

Richland-Bean Blossom Community School Corporation



High Ability Program and Identification Description

(Updated October 2015)

PROGRAM PHILOSOPHY

It is the philosophy of the Richland-Bean Blossom Community School Corporation to maximize the development of each student who attends its schools. Every learner has the right to be challenged and therefore must be given the opportunity to advance his or her abilities. In keeping with this belief, the corporation acknowledges that individuals from a variety of cultural, racial, ethnic, and socioeconomic groups possess capabilities superior to their peers of the same age, grade level, and educational experience. So that the gifts of these high ability youth may be developed to the fullest extent, we will provide activities both in and outside of the regular classroom that will cater to their accelerated rate of learning and nurture their unique social and emotional issues. By meeting the educational needs of students from all ability levels, the teachers and administrators of the corporation, in partnership with the community, will create citizens who are able to set high expectations for themselves and confront challenges with confidence.

MISSION STATEMENT

The Richland-Bean Blossom Community School Corporation's mission is to provide high ability students with the following: the opportunity to be challenged by experiencing deeper or accelerated curricular studies and the appropriate development of social and emotional skills, particularly those unique to the high ability population (i.e. self-efficacy, stress management, and perfectionism).

DEFINITION OF GIFTEDNESS

The Richland-Bean Blossom Community School Corporation combines definitions from both the Indiana Code for High Ability Students (IC 20-36-1-3) and the Javits Act to create a depiction of gifted youth:

High Ability students are individuals from a variety of cultural, racial, ethnic, and socioeconomic backgrounds who exhibit outstanding

potential in Language Arts, mathematics, and general intellect. Their ability within these areas is above that of their same-age or grade-level peers who participate in the same educational program. These gifts may be identified by advanced language development, outstanding levels of analytical thinking, unique social and emotional needs, exceptional talent, high levels of achievement and/or accelerated mastery of curriculum. Because of these distinct characteristics, high ability students require a modified curriculum that will adequately challenge them so that they may realize their potential.

PROGRAM GOALS

The High Ability program of the Richland-Bean Blossom Community School Corporation shall do the following:

1. Provide each student with appropriate challenges via the service(s) best suited to him or her. [IC 20-36-2]
 - Identify the educational needs of each student by using pre-assessments specific to the standards to be taught (in addition to data collected during the identification process).
 - Group students by ability or in clusters (grades K-12), provide accelerated math (grades 6-12) and advanced-content language arts classes (grades 9-12), and self-contained high ability classrooms (grades 4-5). Students may also be admitted to kindergarten prior to the state-determined cutoff date, be promoted to the next grade level, and/or be enrolled in high school and college concurrently. The latter options will be considered on a case-by-case basis.
 - Use pre-assessment data for each topic of study to appropriately deliver an accelerated, compacted, differentiated, enriched, and/or deeper curriculum.
 - Use guidance and counseling interventions to encourage achievement at full capacity, primarily in those students who underachieve or whose culture discourages academic success.
2. Make social interactions available so that gifted students have opportunities to relate to peers with similar social, emotional, and intellectual needs.
 - Allow students to collaborate with other gifted peers in the classroom setting.
 - Provide opportunities within the school curriculum for students to interact with topics that may allow them to discuss their emotions and/or outlook on life, which differs from that of the general population. Examples of

topics include current news events, situations regarding the theme of justice, character education, etc.

- Offer pull-out or small group guidance and counseling sessions that focus on the unique social and emotional issues related to giftedness. Topics may include perfectionism, stress management, study skills, career planning, dealing with intense emotions, etc.

PROGRAM DESCRIPTION

At **Edgewood Primary (grades K-2)**, kindergarten teachers use AIMSweb scores to place students in reading groups according to readiness levels. First and second grade teachers place students in high-level reading groups according to previous identification in the High Ability program or their AIMSweb scores. First and second grade students identified as high ability attend small group sessions to work on problem-solving skills in the area of mathematics. These groups meet weekly to allow students to work collaboratively to explore the concept of problem solving with multiple approaches and multiple solutions.

At **Edgewood Intermediate School (grades 3-5)**, identified High Ability students are placed in cluster groups where teachers provide differentiated instruction in the areas of language arts and/or mathematics.

At **Stinesville Elementary School (grades K-5)** individual teachers provide differentiated instruction based on assessments. Some students who have been identified as high ability in only one subject area may move to the next grade level for instruction in their area of identification.

Edgewood Junior High School (grades 6-8)

Math: Students entering sixth grade may qualify for enrollment in a Honors math class. At seventh grade, there are two options. Most high ability students will take 7th grade Honors math (the first half of the Algebra I curriculum). A small number of students may take a class which covers the entire Algebra I curriculum in one year. Those few students will take Algebra II at Edgewood High School as eighth graders.

