



High Ability Handbook

A Resource Guide for Parents, Teachers and Administrators Providing Information about Programming for High Ability Students in Grades K-12



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Mission:

The MSD of Decatur Township is Student Invested, Community Connected. We prioritize Student Learning, Safety and Customer Service, fostering a support system for our families.

Vision:

Preparing our students to be tomorrow ready.

Belief Statement:

A focus on student learning is essential for all of our children as we empower growth and development through a high level of expectations well beyond high school graduation. MSD of Decatur Township Graduates are prepared to achieve their life goals that they have developed through a focus on college and career readiness during their time at the MSD of Decatur Township.



Purpose of High Ability Program

The High Ability Program is a result of the expressed interest of the community, school board, school administration, and teachers to ensure that every child will receive the appropriate services in meeting the diverse needs in their area of high ability.

The Goals of the High Ability Program Grades K-12

The goals for meeting the needs of Decatur Township's High Ability students are:

- To maintain a well communicated defensible identification process intentionally representing all students including typically underserved populations throughout the school district.
- To provide differentiated learning opportunities and best practices in instruction incorporating the areas of general intellectual ability, specific academic aptitude, creative and critical thinking and problem solving skills.
- To provide specialized programming concentrating on best practices as well as providing unique opportunities for enrichment of our high ability learners.
- To support teachers' instruction in specific aptitude, higher-level thinking and problem solving skills with the goal of students going on to post-secondary opportunities.

The goals for MSD of Decatur Township's high ability programming in grades K-12 will be reviewed each year by the High Ability Broad Based Planning Committee to ensure the goals are consistent in meeting the diverse needs of high ability students.

Our goals are based on the National Association for Gifted Children's Pre-K to Grade 12 *Gifted Programming Standards*. The standards provide a basis for policies, rules, and procedures that are essential for providing systematic programs and services to any special population of students. While the standards may be addressed and implemented in a variety of ways, they provide important direction and focus to designing and developing options for gifted learners at the local level.

The 2019 *Pre-K-Grade 12 Gifted Education Programming Standards* were developed with input from a variety of stakeholders and review of current research and best practices. The standards continue the focus on diversity and collaboration – two powerful principles that guide high quality programs and services. The standards use student outcomes for goals, rather than teacher practices, keeping them in line with the thinking in education standards generally. Because these standards are grounded in theory, research, and practice paradigms, they provide an important base for all efforts on behalf of gifted learners at all stages of development.

[Introduction to 2019 Programming Standards](#)

[Glossary of terms for the standards](#)

The Six Gifted Education Programming Standards

1. **Learning and Development**erences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Standard 2: Assessment

Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

Standard 3: Curriculum and Instruction

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Standard 4: Learning Environments

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Standard 5: Programming

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Standard 6: Professional Development

All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC/CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Source: *National Association for Gifted Children* website

<https://www.nagc.org/resources-publications/resources>

Indiana Codes, Criteria, and Definitions Relating to Servicing High Ability Students

MSD of Decatur Township adheres to the following definitions, guidelines and criteria for servicing high ability students:

Criteria for High Ability Programs should include the following criteria and components:

- Broad Based Planning Committee is coordinated and organized for the purposes of planning and developing programs for high ability students. This committee meets periodically to review the local education authority's plan for high ability students. The committee must be composed of stakeholders from diverse groups representing the school and community.
- Student Assessments that identify high ability students using multifaceted assessments to ensure that students who are not identified by traditional assessment because of economic disadvantage, cultural background, underachievement, or disabilities are included in the identification process.
- Professional Development is a means of encouraging teachers in a pursuit of learning opportunities that pertains to meeting the diverse needs of high ability students.
- Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas as designated by the Indiana State Board of Education for each grade. These are consistent with federal, state, local, and private funding sources.

Definition of High Ability Students

A High Ability Student in Indiana according to IC 20-36-1 is a student who:

- performs at or shows the potential for performing at an outstanding level of accomplishment in at least one domain compared to other students of the same age, experience, or environment and is characterized by exceptional gifts, talents, motivation, or interests.
 - General Intellectual – pertains to the understanding of facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.
 - Specific Academic – means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as: English and Language Arts, Social Studies, Foreign Languages, Mathematics, and Sciences.

