

SECTION 2 PROGRAM DESIGN

A flexible system of viable program options that provide a learning continuum is developed throughout the district and reinforces the strengths, needs, and interests of gifted/talented students.

<p>TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS</p>	<p>ADVANCED ACADEMIC SERVICES - ECISD POLICIES, REGULATIONS, GUIDELINES, AND PROCEDURES</p>
<p>2.1C Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four(4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).</p> <p>2.1.1R Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</p> <p>2.1.2R Specialists and advocates for gifted students are consulted in the development of program policies and options.</p> <p>2.1.1E Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) core academic areas, arts, leadership, and creativity.</p>	<p>ALL CAMPUSES: During the annual nomination period, information (in both English and Spanish) describing the available services shall be distributed to all students. (2.1C)</p> <p>The staff of each campus shall ensure that students have access to academic contests, to opportunities of community services and programs as well as creativity contests and leadership programming. (2.1.1R)</p> <p>A framework as well as a scope and sequence of gifted services will be reviewed annually to ensure appropriate ongoing services. (2.1.1E)</p> <p>In grades K-6, students are identified and served in all four areas: English/language arts, math, science, and social studies. In grades 7-12, students are served in their areas of strength in the four core areas: English, social studies, math, or science services. (2.1.1E)</p> <p>Proposed changes in services shall be approved by the AAS Department and forwarded to the Superintendent and the Board as appropriate. (2.1.2R)</p> <p>ELEMENTARY SERVICES:</p> <p>The principal on the G/T Program campuses shall be responsible for the implementation of the G/T Program in collaboration with the AAS Department, the AAS Director, and the G/T Program teachers. The G/T Program teachers as well as the G/T cluster teachers on the students' base campuses (the campus regularly attended by the student either in the home attendance zone or as a magnet student) shall be selected through an application process in collaboration with the AAS Department. Each G/T cluster teacher will be required to serve as the cluster teacher for a minimum of three years. Changes in cluster teacher assignments shall be made with the approval of the AAS Department. G/T Program teachers are required to obtain G/T endorsements and/or certifications within one year of assignment. (2.1C, 2.1.1E)</p> <p>Identified G/T students will attend one full day of G/T instruction using curriculum developed by AAS in the four core content areas on the G/T Program campuses. (2.1.1E)</p> <p>Because the nature of the G/T identified student requires significantly less repetition than their grade level peers, the base campus shall design provisions for non-identified students such that: (2.1.1E)</p> <ul style="list-style-type: none"> ▪ The G/T identified students are not required to make-up assignments or homework for the attendance day in the G/T Program classroom.

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- The non-identified students in the base G/T cluster classroom are provided appropriate grade level instruction similar to that in the other grade level classrooms on the campus.
- The lowered teacher-student ratio in the grade level provides innovative opportunities to meet the needs of other students during the absence of the G/T identified students.

Instruction and strategies used in both the G/T Program classroom and the base campus G/T cluster classroom shall be differentiated from that in other classrooms on the same grade level. The **Texas Performance Standards Projects**, the *Interdisciplinary Curriculum Framework* developed in collaboration with Dr. Sandra Kaplan, ~~Region 13 Education Service Center Interdisciplinary Project~~ **21st Century Learning Skills, Texas Education Agency Gifted/Talented Toolkit** and the ~~Texas Education Agency as well as~~ **and** the curriculum developed shall be the foundation for addressing the depth, complexity, and pacing needs of G/T students. Other curricular models and materials may be incorporated or adopted to meet the specific needs of the District as deemed appropriate by the AAS Department. The AAS Director and the G/T Program teachers shall develop curricula for the four core content areas. (2.1.1E)

GT cluster classroom teachers will differentiate for the GT identified students four days each week through the ~~Interdisciplinary Curriculum Project~~ 21st Century Learning Skills, Dr. Kaplan’s Depth and Complexity and/or Texas Performance Standard Projects. They will provide independent study opportunities in areas of the students’ passions.

