

High Ability Handbook Table of Contents

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**The Center Grove Community School Corporation may revise this handbook at any time.*

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PURPOSE OF THIS HANDBOOK

The information provided in this handbook describes the high ability academic programming, selection criteria, and procedures offered in the Center Grove Community School Corporation. The purpose of this handbook is to provide a resource to parents and staff for use in understanding the corporation's procedures and program offerings for high ability students. In an effort to clarify terms, any word underlined within this document will appear in *Appendix A: Glossary of Terms* or *Appendix B: Assessment Instrument Definitions and Descriptions*.

CORPORATION OVERVIEW

Mission Statement

The mission of the Center Grove Community School Corporation is to develop knowledgeable, confident, and responsible citizens by providing an extensive learning experience relevant to the interests and capabilities of every student, in partnership with the home and community.

Definition of High Ability

Realizing that some students have academic needs that are different from their same-age peers, the Center Grove Community School Corporation (CGCSC) defines high ability students as *those who require services and educational experiences not ordinarily offered in the regular school curriculum in order to develop demonstrated or potential aptitude, leadership, and creativity*.

Related State Definitions

According to the Indiana State Board of Education's Rules, definitions related to high ability students and programs are included in 511 IAC 6-9.1-1 Definitions. The following definitions from this Indiana rule which are pertinent to the CGCSC's high ability programs are listed below:

"High ability student" means a student who:

- (1) 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*
- (2) is characterized by exceptional gifts, talents, motivation, or interests.*

"Program" means educational services differentiated in depth and breadth designed to meet the needs of one or more high ability students through activities such as compacting, acceleration, enrichment, problem solving, and creative thinking.

"Differentiated" means providing tiered levels of services for all educational needs.

Corporation Philosophy and Guiding Principles

We believe every human being is of value, with the right to optimal development. Each person is unique from all others, and we must not only acknowledge this, but base education upon methods of developing the whole child and utilizing uniqueness. We are committed to an educational process that recognizes the special value and needs of the individual student. Providing opportunities and experiences for students who demonstrate high ability in academics and creativity is an integral part of this commitment.

The CGCSC offers a wide variety of academic programs and experiences for students in kindergarten through grade twelve. Some programs, especially those at the secondary level, have prerequisites students must accomplish before moving to the next level. In all programs, students must demonstrate their readiness and ability through class work and performance, standardized assessments, and both formative and summative class/course assessments.

The state of Indiana indicates that students should be identified for high ability programming from grades K-12, based on research in the field of Gifted/Talented education. Many factors influence student academic ability, including social maturity, home environment, and experiences outside of school. Therefore, CGCSC operates a multi-faceted approach to assessment and identification of high ability students. Both qualitative and quantitative measures are utilized to identify high ability students. High ability students in grades 1-3 are serviced through cluster groups within Enrich classrooms, while grades 4-5 students are serviced within either the Extended Learning program or Enrich classrooms.

District Goals for the High Ability Program

The goals for students in the high ability programs offered by the CGCSC are as follows:

Students will:

- 1) master basic skills while partaking in differentiated curricula and/or instruction to accelerate and/or enrich their knowledge in specific academic areas,
- 2) explore a diversity of differentiated experiences, which develop high level thought processes,
- 3) develop advanced study skills through the application of independence, self-direction, and self-evaluation,
- 4) analyze, evaluate, and apply research to develop high quality products,
- 5) utilize 21st Century Skills (*Appendix I*), and
- 6) increase their understanding and respect for individuals with varying ability levels through the development of communication skills and interaction with diverse people.

District Goals: Curriculum and Instruction

CGCSC's broad range of course offerings and academic experiences are the result of continual refinement of curriculum maps, curriculum writing, and course syllabi.

At the high school level, students may enroll in Honors and Advanced Placement courses, all of which are on a weighted grading scale. Please consult the Center Grove High School Academic Guide for more information on the high school course offerings as well as Academic Honors Diploma

information (see the Center Grove High School webpage and click on the following the path: Academics/Academic Guides).

At the middle school level, students may be placed in Honors Language Arts, Honors Math, and Honors Science courses. In 8th grade, the highest achieving students are enrolled in Honors Algebra I for high school credit.

At the elementary level in grades 1 through 3, students identified as high ability automatically participate in the Enrich classrooms within the home school and corresponding grade level. There are also students within the Enrich classrooms that do not qualify as high ability student (see pages 6 and 7 for more clarification on the Enrich/high ability placements), yet are invited to participate in the Enrich classroom based on academic achievement and building-based assessment performance. In grades 4 through 5, the Extended Learning program is offered at two of the district's elementary schools for the top 7-10% of students identified as demonstrating exceptional academic ability. The Enrich classrooms are also an option for these students in grades 4-5. See pages 5-12 for more information on the elementary program and identification process.

All courses are based on the Common Core State Standards. Differentiation is achieved by modifying the content, process, or products in a course and by using such strategies as anchoring activities, compacting, flexible groupings, and tiering.

Counseling and Guidance

The entire Center Grove Community School Corporation's staff is committed to assisting students as they engage in challenging activities and experiences.

Elementary students are provided with support through teachers and/or school counselors/home coordinators. Upon request, the school counselors/home coordinators are available to meet with students, teachers, and parents to answer questions and provide support for individual students.

Middle and high school counselors assist students in making course selections as well as with other academic issues. At the ninth grade level, all students enroll in the Keystone class, which includes career inventories and planning for the four-year high school sequence.

Professional Development

Professional development is available for all staff members, with a specific focus on those who interact regularly with high ability students. Training is accomplished in variety of ways, including:

- a) collaboration on curriculum sequencing and instruction by elementary, middle school, and high school teachers from the Enrich Program, Extended Learning Program, Honors, and Advanced Placement courses,
- b) attendance at workshops targeting high ability programs, such as the Advanced Placement trainings, Indiana Department of Education workshops, and conferences on differentiation and instructional strategies,
- c) attendance at conferences such as the Indiana Association of the Gifted State Conference and the National Association of the Gifted Conference,
- d) participation in peer observations and class visits by teachers in the corporation, and
- e) other professional development opportunities as they become available each school year.

Program Assessment

The corporation's Broad Based Planning Committee (BBPC) meets several times each school year and determines areas for focus, improvement, and/or growth.

During the 2007-2008 school year, the Broad Based Planning Committee (BBPC) met several times in collaboration with stakeholders to begin the process of evaluating the Center Grove Community School Corporation's program opportunities for high ability students. Administrators, teachers, parents, and students considered current K-12 data and studied external K-12 high ability programs. BBPC members also investigated end-of-the-year teacher input, surveys from students, parents, and administrators, and class sizes and enrollment numbers in Honors and Advanced Placement courses. Accordingly, BBPC members recommended short and long-term program adjustments for the Center Grove Community School Corporation high ability program.

Throughout the spring of 2009, a Broad Based Planning Sub-Committee met several times to continue the work of the 2007-2008 BBPC. The sub-committee members included elementary administrators, K-3 general education teachers, Center Grove School District's Extended Learning teachers, and parents. The committee was divided into Special Interest Groups (SIG) that reviewed the following: International and National high ability models, current high ability models in Indiana schools, daycare curriculum/programming, formal/informal identification tools, and resources available for providing extended curricular activities for K-5 students.

During 2010-2012 the High Ability Task Force met to discuss identification and services for K-2 students. In 2011-2012, all K-2 students were screened and the top 20-25% was tested for possible high ability services. Most recently throughout the 2012-2013 school year, students in grades 1 through 3 identified as high ability are placed within the Enrich classrooms and receive differentiated instruction and enriched curricular experiences.

ELEMENTARY LEVEL: Enrich and Extended Learning

High Ability and Enrich

As a result of committee investigations and the increasing need to serve high ability students in the primary grades, Enrich classrooms were launched in grades 1 through 5 during the 2012-2013 school year. The testing process to identify high ability students occurs at the district-level, beginning in January. Students must meet outlined qualifications to participate in testing (see Figure 1.1). If a student is identified as high ability, he/she may be placed in the Enrich, or Extended Learning (grades 4 and 5) setting. *While identified high ability students are served within the Enrich setting, in most cases not all students who are in the Enrich classes are high ability students.* Subsequently, it is not a permanent class placement. *All students participate in the spring building-level screening for Enrich class placement.* Therefore, students who are not identified as high ability are invited to participate in the Enrich setting based on building-level scores in the spring (Figure 1.3). Other factors such as the number of move-in students and class sizes can influence the placement of a student who is not high ability in the Enrich classroom. It should be emphasized that a student does **NOT** have to be tested at the district-level for high ability in order to participate in the Enrich setting. For further clarification

between high ability testing and Enrich classroom placement, please reference Figure 1.2.