Please refer to the following website to access Indiana Code and Rules Affecting High Ability Students:

<https://www.doe.in.gov/sites/default/files/highability/indiana-code-high-ability-student-education.pdf>

High Ability Programs at Elementary Schools, K-6

All students in kindergarten, 2nd grade and 5th grade throughout the district take the CogAT Complete assessment. The CogAT is a measure of potential that looks at general thinking and problem-solving skills of students, and indicates how well the student uses these skills to solve verbal, quantitative, and nonverbal problems. Using information from both the CogAT Complete and STAR winter achievement scores, a district-wide identification committee uses an anonymous process to review the student scores and determinations of placement in the specific areas of language arts, math, and general intelligence.

Any student receiving a score in the 96th percentile or above on either the CogAT or STAR assessments will automatically be placed in the corresponding area. If students are very close (94th – 95th percentile on either CogAT or STAR), we use the Scales for Identifying Gifted Students (SIGS) as our final measure. The SIGS is a norm-referenced rating scale designed to assist school districts in the identification of students as high ability. It assesses seven areas: general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership. The High Ability Committee meets

again once this additional data is available to make a final decision about these students. All parents/guardians are notified by the end of April the school year prior to identification.

1. **Current Kindergarteners**
 2. Assessment
 3. Curriculum & Instruction
 4. Learning Environments
 5. Programming
 6. Professional Learning

Standard 1: Learning and Development

Educators, recognizing the learning and developmental diff

- a. Paper/pencil CogAT 7 Complete Results **ALL students are assessed
 - b. iREADY Math & Reading Scores
 - c. SIGS for “bubble” students (94th – 95th percentile on either CogAT or iREADY)
2. **Current 1st Graders**
 - a. Paper/pencil CogAT Screener Results
 - b. Winter iREADY Math & Reading Scores
 - c. SIGS for “bubble” students (94th – 95th percentile on either CogAT or iREADY)
3. **Current 2nd Graders**
 - a. CogAT 7 Complete Results **ALL students are assessed
 - b. Winter iREADY Math & Reading Scores
 - c. SIGS for “bubble” students (94th – 95th percentile on either CogAT or iREADY)
4. **Current 3rd- 4th Graders**
 - a. Paper/pencil CogAT 7 Screener Results
 - b. Winter ClearSight Math & Reading Scores
 - c. SIGS for “bubble” students (94th – 95th percentile on either CogAT or ClearSight)
5. **Current 5th Graders**
 - a. CogAT 7 Complete Results **ALL students are assessed
 - b. Winter ClearSight Math & Reading Scores
 - c. SIGS for “bubble” students (94th – 95th percentile on either CogAT or ClearSight)
6. **Current 6th Graders**
 - a. Paper/pencil CogAT 7 Screener Results
 - b. Winter ClearSight Math & Reading Scores
 - c. SIGS for “bubble” students (94th – 95th percentile on either CogAT or ClearSight)

Students new to Decatur Township who were previously serviced in another school district in a high ability program will be provisionally placed with a high ability cluster and will be added to the list of students to consider for the high ability program during that school year’s identification process.

If parents/guardians disagree with the decision of the committee and wish to appeal the decision, they may do so within a two (2) week period following notification letters by putting their request in writing to either the building principal or district High Ability Coordinator. **(See Appendix A for High Ability Appeal Form)** If an appeal is received, the High Ability Coordinator administers an additional measure

of potential to compare with other data points. Final decisions on appeals will be made by the end of the school year, and parents/guardians will be notified of the decision.

Enrichment Program, Kindergarten

Early intervention for students of high ability at kindergarten consists of specially designed enrichment opportunities to introduce students to a variety of activities enhancing critical and creative thinking and problem-solving skills. Kindergarten students will be served at Liberty Early Elementary by their respective classroom teachers, and provisional identification will be determined by the end of the spring semester.

Self-Contained – Grades 1-4; Teaming - Grades 5-6

Students in grades 1-4 will have full-time placement with other students who are high ability or high achieving based on data. Differentiated curriculum and instruction by a licensed teacher produces the greatest academic gains for high ability students.

Students in grades 5-6 will have Class Ability Grouping for ELA and Math. The schedule is constructed so that all students at the grade level have math at the same time and all have language arts at the same time. During the two subject specific times, students will be grouped at their instructional level with the identified high ability and high achieving learners in the same group with a licensed teacher. The remainder of the day, students will be in heterogeneous classrooms.

Note: Final decisions with placement are data-driven with the building principal's approval after consulting with the District High Ability Coordinator.

