

## Students

### Identification of Learners with High Ability

The Board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be reviewed at the beginning of each school year. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary. Students who are new to the district will go through a similar process once enrolled.

Learners with high ability shall be identified in the academic areas of mathematics, science, social studies, and language arts. Identification of learners in grades 1-6 will be determined by utilizing a matrix that includes data points from multiple sources with specific criteria. Identification of learners in grades 7-12 who qualify as high ability in a specified area shall be based on a step system that uses reliable, norm-referenced quantitative data with qualitative data. A HAL committee will review and assist with fidelity checks.

Data points could include the following:

1. KTEA scores: An assessment that includes subtests to measure listening, speaking, reading, writing, and mathematics skills
2. MAP scores/NSCAS scores: It is a national/state adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student.
3. CogAT scores: The Cognitive Abilities Test (CogAT) is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. The CogAT is a group-administered aptitude test commonly given as an entrance exam into school's gifted programs.
4. Quarter/Semester Grades: Final Grades posted at the end of each term.
5. Teacher Rating: Teachers will be asked to rate students on a specific scale that is consistent across the district.

A listing of students who meet the district criteria for learners of high ability and the areas of high capability of each of those students will be made available to classroom teachers, by the school district administration, within the first thirty (30) days of each school year.

Within the first thirty (30) days of each school year, the school district administration shall make available to parents or guardians of identified learners with high ability, information about how their child has been identified.

Adopted on: 08/08/2022

Revised on:

Reviewed on: