 2018, the review policy and acceleration policy were passed into law:

According to Section 162.720.4 RSMo, “any district with a gifted education program...shall have a policy, approved by the board of education of the district, that establishes a process that outlines the procedures and conditions under which parents or guardians may request a review of the decision that determined that their child did not qualify to receive services through the district's gifted education program.”

According to Section 162.722, “each school district shall establish a policy, approved by the board of education of that district, that allows acceleration for students who demonstrate: (1) advanced performance or potential for advanced performance and (2) the social and emotional readiness for acceleration. The policy shall allow, for students described in this section, at least the following types of acceleration (1) subject acceleration; and (2) whole grade acceleration.

A chronology of gifted education developments in Missouri is provided in [Appendix A](#).

Scope of Gifted Programs

In accordance with the definition of giftedness, which is set forth in the law, the programs for the gifted will be in the general academic areas and/or in the fine arts. It should be recognized that gifted students are capable of outstanding performance in one or more academic areas and may also display outstanding ability in one or more of the fine arts. It is further recognized that outstanding intellectual, creative thinking, reasoning, and problem-solving abilities contribute singly and in various combinations to such performance. Consequently, school systems will need to assess a variety of student abilities and to design appropriate program services that will challenge and develop these abilities.

It is important to note that state approved gifted programs are designed for a continuum of gifted learners, regardless of academic achievement. While some gifted students achieve at a high level, there are gifted students who struggle academically, socially, and/or emotionally and come from diverse backgrounds. State approved gifted programs are intended for students whose needs are not met in existing school programs because of their precocious capacity and learning potential. The task is to identify these students and to provide educational opportunities that will challenge and develop their abilities.

GENERAL ADMINISTRATIVE PROCEDURES FOR STATE-APPROVED GIFTED PROGRAMS

School System Procedures

1. Gifted program information is to be submitted electronically to DESE's MOSIS/Core Data Section in the appropriate reporting cycle as outlined by DESE's Office of Data Systems Management. (See [Appendix B](#))
2. Gifted programs must establish a systemic process for identification and selection of students. The process shall use multiple criteria, objective measures, and competent professional evaluation (see pages 10-12 for more information).
3. School systems must employ instructional personnel who have a valid Missouri teaching certificate for the area of gifted service they are providing. For specific questions regarding certification, call the Educator Certification Section at (573) 751-0051. (See [Appendix C](#))
4. Instructional staff positions and assignments must be documented by names of staff members and course assignments reported to DESE in the MOSIS/Core Data Collection System. Program code "08" is only to be used in reporting state approved gifted positions and assignments.
5. School systems shall establish and maintain on file in the school system
 - a. the program goals and learner objectives which should be achieved by gifted students participating in the program;
 - b. the program activities shall be beyond the level normally provided in regular school programs and contribute to meeting the needs of the gifted students; and
 - c. the results of an annual evaluation report shall be completed on or before June 30 of each program year and shall be maintained on file in the local school system. **Furthermore, it is highly recommended that the annual evaluation report be posted on the school system's gifted program website.** The evaluation procedures should be designed to determine the extent to which students have met the program goals and objectives. The report should include a description of the evaluation procedures, a list of the people involved in the evaluation process, and an explanation of how their input is used to revise the program.

(The information in this section is guided by [5 CSR 20-100 Department of Elementary and Secondary Education Code of State Regulations](#), p.6.)

Department of Education Procedures

The Department will make the Gifted Education Program Guidelines available to all local school systems. The Program Guidelines are available on the [Department Gifted webpage](http://dese.mo.gov/quality-schools/gifted-education). <http://dese.mo.gov/quality-schools/gifted-education>

1. The Director of Gifted Education is available for consultation with school system personnel by telephone (573-751-7754), email (Christine.Nobbe@dese.mo.gov), or by appointment.
2. The Director of Gifted Education will approve or disapprove Alternate Identification Plans.
3. DESE shall review and approve or disapprove the placement criteria submitted on Screen 25.
4. Core Data will be used to verify proper certification of all teachers coded 08.
5. MOSIS/Core Data will be used to verify school systems are in compliance with established rules and regulations governing state approved gifted services.
6. The Director of Gifted Education will communicate pertinent information with the School System Gifted Contacts. (School systems identify Contact Personnel every August on Screen 3.)

GUIDELINES FOR GIFTED PROGRAMS

School systems should provide **gifted students with an educational environment beyond that offered in the regular classroom setting for superior students and which is designed to meet the identified needs of gifted students**. The educational needs of gifted students which are not met by the regular grade level program for superior students will require

1. a differentiated instructional program which accommodates higher cognitive processes and concepts;
2. teaching methods appropriate for their advanced abilities and individual styles of learning; and
3. flexible administrative arrangements needed to implement the program.

