

North West Hendricks School Corporation

High Ability Program

(updated 2/25/2021)

VISION

The North West Hendricks School Corporation program for High Ability students provides a curriculum and enrichment activities for identified students in order to intensify the total educational experience. Students are challenged by the educational community to maximize learning experiences to exceptional heights through advanced instruction, regular assessments to measure academic growth, individual activities, group projects, and beyond.

MISSION

Our mission at North West Hendricks School Corporation is to recognize and meet the needs of our high ability students through varied educational experiences that develop individual talents, critical and creative thinking abilities, and independent learning skills which maximize their potential to become tomorrow's leaders.

North West Hendricks School Corporation

Elementary High Ability Identification and Placement

At the elementary level in North West Hendricks School Corporation, students are identified for High Ability Math, High Ability Language Arts or General Intellectual (both math and language arts). Students are placed into high ability, multi-age classrooms (K/1, 2/3 and 4/5). Within the multi-age classroom, students will have exposure and access to complex learning challenges while receiving appropriate support when needed.

Incoming Kindergarten students are given a screener during Kindergarten registration. Students who demonstrate a high aptitude in reading and/or math are placed into the multi-age classroom. Students are still required to meet the identification requirements during their kindergarten year to remain in the high ability, multi-age program.

Move-In students will have a records review to determine aptitude for entrance into the high-ability, multi-age program. Upon the records review, students will be given at least one of our identification measures to ensure success in the high-ability, multi-age program.

All students in grades K, 2 and 5 are given the CogAT and NWEA assessments. Teacher observation scales are also used. To be placed into the multi-age program, students must meet two of the following qualifications:

Language Arts				
<i>Grade</i>	<i>CogAT SAS Verbal</i>	<i>SIGS Lang. Art</i>	<i>NWEA Reading</i>	<i>NWEA Language</i>
Kindergarten	95th percentile	96th percentile	98th percentile	N/A
Second Grade	95th percentile	96th percentile	95th percentile	
Fifth Grade	95th percentile	96th percentile	95th percentile	

Math			
<i>Grade</i>	<i>CogAT SAS Quantitative</i>	<i>SIGS Math</i>	<i>NWEA Math</i>
Kindergarten	95th percentile	96th percentile	98th percentile
Second Grade	95th percentile	96th percentile	95th percentile
Fifth Grade	95th percentile	96th percentile	95th percentile

North West Hendricks School Corporation
Middle School High Ability and Honors Placement

North West Hendricks students who are identified in a North West Hendricks elementary as a high ability student, will be placed into the appropriate class based on their identification area. Students who meet placement criteria will also be placed into the appropriate honors course.

For students new to North West Hendricks School Corporation, evidence of previous high ability participation and other comparable standardized test scores may also be used to consider High Ability placement. Upon the records review, students will be given at least one of our identification measures to ensure success in the high-ability program. Students will be identified as High Ability based on the following criteria:

1. Above Proficiency on ILEARN LA or Math
2. PIVOT/Inspect - 80% average
3. Hanna Orleans Algebra Placement Test - 90% (Algebra)
4. Teacher recommendations will be given about whether or not a student should be placed in the High Ability program.

Students not identified as High Ability but who choose to take the honors classes may be considered by looking at the placement criteria and teacher recommendation.

Placement Criteria Includes:

Sixth Grade:

1. Honors Reading Class

- Students: Those identified as High Ability or those placed using the honors placement criteria
- Class: will accommodate number of identified students
- **Curriculum**: based on 7th grade literature, extension and challenge activities, and embedded standards instruction
- Collaboration: There should be collaboration between the the 6th, 7th, and 8th grade english teachers to help identify strong and weak areas for the incoming group of students

2. Honors English Class

- Students: Those identified as High Ability or those placed using the honors placement criteria
- Class: will accommodate number of identified students
- **Curriculum**: based on 7th Grade literature, grammar, writing, and communication skills, extension and challenge activities, and embedded standards instruction
- Collaboration: There should be collaboration between the the 6th, 7th, and 8th grade english teachers to help identify strong and weak areas for the incoming group of students

3. Honors Math Class

- Students: Those identified as High Ability or those placed using the honors placement criteria.
- Class: will accommodate number of identified students
- Curriculum: The High Ability 6th graders will be taught using the 7th grade level standards, but the teacher will be sure to use supplemental materials from the 6th grade level to fill in gaps that exist.
- Collaboration: There should be collaboration between the the 6th, 7th, and 8th grade math teachers to help identify strong and weak areas for the incoming group of students

