

# **Recommendations for Selective Enrollment Middle School for Gifted & Talented Students**

**Board of Education Meeting  
November 27, 2018**

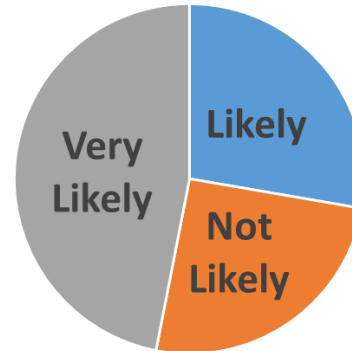
# Community Interest Survey

- Link to Survey was Posted On District Website
- 52,000 Postcards with Survey Link Mailed to All Residents' Houses within the Hazelwood School District
- Hard Copies of Survey placed in Schools' Main Offices
- Survey Information was Shared at Key Communicators Meetings

# Community Interest Survey

- 635 Total Respondents
- How likely would you be to **apply to** have your child **attend** a Selective Enrollment School for Talented and Gifted Students?

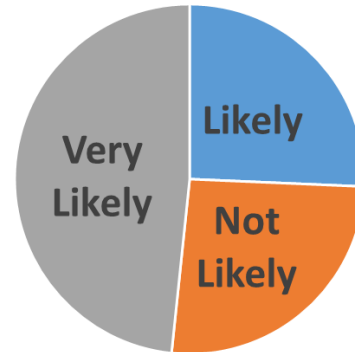
- Very Likely 47%
- Likely 28%
- Not Likely 25%



# Community Interest Survey

- Of the 635 Respondents, 331 Respondents Currently Have Students in Grades 5, 6, and/or 7
- How likely would you be to **apply to** have your child **attend** a Selective Enrollment School for Talented and Gifted Students?

- Very Likely 48%
- Likely 26%
- Not Likely 26%



# Selective Enrollment Planning Committee

- 5 Scheduled Meetings
- 25 Planning Committee Members
  - 1 Observer at October 30<sup>th</sup> Meeting
  - 1 Observer at November 7<sup>th</sup> Meeting

# Selective Enrollment Planning Committee Members

Colleen Beckerle (Interim Coordinator)

Dr. Tracy Bednarick (Coordinator)

Melissa Clover (Parent)

Michael Dudley (Teacher)

Kandace Griffin (Parent)

Stefanie Hammond (Parent)

Eve Hindrichs (Teacher)

Talia Hopkins (Teacher)

Dr. Christina Hughes (Coordinator)

Michelle Joyce (Teacher)

Rebekah Kent (Parent)

Charlotte LeBaron (Teacher)

Chris Mahurin (Parent)

Debra McCain (Instructional Coach)

Matt McClellan (Coordinator)

Ericka Miller (Teacher)

Megan Mouser (Teacher)

Pamela Nash (Parent)

Dr. Nevels Nevels (Coordinator)

Dr. Stacy Ray (Principal)

LaTasha Scott (Parent)

Connie Steinmetz (HNEA President)

Jami Vault (Coordinator)

Michelle Ward (Parent)

Tiffany Webster (Parent)

# Selective Enrollment Planning Committee

- Suggestion Board for Stakeholders to provide input to Committee
  - 38 Total Suggestions
  - 23 Suggestions Relevant to Tasks of Committee

# Selective Enrollment Planning Committee Tasks

- Research and Develop At Least 3 Options for
  - An Admission Model and Criteria
  - International Baccalaureate (IB) Programming
  - Zoology and Bioscience Programming
- Include the Pros and Cons of Each Option
- Include Budget, Professional Development, and Any Other Suggested Resources for Each Option



# Admissions Model Subcommittee

- The Admissions Model & Criteria Subcommittee researched and developed options for the below components:
  - Application Requirements
  - Gifted Criteria
  - Talented Criteria
  - Criteria to Remain in School
  - Academic Support

# Application Requirement Options from Committee

Option 1	Option 2	Option 3
Transcripts including Positive Discipline Record	Transcripts	Transcripts
90% Attendance Record	2 Recommendations by Family Member, Community Member, or Faculty Member	Student Personal Statement
3 Recommendations	Student Writing Sample	
Student Writing Sample		
Parent Commitment		

