



Avon: High Ability Education

K-12: Identify and provide
appropriately differentiated

District Responsibility - Developing Policies & Programs

Leadership & Commitment to Excellence

Defensible Identification

Services & Curriculum

Stakeholder Support

Evaluation of Program Effectiveness

Building Responsibility - Leadership in Implementation

Fidelity of Services

Support for Differentiation

In-Depth Training in Gifted Education

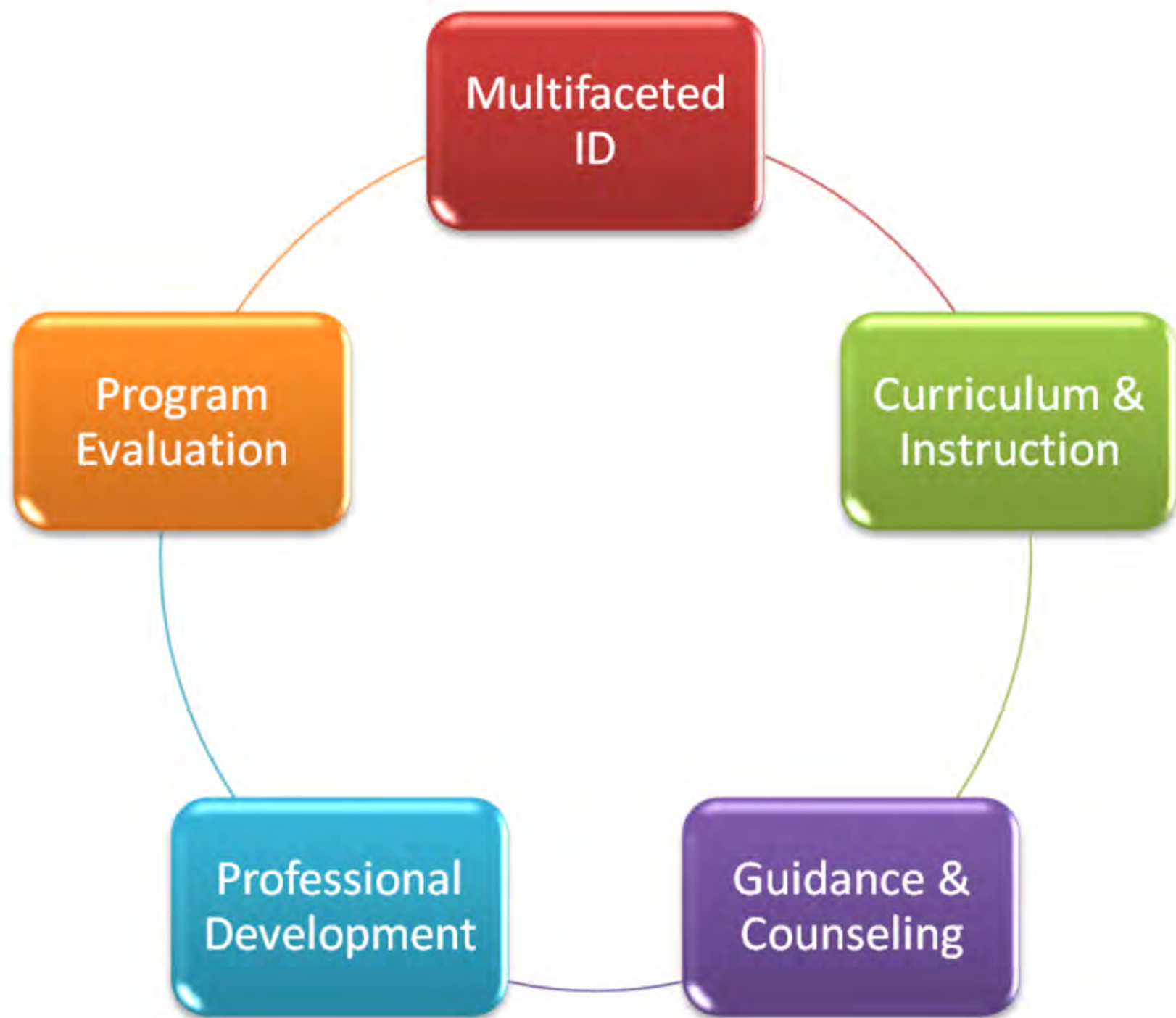
Assessing Teacher Effectiveness

Classroom Responsibility

Differentiating Instruction

Monitoring Achievement

K-12: Identify and provide
appropriately differentiated
curriculum and instruction in
core content areas



