



Adams-Arapahoe 28J, Aurora - 03060

Early Access Addendum

THE FOLLOWING SECTION IS REQUIRED IF THE ADMINISTRATIVE UNIT PERMITS EARLY ACCESS TO KINDERGARTEN OR FIRST GRADE. Refer to ECEA rules 12.08 for describing all sections and provisions required for early access.

Early Access: Rule Section 10.02(1)(H) and 12.08 Gifted children who qualify for grade level acceleration and are age 4 for kindergarten, or age 5 for first grade, by October 1

Directions:

Address each section and the provisions of the early access ECEA Rules 12.08.

<http://www.cde.state.co.us/gt/lawsregs>

In each section below, describe the methods and/or tools that the administrative unit will implement for early access communication, criteria and process. Type your response in the white boxes referencing the topics.

Communication

School administrators, teachers and parents will be informed of the criteria and qualifications of early access through the Superintendent's Bulletin, school informational flyer, and APS website. Applications will be available online at the APS Gifted and Talented website, and paper copies will be available at the Admissions Office. The Director of the Admissions Office will also be informed of the Early Access procedures and timeline. A presentation will be made at a monthly principal's meeting in the fall. At that time, plans will be made about how kindergarten and first grade teachers will be informed about Early Access. In addition, GT Leaders in schools will be trained on Early Access during the all-district GT workshop, and GT Leaders will be asked to share this information with their principals.

Parents will be informed during monthly GT Parent Night and information about Early Access will be placed on the GooglePlus Community page for parents. ECE staff will be informed in two ways: district "community" meetings are held weekly and are attended by both district GT and district ECE staff, a meeting will be set with the district Director of early childhood and Early Access processes will be explained.

Large preschools in the area will also receive the flyer mentioned above. A timeframe is included as part of this flyer and is also on the GT website. Tests that will be administered and how EA decisions will be made will be included on the flyer. Flyers will be delivered to schools to be placed in school foyers or public areas. District GT staff will recommend that principals place the information on this flyer in their school newsletters.

Two all-day Saturday testing dates will be provided during which school psychologist(s), kindergarten teacher(s) and district GT staff will review a body of evidence. Meetings in preparation for these Saturdays will be held to review processes and expectations. Letters will be provided to parents and schools of the results of the testing. ALPs for identified students will be written before September 30 of the school year in a collaborative effort by school administrators, teachers and GT leaders and staff.



There is no fee for administering the tests that provide the body of evidence for highly gifted identification for the purpose of early access, with the exception of out of district applications. In that event the fees are clearly stated on the early access materials and on the GT website.

Criteria

Aptitude:

School psychologist(s) with the support of interns will administer the Differential Ability Scale-II and will personally interview each applicant for affective and readiness. A 97th percentile or above will be required for early access qualification. A Wechsler Nonverbal Scales for Ability may also be administered with second language speakers. This will also require a 97th %ile.

A body of evidence of student work will be considered as well. Student work will include writing and drawing samples.

Early Access information will be provided at district PD, and one-on-one coaching in buildings by Gifted and Talented district staff will be on-going to meet the needs of Early Access students. Should a student be identified for early entrance, an ALP will be written before September 30 of the school year collaboratively with parents, teachers, school administrators, and GT leaders/staff. ALP goals will be closely monitored every five weeks to determine whether or not they are appropriately challenging for the student. Affective goals will be closely monitored as well. Parents will input into goals that are reinforced and supported in the home. Parents will agree to participate in all conferences and will monitor their child's progress toward goals as well. Parents will be informed every five weeks about their child's progress. This may be as informal as a note home or as formal as a conference. GT Leaders in collaboration with classroom teachers and parents will monitor student's progress toward goals and will collaboratively create new goals as needed during the year.

A body of evidence is collected to determine appropriate early access opportunities. This BOE includes surveys of parents and teachers/community members with observation scales included, cognitive ability (DAS) administered by a psychologist(s), and school readiness tests administered by a kindergarten teacher. The surveys will be an adaptation of Kingore. As mentioned above, child work samples are included in the application as well. All of this evidence combined is reviewed in order to make an informed decision. In addition the psychologist(s) makes recommendations regarding social/emotional readiness, and the kindergarten teacher(s) recommends whether or not a child is academically ready for kindergarten or first grade. When using the DAS a score of 97th percentile or above is required.

