

# Academic Disparities: Talented and Gifted (TAG) Honors, Dual Enrollment (DE) + Advanced Placement (AP) Courses



School Board Meeting  
December 17, 2020



EQUITY FOR ALL 2025

# Essential Questions

1. What does the data tell us about the disparities in our advanced programs?
2. What can we learn from Advancement Via Individual Determination (AVID) in supporting students in advanced classes?
3. What structures or supports exist that we will expand to ensure equal access to advanced programming?
4. How will ACPS support students in advanced classes?

# ACPS Strategic Plan 2025: Equity for All

## Student Accessibility + Support

ACPS will ensure students have equitable access to and engagement with programs and supports that reduce barriers to learning.

- Disproportionality rate of students in advanced coursework at the secondary level by school and student group
- Disproportionality rate of students in TAG at the elementary level by school and student group
- Disproportionality of underrepresented students in advanced courses

# Talented + Gifted (TAG) Identified Students: By School + Total White Population of the School

Data source: 2019-20 Indicators Data Report

School	2019-2020 % of Total Student Enrollment Identified as TAG	% of White Students Enrolled in the School
George Washington	30%	40%
Matthew Maury	25%	60%
Lyles-Crouch	24%	54%
George Mason	18%	56%
Douglas MacArthur	18%	44%
T.C. Williams	16%	26%
Charles Barrett	13%	47%
Jefferson-Houston	11%	20%
Mount Vernon	11%	36%
Samuel Tucker	11%	28%
Francis C. Hammond	10%	14%
Polk	10%	22%
Patrick Henry	9%	14%
Cora Kelly	8%	14%
John Adams	8%	19%
William Ramsay	8%	9%
Ferdinand T. Day	5%	17%
Division Total	15%	28%

# Talented + Gifted Identified Students: Race

Racial + Ethnic Groups	2017-2018		2018-2019		2019-2020		Division Enrollment
	Enrolled	% TAG	Enrolled	% TAG	Enrolled	% TAG	
White	28%	63%	28%	62%	28%	62%	28%
Black	28%	15%	26%	15%	25%	15%	26%
Hispanic	36%	12%	37%	13%	38%	13%	28%
Asian	5%	5%	5%	4%	5%	5%	6%
One or More Races, or Other	3%	6%	3%	6%	3%	6%	8%

The data indicates that the program has identified a substantial amount of White Talented and Gifted students in comparison to non-white Talented and Gifted students.

*Data Source: 2019-20 Indicators Data Report*

# Talented + Gifted Identified Students: Special Programs

Special Program	2017-2018	2018-2019	2019-2020	Division Data
Free and Reduced Lunch	20%	22%	23%	63%
English Learners (EL)	11%	12%	10%	40%
Special Education	2%	2%	2%	11%

- The data indicates an average increase of 1-2% of TAG identified students in special programs
- 19-22% of TAG identified students are low income
- 11-12% of TAG identified students are EL learners
- 2% of TAG identified students receive SPED services

*Data Source: 2019-20 Indicators Data Report*

# Francis C. Hammond Honors Data

Francis C. Hammond	Am. Ind/ AL Native	Asian/ Pac. Islander	Black	Hispanic	Multi-Racial	White
School Demographics	0%	9%	30%	44%	2%	14%
Language Arts Honors	1%	8%	37%	29%	3%	22%
Science Honors	1%	10%	35%	29%	3%	23%
Social Studies Honors	1%	10%	35%	29%	3%	22%
Math 6/7 Honors	1%	12%	31%	32%	2%	21%
Math 8th Gr. Acceleration	0%	12%	48%	9%	0%	30%

*Data Source: 2020-21 Enrollment from PowerSchool*

# Jefferson Houston Honors Data

Jefferson Houston	Am. Ind/ AL Native	Asian/ Pac. Islander	Black	Hispanic	Multi-Racial	White
School Demographics	0%	3%	51%	26%	3%	16%
Language Arts Honors	0%	2%	45%	24%	5%	23%
Science Honors	0%	2%	51%	22%	5%	20%
Social Studies Honors	1%	0%	50%	21%	5%	23%
Math 6/7 Honors	2%	2%	37%	26%	5%	28%
Math 8th Gr. Acceleration	0%	0%	47%	0%	20%	33%