Seventh Grade:

1. Honors Language Arts Class

- Students: Those identified as High Ability or those placed using the honors placement criteria
- Class: will accommodate number of identified students
- **Curriculum:** based on 8 grade literature and language skills, extension and challenge activities, and embedded standards instruction from adopted reading and language series
- Collaboration: There should be collaboration between the 6th, 7th, and 8th grade english teachers to help identify strong and weak areas for the incoming group of students

2. Honors Math Class

- Students: Those identified as High Ability or those placed using the honors placement criteria.
- Class: will accommodate number of identified students
- Curriculum: The High Ability 7th graders will be taught using the 8th grade level standards, but the teacher will be sure to use supplemental materials from the 7th grade level to fill in gaps that exist.
- Collaboration: There should be collaboration between the the 6th, 7th, and 8th grade math teachers to help identify strong and weak areas for the incoming group of students

Eighth Grade:

1. Honors Language Class

- Students: Those identified as High Ability or those placed using the honors placement criteria
- Class: will accommodate number of identified students
- Curriculum: based on 9th grade literature and language skills, extension and challenge activities, and embedded standards instruction from adopted reading and language series
- Collaboration: There should be collaboration between the 6th, 7th, and 8th grade english teachers to help identify strong and weak areas for the incoming group of students

2. Spanish

- Students: Placed using the honors placement criteria
- Class: will be limited to 32 students
- Curriculum: Spanish I as aligns with the high school course
- Collaboration: There should be collaboration between the high school and middle school Spanish teachers

3. Algebra I classes:

- Students: Those identified as High Ability or those placed using the honors placement criteria
- Class: will accommodate number of identified students
- Curriculum: Based on Indiana Academic Standards for Mathematics - Algebra I, as well as Indiana Academic Standards - eighth grade determined essential for ILEARN.
- Collaboration: There should be collaboration between the 6th, 7th, and 8th grade math teachers to help identify strong and weak areas for the incoming group of students

4. Biology

- Students: Placed using the honors placement criteria
- Class: will accommodate number of identified students
- Curriculum: Biology as aligns with the high school course
- Collaboration: There should be collaboration between the high school and middle school Biology teachers

TWMS Honors Classes Placement Criteria

TWMS Language Arts and Spanish Honors Placements

Honors Class	Previous Grade Testing Requirement		Minimum Grade Performance Requirement (Preferred Grade, but teacher recommendation may play role in placement)
Gr. 6 Honors Reading/ELA	NWEA Reading / ELA	90th percentile	Gr. 5 HA Reading and ELA: A
	ILEARN ELA	Above Proficiency	
	INSPECT ELA Exam Average	80% Percentile	
	CogAT Verbal	90% Percentile	
Gr. 7 Honors ELA	INSPECT ELA Exam Average	80% percentile	Grade 6 Honors Reading: A Grade 6 Honors ELA: A
	ILEARN ELA	Above Proficiency	
Gr. 8 Honors	INSPECT ELA Exam Average	80th Percentile	Grade 7 Honors ELA: A
	ILEARN ELA	Above Proficiency	
Gr. 8 Foreign Language (CAP at 32 students)	INSPECT ELA Exam Average	80th Percentile	Grade 7 Honors ELA: A
	ILEARN ELA	Above Proficiency	

TWMS Math, Science, and IED Honors Placements

Honors Class	Previous Grade Testing Requirement		Previous Grade Requirement (Preferred Grade, but teacher recommendation may play role in placement)
Gr. 6 Honors Math	NWEA Math	90th percentile	Grade 5 HA Math: A
	ILEARN Math	Above Proficiency	
	CogAT Quantitative	90%	
	Inspect Math Exam Average	80th percentile	
Gr. 7 Pre-Algebra	Inspect Math Exam Average	80th percentile	Grade 6 Honors Math: A
	ILEARN Math	Above Proficiency	
Gr. 8 Algebra	Inspect Math Exam Average	80th percentile	Grade 7 Pre-Algebra: A
	ILEARN Math	Above Proficiency	
	Orleans Hanna Algebra Test	90th percentile	
Gr. 8 Biology	Inspect ELA Exam Average	80th percentile	Grade 7 Honors ELA: A Grade 7 Honors Science: A
	ILEARN Science (6th grade)	Above Proficiency	
	ILEARN ELA	Above Proficiency	

North West Hendricks School Corporation

Tri-West High School High Ability Identification and Placement

A. Identification Process

1. Students from Tri-West Middle School previously identified as High Ability may continue as High Ability students at the high school if they are in English 10 Honors and/or Geometry and/or Honors Integrated Chemistry/Physics in grade 9.

