

2020–2025 Strategic Plan: Equity for All

Talented and Gifted (TAG) Identification Process

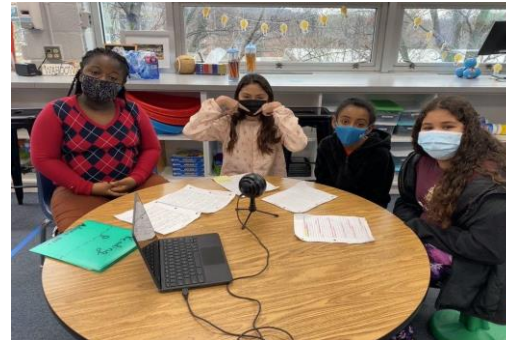
School Board Meeting
March 10, 2022





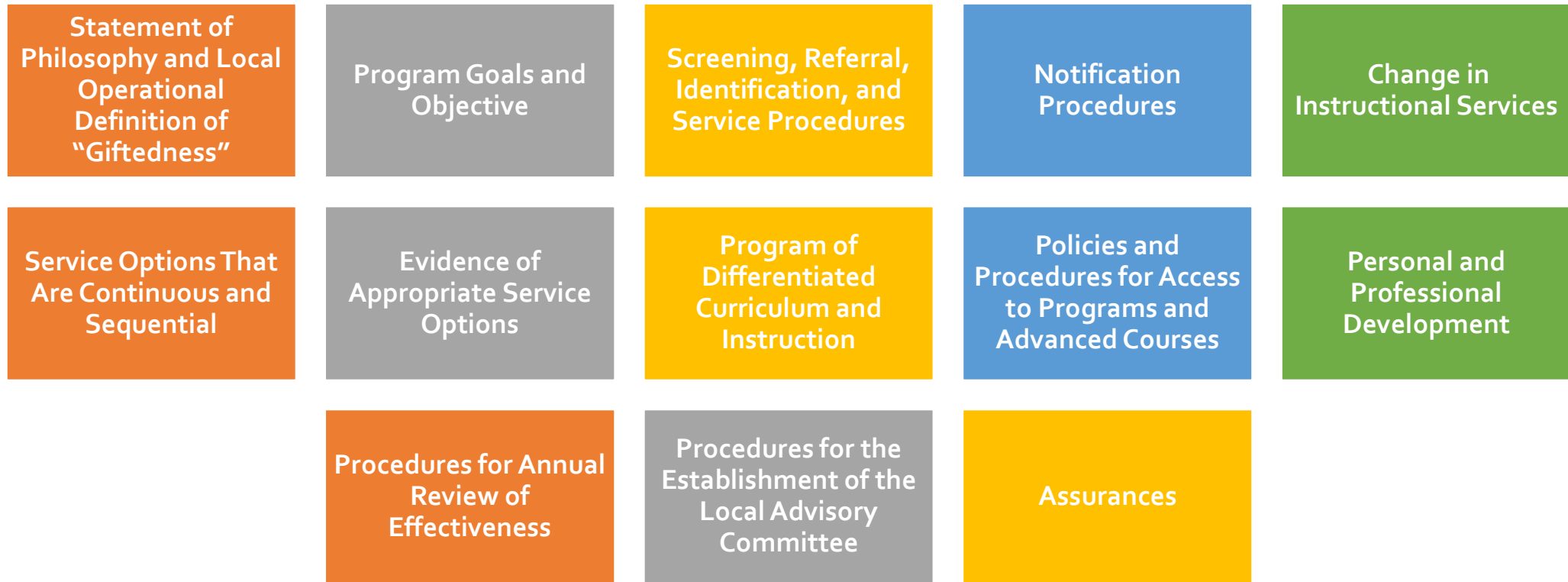
Essential Questions

1. Where is ACPS currently with its **Local Plan** and what are its components?
2. What is the **current** identification process for TAG?
3. What is the **process** to update the Local Plan?
4. What has the committee accomplished so far?
5. What are the next steps for the steering committee?









Components of the Local Plan



Last updated in 2012, the Virginia Department of Education (VDOE) recommends that plans get updated every five years.