Identification Process for Students New to the District

For students who move in to the CGCSC and wish to be considered for high ability label and/or placement in the Extended Learning program, the following steps must be taken:

1. The parent **must first enroll** the student in a Center Grove school and provide proof of residency.
2. A student enrolling in the CGCSC may be considered for placement in a high ability program if s/he meets criteria specified for participation.
3. Copies of the student's most recent standardized tests must be submitted to the High Ability Program Coordinator at:

Center Grove Community School Corporation
4800 W. Stones Crossing Road
Greenwood, IN 46143-6614

Parents are advised to forward copies of this information personally rather than waiting for school records to arrive.

4. The following information should be provided by the parents to the High Ability Coordinator.
 - a) Reading, language, and math test scores from a recognized standardized test such as ISTEP+, Stanford Achievement Test, California Test of Basic Skills, Iowa Test of Basic Skills, or Woodcock Johnson.
 - b) Ability (IQ) score from a recognized test such as Cognitive Skills Index, Kaufman Brief Intelligence Test, Otis-Lennon Test of School Ability, WISC III, or Stanford Binet
 - c) Name, address, and phone number of the previous school.
 - d) Name, address, and phone number of a teacher who can be reached for a recommendation prior to registration.
 - e) Student's name, parent's name, address, phone numbers, grade and school the student will attend in Center Grove.
5. After a review of the information, the parents will be contacted if further testing is warranted.

Schedule for Assessing New Students

The traditional assessment timeline for placement in a high ability program is during the spring semester. However, students who move in to the district or were home schooled may be assessed during scheduled testing dates (after completing the steps listed above). Other than the traditional January-February (see above) assessment period, students may apply to be tested in the summer for placement first semester. For exact testing dates, please call the secretary for Curriculum, Instruction and Assessment at (317) 881-9326.

If a new student moves in to the Center Grove Community School Corporation after the beginning of the current academic year, and the parents wish to pursue a high ability program placement for their

child(ren), parents should contact the High Ability Coordinator at the Education Service Center (317) 881-9326.

Out of District Transfer Student

Because of the date at which out of district students are accepted, placement decisions for students into CG programs will be made based on grades and previous testing done in former districts as well as available space in CG classes and programs.

Incoming kindergarten out of district transfers will need to attend the July kindergarten screening.

Students entering grades 1-5 will be placed into grade level classrooms UNLESS they were previously identified as a high ability student in their former school corporation. If a student was previously identified for services, the curriculum director will review the child's previous testing and placement records and consult with the building level principal for classroom placement. Additional testing may be scheduled if needed on an individual basis.

Figure 1.1

Qualifications for District High Ability Testing Grades K-4
(Honors Testing Grades 5 and up)

Please Note: In grades 3-5, parents may nominate their child to be included in the talent pool for testing.

Grade Level	Qualifications
Kindergarten <i>A student must meet 3 of the 4 qualifiers:</i>	<ol style="list-style-type: none"> 90th percentile on all <u>AIMSweb</u> Language Arts winter measures 90th percentile on all AIMSweb Mathematics winter measures <u>Guided Reading Level F</u> Teacher recommendation based on <u>Kingore</u> checklist
First <i>A student must meet 3 of the 5 qualifiers:</i>	<ol style="list-style-type: none"> CogAT screener score of 115+ (all students take the screener in November to receive this score) 90th percentile on all AIMSweb Language Arts winter measures 90th percentile on all AIMSweb Mathematics winter measures <u>Guided Reading Level M</u> Teacher recommendation based on Kingore checklist
Second <i>A student must meet 3 of the 5 qualifiers:</i>	<ol style="list-style-type: none"> CogAT screener score of 115+ (from first grade) 90th percentile on all AIMSweb Language Arts winter measures 90th percentile on all AIMSweb Mathematics winter measures <u>Guided Reading Level of Q and/or SRI score of 600L+</u> Teacher recommendation based on Kingore checklist
Third <i>A student must meet 3 of the 4 qualifiers:</i>	<ol style="list-style-type: none"> CSI score of 120+ (<u>all</u> students take the InView test in November to receive this score) <u>SRI Lexile</u> score of 800L+ 90th percentile on AIMSweb Language Arts or Mathematics winter measures Teacher recommendation based on Kingore checklist
Fourth <i>A student must meet 2 of the 3 qualifiers:</i>	<ol style="list-style-type: none"> CSI score of 120+ (from third grade) Pass+ ISTEP Language Arts Pass+ ISTEP Mathematics
Fifth <i>A student must meet 2 of the 3 qualifiers:</i>	<ol style="list-style-type: none"> CSI score of 120+ (<u>all</u> students take the InView test in November to receive this score) Pass+ ISTEP Language Arts Pass+ ISTEP Mathematics

High Ability Identification Procedures and Testing

Testing will be completed for students who **may** qualify for a high ability label. A high ability label will ensure placement in an Enrich classroom for grades 1 through 3 and either placement into an Extended Learning classroom or an Enrich classroom in grade 4 and 5. Testing for fifth graders is used

to consider students for Honors courses in middle school. Overall, a school district expects only its top 4-8% of students to be high ability students.

Students will be tested within the mid-January through May testing window. Please have students prepared to be tested at any time during the testing window. Advance notice of specific testing days and times may not be provided. In addition, teachers of third and fourth grade students in the pool complete a two page Talent Form on student achievement and characteristics. Each student’s grades are also reviewed (see Appendix C). In May, a parent information meeting is held for the fall fourth and fifth grade students who are initially placed in the Extended Learning program. It is important to note that retesting for previously tested students will only be considered for documented, extenuating circumstances. Retesting will not occur to provide a student additional opportunities to improve a score.

Because of the extensive screening and testing completed in grades K-3, it is rare that additional students will be labeled as high ability after third grade testing is complete. However, students new to the corporation or students who display exceptional gifts, talents, motivation or interests or who performs at, or show the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to students of the same age, experience, or environment should be considered for testing. Please note that to meet the former criteria, students generally need a CSI score above 120 and performance on standardized tests in the 98-99 percentile.

Upon meeting the “Qualifications for District High Ability Testing”, the following tests are administered at the district-level:

	Grade Level	Assessment
<i>Students who receive a high ability label in grades K-2 do not need to test again until grade 3, at which time the testing will be used for consideration for placement in the Extended Learning Program.</i>	Kindergarten	CogAT Screener
	First	CogAT and Terra Nova
	Second	CogAT, Terra Nova, <u>Naglieri</u> , and a writing sample
	Third	Terra Nova, Naglieri, and writing sample
<i>Testing occurs for open spots in Extended Learning program.</i>	Fourth	Terra Nova, Naglieri and writing sample
<i>Testing occurs for Honors placement in middle school.</i>	Fifth	Terra Nova, Naglieri and writing sample

Figure 1.2

High Ability Identification	Enrich Class Placement
<ul style="list-style-type: none"> • Testing occurs mid-January-May. • Only the top 20-25% students are tested. • If a student is identified, he/she receives a “label” as High Ability and CGCSC is legally bound to serve the student to meet his/her learning needs. 	<ul style="list-style-type: none"> • Testing occurs throughout the year and most current scores (spring) are analyzed. • Every student is considered based upon building-based assessment achievement within the grade level. • No “labels” accompany this process.

Figure 1.3

Spring Identification for Enrich Class Placement

Grade Level	Screening Measure
Kindergarten	Guided Reading Level Writing Sample AIMSWeb-MNM Teacher Recommendation
First	Guided Reading Level Writing Sample AIMSWeb—MCOMP AIMSWeb—RCBM Teacher Recommendation
Second	AIMSWeb—RCBM AIMSWeb—MAZE Lexile Writing Sample AIMSWeb—MCOMP End-of-the-Year Math Assessment Teacher Recommendation
Third	AIMSWeb—RCBM Lexile ISTEP Math AIMSWeb—MCOMP End-of-the-Year Math Assessment ISTEP Reading ISTEP Writing Sample IREAD Teacher Recommendation
Fourth	AIMSWeb—RCBM AIMSWeb—MAZE End-of-the-Year Reading Assessment Lexile ISTEP Reading ISTEP Writing Sample AIMSWeb—MCAP End-of-the-Year Math Assessment ISTEP Math Teacher Recommendation

The Extended Learning Program (EL PROGRAM)

Program Description: CGCSC's Extended Learning Program (EL) is designed to serve the top 7-10% of fourth and fifth grade students identified as demonstrating exceptional academic ability in mathematics, English/language Arts, and problem-solving. After 3rd grade, a high ability student may be placed in Extended Learning or remain in the Enrich setting.

