

## AATDAC January 12, 2026 Updates

<b>APS Strategic Plan Interactive Dashboards</b>  How do I find this information? <ol style="list-style-type: none"><li>1. <a href="https://www.apsva.us/">https://www.apsva.us/</a></li><li>2. About APS</li><li>3. Statistics &amp; Data</li><li>4. Strategic Plan Dashboard</li></ol>	Different Data Sets Available to the Community  Organized by these categories: <ul style="list-style-type: none"><li>• Student Academic Growth &amp; Success</li><li>• Student Well-Being</li><li>• Student Centered Workforce</li><li>• Student Demographics</li></ul>	<b>Student Academic Growth &amp; Success</b>  <a href="#">APS SOL Pass Rates (Grades 3-12)</a>  <a href="#">MAP Growth - Projected Growth Data</a>  <a href="#">MAP Growth - Achievement</a>  <a href="#">Algebra I or Higher by 8th Grade</a>  <a href="#">AP/IB/DE</a>
<b>January 14th Math Resource Adoption Vendor Fair</b>	Families and community members are invited to Please share the <a href="#">linked flyer</a> with your community to help spread the word.	<b>Kenmore MS 1:00 - 7:00 PM</b>
<a href="#">Summer Residential Governor's School</a>	<b>Visual and Performing Arts (VPA)</b>  Students moving on to the state level adjudication share their	<b>VPA and Academic Applications - due on January 16th</b>

	<p>videos within a window of time on the VDOE platform.</p> <p>We have a Canvas course to support students in the application process. Their contact at the school level is their Advanced Academic Coach.</p>	
<b>Differentiation Report Forms (DRF)</b>	<p><b>Revised version</b></p> <ul style="list-style-type: none"> <li>• One consistent form used by all elementary schools</li> <li>• School teams may choose to do an <a href="#">individual version</a> or a <a href="#">grade level version</a></li> <li>• Families of identified advanced learners should receive this four times a year during progress report time</li> <li>• Quarter 1 Progress Reports will be posted on ParentVue on <b>November 18.</b> <ul style="list-style-type: none"> <li>◦ Differentiation Report Forms (DRFs) should have</li> </ul> </li> </ul>	<p>You should receive this from your child's classroom teacher who is the primary deliverer of advanced academic services.</p> <p>The Advanced Academics Coach (AAC) is a partner in this work with all of the teachers in K-5.</p> <p>Families who do not receive the DRF should contact their child's classroom teacher.</p> <p><b>You should receive the next one on February 17th.</b></p>

	<p>been sent home via ParentSquare on November 18.</p> <ul style="list-style-type: none"> <li>○ Future Dates for Progress Reports and DRFs: <ul style="list-style-type: none"> <li>■ <b>Quarter 2:</b> February 17</li> <li>■ <b>Quarter 3:</b> April 28</li> <li>■ <b>Quarter 4:</b> June 18</li> </ul> </li> </ul>	
<b>Fall Student Assessment Results Shared with Families</b>	<ul style="list-style-type: none"> <li>● Fall Writing SOL - High School</li> <li>● Naglieri Ability Test (NNAT) <ul style="list-style-type: none"> <li>○ Grade 1 &amp; Grade 9 students without an ability score</li> </ul> </li> <li>● Cognitive Abilities Test (CogAT) <ul style="list-style-type: none"> <li>○ Grade 2 &amp; Grades 3 - 8 students who do not yet have a CogAT assessment on file</li> </ul> </li> </ul>	<p>Fall student assessment results reports, including a cover page, have been shared with families in ParentVUE.</p> <p>A Parent Square message was sent to notify families</p>

	<ul style="list-style-type: none"> <li>• Virginia Growth Assessment (VGA)</li> </ul>	
<b>Your Voice Matters Survey</b>	<p>From Dr. Duran's Message to Families on December 10, 2025:</p> <p><i>Every February, we ask students, families, and staff to participate in the Your Voice Matters survey. This survey gathers valuable feedback on a range of topics, including school and community safety, student health and well-being, engagement, and more. Your participation helps us understand what is working well and where we need to improve. We fully respect the decision of families who choose not to participate. Students who take the survey may skip any questions they prefer not to answer. If you wish to opt your student(s) out entirely, the deadline to do so is Jan. 30, 2026. <u>Opting out is a simple</u></i></p>	<b>February 2025 Your Voice Matters Survey Comes Out for APS community</b>

