

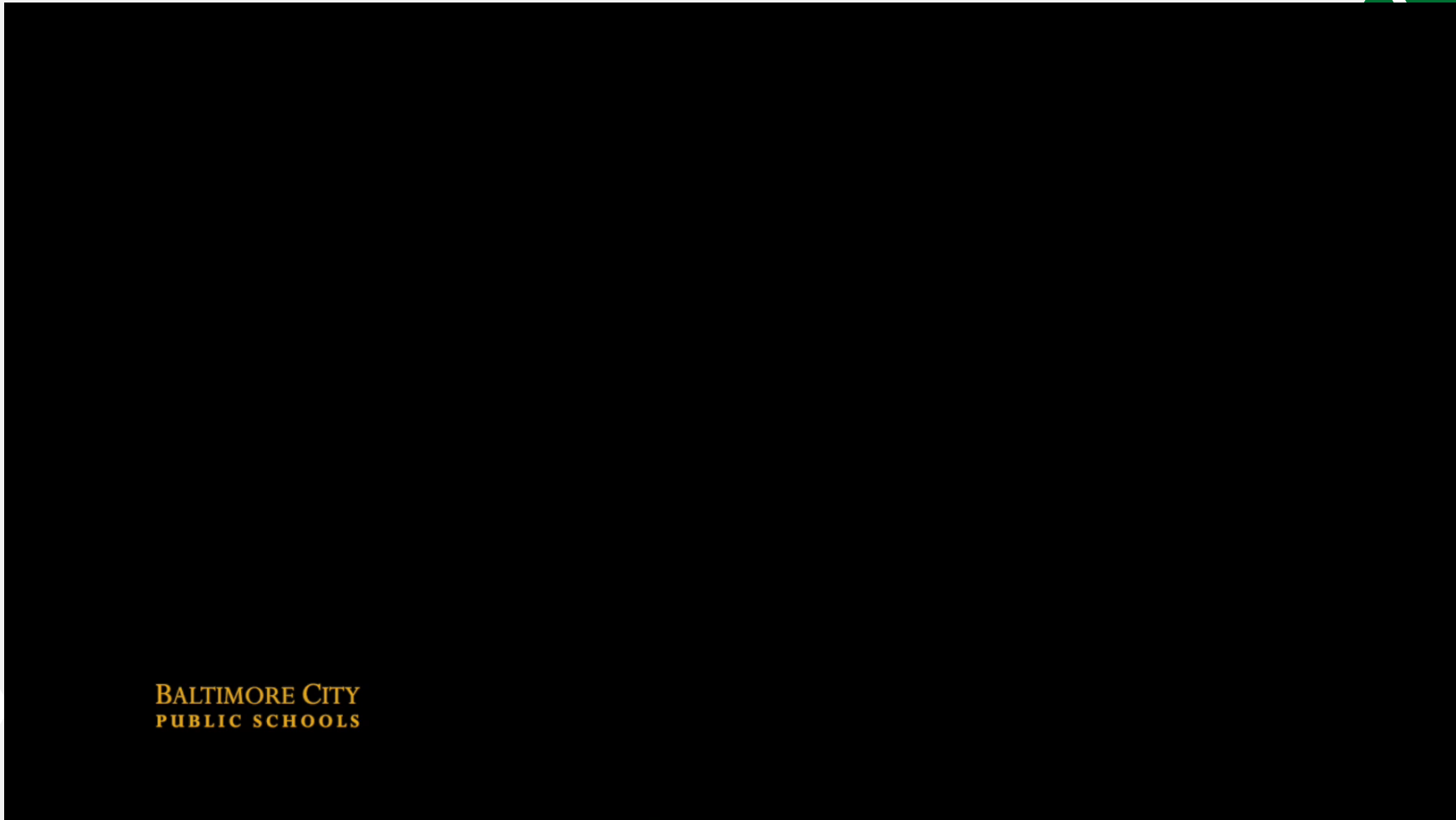
Identifying Diverse Gifted Students in Large U.S. Urban Districts
Dennis Jutras
Rae Lymer

#BMOREGIFTED

Baltimore City is changing its narrative by utilizing...



