

Exhibit **E**

Gifted and Talented Education Program Status Report 2004-2005

June 13, 2006



What is the Gifted and Talented Program? K-2

- Primary Talent Development – for all children
 - Nurtures achievement behaviors
 - Communicative
 - Perceptive
 - Inquisitive
 - Persistent
 - Creative
 - Resourceful
 - Leadership

What is the Gifted and Talented Program? K-2

- Highly challenging content and materials in language arts, mathematics – based on students' readiness.
- Initial formal identification at the end of Grade 2.

What is the Gifted and Talented Program? Grades 3-5

- Highly challenging content and materials in language arts, mathematics, science, and social studies.

What is the Gifted and Talented Program? Middle School

- Homogeneously grouped classes in art, English, mathematics, science, and social studies.

What is the Gifted and Talented Program? High School

- Sequenced courses in art, English, mathematics, music, science, and social studies
- Advanced placement courses offered in Grades 10 – 12
- I.B. offered as a magnet program in two schools

Historical Perspective

- The history of Gifted and Talented Education spans more than two decades in the school system.

Historical Perspective

- In the first decade, the strength of the program was its rigorous curriculum, teacher selection, differentiated staffing, and community support. Federal funding supported these initiatives.

Historical Perspective

- The Jacob Javits Gifted and Talented Education Act of 1988 incorporated the ESEA more inclusive definition of giftedness that defined outstanding talent as relevant to a student's “age, experience, or environment.”

Historical Perspective

- A major goal of Baltimore County Public Schools was to increase student access to services, particularly among disadvantaged and minority populations.

Historical Perspective

- Under Superintendent Joe A. Hairston , a renewed commitment was made to developing a range of differentiated GT education curricula for students in K-12.

Historical Perspective

- Through the budget process, using local funds, Dr. Hairston continues to affirm the system's commitment to all GT programs.
- The *Blueprint for Progress* reflects this commitment in Goal 1.

Performance Goal 1

“By 2012 all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science, and social studies.”

Board of Education Policy 6135

INSTRUCTION: The Gifted and Talented Education Program

- The Board of Education adopted Policy 6135 on September 9, 2003 with three overarching themes.

Board of Education Policy 6135

INSTRUCTION: The Gifted and Talented Education Program

- Equity in nurturing of potential as well as performance.
- Excellent programs and high quality services that are appropriately differentiated, K – 12.
- System accountability for access to high quality services.

Status Report

School Year 2004-2005

- This report is organized in five sections:
 - Gifted and Talented Education Student Enrollment
 - Gifted and Talented Education Student Achievement
 - Program Implementation

Status Report

School Year 2004-2005

- Professional Development
- Patterns, Trends, and Recommendations

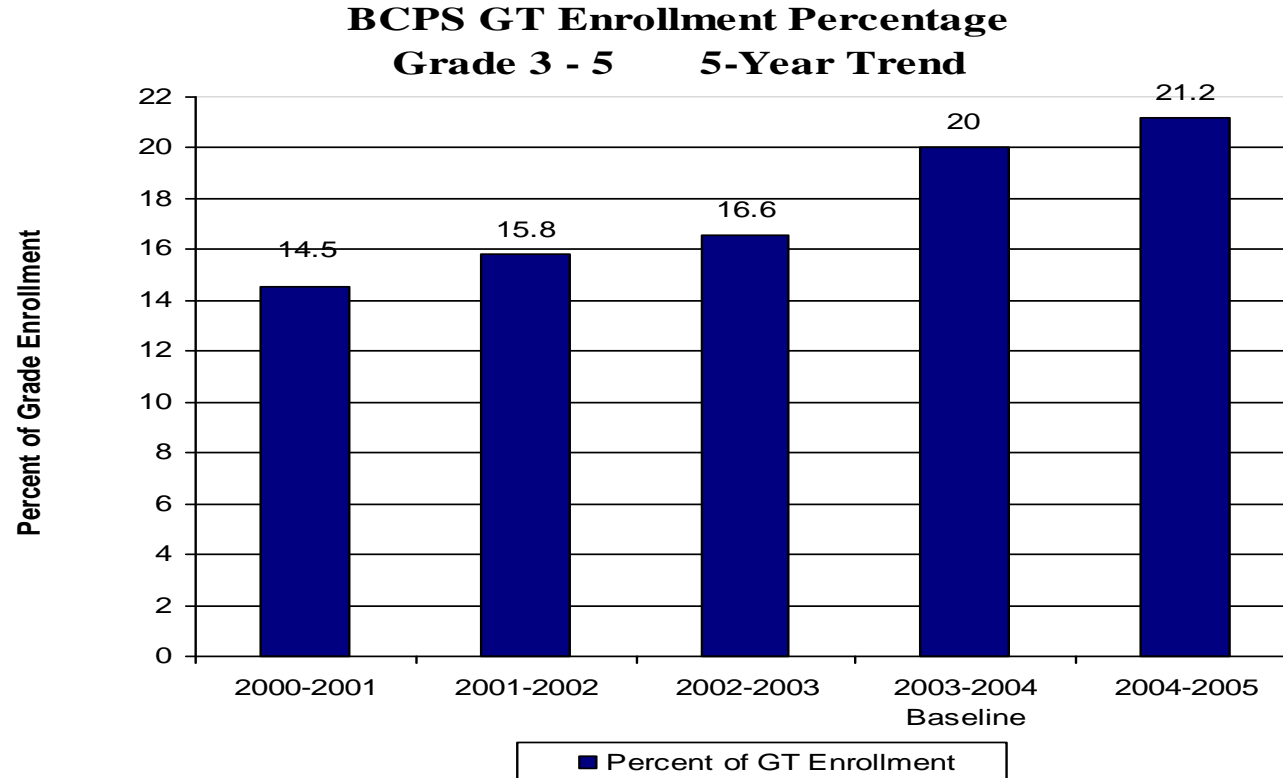
Student Enrollment

- Enrollment reports are compiled from the BCPS data warehouse.
 - *Cognos* – GT Cube
 - Data is disaggregated by gender, race/ethnicity, FARMS, Special Education, and ELL.

Student Enrollment

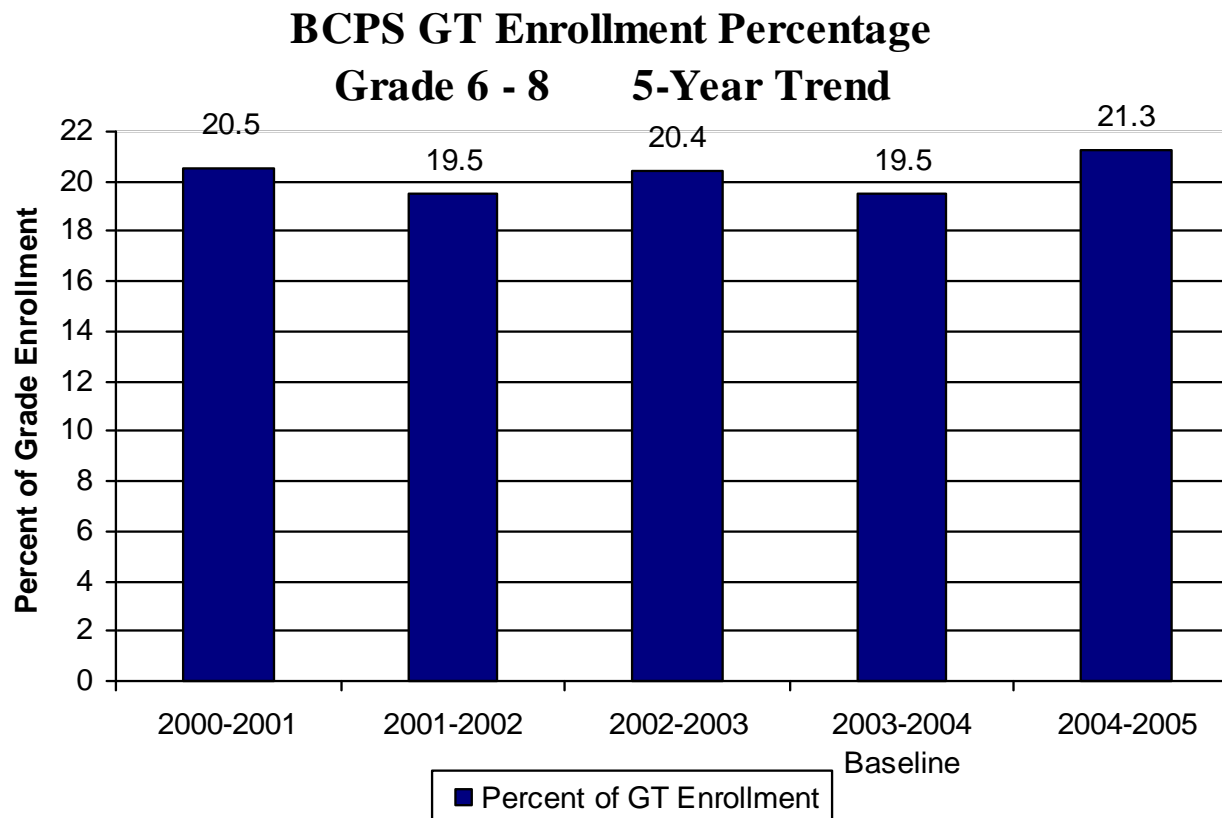
- Data is presented reflecting a 5-Year trend.
 - The baseline year was 2003-04, corresponding to the adoption of Board Policy 6135 in September, 2003.

Student Enrollment



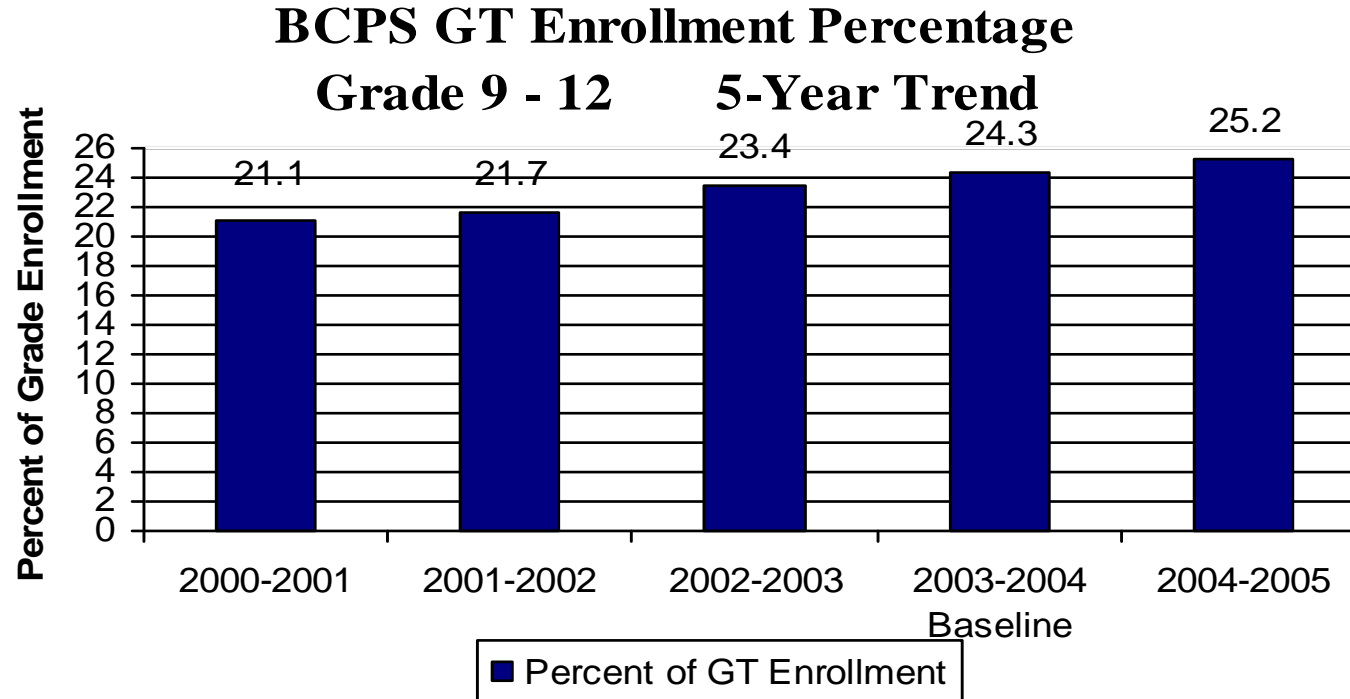
GT students in grades 3-5, as a percentage of grades 3-5 enrollment, increased by 6.7 percentage points. The 2001-02 enrollment in grades 3-5 was 14.5% of the total grades' enrollment, while the percentage in 2004-05 was 21.2%.

Student Enrollment



As a percentage of middle school enrollment, GT participation increased 0.8 percentage points between 2000-01 and 2004-05. GT students comprised 20.5% of grades 6-8 students in 2000-01 compared with 21.3% in 2004-05.

Student Enrollment



As a percentage of high school enrollment, GT participation increased 4.1 percentage points between 2000-01 and 2004-05. GT students comprised 21.1% of grades 9-12 students in 2000-01 compared with 25.2% in 2004-05.

Student Achievement

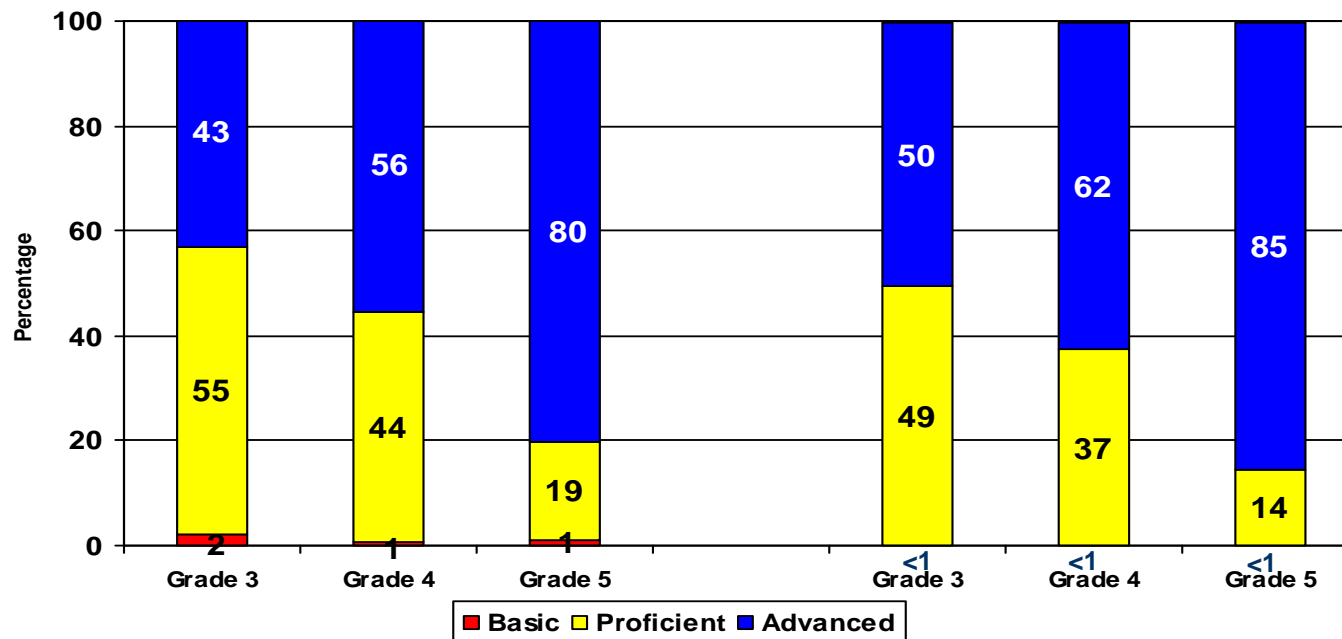
- MSA results, disaggregated by gender, race/ethnicity, FARMS, Special Education, and ELL.
- HSA
- AP
- SAT

Student Achievement

- A performance comparison (cohort study) was generated to review student achievement over a three-year sustained testing period (2002-03, 2003-04, 2004-05).

Student Achievement - Cohort

**MSA Results for BCPS GT Students
Reading Test Cohort Data - Grade 5 in 2004-2005**



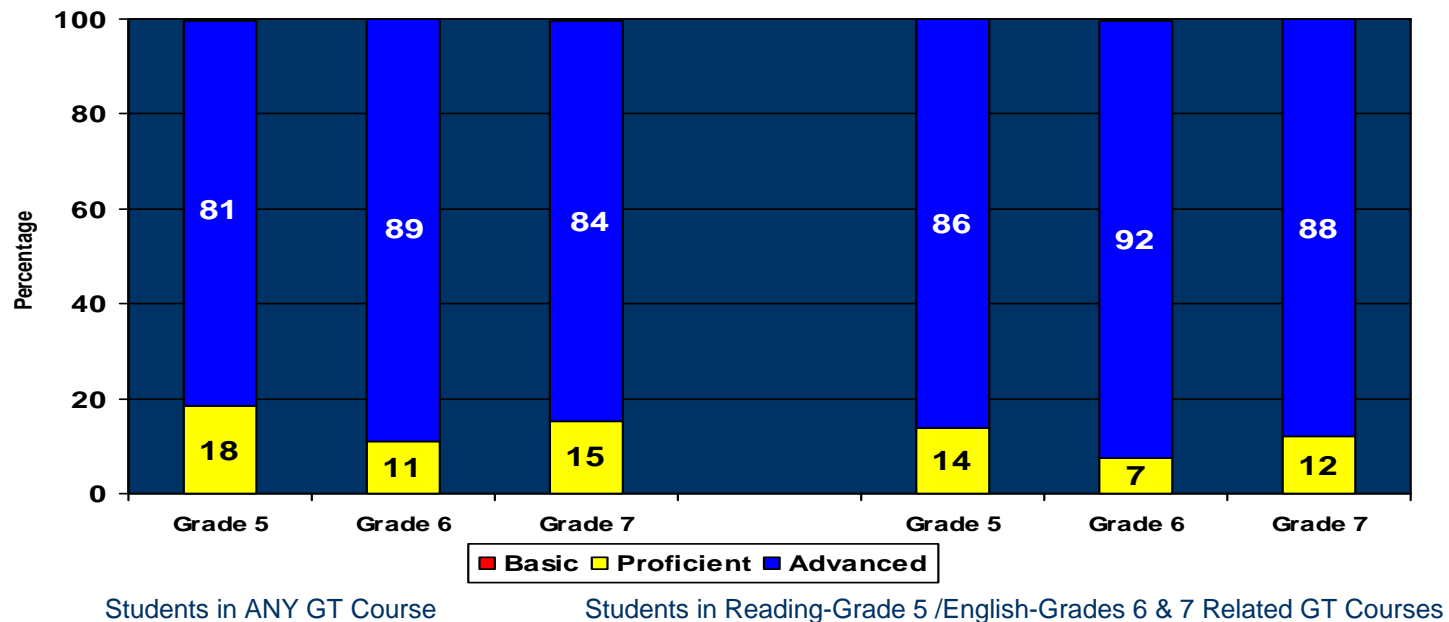
Students in ANY GT Course

Students in Reading Related GT Courses

On the 2005 MSA Reading, students enrolled in a reading-related GT course had higher percentages scoring in the advanced category than students enrolled in any GT course. This is the case for each grade level from grade 3 to grade 5. Grade 3 reflects 2002-03 results, Grade 4 represents 2003-04 results, and Grade 5 represents 2004-05 results.

Student Achievement - Cohort

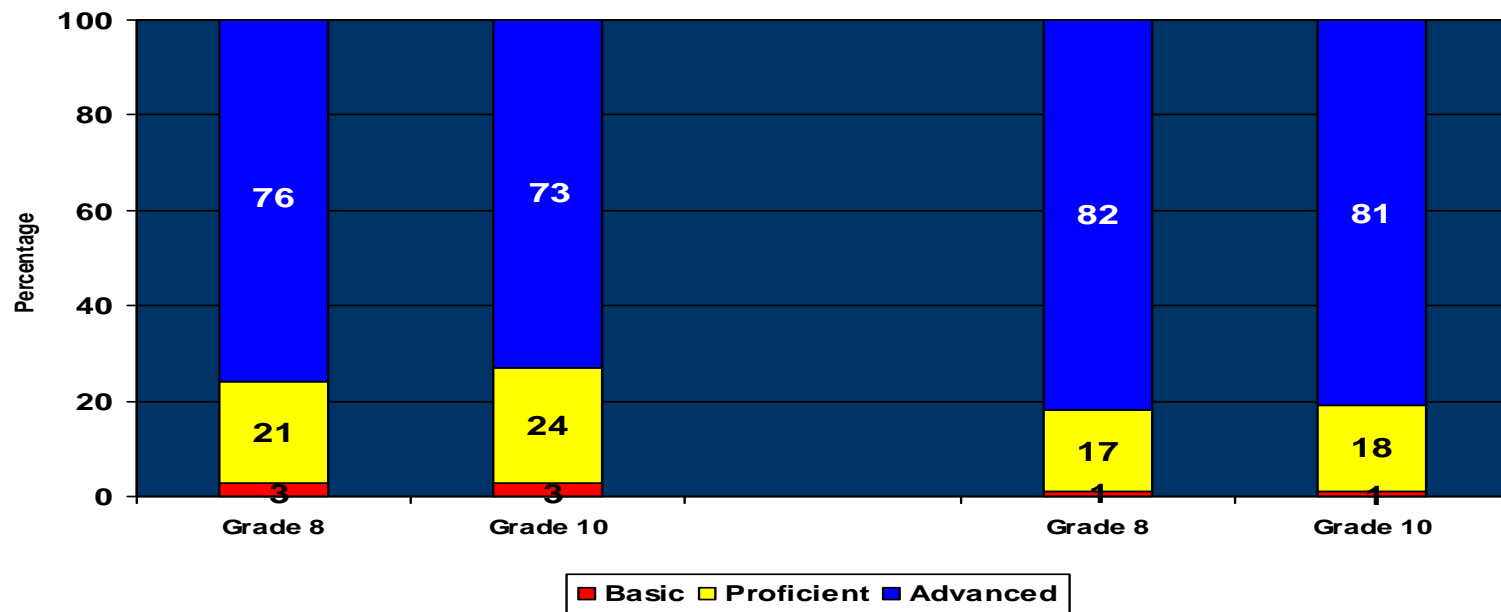
**MSA Results for BCPS GT Students
Reading Test Cohort Data - Grade 7 in 2004-2005**



On the 2005 MSA Reading, students enrolled in a reading-related GT course in grade 5 or an English-related GT course in grades 6 and 7 had slightly higher percentages scoring in the advanced category than students enrolled in any GT course. This is the case for each grade level from grade 5 to grade 7.

Student Achievement – Cohort

**MSA Results for BCPS GT Students
English 2 Test Cohort Data - Grade 10 in 2004-2005**



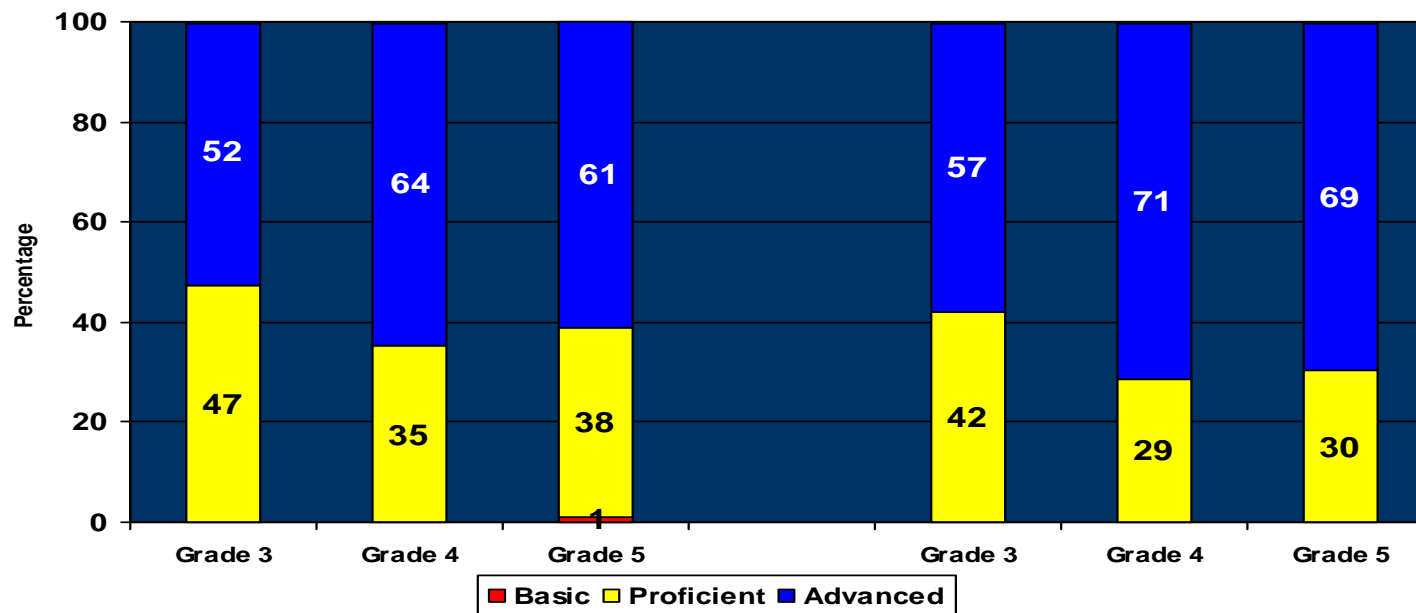
Students in ANY GT Course
English 2-Grade 10 Related
GT Courses

Students in Reading-Grade 8/

On the 2005 MSA Reading, students enrolled in a reading-related GT course in grade 8 had higher percentages scoring in the advanced category than students enrolled in any GT course in grade 8. Similarly, on the English 2 HSA, students enrolled in an English 10 (or related) GT course in grade 10 had higher percentages scoring in the advanced category than students enrolled in any GT course in grade 10.

Student Achievement - Cohort

**MSA Results for BCPS GT Students
Math Test Cohort Data - Grade 5 in 2004-2005**



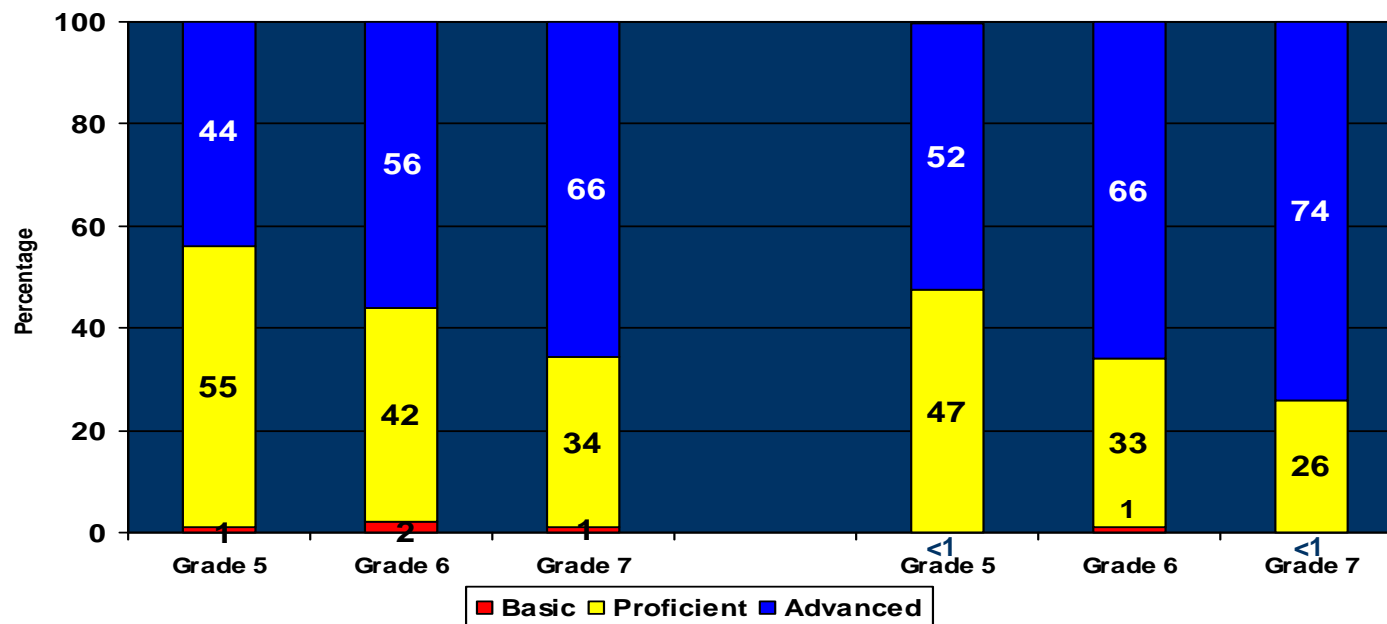
Students in ANY GT Course
Courses

Students in Math Related GT

On the 2005 MSA Mathematics, students enrolled in a mathematics-related GT course had higher percentages scoring in the Advanced category than students enrolled in any GT course. This is the case for each grade level from grade 3 to grade 5.

Student Achievement - Cohort

MSA Results for BCPS GT Students
Math Test Cohort Data - Grade 7 in 2004-2005



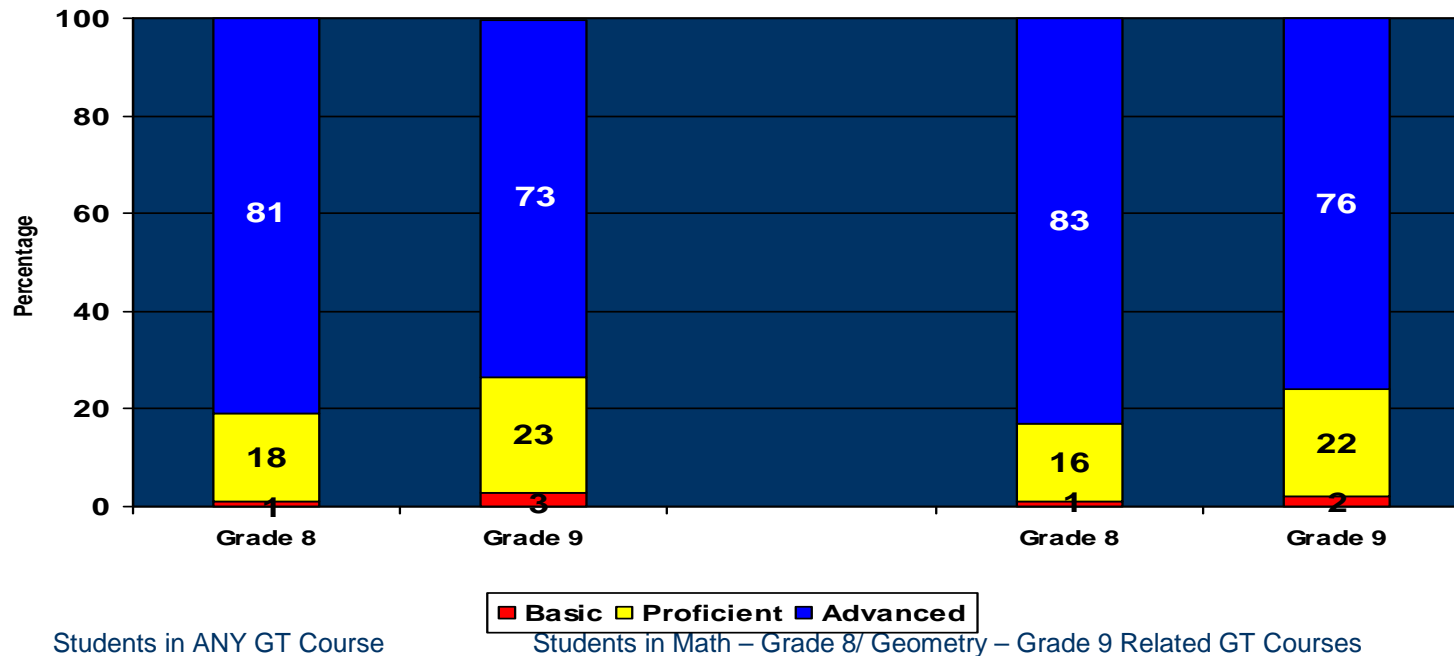
Students in ANY GT Course

Students in Math Related GT Courses

On the 2005 MSA Mathematics, students enrolled in a mathematics-related GT course had higher percentages scoring in the advanced category than students enrolled in any GT course. This is the case for each grade level, from grade 5 to grade 7.

Student Achievement - Cohort

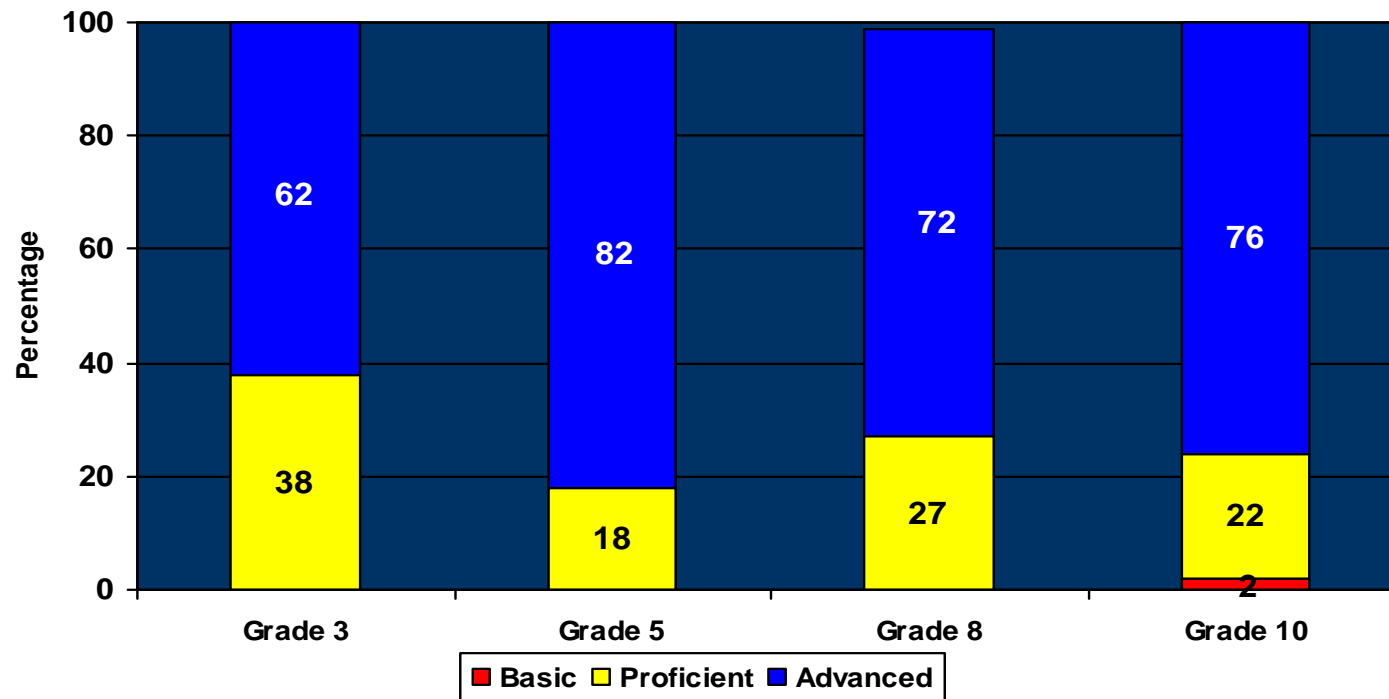
**MSA Results for BCPS GT Students
Geometry Test Cohort Data - Grade 9 in 2004-2005**



On the 2005 MSA Mathematics, students enrolled in a mathematics-related GT course in grade 8 had higher percentages scoring in the advanced category than students enrolled in any GT course in grade 8. Similarly, on the Geometry HSA, students enrolled in a GT Geometry (or related) course in high school had higher percentages scoring in the advanced category than students enrolled in any GT course.

Student Achievement - MSA

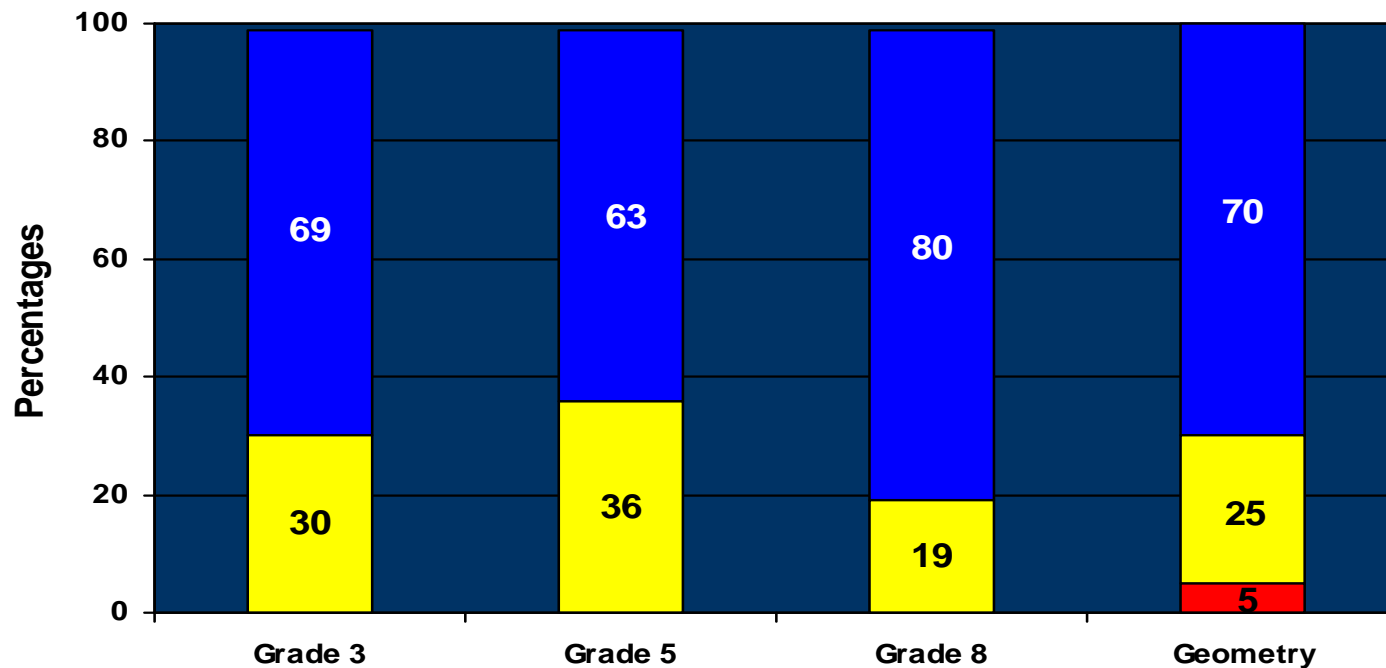
2005 MSA Results for BCPS GT Students
Reading Test



Nearly all GT students in grades 3, 5, 8, and 10 scored in the proficient or advanced category on the Reading MSA in 2005. At each grade level (except grade 3), approximately three out of every four GT students scored in the advanced category on the Reading MSA in 2005.

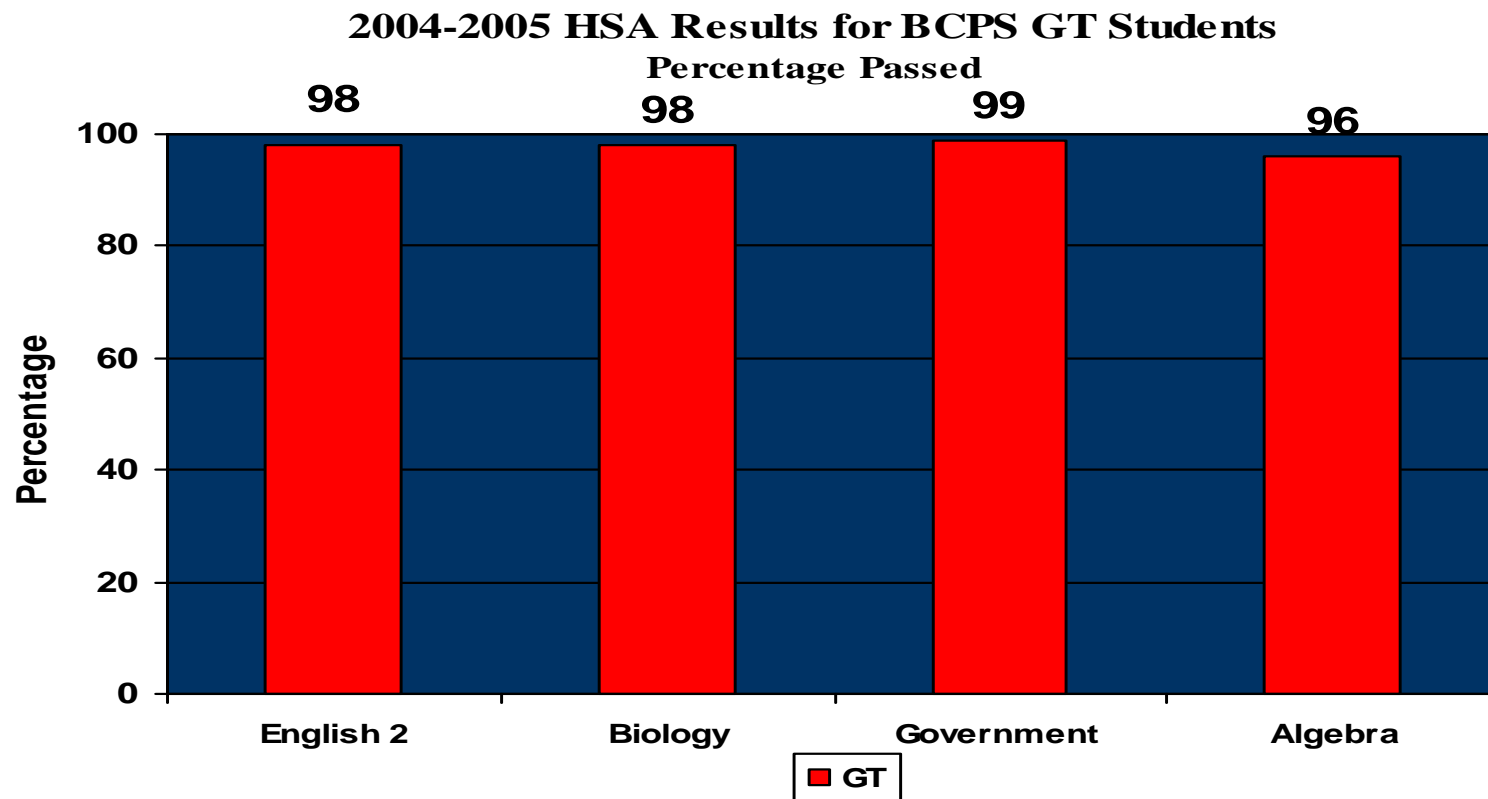
Student Achievement - MSA

**2005 MSA Results for BCPS GT Students
Math Test**



In grades 3, 5, and 8, more than 99% of GT students scored in the Proficient or Advanced category on the Mathematics MSA in 2005. Among high school GT students who took the Geometry assessment in 2005, 95% scored in the proficient or advanced category. Considerably more GT students scored in the advanced category than in the proficient category.

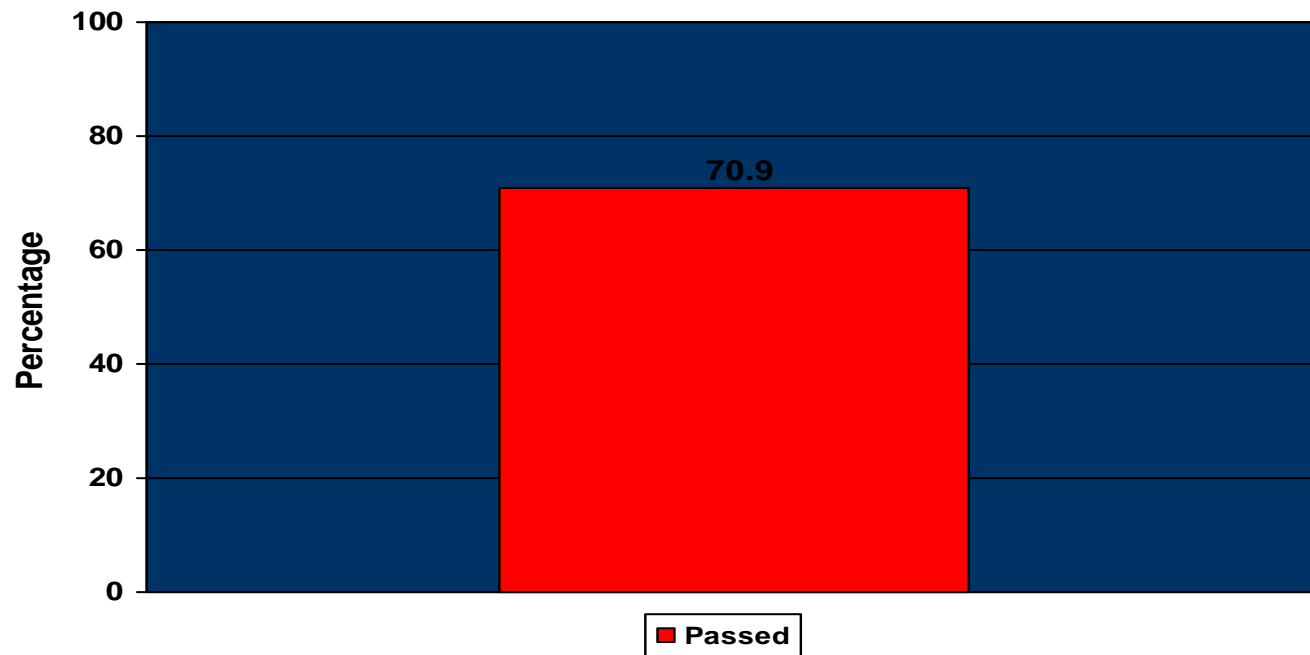
Student Achievement - HSA



In 2004-2005, between 96% and 98% of BCPS GT secondary students passed the four Maryland High School Assessments (English, Biology, Government, and Algebra).