Teachers/Gifted Education Specialists

Teachers implementing the gifted program curriculum must hold appropriate certification for the gifted services they are providing.

All teacher positions in gifted education are designed to serve those students identified through the approved selection process as needing an academic environment beyond that offered by the standard grade level curriculum available to superior students.

The following guidelines apply: Instructional personnel must

1. serve in an instructional position described in [Appendix D](#) and provide instructional services to gifted students selected for the program according to criteria approved by the Department of Elementary and Secondary Education (DESE); and
2. hold a valid Missouri teaching certificate for the area of gifted services they are providing.

Though not required by state statute or code, it is recommended for school systems to provide teachers ongoing professional development addressing the nature and

needs of gifted students and designing curriculum and instruction to meet those needs. The Advisory Council on the Education of Gifted and Talented Children provided the following recommendations in their white paper, [*The Need for Ongoing and Sustained Professional Development for General Education Teachers and Gifted Education Specialists on Meeting the Needs of Gifted Learners*](#):

- Each school system will establish and support a plan for ongoing professional development for all teachers about the nature and needs of gifted students and designing curriculum and instruction to meet those needs.
- Each school system will establish and support a plan for the ongoing professional development of the staff in their state-approved gifted program so that the staff progresses in their professional capabilities by providing appropriate instructional support and access to continuous growth in their pedagogical skills relating to gifted education.

Types of services provided to Identified Gifted Students

Services provided to gifted students will vary depending upon the age and grade level of the students, the size of the school system, school schedules, and community preferences. **State approved gifted programs must provide a minimum of one hundred and fifty (150) minutes per week of direct instructional time in which the identified gifted students work exclusively with the certified teacher of gifted education.**

Class or group sizes within the gifted program should not exceed **fifteen (15)** nor be less than **five (5)**, with an average of **ten (10)** students per class.

The recommended **maximum** caseloads for full-time teachers of the gifted depends on the delivery model:

- Resource Room Teacher (**RRT**) -- 75 students
- Special Class Teacher (**SCT**) -- 90 students
- Gifted Resource Teacher (**GRT**) -- 90 students

Programs for Exceptionally Gifted Students (**PEGS**) are established in agreement with the Director of Gifted Education at the DESE.

At the elementary level, the most common service model is a pull-out program in which students leave the regular classroom and spend their time in a resource room ([RRT](#) model) with the certified gifted teacher.

NOTE: For Kindergarten students ONLY, school systems are allowed to use the first semester for identification with placement in direct instructional program starting second semester.

Middle school/junior high and high school programs may be pull-out programs (RRT model) but often consist of a special class that is part of a student's daily schedule ([SCT](#) model.) Special classes are often interdisciplinary in nature but may focus on a specific subject area.

Gifted students in grades 9 through 12 may participate in a special class or pull-out, but these options often create conflicts with other classes that students want to take. The Gifted Resource Teacher ([GRT](#)) model avoids many of these conflicts. In the GRT model, the certified teacher of gifted works with students and teachers in a resource capacity on a highly flexible schedule that does not require any minimum contact minutes per week.

Gifted education specialists have many responsibilities. It is reasonable to expect this person to

- teach the gifted classes;
- communicate with parents regarding their child's academic and emotional progress; and
- serve on a committee of no fewer than three education professionals who will make placement decisions, inform the parents or guardians of the placement decision, and complete program evaluations.

Additionally, gifted education specialists are required to complete additional tasks. **It is not reasonable to expect this person to be solely responsible for**

- administering the identification instrument(s);
- making placement decisions;
- informing the parents of the placement decision;
- applying for state-approved status;
- scheduling courses;
- completing program evaluations; or
- writing policies or procedures relating to gifted education.

Depending on the responsibilities of the gifted education teacher, they may require time in their schedule to complete non-teaching activities.

In some instances, a school system may identify a few exceptionally gifted students who need full-time specialized instruction to meet their needs. The Program for Exceptionally Gifted Students ([PEGS](#)) model is an option for those students. **School systems may submit a plan for servicing highly and exceptionally gifted students within their system.** Further explanation of service model descriptions can be found in [Appendix D](#) of this document.

A school system may serve different groups of students in various ways, with varying amounts of contact time. (See [Appendix D](#) in this document for descriptions of delivery systems.)

