High Ability Final Report 2021-22

High Ability Identification

Kindergarten-Number of Students Identified as HA

School	LA	Math	Total HA Students
Bittersweet	10	11	15
Elm Road	7	8	11
Elsie Rogers	6	5	7
Horizon	19	16	24
Madison	3	0	3
Mary Frank	11	9	14
Meadow's Edge	8	7	12
Moran	5	6	9
Northpoint	25	29	36
Prairie Vista	22	22	31
Walt Disney	10	9	15
Totals	126	122	178

Notes About Kindergarten Identification

- We currently have 777 active kindergartners. We now have 178 kindergarten students identified as high ability.
- Around **23%** of our kindergarten students are identified as High Ability in at least one subject area.
- This is close to our percentage from last year (22%)
- We identified high ability kindergarten students in every school.

Second Grade-Number of New Students Identified as HA

School	NEW LA	NEW Math	Total Students with New HA Label	Total HA 2nd Grade Students
Bittersweet	6	4	9	15
Elm Road	5	5	10	11
Elsie Rogers	1	1	2	6
Horizon	2	7	9	24
Madison	0	0	0	3
Mary Frank	7	8	14	14
Meadow's Edge	2	1	3	12
Moran	2	1	2	9
Northpoint	4	9	10	37
Prairie Vista	12	10	17	31
Walt Disney	7	6	11	15
Totals	48	52	87	177

Notes About Second Grade Identification

- We currently have 776 active 2nd graders. We now have 177 students identified as high ability.
- Around **23%** of our second grade students are identified as High Ability in at least one subject area.

Second Grade-How many students qualified with the CogAT Test?

School	LA-CogAT	Math-CogAT
Bittersweet	4	4
Elm Road	2	5
Elsie Rogers	1	1
Horizon	0	5
Madison	0	0
Mary Frank	2	5
Meadow's Edge	1	1
Moran	0	1
Northpoint	0	10
Prairie Vista	5	8
Walt Disney	2	6
Totals	17	46

Observations-Second Grade-Qualifying Assessment

- We identified a lot more 2nd graders using the on grade level Quantitative CogAT test as compared to previous years. Last year we only identified 18 students using the off grade level Quantitative CogAT. This year we identified 46 students using the on grade level test.
- We identified around the same number of students using the on grade level Verbal CogAT. Last year we identified 12 students using the off grade level Verbal CogAT and this year we identified 17 students using the on grade level Verbal CogAT.

Verbal CogAT-Why don't our 2nd grade students do well on this test?

There are 3 subtests:

- verbal classification
- sentence completion
- verbal analogies

Fifth Grade-Number of New Students Identified as HA

School	New LA	New Math	Total Students with new HA label	Total HA 5th Grade Students
Bittersweet	3	6	8	21
Elm Road	7	1	8	20
Elsie Rogers	2	0	2	5
Horizon	10	1	11	41
Madison	2	0	2	5
Mary Frank	7	6	10	17
Meadow's Edge	1	4	5	13
Moran	4	7	11	23
Northpoint	12	9	16	50
Prairie Vista	6	2	6	37
Walt Disney	3	3	6	9
Totals	57	39	85	241

Notes About Fifth Grade Identification

- We currently have 865 active 5th graders. We now have 241 fifth grade students identified as high ability.
- Around 28% of our 5th graders are now identified as high ability in at least one subject area.

First Grade-Number of New Students Identified as HA-Informal Year

School	NEW LA	NEW Math	Total Students with NEW HA Label(s)	Total HA 1st Grade Students
Bittersweet	1	0	1	16
Elm Road	3	3	3	18
Elsie Rogers	3	0	3	6
Horizon	10	5	14	31
Madison	1	0	1	7
Mary Frank	2	0	2	7
Meadow's Edge	2	3	3	10
Moran	0	0	0	9
Northpoint	9	8	16	46
Prairie Vista	7	7	9	36
Walt Disney	2	2	3	11
Totals	40	28	55	197

Third Grade-Number of New Students Identified as HA-Informal Year

School	NEW LA	NEW Math	Total Students with NEW HA Label(s)	Total HA 3rd Grade Students
Bittersweet	1	2	3	15
Elm Road	5	1	6	14
Elsie Rogers	1	2	3	7
Horizon	3	3	6	25
Madison	1	0	1	4
Mary Frank	2	5	5	14
Meadow's Edge	0	0	0	3
Moran	0	1	1	6
Northpoint	2	5	7	37
Prairie Vista	4	1	5	30
Walt Disney	0	0	0	10
Totals	19	20	37	164