Steering and Feedback Committees

-  Meets every other Tuesday
-  Consists of two working groups
-  Shares a working group work with larger groups
-  Discusses and reflects on past and future practices

School Administrators	Central Office Directors	Central Office Curriculum Specialists
Parents	Classroom Teacher	TAG Designees
School Counselors	TAG Teachers	Specialized Services
English Language (EL) Office	Equity Team	Talented and Gifted Advisory Committee (TAGAC)



EQUITY FOCUSED

The TAG Committee's Work

Continuum of Services

- Employing a Continuum of Services
- **Strengthening the Tier 1- Rigor for All**
- Increasing Young Scholars (YS) Access in Each School
- **Focusing on the Talent Development Model**
- Receiving Support From Advanced Academic Resource Teachers

Implementation of Services Questions

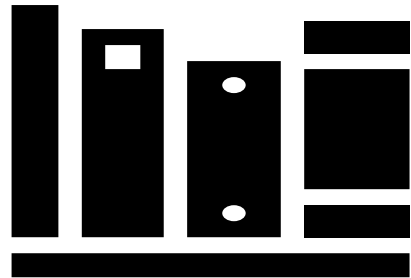
- Push-In vs. Pull-Out
- Mathematical Pathways
- Staffing Supports to Implement the Continuum

Professional Learning and Speakers Series/Consulting

- School and Central Office Leaders
- Staff
- Community Members



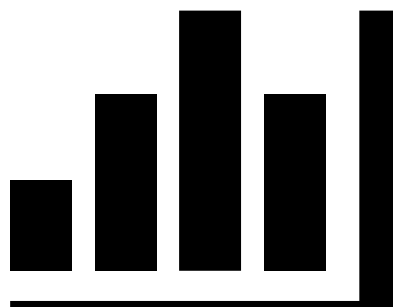
Ensuring There Is an Alignment With Best Practices



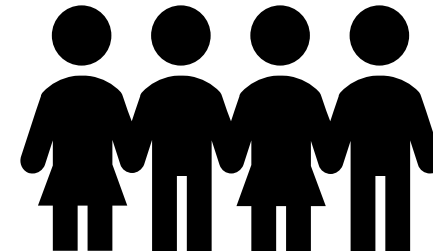
Is Grounded in Research



Works With Consultants



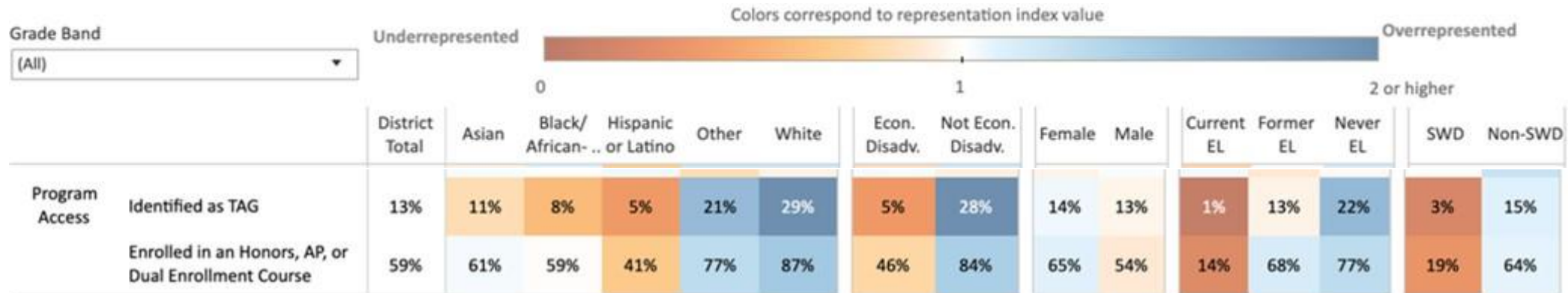
Is Data Driven



Has Equity at the Forefront



Data Analysis From 2020–2021



* In 2021, if a grade 9 student was in a course leading to a verified credit and has a grade of D or higher AND an SOL score of 350 - 399 or higher, the student earned an Locally Awarded Verified Credit. Overall, 27% of Grade 9 students did not have an SOL score.

- Our data has remained consistent for years.
- The disproportion of access and opportunity to advanced services within our school system is large.
- Students who identify as Black/African American or Hispanic/Latino, as well as our economically disadvantaged, English Learners (EL), and Students With Disabilities (SWD) students, are underrepresented within the TAG program.
- Our **Local Plan** needs to adapt to address the inequities of access and opportunity.



Services and Identification Procedures

General Intellectual Aptitude (GIA) in Grades K–12

Universal Screening in Grade 1 using the **Naglieri Nonverbal Ability Test (NNAT)**

Students receiving GIA services who typically demonstrate superior ability across a broad range of intellectual disciplines beyond their age-level peers

Specific Academic Aptitude (SAA) in Grades 4–12

Universal Screening in Grade 3 using the **Cognitive Abilities Test (CogAT)**

Students who exhibit superior performance and ability in specific subjects such as reading, mathematics, science, and social studies

Services for Students

GIA: Students who are served in the general education setting by the classroom teacher

Grades 4–5: Pull-out services for math and Language Arts

Middle and high school: Honors and Advanced Placement (AP) classes



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Reaching Out for a National Perspective



