

# Baltimore County Public Schools



## Gifted and Talented Education Program Status Report

**2010-2011**

Gifted and Talented Education Program Status Report  
School Year 2010-2011

**October 25, 2011**

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**Executive Summary**  
**Gifted and Talented Education Program Status Report**  
**2010-2011**

The Board of Education (Board) of Baltimore County is committed to ensuring equity and excellence in education by providing each student with an instructional environment that nurtures potential and enhances academic success. With the central mission in mind, the Board believes that every student in the Baltimore County Public Schools PreK-12 who gives evidence of high achievement capabilities should have access to high quality gifted and talented educational services regardless of that student's race/ethnicity, gender, socio-economic status, geographical location, primary language, or disability.

The *Gifted and Talented Program Status Report 2010-2011* details disaggregated student enrollment, achievement, and recommendations for improvement and is provided to the Board and the Superintendent as required by Board Policy 6401. A report establishing the baseline status of the Gifted and Talented Education Program was prepared in 2003-2004. This report, the sixth annual report, is organized in six sections: (1) Gifted and Talented Education Student Enrollment, (2) Gifted and Talented Education Student Achievement, (3) Program Implementation, (4) Curriculum Model, (5) Professional Development, and (6) Recommendations.

The Gifted and Talented (GT) Education Program in Baltimore County Public Schools provides services to students PreK-12. Highlights include:

- In Grades PreK-2, the Primary Talent Development (PTD) program is for all students and provides a structure for nurturing achievement behaviors such as persistence, resourcefulness, and inquisitiveness.
- In Grades K-2, Primary Achievement and Curriculum Enrichment (PACE) reading/language arts lays the foundation for students who require instruction beyond the regular academic program. Students are formally identified for participation in gifted and talented reading/language arts programs by the middle of Grade 3.
- In Grades 1 and 2, PACE mathematics provides differentiated activities and resources for students who demonstrate proficiency in grade-level expectations. Students are formally identified for participation in gifted and talented mathematics programs by the second quarter of Grade 3.
- In Grades 3 through 5, students identified for GT participation experience highly challenging content and materials in reading/language arts, mathematics, science, and/or social studies through enrichment and acceleration.
- In middle school, the program is delivered in homogeneously or cluster-grouped classes in art, English, mathematics, science, and/or social studies.
- High schools offer a sequence of GT education courses in art, English, mathematics, science, and social studies. Additionally, Advanced Placement (AP) courses are offered in Grades 10 through 12 and International Baccalaureate (IB) courses are offered in Grades 11 and 12.

On September 9, 2003, the Board affirmed its renewed commitment to excellence and equity in GT Education Programs through the adoption of former Board Policy 6135, now Board Policy

6401, *The Gifted and Talented Education Program* (Appendix A and Appendix B). The policy embodies three overarching themes: equity, excellence, and accountability.

Equity is measured by assessing implementation of programs that nurture potential in all students, exemplified by the PTD program. Disaggregation of student enrollment data assists in developing strategies designed to ensure equitable access to gifted education programs.

Program excellence is monitored through the analysis of student achievement data, providing a rigorous, differentiated curriculum for students through professional development for teachers in gifted education.

Accountability and monitoring of program implementation are provided through the assistant superintendents as they work with principals, staff, and teachers. The school principals, under the direction of the assistant superintendents, implement the GT Education Program in the local school according to the *Handbook of Procedures for Implementing the Gifted and Talented Education Program*.

## Part I: Gifted and Talented Education Program Student Enrollment

The progress in meeting the *Blueprint for Progress* goal of increasing student participation in rigorous courses in all schools is supported by the five-year trend data for student identification and participation in gifted and talented courses in Grades 3-12. At all grade bands, student participation has increased over the five-year period. At the elementary level, GT Office staff members have provided support to schools to ensure that accurate records are entered and maintained in the Student Tracking and Registration System (STARS). Some increase at the elementary level may be attributed to more consistent data entry in all schools.

### GT Enrollment by Grade Level

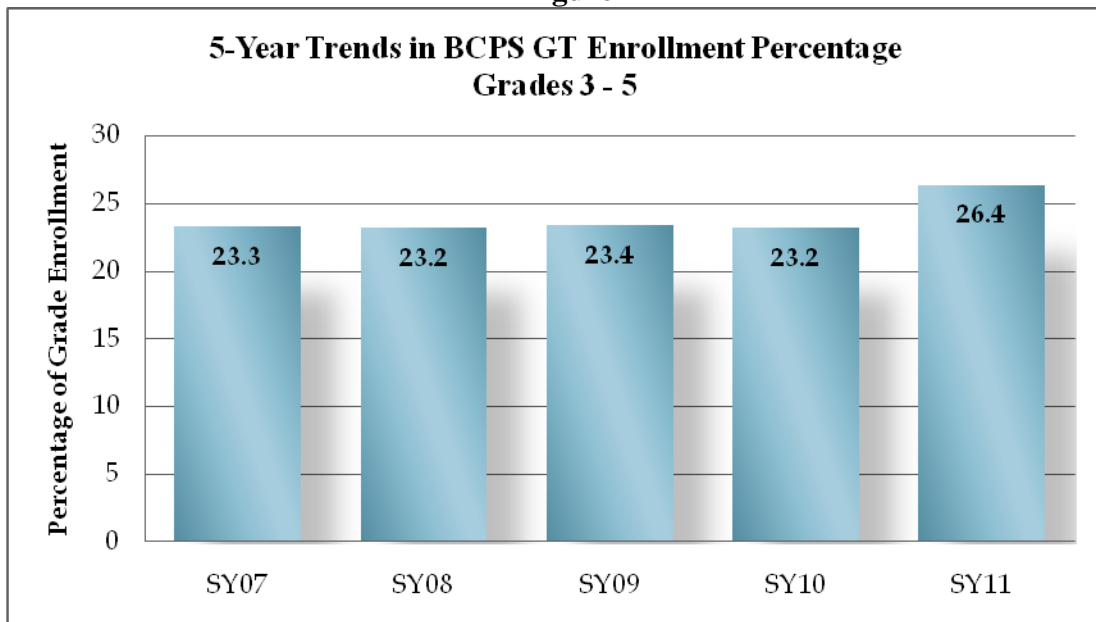
The following reflects a five-year trend (2006-2011), by grade band, of students identified/enrolled in GT courses in Grades 3-12.

- **Grades 3-5: Elementary** GT participation increased from 5,241 students in 2006-07 to 6,052 students in 2010-11. GT students comprised 23.30% of Grade 3-5 students in 2006-07 compared with 26.40% in 2010-11. (Figures 1 and 2)

**Figure 1: 5-Year Trends in GT Enrollment Grades 3- 5**

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
GT Student Count	5,241	5,195	5,288	5,220	6,052
Total Enrollment	22,535	22,373	22,570	22,527	22,945
GT Percentage	23.30%	23.20%	23.40%	23.20%	26.40%

**Figure 2**

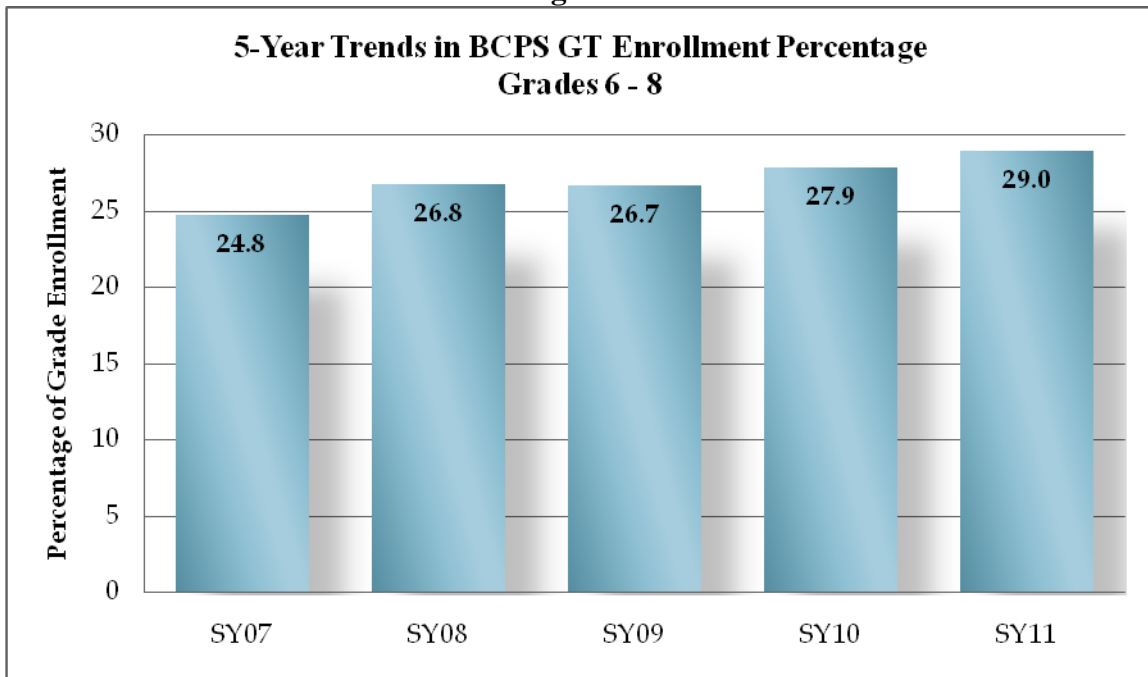


- **Grades 6-8:** Middle school GT participation increased from 5,933 students in 2006-07 to 6,547 students in 2010-11. GT students comprised 24.80% of Grade 6-8 students in 2006-07 compared with 29.00% in 2010-11. (Figures 3 and 4)

**Figure 3: 5-Year Trends in GT Enrollment Grades 6- 8**

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
GT Student Count	5,933	6,239	6,097	6,246	6,547
Total Enrollment	23,922	23,286	22,793	22,418	22,606
GT Percentage	24.80%	26.80%	26.70%	27.90%	29.00%

**Figure 4**

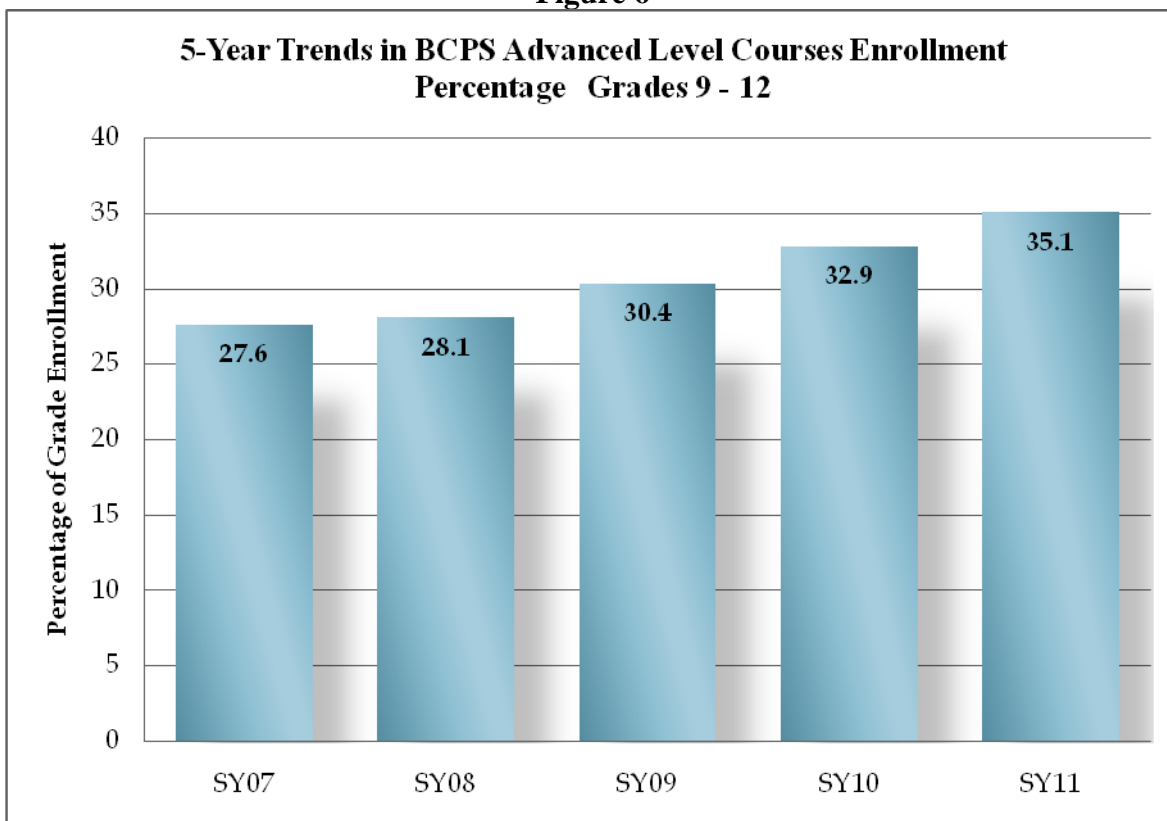


- **Grades 9-12: High school GT participation** includes all students who are enrolled in any Advanced Level Courses (ALC), which include those designated at GT, AP, and IB. High School ALC participation increased from 9,286 students in 2006-07 to 11,298 students in 2010-11. GT students comprised 27.70% of Grade 9-12 students in 2006-07 compared with 36.30% in 2010-11. (Figures 5 and 6)

