ECBOCES
GT Advisory Committee

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Advisory Committee

- Gina Yeater-Cary
- Carey Carson
- Jodi Church
- Kim Hall
- Delsi Steach
- Sara Turrell
- Laurie Warren

Goals

- Updates
- Acceleration Policy

GT Updates

- Depth & Complexity
- Gifted Characteristics and Differentiation
- Whole Staff ALP Training
- Twice Exceptional
- Comprehensive Program Plan
- UIP Gifted Addendum
- Student Events

Spring
Physical attributes:
young, happy, coloful, warm, cheerful
alive
lively ~ blooming, joyful little girl, bright
mad, old man
Personality:
welcoming, lovely, thoughtless
no worry, proud, humble
Colors: green, yellow, blue, red
purple, orange, brown, beige
Associations
Easter hunt birds return
easter bunny
blooming flowers baseball
end of school
Stratton pool opens
football
warmth
spring storms rain
things come out of hibernation
blondes get
growing season - planting crops
blonder green grass tornado
baby animal
april shower - may flowers
light clothing
Thursday:
MSBB
V.
Calhan
FFA

Comprehensive Program Plan

- 2016-2020
- 13 areas of program
- Targets if needed
- GERCs from CDE review

CPP – Advanced Learning Plan

Targets:

- By October 2016, each district will show the GERC one completed standards aligned ALP.
- By May 2017, create a resource bank of **sample** standards aligned ALP goals.
- By January 2018, each district will have a specific transition plan in writing.

UIP Gifted Addendum

Growth/Achievement Target:

- By May 2017, 75% of GT students will meet their projected growth from fall to spring in their area of identification on the local district assessment, or will achieve a score at the 95th percentile or above in their identification area on the PSAT 10 and/or the SAT.

Acceleration Policy Sample Needed

- 2015 C-GER team recommended ECBOCES develop an acceleration policy for all districts
- Law states that all districts must have an acceleration policy but it does not say the policy must be specific to gifted education
- Sample ECBOCES acceleration policy
- Fact finding document

Acceleration Policy - CASB

Acceleration, or advancing a student more than one grade level, shall be used sparingly when special circumstances warrant. The district administration shall develop regulations to implement this policy, which shall include an appeals process concerning a decision to promote, retain or accelerate a student.

Acceleration Policy - Bennett

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

Students in grades two through eight, upon written request of the parent, may be accelerated upon meeting the following criteria:

1. Maintained a grade point average (GPA) of 3.75 or higher at Bennett Schools as a full time student for a minimum of two consecutive semesters immediately preceding the request for movement to a higher grade level.
2. Performed at the 95 percentile or higher on a school district administered standardized achievement test. The 95 percentile shall be on the composite score or 95 percentile in reading and mathematics with no other score being below 85 percentile.
3. Maintained an attendance level of 95 percentile or higher for a minimum of two consecutive semesters immediately preceding the request for movement to a higher grade level.
4. After meeting criteria one through three, the student will be administered, by the school psychologist, an intelligence quotient test. The student must score at least one and 2/3 standard deviations above the mean to be considered for acceleration.
5. Upon a student satisfying criteria one through four, the principal will convene a staffing consisting of parent(s), student, teachers, counselor, principal and other appropriate personnel to discuss the impact this move may have upon the student. Grade placement of the student shall be determined by the staffing committee. A written report of the staffing shall be made a permanent part of the student's school file. Final decision whether to accelerate the student or not shall rest with the parent(s).

Acceleration Policy – Pikes Peak BOCES

Acceleration:

When high academic achievement is evident, and no appropriate academic placement is available within the district, the Superintendent or designee may recommend a student for acceleration of courses at the high school level; or at lower grade levels. The student may be promoted one grade to a higher grade level for one or more (subjects) courses. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

Acceleration is the process of advancing pupils at a more rapid rate than experienced by most, and may be considered when pupils are performing significantly above grade (approximately 2 grades above level or at or above the midpoint for Advanced on STAR CST in English Language Arts and Math, and there are no district programs or courses for accelerating or fast tracking high achieving or gifted and talented children at that site).

Acceleration Policy – Cheyenne Mountain

Promotion, Retention, and Acceleration of Students

Grade acceleration of students shall also be used sparingly; therefore, a student will not be accelerated past a grade level unless evidence clearly indicates that acceleration would be in the best interest of the student.

Although grade acceleration may be recommended by either teachers or parents, it will be assigned only with the approval of the assistant superintendent, following a review of the individual case. In all cases, the Iowa Acceleration Scale process will be applied and the results will serve as the primary evidence when considering acceleration. The final decision will be made by the assistant superintendent.

Acceleration Policy – Thompson

Acceleration

Research by the University of Iowa and the Templeton Foundation shows that acceleration is a valid, reliable, and cost-effective method of meeting the social and educational needs of gifted students. To that end, the Thompson School District supports acceleration for students whose needs are far beyond those of age-level peers. The Thompson School District recognizes that the needs of most high achieving and gifted students can be met through differentiating content and pacing within the regular classroom.

To determine whether a student qualifies for grade-level acceleration, the parent, teacher, or student must submit a written request for an evaluation to the school principal or Gifted and Talented (GT) specialist no later than four weeks before the end of the school year. Students who are new to the district may request testing upon enrollment in their new school. The GT specialist will use the Iowa Acceleration Scales to determine the best placement for the child. These research-based scales use achievement, ability, and social data to determine whether acceleration is recommended. The GT specialist will work with the district GT coordinator, classroom teachers, and the student's family to complete the form. Additional testing may be required, which will be performed by the GT specialist. If the Iowa Acceleration Scales determination is that the student would be an excellent candidate for acceleration, the Thompson School District will enroll the student into the appropriate grade to begin on the first day of school in the next school year.

Possible Elements to Include

- Iowa Acceleration Scale
- Team review/decision, including parent
- Specific criteria (assessment data)
- Supt makes final decision
- Procedure for disagreement (this is a separate policy)

Next Steps

Send input by March 1st

Jodi will put a sample acceleration policy together to be reviewed

The GT coordinators will have input at April meeting

The sample policy will be given to districts

Next meeting: Monday May 8th, or Tuesday the 9th? Best time?

- Look at ALP goals