# Gifted Criteria Options from Committee

Option 1	Option 2	Option 3
Identify as gifted according to District and State guidelines	Identify as gifted according to District and State guidelines	Identify as gifted according to District and State guidelines
Submit an application to school to be considered	Submit an application to school to be considered	Submit an application to school to be considered

# Talented Criteria Options from Committee

Option 1	Option 2	Option 3
Proficient/Advanced on Recent MAP Test OR 75 <sup>th</sup> Percentile or Higher on CoGAT Test	Advanced in One of the Prior Year's MAP Tests	Recommendations from English Language Arts, Social Studies, Science, and Math Teachers
Reading At/Above Grade Level	No Semester Grade Below a "C"	
Minimum 3.0 GPA in Core Content Areas	Minimum 3.0 GPA in Core Academics	
Exceptional Abilities in Art, Design, Music, Athletics, Performing Arts, or Innovation	90% Attendance	
	Positive Discipline Record	

# Criteria to Remain in School Options from Committee

Option 1	Option 2	Option 3
Attendance Rate Greater Than 93%	Passing All Courses	Attendance Rate At Least 95%
2.75 GPA or Higher (All Classes)	2.0 Minimum GPA (unweighted)	Minimum 3.0 GPA (All Classes)
Acceptable Discipline Record		Advanced in all MAP Tests

# Academic Support Options from Committee

Each Option included:

- Careful monitoring of each student's academics by the staff
- Parent conferences may be requested at any time by either parents or school staff

Option 1 also included Graduated Support for Students to Remain in the Selective Enrollment School:

- Academic Warning – If GPA falls below 3.0, individual and immediate support
- Academic Probation – If GPA falls below 2.75, intensive support

# International Baccalaureate (IB) Programming Options from Committee

Option 1	Option 2	Option 3
Students Select a Pathway Based on Interest	Embed Hands-On Activities, Cross-Curricular Units, and Problem-Based Learning into Current Curriculum	Focus on 8 IB Frameworks Prior to Candidacy
Integrate IB Frameworks into Cross-Curricular Thematic Units	Phase in IB Curriculum over 5-year Period	Incorporate IB Frameworks into Traditional Middle School Instructional Structure
		Offer Accelerated Courses

# International Baccalaureate (IB) Year 1 Phase-In Options from Committee

Option 1	Option 2	Option 3
Spring 2019 –Building Leaders and Curriculum Coordinators Attend IB Training	Spring/Summer 2019 –Enrich Current Curriculum to Embed More Hands-On Activities, Cross-Curricular Projects, and Project-Based Learning Activities	Summer 2019 - Teachers Explore the IB Frameworks over Summer
Spring 2019 – Write and Plan Curriculum around Pathways	Summer 2019 – Faculty Attends Professional Development	Summer 2019 - Teachers Begin Planning and Learning Curriculum around IB Frameworks
Summer 2019 – Faculty Attends Professional Development on Curriculum	2019-2020 - Adjust Student Schedule to Allow More Electives	2019-2020 – Leadership Staff Attends IB Professional Development
2019-2020 – Begin IB Candidacy Application		2019-2020 – Begin IB Candidacy Application



# International Baccalaureate (IB) Year 2 Phase-In Options from Committee

<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>
Spring/Summer 2020 – Building Leaders, Curriculum Coordinators, & Faculty Attend IB Training	Spring/Summer 2020 – Continue Revising Current Curriculum to Embed More Hands-On Activities, Cross-Curricular Projects, and Project-Based Learning Activities	Spring/Summer 2020 – Building Leaders, Curriculum Coordinators, & Faculty Attend IB Training
Summer 2020 – Continue Writing and Refining Curriculum around Pathways	2020-2021 - Building Leaders, Curriculum Coordinators, & 6 <sup>th</sup> Grade Teachers Attend IB Training	Summer 2020 – Continue Writing and Refining Curriculum to Fully Implement the 8 Components of IB Frameworks
2020-2021 –Complete Application for IB Candidacy	2020-2021 – Begin Application for IB Candidacy	2020-2021 –Complete Application for IB Candidacy

