

TAGAC SUB-COMMITTEE ASSIGNMENTS

To: TAGAC Committee Members

From: Gregg Murphy, Chair

Date: April 15—Revised Assignment Criteria

Due to the redirection of our focus this year to drill down internally within each level of ACPS to better understand the efficacy of the TAG programs within each tier of our school system, the tasks for each Sub-Committee have evolved as well. Specifically, each Sub-Committee is to prepare a year-end *Sub-Committee Report* for inclusion in our *Annual Report* to be approved at our May 21 meeting. A draft of the *Annual Report* will be submitted to Staff for review and comment by May 7 summarizing what we have learned from our efforts this year and making recommendations for the coming year, while also augmenting them with longer term goals and objectives.

Accordingly, a draft of the *Sub-Committee Reports* need to be prepared by May 1 and circulated to all TAGAC Members for comment in the event any revisions are deemed appropriate before submission to the Staff on May 7. The Ad Hoc Sub-Committee is requested to marshal all of these initial drafts and review them for consistency in approach and in meeting our objectives here. If any changes are recommended before submission to the Staff, they should be addressed directly with the Sub-Committee presenting the draft, with email copy to TAGAC Members.

We will discuss and assess the emphasis for each *Sub-Committee Report* at our April 16 meeting for eventual inclusion in our year-end *TAGAC Report* to the School Board. This will require each tier level [K-3, 4-5, Middle School 6-8 and High School 9-11] ultimately presenting its findings on the following, subject to refinement at the April 16 meeting:

- (i) What are the curricula and teaching methods offered at each tier level to challenge TAG students?
- (ii) How does ACPS, and each school where different, approach identifying TAG qualified students and provide them the tools to succeed at a TAG level?
- (iii) What testing, resources and programs are offered to aid in identification of potential TAG students?
- (iv) What are the demographic enrollment statistics for each school, including ethnicity and socio-economic backgrounds of the enrollees, if available, and how that compares to the general population within the schools?
- (v) What is the performance measure for our TAG students compared to national norms and local school systems?
- (vi) What is the attrition rate of TAG enrolled students from one tier to the next level?
- (vii) What criteria and procedures are in place for removing a student from TAG curricula when non-performing?
- (viii) If not already addressed in the responses to the above inquiries, summarize what was reported to us from the guests who were invited to speak to us this year, including principals to teachers to academic officers.
- (ix) Report on systemic problems identified within ACPS that have hampered the development and implementation of an effective TAG program throughout our schools.
- (x) Based on what has been learned, and comparing it to the *Annual Report* and other past studies, make recommendations for implementation and/or further study on what each Sub-Committee has determined.

The Sub-Committees assessments are broken down by the designated tier levels, and as to the broader scope of communications, that Sub-Committee should provide a more overarching and linking perspective throughout the TAG landscape and how to improve all communications related to TAG. Sub-Committee assignments are in the parenthesis that follow:

- A. K-3 [Cailin Dore, Emily Garrahan]
- B. 4-5. [Leigh Dugan, Joan Harvath]
- C. Middle School 6-8 [Julia Egy, Mark Lacy]
- D. High School 9-12. [Stephen Lally, Ana Humphrey]
- E. Communications [Stacey Andersen, Laura Rose]
- F. Ad Hoc Assignments [Nicholas Miller, Erica Berson]

As Vivian Awumey is new to the Committee and Hal Caldwell is laden with the task of actually serving on the School Board, I have refrained from assigning them a particular task for this year.

Thanks for your collective efforts.....gregg