Student Achievement - AP

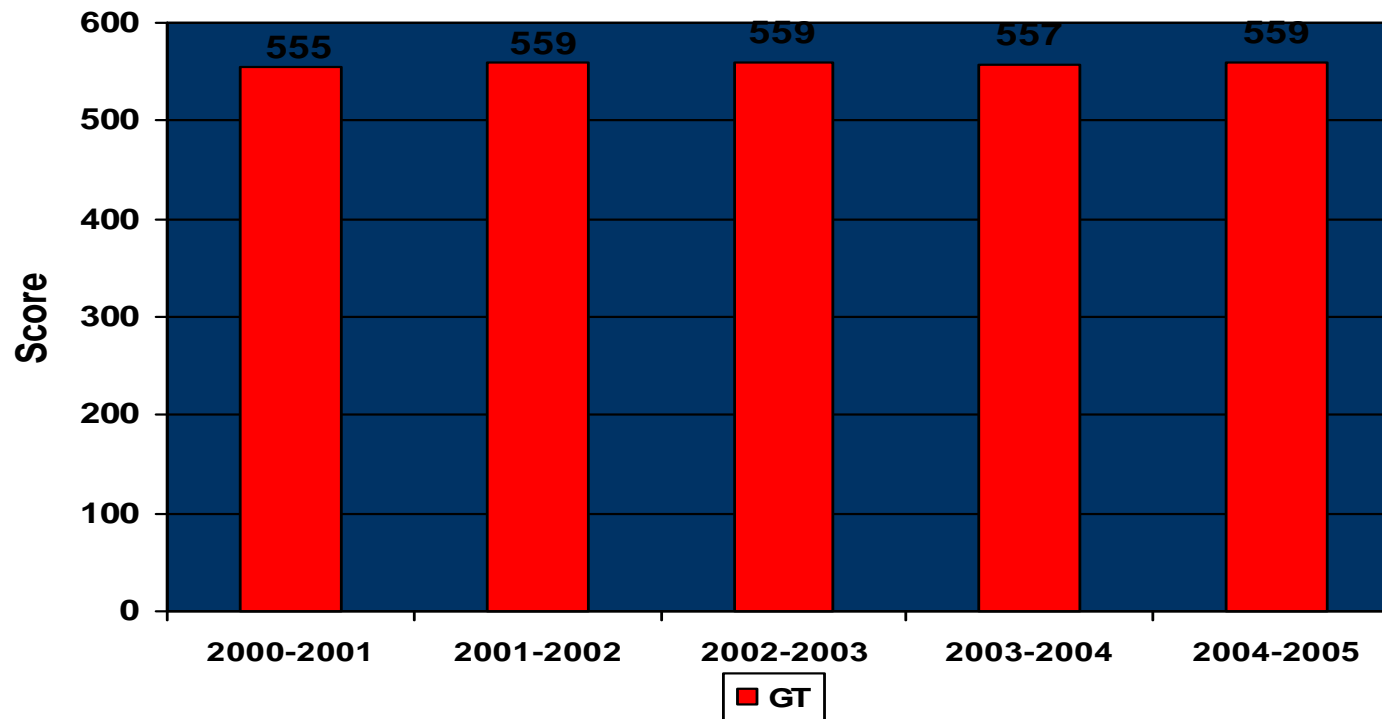
**2004-2005 Advanced Placement Results for BCPS GT Students
Percentage Passed**



In 2004 - 2005, 70.9% of Advanced Placement (AP) exams taken by BCPS high school GT students were passed (scores of 3, 4, & 5).

Student Achievement - SAT

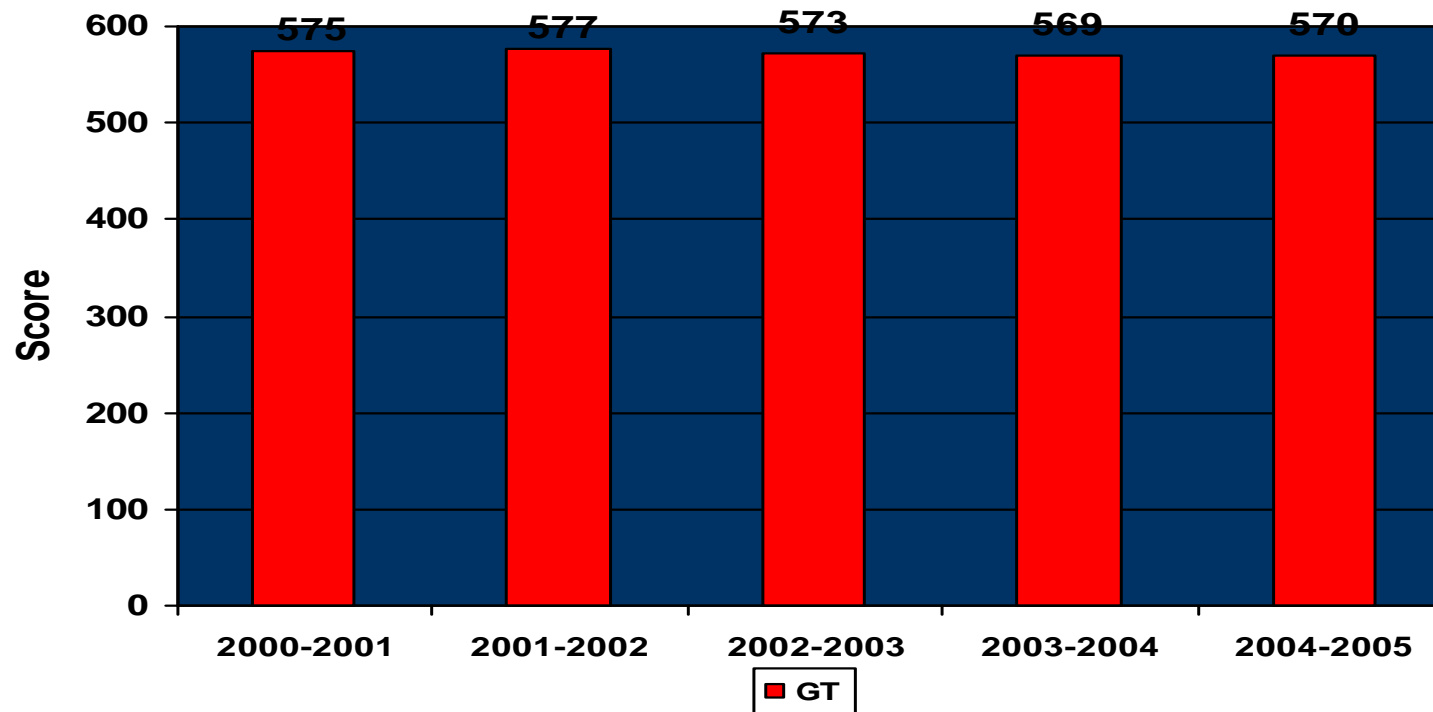
**SAT Results for BCPS GT Students
Verbal Mean Scores for Grade 12**



In 2001-2002, BCPS 12th grade GT students had a SAT verbal mean of 555. This figure increased to 559 in 2004-2005.

Student Achievement - SAT

**SAT Results for BCPS GT Students
Math Mean Scores for Grade 12**



In 2001-2002, BCPS 12th grade GT students had a SAT math mean of 575. This figure was higher than the average of 570 in 2004-2005.

Program Implementation: Shared Accountability

- The Board of Education sets the policy.
- The Superintendent establishes the vision, goals, and standards within the Blueprint and Master Plan.

Program Implementation: Shared Accountability

- The school principals, under the direction of the Area Assistant Superintendents, implement the GT program.

Program Implementation: Shared Accountability

- The Office of Gifted and Talented Education provides support services to schools along with other offices in the Division of Curriculum and Instruction.

Professional Development

K - 8

- Professional development is provided in two ways:
 - General GT educational pedagogy
 - Subject specific (content related) training.

Professional Development

K - 8

- 1,999 elementary and middle school teachers participated in Gifted and Talented professional development opportunities in 2004-05.

Professional Development

K - 8

- 4% attended general GT education topics, K – 12.
- 77% attended Primary Talent Development.
- 11% attended Elementary GT education topics.
- 8% attended Middle School GT education topics.

Snapshots of Continuing Support

- **The Area Assistant Superintendents**
 - Conduct ongoing data reviews to identify schools that would benefit from focused support
 - Continue to review School Improvement Plans
 - Conduct principal meetings and school visits

Snapshots of Continuing Support

- **Primary Talent Development**

- Continued portfolio evaluation
- Continued differentiated support and staff development
- Development and piloting of Pre-K modules
- PTD strategies embedded in elementary science units, Grades 1 and 2

Snapshots of Continuing Support

- **CATALYST GT Teachers in all Title I Elementary Schools**
 - Continued support and staff development for teachers
 - Direct and indirect services to students
 - Parent information and communication

Snapshots of Continuing Support

- **Elementary and Middle School Professional Development**
 - Presentation of new curriculum
 - Staff development
 - Identification, Referral and Review
 - Differentiation strategies

Board of Education Policy and Superintendent's Rule 6135

INSTRUCTION: The Gifted and Talented Education Program

- Equity
- Excellence
- Accountability



The Baltimore County Public Schools



Gifted and Talented Education Program Status Report

May 2006

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Executive Summary
Gifted and Talented Education Program Status Report
May, 2006

The Gifted and Talented Education Program in Baltimore County Public Schools provides services to students K-12.

- In grades K-2 the Primary Talent Development program is for all students and provides a structure for nurturing achievement behaviors such as persistence, resourcefulness, and inquisitiveness. Students are formally identified for gifted and talented programs at the end of Grade 2.
- In Grades 3 through 5, identified students experience highly challenging content and materials in language arts, mathematics, science, and/or social studies.
- In middle school, the program is delivered in homogeneously grouped classes in art, English, mathematics, science, and/or social studies.
- High schools offer a sequence of Gifted and Talented Education courses in art, English, mathematics, music, science, and social studies. Additionally, Advanced Placement courses are offered in Grades 10 through 12 and International Baccalaureate courses are offered in Grades 11 and 12.

On September 9, 2003, the Board of Education affirmed its renewed commitment to an excellent and equitable Gifted and Talented Education program through the adoption of Board Policy 6135, The Gifted and Talented Education Program. 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 Primary Talent Development program. Disaggregation of student enrollment data assists in developing strategies designed to ensure equitable access to gifted education programs.

Program excellence is measured by analyzing student achievement data, providing a rigorous, differentiated curriculum for students, and offering professional and staff development for teachers in gifted education.

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

Policy 6135 requires a semi-annual status report to the Board of Education detailing disaggregated student enrollment, achievement, and recommendations for improvement. In keeping with these requirements, a report establishing the baseline status of the Gifted and Talented Education program was prepared in 2003-04. This second annual report is organized in five sections: (1) Gifted and Talented Education

Enrollment, (2) Gifted and Talented Education Student Achievement, (3) Program Implementation, (4) Professional Development, and (5) Patterns, Trends, and Recommendations.

The summary of student enrollment data in **Part I: Gifted and Talented Education Student Enrollment** clearly illustrates trends in GT student enrollment over a five-year period. The total school enrollment for BCPS in 2004-05 was 107,661. Of the total school enrollment, 19,006 students received Gifted and Talented Education programs. The total GT elementary enrollment in 2004-05 was 5,374, the middle school GT enrollment was 5,436, and the high school GT enrollment was 8,196.

- In grades 3-5, GT student enrollment, as a percentage of total grade level enrollment, increased 6.7 percentage points from 14.5% in 2000-01 to 21.2% in 2004-05.
- At the secondary level, the 6-8 GT student enrollment, as a percentage of total grade level enrollment, increased by 0.8 percentage points between 2001 and 2005. Grade 6-8 GT students comprised 20.5% of all grades 6-8 students in 2000-01 compared with 21.3% of all 6-8 students in 2004-05. Grade 9-12 GT student enrollment, as a percentage of total grade level enrollment, increased by 4.1 percentage points between 2000-01 and 2004-05. Grade 9-12 GT students comprised 21.1% of all grades 9-12 students in 2000-01 compared with 25.2% of all grades 9-12 students in 2004-05.
- The percentage of GT students who are female exceeds the percentage of GT students who are male at each grade level. This is in contrast to BCPS total enrollment from 2000-2005 which has male enrollment (51%) and female enrollment (49%) remaining constant over the five year period.
- The participation percentage of GT students disaggregated by race/ethnicity reflects BCPS total student enrollment. The participation percentage of GT students who are white has decreased over the past five years at each grade level while the participation percentage of African American, Asian and Hispanic students has increased at each grade level. This mirrors BCPS total enrollment which shows change from 2000-2001 (percentage of total enrollment - 32% African American, 4% Asian, 61% white, 2% Hispanic) to 2004-05 (percentage of total enrollment - 36% African American, 5% Asian, 53% white, 3% Hispanic).
- In 2004-05, the percentage of elementary GT FARM students (19%) was about one-half of the percentage of FARM students in the BCPS (38%). However, in 2004-05, 46% of the elementary CATALYST students received FARM services. This ratio has been increasing over the past five years. The percentage of middle school GT students receiving FARM services (15%) is less than half of the percentage of middle school FARM students in BCPS (35%). The percent of high school FARM students (9%) was less than half the total percent of BCPS FARM students (21%).

Part II: Gifted and Talented Education Program Student Achievement presents student achievement data using Reading and Mathematics MSA results for Grades 3, 5, 8 and 10. In grades 3, 5, and 8, nearly all GT students scored in the

proficient or advanced category on the Reading MSA in 2005. More than 99% of grades 3, 5, and 8 GT students scored in the proficient or advanced category on Mathematics MSA in 2005. In grades 4, 6, and 7, at least 98% of GT students scored in the proficient or advanced category on the Mathematics MSA.

In 2004-05, 99% of CATALYST [Title I schools with site-based GT Education resource teachers] GT students at grade 3-5 scored proficient or advanced on the Reading MSA and on the Mathematics MSA.

In 2004-2005, between 96% and 98% of BCPS GT secondary students passed the four Maryland High School Assessments. Among high school GT students who took the HSA Algebra assessment in 2004-05, 96% passed. 98% of GT students passed the English 2 HSA, 98% passed the Biology HSA, and 99% passed the Government HSA.

In 2004-2005, between 86% and 98% of grades 9, 10, and 11 GT students participated in the PSAT.

SAT participation rate among 12th grade GT students in BCPS was at 89.2%.

Approximately 40% of GT students participated in one or more Advanced Placement examinations. In 2004-05, 70.9% of GT students received passing scores on AP exams.

Part III: Program Implementation identifies four areas for review, ranging from systemwide programs to site-specific programs: Primary Talent Development, including Mid-Year and End-of-Year Portfolio Reviews; Differentiation in Middle School GT Education; GT Education Program Implementation in Focused Support Schools (formerly designated as Targeted Schools); and the CATALYST Project: GT Education in Title I Elementary Schools.

Classroom walkthroughs were conducted in cooperation with secondary curriculum offices to observe the differentiation of content, process, product, and learning environment. The data collected from these observations was used to assess the need for curriculum development and to plan staff development opportunities.

In 2004-05, the Area Assistant Superintendents met with the Executive Director of Special Programs K-12, the Coordinator of Gifted and Talented Education, and GT Education resource teachers to identify elementary and middle schools in need of focused support for consistent implementation of the Gifted and Talented Education program. As a result of that meeting, 28 elementary and 17 middle schools were identified as schools to receive focused support (Focused Support Schools).

Since 2002-03, CATALYST teachers, our site-based GT Education Resource teachers, have been assigned to Title I elementary schools to support high quality GT education services for students living in poverty. Data from CATALYST teachers highlight the collaborative aspects of the project with a majority of services supporting teachers in implementing differentiated GT teaching and learning in the regular classroom. While 99% of the CATALYST GT students achieved at the Proficient or Advanced level on the 2004-2005 MSA Reading and Mathematics tests, fewer achieved at the Advanced level when compared to GT Education students countywide.

Part IV: Professional Development provides a summary of participation in GT Education professional development opportunities. During 2004-2005, 1,999 teachers engaged in 63 GT professional development sessions. This included 53 sessions for

Primary Talent Development which served 1,532 participants. There were three professional development sessions for elementary math serving 86 participants. One elementary Language Arts session served 127 participants. Five middle school sessions served 166 participants. There was one general session targeting teachers new to GT education that served 88 participants.

Part V: Patterns, Trends and Recommendations focuses on program implementation and professional development. This information will be used to ensure continuous improvement of the program.

FOREWORD

On September 9, 2003, the Board of Education affirmed its commitment to an excellent and equitable Gifted and Talented Education program through the adoption of Board Policy 6135, The Gifted and Talented Education Program. This policy requires a semi-annual status report to the Board of Education detailing disaggregated student enrollment, achievement, and recommendations for improvement.

It is important to note that GT student achievement has been included in the BCPS *Blueprint for Progress - Report on Results* as a significant component of the disaggregated student achievement data.

The following report provides to the Board program implementation data in accordance with this policy. This is the second annual report to evaluate the ongoing implementation of the program.

The Gifted and Talented Education Program goal (*Blueprint for Progress*, Performance Goal 1.1) is to “enhance academic success” for students with “high achievement capabilities.” A *gifted and talented* student is defined as “performing or showing the potential to perform at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment.”¹

¹

Annotated Code of Maryland, Education Article §8-201.

Acknowledgements

Appreciation is extended to the staff of the Office of Gifted and Talented Education and Magnet Programs with special acknowledgement to Diana Schaekel Eastman for her expertise and leadership in producing this *Gifted and Talented Education Program Status Report*.

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Introduction

The history of the Gifted and Talented Education (GT) program in the Baltimore County Public Schools spans more than two decades. The design and delivery of the program has responded to changing federal and state school reform initiatives, and new developments in teaching and learning. The Board of Education has been consistent in its commitment to and support of gifted and talented education.

The Gifted and Talented Education Program as we know it today began in 1979 with six countywide GT centers in junior high schools. The GT services began in Grade 7, and a new grade level was added each year until there was a full range of GT classes and curricula in English, mathematics, science, social studies, and art, Grades 7 - 12. Students were identified for GT services through a centralized process, based on test data and school recommendations, and once accepted into the program, were assigned to attend the GT center in their geographic area. Teachers were also hired centrally through a rigorous application process. As the number of GT centers increased, those junior and senior high schools offering GT classes were given differentiated staffing for the GT program. In the elementary schools, itinerant “AT” (Academically Talented) resource teachers conducted pull-out enrichment programs.

The strengths of the first decade of the GT Education program (1979 – 1989) were its emphasis on rigorous and well-articulated curricula, teacher selection and training, differentiated staffing, and community support. Federal funding was available to support these initiatives. However, ongoing self-evaluation of the program including the 1992 report of the Accelerated Program Committee identified areas needing improvement. The GT center approach limited program access (for GT students) and program influence (benefits to teachers and students not in a GT center). Students were identified using a narrow definition of giftedness that emphasized

test scores. Students from low socio-economic status and minority students were underrepresented in the gifted programs which led to a perception of “elitism” and tracking. The selection criteria, while exclusive, did identify students who were strong academically and highly motivated. At the elementary level, the itinerant pull-out services were fragmented and inadequate.

The 1988 federal Jacob Javits Act brought a new, more inclusive view of giftedness that defined outstanding talent as relevant to a student’s “age, experience, or environment.” This “norm-referenced” definition of giftedness occurred in a climate of school reform that led to the decentralization of the GT Education program.

GT student identification procedures became site-based, and schools explored different curriculum models, such as the Renzulli Enrichment Triad. A major goal was to increase student access to services, particularly among students who lived in poverty and minority students.

In the spirit of continuous improvement, in 1995 the Board of Education contracted Dr. Carolyn Callahan from the University of Virginia to conduct an external evaluation study of the Gifted and Talented Education Program. This study revealed that the site-based approach to GT program management had resulted in a number of inconsistencies. The evaluators found no consensus in program philosophy or identification procedures among schools. There were no clear criteria for teacher selection, nor were there prerequisites or systematic GT teacher training and support. GT classes were often seen as offering more work rather than differentiated work. Services in elementary school remained limited, and there was a lack of articulation among the elementary, middle school, and high school GT programs. The evaluators recommended the development of a Board policy as one strategy for consistent program implementation.

In response to the recommendations of the external evaluation study, a diverse group of stakeholders developed a strategic plan for program improvement. GT office staff developed a handbook of program guidelines for schools. In 1998, the Office of Gifted and Talented Education and Magnet Programs was expanded to include five GT Education resource teachers (three elementary; two secondary) to develop GT Education curriculum and deliver professional development, with particular focus on the elementary schools. State grant funds supported the development and implementation of talent search programs to recruit and retain underrepresented populations in gifted education. These programs included the Primary Talent Development (PTD) curriculum for all students K – 2 as well as summer and Saturday programs for elementary students. Early identification and services for talented students became a priority.

The next five years were a period of growth and refinement for the Gifted and Talented Education program. All schools in BCPS maintained a GT Education referral and review team following the guidelines specified in the 2000 elementary, middle, and high school *Handbook for Implementing the Gifted and Talented Education Program*. Regular and ongoing training for GT Referral and Review Team Facilitators and teachers new to GT assignments was aimed at achieving equity and excellence among schools. These initiatives have been continued and expanded from 2003 through 2006. The *Handbook for Implementing the Gifted and Talented Education Program* is under revision for all instructional levels (elementary, middle, and high) with new versions due September 2006. The course *An Introduction to Differentiating Instruction for Students in Gifted and Talented Education* has been revised and expanded in 2005 to provide more extensive staff development opportunities and experiences for BCPS teachers new to GT Education. The staff development of site-based GT Facilitators, one per school, continues to provide information on best practices in the areas of identification, articulation and

parent communication.

Under Superintendent Dr. Joe A. Hairston, a commitment was made to the implementation of the Gifted and Talented Education programs. This resulted in the development of a range of differentiated GT Education curricula K – 12 by 2003. The development of differentiated GT Education curricula has continued through 2006 with the continued creation of GT Education curricula in the areas of Primary Talent Development, and elementary Reading/Language Arts, math, science, and social studies. In addition, the middle school GT English curricula have undergone extensive revision and expansion from 2003 – 2005. Plans to continue curricula development have been expanded for 2006 to include both GT Grade 6 and Grade 8 English and Grade 8 GT American History revisions. At the high school level, revisions have been made to English, math, and science curricula as well as expanding the number and content offerings of the AP options for students in grades 10-12. Staff development opportunities continue through 2006 with countywide, school-based, and individual one-on-one sessions offered at locations throughout the county. Dr. Hairston has continued to emphasize the program's goal in *The Blueprint for Progress* (Goal 1.1) which focuses the system's attention on high achievement and academic success and continues to make the systemic implementation of the GT Education program a priority.

The challenge for twenty-first century schools is to fully educate every child in an increasingly diverse society. Recent federal legislation mandates strict accountability measures to ensure that “no child is left behind,” and Maryland legislation requires that funding to local education agencies supports “a bridge to excellence.” It is in this climate of accountability and school reform that in 2003 the BCPS Board of Education adopted a policy for the Gifted and Talented Education Program that emphasizes equity and excellence.

Board Policy 6135

The Board of Education Policy 6135 INSTRUCTION: The Gifted and Talented Education Program adopted on September 9, 2003 states the Board's commitment to enhancing the academic success of all students, including those with "high achievement capabilities" (Appendix A). There are three overarching themes. The policy calls for *equity* in the nurturing of potential as well as performance. It stresses providing program access regardless of a talented student's race/ethnicity, gender, socio-economic status, geographical location, primary language, or disability. Policy 6135 also calls for an *excellent* program of high quality gifted and talented education services that are appropriately differentiated ... kindergarten through Grade 12, are research-based, and aligned with the system's mission and goals. System *accountability* for equal access to high quality services is a third theme in the policy. The Superintendent is to report semi-annually to the Board the system's progress toward these goals.

Purpose and Organization of the Status Report

The accompanying rule to Policy 6135 (Appendix A) specifies the requirements and responsibilities for student identification and placement, program implementation, and program review that are necessary to achieve the Board's goals. As indicated in Rule 6135 "the executive leadership shall semi-annually submit to the Superintendent Gifted and Talented Education program reports that include disaggregated student enrollment and achievement data, teacher certification and training, allocation of resources for curriculum and professional development, as well as program needs." Based on the data, the Superintendent and staff will make recommendations for program improvement.

The focus of the initial baseline report placed an emphasis on the elementary and middle school programs. This report and future reports will include results of the high school program

data analysis. The baseline data (2003-04) for student enrollment and achievement is supplemented to include a five-year base of information in order to establish patterns and trends. The status report is organized in five sections: (1) Gifted and Talented Education Student Enrollment, (2) Gifted and Talented Education Student Achievement, (3) Program Implementation, (4) Professional Development, and (5) Patterns, Trends, and Recommendations.

Part I. Gifted and Talented Education Student Enrollment

Baltimore County Public Schools is committed to the principle that “every student who gives evidence of high achievement capabilities should have access to high quality gifted and talented services regardless of that student’s race/ethnicity, gender, socio-economic status, geographic location, primary language or disability.” One measure of equitable access to services in the Gifted and Talented Education is disaggregated student enrollment.

Student identification and placement in the Gifted and Talented Education is ongoing. It begins with early talent development in the primary Grades K – 2, designed for all students, and uses a school-based process for Gifted and Talented Education referral and review at the end of Grade 2. Students are formally identified for Grade 3 as a result of this process.

The Office of Gifted and Talented Education annually provides schools with timelines and procedures for student referral and review. Elementary and secondary schools are responsible for encouraging referrals from a variety of sources, establishing interdisciplinary referral and review teams to carry out the student profile assessment process outlined in the *Handbook of Procedures for Implementing the Gifted and Talented Program*, and informing parents about the program. Schools are responsible for annually reviewing their referral and review procedures using disaggregated school Gifted and Talented data.

Student Enrollment Data Collection Procedures

The student enrollment reports are compiled from the *Cognos* database in the BCPS Data Warehouse. This database, the “GT Cube,” aggregates demographic and achievement information on every student designated as GT in the system through a course enrollment code. The GT enrollment data can be disaggregated by gender, race, FARMS, ELL, and Special

Education status. The GT Education student achievement data includes all standardized test information (MSA, HSA, PSAT, SAT, AP) as well as report card grades (secondary only).

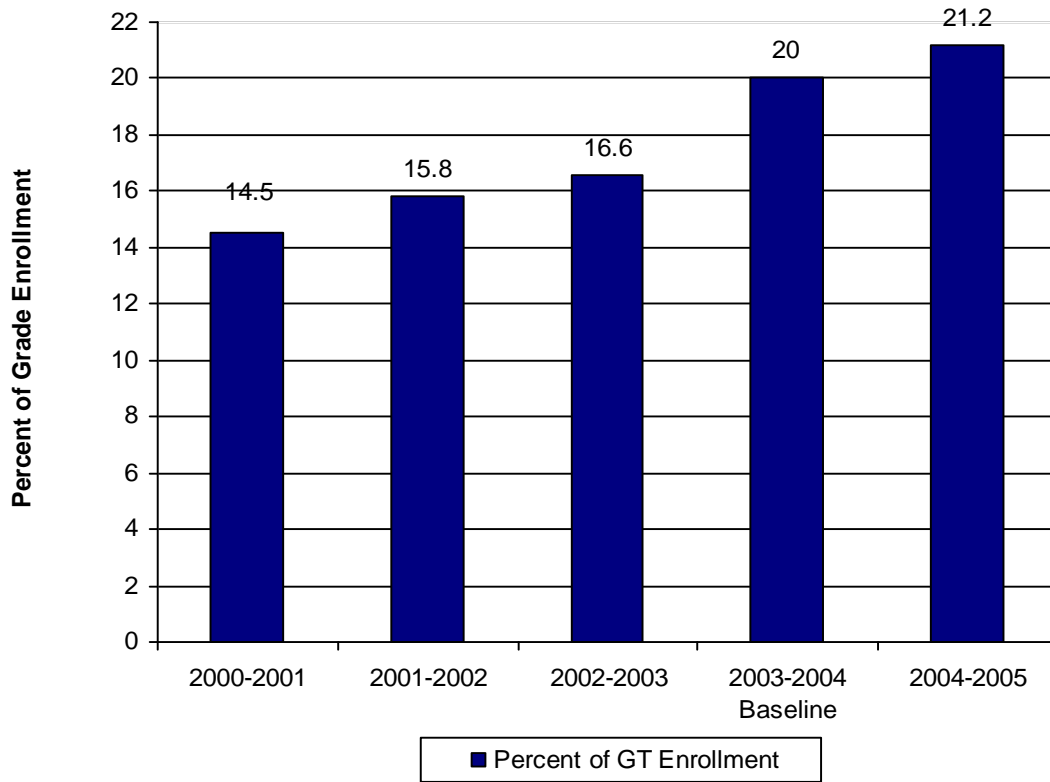
In middle and high schools, a student is counted as GT through enrollment in any course that carries a GT course number. In high schools, all Advanced Placement (AP) and International Baccalaureate (IB) courses and some magnet school courses have a GT course number.

Summary of GT Student Enrollment Data

During the most recent five year period, the countywide GT enrollment for elementary and high schools has shown a steady increase, while middle school has remained substantially the same. The total school enrollment for BCPS in 2004-05 was 107,661. Of the total school enrollment, 19,006 students received Gifted and Talented Education programs. The total GT elementary enrollment in 2004-05 was 5,374, the middle school GT enrollment was 5,436, and the high school GT enrollment was 8,196. Elementary school GT enrollment increased from 14.5% in 2000-2001 to 21.2% in 2004-05. High school GT enrollment increased from 21.1% in 2000-01 to 25.2% in 2004-05. Middle school GT enrollment has remained relatively constant over the five-year period, with the lowest enrollment percentages (19.5%) occurring in 2001-02 and 2003-04 and the highest enrollment percentage (21.3%) occurring in 2004-05.

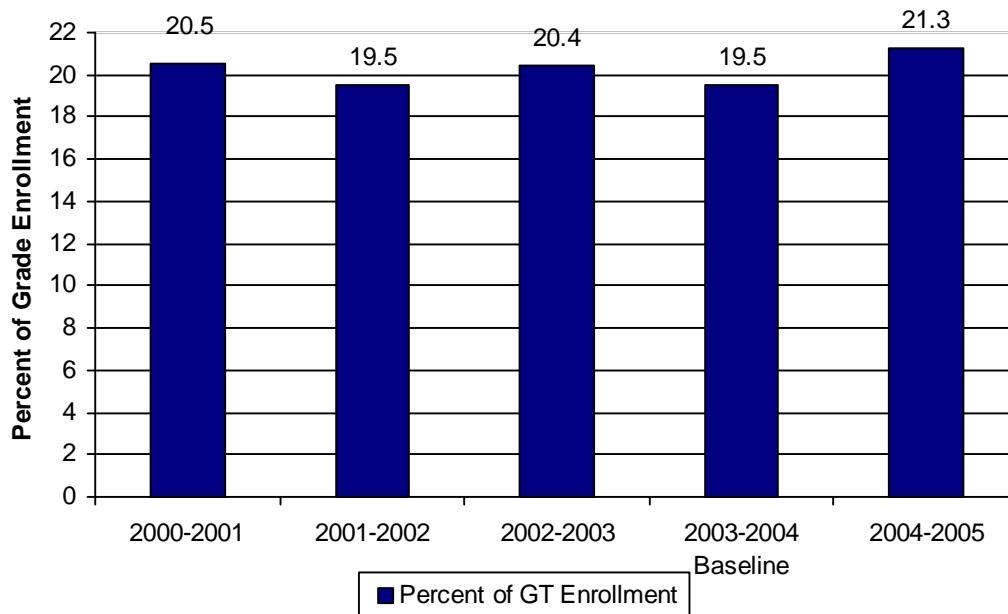
The data which is disaggregated by gender, race/ethnicity, FARM, Special Education and ELL should be viewed within the context of the total school population. In 2004-05, the percentage of male BCPS students was 51% and female was 49%. The increasing diversity of BCPS is reflected in 2004-05 total enrollment percentages, 5% Asian, 36% African American, 53% white, and 3% Hispanic. The percent of BCPS students who receive FARM services was 32% while the percent of BCPS students identified for Special Education in 2004-05 was 14%.

**BCPS GT Enrollment Percentage
Grade 3 - 5 5-Year Trend**

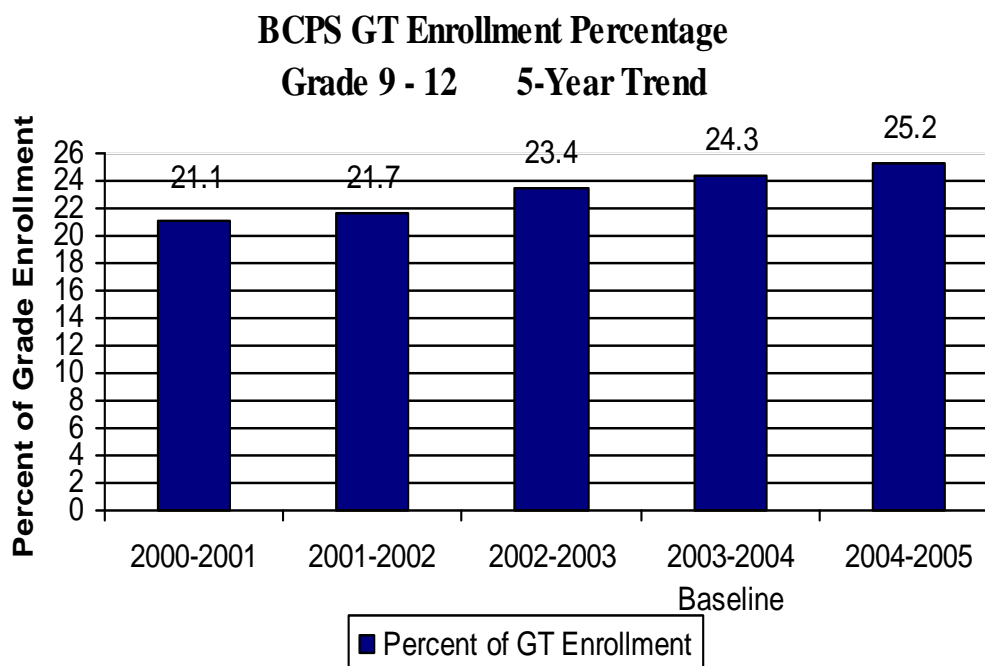


GT students in grades 3-5, as a percentage of grades 3-5 enrollment, increased by 6.7 percentage points. The 2001-02 enrollment in grades 3-5 was 14.5% of the total grades' enrollment, while the percentage in 2004-05 was 21.2%.

**BCPS GT Enrollment Percentage
Grade 6 - 8 5-Year Trend**



As a percentage of middle school enrollment, GT participation increased 0.8 percentage points between 2000-01 and 2004-05. GT students comprised 20.5% of grades 6-8 students in 2000-01 compared with 21.3% in 2004-05.

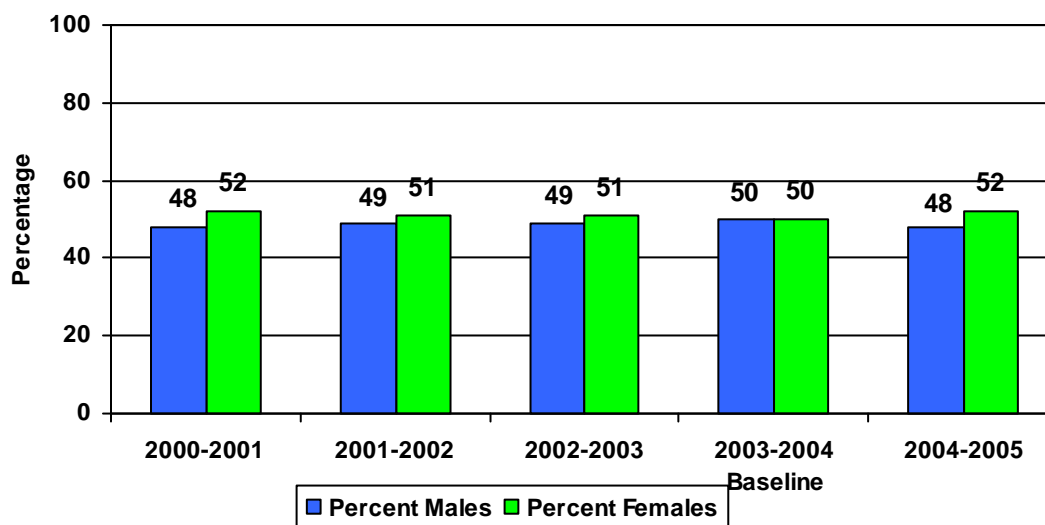


As a percentage of high school enrollment, GT participation increased 4.1 percentage points between 2000-01 and 2004-05. GT students comprised 21.1% of grades 9-12 students in 2000-01 compared with 25.2% in 2004-05.

GT Student Enrollment Disaggregated by Gender

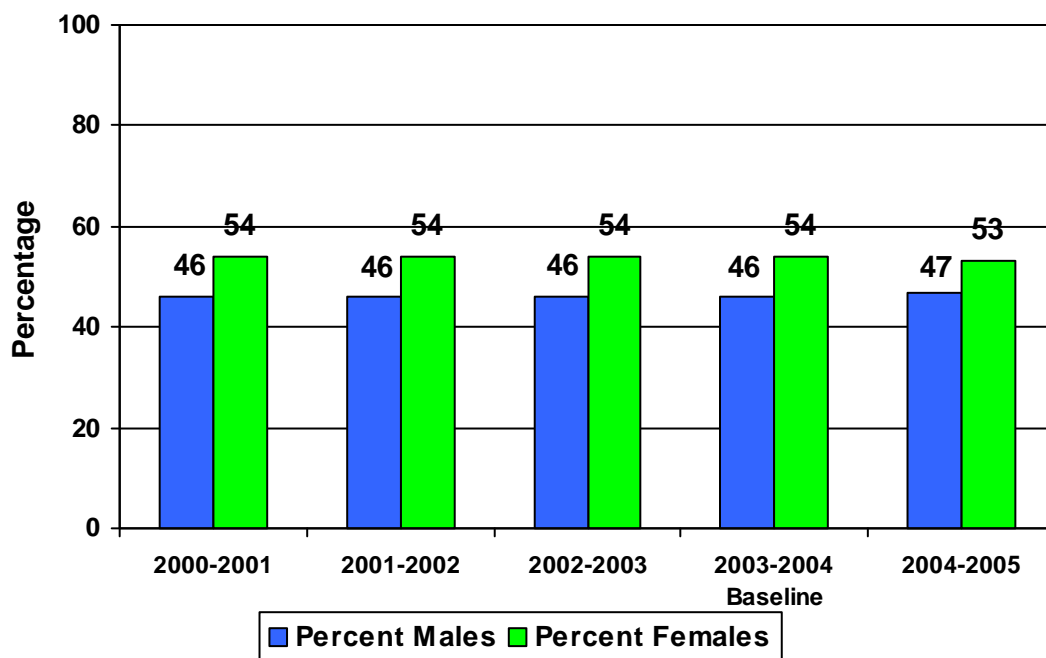
When the countywide GT program enrollment is disaggregated by gender, at the elementary level female students are participating at a slightly higher rate (52%) than males (48%) in 2004-05. This represents a slight increase in female participation and a slight decrease in male participation over the five-year period and matches the student participation rates of 2000-01. Female participation in Gifted and Talented Education at the middle school level has remained slightly higher than male participation. At the middle school level the rate of male and female participation has remained relatively constant at 47% male participation and 53% female participation over the five-year period ending 2004-05. In high school female participation in Gifted and Talented Education has exceeded male participation in 2004-05 by 16 percentage points. High school participation rates have also remained relatively constant over the five-year period beginning in 2000-01 with 42% male participation and 58% female participation and ending in 2004-05 with the same rates of participation.

BCPS GT Enrollment by Gender Grades 3-5 5-Year Trend



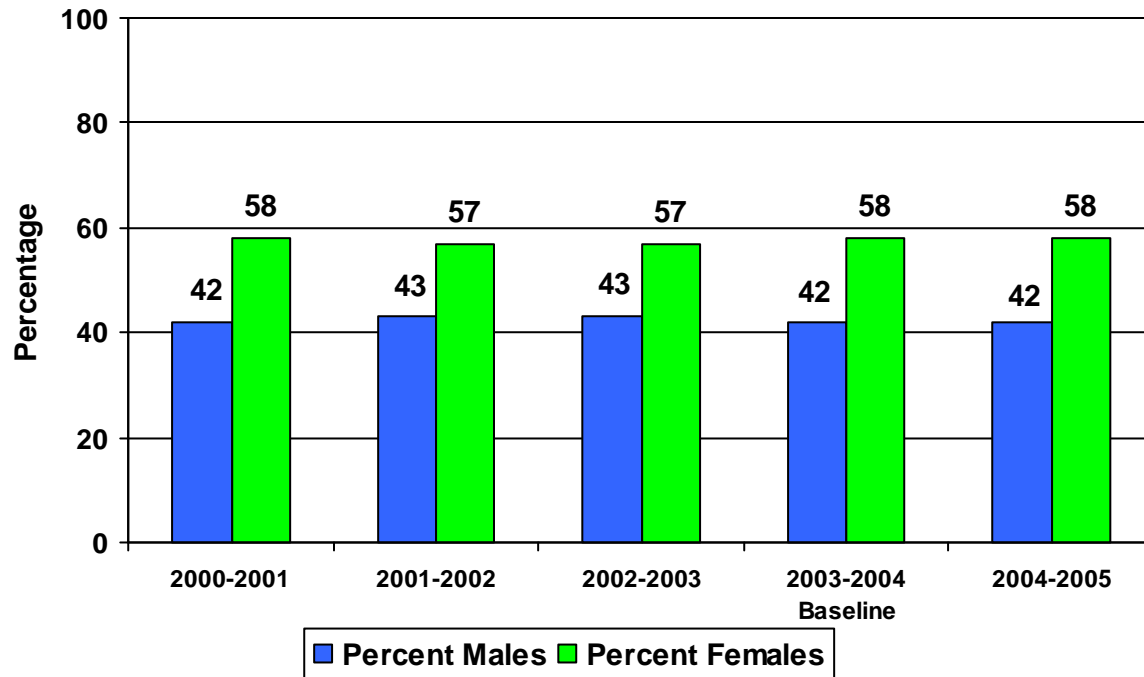
In grades 3-5, the percentage of female GT students has been slightly higher than the percentage of male GT students over the past five years. In 2003-04, however, GT students in grades 3-5 were 50% female and male while in 2004-05 students were 52% female and 48% male.

BCPS GT Enrollment by Gender Grades 6 - 8 5-Year Trend



In grades 6-8, the percentage of female GT students has been slightly higher than the percentage of male GT students over the past five years. This percentage (53% in 2003-04) has remained virtually unchanged in the past five years.

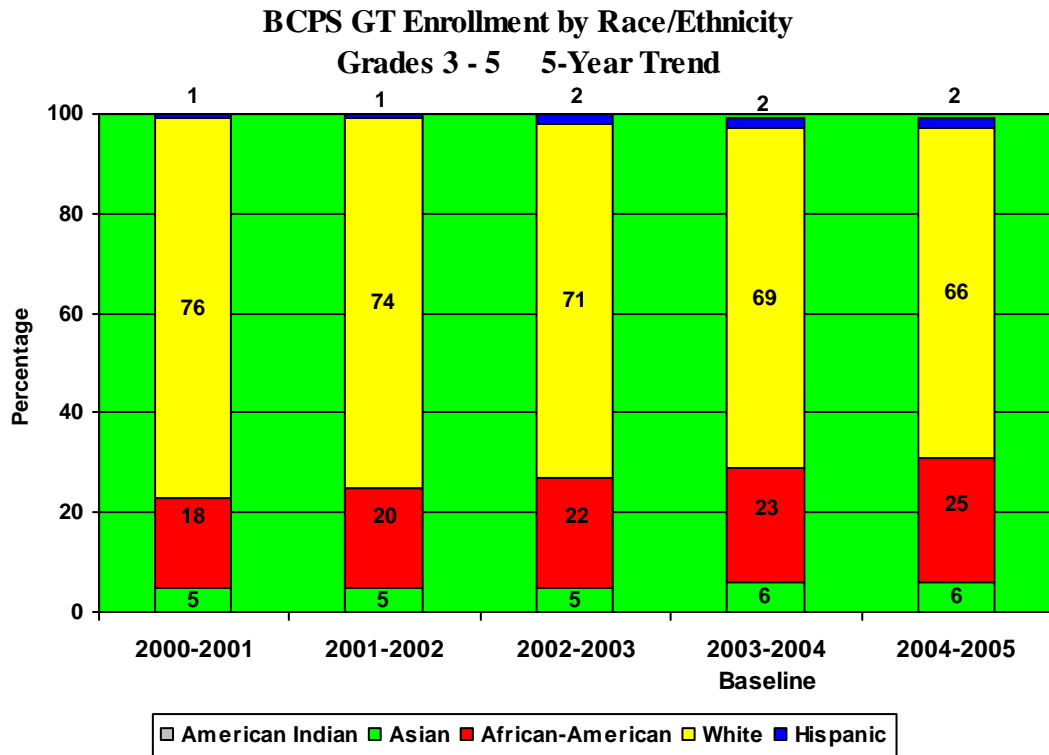
BCPS GT Enrollment by Gender Grades 9 - 12 5-Year Trend



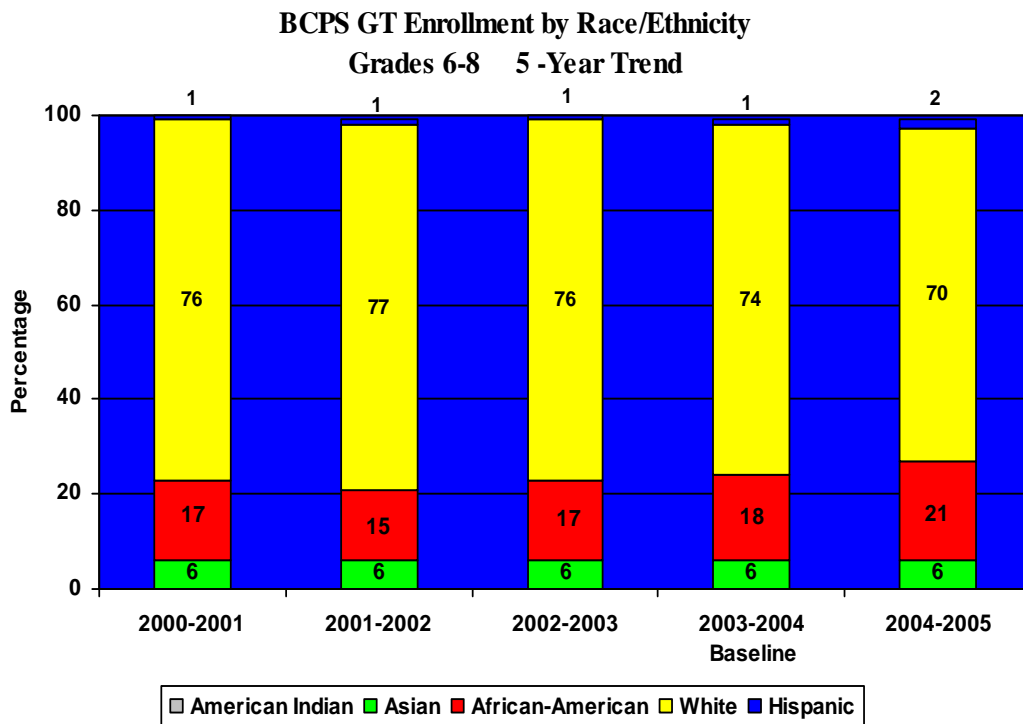
In grades 9-12, the percentage of female GT students exceeds that of male GT students by 16 percentage points (58% vs. 42%). This percentage has remained virtually unchanged in the past five years.