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graph LR; A[Identify advanced potential] --> B[Provide appropriate environment]; B --> C[Produce advanced achievement];
```

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

High Ability Individuals

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graph LR; A[High Ability Individuals] --> B[High Performance]; A --> C[Underdeveloped Performance]; B --> D[Prodigies]; B --> E[Creative Producers]; B --> F[High Achievers]; C --> G[Twice Exceptional]; C --> H[Low SES]; C --> I[Culturally/Linguistically Diverse]; C --> J[Underachievers];
```

High
Performance

Prodigies

Creative Producers

High Achievers

Underdeveloped
Performance

Twice Exceptional

Low SES

Culturally/
Linguistically Diverse

Underachievers

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

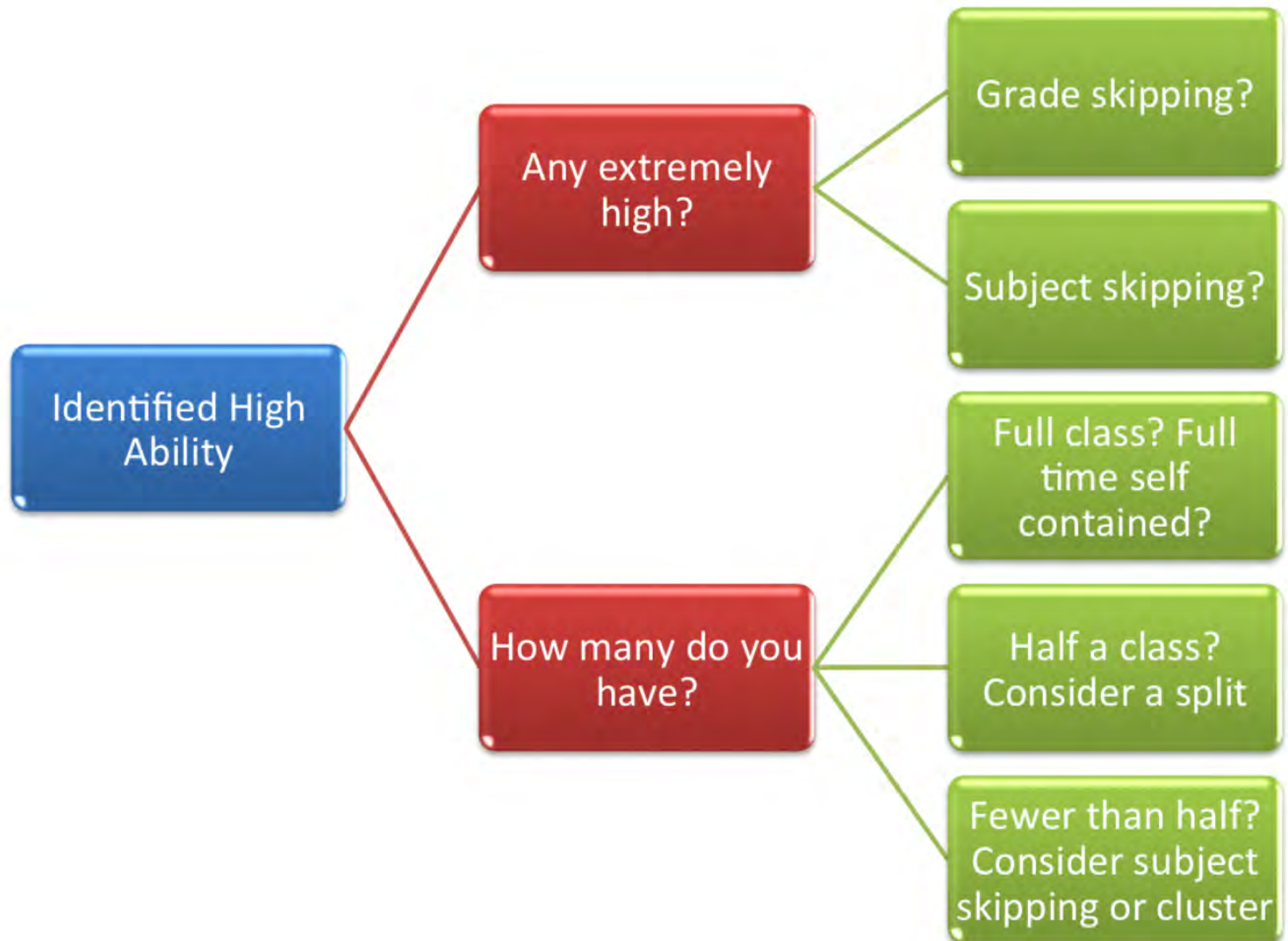
Qualitative data: SIGS

	C	D	E	F	I	J	K	N	O	P	
1	School	CogAT Verbal Grade Percentile Rank	NWEA Fall 2011 Reading 201	NWEA Fall 2011 Language 203	CogAT Quantitative Grade Percentile Rank	CogAT Non-Verbal Grade Percentile Rank	NWEA Fall 2011 Math 198	LA + Math	LA Only	Math only	
35	Cedar	77	188	196	40	43	199			x	
36	Cedar	57	176	186	99	50	191			X	
37	Cedar	94	182	190	96	95	187			X	
38	Cedar	57	167	182	96	99	184			X	
39	Cedar	57	171	178	97	67	184			X	
40	Cedar	89	186	177	99	92	181			x	
41	White Oak	99	203	207	95	95	196		x		
42	White Oak	99	207	202	93	55	191		X		
43	White Oak	73	203	195	87	45	183		X		
44	White Oak	99	169	170	93	92	170		X		
45	White Oak	99	214	208	97	93	202	x			
46	White Oak	99	204	202	98	86	194	x			
47	White Oak	99	172	177	97	95	191	x			