Expectations for Teachers of High Ability & High Achieving Students:

- Must differentiate above the core curriculum
- Must use varying levels of service within the high ability classroom:
 - Compacting
 - Acceleration
 - Enrichment
 - Problem Solving
 - Creative Thinking
- Knowledge and use of Bloom's Taxonomy
- Knowledge and use of Depth of Knowledge questioning strategies
- Grade 1-6 teachers must implement high ability designed units
- Attend and participate in evening parent meetings as required by the teacher's grade level, building, and district expectations
- Attend High Ability Professional Development sessions offered by the district

High Ability Exit Procedures

If a student, parent/guardian, or teacher believes a high ability placement for services is no longer appropriate, he or she may:

1. Arrange a conference with the parties involved, including the parent and the teacher providing services. This conference may be a telephone conference. Depending on the age, the student might need to be included.

2. Parent, student, teacher, and administrator (or designee) examine issues of concern and discuss interventions that may be implemented. **(See Appendix B for High Ability Intervention Form)**
3. Participants agree on a probationary period of 4-6 weeks to implement interventions.
4. At the end of the probationary period, the parent, student, and teacher meet to review progress and determine whether or not the student should exit services.
5. If an exit is deemed appropriate, the parent signs acknowledgement that the student is no longer placed and receiving services in the High Ability Program.
6. Signed acknowledgment for exit and documentation of meetings/interventions are sent to the high ability coordinator. Copies of parent acknowledgement will be provided to the parent and placed in the student's permanent file.
7. High Ability Coordinator removes high ability designation for students in Skyward.

High-Ability Program at Decatur Middle School (DMS)

The High-Ability program at Decatur Middle School has been designed to set students up for success by offering them a rigorous academic program preparing them for high school and beyond. Our program focuses on Math and English Language Arts (ELA). The Math classes include Algebra I and Geometry Honors for high school credit. The ELA courses at both 7th and 8th grade have high standards and challenge the students' learning. Students may be placed in both High Ability Math and Language Arts or they may only be placed in one or the other depending on their area of strength. In addition, Science and Social Studies courses are differentiated to meet the needs of our High Ability and High Achieving learners within the framework of the general classroom. The middle school is divided into four small learning communities (SLCs). The High Ability classes have been distributed in such a way that there is one class in each SLC (7th grade Math, 7th grade ELA, 8th grade Math, and 8th grade ELA). Therefore students may travel to a classroom in another SLC to take their Language Arts and/or Math class.

At Decatur Middle School, a variety of classes are offered for high school credit. By taking high school credit courses while in middle school it opens up opportunities later in high school for students to take additional advanced courses (Advanced Placement and Dual Credit) and allows students to take additional courses geared toward their interests and postsecondary goals. High School credit courses include:

Introduction to Two-Dimensional Art	Health	Spanish I
Introduction to Three-Dimensional Art	Physical Education I	

Students also have an opportunity to take other advanced or challenging elective courses or otherwise known as extended academic core (EAC) classes that include: Advanced Art and Project Lead the Way (PLTW).

Language Arts

The curriculum focuses on literacy strategies and includes the following content: literature, grammar, writing and research, and vocabulary development. The goal of the high ability program is to allow students to expand their knowledge and skills through research, inquiry, reasoning, and decision-making skills.

High Ability Language Arts, Grade 7 – The High Ability Language Arts class follows a curriculum that aligns with the Indiana State Standards and provides differentiated instruction promoting independent and challenging learning activities. The following are articulated goals in English Language Arts:

- Reading assignments require students to engage in comparative literature selections in which they analyze and interpret what has been read.
- Writing assignments reflect in-depth thinking, planning, and execution. The focus is clear, mature expression using exceptional vocabulary, structure, and content.
- Class discussions are critical in the development of critical thinking and analysis of various genres.

High Ability Language Arts, Grade 8 –The High Ability Language Arts class is differentiated by offering challenge and rigor in exploring areas of interest beyond the basic curriculum. The classroom environment is structured to foster independent learning and self-efficacy. Students are involved in creating a variety of group and individual projects, including interdisciplinary units of study that further enhance their learning. High Ability and High Achieving students evaluate and respond to nonfiction texts and scholarly articles tied to the curriculum. In response to literary readings, students engage in shared inquiry discussion and higher-level thinking as they analyze literature through the examination of the author’s style, tone, and literary devices. Learners are tasked with composing a variety of expository, narrative, and argumentative writings.

Math

The High Ability and High Achieving Math courses provide students with more mathematical rigor, move at an accelerated pace, and go into more depth on mathematical topics.

