

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** April 12, 2005

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston

**SUBJECT:** **GIFTED AND TALENTED EDUCATION STATUS REPORT**

**ORIGINATOR:** Dr. Christine M. Johns, Deputy Superintendent, Curriculum and Instruction

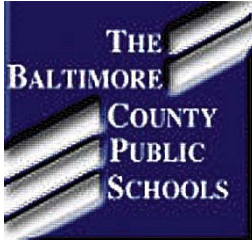
**RESOURCE  
PERSON(S):** Phyllis Bailey, Executive Director, Special Programs, PreK-12  
Sonja Karwacki, Resource Teacher

**INFORMATION**

That the Board of Education review the Gifted and Talented Education Status report baseline. This report is being presented to the Board of Education in accordance with Board Policy 6135 and Rule 6135.

\*\*\*\*\*

Attachment I – Gifted and Talented Education Status Report



# The Baltimore County Public Schools



## Gifted and Talented Education Program Status Report

April 2005

## **Board of Education of Baltimore County Public Schools**

Mr. James R. Sasiadek  
*President*

Mr. Thomas G. Grzymski  
*Vice President*

Mr. Donald L. Arnold

Mr. Rodger C. Janssen

Mr. Luis E. Borunda

Ms. Ramona N. Johnson

Ms. Frances A. S. Harris

Mr. Michael P. Kennedy

Mr. John A. Hayden, III, Esq.

Ms. Joy Shillman

Dr. Warren C. Hayman

Mr. Nicholas P. Camp, *Student*

Dr. Joe A. Hairston  
*Secretary-Treasurer and Superintendent of Schools*

Dr. Christine M. Johns  
*Deputy Superintendent  
Curriculum and Instruction*

Mr. J. Robert Haines  
*Deputy Superintendent  
Business Services*

**Executive Summary**  
**Gifted and Talented Education Program Status Report**  
**April, 2005**

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.

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 Executive Directors of Schools as they work with principals, staff and teachers. The school principal, under the direction of the Executive Director 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*.

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 has been prepared. This baseline 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.

- In Grades 3 through 5, GT student enrollment increased from 13.5% in 1999-00 to 18.3% in 2003-04.
- At the secondary level, there was a minimal decline in enrollment followed by an upward trend beginning in 2002-03.
- Since 1999, gender differences in enrollment have remained relatively stable. The gender gap in GT enrollment favoring females is non-existent at the elementary level, but becomes apparent at the secondary level.
- The percentage of African-American students enrolled in gifted and talented courses at the elementary school level increased by nine percentage points, from 16% in 1999-00 to 25% in 2004-05. During the same time period, the percentage of African American students in Baltimore County Public Schools increased from 31% to 38%.
- At the secondary school level, the percentage of African-American students enrolled in gifted and talented courses was 18%, an average gain of six percentage points from 1999-00 to 2003-04.

**Part II: Gifted and Talented Education Program Student Achievement** presents baseline disaggregated student achievement data using MSA results for Grades 3, 5, 8 and 10. A performance comparison (cohort study) was generated to review student achievement over a two- year testing window. This cohort study tracks achievement measures in MSA reading and math for students in Grades 3 and 5 over a two-year period; MSA results for 2002-03 were compared to MSA results for 2003-04 for the same group of students. This data reveals an increase in the percentage of GT reading students scoring in the advanced range in reading from 45% in Grade 3 to 59% in Grade 4, an increase of 14% over the two-year window. In 2002-03 84% of GT Grade 5 reading students scored in the advanced range on the MSA reading test, while 91% scored in the advanced range on the Grade 6 MSA in 2003-04, an increase of 7 percentage points.

In math, the percentage of GT math students scoring in the advanced range increased from 55% in Grade 3 to 69% in Grade 4, an increase of 14%. During the same time period, the percentage of GT math students scoring in the advanced range in mathematics increased from 53% on the Grade 5 MSA to 66% on the Grade 6 MSA, an increase of 13%.

In **Part III: Program Implementation**, there are four areas identified for review, ranging from systemwide programs to site-specific programs: Primary Talent Development, Differentiation in Middle School GT Education, GT Education Program Implementation in Targeted Schools, and the CATALYST Project: GT Education in Title I Elementary Schools. A comparison of the results of the Mid-Year Primary Talent Development Portfolio Review reflects an increase in the percentage of schools scoring 3 or 4 (on a scale of 0-4 points). Evidence of program implementation was provided by 100% of 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 early 2003, the Executive Directors of Schools 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 targeted assistance for consistent implementation of the Gifted and Talented Education program. As a result of the additional support, there was a significant increase in the total number of direct services utilized by the 50 targeted schools, as well as an increase in participation in GT Education professional development opportunities.

Since 2002-03, 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. A review of the data from the CATALYST Project: GT Education in Title I Elementary Schools reflects the consistent achievement of the identified students in the accelerated language arts and mathematics programs in Grades three through five. The percentage of African-American students participating in gifted education in the CATALYST elementary schools exceeds the countywide percentage of African-American student enrollment.

**Part IV: Professional Development** provides a summary of participation in GT Education professional development opportunities. During the baseline year, of the 2,414 elementary and middle school participants: 26% attended general GT Education topics, 17% attended Primary Talent Development topics, 43% attended elementary GT Education topics, and 14% attended middle school GT Education topics.

**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 compliance with this policy and should be regarded as a baseline report against which 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.”<sup>1</sup>

---

<sup>1</sup> *Annotated Code of Maryland*, Education Article §8-201.

# Contents

<b>Introduction</b> .....	1
<b>Part I. Gifted and Talented Education Student Enrollment</b> .....	6
Summary of GT Student Enrollment Data.....	7
GT Student Enrollment Disaggregated by Gender .....	9
GT Student Enrollment Disaggregated by Race/Ethnicity .....	11
GT Student Enrollment Disaggregated by FARMS .....	13
GT Student Enrollment Disaggregated by Special Education .....	15
GT Student Enrollment Disaggregated by ESOL Program .....	17
GT Student Enrollment by Geographic Area.....	17
<b>Part II. Gifted and Talented Education Student Achievement</b> .....	20
Summary of GT Education Student Achievement Data .....	20
Results of MSA Cohort Study for Grades 3 and 5 GT Students .....	20
Summary of Results in MSA Reading for Grades 3, 5, 8 and 10 .....	25
Summary of Results in MSA Mathematics for Grades 3, 5, 8 and 10.....	29
<b>Part III. Program Implementation</b> .....	33
Primary Talent Development.....	34
Differentiation in Middle School Gifted and Talented Education Program .....	38
GT Education Program Implementation in Targeted Schools.....	41
The CATALYST Project: GT Education in Title I Elementary Schools .....	45
<b>Part IV. Gifted and Talented Education Professional Development</b> .....	54
General GT Education Pedagogy.....	56
Primary Talent Development.....	56
Elementary Gifted and Talented Education Professional Development.....	56
Middle School Gifted and Talented Education Professional Development .....	58
<b>Part V. Patterns, Trends and Recommendations</b> .....	61
Primary Talent Development Data Patterns and Trends.....	61
Recommendations for the Primary Talent Development Program Based on Review Data ...	61
Program Implementation Patterns and Trends in the Targeted Schools.....	63
Recommendations Based on Targeted Schools Program Implementation Data .....	63
CATALYST GT Project Patterns and Trends .....	65
Recommendations for the CATALYST GT Project Based on Data .....	65
GT Education Professional Development Patterns and Trends.....	67
Recommendations Based on Professional Development Data .....	67
<b>APPENDIX A</b> Policy and Rule 6135 .....	A
<b>APPENDIX B</b> Elementary School GT Student Enrollment by School 5 Year Trend.....	G
<b>APPENDIX C</b> MSA Cohort Study BCPS GT Students in 2003-2004 Grades 4 and 6 Disaggregated by Race/Ethnicity and Gender .....	J
<b>APPENDIX D</b> Gifted and Talented Education Classroom Observation Checklist.....	L



## *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 were 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. 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.

Under Superintendent Dr. Joe A. Hairston, a commitment was made to the implementation of the Gifted and Talented Education programs which resulted in the development, by 2003, of a range of differentiated GT Education curricula K – 12 available. Dr. Hairston emphasized the program’s goal in *The Blueprint for Progress* (Goal 1.1) which focuses the system’s attention on high achievement and academic success.

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 this initial baseline report places an emphasis on the elementary and middle school programs; 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 Education enrollment data and setting goals for improvement.

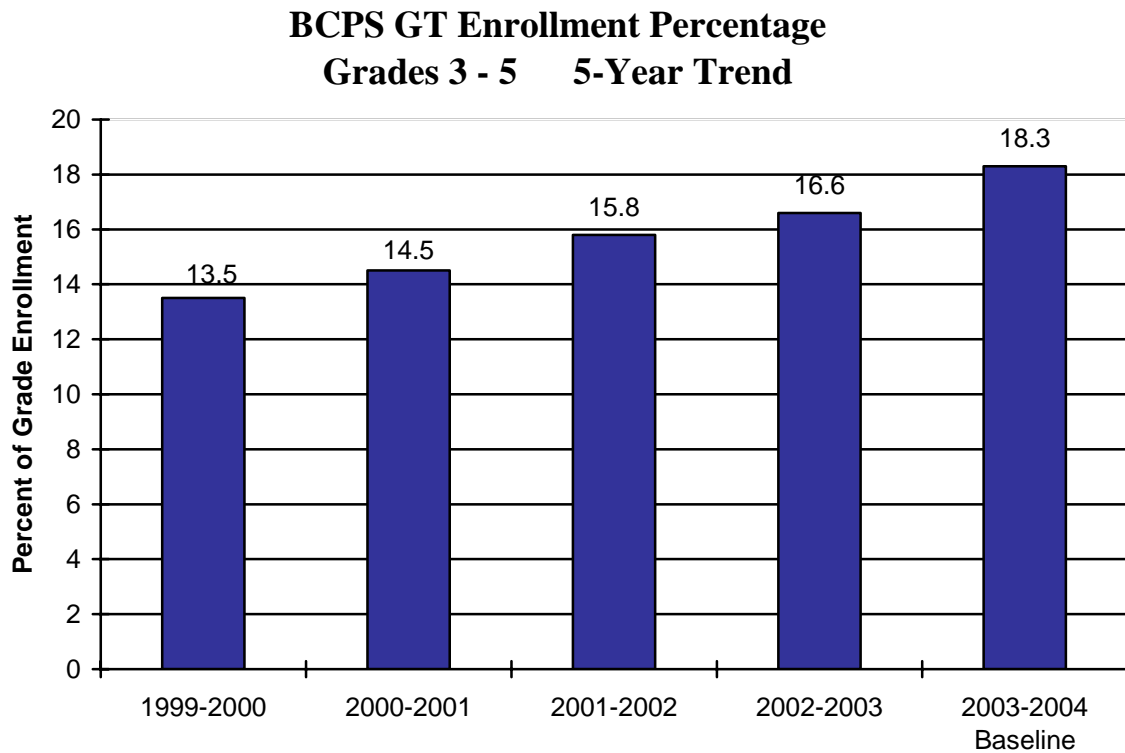
### ***Student Enrollment Data Collection Procedures***

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, ESOL, 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).

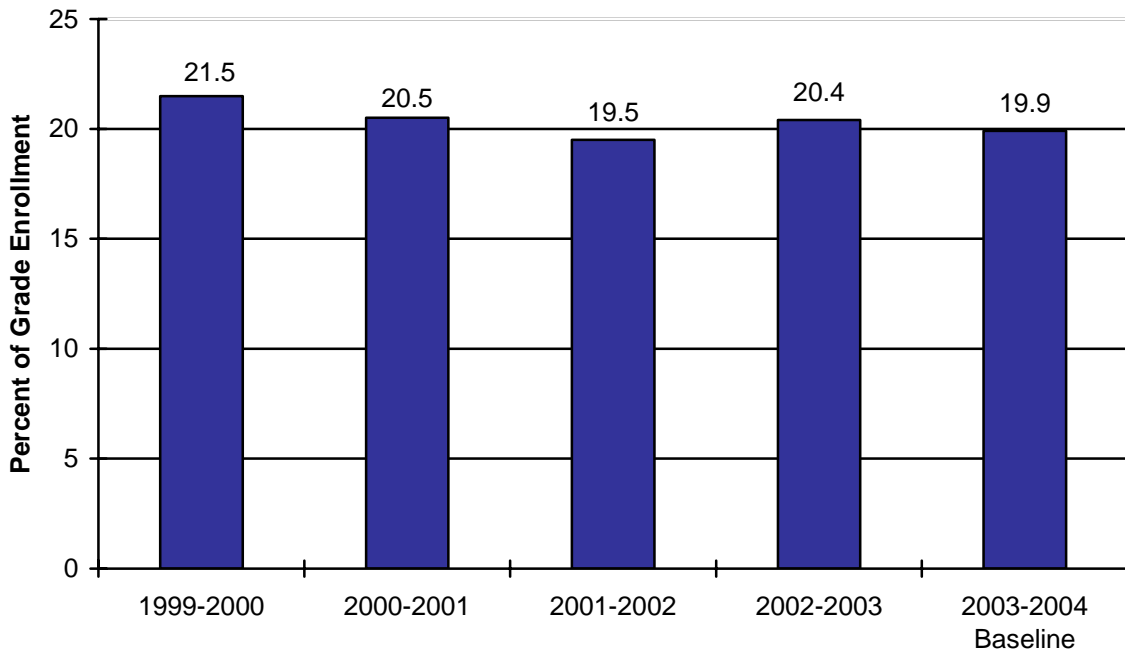
In middle and high schools, a student is counted as GT through enrollment in any course that carries a GT course number. In high schools, all Advanced Placement (AP) and International Baccalaureate (IB) courses and many magnet school courses have a GT course number.

*Summary of GT Student Enrollment Data*



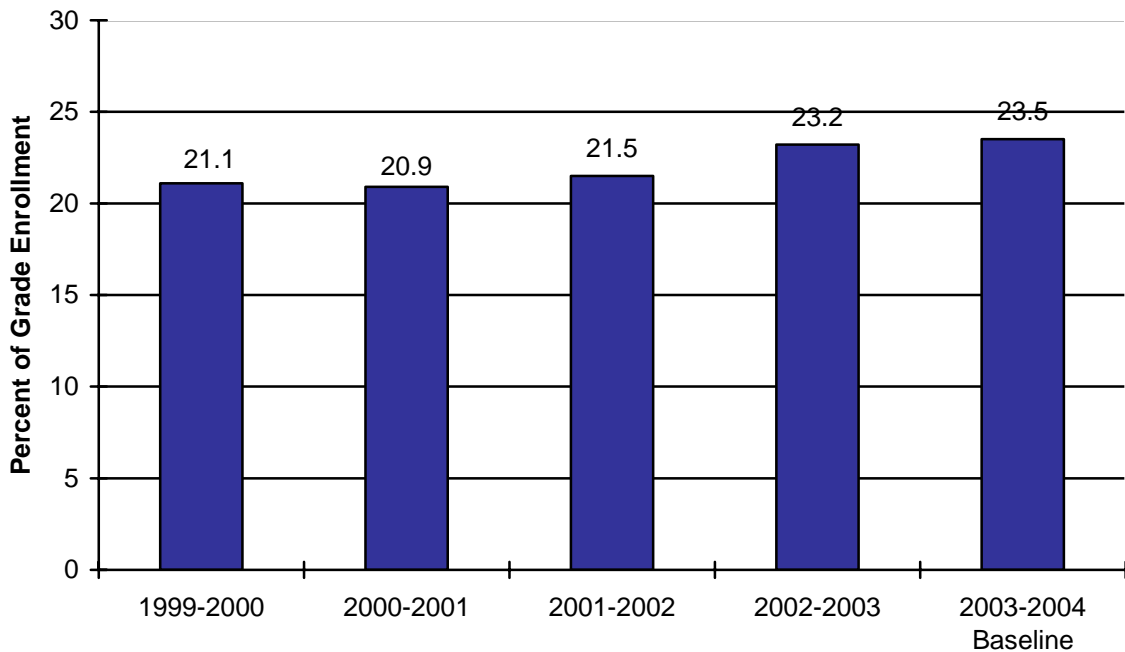
As a percentage of grades 3-5 enrollment, GT participation increased by 6.4 percentage points, from 13.5% in 1999-00 to 19.9% in 2004-05. From 2003-04 to 2004-05, GT participation increased by 1.3 percentage points, from 18.6% to 19.9%.

### BCPS GT Enrollment Percentage Grades 6 - 8 5-Year Trend



As a percentage of grades 6-8 enrollment, GT participation decreased by 0.4 percentage points, from 21.5% in 1999-00 to 21.1% in 2004-05. From 2003-04 to 2004-05, GT participation increased by 1.2 percentage points, from 19.9% to 21.1%.

### BCPS GT Enrollment Percentage Grades 9 - 12 5-Year Trend

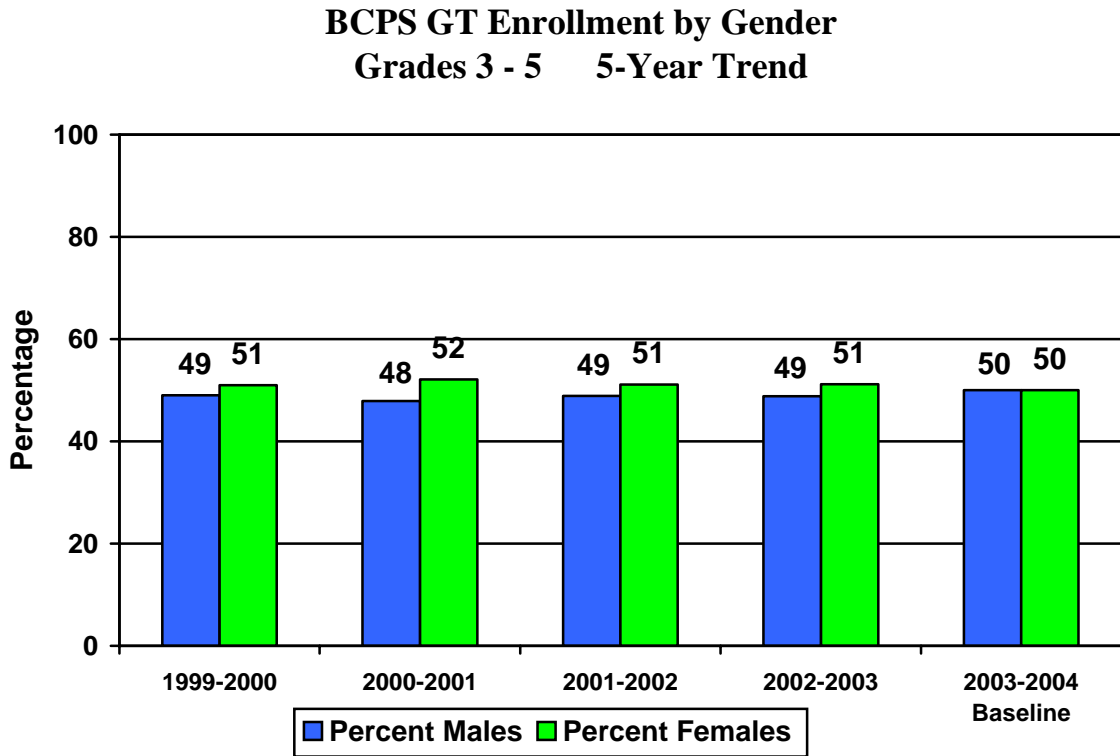


As a percentage of grades 9-12 enrollment, GT participation increased by 3.4 percentage points, from 21.1% in 1999-00 to 24.5% in 2004-05. From 2003-04 to 2004-05, GT participation increased by 1 percentage point, from 23.5% to 24.5%.



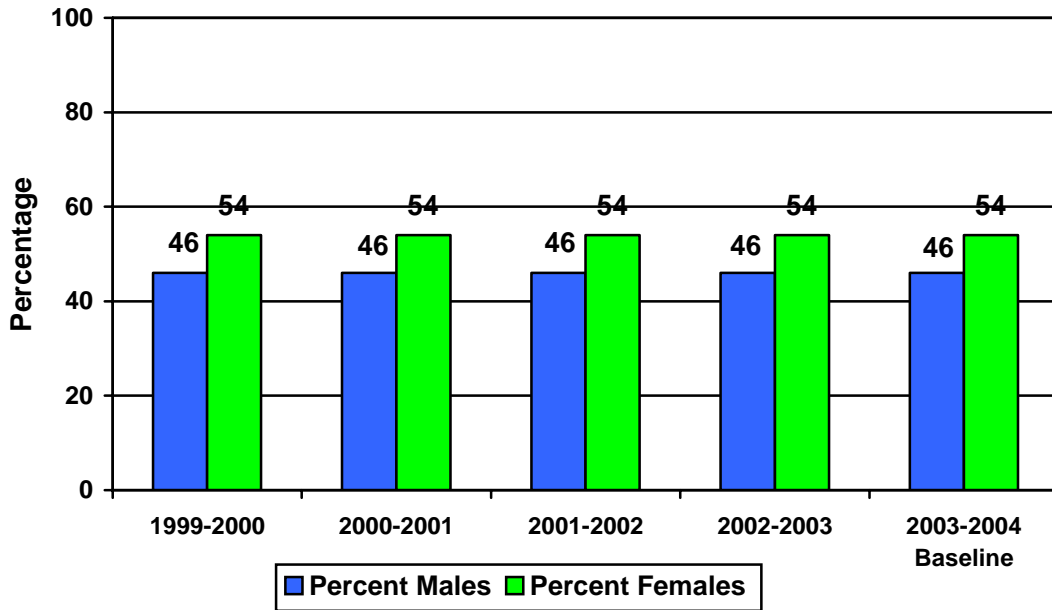
## *GT Student Enrollment Disaggregated by Gender*

When the countywide GT program enrollment is disaggregated by gender, at the elementary level male and female students are participating at similar rates.