	<i><u>process</u> and will not impact you or your student in any way.</i>	
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<b>Resources for Families</b> <a href="#"><u>AATD Home Page</u></a> <a href="#"><u>APS AATD Resources for Families</u></a>		
<a href="#"><u>Advanced Academics and Talent Development Podcast</u></a>  What feedback would you like to share for the next one we do for families?	<a href="#"><u>Advanced Academics and Talent Development Podcast</u></a> <a href="#"><u>#1: Tips for Working Collaboratively with your Child's School</u></a>	
<a href="#"><u>Document for Families</u></a>	<a href="#"><u>Tips for Working Collaboratively with my Child's School</u></a>	
<b>Parenting for High Potential</b>	<b>2025-2026 School Year</b> <ul style="list-style-type: none"> <li>• <a href="#"><u>Parenting for High Potential - September 2025</u></a></li> <li>• <a href="#"><u>Parenting for High Potential - December 2025</u></a></li> </ul>	<b>2024-2025 School Year</b> <ul style="list-style-type: none"> <li>• <a href="#"><u>Parenting for High Potential - December 2024</u></a></li> <li>• <a href="#"><u>Parenting for High Potential - June 2025</u></a></li> </ul>

<p><a href="#"><b>NAGC Family Tip Sheets (Spanish)</b></a></p>	<p>The TIP sheets are organized around these categories:</p> <ul style="list-style-type: none"> <li>● <a href="#"><b>Advocacy</b></a></li> <li>● <a href="#"><b>Creativity</b></a></li> <li>● <a href="#"><b>Giftedness</b></a></li> <li>● <a href="#"><b>Giftedness in the Classroom</b></a></li> <li>● <a href="#"><b>Social Emotional Development</b></a></li> </ul>	<p>The Timely Information for Parents (TIP) Sheets are for parents and caregivers of gifted children to download, read, and share as their children's needs change.</p>
<p><b>UCONN Webinars for Families</b></p>	<p><a href="#"><b>Constructive Collaboration with Your Child's Teacher</b></a> University of Connecticut</p> <p>Description: Students who perform well are often overlooked in general education classrooms. We all understand that teachers are busy and often overwhelmed. Join me for a discussion about ways to build a constructive, two-way relationship with your child's teacher to help you advocate for their needs.</p>	<p>Recordings of past webinars can be found <a href="#">here</a>.</p> <p><i>Five minutes into watching this video, you will be asked to enter your email to continue watching. We will use your email to provide you with information about future videos and the Renzulli Center's work.</i></p>
<p><b>VDOE webpage</b></p>	<p><a href="#"><b>Virginia Department Of</b></a></p>	

	<u><a href="#">Education Advanced Coursework</a></u>	
<u><a href="#">VDOE Advanced Learners webpage</a></u>	Shares regulations for gifted learners in Virginia and how they shape the Local Plan for the Gifted that each school system writes every five years.	Shares different resources created by state committee focusing on gifted learners  External websites: resources for families

<b>Articles/Documents of Interest</b>	
<b>Article</b>	If you are wondering what educators mean by differentiation and how this might work, these two articles do a nice job of explaining the ongoing assessment for teaching and learning. <u><a href="#">Pre-assessment is Key to Designing with Intention</a></u> and <u><a href="#">Formative Assessment is Key to Being Responsive</a></u>
<b>Past Articles Shared</b>	
<b>Article</b>	<u><a href="#">Tips for Parents: Doing Poorly on Purpose: Underachievement and the Quest for Dignity</a></u>
<b>Article</b>	<u><a href="#">Tips for Parents: Parenting for High Achievement and Avoiding Underachievement</a></u>
<b>Article</b>	<u><a href="#">The Pros and cons of Homework</a></u> We talked briefly about homework last year so I thought this may be of interest to the group.
<b>Document AATD put together for AATDAC</b>	<b>AP, IB, DE</b> <u><a href="#">Comparisons of Advanced Placement (AP), International Baccalaureate (IB) and Dual Enrollment (DE)</a></u>

**Document AATD put together for Families**

**Tips for Working Collaboratively with my Child's School**

<b>Data Requests from AATDAC</b>	
<b>Data Sets</b>	<p><a href="#">Beginning of Year 2025-2026 Identification Data</a></p> <p>This detailed report includes the following information:</p> <ul style="list-style-type: none"><li>• Total of students by identification area and Young Scholars</li><li>• Total and % of gifted by grade level, race/ethnicity, student with disabilities (SWD), and English learners (ELP)</li></ul> <p><a href="#">Your Voice Matters (YVM) June 2025</a></p> <p>This report shares the responses of students, families, and teachers regarding academic engagement and support for advanced learners. Here is the link to the <a href="#">YVM dashboard</a> where you can filter responses by staff, students and/or families. You can also filter the data in multiple ways including each school.</p> <p><a href="#">2024-2025 Co-Taught Courses</a></p> <p>This report includes the following information:</p> <ul style="list-style-type: none"><li>• Co-taught Intensified courses in each Middle School</li></ul>

- Co-taught Intensified/AP courses in each High School

#### [\*\*2020-2025 AP Course Enrollment and Performance\*\*](#)

This report includes the following information:

- AP Courses by Department
- AP Courses by Demographics
- AP Exams by Department
- AP Exams by Demographics

#### [\*\*2020-2025 IB Course Enrollment and Performance\*\*](#)

This report includes the following information:

- IB Courses by Department
- IB Courses by Demographics
- IB Exams by Department
- IB Exams by Demographics