

# **Kent County Public Schools 2020**

## **COMAR Requirements**



**November 12, 2020**

## COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems (LSSs) shall report the following in their Local ESSA Consolidated Strategic Plan. Use the chart below to provide your responses for 1), 4), 5), and 6) for the 2019-2020 school year.

### 1) The process for identifying gifted and talented students

In the identification process of Gifted and Talented (GT) students COMAR mandates districts to utilize three data points (behavioral assessments, cognitive assessments and achievement indicators). All Pre-K-grade 2 students engage in Primary Talent Development (PTD) lessons, taught by classroom teachers. Students are observed for specific learning behaviors, such as creativity, resourcefulness, perception, communication, inquisitiveness, persistence and leadership. A deliberate vertical path is aligned from PTD (grade Pre-K-grade 2) to pre-STEM (grade 3-6) and finally STEM (grades 7-10) with Advanced Placement Courses at KCHS.

#### *Elementary Universal Screening*

The Cognitive Abilities Test (CogAT) is scheduled to be administered as a universal screener to all second graders in February 2020. Students are accepted into the program who receive a composite score at the 90th percentile using local norms. Students with scores in the top tenth percentile of their subgroup will be invited to participate, so as to provide equitable access for racial and ethnic groups.

BEHAVIORAL	APTITUDE	ACHIEVEMENT
Primary Talent Development Observational Data	Cognitive Abilities Test (CogAT)	MCAP Scores (top 5 <sup>th</sup> percentile in locally normed MCAP assessment for ELA, Math, and MISA)
Renzulli Scales	Measures of Academic Progress (MAP)	WIDA Testing (advancing more than 2 levels per year)

#### *Secondary Screening*

Students accepted into the STEM program beginning in grade 7 must complete a process including a writing sample, application, teacher references, and utilization of achievement indicators, including scores of 4 or 5 on the three assessments (ELA, Math, and Science) of Maryland Comprehensive Assessment Program. Before being identified as STEM students specific criteria is evaluated by members of the Advisory Committee comprised of educators, parents, and community members. This yearly process for acceptance begins in March.

**2) The number of gifted and talented students identified in each school\***

**\*Grade 3 All 3 Elementary Schools: ELA- 24 Math- 14**

GALES: ELA- 12 Math- 6

HHGES: ELA- 8 Math- 5

RHES: ELA- 4 Math- 3

**Grade 4 All 3 Elementary Schools: ELA- 17 Math- 8**

GALES: ELA- 7 Math- 2

HHGES: ELA- 5 Math- 3

RHES: ELA- 5 Math- 3

**Grade 5 All 3 Elementary Schools: ELA- 11 Math- 8**

GALES: ELA- 4 Math- 1

HHGES: ELA- 1 Math- 1

RHES: ELA- 6 Math- 6

**Grade 7 Math/Science- 32**

**Grade 8 Math/Science- 35**

**Grade 9 Math/Science- 30**

**Grade 10 Math/Science- 29**

**Grade 11 Math/Science- 17**

**Grade 12 Math/Science- 26**

**AP Students- 73**

**Dual Enrollment: Grade 11- 14 and Grade 12- 29**

**3) The percentage of gifted and talented students identified in the local school system\***

**\* Total number of GT students in KCPS is 314 out of 1,343 students in grades 3-12 or 23.3%.**

**Grade 3 All 3 Elementary Schools: ELA- 18% Math- 11%**

GALES: ELA- 24% Math- 13%

**HHGES: ELA- 16%      Math- 10%**

**RHES: ELA- 13%      Math- 10%**

**Grade 4 All 3 Elementary Schools: ELA- 12% Math- 6%**

**GALES: ELA- 14%      Math- 4%**

**HHGES: ELA- 10%      Math- 6%**

**RHES: ELA- 13%      Math- 8%**

**Grade 5 All 3 Elementary Schools: ELA- 8% Math- 6%**

**GALES: ELA- 8%      Math- 2%**

**HHGES: ELA- 11%      Math- 3%**

**RHES: ELA- 3%      Math- 11%**

**The Elementary numbers were based upon those students who tested Advanced on the Winter 2020 administration of the MAP test.**