These students attend North Grove or Center Grove Elementary for a full-time academic program. Students are placed in a self-contained program for the core academics of Language Arts, Mathematics, Science, and Social Studies. Students may attend the "specials" classes of Art, Music, Media, and Physical Education with North Grove or Center Grove Elementary students in their grade level.

The corporation provides transportation for EL students. Siblings of EL students may also attend North Grove or Center Grove, and transportation is provided for those children as well.

Although students are assigned an EL teacher, the program teachers collaborate to present thematic instruction that is interdisciplinary and targeted at each grade level. For example, a fourth grader may work in a multi-age group of fourth and fifth graders during the study of reading, social studies, or science.

Problem-solving and higher levels of thinking are promoted through hands-on activities and research projects. Mathematics is one year advanced in grade level. The curriculum overall is rigorous and requires additional reading, writing, and homework as compared to regular classroom instruction.

Program Goals:

The goals of the EL Program include:

- Fostering a learning environment which values and enhances intellectual abilities and interaction among academic peers;
- Ensuring a compacted core curriculum based on the Common Core State Standards;
- Providing a differentiated curriculum that responds to the academic needs of high ability students;
- Offering an accelerated curriculum where the placement of the student in the curricular sequence may be changed to meet individual needs;
- Providing an enriched curriculum by altering the depth, breadth, and intensity of study;
- Integrating the content areas through key concepts and themes;
- Implementing varied instructional strategies, resources, and assessment procedures;
- Assisting in meeting the special social/emotional needs of high ability students.

Extended Learning: Screening, Identification, and Placement Procedures

Please see pg. 6-7, "High Ability Identification Procedures and Testing."

Extended Learning:
Appeals Process for High Ability

The appeals process allows the district selection committee an opportunity to further review information that shows good cause to reconsider a student's placement in the Extended Learning program. The appeal form can be found in [Appendix D](#) of this handbook.

Extended Learning:
Expectations, Probation, and Discontinuation

Upon notification of selection to the EL Program, students and their parents are sent a Student Expectations form to sign ([see Appendix E](#)).

*Students enrolled in the EL Program are expected to maintain grades of **B-** or better in core subject areas. However, in those instances where a student's academic performance declines, the teacher will contact parents to discuss student progress and future placement.*

In any nine week period, if an EL student earns a C+ or lower in any of the core academic subjects, the student will be placed on academic probation for the next 9 week grading period. If the student on probation has not improved by the 7th week of the probation period, a mandatory parent-teacher conference will be held to determine continuance or withdrawal from the program at the end of the semester.

During the last nine weeks of the second semester, the Extended Learning teacher may have concerns about a student's placement in the Extended Learning Program for the following academic year. The Extended Learning teacher may request a mandatory conference with parents and the principal to discuss the possibility of removing the child from the Extended Learning Program and placing him/her in an Enrich or general education classroom at his/her home school. ****Please note: If a student returns to his/her home school, all siblings must return to the home school.**

**CGCSC ELEMENTARY SCHOOL GRADING SCALE
GUIDELINES**

A	100-90
B	89-80
C	79-70
D	69-60
F	59 and below

Removing a student from the Extended Learning Program should be carefully considered by student, parent, teacher and administrator. In the event that a child would like to return to his/her home school and opt out of continuing in the Extended Learning program, the formal Program Exit Procedure must be followed ([see Appendix F](#)).

In the event that a parent does not agree with the exit program request by the teacher or principal, she/he has the option to complete the Appeal To Not Withdraw paperwork ([see Appendix F](#)).

Acceleration (See Appendix G):

Accelerating a student by subject or grade-skipping is a significant decision with academic, social, and emotional ramifications. Parents exploring such a possibility should **first** consult with the child's teacher and building principal. If the parents decide to pursue subject or grade skipping for the next school year, then they should submit a letter requesting a review of placement to the building principal by the **second Monday in May** for the following school year. To be considered for subject acceleration (e.g., advancing a grade level in math only) or grade-skipping, a student:

1. Must have successfully completed the previous grade in CGCSC;
2. Must be in the top 5% of all students (as measured by standardized assessment) in the specific subject requested or in all academic areas (for grade skipping);
3. Must possess appropriate social maturity to be successful at the desired grade level.
4. Must be assessed using CGCSC Acceleration Protocol (Appendix G);
5. Must complete all requirements prescribed by the Review Team (e.g., Indiana History if grade 4 is skipped) by the designated date for the placement to be completed; and
6. Must complete any additional assessments determined to be needed for a decision by the Review Team (e.g., an intelligence test, all of the chapter tests and final exams for a subject in the grade level to be skipped, etc.). Outstanding performance is expected on such assessments for subject or grade acceleration to be considered.

Every placement is made on a probationary basis. Academic success and appropriate behavior are essential to continue the placement. At the end of each nine weeks, a review of the student's performance will occur to determine if the placement is appropriate (see Appendix G).

MIDDLE SCHOOL LEVEL

Middle School Honors Classes

Academically talented students, placed in interdisciplinary teams, are challenged as they participate in Honors Language Arts, Honors or Honors Plus Mathematic and Honors Science curricula. Students in sixth, seventh, and eighth grade who qualify through standardized scores, teacher grades, teacher check lists, and criterion-referenced testing may participate in Honors Language Arts, Math, Science and Eighth Grade World Language.

Screening, Identification, and Placement Procedures for the Honors Courses

Students who wish to enroll in honors programs at the middle school level must demonstrate student performance in the top 20% of his/ her class. Participation in the Extended Learning Program is not a prerequisite for participation in middle school honors programs. Students are encouraged to participate and should contact a building administrator if they need support in pursuing honors classes. School administration uses a matrix of multi-faceted assessments to help determine students who perform in the top 20% of their grade level. Below are the areas of assessment that are reviewed for each subject area.

TIMEFRAME	ACTIVITY
January –March	See pgs. 5-8 for student testing qualifications and assessment details.
March	ISTEP + Statewide Testing: Part I for students in Grades 5-8.
April	All student data are compiled and analyzed. The corporation identification and placement committee meets to make final student selections.
May	ISTEP+ Multiple Choice (Part II) Students are notified whether they were selected for Honors Language Arts, Math and/or Science during May or June. Any appeals for reconsideration of course placement must be received in writing within 10 days after initial placement results are mailed to students. (Appendix D).

Program Expectations

Grade 5 Extended Learning Students—Students who participated in the district’s Grade 5 Extended Learning program are assessed for placement in middle school honors classes. In other words, Extended Learning students are **not** “automatically” given a place in an Honors class. All fifth graders are screened for middle school Honors testing.

Movement from Regular Language Arts, Math and/or Science into Honors Sections— Sometimes a student begins to perform at higher levels than demonstrated in the past. In those cases, a move from a regular section of Language Arts and/or Math to an honors section may be warranted as the best academic placement for the child.

For those CG students who begin sixth, seventh, or eighth grade in regular sections, but whose performance is outstanding, a change to an Honors class may be in order. For such a change to occur, the following criteria must be met:

- a) The student consistently demonstrates strong performance in the language arts, math or science class and earns all A’s.
- b) The student scores a Pass Plus on the ISTEP+ for the subject in question.
- c) The student’s teacher of the core subject recommends the student for honors placement. The teacher should contact the building principal to discuss new placement.
- d) Using the above data, the **principal** approves placement in the honors section. Such changes in placement will only occur at the end of a nine-week grading period.

Eighth grade students who enroll in the first year of World Language are able to work in advance of world language instruction in high school. The following are grade requirements:

- Students who receive a C+ or higher on their first semester grade (the average of the first and second nine weeks grades) and second semester grade (the average of the third and fourth nine weeks grades) will automatically be allowed to enroll in the second year of that language as a freshman.
- Students who receive a C at either semester must obtain their teacher's recommendation to move into the second year.
- Students with a C- or below at either semester will not be allowed to enroll in the second year of that language but will be allowed to retake or audit the course as a freshman.