*Data Source: 2020-21 Enrollment from PowerSchool*



# Patrick Henry Honors Data

Patrick Henry	Am. Ind/ AL Native	Asian/ Pac. Islander	Black	Hispanic	Multi-Racial	White
School Demographics	0%	9%	46%	30%	6%	9%
Language Arts Honors	0%	10%	43%	33%	5%	9%
Science Honors	0%	10%	43%	33%	5%	9%
Social Studies Honors	0%	10%	43%	33%	5%	9%
Math 6/7 Honors	0%	9%	40%	31%	7%	13%
Math 8th Gr. Acceleration	0%	27%	45%	27%	0%	0%

*Data Source: 2020-21 Enrollment from PowerSchool*

# George Washington Honors Data

George Washington	Am. Ind/ AL Native	Asian/ Pac. Islander	Black	Hispanic	Multi-Racial	White
School Demographics	0%	2%	18%	36%	5%	39%
Language Arts Honors	0%	2%	13%	18%	6%	61%
Science Honors	0%	2%	12%	20%	6%	59%
Social Studies Honors	0%	2%	14%	24%	6%	54%
Math 6/7 Honors	0%	2%	14%	24%	6%	54%
Math 8th Gr. Acceleration	1%	3%	7%	4%	7%	79%

*Data Source: 2020-21 Enrollment from PowerSchool*

# T.C. Williams Advanced Courses

T.C. Williams	Am Indian/ AL Native	Asian/ Pac. Islander	Black	Hispanic	Multi-Racial	Native Hawaiian/ Other Pac. Islander	White
School Demographics	0.3%	4%	27%	42%	2%	0.2%	25%
Advanced Placement (AP)	0%	6%	17%	13%	4%	0%	59%
Dual Enrollment (DE)	0%	9%	32%	18%	3%	0%	37%
Honors	0%	5%	27%	25%	3%	0%	38%

*Data Source: 2020-21 Enrollment from PowerSchool*

# Class Segregation: Context + History

- Resegregation and *Brown v. Board of Education of Topeka*
- Often Based in Stereotypes
- Inability to Move Across or Between levels
- Identified as a Systemic Barrier
- TAG + Advanced Courses Reflected Segregation Based on Race
- History is Still Reflected in Current Data

*Students are assigned to different levels of the same course, or to a course with a different curriculum that is either more or less rigorous (Lucas, 1999; Oakes, 2005).*

