

Lafayette School Corporation Multifaceted Identification Plan

Students are identified 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:

High Ability Identification in Math

- **Through Ability:** 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.
- **Through Achievement:** 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.
- **Through Additional Data:** 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, work samples, and/or additional assessment measures. These additional data pieces will be reviewed to determine appropriate placement for possible high ability identification.

High Ability Identification in Reading

- **Through Ability:** 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.
- **Through Achievement:** 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.

- *Through Additional Data:* 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, work samples, and/or additional assessment measures. These additional data pieces will be reviewed to determine appropriate placement for possible high ability identification.

Kindergarten

At registration (Kindergarten roundup), parents are asked to fill out a checklist about their student and those checklists are screened by the program assistant. A parent meeting is held in April to describe the program, and parents can then sign up for a testing time. Students are tested by the program assistant using the KBIT-2. Scores are reviewed, and parents are notified of student acceptance.

Grade 1

During the previous school year, all Kindergarten students are given the CogAT Screener. Students scoring in the top 20% are then given the CogAT Battery in January of their Kindergarten year. An identification committee reviews those scores in the spring. Those students meeting criteria mentioned above will be placed in either a self-contained or a cluster model classroom for first grade. Teachers are also asked to nominate students they believe would qualify in January. Cognitive and achievement data is gathered for each of those students. A committee meets and reviews data to determine placement in either self-contained or cluster model classrooms.

Grade 2

Teachers are also asked to nominate students they believe would qualify in January of the previous year. Data is gathered for each of those students. A committee meets and reviews data to determine placement in either self-contained or cluster model classrooms. Students also take the Cog-AT Battery test in January of their 2nd grade year. An identification committee reviews ability and achievement scores. Those students meeting criteria mentioned above will be placed in either a self-contained or a cluster model classroom for third grade.

Grade 3

Teacher nominate students they believe would qualify in January of the previous year. Data is gathered for each of those students based on the criteria above. A committee meets and reviews data to determine placement in either self-contained or cluster model classrooms. Additionally, in January of the 3rd-grade year, teachers are asked to nominate students. Cognitive and achievement data is gathered for each of those students. A

committee meets and reviews data to determine placement in either self-contained or cluster model classrooms for fourth grade.

Grade 4/Intermediate/ Junior High

In intermediate and junior high, the multifaceted identification process continues through 4th, 5th, 6th, 7th, and 8th grade.

- **Through Ability:** All 4th and 6th-grade students are given the Otis-Lennon 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.
- **Through Achievement:** 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.
- **Through Additional Data:** 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.

Grades 9-12

Students in grades 9-12 self-select honors and AP 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.