GT Student Enrollment Disaggregated by Race/Ethnicity

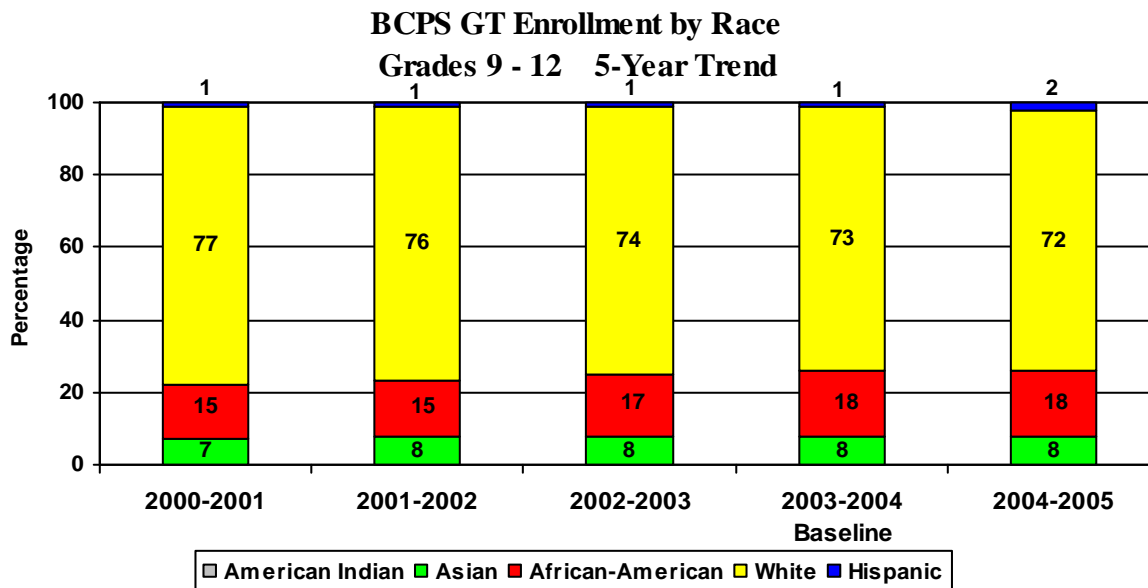
The countywide GT enrollment disaggregated by race shows that minority participation in Gifted and Talented Education has maintained a steady increase over a five-year period. Minority participation at the elementary level has increased every year from 24% in 2000-01 to 33% participation in 2004-05. Minority participation in Gifted and Talented Education at the middle school level has also shown an increase from 24% in 2000-01 to 29% participation in 2004-05. The participation by minority students has also increased steadily at the high school level from a low of 23% in 2000-01 to 28% participation in 2004-05. While the rates of minority participation for Asian and Hispanic students has remained relatively constant at all levels over the five-year period, the participation of African American students has increased 7 percentage points at the elementary level and 4 percentage points at the middle school level from 2001 to 2005.



The percentage of GT students in BCPS in grades 3-5 who are white has been decreasing over the past five years from 76% in 2000-01 to 66% in 2004-05. The percentages of GT students in grades 3-5 who are African American has increased seven percentage points from 18% in 2000-01 to 25% in 2004-05. The percentage of Asian and Hispanic GT students in



The percentage of GT students in BCPS in grades 6-8 who are white has decreased somewhat over the past five years from 76% in 2000-01 to 70% in 2004-05. The percentages of GT students in grades 6-8 who are African American has increased four percentage points from 17% in 2000-01 to 21% in 2004-05. Asian students represented 6% of the GT population and Hispanic students represented 2% of the GT population in 2004-05.

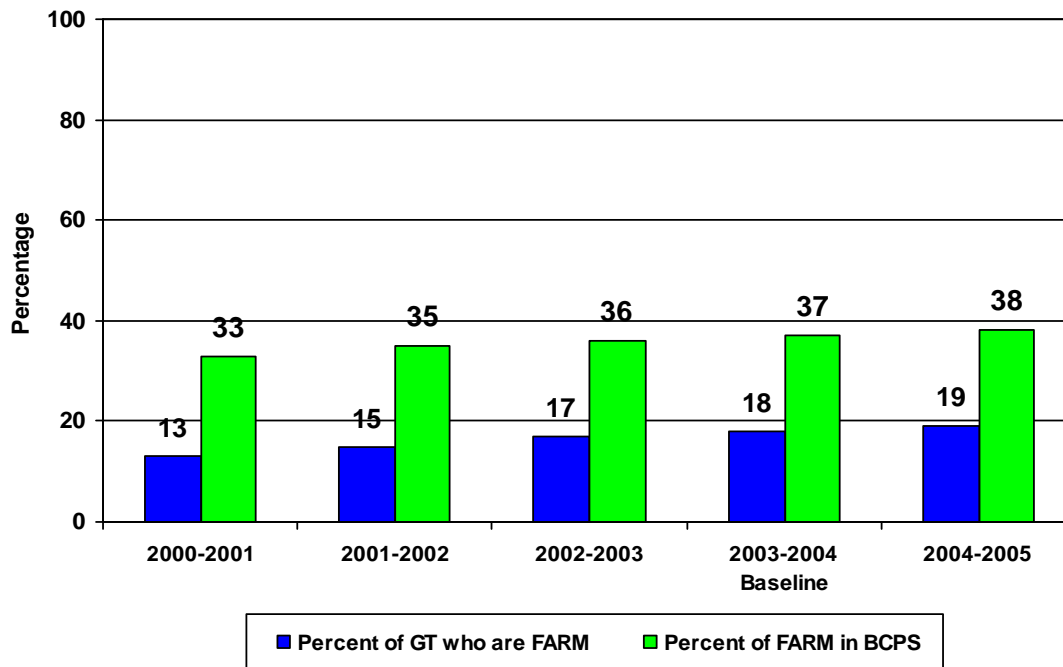


The percentage of GT students in BCPS in grades 9-12 who are white has decreased somewhat over the past five years from 77% in 2000-01 to 72% in 2004-05. The percentages of GT students in grades 9-12 who are African American has increased three percentage points from 15% in 2000-01 to 18% in 2004-05. Asian students represented 8% of the GT population and Hispanic students represented 2% of the GT population in 2004-05.

GT Student Enrollment Disaggregated by FARMS

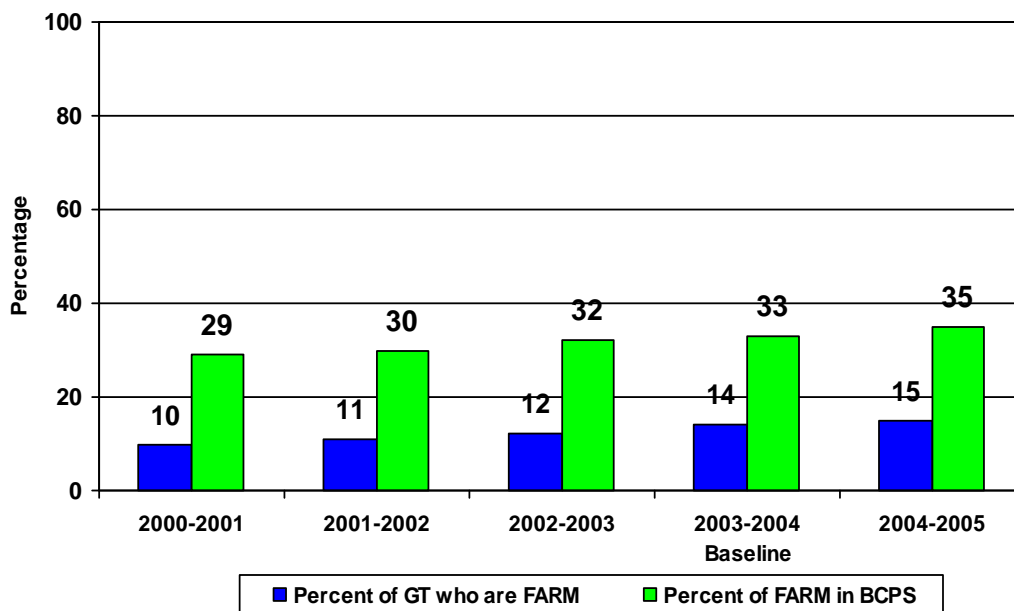
The countywide enrollment shows that significantly fewer Gifted and Talented Education students receive Free and Reduced Meals than the total BCPS percentage. The enrollment for elementary schools in 2004-05 shows that 19% of the Gifted and Talented Education students received Free and Reduced Meals, while 38% of all BCPS elementary students received FARMS. However, in 2004-2005, 46% of the elementary GT CATALYST students received Free and Reduced Meals. At the middle school level in 2004-05, 35% of BCPS students received FARMS while 15% of Gifted and Talented Education students received FARMS. At the high school level in 2004-05, the percentage of BCPS students receiving FARMS was 21% while fewer than half that number (9%) of Gifted and Talented Education students received FARMS.

BCPS GT Enrollment Percentage by FARMS Grades 3 - 5 5-Year Trend



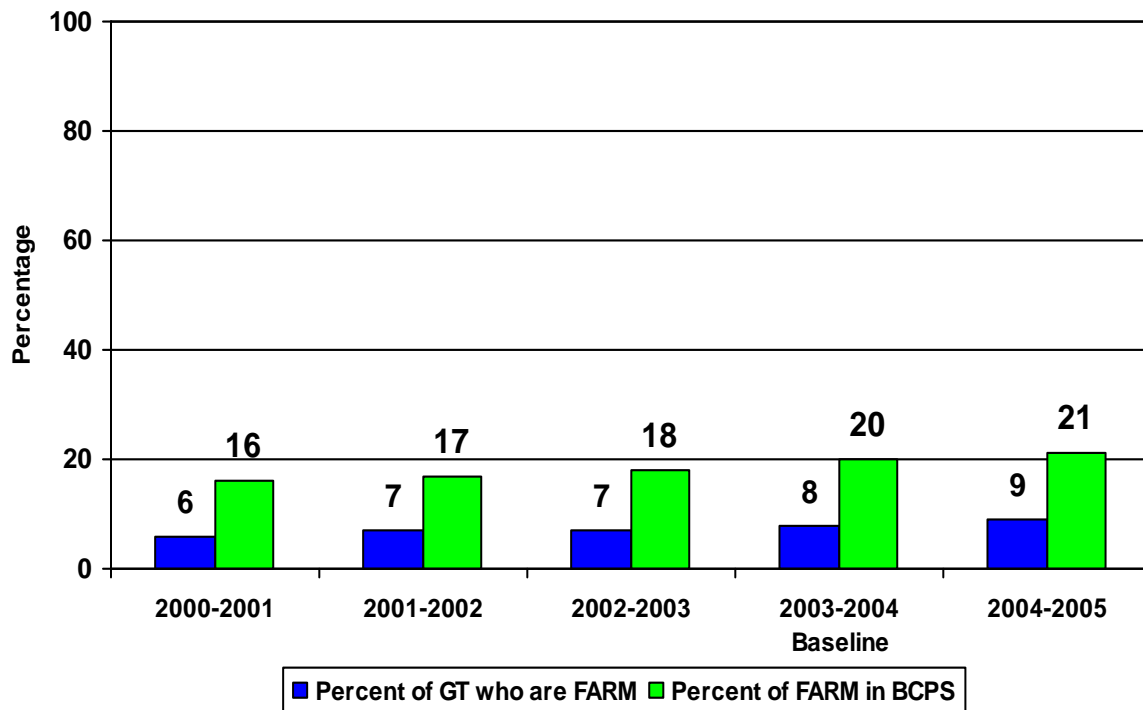
Students receiving Free and Reduced Meal services (FARM) are underrepresented among the GT population in grades 3-5. The percentage of GT students receiving FARM services is about one-half of the percentage of FARM students in BCPS. However, this ratio has been increasing slightly over the past five years.

BCPS GT Enrollment Percentage by FARMS Grades 6 - 8 5-Year Trend



Students receiving Free and Reduced Meal services (FARM) are underrepresented among the GT population in grades 6-8. The percentage of GT students receiving FARM services is less than half of the percentage of FARM students in BCPS. In 2004-05, 15% of GT students in middle schools were receiving FARM services while 35% of BCPS middle school students were receiving FARM services.

BCPS GT Enrollment Percentage by FARMS Grades 9 - 12 - 5-Year Trend

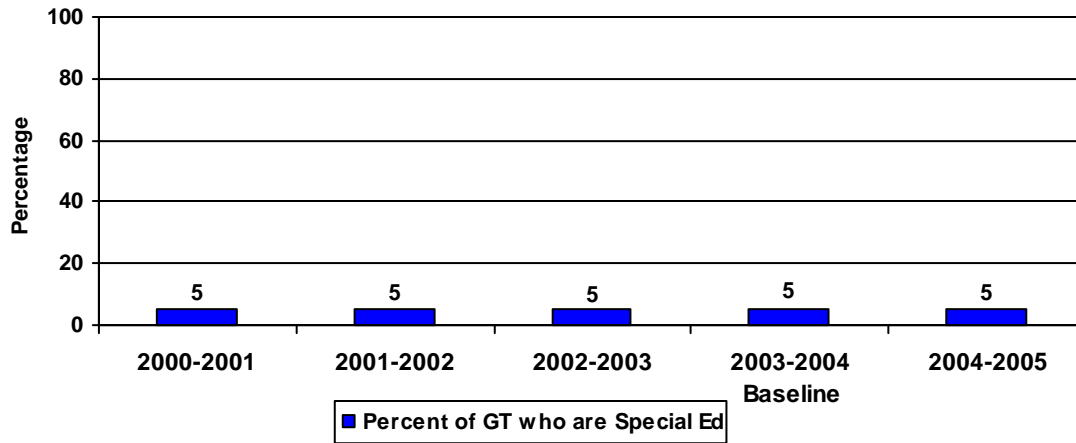


The percentage of GT students in grades 9-12 who are FARM students was 9% in 2004-05. This compares with a figure of 21% of BCPS high school students who are FARM students. FARM students, therefore, are underrepresented among the GT high school population.

GT Student Enrollment Disaggregated by Special Education

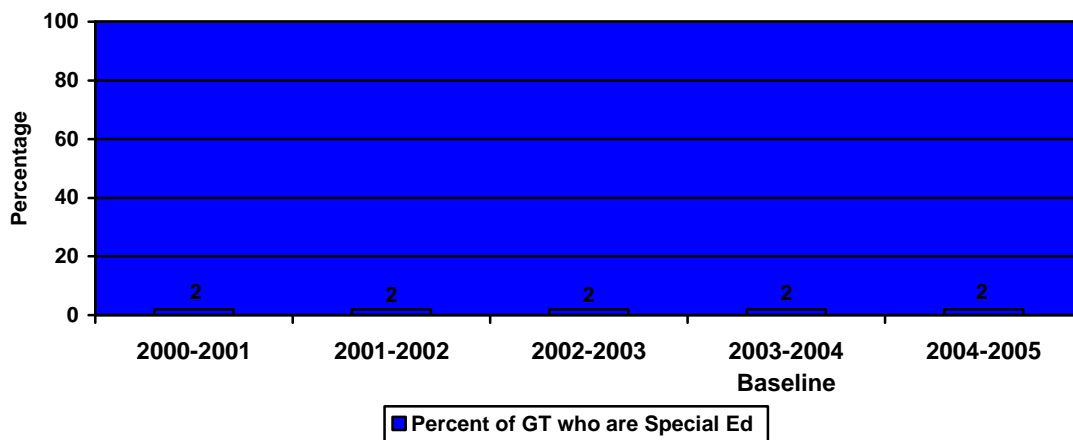
A small percentage of the Gifted and Talented Education student enrollment is also identified for Special Education services. This number has remained constant over the five-year period at all grade levels. In 2004-05, Special Education students comprised 5% of Gifted and Talented Education students at the elementary level, 2% at the middle school level and 1% at the high school level.

BCPS GT Enrollment by Special Education Grades 3 -5 5-Year Trend



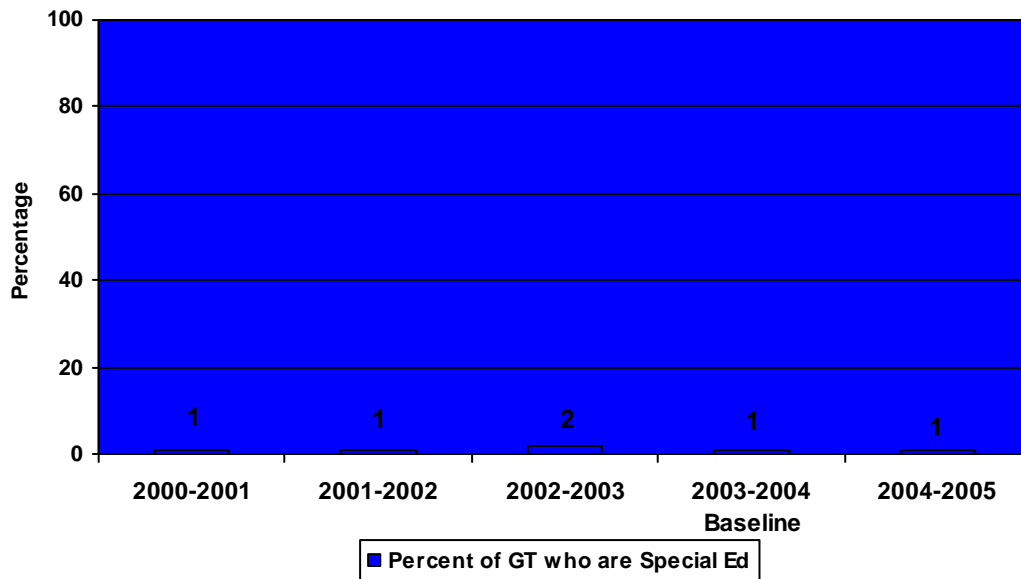
Five percent of GT students in grades 3-5 are Special Education students. This figure has remained constant over the past five years.

BCPS GT Enrollment by Special Education Grades 6 - 8 5-Year Trend



Two percent of GT students in grades 6-8 are Special Education students. This figure has remained constant over the past five years.

BCPS GT Enrollment by Special Education Grades 9 - 12 5-Year Trend



One percent of GT students in grades 9-12 are Special Education students. This figure has remained constant over the past five years.

GT Student Enrollment Disaggregated by ELL Program

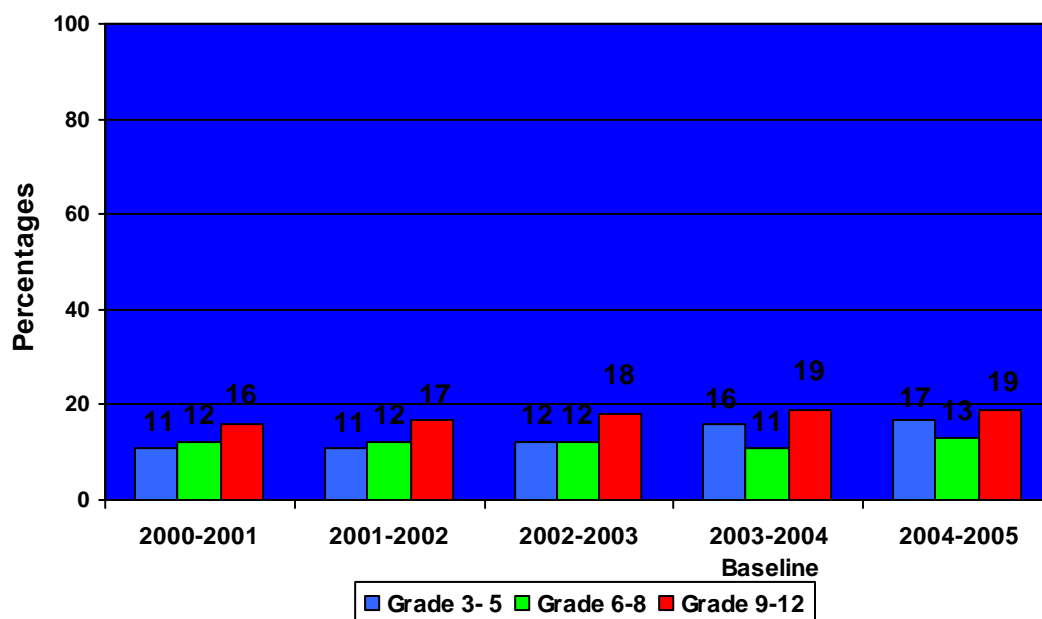
In 2003-04 the GT ELL student enrollment of 36 comprised 1.6% of the total ELL student enrollment of 2213. At the primary grade level, there were three GT/ESOL students and 15 GT/ESOL students in Grades 3 – 5 in 2003-04. There were 9 GT/ESOL students in Grades 6 – 8 and 9 GT/ESOL students in Grades 9 – 12. In 2004-05 the GT ELL enrollment had increased to 47 and comprised 4% of the total ELL student enrollment of 1177. The numbers of GT ELL students showed increases at the elementary level from 15 to 19 students and at the middle school level from 9 to 19 students in 2004-05. The GT ELL enrollment remains constant at the high school level at 9 students from 2003-05. Data is included in Appendix B.

GT Student Enrollment by Geographic Area

The largest percentage of Gifted and Talented Education students is located in the Central Area in 2004-05. The other four areas continue to show constant or increasing percentages of Gifted and Talented Education participation at the middle and high school levels. Gifted and Talented Education participation in the Southwest Area has increased from 11% at the elementary level, 12% at the middle school level, and 16% at the high school level in 2000-01 to 17% at the elementary level, 13% at the middle school level, and 19% at the high school level in 2004-05. In the Northwest Area Gifted and Talented Education participation has increased from 16% at the elementary level and 19% at the high school level in 2000-01 to 19% at the elementary level and 23% at the high school in 2004-05. There was a slight decrease at the middle school level from a high of 25% in 2000-01 to 23% in 2004-05.

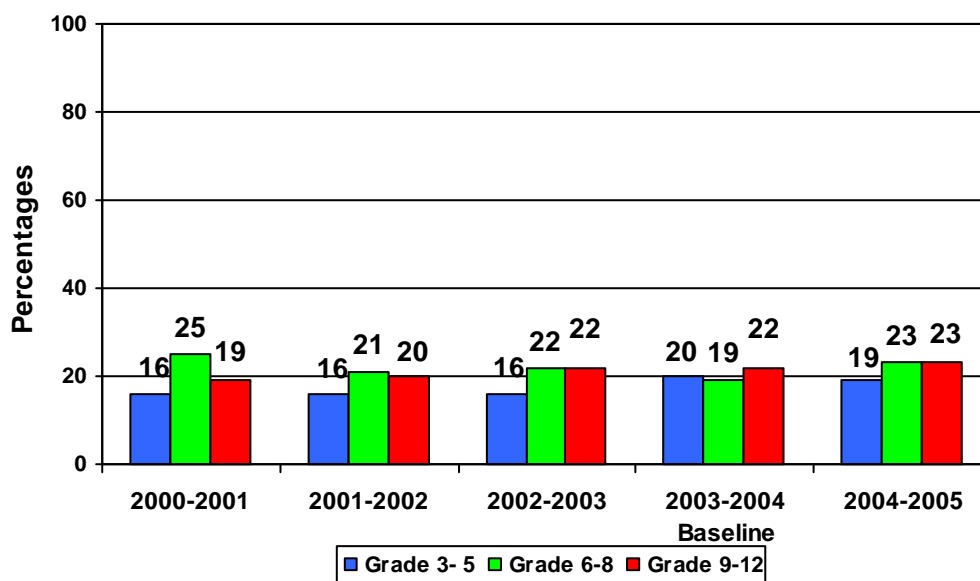
The Central Area continues to have the highest percentages of Gifted and Talented Education participation and shows increases from 19% at the elementary level, 34% at the middle school level, and 38% at the high school level in 2000-01 to 31% at the elementary level, 35% at the middle school level, and 45% at the high school in 2004-05. In the Northeast Area Gifted and Talented Education participation has increased from 14% at the elementary level, 17% at the middle school level, and 18% at the high school level in 2000-01 to 18% at the elementary level, 19% at the middle school level, and 20% at the high school level in 2004-05. The Southeast Area has increased Gifted and Talented Education participation from 11% at the elementary level, 14% at the middle school level, and 14% at the high school level in 2000-01 to 20% at the elementary level, 16% at the middle school level, and 18% at the high school level in 2004-05.

BCPS GT Enrollment by Geographic Area Southwest 5-Year Trend



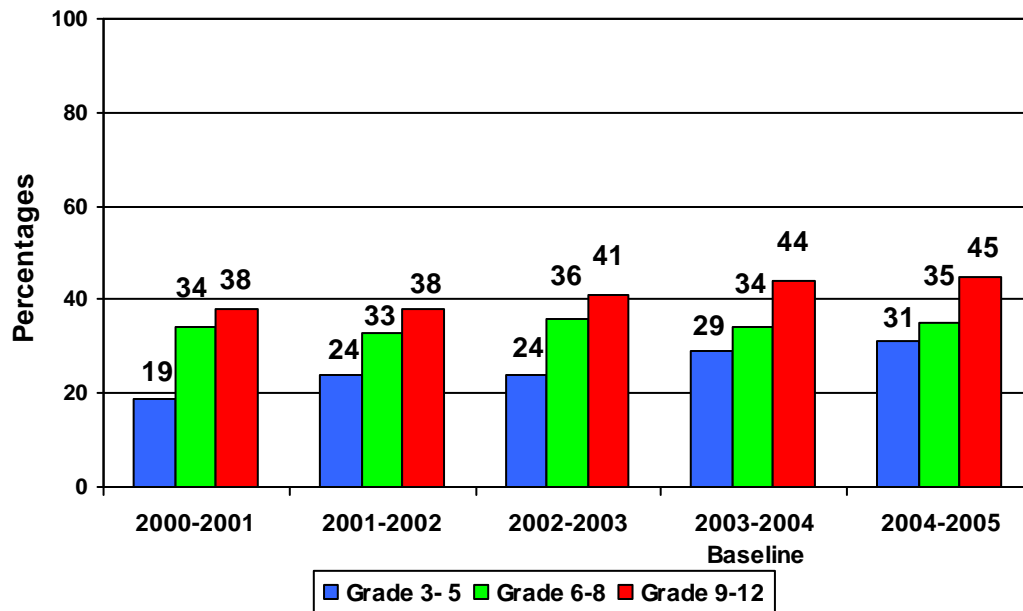
Among schools in the Southwest Area of BCPS, less than 20% of students at each school level are GT students. There is a higher percentage of GT students in high schools than there is in the elementary and middle schools. The percentage of elementary school students who are GT has risen more than the percentage of middle and high school students has risen.

BCPS GT Enrollment by Geographic Area Northwest 5-Year Trend



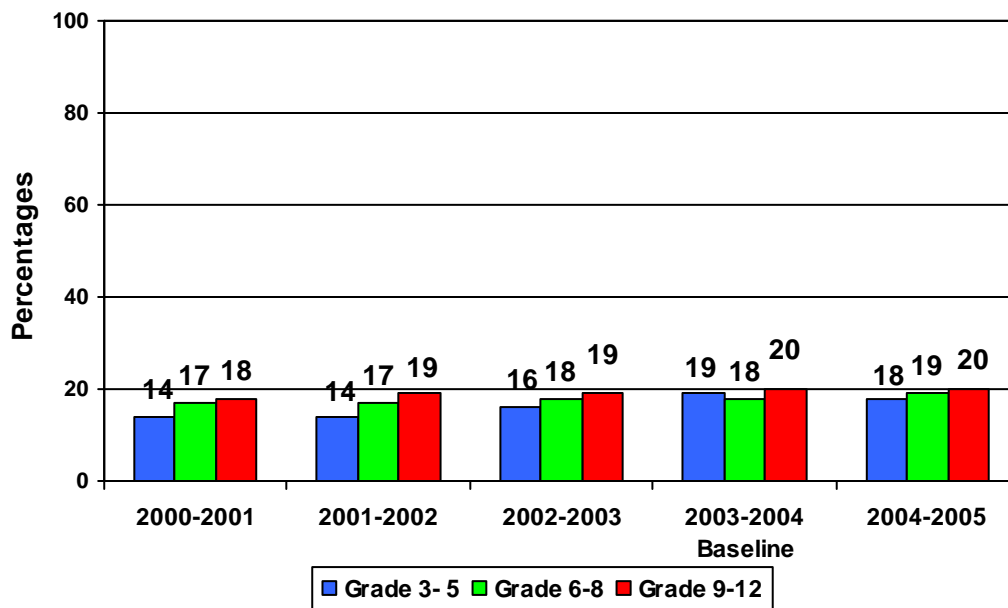
Among schools in the Northwest Area of BCPS, the percentage of GT students in the middle schools has been nearly the same as the percentage of GT students in the high schools over the past four years (23% in 2004-05). The percentage of GT students in the elementary schools has risen slightly over the past five years from 16% in 2000-01 to 19% in 2004-05.

BCPS GT Enrollment by Geographic Area Central 5-Year Trend



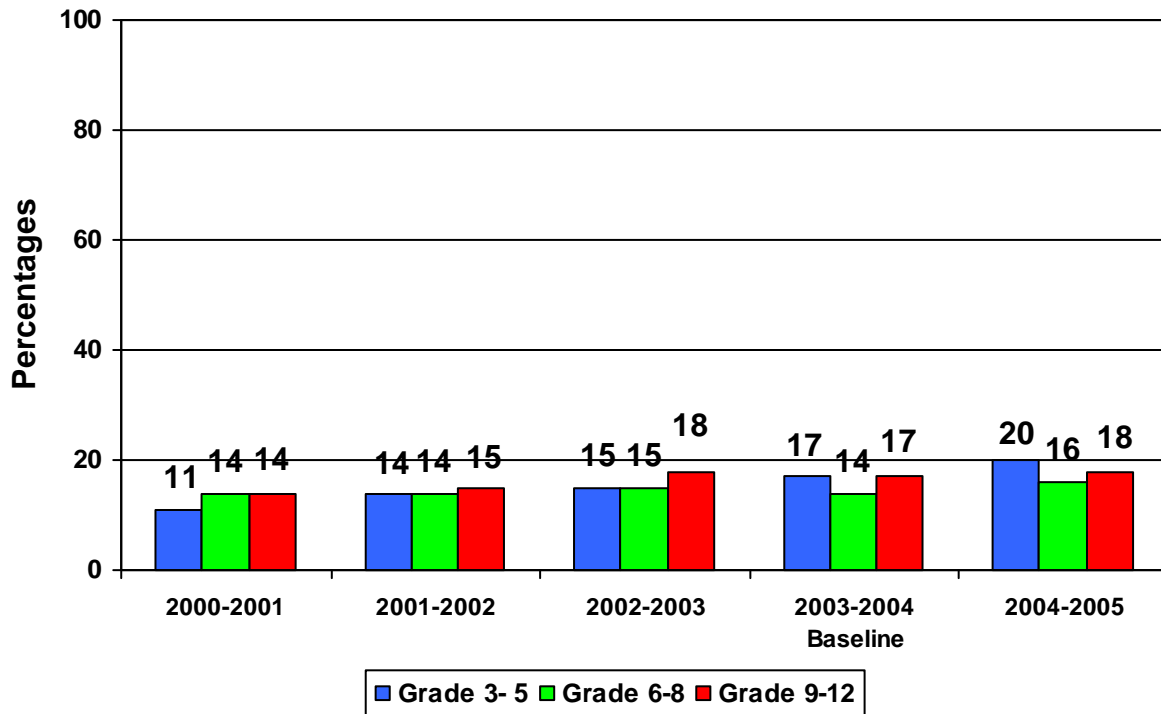
Among schools in the Central Area of BCPS, the percentage of GT students tends to increase from elementary to middle to high school. In 2004-05, 31% of elementary students were GT students. This figure rises to 35% among the middle school students and 45% in high school. Elementary and high school percentages of GT students have risen over the past five years while middle school percentages of GT students have remained relatively constant.

BCPS GT Enrollment by Geographic Area Northeast 5-Year Trend



Among schools in the Northeast Area of BCPS, about 20% of students at each grade level are GT students. There is a slightly higher percentage of GT students in the high schools than there is in the elementary and middle schools. The percentages of GT students at every school level have remained relatively constant over the past five years.

BCPS GT Enrollment by Geographic Area **Southeast 5-Year Trend**



Among schools in the Southeast Area of BCPS, less than 20% of students at each school level are GT students – except for the elementary level in 2004-05 which had 20% GT. There has been a higher percentage of GT students in the elementary schools than in the middle and high schools over the past two years. The percentage of elementary school students who are GT has risen (11% to 20%) more than the percentage of middle and high school has risen over the past five years.

II. Gifted and Talented Education Student Achievement

Summary of GT Education Student Achievement Data

Data were collected to reflect the numbers of students enrolled in Gifted and Talented Education at each tested grade level (3, 5, 8 and 10) who scored at the basic, proficient, and advanced levels in MSA mathematics and reading. Scores are reported for all GT Education students in a grade level regardless of their specific GT course assignments. This data was then disaggregated by gender and ethnicity.

Results of MSA Cohort Study for Grades 3 and 5 GT Students

A performance comparison was generated to review student achievement in reading and math over a three-year testing window (2002-03, 2003-04, 2004-05). The cohort study follows BCPS Grade 3 and Grade 5 GT students over the three-year period. Tables detailing MSA data disaggregated by race/ethnicity and gender are included.

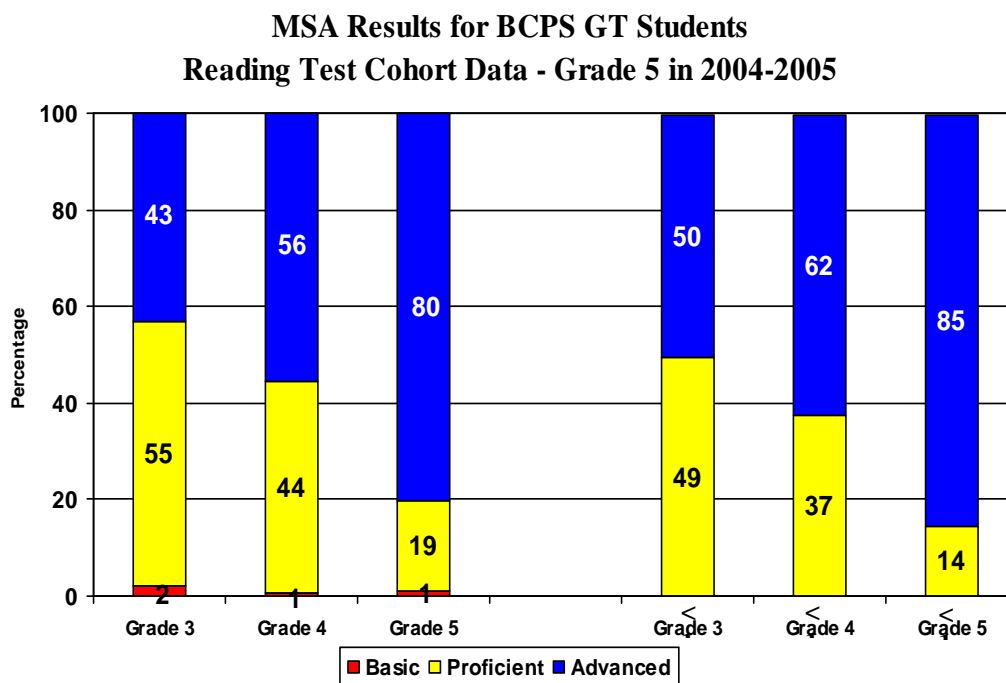
MSA Cohort Reading Test Comparisons

Reading scores reported for all GT Education students in Grade 5 regardless of their specific GT course assignments showed improvement from Grade 3 (testing year 2002-03) to Grade 5 (testing year 2004-05) with 43% of the students scoring at the advanced level in Grade 3 increasing to 56% scoring at the advanced level in Grade 4 and 80% scoring at the advanced level in Grade 5. The percent scoring at the basic level decreased from 2% in Grade 3 to 1% in Grades 4 and 5. Reading scores for students identified for GT reading courses showed 50% of the students scoring at the advanced level in Grade 3 increasing to 62% in Grade 4 and 85% in Grade 5, an increase of 35 percentage points over the three-year window.

Reading scores reported for all GT Education students in Grade 7, regardless of their specific GT course assignments, showed improvement from Grade 5 (testing year 2002-03) to

Grade 7 (testing year 2004-05) with 81% of the students scoring at the advanced level in Grade 5 increasing to 89% scoring at the advanced level in Grade 6 and 84% scoring at the advanced level in Grade 7. Reading scores for students identified for GT reading courses showed 86% of the students scoring at the advanced level in Grade 5 increasing to 92% in Grade 6 and 88% in Grade 7, an overall increase of two percentage points for the three-year period.

Reading scores reported for all GT Education students in Grade 10 regardless of their specific GT course assignments showed a slight decline from Grade 8 (testing year 2002-03) to Grade 10 (testing year 2004-05) with 76% of the students scoring at the advanced level in Grade 8 decreasing to 73% scoring at the advanced level in Grade 10. The percent scoring at the basic level remained constant at 3% from Grade 8 to Grade 10. Reading scores for students identified for GT reading courses showed 82% of the students scoring at the advanced level in Grade 8 remaining constant at 81% in Grade 10 over the three-year window.

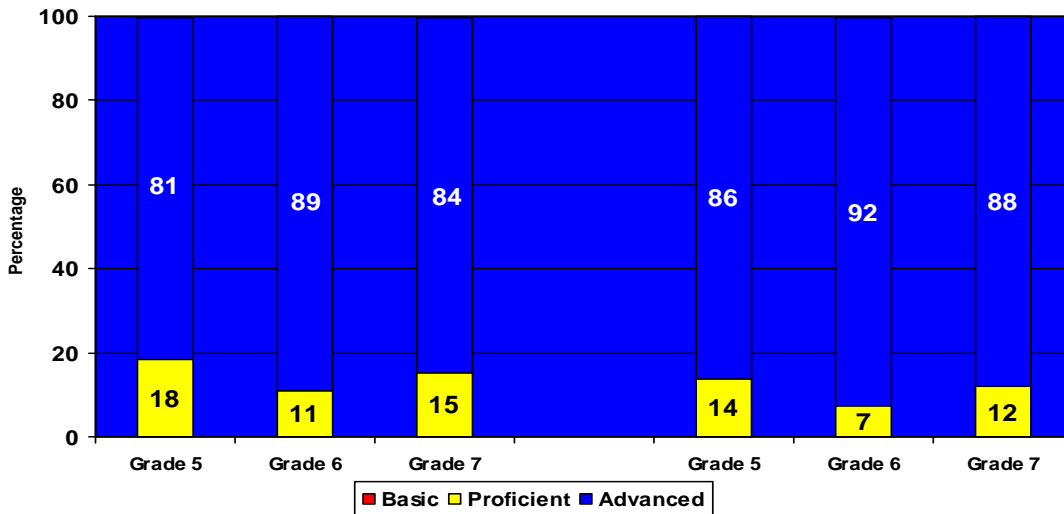


Students in ANY GT Course

Students in Reading Related GT Courses

On the 2005 MSA Reading, students enrolled in a reading-related GT course had higher percentages scoring in the advanced category than students enrolled in any GT course. This is the case for each grade level from grade 3 to grade 5. Grade 3 reflects 2002-03 results, Grade 4 represents 2003-04 results, and Grade 5 represents 2004-05 results.

MSA Results for BCPS GT Students Reading Test Cohort Data - Grade 7 in 2004-2005

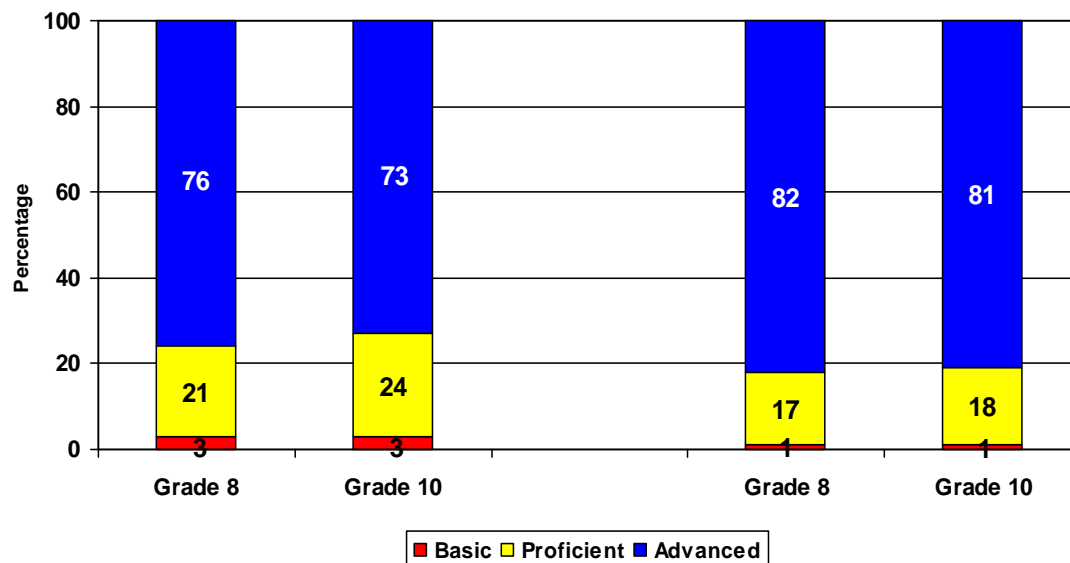


Students in ANY GT Course

Students in Reading-Grade 5
/English-Grades 6 & 7 Related
GT Courses

On the 2005 MSA Reading, students enrolled in a reading-related GT course in grade 5 or an English-related GT course in grades 6 and 7 had slightly higher percentages scoring in the advanced category than students enrolled in any GT course. This is the case for each grade level from grade 5 to grade 7.

MSA Results for BCPS GT Students English 2 Test Cohort Data - Grade 10 in 2004-2005



Students in ANY GT Course

Students in Reading-Grade 8/
English 2-Grade 10 Related
GT Courses

On the 2005 MSA Reading, students enrolled in a reading-related GT course in grade 8 had higher percentages scoring in the advanced category than students enrolled in any GT course in grade 8. Similarly, on the English 2 HSA, students enrolled in an English 10 (or related) GT course in grade 10 had higher percentages scoring in the advanced category than students enrolled in any GT course in grade 10.

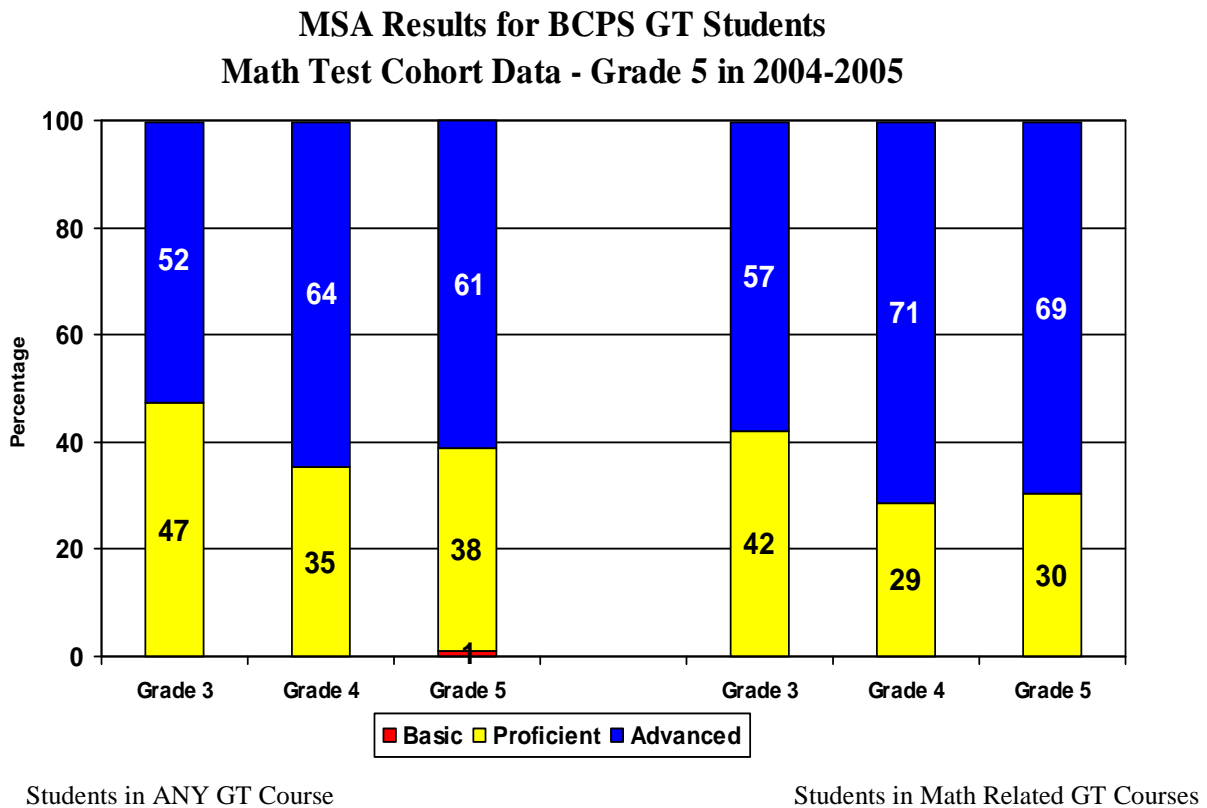
MSA Cohort Math Test Comparisons

Math scores reported for all GT Education students in Grade 5 regardless of their specific GT course assignments showed improvement from Grade 3 to Grade 5 with 52% of the students scoring at the advanced level in Grade 3 increasing to 64% scoring at the advanced level in Grade 4 and 61% scoring at the advanced level in Grade 5. The percent scoring at the basic level increased from less than 1% in Grades 3 and 4 to 1% in Grade 5. Math scores for students identified for GT math related courses showed 57% of the students scoring at the advanced level in Grade 3, 71% of Grade 4 students scoring at the advanced level and 69% of Grade 5 students scoring at the advanced level. The number scoring at the basic level remained constant at less than 1%.