Algebra I, Grade 7 Algebra I A/B is the curriculum for seventh grade. These students learn all of the standards for a high school Algebra I course and complete the same final exams. The first semester consists of learning how to write, graph, and solve linear equations, inequalities, and systems. Second semester instruction focuses on quadratics and algebraic problems involving exponents and radicals. Students have the opportunity to earn two (2) high school credits for class if they score adequately on both final exams and earn a B- average or above in the course. These students will be offered Geometry during eighth grade if requirements are met.

Algebra I Math, Grade 8 Algebra I A/B is the curriculum for eighth grade. These students learn all of the standards for a high school Algebra I course and complete the same final exams. The first semester consists of learning how to write, graph, and solve linear equations, inequalities, and systems. Second semester instruction focuses on quadratics and algebraic problems involving exponents and radicals. Students have the opportunity to earn two (2) high school credits for class if they score adequately on both final exams and earn a B- or above in the course.

Geometry Geometry will be offered to select students during the 2020-2021 school year at Decatur Central High School. Beginning with the 2021-2022 school year, Geometry will be offered to select seventh and eighth grade students at Decatur Middle School. Students have the opportunity to earn

two (2) high school credits for class if they score adequately on both final exams and earn a B- or above in the course.

Identification and Selection

High Ability and High Achieving students entering Decatur Middle School have been previously identified in one of the district's elementary schools. If unidentified students exhibit the need for high ability services, teacher recommendation, benchmark scores, standardized assessments, and grades will be considered in placing students in High Ability classes. Students are then monitored for success in the High Ability classes.

High Ability Program at Decatur Central High School (DCHS)

The MSD of Decatur Township is dedicated to prepare all students for college and career readiness. The Small Learning Community (SLC) structure at Decatur Central High School provides a personalized learning experience for all students. Each of the five (5) SLCs has its own unique "flavor" in terms of the way that teaching and learning takes place within the SLC. Each SLC offers courses connected to their "flavor" with some being required courses and others considered as electives. The elective courses are available to students in all communities. In addition to specialized SLC focused courses, students have a wide variety of challenging elective courses including Advanced Placement (AP), and dual credit (college credit) to explore in their four-year plan of study. During the 8th grade year, an SLC open house is hosted at DCHS where 8th grade students and parents have an opportunity to learn more about each of the SLCs. The students fill out an SLC selection form to indicate a preference for a choice of a community for high school. Students are strongly encouraged to make a choice based on their own individual interests. The five (5) SLCs of Decatur Central High School are described below:

Choice Academy

The Choice Academy focuses upon social, global, and environmental responsibility, using a *Service Learning Model*. Students participate in numerous service projects, including the Million Meal Marathon and Global Youth Service Day. They provide an Earth Day Museum that is visited by hundreds of elementary students annually. Juniors design their own service projects in a class pairing English 11 and Community Service. Seniors in PEP, a class pairing U.S. Government, Economics, State and Local Government, and Topics in Social Science, design and teach interactive lessons about human rights to elementary students in the district. Choice Academy electives include: Human Development, Child Development, Advanced Child Development, Education Professions I, Introduction to Agriculture, and Natural Resources.

Edge Academy

The Edge Academy is the school of *Media Arts and Communication* at Decatur Central. Edge fosters 21st century citizens who excel in media arts by developing and adopting the seven pillars of communication: advertising, broadcast and digital journalism, magazine, graphic design, photography, newspaper, and public relations. Ninth grade English is paired with an Introduction to Communications course. All Edge sophomores take Principles of Marketing. Edge Academy electives include: Yearbook, Interactive Media, Commercial Photography, DCTV I, DCTV II, and Strategic Marketing.

ICE Academy

The ICE Academy creatively teaches curriculum through the *Arts*. It is our belief that an arts-based curriculum can motivate, engage, and promote creative thinking in the core subjects of language arts, math, science, and social studies. Our mission is to tap into the students' creative mindset to solve

problems and create an environment that will prepare students for college and careers. ICE Academy electives include: Fine Arts courses (Art, Band, Choir, and Theatre), Digital Design, Graphic Design and Layout, Introduction to Computer Science App Development, Medical Terminology, and Anatomy and Physiology.

New Tech School of IDEAS

The New Tech School of IDEAS is - **I**nvention, **D**esign, **E**ngineering, **A**pplication, and **S**ervice: where *Project Based Learning* (PBL) is at the heart of the instructional approach. Students are engaged and challenged daily using new technologies. Working independently and in teams, students complete rigorous, real-world assignments. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems, preparing them for college and the careers of the 21st century. In ninth grade, English is paired with Biology. In tenth and eleventh grade, English is paired with social studies. Geometry is paired with Introduction to Engineering, and Physics is paired with Transportation and Communication. New Tech electives include: Environmental Science, Environmental Sustainability, Introduction to Manufacturing, Introduction to Transportation, Introduction to Construction, Construction Trades I, Robotics Design and Innovation, PLTW Engineering (Introduction to Engineering Design and Principles of Engineering).

