**MCCPTA Gifted Child Committee (GCC) March/April Report**

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**Meetings/Calls/Events**

March/ MCCPTA Board Meetings

April MCPS BoE Meetings

 GCC BoE Testimony

 OCIP Meeting (monthly meeting hosted by Curriculum Committee)

 OCIP Math Pathways Meeting

 MCCPTA Delegates Assembly

 MCCPTA Engage

 MCCPTA GCC bi-weekly meetings

 GT Screening Mtg with AEI and DCCPAPS

 Advocacy meetings with local schools/parents

 MCPS ELA Supervisor Interview Panel

 MCPS 2.5 Year Mitigating Learning Disruption Weekly Mtgs

 MCPS Deputy Superintendent Advisory Group Mtg

 Community Math Pathways Debrief Mtg

 AEI Feedback Council

**Key Activities in March and April**

1. **GCC BoE Testimony**

GCC provided oral and written BoE testimony on March 11 regarding accelerated and enriched opportunities in MCPS with a focus on the continuation of Compacted Math and other cohorted and accelerated courses, the expansion of the Enriched Literacy Curriculum in elementary, and the need for explicit minimum standards around the who, what, where, when and how of GT education.

Written testimony can be found by following this link and going to the March 11, 2021 REVISED Business Meeting Agenda, then accessing 4.7 under Public Comments on the left hand side.

https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/Public

1. **AEI Feedback Council**

AEI Feedback Council met only twice this year. The last meeting was in late April.

--GT Teacher Training

GATES certification cohort with Johns Hopkins begins Fall 2021 - space for approximately four more teachers.

Online professional learning: A canvas course will be available NOT mandatory for secondary teachers who are new (i.e., first year as of July 1, 2021) to a magnet program. It will focus on instructional strategies and the needs of GT students. AEI will build the Canvas course for launch this year. AEI will announce the training to principals, coordinators and SSI directors as well to support this effort. Targeted to current secondary magnet teachers that are new to the program.

Currently, principals are allowed to assign teachers to magnet cohorts. The training is voluntary. And teachers DO NOT have to be GATES certified. Principals can still place teachers in the program regardless of their qualifications. AEI only provides curricular and instructional support. AEI is trying to provide advance voluntary training with the intention/hope that training will be required down the road. The training will be implemented through Canvas.

Twice exceptional training - members would like to know more about it and encourage teachers to learn more about this. Maybe a thread included in the training? Embed the 2e training in the core training. One would like to learn more about this-Stefanie.

Training support is focused on first-year MCPS teachers OR teachers who are in their first year of GT teaching. Members of the council applauded the training imitative but reiterated the need for MANDATORY ongoing training of administrators and teachers.

--Central identification for ELA and Math

Elementary LA placement for 4th and 5th graders was distributed to schools. Council reiterated the need for ELC expansion and the need for monitored use of BA Enrichment Guidance.

Parameters and identification points for central identification of students who need advanced math is being discussed. Overall principal feedback was that they would welcome a central identification process.

--Magnet program and course information/transparency

AEI will circle back with magnet schools like TPMS and MLK to ensure magnet program data is available on their respective sites because currently it is not. Council asked that curricula framework, indicators or the like be published for magnet courses and programs. Currently parents only have syllabi and a brochure as reference points but they need more substantive information to not only make appropriate decisions about the programs but to understand how the courses and programs differ.

1. **Revision of OSA Reports in the works**

Two reports analyzing the effectiveness of GT curricula were released in the fall of '20 but both contained limited statistical analysis and used 50 percentile benchmarks as measures of success. We asked that these two reports be revisited:

1) Summary of Analysis for Centers for Enriched Studies and Enriched Literacy Curriculum

2) Summary Analysis of Middle School Magnet Programs and Middle School Enriched and Accelerated Courses

We suggested a comparison of GT identified students who are not at an ELC school or a CES school against the performance of ELC and CES students who receive enriched literacy curriculum is needed. We will need to ask that of OSA. Similarly, we asked that GT identified DCC middle school students who do NOT have access to the expansion courses be compared to GT students who do and to magnet middle school students.

AEI told us in April that Nikki Hazel requested revisions to the reports using some of the criteria above. No OSA completion date has been given.

1. **Math**

--Eureka Math

Enrichment was expected to be released some time 2nd semester. The elementary math team has been working collaboratively with Eureka Math and AEI to design a structured, comprehensive approach to enriching the mathematics experience as appropriate. Simultaneously teachers are being trained to hone lessons based on individual student needs that will be met via differentiated problem sets and collaborative workgroups. There will be a multi-tiered approach to ensure students receive appropriate complexity and rigor.

As of May 2021, it is unclear whether schools have begun to implement the tiered approach.

--Compacted Math 4/5 & 5/6

GCC and parents continue to advocate for the continuation of Compacted Math 4/5 and 5/6. The community remains concerned about the fate of Compacted Math 4/5 and 5/6 past next year despite MCPS' commitment to appropriate math acceleration. To date, nearly 40% of MCPS 4th and 5th graders are enrolled in Compacted Math. A number of these students struggle greatly once they reach higher-level math and/or are forced to take high school courses such as Calculus even though their future endeavors will not require it. We (and the broader community) agree with MCPS that this percentage is too high and that more stringent and consistent measures should be used to identify students for these courses. MCPS has said it will play a larger role in student math placement than it has in the past. It is currently determining what measures will be used.

