



INDIANA
DEPARTMENT *of*
EDUCATION

HIGH ABILITY COORDINATOR HANDBOOK

Indiana Department of Education
Office of Student Pathways

100 N. Senate Ave.
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2023 High Ability Coordinator Handbook

The 2023 High Ability Coordinator Handbook is developed by the Indiana Department of Education (IDOE) and provides guidance and best practices for Indiana high ability coordinators in identifying and serving high ability students, as well as outlines state law requirements pertaining to high ability education.

A school corporation's high ability coordinator is designated by the superintendent or their designee and communicates directly with the following groups:

- IDOE Office of High Ability Education
 - All important communication and information will be delivered via email from IDOE's Office of High Ability Education to high ability coordinators. It is the coordinator's responsibility to share with the appropriate personnel within the corporation. When emailing IDOE's Office of High Ability Education, please indicate the local educational agency (LEA) number in the subject line.
- Data Teams/Individual(s)
 - High ability coordinators must work with corporation data teams to ensure that the DOE-AD is submitted correctly. Provide a list of identified students and domain categories to the correct data individuals.
- Superintendent/Corporation leadership
 - Inform the leadership team of high ability professional development opportunities, as well as high ability programs, services, and updates.
- Broad-Based Planning Committee
 - Meet with this committee to review the continuous development and implementation of the corporation's high ability services and programs.
- Principals
 - Provide a list of identified high ability students and inform of professional development opportunities specific to high ability.
NOTE: *Identification is done at the corporation level and not the building level.*
- Teachers
 - Provide a list of identified high ability students with the High Ability-Student Number designation, and notify them of high ability specific professional development opportunities.
- Parents and Families
 - Respond to questions/concerns about the corporation's high ability programs

and services. Provide current information on the high ability website and schedule informational meetings throughout the year.

- Counselors
 - Consult with the counselors about their role in supporting effective education and the development of college/career readiness skills for high ability students.
- Corporation Website Teams
 - High ability coordinators work with corporation website teams to ensure that the high ability information posted is up-to-date and easily accessible.

Requirements for Serving High-Ability Students

Indiana Code (IC) and Indiana Administrative Code (IAC) outline requirements for Indiana school corporations serving high ability students.

In order to qualify as a high ability program, per IAC 511 6-9.1-2, a school must meet all of the following:

- Provide educational opportunities that encourage high ability students to reach the highest possible level at every stage of development.
- Establish a differentiated program for high ability students and include the following plans filed with IDOE and available for public review:
 - A multifaceted student identification plan, including:
 - Measurement of achievement
 - Measurement of ability
 - Other forms of assessments.
 - A curriculum and instructional strategies plan.
 - A counseling and guidance plan.
 - A systematic program assessment plan.
 - A professional development plan.
- Provide educational experiences offered during the school day for high ability students (after school programs may supplement not supplant).
- Have a broad-based planning committee to design and monitor the continuous development and implementation of the levels of services for high ability students and which is composed of diverse stakeholders meeting periodically.

- Have approval by the local governing body.
- Identify students with high ability in all grades K-12 in accordance with the state definition of a high ability student.
 - As outlined in IC 20-36-1-3, “high ability student” means a student 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.
- Identify and serve the following two required domains:
 - General intellectual and specific academic.
 - The designations are for students with high ability in language arts (HA-LA), math (HA-Math), and both language arts and math (HA-General Intellectual).
 - Additional domains may be served, such as visual and performing arts.
- Record the relevant designation on the student test number (STN). HA-LA, HA-Math, HA-General Intellectual, or HA-Other.
 - Students who are high ability in other domains are not required for services and are designated as HA-Other.
- Provide “appropriately differentiated curriculum and instruction” to identified students in the relevant core content area(s).
- Align with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for all schools in the LEA.
- Report annually to IDOE on the programs and use of the state high ability grant.
- Report on the results of the program, including student achievement and program effectiveness.
- Provide professional development in high ability education.
- Evaluate the program and make data-informed decisions to guide next steps.
- Disaggregate high ability student data from the total results of the iLearn assessment and Advanced Placement program (as defined by IC 20-36-1-3). IDOE is required to report this information.

Broad-based Planning Committee

Diverse stakeholders to consider:

- School board members
- Superintendent
- District-level administrators
- High ability coordinator
- Building-level administrators
- Teachers
- Instructional coaches
- Counselors
- Social workers
- Students
- Parents and families
- Community representatives

Members should have an interest in advocacy for high ability education and include some decision-makers within the corporation. High ability coordinators maintain a record of official members, including contact information, meeting dates, and agendas.

Purpose of the Broad-based Planning Committee

The broad-based planning committee is a diverse group of stakeholders organized to review the continuous development and implementation of the services and programs for high ability students.

The committee serves as the:

- Representation of key stakeholders
- Sounding board for programmatic ideas
- Fueling the vision for high ability education
- Assessor of the degree to which program goals are being met
- Impetus for improvement
- Serving as an ambassador for high ability services in the community

The local governing body has ultimate responsibility and authority for all student services; the broad-based planning committee is not a decision-making group, but it serves as an advisory board to review policies, services, and outcomes. The broad-based planning committee is required to meet once a year, but in order to optimally serve the community, the committee should meet at least three times during the school year.

Sample Broad-based Planning Annual Agenda

Meeting #1 – Prior to the grant application: Corporation high ability coordinator presents a review of program data. This information presented should include both corporation- and state-level high ability data. It also includes a status update on the five required written plans for high ability programming. Following this presentation, the broad-based planning committee determines areas of focus for program improvement and establishes a three-year vision. In order to monitor the progress of goal attainment, the broad-based planning committee sets measurable goals and objectives for the year. The committee also determines how to improve communication and heighten awareness of high ability education.

Meeting #2 – Middle of the year: Corporation high ability coordinator reports on the progress of the corporation's high ability program goals for the year. The broad-based planning committee reports on the progress in improving communication and efforts of the program.

Meeting #3 – Near the close of the year: Corporation high ability coordinator gives a final report on goal attainment for the year. The broad-based planning committee reviews high ability data to help inform new objectives for the upcoming school year in accordance with the long-term vision and district school improvement plan.

Broad-based Planning Committee Responsibilities

- Review the five required plans available for public inspection.
- Review implementation of each of the five required plans.
- Review the results of the programs for students with high ability, including student assessment results, program effectiveness, and student achievement (IC 20–36–2).
- Review the action plan for improvement related to the five plans.
- Maintain a collaborative relationship between school staff and the committee.
- Review a three to five year strategic plan for program development.

Tips for Broad-based Planning Committees

- Survey preferences for meeting times, dates, and locations (i.e., evenings, after school, online).
- Limit meetings to no more than two hours.
- Send an agenda and any pertinent articles or information to members prior to meeting.
- Adhere to the agenda.
- Make a list of additional topics/questions/concerns to be addressed at a future date.
- Introduce broad-based planning committee members at school functions/parent meetings.
- Educate members by inviting them to go on school visitations, attend conferences, etc.
- Provide members with resources related to education of high ability students.
- Share awards, recognition, student products, reports, student-produced plays (i.e., classroom activities).
- Send a copy of the agenda and minutes of the meeting to all members and the superintendent.

Multifaceted Identification Plan

Guidance on Identification of High Ability Students Indiana Law

- Since July 1, 2007, Indiana schools have been required to identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC- 20-36-2-2).
- Specific identification processes will vary according to district size, building configurations, demographics, etc. This document should support schools in utilizing best practices to fulfill state requirements for identifying high ability students for services in the general intellectual and specific academic domains. The term “high ability” is used in Indiana; in this guide sometimes the term “gifted” is used interchangeably.

IC 20-36-1-3 defines a high ability student 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.

Components of a Multifaceted Identification Plan

A multifaceted plan to equitably identify students for high ability services should include the following elements:

LEA High Ability Program Mission Statement

- The mission for a high ability program should align with the overall mission of the LEA. It should specifically articulate the LEA’s beliefs about high ability students and how their educational needs will be met.
- For example, the mission should communicate the LEA’s commitment to using equitable identification practices to find high ability students from all racial, ethnic, and socio-economic populations. It should also include a reference to that high ability learners have unique cognitive and social needs requiring differentiated curriculum and instruction in order to actualize their potential.

Definition of a High Ability Student

- LEAs are welcome to include a definition of high ability that is broader than the state definition (for example, clearly defining additional domains of high ability identify and serve beyond those required), but the local definition must continue to include the required domains of General Intellectual and Specific Academic (IC- 20-36-2-2).

Identification Committee

- The identification committee differs from the broad-based planning committee. The identification committee should include representatives from each building level, administrator(s), and the high ability coordinator. Each of these committee members should have training in high ability identification.
- The broad-based planning committee includes representatives from all stakeholder groups including parents and students. These stakeholders should not have access to student-level data and should not be on the identification committee.

Identification Instrument

- In accordance with the state definition, the instruments used must include:
 - a measure of performance (norm- referenced achievement measure)
 - a measure of potential for performance (norm- referenced ability measure).
 - a measure of “characterized by exceptional gifts, talents, or motivation”
 - includes descriptive information gleaned through teacher and at-home rating scales.
- Ideally, universal screening of all students occurs at least twice in the elementary level. This universal screening must use a norm referenced ability measure to ensure equitable access to all students. It is optimal to universally screen all students in grades kindergarten, second, fifth, and eighth. It is recommended to occur prior to each change in programming including before middle school and before high school.

Selection Process

- The selection procedure should be clearly articulated such that a novice could read the process and immediately understand how students are identified.
- The grade levels where identification decisions are made must be listed.
- The percentage of students who participate in the multifaceted assessment process for identification in each grade level must be noted.
- Access and opportunity for all students must be clearly articulated and ensured.
- The parameters or guidelines for inclusion (percentiles, norms used, etc.) must be listed.
- Description of how the observation of characteristics of gifts, talents, motivation, and interests (qualitative data) is collected and ensured to be objective.

Appeals Process

- Each corporation should develop a formal appeals process for parents who would like the district to reconsider their child for identification for high ability services.
- The appeals process should specify a window of time (for example, three weeks) in which requests for appeals will be considered.
- The corporation should develop a form to be completed by parents who wish to appeal their child's placement, which requires justification of invalid assessment results.
- The corporation should consider any additional relevant qualitative data.
- The corporation should administer alternative norm-referenced measures of ability and/or achievement at no expense to the family, provided there is sufficient evidence that prior testing was not reflective of the child's ability.
- A committee of personnel with training in high ability education should review the additional data and render a decision on final identification and placement for the student.

Exit Procedure

- Each district should develop a formal exit procedure to remove students from the high ability program who are no longer benefiting from services. This exit procedure should be clearly communicated to all stakeholders.
- An initial meeting should take place with the high ability teacher, coordinator, parents, and (if appropriate) the student.
- At the initial meeting, the child's progress to date and concerns over performance should be documented. Interventions should be developed and agreed upon by all parties.
- Interventions should be put into place with fidelity for no less than one grading period.
- Upon completion of the next grading period, a second meeting should be held during which time the child's progress under the interventions should be evaluated, and future placement should be determined.
- Compliance, attitude, and behavioral concerns are not reasons to initiate exit from the program, as these issues are not likely to resolve simply removing high ability services.
- The goal is to find the appropriate placement and services so that the student is appropriately challenged at all stages of development throughout K-12.

Domains for Identification and Service

Required Domain: “High Ability – Language Arts”

- A high ability language arts student (HA-LA) should have this designation on their STN if the child performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through typical grade level curriculum and/or instruction in language arts.

Three possible pathways for being identified in language arts:

1. **Potential/Aptitude:**

- a. Performed at or above the parameter determined by the LEA (using local norms whenever possible to indicate ‘outstanding in comparison to peers of the same age, experience, or environment’) on a norm-referenced test of verbal reasoning ability (examples of aptitude assessments are included in the next section).