The School of Quest and Inquiry

Q & I focuses on the student-centered learning process of *Inquiry*, in which the teacher acts as the facilitator of the learning process. The inquiry-approach encourages students to learn to question things. The students collaborate with others and exchange ideas. A goal for students is to learn to think critically and at a higher level and solve problems both independently and collaboratively. The teacher creates a real-world learning environment that employs a context in which learning is relevant and meaningful to the students. Teachers include activities that involve the student as an active learner. Teachers integrate projects as a vehicle through which they facilitate the inquiry process. The elective courses in Q & I include: Introduction to Computer Science, Computer Science I, Computer Science II, Law Education, Criminal Justice I, Advanced Science Forensics, Introduction to Health Science Careers, PLTW Biomedical Sciences (Principles of Biomedical Science, Human Body Systems, Medical Interventions, Biomedical Innovation).

Honors, Advanced Placement, and Dual Credit Courses

There are a variety of courses in different subject areas that are specifically designed to be more rigorous and challenging to prepare students for higher-level course work as they progress through each year of high school. Honors level, Advanced Placement, and dual credit courses are open and available to all students; however students who have participated in the High Ability program are strongly encouraged to take a full load of these courses. There are choices offered within the core academic areas as well as elective areas.

Honors Courses: At the high school level, students can be recommended or they can self-select into honors level courses. Students selecting honors level courses must be prepared for the challenging nature and rigor of the courses, especially regarding the reading load and the pace at which the class moves. Honors level courses follow a ***weighted*** grading scale. The following are considered honors courses:

English 9 Honors

Geometry Honors

Biology I Honors

English 10 Honors

Algebra II Honors

Latin IV Honors

English 11 Honors
English 12 Honors

Pre-Calculus: Algebra Honors
Pre-Calculus: Trigonometry Honors

World History & Civilization Honors

Advanced Placement Courses: The College Board establishes the curriculum and course content in Advanced Placement courses. An Advanced Placement (AP) course is a college level course designed to prepare students to take the AP exam given in May of each year. A score of a 3, 4 or 5 on the AP exam will allow students to earn college credit in that specific course. By earning college credit, students can potentially save tuition fees when transferring credits to the college of their choice. All Advanced placement courses are **weighted** courses. Advanced Placement offerings include:

AP English Language and Composition	AP Calculus AB	AP European History
AP English Literature and Composition	AP Calculus BC	AP U.S. History
AP Spanish Language	AP Physics C	AP U.S. Government and Politics
	AP Psychology	AP Macroeconomics

Dual Credit Courses: Students may earn high school credit and college credit for some courses (dual credit). DCHS partners with Ivy Tech Community College for dual credit courses. The traditional dual credit courses are taught by Decatur Central teachers who are adjunct faculty for Ivy Tech. Other classes are taught by Ivy Tech instructors through a Professor on Loan program. Some dual credit courses can count for graduation requirements such as English 12, Government, and Economics. College credits earned through these courses may transfer to other in-state universities. In order for students to be enrolled in dual credit courses, they have to meet admission requirements. Dual credit courses follow a **weighted** grade scale. The dual credit offerings include:

Ivy Tech Professor on Loan

English Composition (ENGL 111)
Introduction to Literature (ENGL 206)
Fundamentals of Public Speaking (COMM 101)
Introduction to Business (BUSN 101)
Intro to Criminal Justice Systems (CRIM 101)
Intro to Criminology (CRIM 105)
Economic Fundamentals (ECON 101)
Intro to American Government & Politics (POLS 101)

Traditional Dual Credit

Anatomy and Physiology I (APHY 101)
Human Biology (BIOL 100)
Introductory Biology (BIOL 101)
Biology I-Molecular Cellular Processes (BIOL 105)
Introductory Chemistry (CHEM 101)
Finite Mathematics (MATH 135)
Principles of Marketing (MKTG 101)
Introduction to Engineering Design (DESN 101)
Principles of Engineering (DESN 104)

Career and Technical Education (CTE) Offerings

Area 31 Career Center

Students enrolled in courses at Area 31 Career Center have an opportunity to earn college credit in every program. Courses offered at Area 31 are considered Career and Technical Education (CTE). Some programs also have industry approved certifications available to earn. High Ability students often shy away from career exploration through the career center programs. Many times it is because these classes have not been **weighted** and there is a perception that CTE courses are not rigorous. Advanced CTE courses that are CTE Concentrator courses and other select advanced courses are now graded on a **weighted** scale. See list of CTE Concentrators below. Exploring CTE courses is an excellent way to be able to gain valuable real-world experiences in a career field of interest. With careful planning, it is possible to take courses at the career center and still take Advanced Placement and

other dual credit courses at DCHS. By taking a combination of courses, students can potentially earn both a Core 40 with Academic Honors and a Core 40 with Technical Honors diploma.

