

John Glenn School Corporation

2019 - 2020
High Ability Program

Patricia Braun
High Ability Coordinator
pbraun@jgsc.k12.in.us
574-656-8123 ext. 2405
574-586-3186 ext. 4401

Mission:

The John Glenn School Corporation is committed to providing curriculum and instruction of such quality as to ensure that all K-12 children, regardless of individual differences are challenged to reach the highest level of achievement consistent with their ability. Within the general population of students, coming from all socioeconomic, cultural and ethnic backgrounds, we recognize that some students possess, or are capable of possessing extraordinary ability and/or talent. These students exhibit high performance or the potential to perform at an outstanding level of achievement in one or more academic domains. The corporation recognizes the need to provide such students with learning experiences that aide in the development of their academic, psychological and social needs. Such needs shall be met by providing:

- Providing a continuous level of challenge for all students, including high ability, through various curricular modifications in the regular classroom grades K-12.

- a) Ability grouping in the regular classroom grades K-6
- b) Specialized instruction in Math and Language Arts grades 4-6
- c) Advanced Placement and acceleration grades 7-12
- d) Differentiated curriculum grades K-12

- Collaborative support within the regular curriculum and the intellectual and social and emotional needs of high ability students

The John Glenn School Corporation believes that high ability students are individuals with potential who require guidance in discovering, developing, and realizing their potentials as individuals and as members of society. Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of high ability students by identifying their gifts and talents and developing those areas. This philosophy also requires a strong partnership between the school system and community.

Definition:

High ability students shall be considered those who:

- 1) Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least (1) domain, math or language arts, when compared to other students of the same age, experience, or environment and
- 2) Is characterized by exceptional gifts, talents, motivations or interests.

High ability children need to have educational experiences which help them meet their full potential. To qualify for these service options, students must meet specified criteria as established by the corporation.

Program Goals

To provide high ability students with learning experiences that aid in the development of their academic, psychological and social needs.

1. Provide a continuous level of challenge through various curricular modifications in the regular classroom grades K-12.
 - a.) Objective 1- Grades 6-8 will have an accelerated math curriculum based on the student's pre-assessment scores and ability.
 - b.) Objective 2- Grades 4-6 will have an enrichment class in language arts which extends the curriculum in depth and breadth.
 - c.) Objective 3- Grades 7-12 will offer acceleration in mathematics
 - d.) Objective 4- Differentiated instruction grades K-12
2. Support the emotional needs of high ability learners
3. Provide a differentiated curriculum that responds to the academic needs of high ability students
 - a.) Objective 1- Assess the overall curriculum quality for high ability students using the NAGC Curriculum Division's rubric for assessing award winning curriculum.
 - b.) Objective 2- Teachers will receive training on differentiated instruction for high ability learners

Program Description

Programs below are designed specifically for students who have been identified as High Ability according to the corporation's definition. The John Glenn School Corporation strives to offer the most effective programs to meet the individual needs of its high ability students. It is for this reason that student placements and our programs content may vary from year to year based on our current identified student's needs and interests.

Elementary

Level One: Grades K-3

Identified students grades K-3 are served by their homeroom teacher through differentiated instruction. Needs assessments are used to determine the students need for curriculum enrichment, compacting and acceleration. The high ability teacher will monitor student progress throughout the school year and work with the general education teacher to ensure proper services for high ability students.

Level Two: Grades 4-6

Both Walkerton and North Liberty Elementary, offer a self-contained classroom, offering acceleration and enrichment opportunities in Math and Language Arts.

Language Arts Program

Students who meet program requirements in Language Arts or General Intellect are able to participate in the language arts program of their home school. The program focuses on enriching the general education curriculum by offering a more in depth exploration of grade level standards. The class is held daily during the student's normal language arts period. It is held at a more rigorous pace and requires students to complete assignments and projects throughout the semester. Material covered varies depending on the student's needs and interests.

Math Program

Students are accelerated to their appropriate level of math based on mastery of grade level standards. Students who have mastered grade level standards through sixth grade take Pre-Algebra in a self contained class of the same ability. The class is presented at a pace that is appropriate for high ability students.

