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AASAC Committee members, please note:

- This is a working draft document. If another member of the committee is working in the document, please exit the editing process and come back at another time.
- Unfortunately, comments have not been brought over to the new draft. But please find the previous working draft of this document here where comments are preserved:
https://docs.google.com/document/d/1ppEfKyrkJymBsQp6FPchzpL6q56qQZwEiefI_KA-9U/edit?usp=sharing
- This draft has been organized and formatted to be consistent with the new draft SB advisory committee report template, which can be found here:
https://alexandriapublic.ic-board.com/public_itemview.aspx?ItemId=nMOnDOEB+Ag=&mtgld=wK7X5G0kh9M=

FOR THE MAY 7 MEETING:

- AASAC will look at the items marked with a note in **RED TEXT** first, and conduct a line item vote on these points.
- AASAC will then conduct a line item vote on each **RECOMMENDATION**
- AASAC will then discuss and approve corrections to the rest of the document. NOTE: the front page is a standardized format and only typos and mistakes will be corrected.
- NOTE: The “Scope of Work” (currently pages 4-5) is quoted directly from the document approved at the 10/17/23 meeting and will not be edited.
- NOTE: The “continuing recommendations” (currently on pages 14-17) are quoted from previous years’ reports – if the committee approves changes or edits, these will be moved to the “refined” or “new” section.

DURING THE MEETING:

- The chair will facilitate conversation.
- The secretary will take meeting minutes and record the specifics of EVERY vote.
- Another committee member will update the Google docs official document as text is approved.
- Another committee member will supplement the minutes with 2-3 key points of discussion IF NEEDED.

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For ACTION ____
For INFORMATION ____
Board Agenda: Yes x
No ____

FROM:

D. Ohlandt, Ph.D., Chair, Advanced Academic Services Advisory Committee (AASAC)
Evan Smith, Vice-Chair, Advanced Academic Services Advisory Committee (AASAC)

THROUGH:

Melanie Kay-Wyatt, Ed.D., Superintendent of Schools
Carmen Sanders, Executive Director of Instructional Support
Megan Tempel-Milner, Ph.D., Director of Gifted and Advanced Academic Programs

TO: The Honorable Michelle Rief, Chair,
and Members of the Alexandria City School Board

TOPIC: 2023–2024 Advanced Academic Services Advisory Committee (AASAC) Year-End Report, relevant to the following:

ACPS 2025 STRATEGIC PLAN GOALS:

- Goal 1: Systemic Alignment
- Goal 2: Instructional Excellence
- Goal 3: Student Accessibility and Support
- Goal 4: Strategic Resource Allocation
- Goal 5: Family and Community Engagement

SY 2023-2024 FOCUS AREA:

Academic Achievement (Tier 1 Instruction) (The High School Project)
Student Supports (CASEL Social Emotional Learning Competencies) (Student Connection)
Staff Supports (Continue Culture Building)

FY 2024 BUDGET PRIORITY:

K-4 Literacy
Increase Support for Social and Emotional Learning
Planning for Future Projects
Communications Support

SUMMARY: During the 2023–2024 school year, the Advanced Academic Services Advisory Committee (AASAC, formerly TAGAC) continued its work evaluating the Advanced Academic Services delivered by Alexandria City Public Schools (ACPS) in grades K-12, with particular

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attention to advocating for the success of the Local Plan for the Education of the Gifted, approved in June 2023. To this end, the AAS Advisory Committee activities during the 2023-24 school year focused on the following areas:

1. Improving the credibility of AAS within ACPS students, families, staff, and policy-makers
2. Specific attention to the delivery of AAS services at the Middle School and High School levels
3. Social-Emotional Learning Supports tailored to advanced students

The committee emphasizes that these focus areas are broad and complex, and that this year's work and recommendations do not reflect a comprehensive report on these topics.

This 2023–2024 TAGAC Year-End Report covers these topics as well as notes on the overall execution of the committee over the year. We encourage you to read the report in its entirety.