Students meeting the proper grade requirements will earn high school credit. The grade will appear on the high school transcript, and the grade will be figured into the high school GPA.

If a student decides to retake the class for a different grade he/she must notify the middle and high school not to place the grade on his/her transcript.

Students who take the first year of world language in eighth grade will be able to use this course as one of their foreign language requirements for the Academic Honors Diploma as long as the grade requirements are met (please consult the Center Grove High School Academic Guide).

New Middle School Student

If a new 6th grade student misses the late June testing session, the principal may make a decision regarding the student's placement. (New 7th-8th grade student – the building principal will determine student placement.) For instance, if a family provides all of the supporting documentation listed in #4 on page 6 **AND** there is room in the existing honors classes, the principal may determine an honors placement for the student on a probationary basis. At the end of each nine weeks, a review of the student's performance will occur to determine if the placement is appropriate.

Out of District Transfer Student

Because of the date at which out of district students are accepted, placement decisions for students into CG programs will be made based on grades and previous testing done in former districts as well as available space in CG classes and programs.

Students entering grades 6-7-8 will be placed into grade level classrooms unless they were previously enrolled in honors middle school courses. If a student was previously enrolled in honors middle school courses, the principal will review the students grades, placement and previous testing and consult with the curriculum director if needed to determine appropriate placement. Additional testing may be scheduled if needed on an individual basis.

Program Expectations, Probation and Discontinuation

The purpose of these guidelines is not to be punitive, but to ensure that students are appropriately placed for their academic and emotional needs.

Students enrolled in Honors classes are expected to maintain grades of 73% (C) or better throughout their enrollment in the classes. However, in those instances where a student's academic performance declines, the following steps will be taken:

- If a student receives a 70-72% (C-) or lower at the end of the first, second, or fourth nine weeks grading period, he/she will be moved down a course level at the start of the following grading period.
- If the student receives a 70-72% (C-) or lower at the end of the third nine weeks grading period, he/she will remain in the class through the school year, but moved down a course level at the start of the next school year.

This will occur after parents and students are contacted throughout the nine weeks.

For example:

- *Honors Plus Math.....Honors Math*
- *Honors Math.....Math*
- *Honors Language Arts.....Language Arts*

*****Note: The student, parent, teacher, school administrator, or central office administrator reserve the right to bypass this procedure and request a student's removal from the program.**

CGSC MIDDLE SCHOOL GRADING SCALE GUIDELINES	
A 100-93	C 76-73
A- 92-90	C- 72-70
B+ 89-87	D+ 69-67
B 86-83	D 66-63
B- 82-80	D- 62-60
C+ 79-77	F 59 and below

It is desired that students will continue in the honors classes throughout the middle school years. If, however, the program is found to be an inappropriate educational placement for the child and the child moves to another class, the middle school principal will collaborate with the school counselor, team teacher, and/or parent to decide a better placement for the student.

Middle School to High School Placement Frequently Asked Questions

How do middle school honors classes impact high school classes?

The primary difference is in the area of math. Students in 6th grade Honors Pre-Algebra typically take high school Honors Algebra I in eighth grade, while students enrolled in 6th grade Honors Math typically take Honors Algebra I in ninth grade.

Will a student who takes middle school Honors classes during the middle school years automatically qualify for Honors or Advanced Placement classes at the high school?

No. Students are recommended by a review committee for placement in high school honors classes. However, students may also *self-select* and enroll in honors or Advanced Placement courses. Our experience has taught us that students can be very successful in advanced courses if they are motivated to work hard.

Will middle school students who do not take honors classes be excluded from Honors and Advanced Placement courses in high school?

No. The above answer pertains to this question as well.

HIGH SCHOOL LEVEL

Program Descriptions and Identification Procedures

By grade nine at the high school, students may self-select courses that best meet individual academic objectives, strengths, and interests as long as the required prerequisites have been completed for a course. Since many students are college-bound, school counselors in the middle school and high school work with students and parents to develop a four-year educational plan based on academic strengths and career interests. The four-year plan is initially developed during the Keystone class the first semester of high school.

High ability students in grades nine through twelve have several opportunities for academic challenge, including:

- a) The Academic Honors Diploma (47 credits);
- b) Honors Courses;
- c) Advanced Placement courses (a program of the College Board);
- d) Dual Credit Enrollment;
- e) And Special Programs: Project Lead the Way;

Each of these opportunities is explained in greater detail in the Center Grove High School Academic Guide

Academic Honors Diploma

Please consult the CG High School Academic Guide under Core 40 with Academic Honors.

The purpose of the Academic Honors Diploma is to encourage and reward students who pursue a rigorous, advanced course of study during the high school years. It is not intended that the Academic Honors diploma be limited to only a few academically talented students, but that a broad range of students be encouraged to actively pursue this diploma.

- Complete all requirements for Core 40
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits
- Earn 2 Core 40 fine arts credits
- Earn a grade of “C” or above in courses that will count toward the diploma
- Have a grade point average of “B” or above
- Complete **one** of the following:
 - Two Advanced Placement courses and corresponding AP Exams
 - Academic, transferable dual high school/college courses resulting in 6 college credits
 - One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits
 - Score 1200 or higher combined SAT Math and Critical Reading*
 - Score a 26 composite ACT
 - Earns an International Baccalaureate Diploma

*SAT Requirements will be modified with the addition of the writing section

Honors/Weighted Courses

Center Grove High School offers selected courses which require significantly higher academic achievement and work levels. These ‘weighted’ courses provide for the grades earned in that course to be weighted for the purposes of determining GPA and class rank. Additionally, these courses are identified on transcripts with an “*” as part of the course title. These courses are identified in the course descriptions with the designation “(CP/WEIGHTED).”

WEIGHTED SCALE FOR CLASSES OF 2012, 2013

GRADE	GPA PTS	GRADE	GPA PTS
A	5.00	C	2.50
A-	4.59	C-	2.09
B+	4.16	D+	1.66
B	3.75	D	1.25
B-	3.34	D-	.84
C+	2.91	F	0

Semester Grading Calculation

Final semester grades are computed using a formula based on the nine-week grades and the semester exam, using the non-weighted numerical equivalents. **Each nine-week grade is counted as 40% of the semester grade; the semester exam is counted as 20% of the semester grade.**

As an example, a student who earns a B+ in the first nine weeks, a C+ in the second nine weeks, and a B on the final exam would have a semester grade computed as follows:

Center Grove High School Required Semester Grade Calculation		
1 st nine weeks	B+	3.33 pts x 40%= 1.33
2 nd nine weeks	C+	2.33 pts x 40%= 0.932
Semester exam	B	3.00 pts x 20%= 0.60
		2.862

In the example above, the semester grade would be rounded to 2.86. The student should receive a “B” for the semester.

Several items should be mentioned in regards to the policy for computing semester grades:

- The chart below shows the ranges that will be used when determining whether a semester grade calculation will be rounded to the next highest letter grade:

GRADE	GPA PTS	GRADE	GPA PTS
A	3.84 – 4.00	C	1.84 – 2.16
A-	3.50 – 3.83	C-	1.50 – 1.83
B+	3.17 – 3.49	D+	1.17 – 1.49

GRADE	GPA PTS	GRADE	GPA PTS
B	2.84 – 3.16	D	.84 – 1.16
B-	2.50 – 2.83	D-	.67 – .83
C+	2.17 – 2.49	F	0 – .66

- No average under .67 will be rounded up to .67; i.e. a student who earns an average of .66 and below will not be rounded up to .67 and will receive a failing grade for the semester.
- Students must pass at least two of the three grades in order to receive a passing semester grade. For example, a student who fails both nine weeks and receives an A- on the final exam will still receive a failing grade for the semester.

For more information about the grade scales please refer to the Center Grove High School Academic Guide.

Withdrawal From Class(es)

Students removed from a class due to attendance or discipline problems or withdrawing from school to pursue a GED or alternative education will receive a WD or a WDF grade in a class depending upon whether or not they were passing the class at the time of their withdrawal.