Middle School

High ability students are grouped in clusters for Math and Language Arts classes. The teacher is trained in differentiation, presenting the material at an appropriate pace and enriching the curriculum according to the students needs. Students, whose math needs surpass those offered at the middle school, may be bused to the high school to receive instruction for high school credit.

High School

A range of services for high ability students is available at the high school level according to the need of the individual student for the particular subject. Advanced content and differentiated instruction will be provided in the form of Honors and AP courses.

Nomination and Screening Procedures

All students not previously identified are screened for the high ability program at John Glenn School Corporation as described below for the specific grade levels. Any student moving into the district will be assessed at that time. Other students also may be assessed on appeal. Nominations are accepted by teachers, parents, and students and will be reviewed and screened in a timely fashion. The same procedure shall be used as outlined below.

Grades K-6

Step One: The high ability coordinator administers the OLSAT to all students grades K, 3, 6.

Step Two: Students K,3,6 will take the iReady diagnostic, . Any students scoring at the top 20 percent, according to local norms, will be given Terra Nova.

Step Three: High Ability coordinator will collect tests and submit for scoring.

Step Four: High Ability coordinator will review student data.. Any student receiving a score at or above the 95th percentile on OLSAT and/or Terra Nova, in Language Arts, Math, or both, will be identified as High Ability for that domain.

Step Five: Students falling within the standard error of measure for these tests will have their teachers observe and rate students using SIGS. The scores will be used to reflect a norm of the John Glenn School Corporation. If their information is strong enough, the student may be identified.

Step Six: Parents are notified of their child's evaluations and invited to the high ability or general education program. If they chose to participate in the high ability program a parent meeting may be arranged with the coordinator to review the high ability programs and answer questions the parents may have in regards to the high ability program.

Step Seven: School is notified of students who will be participating in the high ability program.

Grades 7-8

*Students previously identified will remain in the High Ability program

Step One: The high ability coordinator administers OLSAT to students' in the top 50th percentile in grade 8.

Step Two: Students participate in the Acuity fall assessment.

Students who perform in the 90th percentile will be identified as High Ability. Students who fall just below this will proceed to step three.

Step Three: SIGS completed by parents and teachers

Step Four: Student work is compiled into portfolio

Step Five: Student profile is reviewed by eligibility panel consisting of teachers who have been trained on the identification of high ability students.

Step Six: Parents are notified of their child’s evaluations and invited to the high ability or general education program. If they chose to participate in the high ability program a parent meeting is arranged with the coordinator to review the high ability programs and answer questions the parents may have in regards to the high ability program.

Step Seven: School is notified of students who will be participating in the high ability program.

Grades 9-12

*Students previously identified will remain in the High Ability program

Step One: The high ability coordinator administers the OLSAT to new students’ grades 9-12. All students also participate in the PSAT given during their sophomore year. Students scoring above 70 will participate in the AP Potential tool.

Students who perform in the 90% will advance to the next steps of the screening process.

Step Two: SIGS completed by parents and teachers

Step Three: Student work is compiled into portfolio

Step Four: Student profile is reviewed by eligibility panel consisting of teachers who have been trained on the identification of high ability students.

Step Five: Parents are notified of their child’s evaluations and invited to the high ability or general education program. If they chose to participate in the high ability program a parent meeting is arranged with the coordinator to review the high ability programs and answer questions the parents may have in regards to the high ability program.

Step Six: School is notified of students who will be participating in the high ability program.

Instrument	Measurement	Purpose	Implemented Grade Levels
------------	-------------	---------	--------------------------

Student Portfolio	Qualitative	Evidence of students strength in the specific domains of Math or Language Arts	K-12
SIGS			
Parent/Teacher Rating Scale	Qualitative	Identification of observable high ability characteristic	K-12
OLSAT	Quantitative	Measure of Reasoning abilities	K-12
Terra Nova	Qualitative	Measure of Achievement	K-6
*iLearn	Quantitative	Achievement of Grade level academic standards	3-8

***iLearn scores may be used as an additional resource but are not a key component to the identification process.**

Eligibility and Placement

Eligibility is determined by a panel consisting of the grade level teachers and high ability coordinator who have gone through training on the general characteristics of a high ability students and the definition of a high ability student. As a panel, teachers review each student profile sheet from their grade level and share the strengths the student has exhibited during class. It is also during this time that the teacher may show a student profile to share specific examples of the student’s strengths in math or language arts.

