

East Gibson School Corporation High Ability Protocol

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Multifaceted ID Plan Components	Description
District Mission Statement for High Ability Program	East Gibson School Corporation recognizes that some students perform at, or show the potential to perform at, an outstanding level of accomplishment in the core academic areas of language arts and mathematics. These students are found in all socio-economic, cultural, and ethnic backgrounds, and East Gibson School Corporation recognizes the need to identify such students through systematic, on-going procedures. The high ability program provides a supportive learning climate that will enrich learning so students can maximize academic potential and develop emotionally and socially in order to be contributing members of society.
District Definition of High Ability Student	East Gibson School Corporation defines a high ability student as one who performs at, or shows the potential for performing at, an outstanding level of academic accomplishment in math, language arts, or both, when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.
District Services for High Ability Students	<p>Elementary: <u>Acceleration by grade level:</u> Early entrance to kindergarten will be considered on an individual basis by a child study team.</p> <p><u>Grade Skipping:</u> A referral for consideration for skipping a grade can come from any source familiar with the performance or development of the child. Such decisions will be considered on an individual basis by a child study team (principal, classroom teacher, school psychologist, and high ability coordinator) and results from the Iowa Acceleration Scale.</p> <p>Service Options for students identified as having high ability in one or both domains of math and language arts:</p> <p><u>Kindergarten - 6:</u> Identified students are placed in a group in the same classroom. Curriculum is planned and differentiated for all grade levels served so that all identified students can receive a planned extension of grade level standards in an articulated sequence in math and/or language arts according to their identification.</p> <p>Junior High: In grades 7 & 8, students identified as having high ability in the general intellectual domain are placed in the same class for math and language arts. Students who are high ability in language arts only join the students identified in the general intellectual domain for honors language arts instruction. Students identified as high ability in math only join the students identified in the general intellectual domain for math instruction. In grade 6 students are assessed for pre-algebra placement with the Orleans Hanna Algebra Prognosis test. Students who exhibit readiness for algebra are placed in pre-algebra in grade 7, thus skipping regular 7th grade math curriculum.</p> <p>High School: In grades 9-12, students who are identified as having high ability are encouraged</p>

	<p>to enroll in honors courses and Advanced Placement courses when possible. Using the AP Potential tool, students are identified and encouraged to pursue advanced placement math up through AP Calculus AB, advanced placement science including AP biology, AP physics, chemistry 2, and anatomy & physiology, AP English Language and Composition, AP English Literature, and AP United States History. Other students are admitted to those courses through self or teacher nomination. Other AP opportunities, such as AP Spanish and AP Computer Science may be offered to students via online courseware through Edmentum Courses.</p>		
Multifaceted ID Plan Components	Grade Levels	Measures	Selection Procedures
Norm-Referenced Aptitude Measure (also referred to as ability or intelligence measure)	Elementary K, 2 nd , and 5 th grades	Cognitive Abilities Test	96%tile or higher, then go to the 89%tile using local or national norms to meet the recommended service of 10-13% of our student population. (with consideration of the standard error of measure)
	Junior High 7 th grade	Cognitive Abilities Test	96%tile or higher, then go to the 89%tile using local or national norms to meet the recommended service of 10-13% of our student population. (with consideration of the standard error of measure)
	High School 10 th & 11 th grades	PSAT scores	Use AP Potential tool to generate list of students likely to earn 3, 4, 5 on AP exams
Norm-Referenced Achievement Measure (or other evidence of ability to perform <u>above</u> grade level)	Elementary K, 2 nd , and 5 th grades	Iowa Test of Basic Skills	96%tile or higher, then go to the 89%tile using local or national norms to meet the recommended service of 10-13% of our student population. (with consideration of the standard error of measure)
	Junior High 7 th grade	Iowa Test of Basic Skills	96%tile or higher, then go to the 89%tile using

			local or national norms to meet the recommended service of 10-13% of our student population. (with consideration of the standard error of measure),
	High School		
Qualitative Indicators	Elementary	Kilgore Scales for Identifying Gifted Students	Scoring 130 or above (with consideration of the standard error of measure)
	Junior High	Teacher or Self nomination	Performance of Pass+ on ISTEP, Consistently high grades on previous report cards , and teacher recommendation.
	High School	Teacher or Self-nomination	Performance of Pass+ on ISTEP, Consistently high grades on previous report cards , and teacher recommendation.
Multifaceted ID Plan Components	Description		
Appeals Procedure	<p>An appeal process is in place in the event the identification team does not place a child in services and a teacher, parent, or other person close to the child challenges this decision. The following steps clarify the appeal process:</p> <ol style="list-style-type: none"> 1. The petitioner contacts the high ability coordinator who provides an appeal request form. 2. Coordinator reviews student profile and requests alternative assessments which may include: <ul style="list-style-type: none"> • Additional test scores such as Dibels, Exact Path, or ISTEP • Approved classroom work samples 4. High Ability identification team reconvenes to consider new data. This meeting may include an interview with the student, teachers, and/or petitioners. 5. Identification team reports results to coordinator. 6. Coordinator reports results to petitioner 		

Exit Procedure

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

1. Arrange a conference with the parties involved, including the parent and the teacher providing services. This conference may be a telephone conference.
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 or not the student should exit services.
5. If an exit is deemed appropriate, the parent signs permission to “de-flag” 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. High ability coordinator removes high ability flag for student in database.