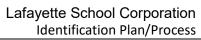| Lafayette School Corporation High Ability Program Identification Plan:	Students are identified for screening at any time during the school year when recommended by a parent, their teacher, or themselves. Program identification is multifaceted and uses the following instruments for elementary and intermediate school:		
	Ability	**Achievement**	**Additional Data**
Math	A score of 95th percentile or higher on a norm-references measure of non-verbal cognitive ability for self-contained services. A score of 90th-94th percentile on a norm-references measure of non-verbal cognitive ability for cluster services.	A score of 95th percentile or higher on a measure of math achievement for self-contained services. In the Lafayette School Corporation, we use the NWEA (Northwest Evaluation Association) assessments. A score of 90th-94th percentile on a measure of math achievement for cluster services.	When a score on either the ability or achievement assessment does not meet criteria for either the self-contained or cluster model, then additional data is required. This additional data may consist of teacher rating scales such as Scales for Identifying Gifted (SIGS), work portfolios, and/or additional assessment measures. These additional data pieces will be reviewed to determine appropriate placement for possible high ability identification.
English Language Arts	A score of 95th percentile or higher on a norm-references measure of verbal cognitive ability for self-contained services. A score of 90th-94th percentile on a norm-references measure of verbal cognitive ability for cluster services.	A score of 95th percentile or higher on a measure of reading and language achievement for self-contained services. In the Lafayette School Corporation, we use the NWEA (Northwest Evaluation Association) assessments. A score of 90th-94th percentile on a measure of reading and language achievement for cluster services.	When a score on either the ability or achievement assessment does not meet criteria for either the self-contained or cluster model, then additional data is required. This additional data may consist of teacher rating scales such as Scales for Identifying Gifted (SIGS), work portfolios, and/or additional assessment measures. These additional data pieces will be reviewed to determine appropriate placement for possible high ability identification.
Other			
Identification Process by school/grade level			
Kindergarten	At registration (Kindergarten Round-Up), parents are asked to indicate interest in our high ability program and complete the Parent Observation Scale survey. Additional information about our program is then provided to families. Parents can sign up for a screening day and time. Students are tested by the program coordinator by using the KBIT-2. Scores are reviewed by the District High Ability Coordinator and the HAK teacher. Parents are notified of student acceptance. A score of 90th percentile or above in either the Verbal, or Nonverbal, or the IQ Composite section.		
Grade 1	During the previous school year, all Kindergarten students are given the CogAT Battery in early spring of their Kindergarten year. Teachers are also asked to nominate students they believe would qualify in early spring. Cognitive and achievement data is gathered for each of those students. An identification/placement committee reviews those scores at the end of the year. Those students meeting criteria mentioned above will be placed in either a self-contained or a cluster model classroom for first grade.		
Grade 2	District first grade teachers are also asked to nominate students they believe would qualify in early spring with a rating scale. Data is gathered for each of those students. A committee meets and reviews all required data to determine placement in either self-contained or cluster model classrooms		

Grade 3	Students also take the CogAT Battery test during early spring of their 2nd grade year. Additionally, we ask teachers to provide any additional needed information. Those students meeting criteria mentioned above will be placed in either a self-contained or a cluster model classroom for third grade. An identification/placement committee reviews ability and achievement scores at the end of the 2nd grade year for placement decisions in 3rd grade.		
Grade 4	District teachers are asked to nominate students in early spring of the 3rd grade year. Again, data is collected and gathered for review. A identification/placement committee meets at the end of the year to analyze data. If it is determined placement is needed in either self-contained or cluster model classrooms, that change is made.		
	Ability	Achievement	Additional Data
Intermediate – Grade 5 & 6	All 4th and 6th-grade students are given the CogAT test in the fall. A score of 95th percentile or higher of non-verbal cognitive ability for self-contained services. A score of 90th-94th percentile on a norm-references measure of non-verbal cognitive ability for cluster services.	All 4th and 6th-grade students are given the CogAT test in the fall. A score of 95th percentile or higher of non-verbal cognitive ability for self-contained services. A score of 90th-94th percentile on a norm-references measure of non-verbal cognitive ability for cluster services.	When a score on either the ability or achievement assessment does not meet criteria for either the self-contained or cluster model, then additional data is required. This additional data may consist of teacher rating scales, teacher recommendation, work samples, and/or additional assessment measures. These additional data pieces are reviewed to determine appropriate placement for possible high ability identification.
	A placement committee meets in spring to review data and determine placement for each student.		
Junior High – Grade 7 & 8	6th-grade students are given the CogAT test in the fall. A score of 95th percentile or higher of non-verbal cognitive ability for self-contained services. A score of 90th-94th percentile on a norm-references measure of non-verbal cognitive ability for cluster services.	All 6th and 7th-grade students are given the CogAT test in the fall. A score of 95th percentile or higher of non-verbal cognitive ability for self-contained services. A score of 90th-94th percentile on a norm-references measure of non-verbal cognitive ability for cluster services.	When a score on either the ability or achievement assessment does not meet criteria for either the self-contained or cluster model, then additional data is required. This additional data may consist of teacher rating scales, teacher recommendation, work samples, and/or additional assessment measures. These additional data pieces are reviewed to determine appropriate placement for possible high ability identification.
	A placement committee meets in spring to review data and determine placement for each student. Some courses in junior high are eligible to be taken for high school credit.		
High School - Grades 9- 12	Students in grades 9-12 self-select Honors and Advanced Placement courses. Counselors fill out a form to identify students based on grades, teacher recommendations, past ability, and achievement assessment scores. Students must have at least three data points to be identified as high ability and placed in the Honors or AP courses.		