

The Logic of Ending the Second Grade Global Screening

- The curriculum, methodologies, resources and expectations of students identified as gifted and talented and in gifted and talented programs are of higher quality and more ensuring of academic success than those for non-gifted and talented identified students;
- Students who are identified as gifted and talented are far more likely to transition or be steered into honors, magnet and AP classes in middle and high school either because of teacher/counselor expectation or because of better preparation, effectively creating “tracking”;
- Students who have been in “regular” classes for the duration of their academic careers are far more likely to drop (or be pushed) out of school and wind up unemployed or incarcerated or both;
- The percent (between 30 and 50 depending on the year) of students identified as gifted and talented in Montgomery County far exceeds the national norm of 2-5 percent;
- The numbers of students identified as GT, when disaggregated by race and socioeconomic class, illustrate the discrimination inherent in the identification process;
- The inequities of this process create a visibly segregated school system – often segregated within a school building -- in which the educational opportunities and resources are not equitably distributed between white affluent students and African American, Latino and immigrant working class and poor students;
- **Despite MCPS’ “trying to fix” the inequities of the screening process, the latest results of the process are MORE INEQUITABLE THAN EVER.**

Therefore the 2nd grade global screening process should be halted immediately!