Our Students



BALTIMORE CITY
PUBLIC SCHOOLS

<https://vimeo.com/206440982>

#BMOREGIFTED

Baltimore City Public Schools

Baltimore City Public Schools (City Schools) consists of 46 elementary schools, 69 K-8 schools, 6 middle schools, 12 6-12 schools, 30 high schools, and 8 alt configured. 31 of these 171 schools are public charters and 112 are Title I schools.

City schools has 78,782 students, 78.3% of which are African American, 11.7% are Hispanic, 7.8% are White, 1% are Asian, and 52.7%* are living in low-income households.



*FARMS data is not reported due to direct certification.

Gifted and Advanced Learning (GAL)



- Eight years ago, City Schools eliminated the Gifted Education Office.
- In the last six years, as a grassroots effort, the GAL office:
 - Increased GAL sites from 10 to 100+
 - Increased identification using normed tools
 - Provided over a hundred PD opportunities to thousands of teachers
 - Shifted mindsets of administrators and educators about the need for gifted
 - Leveraged Title I funding for gifted resources
 - Increased the operating budget from approximately \$100,000 annually to an average of \$500,000+ in each of the last three years
 - Secured the allocation of \$400 more per identified student for school budgets to be used to support their growth



Identification in City Schools

Formal Identification

Gifted

90-99th percentile

Mental Ability

AND

90-99th percentile **Achievement**
(Mathematics and Reading)

OR

90-99th percentile in three of four areas

Mental Ability **Motivation**
Achievement **Creativity**

Advanced

80-89th percentile

Mental Ability

AND

80-89th percentile **Achievement**
(Mathematics and Reading)

OR

80-89th percentile or above in three of four areas

Mental Ability **Motivation**
Achievement **Creativity**

Talent Development

75-99th percentile

Mental Ability

But not currently

80-99th percentile **Achievement**
(Mathematics and Reading)

NOTE: All percentiles are nationally normed.

Universal Screening



- We lead identification with the Naglieri Nonverbal Ability Test in order to capture the greatest number of students with the fewest barriers.
- Unlike other districts in Maryland, we universally screen in Kindergarten to limit the impact from potential opportunity gaps.

Grade	Number of Testers	Number with the 75 th percentile or higher	Percentage	Number with the 80 th - 89 th percentile	Percentage	Number with the 90 th -99 th percentile or higher	Percentage
K	11,458	1,244	10.85%	564	4.92%	334	2.91%
1	2,415	249	10.31%	98	4.05%	72	2.98%
2	6,274	331	5.27%	142	2.26%	87	1.38%

UNIVERSAL SCREENING AND IDENTIFICATION

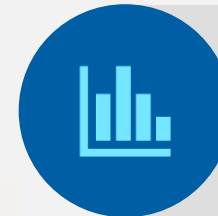
FORMAL IDENTIFICATION AS OF SEPTEMBER 2018



Sub-Group	Number Identified	Percentage Identified	Percentage in Total Population
African American/ Black	2,454	57.1%	79.7%
Hispanic	400	9.3%	11.2%
White	1,177	27.4%	17.8%
Asian	157	4%	1.04%
Male	2,045	47.7%	50.9%
Female	2,247	52.4%	49.1%

Total Identified (some sub-groups not included) = 4,292
 Total Student Enrollment = 79,576
 Total Percentage Formally Identified = 5.4%

Sub-Group	Gifted	Advanced	Talent Development
African American/ Black	54.2%	62.6%	53.1%
Hispanic	5.4%	7.9%	18.3%
White	33.4%	24.2%	21.9%
Asian	4.2%	3.2%	3.4%
Male	46.4%	44.3%	55.9%
Female	53.6%	55.7%	44.1%



DEMOGRAPHIC BREAKDOWN BY TIER OF IDENTIFICATION

Talent Development students solely flagged on normed ability data.

