

BOARD BRIEF

Date: May 5, 2023

BOARD INFORMATION: X

MEETING PREPARATION:

FROM: Carmen Sanders, Executive Director of Instructional Support
Megan Tempel-Milner, Ph.D., Director of Gifted and Advanced Academic Programs

THROUGH: Wendy González, Ed.D., Chief of Teaching, Learning, and Leadership
Melanie Kay-Wyatt, Ed.D., Interim Superintendent of Schools

TO: The Honorable Meagan Alderton, Chair, and
Members of the Alexandria City School Board

TOPIC: Talented and Gifted (TAG) Gifted Screening and Enrollment Updates for 2022-2023

ACPS 2025 STRATEGIC PLAN GOAL

Goal 2: Instructional Excellence

Goal 3: Student Accessibility and Support

SY 2022–2023 FOCUS AREA

Talented and Gifted

Strategic Plan Implementation

FY 2023 BUDGET PRIORITY

Equitable TAG Identification of Black and Hispanic Students

SUMMARY

The purpose of this brief is to provide the most recent information to the School Board regarding Talented and Gifted (TAG) screening information for the 2022-2023 school year, enrollment information for Honors, Dual Enrollment, and Advanced Placement at the high school level using a preliminary level of analysis. In addition, the Department of Accountability and Research will provide a more robust examination of the data within the Fall/Winter of 2023-2024 TAG Indicator report. Also, this document will provide the School Board with the TAG indicators report developed in the Fall/Winter of 2022-2023 based on student data from 2021-2022.

BACKGROUND

As a division aiming to keep equity and high-quality instructional access a top priority, ACPS must take courageous steps to ensure the use of culturally, linguistically, and economically unbiased identification procedures and instructional services. Although ACPS is still working under the 2012-2017 Local Plan for Gifted, the TAG office has adapted the screening processes to meet ACPS' Focus Areas and Budget Priorities in the gifted and equitable presentation categories. This year, the TAG office expanded automatic screening referrals for Specific Academic Aptitude (SAA) and General Intellectual Aptitude (GIA) services to include all Young Scholars services and implemented an oversight screening committee during each screening process.

BOARD BRIEF

Three-year overview of student TAG referrals:

ACPS uses gifted referrals as a beginning means of screening, which includes submitted and automatic referrals. For TAG referrals, over the last three years, there has been a reduction in access gaps for underrepresented students within the subgroups of Black/African American, Hispanic, economically vulnerable, current EL students, and students with disabilities. In addition, the overrepresentation gap has decreased for students who identify within the race categories of Other, White, and non-economically disadvantaged subgroups. Please see the attachment titled: *Preliminary Data on TAG Screening and Enrollment Table 1.1. Three-Year Equity Index Data for Elementary TAG Referrals* for a more comprehensive look at the index data.

Preliminary TAG Screening and Eligibility

This year, ACPS had three screening windows. The first screening window was for grades 4-8 and included students who were not found eligible during universal screening in grade 3 last year or in years prior. Within this window, ACPS automatically referred all Young Scholars (YS) students in grades 4-5 for SAA services. The YS automatic referral is in its first year of implementation, and schools were able to identify 28 students who would not have been found eligible if an automatic referral process was not implemented. The automatic referrals for YS students continued for the GIA screening window, where 46 students were found eligible. Screening is still in process for rising grade 4 SAA services, so data is incomplete; however, 128 YS students were automatically referred.

Please see the attachment titled: *Preliminary Data on TAG Screening and Enrollment, Table 1.2: Preliminary TAG Eligibility Data: Number of Grades 4-5 Young Scholars Automatic Referral and Number of Students Who were Screened and Eligible for GIA (K-3) and Rising 4th Grad* for more information about Young Scholars and preliminary information with other subgroups across ACPS. In addition, the Department of Accountability and Research will thoroughly examine the data within the Fall/Winter of 2023-2024 TAG Indicator report and end-of-year Hanover Research: Representation Index chart.

Preliminary Data on Students in Honors, Dual Enrollment, Advance Placement (AP) Enrollment

Honors, Dual-Enrollment, and Advanced Placement enrollment continue to have gaps in underrepresentation and overrepresentation. Please see the attachment titled: *Preliminary Data on TAG Screening and Enrollment, Table 1.3: Preliminary High School Honors, Dual Enrollment, AP Enrollment Data*. Our updated Local Plan has placed measures to reduce the access gap for our students, including professional learning for teachers, providing staff support for identification, and higher-level instructional strategies.

TAG Indicator Report

The TAG indicator report uses student data from the 2021-2022 school year. It was presented to the Talented and Gifted Advisory Committee by Dr. Clinton Page, Chief of Accountability and Research, on Monday, January 9, 2023. The TAG indicator report is a comprehensive analysis of TAG data which includes information on enrollment, achievement, graduation rate, teacher certification, and professional development. Please see the attached *2022-2023 TAG Indicator Report for the 2021-2022 School Year* for a comprehensive look at last year's data. In addition, the Department of Accountability and Research will provide an indicator report for the 2022-2023 school year data by the winter of 2023-2024.

RECOMMENDATION

The Interim Superintendent recommends that the School Board review the information in this brief.

IMPACT

The points in this brief provide information relating to the systemic goal of Equitable TAG Identification of Black and Hispanic Students.

BOARD BRIEF

ATTACHMENTS

1. Preliminary Data on TAG Screening and Enrollment
2. 2022-2023 TAG Indicator Report for the 2021-2022 School Year

CONTACT

Megan Tempel-Milner, Ph.D., megan.tempel-milner@acps.k12.va.us