

Identification Description

Lanesville Community Schools – High Ability

Mission Statement

The Lanesville Community School Corporation believes that the purpose of the High Ability Program is to provide challenge over and above the regular curriculum, and to assist High Ability students in developing their special abilities to the fullest extent. We believe that all students, regardless of race, ethnicity, or socioeconomic background should have an educational program available to them that allows them to develop to their maximum potential. The program should focus on the application of high order learning skills, critical thinking in problem solving, creative writing, research and independent study. This program is coordinated with the existing curriculum and provides opportunities that the regular curriculum does not offer. The regular program and the High Ability Program are interrelated through a differentiated curriculum bridging the two programs together.

Definition

“High Ability Student” is one who: “performs at, or shows the potential for performing at, an outstanding level of accomplishment in either or both verbal and quantitative domains (language arts and/or mathematics) when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests” in these areas.

Programs Goals

Goal 1: Identify all students with advanced potential to learn in core academic areas: math and language arts.

- High Ability Coordinator along with a committee will identify students using achievement testing based on local norms.
- High Ability Coordinator along with a committee will identify students as high ability learners based on characteristics common to high ability students using a rating scale, recommendations, and student performance.
- High Ability Coordinator along with a committee will identify students who have the potential to be high ability learners using aptitude tests based on local norms.

Goal 2: Provide challenging, differentiated curriculum and instruction that corresponds with the ability and achievement levels of identified high ability students.

- Implement best practices for differentiated teaching and learning specific to the needs of high ability learners (such as tiered lessons, ability grouping, flexible grouping, and acceleration).

- Adapt, modify, or replace the regular classroom curriculum with more in-depth and accelerated content to maximize potential and meet the advanced learning needs of high ability learners.
- Continue to explore the best practices and best strategies, such as enrichment or acceleration of high ability learners.

Goal 3: All Staff and stakeholders will be trained in the academic, social, and emotional needs of high ability learners.

- Train all instructional, guidance, and support staff to appropriately work with high ability learners.
- Provide on-going professional development to promote appropriate differentiated instruction in the core subject areas.
- Encourage additional high ability professional development such as attending conferences on high ability education.

Program Description

In providing services to those students who are high ability, Lanesville Community will implement instruction situations based on the student number in a classroom with differentiated instruction by the classroom teacher or in a self-contained class. Options for individual students may include, but are not limited to, acceleration-early entrance (Oct. 1 cut-off), multi-age grouping, subject skipping, dual credit enrollment, early matriculation, credit by exam, or self-paced learning.

The teacher will differentiate the curriculum for the high ability learners by using various strategies, such as, but not limited to, curriculum compacting, tiered lessons, ability grouping, flexible grouping, acceleration, and independent study projects.

High ability learners are looked at individually to determine the best class placement for these students depending on their academic strengths and interests.

Screening and Identification Process

All stakeholders (parents and guardians, teachers, administrators, and community members) of Lanesville Community Schools will be notified of the screening/identification process as well of characteristics of high ability students and the nomination/identification timeline through the school newsletter, the school web site, fall and/or new student registration, and Title 1 meetings. The nomination period for the following school year will begin in March following spring NWEA testing of students in grades 3-10. Nominations from parents/guardians, and teachers, will be included in this time frame. The high ability coordinator or designee will be responsible for constructing the initial list of candidates and convening a meeting of the Identification and Screening Committee to begin the screening process. Parents may notify the high ability coordinator or building principal to answer questions about the screening and identification process and academic provisions. The Identification and Screening Committee consisting of the High Ability Coordinator, classroom teachers, and the counselor will consider all of the information provided to determine eligibility for

services. The Identification and Screening Committee acknowledges that talent may not be fully developed, but will emerge over time. Students will be assessed using achievement test, cognitive tests, and by alternative measures. Students eligible/not will be notified by mail by the end of April. Students who are not eligible at that time will have the opportunity to reapply the following year.

Staff members will be informed by the high ability coordinator of the necessity to include all students in the initial screening process during weekly Professional Learning Communities. Professional development will also be done using this venue. The professional development of certified staff will include, but not be limited to: characteristics of high ability students, differentiated instruction and other service options, checklists, avoiding bias and discrimination, changes in the law, and current topics in gifted education. Staff Development days will also be utilized if necessary to ensure adequate training of the teaching staff.

