



Ignite Achievement Academy

High Ability Plan

2021-2022

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High Ability Program Overview

Ignite Achievement Academy's Vision Statement

The Ignite Achievement Academy's (IAA) vision is to enhance, engage and elevate the community through unleashing each child's inner genius by igniting a passion for lifelong learning, independent critical thinking, and increasing levels of social, emotional and intellectual development.

Ignite Achievement Academy's Mission Statement

The mission of IAA is to provide the community with an accelerated learning institution that propels scholars academically by utilizing a holistic high ability, accelerated curriculum built upon cultural and community responsiveness, project-based learning and the leading literacy, socio-emotional, and neuroscientific research; thus, providing scholars rich opportunities for enrichment, achievement, and increasing degrees of impact in every field of endeavor.

Ignite Achievement Academy's High Ability Mission Statement

The Ignite Achievement Academy recognizes that often scholars perform significantly higher than their assigned grade-level regardless of their socioeconomic, cultural or ethnic background. The IAA commits to employing a strategic, on-going process to identify high ability scholars; to develop their knowledge and skills in their gifted and talented areas of math, language arts, general intellect and creativity; and to provide challenging programming that advances the scholars to their full potential.

High Ability Broad-Based Planning Committee (BBPC)

The IAA's Broad-Based Planning Committee is composed of educators, students, school leadership, parents, community members, stakeholders and G/T and HA experts. This committee is required to meet at least once a year; however, the IAA BBPC will meet three times each year to review the continuous development, implementation and delivery of the high ability program and scholars.

The BBPC serves as:

- the representation of key stakeholders;
- sounding board for programmatic ideas;
- keeper of the vision for high ability education;
- assessor of the degree to which the program goals are being met;
- impetus for improvement;
- brainstorming team for ongoing school-wide HA/GT professional development and
- ambassador for high ability services in the community.

Based on the Indiana Administrative Code (IAC), the responsibilities of the BBPC are:

- review the five required plans that are available for public inspection (511IAC 6-9.1-1);
- review the implementation of the five required plans;
- review the results of the programs for students with high ability, including student assessment results, program effectiveness and student achievement (IAC 20-36-2);
- review the action plan for improvement related to the five plans;
- maintain a collaborative relationship between school staff and the committee; and
- review a three to five-year strategic plan for development.

Current Committee Members

Jessica English, Principal

Laura Foshee-Director of Special Education and ESL

Calasia Carrion-Director of Curriculum and Instruction

Orleta Holmes-Instructional Coach

Kasha Hayden-Instructional and Responsive Classroom Coach

Byron Holmes-6th Grade Teacher

Delisa Jones-3rd Grade Teacher

Dr. Cathi Cornelius-Consultant



High Achiever versus Gifted

Generally, a high-achieving student is one who works hard to succeed; is attentive in class; learns with ease; memorizes facts; correctly answers questions; and earns good grades. In comparison, a student who might be considered high ability or gifted in a particular content area is performing or has shown the potential to perform at an outstanding level of accomplishment compared to grade level peers; generates complex, abstract ideas; comprehends complex ideas; infers and connects concepts; is self-directed in learning; and can answer content-related questions but also asks complex questions (Kingore, 2014).

High Ability Definitions

Indiana Law: Since July 1, 2007, Indiana schools have been required to identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC- 20-36-2-2). Specific identification processes remain a local decision and will vary according to district size, building configurations, demographics, etc. There are, however, best practices for identification; this document is based upon Indiana requirements and those best practices. It is a guide for identifying high ability students for services in the general intellectual and specific academic domains.

It is required for districts to provide identification and services for the domains of General Intellectual and Specific Academic domains. The designations are for students with high ability in Language Arts (HA-LA), students with high ability in Math (HA-Math), students who have high ability in both Language Arts and Math (HA – General Intellectual), and students with high ability in the other domains (HA-Other).

- 1. *A High Ability (Gifted) student is*** one who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests. This student is sometimes referred to as gifted. Still, the High Ability or Gifted student is not always found to be high achieving. In these instances, the student is usually unable to perform well because he is not stimulated due to the simplicity of the lesson or is too distracted by his own abstract thoughts to demonstrate competency in tests or homework. Totally unmotivated by grades, this type of student thrives on intellectual challenge. Advanced courses, less structured (but more difficult) homework assignments and verbal and essay style exams often improve their academic performance.
- 2. *High Ability Language Arts (HA-L):*** A student who performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through typical grade level curriculum and/or instruction in language arts.
- 3. *High Ability Math (HA-M):*** A student who performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through typical grade level curriculum and/or instruction in math.
- 4. *High Ability General Intellectual (HA-General Intellectual):*** “General intellectual” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines. In Indiana, the term is used for those high ability students who qualify for services in both language arts and math.
- 5. *High Ability General Creative (HA-Other):*** In addition to the domains of General Intellectual and Specific Academic, Indiana Code also includes the domains of Technical and Practical Arts, Visual and Performing

Arts, Creativity, and Interpersonal. It is optional for districts to provide identification and services in these additional domains.

6. **High Achiever:** High achievers are students that have a strong motivation to perform well and succeed in school. These types of students usually enjoy school, get A's, memorize information easily, give complete and accurate answers, have advanced knowledge and are at the top of their class. They tend to be satisfied with their knowledge and skills, but they will receive new information with willingness and interest when required. High achievers are usually emotionally and socially on track, and they relate well to peers of their own age. Students that are high achieving but not necessarily gifted excel in almost any classroom setting. Since they are motivated strongly by grades, they benefit from strict grading standards that force them to expand their abilities. They learn well by memorizing and prefer straightforward problems and answers. They will become frustrated if given a problem that is too vague or abstract with no solid answer.

High Ability Program Goals & Objectives

Goal #1: Identification... High ability students will be identified using multiple forms of assessment and evaluation instruments regardless of socioeconomic level, race, gender, or age.

- An identification team will be established, consisting of administrators, the High Ability Coordinator and the core high ability teachers.
- The High Ability Identification team will use a designated plan to determine which scholars need high ability programming.
- All incoming students, kindergartners, 2nd and 5th grade students will be assessed for high ability needs.
- The assessment plans will include a cognitive assessment, an achievement assessment and an alternative assessment.
- Quantitative and qualitative measures, Body of Evidence (BOE) will be used to determine if the student is high ability and/or gifted and to build the student's profile of strengths and interests.
- The identification process will continually include and be shared with the teachers and the parents (including but not limited to Teacher Recommendations (Appendices) and Parent Recommendations (Appendices).

Goal #2: Professional Development... the appropriate school staff will be trained to identify the characteristics and understand the needs of high ability scholars.

- Monthly, the High Ability Coordinator will deliver professional development sessions for the instructional staff.
- The core high ability teachers and identified administrators will be trained to identify and understand the characteristics and the specific cognitive, affective, psychological, social-emotional and cultural needs of scholars with high ability.
- All teachers will be trained to identify the characteristics of high ability scholars especially our scholars that may be culturally and linguistically diverse (CLD).
- All teachers will receive ongoing professional development in methods and strategies for differentiation in the areas of math and ELA that specifically address the needs of high ability (CLD) students.
- All core High Ability teachers will attend university classes to obtain their high ability licensure.
- All instructional staff will be encouraged to attend university classes to work toward a high ability certification.
- All instructional staff will be required to attend professional workshops and conferences regarding high ability.

Goal #3: Curriculum & Instruction... Ignite Achievement Academy will provide challenging, differentiated and culturally relevant curriculum and instruction throughout the school day that corresponds with the interests, abilities, and achievement levels of the identified high ability students.

- Ignite Achievement Academy will continue to implement researched best practices for instructional

differentiation recommended for CLD high ability learners.

- Ignite Achievement Academy will offer advanced curriculum for those who have been identified as high ability
- All students will continue to receive challenging coursework.
- The curriculum and instruction for all students will continue to be culturally relevant and culturally and linguistically diverse (CLD).



- All instructional staff will be trained to successfully teach and implement a variety of culturally relevant multicultural education curriculum.

Goal #4: Evaluation... The High Ability program will be reviewed twice a year.

- The High Ability Coordinator will gather data and meet with the Broad-Based Planning Committee (BBPC) at least twice a year to review the High Ability program.
- The High Ability program will be evaluated annually by the Ignite Achievement Academy Instructional Monitoring team using the High Ability Report (data card) from the IDOE and additional data showing the progress of the students in the program.

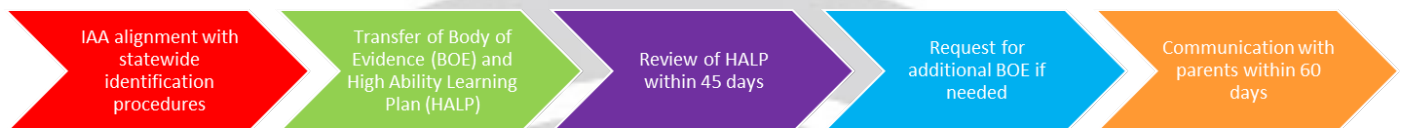
Portability

Portability means that a student’s identification in one or more categories of High Ability transfers to any district in the state. Unfortunately, the State of Indiana does not have a statute that guarantees portability. Ignite Achievement Academy will determine the process and procedure used to ensure the appropriate and timely transfer of a student’s High Ability Learning Plan (HALP) that includes the student’s gifted identification profile (body of evidence, or BOE).

When scholars leave the Ignite Achievement Academy, the transfer process may include secure electronic file transfers or mailing of the student’s record to the new district/school. When a scholar transfers from one district to Ignite Achievement Academy, their records will be requested to include their High Ability education records.

The Ignite Achievement Academy will consider scores on comparable tests completed at other schools or from a psychologist. The identification committee will discuss scores and acceptability for admission into the Ignite Achievement Academy High Ability program. If additional testing is needed, the identification committee will make that decision. A score submission form must be completed as well.

The following graphic illustrates the steps for portability to Ignite Achievement Academy. Because there is no Indiana State Statute that dictates this process, it is the responsibility of each district to determine their process.