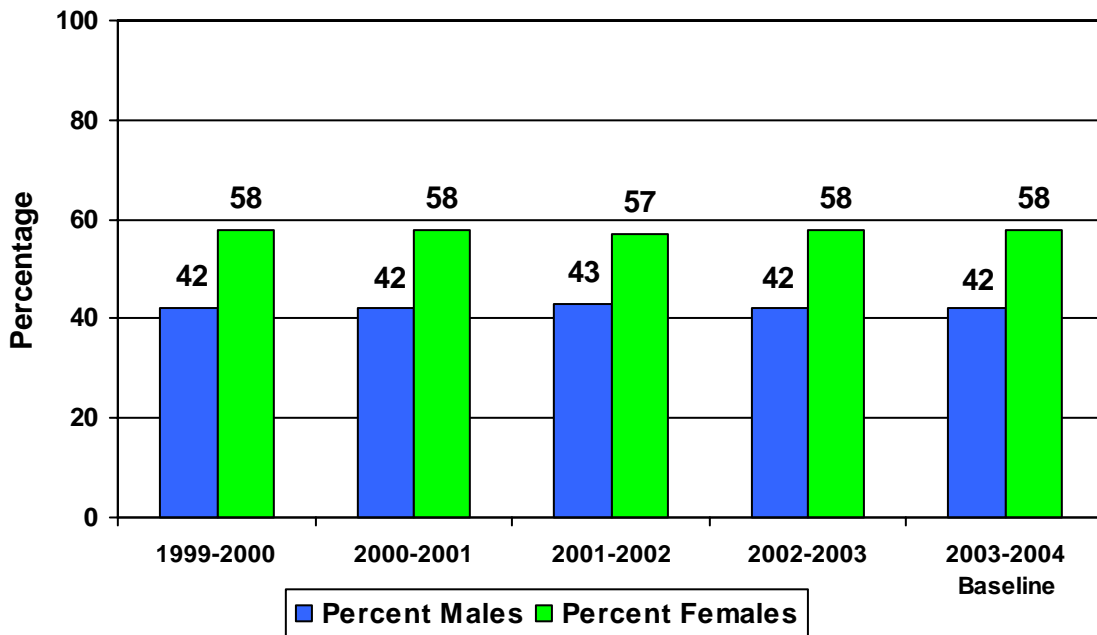
Since 1999-00, the gender differences, favoring females by 2 to 4 percentage points, have remained relatively stable and close to 50%-50%.

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



Since 1999-00, the gender differences, favoring females by 8 percentage points, have remained relatively stable at 54%-46%.

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

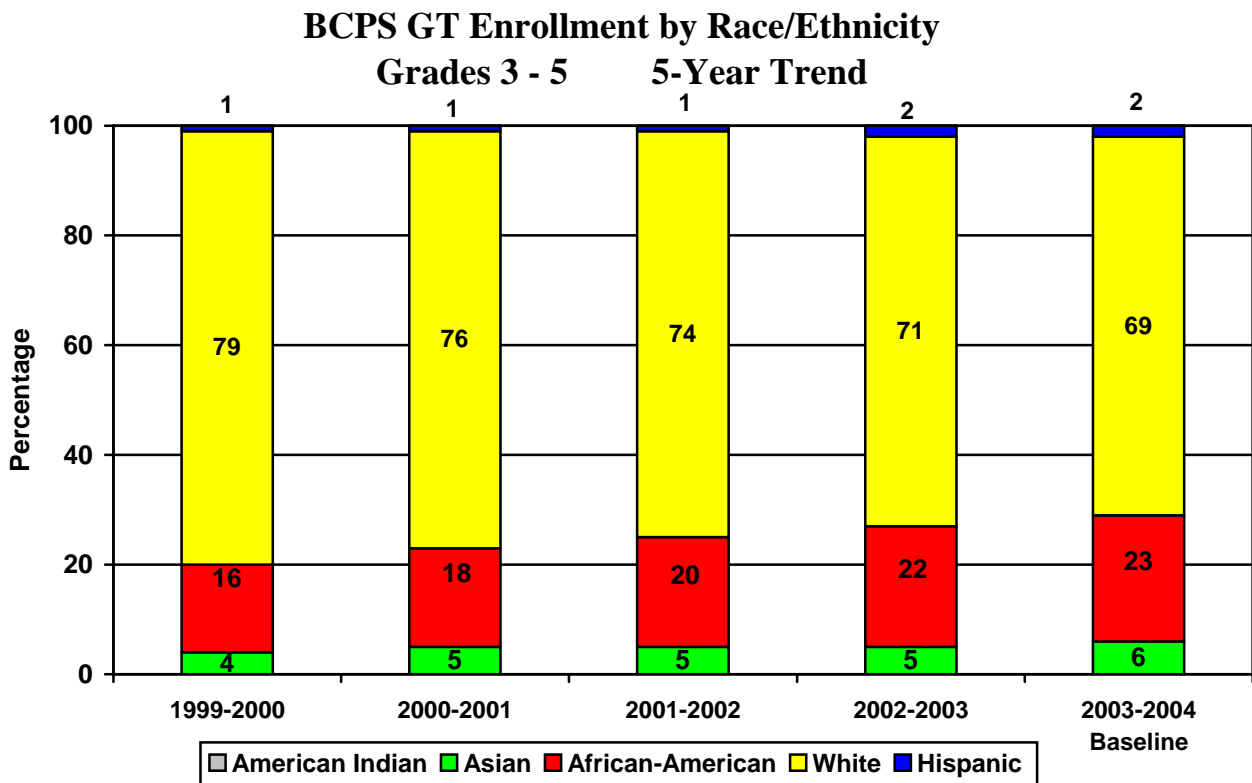


Since 1999-00, the gender differences, favoring females by 16 percentage points, have remained relatively stable at 42%-58%. The gender gap in GT enrollment, favoring females, widens from elementary to secondary schools.

### *GT Student Enrollment Disaggregated by Race/Ethnicity*

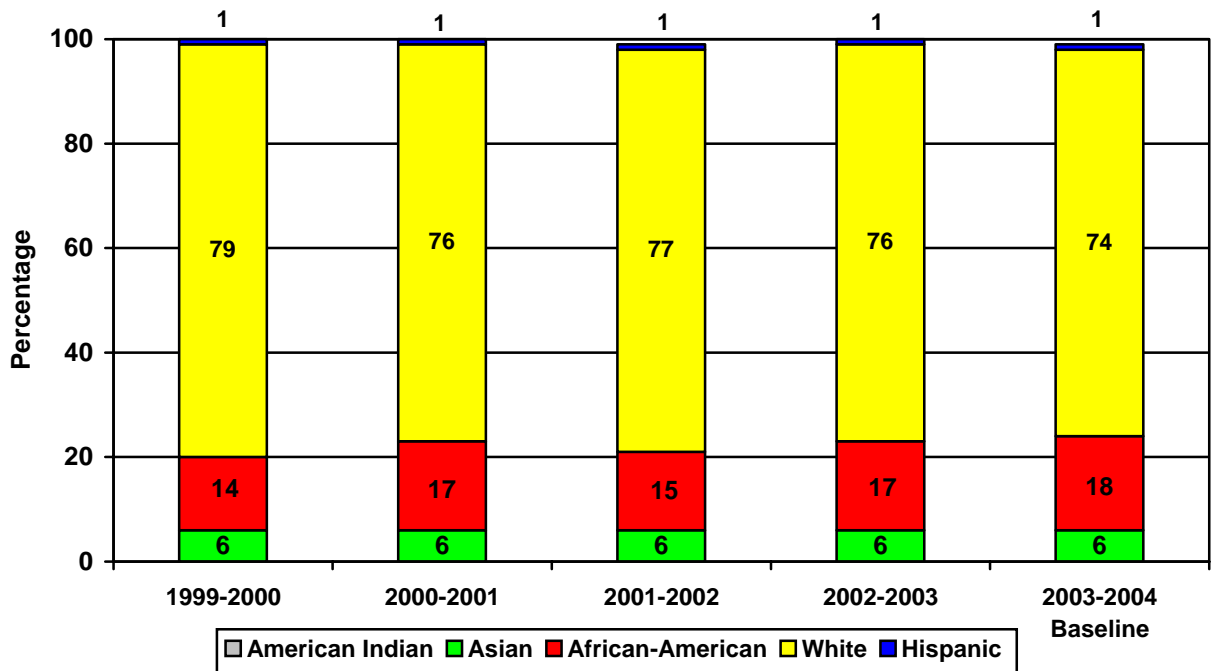
The countywide GT enrollment disaggregated by race shows that there is a greater percentage of minority racial groups participating in the elementary Grades 3 – 5 than in any other grade level group. The percentage of GT Education students who are African-American is greatest in Grade 3.

When the racial/ethnic GT grade level groups are disaggregated by gender, the percentages of minority male and female students remain rather consistent, with minority females having a slight enrollment edge.



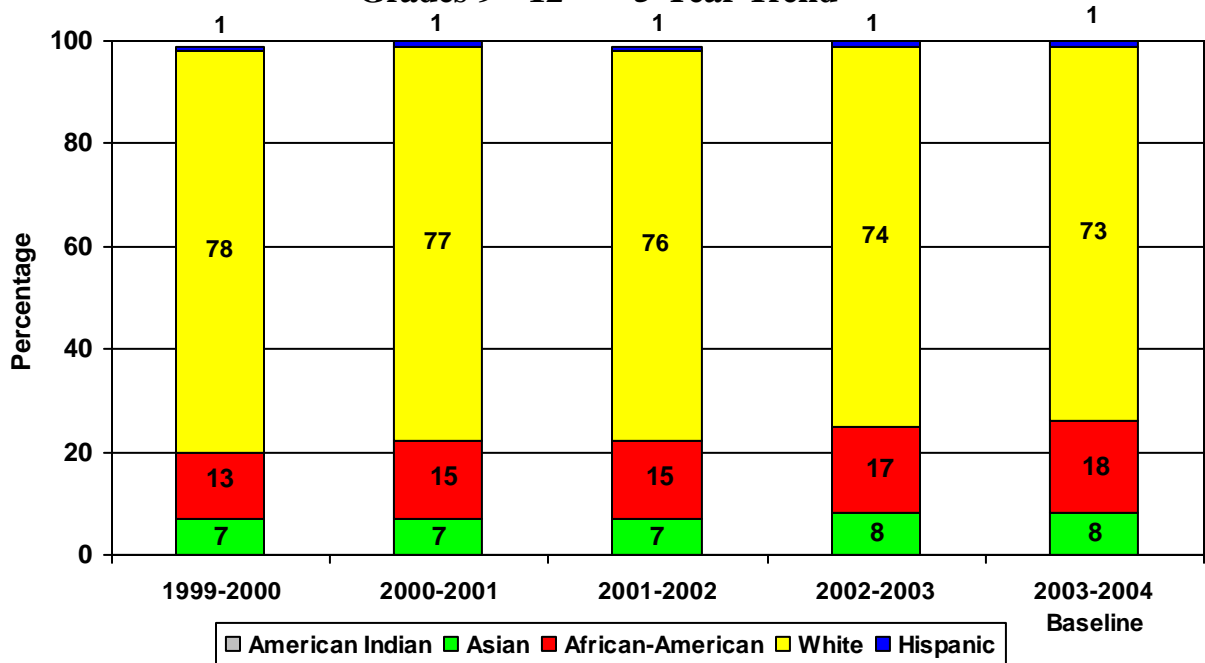
The percentage of GT students who were African-American increased from 16% in 1999-00 to 25% in 2004-05, a gain of 9 percentage points. During that same time period, the percentage of African-American students in BCPS increased from 31% to 38%.

### BCPS GT Enrollment by Race/Ethnicity Grades 6 - 8 5-Year Trend



The percentage of GT students who were African-American increased from 14% in 1999-00 to 21% in 2004-05, a gain of 7 percentage points. During that same time period, the percentage of African-American students in BCPS increased from 31% to 38%.

### BCPS GT Enrollment by Race/Ethnicity Grades 9 - 12 5-Year Trend

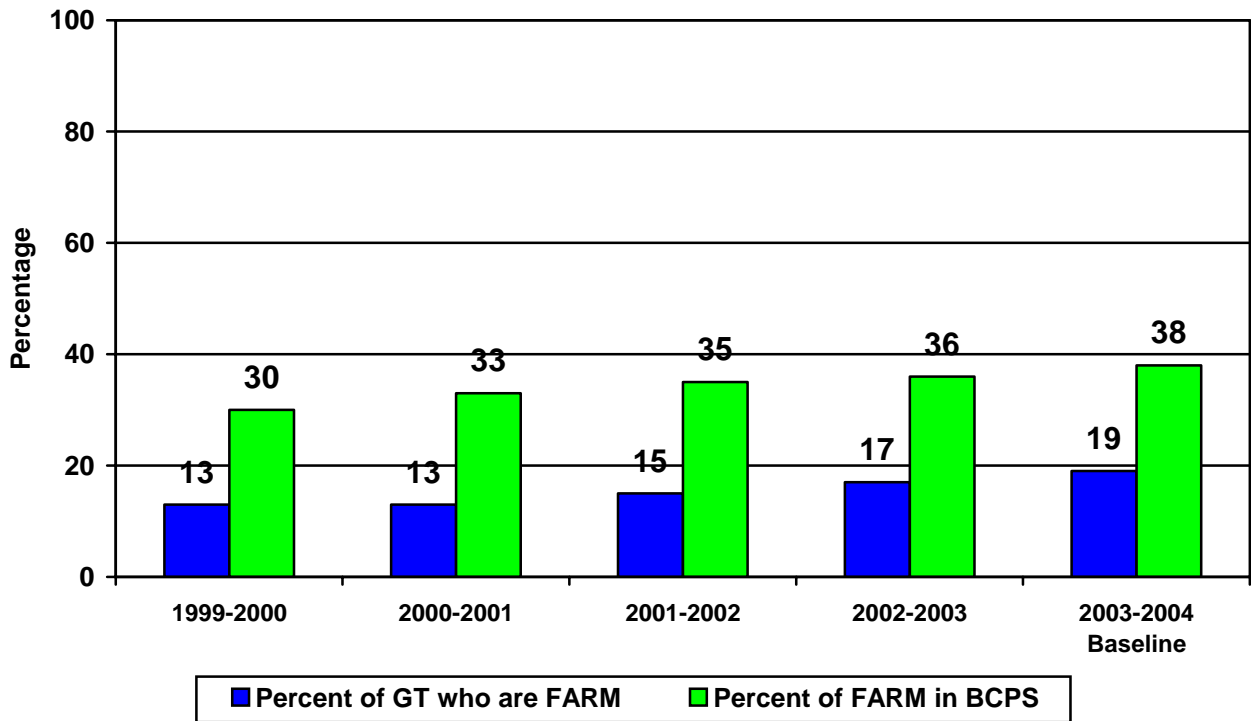


The percentage of GT students who were African-American increased from 13% in 1999-00 to 18% in 2004-05, a gain of 5 percentage points. During that same time period, the percentage of African-American students in BCPS increased from 31% to 38%.

## *GT Student Enrollment Disaggregated by FARMS*

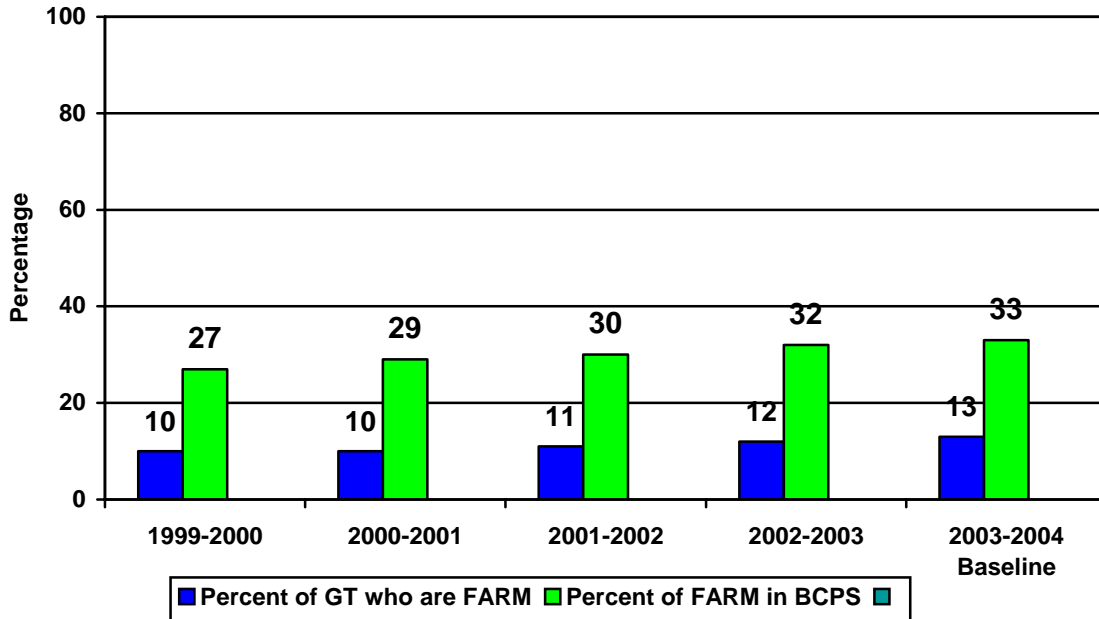
The countywide GT enrollment for elementary schools shows that less than 20% of the students receive Free and Reduced Meals, while 34.3% of all BCPS elementary students receive FARMS.

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



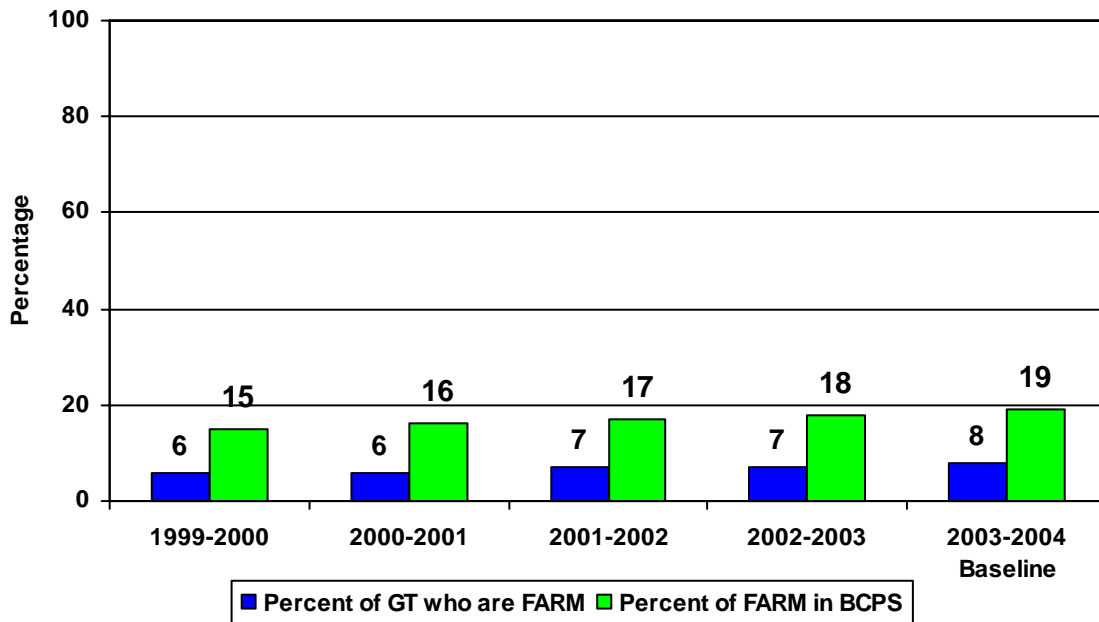
The percentage of GT students who were eligible for FARMS increased from 13% in 1999-00 to 19% in 2004-05, a gain of six percentage points. During that same time period, the percentage of elementary school FARMS students in BCPS increased from 30% to 37%.

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



The percentage of GT students who were eligible for FARMS increased from 10% in 1999-00 to 15% in 2004-05, a gain of five percentage points. During that same time period, the percentage of middle school FARMS students in BCPS increased from 27% to 33%.

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

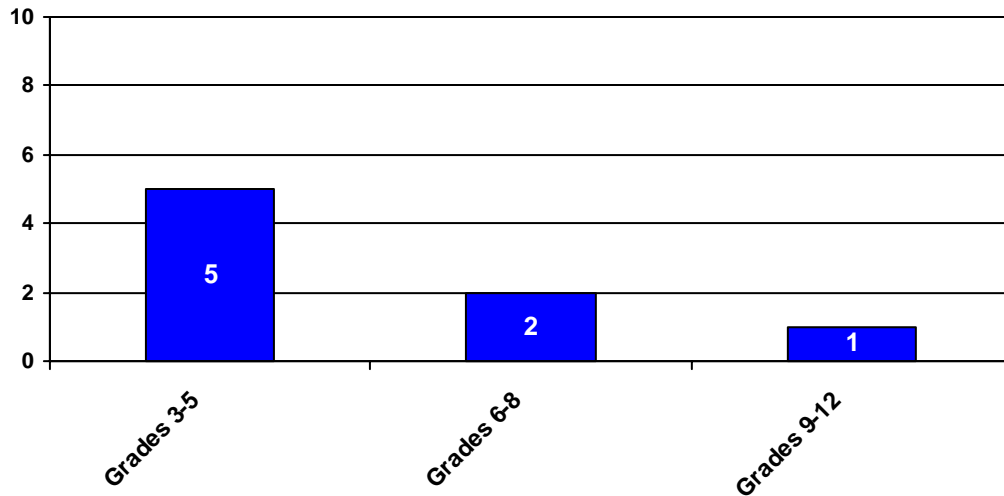


The percentage of GT students who were eligible for FARMS increased from 6% in 1999-00 to 8% in 2004-05, a gain of two percentage points. During that same time period, the percentage of high school FARMS students in BCPS increased from 15% to 19%.