BACKGROUND: Throughout the year, AASAC held seven in-person committee meetings. The committee would prefer more even representation of parents and community members across Alexandria, especially from West End schools. It seems that transportation, child care, providing meals, and general family-time needs—such as helping with homework—may be limiting factors to attendance for the many people and communities whom we would like to be involved in AASAC's work. AASAC's focus areas for 2023-24 were developed in conversation with Dr. Megan Tempel-Milner and returning members of AASAC, as well as in consultation with recent and current ACPS and School Board priorities.

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NOTE: The following is the Scope of Work as adopted by AASAC on October 17, 2023.

Scope of Work

SUMMARY: In June 2023, the School Board voted to approve the updated “Local Plan” for the Education of the Gifted at ACPS, 2023-2028. AASAC affirms that the updated Local Plan is a positive development for Advanced Academic Services at ACPS but its success depends on continued support from the Division in the form of staff positions and curriculum resources, and on improving the credibility of AAS among students, families, and ACPS staff.

To this end, the AAS Advisory Committee activities during the 2023-24 school year will focus on the following areas:

1. Improving the credibility of AAS within ACPS students, families, staff, and policy-makers
2. Specific attention to the delivery of AAS services at the Middle School and High School levels
3. Social-Emotional Learning Supports tailored to advanced students

BACKGROUND: The focus areas for 2023-24 have been developed in conversation with Dr. Megan Tempel-Milner and returning members of AASAC, as well as in consultation with recent and current ACPS and School Board priorities as approved at the September 7, 2023 School Board meeting.

FOCUS AREAS:

1. *Improving credibility of Advanced Academic Services*

Whatever improvements to equity, accessibility, and quality of services that ACPS Advanced Academic Services may provide, these improvements will have limited impact if students, families, and staff are not fundamentally convinced that the program can and is providing necessary interventions that lead to positive educational and social outcomes for ACPS students.

AASAC has noted that some of the concerns that have had a negative impact on the credibility of AAS include: poor or inconsistent communication between division, staff, parents, and students; lack of clarity about the form and function of DEPs; poor parent (and sometimes school staff) understanding of the referral, screening, and appeal processes for eligibility determination; inconsistent resources across schools in both instruction and curriculum; lack of rigor in Tier 1

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general curriculum; unclear channels of feedback and accountability between parents and school staff; and wide-spread misunderstandings of the character, availability, and benefits of Tier 2 and Tier 3 AAS interventions. AASAC intends to identify some of these concerns and make recommendations for how they might be addressed through policy, budget, and programming.

This aligns with the School Board's Areas of Focus for SY 23-24: "Academic Achievement," subtopic "Tier 1 Instruction" and "The High School Project"; "Student Supports" subtopic "CASEL Social Emotional Learning Competencies" and "Student Connection and Attendance"; and "Staff Supports" subtopic "Continue Culture Building."

2. Delivery of Advanced Academic Services in Middle School and High School

Continuing its work from 2022-23, AASAC will review and make recommendations about the Honors curriculum at the middle school level and the ways that the academic and social-emotional needs of TAG-eligible and AAS students can be met in middle school. Additionally, AASAC will look at these issues at the high school level and consider the pathways and entrance/exit ramps available to AAS students in grades 6-12.

Of particular concern will be providing recommendations about the character of "Honors" secondary classes and what differentiates them from rigorous general education classes, and the process of identifying the need for and assuring delivery of appropriate Tier-2 and Tier-3 interventions for AAS students in these classes.

This aligns with the School Board's Areas of Focus for SY 23-24: "Academic Achievement," subtopic "Tier 1 Instruction" and "The High School Project"; and "Student Supports" subtopic "Student Connection and Attendance."

3. Social Emotional learning supports tailored to Advanced Academic students

AASAC will monitor and make recommendations concerning the delivery of social-emotional supports that are tailored specifically to meet the needs of students receiving interventions for Advanced Academic Services.

Students who require AAS interventions for academic modifications frequently experience social and emotional challenges as well, from difficulty relating to peers in part because of asynchronous development, to anxiety, paralyzing perfectionism, and impatience with others and themselves. AASAC will focus in particular on the ways that social-emotional learning instruction is differentiated for AAS students K-12 and on the resources available to staff, students, and families for Tier-2 and Tier-3 interventions in social-emotional learning for AAS students.