Fourth Grade-Number of New Students Identified as HA-Informal Year

School	NEW LA	NEW Math	Total Students with NEW HA Labels	Total HA 4th Grade Students
Bittersweet	3	2	5	9
Elm Road	0	0	0	13
Elsie Rogers	1	1	2	9
Horizon	1	1	2	31
Madison	0	0	0	4
Mary Frank	1	0	1	7
Meadow's Edge	0	0	0	6
Moran	1	0	1	6
Northpoint	1	4	5	45
Prairie Vista	2	3	5	31
Walt Disney	0	1	1	4
Totals	10	12	22	165

Elementary High Ability Students-Spring 2022

Grade	Number of Active Students	Number of High Ability Students	Percentage of Active Students that are High Ability
K	777	178	23%
1st	827	197	24%
2nd	776	177	23%
3rd	861	164	19%
4th	882	165	19%
5th	865	241	28%

High Ability Data

ILEARN 2021-High Ability LA Students

HA Language Arts Proficiency (note-the numbers in parentheses were from 2019)

	Avg Scaled Score	1 or 2 Approaching Proficiency	3 At Proficiency	4 Above Proficiency	3 or 4
3rd (104 students)	5542(5571.4)	3 students=3%	8 students=8%	93 students=89%(93%)	101 students=97%(99%)
4th (133 students)	5576(5602.096)	3 students=2%	7 students=5%	123 students=93%(82%)	130 students=98%(99%)
5th (160 students)	5467.5(5641.47)	1 student (below)=<1%	28 students=18%	131 students=82%(86%)	159 students=99%(99%)
6th(199 students)	5547.5(5629.548)	7 students(approaching)-4% 1 student (below)=<1%	65 students=33%	126 students=63%(75%)	191 students=96%(99%)
7th(167 students)	5671.5(5678.622)	7 students=4%	38 students=23%	122 students=73%(87%)	159 students=95%(98%)
8th(123 students)	5649(5684.682)	3 students=2%	15 students=12%	105 students=86%(84%)	120 students=98%(99%)

ILEARN 2021-High Ability Math Students

	Avg Scaled Score	1 or 2 Approaching Proficiency	3 At Proficiency	4 Above Proficiency	3 or 4
3rd(121 students)	6543.5(6578.337)	0 students=0%	2 students=2%	119 students=98%(97%)	121 students=100%(100%)
4th(125 students)	6541(6623.333)	2 students=2%	8 students=6%	115 students=92%(96%)	123 students=98%(100%)
5th(163 students)	6588(6651.463)	0 students=0%	4 students=2%	159 students=98%(98%)	163 students=100%(99%)
6th(197 students)	6619.5(6662.936)	8 students=4%	51 students=26%	138 students=70%(84%)	189 students=96%(99%)
7th(167 students)	6551(6687.789)	11 students(approaching)=7% 1 student (below)=<1%	39 students=23%	116 students=69%(92%)	155 students=93%(99%)
8th(130 students)	6597.5(6721.205)	6 students(approaching)=5% 1 student (below)=<1%	17 students=13%	106 students=82%(88%)	123 students=95%(99%)

PSAT-Fall 2021-9th Grade High Ability Students

<u>Math</u>
- 53% of identified HA math students scored in the excellent category (550+)
- 24 students scored in the excellent category and aren't identified as HA in math.
- 43% of identified math students scored in the good category (490+)
- 87% of the identified math students scored in the excellent or good category.

<u>EBRW</u> (LA)
- 53% of identified HA LA students scored in the excellent category (570+).
- 49 students scored in the excellent category and aren't identified as HA in LA.
- 28% of the identified HA LA students scored in the good category (510+)
- 81% of the identified HA LA students scored in the excellent or good category.

PSAT-Fall 2021-10th Grade High Ability Students

Note–The high school plans to use PSAT scores to encourage more students to take AP, dual enrollment and honors courses.

