

SECTION 1

STUDENT ASSESSMENT Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.

<p>TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS</p>	<p>ADVANCED ACADEMIC SERVICES - ECISD POLICIES, REGULATIONS, GUIDELINES, AND PROCEDURES</p>
<p>1.1C Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).</p> <p>1.1.1R Nomination/referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided.</p> <p>1.1.2R Nomination/referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided.</p> <p>1.1.3R Families and staff are informed of student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.</p> <p>1.1.1E Board-approved policies are reviewed at least once every three years and modified as needed.</p>	<p>EHBB (LOCAL) was adopted 4/22/98 and addresses student identification. EHBB (LEGAL) was adopted 8/20/96 and updated 2/5/2001.</p> <p><u>Board policies related to the gifted/talented identification process will be reviewed by the AAS Department and the Assistant Superintendent annually and presented to the Board for revisions as deemed necessary.</u> (1.1.1E)</p> <p>Campus principals shall ensure that policies on identification are distributed during the annual general nomination period with nomination forms on all campuses and are included in educational planning materials. <u>Identification procedures and paperwork are available year-round on the District AAS and GT websites with links provided from the GT teachers on each elementary GT campus. Letters are sent to every parent of each student at the beginning of the identification for that level.</u> Information is distributed in English and Spanish. Campuses shall notify the AAS Department if translations are needed in other languages. If requests are made, translations will be provided.</p> <p>Informational meetings are held during the nomination period to provide an overview of services and to answer questions regarding Advanced Academic Services. Elementary meetings will be held at various locations throughout the district. Secondary meetings will be held on the individual campuses. (1.1.1R, 1.1.2R)</p> <p><u>Letters with the committee decision are mailed to the parents of each student who applies for GT services. Letters for those who do not meet the criteria for qualification include procedures for scheduling appeal conferences.</u> Communications to parents regarding services include contact persons and phone numbers. Conferences are scheduled as requested. (1.1.3R)</p>

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<p>1.1.2E An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the nomination/referral period.</p> <p>1.1.3E All family meetings are offered in a language families can understand or a translator or interpreter is provided.</p>	<p>Parent orientations shall be provided at the campus level. For Elementary, these will be held at the GT Cluster Campus. The AAS Department shall provide information and staff development for campus personnel to ensure accuracy of information provided during the parent orientations. (1.1.2E)</p> <p>Interpreters will be provided in Spanish. Interpreters in other languages will be provided if requested and available. (1.1.3E)</p>
<p>1.2C Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).</p> <p>1.2.1R Policy ensuring that transfer students are properly assessed and appropriately placed within six weeks of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.</p> <p>1.2.2R When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student’s assessment data by the sending district.</p>	<p style="text-align: center;"><u>FURLOUGH FROM SERVICES</u></p> <p>A student may be furloughed for a period up to one year with approval from the AAS Director for reasons including but not limited to</p> <ul style="list-style-type: none"> • Joint custody which requires students to transfer in and out of the district • Personal or immediate family illness • Temporary disability • Personal or immediate family crisis • Irreconcilable scheduling conflict in secondary schools • Alternative education placement <p>Furlough extensions beyond one year may result in reassessment for reentry by decision of the AAS Director/Coordinator. [See EHBB (REGULATION)]. (1.2C)</p> <p style="text-align: center;"><u>EXIT FROM SERVICES</u></p> <p>A G/T student may exit at any time at the request of the parent/guardian. At the elementary level, if applicable, a meeting will be scheduled with the AAS director/specialist, the G/T teacher, the parent, and campus principal to discuss the parent request. At Secondary, the AAS office must receive documentation in writing from the parent/guardian of such request along with principal or counselor campus signature. The student must reapply and will be reassessed prior to re-entry. (1.2C)</p>