District Plans

Multifaceted Identification Plan

No two high ability children are alike; therefore, it is imperative to continually collect information on both the child's performance and potential through a combination of objective (quantifiably measured) and subjective (personally observed) identification instruments in order to identify gifted and talented students. At Ignite Achievement Academy, students are identified for High Ability Language Arts, High Ability Math, High Ability General and High Ability Creative/Other through a multifaceted identification plan. Performance-based, potential-based and other forms of assessments are used to collect data which is then analyzed to identify the educational needs of the high ability student as well as their cognitive, affective, psychological, social-emotional, and cultural needs.

The program plan shall describe the identification process used by the Ignite Achievement Academy for identifying students who meet the definition of High Ability as specified in IC 20-36-1. The identification process shall

recognize a student's exceptional abilities or potential, interests, and needs to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach.

Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for high ability identification, if other indicators suggest exceptional potential as observed in a body of evidence.

All qualifying data points in a body of evidence must be regarded **equally**. Placing greater emphasis on a specific test or awarding more points to a test score above a specific percentile is not considered an ethical practice in high ability identification. This practice is often referred to as a "weighted matrix." This creates an opportunity for unintentional bias and is unfavorable to historically marginalized students. Additionally, this could be a violation of a student's civil rights. No one assessment or source of information should carry more weight than another.

Once a student has been identified, programming continues through graduation. Instead of eliminating high ability students who underachieve while engaged in high ability programming, efforts should be made to target the source(s) of the students' underachievement and develop individualized interventions based on this information. High ability students are not always high achieving students.

When identifying a student as high ability and/or gifted, the Body of Evidence may consist of the following assessments:

High Ability Identification Plan Pathways

Universal Screening

Universal screening is one of the many different pathways from which a student might be referred. "Universal Screening" means the systematic assessment of ALL students within a grade level for identifying students with exceptional ability or potential, especially students from traditionally underrepresented populations; and/or screening in conjunction with creation of each student's individual academic plan.

The intent of a universal screener is to find indicators of exceptionality in all student groups. A universal screener is a tool that allows students to show their ability and potential in areas such as reasoning, perception, creativity, motivation and problem solving. Universal screening supports cultural fairness and non-biased testing in identification assessment.

A universal screener is not just for the specific purpose of identifying highly capable or gifted students. Data collected through a universal screener provide information to support instructional planning for:

- All students
- Students referred for further gifted identification assessment
- Students recommended for talent pool

Many of the commonly used universal screening instruments provide resources to support all students along with technical assistance when interpreting the data.

There are two types of universal screening tools widely used in high ability education. One provides quantitative data collected using a cognitive abilities test. The other provides qualitative data using reliable and valid (proven) classroom observational tools. Tests or inventories that are considered qualitative use the results and tally of observations to describe and understand an individual's strengths or other characteristics. Quantitative assessments use metrics to describe and understand an individual's strengths or other characteristics (Ryser, 2004).

Universal screening data enable decisions about referrals or talent pool designation in high ability identification assessment. Students who require a referral will need additional tests or information about achievement, performance, and/or behavioral characteristics for building a body of evidence. In turn, the body of evidence is included in a student profile that is used by a team when making identification determinations. Students identified for a talent pool will require further differentiated instruction and experiences with monitoring of progress over time to decide when and if a formal referral and comprehensive body of evidence is required for identification determinations.

Cognitive Tests

Cognitive tests are designed to measure a student's general intellectual ability. Such tests do not measure specific academic aptitude in various content areas such as reading or math. Many general intelligence tests and checklists include items that assess both fluid reasoning, such as analogies, block designs, and pattern arrangements, and crystallized abilities, such as mathematics problems, vocabulary, and comprehension of reading passages (Johnsen, 2004).

The *Cognitive Abilities Test (CogAT)* will be administered and it is divided into three batteries: Verbal, Quantitative, and Nonverbal. An exceptional score on the nonverbal battery indicates a student demonstrates a strong command in general or fluid reasoning and can conceptualize at an advanced level using the format of pictures and images.

- **All Kindergarten** students will participate in the administration of the CogAT in the second semester of their Kindergarten year.
- **All Grade 2** students will participate in the administration of the CogAT in the second semester of their second-grade year.
- **All Grade 5** students will participate in the administration of the CogAT in the first semester of their fifth-grade year.

Creativity or Talent Ability Tests

Assessment data from standardized, norm-referenced creativity tests are used to determine if a student demonstrates gifted ability in creativity. Creative aptitude is demonstrated by a student scoring 95th percentile or above on norm-referenced creativity tests (e.g., Torrance Tests of Creative Thinking [TTCT], Profile of Creative Abilities [PCA]).

Some students who do not achieve qualifying scores on cognitive or achievement tests may still demonstrate many characteristics of high ability and/or giftedness. Many of these traits and behaviors are evidence of the high level of creativity typical of many gifted students. To aid in identifying students who do not score at or above the 95th percentile on cognitive or achievement measures, creativity tests may be useful in building a body of evidence for formal identification, because these tests add validity to the observed creative characteristics. A score at the 95th percentile or above on a creativity test is not required for identification in the arts areas.

Achievement Tests

Assessment data from standardized, criterion- and norm-referenced tests are utilized to determine if a student demonstrates exceptional ability in a specific **academic** area. Specific academic aptitude areas include reading, writing, math, science, social studies, and world language. Specific talent aptitude areas include visual arts, performing arts, music, martial arts and dance. Specific academic and talent aptitude is demonstrated by a student scoring at the advanced/distinguished level on criterion-referenced assessments and/or 95th percentile or above on norm-referenced achievement tests. Ignite Achievement Academy may use alternative achievement tests to determine advanced academic competence.

If a student does not demonstrate exceptional general intellectual ability from a cognitive assessment but does demonstrate exceptional abilities in a specific academic area, best practice recommends observing and collecting data **over time and not moving to formal high ability or gifted identification based on achievement data**

collected from just one grade level. Typically, students who are identified as high ability in the Specific Academic Aptitude area who do **not** demonstrate exceptional general intellectual ability are not identified until multiple achievement data points support the academic determination.

When a young child (kindergarten-third grade) demonstrates specific academic potential without a qualifying cognitive score, differentiated pace and depth of instruction can be used to build additional data over time to identify exceptionality.

- All **Kindergarten** students will participate in a locally-created and locally-normed end-of-year achievement assessment in reading/language arts and mathematics.
- All **Grade 2 students** will participate in the administration of the Iowa Test of Basic Skills Core Battery in the second semester of their second-grade year.
- All **Grade 5 students** will participate in a locally-created and locally-normed end-of-year achievement assessment in reading/language arts and mathematics.

Behavior Observation Scales

High ability students often demonstrate characteristics that lead to a referral for the high ability identification process. Using these norm-referenced behavior observation scales, educators and parents can identify outstanding talent by observing students in one or more settings that enable them to display their abilities. Characteristics such as leadership, motivation, memory, reasoning, creativity and sense of humor are measured in observation scales. Such measures add valuable information to the body of evidence and focus on more than the academic aptitude measured by many traditional tests that students encounter in school.

Norm-referenced observation scales are used as qualifying data for high ability identification. These scales are a valid and reliable way for educators and parents to evaluate gifted behavior characteristics. The parent scale may be used as qualifying data. Other methods of obtaining information on high ability characteristics may also be utilized to develop a student profile. Informal tools, such as an interview or checklist, can provide beneficial information to better understand a student's strengths and interests. These tools provide parents the opportunity to give important input about their child during the assessment process.

Some schools or districts may use quantitative and qualitative measures to collect behavioral data. Certain observation scales have been very successful in recognizing students with potential from under-represented populations. Examples of such scales are the *Kingore Observation Inventory (KOI)* and *Teacher's Observation of Potential in Students (TOPS)*. Research-based practices have been created for teachers to implement when observing student behaviors during specific planned experiences. Data from these scales are used to determine students who might require additional assessments and/or to develop a talent pool. Data collected from a KOI or TOPS provide information for the student profile but are not used as qualifying data for identification.

The *Kingore Planned Experiences* will be used in grades K and 2 to provide ongoing opportunities for teachers to assess student responses to open-ended learning activities. The companion *Kingore Observation Inventory (KOI)* instrument will be used to record recognized indicators of high ability.

Students who exhibit superior (3) or very superior (4) behaviors in comparison with their age peers will be considered for nominations by their teacher.

Other qualitative indicators that may be considered include:

- a) Portfolios, work samples, projects
- b) Problem-solving activities that show superior reasoning ability
- c) Recommendations from teachers and parents
- d) Rating scale or checklist that rates learning characteristics and motivation of superior students.

It is important to note that some educators have stereotypical expectations of how high ability students should perform; thereby, [eliminating] certain students who do not demonstrate the more typical gifted characteristics (Johnsen, 2004). If these types of data are collected, it is important that one recognize that different genders, cultures, races, ethnicities, and social classes have different ways of communicating that may impact an observer's/interviewer's perspective on what behaviors constitute giftedness (NAGC, 2008).

Performance Evaluation

Upon the implementation of the High Ability program, a review of all student data for the NWEA and I- Learn will be reviewed. This review includes students new to the school for the upcoming school year. These assessments are nationally normed, adaptive assessments that will test above grade level if the student demonstrates that achievement.

High ability is often not measured on a specific assessment, but rather demonstrated through some type of performance. Identifying a student with exceptional abilities in a content area or a talent area such as art, music, theater, dance, psychomotor, creativity or leadership requires an evaluation of performance. There are many types of performance data that might be utilized to develop a body of evidence. These may include:

- **Juried Performance:** Students often participate in events within school or outside of school that are judged and evaluated. Students receive some type of rating based on their performance. Data from a valid and reliable juried performance may be considered as qualifying evidence if the jury consists of a team of experts in their field. An example of such a performance would be a student selected for a statewide choral group or debate team.
- **Contest/Competition:** Many contests and competitions are available to students within school or outside of school. Top placement in a regional, state or national competition may be considered as a qualifying measurement for gifted identification. An example of such a performance would be a student finishing first in a state science fair or Future Business Leaders of America (FBLA) categorical competition.
- **Portfolio:** Over time, some students develop a portfolio of work that might be evaluated by a team of experts in the field. The advanced/distinguished rating of a portfolio may be considered as qualifying evidence for high ability identification. A valid and reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity. An example would be a collection of a student's art work throughout elementary school and the portfolio being evaluated by a committee of district art teachers and local artists.
- **Classroom Performance:** Classroom teachers are often critical in providing qualitative data about a student's performance within the classroom. As the curriculum experts, teachers can identify those students working above their same-age peers. Evidence of above grade-level performance builds a student's profile. An example of this might be a fourth-grade student who has already demonstrated mastery of fourth and fifth grade math standards and has successfully completed all the pre-algebra modules from an online math program. Advanced classroom performance must be measured through examples of above grade-level work. Earning an "A" in a class does not necessarily indicate exceptional performance. Grades lack standardization and are influenced significantly by students' motivation, classroom behavior, personal appearance, and study habits. Further, teachers' knowledge of students' IQ scores, income, SES, area of residence, and family structure contribute to stereotypes by teachers that are frequently characterized by low and negative expectations (Ford, 2013).