**Figure 5: 5-Year Trends in Advanced Level Courses Enrollment Grades 9- 12**

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Advanced Level Courses Student Count	9,279	9,241	9,633	10,349	10,917
Total Enrollment	33,566	32,878	31,737	31,500	31,099
Advanced Level Courses Percentage	27.64%	28.11%	30.35%	32.85%	35.10%

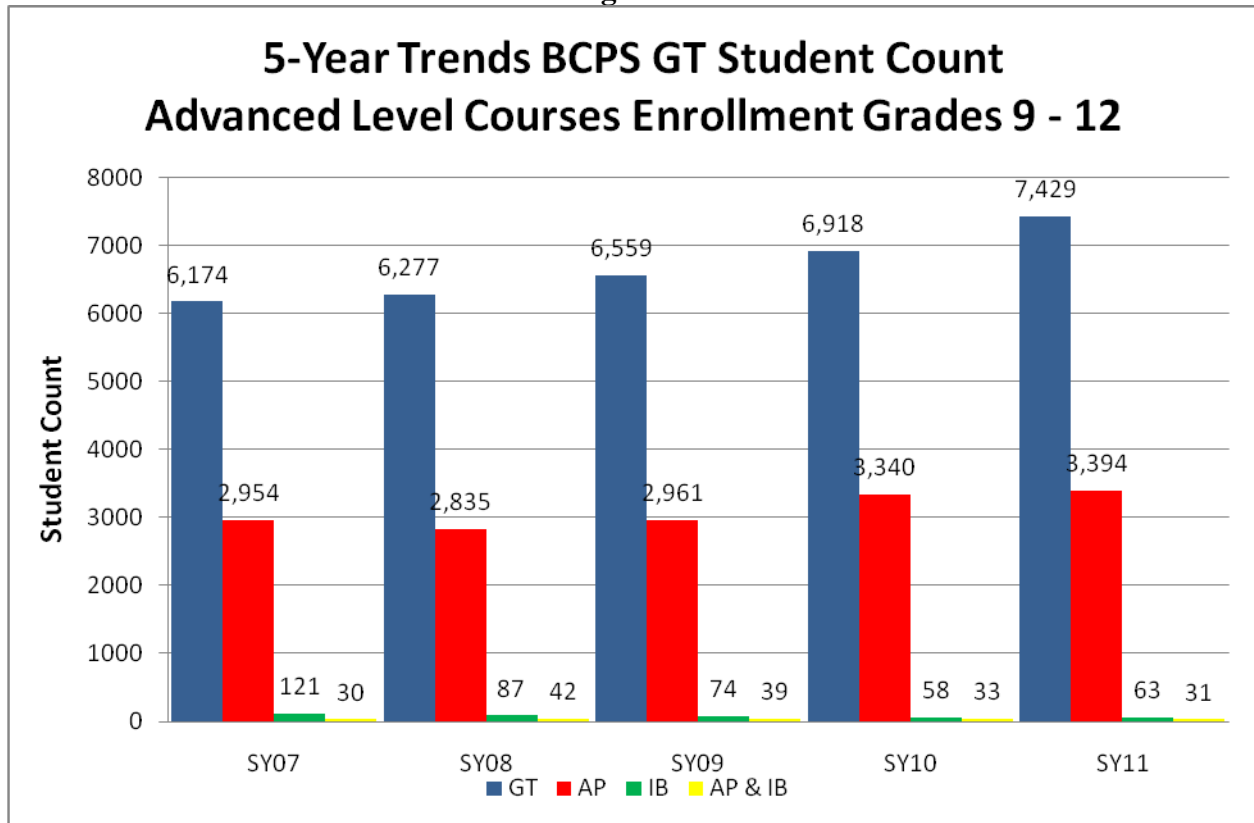
**Figure 6**



**Figure 7: 5-Year Trends BCPS GT Student Count  
Advanced Level Courses Enrollment Grades 9-12**

School Year	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
Course Level	Student Count	Percent	Student Count	Percent	Student Count	Percent	Student Count	Percent	Student Count	Percent
GT Only	3,778	40.72%	3,804	41.16%	4,038	41.92%	4,004	38.68%	4,218	38.64%
GT & AP Only	2,162	23.30%	2,311	25.01%	2,455	25.49%	2,851	27.54%	3,125	28.63%
GT & IB	224	2.41%	154	1.67%	60	0.62%	57	0.55%	68	0.62%
GT, AP, & IB	10	0.11%	8	0.09%	6	0.06%	6	0.06%	18	0.16%
AP Only	2,954	31.84%	2,835	30.68%	2,961	30.74%	3,340	32.27%	3,394	31.09%
IB Only	121	1.30%	87	0.94%	74	0.77%	58	0.56%	63	0.58%
AP & IB	30	0.32%	42	0.45%	39	0.40%	33	0.32%	31	0.28%

**Figure 8**



GT: GT Only, GT & AP Only, GT & IB, GT, AP & IB  
 AP: AP Only  
 IB: IB Only  
 AP & IB: AP & IB

### GT Student Enrollment by Race/Ethnicity

The following reveals a five-year trend (2007-2011), by race/ethnicity, of students identified/enrolled in GT courses in Grades 3-12. (Figures 9-26)

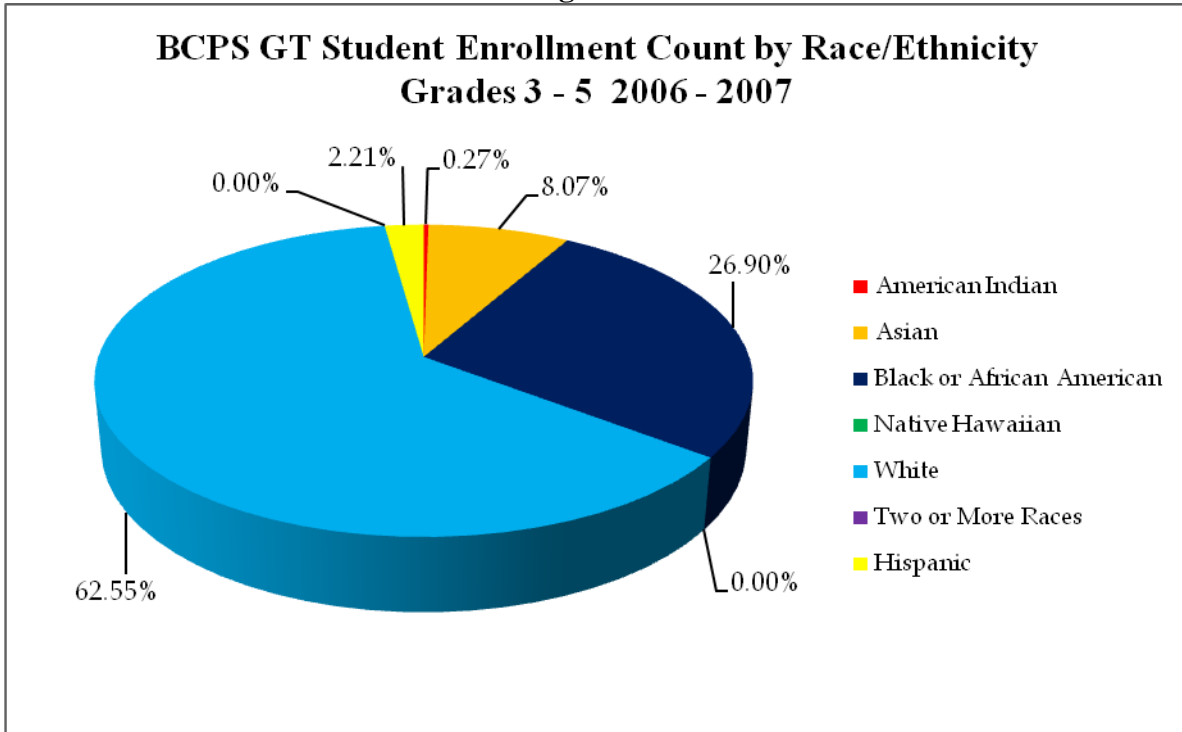
#### Grades 3-5

- GT-identified students who are **White** increased from 3,278 students in 2006-07 to 3,571 students in 2010-11. **White** students comprised 62% of GT-identified students in 2006-07 compared with 59% in 2010-11.
- GT-identified students who are **Black or African American** increased from 1,410 students in 2006-07 to 1,419 students in 2010-11. **Black or African American** students comprised 26% of GT-identified students in 2006-07 compared with 23% in 2010-11.
- GT-identified students who are **Asian** increased from 423 students in 2006-07 to 540 students in 2010-11. **Asian** students comprised 8% of GT-identified students in 2006-07 and in 2010-11.
- GT-identified students who are **Hispanic** increased from 116 students in 2006-07 to 272 students in 2010-11. **Hispanic** students comprised 2% of GT-identified students in 2006-07 compared with 4% in 2010-11.