Guidelines for Student Selection

The student selection process must consist of at least two **(2)** stages:

1. **Universal** screening
2. Further Evaluation

See [Appendix E](#) for a flow chart on the student selection process. Evaluation and placement of students should be **on a continual ongoing basis** or completed prior to the beginning date of instructional services.

School systems must develop a process to identify children in need of the gifted education services that the school system provides. Universal screening criteria should be as inclusive as possible. Identification criteria and test instruments should be chosen that will maximize the students' strengths and limit the effects of any possible biases. School systems should consider their demographics when creating a menu of comparable test instruments that will be acceptable for screening and placement.

1. Universal Screening

All available data on the total school population should be considered during the screening stage, including group administered ability test scores, nationally-normed achievement test scores, group intelligence test scores, Missouri Assessment Program (MAP) scores, and previous grades. Anecdotal records demonstrating creative problem-solving and general creativity may be beneficial. Recommendations from

teachers, parents, peers, and other personnel may be considered, but a recommendation should not be required for screening. School systems should also consider what methods will be effective in selecting hard-to-identify and [traditionally underrepresented students](#). School systems should establish their own criteria so as to allow for **approximately 20%** of the population to be considered for further evaluation.

2. Further Evaluation

Following screening and referral, the school system may determine criteria which would be appropriate for the academic or fine arts service(s) provided, the grade levels to be served, and the background and needs of students. **After gathering data in all four areas, the school system MUST use at least three of the four areas below to place a child in gifted services.** It is expected that the use of tests and scales may differ within school systems as well as between districts. For example, different procedures or instruments may be used with students of different ages or for parts of the program with specific curriculum focus, such as a Fine Arts, Math, or Science focus. [Alternate selection criteria](#) and methods **MUST HAVE prior DESE approval** before they can be used for special populations or students with special needs (i.e., ELL, students with an IEP, cultural minorities, low income students, etc.).

2.1 General Mental Ability

Full-scale or index scores on an individual intelligence test at or above the 95th percentile is one criterion. Although they are more time-consuming, individually administered intelligence tests provide more accurate indicators for final placement purposes

than do group tests. The school system may use various IQ tests, administered according to their appropriateness in reference to program areas and student needs. School systems using local norms should submit an alternative identification plan, which is described later in this document on [page 12](#).

[NAGC created guidance for utilizing the WISC-V](#), an instrument used by many school systems. The *Use of the WISC-V for Gifted and Twice Exceptional Identification* (NAGC, 2018) states:

NAGC recommends that examiners use available WISC-V expanded and ancillary index scores that emphasize reasoning to document giftedness, clarify complex patterns of strengths and weaknesses for twice exceptional children, and ensure that gifted programs are accessible to children with disabilities.

NAGC recommends that any one of the following WISC-V scores (subtests in parentheses), should be acceptable for use in the selection process for gifted programs if it falls within the confidence interval of the required score for admission

- the Verbal (Expanded Crystallized) Index (VECI) (SI, VC, IN and CO);
- the Nonverbal Index (NVI) (BD, MR, CD, FW, VP, and PS);
- the Expanded Fluid Index (EFI) (MR, FW, PC, and AR);
- the General Ability Index (GAI) (BD, SI, MR, VC and FW);
- the Full Scale IQ Score (FSIQ) (BD, SI, MR, DS, CD, VC, and FW); and/or
- the Expanded General Ability Index (EGAI) (SI, VC, IN, CO,

BD, MR, FW and AR) (NAGC, 2018)

See [Appendix F](#) for frequently used tests for identifying giftedness.

2.2 Academic Ability

If achievement test scores are used for formal evaluation and placement, they must be derived from a norm-referenced test and the cut-off score must be set at the 95th percentile or higher. While composite scores shall be used for multi-disciplinary academic programs, it may be appropriate to use subtest scores if an academic program is focused on a specific subject area. The scores must be in the subject area(s) or in the subtest area(s) most related to the design of the gifted program. School systems using local norms should submit an alternative identification plan, which is described below.

2.3 Creativity, Reasoning, and Problem-solving Ability

Results of valid tests or other assessments indicating outstanding ability in one of the following areas are required:

- Creative and productive thinking
- Advanced insight
- Outstanding imagination
- Innovative or creative reasoning ability
- Advanced perception of cause and effect relationships
- Problem solving
- Abstract concepts

These areas of ability must be related to the design of the gifted program.

2.4 Other

Documented evidence of exceptional performance in a general academic area, a fine arts area, or another area related to the design of the gifted program is important. Such evidence may take the form of

- portfolios of student work, auditions, or product demonstrations as evaluated by an assessment committee comprised of at least three educators, one of whom is a gifted education specialist;
- MAP test scores;
- formal classroom observations by persons knowledgeable about characteristics of gifted students; and
- other evidence as determined by the school system.

