

EVANSVILLE VANDERBURGH SCHOOL CORPORATION

HIGH ABILITY PROGRAM

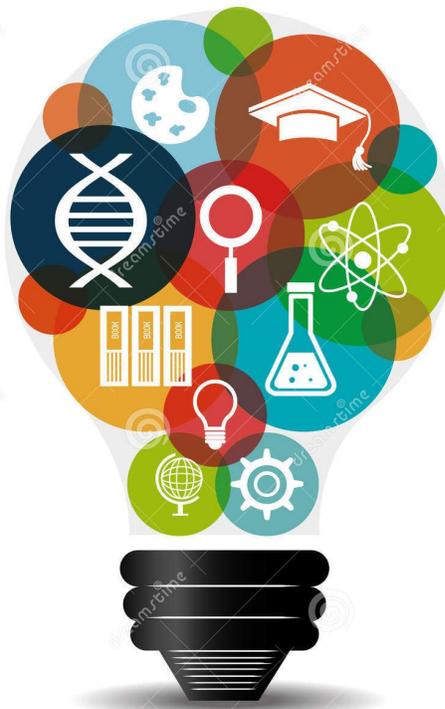


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High Ability Program Staff Directory

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HIGH ABILITY DEFINITIONS AND SERVICES

Program Philosophy	Ensuring all students are performing to their highest ability and reaching their maximum potential is paramount in the EVSC. To that end, the EVSC has programming for students who are identified as high ability.
Mission	As part of our district mission to prepare every student to excel in our global society through world-class learning experiences, we include opportunities for our high ability learners to thrive. We prepare our high ability learners to understand themselves, develop their potential, and access the world around them.
Vision	Our vision for our high ability learners is congruent to our district vision: Empowering our students to thrive in life.
Definition of a High Ability Student	According to Indiana Code 20-36-1-3, a 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 with other students of the same age, experience, or environment; and (2) is characterized by exceptional gifts, talents, motivation, or interests.
High Ability Domains	Specific domains in which identified high ability students may be served include: -English/Language Arts -Math -General Intellectual (both English & Math) -Other (used to identify students with artistic talents; art, music, etc. but do not participate in the Academic HA Program.)
Academic Services for Students	High Ability teachers will provide curriculum that extends beyond state standards and which addresses the individual needs of each student. At the elementary level, high ability students are served in several ways. One way is through a pullout program where students receive a minimum of 200 minutes of instruction per week. Another way is through a cluster group model or performance cluster model where high ability students are clustered together in homerooms and services are provided within the regular classroom setting. Finally there are students who receive services in the regular classroom setting with individualized instruction based on their high abilities. In middle and high schools, high ability students follow an honors curriculum in English/language arts, social studies, advanced math and science.
Broad-based Planning Committee	The district convenes a Broad-based Planning Committee annually to review the program, revise the district plan, and ensure that the needs of high ability learners are being met. The committee reviews data and receives feedback from stakeholders like parents, community members, principals, students, and district administrators. There are representatives from each attendance zone district, as well as each grade band of elementary, middle, and high schools.

MULTIFACETED IDENTIFICATION PLAN

Students in Kindergarten, grades 2, 4, and 7 are screened each year to determine eligibility for the Cognitive Aptitude testing. The screening threshold is the 85th percentile* in NWEA MAP Growth Math, NWEA MAP Growth Reading, or NWEA MAP Growth Language. Students who meet the 85th percentile are given the CogAT 7 Full Battery assessment. Student scores on both the CogAT 7 and NWEA MAP Growth are reviewed to identify those in need of high ability services. Students scoring at or above the 96th percentile* in one or more of the CogAT subtests or at or above the 96th percentile* on one** or more of the NWEA MAP Growth assessments in the same subject area are identified. When a student's score on either NWEA MAP or CogAT falls just below the district's qualifying score, additional data in the form of a teacher rating scale of aptitude and achievement (SIGS) may be reviewed through an appeal (see p. 9) to help determine appropriate placement.

*96th percentile may be based on local norms where most inclusive.

**One NWEA MAP Growth assessment when using local norms



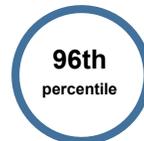
Universal Screener in Kindergarten, 2nd, 4th, and 7th grades

All students are screened using NWEA national norms and recommended for further testing if above the 85th percentile.



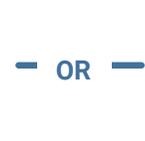
CogAT Full Battery

Students recommended for further testing are given the CogAT Full Battery to identify the students' aptitude.