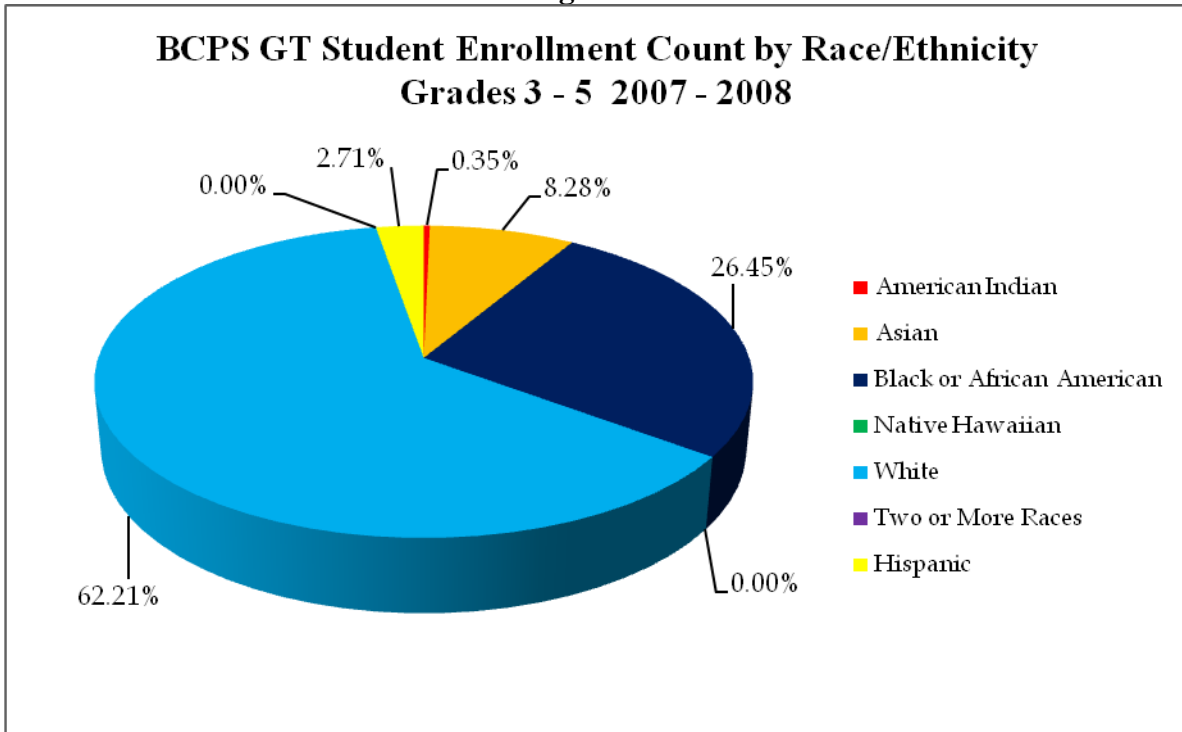
**Figure 9: BCPS GT Student Enrollment Count by Race/Ethnicity Grades 3 - 5**

School Year	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Student Count	Percent	Student Count	Percent	Student Count	Percent	Student Count	Percent	Student Count	Percent
<b>American Indian</b>	14	0.27%	18	0.35%	19	0.37%	11	0.21%	11	0.18%
<b>Asian</b>	423	8.07%	430	8.28%	427	8.07%	418	8.01%	540	8.92%
<b>Black or African American</b>	1,410	26.90%	1,374	26.45%	1,422	26.89%	1,316	25.21%	1,419	23.45%
<b>Native Hawaiian</b>	0	0.00%	0	0.00%	0	0.00%	1	0.02%	2	0.03%
<b>White</b>	3,278	62.55%	3,232	62.21%	3,275	61.93%	3,078	58.97%	3,571	59.01%
<b>Two or More Races</b>	0	0.00%	0	0.00%	0	0.00%	178	3.41%	237	3.92%
<b>Hispanic</b>	116	2.21%	141	2.71%	145	2.74%	218	4.18%	272	4.49%
<b>Total</b>	5,241		5,195		5,288		5,220		6,052	

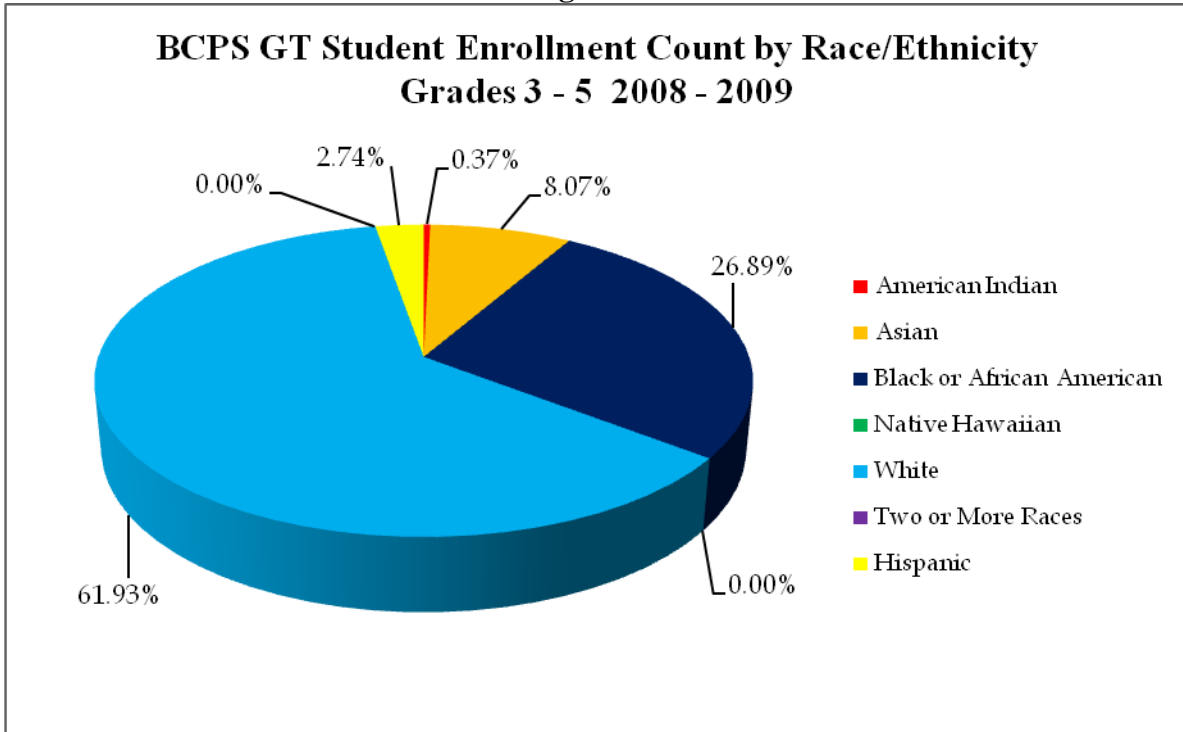
**Figure 10**



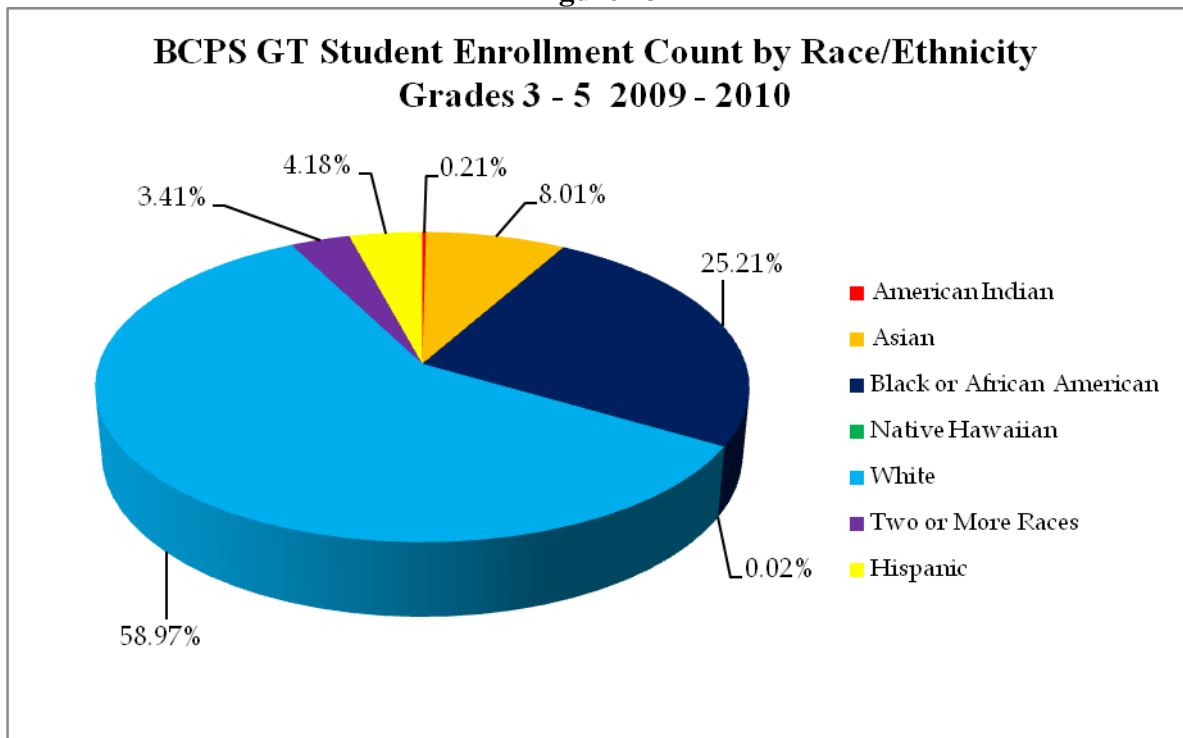
**Figure 11**



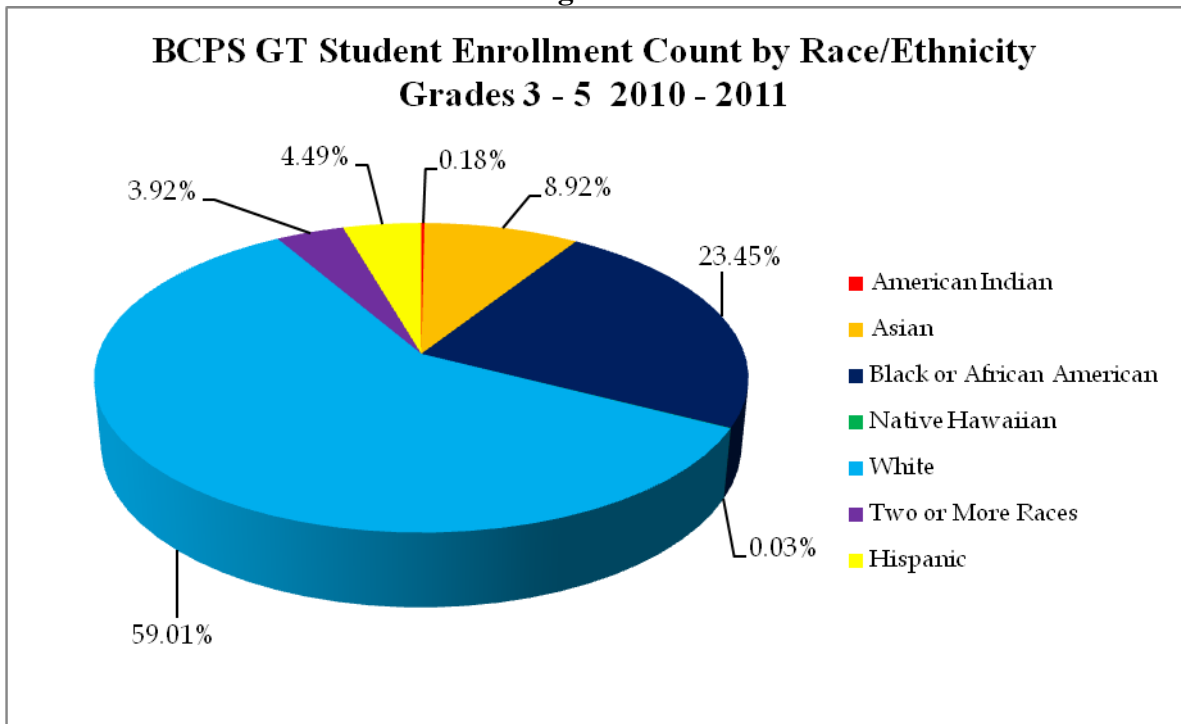
**Figure 12**



**Figure 13**



**Figure 14**



## Grades 6-8

- GT-identified students who are **White** increased from 3,918 GT students in 2006-07 to 3,862 students in 2010-11. **White** students comprised 66% of GT-identified students in 2006-07 compared with 59% in 2010-11.
- GT-identified students who are **Black or African American** increased from 1,452 students in 2006-07 to 1,704 students in 2010-11. **Black or African American** students comprised 24% of GT-identified students in 2006-07 compared with 26% in 2010-11.
- GT-identified students who are **Asian** increased from 408 students in 2006-07 to 591 GT students in 2010-11. **Asian** students comprised 7% of GT-identified students in 2006-07 compared with 9% in 2010-11.
- GT-identified students who are **Hispanic** increased from 133 students in 2006-07 to 213 students in 2010-11. **Hispanic** students comprised 2% of GT-identified students in 2006-07 compared with 3% in 2010-11.

