



Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent
for Curriculum and Instruction

1515 Stelton Road
Piscataway, NJ 08854
732 572-2289, ext. 2561
Fax 732 572-1540
www.piscatawayschools.org

To: Dr. Frank Ranelli
From: Dr. William F. Baskerville, Jr.
Re: Establishment of 2024-2025 Merit Goals
Date: October 2, 2024

Merit Goals 2024-2025 School Year

For this school year, my contract includes the development of two quantitative goals. The following merit goals are proposed:

Quantitative Goal 1 – Historically, there has been a significant underrepresentation of MLs (Multilingual Learners) and students with IEPs that are present in G&T programming. In fact, more times than not, there have been none. To further highlight this, in grades K-5, we currently have 453 MLs and 386 students with active IEPs.

Current research suggests that a major reason for the disproportionalities in gifted enrollment rates are thought to be related to identification methods that fail to identify diverse populations (Brulles, et al., 2022; List & Dykeman, 2019). Many attribute the problem to measures that focus on exhibited achievement rather than high ability, propensity, and the proper delivery of a differentiated curriculum. Common traditional identification methods often include standardized test scores and benchmark assessments with a set cut-off. It has become increasingly more apparent that this approach alone often excludes a large segment of potential qualified students.

The goal is to restructure our identification process for all students where it is consistent with current research and methodologies, and have an increase of 15% of MLs and/or students with IEPs identified and enrolled within into our grades 1-5 G&T programs through our work with the Middlesex County Gifted and Talented Consortium and district personnel.

Evidence of Completion – Copies of class rosters and identification data/criteria.

Quantitative Goal 2 – The New Jersey Department of Education (NJDOE) promotes school data teams regarding the usage of data to support evidence-based decision-making, improve student learning, and promote problem solving. Moreover, these cross-departmental teams bring an all-inclusive perspective, which is crucial concerning analyzing multiple sources of data and addressing matters of student achievement and the planning of instruction. Furthermore, School data teams use data to determine which interventions are most effective and need to be modified in order to bring about effective results in all areas including student discipline.

The goal is to work with the establishment of the data teams in the two intermediate schools, disaggregate data, and use targeted interventions to reduce the number of office referrals in grade 5 by a minimum of 5% from the previous year.

Evidence of Completion – Office referral data and behaviorist/counseling logs.