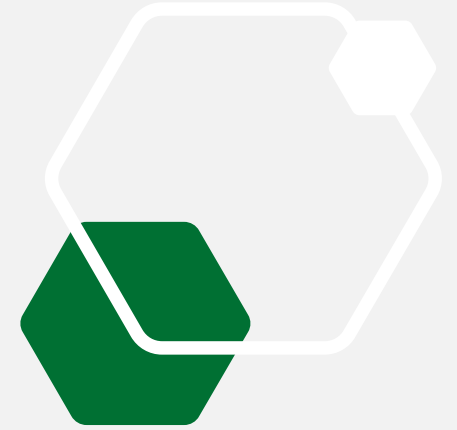


Formal Identification

Formal Identification as of January 2019

Sub-Group	Total Population of City Schools (n = 78,782)	Minimum Level of Equitable Representation	% of Students Identified as Gifted, Advanced, or Talent Development (n = 4,798)
African American/Black	78.26%	62.61%	56.39%
Hispanic	11.66%	9.33%	10.08%
White	7.75%	6.2%	27.24%
Asian	.94%	.76%	3.56%
Native Hawaiian/Pacific Islander	.18%	.15%	.18%
American Indian/Alaskan Native	.20%	.16%	.41%
Multiracial	.98%	.79%	2.10%
Students with IEPs	11.45%	9.16%	1.06%
Students with 504s	5.12%	4.10%	2.27%
English Learners	12.26%	9.81%	11.25%
Male	50.81%	40.65%	47.83%
Female	49.18%	39.35%	52.16%
Enrolled at a Title I School	67.10%	53.68%	53.37%
Enrolled at a Non-Title I School	32.89%	26.32%	32.95%

Total Identified = 4,798
 Total Student Enrollment = 78,782
 Total Percentage Formally Identified = 6.09%



Identification in Title I vs Non-Title I Schools

Formal Identification as of January 2019

Sub-Groups	Title I Schools (n=52,867)	Gifted (n=507)	Advanced (n=657)	Talent Development (n=928)	Total (n=2,092 or 3.95%)	Non-Title I Schools (n=25,915)	Gifted (n=1,179)	Advanced (n=1,126)	Talent Development (n=401)	Total (n=2,706 or 10.44%)
African American/Black	80.77%	75.14%	72.45%	60.23%	67.68%	73.15%	44.61%	55.23%	35.41%	47.67%
Hispanic	12.97%	8.48%	11.11%	21.87%	15.24%	9.00%	4.41%	6.83%	8.97%	6.09%
White	4.62%	13.00%	12.78%	13.36%	13.09%	14.12%	42.66%	31.97%	42.39%	38.17%
Asian	.54%	2.36%	1.67%	2.47%	2.19%	1.77%	5.00%	3.81%	5.73%	4.61%
Native Hawaiian/Pacific Islander	.17%	0%	0%	.32%	.14%	.18%	.16%	.17%	.49%	.22%
American Indian/Alaskan Native	.17%	.39%	.60%	.32%	.43%	.25%	.42%	.44%	.24%	.40%
Multiracial	.73%	.59%	1.36%	1.40%	1.19%	1.49%	2.71%	1.50%	6.73%	2.80%
Students with IEPs	10.68%	1.77%	1.36%	1.61%	1.57%	13.02%	.33%	.97%	.74%	.66%
Students with 504s	5.04%	1.38%	1.97%	2.69%	2.15%	5.29%	2.29%	2.75%	1.49%	2.36%
English Learners	13.06%	9.27%	11.56%	21.65%	15.48%	10.63%	7.20%	8.34%	9.22%	7.98%
Male	48.66%	45.75%	43.98%	53.98%	48.85%	49.74%	46.56%	45.38%	53.11%	47.04%
Female	51.84%	54.24%	56.01%	46.01%	51.14%	50.25%	53.43%	54.61%	46.88%	52.95%



Addressing Under-Identification in Under-Resourced Communities

Focus Group Data

- Every month, we bring our GAL Liaisons together to give them pertinent information and utilize them as a focus group for program evaluation.
- We use these data to consider new initiatives, programmatic changes, and policy decisions.

Barriers to Equitable Identification

- Opportunity Gaps in Access to Analogies and Puzzles
- Opportunity Gaps in Technology
- Length of Testing Time
- Computer-Based Testing Platform



Identification Pilot

Based on data gathered, we conducted a 6-week quasi-experimental analogies pilot with pre-K students.

The pilot had two groups:

Analogy lessons

Analogy lessons and 50 minutes of tech per week

67 Title I schools were emailed with pilot parameters to determine interest in participation.

13 schools expressed interest

8 schools were randomly selected

4 of the 8 schools were randomly selected for each pilot group

Teachers completed a pre-pilot professional development, participated in a mid-point focus group, completed an end of pilot survey, and tracked student data.

The school's testing coordinator assessed all participating pre-k students with NNAT2, test level A.