2. **Performance/Achievement:**

- a. Performed at or above the parameter determined by the LEA (using local norms whenever possible to indicate ‘outstanding in comparison to peers of the same age, experience, or environment’) on both the Reading and Language Arts subtests of a standardized norm-referenced achievement test (examples of achievement assessments are included in the next section).

3. **Exhibiting characteristics of exceptional gifts, talents, motivation, or interests:**

- a. Performed within the standard error of measure of the parameter determined by the LEA (using local norms whenever possible to indicate ‘outstanding in comparison to peers of the same age, experience, or environment’) in either aptitude - the norm-referenced measure of verbal reasoning ability or achievement - the norm-referenced measure of achievement in language arts; **and**
- b. Demonstrated outstanding characteristics of gifts, talents, motivations, or interests according to the parameter determined by the LEA (using local norms whenever possible to indicate ‘outstanding in comparison to peers of the same age, experience, or environment’) on a qualitative measure of assessment specific to language arts such as: rating or observation scales or performance assessment (examples of qualitative assessments are included in the next section).

Required Domain: “High Ability – Math”

- A high ability math student (HA-Math) should have this designation on their STN if the child performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through typical grade level curriculum and/or instruction in math.

Three possible pathways for being identified in math:

1. Potential/Aptitude:

- a. Performed at or above the parameter determined by the LEA (using local norms whenever possible to indicate ‘outstanding in comparison to peers of the same age, experience, or environment’) on a norm-referenced test of quantitative reasoning ability *or* a composite of BOTH quantitative and non-verbal reasoning (examples of aptitude assessments are included in the next section).

2. Performance/Achievement:

- a. Performed at or above the parameter determined by the LEA (using local norms whenever possible to indicate ‘outstanding in comparison to peers of the same age, experience, or environment’) on the math portion of a standardized norm-referenced achievement test (examples of achievement assessments are included in the next section).

3. Exhibiting characteristics of exceptional gifts, talents, motivation, or interests:

- a. Performed within the standard error of measure of the parameter determined by the LEA (using local norms whenever possible to indicate ‘outstanding in comparison to peers of the same age, experience, or environment’) on the norm-referenced measure of math ability **OR** the composite of both quantitative and non-verbal reasoning **OR** the norm-referenced measure of achievement in math; **and**
- b. Demonstrated outstanding characteristics of gifts, talents, motivations, or interests according to the parameter determined by the LEA (using local norms whenever possible to indicate ‘outstanding in comparison to peers of the same age, experience, or environment’) on a qualitative measure of assessment specific to math such as: rating or observation scales or performance assessment (examples of qualitative assessments are included in the next section).

Required Domain: “High Ability – General Intellectual”

- A high ability – general intellectual student performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through typical grade level local core curriculum and/or instruction in both language arts and math.
 - A student should have the “High Ability – General Intellectual” designation on the STN if the child has met the criteria to be identified for both language arts and math.

Optional Domain: “Other”

- In addition to the domains of General Intellectual and Specific Academic, state law also includes the domains of:
 - Technical and Practical Arts
 - Visual and Performing Arts
 - Creativity
 - Interpersonal.
- It is optional for LEAs to provide identification and services in these additional domains. The pathways for identification in these areas will vary depending on the available measures of aptitude, performance, and outstanding characteristics in each domain.

Selection and Use of Quantitative Measures

- A norm-referenced test is used to determine an individual’s status with respect to the performance of other individuals on that test.
- Norm-referenced tests are appropriate for identification of high ability students since they compare students to others taking the same test.
 - A “norm” group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms reported in the testing manual.
 - The use of local norms is recommended whenever possible
 - Local norms align with the definition of high ability in Indiana and ensure the local identification of students who perform or show the potential to perform at an outstanding level in comparison to peers of the same age, experience, or environment.
 - At every level of test usage, it is important to match the scope of the test with the purpose that the test is supposed to perform.

- Criterion-referenced achievement tests are used to determine the individual's mastery of specific skills or knowledge.
 - Assessment of grade level standards
 - Exhibit limited utility in identifying high ability students
 - Commonly do not provide opportunity to demonstrate advanced abilities
 - Commonly do not show performance in comparison to others.
 - Grade level achievement tests often do not have a high enough ceiling to accurately show how far a student can achieve.
 - Achievement tests measure acquired information, and therefore will not likely be reliable predictors of high ability for K-2 students living in impoverished environments.
- Non-verbal measures, such as Raven's or Naglieri (NNAT), should not be used as a stand-alone measure of general intellectual ability.
 - Strong non-verbal scores alone are not predictive of achievement in math or language arts.
 - Non-verbal scores, only used in conjunction with quantitative scores, can add to the prediction of performance in math.
- Always use the most recent test edition available.

Table 1: Measures of Aptitude/Potential

Measures of Aptitude/Potential (norm-referenced assessment <u>must</u> measure verbal and quantitative reasoning)
<p>Verbal/Quantitative Reasoning for Identification:</p> <p>These measures have strong reliability and validity indicators to serve as final identifiers. They are for districts using a One-Step Process or for the second step of a Two-Step Process.</p> <ul style="list-style-type: none"> ● Cognitive Abilities Test (full CogAT) ● General Abilities Test (full GAT) ● Naglieri General Ability Tests: Verbal, Nonverbal, and Quantitative ● InView (Note: Only appropriate for Grades 2-12 because K-1 version does not have a quantitative subtest) ● Otis-Lennon School Ability Test (8th ed.) (OLSAT) (Note: Only appropriate for Grades 3-12 - earlier grades does not have a quantitative subtest) ● Wechsler Intelligence Scale for Children (WISC) ● Woodcock-Johnson III NU Test of Cognitive Abilities ● Kaufman Assessment Battery for Children, Second Edition (KABC-II) ● Screening Assessment for Gifted Elementary and Middle School Students (SAGES 2) ● Stanford-Binet Intelligence Test ● Test of Mathematical Abilities for Gifted Students (TOMAGS) – math only ● Orleans-Hanna Algebra Prognosis Test – math only
<p>Screen ONLY (for districts using a two-step process)</p> <p>These measures are quick measures given to all students in the grade level; the top 20- 25% of scorers will then take the full identification (ability and achievement) measures. These measures should NOT be used in districts using a One-Step Process)</p> <ul style="list-style-type: none"> ● Wechsler Abbreviated Scale of Intelligence (WASI) ● Woodcock-Johnson III-NU Test of Cognitive Abilities Brief Intellectual Ability Scale Kaufman Brief Intelligence Test Second Edition (KBIT 2) ● Stanford-Binet Intelligence Test Abbreviated ● CogAT Screener

Table 2: Measures of Achievement/Performance

Measures of Achievement/Performance (norm-referenced assessment <u>must</u> measure verbal and quantitative performance and be adaptive)
<p>Math/Language Arts Identification: These measures are for districts using a One-Step Process or for the second step of a Two-Step Process.</p> <ul style="list-style-type: none"> ● NWEA-MAP→ Northwest Evaluation Association Measures of Academic Progress ● IOWA Iowa Test of Basic Skills: Complete Battery ● iReady Diagnostic Curriculum Associates ● AIRWays Cambium Assessment ● Terra Nova (most recent addition) ● Stanford Achievement Test ● Wechsler Individual Achievement Test ● Woodcock-Johnson III NU Tests of Achievement ● Kaufman Test of Educational Achievement
<p>Screen ONLY (for districts using a two-step process)</p> <p>Note: Achievement screeners are not appropriate for primary grades. Only ability screeners should be considered at the primary level.</p> <ul style="list-style-type: none"> ● Iowa Assessments Survey Battery ● Wechsler Individual Achievement Test II Abbreviated ● Kaufman Test of Educational Achievement 2: Brief Form Stanford Achievement Test Abbreviated ● Terra Nova Survey Battery ● ILEARN

Qualitative Measures

Table 3: Qualitative Measures of Gifted Characteristics

<p>Qualitative Measures of Gifted Characteristics</p> <p>(Standardized, norm-Referenced, assessments <u>must</u> measure verbal and quantitative characteristics of exceptional gifts, talents, motivations, or interests)</p>
<ul style="list-style-type: none"> ● The Scales for Identifying Gifted Students (SIGS) <ul style="list-style-type: none"> ○ Home Rating Scale and School Rating Scale work together to measure general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership ● Gifted Evaluation Scale, 3rd Edition (GES-3) <ul style="list-style-type: none"> ○ Scales measure intellect, creativity, specific academic aptitude, leadership ability, and performing and visual arts – the motivation scale is optional ● Gifted Rating Scales (GRS) <ul style="list-style-type: none"> ○ Scales designed measure general intellectual ability, language arts, mathematics, science, social studies, creativity; and leadership
<p>Notes on Optimal Use of Qualitative Measure</p> <ul style="list-style-type: none"> ● The instrument needs to match the definition of high ability used by the corporation. For example, when identifying high ability in math, the data gathered should reflect math tasks and behaviors. ● The instrument should add information useful for making programming decisions. It is best used as supporting evidence when students' test scores are "on the bubble" (falling just short of the guideline for inclusion and within the Standard Error of Measure). The additional evidence provided by qualitative data will assist in determining the best placement for the student. ● The personnel completing and /or interpreting these instruments need to be trained in their use. If not trained, teachers often overlook qualified students for high ability programs. ● When using portfolios, work samples should include indicators of best performance as well as student reflections on their work. Rubrics for evaluating the portfolio should be determined in advance, and raters need to be trained in order to develop reliable evaluations. ● Because many qualitative measures are not norm-referenced, school corporations may want to develop their own local norms.

Table 4: Measure of Aptitude for Creativity

Measure of Aptitude for Creativity
<ul style="list-style-type: none">• Torrance Tests of Creative Thinking

Frequently Asked Questions on Identification

The High Ability FAQ below contains information regarding the requirements of high ability programs to identify and serve Indiana’s high ability students. The High Ability FAQ can be found on the IDOE High Ability Education [website](#).

Table 5: Sample Multifaceted Identification Plan

LEA Name and Contact Person	
Multifaceted ID Plan Components	Description
<p>District Mission Statement for High Ability Program</p>	<p>This school corporation recognizes that some students perform at, or show the potential to perform at, an outstanding level of accomplishment in the core academic areas of language arts and mathematics. These students are found in all socio-economic, cultural, and ethnic backgrounds, and this school corporation recognizes the need to identify such students through systematic, on- going procedures. The high ability program provides a supportive learning climate that will enrich learning so students can maximize academic potential and receive necessary well-being support in order to be contributing members of society.</p>
<p>District Definition of High Ability Student</p>	<p>This school corporation defines a high ability student as one who performs at, or shows the potential for performing at, an outstanding level of academic accomplishment in math, language arts, or both, when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.</p>
<p>District Services for High Ability Students</p>	<p>Elementary:</p> <p>Acceleration by grade level:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Early entrance to kindergarten will be considered on an individual basis by a child study team. <input type="checkbox"/> Grade skipping: A referral for consideration for skipping a grade can come from any source familiar with the performance or development of the child. Such decisions will be considered on an individual basis by a child study team. <p>Service options for students identified as having high ability in one or both domains of math and language arts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kindergarten - 5: Identified students group in the same classroom with a teacher are placed in a cluster who has or is seeking licensure in gifted education. <input type="checkbox"/> Curriculum is planned and differentiated for all grade levels served, so that all identified students can receive an accelerated and enriched articulated sequence in math and/or language arts according to their identification.

