

# Nettle Creek School Corporation's Programming Plan for High Ability/Gifted Students

**Philosophy of Addressing the Academic Needs of High Ability/Gifted Students:** The Nettle Creek School Corporation recognizes that among "all students," there are high ability/gifted students that possess potential for performing at exceptionally high levels when compared to others of their age, experience, or environment as a result of genetics, environment, and/or internal motivation. Such students exist within all ethnic, cultural, and socio-economic groups. High ability/gifted are considered as those students scoring at, or showing the potential for performing at, an exceptional level as measured on an ability test or demonstrating an outstanding level of accomplishment in a domain as measured on an achievement test.

High ability/gifted learners have specialized intellectual, social, and emotional needs requiring educational programming that accommodates this population's different learning profile so that they may develop to their maximum potential. The Nettle Creek School Corporation's high ability/gifted program brings together these students for accelerated instruction in language arts and mathematics. The instruction is delivered at a faster pace, the curriculum incorporates more complex and sophisticated materials, and the curriculum is designed around an in-depth study of the discipline's major concepts and principles. Students are actively engaged in instructional and curricular activities and projects which require them to perform at advanced levels of analysis, synthesis, and evaluation. It is understood that in order to have high ability/gifted students reach their academic potential, these learners must be provided a consistent and continuous level of challenge and rigor commensurate to their level of readiness and intellectual needs.

**Definition of Giftedness:** Nettle Creek School Corporation (aligning with the state of Indiana's definition of high ability) defines a high ability/gifted learner as one who performs at, or shows potential for performing at, a higher level of achievement in the domains of language arts, math, or general intellectual ability when compared with other students of the same age, experiences, or environment; and is characterized by exceptional gifts and talents. A multifaceted identification procedure, assessing potential, achievement, and learning characteristics, is used to identify high ability/ gifted learners. It is recognized that high ability/gifted individuals are equally present in all cultural groups, ethnic groups and socioeconomic groups. It is also recognized that high ability/ gifted learners may be identified with learning disabilities or handicaps.

## **Programming Goals:**

1. To promote on-going awareness of and support for addressing the developmentally different learning, cognitive, and affective needs of high ability/gifted learners among parents, staff, administration, board of school trustees, and the community.
  - a. Objective 1: Stakeholders can access program information from the school corporation's website: characteristics of high ability/gifted learners, identification plan and procedures, nomination documents and forms, timeline for identification, research findings regarding programming options and services for high ability/gifted, information about at risk, culturally diverse, and/or special needs high ability/gifted learners.
  - b. Objective 2: The Board of School Trustees encourages administrators and high ability/gifted instructors to advance their knowledge of the academic and affective needs of high ability/gifted students by attending conferences and workshops focused on high ability/gifted learners and/or by taking gifted licensure classes.
  - c. Objective 3: Parents of identified students are provided articles and information pertaining to parenting gifted children and the needs of gifted learners.
  - d. Objective 4: The coordinator of high ability/gifted programming meets with the board of school trustees at the beginning of each school year to review student achievement data, up-date the board about programming and services, and review goals and objectives.
2. To identify all potentially gifted or academically talented learners regardless of cultural, environmental, or learning differences in grades K-12 and to provide a continuum of evidence-based programming options which enhance performance in the cognitive and affective areas.
  - a. Objective 1: Evaluate yearly the achievement data of identified students and disaggregate the population of students identified to the screening pool and eventually identified for services.
  - b. Objective 2: Identify high potential and advanced academic ability early, by screening all kindergarten students in September.
  - c. Objective 3: Evaluate every three to five years the overall effectiveness of programming for high ability/gifted and the identification plan.
3. To provide a learning environment which brings together, for a portion of each day, like-ability peers in the core subject areas of language arts and mathematics in which the curriculum is adapted, replaced, extended, or supplemented to accomplish higher level learning goals and in which instruction is paced and delivered at a level of complexity commensurate to the learners' academic needs.
  - a. Objective 1: The education and training of teachers who instruct high ability/gifted groupings are supported through the high ability grant. Teachers are encouraged to take graduate courses toward gifted licensure and are provided release time for curriculum and staff development related to high ability/gifted learners.
  - b. Objective 2: Research-based curriculum which has been developed for gifted learners (Project M3 & M2, College of William and Mary curriculum, Junior Great Books, Michael Clay Thompson language arts materials, etc.) is purchased using high ability

funds. Teachers receive the training and support needed to implement the replacement curriculum with fidelity.