Math scores reported for all GT Education students in Grade 7 regardless of their specific GT course assignments showed improvement from Grade 5 to Grade 7 with 44% of the students scoring at the advanced level in Grade 5 increasing to 56% scoring at the advanced level in Grade 6 and 66% scoring at the advanced level in Grade 7. Math scores for students identified for GT math courses showed 52% of the students scoring at the advanced level in Grade 5 increasing to 66% in Grade 6 and 74% in Grade 7, an increase of 22 percentage points over the three-year period.

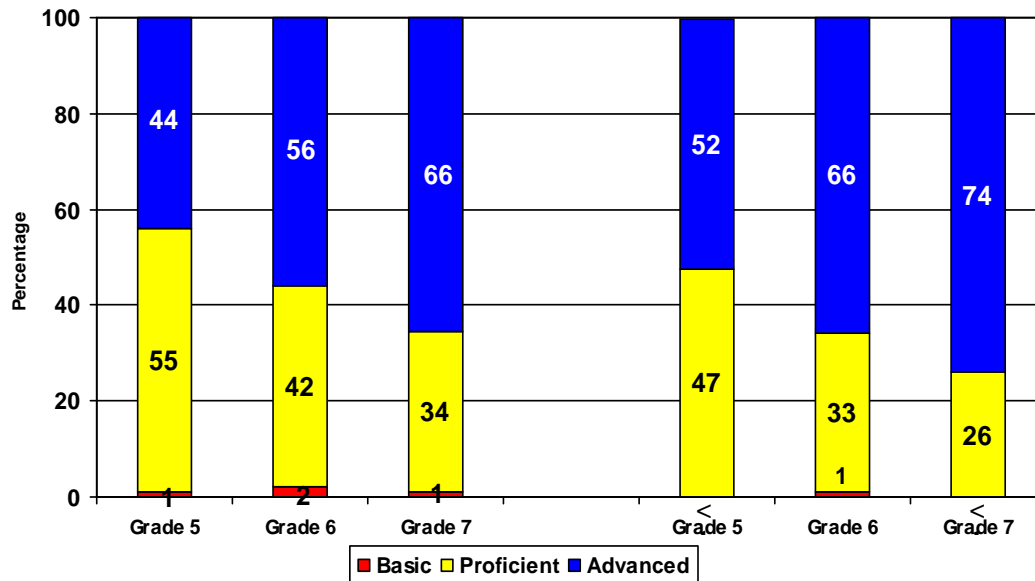
Math scores reported for all GT Education students in Grade 9 regardless of their specific GT course assignments showed a decline from Grade 8 to Grade 9 with 81% of the students scoring at the advanced level in Grade 8 decreasing to 73% scoring at the advanced level in Grade 9. Math scores for students identified for GT math courses showed 83% of the students scoring at the advanced level in Grade 8 decreasing to 76% in Grade 9, a decrease of 7 percentage points over the three-year period. These decreases in achievement may be attributed

to the testing tool changing from Algebra II in Grade 8 to Geometry in Grade 9. This interpretation is supported by the continued increase in students scoring at the advanced level from Grades 7 to 8 in which Algebra I and II are the sequenced courses.



On the 2005 MSA Mathematics, students enrolled in a mathematics-related GT course had higher percentages scoring in the Advanced category than students enrolled in any GT course. This is the case for each grade level from grade 3 to grade 5.

MSA Results for BCPS GT Students Math Test Cohort Data - Grade 7 in 2004-2005

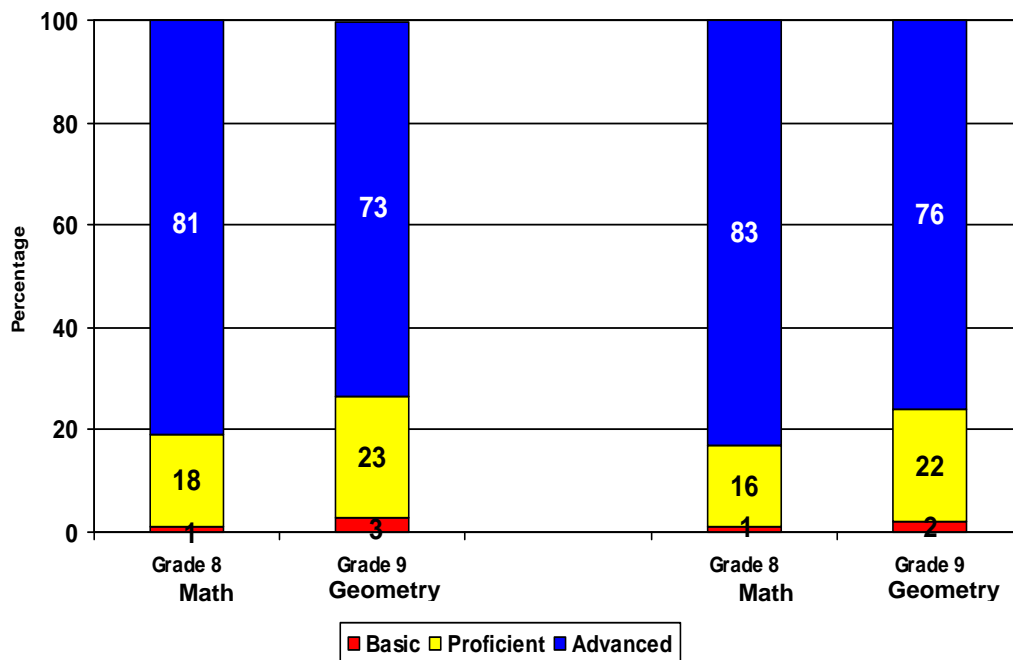


Students in ANY GT Course

Students in Math Related GT Courses

On the 2005 MSA Mathematics, students enrolled in a mathematics-related GT course had higher percentages scoring in the advanced category than students enrolled in any GT course. This is the case for each grade level.

MSA Results for BCPS GT Students Geometry Test Cohort Data - Grade 9 in 2004-2005



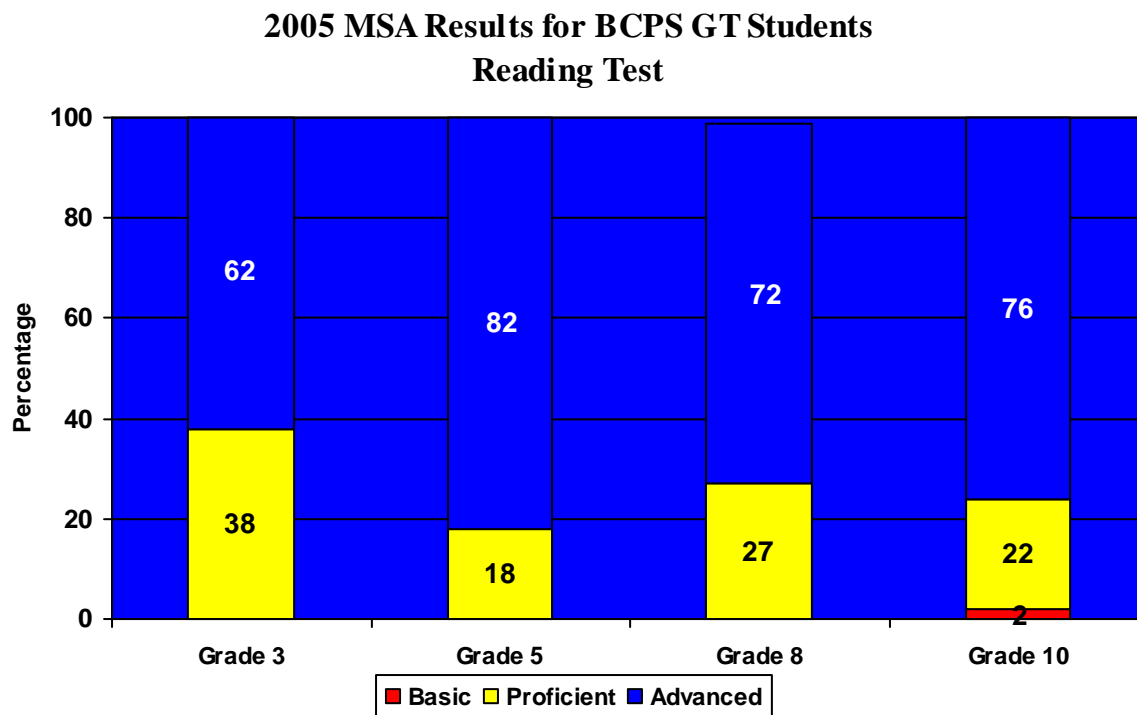
Students in ANY GT Course

Students in Math – Grade 8/
Geometry – Grade 9 Related
GT Courses

On the 2005 MSA Mathematics, students enrolled in a mathematics-related GT course in grade 8 had higher percentages scoring in the advanced category than students enrolled in any GT course in grade 8. Similarly, on the Geometry HSA, students enrolled in a GT Geometry (or related) course in high school had higher percentages scoring in the advanced category than students enrolled in any GT course.

Summary of Results in MSA Reading for Grades 3-8 and 10

At each of the grade levels tested, over 98% of all students enrolled in the Gifted and Talented Education Program scored at the proficient or advanced levels in reading, with 100% of those in the elementary grades scoring at proficient or advanced levels. At Grades 5, 8, and 10, the percent of Gifted and Talented Education students scoring at the advanced level was at least twice the number scoring at the proficient level.



Nearly all GT students in grades 3, 5, 8, and 10 scored in the proficient or advanced category on the Reading MSA in 2005. At each grade level (except grade 3), approximately three out of every four GT students scored in the advanced category on the Reading MSA in 2005.

MSA Reading Disaggregated by Gender

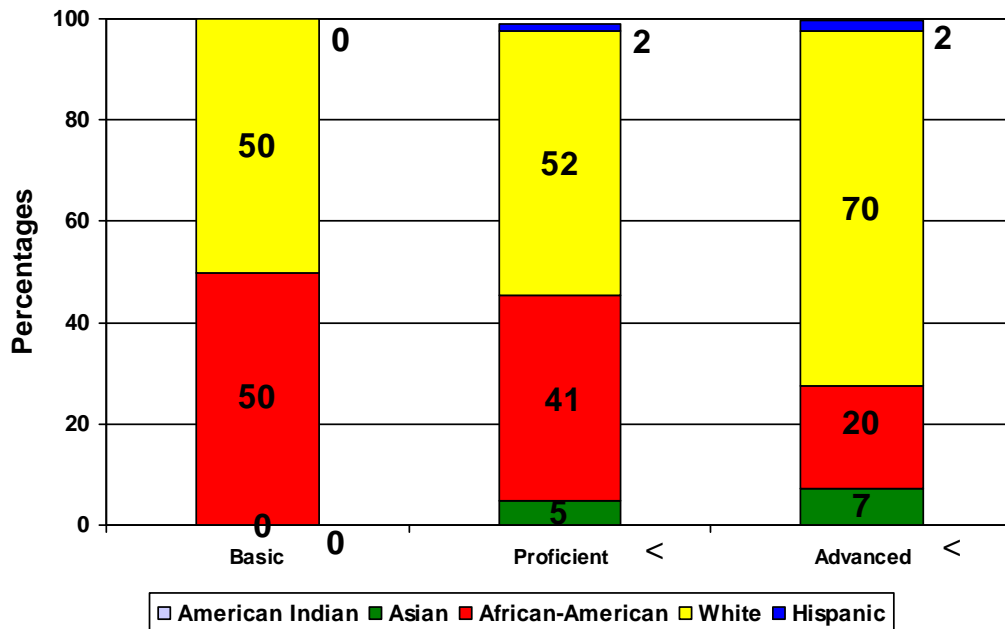
In 2004-05 62% of Grade 3 students scored at the advanced level. Of the total, 64% of the females and 59% of the males in Gifted and Talented Education scored at the advanced level. This trend continued at all grade levels (except Grade 5) with females consistently having a greater percent scoring at the advanced level. In Grade 4, 64% of Gifted and Talented females

scored at the advanced level and 55% of the males scored at that level. In Grade 5, 82% of both populations scored at the advanced level for 2004-05. In middle school the trend of a greater percentage of females scoring at the advanced level continues, but the gap between the genders has closed significantly. In 2004-05 Grade 6 the female performance percentage at the advanced level is 86% and the male percentage is 85%, while the percentage of Gifted and Talented Education students in Grade 7 at the advanced level is 82% female and 80% male. Gifted and Talented Education Grade 8 students maintain the pattern with 74% of females and 70% of males scoring at the advanced level in 2004-05. In the group of Grade 10 Gifted and Talented Education students who scored in the advanced range, 77% were female and 75% were male. The pattern of females outscoring males on the MSA Reading at all tested levels was similar for all students in BCPS.

MSA Reading Disaggregated by Race/Ethnicity

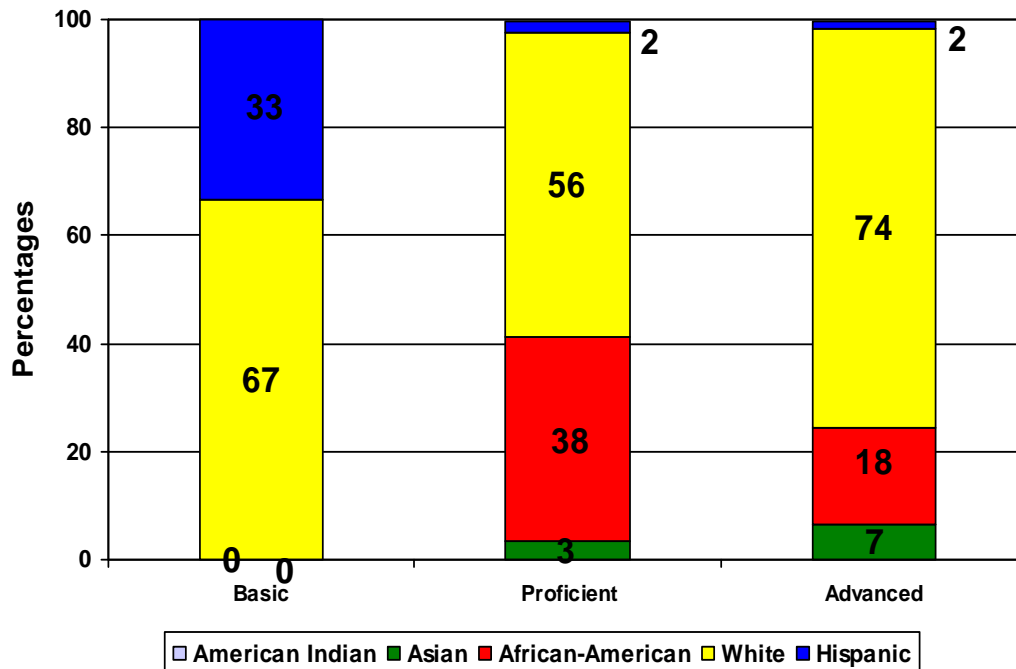
As compared with 20% minority and 80% white GT students scoring at the advanced level in 2003-04, there has been a marked increase in minority student achievement in 2004-05. Among the students enrolled in Gifted and Talented Education in 2004-05 who scored in the advanced range in Grades 3, 4, 5 and 8 approximately 30% were minority students and 70% were white. At the elementary level, African-American students comprise approximately 20% of the minority GT Education students who scored at the advanced level. In Grades 6, 7 and 8, approximately 25% of students scoring at the advanced level were minority students and 75% were white. Approximately 20% of the minority GT Education students at the middle school level who scored at the advanced level were African American. At the high school level 18% of the students scoring at the advanced level were minority students, 9% of which were African American, and 82% were white.

2005 MSA Results for BCPS GT Students by Race/Ethnicity
Reading Test Grade 3



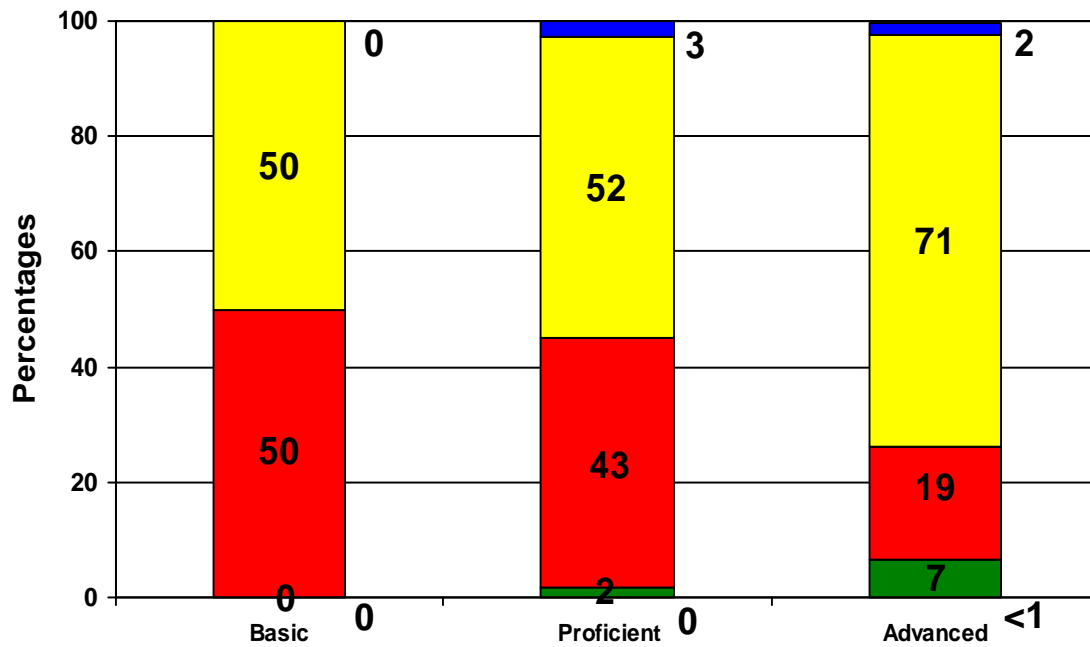
Among the Grade 3 GT students that scored in the proficient category on the Reading MSA in 2005, 52% were white, 41% were African American, and 5% were Asian. Among 3rd grade GT students that scored in the advanced category on the Reading MSA in 2005, 70% were white, 20% were African American, and 7% were Asian.

2005 MSA Results for BCPS GT Students by Race/Ethnicity
Reading Test Grade 4



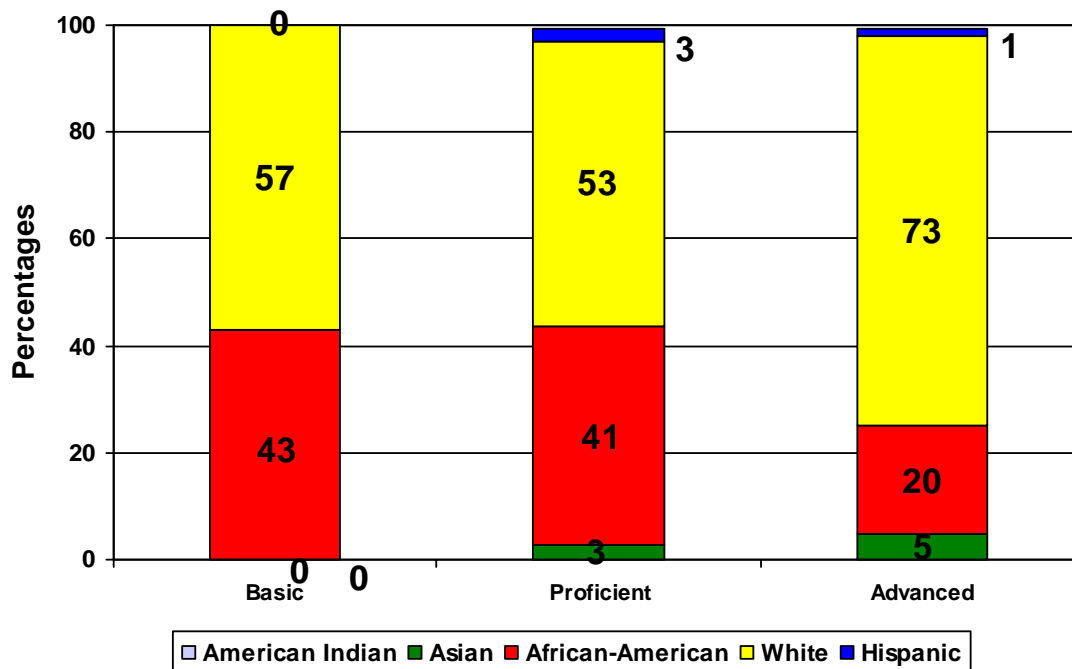
Among the Grade 4 GT students who scored in the proficient category on the Reading MSA in 2005, 56% were white, 38% were African American, and 3% were Asian. Among 4th grade GT students who scored in the advanced category on the Reading MSA in 2005, 74% were white, 18% were African American, and 7% were Asian.

2005 MSA Results for BCPS GT Students by Race/Ethnicity
Reading Test Grade 5



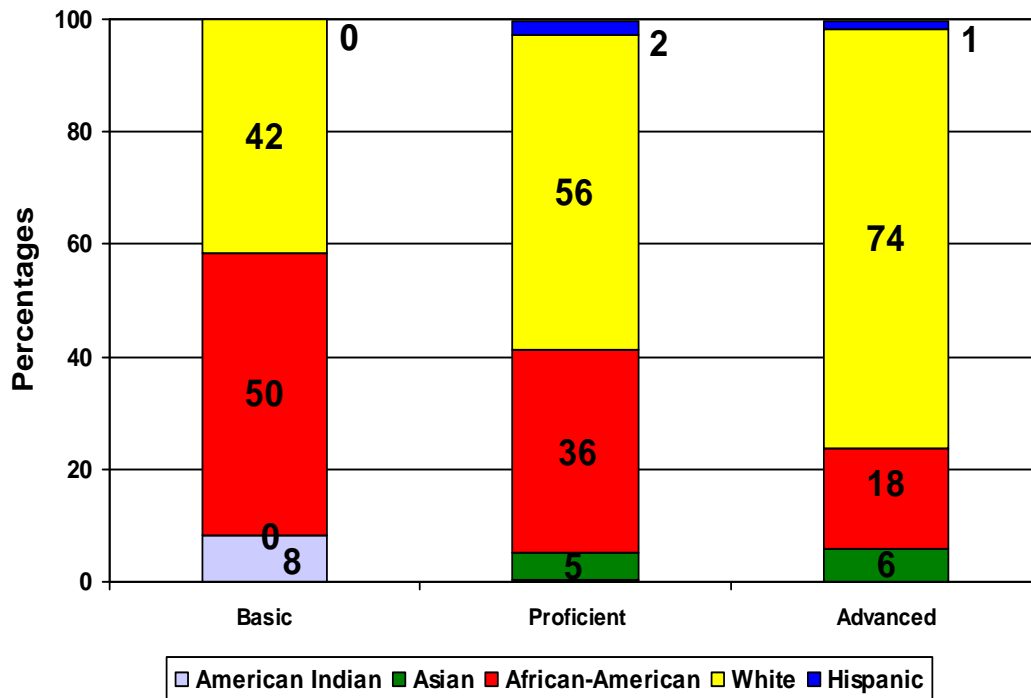
Among the Grade 5 GT students who scored in the proficient category on the Reading MSA in 2005, 52% were white, 43% were African American, and 2% were Asian. Among 5th grade GT students who scored in the advanced category on the Reading MSA in 2005, 71% were white, 19% were African American, and 7% were Asian.

2005 MSA Results for BCPS GT Students by Race/Ethnicity
Reading Test Grade 6



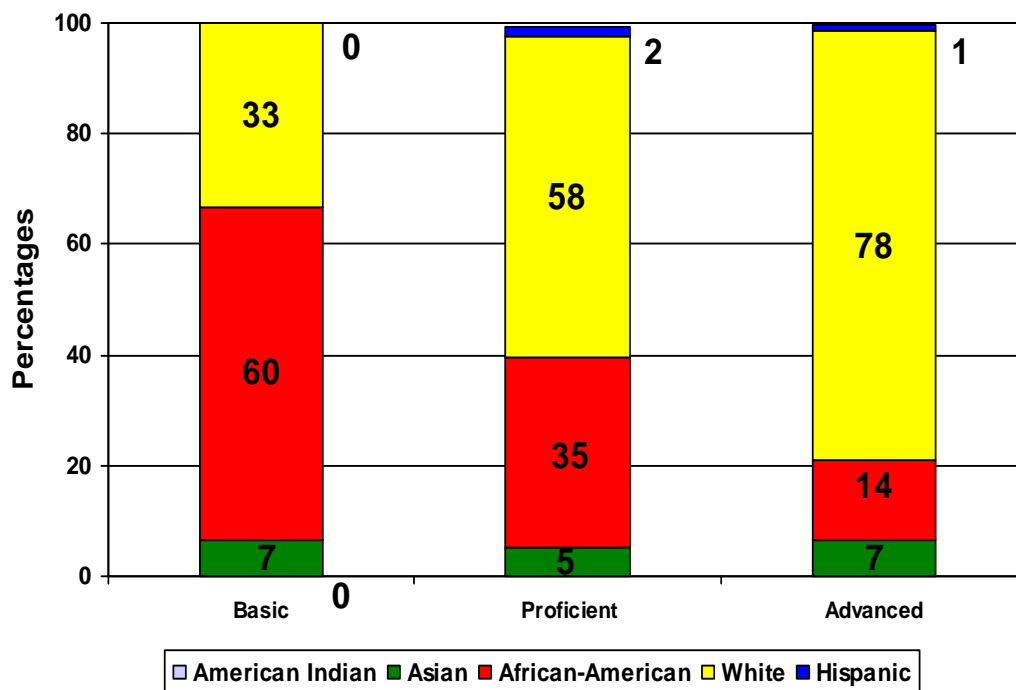
Among the Grade 6 GT students who scored in the proficient category on the Reading MSA in 2005, 53% were white, 41% were African American, and 3% were Asian. Among 6th grade GT students who scored in the advanced category on the Reading MSA in 2005, 73% were white, 20% were African American, and 5% were Asian.

2005 MSA Results for BCPS GT Students by Race/Ethnicity
Reading Test Grade 7



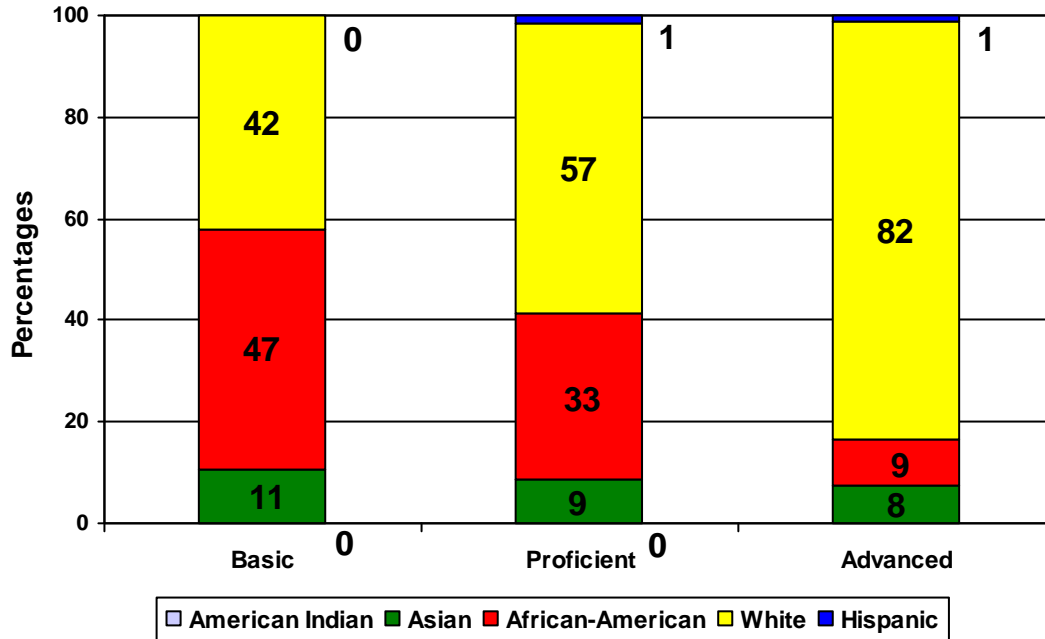
Among the Grade 7 GT students who scored in the proficient category on the Reading MSA in 2005, 56% were white, 36% were African American, and 5% were Asian. Among 7th grade GT students who scored in the Advanced category on the Reading MSA in 2005, 74% were white, 18% were African American, and 6% were Asian.

2005 MSA Results for BCPS GT Students by Race/Ethnicity
Reading Test Grade 8



Among the Grade 8 GT students who scored in the Proficient category on the Reading MSA in 2005, 58% were white, 35% were African American, and 5% were Asian. Among 8th grade GT students who scored in the Advanced category on the Reading MSA in 2005, 78% were white, 14% were African American, and 7% were Asian.

**2005 MSA Results for BCPS GT Students by Race/Ethnicity
English 2 Test**

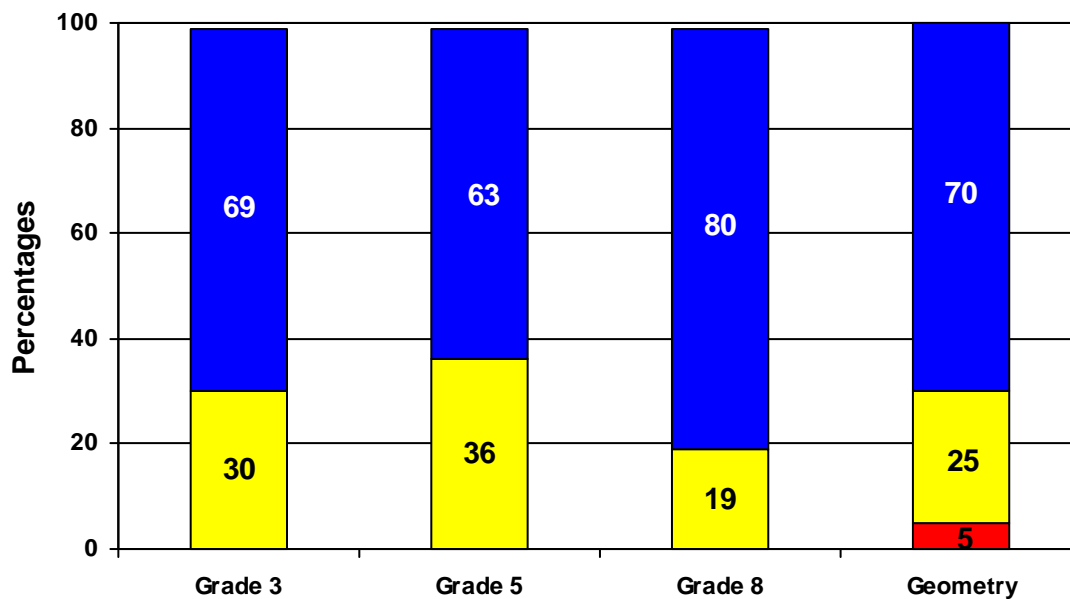


On the English 2 MSA in 2005, 57% of the students who scored in the Proficient category were white, 33% were African American, and 9% were Asian. Among the GT students who scored in the Advanced category on the English 2 MSA in 2005, 82% were white, 9% were African American, and 8% were Asian.

Summary of Results in MSA Mathematics for Grades 3-8 and 10

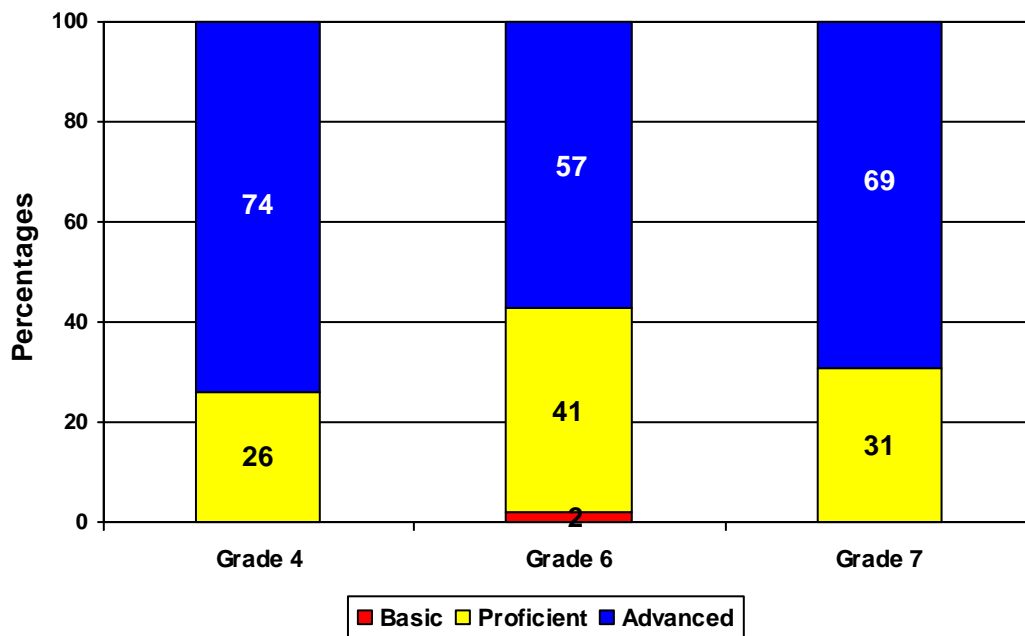
At each of the grade levels tested, over 95% of all students enrolled in the Gifted and Talented Education Program scored at the proficient or advanced levels in reading, with 99% of those in the elementary and middle school grades scoring at proficient or advanced levels. At Grades 3, 4, 7, 8, and 10 the percent of Gifted and Talented Education students scoring at the advanced level was at least twice the number scoring at the proficient level.

2005 MSA Results for BCPS GT Students Math Test



In grades 3, 5, and 8, more than 99% of GT students scored in the Proficient or Advanced category on the Mathematics MSA in 2005. Among high school GT students who took the Geometry assessment in 2005, 95% scored in the proficient or advanced category. Considerably more GT students scored in the advanced category than in the proficient category.

2005 MSA Results for BCPS GT Students Math Test



In grades 4, 6, and 7, at least 98% of GT students scored in the proficient or advanced category on the Mathematics MSA in 2005. Considerably more GT students scored in the advanced category than in the proficient category.

MSA Mathematics Disaggregated by Gender

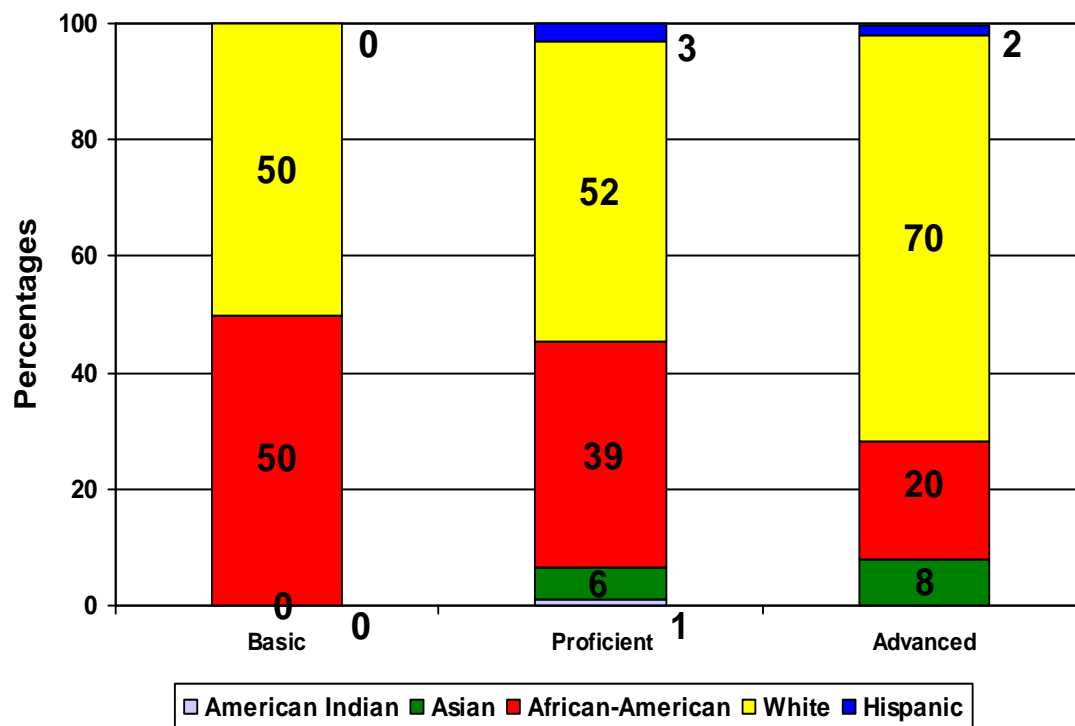
In 2004-05, 71% of Grade 3 male Gifted and Talented Education students scored at the advanced level while 68% of the female Gifted and Talented Education students scored at the advanced level. This trend continued at all grade levels with males consistently having a greater percent scoring at the advanced level. In Grade 4, 71% of Gifted and Talented females scored at the advanced level and 76% of the males scored at that level. In Grade 5, 62% of the female and 64% of the male Gifted and Talented Education population scored at the advanced level for 2004-05. In middle school the trend of a greater percentage of males scoring at the advanced level continues, but the gap between the genders has widened in Grades 6 and 7. In 2004-05 Grade 6, the female performance percentage at the advanced level is 55% and the male percentage is 60%, while the percentage of Gifted and Talented Education students in Grade 7 at the advanced level is 66% female and 71% male. Gifted and Talented Education Grade 8 students maintain the pattern with 79% of females and 81% of males scoring at the advanced level in 2004-05. On the 2004-05 Geometry Test, of the Gifted and Talented Education students who scored in the advanced range, 67% were female and 75% were male.

MSA Mathematics Disaggregated by Race/Ethnicity

In 2003-04 among the students enrolled in Gifted and Talented Education who scored in the advanced range in Grades 3, 5, and 8, approximately 20% were minority students and 80% were white. African American students comprised less than 10% of the GT Education students who scored at the advanced level in Mathematics. At the proficient level in all tested grades, about one-third of the students were minority. However, in 2004-05 among the students enrolled in Gifted and Talented Education who scored in the advanced range in Grades 3-5 approximately 27% were minority students. At the elementary level, African American students comprise

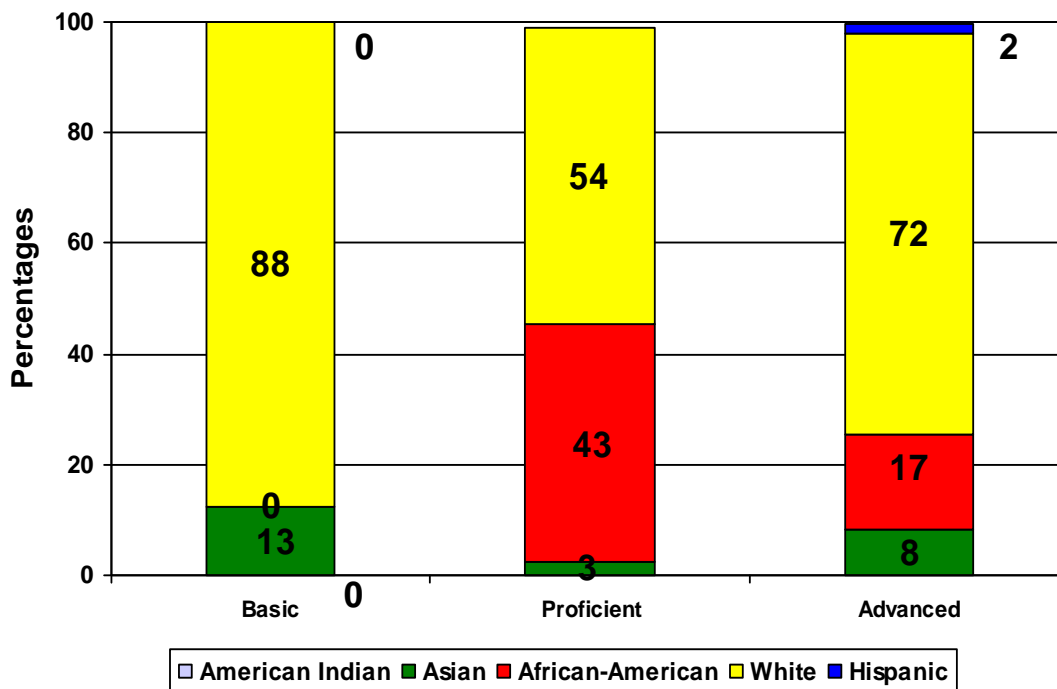
approximately 17% of the GT Education students who scored at the advanced level. In Grades 6, 7 and 8, approximately 24% of students scoring at the advanced level were minority students and 76% were white. Approximately 12% of the GT Education students at the middle school level who scored at the advanced level were African American. At the high school level 18% of the students scoring at the advanced level were minority students, 4% of which were African American, and 82% were white.

**2005 MSA Results for BCPS GT Students by Race/Ethnicity
Math Test Grade 3**



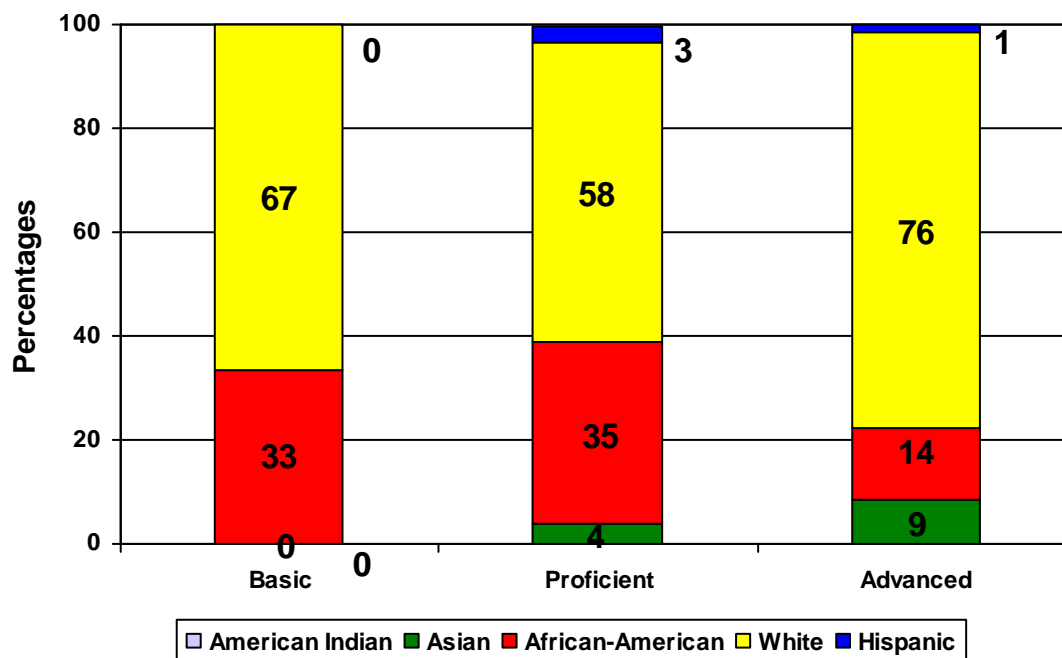
Among the Grade 3 GT students who scored in the Proficient category on the Mathematics MSA in 2005, 52% were white, 39% were African American, and 6% were Asian. Among 3rd grade GT students who scored in the Advanced category on the Mathematics MSA in 2005, 70% were white, 20% were African American, and 8% were Asian.

2005 MSA Results for BCPS GT Students by Race/Ethnicity
Math Test Grade 4



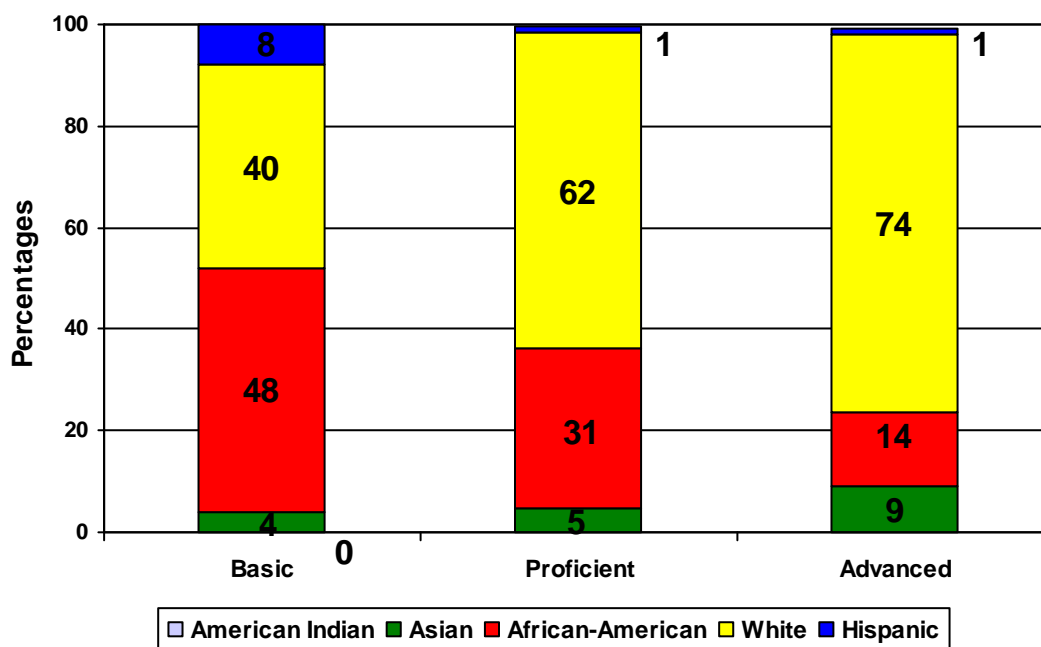
Among the Grade 4 GT students that scored in the proficient category on the Mathematics MSA in 2005, 54% were White, 43% were African American, and 3% were Asian. Among 4th grade GT students that scored in the advanced category on the Mathematics MSA in 2005, 72% were White, 17% were African American, and 8% were Asian.