	<p>Middle:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In grades 6-8, students identified as having high ability in the general intellectual domain are placed in the same class for math and language arts. <input type="checkbox"/> Students who are high ability in language arts only join the students identified in the general intellectual domain for language arts’ instruction. <input type="checkbox"/> Students identified as high ability in math only join the students identified in the general intellectual domain for math instruction. Students who exhibit readiness for algebra are placed in algebra in grade 7 or in grade 8. 	
	<p>High School:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In grades 9-12, students who are identified as having high ability are encouraged to take honors courses and Advanced Placement courses. 	
Multifaceted ID Plan Components	Grade Level(s) that measure is given	Name of measure
<p>Norm-Referenced Ability Measure (also referred to as aptitude or potential measure)</p>	Initial identification in Spring of K	Cognitive Abilities Test
	End of primary—placement for intermediate	Cognitive Abilities Test
	Placement in middle school	Cognitive Abilities Test
	Placement in high school	PSAT/AP Potential Tool
<p>Norm-Referenced Achievement Measure (also referred to as performance measure)</p>	Initial identification in Spring of K	NWEA
	End of primary—placement for intermediate	NWEA
	Placement in middle school	NWEA
	Placement in high school	Performance in honors classes with above grade level standards

Qualitative Indicators	Initial identification in Spring of K	Scales for Identifying Gifted Students (SIGS)
	End of primary—placement for intermediate	Scales for Identifying Gifted Students (SIGS)
	Placement in middle school	Portfolio and/or work samples
	Placement in high school	Self-nomination; work samples
<p>Selection Procedures:</p> <p>Please describe the complete process of how the measures and data are used to identify students.</p>	<p>Initial Identification in Spring of K:</p> <ul style="list-style-type: none"> ● All Students are given the CogAT ● Students scoring at or above the 96th percentile (using local norms) on Verbal Reasoning subtest are automatically identified as HA-LA. 	
<p>Indicate whether or not the district tests each child at the grade level, and if not, describe the process by which students are referred to participate in the identification process.</p> <p>Describe how data from each of the</p>	<ul style="list-style-type: none"> ● Students scoring at or above the 96th percentile on Quantitative Reasoning or the Quantitative/Non-verbal partial composite are automatically identified as HA: MA. ● All Students are given the NWEA language arts and reading assessments. <ul style="list-style-type: none"> ○ Students scoring at or above the 96th percentile on BOTH the language arts and reading subtests are automatically identified as HA-LA. ● All students are given the NWEA math assessment. <ul style="list-style-type: none"> ○ Students scoring at or above the 96th percentile on the math subtest of the NWEA are automatically identified as HA- Math. ● Students whose actual scores on either the CogAT or the NWEA fell just below the 96th percentile but whose score band would include this percentile when considering the standard error of measure (found in the manual for each subtest), are further considered for identification by giving their teachers the Scales for Identifying Gifted Students to fill out in the respective subject. <ul style="list-style-type: none"> ○ Students whose scores on the SIGS indicated gifted performance (130 or above) would be identified as high ability in the respective subject areas. 	

<p>measures are used in the identification process, including specific guidelines.</p>	<ul style="list-style-type: none"> Students identified as both HA: LA and HA: Math would receive designation of HA: General Intellectual.
<p>Indicate if selection procedures are the same or different at the elementary, middle, and even high school levels. If different, describe each process separately.</p>	<p>End of Primary/Placement of Intermediate:</p> <ul style="list-style-type: none"> In the spring of second grade, the process used for identification in K is repeated. Note: Students who are already identified as HA do not need to be tested again in their identified area if they have been performing successfully in the program to date. <p>Placement in Middle School:</p> <ul style="list-style-type: none"> Any student, not already designated, who scores pass plus on ILEARN and any student referred by teachers or parents who is not already identified will be given the CogAT. The remaining identification process used in K and 2 is repeated. In 5-6th grade, all students who scored pass plus on ILEARN in Math and who have not already been identified as HA: Math should be given the Orleans Hanna to determine if they are ready to take algebra early. <p>Placement in High School:</p> <ul style="list-style-type: none"> Students who have been identified in middle school will keep their HA designation and receive advanced programming in high school. Additional students who did not previously qualify for high ability services yet who wish to self-select high ability courses should be considered on a case-by-case basis. These students and their parents will sign a waiver acknowledging that the placement was self-selected, not recommended, and that the rigor of the course will not be modified. PSAT scores will be used in conjunction with the AP Potential tool to identify students likely to score a 3, 4, or 5 on AP exams.
<p>Multifaceted ID Plan Components</p>	<p>Description</p>
<p>Appeals Process</p>	<p>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. The following steps clarify the appeal process:</p>

	<ol style="list-style-type: none"> 1. The petitioner contacts the building level consultant who provides an appeal request form. 2. An appeal request form is completed and delivered to the high ability coordinator within the specified time window for appeals. 3. Coordinator reviews student profile and requests alternative assessments which may include: <ul style="list-style-type: none"> • InView as alternative to CogAT • Approved classroom work samples 4. Building level identification team reconvenes to consider new data. This meeting may include an interview with the student and/or petitioners. 5. Identification team reports results to coordinator. 6. Coordinator reports results to petitioner.
<p style="text-align: center;">Exit Procedure</p>	<p>If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he or she may:</p> <ul style="list-style-type: none"> • Arrange a conference with the parties involved, including the parent and the teacher providing services. (This conference may be a telephone conference.) • Parent, student, and teacher examine issues of concern and discuss interventions that may be implemented. • Participants agree on a probationary period not less than one grading period to implement interventions. • 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. • If an exit is deemed appropriate, the parent signs permission to “de-flag” student for high ability placement and services. • Parent permission for exit and documentation of meetings/ interventions are sent to the high ability coordinator. • High ability coordinator removes high ability flag for student in database.

Identification and Parent Notification

The purpose of identification is to provide the appropriate academic placement or services needed for the student. Students identified as high ability in Indiana must be provided appropriately differentiated curriculum and instruction. In the primary grades, some students enter school with strong school readiness having had many opportunities to learn. These students may already be reading and be comfortable in a school environment. Later, other students with high ability may catch up in their school related skills and even surpass those with an early advantage. Development plays an important role at the primary level. Motivation and hard work can also propel student achievement for those with high ability. Therefore, students must be evaluated at strategic points in their development in order to make the most appropriate academic placement decisions for those who “perform at or show the potential for performing at an outstanding level when compared with others of the same age, experience, or environment.”

Notification to parents should emphasize meeting the academic needs of the child and not the label of high ability. Appeals and exiting decisions should be based upon assessing the academic fit of the child’s capabilities and the curriculum and instruction provided.

Sample Parent Letter

Dear Parents/Guardians,

It was a pleasure to work with John Smith during these first months of kindergarten. Based on the information that we have gathered regarding his learning potential, we have concluded that John may need more advanced content and instruction than is provided in regular classroom instruction. As a result of our assessment, we are recommending that he receive advanced curriculum and instruction during the next school year in [insert math, language, or both math and language arts].

It is important to keep in mind that cognitive growth is not always consistent, and consequently, such placement is not necessarily permanent. All students will be systematically evaluated for instructional placement again in 2nd and 5th grade. Placement decisions may be modified in accordance with changes in students’ learning profiles as they progress through elementary and middle school. For more information on this process, please feel free to contact the high ability coordinator, (insert name and contact information).

We look forward to working with John and your family. Please let us know if you have any questions.

Sincerely,

Service Options for Students with High Ability

The need for comprehensive services for students of high ability that are differentiated to meet their academic and well-being needs has been well-documented. A 2016 review of 2015 achievement test data from across the U.S. not limited to those identified as high ability showed large percentages of American students perform well above grade level (Makel, Matthews, Peters, Rambo-Hernandez, and Plucker). According to Reis, Burns, & Renzulli (1992), elementary students identified as high ability spend as much as 50% of their time working with curriculum they have already mastered. When the general education curriculum fails to provide new learning experiences and skills for students who have already mastered the standards being taught, these students do not have an appropriate learning environment and are being denied appropriate educational services.

A comprehensive review of the research (Rogers, 2007) indicates that services leading to the greatest achievement gains for high ability students include the following:

- **Ability Grouping**
 - Opportunities for high ability learners to socialize and to learn with like-ability peers
- **Daily Challenge**
 - Opportunity for daily challenge in identified areas of high ability
- **Acceleration**
 - Opportunities for various forms of content, subject and grade acceleration as needed
- **Differentiation**
 - Differentiation in pace, amount of review and practice, focus on larger concepts, and interdisciplinary connections
- **Independent Work**
 - Opportunities to work independently in areas of passion and talent

When planning appropriate programming and services for students of high ability, corporations must consider:

- How high ability students will be grouped, organized, or provided with individual plans for the most effective learning;
- What training the teacher has or needs to most effectively teach and plan learning experiences for students of high ability;
- What content, standards, and pace are most appropriate for these students; and
- What instructional models, strategies, projects, and products are most appropriate for promoting academic growth?

One specific type of programming for students of high ability cannot meet the needs of the many levels and types of talents and abilities evidenced by these students, K-12. Therefore, a variety of services and programming options are needed and described below. Services for high ability students are included in the Multifaceted Student Assessment Plan and are reported on the high ability grant final report submitted to the IDOE.

Decision Making Process for High Ability Service Options

- Identify according to a valid and reliable process.
 - Look for any outliers who may need to skip a grade or skip a subject. Consider those cases individually, including consulting the Iowa Acceleration Scale to assist in making decisions.
- Identify the number of students for both High Ability Math and High Ability Language Arts (General Intellectual), HA math only, and HA Language Arts only.
 - This will change from year to year and from grade to grade, depending on the group of students; therefore, service options for particular grade levels might change from year to year.
- Consider the district's options in the following order.

The order is determined by the greatest likelihood of providing appropriately differentiated curriculum and instruction as required by Indiana Code.

- Self-Contained Classrooms
 - In this model all of the students in the class have been identified as high ability, and all of the instruction can be at the appropriate pace and level. Be flexible in thinking and consider a Magnet School for the district, a self-contained classroom by grade, or a multi-age classroom. It is best for the teacher to have a High Ability License. This model provides the most opportunity for appropriately differentiated curriculum and instruction in core content areas.
- Between Class Ability Grouping by Subject Area
 - In this model, the schedule will need to be 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 learners in the same group with a licensed high ability teacher. The remainder of the day, students would be in heterogeneous classrooms.
- Cluster Grouping
 - In this model, students are grouped by ability to provide a narrowed instructional range in each class; however, all classes have a group of average learners. One class has high ability and a group of average learners. Other classes have some above average students, an average group, and some

below average students. This model requires fidelity of implementation to remain true to the model throughout the year (with transfers in and out). The cluster teacher needs a High Ability License.

- Provide additional services for individual students, depending on need or exceptional ability. These are likely combined with group services explained above. Examples of services for individuals: Online Courses, Mentorships, Internships, English Learners (EL) Services, Individualized Education Program IEP Services, etc.