**Dr. Joy
Lawson
Davis**



**Dr. Donna
Ford**



**Dr. Jack
Naglieri**



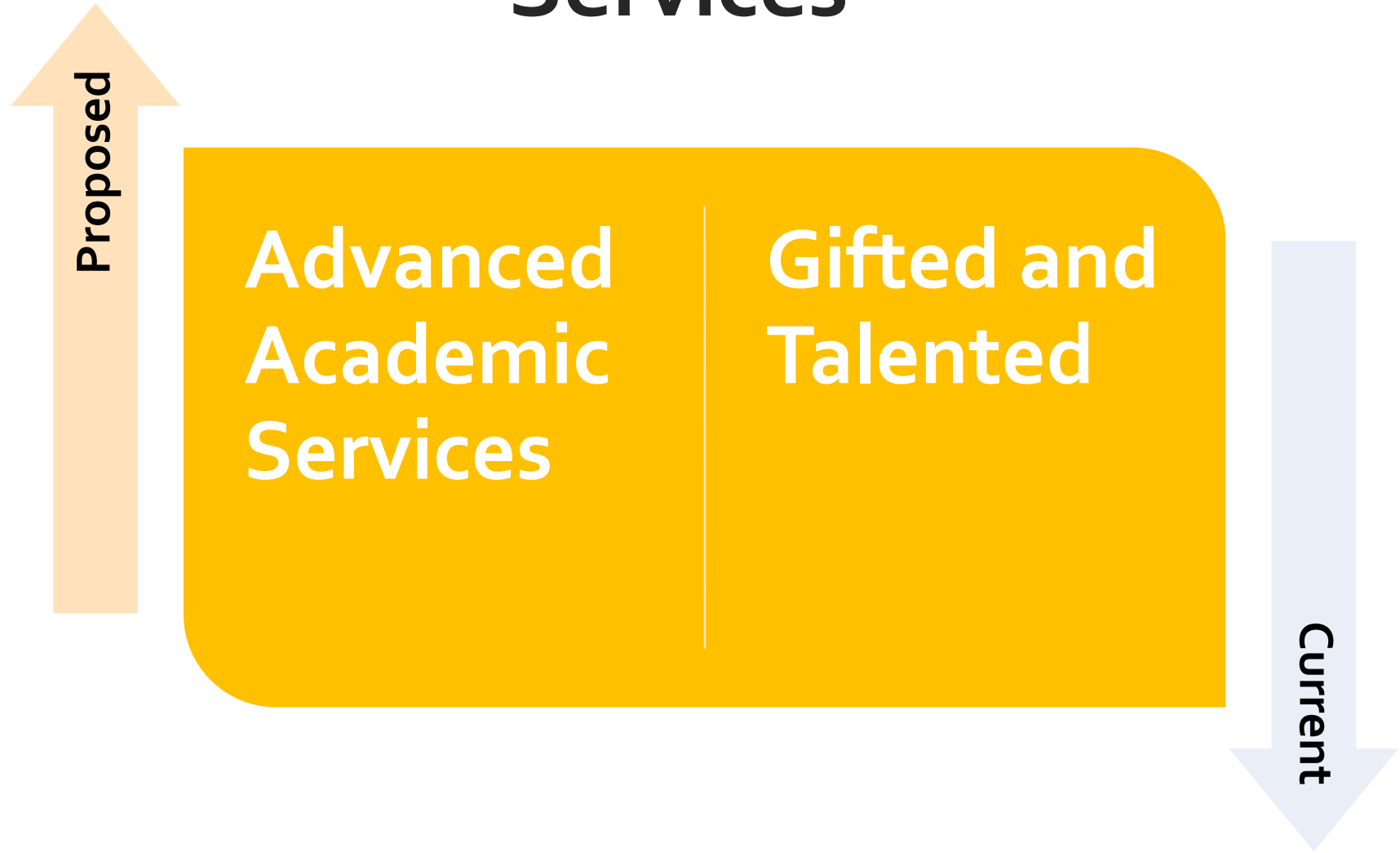
**Dr.
Jonathan
Plucker**





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Proposed Paradigm Shift: Focus on Services





Highlights From the Proposed Operational Definition of “Giftedness”

Identifies levels of services for students in need of advanced academic services

Screens students using multiple sources of information

Requires a differentiated curriculum for advanced learners that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction

Is essential for identified students to access educational resources to enhance their learning

Is grounded in equity and inclusion

Develops the strengths and talents of all students and offers a continuum of advanced academic services to meet a range of student needs

Provides increasing levels of challenge and is designed to emphasize the importance of matching services to student needs with flexible entry points



Key Themes From the Proposed ACPS Statement of Philosophy for the Education of Gifted Students

Aligns with the National Association for Gifted Children's (NAGC's) definition of "giftedness" and its philosophical beliefs of how to serve students within our school system

ACPS is committed to providing **challenging learning experiences.**

Talented **students come from all racial, ethnic, and cultural populations as well as all economic strata.**