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<p>1.2.3R Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.</p> <p>1.2.4R Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.</p> <p>1.2.5R Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student’s educational needs.</p> <p>1.2.6R Policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.</p>	<p>When a student moves to another district, AAS records of the student are provided at parent request. Students who transfer to another district may be reinstated without reassessment if they re-enter during the same school year or at the beginning of the succeeding fall semester. (1.2.2R)</p> <p>ELEMENTARY Elementary students who score an average below 80 in any of the four core content subjects at the end of a semester shall be placed on academic probation. A student whose average in any of the four core content areas remains below 80 for two consecutive semesters shall be removed from the GT Program. The student may petition the AAS Committee for review of the circumstances to receive permission for continued enrollment. [See EHBB (REGULATION)]. (1.2.5R)</p> <p>Elementary students missing four days of the Scholars in Progress program classes may be exited from the G/T Program. The student must reapply during the annual nomination/application period and will be reassessed prior to re-entry. (1.2C)</p> <p>Assignment to an alternative education campus within the district for more than one semester will result in the student’s being exited in lieu of a furlough. (1.2.3R)</p> <p>The minimum appropriate grade in an Advanced Academic Services class or course is 70. Upon any occasion that a student’s six/nine-week average in a content subject falls below 70, that grade serves as a warning to the student and the parent/guardian that improvement is needed and that the student’s enrollment in the course is in jeopardy. The Campus AAS designee will schedule a conference. (1.2.5R)</p> <ul style="list-style-type: none"> • COMPREHENSIVE HIGH SCHOOL/EARLY COLLEGE HIGH SCHOOLS A high school student who is enrolled an advanced course can only request to drop that course at the end of the first three weeks, the end of the first six weeks or the end of the first semester. With the agreement of the parent/s and the teacher, the student will be given permission to drop the class during those specified times. A high school student whose first semester grade is below 70 in an AAS course shall be removed and placed in a regular course sequence. The student whose average for the year is below 70 in an AAS course shall not be permitted to enroll in the subsequent course. The decision of the Campus AAS Committee is subject to appeal as outlined in EHBB (LOCAL) and FNG (LOCAL). The composition of the Campus AAS Committee is outlined in Section 1.7. In addition, the subject teacher is invited to provide information that might impact retention or dismissal by the Campus AAS Committee. <p>Students who enter AP/PreAP courses through open enrollment must have at least the grade of 70 by the end of the first semester. Students who are failing at semester or who desire to withdraw will be withdrawn from the AP/PreAP course and placed in a regular course sequence.</p>
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<p>1.2E Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.</p>	<p>GT students not enrolled in an PreAP, AP, IB, Concurrent or campus Dual Enrollment core class will no longer be identified as gifted in that subject area. Students who will be receiving instruction from a College or University Professor in a core content area, will no longer be identified as gifted in that subject area. (1.2.5R)</p> <p>• JUNIOR HIGH SCHOOL-MIDDLE SCHOOL A junior-high middle school student who is enrolled in an advanced course can only request to drop that course at the end of the first three weeks, the end of the first six weeks or the end of the first semester. With the agreement of the parent/s and the teacher, the student will be given permission to drop the class. A middle junior-high school student whose average is below 70 in an AAS course at the end of a semester shall be removed. If the parent/student wishes to appeal to remain in the course, the student must do so in writing by the end of the first week of the subsequent semester. A parent/student whose petition is approved shall be placed on probation for the remainder of the year at which time the student's status in the course shall be reviewed. A student whose petition to remain is denied shall be removed from the course and placed in a regular class sequence. (1.2.5R)</p> <p>Students previously enrolled in Math 7 Q (PreAP), Math 7 GQ (PreAP-G/T), or those students who have applied for AAS math services for the eighth grade must have successful completion of 7th grade Pre-AP/GT Math combined with a passing score on 7th grade Math STAAR OR successful completion of 7th grade Math combined with a commended score on 7th grade STAAR to enroll in Algebra I in the eighth grade; otherwise, they shall be placed in a regular math course sequence in the following year. (1.2.5R)</p> <p>Effective 2018-2019: Middle School Identified Gifted/Talented 6th grade students are required to successfully meet expectations on STAAR annually to continue GT services.</p> <p>Effective 2018-2019: Middle School Identified Gifted/Talented 7th - 8th grade students are required to successfully meet expectations on STAAR annually to continue GT services in their specific identified content area.</p>
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	<p style="text-align: center;"><u>REASSESSMENT</u></p> <p>Students identified for GT services who remain in good standing shall maintain that identification through grade 12. (1.2.4R)</p> <p style="text-align: center;"><u>APPEALS</u></p> <p>EHBB (LOCAL) and FNG (LOCAL)</p> <p style="text-align: center;"><u>TRANSFERS</u></p> <p>EHBB (LOCAL) Identified students who transfer within the District shall be placed in equivalent gifted program services at the receiving campus. (1.2.1R, 1.2E)</p>
<p>1.3.1C Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).</p> <p>1.3.2C Assessment opportunities for gifted/talented identification are made available to students at least once per school year.</p> <p>1.3R Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.</p>	<p>A general nomination period for Kindergarten shall be open in the fall of each year. Nomination during this period is required for placement into services beginning March 1 of that academic year. (1.3.2C)</p> <p>A general nomination period for grades 1-12 shall be open in the fall of each year. Nomination during this period is required for placement into services for the following school year; however, students and/or parents/guardians transferring in must apply within the first 6 weeks of enrolling in the district for consideration in the GT program.- (1.3.2C)</p>

