

Elementary Identification Plan

The CogAT (Cognitive Abilities Test) will be administered mid-year to all currently enrolled kindergarten and grade 2 students who are not currently identified or are identified in only one area. Students scoring at the 96th percentile or above on either the verbal, quantitative, or the quantitative/nonverbal subtest will qualify for high ability services in either language arts, mathematics, or both. Students who score at the 88th to 95th percentile on at least one of the above CogAT subtests, will be screened further in the appropriate content area using the Iowa Test of Basic Skills at one grade level above their current grade level. Students scoring at the 96th percentile or above on the Iowa Test of Basic Skills Math Total or Language Arts Total will qualify for high ability services in corresponding content area.

Classroom teachers of students scoring at the 93rd to 95th percentiles on the Iowa Test of Basic Skills will complete a Scales for Identifying Gifted Students (SIGS) on those students. SIGS is a quantitative measure that was developed to assist in identifying high ability students. The information will help determine if the students scoring within the standard error of measure on the Iowa qualify for services.

Each year, school administrators and teachers will review current achievement data for students who are not identified but may be in need of high ability services. They may refer these students for further review by contacting the building principal or High Ability Coordinator and sending any additional assessment data to be considered. An appeals committee consisting of the Corporation High Ability Coordinator, a principal, and teachers licensed in high ability will review all data to determine inclusion in high ability programming.

Middle School Identification

Students identified as a high ability student and participating in high ability programming, will continue to receive services unless they are withdrawn through our exit procedures.

The CogAT (Cognitive Abilities Test) will be administered mid-year to all currently enrolled grade 5 students who are not currently identified or are identified in only one area. Students scoring at the 96th percentile or above on either the verbal, quantitative, or the quantitative/nonverbal subtest will qualify for high ability services in either language arts, mathematics, or both. Students who score at the 88th to 95th percentile on at least one of the above CogAT subtests, will be screened further using the Iowa Test of Basic Skills in the appropriate content area at one grade level above their current grade level. Students scoring at the 96th percentile or above on the Math Total or Language Arts Total will qualify for high ability services in either language arts, mathematics, or both.

Classroom teachers of students scoring at the 93rd to 95th percentiles on the Iowa Test of Basic Skills will complete a Scales for Identifying Gifted Students (SIGS) on those students. SIGS is a quantitative measure that was developed to assist in identifying high ability students. The

information will help determine if the students scoring within the standard error of measure on the Iowa qualify for services.

School administrators and teachers will review current achievement data for students who are not identified but may be in need of high ability services. They may refer these students by submitting assessment data to be reviewed by the committee consisting of the Corporation High Ability Coordinator, principal, and teachers licensed in high ability for possible inclusion in high ability programming.

Sixth grade students who are currently enrolled in advanced instruction in math will be given the Orleans-Hanna to determine placement in Algebra I for the following school year.

High School Identification Plan

Students identified as a high ability student and participating in high ability programming, will continue to receive services unless they are withdrawn through our exit procedures.

Student scores on the PSAT will be reviewed and students who show potential will be identified and counseled into appropriate courses.

Identifying Students New to Lake Central

Students new to Lake Central may participate in summer high ability testing if assessment data from the previous school or private testing is provided and indicates that the child is performing significantly above grade level. Testing will occur no later than 14 days prior to the first student day of the new school year. If a student enrolls after this date, they will be tested during the school year during our regular assessment window.

Placement in a previous district is not an automatic placement in Lake Central, as districts often have different measures and criteria for placement.

Identifying Students for Grade Skipping

There are times when a student's academic needs are not being met in their current academic placement and acceleration to another grade level may be warranted. The Iowa Acceleration Scale will be used by a committee consisting of parents, principal, High Ability Coordinator and teachers to assist in making the best decision for the student.