Avon: High Ability Education
District Responsibility - Developing Policies & Programs

Building Responsibility - Leadership in Implementation

- Leadership & Commitment to Excellence
- Defensible Identification
- Services & Curriculum
- Stakeholder Support
- Evaluation of Program Effectiveness

Classroom Responsibility

- Fidelity of Services
- Support for Differentiation
- In-Depth Training in Gifted Education
- Assessing Teacher Effectiveness

Differentiating Instruction

Monitoring Achievement
K-12: Identify and provide appropriately differentiated curriculum and instruction in core content areas
Identify advanced potential

Provide appropriate environment

Produce advanced achievement
Identification
“High Ability Student” is one who:

“performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.”

IC 20-36-1
Step 1. Area(s) of services?

Superior score on norm referenced achievement test in domain
Using local norms

Step 2. Multifaceted approach for each area:

Qualitative (descriptive) indicators in domain being served

Superior score on norm referenced test for aptitude in domain
Using local norms

(portfolios, work samples, projects)

(problem solving activities that show reasoning)

(recommendations)

(rating scales)
Instruments:
Measure of Potential (Ability): CogAT
Measure of Performance (Achievement): NWEA
Qualitative data: SIGS
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<th>School</th>
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Exit Procedures

1. Conference with all parties
2. Establish interventions
3. Set timeline for interventions (at least one grading period)
4. Conference with all parties to review information and determine course of action
5. If exiting, remove high ability designation from STN
Service Options
Identified High Ability

Any extremely high?
  Grade skipping?
  Subject skipping?
  Full class? Full time self contained?
  Half a class? Consider a split
  Fewer than half? Consider subject skipping or cluster

How many do you have?
Teacher 1:
- All Gifted Learners
- Average Learners

Teacher 2:
- Above Average
- Average Learners
- Below Average

Teacher 3:
- Above Average
- Average Learners
- All far below learners
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<th>B</th>
<th>C</th>
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<td>General Intellectual</td>
<td>18</td>
<td>20</td>
<td>31</td>
<td>66</td>
<td>365</td>
<td>18.1% Self contained; will need to differentiate language arts for the math only students and math for the LA only</td>
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<td>16.8% Cluster group the LA into one classroom with the GI; the rest of the students in that class will be average learners. Put the math only in one classroom and the GI students from the other classroom will join that class for math.</td>
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<td>22.8% Split: Put all of the identified students in one classroom - a Split 2/3 or 1/2 depending on the numbers and needs of the other grade levels; or cluster group with average learners</td>
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Identify advanced potential  

Provide appropriate environment  

Produce advanced achievement
Provide Daily Challenge

Differentiate

Greatest Achievement Gains

Ability Group

Allow Independent Work

Accelerate
English Language Arts
Michael Clay Thompson: Grammar & Vocabulary
Spring Board and AP
Identify advanced potential
Provide appropriate environment
Produce advanced achievement
Hendricks County % Grad Class 2012 with 3, 4, 5 on AP Exam

North West Hendricks
Brownsburg
Avon
Danville
Plainfield
Mill Creek
"The surest way to make life hard for your child is to make it too easy"

Eleanor Roosevelt
Advanced Placement

High level math

Presentations/
performances

Enrichment
programs

Critical & creative thinking through games and discussions

Major multidimensional projects