- c. Objective 3: Evaluate yearly the achievement data of high ability/gifted student to assess the effectiveness of curriculum and instruction.
  - d. Objective 4: The curriculum for gifted classes is mapped so it can be evaluated in regards to best practices, pacing, level of complexity, and appropriateness for high ability/gifted learners.
4. To provide on-going programming and interventions specifically designed to address the differentiated cognitive and affective needs of high ability/gifted learners, in order to develop self-understanding, self-advocacy, self-confidence, and self-motivation.
- a. Objective 1: High ability/gifted teachers are knowledgeable about and sensitive to the unique socio-emotional needs of high ability/gifted learners. Teachers design affective lessons and use strategies which develop students' self-knowledge of strengths, interests, talents, and guide students in developing future goals.
  - b. Objective 2: Interventions, when needed, are specifically designed and implemented to address individual student needs whether academic and/or affective. High ability/gifted teachers consistently provide a level of challenge and complexity that require students, to not only advance their skills, but teach students how to invest effort, manage struggle, and learn to produce work with the focus on excellence.
  - c. Objective 3: Parenting support is provided through individual conferences, parenting information and/or resources available through the program.
  - d. Objective 4: High ability/gifted teachers and the program coordinator are available to assist parents and students with scheduling, academic issues, and post-graduate plans.

## **Kindergarten Early Entrance (added January 2016)**

### **Philosophy**

When considering a student for early entrance into kindergarten, the needs of the whole child will be considered, including social/emotional development, physical factors, and cognitive ability. To be recommended for early entrance to kindergarten, children will need to demonstrate above average performance and development in academic skills as well as social/emotional and physical development. The standards for early entrance are very high to ensure that students are not frustrated by their advanced grade placement and they exhibit an emotional and social maturity commensurate with that of children who are up to or more than 13 months older.

### **Instruments for Kindergarten Early Entrance Screening**

- Test of Achievement: Bracken School Readiness Assessment
- Tests of Aptitude: Kaufman Brief Intelligence Test 2 (K-BIT2) or Early Screening Profiles (Cognitive/Language Profile)
- Social/Emotional: Early Screening Profiles
- Fine Motor: Beery Visual-Motor Integration (VMI)

### **Steps in the Screening Procedure:**

- A student must be at least five (5) years of age on August 1 of the school year to officially enroll in a kindergarten program offered by a school corporation (IC 20-33-2-7).
- Parents of students who turn five between August 1 and September 1 may appeal for early entrance to kindergarten using the following procedure.
- Parents should complete and submit an application for early entrance to the High Ability Coordinator by the last day of February of the year in which they want to enroll in their child.
- A Kindergarten Early Entrance screening day will be scheduled at least two school weeks prior to kindergarten roundup. Parents will be notified of the day/time of their child's screening to attend.
- During the Kindergarten Early Entrance screening day, students will participate in aptitude and achievement screenings, motor and fine motor skill tasks, and an interactive session with other students (early entrants or current kindergartners) supervised by a kindergarten teacher and the school counselor. Parents will complete surveys and paperwork as necessary in a separate setting. Recommendations for placement will not be made that day.
- Student scores will be charted. The Kindergarten Early Entrance Committee will meet to review each individual student's scores and make a recommendation for placement in kindergarten.
  - The Kindergarten Early Entrance Committee (comprised of the high ability coordinator, a kindergarten teacher, a preschool teacher, a school counselor, and a member of the

Broad-Based Planning Committee) reviews the data collected on all nominees. Data and information reviewed includes KBIT2/ESP, Bracken School Readiness Assessment, ESP, Beery VMI and background information.

- Students' percentile scores are converted to stanine scores to develop a total student score. Students who consistently score in the 8th or 9th stanine (90th percentile and above) will be recommended to the committee for early entrance.
- Students with a score below the 8th stanine (90th percentile) on one or more assessment will be reviewed on an individual basis by the committee to determine a recommendation for early entrance.
- After a final decision is made by the committee, parents of children who appealed for early entrance are notified as to the placement decision via letter with their child's scores and are invited to review the results with the Kindergarten Early Entrance Committee. If a student is recommended for placement, they will be scheduled to attend kindergarten roundup.
- Students who moved in after the Kindergarten Early Entrance screening day may apply for early entrance by completing the required paperwork and submitting it to the High Ability Coordinator by the start of the school year. Testing and observations will be scheduled for the first week of school.
- Transfer and move-in students who do not meet the age requirements per Indiana code will participate in the same screening and identification procedures for early entrant students.

### **Kindergarten Early Entrance Services**

Students accepted for early entrance to kindergarten are not identified as high ability. Early entrance students will participate in grade level screenings for identification.

To help ensure success for early entrance students, additional services may be recommended. Early entrance students are not exempt from retention.

A Kindergarten Early Entrance Committee, consisting of the preschool teacher, kindergarten teachers who have early entrants, the school counselor, and the high ability coordinator, will meet during the first weeks of school to assist in transitional needs for early entrant students. The primary high ability assistant will be available to work with early entrant kindergarten students during the kindergarten high ability cluster time until cluster services begin. Needs and services will be determined and assessed by the homeroom kindergarten teacher.

