Gifted Child Committee Report Submitted by: Audra Dove

December 8, 2020 gifted@mccpta.org

**Selected Meetings/Calls/Events**

November Board of Directors Meeting

 GCC meeting with elementary parents re: small group instruction

 MCCPTA Delegates Assembly

 AEI/GCC update meeting

 AEI Feedback Council

December Curriculum and College/Career Readiness Meeting

 GCC and Spec. Ed meeting

 GCC and Spec. Ed meeting w/ AEI re: HS Magnet and AP/IB concerns

**Upcoming**

December Meeting with Curriculum re: elementary small group instruction disparities 12/10/20

 GCC GT Community Zoom (tentatively scheduled for 12/16/20)

January MCCPTA Special Ed and GCC Meeting with MCPS Special Ed re: 2e students 1/28/21

**Key Activities/Concerns**

1. **ELC and middle school expansion courses**

AEI says the report comparing data of CES students and ELC students was completed and distributed by OSA internally yet they have not yet published it on MCPS website. We expect the report by mid December and will share with community. We expressed the need for 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. 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.

1. **GT COMAR Developments**

Over the summer, AEI finalized the partnership with Johns Hopkins University to provide the GT Certification program MCPS teacher cohorts. The first cohort will enter the program in spring 2021. Around 20-25 teachers will be permitted.

We asked that MCPS provide some type of information regarding which schools will have teachers in the program.

1. **Rollout of the new curriculum and Enrichment**

As a result of Distance Learning, the timeline for new curriculum rollout in elementary and middle schools accelerated. In fall of 2020, elementary schools were required to fully implement Eureka (math) and Benchmark Advanced (language arts). Middle schools were required to rollout both Learn Zillion (math) and Study Synch (language arts). None of these curricula offer ample programming for highly able students. Noting this, AEI created the Benchmark Advanced Enrichment Guidebook for teachers to use with highly able students for fall of 2019. However, there is no data on how many teachers used it in 2019 or use it currently. MCPS worked with Eureka over the summer to create compacted math 4/5 and 5/6 curricula. That work is still ongoing. Applied IM (AIM), IM 6 and Geometry/Honors Geometry in MS is still based on 2.0 curriculum. Algebra 1 is Learn Zillion.

AEI and Curriculum are working together to develop a tiered instructional approach to elementary math (similar to Fairfax County). There will be four tiers. Tier 1: student needs support with existing curriculum; tier 2: student needs are met with curriculum; tier 3: student needs supplemental experiences outside of Eureka (the supplements would replace certain Eureka work as opposed to being in addition to); tier 4: student needs complete math level advancement. Hope is to roll this out in second semester.

Benchmark Advance Enrichment Guide was distributed via an email from Janet Wilson to all elementary GT Liaison staff in late September/early October. AEI has no way of knowing whether any teacher is using it. Initial feedback GCC has gathered says, "No. Teachers are not using it." OTLS needs to hold schools accountable for implementing use of the curriculum guidance, supplements and enrichment AEI and Curriculum provide.

1. **Global Screening for 2019-2020 and 2020-2021 second and third graders**

 Due to COVID restrictions and mandatory school closure in spring of 2020, Global GT screening did not occur. All current second and third graders will be screened in some fashion this school year. Fall 2020 MAP testing was supposed to be a data point used for differentiation in elementary school. However, that does not appear to have happened in a meaningful way.

1. **Universal screening and subsequent magnet program testing 5th and 8th graders**

MCPS distributed information to all 5th grade parents regarding its COVID plan for identifying students for the regional middle magnets and local magnet expansion courses (Historical Inquiries into Global Humanities and IM6). No CogAT testing this year due to test security concerns. All students identified via MAP and grade data will be placed into a lottery. From the lottery, students will be selected for regional programs. All from the lottery who are not selected for regional programs will be placed in local magnet expansion courses.

No teacher recommendations will be used for 8th graders. 8th graders were asked to submit a "Tell us about you" 250 word "essay" as part of the application process. Several character-restricted questions were asked as well. MCPS stated, prior to MAP fall 2020 testing, that the MAP scores would not be used for magnet screening which leaves only 2019-2020 fall and winter MAP data and grades as the primary data points. During the AEI Feedback Council, participants were asked to submit questions they felt needed to be covered in the FAQs regarding magnet selection procedures. It appears that none of our suggestions were used.

1. **Expanding communication with MCPS GT community and cross pollination with other advocacy groups**

GCC will be sending out a community survey for elementary and middle school parents to determine level of enrichment during distance learning.

GCC's first community Zoom is tentatively scheduled for 12/16/20 to discuss GT/Highly Able enrichment during COVID, resources and advocacy.

We have been reaching out to the Black and Brown Coalition but have not gained much traction. We will continue our outreach.

 We continue to work with MCCPTA Special Ed. We cooperatively solicited feedback from the GT/LD and broader GT community regarding high school student experiences in magnet, AP/IB and other advanced high school courses during distance learning. We compiled the initial feedback for the Curriculum Committee and subsequently held a meeting with AEI to discuss our findings, point out discrepancies and collaborate on next steps. GCC and Special Ed will coordinate with VP of Educational Issues and the Curriculum Chair to discuss a unified advocacy approach for greater school accountability to address disparities in curriculum delivery. In the meantime, GCC and Special Ed will post MCPS org charts, advocacy ladders and general resource information to social media.