Advanced Placement Courses

Through The College Board, **any** student may earn Advanced Placement credit at the college or university of their choice by taking Advanced Placement (AP) courses and exams. Please consult the CG High School Academic Guide for a complete list of Advanced Placement courses offered through Center Grove Community School district.

Students who enroll in AP courses are *strongly* encouraged to take the corresponding AP exams. The exams are graded on a 1-5 basis, with a 5 being the highest score possible. According to the College Board the college equivalent grade to the AP Scores is: AP Exam points 4-5 =A. An AP Exam score of a 3 is = B. Colleges and universities vary in the scores they accept for credit. Students are advised to check with each higher education institution(s),to which they desire to apply, to investigate each university's policy on accepting AP exam scores and issuing college credit (see Appendix H).

AP exams are scheduled during the first two weeks of May. Exams cost approximately \$80. Fee reductions for AP tests in the sciences and math courses and in English Language and Composition are provided by the state of Indiana.

Students who are interested in AP courses should contact Center Grove High School and ask to speak to the CGHS AP Coordinator or the subject department chair. Additional information may also be accessed from The College Board at www.collegeboard.org/ap/students/ or <http://www.transferin.net/index.aspx>. (Also reference Appendix G.)

Dual Credit Enrollment

The CGCSC has adopted a policy that allows qualifying high school students to apply for permission to take postsecondary courses at eligible Indiana institutions and receive credit toward high school graduation. Some key provisions are described in the CG High School Academic Guide.

CGHS has established collaborative partnerships with several area higher education institutions for the offering of dual credit in various courses. Students should check with their guidance counselors for information on which courses are available.

Students who receive pre-approval for dual credit enrollment will be given release time from classes at CGHS. The release time from CGHS occurs during the college class meeting time. Students should match their college schedule as closely as possible to their high school schedule. **Special considerations will be given to students enrolled in evening college classes for release time during the regular school day.

More details about dual credit enrollment can be found in the CGHS Academic Guide which is posted on the CGHS website. (www.centergrove.k12.in.us under Academics)

Out of District Transfer Student

Because of the date at which out of district students are accepted, placement decisions for students into CG programs will be made based on grades and previous testing done in former districts as well as available space in CG classes and programs.

High school students will be placed into appropriate high school courses based on the student's past academic courses. The high school counselor will work with the student and parents to develop the appropriate schedule. Consultation with the principal or curriculum director may occur to determine specific placement if needed.

APPENDIX A:
GLOSSARY OF TERMS

Anchoring Activities—ongoing independent activities that students work on throughout a unit of study.

Compacting—a 3-step process that 1) assesses what a student knows about material to be studied and what the student still needs to master, 2) plans for learning what is not known and excuses student from what is known, and 3) plans for freed-up time to be spent in enriched or accelerated study.

Content—aspect of differentiation that pertains to what students learn (see also *Differentiation*”).

Contracts—Contracts take a number of forms that begin with an agreement between student and teacher. The teacher grants certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms appropriately in designing and completing work according to specifications.

Differentiation—an effective teaching approach to meet students’ individual, unique needs. The teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of response to differences in readiness, interest, and learning needs (see also: “Content,” “Process,” and “Product”). --p. 7, How to Differentiate Instruction in Mixed-Ability Classrooms (ASCD, 2001) by Carol Ann Tomlinson

Domain—includes the following areas of aptitude and talent: general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal.

Flexible Grouping—Students are part of many different groups—and also work alone—based on the match of the task to student readiness, interest, or learning style. Teachers may create skills-based or interest-based groups that are heterogeneous or homogeneous in readiness level. Sometimes students select work groups, and sometimes teachers select them. Sometimes student group assignments are purposeful and sometimes random.

Formative Assessment—a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

Process—aspect of differentiation that pertains to how students go about making sense of ideas and information (see also *Differentiation*”).

Product— aspect of differentiation that pertains to how students demonstrate what they have learned (see also *Differentiation*”).

Summative Assessment— an assessment that gauges, at a particular point in time, student learning relative to content standards.

Tiered Assignments—In a heterogeneous classroom, a teacher uses varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. Student groups use varied approaches to exploration of essential ideas.

Varying Questions—In class discussions and on tests, teachers vary the sorts of questions posed to learners based on their readiness, interests, and learning style.

APPENDIX B:

ASSESSMENT INSTRUMENT DEFINITIONS AND DESCRIPTIONS

Advanced Placement (AP) exams—the College Board offers a series of examinations assessing students' content knowledge and reasoning skills at the entry level of college. AP Exams represent the culmination of AP courses, specially designed classes which follow the AP curriculum guidelines. Students who earn scores of 3 or above (on a scale of 1-5) may earn college level credit or advanced standing at most of the nation's colleges and universities.

AIMSweb – A universal screening tool used to assess basic academic grade-level skills

CogAT – A cognitive abilities test available to use with K-2 students.

End of Course Assessments (ECA)- As part of Indiana's school accountability system under Public Law 221, Core 40 End-of-Course Assessments (ECAs) are designed to ensure the quality, consistency, and rigor of Core 40 courses across the state. Aligned with Indiana's Academic Standards, End-of-Course Assessments are final exams measuring what students know and are able to do upon completion of targeted Core 40 courses. In addition, the End-of-Course Assessments are an integral component of [Indiana's P-16 Plan for Improving Student Achievement](#). As a part of this vision, these exams would serve an additional purpose of providing valuable information for college placement.

Students must take the Biology ECA and must pass the Algebra I and English 10 ECA to graduate from an Indiana high school.

InView - this cognitive abilities test reliably measures verbal, nonverbal, and quantitative skills and abilities and yields a **CSI score (Cognitive Skills Index)**. Five subtests combine to yield a CSI score: Verbal Reasoning—Words; Verbal Reasoning—Context; Quantitative Reasoning; Sequences, and Analogies.

IREAD K, 1, 2 – A reading test to assess grade-level skills

IREAD 3 – A reading test to assess grade level skills. Students must pass this test in grade 3 to move to grade 4.

Exceptions:

- Special education designation
- LAS-Links score of 1-2-3 for English Language Learners

OR

Was previously retained 2 times prior to grade 3.

ISTEP+ - the Indiana State Test of Educational Progress (ISTEP+) is administered to all students in grades 3-9 each Spring. The open ended response portion takes place in March and the multiple choice takes place in May. This test measures students' levels of achievement in reading, language, writing, and math. In grade 4 students are also assessed in science and grade 5 students are also assessed in social studies.

Kingore Observation Inventory - (KOI) enables teachers to observe student response to enrichment activities and identify patterns which occur over a period of time.

Lexile-a reading measure that describes a student's reading ability.

Naglieri Nonverbal Ability Test (NNAT) - this brief, culture-fair nonverbal measure of school ability was developed to assess ability without requiring the student to read, write, or speak. Students must rely on reasoning or problem-solving skills, not verbal skills.

SRI-an acronym for "Scholastic Reading Inventory," the instrument that generates a student's Lexile score.

Terra Nova: CAT (California Achievement Test) - This achievement test is administered to students in the screening pool at one grade level above the grade level of the applicant. It measures achievement in reading, math, and language. The test is administered to groups of students rather than individually.

Writing Sample - students are given a prompt to respond to and their written responses are assessed using a rubric.

APPENDIX C:
TALENT POOL
INFORMATION FORM

NAME OF
NOMINATOR/TEACHER: _____

SCHOOL: _____

DATE: _____



CENTER GROVE COMMUNITY SCHOOL CORPORATION

TALENT POOL INFORMATION FORM

Please complete all four sections of this form. Please return completed form to Wendy Kruger, Educational Services Building

SECTION A:

Student Name: _____ Present Grade: _____ Age: _____ Date of Birth: _____

Parent/Guardian Name: _____ Daytime Phone: _____ Evening Phone: _____

Address: _____ City: _____ Zip: _____

Ethnic Category: American Indian Asian Black Hispanic White

Free/Reduced Lunch Yes No

SECTION B:

Please list the student's grades for the first semester and the third 9-weeks in the subject areas listed below:

READING		LANGUAGE ARTS		MATH		SCIENCE		SOCIAL STUDIES	
Semester	3rd/9-week	Semester	3rd/9-week	Semester	3rd/9-week	Semester	3rd/9-week	Semester	3rd/9-week

Student participates in a support service or services: (e.g. Learning Disabilities, English As a Second Language, etc.)