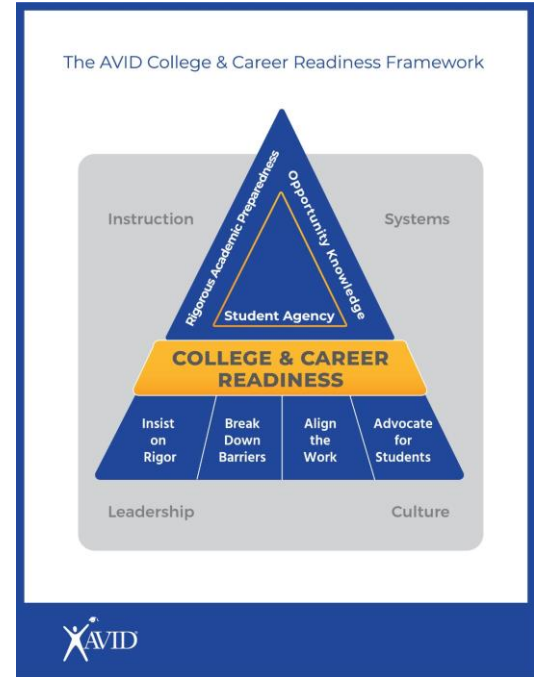
# AVID Elective Data

## 6th-8th Grade AVID Data: 92% Non-White Enrollment (2020)

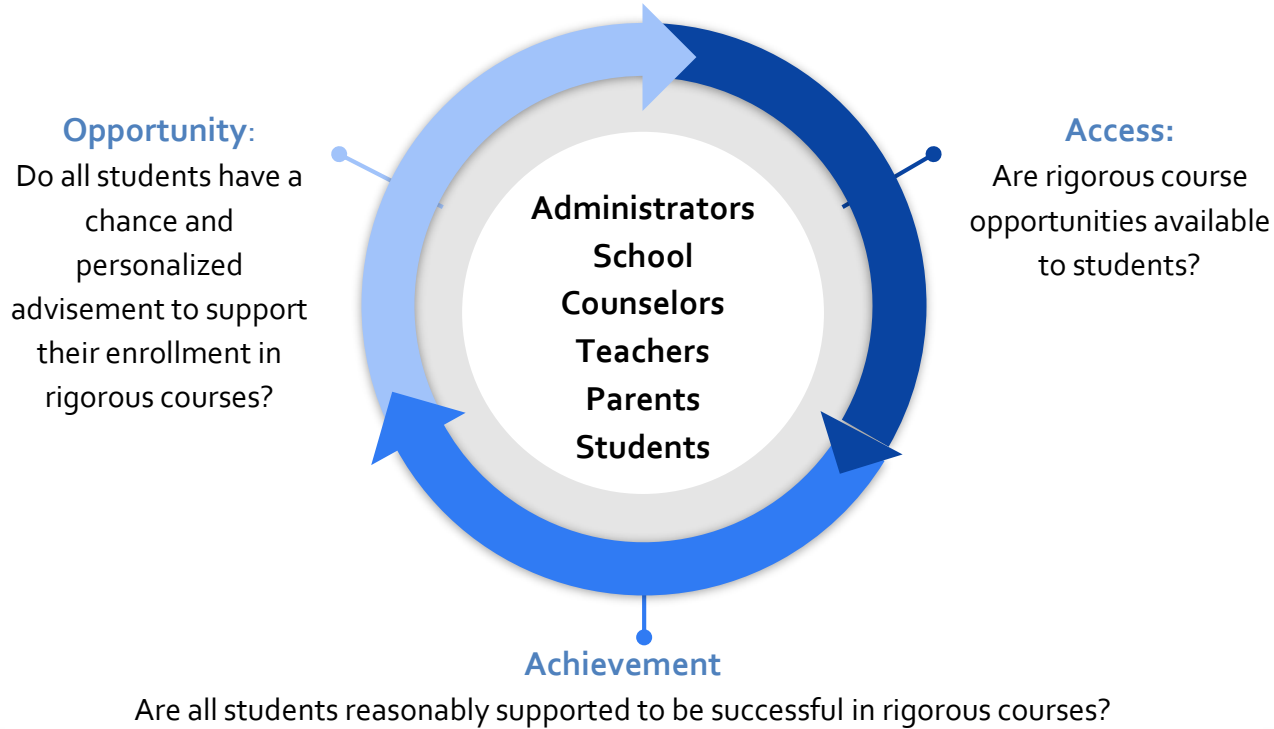
- On average, 98% of AVID 6-8 students are enrolled on one Honors or high school credit bearing course outside of Algebra;
- On average 85% finished with a "C" or higher in their honor's courses; and
- On average 15% of 7th graders are enrolled in Alg.1 and 100% are enrolled in Alg. or Geometry.