Limitations of a single test of cognitive ability should be recognized. No single test or method of identification will identify all children's abilities. Instead, **collect a body of evidence of quantitative and qualitative measures to determine if a student meets the criteria for gifted placement.**

Identification procedures typically include individual intelligence test scores, norm-referenced achievement test scores, previously demonstrated accomplishments, teacher observations, formal classroom observations by persons knowledgeable about characteristics of gifted students, and scores on tests of creativity.

See [Appendix B](#) for information on submitting identification and placement information in Core Data.

Alternate Identification Plans

All school systems are encouraged to evaluate their gifted program to determine if it is providing equitable service to all students. One recognized way to determine if it is meeting minimal equity targets for participation by student subgroups is by

using the 20% equity index rule discussed in the court case *McFadden v. Board of Education for Illinois School District U-16* (2013).

... Although Dr. Ford testified that, ideally, participation in gifted programs by minorities would roughly equal their proportion of the student population, she recognized that a 20% allowance for cultural differences and voluntary exclusion from gifted programs by minorities was to be expected. *McFadden v. Board of Education*, 984 F. Supp. 2d 882 (N.D. Ill. 2013), 990.

Thus, for example, with a population of approximately 40% Hispanic, the school system should expect the same percentage to appear in the gifted program. Applying Dr. Ford’s 20% standard, in order to be considered adequate representation, a minimum of 32% of the children in its gifted program should be Hispanic.

Figure 1: Subgroup participation targets in gifted programs

% of sub-group population in the school system	minimum target % participation in the gifted program
10%	8%
20%	16%
30%	24%
40%	32%
50%	40%
60%	48%
70%	56%
80%	64%
90%	72%

School systems in Missouri are encouraged to apply the 20% equity index rule to

examine if they are providing minimally equitable gifted services for all of its students in all of its schools. If a school system determines that the percentage rate of participation of any subgroup is below the equity threshold, it should review its selection process and criteria and develop a more equitable way to identify students in the underrepresented populations.

School systems are cautioned that they need to establish protocols/criteria for determining which students are included in an underrepresented subgroup. The alternative pathways should apply only to students included in that specific subgroup. **Any alternative pathway a school system chooses to use must be approved by DESE’s Director of Gifted Education prior to implementation.** The process for approval is to submit

1. data supporting the conclusion that underrepresentation exists;
2. the rationale for the proposed alternative pathway;
3. the targeted participation goal to be achieved; and
4. the timeline for implementing and evaluating progress toward the stated goal.

This request for implementing an alternate identification plan should be submitted electronically.

The document *[Identifying and Serving Traditionally Underrepresented Gifted Students: Guidance for Missouri Schools](#)* is a helpful resource when considering an alternative selection pathway. It can be found on the DESE Gifted Education website in the Quick Links. <https://dese.mo.gov/quality-schools/gifted-education>

Transfer Student Policy

Students who transfer from a Missouri school with a state approved gifted program to another school with a state approved gifted program shall be placed in the receiving school's program if **all** of the following conditions are met:

1. The student meets or exceeds the selection criteria established by the receiving school for placement in its gifted program.
2. The areas addressed by the two programs are similar, i.e., both are general academic programs, both are fine arts programs, or both are specific academic programs.
3. The student and parents agree to such placement.

In addition, foster children and students of military families that transfer into a school having been enrolled in a gifted program in their previous schools will be accepted into the current school's gifted program until subsequent evaluations are conducted to ensure appropriate placement. Please see the ["Interstate Compact on Educational Opportunity for Military Children"](#) for further information on military children.

Non-Public School and Virtual Student Participation

Any student may be enrolled in and attend a public, virtual, private, parochial, home school, or a combination of schools during the school day. No artificial barriers can be placed in the way of the nonpublic school student's participation in the state approved gifted program. However, the following guidelines must be met:

- The student **MUST** reside in the district, **and the school's boundary**, where they wish to attend the state approved gifted program.
- The student **MUST** meet or exceed the placement criteria of the program in the school district.
- The student or their parent/guardians are responsible for transportation to and from the nonpublic school to the gifted program.
- If testing is required for placement, the public school policies, procedures, and timelines should be utilized as they would be for any transfer student to the district.

The nonpublic school student should be coded as a part time student and the public school district receives ADA funding proportional to the time the student is participating in the program.

[Appendix G](#) defines terms used in this manual.

"Failure to help the gifted child is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we could be as a society."