Nominations

SIGS (Scales for Identifying Gifted Students) school rating scales and home rating scales will be used by teachers and parents to nominate a student for the K-6 High Ability program. Once the nomination materials are completed, the packet should be turned in to the High Ability Coordinator to be reviewed by the High Ability Review/Selection Committee. The teacher and parents will be notified of placement results.

Nomination forms are to be made available to all teachers and parents at the start of the first grading period during an informational meeting hosted by the principal, teachers, and the building-based coach.

All assessment results will be reviewed by the school-based data team. Students that meet the benchmarks set for high ability identification will be conferenced. Parents/guardians will be informed of the high ability program options available within the school and introduced to the high ability coach. Students with identified needs will have a written plan developed that addresses their need for high ability programming.

Any new student to Ignite Achievement Academy or any student recommended by a teacher will be observed until the next assessment window. Students transferring from other districts already identified as High Ability will continue to receive services.

Teacher Nomination Procedure

1. Review the following materials about characteristics of high ability learners.
 - [High Achiever vs. Student](#)
 - [Common Characteristics of Gifted Individuals](#)
2. Complete the SIGS (*Scales for Identifying Gifted Students*) School Rating Scale.
3. Have parents complete SIGS Home Rating Scale.
4. Submit all materials to the school principal to forward to the Director of Student Learning.

Parent Nomination Procedure

Parents may nominate their child for the High Ability program. Once the completed nomination materials are received by the school, they will be reviewed by the High Ability Identification/Review Committee. The teacher and parents will be notified of placement results.

The procedure for a parent nomination is as follows:

1. Review the following materials about characteristics of high ability learners.
 - [High Achiever vs. Student](#)
 - [Common Characteristics of Gifted Individuals](#)
2. Complete the SIGS (*Scales for Identifying Gifted Students*) Home Rating Scale.
3. Complete the IAA parent nomination form (Appendix D).
4. Submit all materials to the school principal to forward to the High Ability Coordinator.

Criteria for High Ability Identification

A multifaceted approach for each domain (mathematics and language arts) is used as follows.

1. Student must receive a very superior score (at or above the 96th percentile) on a nationally norm-referenced measure of aptitude/cognitive ability or a very superior score (at or above the 96th percentile) on a nationally norm-referenced measure of achievement.
2. If a student receives a score at the 94th or 95th percentile on a nationally norm-referenced measure of aptitude/cognitive ability or on a nationally norm-referenced measure of achievement, the student will be considered for high ability based on the qualitative (descriptive) indicators in the domain (math/language arts) being considered, i.e.
 - a. Portfolios, work samples, projects
 - b. Problem-solving activities that show superior reasoning ability

- c. Recommendations from teachers and parents
- d. Rating scale or checklist that rates learning characteristics and motivation of superior students

Resulting Qualifications

The results from all assessments are compiled and reviewed by the IAA High Ability Identification team during the spring of each school year. This process is conducted blindly. The team will not know the name of the student until the placement has been made. Parents of the students identified will be notified via mail of their child's high ability placement and services.

Petitioning/Appeals Procedures

Parents or guardians, on behalf of their child, may appeal decisions regarding identification, participation, or program options. Complaints and grievances are best handled and resolved as close to their origin as possible. Therefore, the proper channel of complaints for High Ability program placement will be as follows:

1. Classroom Teacher
2. High Ability Coordinator
3. Principal or Guidance Counselor
4. Director of Student Services

After this point, the petitioner will be given the appeal request form (Appendix B), which must be filled out before further consideration can be given to the appeal. The Director of Student Services shall arrange for a review committee consisting of the classroom teacher, the principal, the High Ability coordinator, and the school psychologist. Additional testing will be provided by the school as deemed necessary. The review committee shall meet within 10 working days of receiving the original petition/appeal and review all pertinent information. A recommendation will be submitted to the Director of Student Services within 20 working days of receiving the original petition/appeal. The committee may recommend that the programs or services are inappropriate, or the programs or services are appropriate. The decision of the committee will be final.

Exit Procedures

If a student, parent, or teacher believes a high ability placement is no longer appropriate, he or she may:

1. Arrange a conference with the parties involved, including the parent and the teacher.
2. Parent, student, and teacher examine issues of concern and discuss interventions that may be implemented.
3. Participants agree on a probationary period not less than one semester to implement interventions.
4. At the end of the probationary period, the parent, student, and teacher meet to review progress and determine whether the student should exit services.
5. If an exit is deemed appropriate, the parent signs permission to declassify the student for high ability placement and services.
6. Parent permission for exit and documentation of meetings/interventions are sent to the high ability coordinator.
7. The high ability coordinator will request removal of the high ability classification for the student in the database.

Curriculum and Instructional Strategies Plan

Service models for the delivery of curriculum and instruction may vary from year to year based on the needs of individual students and the number of identified students. The services below are research-based and supported

by IAA but may vary depending on student need, enrollment, number of classrooms, and number of identified students at each grade level.

High Ability is an academic placement as determined by the multi-faceted identification process. The needs of students who qualify for the High Ability program may be met in one or more of the following placements:

Grades K-6 Elementary

- **Ability Grouping** - Students are grouped by ability and readiness level. Groups can be formed and reformed to meet varied instructional purposes.
- **Cluster Grouping** – The practice of identifying a small group of high ability students at a grade level and placing them in the same classroom at that grade level with a teacher best-suited and qualified to work with high ability learners. Identified high ability students are grouped together in a classroom or classrooms.
- **Between-Class Grouping** - The practice of “trading students” among teachers at a particular grade level, so that each teacher has a narrower range of abilities for the chosen subject or topic. The groups will require further differentiation to meet the needs of the students.
- **Flexible Instruction Groups** – during a particular subject, e.g. math or reading, all teachers of the same grade divide all the students into instructional groups according to skill level and provide differentiated instruction for each leveled group.
- **Subject Skipping** - on occasion some students go to a different grade level for instruction or may use materials from higher grade placements in one or more subject areas.

In addition to the services listed above, high ability students will be able to participate in extra-curricular activities that address their high ability needs.

Counseling and Guidance Plan

The Ignite Achievement Academy understands and supports the cognitive, affective, psycho-social-emotional and cultural needs of high ability students. Students identified as cultural and linguistic diverse high ability may require support with fostering positive cognitive, affective, psycho-social-emotional and cultural development as well as the development of self-regulatory skills (organization, time management, self-discipline, motivation, etc.).

To provide for personal/social development, career development, and academic development for high ability students, school counselors implement the following interventions as needed:

- classroom guidance lessons
- counseling groups
- individual counseling
- parent/teacher meetings
- school community HA/GT professional development workshops/guest speakers/Ted Talks/Podcasts, etc.
- referrals to community agencies

Parents, teachers, and administrators can submit a referral for consideration of guidance/resources for support. Please contact the building principal, Jessica English if you would like support in obtaining and/or submitting a referral at 317-226-4242.

Professional Development Plan

Students identified as high ability should be served by professionals who are involved with on-going professional development in the areas of differentiated content and instructional methods. Appropriate school personnel receive training through IDOE workshops, state and national conferences, in-school and local in-service/collaboration opportunities.

In addition, Ignite Achievement Academy will have on-site High Ability Coordinator responsible for identifying areas of need and delivering monthly professional development opportunities. Building High Ability Coaches (grade level team leaders), who are teachers with high interest and growing expertise in high ability, will assist with site-based staff professional development.

Specific areas targeted for site-based staff professional development include:

- Indiana's requirements for high ability students
- Process of identification of high ability students (multifaceted assessment plan)
- Characteristics of high ability students and behaviors indicating high ability potential
- Recommendations for strategies and interventions to be included and implemented in student academic plans for students that are identified as twice exceptional
- Grouping and instructional strategies
- Social and emotional needs
- Counseling and guidance best practices, information, and recommendations

The High Ability Coordinator and the High Ability Coaches are required to obtain their licensure in High Ability. All other instructional staff will be encouraged to obtain their High Ability license.

Systematic Program Evaluation Plan

The Ignite Achievement Academy High Ability Plan will be reviewed annually by the Broad-Based Planning Committee which is required to meet at least one time per year according to the Indiana State Board of Education. However, IAA BBPC will meet 2-3 times per academic year. The BBPC will use data showing the progress of students in the program as well as the data from the High Ability report provided by the IDOE.



APPENDIX

A. Glossary of Terms

- **Ability Grouping:** Students are grouped by ability and readiness level. Groups can be formed and reformed to meet varied instructional purposes. Ability grouping is NOT synonymous with "tracking."
- **Ability Test** (also called a measure of reasoning, potential or aptitude): Evaluating the potential performance of high ability students usually through the use of reasoning tests that test more than one reasoning ability: verbal, quantitative, and nonverbal- Note: Nonverbal measures cannot be used to predict success in language arts and can only be used in combination with quantitative ability measures to predict achievement in math. Measures or scores of nonverbal reasoning should not be used alone in Indiana because, by themselves, these measures do not predict high performance in math or in language arts. Those are the required domains of service in Indiana.
- **Academic Excellence:** Expecting each student to work at maximum level toward a set of external standards as defined by state, district, and/or school- Learning and performing for each student should be at a challenge level commensurate with each student's skills and developed abilities.
- **Accelerated Learning:** Pacing students through the curriculum at a rate commensurate with their advanced ability- Students may or may not be formally identified as high ability to participate in some forms of accelerated learning. High ability students need more than just acceleration; they need enrichment of their learning experiences and an emphasis on the development of thinking skills.
- **Achievement Test:** A test that measures the extent to which a student has mastered the skills and knowledge of a particular subject and/or grade level
- **Advanced Placement (AP):** Any of the classes endorsed by the College Board in which a secondary student can earn college credit by successfully meeting criteria established by higher education institutions on a nationally given and scored Advanced Placement examination. Students also earn high school credit upon successful completion of the course(s). AP Scores are in the range of 1-5, with scores of 3, 4, or 5 being highly correlated with college graduation. All Indiana students scoring 3, 4, or 5 on an AP exam will receive college credit at state supported universities.
- **Affective Learning:** Incorporating opportunities for students to address social and emotional issues, attitudes, and appreciations of self and others
- **Alternative Assessment:** Assessments that provide additional information about a child's ability beyond what may be gleaned from traditional testing. Also referred to as other forms of assessment
- **At-Risk:** Students who may underachieve or who may drop out of school. Unmet economic, physical, emotional, linguistic, and/or academic needs may inhibit a student's ability to learn or attend school.
- **Authentic Assessment:** Process of evaluating student learning using student products or performance instead of traditional standardized tests
- **Behavioral Rating Scale/Checklist:** A checklist or scale that reports the frequency or extent to which an individual demonstrates specific actions or characteristics- Caution: When using these for identification, it is

important that the items on the scale or checklist be relevant to the specific subject area and services to be provided.

