

EVANSVILLE VANDERBURGH SCHOOL CORPORATION

HIGH ABILITY PROGRAM

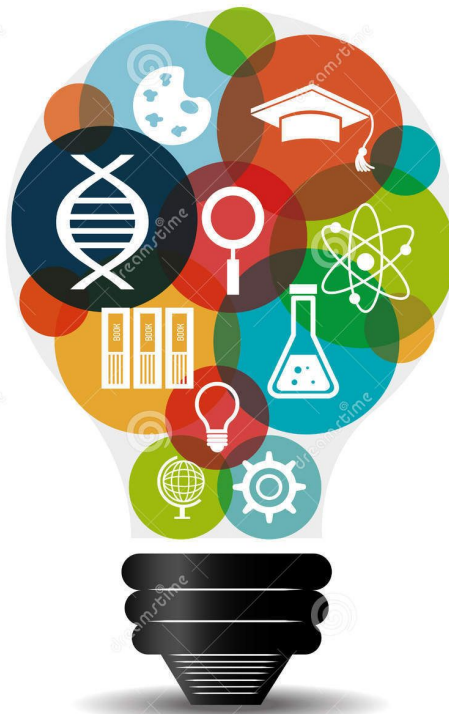


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High Ability Program Staff Directory

Dr. David Smith
Superintendent
david.smith@evsck12.com (812) 435-0915

Sarah Smith
Director of Formative Assessment; High Ability Coordinator
sarahl.smith@evsck12.com (812) 435-0901

Meredith DeVillez
Director of Humanities & High Ability
meredith.devillez@evsck12.com (812) 435-0903

Kim Funkhouser
Data Specialist
Kimberly.Funkhouser@evsck12.com (812) 435-8615

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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.
Definition of a High Ability Student	The Indiana Code defines a student with high abilities as 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. (IC 20-36-1-3).
High Ability Domains	Specific domains in which identified high ability students may be served include: <ul style="list-style-type: none">-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	<p>High Ability teachers will provide curriculum that extends beyond state standards and which addresses the individual needs of each student.</p> <p>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.</p> <p>In middle and high schools, high ability students follow an honors curriculum in English/language arts, social studies, advanced math and science.</p>
Broad-based Planning Committee	The district will convene 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.

MULTIFACETED IDENTIFICATION PLAN

Students in Kindergarten, grades 2, 4, and 7 will be 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, NWEA MAP Growth Language, and CogAT 7 Screener (kindergarten only). 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 are identified.

*Students whose score band would include this percentile when considering the standard error of measure (found in the manual for each subtest), are further considered for identification.



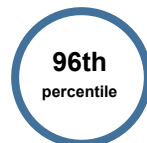
Universal Screener in Kindergarten, 2nd, 4th, and 7th grades

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



CogAT Full Battery

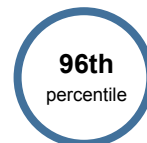
Students recommended for further testing are given the CogAT Full Battery to identify the students' aptitude.



Achievement Identification

Students performing at or above the 96th percentile in NWEA are identified as High Ability based on their achievement.

— OR —



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 District High Ability Coordinator for testing. Students will be evaluated based on the information above.

Grade Acceleration

The 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

High ability students have varied academic needs that must be met by differentiation in their respective classroom environments. High ability curriculum must enrich the classroom experience and push students beyond typical grade level standards. Curriculum will promote critical thinking and higher order thinking in students. Schools will also provide learning experiences to support the appropriate curriculum. Students may receive services in the area of English/Language Arts, Math, or General Intellectual. Each school will develop a plan, with the assistance of the district office, to address the curricular needs of their students.

Building Level Curriculum Development

1. HA teacher will develop a plan in conjunction with his/her building principal
2. HA teachers will collaborate with others within the corporation to assess and improve their HA curriculum.
3. HA teachers will attend appropriate workshops and other professional development sessions as available.

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.

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.

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.

Professional Development within the Corporation

1. Teachers will meet annually to review identification protocols and procedures.
2. District administrators will train teachers on the identification and characteristics of high ability learners.
3. Teachers within the school corporation who hold a high ability license may be asked periodically to assist in professional development.
4. The corporation will provide support and assistance to high ability teachers. This may be in the form of large group workshops, PLC visits, or individual teacher supports.

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 may also include 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 Broad-Based Planning Committee will convene annually to review the program effectiveness at the corporation level. They will review protocols and practices and ensure that student needs are being met. 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 District High Ability Coordinator.
4. The District High Ability Coordinator will review the student information to determine if additional testing is warranted.
5. School will report results to the petitioner.

Exiting from the High Ability Program

Students may be removed from High Ability programming upon parent request or evidence that the student is no longer benefiting from the services.

Exit Procedures:

1. Parents notifies the school that they wish to exit their child from HA services.
2. School identifies student needs are not being met through the High Ability programming.
3. A meeting is scheduled with all relevant parties (ex. parent, teacher, HA coordinator, principal, etc.) to discuss the request for withdrawal.
4. At the initial meeting, the student's progress to date and concerns over performance will be documented. Interventions will be developed and agreed upon by all parties.
5. Interventions will be put into place with fidelity for no less than one grading period.
6. Upon completion of the next grading period, a second meeting should be held during which time the child's progress under the interventions should be evaluated, and future placement should be determined.
7. Once consent is granted by all present (including the parent) in the conference to exit a child from services, the [High Ability Program Exit Form](#) will be completed and sent to the Office of Performance Assessment and Research.
8. 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.