**Figure 15: BCPS GT Student Enrollment Count by Race/Ethnicity Grades 6 - 8**

School Year	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Student Count	Percent	Student Count	Percent	Student Count	Percent	Student Count	Percent	Student Count	Percent
<b>American Indian</b>	22	0.37%	16	0.26%	18	0.30%	22	0.35%	19	0.29%
<b>Asian</b>	408	6.88%	476	7.63%	526	8.63%	565	9.05%	591	9.03%
<b>Black or African American</b>	1,452	24.47%	1,573	25.21%	1,564	25.65%	1,567	25.09%	1,704	26.03%
<b>Native Hawaiian</b>	0	0.00%	0	0.00%	0	0.00%	3	0.05%	2	0.03%
<b>White</b>	3,918	66.04%	4,020	64.43%	3,840	62.98%	3,769	60.34%	3,862	58.99%
<b>Two or More Races</b>	0	0.00%	0	0.00%	0	0.00%	129	2.07%	156	2.38%
<b>Hispanic</b>	133	2.24%	154	2.47%	149	2.44%	191	3.06%	213	3.25%
<b>Total</b>	5,933		6,239		6,097		6,246		6,547	

Figure 16

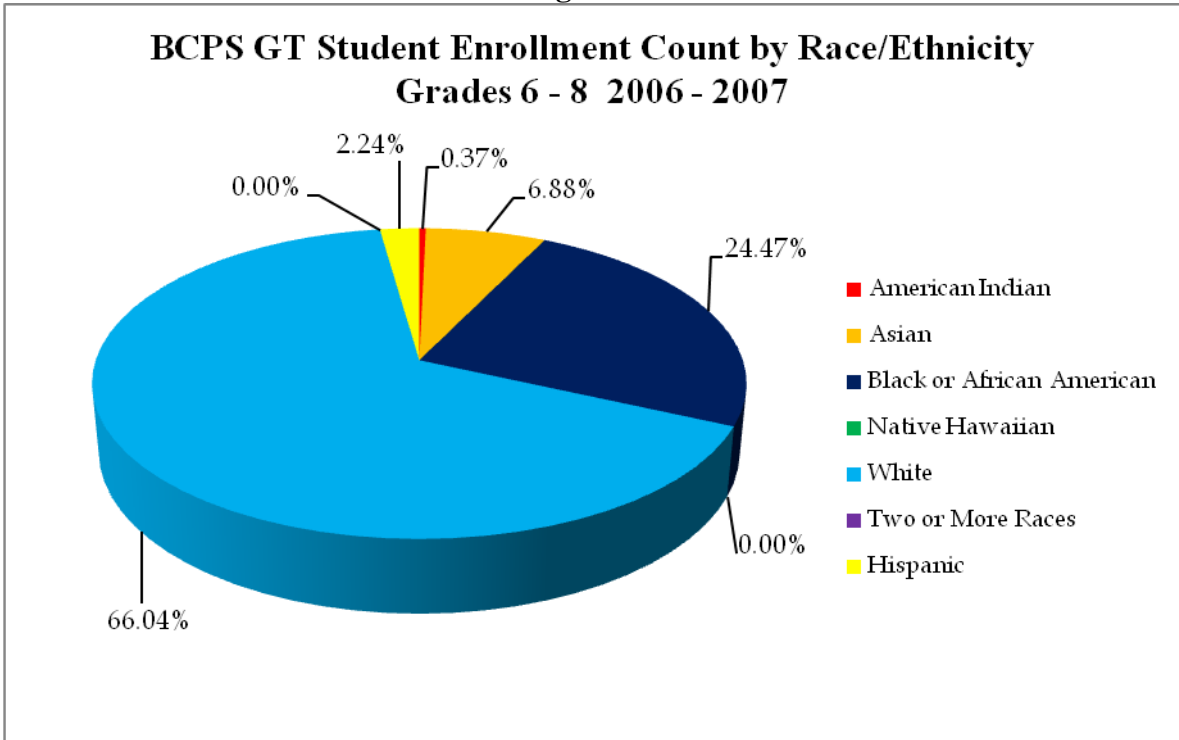


Figure 17

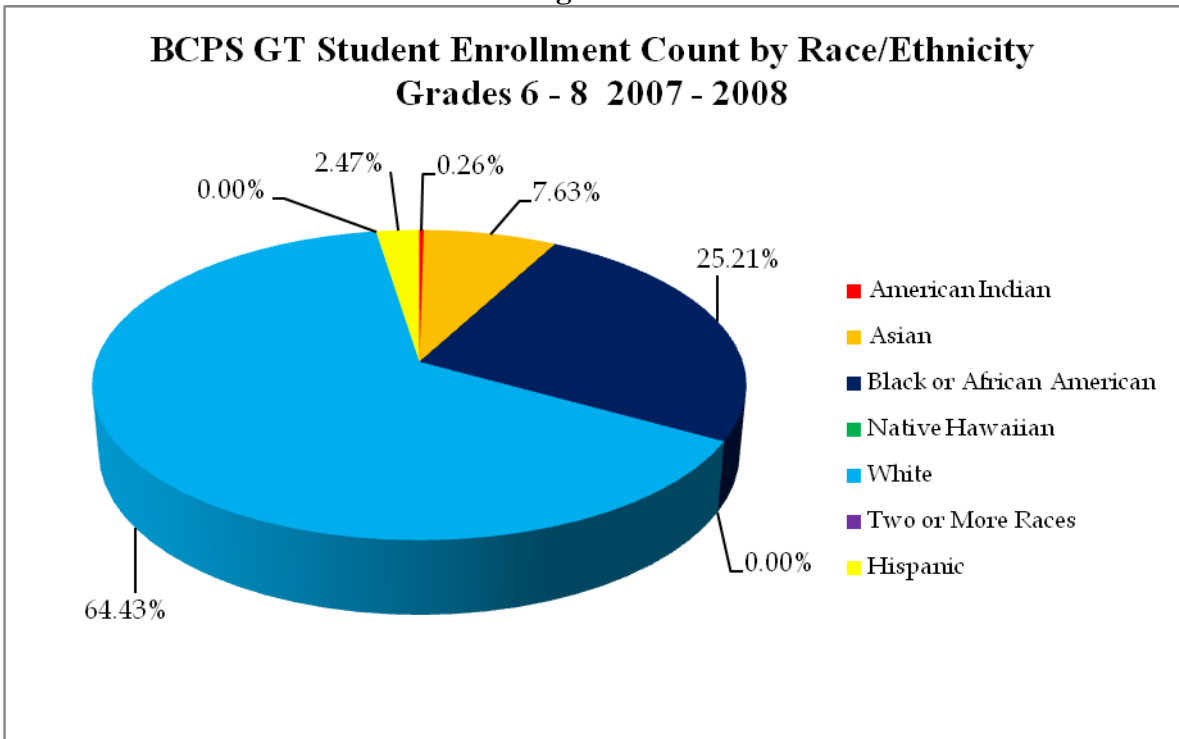


Figure 18

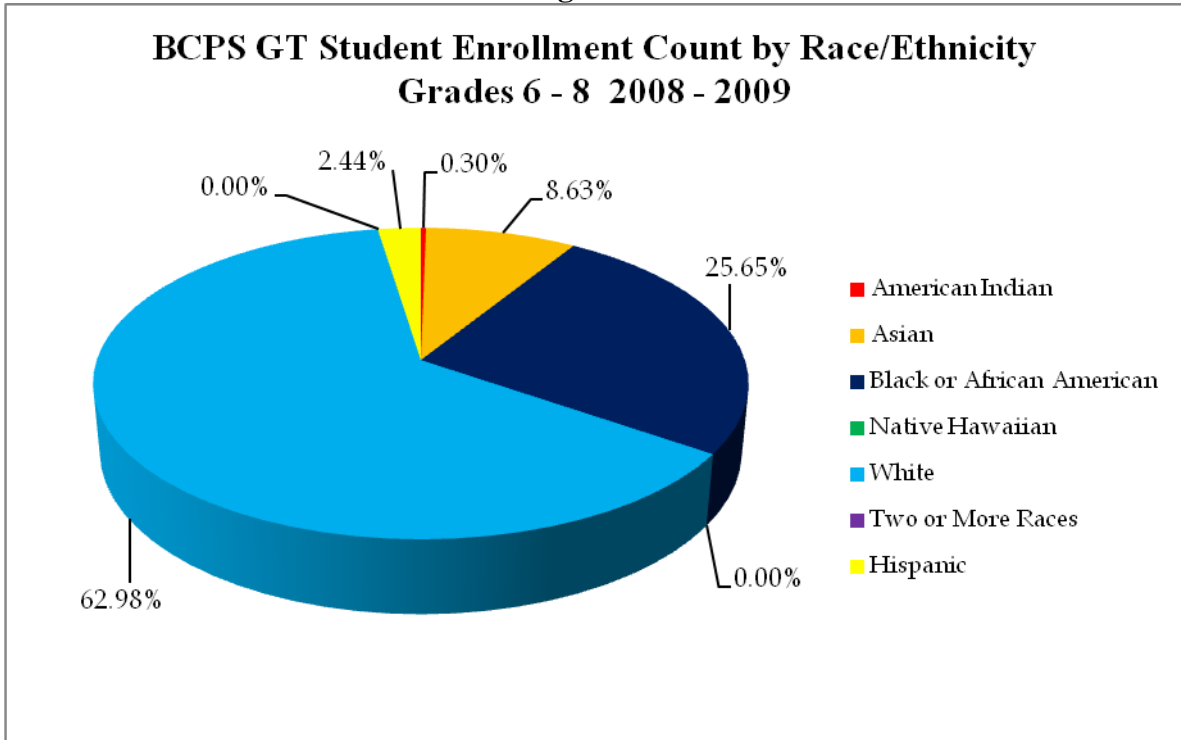
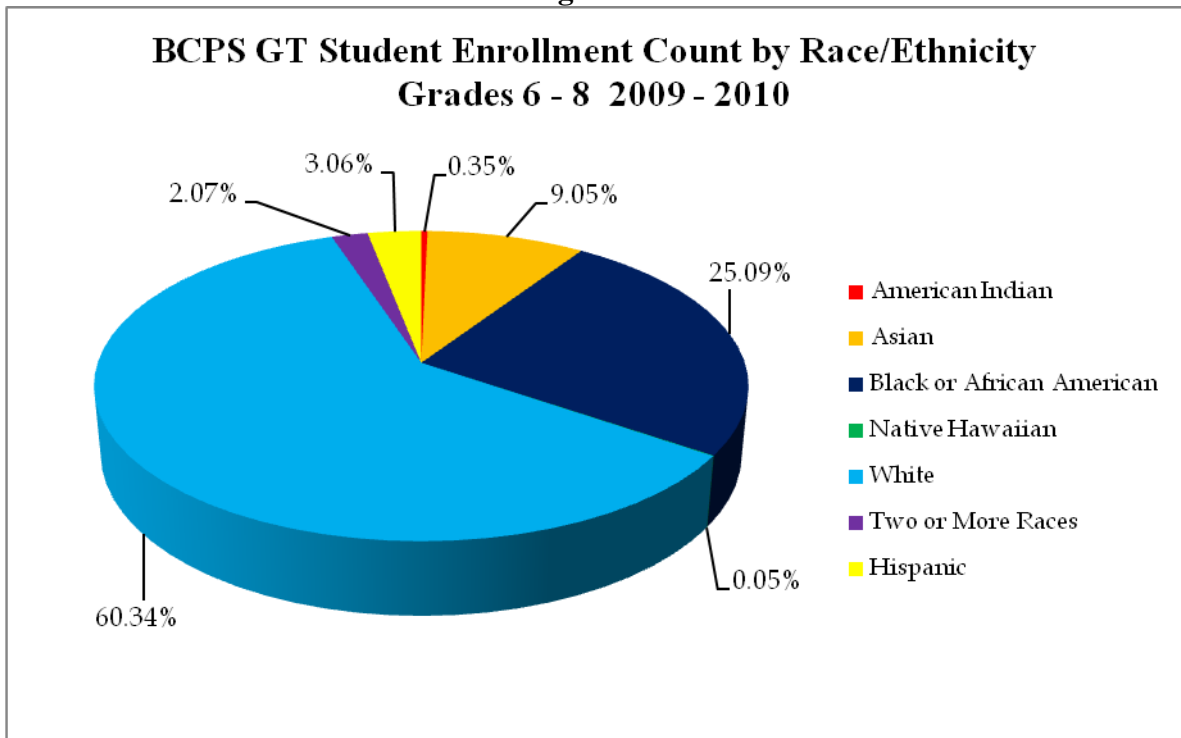
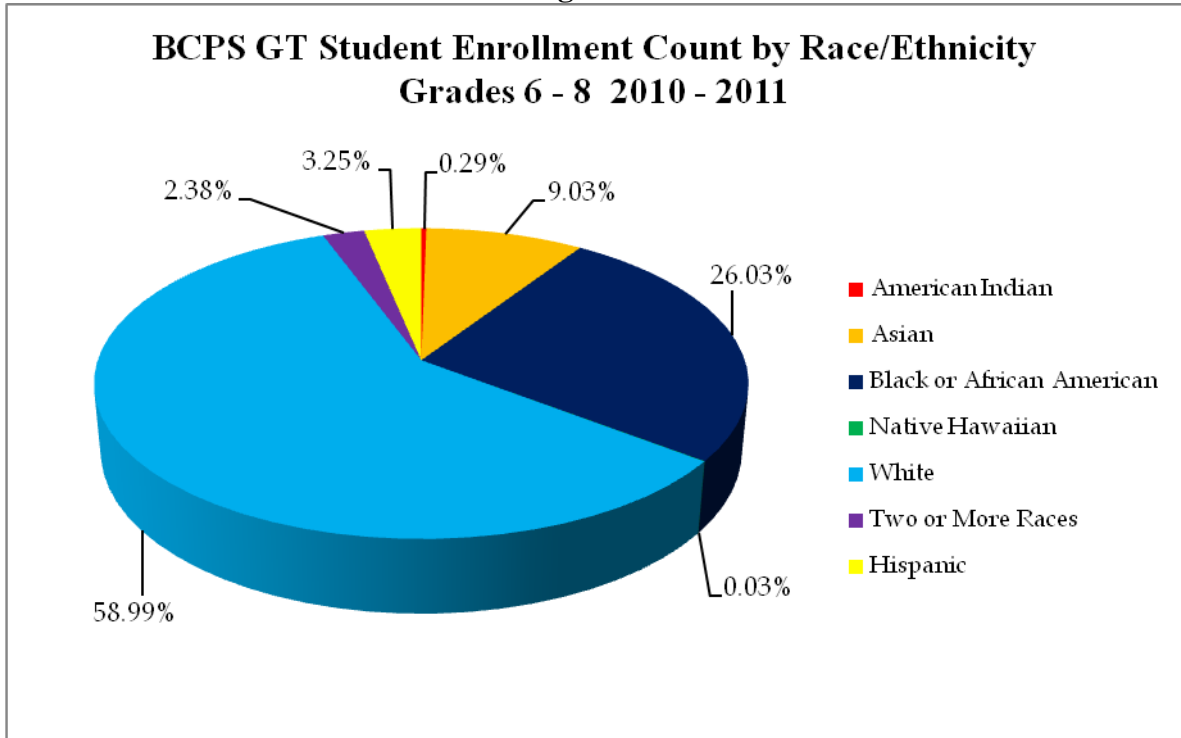