MIDDLE JUNIOR HIGH SCHOOL PROGRAMS

All ~~junior-high~~ middle schools offer advanced services:

6th grade GT Course – English Language Arts:

Identified gifted students in 6th grade will be enrolled in this course. Gifted students in this class focus on becoming independent researchers as they utilize a variety of texts and participate in the Texas Performance Standards Project (TPSP). Students explore areas of interest through an in-depth investigation and development of a product that reflects professional quality work. The curriculum is differentiated and adapted to best meet the needs of GT students, incorporating critical reading, writing, and thinking activities that support students in the creation of multi-modal projects that exhibit depth and complexity.

7th & 8th grade:

Gifted students, as well as highly motivated students with balanced academic profiles in the four core content areas shall be served by the Advanced Academic Program (AAP) which is vertically aligned with the Pre-Advanced Placement (PreAP) and Advanced Placement (AP) courses offered at all high schools. Emphasis shall be placed in skills and concepts that enhance performance on College Board AP exams. In addition, the program will address the requirements for G/T services outlined in the *Texas State Plan for the Gifted and Talented*. G/T students are expected to maintain participation in at least one content area.

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Effective 2018-2019: Gifted students must maintain a final average of 70 or better and meet the relevant state assessment standards in the content area for which they are identified in order to maintain their gifted status. If there is no EOC test for that content, students must have passed the most current Reading/English EOC.

Students (not identified GT) enrolling through the open-enrollment process must:

- have an 80 or higher average in previously completed prerequisite core content area for which they are enrolling **AND**
- have passed the most current EOC test in the content area for which they are enrolling. If there is no EOC test for that content, students must have passed the most current Reading/English EOC.

Open-enrollment students must maintain a final average of 70 or better **AND** meet relevant state assessment standards in the content area for the course they are enrolled in. If there is no EOC test for that content, students must have passed the most current Reading/English EOC.

Identified G/T students will be served in core content area for which they are identified. English and social studies services are designed to provide parallel and integrated services. Math and science services provide parallel and integrated services. Students may be enrolled in **all four areas or only areas of their particular strength or talent:** English, social studies, math, and science. The services will provide differentiated curriculum as defined by the Texas Education Agency.

Middle School ~~Junior-high~~ services will be vertically aligned with the G/T and AP course offerings at the high schools.

(2.1C, 2.1.1E)

HIGH SCHOOL PROGRAMS

Students identified for G/T services in English, social studies, math and science shall be served through PreAP, AP and AP/GT courses. The District offers College Board AP courses and PreAP courses in English, social studies, math, science, art and languages. Other G/T courses include Chinese and independent studies. ~~Many of these courses are also available for dual/concurrent credit through Odessa College beginning in the junior year. With the AP and dual/concurrent credit opportunities, a student can accrue enough hours of college credit to begin post high school enrollment in college as a second semester college freshman or as a college sophomore.~~

At the high school, additional provisions have been made for students not identified as G/T who want the opportunity to take advanced classes. Enrollment is open for PreAP and AP classes. Students may apply by listing the course/s on their course preference card during educational planning in the spring. Counselors will assist the student in monitoring graduation requirements that must be met. All students taking AP or AP/GT courses **are encouraged to take AP exams for courses in which they are enrolled at the District's expense.** Students not enrolled in a course wishing to take an AP exam will pay for the AP exam at the cost listed by College Board. Students may be awarded college credit for a score of 3, 4, or 5 on Advanced Placement exams.