--Math Pathways

MCPS has proposed an additional middle school math path in order to better serve the varied needs of its students by offering on and off ramps. GCC welcomes this change! Middle schools will continue to offer AIM 6, Alg 1, and Honors Geometry. The additional math pathway is AMP6+, AMP7+, Alg 1. The Math 6, Math 7 and Math 8 pathway will remain. Students can off-ramp or on-ramp at various points thus minimizing inappropriate placement and maximizing appropriate acceleration or deceleration dependent upon individual student development at any given point. In high school, MCPS has proposed the addition of a two-year Alg 2 course and a statistics course.

1. **GT Screening and Lottery Selection Criteria Update**

GCC had a meeting with AEI and DCCAPS in March to again advocate for publication of selection criteria used for GT identification (AEI) and CES and Middle School magnet lottery selection (DCCAPS). We also pointed out the unfair lottery advantage that students with a local CES have over students who are placed in a regional center lottery. DCCAPS could not understand that the smaller number of students placed in a local lottery meant they had a greater probability of being selected for a local center seat than did those students who were placed in a much larger lottery pool for a regional center whose seats were not proportionately greater.

DCCAPS page links to a CES FAQ that was updated with the below information in April '20. Middle school lottery criteria has not yet been published.

**Centers for Enriched Studies lottery selection criteria:**

*"Multiple academic measures were used to identify students. Given the impact of COVID-19 school-building closures, both measures from the 2019-2020 and 2020-2021 school years were included. To be centrally identified for enrichment for Grade 4 and be placed in the Centers for Enriched lottery pool, Grde 3 students must have met the 75% on the fall MAP-R (locally normed) along with two other measures from Grade 2: an A in reading, writing, or social studies from Marking Period 3 or an indication of “M” or above in reading grade level."*

**GT identification criteria** published on AEI's website in March '21:

*A student must meet* ***three or more*** *of the following indicators, including* ***one*** *Literacy Measure,* ***one*** *Math Measure, and* ***one*** *of the Other Measures to receive the GT designation.*

|  |  |
| --- | --- |
| **DATA SOURCES** | **INDICATORS** |
| ***Literacy Measures:*** *Students must meet at least one literacy indicator below:* |
| **Literacy Assessment 2020–2021**Fall MAP-RF (Grade 2)ORFall MAP GrowthReading  |  Exceeds Expectation 80th percentile or above60th percentile or above special populations\* |
| **Literacy Assessment 2019–2020**Winter MAP-RF or Oral Reading Instructional Reading Level(Grade 1 or 2)ORFall MAP Growth Reading |  Exceeds Expectation   80th percentile or above |
| ***Mathematics Measures:*** *Students must meet at least one mathematics indicator below:* |
| **Mathematics Assessment 2020–2021** MAP Growth Math |  80th percentile or above60th percentile or above special populations\* |
|  **Mathematics Assessment 2019–2020** MAP Growth Math |   80th percentile or above |
| ***Other Measures:*** *Students must meet at least one indicator below:* |
| Parent Input Form | Total score at or above threshold |
| Teacher Survey | Total score at or above threshold in at least two out of three  subcategories |
| Staff Advocacy Form (Optional) | Form completed by professional school staff |

1. **Equitable GT opportunity advocacy**

--Although MCPS GT Policy and COMAR require the needs of GT students be met, MCPS has NO standards of oversight, accountability, or published minimum requirements for delivery of acceleration and enrichment that dictates the resources to be used, the way in which the resources must be used, with whom they must be used, how often they must be used, how parents must be communicated with.

-- We believe highly gifted students who are left in their home elementary schools with no access to ELC (and potentially limited cholorted, accelerated math) will not receive the acceleration and enrichment they need. We do not believe Benchmark Enrichment Guidance (which IF used, will likely be used sporadically) can take the place of a dedicated language arts block with the Enriched Literacy Curriculum (akin to the CES language arts curriculum). We do not believe Eureka Math lesson honing will meet the needs of highly able students because many GT students need full acceleration/compaction that cannot be achieved with on grade level enrichment or occasional acceleration.

We continue to advocate within MCPS and have been working with parent advocates to support efforts in their local schools to bring ELC, to maintain Compacted Math and to advocate for use of BA Enrichment Guidance. We are supportive of MCPS'

It is not enough to have resources available. MCPS MUST also set and enforce standards that ensure the needs of all GT students are met in a consistent and equitable way throughout the school system. This advocacy goes beyond GT. In our advocacy, we consistently draw attention to the variability of course offerings and opportunity from school to school that is in large part due to the discretionary latitude given to local school leadership.

1. **Parent Toolkit**

GCC has been discussing with AEI and Pre K-12 curriculum the limited and varied use of accelerated and enriched resources and practices in schools. GCC asked for collections of forward-facing documents that explain exactly what acceleration and enrichment resources are available to schools, how and how often those resources are supposed to be used in the classroom and examples of what the work should look like. We also asked that advocacy resources be communized more thoroughly (i.e. list of local GT Liaisons, AEISTs, AP/IB coordinators, etc.), and that curricula information for middle and high school magnet programs be published. We have been heard! We are thankful that AEI has begun development of a parent toolkit which will provide the above-mentioned information for parents.

1. **Facebook page soft launch**

GCC launched its Facebook page in April. We will be opening it up for comments this month and will monitor its use.