

2020–2025 Strategic Plan: Equity for All

Talented and Gifted (TAG) Delivery of Services and Identification Process

School Board Meeting
March 24, 2022





Essential Questions

1. What were the **key topics** presented at the March 10, 2022, School Board meeting?
2. What is the current **TAG delivery model**?
3. What is the **Advanced Academics Services** model?
4. What are the **next steps** for the steering committees?





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



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.**

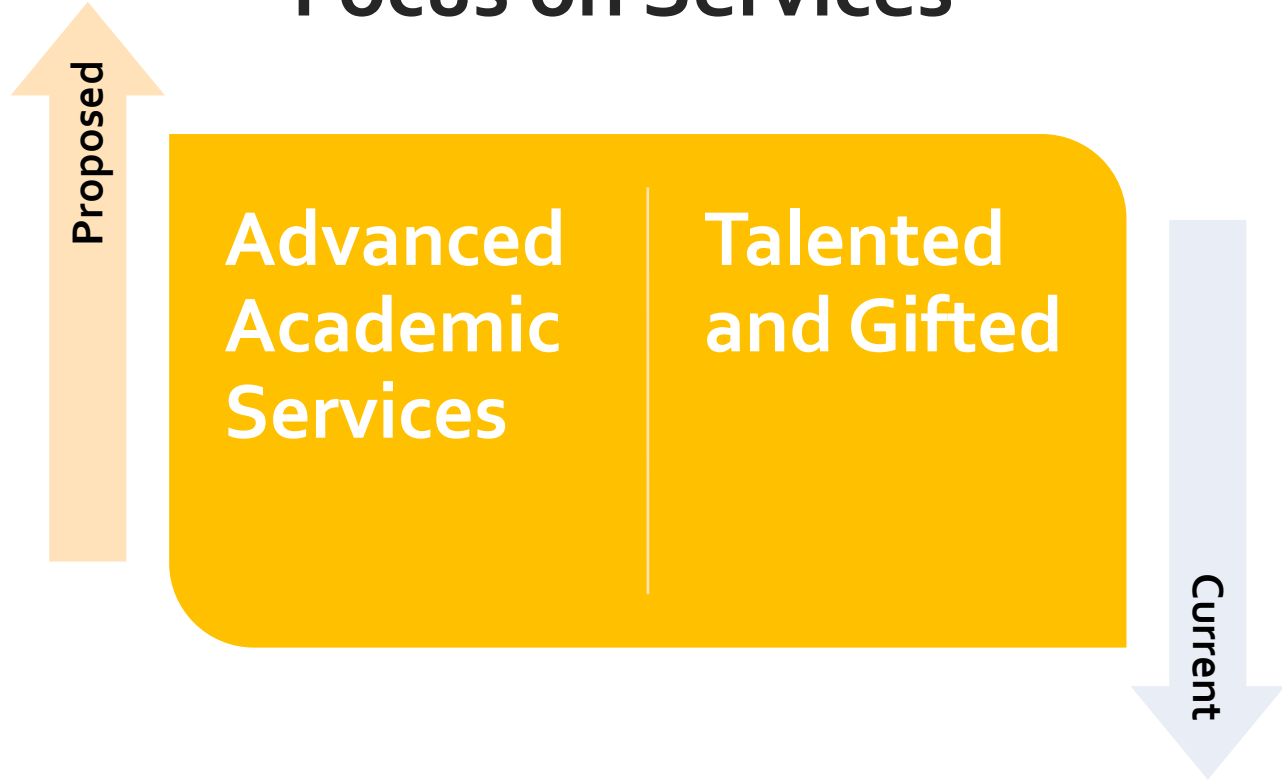
Students require access to learning opportunities to **realize their potential.**