Students need support and guidance to **develop socially and emotionally.**

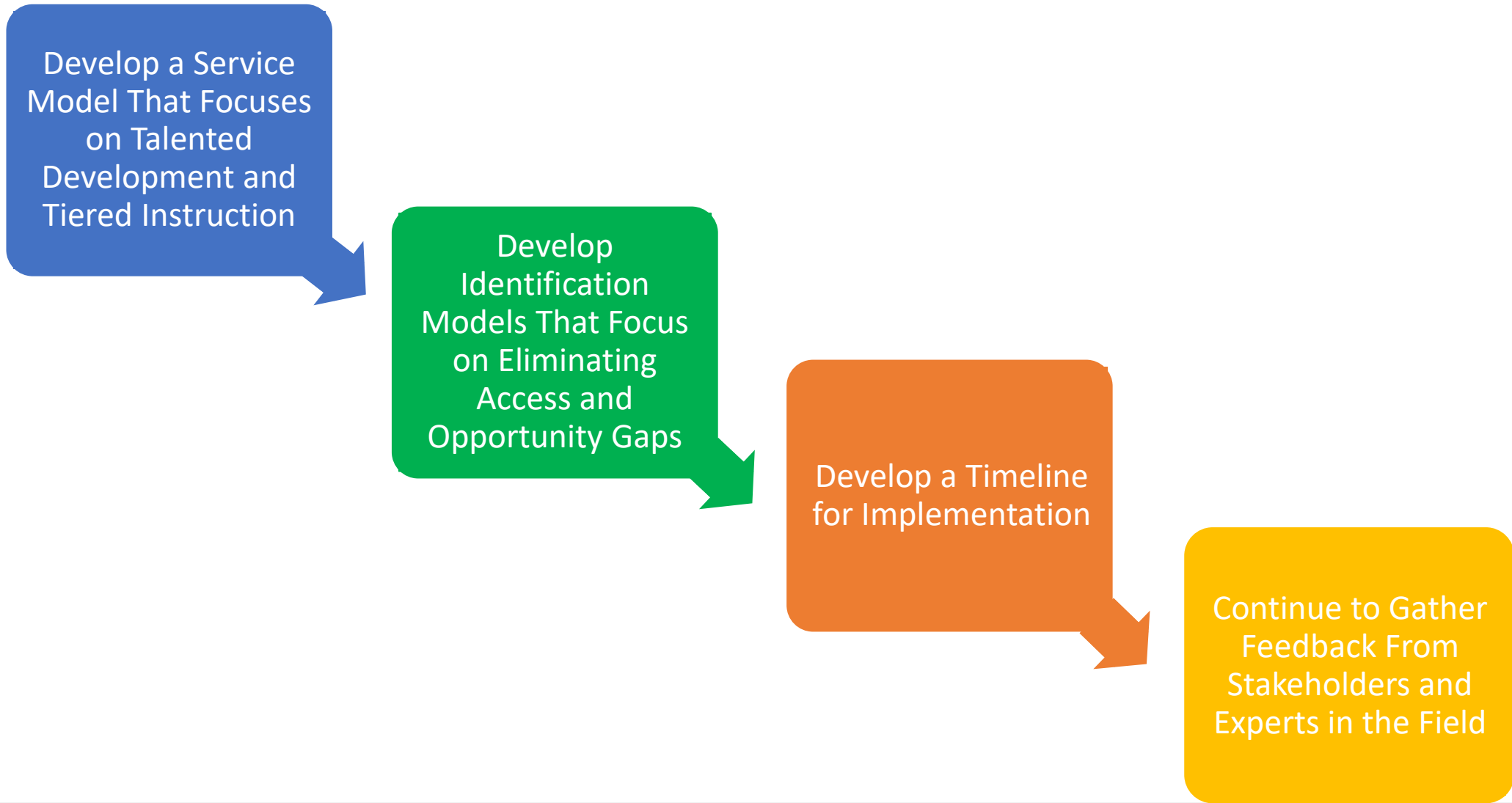
Students can have **learning and processing disorders that require specialized intervention and accommodation.**

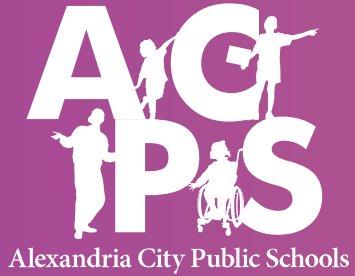
Students require access to learning opportunities to **realize their potential.**

Students require varied **services based on their changing needs.** (NAGC, 2019).



Next Steps





Questions?

Dr. Terri H. Mozingo, Chief of Teaching, Learning, and Leadership

Dr. Gerald R. Mann, Jr., Executive Director of Instructional Support

Dr. Megan Tempel-Milner, Director of Gifted & Advanced Academic Programs



Superintendent

Dr. Gregory C. Hutchings, Jr.

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