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	<p>Effective 2018-2019: Gifted students must maintain a final average of 70 or better and meet the relevant state assessment standards in the content area for which they are identified in order to maintain their gifted status. If there is no EOC test for that content, students must have passed the most current Reading/English EOC.</p> <p>Students (not identified GT) enrolling through the open-enrollment process must:</p> <ul style="list-style-type: none"> • have an 80 or higher average in previously completed prerequisite core content area for which they are enrolling AND • have passed the most current EOC test in the content area for which they are enrolling. If there is no EOC test for that content, students must have passed the most current Reading/English EOC. <p>Open-enrollment students must maintain a final average of 70 or better AND meet relevant state assessment standards in the content area for the course they are enrolled in. If there is no EOC test for that content, students must have passed the most current Reading/English EOC.</p> <p>(2.1C, 2.1.1E)</p>
<p>2.2C Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options. (19 TAC §89.3(1))</p> <p>2.2R Flexible grouping patterns and independent investigations are employed in the four (4) core academic areas.</p>	<p>ELEMENTARY CAMPUSES:</p> <p>On the G/T Program campuses, gifted students will attend classes one day each week in classrooms for identified students to enhance interaction with their intellectual peers and facilitate preparation of appropriate level content. All identified students will be assigned to one cluster classroom per grade level unless the number of students exceeds the state classroom limit for that grade level at their base campuses, at which time they will be divided evenly between two cluster teachers on that grade level. (2.2C, 2.2R)</p> <p>Students who exhibit core academic strengths that are best served by acceleration into another grade level shall receive instruction at the grade level determined by examination of the student's skills. (2.2R)</p> <p>SECONDARY CAMPUSES:</p> <p>Students who exhibit core academic strengths that are best served by acceleration into another grade level may receive instruction at the grade level determined by examination of the student's skills.</p> <p>Students have the opportunity to participate in concurrent dual enrollment courses on the Odessa College & UTPB campus as well as on the high school campus. Independent study courses and competitions allow identified and non-identified students to work on common goals at an appropriate pace. Designated AAS courses as noted in the <i>High School Course Description Guide</i>, Advanced Placement, and PreAP courses are open to other high-end learners as well as identified students; however, differentiated instruction shall occur for the G/T identified students in these courses. (2.2R)</p>
<p>2.3C Out-of- school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3))</p>	<p>Each campus shall provide an array of options outside the regular school day. Out-of-school options shall include but not be limited to Creative Problem Solving, Chess Club, Destination Imagination, UIL, Octathlon, Decathlon, content area competitions, after-school magnet classes and conferences as well as mentorships and informational opportunities which</p>

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<p>2.R Options that meet the needs of advanced learners are available on a continuous basis outside the regular school day.</p>	<p>enhance the school program. Faculty sponsors shall be provided for these events. These events shall be recommended for approval by the campus improvement team to the AAS department and the Superintendent’s Leadership Team. Campus options will be listed in the campus improvement plan. (2.3C)</p> <p><u>Community contests, academic tournaments and teams will be explored by the AAS Department and the Ector County Association for the Gifted and Talented parent organization. These opportunities will be distributed to the G/T students through their G/T program classes, Scholars In Progress (SIP).</u> (2.3C, 2.R)</p> <p><u>A summer camp will be provided that revolves around the passion areas of the elementary ECISD G/T students.</u> (2.3C, 2.R)</p>
<p>2.4C Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and Early High School Graduation opportunities. (TEC §56.203).</p> <p>2.4.1R Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.</p> <p>2.4.2R Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, accelerated summer programs, and the Distinguished Achievement Program.</p> <p>2.4E Acceleration options are actively facilitated by district administrators, counselors, and teachers.</p>	<p>Board policies EHCD (Local), EHDC (Legal), EHDB (Legal) EEJA (LOCAL), EEJB (LEGAL), EEJC (LEGAL), and address credit by examination. EIF (LEGAL) addresses early high school graduation. EHDD (Local) EHBB (LOCAL) addresses dual/concurrent enrollment. (2.4C)</p> <p>High school students are encouraged to participate in College Board Advanced Placement and Pre-Advanced Placement courses at Odessa High School, Permian High School, and New Tech Odessa as well as the International Baccalaureate Program offered at Odessa High School. (2.41R, 2.4.2R)</p> <p>Dual/concurrent enrollment courses are available through a partnership with Odessa College and the University of Texas of the Permian Basin. (2.4.2R)</p> <p>In the classrooms that serve gifted/talented students in grades 1-12, content is expected to be accelerated beyond the current grade level although the student remains assigned to the grade level. 7th grade students are accelerated in Math within the AAP and the Secondary Gifted/Talented Program by taking the Algebra Qualifying Test that is used for credit by examination for Math 8. Curriculum compacting, tiered lessons, cluster grouping, and other strategies also are used to vary the pacing to meet the needs of advanced students. (2.4E)</p> <p>Students are encouraged to continue in accelerated options throughout their school careers. Funding is available beyond the state G/T monies to promote advanced options for students. Program options are clearly outlined and explained to students and parents in campus orientations and course description guides. (2.4E)</p> <p>The staff of the AAS Department shall propose and oversee modifications and improvements to services for advanced students. Campus proposals shall be submitted for approval to AAS by November to meet the publication date of the <i>High School Course Description Guide</i>. (2.4C)</p>