Table 6: Decision Making Process for Services



Table 7: Service Options by Grade Level Groupings

Grades K – 5 Service Options		
Options for services for groups of high ability students in order of ease of implementation	Considerations:	Added Cost
Full-time, self-contained class or self-contained multi-age split	Full-time placement with other students of high ability and differentiated curriculum and instruction by a high ability licensed teacher produces the greatest academic gains for high ability students.	None if class sizes remain similar to those of general education students.
Magnet school for students of high ability	This method is usually found in larger districts or in cooperating districts. This has the same advantages listed above for self-contained and the additional advantage of having “special” subjects taught at an advanced level.	Transportation and perhaps additional class costs
Between Class Grouping for Math and again for Language Arts	The practice of “trading students” among teachers so that each teacher has a narrower range of abilities for the chosen subject or topic. The groups will require further differentiation in order to meet the needs of the students within them, but this will be easier for the teacher to provide. This usually entails having math at the same time for a grade level and having language arts at another common time during the day for each grade level. This can combine students who are of high ability in general intellectual area with those who are of high ability in a specific academic area. High ability students can be in all homerooms, but are grouped together during math and language arts’ time. The teacher for math and for language arts will need high ability training or certification, and the curriculum will	None

	need to be at a higher level.	
Resource room	Students of high ability are “pulled out” for regular instruction in math and/or language arts with a high ability resource teacher. This instruction occurs daily and replaces the grade level core content for the specific subject areas; if it has only a general enrichment focus, there are unlikely to be substantial academic effects. The teacher will need high ability training or certification. Minimum contact time is recommended to be 150 minutes per week, per subject area.	Cost of additional staff
Cluster groups	This can be used when there are not enough students of high ability for a separate class. It is best that this class not also have another special needs group. The teacher will need high ability training or certification and the curriculum for the high ability students will be different from the typical grade level curriculum. Care must be taken to place new students in the appropriate group so that the original instructional range for each class is not expanded.	None
Options for individuals beyond the grouping options		
Early entrance to kindergarten	Good for a student who is HA, academically advanced, independent, and motivated. Child may also need advanced curriculum and instruction in the new grade placement. Use Iowa Acceleration Scale to facilitate decision making.	None
Skipping kindergarten		
Grade skipping		
Subject skipping	Good for a student who is achieving well beyond others in a single subject.	None
Internships, mentorships,	These can be used in combination with other options	None

distance learning		
Grades 6-8 Service Options		
Options for services for groups of high ability students in order of ease of implementation	<p>Considerations:</p> <p>Flexibility is key—different options might work in different grades for different students. Avoid having one “Program” which is the only option. You may have a program with other modifications for individuals or groups based upon needs.</p>	Added Cost
Special advanced classes or “honors” classes by subject	<p>This can combine students who are HA in general intellectual with those who are HA in a specific academic area. Curriculum must be designed for high ability learners. These classes need G/T licensed teachers. If non-identified students are included, the curriculum and instruction will need to be further differentiated.</p>	None
High school classes while in middle school	<p>Some students are ready to compact instruction, and they are ready to take high school math courses while in middle school. Math classes will need to be taught at a rigorous level as preparation for the highest levels of math in high school. High school science or foreign language may also be taught to middle school students who skip a level or two of math, science, or foreign language. These classes can be taught in the middle school or in the high school, depending on local situations.</p>	None
Options for individuals beyond the grouping options		
Early entrance to high school	<p>Some students can skip a full year or do a semester in seventh grade and a semester in eighth grade.</p>	None

Grade or subject skipping	The student should be allowed to go to the high school for certain subjects if needed; this option is called dual enrollment.	None
Distance learning classes from universities or Advanced Placement courses	These require a student who is self-directed and a teacher who can monitor progress and provide onsite help.	Tuition for online options: AP exam fees for courses not included in Indiana's AP Subsidy
Internships, mentorships	These options can be used in combination with other methods.	None

Grades 9-12 Service Options

Options for services for groups of high ability students in order of ease of implementation	<p>Considerations:</p> <p>Flexibility is key—different options might work in different grades for different students. Avoid having one “Program” which is the only option. You may have a program with other modifications for individuals or groups based upon needs.</p>	Added Cost
Advanced or “honors” classes by subject	The curriculum and expectations are significantly more rigorous than the regular option.	None
Advanced Placement or Cambridge International courses	Curriculum, teacher training, and exams are offered by the College Board. These should be available prior to the senior year.	Exam fees for some classes
International Baccalaureate	Because of the cost and rigorous nature of these offerings, they are usually found only at large high	IB Diploma exam fees

Program	schools.	
Dual enrollment in high school and college	<p>This is in addition to, not a replacement for Advanced Placement courses.</p> <p>Investigate the course requirements and any tuition required for credit.</p>	Tuition for university credit

Considerations for Students from Underrepresented Populations

While high ability students are present in all racial, ethnic, and socio-economic populations, historically, districts have found the process of identifying and serving students from all subgroups challenging. The perpetual struggle to identify these students has resulted in consistent underrepresentation of African American, Hispanic, Native American, and economically disadvantaged students within gifted programs. This is problematic at both the policy and advocacy standpoints, especially since these students represent the fastest growing segments of the population in the United States.¹

To provide school districts with guidance in how to effectively address the issue of underrepresentation in gifted programs, research findings from the field of gifted education were reviewed. The findings center on four guiding principles to ensure that all high ability students, regardless of racial, ethnic, or socio-economic status, have an equal opportunity to be identified and served to develop their potential.

Four Guiding Principles to Equitable Access and Opportunity

- Universal screening with an ability (aptitude, reasoning) measure:
 - Due to an inopportunity to learn prior to formal schooling, some students from disadvantaged backgrounds may enter school with achievement levels that are not commensurate with their advanced reasoning capabilities. Consequently, when achievement levels or teacher referrals are used as screeners for high ability testing, these students may be overlooked despite their potential.
 - Testing all students, regardless of their achievement level, with a measure of ability in the domains for which high ability programming is offered will provide students from all backgrounds an equal opportunity to be identified. The Indiana Department of Education has recommended testing all students (referred to as “census testing”) with a measure of reasoning such as the Cognitive Abilities Test (CogAT), in kindergarten and again in second grade. Census testing twice at the primary level is recommended in recognition of the challenges of testing young children as well as developmental changes in reasoning abilities.
- “Front-Loading”:³
 - Front-loading refers to the process of preparing students for advanced content and

higher level thinking prior to formal identification or prior to advanced courses. This process bridges the gap in the readiness of students from underrepresented populations and prepares them to be successful in high ability programs. At the primary grades, a “watch group” may be formed of students from underrepresented populations who did not meet the criteria for formal identification but whose scores were close. These students may be given extra preparation and opportunities to participate in advanced curriculum and instructional activities to develop their skills such that they may qualify for high ability services upon the next round of testing. The Indiana Department of Education recommends the use of a “watch group” when appropriate to provide additional scaffolding and support for the cognitive development of students from underrepresented populations. Please note that these students should not be designated as high ability on their student test numbers until they formally qualify as high ability students through the district’s multifaceted identification process.

- Continuum of Services²:
 - High ability programs should not consist of only one class or one program but rather should include a continuum of services for identified students to effectively meet their varied needs. For example, an English Learner may demonstrate advanced verbal ability through high scores on a verbal reasoning test as well as rapid acquisition of the English language. However, despite these indicators of high ability, this student may not be ready for a high ability Language Arts class. Instead, services may include appropriate differentiation of instructional pace, curricular content, participation in an enrichment pullout, or independent study opportunities. In addition to the required domains of math, language arts, and general intellectual, Indiana school districts also may consider offering programming in other recognized domains of high ability including technical and practical arts, visual and performing arts, leadership, interpersonal and/or creativity. Students from underrepresented populations who may not qualify for high ability services in the academic domains may qualify in one or more of these additional domains and therefore could be identified and served in these areas. Services in these additional domains may take the form of enrichment opportunities, independent study, mentorships, and academic competitions.
- Parent-Home Connections²:
 - A strong connection between home and school environments for students from underrepresented populations is necessary to ensure continued participation in high ability programs. Consistent communication with parents is vital, including translating program information into the native language for families of English Learners when necessary. Connecting high ability students with older high ability students or community professionals who share their same culture or background can also help develop a sense of belonging and connection to the high ability program.

When high ability programs are designed with attention to these four elements, the identification and retention of high ability students from underrepresented populations should be strengthened.

For a thorough review of the most recent research findings regarding students who are both gifted and English Learners, coordinators are encouraged to read the National Center for Research on Gifted

Resources

Education's 2017 publication: *Effective Practices for Identifying and Serving English Learners in Gifted Education: A Systematic Review of the Literature*.

http://ncrge.uconn.edu/wpcontent/uploads/sites/982/2016/01/NCRGE_EL_Lit-Review.pdf

1 Peters, S. & Engerrand, K. (2016). Equity and excellence: Proactive efforts in the identification of underrepresented students for gifted and talented services, *Gifted Child Quarterly*, 60, 159-171. 2Lakin, J. (2016).

2 Universal Screening and the Representation of Historically Underrepresented Minority Students in Gifted Education: Minding the Gaps in Card and Giuliano's Research. *Journal of Advanced Academics*, 27, 139-159.

3 Briggs, C., Reis, S., & Sullivan, E. (2008). A national view of promising programs and practices for culturally, linguistically, and ethnically diverse gifted and talented students. *Gifted Child Quarterly*, 52, 131- 145.

Curriculum and Instruction Plan

The Curriculum and Instruction Plan is constructed at the district level and details specifically how the curriculum and instruction are differentiated in breadth, depth of content, and materials used to meet the needs of one or more high ability students within each grade level. At a minimum, it should include English Language Arts and Math, grades K-12. It shows how the curriculum for high ability students is differentiated from the general education curriculum according to the elements of high ability education listed below. The district plan should include a Scope and Sequence or Curriculum Map to show the K-12 articulation of the curriculum for high ability students. When looking at the plan, an interested party could see what was provided for students with high ability at each grade level and how the learning progresses in a purposeful way from K-12. Regardless of the particular format used, the plan should demonstrate clearly the inclusion of the elements listed below.

- Content is conceptually focused and is both accelerated and enriched.
- Materials used are written at levels of complexity appropriate for students with high ability.
- Standards include many that are above grade level.
- Instruction is focused on the development of critical and creative thinking
- Students are given opportunities to pursue individual areas of choice.
- Assessments call for demonstration of advanced understanding and the skills of synthesis, analysis, and evaluation.
- Careful attention has been paid to vertical articulation.

High Ability Language Arts Units K - 10

- To respond to the need for high quality curriculum, the Indiana Department of Education funded a high ability language arts curriculum project wherein the IDOE contracted with Dr. Joyce VanTassel-Baska to lead Indiana teachers in writing a set of model units for grades K-8. The project (now known as Phase I) was continued with a second set of units for grades 2-10 (Phase II). The units, standards alignment documents, and other helpful resources are available for download to Indiana teachers through the IDOE Moodle. All completed units are available through the following link: <http://moodle.doe.in.gov/>

Alignment of the Language Arts Project with Relevant Standards

- The Indiana High Ability Language Arts Project has deliberately aligned its framework and underlying units of study with two important sets of standards. By doing so, the project is designed to address all aspects of state requirements, differentiation for the gifted, and future needs of students in preparing for the world of the professions. These are the 2014 Indiana Academic Standards and the National Association for Gifted Children (NAGC) Curriculum and Assessment Standards.

Features of the Indiana Units

In the interest of equity for all districts, as a model of good vertical articulation in curriculum planning, and in keeping with basing curriculum for high ability students upon the needs of high ability learners, each unit addresses the following:

- Individual student growth in accordance with unit goals as demonstrated through the use of pre and post assessments with similar rubrics
- Pre-assessment of prior knowledge for the purposes of planning for differentiation of instruction as well as determining growth over time
- Above grade reading skills through the selections of novels and passages from above grade materials or through materials that are more complex or in-depth than those selected for typical learners at a particular grade
- Critical thinking skills through the use of models such as Paul's Reasoning and Socratic Seminars
- Creative problem solving skills through the selection of real world problems or issues and through the use of models such as Creative Problem Solving (CPS), Problem Based Learning (PBL), and the Spark Problem Solving Process
- Collaboration and communication skills

Additional Units

In addition to standards' alignment, the IDOE also sought to create units that would be:

- Research based with initial units piloted by the teacher developer in his/her own classroom, field tested by other Indiana teachers, external review and analysis of student data
- Able to be used in multiple high ability service models, including with typical general education students with differentiated reading selections and expectations
- Designed to cover approximately nine to twelve weeks, although this time will vary based upon the length of the daily language arts instructional period and the pace of instruction. Using readings from public domain when possible for convenient access.
- Conceptual focus
- Interdisciplinary connections
- Analysis skills related to informational text and multiple media formats
- Research process skills appropriate to the level of students with high ability
- Metacognitive skills through peer and self-evaluation and the use of rubrics
- District resource requirements are minimal
- Available to Indiana educators by download from the Indiana Department of Education

- Use the Integrated Curriculum Model, developed by Dr. VanTassel-Baska, ensuring that the units are structurally sound and appropriate for gifted learners-
 - This structure also allows the units to be compatible with other quality curriculum models that may be used in documentation of general education curriculum at the school district level, e.g. Understanding by Design, developed by Jay McTighe and Grant Wiggins (2011).