Student has skipped a grade: _____ If yes, when? _____

Do you recommend this student for participation in the High Ability program? Yes No With some reservation

SECTION C:

On a scale of 1 - 3, please rank student according to his/her range of talent and provide supporting comments for each of the subject areas.

RANKING: 1 = below grade level, 2 = at grade level, 3 = above grade level Feel free to use additional pages if necessary.

READING	WRITING	MATH	SCIENCE	SOCIAL STUDIES
Range of talent:	Range of talent:	Range of talent:	Range of talent:	Range of talent:
Supporting Comments:	Supporting Comments:	Supporting Comments:	Supporting Comments:	Supporting Comments:

Please complete the checklist on the next page

STUDENT NAME:

SECTION D: CHECKLIST OF CHARACTERISTICS

Please circle one number of each item. KEY: 3 = Almost Always 2 = Frequently 1 = Sometime 0 = Never (modified Renzulli Scale)

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	3 2 1 0	11. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic).	3 2 1 0
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age)	3 2 1 0	12. Is easily bored with routine tasks.	3 2 1 0
3. Has quick mastery and recall of factual information.	3 2 1 0	13. Needs little external motivation to follow through in work that initially excites him/her.	3 2 1 0
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick."	3 2 1 0	14. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	3 2 1 0
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people and things.	3 2 1 0	15. Likes to organize and bring structure to things, people and situations.	3 2 1 0
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	3 2 1 0	16. Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs.	3 2 1 0
7. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	3 2 1 0	17. Strives toward perfection, is self-critical; is not easily satisfied with his/her own speed on products.	3 2 1 0
8. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.	3 2 1 0	18. Prefers to work independently; requires little direction from teacher.	3 2 1 0
9. Tries to understand complicated material by separating it into its respective parts; reasons things out for him/herself; sees logical and common sense answers.	3 2 1 0	19. Generates a large number of ideas or solutions to problems and questions; often offers unusual, 'way out' unique and clever responses.	3 2 1 0
10. Displays a good deal of intellectual playfulness; imagines "I wonder what would happen if...", manipulates ideas (i.e. changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects and systems.	3 2 1 0	20. Criticizes constructively; is unwilling to accept automatic pronouncements without critical examination.	3 2 1 0
		TOTAL	

APPENDIX D:

ELEMENTARY EXTENDED LEARNING

OR

MIDDLE SCHOOL HONORS PROGRAM

APPEAL FORMS

**EXTENDED LEARNING/
HONORS PROGRAM(S)
APPEAL FORM**

An appeals process allows a committee to review further information that shows good cause to reconsider the selection criteria or, if deemed appropriate, evaluate additional support documentation to consider placing a student in the Extended Learning/High Ability Programs.

Please know that the committee made their decision based upon multiple academic measures and upon what they believe would be the best placement for your child. If you do make an appeal, please support your appeal with new information that you want the committee to consider. You may attach additional sheets or write on the back, if needed. If any outside testing has been done, please submit a copy of the testing report(s).

Please complete the information below and mail, fax, or deliver to the information provided below within 10 days after initial placement results are mailed to students. The identification committee will review your appeal and you will be notified of the final decision by mail. If you have any questions, please email Pam Burnett, burnettp@centergrove.k12.in.us, or call 317-881-9326, ext.1622.

Student Name _____

Grade _____ School _____

Parent(s) Name _____

Email Address _____

Home Phone Number _____ Cell Phone Number _____

Signature _____ Date _____

Please complete the Appeal Form and mail, email, fax, or deliver to:

Center Grove Community School
Education Service Center
4800 W. Stones Crossing Road
Greenwood, Indiana 46143-6614
Attn: Pam Burnett or burnettp@centergrove.k12.in.us
317-881-9326
Fax 317-881-0241

APPENDIX E:

ELEMENTARY EXTENDED LEARNING EXPECTATIONS FORM

Student Expectations for the Extended Learning Program

The Extended Learning Program is an accelerated curriculum, which is rigorous and challenging and requires student commitment and discipline to ensure academic success. Please read over the following expectations and discuss them with your parents. You may wish to make a copy of this form to keep on file at home.

- I will commit myself to work to my potential, to learn and to achieve at that level, and to participate meaningfully in class discussions.
- I will complete all homework in a quality manner and return it on the date required.
- I will budget my time in order to complete long-term projects on time.
- I will discipline myself as an individual and within a group. I will not interfere with the learning of others and will be cooperative with and respectful to adults and students. When working within the groups, I will be a true team member.
- I understand that I should maintain at least a "B-" average in each subject.
- If course work or expectations become overwhelming, I will seek the help of my parents and teachers.

Student adherence to these expectations will be reviewed at the end of each year.



As a student, I understand the expectations and accept the challenge of the Extended Learning Program.

Signature _____ Date _____

As a parent, I support my child in this decision.

Signature _____ Date _____

___ If possible, we prefer our child's siblings attend the Extended Learning Program school.
Their name(s) and next years grade(s) are listed below.

Name _____ Age ____ Grade next year _____

Name _____ Age ____ Grade next year _____

___ **No, I choose not to accept the invitation to the Extended Learning Program.**

Parent Signature _____ Date _____

**We are aware that if our child exits the Extended Learning Program prior to the end of 5th grade, he/she and all siblings are required to transfer back to their home school for the next school year.

APPENDIX F:

HIGH ABILITY PROGRAMS

WITHDRAWAL PROCEDURE

Elementary Extended Learning Program Student Withdrawal Procedure

In the event that a student would like to return to his/her home school and opt out of continuing in the Extended Learning program, please consult the following guidelines:

1. Teacher or parent communicates that the child is having difficulty adapting to the new learning environment, or is unable to keep pace with his/her peers. The teacher and principal may choose to place the child on probation.
2. Student exhibits continued achievement or classroom behaviors that indicate he/she is under stress and still having trouble adapting to the new learning environment. The principal, teacher or parent may request a meeting to discuss student progress and placement.
3. If student and parent pursue leaving the Extended Learning program, the following steps are **mandatory prior to** transitioning the student out of the Extended Learning program.
 - a. High Ability site principal contacts home school principal to begin discussions about moving the student in Extended Learning program (and siblings) back to the home school. *Please note: Each withdrawal situation will be carefully assessed by the principals and teachers to select the best learning environment for the child.*
 - b. Students leaving the program will transition either at the end of a 9 -week grading period or semester.
 - c. A mandatory exit interview for determining the transition timeline and curricular goals for the student will be scheduled prior to the student leaving the program. Attendees should include: Student and Parent(s), sending and receiving principals and teachers, and the District High Ability Coordinator.
4. If a parent contacts any personnel at the home school **before** speaking with the High Ability site principal, he/she should be instructed to follow the proper procedures for requesting removal from the Extended Learning program. The timeline and transition will be determined at the mandatory exit interview.
5. Student withdrawal procedures generally take **7-10 days** to process.

The Center Grove Community School Corporation reserves the right to remove a student from the Extended Learning program at any time.

**CENTER GROVE SCHOOL CORPORATION
CHECKLIST FOR EXITING A CHILD FROM THE EXTENDED LEARNING PROGRAM**

Person(s) Requesting Exit:

- Teacher Parent Principal Child

Reason(s) for Exit Request:

- Academic
Learning Environment is not appropriate for this child.
Both

The following procedures have been followed:

- Parent and Teacher conference (at least two conferences have taken place)
 Student Interviewed with High Ability Site principal to discuss academic or behavior issues.
 Parent, Teacher and Principal (at least one conference)
 HA Site Principal contacted the Home School Principal and Teacher to discuss transition timeline and future academic supports.
If applicable, sibling information is included in the transition conversations.

Center Grove Community School Corporation reserves the right to finalize the receiving school site for any child transitioning out of the Extended Learning Program. We will make every effort to send your child back to the home school site. In the event, that mid-year placement at the home school site is not an option, your child(ren) will be placed back at the home school at the beginning of the next academic year.

Parent Signature: _____

Principal Signature: _____

Teacher Signature: _____

**APPEAL TO NOT WITHDRAW
FROM THE EXTENDED LEARNING/HIGH ABILITY PROGRAM**

Elementary__ **Honors/Middle School**__ **Appeal Date:**_____

An appeals process allows a committee to review further information that shows good cause for reconsidering the gathered criteria used for asking a student to withdraw from the EL/HA program. After conducting additional investigations, interviews, and acquiring support documentation, the committee will communicate a decision no later than 7-10 days after the appeal date.

