

Mission Statement

As part of North Montgomery's commitment to the educational success of all students, we believe that students who perform at, or have the ability to perform at, outstanding levels of accomplishment have special needs that must be met through appropriate differentiation. Our school corporation recognizes the need for fair identification procedures while providing opportunities to support the academic, social, and emotional growth of our high ability learners.

What is a high ability student?

A high ability student:

1. performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and
2. is characterized by exceptional gifts, talents, motivation, or interests

How is a student identified for high ability?

North Montgomery has three pathways for identification.

Pathway 1: Aptitude

- North Montgomery administers several aptitude tests during elementary school. In Kindergarten, students take the Otis-Lennon School Ability Test (OLSAT). Then in second and fifth grade, students also take the InView Assessment which determines their Cognitive Skills Index. These scores help to identify students through their ability to perform complex thinking tasks.

Pathway 2: Achievement

- This pathway is for students who demonstrate the ability to perform above grade level.
- Measures used to determine entrance to the high ability program based on Pathway 2 include ISTEP+ scores, Reading Lexile Levels, and the Scholastic Math Inventory.

Pathway 3: Student Work Samples and Data

- Some students' scores may be very close to the cut off scores for Pathways 1 and 2. These students could possibly qualify under Pathway 3. This Pathway takes into consideration students' grades, writing samples, end of year reading and math assessments, as well as any other student work that demonstrates above level ability.

What services does the district provide for students identified as high ability?

Elementary Schools

- Students are clustered to proceed through their math skills at their own learning pace with the support of instructional software, the classroom teacher, instructional coach and/or support staff.
- Students are also placed in a reading cluster appropriate to their instructional level during daily tiered literacy time.

Middle School

- Middle school math students are placed in an accelerated track that works one grade ahead. In eighth grade, students take Algebra I for high school credit.
- Language arts courses allow students to work more quickly through the curriculum while providing opportunities for enrichment and deeper critical thinking skills.

High School

- Honors courses are available for math, biology, and English.
- Several AP courses are offered, including English, Spanish, Calculus, Geography, US History, and Music Theory.
- Dual-Credit offerings include Project Lead the Way Introduction and Principles of Engineering; Project Lead the Way Principals of Biomedical Science, Human Body Systems, Medical Interventions; Principals of Business Management and Accounting (Ivy Tech); Advanced Life Science (Purdue), and various CTE courses through Ivy Tech Lafayette.

How can I appeal a placement decision?

1. Contact the school's representative (school counselor or principal).
2. Complete an appeal request form.
3. The High Ability District Coordinator will review data and collect any additional information. This could include samples of student work and pretests to prove mastery of standards.
4. Coordinator reports data and assessments to building level team to determine the appropriate placement that will best fit the student's individual needs.
5. Building level team reports to High Ability Coordinator.
6. Coordinator reports the result to the petitioner.

Where can I get more information?

- OLSAT—<https://www.testprep-online.com/what-is-the-olsat.aspx>
- InView—
<http://www.ctb.com/ctb.com/control/ctbProductViewAction?productFamilyId=449&productId=875&p=products>
- Indiana Association for the Gifted Parent Center— <http://www.iag-online.org/page52/index.html>
- National Association for Gifted Children Parent Resources— <http://www.nagc.org/resources-publications/resources-parents>