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



EQUITY FOCUSED

Proposed Paradigm Shift: Focus on Services



Gifted vs. Advanced Academics



EQUITY FOCUSED

Gifted

Created in the 1920s by psychologists

Relies heavily on using metrics to find giftedness

Relies on labels and matrix forms

Advanced Academics

School & educator focused

Has an interest in finding students who need more academically

Focuses more on serving students than on identifying

Invests resources on services rather than tests



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Advanced Academic Services Components

Continuum of
Services

Program Design

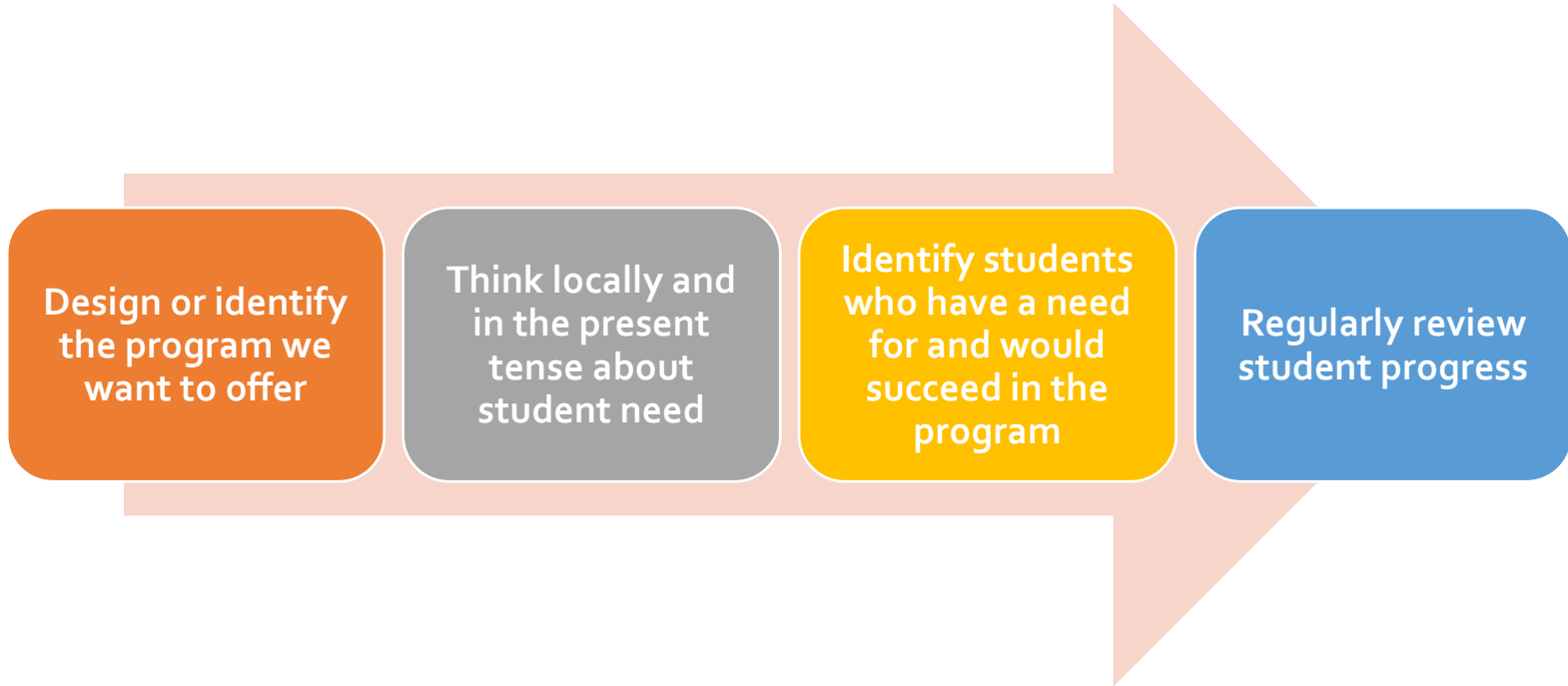
