

Date: August 21, 2014

For ACTION \_\_\_\_\_

For INFORMATION  X

Board Agenda: Yes \_\_\_\_\_  
No \_\_\_\_\_

**FROM:** Ramee Gentry, Chair, Talented and Gifted Advisory Committee (TAGAC)

**THROUGH:** Frances Donna Brearley, Talented and Gifted Coordinator

**THROUGH:** Alvin L. Crawley, Ed.D., Superintendent of Schools

**TO:** The Honorable Karen Graf, Chairman, and Members of the Alexandria City School Board

**TOPIC:** 2014-2015 Talented and Gifted Advisory Committee Scope of Work

**BACKGROUND:**

The Talented and Gifted Advisory Committee (TAGAC) has discussed a number of potential items for its scope of work for the 2014-15 academic year. This memo describes some of the items the committee may consider.

In addition to the items below, we expect to follow up on the recommendations in our 2013-14 annual report.

***Communication***

TAGAC will work with ACPS in its ongoing efforts to enhance communications to ACPS families regarding TAG identification, appeals, and delivery of services. TAGAC hopes to engage with TAG designees and TAG educators on best practices for effective communication between ACPS and families, with two areas of focus:

1. The letters informing parents about the steps and timeline as their child moves through the identification process.
2. Communication between the new TAG middle school resource teachers and the communities they serve.

***Delivery of Services***

***Elementary School***

This year will bring the first full year for the pilot of the Young Scholars program, designed to help increase participation of underrepresented populations as schools with lower than

average TAG identification. TAGAC looks forward to following the Young Scholars program through the year and reporting to the School Board on its implementation.

### *Middle School*

TAGAC is very pleased at the revisions to the middle school program at ACPS, particularly the commitments to have a TAG resource teacher at each campus and to offer TAG students access to enrichment opportunities. These additions will hopefully address what has been a long-standing deficit in TAG services at the middle school level. TAGAC looks forward to reporting to the School Board on the implementation of these new features in our middle schools.

### *High School*

TAGAC is interested in learning how the modified process for accepting 9<sup>th</sup> graders to AP World History will proceed this year. We hope the process will be successful and suggest other ways in which TAG-identified students can have access to advanced coursework in earlier grades. The review of the Honors program will have impact on high school as well as middle school students. Finally, TAGAC is interested in exploring more ways for students to fulfill the requirements for diploma in a way that still offers them maximum ability to take on the academic challenges they desire.

### ***Data-driven analysis of the TAG program***

Our annual report for 2013-14 describes the TAGAC's efforts to provide the board quantitative information about TAG identification, and other aspects of the program. We plan to continue to do this work and hopefully expand it as data becomes available. In particular, we hope that data analysis can help indicate if ACPS efforts at identification of underrepresented groups have resulted in any change in TAG identification.

### **IMPACT:**

Our goals include evaluating the delivery of the TAG Local Plan and recommending improvements to better meet the needs of high ability learners.

**CONTACT PERSON:** Ramee Gentry, 703-899-2637