Move-In students will have an examination of elementary and middle school records to determine eligibility. Students without records will have to demonstrate proficiency of 90% or higher on course final exams for courses that will be skipped.

2. Students not identified as High Ability students may be placed in a pool for possible High Ability courses based on the following criteria:

TWHS Honors Course Criteria

Language Arts, Social Studies and Fine Arts**

Honors Class	Previous Grade Testing Requirement		Previous Grade Requirement
Eng 10 Honors	INSPECT Reading / Language (Incoming 9th Graders)	85th percentile	Eng 9 Honors: B+
	ILEARN ELA (Incoming 9th Graders)	Above Proficiency	
Eng 11 Honors			Eng 10 Honors: B+
World Geography, World History Honors			Prior Social Studies Course: B+
US History Honors			

**Teacher recommendations may be used if prerequisites are not met.

Math and Science **

Honors Class	Previous Grade Requirement
Geometry Honors	Algebra I: B+
Algebra II Honors	Algebra I and Geometry: B+
ICP Honors	Algebra I: B+ <i>or</i> Biology: A
Chemistry Honors	ICP Honors: B+
Anatomy and Physiology	Chemistry: B+ and Biology: B+

**Teacher recommendations may be used if prerequisites are not met.

TWHS Advanced Placement Course Criteria

Language Arts, Social Studies and Fine Arts**

AP English Language	Eng.10 H Eng. 11 H	B+ or higher in prior Eng classes	ACT-reading 22 or SAT EBRW 500 or PSAT - 500 EBRW	Free or \$40 for unused exam fee
AP English Literature	Eng.10 H Eng. 11 H	B+ or higher in prior Eng classes	ACT- reading 22 or SAT EBRW 500 or PSAT - 500 EBRW	Free or \$40 for unused exam fee
AP 2D and 3D Art	2 yrs of previous study including Pre-AP Art	B+ or higher in both classes	Portfolio Review	\$94 or \$40 for unused exam fee
AP Human Geography and AP Comparative Govt. and Politics	Geography and History of the World or World Civilization	B+ or higher in either class	ACT- reading 22 or SAT EBRW 500 or PSAT 500 EBRW or 80% or higher on 1st semester exam in Geography or World Civilization (<i>9th grade only</i>)	\$94 or \$40 for unused exam fee

**Teacher recommendations may be used if prerequisites are not met.

Math and Science**

AP Class	Prerequisite classes	Minimum Grade	Testing Requirement	Cost for Test
AP Biology	Biology I Chemistry I	B+ or higher in both classes	ACT Science 23 or SAT-EBRW 460 or PSAT- 500 EBRW	Free or \$40 for unused exam fee
AP Chemistry	ICP Biology I Chemistry I Algebra II	B+ or higher in all classes	ACT Science 23 or SAT-EBRW 460 or PSAT- 500 EBRW PSAT-math 520	Free or \$40 for unused exam fee
AP Physics	Geometry Chemistry I Algebra II	B+ or higher in all classes	ACT-Science 23 or SAT- EBRW 460 or PSAT- 500 EBRW PSAT-math 520	Free or \$40 for unused exam fee
AP Calculus	Algebra II Pre-calculus	B+ or higher in all classes	ACT- Math 22 or SAT- math 510 or PSAT-math 520	Free or \$40 for unused exam fee
AP Computer Science	Enrolled in Algebra II (can be concurrent) and Interactive Media or Intro to Engineering	B+ or higher in either class	ACT-math 22 or SAT-math 510 or PSAT math 520	Free or \$40 for unused exam fee

**Teacher recommendations may be used if prerequisites are not met.

Tri-West High School Programs for High Achieving Students

Current initiatives:

1. Advanced Placement:

2D & 3D Art, Biology, Calculus, Chemistry, Comparative Government and Politics, English Language and Composition, English Literature and Composition, Physics, Human Geography, Computer Science Principles

2. Dual Credit:

Graphic Design and Layout (VISC 101)

Commercial Photography (PHOT 104)

Project Lead The Way Engineering Courses (DESN 101, 104, 105, 113, and EECT 112)