## *GT Student Enrollment Disaggregated by Special Education*

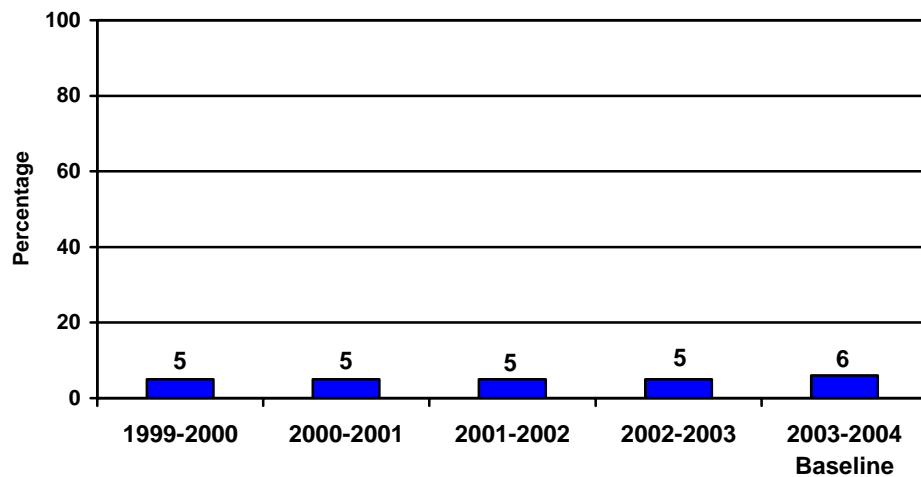
A small percentage of the GT Education student enrollment is also identified for Special Education services. Approximately five percent are identified for the Grades 3 – 5 group. A smaller percentage of the middle school (2%) and high school (1.4%) GT Education student enrollment is also in Special Education.

### **BCPS GT Enrollment by Special Education 2003-2004**



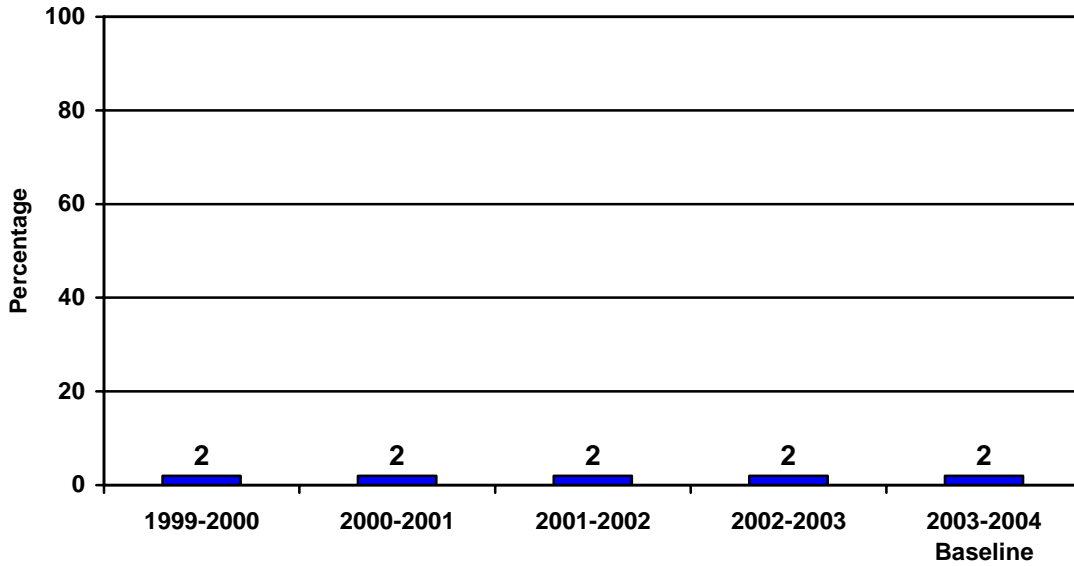
Special Education students are a smaller proportion of GT than their BCPS population rate (13%). The rate of special education GT students is highest in elementary schools.

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



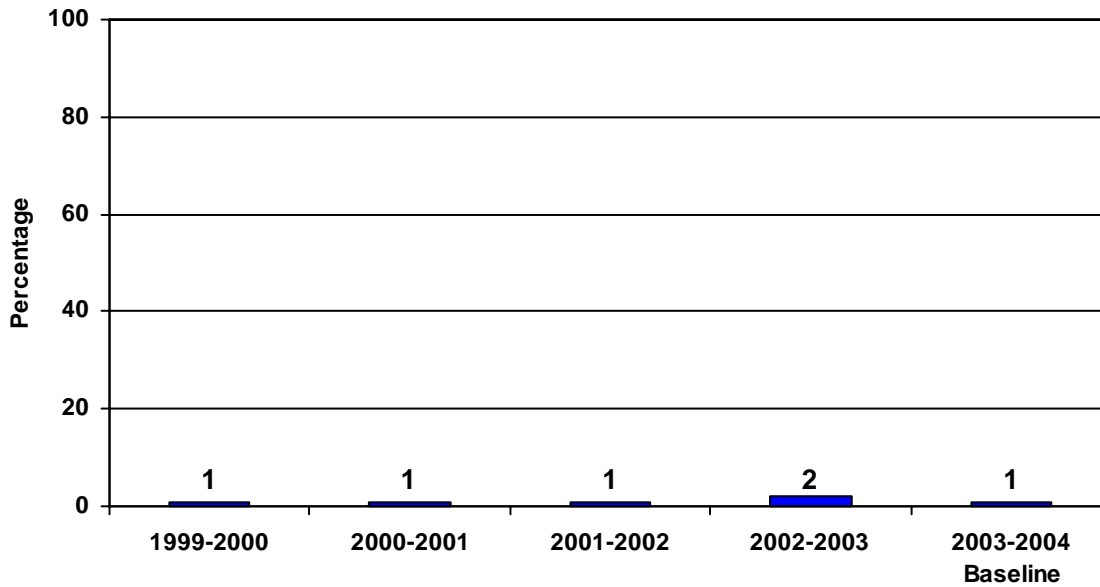
The percentage of GT students who are special education remained at five percent in 1999-00 and 2004-05. The percentage of special education students in BCPS is 13%.

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



The percentage of GT students who are special education remained at two percent in 1999-00 and 2004-05. The percentage of special education students in BCPS is 13%.

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



The percentage of GT students who are special education remained at one percent in 1999-00 and 2004-05. The percentage of special education students in BCPS is 13%.



### *GT Student Enrollment Disaggregated by ESOL Program*

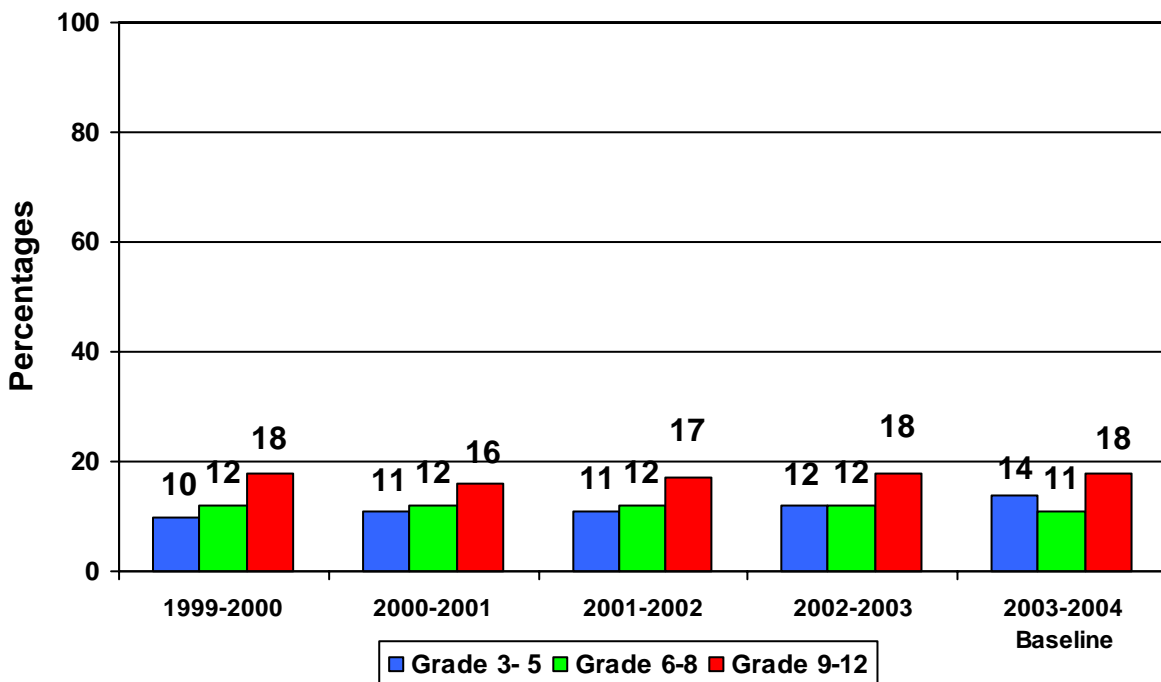
Countywide there are a few students enrolled in the GT program who are also receiving ESOL services. The GT ESOL student enrollment of 36 comprises 1.6% of the total ESOL student enrollment of 2213. At the primary grade level, there are three GT/ESOL students and 15 GT/ESOL students in Grades 3 – 5. There are 9 GT/ESOL students in Grades 6 – 8 and 9 in Grades 9 – 12. Data for individual schools is included in Appendix B.

### *GT Student Enrollment by Geographic Area*

In the baseline year, the largest percentage of students in the Grades 3 – 5 group (26%) is in the Central area, but the other four areas are more evenly distributed.

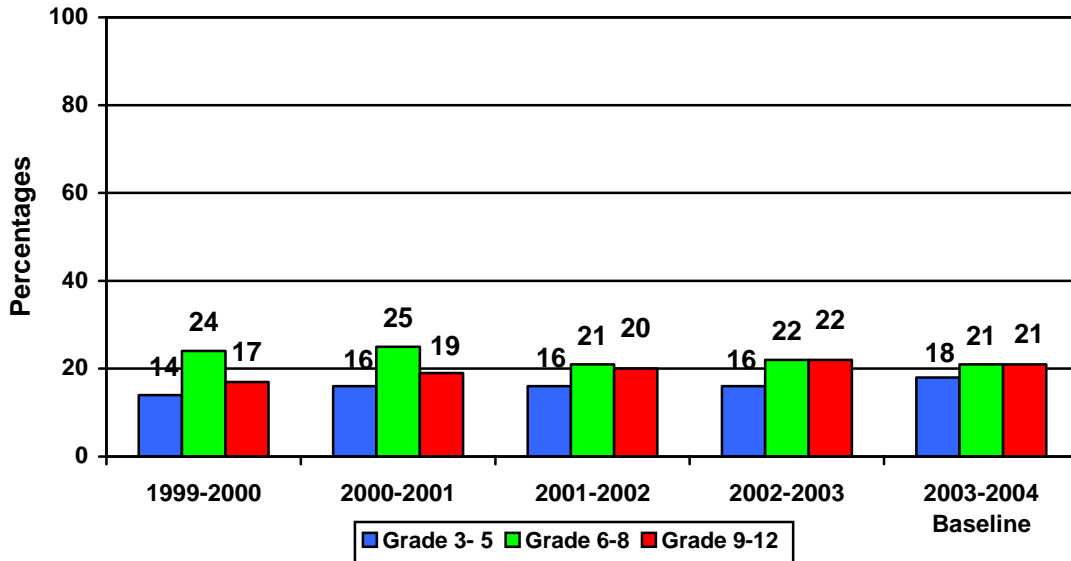
In the middle school Grades 6 – 8 groups, the Southwest area has the smallest percentage (11%) of the total GT Education student enrollment.

**BCPS GT Student Enrollment by Geographic Area  
Southwest 5-Year Trend**



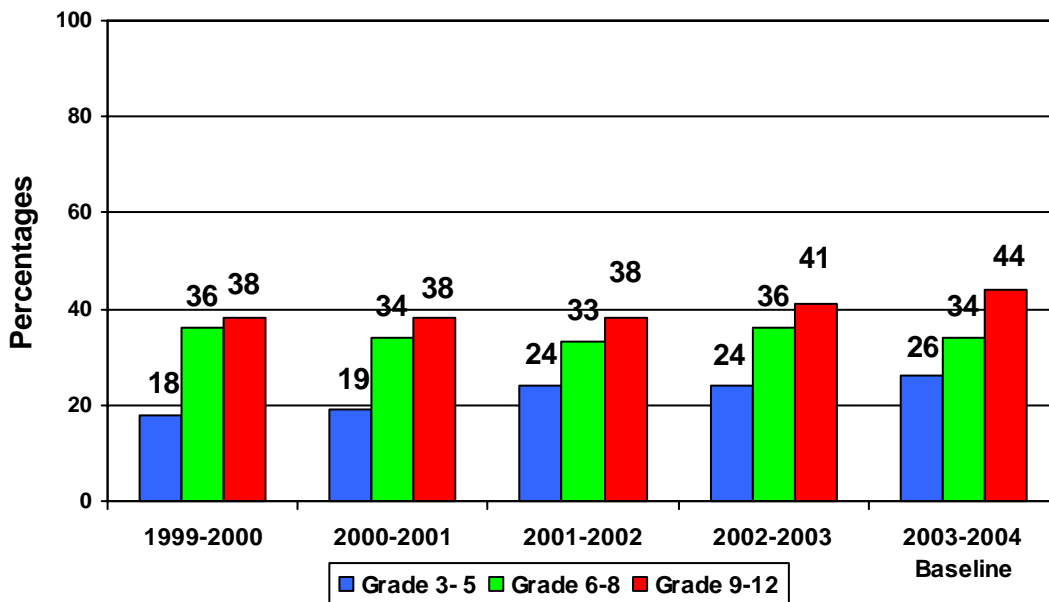
- Southwest area elementary schools increased their GT students from 10% of the grades 3-5 enrollment in 1999-00 to 15% in 2004-05, an increase of 5 percentage points.
- Southwest area middle schools had the same rate of GT students at 12% of the grades 6-8 enrollment in 1999-00 and 2004-05.
- Southwest area high schools increased the rate of GT students from 18% of the grades 9-12 enrollment in 1999-00 to 19% in 2004-05, an increase of 1 percentage point.

**BCPS GT Student Enrollment by Geographic Area  
Northwest 5-Year Trend**



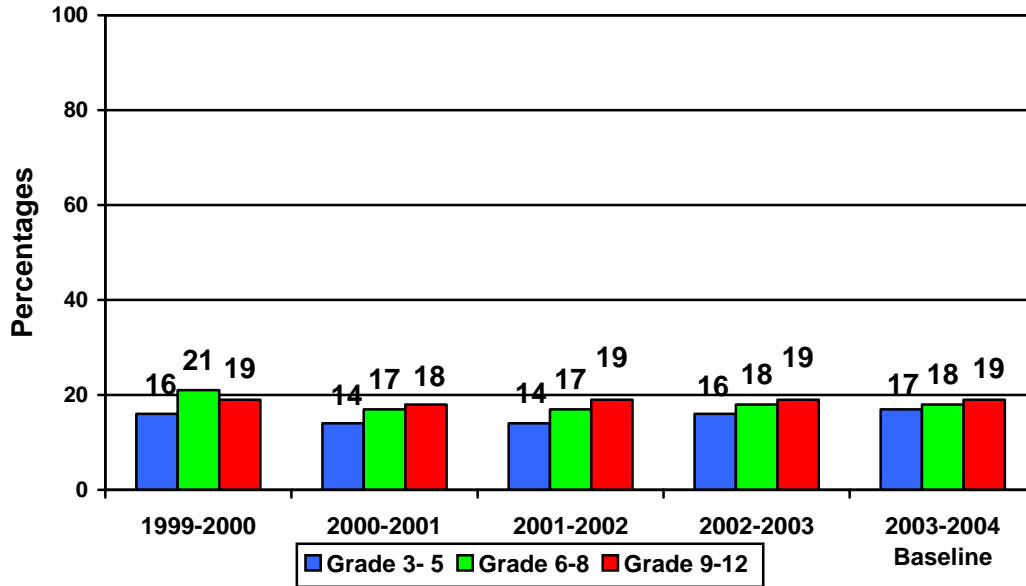
- Northwest area elementary schools increased their GT students from 14% of the grades 3-5 enrollment in 1999-00 to 18% in 2004-05, an increase of 4 percentage points.
- Northwest area middle schools' rate of GT students decreased from 24% of the grades 6-8 enrollment in 1999-00 to 23% in 2004-05. The rate in 2004-05 did increase 2 percentage points over the rate for 2003-04.
- Northwest area high schools increased the rate of GT students from 17% of the grades 9-12 enrollment in 1999-00 to 22% in 2004-05, an increase of 5 percentage points

**BCPS GT Student Enrollment by Geographic Area  
Central 5-Year Trend**



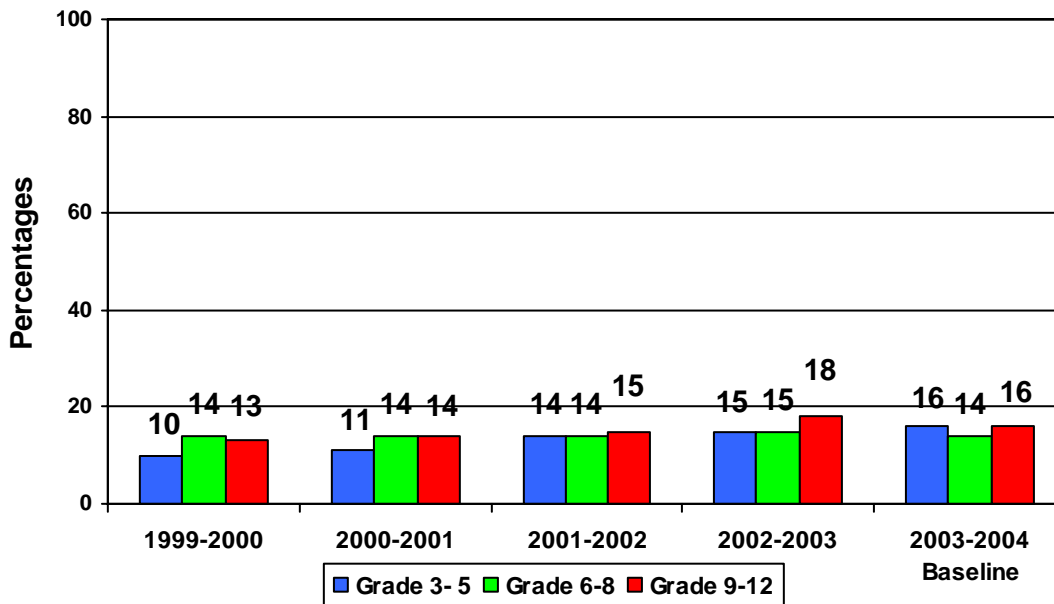
- Central area elementary schools increased their GT students from 18% of the grades 3-5 enrollment in 1999-00 to 30% in 2004-05, an increase of 12 percentage points.
- Central area middle schools' rate of GT students decreased from 36% of the grades 6-8 enrollment in 1999-00 to 35% in 2004-05. The rate in 2004-05 did increase 1 percentage point over the rate for 2003-04.
- Central area high schools increased the rate of GT students from 38% of the grades 9-12 enrollment in 1999-00 to 45% in 2004-05, an increase of 7 percentage points.

**BCPS GT Student Enrollment by Geographic Area  
Northeast 5-Year Trend**



- Northeast area elementary schools increased their GT students from 16% of the grades 3-5 enrollment in 1999-00 to 18% in 2004-05, an increase of 2 percentage points.
- Northeast area middle schools decreased the rate of GT students from 21% of the grades 6-8 enrollment in 1999-00 to 19% in 2004-05. The rate in 2004-05 did increase 1 percentage point over the rate for 2003-04.
- Northeast area high schools' rate of GT students was 19% of the grades 9-12 enrollment in 1999-00 and in 2004-05.

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



- Southeast area elementary schools increased their GT students from 10% of the grades 3-5 enrollment in 1999-00 to 19% in 2004-05, an increase of 9 percentage points
- Southeast area middle schools increased the rate of GT students from 14% of the grades 6-8 enrollment in 1999-00 to 15% in 2004-05, an increase of 1 percentage point
- Southeast area high schools' rate of GT students increased from 13% of the grades 9-12 enrollment in 1999-00 to 17% in 2004-05, an increase of 4 percentage points.

## ***Part 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 two-year testing window, 2002-03 compared to 2003-04. The cohort study follows BCPS Grade 3 and Grade 5 GT students over the two-year period. Tables detailing MSA data disaggregated by race/ethnicity and gender is included as APPENDIX C (*MSA Cohort Study BCPS GT Students 2003-2004 Grades 4 and 6 Disaggregated by Race/Ethnicity and Gender*).