Student's Name_____ **Grade**__ **Class**_____

School_____ **Appeal completed by**_____

Relationship to student: **Self** **Parent** **Other Adult**

Why do you believe the student should remain in the Program? Please substantiate your opinion with examples of the student's work. Please respond below or attach comments to this document.

Comments:

Date:_____ Signature:_____

Please return this form with attached documentation to the student's school office where it will be forwarded to appropriate personnel for review.

Follow Up

Date_____

Phone conference

Meeting

List of attendees:_____

Outcome: Student is reinstated
 Student Separation from EL/HA Program upheld

APPENDIX G:

**ACCELERATION
PROCESS FOR GRADES K-5**

Whole–Grade Acceleration
Subject Acceleration
Enrichment

REQUEST FOR ACCELERATION

Student Name: _____ Gender: M or F

Home

Address: _____

Phone: _____

Current School: _____ Grade: _____

Student's Date of Birth: Year Month Day
Student's Chronological Age ____ ____ ____

Person Requesting Acceleration:

Parent (s) _____

Teacher _____

Other _____

Reason for Acceleration:

- Student exhibits reading/writing skills beyond h/her chronological peers.
- Student exhibits math skills beyond h/her chronological peers.
- Student exhibits fine arts skills beyond h/her chronological peers.
- Student is socially mature and communicates beyond h/her chronological peers.
- Student exhibits classroom behavior that indicates that h/she is bored and needs more challenging studies.
- Student curricular knowledge exceeds the grade level where h/she has been placed.

Type of Requested Acceleration:

- Whole -grade acceleration
- Single - Subject Acceleration

CONSIDERATION OF ACCELERATION REQUEST

Acceleration is a very serious request. When accelerating a student you must take into consideration future issues that may impact the student e.g., social maturity, acceleration supports beyond the current year, and transitioning from one school to another. Therefore, specific documentation is needed before the acceleration request can be discussed by the High Ability Committee.

Documentation:

- Current grade level teacher observations over a period of no less than two weeks.
 - See Talent Form Questions & Documentation

- Trial placement data (Example: If accelerating from 3rd to 4th grade, have the student visit a classroom for a few days to examine the new classroom. Observations of student during the visits should include social and academic information.)

- The following data should be included in the acceleration request documentation:
 - Observations (Current Classroom Teacher & Next Grade level teacher)
 - Parent Input
 - ISTEP + Results
 - InView CSI Score
 - Terra Nova Test Results
 - Naglieri Test Results
 - (2) Writing Samples
 - AIMSweb Reports
 - CogAT (K-1-2)
 - Kingore (K-1-2)
 - IREAD (K-1-2)

SCORING MATRIX

	2 points	6 points	10 points	Score
IQ	110-120	120-130	130-145	
Naglieri	85-90	90 -94	95 and above	
Terra Nova	Below 49	Between 50 -74	75 th percentile +	
ISTEP LA			ISTEP +	
ISTEP MA			ISTEP +	
Writing Sample	Score 1 or below	Score 2 or 3	Score 4 or 5	
Current Teacher Observations	Does not support acceleration	Has some reservations	Supports acceleration (Review Characteristics Document)	
Receiving Teacher observations	Receiving teacher does not support acceleration	Receiving teacher has some reservations	Receiving teacher supports acceleration	
Curricular Documentation exhibiting students accelerated cognitive skills	Does not support acceleration	Marginal support for acceleration	Supports acceleration	
Social Interaction with peers	Reservations about the child's social maturity	Functions well with chronological peers; socially on track	Beyond chronological peers; socially mature	
Overall Score				
90-100	Excellent Candidate for whole-grade acceleration.			
80-90	Good Candidate for whole-grade acceleration			
80 and below	Marginal Candidate for whole grade acceleration may be recommended for subject acceleration, enrichment, or other alternatives.			
<p>Team Decision:</p> <p> <input type="checkbox"/> Whole grade acceleration <input type="checkbox"/> Single subject acceleration: _____ <input type="checkbox"/> Small Group Enrichment <input type="checkbox"/> Individual Enrichment: _____ </p> <p>Is this a probationary recommendation? Yes No Re-evaluate Date: _____</p>				

ACCELERATION ACTION PLAN:

Person designing the curriculum plan? _____ Date: _____

What is the timeline for transition? Date(s): _____

Strategy Recommendation:

#1: Student stays in current grade placement or all core subject areas and classroom teacher:

- Compacts curriculum for the following subjects: _____
- Differentiate instruction for the following subjects: _____
- Provides independent learning for the following subjects: _____
- Provides small group instruction for the following subjects: _____
- Tiers lessons in the following subjects: _____

How will the grades for accelerated curriculum be communicated to the student’s guardian(s) _____

#2: Student participates in subject skipping acceleration for: _____

List subject(s)

Receiving Teacher: _____

Expectation for Student:

Receiving Teacher will monitor the following:

- Student must maintain a C or better in accelerated class(es) to continue in the placement.
- Student must demonstrate the same minimum growth as the grade level peers in which he/she has been placed.
- Student progress will be reviewed at the 9 weeks after placement.
- The student must indicate that he/she is socially able to continue with the acceleration placement.
- The receiving teacher will consistently observe classroom behavior and communicate with the district team and parents on a regular basis during the first 9 weeks of placement.
- Other: _____
-

Individuals Participating in the Acceleration Decision & Planning

Parent (Guardian):	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	Signature: _____
Current Teacher :	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	Signature: _____
Receiving Teacher :	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	Signature: _____
Administrator :	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	Signature: _____
District Admin:	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	Signature: _____

Documentation Copies:

(2) Education Service Center attention High Ability Program Coordinator

(1) Student File

(1) Principal

(1) Homeroom Teacher

(1) Receiving Teacher (if appropriate)

APPENDIX H:
COLLEGE BOARD AP INFORMATION

The Grade-Setting Process

When you receive your AP Grade Report and find out what grade you earned on that exam you took in May, you may wonder just how you got an AP grade of 3 instead of a 4, or a 4 instead of a 3. What happened in that time between mid-May and early July, the results of which you see in the grade report? Here is the story:

Scoring the AP Exams

After the May AP Exams, participating schools return all AP Exam materials to the AP Program.

- The **multiple-choice section** is scored by computer. Each answer sheet is scanned and the total multiple-choice score is computed by adding the number of correct responses and subtracting a fraction for each incorrect response as an adjustment for haphazard guessing.
- The **free-response section** is scored at the annual AP Reading held during the first two weeks in June. Specially appointed college professors and experienced AP teachers evaluate free-response answers.
- The total scores from the free-response section and the multiple-choice section are combined to form a **composite score**.

From Composite Score to AP Grade

The process of **grade setting**—establishing the AP grade boundaries (determining how many composite score points equals what AP grade)—takes place immediately after the Reading.

AP Exam grades are reported on a 5-point scale as follows:

- 5 Extremely well qualified*
- 4 Well qualified*
- 3 Qualified*
- 2 Possibly qualified*
- 1 No recommendation**

*Qualified to receive college credit or advanced placement

**No recommendation to receive college credit or advanced placement

During grade-setting sessions (there is one for each AP Exam) composite scores are translated into AP grades by setting boundaries for each grade based on a statistical technique called **equating**.

Equating relates an AP Exam from one year to an AP Exam from another year so that performance on the two exams can be compared. This is accomplished by looking at how well AP students performed **on a set of multiple-choice questions that is common to both exams**. These particular multiple-choice questions cover the curriculum content and represent a broad range of difficulty; they can therefore provide information about the ability level of the current group of students and indicate the current exam's level of difficulty. This same set of questions may show up on next year's AP Exam and the one after that too. That's why you aren't supposed to talk about or share the multiple-choice questions from the AP Exam with anyone; **it's all because of equating!**

Grade Comparability Studies

The AP Program periodically conducts college grade comparability studies in all AP subjects. These studies compare the performance of AP students with that of college students in the courses for which successful AP students will receive credit. In general, the AP composite score cutpoints are set so that the lowest composite score for an AP grade of 5 is equivalent to the average score for college students earning grades of A. Similarly, the lowest composite scores for AP grades of 4, 3, and 2 are equivalent to the average scores for students with college grades of B, C, and D, respectively.