**Multifaceted Identification Plan, Kindergarten Early Entrance**

<b>ID Components</b>	<b>Measures</b>	<b>Identification Procedures</b>
<b>Norm-Referenced <i>Aptitude Measure</i></b>	Kaufman Brief Intelligence Test-2 (KBIT-2) or Early Screening Profiles (Cognitive/Language Profile)	*90 <sup>th</sup> ile or higher (using local norms and with consideration of the standard error of measure) *This is not a cut-off score, but indicates the score at which students are recommended for early entrance based on aptitude. Students who have scores below this percentile are considered individually with consideration to other measures and information.
<b>Norm-Referenced <i>Achievement Measure</i></b>	Bracken School Readiness Assessment	*90 <sup>th</sup> ile or higher (using local norms and with consideration of the standard error of measure) *This is not a cut-off score, but indicates the score at which students are recommended for early entrance based on achievement. Students who have scores below this percentile are considered individually with consideration to other measures and information.
<b>Norm-Referenced <i>Social/Emotional Measure</i></b>	Early Screening Profiles (Pearson)	*90 <sup>th</sup> ile or higher (using local norms and with consideration of the standard error of measure) *This is not a cut-off score, but indicates the score at which students are recommended for early entrance based on achievement. Students who have scores below this percentile are considered individually with consideration to other measures and information.
<b>Norm-Referenced <i>Motor Skills Measure</i></b>	Beery Visual-Motor Integration (VMI)	*90 <sup>th</sup> ile or higher (using local norms and with consideration of the standard error of measure) *This is not a cut-off score, but indicates the score at which students are recommended for early entrance based on achievement. Students who have scores below this percentile are considered

		individually with consideration to other measures and information.
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### **Program Description of Services, K-6**

A continuum of programming options designed to address the academic and affective needs of high ability/gifted learners are viewed by stakeholders as essential to the total school program. The curricula for high ability/gifted learners incorporates advanced and conceptually challenging content with the goal of promoting the growth and development of abilities, talents, and intellectual potential commensurate with high ability/gifted learners' aptitude. Students meet together daily with like-ability learners for instruction in the core subjects of math and language arts. The curriculum is adapted, modified, or replaced to meet the readiness level of the learners. Materials and resources designed for high ability/gifted learners are used to augment or replace standard grade-level curricula. The pacing of instruction is accelerated and focused on the development of critical thinkers and independent learners.

Teachers who work with high ability/gifted groupings: cluster, advanced math or language arts, are trained to differentiate curricula for high ability/gifted learners and use a variety of instructional and grouping strategies: compacting, flexible grouping, and accelerated pacing. Differentiated instruction is supported through managed class size, access to support materials, and professional and curriculum development/training.

The identification procedures are on-going, assessing potential ability, academic achievement, and profiling characteristics and/or behaviors which are indicators of advanced abilities/potential. The assessment tools used to identify students for services are selected based on student age and grade level and are considered in the field of gifted as valid measures for assessing gifted potential and student achievement. Nominations are accepted from all stakeholders anytime during the school year.

## **Description of Service Options, K-6**

**Kindergarten:** Identified kindergarten students work with the Primary Resource Assistant five days a week for 30 minutes. Students receive extended challenge designed to build written and verbal communication skills.

**Grades 1-3, Cluster Classrooms:** In the primary grades, identified students are placed in a cluster classroom along with other randomly selected students with the goal of reducing the range for instruction. The cluster teacher has training to support him/her with the responsibilities that come with teaching a cluster class and/or is in the process of obtaining a license in gifted education. Cluster teachers are committed to the differentiation of instruction for high ability/gifted learners using instructional groupings based on readiness and ability for reading and math. Since grouping is based on a student's readiness, identified students are grouped based on need, not a label. This also means other students within the class may be placed in the high ability grouping in math or reading. In addition, teachers at the grade level are sensitive to student needs, and if a teacher finds that a student is very advanced in math or reading and would be better served in an advanced grouping, then arrangements are made for the child to be included for that subject in the cluster class.

The Primary Resource Assistant supports differentiated instruction in the cluster classrooms by working with the cluster teachers on a part-time basis. The Primary High Ability Resource Assistant, trained to lead Junior Great Books discussions, supports the identified students' work in the Junior Great Books Program which is part of the replacement reading curriculum. The Primary Resource Assistant meets with advanced readers, grades 2 and 3, five days a week for 40 minutes.

**Grades 2-6, High Ability/Gifted Grade Level Math Classes:** Identified math students participate daily for sixty minutes in an advanced curriculum. The pacing of instruction is accelerated to match the student level of readiness and supplemental materials, like the Project M2 or M3, enhance or replace grade level curriculum providing students with math experiences that move them beyond grade level standards. In grades 5 and 6, identified high ability math students are grouped together to facilitate the delivery of a more specifically tailored advanced curriculum.

**Grades 4-6, High Ability/Gifted Advanced Language Arts:** In the intermediate elementary grades, high ability/gifted learners who are identified based on general intellectual ability or academic aptitude, participate daily in a send-out accelerated language arts program (4<sup>th</sup> and 5<sup>th</sup>, 110 minutes and 6<sup>th</sup>, 90 minutes). The Junior Great Books program, College of William and Mary Language Arts curriculum units and a variety of supplemental reading, grammar, writing, vocabulary and spelling materials are utilized to advance reading, writing, and communication

skills. The pacing of instruction and the complexity of the content, advances students’ skills beyond grade level standards.

**Acceleration:** Procedures are in place to support the following acceleration options: Grade Skipping and Subject Skipping.