Teachers are looking for students performing in the 95% or greater, using local norms and considering the standard error of measurement. All data is reviewed collectively but not as a cumulative score. OLSAT and Terra Nova do have greater value than another. Each piece of data is looked at as a glimpse of the student’s potential for high ability identification.

For specific eligibility teachers will consider the following data:

K-6

- OLSAT Stanine 95%
- Terra Nova 95%

- SIGS score of
- Outstanding products in student portfolio

Identification General Intellect

A student will be designated HA-General Intellect if:

Students performing at or above the 80% on the Language Arts and Math portion of an individual or group standardized achievement test (Acuity) will be given Terra Nova. Students scoring at or above 95% in Language Arts and Math on Terra Nova, will be designated HA – General intellect.

OR

Students performing at or above the 95% on OLSAT and TOMAGS will be designated HA – General Intellect.

Placement:

Identified students grades K-3 will be placed with a homeroom teacher trained in high ability and serviced through differentiated instruction. Needs assessments will be used to determine the students need for curriculum enrichment, compacting and acceleration. The high ability teacher will monitor student progress throughout the school year and work with the general education teacher to ensure proper services for high ability students.

Identification Math Domain

A student will be designated HA-Math if:

Students performing at or above the 95% on the Math Reasoning or Problem Solving or Math Composite portion of an individual or group standardized achievement test (Acuity) will be given Terra Nova. Students scoring at or above 95% on the Math portion will be designated HA – Math.

OR

Demonstrates outstanding potential or performance in math according to teacher recommendation portfolio.

Placement:

A needs assessment will be done to determine if the student should participate in the Level 1 accelerated math program for grades 4-6. A need assessment will determine appropriate general education classroom accommodations for grades K-3. Such accommodations may be but are not limited to: compacting, acceleration, or enrichment.

Identification Language Arts Domain

A student will be designated HA-Language Arts if:

Students performing at or above the 95% on the Reading, English, or Language Arts portion of an individual or group standardized achievement test (Acuity), will be given Terra Nova. Students scoring at or above 95% on the Language Arts portion will be designated HA-Language Arts.

OR

Student performs at or above the 95% on OLSAT.

Placement:

An assessment will determine appropriate general education classroom accommodations for grades K-3. Such accommodations may be but are not limited to: compacting, acceleration, or enrichment.

Students, grades 4-6, will be asked to participate in the Level 2 Language Arts program.

7-12

For specific eligibility teachers will consider the following data:

- OLSAT Scores 95%
- PSAT Scores at or above 70
- SIGS score of 110+ on parent Home Rating Scale (one subtest)
- SIGS score of 110+ on School Rating Scale (one subtest)
- Student portfolio demonstrating exemplary work when compared to similar students in specific domain
- ILearn Above

Identification General Intellect

A student will be designated HA-General Intellect if:

PSAT scores show an above grade level average in Math and Language Arts at or above 70

OR

Student portfolio demonstrating exemplary work in Math and Language Arts when compared to similar students in specific domain

Placement:

Students will be placed in clusters of similar ability students in Math and Language Arts. Students will be placed in the honors tract and will be encouraged but not required to participate in AP classes. Students, whose math needs surpass those offered at the middle school, may be provided transportation to the high school to receive instruction for high school credit.

Identification Math Domain

A student will be designated HA-Math if:

PSAT scores show an above grade level average in Math at or above 70

OR

Demonstrates outstanding potential or performance in math according to teacher recommendation, portfolio or rating and observation scales assessment (SIGS) within the population of students with the same experience or environment.

Placement:

Students will be placed in clusters of similar ability students in their math courses. Students will be placed in the honor classes and will be encouraged to participate in AP classes. Students, whose math needs surpass those offered at the middle school, may be bused to the high school to receive instruction for high school credit. A need assessment will determine appropriate general education classroom accommodations for students. Such accommodations may be but are not limited to: compacting, acceleration, or enrichment.