2005 MSA Results for BCPS GT Students by Race/Ethnicity
Math Test Grade 5



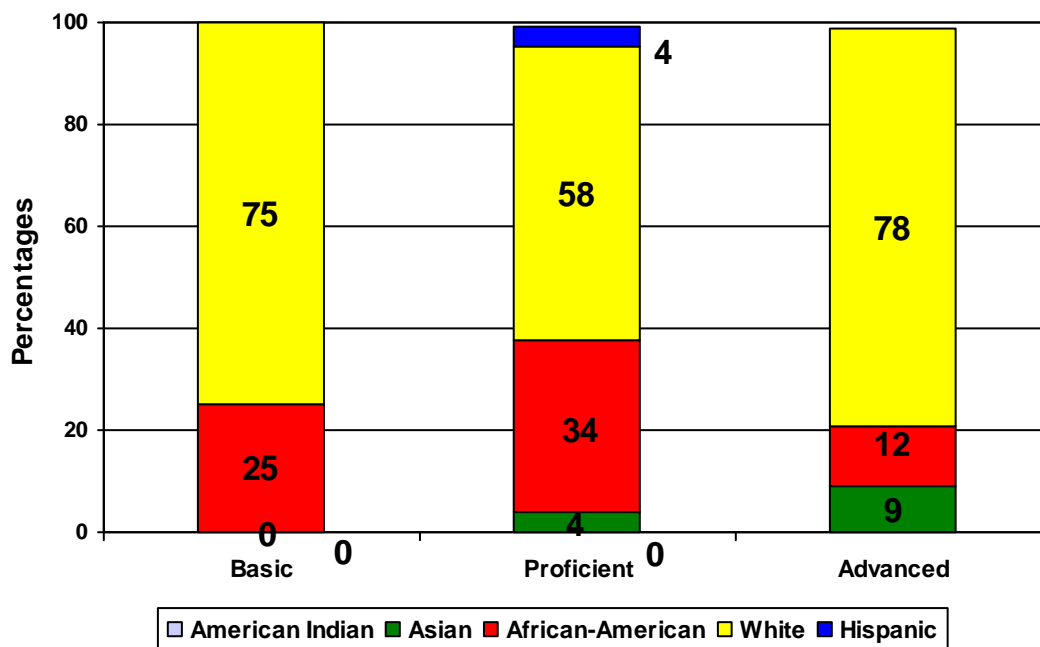
Among the Grade 5 GT students who scored in the Proficient category on the Mathematics MSA in 2005, 58% were white, 35% were African American, and 4% were Asian. Among 5th grade GT students who scored in the Advanced category on the Mathematics MSA in 2005, 76% were white, 14% were African American, and 9% were Asian.

2005 MSA Results for BCPS GT Students by Race/Ethnicity Math Test Grade 6



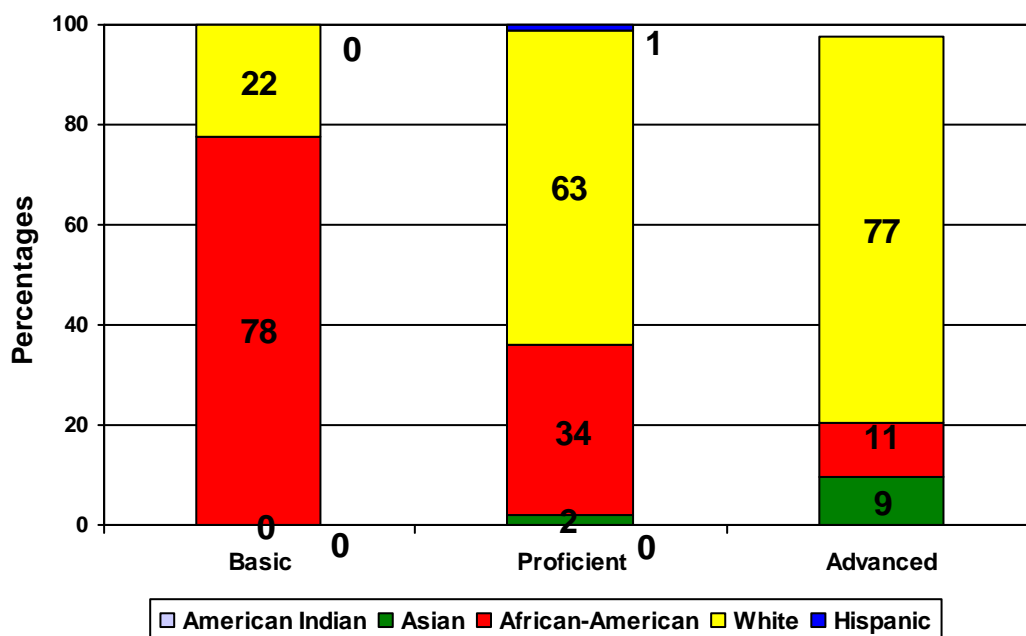
Among the Grade 6 GT students who scored in the Proficient category on the Mathematics MSA in 2005, 62% were white, 31% were African American, and 5% were Asian. Among 6th grade GT students who scored in the Advanced category on the Mathematics MSA in 2005, 74% were white, 14% were African American, and 9% were Asian.

2005 MSA Results for BCPS GT Students by Race/Ethnicity Math Test Grade 7



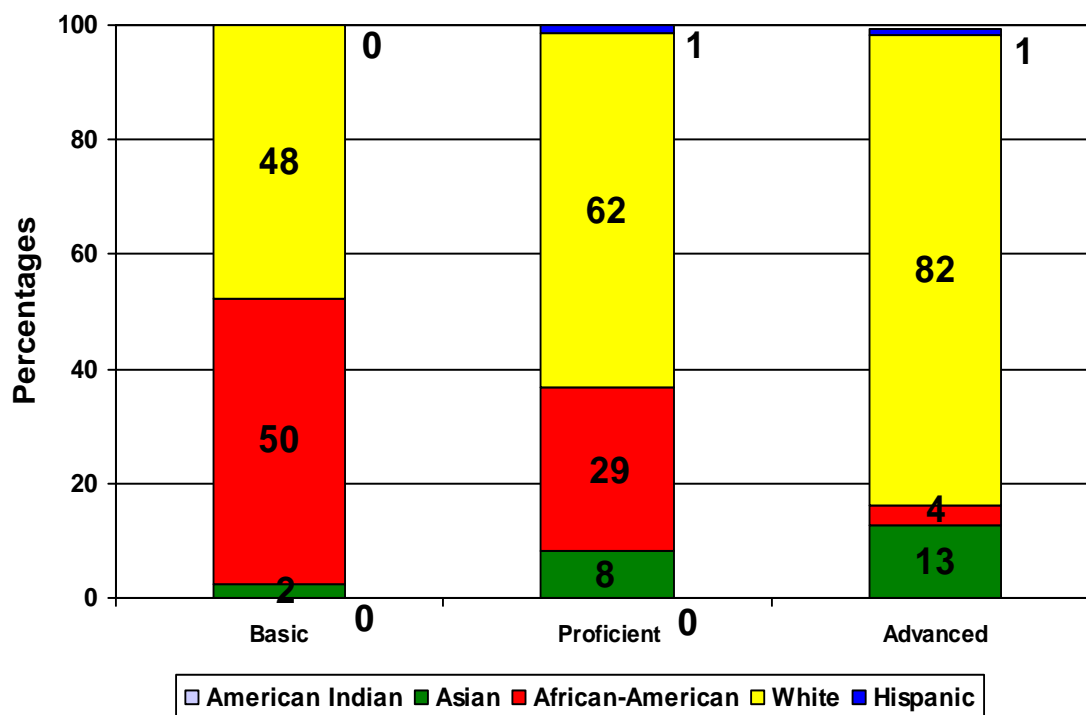
Among the Grade 7 GT students who scored in the Proficient category on the Mathematics MSA in 2005, 58% were white, 34% were African American, and 4% were Asian. Among 7th grade GT students who scored in the Advanced category on the Mathematics MSA in 2005, 78% were white, 12% were African American, and 9% were Asian.

2005 MSA Results for BCPS GT Students by Race/Ethnicity
Math Test Grade 8



Among the Grade 8 GT students who scored in the Proficient category on the Mathematics MSA in 2005, 63% were white, 34% were African American, and 2% were Asian. Among 8th grade GT students who scored in the Advanced category on the Mathematics MSA in 2005, 77% were white, 11% were African American, and 9% were Asian.

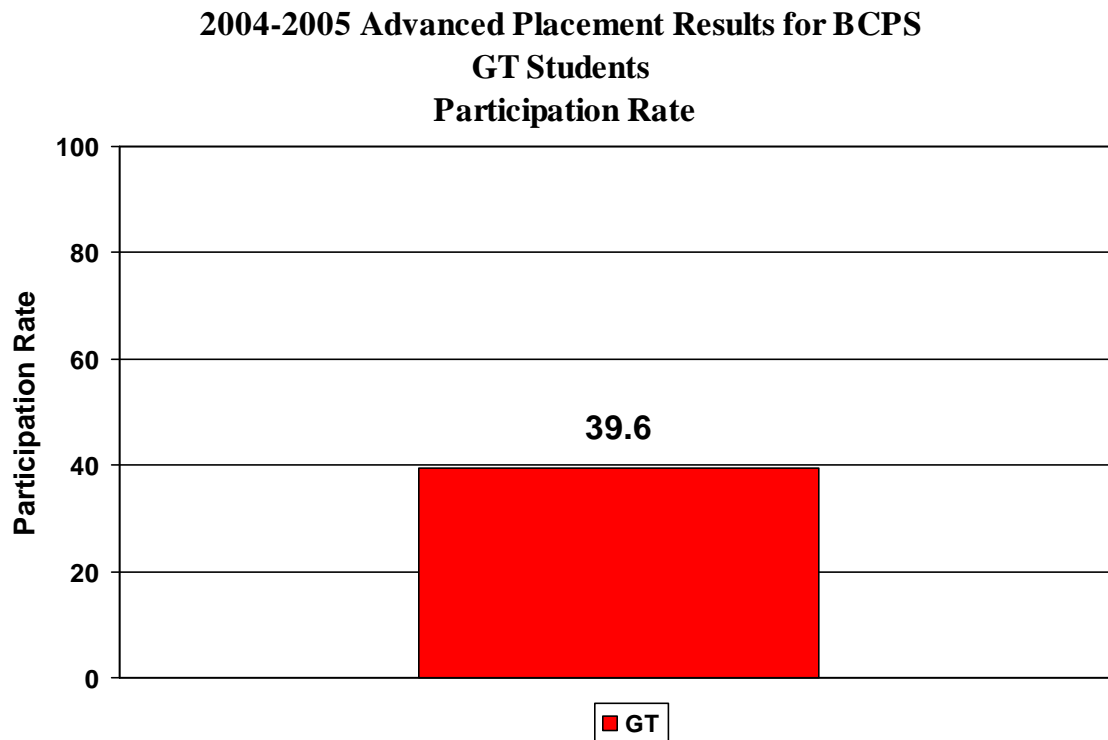
2005 MSA Results for BCPS GT Students by Race/Ethnicity
Geometry Test



On the Geometry assessment in 2005, 62% of the students who scored in the Proficient category were white, 29% were African American, and 8% were Asian. Among the GT students who scored in the Advanced category on the Geometry assessment in 2005, 82% were white, 4% were African American, and 13% were Asian.

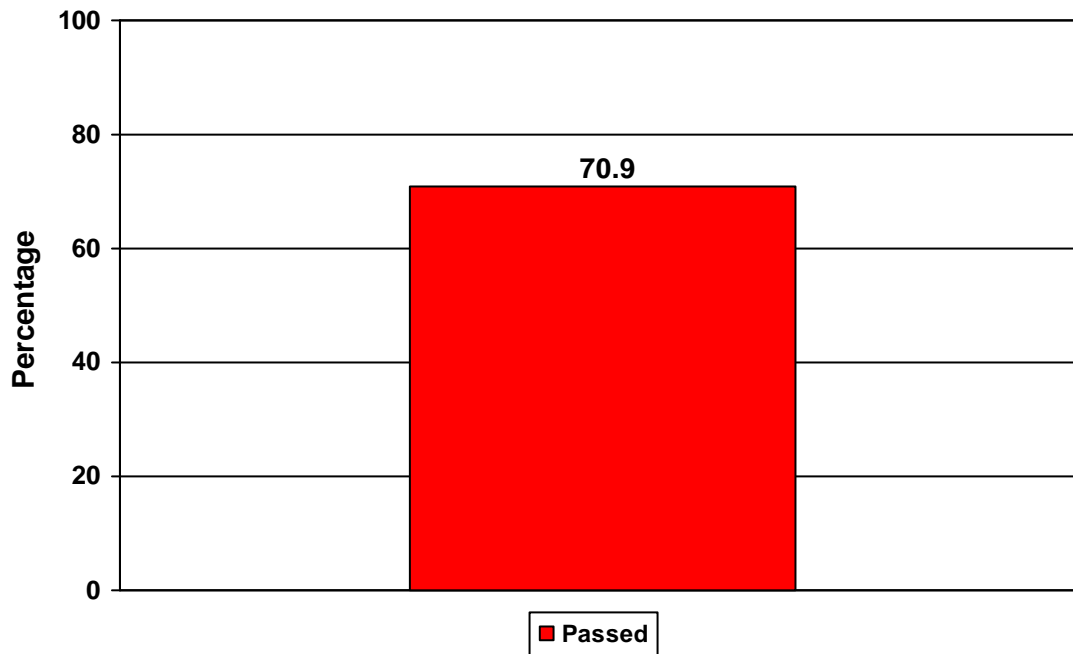
Summary of GT Achievement in Advanced Placement

In 2004-05 approximately 40% Gifted and Talented Education students participated in one or more Advanced Placement examinations. Of the Advanced Placement examinations taken by Gifted and Talented Education students, 71% received passing scores (3, 4, or 5) .



In 2004 - 2005, 39.6% of BCPS high school GT students participated in the Advanced Placement (AP) examination program.

2004-2005 Advanced Placement Results for BCPS GT Students
Percentage Passed

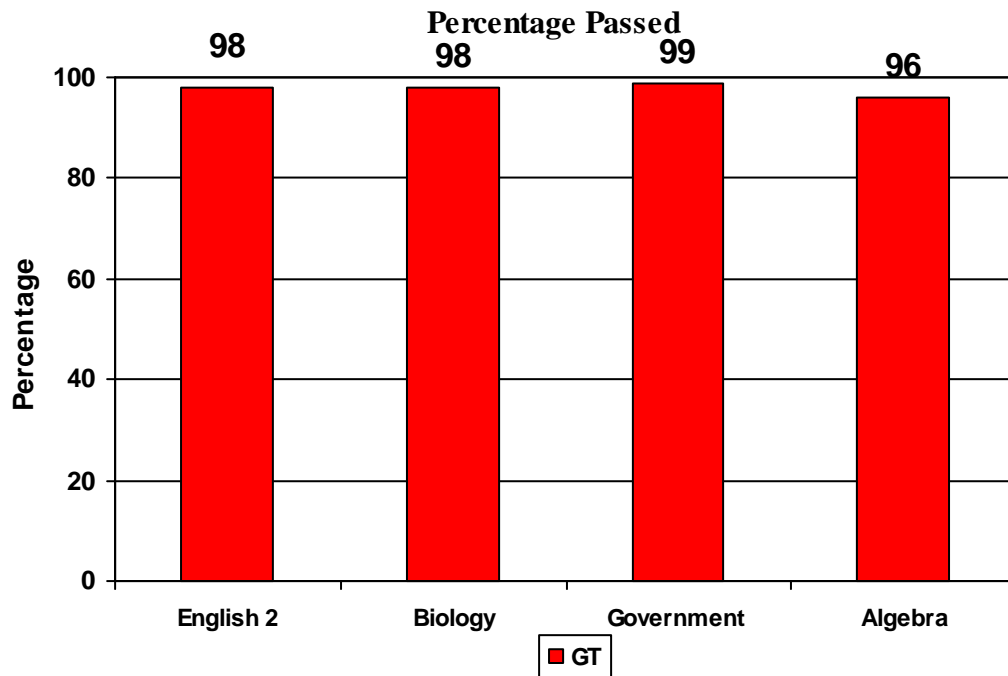


In 2004 - 2005, 70.9% of Advanced Placement (AP) exams taken by BCPS high school GT students were passed (scores of 3, 4, & 5).

Summary of GT Achievement on HSA

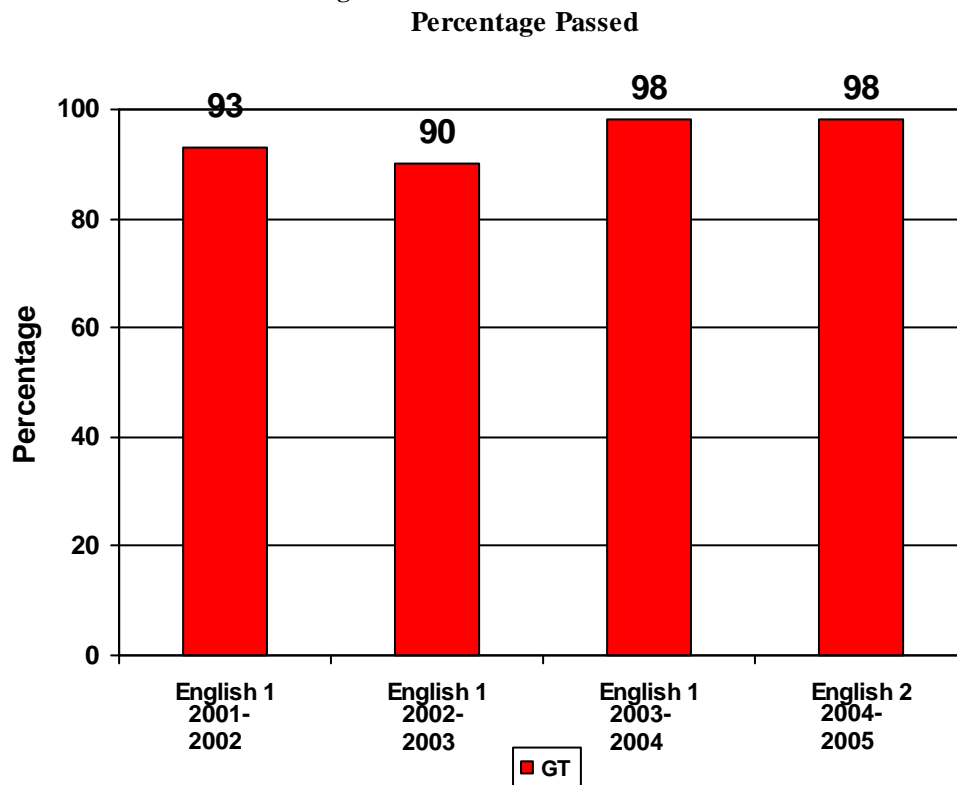
In 2004-05, 96%-98% of Gifted and Talented Education students passed the four Maryland High School Assessments (English, Biology, Government, and Algebra). The passage rate for Gifted and Talented Education students on the HSA English assessment increased from 93% in 2001-02 to 98% in 2004-05. The passage rate for Gifted and Talented Education students on the biology assessment increased from 97% in 2001-02 to 98% in 2004-05 with an increased passage rate on the Government HSA from 97% in 2001-02 to 99% in 2004-05. A similar gain was made on the HSA Algebra assessment from a 94% passage rate in 2001-02 for Gifted and Talented Education students to 96% in 2004-05.

2004-2005 HSA Results for BCPS GT Students



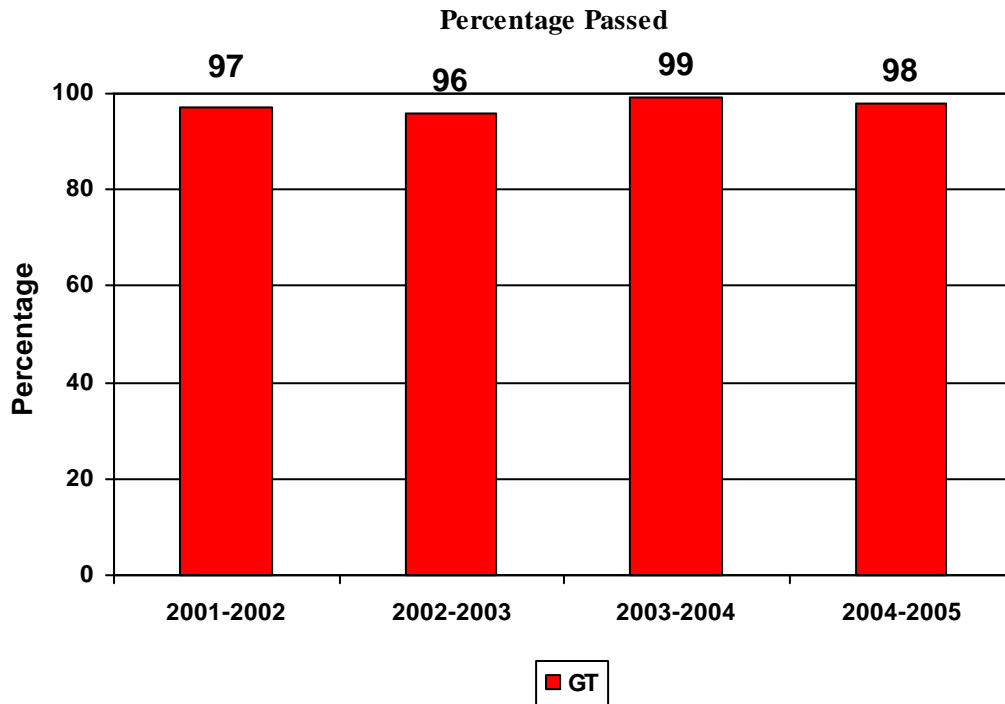
In 2004-2005, between 96% and 98% of BCPS GT secondary students passed the four Maryland High School Assessments (English, Biology, Government, and Algebra).

HSA English Test Results for BCPS GT Students



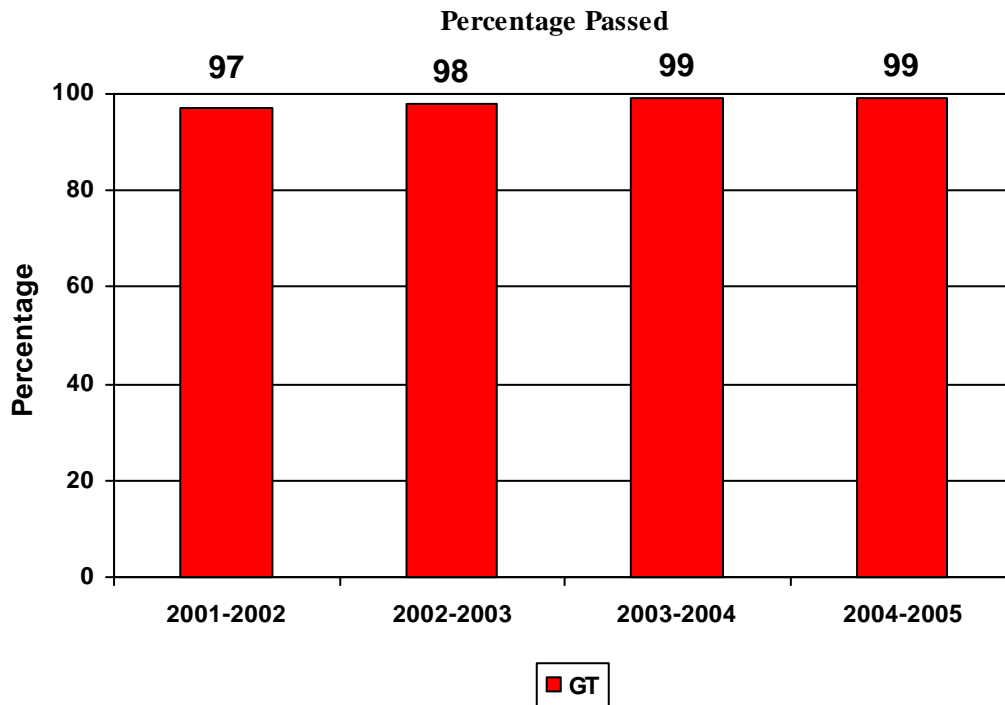
In 2001-2002, 93% of BCPS GT secondary students passed the state High School Assessment in English. The figure had increased to 98% in 2004-2005.

HSA Biology Test Results for BCPS GT Students

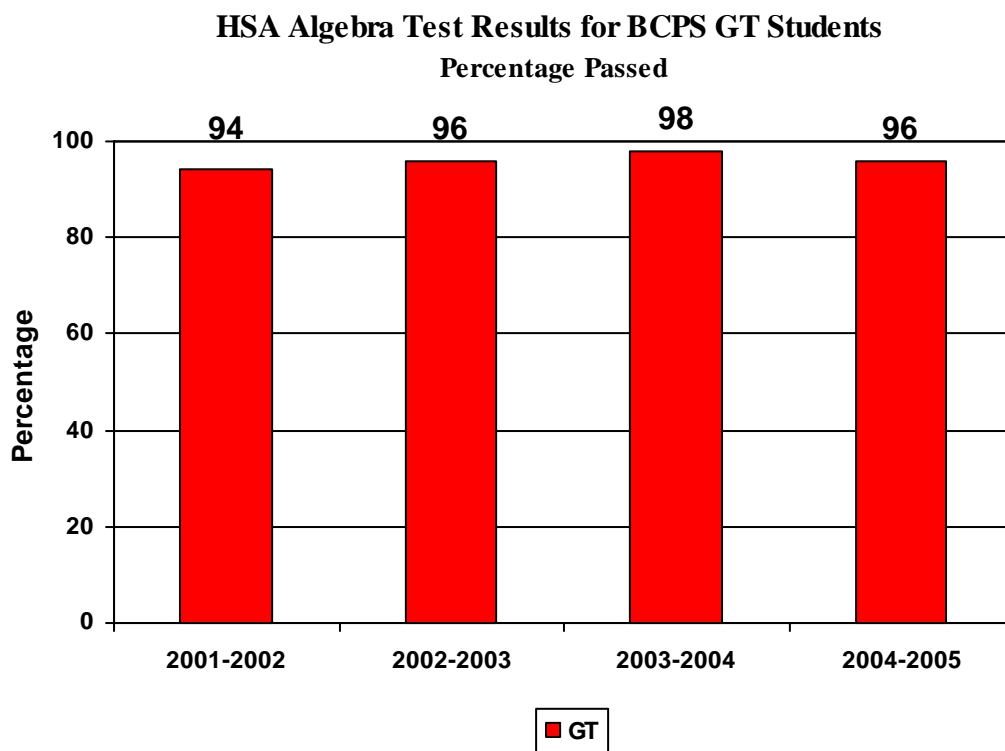


In 2001-2002, 97% of BCPS GT secondary students passed the state High School Assessment in Biology. The figure had increased to 98% in 2004-2005.

HSA Government Test Results for BCPS GT Students



In 2001-2002, 97% of BCPS GT secondary students passed the state High School Assessment in Government. The figure has increased to 99% in 2004-2005.

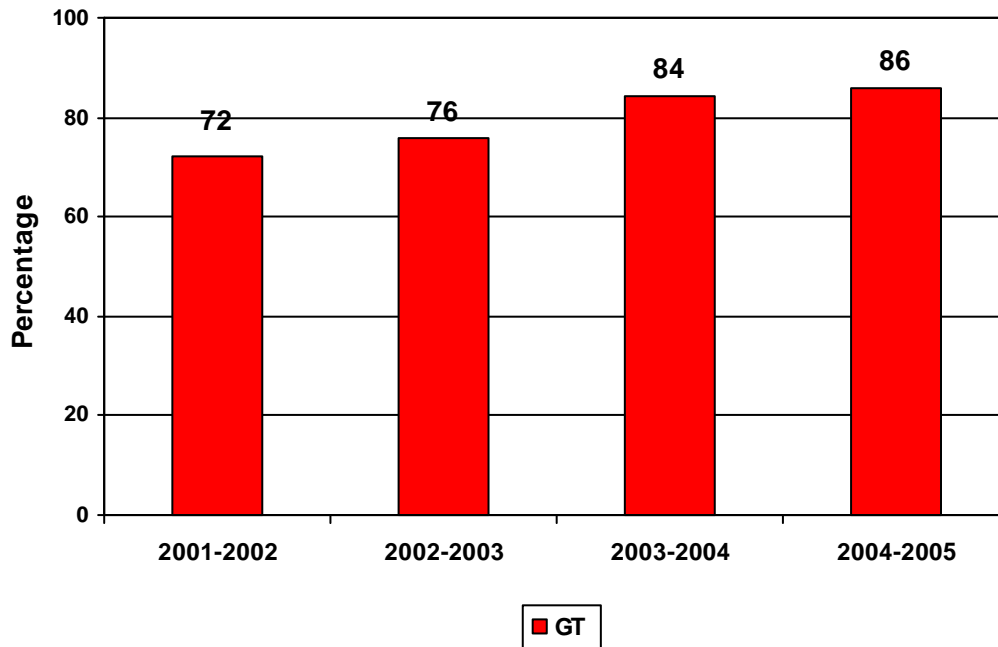


In 2001-2002, 94% of BCPS GT secondary students passed the state High School Assessment in Algebra. The figure had increased to 96% in 2004-2005.

Summary of GT Achievement on PSAT

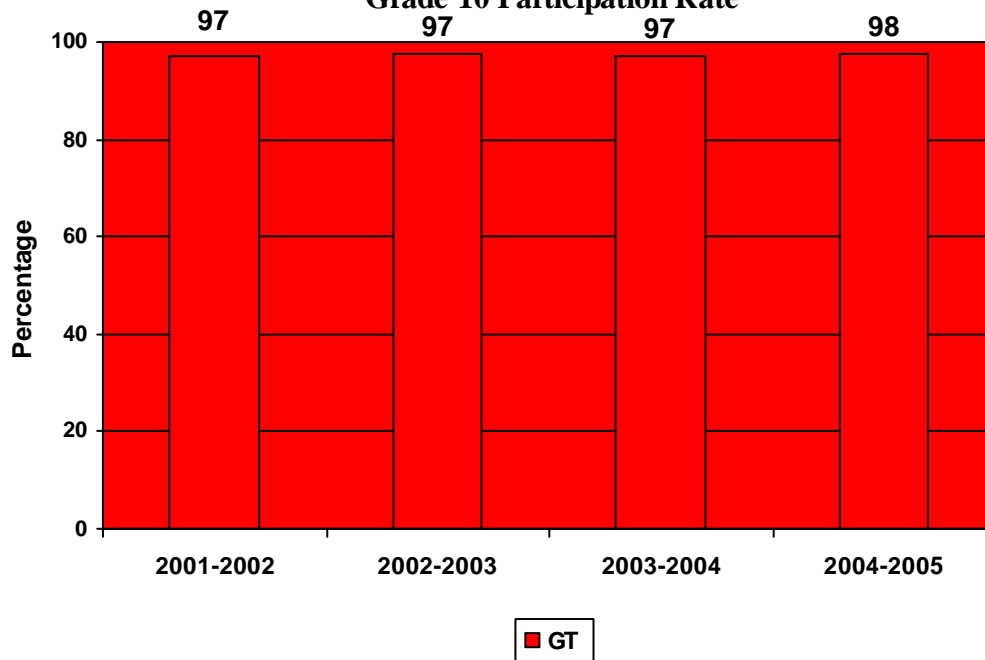
The percentage of participation in PSAT for Gifted and Talented Education students has increased at all grade levels over the four-year period. Participation in Grade 9 has increased from 72% in 2001-02 to 86% in 2004-05. Participation in Grade 10 has remained constant at 97%-98% while participation in Grade 11 has increased from 89% in 2001-02 to 95% in 2004-05.

PSAT Results for BCPS GT Students Grade 9 Participation Rate



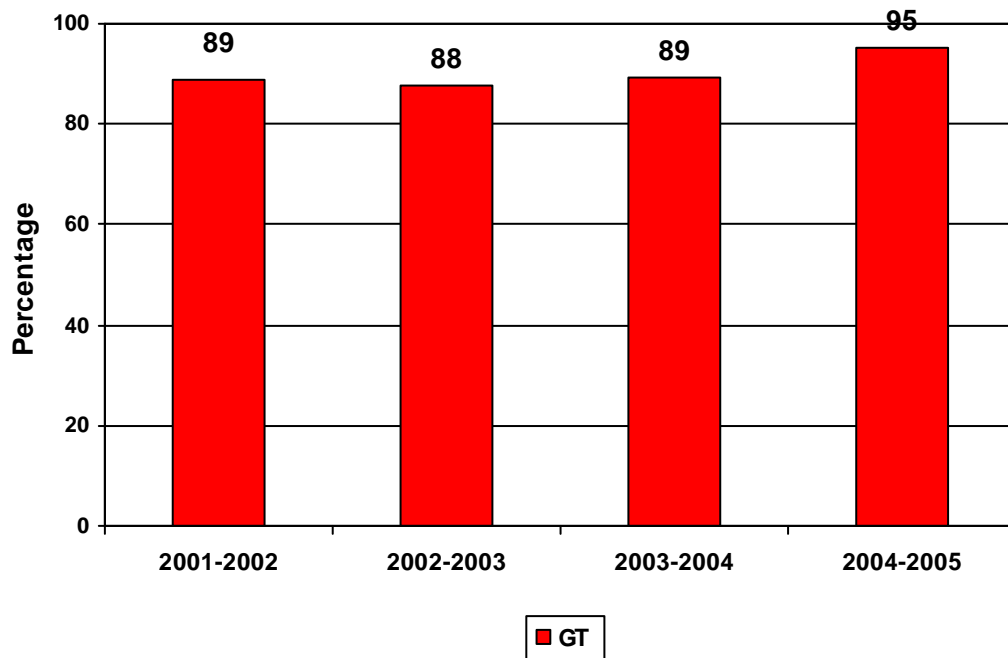
In 2001-2002, 72% of BCPS 9th grade GT students participated in PSAT. This figure had increased to 86% of 9th grade GT students in 2004-2005.

PSAT Results for BCPS GT Students Grade 10 Participation Rate



In 2001-2002, 97% of BCPS 10th grade GT students participated in PSAT. This figure had increased to 98% of 10th grade GT students in 2004-2005.

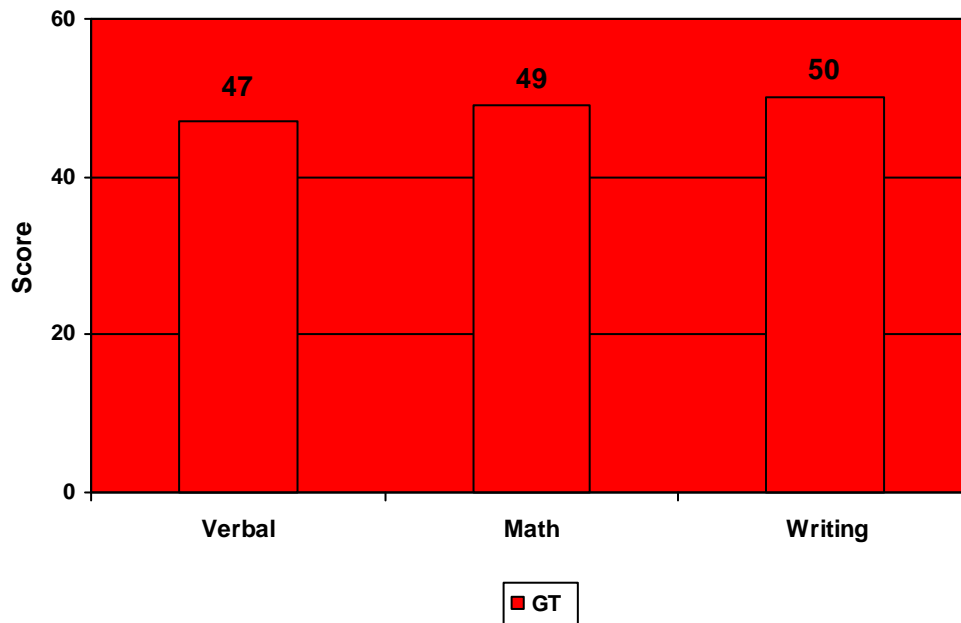
PSAT Results for BCPS GT Students Grade 11 Participation Rate



In 2001-2002, 89% of BCPS 11th grade GT students participated in PSAT. This figure had increased to 95% of 11th grade GT students in 2004-2005.

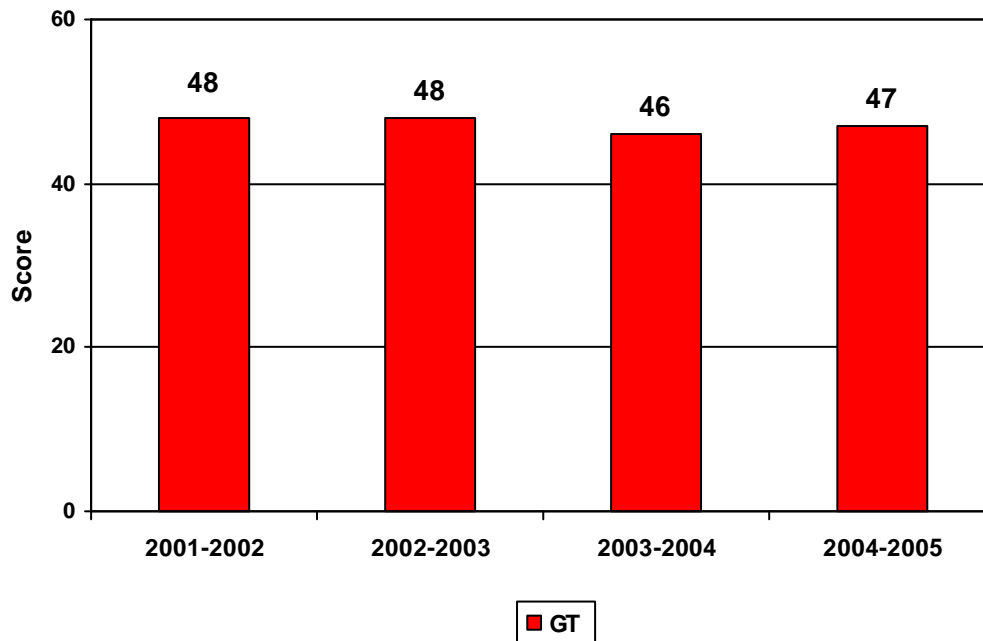
The verbal scores for Gifted and Talented Education students taking the PSAT in Grades 9, 10 and 11 have remained relatively constant from 2001-02 to 2004-05 at approximately 48 points for Grade 9, 50 points for Grade 10 and 53 points for Grade 11. Math scores have also remained constant from 2001-02 to 2004-05 at approximately 49 points for Grade 9 and 52 points for Grade 10 with a decline in scores from 57 points in 2001-02 to 53 points in 2004-05 for Grade 11. The writing scores for Grades 9, 10 and 11 have remained relatively constant from 2001-02 to 2004-05 at approximately 49 points for Grade 9, 53 points for Grade 10 and 55 points for Grade 11.

2004-2005 PSAT Results for BCPS GT Students Grade 9 Mean Scores



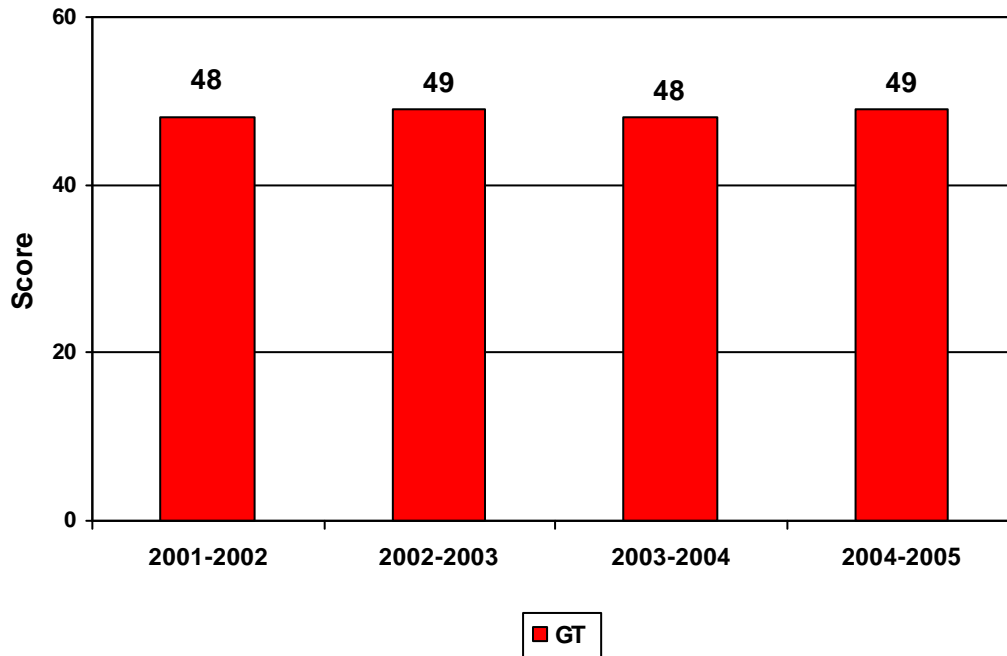
In 2004-2005, BCPS 9th grade GT students had similar PSAT Verbal, Math, and Writing mean scores.

PSAT Results for BCPS GT Students Grade 9 Verbal Mean Scores



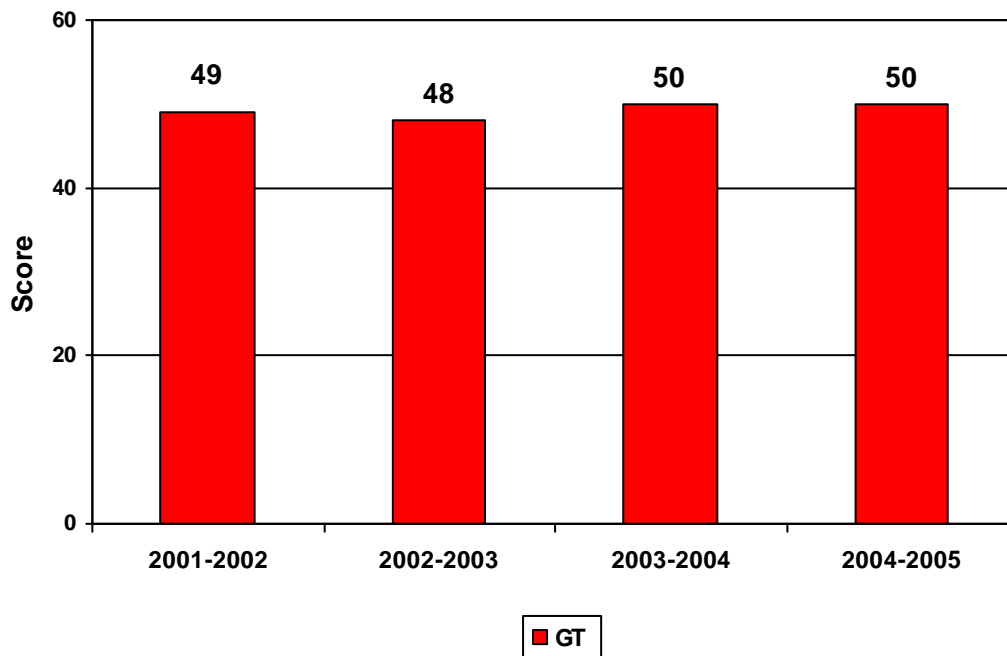
In 2001-2002, BCPS 9th grade GT students had a PSAT verbal mean of 48, which was slightly higher than the 2004-2005 PSAT verbal mean of 47.

**PSAT Results for BCPS GT Students
Grade 9 Math Mean Scores**



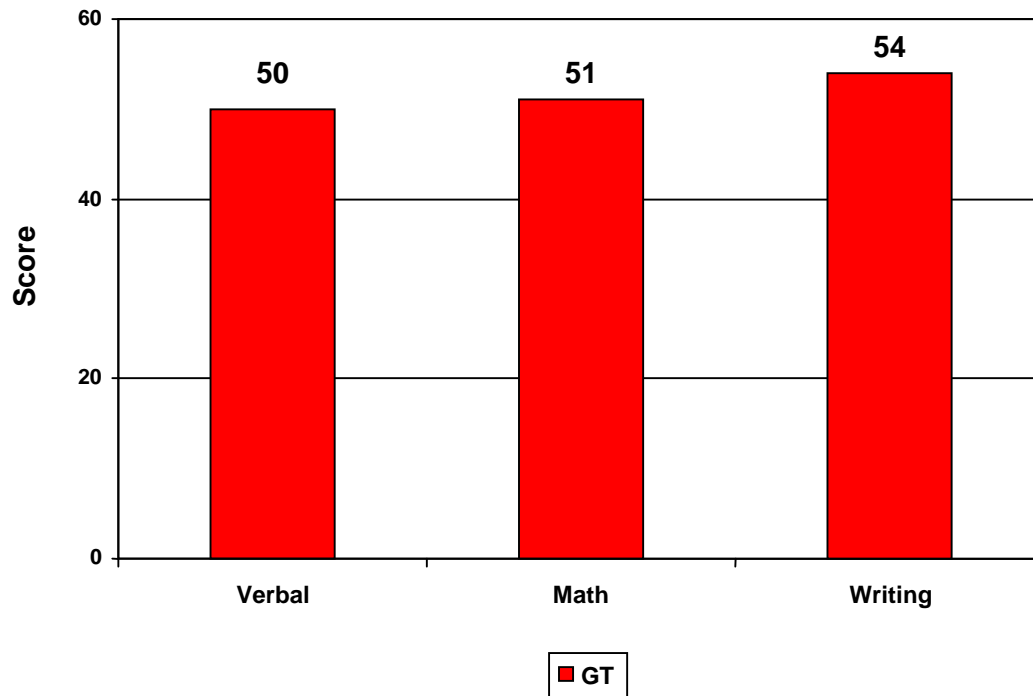
In 2001-2002, BCPS 9th grade GT students had a PSAT math mean of 48. This figure increased to 49 in 2004-2005.

