

PCSC High Ability Program

Mission Statement

Plymouth Community School Corporation will continue to provide opportunities to students with high abilities that enrich their thinking, support their identified abilities and guide them through numerous experiences. We will continue to empower them to be future leaders.

PCSC acknowledges the following:

- Students with high abilities have unique cognitive, social, and emotional characteristics.
- Students with high abilities need accelerated curriculum, differentiated instruction, and/or social-emotional support to meet individual needs.

PCSC recognizes and commits to identifying students with high abilities in all racial, ethnic, and socio-economic populations.

Student Definition

The Indiana Code (IC 20-36-1-3) defines a student with high ability as 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.

Identification Process

PCSC recognizes that some students perform at, or show the potential to perform at, an outstanding level of accomplishment in the core academic areas of math and language arts. These students are found in all socio-economic, cultural, and ethnic backgrounds. *Plymouth Community School Corporation identifies students as high ability in one of the following areas: **Math Only, Language Only, or General Intellectual** (both Math and Language Arts).*

- Elementary
 - PCSC begins with administering CogAT Full Battery assessment to all students in Kindergarten and 5th grade as well as any new students. Students scoring at the 96th percentile on the overall composite score or the quantitative/nonverbal partial composite are identified for Math or verbal/nonverbal for Language Arts.
 - Students passing ILEARN with Pass+
 - Students with a CogAT composite score of 90-95

- Junior High
 - Students receiving 96th percentile or above on the math or reading NWEA End of Year assessment will be identified.
 - Any student who passes ILEARN with Pass+
- High School
 - Students receiving a 96th percentile or higher on the PSAT will be identified as high ability
 - Students taking AP courses and pass with a 3 or higher

Assessments

→ CogAT Full Battery

- ◆ Measures three cognitive abilities, Verbal, Quantitative, and Nonverbal.
- ◆ Provides an overall composite of general reasoning abilities and a score for each of the three domains.

→ NWEA

- ◆ Measures academic progress and reflects the instructional level of each student and measures growth over time.
- ◆ Both Reading and Mathematics assessments are computerized adaptive tests.
- ◆ Percentile scores on the NWEA test indicate a child's instructional achievement level in Reading and Math.

→ World-class Instructional Design and Assessment (WIDA Access Online)

- ◆ Measures students' progress in English language development on a yearly basis in grades K-12.
- ◆ Computer-based, adaptive test that responds to student performance in four domains: Listening, Reading, Speaking, Writing.

→ ILEARN

- ◆ Statewide testing process to show academic achievement and growth.

Service Options

The services available for those students identified as High Ability are:

- Enrichment opportunities grades K-4
- Accelerated track grades 5-8
- Advanced Placement (AP) classes at the High School
- Dual Credit Courses at the High School

Parent Resources

[National Association for Gifted Children \(NAGC\)](#) provides support and a wealth of information regarding the growth and development of gifted and talented children.

[Ball State University Center for Gifted Studies and Talent Development](#) assists families in addressing the social and emotional needs of their gifted child as well as sharing strategies for working with their gifted children.

[Davidson Institute](#) supports profoundly gifted children.

Appeals

Any family may appeal the High Ability identification decision if they supply a written rationale for why the above process was not valid for identifying their student as high ability. PCSC may offer an alternative measure of ability or achievement to re-assess the student and determine the best academic placement.

Exit Procedure

If a student is struggling in the high ability program, an exit procedure may be initiated by completing the [High Ability Exit Request Form](#). Once the form is reviewed, parents, teacher(s), and high ability coordinator should meet to discuss the issue, determine interventions that should be put into place with fidelity for at least one grading period, and then meet again to determine the effectiveness of the interventions. If the student is still struggling, an alternative academic placement may be made at that time.