This aligns with the School Board's Area of Focus for SY 23-24 "Student Supports" subtopic "CASEL Social Emotional Learning Competencies."

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Committee Membership

as of May 2024

D. Ohlandt, chair

Evan Smith, vice-chair

Ettasue "Shawna" Harris

Michael "Mike" Dukes

Katie Baker

Lillian Pace

Amanda Shapiro

Willow Darsie

Matt Henry, ACPS teacher representative

Penny Hairston, ACPS Principal representative (non-voting)

Megan Tempel-Milner, ACPS Staff liaison (non-voting)

Committee Meeting Dates

September 5, 2023

October 17, 2023

November 28, 2023

February 6, 2024

March 5, 2024

April 15, 2024

May 7, 2024

Key Findings

1. Improving the credibility of AAS within ACPS students, families, staff, and policy-makers

Whatever improvements to equity, accessibility, and quality of services that ACPS Advanced Academic Services may provide, these improvements will have limited impact if students, families, and staff are not fundamentally convinced that the program can and is providing necessary interventions that lead to positive educational and social outcomes for ACPS students.

Particular concerns of the committee include::

1. Communications about AAS is frequently unclear or inconsistent between division, staff, parents, and students. **COMMITTEE WILL CONSIDER AND VOTE ON ADDING SPECIFIC EXAMPLES..**

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2. Lack of clarity about the form and function of the Differentiated Education Plan (DEP).
3. Poor parent (and sometimes school staff) understanding of the referral, screening, and appeal processes for eligibility determination.
4. Inconsistent and inequitable resources across schools in both instruction and curriculum
5. Lack of rigor in Tier 1 general curriculum. **COMMITTEE WILL DISCUSS WORDING – HOW DOES THIS CONNECT TO CREDIBILITY? – THEN VOTE.**
6. Unclear channels of feedback and accountability between parents and school staff.
7. Wide-spread misunderstanding of the character, availability, and benefits of Tier 2 and Tier 3 AAS interventions.

2. Specific attention to the delivery of AAS services at the Middle School and High School levels

Continuing its work from 2022-23, AASAC has focused on the Honors curriculum at the middle school level and the ways that the academic and social-emotional needs of TAG-eligible and AAS students can be met in middle school. Additionally, AASAC has looked at these issues at the high school level and considered the pathways and entrance/exit ramps available to AAS students in grades 9-12.

Particular concerns of the committee include:

1. the character of “Honors” secondary classes and the lack of clarity and consistency about how Honors classes are different from rigorous general education classes. This is a concern that was raised by the 2017 external review of ACPS TAG (AAS) programs and has not been sufficiently addressed
2. inconsistent processes for identifying need and assuring delivery of appropriate Tier-2 and Tier-3 interventions for AAS students in open enrollment Honors classes

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3. with the structure of the 2024/25 and beyond Academy/Pathways structure for grades 9-12, how do advanced courses fit in and how does open enrollment fit in with this?

3. Social-Emotional Learning Supports tailored to advanced students

Students who require AAS interventions for academic modifications frequently experience social and emotional challenges as well, from difficulty relating to peers in part because of asynchronous development, to anxiety, paralyzing perfectionism, and impatience with others and themselves. AASAC is particularly interested in the ways that social-emotional learning instruction is differentiated for AAS students K-12 and in the resources available to staff, students, and families for Tier-2 and Tier-3 interventions in social-emotional learning for AAS students.

Particular concerns of the committee include:

1. In their PowerPoint and comments at the February AASAC meeting, Central Office representatives did not offer clarity on how their SEAL programming affects academically gifted students at ACPS. **COMMITTEE WILL DISCUSS WORDING TO INDICATE BREADTH OF THIS FINDING (NOT CLEAR IF AAS SEAL IS DIFFERENTIATED ANYWHERE) BEYOND THIS ONE PRESENTATION, THEN VOTE**
2. Where it is enacted, the ACPS policy of clustering gifted learners so they can work in groups with their intellectual peers is extremely helpful for their social and emotional wellbeing, and is in line with current best practices and supported by the reading AASAC members have done this year.

