

BOARD MEMO

Date: April 21, 2022
For ACTION
For INFORMATION
Board Agenda: Yes
No

FROM: Nicholas Miller, Chair, Talented and Gifted Advisory Committee (TAGAC)
Megan Tempel-Milner, Ph.D., Director of Gifted and Advanced Academic Programs

THROUGH: Gerald R. Mann, Jr., Ed.D., Executive Director of Instructional Support
Terri H. Mozingo, Ed.D., Chief of Teaching, Learning, and Leadership
Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

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

TOPIC: Talented and Gifted Advisory Committee (TAGAC) 2021–2022 Scope of Work

ACPS 2025 STRATEGIC PLAN GOAL:

- 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 2021–2022 FOCUS AREA:

Focus Area 5: Talented and Gifted (TAG)

FY 2022 BUDGET PRIORITY:

Implementation of the 2025 Strategic Plan
Reduce Disproportionality in TAG and Advanced Courses

SUMMARY:

During the 2021–2022 school year, TAGAC will continue its work to improve the academic and social-emotional needs of TAG students in ACPS by focusing its efforts on the following topics:

1. ACPS’s five-year plan
2. The continuity of TAGAC services within ACPS
3. TAGAC-related advocacy in and out of the classroom
4. Accountability

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BACKGROUND:

TAGAC has discussed a number of potential items for its Scope of Work for the 2021–2022 school year. This memorandum describes the areas the committee proposes to undertake for review and will provide recommendations to the School Board in a final report.

ACPS’s Five-Year Plan

ACPS’s last Local Plan for TAG students was approved in 2011 and covered from 2012–2017. The school system has been operating under the approved plan for the previous 10 years, but it needs to be updated to comply with state law. The Commonwealth of Virginia legally requires this document, and TAGAC is fully committed to assisting ACPS’s completion of the plan. The goal is to create an updated plan that aligns with [8VAC20-40-60](#), ACPS’s strategic plan, and ACPS’s budget constraints. TAGAC is committed to the following components from 8VAC20-40-60 (shown in part below), which have been TAGAC’s focus areas in recent years with a specific need to address underrepresented populations and delivery models such as differentiation, push-in, and separate services:

TAGAC Focus Areas Relating to the 8VAC20-40-60 Local Plan, Local Advisory Committee, and Annual Report	
2.	A statement of the school division's gifted education program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, equitable representation of students, and parent and community involvement
3.	Procedures for the early and ongoing screening, referral, identification, and placement of gifted students, beginning with Kindergarten through 12th grade, in at least a general intellectual or a specific academic aptitude program and, if provided in the school division, procedures for the screening, referral, identification, and placement of gifted students in visual or performing arts or career and technical aptitude programs
11.	A description of the school division's program of differentiated curriculum and instruction demonstrating accelerated and advanced content
12.	Policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with their learning needs
13.	Evidence that school divisions provide professional development based on the teacher competencies outlined in 8VAC20-542-310 related to gifted education

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Continuum of Gifted and Advanced Academic Services Within ACPS

TAGAC intends to focus efforts this year on reviewing and summarizing the continuum of TAG services and performance review points across the full scope of a student's academic career. In addition, TAGAC plans to provide overall feedback to ACPS and specifically focus on the students' transition points of the TAG program between elementary, middle, and high school (Young Scholars [YS], General Intellectual Aptitude [GIA], Subject Specific, Honors, Advanced Placement [AP], Dual Enrollment [DE], etc.) or delivery models (push-in, pull-out, differentiated, advanced courses, etc.).

TAGAC-Related Advocacy and Communications in and out of the Classroom

TAGAC is highly concerned about how a strong advocate, or the lack of an advocate, impacts the TAG program, specifically as it relates to equity and the social-emotional impacts on students during the application, evaluation, and delivery of academic portions of the TAG program. TAGAC intends to study and provide suggestions on where external and internal advocacy influences these parts of the program and how to address these issues to mitigate the negative impacts.

Finally, advocacy also relies on a common understanding of the TAG services and frequent open and honest communication between administrators, School Board members, staff members, teachers, students, parents, and the general public. TAGAC will work with ACPS to strengthen education about the TAG program and improve communication between stakeholders across the school system.

Accountability for TAG Services

TAGAC believes that it must not only develop and communicate a TAG plan, but ACPS must also be accountable for executing the plan in a manner that is effective. TAGAC intends to study and provide recommendations on ways to assess the effectiveness of the TAG program and its delivery to ensure that ACPS provides students with the services they deserve.

RECOMMENDATION:

The Superintendent recommends that the School Board approve the TAGAC 2021–2022 Scope of Work.

IMPACT:

By focusing on the topics contained in this scope of work, TAGAC believes ACPS will provide a stronger, better supported, and more equitable TAG program to its students.

ATTACHMENTS:

None

CONTACT:

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