- **Between-Class Grouping:** The practice of “trading students” among teachers at a particular grade level so that each teacher has a narrower range of abilities for the chosen subject or topic
- **Cluster Grouping:** The practice of identifying a small group of high ability students at a grade level and placing them in the same classroom at that grade level with a teacher who is best suited and qualified to work with high ability students.
- **Core Curriculum:** The common knowledge and skills to be learned by all students of a particular grade; reading, writing, mathematics, social studies, and science constitute the core curriculum.
- **Creative Problem-Solving:** The act of working on challenging problems and projects through the use of six steps: mess-finding, data-finding, problem- finding, idea- finding, solution- finding, and acceptance- finding
- **Creative Thinking:** Involves creating something new or original- It involves the skills of flexibility, originality, fluency, and elaboration. Activities involving brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, forced relationships, etc. promote creative thinking.
- **Credit by Examination:** The student is awarded advanced standing credit or the ability to be placed in a higher-level class by successfully completing some form of mastery test or activity.
- **Criterion-Referenced Test:** A test to determine whether the student has achieved specific skills or concepts, such as grade level standards. Each individual is compared with a preset standard for acceptable achievement, not compared to other students.
This type of test may limit the demonstration of knowledge for students with high ability (“ceiling effect”)
- **Critical Thinking:** The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication
- **Cross-Grade Grouping:** The practice of placing students in a particular subject so that they are with other students who are ready for instruction at that particular grade level, regardless of their current grade in school
- **Cognitive Skills:** Cognitive skills are the core skills your brain uses to think, read, learn, remember, reason, and pay attention. Cognitive skills help the learner filter incoming information and move it into the bank of knowledge you use every day at school, at work, and in life.
- **Curriculum Compacting:** A process used to give students validation for what they already know. It allows students who demonstrate mastery to omit portions of assigned curriculum, or to move more quickly through curriculum than would be typical. Students are thus able to “buy time” which can be used to accelerate content or to pursue enrichment activities while the unit is being taught to other students.
- **Curriculum & Instructional Strategies Plan:** A plan that details how the curriculum and instruction are differentiated in breadth or depth of content to meet the needs of one or more high ability students in each grade level, K-12. It also indicates how the curriculum for high ability students is differentiated from the general education curriculum to promote such things as higher order thinking, decision-making, creative problem solving, and effective researching. This should include a Scope and Sequence or Curriculum Map to show the K-12 articulation of the curriculum for high ability students.
- **Differentiation:** Adapting the curriculum to meet the unique needs of learners by making modifications in

complexity, depth, and pacing- It may include selecting, rather than covering all, the curriculum areas dependent on the individual needs of students. When differentiating for students with advanced potential, curriculum and instruction should be at an appropriately high level of challenge first, and then can be further differentiated along other dimensions. 70

- **Disaggregated Data:** Data that is separated by race, ethnicity, free/reduced lunch, language proficiency, gender, high ability, presence of an IEP, or accommodations
- **Domain:** "Domain" includes the following areas of aptitude and talent frequently covered in state definitions: general intellectual, creativity, specific academic, visual and performing arts, and leadership. Additional domains of talent may be mentioned in specific state definitions.
- **Dual/Concurrent Enrollment:** This practice allows a student of high ability to attend classes in more than one building level during the school year and receive credit for a parallel course at a higher level. This can also be when high school students take high school and college classes simultaneously.
- **Early Entrance:** Students begin their elementary school or college education prior to the designated chronological age of entrance.
- **Early Graduation:** Acceleration options have allowed the number of years a student spends in mastering the K – 12 curricula to be shortened and makes early high school graduation possible.
- **Early Matriculation:** Enrollment in college before completion of the usual seven or eight semesters of high school. This usually involves meeting diploma requirements through a combination of course completions and demonstration of proficiency in one or more required areas.
- **Enrichment:** Activities that supplement the core curriculum. Such activities may or may not be specified in the curriculum; they are frequently selected by the teacher and/or students in a given classroom. Enrichment, by itself, is not enough for high ability students. However, both enrichment and acceleration are elements of a good curriculum for high ability students.
- **General Intellectual:** "General intellectual" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines. In Indiana, the term is used for those high ability students who qualify for services in both language arts and math.
- **Gifted and Talented:** There is no single, widely accepted definition of "gifted" or "talented." Identification criteria used to determine who participate in services or programs may vary by state and/or by local district.
- **Governing Body:** Local Education Agency or board of education (school board)
- **Grade Skipping:** Students progress through grade level instruction skipping one or more grades.
- **Guidance and Counseling Plan:** The plan outlines the differentiated services within the district to meet the specific affective needs and educational career plans of the students of high ability. It may include topics such as:
 - Academic Program Planning
 - Career & Life Planning
 - Organization & Management Skills
 - Meaning of Giftedness
 - Stress Management
 - Individual-, Small-, or Large- Group Counseling Sessions
- **Heterogeneous/Homogeneous Grouping:** Grouping heterogeneously generally occurs by chronological age level and without regard for the diverse needs of students. Homogeneous grouping is based on common criteria such as the students' interests, special needs, or academic abilities.

- **High Ability Student:** A student who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.
- **Honors Class:** Classes at the middle school/junior high or high school level in which content, pace, or depth of instruction is accelerated and/or enriched when compared to the general education curriculum. Traditionally, students who meet prerequisite criteria are accepted into these courses. These courses may include students other than those identified as high ability by the school district. When this is the case, the teacher should further differentiate within the class, so the curriculum and instruction are appropriately challenging for students with identified high ability in that academic domain.
- **Independent Study or Self-Directed Study:** Allowing students to follow individual or self-selected areas of interest and specific aptitude by designing and implementing their own study plans- Close monitoring by teachers is an essential component of independent study. It is good
 - to have carefully constructed outlines of expectations and product rubrics to ensure rigor and the meeting of program goals.
- **Individualization:** Providing a specific program that meets the particular needs, interests, and/or abilities of an individual student for some part of his/her educational experience- It does not mean, however, that every child is working in isolation on a different level or a different subject at all times. It does mean that students are working on levels commensurate with their assessed ability, needs, and/or interests.
- **Individualized Education Plan/Program (IEP):** A written document that describes how a student will access a variety of high ability services that may include the use of several service options
- **Intelligence Quotient (IQ):** A measure of ability or aptitude at a given point in time, comparing children of the same chronological age- It is a test designed to measure one's potential for learning including abstract thinking and reasoning, knowledge acquisition, and problem-solving abilities. Originally it was considered to be the sole way of measuring student ability. Current thinking now accepts IQ as one of the many ways to measure a student's academic potential.
- **International Baccalaureate (IB):** A rigorous international pre-university course of study, leading to examinations, that meets the needs of highly motivated and academically superior secondary school students. IB has a comprehensive classics curriculum (languages, sciences, mathematics, and humanities) that allows its graduates to fulfill education requirements of various nations. Only schools approved by the IB organization may offer the program. Also, school fees are charged by the IB organization. Programs are available for elementary and middle school, but these are not part of the diploma program.
- **Magnet School or Magnet Program:** Many school districts, especially those with large student enrollments, select individual schools to emphasize particular programs or services. Some magnet programs focus on specific learning areas such as math, science, or performing arts. Others are designed to serve a specific student population such as high ability students. Since space is usually limited, special entrance requirements may apply.
- **Mandated Program:** A legally required program or action authorized by law
- **Mentorships:** The practice of placing a student with an expert or practicing professional in a particular area of interest to the student- The student would learn about or study the interest area intensely with the mentor. This is an option that may occur outside of the normal school day.

- **Metacognition:** The process of understanding one's own thinking abilities and understanding what one does and does not know, as well as reflecting on learning plans and strategies, and monitoring interpretations, perceptions, decisions and behaviors
- **Multifaceted Assessment:** Collecting and analyzing data to identify the educational needs of high ability students through the following:
 - Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities usually through the use of achievement tests
 - Potential-based assessment, which includes assessing verbal, quantitative, and nonverbal reasoning to evaluate the potential performance of high ability students through the use of instruments, such as standardized reasoning or cognitive ability tests
 - Other forms of assessment, frequently descriptive in nature and known as qualitative measures such as rating scales, portfolios, structured observations, or interviews
- **Multifaceted Assessment Plan:** Outlines the instruments used to identify students of high ability and must include at least one norm-referenced performance-based measure, one norm referenced potential-based measure, and one other form of assessment
- **Nomination:** A referral process for consideration of a student into a specialized program
- **Norm-Referenced Test:** A test used to determine an individual's status with respect to the performance of other individuals on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. Such a test may be based on national norms, state norms, or local norms. At every level of educational test usage, it is necessary to match the scope of the test with the purpose that test is supposed to perform.
- **Off-Grade Level Tests:** A test that is one or more grade or age level(s) above the student's actual grade placement or age used to assess a student's ability or achievement
- **Performance-Based Assessment:** Forms of assessment that require students to demonstrate skills and understanding by active means, including written elaborated responses, physical manipulation, oral reports and presentations, and products of various types
- **Portfolio Assessment:** A portfolio is a collection of student products used to measure student progress and achievement. A collection of student products is often used to determine the appropriateness of placement. This practice allows students to demonstrate a wide variety of abilities and talents that traditionally are not measured well by standardized tests. Material in a portfolio may be student selected.
- **Potential-Based Assessment:** Evaluating the potential performance of students of high ability through the use of instruments, such as: standardized intelligence tests or tests of verbal, quantitative and non-verbal reasoning
- **Problem Based Learning (PBL):** A form of discovery learning where teachers give students a real-world problem that they must work through by reflecting on what they know, what they need to know, and then using appropriate resources to uncover solutions. Students learn about the subject area as they work toward the problem's resolution.
- **Professional Development Plan:** The plan describes the opportunities provided by the school district to promote professional growth in all areas of high ability services. This plan may include:
 - Assistance for personnel to attain university coursework or licensure in gifted education
 - District in-services for teachers, administrators, paraprofessionals, and volunteers
 - Staff release time for attending workshops, seminars, conferences, etc.

