Greenfield-Central Community School Corporation
Brief Summary of Identification Procedures
Mathematics

High Ability Defined

Effective July 1, 2007, Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC-20-36-2-2).

Specific identification processes remain a local decision and will vary according to district size, building configurations, demographics, etc.

The term "high ability" is used in Indiana; sometimes the term "gifted" is used. When that occurs, the related information may have come from the field of gifted education and may reference a somewhat narrower definition of this group of students.

The Indiana Code defines a student with high abilities as one who: (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and: (2) is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3).

High level performance results from a complex interaction of human qualities – intellectual, emotional, family and cultural relationships, and educational strategies and methods. It is the relationship between an individual with various potentials and a world with various possibilities that may either lead to high level performance, or to undeveloped and under-used potentials. The challenge is to find an equitable way to allow all children with high abilities the opportunity to participate in experiences designed to maximize the development of their potential. Well-designed curriculum and well-prepared teachers are essential to providing appropriate educational experiences.

High Ability Identification Pathways – Mathematics

The Greenfield-Central Community School Corporation uses a "pathways" model to identify students for High Ability programs. This model looks for potential and/or achievement

evidence and identifies all students at a grade level who perform at or above the established levels.

Research-based valid and reliable measures in aptitude and achievement are used to gather evidence for identification into high ability education programs. The Pathways model of identification seeks to provide multiple pathways for a student to show evidence of high performance.

- **Aptitude Pathway**: A student in grades 1-12 identified for the Mathematics High Ability program is one who performs:

    1. At or above the 95th percentile on the CogAT Reasoning Test – Verbal Score; or

    2. At the 93rd-94th percentile on the CogAT Reasoning Test – Verbal Score and scores at or above a 130 on the Scale for Identifying Gifted Students.

- **Achievement Pathway**: A student in grades 1-12 identified for the Mathematics High Ability Program is one who performs:

    1. At or above the 96th percentile on the NWEA EOY Mathematics test; or

    2. At the 90th-95th percentile on the NWEA EOY Mathematics test and scores at the 96th percentile or higher on the NWEA MOY Mathematics test; or

    3. At the 90th-95th percentile on the NWEA EOY Mathematics test and scores at or above a 130 on the Scale for Identifying Gifted Students – Mathematics.

A student remains identified throughout his/her K-12 education at Greenfield-Central. If a student begins to exhibit low achievement in a course, strategies to help the student succeed in the course would be implemented. Before a student would be removed from the program, a conference with the student's parent/guardian and a building administrator would be held to discuss and determine the student's future placement.

Greenfield-Central Community Schools

High Ability Education Identification Pathways

Mathematics Grades 1 and Higher

APTITUDE

All students reviewed

CogAT Reasoning Test - Quantitative Score

- 95th percentile or higher → Identified HA Mathematics
- 93-94th percentile → SIGS Qualitative data → Outstanding range 130 or > → Identified HA Mathematics

Placement Determination End of 6th grade (OHAPT)

ACHIEVEMENT

All students reviewed

NWEA EOY Mathematics Norm-Referenced Achievement Score

- 96th percentile or higher → Identified HA Mathematics
- 90th-95th percentile
  - SIGS Qualitative data → Outstanding range 130 or > → Identified HA Mathematics
  - NWEA MOY → 96th percentile or higher → Identified HA Mathematics

5/2019