

# **Burriss Services for High Ability Students**

## **Introduction**

By using the process detailed below, students with high general intellectual ability and students who are academically talented will be identified for services. Students with high abilities are not a homogeneous group and differentiated services are necessary to meet their needs. A continuum of services will be offered to meet the needs of these students. Classroom teachers provide services for identified students with consultative support from personnel at the Center for Gifted Studies & Talent Development, Ball State University, and on-going professional development locally and from other sources. Teachers will be supported and encouraged to become licensed in gifted education.

## **Philosophy Statement for High Ability Services**

Burriss recognizes the right of every learner to be provided with opportunities appropriate to their unique needs and abilities. Burriss strives to meet the special needs of high ability students from diverse cultural, socioeconomic, and ethnic backgrounds through specifically planned educational services differentiated from those provided by the general educational experience. At all grade levels, K-12, opportunities shall be provided for identified students to interact academically with other students who are at a similar intellectual and academic level. Burriss Laboratory School subscribes to the belief that services for high ability students must be directly integrated into the total school program. There is a commitment to and opportunities for training faculty and support staff.

## **Definition of High Ability Students**

Burriss defines high ability students as those who perform, or show potential for performing, at a high level of academic and/or intellectual accomplishment when compared to other students of the same age, experience, and environment. Outstanding talents are present in students from all cultural groups, across all economic strata, and in speakers of all languages.

Current research in the area of identifying high ability students suggests the identification process should:

- use a research-based, clearly articulated plan to identify high ability students at all grade levels,
- be known and available to all stakeholders,
- use multiple criteria, and
- acknowledge that high ability exists in all populations, regardless of gender, ethnicity, first language, or economic status.

## **Goals for Services for High Ability Students**

1. Burris Laboratory School will use reliable and valid nationally normed instruments and will follow a procedure to identify high ability students for services without regard to race, ethnicity, gender and socio-economic status
2. Burris Laboratory School will provide quality services for high ability students through levels of services appropriate to challenge individual students and:
  - maximize students' rate of learning and level of achievement with appropriate articulated curriculum,
  - ensure students do not spend time reviewing and re-learning already mastered curriculum, and
  - provide professional development to school personnel in identification and service options high ability students.
3. Burris Laboratory School will recognize the unique social and emotional needs of high ability students and will:
  - facilitate interaction and collaboration of high ability students in the regular classroom,
  - provide guidance and counseling by personnel trained in serving high ability students, and
  - provide professional development to school personnel in recognizing unique social and emotional needs of high ability students.

## **Identification Process**

### Regular School-wide Testing

The Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) is given twice yearly in grades K-10. The Otis Lennon School Ability Test (OLSAT) is administered at grades three and six. All seventh graders take the Orleans Hanna Algebra Prognosis Test.

Identification occurs at all grade levels, K-12 as follows:

1. Scores from a standardized achievement test (no older than two years) such as the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), Iowa Test of Educational Development (ITED), or Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2) may be used for identification. Students whose scores are at or

above the 94<sup>th\*</sup> percentile on the mathematics (not computation) or Language Arts or reading Comprehension subtests will be designated as requiring services in that area. Because the statewide test, ISTEP, is a criterion-referenced test and not nationally normed, the score may be used if the score provided is at Pass+ and sufficient other data (percentile, state cut score and upper limit of test) are provided. Students may qualify for services based on any of these criteria. If the student does not qualify in Step 1, the student continues to Step 2.

2. Those whose achievement test scores were not at the 94<sup>th</sup> percentile or above as outlined in Step 1, may be given the Ravens Progressive Matrices (Ravens), Otis Lennon School Ability Test (OLSAT), or Naglieri Nonverbal Ability Test (NNAT) by the Center for Gifted Studies & Talent Development. Students whose scores are at or above the 94<sup>th\*</sup> percentile on the measure given are designated high ability. A student may qualify for services based on any of these criteria. If the student does not qualify in Step 2 the student continues to Step 3.
3. Those who did not qualify for services through 1 or 2 may qualify through scores at the 94<sup>th\*</sup> percentile on the Gifted and Talented Evaluation Scales (GATES) or Scales for Identifying Gifted Students (SIGS), completed by a teacher and/or parent and one or more of the following measures:
  - Standardized individual intelligence test, such as the Wechsler Intelligence Scale for Children IV
  - Test of Mathematical Ability in Gifted Students (TOMAGS)
  - Orleans Hanna Algebra Prognosis Test
  - Other tests of achievement as deemed appropriate by the Center
  - Work Samples/Portfolios assessed by a rubric from the Center
  - Performance Assessment evaluated by a rubric from the Center
  - Case studies

*\*This percentile may be adjusted based on the mean Burriss test score. For example, if the mean score is higher than the national norms, the percentile to indicate ability may be raised.*

The Identification Committee will make the final decision for identification based on test scores (as outlined in Steps 1-3 above) and all materials in the student's file. The Identification Committee will consist of representatives from Burriss Laboratory School, The Center for Gifted Studies and Talent Development and Ball State University Teachers College. This group represents content area specialists in the humanities, math, and science, gifted education specialists, and those who have expertise in identifying and serving students with respect to culture, ethnicity, language, and gender.