**Multifaceted Identification Plan, K-6**

<b>ID Components</b>	<b>Programming Option</b>	<b>Measures</b>	<b>Selection Procedures</b>
<b>Norm-Referenced <i>Aptitude</i> Measure</b>	Kindergarten  Cluster  High ability/gifted math class  Advanced language arts class	Cognitive Abilities Test (CogAt)  Otis-Lennon School Ability Test Edition 8 (OLSAT-8)  Test of Mathematic Ability in Gifted Students (TOMAGS) optional assessment if needed.  CogAt, OLSAT-8, and/or Kaufman Brief Intelligence Test-2 (KBIT-2)	*95%ile or higher (using local norms and with consideration of the standard error of measure)  *This is not a cut-off score, but indicates the score at which students are automatically identified. Students who have scores below this percentile are considered individually with consideration to other measures and information.
<b>Norm-Referenced <i>Achievement</i> Measure</b>	Cluster, high ability/gifted math class, and/or advanced language arts class	Northwest Evaluation Association (NWEA)	*97%ile or higher (using local norms and with consideration of the standard error of measure)  *This is not a cut-off score, but indicates the score at which students are automatically identified. Students who have scores below this percentile are considered individually with consideration to other measures and information.

<b>Qualitative Measures</b>	All	Scales for Identifying Gifted Students (SIGS)	<p>*Scoring 130 or above (with consideration of the standard error of measure)</p> <p>*This is not a cut-off score, but indicates the score at which students are automatically identified. Students who have scores below this percentile are considered individually with consideration to other measures and information.</p>
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**Screening Procedure and Instruments Used to Identify Kindergarten High Ability/Gifted Students**

- Test of Achievement: Northwest Evaluation Association (NWEA)
- Tests of Ability: Cognitive Ability Test (CogAt) and Otis-Lennon School Ability Test (OLSAT-8)
- Alternative Measures: Teacher Nomination and Scales for Identifying Gifted Students (SIGS)

**Steps in the Screening Procedure:**

1. All students are given the CogAt at the beginning of the school year.
2. Student scores are charted.
3. Students who qualify for the Free/Reduced Lunch program are identified and their status is noted. Also, if a student’s learning characteristics or background may impact the test results this, too, is noted during the charting of scores.
4. The Identification and Selection Committee reviews all data collected on students and identifies approximately 15% of the students. Then, for those students, the classroom teacher completes the SIGS form (general ability, language, and math).
5. The Identification and Selection Committee reviews for the second time, the test data along with the SIGS ratings completed by teachers and a final determination is made on placement.
6. Those parents are notified as to the placement decision and invited to review the results with the coordinator of high ability/gifted programming. Students are not formally labeled for services until the spring of third grade.
7. In March, all kindergarten students again are given consideration for next year’s first grade cluster classroom.
8. Students who moved in after the CogAt test was given and students whom teacher(s) have identified as showing high ability/gifted characteristics, but were not identified at the beginning of the school year are given the OLSAT-8 as a measure of potential.
9. The Identification and Selection committee reviews the data collected on all nominees. The data and information that is reviewed: CogAt score, spring NWEA, OLSAT-8, and SIGS from the classroom teacher, and background information. Those students who have a score at the 95<sup>th</sup> percentile or higher on an ability measure are recommended for placement, and those students achieving consistently at the 97<sup>th</sup> percentile in reading or math are recommended for placement.

During the second round a more in-depth review of each student's academic profile is conducted. Relevant background information, testing data (ability: verbal, nonverbal, and composite and achievement), and ratings by teacher are carefully considered. The decision of whether to place a student is ultimately based on the student's learning profile and what the committee views is in the student's best educational interest. After a final decision is made by the committee, the parents of children who were reviewed are notified and invited to meet with the coordinator of high ability/gifted programming to discuss the test results.

### **Screening Procedure and Instruments Used to Identify HA/ Gifted Students for the Cluster Classrooms, Grades 1-3**

- Test of Achievement: Northwest Evaluation Association (NWEA)
- Test of Ability: Otis-Lennon School Ability Test, Eighth Edition (OLSAT-8)
- Alternative Measures: Teacher Nomination and Scales for Identifying Gifted Students (SIGS)

#### **Steps in the Screening Procedure:**

1. In March, a pool of students in grades 1 and 2 are identified based on winter NWEA scores, previous scores on ability tests, status as a new student to the corporation, and/or teacher nomination.
2. In first grade, all members of the pool group are given the OLSAT-8. In second grade, only those students who lack a potential measure, or there is a request for another potential measure, will be given the OLSAT-8. Parents are notified and asked for permission to test.
3. The Identification and Selection committee reviews each nominee's information: achievement and ability scores, the SIGS teacher rating, and relevant background information. Those students who scored at the 95<sup>th</sup> percentile or higher on an ability measure are recommended for placement and those students achieving consistently at the 97<sup>th</sup> percentile in reading or math are recommended for placement. During the second round a more in-depth review of each student's profile is conducted. Relevant background information, testing data (ability: verbal, nonverbal, and composite and achievement), and rating by teacher are carefully considered. The decision whether to place a student is ultimately based on the student's learning profile and what the committee views is in the student's best educational interest. In some cases more information may be requested by the committee and the coordinator is responsible for collecting that information and resubmitting the information to the Identification and Selection Committee. After a decision is made regarding placement, the parents of children who were reviewed are notified and invited to meet with the coordinator of high ability/gifted programming to discuss the test results. If there is a request for additional testing, the Kaufman Brief Intelligence Test is used as another assessment of potential and the spring achievement scores from NWEA are used to make a final determination.



