Name of District and Contact Person	Knox Community School Corporation Peggy Shidaker, G/T Coordinator and Curriculum Director
Multifaceted ID Plan Components	
District Mission Statement for High Ability Program	The Knox Community School Corporation recognizes that some students perform at/or above grade levels of proficiency in the core content areas of language arts and/or mathematics. These students come from all socioeconomic, cultural, and ethnic backgrounds and the Corporation recognizes the need to identify these students via an on-going and systematic program for identification. Through HA programming, the Corporation provides a learning environment that maximizes the HA student's ability to develop those skills necessary to become a contributing member of society and obtain maximum levels of achievement.
District Definition of High Ability Student	High ability students perform at, or show the potential to perform at, an outstanding level of accomplishment in at least one domain when compared to others of the same age, experience, or environment.
District Services for High Ability Students	**Elementary:** • Early entrance into kindergarten will be considered on an individual basis by the Principal, HA Coordinator and a representative teacher team. • Grade skipping referrals can come from any person knowledgeable about a child's academic performance. The referral will be considered on an individual basis by the Principal, HA Coordinator and a representative teacher team. • K – 5 differentiation of instruction in math & language arts within the regular classroom (Compacting, Acceleration and Enrichment)
	Middle: • In grades 6 – 8, students identified as having high ability in the general intellectual domain are placed in the same class for math and language arts. • Students who are high ability in language arts only join the students identified in the general intellectual domain for language arts instruction. • Students who are high ability in math only join the students identified in the general intellectual domain for math instruction. • HA programs offered at the middle school level include: 6th Honors Math, 7th Honors Pre-Algebra, 8th Algebra I , 7th and 8th Grade Honors Science and 8th Grade Honors English
	High School: • In grades 9-12, students who are identified as having high ability are encouraged to take honors courses, dual credit courses *(offered through Vincennes or Indiana University),* and Advanced Placement courses. • HA programs offered at the high school level include: AP English Literature**,** AP Calculus**,** AP Chemistry**,** Dual Credit Anatomy & Physiology, Dual Credit Biology II, Dual Credit Spanish III and Dual Credit Spanish IV**,** Dual Credit Graphics I, II, & III and Dual Credit Advanced Business Management

Multifaceted ID Plan Components	Grade Level(s) that measure is given	Name of Measure
Norm-Referenced Aptitude Measure (also referred to as ability or intelligence measure)	**Elementary** • Initial identification in Spring of K	• Cog AT
	• End of Primary- Grade 2/Placement for Elementary	• CogAT (All 2nd grade students tested for one-step process per IDOE)
	Middle • 6 – 8	• Cog AT
	High School • 9 - 12	• PSAT/AP Potential Tool (Scores of 3, 4 or 5)
Norm-Referenced Achievement Measure (or other evidence of ability to perform above grade level)	**Elementary** • K - 5	• NWEA
	Middle • 6 - 8	• NWEA
	High School • 9 - 12	• Performance in Honors Classes with above grade level standards

Qualitative Indicators		
	Elementary • K – 5	• Behavioral Characteristics Rating Scale • Classroom performance in LA and Math
	Middle • 6 – 8	• Behavioral Characteristics Rating Scale • Successful Participation in HA Programs at Elementary Level in LA and Math
	High School • 9 – 12	• Behavioral Characteristics Rating Scale • Successful Participation in HA Programs at Middle School Level in LA and Math • Coursework Portfolios/Projects • Self-nomination

Selection Procedures:	Initial identification in Spring of K:

Please describe how the complete process of how the measures and data are used to identify students.
• **Indicate whether or not the district uses tests each child at the grade level, and is so, at which grade levels, and with what measures. If not describe the process by which students are referred to participate in the identification data collection process.**
• **Describe how data from each of the measures are used in the identification process, including specific guidelines that are used for determining identification.**
• **State all the pathways by which a student can be identified as high ability**
• **Indicate if selection procedures are the same or different at the elementary, middle and high school levels. If different, describe each process separately.**
	• All kindergarten students are given the CogAT
	    ○ Students scoring at or above the 96th percentile on the Verbal Reasoning subtest are automatically identified as HA: LA
	    ○ Students scoring at or above the 96th percentile on Quantitative Reasoning or the Quantitative/Non-verbal partial composite are automatically identified as HA: MA
	• Students whose actual scores on the CogAT fell below the 96th percentile but whose score bank would include this percentile when considering the standard error of measure, are considered for identification by giving their teachers a Behavioral Characteristics Rating Scale to fill out in the respective subject area
	    ○ Student scores are rank ordered based upon the Behavioral Characteristics Rating Scale and the highest performing identified for HA programming in that subject area
	• Students identified as both HA: LA and HA: Math would receive designation of HA: General Intellectual

	End of Primary- Grade 2/Placement for Elementary • In the spring of 2nd grade, the process used for identification in K is repeated. HA students identified in K and who are performing successfully do not have to take the test • New students to the Corporation are given the CogAT
	Placement in Middle School • Any student scoring pass plus on ISTEP+ and any student referred by teachers or parents who is not already identified for HA programming will be given the CogAT • In 6th grade, all students who scored pass plus on ISTEP+ in Math and who have not already been identified as HA: Math will be given consideration for entering Algebra early • New students to the Corporation are given the CogAT
	Placement in High School • Students who have been identified in middle school keep their HA designation and receive advanced programming in high school • Additional students who did not previously qualify for high ability classes who select advanced placements will be considered for placement on a case-by-case basis. Both the student and parents must sign a waiver stipulating that course rigor will not be altered • PSAT scores will be used in conjunction with the AP Potential tool to identify students likely to score a 3, 4, or 5 on AP exams.

Multifaceted ID Plan Components	Description
Appeals Procedure	An appeals process is in place in the event the identification team does not place a child in services and a teacher, parent, or other person close to the child challenges the decision. The following steps clarify the appeal.
	1. The petitioner contacts the building level HA Coordinator.
	2. An Appeals Request Form is completed and delivered to the HA Coordinator within the specified time.
	3. The HA Coordinator reviews the student profile and may request alternative assessments to secure further identification data.
	4. A building level identification team and HA Coordinator reviews the new data and a determination is made.
	5. The HA Coordinator reports findings to the petitioner.
Exit Procedure	If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he she may:
	1. Arrange a conference with the parties involved, including the parent and teacher providing the services.
	2. Parent, student, and teacher examine issues of concern and discuss interventions that may be implemented.
	3. Participants may agree on a probationary period not less than one grading period to implement interventions.
	4. At the end of the probationary period, the parent, student and teacher meet to review progress and determine whether or not the student should exit services.
	5. If an exit is deemed appropriate, the parent signs permission to "de-flag" student for high ability placement and services.
	6. Parent permission for exit and documentation of interventions are maintained by the HA Coordinator.
	7. HA Coordinator removes high ability flag for student in database.
Questions/Comments: Please indicate any specific comments or questions you have about your identification process that you would like me to help answer.	