### ***MSA Cohort Reading Test Comparisons***

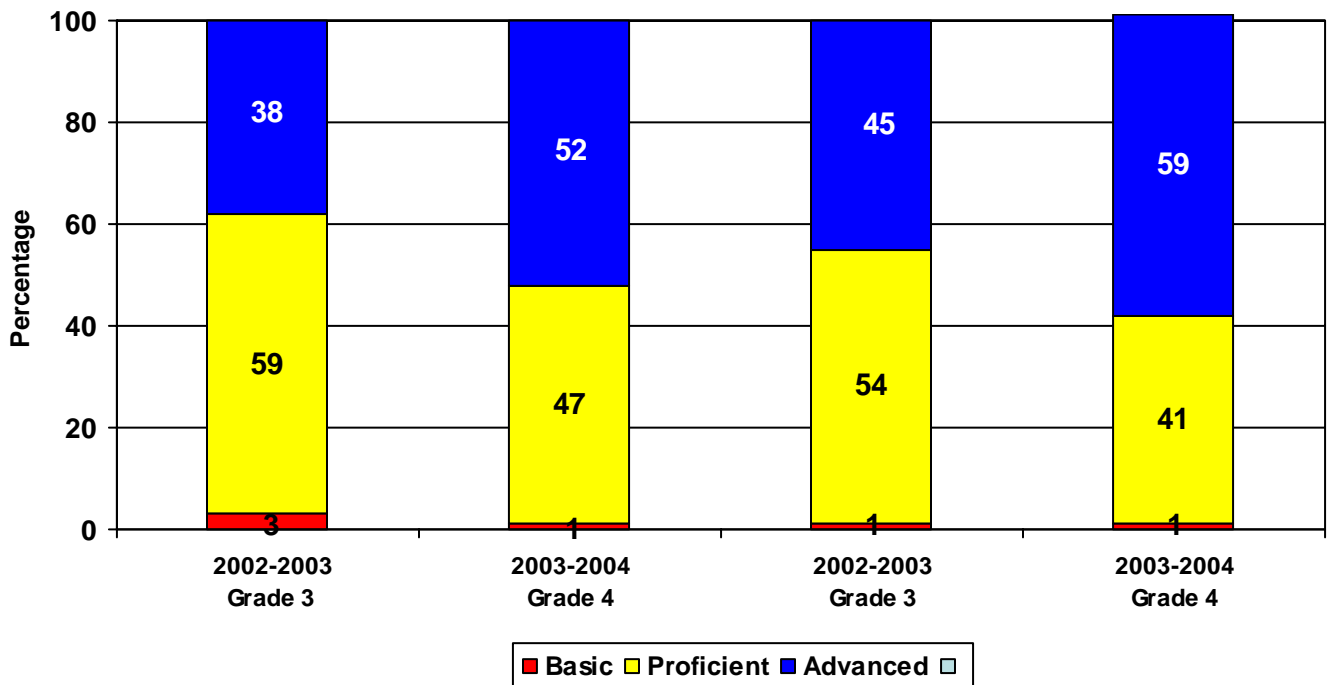
Reading scores reported for all GT Education students in Grade 4 regardless of their specific GT course assignments showed improvement from Grade 3 (testing year 2002-03) to Grade 4 (testing year 2003-04) with 38% of the students scoring at the advanced level in Grade 3 increasing to 52% scoring at the advanced level in Grade 4. The percent scoring at the basic level decreased from 3% in Grade 3 to 1% in Grade 4. Reading scores for students identified for GT

---

reading courses showed 45% of the students scoring at the advanced level in Grade 3 increasing to 59% in Grade 4, and increase of 14% over the two-year window.

Reading scores reported for all GT Education students in Grade 6 regardless of their specific GT course assignments showed improvement from Grade 5 (testing year 2002-03) to Grade 6 (testing year 2003-04) with 74% of the students scoring at the advanced level in Grade 5 increasing to 81% scoring at the advanced level in Grade 6. Reading scores for students identified for GT reading courses showed 84% of the students scoring at the advanced level in Grade 5 increasing to 91% in Grade 6, and increase of seven percentage points.

### MSA Cohort Study BCPS GT Students in 2003-2004 Grade 4 Reading Test Performance Comparison



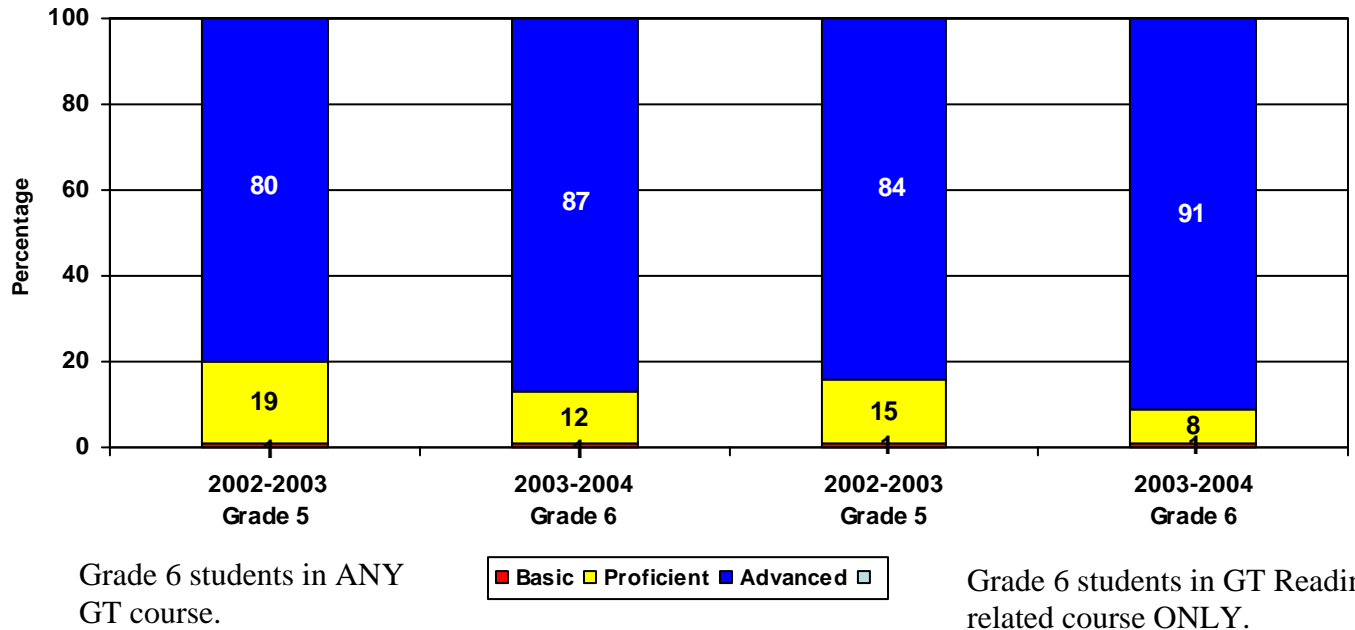
Grade 4 students in ANY GT course.

Grade 4 students in GT Reading related course ONLY.

#### GT Cohort Study on MSA Reading, Grades 3-4

- From 2003 3<sup>rd</sup> grade to 2004 4<sup>th</sup> grade, the percentage of GT students scoring proficient or advanced on the MSA Reading assessments increased from 97% to 99%. The percentage reaching advanced improved from 38% in 2003 3<sup>rd</sup> grade to 52% in 2004 4<sup>th</sup> grade. This cohort included students in any GT course/program.
- From 2003 3<sup>rd</sup> grade to 2004 4<sup>th</sup> grade, the percentage of GT students in reading programs scoring proficient or advanced on the MSA Reading assessments was 99% in both years. The percentage reaching advanced improved from 45% in 2003 3<sup>rd</sup> grade to 59% in 2004 4<sup>th</sup> grade.

## MSA Cohort Study BCPS GT Students in 2003-2004 Grade 6 Reading Test Performance Comparison



GT Cohort Study on MSA Reading, Grades 5-6

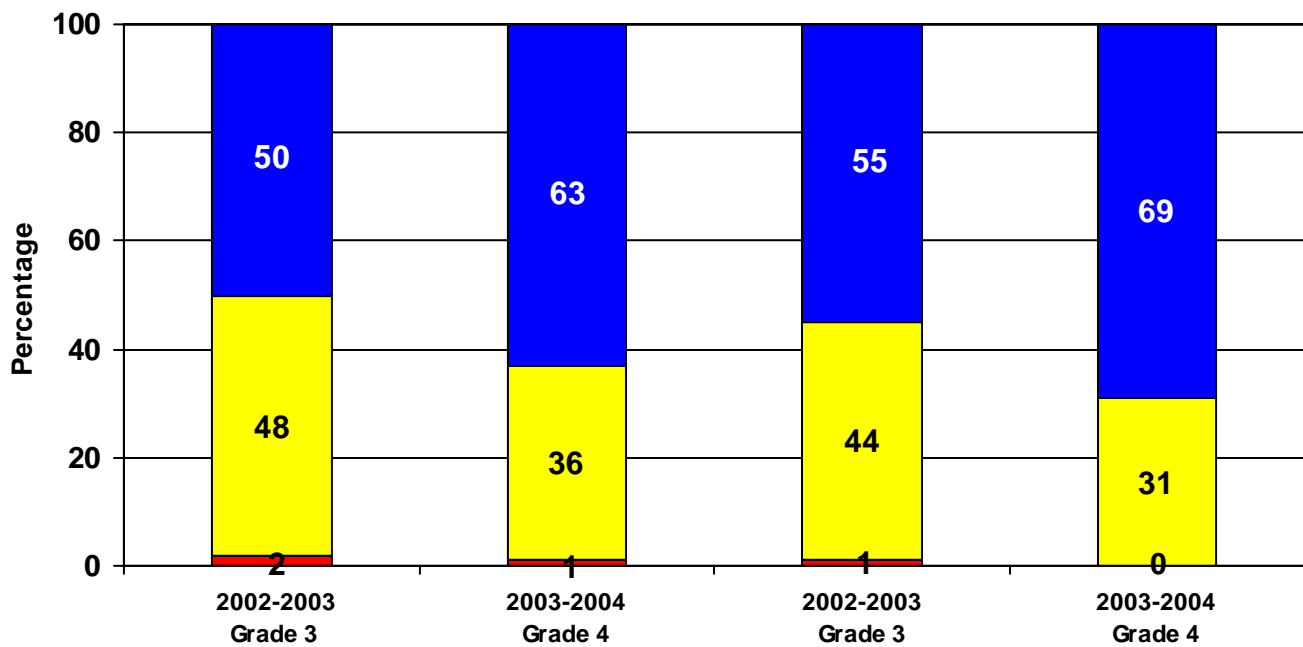
- From 2003 5th grade to 2004 6th grade, the percentage of GT students scoring proficient or advanced on the MSA Reading was 99% in both years. The percentage reaching advanced improved from 80% in 2003 5th grade to 87% in 2004 6th grade. This cohort included students in any GT course/program.
- From 2003 5th grade to 2004 6th grade, the percentage of GT students in reading programs scoring proficient or advanced on the MSA Reading assessments was 99% in both years. The percentage reaching advanced improved from 84% in 2003 5th grade to 91% in 2004 6th grade.

### *MSA Cohort Math Test Comparisons*

Math scores reported for all GT Education students in Grade 4 regardless of their specific GT course assignments showed improvement from Grade 3 to Grade 4 with 50% of the students scoring at the advanced level in Grade 3 increasing to 63% scoring at the advanced level in Grade 4. The percent scoring at the basic level decreased from 2% in Grade 3 to 1% in Grade 4. Math scores for students identified for GT math related courses showed 55% of the students scoring at the advanced level in Grade 3 increasing to 69% in Grade 4 and the number scoring at the basic level decreasing from 1% in Grade 3 to 0 in Grade 4.

Math scores reported for all GT Education students in Grade 6 regardless of their specific GT course assignments showed improvement from Grade 5 to Grade 6 with 43% of the students scoring at the advanced level in Grade 5 increasing to 55% scoring at the advanced level in Grade 6. Math scores for students identified for GT math courses showed 53% of the students scoring at the advanced level in Grade 5 increasing to 66% in Grade 6, an increase of 13%.

### MSA Cohort Study BCPS GT Students in 2003-2004 Grade 4 Math Test Performance Comparison



Grade 4 students in ANY GT course.

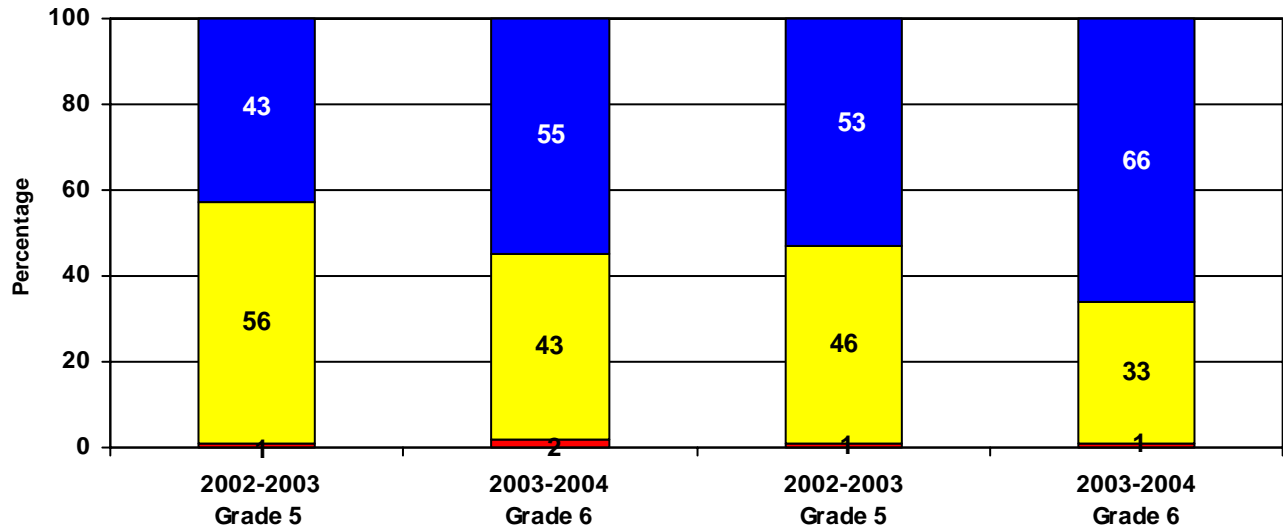
■ Basic ■ Proficient ■ Advanced

Grade 4 students in GT Math related course ONLY.

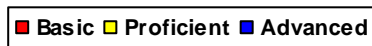
#### GT Cohort Study on MSA Math, Grades 3-4

- From 2003 3<sup>rd</sup> grade to 2004 4<sup>th</sup> grade, the percentage of GT students scoring proficient or advanced on the MSA Math assessments increased from 98% to 99%. The percentage reaching advanced improved from 50% in 2003 3<sup>rd</sup> grade to 63% in 2004 4<sup>th</sup> grade. This cohort included students in any GT course/program.
- From 2003 3<sup>rd</sup> grade to 2004 4<sup>th</sup> grade, the percentage of GT students in math programs scoring proficient or advanced on the MSA Math assessments was 99% in 2003 3<sup>rd</sup> grade and 100% in 2004 4<sup>th</sup> grade. The percentage reaching advanced improved from 55% in 2003 3<sup>rd</sup> grade to 69% in 2004 4<sup>th</sup> grade.

## MSA Cohort Study BCPS GT Students in 2003-2004 Grade 6 Math Test Performance Comparison



Grade 6 students in ANY GT course.



Grade 6 students in GT Math related course ONLY.

### GT Cohort Study on MSA Math, Grade 5-6

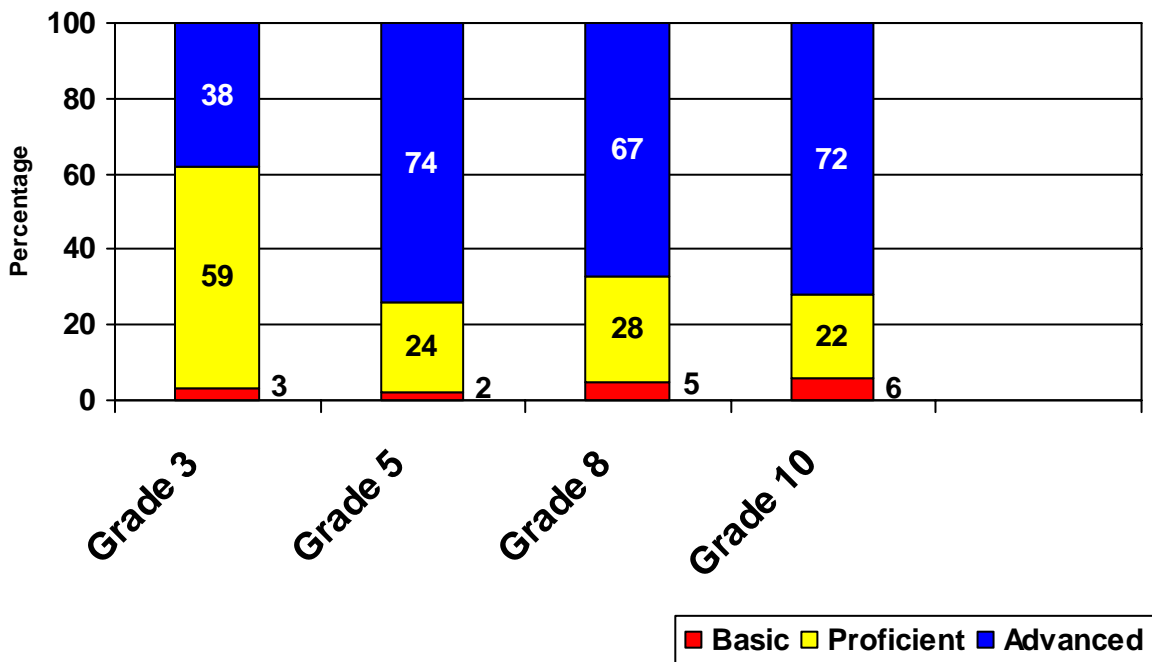
- From 2003 5th grade to 2004 6th grade, the percentage of GT students scoring proficient or advanced on the MSA Math assessments was 99% in 2003 and 98% in 2004. The percentage reaching advanced improved from 43% in 2003 5th grade to 55% in 2004 6th grade. This cohort included students in any GT course/program.
- From 2003 5th grade to 2004 6th grade, the percentage of GT students in math programs scoring proficient or advanced on the MSA Math assessments was 99% in 2003 and 2004. The percentage reaching advanced improved from 53% in 2003 5th grade to 66% in 2004 6th grade.



*Summary of Results in MSA Reading for Grades 3, 5, 8 and 10*

At each of the grade levels tested, over 94% of all students enrolled in the Gifted and Talented Education Program scored at the proficient or advanced levels in reading, with 97% of those in the elementary grades scoring at proficient or advanced levels. This exceeds the county average by 35 - 40%.<sup>2</sup> 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.

**2003 MSA Results for BCPS GT Students  
Reading Test**



GT students achieved at high levels on the state tests, scoring beyond the current standards and above local and state results. GT expectations, however, point to more students reaching the “advanced” level. Also, secondary schools had more “basic” students than the elementary grades, especially in mathematics.

### *MSA Reading Disaggregated by Gender*

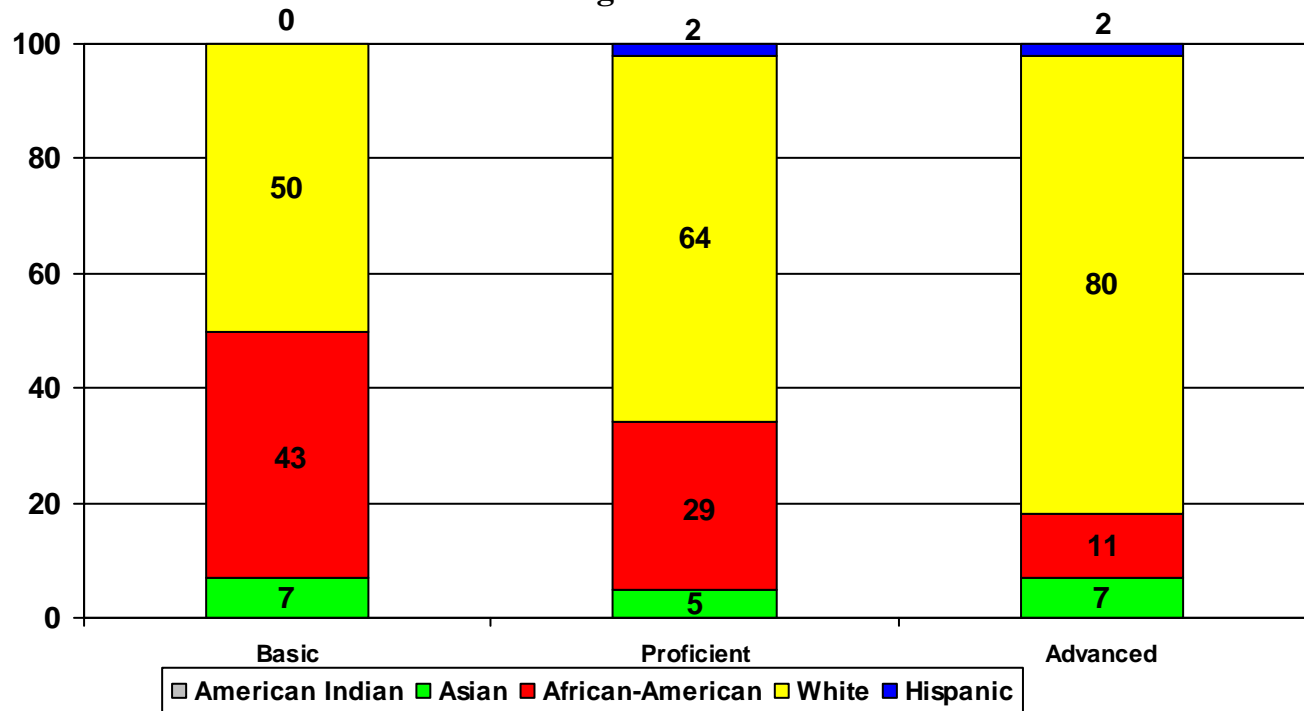
Three percent of Grade 3 Gifted and Talented Education students scored at the basic level on the MSA Reading test in the baseline year 2002-03; of the students who scored at the basic level, the majority were male (76%). The percentage of Gifted and Talented Education students scoring in the basic range who are male decreases in Grade 5 to Grade 8, but increases in Grade 10. In groups of Gifted and Talented Education students who scored in the proficient range, the percentage that were male decreased in each tested grade and the percentage of females increased. In the group of Grade 3 Gifted and Talented Education students who scored in the advanced range, a greater percentage (60%) were female. This pattern continued in Grade 5 (52%), Grade 8 (56%), and Grade 10 (58%). 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*

Among the students enrolled in Gifted and Talented Education who scored in the advanced range in Grades 3, 5, 8, and 10, approximately 20% are minority students and 80% are white. African-American students comprise 11.8% of the GT Education students who scored at the advanced level.

