

High Ability Identification Process

Central Noble Community Schools

Screening and Identification Process

Kindergarten- All Students are considered for identification

Norm-referenced Measure of Cognitive Ability:

-Online CogAT- Form 7, Level 7 administered to all students in April (spring norms)

Norm-referenced Measure of Achievement Ability:

-NWEA test administered to students in the 8th stanine based on CogAT testing results, in April (spring norms)

Qualitative Measures:

-NWEA scores, LLI, Teacher Observations, Teacher Referrals, Parent Referrals, current performance in Math and Reading

2nd Grade -All Students are considered for identification

Norm-referenced Measure of Cognitive Ability:

-Online CogAT- Form 7, Level 8 administered to all students in November (fall norms)

Norm-referenced Measure of Achievement Ability:

-NWEA scores of 96% and above used to help identify students in the 8th stanine based on CogAT testing results, in November (fall norms)

Qualitative Measures:

-NWEA scores, LLI, Teacher Observations, Teacher Referrals, Parent Referrals, current performance in Math and Reading class, Student Self-Nomination

5th Grade - All Students are considered for identification

Measure of Achievement:

NWEA (fall test)

Norm-referenced Measure of Cognitive Ability:

-Online CogAT- Form 7, Level 11 administered to all students in October (fall norms)

Norm-referenced Measure of Achievement Ability:

- NWEA scores of 96% and above used to help identify students in the 8th stanine based on CogAT testing results, in October (fall norms)

Qualitative Measures:

-NWEA scores, SRI, Teacher Observations, Teacher Referrals, Parent Referrals, current performance in Math and Reading class, previous ISTEP+ scores, Student Self-Nomination, and student portfolios

Students in 1st, 3rd, and 4th grade, not tested within the last 2 years showing academic excellence and /or the potential, may also be tested using the CogAT- Form 7 (appropriate level) and the NWEA scores of 96% and above in reading or math.

Grades 6-12

Students in grades 6-12 identified by parent/teachers, or self-nominated, who are performing or show the potential of academic excellence and those who have not tested in the previous 2 years, will be tested using the CogAT – Form 7 (appropriate level) and NWEA scores of 96% and above in reading or math.

Policies

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.

As added by P.L.1-2005, SEC.20.

2464A - IDENTIFICATION OF HIGH ABILITY STUDENTS

Assessments used to identify students for ability programming must be multifaceted to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities may be included.

The following types of assessments may be used to identify students for programs for high ability students:

- Nomination by teacher(s), parent(s), classmates, and/or
- A. the student himself/herself based on grades and/or checklists of personal characteristics.

- Demonstrated achievement of the goals and objectives in one or more specific academic areas of the regular
- B. school program at a level which significantly exceeds that of most students in the same situation and of the same age or experience

Demonstrated achievement or potential for performing
C. at an outstanding level in at least one of the following domains:

1. general creativity
2. technical and practical arts
3. visual and performing arts
4. interpersonal skills
5. performance rating scales
6. observation or interviews
7. portfolios
8. standardized intelligence test
9. standardized achievement test
10. behavior rating scales

Kindergarten: Early Entrance Appeal Process

Kindergarten Eligibility: A child's birthday must occur on or before August 1st.

In the event that a child's fifth birthday occurs after August 1st, the following process applies.

A. A parent living in the District may apply for early entrance into kindergarten ONLY if the child's birthday is within thirty (30) days of the August 1st deadline.

B. The child must participate in the screening process for ALL new kindergarten students.

The child MUST perform in the top twenty-five percent (25%) of incoming students.

C. If the child is allowed to enroll, a thirty (30) day trial period will be observed. Maturity, adjustment to the school setting, and social skills will be evaluated.

Consideration will be given to:

1. interaction with other children and teachers in the classroom
2. social behavior
3. emotional stability
4. academic potential

As prescribed by law, the Superintendent of Central Noble Community Schools will make the final decision. This decision will be based on what is in the best educational interest of the individual child.

- Following the thirty (30) day trial period, if concerns about placement arise, a conference may be held to
- D. review progress. At that time, the teacher and principal will make a recommendation regarding continued enrollment.

Services for Identified High Ability Students at CNCS

Kindergarten- Grade 5

Identified students are provided educational opportunities that encourage them to reach the highest possible achievement at every level of development. Ability grouping is practiced in alignment with differentiation strategies in the areas of math and literacy (reading/language arts). Between-Class grouping or the practice of sharing students is practiced so instruction can be differentiated even further according to student readiness. Teachers are notified of who the identified HA students are at each grade level and in which area (either Math, Language Arts, or both) the students have been identified. The district HA coach works with identified HA students in a small group setting to further their identified strengths.

Grades 6-8

Names of identified students in Grades 6-8 are given to teachers and to assist in curriculum planning. Honor classes are an option and may need to be further differentiated to provide students of HA the learning experiences at a level, speed, and depth that meet their needs. The HA coach partners with the JH counselor to meet the affective needs of the HA students by meeting with them and discussing issues they designate as pertinent to their development.

Grades 9-12

At the HS level, Cross-Grade Grouping practices are administered based on placing students with other students according to their level of instructional need and readiness, rather than age alone.

Dual Enrollment, and AP (Advanced Placement) allow the students to complete introductory college level courses and take the College Board Advanced Placement (AP) Exam. College and Universities may give credit to students who have achieved certain AP exam scores while in High School.

Professional Development

CNCS is committed to the growth and development of our teachers. Professional development opportunities are offered to serve the needs of students identified as having high abilities through:

- CNCS High Ability Coaches
- IAG/DOE Annual Conference
- IDOE High Ability Coordinator Conference
- Region 8 Professional Development
- Encourage Pursuit of High Ability Licensing