# International Baccalaureate (IB) Year 3 Phase-In Options from Committee

Option 1	Option 2	Option 3
Summer 2021 – Building Leaders, Curriculum Coordinators, & Faculty Attend IB Training	2021-2022 – Implement 6 <sup>th</sup> Grade IB Curriculum	Summer 2021 – Building Leaders, Curriculum Coordinators, & Faculty Attend IB Training
2021-2022 – Implement IB Curriculum to All Grade Levels	2021-2022 - Building Leaders, Curriculum Coordinators, & 7 <sup>th</sup> Grade Teachers Attend IB Training	2021-2022 – Implement All 8 Components and Assessments of IB Curriculum for All Grade Levels
2021-2022 – Become IB School*	2021-2022 – Continue IB Candidacy Process	2021-2022 – Become IB School*

\*Actual date of becoming an IB School is determined by the International Baccalaureate

# International Baccalaureate (IB) Year 4 Phase-In Options from Committee

<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>
2022-2023 – Continue Implementation of IB Curriculum	2022-2023 – Continue Implementation of IB Curriculum in 6 <sup>th</sup> Grade	2022-2023 – Continue Implementation of IB Curriculum
	2022-2023 – Begin Implementation of IB Curriculum in 7 <sup>th</sup> Grade	
	2022-2023 - Building Leaders, Curriculum Coordinators, & 8 <sup>th</sup> Grade Teachers Attend IB Training	
	2022-2023 – Continue IB Candidacy Process	

# International Baccalaureate (IB) Year 5 Phase-In Options from Committee

Option 1	Option 2	Option 3
2023-2024 – Continue Implementation of IB Curriculum	2023-2024 – Continue Implementation of IB Curriculum in 6 <sup>th</sup> & 7 <sup>th</sup> Grades	2023-2024 – Continue Implementation of IB Curriculum
	2023-2024 – Begin Implementation of IB Curriculum in 8 <sup>th</sup> Grade	
	2023-2024 – Become Full IB School*	

\*Actual date of becoming an IB School is determined by the International Baccalaureate

# International Baccalaureate (IB) Options' Budgets from Committee

<b>Year</b>	<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>
2019 - 2020	\$218,500*	\$80,500	\$218,500*
2020 - 2021	\$118,550*	\$80,500*	\$118,550*
2021 - 2022	\$308,900*	\$118,500*	\$308,900*
2022 - 2023		\$166,800*	
2023 - 2024		\$312,000*	

\*Does not include salary for required IB Coordinator (estimated to be up to \$80,000) or other staffing

# Zoology & Bioscience Programming Options from Committee

Option 1	Option 2
Broaden Theme to Bioscience and Engineering	Full Immersion Zoology and Bioscience Interdisciplinary Units
Expand Project Lead the Way (PLTW) Courses (Grades 6 – 8)	
Adjust Current Schedule to Allow More Time for PLTW Courses and Electives	
Decrease Class Periods to Allow for More Electives (At Least 2 Per Day)	
4 Exploratory Classes in 6 <sup>th</sup> Grade	
2 Pathway Courses in 7 <sup>th</sup> Grade	
1-2 Authentic Experiences in 8 <sup>th</sup> Grade	

# Recommendations

- All Students Must Complete Application for Consideration (Based on Admission Subcommittee Option #1)
- Students Must Meet Qualifications
- Phase in International Baccalaureate (IB) Programming over 5 Years to begin with 6<sup>th</sup> Grade (Based on Programming Subcommittee Option #2)

# Recommended Application Components

Criteria	Qualifications*	Met or Not Met Qualifications		Possible Points (Based on Rubric)
Student Record	<ul style="list-style-type: none"> <li>90% Average Daily Attendance</li> <li>No Behavior Infractions that generate a Level 3 consequence**</li> </ul>	Met	Not Met	10
Three Letters of Recommendation	<ul style="list-style-type: none"> <li>Parent/Guardian</li> <li>Community Member</li> <li>Current Teacher</li> </ul>	Met	Not Met	12
Student Personal Statement	<ul style="list-style-type: none"> <li>Comprehensive</li> <li>Well-written</li> </ul>	Met	Not Met	12

