

## **High Ability Identification Procedures: Eminence Community Schools**

Identification procedures will include multifaceted assessments to identify high ability students in language arts, mathematics, and general intelligence.

### **Phase I: Referral/Nomination**

Students may be referred or nominated from a variety of sources such as teachers, parents, peers, counselors, classroom assistants, and administrators.

Portfolio of work products may be collected from teachers, students, and/or others. Parent permission letters to request testing will be sent.

### **Phase II: Screening**

Specific assessment instruments will be administered to Phase II pool of students. Tests/Measures include but are not limited to:

KTEA-II, *2nd Edition*

GATES

SAGES-II

GRS

GES

Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli)

Student products, observations, teacher rating scales, teacher narratives, etc. may also be used

### **Phase III: Selection**

The Identification Committee of at least three professionals will meet to select those students who qualify for the program. All data from nomination to screening phases will be considered. The number of students from year to year will vary.

## **Appeals Process**

If parent/guardian(s) dispute the appropriateness of placement or program decision, they have a right to appeal the decision. Parent/guardian(s) may complete an appeals form. Proper steps must be followed.

The steps include:

1. An initial parent meeting with the local selection committee and HA Coordinator
2. Parent meeting with school district committee that would include HA coordinator, principal, and /or superintendent, and
3. Presentation to the board

## **Exit Policy**

Students who do not meet expectations of the HA program will be under review of the ID committee.

Decisions will be made as to whether the student will continue in the program or be dismissed.

Students may be recommended for dismissal by:

Classroom teacher(s)

HA teacher

HA coordinator

Administrator

Counselor

Parent/Guardian(s)

When students are recommended for dismissal from the program, the ID committee will review data/information, to formulate a decision. A conference with the parent/guardian(s) will be held to discuss the decision.

## **Eminence Community Schools High Ability Identification**

(Resources: *Identifying Gifted Students: A Step-by-Step Guide* by Susan K. Johnson, Ph.D. and *Identifying Students with High Ability in Indiana*: IDOE-GT 2003)

### **Goal:**

Every high ability (HA) student who needs a program different from the general education curriculum receives one matched to his/her specific characteristics

Procedures to follow in developing an ID procedure:

1. ID characteristics of HA students and program options
2. Select multiple assessments that match these characteristics
3. Develop an ID procedure that ensures equal access to all students
4. Implement the ID procedure
5. Organize assessment information, interpret results, and select students
6. Evaluate and revise assessments procedures

## **Identification**

### **General Intellectual Ability (GI-HA)**

Students who have general intellectual ability tend to perform at or show potential to perform 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 grade level curriculum. They tend to perform well in more than one area.

In all districts, a student should have the GI - intellectual designation if the child

- Scored 2 standard deviations above the mean, minus the standard of error measurement, on:
  - An individual standardized intelligence test administered by a licensed psychologist, or
  - A standardized group intelligence test,

OR

In the past 24 months, the child:

- Performs or shows the potential to perform at an outstanding level within the population of students with the “same experience or environment” in that district, and who needs cannot be met by grade level curriculum

OR

- Performs at or above the 93rd percentile on the composite or total battery of an individual or group standardized nationally normed achievement test,

OR

- Demonstrates outstanding performance according to district criteria on an alternate form(s) of assessment, such as: peer evaluation, self-evaluation, teacher recommendation, parent recommendation, product or portfolio assessment, rating or observation scales, interviews, or performance assessment.

### **Language Arts (LA-HA)**

In all districts, a student should be LA-HA if the child is designated High Ability-General Intellectual.

Any student should have this designation if the child, in the past 24 months,

- Performs or shows the potential to perform at an outstanding level in Language Arts within the population of students with the “same experience or environment” in that district, and whose needs cannot be met through grade level placement in language arts in that school

OR

- Performed at or above the 93rd percentile on the Reading, English, or Language Arts portion of an individual or group standardized achievement test.

OR

- Demonstrates outstanding performance in Language Arts according to district criteria on an alternate form(s) of assessment, such as: peer evaluation, self-evaluation, teacher recommendation, parent recommendation, product or portfolio assessment, rating or observation scales, interviews, or performance assessment.

### Math (M-HA)

In all districts, a student should be M-HA if the child is designated High Ability-General Intellectual

Any student should have this designation if the child, in the past 24 months,

- Performs or shows the potential to perform at an outstanding level in Math within the population of students with the “same experience or environment” in that district, and whose needs cannot be met through grade level placement in language arts in that school

OR

- Performed at or above the 93rd percentile on the Math Reasoning or Problem Solving or Math Composite portion of an individual or group standardized achievement test.

OR

- Demonstrates outstanding performance in Math according to district criteria on an alternate form(s) of assessment, such as: peer evaluation, self-evaluation, teacher recommendation, parent recommendation, product or portfolio assessment, rating or observation scales, interviews, or performance assessment.

**\*\*Their potential may not be realized without an environment that facilitates and nurtures their gifts.**

## **Program Options**

Ideally programs should be designed based on characteristics of the identified students.

Questions to ask:

1. What are the characteristics of HA students in the school?
2. How do these characteristics match the areas of high ability as defined by the state’s definition?
3. What program options will be available to serve students with those characteristics?
4. What are the human and material resources that will be needed to offer these program options?

### Placement Options

Cluster Grouping	Between-Class Grouping	Cross-Grade Grouping
Magnet School	Mentorship	Pull-Out Program
Full-time Classroom (HA)	Ability Grouping	

### Program Options

Advanced Placement	Dual/Concurrent Enrollment	Early Graduation
Early Entrance	Grade Skipping	Honors Classes
International Baccalaureate	Subject Skipping	Individualized Education Plan

### Instructional Options

Tiering	Compacting	Acceleration
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Problem-based learning

Enrichment

Differentiated Instruction

Above-Grade Level Materials

Individualized Instruction