**Grade 7 Math/Science- 24%**

**Grade 8 Math/Science- 28%**

**The Middle School numbers are based upon the number of students enrolled in the STEM Program (STEM Math and STEM Science courses).**

**Grade 9 Math/Science- 19%**

**Grade 10 Math/Science- 19%**

**Grade 11 Math/Science- 17%**

**Grade 12 Math/Science- 19%**

**The STEM High School numbers are based upon the number of students enrolled in the STEM Program (STEM Math and STEM Science courses).**

**AP Students- 27%**

**The High School AP numbers are based upon the number of students in grades 10-12 enrolled in AP Courses.**

**Dual Enrollment: Grade 11- 10% and Grade 12- 21%**

**The High School Dual Enrollment numbers are based on the number of students enrolled in at least one college level course.**

<p>4) <b>The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale</b>  KCPS has not exempted any of our 5 schools.</p>		
<p>5) <b>The continuum of programs and services</b>  <i>Elementary School Curriculum</i></p> <ul style="list-style-type: none"> <li>➤ Primary Talent Development modules are implemented in Grades Pre-K-grade 2.</li> <li>➤ Program Modules: Prekindergarten- <i>Making Sense of the World and It Fits</i>, Kindergarten- <i>All About Attributes</i> and <i>A Sense of Wonder</i>, Grade 1- <i>Design Dilemma</i> and <i>Bubbleology</i>, and Grade 2- <i>Tremendous Trees</i> and <i>Preservation Problem Solvers</i></li> </ul> <p><i>Middle School Curriculum</i></p> <ul style="list-style-type: none"> <li>➤ Grade 7 students compress the 7<sup>th</sup> grade math curriculum into half a year and begin prealgebra and algebra instruction.</li> <li>➤ Grade 8 students are eligible to participate in Spanish I and Algebra I for high school credit. World Language credit will also count towards dual completion.</li> </ul> <p><i>High School Curriculum</i></p> <ul style="list-style-type: none"> <li>➤ Advanced students may participate through Dual Enrollment either at Chesapeake College or Washington College.</li> <li>➤ Advanced students are also offered a full range of Advanced Placement courses are offered.</li> </ul>		
<p>6) <b>Data-informed goals, targets, strategies, and timelines</b></p>		
<p><b>Goal:</b> Provide for the social and emotional needs of advanced-level learners.</p>		
<p><b>Target</b>  Counselors and social workers will participate in training on SEL needs of GT students and develop an action plan to support students in each school</p>	<p><b>Strategies</b>  Counselors and social workers will participate in educator workshop and on-going virtual support in “Changing Perspectives”</p> <p>Counselors will develop lesson plans and activities using resources using “Changing Perspectives” portal to support the needs of GT learners</p>	<p><b>Timeline</b>  August 2019-June 2020</p>
<p><b>Goal:</b> Expand our middle school program to include gifted services to the sixth grade students.</p>		
<p><b>Target</b>  Adding one or two weekly sessions of small group instruction taught by teachers/volunteers</p>	<p><b>Strategies</b>  Teachers/volunteers collaborate to create groups of advanced learners</p> <p>Teachers/volunteers plan for the delivery of content to meet the</p>	<p><b>Timeline</b>  November 2019-June 2020</p>

	unique needs of advanced students	
<b>Goal:</b> Provide professional development to teachers and volunteers to help them meet the unique needs of advanced-level students through the delivery of various gifted services.		
<b>Target</b> Identified GT lead teachers will participate in professional learning and work with school teams to develop a implementation plan for grades 3-5	<b>Strategies</b> Professional development provided to teachers/volunteers modeling various strategies of targeted instruction (diffeentiation, curriculum compacting, etc.)	<b>Timeline</b> January-June 2020