Students who earn AP Exam grades of 3 or above are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP Exam grades are equivalent to a college course grade of "middle C " or above. However, the awarding of credit and placement is determined by each college or university and students should check with the institution to verify its AP credit and placement policies. Students can find this information by using the [AP Credit Policy search](#).

How Many Composite Score Points Equal What AP Grade?

AP grades are not like the A, B, C or number grades that you may have come to know and love over the past 11 or 12 years; "A" doesn't equal a predictable 91 to 100 and getting 81 to 90 points or percent doesn't guarantee a "B." Confused? Before you **EXIT**, **Close**, or **Escape**, look at the table below.

AP Grades and Composite Score Ranges

Gr.	AP U.S. History		AP English Language and Composition	
	2001 Composite Score Range	2002 Composite Score Range	2001 Composite Score Range	2002 Composite Score Range
5	114 to 180	115 to 180	108 to 150	113 to 150
4	92 to 113	94 to 114	93 to 107	96 to 112
3	74 to 91	76 to 93	72 to 92	76 to 95
2	42 to 73	46 to 75	43 to 71	48 to 75
1	0 to 41	0 to 45	0 to 42	0 to 47

- Notice that for each AP grade there isn't a fixed composite score range that is consistent from year to year, or even from subject to subject.
- Instead you will see that to earn a grade of 4 in the 2001 AP U.S. History Exam, for example, you would need a composite score between 92 and 113 points, while to earn the same grade in the 2002 exam, you would need a composite score between 94 and 114 points.
- You may be very surprised to see that your composite score can be approximately two-thirds of the total possible score and you could still earn a grade of 5! Earning that score on other exams might translate to an "F" at worst and a "D" at best.

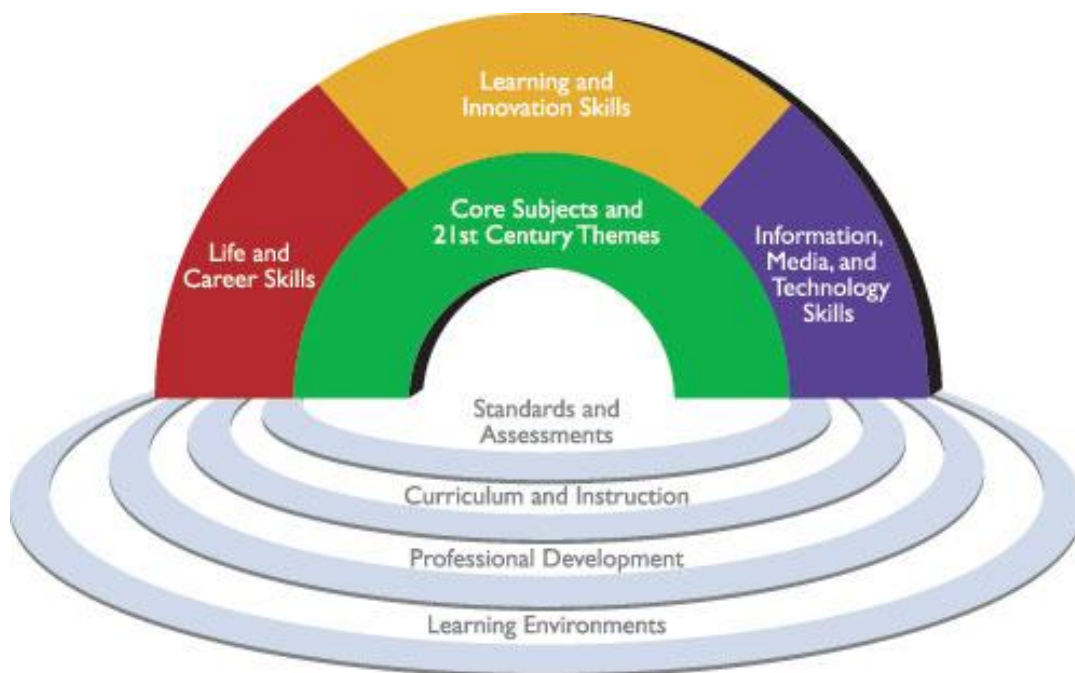
- The table also illustrates the variation that occurs between AP subjects in setting grades. If you compare exam grades and equivalent composite score ranges for AP U.S History and AP English Language, you will see that the requirements for a grade of 3 are quite different. For example, a student who scored 72 on the 2001 AP English Language Exam would earn a grade 3; this score would only earn a 2 on the 2001 AP U.S. History Exam, however.

The grade-setting process is a precise, labor intensive, very individual scrutiny and mathematical, statistical, and psychometric analysis of the results of a specific AP Exam in a specific year and the particular group of students who took that exam. When the grades are set for the AP Exam(s) you take in this year's administration, and the outcome reaches you in the form of your grade report, you can be assured that your AP grade is an accurate assessment of your proficiency in an equivalent college course.

http://www.collegeboard.com/student/testing/ap/exgrd_set.html?print=tru

APPENDIX I:
21st CENTURY SKILLS

In this digital age, intellectual capital drives progress, so political, social, and economic advances in the 21st century will be possible only if the intellectual potential of America's youth is well developed. To accomplish this, we must meet the changing learning needs of all students. The Partnership for 21st Century Skills, consists of the skills, core subjects and themes which are referenced in the graphic below. Information about this [framework](#) is available at The Partnership for 21st Century Skills website.



APPENDIX J:

**WEBSITES, RESOURCES,
AND SUGGESTIONS FOR FAMILIES**

WEBSITES AND RESOURCES ON HIGH ABILITY (FORMERLY GIFTED EDUCATION)

www.gifteddevelopment.com

Dr. Linda Silverman's website at the Gifted Development Center. Dr. Silverman focuses on the affective and guidance needs of gifted children and adults.

www.jhu.edu/~gifted/

Johns Hopkins University's Center for Talented Youth's website. Information on talent searches and summer programs would be of interest.

www.cectag.org

The Council for Exceptional Children has a special division called The Association for the Gifted (TAG). Good initial resource.

www.gifted.uconn.edu

The University of Connecticut's Neag Center for Gifted Education and Talent Development is another worthwhile site.

www.bsu.edu/gifted

Ball State University's Center for Gifted Studies and Talent Development shares information on services available in Indiana.

www.bsu.edu/sis/

The Shared Information Services of Indiana are lending libraries that loan educational materials free of charge to any adult resident of Indiana. These libraries are located at Ball State and Purdue Universities.

www.geri.soe.purdue.edu

Purdue's Gifted Education Resource Institute

www.iag-online.org

The Indiana Association for the Gifted's website. Lots of info! This organization also sponsors a state conference

www.nagc.org

The National Association for Gifted Children publishes many documents and hosts an excellent national conference.

SUGGESTIONS FOR FAMILIES

1. Though your child is identified with special gifts, they are still children. They need love, but controls; attention but discipline; parental involvement, yet training in self-dependence and responsibility.
2. Consistency of parental value systems is important for a child's optimum development. This means that there should not be wide disagreements over values between parents.
3. Parental involvement in early task demands, such as encouraging the child to perform tasks themselves, to count, tell time, use correct vocabulary, be responsible for homework and assignments are all important.
4. Read to your child, discuss ideas in the presence of children.
5. Growing up healthy and happy is an important factor in a child's emotional stability.
6. Since High Ability children often have vague awareness of adult problems, such as death, sickness, finances, war, etc. their lack of experience makes them unable to solve, they may need reassurance in these areas.
7. Fill your home with multi media.
8. Parents should avoid direct, indirect or unspoken attitudes that fantasy originality, unusual questions, imaginary playmates or out-of-the-ordinary mental process on the part of a young child are bad, "different" or to be discouraged. More caution about an older child's mental processes should be kept in mind.
9. Help your child understand the importance of safety when using the Internet, e.g. researching, playing games, chatting, etc. Often they are curious about a variety of topics and lack the understanding represented by misuse of this tool. Discuss Internet safety and monitor your child's online communities and conversations.
10. Parents, avoid over structuring a child's life...they need free time.
11. Don't compare your child to other children. It places the responsibility to be "gifted" all of the time, and it certainly is not fair to the child. Every child is unique.
12. Enjoy your child. Your gifted child may try your stamina and endurance at times, but enthusiasm and lust for learning will more than make up for the pace. Your argumentative child may be practicing new skills and communication. Try to relax and enjoy the excitement.