Analogies	

Qualitative Pilot Data

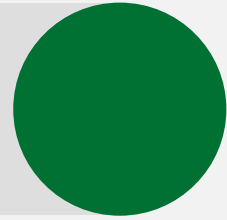
The pilot incorporated three forms of qualitative data: surveys, focus groups, and observation.

- Teachers shifted their instructional practices to incorporate more logical and analytical thinking throughout the day.
 - 62.5% of teachers felt they were better prepared to plan instruction for this population of learners.
- Teachers saw students that had not excelled in academic areas show tremendous talent in logic lessons.
 - 68.8% of teachers noticed talent in students they previously felt were not talented.
- Teachers realized they had low expectations of EL students and now understand that logic can be a catalyst for teaching.
 - 75% of teachers felt they are better able to identify talent in students.
- Teachers saw strong improvement in motor skills and ability to do logic and analogies work over the course of the pilot.
 - “Providing students access to the computer lab dramatically increased their ability to use a mouse independently. Students also benefited from explicit instruction in thinking about different relationships between pictures and objects.”



QUANTITATIVE ANALYSIS

SY 2017: NNAT₂ TEST LEVEL A, GRADE K UNIVERSAL SCREENING



School	% Flagged
1 (n=67)	14.9% (n=10)
2 (n=72)	8.3% (n=6)
3 (n=38)	7.8% (n=3)
4 (n=46)	0.0% (n=0)
Total (n=223)	8.5% (n=19)
5 (n=37)	0.0% (n=0)
6 (n=56)	5.3% (n=3)
7 (n=101)	4.9% (n=5)
8 (n=74)	13.5% (n=10)
Total (n=268)	6.7% (n=18)

(n= 491 students)

School	% Flagged	Percentage Point Increase from 2017
1 (n=38)	34.2% (n=13)	+19.3%
2 (n=40)	17.5% (n=7)	+9.2%
3 (n=38)	18.4% (n=7)	+10.6%
4 (n=25)	12.0% (n=3)	+12.0%
Total (n=141)	21.3% (n=30)	+12.8%
5 (n=32)	15.6% (n=5)	+15.6%
6 (n=32)	3.1% (n=1)	-2.2%
7 (n=39)	20.5% (n=8)	+15.6%
8* (n=40)	7.4% (n=3)	-6.1%
Total (n=143)	11.9% (n=17)	+5.2%



2019 PILOT: NNAT₂ TEST LEVEL A, PRE-K SCREENING

(n=284 students)

Bolded school numbers also incorporated technology

*One of the two pre-K classes is a specialized program for students with special needs.





GAL Services that Work

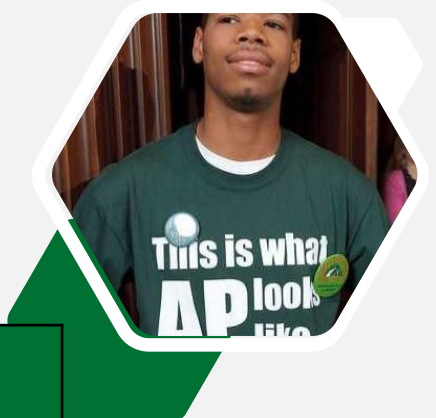
Services versus Programs

A Focus on Equity and Excellence

- Changing the paradigm for gifted – access to all, regardless of where you go to school.
- Programs can often serve as gatekeepers with more students being eligible than there are seats which exposes the inequities within opportunity to learn.
- We focus on instructional strategies and materials that work, leveraging Title I dollars to expand access and equity to traditionally ignored schools and populations.
- This fall, 100 of 112 Title I schools will be supplied with gifted resources. The remaining schools will receive resources by next summer.



What does GAL instruction look like in City Schools?



Grades	English	Math	Science	Social Studies
K-5	Jacob's Ladder	M ² /M ³ William & Mary Units	William & Mary Units	Jacob's Ladder
6-8	Grade level above Wit & Wisdom/ SpringBoard	Compacted Eureka Or SpringBoard Math	IQWST & Morgan State Science Fair	National History Day
9-12	<ul style="list-style-type: none"> • AP Courses • International Baccalaureate • Dual Enrollment • Early College • Virtual Learning • Internships • Credit by Exam 			

City Schools has a formal grade acceleration and early graduation policy for all levels.