Recommendations

New Recommendations

1. Fully staff AAS, as soon as possible, at both the K-5 and the 6-12 levels, as called for in the adopted Local Plan.
 - Rationale: The Local Plan, adopted by the School Board in June 2023, cannot be effectively implemented without appropriate staffing. The low level of staffing of AAS-certified teachers has contributed to the inequities in both AAS identification and delivery of services.
 - Inadequate staffing impacts the ability to:
 - Communicate effectively with parents/guardians, students, and school staff about the AAS program.
 - Identify students that qualify for AAS
 - Expose students to and excite them about the AAS program

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- Ability to work with and identify students that may be overlooked by traditional screening methods.
- Build quality work samples for AAS identification matrix.
- Model differentiated teaching strategies for homeroom teachers, which enables teachers to successfully meet the needs of a diverse group of students.
- Engage AAS identified students with rigorous curriculum.
- This recommendation builds on recommendations made by the committee in the 2022-2023 school year:
 - *Hire at least two TAG teachers for each elementary and middle school, and an additional division-level TAG specialist to support curriculum alignment across schools (quoted from 2022-23)*
 - *Hire additional TAG teachers at the middle school (grades 6-8) level, and an additional division-level TAG specialist to support middle school TAG curriculum alignment. (quoted from 2022-23)*
- [placeholder for staff response if desired]
- [placeholder for Board response]

2. Develop and provide additional curricular resources and training, especially for K-3 services and for the enriched and extended AAS math instruction for grades 4-8 and 9-12.

- Rationale: Investing in math manipulatives and standardized curricular resources, paired with teacher training, will promote equity and ensure all students in ACPS are receiving high-quality math education.
- This builds on several recommendations made by the committee in previous years, including:
 - *Provide additional professional development training for middle school teachers and staff. (quoted from 2022-23)*
 - *Increase options for TAG math students beyond full-grade acceleration (quoted from 2022-23)*
- [placeholder for staff response if desired]
- [placeholder for Board response]

3. Maintain or establish regular, transparent, and two-way engagement with key stakeholders including AAS students, parents, PTA members, teachers, and AAS in-school liaisons.

- Rationale: Existing surveys (such as the annual Equity for All survey) or new ones, focus groups, listening sessions, and AASAC committee meetings all provide channels for robust collection of feedback from a range of stakeholders, which should be incorporated into the ongoing evaluation and improvement of the Local Plan.
- With the relative absence of other regular means of stakeholder engagement, AASAC itself has become the de facto forum for this kind of engagement and, in

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particular, negative feedback, which has made it more difficult for AASAC to work through its SOW and be an effective advisory committee for the SB.

- The current Equity for All survey asks participants to self-identify as being connected to an AAS student but does not ask additional questions about these services or experiences, nor do these responses seem to be broken out for data collection purposes.
- [placeholder for staff response if desired]
- [placeholder for Board response]

4. Develop more frequent information sessions for families about AAS services in all grades. In particular, ACPS should soon hold dedicated listening session(s) on the changes to the mathematics acceleration schedule.

- Rationale: Communications about AAS need to be two-way. The committee continues to receive feedback that parents/guardians do not receive clear communication about AAS identification, testing, and services. While letters, emails, and ParentSquare notifications can be effective forms of communication, interactive information sessions would fill a gap in communication, fostering greater trust from those with students already in AAS and engaging individuals who may feel more comfortable listening to information.
- The math changes implemented in August 2023 have been an ongoing source of confusion and concern. The benefits of the new approach are not self-evident and the rationale behind the decision was not communicated clearly. In its last meeting of the 2023 calendar year, there was consensus among AASAC members and members of the public that a dedicated stand-alone session on this topic would be productive.
- The committee notes that the current level of AAS staffing does not appear to support the range of information sessions or the standardization of messaging that the committee believes needs to be implemented.
- [placeholder for staff response if desired]
- [placeholder for Board response]

5. Initiate an ongoing plan to monitor and evaluate the Local Plan for the Education of the Gifted with yearly results shared with the ACPS community. As part of this process, ACPS should consider accelerating the next regular external review of AAS.