<u>Math</u>
- 50% of identified HA math students scored in the excellent category (580+)
- 31 students scored in the excellent category and aren't identified as HA in math.
- 34% of identified math students scored in the good category (520+)
- 84% of the identified math students scored in the excellent or good category.

<u>EBRW</u> (LA)
- 51% of identified HA LA students scored in the excellent category (610+).
- 32 students scored in the excellent category and aren't identified as HA in LA.
- 32% of the identified HA LA students scored in the good category (540+)
- 83% of the identified HA LA students scored in the excellent or good category.

PSAT-Fall 2021-11th Grade High Ability Students

Math
- 30% of identified HA math students scored in the excellent category(640+).
- 19 students scored in the excellent category and aren't identified as HA in math.
- 40% of identified math students scored in the good category (570+)
- 70% of identified HA math students scored in the excellent or good category.

EBRW (LA)
- 35% of identified HA LA students scored in the excellent category (660+).
- 29 students scored in the excellent category and aren't identified as HA in LA.
- 47% of identified HA LA students scored in the good category (590+)
- 82% of identified HA LA students scored in the excellent or good category.

2021-22 High Ability Grant Goals

HA Grant Goal for 2021-22

Goal #**1:** Raise our percentage of high ability free/reduced lunch students in grades 1 and 2.

Actions: For first grade, we will create watch groups, and we will share these lists with teachers. These groups will consist of students that scored in the high average range on the CogAT in kindergarten. These students will be provided with enrichment type activities. The high ability coordinator will provide guidance for enriching these students. For second grade, we will give all second grade students the on-grade level CogAT. In the past we have used the off level CogAT test. All second grade teachers will use and discuss the CogAT practice activities so that all students are prepared for the testing in the same way. All CogAT testing materials and supplemental enrichment materials will be funded with the high ability grant.

Measurable Outcome: We are currently at 8% in first grade and 15% in second grade. We would like to increase those percentages by 1%. The first graders will be part of the second grade high ability identification process during the 2022-23 school year. That is when we will determine if our percentage of high ability free/reduced lunch percentage has increased by at least one percent (9%) for this group of students. The second graders will participate in formal high ability identification during this school year. We will be able to determine if we met our goal for this group(16%) when our high ability identification process is finished. Progress toward this goal will be reported to the Broad Based Planning Committee in the spring of 2022.

Results: 2nd grade HA Identification-We surpassed our goal. Our percentage of 2nd grade HA free/reduced lunch percentage is 17%. We rose two percent instead of one percent.

HA Grant Goal for 2021-22

Goal #2:

Actions: Continue to provide challenging instruction and curriculum to our elementary high ability students after experiencing a school year during a pandemic.

Strategies: We will form professional learning communities for our high ability teachers in grades 1-5. These groups will meet for professional development and discussion of strategies. We will send a few teachers to the IAG Conference, and these teachers will share information that they have learned with their PLC's. We will continue to purchase materials for our high ability students that provide instruction at each student's instructional level. Stipends for PLC meetings, IAG Conference expenses and off-level instructional materials will be funded with the high ability grant.

Measurable Outcome: We will progress monitor the previously identified high ability students in grades 2 and 5 which is a formal identification year. We will use the NWEA tests. We will determine what percentage of these students scored in the 90%ile or higher on the NWEA tests. Our goal is to raise our percentages by at least one percent in each grade level/subject area. For the reading NWEA test, our most recent percentage in 2nd grade was 75% and in 5th grade it was 62%. For the math NWEA test, our most recent percentage in 2nd grade was 79%ile and in 5th grade it was 88%. We hope to raise our second grade percentages to 76% for reading and 80% for math. We hope to raise our fifth grade percentages to 63% for reading and 89% for math. Progress toward this goal will be reported to the Broad Based Planning Committee in the spring of 2022.

Results: We only met one fourth of this goal. Second grade reading rose from 75% to 77%. Second grade math dropped from 79% to 67%. Fifth grade reading dropped from 62% to 60% and fifth grade math dropped from 88% to 79%.