**PSAT Results for BCPS GT Students
Grade 9 Writing Mean Scores**



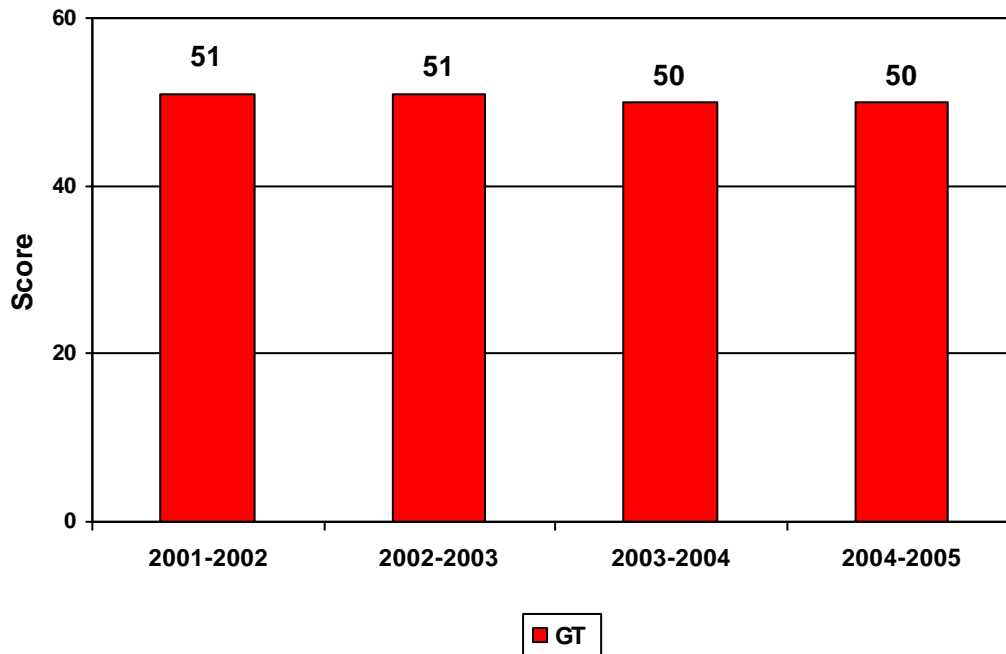
In 2001-2002, BCPS 9th grade GT students had a PSAT writing mean of 49. This figure increased to 50 in 2004-2005.

2004-2005 PSAT Results for BCPS GT Students Grade 10 Mean Scores



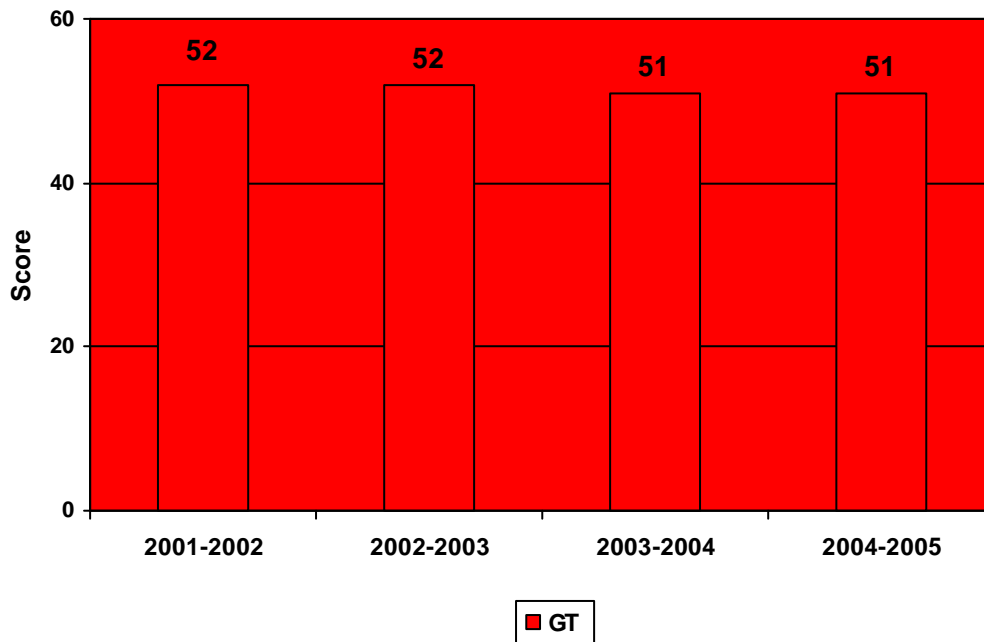
In 2004-2005, BCPS 10th grade GT students had similar PSAT Verbal, Math, and Writing mean scores.

PSAT Results for BCPS GT Students Grade 10 Verbal Mean Scores



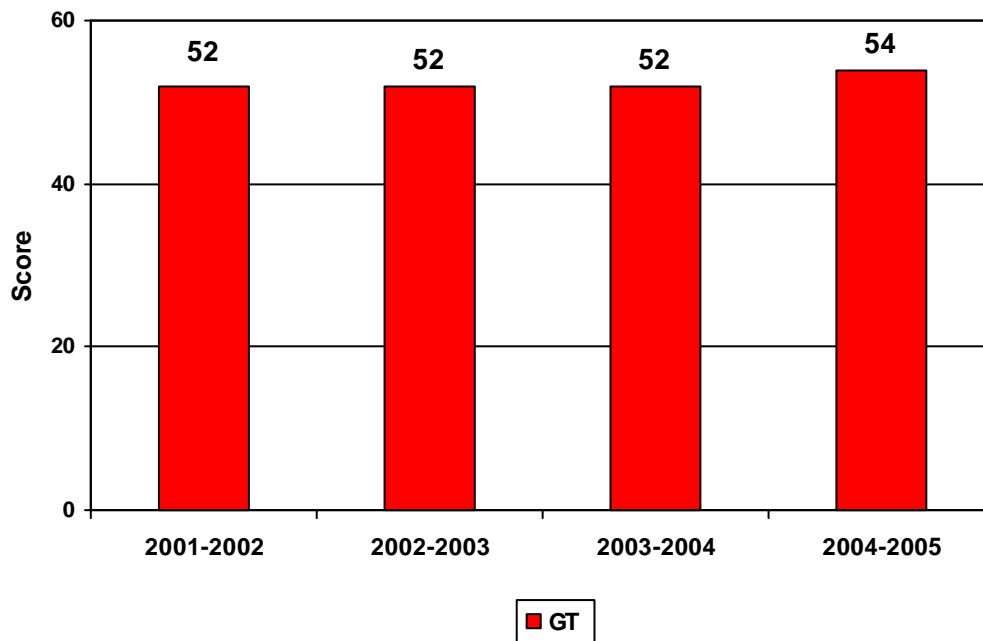
In 2001-2002, BCPS 10th grade GT students had a PSAT verbal mean of 51. This figure was higher than the average of 50 in 2004-2005.

PSAT Results for BCPS GT Students Grade 10 Math Mean Scores



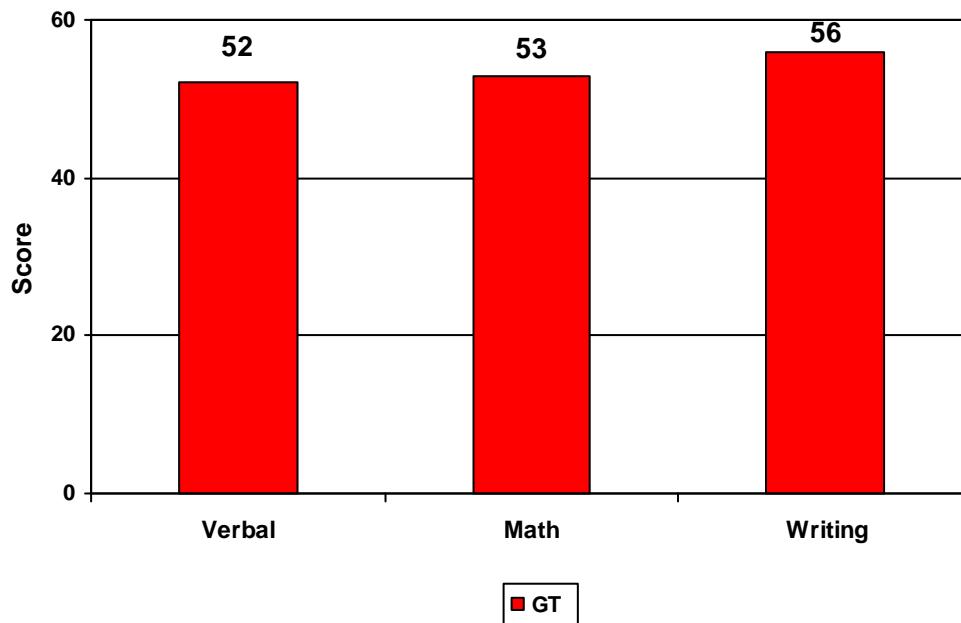
In 2001-2002, BCPS 10th grade GT students had an average PSAT math mean of 52. This figure was slightly higher than the average of 51 in 2004-2005.

PSAT Results for BCPS GT Students Grade 10 Writing Mean Scores



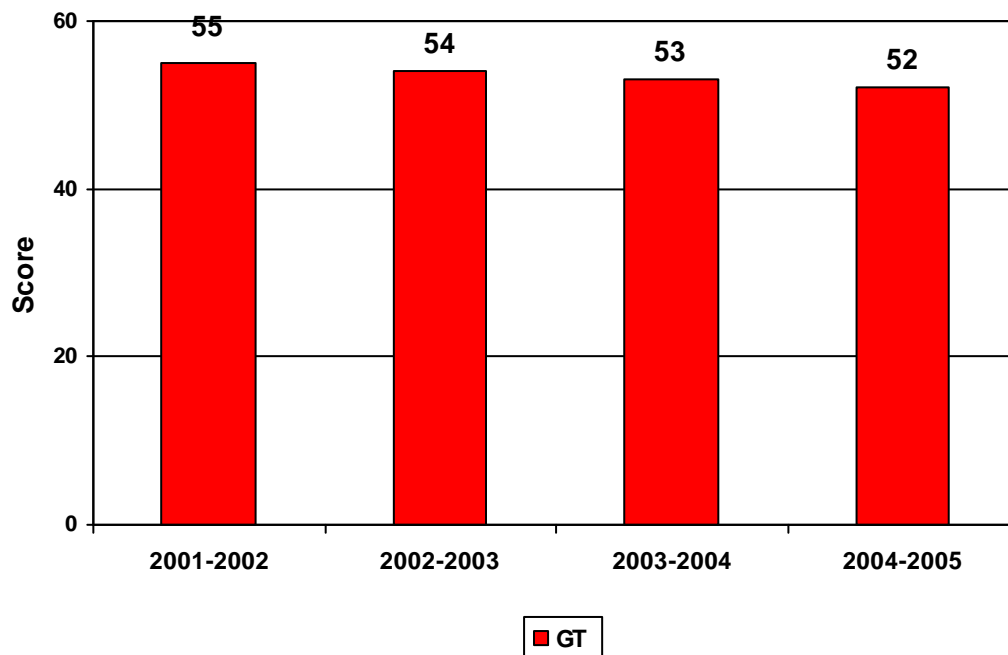
In 2001-2002, BCPS 10th grade GT students had a PSAT writing mean of 52. This figure increased to 54 in 2004-2005.

2004-2005 PSAT Results for BCPS GT Students Grade 11 Mean Scores



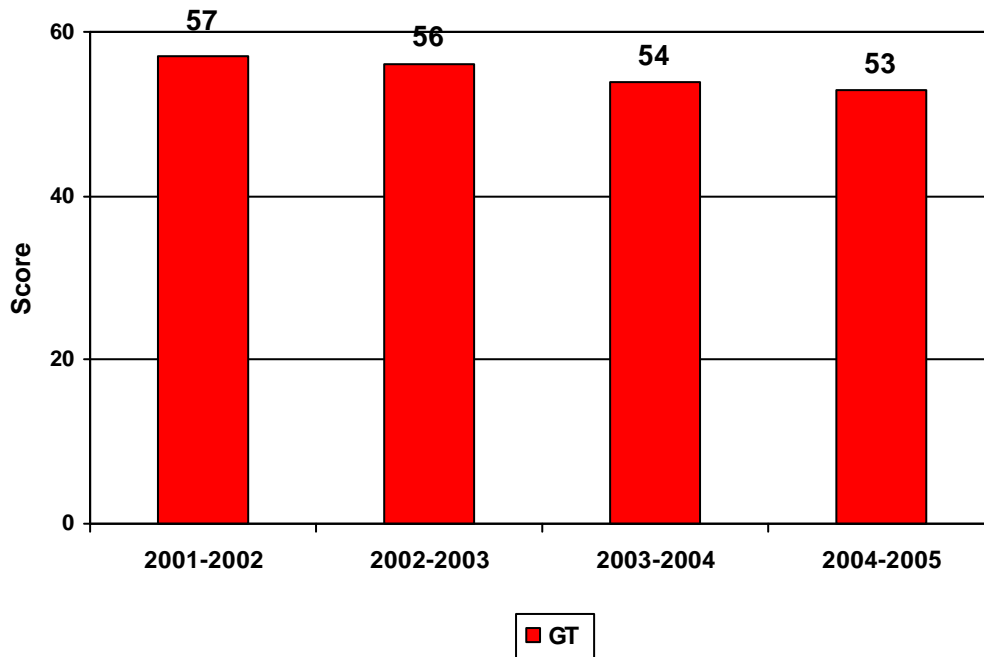
In 2004-2005, BCPS 11th grade GT students had similar PSAT Verbal, Math, and Writing mean scores.

PSAT Results for BCPS GT Students Grade 11 Verbal Mean Scores



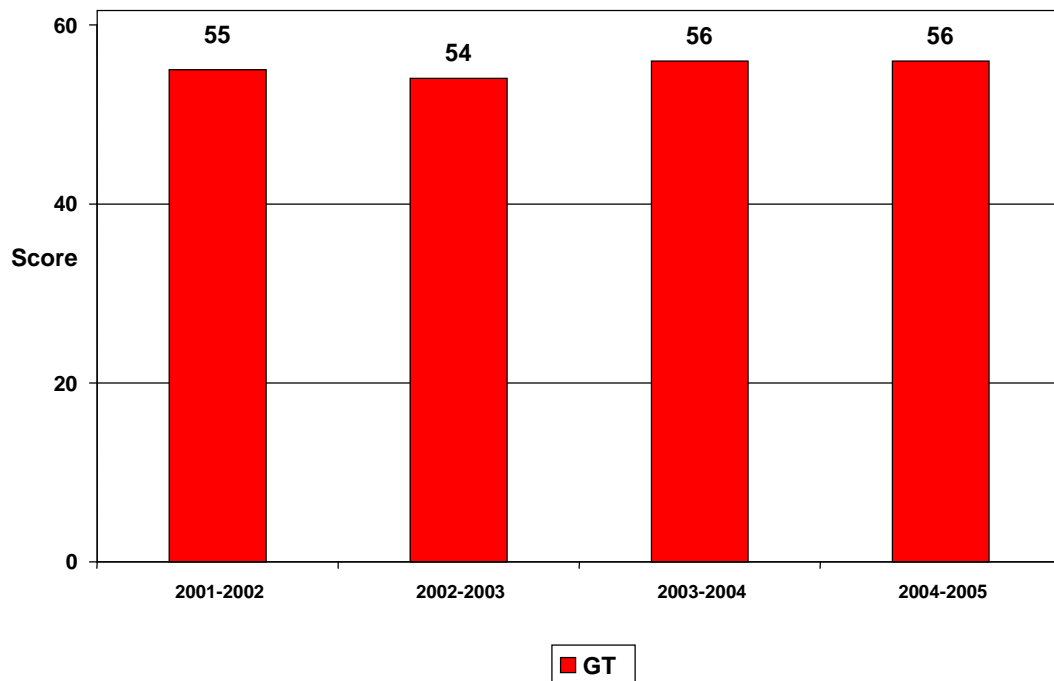
In 2001-2002, BCPS 11th grade GT students had a PSAT verbal mean of 55. This figure was higher than the average of 52 in 2004-2005.

PSAT Results for BCPS GT Students Grade 11 Math Mean Scores



In 2001-2002, BCPS 11th grade GT students had a PSAT math mean of 57. This figure was higher than the average of 53 in 2004-2005.

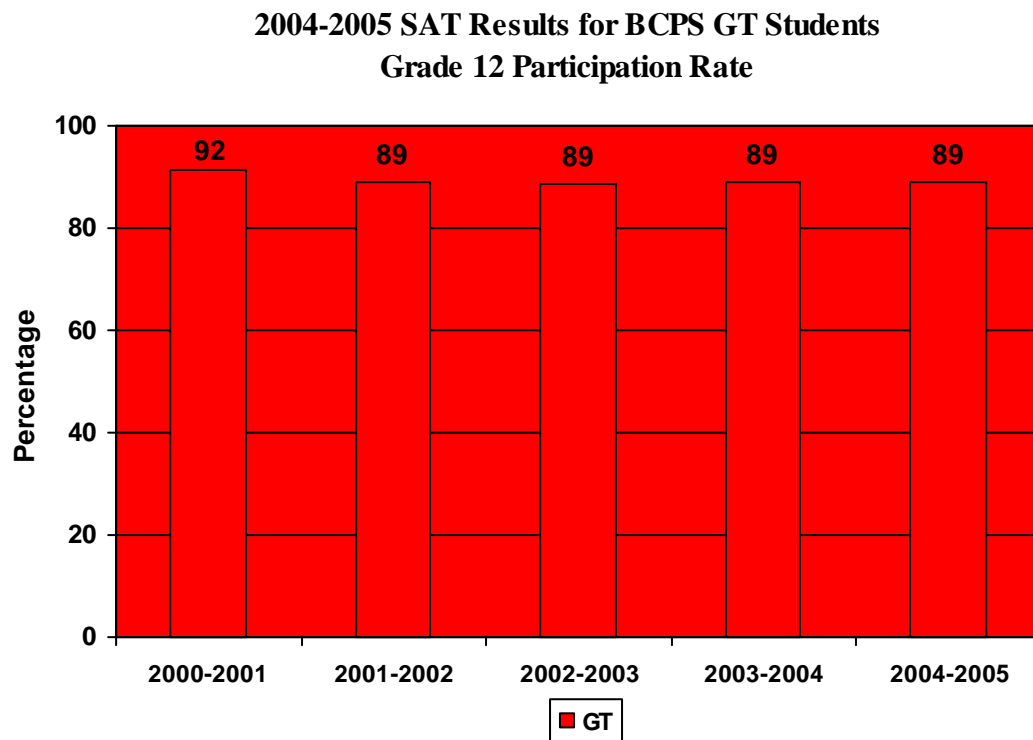
PSAT Results for BCPS GT Students Grade 11 Writing Mean Scores



In 2001-2002, BCPS 11th grade GT students had a PSAT writing mean of 55. This figure increased to 56 in 2004-2005.

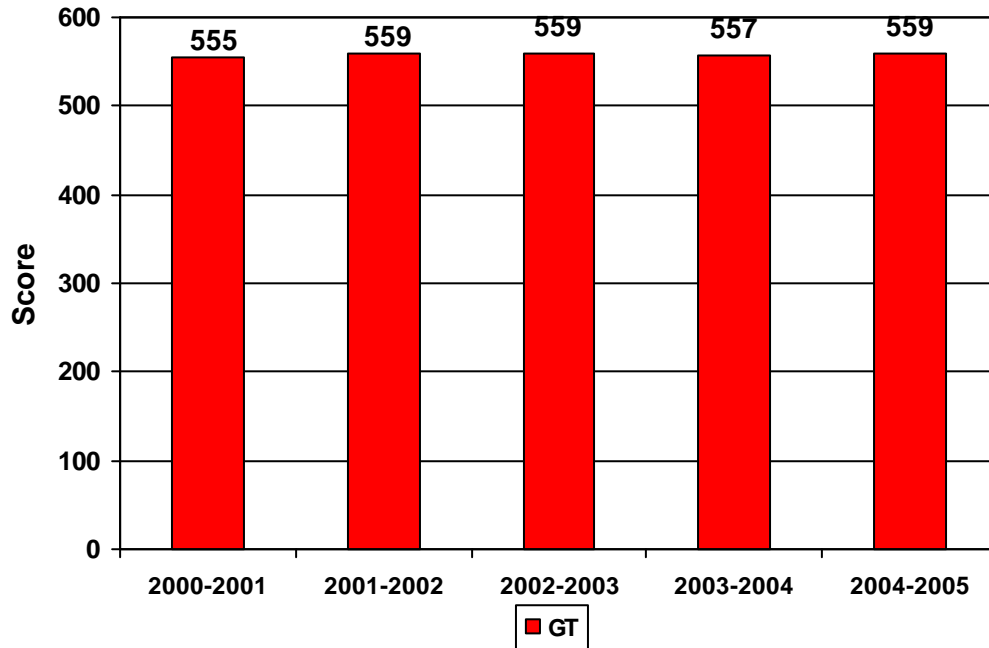
Summary of GT Achievement on SAT

The participation rate for Gifted and Talented Education Grade 12 students on the SAT has remained constant at 89% for the past four years from a high of 92% in 2000-01. The average score for Gifted and Talented Education students on the Verbal SAT has increased from 555 points in 2000-01 to 559 points in 2001-02 and has remained constant at that level through 2004-05. The scores for Gifted and Talented Education students on the Math SAT has varied slightly from 577 points in 2001-02 to 570 points in 2004-05.



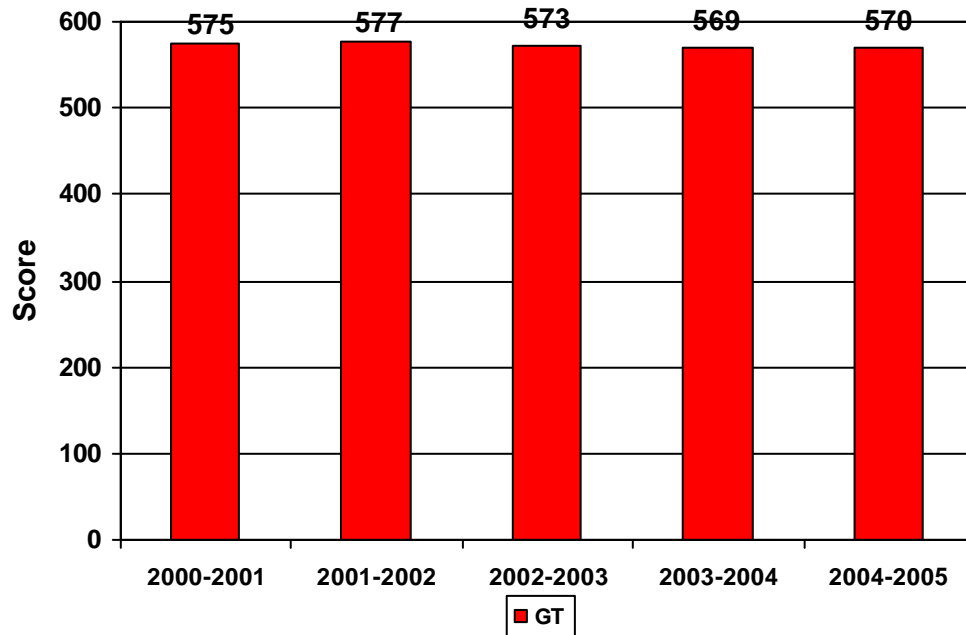
In 2001-2002, 92% of BCPS 12th grade GT students participated in the SAT exam. This figure was higher than the 89% which participated in 2004-2005.

SAT Results for BCPS GT Students Verbal Mean Scores for Grade 12



In 2001-2002, BCPS 12th grade GT students had a SAT verbal mean of 555. This figure increased to 559 in 2004-2005.

SAT Results for BCPS GT Students Math Mean Scores for Grade 12



In 2001-2002, BCPS 12th grade GT students had a SAT math mean of 575. This figure was higher than the average of 570 in 2004-2005.

Part III. Program Implementation

The implementation of a high quality Gifted and Talented Education program in all BCPS 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.

Accountability for implementing an effective program is shared. The Area Assistant Superintendents of Schools supervise and evaluate the implementation of the Gifted and Talented Program in area schools. Program supervision and evaluation occur in several ways throughout the school year. Implementation of the Gifted and Talented Program is a key element of the Area Assistant Superintendents of Schools' conversations with principals and the classroom observations during school visits. The Area Assistant Superintendents of Schools collaborate with personnel from the Office of Gifted and Talented Education for selected program visits to schools. Following these visits to schools, personnel from the Office of Gifted and Talented Education provide written feedback to the principals and the appropriate Area Assistant Superintendents of Schools. Other supervisory activities conducted by the Area Assistant Superintendents of Schools with principals include, but are not limited to goals conferences, school improvement plan feedback, mid-year feedback conferences, walk-through school visits, and end-of-the year evaluation conferences. The school principal, under the direction of the Area Assistant Superintendent of Schools, 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*, developed by the Office of Gifted and Talented Education.

Offices in the Division of Curriculum and Instruction are responsible for developing the

curriculum to be implemented by the schools. Staff training is a responsibility shared by the schools with the Office of Gifted and Talented Education. In this report on program implementation, there are four areas identified for review ranging from system-wide programs to site-specific initiatives:

- (1) Primary Talent Development
- (2) Differentiation in Middle School GT Education
- (3) GT Education Program Implementation in Targeted Schools
- (4) The CATALYST Project: GT Education in Title I Elementary Schools

Primary Talent Development

The Primary Talent Development (PTD) curriculum was developed in 1997 as an outgrowth of the 1992 Accelerated Program Committee’s recommendation for addressing the potential of young children within Baltimore County Public Schools. Primary Talent Development 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 (K-2) in optimal learning experiences that are sensitive, yet challenging.”

The goals of Primary Talent Development include modeling best practices, identifying student strengths, collecting data, and providing differentiation for all primary students (K-2), including students who have been traditionally underrepresented in Gifted and Talented programs.

Purpose of Primary Talent Development Portfolio Review

As a strategy to achieve the Board’s goal of access to Gifted and Talented Education for “every student in the Baltimore County Public Schools K-12 who gives evidence of high

achievement capabilities,” the schools are required to implement early identification strategies:

- The Primary Talent Development (PTD) program K – 2 seeks to recognize, nurture, and challenge the potential of all children.
- Schools document evidence of each child’s PTD learning behaviors in a cumulative K–2 portfolio used to make referrals to the Gifted and Talented Education program 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 the Primary Talent Development (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.

The purpose of the PTD Mid-Year and End-of-Year Portfolio Review is to analyze the degree to which Primary Talent Development is being consistently implemented and documented in K-2 classrooms. Data from the reviews were used to design differentiated professional development initiatives, Primary Talent Development curriculum revisions, and school-based support.

Methodology

A five-point rubric (0=low, 4=high) was designed to review portfolios and yield quantitative data on the grade level expectations for mid-year. The process involved randomly pulling four (4) student Primary Talent Development Portfolios from each K-2 classroom to see

if a coded artifact existed for each of the targeted behaviors for that grade level. The four portfolio scores were averaged for each classroom. The classroom scores were then averaged for each grade level. Finally, grade level scores were averaged to arrive at a school composite score.

Three levels of direct and/or indirect support were provided to individual schools to assist in the portfolio review process. Reviews for schools participating in the CATALYST project were conducted by the school-based GT CATALYST Resource Teacher and personnel from the Office of Gifted and Talented Education. Reviews for schools demonstrating the need for FOCUSED support, as determined by previous portfolio reviews and the approval of the Area Assistant Superintendents, were conducted during school-based visits by the centrally based PTD resource teachers. The remaining schools conducted a self-review using the PTD portfolio review rubric and worksheet (*Primary Talent Development Guide*, BCPS, 2004, p. 43) and forwarded their findings to the GT office.

In 2003-04, a representative sample of 58 elementary schools was selected for the initial Mid-Year Primary Talent Development (PTD) Portfolio Review process. The selection was based on the school's ongoing involvement in a sustained (1-3 year) Primary Talent Development support partnership and/or the school's participation in the CATALYST project (described later in this report). Reviews for schools participating in the CATALYST project (31 schools) were conducted by the school-based GT CATALYST Resource Teacher and personnel from the Office of Gifted and Talented Education. Reviews for schools involved in a sustained support partnership (27 schools) were conducted during school-based visits by the Primary Talent Development resource teachers. The 2003-04 initial representative Mid-Year Primary Talent Development (PTD) Portfolio Review process refined our review procedures and provided a means of gathering teacher and administrative feedback.

The 2004-05 Mid-Year Primary Talent Development Portfolio Review process involved 104 elementary schools (including Campfield Early Learning Center). Thirty-eight (38) schools were reviewed by their GT CATALYST Resource Teacher based upon their participation in the CATALYST project. Forty-six (46) schools were visited by the centrally based PTD resource teachers who conducted school-based reviews with an open invitation for school-based participation. The remaining twenty (20) schools, distinguished by their sustained, ongoing (2-4 year) involvement in a Primary Talent Development support partnership, completed their own mid-year PTD portfolio review and forwarded their findings to the GT office. The first system-wide mid-year findings were compiled during the 2004-05 Mid-Year Primary Talent Development Portfolio Review process.

The 2005-06 Mid-Year Primary Talent Development Portfolio Review process involved 105 elementary schools (Woodholme Elementary opened in the fall of 2005 and was added). Thirty-nine (39) schools were reviewed by their GT CATALYST Resource teacher. Fifteen (15) schools were visited and had their portfolios reviewed by the centrally based PTD resource teachers. Fifty-one (51) schools, receiving SUSTAINED PTD support, completed their own mid-year PTD portfolio review and forwarded their findings to the GT office.

Comparison of 2004-05 and 2005-06 Primary Talent Development Mid-Year Review findings revealed an 8% increase in elementary schools meeting and/or exceeding mid-year portfolio expectations.

Summary of the PTD Portfolio Review Data

2003-04 Portfolio Reviews were collected and included 58 elementary schools. The 2004-05 Mid-Year Portfolio Reviews were collected and included 104 elementary schools (including Campfield) and 2005-06 Mid-Year Portfolio Reviews were collected and included

105 elementary schools (including Woodholme).

2003-04 Mid-Year Portfolio Review Findings

PTD Portfolio RUBRIC	<i>All Review Schools</i> (58)
0 No evidence of documentation	7% (4)
1 Partial documentation: fewer artifacts than required for grade level	22% (13)
2 Required documentation: at least 1 artifact per targeted behavior	33% (19)
3 – the TARGET Required documentation: at least 1 artifact per targeted behavior, <u>coded</u> using the REPI Developmental Continuum	36% (21)
4 Required documentation <u>AND</u> additional documentation beyond suggested: at least 1 artifact per targeted behavior, coded using the REPI Developmental Continuum <i>and</i> additional artifacts that demonstrate new or modified applications of PTD strategies, coded using the REPI Developmental Continuum	2% (1)

2004-05 Mid-Year Portfolio Review Findings

PTD Portfolio RUBRIC	<i>All Review Schools</i> (104)
0 No evidence of documentation	0% (0)
1 Partial documentation: <i>fewer artifacts than required</i>	3% (3)
2 Required documentation: <i>at least 1 artifact for grade level expectations; <u>no REPI coding</u></i>	12% (12)
3 – the TARGET Required documentation: <i>same as 2 <u>with coding</u> using the REPI Developmental Continuum</i>	68% (71)
4 Required documentation: <i>same as 3 <u>AND</u> additional coded artifacts that demonstrate new or modified applications of PTD strategies</i>	17% (18)

2005-06 Mid-Year Portfolio Review Findings

PTD Portfolio RUBRIC	All Review Schools (105)
0 No evidence of documentation	0% (0)
1 Partial documentation: <i>fewer artifacts than required</i>	1% (1)
2 Required documentation: <i>at least one artifact for grade level expectations, no REPI coding</i>	2% (2)
3 – the TARGET Required documentation: <i>same as 2 <u>with coding</u> using the REPI Developmental Continuum</i>	89% (94)
4 Required documentation: <i>same as 3 AND additional coded artifacts that demonstrate new or modified applications of PTD strategies</i>	8% (8)

While not included as a point of comparison in this status report, the 2004-05 End-of-Year Portfolio Review process involved 104 elementary schools and provided the system’s first baseline data for complete, year long PTD program implementation (two modules at each grade level). Future status reports will compare end-of-year portfolio data for trends, pattern, and recommendations in PTD program implementation and outcomes. GT CATALYST teachers conducted end-of-year reviews at thirty-eight (38) schools. Centrally based PTD resource teachers conducted end-of-year reviews at eight (8) schools. These eight schools were selected based upon their mid-year review school composite of a rubric score less than the ‘targeted’ 3, or at the request of a principal. The remaining fifty-eight (58) schools conducted a self-review and forwarded their findings to the GT Office.

2004-05 End-of-Year Portfolio Review Findings

PTD Portfolio RUBRIC	All Review Schools (104)
0 No evidence of documentation	0% (0)
1 Partial documentation: <i>fewer artifacts than required</i>	1% (1)
2 Required documentation: <i>at least one artifact for grade level expectations, no REPI coding</i>	9% (9)
3 – the TARGET Required documentation: <i>same as 2 <u>with coding</u> using the REPI Developmental Continuum</i>	63% (66)
4 Required documentation: <i>same as 3 AND additional coded artifacts that demonstrate new or modified applications of PTD strategies</i>	27% (28)

Differentiation in Middle School Gifted and Talented Education Program

The school system has made a commitment to provide a continuum of appropriately differentiated educational experiences and services K-12 with elementary and secondary schools implementing the differentiated Gifted and Talented Education curricula developed by the curriculum offices in the Division of Curriculum and Instruction. In 2004-05, walkthroughs of middle school social studies, science, math, and English classes were conducted to observe the implementation of differentiated curriculum and instruction in the Gifted and Talented Education classes. The purpose of the walkthroughs was to observe the differentiation of content, process, product, and learning environment currently in place in Grades 6-8 in order to assess the need for curriculum development and staff development opportunities and to gauge the effectiveness of changes implemented in response to the original Status Report. In 2004-05, a deliberate decision to focus on the middle school grades was made in light of the Middle School Task Force Report and the identified need in these schools.

Methodology

Classroom walkthroughs are identified in research by Dr. Carolyn Downey as “a powerful vehicle for change” and were recognized in a recent article in *The Principals’ Partnership* (2004) as “an important leadership tool for instructional improvement.” Classroom walkthroughs conducted consisted of scheduled school visits to teachers of Gifted and Talented Education social studies and English, Grades 6 – 8, and to GT Education mathematics and science classes in the targeted middle schools (defined elsewhere in this report). Walkthroughs were conducted by the staff in the Office of Gifted and Talented Education and the Offices of Social Studies, English, Mathematics PreK-12, and Science Pre-K-12. In some schools an assistant principal or department chairperson chose to be a member of the team. The classroom visits were designed to last 20 minutes and to reflect the daily instruction. No written lesson plans were expected to be provided.

The “Gifted and Talented Education Classroom Observation Checklist” from the *Handbook of Procedures for Implementing the Gifted and Talented Education Program* (Appendix D) was used in the original report. For the following year 2004-05 the “Gifted and Talented Education Classroom Observation Checklist” and “The William and Mary Classroom Observation Scales” were used in addition to anecdotal notes to provide schools with non-evaluative feedback. These instruments, summarizing research-based best practices for gifted and talented education differentiation, provides “look fors” in the four areas identified for effective differentiation, Content, Process, Product, and Learning Environment, as well as general and differentiated teaching behaviors, curriculum planning and delivery, accommodations for individual differences, problem solving, and critical and creative thinking strategies.

The Checklists were provided to each school’s chairperson prior to walkthroughs with a

detailed explanation of the forms and how they would be used. Walkthroughs were scheduled in advance so that the teachers could familiarize themselves with the Checklists.

After the walkthroughs, feedback took a variety of forms. In most schools, the walkthroughs were followed by a debriefing session with school personnel followed by a written school visit report sent to the Area Assistant Superintendents of Schools, the school, and the appropriate curriculum offices.

Feedback results for 2004-05 were categorized based upon “consistent” or “rarely” observed implementation and evaluation of a desired component of Gifted and Talented instruction. This change was predicted by the inclusion of an additional observation tool, “The William and Mary Classroom Observation Scales.”

By implication, schools not falling in the “consistent” or “rarely” implementation category were perceived as somewhat implementing the component. If there was not an obvious attempt made for the behavior to be demonstrated, it was categorized as not observed.

A summary of 2004-05 targeted middle school implementation of the key identified classroom components, organized by the content areas of social studies, English, mathematics, and science indicates the following patterns:

Table: Middle School GT Implementation of Classroom Components 2004-05

(Number of classrooms seen as effectively or ineffectively implementing key concepts)

Component	Social Studies (22 classrooms)		English (28 classrooms)		Math (13 classrooms)		Science (21 classrooms)	
	Consistent	Rarely	Consistent	Rarely	Consistent	Rarely	Consistent	Rarely
Key ideas/ concepts	7	10	6	12	13	0	21	0
Open-ended/multiple interpretations	4	14	7	17	5	4	11	5
Critical/divergent thinking	4	15	6	18	7	3	11	7
Pacing	4	18	7	18	6	3	16	1
Academic rigor/ high expectations	3	12	7	17	13	NA	21	NA
Complex tasks	3	15	4	17	9	1	13	2
Flexible grouping	4	13	9	14	7	2	12	5
Use of differentiated curricula/variety of resources	4	14	7	21	13	NA	21	NA
Exchange of ideas/diverse thoughts	4	13	7	15	4	5	14	3

Generally, the GT components were observed occurring consistently in relatively few of the sampled classrooms. Depending upon the subject, the effective use of the GT components ranged from 14% to 100% of the classrooms. On average, science had the highest rate of effective classrooms at 74%, followed by math at 66%, English at 26%, and social studies at 22%. (Percents determined by comparing number of ratings with number of classrooms observed.)

As compared with 2003-04 data, in 2004-05 all content areas have made improvement in their effective use of GT components. Science and math have made the most significant improvements increasing their effective use from 20% to 74% and 66% respectively. English and social studies improvements were also noted moving from 10% to 26% and 15% to 22% respectively. The key factor responsible for the improved effectiveness is the more consistent implementation of differentiated curricula which includes focus on key issues and concepts and an emphasis on high expectations and academic rigor.

GT Education Program Implementation in Focused Support Schools

The purpose of this initiative was to support schools identified as needing targeted services to achieve consistent implementation of the Gifted and Talented Education Program. In

early September 2003, the Executive Directors of Schools (Area Assistant Superintendents) met with the Executive Director of Pre-K – 12 Special Programs, the Coordinator of Gifted and Talented Education Programs, and the GT Education resource teachers to identify elementary and middle schools in need of focused support for consistent implementation of the Gifted and Talented Education program. This process of identification was continued in 2004-05.

The 2002 – 2003 data used to identify the original focused support schools included GT Education enrollment percentages, school service reports, and professional development participation. Six criteria were established to identify schools. Schools demonstrating a need in 4 or more of the criteria were selected for focused support services. Based on the following criteria, 35 elementary schools and 15 middle schools were selected for focused support services in 2003-04 and 28 elementary schools and 17 middle schools were identified in 2004-05:

- Low GT Education program involvement as indicated by requests for service
- Low GT Education involvement as indicated by participation in required GT Facilitators' meetings and GT professional development
- Program enrollment either significantly below or above the county average (15%)
- Identification as a Level 1 (Year 1) Primary Talent Development Partnership School
- Non-Title I school; school does not have Title 1 GT Resource Teacher
- Other factors such as results of walkthroughs, failure to meet Adequate Yearly Progress, observations from school visits, and administrators new to the school were also considered.

Four services considered essential to the implementation of the GT Education program were identified for the focused support schools: (1) meeting with the principals to discuss GT Education program needs and goals, (2) reviewing GT Education Student Profiles, (3) meeting

with the GT Education Referral and Review Teams, and (4) conducting Grade-Level Team meetings for the elementary schools and GT classroom walkthroughs in middle schools. The Area Assistant Superintendents of Schools notified the schools regarding the focused support services which were to be provided by the five area GT Education Resource Teachers from the Office of Gifted and Talented Education. The same set of criteria was used for pre and post assessment.

Services to Schools

Direct services to schools are typically initiated by the school. These services include GT Education consultations with Grade Level Teams, Departments, GT Education Referral and Review Teams, or Pupil Services Teams. Other services include student screenings, classroom visits and observations, planning with teachers or administrators, and providing presentations for parents or faculty. When direct services are provided to schools, the services are recorded in School Visit Reports forwarded to the school principal and the Area Assistant Superintendents of Schools.

An analysis of the direct services provided to the focused support schools in 2004 – 2005 showed that the number of services to the elementary schools decreased and services to the middle schools increased from the previous year. This pattern reflects the smaller number of elementary schools selected for focused support services and the increase in the number of middle schools. The following table represents a three-year comparison of the direct services provided to support the implementation of the GT Education program in focused support schools.

Table: A Three-Year Comparison of Direct Services in the Targeted Schools 2003-05

Level	Number Identified Schools 2003-04	2003 # Services	2004 # Services	Number Identified Schools 2004-05	2005# Services
Elementary	35	38	188	28	105
Middle	15	24	82	17	98

Specific GT Education services were identified as essential for effective program implementation in the target schools. Data were collected on school participation in these program implementation services. In 93% of schools, the principal held a meeting with GT Office staff to discuss GT program goals. GT classroom walkthroughs were completed in 76% of the middle schools.

Table: Focused Support Schools Receiving GT Education Program Implementation Services

Program Implementation Services to Schools 2004-05	Elementary Schools (N = 28)	Middle Schools (N = 17)
1. Meeting with Principal	97%	100%
2. Review Student Profiles	36%	6%
3. Attend Referral and Review Meetings	37%	23.5%
4. Conduct Grade-level Meetings	44%	11%
5. Conduct GT Classroom Walkthroughs	28%	76%

Professional Development Opportunities

One of the criteria for selecting the focused support schools was low participation in the essential and differentiated GT Education professional development opportunities. As discussed

in this report, GT Education Facilitator meetings are considered essential, and all schools are expected to be represented at the four meetings. The following table presents the attendance among the focused support schools that participated at these essential trainings in 2004-05.

Table: Number of GT Teachers in Focused Support Schools Attending Professional Development Activities 2003-05

Level	Number Identified Schools 2003-04	2003 # Services	2004 # Services	Number Identified Schools 2004-05	2005# Services
Elementary	35	67	174	28	135
Middle	15	22	44	17	38

Additional differentiated professional development activities were offered. There were five professional development opportunities made available to all elementary schools during the 2004-05 school year.

GT Education Program Enrollment in the Focused Support Schools

In Baltimore County an average of 18.5% of the population was enrolled in gifted and talented programs at the elementary and middle school level in 2002-03 which was increased to 21.2% at the elementary level, 22.3% at the middle school level, and 25.2% at the high school level in 2004-05. One criterion for selecting the focused support schools (formerly Targeted Schools) was a GT enrollment either significantly below or above the county average. The average percentage of students identified for Gifted and Talented Education in the 28 focused support elementary schools was 21.1% and was 19.7% in the 17 focused support middle schools in 2004-05. GT enrollment in the focused support schools has increased from a range of 4.5% - 39.8% in 2003-04 to a range of from 8.5% - 51.4% in 2004-05.

The CATALYST Project: GT Education in Title I Elementary Schools

Policy 6135 states that “every student...who gives evidence of high achievement capabilities should have access to high quality gifted and talented educational services regardless of that student’s *socio-economic status*” and that “outstanding talents are present in students...*across all economic strata*.” To support high quality GT education services for students living in poverty, GT Education resource teachers have been assigned to Title I elementary schools. This project, called “CATALYST,” began in 2002 – 2003 with 10 GT Education resource teachers in 20 Title I elementary schools. In 2003 – 2004, the project was expanded to 20 FTE positions in 31 schools. For the 2004 – 2005 school year, the project was again expanded to 23.5 FTE positions so that all 38 Title I elementary schools had at least a .5 CATALYST GT Education resource teacher. In some cases principals have elected to add to their allocated staffing, another .5 to provide a 1.0 resource teacher.

The CATALYST model is a resource consultation model using shared expertise (regular education and gifted education) in a collaborative problem-solving process among individuals who have the common goal of better serving gifted learners for whom both parties share responsibility (Dr. Mary S. Landrum, University of Virginia). In the CATALYST model, a GT Education Resource teacher collaborates with the regular classroom teacher to deliver appropriate services for a cluster group of students identified for gifted education services. The CATALYST model addresses the key strategies and indicators of progress in the Baltimore County Public Schools *Blueprint for Progress* for improved student academic performance, increased services to gifted and talented students, enrichment opportunities for students not formally identified for GT Education, and engaging work for all students.

Key focuses of the project are desirable changes in teacher competencies and

effectiveness. Through co-planning and co-teaching with the CATALYST GT Education resource teacher, classroom teachers identify and nurture gifted behaviors in all children, use differentiated instructional and management strategies, and have high expectations for all students. Increased parent satisfaction with schools is another intended result. Data were collected over three years by the CATALYST GT teachers and were summarized and analyzed by the GT Office staff.

CATALYST Project Services to Schools

Three levels of support are provided for the implementation of the GT Education program.