48	White Oak	96	190	197	99	94	187	x			
49	White Oak	92	200	203	97	75	187	X			
50	White Oak	77	190	196	95	92	192				
51	White Oak	60	N/A	N/A	83	45	N/A				
52	White Oak	48	176	170	71	40	191				

Exit Procedures



Service Options



Teacher 1

Gifted Learners (2)

Above Average (2)

Average (17)

Below Average (2)

Far Below (IEP) (2)

Teacher 2

Gifted Learners (2)

Above Average (3)

Average (16)

Below Average (3)

Far Below (IEP)(1)

Teacher 3

Gifted Learners (1)

Above Average (3)

Average (17)

Below Average (2)

Far Below (IEP) (2)

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

Home Layout Tables Charts SmartArt Formulas Data Review

Edit Font Alignment Number Format Cells Themes

Calibri (Body) 11 A A abc Wrap Text General Normal 2 Normal Bad Good Neutral Calculation

H12

	A	B	C	D	E	F	G	H	
1		General Intellectual	LA Only	Math Only	Total Identi	Enrolled	% identified	Service Option	
2	District identification	18	20	31	66	365	18.1%		
3	Adams Elementary	6	11	6	23	137	16.8%	Self contained; will need to differentiate language arts for the math only students and math for the LA only	
4	Jefferson Elementary	6	6	22	34	149	22.8%	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.	
5	Lincoln Elementary	6	3	3	12	79	15.2%	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	

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Identify
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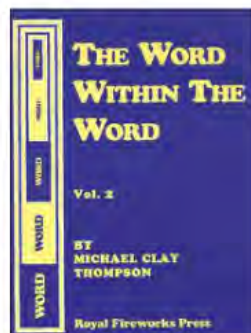
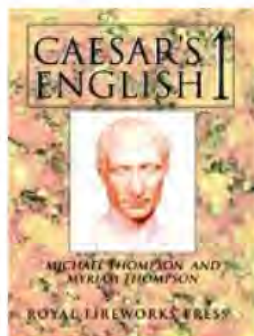
Provide
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Produce
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English Language Arts