A Ball State faculty member with expertise in the identification of twice-exceptional students (e.g. gifted and learning disabled) will be consulted when necessary.

## **Petitioning Procedure**

Parents or teachers who wish to have a student reconsidered for services must complete a *Request for Testing* form available from the Burris office. All previous testing data will be included on the form as well as any other pertinent data such as grades, work samples, and additional testing data. A committee with representation from the Center for Gifted Studies and Burris will review the materials and determine if placement will be made.

## **Exiting Procedure**

There are three ways in which services for students will be discontinued:

1. A student moving from the school will no longer be receiving services. Copies of all placement data will be forwarded to the student's new school.
2. Parents/guardians may refuse services for their child. An exit interview will be conducted to assess reasons for requesting that the child not receive services. Counseling will be provided to encourage reconsideration if refusing services is not in the best interest of the student as determined by the committee. Attempts will be made to address parent/guardian concerns. If the parents/guardians wish to have services denied, the exit will be granted. Should the parents/guardians wish to have services reconsidered at a later date, they may follow the petitioning procedure.
3. Children who are unsuccessful with the services provided may have these services discontinued after interventions have been attempted and failed to resolve problems. Interventions will include meetings with parents/guardians, teachers, counseling staff, and personnel from the Center to assess the child's progress and develop a plan to help the child be successful. A timeline will be established and the child's progress will be monitored. The child will be reassessed at the end of an established time period. If satisfactory progress has not been made by the child, services will be discontinued. If at a later date the parents/guardians wish to have the child reconsidered for gifted services, the petitioning procedure should be followed.

## **Elementary School Service Delivery Options**

### **Learning Environment**

<b>Item</b>	<b>Definition</b>
Cluster Grouping within the Regular Class	Placing a small group of high ability students at a grade level in the same classroom with a teacher best-suited and qualified to work with high ability students
Resource Services/Class, i.e. Challenge Center	Grouping students of high ability for regular instruction in math and language arts with a teacher best-suited and

<b>Item</b>	<b>Definition</b>
	qualified to work with high ability students
Subject Grouping	Grouping students of high ability by subject area with a teacher best-suited and qualified to work with high ability students
Cross-Grade/Age Grouping	Placing students in a particular subject when they are ready for instruction at that particular grade level, regardless of their current grade in school
Grade Skipping	Students progressing through grade level instruction skipping one or more grades
Subject Skipping – Acceleration	Placing students in classes with older students for part of the day or use materials from higher grade placements
Early Admission	Students beginning school prior to the designated chronological age of entrance

### **Content Modification**

<b>Item</b>	<b>Definition</b>
Differentiated Units	Varying the structuring of curriculum students need to learn, how students will learn it, and/or how students can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible
Tiered Assignments	Teaching one concept and meeting the different learning needs for the range of abilities in the group
Curriculum Compacting	Making appropriate curricular adjustments for students who demonstrate mastery of curriculum prior to its being taught to the class
Contracts	Agreements between a teacher and a learner to address concerns on issues of assessment, and to provide a mechanism for reassuring a planned piece of work will meet requirements examination
Independent Study	In-depth study of a student-selected topic of interest
Advanced Content	Identifying content outside the traditional curriculum content in order to generate interest and enriched learning
Computer-based Instruction	Using technology for research, presentation, communication, drill and practice, tutorials, games, simulation and modeling
Telescoped Content	Progressing rapidly through content materials and tied closely to assessment



## Middle School Service Delivery Options

### Learning Environment

Item	Definition
Balanced Heterogeneous Class	Grouping students of dissimilar cognitive abilities and learning styles
Cluster Grouping within Class	Placing a small group of high ability students at a grade level in the same classroom with a teacher best-suited and qualified to work with high ability students
Cluster Grouping within Teams	Placing a small group of high ability students regardless of grade level in the same classroom with a teacher best-suited to work with high ability students
Part-Time Special Class	Grouping students with similar readiness levels, interests, and/or learning styles are work with each other and a resource teacher to facilitate accelerated and/or enriched learning experiences
Distance Learning Courses	Delivering curriculum to students who are not physically "on site." Teachers and students may communicate by exchanging printed or electronic media, or through technology that allows them to communicate in real time
Grade Skipping	Students progressing through grade level instruction skipping one or more grades
Subject Skipping	Placing students in classes with older students for part of the day or use materials from higher grade placements

### Content Modification

Item	Definition
Mastery Learning Units	Organizing learning through ordered steps and to move to the next step, students master the prerequisite steps. Mastery learning engages the learner in multiple instructional methods, learning levels and multiple cognitive thinking types.
Learning Centers	Enriching and adding variety with advanced materials and activities. Interest-based or enrichment centers can be used to introduce students to a topic or to allow them to pursue challenging activities independently. A teacher might create two centers on the same topic with different types of activities.
Computer-based Instruction	Using technology for research, presentation, communication, drill and practice, tutorials, games, simulation and modeling
Curriculum Compacting	Making appropriate curricular adjustments for students

