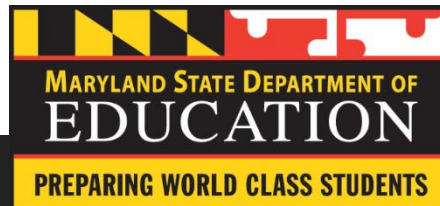




GT Requirements: ESSA Consolidated Plan and Jacob K. Javits Grant



ESSA External Stakeholder Committee
April 26, 2018

Why?

- The State intends to take steps to add “gifted and talented students” as an additional student group by the end of school year 2017-18.
MD ESSA Plan
- Research and develop an equitable state policy and supporting guidelines for the identification of gifted and talented students.
Maryland’s Federal Javits grant, Goal 2

Process for Developing Definition

- Meetings with GT supervisors and ESSA Accountability Advisory Workgroup
- LEA data study: PARCC and GT
- Meeting with Local Accountability Coordinators (LAC) and GT Supervisors
- Share with Maryland Gifted and Talented Advisory Council

Proposed ESSA Accountability Definition

Gifted and Talented students are those identified by local school systems according to COMAR 13A.04.07.02 and receiving services according to COMAR 13A.04.07.03.

COMAR 13A.04.07.02: Identification of Gifted and Talented Students

- A. Each local school system **shall** establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201;
- B. The identification pool for gifted and talented students **shall** encompass all students;
- C. The identification process **shall** use multiple indicators of potential, aptitude, and achievement;
- D. The identification process **shall** be used to identify students for participation in the programs and services described in § .03 of this regulation; and
- E. Each school system **shall** review the effectiveness of its identification process.
- F. Each school system **shall consider** implementing an identification process that:
 - (1) Documents early evidence of advanced learning behaviors, PreK-2;
 - (2) Includes procedures for identification and a process for appeals that are clearly stated in writing, made public, and consistently implemented systemwide; and,
 - (3) Provides ongoing professional development for school staff in the characteristics and needs of gifted and talented students.

COMAR 13A.04.07.03: Programs and Services

- A. Each school system **shall** provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student's potential. Appropriately differentiated programs and services shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning.
- B. Each school system **shall** review the effectiveness of its programs and services.
- C. Each school system **shall consider** implementing programs and services for gifted and talented students that:
- (1) Provide a continuum of appropriately differentiated academic programs and services in grades PreK-12 during the regular school day for identified gifted and talented students.
 - (2) Provide programs and services to support the social and emotional growth of gifted and talented students.
 - (3) Provide programs and services to inform and involve parents/guardians of gifted and talented students.

Next Steps

- Post ESSA amendment for public comment
- Presentation to State Board of Education
- Submit to the U. S. Department of Education
- Ongoing: Development of equity state identification policy and guidelines through Javits grant activities



Contact: Susan Spinnato
Susan.spinnato@maryland.gov