## **Screening Procedure and Instruments Used to Identify Students for the High Ability/Gifted Advanced Mathematics Class (ability grouping), Grades 2-6**

- Test of Achievement: Northwest Evaluation Association (NWEA)
- Test of Potential: Test of Mathematical Abilities for Gifted Students (TOMAGS)\*
- Alternative Measures: Teacher nomination and Scales for Identifying Gifted Students (SIGS-math subsection) completed by math teacher

\*A back-up measure to NWEA.

### **Steps in the Screening Procedure:**

1. Using the fall and winter NWEA test results a pool of students is identified.
2. Math teachers are asked to review the nominees and add the names of any students they also recommend for screening.
3. In second and fourth grade the pool groups are given the TOMAGS. On off-years any student who did not take TOMAGS in second or fourth grade is given the appropriate version (primary or intermediate).\*
4. The Identification and Selection Committee reviews each student's information: TOMAGS, NWEA achievement in math, and teacher ratings. Those students who have a score at the 95<sup>th</sup> percentile or higher on a mathematical ability measure are recommended for placement and those students achieving consistently at the 97<sup>th</sup> percentile in math are recommended for placement. During the second round a more in-depth review of each student's profile is conducted. Relevant background information, testing data (ability: verbal, nonverbal, and composite and achievement), and teacher rating are carefully considered. In some cases more information may be requested by the committee and the coordinator is responsible for collecting that information and resubmitting the information to the Identification and Selection Committee. If there is a request for additional testing, the spring achievement scores from NWEA are used to make a final determination.

## **Screening Procedure and Instruments Used to Identify HA/ Gifted Students for the Advanced Language Arts Class (send-out w/replacement curriculum), Grades 4-6**

- Test of Achievement: Northwest Evaluation Association (NWEA)
- Tests of Ability: Otis-Lennon School Ability Test, Eighth Edition (OLSAT-8); and/or CogAt or Kaufman Brief Intelligence Test
- Alternative Measures: Teacher nomination and Scales for Identifying Gifted Students (SIGS)

### **Steps in the Screening Procedure:**

1. In March, all third grade parents receive a parent nomination form in their child's Friday folder inviting them to review the characteristics of high ability/gifted students. Then if they would like to have their child tested for the advanced language arts program, they are asked to complete and return their nomination to the classroom teacher.
2. In addition to a parent nomination, students may be identified to the pool group by a teacher nomination and the coordinator of high ability/gifted programming also identifies students for the pool group based on fall or winter NWEA scores or past ability measures. For students who are not nominated by the parents but placed in the pool via their test scores or teacher recommendation, permission to test is requested.
3. All data is charted. Any student who has a previous ability score at the 95<sup>th</sup> percentile or higher, will not need to be re-administered an ability test unless the Identification and Selection Committee makes a special request.
4. In April, the pool group is given the CogAt test and/or OLSAT-8. If evidence is available that shows a student suffers from test anxiety or has difficulty with timed tests, this individual will be given the KBIT-2, an untimed time ability test. The highest ability score is the score that is focused on by the Identification and Selection Committee.
5. The Identification and Selection committee reviews each nominee's information and data. Those students who scored at the 95<sup>th</sup> percentile or higher on an ability measure are recommended for placement and those students achieving consistently at the 97<sup>th</sup> percentile in reading are recommended for placement. During the second round, a more in-depth review of each student's profile is conducted. Relevant background information, testing data (ability: verbal, nonverbal, and composite and achievement), and SIGS ratings by teachers are carefully considered. The decision whether to place a student is ultimately based on the student's learning profile and what the committee views is in the student's best educational interest. In some cases more information may be requested by the committee and the coordinator is responsible for collecting that information and resubmitting the information to the Identification and Selection Committee. After a decision is made regarding placement, the parents of children who were reviewed are notified and invited to meet with the coordinator of high ability/gifted programming to discuss the test results. Parents are also informed of their right to appeal. If there is a request for additional testing, the Kaufman Brief Intelligence Test, if it wasn't used previously, is used as another assessment of potential and the spring achievement scores from NWEA are used to make a final determination.

**Appeal Procedures:** 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 wishes to challenge the decision of the Identification and Selection committee. The following steps clarify the appeal process:

1. The letter notifying the parents of the Identification and Selection Committee's decision not to place a child provides information about how to appeal.
2. Teachers are notified about all decisions regarding placement and are reminded they have a right to appeal non-placement decisions which they believe are not in the child's best interest.
3. The petitioner contacts the high ability/gifted coordinator, who arranges a meeting to discuss and review the committee's findings.
4. The coordinator reviews the student's profile seeking additional data or information from the classroom teacher and/or parent. In addition, an alternative ability test or achievement measure may be administered.
5. The Identification and Selection committee reconvenes to review all information collected on the student. The coordinator presents the petitioner's case for appeal.
6. Following the meeting of the committee, the coordinator contacts the petitioner to report on the committee's decision.