Elements of HA Differentiation Curriculum/Content Concepts and Instructional Practices

- Curriculum/Content Concepts
 - Focus on larger concept
 - Interdisciplinary connections
 - Acceleration
 - Meets above grade standards
 - Advanced reading and resource selections
 - Advanced vocabulary study
 - Pace of instruction is appropriate
 - Enrichment
 - Greater depth and/or complexity of topic; multiple genres or text sources
 - Uses primary sources; develops habits of experts
- Assessments/Products
 - Use models to develop critical and creative thinking
 - (e.g. Paul's Reasoning Model, Creative Problem Solving, Problem Based Learning, Socratic Seminars, Debate, etc.)
 - Develops communication and collaboration skills
- Instructional Practices
 - Demonstrates higher level thinking (critical and creative thinking)
 - Provides opportunities for student choice
 - Demonstrates communication skills in multiple formats

- Demonstrates metacognition (planning/organizing, monitoring, evaluating)

Counseling and Guidance Plan

Each child, regardless of ability, has his/her own personality characteristics that require certain well-being needs to be met. In addition, each child has needs that arise because of the situation or environment in which he/she lives. Children with high abilities, however, may have additional affective needs resulting from their increased capacity to think beyond their years, greater intensity in response, combinations of unique interests, personality characteristics, and conflicts that are different from those of their age level peers. It is important to provide a systematic and differentiated program of affective services, K-12, for these students; this proactive approach will facilitate development of their high potential and promote their positive adjustment.

This differentiated affective curriculum plan should include the following:

- A K-12 scope and sequence documenting coverage of common well-being issues faced by high ability students
- Description of how the high ability affective curriculum interfaces with the Indiana guidance and counseling standards
- The plan will be most effective if the construction is a collaborative effort among the high ability coordinator, teachers of gifted students, and school counselors.

Student Well-being Issues

- The student well-being issues below are common among high ability students and, as such, would be important to include in the affective curriculum. Some topics may be covered in multiple years with an increasing degree of sophistication or through addressing a different facet of the same issue.

Overexcitabilities

Gifted students may have “intensities” that could manifest themselves in one or more of these areas (Dabrowski’s Theory):

- Greater sensitivity to environment (appreciation for music or art, sensitivity to loud noises or bright lights, more allergies, etc.)
- Heightened emotional sensitivity (reaction to criticism, perfectionism, empathy, attachment)

College and career readiness topics and activities

- Intellectual intensity and focus on a particular topic
- Surplus of physical energy
- Vivid imagination and creativity

Asynchronous Development

- Physical, cognitive, and emotional development may be at different places within the same child:
 - Adults, accustomed to advanced verbal reasoning from the child, may fail to understand emotional outbursts more typical of his/her chronological age.
 - Children may find it difficult to communicate with peers who are considerably below their intellectual level, even if they are at the same level emotionally.
 - In general, the greater the level of ability, the greater the discrepancies.

Perfectionism

- High ability students may place unrealistically high standards for performance on themselves. This may result in anxiety, frustration, or self-blame for less-than-perfect performance.
- High ability students may feel as though others (parents or teachers) have unrealistically high expectations. This may result in fear of failure, avoidance of challenges, depression, and connection of self-worth to performance.
- High ability students may develop unrealistically high standards for the performance of others.

Self-esteem/Identity issues

High ability students may experience difficulty constructing their identities, which may lead to lowered self-esteem. Difficulty with identity development may result from any of the following:

- Behaviors inconsistent with gender role expectations (e.g., sensitivity in gifted boys, assertiveness in gifted girls)
- Differences resulting from cultural, linguistic, or SES differences
- Other topics to be included that, although not specific to gifted individuals, are still important to overall affective development and may interact with giftedness in the following ways:
 - Presents a number of problems for the child with exceptional abilities
 - Lack of understanding of higher abilities and their implications
 - Feeling different from one's same-age peers
 - Being identified as learning disabled as well as having high abilities

Introversion

- Gifted individuals are more likely to be introverted than the general population (50% of gifted population compared to 25% of general population).

Peer pressure

- High ability children may struggle more with peer pressure; they may feel different from their peers as a result of their ability differences, yet still want to fit in socially.

Bullying

- High ability children may be targets for bullying, and they may also be bullies themselves.

Competitiveness

- High ability children are frequently accustomed to doing well and may need guidance in developing healthy attitudes toward competition with others.

Social skills

- Because of advanced vocabulary, increased intensity, and/or different interests, high ability children may experience difficulty interacting socially with their same-age peers.

Dealing with stress

- High ability students may feel stress from perceived expectations and demands from others and themselves.

Responsibility

- High ability children may be given more responsibilities by teachers and parents and therefore may need guidance in learning how to manage these responsibilities to themselves and others.

Acceptance

- High ability children need guidance in developing appreciation for others with different abilities.

Family dynamics

- High ability may influence family dynamics with regard to expectations and parental pressure.

Study habits

- High ability students often lack good study skills, as they frequently can earn solid grades without effort. In later grades, when faced with challenging coursework for the first time, high ability students lacking study skills may avoid the challenge, fail, or experience undue stress and self-doubt from lack of preparation.

Leadership skills

- As high ability individuals often seek out, or are called upon to assume leadership positions, they need guidance in developing these skills.

College and Career Readiness

- High ability learners are often multi-talented, and this can cause more difficulty in making career decisions. Special care should be taken to ensure students have the opportunity to explore career possibilities and to assist them in aligning these possibilities with interests and abilities. Assistance is often needed to recognize where interests and abilities might be used in college planning and career decision-making. Such assistance may include:
 - Mentoring opportunities
 - Career shadowing opportunities
 - Pre-college opportunities, such as Advanced Placement or academic summer programs/camps in the college setting
 - Knowledge of college selection and application process
 - Knowledge of financial assistance opportunities
 - Information on talent search programs and opportunities for gifted students, such as Midwest Talent Search through the Center for Talent Development at Northwestern University (<http://www.ctd.northwestern.edu/>)

Strategies to use in Addressing Affective Issues for High Ability Students

Discussion Groups

- It is important that general guidance discussions at all levels include such topics as respecting others, accepting differences, conflict resolution, managing stress, setting goals, being a good friend, valuing community service, developmentally appropriate concerns, etc. These are not specific to the needs of children with high abilities, but they help all children get along with others and develop in a healthy way. However, it will be important for there to be opportunities for high ability students to be together and discuss those issues that specifically relate to being different from others.

Guided Reading or Guided Viewing

- Guided reading, also referred to as Bibliotherapy, is the use of reading specific, targeted selections to promote personal growth and development. Guided viewing is a natural extension to guided reading, and it has several more advantages to offer: many movies targeting adolescents portray gifted characters; movies may be more appealing to visual learners than books; and movies are a central part of American culture, so students may be more receptive to discussing topics through films.

Role Playing

- With this strategy, groups or pairs of students are given scenarios dealing with an affective problem in which they assume the roles of the characters, act out the scenario, and devise a solution to the problem. Role playing provides a psychologically safe venue for high ability students to explore values and beliefs regarding these dilemmas.

Journal Writing

- School counselors or teachers of high ability students may want to consider journal writing as a strategy for unpacking these students' thoughts and feelings on affective issues. Corresponding back and forth through journal prompts can be a way to open up channels of communication between high ability students and their teachers or counselors regarding sensitive topics.

Concept Mapping

- Mind maps, also called concept maps, can be an effective strategy to facilitate high ability students' comprehension of well-being issues as well as a means through which they can brainstorm solutions to problems.

Mode Switching

- Mode switching involves using multiple methods of representation to explore topics and facilitate understanding. Such methods may include figures, symbols, words, musical interpretations, feelings, or even actions. This transformative process is effective because it requires deeper mental processing of information that leads to better understanding and synthesis of information.

Additional Resources Available

- The Indiana Association for the Gifted provides resources for high ability coordinators and parents and teachers of high ability students. Visit www.iag-online.org.
- The organization SENG (Supporting the Emotional Needs of the Gifted) has resources for addressing the well-being needs of high ability students. Visit www.sengifted.org

Professional Development Plan

When designing professional development related to students with high ability, all facets of the program, as well as all individuals with a vested interest in the program, need to be targeted. A well-designed plan for professional development will propel the district services forward.

Groups or Individuals that Will Need Professional Development

- Corporation High Ability Coordinator
- Building principals and other administrators
- Teachers assigned to work with students with high ability
- Counselors
- Parents
- All other teachers
- The Corporation High Ability Coordinator, building principals and other administrators need professional development since they have the following responsibilities related to students with high ability:
 - Understanding the elements of a well-designed identification system that is fair, reliable, and consistent with Indiana Code
 - Aligning the implementation of student services with best practice and local needs
 - Facilitating delivery of services for students, such as scheduling classes to facilitate differentiation of student instruction through grouping and collaboration
 - Providing in-depth training opportunities in gifted education to maximize both teacher and student performance
 - Addressing parental concerns for the appropriate academic challenge for individual students
- The Coordinator and the K-12 teachers who are assigned to provide core content instruction for students identified as having high ability will need in-depth knowledge of high ability education. These individuals should have or be working toward obtaining an Indiana High Ability License. This license is added to an existing teaching license. Professionals seeking this license need to take the coursework.
- Providing leadership in analysis of student data required by a university accredited to provide such coursework by IDOE and to pass a proficiency exam determined by IDOE.
- All coordinators and teachers of high ability students need to demonstrate their understanding of the characteristics and needs of gifted children, well-designed identification practices and procedures consistent with state law, how to structure services for students

with high ability that will demonstrate program effectiveness, and how to develop and assess curriculum and instruction that is appropriately differentiated for students with high ability.

- Counselors need an understanding of the characteristics and needs of students with high ability. They need an understanding of how those may manifest in terms of behavior and the associated issues for those students; this includes students who are both high ability and have a disability that may cause them to go unrecognized as having advanced potential (referred to as Twice Exceptional Learners). They need to know appropriate strategies for addressing those needs and issues and then to build an affective curriculum across grade levels that will systematically address those concerns. In addition, because students with high ability have different needs for college and career guidance, counselors need to know how to differentiate the guidance for these students in order for them to develop their advanced potential.
- Classroom teachers that are not specifically assigned to high ability students need a basic understanding of the characteristics and possible behavioral manifestations of students who are gifted as well as how students in the district are identified for services. This will allow them to identify students who may have been overlooked in the identification process. Parents of students who are identified as having high ability need professional development. They need to know how and why students are identified and the programs and services available to them in the district. They need to know the characteristics and needs of these students, as well as how to facilitate the development of the advanced potential. They also need to know common issues and how to assist their child.