### 2003 MSA Results for BCPS GT Students by Race/Ethnicity

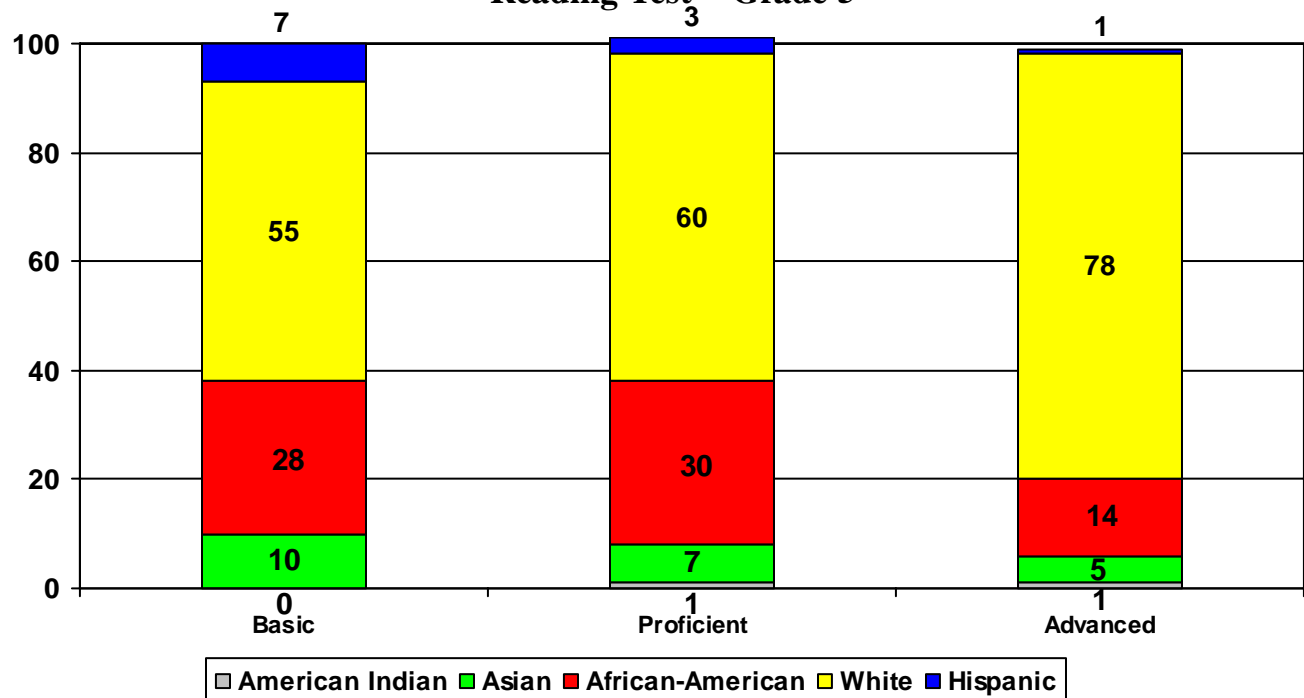
#### Reading Test Grade 3



African-American GT students tend to have a disproportionately larger proportion in the “basic” level and a smaller portion in the “advanced” level of the MSA.

### 2003 MSA Results for BCPS GT Students by Race/Ethnicity

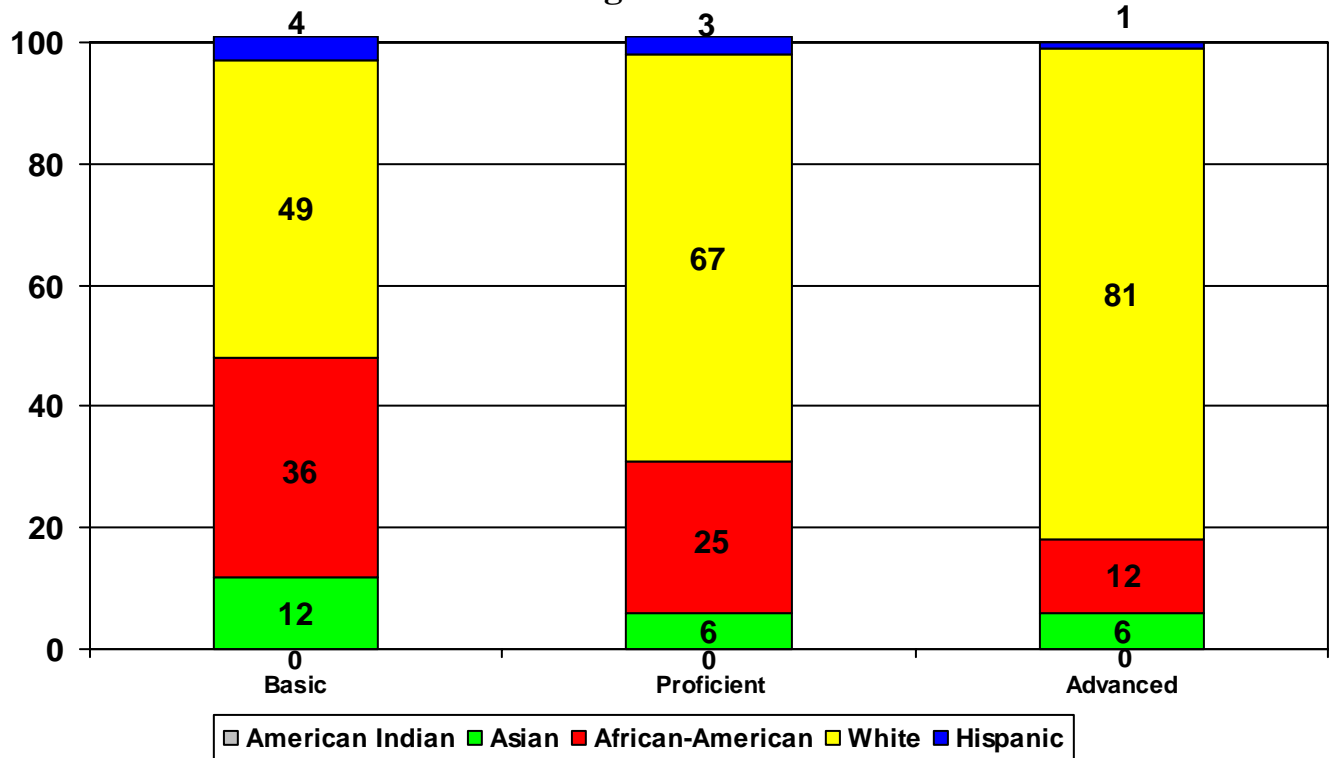
#### Reading Test Grade 5



African-American GT students tend to have a disproportionately larger proportion in the “basic” level and a smaller portion in the “advanced” level of the MSA.

## 2003 MSA Results for BCPS GT Students by Race/Ethnicity

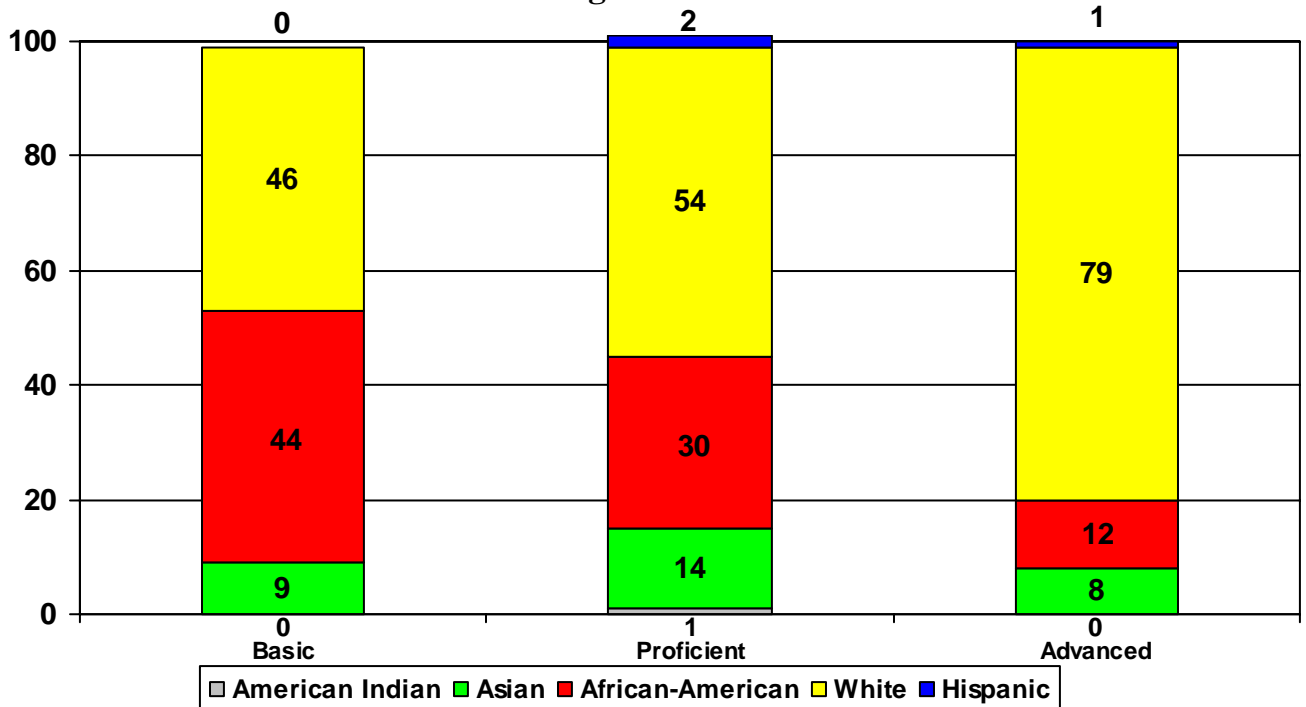
### Reading Test Grade 8



African-American GT students tend to have a disproportionately larger proportion in the “basic” level and a smaller portion in the “advanced” level of the MSA.

## 2003 MSA Results for BCPS GT Students by Race/Ethnicity

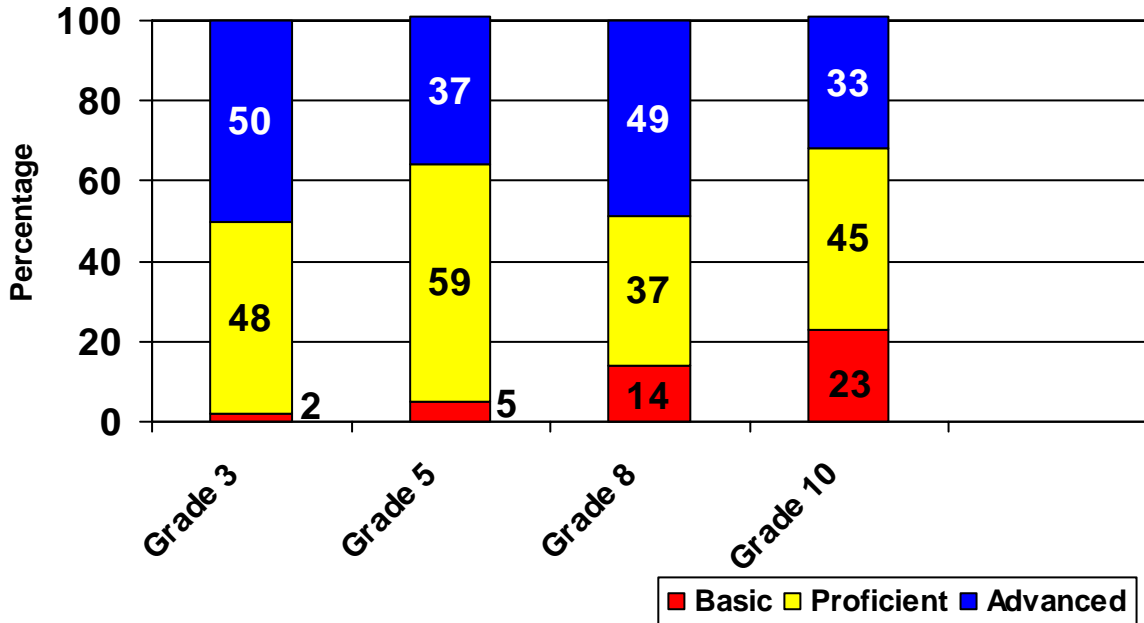
### Reading Test Grade 10



African-American GT students tend to have a disproportionately larger proportion in the “basic” level and a smaller portion in the “advanced” level of the MSA.

*Summary of Results in MSA Mathematics for Grades 3, 5, 8 and 10*

**2003 MSA Results for BCPS GT Students  
Math Test**



GT students achieved at high levels on the state tests, scoring beyond the current standards and above local and state results. GT expectations, however, point to more students reaching the “advanced” level. Also, secondary schools had more “basic” students than the elementary grades, especially in mathematics.

*MSA Mathematics Disaggregated by Gender*

Of the GT Education students scoring at the basic level in MSA mathematics during the baseline year, the percentage of males in the basic level decreases at each tested grade from Grades 3 to 8, while the percentages of females scoring at the basic level increases. The percentage of females scoring in the basic level increases from Grade 3 (44%) to Grade 5 (56%) to Grade 8 (71%). There is a greater percentage of GT Education females scoring at the proficient level in each tested grade.

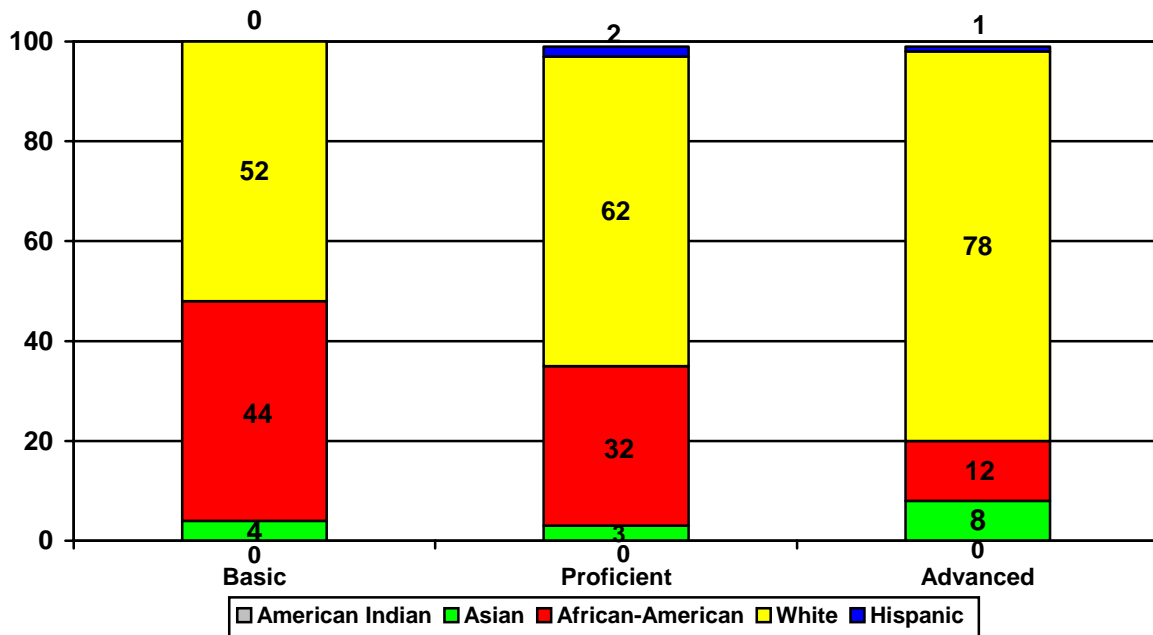
Of the GT Education students scoring at the advanced level during the baseline year, there is a greater percentage of females than males scoring at the advanced level in Grade 3

(females-51%, males-49%). However, this pattern changes in Grades 5 and 8 where a greater percentage of males than females scored at the advanced level. This trend of males outscoring females in mathematics differs from the aggregate for all BCPS students, where there were a greater percentage of females over males who scored in the advanced or proficient range in Grades 3, 5 and 8.

### *MSA Mathematics Disaggregated by Race/Ethnicity*

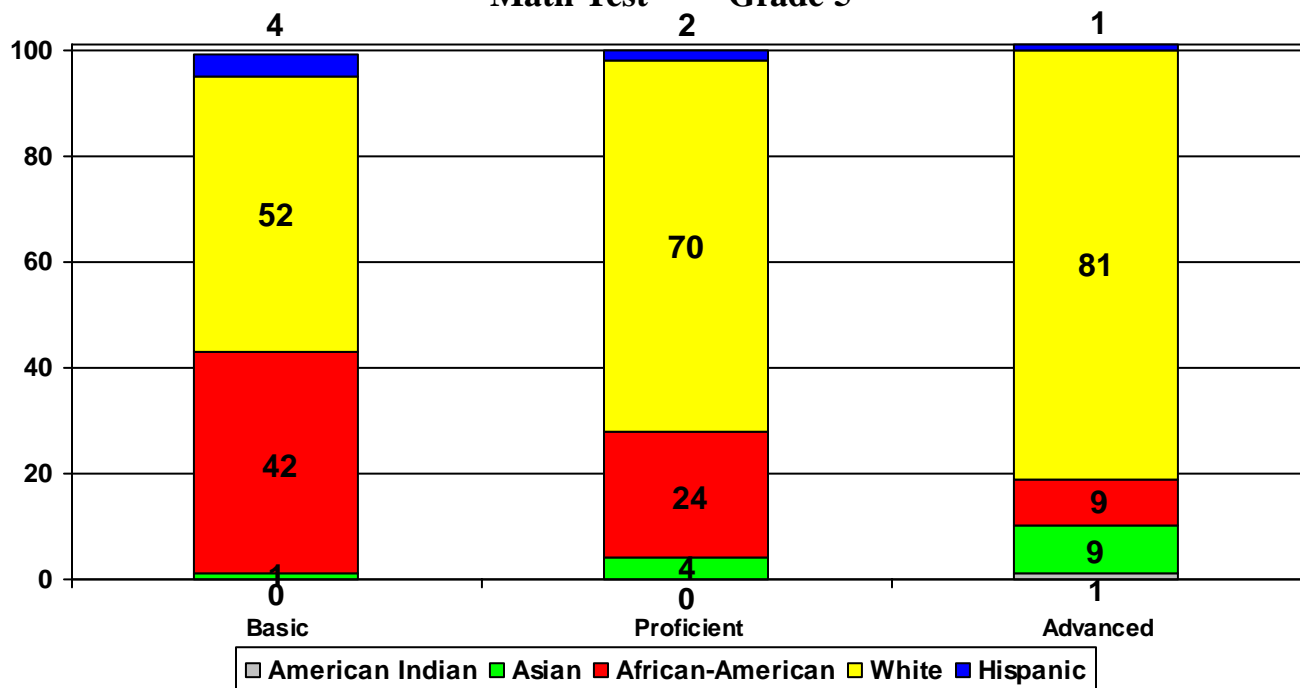
Among the students enrolled in Gifted and Talented Education who scored in the advanced range in Grades 3, 5, and 8, approximately 20% are minority students and 80% are white. African-American students comprise less than 10% of the GT Education students who scored at the advanced level in Mathematics. At the proficient level in all tested grades, about one-third of the students were minority. Of the small number of GT program students who scored in the basic range in mathematics, almost half were minority students.

**2003 MSA Results for BCPS GT Students by Race/Ethnicity  
Math Test Grade 3**



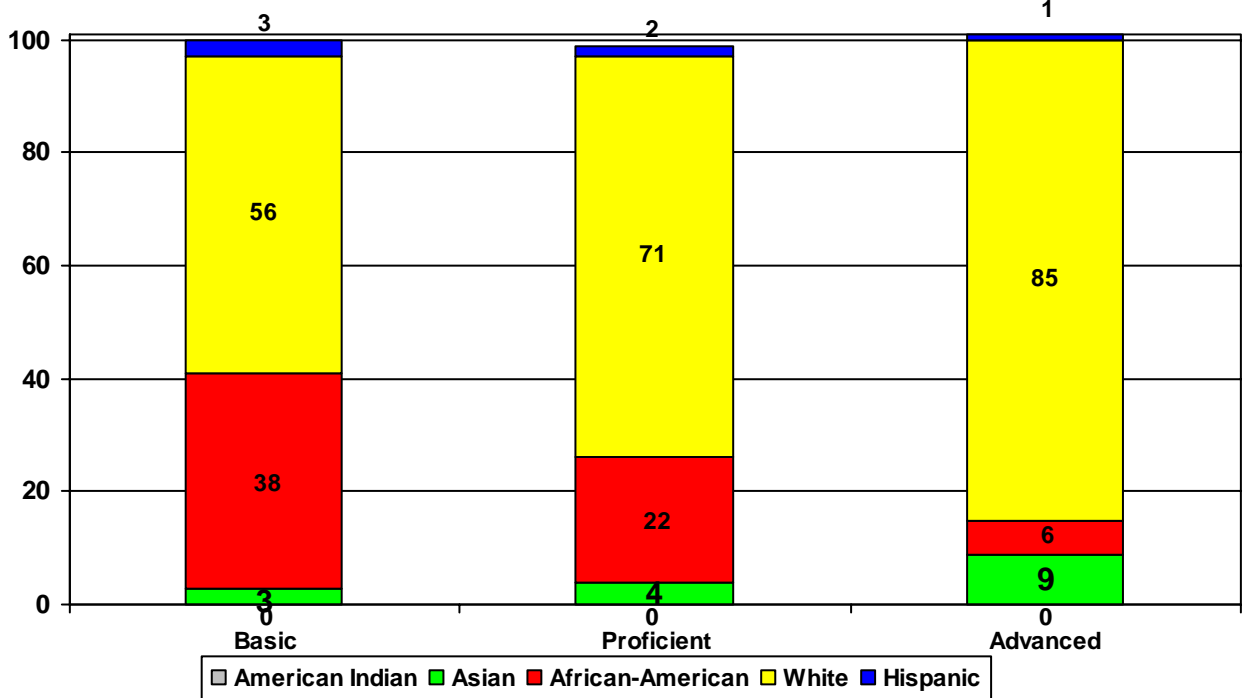
African-American GT students tend to have a disproportionately larger proportion in the “basic” level and a smaller portion in the “advanced” level of the MSA.

