

Herron Classical Schools High Ability Identification Plan Nomination and Screening Procedures

All students will be formally screened as freshmen or screened as transfers and identified for high ability services in the following ways.

Nomination for General Intellectual/ Math/ Language Arts:

All students will be nominated and will take at least one of the three identification assessments (NWEA, CogAT, or PSAT)

Screening and Identification of Freshmen:

There will be two parts of the screening process. All incoming Freshmen will take the NWEA, a norm-referenced achievement test, and the CogAT, a norm-referenced aptitude test.

- ***For Math:*** Students who score in the 96th percentile or above using local norms using EITHER the CogAT combined QN (Quantitative/Nonverbal) score OR the NWEA math score will be considered high ability in Math.
- ***For Language Arts:*** Students who score in the 96th percentile or above using local norms on EITHER the CogAT Verbal portion OR *both* the NWEA Reading and Language Arts portions will be considered high ability in Language Arts.
- ***For General Intellectual:*** students who are identified as high ability in both Math and Language Arts will be considered High Ability General Intellectual.
- Students who score within one standard deviation of the cutoff for high ability designation will be considered for identification through faculty nomination; when nominated, the SIGS (Scales for Gifted Students) will be used to further identify students. Of particular interest are those students who score very well on standardized exams but who are doing average work in non-honors or AP courses.
- Students who are absent on Herron/Riverside 101 day will be identified using the NWEA. A CogAT screener and the full CogAT exam will be administered if necessary.

Screening and Identification of Transfer Students:

Students will take the PSAT in sophomore and junior year; when necessary, the PSAT and faculty nomination will be used to identify high ability students.

Screening and Identification of Students from Underrepresented Groups:

Students from underrepresented groups who do not formally qualify as high ability as described above but who score near the cutoff points may receive services and support from the High Ability Coordinator.

Exiting Procedures

If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, exit procedures will be as follows:

1. Arrange a conference with the parties involved, including the student, parent, administrator and the teacher(s) providing services. This conference will usually fall after midterms in the Fall and Spring semesters, but may occur at other times when necessary.
2. Parent, student, and teacher examine issues of concern, discuss interventions that may be implemented, and agree on a probationary period to implement interventions.
3. At the end of the probationary period, the high ability coordinator, parent, student, and teacher meet to review progress and to determine whether the student's instructional placement needs to be changed. If an exit is deemed appropriate, the parent is notified at this time.
4. Parent notification for exit and documentation of meetings/ interventions are both kept by the high ability coordinator.
5. The High Ability Coordinator removes the high ability designation on Student Test Number for the student in the database.