Individualized Learning Plans

“The Individualized Learning Plan helped me discover talents I never knew and helped me become a better student.” -3rd Grade Student, Baltimore International Academy



- Student strength and interest based plans formulated with the student, teacher(s), and guardian(s).
- Requires regular pre-assessment and differentiated classwork and homework.



Goals can include:

- Interest-based problem or project based learning
- Social emotional learning
- Strength-based skill gap interventions
- During school-day enrichment and extracurricular activities



Talent Development



Center for Talented Youth's Baltimore Emerging Scholars

- During or after school, gifted-level enrichment for 2nd, 3rd, and 4th grade students selected by the school
- 15 Title I sites, 5 non-Title I sites
- The focus of the program is building up the potential of underserved populations and formulate alternate identification methods, such as spatial competencies

Center for Talented Youth's Baltimore Emerging Scholars Summer Program

- Two grant-funded 6-week CTY summer camps for talent development students in rising first through third grades at eligible Title I schools
- Focus on talent development through the use of CTY's proprietary curriculum and summer model
- Currently serves 180 students

Talent Development

Talent Mentoring Program

- Medical students from the University of Maryland School of Medicine mentor 3rd grade students at Title I schools in areas of STEM
- 20 Title I sites
- Goal of the program is to provide high interest enrichment and mentorship that will cultivate a love of learning

Primary Talent Development

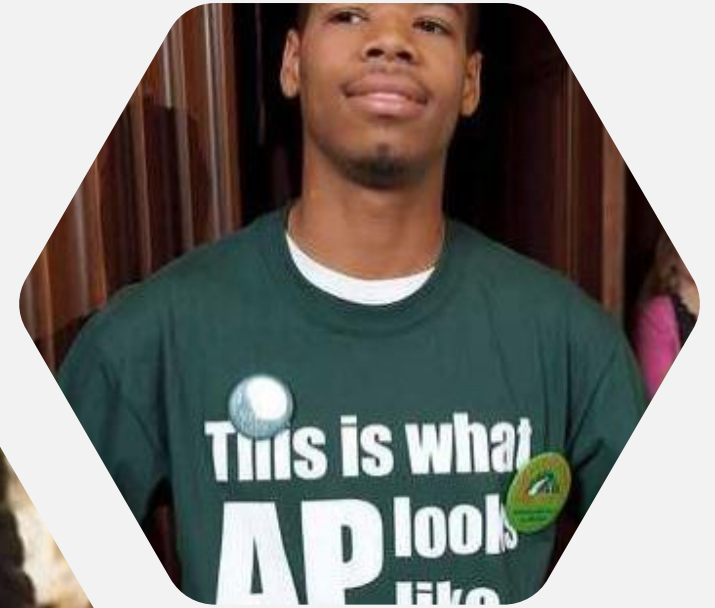
- Primary Talent Development is an alternate method of gifted identification created by Maryland State Department of Education
- 15 sites
- The lessons involve high-interest, student focused tasks that allow the teacher to "kid watch" in order to identify areas of strength that may not be assessed in standardized measures



Professional Development

Professional Development

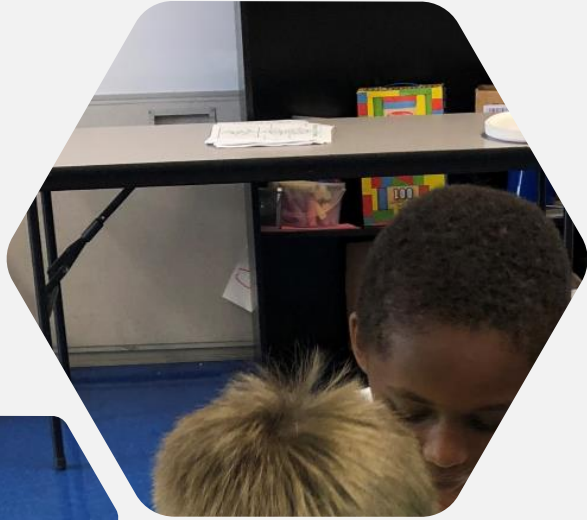
- GAL Liaison Meetings
- Systemic Professional Development
 - Curriculum
 - Instructional Strategies
 - Social Emotional
 - Twice Exceptional
 - Destination Imagination
 - Individualized Learning Plans
 - Primary Talent Development
 - AP Summer Institute
- Job-Embedded Collaborative Planning
- Online Modules
- Teacher Coaching
- Maryland Educators of Gifted Students Conference