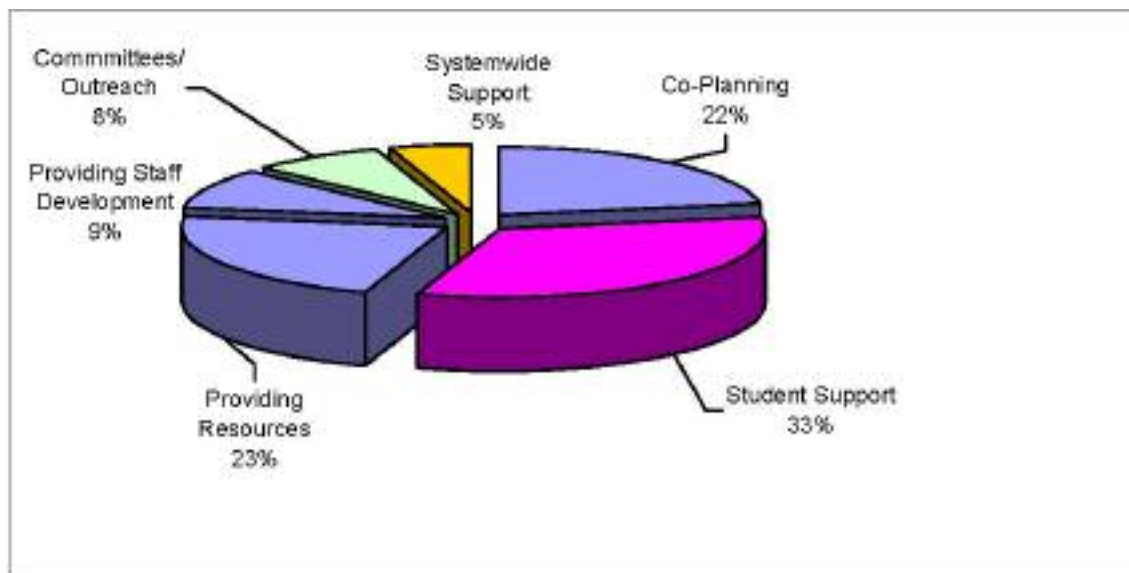
- *Level 1: The Foundation.* The foundation level involves indirect support of the GT Education services that are already in place and are working “fairly” well. Examples of Level 1 collaboration would be locating resources or materials, and providing GT program updates or training information for GT teachers.
- *Level 2: CATALYST Teacher/Classroom Teacher Collaboration.* Level 2 services comprise a majority of the CATALYST teacher’s services and may be direct (working with students) or indirect (planning with teachers). The CATALYST teacher and the classroom teacher work together to plan and deliver instruction and/or assessments for the GT cluster group. Collaboration may include long-range unit planning, lesson or resource development, team teaching, or demonstration lessons.
- *Level 3: CATALYST Teacher Role.* The CATALYST teacher provides expertise in student identification, individual student educational planning (i.e., acceleration cases) or parent conferences. Level 3 services include the CATALYST teacher’s

responsibilities to serve as GT Facilitator and collect program data on a quarterly basis through completion of a daily contact log, the data of which is summarized over a four-year period, and participate in the GT Education teacher training sessions.

CATALYST Services Data

Data accumulated over time show that direct services to students (33%) continues to comprise about one-third of the CATALYST services. Services that support teachers (planning, providing resources, staff development) continue to comprise the majority of the CATALYST teacher's role (54%). Services that support administration/leadership (committees, parent outreach, and system-wide GT Education support) comprise 13% of the CATALYST role. The following presents the range of categories of services for 2004 –05.

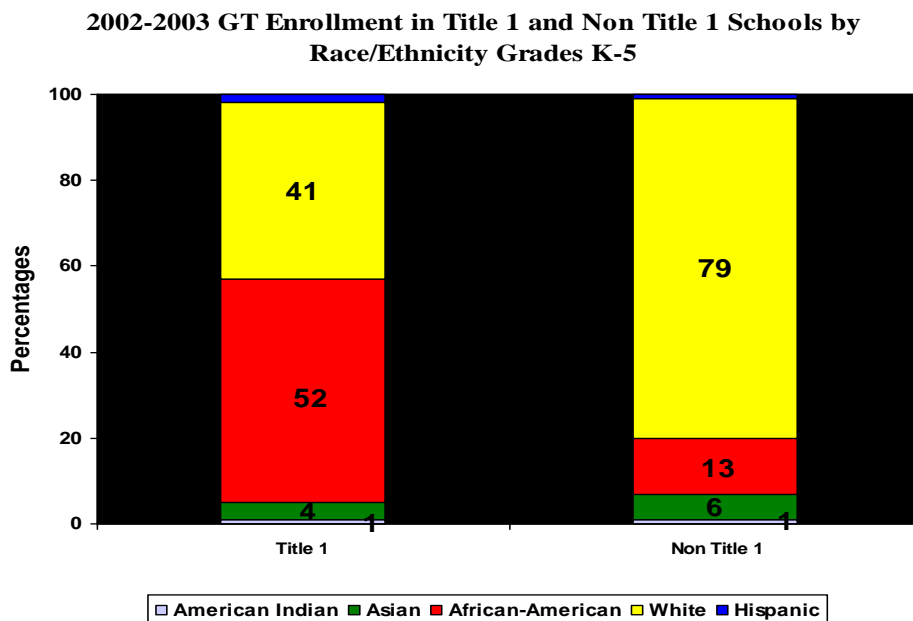
CATALYST Project Services, 2004 – 2005



The major impact of CATALYST services revolve around direct assistance to teachers.

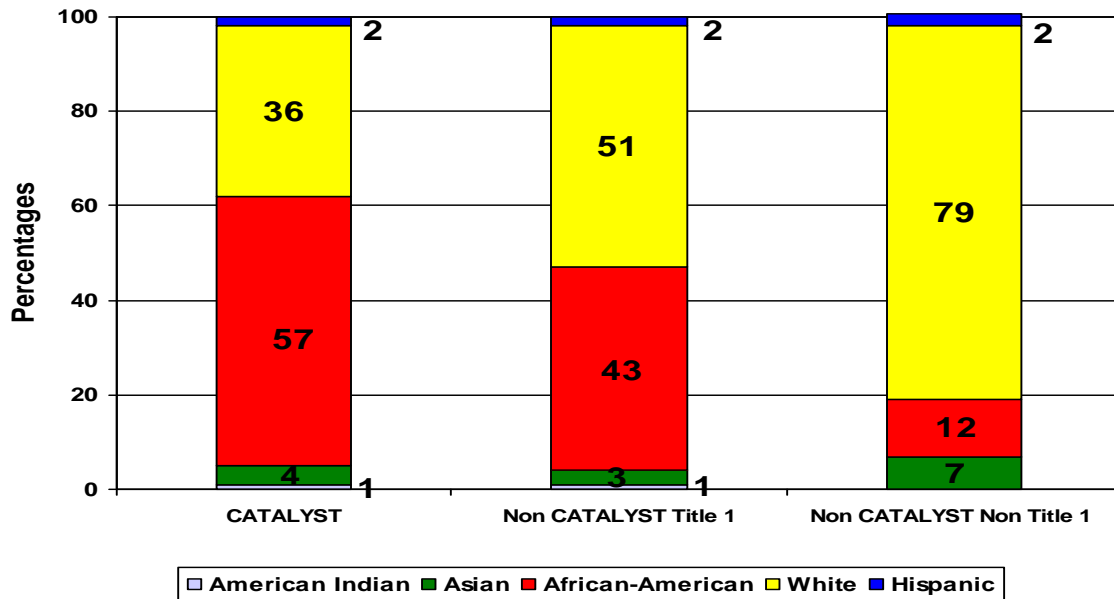
GT Education Student Enrollment in CATALYST Schools

Comparison of countywide and CATALYST GT Education enrollments disaggregated by race/ethnicity shows a higher percentage of African American minority students in the schools supported by a CATALYST GT Education Resource teacher. The graphs *GT Enrollment in Title I and Non Title I Schools by Race/Ethnicity Grades K-5*, *GT Enrollment in CATALYST, Non CATALYST and Non CATALYST Non Title I Schools by Race/Ethnicity Grades K-5*, and *GT Enrollment in CATALYST and Non CATALYST Schools by Race/Ethnicity Grades K-5* indicate the CATALYST GT enrollment compared to all BCPS elementary schools over a three year period. In the CATALYST schools, the rate of enrollment for African Americans and white students is virtually the same. This contrasts with the totals for non-Title I elementary schools, where African Americans are underrepresented in GT. To provide a total picture, the representation of African Americans in GT in a given school must be viewed in the context of the demographics of that school.



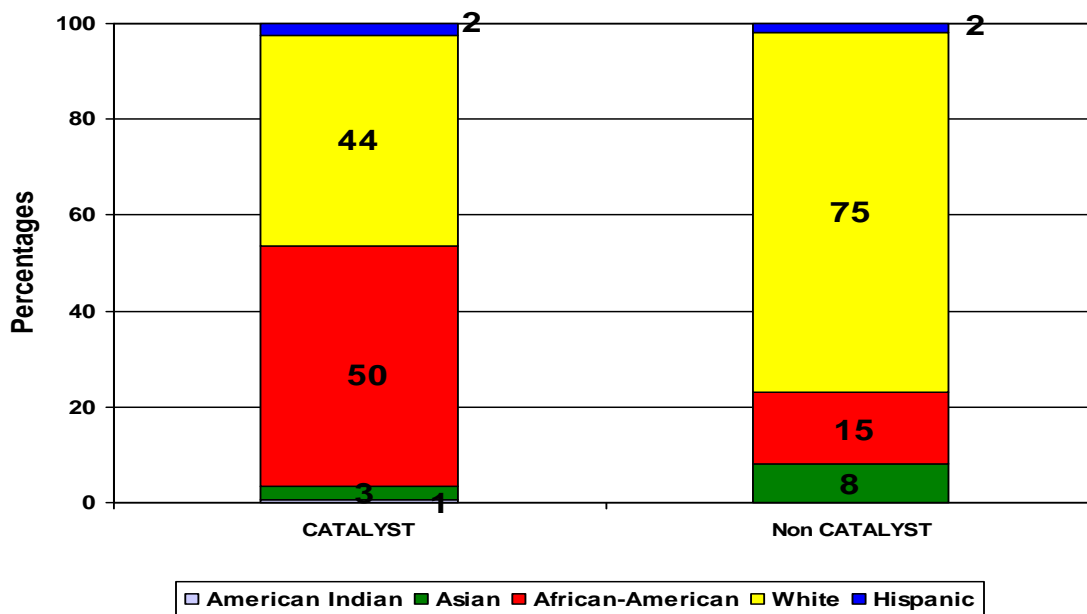
The percentage of GT enrollment of African American students in Title I elementary schools is more than three times the percentage of GT enrollment in non-Title I elementary schools.

2003-2004 GT Enrollment in CATALYST, Non CATALYST and Non CATALYST Non Title 1 Schools by Race/Ethnicity Grades K-5



The percentage of African American GT enrollment in CATALYST schools is more than four times the percentage of African American GT enrollment in non-CATALYST non-Title I schools and is 6 percentage points greater than the African American GT enrollment in non-CATALYST Title I elementary schools. In 2003-04, 31 Title I elementary schools had a CATALYST position.

2004-2005 GT Enrollment in CATALYST and Non CATALYST Schools by Race/Ethnicity Grades K-5

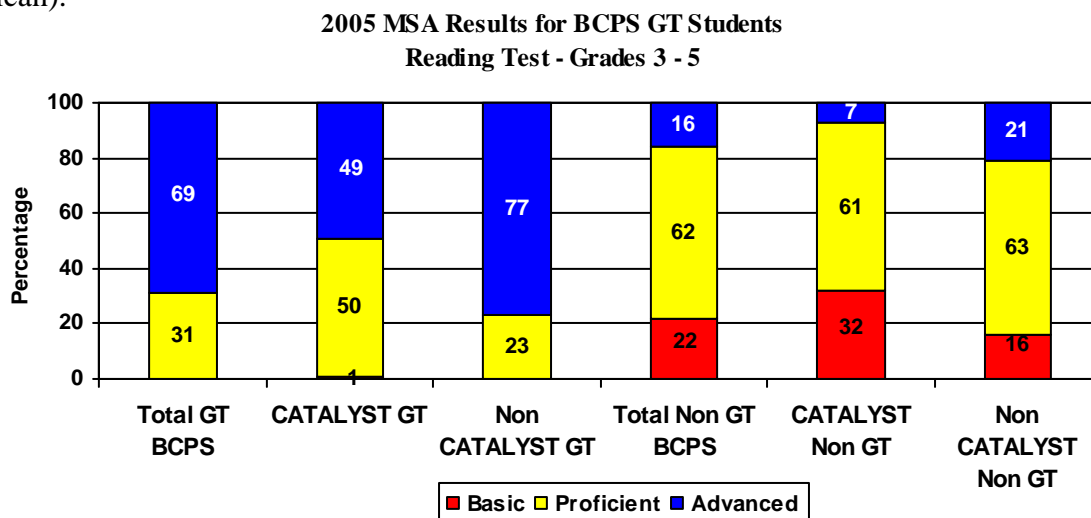


The percentage of GT enrollment of African American students in CATALYST elementary schools is more than three times the percentage of GT enrollment in non-CATALYST elementary schools. In 2004-05 all 38 Title I elementary schools had a CATALYST position.

Student Achievement in GT Education in CATALYST Schools

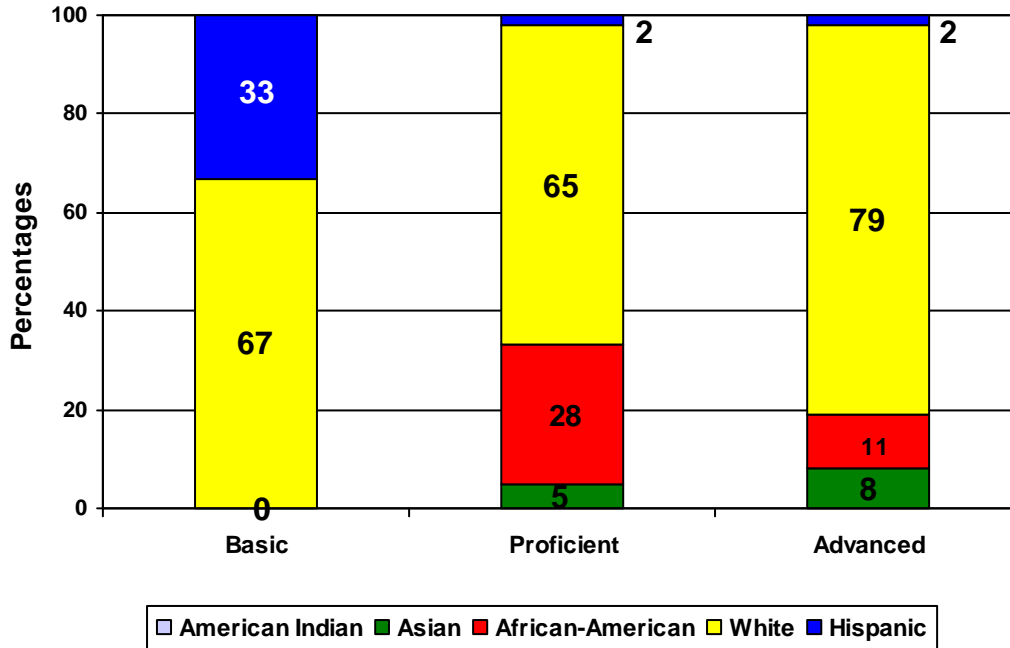
The measures used to assess student achievement in the CATALYST program are aligned with the *Blueprint for Progress* Performance Indicators. Key assessments are the MSA Reading and Mathematics scores.

Students in the 2004-05 CATALYST GT program in Title I elementary schools demonstrated significant improvement on the MSA Reading assessment with 49% of Gifted and Talented Education students scoring at the advanced level compared to 23.9% scoring at the advanced level in 2002-03. Of those CATALYST students scoring at the advanced level on the MSA Reading assessment in 2004-05, 79% were white and 21% were minority students (11% African American). Similar success was demonstrated on the 2004-05 MSA Math assessment with 48% of CATALYST students scoring at the advanced level. Of those students scoring at the advanced level on the MSA Math assessment in 2004-05, 47% were white and 52% were minority students (46% African American).



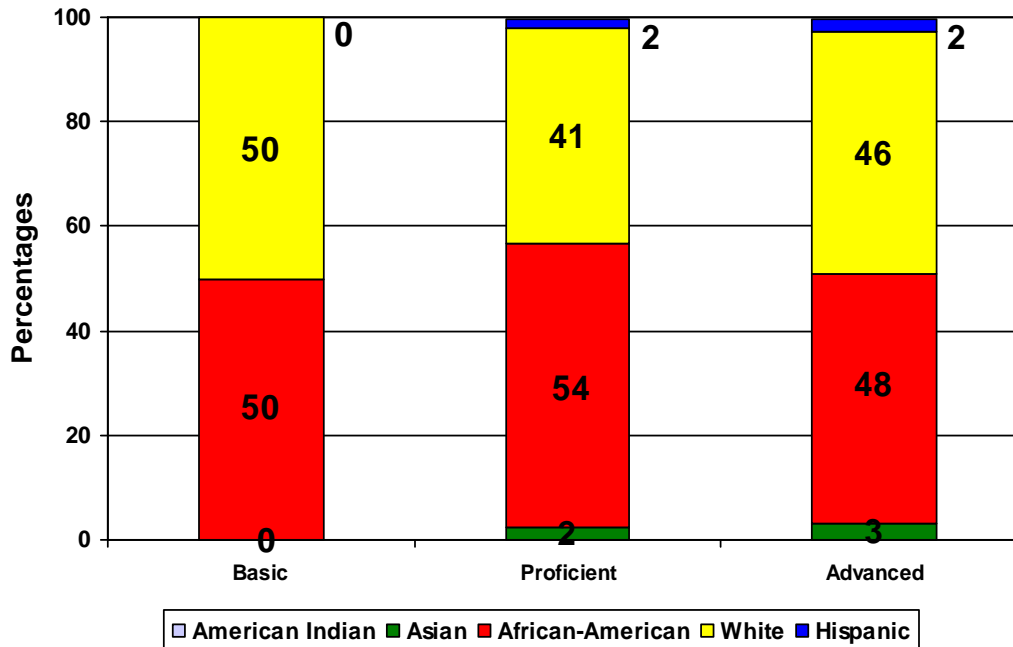
In 2005, among GT students in grade 3 – 5, 69% scored in the Advanced category on the MSA Reading and 31% scored in the Proficient category. Among CATALYST GT students, 99% scored in the Proficient or Advanced categories with 49% scoring in the Advanced category. Non-CATALYST GT students had the highest rate of students scoring in the Advanced category (77%) with most of the remaining non-CATALYST students scoring in the Proficient category. Among non-GT students in grade 3 – 5, 16% scored in the Advanced category on the MSA Reading, 62% scored in the Proficient category, and 22% scored in the Basic category. Non-GT students in the CATALYST program had 7% scoring in the Advanced category on the 2005 MSA Reading, 61% scoring in the Proficient category, and 32% scoring in the Basic category. Finally, among non-GT students who were not in the CATALYST program, 21% scored in the Advanced category on the 2005 MSA Reading, 63% scored in the Proficient category, and 16% scored in the Basic category.

**2005 MSA Results for BCPS Non CATALYST GT Students by
Race/Ethnicity Reading Test Grades 3-5**



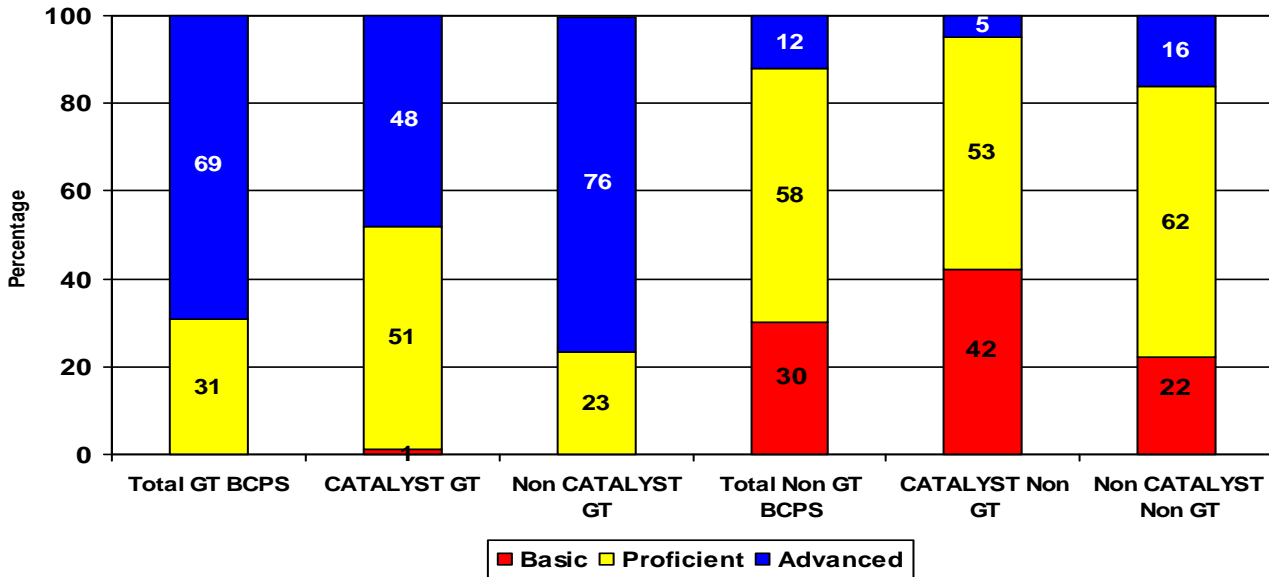
Among non-CATALYST GT students in grades 3 – 5 who scored in the proficient category on the 2005 MSA Reading, 65% were white, 28% were African American, and 5% were Asian. Among non-CATALYST GT students in grades 3 – 5 who scored in the advanced category on the 2005 MSA Reading, 79% were white, 11% were African American, and 8% were Asian.

**2005 MSA Results for BCPS CATALYST GT Students by Race/Ethnicity
Reading Test Grades 3-5**



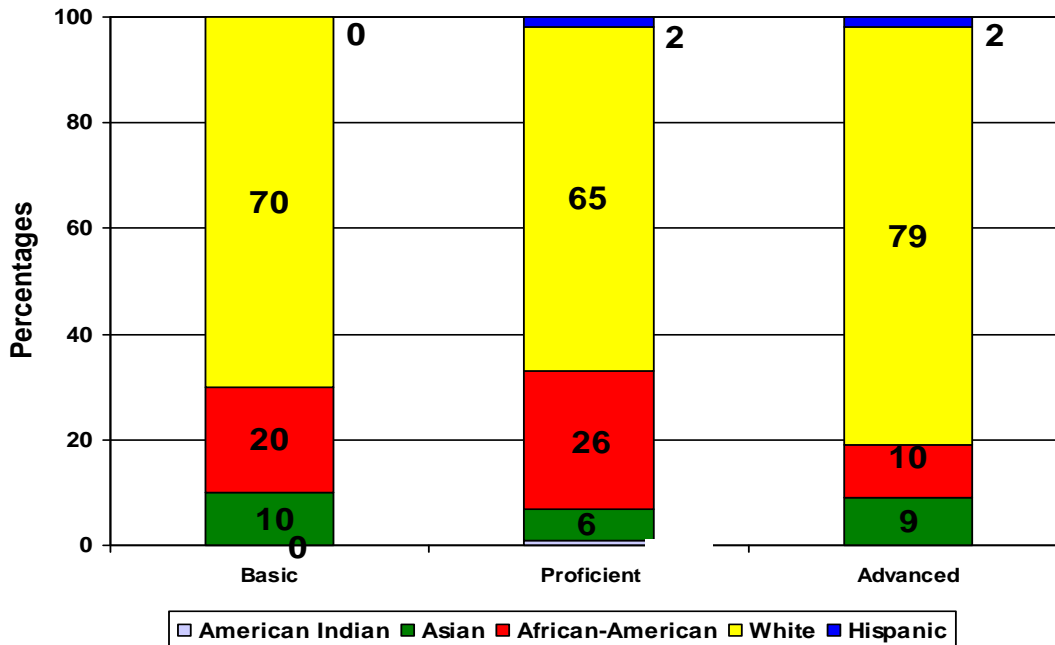
Among CATALYST GT students in grades 3 – 5 who scored in the Proficient category on the 2005 MSA Reading, 41% were white, 54% were African American, and 2% were Asian. Among CATALYST GT students in grades 3 – 5 who scored in the Advanced category on the 2005 MSA Reading, 46% were white, 48% were African American, and 3% were Asian.

**2005 MSA Results for BCPS GT Students
Math Test Grades 3-5**



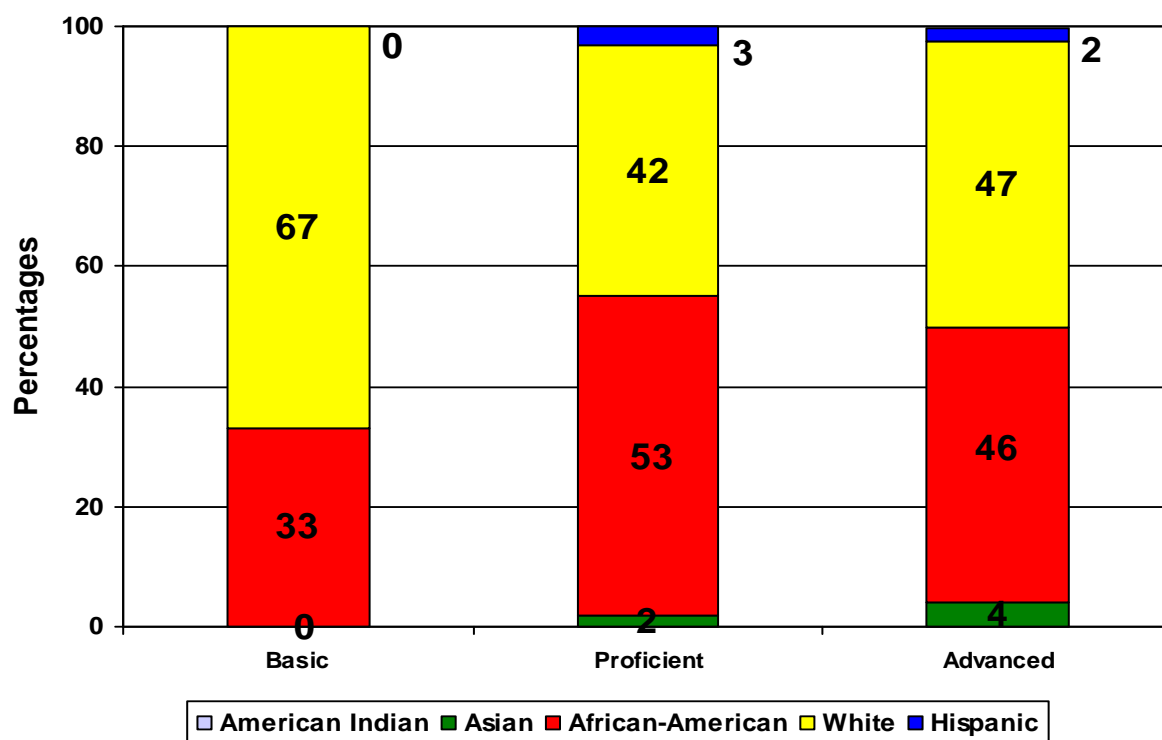
In 2005, among GT students in grade 3 – 5, 69% scored in the Advanced category on the MSA Mathematics and 31% scored in the Proficient category. Among CATALYST GT students, 99% scored in the Proficient or Advanced categories with 48% scoring in the Advanced category. Non-CATALYST GT students had the highest rate of students scoring in the Advanced category (76%) with most of the remaining non-CATALYST students scoring in the Proficient category. Among non-GT students in grade 3 – 5, 12% scored in the Advanced category on the MSA Mathematics, 58% scored in the Proficient category, and 30% scored in the Basic category. Non-GT students in the CATALYST program had 5% scoring in the Advanced category on the 2005 MSA Mathematics, 53% scoring in the Proficient category, and 42% scoring in the Basic category. Finally, among non-GT students who were not in the CATALYST program, 16% scored in the Advanced category on the 2005 MSA Mathematics, 62% scored in the Proficient category, and 22% scored in the Basic category.

**2005 MSA Results for BCPS Non CATALYST GT Students by
Race/Ethnicity Math Test Grades 3-5**



Among non-CATALYST GT students in grades 3 – 5 who scored in the Proficient category on the 2005 MSA Mathematics, 65% were white, 26% were African American, and 6% were Asian. Among non-CATALYST GT students in grades 3 – 5 who scored in the Advanced category on the 2005 MSA Mathematics, 79% were white, 10% were African American, and 9% were Asian.

2005 MSA Results for BCPS CATALYST GT Students by Race/Ethnicity Math Test Grades 3-5



Among CATALYST GT students in grades 3 – 5 that scored in the Proficient category on the 2005 MSA Mathematics, 42% were white, 53% were African American, and 2% were Asian. Among CATALYST GT students in grades 3 – 5 that scored in the Advanced category on the 2005 MSA Mathematics, 47% were white, 46% were African American, and 4% were Asian.

Research-based Differentiation Strategies in CATALYST Schools

In CATALYST schools the differentiated curriculum “accelerates and enriches grade-level instructional content using overarching concepts and themes and advanced instructional materials (1.b).” One measure of curriculum implementation used in the CATALYST project was the extent to which schools implemented the above-grade level assessments in mathematics and reading.

In the Grade 4 and Grade 5 GT Education mathematics program, the curriculum is accelerated and students take the above grade-level county summative assessments. In 2003 – 2004, 90% of the CATALYST schools were reported as consistently using the appropriate GT Education mathematics assessments. That level of implementation

continued in 2004-05. The students identified for Grade 4 GT Mathematics were on average scoring at or above the 80th percentile on the above grade level assessments. Students in the Grade 5 GT Mathematics are on average scoring at or near the 80th percentile on the Grade 6 middle school assessments. These levels of achievement remain constant for 2004-05.

In the GT Reading/Language Arts program, the means of assessment was modified for 2004-05 to better meet the needs of individual schools. Schools were allowed to choose from a variety of assessment options to evaluate their students' progress. In 2003-04, Grades 3 – 5 used the above-grade level Houghton-Mifflin series as a part of their accelerated and enriched program. In 2004-2005, the use of the above-grade level Houghton-Mifflin assessments was voluntary. Of the schools reporting using the Houghton Mifflin above grade level assessments in 2004-05, students consistently met or exceeded the target proficiency score of 70%.

Part IV. Gifted and Talented Education Professional Development

Ongoing, systemic professional development is essential for providing the high quality Gifted and Talented Education Program services specified by Board Policy 6135. It is essential that “the school system 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.” Differentiation for gifted and talented students reflects “multiple instructional approaches addressing gifted and talented students’ unique abilities and interests by varying the instructional content, processes, and products.” (Rule 6135 1.b) Therefore, in order to effectively differentiate instructional experiences, teachers in the BCPS Gifted and Talented Education Program require sound content knowledge *and* specialized pedagogy. The data documenting the status of Gifted and Talented Education professional development reflect teacher participation in GT Education professional development opportunities.

The BCPS *Blueprint for Progress* Performance Goal 3, states that “all teachers... will participate in ‘high quality’ differentiated professional development” (3.2) and that the system will provide “a variety of ‘high quality’ professional development opportunities that focus on teachers’ ... assessed needs” (3.f) including “professional development opportunities on cross-cultural and differentiation strategies for all staff.” Training provides teachers with information regarding the characteristics of giftedness, differentiation strategies, and gifted and talented education referral and review procedures and timelines.

This report focuses on the differentiated 2004 – 2005 countywide Gifted and Talented Education professional development opportunities sponsored or co-sponsored by the Office of Gifted and Talented Education. Other professional development opportunities were provided by

the offices within the Division of Curriculum and Instruction but are not specified. The professional development was designed to address the goals of the *Blueprint for Progress* and, as specified in the BCPS Master Plan, to support the implementation of the GT program.

To address these goals, professional development opportunities were categorized as general (GT education instructional pedagogy) or subject-specific (content related). The subject-specific training was further categorized as: training in new curriculum (essential topics) or training based on teacher needs/interest assessment (differentiated topics). A total of 63 different Gifted and Talented Education general and subject-specific training opportunities were offered providing professional development for 1999 participants.

Table: Professional Development Provided to Teachers of GT Students 2004-05

Type	Number of Sessions	Percent of Sessions	# of Participants
General	1	2	88
Primary Talent Development	53	84	1532
Elementary GT Curriculum	4	6	213
Middle School GT Curriculum	5	8	166

The participants in the professional development were elementary and middle school teachers in the Gifted and Talented Education program. Teachers were made aware of professional development training through a variety of methods: announcements in the Superintendent's Bulletin, Countywide Professional Development Day schedules, targeted email and interoffice mailings, Department Chair meetings, GT Facilitator meetings, and the Gifted and Talented Education Office website.

Participation data were collected and summarized by the Office of Gifted and Talented Education staff. Each participant signed an attendance sheet at the professional development training. These attendance data were entered into a database organized by school and topic. There were a total of 1,999 participants for these training opportunities (duplicated count). Of these 1,999 participants:

- 4% of participants attended general GT Education topics, K-12.
- 77% of participants attended Primary Talent Development topics.
- 11% of participants attended Elementary GT Education topics.
- 8% of participants attended Middle School GT Education topics.

General GT Education Pedagogy

Among the 63 professional development opportunities offered in 2004-05, 4% were on general (GT pedagogy) topics. Additionally, the four regularly scheduled GT Facilitator meetings (not reflected in the general GT education topics) are considered essential for GT referral and review and other program updates. Each school is to send a representative to the meetings. Four meetings were held during the year 2004-05 and by the conclusion of the year, every school had sent a representative to at least one meeting. In 2004-05, a two-day August in-service was offered for teachers new to Gifted and Talented Education, Grades 3 – 12 (88 attended).

Primary Talent Development

Among the subject-specific training topics during 2004-05, 84% focused on the Primary Talent Development (PTD) program. Continuous, differentiated professional development remained a foundational goal of the program. Training sessions during the 2004-

05 school year targeted four specific subgroups: teachers *new* to PTD, teachers *experienced* with PTD, Gifted and Talented *CATALYST* Resource Teachers, and *outreach* workshops in support of MSDE initiatives.

Following an introduction to Primary Talent Development at the August New Teacher Induction (1 session; 100 participants), essential training for teachers *new* to PTD was provided through focused fall grade level area cluster meetings (15 sessions; 80% [83 schools] of all elementary schools represented; 414 participants). PTD Workshops were also conducted for the Science/Math Resource Teachers (1 session; 39 participants), the staff of the Elementary Reading Office (1 session; 14 participants), and Gifted and Talented Facilitators (2 sessions; 25 participants) in order to strengthen inter-office collaborations and achieve mutual achievement outcomes.

Workshops for teachers *experienced* with PTD were offered on several essential topics including a *Revised PTD Guide Overview* (2 sessions; 83% [86 schools] of all elementary schools represented; 177 participants) and *Using the REPI Developmental Continuum of Selected Behaviors* (2 sessions; 49 participants). In addition, three (3) voluntary PTD Strategy Sessions were offered throughout the year to provide professional dialogue and networking on the topics of *Revisiting Portfolio Expectations* (7 participants), *Informal Portfolio Reviews* (8 participants), and *Showcasing PTD* (7 participants). Upon request by the principal, direct school-based support visits were provided to eighty-four (84) elementary schools by the two central office Primary Talent Development resource teachers.

The Gifted and Talented *CATALYST* Resource Teacher plays a vital role in supporting the effective and consistent implementation of Primary Talent Development in their assigned schools. To this end, three (3) *CATALYST* trainings were provided: one to review and clarify

the revised PTD Guide (BCPS, 2004), one to support CATALYST teachers in the mid-year PTD Portfolio review process, and one to support CATALYST teachers in the end-of-year PTD Portfolio review process. All CATALYST teachers (38) attended these trainings.

All elementary schools received invitations to register for the Spring '05 Primary Talent Development Inservice, which was eventually cancelled due to under-registration. The invitation to participate in the first annual Primary Talent Development Showcase and Celebration (1 session) was also extended to all elementary schools. Over one hundred and seventy-seven (177) K-2 teachers, administrators, and interested stakeholders attended this end-of-year event.

In addition to systemic professional development, the BCPS Primary Talent Development program continues to serve as an exemplar for the Maryland State Department of Education (MSDE). In collaboration with this statewide initiative, two *outreach* workshops and one consultation were conducted (57 total participants) in several Maryland counties.

Training sessions conducted during the first half of the 2005-06 school year continued to target the four specific subgroups: teachers *new* to Primary Talent Development (PTD), teachers *experienced* with PTD, Gifted and Talented CATALYST Resource Teachers, and *outreach* workshops in support of MSDE initiatives.

Following sessions at the New Teacher Academy (1 session, 170 participants) and the New Teacher Induction (3 sessions, 150 participants), essential training for teachers *new* to PTD was offered to all elementary schools and provided through focused fall grade level area cluster meetings. (15 sessions; 113 participants, 51% schools represented).

Support for teachers *experienced* with PTD was provided through one school-based K-2 faculty meeting (8 teachers), a PTD Fall In-service Course (7 participants), and twenty-nine (29)

school based support visits by the two centrally located PTD resource teachers.

The Gifted and Talented CATALYST Resource Teacher's role remains vital to the effective and consistent implementation of Primary Talent Development in their assigned schools. To this end, a fall PTD session was provided to outline 2005-06 support and service plans (29 participants).

PTD *outreach* sessions were provided on three occasions to date: the October Maryland State Department of Education GT Conference (10 participants) and two separate workshops for K-2 teachers in St. Mary's County (133 participants).

Elementary Gifted and Talented Education Professional Development

Of the 38 GT Education Professional Development topics offered in 2004 – 2005, 6% were in Elementary Gifted and Talented mathematics, and language arts curricula.

In elementary mathematics, training for teachers new to GT or PACE Math was offered during the October Professional Development Day workshops in 2004-05. Sessions included training in PACE Math (55 attended), and Planning for GT 4 two-book mathematics instruction (12 attended) and GT 5 two-book mathematics implementation (19 attended).

In August of 2004, an overview of the Grade Four Gifted and Talented Education Reading/ Language Arts Program: Scope and Sequence was presented to 127 Grade Four teachers and support personnel. Training included an in-depth overview of the program and how it aligns with the Voluntary State Curriculum to meet the demands of the MSA. Differentiation strategies and techniques for advanced learners were also highlighted.

Middle School Gifted and Talented Education Professional Development

In the 2004-2005 school year, the number of English, reading, mathematics, science, art,

and social studies teachers ranged from 38 – 59, for a given content area. Among the 26 middle schools, the total number of teachers in the GT Education Program per school varied from 9 – 46 teachers. Middle schools also varied in the number of teachers assigned to teach the same GT course.

Professional Development Offerings for Middle School GT Teachers

Of the 38 GT Education professional development topics offered in 2004-05, 8% were on middle school English, social studies, and reading curricular topics. Professional development training for GT English teachers was held for both categories of training: essential training in new curriculum and differentiated training in direct response to teacher needs assessment.

On the August Professional Development Day, new curriculum was presented related to the Grade 7 unit, *The Taming of the Shrew*, to Grade 7 GT English teachers (60 attended representing 100% of middle schools). *Touchstones* training, a reading enrichment program for Grade 6 GT Reading teachers, was offered to all middle schools that had not received the training the previous year or that had teachers new to the teaching of *Touchstones* after the school day (20 teachers attended representing 27% of middle schools). One differentiated opportunity related to drama for Grade 7 GT English teachers was offered after school (15 teachers representing 23% of middle schools attended).

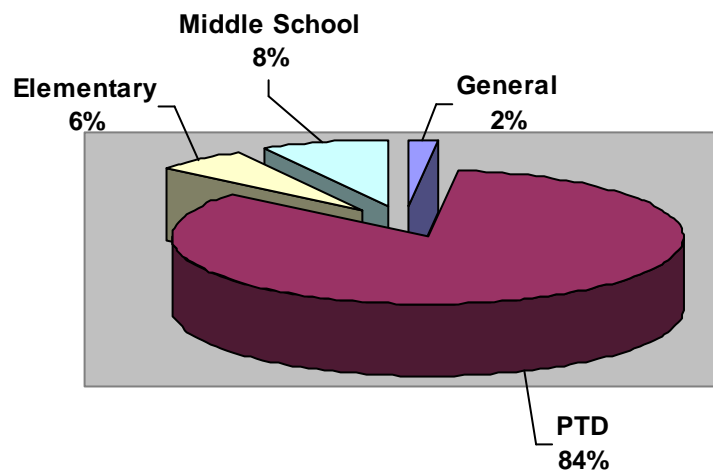
Professional development training for GT social studies teachers was held on the August Professional Development Day addressing strategies for implementing social studies in Grades 6 – 8 (60 attended representing 100% of middle schools). One differentiated after school opportunity was offered related to implementation/strategies and creating essential questions for teachers in Grades 6 – 8 using *USA Today* (11 teachers attended both trainings, with 19 % of middle schools represented).

Professional Development Offerings for High School GT Teachers

Professional development training for Gifted and Talented Education high school teachers was held for both categories of training: essential training in new curriculum and differentiated training in direct response to teacher needs in 2004-05.

On the August Professional Development Day, new curriculum was presented related to the grade and content units. Additional staff development was provided on an individual school basis via department meetings and/or on an individual teacher basis as requested by the school or individual teacher. Selected teachers also attended specialized AP and AVID training through collaboration with the various content offices.

GT Education Professional Development Topics 2004-05



Part V. Patterns, Trends, and Recommendations

Primary Talent Development Data Patterns and Trends

The following statements summarize the patterns and trends in the Mid-Year Primary Talent Development Mid-Year Portfolio Review conducted in 2004-05:

- Sustained PTD support fosters ongoing professional dialogue and addresses curriculum and portfolio issues at the school level. All of the elementary schools (N=104) received differentiated and ongoing support through one of three levels of PTD Partnership (CATALYST, Sustained, or Focused).
- The majority (86%) of the 104 elementary schools had K-2 mid-year portfolios that presented documentation indicative of consistent implementation of PTD. These schools scored between 3.0 and 4.0 on the PTD Rubric.
- Fifteen schools would benefit from staff development that focused on compiling and coding portfolio documentation in accordance with review expectations.

The following statements summarize the patterns and trends in the Mid-Year Primary Talent Development Mid-Year Portfolio Review conducted in 2005-06:

- Leveled PTD Partnership support (CATALYST, Focused, and Sustained) continues to provide all schools (105) [Woodholme Elementary opened fall 2005 and was added] with differentiated, ongoing, gradual release support and professional development.
- The percentage of schools (97%) presenting portfolio documentation indicative of consistent implementation of PTD remained consistent with 04-05 findings. These schools scored between 3.0 and 4.0 on the PTD Rubric.

- Three schools (3%) would benefit from staff development and/or support focusing on compiling and coding portfolio documentation in accordance with review expectations.

The following statements summarize the patterns and trends in the 2004-05 End-of-Year Primary Talent Development Portfolio Reviews conducted between May 20 and June 7, 2005.

- PTD was consistently implemented in all 104 BCPS elementary schools (no schools lacked evidence of PTD portfolio documentation).
- PTD positively impacts differentiated instruction: 90% (94 schools) met and exceeded portfolio review expectations, indicating that the PTD enduring strategies are being used across the disciplines with increasing intensity, frequency, and complexity.
- 43% (45 schools) improved portfolio review scores from their '04-05 mid-year findings to their '04-05 end-of-year findings.
- Thirty-eight more schools demonstrated (through their mid-year review composite scores) the ability to independently conduct PTD self-reviews during the end-of-year process, providing evidence of imbedded PTD understandings and practice.

Actions and outcomes from previous recommendations for the Primary Talent Development Program

- Ongoing staff development to the four targeted subgroups (new, experienced, CATALYST, and outreach) supports professional dialogue, networking, and portfolio expectations.
- Specific school-based support, focused on the processes involved in the compilation of portfolios, benefits schools revealing little or insufficient PTD portfolio documentation (reduction from 15 schools in mid-year 2004-05 to 3 schools in mid-year 2005-06).

- Conducting a 2004-05 summative End-of-Year PTD Portfolio Review provided the BCPS system with its first baseline data for the complete, year long implementation (two modules at each grade level) of the Primary Talent Development Program.

The following statements summarize the patterns and trends in the End-of-Year Primary Talent Development Portfolio Reviews conducted between May 20 and June 7, 2005.

Differentiated, sustained PTD staff development remains an effective strategy.

- Ongoing professional dialogue and networking is supported through targeted audiences, Cluster Meetings, CATALYST support, and school-based services.
- Forty-five schools (43%) improved portfolio review scores from their '04-05 mid-year findings (cited in the GT April 2005 Status Report) to their '04-05 end-of-year findings.
- Thirty-eight more schools demonstrated (through their mid-year review) the ability to independently conduct PTD self-reviews during the end-of-year process providing evidence of imbedded PTD understandings and practice.

Primary Talent Development positively impacts differentiated instruction

- Ninety percent (90%) of all BCPS elementary schools *met and/or exceeded* PTD Portfolio review expectations during the end-of-year process, indicating that portfolios are contributing to informed instructional decision-making.

Recommendations for the Primary Talent Development Program Based on Review Data

The following recommendations for the Primary Talent Development Program are based on the patterns and trends in the review data.

- Differentiated, ongoing support and targeted professional development that focuses on recognizing, nurturing, challenging, and documenting the potentials and advanced learning capabilities of young children through effective implementation of grade level PTD modules will be continued.
- Cluster and/or school-based training in the use of the REPI Developmental Continuum of Selected Behaviors will be provided for those schools currently collecting the required portfolio documentation but failing to apply REPI codes. Provide similar training to refine the REPI coding skills of experienced teachers.
- General professional development will focus on the use of the PTD Portfolio/PTD Cumulative Behavioral Checklist as a Referral and Review Data Source for gifted and talented programs.
- The 2006 Summer Curriculum Writing workshop to draft and pilot a Pre-K Primary Talent Development component in collaboration with the BCPS Office of Early Childhood will be conducted.
- Primary Talent Development Portfolio End-of-Year Primary Talent Development Reviews will be conducted during the 2005-06 school year in all 105 elementary schools to collect timely data to analyze against the 2004-05 baseline.
- The trends and patterns related to PTD success concerning schools meeting and/or exceeding portfolio expectations will be examined to determine new professional development enhancements.