- Resources within the corporation
 - Study groups within the corporation
- **Program for Students of High Ability:** “Program” means the range of educational services differentiated in depth and breadth designed to meet the needs of one or more students of high ability through activities such as compacting, acceleration, enrichment, critical thinking, and problem solving.
 - **Pull-out Program:** Students with advanced potential are pulled from their regular classrooms to work with each other and a resource teacher to facilitate accelerated and/or enriched learning experiences. To be effective in increasing student achievement in a particular subject area, this option needs to replace the regular grade level instruction in one or more areas of core curriculum and occur on a daily basis.
 - **Qualitative Assessment:** Measures that provide more descriptive information about a child’s ability or performance in a given area such as portfolios or rating scales-(They are not tests.)
 - **Reliability:** The consistency of an instrument/test over time; the accuracy and repeatability of a measurement
 - **Scaffolding:** The support structures provided by teachers and others in supporting the learner's development and content mastery- For purposes of the High Ability Project, scaffolding refers to the deliberate use of graphic organizers for purposes of organizing information on relevant concepts, problems, or ideas.
 - **Screening Measure:** A brief, less reliable instrument used to find the top 20-25% of each demographic subgroup that will take a longer identification measure- A screening measure cannot be used alone to identify students as high ability.
 - **Self-Contained Classroom:** A programmatic term defining a classroom in which all the students have been identified as high ability in math, language arts, or both-The class can include multiple grades or ages.
 - **Socio-emotional:** The social and emotional needs of the student: affective domain
 - **Specific Academic:** One of the domains of high ability- “Specific academic” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as language arts, social studies, foreign languages, mathematics, and sciences.
 - **Stakeholder:** Persons with interest in the programming for students of high ability; e.g. administrators, school board members, community members
 - **Stakeholder Planning Committee:** means a diverse group with representation from educators, parents, students, community members, and other stakeholders; organized for the purposes of planning and development of programs for students of high ability. In Indiana this is called the Broad-Based Planning Committee.
 - **Standardized Test:** A standardized test is one that is administered under standardized or controlled conditions that specify where, when, how, and for how long children may respond to the test items. Standardized tests should meet acceptable standards for technical qualities in construction, administration, and use.
 - **Subject-based Acceleration:** Any option that allows a high ability student to gain exposure to advanced content and skills beyond the average curriculum standards that are expected for a certain age or grade

- **Subject Skipping:** Allows a student to be placed in classes with older students for part of the day (or with materials from higher grade placements) in one or more subject areas
- **Systematic Program Assessment Plan:** The plan shows the procedures for assessing the effectiveness of the district's program for high ability services. It may include topics such as:
 - Schedule for reviewing and updating the current program
 - Instruments and methods for evaluating program effectiveness
 - Procedures for data collection
 - Recommendations for change
- **Twice-Exceptional:** Students with needs and characteristics of more than one special population, e.g. gifted and learning disabled
- **Underachieving:** A discrepancy between recognized potential and actual academic performance- The causes of underachievement may be social, emotional, physical, and/or academic.
- **Validity:** The degree to which a test/assessment measures what it purports to measure

B. Indiana High Ability State Statues

INDIANA CODE AND RULES AFFECTING HIGH ABILITY STUDENT EDUCATION

IC 20-36-1

Article 36. High Ability Students Chapter 1.

Definitions

Sec. 1. The definitions in this chapter apply throughout this article.

Sec. 2. "Domain" includes the following areas of aptitude and talent:

- (1) General intellectual.
- (2) General creative.
- (3) Specific academic.
- (4) Technical and practical arts.
- (5) Visual and performing arts.
- (6) Interpersonal.

Sec. 3. "High ability student" means a student who:

- (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one domain when compared with other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

Sec. 4. "Satisfactory score" means a score of 3, 4, or 5 on an advanced placement exam sponsored by the College Board's Advanced Placement Program.

IC 20-36-2

Chapter 2. Programs for High Ability Students

State resources program; grants for high ability programs

Sec. 1.

(a) The department shall establish a state resources program using designated state resources that:

- (1) supports school corporations in the development of local programs for high ability students;
- (2) enables educational opportunities that encourage high ability students to reach the highest possible level at every stage of the students' development; and
- (3) provides state integrated services that include the following:
 - (A) Information and materials resource centers.
 - (B) Professional development plan and programs.

(C) Research and development services.

(D) Technical assistance that includes the following:

(i) Student assessment.

(ii) Program assessment.

(iii) Program development and implementation.

(E) Support for educators pursuing professional development leading to endorsement or licensure in high ability education.

(b) In addition to the program established under subsection (a), the department shall use appropriations to provide grants to school corporations for expenditures beyond those for regular educational programs and specific to programs for high ability students under section 2 of this chapter in an amount determined by the department that is based upon a set minimum amount

increased by an additional amount for each student in the program. A school corporation's program must align with the strategic and continuous school improvement and achievement plans under IC

20-31-5-4 for the schools within the school corporation. A school that receives a grant under this subsection shall submit an annual report to the department that includes the following:

(1) The programs for which the grant is used.

(2) The results of the programs for which the grant is used, including student general assessment results, program effectiveness, or student achievement.

School corporation high ability programs; criteria

Sec. 2.

A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components:

The establishment of a broad-based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.

(1) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.

(2) Professional development.

(3) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources.

(4) Evaluation of the local program for high ability students.

(5) Best practices to increase the number of participants in high ability student programs who are from racial and ethnic groups that have been underrepresented in those programs.

IC 20-36-3 - Relevant sections to High Ability are included here.

For full citation, see the Indiana Code

Chapter 3. Advanced Placement Courses

Sec. 1. As used in this chapter, "advanced course" refers to an advanced placement course for a particular subject area as authorized under this chapter.

Sec. 2. As used in this chapter, "advanced placement examination" refers to the advanced placement examination sponsored by the College Board of the Advanced Placement Program

Sec. 5.

(a) Each school year:

(1) each school corporation may provide the College Board's science and math advanced placement courses; and

(2) each school corporation may provide additional College Board advanced placement courses; in secondary schools for students who qualify to take the advanced placement courses.

(b) Each school corporation shall provide the College Board's science and math advanced placement courses in secondary schools for students who qualify to take the advanced placement courses.

(c) In addition to the College Board's math and science advanced placement tests, the state board may approve advanced placement courses offered by a state educational institution in collaboration with a school corporation if the state educational institution and the collaborating school corporation demonstrate to the state board that the particular advanced placement course satisfies the objectives of this chapter.

Sec. 6.

(a) Each student who enrolls in an advanced course may take the advanced placement examination to receive high school credit for the advanced course.

(b) Any rule adopted by the department concerning an academic honors diploma must provide that a successfully completed mathematics or science advanced course is credited toward fulfilling the requirements of an academic honors diploma.

(c) If a student who takes an advanced placement examination receives a satisfactory score on the examination, the student is entitled to receive:

(1) a certificate of achievement; and

(2) post-secondary level academic credit at a state educational institution that counts toward meeting the student's degree requirements, if elective credit is part of the student's degree requirement. The state educational institution may require a score higher than 3 on an advanced placement test if the credit is to be used for meeting a course requirement for a particular major at the state educational institution.

IC 20-36-5

Chapter 5. Alternate Methods of Earning High School Academic Credit

Receiving credits by demonstrating proficiency; methods

Sec. 1. A student shall receive credits toward graduation or an academic honors diploma by demonstrating the student's proficiency in a course or subject area required for graduation or the academic honors diploma, whether or not the student has completed course work in the subject area, by any one (1) or more of the following methods:

(1) Receiving a score that demonstrates proficiency on a standardized assessment of academic or subject area competence that is accepted by accredited postsecondary educational institutions.

(2) Receiving a high proficiency level score on an end of course assessment for a course without taking the course.

(3) Successfully completing a similar course at an eligible institution under the postsecondary enrollment program under IC 21-43-4.

(4) Receiving a score of three (3), four (4), or five (5) on an advanced placement examination for a course or subject area.

(5) Other methods approved by the state board.

Sec. 2. A student who demonstrates proficiency in one (1) or more courses or subject areas under section 1 of this chapter may not be required to complete a minimum number of semesters to graduate or to receive an academic honors diploma.

Sec. 3. The department shall develop guidelines and the state board shall adopt rules under IC 4-22-2 to implement this chapter.

IC 20-26-13-10 Formula to determine four-year graduation rate

Sec. 10. Except as provided in section 11 of this chapter, the four (4) year graduation rate for a cohort in a high school is the percentage determined under STEP FIVE of the following formula:

STEP ONE: Determine the grade 9 enrollment at the beginning of the reporting year three (3) years before the reporting year for which the graduation rate is being determined.

STEP TWO: Add:

(A) the number determined under STEP ONE; and

(B) the number of students who:

(i) have enrolled in the high school after the date on which the number determined under STEP ONE was determined; and

(ii) have the same expected graduation year as the cohort.

STEP THREE: Subtract from the sum determined under STEP TWO the number of students who have left the cohort for any of the following reasons:

(A) Transfer to another public or nonpublic school.

(B) Except as provided in IC 20-33-2-28.6, removal by the student's parents under IC 20-33-2-28 to provide instruction equivalent to that given in the public schools.

(C) Withdrawal because of a long-term medical condition or death.

(D) Detention by a law enforcement agency or the department of correction.

(E) Placement by a court order or the department of child services.

(F) Enrollment in a virtual school.

(G) Leaving school, if the student attended school in Indiana for less than one (1) school year and the location of the student cannot be determined.