Michael Clay Thompson: Grammar & Vocabulary



Spring Board and AP

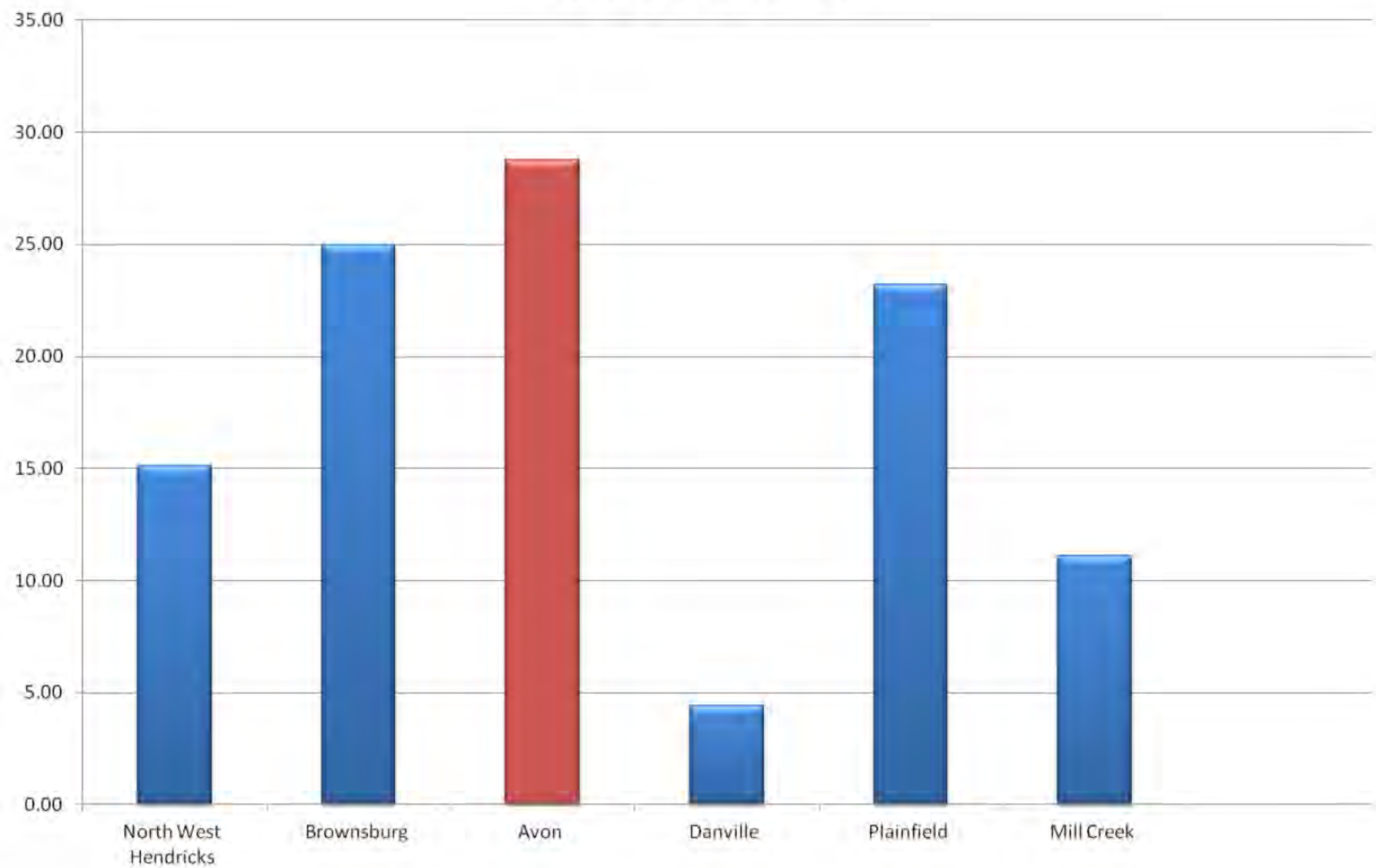
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