Implementation

Improvement of
Instructional
Models

Curriculum

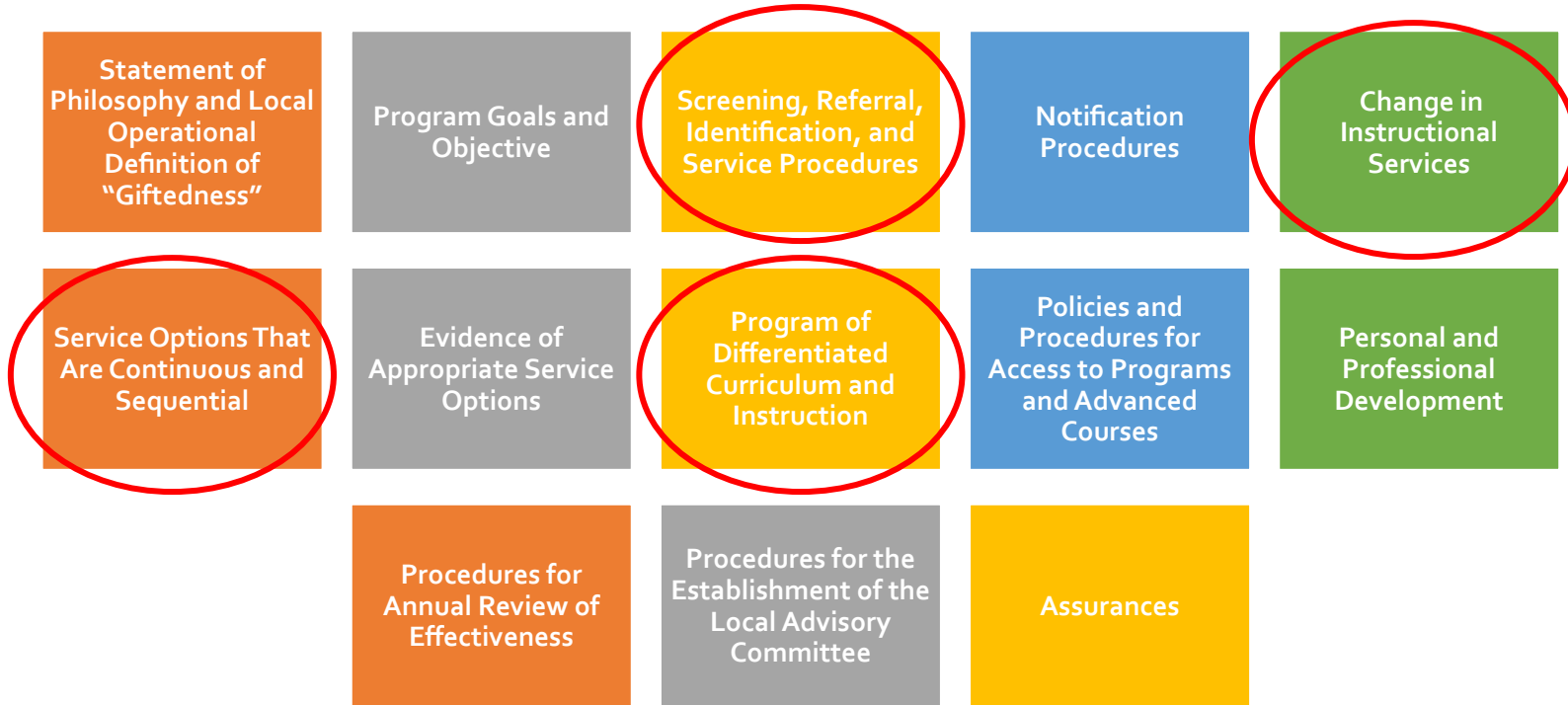


Advanced Academic Services Model



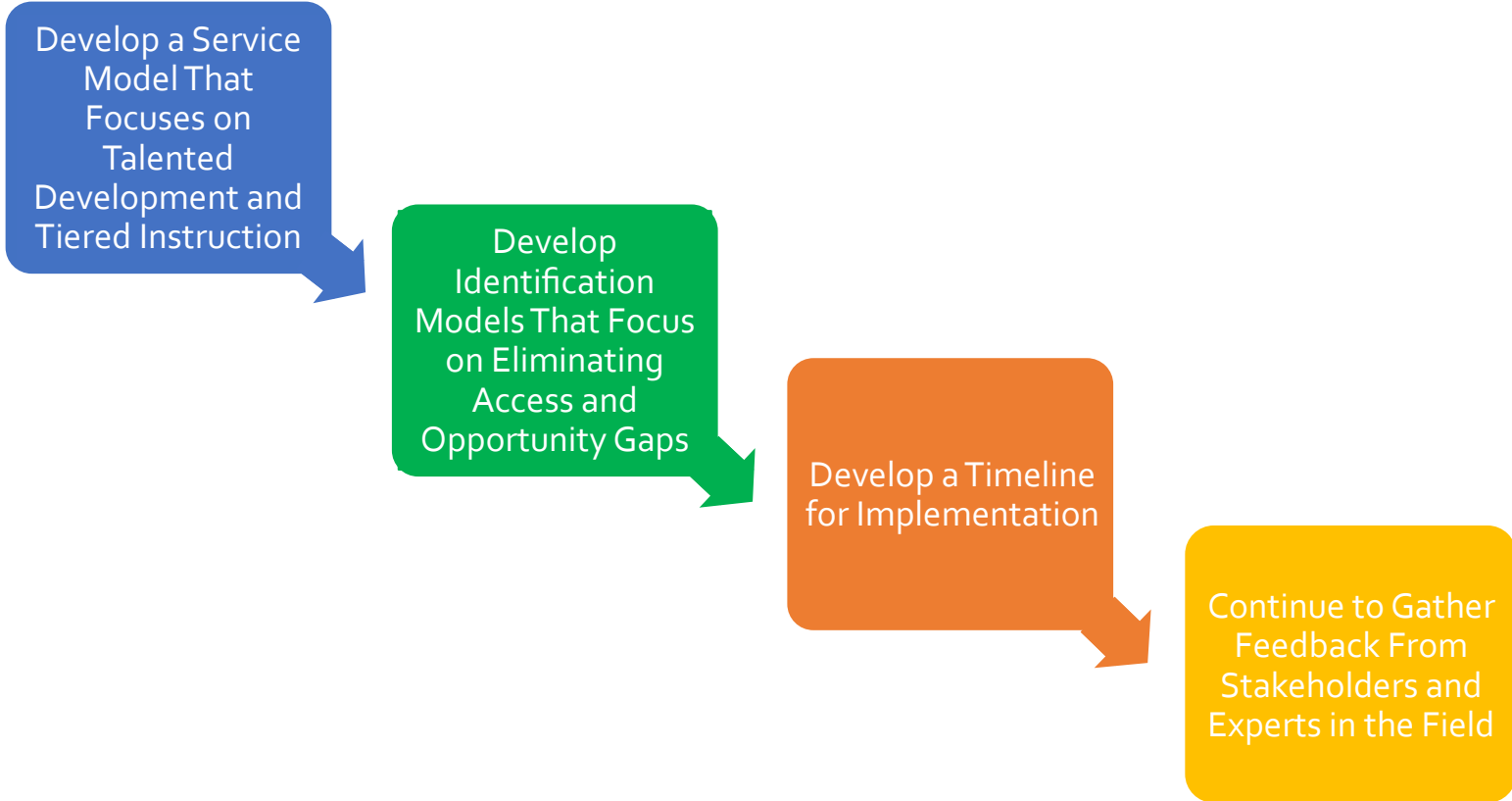


Next Steps: Components of the Local Plan





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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