Excellence in Gifted and Talented Education (EGATE)

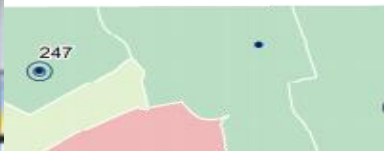
- EGATE is achieved with a portfolio of artifacts that demonstrates proficiency in 18 out of 21 criteria or greater.
- EGATE criteria focuses on four key areas:
 - Identification
 - Instruction
 - Professional Development
 - Program Evaluation
- Prior to 2014, Baltimore City had zero qualifying schools. Today, we have 19 EGATE designated schools, with others applying this year.
- The EGATE process forces schools to evaluate their services in order to better develop their staff and support their students.





The Story Thus Far...

Changing the Narrative



Baltimore Schools @BaltCitySchools · Oct 18
 Congratulations to our own Ms Benton from @fltpreacademy & Ms Disviscour from @MoraviaParkElem - 2 of only 12 outstanding educators across the country honored by @NAGCGIFTED! More about programs for gifted & advanced than 70 schools: baltimorecityschools.org/Page/29007

July 24, 2019



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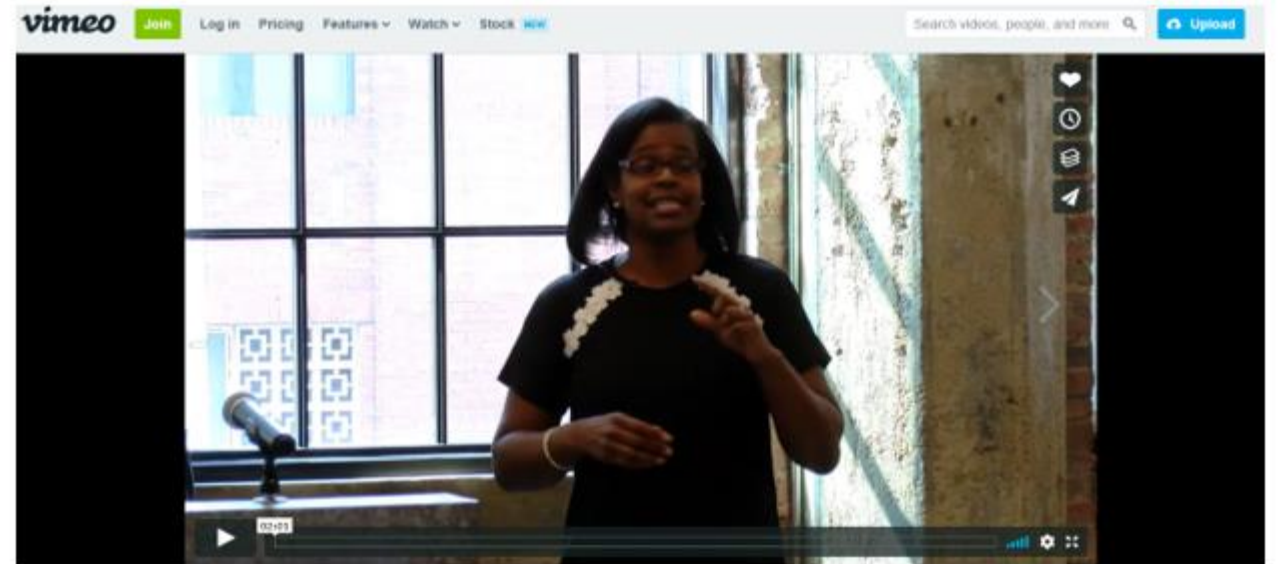
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FUNDING FOR FULL-TIME STUDENTS IS AVAILABLE, INCLUDING TUITION AND A GENEROUS STIPEND!

TOP NEWS

Thousands of Baltimore Students to Advanced Placement. That's a Big Deal.

Baltimore Sun
 Students at Baltimore Polytechnic Institute, the more than two dozen Advanced Placement courses in physics, chemistry and English, with the potential to pass a final exam. But access to AP classes is



GAL CEO Remarks

More from Vimeo Staff Picks
 Autoplay next video

Baltimore Schools @BaltCitySchools · Oct 18
 All 200 City Schools staff members who attended the Gifted Students conference today -- the largest



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Thank You

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