(H) Leaving school, if the location of the student cannot be determined and the student has been reported to the Indiana clearinghouse for information on missing children and missing endangered adults.

(I) Withdrawing from school before graduation, if the student is a high ability student (as defined in IC 20-36-1-3) who is a full-time student at an accredited institution of higher education during the semester in which the cohort graduates.

STEP FOUR: Determine the total number of students determined under STEP TWO who have graduated during the current reporting year or a previous reporting year.

STEP FIVE: Divide:

(A) the number determined under STEP FOUR; by

(B) the remainder determined under STEP THREE.

IC 20-31

ARTICLE 31. ACCOUNTABILITY FOR PERFORMANCE AND IMPROVEMENT

IC 20-31-2 Chapter 2. Definitions

Sec. 1. The definitions in this chapter apply throughout this article.

Sec. 6. "Exceptional learner" refers to the following:

A child with a disability (as defined in IC 20-35-1-2).

(1) A high ability student (as defined in IC 20-36-1-3).

Sec. 7. "Plan" refers to a strategic and continuous school improvement and achievement plan established under this article for a school or school corporation.

Sec. 8. "School" refers to a public school or an accredited nonpublic school.

IC 20-31-5 Chapter 5. Strategic and Continuous School Improvement and Achievement Plan

Sec. 1.

(a) The principal of each school shall coordinate:

(1) the development of an initial three (3) year strategic and continuous school improvement and achievement plan; and

(2) an annual review of the plan.

(b) The initial plan and annual review must be made with input from a committee of persons interested in the school, including administrators, teachers, parents, and community and business leaders appointed by the principal. Teacher appointments to the committee must be made in accordance with IC 20-29.

Sec. 2. (a) This section applies to a charter school.

(b) A charter entered into under IC 20-24-4 may be used as a charter school's three (3) year plan. **Sec. 3.** (a) The committee must submit a school's initial plan to the superintendent by March 1 of the school year before the year of implementation. The superintendent:

(1) shall review the plan to ensure that the plan aligns with the school corporation's objectives, goals, and expectations;

(2) may make written recommendations of modifications to the plan to ensure alignment; and

(3) shall return the plan and any recommendations to the committee by April 1 of the school year before the year of implementation.

(b) A committee may modify the plan to comply with recommendations made by the superintendent under subsection (a).

(c) A committee shall submit:

(1) the plan; and

(2) the written recommendations of the superintendent to the governing body by May 1 of the school year before the year of implementation.

(d) An initial plan must be established and approved by the governing body not later than August 1 of the school year in which the plan is to be implemented. The governing body shall approve a plan for each school in the school corporation. When a plan is presented to the governing body, the governing body must either accept or reject the plan and may not revise the plan. A plan is established when written evidence of approval is attached to the plan.

Sec. 4.

(a) A plan must:

(1) state objectives for a three (3) year period; and

(2) be annually reviewed and revised to accomplish the achievement objectives of the school.

(b) A plan must establish objectives for the school to achieve. These achievement objectives must be consistent with academic standards and include improvement in at least the following areas:

(1) Attendance rate.

(2) The percentage of students meeting academic standards under the ISTEP/ILEARN program (IC 20-31-3 and IC 20- 32-5).

(3) For a secondary school, graduation rate.

(c) A plan must address the learning needs of all students, including programs and services for exceptional learners.

(d) A plan must specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.

(e) A plan must note specific areas where improvement is needed immediately.

Sec. 5.

(a) A plan may include a request for a waiver of applicability of a rule or statute to a school.

(b) The governing body may waive any rule adopted by the state board for which a waiver is requested in a plan, except for a rule that is characterized as follows:

(1) The rule relates to the health or safety of students or school personnel.

(2) The rule is a special education rule under 511 IAC 7.

(3) Suspension of the rule brings the school into noncompliance with federal statutes or regulations.

(4) The rule concerns curriculum or curricular materials.

(c) Upon request of the governing body and under a plan, the state board may waive for a school or a school corporation any statute or rule relating to the following:

(1) Curriculum.

(2) Selection of curricular materials.

Sec. 7. The department shall make effective plans available to school corporations as models to use in developing and carrying out plans.

IC 20-32-5-13.5 Test results; high ability students

Sec. 13.5. The department shall disaggregate from the total results of the Indiana program test results for a school corporation the percentage of students in each school and each grade in the school corporation that are identified as high ability students (as defined by IC 20-36-1-3) by the school corporation who also achieved a score in the highest performance level designated for the ISTEP test. However, this disaggregation is not required in a case in which the results would reveal personally identifiable information about an individual student under the federal Family Education Rights and Privacy Act (20 U.S.C. 1232g et seq.).

IC 20-32-5.1-16 Annual performance reports; disaggregation of test results for high ability students

Sec. 16.

(a) The department shall develop a format for the publication by school corporations in an annual performance report required by statute of appropriate academic information required by the department, including statewide assessment scores and information required to be disaggregated by the department under subsection (b), in a manner that a reasonable person can easily read and understand.

(b) The department shall disaggregate from the total results of the statewide assessment test results for a school corporation the percentage of students in each school and each grade in the school corporation that are identified as high ability students (as defined by IC 20-36-1-3) by the school corporation who also achieved a score in the highest performance level designated for the statewide assessment. However, this disaggregation is not required in a case in which the results would reveal personally identifiable information about an individual student under the federal Family Education Rights and Privacy Act (20 U.S.C. 1232g et seq.).

IC 20-33-1-3 Segregation prohibited; student tracking practices review

Sec. 3.

(a) The governing body of a school corporation and the board of trustees of a state educational institution may not build or erect, establish, maintain, continue, or permit any segregated or separate public schools, including any public-school departments or divisions on the basis of race, color, creed, or national origin of pupils or students.

(b) The officials described in subsection (a) may take any affirmative actions that are reasonable, feasible, and practical to effect greater integration and to reduce or prevent segregation or separation of races in public schools for whatever cause, including:

- (1) site selection; or
- (2) revision of:
 - (A) school districts;
 - (B) curricula; or
 - (C) enrollment policies;

to implement equalization of educational opportunity for all.

(c) A school corporation shall review the school corporation's programs to determine if the school corporation's practices of:

- (1) separating students by ability;
- (2) placing students into educational tracks; or
- (3) using test results to screen students;

have the effect of systematically separating students by race, color, creed, national origin, or socioeconomic class.

IC 20-33-5-7 Public schools; textbook assistance; state reimbursement

Sec. 7.

(a) If a determination is made that the applicant is eligible for assistance, the school corporation shall pay the cost of the student's required fees.

(b) school corporation shall receive a reimbursement from the department for some or all of the costs incurred by a school corporation during a school year in providing curricular materials assistance to students who are eligible under section 2 of this chapter.

(c) To be guaranteed some level of reimbursement from the department, the governing body of a school corporation shall request the reimbursement before November 1 of a school year.

(d) In its request, the governing body shall certify to the department:

(1) the number of students who are enrolled in that school corporation and who are eligible for assistance under this chapter;

(2) the costs incurred by the school corporation in providing:

(A) curricular materials (including curricular materials used in special education and high ability classes) to these students;

(B) workbooks, digital content, and consumable curricular materials (including workbooks, consumable curricular materials, and other consumable instructional materials that are used in special education and high ability classes) that are used by students for not more than one (1) school year; and

(C) instead of the purchase of curricular materials, developmentally appropriate material for instruction in kindergarten through the grade 3 level, laboratories, and children's literature programs;

(3) that the curricular materials described in subdivision (2)(A) (except curricular materials used in special education classes and high ability classes) have been adopted by the governing body; and

(4) any other information required by the department.

(e) Each school within a school corporation shall maintain complete and accurate information concerning the number of students determined to be eligible for assistance under this chapter. This information shall be provided to the department upon request.

(f) Parents receiving other governmental assistance or aid that considers educational needs in computing the entire amount of assistance granted may not be denied assistance if the applicant's total family income does not exceed the standards established by this chapter.

(g) The amount of reimbursement that a school corporation is entitled to receive shall be determined as provided in section 9.5 of this chapter.

IC 20-36-4-3 Academy established

Sec. 3. The governor's scholar's academy is established to administer and operate a public, residential, coeducational school to be held in the summer for high school students in Indiana who are high ability students as described in IC 20-36-1.

IC 20-43-10 Chapter 10. Other Tuition Support Grants IC 20-43-10- 2 Determination of honors diploma award

Sec. 2.

(a) A school corporation's honors diploma award for a state fiscal year is the amount determined using the following formula:

STEP ONE: Determine the number of the school corporation's eligible pupils who:

(A) successfully completed an academic honors diploma program; and

(B) were receiving Supplemental Nutrition Assistance Program (SNAP) benefits, Temporary Assistance for Needy Families (TANF) benefits, or foster care services; in the school year ending in the previous state fiscal year.

STEP TWO: Determine the result of:

(A) the number of the school corporation's eligible pupils who:

(i) successfully completed a Core 40 diploma with technical honors program; and

(ii) were receiving Supplemental Nutrition Assistance Program (SNAP) benefits, Temporary Assistance for Needy Families (TANF) benefits, or foster care services; in the school year ending in the previous state fiscal year; minus

(B) the number of eligible pupils who would otherwise be double counted under both clause (A) and STEP ONE.

STEP THREE: Determine the sum of the number of eligible students determined under STEP ONE and the number of eligible students determined under STEP TWO.

STEP FOUR: Multiply the STEP THREE amount by one thousand five hundred dollars (\$1,500).

STEP FIVE: Determine the result of:

- (A) the number of the school corporation's eligible pupils who successfully completed an academic honors diploma program in the school year ending in the previous state fiscal year; minus
- (B) the STEP ONE amount.

STEP SIX: Determine the result of:

- (A) the number of the school corporation's eligible pupils who successfully completed a Core 40 diploma with technical honors program in the school year ending in the previous state fiscal year; minus
- (B) the number of the school corporation's eligible pupils who are counted under both clause (A) and STEP FIVE (A).

STEP SEVEN: Determine the result of the STEP SIX amount minus the STEP TWO amount.

STEP EIGHT: Determine the result of:

- (A) the STEP FIVE amount; plus
- (B) the STEP SEVEN amount.

STEP NINE: Determine the result of:

- (A) the STEP EIGHT amount; multiplied by
- (B) one thousand one hundred dollars (\$1,100).