Area 31 Courses (Most of them)

Business Computer Applications II (BA 123)

Business Concepts (BA 1200) (BA 2010)

English Composition (ENGL 111)

Fund. Of Public Speaking (COMM 101)

Finite Math (MATH 135)

Pre-Calculus/Trigonometry (MATH 136) (MATH 137)

Honors United States History (HIST 103 & HIST 104)

Intro. To Psychology (PSYC 101)

Intro. To Sociology (SOC 111)

Spanish III (SPAN 102 & 102)

Spanish IV (SPAN 201 & 202)

Danville Ag. Classes: Animal Science, Landscape Management, Natural Resources

3. Honors Classes

- a. English - 10, 11
- b. Geometry, Algebra 2
- c. Integrated Chem/Phys, Chemistry
- d. Geography, World History and Civilization, U.S. History

Proposed initiatives:

1. Improve upon vertical articulation within the high school building. Develop a "Pre AP" or Honors team between the middle school and high school. This will improve and prepare the students entering the honors classes.
2. Develop more Dual Credit and AP classes within the high school. This initiative is targeted in science, math and foreign language. An emphasis would be made on ensuring the expectations and challenges of these new classes would meet the criteria of other Dual Credit and AP.
 - a. Staff training and preparation would be needed for these additional classes.
 - b. Dual Credit Science
 - c. AP Math (calculus BC, statistics and probability)
 - d. Foreign Language - American Sign Language
3. Develop a rigorous, relevant and meaningful assessment process that shows growth for high achieving students.
4. Make Transfer General Education Core (TGEC) certification for students a reality at TWHS.

Future Considerations:

1. More classes + more preps for teachers = the need for more staff.
2. Work with high school staff to get more teachers certified in Dual Credit and trained for AP courses as well as earning High Ability Licensure.

North West Hendricks School Corporation

High Ability Appeal Process

1. A teacher/parent may ask the selection committee to consider a student not nominated. This would include new students to our district.
2. The selection committee would look at all quantitative and qualitative assessments available. The committee may determine that additional assessments may need to be given to determine placement.
3. The selection Committee would then make a decision.

North West Hendricks School Corporation
Elementary High Ability Probationary/Exit Procedures

It is a goal of the high ability program that each student grows to the maximum of his/her personal potential. However, this program may not be the best placement for every identified child. In the event that a student experiences difficulty in the program, the following steps will take place:

- 1) Probation will begin with a RtI (Response to Intervention) meeting with parents to indicate concern and to identify an instructional plan of interventions and support. Probation will begin as soon as concern is detected and sufficient data is available.
- 2) After a student has been on a RtI plan for 9 weeks, there will be another meeting to determine if the interventions have been successful or if the student has not made growth in their area of concern. If low or no growth has been made, the principal will determine continuation in the high ability program.

It is realistic to accept that this program may not be appropriate for some students. Ultimately, the building principal makes the final decision on continuation in the high ability program. Parents may follow the appeal process if they are not in agreement with the determination.

Honors Courses

Tri-West Middle School Probationary/Exit Procedures for Honors Courses

If a student receives a grade of a C- or below and sub 70 quarterly Pivot score during any 9 week grading period in an honors class, they will be placed on "honors probation" for the next 9 week grading period. An RTI meeting will be called and an individualized plan will be developed with the principal, teacher, guidance counselor, parent, and student input with the goal of increased student grades.

At the end of the nine weeks, a second meeting will be called. If the grade remains at or below a C- and the new Pivot score is not above 70% after the 9 week grading period while they are on "honors probation", they will be removed from the honors class.

If the student brings the grade up above a C- or 70% on the Pivot exam, then they will be off probation and will be allowed to stay in the honors class.

If a student is not profficient on ILEARN, culminating data will be reviewed to determine continuation in Honors classes.

Students who are removed from honors classes at Tri-West Middle School will be able to re-enter the honors program in high school if they meet the requirements of the Tri-West High School honors process. Parents may follow the appeal process if they are not in agreement with the determination.

Honors Courses

Tri-West High School Probationary/Exit Procedures for Honors Courses

If a student receives a grade of a D+ or below at the end of a semester in an honors class, they will be removed from the honors class and placed in a more appropriate class.

Students who are removed from honors classes at Tri-West High School will be able to re-enter the honors program in high school if they meet the requirements. Parents may follow the appeal process if they are not in agreement with the determination.