Identification Language Arts Domain

A student will be designated HA-Language Arts if:

PSAT scores show an above grade level average in Language Arts at or above 70

OR

Demonstrates outstanding potential or performance in Language Arts according to teacher recommendation, portfolio or rating and observation scales assessment (SIGS) within the population of students with the same experience or environment.

Placement:

Students will be grouped in clusters with students of like abilities. They will participate in honors classes and be highly encouraged to participate in AP classes. A need assessment will determine appropriate general education classroom accommodations for students. Such accommodations may be but are not limited to: compacting, acceleration, or enrichment.

Right to Appeal Placement and Exit Procedures

Appeal of Placement Procedure

An appeal process is in place in the event the identification team does not place a child in services and a teacher, parent, or other person close to the child challenges this decision. The following steps clarify the appeal process:

1. Appeals should be made within two weeks of receiving notice of HA placement.
2. HA coordinator will provide petitioner with an *appeal form in which they will complete and return within two week's time.
3. Coordinator will review student profile and appeal and requests alternative assessments including:
 - Achievement Test
 - IQ test administered by the guidance counselor
 - Classroom work samples in Language Arts and Math
4. Upon completion of assessments, the coordinator will review the material with the eligibility panel and the principal of the school
5. The committee will discuss the students' new information
6. The committee will make a decision of placement and notify the coordinator
7. Coordinator reports results to petitioner

Exiting Procedures

Exit procedures may be initiated by the teacher, parent, student, or HA coordinator at any time that services are viewed as no longer appropriate. The following guidelines should be used prior to Exit.

1. Exit Petition: Parent, teacher, or student will fill out an Exit Petition

- Form must be completed and returned to the high ability coordinator within one week

2. Preliminary conference will be held between coordinator, parents and student (when appropriate) and teacher.

- Coordinator will schedule conference within one week of receiving Exit petition
- All concerns/issues will be discussed. Solutions and potential strategies proposed
- Intervention plan will be written implementing proposed solutions strategies and solutions for a period no less than 9 weeks.
- Communication will be maintained through this period and a report of progress will be sent between week 4 and 5 to parents and coordinator

3. A post conference will be held at week 9.

- Results of intervention strategies will be discussed
- Parents, teacher and coordinator will determine if a change in placement is needed
- Student will either Exit or stay in current placement
- Parents will receive documentation of conferences as well as copies of Exit Petition

Identification Procedure Timeline

September

- In-Service qualification/identification procedures for HA students
 - K-6
 - Teachers will receive training in regards to characteristics of HA students and the identification procedure that we use at JGSC

● **October - November**

- Order and prepare testing supplies

December-January

- Teachers/Coordinator administer OLSAT to Kindergarten, 3rd, and 6th grades.

February

- Teachers/Coordinator administer Terra Nova to:
 - Kindergarten - all students
 - 3rd - students screened by OLSAT
 - 6th - students screened by OLSAT

March - April

- Based on Terra Nova and OLSAT scores, students are identified as High Ability in Math/Reading
- Coordinator & Broad based planning committee meet to discuss placements for next year

May

- Parent Communications are held to review HA program and the placement of students K-6 in upcoming school year. Parents may meet with coordinator to review the HA program and their students placement for the upcoming school year.
- Schools notified of HA students
 - Students will be notified of HA students so they can plan classes for the upcoming school year. The HA coordinator works with administration to appropriately place students in classes for the upcoming school year.

EXIT PETITION

Date _____

Name of Student _____

Grade _____

School _____

Person initiating request

Student _____ Parent _____ Teacher _____

Reason(s) for requesting exit from program:

Please check which steps have been completed prior to this request:

_____ Phone Calls

_____ Parent-teacher conference(s)

_____ Written communication

_____ Other (specify):

Other comments or relevant information:

Signature

_____ conference date set

**HIGH ABILITY PROGRAM
APPEAL OF PLACEMENT DECISION FORM**

Child's Name: _____

Grade: _____

School: _____

Name of person appealing and relation to student:

- Parent _____
- Student _____
- Teacher _____
- Other _____

Contact Information

Home Phone: _____

Work Phone:

Address: _____

I wish to appeal the placement decision for the following reasons:

Signature _____

Date _____

Appeal Received _____