**2003 MSA Results for BCPS GT Students by Race/Ethnicity  
Math Test Grade 5**



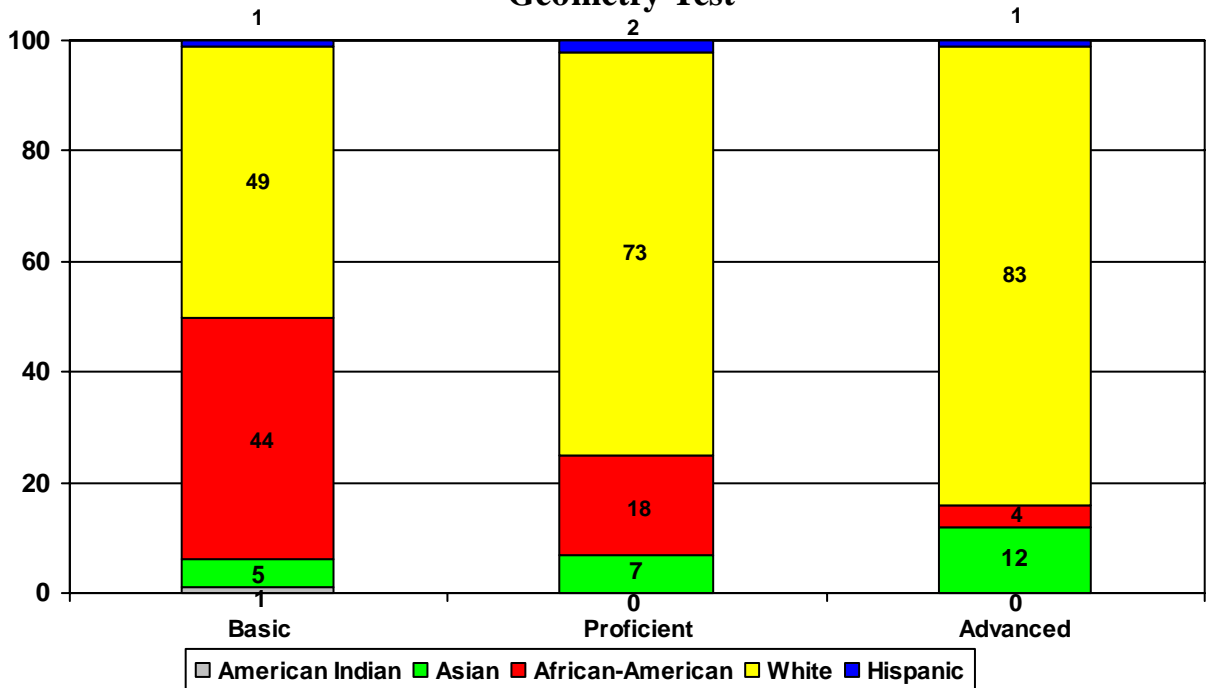
African-American GT students tend to have a disproportionately larger proportion in the “basic” level and a smaller portion in the “advanced” level of the MSA.

**2003 MSA Results for BCPS GT Students by Race/Ethnicity  
Math Test Grade 8**



African-American GT students tend to have a disproportionately larger proportion in the “basic” level and a smaller portion in the “advanced” level of the MSA.

**2003 MSA Results for BCPS GT Students by Race/Ethnicity  
Geometry Test**



African-American GT students tend to have a disproportionately larger proportion in the “basic” level and a smaller portion in the “advanced” level of the MSA.



### ***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 Executive Directors 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 Executive Directors of Schools' conversations with principals and the classroom observations during school visits. The Executive Directors 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 principal and the appropriate Executive Director of Schools. Other supervisory activities conducted by the Executive Directors 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 Executive Director 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 systemwide 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 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*

In 2003-04, a representative sample of 58 elementary schools was selected for the 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.

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.

The 2004-05 Mid-Year Primary Talent Development (PTD) Portfolio Review process involved 104 elementary schools and used the same rubric and sampling procedures noted previously. Twenty (20) schools completed their own mid-year review based upon their sustained, ongoing (2-4 year) involvement in a Primary Talent Development support partnership. Thirty-eight (38) schools were reviewed by their GT Catalyst Resource Teacher based upon their participation in the CATALYST project. Personnel from the Office of Gifted and Talented Education visited the remaining forty-six (46) schools to conduct reviews.

*Summary of the PTD Portfolio Review Data*

**2003-04 Mid-Year Portfolio Review Findings**

<b>PTD Portfolio RUBRIC</b>	<i>All Review Schools</i> <b>(58)</b>
<b>0</b> No evidence of documentation	<b>7%</b> (4)
<b>1</b> Partial documentation: fewer artifacts than required for grade level	<b>22%</b> (13)
<b>2</b> Required documentation: at least 1 artifact per targeted behavior	<b>33%</b> (19)
<b>3</b> Required documentation: at least 1 artifact per targeted behavior, coded using the REPI Developmental Continuum	<b>36%</b> (21)
<b>4</b> 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	<b>2%</b> (1)

2003-04 Portfolio Reviews were collected and included 58 elementary schools. 2004-05 Mid-Year Portfolio Reviews were collected and included 104 elementary schools.

**2004-05 Mid-Year Portfolio Review Findings**

<b>PTD Portfolio RUBRIC</b>	<i>All Review Schools</i> <b>(104)</b>
<b>0</b> No evidence of documentation	<b>0%</b> (0)
<b>1</b> Partial documentation: fewer artifacts than required for grade level	<b>3%</b> (3)
<b>2</b> Required documentation: at least 1 artifact per targeted behavior	<b>12%</b> (12)
<b>3</b> Required documentation: at least 1 artifact per targeted behavior, coded using the REPI Developmental Continuum	<b>68%</b> (71)
<b>4</b> 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	<b>17%</b> (18)

## *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 2003-04, 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. A deliberate decision to focus on the middle school grades was made in light of the Middle School Task Force Report.

### *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 each teacher of Gifted and Talented Education social studies and English, Grades 6 – 8, and to each GT Education mathematics and science class in the targeted middle schools (defined previously in this report). Walkthroughs were conducted by the staff in the Offices of Gifted and Talented Education and the Offices of Social Studies, English, and the Departments of Mathematics 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 addition to anecdotal notes to provide schools with non-evaluative feedback. This instrument, 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.

The Checklist was provided to each school’s chairperson prior to walkthroughs with a detailed explanation of the form and how it would be used. Walkthroughs were scheduled in advance so that the teachers could familiarize themselves with the Checklist.

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 Executive Director of Schools, the school, and the appropriate curriculum offices.

Feedback results were categorized based upon consistent or rare implementation of a desired component of Gifted and Talented instruction. Feedback is indicated both in terms of numbers of schools and the percentages represented. By implication, schools not falling in the consistent or rare implementation category were perceived as sometime/occasionally implementing the component.

A summary of 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  
(Number of classrooms seen as consistently or rarely focused on key concepts)**

Component	Social Studies (92 classrooms)		English (88 classrooms)		Math (49 classrooms)		Science (54 classrooms)	
	Consistent	Rarely	Consistent	Rarely	Consistent	Rarely	Consistent	Rarely
Key ideas	15	40	9	48	31	6	35	4
Open-ended	16	57	12	63	15	25	10	24
Critical thinking	16	63	8	68	9	27	16	27
Pacing	16	57	12	65	32	NA	31	19
Academic rigor	13	48	11	61	37	12	33	NA
Complex tasks	11	64	2	62	15	26	19	26
Flexible grouping	16	55	19	54	NA	NA	NA	NA
Variety of resources	14	57	2	78	2	44	7	36
Exchange of ideas	18	55	11	57	10	24	20	22

Generally, the GT components were observed occurring consistently in relatively few of the sampled classrooms. Depending upon the subject, the consistent use of the GT components ranged from 2% to 76% of the classrooms. On average, math and science had the highest rate of consistent classrooms at 20%, followed by social studies at 15%, and English at 10%.



## *GT Education Program Implementation in Targeted 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 (EDOS) 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 targeted assistance for consistent implementation of the Gifted and Talented Education program.

The 2002 – 2003 data used to identify the target 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 targeted services. Based on the following criteria, 35 elementary schools and 15 middle schools were selected for targeted services in 2003-04:

- 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 targeted 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 Executive Directors of Schools notified the schools regarding the targeted 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 Executive Directors of Schools.

An analysis of the direct services provided to the targeted schools in 2003 – 2004 showed that the number of these services increased significantly from the previous year. Services to the 35 elementary schools increased and services to the 15 middle schools doubled. The following table represents a two-year comparison of the direct services provided to support the implementation of the GT Education program in targeted schools.

**Table: A Two-Year Comparison of Direct Services in the Targeted Schools**

Level	Number Identified Schools	2003 # Services	2004 # Services	Change
Elementary	35	38	188	+150
Middle	15	24	82	+58

The number of GT implementation services increased by almost six times in the targeted elementary schools and by over three times in the targeted middle schools.

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. Almost all schools held a meeting with GT Office staff and the principal to discuss GT program goals. GT classroom walkthroughs were completed in all of the middle schools. However, other program services were completed in less than half of the schools.

**Table: Targeted Schools Receiving GT Education Program Implementation Services**

<b>Program Implementation Services to Schools</b>	<b>Elementary Schools (N = 35)</b>	<b>Middle Schools (N = 15)</b>
1. Meeting with Principal	94 %	100%
2. Review Student Profiles	40%	7%
3. Attend Referral and Review Meetings	54%	27%
4. Conduct Grade-Level Meetings	46%	N/A
5. Conduct GT Classroom Walkthroughs	N/A	100%

### *Professional Development Opportunities*

One of the criteria for selecting the targeted schools was low participation in the essential and differentiated GT Education professional development opportunities. As discussed previously 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 targeted schools, whose participation at these essential trainings more than doubled between 2002 – 2003 and 2003 – 2004.

**Table: Number of GT Teachers in Targeted Schools Attending Professional Development Activities**

Level	Number Identified Schools	2003 # Services	2004 # Services	Change
Elementary	35	67	174	+107
Middle	15	22	44	+22

Additional differentiated professional development activities were offered. There were 14 professional development opportunities made available to all elementary schools during the 2003-04 school year.

**Table: Differentiated GT Implementation Services to the 35 Targeted Elementary Schools**

Number of Events	Number of Schools
1-3	11
4-6	19
7 or more	5

Over half of the 35 targeted elementary schools participated in 4-6 differentiated implementation services

*GT Education Program Enrollment in the Targeted Schools*

The national average of students identified as gifted and talented is 12.5 %. In Baltimore County an average of 18.5% were enrolled in gifted and talented programs at the elementary and middle school level in 2002-03. One criterion for selecting the targeted schools was a GT enrollment either significantly below or above the county average. The average percentage of students identified for GT Education in 15 targeted Middle Schools was 16.3% in Fall 2003. GT enrollment in the targeted schools ranged from 4.5% – 39.8 %.

Among the 35 targeted elementary schools, 71% increased the enrollment of students in the GT program. Six schools had 5% or less identified and ten schools had less than 10% identified. Fifteen schools had more than 15% of students identified.

## *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 will have at least a .5 CATALYST GT Education resource teacher. In some cases principals have elected to supplement from 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.

A key focus of the project is desirable changes in teacher competencies. 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 two 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.
- *Level 2: Resource 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: Resource Teacher Specialist 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 Resource

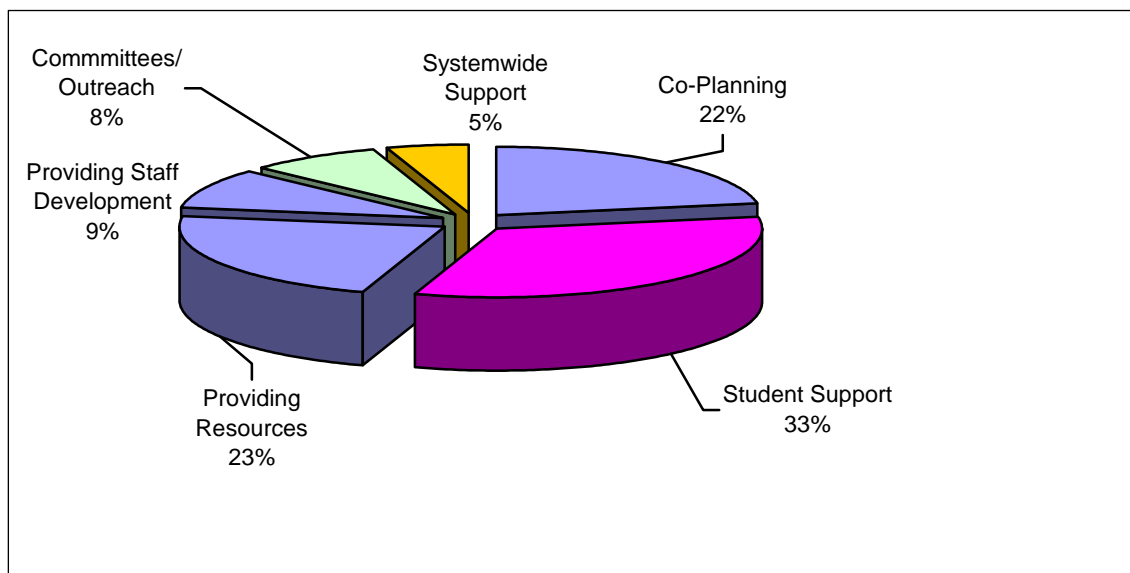
teachers' responsibilities to serve as GT Facilitator, collect program data, and participate in the bimonthly GT Education teacher training sessions sponsored by the Office of Gifted and Talented Education.

CATALYST GT Education resource teachers recorded the frequency of services provided by completing a daily contact log and transferring the information to a summary form submitted quarterly to the Office of Gifted and Talented Education staff. These data were compiled and summarized over a two-year period.

### *CATALYST Services Data*

Data accumulated over two years show that direct services to students (student support, 34.4% to 32.85%) comprise about one-third of the CATALYST services. Services that support teachers (planning, providing resources, staff development) comprise the majority of the CATALYST teacher's role. Services that support administration/leadership (committees, parent outreach, and systemwide GT Education support) comprise about 14%. The following presents the range of categories of services for the 2003 –04 school year.

### *CATALYST Project Services, 2003 – 2004*



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

*GT Education Student Enrollment in CATALYST Schools*

In the school year 2002-03, 702 students in 20 Title I schools received direct and indirect support from the CATALYST GT Education resource teachers. In the school year 2003-04, 1165 students in 31 Title I schools received direct and indirect support from the CATALYST GT Education resource teachers. The greatest increase in Year Two was in the number of Diagnostic Placements (from 31 to 167), for those students placed in the GT Education program for a trial period in order to assess their ability to be successful.

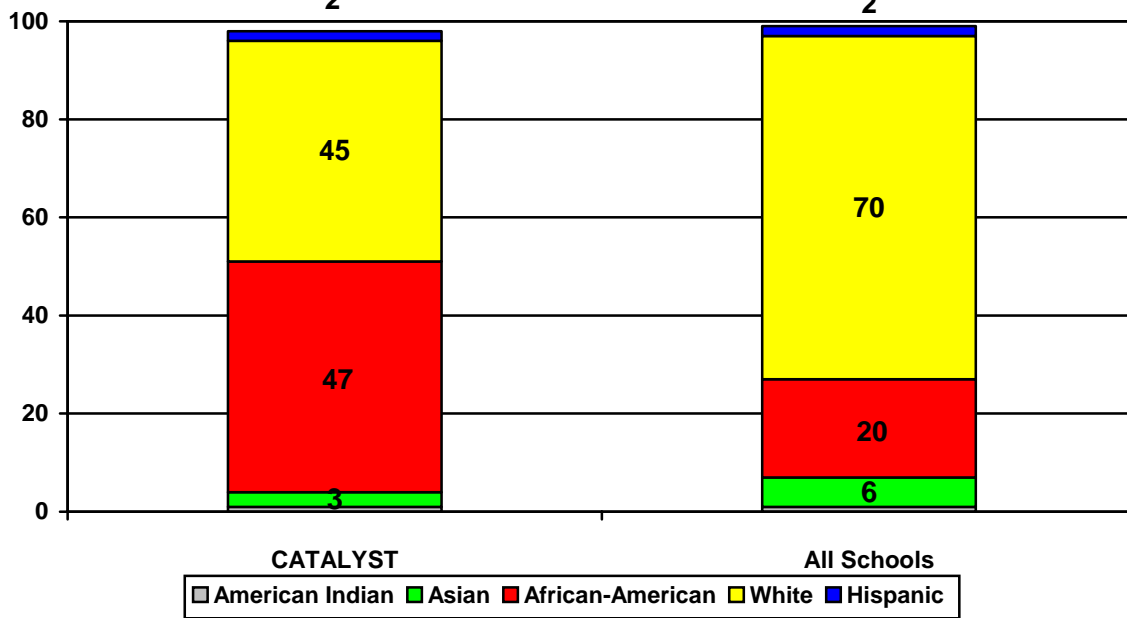
Comparison of countywide and CATALYST GT Education enrollments disaggregated by race/ethnicity shows a higher percentage of (47.4%) of African American minority students in the schools were supported by a CATALYST GT Education Resource teacher. The table and graph *CATALYST Enrollments by Race/Ethnicity in BCPS Title I Elementary Schools* indicate the CATALYST GT enrollment compared to all BCPS elementary schools.

**Table: CATALYST Enrollments by Race/Ethnicity in BCPS Title I Elementary Schools**

Race	Percent of GT Students	
	CATALYST	All BCPS Elementary Schools
American Indian	1	1
Asian	3	6
African-American	47	20
White	45	70
Hispanic	2	2



**CATALYST Enrollments by Race/Ethnicity in BCPS  
Title I Elementary Schools**



In the CATALYST schools, the rate of enrollment for African-Americans and white students is virtually the same. This contrasts markedly with the totals for all BCPS Elementary Schools, where African-Americans are decidedly underrepresented in GT.

In the CATALYST schools, the rate of enrollment for African-Americans and white students is virtually the same. This contrasts markedly with the totals for all BCPS elementary schools, where African-Americans are decidedly underrepresented in GT.

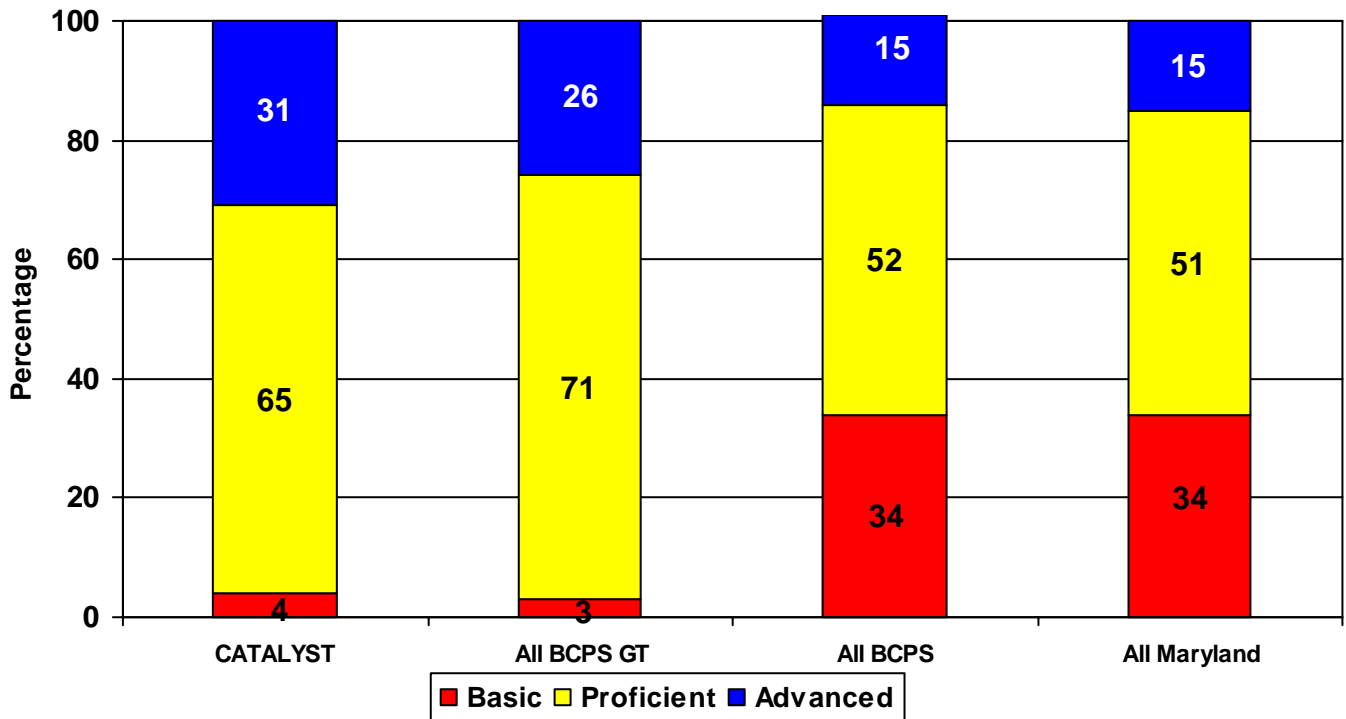
*Student Achievement in GT Education in CATALYST Schools*

The measures used to assess student achievement in the CATALYST program are aligned with the *Blueprint for Progress* Performance Indicators. These include the MSA Reading and Mathematics scores and the school-based Reading and Mathematics summative assessments.