Once a child has been admitted for early access, a member of the GT team meets with school leadership, teacher and parents to outline expectations and procedures. This usually happens when the ALP is written. Goals are created that are monitored in five-week increments during the first year, as specified in the Progress Monitoring section of the ALP. Plans for how progress will be communicated are set during this meeting with the understanding that all parties are available to meet as needed.

Achievement:

Kindergarten teacher(s) will administer BAS and Kathy Richardson math assessments to determine academic readiness. An advanced score of one full grade level ahead will be used to determine readiness. Literacy assessments will include oral language, print concepts, phonemic awareness, letter recognition, letter-sound correspondence, word knowledge and fluency. Writing will include a dictation task. Kathy Richardson will be used to determine numeracy development with a preponderance of kindergarten skills for four year olds and first grade for five year olds. Ongoing running and anecdotal records will support these assessments. The Test of Early Mathematics-3 and the Test of Early Reading Ability-3 are being evaluated as possible assessments for 2017-2018. A score of 97th percentile or above would be required for Early Access eligibility.



Performance:

Performance assessments will include a behavioral inventory by parents based upon the Kingore Observation Inventory and evidence (student work) evaluated by a teacher using the traits, attributes, and behaviors of gifted students inventory. The student work will be portfolio of drawing, writing and math. A rubric will be created to assess the portfolio work. This student work will be part of the screening process prior to testing. The surveys of parents and teachers, as mentioned above, will also be a part of this screening. The district may also use the P-GRE to assess and screen.

Readiness, social behavior and motivation:

In order to assess a student's emotional and social readiness for early access, a licensed school psychologist will interview the student. Once a positive identification has been made, affective goals will be monitored as frequently as academic goals.

Specific SMART goals, e.g. "Student will use self-talk to calm herself when frustrated by a task. By November student will have successfully used self-talk to remain with the task of compiling an About Me book through to its completion." "Teacher will note each instance during which the student is using self-talk to calm and persevere during the creation of an About Me book."

Both test administrators will assess the child's readiness for school. The psychologists and kindergarten teachers will assess the child's fine motor skills, and ability to sit for extended periods and follow directions. The surveys used for screening also include checklists of behavior to determine a child's readiness for school. These checklists are adapted from Teaching Young Gifted Children in the Regular Classroom.

Support system:

Parents and school administrators will agree to monitor progress of early access student toward goals in order to make adjustments and revisions as deemed appropriate. A meeting will be set with district GT staff, GT Leader in the school, classroom teacher, and principal or assistant principal with parents prior to September 30 to explain what Advanced Learning Plans are, and how their child's progress will be monitored at least every 5 weeks and to set expectations and answer questions. On the first page of the ALP will clearly be written "early access." Classroom teacher will remain in close communication with parents and school administrators so that current student needs are met. District Gifted and Talented staff will support GT leader, classroom teacher and school administrators as needed, especially in the area of professional development. Once a child has been admitted for early entrance, an invitation to monthly district GT parent meetings will be sent.

Process

Timelines:

Any parent may fill out an application for early access. Timelines for applications will be clearly stated on the GT website and on a flyer circulated among schools and preschools. Once the application deadline has passed, the GT team reviews all applications in order to screen them for school readiness and achievement, using surveys, scales and student work. Those students who receive high scores on these surveys and scales, and whose work appears advanced for the student's age are included in more comprehensive testing, in order to build a larger body of evidence.

Two all-day Saturdays will be devoted to testing children for early access. An immediate collaborative determination will be made when possible. Should a determination require further discussion or consideration, a determination will be made within a week of testing (seven days). Parents will be notified of test results within two weeks of testing (fourteen days). Letters to parents will include specific assessment results and recommendations by district staff. Testing for 2016-2017 was in late January in order to allow parents to apply to Quest, should they desire. However, testing dates will be moved later in the year during 2017-2018. Screening



will occur the first week of April 2018, and testing in late April with results letters sent in May, prior to the end of the school year. All applications, however, must be submitted by April 1 in order to be considered for the next academic year. If a child has recently moved into the district, at the discretion of district leadership the deadline will be July 1.

