



# HIGH ABILITY PROGRAM

Flat Rock-Hawcreek School Corporation

# FLAT ROCK-HAWCREEK MISSION

Flat Rock-Hawcreek School Corporation strives to identify and meet the needs of those students who show the capability of being high ability and/or high achieving using challenging and differentiated curricula, allowing them the opportunity to work at an appropriate pace in mathematics and language arts.

# HIGH ABILITY: AS DEFINED BY INDIANA CODE

- A student with high ability performs, or exhibits potential for performing, at exceptional levels of achievement in general intellect, language arts, and/or mathematics when compared to peers of his/her same age or experience. Exceptional levels for academic areas are those as defined by the Indiana Department of Education:
  - Scores two standard deviations above the mean, minus the standard error of measurement, on either an individual or group standardized intelligence test OR
  - Performs or shows the potential to perform at an outstanding level within the population of students with the “same experience or environment” in that district, and whose needs cannot be met by grade level curriculum OR
  - Performs at or above the 95th percentile on the composite or total battery of an individual or group standardized nationally normed achievement test.

# HIGH ABILITY: AS DEFINED BY FRHC

- Flat Rock-Hawcreek School Corporation believes high ability students can be found in all cultural and economic groups and perform or show the potential to perform at remarkably high levels of academic accomplishment in math and/or language arts when compared with others of their age, experience, or environment.
- FRHC believes that regardless of the state of abilities, the transformation of natural gifts and talents into realized achievements requires “a long-term process that involves intrapersonal and environmental catalysts” (Gagne, 1985, 1999, 2000). All qualified students will have equal access to program services regardless of student ethnicity, culture, gender, socio-economic level, disability, or behavior.

# IDENTIFICATION PROCESS

- All Kindergarten, 2<sup>nd</sup>, and 5<sup>th</sup> graders are given the Cognitive Abilities Test Screener (CogAT) in February.
- 6<sup>th</sup> graders are given the Orleans-Hanna Algebra Prognosis Test
- Results from that test are used to form a pool of candidates. Teachers also have the opportunity to nominate students.
  - These nominations are based on qualitative indicators which are locally created in the vein of teacher ratings and productivity ratings.

# IDENTIFICATION PROCESS

- Results are compiled and ranked. A selection committee comprised of 1 representative per school is formed. The students identified as high ability are placed in classrooms & courses that are appropriate and developmentally challenging for their identified ability.
- Qualitative and quantitative data is collected for ability and achievement for each student. Any student who has a standardized test score in the 96th percentile or above in either ability or achievement is automatically identified.
- For those students who score between the 94<sup>th</sup> and 95<sup>th</sup> percentiles in any standardized test, qualitative measures will be considered to determine placement. Teacher observation ratings, productivity ratings, and course grades will be ordered by percentile. Students who are in the top 10% in any of the qualitative assessments will be identified as high ability.

# STUDENTS NEW TO FLAT ROCK-HAWCREEK

- Any students who meet requirements based on standardized tests in grade K, 2, or 5 will be placed, and any students who are new to FRHC with standardized tests scores in the 90th percentile or above will be considered regardless of grade level upon enrolling at FRHC. Data is administered and collected by the State of Indiana, teachers, and high ability coordinator(s).