

Early Access Identification

“Early Access” means early entrance into Kindergarten or first grade for **highly** advanced gifted children under the age of six and means a gifted student is placed in a grade level above other same aged peers. Early Access shall be provided by the Authorizing Unit (AU) to identify and serve highly advanced gifted children who are:

- Four years of age and for whom early access to kindergarten is deemed appropriate by AU.
- Five years of age and for whom early access to first grade is deemed appropriate by AU.
- Early Access shall not be an acceleration pattern recommended for the majority of age 4 or 5 gifted children who will benefit from preschool gifted programming.
- The purpose of early access is to identify and serve the few highly advanced gifted children who require comprehensive academic acceleration.

Criteria for Early Access are based upon Aptitude, Achievement, Performance, Readiness, Social Behavior and Motivation. All criteria must be considered in making the determination. Test scores alone do not meet determination.

Application Process for Early Access into Kindergarten

Step 1: Applications accepted from December 1st to February 1st. Application materials must be submitted to the GT coordinator.

The following information must be included in application portfolio:

Parent contacts Gifted and Talented Coordinator and makes request to enter Kindergarten.

Coordinator contacts parents and obtains information about student and reason for request. Parents are informed about the process. If parent decides to continue with process, **they are responsible** for collecting and creating a portfolio about the child. GT coordinator will mail to parents appropriate forms for parents to fill out that is needed by the AU. Information that must be included in the portfolio:

1. Letter from parent requesting early entrance into Kindergarten.
2. Parent completes items on a parent inventory on performance, such as Kingore Observation Inventory/Parent checklist, including the Child’s Strengths /Student Sample Work Form.
3. The preschool teacher completes mastery skill checklist.
4. Supporting anecdotal information (doctor’s observation/reports, outstanding accelerated achievements which could include reading ability, musical ability, etc.)
5. Any available test data, which may include private testing.
6. Student performance work samples.
7. Any other items the parent may deem appropriate.

Step 2: Parents send the portfolio to the GT coordinator and the preschool teacher sends the skill checklist to GT coordinator within a two week time frame from receipt of portfolio forms and required information. The GT team reviews the portfolio and determinations for assessment will be made by April 1st. Parents are then informed of decision. If the child is a possible candidate for Early Access, the school obtains permission to test from parents and schedules assessments.

Highly advanced level of performance compared to age-peers or 97%tile and above must be obtained. Every child with a score above 97%tile may not benefit from early access to Kindergarten or first grade. An achievement test, to determine knowledge skills in reading, writing and mathematics will also be given. Highly advanced performance of level of performance compared to age-peers or highly

advanced must be obtained. Typically, early access children function two or more years above their age peers. If the decision is made to test, the GT coordinator will schedule two testing dates.

Parents must pay a fee*for administration of Cognitive Abilities Test. (*A \$25 application fee and \$75 test administration fee.)

A review of the student's performance using actual demonstration of the student's work, which would include work samples, independent reading, advanced vocabulary and observations data. Performance supporting early access is indicated by work samples and informal teacher and/or parent data indicating demonstrated ability above age peers. Readiness, Social Behavior and Motivation will be assessed using a readiness checklist (this may involve a visit to the Kindergarten class). Readiness, social behavior and motivation for early access are determined by the child's ability to demonstrate the indicators deemed near for Kindergarten or first grade by the schools' standards or national standards.

Step 3:

The Body of Evidence will be used to determine placement* which includes information collected and assessment results. The GT placement team (including an Early Childhood teacher) will review the portfolio and assessment results. Parents will be contacted in writing with the decision of the placement team by May 20th.

*Early access decisions will be a consensus process within the school determination team that analyzes multiple criteria from the body of evidence, resulting in a student profile of strengths, needs and interests of the child.

Test scores alone will not determine placement. Parents may accept or decline the offer of early access by the school. If a child qualifies for early access, an Advanced Learning Plan (ALP) will be developed no later than September 30th. The ALP will include academic and transition goals. The student's teacher will monitor student performance at least every five weeks during the student's first year of early access. Parents will be kept abreast of student progress.

Gifted & Talented Resources

Colorado Dept. of Education (CDE)

Colorado Association for Gifted & Talented (CAGT)

Davidson Institute for Talent Development

Hoagies Gifted Education

National Association for Gifted Children (NAGC)

www.cde.state.co.us/gt

www.coloradogifted.org

www.davidsongifted.com

www.hoagiesgifted.org

www.nagc.org