Screening Pool

	Students must meet at least 2 of the slated qualifications to be considered for further cognitive testing. A Checklist of High Ability Characteristics will be given to each nominated student’s teacher and parent.
1-2	<ul style="list-style-type: none"> ● Teacher nomination based on KOI ● Parent nomination ● NWEA ● SIGS
3-10	<ul style="list-style-type: none"> ● Spring NWEA score in the 90% or higher in language arts and/or math ● Parent or teacher nomination ● ISTEP + ● ECA ● PSAT

Assessment Tools

Achievement Tests

- NWEA
- ECA
- ISTEP +
- PSAT
- Acuity

Aptitude Tests

- InView

- CogAt

Alternative/Additional Measures

- SAGES-2
- Parent Nomination
- Teacher Nomination using the KOI (Kingore Observation Inventory)
- SIGS

All students in grades K-12 are eligible to be nominated for screening/identification by parent nomination and/or teacher nomination. Beginning in the fall of third grade students will be given the NWEA test. Students who score a pass+ in language arts, math, or both, can be nominated for further screening. A single piece of the criteria will not qualify or disqualify a student. Students who do not qualify initially can be nominated each year.

The NWEA Complete Battery will be administered by certified staff. The high ability coordinator will administer the InView/CogAT and SAGES after permission has been granted. All achievement and aptitude testing, parent and teacher nominations, and checklists will be assessed by the Identification and Screening Committee. If additional assessments are deemed necessary, parents/guardians will be notified and permission will be obtained. Upon initial identification of a student he/she will continue to receive services throughout their elementary and high school years.

Identification Procedures	
K-2	Students can be nominated by parent or teacher at anytime during the school year, teachers will use the (KOI) Kingore Observation Inventory
3-12	Students can be nominated each spring by a parent/guardian, teacher, NWEA test scores, or classroom work.

Qualified Students

	Students who meet the following qualifications will be labeled High Ability
K-2	<ul style="list-style-type: none"> ● A score of 113 on InView/CogAt ● 90th percentile on NWEA in math and language arts ● SAGES score of at least 115 ● SIGS may be used in the event the committee needs more data for placement
3-12	<ul style="list-style-type: none"> ● Pass+ in language arts and/or math on NWEA, ISTEP+, or ECA ● A score of 113 on InView/CogAT ● SAGES score of at least 115 ● SIGS may be used in the event the committee needs more data for placement

	(Students who meet the language arts or math criteria but do not score a combined 113 on InView/CogAT will be evaluated in each area of the test and be considered as students of promise.)
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Records of each nominated and identified student will be kept on file throughout his/her school years in the high ability coordinator's room.

Exit Procedure

If a student is not working to full potential in the High Ability Program or in the regular classroom, the high ability coordinator and regular classroom teacher may call a meeting with the building administrator, student, parents, classroom teacher, and high ability coordinator to discuss the problem and what interventions can be developed. After a period of no less than one grading period, the group will reconvene to discuss the progress and to determine the future placement. If the student is not able to master the higher level skills of the differentiated curriculum, a recommendation will be made to release the student from the High Ability Program. This decision may be for a period of time decided upon by all parties.

Appeals/Review Procedure

This procedure is necessary to permit a secondary review of students who were screened into the high ability pool but not recommended for placement in the high ability programs. The appeal may be initiated by anyone who could have initiated a nomination: teachers, parents, and the student himself. The following describes the appeal procedure.

1. The appeals committee includes administrators, counselors, teachers, the High Ability Coordinator and other members of the BBPC.
2. The complainant should contact the High Ability Coordinator directly to state the concern and seek informal understanding or agreement on the matter. The High Ability Coordinator may request a third party to be present.
3. If the complaint is not settled through the conference, the complainant may fill out an appeals form and submit it to the appeals committee.
4. The appeals committee will then meet to review the test scores and the parent, teachers, and student assessments, plus any new material submitted as part of the appeal. They will then re-evaluate the student and make a decision regarding the appeal.
5. The committee will then make a written report to be presented to the complainant. If the committee decides to deny the appeal, the notification should include the reason for the denial.

6. If the complainant is not satisfied in the previous steps, the complainant has the option of having the student in question tested by an independent service, and the case will be re-evaluated.