Program Evaluation Plan

To develop and maintain optimal cognitive development and well-being for their high ability students, districts need to continually assess their programs to look for areas of strengths, challenges, and potential recommendations for improvement. To that end, state law calls for school districts to provide an annual report to IDOE with results of the programs for which the grant is used, including student general assessment results, program effectiveness, and student achievement. In addition to this annual report of program effectiveness, best practice in gifted education advises that programs and services for gifted students undergo formal evaluation by outside experts in the field approximately every five years (National Association for Gifted Children, 2001). Experts in gifted education can review standardized test performance, review classroom instruction, curriculum, policies, and procedures. They can visit classrooms, interview selected stakeholders, and construct surveys for others. A review will generate a full report on all program elements and results and provide specific recommendations for program improvement.

Indicators of Program Effectiveness through Student Achievement

- At the elementary level and all levels, program effectiveness would be demonstrated by high ability students' performance on above grade level achievement measures. Ideally, there should be accountability for each child's individual achievement growth in the form of a Full Spectrum Growth Model. This model reveals the need for accountability for academic growth for all students, even those who were proficient on grade level standards at the beginning of the school year.
- At the middle school level, program effectiveness can be assessed by achievement tests that note growth and that are norm referenced, with opportunities to demonstrate knowledge above grade level. In addition, it can be noted how many middle school students receive high school credit for math courses or how many participate in academic talent search opportunities such as the Northwestern University Midwest Academic Talent Search. Participation rates and results from other academic competitions such as History Day and Science Fair at the local, state, and national levels could also be included.
- At the high school level, success in advanced courses including AP, Cambridge International, and IB programs could be considered as well as performance on measures such as PSAT.

Indicators of Program Effectiveness at Classroom, Building, and District Levels

- Program effectiveness can also be examined through the lens of program accountability at the classroom, building, and district levels. In the classroom, are there opportunities for students to achieve above grade level? Are classroom activities and assessments differentiated for students who can achieve at advanced levels?
- At the building level, are students grouped with others of high ability and teachers effective in differentiating to meet the needs of high ability students? Are measures of growth for high ability students documented, and is professional development in high ability education provided or supported for teachers?
- Finally, at the district level, policies can be reviewed to determine what is in place with

regard to identification and services for gifted learners. The curriculum can also be reviewed for vertical articulation, K-12, that includes both accelerated and enriched opportunities for high ability learners.

Master Checklist of Program Elements

The master checklist included below is designed to assist coordinators in completing an internal district assessment of the district’s high ability program. While this checklist is not intended to take the place of a formal program evaluation, the data gleaned from the checklist can be used as a starting point in identifying program areas requiring attention. The data may also assist the coordinator in preparing a report on program effectiveness.

High Ability Program Evaluation

Use the following rubric to evaluate the required components of a High Ability Program. Score each of the subcategories of recommended best practices using the 1-4 scale. Average the subcategory scores to determine the overall rating for each of the High Ability Program components.

Table 8: High Ability Program Evaluation

HA Program Elements	Implementation Rating
<ol style="list-style-type: none"> 1. Multifaceted Identification: <ul style="list-style-type: none"> ● Access and opportunity 2. Differentiated Curriculum and Instruction: <ul style="list-style-type: none"> ● Student achievement 3. Guidance and Counseling: <ul style="list-style-type: none"> ● Student conditions for learning 4. Professional Development: <ul style="list-style-type: none"> ● Educator, administrator, counselor effectiveness 5. Broad Based Planning Committee <ul style="list-style-type: none"> ● Stakeholder participation 6. Program Evaluation: <ul style="list-style-type: none"> ● Leadership effectiveness ● Family and Community engagement 	<p>4= Implemented successfully</p> <p>3= Implemented and ready to enhance</p> <p>2= Implemented but needs improvement</p> <p>1= Not yet implemented</p>

1. Multifaceted Identification: <ul style="list-style-type: none"> • Access and opportunity 	Implementation Rating (see scale above)
A norm-referenced measure of ability/potential is used in each of the areas for which program services are offered.	
A norm-referenced adaptive measure of achievement/performance is used in each of the areas for which program services are offered.	
A qualitative indicator of achievement is used in each of the areas for which program services are offered.	
Students are <i>universally screened</i> for identification at all grade levels for which services are provided, and the formal multifaceted identification process is repeated at targeted grade levels including (but not limited to) <i>kindergarten, grade two, and grade five</i> .	
The appeals process is publicized and allows for students to take alternative ability, achievement, and/or qualitative measures at no cost to the family.	
The exit procedure includes a period of intervention no less than one grading period to determine if the student, with support, can be successful in the program.	
Total	
	÷ 6
Identification Average Rating	
2. Differentiated Curriculum and Instruction: <ul style="list-style-type: none"> • Student achievement 	Implementation Rating (see scale above)
There is a written curriculum specific to high ability students in core content areas (and other content areas as served by the district) that is vertically aligned for all grades k-12 .	
Curriculum, instruction, and learning experiences are clearly differentiated in depth and complexity through enrichment, acceleration, and curriculum compacting.	
High ability students are grouped together for instruction in their area(s) of talent.	
Pre-assessments are administered to determine individual learning goals and the overall direction of differentiation needed for all.	
Policies are in place to allow <i>early entrance, grade skipping, subject skipping, early credit, and early graduation</i> according to individual student need.	
Total	
	÷ 5
Curriculum and Instruction Average Rating	

3. Guidance and Counseling: <ul style="list-style-type: none"> • Student conditions for learning 	Implementation Rating (see scale above)
A written, differentiated, affective curriculum that addresses well-being needs of high ability students is available and used by teachers and counselors.	
Effective curriculum teaches students about characteristics impacting well-being as well as potential issues high ability students may face.	
Documentation of differentiated college and career guidance for high ability students is available (e.g. field trips, independent study projects, speakers, or shadowing experiences pertaining to college exploration).	
Personnel receive training in the affective characteristics and asynchronous development of high ability students.	
Total	
	÷ 4
Guidance and Counseling Average Rating	

4. Professional Development: <ul style="list-style-type: none"> • Educator, administrator, counselor effectiveness 	Implementation Rating (see scale above)
Personnel working with high ability students have or are pursuing licensure in gifted education.	
Personnel working with high ability students are provided with opportunities for continuing professional development in the area of high ability education.	
Personnel working with high ability students are coached on instructional best practice .	
Administrators are trained on how to use a multifaceted identification process that ensures access for all students, especially those typically underrepresented.	
Parents of high ability students are provided with learning opportunities about the characteristics and needs of high ability students.	
Total	
	÷ 5
Professional Development Average Rating	

5. Broad Based Planning Committee: <ul style="list-style-type: none"> • Stakeholder participation 	Implementation Rating (see scale above)
Committee must have diverse stakeholders representing the school and community (e.g. teachers, administrators, counselors, parents, students, community members, industry partners).	
Committee meets periodically to review the local plan for high ability students.	
Committee designs and monitors the continuous development and implementation of the levels of services of the program.	
Total	
	÷ 3

Broad Based Planning Committee Rating	
6. Program Evaluation: <ul style="list-style-type: none"> ● Leadership effectiveness ● Family and community engagement 	Implementation Rating (see scale above)
Services are <i>constructed, developed, and regularly reviewed</i> by a high ability specific, district-wide, stakeholder group to ensure the broad range of individual high ability needs are met.	
There is a written philosophy and/or mission statement related to high ability students with <i>articulated goals and objectives of the services provided</i> for the students at each grade level and in each area served.	
Student growth and achievement is regularly measured and evaluated using multiple strategies to ensure consistent and sustained progress.	
All elements of the high ability program are periodically reviewed by individuals who are knowledgeable about high ability learners and competent in the evaluation process in order to <i>continue program improvement</i> .	
The results of the program evaluation are presented to the local school board, the stakeholder group, and accessible to all constituencies of the program.	
Total	
Program Evaluation Average Rating	÷ 5

HA Program Elements	Average Implementation Ratings
1. Identification: <ul style="list-style-type: none"> ● Access and opportunity 	
2. Curriculum and Instruction: <ul style="list-style-type: none"> ● Student achievement 	
3. Guidance and Counseling: <ul style="list-style-type: none"> ● Student conditions for learning 	
4. Professional Development: <ul style="list-style-type: none"> ● Educator, administrator, counselor effectiveness 	

<p>5. Broad-based Planning Committee</p> <ul style="list-style-type: none"> ● Stakeholder participation 	
<p>6. Program Evaluation:</p> <ul style="list-style-type: none"> ● Leadership effectiveness ● Family and community engagement 	

Rubric is adapted from the Program Checklist in the [NAGC's Administrator Tool Kit](#)

Grants, Reports, and Data Collection

Indiana Code 20-36-2

Chapter 2. Programs for High Ability Students Sec. 1 (b)

The department shall use appropriations to provide grants to school corporations for expenditures beyond those for regular educational programs and specific to programs for high ability students under section 2 of this chapter in an amount determined by the department that is based upon a set minimum amount increased by an additional amount for each student in the program. A school corporation's program must align with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for the schools within the school corporation. A school that receives a grant under this subsection shall submit an annual report to the department that includes the following:

(1) The programs for which the grant is used. (2) The results of the programs for which the grant is used, including student general assessment results, program effectiveness, or student achievement.

School corporation high ability programs; criteria Sec. 2. A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components:

(1) The establishment of a broad-based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.

(2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.

(3) Professional development.

(4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources.

(5) Evaluation of the local program for high ability students. (6) Best practices to increase the number of participants in high ability student programs who are from racial and ethnic groups that have been underrepresented in those programs.

Grants to School Corporations and Charter Schools

High ability funds come from a designated line item in the state budget. All public school corporations and charter schools are eligible for the non-competitive grant. Grants are based on a

formula and determined by the IDOE.

The fiscal year for high ability grant funds is July 1- June 30 of the current school year. For example, for the 2020-2021 school year, the fiscal year is July 1, 2020- June 30, 2021, Fiscal Year (FY) 21. Please note that all cash requests need to be made before June 1 to allow time for processing.

All coordinators receive email communications from the Office of High Ability Education with the link for the online application, instructions for completion of the grant, and the due date.

Funds must be spent or encumbered/obligated by September 30 of the fiscal year. Encumbered funds must be paid out by December 15, with the final report being due on December 31.

There is no carryover for state funds. Any encumbered funds not paid out by December 15 must be returned to the state.

Once approved, a cash request form is provided for payment. This is not a reimbursement program. Corporations should project monthly expenses based upon their goals and request funds for the entire year, accordingly.

Cash requests will be approved only if the final report from the previous year has been submitted, including the final accounting for the prior year's grant funds.

High Ability Grant Application

The high ability grant application collects basic contact information, goals for the current fiscal year, and a proposed budget/use of funds. The link and detailed instructions explaining grant procedures is emailed to all High Ability Coordinators and Superintendents in July. The assurance page requires e-signatures from both the Superintendent and High Ability Coordinator.

Grant proposals are reviewed in the order in which they are received. Some email exchanges may be needed during review.

Districts will be notified when the grants are approved, with the aim of all approvals by mid-October.

High Ability Grant Budget Planning

- Process
 - Review the high ability requirements and the district's data to determine where to construct a goal(s) to best utilize the high ability grant for district-wide program improvement.
- Goals and Objectives
 - Each corporation will be expected to write at least one goal, including a measurable objective and the necessary steps for goal(s) attainment.

When contemplating whether or not an expenditure is allowable, ask:

- Is it beyond the general education expense and specific to high ability?
- What is the impact factor for the overall program?
- Aim for high impact: Identification Instruments = High Impact,
- A unit-specific: educational toy for use in one grade level = Low Impact

There is NO need to email the IDOE upon grant application submission.