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<p>1.3E The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.</p>	
<p>1.4C Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).</p> <p>1.4E Students in grades K-12 are assessed and served in all areas of giftedness included in TEC §29.121.</p>	<p>See identification criteria in Appendix for grades K-12. Program services are described in Section 2: Program Design and Section 3: Curriculum and Instruction. (1.4C)</p>
<p>1.5.1C Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)).</p> <p>1.5.1R Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.</p> <p>1.5.2C Students are assessed in languages they understand or with nonverbal assessments.</p>	<p>The AAS Department shall review and, if determined necessary, revise the identification criteria for advanced services annually. Accommodations Modifications shall be based on standardized tests administered by the District, assessments which measure the services provided, assessments which allow identification of diverse populations, and assessments which provide both qualitative and quantitative information regarding the students. Accommodations Modifications shall be reported to the Board. (1.5.1C)</p> <p>Students may be nominated for services by parents/guardians, teachers, peers, or themselves. Transfer students may apply when entering the District within six weeks if they were identified in the previous district or if the student did not have an opportunity to be screened in the previous district. The transferring parents/guardians must request the necessary records for identification. Anyone wishing to nominate a student must obtain the signature of the student and the parent/guardian on the application form prior to submitting the application by the stated deadline. Notifications will be sent as decisions are made at various times during the spring semester and upon completion of the process for transfer students. (1.5.1.R)</p> <p>The State Assessment listed may be replaced by equivalent scores on other achievement tests. Cognitive Abilities Test (CogAT) Grade Percentile Rank (GPR) may be replaced by equivalent scores on other school abilities tests. (1.5.1C)</p>

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<p>1.5.2R All kindergarten students are automatically considered for gifted/talented and other advanced level services.</p> <p>1.5.3C At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.</p> <p>1.5.4C In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services.</p> <p>1.5.5C If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.</p>	<p>Students enrolled in bilingual education/ESL may substitute scores from equivalent tests given in their native language or may use nonverbal scores on similar tests. Students will receive continuing services unless the student and parent/guardian request removal or the student is removed for low performance. See Section 1.2. (1.5.2C)</p> <p>See Appendix for specific identification criteria for current year.</p> <p><u>Identification criteria shall include a minimum of three qualifying scores in three separate areas of assessment. These assessment tools may include but not limited to the following:</u></p> <ul style="list-style-type: none"> • <u>Achievement tests</u> • <u>Cognitive Ability Tests</u> • <u>Teacher, Parent, Community checklists</u> • <u>Student Portfolios or sample work</u> • <u>Report Card Semester averages</u> • <u>Student Interviews</u> (1.5.4C)
<p>1.6C Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).</p> <p>1.6R Over the past two (2) years, the population of the gifted/talented services program has become more</p>	<p>Information regarding parent meetings and the identification process will be disseminated in the community through multi-media resources, newspaper, Parent Link phone calls and announcements at school in English and Spanish. In addition, meetings will be held with students and parents to explain the benefits of the program in order to increase the number of students who apply for advanced programs. (1.6C)</p> <p>Changes in the identification process is providing growth in our GT population that is reflective of our current demographics. The department will use current year qualitative and quantitative data in the identification process. (1.6E)</p>

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<p>closely reflective of the population of the total district.</p> <p>1.6E The population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years.</p>	
<p>1.7C Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).</p> <p>1.7.1R The selection committee is formed of a majority of members who have completed thirty (30) hours of training as delineated in 19 TAC §89.2(1).</p> <p>1.7.1E The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2).</p>	<p>The Elementary AAS Committee will be a District-wide committee consisting of:</p> <ul style="list-style-type: none"> • Elementary AAS director/coordinator • <u>Bilingual AAS coordinator</u> • Selected District personnel, the majority of whom have completed 30 hours of G/T training and are current with the annual 6-hour update. (1.7C) <p>The Secondary AAS Committee will be a campus-based committee consisting of</p> <ul style="list-style-type: none"> • Secondary AAS director/coordinator • One counselor per campus with 6-hour GT training • One G/T teacher from each core area of advanced services (who have completed 30 hours of G/T training and are current with the 6-hour update) (1.7C) <p>Due to the qualifications required for their job descriptions, the majority of each Secondary AAS Committee will have completed 30 hours of G/T training and will be current with the 6-hour update training. (1.7.1E)</p>

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<p>1.7.2R A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.</p> <p>1.7.2E Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.</p>	<p><u>Elementary students who score close to the criteria for the grade level may participate in further screening at the decision of the Elementary AAS Committee. The results of that screening will be reviewed by the committee to determine appropriate placement of the child.</u> (1.7.2R) (1.7.2E)</p>
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