

Middle School Enrichment Qualification Proposal



January 16, 2019
Dunlap CUSD 323

Enrichment Process Objectives:

- Four C's of Project-Based Learning
 - Critical Thinking
 - Collaboration
 - Creativity
 - Communication
- Accelerate and Challenge Students
- Ensure students are placed appropriately for success
- Prepare Students for High School Honors/AP-Level Courses

Enrichment Qualification Process Committee

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A Two-Step Approach

Step 1

To pass Step 1, a student must satisfy **two of the three** following:

- 90% average in ELA and/or Math during first three quarters
 - STAR Reading or Math winter benchmark must be in the 75th percentile or higher
 - Score a 4 or 5 on the IAR (or the scoring equivalency to the PARCC Exam - “Met Expectations” or “Exceeded Expectations”
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Step 2

To pass Step 2, a student must successfully satisfy **all** of the following:

- CogAT Composite Score of 120 or above
 - Needed for VN, QN, VQN
- Local Assessment ($\geq 90\%$)
 - ELA and Math
 - Assesses prerequisite material, ensuring mastery of previous level's learning standards
- Teacher Recommendation
 - $\geq 85\%$ of available points
 - ELA ≥ 89 (out of 105)
 - ○ Math ≥ 25 (out of 30)

Annual Requalification Requirements

To re-qualify for an Enriched course, students must successfully satisfy all of the following:

- Maintain an 84% or higher each quarter in Power ELA and/or Enriched Math
- Achieve a STAR Reading and/or STAR Math SS in the 75th Percentile or above
- Score a 4 or 5 on the IAR (or the scoring equivalency to the PARCC Exam - “Met Expectations” or “Exceeded Expectations”)

Move-In Students

Move-In Students would need to successfully satisfy the following:

Step One

- $\geq 90\%$ in previous course
- ≥ 75 th Percentile on STAR Tests

Step Two

- CogAT score ≥ 120 in all three composites
 - Local Assessment Score $\geq 90\%$
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A Closer Look: Teacher Recommendation

Scales for Rating the Behavioural Characteristics of Superior Students (SRBCSS)

- Created in 1976 by Joseph Renzulli
- Case studied continuously to ensure validity of assessment tool
- Designed to help teachers properly ID and evaluate behaviors associated with gifted students
- Selected three batteries to identify students who will be successful in an enriched course:
 - Learning Characteristics
 - Creativity Characteristics
 - Motivation Characteristics
- 35 Total Traits for ELA, 10 for Math
- Rated on a 4-point scale

Sample ELA Behavioral Traits

Learning Characteristics

- *Has ability to make generalizations about the world*
- *The ability to state and define goals and priorities of others even when they are not the same as his or her own*

Creativity Characteristics

- *An adventurous spirit or a willingness to take risks*
- *A tendency to see humor in situations that may not appear to be humorous to others*
- *The ability to generate ideas that fall into different categories*

Motivation Characteristics

- *The ability to concentrate intently on a topic for a long period of time*
- *Persistent when pursuing goals*
- *Little need for external motivation to follow through in work that is initially exciting*

Sample Math Behavioral Traits

The student..

- Organizes data and information to discover mathematical patterns.
 - Displays a strong number sense (e.g. makes sense of large and small numbers, estimates easily and appropriately)
 - When solving a math problem, can switch strategies easily, if appropriate or necessary.
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4-Point Rating Scale

0 - Seldom or Never

- Never/almost never demonstrate characteristic
- No more than 15% of the time

1 - Occasionally

- On occasion demonstrates the characteristic
- Demonstrates between 16-50% of the time

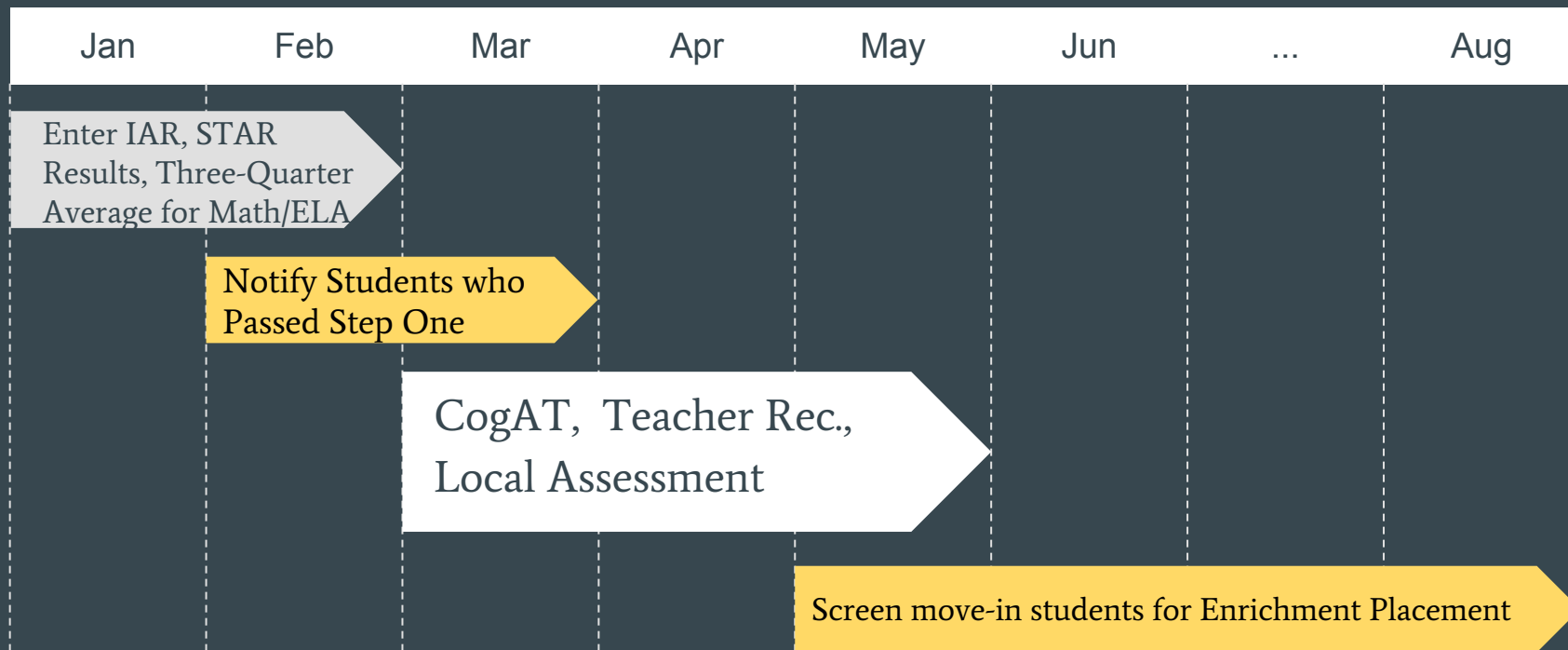
2 - To a Considerable Degree

- Frequently demonstrates the characteristic
- Demonstrates between 51-86% of the time

3 - Consistently

- A natural trait/function of the student
- Demonstrates 86-100% of the time

Annual Timeline



Questions?