

**Prince William County Public Schools**

**Form A**

<b>GIFTED PLAN COMPONENT</b>	<b>IDENTIFICATION</b>			
<b>GOAL STATEMENT</b>	<p>In order to reach the Division Gifted Education Program Performance Measure indicating that the demographic composition of the gifted education program shall reflect the demographic composition of the school division, the identification procedures of the gifted education program will continue to be revised based upon research-based national best practices to continue to increase identification of students from underrepresented student populations.</p>			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION RESPONSIBLE</b>	<b>DATE DUE</b>	<b>EXPECTED RESULTS</b>
Continue to examine the identification process to monitor the identification of under-represented populations for gifted services	<ul style="list-style-type: none"> <li>▪ Continue to collect demographic data from each Identification/Placement Committee for each identification cycle</li> <li>▪ Examine the demographic data to insure the inclusion of students with ethnic codes other than white, students qualified for free and reduced price lunch, students who have limited English proficiency, and students who are eligible for services through special education programs</li> </ul>	Supervisor of Gifted Education Identification Process Table Leaders	On-Going	Continuing statistical analysis of the relationship of identification procedures and demographics
Continue to improve access to the identification process for students in all populations	<ul style="list-style-type: none"> <li>▪ Use both the Naglieri Non-Verbal Ability Test (NNAT) and the Cognitive Abilities Test (CogAT) as a part of the criteria for establishing a screening pool at grade three.</li> </ul>	Supervisor of Gifted Education	2006-07	Use of both NNAT and CogAT for screening pool inclusion
	<ul style="list-style-type: none"> <li>▪ Insure that the process of establishing a screening pool for consideration for identification for gifted services is inclusive at all grade levels</li> <li>▪ Insure that the screening pool continues to include students from underrepresented populations</li> </ul>	Supervisor of Gifted Education Gifted Education Resource Teachers	On-Going	Statistical analysis of <b>students who are included in the screening pool</b> will continue to indicate increased inclusion of students from underrepresented populations

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Continue to improve access to the identification process students in all populations	<ul style="list-style-type: none"> <li>▪ Insure that referral forms are easily accessible and are available in multiple languages</li> <li>▪ Revise and simplify the parent report to make it more accessible for all parents</li> <li>▪ Increase the number of languages into which the parent report is translated to include languages beyond English and Spanish</li> </ul>	<p>Supervisor of Gifted Education</p> <p>Chairman of the Identification Committee</p> <p>Supervisor of Gifted Education</p>	<p>2006-07</p> <p>On-Going</p>	<p>Additional referral forms</p> <p>Revised Parent Reports</p> <p>Statistical analysis of <b>students who are referred for eligibility for services</b> will continue to indicate increased inclusion of students from underrepresented populations</p>
Re-examine the eligibility process for identification to continue the emphasis on the identification of under-represented populations	<ul style="list-style-type: none"> <li>▪ Insure that students who far exceed or exceed age peers <i>of similar environment and experience</i> are found eligible for services</li> <li>▪ Continue to insure that no one single criterion is used to determine a student as eligible or ineligible for services</li> <li>▪ Provide additional training on identification of underrepresented populations for members of School Profile Development and Division Identification/Placement Committees to support increased inclusion</li> </ul>	<p>Supervisor of Gifted Education</p> <p>Chairman of the Identification Committee</p>	<p>On-Going</p>	<p>Statistical analysis of <b>students who are found eligible for services</b> will continue to indicate increased inclusion of students from underrepresented populations</p>

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<p>Re-examine the process for identification that was extensively revised in the 2001-2006 planning cycle to continue the emphasis on the identification of under-represented populations</p>	<ul style="list-style-type: none"> <li>▪ Review current national research on identification of gifted students with a special emphasis upon the identification of under-represented populations</li> <li>▪ Benchmark identification procedures and results against those of other comparable Virginia school divisions and against national best practices</li> <li>▪ Consult with nationally known university researchers and have such researchers review the components of the school division identification process</li> </ul>	<p>Supervisor of Gifted Education</p> <p>Chairman of the Identification Committee</p>	<p>2006-07</p>	<p>Conduct a root cause analysis process as a basis for developing additional strategies for the improvement of the identification of underrepresented populations for gifted services</p>
<p>Continue to revise the Identification Procedures Manual on a regular basis to insure that improvements in the identification process are implemented on a division-wide basis</p>	<ul style="list-style-type: none"> <li>▪ Modify the Gifted Education Program Identification Procedures Manual on a regular basis to insure the consistency of identification procedures in the Division</li> <li>▪ Modify the electronic forms to match the procedures manual to continue to maintain an efficient identification process</li> </ul>	<p>Supervisor of Gifted Education</p> <p>Identification Level Chairs</p>	<p>On-Going</p>	<p>A regularly revised Procedures Manual and electronic process will be available to all staff members and to all schools in order to maintain a consistent and efficient identification process</p>