- Rationale: The Local Plan for the Education of the Gifted approved in May 2023 is the first update to the Local Plan since 2011, and as of May 2024 it has not been fully funded. The plan itself calls for monitoring and evaluation. Formalizing and then publicizing the measures by which the Local Plan is evaluated would increase the credibility and transparency of AAS services.
- Given the length of time between the last external review of AAS (then TAG) in 2017 and the approval of the most recent Local Plan, another external review

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would provide valuable insights into the successes and challenges of the current Local Plan.

- This builds on a recommendation from 2022-23
 - *“Formalize accountability at the classroom, school, and division levels, for differentiated instruction, tier II and tier III interventions, and equity in TAG (now AAS) identification and delivery of TAG (now AAS) services.”*
(quoted from 2022-23)
- [placeholder for staff response if desired]
- [placeholder for Board response]

6. Request expanded metrics, including trend data, for the annual Indicators Report for AAS from the Office of Accountability.

- Rationale: The “Accountability Report” is another vehicle for improving AAS’s credibility. AASAC and members of the public have requested additional data, beyond what exists in the current report, be collected. For instance,
 - Show year-on-year data side by side.
 - Show trend reports for the last 3 - 5 years.
 - Provide, in the body of the report, bullets of the trends that are shared only verbally at the AASAC meeting by the ACPS Accountability Office representative, including trends documenting progress toward equitable representation as well as gaps that remain.
 - Provide information that explores AAS equity indicators
 - How many AAS teachers speak spanish?
 - How many AAS teachers are at each school, broken out by the school’s Title 1 status?
 - How many Young Scholars students converted/qualified for GIA or SAA after testing?
 - Additional breakdown of AP exam performance by, for example,
 - GIA identified vs. SAA identified
 - AAS identified vs. non-AAS identify
- [placeholder for staff response if desired]
- [placeholder for Board response]

7. Recruit and appoint additional teacher representatives to serve on the AASAC

- Rationale: With only one teacher representative, the AASAC committee lacks a depth of perspective from the school community. Being able to receive insight from educators across multiple grade levels is highly desirable to help the Committee better understand the needs of AAS students. We would request four representatives in total: elementary, middle, and high school, as well as a K-8 school.
- [placeholder for staff response if desired]

COMMITTEE WILL DISCUSS THIS RECOMMENDATION – TEACHER/STAFF/STUDENT REPS AND WHETHER THEY ARE VOTING MEMBERS OR NOT IS A SCHOOL BOARD

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DECISION (NOT, I BELIEVE, AN ADVISORY COMMITTEE DECISION), SO IF WE WANT THIS, THIS IS ENTIRELY APPROPRIATE. HOWEVER, THESE POSITIONS MAY BE DIFFICULT TO FILL.

8. Develop, make available, and monitor adherence to curriculum standards for core subjects in grades 6-12 that clearly delineate the pace and expectations of 1) general education classes (non-Honors), 2) Honors classes, and 3) Tier-2 and Tier-3 AAS interventions in Honors classes. Consider the viability of adding additional Advanced courses for core subjects (i.e. “Honors Advanced”) to the Program of Studies.

- Rationale: ACPS maintains an open enrollment policy for Honors classes in grades 6-12, but the differences between Honors and non-Honors versions of the same subjects at the same grade level are at best inconsistent and at worst unrecognizable. Additionally, some students and families have shared concerns that Honors classes in all grades are not challenging enough for some AAS students.
- More consistency and transparency will aid decision making for course selection and support better monitoring of student performance throughout the course experience.
- The committee notes that this will require funding to acquire and adapt curricular resources and to provide professional development for teachers.
- This builds on the recommendation from the 2022-23,
 - *“Improve the rigor of the curriculum in middle school through the adoption and implementation of a high-quality, pre-differentiated Tier 1 curriculum.” (quoted from 2022-23)*
- This also builds on the finding from the 2017 TAG external review and the committee’s recommendation in the 2018-19 report:
 - *“revamp the middle school advanced academic services so that they include courses which offer accelerated ELA, science, and social studies program beyond those labeled “Honors,” as the “Honors” courses currently fail to provide differentiated curriculum or instruction” (quoted from 2018-19)*
- [placeholder for staff response if desired]
- [placeholder for Board response]

9. Disaggregate AAS student data on social emotional surveys to provide a clear picture of needs for AAS-identified students.