Examples of Permissible Expenditures

Area: Identification

- Instruments, answer sheets, scoring services, training fees for instruments designed for use by high ability learners
- Fees for instruments that are not appropriate for use in HA identification
- Identification coursework (part of High Ability License)
- Technical assistance from high ability experts with experience with Indiana Code requirements
- Professional development related specifically to high ability identification

Area: Curriculum and Instruction

Curriculum coursework (part of High Ability License)

- A teacher's salary
- Core content materials, including digital materials and technology, appropriately designed for use with high ability students
- Class novel sets to accompany IDOE curriculum units
- Outside expertise for high ability curriculum development and/or stipends for teacher unit development
- Student materials and fees for academic competitions targeting HA learners, e.g. Math Counts, Odyssey of the Mind, Future Problem Solving, Lego Robotics, Continental Math

Area: Professional Development

- Stipends to attend summer professional development
- IAG Conference for those with responsibility for high ability students
- High ability licensure for teachers and/or coordinator
- AP or Pre-AP teacher training
- Dual Credit coursework
- High Ability specific workshop registration- workshop leader must be an expert in gifted education
- Online PD through NAGC or similar level of expertise

Area: Guidance and Counseling

- Class on addressing the well-being needs of the gifted (part of High Ability License)
- Development of a guidance and counseling plan led by someone with expertise in the well-being needs of the gifted
- High Ability specific workshop registration- SMPG training
- Counseling workshops related to well-being needs of all students

Area: Program Evaluation

- Outside review or formal program evaluation by experts in gifted education- recommended every five years to set direction for program improvement
- Annual school-level high ability program evaluations

Note: Corporations may identify and serve in the “other” domains (interpersonal, visual and performing arts, practical and technical arts, creativity), but high ability funds may be used to support these areas only after identification and services for the required domains are in place.

- DOE-AD Collection – May-June
 - The DOE-AD is the data collection in which high ability students are reported and counted. It is important to find out who enters this data for the corporation. The high ability coordinator should work closely with the person(s) so that the appropriate students are designated each year.

In order to be designated on the DOE-AD as an identified high ability student, a student

- Must have been identified by the corporation multifaceted student assessment plan

AND

- Must have been eligible to receive high ability services during the current school

year.

Link to data collection help: <http://www.doe.in.gov/it/data-collection-help> Additional information, layout, FAQ about the collection may be found in the “IDOE -Data Collection and Reporting” Learning Connection Community.

High Ability Final Report

- The link and detailed instructions about completing the report will be emailed to all coordinators near the end of the school year. The BBPC should be included in reviewing and analyzing data to determine the district’s level of services and goal attainment, being mindful to be proactive in areas of need for the upcoming grant cycle.
- If there is a remaining balance of grant funds, the business office should mail the signed budget page, the refund check, and indicate the amount of grant funds that were spent.

The returned check should be made payable to:
Indiana Department of Education
Attn: Finance - High Ability
Indiana Government Building North, 9th Floor
100 N. Senate Ave.
Indianapolis, IN 46204

Please include the fund number: 13980 on the check stub

Online Resources

Indiana Learning Lab:
<https://inlearninglab.com/>

Moodle: <https://link.doe.in.gov/>

- Indiana High Ability ELA Units, Phase I (2014)
- Indiana High Ability ELA Units, Phase I (2017)
- High Ability Education Toolkit
- High Ability Program (HAP) Grant Resources
- Teacher to Teacher, High Ability Math Resources

National Association for Gifted Children: www.nagc.org

Additional High Ability Resources

<https://www.davidsongifted.org>

<http://sengifted.org/resources/resource-library/>

<http://www.hoagiesgifted.org/>

<https://www.prufrock.com/>

<https://www.freespirit.com/free-downloads>

<https://artofproblemsolving.com/>

<https://www.explorelearning.com/>

Indiana Association for the Gifted: www.iag-online.org

Advice for New Coordinators

Step One: Review District High Ability Program

Join the Indiana Learning Lab and explore the High Ability Coordinator Collection and investigate the resources available in Moodle through the Link Portal.

Locate the philosophy and mission statement for high ability education for the school district, K-12. (Check the district website for this.)

Read the Indiana Code for High Ability and the Administrative Code Guidelines. These are found within the High Ability Coordinator Handbook.

Locate the most recent high ability data for your district, as well as past performance of high ability students for short and long-term planning.

Seek any written documentation of the district's high ability program and ensure that it is current; update it as needed.

Find the most current high ability grant application and the previous year's final report.

Prepare a list of questions about the identification process: committee, instruments, grade levels, timeline, appeals, and exit procedures.

Prepare a list of questions about the services: What happens in each grade? Who are the teachers? What is the curriculum? What are the policies on early admission, grade skipping, credit in middle school, etc.?

Prepare a list of questions about accountability: student growth, number of high ability students achieving Pass Plus, Advanced Placement scores, PSAT scores, number of high ability students with Academic Honors Diplomas, information for the DOE-AD report, state grant, and final report.

Request a "Handoff" meeting with the previous coordinator (if the person is available). Ask the questions that you have prepared and what he/she saw as the strengths and the challenges.

Request minutes of the meetings of the BBPC for the past year; consider meeting with the previous BBPC, or with specific members of that group.

Ask if there are board policies, administrative guidelines, or district handbooks with procedures for high ability identification and program design.

Look at previous financial records to find what professional development the faculty has had within the past five years. Solicit documentation of what specific professional development has been done and by whom.

Find the identification protocols. Check to see if supplies are adequate for your needs.

Look for samples of parent communications. Has there been any parent orientation/ education?

Join IAG (check with IAG to see if your district is already a member) and register for the IAG conference as soon as registration opens (it fills quickly).

Develop a calendar for the year to establish timelines for various events pertaining to high ability. (e.g. IDOE offerings, grant application, identification, broad-based planning committee, parent meetings, curriculum writing, professional development, DOE - AD report, grant final report)

Step Two: Develop a Plan for Improvement

Long-Term Goals

- Stability in the personnel assigned to lead the high ability program, implement the program, and teach the high ability students fosters growth and momentum (especially the assignment of program coordinator).
- Written policies with school board approval that become part of the district administrative code allow for consistency, sustainability, and continuity.

More Immediate Goals for Program Improvement

- Review your district's high ability data for areas needing immediate attention. Intentionally and proactively plan your high ability grant fund budget around the events and purchases necessary for goal attainment.
- Establish/update written policies and/or procedures for student identification, placement, continuation, appeals, and removal from services.
- Establish a High Ability Identification Committee of personnel knowledgeable in high ability education that meets regularly to determine eligibility, and the identification and placement of individual candidates, including transfer students.
- Verify that selected assessments for identification of high ability students are valid, reliable, and equitable for use with high ability students. The assessment system must include measures of both ability and achievement. Quality assessments and the correct use of local norms will ensure responsiveness to students' economic conditions, gender, cultural differences, handicapping conditions, and other factors that mitigate against fair assessment practices.

- Provide teachers, families, administrators, and school services' personnel with information regarding the characteristics of students with high abilities, their related well-being characteristic development, and associated problem behaviors.
- Attend the IDOE High Ability Coordinator Conference.
- Report early progress in directing programs and services to the superintendent.
- Develop an advocacy plan and implementation plan with the BBPC and others.
- Provide annual professional development or support for progress toward licensure for teachers of high ability students in the area of appropriate curriculum and instruction specific to high ability learners. This is an ongoing need and is the foundation for a K-12 Curriculum Plan for High Ability Students.

Glossary of Terms

Ability Grouping: Students are grouped by ability and readiness level. Groups can be formed and reformed to meet varied instructional purposes. Ability grouping is NOT synonymous with "tracking."

Ability Test (also called a measure of reasoning, potential or aptitude): Evaluating the potential performance of high ability students usually through the use of reasoning tests that test more than one reasoning ability: verbal, quantitative, and nonverbal- Note: Nonverbal measures cannot be used to predict success in language arts and can only be used in combination with quantitative ability measures to predict achievement in math. Measures or scores of nonverbal reasoning should not be used alone in Indiana because, by themselves, these measures do not predict high performance in math or in language arts. Those are the required domains of service in Indiana.

Academic Excellence: Expecting each student to work at maximum level toward a set of external standards as defined by state, district, and/or school: Learning and performing for each student should be at a challenge level commensurate with each student's skills and developed abilities.

Accelerated Learning: Pacing students through the curriculum at a rate commensurate with their advanced ability: Students may or may not be formally identified as high ability to participate in some forms of accelerated learning. High ability students need more than just acceleration; they need enrichment of their learning experiences and an emphasis on the development of thinking skills.

Achievement Test: A test that measures the extent to which a student has mastered the skills and knowledge of a particular subject and/or grade level

Advanced Placement (AP): Any of the classes endorsed by the College Board in which a secondary student can earn college credit by successfully meeting criteria established by higher education institutions on a nationally given and scored Advanced Placement examination. Students also earn high school credit upon successful completion of the course(s). AP Scores are in the range of 1-5, with scores of 3, 4, or 5 being highly correlated with college graduation. All Indiana students scoring 3, 4, or 5 on an AP exam will receive college credit at state supported universities.

Affective Learning: Incorporating opportunities for students to address issues impacting well-being, attitudes, and appreciations of self and others

Alternative Assessment: Assessments that provide additional information about a child's ability beyond what may be gleaned from traditional testing. Also referred to as other forms of assessment

At-Risk: Students who may underachieve or who may drop out of school. Unmet economic, physical, emotional, linguistic, and/or academic needs may inhibit a student's ability to learn or attend school.

Authentic Assessment: Process of evaluating student learning using student products or performance instead of traditional standardized tests.

Behavioral Rating Scale/Checklist: A checklist or scale that reports the frequency or extent to which an individual demonstrates specific actions or characteristics: Caution: When using these for identification, it is important that the items on the scale or checklist be relevant to the specific subject area and services to be provided.

Between-Class Grouping: The practice of “trading students” among teachers at a particular grade level so that each teacher has a narrower range of abilities for the chosen subject or topic

Cluster Grouping: The practice of identifying a small group of high ability students at a grade level and placing them in the same classroom at that grade level with a teacher who is best suited and qualified to work with high ability students.

Core Curriculum: The common knowledge and skills to be learned by all students of a particular grade; reading, writing, mathematics, social studies, and science constitute the core curriculum.

Creative Problem-Solving: The act of working on challenging problems and projects through the use of six steps: mess-finding, data-finding, problem-finding, idea-finding, solution-finding, and acceptance-finding

Creative Thinking: Involves creating something new or original- It involves the skills of flexibility, originality, fluency, and elaboration. Activities involving brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, forced relationships, etc. promote creative thinking.

Credit by Examination: The student is awarded advanced standing credit or the ability to be

placed in a higher-level class by successfully completing some form of mastery test or activity.

Criterion-Referenced Test: A test to determine whether the student has achieved specific skills or concepts, such as grade level standards. Each individual is compared with a preset standard for acceptable achievement, not compared to other students. This type of test may limit the demonstration of knowledge for students with high ability (“ceiling effect”)

Critical Thinking: The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication

Cross-Grade Grouping: The practice of placing students in a particular subject so that they are with other students who are ready for instruction at that particular grade level, regardless of their current grade in school

Curriculum Compacting: A process used to give students validation for what they already know. It allows students who demonstrate mastery to omit portions of assigned curriculum, or to move more quickly through curriculum than would be typical. Students are thus able to “buy time” which can be used to accelerate content or to pursue enrichment activities while the unit is being taught to other students.

Curriculum & Instructional Strategies Plan: A plan that details how the curriculum and instruction are differentiated in breadth or depth of content to meet the needs of one or more high ability students in each grade level, K-12. It also indicates how the curriculum for high ability students is differentiated from the general education curriculum to promote such things as higher order thinking, decision-making, creative problem solving, and effective researching. This should include a Scope and Sequence or Curriculum Map to show the K-12 articulation of the curriculum for high ability students.

Differentiation: Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing- It may include selecting, rather than covering all, the curriculum areas dependent on the individual needs of students. When differentiating for students with advanced potential, curriculum and instruction should be at an appropriately high level of challenge first, and then can be further differentiated along other dimensions.

