

1. What is the percentage of elementary and middle school students who perform at least one grade level above their current grade in reading? In math?
2. What is the percentage of 4th Grade students who perform at the 8th Grade level in reading? In math?

Answers:

1. 20-40%, 11-30%
2. 8-10%, 2-5%

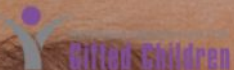
Source: Presentation by Colin Seale Founder/CEO think Law; Makel et al (2016) How can so many students be invisible? Large percentages of American students perform above grade level.

A close-up portrait of a young girl with dark skin and brown eyes, smiling broadly. The background is a soft, out-of-focus green.

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SEE ME!

GIFTED CHILDREN IN POVERTY AND FROM MINORITY GROUPS ARE 2.5 TIMES LESS LIKELY TO BE IDENTIFIED FOR, AND IN, GIFTED AND TALENTED PROGRAMS IN SCHOOLS. CHILDREN DESERVE FAIR IDENTIFICATION STRATEGIES.

[SOLUTION](#)

A young woman with vibrant blue hair is smiling gently, looking slightly to the left. She is wearing a blue top with a white pattern. The background consists of vertical wooden planks painted in a weathered blue color. The overall mood is positive and hopeful.

UNDERSTAND ME!

SOME OF THE BRIGHTEST CHILDREN UNDERACHIEVE IN SCHOOL FOR A VARIETY OF REASONS. CHILDREN NEED INFORMED COUNSELORS, TEACHERS, AND PARENTS WHO CAN HELP THEM OVERCOME SOCIAL, EMOTIONAL, AND PSYCHOLOGICAL CHALLENGES INVOLVED IN GROWING UP.

SOLUTION



TEACH ME!

GIFTED AND TALENTED CHILDREN HAVE UNIQUE LEARNING NEEDS THAT SET THEM APART FROM THEIR PEERS. THESE LEARNERS BENEFIT MOST WHEN THEY ARE TAUGHT BY TEACHERS TRAINED TO SUPPORT THEM. INVEST IN PRESERVICE TRAINING AND EFFECTIVE PROFESSIONAL LEARNING.

SOLUTION



CHALLENGE ME!

GIFTED ELEMENTARY SCHOOL CHILDREN KNOW MORE THAN 50 PERCENT OF SCHOOL YEAR MATERIAL ON THE FIRST DAY OF CLASS. IMAGINE HOW FRUSTRATING IT IS TO SIT THROUGH CONTENT YOU ALREADY KNOW.

SOLUTION

Gifted Students as defined by Va. Dept. of Education

"Gifted students" means those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade **who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.** These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in one or more of the following areas:

General intellectual aptitude, Specific Academic Aptitude, Career & Technical Aptitude, Visual or Performing Arts Aptitude.

Source: CHAPTER 40 REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR GIFTED STUDENTS
8VAC20-40-20. Definitions.

Appropriately Differentiated Curriculum & Instruction

"Appropriately differentiated curriculum and instruction" means curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize **gifted students' needs for (i) advanced content and pacing of instruction;** (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide **support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers.**

Source: CHAPTER 40 REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR GIFTED STUDENTS 8VAC20-40-20.
Definitions.

Why TAGAC?

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. **This committee shall reflect the ethnic and geographical composition of the school division.** This committee shall have **two responsibilities: (i) to review annually the local plan for the education of gifted students, including revisions, and (ii) to determine the extent to which the plan for the previous year was implemented.** The findings of the annual program effectiveness and the recommendations of the advisory committee shall be submitted annually in writing to the division superintendent and the school board.

Source: CHAPTER 40 REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR GIFTED STUDENTS 8VAC20-40-60. Local plan, local advisory committee, and annual report.

TAGAC Priorities 2020-2021

1. Address equity issues within the TAG program
 - identification
 - testing
 - service delivery
 - program consistency
 - understanding/addressing additional barriers: language, disability, social relationships
2. Create a comprehensive K-12 roadmap for gifted services
 - multiple entry points
 - improved transitions from elementary to middle school & middle school to high school
 - monitoring the academic rigor provided via differentiation & DEP (Differentiated Education Plan)
 - improve training for teachers and staff supporting TAG students (cultural competency)
3. Monitor and report on virtual learning experience for TAG and Young Scholar students.

TAGAC 2020-2021

Schools Represented

T.C. Williams	Cora Kelly	Mount Vernon
Francis C. Hammond	Matthew Maury	George Mason
George Washington	Douglas MacArthur	William Ramsay
Jefferson-Houston	Lyles-Crouch	

Accomplishments

1. Data Tracking on TAG program began in 2014, reported annually, publicly available
2. Creation of Instructional Specialist position
3. Young Scholars implemented in ALL elementary schools as of 2020-2021

Unique Academic Experience thru Young Scholars

Non-testing Identification Strategy to seek out underrepresented students thru classroom observation

Summer Program of Study

- 3 weeks
- provide experiences that their learning can be built
- Field Trips (ex. Chesapeake Bay water study project, museum outings)

School Year

- Differentiated curriculum, may be combined with GIA students (varies by school)

Vision

- A future pathway to full participation in TAG (GIA or SAA)

Leveraging National, State, Local Experts

Guest Speakers:

Dr. Richard Cash - *differentiated instruction specialist*

Dr. Jack Naglieri - *author of the Naglieri Nonverbal Ability Test (NNAT)*

Mr. Bill Knudsen - *Director Government and Affiliate Relations, National Association of Gifted Children*

Ms. Dornswalo Wilkins-McCorey - *Pres. Elect, Va. Assoc. of Gifted Children, Va. Beach Schools.*

Dr. Jonathan Plucker - *President of the National Association of Gifted Children*

Consultation with ACPS Subject Matter experts:

Gifted Coordinator, Office of Accountability, Middle School Principals, Director of Counseling,
2025 Strategic Planning Consultants, FACE Center

ACPS Creating Equity, Enhancing Services

Launched the nationally recognized Young Scholars program

Utilize English Learners Testing to help identify students who acquire language at a faster pace, measuring a rate of growth within WIDA scores

College Board Springboard Supplemental Reading and Writing Resources being used in middle school honors ELA to prepare all students to prepare on the writing portion of AP exams

Division-wide Initiative 2019-2020 to support Differentiation in elementary (ELA/math) and middle school (ELA)

TAG And The Numbers

<u>Total TAG Students 2,265, 15% of student body</u>		<u>Total Young Scholar Students 396</u>	
Asian	91	Asian	32
Black	340	Black	149
Hispanic	295	Hispanic	172
White	1,404	White	34
Other	136	Other	7
Total Asian/Black/Hispanic/Other	862	Total Asian/Black/Hispanic/Other	360
Total White	1,404	Total White	34

Source: Talented and Gifted Program Indicators Report Feb. 2020 ACPS Dept. of Accountability, based on 2018-2019 Academic Year

How PTAC Can Help Advocate for Gifted Students and Address Disproportionality in the Program

- Google Group Advertisement
- Recruit parents from schools not represented on the committee
- Advocate for funding to increase equity in the program - testing, counseling services, teacher/staff training
- Include TAGAC meetings in your newsletter
- Highlight guest speakers