Program Implementation Patterns and Trends in the Focused Support Schools

The following patterns and trends can be observed from the 2004 - 2005 data collected in the 45 focused support schools:

GT Education Program Implementation in Focused Schools

- 28 elementary and 17 middle schools were identified as focused support schools requiring various levels of services.
- The services involved at least five categories and related activities, including meeting with principals, reviewing student profiles, attending referral and review meetings, conducting grade level meetings and GT classroom walkthroughs.
- Services to the 35 identified elementary schools increased from 38 in 2003 to 188 in 2004. In 2005 however, the number of services decreased to 105 in 28 identified schools. The decrease in services may be attributed to the success of prior support provided at the schools as well as the smaller number of schools involved.
- Services to the 15 middle schools more than tripled from 2003 to 2004. In 2003, 24 services were provided, while in 2004, 82 services were provided. In 2005 the services to schools increased to 98 and the number of schools increased to 17.
- All but 3% of the 28 elementary schools held at least one administrative meeting. Services focused on student profiles were held at 36% of the schools, while referral and review services were held at 37% of the schools and grade level meetings services were held at 44% of the schools.
- One hundred percent of the middle schools held at least one administrative meeting and a walkthrough; profile reviews were held at 6% of the schools and review and referral services were conducted at 23.5% of the middle schools.

Recommendations Based on Focused Schools Implementation Data

The following program recommendations are supported by the analysis of patterns and trends in the focused support schools.

- The GT Office and the Area Assistant Superintendents will continue to work with the schools to increase student involvement and participation in GT Education .
- The Area Assistant Superintendents, in conjunction with the Office of Gifted and Talented, will continue to review program implementation data to determine those schools that need to be designated as focused support schools.
- Services focused on student profiles, referral and review and grade level meetings services will be increased.
- School principals will annually conduct a GT program self-assessment to determine the support services needed by their schools.
- Schools with low numbers of identified students will yearly assess the equity of their referral and review procedures in order to take full advantage of the multiple criteria included in the Referral and Review process.
- Using data resulting from walkthroughs, as reported to the Area Assistant Superintendents, the GT Office will provide appropriate technical assistance.

CATALYST GT Project Patterns and Trends

The following patterns and trends are observable in the CATALYST program implementation data:

- Data on the CATALYST teachers' services in schools show that the program has been implemented as a collaborative model with a majority of services supporting teachers in implementing the differentiated GT Education program in the regular classroom.
- CATALYST GT program enrollment data show that students can effectively participate in GT Education through diagnostic placements.

- The percentage of CATALYST-GT students who are African American continued to exceed the percentage for non-CATALYST African American GT students. 50% of CATALYST GT students were African American contrasted with 15% of non-CATALYST GT students. In Title I schools, African American students comprised 61% of non-GT students and 50.6% of GT students. In non-Title I schools, African American students comprised 31.8% of non-GT students.
- While the students in the CATALYST GT program achieved at the Proficient or Advanced level on the MSA tests, fewer achieve at the Advanced level when compared to GT Education students countywide.

Recommendations for the CATALYST GT Project Based on Data

The following recommendations for the CATALYST GT Project are based on the analysis of patterns and trends in the reviewed data.

- Funding and support for the CATALYST GT Education project in Title I elementary schools will be continued.
- The effectiveness of CATALYST program implementation in individual schools will be monitored.
- The CATALYST teachers will be provided with related enhanced professional development opportunities related to effective instructional practices.
- Budget proposals to support Gifted and Talented Education in all schools will be submitted for consideration in budget proposals for fiscal year 2008.

GT Education Professional Development Patterns and Trends

These patterns and trends can be observed from the GT Education professional development data.

- Gifted and Talented Education professional development topics in 2004 - 2005 supported the professional development goals in the *Blueprint for Progress*.

Professional development topics were offered consistently throughout 2004-2005.

Professional development included differentiated topics as well as subject-specific/grade specific topics. Some professional development was offered for graduate or in-service credit. Professional development was offered in general GT Education pedagogy as well as subject-specific/grade-specific topics that are *essential* for all teachers or *differentiated* by need and interest. There were 63 professional development sessions provided in GT Education in 2004-05 that involved 1,999 teachers. This included 53 sessions for Primary Talent Development, 3 sessions for elementary math, 1 elementary Language Arts session, 5 middle school sessions and 1 general session for teachers new to GT education.

Recommendations Based on Professional Development Data

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

- Given the large number of teachers new to teaching and/or GT, professional development for all teachers new to GT education will be offered.
- Given large numbers of GT teachers in the secondary school programs, GT professional development for this group will be offered.
- K - 12 science and social studies GT professional development will be offered.

- Notification by the Office of Gifted and Talented Education will be provided to principals when a GT Education professional development topic is essential so they can ensure their schools are represented. School administrators and curriculum office personnel will work together to encourage teachers in the GT Education program to pursue the in-depth differentiated GT professional development.
- GT teachers need to be well qualified in their content areas, and prepared in GT pedagogy to ensure that they can develop, and deliver effective GT curriculum, and effectively assess GT learners' needs. Given this, BCPS will continue to explore the development of a countywide GT endorsement.

APPENDIX A
Board Policy and Rule 6135
The Gifted and Talented Education Program

INSTRUCTION:

The Gifted and Talented Education Program

The Board of Education 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 this central mission in mind, the Board believes that every student in the Baltimore County Public Schools K-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 Board believes 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. Therefore, 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.

The Superintendent shall provide to the Board a semi-annual status and growth report for the Gifted and Talented Education Program detailing disaggregated student enrollment, retention and achievement, curriculum and professional development, program implementation, and recommendations for improvement.

Legal References:

Annotated Code of Maryland, Education Article

Comprehensive Master Plans, §5-401

Gifted and Talented Students, §8-201 - §8-204

No Child Left Behind Act of 2001, 20 U.S.C. §7801

Related Policies:

Board of Education Policy 5200, STUDENTS: Promotion and Retention

Policy
Adopted: 09/09/03

Board of Education of Baltimore County

APPENDIX A
Board Policy and Rule 6135
The Gifted and Talented Education Program

INSTRUCTION:

The Gifted and Talented Education Program

1. Definitions

- a. The term gifted and talented refers to those students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or specific academic fields, who need specific services or activities in order to fully develop those capabilities.⁷ A gifted and talented elementary or secondary student is identified by professionally qualified individuals as having outstanding talent and performing or showing the potential for performing at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment.⁸
- b. Differentiation refers to multiple instructional approaches used to address gifted and talented students' unique abilities and interests by varying the instructional content, processes, and products. Differentiated instruction for gifted and talented students accelerates and enriches grade-level instructional content using overarching concepts and themes and advanced instructional materials. Instructional processes are varied to incorporate flexible pacing and opportunities to engage in advanced research and problem solving that is characteristic of professionals in the field. Differentiated products or performance assessments apply learning meaningfully to complex, authentic tasks.
- c. Acceleration of instruction means that students are provided with more complex and challenging material which they are expected to master at a faster pace. As used in this rule, acceleration occurs in various forms and may include, but is not limited to, the following:
 - 1) Curriculum compacting. The student is pre-assessed to determine skill mastery. The mastered material is then replaced with enriched or accelerated content;
 - 2) Subject acceleration. For one or more specific subjects, a student is advanced to another grade level without being promoted to a higher grade level;
 - 3) Grade level acceleration. A student is promoted to the next grade level:

^{7 and 8} *Annotated Code of Maryland*, Education Article §8-201.

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Board Policy and Rule 6135
The Gifted and Talented Education Program

- 4) Concurrent enrollment. A student is enrolled in college courses while in high school;
- 5) Advanced placement courses. Students are enrolled in college level courses as preparation to take advanced placement exams for college credit.

2. Student Identification and Placement

Student identification and placement for Gifted and Talented Education is ongoing. As used in this rule, student identification and placement consists of early talent development K - 2, a school-based process for ongoing student referral and review, program recommendations, and a process for appeals.

a. Early Talent Development, K – 2

- 1) All elementary schools shall be required to implement the primary talent development (PTD) program K – 2⁹ in order to recognize, nurture, and challenge the potential of all children.
- 2) Schools shall document evidence of each child's PTD learning behaviors in a cumulative K – 2 portfolio used to make referrals to the Gifted and Talented Education program at the end of Grade 2.

b. The Student Referral and Review Process

- 1) The Office of Gifted and Talented Education shall annually provide to schools the timelines and procedures for student referral and review. Elementary and secondary schools are responsible for informing parents about the nature, content, and expectations of the school's Gifted and Talented Education program.
- 2) Elementary and secondary schools shall encourage ongoing student referrals from a variety of sources, including but not limited to teachers, parents, test data, and self-nominations.
- 3) Elementary and secondary schools shall be responsible for establishing diverse, interdisciplinary Gifted and Talented Education referral and review teams that implement a comprehensive student profile assessment process and operate according to the timelines and procedures outlined in the elementary, middle, or high school *Handbook of Procedures for Implementing the Gifted and Talented Education Program*.

⁹ Baltimore County Public Schools *Primary Talent Development; Primary Talent Development Supplemental Lessons* (1996), 2000).

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- 4) Elementary and secondary school Gifted and Talented Education referral and review teams shall, on an annual basis, review their referral and review procedures. The team's review should address equity of access by analyzing disaggregated school and Gifted and Talented Education program student enrollment data.

c. Program Recommendations

- 1) Elementary and secondary school Gifted and Talented Education referral and review teams shall inform parents when recommending that a student enter or exit the Gifted and Talented Education program. This communication shall take place according to the timelines and procedures outlined in the elementary, middle, or high school Handbook of Procedures for Implementing the Gifted and Talented Education Program.
- 2) The Gifted and Talented Education curriculum incorporates various forms of acceleration. In accordance with Board of Education Policy and Rule 5200, STUDENTS: Promotion and Retention, the Executive Director of Special Programs Pre-K – 12 shall approve all recommendations for subject and grade acceleration.
- 3) A student in the Gifted and Talented Education program who also has special needs documented on an individualized education plan (IEP) or 504 plan shall receive the appropriate program modifications, accommodations, and/or services required by that plan.

d. Appeals

- 1) Parents/guardians of students may appeal the student placement recommendations of the school's Gifted and Talented Education referral and review team.

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- 2) The first step in the appeal process is a parent/guardian conference with a school administrator and representative from the referral and review team to review the data on the student profile used to make the program recommendation.
- 3) After this conference, if the parent/guardian and the school do not come to an agreement regarding appropriate placement, the parent may appeal the school's decision to the coordinator of the office of Gifted and Talented Education and Magnet programs. The school will provide the parent with a "Request for Gifted and Talented Education Appeal" from the elementary, middle, or high school Handbook of Procedures for Implementing the Gifted and Talented Education Program.
- 4) End-of-year appeals for the following school year must be received in the office of Gifted and Talented Education and Magnet programs by May 30 or the nearest business day thereafter in order to be considered.
- 5) The coordinator of Gifted and Talented Education and Magnet programs will review the appeal, collect additional data as deemed necessary, and make a recommendation to the school for student placement. Such decision can be further appealed to the Superintendent's designee.

3. Program Implementation

- a. The school principal, under the direction of the Executive Director of Schools, shall administer the Gifted and Talented Education program in the local school according to the procedures for student identification, program articulation and administration, curriculum and instruction, and parent communication specified in the elementary, middle, or high school Handbook of Procedures for Implementing the Gifted and Talented Education Program.
- b. Elementary and secondary schools shall implement the differentiated Gifted and Talented Education curricula developed by the curriculum offices in the Division of Curriculum and Instruction.

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- c. As specified in the elementary, middle, or high school Handbook of Procedures for Implementing the Gifted and Talented Education Program, elementary and secondary schools, with the assistance of the office of Gifted and Talented Education, shall provide teaching staff with information regarding the characteristics of giftedness, differentiation strategies, and gifted and talented education referral and review procedures and timelines.
- d. A student in the Gifted and Talented Education program who also has special needs documented on an individualized education plan (IEP) or 504 plan shall receive the appropriate services pursuant to law.

4. Program Review and Reporting

- a. The executive leadership shall semi-annually submit to the Superintendent Gifted and Talented Education program reports that include disaggregated student enrollment and achievement data, teacher certification and training, allocation of resources for curriculum and professional development, as well as program needs. The Superintendent shall recommend to the Board of Education strategies to address needs and areas for improvement.
- b. The school system shall contract periodic external program reviews to ensure continuous improvement in the Gifted and Talented education program's goals.

Rule

Superintendent of Schools

Approved: 09/09/03

APPENDIX B - Elementary School GT Student Enrollment by School
2000-2001 thru 2004-2005
5 Year Trend

School				Baseline	
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
ARBUTUS ELEMENTARY	26 - 12%	15 - 6.5%	24 - 11.1%	30 - 14.2%	38 - 20%
BALTO HIGHLANDS ELEM	2 - 0.8%	27 - 10.5%	24 - 10.1%	30 - 12%	22 - 8.7%
BATTLE GROVE ELEM	13 - 9%	23 - 14.9%	22 - 14%	26 - 16.4%	35 - 21.7%
BEAR CREEK ELEM	45 - 18.3%	48 - 19%	46 - 18.7%	70 - 31.7%	63 - 28.4%
BEDFORD ELEM	33 - 15.1%	30 - 15.1%	28 - 12.2%	31 - 13.1%	40 - 15.9%
BERKSHIRE ELEMENTARY	27 - 14.4%	34 - 19.3%	36 - 20.6%	41 - 23.8%	42 - 24.9%
CARNEY ELEMENTARY	53 - 19.5%	29 - 11.3%	40 - 14.5%	35 - 12.5%	32 - 11.7%
CARROLL MANOR ELEM	32 - 18.9%	25 - 14.1%	43 - 26.7%	48 - 32.7%	67 - 45%
CATONSVILLE ELEM	21 - 10.5%	24 - 11.1%	28 - 13.5%	54 - 25.5%	56 - 26.3%
CEDARMERE ELEMENTARY	38 - 16.5%	45 - 18%	29 - 11.3%	14 - 5.4%	41 - 16.2%
CHADWICK ELEM	30 - 13.6%	23 - 10.2%	29 - 13.4%	26 - 11.8%	15 - 7.6%
CHAPEL HILL ELEM	67 - 23.8%	50 - 18.4%	42 - 14.4%	68 - 21.2%	59 - 17.7%
CHARLESMONT ELEM	22 - 9.5%	28 - 14.4%	35 - 20.6%	32 - 19.2%	35 - 22.9%
CHASE ELEMENTARY	36 - 19.9%	34 - 18.7%	25 - 16.6%	25 - 18.7%	31 - 24.4%
CHATSWORTH SCHOOL	76 - 33.5%	78 - 34.5%	75 - 32.1%	68 - 27.2%	63 - 26.3%
CHESAPEAKE TERR ELEM	24 - 17.1%	20 - 13.2%	12 - 8.1%	10 - 8.1%	4 - 3.9%
CHURCH LANE EL TECH	39 - 12.3%	28 - 11.8%	32 - 12.6%	44 - 16.1%	56 - 21.3%
COLGATE ELEMENTARY	14 - 10.4%	18 - 12.9%	19 - 12.8%	33 - 20.6%	48 - 30.6%
CROMWELL ELEM MAGNET	37 - 17.3%	92 - 42.8%	85 - 40.5%	81 - 38.9%	98 - 47.1%
DEEP CREEK ELEM	4 - 2%	24 - 12%	23 - 10.5%	46 - 21.3%	50 - 20.1%
DEER PARK ELEMENTARY	28 - 8.4%	32 - 11.4%	35 - 12.8%	38 - 14.8%	36 - 15.4%
DOGWOOD ELEMENTARY	17 - 5.7%	3 - 1%	30 - 9.8%	31 - 10.7%	50 - 15.8%
DUNDALK ELEMENTARY	28 - 9.2%	24 - 7.8%	29 - 9.6%	27 - 9%	43 - 14.9%
EASTWOOD CENTER	17 - 19.3%	12 - 14.3%	15 - 20.8%	11 - 16.4%	24 - 36.9%
EDGEMERE ELEMENTARY	15 - 6%	45 - 18.3%	30 - 13%	35 - 15.6%	44 - 18%
EDMONDSON HGHTS ELEM	60 - 17.4%	35 - 9.6%	34 - 9.2%	22 - 6.2%	47 - 13.4%
ELMWOOD ELEMENTARY	33 - 13.2%	23 - 8.9%	32 - 12.1%	35 - 13.1%	44 - 17.2%
ESSEX ELEMENTARY	33 - 13.4%	20 - 9%	42 - 19.2%	49 - 25%	42 - 24.3%
FEATHERBED LN EL PR	26 - 6.6%	49 - 12.7%	41 - 11.5%	37 - 10.6%	31 - 8.9%
FIFTH DISTRICT ELEM	72 - 42.1%	58 - 36.7%	54 - 37%	70 - 44.9%	72 - 43.6%
FORT GARRISON ELEM	84 - 32.8%	103 - 38.7%	93 - 38.1%	55 - 23.8%	25 - 10.8%
FRANKLIN ELEMENTARY	64 - 21.3%	54 - 20.1%	49 - 18.2%	63 - 24.1%	53 - 19.6%
FULLERTON ELEMENTARY	33 - 12%	14 - 4.9%	23 - 9.5%	49 - 18.6%	51 - 20.6%
GLENMAR ELEMENTARY	0 - 0%	0 - 0%	36 - 18.8%	36 - 18.9%	31 - 19%
GLYNDON ELEMENTARY	42 - 13.9%	47 - 16.8%	21 - 8.2%	39 - 14.3%	37 - 13.3%
GRANGE ELEMENTARY	26 - 10.7%	34 - 14.5%	32 - 16.2%	19 - 9.5%	37 - 19.6%
GUNPOWDER ELEMENTARY	52 - 19%	25 - 8.8%	41 - 13.8%	60 - 19.5%	56 - 20.5%
HALETHORPE ELEM	24 - 11.4%	20 - 10%	13 - 6.6%	23 - 12.8%	25 - 13.4%
HALSTEAD ACADEMY	28 - 11%	29 - 11.6%	18 - 7.5%	26 - 10.3%	32 - 12.7%
HAMPTON ELEMENTARY	66 - 32.7%	59 - 33.7%	33 - 19.3%	39 - 20.9%	57 - 27.5%
HARFORD HILLS ELEM	24 - 13.1%	13 - 7.5%	23 - 11.6%	29 - 14.9%	29 - 17.3%
HAWTHORNE ELEMENTARY	32 - 12.1%	33 - 13.5%	35 - 14.1%	28 - 11.2%	33 - 14.1%
HEBBVILLE ELEM	46 - 15.6%	37 - 13.5%	26 - 10%	33 - 12.5%	22 - 8.4%

APPENDIX B - Elementary School GT Student Enrollment by School
2000-2001 thru 2004-2005
5 Year Trend

HERNWOOD ELEMENTARY	13 - 4.2%	9 - 3.8%	33 - 13.8%	42 - 18.3%	39 - 18.1%
HILLCREST ELEM	94 - 28.9%	69 - 22.4%	53 - 15.8%	78 - 23.6%	108 - 32.5%
JACKSONVILLE ELEM	116 - 32.5%	104 - 32.1%	69 - 21.4%	75 - 23.3%	63 - 22.1%
JOHNNYCAKE ELEM	15 - 5.1%	35 - 12%	32 - 10.3%	53 - 18.7%	68 - 26.1%
JOPPA VIEW ELEM	62 - 19.4%	66 - 21.9%	45 - 15.5%	50 - 18.7%	50 - 16.9%
KINGSVILLE ELEM	30 - 9.9%	53 - 20.5%	76 - 29.9%	75 - 33.6%	74 - 36.6%
LANSDOWNE ELEM	26 - 14.1%	18 - 9.8%	25 - 13.8%	27 - 14.5%	25 - 13.9%
LOGAN ELEMENTARY	39 - 13.4%	22 - 8.4%	45 - 17.9%	43 - 19.7%	50 - 22.5%
LUTHERVILLE LAB TECH	4 - 1.7%	65 - 27.9%	55 - 25.2%	75 - 36.8%	82 - 38.9%
MARS ESTATES ELEM	20 - 9.5%	21 - 9.8%	32 - 18.2%	40 - 20.1%	39 - 21.2%
MARTIN BLVD ELEM	21 - 14.3%	20 - 13.5%	19 - 14%	23 - 16.2%	20 - 15.6%
MCCORMICK ELEMENTARY	27 - 11.3%	39 - 15.8%	36 - 15.7%	36 - 15%	23 - 9.7%
MIDDLEBOROUGH ELEM	11 - 5.4%	21 - 13%	20 - 13.8%	26 - 19.7%	33 - 23.1%
MIDDLESEX ELEMENTARY	34 - 13.1%	26 - 10.3%	38 - 17.4%	28 - 12.1%	34 - 15.5%
MILBROOK ELEMENTARY	26 - 8.8%	13 - 4.7%	40 - 17.5%	37 - 17.7%	45 - 22.2%
NEW TOWN ELEMENTARY	0 - 0%	48 - 11.3%	49 - 11.5%	58 - 14.3%	48 - 12.1%
NORWOOD ELEMENTARY	27 - 8.7%	50 - 16.7%	52 - 18.6%	42 - 14.9%	60 - 21.2%
OAKLEIGH ELEMENTARY	24 - 8.3%	25 - 9.2%	23 - 9.3%	16 - 7.2%	20 - 8.5%
OLIVER BEACH ELEM	20 - 13.2%	26 - 18.7%	37 - 24.5%	33 - 24.1%	38 - 32.2%
OREMS ELEMENTARY	25 - 14.8%	26 - 18.1%	29 - 22.7%	23 - 18.3%	40 - 29.6%
OWINGS MILLS ELEM	70 - 20.5%	70 - 22.4%	36 - 10.8%	74 - 22.6%	74 - 22.6%
PADONIA ELEMENTARY/INT'L	27 - 19%	33 - 22.4%	42 - 29.4%	34 - 23.4%	30 - 23.8%
PERRY HALL ELEM	36 - 12.2%	40 - 13.7%	38 - 14%	50 - 19%	50 - 21%
PINE GROVE ELEM	43 - 15.5%	70 - 23.8%	75 - 24.9%	66 - 22.1%	50 - 18.4%
PINEWOOD ELEMENTARY	70 - 25.2%	63 - 24.1%	61 - 22.8%	34 - 12.6%	99 - 38.5%
PLEASANT PLAINS ELEM	44 - 18.9%	45 - 18.3%	63 - 25.9%	72 - 28.3%	75 - 28.5%
POT SPRING ELEM	73 - 26%	89 - 30.8%	95 - 33.8%	82 - 27.6%	69 - 24.5%
POWHATAN ELEM	7 - 3.3%	36 - 16.4%	33 - 17.6%	37 - 23.4%	46 - 29.7%
PRETTYBOY ELEMENTARY	24 - 8.6%	43 - 15.8%	39 - 14.8%	48 - 20.2%	66 - 27.2%
RANDALLSTOWN ELEM	29 - 12.5%	15 - 7.3%	20 - 10.4%	20 - 10.6%	41 - 20%
RED HOUSE RUN ELEM	32 - 12.5%	38 - 14.2%	26 - 10.4%	17 - 7.4%	32 - 13.2%
REISTERSTOWN ELEM	69 - 23.3%	38 - 15%	15 - 6.1%	63 - 28.1%	53 - 19.3%
RELAY ELEMENTARY	44 - 16.5%	26 - 10.4%	19 - 7.7%	26 - 11.5%	37 - 16.4%
RIDERWOOD ELEM	110 - 42.6%	134 - 45.3%	133 - 45.2%	105 - 37.9%	142 - 51.3%
RIVERVIEW ELEMENTARY	16 - 6.5%	19 - 8.5%	24 - 9.6%	22 - 9.2%	31 - 14.4%
RODGERS FORGE ELEM	2 - 0.7%	98 - 35.1%	100 - 38%	89 - 35.7%	93 - 36.3%
SANDALWOOD ELEM	26 - 9.5%	29 - 11.3%	31 - 12.1%	29 - 10.7%	34 - 14.5%
SANDY PLAINS ELEM	29 - 11%	33 - 12%	32 - 11.4%	35 - 12.1%	44 - 17.1%
SCOTTS BRANCH ELEM	12 - 4.2%	39 - 13.3%	37 - 12.4%	27 - 9.2%	40 - 12.9%
SENECA ELEMENTARY	47 - 22.1%	28 - 14.5%	26 - 14.7%	26 - 13.4%	31 - 15.2%
SEVEN OAKS ELEM	47 - 16.5%	31 - 12%	30 - 11.9%	34 - 14.7%	40 - 17.8%
SEVENTH DIST ELEM	62 - 26.1%	60 - 27.9%	58 - 28.9%	58 - 29.1%	89 - 43.2%
SHADY SPRING ELEM	60 - 23.1%	60 - 22.7%	49 - 19.6%	38 - 15.1%	40 - 15.2%
SPARKS ELEMENTARY	48 - 23.1%	38 - 16.7%	45 - 18.1%	95 - 34.8%	127 - 44.7%
STONELEIGH ELEM	38 - 13.3%	50 - 18.4%	62 - 23.6%	59 - 22.3%	77 - 28.3%
SUMMIT PARK ELEM	83 - 47.4%	54 - 33.1%	78 - 49.7%	88 - 51.2%	81 - 42.6%

APPENDIX B - Elementary School GT Student Enrollment by School
2000-2001 thru 2004-2005
5 Year Trend

SUSSEX ELEMENTARY	17 - 8.9%	16 - 8.7%	22 - 11.2%	23 - 11.3%	25 - 12.8%
TIMBER GROVE ELEM	48 - 12.4%	54 - 14.3%	44 - 13.5%	64 - 21.3%	89 - 30.9%
TIMONIUM ELEMENTARY	41 - 17.7%	45 - 21.2%	39 - 17.5%	48 - 22.3%	51 - 23.4%
VICTORY VILLA ELEM	6 - 2.9%	33 - 17.9%	40 - 20.5%	25 - 14.5%	24 - 15.4%
VILLA CRESTA ELEM	42 - 13.5%	33 - 11.1%	30 - 10.6%	78 - 30.7%	74 - 29.6%
WARREN ELEMENTARY	55 - 30.4%	59 - 32.6%	31 - 16.3%	38 - 19.4%	43 - 22.2%
WELLWOOD INTL SCHOOL	0 - 0%	28 - 10.3%	51 - 18.8%	60 - 23.1%	50 - 20.7%
WESTCHESTER ELEM	55 - 21.3%	50 - 20.4%	53 - 21.3%	80 - 31.1%	69 - 26.4%
WESTOWNE ELEMENTARY	10 - 4.5%	20 - 9.8%	26 - 12.9%	17 - 8.2%	25 - 13.1%
WINAND ELEMENTARY	53 - 13.1%	45 - 12.9%	47 - 14.1%	34 - 10.6%	51 - 16.5%
WINFIELD ELEM	17 - 8.2%	10 - 4.8%	28 - 13.7%	30 - 14.8%	23 - 11%
WOODBIDGE ELEM	30 - 12.9%	23 - 9.5%	41 - 18.8%	48 - 23.3%	38 - 19.2%
WOODMOOR ELEM	26 - 7.5%	31 - 9.4%	37 - 10.8%	37 - 11.9%	53 - 17.1%

2003-2004 is highlighted as the baseline year of the GT Status Report



Catalyst Schools as of 2004-2005 are highlighted



APPENDIX B - Middle School GT Student Enrollment by School
2000-2001 thru 2004-2005
5 Year Trend

School				Baseline	
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
ARBUTUS MIDDLE	127 - 14.4%	112 - 12.2%	125 - 12.9%	123 - 13.1%	135 - 14.2%
CATONSVILLE MIDDLE	146 - 24.7%	168 - 26.9%	146 - 22.6%	131 - 20.4%	108 - 17.1%
COCKEYSVILLE MIDDLE	308 - 37.4%	300 - 35.8%	287 - 35.1%	266 - 32.7%	310 - 36.6%
DEEP CREEK MIDDLE	93 - 10.5%	95 - 11%	92 - 10.4%	92 - 10.7%	111 - 14.2%
DEER PARK MID/MAGNET	249 - 20.5%	188 - 14.4%	161 - 11.5%	153 - 11.5%	194 - 13.9%
DUMBARTON MIDDLE	322 - 39.2%	262 - 29.9%	357 - 39.1%	361 - 39.8%	380 - 39.5%
DUNDALK MIDDLE	89 - 15.7%	81 - 13.4%	83 - 13.6%	87 - 14%	69 - 13.2%
FRANKLIN MIDDLE	412 - 29.1%	364 - 24.5%	334 - 22.8%	302 - 20.9%	333 - 23.3%
GEN JOHN STRICKER MI	189 - 20.2%	190 - 20.7%	180 - 19.3%	153 - 16.4%	182 - 19.8%
GOLDEN RING MIDDLE	115 - 12.9%	131 - 14.8%	115 - 13.1%	124 - 14.4%	127 - 15.8%
HEREFORD MIDDLE	331 - 34.7%	346 - 34.8%	385 - 38.7%	395 - 38.2%	423 - 41.8%
HOLABIRD MIDDLE	69 - 9.2%	102 - 13.2%	117 - 14.8%	128 - 16.5%	103 - 14.3%
LANSDOWNE MIDDLE	73 - 9.8%	128 - 16.1%	140 - 17.7%	117 - 14.6%	133 - 17.8%
LOCH RAVEN TECH ACAD	256 - 24.2%	231 - 23.5%	278 - 27.7%	219 - 20.9%	166 - 18.6%
MIDDLE RIVER MIDDLE	148 - 16.2%	127 - 14.4%	121 - 14%	135 - 14.9%	111 - 13%
OLD COURT MIDDLE	171 - 14.7%	86 - 7.8%	104 - 9.1%	104 - 9.4%	125 - 10.3%
PARKVILLE MIDDLE	163 - 14.4%	203 - 17.5%	274 - 23.7%	254 - 22%	290 - 25.9%
PERRY HALL MIDDLE	320 - 21.4%	316 - 20.9%	324 - 21.3%	318 - 20.7%	318 - 20.8%
PIKESVILLE MIDDLE	231 - 21.3%	207 - 18.6%	261 - 23.1%	229 - 19.6%	234 - 22.1%
PINE GROVE MIDDLE	250 - 22.1%	250 - 21.5%	243 - 20.6%	231 - 19.3%	233 - 20.4%
RIDGELY MIDDLE	401 - 38.9%	439 - 40.3%	440 - 40.6%	416 - 39.9%	395 - 38.8%
SOUTHWEST ACADEMY	143 - 11.1%	88 - 7%	101 - 7.7%	98 - 7.3%	136 - 10.8%
SPARROWS PT MIDDLE	77 - 14%	77 - 13.6%	89 - 15.8%	82 - 14.4%	86 - 15.6%
STEMMERS RUN MIDDLE	126 - 14.7%	117 - 12.5%	112 - 12.2%	141 - 14.6%	134 - 15.5%
SUDBROOK MAGNET MDL	394 - 40.3%	404 - 41.4%	465 - 45.8%	505 - 49.3%	523 - 51.4%
WOODLAWN MIDDLE	51 - 4.9%	50 - 4.9%	47 - 5.2%	41 - 4.5%	77 - 9%

APPENDIX B - High School GT Student Enrollment by School
2000-2001 thru 2004-2005
5 Year Trend

School				Baseline	
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
CARVER CTR ARTS TECH	494 - 67.8%	442 - 61.6%	515 - 73.7%	534 - 74.9%	525 - 73.9%
CATONSVILLE HIGH	308 - 23.6%	403 - 30%	413 - 29.7%	411 - 28.1%	470 - 31.2%
CHESAPEAKE HIGH	43 - 5.4%	35 - 4.2%	43 - 5.2%	38 - 3.8%	30 - 3.3%
DULANEY HIGH SCHOOL	596 - 34.6%	653 - 37%	708 - 38.8%	814 - 41.9%	884 - 45.9%
DUNDALK HIGH SCHOOL	108 - 8.3%	124 - 9.3%	103 - 7.8%	112 - 8%	105 - 8.6%
EASTERN TECH HIGH	256 - 19.6%	251 - 19%	308 - 23.4%	348 - 27%	352 - 27.4%
FRANKLIN HIGH	297 - 21.5%	348 - 24.7%	360 - 24.7%	375 - 24.2%	393 - 25.6%
HEREFORD HIGH	329 - 30.4%	363 - 30.3%	423 - 34.2%	488 - 37.6%	535 - 40%
KENWOOD HIGH SCHOOL	210 - 14%	234 - 15.1%	222 - 14%	219 - 11.9%	234 - 14%
LANSDOWNE HIGH	133 - 11.5%	126 - 11.1%	136 - 12.1%	174 - 14.4%	189 - 16.3%
LOCH RAVEN HIGH	237 - 24%	237 - 24.8%	270 - 27.7%	308 - 29.7%	343 - 29.9%
MILFORD MILL ACADEMY	101 - 7.9%	131 - 9.3%	228 - 15%	198 - 13.4%	183 - 13.2%
NEW TOWN HIGH	0 - 0%	0 - 0%	0 - 0%	43 - 9.7%	68 - 10.1%
OVERLEA HIGH	134 - 13%	197 - 18.1%	181 - 15.7%	190 - 15.9%	143 - 12.6%
OWINGS MILLS HIGH	278 - 20.6%	276 - 20.1%	285 - 20.5%	267 - 19.9%	233 - 20.1%
PARKVILLE HIGH	440 - 24.8%	452 - 24.6%	488 - 24.9%	452 - 23%	440 - 23.6%
PATAPSCO HIGH SCHOOL	363 - 27.8%	411 - 30.4%	475 - 34.3%	466 - 29.6%	515 - 33.5%
PERRY HALL HIGH	368 - 18%	362 - 17.2%	399 - 18.1%	461 - 20.2%	503 - 22.3%
PIKESVILLE HIGH	390 - 37.6%	415 - 38.3%	526 - 45.5%	520 - 46.9%	549 - 52.7%
RANDALLSTOWN HIGH	187 - 13%	207 - 12.9%	170 - 10.4%	134 - 8.9%	208 - 15.7%
SPARROWS POINT HIGH	84 - 12.6%	92 - 12.5%	152 - 19.5%	138 - 16.5%	153 - 19.2%
TOWSON HIGH SCHOOL	502 - 41.2%	531 - 41.1%	603 - 43.2%	684 - 47.2%	694 - 48.9%
WESTERN SCH/TECHNOL	233 - 22.8%	212 - 20.7%	250 - 24.4%	266 - 24.6%	252 - 24.1%
WOODLAWN HIGH	166 - 9.9%	155 - 8.9%	152 - 8.5%	187 - 9.4%	193 - 9.8%

APPENDIX C

Cohort Study BCPS GT Students in 2004-2005 Grade 05 Disaggregated by Race/Ethnicity and Disaggregated by Gender

Year			American Indian		Asian		African-American		White		Hispanic		Total	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2003	Read	Basic					2		1	2			3	2
	Grade 03	Proficient			3	5	51	66	81	101	3	2	138	174
		Advanced			7	16	10	26	102	153	2	4	121	199
2004	Read	Basic						1		1				2
	Grade 04	Proficient			3	3	39	53	68	67	1	4	111	127
		Advanced			7	18	24	38	116	188	4	2	151	246
2005	Read	Basic					1		1	1			2	1
	Grade 05	Proficient				1	15	25	20	27	2	1	37	54
		Advanced			10	20	47	67	163	228	3	5	223	320
2003	Math	Basic					2	1	3				5	1
	Grade 03	Proficient			4	4	41	41	105	74	3	3	153	122
		Advanced		1	11	17	22	20	165	131	3	2	201	171
2004	Math	Basic					1		1				2	
	Grade 04	Proficient		1	2	2	34	30	69	48	1		106	81
		Advanced			13	19	30	32	203	157	5	5	251	213
2005	Math	Basic					2		3	1			5	1
	Grade 05	Proficient		1		3	30	33	74	47	4	4	108	88
		Advanced			15	18	33	29	196	157	2	1	246	205

Students are GT in ALL grades. The GT math students are aligned with the MSA Math and GT reading students are aligned with MSA Reading.

APPENDIX C

Cohort Study BCPS GT Students in 2004-2005 Grade 05 Disaggregated by Race/Ethnicity and Disaggregated by Gender

Year			American Indian		Asian		African-American		White		Hispanic		Total	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2003	Read	Basic					3	2	10	3			13	5
	Grade 03	Proficient		1	7	8	70	80	182	139	6	3	265	231
		Advanced			8	19	15	27	133	178	2	5	158	229
2004	Read	Basic						1	3	1			3	2
	Grade 04	Proficient			5	5	63	68	154	93	3	4	225	170
		Advanced		1	10	22	25	40	168	226	5	4	208	293
2005	Read	Basic					3		6	2			9	2
	Grade 05	Proficient			1	1	30	35	60	35	4	2	95	73
		Advanced		1	14	26	55	74	259	283	4	6	332	390
2003	Math	Basic					2	1	4	2			6	3
	Grade 03	Proficient			4	5	58	80	135	134	5	5	202	224
		Advanced		1	11	22	28	29	186	184	3	3	228	239
2004	Math	Basic					1	1	1	1			2	2
	Grade 04	Proficient		1	2	3	50	64	94	101	3	2	149	171
		Advanced			13	24	37	45	230	218	5	6	285	293
2005	Math	Basic					2	1	5	2			7	3
	Grade 05	Proficient		1		3	48	68	100	110	6	6	154	188
		Advanced			15	24	38	41	220	208	2	2	275	275

Students are GT in ALL grades. The MSA Math and Reading are aligned with any GT students.

APPENDIX C

Cohort Study BCPS GT Students in 2004-2005 Grade 07 Disaggregated by Race/Ethnicity and Disaggregated by Gender

Year			American Indian		Asian		African-American		White		Hispanic		Total	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2003	Read	Basic					1		1				2	
	Grade 05	Proficient	1	1	2	5	9	29	26	39	1	2	39	76
		Advanced	2	3	13	19	37	71	249	335	3	2	304	430
2004	Read	Basic		1			1	1					1	2
	Grade 06	Proficient	1	1	1	1	6	16	13	23	1		22	41
		Advanced	2	2	14	23	40	83	263	351	3	4	322	463
2005	Read	Basic		1				1		2				4
	Grade 07	Proficient	1		2	3	12	23	30	29	1	1	46	56
		Advanced	2	3	13	21	35	76	246	343	3	3	299	446
2003	Math	Basic						1						1
	Grade 05	Proficient	1	2	7	14	34	39	98	124	2	2	142	181
		Advanced	2	2	17	14	20	16	215	133	1	1	255	166
2004	Math	Basic		1		1		1	2				2	3
	Grade 06	Proficient	1	1	4	6	32	29	69	75	1	1	107	112
		Advanced	2	2	20	21	22	26	242	182	2	2	288	233
2005	Math	Basic												
	Grade 07	Proficient	1	2	2	6	24	23	52	52	1	2	80	85
		Advanced	2	2	22	22	30	33	261	205	2	1	317	263

Students are GT in ALL grades. The GT math students are aligned with the MSA Math and GT reading students are aligned with MSA Reading.

APPENDIX C

Cohort Study BCPS GT Students in 2004-2005 Grade 07 Disaggregated by Race/Ethnicity and Disaggregated by Gender

Year			American Indian		Asian		African-American		White		Hispanic		Total	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2003	Read	Basic					1	2	2				3	2
	Grade 05	Proficient	1	1	8	9	20	35	56	58	3	3	88	106
		Advanced	2	2	17	22	49	77	333	366	3	2	404	469
2004	Read	Basic					1	2	2	1			3	3
	Grade 06	Proficient	1	1	2	1	13	23	38	35	2	1	56	61
		Advanced	2	2	23	30	56	89	351	388	4	4	436	513
2005	Read	Basic		1			1	1	1	2			2	4
	Grade 07	Proficient	1		5	5	19	30	59	42	2	1	86	78
		Advanced	2	2	20	26	50	83	331	380	4	4	407	495
2003	Math	Basic					1	9	2	2			3	11
	Grade 05	Proficient	1	1	8	16	51	86	154	263	5	4	219	370
		Advanced	2	2	17	15	18	19	235	159	1	1	273	196
2004	Math	Basic				2	1	9	7	1			8	12
	Grade 06	Proficient	1	1	5	5	46	72	121	191	2	3	175	272
		Advanced	2	2	20	24	23	33	263	232	4	2	312	293
2005	Math	Basic					2	1	2	1		1	4	3
	Grade 07	Proficient	1	1	3	6	37	67	92	148	3	3	136	225
		Advanced	2	2	22	25	31	46	297	275	3	1	355	349

Students are GT in ALL grades. The MSA Math and Reading are aligned with any GT students.

APPENDIX D

Gifted and Talented Education Classroom Observation Checklist

School: _____ Date: _____ Teacher: _____
 Time: _____ Observer: _____ Grade: _____
 Objective: _____

I. Content Differentiation	Not Observed		Frequently Observed		
<i>(All strategies may not be observed in one class visit.)</i>	1	2	3	4	5
1. GT Education curriculum guide					
2. Enrichment or extension to <i>Essential Curriculum</i>					
3. Pre-assessment; streamlining content or compacting mastered skills					
4. Emphasis on key ideas, principles or concepts					
5. Acceleration: content typically taught at a higher grade level					
6. Cross-disciplinary connections					
7. Multicultural understandings					
8. Affective learning: development of values, self-awareness, personal growth					
Comments/Observations:					

I. Process Differentiation	Not Observed		Frequently Observed		
<i>(All strategies may not be observed in one class visit.)</i>	1	2	3	4	5
1. Open-ended questions or problems					
2. Critical thinking, decision making, and problem solving					
3. Creative, productive, and divergent thinking					
4. Appropriate pace: faster for skill mastery; slower for conceptual depth					
5. Emphasis on learning research, investigative or inquiry skills					
6. Student selected topics/activities					
7. Self-directed/independent study					
8. Metacognition: student goal setting, planning, self-monitoring					
Comments/observations:					

APPENDIX D

Gifted and Talented Education Classroom Observation Checklist

III. Product Differentiation	Not Observed		Frequently Observed		
<i>(All strategies may not be observed in one class visit.)</i>	1	2	3	4	5
1. Application of knowledge to real-world problems, authentic audiences					
2. Advanced content; academic rigor					
3. Student selected and defined products					
4. Complex tasks: multiple steps requiring critical and creative thinking, research or investigation					
5. Use of professional methodology					
6. Self-evaluation: student-created scoring tools or student analysis of scoring tools					
Comments/Observations:					

IV. Learning Environment Differentiation	Not Observed		Frequently Observed		
<i>(All strategies may not be observed in one class visit.)</i>	1	2	3	4	5
1. Flexible grouping strategies					
2. A variety of resources, including primary resources, community resources, and technology					
3. Cooperative exchange of ideas with peers					
4. Opportunities to work in an area of personal interest					
5. Individualization through learning centers or contracts					
6. Acceptance/acknowledgement of individual differences in interests, learning styles or talents					
7. Encouragement of risk-taking					
Comments/observations:					

APPENDIX D

Gifted and Talented Education Classroom Observation Checklist

Observer: _____ Date: _____ # minutes observed _____

School: _____ Teacher: _____

Course/lesson observed: _____ Grade: _____

Student Information: Total # _____ # Identified Gifted _____

Observed gender # boys _____ # girls _____

Observed ethnicity # African American _____ # Asian American _____ # Hispanic _____
White _____ # Other _____

Classroom Desk Arrangement: Desks in rows and columns _____ Desks in groups _____
Desks in circle _____ Other (specify) _____

Service Delivery Model:
Self-contained _____ Inclusion _____ Cluster group _____ Pullout _____ Other _____

Objective: _____

Directions: Please employ the following scale as you rate each checklist item. Rate each item according to how well the teacher characteristic or behavior was demonstrated during the observed instructional activity. Each item is judged on an individual, self-contained basis, regardless of its relationship to an overall set of behaviors relevant to the cluster heading.

3 = Effective	2 = Somewhat Effective	1 = Ineffective	N/O = Not Observed
The teacher evidenced careful planning and class-room flexibility in implementation of the behavior, eliciting many appropriate student responses. The teacher was clear, and sustained focus on the purposes of learning.	The teacher evidenced some planning and/or class-room flexibility in implementation of the behavior, eliciting some appropriate student responses. The teacher was sometimes clear and focused on the purposes of learning.	The teacher evidenced little or no planning and/or class-room flexibility in implementation of the behavior, eliciting minimal appropriate student responses. The teacher was unclear and unfocused regarding the purpose of learning.	The listed behavior was not demonstrated during the time of the observation. (Note: There must be an obvious attempt made for the behavior to be rated "ineffective" instead of "not observed.")

General Teaching Behaviors

Curriculum Planning and Delivery	3	2	1	N/O
The teacher...				
1. used the GT Education curriculum guide.				
2. set high expectations for student performance.				
3. incorporated activities for students to apply new knowledge.				
4. emphasized learning key ideas, principles, or concepts.				
5. engaged students in planning, monitoring, or assessing their learning.				
6. encouraged students to express their thoughts.				
7. had students reflect on what they had learned.				

Comments:

APPENDIX D

Gifted and Talented Education Classroom Observation Checklist

Differentiated Teaching Behaviors

Accommodations for Individual Differences	3	2	1	N/O
The teacher...				
8. provided opportunities for independent or group learning to promote depth in understanding content.				
9. accommodated individual or subgroup differences (e.g. through individual conferencing, student or teacher choice in material selection and task assignments).				
10. encouraged multiple interpretations of events, situations, and/or concepts; risk-taking.				
11. allowed students to discover key ideas, principles, or concepts individually through structured activities and/or questions.				
Comments:				

Problem Solving	3	2	1	N/O
The teacher...				
12. employed brainstorming techniques.				
13. engaged students in problem identification and definition.				
14. engaged students in critical thinking, decision making, and/or problem solving.				
15. engaged students in creative , productive, and divergent thinking.				
16. engaged students in solution-finding activities and comprehensive solution articulation.				
Comments:				

Critical and Creative Thinking Strategies	3	2	1	N/O
The teacher...				
17. encouraged students to judge or evaluate situations, problems, or issues.				
18. engaged students in comparing and contrasting ideas (e.g., analyze generated ideas).				
19. provided opportunities for students to generalize from concrete data or information to the abstract.				
20. encouraged student synthesis or summary of information within or across disciplines.				
21. solicited many diverse thoughts about issues or ideas.				
22. engaged students in the exploration of diverse points of view to reframe ideas.				
23. encouraged students to demonstrate open-mindedness and tolerance of different, imaginative, sometimes playful solutions to problems.				
24. provided opportunities for students to develop and elaborate on their ideas.				
Comments:				