Disaggregated Data: Data that is separated by race, ethnicity, free/reduced lunch, language proficiency, gender, high ability, presence of an Individualized Education Program (IEP), or 504 plan

Domain: “Domain” includes the following areas of aptitude and talent frequently covered in state definitions: general intellectual, creativity, specific academic, visual and performing arts, and leadership. Additional domains of talent may be mentioned in specific state definitions.

Dual/Concurrent Enrollment: This practice allows a student to have access to dual credit courses being offered on their high school campus or college or university partner campuses.

Early Entrance: Students begin their elementary school or college education prior to the designated chronological age of entrance.

Early Graduation: Students meet all three requirements of Graduation Pathways prior to their senior year:

- Earn credits required for diploma
- Learn and demonstrate employability skills
- Demonstrate postsecondary-ready competency.

Students are not allowed to utilize a Waiver of Postsecondary Readiness Competency to graduate early.

Enrichment: Activities that supplement the core curriculum. Such activities may or may not be specified in the curriculum; they are frequently selected by the teacher and/or students in a given classroom. Enrichment, by itself, is not enough for high ability students. However, both enrichment and acceleration are elements of a good curriculum for high ability students.

General Intellectual: “General intellectual” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines. In Indiana, the term is used for those high ability students who qualify for services in both language arts and math.

Gifted and Talented: There is no single, widely accepted definition of “gifted” or “talented.” Identification criteria used to determine who participate in services or programs may vary by state and/or by local district.

Governing Body: Local Education Agency or board of education (school board)

Grade Skipping: Students progress through grade level instruction skipping one or more grades.

Guidance and Counseling Plan: The plan outlines the differentiated services within the district to meet the specific affective needs and educational career plans of the students of high ability. It may include topics such as:

- Academic Program Planning
- Career & Life Planning
- Organization & Management Skills
- Meaning of Giftedness
- Stress Management
- Individual-, Small-, or Large- Group Counseling Sessions

Heterogeneous/Homogeneous Grouping: Grouping heterogeneously generally occurs by chronological age level and without regard for the diverse needs of students. Homogeneous grouping is based on common criteria such as the students' interests, special needs, or academic abilities.

High Ability Student: A student 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.

Honors Class: Classes at the middle school/junior high or high school level in which content, pace, or depth of instruction is accelerated and/or enriched when compared to the general education curriculum. Traditionally, students who meet prerequisite criteria are accepted into these courses. These courses may include students other than those identified as high ability by the school district. When this is the case, the teacher should further differentiate within the class so the curriculum and instruction are appropriately challenging for students with identified high ability in that academic domain.

Independent Study or Self-Directed Study: Allowing students to follow individual or self-selected areas of interest and specific aptitude by designing and implementing their own study plans- Close monitoring by teachers is an essential component of independent study. It is good to have carefully constructed outlines of expectations and product rubrics to ensure rigor and the meeting of program goals.

Individualization: Providing a specific program that meets the particular needs, interests, and/or abilities for an individual student's educational experience- It does not mean, however, that every child is working in isolation on a different level or a different subject at all times. It does mean that students are working on levels commensurate with their assessed ability, needs, and/or interests.

Intelligence Quotient (IQ): A measure of ability or aptitude at a given point in time, comparing children of the same chronological age- It is a test designed to measure one's potential for learning including abstract thinking and reasoning, knowledge acquisition, and problem-solving abilities. Originally it was considered to be the sole way of measuring student ability. Current thinking now accepts IQ as one of the many ways to measure a student's academic potential.

International Baccalaureate (IB): A rigorous international pre-university course of study, leading to examinations, that meets the needs of highly motivated and academically superior secondary school students. IB has a comprehensive classics curriculum (languages, sciences, mathematics, and humanities) that allows its graduates to fulfill education requirements of various nations. Only schools approved by the IB organization may offer the program. Also, school fees are charged by the IB organization. Programs are available for elementary and middle school, but these are not part of the diploma program.

Magnet School or Magnet Program: Many school districts, especially those with large student enrollments, select individual schools to emphasize particular programs or services. Some magnet programs focus on specific learning areas such as math, science, or performing arts. Others are designed to serve a specific student population such as high ability students. Since space is usually limited, special entrance requirements may apply.

Mandated Program: A legally required program or action authorized by law

Mentorships: The practice of placing a student with an expert or practicing professional in a particular area of interest to the student- The student would learn about or study the interest area intensely with the mentor. This is an option that may occur outside of the normal school day.

Metacognition: The process of understanding one's own thinking abilities and understanding what one does and does not know, as well as reflecting on learning plans and strategies, and monitoring interpretations, perceptions, decisions and behaviors

Multifaceted Assessment: Collecting and analyzing data to identify the educational needs of high ability students through the following:

- Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities usually through the use of achievement tests
- Potential-based assessment, which includes assessing verbal, quantitative, and nonverbal reasoning to evaluate the potential performance of high ability students through the use of instruments, such as standardized reasoning or cognitive ability tests
- Other forms of assessment, frequently descriptive in nature and known as qualitative measures such as rating scales, portfolios, structured observations, or interviews

Multifaceted Identification Plan: Outlines the instruments used to identify students of high ability and must include at least one norm-referenced performance-based measure, one norm referenced potential-based measure, and one other form of assessment

Nomination: A referral process for consideration of a student into a specialized program

Norm-Referenced Test: A test used to determine an individual's status with respect to the performance of other individuals on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. Such a test may be based on national norms, state norms, or local norms. At every level of educational test usage, it is necessary to match the scope of the test with the purpose that test is supposed to perform.

Off-Grade Level Tests: A test that is one or more grade or age level(s) above the student's actual grade placement or age used to assess a student's ability or achievement

Performance-Based Assessment: Forms of assessment that require students to demonstrate skills and understanding by active means, including written elaborated responses, physical manipulation, oral reports and presentations, and products of

various types

Portfolio Assessment: A portfolio is a collection of student products used to measure student progress and achievement. A collection of student products is often used to determine the appropriateness of placement. This practice allows students to demonstrate a wide variety of abilities and talents that traditionally are not measured well by standardized tests. Material in a portfolio may be student selected.

Potential-Based Assessment: Evaluating the potential performance of students of high ability through the use of instruments, such as: standardized intelligence tests or tests of verbal, quantitative and non-verbal reasoning

Problem Based Learning (PBL): A form of discovery learning where teachers give students a real world problem that they must work through by reflecting on what they know, what they need to know, and then using appropriate resources to uncover solutions. Students learn about the subject area as they work toward the problem's resolution.

Professional Development Plan: The plan describes the opportunities provided by the school district to promote professional growth in all areas of high ability services. This plan may include: Assistance for personnel to attain university coursework or licensure in gifted education

- District in-services for teachers, administrators, paraprofessionals, and volunteers
- Staff release time for attending workshops, seminars, conferences, etc.
- Resources within the corporation
- Study groups within the corporation

Program for Students of High Ability: "Program" means the range of educational services differentiated in depth and breadth designed to meet the needs of one or more students of high ability through activities such as compacting, acceleration, enrichment, critical thinking, and problem solving.

Pull-out Program: Students with advanced potential are pulled from their regular classrooms to work with each other and a resource teacher to facilitate accelerated and/or enriched learning experiences. To be effective in increasing student achievement in a particular subject area, this option needs to replace the regular grade level instruction in one or more areas of core curriculum and occur on a daily basis.

Qualitative Assessment: Measures that provide more descriptive information about a child's ability or performance in a given area such as portfolios or rating scales-(They are not tests.)

Reliability: The consistency of an instrument/test over time; the accuracy and repeatability of a measurement

Scaffolding: The support structures provided by teachers and others in supporting the learner's development and content mastery- For purposes of the High Ability Project, scaffolding refers to the deliberate use of graphic organizers for purposes of organizing information on relevant concepts, problems, or ideas.

Screening Measure: A brief, less reliable instrument used to find the top 20-25% of each demographic subgroup that will take a longer identification measure- A screening measure cannot be used alone to identify students as high ability.

Self-Contained Classroom: A programmatic term defining a classroom in which all the students have been identified as high ability in math, language arts, or both-The class can include multiple grades or ages.

Social well-being: Supporting the social well-being of the student: affective domain

Specific Academic: One of the domains of high ability- “Specific academic” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as language arts, social studies, foreign languages, mathematics, and sciences.

Stakeholder: Persons with interest in the programming for students of high ability; e.g. administrators, school board members, community members

Stakeholder Planning Committee: means a diverse group with representation from educators, parents, students, community members, and other stakeholders; organized for the purposes of planning and development of programs for students of high ability. In Indiana this is called the Broad-Based Planning Committee.

Standardized Test: A standardized test is one that is administered under standardized or controlled conditions that specify where, when, how, and for how long children may respond to the test items. Standardized tests should meet acceptable standards for technical qualities in construction, administration, and use.

Subject-based Acceleration: Any option that allows a high ability student to gain exposure to advanced content and skills beyond the average curriculum standards that are expected for a certain age or grade

Subject Skipping: Allows a student to be placed in classes with older students for part of the day (or with materials from higher grade placements) in one or more subject areas

Systematic Program Assessment Plan: The plan shows the procedures for assessing the effectiveness of the district's program for high ability services

It may include topics such as:

- Schedule for reviewing and updating the current program
- Instruments and methods for evaluating program effectiveness
- Procedures for data collection
- Recommendations for change

Twice-Exceptional: gifted children who have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities as defined by federal or state eligibility criteria.

Underachieving: A discrepancy between recognized potential and actual academic performance- The causes of underachievement may be social, physical, emotional, and/or academic.

Validity: The degree to which a test/assessment measures what it purports to measure

Reference Rogers, K. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice. *Gifted Child Quarterly*, 51(4), 382- 396.

Indiana Code and Rules Affecting High Ability Education

I.C. 20-36-2 High Ability Students, Chapter 1 Definitions

Sec. 1. The definitions in this chapter apply throughout this article.

Sec. 2. "Domain" includes the following areas of aptitude and talent:

- (1) General intellectual.
- (2) General creative.
- (3) Specific academic.
- (4) Technical and practical arts.
- (5) Visual and performing arts.
- (6) Interpersonal.

Sec. 3. "High ability student" means a student who:

- (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

Sec. 4. "Satisfactory score" means a score of 3, 4, or 5 on an advanced placement exam sponsored by the College Board's Advanced Placement Program.

I.C. 20-36-2 High Ability Students, Chapter 2 Programs for High Ability Students

State resources program; grants for high ability programs

Sec. 1. (a) The department shall establish a state resources program using designated state resources that:

- (1) supports school corporations in the development of local programs for high ability students;
- (2) enables educational opportunities that encourage high ability students to reach the highest possible level at every stage of the students' development; and
- (3) provides state integrated services that include the following:

(A) Information and materials resource centers.

(B) Professional development plan and programs.

(C) Research and development services.

(D) Technical assistance that includes the following:

(i) Student assessment.

(ii) Program assessment.

(iii) Program development and implementation.

(E) Support for educators pursuing professional development leading to endorsement or licensure in high ability education.

(b) In addition to the program established under subsection (a), the department shall use appropriations to provide grants to school corporations for expenditures beyond those for regular educational programs and specific to programs for high ability students under section 2 of this chapter in an amount determined by the department that is based upon a set minimum amount increased by an additional amount for each student in the program. A school corporation's program must align with the strategic and continuous school improvement and achievement plans under [IC 20-31-5-4](#) for the schools within the school corporation. A school that receives a grant under this subsection shall submit an annual report to the department that includes the following:

(1) The programs for which the grant is used.

(2) The results of the programs for which the grant is used, including student general assessment results, program effectiveness, or student achievement.