<b>Item</b>	<b>Definition</b>
	who demonstrate mastery of curriculum prior to its being taught to the class
Tiered Assignments	Teaching one concept and meeting the different learning needs for the range of abilities in the group
Remediation Services	Resource available for twice-exceptional students (i.e. GT students with LD, ADD/ADHD, Asperger's Syndrome)
Contracts	Agreements between a teacher and a learner to address independent work to provide a mechanism for reassuring a planned piece of work will meet requirements for completion
Independent Study	In-depth study of a student-selected topic of interest
Advanced Content	Identifying content outside the traditional curriculum content in order to generate interest and enriched learning
Telescoped Content	Progressing rapidly through content materials and tied closely to assessment

## High School Service Delivery Options

### **Learning Environment**

<b>Item</b>	<b>Definition</b>
Open Enrollment in Advanced Classes (Recommended Criteria)	Classes available for qualified students
Distance Learning Courses/ Correspondence Courses	Classes for students who are not physically "on site." Teachers and students may communicate by exchanging printed or electronic media.
Special Courses/Electives/Advanced Electives (i.e. May Term)	Interdisciplinary curriculum not usually taught in high school, or seminars especially designed for students of high ability
Advanced Placement/Honor Courses	Curriculum and expectations more rigorous than regular option
Concurrent Dual Enrollment	Credit earned for both high school and college
Credit by Examination	Credit granted for demonstrated proficiency

### **Content Modifications**

<b>Item</b>	<b>Definition</b>
Course Selection	Course selection enhanced additional course offerings
Computer-based Instruction	Using technology for research, presentation, communication, drill and practice, tutorials, games, simulation and modeling

<b>Item</b>	<b>Definition</b>
Distance Learning Courses	Delivering curriculum to students who are not physically "on site." Teachers and students may communicate by exchanging printed or electronic media, or through technology that allows them to communicate in real time
Curriculum Compacting	Making appropriate curricular adjustments for students who demonstrate mastery of curriculum prior to its being taught to the class
Special Course/Elective	May include interdisciplinary courses
Independent Study	In-depth study of a student-selected topic of interest
Contract	Agreements between a teacher and a learner to address concerns on issues of assessment, and to provide a mechanism for reassuring a planned piece of work will meet requirements examination
Telescoped Content	Rapid progression through content materials
Tiered Assignments	Teaching one concept and meeting the different learning needs in a group
Differentiated Units	Varying the structuring of curriculum students need to learn, how students will learn it, and/or how students can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.

## **Guidance and Counseling Services**

### **Role and Responsibilities**

Counseling services will address high ability students' unique academic, personal, social and emotional needs. High ability students may have emotional needs in heightened perceptiveness and sensitivity, addressing risk-taking, and dealing with success and failure.

The counseling department will

- provide someone on staff who has been trained in the needs of high ability students,
- provide an outlet through individual and/or group counseling for high ability students to discuss their unique challenges,
- assist in coordinating training for faculty,

- develop and regularly update growth plans for high ability students with the involvement of students, parents, and teachers,
- provide high ability students information on after school, weekend, and summer programs along with local community resources,
- collaborate with teachers in the identification and possible options for services for high ability students such as grade and/or subject acceleration, dual enrollment, and advanced placement,
- provide on-going developmentally appropriate career and special interest counseling,
- provide information on qualifications for academic scholarships for high ability students, and
- advocate for at risk high ability students by working with the students, their parents/guardians, teachers and/or administrators to identify options to help the students achieve in and outside the classroom.

### **Acceleration**

Parents of students in grades K – 7 who wish to have their child considered for acceleration will make written request to the Burris counselor. The counselor will discuss the request with the parents, student, classroom teacher and Burris coordinator for high ability students. If a decision is made to move forward, the request will be referred to the Center for Gifted Studies. The Center will use information from the Iowa Acceleration Scale (IAS) as a guide for making a recommendation to the coordinator for high ability students who will communicate the decision to the parents. Parents may appeal the decision to the Burris principal in writing.

For students wishing to advance to high school or who wish to test out of a high school course, the decision for placement will be made by the student’s counselor and will be based on the student’s academic and personal goals with input from the subject area teacher and the student’s parents. Evidence for acceleration at the high school level may include the student’s score on a pre-determined course equivalency exam, the student’s performance on a nationally normed test, class grades, teacher recommendation and approval from the receiving teacher.

### **Early Entrance to Kindergarten**

If there are fewer applications for admission to the Burris kindergarten for high ability students than there are openings for high ability students, early entrance to kindergarten will be available for students who score in the 94<sup>th</sup> percentile or above on a nationally normed assessment. If there are more applicants for high ability early admission than there are openings, a special lottery will be held. Parents may request to have their child tested at the Ball State University Center for Gifted Studies and Talent Development or may provide results from a recognized agency for their child to qualify.