Figure 19



**Figure 20**



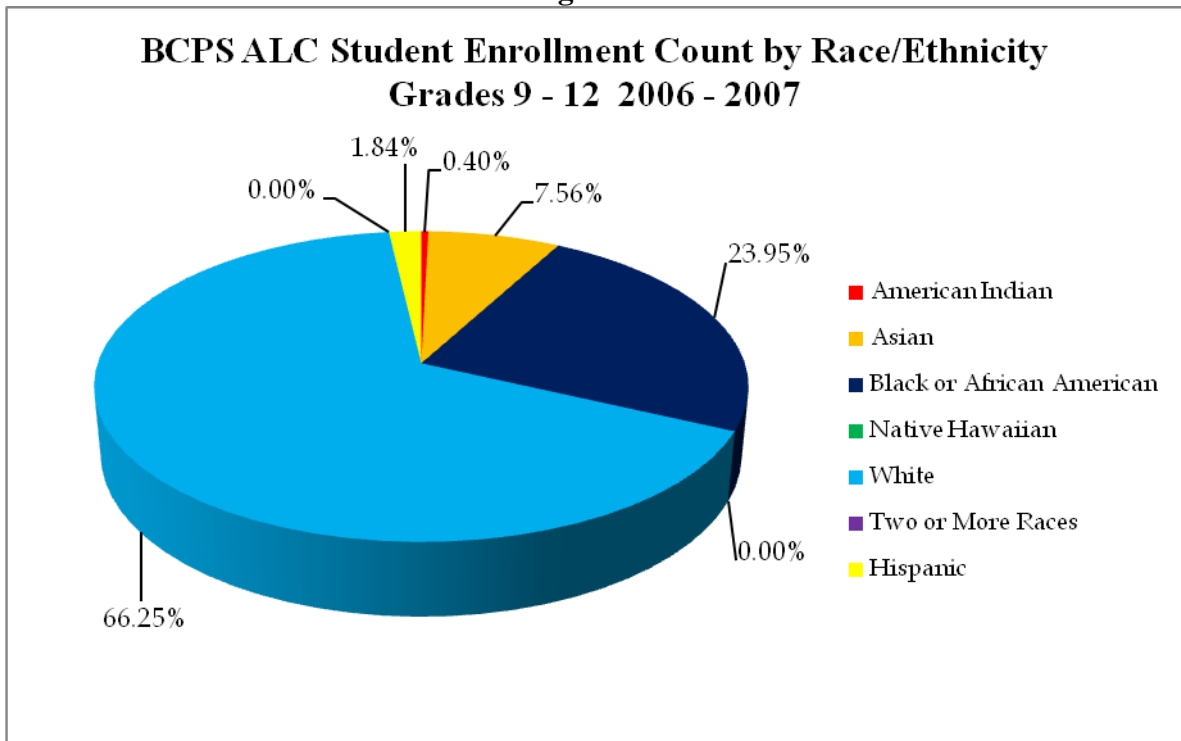
### Grades 9-12

- GT-identified students who are **White** increased from 6,152 students in 2006-07 to 6,480 students in 2010-11. **White** students comprised 66% of GT-identified students in 2006-07 compared with 57% in 2010-11.
- GT-identified students who are **Black or African American** increased from 2,224 students in 2006-07 to 3,272 students in 2010-11. **Black or African American** students comprised 24% of GT-identified students in 2006-07 compared with 29% in 2010-11.
- GT-identified students who are **Asian** increased from 702 students in 2006-07 to 1,006 students in 2010-11. **Asian** students comprised 8% of GT-identified students in 2006-07 compared with 9% in 2010-11.
- GT-identified students who are **Hispanic** increased from 171 students in 2006-07 to 373 students in 2010-11. **Hispanic** students comprised 2% of GT-identified students in 2006-07 compared with 3% in 2010-11.

**Figure 21: BCPS Advanced Level Courses Student Enrollment Count by Race/Ethnicity  
Grades 9 - 12**

School Year	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Student Count	Percent	Student Count	Percent	Student Count	Percent	Student Count	Percent	Student Count	Percent
<b>American Indian</b>	37	0.40%	40	0.41%	30	0.31%	31	0.30%	40	0.35%
<b>Asian</b>	702	7.56%	751	7.73%	787	8.17%	876	8.46%	1,006	8.90%
<b>Black or African American</b>	2,224	23.95%	2,466	25.39%	2,580	26.78%	2,760	26.66%	3,272	28.96%
<b>Native Hawaiian</b>	0	0.00%	0	0.00%	0	0.00%	1	0.01%	4	0.04%
<b>White</b>	6,152	66.25%	6,254	64.38%	6,017	62.45%	6,293	60.78%	6,480	57.36%
<b>Two or More Races</b>	0	0.00%	0	0.00%	0	0.00%	68	0.66%	123	1.09%
<b>Hispanic</b>	171	1.84%	203	2.09%	221	2.29%	324	3.13%	373	3.30%
<b>Total</b>	9,286		9,714		9,635		10,353		11,298	