Dr. James Gallagher

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APPENDICES

APPENDIX A: CHRONOLOGY OF GIFTED EDUCATION DEVELOPMENTS IN MISSOURI

Year	Event
1973	House Bill 474 defined gifted children and authorized gifted programs: “where a sufficient number of children are determined to be gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs, districts may establish special programs for such gifted children” Section 162.720, RSMo.
1974	House Bill 474 established funding for Gifted at 50% reimbursement.
1984	Missouri Scholar’s Academy was launched.
1988	Senate Bill 797 increased State Aid from 50 to 75% effective July 1, 1988.
1995	Mandatory certification endorsement became effective September 1, 1995.
1996	Missouri’s Fine Arts Academy was launched.
2001	Gifted programs were at an all-time high in Missouri, with 333 districts or 64% of all districts having a state-approved gifted program.
2006	Gifted funding folded into the foundation formula. A temporary penalty clause was included to deter districts from decreasing gifted program enrollment. Number of students and teachers in Advanced Placement and International Baccalaureate classes began being included in gifted student count.
2008	The Interstate Compact on Educational Opportunity for Military Children was enacted to facilitate transition of military children who were identified as gifted.
2012	Senate Bill 599 required districts to report on their annual report card whether the school district has a state approved gifted education program, and the percentage and number of students currently being served in the program. Effective August 28, 2012, Section 160.1990, RSMo was implemented to facilitate transition of foster children who are identified as gifted.
2013	State Statute 161.249, RSMo established the Advisory Council on the Education of Gifted and Talented Children (the Council). The Council’s first report was issued on March 4, 2015.
2016	Senate Bill 638 modified provisions related to gifted education. Beginning in 2017-2018, districts incur a reduction in funding if they experience a decrease in gifted program enrollment by 20% or more from the previous year.

The Council publishes guidance for Missouri schools, "Identifying and Serving Traditionally Underrepresented Gifted Learners."

2017 Students in Advanced Placement and International Baccalaureate classes are no longer included in gifted student count.

Changes in gifted certification requirements become effective August 1, 2017.

The Council's second report was issued.

2018 The review policy and acceleration policy were passed into law:

According to Section 162.720.4 RSMo, "any district with a gifted education program...shall have a policy, approved by the board of education of the district, that establishes a process that outlines the procedures and conditions under which parents or guardians may request a review of the decision that determined that their child did not qualify to receive services through the district's gifted education program."

According to Section 162.722 RSMo, "each school district shall establish a policy, approved by the board of education of that district, that allows acceleration for students who demonstrate: (1) advanced performance or potential for advanced performance and (2) the social and emotional readiness for acceleration. The policy shall allow, for students described in this section, at least the following types of acceleration (1) subject acceleration; and (2) whole grade acceleration.

The Council publishes "Recommendations for Providing Levels of Services for Gifted and Advanced Students" to provide guidance to school systems.

2019 The Council's third report was issued.

APPENDIX B: CORE DATA REPORTING GUIDELINES

Reporting information for gifted education programs is required in August, October, April, and June.

Student program selection criteria (Screen 25) Reported in Core Data

1. Screen 25 is to be completed ONLY if a district or charter has a state approved gifted program.
2. Screen 25 MUST be completed each year even if the student selection criteria do not change from the previous year.
3. Enter the minimum percentage cut-off score, NOT the actual numerical minimum cut-off score necessary for placement in the state approved gifted program.
4. Enter the minimum percentage cut-off score in each line of the appropriate delivery system(s) the district or charter is implementing.

Educator Course and Assignment Data (Screen 20) Reported in MOSIS

- 1) ONLY teaching assignments in state approved gifted programs may use the course code 990808 AND they MUST include the use of the program code 08 for each assignment.
- 2) **No Advanced Placement (AP), International Baccalaureate (IB), or Dual Credit course should have a program code of 08 UNLESS all three of these items are met:**
 - a. ALL of the students in the course have been identified as gifted using state approved gifted student selection criteria.
 - b. The teacher of the course has gifted certification.
 - c. The class meets for a minimum of 150 minutes per week.
- 3) If a staff member with gifted certification has Gifted Departmental duties for a state approved gifted program, use the course code 990898 and program code 08 for this assignment.
- 4) If a staff member supervising a state approved gifted program has gifted certification AND a Graduate Level Degree in any area, you may use the course code 990897 and program code 08 for that assignment.
- 5) If the district or charter utilizes a gifted center for its state approved gifted program where attendance is reported at another building, you should use the attendance center code of 1020.
- 6) Use the following delivery system codes.
 - a. Delivery System Code **C** if students are pulled out and meet in a resource room that is not a center based program.
 - b. There is NO push-in instructional method (PI) delivery system allowed for state approved gifted programs.
- 7) The following grade level codes should be used for the state approved gifted assignments that include multiple grade levels:
 - a. Code 13 if the assignment has multiple grade levels 9-12.
 - b. Code 14 if the assignment has multiple grade levels 7-9.
 - c. Code 15 if the assignment has multiple grade levels 4-8.
 - d. Code 16 if the assignment has multiple grade levels K-8.

