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 in the academic areas of mathematics, science, social studies, and language arts. Identification of learners in grades 3-11 with high ability in the specified academic areas shall be based on the criteria listed below. Students shall meet one of the following criteria to be identified as a learner with high ability. Students are identified by the Identification Committee made up of teachers, administrators, and counselors. Students must meet 2 out of the 4 following criteria to be considered as a High Ability Learner.

1) ~~Composite total test score of 95th percentile or above on the NRT, or~~
2) ~~98th percentile or above on a core subject composite on the NRT, or~~
3) ~~Combined NRT total composite and Cognitive Test Score of 210.~~
4) ~~Individual Cognitive Test Score of 125 or higher.~~

1. Scores of 179 or higher on the NeSA assessment.
2. Scores in the 93% on the Measure of Academic Progress (MAP) standardized test
3. Scores of 120 or higher Cognitive Ability Test
4. Teacher referral

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.

Date of Adoption: June 9, 2008
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