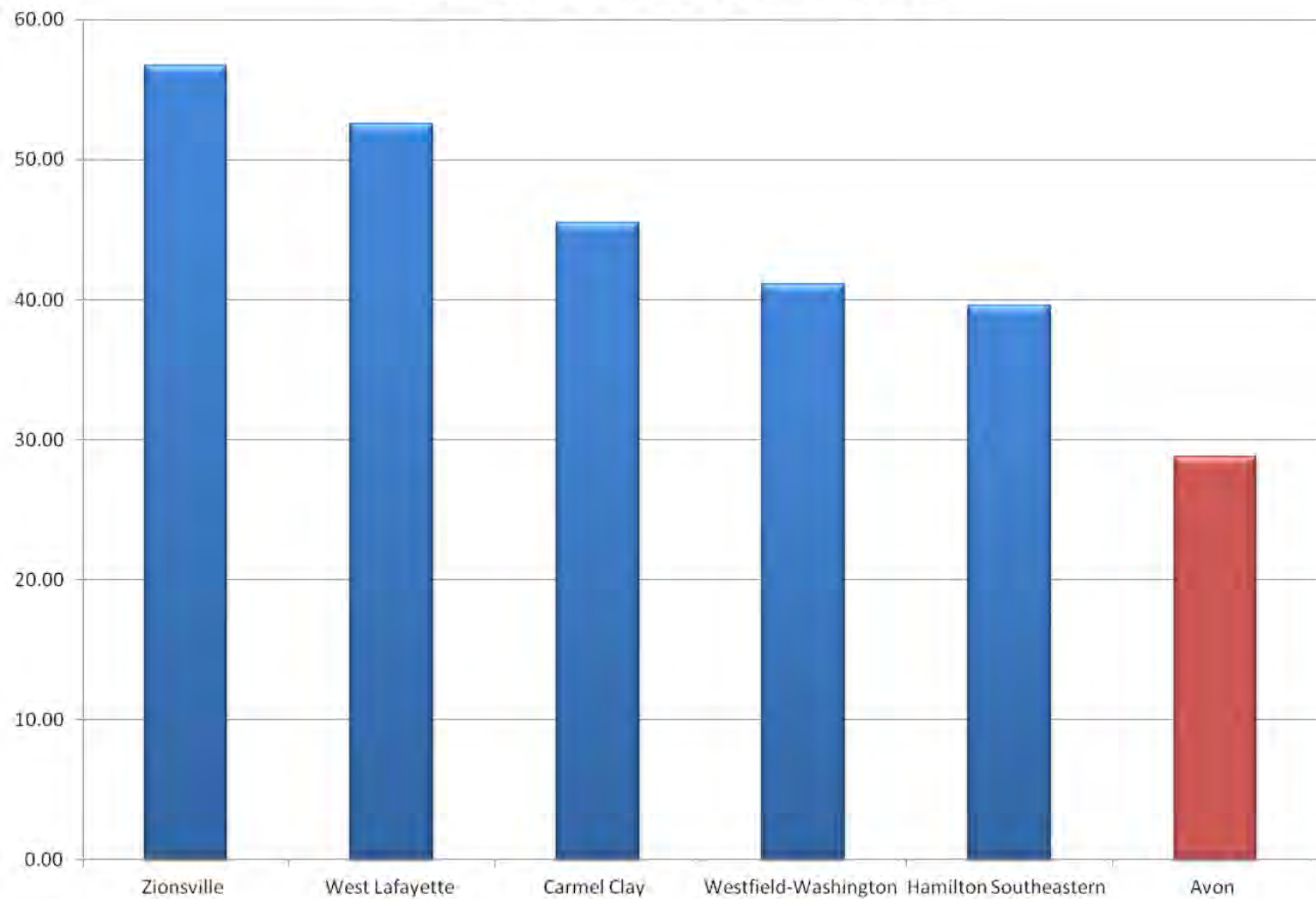
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Produce