- 8) Enter the enrollment for each gifted assignment reported as an unduplicated count for each educator as the caseload.
- 9) ALL educators with a state approved gifted assignment MUST have a gifted certification endorsement. (Full certification or a Temporary Authorization or Provisional is acceptable.)

MOSIS

1. Students that have been identified as gifted using state approved gifted student selection criteria in any district or charter in Missouri MUST be so designated:
 - a. Gifted Not Served (**GN**) if they are not currently being served in a state approved gifted program in the current school year
 - b. Gifted Served (**GS**) ONLY if they are being served in a state approved gifted program in the current school year
 - c. ALL other students should be designated as Not Identified (**NI**)
2. The October MOSIS Student information file will be the data used to establish the annual state approved gifted enrollment base to determine if a payment adjustment is necessary per the formula enacted in 2016 state law (Section 163.031.6 RSMo).

“In the 2017-18 school year and in each subsequent school year, if a district experiences a decrease in its gifted program enrollment of twenty percent or more from the previous school year, an amount equal to the product of the difference between the number of students enrolled in the gifted program in the current school year and the number of students enrolled in the gifted program in the previous school year multiplied by six hundred eighty dollars shall be subtracted from the district's current year payment amount. The provisions of this subdivision shall apply to districts entitled to receive state aid payments under both subsections 1 and 2 of this section but shall not apply to any school district with an average daily attendance of three hundred fifty or less.”

Reference Manuals

MOSIS Layout Files - <https://dese.mo.gov/data-system-management/core-datamosis/file-layouts-2020-2021>

Core Data/MOSIS Reference Manual - <https://dese.mo.gov/sites/default/files/CD-MOSIS-Manual.pdf>

Exhibits

- Exhibit 10 – Course Code
- Exhibit 12 – Grade Levels
- Exhibit 13 – Program Code
- Exhibit 14 – Delivery System
- Exhibit 25 – Reporting Gifted Program

APPENDIX C: GIFTED CERTIFICATION REQUIREMENTS BEGINNING AUGUST 1, 2017

General Requirements for Teaching in the State of Missouri

1. Valid Missouri Teaching Certification
2. Two-Years of Teaching Experience (in a DESE approved school)
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. ***There currently is no exit exam for gifted certification and requirement # 3 does not apply.***

Professional Requirements (Minimum of 23 semester hours)

1. Psychology and/or Education of the Exceptional Child (two semester hours)
2. Gifted Content Knowledge Area – Minimum of 15 semester hours which must include:
 - a. A Survey of Gifted and Talented Education
 - b. Programming, Planning and Development: An Understanding of Administration and Supervision of Gifted Programs
 - c. Screening, Assessing, and Evaluating Gifted Students
 - d. Curriculum and Instruction for the Gifted
 - e. Meeting the Affective Needs of Gifted Students
3. Graduate course in Research Procedures (three semester hours)
4. Culminating Clinical Experience with Gifted Students (three semester hours to include both elementary and secondary settings)

Instructional personnel in the staff positions coded 08 must hold a valid Missouri teaching certificate. Coursework must be completed at a college or university with an approved program. For questions regarding certification of teachers, please contact the Educator Certification Section of the Department of Elementary and Secondary Education at (573) 751-0051, or e-mail at certification@dese.mo.gov.

APPENDIX D: DELIVERY SYSTEM DESCRIPTIONS

Resource Room (RRT)

In this delivery system, 100% of the teacher's time is spent providing direct instruction designed to meet the academic and affective needs of identified gifted students who are "pulled out" of the regular classroom for one or more sessions per week. Each gifted assignment must have the gifted program code 08 assigned to it.

Special Class (SCT)

In this delivery system, 100% of the teacher's time is spent providing direct instruction designed to meet the academic and affective needs of identified gifted students who are assigned to a class on a daily basis for one or more periods/blocks a day. Each gifted assignment must have the gifted program code 08 assigned to it.

