

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 made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

Learners with high ability shall be identified within the first thirty (30) days of each school year.

~~Students shall meet two of the following criteria to be identified as a learner with high ability: Once identified, for or after third grade, students will remain part of the program throughout their academic career, unless they go through the school's formal exit process. The exit process will include a review of the student's performance, a meeting with parents/guardians, and approval from the program coordinator and can be initiated by a student's parents/guardians or a building administrator.~~

Kindergarten - Second Grades

~~A student meets 2 of the following 3 criteria:~~

- ~~1. A student is considered ready to read using a research-based progress monitoring tool like DIBELS. (This must be 1 of the 2 criteria met to qualify for HAL – ELA.)~~
- ~~2. A student scores in the 95th percentile or higher on a state-normed or nationally normed test or observation tool at least two times in the same subject area within the last year.~~
- ~~1. Teacher recommendation.~~

High-achieving students will be recognized through an ongoing, collaborative process led by the building's data team. Once students are selected, the school will notify them and their families about the opportunities and support available to help them succeed.

Extra support will be provided for students who meets two of the following 3 criteria:

- a. A student is considered well above benchmark using a research-based progress monitoring tool like DIBELS.
- b. A student performs at least one grade level above in reading or math as measured by local assessments, checklists, or a student portfolio.
- c. A teacher completes a formal recommendation form, citing observable evidence of advanced learning behaviors, creativity, and/or academic leadership.

Third - Eighth Grades

A student scores in the 95th percentile in any category (verbal reasoning, quantitative reasoning, or nonverbal reasoning) of the CogAT.

OR

A student meets 2 of the following 3 criteria:

1. A student scores in the 90th percentile in any category (verbal reasoning, quantitative reasoning, or nonverbal reasoning) of the CogAT or another cognitive ability test.

2. A student scores in the 95th percentile or higher on a state-normed or nationally normed test or observation tool at least two times in the same subject area within the last year.
3. Teacher recommendation.

Ninth - Twelfth Grades

A student meets 2 of the following 3 criteria:

1. A student scores in the 95th percentile or higher on a state-normed or nationally normed test or observation tool at least two times in the same subject area within the last year.
2. Finished in the top 10% of at least two high school accredited courses.
3. Teacher recommendation.

~~A listing of students who meet the district criteria for high ability learners will be made available to classroom teachers, by the Coordinator of High Ability Learner, within the first thirty (30) days of each school year.~~

A listing of high-ability learners will be made available to classroom teachers, by the Coordinator of High Ability Learners, within the first thirty (30) days of each school year.

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

The administration shall implement the district-wide plan for high ability learners and will modify its plan in accordance with applicable laws and regulations.

Legal Reference: Neb. Rev. Stat. 79-1106 to 79-1108.03
 NDE Rule 3

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