

Northwestern School Corporation

High Ability Handbook

District Mission Statement for High Ability Program

Northwestern School Corporation strives for excellence by fostering an environment that is cooperative, effective, safe, clean, and student centered so all students will have the opportunity for a quality educational experience. Northwestern School Corporation recognizes that high ability learners are found in all racial, ethnic, and cultural groups. The Corporation also recognizes that these students have unique social, emotional, and cognitive needs that requires differentiated instruction to meet their needs.

District Definition of High Ability Student

Students who, through valid assessment, perform at or show potential at an outstanding level of accomplishment in at least one of the following domains, mathematics, language arts, and general intellectual.

District Services for High Ability Students

Elementary: Differentiated Instruction. Students are provided with the opportunity for acceleration in the areas of mathematics and language arts.

Middle: Students are provided with Honors English and Honors Math

High School: Honors English, Honors Math, Honors Science, and Advanced Placement Courses

Selection Procedures

In grades Kindergarten and 3rd grade, the CogAt screener is given to identify any students that may qualify. Students who score in the 80th percentile or higher will be given the remainder of the CogAt to help determine proper placement. After the full CogAt has been administered, students who scored in the 96th percentile or above will be placed into the proper domain, language arts or math or General Intellectual. Students scoring between the 80th and 95th percentile will be given an achievement test. If a student does not score in the 96th percentile on the CogAt or the achievement test, but scores between the 94th and 96th percentile, teacher input will be sought. If positive feedback is given, the student will be placed into the proper domain.

In middle school, students who score a pass+ on ISTEP in 6th grade that are not currently identified will be assessed. The testing procedure as described for kindergarten and 3rd grade will be followed.

In high school, the PSAT will be used for identification. All sophomore students are required to participate in the PSAT. Students scoring in the 96th percentile who are not already in the high ability program, will be placed into the proper domain.

Appeals Procedure

The parent may appeal the decision to enter or remove a student from the high ability program in writing up to 10 school days after the decision has been made. Reasoning as to why the process was not valid for their student should be included in the written request. It is important to remember that ISTEP+ results and grades earned are indicators of performance on grade level standards.

Exit Procedure

A meeting will be held with parents upon consideration of removing a student from the high ability program. Interventions will be discussed, decided upon, and put into place. After interventions have been in place for a 9 weeks grading period, a second meeting will be held to discuss the student's progress. If adequate progress has not been made, the student will be removed from the program. People in attendance at the meeting will be the parent, high ability teacher, high ability coordinator, and student (if appropriate).