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	<p>The campus principal shall ensure that the campus improvement plan describes LEA performance objectives and have set timelines and goals that are measurable to assess student performance and academic improvement. It shall also include provisions to encourage student awareness of and participation in advanced options. Campus improvement plans must be developed, reviewed and revised annually for the purpose of improving student performance for all student populations. They must also, 1) identify how the campus goals will be met; 2) Identify resources needed to implement the plan; 3) Identify staff that will used to implement the plan; 4) Provide data that shows how the LEA is measuring progress towards the performance objective to ensure it results in student academic improvement.</p> <p>The campus principal, in conjunction with all members of the campus staff, shall promote student participation in advanced options. (2.4E)</p>
<p>2.5C School districts shall ensure that no more than 45% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource Guide). At least 55% of the funds allocated to gifted education shall be spent on assessment and services for gifted students (19 TAC §105.11).</p> <p>2.5R Local funding for gifted/talented education programs is used to supplement the state funding.</p> <p>2.5E Additional funding from business partnerships, scholarships, parent group fund</p>	<p>The AAS Department shall prepare a budget and oversee the allocation of G/T state and local funds. The budget shall reflect the required percentage. (2.5C)</p> <p>Local funding shall exceed the amount of state G/T funding in order to provide not only G/T services but also related services such as PreAP/AP programs, dual/concurrent enrollment courses, academic competitions and academic awards. Monies shall be used for instructional materials, supplies, awards, professional development opportunities, and other advanced program expenses. (2.5R)</p> <p>???The Director of Development who coordinates the Partners in Education Program will seek business partners as well as funding to support annual initiatives to enhance AAS programs. A parent support group shall assist as volunteers and to provide fundraising for special projects. Funds are available for teachers and campuses through the ECISD Education Foundation by an application and selection process. (2.5E)</p>

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<p>raisers, etc. is used to supplement the state and local funding.</p>	
<p>2.6C Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5)</p> <p>2.6.1R Annual evaluation activities are conducted for the purpose of continued service development</p> <p>2.6.2R Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).</p> <p>2.6.3R Gifted /talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff which meets regularly for that purpose.</p> <p>2.6E Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.</p>	<p>An annual report shall be presented to the Board that shall include a summary of the annual surveys distributed and evaluated by the AAS Department. The annual report shall address compliance with the <i>Texas State Plan for Education of Gifted/Talented Students</i> and other services provided by the department. Proposed modifications to program services shall be presented during the annual report or as needed. (2.6E)</p> <p>Informal as well as formal assessment techniques shall be used to evaluate program services including but not limited to campus visitations, teacher conferences, parent interviews, student portfolios, student conferences, open forums, surveys, and student performances. (2.6E)</p> <p><u>Evaluations will be performed annually for program improvement and development.</u></p>
<p>2.7R A person who has 30 hours of staff development in gifted/talented education as required in 19 TAC 89.2(1) is assigned to coordinate district level services for gifted/ talented students in kindergarten through grade 12.</p> <p>2.7E A person(s) with a gifted/talented endorsement, supplementary certification, or</p>	

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advanced degree in gifted/talented education are assigned to coordinate the district's K-12 gifted/talented education services.

The AAS Department shall have supervisory authority over all advanced services in the District. Advanced Academic Services Director and **Elementary, Bilingual and Secondary Coordinators** shall have a Master of Education and an **SBEC GT** endorsement **as well as the mandated initial 30 hours of GT staff development and the 6-hour annual update.** (2.7E)

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