HCPS Gifted Identification Process

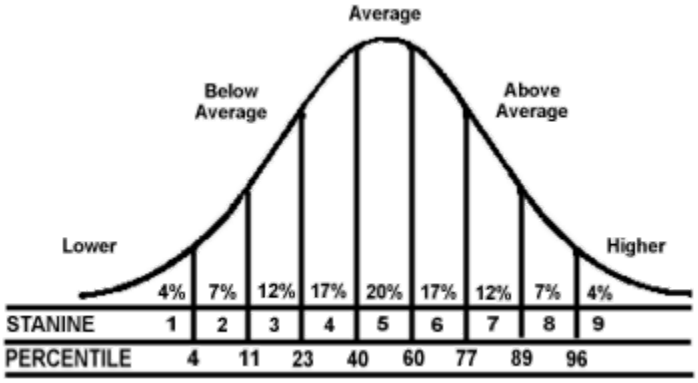
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Definition of giftedness

HCPS defines gifted students as those who demonstrate superior levels of accomplishment or who show the potential for superior levels of accomplishment when compared to others of the same age, experience, or environment. Outstanding talents are present in students from all cultural and socio-economic backgrounds. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.

There are many possible areas of giftedness. HCPS identifies and serves in two specific academic aptitudes: English and math.

A gifted student is one who is, or may be, in the 9th stanine (96th percentile or higher) in achievement and aptitude.



Referral and screening

Achievement data collected through MAP and SOL testing is reviewed annually for all students in grades 2-12. Additionally, students at any grade level may be referred for eligibility testing by educators, their families, or any other interested person. Once a student is referred or has an achievement score in the referral range, their teacher(s) will be asked to complete an online teacher rating scale (Gifted Behavior Rating Scale, or GBRS). Families need to give permission for testing.

Gifted identification

If a student shows indicators of both aptitude **and** achievement in a specific area (English and/or math), they may be eligible for gifted identification. CogAT stanines should be based on age, not grade level.

Indicators of specific academic aptitude - English

- CogAT Verbal - 9th stanine (96%+) OR
- CogAT Verbal - 8th stanine (89%+) AND GBRS of 12 or above for English

Indicators of specific academic achievement - English

- MAP Growth English reading national percentile >=96% at any point during school year OR
- SOL Score of Pass Advanced (500+) in English Reading on most recent administration

Indicators of specific academic aptitude - Math

- CogAT Quantitative (Q) or Nonverbal (N) - 9th stanine (96%+) OR
- CogAT Quantitative (Q) or Nonverbal (N) - 8th stanine (89%+) AND GBRS of 12 or above for math

Indicators of specific academic achievement - Math

- MAP Growth Math national percentile >=96% at any point during school year OR
- SOL Score of Pass Advanced (500+) in Math on most recent test administration

Talent Development status

If a student does not qualify for gifted identification and is from an underrepresented population in gifted (Black, Hispanic, EL level 5 or below, SWD, or committee determination for exceptional circumstance) AND has one or more of the following scores, they may be considered for Talent Development meaning they will be clustered with identified gifted students and monitored/served by the gifted specialist:

- CogAT Verbal, Quantitative, or Nonverbal 7th stanine (77%+) or higher
- MAP Growth English reading achievement percentile >=77%
- MAP Growth Math achievement percentile >=77%
- SOL Score of Pass Advanced (500+) in science or social studies

Divisionwide identification committee

A divisionwide committee will include three gifted specialists, the gifted coordinator, an EL specialist, a SPED specialist, and building administrators as appropriate. The committee will consider the referred students for each school using the data gathered, as well as any extenuating circumstances, and may vote for one of these options:

1. Identify student as gifted in one or more areas.
2. Choose to gather more information before making a determination.
3. If the student is not eligible for gifted identification but is eligible for Talent Development, the committee may add them to that status.
4. Otherwise, indicate the student is not eligible at this time.

Please note that the division is obligated to make a determination within 90 days of guardian's consent for assessment (8VAC20-40-40.E)

Status as a Talent Development student may be renewed from elementary to middle school, if appropriate, but there is no Talent Development program at the high school level.

Appeals

8VAC20-40-55 describes the appeals process. An appeals committee consisting of the gifted coordinator, a building administrator, and three gifted specialists who were not part of the student's original identification committee shall consider any additional information offered.