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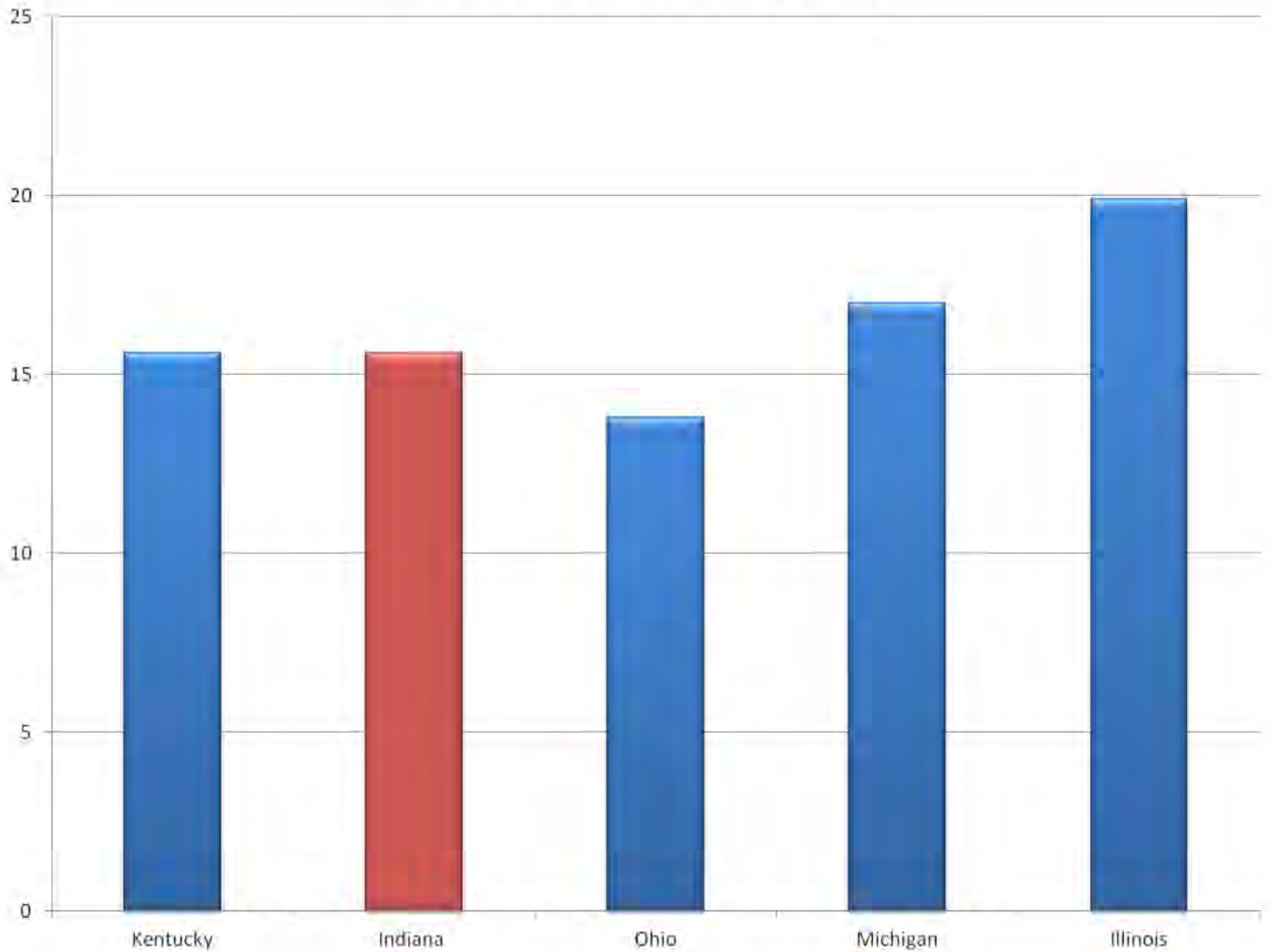
Hendricks County % Grad Class 2012 with 3, 4, 5 on AP Exam



