

## Broad Based Planning Committee Meeting

Tuesday, September 30, 2025

The first meeting of the year for the Broad Based Planning Committee was held in the White Oak Large Professional Development Room. Members in Attendance: Malari Williams, Jackson Williams, Andrea Brown, Susi Clark, Holly Barker, Melissa Beeker, Candace Gadowski-Emmert, Mary Burkhart, Laura Samide, Dr. Sarah Pies and Barb Marcotte.

The meeting was called to order at 6:02 p.m. by Dr. Sarah Pies. Sarah introduced herself to the group and asked everyone to introduce themselves as well.

The first item on the agenda was High Ability Data. Dr. Pies shared that Avon Schools currently has 13.8% of our student population in grades one through twelve identified as high ability students. The Indiana Department of Education suggests that school districts should have between 10-15% of their student population identified as high ability students. She reminded the group that students are usually identified in elementary school and the identification carries with them as they matriculate through our schools unless the parent requests a formal exit from the program. When looking at the number of current ACSC identified high ability students, Math has the largest number of high ability students identified, followed by G/T (students who qualify for both math and English/Language Arts), and last, English/Language Arts.

The committee reviewed demographic data for students identified as high ability. The committee provided suggestions to ensure. The committee provided suggestions to help ensure that no barriers exist in identifying students for high ability services. As one step, ACSC removed the requirement for a permission slip for placement. All qualified students are now placed in the appropriate high ability class. If a parent does not want their student in the high ability program, they can complete the exit process.

It was questioned if we could give the CogAT test to any student missing a CogAT score. While we are testing all kindergarten, second grade and fifth grade students, new-to-Avon students are encouraged to take the CogAT test. We will also have ILEARN data from last year's checkpoints to assist with high ability selection.

Regarding state assessment data for high ability students, we do have the results from the 2024-25 IREAD test that is mandated for all third graders to pass. All second grade students also take the test to allow those who pass from retaking in third grade. Of our high ability second grade students taking the test last year, 99% passed. Only one high ability student did not pass IREAD as a second grader.

While reviewing the 2024-25 ILEARN scores for our high ability students, there was some discrepancy over our English/Language Arts high ability scores At Proficiency. While identified as high ability in this area, these students should score at Above Proficiency. In grades three through eight, only one grade reached 99% Above Proficiency. In reviewing the 2024-25 ILEARN scores for our high ability math students, the students were consistently at 98% or 99% Above Proficiency. This shows that we are identifying the correct math high ability students.

However, when we review the 2024-25 SAT scores, our high ability students seemed to switch patterns. While the Evidence Based Reading and Writing Above College Ready scores were in the 84<sup>th</sup> percentile,

our Math scores were in the 59<sup>th</sup> percentile. While both groups were College Ready, we need to reflect on these scores and the discrepancy between the two tests and identified high ability students.

Dr. Pies shared good news that this year we have added high ability sub-groups to our Elementary English/Language Arts and Math Councils. The ELA and Math Councils met approximately seven times last year to work on curriculum for the elementary grades with teachers selected from each building and grade band. While we are continuing with the ELA and Math Councils this year, we will also have High Ability ELA and Math teachers meeting at the same time dedicated to the needs for our elementary high ability teachers and students.

Another item Sarah shared is that next month, we will be hosting CogAT training for our elementary staff and middle school counselors. This training will help staff learn how to utilize CogAT better.

The last part of the meeting was committee feedback. With a smaller group, each member was given a worksheet to write down their thoughts on ACSC Identification and Course Placement. Two categories were listed: What we like/should keep and the second category was: What we should change or improve. Discussion time was also given. Topics regarding retesting multi-lingual students for high ability placement should take place as their WIDA scores increase. Discussion on the SIGS scale used for high ability appeals was brought up. Is there anything else besides SIGS to use? What about outside data received from parents who tested their student independently – can we use those scores to assist in placement? An earlier timeline for elementary students?

Many good thoughts and discussions tonight. This will help us at our next meeting on Tuesday, January 27, 2026. Sarah thanked everyone for coming and looks forward to our January meeting. The meeting was adjourned at 7:05 p.m.