Achievement Identification

Students performing at or above the 96th percentile on one** or more NWEA MAP assessments are identified as High Ability based on their achievement.



Aptitude Identification

Students performing at or above the 96th on the CogAT Full Battery are identified as High Ability based on their aptitude.

Off Grade Level Testing

Only students enrolling from outside the EVSC, or those who were unable to participate during the grade level (grades k, 2, 4, 7) testing window will be considered for off-grade level testing. Following a review by the school of a student's abilities, a request may be made by the school to the Assistant Director of MTSS & High Ability for testing. Students will be evaluated based on the information above.

Grade Acceleration

High Ability programming is designed to meet the needs of all high ability learners. There may be instances where a parent or educator requests that a student skip a grade. In this instance, the school principal should contact the District High Ability Coordinator to begin the review process. The steps detailed in the Iowa Acceleration Scale will be utilized to determine the type of acceleration that may be most appropriate for the student.

HIGH ABILITY CURRICULUM AND INSTRUCTION PLAN

The EVSC has a K-12 vertically aligned curriculum for core content areas. All grade levels have curriculum maps, specific resources, and high quality instructional materials.

Elementary School Models

Each school will develop a model appropriate to the needs and composition of the student population and staff. These models may include the following:

1. Cluster Model: This model includes the grouping of identified HA students within the same classroom. Students are engaged in differentiated classroom experiences that move beyond the typical grade level standards. This model allows for promotion of both vertical and horizontal academic processes, with continual monitoring of the classroom teacher.
2. Pull Out Model: This model utilizes a dedicated high ability teacher who works with groups of students to differentiate and move beyond typical grade level standards. Curriculum is specialized and may be accelerated.
3. In-Class Differentiation Model: This model is often seen in schools with a low number of identified students. In this model, the teacher offers individual differentiation to students.
4. Self-Contained Model: This model is used when a school has a large population of students that have been identified as high ability in the same grade. In this model, the students are with a high ability teacher for all core content areas.

Middle School Model

Counselors, teachers, and administrators will work together to determine the appropriate placement of identified high ability students. Students may extend their studies through differentiation in honors classes, as well as enrollment in world languages, as available at the school. Some schools may also work with their corresponding high school to allow middle school students to take high school classes in order to further expand their knowledge beyond typical grade level standards.

High School Model

High school students who are identified as high ability will be encouraged to participate in Advanced Placement, Honors, or Dual Credit courses. Counselors, teachers, and administrators will work together to determine appropriate placement and a 4-year plan that will prepare students for college and career.

HIGH ABILITY COUNSELING PLAN

High ability students have a variety of social and emotional learning needs that must be met in order for them to reach their potential. In the EVSC, our answer to graduating successful students lies in neuroeducation - improving the learning and development of youth - how the brain works and its impact on learning and human development. As a district, we are intentional about teaching techniques to manage stress load, giving students the opportunity to develop and practice executive functioning skills, in all classrooms grades K-12. The EVSC uses an MTSS framework for academics, behavior, and social and emotional needs.

Corporation-level Counseling Plan

1. Parents of identified students will receive a copy of the EVSC High Ability Guide or access to the High Ability website.
2. Professional development will be provided to assist staff in identifying and supporting student needs. Each counselor or HA coordinator is provided with HA guidelines at the beginning of each year.
3. Each school will ensure that parents have an opportunity to learn about HA practices, identification, curriculum, or student needs. Depending upon population size, this may be done with a parent meeting or individual parent contacts.

Building-level Counseling Plan

1. Each school will ensure that parents have an opportunity to learn about HA practices, identification, curriculum, or student needs. Depending upon population size, this may be done with a parent meeting or individual parent contacts.
2. In high schools, students will be given specific counseling in attainment of scholarships and college choice. Counselors will work with students to determine an appropriate 4-year plan to meet their academic needs (that will prepare the student for college and career). Counselors prepare a graduation plan for each student which will be included in RDS so that school personnel can access it.



HIGH ABILITY PROFESSIONAL DEVELOPMENT PLAN

Professional development is key in providing qualified teachers with the resources and knowledge they need to adequately meet the needs of high ability students. Teachers of high ability students are expected to participate in appropriate professional development. Professional development will be encouraged and supported by all levels of administration. The EVSC has a robust K-12 job-embedded instructional coaching system. All teachers, counselors, and administrators are coached throughout the year to improve their practices.