Students in the CATALYST GT program in Title I elementary schools exceeded both the county and state average scores on the 2002 – 2003 MSA tests for Grade 3. On

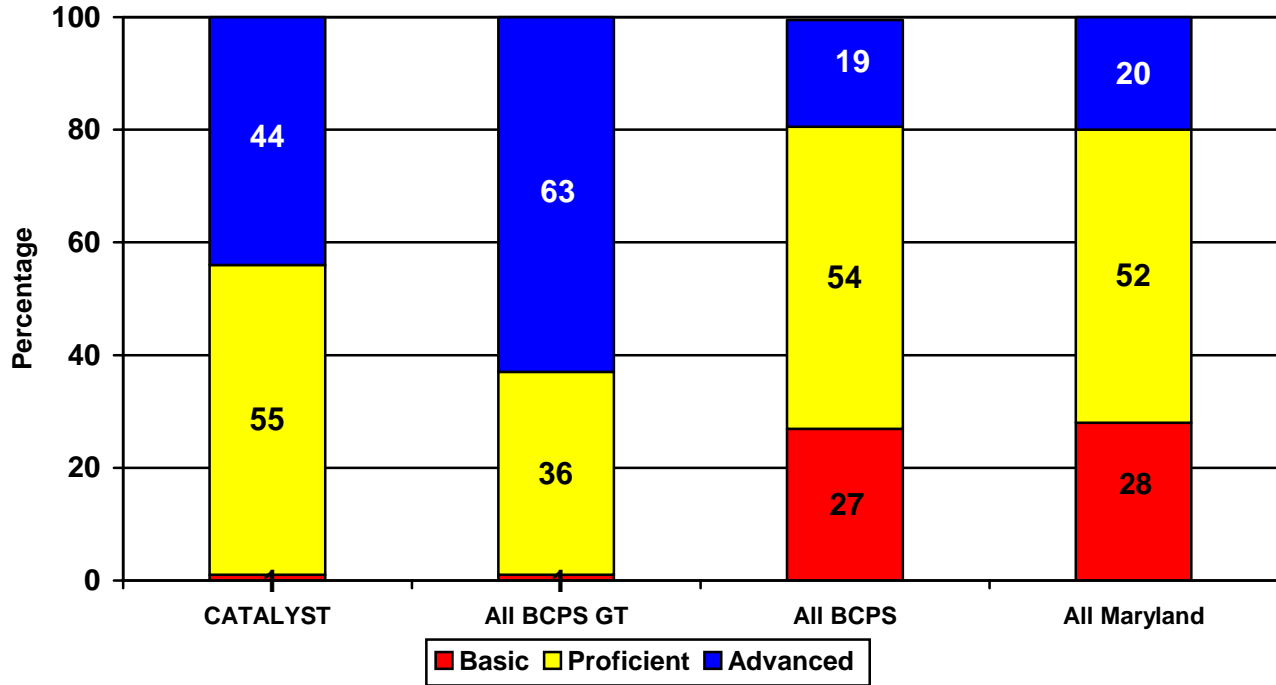
the Reading test, 98% scored at the Proficient (73.9%) or Advanced level (23.9%). A similar pattern held true in Mathematics (98.5%). The following data presents a comparison of these students with the county and state reading and mathematics averages for Grade 3.

### 2003 MSA Results for BCPS GT Students Reading Test Grade 3



CATALYST students performed better on the 2003 3<sup>rd</sup> grade MSA Reading assessments than either the BCPS total or State totals (96% Proficient/advanced for CATALYST versus 66% for all BCPS students and for all Maryland students). Compared with all BCPS GT students, 31% of the CATALYST students reached advanced on the MSA, better than the 26% advanced for all BCPS GT students. CATALYST students had 96% scoring proficient/advanced compared with 97% for all BCPS GT students in grade 3.

**2003 MSA Results for BCPS GT Students  
Math Test Grade 3**



CATALYST students performed better on the 2003 3rd grade MSA Math assessments than either the BCPS total or State totals (99% proficient/advanced for CATALYST versus 73% for all BCPS students and 72% for all Maryland students). Compared with all BCPS GT students, 44% of the CATALYST students reached advanced on the MSA, while 63% of all BCPS GT students in 3<sup>rd</sup> grade reached the advanced mark. CATALYST students had 99% scoring proficient/advanced the same as the 97% for all BCPS GT students in grade 3.

**Table: 2003 MSA 3<sup>rd</sup> Grade Reading and Math Results Comparison**

MSA Level	Percent of Students Scoring at Levels					
	CATALYST		All BCPS		All Maryland	
	Reading	Math	Reading	Math	Reading	Math
Basic	4	1	34	27	34	28
Proficient	65	55	52	54	51	52
Advanced	31	44	15	19	15	20

CATALYST GT Education students achieved higher when compared to other BCPS students. Among the CATALYST Grade 3 students scoring in the proficient range in reading and math, more than one-third (37%) scored in the upper quartile of that range.

### *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.

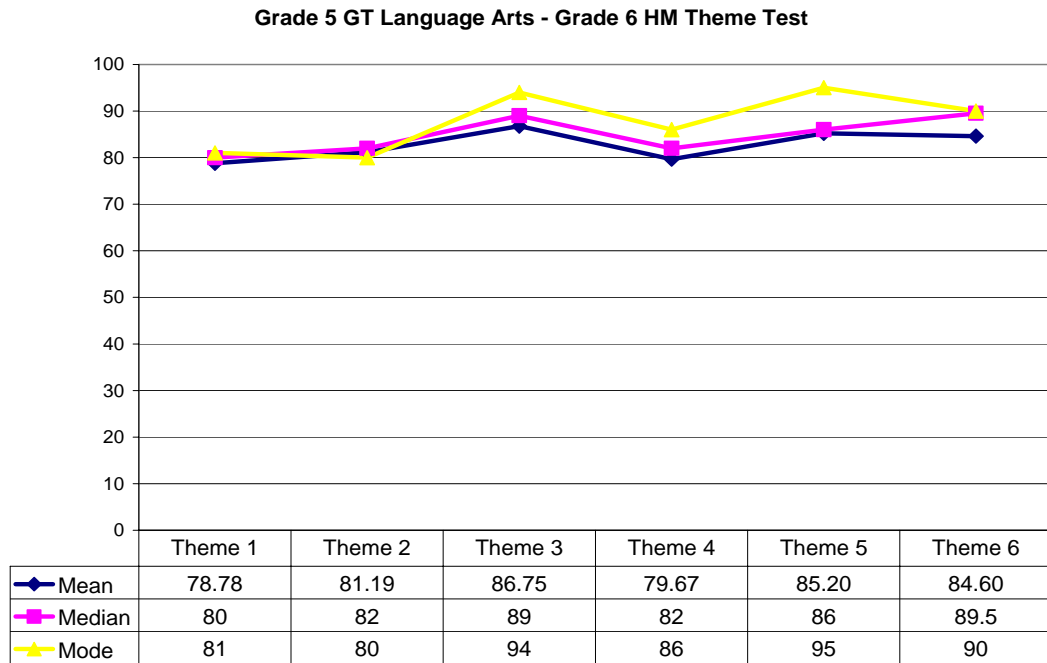
In the Grade 4 and Grade 5 GT Education mathematics program, the curriculum is accelerated and students take the above grade-level county summative assessments. In 2003 – 2004, 90% of the CATALYST schools were reported as consistently using the appropriate GT Education mathematics assessments. The students identified for Grade 4 GT Mathematics were on average scoring at or above the 80<sup>th</sup> percentile on the above grade level assessments. Students in the Grade 5 GT Mathematics are on average scoring at or near the 80<sup>th</sup> percentile on the Grade 6 middle school assessments.

In the GT Reading/Language Arts program, students in Grades 3 – 5 use the above-grade level Houghton-Mifflin series as a part of their accelerated and enriched program. However, among the CATALYST schools, less than one-third of the students consistently took the above-grade level Houghton Mifflin assessments.

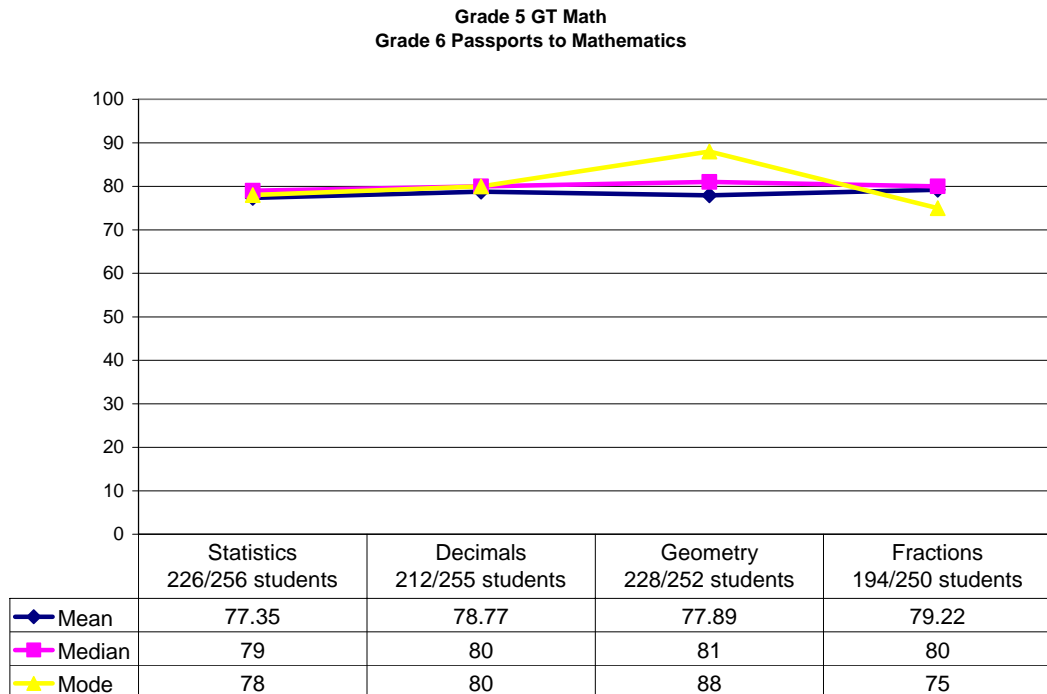
Among the students who took the appropriate above-grade level Houghton Mifflin assessments, student achievement showed an upward trend throughout the year and mean scores range from 70% - 86% on all tests except Theme 1 in Grades 3 and 4 assessments. The following tables

present assessments scores for students in the CATALYST GT program in Title I schools for Grade 5 GT Reading Language Arts and Mathematics.

*CATALYST Grade 5 GT Reading/Language Arts Test Scores, 2003 - 2004*



*CATALYST Grade 5 GT Mathematics Test Scores, 2003 - 2004*



#### ***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 2003 – 2004 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 with the Departments of Elementary and Secondary Programs 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 70 different Gifted and Talented Education general and subject-specific training opportunities were offered.

**Table: Professional Development Provided to Teachers of GT Students**

Type	Number of Topics	Percent
General	8	26
Primary Talent Development	21	17
Elementary GT Curriculum	28	43
Middle School GT Curriculum	13	14

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 2,414 participants for these training opportunities (duplicated count). Of these 2,414 participants:

- 26% of participants attended general GT Education topics, K-12.
- 17% of participants attended Primary Talent Development topics.
- 43% of participants attended Elementary GT Education topics.
- 14% of participants attended Middle School GT Education topics.

### *General GT Education Pedagogy*

Among the 70 professional development opportunities, 11% were on general (GT pedagogy) topics. The four regularly scheduled GT Facilitator meetings 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 and by the conclusion of the year, 468 had attended. A two-day August inservice was offered for teachers new to Gifted and Talented Education, Grades 3 – 12 (67 attended).

### *Primary Talent Development*

Among the subject-specific training topics, 30% focused on the Primary Talent Development (PTD) program. This program is described in detail in Section IV of this report. Essential training topics on new curriculum included PTD updates for mentor teachers (100% of mentors attended), PTD program updates for schools (100% of schools represented), and PTD training for teachers new to primary grades (92% of schools represented). PTD program updates were held on multiple dates and in multiple locations during the school day to enhance teacher participation. Substitute funds were provided for schools.



Three differentiated PTD training opportunities were offered in direct response to teacher needs assessment: The PTD inservice course (7 attended), October Professional Development Day workshops (48 attended), and PTD focus-group workshops (40 attended).

### *Elementary Gifted and Talented Education Professional Development*

Of the 70 GT Education Professional Development topics offered in 2003 – 2004, 40% were in Elementary Gifted and Talented mathematics, language arts, science, and social studies curriculum.

In elementary mathematics, essential training in new curriculum was presented to Gifted and Talented Education mathematics teachers in Grade 4 (58% of schools represented) and Grade 5 (97% of schools represented). Four differentiated opportunities based on teacher need/interest were also offered: PACE Option B training (31 attended), PACE Mathematics training for new teachers (36 attended), October Professional Development Day PACE workshop (29 attended), and Planning for GT 4 and GT 5 mathematics. (17 attended).

In elementary Gifted and Talented Education Language Arts, essential professional development training was held on the August Professional Development Day for new curriculum in Grade 3 (100% of schools represented). Differentiated GT Language Arts topics were offered for each Grade K – 5 on the countywide October Professional Development Day: Kindergarten (20 teachers attended); Grade 1 (38 teachers attended); Grade 2 (48 teachers attended); Grade 3 (36 teachers attended); Grade 4 (28 teachers attended); Grade 5 (46 teachers attended).

Essential professional development training in new curriculum guides for Grade 4 teachers of elementary social studies and science was held on the countywide August Professional Development Days (100% of schools represented).

## *Middle School Gifted and Talented Education Professional Development*

### *Number of Teachers in the Middle School GT Education Program to be Served by Professional Development*

The baseline data of teachers in the BCPS middle school Gifted and Talented Education Program was prepared by Department of Human Resources staff using files from the 2002 – 2003 school year. Data was obtained by matching teacher identification numbers with GT course numbers, a procedure possible only at the secondary levels. Currently there is no system for collecting elementary teacher data. The data are presented for the six GT courses that were offered in Grades 6 – 8 in 2002-2003: Reading (Grade 6 only); English, Mathematics, Science, Social Studies, and Art.

In the 2002-2003 baseline report, there were 598 teachers teaching one or more GT Education courses countywide. Systemwide there were a total of 20 GT reading teachers and 71 GT art teachers in the entire county. The number of English, mathematics, science, and social studies teachers ranged from 42 – 54, 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 – 44 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*

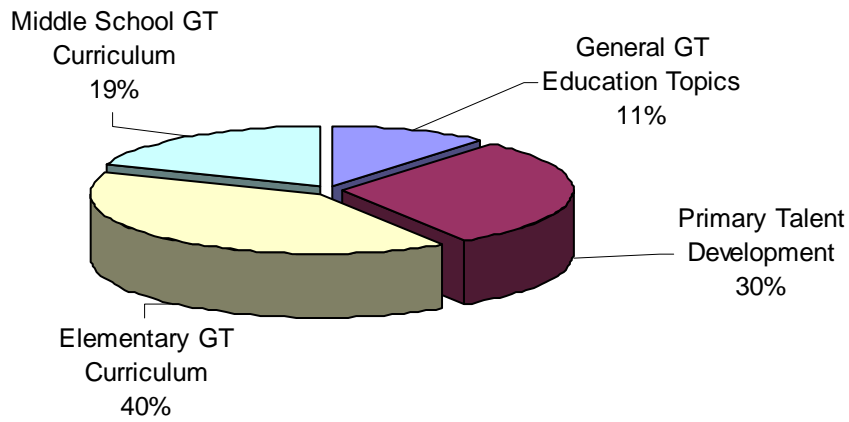
Of the 70 GT Education professional development topics offered, 19% were on middle school English, social studies, science, and mathematics curricular topics. Professional development training for GT English teachers was held for both categories of training: essential training in new curriculum and differentiated training in direct response to teacher needs assessment.

On the August Professional Development Day, new curriculum was presented related to the Grade 8 unit, *A Midsummer Night's Dream*, to Grade 8 English teachers (100% of middle schools represented). *Touchstones* training, a reading enrichment program for Grade 6 Reading teachers, was offered to all middle schools during the school day; substitute funds were provided (50 teachers attended representing 84% of middle schools). Three differentiated opportunities related to drama for Grade 8 GT English teachers were offered after school (20 teachers representing 33% 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). Two differentiated after school opportunities were offered related to implementation/strategies and creating essential questions for teachers in Grades 6 – 8 (25 teachers attended both trainings, with 50 % of middle schools represented).

Essential professional development training related to new curriculum for Grade 8 Algebra II teachers was held on the August Professional Development Day (30 teachers attended; 100% of middle schools were represented). Essential professional development training for GT Grade 7 science teachers relating to problem based learning was held during the school day at a Science Department Chair meeting (21 attended, 84% of middle schools were represented). The following graph, “GT Education Professional Development Topics 2003-2004,” presents the categories of the professional development opportunities.

### GT Education Professional Development Topics 2003 - 2004



## ***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 Portfolio Review conducted in 2004.

- Sustained Primary Talent Development support fosters ongoing professional dialogue and addresses curriculum and portfolio issues at the school level. All of the schools (N=58) included in the review sample received sustained support in the Primary Talent Development Partnership for one to three years.
- The majority (71%) of the review schools had K-2 mid-year portfolios that presented documentation indicative of consistent implementation of Primary Talent Development. These schools scored a 2 – 4 of 4 maximum points on the review rubric.
- Twenty-nine percent (29%) presented K-2 mid-year portfolios revealing little or insufficient documentation to indicate the consistent implementation of Primary Talent Development. These schools scored less than 2 on the rubric.

The following statements summarize the patterns and trends from the mid-year Primary Talent Development Portfolio Review conducted in 2005. In the 2004 Mid-Year Primary Talent Development Portfolio Reviews process, recommendations were made to repeat the process to include portfolio assessments in all elementary schools. This review was completed in March 2005.

- Sustained Primary Talent Development continues to support ongoing professional dialogue and addresses curriculum, instruction, and portfolio uses at the school level.
- The great majority (97%) of the 104 elementary schools had K-2 mid-year portfolios that presented documentation indicative of consistent implementation of Primary Talent

Development. These schools scored 2-4 points on the review rubric. Of the 104 schools, 85% scored 3-4 points with 4 as the greatest possible point.

### *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.

- Continue differentiated support and staff development that focuses on recognizing, nurturing, challenging, and documenting the talents of young children through effective instruction using grade level Primary Talent Development modules.
- Provide specific support for the compilation of portfolios to benefit schools revealing little or insufficient Primary Talent Development portfolio documentation.
- Provide ongoing, differentiated support and staff development in the practice of effective “kid-watching” and the use of the REPI Developmental Continuum to advance and strengthen the efforts of those schools currently collecting the required portfolio documentation but failing to apply REPI codes.
- Provide ongoing, differentiated support to enhance school-based Primary Talent Development capacity and professional learning communities in those schools currently demonstrating consistent Primary Talent Development implementation.
- Conduct summative End-of-Year Primary Talent Development reviews at all 104 elementary schools during June 2005.
- Continue to implement the Primary Talent Development portfolio review process.

### *Program Implementation Patterns and Trends in the Targeted Schools*

These patterns and trends can be observed from the 2003 – 2004 data collected in the 35 targeted schools:

- There was a significant increase in the total number of direct services utilized by the targeted schools; Elementary schools increased services by nearly five times and middle schools increased all services by more than three times.
- Thirty percent of the fifty identified schools made use of all four “essential” services. However, a majority of schools did not make use of the essential services following the administrative meeting.
- While all of the targeted middle schools (N=15) held at least one administrative meeting and had initial walkthroughs, only one-fourth of middle schools followed up with a Referral and Review meeting.
- Participation in GT Education professional development opportunities increased by 107% in the targeted elementary schools, and by 22% in the targeted middle schools. This direct connection with the schools helps to ensure that information and updates are consistently provided to the schools. The meetings serve to provide on-site expertise to schools with regard to implementing the Gifted and Talented program.
- The wide range in the percentages of students enrolled in the targeted middle schools indicates identification over the county average in some schools and identification under the county average in others.

### *Recommendations Based on Targeted Schools Program Implementation Data*

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

- Using data such as the frequency of GT Education direct services, teacher professional development participation, and program enrollment to target schools for additional support is a promising practice. Most of the schools targeted in 2003 – 2004 showed gains in those program criteria
- The Executive Directors of Schools, in conjunction with the Office of Gifted and Talented Education staff, will continue to review individual schools to determine which ones need to continue as targeted schools. The Executive Directors may also determine which support services should be required in order to improve the school's implementation of GT Education.
- School principals should annually conduct a GT Education program self-assessment to determine the support services needed by their schools.
- Schools with low numbers of identified students should 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.



## *CATALYST GT Project Patterns and Trends*

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

- Data on the CATALYST teacher's 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.
- Greater percentages of African-American students participate in the CATALYST GT Education program than in the countywide GT Education program.
- 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. However, the 2002 – 2003 baseline data show that over one-third of the CATALYST students in the upper quartile of the Proficient level are ready to move into the advanced level.
- The consistent achievement of the CATALYST students on the above-grade level mathematics and reading assessments supports and reinforces the effectiveness of the accelerated and enriched GT education curricula..

## *Recommendations for the CATALYST GT Project Based on Data*

The following recommendations are based on the analysis of patterns and trends.

- Continue funding and support for the CATALYST GT Education project in Title I elementary schools.