Project Lead The Way (PLTW) Courses

In addition to the challenge posed by the career center courses, DCHS offers a variety of CTE classes through Project Lead the Way courses in two different pathways: 1) Biomedical Sciences and 2) Engineering. The courses in each pathway are designed to be taken as a cluster of courses from beginning to end of the sequence. The two pathway course sequences are listed below:

Biomedical Sciences

Principles of Biomedical Sciences
 Human Body Systems
 Medical Interventions
 Biomedical Innovations

Engineering

Introduction to Engineering Design
 Principles of Engineering

CTE Concentrators

In addition to the vast variety of CTE courses offered at the introductory level, there are advanced courses in career pathway sequences called CTE Concentrators. These courses meet the *postsecondary readiness requirements* for graduation pathways. The chart below is organized by career cluster. Courses in the chart below marked with an (*) asterisk are only available at Area 31 Career Center. The courses in *italics* are planned to be added to Decatur Central in the future to complete the concentrator.

Cluster	Concentrator A	Concentrator B
Agriculture	*Landscape Management I	*Landscape Management II
	Natural Resources	<i>Sustainable Energy Alternatives</i>
Architecture & Construction	Construction Trades I	<i>Construction Trades II</i>
	*Construction Technology HVAC I	*Construction Technology HVAC II
Arts, AV Tech & Communications	Commercial Photography	Graphic Design & Layout
	Interactive Media	Graphic Design & Layout OR Commercial Photography
	Radio & TV I (DCTV I)	Radio & TV II (DCTV II)
Business & Marketing	Principles of Marketing	Strategic Marketing
Education & Training	Education Professions I	<i>Education Professions II</i>
Health Sciences	PLTW Human Body Systems	PLTW Medical Interventions

	<i>*Health Sciences Education I</i>	*Health Science Education II: Pharmacy OR *Health Science Education II: Nursing
		<i>Health Science Education II: Athletic Training</i>
Hospitality & Human Services	*Culinary Arts & Hospitality I	*Culinary Arts & Hospitality II: Culinary Arts
STEM / Information Technology	Computer Science I	Computer Science II OR Computer Science III: Software Development OR Computer Science III: Cybersecurity Capstone
	*Networking I	*Networking II: Cybersecurity Capstone
Manufacturing & Logistics	*Advanced Manufacturing I	*Advanced Manufacturing II
	*Warehouse Operations & Materials Handling	*Supply Chain Management & Logistics
	*Precision Machining I	*Precision Machining II
Public Safety	Criminal Justice I	<i>Criminal Justice II</i>
	*Health Science Education I	*Emergency Medical Services
	*Fire and Rescue I	*Emergency Medical Services
STEM	Principles of Engineering	Environmental Sustainability
Transportation	*Automotive Collision Repair I	*Automotive Collision Repair II
	*Automotive Services Technology I	*Automotive Services Technology II OR *Tractor/Trailer Operation
	*Aviation Flight	*Aviation Operations
	*Aviation Maintenance I	*Aviation Maintenance II
	Aviation Sheet Metal I	Aviation Sheet Metal II

Academic Honors and Technical Honors Diplomas

Honors diplomas are a means to encourage students to pursue a rigorous, advanced course of study during the high school years. This opportunity has been established as part of Indiana’s education for academic excellence and is available to all students with the desire to challenge themselves to meet requirements beyond the Core 40 diploma. High Ability and High Achieving students are strongly encouraged to pursue one or both of the honors diplomas. See the Additional Resources section for Diploma Requirements.

Post-secondary Opportunities

Students have the opportunity to take dual credit classes for college credit at Decatur Central High School. If a student has taken all available math courses at Decatur Central and still needs additional coursework, the SPAN program at IUPUI is available to provide continued access to courses.