Demographics for High Ability Students

High Ability Ethnicity and Race-Grades K-11

Race	April 2022-Corporation	April 2022-HA Students
American Indian	**0.5%**	0.3%
Asian	**6.2%**	10.6%
Black	**6.9%**	2.7%
Multi-Race	**6.9%**	5.6%
Pacific Island	**0.1%**	0.01%
White(non Hispanic/Latino)	**79.4%**	80.7%
Hispanic/Latino (white)	**7.6%**	3.2% (4%-all races)

High Ability Free/Reduced Lunch Percentages-K-5

Grade	All Students-Free/Reduced Lunch	High Ability-Free/Reduced Lunch
K	22%	10%
1st	25%	6%
2nd	29%	17%
3rd	29%	14%
4th	28%	7%
5th	29%	13%

First Grade High Ability Identification

	First Graders Nominated for High Ability Testing by Teacher	First Graders on the Watch List Based on K CogAT Score(s)
Number/percentage of Students	149 students	206 students
Number/percentage of Free/Reduced Lunch Students	13 students=9%	36 students=17%
Number/percentage of Hispanic/Latino Students	12 students=8%	11 students=5%
Number/percentage of American Indian Students	1 student=1%	1 student=0.5%
Number/percentage of Black Students	4 students=3%	11 students=5%
Number/percentage of Asian Students	9 students=6%	5 students=2%
Number/percentage of Multi Race Students	8 students=5%	13 students=6%
Number/percentage of White Students	127 students=85%	176 students=85%

Goals for 2022-23

Goal #1-Identification

<u>Goal Description</u>: Raise our percentage of high ability free/reduced lunch students in grades 1 and 2. For first grade, we will create watch groups, and we will share these lists with teachers. These groups will consist of students that scored in the high average range on the CogAT in kindergarten. These students will be provided with enrichment type activities. The high ability coordinator will provide guidance for enriching these students. All of the first grade students who are on the watch list will take the NWEA test(s) for the subject(s) for which they are on the watch list. For second grade, we will give all second grade students the on-grade level CogAT. All second grade teachers will use and discuss the CogAT practice activities so that all students are prepared for the testing in the same way. The second grade students will also be given enrichment type activities during the school day. All testing materials and supplemental enrichment materials for both grade levels will be funded with the high ability grant.

<u>Measurable Outcome Description</u>:   Our high ability free/reduced lunch percentage is currently at 10% in first grade and 6% in second grade. We would like to increase those percentages by 1%. The first graders will be part of the second grade high ability identification process during the 2023-24 school year. That is when we will determine if our percentage of high ability free/reduced lunch percentage has increased by at least one percent (11%) for this group of students. The second graders will participate in formal high ability identification during the 2022-23 school year. We will be able to determine if we met our goal for this group(7%) when our high ability identification process is finished. Progress toward this goal will be reported to the Broad Based Planning Committee in the spring of 2023.

Goal #2-Curriculum and Instruction

Goal Description: Continue to provide challenging instruction and curriculum to our elementary high ability students. We progress monitor our high ability 2nd and 5th graders each year. Our percentage of HA 2nd and 5th students that scored in the 90%ile or higher on NWEA test(s) has dropped this past school year. We will form professional learning communities for our high ability teachers in grades 1-5. These groups will meet for professional development and discussion of strategies. We will send a few teachers to the NAGC Conference, and these teachers will share information that they have learned with their PLC's. We will continue to purchase materials for our high ability students that provide instruction at each student's instructional level. Substitute teacher costs for PLC meetings, NAGC Conference expenses and off-level instructional materials will be funded with the high ability grant.

Measurable Outcome Description: We will progress monitor the previously identified high ability students in grades 2 and 5 which is a formal identification year. We will use the NWEA tests. We will determine what percentage of these students scored in the 90%ile or higher on the NWEA tests. Our goal is to return our percentages to where they were before the pandemic in each grade level/subject area. We hope to raise our second grade percentages to 75% for reading and 79% for math. We hope to raise our fifth grade percentages to 62% for reading and 88% for math. Progress toward this goal will be reported to the Broad Based Planning Committee in the spring of 2023.

Additional Items Discussed

- We will use fall PSAT scores from grades 9-11 to identify additional students in these grade levels as high ability. This will alert parents and guidance counselors to encourage these students to take honors/AP courses.
- We wondered if our first grade teachers were nominating students for high ability testing from a variety of ethnicity, race and free/reduced lunch groups. Data was gathered and is shared in this slideshow.
- We determined that students on the watch lists from kindergarten need to take the matching NWEA test(s) in first grade. Then first grade teachers may make additional recommendations for high ability testing.