
Absent: Lily Albright, Janice Bergeson, Whitney Coake, Lana Cummings, Denise Dorsey, Joe Doyle, Craig Fisher, Alexis Harmon, Cheryl Lewandowski, Tammy Miller, Rob Moore, David Sabbagh, Lacey Winckelbach, and Monica Zerfas.

1. Approval of October 2014 Minutes- Donna Kinkead moved to approve, Nancy Martin seconded and minutes were unanimously approved.

2. Coordinator’s Report:
   a. Updated ALPS Identification Plan: The High Ability Task Force met November 10 to review Acuity data for 3rd and 6th HA students and develop an updated identification plan. The group concluded that Acuity is a formative assessment that should not be used as a screener for possible high ability identification but could be used later in the school year for additional student achievement information. The results from the In View were available in November. The high ability office has reviewed the 3rd and 6th grade CSI scores as the initial screener for the ID Pool. We will also review 2nd and 5th grade NWEA scores (like we have done in the past) for this group of students. Based on this review of data, a pool of sixth grade students with a CSI of 115 or above was selected to take the NWEA math and reading assessment in December. Principals were given the list of students to take the math and reading NWEA subtests. Due to a limited number of “seats” purchased for testing, only the students on the list received from the High Ability Office took the NWEA. We will wait until February to test qualifying third grade students for the same process. We looked at a variety of data and solicited information/recommendations from principals and teachers, as needed. After we received NWEA Reading percentiles, we aligned/will align all of the data to create the initial ID pool for the middle school and elementary ALPS programs with the same baseline criteria we have always used: CSI 120+ AND NWEA Reading 92% +. Application packets were sent to qualifying sixth grade students on January 9, 2015; application packets for qualifying third grade students will be mailed March 13, 2015. Any student may apply for the ALPS program, but only students that meet baseline ability scores (CSI at 115 or higher), will take the NWEA. The NWEA math scores will be used for the middle school math placement for advanced math courses. Sixth grade students who are currently placed in 7th or 8th grade math will also take the NWEA math and reading subtests in December. The High Ability office asked sixth grade teachers to submit the names of sixth grade students who will complete 7th and 8th grade math in sixth in grade. The pool of students that qualify to take the NWEA based on ability (In View) included most of the sixth grade students that are currently enrolled in advanced math classes.

b. Elementary ALPS-
   - Third grade students (163) that scored a CSI of 115 or higher are currently taking the NWEA Reading and Math subtests.
   - Application packets for third grade students qualifying for the Initial ID Pool (CSI of 120+ AND NWEA Reading at 92% +) will be sent March 13, 2015.
c. K-2 High Ability ID
- We will begin the K-2 HA ID process after spring break. We delayed the process in order for elementary teachers to develop appropriate common formative assessment and scales scores for all of the new ELS. The three domains designated and required by the state high ability mandate are: general intellectual, specific academic LA, and specific academic Math.
- The identification process uses multifaceted assessments that include the KOI and Renzulli gifted behavior observation checklists, ACUITY, AIMS Web, benchmark common assessments, and other grade level assessments. Some schools will be using additional activities that solicit high ability behaviors for the screening. Building norms are used for identification. Students must be receiving services/instruction to meet their learning needs in order to be designated on Skyward. I will be meeting with individual schools to assist with the ID process.
- Last year’s data: K: 44 GEN, 25 LA, 3 Math; 1st: 56 GEN, 24 LA, 5 Math; 2nd: 70 GEN, 30 LA, 18 Math; Grade 3 was based on the In View, past and new NWEA, and ID committee recommendations: 3rd: 94 GEN, 32 LA, 16 Math.
- Students in the ALPS program and those recommended for a Gen Intellectual cluster at their home school are designated the same on Skyward. Students must have gifted behaviors as well as high achievement in both math and LA. Any changes in ID will be updated annually in Skyward. District norms are used for placement in the ALPS program.

d. Middle School-
- The middle school ALPS identification plan is in progress. We had 314 sixth grade students take the NWEA math and reading subtests in December (CSI of 115 or higher or 7th or 8th grade math level).
- Application packets for sixth grade students qualifying for the Initial ID Pool (122) were mailed January 9, 2015. The letters included in the packet were invitation to apply for possible placement in the program, not an invitation to participate in the program! Applications were due Friday, January 30. We have 190 applications.
- The ID Committee will meet in the next two weeks to review applications. Notification letters will be mailed to ALL students that applied on Friday, February 27, 2015.

e. Updating Middle School Math Placement Process-
- Jessica Willis and I updated the Google Docs recommendation form; all entries were due from sixth grade math teachers January 30 (including local non-MCCSC schools).
- We have 114 incoming seventh grade students taking the Orleans Hanna Algebra Prognosis February 11-17.
- Placement decisions for those students taking the algebra prognosis will be reviewed by a committee. Parents and students will be notified of placement in late April.

f. High School Credit Options for 8th Grade Students-
- We will distribute high school credit option forms for math and world language for 8th grade students after spring break.
- I will be visiting each of the middle schools to meet with the students.

g. 2014-15 HA Grant--our application for the 2014-15 HA Grant was approved.

h. Professional development--