English: Students identified as High Ability in the area of Language Arts will be cluster-grouped in sixth, seventh and eighth grade English Language Arts class sections. Students identified as High Ability in the area of Language Arts will be cluster-grouped in sixth, seventh and eighth grade English Language Arts class sections.

Science, and Social Studies: In these subject areas, students are placed in cluster groups. Classroom teachers differentiate instruction to meet the needs of the gifted students.

Edgewood High School (grades 9-12)

EHS offers honors courses at all grade levels and dual credit (college-level) courses (AP, ACP, and dual credit) for students in grades 11 and 12. A complete list of courses is available in the Curriculum Guide on the EHS Guidance website. The Curriculum Guide includes a separate list of dual credit course offerings (AP, ACP, and other dual credit). The Curriculum Guide also includes prerequisites (if applicable) for every course offered at EHS.

Math: Students who participated in the accelerated math program at EJHS may continue taking advanced-level math courses at EHS. Any student who possesses exceptional math talent and meets the indicated course prerequisite(s) may choose to enroll in an honors math class.

English: Students identified as High Ability in the area of Language Arts may enroll in Honors English 9, 10, and/or Honors American Literature. Two ACP (college-level) courses (Advanced Composition ACP and English Literature ACP) are available for any senior who meets the indicated prerequisite.

Other Subjects: EHS offers honors and dual credit (AP, ACP, dual credit) courses in other subjects; any student may enroll as long as he/she meets the indicated prerequisite for the given course(s).

IDENTIFICATION PROCEDURE

Screening

1. All Kindergarten students are administered the CogAT Screener in the fall. Students who score at the 85th percentile or higher will be administered the full CogAT later during the first semester.

2. Students in grades 2, 5, and 8 will be administered the full CogAT (a quantitative, norm-referenced assessment) .
3. Students in grades K, 2, 5, and 8 who score between the 80th and 95th percentile will be administered the Iowa Test of Basic Skills (ITBS) (quantitative assessment).
4. Parents and/or teachers may be asked to complete the Scales for Identifying Gifted Students (SIGS) (qualitative assessment). Students may also be asked to submit a portfolio (qualitative).

Nominations

1. During non-screening years, teachers, parents, and students may nominate individuals for the initial screening pool using the *Nomination Form* (see Appendix A).

Identification

1. Members of the Identification committee will collect and analyze the data from the CogAT, identifying students for High Ability services who score at or above the 96th percentile. Students scoring within the 80th -95th percentile will be administered the ITBS as a secondary measurement. Students who score at or above the 96th percentile will be identified as students for High Ability services. If additional data is needed, parents and/or teachers may be asked to complete the Scales for Identifying Gifted Students (SIGS). The committee will review all results from these assessments and identify students as individuals who would benefit from a more rigorous curriculum in Language Arts, Math, or both.
- 2 Test scores will be used as an objective instrument for determining selection.

TIMELINE FOR THE IDENTIFICATION PROCESS

*The following student identification dates are tentative guidelines.

Date(s)	Activity	Target Grade(s)	Purpose of Data
<i>First Semester</i>			

Within First Two Weeks of September	Administer the CogAT Form 7 Screener	Kindergarten	To identify Kindergarten students for full administration of full CogAT
October 15	Solicit Faculty & Staff Referrals for CogAT administration	Grades 1-9	To identify those students not in a testing year for HA testing (CogAT)
November	Administer the CogAT to all Grade 2, 5, 8 students and referrals at other grade levels	Grades 2, 5 and 8 Student Referrals	To identify students for HA services or a second tier of assessment (ITBS)
	Administer full CogAT to Kindergarten students who scored at the 80 th percentile or higher on CogAT Screen	Kindergarten	To identify Kindergarten students for High Ability services
Mid-December	The identification committee will meet and determine which students based on these assessments need to receive High Ability Services.		
<i>Second Semester</i>			
February	Students scoring between the 80 th and 95 th percentile on the CogAT will be administered the ITBS	Grades 2, 5 and 8 Student Referrals	To identify students for HA services
Early-April	<ul style="list-style-type: none"> • The identification committee will meet and determine which students based on this assessment needs to receive High Ability Services. • If additional data is needed, parents and/or teachers may be asked to complete the Scales for Identifying Gifted Students (SIGS). • The identification committee will meet and determine which students based on the scale's results will qualify to receive High Ability Services. 		