**Exit Procedures:** Exit Procedures do not apply to cluster placements (1-3).

A child may be removed from gifted services (high ability/gifted advanced math, grades 2-6 or advanced language arts, grades 4-6) if requested by the parent. The parent is invited to conference with the teacher and/or coordinator prior to exiting services. All reasonable efforts are made to address the parent's concerns, but if the parent feels that removal is in the child's best interest, the request is honored and the parent is asked to complete an exit interview with the program coordinator or building administrator. Changes to a child's schedule can occur at midterm or the end of each nine weeks.

A child may be recommended for removal based on poor performance by the high ability/gifted teacher and/or coordinator. However, prior to any final decision in this regard, an intervention plan is created and implemented. The teacher meets with the parents and student to discuss the areas of concern and creates a written plan of action (the coordinator may also be included in this meeting). All parties agree on a probationary period, not less than one semester, to implement interventions. The frequency and method of communication will be agreed to by all parties when the plan of action is created. At the end of the probationary period, the parent, child, teacher, and coordinator meet to review the child's progress and determine whether the child should continue in the program or return to regular services. The decision whether the child remains, or not, is a joint decision arrived by careful consideration to what is in the child's best interest. Any scheduling changes will occur at midterm or the end of each nine weeks.

## **Program Description of Services, 7-12**

The curriculum for high ability/gifted learners incorporates advanced and conceptually challenging content with the goal of promoting the growth and development of abilities, talents, and intellectual potential commensurate with the aptitude of high ability/gifted learners. The curriculum is adapted, modified, or replaced to meet the readiness level of the learners. Materials and resources designed for high ability/gifted learners are used to augment or replace standard grade-level curriculum and the instructional pacing is accelerated.

The identification procedures are systematic and ongoing, assessing potential ability, academic achievement, and profiling characteristics and/or behaviors which are indicators of advanced abilities/potential. All students' achievement scores are reviewed each year and nominations are accepted from any stakeholder.

### **Service Options 7-12**

**Junior High Honors:** Honors classes offer academically advanced students an accelerated option which compacts the basic curriculum, utilizes more advanced or complex materials, and provides a consistent learning environment responsive to the needs of high ability/gifted learners. Honors classes have been established in the following areas: English 7-10, Math 7, and U.S. History grade 8.

**Subject Acceleration:** Integrated Chemistry and Physics (ICP), a locally designated freshman science course, is an accelerated option available to high ability/gifted students in grade 8. This class can be taken as an accelerated replacement class for 8<sup>th</sup> grade science. This option allows students to take Chemistry 1 or Biology 1 as freshmen. Algebra 1 is offered to 8<sup>th</sup> graders who demonstrate on the Hanna-Orleans Algebra Prognosis Test that they are ready to take the freshman level Algebra 1 course. Algebra 1 replaces the math 8 course. 8<sup>th</sup> graders who take Algebra 1 or Integrated Chemistry and Physics receive high school credit.

**Dual Credit:** AP Physics (BSU), AP Chemistry II (BSU), ACP U.S. History 11 (IU), and English 111 (Ivy Tech). Dual classes offer students the option of taking an advanced high school level course not only for high school credit but for college credit, too. The three institutions providing dual credit are Ball State University, Indiana University, and Ivy Tech. Students bear the responsibility for the cost of taking the class for college credit which is \$75 per course.

**Advanced Placement (AP):** AP Literature and Composition, AP Calculus, Honors AP Calculus, AP Chemistry, and AP Physics are Advanced Placement classes that can be taken by juniors or seniors. Students can earn college credit for these courses if, on the College Board's AP exam given in May, the student earns a 3, 4, or 5 on the exam.

**High School Honors:** Honors classes offer academically advanced students an accelerated option which compacts the basic curriculum, utilizes more advanced or complex materials, and provides a consistent learning environment responsive to the needs of high ability/gifted learners. Honors classes have been established in the following areas: English 9 and 10 and Pre-Calculus.

**Multifaceted Identification Plan, 7-12**

ID Components	Programing option	Measures	Selection Procedures
<b>Norm-Referenced Aptitude Measure</b>	Algebra 1 (8 <sup>th</sup> grade)	Hanna-Orleans Algebra Prognosis Test	85% ile or higher
	ICP	Hanna-Orleans Algebra Prognosis Test	78%ile or higher
	Honors Pre-Calculus and Honors AP Calculus	PSAT: AP Potential	50% or higher potential of earning a 3, 4, 5 on the AP exam
<b>Norm-Referenced Achievement Measure</b>	7 <sup>th</sup> and 8 <sup>th</sup> grade honors	NWEA	85% ile or higher
	Algebra 1 and ICP	NWEA	85% ile or higher
<b>Qualitative Measures</b>	7 <sup>th</sup> and 8 <sup>th</sup> grade honors, Algebra 1 and ICP	Teacher rating, grades, application (English)	Must hold a B average or higher at the time of Application
	ACP/AP and high school honors	Teacher rating and grades; Self-nomination	Must hold a B average or higher at the time of the application

## **Description of Multifaceted Identification Plan, 7-12**

**Junior High Honors:** Students who are interested in taking an honors level course or as an 8<sup>th</sup> grader, opt for the accelerated option of taking Integrated Chemistry and Physics (ICP), must complete an application for the course(s) of interest. Based on the student's application, achievement results, and teacher rating of classroom performance, students are identified for high ability/gifted classes by the Identification and Selection Committee. In addition to achievement results, grades, and the teacher rating of classroom performance, placement in Algebra 1 and ICP weighs the results of the Hanna-Orleans Algebra Prognosis Test.