STEP TEN: Determine the sum of:

- (A) the STEP FOUR amount; plus
- (B) the STEP NINE amount.

(b) An amount received by a school corporation as an honors diploma award may be used only for:

(1) any:

- (A) staff training;
- (B) program development;
- (C) equipment and supply expenditures; or
- (D) other expenses;

directly related to the school corporation's honors diploma program; and

(2) the school corporation's program for high ability students.

- (c) A governing body that does not comply with this section for a school year is not eligible to receive an honors diploma award for the following school year.

INDIANA ADMINISTRATIVE CODE

Rule 9.1. Waiver of Curriculum and Graduation Rules for Programs for High Ability Students 511 IAC 6-9.1-1 Definitions

Authority: IC 20-19-2-8; IC 20-31-4-7

Affected: IC 20-31-4; IC 20-36-1

Sec. 1.

(a) The definitions in this section apply throughout this rule.

(b) "Broad-based planning committee" means a diverse group with representation from:

- (1) educators;
- (2) parents;
- (3) students;
- (4) community members; and
- (5) other stakeholders;

organized for the purposes of planning and development of programs.

(c) "Differentiated" means providing tiered levels of services for all educational needs.

(d) "Domain" includes the following areas of aptitude and talent:

- (1) General intellectual.
- (2) General creative.
- (3) Specific academic.
- (4) Technical and practical arts.
- (5) Visual and performing arts.
- (6) Interpersonal.

(e) "General creative" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to activities, such as:

- (1) problem finding;
- (2) divergent thinking;
- (3) flexibility;
- (4) elaboration; and
- (5) originality.

(f) "General intellectual" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.

(g) "Governing body" means the township trustee and township board of a school township, the board of school commissioners, board of school trustees, or any other board charged by law with the responsibility of administering the affairs of a school corporation.

(h) "High ability student" means a student who:

- (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

(i) "Interpersonal" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to areas, such as:

- (1) leadership;
- (2) mediation;
- (3) counseling; and
- (4) communication.

(j) "Multifaceted assessment" means collecting and analyzing data to identify the educational needs of high ability students through the following:

(1) Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities through the use of instruments, such as the following:

- (A) Rating scales.
- (B) Observation or interviews.
- (C) Portfolios.
- (D) Structured observations or interviews.

(2) Potential-based assessment, which includes evaluating the potential performance of high ability students through the use of instruments, such as the following:

- (A) Standardized intelligence tests.
- (B) Standardized achievement tests.
- (C) Behavior rating scales.

(3) Other forms of assessment, which includes [sic., include] using procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for high ability students.

(k) "Program" means educational services differentiated in depth and breadth designed to meet the needs of one (1) or more high ability students through activities, such as:

- (1) compacting;
- (2) acceleration;
- (3) enrichment;
- (4) problem solving; and
- (5) creative thinking.

(l) "Specific academic" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as:

- (1) English language arts;
- (2) social studies;
- (3) foreign languages;
- (4) mathematics; and
- (5) sciences.

(m) "Technical and practical arts" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:

- (1) vocational-technical education;
- (2) business technology education;
- (3) family and consumer sciences; and
- (4) technology education.

(n) "Visual and performing arts" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:

- (1) art;
- (2) dance; music; and
- (3) theater arts.

Sec. 2.

(a) To qualify as a program for high ability students under this rule, each school corporation shall meet all of the criteria in this section.

(b) The school corporation shall develop and periodically update a level of services program to provide educational opportunities to encourage high ability students to reach the highest possible level at every stage of development.

(c) The differentiated program for high ability students must include the following:

- (1) A multifaceted student assessment plan, including the following:
 - (A) Performance-based assessment.
 - (B) Potential-based assessment.
 - (C) Other forms of assessment.
- (2) A curriculum and instructional strategies plan.
- (3) A counseling and guidance plan.
- (4) A systematic program assessment plan.
- (5) A professional development plan.

(d) Educational experiences offered outside the school day may be used to supplement, but not to supplant, the levels of services provided for high ability students offered during the school day.

(e) The governing body shall create a broad-based planning committee to design and monitor the continuous development and implementation of the levels of services program for high ability students.

(f) The program must be approved by the governing body.

(g) The plans described in subsection (c) must be available for public inspection and filed with the department.

Sec. 3.

(a) Upon proper submission of the appropriate forms by a school corporation, the department may waive, for programs for high ability students, any of the following curriculum or graduation rules:

(1) 511 IAC 6-7-1(d), 511 IAC 6.1-1-2(d), and, for summer school, 511 IAC 12-2- 6(a) to allow gifted and talented students to earn credit through performance assessment without completing the required amount of instructional time.

(2) 511 IAC 12-2-6(b) to allow school corporations to be reimbursed for the cost of instruction for more than two (2) credits in summer school for high ability students.

(3) 511 IAC 6.1-6-1(a) to allow school corporations to utilize adults who have the demonstrated expertise in an area, but not the prerequisite teacher certification, to deliver nonstandard education programs for high ability students, such as:

(A) internships;

(B) mentorships; or

(C) clinical experiences.

(b) The school corporation may appeal a denial of a waiver to the state board.



C. Parental Appeal Form

I understand that my child has not met the necessary criteria for eligibility/placement in the IAA High Ability program. I wish to submit an appeal based upon the following additional information that I feel may be relevant as a factor in possibly reversing this decision.

Student name: _____ DOB: _____ Grade: _____

Additional documentation of test scores, grades, etc.:

Detailed summary of reasons for appeal:

Summary of Rights and Responsibilities

- I have received a copy of this Appeals Process and understand my rights to appeal the eligibility status of this student's placement in the IAA High Ability Program.
- I understand that this form must be returned to the High Ability Coordinator at Ignite Achievement Academy by _____.
Address: 1002 West 25th Street, Indianapolis IN 46208
FAX: (317) 226-3315
- I understand that the High Ability Identification Team will review documentation and will respond to my appeal no later than fifteen days after receipt of this form.
- I understand that the High Ability Selection Team may request additional assessments (provided by the school corporation) or data collection and may interview the student/parents or person submitting the appeal.
- I understand that all appeal decisions are final.
- I understand that the High Ability Selection Team has the right to uphold or reverse the original

decision of High Ability eligibility/placement.

- I understand that if my appeal is denied, I may request additional testing the following school year (only once per each school year).

Printed name of person initiating appeal

Signature

Date

Relationship to student



D. Parental Nomination Form

Parents/Guardians should complete this form if they believe their child is performing well above grade level or demonstrating exceptional strengths or talents and would like their child's performance and achievement to be reviewed to determine eligibility for gifted education services.

The procedure for a parent nomination is as follows:

5. Review the following materials about characteristics of high ability learners.
 - [High Achiever vs. Student](#)
 - [Common Characteristics of Gifted Individuals](#)
6. Complete the SIGS (*Scales for Identifying Gifted Students*) Home Rating Scale.
7. Complete the IAA parent nomination form (Appendix C).
8. Submit all materials to the school principal to forward to the High Ability Coordinator.

Once this form is received, the IAA High Ability Identification Team will convene and analyze test and performance data to determine if additional assessments are warranted and if the criteria for formal identification have been met. The results of the screening process will be communicated to parents through a meeting, phone call, email or letter.

Student's Name _____

Grade _____ Date of Birth _____

When have you observed this characteristic?	Seldom or never	Occasionally	Frequently	Almost always	Examples from your child's life.
Has self-stimulated curiosity; show independence in trying to learn more about something.					
Adapts readily to new situations; flexible in thought and action; not disturbed if the normal routine is changed.					
Organizes and brings structure to things, people and situations.					
Uses unique and unusual ways to solve problems.					
Displays a great deal of curiosity about many things, often going beyond conventional limits.					
Possesses a large storehouse of information about a variety of topics beyond the usual interest of the age.					

Reasons things out, thinks clearly and comprehends meanings.					
When have you observed this characteristic?	Seldom or never	Occasionally	Frequently	Almost always	Examples from your child's life.
Generalizes and draws conclusions that summarize complex information easily.					
Expresses interest in understanding self and others.					
Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.					
Seems to sense what others want and helps accomplish it.					
Tends to direct others in activities.					
Can work through frustration and maintain focus.					
Sees flaws in things, including own work, and can suggest better ways to do job or reach objective.					
Displays a mature sense of humor.					
Has unusually advanced vocabulary for age level, uses terms in a meaningful way.					

Please check below which area(s) may apply to your child and give specific examples of behaviors that support this area of nomination. Attach student work that illustrates the ability being considered.

General Intellectual Ability

Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.

Specific Academic Ability

Shows unusual/advanced ability in: ___ Reading _____ Math

Thinks logically and symbolically about quantitative and spatial relationships, can articulate a thorough and detailed response, sees multiple pathways to solve problems, or thinks abstractly and shows insight into novel situations.

Creative Ability

Has a vivid imagination, unique ideas in problem solving situations, may be a risk-taker, adventurous, non-conforming, often asks "why" or sees the unusual.

Leadership Ability

Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.

- 1. Briefly describe your child's major interests, hobbies and other creative endeavors.*
- 2. What are your main reasons for referring your child to the High Ability Program? Share your insights about his/her talents, abilities, and learning needs. (Please Note: Teachers are expected to challenge every student according to his/her abilities. Therefore, a desire to have your child challenged is NOT a reason for a High Ability Program referral.)*
- 3. Please attach any other information which you believe is relevant and would assist us in getting to know your child's interests and abilities. (E.g. exceptional work samples, academic accolades, outside testing results, evidence of participation in outside educational programs)*

_____ I understand that tests of ability, aptitude, or achievement may be administered to my child as part of the identification process. Results of all tests will be shared with parents.

Date _____

Parent's Name _____

Parent's Signature _____

Phone Number _____ Email address _____

E. Teacher Nomination Form

Student name: _____ Grade: _____

Teacher completing this form: _____

Please check the areas for which you are referring this student:

- English Language Arts
- Mathematics
- Science
- Leadership
- Visual Arts
- Dance
- Martial Arts
- Theater Arts
- Other (Explain) _____

In the space below, please give a brief statement as to why you feel this student should be considered for the High Ability program:



Signature

Date

Scales for Rating the Behavioral Characteristics of Exceptional Students

Name of Scholar:		Date:	
School:	Grade:	Age:	
Teacher completing the form:			
How long have you known this scholar?	Years:	Months:	

For the teacher: All items on this checklist must be completed for the scholar to be considered for the High Ability program. Failure to complete all items on this checklist will result in the teacher nomination being invalid.