STUDENTS MOVING INTO THE DISTRICT

Students who received gifted services at their previous school but do not have transfer records or other documentation of service will initially be placed in the general education setting. Once transfer records can be obtained, a case conference committee will be convened (if necessary) to discuss required adjustments. If the parents or guardians are not satisfied with the committee's decision, they may follow the procedures outlined for the appeals process.

Those enrollees who did not participate in their previous district's gifted program may be nominated for service consideration in our corporation. The procedures outlined in the identification plan will be followed.

PETITIONING (DUE PROCESS) PROCEDURE

In the event that a parent, teacher, or other community member feels as though a student was incorrectly placed, either within or outside of the program, he or she may appeal to the identification committee. A *Due Process* form should be completed (see appendix A). Additional assessment data will be gathered and the committee will reconvene in order to review and consider the new information.

SUSPENSION OF SERVICE

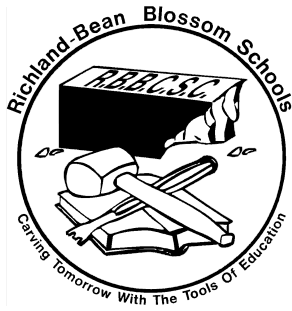
In the event a student, parent, or teacher believes that the student would benefit from temporary suspension of services, a *Suspension of Service* form (see Appendix A) should be completed and placed in the student's cumulative file. Reasons for suspension may include emotional distress, transition to a new school (i.e. from the junior high to the high school), or a period of unsatisfactory performance following a period of previous success. Appropriate interventions should take place prior to the suspension of service. Services may be suspended for nine weeks, a semester, or the duration of one school year. At the end of the period of suspension, involved parties should reconvene to determine the next course of action. Options include re-entry to or exit from the High Ability program.

EXIT PROCEDURE

In the event that a student fails to meet the academic or behavioral standards of the gifted program, a series of events will take place prior to losing service privileges.

1. The teacher will meet with the student to discuss strategies that may help the student become successful again.
2. The teacher will contact the parent or guardian to discuss issues and strategies to help the student become successful again. This may include referral to a guidance counselor.
3. A case conference committee will meet to decide the best course of action. This may include designing a behavior plan to help the student reach his or her goals.
4. In the event that all appropriate interventions have been exhausted, a student may have the services of the High Ability program suspended for a period of time.
5. A student may be reconsidered for services at the end of the period of suspension. The case conference committee will reconvene to determine eligibility for re-entry to the program. If removal from the program is recommended, an *Exit Form* (see Appendix A) should be completed and placed in the student's cumulative file.

APPENDIX A: FORMS



Richland-Bean Blossom Community School Corporation

600 South Edgewood Drive, Ellettsville, Indiana
47429

● Phone: (812) 876-7100 ● Fax: (812) 876-7020 ● Web:
www.rbbcsc.k12.in.us

RBBCSC High Ability Nomination Form

If you would like your child tested for High Ability services at RBBSC, please return this form by **October 30, 2015**. You may send it back electronically to Jason Bletzinger, Assistant Superintendent, at jbletzinger@rbbschools.net or bring a paper copy of the completed form to the main office of your child's school. If you would like to receive the results of this test, you must complete this form. Nominating a student does not ensure placement within the High Ability program. Further information about RBBSC's identification procedures for High Ability programming may be found on the RBBSC webpage.

For questions, please contact our Assistant Superintendent, Jason Bletzinger, at jbletzinger@rbbschools.net or 876-7100 ext. 2175.

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RBBCSC High Ability Nomination Form

Student Name: _____ **Grade:** _____

Teacher: _____ **School:** _____

Home Address: _____

Nomination made by: parent teacher student/self

**RBBCSC HIGH ABILITY PROGRAM
Request for Suspension of Service**

Name_____

current grade level_____

Person Making Request

student

parent

teacher

Requested Time of Suspension

one quarter

one semester

one academic year

Subject Area of Requested Suspension

math

language arts

all core academic subjects

Reason for Request (include explanation and/or appropriate documentation)

Parent/guardian name (printed)

parent/guardian signature

school representative name (printed)

school representative signature

date

title

date

RBBCSC HIGH ABILITY PROGRAM
Exit Request Form

Student Name _____ Grade _____

Teacher/counselor _____ Date _____

Person initiating request

Student

Parent

Teacher

Reasons for request to exit programming

Prior action taken (circle all that apply). Include appropriate documentation.

Phone call

Conference

e-mail

Suspension of service

Other (specify) _____

Parent/guardian signature

Date

Signature of high ability coordinator

Date

RBBCSC HIGH ABILITY PROGRAM
Due Process Form

Please complete the following questions with as much detail as possible. Attach separate paper if necessary.