**High School:** Students who are identified by the College Board's AP Potential (AP Potential is a predictor of a student's success when taking an AP course. The AP Potential score is based on a student's performance on the PSAT.) are encouraged to take honors, Advanced Placement, and Dual Credit courses as juniors and seniors. Honors English classes are offered to freshman and sophomores; AP and/or Dual Credit classes are offered in Physics, Chemistry II, Literature and Composition, English 111, and ACP U.S. History. Students may be admitted to honors, Dual, or AP courses through self or teacher nomination.

Honors Pre-Calculus and Honors AP Calculus provide advanced challenge to the most advanced math students. Student are identified and invited to take both classes by their AP Potential math score.

### **Steps in the Screening Procedure for junior high honors, and subject acceleration:**

1. In January, parents/guardians with a sixth or seventh grade student are sent a letter via their child notifying them of honors class options. School announcements also alert all junior high students to pick up an application if interested in taking an honors or advanced subject classes the following school year.
2. In January all seventh grade students take the Hanna-Orleans Algebra Prognosis Test. Students who score at the 80<sup>th</sup> percentile or higher are nominated to the pool of students considered for Algebra I.
3. In addition to self-nomination, students may also be identified to the pool of students considered for honors or subject accelerated classes through a teacher nomination or achievement scores in the appropriated subject at the 85<sup>th</sup> percentile.
4. All data is charted. The Identification and Selection committee reviews each nominee's information and data. Those students who have a score at the 90<sup>th</sup> percentile or higher and hold a B average in the appropriate subject are placed. Those students who fall below the 90<sup>th</sup> percentile (89-83 percentile) are reviewed considering the student application, achievement results, grades, and teacher rating of classroom performance. The decision whether to place a student is ultimately based on the student's learning profile and what the committee views as in the student's best educational interest. In some cases, more information may be requested by the committee and the coordinator is responsible for collecting that information and resubmitting the information to the Identification and Selection Committee.

5. In March, all students who submitted an application are notified via mail of the committee's decision regarding placement. If the recommendation is not to place, the letter informs parents and the student of their right to appeal.

**Steps in the Screening Procedure for high honors, AP/ACP and honors Calculus and Pre-Calculus:**

1. In January, school announcements alert all interested sophomores to pick up an application for ACP/AP U.S. History. Students must demonstrate they are prepared to handle the level of academic writing required of by this class.
2. In January sophomore parents are notified by mail if the results from their student's PSAT results identify him/her as a candidate for AP or ACP class(es) by AP Potential. The identifier, AP Potential, is provided by the College Board.
3. Students who want to take honors English, grades 9 and 10, AP Chemistry II, Physics, English 111, English Literature and Composition, and/or AP Calculus must request class(es) during scheduling. Honors English 9 and 10 require students hold at least a B average in English.
4. Students interested in ACP U.S. History, Honors Pre-Calculus or Honors Calculus are invited to apply.

**Appeal Procedures:** An appeal process is in place in the event the Identification and Selection Committee does not place a child in services and a teacher, parent, or the student themselves wishes to challenge the decision. The following steps clarify the appeal process:

1. The letter notifying the parents of the Identification and Selection Committee's decision not to place a student provides information about how to appeal.
2. Teachers are notified about the decisions regarding placement and are reminded they have a right to appeal non-placement decisions which they believe are not in the child's best interest.
3. The petitioner contacts the high ability/gifted coordinator, who arranges a meeting to discuss and review the committee's findings.
4. The coordinator reviews the student's learning profile seeking additional data or information from the classroom teacher and/or parent.
5. The Identification and Selection Committee reconvenes to review all information pertaining to the student's application. The coordinator presents the petitioner's case for appeal.
6. Following the meeting of the committee, the coordinator contacts the petitioner to report on the committee's decision.

**Exit Procedures:**

A student may be recommended for removal based on poor performance by the honors, ICP, Algebra 1, and/or AP/ACP teacher. The decision whether the student remains, or not, is a joint decision arrived at by careful consideration of what is in the student's best interest, especially as it relates to credits. Scheduling changes may occur at the end of the first nine weeks or semester.