**Figure 22**



**Figure 23**

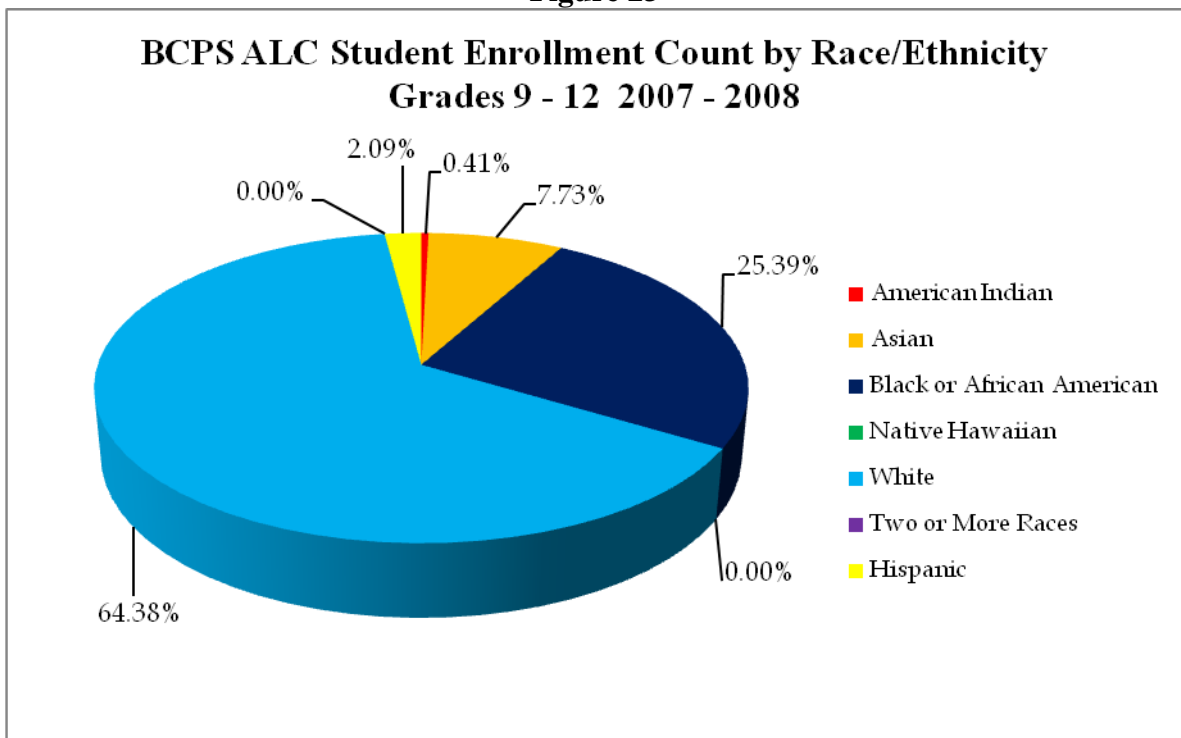


Figure 24

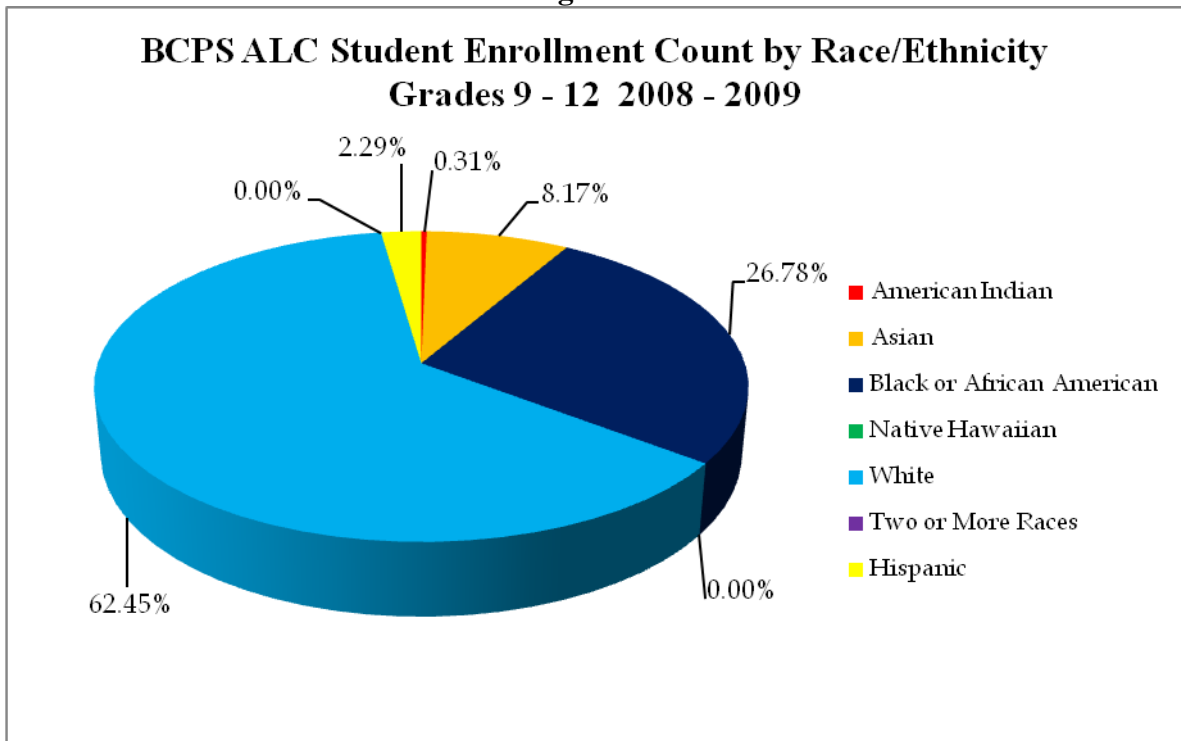
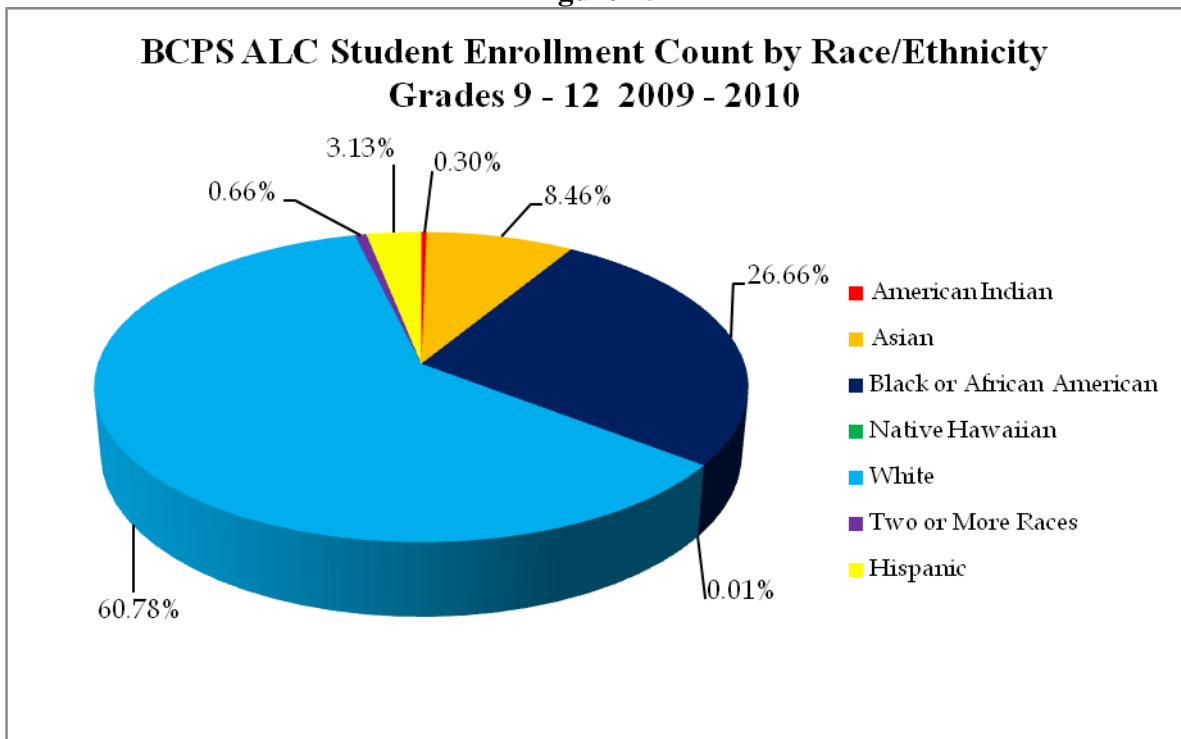
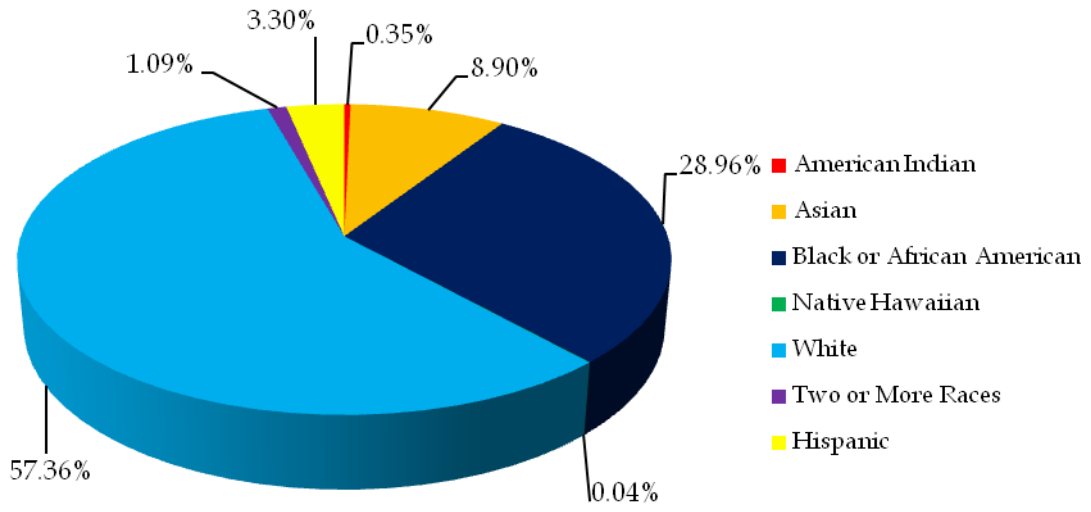


Figure 25



**Figure 26**

**BCPS ALC Student Enrollment Count by Race/Ethnicity  
Grades 9 - 12 2010 - 2011**



## Part II: Gifted and Talented Education Program Student Achievement

The *Blueprint for Progress* clearly outlines system goals for increased student achievement. Data were collected to reflect the numbers of students enrolled in gifted and talented education at each tested grade level who scored at the basic, proficient, and advanced levels in MSA mathematics and reading.

### GT Student Achievement by Race/Ethnicity

The following reveals 2011 MSA reading results for Grades 3-5 GT enrollment by race/ethnicity.

**Figure 27: 2011 MSA Results for GT Students by Race/Ethnicity Reading Test Grade 3**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	1	2	3	0.00%	33.33%	66.67%
Asian	0	37	76	113	0.00%	32.74%	67.26%
Black or African American	1	163	136	300	0.33%	54.33%	45.33%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0.00%	0.00%	0.00%
White	2	253	554	809	0.25%	31.27%	68.48%
Two or More Races	0	19	31	50	0.00%	38.00%	62.00%
Hispanic/Latino	0	28	29	57	0.00%	49.12%	50.88%
<b>Total</b>	<b>3</b>	<b>501</b>	<b>828</b>	<b>1,332</b>	<b>0.23%</b>	<b>37.61%</b>	<b>62.16%</b>

**Figure 28: 2011 MSA Results for GT Students by Race/Ethnicity Reading Test Grade 4**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	2	2	4	0.00%	50.00%	50.00%
Asian	0	20	117	137	0.00%	14.60%	85.40%
Black or African American	1	180	226	407	0.25%	44.23%	55.53%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0.00%	0.00%	0.00%
White	0	221	763	984	0.00%	22.46%	77.54%
Two or More Races	0	22	44	66	0.00%	33.33%	66.67%
Hispanic/Latino	0	28	52	80	0.00%	35.00%	65.00%
<b>Total</b>	<b>1</b>	<b>473</b>	<b>1,204</b>	<b>1,678</b>	<b>0.06%</b>	<b>28.19%</b>	<b>71.75%</b>

**Figure 29: 2011 MSA Results for GT Students by Race/Ethnicity Reading Test Grade 5**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	0	2	2	0.00%	0.00%	100.00%
Asian	0	3	132	135	0.00%	2.22%	97.78%
Black or African American	0	43	381	424	0.00%	10.14%	89.86%
Native Hawaiian or Other Pacific Islander	0	0	1	1	0.00%	0.00%	100.00%
White	0	26	1,031	1,057	0.00%	2.46%	97.54%
Two or More Races	0	2	56	58	0.00%	3.45%	96.55%
Hispanic/Latino	0	4	73	77	0.00%	5.19%	94.81%
<b>Total</b>	<b>0</b>	<b>78</b>	<b>1,676</b>	<b>1,754</b>	<b>0.00%</b>	<b>4.45%</b>	<b>95.55%</b>

The following reveals 2011 Grade 6-8 MSA reading results for GT enrollment by race/ethnicity.

**Figure 30: 2011 MSA Results for GT Students by Race/Ethnicity Reading Test Grade 6**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	3	0	3	0.00%	100.00%	0.00%
Asian	0	4	105	109	0.00%	3.67%	96.33%
Black or African American	0	95	318	413	0.00%	23.00%	77.00%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0.00%	0.00%	0.00%
White	2	104	879	985	0.20%	10.56%	89.24%
Two or More Races	0	4	47	51	0.00%	7.84%	92.16%
Hispanic/Latino	0	10	41	51	0.00%	19.61%	80.39%
<b>Total</b>	<b>2</b>	<b>220</b>	<b>1,390</b>	<b>1,612</b>	<b>0.12%</b>	<b>13.65%</b>	<b>86.23%</b>

**Figure 31: 2011 MSA Results for GT Students by Race/Ethnicity Reading Test Grade 7**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	0	2	2	0.00%	0.00%	100.00%
Asian	0	10	147	157	0.00%	6.37%	93.63%
Black or African American	5	99	301	405	1.23%	24.44%	74.32%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0.00%	0.00%	0.00%
White	2	102	890	994	0.20%	10.26%	89.54%
Two or More Races	0	4	31	35	0.00%	11.43%	88.57%
Hispanic/Latino	0	6	45	51	0.00%	11.76%	88.24%
<b>Total</b>	<b>7</b>	<b>221</b>	<b>1,416</b>	<b>1,644</b>	<b>0.43%</b>	<b>13.44%</b>	<b>86.13%</b>

**Figure 32: 2011 MSA Results for GT Students by Race/Ethnicity Reading Test Grade 8**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	0	2	2	0.00%	0.00%	100.00%
Asian	0	5	125	130	0.00%	3.85%	96.15%
Black or African American	1	89	346	436	0.23%	20.41%	79.36%
Native Hawaiian or Other Pacific Islander	0	0	1	1	0.00%	0.00%	100.00%
White	1	71	853	925	0.11%	7.68%	92.22%
Two or More Races	0	3	26	29	0.00%	10.34%	89.66%
Hispanic/Latino	0	5	41	46	0.00%	10.87%	89.13%
<b>Total</b>	<b>2</b>	<b>173</b>	<b>1,394</b>	<b>1,569</b>	<b>0.13%</b>	<b>11.03%</b>	<b>88.85%</b>

The following reveals 2011 HSA English results for GT enrollment by race/ethnicity.

