

LOUISVILLE PUBLIC SCHOOLS
BOARD POLICY 16 –6
HIGH-ABILITY LEARNING PROGRAM
IDENTIFICATION OF HIGH-ABILITY LEARNING STUDENTS

(added 6/97, revised 5/99, 8/01, and 8/02) (Reviewed 8/06; revised 7/10)

Phase I - Screening

Students in grades 4 –12 who meet **one** of the following requirements may qualify for further evaluation for inclusion in the high ability program:

1. a total battery score of at least the 90thtile or higher on their most recent group standardized achievement test (NWEA- MAP)
2. an achievement level of the 95thtile or higher on any group standardized assessments such as NRTs (normed referenced tests), math placements, or local assessments

Phase II – Analysis – Identification

Further analysis of abilities will be conducted by using combinations of the following methods. A Challenge Advisory Committee comprised of the gifted coordinator, the classroom teacher(s) and other school personnel will determine inclusion in the program. **Students may qualify for services by earning at least four points from the following criteria:**

1. The SIGS (Scales for Identifying Gifted Students) is a normed-referenced rating scale designed to assess students in 7 areas of development. It will be completed by teachers who have the opportunity to work directly with the student. The minimum requirement is a score at the 90thtile or above in four of the seven areas. (one point value)
2. The SAGES (Screening Assessment for Gifted Elementary Students) with a qualifying quotient score of at least 115 (one point value) or 120 (two point value) on any of three test categories
3. A composite score of the 95thtile or higher on either administration of the NWEA test (one or two point value)

If a parent, guardian, teacher, or high-ability coordinator feels that a particular child could be identified as a high-ability learner but the child does not meet the above criteria, other standardized assessments could be administered and considered by the Challenge Advisory Committee for possible inclusion in the program.

Identified students shall be reviewed at the beginning of Louisville Middle School entrance.

Students in grades 3 and below are not formally identified, but may be served as a supplement to their regular classroom activities by the high-ability coordinator. Students in grades 9 –12 are identified, but not formally served.

Appeals Process

Parents or guardians may appeal any decision of the school regarding the identification or non-identification of their child to the Louisville Board of Education.

Reporting of High-Ability Learning Students (added 8/98)

Louisville Schools shall annually provide the Department of Education with a copy of the criteria for identifying learners with high ability, the number of students identified according to the criteria, and the number of students participating in an approved accelerated or differentiated curriculum program. School districts shall also have a list of the students identified and how the students compare to the criteria available for inspection by department personnel.