- Rationale: Committee members have seen little evidence that SEAL instruction is differentiated for AAS students at any level. Many students in grades 9-12 miss their advisory period altogether, for both school-related or non-school related reasons, which limits the effectiveness of SEAL services delivered in advisory period.

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- Privacy concerns can be addressed by clearly communicating on surveys that the information collected is anonymous and data will be used strictly to help educators provide better support to students. Publicly report this data so families and AAS advisory members can use this information to inform future interventions.
- [placeholder for staff response if desired]
- [placeholder for Board response]

Refined Recommendations

1. Identify high quality SEL supports designed for AAS-identified students who struggle with challenges such as anxiety and perfectionism. Integrate SEL lessons and interventions into the curriculum, rather than making it a separate focus, to help AAS educators support students as challenges emerge.
 - Rationale: This recommendation is a refinement of a similar recommendation from the AASAC (then TAGAC) 2022-23 End-of-Year Report to “Focus more attention on social-emotional needs of TAG students.” This was a focus area in the committee’s scope of work for this year, and the committee is now providing a more specific recommendation about the need for high-quality, integrated SEL supports for AAS students.
 - This also builds on a recommendation from the committee’s 2018-2019 report
 - *“ACPS Counseling should be equipped to address the unique needs of TAG students from a social and emotional perspective, paying specific attention to twice exceptional students, as well as provide academic advising.” (quoted from 2018-19)*
 - [placeholder for staff response if desired]
 - [placeholder for Board response]

Continued Recommendations

1. Explore establishing AAS community advocates (2021-22)
 - Rationale: An end-of-year report from 2021-22 suggested AAS (then TAG) community advocates throughout schools, neighborhoods and language groups.
 - [placeholder for staff response if desired]
 - [placeholder for Board response]
2. Consider creating a district-wide middle school TAG elective period

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for TAG-eligible students to pursue independent projects (2022-23)

- Rationale: In the absence of significantly student-directed independent projects for enrichment and extension in ACPS middle schools, AASAC recommends further study of creating an elective option for AAS-eligible students. Facilitated by a AAS teacher, students could choose and pursue independent projects around a common theme for the semester. The class would encourage students to consider multiple perspectives and for the AAS teacher to intertwine math, science, history, and reading. For example, a first quarter topic could be the Appalachian Mountains. Students could select to research culture and history, geography, music, flora and fauna, preservation efforts, literature, etc. and could present their research through a method of their selection, such as a play, music, a report, a movie, etc. This type of class should hold appropriate weighted credit. AASAC has some concern, however, that middle school elective slots are already severely limited, and using one in this way would reduce opportunities for VPA (Visual and Performing Arts) and CTE (Career and Technical Education), all of which courses are considered electives at the middle school.
- [placeholder for staff response if desired]
- [placeholder for Board response]

3. Develop programs to support TAG (now AAS) students and families as they transition from elementary to middle school (2022-23)

- Rationale: Confusion about TAG services in middle school and variation in delivery of TAG services among ACPS elementary schools can add unnecessary anxiety for students as they transition from 5th to 6th grade in ACPS. TAGAC recommends the introduction of a district-wide middle school information session for TAG 5th graders (both elementary and K-8 schools) each spring. This should be hosted by the Office for Gifted and Advanced Academic Programs, with assistance from key stakeholders, such as TAG, Honors, and AP teachers. This meeting should include both general information on scheduling classes and the pathways that middle school choices will extend into high school, and specific information on the delivery of TAG services in middle school.
- [placeholder for staff response if desired]
- [placeholder for Board response]

4. Enhance professional development for teachers (2022-23)

- Rationale: TAGAC recommends further increasing professional development opportunities for classroom teachers with an emphasis on cultural competencies, identification of giftedness in diverse populations, and best practices for differentiation in the classroom.
- [placeholder for staff response if desired]
- [placeholder for Board response]