Determinations are made and communicated to parents well before the 60-day deadline from the time of the application deadline posted on the website and application. All students who apply for early access are required to be 4 by October 1 in order to be considered for kindergarten, and 5 by the same date for consideration for first grade. Should a child be identified as gifted but not eligible for early access, schools will be notified.

Personnel:

District Gifted and Talented personnel who will review applications hold endorsements in gifted education and masters degrees in education. The GT Coordinator holds a masters in literacy and GT endorsement, three GT TOSAs all hold masters degrees in education and endorsements in gifted education, with the exception of one TOSA who has her masters degree in gifted education. GT Leaders in buildings receive eight hours of professional development on gifted identification procedures and criteria annually. A licensed school psychologist with specific training in the DAS will administer the Differential Ability Scale and will interview students, and a licensed kindergarten teacher will administer the literacy and math assessments. The transition team will consist of the principal or assistant principal, parent, GT Leader in the school, classroom teacher, and district GT staff.

Evaluation:

INFORMATION - Information will be disseminated using a variety of communication vehicles to share Early Access procedures with parents, schools and public. Applications will be available at the district's Central Admissions Office and online at the APS Gifted and Talented website. Procedures for submitting applications will be clearly outlined on the website and application. Flyers will also be sent to schools and preschools.

APPLICATION AND SCREENING - Students will be screened using surveys adapted from the Kingore Observation Scale and will be filled out by parents and the child's teacher. A rubric score will determine which students move on to full testing. In addition the student portfolio will be submitted that contains drawing, writing and math. District GT staff are the screening committee. District GT may use the GRE as well. Documentation must be provided to verify that the student is 4 by October 1 (for kindergarten) and 5 by October 1 (for first grade). Applications must be submitted by April 1.

TESTING - Students who make the screening cut will be invited to one of two testing dates where a body of evidence will be examined that includes the screening materials. Assessments will include cognitive and affective measures (DAS, readiness as determined by kindergarten teacher and psychologist) and will determine both academic (literacy and math) and behavioral readiness. Students must score in the 97th percentile to qualify for Early Access. The academic readiness tools for 2016-2017 were the BAS and Kathy Richardson math assessments. However, testing during 2017-2018 will be the TEMA-3 and TERA-3. The testing committee will be district GT staff, licensed psychologists, and licensed kindergarten teachers. The district may also use an adaptation of Checklist of My Child's Strengths from Teaching Young Gifted Children in the Regular Classroom.

DETERMINATION - This body of evidence will then be used to identify highly gifted children ready for Early Access. Letters to parents stating the results of testing will be sent two weeks after the testing date. A collaborative team of parents, student, teachers, school administrators, GT Leaders in schools and district Gifted and Talented staff will then write an ALP within 30 days of the start of school or by September 30 (whichever is sooner) that will closely monitor student's progress toward goals. Goals will be re-evaluated and revised as needed, but not later than every five weeks. Goals will be in academic and affective areas. The ALP will then be used as a basis for services and will serve as a guide for differentiating, accelerating, etc.

Schools will be informed of students who have qualified as gifted but not qualified for Early Access.



RECORDS - All materials used in the screening and testing of a student will be kept in files in the district GT offices. Individual schools will maintain all records on a student, once an Early Access child has begun school, including copies of the current ALP in the student's CUM file.

Monitoring:

The ALP will be monitored at a minimum of 5 weeks, at which time it may be revised to reflect areas of achievement and needed revisions to goals. Ongoing conferencing will ensure that parents, teachers, and administrators are working together in supporting the student's success. ALPs for students admitted to early entrance are always written by September 30 of the academic year. ALP goals will include academic and affective SMART goals. The expectation is that Early Access students will remain at grade level in all content areas, but may require additional emotional/social supports. District assessments may be iReady or other literacy and math tools. Ongoing formative assessments and district assessments will be given at the same time as other students. However, additional individualized assessments may be used as needed.

Dispute Resolution: Will the AU be using the same procedure for disagreements process as in the main Program Plan? Yes

The administrative unit's program plan is due with the Comprehensive Program Plan or no later than January 1 prior to early access implementation.