\*To Be Considered for Admittance to School, Students Must Meet All Qualifications

\*\*Level 3 consequences are based on the District's current *Student-Parent Handbook and Behavior Guide*



# Recommended Application Components (Continued)

Criteria	Qualifications	Met or Not Met Qualifications		Possible Points (Based on Rubric)
Gifted or Talented	<ul style="list-style-type: none"> <li>Must Meet Either Gifted or Talented Criteria</li> </ul>	Met	Not Met	30
Parent Commitment	<ul style="list-style-type: none"> <li>Commitment Letter Signed</li> </ul>	Met	Not Met	No Point Value
Returning Student	<ul style="list-style-type: none"> <li>No Minimum Requirement</li> </ul>	Not Applicable		2
<b>TOTAL POSSIBLE POINTS</b>				<b>66</b>

\*To Be Considered for Admittance to School, Students Must Meet All Qualifications

# District's Gifted Criteria

- Score 113 or Higher on the Cognitive Abilities Test (CogAT); AND
- Score in the 95<sup>th</sup> Percentile or Higher on a Test of General Mental Ability (IQ Test)

OR

- Complete a state-approved Alternative Identification Pathway

# District's Gifted Criteria (Continued)

- Alternative Identification Pathways Screening
  - Twice Exceptional (with Documented IEP or 504), Low Income Students, or Underrepresented Populations
    - Score 110 on Cognitive Abilities Test (CogAT); OR
    - Score Advanced on MAP Test in Any Area; OR
    - Score 85% or Higher on District Testing
  - English Language Learners
    - Score 113 CogAT Score on 2 Subtests; OR
    - Score Advanced on MAP Test in Any Area; OR
    - Score 85% or Higher on District Testing; OR
    - Show Growth on ACCESS Test Between Two Years or Score in Top Quartile of ACCESS Growth

# District's Gifted Criteria (Continued)

- Alternative Identification Pathways Test of General Mental Ability Qualifying Score
  - 95<sup>th</sup> Percentile on Full Scale-2 IQ; OR
  - 95<sup>th</sup> Percentile on Nonverbal IQ Test; OR
  - 99<sup>th</sup> Percentile on Verbal IQ and Minimum 50<sup>th</sup> Percentile on Performance IQ

# Talented Criteria

- Must Meet At Least 2 of 4 Criteria
  - Proficient/Advanced on All MAP Tests From Previous Year OR Score 75<sup>th</sup> Percentile or Higher on CogAT
  - Must Read On Grade Level or Higher as Evidenced by Most Recent Administration of Scholastic Reading Inventory (SRI)
  - Have At Least a 3.0 GPA in Math, Science, English Language Arts, and Social Studies from Previous Year
  - Show Exceptional Abilities in Art, Design, Music, Athletics, Performing Arts, or Innovation By Portfolio or Audition

# Reading Proficiency Levels

Current Grade	Minimum Scholastic Reading Inventory (SRI) Lexile Score
5 <sup>th</sup> Grade	901
6 <sup>th</sup> Grade	1001
7 <sup>th</sup> Grade	1001
8 <sup>th</sup> Grade	1001

# Grade Point Average (GPA)

- Will Be Determined Based on The Following Scale for Year Grades:
  - 90-100% 4 points
  - 80-89% 3 points
  - 70-79% 2 points
  - 60-69% 1 point
  - 0-59% 0 points

# Exceptional Abilities Portfolio

- Purpose: To illustrate a student's skill or talent in a specialty area such as visual art, fashion, architectural design, athletics, etc.
- The portfolio should include a variety of artifacts that clearly portray the level of skill or talent the student possesses.