RESEARCH FINDINGS ON EFFECT SIZE SUPPORTING PROGRAMMING OPTIONS

Option	Definition ( from Karen Rogers Re-Forming Gifted Education)	Effect Size*	Implementation
Early Entrance	Starting school (kindergarten) early	.49	Procedures available
Grade Acceleration	Moving students to the next grade	.49, .31	Procedures available
Single-Subject Acceleration	Delivery of curriculum by placing students into a high level course.	.57	8 <sup>th</sup> graders can qualify to take Algebra I and/or Integrated Chemistry and Physics both freshmen level courses.
Cluster Grouping	Practice of identifying the top 5-8 academically talented students in a grade level and place them in the same classroom. Teacher differentiates instruction and curriculum based on level of readiness.	.62	Available in grades 1-3.
Regrouping for Specific Instruction	Students grouped by level of ability or performance in a subject and go to one teacher responsible for that level of instruction during that subject area time.	.34 (language arts/social studies /history/science)	Available <ul style="list-style-type: none"> <li>● math gr. 2-6</li> <li>● TAG language arts gr. 4-6</li> </ul>

		.79 (math/reading specific curriculum)	<ul style="list-style-type: none"> <li>• Honors English gr. 7-10; Honors math gr. 7; Honors U.S. History gr. 8</li> <li>• Honors Pre-Calculus and AP Calculus</li> </ul>
Enrichment or Pullout	Students work with other identified gifted students with high ability or resource teacher on enrichment activities offering in-depth and advanced content.	.32	<p>Available</p> <ul style="list-style-type: none"> <li>• Kindergarten</li> </ul>
Dual Credit	Dual offered in a high school setting provides students the option of receiving both high school and college credit.	.35	<p>Available</p> <ul style="list-style-type: none"> <li>• ACP 11<sup>th</sup> U.S. History</li> <li>• 11<sup>th</sup>/12<sup>th</sup> Chemistry II, Physics, and English 111</li> </ul>
AP (Advanced Placement)	Accelerated college-level coursework offered in high school with the option to earn college credit through examination.	.27	<p>Available</p> <ul style="list-style-type: none"> <li>• 11<sup>th</sup>&amp;12<sup>th</sup> Chemistry II, Physics, English Literature and Composition, Calculus, and Honors Calculus</li> </ul>

\*Effect size is the amount of learning gained measured in terms of a school year. 1.0 = full year's worth of gain. An effect size of .3 or higher is consider significant growth.

# **Lessons Learned About Educating the Gifted and Talented: A Synthesis of the Research on Educational Practice**

***Karen B. Rogers*** *University of New South Wales*

**Lesson 1:** Gifted and Talented Learners Need Daily Challenge in Their Specific Areas of Talent

**Lesson 2:** Opportunities Should Be Provided on a Regular Basis for Gifted Learners to Be Unique and to Work Independently in Their Areas of Passion and Talent

**Lesson 3:** Provide Various Forms of Subject-Based and Grade-Based Acceleration to Gifted Learners as Their Educational Needs Require

**Lesson 4:** Provide Opportunities for Gifted Learners to Socialize and to Learn With Like-Ability Peers

**Lesson 5:** For Specific Curriculum Areas, Instructional Delivery Must Be Differentiated in Pace, Amount of Review and Practice, and Organization of Content Presentation

Read the full article:

**Gifted Child Quarterly**

Volume 51 Number 4

Fall 2007 382-396

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Gifted Children

10.1177/0016986207306324

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## **2012 Revised Goals to Guide Growth and Development of**

### **Nettle Creek School Corporation's High Ability/Gifted Programming:**

(Based on 2009-2010 Program Evaluation Conducted by the Broad Based Planning Committee for High Ability/Gifted Students)

#### **Goal 1: Nettle Creek School Corporation's High Ability Program meets Indiana Program Standards for High Ability Education.**

1. The Broad Based Planning Committee works with the Board of School Trustees to develop language for policies and procedures pertaining to high ability/gifted programming: early entrance, grade skipping, high ability teacher preparation, program design, etc.
2. The school corporation's web page allows school personnel and patrons to access information regarding high ability/gifted services.
3. The Board of School Trustees encourages administrators, guidance counselors, and classroom teachers to increase their knowledge and understanding of high ability/gifted learners by attending training opportunities related to high ability/gifted education.
4. The Board of School Trustees encourages high ability/gifted instructors, including AP and ACP, to increase their knowledge in working with high ability learners by attending training opportunities and taking gifted licensure classes.

#### **Goal 2: High ability students score 3, 4, 5 on AP exams and/or earn college credit through dual credit classes, online classes, or on-campus classes.**

1. The Broad Based Planning Committee works with the Broad of School Trustees to develop a plan for the creation of a send-out program to more effectively address the academic requirements of high ability/gifted math students, grades 3-6.
2. The jr.-sr. high math department along with the high ability/gifted coordinator develops a plan for how to address the gap in services for high ability math students between grade 8 (Algebra 1) and AP Calculus.
3. A cadre of jr.-sr. teachers is identified to assist high ability/gifted students seeking non-traditional academic planning and/or learning experiences. Information is provided to parents of high ability/gifted students.
4. 85% of the high ability students who graduate from Hagerstown Elementary score PASS + on the ISTEP test and also score at the 90<sup>th</sup> percentile on the NWEA achievement test in their identified subject area.