

K-12 High Ability Programming Key Questions

What is the model we have adopted for gifted/high ability education in La Porte? Is it enrichment or acceleration? Are we engaging gifted students in broader/wider grade level standards or are we accelerating their progress to higher levels on the ladder?

The La Porte Community School Corporation will implement a curriculum model of both acceleration and enrichment with identified high ability students.

Enrichment- diving deeper into topics and at a higher level. Taking the skills they need to know for the grade level and applying them in new ways and in their own interests.

Acceleration- moving at a faster pace through curriculum (things to note, students that are high ability may not be above grade level since some may not have been exposed to topics and experiences. Acceleration means that they may enter not knowing a skill, but have the ability to move through the curriculum at a faster pace than their peers.)

How do we define “gifted/talented” and “high ability”? What areas?

The term “High Ability” is used when referring to students who: “perform 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.” (as defined by Indiana Code). Since this is how the State of Indiana defines high ability, this is how the La Porte Community School Corporation will define high ability.

Nationally, the terms Academically Talented, Gifted/Talented, High Ability, and Gifted are all used to describe gifted students. The La Porte Community School Corporation refers to students who are gifted as “high ability” because that is the term used by the Indiana Department of Education.

Currently, students are identified as high ability within three domains.

I. General Intelligence

- II. Subject Specific: ELA (both reading and Language Arts combined)
- III. Subject Specific: Mathematics

*Note: It is the goal of the La Porte Community School Corporation to increase the subject areas of high ability to extend to a variety of academics and the arts.

How do we identify and at what grade levels?

Elementary School:

1. NWEA Assessment - screener for HA potential
2. CogAT (Kindergarten and second grade) - HA identifier
3. OLSAT (fifth grade) - HA identifier
4. Nomination form by teacher or parent

Middle Schools (goal of 10% of the population)

1. NWEA Assessment, screener for HA potential
2. Accuaccess (top 4%)
3. OLSAT (grade 8) - Optional (132+ SAI score), HA identifier
4. Nomination Form by teacher or parent - Optional, alternative pathway (found on website)

High School

1. Class Performance/GPA
2. PSAT/AP Potential scores
3. NWEA - incoming 9th grade results along with grade 8 OLSAT identifier
4. Nomination form by teacher or parent

Evaluate in kindergarten and then re-evaluations at the end of 2nd grade, 5th grade- for the purposes of placement in 6-8th grades, and in 8th grade prior to high school)

How do we currently differentiate instruction for gifted students?

- Independent study

- Acceleration
- Enrichment***
- Dual Credit and Advanced Placement course offerings
- Extracurricular Clubs and Activities

***K-5 teachers will be surveyed for potential enrichment opportunities and materials.

What do we want to share with parents and teachers about gifted education?

HOW:

District Website

Memorandum of Understanding of program and requirements during the re-evaluation years by students and parents.

High Ability meeting annually at each respective level (elementary, middle, and high school)

WHAT:

High Ability vs. High Achieving

Program overview

Positive and Negative behaviors of HA

Identification process

Application and Appeal process

K-12 curriculum opportunities

Licensed high ability staff

High Ability grant information

How do we engage parents and businesses in the programming and identification process?

Surveys for parents

Volunteers from local business, parents, and colleges to demonstrate skills and/or new concepts

Parent night to inform of the program, identification, etc.

Offer of nomination form for students that did not qualify

Where/how do we communicate our gifted philosophy and programming?

-on corp site

-use of social media to increase awareness of program options

-send home paper copy of handbook with new students

-Parent night to inform of the program, identification, etc.

How do we meet the social/emotional needs of these kids?

-counselors need professional training for high ability needs

-State mandated training in suicide prevention

-biblio and cinematherapy available

-nine week visit/lesson on leadership, working with others, etc.

-need program for stress management / coping skills Slicer Support Services (HA/GT students have a higher rate of substance abuse)

-Mentorships (optional)

What resources do we have for delivering gifted programming?

-Innovation Lab in 5-8th grade school

-William and Mary

-Mensa for Kids

-NWEA

-IDOE units and training

-Genius Hour

-Destination Imagination Activities?

-VLA

MOOCs (Massive Open Online Course) EdX

-ALEKS

Are we guaranteeing gifted educational experiences for all schools and grade levels?

The La Porte Community School Corporation does guarantee high ability education in grades K-12 within three domains.

- I. General Intelligence
- II. Subject Specific: ELA (both reading and Language Arts combined)
- III. Subject Specific: Mathematics

What is the percentage of our gifted students? What is the state national average?

NAGC estimates 6-10%

Gifted Education in the U.S. Academically gifted and talented students in this country make up approximately six to ten percent of the total student population (three to five million students).

[Gifted Education in the U.S. | National Association for Gifted Children](https://www.nagc.org/resources-publications/resources/gifted-education-us)

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Indiana about 14%

Year Data Collected

2014-2015

Total Student Population

1,028,654

Number of Identified Gifted Students

145,457

LPCSC (elementary and middle grades) - top 10% percentile rank on OLSAT or CogAT

What does gifted education look like at each grade/college/workplace?

****This is where the NAGC Programming Standards would fit in perfectly. Each grade level can list what they do for each section and sub-section so we can align vertically and horizontally. If we do this, we could have a goal of completion by the third nine weeks.**

-We need to have each grade level to fill in the activities offered at each grade level

*Students use enrichment and acceleration within their own buildings and are able to move up to a higher level- BUT only within their building. If a 5th grader needs to work at a 7th or 8th grade level, they may work online and with the teacher in their own building.

6th-8th grade are gathering their data through the NAGC Programming Standards chart.

9th grade English Seminar class, Accelerated Math, AP World History

10th grade AP Seminar, Accelerated Math, AP World History

11th grade Concurrent Enrollment courses in most subject areas, AP offerings in all academic areas

12th grade same as 11th grade

Considering the answers to the aforementioned questions, what do we want our gifted education to look like and what is the plan for implementing action?

Students will be identified using both qualitative and quantitative measures in grades K-12.

- Elementary students will be identified with the OLSAT (132+ SAI score), the CogAt (the 96th percentile), the NWEA (the 96th percentile), or through a nomination form that will then be decided upon by the high ability committee.
- Middle School students will be identified through the NWEA (the 96th percentile), Accucess (top 96th percentile, OLSAT-upon request (132+ SAI score), or through a nomination form that will then be decided upon by the high ability committee.
- High School students will be identified through the NWEA (the 96th percentile), PSAT/AP potential scores, student GPA with class performance, or through a nomination form that will then be decided upon by the high ability committee.

All students will be reassessed periodically and are expected to maintain a minimum of an 80% in the high ability course.

Expectations are that students will maintain a minimum of an 80% in the high ability subject area. Students will be re-evaluated in grades _____.