

**Mississinewa Community Schools Corporation
Indiana Code**

Indiana Code IC 20-36-1 Sec. 3

The following definition from this Indiana rule is listed below:

“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 domain when compared to other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

**Mississinewa Community Schools Corporation
Definition of High Ability**

High ability students perform at, or show 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 are characterized by exceptional gifts, talents, motivation, or interests. Mississinewa Community School Corporation identifies students as high ability in one of the following areas: general intellectual (both reading and math), math only, or language arts only.

**Mississinewa Community Schools Corporation
High Ability Mission Statement**

Mississinewa Community School Corporation recognizes that high ability students have the potential and/or demonstrate the ability to learn, think, and achieve at a higher intellectual, academic, and/or artistic level. Students need resources that will allow them to discover and fully develop their unique talents and address their academic and affective needs.

The identification procedure is used to identify the potential in high ability students from all racial and socio-economic backgrounds. The identification process will be ongoing at all grade levels in the corporation.

High ability services will provide a rigorous and relevant curriculum that is flexible to meet all needs. Differentiated instruction is needed to allow students to maximize their full potential in all K-12 classrooms. Students' academic and affective needs will be addressed in cluster and high ability classrooms and extracurricular activities.

Administrators, teachers, and counselors will communicate and work with parents, students, and community members to provide an environment that will support and encourage students to become confident and productive adults.

**Mississinewa Community Schools Corporation
High Ability Vision Statement**

Mississinewa Community School Corporation believes all students need the opportunity to reach their full potential through high expectations and a challenging, appropriate curriculum. We believe strategic planning, educational best practices, and data-driven decision-making are essential to improve student achievement. We believe when all stakeholders form respectful relationships and strong, active partnerships with high expectations of success, children thrive and will be better prepared for the future.

Mississinewa Community Schools Corporation Goals and Objectives

Goal 1:

High ability students will be identified to determine appropriate educational services using qualitative and quantitative instruments measuring achievement and ability. The referral and identification process will be ongoing and include all students K-12.

Goal 2:

A vertically aligned curriculum, differentiated for high ability, will be used to allow for higher-level learning goals, critical thinking, problem solving, and advanced content. A variety of curricular options, instructional strategies, materials, and resources should be used to meet the diverse needs of all high ability students.

Goal 3:

Professional development will be provided for staff and parents so they understand the characteristics of giftedness and how to meet the unique needs of high ability students. Ongoing professional development will also be provided to teachers and staff on how to best meet the needs of our high ability students.

Goal 4:

Affective education will be incorporated into the classrooms to meet the social and emotional needs of high ability students.

Goal 5:

On an annual basis, the school corporation will evaluate programs based on student achievement and growth, on an annual basis, to improve the effectiveness of services to high ability students.

**Mississinewa Community Schools Corporation
Multifaceted Identification Process by Level**

<p>Kindergarten <i>February - March</i></p>	<ul style="list-style-type: none"> ● All students are given the CogAT. <ul style="list-style-type: none"> ○ Students scoring at the 96 percentile in verbal reasoning on the full CogAT are identified in Language Arts. ○ Students scoring at the 96 percentile on quantitative reasoning or at the 96 percentile on the quantitative/nonverbal partial composite are identified as high ability in math. ● Students scoring in the 80 percentile or higher on the CogAT, that did not qualify taking the full CogAT, the i-Ready scores will be used to identify. <ul style="list-style-type: none"> ○ Students scoring at the 96 percentile in reading on the i-Ready are identified as high ability. ○ Students scoring at the 96 percentile in math on the i-Ready are identified as high ability. ● Teacher Rating Scale will be used for students scoring in the standard error of deviation. ● Local Norms will be established if fewer than 10 percent of the grade level is identified as high ability.
<p>First Grade <i>April - May</i></p>	<ul style="list-style-type: none"> ● The following students will be given a Cognitive Ability Test. ● New students exceeding grade-level standards or exhibiting characteristics of high ability. ● Students scoring in the standard error of measure on the CogAT during their kindergarten year. ● Students will be identified using the same criteria as kindergarten.
<p>Second Grade <i>February - March</i></p>	<ul style="list-style-type: none"> ● All students are given the CogAT. <ul style="list-style-type: none"> ○ Students scoring at the 96 percentile in verbal reasoning on the full CogAT are identified in Reading. ○ Students scoring at the 96 percentile on quantitative reasoning or at the 96 percentile on the quantitative/nonverbal partial composite are identified as high ability in math. ● Students scoring in the 80 percentile or higher on the CogAT, that did not qualify taking the CogAT, the i-Ready scores will be used to identify. <ul style="list-style-type: none"> ○ Students scoring at the 96 percentile in Reading and Language Arts on the i-Ready are identified as high ability. ○ Students scoring at the 96 percentile in math on the i-Ready are identified as high ability.