Graduation Pathway Requirements


Starting with the class of 2023 the Indiana graduation requirements changed and are now referred to as the **Graduation Pathway** Requirements. Students in the class of 2021 and 2022 are under the old graduation requirements, however they can “opt in” to the new graduation pathway requirements if they choose to do so. The Graduation Pathways have three (3) parts that must be completed in order for a student to graduate from high school. **Part 1** is the **Diploma**. A student must earn all of the required credits for a diploma. **Part 2** is **Employability Skills**. A student must document experiences in one or more of the following: Project-based learning, Service-based learning, or Work-based learning. **Part 3** is **Postsecondary-Ready Competencies**. There are nine different options in this category for a student to show competency. As you will see in the chart below, a student can demonstrate Postsecondary-Ready Competency by earning an Academic or Technical Honors diploma.

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements
2) Learn and Demonstrate Employability Skills (Students must compete at <u>least one</u> of the pathway options on the right)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> of the following: <ul style="list-style-type: none"> · Project-Based Learning Experience; OR · Service-Based Learning Experience; OR · Work-Based Learning Experience
3) Postsecondary-Ready Competencies (Students must complete <u>at least one</u> of the pathway options on the right)	<ul style="list-style-type: none"> · Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors Diploma; OR · ACT: College-ready benchmarks; OR · SAT: College-ready benchmarks; OR · ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military (31); OR · State- and Industry-recognized Credential or Certification; OR · Federally-recognized Apprenticeship; OR · Career-Technical Education Concentrator: Must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR · AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a C average or higher in at least three courses; OR · Locally Created Pathway that meets the framework from and earns the approval of the State Board of Education.

Additional Resources

Diploma Requirements

The Core 40 diploma is the default diploma for the state of Indiana. High Ability and High Achieving students are highly encouraged to pursue a Core 40 with Academic Honors and/or a Core 40 with Technical Honors Diploma. For all three diplomas, six (6) credits required for Math must be earned at the high school level. If a student has progressed through math at an accelerated rate and has taken required math credits prior to high school for high school credit, the student must plan to take additional math courses while in high school.

 Course and Credit Requirements	
English/ Language Arts	8 credits Including a balance of literature, composition and speech
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits</i> <i>Students must take a math or quantitative reasoning course each year in high school</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: World History and Civilization or Geography/History of the World 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits or extracurricular substitution
Health and Wellness	1 credit
Electives*	6 credits <i>*College and Career Pathway courses recommended</i>
40 Total Credits Required	

CORE40 with Academic Honors

(minimum 47 credits)

To earn a **Core 40 with Academic Honors Diploma**, students must complete all of the courses required for a *Core 40 Diploma* requirements diploma with a “C-” or above in each course and with a cumulative grade point average of a “B-” (2.66) or above.

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40 diploma
- Earn 2 additional Core 40 Math credits
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two different languages)
- Earn 2 Core 40 Fine Arts credits
- Earn a grade of a “C-” or better in courses that will count toward the diploma
- Have a cumulative grade point average of a “B-” (2.66) or better
- Complete one of the following:
 - A. Earn 4 credits in 2 or more Advanced Placement courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the priority course list
 2. 2 credits in AP courses and corresponding AP exams
 3. 2 credits in IB standard level courses and corresponding IB exams
 - D. Earn a composite score of 1250 or higher on the SAT and a minimum score of 560 on math and 590 on the evidence based reading and writing section
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams

CORE40 with Technical Honors

(minimum 47 credits)

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40 diploma
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. State approved, industry recognized certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C-” or better in courses that will count toward the diploma
- Have a cumulative grade point average of a “B-” (2.66) or better
- Complete one of the following:

- A. Any one of the options (A - F) of the Core 40 with Academic Honors
- B. Earn the following scores or higher on WorkKeys; Workplace Documents – Level 6, Applied Math – Level 6, and Graphic Literacy – Level 5
- C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75
- D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80