## 9th-12th Grade AVID Data: 94% Non-White Enrollment (2020)

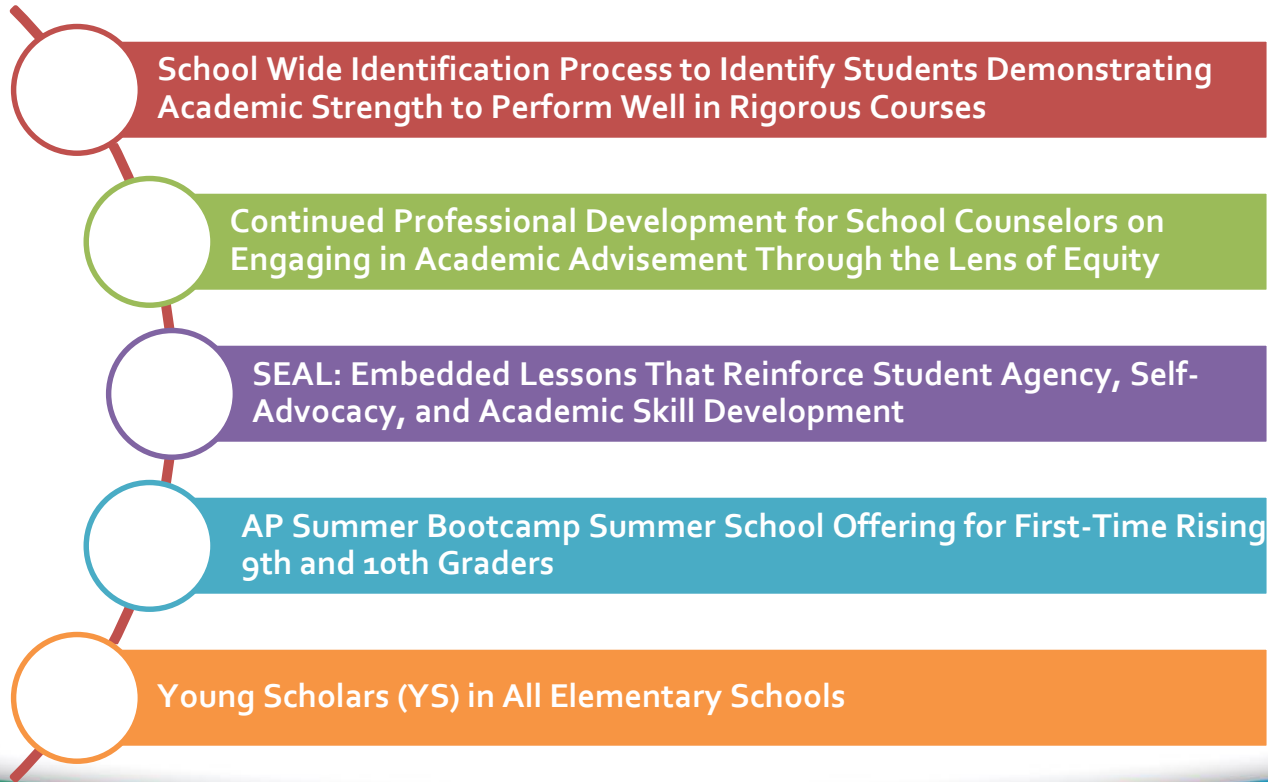
- On average 88% of Seniors have been enrolled in AVID for 3 years;
- Approximately 80% of have taken at least one AP class by the time they graduate; and
- '20-21 AP Enrollment: currently 43% (12th- 75%, 11th- 45%, 10th- 58%, 9th-14%).