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5. Recognize and showcase best practices in differentiation (2022-23)

- Rationale: Establish a merit award or professional development opportunity to highlight successful examples of differentiation within ACPS, thus helping teachers and stakeholders better understand how differentiation can be effectively implemented.
- [placeholder for staff response if desired]
- [placeholder for Board response]

COMMITTEE WILL DISCUSS AND VOTE ON INCLUDING THIS RECOMMENDATION FROM A PREVIOUS REPORT AS “CONTINUING”

6. Develop and expand a library of pre-differentiated resources (2022-23)

- Rationale: TAGAC encourages the continuation of building a comprehensive resource library for teachers, with an emphasis on developing research-based curricula for gifted students at both primary and secondary levels.
- [placeholder for staff response if desired]
- [placeholder for Board response]

7. Incentivize curriculum writing and resource development (2022-23)

- Rationale: Leverage available funding to encourage teachers to create and expand TAG-focused curricula and resources. Feedback from current staff suggests that existing incentives for curriculum writing and development are not enough to result in quality materials
- [placeholder for staff response if desired]
- [placeholder for Board response]

COMMITTEE WILL DISCUSS AND VOTE ON INCLUDING THIS RECOMMENDATION FROM A PREVIOUS REPORT AS “CONTINUING”

8. Promote cooperative learning and problem-solving skills (2022-23)

- Rationale: TAGAC recommends integrating collaboration and cooperation into classroom instruction K-12 to better equip TAG (and non-TAG) students for real-world situations and challenges. This includes activities that foster a culture of group work and team problem-solving, which is beneficial not only for academic growth but also for social development.
- [placeholder for staff response if desired]
- [placeholder for Board response]

9. Bolster TAG-related cultural competency (2022-23)

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- Rationale: Recognizing and confronting misconceptions about what giftedness looks like through a cultural lens can lead to more equitable TAG identification and services. TAGAC recommends training teachers on cultural competency in relation to TAG students.
- [placeholder for staff response if desired]
- [placeholder for Board response]

10. Employ universal testing for TAG-services to assist the district's ability to recognize 6th grade students not identified in elementary school. (2018-19)

Recommendations addressed by the approval of the current Local Plan in May 2023

1. Support the shift in the Local Plan to a Talent Development Model for gifted services (2022-2023)
2. Increase options for TAG math students beyond full-grade acceleration.
 - Rationale: After considering recent data from PSAT scores, SOL math trends, and national data on college students who took accelerated math in high school, TAGAC (now AASAC) recommends that the ACPS TAG (now AAS) math strategy to compact 4th and 5th grade math into one year at 4th grade and keep all TAG (now AAS) math students accelerated by one year through middle school should be terminated. For most TAG (now AAS) Math students, acceleration should be replaced with extension and enrichment, to include:
 - differentiated materials that deepen understanding of math concepts for TAG (now AAS) eligible students;
 - lessons that incorporate Virginia's 5 C's (citizenship, creative thinking, communication, collaboration, and critical thinking) into math instruction; and
 - instructional strategies and curricula that utilize multi-modal learning (such as manipulatives), problem-solving, and collaboration.

As in other subjects, TAG (now AAS) Math students should be clustered whenever possible. Grade-level acceleration in math should remain as a Tier III intervention for select students, but should be de-emphasized as a "default" option. TAG (now AAS) Math students that require the Tier III intervention of grade-level acceleration should have access to an appropriate curriculum.

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Discontinued Recommendations

As this year's report represents a transition to the new Advisory Committee end-of-year report format adopted by the School Board, we consider all recommendations made in previous reports as "discontinued" unless specifically included under "refined" or "continued" recommendations, above. For the School Board's reference, attached to this report please find a summary of all recommendations made by this committee from 2017-2022.

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APPENDIX

Committee Meeting Attendance

- Meeting Date
 - Attendees
- Meeting Date
 - Attendees

ATTACHMENTS

1. Summary of TAGAC Recommendations from 2017-18 through 2021-22 school years