# Exceptional Abilities Portfolio (Continued)

- Requirements
  - Introduction page describing who the student is, his/her skill or talent, and background information related to the skill or talent
  - Variety of artifacts that illustrate the student's skill or talent
  - Brief description of each artifact and how it relates to the skill or talent
  - Conclusion page summing up the artifacts and future plans the student has in applying the skill or talent to the student's life goals.
- The portfolio may be presented in hard copy, digital format, or video format

# Exceptional Abilities Portfolio (Continued)

- Applicants will need to present their portfolio to the scoring committee
- Portfolios will be scored on three components:
  - Content
  - Artifacts
  - Context

# Exceptional Abilities Audition

- Musical Auditions (Instrumental or Vocal)
- Acting Auditions
- Dance or Other Performances

# Exceptional Abilities Audition (Continued)

Musical Auditions (Instrumental or Vocal)

- Prepare 16 – 24 bars of music
- Music should be memorized
- For vocal music, bring a CD or flash drive with the accompaniment on it

Musical auditions will be scored on technique, style and interpretation, and dynamics

# Exceptional Abilities Audition (Continued)

## Acting Auditions

- Prepare a monologue of approximately two minutes
- Monologue should be memorized

Acting auditions will be scored on technique, style and interpretation, and dynamics

# Exceptional Abilities Audition (Continued)

## Dance or Other Performances

- Prepare a two-minute performance
- If music is necessary, please bring a CD or flash drive with your music on it

Dance and other performances will be scored on technique, style and interpretation, and dynamics

# Letters of Recommendation

- Required Recommendations from Parent/Guardian, Community Member, and Current Teacher
- Specific Recommendation Form with:
  - 12 Statements about Applicant to Rate on a Likert Scale from Strongly Disagree to Strongly Agree
  - Space for Narrative

# Letters of Recommendation (Continued)

- Scored on Level of Indication that Applicant is:
  - Motivated to Succeed Academically and/or Succeed in a Specialized Area
  - A Leader Among Peers
  - Works Effectively With Peers
  - Works Collaboratively With Peers



# Personal Statement

- Scorers Will Be Trained for Calibration
- Statements Will Be Blindly Scored on 6 Traits of Writing
- Holistic Score Will Be Assigned By Each Scorer
- If Holistic Scores are Different, Scorers will Meet to Reach Consensus on Holistic Score

# Parent Commitment

- Parents/Guardians Will Have to Commit to:
  - 15 Hours of Volunteering Each Year

AND

- Attend All Scheduled and/or Requested Parent Teacher Conferences Each Year

# Bonus Points for Returning Students

- 2 Points for Students Who Have Attended a Hazelwood School District School Since the Beginning of 4<sup>th</sup> Grade or Earlier

OR

- 1 Point for Students Who Have Attended a Hazelwood School District School Since the Beginning of 5<sup>th</sup> Grade

# Application Timeline

- January 11, 2019 – Application Window Opens
- February 11, 2019 – Application Window Closes; All Applications Must Be Postmarked On or Before This Date
- Week of March 24, 2019 – Send Written Notifications of Whether Students Have Been Accepted into Selective Enrollment School by Mail

# Application Timeline

- April 1, 2019 – Accepted Students Have to Return Letters of Commitment Postmarked On or Before This Date
  - *Once the letter of commitment is received by the District, students will not be allowed to return to their home school for the year of commitment.*
- April 15, 2019 – Begin Notifying Students Who Are Accepted from Wait List

# Requirements to Remain in School Each Year

- Each Semester of Attendance:
  - Average Daily Attendance (ADA) Rate of 93% or Higher
  - Minimum GPA of 2.75 Each Semester Across All Classes Including Electives
  - No Behavior Infractions that Generate a Level 3 Consequence based on the District's current *Student-Parent Handbook and Behavior Guide*
  - Parent Must Volunteer 7 ½ Hours and Attend All Scheduled and/or Requested Parent Teacher Conferences
- If a Student Fails to Meet Requirements in Any One Semester:
  - Student Will Be Placed on Probation for One Semester to Meet Requirements