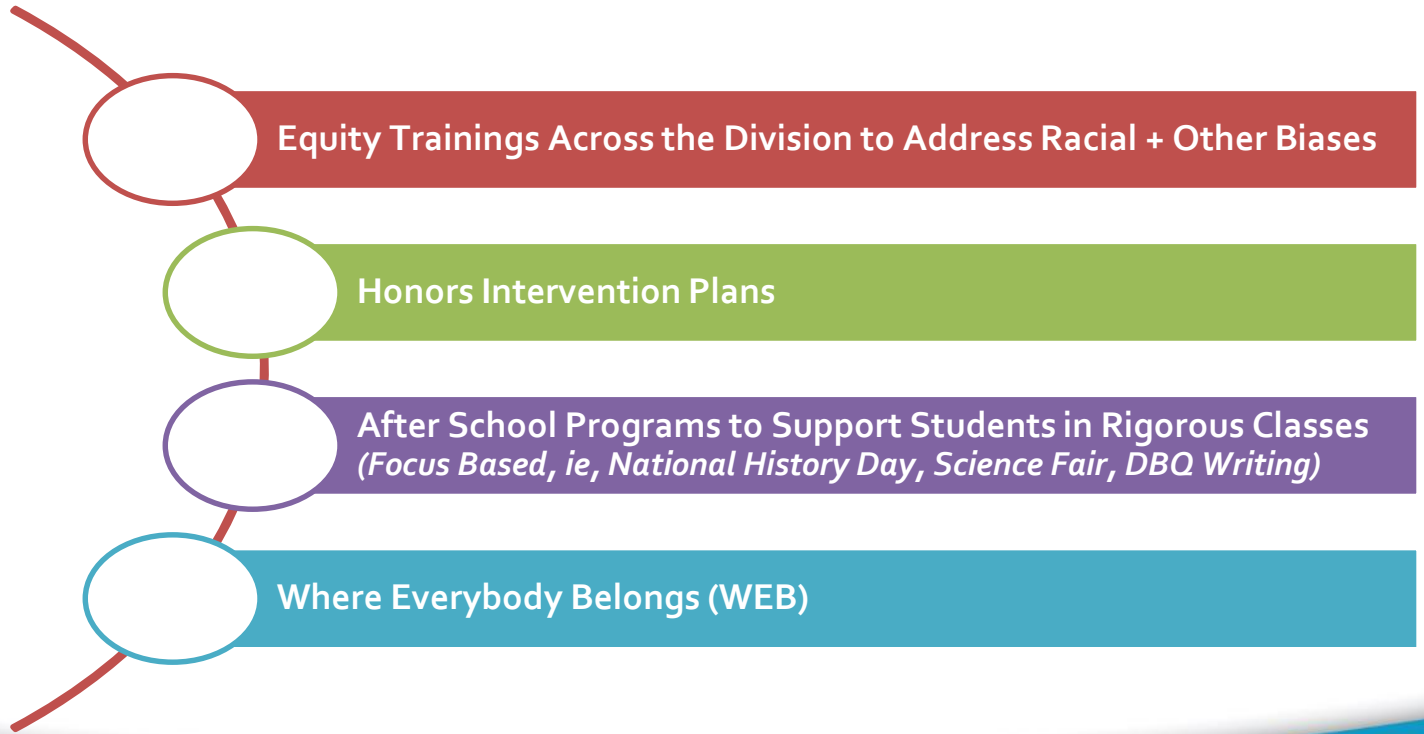
# Holistic Academic Advisement



# Current Initiatives + Outreach Efforts (1)



# Current Initiatives + Outreach Efforts (2)





# Action Steps: Talented + Gifted (TAG)

Modifications to the current Talented and Gifted Identification Process especially as it relates to identifying underrepresented groups

Incorporate research-based checklist items that focus on learning characteristics of students from underrepresented groups

Improving community outreach procedures

Update the TAG plan to address push in, pull out and flexible grouping as ways to address differentiation

Create an alternative pathway for Young Scholars and AVID program candidates

Regular and ongoing professional learning for teachers and administrators

Identifying Gifted Students From underrepresented groups such as English Learners Twice Exceptional students

# Action Steps: K-12 Vertical Supports

## Family Actions

- Honors Information Night at the elementary level to provide information on advanced academics program at the secondary level
- Program of Studies / Courses of Rigor and Pathways information nights through partnership between FACE Center programming for community and cultural parent groups

## Student Actions

- Intentional matriculation planning and support to include teacher feedback and advocacy for students to enroll in rigorous classes from grades 5-6, 8-9, and 9-10
- Committed programming for Young Scholars (YS) into middle school by way of AVID recruitment pipeline

# Action Steps: Academic Advisement + Planning



- Equity
- Pathways
- Academic + Career Planning

# Action Steps: Secondary Schools (1)

Summer Honors Bootcamp to introduce rising 6th grade and students new to honors courses

Professional learning for staff on equitable instructional practices for minorities in honors courses (promoting a safe classroom environment)

Continued and ongoing professional learning for all teachers (content and electives) on true differentiation for honors classes and to promote rigor in standard classes

Educating parents on the academic process

Grow AVID Excel and AVID Schoolwide practices

Honors information sessions during advisement for students

# Action Steps: Secondary Schools (2)

Ensuring that parents are informed of the benefits of enrollment in rigorous classes in middle school, creating a positive academic trajectory into high school

Parental and Student Agency  
- Using communication resources (FACE) to inform parents and students about opportunities to enroll in rigorous classes/programs

Advanced Placement (AP) +  
Dual Enrollment (DE)  
Small Group Support

Dual Enrollment (DE)  
Summer Boot Camp

Engage student leadership groups such as AVID MSAN, Black Student Union, Building Better Future, International Academy (IA) Leadership, Student Leadership, etc., to enlist feedback and extend advocacy training to student leaders

Collect additional data and feedback about how many students of color drop out/disenroll from advance courses of rigor and challenges that led to this decision

# Questions and Discussion

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