Core 40 with Academic Honors Diploma Frequently Asked Questions

<p>Are the options in the A-F requirements of the Core 40 Academic Honors Diploma accessible and affordable to low-income students?</p>	<p>Yes, beginning July 2004, all schools were required to offer AP math and science for students who qualify (IC 20-10.1-22.2-5). The Indiana General Assembly has provided funding for schools to provide these courses. Decatur Township offers a wide variety of Advanced Placement (AP) and Dual credit (college credit) courses.</p> <p>The Indiana General Assembly provides funding for AP exams in math (Calculus and Statistics) and science (Chemistry, Biology, Physics, Environmental Science). College Board (SAT) and ACT provide fee waivers for no-cost assessments for low-income students to take the SAT and ACT tests. Decatur Township offers the <i>SAT School Day</i> test to provide students an opportunity to take the test during the school day. For low income students, the cost for the test is covered by the district.</p>
<p>Do students have to earn all eight (8) math credits for the Core 40 with Academic Honors diploma while in high school?</p>	<p>No, 8th Grade algebra credit can be used to fulfill the 2 additional credits for AHD. It cannot be used to fulfill the 6 math credits required in grades 9-12.</p> <p><i>The purpose of allowing students the flexibility to take high school courses before entering Grade 9 is to allow them to advance to higher level courses and to ensure that students take as much math as possible during the high school years (to better prepare them for post-secondary placement tests and to help them avoid remedial postsecondary courses).</i></p>
<p>Do students have to earn a certain score on the AP test if they choose that option for the Core 40 with Academic Honors Diploma?</p>	<p>No, the Core 40 with Academic Honors requirements stipulate that students take the AP exam, not score at a certain level. This is due to the timing of the test. Seniors receive the results of their AP tests in the summer following their senior year, making it impossible to require a score on the AP exam for the Core 40 with Academic Honors Diploma.</p>
<p>Do students earning the Core 40 with Academic Honors have to earn their world language credits after the students enter high school?</p>	<p>No, students may begin earning their world language credits prior to entering high school. However, students planning to enroll in foreign language courses in college are strongly encouraged to take foreign language during their senior year.</p>
<p>Can students receive scholarships or financial aid if they receive an Honors diploma?</p>	<p>Yes, students who are eligible for the Frank O’Bannon grant earn an additional \$800 for the first year of college if they have earned the Academic Honors or Technical Honors diploma. After the first year of college, additional funding is based on their college GPA. Additionally, some colleges give merit funding to students who have earned an honors diplomas, but it varies by college.</p>



Appendix A: High Ability Identification Appeal Form

Decatur Township’s High Ability Identification Team uses a well-designed process, consistent with Indiana Code and Rules, based upon sound measured designed for use with high ability learners in order to find those students whose academic needs are far beyond those of typical students of the same age in our district. In this process, students are identified for services through multiple pathways including ability and/or achievement in Language Arts and/or Math. Please see the district website for a thorough explanation of the Identification Process.

An appeal process is in place in the event the identification team does not place a child in services and a teacher, parent, or other person close to the child challenges this decision. **An official written appeal using this form must be filed within two weeks of the high ability parent notification date.**

Notification Date: [Click here to enter a date.](#)

Date of Appeal: [Click here to enter a date.](#)

Student Name: [Click here to enter text.](#)

School: [Choose an item.](#)

Grade: [Choose an item.](#)

Name of Individual Filing the Appeal: [Click here to enter text.](#)

Relationship to Student: [Click here to enter text.](#)

Address: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Phone: [Click here to enter text.](#)

An appeal does not re-evaluate student data already considered in the official identification process. Scoring at the Pass Plus level on ISTEP+, high grades, or strong performance on classroom benchmark assessments are not valid reasons for an appeal. The purpose of the appeal is to bring new information to the attention of the committee that could lead to a different decision.

Please explain your rationale for filing this appeal (*please attach additional reports or other evidence): [Click here to enter text.](#)

Appeals Procedure:

- The High Ability Coordinator reviews the new information provided and the student profile. The Coordinator may request alternative assessments to be completed by the student at the school. These may include alternate measures of ability and/or achievement, approved work samples, and/or interviews.
- The Identification Team reconvenes to consider all appeals and any new data.
- The Coordinator reports results to the petitioner.

Signature

Please submit this form to your child’s building principal within the two week window. Appeals will be forwarded to Susan Strube, Director of Elementary Education.



Appendix B: High Ability Intervention Form

Student Name: [Click here to enter text.](#)

Team members (may include: parents, teacher, instructional coach, HA coordinator, HA committee member):

Name	Relationship to Student
1. Click here to enter text.	Click here to enter text.
2. Click here to enter text.	Click here to enter text.
3. Click here to enter text.	Click here to enter text.
4. Click here to enter text.	Click here to enter text.

Please describe the issue(s) of concern: [Click here to enter text.](#)

Intervention(s)

Start Date: [Click here to enter a date.](#)

Review Date: [Click here to enter a date.](#)

Intervention 1: [Click here to enter text.](#)

Intervention 2: [Click here to enter text.](#)

Intervention 3: [Click here to enter text.](#)

Parent Signature Date

Student Signature Date

Teacher Signature Date