Professional Development within the Corporation

1. Teachers, counselors, and administrators participate in instructional coaching on a regular basis to improve their practice and meet student needs.
2. Teachers participate in Professional Learning Communities and Teams to collaborate with colleagues about instructional best practices.
3. Teachers will meet annually to review identification protocols and procedures.
4. District administrators will train teachers on the identification and characteristics of high ability learners.
5. Teachers within the school corporation who hold a high ability license may be asked periodically to assist in professional development.
6. The corporation will provide support and assistance to high ability teachers, counselors, and administrators. This may be in the form of large group workshops, PLC visits, or individual teacher supports.
7. The district has a Comprehensive Counseling Team that meets regularly to discuss supports for students, as well as college and career counseling best practices.

Professional Development Outside the Corporation

As feasible, high ability teachers will be provided an opportunity to attend local, regional, or national professional development opportunities. This also includes content-specific professional development for high school Advanced Placement teachers.

Resources and Supplies

Many classroom supplies will be provided at the building level. At teacher request, some specific supplies and resources may be provided by the corporation.

HIGH ABILITY PROGRAM ASSESSMENT PLAN

High ability programming must be assessed each year in order to ensure its effectiveness and viability. This evaluation will happen at both the corporation and school level.

Corporation-Level Assessment

1. The district convenes a Broad-based Planning Committee annually to review the program, revise the district plan, and ensure that the needs of high ability learners are being met. The committee reviews data and receives feedback from stakeholders like parents, community members, principals, students, and district administrators. There are representatives from each attendance zone district, as well as each grade band of elementary, middle, and high schools. District personnel will assess the programming on an on-going basis throughout the year.
2. Partner universities will work with both the high schools and district administration to ensure that dual credit courses are rigorous and are adequately serving students.
3. District scores on Advanced Placement Exams will be reviewed to ensure that the needs of high ability high school students are being met. Course grades and exam scores will be studied to ensure that curriculum and exam are appropriately aligned.
4. District administrators will examine the preparedness and performance of high ability students on tests such as ISTEP, ILEARN, SAT, ACT, and AP content exams to ensure that student needs are being met.

Building-Level Assessment

1. Schools will maintain a log of services provided to high ability students. Each year, building administrators, counselors, and teachers will review the school plan to ensure that student needs are met.
2. Partner universities will work with both the high schools and district administration to ensure that dual credit courses are rigorous and are adequately serving students.
3. Teachers of Advanced Placement will participate in course audits to determine appropriate rigor and compliance with College Board requirements.
4. School administrators, teachers, and counselors will examine the preparedness and performance of high ability students on tests such as ISTEP, ILEARN, SAT, ACT, and AP content exams to ensure that student needs are being met.

High Ability Identification Appeals

The multifaceted High Ability Identification plan for the EVSC uses a well-designed process, consistent with Indiana Code and Rules, based upon sound measures designed for use with high ability learners in order to find those students whose academic needs are far beyond those of typical students of the same age in the district. In this process, students are identified for services through multiple pathways including ability and/ or achievement in Language Arts and/or Mathematics.

An appeal process is in place in the event that a person close to the student challenges the decision to not place the student in High Ability services. An official written appeal, using [this form](#) must be filed within four weeks from when the parent was notified of the testing results.

An appeal does not re-evaluate student data already considered in the official identification process. Scoring Above Proficiency on ILEARN, high grades, or strong performance on benchmark assessments are not reasons for an appeal. The purpose of the appeal is to bring new information to the attention of the corporation that could lead to a different decision.

Appeal Procedure(s):

1. Parents will notify the school principal of their desire to revisit their child's designation. This request must be made in writing using the [High Ability Identification Appeals Form](#).
2. School principal will review the parent request to determine if there are sufficient grounds to revisit the child's designation.
3. If the school principal believes there are grounds for review, he or she will notify the Assistant Director of MTSS & High Ability.
4. The Assistant Director of MTSS & High Ability will review the student information to determine if additional testing is warranted.
5. School will report results to the parent/guardian.

Exiting from the High Ability Program

Students who are not successful with high ability placement may be exited from programming at any time. This process may be initiated by the school or by the parent/guardian. A committee made up of the parent/guardian, teacher, school administrator/counselor, and high ability coordinator will meet to establish a Student Success Plan.

The goal of the Student Success Plan is to put into place interventions to assist the student in being successful in the high ability placement. Improvement steps will be identified, a timeline for completion will be set, and then the committee will reconvene to determine the success of the plan.

If improvements have been made, additional supports can be added if necessary to continue the placement. If the interventions have not assisted the student in being successful, then the student may be exited from the program. If the student is exited from the program, the [High Ability Program Exit Form](#) will be completed and sent to the Office of Schools and Instructional Core. The child's High Ability code in the student information system will be changed from I (identified) to N (not participating). This allows a child to participate in HA services again at a later date.