Student name _____

Grade level _____

form completed by (circle one)

parent

teacher

1. List any characteristics of giftedness exhibited by this child that may have been overlooked during the identification process _____

2. Describe this student's academic work habits (i.e. amount of time spent studying, homework completion rate, in-class participation, amount of time spent reading...)

3. List this student's academic strengths (by skill and/or subject matter) _____

4. Are there any additional factors that may have prevented the committee from obtaining an accurate depiction of this child's ability (i.e. a learning disability, performance or test anxiety, underachievement or lack of effort...)? - _____

5. Additional comments

APPENDIX B: ASSESSMENT TOOLS GUIDE

Achievement tests are exams that are designed to determine the degree of knowledge and proficiency exhibited by an individual in a specific area or set of areas. The idea behind using an achievement test format is to measure the grade level for each student and is not intended to reflect on the general intelligence of the individual. Rather, the purpose of the testing is often to ensure each student is placed in a classroom situation where there is the best opportunity to learn. It is often used to identify students who are not performing at grade level and provide them with remediation. ISTEP+ is an example of an achievement test. (some information taken from <http://www.wisegeek.com/what-is-an-achievement-test.htm>)

Aptitude test: an examination that attempts to determine and measure a person's ability to acquire, through future training, some specific set of skills (intellectual, motor, and so on). The tests assume that people differ in their special abilities and that these differences can be useful in predicting future achievements. General, or multiple, aptitude tests are similar to **intelligence** tests in that they measure a broad spectrum of abilities (e.g., verbal comprehension, general reasoning, numerical operations, perceptual speed, or mechanical knowledge). The **Scholastic Assessment Test** (SAT) and the **American College** Testing Exam (ACT) are examples of group tests commonly used in the **United States**. (information taken from <http://www.britannica.com/EBchecked/topic/30907/aptitude-test>)

Cognitive Abilities Test (CogAT): The term CogAT implies to Cognitive Abilities Test that is used for assessing the reasoning and problem-solving skills of students. The results of CogAT are generally used to predict the success of students in school, as though reasoning abilities tend to develop gradually throughout a person's lifetime, it develops at different rates. CogAT results of students of the same age indicate the level of understanding, reasoning and problem-solving abilities in chiefly three different areas – verbal, quantitative and non-verbal. However CogAT does not gauge other factors like motivation, effort and work habits that are also vital for school achievement. (information taken from <http://www.cogat.net/>)

IOWA Test of Basic Skills (ITBS): The Iowa Test of Basic Skills (ITBS) is a standardized achievement test for students in kindergarten through eighth grade. The test is tailored specifically for different grade levels. Developed by the College of Education at the University of Iowa, the ITBS is used to monitor year-to-year progress and can help supplement teachers in their observations about student capabilities, such as what a student's most and least developed skills are. This tests assess skills in language arts, including vocabulary, reading comprehension, spelling, capitalization, punctuation, usage and expression; math computation, problem solving, data interpretation, concepts and estimation. (information taken from <http://www.tests.com/ITBS-Testing>)

ORLEANS-HANNA ALGEBRA PROGNOSIS TEST was designed for use with students in grades 7 through 11. Problem-solving items reflect the algebra curriculum. The items cover algebraic topics such as exponents, integers, and algebraic expressions. Lessons include graphs and charts for students to use in problem solving. A sixth lesson review assesses general middle-school mathematics objectives. (Information taken from <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8600-932&Mode=summary>)

Qualitative assessment: An inquiry process that explores and tries to understand beliefs, experiences, attitudes, behaviors and interactions of others by generating non-numerical data in a natural setting. Examples include behavior scales, checklists, observations, and portfolios. (Information taken from <http://vcsa.ucsd.edu/assessment/workshops/QualitativeAssessment2.pdf>)

APPENDIX C: GLOSSARY OF TERMS USED IN GIFTED EDUCATION

information taken from NAGC website www.nagc.org

Ability Grouping	Class or group assignment based on observed behavior or performance. Ability grouping is not the same as tracking.
Accelerated Learning	A strategy of progressing through education at rates faster or ages younger than the norm.
Advanced Placement (AP)	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.
Cluster Grouping	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are “clustered” in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.
Curriculum Compacting	After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.
Differentiation	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
Dual or Concurrent Enrollment	Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit towards graduation.
Enrichment	Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.

Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
Heterogeneous Grouping	Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels.
Homogeneous Grouping	Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.
Portfolio Assessment	An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.
Rubric	A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
Social-Emotional Needs	Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning.
Tiered Assignments	A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.
Underachieving or Underachievement	A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level.