# Requirements to Remain in School Each Year (Continued)

- Any Semester Which a Student Does Not Meet the Requirements for a Third Time, the Student Will Be Returned to the Student's Home School
  - Students may only be placed on probation twice during their time at the school
- If A Student Commits a Behavior Infraction Requiring a Level 3 Consequence based on the District's current *Student-Parent Handbook and Behavior Guide*, the Student Will Be Removed from the School without Probation

# New Students

- New Students May Apply to Attend the School Each Spring Depending on Available Space
- All Students Attending the School Must Begin At The Beginning of Each School Year
- Applications Will Only Be Accepted during the Official Application Window Each School Year
  - No Applications Will Be Accepted During the School Year



# Programming Recommendations

- Phase In International Baccalaureate (IB) Curriculum over 5 years (Based on Option #2)
  - Year 1 – Embed hands-on activities, cross-curricular units, and problem-based learning into current curriculum at all grade levels
  - Year 2 – Continue curriculum from Year 1  
Begin training 6<sup>th</sup> grade teachers in IB Curriculum
  - Year 3 – Begin implementation of IB Curriculum in 6<sup>th</sup> grade  
Begin training 7<sup>th</sup> grade teachers in IB Curriculum

# Programming Recommendations (Continued)

- Phase In International Baccalaureate (IB) Curriculum over 5 years (Based on Option #2)
  - Year 4 – Continue IB Curriculum in 6<sup>th</sup> grade  
Begin implementation of IB Curriculum in 7<sup>th</sup> grade  
Begin training 8<sup>th</sup> grade teachers
  - Year 5 – Continue IB Curriculum in 6<sup>th</sup> grade and 7<sup>th</sup> grade  
Begin implementation of IB Curriculum in 8<sup>th</sup> grade

# International Baccalaureate (IB) Programming Phase-In Proposed Budget for 5 Years

Year	Proposed Budget
2019 - 2020	\$140,500 with transportation**
2020 - 2021	\$140,500* with transportation**
2021 - 2022	\$178,500* with transportation**
2022 – 2023	\$226,800* with transportation**
2023 - 2024	\$372,000* with transportation**

\*Does not include salary for required IB Coordinator (estimated to be up to \$80,000) or other staffing; it is recommended that the IB Coordinator be a part-time teacher, part-time coordinator using reallocated staffing

\*\*Transportation is estimated to cost \$60,000 using a corridor cluster model

# International Baccalaureate (IB) Programming Phase-In Proposed Budget for 5 Years

Year	Proposed Budget Components
2019 - 2020	Curriculum Materials, Curriculum Writing, Professional Development, Transportation**
2020 - 2021	IB Application Fee, IB Professional Development for 6 <sup>th</sup> Grade, Curriculum Materials, Transportation**
2021 - 2022	IB Candidacy Fee, IB Professional Development for 6 <sup>th</sup> and 7 <sup>th</sup> Grade, Transportation**

\*Does not include salary for required IB Coordinator (estimated to be up to \$80,000) or other staffing; it is recommended that the IB Coordinator be a part-time teacher, part-time coordinator using reallocated staffing

\*\*Transportation is estimated to cost \$60,000 using a corridor cluster model

# International Baccalaureate (IB) Programming Phase-In Proposed Budget for 5 Years (Continued)

Year	Proposed Budget Components
2022 – 2023	IB Candidacy Fee, IB Professional Development for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade, Transportation**
2023 - 2024	IB Candidacy Fee, IB Professional Development for 7 <sup>th</sup> and 8 <sup>th</sup> Grade, IB Assessment Fees***, Transportation**

\*Does not include salary for required IB Coordinator (estimated to be up to \$80,000) or other staffing; it is recommended that the IB Coordinator be a part-time teacher, part-time coordinator using reallocated staffing

\*\*Transportation is estimated to cost \$60,000 using a corridor cluster model

\*\*\*The IB Assessment fees are only if the District decides to pay for each student's IB assessments and is based on 300 students taking the assessment. Most likely, students would not begin taking the IB assessments until Year 6 (Estimated assessment cost for 300 students is \$210,600).

Hazelwood  
School  
District



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*High Expectations For All!*