	<ul style="list-style-type: none"> ● Teacher Rating Scale will be used for students scoring in the standard error of deviation. ● Local Norms will be established if fewer than 10 percent of the grade level is identified as high ability.
<p>Third and Fourth Grade <i>Spring Semester</i></p>	<ul style="list-style-type: none"> ● New students or students that are not identified as high ability that are scoring above 80 percentile on the i-Ready will be given the CogAT. ● Students will be identified using the same criteria as second grade.
<p>Fifth Grade <i>February - March</i></p>	<ul style="list-style-type: none"> ● All students are given the CogAT. <ul style="list-style-type: none"> ○ Students scoring at the 96 percentile in verbal reasoning on the full CogAT are identified in Language Arts. ○ Students scoring at the 96 percentile on quantitative reasoning or at the 96 percentile on the quantitative/nonverbal partial composite are identified as high ability in math. ● Students scoring in the 80 percentile or higher on the CogAT, that did not qualify taking the CogAT, the i-Ready scores will be used to identify. <ul style="list-style-type: none"> ○ Students scoring at the 96 percentile in Reading and Language Arts on the i-Ready are identified as high ability. ○ Students scoring at the 96 percentile in math on the i-Ready are identified as high ability. ● Teacher Rating Scale will be used for students scoring in the standard error of deviation. ● Local Norms will be established if fewer than 10 percent of the grade level is identified as high ability.
<p>Sixth Grade through Eighth Grade <i>Fall Semester</i></p>	<p>All students are given the i-Ready and PSAT 8/9</p> <p>Results of the PSAT will be used for the following:</p> <ul style="list-style-type: none"> ● High Ability Identification ● Identify students likely to succeed on AP exams. ● Help determine which AP classes/Pre-AP classes should be offered to students. <p>8th Grade:</p> <ul style="list-style-type: none"> ● Local Norms will be established on the PSAT 8/9 to determine high ability identification in both math and ELA. <ul style="list-style-type: none"> ○ Students scoring at the 90th percentile in ELA are identified in Reading. ○ Students scoring at the 90th percentile in math will be identified as high ability in math. ● Students scoring in the 90 percentile or higher on the PSAT 8/9, that did not qualify taking the PSAT 8/9, the i-Ready scores will be used to identify.

	<ul style="list-style-type: none"> ○ Students scoring at the 96 percentile in Reading and Language Arts on the i-Ready are identified as high ability. ○ Students scoring at the 96 percentile in math on the i-Ready are identified as high ability. <ul style="list-style-type: none"> ● Teacher Rating Scale will be used for students scoring in the standard error of deviation.
<p>Ninth Grade - Tenth Grade <i>Fall Semester</i></p>	<p>The PSAT will be offered to all students.</p> <p>Results of the PSAT will be used for the following:</p> <ul style="list-style-type: none"> ● High Ability Identification ● Identify students likely to succeed on AP exams. ● Help determine which AP classes/Pre-AP classes should be offered to students. <p>Note: Teacher and self-nominations are accepted for placement into AP courses.</p>