- Monitor the effectiveness of CATALYST program implementation in individual schools and make staffing allocations contingent on program data.
- Develop procedures for evaluating the impact of the CATALYST GT Education model on classroom teachers' practices and attitudes.
- Explore funding sources to expand the collaborative GT Education Resource teacher model to non-Title I schools.

## *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 2003 - 2004 supported the professional development goals in the *Blueprint for Progress* by providing:
  - Differentiated formats. Training was offered on countywide Professional Development Days, during the school day, after school, and during the summer. Some training was offered for graduate or inservice credit.
  - Differentiated topics. Training 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.
- GT Education professional development in 2003-04 supported the professional development goals for early talent development. Approximately 30% of professional development topics were related to Primary Talent Development and approximately 40% were elementary in focus for a total of 70% of the professional development efforts.
- Teacher participation in essential GT Education professional development such as an introduction to new curriculum is at a higher rate than participation for the differentiated topics.
- School participation at essential training for new curriculum and program updates varied.

## *Recommendations Based on Professional Development Data*

The following program recommendations are supported by the analysis of patterns and trends in the GT Education program professional development data.

- The “general” GT education professional development topics made up 11% of those offered. Given the emphasis on identifying and serving diverse GT Education student populations discussed in Parts I and II of this report, these offerings should be increased.
- For the 2003-04 school year, middle school GT Education topics made up 19% of those offered, based upon a decision to focus attention on Primary Talent Development and the elementary process. Given the large number of GT teachers in the middle school program, these offerings should be increased.
- Given the large number of teachers who need training in GT Education essential and differentiated topics, an interdisciplinary committee with representatives from the Department of Professional Development, Department of Student Services, Office of Equity and Assurance, and the curriculum offices in the Departments of Elementary, Secondary, and Special Programs, Pre-K – 12 should collaborate in the planning and delivery of GT Education professional development.
- Principals should receive notification by the Office of Gifted and Talented Education when a GT Education professional development topic is essential so they can ensure their schools are represented. School administrators and curriculum office personnel should work together to encourage teachers in the GT Education program to pursue the in-depth differentiated GT professional development topics.

**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

Board of Education of Baltimore County

Adopted: 09/09/03

**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.<sup>7</sup> 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.<sup>8</sup>
- 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;

---

<sup>8</sup> *Annotated Code of Maryland*, Education Article §8-201.

**APPENDIX A**  
**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 – 2 in order to recognize, nurture, and challenge the potential of all children.<sup>9</sup>
- 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

---

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

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

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.

- 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.



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

- 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.
- 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

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

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  
1999-00 thru 2003-04  
5 Year Trend**

<b>School</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>Baseline 2003-2004</b>
ARBUTUS	24 - 10.2%	26 - 12%	15 - 6.5%	24 - 11.1%	30 - 14.2%
BALTO HIGHLANDS	11 - 4.4%	2 - 0.8%	27 - 10.5%	24 - 10.1%	30 - 12%
BATTLE GROVE	23 - 13.8%	13 - 9%	23 - 14.9%	22 - 14%	26 - 16.4%
BEAR CREEK	28 - 11%	45 - 18.3%	48 - 19%	46 - 18.7%	70 - 31.7%
BEDFORD	32 - 15.5%	33 - 15.1%	30 - 15.1%	28 - 12.2%	31 - 13.1%
BERKSHIRE	29 - 14%	27 - 14.4%	34 - 19.3%	36 - 20.6%	41 - 23.8%
CARNEY	41 - 15.8%	53 - 19.5%	29 - 11.3%	40 - 14.5%	35 - 12.5%
CARROLL MANOR	31 - 16.8%	32 - 18.9%	25 - 14.1%	43 - 26.7%	48 - 32.7%
CATONSVILLE	24 - 11.5%	21 - 10.5%	24 - 11.1%	28 - 13.5%	54 - 25.5%
CEDARMERE	33 - 15.3%	38 - 16.5%	45 - 18%	29 - 11.3%	14 - 5.4%
CHADWICK	30 - 9.7%	30 - 13.6%	23 - 10.2%	29 - 13.4%	26 - 11.8%
CHAPEL HILL	40 - 15%	67 - 23.8%	50 - 18.4%	42 - 14.4%	68 - 21.2%
CHARLESMONT	18 - 7.8%	22 - 9.5%	28 - 14.4%	35 - 20.6%	32 - 19.2%
CHASE	45 - 22.3%	36 - 19.9%	34 - 18.7%	25 - 16.6%	25 - 18.7%
CHATSWORTH SCHOOL	74 - 28%	76 - 33.5%	78 - 34.5%	75 - 32.1%	68 - 27.2%
CHESAPEAKE TERR	26 - 16.4%	24 - 17.1%	20 - 13.2%	12 - 8.1%	10 - 8.1%
CHURCH LANE EL TECH	39 - 11.7%	39 - 12.3%	28 - 11.8%	32 - 12.6%	44 - 16.1%
COLGATE	9 - 6.3%	14 - 10.4%	18 - 12.9%	19 - 12.8%	33 - 20.6%
CROMWELL ELEM MAGNET	75 - 33.9%	37 - 17.3%	92 - 42.8%	85 - 40.5%	81 - 38.9%
DEEP CREEK ELEMENTARY	10 - 4.1%	4 - 2%	24 - 12%	23 - 10.5%	46 - 21.3%
DEER PARK ELEMENTARY	24 - 8%	28 - 8.4%	32 - 11.4%	35 - 12.8%	38 - 14.8%
DOGWOOD	0 - 0%	17 - 5.7%	3 - 1%	30 - 9.8%	31 - 10.7%
DUNDALK ELEMENTARY	39 - 13%	28 - 9.2%	24 - 7.8%	29 - 9.6%	27 - 9%
EASTWOOD CENTER	2 - 2.2%	17 - 19.3%	12 - 14.3%	15 - 20.8%	11 - 16.4%
EDGEMERE	18 - 7.2%	15 - 6%	45 - 18.3%	30 - 13%	35 - 15.6%
EDMONDSON HGHTS	2 - 0.6%	60 - 17.4%	35 - 9.6%	34 - 9.2%	22 - 6.2%
ELMWOOD	33 - 12.8%	33 - 13.2%	23 - 8.9%	32 - 12.1%	35 - 13.1%
ESSEX	35 - 14.1%	33 - 13.4%	20 - 9%	42 - 19.2%	49 - 25%
FEATHERBED LANE	16 - 4%	26 - 6.6%	49 - 12.7%	41 - 11.5%	37 - 10.6%
FIFTH DISTRICT	11 - 6.2%	72 - 42.1%	58 - 36.7%	54 - 37%	70 - 44.9%
FORT GARRISON	79 - 29.7%	84 - 32.8%	103 - 38.7%	93 - 38.1%	55 - 23.8%
FRANKLIN	47 - 17.1%	64 - 21.3%	54 - 20.1%	49 - 18.2%	63 - 24.1%
FULLERTON	61 - 23.6%	33 - 12%	14 - 4.9%	23 - 9.5%	49 - 18.6%
GLENMAR	8 - 4.7%	0 - 0%	0 - 0%	36 - 18.8%	36 - 18.9%
GLYNDON	29 - 9.8%	42 - 13.9%	47 - 16.8%	21 - 8.2%	39 - 14.3%
GRANGE	33 - 13%	26 - 10.7%	34 - 14.5%	32 - 16.2%	19 - 9.5%
GUNPOWDER	75 - 28.4%	52 - 19%	25 - 8.8%	41 - 13.8%	60 - 19.5%
HALETHORPE	27 - 12.6%	24 - 11.4%	20 - 10%	13 - 6.6%	23 - 12.8%
HALSTEAD ACADEMY	33 - 13.3%	28 - 11%	29 - 11.6%	18 - 7.5%	26 - 10.3%
HAMPTON	18 - 9%	66 - 32.7%	59 - 33.7%	33 - 19.3%	39 - 20.9%
HARFORD HILLS	6 - 3.4%	24 - 13.1%	13 - 7.5%	23 - 11.6%	29 - 14.9%
HAWTHORNE	22 - 8.1%	32 - 12.1%	33 - 13.5%	35 - 14.1%	28 - 11.2%
HEBBVILLE	50 - 18.4%	46 - 15.6%	37 - 13.5%	26 - 10%	33 - 12.5%
HERNWOOD	14 - 5.7%	13 - 4.2%	9 - 3.8%	33 - 13.8%	42 - 18.3%
HILLCREST	67 - 20.1%	94 - 28.9%	69 - 22.4%	53 - 15.8%	78 - 23.6%

**APPENDIX B – Elementary School GT Student Enrollment by School  
1999-00 thru 2003-04  
5 Year Trend**

School	1999-2000	2000-2001	2001-2002	2002-2003	Baseline 2003-2004
JACKSONVILLE	110 - 32.1%	116 - 32.5%	104 - 32.1%	69 - 21.4%	75 - 23.3%
JOHNNYCAKE	33 - 10.6%	15 - 5.1%	35 - 12%	32 - 10.3%	15 - 5.2%
JOPPA VIEW	88 - 28.3%	62 - 19.4%	66 - 21.9%	45 - 15.5%	50 - 18.7%
KINGSVILLE	38 - 13%	30 - 9.9%	53 - 20.5%	76 - 29.9%	75 - 33.6%
LANSDOWNE ELEMENTARY	30 - 16.5%	26 - 14.1%	18 - 9.8%	25 - 13.8%	27 - 14.5%
LOGAN	27 - 10.4%	39 - 13.4%	22 - 8.4%	45 - 17.9%	43 - 19.7%
LUTHERVILLE LAB TECH	3 - 1.1%	4 - 1.7%	65 - 27.9%	55 - 25.2%	75 - 36.8%
MARS ESTATES	21 - 8.9%	20 - 9.5%	21 - 9.8%	32 - 18.2%	40 - 20.1%
MARTIN BLVD	9 - 5.4%	21 - 14.3%	20 - 13.5%	19 - 14%	23 - 16.2%
MCCORMICK	16 - 6.6%	27 - 11.3%	39 - 15.8%	36 - 15.7%	36 - 15%
MIDDLEBOROUGH	15 - 7%	11 - 5.4%	21 - 13%	20 - 13.8%	26 - 19.7%
MIDDLESEX	38 - 16.4%	34 - 13.1%	26 - 10.3%	38 - 17.4%	28 - 12.1%
MILBROOK	17 - 6.2%	26 - 8.8%	13 - 4.7%	40 - 17.5%	37 - 17.7%
NEW TOWN ELEMENTARY	0 - 0%	0 - 0%	48 - 11.3%	49 - 11.5%	58 - 14.3%
NORWOOD	22 - 7.1%	27 - 8.7%	50 - 16.7%	52 - 18.6%	42 - 14.9%
OAKLEIGH	26 - 9.2%	24 - 8.3%	25 - 9.2%	23 - 9.3%	16 - 7.2%
OLIVER BEACH	4 - 2.6%	20 - 13.2%	26 - 18.7%	37 - 24.5%	33 - 24.1%
OREMS ELEMENTARY	29 - 16.5%	25 - 14.8%	26 - 18.1%	29 - 22.7%	23 - 18.3%
OWINGS MILLS ELEMENTARY	33 - 9.5%	70 - 20.5%	70 - 22.4%	36 - 10.8%	74 - 22.6%
PADONIA INTERNATIONAL	44 - 30.3%	27 - 19%	33 - 22.4%	42 - 29.4%	34 - 23.4%
PERRY HALL ELEMENTARY	49 - 17.3%	36 - 12.2%	40 - 13.7%	38 - 14%	50 - 19%
PINE GROVE ELEMENTARY	69 - 24.6%	43 - 15.5%	70 - 23.8%	75 - 24.9%	66 - 22.1%
PINEWOOD	82 - 26.3%	70 - 25.2%	63 - 24.1%	61 - 22.8%	34 - 12.6%
PLEASANT PLAINS	31 - 12.9%	44 - 18.9%	45 - 18.3%	63 - 25.9%	72 - 28.3%
POT SPRING	47 - 17.1%	73 - 26%	89 - 30.8%	95 - 33.8%	82 - 27.6%
POWHATAN	24 - 10%	7 - 3.3%	36 - 16.4%	33 - 17.6%	37 - 23.4%
PRETTYBOY	31 - 11.2%	24 - 8.6%	43 - 15.8%	39 - 14.8%	48 - 20.2%
RANDALLSTOWN ELEM	37 - 14.8%	29 - 12.5%	15 - 7.3%	20 - 10.4%	20 - 10.6%
RED HOUSE RUN	54 - 21.1%	32 - 12.5%	38 - 14.2%	26 - 10.4%	17 - 7.4%
REISTERSTOWN	13 - 4.2%	69 - 23.3%	38 - 15%	15 - 6.1%	63 - 28.1%
RELAY	41 - 14.6%	44 - 16.5%	26 - 10.4%	19 - 7.7%	26 - 11.5%
RIDERWOOD	100 - 35.3%	110 - 42.6%	134 - 45.3%	133 - 45.2%	105 - 37.9%
RIVERVIEW	22 - 8.6%	16 - 6.5%	19 - 8.5%	24 - 9.6%	22 - 9.2%
RODGERS FORGE	27 - 9.3%	2 - 0.7%	98 - 35.1%	100 - 38%	89 - 35.7%
SANDALWOOD	15 - 5.3%	26 - 9.5%	29 - 11.3%	31 - 12.1%	29 - 10.7%
SANDY PLAINS	45 - 16%	29 - 11%	33 - 12%	32 - 11.4%	35 - 12.1%
SCOTTS BRANCH	11 - 4.1%	12 - 4.2%	39 - 13.3%	37 - 12.4%	27 - 9.2%
SENECA	42 - 19.4%	47 - 22.1%	28 - 14.5%	26 - 14.7%	26 - 13.4%
SEVEN OAKS	51 - 16.5%	47 - 16.5%	31 - 12%	30 - 11.9%	34 - 14.7%
SEVENTH DISTRICT	60 - 27%	62 - 26.1%	60 - 27.9%	58 - 28.9%	58 - 29.1%
SHADY SPRING	26 - 9.4%	60 - 23.1%	60 - 22.7%	49 - 19.6%	38 - 15.1%
SPARKS	50 - 24%	48 - 23.1%	38 - 16.7%	45 - 18.1%	95 - 34.8%
STONELEIGH	48 - 15.7%	38 - 13.3%	50 - 18.4%	62 - 23.6%	59 - 22.3%
SUMMIT PARK	76 - 38.2%	83 - 47.4%	54 - 33.1%	78 - 49.7%	88 - 51.2%
SUSSEX	13 - 6.3%	17 - 8.9%	16 - 8.7%	22 - 11.2%	23 - 11.3%

**APPENDIX B – Elementary School GT Student Enrollment by School  
1999-00 thru 2003-04  
5 Year Trend**

<b>School</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>Baseline 2003-2004</b>
TIMBER GROVE	62 - 15.9%	48 - 12.4%	54 - 14.3%	44 - 13.5%	64 - 21.3%
TIMONIUM	33 - 14.7%	41 - 17.7%	45 - 21.2%	39 - 17.5%	48 - 22.3%
<b>VICTORY VILLA</b>	<b>3 - 1.7%</b>	<b>6 - 2.9%</b>	<b>33 - 17.9%</b>	<b>40 - 20.5%</b>	<b>25 - 14.5%</b>
VILLA CRESTA	44 - 12.6%	42 - 13.5%	33 - 11.1%	30 - 10.6%	78 - 30.7%
WARREN	57 - 27.1%	55 - 30.4%	59 - 32.6%	31 - 16.3%	38 - 19.4%
WELLWOOD INTL SCHOOL	15 - 6.1%	0 - 0%	28 - 10.3%	51 - 18.8%	60 - 23.1%
WESTCHESTER	64 - 23.6%	55 - 21.3%	50 - 20.4%	53 - 21.3%	80 - 31.1%
WESTOWNE	17 - 7.3%	10 - 4.5%	20 - 9.8%	26 - 12.9%	17 - 8.2%
WINAND	59 - 14.5%	53 - 13.1%	45 - 12.9%	47 - 14.1%	34 - 10.6%
<b>WINFIELD</b>	<b>36 - 10.4%</b>	<b>17 - 8.2%</b>	<b>10 - 4.8%</b>	<b>28 - 13.7%</b>	<b>30 - 14.8%</b>
WOODBIDGE	0 - 0%	30 - 12.9%	23 - 9.5%	41 - 18.8%	48 - 23.3%
<b>WOODMOOR</b>	<b>14 - 3.9%</b>	<b>26 - 7.5%</b>	<b>31 - 9.4%</b>	<b>37 - 10.8%</b>	<b>37 - 11.9%</b>

2003-04 is highlighted as the baseline year of the GT Status Report

CATALYST Schools as of 2004-05 are highlighted

**MSA Cohort Study BCPS GT Students in 2003-2004 Grade 04 Disaggregated by Race/Ethnicity and Gender**

Year			American Indian		Asian		African American		White		Hispanic		Total	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2003	Reading	Basic			1		6	2	2	3			9	5
	Grade 03	Proficient	1	1	10	13	88	101	165	191	5	7	269	313
		Advanced			13	25	17	40	155	229	2	7	187	301
2004	Reading	Basic					2	2	1	3			3	5
	Grade 04	Proficient			7	7	75	83	136	122	3	8	221	220
		Advanced	1	1	17	31	34	58	184	299	4	6	240	395
2003	Math	Basic			1		2	3	4	1			7	4
	Grade 03	Proficient			12	7	83	75	187	128	4	6	286	216
		Advanced		1	25	31	40	38	258	230	3	4	326	304
2004	Math	Basic					1		3				4	0
	Grade 04	Proficient		1	8	3	63	58	126	87	2	3	199	152
		Advanced			30	36	63	57	318	272	5	7	416	372

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

**MSA Cohort Study BCPS GT Students in 2003-2004 Grade 06 Disaggregated by Race/Ethnicity and Gender**

Year			American Indian		Asian		African American		White		Hispanic		Total	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2003	Reading	Basic					2	1	1				3	1
	Grade 05	Proficient	1	2	2	7	19	40	42	60	1	3	65	112
		Advanced	5	2	18	28	54	91	324	452	4	2	405	575
2004	Reading	Basic					2	3					2	3
	Grade 06	Proficient	3	2	1	1	17	20	14	40	1		36	63
		Advanced	3	2	19	34	56	109	353	472	4	5	435	622
2003	Math	Basic						3					0	3
	Grade 05	Proficient	1	1	8	15	47	42	121	138	4	2	181	198
		Advanced	2	2	19	17	21	17	217	139	1	1	260	176
2004	Math	Basic				1	2	3	3		1		6	4
	Grade 06	Proficient	1	1	5	6	42	33	87	87	2	1	137	128
		Advanced	2	2	22	25	24	26	247	191	2	2	297	246

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

**MSA Cohort Study BCPS GT Students in 2003-2004 Grade 04 Disaggregated by Race/Ethnicity and Gender**

Year			American Indian		Asian		African American		White		Hispanic		Total	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2003	Reading	Basic					3	3	11	3			14	6
	Grade 03	Proficient	1	1	11	8	81	88	195	150	7	5	295	252
		Advanced			8	22	16	29	137	180	2	5	163	236
2004	Reading	Basic						2	4	2			4	4
	Grade 04	Proficient			5	7	72	72	167	101	4	6	248	186
		Advanced	1	1	14	24	28	46	171	230	5	4	219	305
2003	Math	Basic					2	3	4	2			6	5
	Grade 03	Proficient			6	5	68	87	145	141	6	7	225	240
		Advanced	1	1	13	25	30	31	194	190	3	3	241	250
2004	Math	Basic					2	1	3	1			5	2
	Grade 04	Proficient	1	1	3	4	55	72	99	110	4	4	162	191
		Advanced			16	27	43	48	240	222	5	6	304	303

Students are GT in both grades. The MSA Math and Reading are aligned with any GT student.

**MSA Cohort Study BCPS GT Students in 2003-2004 Grade 06 Disaggregated by Race/Ethnicity and Gender**

Year			American Indian		Asian		African American		White		Hispanic		Total	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2003	Reading	Basic					1	2	2		1		4	2
	Grade 05	Proficient	1	1	8	10	26	36	61	68	4	3	100	118
		Advanced	3	2	20	27	55	78	349	383	3	2	430	492
2004	Reading	Basic					1	2	2	1			3	3
	Grade 06	Proficient	2	1	2	1	23	23	41	40	3	1	71	66
		Advanced	2	2	26	36	58	91	369	410	5	4	460	543
2003	Math	Basic					1	10	3	3			4	13
	Grade 05	Proficient	2	1	9	19	60	87	169	281	7	4	247	392
		Advanced	2	2	19	18	21	19	240	167	1	1	283	207
2004	Math	Basic				2	3	9	8	3	1		12	14
	Grade 06	Proficient	2	1	6	7	54	74	135	209	3	3	200	294
		Advanced	2	2	22	28	25	33	269	239	4	2	322	304

Students are GT in both grades. The MSA Math and Reading are aligned with any GT student.

**APPENDIX D**  
**Gifted and Talented Education Classroom Observation Checklist**

School: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Time: \_\_\_\_\_ Observer: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Objective: \_\_\_\_\_

<i>I. Content Differentiation</i>	<i>Not Observed</i>			<b>Frequently Observed</b>	
<i>(All strategies may not be observed in one class visit)</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. GT Education curriculum guide					
2. Enrichment or extension to the <i>Essential Curriculum</i>					
3. Pre-assessment; streamlining content or compacting mastered skills					
4. Emphasis on learning 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:**

<b>II. Process Differentiation</b>	<b>Not Observed</b>			<b>Frequently Observed</b>	
<i>(All strategies may not be observed in one class visit)</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**

<b>III. Product Differentiation</b>	<b>Not Observed</b>			<b>Frequently Observed</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
(All strategies may not be observed in one class visit)					
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:**

<b>IV. Learning Environment Differentiation</b>	<i>Not Observed</i>			<b>Frequently Observed</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
(All strategies may not be observed in one class visit)					
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:**