**Figure 33: 2011 HSA Results for GT Students by Race/Ethnicity English Test**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	2	3	5	0.00%	40.00%	60.00%
Asian	1	33	107	141	0.71%	23.40%	75.89%
Black or African American	12	124	144	280	4.29%	44.29%	51.43%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0.00%	0.00%	0.00%
White	3	206	686	895	0.34%	23.02%	76.65%
Two or More Races	1	1	6	8	12.50%	12.50%	75.00%
Hispanic/Latino	0	13	16	29	0.00%	44.83%	55.17%
<b>Total</b>	<b>17</b>	<b>379</b>	<b>962</b>	<b>1,358</b>	<b>1.25%</b>	<b>27.91%</b>	<b>70.84%</b>

The following reveals 2011 MSA mathematics results for Grades 3-5 GT enrollment by race/ethnicity.

**Figure 34: 2011 MSA Results for GT Students by Race/Ethnicity  
Mathematics Test Grade 3**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	0	3	3	0.00%	0.00%	100.00%
Asian	0	16	142	158	0.00%	10.13%	89.87%
Black or African American	0	91	214	305	0.00%	29.84%	70.16%
Native Hawaiian or Other Pacific Islander	0	0	1	1	0.00%	0.00%	100.00%
White	1	105	789	895	0.11%	11.73%	88.16%
Two or More Races	0	12	51	63	0.00%	19.05%	80.95%
Hispanic/Latino	0	18	45	63	0.00%	28.57%	71.43%
<b>Total</b>	<b>1</b>	<b>242</b>	<b>1,245</b>	<b>1,488</b>	<b>0.07%</b>	<b>16.26%</b>	<b>83.67%</b>

**Figure 35: 2011 MSA Results for GT Students by Race/Ethnicity  
Mathematics Test Grade 4**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	2	4	6	0.00%	33.33%	66.67%
Asian	0	3	179	182	0.00%	1.65%	98.35%
Black or African American	1	61	361	423	0.24%	14.42%	85.34%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0.00%	0.00%	0.00%
White	1	54	1,001	1,056	0.09%	5.11%	94.79%
Two or More Races	0	3	62	65	0.00%	4.62%	95.38%
Hispanic/Latino	0	8	81	89	0.00%	8.99%	91.01%
<b>Total</b>	<b>2</b>	<b>131</b>	<b>1,688</b>	<b>1,821</b>	<b>0.11%</b>	<b>7.19%</b>	<b>92.70%</b>

**Figure 36: 2011 MSA Results for GT Students by Race/Ethnicity  
Mathematics Test Grade 5**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	0	1	1	0.00%	0.00%	100.00%
Asian	0	32	139	171	0.00%	18.71%	81.29%
Black or African American	0	213	238	451	0.00%	47.23%	52.77%
Native Hawaiian or Other Pacific Islander	0	0	1	1	0.00%	0.00%	100.00%
White	1	262	822	1,085	0.09%	24.15%	75.76%
Two or More Races	0	11	45	56	0.00%	19.64%	80.36%
Hispanic/Latino	0	23	54	77	0.00%	29.87%	70.13%
<b>Total</b>	<b>1</b>	<b>541</b>	<b>1,300</b>	<b>1,842</b>	<b>0.05%</b>	<b>29.37%</b>	<b>70.58%</b>

The following reveals 2011 MSA mathematics results for Grades 6-8 GT enrollment by race/ethnicity.

**Figure 37: 2011 MSA Results for GT Students by Race/Ethnicity  
Mathematics Test Grade 6**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	3	1	4	0.00%	75.00%	25.00%
Asian	0	18	135	153	0.00%	11.76%	88.24%
Black or African American	3	140	274	417	0.72%	33.57%	65.71%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0.00%	0.00%	0.00%
White	0	135	832	967	0.00%	13.96%	86.04%
Two or More Races	0	9	33	42	0.00%	21.43%	78.57%
Hispanic/Latino	0	9	42	51	0.00%	17.65%	82.35%
<b>Total</b>	<b>3</b>	<b>314</b>	<b>1,317</b>	<b>1,634</b>	<b>0.18%</b>	<b>19.22%</b>	<b>80.60%</b>

**Figure 38: 2011 MSA Results for GT Students by Race/Ethnicity  
Mathematics Test Grade 7**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	3	2	5	0.00%	60.00%	40.00%
Asian	1	14	162	177	0.56%	7.91%	91.53%
Black or African American	6	155	213	374	1.60%	41.44%	56.95%
Native Hawaiian or Other Pacific Islander	0	0	1	1	0.00%	0.00%	100.00%
White	1	162	798	961	0.10%	16.86%	83.04%
Two or More Races	0	4	25	29	0.00%	13.79%	86.21%
Hispanic/Latino	0	19	37	56	0.00%	33.93%	66.07%
<b>Total</b>	<b>8</b>	<b>357</b>	<b>1,238</b>	<b>1,603</b>	<b>0.50%</b>	<b>22.27%</b>	<b>77.23%</b>

**Figure 39: 2011 MSA Results for GT Students by Race/Ethnicity  
Mathematics Test Grade 8**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	0	0	2	2	0.00%	0.00%	100.00%
Asian	0	9	125	134	0.00%	6.72%	93.28%
Black or African American	11	101	222	334	3.29%	30.24%	66.47%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0.00%	0.00%	0.00%
White	2	91	703	796	0.25%	11.43%	88.32%
Two or More Races	0	4	22	26	0.00%	15.38%	84.62%
Hispanic/Latino	0	12	29	41	0.00%	29.27%	70.73%
<b>Total</b>	<b>13</b>	<b>217</b>	<b>1,103</b>	<b>1,333</b>	<b>0.98%</b>	<b>16.28%</b>	<b>82.75%</b>

The following reveals 2011 HSA Algebra results for GT enrollment by race/ethnicity.

**Figure 40: 2011 HSA Results for BCPS GT Enrollment by Race/Ethnicity Algebra Test**

Race	Student Count				Percentage		
	Basic	Proficient	Advanced	Total	% Basic	% Proficient	% Advanced
American Indian or Alaskan Native	1	0	4	5	20.00%	0.00%	80.00%
Asian	2	30	142	174	1.15%	17.24%	81.61%
Black or African American	22	206	125	353	6.23%	58.36%	35.41%
Native Hawaiian or Other Pacific Islander	0	1	0	1	0.00%	100.00%	0.00%
White	10	198	715	923	1.08%	21.45%	77.46%
Two or More Races	0	10	20	30	0.00%	33.33%	66.67%
Hispanic/Latino	1	13	37	51	1.96%	25.49%	72.55%
<b>Total</b>	<b>36</b>	<b>458</b>	<b>1,043</b>	<b>1,537</b>	<b>2.34%</b>	<b>29.80%</b>	<b>67.86%</b>

### **Part III: Gifted and Talented Program Implementation**

The implementation of a high-quality Gifted and Talented Education Program in all Baltimore County Public Schools is a shared responsibility. The Board of Education sets the policy, the superintendent establishes the vision, the goals and standards, and central office staff provides the support services to the schools.

The Office of Gifted and Talented Education, in conjunction with the offices in the Division of Curriculum and Instruction, is responsible for developing the gifted and talented education curricula to be implemented by the schools. The school principal, under the direction of the assistant superintendent, implements the Gifted and Talented Education Program in the local school according to the *Handbook of Procedures for Implementing the Gifted and Talented Education Program*. Staff training and professional development is a responsibility shared by the schools with the Office of Gifted and Talented Education. This section provides an overview of programs to site-specific programs.

#### **Grades PreK-2**

##### **Primary Talent Development (PTD) and Primary Achievement Curriculum Enrichment (PACE) in Mathematics and Reading**

The goals of PTD include modeling best practices, identifying student strengths, collecting and reporting data through the PTD portfolio review process, and providing differentiation for all primary students, including those who have been traditionally underrepresented in GT programs.

PACE mathematics lessons and resources in Grades 1 and 2 provide differentiated instruction for students who show proficiency in grade-level concepts. Differentiation is provided through the GT/PACE mathematics curriculum, which enriches and accelerates grade-level content and skills.

PACE reading and language arts curricula provide appropriate differentiation for students who demonstrate advanced reading and learning capabilities. PACE reading and language arts modules are used in conjunction with the grade-level Houghton Mifflin: A Legacy of Literacy reading series to differentiate instruction for advanced learners.

##### **Primary Talent Development**

The PTD curriculum was developed in 1994 as an outgrowth of the 1992 Accelerated Program Committee's recommendation for addressing the potential of young children within BCPS. PTD recognizes "that the primary years offer a unique opportunity to ignite and develop the potential of young learners. Primary Talent Development is a concerted effort to engage all primary age children (PreK-2) in optimal learning experiences that are sensitive, yet challenging."

### **Purpose of Primary Talent Development Portfolio Review**

In order to achieve the board's goal of access to gifted and talented education for "every student in Baltimore County Public Schools, PreK-12, who gives evidence of high achievement capabilities," schools are required to implement and utilize the following early identification strategies:

The PTD program PreK-2 seeks to recognize, nurture, and challenge the potential of all children. PreK-2 portfolio documentation contains cumulative evidence of each child's demonstrated targeted achievement behaviors to inform ongoing differentiation, as well as making referrals for Gifted and Talented Education Programs at the end of Grade 2.

Portfolios have proven to be an effective strategy and are considered a component of best practices in the fields of early childhood and gifted education. Portfolios in PTD are considered to be "targeted portfolios" in that the goal is to communicate the degree to which a child demonstrates a cognitive achievement behavior to teachers and parents through the ongoing compilation of artifacts coded using a developmental continuum of selected behaviors. The developmental continuum describes the intensity, frequency, and complexity of targeted behaviors ranging from Readiness, Emergent, Progressing, to Independent. REPI is the acronym used to refer to this relationship.

PTD mid-year and end-of-year portfolio reviews analyze the degree to which PTD is consistently implemented and documented in PreK-2 classrooms. Data from the reviews informs differentiated professional development initiatives, PTD curriculum revisions, and school-based support.

### **Purpose and Methodology of Primary Talent Development Portfolio Review**

The PTD end-of-year portfolio review provides feedback related to program implementation which, in turn, informs appropriately differentiated professional development offerings. The review process was conducted among a sampling of schools in 2003-2004 and has been conducted systemwide in subsequent years.

A five-point PTD portfolio review rubric (0=low, 4=high) was designed to review portfolios and yield quantitative data on program implementation. The process involves randomly pulling four student PTD portfolios from each classroom to see if a coded artifact exists for each of the targeted behaviors for that grade level. The four portfolio scores are averaged for each portfolio. The portfolio scores are then averaged to obtain a classroom composite. The classroom scores are then averaged to obtain a grade-level composite. Finally, grade-level scores are averaged to arrive at a school composite score. Teacher, grade-level, and school composite findings are recorded on a PTD Review Worksheet for each school and shared with the principal and the Office of Gifted and Talented Education.

**Summary of 5 Year (2006-2011) PTD Portfolio Trends**  
**Figure 41: 5-Year Trends in Implementation of Primary Talent Development**

Year	Number of Schools reviewed	System Percentage Rubric Score 0	System Percentage Rubric Score 1	System Percentage Rubric Score 2	System Percentage Rubric Score 3 TARGET	System Percentage Rubric Score 4
2006-2007	105 schools	0% 0 schools	0% 0 schools	1% 1 school	86% 90 schools	13% 14 schools
2007-2008	105 schools	0% 0 schools	0% 0 schools	2% 2 schools	81% 85 schools	17% 18 schools
2008-2009	106 schools	0% 0 schools	0% 0 schools	1% 1 school	85% 90 schools	14% 15 schools
2009-2010	103 schools 3 schools (3%) non-reporting	0% 0 schools	0% 0 schools	1% 1 school	75% 80 schools	21% 22 schools
2010-2011	105 schools 2 schools (2%) non-reporting	0% 0 schools	0% 0 schools	0 % 0 schools	86% 90 schools	14% 15 schools

Following the initial review year (2003-2004) where reviews were conducted with a sampling of fifty-eight schools, PTD portfolio reviews were conducted in all elementary schools during mid-year (January) and end-of-year (May) review windows. Mid-year findings provided a follow-up to teacher trainings offered in the fall in addition to serving as a call to action for individual or school-based PTD support and service. End-of-year composites provided summative data for analyzing the patterns and trends of PTD program implementation and the impact of ongoing, differentiated professional development offerings.