Gifted Resource (GRT)

This delivery system is for grades 9-12 only. In this delivery system the teacher provides services that are designed to meet the academic and affective needs of identified gifted students for grades 9-12. School systems must allow a minimum of 150 minutes of teacher's instructional time a week to be spent exclusively with identified gifted students, grades 9-12, in one or more approved activities:

- Direct instruction of individuals or small groups of identified gifted students
- Services targeting the social/emotional needs of identified gifted students
- Establishing job shadowing and mentoring opportunities, selection/planning/scheduling of college entrance exam(s)
- Researching/planning/scheduling educational options such as dual credit courses, distance learning, online courses, and schedule planning
- Researching appropriate summer courses and academies for students and providing support for students applying, especially [Missouri Scholars Academy](#) and [Missouri Fine Arts Academy](#)
- Assisting with post-secondary school research/selection, admissions procedures, and completing scholarship applications
- Monitoring identified students' progress in any of the above activities
- Working with regular classroom teachers and modifying regular classroom curriculum to meet the needs of identified gifted students

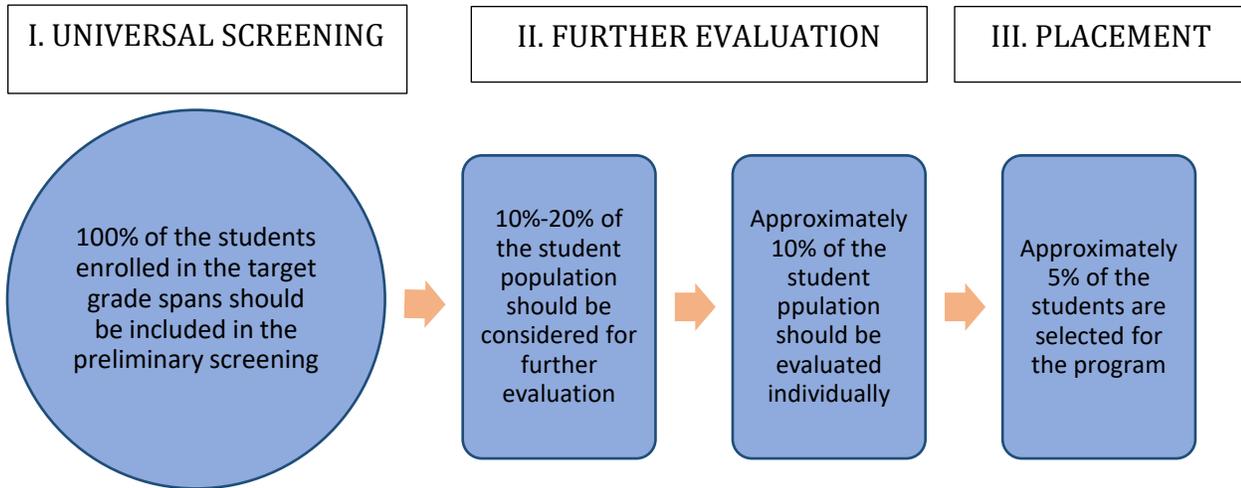
It is expected that providing service to identified gifted high school students will not reduce the amount of service provided to identified gifted students at other grade levels. Each gifted assignment must have the gifted program code 08 assigned to it.

Programs for Exceptionally Gifted Students (PEGS)

Use the PEGS code for teachers providing services to highly gifted students all day and five days a week. Each gifted assignment must have the gifted program code 08 assigned to it.

APPENDIX E: GIFTED STUDENT IDENTIFICATION PROCESS

GIFTED STUDENT IDENTIFICATION PROCESS



Student Identification Process -- Text Only Version

Universal Screening

- 100% of students enrolled in the target grade spans should be included in the preliminary screening

Further Evaluation

- 10% to 20% of the student population should be considered for further evaluation
- Approximately 10% of the original student population should be evaluated individually

Placement

- Students whose evaluations indicate a need for gifted services are placed in the gifted program
- Approximately 5% of students are selected for the gifted program

APPENDIX F: FREQUENTLY USED TESTS FOR IDENTIFYING GIFTEDNESS

Frequently Used Intelligence Tests (School systems are **not** limited to these tests only.)