Student Behavior	Never	Seldom	Sometimes	Frequently
Displays a great deal of curiosity about many things; is consistently asking questions about anything and everything				
Generates many ideas or solutions to problems and questions; often offers unusual, unique, clever responses				
Nonconforming; accepts disorder, is not interested in detail; is individualistic; does not fear being different				
Is a high-risk taker; is adventurous and speculative.				
Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)				
Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products.				
Needs little external motivation to follow through on work that initially excites him. Prefers to work independently; requires little direction from teachers.				
Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.				
Likes to organize and bring structure to things, people, and situations.				
Explains things precisely and clearly.				
	Never	Seldom	Sometimes	Frequently
Uses descriptive words to add color, emotion and beauty.				
Expresses thoughts and needs clearly and concisely.				
Determines what information or resources are necessary for accomplishing a task.				
Grasps the relationship of individual steps to the whole process.				

Organizes his/her work well.				
Recognizes the various alternative methods for accomplishing a goal.				
Can provide details that contribute to the development plan or procedure.				
Carries responsibility well; can be counted on to do what he/she has promised and usually does it well.				
Is self-confident with peers as well as adults; seems comfortable when asked to show work to the class.				
Is cooperative with the teacher and classmates; tends to avoid bickering and is generally easy to get along with.				
Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

Specific Area Checklist for High Ability Referrals

Please complete the checklist(s) **only for the areas** for which the scholar is being referred.

General Intellectual Ability	Never	Seldom	Sometimes	Frequently
Learns rapidly and easily.				
Retains what he/she has heard or read without much rote drill.				
Able to do general academic work one or two years above grade level.				
Has a variety of interests or may be intensely interested in a single area of study.				
Seems to know many things that have not been taught.				
Abstract thinker, recognizes relationships, takes pleasures in intellectual activity.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

Specific Academic Ability: Language Arts	Never	Seldom	Sometimes	Frequently
Reads a great deal.				
Has a large/rich vocabulary.				
Can express feelings of the characteristics to make them seem real.				
Writes more than other students and appears to enjoy writing process.				
Can introduce, develop and conclude a story interestingly.				
Enjoys writing poems, original stories, plays and journaling.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

Specific Academic Ability: Social Studies	Never	Seldom	Sometimes	Frequently
Sensitive to social issues, concerned with moral and ethical questions.				
Has a lot of up-to-date information on current events.				
Reads or watches television programs dealing with global awareness.				
Shows interest in learning a foreign language				
High interest level in global issues of environment, endangered species, etc.				
Enjoys learning about the past, present, and future.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

Specific Academic Ability: Mathematics	Never	Seldom	Sometimes	Frequently
Reasons effectively, likes logic problems and puzzles.				
Grasps the abstract nature of mathematics easily.				
Grasps concepts of spatial relationships.				
Enjoys trying to solve difficult problems.				
Likes to solve problems through discovery.				
Intuitive; can do deductive and inductive thinking.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

Specific Academic Ability: Science	Never	Seldom	Sometimes	Frequently
Interested in science books and science programs on TV.				
Has science related hobbies, collections, likes 'gadgets.				
Learns science concepts quickly.				
Curious about natural relationships and wants to understand how things work.				
Comes up with good questions or ideas for experiments.				
Persistent, sticks with investigations despite difficulties.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

Visual and Performing Arts

Visual Art	Never	Seldom	Sometimes	Frequently
Makes up original art products.				
Shows and uncommonly high interest in visual art activities.				
Spends a great deal of time drawing or doodling.				
Seems to have a need or compulsion to create.				
Combines various artistic media for expression (inter-arts approach).				
Resourceful, capable of 'finding' art or 'making' art.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

Music	Never	Seldom	Sometimes	Frequently
Indicates ability to perceive fine differences in sound (pitch, volume, timbre, duration).				
Easily remembers melodies and can reproduce them accurately.				
Displays sensitivity to the rhythm of music.				
Shows a sustained interest in music activities.				
Can express feelings or emotions through sound or music.				
Makes up original tunes which depict emotional and dramatic situations.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

Dance	Never	Seldom	Sometimes	Frequently
Uses body as an instrument of expression.				
Enjoys forms of dancing and movement to music.				
Uses movement to recreate an emotion or environment.				
Able to think of many ways of solving movement problems.				
Displays grace and fluidity of movement.				
Likes to dance for other people.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

Drama	Never	Seldom	Sometimes	Frequently
Eager to participate in classroom plays or skits.				
Effectively uses voice, gestures, and facial expressions to communicate feelings.				
Commands and holds the attention of a group when speaking.				
Able to evoke emotional responses from listeners - can get people to laugh, to frown, to feel tense, etc.				
Can imitate others - is able to mimic the way people speak, talk, gesture.				
Readily shifts into the role of another character.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

Creativity and Leadership

Creativity	Never	Seldom	Sometimes	Frequently
Has a large number of clever ideas and solutions to problems.				
Alert and curious, constantly asking questions about everything and anything.				
Imaginative, may have a strong sense of fantasy.				
May be uninhibited in expressions or opinions, is sometimes radical/tenacious.				
High risk taker, adventurous, speculative.				
Has excellent sense of humor and may see humor in situations others do not see.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

Leadership	Never	Seldom	Sometimes	Frequently
Able to influence others to work toward desirable/undesirable goal.				
Looked to by others when something must be decided.				
Willing to and does initiate activities that involve peers.				
Able to figure out what is wrong with an activity and show others how to do it better.				
Transmits his/her own enthusiasm for a task to others.				
Can judge the abilities of others and find a place for them in group activities.				

This section is to be completed by the High Ability Coordinator:

Add column totals				
Multiply by weight	0	1	2	3
Add weighted column totals			+	+
Total scholar score				
Notes:				

FOR OFFICE USE ONLY: Renzulli total: Area totals:			Possible
	RZ		63
	GI		18
	LA		18
	SS		18
	MA		18
	SC		18
	VA		18
	MU		18
	DA		18
	DR		18
	CR		18
LD		18	
Total Score			
Divide by possible score			
Total percent positive			

F. High Achiever versus Gifted (High Ability)

1) Definitions:

Although the terms are often confused, there are distinct differences between a gifted learner and high achiever. A gifted learner may or may not be a high achiever. Likewise, a high achiever may or may not be gifted. High achievers are those students that perform well in school, while gifted students are those that have high intelligence and a propensity for learning. When trying to determine whether a student is gifted and/or high achieving, there are several traits and behaviors to consider.

High Achievers

High achievers are students that have a strong motivation to perform well and succeed in school. These types of students usually enjoy school, get A's, memorize information easily, give complete and accurate answers, have advanced knowledge and are at the top of their class. They tend to be satisfied with their knowledge and skills, but they will receive new information with willingness and interest when required. High achievers are usually emotionally and socially on track, and they relate well to peers of their own age.

Gifted Learners

Gifted learners are students that have a strong motivation to learn and expand their intellectual capacity. They prefer self-directed learning, may or may not be motivated by grades, are excellent at making inferences and connections, pose complex questions, generate abstract concepts and are beyond their class. They are not satisfied with a straightforward answer, preferring to examine a problem's intricacies and underlying implications. They tend to be self-critical and are constantly seeking to expand their knowledge. Gifted learners may be emotionally and socially behind, on track or advanced. Most tend to connect with peers based on shared intellectual interest rather than similarity in age.

Gifted and High Achieving

Although high-achieving and gifted are two separate descriptors, this does not mean that they cannot occur together. Some students are both high-achieving and gifted learners. These students tend to do very well in school, receiving high grades and performing well on homework and exams. At the same time, they approach problems with innovation and complex reflection. Although their primary motivation is to learn, this desire tends to lend itself naturally toward strong performance and high achievement.

Gifted, But Not High Achieving

Some students are gifted, but not necessarily high achieving. In these instances, the student is usually unable to perform well because he is not stimulated by the simplicity of the lesson or too distracted by his own abstract thoughts to demonstrate competency in tests or homework. Totally unmotivated by grades, this type of student thrives on intellectual challenge. Advanced courses, less structured (but more difficult) homework assignments and essay style exams often improve their academic performance.

High Achieving, But Not Gifted

Students that are high achieving but not necessarily gifted excel in almost any classroom setting. Since they are motivated strongly by grades, they benefit from strict grading standards that force them to expand their abilities. They learn well by memorizing and prefer straightforward problems and answers. They will become frustrated if given a problem that is too vague or abstract with no solid answer.

2) Table: Characteristics of the High-Achieving versus High-Ability/Gifted Student

<u>High Achiever</u>	<u>High Ability/Gifted Learner</u>
<ul style="list-style-type: none">• Remembers the answers• Is interested• Is attentive• Generates advanced ideas• Works hard to achieve• Answer the questions in detail• Performs at the top of the group• Responds with interest and opinions	<ul style="list-style-type: none">• Poses unforeseen questions• Is curious• Is selectively mentally engaged• Generates complex, abstract ideas• Knows without working hard• Ponders with depth and multiple perspectives• Is beyond the group• Exhibits feelings and opinions from multiple perspectives
<ul style="list-style-type: none">• Learns with ease• Needs 6 to 8 repetitions to master• Comprehends at a high level• Enjoys the company of age peers• Understands complex, abstract humor• Grasps the meaning• Completes assignments on time	<ul style="list-style-type: none">• Already knows• Needs 1 to 3 repetitions to master• Comprehends in-depth, complex ideas• Prefers the company of intellectual peers• Creates complex, abstract humor• Infers and connects concepts• Initiates projects and extensions of assignments
<ul style="list-style-type: none">• Is receptive• Is accurate and complete• Enjoys school often• Absorbs information• Is a technician with expertise in a field• Memorizes well	<ul style="list-style-type: none">• Is intense• Is original and continually developing• Enjoys self-directed learning• Manipulates information• Is an expert who abstracts beyond the field• Guesses and infers well

- Is highly alert and observant
- Is pleased with own learning
- Gets A's
- Is able

- Anticipates and relates observations
- Is self-critical
- May not be motivated by grades
- Is intellectual

**Szabos, J. (1989). Bright child, gifted learner. Challenge, 34. Good Apple.*