The 2006-2011 data reveals that the percentage of schools meeting or exceeding PTD portfolio review expectations holds steady at 98-99%. The fluctuation in the percentage of schools receiving a rubric score of '4' (exceeds expectations) reflects refinements in both professional development and instructional practice. The decline in that number for 2010-2011 school year might be attributed to the fact that more schools conducted self reviews without focused visits from a gifted and talented education resource teacher. This data would then serve as a call to action for increased focused professional development in maintaining student artifacts and reviewing the portfolios. Ongoing and differentiated professional development, along with the dynamic nature of the PTD program will support primary teachers in targeting PTD behaviors and extending thinking strategies across the disciplines which are the criteria for assigning a rubric score of '4'. It should be noted that 100% of reporting schools met or exceeded expectations for the PTD portfolio review.

### **Grades 3-5**

#### **Content Enrichment and Acceleration**

GT curricula in Grades 3-5 include highly challenging content and materials that extend or accelerate standard curriculum in each content area. GT curricula provide enrichment or acceleration and are usually implemented through flexible grouping patterns within the regular classroom.

### **Grades 6-8**

#### **Differentiated Content, Process, Products and Environment**

GT curricula for middle schools are differentiated in content, processes, products, and environments in each content area. Meaningful content is linked to universal concepts that are modified for authentic and transferable applications based on students' experiences. A variety of processes are used to engage each learner. The learning environment recognizes the academic and cultural diversity of all learners, fosters community, and stimulates students' desires to engage in advanced learning challenges. The curriculum is delivered in homogeneously grouped or cluster-grouped classrooms.

### **Grades 9-12**

#### **Differentiated Content, Process, Products and Environment**

GT curricula for high schools are differentiated in content, processes, products, and environments in each content area. Meaningful content is linked to universal concepts that are modified for authentic and transferable applications based on students' experiences. A variety of processes are used to engage each learner. The learning environment recognizes the academic and cultural diversity of all learners, fosters community, and stimulates students' desires to engage in advanced learning challenges. The curriculum is delivered in homogeneously grouped classrooms. Additionally, Advanced Placement courses are offered in Grades 9 through 12 and International Baccalaureate courses are offered in Grades 11 and 12.

In addition to GT courses, students in Grades 9 – 12 have the option to enroll in Advanced Placement courses or to apply for admission to the International Baccalaureate magnet programs. Advanced Placement courses offer students the opportunity to engage in college-level content. This international program is recognized by more than 3,600 colleges and universities. Over 90% of 4-year colleges in the U.S. provide credit and/or advanced placement for qualifying scores.

The International Baccalaureate (IB) Program is offered as a magnet program at Milford Mill High School and Kenwood High School. The IB Diploma Program is a comprehensive and balanced Grade 11 and 12 curriculum and assessment system that requires students to study courses across all disciplines. Within this structured framework, the IB Diploma Program provides a great deal of flexibility, accommodating student varied interests and abilities. The IB program is designed to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Credits for earning the IB diploma are transferrable to over 2,500 colleges and universities in 75 countries.

## **Part IV. Curriculum**

### **An Integrated Framework for Gifted and Talented Education Curriculum**

This integrated framework combines elements from three relatively distinct curriculum models that have proven successful with students in gifted education programs:

**Overarching Concepts:** Through various activities, students generate and apply generalizations about a key concept, such as change. They have opportunities to make cross-disciplinary connections, to use critical and creative thinking, and to develop insight and self-awareness.

**Advanced Content:** Compacting the essential curriculum allows students to move more quickly into more advanced content, which is usually accelerated at least one year above grade level.

**The Process/Product Dimension:** Students design investigations and explore topics of personal interest. Students act as a “professionals” or “experts” and have opportunities to apply their experiences in meaningful high-quality products. Learning is self-directed and incorporates technology in an open-ended problem-solving approach.

## Part V: Professional Development

This section describes GT education professional development opportunities including numbers of participants who engaged in a wide array of professional development activities. The activities included individual, small, and large group opportunities with the general teaching population, our GT facilitators, our collaboration with Towson University and the College of Notre Dame, and with parents.

During 2010-2011, staff in the Office of Gifted and Talented Education engaged approximately 2,688 teachers by conducting or contributing to 39 GT professional development opportunities, PreK-12. Office staff also provided professional development in the form of technical assistance in the schools. Staff engaged administrators and teachers in numerous school visits by providing one-on-one, small, and large group assistance. In addition to professional development for teachers, staff supported schools' parent information meeting nights. Other parent engagement activities included monthly large group, small group, and leadership committee meetings with the GT Citizens Advisory Committee. The following table (Figure 42) provides details.

**Figure 42: Professional Development Dates, Activities, and Numbers of Participants**

Date	Activities	Numbers of Participants
August 2010	GT/PTD Overview <i>New Teacher Induction</i> , Grades 1-5	200
September 2010	Training for New Gifted and Talented Facilitators	33
October 2010	GT Facilitators' Meeting – Countywide – GT Facilitators' Meeting – All Areas and Levels	133
October 2010	Primary Talent Development (PTD) Grade Two Teacher Training	16
October 2010	Primary Talent Development (PTD) Kindergarten Teacher Training	12
October 2010	Training for Teachers New to Gifted and Talented Education	38
October 2010	Kingsville Elementary, Grade 1 and Grade 2 Teachers, <i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i>	8
October 2010	Berkshire Elementary GT Parent Night	21
November 2010	Kindergarten Teachers- <ul style="list-style-type: none"> <li>• <i>Folktales: Crossing the Bridge to Critical and Creative Thinking</i></li> <li>• Making the Connection: Primary Talent Development (PTD) and Kindergarten <i>Investigations in Number, Data, and Space</i></li> </ul>	261
November 2010	Kingsville Elementary, Grade 1 and Grade 2 Parent Presentation, <i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i>	40
November 2010	Primary Talent Development (PTD) Grade One Teacher Training	9
November 2010	Primary Talent Development Update Training for Experienced Teachers	9
December 2010	Chatsworth Elementary, Grade 1 and Grade 2, <i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i>	10
January 2011	Training for Teachers New to Gifted and Talented Education – Book Study Option	4

January 2011	Primary Talent Development Readiness, Emergent, Progressing, Independent (REPI) Developmental Continuum Training	22
January 2011	Woodholme Elementary, Grade 1 and Grade 2, <i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i>	4
February 2011	Training for Teachers New to Gifted and Talented Education – Book Study Option	4
February 2011	Training for Teachers New to Gifted and Talented Education – Introduction to <i>Tuning Protocol</i>	4
February 2011	Training for Teachers New to Gifted and Talented Education – Elementary Mathematics Content and Strategies	8
February 2011	Tiered Instruction for Differentiation in the Mixed-Ability Classroom	21
February 2011	West Towson Elementary, Grade 1 and Grade 2, <i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i>	12
February 2011	<i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i> – Professional Development for GT Catalyst Teachers, Instructional Coaches, and Elementary Mentors	30
March 2011	Tiered Instruction for Differentiation in the Mixed-Ability Classroom - II	19
March 2011	GT Facilitators’ Meeting – Countywide – GT Facilitators’ Meeting – All Areas and Levels	167
March 2011	Training for Teachers New to Gifted and Talented Education – Book Study Option	4
March 2011	Training for Teachers New to Gifted and Talented Education – Elementary Mathematics Content and Strategies	8
March 2011	Primary Talent Development (PTD) PreKindergarten-Grade 2 Teacher Training	12
March 2011	Primary Talent Development Update Training for Experienced Teachers	37
March 2011	Featherbed Elementary Faculty Meeting – Questioning Strategies	50
March 2011	Eastwood Elementary, Grade 1 and Grade 2, <i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i>	12
April 2011	Featherbed Elementary Faculty Meeting – Follow-up to Questioning Strategies	50
April 2011	Training for Teachers New to Gifted and Talented Education – Elementary Mathematics Content and Strategies	8
March – May 2011	GT Training for all High School Teachers	177
May 2011	Seven Oaks Elementary, Grade 1 and Grade 2, <i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i>	8
May 2011	GT/PTD Curriculum Product Fair and Teacher Networking Opportunity	121
June 2011	Title I Assistant Principals Sustainability Training	25

June – August 2011	Training for School Administrators on the New GT Handbook	158
August 2011	Professional Study Day, <i>Effective Strategies to Promote Critical Thinking in the Elementary Classroom</i>	933
August 2010 – August 2011	Total Professional Development Activities:	Total Participants 2,688

## Part VI: Recommendations

The following program recommendations are based on an analysis of patterns and trends in the GT Education program professional development data:

- Refine identification practices in terms of equity of access, student participation, student continuity in programs, and reporting.
- Continue to collaborate with schools and offices to address equity, excellence, and accountability regarding students' identification, participation and student participation continuity in programs.
- Utilize the revised *Handbook of Procedures for Implementing Gifted and Talented Education* (2011).
- Continue efforts to align the GT program with national standards.
- Provide targeted PreK-12 professional development to address identification practices instructional strategies and program delivery.
- Continue to collaborate with all offices to provide GT professional development.
- Continue professional development for new and continuing GT teachers, particularly in content area topics.
- Enhance communications/protocol between GT office and other content offices regarding unit development and GT adaptations.
- Continue GT Facilitator updates and articulation meetings.
- Enhance collaboration across all grade levels and at each content area as related to appropriate GT curriculum infusion/integration adaptations and modifications.
- Enhance efforts to identify and address the needs of twice exceptional learners.
- Continue to assist schools on strategies to increase parent awareness and participation including implementing the GT parent resource guide (2011-2012).



Gifted and Talented Education Program

I. Access and Reporting Requirements

A. The Board of Education of Baltimore County (Board) is committed to ensuring equity and excellence in education by providing each student with an instructional environment that nurtures potential and enhances academic success. With this central mission in mind, the Board recognizes that every student in the Baltimore County Public Schools, (BCPS) K-12 who demonstrates high achievement or the potential for high achievement in the areas of academic aptitude or the creative, visual, or performing arts, should have access to high quality gifted and talented educational services regardless of that student's race/ethnicity, gender, socio-economic status, geographical location, primary language, or disability.

B. The Board recognizes that students with outstanding talents perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. Outstanding talents are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. The Board recognizes that the school system should provide a continuum of appropriately differentiated educational experiences and services kindergarten through Grade 12 that are research-based and aligned with the system's mission and goals.

C. The Superintendent shall provide to the Board annual reports for the Gifted and Talented Program as follows: a copy of the annual Report on Results and a status report.

Related Policy: Board of Education Policy 5200, *Promotion and Retention*

Policy Board of Education of Baltimore County Adopted: 09/09/03



## INSTRUCTION: Special Programs

### Gifted and Talented Education Program

- I. The Office of Gifted and Talented Education (GTE) shall establish procedures for implementing the gifted and talented program in elementary, middle, and high schools. These procedures will encompass the content of the *Handbook of Procedures for Implementing the Gifted and Talented Education Program*. Procedures shall include information on the following:
  - A. Student Identification and Placement
    - 1) Primary Talent Development, K-2
    - 2) Referral and Review Process
    - 3) Appeals Process
    - 4) Parent Communications
  - B. Program Implementation
    - 1) Teacher Qualifications
    - 2) Instructional and Differentiation Strategies
    - 3) Grade or Course Acceleration
    - 4) Data Collection and Analysis
  - C. Program Review and Reporting
- II. Under the direction of the area assistant superintendents, principals are responsible for monitoring the administration and instructional delivery of the gifted and talented education program and shall establish a GTE Referral and Review Team in each school. The responsibilities of the team include: Collecting and analyzing student data, and; communicating student placement recommendations to parents.

Rule Superintendent of Schools Adopted: 09/09/03 Revised: 09/08/09