- Wechsler Intelligence Scales ([Pearson](#), WISC-V, 2014)
- Stanford-Binet Intelligence Tests ([Western Psychological Services](#), 5th Edition, 2003)
- Kaufman Assessment Battery for Children ([Western Psychological Services](#), 2nd Edition, Normative Update, 2018)
- Leiter International Performance Scale ([Western Psychological Services](#), 3rd Edition, 2013)
- Naglieri Non-Verbal Abilities Test (NNAT) ([Pearson](#), 3rd Edition, 2012)
- Raven's Coloured Progressive Matrices ([Pearson](#), 2003)
- Raven's Progressive Matrices-Clinical Edition ([Pearson](#), 2nd Edition, 2018)
- Comprehensive Test of Non-Verbal Intelligence (CTONI-2) ([Pearson](#), 2009)
- Test of Non-Verbal Intelligence (TONI) ([Pearson](#), 4th Edition, 2010)
- Wechsler Abbreviated Scale of Intelligence® Second Edition (WASI-II) ([Pearson](#), 2011)
- Kauffman Brief Intelligence Test Second Edition (KBIT-2) ([Pearson](#), 2004)
- Cognitive Abilities Test* ([Riverside Insights](#), 2017)
- Otis-Lennon School Ability Test* ([Pearson](#), 8th Edition, 2003)

*If group intelligence tests are used, students must meet the criterion on two different instruments.

Frequently Used Achievement Tests* (School systems are **not** limited to these tests only.)

- Iowa Assessments ([Riverside Insights](#), 2017)
- Stanford Achievement Test Series ([Pearson](#), 10th Edition, 2019)
- Terra Nova ([Data Recognition Corporation](#), 3rd Edition, 2017)
- Wechsler Individual Achievement Test ([Pearson](#), 3rd Edition, 2009)
- Woodcock Johnson Test of Achievement ([Houghton Mifflin Harcourt](#), 2014)

Note: some benchmark tests provide nationally normed achievement scores

Frequently Used Creativity, Reasoning, and Problem-Solving Ability Instruments (School systems are **not** limited to these instruments only.)

- Torrance Tests of Creative Thinking ([Scholastic Testing Service](#), 2016)
- Profile of Creative Abilities (PCA) ([Prufrock Press](#), 2007)
- Creativity Assessment Packet (CAP) ([PRO-ED](#), 1980)
- Screening Assessment for Gifted Elementary Students 3 (SAGES-3) ([Prufrock Press](#), 2017)

Frequently Used Items for Other Documented Evidence (School systems are **not** limited to these items only.)

- Renzulli Scales for Rating the Behavioral Characteristics of Superior Students ([Prufrock Press](#), 2002)
- HOPE Teacher Rating Scale ([Prufrock Press](#), 2015)
- Scales for Identifying Gifted Students (SIGS) ([Prufrock Press](#), 2004)
- GATES-2: Gifted and Talented Evaluation Scales–Second Edition ([PRO-ED](#), 2015)
- Gifted Evaluation Scale-Fourth Edition Complete Kit (GES-4) ([Hawthorne](#), 2018)
- Portfolio of outstanding student work as evaluated by an assessment committee comprised of at least three educators, one of whom is the gifted education specialist
- MAP scores
- Formal classroom observations by persons knowledgeable about characteristics of gifted students

APPENDIX G: DEFINITIONS OF TERMS (as used in this manual)

Academic areas -- Language arts, sciences, mathematics, social studies, or any combination of these areas

Affective areas – Unique social and emotional needs of gifted students

[Department] DESE - Missouri Department of Elementary and Secondary Education

Differentiated Instruction - A planned curriculum which emphasizes high level cognitive and affective processes, instructional strategies which respond to the individual learning styles and abilities of gifted students, and an appropriate delivery system for these services

Direct Instruction – Certified teacher of the gifted directing or facilitating a group of identified gifted students in appropriately differentiated activities

Fine arts areas – Music, visual, and performing arts

Gifted Resource Teacher (GRT) – A teacher who provides approvable services to identified gifted students in grades 9-12

Gifted Students -- Those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that their continued educational growth and stimulation could best be served by an academic environment beyond that offered in regular public school programs

Individualized Instruction -- A program designed to accommodate the educational needs, interests, and learning styles of each student served

Interdisciplinary Instruction – Courses of study that include several academic areas (science, mathematics, communication arts, social studies) in a related whole

Instructional Personnel – Professionals holding appropriate certification who provide instructional services to gifted students

PEGS Program (PEGS) – Program for Exceptionally Gifted Students – a full-time program of instruction for students whose academic abilities are so far beyond the “typical” gifted student that their needs cannot be met within a regular gifted program setting; the teacher code for PEGS programs is PEGS

Resource Room Teacher (RRT) -- A teacher who provides direct instruction to groups of identified gifted students who are "pulled out" of the regular classroom for one or more sessions per week

Screening and Placement Process -- A systematic set of steps including universal screening, further evaluation, and a determination of students who need special educational services beyond those provided for superior students

Special Class Teacher (SCT) -- A teacher who provides direct instruction to classes of identified gifted students who are assigned to that class on a daily basis for one or more periods a day