

Triton School Corporation
HIGH ABILITY IDENTIFICATION PLAN

Mission: Triton School Corporation is committed to providing curriculum and instruction of such quality as to ensure that students, regardless of individual differences, are challenged to reach the highest level of achievement consistent with their abilities.

Objective: The Triton Elementary High Ability Program will seek to develop the individual aspects of the mission philosophy that every student shall be offered curriculum and instruction appropriate to the needs of that individual.

Triton School Corporation recognizes the high ability student as “one who 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 is characterized by exceptional gifts, talents, motivation, or interests.” (IC 20-36-1-3)

The High Ability Broad-Based Planning Committee, representing elementary and secondary teachers, parents, counselors, and administrators, has developed a process for identifying high ability students using valid and reliable multi-faceted assessments. These instruments include norm-referenced measures of potential (InView and CogAT), norm-referenced measures of achievement (TerraNova 7), and qualitative indicators completed by teachers (SIGS-Scales for Identifying Gifted Students).

Screening

Each year all students in grades K, 2, and 5 are administered the Cognitive Abilities Test (CogAT). Results from CogAT are used to measure abilities in two areas: quantitative and verbal. This will enable multiple points of entry to the high ability program using cognitive ability data. Our goal is to identify high ability students from various subgroups (such as students from poverty, underachievers, English language learners, and students with disabilities) who may be identified using only a nomination process.

Students scoring at the 96th percentile (using local norms) on the verbal subtest are identified for Language Arts. Students scoring at the 96th percentile on the quantitative or the quantitative/nonverbal partial composite are identified for Math.

Nomination Process

Parents or teachers may nominate students in grades other than K, 2 and 5 to participate in the high ability identification process. Once a nomination form is received, parent authorization for testing is requested. High ability candidates are then administered multifaceted

assessments to create a profile. Students will be administered a norm-referenced achievement test (TerraNova) and an aptitude test (CogAT or InView). Teachers will complete the SIGS (Scales Identifying Gifted Students) in the areas of Language Arts and Math. Once tests are scored and received, the high ability coordinator assembles all student information to create a Student Profile. Additional performance data may be added to the profile such as Lexile, Guided Reading Level, PSAT, or ISTEP/ILEARN scaled scores.

A screening committee composed of principals, high ability coordinator, school counselor, and teachers representing various grade levels and/or departments begin the collaborative process of examining profiles and identifying students. Student numbers, rather than names, are used during the selection process to eliminate bias. Selected students, their parents, and their teachers are notified of their selection.

Appeals

Any family may appeal the identification decision if they supply a written rationale for why the above process was not valid for identifying their student as high ability. TSC may offer an alternative measure of ability or achievement to re-assess the student and determine the best academic placement.

Exit Procedure

If a student is struggling in the high ability program, an exit procedure may be initiated. Parents, teacher(s), and high ability coordinator should meet to discuss the issue, determine interventions that should be put into place with fidelity for at least one grading period, and then meet again to determine the effectiveness of the interventions. If the student is still struggling, an alternative academic placement may be made at that time.