

**Milestone:** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, International Baccalaureate, and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic Students.

**DATA ★ POINT**

**Gifted and Talented Screening (Grade 2)**

MCPS provides a continuum of accelerated and enriched instructional programming and services aligned with the standards published by the National Association for Gifted Children. These levels of service include, but are not limited to, school-based services such as accelerated and enriched coursework, elementary center programs, middle and high school magnet programs, and the International Baccalaureate program. MCPS also provides center programs for students who are identified as gifted and talented and learning disabled (GT/LD) as well as programs and services through Title I and the Program of Assessment, Diagnosis, and Instruction (PADI) that support students whose strengths may be masked by language, poverty, experience, or disability. However, students do not need to be identified as gifted and talented in order to receive gifted and talented services or to apply to a special program.

All students are screened for gifted and talented services in the spring of their Grade 2 year to ensure that the gifts of all students are revealed, documented, and matched with rigorous instruction throughout their years in MCPS. Multiple criteria are used, including parent, teacher, and staff input; MCPS achievement/performance data; and standardized assessment data. The parent surveys are mailed home to all families of Grade 2 students and are available in translation. The Office of School Performance, the Office of Shared Accountability, and the Division of Accelerated and Enriched Instruction (AEI) monitor the global screening process, and analyze student identification and performance.

The percentage of the screened population of students identified as needing acceleration and enrichment fell slightly from 38.7 percent in 2009 to 38.3 percent in 2010 (Table Q-1).

Multiyear data indicate that among students identified as gifted and talented, African American and Hispanic students continue to be underrepresented, while White and Asian American students continue to be overrepresented (Table Q-2). This pattern suggests that additional steps must be taken to reach equitable identification results. The data collected for the global screening process meet only the narrow scope of recommended instructional services and the application of a label to students. The data do not inform the system as to the extent to which accelerated and enriched instructional programming is available among schools and provided to students. To analyze equity in delivery of advanced instructional programming among schools, MCPS is working to establish a stronger data collection system focused on delivery of services in addition to identification and recommendation for services. Steps have been made in this direction with the collection of Mathematics 6 in Grade 5 and Algebra 1 in Grade 8 data and the current development of advanced-level reading benchmarks. Additional data points are necessary to form a more comprehensive analysis.

During the 2009–2010 school year, central offices and 31 elementary schools collaborated to develop and pilot the Student Instructional Program Placement and Implementation (SIPPI) process which establishes a common course placement and articulation process and expands the review of global screening data, parent communication, and a system for monitoring recommendations for instruction. The pilot year, 2009–2010, established baseline quantitative data for the identification of services recommended for students entering Grade 3 in 31 schools. As SIPPI expands to all elementary schools in the 2010–2011 school year, future reports will contain these results. Additional efforts include communicating clear expectations for accelerated and enriched instruction to school staff and parents, identifying additional data points to monitor progress of advanced learners, and expanding the primary talent development model through revision of the elementary school curriculum. The talent development model helps to nurture and reveal students' strengths before they proceed through the identification process.

**Table Q-1**

Grade 2 Students Screened and Percentage Identified as Gifted and Talented		
Year	Number Screened	Percent Identified
2002	9,658	36.0
2008	9,632	40.9
2009	9,609	38.7
2010*	10,405	38.3

\*In 2009–2010, 31 elementary schools participated in the SIPPI pilot.

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, International Baccalaureate, and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.

Table Q-2

Number and Percentage of Grade 2 Students Screened and Identified in 2008 through 2010 by Race/Ethnicity and Services Provided (Percentage Relative to Screened or Identified for Entire County)												
	2008				2009				2010*			
	Screened		Identified		Screened		Identified		Screened		Identified	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
All Students	9,632		3,940	40.9	9,609		3,722	38.7	10,405		3,981	38.3
Asian American	1,568	16.3	934	23.7	1,575	16.4	882	23.7	1,778	17.1	1,019	25.6
African American	2,155	22.4	535	13.6	2,096	21.8	501	13.5	2,205	21.2	532	13.4
White	3,806	39.5	1,997	50.7	3,725	38.8	1,901	51.1	3,888	37.4	1,936	48.6
Hispanic	2,083	21.6	463	11.8	2,183	22.7	430	11.6	2,513	24.2	488	12.3
Special Education	898	9.3	181	4.6	837	8.7	117	3.1	905	8.7	125	3.1
ESOL	1,698	17.6	288	7.3	1,878	19.5	273	7.3	2,202	21.2	334	8.4
FARMS	2,835	29.4	581	14.7	2,943	30.6	507	13.6	3532	33.9	674	16.9

Note. Due to small numbers, statistics for Native American students are not shown separately, but they are included in totals.

\*In 2009–2010, 31 elementary schools participated in the SIPPI pilot.