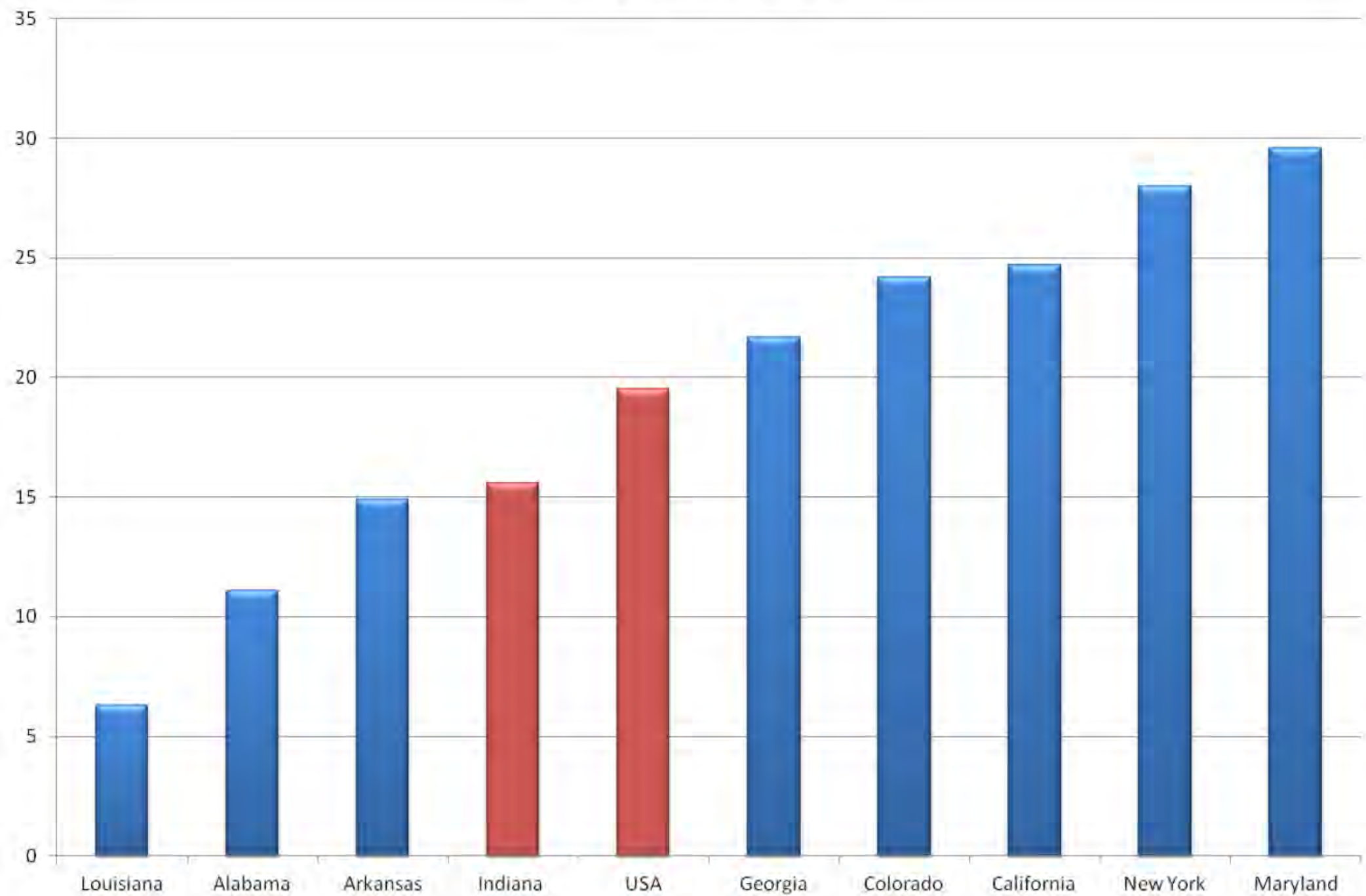
Top AP performers in Indiana 2012



Midwest AP Performance 2012



2012 AP Results







**"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**